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A Study of Methods to be Used in Developing a Selective List of Kindergarten Books for Antioch School, Merriam, Kansas

Anita Moore

Kansas State Teachers College

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A STUDY OF METHODS TO BE USED IN DEVELOPING A
SELECTIVE LIST OF KINDERGARTEN BOOKS FOR
ANTIOCH SCHOOL, MERRIAM, KANSAS

A Problem Submitted to the Department of Education in Partial
Fulfillment of the Requirements for the
Course in Research Problems 390b

by
Anita Moore

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas
January, 1958
ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to Dr. R. W. Strowig for his advice, suggestions and guidance in preparing this study.
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INTRODUCTION

Statement of the Problem

This problem was an attempt at collecting through the opinion of forty-five kindergarten teachers in Northeast Johnson County, Kansas, a selective list of kindergarten books suitable for use in the Antioch School, Merriam, Kansas.

Need for the Study

There was a great need for a preferred list of books to help teachers select materials which would meet the interests, needs, and experiences of the child and at the same time create a desire to read.

As soon as children begin to enjoy books, whether read to them or by them, they begin to form tastes in reading. Because much material that is undesirable is still published for children, and because wrong choices in books may lead to faulty conceptions of life, to wrong habits, or to mental stagnation, guidance of children's reading is imperative.1

Since teachers for the most part have had to order books from catalogues and were not able to evaluate them, there was a need for a bibliography arranged according to title, author, publisher, date published, and price at the present time. There was also a need for a selective list of books that was systematically organized according to units of interest, so that they may be secured with little loss of time and effort.

and utilized at the psychological moment (the time when actually needed in relationship to use.)

**Purposes of the Study**

It has been the writer's purpose to: (1) Make an extensive and fairly complete survey of books that are being published for kindergarten children; (2) Organize a selective list of books which had been arranged according to the interests, experiences and needs of the child; and (3) Make available a bibliography which contains the title, author, publisher, date of publication, and the present catalogue price, so that it could be used as a guide by kindergarten teachers and others who are interested in selecting books of this age.

**Research Design**

**The Documentary Method.** One of the important items in the documentary method of research is the collection of the data from the library. It affords the researcher an opportunity to become better acquainted with the methods of research and to obtain materials which he might not have been able to secure through other sources. The documentary method also consists of criticism of the data which covers both internal and external processes. If one is to achieve success in his research it is important to build a good bibliography from which to work. By skimming through the index the researcher will be able to


4Ibid., pp. 545-546
view. If the teacher wishes to know how well the
selections are enjoyed, she will choose the criterion
"enjoyment."

Sources of Data. A partial survey of the literature on
selecting books for children, available in the Porter Library,
Kansas State Teachers College, Pittsburg, Kansas; The Kansas
City Public Library, Kansas City, Missouri; and the Antioch
School Library, Merriam, Kansas, was made. This included
books on story telling, language arts, exploring literature
with children, and reading readiness.

In securing more information for this study, a survey
of book lists compiled by the American Library Association,
American Childhood Education, the Children's Book Center of
Chicago, and the Kansas State Reading Circle was made.

Interviews were conducted with ten kindergarten teachers.
The interview method was chosen, because the writer was able
to secure a list of books that had been read, re-read, and
evaluated.

Prior to conducting the interview, a list of questions to
be asked the interviewees was made. Those interviewed
suggested many of the books that were listed in the selected
bibliography, Appendix.

\[5\text{Ibid., p. 548}\]
Limitations of the Study

The most limiting factor of this study was the limited time available. For a study of this type to be of real value it should be made over a three or five year period, so there would be time for the teachers to try out different books, and to eliminate those that did not appeal to or meet the needs of the child.

The county is not coordinated through a central system as city schools are; therefore there are no lists of books that "all" teachers use as a reference. Each school has made its own selection for its library and the teachers generally were familiar only with the books in their own libraries, which in many cases were very limited.
ANALYSIS OF DATA

Evaluation of the Literature

"The flood of recent publications in children's books is so overpowering that it is important to remind ourselves that there are old books in children's literature as fresh and servicable today as they were fifty years ago."\(^6\)

"In making a selection of the literature the teacher must try to include the best of the old, tried, and tested materials and a wise sampling of the more recent publications."\(^7\)

Books continue to be a prime source of comfort and aid in making life meaningful. It behooves the adults to see that the right books get to the individual child at the right time -- which is the time when he wants them and can in his own way profit from having read them. The teacher should have access to a wide variety of good reading materials. It is also significant that these materials should by systematically organized according to units of interest, so they may be secured with little loss of time and effort and utilized at the psychological moment (the time when actually needed in relationship to use).\(^8\)

If literature is to serve children when and where they need it, those nearest them in their daily activities and most directly responsible for their guidance must be very much at home with the wealth of available material. The matter of developing a real interest in books becomes a factor in reading readiness that the kindergarten teacher must put on her list of firsts. If little or no interest is shown in books and stories, the teacher must


tactfully bring the children in contact with them in such a way that a desire to read is stimulated.9

All teachers should be interested in helping children develop an appreciation for good books, but it is the kindergarten and primary teachers who take children with their book backgrounds and their non-book backgrounds, plus all their other differences, and introduce them to a new world of books. The kindergarten teacher works to develop an interest in books and to build a background of nursery rhymes and stories that should be common knowledge for all children of their age, to broaden their interests, to expand their knowledge and to develop habits and skills needed for reading.10

Most of the studies indicate that children with kindergarten experiences tend to excel non-kindergarten children. While the kindergarten has many justifications other than direct preparation for reading activities, kindergarten experience does appear to be a significant factor in readiness for reading.11

Results of the Check List

In making this study a check list of 100 books was sent to forty-five kindergarten teachers in Northeast Johnson County, Kansas. Thirty-four of these lists were checked and returned. Nine of the teachers had one to two years of experience, nine had three to five years of experience, and sixteen had taught over five years.

---


The preliminary survey, made by interviews, indicated that about fifty percent of the books on the list would be "children enjoyed" or "no noticeable response." The remaining fifty percent of the books on the list would be "not familiar with this book."

Based on the results of the survey, fifty percent of the list was made up of books "children enjoyed," ten percent "children did not enjoy," and fifteen percent not generally being used, but familiar to some teachers. Twenty-five percent were selected by the writer to determine how many were familiar with these books and their opinions of them.

The final survey indicated forty-two percent of the children enjoyed the books, seven percent made no noticeable response and fifty-one percent of the teachers were not familiar with some of the books listed.

List I shows the final list of fifty books the kindergarten teachers selected as those the children enjoyed most.
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

This problem was an attempt at collecting through the opinion of forty-five kindergarten teachers in Northeast Johnson County, Kansas, a selective list of books suitable for use in the Antioch School kindergarten.

The primary purpose of this study has been fulfilled in the compilation of a selective list of books, but the writer feels that this investigation has revealed some conclusions that are worthy of mention. Teachers with up to two years of experience were more familiar with the newer books. However, less than ten percent of this group of books had been used. The teacher with five years experience used the same books, the ones that are more or less "old standards." The teachers just out of college were using more of the newer books.

Through interviews it was also noted that there was a limited amount of money available for purchasing books. To have a variety from which to choose, the less expensive books were selected.

The writer is aware of the fact that it is impossible to arrive at an absolute system of classification or to make a complete list of books to be used. Because of considerable differences of opinions resulting from varied experiences and new materials being published each year, this list of books will need revising from time to time.
Recommendations

A check list cannot be comprehensive enough to get an exact evaluation of each book. Therefore the writer recommended that each teacher introduce more new books each year, evaluate them and add to the selective list. The final list would be more valid if the books were tried and tested so that no new books appeared. Then by process of repeated surveys a selective list of greater value could be assembled.

As this would be rather costly, it has been suggested that several teachers work together on conducting this survey.
BIBLIOGRAPHY


APPENDIX
# APPENDIX

## List I

### A Selective List of Books

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Illustrator</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jerry at School</strong></td>
<td>K. and B. Jackson</td>
<td>Corinne Malverson</td>
<td>Campbell and Hall, Inc., Boston, Mass.</td>
<td>$0.78</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Mother Goose</strong></td>
<td>Jane Werner</td>
<td>Alice and Martin Provensen</td>
<td>Campbell and Hall, Inc., Boston, 1956</td>
<td>$2.39</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>School Days</strong></td>
<td>Kathryn Jackson</td>
<td>V. LeMont</td>
<td>Campbell and Hall, Inc., Boston, 1956</td>
<td>$1.69</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Willie Goes to School</strong></td>
<td>Pauline Vinson</td>
<td>Pauline Vinson</td>
<td>Macmillan, New York, 1953</td>
<td>$1.56</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Proud Pumpkin</strong></td>
<td>Nora S. Unwin</td>
<td>Nora S. Unwin</td>
<td>Alladdin Books, New York, 1953</td>
<td>$1.97</td>
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</table>

### September

- **Jerry at School**
- **Mother Goose**
- **School Days**
- **Willie Goes to School**
- **Proud Pumpkin**

### October

- **Jerry at School**
- **Mother Goose**
- **School Days**
- **Willie Goes to School**
- **Proud Pumpkin**
<table>
<thead>
<tr>
<th>Title</th>
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<th>Illustrator</th>
<th>Publisher</th>
<th>Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Thanksgiving Story</td>
<td>Alice Dogliesh</td>
<td>Helen Sewell</td>
<td>A. C. McClurg &amp; Co., Chicago, 1957</td>
<td>November</td>
<td>$2.50</td>
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<tr>
<td>Christmas Puppy</td>
<td>Bill and Bernard Martin</td>
<td>Bill and Bernard Martin</td>
<td>Tell Well Press, Kansas City, Mo.</td>
<td>December</td>
<td>$1.25</td>
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<tr>
<td>Santa's Toy Shop</td>
<td>Al Dempster</td>
<td>Walt Disney</td>
<td>Simon and Schuster, New York, 1950</td>
<td></td>
<td>$0.50</td>
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<td>The Little Engine That Could</td>
<td>Watty Piper</td>
<td>Lois L. Lenski</td>
<td>The Platta Munk Co., New York, 1930</td>
<td></td>
<td>$1.00</td>
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<tr>
<td>Twas the Night Before Christmas</td>
<td>Clement Moore</td>
<td>Leonard Weisgard</td>
<td>Grosset and Dunlap, New York, 1949</td>
<td>January</td>
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<tr>
<td>The Snowman Who Wanted to Stay</td>
<td>Sarah Derman</td>
<td>Dorcas</td>
<td>Whitman Publishing Co., Racine, Wis., 1948</td>
<td>January</td>
<td>$1.50</td>
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February

True Book of Holidays
Author: Purcell
Illustrator: Purcell
Publisher: National Prebinds, New York, 1956
Price: $1.50

March

Pitter Patter and Hiding Places
Author: Dorothy W. Baruch
Illustrator: Charles G. Shaw
Publisher: E. M. Hale Co., Eau Claire, Wis., 1953
Price: $1.50

Pussy Willow
Author: Margaret Wise Brown
Illustrator: Leonard Weisgard
Publisher: Campbell and Hall Inc., Boston, 1956
Price: $2.19

April

Golden Bunny
Author: Margaret Wise Brown
Illustrator: Leonard Weisgard
Publisher: Campbell and Hall, Boston, 1956
Price: $2.19

Five Little Rabbits
Author: Bill and Bernard Martin
Illustrator: Bill and Bernard Martin
Publisher: Tell Well Press, Kansas City, Mo. 1951
Price: $1.25

The Country Bunny and the Little Gold Shoes
Author: DuBose Heyward
Illustrator: Marjorie Flack
Publisher: Houghton Mifflin, Boston, 1939
Price: $2.75
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<th>Title</th>
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<th>Illus.</th>
<th>Publisher</th>
<th>Price</th>
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<tr>
<td>The Funny Bunny Factory</td>
<td>Adam Green</td>
<td>Leonard Weisgard</td>
<td>Grossset and Dunlap, New York, 1950</td>
<td>$2.00</td>
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<tr>
<td>The White Bunny and His Magic Nose</td>
<td>Lily Duplaix</td>
<td>Masha</td>
<td>Simon and Schuster, New York, 1945</td>
<td>$1.25</td>
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<td>The Little Red Hen</td>
<td>J. P. Miller</td>
<td>J. P. Miller</td>
<td>Campbell and Hall, Inc., Boston, 1957</td>
<td>$0.50</td>
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<tr>
<td>Animals</td>
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<td>Great Big Animal Book</td>
<td>Rojankovsky</td>
<td>Rojankovsky</td>
<td>Campbell and Hall, Inc., 1956</td>
<td>$2.52</td>
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<tr>
<td>Title</td>
<td>Author</td>
<td>Illustrator</td>
<td>Publisher</td>
<td>Price</td>
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<tr>
<td>Theodophone Turtle</td>
<td>Theodore Turtle</td>
<td>Ellen MacGregor</td>
<td>Paul Galdone</td>
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<td></td>
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<td></td>
<td>Kansas State Reading Circle, Topeka</td>
<td>$1.48</td>
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<tr>
<td>The Tale of Peter Rabbit</td>
<td>Beatrix Potter</td>
<td>Beatrix Potter</td>
<td>Frederick Warne and Co., New York</td>
<td>$0.75</td>
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<td>The True Book of Pets</td>
<td>Illa Podendorf</td>
<td>Illa Podendorf</td>
<td>Children Press, Chicago, 1956</td>
<td>$2.00</td>
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<td>The Circus Comes to Town</td>
<td>Veronica S. Hutchinson</td>
<td>Erick Berry</td>
<td>E. M. Hale &amp; Co., Eau Claire, Wis., 1932</td>
<td>$1.75</td>
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<tr>
<td>Title</td>
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<td><strong>Daddies—What They Do All Day</strong></td>
<td>Helen Walker Puner</td>
<td>Roger Duvoisin</td>
<td>Lothrop, Lee Shepard, New York, 1946</td>
<td>$1.00</td>
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<td><strong>Your Friend the Policeman</strong></td>
<td>Miss Frances</td>
<td>William Neebe</td>
<td>Rand McNally Co., Chicago, 1953</td>
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<td><strong>Chicken Little Count to Ten</strong></td>
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<td>Frisky</td>
<td>Childrens Press, Chicago, 1954</td>
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<td><strong>Tell-Time Goes A'Counting</strong></td>
<td>Charlotte Steiner</td>
<td>Charlotte Steiner</td>
<td>The Combined Book Exhibit, Inc., N. Y.</td>
<td>$2.00</td>
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<td><strong>Cowboy Small</strong></td>
<td>Lois Lenski</td>
<td>Lois Lenski</td>
<td>Oxford University Press, New York, 1949</td>
<td>$1.25</td>
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<td><strong>Little Wild Horse</strong></td>
<td>Hetty Burlingame Beatty</td>
<td>Hetty Burlingame Beatty</td>
<td>Houghton Mifflin Co., Boston, 1949</td>
<td>$2.50</td>
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The Little House
Author
Illus.
Publisher
Price

Houses
Virginia Lee Burton
Virginia Lee Burton
Houghton Mifflin Co., Boston, 1950
$2.50

Little Squeegy Bug
Author
Illus.
Publisher
Price

Insects
Bill and Bernard Martin
Bill and Bernard Martin
Tell Well Co., Kansas City, Mo., 1945
$1.25

AIRPLANES
Looby
Author
Illus.
Publisher
Price

Transportation
Hardie Gramatky
Hardie Gramatky
G. P. Putnam's Sons, New York, 1941
$2.75

The Little Airplane
Author
Illus.
Publisher
Price

Lois Lenski
Lois Lenski
Oxford University Press, N. Y., 1938
$0.50

AUTOS AND TRUCKS
The Little Auto
Author
Illus.
Publisher
Price

Lois Lenski
Lois Lenski
Oxford University Press, N.Y., 1951
$0.50
<table>
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<td>Bingity-Bangity</td>
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<td><strong>FIRE ENGINES</strong></td>
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<tr>
<td>Five Little Firemen</td>
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<td>The Big Book of Real Fire Engines</td>
<td>George Zaffo</td>
<td></td>
<td>Grosset and Dunlap, N.Y., 1950</td>
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<td>The Little Fireman</td>
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<td><strong>TRAINS</strong></td>
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<td>Whistle for the Train</td>
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<td>Smokey Polky</td>
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Golden Book in Library Binding

Margaret Wise Brown
Gergely Campbell and Hall, Boston, 1957
$0.83

Golden Book
Lois Lenski
Oxford University Press, N. Y., 1951
$0.75

Picture Book
Golden MacDonald
Leonard Weisgard
$2.50

Bill and Bernard Martin
Tell Well Co., Kansas City, 1949
$1.25
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<th>Publisher</th>
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<tr>
<td>The True Book of Insects</td>
<td>Margaret Friskey</td>
<td>Anna Pistorius</td>
<td>Childrens Press, Chicago, 1954</td>
<td>$2.00</td>
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<tr>
<td>All Falling Down</td>
<td>Gene Zion</td>
<td>Margaret Bloy Graham</td>
<td>Harper and Brothers, New York, 1951</td>
<td>$1.75</td>
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<td>The True Book of Seasons</td>
<td>Podendorf</td>
<td>Podendorf</td>
<td>Childrens Press, National Rebinds, New York, 1956</td>
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