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Graded book list based on expressed reading interests of children in grades seven, eight, nine, and ten.

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GRADED BOOK LIST BASED ON EXPRESSED
READING INTERESTS OF CHILDREN IN
GRADES SEVEN, EIGHT, NINE, AND TEN

LOHMANN - 1949
GRADED BOOK LIST BASED ON EXPRESSED
READING INTERESTS OF CHILDREN IN
GRADES SEVEN, EIGHT, NINE, AND TEN

BY
DOROTHEA ANN LOHMANN

A problem submitted in partial fulfillment
of the requirements for the Master of
Science Degree

University of Massachusetts

1949
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CHAPTER I
INTRODUCTION
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INTRODUCTION

Background of the Study—Every year in evaluating the numerous books that appear for children teachers are saying, "This looks like a good book, but will children really like it?" This question reflects an attitude that should be encouraged more among those who are responsible for the selection of curriculum material. It indicates a forthright approach based on a consideration of the child's point of view as well as on the adult's estimate of his needs.

A good example of the inadequacy of adult selection of children's books can be taken from the studies that have been made as to the children's reception of the Newbery Medal books. These books have been selected through the years by adult committees who judged them as making outstanding contributions to children's literature. There is considerable controversy in books and periodicals as to whether some of the Newbery books deserve the distinction of a medal award, from the point of view of children's expressed interest in them. In her book Marie Rankin quotes from the American Library Association publication, The Library of Tomorrow, by Lillian Smith: "Perhaps our failure as adults to realize this need for knowing the race we call children is responsible for the oblivion into which some of the books that have won the Newbery Medal have fallen."1

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An editorial in the *Elementary English Review* says that the Newbery Award Committee has of late selected books which are not of interest to children and which in many cases do not merit the award.

Other studies have been made, notably those by Zeligs, Townes, and Lawrence, which present the other viewpoint in support of these books, but all of these studies except the one by Townes were made in school classrooms or school libraries and do not seem to be entirely valid tests of the voluntary selection of reading material. Studies of leisure reading choices need to be made in situations where the selection is relatively free from the pressure of assignments for book reviews.

This question leads to other related questions. Do the adults who produce or select books for older children seriously consider the developmental level of the readers whom they hope to attract? Do they recognize the child's needs and interests? These questions are the inspiration for the present study.

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The Usual Method of Procedure—Many studies have been made of children's reading, but we still find as Dora V. Smith writes, "It is from the fifth grade up that the serious divorce occurs between the normal interests of childhood and prescribed courses in reading." Either the guides of children's reading have not followed the suggestions found in past studies of reading interest, the studies themselves are not adequate for present times, there is not enough interesting material available for older children, or no attempt has been made to evaluate studies for the benefit of teachers especially. I believe that the last mentioned situation is one of the major reasons for the discrepancy referred to by Dora Smith.

Many authors offer lists of books, magazines, poems, or general topics, with figures showing the number of children interested in each and conclude their study at that point, failing to indicate the significance of the investigation or its practical value. There seems to be a lack of discussion of the implications of reading interests for classroom teachers, school administrators, and especially for those engaged in the construction of courses of study.

The Incompleteness of the Picture—Several studies of children's reading show that there is a definite decline in the amount of book reading during high school years. As early

(6) Smith, Dora V. "The Cultivation of Reading Interests and Tastes". Recent Trends in Reading. p. 299.
as 1907 F. O. Smith concluded from his study of Iowa pupils' voluntary reading that the average number of books read per year per child dropped from eighteen books to thirteen books in the eighth and ninth grades. In 1926 Lehman noted a sharp decline in voluntary reading as children progressed through high school. Cleary found in her study of the reading of Detroit children in 1935 that the seventh graders did more book reading for recreational purposes than did older groups. Eberhart found in 1939 that seventh graders were voracious readers and that the rate dropped for eighth grade and was much less for grades nine, ten, and eleven. These studies agree with the statement of Terman and Lima: "The age of twelve or thirteen years marks the beginning of what is called 'the reading craze,'" a period of maximum reading.

It seems, then, that the junior high and early senior high school years are the crucial years in which to attack the problem of sharply declining interest in book reading. If a child continues to read, there is always a chance that


(11) Terman, L. and Lima, M. Children's Reading p. 27.
his reading tastes can be improved by intelligent and sympa-
thetic guidance. But if he is discouraged from reading be-
cause there is too great a gap between his choices and those
of adults who are trying to guide him, there is small chance
of helping him become a discriminating and enthusiastic book
reader. As the number of books that he chooses to read de-
creases, greater attention must be given to a wise choice of
books.

One definite way in which this decline in book reading
can be combated is by making available to children especially
in grades seven, eight, nine, and ten, graded lists of books
based upon their expressed interests as revealed by the studies
that have been made. These lists may be utilized for recrea-
tional reading alone, but especially for work with school Eng-
lish courses.

This practical application seems to be lacking and an
attempt to present such material for the use of classroom
teachers provided the reason for this study. The total job
involved—a compilation of interests for all grades and a
book list based on those expressed interests—should be so
complete that no matter what the grade level and interest
level a pupil might have, the teacher could turn to the list
and suggest appropriate readings. Obviously, the total pic-
ture is beyond the scope of one paper. Further studies should
be made to complete it.
CHAPTER II

STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE
CHAPTER II

STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE

Statement of Problem—In view of the fact that little work has been done to produce graded reading lists based upon the actually discovered reading interests of children, this study provides such a list. The grades included in this list are seven, eight, nine, and ten. Grades seven and eight are grouped together as are nine and ten. The reason for such a division is that a marked divergence in reading interests becomes apparent at or around the ninth grade level. The grades below and above this point are more nearly unanimous in their expressed interests.

The reading interests which serve as focal points for the grouping of books are those which through reading interest studies have actually been expressed by children of the mentioned grade levels. No attempt has been made to include those categories which adults, educators, teachers, or librarians might select for such a project.

There is a further division of these interests according to sex. Evidence indicates that sex is one of the greatest determiners of reported interest patterns. Recognition of this fact requires the division of these lists into two groups, one for boys and one for girls. The interests included for each group indicate that sufficient disparity exists therein to warrant such division.

The books included in the lists consist of both fiction and non-fiction. Since fiction is the preponderant choice of children in this group (cf. Chapter III), the choice of
books reflects that preference.

Subjects and Materials—The material used for determining the reading interests include significant books and periodicals dealing with this subject. The publications referred to are of recent date, 1930-1948, except for the important treatments of this type previous to those dates. A careful examination was made of these studies to discover what are children’s main reading interests.

For determination of the grade placement of books, such reference books as the H. W. Wilson Company’s Children’s Catalog have been used. In addition to the graded lists used by librarians as found in the Children’s Catalog and other publications, there are included professional lists such as those published by the National Council of Teachers of English. Advice of librarians was used sparingly except for general purposes because their opinions of necessity reflect the conditions of a local area only.

The books, both fiction and non-fiction, included in the list are those already popular and others which can be obtained from most public libraries. The remaining books may be located at a bookstore. An effort was made to include only those books which are readily available to children.

General Procedure—Following is an outline of general procedure for this problem.

I. An Investigation of the Literature
   A. Types of Reading Done
   B. General Factors of Interest
C. Interests Based on Sex Differences
D. Interests of Bright and Slow-Learning Children
E. General Summary of Studies

II. A Summary of Specific Reading Interest Studies
A. List of Studies Consulted
B. Findings in Detail
C. Summary of Studies
D. General Observations of Studies
E. Specific Observations of Studies

III. Grade Placement of Books
A. Criteria for Selection of Children's Books
B. Difficulty of Grade Placement of Books
C. Criteria for Grade Placement of Books

IV. Graded Book List
A. Introductory Comments
B. Graded Book List of 1,000 Titles
CHAPTER III

A SUMMARY OF THE LITERATURE
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A SUMMARY OF THE LITERATURE

Type of Reading—Without exception, studies of the voluntary reading of children have revealed a greater interest in the reading of fiction than of any other type of material. Center and Persons, Cleary, Eberhart, Grumette, Jennings, Johnson, have all found that the greater part of the voluntary reading of junior and senior high school children is fiction. Center and Persons report that 91.8 per cent of first-year high school pupils' reading is fiction. The study by Cleary states that 93.6 per cent of the reading of seventh and eighth grade pupils in Detroit is fiction; 2.7 per cent is biography; 2.6 per cent is science; and 1.1 per cent is travel, poetry, and the arts. In his study Eberhart claims that grades seven, eight, and nine read mostly fiction, but that in senior high school, biography, drama, and other


(6) Johnson, B. L. "Children's Reading Interests as Related to Sex and Grade in School." School Review. XL (April, 1924) pp. 258-72.
non-fiction comprise 45 per cent of the voluntary reading. Poetry in all those grades is one per cent of the books read.

General Factors of Interest—Some studies have been made of the general factors of reading interests without regard to sex or intelligence differences. These studies have made some general observations which provide an overall picture valuable for the purposes of this study. The one element that seems to appeal universally to children is adventure. McCullough confirms this statement by saying: "Let the hero achieve wonderful things in a setting of some hardship, let him fight a good fight, and most of the fourteen-year-old boys will read the book. Portray a hero or heroine surrounded by great odds and rewarded by love, encountering and solving mysteries that would baffle and terrify a less clever and courageous creature and if the shipwreck is remote and the rescuer of a suitable age and sex, most of the fourteen-year-old girls are captivated."7

Interests Based on Sex Differences—Thorndike8 in his 1944 study of children's reading interests confirms the findings of earlier studies when he concludes that "sex is conspicuously more important than age or intelligence as a determiner of reported interest pattern" within the range of


(8) Thorndike, R. L. Children's Reading Interests: A Study Based on a Fictitious Annotated Title Questionnaire. p. 36.
the ten-to-fifteen-year-old children studied. Most of the
studies consulted for this purpose indicate both sex and age
differences and consequently these two factors will be con-
sidered together.

Interests of Bright and Slow-Learning Children--Studies
indicate that the interests of bright children and slow-learn-
ing children are quite similar in many respects. Huber in
1928 concluded that the level of intelligence is of little im-
portance in determining the choice of stories to be read.
Lazar finds that bright children are differentiated from
children of average ability and those of low intelligence
less by the material they read than the age at which they read
it. Thorndike states that "In their pattern of reported
reading interests, bright children (median I. Q. about 123)
are most like a group of mentally slower children (median I.
Q. about 92) who are two or three years older than they are."
Cleary reports that books popular with the children of high
intelligence proved to be popular with the less intelligent
group.

The points at which the interests of bright children and

(9) Huber, M. B. Influence of Intelligence Upon Child-
ren's Reading Interests, 39 pp.

(10) Lazar, M. Reading Interests, Activities, and Oppor-
tunities of Bright, Average, and Dull Children, 127 pp.

(11) Thorndike, R. L. op, cit. p. 35.

(12) Cleary, F. D. "Why Children Read." Wilson Library
Bulletin XIV (October, 1939) p. 123.
their slower learning classmates seem to differ most widely have been mentioned in several studies. Malchow\textsuperscript{13}, Lazar\textsuperscript{14}, and Terman and Lima\textsuperscript{15} all note that bright children do more reading than slow children. Huber\textsuperscript{16} and also Persing and Sattley\textsuperscript{17} discovered that children with low or low-average intelligence read more stories with backgrounds similar to those in which they themselves live. Persing and Sattley\textsuperscript{18} say in their study: "Books with settings in foreign countries and stories of historical narrative have little appeal for the student of low-average intelligence."

**General Summary of Studies**--A brief summary of the studies reviewed in this chapter follows.

The amount of book reading by older children declines rapidly during the high school years.

The studies agree that the larger proportion of the reading of both boys and girls is fiction, but that few books of fiction are popular with succeeding generations of children.

\begin{enumerate}
\item[(14)] Lazar, M. op. cit. p. 102.
\item[(15)] Terman, L. M. and Lima, M. \textit{Children's Reading}, p. 5.
\item[(16)] Huber, M. B. op. cit. p. 25.
\item[(17)] Persing, C. L. and Sattley, R. H. "Discovering the Reading Interests of Maladjusted Students." \textit{Bulletin of American Library Association}. Part I (January, 1935) p. 22.
\item[(18)] Ibid. p. 22.
\end{enumerate}
Slow-learning and bright children tend to like similar elements in books of fiction, but the latter read for those interests at an earlier age than do slow learners.

The greatest determiner of interest patterns is sex.
CHAPTER IV
A SUMMARY OF THE LITERATURE CONTINUED
CHAPTER IV
A SUMMARY OF THE LITERATURE CONTINUED

List of the Reading Studies—Following is the list of studies of reading interests of children in grades seven, eight, nine, and ten, from which was derived the reading interests on which to base the reading list in Chapter VI. It is to be noted that these studies represent only the fairly recent work in the field. Evidence indicates that reading interests of children tend to change with the times, except for a few "classics" such as Little Women and Huckleberry Finn. Charters in his 1938 study, which culminated investigations of popular boys' books since 1907, concluded that about half of the popular books reach a single peak and disappear. The war seemed to have a passing effect on boys' interests in aviation and war, which already seem to have declined. Since these studies concur fairly closely in their findings, they are presented as a basis for evaluation.

Lazar, M. Reading Interests, Activities, and Opportunities


Thorndike and Henry. "Differences in Reading Interests." Elementary School Journal XL (June, 1940) pp. 751-63.


Findings in Detail--All references used here will be to the list above. Note that when the reading interests given below are numbered, it indicates a definite order of preference. Unnumbered lists are those showing no particular order of importance to children.
1. The American Library Association indicates the following reading interests of both boys and girls in adolescence:
   1. Animal Stories
   2. Family Life
   3. Adventures of Everyday Boys and Girls in America

2. Brink finds that boys and girls in grade nine read adventure, mystery, drama, humor, and romance. In grade ten they like adventure, mystery, humor, science, and romance. As pupils get older, mysteries, humor, and drama lose appeal. Sports gain in appeal in grade twelve. Poetry, music, art, and religion do not interest them.

3. Johnson reports that boys in grades seven through eleven prefer adventure, mystery, and detective stories, and animal stories, London, Altageler, and Grey being their favorite authors. Girls in the same grades want stories of home life, of school life, and of children. Alcott is the favorite author.

4. Lazar concludes that children aged ten to twelve read stories of action, adventure, animal life, child life, excitement and thrills, mystery, bravery, and suspense. From ages twelve to fifteen they prefer mystery, sensation, adventure, history, and biography. Broader interests are developed as children get older.

5. Malchow indicates reading interests of junior-high school pupils as follows:

   **Girls**
   1. Mystery Stories
2. Home Life
3. Everyday Life and Affairs
4. A Variety of Adventures
5. Boys and Girls in Mischief
6. Humor
7. Foreign Countries
8. Accounts of Poor People

Boys
1. Animal Stories
2. A Variety of Adventures
3. Pranks of Children
4. Foreign Countries
5. War and Fighting
6. Stories About Real Boys
7. Episodes of Great Action
8. Humor

6. Punke made a study of first and fourth year high school students. Girls read about romance, society, and fashion, while boys read about adventure, sports, and mechanics, he concludes.

7. Rankin's study of library books of fiction revealed that girls read books of the following nature:

1. Careers
2. School Life
3. Dog Heroes
4. Home Life
5. Mysteries
6. Escapades of Tomboys

Boys had the following preferences:
1. Sea Adventures
2. Sports
3. Dog Heroes
4. Historical Fiction
5. Aviation

8. Royster had her ninth grade pupils keep a reading list for a year. As a result of this voluntary project she concluded that boys' favorite authors were Altsheler, Grey, Curwood, and Terhune. Girls read romance and stories of school life.

9. Terman and Lima classified reading according to both age and sex. Their findings are as follows:

**Boys**

- Age 12--age of hero worship
- Age 13--mechanical and scientific interests
- Age 14--biography, history, and travel, jungle stories, mechanics
- Age 15--hobbies

**Girls**

- Age 12--home and school life, boys' adventure
- Age 13--poetry and drama
- Age 14--adult books, romance
- Age 15--romance, historical novel; adult reading interests nearly formed.

10. Thorndike and Henry studied the reading interests of
grades six, seven, and eight. Their conclusions are as follows:

**Girls**
1. Realistic Animal Stories  
2. Girls' Adventure  
3. Love and Romance  
4. Mystery and Detective Stories  

**Boys**
1. Realistic Animal Stories  
2. Boys' Adventure  
3. Mystery and Detective Stories  
4. Sports Stories  
5. Travel Stories  

11. Thyng ranked the reading attitudes of boys and girls aged eleven and twelve together and arrived at the following composite list:

1. Animals  
2. Miscellaneous  
3. Boats and the Sea  
4. Other Lands  
5. Aviation  
6. War and History  
7. Mystery and Detective Stories  
8. Humor and Fantasy  
9. Family Life  
10. Western, Indian, Pioneer Stories  
11. Sports
12. Biography
13. Career
14. Ancient Greece and Rome

She concluded that most books rank high in excitement, adventure, and action.

Summary of Specific Studies—On the basis of the studies listed at the beginning of this chapter the following list of reading interests according to grade level and sex was compiled, in order of times mentioned.

Grades Seven and Eight

Girls
1. Home Life (7)
2. Adventure (6)
3. Mystery and Detective Stories (5)
4. Animals (4)
5. School Life (4)
6. Humor (2)
7. Children (2)
8. Career (2)
9. Romance (2)

Boys
1. Animals (6)
2. Adventure (5)
3. Mystery and Detective Stories (4)
4. Sports (4)
5. War (3)
6. Sea Stories (2)
7. Humor (2)
8. Mechanical and Scientific (2)
9. Travel (1)
10. Foreign Countries (1)

**Grades Nine and Ten**

**Girls**

1. Romance (4)
2. Family Life (3)
3. Adventure (3)
4. Animals (2)
5. Mystery and Detective Stories (2)
6. Humor (1)
7. Drama (1)

**Boys**

1. Adventure (5)
2. Animals (3)
3. Mystery (2)
4. Science (2)
5. Biography (2)
6. History (2)
7. Humor (1)
8. Travel (1)
9. Hobbies (1)

**General Observations of These Studies**—The following observations will help to give an over-all picture of reading interests of children in grades seven, eight, nine, and ten. Certain outstanding facts are apparent.
Many girls like boys' books but not vice versa.

The outstanding interests of girls in grades seven and eight are home life and school life. Their interests otherwise are similar to those of the boys.

Boys in grades seven and eight have an inordinate desire for stories of adventure, excitement, action, and of animals, particularly of dog heroes.

Idealism is an implied influence in such interests as home life and hero worship of all kinds. This is especially true in grades seven and eight.

The sharp division in reading interests occurs in grades nine and ten. At this time girls turn primarily to stories of romance and family life while still maintaining some of their previous interests. Boys particularly turn at this time to science, biography, history. Their interest in non-fiction is greater than previously and greater than that of the girls at any time.

By grades nine and ten broader interests are developed by boys and girls in their social and intellectual environment.

Specific Observations of These Studies—These observations are based on the summary of specific studies presented above.

Girls in grades seven and eight have the following reading interests in the greatest proportion of the entire amount of voluntary reading they do:
1. Home Life
2. Adventure
3. Mystery and Detective Stories
4. Animals
5. School Life

Boys in grades seven and eight have the following major reading interests:
   1. Animals
   2. Adventure
   3. Mystery and Detective Stories
   4. Sports

Girls in grades nine and ten have the following dominant reading interests:
   1. Romance
   2. Family Life
   3. Adventure
   4. Animals
   5. Mystery and Detective Stories

Boys in grades nine and ten seem to have greatly diversified interests which may be classed as follows:
   1. Adventure
   2. Animals
   3. Mystery
   4. Science
   5. Biography
   6. History

These reading interests, compiled from specific studies,
based on age-grade and sex levels, will form the basis for
the graded book lists offered in Chapter VI. In the studies
consulted, greatest emphasis was placed upon sex differences
rather than upon grade placement. Particular attention will
be given to grade placement of books in the next chapter.
CHAPTER V

GRADE PLACEMENT OF BOOKS
CHAPTER V
GRADE PLACEMENT OF BOOKS

Criteria for Selection of Children's Books—Although from grade nine, and especially from grade ten on, children begin to select adult books for voluntary reading, only those books which are considered strictly children's books were included for the purposes of this study. A consensus was derived from the authors listed in the Grade Placement Bibliography at the end of this study to determine the criteria by which critics, booksellers, and librarians designate books particularly suited for children. These criteria are listed below with brief comments.

1. Theme or plot seems to be the most appealing factor to a child. There may be wide variation in the details of the plot, but in general its resolution is conventional. The hero or heroine achieves success and there is a promise of "happiness ever after".

2. The second criterion concerns the characters of the story. Characters approximately the same age and sex as the children for whom the stories are written have the greatest appeal. Adult characters are usually present but they play minor roles. The language of the characters is for the most part in the modern vernacular of American young people, even though the setting may be foreign in time or place.

3. Setting may or may not be an important standard to consider. Some of the authors found wide variation here. Many children prefer books laid in contemporary America, while others are interested in those with settings foreign
in time or place.

4. Style of writing, however, is agreed upon. Almost all of the books appealing to children are written in conventional narrative style, with dramatic portrayal of swiftly moving events and little use of description. A lucid, dramatic style of writing has the greatest appeal.

5. No marked differences were noted in the format of children's books from that of adult reading except for the presence of one or more illustrations. Almost all fiction books for children of adolescent or near-adolescent age include some pictured illustrations, although in some books one picture seems to be sufficient.

**Difficulty of Grade Placement of Books**—Grade placement of books is a difficult and usually arbitrary task. It is difficult because the range of reading will be influenced inevitably in no small degree, by individual differences arising from various factors. Terman and Lima\(^1\) suggest the following factors which influence reading range:

1. The first factor is age. Children have marked preferences from one year and grade to another. Any one grade level consists of varying ages with as wide a difference as three to four years in some cases.

2. A second factor is the rate of physical development. Some children mature faster than others. Girls, on the average, reach adolescence nearly two years ahead of boys.

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(1) Terman, L. and Lima, M. *Children's Reading*, p. 47.
and even among children of the same sex there are wide differences in the rate of maturity.

3. Even health has an influence on reading. A sickly child may spend more time reading than his more active classmates and consequently will prefer a different type of book.

4. Evident differences in reading range are caused by school environment, social or economic status, and home training.

5. Emotional makeup and temperament are additional factors to be considered. Elements of personality will make a childish, immature book appeal to some and an adult love story appeal to others.

6. Two factors previously mentioned are sex differences and variations in mental ability.

In view of these differences the task of grade placement of books appears indeed to be a matter of discretion.

Criteria for Grade Placement of Books—In spite of the numerous variations above mentioned which influence the grade placement of books, certain criteria do make possible a general and yet fairly accurate method of placing books in certain grade levels. There is a technical formula for this purpose based on the vocabulary burden of the book called the Lorge Formula for Estimating the Grade Placement of Reading Materials.  

(2) Lorge, Irving. "Predicting Reading Difficulty of Selections for Children." Elementary English Review. XVI (October, 1939) pp. 224-33
This formula uses the Dale Check List of Gray-Leary 769 Easy Words, and from this computes the ratio of the difficult words in the material being judged. The average sentence length and the ratio of prepositional phrases are also computed and from these three types of data the readability index is determined.

However, this method seemed too involved for the purposes of this study. Instead, other catalogues used by the public libraries of Holyoke, Massachusetts, and Springfield, Massachusetts, were used. A complete list of these guides are to be found in the Grade Placement Bibliography at the end of the study. The *Children's Catalog* issued by the H. W. Wilson Company was the main reference. The fact that the *Catalog* is popularly called the children's librarians' "Bible" indicates somewhat the regard with which it is held. It publishes an estimate of grade placement based on the difficulty of the material and the probable grade level at which interest in the subject matter would be highest.

Both libraries mentioned have their own book selection committees, but most of their selections tally with the recommendations of the *Catalog*. Informally, librarians in both of these libraries mentioned that content and vocabulary burden are main considerations in grade placement of books which they select. The same factors were mentioned by book sellers in the Hampshire Book Shop of Northampton, Massachusetts, and Johnson's Book Store of Springfield, Massachusetts.

**Conclusion**—On the basis, then, of the references men-
tioned above and with the aid of the children's librarians in Holyoke and Springfield, the graded book list appearing in Chapter VI was compiled. Because of the many difficulties inherent in such a procedure, the writer's grade placement is to be considered tentative, although based upon the best authority available.
CHAPTER VI

GRADED BOOK LIST
Introduction—A few general remarks by way of explanation should preface this list. It contains 1,000 titles exclusive of titles which have been repeated. In some cases, certain books are excellent either for more than one grouping or for more than one grade placement. Such books are included under two headings. The list includes the titles and authors of books both of fiction and non-fiction. All of the books therein are fiction unless specifically listed as non-fiction, such as Science, Biography, or History. Since, as was stated in Chapter III, the majority of children's reading is fiction, that proportion is observed here.

The groupings of titles used in this book list are based on the findings of the specific studies revealed in Chapter IV. There are separate listings for boys' and girls' books where the differences in interest are great. In many cases girls like to read the same books as boys. Therefore, the books for girls listed under Animals, Adventure, and Mystery are those which girls alone would like and are intended as a supplement to the boys' lists, which presumably will interest most of the girls as well.

This list is not intended to be exhaustive because of physical limits. It contains only those books which are now available in public libraries and from book stores. Books with too early a date of publication, except for the classics, have not been included because such books are rapidly going out of print and are being discarded from the public libraries.
A few of the books here listed are already out of print but are still retained by public libraries. Some of the titles included have publishing dates as late as 1948. Special effort was made to include such books because even though some libraries may not have them as yet, they may be procured at book stores, and libraries are gradually adding them at the present time.

Suggestions for further study—The sampling of interest studies used as the basis of this book list was not large and further check should be made by consulting others to make sure the sampling was representative. A consultation of studies older than those included here would reveal to what extent children's interests have changed in the past twenty-five or thirty years.

This study is only one part of the picture because the book list is intended for those who can read at their own grade level. There are a large group of children whose reading level is far below their interest level. Such children would find the books in this list too difficult for their reading ability.

The complete job would involve a compilation of interests for all grades and a book list based upon them so that the teacher could refer to this list no matter what the reading level or interests exhibited by pupils. However, the total study is beyond the scope of one paper. The following book list represents only one phase of the study.
Animals -- Dogs

Atkinson, E. S.  GREYFRIARS BOBBY

Balch, G.  HIDE-RACK KIDNAPPED

Barbour, R. H.  THE FIVE-DOLLAR DOG

Bartlett, A. C.  SPUNK, LEADER OF THE DOG TEAM

Bechdolt, J.  THE VANISHING HOUNDS

Borland, H.  VALOR--THE STORY OF A DOG

Bullard, M.  CO-PILOT TROTT

Caldwell, F.  WOLF, THE STORM LEADER

Coatsworth, E. J.  RUNAWAY HOME

Darling, E. B.  BALDY OF NOME

Darling, E. B.  NAVARRE OF THE NORTH

Davis, R.  HUDSON BAY EXPRESS

DeJong, M.  DIRK'S DOG, BELLO

DeLa Ramee, L.  A DOG OF FLANDERS

Downey, F. D.  DOG OF WAR

Finger, C. J.  DOG AT HIS HEEL

Fitzpatrick, P.  JACK OF THE BUSHVELD

Gerber, W.  GOOSEBERRY JONES

Grenfell, Sir W. T.  ADRIFT ON AN ICEPAN

Henry, M.  ALWAYS REDDY

Hinkle, T. C.  CRAZY DOG CURLEY

Hinkle, T. C.  TAWNY: A DOG OF THE OLD WEST

Hooker, F. C.  PRINCE JAN, ST. BERNARD

Johnson, M. and Johnson, H.  ROLF, AN ELKHOUND OF NORWAY

Kantor, M.  THE VOICE OF BUGLE ANN

Kjelgaard, J. A.  BIG RED
Kjelgaard, J. A.  SNOW DOG
Knight, E. M.  LASSIE COME HOME
Knight, R. A. Y.  BRAVE COMPANIONS
Knight, R. A. Y.  VALIANT COMRADES
Lippincott, J. W.  WILDERNESS CHAMPIONS
London, J.  CALL OF THE WILD
McCulloch, R. W.  COME, JACK!
Meader, S. W.  BAT, THE STORY OF A BULL TERRIER
Meek, S. P.  DIGNITY, A SPRINGER SPANIEL
Montgomery, R. G.  HUSKY, CO-PILOT OF THE PILGRIM
O'Brien, J. S.  BY DOG SLED FOR BYRD
O'Brien, J. S.  RETURN OF SILVER CHIEF
O'Brien, J. S.  SILVER CHIEF, DOG OF THE NORTH
O'Brien, J. S.  SILVER CHIEF TO THE RESCUE
Ollivant, A.  BOB, SON OF BATTLE
Rosman, A. G.  JACK THE SCOT
Rubicum, H. C.  TWO-SPOT, WOLF DOG OF THE CIRCLE Y
Terhune, A. P.  LAD, A DOG
Ware, L.  CRAZY DOG
Yeager, D.  GREY DAWN, THE WOLF DOG

Animals -- Horses and Other Animals
Anderson, C. W.  HIGH COURAGE
Balch, G.  INDIAN PAINT
Balch, G.  WILD HORSE
Baker, O.  SHASTA OF THE WOLVES
Brown, P.  HI GUY, THE CINDERELLA HORSE
Crockett, L. H.  CAPTAIN, THE STORY OF AN ARMY MULE
Davis, L. R.  HOBBY HORSE HILL
Davisson, E. D.  POLKADOT
Downey, F. D.  WAR HORSE
Duncombe, F.  HIGH HURDLES
Eyre, K. W.  SPURS FOR ANTONIA
Farley, W.  BLACK STALLION
Farley, W.  SON OF BLACK STALLION
Farley, W.  THE BLACK STALLION RETURNS
Farley, W.  THE ISLAND STALLION
Fenner, P. R. (ed.)  THERE WAS A HORSE
Finta, A. and Eaton, J.  HERDBOY OF HUNGARY
Ford, G.  HEDGEHOG'S HOLIDAY
Garrand, P.  RUNNING AWAY WITH NEBBY
Grahame, K.  THE WIND IN THE WILLOWS
Harper, W.  FLying HOOFS
Henry, M.  KING OF THE WIND
Hess, F.  BUCKAROO
Hinkle, T. C.  BLACK STORM
Hinkle, T. C.  BUCKSKIN
Hinkle, T. C.  CINCHFOOT
Hinkle, T. C.  TOMAHAWK
Hinkle, T. C.  TORNADO BAY
Holt, S.  PRAIRIE COLT
James, W.  SMOKY, THE COWHORSE
James, W.  SUN UP
Johnson, O. H.  OSA JOHNSON'S JUNGLE FRIENDS
Kalashnikoff, N. JUMPER
Kipling, R. JUST SO STORIES
Kipling, R. THE SECOND JUNGLE BOOK
Larom, H. V. MOUNTAIN PONY
Meader, S. W. RED HORSE HILL
Molloy, A. THE PIGEONEERS
Montgomery, R. G. CARCAJOU
Mukerji, D. G. GAYNECK
Mukerji, D. G. GHOND THE HUNTER
Mukerji, D. G. HARI THE JUNGLE LAD
Newcomb, C. SILVER SADDLES
Perdew, M. M. TENDERFOOT AT BAR
Riggs, B. LITTLE CHAMPION
Rounds, G. BLIND COLT
Salten, F. BAMBI'S CHILDREN
Salten, F. PERRI
Santee, R. SLEEPY BLACK
Seawell, A. H. BLACK BEAUTY
Sture-Vasa, M. A. MY FRIEND FLICKA
Tracy, E. B. KING OF THE STALLIONS
Waldeck, T. J. JAMBA THE ELEPHANT
Watson, H. O. TOP KICK, U. S. ARMY HORSE

Adventure

Aldrich, T. B. STORY OF A BAD BOY
Altsheler, J. A. GUNS OF SHILOH
Altsheler, J. A. HORSEMEN OF THE PLAINS
Altsheler, J. A. TEXAN SCOUTS
Altsheler, J. A. YOUNG TRAILERS
Ames, M. M. CANTHOOK COUNTRY
Arnold, N. H. TINKER OF STONE BLUFF
Atwater, M. M. SKI PATROL
Baker, E. W. STOCKY, BOY OF WEST TEXAS
Baker, O. DUSTY STAR
Baldwin, A. H. SOU'WESTER SAILS
Baldwin, J. SAMPO
Banning, K. SUBMARINE!
Barbour, R. H. ALL HANDS STAND BY!
Barbour, R. H. CRIMSON SWEATER
Barbour, R. H. PERIL IN THE SWAMP
Bell, M. E. THE PIRATES OF ICY STRAIT
Bell, M. E. WATCH FOR A TALL WHITE SAIL
Bennett, C. M. PEDRO OF THE BLACK DEATH
Bennett, C. M. RED PETE THE RUTHLESS
Bennett, E. H. A TREASURE SHIP OF OLD QUEBEC
Best, A. C. GARRAM THE CHIEF; THE STORY OF THE HILL TRIBE
Best, A. C. GO AND FIND WIND
Best, A. C. HEARTHSTONE IN THE WILDERNESS
Best, A. C. WHISTLE ROUND THE BEND
Bird, D. M. GRANITE HARBOR
Breck, V. HIGH TRAIL
Brink, C. R. LAD WITH A WHISTLE
Brown, E. A. SPANISH CHEST
Buchan, J. PRESTER JOHN
Bullen, F. T. CRUISE OF THE CACHALOT
Bullen, F. T. FRANK BROWN, SEA APPRENTICE
Carr, M. J. YOUNG MAC OF FORT VANCOUVER
Chapman, M. WILD CAT RIDGE
Clemens, S. L. PRINCE AND THE PAUPER
Coe, F. E. HEROES OF EVERYDAY LIFE
Comfort, M. H. TREASURE ON THE JOHNNY SMOKER
Cooper, J. F. DEERSLAYER
Cooper, J. F. LAST OF THE MOHICANS
Cormack, M. WIND OF THE VIKINGS
Coryell, H. V. KLONDIKE GOLD
Coryell, H. V. SCALP HUNTERS
Dana, R. H. TWO YEARS BEFORE THE MAST
Davis, R. H. GALLEGHER AND OTHER STORIES
Davis, R. GID GRANGER
Davis, R. HUDSON BAY EXPRESS
Davis, R. PARTNERS OF POWDER HOLE
Dean, G. M. RIDERS OF THE GABILANS
Defoe, D. ROBINSON CRUSOE
Dodge, M. M. HANS BRINKER
DuBois, M. C. CAPTAIN MADELEINE
DuChaillu, P. LAND OF THE LONG NIGHT
Duncan, N. ADVENTURES OF BILLY TOPSAIL
Dwight, A. DRUMS IN THE FOREST
Ellsberg, E. ON THE BOTTOM
Ellsberg, E. SPANISH INGOTS
Ewing, J. H. JACKANAPES
Fabricus, J. W. JAVA HO!
Felsen, G. BERTIE COMES THROUGH
Finger, C. J. CAPE HORN SNORTER
Floherty, J. J. WHITE TERROR
Follett, B. N. VOYAGE OF THE NORMAN D
Fox, F. M. THEY SAILED AND SAILED
French, A. PELHAM AND HIS FRIEND TIM
French, A. RED KEEP
French, H. W. LANCE OF KANANA
Gleitsmann, H. NIKO'S MOUNTAINS
Goodwin, H. THE FEATHERED CAPE
Goss, W. L. TOM CLIFTON
Gray, E. J. ADAM OF THE ROAD
Grinnell, G. B. BLACKFOOT INDIAN STORIES
Haig-Brown, R. L. STARBUCK VALLEY WINTER
Haines, D. H. TRIPLE THREAT
Hale, F. E. MAN WITHOUT A COUNTRY
Hawes, C. B. GREAT QUEST
Hawthorne, H. ON THE GOLDEN TRAIL
Hawthorne, H. OPEN RANGE
Heyliger, W. HIGH BENTON
Heyliger, W. HIGH BENTON WORKER
Heyliger, W. THE SPIRIT OF THE LEADER
Heinlein, R. A. ROCKET SHIP
Hewes, A. D. GLORY OF THE SEAS
Hewes, A. D. IRON DOCTOR
Hough, E. YOUNG ALASKAN
Hubbard, M. A. LONE BOY
Hughes, T. TOM BROWN'S SCHOOL DAYS
Inman, H. E. RANCHE ON THE OXHIDE
James, W. IN THE SADDLE WITH UNCLE BILL
James, W. SUN UP
James, W. UNCLE BELLE
Janiver, T. A. AZTEC TREASURE HOUSE
Johnson, R. PHAETON ROGERS
Key, A. WITH DANIEL BOONE ON THE CAROLINIAN TRAIL
Kipling, R. CAPTAINS COURAGEOUS
Knight, C. THE QUEST OF THE GOLDEN CONDOR
Lane, R. W. LET THE HURRICANE ROAR
Lathrop W. BLACK RIVER CAPTIVE
Lenski, L. INDIAN CAPTIVE
Lewis, E. YOUNG FU OF THE UPPER YANGTZE
Lucas, E. V. THE SLOWCOACH
McNeely, M. H. THE JUMPING OFF PLACE
McNeer, M. Y. GOLDEN FLASH
McSwigan, M. SNOW TREASURE
Martin, F. G. SEA ROOM
Masefield, J. JIM DAVIS
Mason, A. E. W. FOUR FEATHERS
Meader, S. W. BLACK BUCCANEER
Meader, S. W. BLUEBERRY MOUNTAIN
Meader, S. W. KING OF THE HILLS
Meader, S. W. RIVER OF THE WOLVES
Meader, S. W. THE SEA SNAKE
Meader, S. W. TRAP-LINES NORTH
Means, F. O. RANCH AND RING
Meigs, C. L. AS THE CROW FLIES
Meigs, C. L. CLEARING WEATHER
Meigs, C. L. SWIFT RIVERS
Meigs, C. L. THE NEW MOON
Meigs, C. L. TRADE WIND
Molloy, A. G. COAST GUARD TO GREENLAND
Norton, A. SCARFACE
Oakes, V. BY SUN AND STARS
Patterson, H. W. MEETINGHOUSE BAY
Pease, H. BLACK TANKER
Pease, H. HEART OF DANGER
Pease, H. LONG WHARF
Procter, L. C. ADVENTURES OF A G MAN
Pyle, H. BOOK OF PIRATES
Pyle, H. OTTO OF THE SILVER HAND
Randall, G. A. SADDLE UP
Ransome, A. WE DIDN'T MEAN TO GO TO SEA
Richardson, M. R. SHEEP WAGON FAMILY
Robbins, P. A. JINGLEBAB
Rounds, G. LUMBER CAMP
Rush, W. M. ROCKY MOUNTAIN RANGER
Sackett, B. SPONGER'S JINX
Skinner, G. L. ANDY BREAKS TRAIL
Smith, C. F. SHIP AGRound
Snedeker, C. D. BLACK ARROWHEAD
Sperry, A. DANGER TO WINDWARD
Sperry, A. LOST LAGOON
Sperry, A. STORM CANVAS
Stefansson, V. and Irwin, V. KAK, THE COPPER ESKIMO
Stevenson, R. L. BLACK ARROW
Stevenson, R. L. KIDNAPPED
Stevenson, R. L. TREASURE ISLAND
Twain, M. HUCKLEBERRY FINN
Van Stockum, H. COTTAGE AT BANTRY BAY
Verne, J. FROM THE EARTH TO MAN
Walpole, H. JEREMY
White, R. SECRET SEA

Mystery and Detective

Allen, M. P. WILDERNESS DIAMONDS
Barbour, R. H. PERIL IN THE SWAMP
Barnett, G. and Barnett, O. MYSTERY IN MISSION VALLEY
Bird, D. M. MYSTERY AT LAUGHING WATER
Brier, H. M. SKYCRUISER
Brown, E. A. ROBIN HOLLOW
Burrough, R. J. MYSTERY HOUSE
Burrough, R. J. SMILEY ADAMS
Carter, R. G. THREE POINTS OF HONOR
Chapman, M. MARSH ISLAND MYSTERY
Claudy, C. H. TREASURES OF DARKNESS
Coatsworth, E. THE HOUSE OF THE SWAN
Davis, L. R.  BUTTONWOOD ISLAND
Davis, L. R.  FLOW PENNY MYSTERY
Davis, L. R.  SKYSCRAPER MYSTERY
Doyle, Sir A. C.  ADVENTURES OF SHERLOCK HOLMES
Emmet, E.  SECRET IN A SNUFFBOX
Fisher, C. T.  AB CARMODY'S TREASURE
Ford, P. L.  GREAT K. AND A. TRAIN ROBBERY
Girvan, H.  THE WHITE TULIP
Govan, C. N.  CAROLINA CARAVAN
Govan, C. N.  MEREDITHS' ANN
Harness, E.  THE GREAT GOLD PIECE MYSTERY
Household, G.  SPANISH CAVE
Haycroft, H. (ed.)  BOYS' BOOK OF GREAT DETECTIVE STORIES
Hawthorne, H.  THE MINIATURE'S SECRET
Hoffmann, E.  THE LION OF BARBARY
Hunter, J.  THE WHITE PHANTOM
Jewett, S. O.  THE HIDDEN TREASURE OF GLASTON
Judson, C. I.  THE LOST VIOLIN
Kastner, E.  EMIL AND THE DETECTIVES
Kelly, E. P.  TRUMPETER OF KRAKOW
Kent, L. A.  DOUGLAS OF PORCUPINE
Kent, L. A.  THE RED RAJAH
Knipe, E. and Knipe, A.  THE LUCKY SIXPENCE
Kyle, E.  DISAPPEARING ISLAND
Langdale, H. R.  LANCE OF MYSTERY
Leighton, M.  THE SECRET OF THE CLOSED GATE
Martin, B.  RED TREASURE
Meador, S. W. BEHIND THE RANGES
Meigs, C. L. POOL OF STARS
Moon, G. P. and Moon, C. L. LOST INDIAN MAGIC
Nolan, J. C. BARRY BARTON'S MYSTERY
Nolen, E. W. SECRET ON THE POTOMAC
Parton, E. LOST LOCKET
Pease, H. SECRET CARGO
Pease, H. SLIPPER POINT MYSTERY
Pease, H. TATOOED MAN
Pease, H. THUNDERBOLT HOUSE
Queen, E. GREEN TURTLE MYSTERY
Savery, C. DARK HOUSE ON THE MOSS
Seaman, A. H. BRASS KEYS OF KENWICK
Seaman, A. H. THE FIGUREHEAD OF THE FOLLY
Seaman, A. H. THE HOUSE IN HIDDEN LAND
Selkirk, J. THE MYSTERY OF THE HECTIC HOLIDAYS
Singmaster, E. JOHN BARING'S HOUSE
Smith, E. S. (comp.) MYSTERY TALES FOR BOYS AND GIRLS
Streatfield, N. THE SECRET OF THE LODGE
Turngren, A. MYSTERY RIDES THE RIVER
Turpin, E. LOST COVERS
Wadsworth, L. MYSTERY OFF PIRATE'S POINT
Whitney, E. THE MYSTERY CLUB
White, E. O. WHERE IS ADELAIDE?
Wolverton, E. T. THE ELBOW ISLAND MYSTERY

Sports
Barbour, R.  FIGHTING GUARD
Barbour, R.  GUARDING HIS GOAL
Barbour, R.  INFIELD TWINS
Barbour, R.  MERRITT LEADS THE NINE
Barbour, R.  NINTH INNING RALLY
Barbour, R.  RIVALS ON THE MOUND
Barbour, R.  TARGET PASS
Barbour, R.  THE HALF-BACK
Barbour, R.  THE LAST QUARTER
Chute, B. J.  SHIFT TO THE RIGHT
DiMaggio, J. P.  LUCKY TO BE A YANKEE
Flood, R. T.  PASS THAT PUCK
Haines, D. H.  TOSS-UP
Hayes, F.  SKID
Kelly, R. F. (ed.)  JUNIOR SPORTS ANTHOLOGY
Muller, C. G.  THE BASEBALL DETECTIVE
Scholz, J. V.  GRIDIRON CHALLENGE
Scholz, J. V.  PIGSKIN WARRIORS
Treat, R. L.  WALTER JOHNSON, KING OF THE PITCHERS
Tunis, J. R.  ALL-AMERICAN
Tunis, J. R.  HIGHPOCKETS
Tunis, J. R.  IRON DUKE
Tunis, J. R.  KEYSTONE KIDS
Tunis, J. R.  KID COMES BACK
Tunis, J. R.  KID FROM TOMKINSVILLE
Tunis, J. R.  BOOKIE OF THE YEAR
Tunis, J. R.  THE DUKE DECIDES
Tunis, J. R. WORLD SERIES

Tunis, J. R. YEA! WILDCATS!
Home Life

Alcott, L. M.  EIGHT COUSINS
Alcott, L. M.  JACK AND JILL
Alcott, L. M.  JO'S BOYS
Alcott, L. M.  LITTLE MEN
Alcott, L. M.  LITTLE WOMEN
Alcott, L. M.  OLD FASHIONED GIRL
Alcott, L. M.  ROSE IN BLOOM
Alcott, L. M.  UNDER THE LILACS
Allee, M. H.  HOUSE OF HER OWN
Angelo, V.  GOLDEN GATE
Bianco, M. W.  WINTERBOUND
Brink, C. R.  CADDIE WOODLAWN
Brink, C. R.  MAGICAL MELONS
Bush, R. E.  A PRAIRIE ROSE
Butler, E. P. and Kent, L. A.  JO ANN; TOMBOY
Coolidge, S.  WHAT KATY DID
Coolidge, S.  WHAT KATY DID AT SCHOOL
Coolidge, S.  WHAT KATY DID NEXT
Enright, E.  SEA IS ALL AROUND
Enright, E.  THEN THERE WERE FIVE
Enright, E.  THIMBLE SUMMER
Field, R.  CALICO BUSH
Fisher, D. C.  UNDERSTOOD BETSY
Gates, D.  BLUE WILLOW
Gates, D.  SENSIBLE KATE
Govan, C. N. FIVE AT ASHFIELD
Gray, E. J. BEPPY MARLOWE OF CHARLES TOWN
Gray, E. J. FAIR ADVENTURE
Hall, E. G. HERE-TO-YONDER GIRL
Hamsum, M. A NORWEGIAN FARM
Hunt, M. L. LUCINDA, A LITTLE GIRL OF 1860
Jewett, S. O. BETTY LEICESTER
Johnson, S. J. SUSAN'S YEAR
Kingman, L. THE ROCKY SUMMER
Kiyooka, C. S. CHIYO'S RETURN
Lenski, L. BOOM TOWN BAY
Meadowcroft, E. L. ALONG THE ERIE TOWPATH
Means, F. C. TANGLED WATERS
Means, F. C. WHISPERING GIRL
Parton, E. VINNY APPLEGAY
Rice, A. C. MRS. WIGGS OF THE CABBAGE PATCH
Schmidt, S. L. NEW LAND
Singmaster, E. THE YOUNG RAVELS
Snedeker, C. D. BACKONING ROAD
Snedeker, C. D. DOWNRIGHT DENCY
Spyrie, J. HEIDI
Weber, L. M. BEANY MALONE
Worth, K. MIDDLE BUTTON
Zwilgmeyer, D. FOUR COUSINS

Adventure

Allee, M. H. ANN'S SURPRISING SUMMER
Allee, M. H.  JANE'S ISLAND
Allee, M. H.  JUDITH LANKASTER
Allee, M. H.  RUNAWAY LINDS
Bell, M. E.  WATCH FOR A TALL WHITE SAIL
Brill, E. C.  MADELEINE TAKES COMMAND
Brink, C. R.  MADEMOISELLE MISFORTUNE
Carr, M. J.  CHILDREN OF THE COVERED WAGON
Cavanna, B.  GOING ON SIXTEEN
Cavanna, B.  SPURS FOR SUZANNA
Chase, M. E.  SILVER SHELL
Coatsworth, E. J.  GOLDEN HORSESHOE
Crew, H. C.  ALANNA
Crownfield, G.  ALISON BLAIR
Darby, A. C.  SKIP-COME-A-LOU
Dawson, G. S.  THE BUTTERFLY SHAWL
DeLeeuw, A. L.  ISLAND ADVENTURE: A NOVEL FOR GIRLS
Denison, M.  SUSANNAH, A LITTLE GIRL WITH THE MOUNTIES
Dix, B. M.  MERRYLIPS
Duncombe, F.  HIGH HURDLES
Enright, E.  THE SATURDAYS
Fargo, L. F.  PRARIE GIRL
Field, R.  HITY: HER FIRST HUNDRED YEARS
Gale, E.  ELLEN DREW
Gale, E.  KATRINA VAN OST AND THE SILVER ROSE
Gray, E. J.  MEGGY MACINTOSH
Grey, K.  ROLLING WHEELS
Haskell, H. E.  KATRINKA
Hubbard, M. A.  SERAPHINA TODD
Jackson, H. H.  RAMONA
Knipe, E. B. and Knipe, A. A.  LUCKY SIXPENCE
Lagerlof, S. O. L.  LILIECRONA'S HOME
Lenski, L.  BOUND GIRL OF COBBLE HILL
Lenski, L.  PHOEBE FAIRCHILD
Lewis, E.  HOMING, GIRL OF NEW CHINA
Long, L.  HANNAH COURAGEOUS
McKown, G. and Gleeson, F.  ALL THE DAYS WERE ANTONIA'S
McNeely, M. H.  JUMPING OFF PLACE
Malvern, G.  ANN LAWRENCE OF OLD NEW YORK
Malvern, G.  JONICA'S ISLAND
Means, F. C.  ASSORTED SISTERS
Montgomery, L. M.  ANNE OF GREEN GABLES
Nash, H. A.  POLLY'S SECRET
Parton, E.  PENELope ELLEN AND HER FRIENDS
Philbrook, E.  FAR FROM MARLBOROUGH STREET
Provines, M. V.  BRIGHT HERITAGE
Raymond, M. T.  BEND IN THE ROAD
Sawyer, R.  ROLLER SKATES
Seaman, A. H.  JACQUELINE OF THE CARRIER PIGEONS
Singmaster, E.  EMMELINE
Skinner, E. L.  BECKY LANDERS, FRONTIER WARRIOR
Skinner, E. L.  DEBBY BARNES, TRADER
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Darling, E. B. BALDY OF NOME
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DeLa Ramee, L. A. A DOG OF FLANDERS
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Lippincott, J. W. WOLF KING
London, J. CALL OF THE WILD
London, J. MICHAEL, BROTHER OF JERRY
London, J. WHITE FANG
Ollivant, A. BOB, SON OF BATTLE
Terhune, A. P. LAD, A DOG
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Balch, G. HIDE-RACK KIDNAPPED
Balch, G. WILD HORSE
Davison, F. D. RED HEIFER
Downey, F. D. WAR HORSE
Faralla, D. MAGNIFICENT BARB
Farley, W. BLACK STALLION
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Finta, A. and Eaton, J. HERDBOY OF HUNGARY
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Nolan, J. C. TREASON AT THE POINT
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Nordhoff, C. DERELICT
Nordhoff, C. and Hall, J. FALCONS OF FRANCE
Pyle, H. MEN OF IRON
Simon, C. M. THE ROYAL ROAD
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Skinner, C. L. BEAVERS, KINGS, AND CABINS
Skinner, C. L. SILENT SCOT, FRONTIER SCOUT
Skinner, C. L. WHITE LEADER
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Snell, G. AND IF MAN TRIUMPH
Sperry, A. STORM CANVAS
Sperry, A. WAGONS WESTWARD
Steen, E. K. RED JUNGLE BOY
Sterne, E. G. CALICO BALL
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Sublette, C. M. SCARLET COCKEREL
White, S. E. GOLD
Wyatt, G. BUFFALO GOLD
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Allee, M. H. A HOUSE OF HER OWN
Allee, M. H. THE GREAT TRADITION
Allee, M. H. THE ROAD TO CAROLINA
Anderson, H. C. THE LITTLE MERMAID
Austen, J. PRIDE AND PREJUDICE
Austin, J. G. STANDISH OF STANDISH
Ball, W. S. CARMELLA COMMANDS
Barrie, J. THE LITTLE MINISTER
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Bianco, M. W. WINTERBOUND
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Edmunds, W. D. ERIE WATER
Field, R. HEPATICA HAWKES
Fisher, D. C. THE BENT TWIG
Ford, P. L. JANICE MEREDITH
Fox, G. LONA OF HOLLYBUSH CREEK
Fox, G. MOUNTAIN GIRL
Fox, G. MOUNTAIN GIRL COMES BACK
Hall, E. G. THE HERE-TO-YONDER GIRL
Harper, T. A. and Harper, W. SIBERIAN GOLD
Hess, F. SANDRA'S CELLAR
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Johnston, M. TO HAVE AND TO HOLD
Justus, M. THE HOUSE IN NO-END HOLLOW
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Low, E. HIGH HARVEST
Means, F. C. SHUTTERED WINDOWS
Means, F. C. THE SINGING WOOD
Page, T. N. RED ROCK
Porter, J. SCOTTISH CHIEFS
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Raymond, M. T. LINNET ON THE THRESHOLD
Robinson, M. L. BRIGHT ISLAND
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Westcott, E. N. DAVID HARUM
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Field, R. HEPATICA HAWKES
Idell, A. E. GREAT BLIZZARD
Lincoln, J. C. CAP’N ERI
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Raymond, M. F. SYLVIA, INC.
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IN ACKNOWLEDGEMENT
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The writer makes no claim that the citations in the bibliography below are a complete list of all references that might be found concerning the topics discussed in this study. It was thought better to include a select list which the writer considered to be most valuable.

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