

PARENT'S EVALUATION OF SELECTED BOOKS
FOR YOUNG CHILDREN

By

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CHAPTER I

THE PROBLEM

Books are among the best media for widening the child's environment and increasing his knowledge of the world around him. They are also a means of much enjoyment. How to select the appropriate books for young children is a problem of concern to parents, teachers, librarians, and others responsible for the guidance of children.

Today there is a flood of inexpensive books that are readily available to parents in grocery stores and variety stores. Parents often purchase these books without any evaluation because they seem attractive in physical appearance.

Preschool children have to depend upon their parents and other adults for the selection of their books. Parents with their busy daily routines may not have time or the opportunity to come in contact with publications concerning what constitutes good books for the young child. The question may be asked: Would a simple guide help parents to select appropriate books for young children?

Parents and educators are the first determiners of a child's literary experience. This investigator purposes that a guide for the selection of books for preschool children will contribute to parental understanding of the desirable qualities in an appropriate book for young children.

The Need for Study

For years, educators have stressed that children need good books and that young children's experiences with literature are vitally important to their intellectual, emotional, social and spiritual development. Children are directed toward their appreciation for good literature from the very beginning of their listening experiences.

Children's Need for Good Literature

Lohrer (32) stated that good books can give young children "a consensus of basic values of social living which is important for their development into adulthood." (p. 216)

Duff (16) discussed the great possibilities of books as a factor in "character education":

A good story carries its moral philosophy directly into a child's understanding and engenders a process of subjective learning, which, because its effect through both intelligence and imagination, produces a simple wisdom that becomes a growing part of the growing self. (p. 19)

Duff (16) further stated:

. . . 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 contact. (p. 15)

Larrick (30) emphasized the importance of reading to a young child by stating that:

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. As he sees lovely illustrations and hears the rhythmical language of children's books, he is beginning to get satisfaction in the beautiful. (p. 22)

Lohrer (32) stressed that good books help the child acquire knowledge about their world when she said: "Good books in abundance are

essential to help children acquire information that will satisfy their natural curiosity and inquisitiveness about the world in which they live." (p. 215)

Arbuthnot (4) also states that children need good literature:

Certainly children need books to widen their horizon, deepen their understandings, and give them sounder social insights. They also need books that minister to their merriment or deepen their appreciation of beauty. They need books that, in the course of a good story, help to develop clear standards of right and wrong. Finally children's books should have those qualities of good writing that distinguish literature for any age or group of people. (p. 16)

Educators', Parents' and Other Adults' Need for a Guide.

Finding the right book for reading to the young child is a difficult task for many parents. These first experiences with literature are so important to children, and the responsibility of selecting good books is left up to parents and teachers.

Recommendations for good books for young children have been made by specialists in publications, in research and in books about children's literature; but these are not readily available or accessible to most parents. Educators have pointed to the need for a guide that could be used in selecting books for young children.

Casimir (12) stated the need for a guide in this way:

In spite of the fact that we render mouth service to the idea that children are not, "little adults", the selection of children's books is very often dictated by the likes and dislikes of adults.....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)

Lohrer (32) stated her reasons for needing a guide as such:

Reading to children at home and in school, providing for a child's home library in terms of a child's own tastes and abilities, and making books easily accessible to children in schools are responsibilities of parents and teachers that cannot be ignored. We are depriving our children of a heritage they have a right to receive when we fail to provide good books in abundance for our children. (p. 215)

Leonard (31) emphasized the need for guides by commenting:

Skills and taste in the selection of literature for primary grade children depend upon sympathetic understanding of children and their interests and activities, as well as familiarity with the literature that had genuine appeal for them. (p. 357)

Eakin (17) stressed the need for guides in the following way:

Unfortunately children are not born with inherently good taste in their choice of books. 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)

Eaton (18) points out that:

Children's books 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 for children need some thread to guide them through the maze. (p. ix)

Fenner (19) wrote: "It is so difficult to know, with all the books today, what book appeals to a child. It is hard to remember what we liked, or how old we were when we liked it." (p. ix)

Assumptions

The investigator of this study assumes the guide that Wettig developed contains the necessary criteria for evaluating books for pre-school children; however, at the recommendation of Wettig (41) this guide should be subjected to further testing.

Hypothesis

The hypothesis to be tested in this study is as follows:

Mothers who use the Wettig guide for the selection of books will be able to discriminate between acceptable and unacceptable books more often than those mothers who select books without the guide.

Purpose of the Study

The purpose of this investigation will be to test further the value of Wettig's guide for the selection of books for preschool children.

CHAPTER II

A SUMMARY OF WETTIG'S RESEARCH CONCERNING THE IDENTIFICATION OF CRITERIA TO BE USED IN THE SELECTION OF BOOKS FOR YOUNG CHILDREN

Wettig (41) developed her guide for the selection of books for preschool children by first reviewing the literature and identifying nine categories into which all criteria could be classified. The primary characteristics of each criterion as identified by Wettig were:

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. (41, p. 14)

Wettig reported the following authors supported the criterion of interest as being important: Eakin (17), Langford (29), Arbuthnot (4), Larrick (30), Cappa (11), Terman and Lima (38), Weekes (40), Fenner (19), and two organizations ACEI (6), and NANE (35). The foregoing writers all agreed that preschool children learn only as they enjoy what they hear. The literature reveals that three and four-year-old children like stories and pictures that deal with nature, the weather and simple facts. They enjoy stories about animals, machines, trains and planes. The child's own world always holds his attention.

In addition to what Wettig reported, more recent writings by Fisher (20) can be added to the foregoing list of writers.

What small children are looking for is a description of the world as they see it. The heroes of their picture books may be trains or elephants or they may be children like themselves. The action may be familiar or fantastic. (p. 21)

Guilfoile (24) reported in another publication since Wettig's study. She discussed the interest of young children by writing: "They like people and events of the real world, yet they like also to range far and wide in imagination. They like their facts challenging and exciting, but understandable and with a touch of the familiar." (p. 3)

Maddock (33) another writer not mentioned by Wettig supports the importance of interest in the following way:

The most immediate interest of the child is in plot. The best plot proceeds in clear-cut fashion from the incentive motion, which reveals the conflict which occasions the story, through the series of complications to a climax or peak of intensity, followed by a resolution of the entanglements. (p. 298)

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. (41, P. 15)

Fenner (19), Adams (2), Arbuthnot (4), Lambert (28) supported this statement. These writers explained that as the attention span of the child varies with each individual, the length of the book may also vary. Children who have been read to and shown pictures from the earliest moments are ready sooner to sit quietly and listen. This investigator found no additional readings to support this criterion.

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. (41, p. 18)

Wettig (41) found ten authors who agreed that content is an important factor in selecting books for children: Weekes (40), Langford (29), Arbuthnot (4), Frank (21), Bacmeister (8), Baruch (9), Abu Nasr (1), Mitchell (34), Read (37) and Freeman (22).

Implied throughout these writings was that although preschoolers have a vivid imagination, their imaginary concepts are based on objects and situations which have meaning for them. When choosing these books we should be aware of the limits of their comprehension.

Realism and fantasy were discussed and several authors agreed that it is important that the stories the child hears should be largely realistic for some time, rather than of the fantastic or traditional "fairy tale" variety. To a child there is more pleasure in familiarity than in strangeness. It was mentioned that not all fantasy should be excluded from children's literature, because fantasy is an important part of the child's every day experience. The element of fantasy though should be introduced to the child through a character and situations that are familiar to him.

In addition to what has previously been reported, Eakin (17) wrote that:

In books for children, the characters should be realistically portrayed, they should talk and act as people of their particular educational and cultural backgrounds would normally talk and act. (p. x)... The content should be judged in terms of accuracy of facts or of concepts, clarity of presentation, organization of material, and the suitability of the content at the age level for which the book is intended. The concepts should be presented clearly in logical sequence, developing from the simple to the more complex. (p. ix)

A more recent writing by Fisher (20) is in agreement with several of the authors when she makes these statements about fantasy.

Fantasy for young children is best if it is a matter of one simple

incident which for a time, enlargens and irradiates the everyday world. (p. 132).....The balance between real and unreal, between fact and imagination, is the key to good fantasy. (p. 137)

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. (41, p. 20)

In Wettig's review of the literature, she reported six authors in agreement about the style of writing suitable for young children:

Langford (29), Adams (2), Larrick (30), Dalgliesh (14), Weekes (40), and Fenner (19).

These writers agreed that books should be well written using good English throughout. Three and four-year-old children love to play with sounds and enjoy saying them over and over again. They enjoy sound in connection with pictures and experiences.

This writer adds further support for Wettig's criterion for style of writing. Larrick (30) implied the importance of "word play" in children's books when she wrote:

It is natural for children of this age to have fun with words. They will repeat new words over and over as though savoring a delicate morsel. Often they indulge in spontaneous word games that sharpen their ear for oral language. (p. 41)

Another support for this same criterion is Maddock (33) who had this to say about style: "Probably the best single test for style is reading aloud. Simplicity, clear expression, and appropriate prose rhythm is there by revealed or shown lacking." (p. 299)

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. (41, p. 21)

Wettig reported that Langford (29), Larrick (30), Fenner (19), Frank (21), Hefferman (25), and Dalglish (14) gave support for the above generalization.

In general, these authors felt that illustrations should be appropriate to the subject matter. Preschool children are attracted to simple, mass drawings, that are clear, bright, beautiful and humorous. Pictures in their books should be related to their own concepts and experiences.

Three more authors have also mentioned illustrations as an important point in selecting books for young children.

Leonard (31), one of the three authors stated:

Pictures should be true to life in color and form, and should be drawn in broad outline with not too much detail. The shape of the picture with respect to the printed words are also important. The pictures tell the story and the story explains the pictures so well that the effect upon the child is greatly enhanced. (p. 357)

Freeman (22) agreed with Leonard concerning the importance of illustrations when he writes about some of the child's preferences in pictures.

Young children definitely prefer the highly decorative color print. Brilliant contrasting colors are applied flat, strong outline is used, and little accessory detail is introduced. Books made up of single unconnected pictures are generally preferred...When the child chooses pictures which suggest his environment, he almost invariably selects those which have action and tell a story. Pictures of static objects fail to elicit much interest. (p. 70)

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. (41, p. 23)

Arbuthnot (5), Frank (21), Fenner (19), and The Children's Bookshelf (13) were the four authors that supported knowledge as a criteria for selecting books.

Wettig (41) reported from a review of the literature that books broaden a child's horizons, give him understandings, and deepen his insights into human relations. Books tell children about things they never knew could be. Humor in young children's stories has to be direct and obvious; hinging on situations which are within the child's range of understanding.

This investigator found from a further review of the literature that another writer, Dawson (15), had something to add about knowledge in children's books: "Children are hungrier for knowledge than we tend to realize. The facts need to be an extension of the child's actual experience, rather than unrelated bits of wisdom." (p. 270)

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. (41, p. 23)

Adams (2), and Arbuthnot (3) agreed that books should lead to a satisfying conclusion. The conclusion should solve the problem, resolve the conflict, and leave the reader with a sense of completion and satisfaction.

In addition to the information reported by Wettig, this investigator found Guilfoile and Arbuthnot gave support to this criterion. Guilfoile (24) stated that: "Children like books with action, dramatic quality, suspense, even mystery, and satisfying conclusions." (p. 3)

Arbuthnot (3) discussed conclusions in children's books in this

way:

Children are even greater finalists than most adults. Everything must be ended and ended satisfactorily, which to the young child means justly. Not only must heroes be rewarded, but wrong-doers must be properly punished or otherwise done away with. (p. 70)

Ethically Sound

Wettig (41) summarized the ideas of Weekes (40), Duff (16), Larrick (30), Bowman and Templin (10), Dalgliesh (14), and Arbuthnot (3) who all agreed that it is important for a book to be 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. (41, p. 24)

Books can help a child distinguish between right and wrong. Experiences derived from reading may embody ideals, attitudes, and standards which may contribute to pride in and love of country, to morals and character.

Arbuthnot (3) made it clear that we should make no compromise with ethical principles: "There are now many fine books and thrilling stories whose ethics are as sound as their action is wholesome. Let us familiarize the child with courage, honesty, and goodness in his literature." (p. 7)

In addition to the six writers on which Wettig based her criterion, Maddock (33) emphasized that a child's book should to the fullest extent, follow two rules: "First, it should possess the viewpoint which the ethical experience of the race indicates is 'moral'. Secondly, it should avoid moralizing." (p. 300)

Physical Characteristics

Wettig (41) reported that six authors, Langford (29), Frank (21), Weekes (40), Arbuthnot (5), Hefferman (25), and The Children's Bookshelf

(13), agreed on the following points:

(1) durable binding (2) large print (3) a size easy for the child to handle (4) an attractive outside cover. In other words, the book should have a strong and attractive binding with pages of durable paper, large clear printing and a size easy for the child to handle. (41, p.26)

Books should be sturdily constructed with good paper and strong binding. Children should have some inexpensive books that he can look at himself, grubby hands and all.

CHAPTER III

PROCEDURE

The writer of this investigation followed six major steps in the general procedure for testing Wettig's criteria: (1) review of the literature for the purpose of understanding, accepting, questioning and adding to the findings in Wettig's summary of the support for the nine criterion (2) the selection of the books for testing Wettig's guide (3) the selection of the possible subjects (4) selection of the final subjects (5) the interview with the mothers (6) the analysis of the data. Step one is reported in Chapter II. Steps two, three, four and five will be reported in Chapter III. The analysis of data is presented in Chapter IV.

Summary of Wettig's Procedure

Wettig (41) identified nine characteristics to be used in selecting appropriate books for four-year-old children from a review of the literature. Her support for the nine points were presented in summary in this writing (Chapter II). Detailed discussion may be found in Wettig's thesis (Chapter III).

Wettig submitted the nine criteria to nursery school teachers for help in assigning weighted values for each characteristic. Seven nursery school teachers passed judgment on the nine characteristics by

assigning a per cent weight to each in terms of the value they felt each characteristic merited. The per cent weight assigned to each characteristic by the teachers was averaged and became the weighted score for each criterion.

Wettig (41) stated that:

Using the assigned weighted values of the nursery school teachers the investigator in consultation with a university professor of early childhood education, tested the scale on a number of books. Through this testing the assigned weight for the criterion of Content was found not to be large enough to separate the recommended books from the non-recommended books. For this reason the assigned per cent weights were revised and presented to the same group of teachers one month later for their approval or disapproval. (p. 30)

Wettig reported that the nursery school teachers were presented the revised scale at which time they were asked to rate two books to determine if the revised scale was acceptable or unacceptable. The revised scale, as presented, was accepted by the majority of the teachers.

The nursery school teachers had approved the following weights for each characteristic as:

(1) Interest - 15 per cent; (2) Length - 5 per cent; (3) Content - 40 per cent; (4) Style - 5 per cent; (5) Illustrations - 15 per cent; (6) Knowledge - 5 per cent; (7) Conclusions - 5 per cent; (8) Ethically Sound - 5 per cent; (9) Physical Characteristics - 5 per cent. (Wettig, p. 31)

Wettig took the per cent weight assigned to each criterion and divided it into five parts so that qualitative terms such as Excellent, Good, Fair, Poor, and Unacceptable could be used in judging the books. This method is suggested by Good and Scates (23) to be used in rating scales.

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 moderate degree; Poor - means the

criterion is exemplified to a low degree; Unacceptable - means the criterion is not exemplified in any way. (Wettig, p. 64)

Wettig (41) stated:

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 classifications of Good, Fair, and Poor were given an interval of 20 points and the Unacceptable received 25 points. (p. 34)

Wettig (41) further stated:

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. (p. 34)

TABLE I

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 percentile classification presented in Table I was made on the basis of total points of value that each qualitative term caused the book to merit. It is important for the reader to keep in mind the percentile ranking of the five qualitative terms, because this is the same scale used by this investigator.

Wettig used her guide with two groups of mothers who read and rated

a set of twelve selected books: (1) Group I consisted of eight mothers who used the guide; (2) Group II consisted of eight mothers who did not use the guide. She compared the ratings of both groups with a group of nursery school teachers.

Although Wettig's sample was small, she found a definite trend to support her belief in her guide. She reported her major findings as:

(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 mothers' ratings with the guide were more like the teachers' ratings than were the mothers' ratings for the same books without the guide (3) The mothers in both groups tended to rate the books that were not on the recommended lists higher than the teachers rated the non-recommended books. (4) The mothers who did not use a guide, more often rated the recommended books in a lower classification than the mothers 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. (41, p. 46)

Wettig recommended that her study be continued by subjecting the guide developed in the study to a larger sample and that is the purpose of this investigator.

Another investigator, Niazi (36), used this same guide with no revisions when she evaluated selected Arabic literature for young children. Niazi (36) found that Wettig's guide was helpful in evaluating Arabic books as well as books written in English.

Deviations of This Investigation From Wettig's Procedure

This investigator's study followed Wettig's general procedure; however, because of circumstances beyond the control of human beings certain minor details had to be altered.

Wettig used one set of twelve books, (41, p. 59), which were rated by two groups of mothers, one with a guide and one without a guide, and

a group of nursery school teachers. The acceptable books were borrowed from the University Nursery School and the books not on the recommended list were bought at variety stores. Wettig was able to get only a limited number of mothers to cooperate in the limited time available for study, because she had only one set of books. Several mothers in Wettig's study felt twelve books were too many to have to read and rate at one time. This may have delayed the data collecting, too.

The investigator of this study, took these limitations into consideration when she decided to use four sets of books, ten in each set, anticipating that this would enable more mothers in a shorter period of time to participate in the study.

The Selection of the Books

This investigator felt the need to rate books using Wettig's scale so she could become thoroughly acquainted with the guide. She also felt it was necessary to see if she could rate books accurately and discriminate between recommended and non-recommended books for four-year-old children.

The investigator and another person in the field of early childhood education, who had rated books with Wettig, rated three sets of books using the weighted value scale with the qualitative terms which Wettig developed. The first set contained nineteen books and the second and third sets contained twenty books each. The books were borrowed from the Children's Curriculum Laboratory in the University Library.

The per cent of agreement of the two raters was computed by the following formula, also used by Wettig (26).

Number of agreements
Number of agreements plus number of disagreements

The inter-rater reliability, as calculated by the above method was .79 for the first set of books, .80 for the second set of books, and .90 and the third set of books (Appendix A, pp. 36, 37, 38).

In Wettig's study, she asked nursery school teachers to rate books that she and another person in the field of early childhood education had selected at random. This investigator asked three nursery school teachers to list ten good books they would recommend for four-year-old children. The following Table II shows the three teachers' recommendations.

TABLE II
 GOOD BOOKS FOR FOUR-YEAR-OLD CHILDREN SELECTED BY
 THREE NURSERY SCHOOL TEACHERS

Title of the Books	Teachers		
	A	B	C
1. Blueberries for Sal	1	1	1
2. Make Way for Ducklings	1	1	1
3. Mike Mulligan and His Steam Shovel	1		1
4. Timothy Turtle	1		1
5. Bobbie Follows the Butterfly		1	1
6. Horton Hatches the Egg		1	1
7. Curious George Rides A Bike		1	1
8. Finders Keepers	1		
9. The Little Fireman		1	
10. Tim Tadpole			1
11. Where Are the Mothers?		1	
12. Daddies and What They Do All Day			1
13. The Noisy Book		1	
14. One Morning in Maine	1		
15. Flip and the Morning	1		
16. The Frog in the Well	1		
17. Kiki and Muffy		1	
18. Now It's Fall		1	
19. It Is Hard and It Is Easy			1
20. Fishing Cat	1		
21. Little Red Lighthouse and the Great Gray Bridge	1		

From this list of books recommended by the nursery school teachers, which are presented in Table III, the investigator selected the seven books that the three nursery school teachers (all full-time staff in the Oklahoma State University Preschool Laboratory) had agreed upon. The three books in this investigator's research that were not recommended were selected from Wettig's list of non-recommended books. This made a set of ten books. The three books (Little Red Riding Hood, Sleeping Beauty, and The Three Bears) were rated in the Poor classification by the two raters in Wettig's research. (41, p. 86). This made the final set of books consist of seven recommended books by the nursery school teachers and three most unacceptable books as rated from Wettig's list.

The investigator ordered four sets of ten books each from a local bookstore. When placing the order for the books, it was found that one of the recommended books, "Blueberries for Sal", was no longer in print. Therefore it was necessary to select another book to replace "Blueberries for Sal". The investigator and another person in the field of early childhood education selected "Finders Keepers", which had received the Caldecott Award for the best picture book for the year of 1952. This book had also been recommended by one of the nursery school teachers, but not by the other two. This made a total of ten books to be used in the testing of the criterion.

This investigator estimated that it would take from two to three weeks for the books to arrive from the publishers; however, after two months, only eight of the books had been received. The books were placed on order in early April. When by June 1, only eight had been received, the investigator decided that she could no longer wait for the other two

books; so the eight available books were used as the final selection. (Appendix B, p,40). After the final selection of eight books were made, this investigator asked four nursery school teachers to rate the books so they could be placed in one of the five classifications and compared with the mothers' ratings.

The Selection of the Subjects

Setting for the Investigation. The setting for this study was a midwestern university city of approximately 25,000 population (Stillwater, Oklahoma). To provide opportunity for a representative sample, this small city was divided into six approximate sized areas so the sample could be drawn from all socio-economic levels based on the method used by Keely (27), who studied television practices of four-year-olds in this city. In this present study, the residential boundary lines were recommended by the Associate Superintendent of Public Schools, who had worked on several school district survey committees, and who had been a school teacher and administrator in this university city for several years. The Associate Superintendent mentioned that these sections were tentative and in several weeks the official school boundaries would be set. When the boundaries were announced, they were the same as those he gave the investigator, with the exception that two of the sections had been combined to make one. This left a total of five representative sections to be used in this study. Attempts to get verification for these classifications from the City Engineer were unrewarding.

Selection of the Possible Subjects. The sample for this study was drawn from a total of 320 mothers who had a four-year-old child as

recorded in the 1962 school census of Stillwater, Oklahoma. Children whose birth dates fell between August 1, 1958 and April 30, 1959, as recorded in the 1962 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's guide was developed for selecting literature for three and four-year-old children (2) Wettig used the mother's of four-year-olds in her study (3) The mothers of the four-year-olds would provide a homogenous group.

Final selection of the Mothers. The names of the 320 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.

Since no telephone numbers were included in the information from the school census, it was necessary to obtain the telephone number when a subject was drawn. A subject not listed in the fall, 1962, telephone directory of this small city was eliminated and replaced by another subject drawn from the same area and the same sex group.

When a telephone number had been obtained from the subject, the mother was contacted. The investigator asked the mother the following questions: Are you the mother of a four-year-old child? Will you be willing to cooperate in a study which is to develop a guide to help parents in selecting books for children? If the mother responded affirmatively, a personal interview was scheduled in which information of the child and his literature experiences was obtained. The investigator

delivered the books personally and at this time asked the mother to read and rate the eight children's books which had been selected for this study.

The section of the city with the smallest number of subjects was contacted first. There were 26 possible subjects in this section, 17 were eliminated because they were not listed in the telephone directory. The other 11 mothers were contacted but none of them were able to participate (working, lack of time, or not interested). Therefore this section of the city was eliminated altogether; leaving 294 subjects to be drawn from four sections. A total of 133 names were drawn to obtain the final sample of mothers. Of those drawn, 85 names were eliminated because they were not listed in the telephone directory; eight were not able to participate for such reasons as (no time, moving from city, or working).

A total of forty names were drawn at random from each of the four areas. These forty names were divided into two groups. One group of twenty mothers who used the guide in rating the books (Group I) and the other group of twenty mothers who did not use a guide in rating the books (Group II).

The Interview

Two steps were taken prior to the interview with the mothers:

- (1) the subjects were randomly selected and then contacted by telephone
- (2) the interview was scheduled. The interview was made in the subject's home.

Face Sheet. The face sheet developed by Wettig (41) was used. This

face sheet provided information concerning the child such as: The child's name, address, age and telephone number; the parents' names, occupations, and educational backgrounds; and the names, ages and position of other persons in the home. Several general questions about the opportunities and use of preschool books for the child were also included on this face sheet. These questions related to the time of day, frequency, and length of time the parents or other family members read to the child. (Appendix C, p. 42).

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. (Appendix C, p. 45).

The twenty 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 C, p.45). The mothers were asked to read each book carefully and then to 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 C, p.46). The twenty 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 on the check sheet their evaluation in terms of Excellent, Good, Fair, Poor, or Unacceptable. (Appendix C, p.46)

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

CHAPTER IV

ANALYSIS OF THE DATA

The data were analyzed to achieve the overall purpose of this study by: (1) tabulating the scores for each book rated by the teachers and the mothers of Group I, (2) converting the teachers' and Group I mothers' ratings (who used the guide) to comparable scores for the Group II mothers (who rated the books without the guide), (3) comparing the ratings of the teachers', the Group I mothers' (with the guide), and the Group II mothers, (without the guide), (4) summarizing the data on the face sheet.

Conversion of Scores to Qualitative Ratings

The rating score for each book which placed it in a classification of Excellent, Good, Fair, Poor, or Unacceptable was determined by totaling the scores for each criterion for the teachers and Group I mothers. The scores were then converted to a qualitative rating, so they could be compared with Group II mothers' ratings which had been assigned one of the five qualitative terms. (Excellent, Good, Fair, Poor, or Unacceptable.)

A Comparison of the Three Groups' Ratings

To facilitate an examination of the data furnished by the three groups the total number of persons classifying a book Excellent, Good,

Fair, Poor, or Unacceptable were placed in Table III. The number of persons in each classification were then converted into per cents. This was done because there were only four nursery school teachers to be compared with the twenty mothers in Groups I and II.

The following findings are evidenced by the data presented in Table III:

(1) The teachers tended to rate the books more often in the classifications of Excellent, Good and Fair. That is the teachers tended to rate the books on the recommended list high and the non-recommended books low. This was to be expected since all had teacher preparation in early childhood education.

(2) The mothers in both Groups I and II tended to rate the books on the recommended list more like the teachers; however, a larger per cent of the mothers in Group I (using the guide) rated these books in the Excellent and Good classifications than did the mothers in Group II (without the guide).

(3) Seventy-five to eighty-five per cent of the mothers in Group II (without the guide) rated the three books not on the recommended list (Little Red Riding Hood, Sleeping Beauty, The Three Bears) in the classification of Excellent and Good; while a range of fifteen to thirty per cent of the mothers in Group I (with the guide) rated the three non-recommended books in the Excellent and Good classifications.

(4) The guide helped the Group I mothers (with the guide) to discriminate between recommended and non-recommended books; however, the guide did not seem to help them discriminate between Good and Excellent books.

TABLE III

THE RATINGS FOR EIGHT SELECTED BOOKS FOR THE PRESCHOOL CHILD BY
TEACHERS*, GROUP I MOTHERS**, AND GROUP II MOTHERS#

The five acceptable books recommended by four nursery school teachers	FINDERS KEEPERS								HORTON HATCHES THE EGG															
	Classification		T*		Raters G ₁ **		G ₂ #		Classification		T*		Raters G ₁ **		G ₂ #									
	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.								
	Excellent			65	13	45	9		Excellent	75	3	75	15	40	8									
	Good	100	4	35	7	30	6		Good	25	1	20	4	35	7									
	Fair					20	4		Fair			5	1	25	5									
	Poor								Poor															
	Unacceptable					5	1		Unacceptable															
	MAKE WAY FOR DUCKLINGS								MIKE MULLIGAN AND HIS STEAM SHOVEL								TIMOTHY TURTLE							
	Classification		T*		Raters G ₁ **		G ₂ #		Classification		T*		Raters G ₁ **		G ₂ #		Classification		T*		Raters G ₁ **		G ₂ #	
	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.
	Excellent	100	4	95	19	65	13		Excellent	50	2	65	13	50	10		Excellent	50	2	95	19	50	10	
	Good			5	1	30	6		Good	50	2	35	7	40	8		Good	50	2	5	1	50	10	
	Fair					5	1		Fair					10	2		Fair							
	Poor								Poor								Poor							
	Unacceptable								Unacceptable								Unacceptable							
	LITTLE RED RIDING HOOD								SLEEPING BEAUTY								THE THREE BEARS							
	Classification		T*		Raters G ₁ **		G ₂ #		Classification		T*		Raters G ₁ **		G ₂ #		Classification		T*		Raters G ₁ **		G ₂ #	
	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.	per cent	no.
	Excellent			5	1	25	5		Excellent			5	1	15	3		Excellent			10	2	35	7	
	Good			10	2	50	10		Good			15	3	65	13		Good	50	2	20	4	55	11	
	Fair	50	2	70	14	20	4		Fair	100	4	50	10	15	3		Fair	50	2	55	11	10	2	
	Poor	50	2	10	2				Poor			30	6				Poor			15	3			
	Unacceptable			5	1	5	1		Unacceptable					5	1		Unacceptable							
	The three unacceptable books from Wettig's list																							

(5) The mothers with the guide rated the non-recommended books more often like the teacher's ratings; which is further support that the guide discriminates between the recommended and non-recommended books. This finding coincides with Niazi (36).

Summarizing the Data on the Face Sheet

Data on the face sheet completed by the mothers of Group I and Group II is summarized in Appendix C. These data were collected in an effort to have information that would aid in further study of children's literary experiences. Since much of the data were unrelated to the overall purposes of this study the face sheet information is not presented in the analysis of the data. This data did reveal however, that the two groups of mothers in this study were very much alike in educational background. (Appendix C, p.43)

Although the sample used in this study was limited, there was evidence to support the use of Wettig's guide in helping mothers to discriminate between recommended and non-recommended books for four-year-old children.

CHAPTER V

LIMITATIONS OF THIS STUDY AND RECOMMENDATIONS FOR FURTHER RESEARCH

Limitations of the Study

This writer is aware of certain limitations which prohibit generalization at this particular time. These limitations are presented as follows:

(1) The sample in this investigation was not representative; although with this writer it was impossible to collect data elsewhere.

(2) More nursery school teacher's ratings, as well as more mothers from Group I and Group II would have been desirable.

(3) Since adults other than mothers read to, or even purchase books for young children, it seems advisable that the next sample for testing should include some subjects from all persons that may be responsible for the selection of books for preschool children.

Recommendations for Further Research

Based on Wettig's work as well as the coinciding findings of the two studies, the investigator recommends that:

(1) Study be continued by subjecting the guide developed by Wettig to a larger and more representative sample.

(2) The finding that mothers who used the guide more often discriminated between recommended and non-recommended books than the mothers who did not use it, but could not discriminate between Excellent and Good books may indicate that the guide should be revised. This point may well be noted as a basis for the revision of the guide; since the foremost need of parents would be to select acceptable books. The need is really to eliminate inappropriate books, rather than to select only excellent ones. A book may fall into either the excellent or good category on the basis of personal interest. A point of interest was that mothers of boys tended to rate such books as "Mike Mulligan and His Steam Shovel" higher than mothers of girls.

(3) A final recommendation is that when this guide has been tested on a representative population the findings be released to lay publications so that persons in all walks of life would have access to this information.

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APPENDIXES

APPENDIX A

THE TWO RATERS' EVALUATION OF
THE FIRST SET OF BOOKS

Title of the Book	Rater I	Agreement of Rater I and II	Rater II
1. If I Had A Little	70	A*	83
2. Hello Peter	83	A	75
3. The Animal and The Ark	65	A	46
4. T Bone	91	A	94
5. Home: The Tale of a Mouse	79	D**	90
6. Once a Mouse	58	A	52
7. Wheel on the Chimney	55	D	73
8. A Walk in the City	81	A	75
9. The Tale of the Wise Little Old Woman	67	A	64
10. Rain Drop Splash	76	A	69
11. Timid Timothy	87	D	69
12. The Wind and Peter	79	A	76
13. The Cow Who Fell in the Canal	79	A	83
14. Saturday Walk	79	A	84
15. Snippy and Snappy	64	A	68
16. Two Little Bears	75	A	83
17. This Is the Way the Animals Walk	100	D	75
18. The Happy Hunter	85	A	77
19. The Tailor of Gloucester	58	A	62

		15A	
		4D	

*A Means Agree
**D Means Disagree

THE TWO RATERS' EVALUATION OF
THE SECOND SET OF BOOKS

Title of the Book	Rater I	Agreement of Rater I and II	Rater II
1. The Smile That Traveled Around the World	68	A*	68
2. A Boat for Peppe	57	A	61
3. Aprils Kittens	91	A	87
4. Rosa-Too-Little	83	A	77
5. Jeanne-Marie	79	A	78
6. Tell Me Mr. Owl	57	D**	73
7. Nothing At All	54	A	63
8. Norman The Doorman	64	A	64
9. Noel	72	A	69
10. Will Spring Be Early	56	D	69
11. Brave Baby Elephant	64	A	57
12. Little Rabbet	85	A	82
13. Deep Sea Farm	35	A	45
14. Sun Up	78	A	82
15. Hi Mr. Robin	77	D	92
16. How Do You Travel	81	A	85
17. Curious George	72	A	84
18. Black Face	68	A	68
19. Huge Harold	72	A	71
20. Numbers, Hats and Wheels	59	D	81
		<u>16A</u> 4D	

*A Means Agree

**D Means Disagree

THE TWO RATERS' EVALUATION OF THE
THIRD SET OF BOOKS

Title of the Book	Rater I	Agreement of Rater I and II	Rater II
1. A Dog Came to School	83	A*	70
2. My Time of Year	75	A	82
3. I Like Winter	86	A	90
4. Now It's Fall	85	A	84
5. Big Brother	62	A	65
6. The Bunny Who Found Easter	77	A	77
7. The Little Engine Who Could	57	A	65
8. The Brave Cowboy	58	D**	81
9. The Very Little Dog	82	A	80
10. Smudge	76	A	79
11. If Everybody Did	79	A	71
12. The Runaway Bunny	69	D	52
13. Ping	82	A	83
14. Millions of Cats	55	A	65
15. What Will I Be From A to Z	46	A	56
16. Loopy	66	A	70
17. Creeper's Jeep	72	A	68
18. The Camel Who Took a Walk	54	A	57
19. Dr. Trotter	79	A	69
20. Our Friendly Friends	70	A	66
		<u>18A</u>	
		2D	

*A Means Agree

**D Means Disagree

APPENDIX B

THE EIGHT BOOKS EVALUATED BY TEACHERS,
GROUP I MOTHERS AND GROUP II MOTHERS

Titles of Books

- | | |
|--|---|
| 1. Finders Keepers | William Lipkind and
Nicolas Mordvinoff |
| 2. Horton Hatches The Egg | Dr. Seuss |
| 3. Little Red Riding Hood | Old Fairy Tale |
| 4. Make Way For Ducklings | Robert McCloskey |
| 5. Mike Mulligan and His
Steam Shovel | Virginia Lee Burton |
| 6. Sleeping Beauty | Old Fairy Tale |
| 7. The Three Bears | Old Fairy Tale |
| 8. Timothy Turtle | Alice V. Davis |

APPENDIX C

FACE SHEET**

Child's Name _____ Age _____ Birth Date _____

Parent's Name _____ Address _____ Telephone _____

Mother's Occupation _____

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:

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
- 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 storytime? _____
- 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? _____

**From "The Development of a Guide for the Selection of Books for Pre-school Children" by Lola Wettig, M.S., 1961. p. 61.

DATA FROM THE FACE SHEET

I. Occupation of Mothers of Groups I and II

35 full time Homemakers 1 Baby sitter
 2 Homemaker - Students 1 Telephone Operator
 1 College Teacher

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>Com-pleted</u>	<u>Less than 4 years</u>	<u>Com-pleted</u>	<u>Less than 4 years</u>	<u>Com-pleted</u>	
Group I Mothers	0	0	1	5	6	5	3
Group II Mothers	0	0	0	3	11	4	2

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

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

21 daily, 1 several times daily, 5 weekly, 13 several times weekly

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

2 morning, 14 afternoon, 14 evening, 10 afternoon and evening

3. The number of mothers responding to the questions: Approximately how long is the period when reading to the child? were: 1 five minutes, 7 ten minutes, 20 fifteen minutes, and 12 longer than fifteen minutes.

4. Forty 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, aunt, uncle, neighbor, and babysitter.

5. The mothers reported a range of from 1-6 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 65 books, with most of them reporting between 20 and 35 books.

7. The number of mothers that checked the source from which the books were secured was: 35 gifts, 36 from parents, 17 used the public library.

8. Nineteen mothers responded Yes and 21 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:

1. Animal stories was listed 17 times.
2. Dr. Seuss Books was listed 10 times.
3. Child Craft, Golden Books, and fairy tales were each listed six times.
4. Folk Tales, Nursery Rhymes, Adventure Stories, Bible Stories, and Nature Stories were each listed three times.
5. Wonder Books, Mother Goose, Three Bears and Little Black Sambo were each listed twice.
6. The following books were named once:

Lassie Stories	Cowboy Andy	Little Black - a Pony
Go Dog Go	Three Pigs	Fire Engine, Tommy
One Fish-Two Fish	Ugly Duckling	Little Red Riding Hood
Peter Rabbit	Reddy Fox	Old Mother Hubbard

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,

Lenora Heath
Graduate Student in Family Relations
and Child Development Department

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.

**From "The Development of A Guide for the Selection of Books for Preschool Children" by Lola Wettig, M.S., 1961. p.64.

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

R A T I N G S

	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

** From "The Development of A Guide for the Selection of Books for Preschool Children" by Lola Wettig, M.S., 1961, p 56.

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,

Lenora Heath
Graduate Student in Family Relations
and Child Development Department

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

**Adapted from "The Development of a Guide for the Selection of Books for Preschool Children" by Lola Wettig, M.S., 1961. p. 66.

VITA

Lenora Bergundthal Heath

Candidate for the Degree of

Master of Science

Thesis: PARENT'S EVALUATION OF SELECTED BOOKS FOR YOUNG CHILDREN

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born at Centralia, Illinois, July 1, 1939, the daughter of Mr. and Mrs. E. J. Bergundthal.

Education: Attended grade school and high school in Wichita, Kansas; graduated from Mount Carmel Academy in 1957; attended Oklahoma State University 1957-1961, received the Bachelor of Science degree in Home Economics from Oklahoma State University in 1961 with a double major in Family Relations and Child Development and Elementary Education; completed requirements for the degree of Masters of Science in Family Relations and Child Development in August, 1963.

Professional Experience: Taught kindergarten in the Perkins Community Kindergarten, Perkins, Oklahoma, January, 1962 to May, 1962.