

A COMPARISON OF A LONG FORM AND A SHORT FORM
OF A GUIDE FOR THE SELECTION OF BOOKS
FOR YOUNG CHILDREN

By

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Much as been written concerning the importance of good books for children and the need for helping adults select appropriate books for them. The literature inspired Wettig (68), in 1961, to develop "A Guide for the Selection of Books for Preschool Children." Heath, 1963 (37), Niazi, 1963 (56), Hollenbeck, 1969 (40), and Hudgins, 1969 (42) have also tested Wettig's guide and found it to be of some value and recommended that the guide be further tested. Hollenbeck (40) proposed the original guide be shortened. Hudgins (42) supported the revision and Kelton (45) validated the revised guide.

The purpose of this study is to compare and further test the two forms of the guide for selecting books for preschool children.

Children's Need for Good Literature

Children's need for good literature cannot be over emphasized. Good children's books can contribute a great deal to a child's pleasure and development. Many authors agree that the preschool years are a vitally important period in a child's process of development. Adams (2) wrote,

The preschool years are a plastic period; one in which parents and teachers should strive for the establishment of socially desirable habits and attitudes. These are the formative years in which he is establishing behavior patterns which will to a great extent affect his entire life. (p. 117)

The literature that children come in contact with during this period of their lives will make a lasting impression on them.

Children's needs are numerous and vital and books can partially fulfill these needs if they are the right books. Arbuthnot (13) recognized that,

Struggling to satisfy his needs, the child is forever seeking to maintain the precarious balance between personal happiness and social approval and that is no easy task. Books can help him directly or indirectly. (p. 3)

The young are uncertain and insecure. Arbuthnot (6), in another of her writings, noted that children "need lots of reassurance about their place in the world, that they are loved, needed and capable of doing things on their own" (p. 11). Baruch (12), as early as 1931, pointed out that children were under great pressures and need the restful and relaxing moments books can provide (p. 69). The pressures are even greater today. It has only been in the last ten years "that reading has been advocated as a means of satisfying personal and social needs, and the term 'Bibliotherapy' employed as a method of need fulfillment" (Witty, 70, p. 21).

Jacobs (43) found six reasons why children need literature in their lives.

Children need literature for entertainment, for refreshment of spirit, for guidance, for exploration of life and living, for creative activities, and for the enrichment of language. (p. 8)

Arbuthnot (15) summarized some of the needs that books can satisfy: (1) the need for security -- material, emotional, intellectual, and spiritual, (2) the need to belong and to be accepted, (3) the need to love and be loved, (4) the need to achieve competence -- to do or be something, (5) the need to know, (6) the need for change -- for

play, (7) the need for esthetic satisfaction. "Good reading can help every young human being to understand and satisfy these basic needs vicariously if not in reality" (p. 11). And, Arbuthnot (5) also states that children need good books to give them something to think about.

Good Literature's Contributions to Children

Hudgins (42) wrote in her study that "literature serves many purposes in a child's life, and we see how important it is to a child's life to provide a good basic foundation for years ahead" (p. 4). This basic foundation is the topic of many authors' writings. Adams (2) recognized a child's first six years as the formative years in which behavior patterns are being established that will, to a great extent, affect his whole life.

Children's first experiences with books are especially important.

Lindstrom (50) stated that

Children are never too young to get to know books ... reading to a child, letting him handle books and look at the pictures, these are things all young children enjoy. And these pleasures actually help lay the foundation for reading on one's own later on. (p. 84)

As children grow their needs change. Dinkle (21) stressed this when he stated,

. . . nursery books should be geared with the important processes of the child's development Ideally, each child should have stories that fit the mental and social growth he has reached, that pertain to the type of general role he may be expected to fulfill, and that help ameliorate his special problems. (p. 287)

A good beginning with books is important in developing a child's love for good books. Mabel Alstetter (7) wrote in a bulletin for ACEI that the first step toward reaching this goal was to be able to enjoy

literature. Books can become great friends to children. Leonard (49) pointed out that to develop a love of books one must be exposed to books early in life and be encouraged to read them by an interested adult. To stimulate a love for books and a desire to want to read is a major goal in providing good literature for children (Ellis, 27).

A love of books can contribute to a child's intellectual development, as well as a finer and more sensitive mind and imagination (Chase, as quoted by Fenner (28)). Ransome, as quoted by Lines (51), supported Chase's viewpoint and added that "it calls upon faculties that grow with use and atrophy without it" (p. x).

Good books contribute to the development and enrichment of a child's vocabulary. Fenner (29) stated, "Books give us words, beautiful words. Some children love them and savor them. The words in stories help a child's speaking vocabulary, teach him new meanings in reading" (p. 17).

A child's appreciation of the aesthetic can be nourished by exposure to good literature. Larrick (48) noted this contribution of literature when she stated, "As he sees lovely illustrations and hears the rhythmical language of children's books, he is beginning to get satisfaction in the beautiful" (p. 22). Arbuthnot (3) also noted that "especially books of poetry gave the power of opening the children's eyes to the wonder and beauty of the world" (p. 10). Arbuthnot (13) added that some books "provoke spontaneous and wholesome laughter" (p. 10). She, among others, believes that, "children need books that minister to their merriment or deepen their appreciation of beauty" (p. 16).

Books help the child acquire knowledge about his world. Lohrer (52) stated, "Good books in abundance are essential to help children acquire information that will satisfy their natural curiosity and inquisitiveness about the world in which they live" (p. 215). And, she stated, good books give "a consensus of basic values of social living which is important for their development into adulthood" (p. 216).

Arbuthnot (6) has written a great deal about literature's contributions to children. In her writings she stated,

Some books broaden a child's horizons, give him new sympathies and understandings, deepen his insight into human relationships. Most good stories provide him with clear standards of right and wrong, show him the conflicts and the ethics of human behavior. (6, p. ix)

She also recognized that "Books can show them (children) patterns of compassionate love and courageous achievement of many kinds" (p. 16).

Frank (32) pointed out that another purpose books serve is to help prepare a child for a predictable situation or to make the child comfortable in a present one as he identifies with the characters in the story. Many authors support Frank on this point. Children often identify with a character or a situation in a story and find their own solutions.

Because children do identify with a character or situation in a story, Lambert (46) wrote, good books can be "good medicine" for children. More recently, Cianciolo (17) used the term "bibliotherapy" to describe literature's therapeutic value. Bailey (10) feels that if through books we can give a child insight, we have been good teaching "doctors" (p. 40). Arbuthnot (6) added, "They are stronger, more confident children for such books" (p. 11).

In Children's Reading in the Home, one of Arbuthnot's (5) most recent publications, she summarizes good literature's contributions to children.

In children's books these needs -- for security, for love, for competence, for belonging, for change, and for beauty and harmony -- supply the motivating forces that spark the action of the characters. From strong stories so motivated, young readers gain insight into their own difficulties -- not through moralizing, but through innumerable examples of good and bad social relationships. In short, from truly good literature, children and adults may derive insight into the causes and results of human behavior. (p. 21)

Need for a Guide for the Selection of Books for Young Children

From the previously sighted literature, one can readily see that there is a great need to provide children with good books. This is a special responsibility of parents. The market is crowded with children's books. Schatz (61) wrote, "This endless variety of available picture books complicates the task of evaluation and selection" (p. 870). Huck (41) reported another factor that complicates book selection today.

Technological improvements have also paved the way for the mass production of little inexpensive books which frequently have shoddy art work and trite stories. Unfortunately, clever merchandising and mass distribution make these books more readily available to the public than those which represent the best in children's literature. (p. 469)

Eakin (24) pointed out that children are dependent on adults to help select appropriate books for them. She wrote:

They will remember the good ones longer and with greater pleasure, but they will not voluntarily choose them without considerable guidance from some adult in whose judgment they have confidence. (p. ix)

Selecting children's books can be a long process. Heins (39) described the process in this way,

A true critical evaluation of children's books can begin only after a sifting has taken place. The responsible adult will soon learn that many books will have to be read, but few will be chosen. (p. 275)

Arbuthnot (5) pointed out "to choose books for children you need to know your children and you need standards for evaluating books" (p. 15). Many authors have supported Arbuthnot on these two factors in book selection. The child's interests are sometimes overlooked. Casmir (15) wrote,

The adult has the responsibility of judgment which we believe the child is not mature enough to exercise, but he also has the responsibility of looking at children's literature from the standpoint of the child. (p. 805)

Ellis (27) recognized that there are more books available that are not of good quality than there are books of good quality. He also stated that ". . . much of this larger section will have a detrimental effect upon its readers" (p. 3).

Bibliographies and booklists are published that list children's books that have been recommended by one authority or another. Eaton (25) questioned the value of using booklists alone. "Booklists, to be of value, must be used intelligently" (p. ix). And Arbuthnot (5) feels that reading books and then deciding what books are right for your child is far better than using booklists. There are treasures among all of these books, old and new. "If we are to find these treasures, the best books for children, of course we need standards for judging the books themselves" (p. 2). As early as 1935, Weekes (67) noted that

There is a growing realization that we must guide children's appreciation of literature and gain insight into the nature and scope of such guidance. There is no yardstick to measure

the worth of children's literature; however, there are standards that all books should reach. (p. 15)

Since there are several thousand new titles alone each year, the adult needs a few general guideposts and specific criteria to help him select his children's books wisely (Arbuthnot, 3, p. 16).

This investigator believes that most parents realize the importance of choosing the right literature for their children, but they are faced with confusion when the task arises. The bibliographies and booklists that are published are not easily accessible to all adults. Standards for good literature for children are also published. But very few busy parents of young children have time to read these volumes and discover what criteria they should be looking for when choosing their children's books.

Numerous educators and specialists concerning children's literature see a real need for a guide to aid adults in the selection of children's books. The guide would need to contain the vital criteria for judging children's books which are identified in the literature. It would also need to be developed in such a way that it could be easily useable in evaluating children's books.

Assumptions

This investigator accepts the following assumptions:

1. A guide for the selection of books for young children is needed.
2. The Guide for Selecting Books for the Preschool Child developed by Wettig (68) contains the important criteria that will aid adults in evaluating children's books and

the weights assigned to each criteria are appropriate.

3. The revised form of the Guide for the Selection of Books for Young Children, revised by Hollenbeck (40) and Hudgins (42), also contain the important criteria that will aid adults in evaluating children's books and the weights assigned by Kelton (45) to each criteria are appropriate.

Purposes

The purposes of this study are:

1. To further test the original form (in this study called the Long Form) of Wettig's (68) Guide for the Selection of Books for Young Children to determine if it is useable by a group of adults who have very little knowledge of, or experience with children.
2. To test Hollenbeck (40) and Hudgins' (42) revised form (in this study called Short Form) of A Guide for the Selection of Books for Young Children to determine if it is useable by adults who have little knowledge of, or experience with children.
3. To compare the original form (Long Form) and the revised form (Short Form) of "A Guide for the Selection of Books for Young Children" to determine which, if either, is more discriminating between acceptable and unacceptable books for young children.

Hypotheses

The hypotheses to be tested in this study are as follows:

1. The ratings of books for young children do not differ between the specialists and those adults using the original guide (Long Form).
2. The ratings of books for young children do not differ between the specialists and those adults using the revised guide (Short Form).
3. The ratings of books for young children do not differ between the adults using the original guide (Long Form) and the adults using the revised guide (Short Form).

CHAPTER II

LITERATURE RELATED TO THE IDENTIFICATION OF CRITERIA FOR THE SELECTION OF BOOKS FOR PRESCHOOL CHILDREN

Children's need for appropriate literature has been emphasized by many different authors. Children are placed under so much pressure in our society today that they do not need more pressures placed upon them by being exposed to questionable literature. Literature is too valuable to children to risk a poor beginning with it.

After a review of the literature that had been written about the criteria of good books for children, Wettig (68) developed a guide consisting of nine criteria for the selection of preschool children's books. These criteria were: interest, length, content, style of writing, illustrations, extension of child's knowledge, conclusion, ethical soundness, and physical characteristics. Hollenbeck (40) and Hudgins (42) recommended the guide be shortened by condensing the nine criteria into four criteria. These four criteria were: interest, content, illustrations, and physical characteristics.

Wettig's (68) definition of each criteria and literature supporting each criteria is discussed in this chapter. Table I on the following page summarizes the authors and organizations that Wettig (68), Heath (37), Hollenbeck (40), and Hudgins (42) and this investigator found to support the nine criteria.

TABLE I

THE NINE CRITERIA SHOWING AUTHORS AND ORGANIZATIONS'
 AGREEMENT WITH EACH CRITERION
 (Wettig (1961), Heath (1963), Hollenbeck (1968), Hudgins (1969))

Criteria	Names of Authors or Organizations	Total Number
1. Interest	Eakin, Langford, Arbuthnot, Larrick, Cappa, Terman and Lima, Weekes, Fenner ACEI, NANE, Lambert, Dalgliesh, Fisher, Guilfoile, Maddock, Schatz, Leonard, Cutforth*	19
2. Length	Fenner, Adams, Arbuthnot, Lambert, Eakin, Smith, Joseph, Todd and Heffernan*	9
3. Content	Weekes, Langford, Arbuthnot, Frank, Bacmeister, Baruch, Abu Nasr, Mitchell, Tooze, Dalgliesh, NANE, ACEI, Lambert, Read, Freeman, Fisher, Eakin, Dinkle, Guilfoile, Huck, Willsher, Dawson, Steinke*	23
4. Style	Langford, Adams, Larrick, Dalgliesh, Weekes, Fenner, Arbuthnot, Lambert, NANE, Maddock, Dinkle, Guilfoile, Huck, Schatz	14
5. Illustrations	Langford, Larrick, Frank, Dalgliesh, Eakin, Lambert, NANE, ACEI, Heffernan, Fenner, Leonard, Freeman, Huck, Schatz, Field, Joseph, Baker, Rudisill, Steinke*	19
6. Knowledge	Arbuthnot, Frank, Fenner, Children's Bureau, Lambert, NANE, ACEI, Heffernan, Dawson, Ellinger, Guilfoile, Schatz, McManus, Steinke*	14
7. Conclusion	Adams, Arbuthnot, Guilfoile, Frank, Dawson, Lohrer	6
8. Ethically Sound	Weekes, Duff, Larrick, Browman and Templin, Dalgliesh, Arbuthnot, Maddock, Eakin, Guilfoile, McManus, Huck, Smith	13
9. Physical Characteristics	Langford, Frank, Weekes, Children's Bureau, Lambert, Heffernan, Arbuthnot, McManus, Steinke*	9

* Added by McCall for this study.

Interest

The book should catch the child's attention in the first few sentences and hold his attention to the end. The three and four-year-old child likes plenty of action, suspense, and a logical plot in the story with an economy of incidence. (Wettig, p. 14)

Children live in the present and are interested in the familiar. Cutforth (18) stated that usually young children's interests to start with are ". . . focused on their near surroundings, their families, homes, clothes, food, birthdays, and so on" (p. 8). The same author added "these interests may seem trivial to the outsider but are of epoch-making importance for the minute to the child" (p. 8).

Hudgins (42) summarized several authors' views when she wrote,

All of the above authors (Table I, Interest) agreed that children need many experiences both real and vicarious to understand the myriad of ideas that make up our world. Even though our society is changing and the interests of children are broadening, human nature still demands the same basic needs and children need a background of reality before they can successfully cope with make-believe. (p, 12)

Length

It may be stated concerning a desirable length of book that: the three and four-year-old child has a relatively short attention span. Most preschool children can listen for a period of from 5 to 15 minutes. The book should not be too long or too short and simple for the child. (Wettig, p. 15)

The authors listed in Table I who support length as an important criteria in selecting books for young children agree that young children have short attention spans and the length of their books need to be considered accordingly. The young child should not be expected to sit more than 15 minutes.

To add to the above sighted authors, Todd and Heffernan (65) include short length as one of the desirable elements of preschool children's books (p. 423). The same authors add, "a child learns to enjoy listening for an increasing length of time" (p. 423). If the book is too long, a young child will easily become distracted.

Content

The story content should be related to the familiar so the child will not be confused by the new or unfamiliar. All books do not contain an element of fantasy, however, when there is an element of fantasy present it should be related enough to real life situations and experiences so the child will not be confused with what is real and what is unreal. (Wettig, p. 18)

Professionals in the area of early childhood education agree that content is the most important criteria for judging children's books. Steinke (8) in a bulletin for ACEI, listed story content as one of five criteria for judging the worth of any children's book.

Much discussion is given to the fairy tale among the authors on children's literature. Young children believe everything they are told; they are not ready to sort the real from the unreal. Therefore children must not be confused and frightened by some of the fantasy found in children's books, especially fairy tales. Several writers recommend eight years of age as the best time for fairy tales. Children have so much to learn about their real world that is stimulating and exciting to them, they do not need the fantasy. The effects of allowing a child to be exposed to the unreal story may not be desirable. The child could lose his sense of security or he could develop a dislike for all books. As was stated previously, books stimulate thought in children; therefore the content of the story should be carefully evaluated before

presenting the book to the child.

Style of Writing

The style of writing of the book should be suitable for the child in the following ways: The sentence structure and grammar should be correct. The three and four-year-old child seems to enjoy 'catchy' and 'silly' sounding words, as well as repetition and rhythm. The style of writing which includes 'silly' sounding words would be appropriate; however, slang and dialect should be avoided. (Wettig, p. 20)

The fourteen authors that were found to support the criterion of style of writing agreed that books for children should be written in correct English just as any other book would be. Children build a great share of their vocabulary by listening to and repeating the words they are exposed to through books and other media. Huck (41) supported the importance of style of writing in today's world because of the influence of television. "There is no reason to talk down to children today, for the world is talking up to them" (p. 469).

Illustrations

If the book is to be suitably illustrated the pictures should be large, distinct and not blurred, appealing and free from too much detail. The pictures should appear frequently enough to illustrate the story as it proceeds. If there is an element of fantasy the pictures should be related enough to real life situations and experiences; so the child will not be confused. (Wettig, p. 21)

Several authors agreed that illustrations are important to consider when selecting children's books. These authors described good illustrations in the following ways: the pictures should be bright, simple, colorful, uncluttered, clear, large, full of action, realistic, and appropriate to the subject matter. Huck (41) pointed out that children enjoy "reading the pictures."

Steinke (8) also included in her list of criteria for judging the worth of any children's book two criteria concerning the illustrations, ". . . color which is tastefully used and has appeal" and "pictures which illustrate the text and add to the enjoyment of the story" (p. 3).

Knowledge

A book should contain some new information or should encourage the child to think, and should give the child a new approach to something with which he is already familiar, or it may extend his knowledge of humor. (Wettig, p. 23)

When discussing books' contributions to children, Arbuthnot (6) was reported as stating books "broaden a child's horizons." Arbuthnot's statement summarizes the views of the other authors mentioned in Table I. Those authors also agree that once a child has discovered the knowledge he can gain through books he is stimulated to further learning through other books, even if he is just looking at the pictures. The knowledge gained through books will extend the child's actual experiences. Another author supported this criterion when she stated children's books should contain "material which is factual and accurate" (Steinke (8), in a bulletin for ACEI).

Conclusion

The end of the story as well as the entire story should leave the child with a pleasant feeling of completion and satisfaction. The child should not be left with fears and doubts. (Wettig, p. 23)

Six authors listed in Table I who support conclusion as a criterion for selecting children's books, agree that the conclusion should be satisfying and fulfilling. The story must solve the problem presented in the story and thus leave the child with a sense of completion.

Ethically Sound

The content of the story should be socially acceptable. The book need not teach a specific ethical lesson, but it should be completely sound in its morality. (Wettig, p. 18)

Through books children begin to learn about human behavior; to distinguish between right and wrong; and to develop attitudes and ideas. All of the authors listed in Table I who support ethically sound as a criterion for the selection of children's books, expressed that children's books should be socially acceptable.

Physical Characteristics

The book should have a strong and attractive binding with pages of durable paper, large clear printing and a size easy for the child to handle. (Wettig, p. 26)

Table I indicates eight writers who supported physical characteristics as an important point to consider when selecting children's literature. Children like to handle books by themselves; therefore, the books should be sturdily constructed so as to withstand many handlings. Steinke (8) wrote in support of physical characteristics by including the point that books should be printed in "readable type on good paper" (p. 3) in her list of criteria.

Summary

The review of literature related to the identification of criteria for selection of books for the preschool child as reported by Wettig (68), Heath (37), Hollenbeck (40), Hudgins (42) and this investigator support the nine criteria included in Wettig's (68) guide.

CHAPTER III

DEVELOPMENT OF THE GUIDES

Wettig (68) in 1961, identified from the literature nine criteria for a guide to be used by adults in selecting literature for young children. Wettig (68) then subjected the nine criteria to seven early childhood education specialists who were asked to assign weights to each criterion on the basis of 100 percent. The weighted score for each criterion was determined by finding the mean of the percent weights assigned by the specialists to that criterion.

Wettig and a university professor in early childhood education used this scale on several books and found the weight assigned to content was not large enough to discriminate between acceptable and unacceptable books; therefore, the scale was revised. The revised scale was tested by the seven specialists on two books (one book was on recommended lists and the other one was a book never having been on a recommended list) to determine if the scale would discriminate the recommended from the non-recommended. The specialists indicated that the guide did discriminate. Wettig (68) stated that:

The revised weighted scores for the criteria were Accepted by the majority of the teachers, and the investigator used their value judgments in designing the final guide to be used by mothers of four-year-olds. (p. 33)

The following weights for each criteria were used for the guide.

(1) Interest -- 15 percent; (2) Length -- 5 percent; (3) Content -- 40 percent; (4) Style -- 5 percent; (5) Illustrations -- 15 percent; (6) Knowledge -- 5 percent; (7) Conclusions --

5 percent; (8) Ethically Sound -- 5 percent; and (9) Physical Characteristics -- 5 percent. (Wettig, p. 31)

Wettig (68) used Good and Scates' (35) method for assigning the five qualitative terms -- Excellent; Good; Fair; Poor; and Unacceptable -- to be used in judging the books. This was done by dividing the percent weight assigned to each criteria into five parts (Appendix A, p. 46). The five qualitative terms are defined as follows:

Excellent: means the criterion is completely exemplified,
Good: means the criterion is exemplified to a high degree,
Fair: means the criterion is exemplified to a moderate degree,
Poor: means the criterion is exemplified to a low degree, and
Unacceptable: means the criterion is not exemplified in any way. (Wettig, p. 64)

Wettig (68) reported that because of the higher value placed upon the criteria Interest, Content, and Illustrations by the specialists these three criteria were used as a combined control for the assignment of the books into the five qualitative classifications.

Wettig (68) stated that:

The point on a scale of 100 percent that would separate the 'Good' books from the 'Excellent' books was found by totaling the points under the 'Good' classification for Interest, Content, and Illustrations plus an excellent rating in every other criteria. This procedure gave a score of 86. Thus the score of 86 or above was required for a book to rate Excellent. This made an interval of 15 points for the Excellent classification. The classification of Good, Fair, and Poor were given an interval of 20 points and the Unacceptable received 25 points. (p. 34)

Table II presents the percentile ranks given to each of the five qualitative terms on the basis of the preceding discussion. Wettig (68) pointed out that although this procedure might seem to be a subjective method, it merely emphasizes the high value the specialists placed on the three criteria of interest, content, and illustrations.

TABLE II
 PERCENTILE RANKING TO INDICATE THE CLASSIFICATION
 OF BOOKS BY THE FIVE QUALITATIVE TERMS
 (Wettig, p. 34)

Qualitative Terms	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Unacceptable</u>
Percentile Ranking	100-86	85-66	65-46	45-26	25-0
Interval	15	20	20	20	25

Findings From Previous Studies

Wettig (68) in 1961 used a set of twelve books to test her guide. The books used were available in the University Nursery Schools and were on the recommended lists of ACEI (Association for Childhood Education International) and NANE (National Association for Nursery Education) and a brochure developed in 1956 by the Department of Family Relations and Child Development, Oklahoma State University, or were purchased from variety stores (Those books that were not recommended were purchased from the variety stores). Two groups of eight mothers rated the books -- one group used the guide to rate the books (Group I) and the other group did not (Group II). These ratings were compared to a group of early childhood specialists. Wettig (68) did not employ an inferential statistical analysis in examining her data. Wettig's (68) findings seemed to support her guide. Her findings were as follows:

- (1) The nursery school teachers tended to rate the books on the recommended list high and the non-recommended books low.
- (2) Two-thirds of the Group I mothers' ratings were more like the teachers' ratings than were the Group II mothers' ratings

for the same book. (3) The mothers in both Group I and Group II tended to rate the books that were not on the recommended lists higher than the teachers rated the non-recommended books. (4) The mothers of Group II, who did not use a guide, more often rated the recommended books in a lower classification than the mothers in Group I who used the guide. (5) The eight nursery school teachers who rated the selected books tended to place the twelve books into the same classification as the two raters had placed them. (p. 46)

Niazi (56) in 1963 tested Wettig's guide with Arabic literature for young children and reported that the guide was useful in evaluating this literature.

Heath (37) in 1963 further verified the weighted percents assigned to each criteria and further tested the guide. Heath (37) used a set of eight books selected with the help of three early childhood specialists and Wettig's (68) list of non-recommended books. To test the value of the guide, she used two groups of twenty mothers -- Group I using the guide and Group II without the guide -- and a group of four nursery school teachers. The ratings of the three groups were compared as in Wettig's (68) study. Heath (37) also found support for the guide.

Heath's (37) findings were as follows:

(1) The teachers tended to rate the books more often in the classifications of Excellent, Good, and Fair. That is the teachers tended to rate the books on the recommended list high and the non-recommended books low. This was to be expected since all had teacher preparation in early childhood education. (2) The mothers in both Groups I and II tended to rate the books on the recommended list more like the teachers; however, a larger percent of the mothers in Group I (using the guide) rated these books in the Excellent and Good classifications than did the mothers in Group II (without the guide). (3) Seventy-five to eighty-five percent of the mothers in Group II (without the guide) rated the three books not on the recommended list (Little Red Riding Hood, Sleeping Beauty, The Three Bears) in the classification of Excellent and Good; while a range of fifteen to thirty percent of the mothers in Group I (with the guide) rated the three non-recommended books in the Excellent and Good classifications. (4) The guide helped

the Group I mothers to discriminate between recommended and non-recommended books; however, the guide did not seem to help them discriminate between Good and Excellent books. (5) The mothers with the guide rated the non-recommended books more often like the teacher's ratings; which is further support that the guide discriminates between the recommended and non-recommended books. This finding coincides with Niazi (56). (pp. 26-28)

Hollenbeck (40) in 1969, used the eight books selected and used by Heath (37) to further evaluate the guide. Hollenbeck's (40) sample of mothers who rated the books consisted of twenty-five mothers using the guide (Group I) matched with a group of mothers not using the guide (Group II). The two groups were matched according to age, education, and ordinal position of their four-year-old child. Hollenbeck (40) compared the mothers' ratings to the specialists' ratings statistically and found a significant, positive relationship between the ratings of the three groups at the .02 level.

Hollenbeck's (40) findings are as follows:

(1) Mothers using the guide to rate the books, as well as mothers' ratings without the guide were significantly like the teachers' ratings at the .05 level of confidence. However, the parents using the guide had a higher correlation with the teachers' ratings than did the mothers without the guide. (2) There was a significant correlation between book ratings of all three groups. (pp. 30-31)

Hudgins (42) in 1969, also tested Wettig's (68) guide using the set of books selected and used by Heath (37) with two groups of eighteen parents of children enrolled in the University Laboratory Nursery Schools -- one group using the guide to rate the books (Group I) and the other rating the books without the guide (Group II). These ratings were compared to the ratings of nine early childhood education specialists. Hudgins (42) analyzed her data by the Spearman Rank Correlation Coefficient and by the Kendall Coefficient of Concordance as Hollenbeck

(40) did. Hudgins' findings are as follows:

(1) Both groups rated the books much like the specialists whether or not they had the guide. (2) The book ratings of the parents who used the guide correlated at a higher significance level (.01 level) with the ratings of the specialists than did the ratings of the parents not using the guide (.05 level). (3) There was a significant correlation at the .02 level of significance between the book ratings of all three groups. (pp. 32-33)

Recommendations From Previous Studies

All of the previous studies recommended that Wettig's (68) guide be subjected to further research to test its value. They also recommended using larger samples.

Hollenbeck (40) recommended that Wettig's (68) guide be revised into a shorter form which would enable adults to use the guide in less time. She stated:

This investigator proposes a revision of the guide to give weight to four criteria with most of the weight value placed on the criterion of Content (Table VI). Wettig felt that Content was the most important criterion for judging books. (p. 33)

Hollenbeck (40) also recommended revising the statements of criteria and redistributing the weight values. Hollenbeck's recommended revised guide is presented in Appendix A, p. 47. Another recommendation that Hollenbeck made was to use books found in grocery, variety, and department stores instead of using books that are so highly publicized as desirable. The adults would not so likely be swayed in their judgments and the guide would be tested to find if it discriminated among the flood of books that are most often purchased. Hudgins (42) supported Hollenbeck's recommendations for revision of the guide.

Validation of the Revised Form

Kelton (45) in 1970, validated the revised form of the guide. She subjected the four criteria of Interest, Content, Illustrations, and Physical Characteristics to forty-four persons widely recognized in the field of Early Childhood Education and recommended by other specialists as qualified to judge children's books. These forty-four persons were asked to assign a weight to each of the criteria on the basis of 100 percent. The score for the Excellent rating for each criterion was found by computing the mean of the weights assigned to that criterion. The score for the other four qualitative terms was determined in the same way that Wettig (68) determined her scores (p. 21). The scores assigned to each of the five qualitative terms are presented in Table III. The standardized, revised form of the guide for the selection of books for young children is presented in Appendix A, p. 48.

TABLE III
SPECIALISTS' MEAN SCORES OF WEIGHTED VALUES
FOR THE FOUR CRITERIA*

	Excellent	Good	Fair	Poor	Unacceptable
Interest	25	20	15	10	5
Content	40	30	20	15	0
Illustrations	25	20	15	10	5
Physical Characteristics	10	8	6	4	2

*Diane Kelton, "Validation of the Revised Form of a Guide for the Selection of Books for Preschool Children" (Unpublished Masters Thesis, Oklahoma State University, 1970), p. 24.

CHAPTER IV

PROCEDURE

The purpose of this study was to compare the two forms of the guide for the selection of books for young children which was developed by Wettig (68) in 1961, and shortened by Hollenbeck (40) and Hudgins (42) in 1969. To achieve this purpose the following steps were followed: (1) Selection of books, (2) Selection of subjects, (3) Selection of specialists, and (4) Collection of data.

Selection of Books

In order to examine the usefulness of the two guides, the investigator utilized ten books for the comparison of the two guides. These books were identified by the following procedure. Stores that sold inexpensive books for young children were visited and records were made to determine which books were most available. Seven books were found in five different stores and twenty-seven books were found in three different stores. The twenty-seven titles that were found in three different stores were placed in a container and an impartial person drew out three titles. The final set of books consisted of the seven most available books and the three that were drawn at random (Appendix B, p. 50). The basis for this selection was that the availability of a book would influence the opportunity for it to be purchased.

The Subjects

The subjects for this study were selected from those college students enrolled in marriage classes in the Department of Family Relations and Child Development at Oklahoma State University for the spring semester of 1970. Those students who were married and were parents were eliminated from the sample. Students who were not parents were selected for two reasons: (1) The investigator wanted to subject the guides to adults who had relatively little knowledge or experience with children to determine whether the guides were usable by all adults. (2) This sampling was unique since the previous studies of Wettig (68), Heath (37), Hollenbeck (40), and Hudgins (42) used groups of parents to rate the books. Permission from the instructors of the marriage classes was secured. Students were allowed to participate on a voluntary basis and received twenty-five bonus points toward their semester grade for participating. The investigator visited each class and explained the research to the students. The students were given a letter describing the research and a form to complete if they wished to participate in the study (Appendix C, pp. 52, 53). Two hundred and thirty-five students volunteered.

Students who volunteered were matched according to sex, age, classification in college, and college major prior to rating the books. From each pair of students, one used the Long Form and one used the Short Form of the guide. Those students using the Long Form will be referred to as Group I and those students using the Short Form will be referred to as Group II.

Some of the students who volunteered were not able to review the books due to lack of time. Some of the students' ratings had to be

discarded due to their failure to complete the ratings on some of the books. This caused some rematching of pairs. The final sample consisted of seventy-six matched pairs of students. Table IV (p. 28) describes the two groups of students who made up the final sample.

The Specialists

Twelve specialists in Early Childhood Education were asked to rate the set of ten books. These specialists' academic degrees and years of teaching experience with young children are presented in Tables V and VI.

Collection of Data

The students who volunteered were given a choice of reviewing and rating the books at the Home Economics West building on the Oklahoma State University campus in a room set up as a special laboratory for this purpose or at their place of residence. The majority of students chose to come to the Home Economics building. When a student came to the laboratory, he was given the form of the guide he was to use along with a letter of instructions (Appendix C, pp. 54, 55, 56). The students were also asked to identify the book they were rating by writing the title of the book at the top of each guide sheet and then to check their value judgment in the appropriate square on the guide according to each criteria. The students were allowed to use the books as long as they needed to evaluate them. On the average, each student used approximately one hour.

The students who chose to review and rate the books at their place of residence were contacted by the investigator and a time was set for

TABLE IV
 SUBJECTS BY SEX, AGE, CLASSIFICATION, AND MAJOR
 (76 Matched Pairs)

	Sex		Age			Classification		College Major				
	M	F	18-19	20-21	22+	Lower Class	Upper Class	Agriculture	Arts and Sciences	Business	Education	Home Economics
Group I	31	45	24	42	10	39	37	2	30	20	6	18
Group II	31	45	24	42	10	39	37	2	30	20	6	18

TABLE V
SPECIALISTS' ACADEMIC STATUS

Degree	B.S.	M.S.	Ph.D.	Total
Child Development or Early Childhood Education	3	8	1	12

TABLE VI
SPECIALISTS' TEACHING EXPERIENCE

Type of Teaching	Number of Years' Experience			
	1 - 2	3 - 4	5 - 9	10 - 35
Nursery School		1		
Kindergarten		1		
Elementary	1	1		
Supervision	1		2	1
University Lab.	5	1	1	3
College Level		3		

the books to be delivered. These students were given the designated form of the guide and the same letter of instructions and verbal instructions that were given to the students who came to the laboratory. These students kept a set of books no longer than one evening.

The specialists who rated the books were given a set of books and a letter of instructions which included a list of the ten books. They were asked to read each book and then rate it by writing beside the title of each book on the list that value they felt each book merited -- Excellent, Good, Fair, Poor, or Unacceptable (Appendix C, p. 57).

CHAPTER V

ANALYSIS OF DATA

To achieve the purposes of this study the investigator used the following steps to analyze the data: (1) Tabulation of scores for each book rated by the specialists, Group I, and Group II, (2) classifying the scores for each book according to the qualitative terms assigned by Wettig (68), and (3) treatment of the data by Chi-Square.

In order to compare the ratings of the specialists and the two groups of adults it was necessary to convert all the ratings into the five qualitative terms -- Excellent, Good, Fair, Poor, and Unacceptable. Group I and Group II's ratings were tabulated by transposing the check of the rater's value judgment to an assigned number of points for each criterion (Appendix A, p. 46). For example, if a book received a rating of Good for the criterion of Interest, it received nine points for that criterion, Excellent for the criterion of Length, it received five points for that criterion, and so forth. These points were totaled to determine the score the book rated by that rater. The qualitative term the book received by each rater was determined by the percentile rankings presented in Table II (p. 20) as determined by Wettig (68). The specialists rated the books using the qualitative terms. The specialists' ratings are presented in Table VII (p. 32).

The data were analyzed by Chi-Square to test the following hypotheses: (1) The ratings of books for young children do not differ between

TABLE VII
 SPECIALISTS' RATINGS OF THE TEN BOOKS
 (N = 12)

Name of Book	Excellent	Good	Fair	Poor or Unacceptable
Digger Dan	0	8	4	0
Grandpa's Policemen Friends	3	3	6	0
Little Red Riding Hood	1	2	2	7
Little Penguin	2	5	5	0
The Bremen Town Musicians	0	0	3	9
The Magic Clothes Basket	3	6	3	0
The Three Bears	4	2	4	2
Three Little Kittens	2	3	5	2
Try Again, Sally	6	5	1	0
Two Stories About Wags	2	6	3	1

specialists and those adults using the Long Form of the guide, (2) The ratings of books for young children do not differ between the specialists and those adults using the Short Form of the guide, and (3) The ratings of books for young children do not differ between those adults using the Long Form of the guide and those adults using the Short Form of the guide.

Table VIII presents the specialists' ratings compared to Group I's ratings (adults using Long Form). The adults in Group I rated The Magic Clothes Basket, Try Again Sally, and Two Stories About Wags as the specialists did. There was a significant difference in the ratings of the specialists and the ratings of the adults in Group I for the other seven books.

TABLE VIII

CHI-SQUARE ANALYSIS REFLECTING DIFFERENCES BETWEEN RATINGS
OF SPECIALISTS AND ADULTS USING THE LONG FORM OF A
GUIDE FOR THE SELECTION OF BOOKS FOR
YOUNG CHILDREN

Name of Book	df	X ² Values	Level of Sig.
Digger Dan	2	18.18	.001
Grandpa's Policemen Friends	2	24.62	.001
Little Red Riding Hood	3	43.54	.001
Little Penguin	2	11.34	.01
The Bremen Town Musicians	3	57.94	.001
The Magic Clothes Basket	2	4.83	N.S.
The Three Bears	2	24.85	.001
Three Little Kittens	2	11.34	.001
Try Again, Sally	1	1.38	N.S.
Two Stories About Wags	2	4.33	N.S.

Table IX presents the specialists' ratings compared to the ratings of Group II (adults using Short Form). The adults in Group II rated Little Penguin, The Magic Clothes Basket, Try Again, Sally, and Two Stories About Wags as the specialists did. There was a significant difference in the ratings of the specialists and the ratings of the adults in Group II for the other six books.

TABLE IX
CHI-SQUARE ANALYSIS REFLECTING DIFFERENCES BETWEEN RATINGS
OF SPECIALISTS AND ADULTS USING THE SHORT FORM OF A
GUIDE FOR THE SELECTION OF BOOKS FOR
YOUNG CHILDREN

Name of Book	df	X ² Values	Level of Sig.
Digger Dan	2	6.29	.05
Grandpa's Policemen Friends	2	14.30	.001
Little Red Riding Hood	3	35.83	.001
Little Penguin	2	3.56	N.S.
The Bremen Town Musicians	2	28.81	.001
The Magic Clothes Basket	2	1.68	N.S.
The Three Bears	2	9.66	.01
Three Little Kittens	2	17.32	.001
Try Again, Sally	1	1.74	N.S.
Two Stories About Wags	2	2.35	N.S.

Table X presents Group I's ratings compared to Group II's ratings. Group I adults and Group II adults rated six out of ten books alike.

TABLE X

CHI-SQUARE ANALYSIS REFLECTING DIFFERENCES BETWEEN RATINGS
OF ADULTS USING THE LONG FORM AND ADULTS USING THE
SHORT FORM OF A GUIDE FOR THE SELECTION OF
BOOKS FOR YOUNG CHILDREN

Name of Book	df	X ² Values	Level of Sig.
Digger Dan	2	8.07	.02
Grandpa's Policemen Friends	2	4.92	N.S.
Little Red Riding Hood	3	4.25	N.S.
Little Penguin	2	4.48	N.S.
The Bremen Town Musicians	3	13.81	.01
The Magic Clothes Basket	2	6.56	.05
The Three Bears	2	8.12	.02
Three Little Kittens	2	3.64	N.S.
Try Again, Sally	2	0.57	N.S.
Two Stories About Wags	2	1.53	N.S.

Conclusions

From the foregoing analysis the following conclusions can be drawn:

- (1) The adults using the Long Form of the guide did not rate the books as the specialists did in seven of the ten comparisons.
- (2) The adults using the Short Form of the guide did not rate the books as the specialists did in six of the ten comparisons.
- (3) The Short Form of the guide is as useful as the Long Form of the guide.

CHAPTER VI

SUMMARY

The purposes of this study were to further test the original form of Wettig's (68) Guide for the Selection of Books for Young Children and to test Hollenbeck (40) and Hudgins' (42) revised form of the guide, validated by Kelton (45), to determine if they were usable by a group of adults with little knowledge of, or experience with young children, and to compare the two forms of the guide to determine which, if either, is more discriminating between acceptable and unacceptable books for young children.

The sample that was studied consisted of twelve specialists in Early Childhood Education and two matched groups (age, sex, classification, and college major) of seventy-six college students enrolled in marriage classes in the Department of Family Relations and Child Development at Oklahoma State University in the Spring of 1970 (Group I using the Long Form of the guide and Group II using the Short Form of the guide). The data were treated by Chi-Square to determine the significant differences in the ratings of the three groups.

The major findings of the study were: (1) The adults using the Long Form of the guide did not rate the books as the specialists rated them in seven of the ten comparisons. (2) The adults using the Short Form of the guide did not rate the books as the specialists did in six of the ten comparisons. (3) The Short Form of the guide is as useful

as the Long Form of the guide.

Limitations of This Study

The investigator recognizes there are certain limitations of this study which prohibit generalizing from the results of this study. The limitations appear to be the following: (1) The criteria used in selecting the specialists; and (2) The seriousness and ability of the sample of adults who rated the books.

The variability of the background of the specialists seemed to be indicated in the variability of their ratings of the selected books. The only criteria used in selecting the specialists was that they had had at least one year of experience with young children. Seven of the specialists had only one to two years of experience. Three of the specialists had only a Bachelor's Degree in Family Relations and Child Development. Perhaps the years of experience with children and the amount of formal education in child development and early childhood education affected the ratings of the specialists.

The seriousness and ability of the adults who rated the books is questioned for several reasons. Because the students received twenty-five bonus points in their marriage class for participating in the study, some of the students may have rated the books only to earn the bonus points and not with seriousness on their part as a contribution to research. Another factor involved is the maturity of the adults in terms of the effect of books on children since the students were selected as a group of adults with little knowledge of, or experience with children. The closeness of the students to the time for selecting books for children may need to be considered in later research. The

above three factors may have affected the ratings of the adults.

Recommendations

The limitations of the present study indicate the need for further research on the guides for the selection of books for young children.

This investigator makes the following five recommendations:

- (1) The Short Form of the guide be tested further to determine its usefulness by comparison again to the Long Form of the guide employing another sample.
- (2) The sample of adults selected to rate the books be more closely concerned with the selection of books for young children.
- (3) The criteria for selection of the specialists be defined more specifically in terms of the number of years of experience in teaching young children and the amount of education which they have achieved. This investigator suggests the following criteria be used:
 - (a) At least four years of experience in teaching young children.
 - (b) Hold a Masters' Degree in Early Childhood Education.
- (4) A larger sample of specialists be used to insure a more valid comparison.
- (5) Writings on children's literature be published in current periodicals to make parents more aware of the effects of books on young children.

This investigator hopes that the research that has been done and the recommendations that have been made will inspire further study in

an effort to validate a guide for the selection of books for young children.

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APPENDIX A

A GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD
(THREE AND FOUR-YEAR-OLD)
(Wettig (68), p. 56)

	RATING SCALE				
	Excellent	Good	Fair	Poor	Unacceptable
<p>1. Is the book <u>INTERESTING</u>? The book should catch the child's attention in the first few sentences and hold his attention to the end. The three and four-year-old child likes plenty of action, suspense, and a logical plot in the story with an economy of incidence.</p>	15	12	9	6	3
<p>2. Is the book of a desirable <u>LENGTH</u>? The three and four-year-old child has a relatively short attention span. Most preschool children can listen for a period of from five to fifteen minutes. The book should not be too long or too short and simple for the child.</p>	5	4	3	2	1
<p>3. Is the <u>STORY CONTENT</u> of the book such that the child will not be confused? The story content should be related to the familiar so the child will not be confused by the new or unfamiliar. All books do not contain an element of fantasy; however, when there is an element of fantasy present it should be related enough to real life situations and experiences so the child will not be confused with what is real and what is unreal.</p>	40	32	24	16	8
<p>4. Is the <u>STYLE OF WRITING</u> of the book suitable? Sentence structure and grammar should be correct. The three and four-year-old child seems to enjoy "catchy" and "silly" sounding words, as well as repetition and rhythm. This style of writing which includes "silly" sounding words would be appropriate; however, slang and dialect should be avoided.</p>	5	4	3	2	1
<p>5. Is the book suitably <u>ILLUSTRATED</u>? The pictures should be large, distinct and not blurred, appealing, and free from too much detail. The pictures should appear frequently enough to illustrate the story as it proceeds. If there is an element of fantasy present, the picture should be related to real life situations and experiences so the child will not be confused.</p>	15	12	9	6	3
<p>6. Will the book <u>EXTEND THE CHILD'S KNOWLEDGE</u> or give him some understanding of human behavior or of the world in which he lives? The book should contain some new information, or should encourage the child to think, and should give the child a new approach to something with which he is already familiar, or it may extend his knowledge of humor.</p>	5	4	3	2	1
<p>7. Is the <u>CONCLUSION</u> of the story appropriate? The end of the story as well as the entire story should leave the child with a pleasant feeling of completion and satisfaction. The child should not be left with fears and doubts.</p>	5	4	3	2	1
<p>8. Is the book <u>ETHICALLY SOUND</u>? The content of the story should be socially acceptable. The book need not teach a specific ethical lesson, but it should be completely sound in its morality.</p>	5	4	3	2	1
<p>9. Are the <u>PHYSICAL CHARACTERISTICS</u> of the book acceptable with: (1) Durable binding (2) Large print (3) A size easy to handle (4) An attractive outside cover? The book should have a strong and attractive binding and pages of durable paper, large clear printing, and a size easy for the child to handle.</p>	5	4	3	2	1

A RECOMMENDED GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD
(THREE AND FOUR-YEAR-OLD)
(Hollenbeck (40), p. 34)

R A T I N G S C A L E

	Excellent	Good	Fair	Poor	Unacceptable
<p>I. INTEREST:</p> <p>Catches child's attention in the beginning and holds it to the end.</p> <p>Be length for the child's interest span.</p>	20	15	10	5	0
<p>II. CONTENT of the Book Should:</p> <p>Be about familiar situations.</p> <p>Help the child learn about the world in which he lives.</p> <p>Be sincere and true in facts.</p> <p>Be correct in grammar sentence structure.</p> <p>Give a wholesome outlook on life.</p> <p>Leave the child with a feeling of satisfaction and completion.</p>	60	45	30	15	0
<p>III. ILLUSTRATIONS of the Book Should:</p> <p>Be large.</p> <p>Be clear in color.</p> <p>Be accurate.</p> <p>Be appealing to the child.</p> <p>Be free from too much detail.</p> <p>Be related to real life situations.</p> <p>Appear frequently enough to illustrate the story.</p>	10	7	5	3	0
<p>IV. PHYSICAL CHARACTERISTICS of the Book Should:</p> <p>Have a durable binding.</p> <p>Have large print.</p> <p>Be easy to handle.</p>	10	7	5	3	0

A WEIGHTED GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD
(THREE AND FOUR-YEAR-OLD)
(Kelton (45), p. 25)

R A T I N G S C A L E

	Excellent	Good	Fair	Poor	Unacceptable
<p>I. INTEREST:</p> <p>Catches child's attention in the beginning and holds it to the end.</p> <p>Be length for the child's interest span.</p>	25	20	15	10	5
<p>II. CONTENT of the Book Should:</p> <p>Be about familiar situations.</p> <p>Help the child learn about the world in which he lives.</p> <p>Be sincere and true in facts.</p> <p>Be correct in grammar sentence structure.</p> <p>Give a wholesome outlook on life.</p> <p>Leave the child with a feeling of satisfaction and completion.</p>	40	30	20	10	0
<p>III. ILLUSTRATIONS of the Book Should:</p> <p>Be large.</p> <p>Be clear in color.</p> <p>Be accurate.</p> <p>Be appealing to the child.</p> <p>Be free from too much detail.</p> <p>Be related to real life situations.</p> <p>Appear frequently enough to illustrate the story.</p>	25	20	15	10	5
<p>IV. PHYSICAL CHARACTERISTICS of the Book Should:</p> <p>Have a durable binding.</p> <p>Have large print.</p> <p>Be easy to handle.</p>	10	8	6	4	2

TEN BOOKS RATED BY SPECIALISTS, GROUP I
ADULTS AND GROUP II ADULTS

Book	Publisher
1. Digger Dan	Whitman
2. Grandpa's Policemen Friends	Whitman
3. Little Red Riding Hood	Whitman
4. Little Penguin	Rand McNally
5. The Bremen Town Musicians	Rand McNally
6. The Magic Clothes Basket	Whitman
7. The Three Bears	Whitman
8. Three Little Kittens	Little Golden Book
9. Try Again, Sally	Whitman
10. Two Stories About Wags	Whitman

LETTER EXPLAINING THE RESEARCH TO THE STUDENTS

Dear Student,

For my master's research I am comparing two forms of a guide for selecting books for preschool children. To determine which, if either, of the guides is more discriminating, I need two groups of adults to rate identical samples of children's books; one with Form I and one with Form II.

If you are willing to give no more than one hour of your time to review and rate ten children's books, please fill out the attached sheet and leave it with your instructor.

If you have questions or should have to change your mind and be unable to review the books, please contact me, Mary McCall, at 377-5313.

Your help and cooperation in this research is appreciated.

Sincerely yours,

Mary McCall
Graduate Student, Department
of Family Relations and
Child Development

INFORMATION SHEET COMPLETED BY STUDENTS

Name _____ Stillwater address _____

Telephone number _____

Age _____ Sex _____ College Major _____ Class _____

Would you prefer to review the books at:

Your residence _____ HEW 241 _____

LETTER OF INSTRUCTIONS TO STUDENTS

Dear Student,

Thank you for agreeing to participate in my master's research which is comparing two forms of a guide for the selection of books for preschool children.

Below are the directions to help you use the guide which you will find on the attached sheets, "A Guide for Selecting Books for the Preschool Child."

Your help and cooperation in this research is appreciated.

Sincerely yours,

Mary McCall
Graduate Student, Department of
Family Relations and Child
Development

DIRECTIONS

1. Please read each book carefully.
2. Please read each question and the description of the question on the attached sheets, "A Guide for Selecting Books for the Preschool Child."
3. Please rate each book by placing a check mark in the space provided which most nearly represents your judgment of this characteristic of the book.

EXAMPLERATING SCALE

<u>EXCELLENT:</u>	<u>GOOD:</u>	<u>FAIR:</u>	<u>POOR:</u>	<u>UNACCEPTABLE:</u>
means the criterion is <u>completely</u> exemplified.	means the criterion is exemplified to a <u>high</u> degree.	means the criterion is exemplified to a <u>moderate</u> degree.	means the criterion is exemplified to a <u>low</u> degree.	means the criterion is <u>not</u> exemplified in any way.

LONG FORM OF GUIDE USED BY STUDENTS

A GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD
(THREE AND FOUR-YEAR-OLD)

(Wettig (68), p. 56)

	RATING SCALE				
	Excellent	Good	Fair	Poor	Unacceptable
<p>1. Is the book <u>INTERESTING</u>? The book should catch the child's attention in the first few sentences and hold his attention to the end. The three and four-year-old child likes plenty of action, suspense, and a logical plot in the story with an economy of incidence.</p>					
<p>2. Is the book of a desirable <u>LENGTH</u>? The three and four-year-old child has a relatively short attention span. Most preschool children can listen for a period of from five to fifteen minutes. The book should not be too long or too short and simple for the child.</p>					
<p>3. Is the <u>STORY CONTENT</u> of the book such that the child will not be confused? The story content should be related to the familiar so the child will not be confused by the new or unfamiliar. All books do not contain an element of fantasy; however, when there is an element of fantasy present it should be related enough to real life situations and experiences so the child will not be confused with what is real and what is unreal.</p>					
<p>4. Is the <u>STYLE OF WRITING</u> of the book suitable? Sentence structure and grammar should be correct. The three and four-year-old child seems to enjoy "catchy" and "silly" sounding words, as well as repetition and rhythm. This style of writing which includes "silly" sounding words would be appropriate; however, slang and dialect should be avoided.</p>					
<p>5. Is the book suitably <u>ILLUSTRATED</u>? The pictures should be large, distinct and not blurred, appealing, and free from too much detail. The pictures should appear frequently enough to illustrate the story as it proceeds. If there is an element of fantasy present, the picture should be related to real life situations and experiences so the child will not be confused.</p>					
<p>6. Will the book <u>EXTEND THE CHILD'S KNOWLEDGE</u> or give him some understanding of human behavior or of the world in which he lives? The book should contain some new information, or should encourage the child to think, and should give the child a new approach to something with which he is already familiar, or it may extend his knowledge of humor.</p>					
<p>7. Is the <u>CONCLUSION</u> of the story appropriate? The end of the story as well as the entire story should leave the child with a pleasant feeling of completion and satisfaction. The child should not be left with fears and doubts.</p>					
<p>8. Is the book <u>ETHICALLY SOUND</u>? The content of the story should be socially acceptable. The book need not teach a specific ethical lesson, but it should be completely sound in its morality.</p>					
<p>9. Are the <u>PHYSICAL CHARACTERISTICS</u> of the book acceptable with: (1) Durable binding (2) Large print (3) A size easy to handle (4) An attractive outside cover? The book should have a strong and attractive binding and pages of durable paper, large clear printing, and a size easy for the child to handle.</p>					

SHORT FORM OF GUIDE USED BY STUDENTS

A GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD
 (THREE AND FOUR-YEAR-OLD)
 (Hollenbeck (40), p. 34)

RATING SCALE

	Excellent	Good	Fair	Poor	Unacceptable
<p>I. INTEREST:</p> <p>Catches child's attention in the beginning and holds it to the end.</p> <p>Be length for the child's interest span.</p>					
<p>II. CONTENT of the Book Should:</p> <p>Be about familiar situations.</p> <p>Help the child learn about the world in which he lives.</p> <p>Be sincere and true in facts.</p> <p>Be correct in grammar sentence structure.</p> <p>Give a wholesome outlook on life.</p> <p>Leave the child with a feeling of satisfaction and completion.</p>					
<p>III. ILLUSTRATIONS of the Book Should:</p> <p>Be large.</p> <p>Be clear in color.</p> <p>Be accurate.</p> <p>Be appealing to the child.</p> <p>Be free from too much detail.</p> <p>Be related to real life situations.</p> <p>Appear frequently enough to illustrate the story.</p>					
<p>IV. PHYSICAL CHARACTERISTICS of the Book Should:</p> <p>Have a durable binding.</p> <p>Have large print.</p> <p>Be easy to handle.</p>					

LETTER OF INSTRUCTIONS TO SPECIALISTS

Dear Preschool Education Specialists:

Thank you for agreeing to help me in my Master's research which is comparing two forms of a guide for the selection of books for pre-school children.

Please read the ten books which I have left with you. Beside the title of the books, which are listed below, write the word Excellent, Good, Fair, Poor, or Unacceptable as you feel the book merits. You may list as many as you feel under each classification; that is if you feel all the books fall into one classification feel free to place them there.

Sincerely yours,

Mary McCall
Graduate Student, Department
of Family Relations and Child
Development

Title of Books

1. Digger Dan
2. Grandpa's Policemen Friends
3. Little Red Riding Hood
4. Little Penguin
5. The Bremen Town Musicians
6. The Magic Clothes Basket
7. The Three Bears
8. Three Little Kittens
9. Try Again, Sally
10. Two Stories About Wags

VITA

Mary Janet Barnes McCall

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF A LONG FORM AND A SHORT FORM OF A GUIDE FOR
THE SELECTION OF BOOKS FOR YOUNG CHILDREN

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Sioux City, Iowa, January 22, 1945, the
daughter of Mr. and Mrs. L. A. Barnes; wife of Donald A.
McCall.

Education: Attended Crescent Park Elementary School and North
Junior High School in Sioux City, Iowa; graduated from Central
High School, Sioux City, Iowa, in 1963; attended Cottey Col-
lege, Nevada, Missouri, 1963-1965; attended Oklahoma State
University, 1965-1967; received the Bachelor of Science de-
gree in Home Economics from Oklahoma State University in
1967 with a major in Family Relations and Child Development;
entered Graduate College September, 1969, and completed the
requirements for the Degree of Master of Science in Family
Relations and Child Development in May, 1971.

Professional Experience: Taught Kindergarten, Twenty-nine Palms
Elementary School, Twenty-nine Palms, California, September,
1967, to June, 1969; Graduate Assistant in the Department of
Family Relations and Child Development, September, 1969,
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