

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

By

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To  
My Mother  
and  
My Father

Mr. and Mrs. Vernon Reid

## ACKNOWLEDGEMENTS

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

With the increasing quantity of children's books on the market today, parents are faced with the complex task of choosing books for their children. Because parents select most of a child's reading materials, the need for an instrument to aid in evaluation of their books is apparent. Recommended book lists are available, but most often not to parents.

The purpose of this study was to test a Long and Short Form of a guide which may help parents select preschool children's books. The original guide (Long Guide) was initiated by Wettig, 1961 (58) and further tested by Heath, 1963 (31), Hollenbeck, 1969 (33), Hudgins, 1970 (35), and McCall, 1971 (48). The previous research on the guide indicated that mothers using the Long Guide tended to rate children's books more like the ratings of professionals in early childhood education than did those mothers not using the guide. These earlier investigators also indicated a need for further testing and revision of the Long Guide. Hollenbeck, 1969 (33) and Hudgins, 1970 (35) recommended the Long Form be revised into a shorter four-point criteria. Kelton, 1971 (39) validated weights to each of the four criteria and McCall, 1971 (48) compared the Long and Short Form with college students and specialists. The present study involves a comparison of parents' ratings of books using both forms of the guide with specialists and college students.

## The Importance of Good Literature

Many educators have been stressing the importance of the early childhood years. Research has indicated that impressions formed during these childhood years are lasting; therefore, it seems of importance to introduce good literature during these years. Children who learn to love books in childhood have been found to have less reading problems in later years.

Fenner (22) in her book The Proof of the Pudding, says that "Books give us words, beautiful words" (p. 17). This would indicate that stories do contribute to a child's speaking vocabulary by teaching him new meanings. Field (23) adds to this point by stating: "indeed, the strong intellects . . . are those which have been nourished in childhood upon a few good books, read and reread until the thought and style became a part of the reader's permanent possession" (p. 11).

There are books available today that increase a child's pleasure and intellectual growth and serve as an aid in helping children link the past with the present. Books may also extend a child's understanding of his world and provide him with a clearer understanding of right and wrong (Arbuthnot, 2). Duff (15) stresses this point when she writes:

That with even quite little people books can serve to stimulate thought and release imagination, to deepen the sense of beauty and the sense of humor and the sense of wonder; to enlarge the sympathies, to increase understanding of human emotion and human behavior, and to demonstrate the operation of moral principles that give rise to the distinction between right and wrong in human behavior. (p. 15)

Larrick (42) emphasizes the importance of good literature for children when she states:

Through reading he is growing and developing as a person.

If you can provide him with continuing delight in reading, you are contributing to his development as a happy, self-sufficient individual. (p. 22)

#### Need for a Guide

Educators and publishers have both agreed that certain guideposts are needed for selection of books that will contribute to the growth of the individual child. Arbuthnot (1) has expressed concern about the selection of books when she states: "If we are to find these treasures, the best books for children, we need standards for judging them. . . . . A book is a good book for children only when they enjoy it" (p. 2). She continues to indicate a need by specifying that: "Since new titles alone number from a thousand to fourteen hundred each year, the grownup needs a few general guideposts and specific criteria to help him select wisely" (p. 16).

In another article by Arbuthnot (3) she remarks:

Children's immaturity can be prolonged by an overdose of poorly written, inconsequential books, with stereotypes for characters: so we do need literary yardsticks by which to scrutinize children's reading. (p. 16)

Eakin (17) has expressed in her words why parents and teachers need some type of guide for selection.

Unfortunately children are not born with inherently good taste in their choice of books. Faced with a shelf filled with mediocre titles and one good book, the typical reader, whether a bright, poor, or average student, will read the mediocre books first, and he may never even find the one good book. Children do not, of their own accord and with no adult guidance, tend to choose good books in preference to mediocre or poor ones. 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)

Ellis (20) shows concern about the increasing number of books on the market of poor quality. This larger section of books may have

some detrimental effect on the small child if the parent is unaware of the selection he is making. Therefore, the parent must be able to choose wisely from the vast amount of printed material available to them.

Fenner (22) adds to this point by indicating that it is becoming increasingly more difficult to select good books. The days of going to a library or a book shop and asking for the good old books are gone.

Eaton (18) summarizes by saying:

Children's books, however, are bought for children by adults; and with the multitude of books for boys and girls that are published every year, parents and others who are selecting books for children need some thread to guide them through the maze. (p. ix)

#### Assumptions

This investigator accepted the following assumptions which are based on previous investigations in this area:

1. A guide for the selection of books for preschool children is needed and will aid parents in selecting these books.
2. The nine criteria identified by Wettig (58) were acceptable and should be considered when evaluating books for preschool children whether in a long or short form.
3. The weights assigned to each criterion in both the long form (Wettig) and the short form (Kelton) were appropriate.

#### Purposes

The purposes of this study were:

1. To compare the Long Form initiated by Wettig, 1961 (58), with the Short Form suggested by Hollenbeck (33) and Hudgins (35),

and later validated by Kelton (39) for the selection of books for young children.

2. To ascertain the ability of these forms to discriminate between acceptable and unacceptable books for young children.

### Hypotheses

The hypotheses which were tested in this study were that there is no significant difference between:

1. The ratings of parents and specialists of books for young children using a Long Guide (Wettig).
2. The ratings of parents and specialists of books for young children using a Short Guide (Kelton).
3. The ratings of parents using a Short Guide (Kelton) and of parents using a Long Guide (Wettig) of books for young children.
4. The ratings of parents and college students (McCall) using a Long Guide (Wettig).
5. The ratings of parents and college students (McCall) using a Short Guide (Kelton).
6. The ratings of mothers using the Long Guide (Wettig) or Short Guide (Kelton) according to the educational level of the mothers.
7. The ratings of the mothers using the Long Guide (Wettig) or Short Guide (Kelton), according to the socioeconomic level of the father.

## CHAPTER II

### CRITERIA FOR SELECTION OF BOOKS

Wettig (58) developed a guide consisting of nine criteria for selecting children's books. These criteria included: interest, length, content, style of writing, illustrations, extension of knowledge, conclusion, physical characteristics, and ethical soundness. This chapter will include definitions of criteria made by Wettig (58) and literature supporting these criteria.

#### Interest

The books 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)

Table I, page 7, summarizes different authors supporting interest as an important criterion in choosing books for young children. These authors suggest that a book must be interesting for young children if it is to be of value to them. Children of three and four years of age enjoy books that are simple and evolve around familiar events. Children learn through first-hand experience and contact so in order for them to understand what is in the book, they must have a book they know something about or that is related to a familiar experience. Weekes (57) indicated that the child's own reading preference (interest) was most important if a single criterion for selection of books for

TABLE I  
THE NINE CRITERIA\* SHOWING AUTHORS AND ORGANIZATIONS'  
AGREEMENT WITH EACH CRITERION

Criteria	Names of Authors or Organization	Total Number
1. Interest	Arbuthnot, Eakin, Larrick, ACEI, Cappa, Weekes, Fenner, Lambert, Dalgliesh, Fisher, Guilfoile, Maddock, Schatz, Duff,** Frank,** Robinson**	16
2. Length	Fenner, Arbuthnot, Lambert, Eakin, Smith, Joseph	6
3. Content	Weekes, Arbuthnot, Frank, Bacmeister, Mitchell, Dalgliesh, ACEI, Lambert, Read, Fisher, Eakin, Guilfoile, Huck, Willsher, Baruch, Dawson	16
4. Style	Larrick, Dalgliesh, Weekes, Fenner, Arbuthnot, Lambert, Maddock, Guilfoile, Huck, Schatz	10
5. Illustrations	Larrick, Frank, Dalgliesh, Eakin, Lambert, ACEI, Heffernan, Fenner, Huck, Schatz, Field, Joseph, McManus,** Smith,** Weekes	15
6. Knowledge	Arbuthnot, Frank, Fenner, Lambert, ACEI, Heffernan, Dawson, Guilfoile, Schatz, McManus	10
7. Conclusion	Arbuthnot, Guilfoile, Frank, Dawson, Lohrer	5
8. Ethically Sound	Weekes, Duff, Larrick, Browman and Templin, Dalgliesh, Arbuthnot, Maddock, Eakin, Guilfoile, McManus, Huck, Smith	12
9. Physical Characteristics	Frank, Weekes, Lambert, Heffernan, Arbuthnot, McManus	6

\*Wettig (1961), Heath (1963), Hollenbeck (1968), Hudgins (1970), Kelton (1971), McCall (1971), Reid (1971)

\*\*Added by Reid for this study

children were selected.

Arbuthnot (4) has stated: "Books are a bright hope if we can find the right book for a child at the right time" (p. 11). The parent or teacher of young children needs to know each child individually to provide literary opportunities for the child that are meaningful and worthwhile.

In another article by Arbuthnot (2) she remarks concerning appeal in children's literature that:

Finally, we asked, does the book have child appeal? This appeal may be obvious and instantaneous, upon first reading or hearing, or its hold on the children may develop slowly, only after several hearings. . . . This last point is so important and so continuously overlooked that we need to consider it in relation to the whole list. (p. ix)

Eakin (17) coincides with Arbuthnot when she states:

It is important, however, when considering elements of appeal as a part of book selection, to keep in mind the less obvious aspects of these elements and also remember that, although it is vital for a good book to have some appeal for readers, appeal alone is never a valid criterion for book selection. (p. xiii)

#### Length

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)

Authors who agree (Table I, p. 7) that interest is an important factor to consider when selecting children's books also report that children of this age range have relatively short attention spans, therefore, their books should be simple, brief, and interesting.



## 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)

Sixteen authors and one organization (Table I, p. 7), emphasized the importance of content. They were in agreement that this was the most significant of all the criteria. Books need to be suited to the experiences of the child. Even though the everyday world is familiar to adults, children still find it something at which to marvel (25).

Fantasy in children's books was discussed by several of the authors. They agreed that fantasy is best left to a later age when children can distinguish between the real world and non-real world. This was found to be around the age of eight. Mitchell (51) reported that the ordinary fairy tale does confuse the young child. It does not communicate things with which the child has had firsthand experiences. Baruch (9) also wrote concerning interest in fantasy by indicating that if misleading information is presented to a child before concepts of the real world are built up, these fantasy stories are likely to be confusing and harmful to him.

Bacmeister (7) has stated that:

... there is more pleasure in familiarity than in strangeness. Besides the whole charm of fantasy lies in the way it breaks all the rules of logic and probability, and that is obviously no fun until you know the rules. (p. 10)

The effect fantasy stories have on children need to be closely analyzed by parent and teacher. Each child reacts differently. Many of the fears and misconceptions that children have are due to the right

book read at the wrong age (14).

Weekes (57) has emphasized the importance of content in a book when she said:

No book should be bought for its physical appearance alone; the content is the important thing, but a book which is satisfying both in appearance and content is likely to become a book of first choice. (p. 39)

### 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 writers listed in Table I indicated that the manner in which authors express themselves is particularly important. Good English in children's books serves as a language model for them. Rich sensory language is important in books since children learn through their five senses. Children's literature depends on much the same qualities of adult literature. Early introduction to good literature can help children in their progress in other school subjects. Huck (34) reports that, "By hearing and reading many excellent stories children may be guided gradually to develop an understanding and feeling for the elements that compose a good story or book" (p. 149).

Children love to play with sounds and often are heard copying them as if enjoying music. Repetition of sound is another favorite activity of young children. Even though there is not much plot to a story, children enjoy it for the sound (42).

Schatz (54) has stated the value of style in a book with the remark:

Language skills improve as children read and listen to good literature. These books satisfy children's desires to identify with characters, take part in adventure, and engage in make-believe. They extend children's interests, increase their vocabulary, and enable them to communicate more effectively. (p. 873)

### 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)

Fifteen authors were found to be concerned about illustrations in children's books, (Table I, p. 7). Pictures, according to these authors, should be simple, full of action, clear, and large. Children prefer bright primary colors; however, children seem to like equally well, black and white pictures. Color, as described by these authors, is not as important as the storytelling quality of the picture. Children demand accurate, truthful, and well-placed illustrations; therefore, making it necessary for the author and the illustrator to collaborate.

Field (23) emphasizes the importance of illustrations when he writes that they are among the most primary forms of an idea. Pictures come before the written text, so today the child expects pictures to tell the story as well as the written text.

Fenner (22) wrote,

Picture books are 'awful nice,' with their lovely illustration, beautiful format, and amusing stories. A good picture book must have those things. The pictures must tell the story, for the little child, when the book has been read to him many times, loves to 'read' them back to himself. (p. 36)

Heffernan (32) added that illustrations have another value.

Fine illustrations build good taste in art. They train the eye in the appreciation of color, line and harmony. Remembering again the significance of early impressions, it is important that children have access to many beautifully illustrated books. . . . The ideal picture book is one in which the text, illustrations, and format are unified. The outside of the book gives some hint through illustrations or color of what may be found inside. (p. 122)

### 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)

Table I, p. 7, indicates ten authors who verified the importance of knowledge in children's literature. Books serve many purposes for small children. Among these purposes are extension of information, pleasure, fun, and oftentimes solutions to social problems. Children can identify themselves with the characters in the book and read how these fictional people solved their problems (41). Books may also provide children with something to think about (22).

Frank (25) explains the part humor plays in children's books by stating:

The humor in young children's stories has to be direct and hinging on situations which are within the child's range of understanding. At this age they cannot understand incongruities and mishaps based on experiences they have not yet had. (p. 85)

Heffernan (32) also is in agreement with the criteria of knowledge. "In this industrial and scientific age, it is especially necessary to have books that help the child understand the world in which he lives and his relation to it" (p. 119).

### Conclusions

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)

As indicated by Table I, p. 7, five authors agreed that books should have a satisfying conclusion. They must resolve any conflict, solve the problem, and leave the reader with a sense of completion and satisfaction. In addition, Guilfoile (28) gave support to this by stating, "children like books with action, dramatic quality, suspense, even mystery and satisfying conclusions" (p. 3).

### 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. 24)

The authors, reported in Table I, p. 7, agreed that the content of stories is so important that while children are listening, life-long attitudes and values are being developed. Duff (15) explains that ". . . any good story must have, along with the obvious attributes of interest, readability and authenticity, an essential quality of integrity" (p. 16). Larrick (43) adds to this point by stating:

Today authors of the best children's books do not preach sermons or bludgeon their readers with a moral. Instead, they write so convincingly of individuals and situations that the reader finds himself drawn into the story to share the same problems and ponder possible situations. Thus, through involvement in what he read, a child may begin to develop a sense of values regarding people and issues. (pp. 459-60)

### Physical Characteristics

Are the physical characteristics 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. (Wettig, p. 25)

Table I, p. 7, indicates several authors who believe that the physical characteristics of a book is one of importance. The cover of the book is often what appeals to the child to read the book or the parent to buy the book. Many of these authors recommended using cloth books for young children until proper care of books can be taught.

In light of the findings from a review of the literature and to learn if parents would use the form as students had, the Long and Short Forms of the guide were given to parents of three and four-year-old children.

## CHAPTER III

### PROCEDURE

The overall purpose of this study was to compare the Long Form (Wettig, 58) with the Short Form of the guide (Hollenbeck, 33), (Hudgins, 35), and (Kelton, 39) for the selection of books for young children. Specifically, the purpose was to further examine the ability of these forms to assist parents in discriminating between acceptable and unacceptable books for young children. Both the Long and Short Forms of the guide, validated by Wettig (58) and Kelton (39) respectively, may be found in Appendix A.

This chapter will include a brief description of the previous studies and the steps leading to the foregoing purposes.

#### Summary of Wettig's Procedure (Long Form)

Wettig (58) in 1961, after a review of related literature, identified nine criteria for evaluating preschool children's books. A guide was then formulated based upon the criteria identified by her. Wettig (58) asked seven early childhood education specialists to assign weights to these nine criteria totaling 100 percent. Scores for individual criteria were calculated by determining the mean scores of the percentage weights assigned by the specialists.

After the weights had been obtained, Wettig and a university professor in early childhood education tested the guide on several books.

As a result of this testing, it was found that the weights assigned to content were not large enough to discriminate between recommended and non-recommended books as found on book lists. After revising the assigned percentage weights, Wettig (58) submitted it again to the seven early childhood education specialists to rate two books (one book was recommended and one book was non-recommended as reported on book lists of ACEI and NAEYC). The specialists agreed that the guide did discriminate. Wettig reported:

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)

Wettig (58) used Good and Scates (27) method for dividing the criteria into the following terms for use in judging the books: Excellent, Good, Fair, Poor, and Unacceptable. Percentage weights were then given each category and may be found in Appendix A, page 36. These terms were 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,  
Unacceptable: means the criterion is not exemplified in any way.

The weights assigned to each criteria in the guide were:

(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)

The seven early childhood education specialists placed a higher value on the criteria Interest, Content, and Illustrations and on this basis, these three criteria were the basic determiners for the assignment of books into the classifications of Excellent, Good, Fair, Poor,



and Unacceptable (Wettig, 1961).

Wettig (58) clarified the degree of separation among the terms as follows:

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 percentile ranks of the five qualitative terms that have been described by Wettig (58). Wettig (58) indicated the limitation of this procedure as being subjective; however, it does show the high value that the specialists placed on the criteria of interest, content, and illustrations.

TABLE II  
PERCENTILE RANKS INDICATING 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 Ranks	100-86	85-66	65-46	45-26	25-0
Interval	15	20	20	20	25

The standardized Long Form of the guide for the selection of books for preschool children may be found in Appendix A.

#### Short Form As a Guide

Hollenbeck (33) and Hudgins (35) recommended that the nine criteria guide be shortened to a four criteria guide and reorganized Wettig's nine criteria as follows: (1) interest, (2) content, (3) illustrations, and (4) physical characteristics. The following presentation shows how the nine criteria were combined or reorganized to form the Short Guide.

#### Interest (Short Form)

Interest and length were combined in the following manner: "Interest -- Catches child's attention in the beginning and holds it to the end; be length for child's interest span" (Hudgins, p. 37). These two criteria seem interrelated in that in order for a book to be a good one for young children, both must be considered. Even though the book may catch the child's attention at first, he will soon lose interest if it is too long. Some books, however, may be the right length for young children, but hold no interest for them.

#### Content (Short Form)

This criterion was modified to include: knowledge, conclusions, ethically sound, and style of writing. These were included in this criterion because all of them influence the content of the book. Hudgins (35) proposed this criterion in the following premise:

Content of the books should: be about familiar situations; help the child learn about the world in which he lives; be

sincere and true in facts; be correct in grammar and sentence structure; give a wholesome outlook on life; and leave the child with a feeling of satisfaction and completion. (p. 38)

#### Illustrations (Short Form)

The criterion of illustrations remained the same for the Short Form as found in the Long Form by Wettig (58). Even before the child is able to read the text of the book, he "reads" the pictures to gain the story. Therefore, the illustrations should be clear in color, accurate, appealing to the child, free from too much detail, related to real life situations, and appear frequently enough to illustrate the story.

#### Physical Characteristics (Short Form)

There was no revision of this criterion of physical characteristics from Wettig's (58) suggested guide. Although this criterion is an important one, it does not affect the above qualities of a good book. This criterion includes the need for a durable binding, to have large print, and to be easy to handle.

#### Summary of Kelton's Procedure (Short Form)

Kelton (39) validated the Short Form of the guide. Two persons that were acquainted with specialists in early childhood education were asked to recommend ten persons who, in their judgment, were qualified to choose respondents to assign weights to the four criteria.

From the responses of the respondents named, fifty-five persons were selected as possible subjects to participate. Of the fifty-five, forty-one persons responded. Each one assigned weights to the four

criteria based on 100 percent. The mean scores given by the specialists became the weighted score for the Short Form (Kelton). The assignment of weights to the five qualitative terms were based on Wettig's (58) procedure discussed on pages 33-35.

Table III shows the mean scores of the four criteria. The standardized form of the Short Guide for selection of books for preschool children may be found in Appendix A.

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	10	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, 1971), p. 24.

When Kelton (39) had validated the Short Form, McCall (48) subjected both the Long and Short Form of the guide to one hundred and fifty-two single college students enrolled in a marriage course, and found the Long and Short Forms comparable with college students.

### Selection of Books

This investigator, with the assistance of Kelton (39) and McCall (48) identified ten books for comparison of the Long and Short Forms of the guide, by the following procedure. Several stores selling inexpensive books for children were visited and records were made of the most available books. Five stores carried seven books of the same title and three stores had twenty-seven books of varying titles. The twenty-seven books were placed in a container and three books were drawn at random by an impartial person. Those three books, in addition to the seven most available books, composed the ten books used for this study. This method was used because availability of the books would seem to be an influencing factor in parental selection. The titles and publishers of the ten books may be found in Appendix B.

### Selection of Subjects

The sample of parents who served as subjects were selected from the 1968 school census of the Stillwater area who had a child with a birth date between May 31, 1966, and June 1, 1967. The investigator obtained the names from the census rolls on the following basis:

- (1) Children were in the three and four year age range.
- (2) Parents lived within the Stillwater city limits.
- (3) Parent's name was listed in the November, 1970, Stillwater telephone directory.

A total of 332 names were available from the school census. Two hundred and thirty-seven names were not listed in the telephone directory, thus leaving a total of ninety-five names from which to obtain the final sample.

The mothers of the ninety-five children were then contacted by telephone and asked the following questions: (1) Is your child in the three and four year age range? and (2) Would you be willing to cooperate in a study to test a guide to aid parents in the selection of books for preschool children? If the mother replied affirmatively, a time was selected for the investigator to deliver the books personally. When the books were delivered the mothers were instructed to read and rate the books before reading them to the child to avoid the child's reaction to the book influencing the mother's rating. The reading of the books to the child was not necessary to complete the data collection.

Of the ninety-five names available, nine were not able to participate because of lack of time, moving from the city, or not interested for various reasons. Two were eliminated because the address was not in the Stillwater city limits, and 39 were eliminated for lack of time to collect additional data. Twenty-one mothers using the Long Form (Group I) and twenty-four mothers using the Short Form (Group II) composed the final sample for this study. Description of the sample is presented in Appendix D, p. 49.

#### Collection of the Data

Before taking the books to the mothers, the following steps were completed: (1) Hollenbeck's face sheet was revised to provide additional information for this study which was believed to be of importance. (Appendix C, p. 44), (2) the parents willing to cooperate were identified, and (3) the time for delivering the books was scheduled with the mothers.

Face Sheet. The following revisions were made in Hollenbeck's face sheet: (1) the father's age was included, (2) family members were divided to include brothers and sisters and other adults, (3) the exclusion of the type of literature experiences the child had previously. Information related to the child included was: the child's name, age, and birth date.

When the books were delivered to the homes, the investigator gave verbal direction in addition to the Letter of Instructions (Appendix C) which accompanied the guide. An account of the number of Long and Short guides was kept by alternating them to the parents contacted. This was in an effort to keep an even distribution of both guides. Time at the end of the study did not permit the administration of an equal number. Regardless of which form the mothers were given, they were asked to read each book carefully, and then rate the books according to one of the five classifications which best exemplified their judgment of the books.

The data for both guides (Group I and Group II) were collected over a period of approximately four months. The books were in the mother's possession from two to nine days with an average of six days.

## CHAPTER IV

### ANALYSIS OF DATA

To achieve the purposes of the study, the following steps were followed: (1) there was a tabulation of scores for each book rated by the parents, Group I and Group II, (2) there was a classification of scores for each book according to the qualitative term assigned by Wettig (58), (3) there was a treatment of the data by the Chi-Square Test and the Fisher Exact Probability Test.

In order to compare the ratings of each book, it was necessary to convert each criterion checked by the parents into a weighted score (Appendix A, p. 37). This was done in accordance with the form of the guide the parent received. A total number of points was obtained and the corresponding value was found by classifying them according to Wettig's (58) ranking for the Long Form and Kelton's (39) for the Short Form which were comparable in total score. Table II (p. 17) presents the five terms according to both guides and the weights for Excellent, Good, Fair, Poor, and Unacceptable.

The data were analyzed by the Chi-Square Test to test the following hypotheses:

Hypothesis 1: There is no significant difference between the ratings of parents and specialists of books for young children using a Long Guide (Wettig). Table IV presents the ratings of parents, Group I -- Long Guide, and the ratings of the specialists. The parents in



Group I (Long Form) and the specialists rated the books similarly. This hypothesis would be accepted and this finding reflects that the guide helped this group of parents.

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

Name of Book	df	$\chi^2$ Values	Level of Sig.
Digger Dan	1	3.28	N.S.
Grandpa's Policemen Friends	1	.15	N.S.
Little Red Riding Hood	1	.86	N.S.
Little Penguin	1	.01	N.S.
The Bremen Town Musicians	1	2.49	N.S.
The Magic Clothes Basket	1	.42	N.S.
The Three Bears	1	.60	N.S.
Three Little Kittens	1	3.72	N.S.
Try Again, Sally	1	.29	N.S.
Two Stories About Wags	1	1.05	N.S.

Hypothesis 2: There is no significant difference between the ratings of parents and specialists of books for young children using a Short Guide (Kelton). Table V presents the parents', Group II, ratings of the books as compared to those of the specialists. There was a significant difference at the .05 level on only one book. No significant differences were observed between the ratings on the other nine books by the specialists and those of the parents. The finding indicates the Short Form of the guide aided parents in the selection of books.

TABLE V

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

Name of Book	df	X <sup>2</sup> Values	Level of Sig.
Digger Dan	1	5.91	.05
Grandpa's Policemen Friends	1	.38	N.S.
Little Red Riding Hood	1	3.13	N.S.
Little Penguin	1	.85	N.S.
The Bremen Town Musicians	1	2.68	N.S.
The Magic Clothes Basket	1	.04	N.S.
The Three Bears	1	.01	N.S.
Three Little Kittens	1	1.93	N.S.
Try Again, Sally	1	.01	N.S.
Two Stories About Wags	1	.03	N.S.

Hypothesis 3: There is no significant difference between the ratings of parents using a Short Guide (Kelton) and of parents using a Long Guide (Wettig) of books for young children. There was no significant difference in the ratings of the ten books by the parents in Group I (Long Form) and the parents in Group II (Short Form). Table VI indicates the Long and Short Forms of the Guide are comparable.

Hypothesis 4: There is no significant difference between the ratings of parents and college students using a Long Guide (Wettig). Table VII presents the parents' ratings, Group I -- Long Form, compared with those of the college students. There was a significant difference between the ratings on one book, The Bremen Town Musicians, at the .01 level. The ratings on the other nine books were not significant. This hypothesis was accepted.

TABLE VI

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

Name of Book	df	X <sup>2</sup> Values	Level of Sig.
Digger Dan	1	.30	N.S.
Grandpa's Policemen Friends	1	.01	N.S.
Little Red Riding Hood	1	.07	N.S.
Little Penguin	1	1.03	N.S.
The Bremen Town Musicians	1	.03	N.S.
The Magic Clothes Basket	1	.06	N.S.
The Three Bears	1	.45	N.S.
Three Little Kittens	1	.18	N.S.
Try Again, Sally	1	.09	N.S.
Two Stories About Wags	1	1.72	N.S.

TABLE VII

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

Name of Book	df	X <sup>2</sup> Values	Level of Sig.
Digger Dan	1	3.06	N.S.
Grandpa's Policemen Friends	1	.87	N.S.
Little Red Riding Hood	1	1.41	N.S.
Little Penguin	1	1.85	N.S.
The Bremen Town Musicians	1	7.85	.01
The Magic Clothes Basket	1	.01	N.S.
The Three Bears	1	.01	N.S.
Three Little Kittens	1	.85	N.S.
Try Again, Sally	1	.55	N.S.
Two Stories About Wags	1	.01	N.S.

Hypothesis 5: There is no significant difference between the ratings of parents and college students using a Short Guide (Kelton). Table VIII indicates that there was no significant difference between the ratings on nine books. There was a significant difference at the .05 level on the rating of Little Penguin; however, with nine books rated alike by the parents, this hypothesis was accepted.

TABLE VIII

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

Name of Book	df	X <sup>2</sup> Values	Level of Sig.
Digger Dan	1	.30	N.S.
Grandpa's Policemen Friends	1	2.63	N.S.
Little Red Riding Hood	1	.96	N.S.
Little Penguin	1	5.45	.05
The Bremen Town Musicians	1	.97	N.S.
The Magic Clothes Basket	1	.37	N.S.
The Three Bears	1	.04	N.S.
Three Little Kittens	1	.34	N.S.
Try Again, Sally	1	3.55	N.S.
Two Stories About Wags	1	1.63	N.S.

The Fisher Exact Probability Test was used to test the following hypotheses:

Hypothesis 6: There is no significant difference between the ratings of mothers using the Long Guide (Wettig) or Short Guide (Kelton) according to the educational level of the mothers. Mothers

were classified according to the educational level they had attained (Appendix D, p. 49). The data reflect no statistical difference between the ratings of the books according to this variable. This finding would indicate that either form of the guide could be used without this factor influencing the rating of the books.

Hypothesis 7: There is no significant difference between the ratings of the mothers using the Long Guide (Wettig) or Short Guide (Kelton), according to the socioeconomic level of the father. The McGuire-White index (49) was used to classify the fathers (Appendix D). According to the data, there was no significant difference between the ratings of the books classified according to the socioeconomic level of the father. This finding indicates that either form can be used by parents irrespective of social class.

#### Conclusions

The major finding of the study was:

(1) The Long and Short Forms of the Guide are comparable, and are equally useful among different social classes and educational levels.

## CHAPTER V

### SUMMARY

The overall purpose of this study was to compare the Long Form (Wettig) with the Short Form (Kelton) of the Guide for the Selection of Preschool Children's Books, according to parents' ratings. More specifically, the purpose was to examine further the ability of these forms to assist parents in discriminating between acceptable and unacceptable books for young children. The sample was composed of forty-five mothers of three and four year-old children. Group I included twenty-one mothers using the Long Form of the Guide and Group II included twenty-four mothers using the Short Form of the Guide. The data from the two groups were analyzed by the Chi-Square Test and Fisher Exact Probability Test to determine if significant differences existed.

The major finding of this study was:

(1) The Long and Short Forms of the Guide are comparable, and are equally useful among different social classes and educational levels.

#### Limitations of This Study

The investigator recognizes that the method of selection of subjects might be questioned; because of the nature of a university town, the census rolls of 1968 were limited and as a result of the turnover in student body, the sample size was also reduced.

### Recommendations

Since Wettig (58), Hollenbeck (33), Hudgins (35), Kelton (39), and McCall's (48) research all indicated that a Guide for the Selection of Preschool Children's Books did help, this study only reinforces their findings. This investigator makes the following recommendations:

- (1) The findings of this research be communicated with parents through popular magazines.
- (2) The findings be given to groups where family life education is taught, extension home economists, college instructors, high school home economics instructors and other persons concerned with helping parents select appropriate books for their children.

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APPENDIX A

A WEIGHTED 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
<b>I. INTEREST:</b> Catches child's attention in the beginning and holds it to the end.  Be length for the child's interest span.	20	15	10	5	0
<b>II. CONTENT of the Book Should:</b> Be about familiar situations.  Help the child learn about the world in which he lives.  Be sincere and true in facts.  Be correct in grammar sentence structure.  Give a wholesome outlook on life.  Leave the child with a feeling of satisfaction and completion.	60	45	30	15	0
<b>III. ILLUSTRATIONS of the Book Should:</b> Be large.  Be clear in color.  Be accurate.  Be appealing to the child.  Be free from too much detail.  Be related to real life situations.  Appear frequently enough to illustrate the story.	10	7	5	3	0
<b>IV. PHYSICAL CHARACTERISTICS of the Book Should:</b> Have a durable binding.  Have large print.  Be easy to handle.	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><b>I. INTEREST:</b> 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><b>II. CONTENT of the Book Should:</b> 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><b>III. ILLUSTRATIONS of the Book Should:</b> 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><b>IV. PHYSICAL CHARACTERISTICS of the Book Should:</b> Have a durable binding.</p> <p>Have large print.</p> <p>Be easy to handle.</p>	10	8	6	4	2

APPENDIX B



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

APPENDIX C

## LETTER EXPLAINING THE RESEARCH TO THE PARENTS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Family Relations & Child Development  
372-6211, Ext. 6084

74074

Dear

The Department of Family Relations and Child Development is developing a guide which could be used by parents to help them select books for preschoolers. You were selected because you have a child in this age range. Directions for rating the books and "A Guide for Selecting Books for the Preschool Child" is enclosed. Please read the directions and the guide and rate each book according to your judgment concerning its worth.

Thank you for your help and cooperating in this research. You will be sent the results when the study is completed in the late spring of 1971.

Sincerely yours,

Lenita Reid  
Graduate Assistant, Department  
of Family Relations and Child  
Development

Josephine Hoffer, Associate  
Professor and Acting Head  
Department of Family Relations  
and Child Development

## INFORMATION SHEET COMPLETED BY PARENTS

## FACE SHEET

Child's Name \_\_\_\_\_ Age \_\_\_\_\_ Birth Date \_\_\_\_\_

Parent's Name \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Age of Father 20-24 25-29 30-34 35-39 40-44 45-49 (Please circle one)

Age of Mother 20-24 25-29 30-34 35-39 40-44 45-49 (Please circle one)

Father's Occupation \_\_\_\_\_

Mother's Occupation \_\_\_\_\_

Father: Number of years of education completed: (Please circle number)

Grade School 1 2 3 4 5 6 7 8

High School 1 2 3 4

College 1 2 3 4 5 Degree \_\_\_\_\_ Major \_\_\_\_\_

Advanced Degree \_\_\_\_\_ Major \_\_\_\_\_

Mother: Number of years of education completed: (Please circle number)

Grade School 1 2 3 4 5 6 7 8

High School 1 2 3 4

College 1 2 3 4 5 Degree \_\_\_\_\_ Major \_\_\_\_\_

Advanced Degree \_\_\_\_\_ Major \_\_\_\_\_

Other Family Members Living in the Home:

## Brothers and Sisters

Name

Age

Relationship to Child


## Other Adults

Name

Age

Relationship to Child


DIRECTIONS FOR RATING BOOKS

1. Please read each question and the description of the question on the attached sheet, "A Guide for Selecting Books for the Preschool Child."
2. Please read each book carefully.
3. Please rate each book by placing a check mark in the space provided which more nearly represents your judgment of this characteristic of the book.
4. Example: Rate each characteristic independently. In other words, book in your judgment could be excellent in one area, but fair or poor in another.

RATING SCALE

EXCELLENT	GOOD	FAIR	POOR	UNACCEPTABLE
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 PARENTS

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 PARENTS

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><b>I. INTEREST:</b>            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><b>II. CONTENT of the Book Should:</b>            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><b>III. ILLUSTRATIONS of the Book Should:</b>            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><b>IV. PHYSICAL CHARACTERISTICS of the Book Should:</b>            Have a durable binding.</p> <p>Have large print.</p> <p>Be easy to handle.</p>					

APPENDIX D



TABLE IX  
 SUBJECTS BY AGE  
 (N = 45)

	20-24	25-29	30-34	35-39	40-44	45-49
<u>Mothers</u>						
Long Form	3	9	6	1	1	1
Short Form	3	9	7	3	0	2
<u>Fathers</u>						
Long Form	0	5	9	5	1	1
Short Form	3	4	6	6	2	2

TABLE X  
 SUBJECTS BY EDUCATIONAL LEVEL AND SOCIOECONOMIC LEVEL  
 (N = 45)

	<u>Educational Level</u>		<u>Socioeconomic Level</u>	
	High School Education or Less	More Than High School Education	Lower Class	Upper Class
<u>Group I</u>				
Mothers	6	15		
Fathers	4	17	4	17
<u>Group II</u>				
Mothers	9	15		
Fathers	4	19	4	19

TABLE XI

## OCCUPATIONS: LEVELS AND KINDS\*

Rate	Professionals	Proprietors	Businessmen	White Collar	Blue Collar	Service	Farm People
1.	Lawyer, judge, physician, engineer, professor, school suptd., et al	Large business valued at \$100,000 or more depending on community	Top executives, President, et al of corporations, banks, pub. utilities	CPA; editor of newspaper, magazine; executive secretary of status org'n.			Gentleman farmer or landowners who do not supervise directly their properties
2.	High school teachers, librarians, and others with 4-year degrees	Business valued at \$50,000 to \$100,000	Asst., office, and dept. managers or supervisors; some mnfr.'s agents	Accountant; insurance, real estate, stock salesmen; editorial writers			Land operators who supervise properties and have an active urban life
3.	Grade school teacher, registered nurse, minister without 4-yr. degree	Business or equity valued from \$10,000 to \$50,000	Managers of small branches or buyers and salesmen of known mchdse.	Bank clerks, auto salesmen, postal clerks, RR or tel. agent or supervisor	Small contractor who works at or supervises his jobs		Farm owners with "hired help;" operators of leased property who supervise
4.		Business or equity valued from \$5,000 to \$10,000	( Stenographer, book-keeper; ticket agent, sales people in dept. stores, et al.		Foreman; master carpenter, electrician, et al; RR. engineer	Police captain, tailor, railroad conductor, watchmaker, etc.	Small landowner; operators of rented property hiring "hands"
5.		Business or equity valued from \$2,000 to \$5,000	( Dime store clerks, grocery clerks; telephone and beauty operators, et al.		Apprentice to skilled trades; repairmen; med. skilled workers	Policemen; barbers; practical nurse; brakeman, et al.	Tenants on good farms; foreman; owners of farms who "hire out"
6.		Business or equity valued at less than \$2,000.		( Semi-skilled factory and production workers; assistants to skilled trade workmen, watchman		Taxi and truck drivers; waiter or waitress; gas stn. attndt.	Sharecroppers, established farm laborers; subs'ce farmers
7.	"Reputed Lawbreakers"			( Heavy labor; odd-job men; mine or mill hands; unskilled workers		Domestic help; bus boy; scrub-women; janitor's helper	Migrant workers; "squatters" and "nesters"

\* For an original table, consult Warner's revised scale (12, pp. 140-141). Modifications in the present table represent revisions made after interviewing in communities and are "types" to guide other ratings.

APPENDIX E

TABLE XII  
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

\*Mary McCall, "A Comparison of a Long Form and a Short Form of a Guide for the Selection of Books for Young Children" (Unpublished Masters Thesis, Oklahoma State University, 1971), p. 32.

TABLE XIII  
PARENTS' RATINGS OF THE TEN BOOKS -- LONG FORM  
(N = 21)

Name of Book	Excellent	Good	Fair	Poor or Unacceptable
Digger Dan	7	10	4	0
Grandpa's Policemen Friends	8	12	1	0
Little Red Riding Hood	6	11	4	0
Little Penguin	5	13	3	0
The Bremen Town Musicians	0	66	10	3
The Magic Clothes Basket	9	12	0	0
The Three Bears	10	11	0	0
Three Little Kittens	11	9	1	0
Try Again, Sally	11	8	1	0
Two Stories About Wags	8	9	4	0

TABLE XIV  
 PARENTS' RATINGS OF THE TEN BOOKS -- SHORT FORM  
 (N = 24)

Name of Book	Excellent	Good	Fair	Poor or Unacceptable
Digger Dan	11	8	4	1
Grandpa's Policemen Friends	10	11	2	1
Little Red Riding Hood	5	10	7	2
Little Penguin	2	17	5	0
The Bremen Town Musicians	1	6	11	6
The Magic Clothes Basket	8	11	3	1
The Three Bears	8	12	4	0
Three Little Kittens	10	10	3	1
Try Again, Sally	11	11	2	0
Two Stories About Wags	5	9	9	1

VITA

Z

Lenita Illene Reid

Candidate for the Degree of

Master of Science

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