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## A STUDY OF CERTAIN RECREATIONAL READING AND<sup>1</sup> VOCATIONAL PHASES IN THE LIVES OF YOUNG GIRLS

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Not a day passes but thousands of people in this country are faced with questions vital to them regarding the best disposition of their time. From the older men and women who are greeted with new opportunities for leisure and its pleasures, to the boys and girls who are planning their life work, situations are arising which demand insight into human likes and dislikes, resources and adaptabilities. Particularly for our youth is it necessary to obtain all the suggestions and information possible regarding these personal factors.

The interests of school children have frequently been the subject matter of studies by those working in educational and vocational fields. Suggestions have been sought from this source in the effort to solve some of the vexing problems which arise inevitably a few years later in the lives of the young people. How will each individual fit into his environment, how develop resources within himself through which he can satisfy his social needs and how find an occupation in which he will prove an asset to his community? The mal-adjustments that occur during these processes are only too well known.

The difficulties encountered in a pronounced instance of this sort were responsible for the present study. The case was one of an adolescent girl who, failing to understand herself, was quite unsuccessful in organizing her capacities or in gaining any guiding motive in her life. She was disturbed by conflicting personal inclinations and these, mingled with an atmosphere of social artificiality with

<sup>1</sup>The author wishes to acknowledge with sincere gratitude the suggestions and encouragement received from Dr. Adolf Myer of The Phipps Psychiatric Clinic, John Hopkins Hospital and from Dr. Wm. Burdick of The Public Athletic League of Baltimore, Maryland.

which she was surrounded, left her bewildered. This distressing set of circumstances made her totally self-engrossed and resulted in an impossible mental attitude and an inefficient life. She drifted into an existence where the longing for excitement and superficial amusements formed the basis of her recreational activities. Serious thought regarding plans for the future was completely lacking. The nearest approach to such a consideration was the vague and perilous occupation of day-dreaming. There were other pathological factors in this girl's case which do not ordinarily occur, but the characteristics given above typify remarkably well, though in somewhat exaggerated form, certain dangerous tendencies which arise in the lives of most normal individuals. Much study is required to supply a thorough insight into the many needs of children. It is only with the help of detailed analysis that broad educational plans can be built up which will successfully develop individual trends and qualifications, and reduce the occurrence of disasters from the unfortunate tendencies which beset most individuals.

As a further illustration of the application of the present study, another instance may be cited. This is the familiar story of a young person who, on starting to work, takes the first job that offers. After a relatively short trial at this occupation, discontent and discouragement becomes so strong that he shifts to some new field. This is repeated over and over again, often within a single year. To argue that there is an element of educational benefit for the worker in this process is a perversion of reason, and the pecuniary loss to him as a result of wasted time is as excessive a burden as is the loss to his employers from wasted training expenses. In the latter case the cost exceeds any tax that might be justly placed upon the employer in default of more ideal educational methods than exist in most places today. An even less favorable verdict may be brought against this situation when viewed from the standpoint of character formation. Opportunities are practically absent for the development of such essential qualities as reliability and perseverance.

There is an immense amount of adjustment to be affected on the industrial side to meet these problems and this is becoming recognized. However, there is still need for further study and analysis of the individual and the social group, and the author, in a small way, has made an effort to furnish suggestions for attacking the problem from that angle.

The opportunity to undertake the study came through the Public

Athletic League of Baltimore during the winter of 1917-18. In the course of physical examinations made on prospective participants in the League's school activities, eight hundred girls ranging in age from six to twenty years, were informally interviewed on the following subjects; recreational interests, reading tastes, and future vocational preferences. A critical survey of the material thus gathered shows that care must be exercised in its portrayal. The talks with the girls were necessarily short, and while probably few intentionally misleading statements were made, nevertheless other possible sources of error must be taken into account. In some cases the children may have tried to "show off," or to say what they thought was expected of them. The informality of the interviews, however, and the spontaneous interest and response on the part of the girls would lead one to believe that this was not true in many cases. On the other hand, such factors as the latest fads and interests of the moment undoubtedly played a large part in determining the nature of the answers. However, as these transitory interests are a well recognized part of the makeup of most young people, and as the changing "crazes" and "rages" and "stunts" are in so many instances prompted by real developmental needs, they must be considered.

An attempt to form group correlations between the type of personality and the various interests proved futile. Whether it would have been successful with a more intensive plan of study could not, of course, be determined. The final analysis of these conversations, while not forming rigidly scientific informational material, does give insight into the child's point of view. In addition to this it emphasizes certain neglected obligations along social and educational lines. Educators are beginning to realize that these factors must be seriously taken into account.

The subject matter of the study could not be arranged in groups of the same size, but a convenient assembling according to age was made as follows: Group I, girls from six to ten years, numbering approximately one hundred; Group II, eleven to twelve years, one hundred and eighty girls; Group III, thirteen to fourteen years, two hundred and twenty-five girls; Group IV, fifteen to sixteen years, one hundred and fifty girls; Group V, seventeen to twenty years, one hundred and fifteen girls, (See Diagrams 1, 2 and 3).

A word of explanation should be given here with regard to the study made of the books chosen by the girls, and particularly with regard to that portion of the study in Diagram 2, (Reading Subjects).

Diagram 1. Recreational Subjects.

GROUP I 6-10 yrs No 100	Very active Play and Games	Reading	Parlor Games	Make Beliefs
GROUP II 11-12 yrs No 150.	Outdoor Sports	Sewing	Reading	Parlor Games Miscellaneous
GROUP III 13-14 yrs No 225.	Active Games and Outdoor Athletics	Sewing	Reading	Misc
GROUP IV 15-16 yrs No. 150	" " " " "	Sewing	Reading	Dancing Misc
GROUP V 17-21 yrs. No 115	" " " " "	Sewing	Dancing	Miscellaneous

Diagram 2. Reading Subjects.

GROUP I 6-8 yrs.	General	Nursery Rhymes.	Fairy Tales
8-10 yrs.	General.	Fairy Tales.	Girls Stories and Series.
GROUP II 11-12 yrs.	General.	Boys Books.	Girls Stories and Series.
GROUP III 13-14 yrs.	General.	Adventure Boys Books.	Girls Stories and Series
GROUP IV 15-16 yrs.	General.	Adventure.	Boys Books Girls Stories and Series.
GROUP V 17-21 yrs.	General.	Adventure and Romantic Appeal.	

Diagram 3. Vocational Subjects.

GROUP I 6-10 yrs.	Teaching	Home Occupations Cooking-Housework Dressmaking-Sewing Having a Family	Nursing	Misc	No Choice
GROUP II 11-12 yrs.	Teaching	Stenography	Nursing	Misc	No Choice
GROUP III 13-14 yrs.	Teaching	Stenography	Nursing	Misc	
GROUP IV 15-16 yrs	Teaching	Stenography	Nursing	Misc.	
GROUP V 17-21 yrs	Teaching	Stenography	Nursing	Misc	

It must be understood that the grouping in the diagram is in no sense based on what could be called either a literary or a library classification of the books. The attempt was made, rather to determine wherein lay the main psychological appeal to the child and to make this the basis of arrangement. The method could not be followed through in a very exact way as the indefiniteness of many of the headings of the diagram indicates. This same idea, however, is taken up in the text where certain factors are commented on. With the material and facilities at hand only a beginning toward a thorough analysis could be achieved and it is hoped this will be held clearly in mind in connection with all the book material throughout the ensuing pages. In making up the book lists the scheme adopted was to place a book in that age group where it was chosen as favorite the largest proportionate number of times. In addition to this, its complete range among the different ages is given. As entire freedom was encouraged in the answers and as a number of the girls preferred to give authors or general types of books rather than specific titles, these were recorded and arranged in the same way as the individual books and were placed at the ends of the book lists. Where the authorship of books was difficult to obtain or to verify, the matter was not followed through, owing to limited time. The author wishes to acknowledge with most sincere thanks the help given through Dr. Bernard Steiner of the Enoch-Pratt Library of Baltimore in supplying the names of authors and correcting errors in the book lists.

Group I. Six-ten years, One hundred girls.

In regard to pastimes, two-thirds of these children prefer very active play to amusement of any other sort. "Catchers" "Spy," the various form of Tag and Ring games are the favorites. Of the other one-third, the choice is pretty well divided: One-ninth preferring such make-believe games as playing school, keeping house, and "Baby Dolls" with another ninth of those choosing to read or to be read to, and a similar proportion indulging in simple card and parlor games.

This distribution corresponds characteristically to the way in which numbers of little girls of about these ages spend their time, the largest part of it very actively, many of the remaining hours busy with absorbing make-believes, with shorter intervals occupied with the type of games which later in life become much more popular diversions.

Turning to the reading and "story" interests, a definite division is apparent between the children from six to eight and those from nine to ten years. With the younger group, the fairy tales comprise more

than two-thirds of the selections and are nearly twice as popular as with the latter group. A few of the younger children have mentioned nursery rhymes. This choice is not made by any of the older ones. The books and stories cited by the children are listed in Table 1. It may be noted that among the older children's books appear for the first time those girls' stories and serials which become so markedly popular with somewhat older children. Only four of the little girls gave Bible stories as their favorites; three, the story of the "Baby Jesus" and one, "Daniel in the Lion's Den." One little girl of eight spoke with excited interest, of the story of Roland. Three noteworthy books, of varied nature, selected by the older girls are, "Uncle Tom's Cabin" with its pathos and sentimental appeal, the animal story of "Beautiful Joe" and the absorbing tales of "Uncle Remus." Doubtless school reading is reflected in this list as in the other, but no attempt was made to determine the exact extent of this influence.

The choice of future occupation of the young group of children shows several factors operable in their lives. The largest proportion (slightly over one-third) named teaching as their favorite profession. This certainly reflects the strong and well known influence of the early grade teacher—perhaps the first outside influence that comes into the child's life. Next in popularity to that of teacher, are the various home callings, one-sixth of the group, or slightly less than one-half of the former number, choosing these. In this division are included such occupations as housework, cooking, dressmaking, sewing and last but not least, that of having "a family and babies." The answers given by the children of this youngest group show two characteristics not found among the older girls. In the first place, as might be expected, there are very appealing and naive answers evincing early admirations. One wishes to be "a lady and do housework;" another to be "a lady and wash dishes," or "a lady and set the table," or the same and "do house-cleaning." The fact of "being a lady" above all else seems to take hold of their minds. The second characteristic is the frankness with which a little girl says she wants "to have a little child" or "be a mother," this rarely occurring in the replies of the older girls.

The remaining preferences are divided into three nearly equal shares of slightly over one-seventh each—those wishing to be nurses, those choosing miscellaneous occupations and those not knowing what they would like to do. In the second group are found the professions of actress, musician, author, artist, and one representative each for store-keeper, typist, and telephone operator.

Group II, made up of one hundred eighty girls from eleven to twelve shows about the same proportion of preference for active games. "Out door sports" figure largely, and in addition to these games (similar to those named by the preceding children), others requiring more skill make their appearance, including various group ball-games, swimming, skating and horseback riding, all of these having advocates. A few of the girls voiced unusual preferences such as "games at night" where the element of darkness lends excitement; also "Indian games," and "setting up a tent in the woods;" this latter, doubtless reflecting opportunities granted only to special ones of this group, shows the eager imagination, natural to most children, which grasps at such forms of recreation. One of the girls in this group whose acme of bliss is contained in a single yearly trip to a shore amusement park enlists our sympathy but she is not so much to be pitied as another child who found her chief joy in "loafing," plain and simple; just sitting around doing nothing appeals to her more than anything else. To better this attitude, which later may develop into a real loss of ambition and laziness, as seen in the wife of many a well-to-do merchant or mechanic, the most intelligent methods must be employed. Sometimes medical skill discovers a physical condition at the basis of this boredom. One form of diversion which appears fairly frequently is sewing or crocheting. Among the children of this age the desire to "play mothers" is given once; this marks the oldest child who refers directly to the maternal instinct. Among these girls, the card and parlor games take less than half as prominent a part as they do in the preceding group. Reading as a pastime was chosen by one-sixth of the children of this group, a proportion about twice as great as in the previous group.

In a miscellaneous group of one-sixth, several forms of music (singing and piano) drawing and dancing are chosen and a few activities such as the movies, the theatre and shopping have individual adherents.

Among the books chosen by the girls of this group, Fairy Tales have markedly dwindled. Girls' stories and series cover nearly one-half the entire choice. Boy's books form a conspicuous group. Among the different groups of books included in the large general groups several animal and nature tales may be noted. Another book found here is "Little Lord Fauntleroy" whose fascination undoubtedly exists for many of its readers in a delightful absence of any of the disagreeable incidents that mar the normal course of ordinary

life. Moreover, further charm is present in the narrative by a veritable wish fulfillment scheme of affairs which magnifies the importance of the central figure of the little lord, so luckily and luxuriously situated in every respect. The movements and plans of other people revolve with regard to his pleasure and as far as clothes and play-things are concerned, nothing is too good for him.

The fantastic and compelling conception of "Alice in Wonderland" has its place with the children of these years. Certain of their remarks made in connection with it suggested that a leading factor in its attraction for the youngsters lay in the strange appearance of the personalities encountered in the story. This presents quite a contrast to what forms such a strong appeal to older readers, *i.e.*, the queer turns that events take and the freak episodes present in the tale. For the children the action represents mere necessary framework for the story, a thread connecting more interesting features. It does not serve as with older readers in bringing up vague memory drifts or in calling into clearer consciousness, undercurrent tendencies of thought and action, ordinarily concealed by conventions and rationalization.

As to favorite professions these girls may be divided into five classes: teaching, stenography and miscellaneous vocations claimed approximately one-fourth each; one-sixth thought they would like to be nurses and one-twelfth had no particular inclination at that time. It should be noted that with these girls, as with the succeeding groups, the three main professions are those of teacher, stenographer and nurse. The miscellaneous list of vocations includes a fairly large range—dressmaker, milliner, housekeeper, saleslady, doctor, telephone operator and artist. The foregoing comprises those occupations having a plural vote, while other occupations, mentioned singly, are: notary public, secret service worker, designer, landscape gardener, actress, singer, chemist, violinist and author.

Of the thirteen and fourteen year old girls (Group III, two hundred twenty five individuals) slightly more than half preferred active games to other forms of amusement. The games chosen were predominantly those that would be classified as athletics rather than as simple children's games; among the favorites are swimming, gymnastics, ball-games and skating. Dancing also shows a small increase in popularity over the minor place it held in the interests of the preceding group.

Considerably less than one-fourth professed to enjoy various



forms of sewing above other things while just a little less than one-fourth of the girls showed a preference for reading. The remaining girls gave cultural activities as their favorites—music, singing, drawing, with a half dozen obtaining greatest enjoyment from the movies.

Of the books chosen, nearly one-half are girls' series. In addition to the large general group, tales of adventure and boys' books hold a conspicuous place. Among the former are Indian tales, western stories, tales of the sea, Robin Hood, Robinson Crusoe and several books by Robert Louis Stevenson and Sir Walter Scott. The appeal of sentimental novels and stories seems to have increased considerably. Several girls mentioned biography and history as being their favorite reading. Other choices indicating increasingly widening interests are such as Red Cross Books, newspaper stories, moving picture plots, animal and jungle stories, and tales of pathos.

The choice of vocations falls into four divisions—the three chief ones being teaching which approximates one-fourth, nursing, one-fifth, and stenography one-third. Among those choosing the first mentioned numbers of variations exist, ranging through the different types of music teachers, dancing teachers, teachers of domestic sciences, and teachers of the more usual academic subjects. A heterogeneous division includes many different professions and trades—doctor, lawyer, business callings, sales person, dressmaking, artistic, musical and literary vocations and telephone operating, with a comparatively large number who are uncertain of what line to follow.

Of the fifteen and sixteen year old girls (Group IV, one hundred fifty girls) slightly over half chose outdoor athletics of various sorts, one-sixth professed to enjoy dancing most, with somewhat less than that number, about one-eighth choosing reading, and two still smaller groups (one-twelfth each) naming sewing and knitting, and a miscellaneous set of amusements, including certain outside interests such as the movies and "the theatre at night." The dancing that appears in this group shows the first strong trend toward social dancing that could be differentiated from that of the gymnasium or dancing school.

Of the books named, about one-third are girls' series. An increasingly popular type of books with these girls are tales of adventure and romance, and boys' stories rank noticeably high in favor. The kind of fiction which has a sentimental turn is also favorably regarded.

The chief professions named are the familiar three, the division being approximately, stenography one-third, teaching one-fourth, and nursing one-sixth, with the remaining numbers (group of one-

fourth) showing a range of choice—dressmaking, millinery, selling profession, various forms of pure and applied art, and that of author, and doctor. It may be noted that social service work and playground work are represented and even the missionary field has one devotee.

The last number of girls (Group V, one hundred fifteen girls) include those from seventeen to twenty-one years, only a few of the older years being represented. The distribution of recreational interests followed the preceding groups fairly closely except that very few care for reading, and the balance of choice swings to sewing; about one-half gave outdoor athletics, while with the remaining half the choice was pretty evenly divided into thirds among which were dancing, sewing and a miscellaneous assortment, including movies, art, music and reading.

In the books chosen by these girls those full of adventure and romantic experiences, take the chief place (nearly one-half); a small proportion mentioned such classics as Shakespeare, Victor Hugo and Elliott; while a few others chose animal stories, character sketches, love story novels with several devotees for more sentimental tales.

Among the chosen professions almost one-half gave stenography, this large proportion probably due in part to the fact that a number of the girls come from one school where the course in this was emphasized along with a patriotic appeal to supply the acute government need for the work which existed at that time. After this profession, teaching and nursing rank about the same in popularity (nearly one-fourth each) with only a most scanty representation for other professions—artists, librarians, saleswomen and home keepers.

In order to facilitate general discussion and comparison, the foregoing material has been presented in charted form given in Diagrams 1, 2 and 3. Many features already discussed in connection with age and subject groups will receive no further comment.

The recreational diagram shows conspicuously the popularity of active games and sports so common with most young people. Throughout the entire age range they constitute at least half the total number of preferences, and with the girls under thirteen years, considerably more than that. Reading reaches its maximum of popularity (about one-fifth) with the thirteen and fourteen year old girls, and at that age also sewing and various forms of needle work first appear to attract. The instruction in this, furnished by several of the large de-

partment stores, was mentioned in several instances. The situation there seems to be satisfactory so far as the trade is concerned, but the stores with their ostentatious displays and furnishings are exploiting in their own interests an instinct which it should be the duty of the school to develop. As it is, the instinct to decorate is betrayed by an appeal made to questionable taste with showy, flimsy, perishable and oftentimes very expensive goods; whereas it should receive careful consideration in our schools and become an acknowledged part of the child's planning with regard to home and personal equipment of every sort. Then, from our girls as the result of intelligent admiration, we might expect to have a demand for honest worth in materials and see really artistic designs and models in house furnishing as well as in dress instead of the tawdry effects which most of our young girls seem to be striving for. Dancing apparently first assumes importance socially as a real pastime at about the age of fifteen years. This is contrasted with gymnasium and exercise dancing as known to the younger girls.

The classification of the reading material was necessarily rough and rather unsatisfactory. However, the love of fairy tales stands out strongly as the choice of literature among the younger children, ranging from the maximum of over two-thirds at the ages of six to eight years to just one or two choices at the ages of thirteen or fourteen. From the ages of eleven to sixteen years, girls' series occupy one-third or more the total selection while in the last group of girls only a small proportion name these books. Adventure and romantic tales constitute an increasing number of choices from the thirteen year old girls on to the oldest.

The vocational chart shows a striking narrowness of outlook; the three professions of teaching, nursing and stenography filling very nearly the whole horizon. Apparently the number of possibilities diminishes as the child grows older, for the younger girls name a variety of home occupations and even quite a large miscellaneous group of professional interests which are lacking among the older girls. The failure on the part of the older girls to include the home occupations among the vocations, results in some measure from the general plan of girls' education as it has been arranged till recently; with no training in home making or home managing. This condition of affairs must be in part a reflection of the social taboo that forbids the official acknowledgment of home and family making in any scheme for planning the lives of young people. The schools are beginning to realize that this is cause for a serious indictment against them, and

considerable attempt is being made to change it. But a more vigorous effort must be made if the conditions facing us on every hand are to be satisfactorily dealt with.

Turning to special features brought out in the course of the study, in the recreational and vocational divisions there were certain items of particular interest. Direct correlation between these two lines was not often possible. In only fifty-eight cases, all told, did the girls express the wish to take up a profession along the lines in which their favorite pastimes lay, and the fields were markedly limited in which this correlation was noted—mainly those of music, art, athletics, and sewing, in the order given. A few other girls who enjoyed playing "school teacher" thought they would like to teach and one or two who enjoyed home duties as recreation expressed a wish to do housework. Examples of the correlated cases are as follows:

Girls who enjoy playing the piano hoped to become music teachers or play professionally; girls who liked to draw wished to become artists or designers; those enjoying various forms of athletics and outdoor activities wanted the chance to become gymnasium teachers; and girls taking pleasure in sewing thought that dressmaking would suit them professionally. The ages of these girls whose pleasure in a pastime was strong enough to urge them to follow it up with a similar vocation varies between twelve and sixteen; over half of the girls being thirteen and fourteen years and three fourths between the age of twelve and fifteen.

A feature already brought up in relation to the vocational side of the study which may be emphasized still further here, is the evidence on every hand of the girls' narrowness of horizon as regards possible future occupation. Many a girl's answer as to why she had chosen stenography, for instance, was "because she didn't like teaching" or as to why she had decided on nursing, "because she didn't think stenography would suit her." There was, on all sides, a lack of any healthy, ambitious attitude regarding possibilities, and frequently an uninterested tone of resignation when speaking of future plans. That such conditions should exist when hundreds of occupations are now open to women, constitutes a challenge to our educational methods. We provide a single, rather rigidly planned system through which children representing the greatest possible variations must pass. Likewise this human material, on emerging from the unified system is required to fit into innumerable different places in the world's activities. We must, therefore, expect great limitations in the finished product until

we are ready to hold more closely to the needs of the individual, together with those of the working world, as models upon which to formulate school programs.

To any one seeking hints suggesting some variations from the stereotyped line of occupations, there was more or less material available among the pastimes enumerated by certain girls. It is to be regretted that in most schools there is no scheme operable by which these impulses can be made of maximum usefulness to the girl. This opportunity when given to a trained prevocational or vocational teacher, may be of great value. Such a person may, at least, suggest to the girl who delights to shop above all else, that there is such a profession as shopping. In such a case which came under notice here, the possibility had never been heard of and the girl was one of those added to the ranks of the three most popular professional preferences, in this instance, nursing. Likewise, that girl who delights in writing stories, in reading history, and in seeing historical movies, might be encouraged to try her hand as scenario writer of historical dramas, rather than to rest content with being a stenographer.

Among the girls choosing stenography as a profession, several characteristics which did not come to the surface noticeably in any of the other professions were in evidence. One of these was an excitement-loving tendency. The girl wanted to see "real life," to have "business adventures," or to be where people did "big things." There was also that "easy money" theme in evidence, and often, without attempt at concealment, the sex instinct was conspicuous, expressed as a frank desire to know and mingle with men.

The only times when the parents were brought directly into the discussion were when the girls themselves happened to mention them. This occurred almost exclusively in connection with the question of future occupation. In thirty-four cases the girls spoke of either mother, father or their "family" and in twenty-five of these it was to state that the wishes of their elders differed decidedly from their own. Of course the fact that there had been opposition may have been a memory-stimulating element in many of these cases, causing the parents to be thought and spoken of; and probably a two-thirds ratio over estimates average parental opposition. However, we do know from other sources that parental antagonism is a prominent factor in very many upset lives. Therefore, evidence on various aspects of the problem may serve an end. An analysis of these cases shows that eleven of the twenty-five contrary-minded parents

never suggested an alternative occupation for the girl, but simply let it be known in more or less forcible terms, that they were against that particular kind of work for their daughters—negative guidance to say the least. Other parents presented reasons for the selection of different plans for their children's future, but not many of these appear to be any more rational than the negations represented above. Twelve of the opposed girls had chosen nursing, six of them met with flat opposition without reason. To the others it was said that nursing was too hard work, was not nice work, that the girl had no talent, or that she had better be a stenographer or that she should stay at home and do no work. One was advised by her father to become a movie actress. Five girls desiring to be stenographers received equally strong opposition; in two instances the parents protested that the girl ought not to work if not forced to by necessity; in two others parental preference was expressed for the teaching profession and another girl was urged to become a singer. Whether this last suggestion, and the preceding one of the movie acting were made by the parents in a spirit of sarcasm or whether ability really was present, was not determined. Two of four girls wishing to be teachers were met with plain, unadorned opposition, while one of the other two had stenography and the other the medical profession proposed as alternatives. The remaining four cases in which the girl's scheme and that of her parents conflicted, present rather similar characteristics; there was the girl who wanted a home of her own who was urged to prepare herself for teaching; another who thought she would like to be a missionary was advised strongly to be a stenographer; the same advice being given to another young woman desiring to take up playground work. A girl who wanted to prepare herself to be an artist was told in forcible language by her parents that it would be a waste of time. It may be said that according to commonly accepted views, in the last five instances the parents' advice appears to be a "practical" nature.

While we cannot make a really thorough estimate of the merits of any of the foregoing situations, one or two features in regard to the attitude of parents certainly can be judged intimately enough to be vigorously condemned. In the first place any uncompromising or arbitrary standpoint is almost sure to be associated with, and provocative of a most harsh and ungracious spirit in all concerned; in the second place, the point of view which undervalues the real need of work or looks down upon it as demeaning, is essentially wrong and

usually has most unhappy consequences. Then a dominating personality, attempting to decide another's scheme of life or to map out an unsuited plan of conduct for that individual is apt to cause such disaster as no amount of later adjusting can entirely remedy. Such antagonistic situations occur rather typically at the transition time when the child, of necessity, passes from a state of greater or less obedience in regard to the parent to one of more independent thought and action. The parents oftentimes will not acknowledge even to themselves the defiance that appears in the child's attitude, they cannot grasp the fact that if they are to exert influence at all, the time has come for cooperation and guidance rather than arbitrary commands. Warnings and danger signals for the guidance of the parents are not lacking; they can be seen plainly in the lives of our young people, but it appears to be frequently an unwelcome task for parents to even acknowledge their existence. And in addition to this, the qualities necessary to profit by these warnings such as quiet observation, unbiased judgment and spirit of "hands off" are incompatible with parental dogmatism.

In nine other cases of the preceding group of thirty-five the parents and the children were in accord. In five of these the girl herself had no preference; with two of this number the parents chose stenography, two teaching and one factory work. In the remaining four, the girls as well as their parents selected respectively a singing career, acting, nursing and stenography.

In concluding the discussion of this study certain personal qualities and practical implications must be mentioned. There was present in the girls interviewed, the exuberant enthusiasm of youth which, while most attractive and a great stimulus to come in contact with, showed a decided need of being stabilized before it could possibly develop into the useful factor that it should be.

The readiness for group enterprises found among the older children's games and recreation suggested possible benefits which might come through a healthily directed get-together spirit; but it also warned against the possible degeneration of this motive, as seen in servile "toadying," copying, and in mean clannishness. The demand for greatly augmented opportunities and facilities to satisfy physical needs and recreation was always apparent and frequently it seemed as though the time was far distant when this situation would be satisfactorily met for the great majority of children. There were indications on every hand that time, place and leadership all must be included

in furthering a satisfactory scheme for really meeting this fundamental problem. No aspect of the question that helps toward making an adequate and effectual program for physical needs should be neglected.

Taken all together the situation and facts above narrated present themselves as do most questions related to the lives of young people, as engrossing problems, for the clarifying of whose difficulties help must be sought from as many available sources as possible. Educator, psychiatrist, vocational teacher, student of physical development and of physical education, all contribute data from which guidance must be taken if the best course of action is to be found. It is essential that workers in the so-called practical fields come to be familiar with the really practical significance of this guidance and act accordingly.

### BOOK LISTS

#### GROUP I. SIX TO EIGHT YEARS:

<i>Jack and the Bean Stalk</i>	6-10 yrs.	Mrs. Dorish Maria Graik (Miss Mulock)
<i>Red Riding Hood</i>	6-12 yrs.	Mrs. Dorish Maria Graik (Miss Mulock)
<i>Jack the Giant Killer</i>		Mrs. Dorish Maria Graik (Miss Mulock)
<i>Tom Thumb</i>		Mrs. Dorish Maria Graik (Miss Mulock)
<i>Dick Wittington and Big Cat</i>		James Baldwin
<i>Three Pigs—"Pig Brothers"</i>		Sara Cone Bryant
<i>Three Bears</i>		Sara Cone Bryant
<i>Goldi Locks</i>		Joan Mace
<i>The Golden Bird</i>		Eva March Tappen
<i>The Mermaid's Gift</i>		Julia Brown
<i>Fox and Grapes</i>		Aesop's Fables
<i>Roland</i>		James Baldwin
<i>Little Jack Horner</i>		J. W. Elliott
<i>Bo-Peep</i>		J. W. Elliott
<i>Old Mother Hubbard</i>		E. O. Grober
<i>Little Miss Moffet</i>		Mother Goose Rhymes
<i>Birdy with the Yellow Bill</i>		
<i>Camel and Jackal</i>		
<i>The Child's Story Book</i>		
<i>Billy Whiskers</i>		
<i>Daniel in the Lion's Den</i>		
<i>Christmas Story—Little Boy in a Cradle</i>		



GROUP I. NINE TO TEN YEARS:

<i>Eight Cousins</i>		Louisa May Alcott
<i>Rose in Bloom</i>		Louisa May Alcott
<i>Little Women</i>	9-17 yrs.	Louisa May Alcott
<i>Mary Cary</i>	9-12 yrs.	Kate Boshier
<i>Susie Books</i>	9-12 yrs.	Sophie May (Series)
<i>Dotty Dimple</i>		R. S. Clarke (Series)
<i>Bobby Twins</i>	6-14 yrs.	
<i>Little Colonel</i>		
<i>Little Peppers, Pepper Books</i>	9-16 yrs.	Margaret Sidney (Series)
<i>Two Little Knights of Kentucky</i>	9-14 yrs.	Annie Fellow Johnston
<i>Uncle Tom's Cabin</i>	9-12 yrs.	H. B. Stowe
<i>Beautiful Joe</i>		M. Saunders
<i>Uncle Remus</i>		Joel C. Harris
<i>East of the Sun and West of the Moon</i>		Andrew Lang
<i>Peter Rabbit</i>		Mary Stone
<i>Grandmother's Fairy Tales</i>		Charles Robert Dunns
<i>Marco Polo</i>		Eva March Tappan
<i>Marta in Holland</i>		E. A. B. MacDonald & J. Dalrumple
<i>Dorothy Dandy's New Friend</i>		
<i>Miss Gibbee Galt</i>		
<i>Friday's Child</i>		
<i>Story of Jesus</i>		
<i>Journeys Through Bookland</i>		
<i>Little Pictures</i>		

GROUP II. ELEVEN TO TWELVE YEARS:

<i>Girls of Friendly Terrace</i>		Harriet L. Smjth
<i>Seven Little Sisters</i>		J. Andrews
<i>Lena Rivers</i>		Mary Jane Holmes
<i>Natalie's Sister</i>		Anna C. Ray
<i>Veronica Playfair</i>		Blanche W. Goodwin
<i>Tom Sawyer</i>	11-16 yrs.	S. L. Clemens (Mark Twain)
<i>Pussy Black Face</i>		Marshall Saunders
<i>Alice in Wonderland</i>	9-14 yrs.	Lewis Carroll
<i>Just David</i>	11-16 yrs.	Eleanor Porter
<i>Hans Brinker and the Silver Skates</i>	11-14 yrs.	Mary Dodge
<i>Mrs. Wiggs of the Cabbage Patch</i>	11-16 yrs.	Kate D. Wiggins
<i>Lady or the Tiger</i>		Frank B. Stockton
<i>Little Lord Fauntleroy</i>		Mrs. F. H. Burnett
<i>Blue Beard</i>		Andrew Lang
<i>The Enchanted Canary</i>		Andrew Lang
<i>The Lamp Lighter</i>		Robert Louis Stevenson
<i>Evangeline</i>		H. W. Longfellow
<i>Dick Among the Lumber Jacks</i>		Anthony W. Dimock
<i>Pilgrim's Progress</i>		John Bunyan

<i>Ischmael</i>	11-14 yrs.	Frederick A. Lang, F. E. I. S.
<i>Riverside Readers</i> (8 volumes)		James H. Van Sickle & Wilhelmina Seegmille
<i>Oliver Twist</i>		Charles Dickens
<i>David Copperfield</i>	11-16 yrs.	Charles Dickens
<i>Christmas Carol</i>		Charles Dickens
<i>Doris' Fortune</i>		
<i>Esther Read</i>		
<i>Daddy's Girl</i>	11-14 yrs.	
<i>Sue, A Little Heroine</i>		
<i>Liddy's New Home</i>		
<i>Pretty Set</i>		
<i>Bob Burton</i>		
<i>Tom Playfair</i>	11-14 yrs.	
<i>Missy and Master</i>		
<i>Wait and Hope</i>		
<i>The Nature of the Woods</i>		
<i>Heart Book</i>		
<i>Blue Bird</i>		
<i>Lamb's Tales of Shakespear</i>		
<i>The Boys</i>		
Authors Chosen—Girls not naming Books:		
Louisa Alcott	11-14 yrs.	Grace Harlow 11-21 yrs.
Mark Twain	11-12 yrs.	Miss Mead 11-16 yrs.
Types of Books Chosen—Girls not naming particular titles:		
Girls Series		11-14 yrs.
Boarding School Stories		11-17 yrs.
Italian Novels		
Greek Mythology		
History		11-21 yrs.
History and Geography		
Funny Books		11-16 yrs.
Short Stories		
Continued Stories		
Biography		11-14 yrs.
St. Nicholas		
Bible Stories		
Camp Fire Girls		

## GROUP III. THIRTEEN TO FOURTEEN YEARS:

<i>Elsie Dinsmore</i>	11-16 yrs.	Martha Finley (Series)
<i>Ann of Green Gables</i>	11-16 yrs.	L. M. Montgomery
<i>Sarah Crew</i>		Frances H. Burnett
<i>Little Colonel</i>	9-18 yrs.	Annie F. Johnston
<i>Rebecca of Sunnybrook Farm</i>		Kate D. Wiggins
<i>Emma Lu</i>		Mary M. Mears
<i>Little Folks Astray</i>		Rebecca S. Clarke
<i>Peg O' My Heart</i>		J. H. Manners

<i>Tess of the Storm Country</i>		Grace M. White
<i>Little Runaway</i>		Grau Johanna Spyre
<i>The Whirlagigs</i>		Sydney Porter (O. Henry)
<i>Tarsan of the Apes</i>		Edgar R. Burroughs
<i>Mysterious Island</i>		Jules Verne
<i>Riders of the Purple Sage</i>		Zane Grey
<i>Daughters of the Revolution</i>		Catherine M. Bearne
<i>Silas Marner</i>		George Elliott
<i>Swiss Family Robinson</i>		Jahann von Wynn
<i>The Deerslayer</i>		James F. Cooper
<i>Treasure Island</i>	11-14 yrs.	Robert L. Stevenson
<i>Kidnapped</i>		Robert L. Stevenson
<i>Robinson Crusoe</i>		Daniel Defoe
<i>Hoosier School Boy</i>		Edward Eggleston
<i>Huckleberry Finn</i>		Samuel Clemens (Mark Twain)
<i>Meadowbrook Girls</i>		
<i>Girls of Deep Dale</i>		
<i>Polly, the New Fashioned Girl</i>		

GROUP III. THIRTEEN TO FOURTEEN YEARS:

<i>Poor and Proud</i>			
<i>Shifting for Himself</i>			
<i>The Cash Boy</i>			
<i>Fairview Boys</i>			
<i>Two Orphans</i>			
<i>English Orphans</i>			
<i>Since Dorothy Learned the Truth(?)</i>			
<i>Her Only Sin(?)</i>			
<i>Mistress over the Way</i>			
<i>Moving Picture Girls</i>			
<i>Peggy Owen</i>			
<i>Lilly of Mordant</i>			
<i>King Arthur—Howard Pyle</i>			
<i>Robin Hood</i>	9-14 yrs.		
<i>Motor Maids</i>	11-14 yrs.		
<i>Across the Pacific</i>			
<i>Ocean Wireless Boys on the Atlantic</i>			
<i>The Girl Aviator</i>			
<i>Little Flowers of St. Francis</i>			
Authors Chosen—Girls not naming particular books:			
Alger.....	11-16 yrs.	Scott.....	13-21 yrs.
Montgomery		J. S. Porter	
Dickens			
Types of Books Chosen:			
College Girls.....	11-16 yrs.	Home Library	Indian Stories
Animal Stories.....	11-21 yrs.	Geography	Red Cross Books
Exciting Stories ....		Jungle Series	Series
		High School	

## GROUP IV. FIFTEEN TO SIXTEEN YEARS:

<i>Daddy Long Legs</i>		Jean Webster
<i>A Girl from America</i>		Frank Stockton
<i>Girl of the Lumberlost</i>	13-21 yrs.	Jean S. Porter
<i>Ramona</i>		Helen Hunt Jackson
<i>The Story of Julia Page</i>		Kathleen Norris
<i>Pollyanna</i>	10-16 yrs.	Eleanor Porter
<i>When Patty Went to College</i>		Carolyn Wells (Series)
<i>Alice of Old Vincennes</i>		Maurice Thompson
<i>The Wide Wide World</i>		"Ouida"
<i>Barriers Burned Away</i>		E. P. Roe
<i>At the Mercy of Tiberius</i>		Flora A. Steel
<i>Shepherd of the Hills</i>		Harold B. Wright
<i>Eyes of the World</i>		Harold B. Wright
<i>Trail of the Lonesome Pine</i>		John Fox
<i>Secret Garden</i>	10-21 yrs.	Frances H. Burnett
<i>The Rosary</i>	13-21 yrs.	Florence Barclay
<i>Buelah</i>	13-16 yrs.	Augusta Evans
<i>Red Pepper Burns</i>		Grace Richmond
<i>Master's Violin</i>		Myrtle Reed
<i>Felix Adair</i>		Francis H. Smith
<i>The Harvester</i>	15-21 yrs.	Jean Stratton Porter
<i>Lavendar and Old Lace</i>	15-21 yrs.	Myrtle Reed
<i>Freckles</i>	10-21 yrs.	Jean Stratton Porter
<i>When Knighthood was in Flower</i>		Major Caskoden
<i>Scottish Chiefs</i>		Porter
<i>Last of the Mohicans</i>		James F. Cooper
<i>Phillippa</i>		Arlo Bates
<i>Under Two Flags</i>		"Ouida"
<i>The Street of Seven Stars</i>		Mary Roberts Rinehardt
<i>Peck Stories</i>		Harry T. Peck (Series)
<i>Quo Vadis</i>		Harry Sinkiewicz
<i>Count of Monte Cristo</i>		Alexander Dumas
<i>The Crossing</i>		Winston Churchill
<i>Brewster's Millions</i>		
<i>Shadow of the Flame</i>		
<i>Tempest and Sunshine</i>	10-21 yrs.	
<i>Grace Lords</i>		
<i>Motor Boat Boys</i>		
<i>Peggy Stewart Books</i>		
<i>Tom Swift Series</i>	13-16 yrs.	
<i>Rover Boys (Series)</i>		
<i>The Enchanted Bark</i>		
<i>Story of Wailsteel Barter</i>		
Authors Chosen—Girls not choosing particular books:		
J. S. Porter . . . . .		13-16 yrs.
M. R. Rinehardt		
R. L. Stevenson		
C. B. McCutcheon . . . . .		15-21 yrs.
Miss Mead		

Types of Books Chosen—Particular Titles Not Named:

Boys Books . . . . .	11-21 yrs.	Detective Stories. . .	15-21 yrs.	Adventure
Novels . . . . .	13-21 yrs.	Local Color Books..		Girl Books
Mystery Stories..		Funny Stories		Camp Fire Girls
		Magazine Stories		Orphan Stories

GROUP V. SEVENTEEN TO TWENTY ONE YEARS:

<i>Just Patty</i>		Carolyn Wells
<i>Truth Dexter</i>		Sidney McCall
<i>Black Beauty</i>	13-21 yrs.	Molly Seawell
<i>Laddie</i>	11-21 yrs.	Jean Stratton Porter
"K"	15-21 yrs.	Mary Roberts Rinehardt
<i>Infelice</i>	15-21 yrs.	Augusta Evans
<i>Little Shepherd of Kingdom Come</i>	15-21 yrs.	John Fox
<i>Amarilla of Clothesline Alley</i>		Clara B. Mainates
<i>The Imposter</i>		John B. Scott
<i>Red Rock</i>		Thomas Nelson Page
<i>Dawn of the Morning</i>		Grace Lutz
<i>Bars of Iron</i>		Ethel Dell
<i>The Way of an Eagle</i>		Ethel Dell
<i>Michael O'Halloran</i>		Jean Stratton Porter
<i>To Have and to Hold</i>		Mary Johnston
<i>Over the Top</i>		Guy Empey
<i>Macbeth</i>		Shakespeare
<i>Ivanhoe</i>	11-21 yrs.	Sir Walter Scott
<i>St. Elmo</i>	15-21 yrs.	Augusta Evans
<i>Richard Carvel</i>		Winston Churchill
<i>Adventures of Kathleen</i>		
<i>The Heart of the Desert</i>		
<i>Victory of Allen Rulledge</i>		
<i>Mother's Sacrifice</i>		
<i>Gypsy's Cousin Joe</i>		

Authors Chosen—Girls not naming books:

H. B. Wright	Victor Hugo
Myrtle Reed	Elliott
Shakespeare	Jack London
John Churchill	Booth Tarkington
Fox	Conan Doyle
Crawford	Grace Richmond

Title of Books Chosen—Girls not naming particular titles:

Adventure . . . . .	11-21 yrs.	Girls—School and College Stories
Love Stories . . . . .	11-21 yrs.	War Stories
Daily Papers . . . . .	11-21 yrs.	History
Western Stories . . . . .	13-21 yrs.	Historical Novels
Magazine Stories . . . . .	15-21 yrs.	