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THE GRADES: INCLUDING A SPECIAL
LIBRARY FOR HIGH SCHOOLS AND
A REFERENCE LIBRARY FOR
TEACHERS OF ENGLISH, PP. 9-85**

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LUELLA CLAY CARSON & IDA BEL ROE

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PUBLIC SCHOOL LIBRARIES

FOR ALL THE GRADES

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A SPECIAL LIBRARY FOR HIGH SCHOOLS
AND
A REFERENCE LIBRARY FOR TEACHERS OF ENGLISH

COMPILED AT THE UNIVERSITY OF OREGON

BY

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AND

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PUBLISHED BY THE UNIVERSITY OF OREGON

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O. S. J. S. S.
No. 12-51

TO THE MEMBERS OF MY CLASS IN AMERICAN LITERATURE
WHO DURING THE PAST TWO YEARS
BY THEIR APPRECIATION AND ENTHUSIASM
HAVE INDICATED THE PROFIT AND ENJOYMENT
THESE PAGES MAY GIVE
TO THEIR CONTEMPORARIES IN THE STATE

184450

"A man whose mind is enriched with the best sayings of the poets of his own country is a more independent man, walks the streets in a town, or the lanes of the country, with far more delight than he otherwise would have; and is taught by wise observers of man and nature to examine for himself."

SIR ARTHUR HELPS.

"Every good book, or piece of book, is full of admiration and awe; it may contain firm assertion, or stern satire, but it never assers coldly, nor asserts haughtily, and it always leads you to reverence or to love something with your whole heart."

RUSKIN.

"Most books worth reading once are worth reading twice, and—what is most important of all—the masterpieces of literature are worth reading a thousand times."

JOHN MORLEY.

"I have ever gained the most profit, and the most pleasure also, from the books which have made me think the most; and, when the difficulties have been once overcome, these are the books which have struck the deepest root, not only in my memory and understanding, but likewise in my affections."

HARR.

FOREWORD

The University of Oregon has 16,000 books in its library, an annual fund of \$400 from the Henry Villard gift, besides special appropriations from its general fund and it is one of the four hundred and eighty-one repositories of the government. Its library is constantly growing but it has great need of more books. It wants a library building well filled with books to enrich the learning, culture, and character of the state. More than books it wants students from all the counties who have learned to know well and thoroughly a few masterpieces of English and American literature; who have formed a habit of reading; who hunger and thirst after good books; who by dwelling with great authors and meditating upon their thoughts shall become a power in this commonwealth.

A desire to aid in bringing about all these results prompted the preparation of this pamphlet; also a desire to cooperate with the State Board of Education and County and City Superintendents in the work they have been doing for many years. It was thought that it would be of interest and value to present books for grades accompanied by the names of one or two cities where they had been tested and approved. It was also thought that the names of authors, publishers, and prices would bring before the young teachers in the school districts, the boys and girls, and the homes, another source of information about books and added encouragement to send for them for home and school libraries. It was also hoped that teachers well informed about books and publishers might often, in the crowd of work, find the information planned of immediate and practical value.

With these hopes and desires in mind, something over three years ago the Department of Rhetoric and English Literature began to correspond with State Boards of Education, Superintendents of Instruction, Principals of High Schools, teachers of English in public schools, and librarians throughout our country, and also with publishers, about lists of books that had been found by experience to be well adapted to children of different grades and about libraries for grammar grades and high schools. Generous responses came from New York to San Francisco in letters of information, lists compiled by the government, catalogues, courses of study, public school libraries, and township libraries.

It is impressive, indeed, to contemplate the vast amount of thought and care given to the selection of good books for the millions of boys and girls in our public schools, and, farther, to the study of how best to use these books so as to awaken all that makes for manhood and womanhood; for

citizenship, love and righteousness. One source of the perpetuity of this nation lies in the fact that many of the comparatively few universal and immortal books are read year after year by the youth of our country, unifying its character, elevating its convictions and ideals.

All the material received has been sifted, and about three thousand books have been grouped under seventeen different lists as indexed. The lists have grown beyond all expectation in the search for books to meet varied conditions and tastes. Imagination, creative power, character, love of home, of country, nature, and the beautiful; science, industries, mechanical skill, social culture, spiritual life,—these and many other aspects have been regarded. The Reference Library for Teachers of English contains a few of the best books that may enliven the teacher's work and enrich the results for the student. Some suggestions are included under Art that may lead to the beauty and culture of schoolroom and home. A few books on general subjects are included in answer to inquiries from many interests that make for the welfare of a community.

As far as possible excellent editions at reasonable prices have been listed and no preference has been given to any publisher. It is designed to give no place to any book with poor binding or fine print that may injure the eyes.

After this work was planned and well advanced, the Board of School Text-Book Commissioners published their lists, and the legislature provided for state libraries. As a result, there is a growing interest in good reading, and the state is already much enriched in thought, and surely in power. These facts give a larger hope for usefulness to this publication. Inadvertently, some books listed by the Text-Book Commissioners have been printed in this list under other publishers and prices. A statement of such inadvertence will be sent with a copy of the pamphlet to each publisher.

I wish to express my thanks and obligations to the publishers for their many kindnesses; to School Boards, officers and teachers who have always been generous in sending information; especially to Miss Ida Bel Roe who has given devotion to the work from the beginning, and to Miss Bertha Ellsworth Slater, both of the English Department of the University.

LUELLA CLAY CARSON.

Eugene, Oregon, July, 1903.

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