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TO DETERMINE WHETHER OR NOT THE TARRANT COUNTY FREE
LIBRARY IS TAKING CARE OF THE RECREATIONAL
READING INTERESTS OF THE ELEMENTARY PUPILS
IN FOURTEEN SCHOOLS OF
TARRANT COUNTY, TEXAS

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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this study is to determine whether or not the Tarrant County Free Library is taking care of the recreational reading interests of the elementary pupils between the ages of nine and fourteen years in fourteen schools of the county.

Needs for this Study

The new type curriculum centers almost wholly upon child-interests; the abundance of leisure time that has been thrust upon children as well as adults has greatly influenced social problems. As a result, modern educators and many laymen feel the need for studies to determine the recreational reading interests of children.

In the recommendations of the White House Conference on Child Health and Protection, the committee on reading agrees that public library service should be made available to every child. The committee further reports that the problem of promoting good reading among American children is, above everything else, a problem of making good reading matter accessible. This material must be interesting, for no matter how worthy the material, if the children do not enjoy it, they will not read it. Of course, interest is not the only criterion; friends introduced through the printed page should be worthy friends,

the kind that children will like to keep and remember. Therefore, a survey to determine the reading habits and the children's recreational reading interests is essential to the performance of a library's educational function.

Definition of Terms

The child's own selection, whether books, magazines, or newspapers, and the type of each which he chooses to read is interpreted as reading interests.

Recreational reading means the reading done at leisure and "just for fun."

Method of Procedure

In order to determine the extent to which the Tarrant County Free Library is meeting the needs of the elementary children for recreational reading, an analysis was made of the reading interests of children from eight to fourteen years of age in the county; a second analysis of studies made by various acceptable authors in the field of children's reading interests; a third analysis of library materials found in the reading lists as supplied by the county; and lastly, a comparison of the results of the last analysis with the two preceding ones.

Sources of Data

Data for this study have been obtained from three sources: first, from answers to questionnaires and results scored from Sims Socio-Economic Test, Form C,¹ given to 1299 children of

¹Public School Publishing Company, Bloomington, Illinois.

ages eight to fourteen years; second, from related studies which have been made in the field of recreational reading interests of children; and third, from reading lists supplied by the Tarrant County Free Library.

Treatment of Data

The replies of pupils to the questionnaires were tabulated by sex, age, and grade. The results from each question were totaled and ranked for each sex and age group according to the number of choices. The tabulations of reading interests of boys and girls are included in Chapter II.

The cultural background of the pupils was scored from Sims Socio-Economic Test, Form C,² and the results were rated as low, average, and high.

An analysis was made of the library material supplied by the county. These data are presented in Chapter III for the purpose of showing the present library situation in Tarrant County.

A brief summary of the findings in Chapters II and III, with recommendations and conclusions based on these findings, are presented in Chapter IV.

Related Studies

This study includes the following brief summaries of sixteen studies which have been made on some phase of the reading interests of elementary school children:

²Ibid.

1. A study of the home influence on adolescent reading interests has been made by Harold H. Punke.³ This research was a comparative study of the newspaper material and the magazines read by approximately two thousand boys and girls in Illinois and Georgia.

2. In Minnesota, B. L. Johnson⁴ made a study of 1856 boys and girls from grades five through eleven, relative to reading interests as related to sex and grade in school.

3. Joseph Mersand⁵ investigated why boys read newspapers. He based his study on boys' answers to these five questions: (a) Do you read a newspaper every day? (b) Which one or ones do you read? (c) Which ones do you prefer? (d) How much time do you spend per day reading newspapers? (e) Why do you choose to read the ones you do?

4. Warren W. Coxe⁶ made a study on the amount of independent reading done by children, and the types of books and magazines which they read. He reviewed Dr. Jordan's study in which a comparison is made of the reading interests of children in 1917 and in 1925.

5. Emma B. Grant and Margaret L. White⁷ investigated the

³"Home and Adolescent Reading Interests," School Review, XLV (October, 1937), 612-629.

⁴"Children's Reading Interests as Related to Sex and Grade in School," Ibid., XI (April, 1932), 257-273.

⁵"Why Boys Read Newspapers," English Journal, XXVI, 195-199.

⁶"Scientific Literature on the Reading Interests of School Children," Library Journal, LVII, 9-15.

⁷"A Study of Reading Materials," Teachers College Records, XXVI, 671-678.

choice of children's reading material. They contacted fifteen hundred pupils over a period of nine months and asked them why they read the material they chose. Conclusions of the study are based on the children's answers.

6. A study to determine basic reading materials through a study of children's interests, was made by H. B. Bruner.⁸ The study involved fifteen hundred teachers, fifty thousand children, and many parents.

7. It appears that Miriam B. Huber⁹ made a valuable contribution to education when she studied the influence of intelligence upon children's reading interests.

8. May Lazar¹⁰ analyzed the reading interests, activities, and opportunities of children who ranged from bright to dull in mentality; then she compared sex differences in reading interests and standards of reading.

9. Thomas J. Lancaster¹¹ made a study of what books children read, what they think of them, where they get them, and why they choose the books they do.

⁸"Determining Basic Reading Materials Through a Study of Children's Interests and Adult Judgments," Elementary School Journal, XXXI (May, 1933), 656-670.

⁹The Influence of Intelligence Upon Children's Reading Interests.

¹⁰Reading Interests, Activities, and Opportunities of Bright Average, and Dull Children.

¹¹"A Study of the Voluntary Reading of Pupils in Grades IV-VIII," Elementary School Journal, XXVIII (March, 1928), 525-537.

10. A survey of the reading interest studies, as made by certain authors, was conducted by Kopple C. Friedmann and Claud L. Nemzek.¹² Their findings are a summary of various studies.

11. A study of the educational influence and force of the library in building up the spontaneous and conscious interests of the child has been made by Miss Annie Spencer Cutter.¹³

12. Evangline C. Malchow¹⁴ investigated the reading interests of junior high school pupils as a basis for knowing what her pupils were reading.

13. Sophy H. Powell¹⁵ has written a book which encourages teachers to aid the pupil in a consideration for the minor interest of other pupils.

14. In sixteen separate investigations of the interests in reading materials of children in the first three grades, a total of 2332 pupils read certain types of material to determine which were liked better. The results of this study are compiled by A. I. Gates, C. C. Peardon, and I. C. Sartorius.¹⁶

¹²"A Survey of Reading Interest Studies," Education, LVII, 51-56.

¹³"How Can the Library Help Youth to Solve Its Problems?" Library Journal, LXII (November 1, 1937), 820-821.

¹⁴"Reading Interests of Junior High School Pupils," School Review, XLV, 175-185.

¹⁵The Children's Library, A Dynamic Factor in Education.

¹⁶"Studies of Children's Interests in Reading," Elementary School Journal, XXXI (May, 1931), 656-670.

15. A study to determine what children are reading today has been made by Albert K. Ridout.¹⁷

16. Homer P. Rainey,¹⁸ Director of American Youth Commission for the American Council on Education, recently analyzed more than a hundred surveys in regard to the leisure-time activities of American youth.

These sixteen studies, briefly presented, indicate the trend of modern surveys relative to recreational reading by elementary grade pupils.

¹⁷"Juvenile Judgments," English Journal, XXVII, 38-43.

¹⁸"How Can Libraries Help to Meet the Needs of Youth?" American Library Association Bulletin, XXXI (July, 1937), 406-414.

CHAPTER II

READING INTERESTS

The purpose of this chapter is to present: (1) data relative to the reading interests of 1299 boys and girls in the elementary grades of Tarrant County, Texas, (2) an analysis of sixteen recent studies related to the problem under consideration, (3) some comparisons of the findings set forth in the related studies and those obtained from the survey of Tarrant County.

Reading Interests of Tarrant County Elementary Pupils

Socio-economic status of pupils' homes.--In making a study of the reading interests of Tarrant County boys and girls, it is necessary to know something of the socio-economic status of the homes from which the pupils come, because the types of homes are generally an index to the type of reading done by the children.

The population of the school districts served by the Tarrant County Free Library may be divided into three classes: (1) the salaried officials of the American Air Lines and of the public schools, (2) overseers or managers of large farms and of commercial concerns, and (3) the laboring class.

The homes of the salaried employees, the overseers of large farms, and the managers of commercial concerns are marked by the presence of many books, periodicals, and newspapers; the homes of the laboring class are conspicuous by the absence of them. Generally speaking, these inequalities are due largely

to differences of family incomes. A definite idea of the socio-economic status of a few of the homes represented by 1299 pupils in Tarrant County is given in the following data obtained from scoring 242 pupils by the Sims' Score Card for Economic Status (Form C)¹: Thirty per cent of the pupils had as many as twenty-five books and two daily, semi-weekly, or weekly newspapers in their homes; fifty-six per cent had between ten and twenty-five books and one daily, semi-weekly, or weekly newspaper; and fourteen per cent had less than ten books and no newspapers.

Reading habits.--The reading interests of boys and girls are closely correlated to their home backgrounds.

Table 1 contains the tabulations compiled from the answers of 1299 pupils in Tarrant County to the question, "About how much time do you spend each day in reading for fun?" Column one shows the time reported; column two shows the number of boys who checked each time period; column three shows the number of girls who checked each time period; and column four shows the total number of boys and girls who checked all time periods.

Data in Table 1 show that the time spent by the boys and girls each day in reading for fun ranges from forty-five minutes to five hours. The average time for the boys is one hour and fifty-seven minutes; the average time for the girls is two

¹Public School Publishing Company, Sims' Score Card for Economic Status (Form C).

hours and fifteen minutes. It is interesting to note that only thirty-one boys and nineteen girls, or a total of fifty pupils out of 1299, gave no answer to this question.

TABLE 1

AMOUNT OF TIME SPENT IN RECREATIONAL READING
BY 1299 TARRANT COUNTY ELEMENTARY PUPILS

Time Per Day (1)	Boys (2)	Girls (3)	Total (4)
45 minutes.....	68	39	107
1 hour.....	174	139	313
2 hours.....	282	209	491
3 hours.....	80	98	178
4 hours.....	35	56	91
5 hours.....	27	42	69
No report.....	31	19	50
Total	697	602	1299
Average time	1 hr.57min.	2 hr.15min.	

Source of reading material.--Table 2 shows the percentage of the pupils' recreational reading material which is secured from the Tarrant County Free Library. Column one contains the percentages which the pupils checked; column two shows the number of boys checking each percentage; column three shows the number of girls checking each percentage; and column four shows the total number of pupils in each percentage group. Again, it is interesting to note that a total of thirty-nine pupils,

including twenty-four boys and fifteen girls, gave no report on this item. Data in Table 2 show that 190 pupils out of 1299, including one hundred boys and ninety girls, secure one hundred per cent of the recreational reading material from the Tarrant County Free Library; 440 pupils secure seventy-five per cent; 478 secure fifty per cent; and 152 secure twenty-five per cent.

TABLE 2

PERCENTAGE OF PUPILS' RECREATIONAL READING MATERIAL SECURED FROM THE TARRANT COUNTY FREE LIBRARY

Percentage of Material Secured From Library	Number of Pupils Securing Material From Library		
	Boys	Girls	Total
25.....	82	70	152
50.....	228	250	478
75.....	200	240	440
100.....	100	90	190
No report.....	24	15	39

Book Selection

In an effort to determine why pupils select the books which they read, they were asked to check the reasons listed in Tables 3 and 4, and they were permitted to check more than one reason. Column one contains the reason; column two indicates the number of boys who checked each reason; column three indicates the number of girls who checked each reason; column four indicates

the total number of pupils checking each reason; and column five contains the rank of the reasons checked, according to the totals in column four.

TABLE 3
REASONS FOR BOOK SELECTION

Pupil's Reasons for Reading Books (1)	Number of Pupils Giving Reason			Rank (5)
	Boys (2)	Girls (3)	Total (4)	
Recommended by teacher..	169	195	360	5
Recommended by friend...	308	345	653	2
Liked the author.....	195	179	374	4
Subject of special interest.....	498	398	896	1
Saw the movie version of it.....	107	90	197	6
Saw it on the shelf.....	307	290	597	3

Data in Table 3 show that 896 pupils choose books because they contain subjects of special interest; this reason ranks first. Six hundred fifty-three pupils choose books because they are recommended by a friend; this reason ranks second. The third reason in rank is that the book was seen on the library shelf; this was checked by 597 pupils. Three hundred seventy-four pupils choose books because of the authors; this is the fourth reason in rank. The teachers' recommendation is the fifth

reason in rank, and it was checked by 360 pupils. The reason given the lowest rank of six is that a movie version of the book was seen; 197 pupils checked this.

Types of books.--Ten types of books were given to the 1299 pupils, including 727 boys and 572 girls. They were asked to check the three types which they preferred in the order of their preference. As a further check, they were asked to write in their favorite type if it did not appear in the list. Table 4 indicates the favorite types of books preferred by 727 elementary boys included in the survey.

TABLE 4
TYPES OF BOOKS PREFERRED BY ELEMENTARY SCHOOL BOYS

Types of Books (1)	Age						Total (8)	Rank (9)
	9 (2)	10 (3)	11 (4)	12 (5)	13 (6)	14 (7)		
Adventure.....	39	99	101	129	80	50	498	1
Fairy tales.....	76	62	40	43	10	5	246	4
Dramatic action.	71	70	87	90	66	55	440	2
Humor.....	38	40	32	36	18	10	174	6
Travel.....	19	5	15	50	48	25	152	7
Science.....	3	4	10	29	31	27	104	9
Biography.....	4	6	10	21	19	21	81	10
Historical fic- tion.....	7	10	30	70	40	49	206	5
Home and school life.....	16	26	28	30	19	15	34	8
Nature and animal	88	75	62	83	57	52	407	3

The number of boys of each age interested in each type is shown in columns two to seven inclusive. The choices are totaled in column eight and are ranked in column nine according to frequency of choice.

Data in Table 5 indicate the types of books preferred by 572 elementary school girls in Tarrant County. Results were obtained and treated in the same way as described for Table 4.

TABLE 5
TYPES OF BOOKS PREFERRED BY ELEMENTARY SCHOOL GIRLS

Types of Books (1)	Age						Total (8)	Rank (9)
	9 (2)	10 (3)	11 (4)	12 (5)	13 (6)	14 (7)		
Adventure.....	60	50	60	30	30	17	247	5
Fairy tales.....	106	80	97	74	37	7	411	2
Dramatic action...	53	60	80	80	43	19	335	3
Humor.....	71	21	18	19	14	3	146	6
Science.....	10	15	17	15	7	2	66	10
Travel.....	27	12	16	27	20	4	106	9
Biography.....	20	23	40	16	25	8	126	7
Historical fiction	19	20	23	18	21	15	116	8
Home and school life.....	99	85	90	83	48	21	426	1
Nature and animal.	88	49	60	50	24	10	319	4

A comparison of data in Tables 4 and 5 shows that adventure ranks first with the boys and fifth with the girls. Dramatic

action takes second place with boys and third with girls. Stories of family relationships and school life rank first with girls but interest boys very little. Fairy tales are favorites of both sexes; girls check them as second choice and boys as fourth. It is interesting to note that science is ranked in ninth place by the boys and in tenth place by the girls. This means it is ranked lowest and next to lowest of the ten types of books examined. Books of travel rank ninth with girls and seventh with boys. This observation is interesting, since many fathers and brothers of the pupils are employed by the American Airway Lines.

Authors.--In an effort to get a true response from the pupils as to what or whom they like to read about, they were asked to list ten of their favorite authors and ten of their favorite book characters. The writer believed that this procedure would permit more freedom of choice on the part of the pupils, and that it would bring out the real interest of the boys and girls better than a list prepared by the classroom teacher or the librarian. Throughout the survey, the writer endeavored to follow procedures and use methods that would cause the data secured to be authentic and representative of the true expressions of the pupils surveyed. Every effort has been made to fit this study in with the modern concepts of education and pupil activity and participation.

Table 6 contains tabulation of the favorite authors of boys nine and ten years of age.

TABLE 6
FAVORITE AUTHORS OF 301 BOYS 9-10 YEARS OF AGE

Author	No. Boys	Author	No. Boys
Burroughs.....	175	Haskell.....	16
Mark Twain.....	172	Bryce.....	14
Lang.....	160	Beard.....	12
Stevenson.....	133	Baker.....	12
Kipling.....	127	Dopp.....	8
Bass.....	116	Pyle.....	8
Potter.....	91	Seton.....	8
Dickens.....	90	White.....	8
Altsheler.....	88	Farjeon.....	8
Meigs.....	82	Browning.....	8
Martin Johnson.....	65	Dorothy Rowe.....	8
Joel C. Harris.....	63	Hurlbut.....	6
La Rue.....	60	Moore.....	6
Patch.....	53	Chapman.....	4
Lewis Carroll.....	50	Scudder.....	4
Burgess.....	38	Eugene Field.....	4
Dalgliesh.....	33	Smith.....	4
Stoddard.....	30	Lucy F. Perkins.....	4
Lofting.....	29	Sandburg.....	4
Tappan.....	28	Miller.....	4
Hall.....	20	Collins.....	4
Baldwin.....	20	George Macdonald....	4
Petersham.....	20	A. A. Milne.....	2
Schultz.....	18	Rosetti.....	2
Blaisdell.....	18	Lyman Young.....	2
Snedden.....	16	No report.....	49

The authors in Table 6 are ranked according to their popularity, and the number of boys listing each author is shown opposite the rank.

Table 7 presents the favorite authors of boys eleven and twelve years of age.

TABLE 7
FAVORITE AUTHORS OF 266 BOYS 11-12 YEARS OF AGE

Author	No. Boys	Author	No. Boys
Mark Twain.....	90	Tappan.....	40
Kipling.....	88	Perkins.....	40
Burroughs.....	80	Barbour.....	40
Stevenson.....	77	Barrie.....	32
Meigs.....	75	Lofting.....	30
Lang.....	75	Eggleston.....	28
Baldwin.....	75	Andrews.....	28
Altsheler.....	67	Macdonald.....	28
Dickens.....	67	Crump.....	25
O'Brien.....	65	Kaler.....	25
Haskell.....	60	Smith.....	25
Beard.....	60	Wright.....	20
Grinnell.....	60	William J. Long.....	20
Dodge.....	60	Lyman Young.....	17
Paine.....	55	Baker.....	17
Zane Grey.....	52	Hurlbut.....	17
Stoddard.....	52	Bailey.....	17
Defoe.....	50	Rowe.....	15
Drummond.....	49	Brady.....	15
Chester Gould.....	49	Nida.....	15
Bass.....	49	Lewis Carroll.....	15
Sewell.....	47	Ashmun.....	10
Lindsay.....	47	Bishop.....	10
Blaisdell.....	43	Eaton.....	10
Cody.....	40	No report.....	37

The authors are ranked according to their popularity among the boys of the age group under consideration. Column one contains the authors' names, and column two contains the number of boys ranking the authors in their indicated rank.

Table 8 contains the favorite authors of boys thirteen and fourteen years of age.

TABLE 8
FAVORITE AUTHORS OF 160 BOYS 13-14 YEARS OF AGE

Author	No. Boys	Author	No. Boys
Mark Twain.....	110	Lindsey.....	40
Kipling.....	109	Sandburg.....	40
Stevenson.....	108	Hawthorne.....	38
O'Brien.....	106	Keller.....	36
Burroughs.....	100	Emily Post.....	36
Lang (Arabian Nights)	96	Chapman.....	32
Altsheler.....	96	Riley.....	32
Dickens.....	90	Francis S. Key.....	31
James Baldwin.....	82	Burroughs.....	22
Bass.....	82	Kathleen Norris.....	22
Meigs.....	78	Kyne.....	20
Alcott.....	78	Whittier.....	20
Seton.....	70	Harte.....	18
Lindbergh.....	70	Joel C. Harris.....	16
Austen.....	70	M. Mitchell.....	15
Charles Lamb.....	68	Longfellow.....	15
Byrd.....	67	Bryant.....	15
Dobie.....	65	Van Dyke.....	15
Martin Johnson.....	65	Lindsay.....	14
Frank Buck.....	65	Guest.....	14
Pearl S. Buck.....	60	Porter.....	14
Defoe.....	58	Jackson.....	14
London.....	58	Shakespeare.....	9
Kilmer.....	50	Lindbergh, Anne.....	9
James (William).....	48		

It is interesting to note that Mark Twain ranks first with boys from eleven to fourteen years of age and second with boys from nine to ten. The ten most popular authors of all

boys, in the order of their popularity, are Mark Twain, Kipling, Burroughs, Stevenson, Lang, Dickens, Altsheler, Baldwin, Meigs, and O'Brien.

Table 9 contains a list of the favorite authors of 249 girls between the ages of nine and ten years. The authors are ranked according to popularity, as in previous tables. Column one contains the names of the authors, and column two contains the number of girls who placed the authors in their indicated rank.

TABLE 9
FAVORITE AUTHORS OF 249 GIRLS 9-10 YEARS OF AGE

Author	No. Girls	Author	No. Girls
Dickens.....	150	Beard.....	58
Alcott.....	148	Baker.....	52
Lewis Carroll.....	148	Dopp.....	50
Mark Twain.....	145	Hurlbut.....	50
Stevenson.....	140	Jacobs.....	46
Perkins.....	135	Meigs.....	46
Keene.....	130	Sandburg.....	46
Lang.....	125	Rosetti.....	40
Dodge.....	125	Longfellow.....	40
Bailey.....	120	Macdonald.....	40
Kipling.....	120	A. A. Milne.....	40
Burgess.....	116	Bannerman.....	32
Joel C. Harris.....	115	Potter.....	30
Petersham.....	111	Teasdale.....	30
Lofting.....	100	Kilmer.....	24
Burroughs.....	90	Riley.....	22
Blaisdell.....	86	Spyri.....	22
Dorothy Rowe.....	86	Grinnell.....	21
Patch.....	85	Anderson.....	20
La Rue.....	85	Bass.....	12
Ouida.....	82	Barrie.....	9
Keller.....	70	Maeterlinck.....	7
Eugene Fields.....	70	Pyle.....	4
Moore.....	60	Dasent.....	3
Christopher Morley...	60	No report.....	42

The favorite authors of 232 elementary grade girls between the ages of eleven and twelve years of age are presented in Table 10. In the list the authors are ranked according to popularity among the pupils.

TABLE 10
FAVORITE AUTHORS OF 232 GIRLS 11-12 YEARS OF AGE

Author	No. Girls	Author	No. Girls
Charles Dickens.....	150	Lindsay.....	58
Keene.....	148	Meigs.....	52
Perkins.....	148	Tappan.....	50
Lewis Carroll.....	145	Macdonald.....	50
Stevenson.....	140	Baker.....	46
Alcott.....	135	Hurlbut.....	46
Mark Twain.....	130	Ashmun.....	46
Lang.....	125	Lofting.....	40
Kipling.....	125	Snedden.....	40
Dodge.....	120	Burroughs.....	40
Bailey.....	120	Grinnell.....	40
Gene Stratton Porter	116	Whittier.....	32
Teasdale.....	115	Longfellow.....	30
Spry.....	111	Rosetti.....	30
Lang.....	100	Francis S. Key.....	24
Petersham.....	90	Lamb.....	22
Anderson.....	86	Eaton.....	21
Paine.....	86	Parkman.....	20
Defoe.....	85	Kate Greenaway.....	12
Helen Keller.....	85	Lear.....	9
Lyman Young.....	82	Irving.....	7
Harold Gray.....	70	Katharine Dopp.....	4
William James.....	70	Rose Fyleman.....	3
London.....	60	Dasent.....	2
O'Brien.....	60	No report.....	37

Data in Table 10 show that the ten most popular authors among the girls of all the ages surveyed are Dickens, Alcott, Mark Twain, Lewis Carroll, Stevenson, Keene, Lang, Lucy Fitch Perkins, Dodge, and Gene Stratton Porter.

Table 11 contains a list of the favorite authors of ninety-one elementary grade girls between the ages of thirteen and fourteen years.

TABLE 11
FAVORITE AUTHORS OF 91 GIRLS 13-14 YEARS OF AGE

Author	No. Girls	Author	No. Girls
Gene Stratton Porter.	50	Haskell.....	17
Alcott.....	48	Fisher.....	17
Longfellow.....	47	Helen Keller.....	16
Austen.....	47	London.....	16
Dickens.....	47	O'Brien.....	15
Keene.....	40	Garland.....	15
Mark Twain.....	40	Riley.....	13
Emily Post.....	37	Rosetti.....	13
Stevenson.....	36	Smith.....	12
Bailey.....	36	Lindbergh.....	11
Kipling.....	32	Cooper.....	11
Jackson.....	32	Defoe.....	11
Zane Grey.....	29	Lindsay.....	10
Lofting.....	29	Burroughs.....	10
Lamb.....	28	Baldwin.....	10
Spyri.....	28	Patch.....	10
Perkins.....	27	Hartman.....	9
Dobie.....	25	Florence Bass.....	9
Francis S. Key.....	25	Brooks.....	8
Hurlbut.....	24	Farjeon.....	7
Halliburton.....	24	Blaisdell.....	6
Hawthorne.....	20	Dumas.....	3
Pearl S. Buck.....	20	Chrisman.....	2
Brown.....	20	Harold Gray.....	1
Lewis Carroll.....	19		
Ashmun.....	18		

Favorite characters.--The favorite characters of 727 boys in the elementary grades of Tarrant County are presented in Tables 12, 13, and 14. The characters are ranked in order of their indicated popularity.

Table 12 contains the favorite characters of boys between the ages of nine and ten years.

TABLE 12
FAVORITE CHARACTERS OF 301 BOYS 9-10 YEARS OF AGE

Character	No. Boys	Character	No. Boys
William Green Hill.....	175	Suzan.....	25
Jack the Giant Killer.	160	Buffalo Bill.....	25
Smoky.....	160	Kit Carson.....	25
Silver Chief.....	158	David Crockett.....	20
Clint.....	121	Lone Ranger.....	20
Freckles.....	116	Hansel.....	19
Huckleberry Finn.....	114	Gretel.....	19
Daniel Boone.....	111	Peter at the Dyke.....	16
Tarzan.....	100	Tiny Tim.....	14
Tom Sawyer.....	90	Little Orphan Annie...	14
Prince Roland.....	87	Jo (<u>Little Women</u>).....	14
Mond.....	80	March Hare.....	14
Robinson Crusoe.....	72	Miss Minerva.....	12
Lone Bull.....	72	Katrinka.....	11
David.....	61	Alice in Wonderland...	11
Goliath.....	60	Dr. Doolittle.....	9
Joseph.....	60	Little Black Sambo....	8
Moses.....	60	Black Mumbo.....	8
Krag.....	55	Rip Van Winkle.....	8
Johnny Bear.....	50	Puss in Boots.....	8
Lindbergh.....	40	Buck.....	6
Cinderella.....	40	The Fisherman.....	3
William Tell.....	40	Johnny Crow.....	3
Heidi.....	38	Alex (Farm Boy).....	2
Billy Whiskers.....	30	Rollo.....	2
		No report.....	75

The favorite characters of 266 Tarrant County boys between the ages of eleven and twelve years are presented in Table 13. The characters are arranged in order of their popularity among the boys.

TABLE 13
FAVORITE CHARACTERS OF 266 BOYS 11-12 YEARS OF AGE

Character	No. Boys	Character	No. Boys
Tom Sawyer.....	150	Suzan.....	58
Huck Finn.....	148	Sindbad the Sailor....	52
Daniel Boone.....	148	John Paul Jones.....	50
Clint.....	145	John Silver.....	50
Smoky.....	140	Bob Cratchit.....	46
Lone Bull.....	135	Tiny Tim.....	46
Robinson Crusoe.....	130	Prince Roland.....	46
Freckles.....	125	Moses.....	40
Tarzan.....	125	Joseph.....	40
Silver Chief.....	120	David.....	40
Kit Carson.....	120	Goliath.....	40
Star (Indian Pony)....	116	Abraham Lincoln.....	32
Black Beauty.....	115	Doñald and Conald.....	30
Hansel.....	111	Robin Hood.....	30
Peter at the Dyke.....	100	Little John.....	24
Jack the Giant Killer.	90	The Fisherman.....	22
Captain Miles Standish	86	The Flounder.....	22
Sam Houston.....	86	Buffalo Bill.....	21
Buck.....	85	Lone Ranger.....	20
Heidi.....	85	Cappy Ricks.....	12
Dick Tracy and Junior.	82	Thumbelisa.....	9
Maggie and Jiggs.....	70	Rumpelstiltskin.....	7
Lindbergh.....	70	Snow White.....	4
Sinopah.....	60	Witch.....	3
Hiawatha.....	60	No report.....	60

Table 14 contains data on the favorite characters of 160 boys in Tarrant County between the ages of thirteen and fourteen years.

TABLE 14
FAVORITE CHARACTERS OF 160 BOYS 13-14 YEARS OF AGE

Character	No. Boys	Character	No. Boys
Tom Sawyer.....	90	Tiny Tim.....	12
John Silver.....	88	Huckleberry Finn.....	12
Sinopah.....	87	Dick Tracy.....	11
Robinson Crusoe.....	85	Ivanhoe.....	11
Silver Chief.....	70	Betty Zane.....	11
Smoky.....	68	Will Rogers.....	10
Lindbergh.....	65	Tarzan.....	10
Daniel Boone.....	63	Charlie Chan.....	10
Lone Bull.....	60	Abraham Lincoln.....	10
Freckles.....	55	Arizona Ames.....	9
Black Beauty.....	50	Kit Carson.....	9
Joseph.....	48	Teddy Roosevelt.....	8
Jim Smiley.....	40	Benjamin Franklin....	7
Toby Tyler.....	19	Cappy Ricks.....	6
William Green Hill...	18	Florence Nightingale.	5
Silas Marner.....	18	Pollyanna.....	5
Bruce.....	17	Dr. Doolittle.....	5
Frank Buck.....	16	Martin Johnson.....	4
Buffalo Bill.....	16	Silverspurs.....	3
Evangeline.....	15	The Alaskan.....	3
Scrooge.....	14	Steel of the Mounted.	2
Deerslayer.....	14	Plainsman.....	2
Sinopah.....	13	Uncle Tom.....	2
Big Tree.....	13	Post and Gatty.....	1
Ramona.....	12	Helen Keller.....	1

Data in Tables 12, 13, and 14 indicate that Tom Sawyer is a favorite with boys of all ages. An interest in the supernatural element is evidenced by the younger boys' choice of Jack the Giant Killer; their interest in fighting, scouting,

and escape from dangerous situations is evidenced by their choice of Lone Bull, the Indian, and Daniel Boone. The ten highest ranking characters of the boys, in the order of their popularity, are Tom Sawyer, Huckleberry Finn, Smoky, Clint, Freckles, Silver Chief, Lone Bull, Daniel Boone, Tarzan, and Robinson Crusoe.

Favorite characters of 249 girls are presented in Table 15.

TABLE 15

FAVORITE CHARACTERS OF 249 GIRLS 9-10 YEARS OF AGE

Character	No. Girls	Character	No. Girls
Jo March.....	125	Little Black Sambo...	60
Suzan.....	118	Cubby Bear.....	60
Tom Sawyer.....	117	Tom Thumb.....	55
Penrod.....	100	Reynard the Fox.....	53
Tiny Tim.....	98	Betty and Bob.....	50
Alice.....	95	Uncle Remus.....	50
Freckles.....	94	Little Golden Girl...	48
Dolly Winthrop.....	94	Mrs. Wiggs.....	46
Heidi.....	93	Snow White.....	44
Nancy Drew.....	93	Rose Red.....	44
Rebecca of Sunnybrook	93	Tim Tyler and Spud...	43
Peter Rabbit.....	93	Tom Brown.....	42
Abraham Lincoln.....	90	Hopi.....	40
Martha Washington...	90	Pelly and the Wish-	
		ing Ring.....	40
Katrinka.....	90	Little Colonel (Lloyd)	40
Rab.....	89	Joseph.....	38
Docas.....	89	David.....	38
Moni.....	80	Goliath.....	20
Little Orphan Annie.	80	Puss in Boots.....	16
Dutch Twins.....	79	Christopher Robin....	13
Jaek.....	78	Johnny Crow.....	12
Hansel.....	75	Sam Houston.....	10
Gretel.....	74	Pinochio.....	6
Miss Minerva.....	70	Johnny Bear.....	3
Cinderella.....	69	Raggedy Ann.....	2

Table 16 indicates the rank of the most popular characters among girls between the ages of eleven and twelve years.

TABLE 16
FAVORITE CHARACTERS OF 232 GIRLS 11-12 YEARS OF AGE

Character	No. Girls	Character	No. Girls
Jo March.....	130	Cinderella.....	65
Tom Sawyer.....	125	Polly and the Wishing Ring.....	60
Suzan.....	120	Reynard the Fox.....	58
Heidi.....	120	Bruin the Wolf.....	57
Prince Roland.....	116	Betty and Bob.....	54
Tiny Tim.....	116	Priscilla.....	50
Penrod.....	115	Jack the Giant Killer	48
Alice.....	113	Rab.....	47
Dolly Winthrop.....	112	Black Beauty.....	43
Nancy Drew.....	110	Moses.....	40
Freckles.....	110	Joseph.....	38
Understood Betsey...	108	Katrinka.....	20
Mrs. Wiggs.....	100	Helen Keller.....	19
Hans.....	95	Boy Blue.....	16
Billie Whiskers.....	93	Gingham Dog.....	13
Miss Minerva.....	90	Hiawatha.....	12
William Green Hill..	90	Calico Cat.....	11
Silver Chief.....	85	Lame Prince.....	9
Buck.....	85	Prince Roland.....	6
Sam Houston.....	80	Little Black Sambo...	4
Uncle Remus.....	78	Peter Pan.....	3
Tom Thumb.....	78	Johnny Crow.....	2
Annie Rooney.....	78	Mr. MacGregor.....	2
Princess.....	70	Robin Hood.....	2
Goblin.....	69	No report.....	48

Table 17 contains data on the favorite characters of ninety-one girls between the ages of thirteen and fourteen years.

TABLE 17
FAVORITE CHARACTERS OF 91 GIRLS 13-14 YEARS OF AGE

Character	No. Girls	Character	No. Girls
Ramona.....	50	Penrod.....	17
Tom Sawyer.....	48	Alice Adams.....	17
Nancy Drew.....	47	Rebecca.....	16
Juliet.....	47	Jim Hawkins.....	16
Penrod.....	40	Eppie.....	15
Jo March.....	40	Tiny Tim.....	15
Freckles.....	37	Elnora Comstock.....	13
Evangeline.....	36	Perrine.....	13
Tiny Tim.....	36	Scrooge.....	12
Suzan.....	32	Silver Chief.....	11
Prince Roland.....	32	Elsie Dinsmore.....	11
Big Tree.....	29	Judy.....	11
Helen Keller.....	29	Smoky.....	10
Moses.....	28	Silverfoot.....	10
Joseph.....	28	Deerslayer.....	10
Enoch Arden.....	27	Robinson Crusoe.....	10
Priscilla.....	25	John Silver.....	9
Evangeline.....	25	Richard Byrd.....	9
Rebecca (at the well)	24	Betty Zane.....	8
Rachel (Bible).....	24	Charlie Chan.....	7
Ann of Green Gables.	20	Black Beauty.....	6
Pollyanna.....	20	Laddie.....	3
Silas Marner.....	20	Abe Lincoln.....	2
Huck Finn.....	19	Dr. Doolittle.....	1
David Copperfield...	18	Nan of Rosewood Ranch	1

Data in Tables 15, 16, and 17 indicate that Jo March in Little Women is the favorite character of the younger girls; the older girls prefer Ramona. Tom Sawyer and Freckles rank equally high by both boys and girls in all age groups. It has been suggested that the pupils' choice of certain characters may have been influenced by their having seen those characters in motion pictures.

The ten most popular characters of the girls, ranked in order of popularity, are Jo March, Tom Sawyer, Suzan, Penrod, Heidi, Freckles, Tiny Tim, Alice, Nancy Drew, and Dolly Winthrop.

Magazines and Newspapers

It is the opinion of librarians and of others who have studied the periodical phase of elementary children's reading interests that more guidance in this particular leisure-time activity is greatly needed.

In order to secure data on the status of the magazine, relative to children's reading interests, 1299 pupils considered in this study were asked to name the periodicals, including newspapers, which they read fairly regularly, and to state if they secured them at home, from the Tarrant County Free Library, or elsewhere.

Magazines.--Table 18 contains a list of the magazines read fairly regularly by the Tarrant County elementary school boys from nine to fourteen years of age. The magazines are ranked beginning with those read most and including all magazines named by the pupils. Columns two to seven indicate the number of boys in each age group who read each magazine.

TABLE 18
MAGAZINES READ REGULARLY BY BOYS 9-14 YEARS OF AGE

Magazine (1)	Boys' Ages						Total No. Boys (8)
	9 (2)	10 (3)	11 (4)	12 (5)	13 (6)	14 (7)	
Farm and Ranch.....	65	70	60	80	35	28	338
American Boy.....	50	48	40	65	20	20	243
Boys' Life.....	21	40	50	60	17	18	206
Country Gentleman.....	19	42	40	30	28	24	183
Farm Journal.....	21	20	13	20	18	16	108
Boy Scouting.....	3	10	12	18	22	25	90
Popular Mechanics.....	2	3	7	10	12	12	46
Aviation.....	0	3	8	10	12	12	45
American Childhood.....	9	15	8	3	3	4	42
National Geographic....	7	6	7	2	3	4	40
American.....	0	1	2	7	12	13	35
Saturday Evening Post..	0	0	1	7	12	12	34
Holland's.....	6	6	5	4	5	6	32
Child Life.....	6	7	5	6	3	4	31
Life.....	0	0	1	5	10	14	30
Newsweek.....	0	0	2	6	8	14	30
Outdoor Life.....	6	8	6	3	3	2	28
Cappers' Farmer.....	4	3	4	5	6	6	28
Junior Red Cross.....	5	4	5	6	4	3	27
Modern Mechanics.....	3	3	7	7	3	3	26
Better Homes and Gardens	3	2	5	5	5	5	25
Western Story.....	0	0	0	2	7	15	24
True Detective.....	1	2	2	3	6	10	24
Movie Stars.....	0	2	2	4	4	12	24
Collier's.....	1	2	3	4	4	9	23
Successful Farming.....	2	2	2	4	6	7	23
School Arts.....	3	4	4	2	2	8	23
Southern Agriculturist.	2	1	3	5	6	6	23
True Story.....	0	0	0	2	7	14	23
Radio News and Short Wave Radio.....	1	2	4	4	5	6	22
Ladies' Home Journal...	1	2	1	3	6	8	21
Good Housekeeping.....	0	1	2	2	8	8	21
Literary Digest.....	1	1	2	3	5	8	20
Comfort.....	0	1	0	6	6	7	20
Readers Digest.....	0	0	1	3	7	8	19
Liberty.....	0	1	0	0	0	7	8
McCall's.....	0	1	2	5	3	4	15

Table 19 contains data on magazines read by girls between the ages of nine and fourteen years.

TABLE 19
MAGAZINES READ REGULARLY BY GIRLS 9-14 YEARS OF AGE

Magazine (1)	Girls' Ages						Total No. Girls (8)
	9 (2)	10 (3)	11 (4)	12 (5)	13 (6)	14 (7)	
Farm and Ranch.....	60	40	32	28	10	8	178
Holland's.....	33	32	30	22	12	14	143
Country Gentleman.....	4	8	8	10	12	12	54
McCall's.....	3	3	9	9	14	16	54
Farm Journal.....	6	14	16	15	2	1	54
American Girl.....	6	15	15	14	2	2	54
American Childhood.....	15	13	10	2	0	0	40
Movie Stars.....	3	3	4	5	10	9	34
Good Housekeeping.....	0	0	2	3	9	16	30
Collier's.....	2	2	2	2	6	14	28
Saturday Evening Post...	2	3	5	8	6	4	28
National Geographic.....	2	4	5	6	6	5	28
Child Life.....	6	6	5	4	4	3	28
Life.....	0	1	3	8	8	6	26
Newsweek.....	0	6	6	6	4	4	26
Comfort.....	2	6	6	2	2	8	26
Household.....	1	2	0	3	8	10	24
School Arts.....	3	4	3	6	4	4	24
True Story.....	0	1	1	0	7	11	20
Better Homes and Gardens	3	3	4	3	4	3	20
American Home.....	2	2	3	2	4	4	18
Woman's Home Companion..	0	0	0	2	5	9	16
Hygeia.....	2	2	3	3	3	3	16
Ranch Romances.....	0	0	1	0	6	7	14
Ladies' Home Journal....	0	0	0	1	5	8	14
American Boy.....	2	3	5	3	1	0	14
True Detective.....	0	1	0	1	4	8	14
American Cookery.....	2	2	1	1	3	3	12
Literary Digest.....	0	1	1	2	3	3	10
Readers Digest.....	0	0	0	2	4	4	10
Successful Farming.....	0	0	2	4	2	2	10
Southern Agriculturist..	0	1	2	3	2	2	10
Junior Red Cross.....	3	2	2	2	1	0	10
Outdoor Life.....	1	1	3	3	1	1	10
Western Story.....	0	0	1	1	1	4	7
Capper's Farmer.....	1	0	1	2	1	1	6
Modern Mechanics.....	1	0	2	1	0	0	4

Data in Table 19 indicate that the magazines read most regularly by the largest number of girls between the ages of nine and fourteen years are Farm and Ranch, Holland's, and American Childhood; the ones read least regularly are Western Story, Capper's Farmer, and Modern Mechanics.

Among the magazines which the 1299 boys and girls listed as the ones they liked best, the ten shown in the following list rank the highest: Farm and Ranch, Country Gentleman, Farm Journal, Holland's, National Geographic, American Boy, American Girl, Saturday Evening Post, Child Life, and Outdoor Life.

Data show that the magazines read most frequently and regularly by both elementary grade boys and elementary grade girls are Farm and Ranch, Country Gentleman, Holland's and Farm Journal. A brief glance at the contents of these magazines reveals the cause of their popularity with rural children. Farm and Ranch and Holland's maintain a children's department. This section is made up of letters and pictures contributed by the children who, in this way, find an emotional outlet for a specific urge to create.

Sex seems to be the greatest factor of differentiation in the periodical reading of boys and girls; boys prefer the action-type of story and girls prefer the sentiment-type. This differentiation appears to begin about the age of eleven years.

It is interesting to note that the pulp magazines are not among the list of frequently read magazines.

Newspapers.--Table 21 contains a list of newspapers which

are read fairly regularly by boys and girls in the age group ranging from nine to fourteen years. Scores from the Sims Socio-Economic Test reveal similar findings in regard to the newspapers as those in regard to the magazines. About sixty per cent of the pupils have the Fort Worth Star-Telegram in their homes, and about seven per cent have the Fort Worth Press. The rural schools are supplied with the former, and probably that is the reason for its high lead over the other newspapers.

TABLE 20

NEWSPAPERS READ REGULARLY BY TARRANT COUNTY BOYS AND GIRLS

Newspaper (1)	Boys (2)	Girls (3)	Total No. Boys and Girls (4)
Fort Worth Star-Telegram.....	658	500	1158
Fort Worth Press.....	80	75	155
New York Times (Sunday).....	68	60	128
Dallas Times-Herald.....	32	30	62
Denver Post.....	10	12	22
Kansas City Star.....	8	6	14

It is to be noted that only one newspaper is supplied by the Tarrant County Free Library; that is the New York Times. It is to be concluded that practically all of the newspaper reading done by the children under consideration is done in the homes.

Table 22 contains data on the parts of the newspaper which boys and girls prefer to read.

TABLE 21
SECTION OF NEWSPAPER PREFERRED BY BOYS AND GIRLS

Section of Paper	No. Boys	No. Girls	Total No. Boys and Girls
Comic strips.....	698	502	1200
Sports.....	229	90	319
Front page.....	188	197	385
Special articles.....	79	75	154
World news.....	38	30	68
Society and fashion news.....	80	215	295
Sensational news.....	55	45	100

Among the 1299 pupils included in this study, 1200 read the comic strips. In point of preference this section ranks equally high with boys and girls. The front page ranks second, with girls' choices slightly higher than those of the boys. The remaining part of the paper ranks equally with both boys and girls in sensational news, or accidents, deaths, and crime news. A small percentage of the pupils read this section of the paper. The section most popular with the boys pertains to sports, and the section most popular with the girls pertains to fashion and the home. On the whole, a large percentage of the elementary pupils read a daily paper with fairly intelligent interest.

Analysis of Related Studies

One of the most comprehensive studies made in the field of reading interests is related to the influence of intelligence upon children's reading interests, conducted by Huber.²

Conclusions drawn from her experiment include the following marked certainties:

1. Marked preferences in different kinds of reading material are shown by dull, average, and bright children. They really do discriminate and express consistent preferences.

2. A striking similarity exists in the choices of dull, average, and bright children for types of literature; each type represents equally good selections from the available materials of that type.

3. Dull children prefer selections of humor less than the average and the bright pupils; they like selections designated as "familiar experiences" more than do the children of higher levels of intelligence.

Less certain conclusions include the following:

1. The choices of the dull pupils are more greatly influenced by the complexity of the material than those of the average pupils, but the bright are little concerned with this factor.

2. Choices of the dull pupils are influenced by literary qualities only to a small degree, while the choices of the average and bright pupils are greatly influenced.

²Huber, op. cit., pp. 38-39.

3. The choices of the dull pupils are influenced most by the content or subject of the material; the average pupils are less influenced and the bright children least influenced by this factor.

The conclusions applicable to a practical educational program include the following:

1. Children, at all levels of intelligence, are appreciative of the quality of reading materials. Dull children, as well as those more fortunately endowed in intelligence, appreciate the merit of stories and poems which are offered them.

2. To insure the greatest satisfaction to children in reading, attention should be given to the content and subject matter. Children of dull, average, and superior intelligence have distinct and consistent interests in reading which deserve recognition in curriculum making. This is especially important in the education of dull children, whose interests, on the whole, show a striking similarity to those of more intelligent children.

3. A factor of importance in arranging courses of study in reading is complexity of material. It is necessary that material be graded carefully to the pupils' level of intelligence. Bright children can appreciate material of a wide range of difficulty, but in preparing reading materials for dull children, care should be taken to avoid unusual words, confused or involved sentence and paragraph structure, or abstract and subtle ideas.

Annie Spencer Cutter,³ Director of the School Department of the Cleveland, Ohio, Public Library, has made a study of the educational force of the library in building up the spontaneous and conscious interests of the child. In answer to the question: "What should children read?" Miss Cutter states that "since all library use is voluntary on the part of the child, the books which are used to attract him must contain what he wants. A library should act on the belief that it is possible to give a child what he wants, and, at the same time, strengthen his moral nature through reading. Satisfying interests and spiritual growth through reading may go hand-in-hand."⁴

In a further search to determine some of the problems confronting the youth of today, the author concludes that they are the same problems youth has always had, with certain phases intensified. The problems are involved in the process of adjustment to life, of getting along with himself, and learning to get along with others--in short, the problem of growing up. That is not an easy one under any circumstances, but with the security of old established ways gone, with external as well as internal confusion to meet, young people need guidance. Guidance through the medium of books is the means by which the library will help youth solve its problems.⁵

Evangeline C. Malchow⁶ made an investigation of reading

³"How Can the Public Library Help Youth to Solve its Problems?" Library Journal, LXII (November 1, 1937), 820-821.

⁴Ibid.

⁵Ibid., p. 821.

⁶E. Malchow, op. cit., pp. 175-185.

interests of 1387 junior high school pupils in the La Crosse and Oconto, Wisconsin, schools. The findings of this survey include the following types of reading preferred by children:

1. Enjoyment of stories of animals.
2. Variety and number of adventures.
3. Tales of boys and girls who find themselves in mischief and trouble.
4. Stories introducing new places, people, and customs.
5. Books about war and fighting.
6. Stories about real boys.
7. Episodes of great action.
8. Humorous pranks and predicaments, and a delight in the mischief of such characters as Tom Sawyer, Huck Finn, and the gang in The Hoosier School Boy.

Malchow also found that a fascination for different countries, people, and customs appears in all the age groups, especially the fascination for Hans Brinker, Tarzan, and the Dutch Twins. The appeal of stories of home life includes the congeniality of family life described in Little Women, in joys and sorrows found in Mrs. Wiggs of the Cabbage Patch, and in orphans of Raggedy Anne and Little Orphan Annie.

Harold S. Punke⁷ conducted a study in eleven schools of Illinois and Georgia relative to the importance of the home in the leisure-time interests of adolescents. He found that the adolescent spends much of his leisure time at home during the

⁷H. Punke, op. cit., pp. 612-620.

non-school hours of the day, in the evenings, or during week-ends.

In both states, among both sexes, comics ranked first; sports came second, with boys more interested than girls. Illinois' pupils seemed more interested in local news, but Georgia's pupils were more interested in the front page. Pupils in the two states ranked equally in their interest in national and world news. All girls in the study were more interested than the boys in stories, editorials, society, and fashion.

Kopple C. Friedman and Claud L. Nemzek⁸ made a survey of the studies that others had made in the field of reading interests of boys and girls between the ages of nine and thirteen years. They concluded that boys prefer dramatic and adventurous stories, and that girls like to read about pleasant home and school life. Biography, religion, history, and travel have small appeal at this age; science interests older boys; and humor does not appeal to small children. Although girls read more than boys, they have a smaller range of interests. Girls enjoy poetry more than boys do. Adult fiction is read by girls at an earlier age than by boys, perhaps because boys have special periodicals which girls do not have. The authors also concluded that children of superior intelligence read more than children of lower intelligence.

In their survey of Huber's study, Friedman and Nemzek

⁸Friedman and Nemzek, op. cit., pp. 51-56.

quote her as finding that, "studies of gifted children do not show their tastes in reading to be greatly different from those of children of less intelligence, although marked preferences in different kinds of reading material are shown by dull, average, and bright children."⁹

These authors found that Gates believes intelligence is of slight importance in reading preferences.¹⁰ They found that Jordan¹¹ concluded that boys of ten to thirteen years were interested in war, scouting, school, sports, and adventure; girls of the same age enjoy stories of home and school life, fairies, and love. The summary from Terman and Lina lists the chief interests of young people as follows:¹²

1. Sex differences are not great until pupils are nine or ten years of age.

2. At nine years of age boys are interested in real-life stories, and girls in fairy tales.

3. At ten years of age both boys and girls are equally interested in stories of travel.

4. At eleven years of age boys enjoy mystery, adventure, and science; girls enjoy stories of home and school life.

5. At twelve years of age boys read hero worship stories; girls read more than boys, but do not have as wide variety of interests.

6. At thirteen years of age there is a climax of intensity of interest, followed by a decline, at which time boys read more non-fiction.

⁹Ibid., p. 53. ¹⁰Ibid., p. 54. ¹¹Ibid., p. 55. ¹²Ibid., p.

An investigation was made by Warren W. Coxe¹³ to find out the amount of independent reading done, or what may be expected of children, and the types of books and magazines which children read. He considered it important to ascertain the methods which may be used by teachers and librarians to arouse interest in good reading. He states:

I take it that it is not the function of the librarian to teach how to read. Librarians are not trained for this work, nor do they ordinarily have facilities or time to do it. School teachers have been specifically trained to do this. Supposedly they have been trained, although I grant you not so well, in developing in children a taste for good literature. The school must continue to encourage better tastes, but this phase of the work can be shared successfully by librarians.¹⁴

Coxe reviews Dr. Jordan's study in which Jordan compares the reading interests of a group of children in 1917 with the same age level group in 1925. Jordan concluded that particular books may go out of style, but some types will continue to be popular. The Call of the Wild, by Jack London, popular in 1917, was supplanted in 1925 by Zane Grey's novels.

In Jordan's analysis of the types of reading material, he found that the type remains unchanged in popularity, but the authors change.

Jordan's outstanding conclusions are:

1. Boys and girls read more fiction than any other type of material.
2. Boys and girls enjoy fiction more than any other material.

¹³Coxe, op. cit., p. 9.

¹⁴Ibid., p. 12.

3. Girls read more fiction than boys.

4. The type of fiction changes from juvenile to adult at a slightly different age with boys and girls. About the onset of adolescence, boys prefer fiction of adventure and girls prefer fiction about themselves, home or school life, or sentiment and action. Boys like history and biography better than girls; whereas girls like novels of manners and daily life better. Boys show great interest in history as early as the fourth grade, but neither sex is especially interested in travel or science.

5. Boys in grade six read an average of 12.5 books.

6. Boys in grade eight read an average of twenty books.

7. Girls in grade six read an average of thirteen books.

8. Girls in grade eight read an average of sixteen books.¹⁵

Emma B. Grant and Margaret L. White¹⁶ conducted a study of children's choices of reading material by asking 1500 children, during a period of nine months, why they read what they did. Three main reasons were given:

1. Teacher had especially stressed books.

2. Certain books were studied at that time.

3. Could not get the ones they wanted.

These authors make the following conclusions:

1. We need to base our attitude on actual books, actual children, and actual children's interests.

¹⁵Ibid., p. 14.

¹⁶Grant and White, op. cit., pp. 671-678.

2. We need literary material which is not above the level of comprehension.

3. Children desire more informational and humorous types, as well as more riddles, Bible stories, poetry, and real nature stories.

Joseph Mersand¹⁷ made an interesting study to determine why boys read newspapers. The information was obtained from the answers to the following questions:

1. Do you read a daily newspaper?
2. Which newspaper do you read?
3. Which newspaper do you prefer?
4. How much time do you spend each day reading a newspaper?
5. Why did you read the one you read?

Mersand makes the following conclusions:

1. About ninety-four per cent of children read a daily newspaper.
2. The tabloid form does not account for the popularity of the newspaper with boys; probably it does to a slight degree with girls.
3. The content of the paper is responsible for its success.
4. Children spend an average of about forty-five minutes each day in reading a daily paper.
5. The children's reasons for selecting their particular newspaper are the reliability of its news, interest in the sports section, good vocabulary, had the paper at home.¹⁸

¹⁷"Why Boys Read Newspapers," English Journal, XXVI (March, 1937), 195-199.

¹⁸Ibid., pp. 195-199.

Thomas J. Lancaster¹⁹ carried on an investigation during the first semester of the school year 1926-27 in grades four through eight in the public elementary schools of Bloomington, Decatur, and Normal, Illinois, and in the Training School of the Illinois State Normal University, Normal, Illinois. Thirteen hundred twenty-three children participated in the study. Lancaster says:

The adult world has assumed to know the kind of books children ought to read, but children have refused to read them except under coercion. It is necessary to determine what books they read, what they think of them, where they get them, and why they choose the books they do. When we know the answers to these and similar questions, we shall have the key to the child's reading problem.²⁰

The following conclusions were reached:

1. Favorite authors: Alcott, Twain, Barrie, Lofting, Kipling, Perkins.
2. Types of reading: fiction, fairy tales, and fables.
3. Where they got the book: borrowed, at home, bought it.
4. Reasons for choice: liked the title, author, pictures.

Results of Lancaster's investigations include the following data:

1. Ninety-eight per cent of pupils read prose.
2. Girls read more poetry than boys.
3. Girls do more voluntary reading than boys.
4. Fiction is the most popular type of material.
5. Boys like animal stories better than girls do.

¹⁹Lancaster, op. cit., pp. 525-537.

²⁰Ibid., p. 530.

6. Boys prefer stories of Indians, war, sports, and the outdoors.²¹

Discussing the children's library as a dynamic factor in education, Sophy H. Powell has written an interesting book on the value of the habits of good conduct in the library.²²

In this book the author discusses children as prospective citizens who must become familiar with the spiritual as well as the mental and physical environment into which each individual is born; some of this vicarious experience they will get from books. Biography, history, and fiction help them to know the ideals of civilization; such literature serves as a background for individual thoughts and conclusions.²³

In the library where children congregate in crowds, habits of good manners may be simply extended neighborliness. Order should be made a matter of social thoughtfulness. Children have a strong sense of justice, and they can be appealed to when it is a matter of fairness to friends with whom they share the privileges of the library.

The fine for overdue books is another way of enforcing the social point of view. The proper treatment of public property may be taught by insisting upon the careful handling of books.²⁴

A comparative study of the reading interests, activities, and opportunities of bright, average, and dull pupils in grades

²¹Ibid., pp. 523-537.

²²Powell, op. cit.

²³Ibid., p. 28.

²⁴Ibid., p. 334.

four to six was made by May Lazar²⁵ in thirteen public schools of various districts in three boroughs of New York City. From this investigation the author made the following conclusions:

1. The percentage of children in homes of high cultural background had a close correlation with the percentage of children showing wide reading activities and of wide reading interests.
2. Girls showed greater interest in owning library cards than boys.
3. Dull girls were more interested in reading than dull boys.
4. Girls read more than boys.
5. An analysis of reasons for the popularity of the series books showed that children liked them because of the elements of adventure, action, excitement, and thrills.
6. Dull children chose fairy tales more often than other children did.

There is no positive evidence to prove that what most specialists in literature prescribe for children is best for them. In fact, in recent years some specialists and educators have held the point of view that adult preferences are different rather than better, and that even what they approve for children is more a projection of themselves than a wise and sympathetic judgment of what is really best for children. There is no conclusive evidence that what intelligent children read must necessarily be better for dull children also.²⁶

In a study to determine the reading interests of 1856 children in grades five through eleven in Duluth, Minnesota,

²⁵Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, p. 97.

²⁶Ibid.

B. Lamar Johnson²⁷ found that nearly one hundred per cent of the boys and girls read newspapers and magazines, and that boys read more periodicals than girls, but girls exceeded boys in the number of books read.²⁸

Johnson lists the following significant relations of sex and grade to types of reading:

1. Boys ranked adventure, animal, and detective stories in the order named.

2. Girls ranked stories of home, school, and children in the order named.

3. Girls liked fiction best.

4. Ninety-eight per cent of the pupils ranked the comic section, front page, and sport section of the newspaper in the order named.

5. Boys and girls ranked Defoe, Stevenson, Mark Twain, Alcott, and Wiggins as their favorite authors in the order named.²⁹

Herbert B. Bruner³⁰ made a study to determine the basic reading materials through a study of children's interests and adult judgments. Data secured from the investigation led the author to make the following conclusions:

1. Children like to read types of books that adults select as suitable, but they do not read them in grades which adults think they should.

²⁷B. L. Johnson, op. cit.

²⁸Ibid., p. 259.

²⁹Ibid., p. 270.

³⁰Bruner, op. cit., pp. 656-670.

2. Material selected by adults is too difficult or does not appeal to the interest of the child.

3. An attempt should be made to raise the interest element in informational type of reading.³¹

Albert Kilburn Ridout³² made a study to determine what children are reading today. He made the following conclusions:

1. Certain types of literature are as popular with the children of today as they were when it was written; Tom Sawyer, Huckleberry Finn, Treasure Island, and Robinson Crusoe are among these immortal titles.

2. The popularity of the series books has suffered because of the newspaper and radio.

3. If the interest of the boys has fallen off, the interest of the girls has increased.³³

During the period between 1925 and 1930, A. I. Gates, C. C. Pearson, and I. C. Sartorius³⁴ made sixteen separate investigations of the interests in reading materials of children in the first three grades. For the study a total of 2332 pupils read certain types of materials to determine which was most interesting. From data secured, the authors concluded that material must be adjusted to the emotional nature and related to the child's level in order to be suitable and interesting.

³¹Ibid., p. 668.

³²Albert Kilburn Ridout, op. cit.

³³"Juvenile Judgments," English Journal, XXVII, 38-43.

³⁴"Studies of Children's Interests in Reading," Elementary School Journal, XXXI (May, 1931), 656-670.

Homer G. Rainey³⁵ made a survey of youths from sixteen to twenty years of age in Maryland. He incorporated the data received with that from over one hundred other surveys in the field, and found that more than thirty per cent of the young people list reading as their main leisure-time activity, that they spend approximately two hours daily in reading, and that sixty-two per cent secure their reading material from public libraries.

Types of material read included sixty-one per cent fiction; twenty-six per cent history, biography, and classics; thirteen per cent travel, physical and social sciences, and religion.

The success of the scientific method in modern life has led many people to believe that all instruction should follow the science-type formula of teaching. They forget there is also an appreciative type of learning which applies to the entire field of the arts, of which literature is an important one. Among the poorest results of our educational progress are those achieved in the teaching of literature. The main objective of this type of teaching is to develop a love for and an appreciation of a given art, whether it is literature, music, drama, or painting.³⁶

This brief analysis of recent studies in the field of children's reading interests has been presented in order to show what has been found out regarding the needs of boys' and girls' recreational reading.

Summary

In this study of the reading interests of 1299 pupils within the ages of nine to fourteen years inclusive, 647 boys

³⁵Homer G. Rainey, op. cit., pp. 406-414.

³⁶Ibid., p. 402.

and 501 girls reported that they like to read; sixty-two boys and forty-seven girls reported that they do not like to read. The survey shows that 448 boys and 437 girls read books of their own accord; 169 boys and 125 girls read because the teacher assigned them; seventy-one boys and ninety girls gave both reasons. All the pupils reported a regular library period and also a library card.

The tabulations show that 312 boys and 185 girls do most of their reading at school; 206 boys and 335 girls read more at home; 179 boys and eighty-two girls left this question unanswered.

In the analysis of the related studies, the following findings have been listed:

1. Children like to read.
2. They prefer books to periodicals.
3. They enjoy the comic sections of periodic issues.
4. They prefer fiction containing an element of adventure, action, and childness on their own developmental level.
5. Reading occupies more hours during leisure-time than any other activity up through the sixth grade level.
6. Children are able to choose and do choose a standard grade of reading material.
7. Types of material remain the favorites from year to year, but popular authors change frequently.
8. Children like to read about characters that represent real people doing real things, although they have capacity for enjoyment of supernatural, mysterious, and imaginative qualities.

In the survey of children's reading interests in Tarrant County, this study shows that these children also prefer fiction, books, standard authors, prevailing types, real-life characters and situations, and comics in about the same proportion as did the children in the related studies. While the other studies consider travel of slight interest, the Tarrant County survey shows an increased interest in this type of material. This interest is probably due to the location of Tarrant County as a pivot point in the lines of commerce and trade of the Southwest, especially by air. There is a seeming lack of interest in periodicals, except those which the children have in their homes.

In investigating the background of home influences, a close relation was found to exist between the amount of books found in the home, the amount of reading interests exhibited by the child, and the social conditions of the home; children coming from homes of higher cultural background have a tendency to read a greater variety of material. In both the related studies and in the Tarrant County survey, it was found that sex is not a differentiating factor in the reading interests of children before the age of adolescence.

Data show that boys spend an average of one hour and fifty-seven minutes daily in recreational reading, and girls spend an average of two hours and fifteen minutes.

The ten most popular authors of all the boys surveyed, in rank of their popularity, are Mark Twain, Kipling, Burroughs, Stevenson, Lang, Dickens, Altsheler, Baldwin, Meigs, and O'Brien.

The ten most popular authors among all the girls of all ages surveyed, in order of their popularity, are Dickens, Alcott, Mark Twain, Lewis Carroll, Stevenson, Keene, Lang, Lucy Fitch Perkins, Dodge, and Gene Stratton Porter.

Data indicate that Tom Sawyer is a favorite character with boys of all ages; Jo March is the girls' choice.

Investigation shows that boys read the following magazines most regularly: Farm and Ranch, American Boy, Boy's Life, Country Gentleman, and the Farm Journal. The girls chose Farm and Ranch, Holland's, and American Childhood.

The Fort Worth Star-Telegram is found in the homes of about sixty per cent of the 1299 pupils surveyed; it is read by 1158 boys and girls.

The comic strip is the choice section of a newspaper reported by 1200 pupils out of 1299 answering the questionnaire.

CHAPTER III

THE TARRANT COUNTY FREE LIBRARY

Organization

The Tarrant County Free Library, supported and financed by Tarrant County, has its main office in Fort Worth, Texas, but a branch of the library has been established in each of fourteen schools in the county; in this study these schools are referred to by numbers.

The branch libraries are allowed to keep an average of ten books on the shelves for each pupil enrolled; then as additional materials are needed, additional books are supplied from the main office. Books which remain on the shelves over a period of time without being used are transferred to some other branch or to the main office.

A W. P. A. librarian is employed for full-time service for twelve months. Patrons of the community, as well as pupils of the school, have access to all the books through the summer and during the school year, and are encouraged to avail themselves of the opportunity to read extensively.

Branch Libraries

The purpose of this discussion is to show the situation which exists in the fourteen schools which receive all of their library materials from the Tarrant County Free Library.

Information presented in the discussion is based on an

analysis of the library list as supplied by the Tarrant County Free Library. Data show that all the schools included in this study have a library period. Table 22 shows that 190 pupils among 1299 included in the survey, secure all of their recreational reading material from the library, and 478 pupils secure from fifty to seventy-five per cent. The fact that these pupils live in rural areas where roads are inaccessible in the rainy months of the year may account for the fact that so much of their reading is done at school.

An analysis of the library lists from the Tarrant County Free Library shows a wide variety of types of reading material, with fiction leading in number of volumes. Table 22 shows the approximate number of titles of the following types of reading material: fiction, biography, history, travel, literature, poetry, social science, natural science, and useful and fine arts.

TABLE 22
TYPES AND NUMBER OF CHILDREN'S BOOKS FOUND IN
TARRANT COUNTY FREE LIBRARY

Type	Number of Titles
Fiction.....	9060
Literature and poetry.....	6297
Useful and fine arts.....	2287
Natural science.....	2160
Biography.....	1595
History.....	1793
Travel.....	1789
Philosophy and religion.....	341
Social science.....	270
Total	25,562

Data from Table 22 show that approximately thirty per cent of the titles in the Tarrant County Free Library are fiction; literature and poetry rank second with 6297 titles; useful and fine arts, and the natural sciences rank third with 2287 and 2160 titles respectively; biography, history, and travel are in fourth place with 1595, 1793, and 1789 titles respectively; philosophy and the social sciences rank last in the list with 341 and 270 titles respectively.

Table 23 contains a list of the magazines supplied by the Tarrant County Free Library to the fourteen schools considered in this study. Column one contains the title of the magazine, and column two contains the number of copies subscribed for by the main office library.

Data in Table 23 show that twenty-four different magazines are supplied to the branch libraries in fourteen schools by the Tarrant County Free Library. It is noted that twenty-two copies of seven magazines are subscribed for; this indicates that these magazines are more in demand by the pupils than other magazines. These seven include American Boy, American Girl, American Magazine, Good Housekeeping, McCall's, National Geographic, and Popular Mechanic.

TABLE 23

MAGAZINES SUBSCRIBED FOR BY THE TARRANT COUNTY FREE LIBRARY

Name	Number of Copies Subscribed For
American Boy	22
American Childhood	5
American Cookery	5
American Girl	22
American Magazine	22
Aviation	5
Boy's Life	5
Child Life	7
Collier's	5
Good Housekeeping	22
Jack and Jill	2
Ladies' Home Journal	5
McCall's	22
National Geographic	22
Nature Magazine	5
Popular Mechanic	22
Radio News and Short Wave Radio	5
Readers Digest	5
St. Nicholas	5
Saturday Evening Post	5
School Arts Magazine 1 . . .	6
Story Parade	2
Successful Farming	5
Woman's Home Companion	5

Table 24 contains data on the amount and types of reading done in 1938-39 by elementary pupils in the fourteen schools under consideration which have a branch of the Tarrant County Free Library in their buildings.

Data in Table 24 show that 1299 elementary pupils in the fourteen schools of Tarrant County under consideration read a total of 49,827 titles during 1938-1939. Fiction ranked first with 23,103 readings; literature and poetry, second with 10,873; biography, third with 3239; history, fourth with 2409; useful and fine arts, fifth with 2393; travel, sixth with 2346; natural sciences, seventh with 2048; magazines and newspapers, eighth with 1314; philosophy and religion, ninth with 1253; and the social sciences, tenth with 849.

Summary

Data presented in this chapter show that the Tarrant County Free Library, with a main office in Fort Worth, Texas, has established branches in fourteen schools of the county. One hundred ninety pupils among the total enrollment of the fourteen schools secure all of the recreational reading material from the library, and 428 pupils secure between fifty and seventy-five per cent.

The Tarrant County Free Library contains 25,562 titles for children; approximately thirty per cent of these are fiction; philosophy and the social sciences rank last in number of titles with 340 and 270 respectively.

Twenty-four juvenile magazines are subscribed for by the

TABLE 24
 AMOUNT AND TYPES OF READING DONE BY ELEMENTARY PUPILS IN FOURTEEN SCHOOLS OF TARRANT COUNTY

School Number	Enrollment	Magazines and Newspapers	Philosophy and Religion	History	Biography	Travel	Social Science	Natural Science	Useful and Fine Arts	Literature and Poetry	Fiction	Total Readings
1	60	..	50	87	148	145	37	126	147	649	1450	2819
2	30	161	49	76	103	100	2	195	119	810	1901	3526
3	29	19	40	66	65	47	53	53	23	357	1357	2080
4	217	275	329	319	402	354	297	296	436	2377	2478	7583
5	68	...	38	148	95	126	78	69	61	539	898	2052
6	93	...	258	266	376	324	1	232	354	484	1338	3633
7	164	236	217	231	337	181	131	221	205	1503	3662	6924
8	93	15	29	54	140	157	77	126	105	801	1559	3263
9	92	157	7	39	64	62	11	38	36	344	2488	3245
10	169	1	24	692	858	261	60	49	248	594	1891	4688
11	112	131	7	68	83	105	18	70	85	446	428	1441
12	70	1	20	81	83	102	5	118	89	662	1492	2653
13	24	..	20	1	18	17	3	16	15	68	83	241
14	78	318	155	281	467	365	76	439	470	1239	2078	5888
Total	1299	1314	1253	2409	3239	2346	849	2048	2393	10,873	23,103	49,827

Tarrant County Free Library; among this list, twenty-two copies of seven different magazines are received by the main office and placed in the branch libraries; only seven copies or less of the other magazines on the list are received.

Data show that the 1299 elementary pupils under consideration read 49,827 titles during 1938-39. More fiction and less social science material was read than any other type.

It is interesting to note that the library contains only 341 titles of philosophy and religion for children, but 1253 readings were reported for these types. This seems to indicate a need for more volumes in this classification.

CHAPTER IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

Research on the problem of this thesis has resulted in the following findings:

1. The Tarrant County Free Library has established branch libraries in fourteen schools of the county whose total enrollments include 1299 elementary pupils.

2. The average daily time spent by the elementary grade boy in recreational reading was one hour and fifty-seven minutes and by the girl was two hours and fifteen minutes.

3. One hundred and ninety elementary grade pupils in the fourteen schools secured all of their recreational reading material from the library.

4. The majority of pupils chose certain books because they contained subjects of special interest.

5. Stories of adventure ranked first with the boys, but girls placed stories of family relationship and school life in first place.

6. The ten most popular authors, in rank of popularity, according to the boys, were Mark Twain, Kipling, Burroughs, Stevenson, Lang, Dickens, Altsheler, Baldwin, Meigs, and O'Brien; the girls chose Dickens, Alcott, Mark Twain, Lewis Carroll, Stevenson, Keene, Lang, Perkins, Dodge, and Porter.

7. Tom Sawyer was a favorite character of all the boys surveyed; Jo March was the favorite of the girls.

8. Magazines read most regularly by the boys were Farm and Ranch, American Boy, Boy's Life, Country Gentleman, and The Farm Journal; the girls read Farm and Ranch, Holland's and American Childhood.

9. About sixty per cent of the elementary pupils had the Fort Worth Star-Telegram in their homes.

10. Twelve hundred elementary pupils chose the comic strips as their favorite section of the newspaper.

11. Related studies found out many needs regarding boys' and girls' recreational reading interests. The following findings were included:

- a. Children like to read.
- b. They prefer books to periodicals.
- c. They enjoy the comic sections of periodic issues.
- d. They prefer fiction containing an element of adventure, action, and childness on their own developmental level.
- e. Reading occupies more hours during leisure time than any other activity up through the sixth grade level.
- f. Children are able to choose and do choose a standard grade of reading material.
- g. Types of material remain the favorites from year to year, but popular authors change frequently.
- h. Children like to read about characters that represent real people doing real things, although they have capacity for enjoyment of supernatural, mysterious, and imaginative qualities.

12. A close relation existed between the amount of books found in the homes of the pupils surveyed and the social and economic status of the parents.

13. The Tarrant County Free Library contained 25,562 volumes for children; approximately thirty per cent were fiction.

14. Twenty-four different magazines were subscribed for by the main office library and supplied to the branch libraries.

15. The 1299 pupils surveyed read a total of 49,827 titles during 1938-39; fiction ranked first with 23,103 readings; social science material ranked last with 849 readings.

Conclusions

From a study of the data presented in this study, the following conclusions are reached:

1. The elementary students of the fourteen schools considered are spending much time in recreational reading.

2. The Tarrant County Free Library supplies a large percentage of the reading material of the elementary pupils in fourteen schools of the county.

3. The Tarrant County Free Library meets the needs of the recreational reading interests to an acceptable degree.

4. The librarian supplies the book to be read, but the teacher must first arouse the desire on the part of the child for the book or he will not be a voluntary reader of many books.

5. Children in the primary and elementary grades read a great number of books, including a wide variety of types.

6. Children reach their highest intensity of reading in the sixth and seventh grades; above these grades voluntary reading declines.

7. Generally speaking, the home background of the child is an index to his reading interests.

8. Children of high and average intelligence read more than children of low intelligence.

9. Intelligence is not the only determining factor in the amount of reading for fun done by children.

Recommendations

The following recommendations are based on the findings of this study:

1. Teachers and librarians should take advantage of the data available in scientific research and utilize the findings for improving recreational reading among boys and girls.

2. The Tarrant County Free Library should improve its services by subscribing for more newspapers.

3. Additional readings should be secured by providing more volumes in philosophy and religion.

4. Teachers should take advantage of the child's love for reading to arouse interest in a wide variety of reading material.

5. Since the child's reading habits and tastes are established to a great extent by the time he is sixteen years old, teachers of elementary and primary pupils should strive to develop and strengthen habits of appreciation for good literature and a wide range of reading interests.

6. Since the scientific method of teaching has not been instrumental in causing the child to use reading as a leisure-time activity, an appreciation method should be adopted, especially by primary and elementary teachers.

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APPENDIX

School Survey Sheet

1. What is your grade? _____ Age? _____ Sex? _____
2. Do you like to read? _____
3. Do you select the books you read because you like them or because the teacher says to read them? _____
4. Do you have a regular library period? _____
5. Where do you read most? Home _____ School _____
Public library _____
6. About how much time do you spend each day in reading for fun? _____
7. What part of your reading do you get from the library? one-fourth, one-half, nearly all, all? _____
8. Name your ten favorite authors?
9. Name your ten favorite books characters?
10. Why do you select your books? Check your reason:
 - (1). Recommended by teacher.
 - (2). Recommended by friend.
 - (3). Knew the author.
 - (4). Subject of special interest.
 - (5). Saw it on the shelf.
11. What do you like to read about? _____
12. Check three types of books you like best--1, 2, 3, in the order in which you like them.

Adventure	Biography
Pioneer stories (History)	Nature
Travel	
13. If we did not name your favorite type, write it here _____

14. Name magazines which you read and check the ones you enjoy most.
15. Do you read a newspaper daily? _____
How much time do you spend at it? _____
Which newspaper do you read? _____

16. Check the part of the newspaper you like to read best.

Comics

Editorials

Front page

Local news

National news

Society and fashion

Sports

Continued stories

World news

17. Which do you like to read best? Newspapers? _____
Magazines? _____ Books? _____