

VALIDATION OF A GUIDE FOR THE SELECTION  
OF BOOKS FOR YOUNG CHILDREN

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1959

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1969

SEP 29 1969

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To  
My Daughter  
Tonya Gale Hollenbeck

## ACKNOWLEDGEMENTS

The investigator wishes to acknowledge her sincere appreciation; to the mothers and the teachers in early childhood education who so graciously gave of their time to make this study possible; to her adviser, Dr. Josephine Hoffer, Associate Professor and Acting Head, Department of Family Relations and Child Development, for her understanding, encouragement, and guidance throughout the study; to Dr. Stinnett for serving as the critical reader and helping with the data analysis; to Dr. Elizabeth Starkweather, Associate Professor for help in the analysis of the data and serving as a committee member.

A special thanks to the writer's parents, Mr. and Mrs. Frank Foglio, and her husband, Captain Kenneth Hollenbeck, U.S.A.F. for their continuous support and encouragement.

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## CHAPTER I

### THE PROBLEM

The purpose of this research is to further test the guide which Wettig (59) developed in 1961 to aid adults in selecting suitable books for preschool children. Wettig (59) contributed basic assumptions through a pilot study and recommended that the guide be subjected to a larger sample in order that the data could be treated statistically.

Heath (34) recognized the need for a guide and investigated the validity of Wettig's (59) guide. Niazi (50) in 1963 of Baghdad used children's books written in Arabic to test Wettig's (59) guide. Both Heath (34) and Niazi (50) found some positive results with limited subjects and recommended that the guide be subjected to a larger sample.

Without realizing the tremendous influence which books have on children, most adults tend to select books with little or no consideration concerning the suitability of a book for the child. Good books offer an abundance of information from which a child can learn or broaden his concepts of life. They provide pleasure and adventure which can stimulate his curiosity and help him grow mentally. Good books are not the only books published. Undesirable books are available to be bought by people of all ages. The undesirable books may be just as appealing and attractive in appearance as the desirable books. That there are undesirable as well as desirable books available for young children has prompted the investigator to test the guide developed by

Wettig (59), anticipating that it may be used to enable parents and other adults to make a better selection of appropriate books for pre-school children.

#### The Need for a Guide

Many educators have recognized the need for a guide in selecting books for young children as expressed by the following statements:

Arbuthnot (4) stated that books for children:

. . . like those for adults, range from the unreliable and trashy to the scrupulously accurate and permanently significant. The treasures must be sought for, but they are there, a wealth of fine books old and new. (p. 2)

Arbuthnot (4) in the same writing stressed the need for a guide by stating:

Adults should keep children exploring both the best of the old books and the most promising of the new. Since new titles alone number from a thousand to fourteen hundred each year, the grown-up needs a few general guideposts and specific criteria to help him select wisely. (p. 16)

Mabel Altstetter (9) wrote in the Association for Childhood Education International, Bulletin 3-A that:

A real disservice is done by adults to both children and books by insisting that children read certain books just because they are, in the judgment of grownups, good for children. . . , implications for guiding children's reading is absolutely necessary to successful attempts to create taste and lifetime interests.

Frequently a premature experience with books, which adults think are good for children, will actually give young folks a feeling that books which their elders approve are difficult and dull. The reaction of some to 'forced feeding' of good literature may be a sense of guilt or inferiority that they do not enjoy such books. Such experiences lead to rejection of further exploration or pretense and pseudo-admiration. (p. 6)



Baruch (12) stressed the need for a guide for adults in the following way:

A child's early story experiences are adult-controlled experiences to a great extent. The grown-up selects material to be presented. The grown-up discards. And often the selecting and discarding are done on the basis of adult likes and dislikes rather than on the basis of what the child does with the story and what the story does to the child. (p. 309-310)

Casmir (16) expressed the same need by the following statement:

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)

Fenner (26) wrote that:

The children haven't changed. Books haven't changed, either, in what they can do for us. There are more books for children, many more. There are more good books and more mediocre books too. It is more difficult to select. No longer can we go into a library or book shop and just ask for the good old books. We have before us hundreds of very good-looking books on every subject. Thirty years ago there were few books for children except the old ones. (p. 15)

Leonard (43) stressed the need for a guide in the following way:

. . . It has become such a crowded world, however, that guidance is needed for the best selections to enrich a child's world, as far as reading is concerned.

. . . It is vital to provide the book that will be read, for the older practice of presenting the books that ought to be read too often deprived children of finding any natural companionship with books, of feeling that books are their very best friends. (p. 357)

Dinkel (21) expressed the need for a guide by stating:

. . . Although there are some good books on the market and they are occasionally recognized as such, parents, in the absence of well-formulated criteria by which to judge, usually mix the good with the bad, and thus lose the desirable effects that might be achieved. (p. 287)

Huck (36) implied the need for a guide when he wrote:

. . . 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)

#### Importance of Good Literature for Children

Educators and specialists in early childhood education agree that the formative years is the time for a child to develop desirable habits and attitudes toward good books. The experiences a child has with good books during these plastic years determine his future success in education and consequently affect his entire life.

Arbuthnot (5) emphasized the importance of good books by stating:

Some books broaden a child's horizons, give him new sympathies and understanding, 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. (p. ix)

Arbuthnot (6) again stressed how good books satisfied needs:

In suggesting some of the needs of children at different ages that books can help to satisfy, the list began with reassuring love and independent achievement. It ends with much the same-compassionate love and the kind of courage that is another phase of achievement. . . But in children's books, the quality of love must grow and change as the child matures, until he can begin to see himself vicariously through his book heroes as loved and bestowing love, as dealing compassionately with others and, above all, as picking himself up after failures or shattered hopes or grievous mistakes to try again. These are some of the things strong books can do for children besides giving them keen enjoyment. Books can show them patterns of compassionate love and courageous achievement of many kinds. (p. 16)

Mabel Altstetter (9) stated in the Association for Childhood Education International, Bulletin 3-A that:

Enjoyment should be the primary consideration in experiences with all worthwhile books. All children will not

respond alike to good books. Some may never catch the glory, but most children may be guided to better taste as a lifelong possession and an abiding joy in greatness in literature. (p. 10)

Baruch (12) stated as early as 1939 that the value of true to life books was most important:

More than ever in this day and age, children need to face realities, to grow up without hamperings from unfounded beliefs and superstitions. From little seeds great superstitions sometimes grow. (p. 318)

Eakin (23) felt that content was most important:

Children need books with substance, books that contribute to their well-being. The content of children's books should meet modern standards of social and ethical values. Present-day standards require that stereotyping of national, racial, or religious groups be avoided and that books about such groups picture them realistically and with understanding of their individual characteristics. Family and age-mate relationships should be sound, healthy ones. (p. xi)

Fenner (26) writing on the importance of good books 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)

Lambert (40) emphasized how books helped children solve problems in the following way:

A literature program not only ensures the development of good reading habits in children, but it can help them in some of their own adjustment problems. Children often identify themselves with book or story characters, and in reading how these fictional people solve their problems, they may find a solution to their own. Thus literature serves a mental hygiene value.

Reading also can furnish a means whereby children can escape from the world of 'don'ts' with which they are constantly surrounded... (p. 214)

Cianciolo (18) pointed out how therapy occurs in reading:

The story and pictures of a book might be the source of psychological relief from the various pressures and concerns

. . . attempt to solve a child's actual and existing emotional problems and pressures by bringing him a similar experience vicariously through books. Through recognition of a problem and its solution in literature the individual gains new insights into his own problem and presumably is then able to take a step toward solving it. . . . use literature for preventive bibliotherapy. . . a child is able to make a satisfactory adjustment when a problem eventually arises in his own life because he met one similar to that which was depicted in the literature that he read in the past. (pp. 897-898)

Witty (61) stated:

. . . only in recent 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. (p. 21)

Bailey (11) expressed agreement with Cianciolo and Witty by stating:

. . . often we can only vaguely guess at the things which are giving hurt. . . through the medium of books, children can find duplications of their problems and can see the ways by which other children have met their difficulties. Thus, therapy in reading occurs. (p. 31)

Jacobs (37) gave six reasons why children need literature in their lives. The reasons were:

(1) Literature is entertainment; (2) Literature refreshes the spirit; (3) Literature helps explore life and living; (4) Literature is a guidance resource; (5) Literature stimulates creative activities; (6) Literature is beautiful language. (pp. 4-6)

Jacobs (37) further stated:

Today's literature program needs a balance of new literature and old literature, for one's literary heritage has its source in the combination of the two. . . if his heritage is to be rich, he needs to know that before his time there came to us great stories, too. . . (p. 6)

Field (27) wrote in 1928 concerning good books:

The influence of good books is felt along two lines, the aesthetic and the moral, affecting the taste and the character. . . If we can get our eyes open to the beautiful and noble pictures which great writers have painted for us, and our ears attuned to the music of their words, we shall . . .

not only have broadened our appreciations but, by a sort of spiritual induction, have deepened our sympathies as well. (p. 4)

Field (27) further stated that a few good books for children are more beneficial than many books in the following way:

. . . the strong intellects of history 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)

Dinkel (21) emphasized the importance of good books for children in the following way:

. . . nursery books should be geared with the important processes of the child's development. Stories should, at best, help the child understand his culture and his role therein, and should, at worst, not retard or obstruct his socialization . . . (p. 287)

#### Assumptions

The investigator made the following assumptions: (1) Adults uninformed about children's literature could profit by a guide. (2) All books on the market are not of the same quality. (3) The guide Wettig (59) developed should enable parents and other adults to make a better selection of books for preschool children.

#### Purpose of the Study

On the basis of what the investigator reviewed and previously stated, the purpose of this thesis is to further test the guide developed by Wettig (59).

CHAPTER II  
LITERATURE RELATED TO CRITERIA FOR THE  
SELECTION OF BOOKS FOR  
YOUNG CHILDREN

After reviewing the literature Wettig (59) identified nine main criteria for evaluating children's books. A brief description of each criterion was included in the guide to aid adults in interpreting the characteristics of each criterion. Heath (34) and this investigator reviewed the literature and found additional support for the nine criteria set up by Wettig (59).

The remainder of this chapter will be devoted to summarizing Wettig's (59) review of literature and her definitions of each criterion to be used in selecting books for young children. Also included under each criterion will be additional references identified by Heath (34) and this investigator.

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. (59, p. 14)

Wettig, 1961 (Table I, p. 9) reported several authors emphasized the importance of interest. Heath, 1963 (34) later found additional

TABLE I  
 THE NINE CRITERIA SHOWING AUTHORS AND ORGANIZATIONS  
 AGREEMENT WITH EACH CRITERION  
 (Wettig (59), p. 27)

Criteria	Names of Authors or Organization	Total Number
1. Interest	Eakin, Arbuthnot, Langford, Larrick, ACEI, NANE, Terman and Lima, Cappa, Weekes, Fenner, Lambert, Dalgliesh	12
2. Length	Fenner, Adams, Arbuthnot, Lambert, Eakin	5
3. Content	Weekes, Langford, Arbuthnot, Frank, Bacmeister, Baruch, Abu Nasr, Mitchell, Tooze, Dalgliesh, NANE, ACEI, Lambert, Read, Freeman	15
4. Style	Langford, Adams, Larrick, Dalgliesh, Weekes, Fenner, Arbuthnot, Lambert, NANE	9
5. Illustrations	Langford, Larrick, Frank, Dalgliesh, Eakin, Lambert, NANE, ACEI, Heffernan	9
6. Knowledge	Arbuthnot, Frank, Fenner, Children's Bureau, Lambert, NANE, ACEI, Heffernan	9
7. Conclusion	Adams, Arbuthnot	2
8. Ethically Sound	Weekes, Duff, Larrick, Browman and Templin, Dalgliesh, Arbuthnot, Eakin	7
9. Physical Characteristics	Langford, Frank, Weekes, Children's Bureau, Lambert, Heffernan	6

writers<sup>1</sup> who supported the criterion of interest. The writers implied that even a good book is good for a child only if the child is interested in the book. Young children enjoy books which are about familiar characters and experiences taken from their everyday world. The everyday life of children brings them into contact with toys, animals, daily activities, and children their own age; these are the subjects which they enjoy in books.

This investigator found additional support for the criterion of interest. In a more recent writing Guilfoile, 1966 (33) stated: ". . . A good book has style worthy of its content. . . . It has choice language and vivid imagery, a sound theme, and a challenge to interest." (p. 25)

Schatz (53) another writer supported the importance of interest in the following way: ". . . Interesting books inevitably lead to other books, just as learning leads to other learning." (p. 871)

#### 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. (59, p. 15)

Wettig (Table I, p. 9) reported that several writers agreed that the attention span of each child varied, therefore, the length of the book should also vary. The child who has had many experiences early in life with looking at picture books and listening to stories can sit longer than the child with limited experiences with books. Heath and

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<sup>1</sup>Fisher, Guilfoile, and Maddock



this investigator found no additional support for this criterion in the literature.

### 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. (59, p. 18)

Wettig, 1961 (Table I, p. 9) found thirteen writers and two organizations who stressed the importance of a suitable content. The authors suggested that the book pleasing in appearance and satisfying in content will likely be popular. However, the quality of its content is more important and should determine the quality of the book. The content should be suited to the preschooler's level of comprehension. Children possess vivid imaginations and are interested in both the familiar and the new; but their comprehension is limited to objects and situations which have meaning to them.

Several of the writers (41, 29, 13, 1, 48 and 51, Table I, p. 9) stressed how fantasy may frighten the children who are unable to separate the real from the unreal. They felt that if an element of fantasy was present in a book it should be related to real life situations so the children would be able to separate truth from fiction. Heath, 1963, found that Fisher (28) also agreed with several of the authors on the subject of fantasy.

This investigator found additional support for the criterion of content. Dinkel (21) wrote concerning fantasy:

. . . fantasy does not help the child get on with his absorbing problem of growing up by finding out what is expected of him,

what to expect from others, and how to manipulate his material culture. (p. 286)

Guilfoile, 1966 (33) stressed several factors concerning the suitability of content:

A good book, then offers identification, presents life as children know it, stick to facts so far as facts are known, is honest and is true to its type. A good book has style worthy of its content. It has choice language and vivid imagery, a sound theme, and a challenge to interest.

A good book, imaginative or realistic, speaks to the child. It may stir his risibilities, set him to chuckling, or even move a deeper sense of humor. (pp. 21-25)

Huck (36) stated the following concerning content:

Fine books for children contain. . . a well-constructed plot, worthwhile content and theme, convincing characterization, appropriate style, and an attractive format. . . . The well-written story for children probably will have much action and suspense but the action will develop naturally from the behavior and decisions of the characters in the story. The plot should be credible and ring true rather than depend upon coincidence and contrivance. Children appreciate a well-constructed plot. They like an orderly sequence of events and in most instances do not have the maturity to understand flash-backs in time or place. . . .

. . . Good books for children should have worthy content and themes. The story should be appropriate to the background and age of the children for whom it is intended. . . .

. . . . Characters in children's books should be as well-drawn as those in adult literature. Strengths and weaknesses should be portrayed in a natural life-like manner so that the child reader may readily identify with the characters presented. . . . (pp. 467-468)

Dinkel (21) stated concerning the content of the book:

Stories should be pertinent to the child's culture, particularly to the commonplace activities of his family and community. They should describe people and objects in a realistic or natural manner. (p. 290)

### 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. (59, p. 20)

Wettig (Table I, p. 9) reported several writers supported the criterion of style. Heath also reported that Maddock (46) supported the generalization concerning style. The authors were in agreement that books for children should be well-written in proper English. The form of the story should be simple with action of a dramatic quality. Young children like repetition of words and sounds. They love to play with sounds and imitate them. The words should be meaningful and good to read aloud because children remember the words and use them later in their own vocabulary.

This investigator found further support for Wettig's criterion for style of writing. Guilfoile (33) wrote:

A good book is written in a style worthy of its readers. What children read has tremendous influence on their own language. . . . (p. 24)

Huck (36) supported style of writing in the following way:

. . . There is no reason to talk down to children today, for the world is speaking up to them. A child watches T.V. . . . His viewing will include some children's programs, but more than likely, it will also include newscasts, documentary films, and adult shows. While we do not want to make the mistake of treating the child as a miniature adult, we do want to be certain to respect him as an intelligent individual with rights and interests of his own. Not all books for children reflect this respect. (p. 469)

Dinkel (21) wrote concerning the style of writing:

They should be written in a clear and simple style, should be well illustrated, and should have a wealth of concrete detail. (p. 290)

## 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 present the picture should be related enough to real life situations and experiences; so the child will not be confused. (59, p. 21)

In Wettig's (Table I, p. 9) review of the literature she found several authors placed importance on the criterion of illustrations. Heath later reported other authors<sup>2</sup> who supported Wettig's generalization on illustrations. The writers felt that illustrations should be appropriate to the subject matter. Children prefer simple, mass drawings which are uncluttered. Large, clear, brightly colored pictures full of action appeal more to young children than photographs, silhouettes, black and white and very delicate colors. Appropriate illustrations cultivate good taste in art and an appreciation of color, line, and harmony. Illustrations should be related to the children's concepts and experiences. They should reflect life as children see it. The illustrations should tell the story so that after the story has been read children may read the pictures.

In addition to Wettig's reporting this writer found three additional authors who supported the criterion for illustrations.

Huck (36) pointed out the problem which exists concerning illustrations:

... Today's world is a visually-minded one. A new freedom in art coupled with technological improvements in printing and picture reproduction have produced more attractive books than we have ever had. The past thirty years have witnessed

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<sup>2</sup>Leonard and Freeman

the phenomenal rise of the picture book for young children. In the best of these, the pictures and the text are of equal importance in conveying the message of the book. Young children 'read' the pictures while adults read the story to them. (p. 469)

Schatz (53) wrote concerning illustrations:

. . . . Accurate and artistic illustrations, thoughtful coordination of text and pictures, expressive language and lasting appeal are qualities to look for in the outstanding books. (p. 870)

Among the books that help children improve their basic skills and competencies are those that tell a story with pictures, sometimes using no words at all. . . (p. 873)

Field (27) wrote as early as 1928 concerning illustrations:

. . . . A picture is the simplest and most elementary expression of an idea. It precedes written language. . . the child today expects the picture to tell his story. . . before the text is open to him. (p. 143)

Field (27) felt that the pictures of a book should attract the child and cultivate his ideals of beauty and appreciation of art. He wrote that the young child likes bright color, simplicity, and action in his pictures. Illustrations should teach nothing that is low, cruel, or debasing.

#### 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. (59, p. 23)

Wettig (Table I, p. 9) found that several authors supported the criterion of knowledge. The writers suggested that good books can broaden children's interests and give them something to think about. Books may inform, persuade, convince, communicate ideas or arouse feelings about a situation. In addition to being interested in books dealing with facts and information children enjoy humorous books. Humor

for the preschoolers must be direct, obvious, and about situations within the range of their understanding. Dawson (20) reported that children are hungrier for knowledge than adults realize and this knowledge needs to extend the children's actual experiences.

In reviewing the literature this investigator found several writers in addition to those reported by Wettig who supported the criterion of knowledge. Ellinger (25) wrote concerning book's contribution to Head Start children as valuable in introducing new experiences in meaningful ways or extending familiar experiences. Books can also give insights into common experiences or stimulate creative expression as well as enriching and extending children's vocabulary.

Guilfoile (33) wrote;

Books, to help a child grow, must extend his knowledge of the world he lives in, its physical phenomena, its social processes, its present, its past, and its future. . . (p. 24)

Schatz (53) supported knowledge as a criteria in the following way:

Picture books can contribute much to a child's growing and learning. They provide information and pleasure, explore big ideas and challenge. . . meanings stated. (p. 870)

McManus (47) wrote concerning school-age children: ". . . at all ages children are capable of listening to stories far beyond the level at which they are able to read. Here is an opportunity to stretch young minds. . ." (p. 33)

#### 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. (59, p. 23)

In review of the literature Wettig (Table I, p. 9) reported that two writers were in agreement on the importance of an appropriate conclusion. It must be satisfying, solve the problem or conflict, and leave the child feeling a sense of completion. Heath reported that Guilfoile (32) gave support to this criterion.

#### 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. (59, p. 24)

Wettig (Table I, p. 9) reported several authors indicated that as children listen to stories, they begin to establish their pattern of ideals, attitudes, standards, and ideas which may contribute to their morals and character. Stories need to be true, beautiful and ethically sound; the wrong and undesirable must be excluded. Books for young children need not teach a certain ethical lesson, but they must be sound in morality. Heath (34) reported that Maddock (46) felt books should possess a moral viewpoint but should avoid moralizing.

This investigator found additional support for the criterion of ethically sound literature. Guilfoile (33) stated:

Modern books for children do not spell out morals. The theme is realized in the action, the characterization, the clash of wills and purposes, the emergence of that memorable character with whom the reader [listener for young children] is identifying. (p. 25)

McManus (47) wrote about morals in today's literature the following way: ". . . The morals are there, to be sure, but the presentation is more subtle, more skilled, and infinitely more enticing. . . ." (p. 33)

Huck (36) wrote:

. . . Children's literature has a social conscience at the same time it has a commitment and an integrity which seek to present

sound moral and ethical principles. (p. 468)

#### 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. (59, p. 25)

Wettig (Table I, p. 9) reported several writers supported the criterion for physical characteristics. The general appearance of a book is usually the factor which initially interests a child to a certain book. The picture on the cover should indicate the subject matter of the story. Most books for the preschooler should not be too large nor too heavy for him to handle alone. However, he occasionally enjoys looking at a big book on a table. The type, spacing, and number of words to a page are also important factors to consider. Every child should have some favorite, less costly books which he can handle himself or take to bed with him. In addition to the foregoing characteristics a child's book should be sturdily constructed of good paper and a strong binding. This investigator found additional support for the criterion of physical characteristics which was not available when Wettig wrote in 1961.

McManus (47) stressed physical characteristics in the following way:

When examining a book, make certain that you evaluate the total format. Look at the printing, 'read' the pictures, look at the title and end pages, and determine whether the format is in harmony with the text. . . . (p. 33)



### Summary

This investigator's review of Wettig's, Heath's and Niazi's studies plus literature published since their writings support the nine criteria on which Wettig based her guide.

## CHAPTER III

### PROCEDURE

The overall purpose of this study was to further test the guide developed by Wettig (59). To accomplish this purpose the investigator followed six steps: (1) the review of the literature to question, understand, and add to Wettig's (59) findings for support of the nine criteria (2) the selection of the books (3) the selection of the subjects (4) the collection of the data (5) and the analysis of the data. Step one was presented in Chapter II. The remaining steps will be discussed in this chapter and the analysis of the data will be reported in Chapter IV.

#### Summary of Wettig's Procedure

Wettig (59) reviewed the literature and identified nine criteria to be used as a guide for the selection of books for preschool children. This writer summarized Wettig's support for the nine criteria in Chapter II.

Wettig (59) asked seven nursery school teachers to judge the nine criteria and to assign a percent weight to each criterion in terms of the value they felt each merited. Wettig (59) requested that the weights for all criteria total to be one-hundred. The percent weight assigned to each criterion by the teachers was totaled and then averaged to determine the weighted value for each criterion.

Wettig (59) and a university professor of early childhood education used the weighted value scale as a guide to evaluate a number of books. This testing showed that the value assigned to the criterion of Content was not large enough to separate the recommended books from the non-recommended. (See Table II, p. 22.) The assigned percent weights were revised and presented to the same teachers one month later for agreement or disagreement. To further verify the teachers' judgments Wettig (59) asked the teachers to rate two books with the revised scale to determine if it was acceptable or unacceptable. (See Table II, p. 22.) The seven nursery school teachers accepted the revised weight for each criterion as indicated by approximately 90% of their responses.

Wettig used the Good and Scates (31) method for rating the revised scale for the guide. She divided the percent weight assigned to each criterion into five parts so that the following qualitative terms could be used in judging the books: Excellent, Good, Fair, Poor, and Unacceptable. The five qualitative terms were defined as 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 low degree; Unacceptable - means the criterion is not exemplified in any way. (Appendix B, p. 44)

Wettig (59) stated:

The percentile classification presented in [Table III] was made on the basis of total points of value that each qualitative term caused the book to merit. Since the nursery school teachers had placed higher value on the criteria Interest, Content, and Illustrations it was deemed valid to use these three criteria as a combined control for the assignment of books into the qualitative classification of Excellent, Good, Fair, Poor, and Unacceptable.

TABLE II  
 THE REVISED WEIGHTS FOR THE NINE CRITERIA  
 (Wettig, p. 31)

Criteria	Mean* Weights (Percent)	Rounded Weights (Percent)	Revised# Weights (Percent)
1. Interest	24	25	15
2. Length	9	10	5
3. Content	23	25	40
4. Style	6	5	5
5. Illustrations	11	10	15
6. Knowledge	6	5	5
7. Conclusion	9	10	5
8. Ethically Sound	6	5	5
9. Physical Characteristics	6	5	5
Total	100	100	100

\* Assigned by the nursery school teachers

# Scores assigned by an early childhood educator and the investigator

TABLE III  
 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

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. (p. 34)

Wettig (59) selected twelve books which were read and rated by two groups of mothers and one group of eight nursery school teachers. Group I consisted of eight mothers who used the guide in rating the books. Group II consisted of eight mothers who did not use the guide in rating the books. Wettig (59) compared the ratings of both groups of mothers with the ratings of the group of nursery school teachers.

The results from Wettig's (59) pilot study showed a definite trend to support her view that a guide would aid parents in selecting books for preschool children; however, she did not treat the data statistically. Wettig's (59) major findings were:

- (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)

Wettig who had strongly felt the need for a guide recommended that the guide be subjected to a larger sample. Heath (34) also recognized the need for a guide and continued the testing of Wettig's criteria and these two previous studies form the basis for the present investigation.

Wettig (59) used one set of twelve books which limited her study to fewer mothers in the time available for the study. Also, several of the mothers felt twelve books were too many to rate at one time. Heath (34) anticipated that more mothers could participate in a shorter period of time if she used four sets of books with ten books in each set and followed this procedure in her investigation.

Heath (34) asked three nursery school teachers to list ten books they would recommend for four-year-old children. Heath (34) used the top seven of the books recommended by the teachers and three books selected from Wettig's list of non-recommended books. Heath was unable to secure two of the books recommended by the three nursery school teachers and because of limited time for the study used the five of the top recommended books and the three non-recommended books which made a set of eight books. Heath's findings coincided with Wettig's; therefore, she recommended that the guide be further tested to a larger more representative sample.

After a review of literature this investigator also recognized the need for a guide and the need for further testing of Wettig's

criteria. The eight books selected and used by Heath (34) to evaluate the guide were also used by this investigator.

### Selection of the Subjects

Setting for the Investigation. A midwestern university city of approximately 25,000 population (Stillwater, Oklahoma) was the setting for this study. Keely's (38) method was used to select the sample and a public school official divided the city into five approximate sized areas so that the sample could be drawn from all socio-economic levels.

Selection of the Possible Subjects. The sample for this study was drawn from a total of 433 mothers who had a four-year-old child as recorded in the 1966 school census of Stillwater, Oklahoma. Children whose birth dates fell between June 1, 1962, to May 31, 1963, as recorded in the 1966 school census were included as possibilities of a mother to be contacted.

The selection of mothers of the four-year-olds was made on the basis that: (1) Wettig developed the guide for selecting literature for three and four-year-old children (2) Wettig and Heath used the mother's of four-year-olds in their studies (3) and the mothers of the four-year-olds would provide a homogeneous group.

Final Selection of the Mothers. The names of the 433 children were placed into one of the five designated city areas according to their addresses. These five groups were further divided into boys and girls so that the final sample would have an equal distribution of boys and girls from each of the five areas in the city.

No telephone numbers were included in the information from the school census, therefore, it was necessary to obtain the telephone

number when a subject was drawn. If a subject was not listed in the fall, 1966, telephone directory of this city, that subject was eliminated and replaced by another subject drawn from the same area and the same sex group.

The mother was contacted when a telephone number had been obtained. The investigator asked the mother the following questions: (a) Are you the mother of a four-year-old child? and (b) Will you be willing to cooperate in a study which is to test a guide to help parents in selecting books for preschool children? If the mother gave an affirmative response to both questions, a personal interview was scheduled in which information about the child and his literature experiences was obtained. (Appendix B, p. 46). The investigator delivered the books personally and at this time asked the mother to read and rate the eight children's books selected for this study either with or without the guide.

A total of 271 names were drawn at random from the five areas to obtain the final sample of fifty-two mothers. Of those drawn, 144 names were eliminated because they were not listed in the telephone directory; 33 were not able to participate because of lack of time, moving from the city, or not interested for various reasons, 31 were eliminated because address was out of the city limits, and 11 were eliminated because their children were enrolled in the University Preschool Laboratory. These eleven were not used because the investigator felt these mothers could be influenced by what they knew was provided for their child at school. After the data had been collected one mother using the guide was eliminated because she failed to rate one book, therefore, one mother not using the guide and with comparable education and



background was eliminated. Twenty-five mothers using the guide (Group I) and twenty-five mothers not using the guide (Group II) composed the final sample for this study. Description of the sample is presented in Table XI, Appendix B, p. 52.

#### Collection of the Data

Three steps were taken prior to the interview with the mothers: (1) Wettig's face sheet was revised (2) the subjects were randomly selected and contacted by telephone (3) the time for the interview was scheduled to take place in the subject's home.

Face Sheet. The following revisions in Wettig's face sheet were made: (1) the mother's age was included (2) the occupation and education of the father as well as the mother's was requested. Information concerning the child on the face sheet was: the child's name, age, and birth date; and the names, ages, and position of other family members to the four-year-old child. Nine general questions about the opportunities and use of preschool books for the child were included on this face sheet. These questions related to the books owned by the child, frequency, time of day, and length of time the parents or other family members read to the child (Appendix B, p. 46).

The investigator, at the time the books were delivered, gave verbal instructions to the mother in addition to what was in the Letter of Instruction. The face sheet was completed during the time the books were in possession of the subject.

The twenty-five mothers (Group I) that used the guide sheet were given the letter containing the instructions which they were to follow in evaluating the book (Appendix B, p. 44). The mothers were asked to

read each book carefully and then rate the book by checking one of the five classifications on the guide list which expressed their judgment of that criteria of the book (Appendix B, p. 47).

The twenty-five mothers of Group II were asked to check the books without a guide and their instructions were to rate each book by carefully reading the book, and then rating the book by writing in the appropriate space beside the title of the book their evaluation in terms of Excellent, Good, Fair, Poor, or Unacceptable (Appendix B, p. 45).

The data from Group I mothers, and Group II mothers, were collected over a period of approximately a two-month interval. The books were in the mothers' possession from three to seven days with most of the mothers having the books in their home an average of four days.

The description of the subjects and analysis of the data will be presented in Chapter IV.

## CHAPTER IV

### ANALYSIS OF THE DATA

To achieve the purpose of this study the following steps were followed: (1) tabulation of scores for each book rated by the teachers and mothers of Group I and Group II, (Appendix B, Tables VII, VIII, IX) (2) treatment of data by the Spearman Rank Correlation Coefficient and (3) the Kendall Coefficient of Concordance.

In order to determine the relationship between the book ratings of each group of mothers to the ratings of the teachers, the Spearman Rank Correlation Coefficient was obtained and results are presented in Table IV.

TABLE IV

SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING RELATIONSHIP  
BETWEEN BOOK RATINGS OF PARENTS WITH GUIDE AND PARENTS  
WITHOUT GUIDE TO BOOK RATINGS OF TEACHERS

Parent Category	Spearman Rank Correlation Coefficient Teacher's Ratings	Level of Significance
Parents With Guide	.766	.05
Parents Without Guide	.644	.05

There was a significant correlation of the teachers ratings at the .05 level, with both the ratings of the books by mothers with the guide and mothers without the guide. However, the parents using the guide had a higher correlation with the teachers ratings than did the mothers without the guide.

The Kendall Coefficient of Concordance was used to determine if there was a significant correlation between the book ratings of all three groups: (a) teachers, (b) parents with guide, and (c) parents without guide as Table V indicates, there was a significant relationship between the ratings of the three groups at the .02 level.

TABLE V

KENDALL COEFFICIENT OF CONCORDANCE REFLECTING THE RELATIONSHIP  
BETWEEN BOOK RATING OF TEACHERS, PARENTS WITH GUIDE,  
AND PARENTS WITHOUT GUIDE

Groups	Kendall Coefficient of Concordance	Chi Square	Level of Significance
Teachers			
Parents With Guide	.819	17.19	.02
Parents Without Guide			

In summary, the two major findings from the foregoing analysis are:

(1) Mother's using the guide to rate the books, as well as mother's 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.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS FOR FURTHER RESEARCH

The overall purpose of this investigation was to further test the guide developed by Wettig (59). The sample was composed of nine teachers in early childhood education and fifty mothers of four-year-old children. Group I included twenty-five mothers using the guide and Group II included twenty-five mothers not using the guide. The data were analyzed by applying the Spearman Rank Correlation Coefficient and the Kendall Coefficient of Concordance.

The major findings of this study were: (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.

#### Recommendations for Further Research

This investigator feels there are specific reasons why revisions and further testing of the guide should be continued until a way is found to give children the best in books. The reasons are:

(1) Today there are hundreds of colorful books published for children; however, many of these are not appropriate for preschool children.

(2) In recent years educators have pointed out that some classics read to preschool children are not appropriate for the younger child.

(3) The public needs to be made aware of the tremendous influence which books have on children in early life as well as in later life.

(4) Those parents and adults selecting books for children need help in differentiating the acceptable and the unacceptable books.

(5) Educators and specialists in early childhood education recognize the need for a guide and have long expressed this need in the literature.

(6) The investigator found there is evidence in the literature to support the need for a guide which can be made available to people in all walks of life. This would contribute toward solving the problem; book selection for young children.

The investigator recommends specific revisions of the guide and redistribution of the weight value for each of the criteria earlier developed by Wettig (59).

Revision of Guide. The investigator recommends that Wettig's guide be simplified in length and vocabulary. This would enable adults to test the guide in less time. Since the reading level for the general population is approximately eighth grade a revision of the statements of criteria should be examined closely.

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.

Revision of Selected Books. In relation to the selected books this investigator felt there was a possibility that the sample was

TABLE VI  
RECOMMENDATIONS FOR GUIDE REVISION

		R A T I N G   S C A L E				
		Excellent	Good	Fair	Poor	Unacceptable
I. INTEREST:	Catches child's attention in the beginning and holds it to the end.	20	15	10	5	0
II. CONTENT of the Book 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.  Be length for child's interest span.  Leave the child with a feeling of satisfaction and completion.	60	45	30	15	0
III. ILLUSTRATIONS of the Book Should Be:	Large.  Clear in color.  Appealing to the child.  Free from too much detail.	10	7	5	3	0
IV. PHYSICAL CHARACTERISTICS of the Book Should:	Have a durable binding.  Have large print.  Be easy to handle.	10	7	5	3	0



swayed by using a highly desirable group of books which have been highly publicized. On examination of the books used by Heath it was revealed that two of the books had been awarded the Caldecott Medal and this was indicated on the cover of the books. This could have influenced the mothers in rating the books. The fantasy books used were enjoyed and rated high with past generations without the mother's recall placing the book at a particular age. Therefore, the mother's rating the books may have been influenced by the past success of the fantasy stories used in this study.

This investigator also recommends testing a lesser number of books which may be available at grocery, variety, and department stores. Parents need aid with the flood of books published each year to help them discriminate between the acceptable and unacceptable books for pre-school children and these are the most likely places to purchase.

This investigator hopes that the preceding recommendations will encourage and aid those who feel as she does concerning the selection of books for young children, and that others will be motivated to continue searching and experimenting with a guide for parents and adults to provide the best in literature for young children.

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APPENDIXES

APPENDIX A

A GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD  
(THREE AND FOUR-YEAR-OLD)  
(Wettig (59), 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



**APPENDIX B**

LETTER AND INSTRUCTIONS FOR JUDGING THE  
BOOKS (MOTHERS GROUP I)

Dear Parent of a Four-Year-Old:

I am in the process of developing a guide which could be used by parents to rate books for preschoolers. This guide needs to be tested by a group of parents who will rate the eight books provided.

Below are the directions to help you use the guides which are to be found on the attached sheet, "A Guide for Selecting Books for the Preschool (Four-year-old) Child."

Your help and cooperation in this research is appreciated. You will be sent the results of the study late in the summer.

Sincerely yours,

Margaret Hollenbeck  
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 sheet, "A Guide for Selecting Books for the Preschool Child." (Four-Year-Olds.)
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.

EXAMPLE

RATING 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.

## LETTER AND INSTRUCTIONS TO MOTHERS OF GROUP II

Dear Parent of a Four-Year-Old:

I am in the process of collecting information from parents that will help in forming a guide for the selection of books for preschool children.

Because you are the mother of a four-year-old you have been chosen to participate in this study.

Please read the eight 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,

Margaret Hollenbeck  
Graduate Student, Department of Family  
Relations and Child Development

Title of Books

1. Finders Keepers
2. Horton Hatches the Egg
3. Little Red Riding Hood
4. Make Way for Ducklings
5. Mike Mulligan and His Steam Shovel
6. Sleeping Beauty
7. Timothy Turtle
8. The Three Bears

## FACE SHEET

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

Parent's Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_  
Age of Mother 20-24 25-29 30-34 35-39 40-44 45-49 (Please circle age group.)

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

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

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

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

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

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

Major \_\_\_\_\_

## Other Family Members:

Name	Age	Relationship to Child
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Please fill in or check the following blanks.)

- Child is read to:  
 daily  several times daily  weekly  several times weekly  occasionally
- When is the child's usual time for stories?  
 morning  afternoon  evening
- Approximately how long is the period when reading to the child?  
 5 minutes  10 minutes  15 minutes  longer than 15 minutes
- Do the parents read to the child? Yes  No   
 Do other adults read to the child? Yes  No  If so, whom? \_\_\_\_\_
- Approximately how many books does the child have read to him at each story-time?
- Approximately how many books does the child own? \_\_\_\_\_
- Source of books:  gifts  parents  public library
- Do the parents borrow books for the child from the public library?  
 Yes  No  Does the child go to the library with an adult?   
 Yes  No  Does the child help select the book? \_\_\_\_\_
- What books are most often read to the child? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A GUIDE FOR SELECTING BOOKS FOR THE PRESCHOOL CHILD  
(THREE AND FOUR-YEAR-OLD)  
(Wettig (59), p. 56)

	R A T I N G   S C A L E				
	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>					

TABLE VII

GROUP I MOTHERS' EVALUATIONS OF THE EIGHT BOOKS ACCORDING TO WETTIG'S RATING GUIDE

Raters	Finders Keepers	Horton Hatches the Egg	Little Red Riding Hood	Make Way for Ducklings	Mike Mulligan and His Steam Shovel	Sleeping Beauty	Timothy Turtle	The Three Bears
1.	90	94	66	95	86	60	88	66
2.	98	92	95	71	86	78	87	100
3.	94	68	100	93	100	91	83	94
4.	96	99	39	100	60	63	59	79
5.	99	84	59	82	91	40	43	92
6.	100	91	93	91	84	60	85	70
7.	88	85	60	76	90	59	52	85
8.	87	100	75	94	95	80	75	88
9.	59	70	98	99	87	61	42	70
10.	30	60	28	98	94	26	44	64
11.	76	89	78	93	89	72	87	74
12.	94	72	79	100	78	43	90	96
13.	66	99	45	100	95	62	45	97
14.	91	91	77	100	98	76	70	98
15.	85	99	76	85	66	47	49	84
16.	92	99	60	85	100	100	48	99
17.	75	79	56	92	97	68	81	62
18.	60	80	68	100	100	100	61	100
19.	100	99	68	98	99	45	97	95
20.	100	100	91	100	92	49	60	98
21.	73	79	70	95	84	64	54	79
22.	85	100	66	100	100	63	50	100
23.	70	95	45	78	53	28	84	91
24.	85	100	77	92	99	85	82	98
25.	93	87	56	92	86	57	64	99
Total	2086	2211	1725	2309	2209	1577	1680	2178

TABLE VIII

## GROUP II MOTHERS' EVALUATIONS OF THE EIGHT BOOKS WITHOUT THE RATING SCALE

Raters	Finders Keepers	Horton Hatches the Egg	Little Red Riding Hood	Make Way for Ducklings	Mike Mulligan and His Steam Shovel	Sleeping Beauty	Timothy Turtle	The Three Bears
1.	100	100	60	100	40	20	40	80
2.	100	100	60	100	80	60	20	80
3.	80	100	60	100	80	40	40	100
4.	20	80	20	100	100	80	80	100
5.	60	100	20	80	80	60	80	80
6.	100	100	40	100	100	40	20	80
7.	20	80	20	100	100	40	60	100
8.	80	60	40	100	100	60	100	80
9.	60	80	80	80	80	40	60	80
10.	80	80	40	100	100	40	40	100
11.	100	100	40	100	100	100	80	80
12.	80	60	80	100	80	80	60	60
13.	100	100	60	80	100	40	60	100
14.	40	100	40	100	80	20	80	100
15.	60	100	80	40	100	80	80	100
16.	80	100	80	100	80	60	60	100
17.	80	60	100	80	80	100	60	100
18.	80	100	40	60	80	80	60	100
19.	100	100	100	100	100	100	100	100
20.	60	80	20	100	100	40	80	80
21.	100	60	20	60	80	60	80	80
22.	60	80	80	80	80	100	80	80
23.	80	80	80	100	80	40	80	100
24.	60	80	80	100	80	80	40	100
25.	100	100	60	100	100	60	80	100
Total	1980	2220	1500	2360	2260	1620	1720	2360

TABLE IX

## THE TEACHERS' EVALUATIONS OF THE EIGHT BOOKS ACCORDING TO WETTIG'S RATING GUIDE

Raters	Finders Keepers	Horton Hatches the Egg	Little Red Riding Hood	Make Way for Ducklings	Mike Mulligan and His Steam Shovel	Sleeping Beauty	Timothy Turtle	The Three Bears
1.	80	100	20	100	100	20	100	40
2.	80	60	20	100	100	20	100	20
3.	100	80	20	100	100	20	80	20
4.	80	80	20	100	100	20	80	60
5.	80	60	40	100	100	20	20	40
6.	100	80	40	100	100	20	80	60
7.	80	60	40	100	100	20	60	40
8.	100	60	20	100	100	20	60	80
9.	80	100	40	100	100	40	80	80
Total	780	680	260	900	900	200	660	440



TABLE X

TEACHERS, GROUP I MOTHER'S AND GROUP II MOTHER'S RANKINGS OF THE EIGHT BOOKS  
(N = 8)

Groups	Finders Keepers	Horton Hatches the Egg	Little Red Riding Hood	Make Way for Ducklings	Mike Mulligan and His Steam Shovel	Sleeping Beauty	Timothy Turtle	The Three Bears
Teachers (9)	3	4	7	1.5	1.5	8	5	6
Mothers with Guide (25)	5	2	6	1	3	8	7	4
Mothers without Guide (25)	5	4	8	1.5	3	7	6	1.5

TABLE XI  
DESCRIPTION OF MOTHERS ACCORDING TO AGE, EDUCATION,  
AND ORDINAL POSITION OF CHILD

		MOTHERS	
		With Guide	Without Guide
<u>Age in Years</u>			
20-24		2	3
25-29		8	9
30-34		3	5
35-39		6	3
40-44		2	0
45-49		0	0
	Total	21*	20**
<u>Education of Mother</u>			
<u>Years Completed</u>			
High School	3	1	2
High School	4	8	8
College	$\frac{1}{2}$	0	1
College	1	5	1
College	2	2	1
College	3	1	4
College	4	6	7
College	5	2	1
	Total	25	25
<u>Ordinal Position of Child</u>			
Only Child		2	2
Older Siblings Only		14	10
Younger Siblings Only		5	6
Both Older and Younger Siblings		3	7
Twin		1	0
	Total	25	25

\* Four mothers using the guide didn't indicate age.

\*\* Five mothers not using the guide didn't indicate age.

## DATA FROM THE FACE SHEET

I. Occupation of Mothers of Groups I and II

43 full time Homemakers      2 Teachers  
 1 Clerk-Typist                  1 Teacher's Aid  
 2 Secretaries                    1 College Student

II. Educational Status of the Mothers

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>M.S. Degree</u>
	<u>Less than 8 years</u>	<u>Completed</u>	<u>Less than 4 years</u>	<u>Completed</u>	<u>Less than 4 years</u>	<u>Completed</u>	
Group I Mothers	0	0	1	8	8	8	0
Group II Mothers	0	0	2	8	7	7	1

III. The information for the nine questions on the face sheet to which the fifty mothers supplied information is summarized in the following way.

1. The responses of the fifty mothers in relation to the time the child was read to was:

11 daily, 6 several times daily, 2 weekly, 24 several times weekly, 9 occasionally

2. The number of mothers reported that the child's usual time for reading was:

5 morning, 25 afternoon, 31 evening

3. The number of mothers responding to the questions: Approximately how long is the period when reading to the child? were: 0 five minutes, 15 ten minutes, 20 fifteen minutes, and 17 longer than fifteen minutes.

4. Fifty mothers responded Yes in regard to the question: Do the parents read to the child? The other persons that read to the child were: grandparents, brothers, sisters, babysitter, Sunday School teacher, nursery school teacher, and parent's friends.

5. The mothers reported a range of from 1-10 books, in answer to the question: Approximately how many books are read to the child at each story time?

6. Approximately how many books does the child own? To this question the mothers reported a range of from none to 200 books, with most of them reporting between 15 and 35 books.

7. The number of mothers that checked the source from which the books were secured was: 37 gifts, 50 from parents, 18 used the public library.

8. Twenty-four mothers responded Yes and 26 mothers responded No in regard to the three following questions: Do the parents borrow books for the child from the public library? Does the child go to the library with an adult? Does the child help select the book?

9. The mothers responding to the question: What books are most often read to the child? were: Dr. Seuss Books, Childcraft, Golden Books, fairy tales, folk tales, nursery rhymes, adventure and action stories, Bible stories, Mother Goose, and stories concerning animals, trains, children and the farm.

VITA

2.

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Master of Science

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