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# USE OF CULTURALLY DIVERSE BOOKS IN DAYCARE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

**Kathleen Anne Reid**

**August 1994**

Vita

Kimberly Ann Tallaro was born in Staten Island, New York on February 8, 1973, and grew up in the town of Parsippany, New Jersey. She graduated from Parsippany Hills High School in June 1991. She began her undergraduate study at The Ohio State University in September 1991, and in June 1995, she received a Bachelor of Arts degree in Psychology, with a minor in Criminology. In August 1995, she began study toward a master's degree in Child Development at The University of Tennessee, Knoxville. She ~~worked~~ was emp as a g. In her first two years in the master's program, she was employed as a graduate assistant in the preschool ~~of~~ in the child development laboratories at Cumberland on campus.

## DEDICATION

This thesis is dedicated to my mom and dad

Evelyn Reid
William Miller Reid

and to my brothers

Bill Reid
Jim Reid

because you have given me a firm, safe foundation
from which to grow...
There can be no greater gift than knowing
that whether I fail or succeed,
you - and my home - will always be there
to welcome me.

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## ABSTRACT

Culturally diverse books, often referred to as multicultural books, are written and provided for children for a number of philosophical reasons, such as to promote acceptance of diversity; however, there is an absence of empirical research that has examined children's use of culturally diverse books. The purpose of this study was to examine the book use of preschoolers in daycare classrooms where, for the first time, they were provided access to a large number of culturally diverse books. Thirty-five children (ages 44-65 months) and their teachers in two preschool daycare classrooms participated. Observations were conducted during periods of freeplay when children could choose books as one of several activities, and observations were also conducted as the children chose books to take to their cots at naptime. In a multiple baseline time series experimental design, comparisons were made between the use of culturally diverse books and books depicting no cultural diversity (Caucasian Only books). While no consistent differences were found between the use of the culturally diverse and Caucasian Only books, it was determined that the children were not using one category of the culturally diverse books (Culturally Conscious) as often as the other categories of culturally diverse books. The Culturally Conscious books specifically and accurately depicted characters from one of three cultures - Black, Asian, or Hispanic. A simple intervention was implemented in which the teachers introduced some of the Culturally Conscious books at group times. The intervention increased the children's use of the books that were introduced. Additional information about the book use of the children was gained through teacher interviews, parent questionnaires, and teachers' anecdotal notes. It was determined that most of the culturally diverse books were used by children when they were provided in daycare classrooms. It was also determined that simple teacher introductions of culturally diverse books that were not used as often as the others

may be an efficient and effective practice for encouraging their use in early childhood classrooms.

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# CHAPTER 1

## INTRODUCTION

The goal of the study was to investigate how 4- and 5-year-old preschool children would react to exposure to an abundance of culturally diverse literature in daycare settings where they had previously been exposed to very few multicultural books. These were settings where voluntary book use by children was a fairly common daily occurrence, but where there was a near constant absence of books that depict characters from cultures other than those having European white ancestry.

"I have a dream that one day...little black
boys and little black girls will be able to
join hands with little white boys and
little white girls as sisters and brothers."

-Martin Luther King Jr.

Martin Luther King, Jr.'s, now famous words were spoken three decades ago in an America torn by racial strife. Continuing racial clashes in South Africa...court trials in response to the riots in Los Angeles...racial intolerance in Germany...the reality of racial relations in today's world is a nightmare that seems to be increasing in violent, hateful intensity. An August, 1993, USA Today/CNN/Gallup Poll found that 55% of blacks and 53% of whites believe "relations between blacks and whites will always be a problem." Everywhere populations of people are becoming more culturally diverse at an incredible pace, but our perceptions and tolerance of diversity are not changing nearly fast enough, and sometimes are not changing at all. As with so many of our social problems, the answers lie with our children and with our ability to teach our children a new respect and appreciation for cultural diversity. Such an enormous undertaking might begin with a

small gesture -- that of exposing young children from infancy on to culturally diverse picture books and literature that portray a heterogeneous picture of society, one that comes closer to the world's reality.

Perhaps in response to the growing realization that children need to be exposed to a diversity of cultures - whether it be through the use of various media or actual interactions with other cultures - there are numerous resources already available to help teachers incorporate a multicultural curriculum (Derman-Sparks, 1989; Harris, 1991; Bishop, 1992). Many of these even deal specifically with the use of multicultural literature (Kruse and Horning, 1991; Miller-Lachmann, 1992; Johnson & Smith, 1993). There is a scarcity - even an absence - of research, though, that seeks to ascertain whether, when given the opportunity, children even use multicultural materials (Johnson & Smith, 1993). Empirical studies are needed to determine if children voluntarily use multicultural materials when given a choice, how they use them, and what results when the child does use them. The study here begins to answer the "if" and "how" questions, and lays a sturdy foundation for more in-depth studies. Future studies might deal with issues of effects of culturally diverse literature use.

It seems that one of the first intentions of multicultural literature and educational curricula was to enhance the self-esteem of children from minority cultures. As cited by Harris (1991), "African American children's literature dates from the 1890's...(and) has been adopted as one source for imbuing children with a sense of racial pride and a commitment to achieving social justice and equality" (p. 39). Greenfield (1975), a prominent African American author for children, states specific objectives for her own writing, "...to encourage children to develop positive attitudes toward themselves and their abilities, to love themselves...I want to present to children alternative methods for coping with the negative aspects of their lives..." (pp. 624-625). There is no arguing that

this is an important aspect of multicultural literature, but there is also a need to focus on exposing all children, including those within the majority culture, to the diversity that exists in the world through literature. Sharing diversity with all children, even those living in monocultural areas, is increasingly becoming another goal of multicultural curricula (Kruse, 1991; Hayden, 1992; Miller-Lachmann, 1992; Smith, 1993).

Literature pertaining to multicultural curricula in early childhood classrooms lacks simplicity. There is a need for sound tactics that could be easily applied by classroom teachers who are already overworked and may be overwhelmed by multicultural curriculum ideas that overhaul the entire classroom. That is not to undermine or downplay the importance of a classroom environment that continuously portrays a diversity of cultures in a positive manner, but meant to give teachers a stress-free starting point to help their children begin to develop positive attitudes toward a diversity of cultures.

# CHAPTER 2

# LITERATURE REVIEW

While there have been no studies to date like the current study, there is an ample body of literature that supported and guided this study. The review of the literature is organized in the following manner. First, the intent of multicultural literature is investigated. This is followed by an overview of the history of multicultural curricula in early childhood education, and the perceived complexity of multicultural curricula currently being promoted. Because the research here is guided by an emergent literacy perspective, the history and philosophy behind emergent literacy are discussed next. The succeeding two sections cite important research done in two areas of emergent literacy: Studies that involve the presentation of books and studies that involve story reading. The final section summarizes studies that have involved the use of multicultural literature with children.

## Intent of Multicultural Literature

As mentioned in the introduction, there are a number of resources already available whose purpose is to help educators and librarians find multicultural literature for children of all ages. There remains, though, a dearth of empirical evidence to show if and how children use multicultural literature when they are provided access to it. Also, while there is much explanation given in these collections as to what the "philosophical" intent of the literature is, there is a paucity of empiricial evidence relating to whether the intent is being realized by the children who are exposed to the books.

For instance, Miller-Lachmann (1992) specified these as some of the goals for Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural

Books for Children and Teenagers: "We will enhance opportunities for our children to live and learn together if we can provide them with fair and accurate materials that describe one another's heritage and experiences" (p. xi). The author goes on to expand on the intent of multicultural materials aimed at promoting the self-esteem of children of color by stating that the literature is intended to "...open the world to young people and increase in each one of them their awareness of and pride in their own heritage...(and)for students in the other 2/3rds of the population, multicultural books also serve an important purpose" (p. 3). Miller-Lachmann states that contact with others will bring conflict and/or cooperation, and the outcomes of this contact will depend on "each group's level of awareness of the other" (p. 3). This awareness might be provided through the use of culturally diverse literature.

In the foreword to Kruse and Horning's (1991) resource of multicultural literature, more evidence is provided for the philosophical intent behind providing children with this literature. The intent of the guide is presented as such:

> All children should see their lives reflected in books and other materials in schools and libraries; students of all colors, ethnic groups and cultures benefit from learning about diversity; teachers, librarians and university students need access to accurate information about racial, ethnic, and cultural groups; individuals in our society need greater understanding and acceptance of diversity in order to be successful in work, play, family and community life; (and) we live in a world community which requires its citizens to know more about the cultures of all nations. (p. iii)

Again, this statement indicates the existence of worthwhile intentions and aims, but there is a clear lack of evidence that these books are accomplishing the goals that have been set by their authors and compilers.

Besides resources for multicultural literature for children, there is also evidence in professional literature from the field of library science that strong beliefs are held for the use of multicultural literature. Smith (1993) stated that:

> It has been acknowledged that perceptions of people and events are often formed during childhood and adolescence. While no medium may be as effective toward bridging the differences among people as the actual process of meeting, speaking, and getting to know one another, sharing the cultures of others through the medium of literature can serve as a means toward creating a better understanding among individuals. (p. 336)

Many resources are available to guide teachers in their selection of multicultural literature for their classrooms. While these guides emphasize worthy philosophical goals as the reason for exposing children to multicultural literature, there is no empirical evidence that substantiates whether these goals are being met, or even if the books are used by the children for whom they are provided.

## Multicultural Curricula in Early Childhood Education

As mentioned in the introduction, there are already a number of multicultural curricula that have been designed to be used in early childhood classrooms. Boutte and McCormick (1992) stated that "although an abundance of theoretical and research information on multicultural education exists, many teachers find themselves at a loss when seeking practical strategies for implementing an authentic multicultural curriculum" due to the complexity of the task. The complexities will be discussed in this section.

Williams (1992) provided a succinct overview of the history and formation of multicultural education, and indicates two approaches that have been used in developing multicultural curricula. In the first approach, multicultural curriculum is regarded as a

"subject" or a "program" in which one specific culture is highlighted at a time; for instance, the only mention made of the Hispanic culture might be during a week in which the theme is "Cinco de Mayo." Boutte and McCormick (1992) referred to this type of approach this way:

> Often these formal lessons center on activities such as cooking ethnic foods, examining Native American artifacts at Thanksgiving or discussing African American achievements during Black History month. Certainly, these lessons have merit; however, since they are often isolated and discontinuous, they are actually 'pseudomulticultural' activities. (p. 140)

In the second approach cited by Williams (1992), multicultural education is regarded as a "perspective" which involves a philosophical outlook, rather than just curriculum and activity ideas. Rather than focusing on comparing two or more cultures for similarities and differences during a special "unit of study" as might be done in the program approach, the perspective approach integrates material and discussion into the entire classroom and curriculum that consistently promotes a diversity of cultures without "highlighting" them. While the researcher here agrees with Williams that using the perspective approach more accurately represents current understandings of the ways in which knowledge is acquired or constructed by young children, there remains to be seen a simple guide to integrating this multicultural philosophy into the classrooms of early childhood education teachers.

Derman-Sparks and the A.B.C. Task Force (1989) have succeeded in providing a very thorough guide to a form of multicultural education using the perspective approach. Called Anti-Bias Curriculum: Tools for Empowering Young Children, the book clearly goes beyond just addressing racial and cultural issues, and addresses other bias issues,

also. There are chapters dealing with racial differences and similarities, disabilities, gender identity, and cultural differences and similarities.

As is evident from the title, the issue of "empowerment" - defined as "the intellectual and emotional ability to confront oppression and work together to create a more just society" (p. 5) - plays a substantial role in the anti-bias curriculum. The authors posited that "Learning to integrate anti-bias curriculum into your class takes energy and time" (p. 111). They outline five steps that need to be taken in the curriculum's implementation that attest to the complexity of the task: 1) Make a personal commitment to the curriculum and work on it "bit by bit, over a whole school year"; 2) organize a support group of co-teachers, staff, parents, and community members, as "cooperative learning is the best method for developing anti-bias awareness and knowledge"; 3) do consciousness-raising activities selected from the categories "self-awareness, institutional 'isms,' and children's development"; 4) plan how to introduce anti-bias curriculum into your program through critical and thorough evaluations and adjustments to the material environment, diversity in the environment, current activities and curriculum, and interactions with children; and 5) hasten slowly. While this is an approach that, if implemented in early childhood classrooms across America, could have incredible and far-reaching positive effects on the way our children learn to treat one another, it is also an approach that may be overwhelming for teachers who are already working with young children in classrooms and daycare centers.

The promotion of a perspective approach to multicultural education in the training of early childhood education teachers is something new to the field, and is not universally taught. While students currently enrolled in early childhood education training programs might be exposed to these philosophies, it is a safe assumption that many teachers already working in daycare centers have not been exposed to training involving the perspective

approach, or even the more outdated program approach, to multicultural education. Many early childhood teachers who are already teaching are doing so without bachelor's degrees or associate degrees, and so they may not have even basic training in what is currently considered to be developmentally appropriate practice.

Implementing a multicultural curriculum in a classroom is a tremendous task, especially for early childhood teachers who already have numerous demands on their time and may perceive themselves to be overworked and underpaid. Bloom (1993), after conducting a study of the compensation practices of 200 early childhood education centers in 30 states, reported that "only 41% of the teachers and assistant teachers thought that pay at their centers was distributed fairly; (and) only 39% believed that fringe benefits were equitably distributed..." (p. 67). As cited by the National Association for the Education of Young Children's Child Care Employee Project (1992), Kisker et. al. (1991) discovered that "when adjusted for inflation, real earnings by child care teachers and family day care providers have actually *declined* by nearly one-quarter since the mid-1970's. Salaries for teachers and providers hover at approximately $10,000 per year" (p.39).

Early childhood education teachers are already responsible for much more than just providing a daily curriculum for children. They are responsible for developing and maintaining relationships with the parents of their children, and for encouraging and often assessing the cognitive, physical, and emotional development of the children under their care. These duties are accompanied by the curricular responsibility of planning a variety of developmentally appropriate activities that will hold the interest of groups of young children for as many as 6 to 10 hours a day in many daycare centers. As mentioned, daycare teachers often have had very little formal instruction in developmentally appropriate practice. Multicultural curricula that are currently available lack simplicity

and may fail to provide a reasonable and workable avenue for some teachers of young children who wish to incorporate a meaningful display of cultural diversity in their classrooms but who have little available time and energy to invest in that process.

## Emergent Literacy Perspective

While very few studies have investigated the effects that sound emergent literacy practices might play in the social development of the young child, there is an ample body of literature that is pertinent to the study here. Before delving into that body of literature, though, a brief history of the emergent literacy perspective will be presented.

In the early 1960's, "reading readiness" programs were firmly entrenched in many public schools. The earliest reading readiness programs were founded on the maturationist belief that a specific amount of neural ripening had to occur before the child would be capable of learning to read, and this did not happen until the age of 6.2 years. By the 60's, though, there was a shift toward the belief that reading readiness was a product of experience; more precisely, with early instruction at the appropriate time, the child would become ready to read. As cited by Teale and Sulzby (1986), this instruction included "activities to develop auditory discrimination and auditory memory; visual discrimination and visual memory; letter names and sounds; and word recognition as well as more general skills" (p. xiii).

During the mid-1960's, there was an upswing in cognitive approaches and a renewed interest in development in the early years of life that led to language acquisition research. Professionals began to shift away from reading readiness and to the belief that "function precedes form" in learning to read: In other words, a child's literacy begins to develop and is fostered in and through real life settings in which reading and writing are used to accomplish everyday tasks. As Teale (1986) stated, "...the functions of literacy

are as much a part of learning to read and write as are the formal aspects of written language" (p. 9).

In 1966, Clay, a graduate student doing research in New Zealand, coined the phrase "emergent literacy" in her doctoral dissertation. Emergent literacy involves taking a preparation approach that does not entail direct instruction; rather, it involves presenting functional experiences and an environment that will promote literacy - reading and writing - without direct instruction. The emergent literacy approach involves the belief that children learn about written language through active engagement with their world (for example, through pretending to write grocery lists, seeing their parents read and write, having access to books and writing materials, etc.) and begin doing so during infancy. In contrast to reading readiness, it is also believed that the child develops not first as a reader, but concurrently - all along - as a reader/writer/speaker (Teale, 1986).

**Presentation of Books**

A classroom approach to emergent literacy involves providing children with a good selection of books, writing materials, environmental print, and story reading episodes, and opportunities to experiment with books and writing. Especially pertinent to the study here were recommendations about how to make books available for voluntary use by children in the classroom.

In a study conducted by Morrow (1983), it was demonstrated that the classroom environment needs to be set up in a certain way to promote emergent literacy in young children. This two-part empirical study first assessed the literature interests of kindergarten children in 21 classrooms, and then described the home and school environments of the children who had been determined to show either "high interest" or "low interest" in literature. The home environments of the high interest children and the low interest children were significantly different. For instance, the high interest children

reportedly looked at books and were read to by adults more frequently than the low interest children. The high interest children also were more likely to come from homes where the parents enforced television viewing rules. Pertinent to the study proposed here, 81% of the children assessed as having high interest in literature came from classrooms that had been designated by student teachers as high-rated programs in regards to providing a literate environment; and 82% of the children assessed as having low interest in literature came from classrooms that had been likewise designated as low-rated programs. High-rated classrooms were ones in which "teachers stressed regular planned literature activities and provided space for well-designed library corners" (p. 227).

In another study, Morrow and Weinstein (1982) examined the effects of program and library corner design changes on the voluntary literature use of kindergarten children. Consistent with accepted and recommended emergent literacy practices, they stated that library corners had to have the following characteristics:

> (They)...had to be located in a quiet area of the room, be visually and physically accessible, be large enough to accommodate at least four children, contain shelves for displaying books with the covers showing, be partitioned off from the rest of the room, and contain some element of 'softness,' such as pillows, beanbag chairs, or a mattress. (p. 133)

There were three experimental groups in this study: 1) Program changes only, 2) design changes only, and 3) program and design changes. Program changes involved such aspects as the implementation of group story readings in which the teacher led discussions about the book(s) read, and announced that the book(s) read were available in the library corner during freeplay. Program changes also involved the teachers' use of creative storytelling techniques and encouraging the children to share books and take them home. All three experimental conditions succeeded in increasing the voluntary

literature use of the children by 25%. There is no mention made about the children's books used in the study, or how they were chosen.

While the above study by Morrow and Weinstein investigated kindergarten classrooms, another project (Morrow, 1982) studied book area design and children's use of literature in kindergarten classrooms and "nursery rooms." The physical characteristics of library corners and the types of literature activities employed by teachers were observed and described in 30 nursery classrooms and 37 kindergarten classrooms. Using observations compiled by student teachers over a period of ten weeks, significant positive correlations were found between the frequency of children's use of literature and book areas that were assessed as being well-designed. Well-designed library corners implemented most or all of the following characteristics: Easy accessibility, attractive book displays within children's reach, soft furnishings (such as easy chairs, pillows, and carpet), rotation of new books into the corner, partitions enclosing the area, and a location in a quiet section of the room.

The literature provides ample empirical evidence that well-designed library corners in early childhood classrooms increase the amount of voluntary reading by children. This information guided the selection of the centers used in this study. While the above studies investigated how books should be presented, they did not assess which books were used by the children.

**Story Reading**

As noted by Teale (1987) in the extensive review of emergent literacy literature mentioned previously, "Of all aspects of young children's literacy experience, storybook reading has received perhaps more attention than any other" (p. 58). While the study here looked at child-initiated reactions and responses to culturally diverse books, teachers

read to the children when they initiated this interaction. Therefore, literature pertaining to the benefits of story reading is deemed to be germane to the study proposed here.

Teale's 1986 qualitative inquiry of the home literacy environments of 24 preschool children from low income families identified nine "literacy activity domains" that occur in the home. While the emphasis in this study was the discovery and acknowledgment that there are many literacy activities occurring in the home through everyday socialization, one finding regarding story reading is pertinent to the current study. While storybook reading was not found to be a common practice in most of the homes, three children who were read to four and five times a week were judged to be the most highly developed in emergent literacy abilities. This led Teale to conclude, "Although, perhaps not absolutely necessary for becoming literate, storybook reading has an extremely facilitative effect on children's emergent literacy abilities" (p. 196).

Wells (1985) attempted to connect literacy experiences in the home with literacy success in school. He hypothesized that listening to stories being read would be the most beneficial. A positive correlation was found between being read to and "knowledge of literacy" and "reading comprehension." Wells concluded that:

> It is the experience of listening to stories that stands out as the distinguishing characteristic of the children judged to be competent in oral language in the classroom context...Through listening to a story read aloud, the child has experience of the sustained organization of written language and of its characteristic rhythms and structures. (p. 247)

Building on the foundation of Wells' findings, it was more pertinent to the study here that story reading has been found to nurture the depth of children's cognitive processing in general, rather than just stimulating their literacy knowledge. Martinez and Roser (1985) (cited in Teale, 1987) found that with repeated readings to 4-year-olds in a

daycare setting "(a) children talked more when the story was familiar, (b) ...forms of talk shifted when the story was familiar, and (c) the responses to story indicated an increased depth of processing in repeated readings" (p. 61). Verification of an increased depth of processing has particular value for the current study, as it is hoped that repeated exposure to culturally diverse literature will encourage positive discussion about a diversity of cultures which will eventually lead to acceptance and respect for diversity.

Because the story reading episodes in the study were initiated by individual teachers and/or children during periods of freeplay in the classroom when the children could select from a variety of activities, the story reading episodes occurred in small groups, and often occurred between one teacher and only one to three children. Two studies lend credence to the value of this approach. Morrow (1988) conducted a study to determine whether frequent one-to-one readings in school settings increase the number and/or complexity of comments and questions of 4-year-olds. Two experimental groups and a control group were composed of 79 low SES children in daycare settings. The children in the first experimental group were read a different book each week for a period of 10 weeks. The children in the second experimental group were exposed to repeated readings of three different books over the 10 week period, and the children in the control group were encouraged to perform traditional reading readiness activities rather than being read to. Pertinent to the study here, the one-to-one story readings were found to increase the number and complexity of the questions and comments made by children in both of the experimental groups as opposed to the children in the control group. The repeated readings group, though, were found to engage in more interpretive responses and more responses focusing on print and story structure than the first experimental group. The repeated readings were found to be the most beneficial for children who had been assessed as having low reading abilities prior to the story readings.

In a second study by Morrow and Smith (1990), the verbal interactions of children in three experimental groups were studied. Twenty-seven kindergarten and first-grade children listened to three different stories read in three different groups: One-to-one readings, small group readings (three children), and large group readings (15 or more children). The results were surprising, as the children performed better on probed and free recall comprehension tests after being involved in small group readings. The one-to-one readings produced the next highest scores, with the large group readings producing the weakest scores.

While there are many studies that validate the importance of reading stories to young children, there are no studies that have focused on reading culturally diverse stories to children.

## Evaluation of Multicultural Literature Programs

While there have been no studies that evaluated preschool children's use of culturally diverse literature, one on-going project and one study that have both investigated the use of multicultural literature with school-aged children will be discussed.

In an extensive multicultural-literature-based project that has been in existence for 11 years, Johnson and Smith (1993) stated the "Dealing with Diversity" project's goal:

> The goal is to develop tolerance, an acceptance of others who are different from self and family, and beyond that, to foster empathy, the ability to put oneself in another's shoes because one recognizes and shares the feelings and circumstances of that person. (p. vii)

An offshoot of the New York City-based Project Equal, the project is intended as a "vehicle for middle school students to address challenging social and personal issues"

(p. viii) through the use of multicultural fiction. While the focus of the project in the first eight years was toward the assessment of students' perceptions of gender roles, the focus has now shifted to include racial and ethnic stereotyping. Evaluation surveys to assess student attitudes toward gender roles were used during the first eight years with positive results:

> ...students mentioned recognizing stereotypes and prejudiced characters in the books they read, and described feelings of empathy and understanding for the characters in the novels... (and they) became less gender specific in their perceptions of appropriate activities and careers for males and females than those in a comparable group not involved in the project... (p. 93)

Unfortunately, in the years since the project has included racial issues, the formal evaluation of students' attitudes has been discontinued due to lack of funding. The author stated that "...anecdotal evidence indicated many students were more aware of racial prejudice and discrimination as a result of participation in Project Equal" (p. 94).

The study that comes closest to the current research project was one done by Litcher and Johnson (1969) entitled "Changes in attitudes toward Negroes of White elementary school students after use of multiethnic readers." While the terminology is obviously outdated, the study produced a positive change in children's attitudes toward Blacks by having the children use multiethnic readers for four months. The subjects in the study were 68 white second grade children from two elementary schools in a Midwestern city. The children in each classroom were divided into an experimental group and a control group - the experimental groups used multiethnic readers for four months, and the control groups used regular readers for the same four month period. The readers were identical in content except that the multiethnic readers included characters

from several different racial and ethnic groups, while the regular readers included only whites.

While there have been a small number of studies that looked at school-aged children's use of multicultural literature, there are no comparable studies done with very young children. Because research supports the widely held belief that children are aware of racial differences by the age of three (Clark & Clark, 1947; Goodman, 1964; Proshansky, 1966; Katz, 1982), the study here begins to fill in a gap left by projects such as "Dealing with Diversity" by targeting young children and providing empirical evidence of whether children voluntarily use culturally diverse literature when it has been provided in their environment. Thus, the specific objectives of this study were to determine whether 3-5 year old children in daycare classrooms used culturally diverse books as often as Caucasian Only books (depicting no cultural diversity), and whether a simple introduction of the culturally diverse books at group time would increase their use.

# CHAPTER 3

# METHODS

## Subjects

Thirty-five children, aged from 44 to 65 months, and their preschool teachers participated in the study. All of the children were enrolled in one of two preschool classrooms that were part of a university-affiliated daycare program. The children in both classrooms were representative of the university population in that there was a mixture of cultures as well as a mixture of socioeconomic levels, which ranged from lower middle to upper middle class.

The classroom at the first center (Center 1) accommodated 15 children, who ranged in age from 47 to 65 months at the beginning of the data collection, with an average age of 58 months. There were nine boys and six girls. One boy left the program at the end of the eighth week of data collection and was replaced by another boy who began attending the program the very next day, so data were collected on 16 children altogether at Center 1. Two of the children were part of a mainstreaming program for children with special needs. One child in the classroom was African American. Five of the children in this classroom were Asian and spoke a language other than English in their homes: One child who was Japanese and Caucasian spoke Japanese, one spoke Korean, and three children spoke Chinese. In the Korean home and one of the Chinese homes, only the native language was spoken inside the home, but the family members used English outside the home.

The second classroom (Center 2) accommodated 20 children whose ages ranged from 44 to 64 months at the beginning of data collection, with an average age of 53

months. There were 10 boys and 10 girls. One girl left the program at the end of the thirteenth week of data collection and was replaced by a boy the next day. Because the new boy was there for such a short time, no data was tabulated for his book use. Another child attended for only twelve days during the fourteen weeks of the study, and so his data have also been discarded. Therefore, data were collected for 19 children altogether at Center 2. One of the children in the classroom had special needs and was mainstreamed, as in Center 1. One child in the classroom was African American. Two children were Chinese and spoke Chinese in addition to English in their homes, and one child was Persian and spoke Persian in addition to English in the home.

Center 1 and Center 2 classrooms had comparable numbers of staff. Each classroom was headed by two full-time staff members: A Child Care Specialist and a Child Care Assistant. There was also one full-time undergraduate student teacher in each classroom and one half-time graduate assistant. Because of the larger enrollment at Center 2, there was an additional full-time Child Care Assistant there. Each classroom also had undergraduate participation students who were in the room four hours per week. The graduate assistant at Center 1 and one of the participation students at Center 2 were male, and the remainder of the staff members were female. Both Child Care Specialists and all of the Child Care Assistants at both centers held Bachelor's Degrees in Human Ecology/Early Childhood Development.

## Settings

The classrooms were located at two university-affiliated full-time daycare sites in Knoxville, Tennessee. Both of the classrooms at Center 1 and Center 2 were set up with learning centers such as blocks, discovery (math and science), books, drawing and writing, art, imaginary play, and puzzles and games. Materials in the centers were rotated

weekly, with the exception of the indoor gross motor materials and the block area props at Center 2; these were rotated every two weeks.

Each classroom had a separate book area in which 15 - 20 books were provided weekly. The books were displayed with the covers showing on low tiered book shelves that were observable from all areas of the classroom. The book centers were located in quiet areas of the classroom and contained soft furniture such as pillows, cushions and a couch.

There were freeplay times throughout each day when the children in the classrooms at Center 1 and Center 2 could choose to use any of the learning centers in the classroom. Children at both sites sometimes used the book areas at these times, and so observations of book use were conducted during both morning and afternoon freeplay. Morning freeplay at Center 1 occurred from 9:45 until 10:30 and followed morning snack. Morning freeplay at Center 2 occurred from 10:00 until 11:00 and followed a large group time. Afternoon freeplay at both centers followed naptime. At Center 1 afternoon freeplay occurred from 2:30 until 3:05, and at Center 2 afternoon freeplay occurred from 2:30 until 3:15.

Typical teacher behavior during freeplay at both centers was similar. The children were allowed to play at any of the learning centers in the classroom and could rotate between the centers as often as they wished. The teachers moved from area to area, facilitating play with the children and redirecting disruptive behavior when necessary.

A second type of observation - the naptime observation - was conducted at the beginning of naptime at both centers. There were slight differences in classroom procedures between centers. At both centers, the children began eating lunch at approximately 12:00. At Center 1, the children ate lunch, were excused to the bathroom, and were then allowed to go the book area to select one book. If they chose, they could

read their book at their cot and then return to the book shelf to select a second, and final, book. At Center 2, the children ate lunch, were excused to the bathroom, and then were allowed to join the other children and a teacher in the book area to listen to the teacher read a book to the group. The books read by the teacher at this time were never books from the collections provided for the study. When the teacher had finished reading for five to ten minutes, the children were excused individually to select a book from the shelf and go to their cots. At Center 2, the children were not allowed to return to the shelf for any additional books. At both centers, the children were allowed to bring books that they had brought from home to their cots if they chose. Center 2's own collection of books were stored on low shelves in the children's bathroom, so the children sometimes chose those books to bring to their cots, and were allowed to do so.

## Measures

A number of different measures were used during the study to collect data. Observational measures included the morning and afternoon freeplay observations and the naptime observations. At the end of the study, parent questionnaires were distributed and were used to gain information about the home literacy experiences of the children. Also at the end of the study, the investigator interviewed the teachers to ascertain their opinions about the implementation of the study in their classrooms. The final type of measure involved anecdotal records kept by the teachers in each center concerning any comments about cultural issues made by the children during the study.

### Observational Measures

At each center, there were nine observations conducted each week: Three morning freeplay observations, three afternoon freeplay observations, and three naptime observations.

The freeplay observations were conducted during the morning and afternoon freeplay periods described earlier using a measurement system designed to record young children's use of books in early childhood education settings (Twardosz, Elliott, Long & Carlson, 1990). The observer, while seated close to the book area, began the observation by conducting a PLA-Check (Planned Activity Check) (Risley & Cataldo, 1974), at which time written recordings were made of the number of children and/or teachers engaged in book use in comparison to the number of the children and/or teachers in the entire classroom. Numbers of male and female children and staff were calculated separately and recorded in fraction form; for example, the number of male children in the book area at the beginning of the PLA-Check would be the numerator with the total number of male children in the classroom as the denominator. A PLA-Check was conducted every five minutes during the 35-minute observation.

After each PLA-Check was completed each child and adult who was using books either in the book area or anywhere else in the room was identified with a code and was observed for five seconds. Book use that falls under these categories was recorded: Listening (L), which included listening to another child or adult read; Reading (R), which typically involved the child turning the pages and looking at the book silently or while talking to him/herself or others, re-telling a story or browsing; Discussing (D), which had to include verbal discussion about the book in hand; Proto-Reading (Pro), which involved pre-reading behaviors such as naming specific letters and/or numbers on the page; Reading Instruction (Rin), which occurred when a teacher discussed and tried to instruct the child about formal aspects of reading (such as sounding out letters and letter combinations); and Present (P), which was recorded when a child or adult was in the book area, but was not engaged in book use. (Data from this "coding" part of the measurement system will not be presented in this study.)

In addition to categorizing book use, the name of the book was listed. The observer then made a brief note of the affective atmosphere surrounding the use of the book. For example, it was noted if the child and/or adult were snuggling close to one another or laughing. The observer also attempted to record, word for word, any statements made by children or teachers during book use that included discussion of cultural issues; for example, references made to skin color, hair texture differences, etc. Other circumstances, such as book use outside of the book area, numbers of people reading books together, and any unusual uses of books were also recorded.

After the book use of each individual was duly noted, the remainder of the 5-minute interval was spent recording a narrative summary of other events in the classroom. For example, the observer might record which areas of the classroom were being used and which were not, and the activities occurring - or not occurring - there.

The second type of observation, the naptime observation, took place three times a week as the children from each center moved to their cots to take a nap after eating lunch. It was the practice at both centers that the children were allowed to choose one book from the book shelf to bring to their cot. The observer sat near the book area with a list of the 20 books in the displayed collection. As each child chose a book, the observer noted the child's initials next to the title of the book that he/she selected, and a number for the order the book was chosen. For instance, when the first child to the book shelf selected a book, his/her initials were placed next to the book he/she selected along with the number "1" to designate that it was the first book chosen. As soon as all of the children present had been given the opportunity to select one book from the shelf, the observer concluded the observation.

**Parent Questionnaire**

Parent questionnaires were distributed after the classroom observations had been completed to obtain information about each child's prior home exposure to books. It was important to know the home experiences of the children to help explain any book use differences between centers and/or children. Parents were asked to provide information such as the number of children's books that were accessible to their child in their home, where the books were located, and how often and in what ways the child used the books (questions adapted from an unpublished pre-doctoral paper, Gillespie, 1993; and Morrow, 1983). For complete questionnaire, see Appendix A.

**Teacher Interviews**

At the end of the study, the investigator visited both centers and interviewed the classroom teachers. In interviews that lasted from 15 to 30 minutes, the teachers were asked to give their impressions of various aspects of the study, and of how they perceived its effects on their children's book use behavior and on their management of the classroom. For complete list of interview questions, see Appendix B.

**Teacher Anecdotal Records**

Classroom staff were asked to take informal notes during the course of the study that pertained to any specific comments made by children about the culturally diverse books or about cultural issues in general. A notebook was provided in each classroom by the investigator so that teachers could record comments made by the children as they occurred throughout the study.

## Observer Training and Interobserver Agreement

The observers in the study were 16 undergraduate and graduate students who volunteered their services in return for course credit. Their training began three weeks prior to data collection and involved reading the measurement system manual, attending a seminar on the measurement system conducted by the investigator, practicing the measurement system alone and with the investigator in the classrooms, and discussing disagreements in scoring. Once the data collection began, the investigator met weekly with the observers to discuss problems and questions as a group.

For both freeplay and naptime there were observations spaced throughout the study that were conducted by two observers who did simultaneous but independent observations to provide reliability checks. For freeplay observations at Center 1, reliability checks were conducted during 38 observations, for a weekly average of 2.7 reliability checks throughout the study. For freeplay observations at Center 2, reliability checks were conducted during 44 observations, or a weekly average of 3.14 reliability checks throughout the study. Because the naptime observations were less complex than the freeplay observations, there were fewer reliability checks performed for them over the course of the study. At Center 1, there were six reliability checks, and at Center 2 there were five reliability checks conducted.

Interobserver reliability scores were calculated for the girls', boys', and teachers' book use during the PLA-Checks. During each freeplay observation, there were seven or eight PLA-Checks conducted. The interobserver reliability percentages were calculated by counting the PLA-Check agreements between the two observers (the number of times within the seven or eight PLA-Checks that both observers recorded exactly the same numerator and denominator), and then dividing that total by the number of PLA-Check

agreements plus PLA-Check disagreements. At Center 1, the interobserver reliability score for girls' book use was 99%; for boys' use it was 99%; and for teacher's use it was 99%. The range for all three categories was 75% to 100%. At Center 2, the interobserver reliability score for girls' book use was 99%, with a range of 75% to 100%; for boys' it was 99%, with a range of 75% to 100%; and for teachers' it was 94%, with a range of 57% to 100%. See Table 3.1.

Interobserver reliability scores were calculated for the titles of the books recorded within each observation. These were calculated for each center and for each type of observation - the freeplay observations and the naptime observations. Within the naptime observations, interobserver reliability scores were calculated for the titles of books selected at all, and for the titles that were recorded as the first five selected.

For the freeplay observations at each center, daily interobserver reliability percentages were calculated by counting the number of book title agreements between the two observers (the number of times that they both recorded the same book title in their observations), and dividing that number by the number of book title agreements plus the number of book title disagreements. Then the daily percentages for each center across the entire study were averaged to obtain an overall interobserver reliability score for freeplay observations. At Center 1, the interobserver reliability score was 97%, with a range of 67% to 100%. At Center 2, the interobserver reliability score was 99%, with a range of 88% to 100%. See Table 3.1.

As mentioned above, two types of interobserver reliability scores were calculated for the book titles chosen during the naptime observations. First, interobserver reliability was calculated for the book titles chosen at all during each observation. This was done by counting the number of book title agreements between the two observers, and then dividing that total by the number of book title agreements plus the number of book title

Table 3.1 - Interobserver Agreement Percentages for All Observations at Both Centers

| | Interobserver Agreement Percentage | |
|---|---|---|
| Center | 1 | 2 |
| Freeplay Observations | | |
| PLA-Checks | | |
| Girls | 99 | 99 |
| Boys | 99 | 99 |
| Teachers | 99 | 94 |
| Book Titles | 97 | 99 |
| Naptime Observations | | |
| All Book Titles | 92 | 95 |
| First Five Book Titles | 94 | 96 |

disagreements. As with the free play observation reliabilities, these numbers were averaged across the study to obtain a final interobserver reliability score for the entire study. At Center 1, the interobserver reliability score for naptime books chosen at all was 92%, with a range of 73% to 100%. At Center 2, the corresponding average was 95%, with a range of 83% to 100%. See Table 3.1.

The second naptime observation interobserver reliability score that was calculated was for the first five book titles that were chosen during each observation. Again, these were calculated by counting the number of book title agreements for the first five books, and dividing that total by the number of book title agreements plus the book title disagreements. These were averaged across the study to obtain an overall percentage for each center. At Center 1, the interobserver reliability percentage for the first five books chosen at naptime was 94%, with a range of 60% to 100%. At Center 2, the corresponding interobserver reliability percentage was 96%, with a range of 80% to 100%. See Table 3.1.

## Experimental Design

A multiple baseline time series experimental design was used across the two centers in this study. There was a baseline period during which book collections were placed in the classrooms that were similar to the collections provided prior to the study. After the baseline period, culturally diverse book collections were presented in the classrooms. The third and final condition involved the culturally diverse book collections with the addition of a simple intervention; the intervention was a teacher introduction of some of the culturally diverse books. All conditions were introduced in a staggered fashion, with each condition occurring first at Center 1.

## Experimental Procedures

Because this study involved the use of a large number of culturally diverse books, the way in which they were selected and presented in the classrooms will be described here. The teachers in both centers were asked to follow specific guidelines in regards to book use in the classrooms, and those will be discussed also. Finally, this section contains a description of the intervention that was implemented eight weeks after the study began.

### Culturally Diverse Book Collections

Every two weeks the book collection available to the children was changed. There were twenty books in each collection. During a baseline period of two weeks at Center 1, the Baseline Collection of books was in the classroom, while at the same time a different Baseline Collection of books was in Center 2. At the end of the first two weeks, the Baseline Collection from Center 1 was replaced by the first collection of culturally diverse books (Collection 1). Meanwhile, the Baseline Collection that had been at Center 1 was moved to Center 2. At the end of the second two week period, Collection 1 was moved to Center 2 (the first introduction of culturally diverse books at Center 2) and the second collection of culturally diverse books (Collection 2) was rotated into Center 1. All further culturally diverse book collection rotations occurred in this staggered fashion.

As already mentioned, twenty books were placed in each classroom each week. The Baseline Collections each contained twenty books that were similar to the books being used prior to the study. Prior to the baseline period, it was the practice in both centers to provide book collections that included no more than one or two culturally diverse books. The Baseline Collections were selected from public library shelves by the

investigator, without the use of selection aids. Baseline Collection 1, which was at Center 2 only, consisted of 19 Caucasian Only books and one culturally diverse book; Baseline Collection 2 consisted of 18 Caucasian Only books and two culturally diverse books.

The culturally diverse book collections presented at the end of baseline included 10 books with culturally diverse content and 10 books without any culturally diverse content, which will be referred to as Caucasian Only books. The multicultural books were located through the use of multicultural book selection sources frequently used by professionals in the field of library science: Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers (Miller-Lachmann, 1992), and Multicultural Literature for Children and Young Adults: A Selected Listing of Books 1980 - 1990 By and About People of Color (Kruse and Horning, 1991). Only one culturally diverse book, a Hispanic book used in Collection 5 (A Birthday Basket for Tia), was not found through one of these resources. The Caucasian Only books were all selected from these selection sources: The New York Times Parents' Guide to the Best Books for Children (Lipson, 1991), Choosing Books for Kids: How to Choose the Right Book for the Right Child at the Right Time (Oppenheim, Brenner, and Boegehold, 1986), and The Best of the Best for Children (Donavin, 1992).

After locating books that were designated by the assorted selection aids as being written for children as young as those involved in the study, the investigator read all of them and determined whether or not they would be used in the collections. Books were excluded if they included any content that the investigator deemed inappropriate for the educational philosophy of the centers involved. For instance, an attempt was made to exclude books that included weapons, any forms of violence, or offensive stereotypes of any cultural group. In order to have enough books for the entire study, some titles were

selected that were recommended for children in the age range of five to eight. When selecting these books, the books with the least complex and shortest text were chosen.

All of the books had a picture on the cover, and an attempt was made to see that the covers of the culturally diverse books depicted the diversity of the cultures in the book. The cultures represented in the culturally diverse books were Black, Asian, and Hispanic. The books were designated by four categories as follows: (1) Caucasian Only (CO), with no multicultural content; (2) Culturally Conscious (CC), depicting a specific non-Caucasian culture in an accurate way; (3) Culturally Neutral Information (CNI), which included concept books that depicted people from varied cultures, but were not specific to a particular culture; and (4) Inclusive (I), which were universal stories, not specific to any culture, in which people from a multitude of cultures were depicted. These categories, with the exception of Caucasian Only, were adapted from Harris (1991), Bishop (1992), and Kruse (1992).

The twenty books each week were consistently presented in the following proportions: 10 Caucasian Only, six Culturally Conscious (two Black, two Asian, and two Hispanic), one Culturally Neutral Information, and three Inclusive. The ten Caucasian Only books were matched as closely as possible to the 10 culturally diverse books. For instance, an effort was made to match books with similar themes, such as "friendship," across Caucasian Only and Culturally Conscious categories. See Appendix C for a categorically arranged book list key.

Prior to the study, it was the customary practice in both classrooms for the staff to write lesson plans that designated which books would be placed in the book area weekly. During the duration of the study, though, the researcher provided the books for all collections in both classrooms. They were borrowed from a public library and a university library. See Appendix D for complete book collections.

**Teacher Behavior Guidelines**

Teachers at both sites were asked to follow specific guidelines regarding book use during the data collection period: (1) Books from the book area were not to be read by the teacher at group time or any organized group reading initiated by the teacher. (2) Teachers were asked not to initiate specific book selection during freeplay. When the investigator began to train the observers at both of the centers, it became clear that there was not enough child-initiated book use occurring at either center to provide enough data for a book use study. So, one week prior to the beginning of data collection, the teachers at both centers were asked to make a consistent daily effort to prompt children into the book area but not to encourage the use of any particular book because the intent of the current study was to look at children's voluntary selections of culturally diverse or Caucasian Only literature. (3) Teachers were asked not to initiate culturally specific discussion while reading books with children. Again, the intent of the study involved child-initiated interactions and reactions to culturally diverse books. If the child initiated questions or discussion, the teacher was encouraged to follow through with the conversation. The teacher could initiate non-culturally specific discussion, such as, "How do you think that made her feel?" (4) Books brought into the classroom by the teacher for group time were not to be placed out for voluntary use by children. (5) Books brought in by children from home could be used at group time or on their cots at naptime, but were not to be available at freeplay times.

**Intervention**

As already mentioned, an intervention was implemented during the study. Like the staggered book rotation between centers, the intervention was implemented at Center 1 when three culturally diverse book collections had been presented, and two weeks later at Center 2 after the same three culturally diverse book collections had been presented

there. The investigator assessed whether there had been an equal amount of book use between the culturally diverse and Caucasian Only books during Collections 1, 2, and 3. When it was determined that the books in one of the culturally diverse categories - Culturally Conscious - were not being used by the children as often as the other culturally diverse books, teachers in both centers were asked to implement a simple intervention. Beginning with Collection 5, four of the Culturally Conscious books were randomly selected from the remaining collections to be introduced at a group time by the teachers during the intervention. The same four books were introduced in each collection at each center. In Collection 4, book numbers 1, 2, 3, and 5 were introduced. In Collection 5, book numbers 1, 2, 3, and 4 were introduced. And, in Collection 6, book numbers 1, 3, 4, and 5 were introduced. As mentioned earlier, the books were categoriezed as follows: Books 1 and 2 were Culturally Conscious/Black; books 3 and 4 were Culturally Conscious/Asian; and books 5 and 6 were Culturally Conscious/Hispanic.

The teachers were asked to introduce the four randomly selected books to the children at scheduled group times. The teachers were not told that this particular category of book had not been used as frequently as others. The teachers at each center were instructed to do the same type of introduction: On the first Tuesday of a new collection, at the end of the group time, the teacher showed the children two of the books, and shared with them the title, the author/illustrator, and a brief description of the story. She or he also showed the children pictures in each of the books that she/he liked, and ended the introduction by informing them that the books would be on the book shelf in the book area for them to read. This took approximately five to ten minutes, and was repeated on the next day (Wednesday) with two of the other Culturally Conscious books. Introductions were not conducted during the second week that the same collection was displayed.

# CHAPTER 4

## RESULTS

The results section will be structured to answer these two main questions: (1) Were the culturally diverse books used as frequently as the Caucasian Only books?; and (2) Can a simple teacher intervention increase the use of culturally diverse books if they are not used as frequently as the Caucasian Only books? The results will be presented for each of the two types of observations that were conducted: The freeplay observations that incorporated time-sampling and narrative recording, and the naptime observations that included the children's book selections as they moved to their cots.

To begin to answer the first question (Were the culturally diverse books used as frequently as the Caucasian Only books?), the percentage of overall book use by children and teachers over the course of the entire study will be presented. Then the frequency of the children's use of the group of 10 culturally diverse books in the first three collections will be compared to the frequency of the children's use of the group of 10 Caucasian Only books in the same three collections. Book use frequency will then be further analyzed by describing the use of the types of culturally diverse books within the first three collections.

To answer the second question (Can a simple teacher intervention increase the use of culturally diverse books if they are not used as frequently as the Caucasian Only books?), the frequency of the children's use of the introduced Culturally Conscious books will be compared to the frequency of their use of the Culturally Conscious books that were not introduced for Collections 4, 5, and 6.

As already mentioned, results will be presented for each of the two types of observations that were conducted at each center: The 35-minute freeplay observations

and the naptime observations. For the freeplay observations, two types of results will be provided: The number of times that a book was recorded as being used during a 5-second interval, and the number of times that each book was read. For the naptime observations, two types of results will also be provided: The number of times that a book was selected at all, and the number of times that a book was selected within the first five books chosen during that observation.

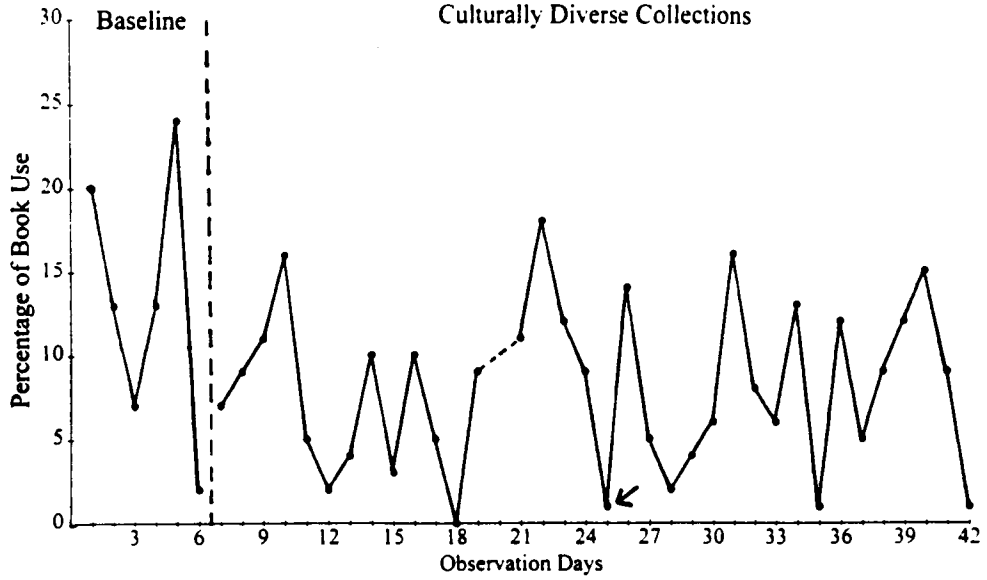
The remainder of the results section will include a discussion of the book use of individual children, information gathered from parent questionnaires, opinions solicited through the teacher interviews, and a brief description of classroom anecdotal records kept by the teachers.

## Question 1: Are the Culturally Diverse Books Used as Frequently as the Caucasian Only Books?

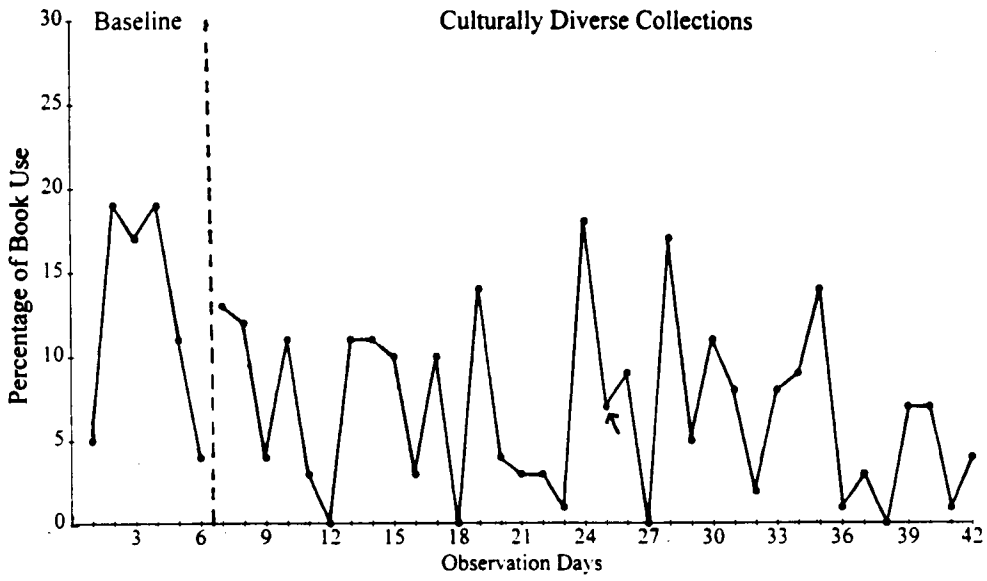
### Overall Book Use

Daily percentages of overall book use were computed for children and teachers at each center from the PLA-Checks conducted during the 35-minute freeplay observations. Separate percentages were computed for the morning and afternoon freeplay periods.

The percentages of book use by children were computed by determining how many children were using books during the PLA-Checks and dividing that by the total number of children in the classroom. As evidenced by Figure 4.1 for the morning and afternoon free play observations at Center 1, the children's overall book use fluctuated in small amounts consistently across the duration of the entire study. During baseline at Center 1, prior to the introduction of the culturally diverse book collections, the percentage of children's book use for the morning observations ranged from a low of 2%




(a)



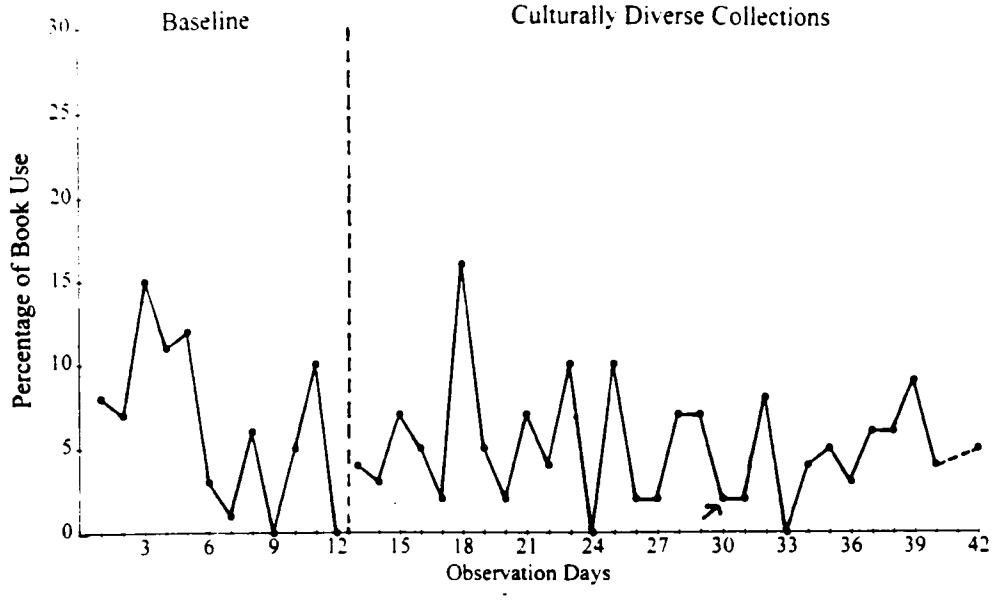

(b)

Figure 4.1 - Daily Percentage of Children's Book Use at Center 1. Arrow indicates the first day of book introductions. (a) Book use during morning freeplay. Broken line indicates absence of observation. (b) Book use during afternoon freeplay.

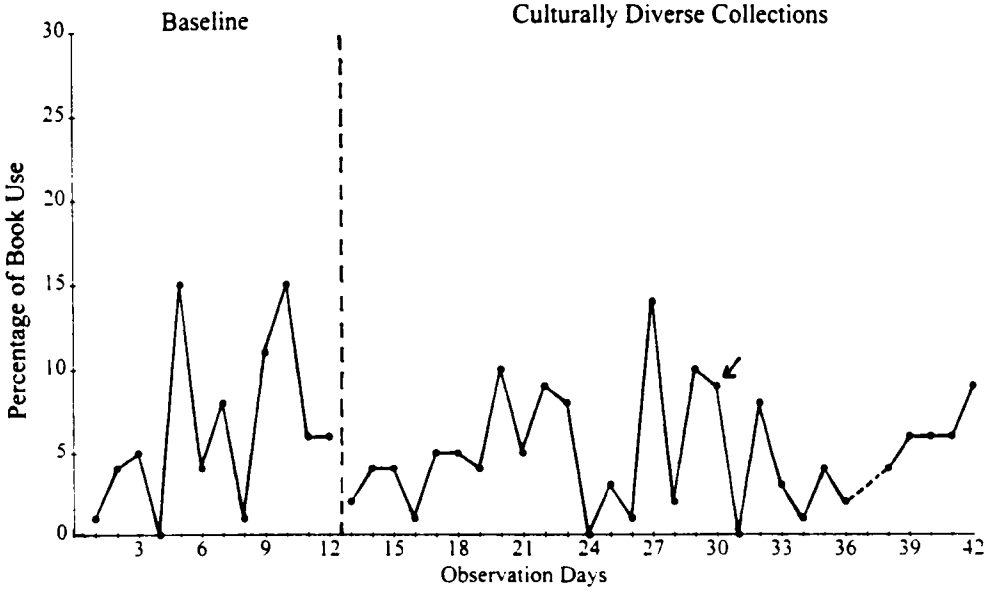
to a high of 24% (SD .08), with a daily average of 13%; the corresponding percentages for the afternoon observations were a low of 4% and a high of 19% (SD .07), with a daily average of 13%. During the remaining weeks of the study when the culturally diverse book collections were present, the percentage of children's book use for the morning observations ranged from 0% to 18% (SD .05), with a daily average of 8%; the afternoon observations ranged from a low of 0% to a high of 18% (SD .05), with a daily average of 7%.

While the percentages of overall book use for Center 2 were frequently lower than those for Center 1, even smaller fluctuations in children's book use across the duration of the study can be seen in Figure 4.2 for the morning and afternoon freeplay observations. During the baseline period at Center 2, the percentage of children's book use for the morning observations ranged from a low of 0% to a high of 15% (SD .05), with a daily average of 7%; the afternoon observations also ranged from a low of 0% to a high of 15% (SD .05), but had a daily average of 6%. During the remaining weeks of the study when the culturally diverse book collections were present, the percentage of children's book use during the morning observations ranged from a low of 0% to a high of 16% (SD .03), with a daily average of 5%; the afternoon observations ranged from a low of 0% to a high of 14% (SD .03), with a daily average of 5%.

Figure 4.1 shows that the percentage of children's book use at Center 1 was higher during the baseline collection than during the remainder of the study when the culturally diverse book collections were available. At Center 2, though, the daily average percentage of book use during the baseline period was approximately the same as the daily average percentage of children's book use during the remainder of the study. Figures 4.1 and 4.2 show, though, that the pattern of book use during the remainder of the study at both centers remained consistent, rising and falling over the remaining weeks.




(a)




(b)

Figure 4.2 - Daily Percentage of Children's Book Use at Center 2. Arrow indicates first day of book introductions. Broken lines indicate absence of observation. (a) Book use during morning freeplay. (b) Book use during afternoon freeplay.

When computing book use for teachers, it was determined that the important factor to be considered was how often there was a teacher in the book area who was available to read to the children. Therefore, the book use averages for teachers were computed by determining how many PLA-Checks per observation included a teacher, and dividing that number by the total number of PLA-Checks. For instance, each freeplay observation included seven or eight PLA-Checks. If a teacher was included in four of eight PLA-Checks, the teacher use would be calculated as 50% for that observation. At Center 1, a teacher was observed using books with children during every morning observation except two, and during all but four of the afternoon observations. The range of teacher use for the morning observations at Center 1 during baseline was 38% to 100% (SD .08), with a daily average of 81%; the range for the afternoon observations ran from a low of 29% to a high of 100% (SD .07), with a daily average of 80%. During the remaining weeks of the study when the culturally diverse book collections were present, the range of teacher use for the morning observations at Center 1 was 0% to 100% (SD .23), with a daily average of 58%; the afternoon observations also ranged from a low of 0% to a high of 100% (SD .29), with a daily average of 47%.

Even smaller fluctuations occurred in the percentages of teacher book use for the morning and afternoon observations at Center 2. A teacher was observed using books with children during all but three of the morning observations, and during all but two of the afternoon observations. The range of teacher use for the morning observations during baseline at Center 2 was 0% to 100% (SD .33), with a daily average of 46%; the range for afternoon observations during baseline was 0% to 86% (SD .33), with a daily average of 46%. During the remainder of the study when the culturally diverse book collections were present, the range of teacher book use in the morning observations was 0% to 100%

(SD .29), with a daily average of 46%; the range for afternoon observations was 0% to 86% (SD .24), with a daily average of 49%.

The pattern of the percentage of teacher book use throughout the study at both centers remained relatively constant. This consistency is important as it lends support to the claim that any differences in the children's use of the culturally diverse book collections during the study were not attributable to any difference in teacher behavior.

Even though the children's average daily book use and the teacher's daily book use decreased between the baseline period and the culturally diverse collection period at Center 1, the book use by both groups fluctuated in similar amounts throughout each of these periods. At Center 2, the children's and teacher's average daily book use remained virtually the same throughout the entire study. Having determined that there was a consistent amount of book use across collections of culturally diverse books at both centers throughout the study, it is pertinent now to present the results of a comparison of the frequency of the use of the culturally diverse books to the frequency of the use of the Caucasian Only books.

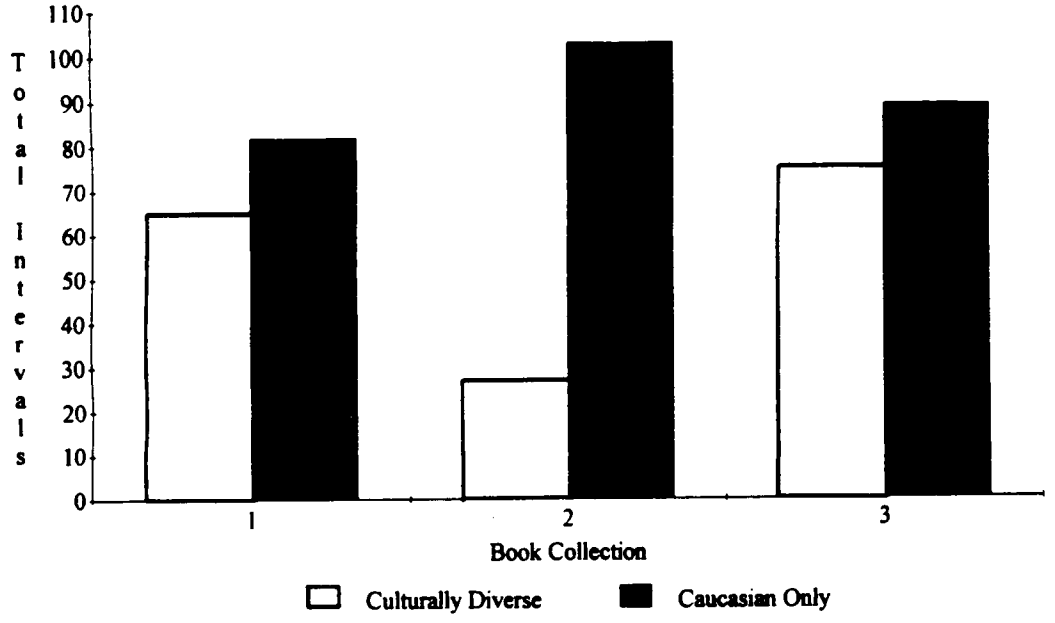
**Comparison Between the Use of Culturally Diverse and Caucasian Only Books**

Data were summarized for both of the freeplay observations and for the naptime observations for the first three collections at each center to compare the frequency of the use of the culturally diverse books to the Caucasian Only books. For the freeplay observations, two types of totals were compiled for each group of books within each of the first three collections (each collection contained 20 books: A group of 10 culturally diverse books and a group of 10 Caucasian Only books): Totals were kept of the number of 5-second intervals during which each of the two types of books were used; and totals were kept of how many times each type of book was read. It was important to look at

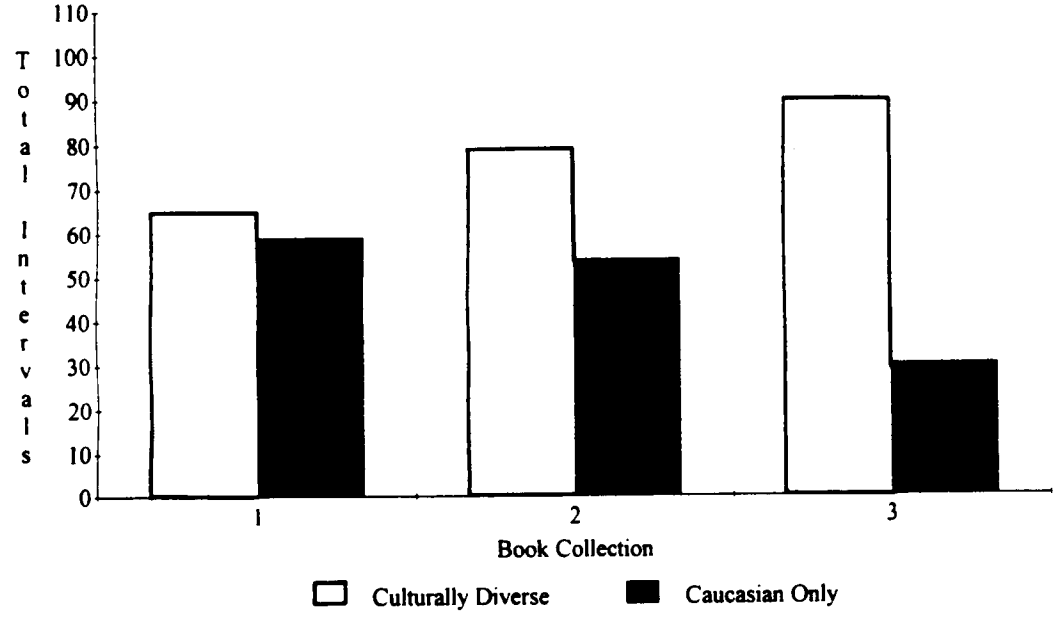
both forms of data to get a clear picture of book use. For instance, a culturally diverse book and a Caucasian Only book of comparable length may have been read one time each. If the culturally diverse book was included in 10 5-second intervals, while the Caucasian Only book was only included in two 5-second intervals, the culturally diverse book was either being used by more children or was being attended to for a longer period of time; therefore, the culturally diverse book could be determined to be receiving more use even though each book was only read once.

A comparison of the use of the first three book collections at both centers produced different results for the two centers. As can be seen in Figure 4.3a for Center 1, the Caucasian Only books were used in more 5-second intervals than the culturally diverse books in each of the collections. In Collection 1, the use between the two groups was almost equal (65 intervals for culturally diverse books and 82 intervals for Caucasian Only books), the use of the culturally diverse books dropped dramatically during Collection 2 (27 for culturally diverse and 103 for Caucasian Only), but then almost evened out again with the Caucasian Only books by Collection 3 (75 for culturally diverse and 89 for Caucasian Only). While the difference in use was not consistent, there was a significant difference in the use of the culturally diverse and Caucasian Only books in 5-second intervals at Center 1 ($t = 2.20$, $p < .05$) across Collections 1, 2, and 3. The totals kept for the number of times that each book was read for the same three collections at Center 1 showed a similar pattern.

In contrast to the totals for Center 1 which show a heavier use of the Caucasian Only books, Figure 4.3b for Center 2 shows greater use of the culturally diverse books for all three collections: For Collection 1, the culturally diverse books received 65 intervals as compared to 59 for Caucasian Only; in Collection 2, the culturally diverse books received 79 compared to 54 for the Caucasian Only; and in Collection 3, the culturally




(a)




(b)

Figure 4.3 - Culturally Diverse / Caucasian Only 5-Second Interval Book Use at Both Centers. Number of 5-Second intervals recorded for culturally diverse and Caucasian Only books, per book collection, at both centers. Totals consist of morning and afternoon freeplay data combined. (a) Intervals recorded for Center 1. (b) Intervals recorded for Center 2.

diverse books received 90 as compared to 30 for the Caucasian Only. Just as there was at Center 1, there was also a significant difference in the use of the culturally diverse books and the Caucasian Only books at Center 2 ($t = -2.09$, $p < .05$); at Center 2, though, the significance was in the opposite direction, as the culturally diverse books were used significantly more than the Caucasian Only books. The book readings comparison for the books in Collection 1 revealed the only instance at Center 2 when the Caucasian Only books were used more than the culturally diverse books, and even here the use of the culturally diverse books (17 readings) was almost as high as that of the Caucasian Only books (22 readings).

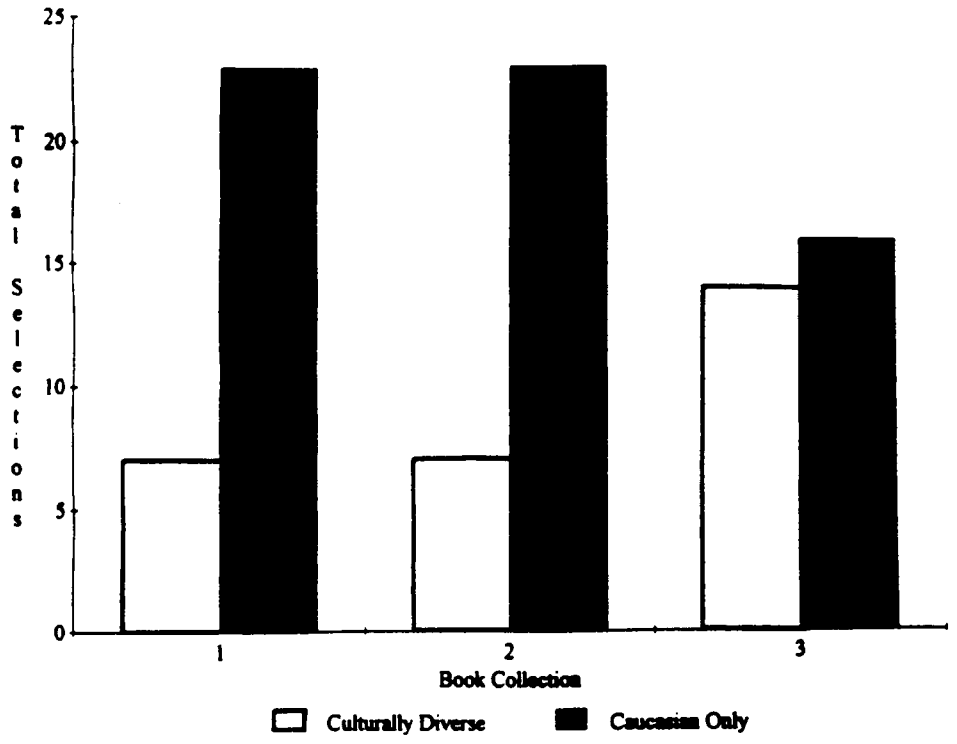
An examination of the naptime observation data revealed similar patterns of use for the culturally diverse and Caucasian Only books at each center. The naptime observations resulted in two types of totals: The number of times that each type of book was chosen at all by children as they moved to their cots; and the total number of times that each type of book was chosen within the first five books that were selected during each observation. The second type of data - the "top 5" totals - is perhaps indicative of the children's preferences for each type of book. For instance, eight culturally diverse books and eight Caucasian Only books might have been chosen during the same observation, but if the first five books chosen were all from the culturally diverse group, it could be said that the children exhibited a stronger preference for the culturally diverse books than for the Caucasian Only books.

The naptime observations for the first three collections of books at each center revealed patterns of use between the culturally diverse and the Caucasian Only books that were very similar to those revealed by the freeplay observations. At Center 1, the Caucasian Only books were chosen more times than the culturally diverse books during the first two collections: In Collection 1, the culturally diverse books were chosen 32

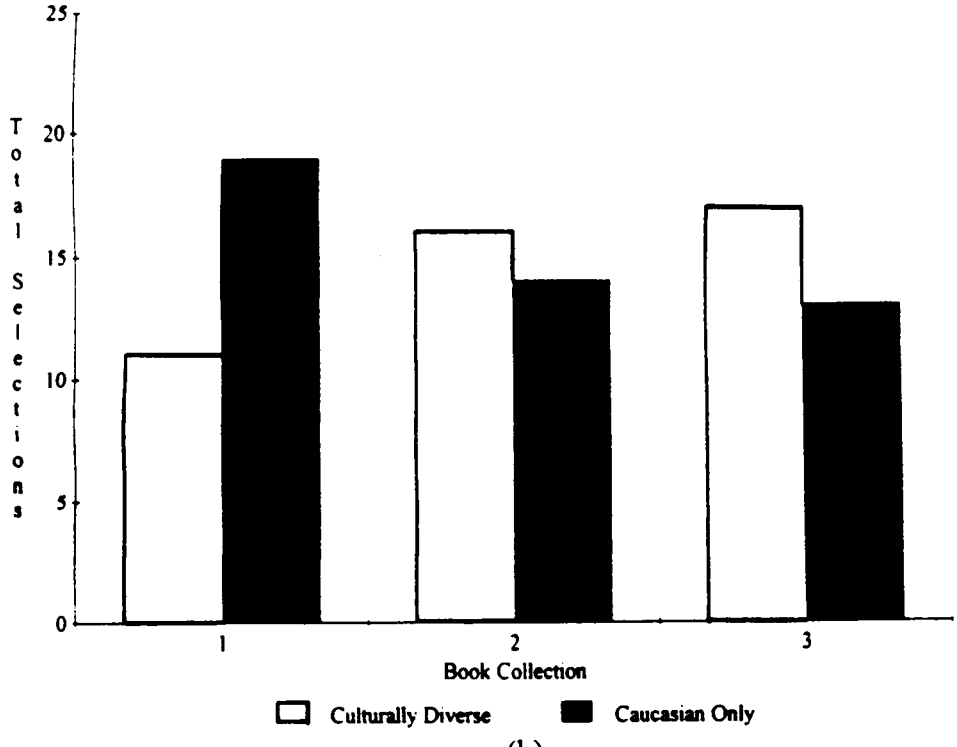
times while the Caucasian Only were chosen 50 times; and in Collection 2, the culturally diverse books were chosen 35 times while the Caucasian Only were chosen 53 times. During the third collection, the use between the culturally diverse and Caucasian Only books was almost equal - culturally diverse books were chosen 42 times while the Caucasian Only books were chosen 40 times. Figure 4.4a, which depicts the number of times that each book was chosen within the first five books at Center 1, shows a similar pattern. The difference between the frequency of selection of the two groups of books was much sharper in the first two collections (Collection 1 shows seven for culturally diverse and 23 for Caucasian Only; Collection 2 shows seven for culturally diverse and 23 for Caucasian Only), and by the third collection the Caucasian Only books were being chosen in an almost equal amount to the culturally diverse (14 for culturally diverse and 16 for Caucasian Only).

The naptime data for the same three collections at Center 2 revealed that the difference between the frequency of use of each group of books was much smaller than at Center 1. For the number of times that books were chosen at all at Center 2: Collection 1 showed 26 for culturally diverse and 35 for Caucasian Only; Collection 2 showed 28 for culturally diverse and 24 for Caucasian Only; and Collection 3 showed 32 for culturally diverse and 29 for Caucasian Only. Figure 4.4b for the number of times that books were chosen within the first five selected at Center 2 shows that the Caucasian Only books were chosen more often in the first collection, but the culturally diverse books were chosen more often in the second and third collections.

The patterns of use between the culturally diverse and Caucasian Only books at both centers differed: At Center 1, the Caucasian Only books tended to be used more often while at Center 2 the culturally diverse books were used more often.




(a)




(b)

Figure 4.4 - Culturally Diverse / Caucasian Only Books Chosen Within First Five at Naptime at Both Centers. Number of times that culturally diverse and Caucasian Only books were selected within the first five books chosen at naptime at both centers for Collections 1, 2, and 3. (a) Center 1. (b) Center 2.

**Comparison Between the Use of Individual Culturally Diverse Books**

Because it was determined that neither group of books (the culturally diverse or the Caucasian Only) were used consistently more or less frequently across both centers, a visual analysis was made of the use of the ten individual books within the culturally diverse groups of books within the first three collections. This was done to determine whether any of the categories of books were not receiving consistent use so as to determine whether or not an intervention should be implemented. As already described, within the ten culturally diverse books, there were three categories: Books 1 through 6 were Culturally Conscious books (CC); book 7 was a Culturally Neutral Information book (CNI); and books 8, 9, and 10 were Inclusive books (I). The Culturally Conscious books were broken down further into three categories: Books 1 and 2 depicted Black characters; books 3 and 4 depicted Asian characters; and books 5 and 6 depicted Hispanic characters. Book use at Center 1 was considered to be more important than book use at Center 2 when determining whether there would be an intervention for two reasons: First, due to the staggered implementation of each condition, three culturally diverse book collections had been at Center 1 while there had only been two at Center 2 when a decision needed to be made; and second, as already mentioned, the culturally diverse books at Center 1 were not sampled as often as the Caucasian Only while the opposite was true at Center 2.

Figure 4.5 depicts the number of 5-second intervals recorded for individual culturally diverse books (books numbered one through ten in each collection) for Collections 1, 2, and 3 at Center 1. The horizontal axis contains the numbers one through ten, which refer to the book assigned that number within each collection. The bars represent the respective collections and show the number of intervals recorded for that book (book number one, for example) within that collection. For example, 15 intervals

Figure 4.5 - Culturally Diverse 5-Second Interval Book Use at Center 1.

Number of 5-second intervals recorded for individual culturally diverse books (books numbered one through ten in each collection) for Collections 1, 2, and 3 at Center 1. The horizontal axis contains the numbers one through ten, which refer to the book assigned that respective number within each collection. Clear bars above each number represent the number of times that book was selected in Collection 1; black bars represent Collection 2; and grey bars represent Collection 3. An absence of any bar above a number indicates that the book assigned that number was not selected within that collection.

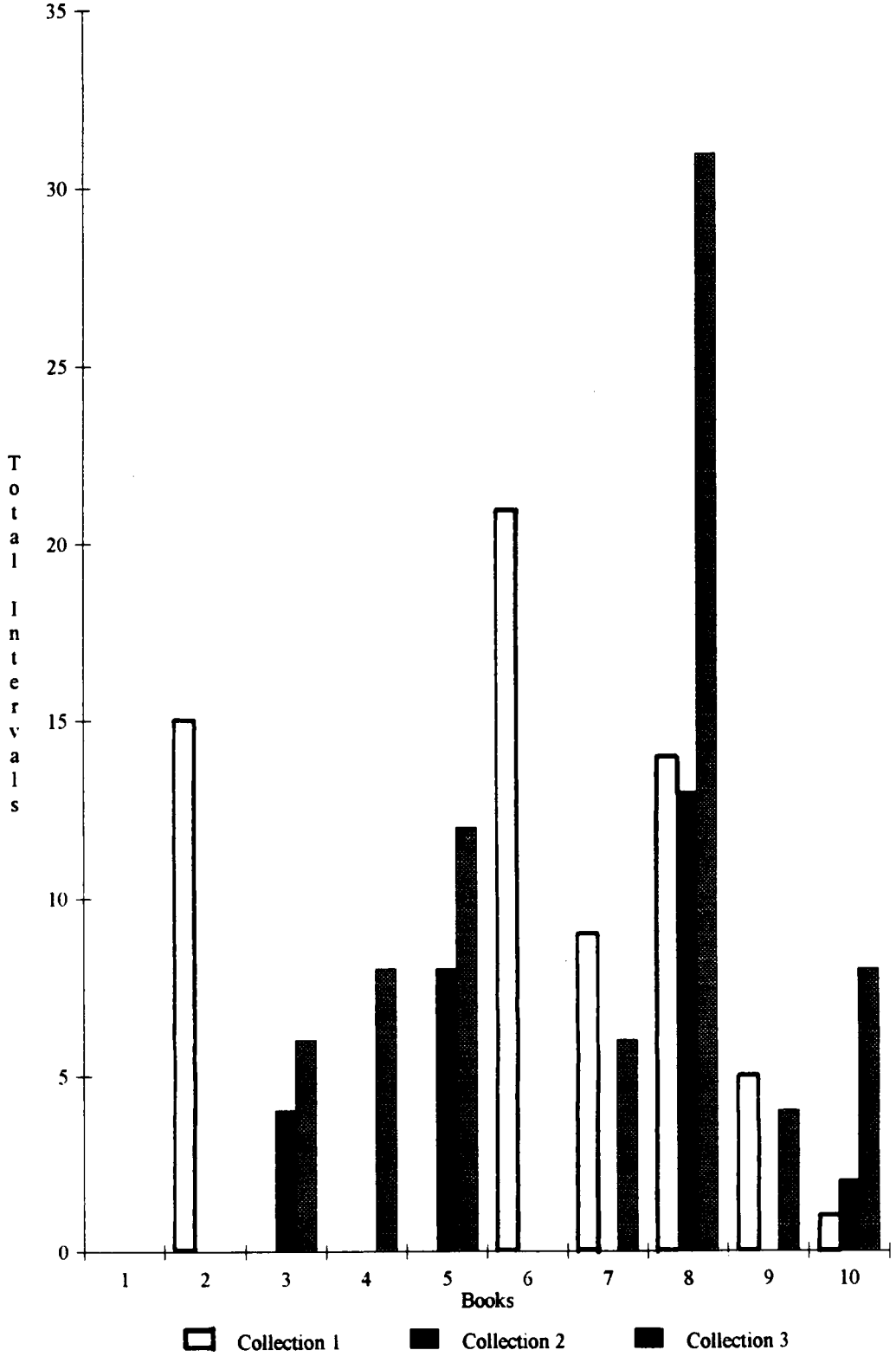

35
30
25
20
15
10
5
0
Total Intervals
1
2
3
4
5
6
7
8
9
10
Books
Collection 1
Collection 2
Collection 3

Figure 4.5

were recorded for book 2 in Collection 1 (the clear bar), while no intervals were recorded for book 2 for Collections 2 and 3, as evidenced by the absence of a black and grey bar over book 2. Figure 4.5 for 5-second intervals for all three collections at Center 1 shows that some books were used more infrequently than others. Book 1 (depicting Black characters; see Appendix D for complete listing of titles) was not used at all in the three collections. Books 2, 4, and 6 were only used in one collection. In contrast to the Culturally Conscious books, books 7 through 10 were each used in at least two collections with book 8 and book 10 being used in all three collections. While Figure 4.6 for the first five books chosen at naptime for Center 1 during the first three collections shows a wider sampling across the ten books, book 1 is the only book that is not chosen within the "top 5" in any of the collections.

Figure 4.7 for the first three collections at Center 2 shows a wider sampling in 5-second intervals at freeplay of the ten books than those at Center 1 - nine of the ten books were sampled in at least two of the collections. Book 7 (Culturally Neutral Information) was only used in Collection 2. Figure 4.8 shows that book 1 (Culturally Conscious/Black) was the only book not chosen within the first five books at naptime at Center 2.

Visual analysis of the use of the culturally diverse books in the first three collections at both centers revealed that, of the three categories, the Culturally Conscious books were used the least frequently of the culturally diverse books. Because some of them, especially books 1 and 2, were not used at all in some collections, it was determined that the intervention would include the introduction of four randomly selected Culturally Conscious books in each of the remaining book collections.

Figure 4.6 - Culturally Diverse "Top 5" Naptime Books at Center 1.

Number of times that individual culturally diverse books (books numbered one through ten in each collection) were selected within the first five books chosen at naptime in Collections 1, 2, and 3 at Center 1. The horizontal axis contains the numbers one through ten, which refer to the book assigned that respective number within each collection. Clear bars above each number represent the number of times that book was selected in Collection 1; black bars represent Collection 2; and grey bars represent Collection 3. An absence of any bar above a number indicates that the book assigned that number was not selected within that collection.

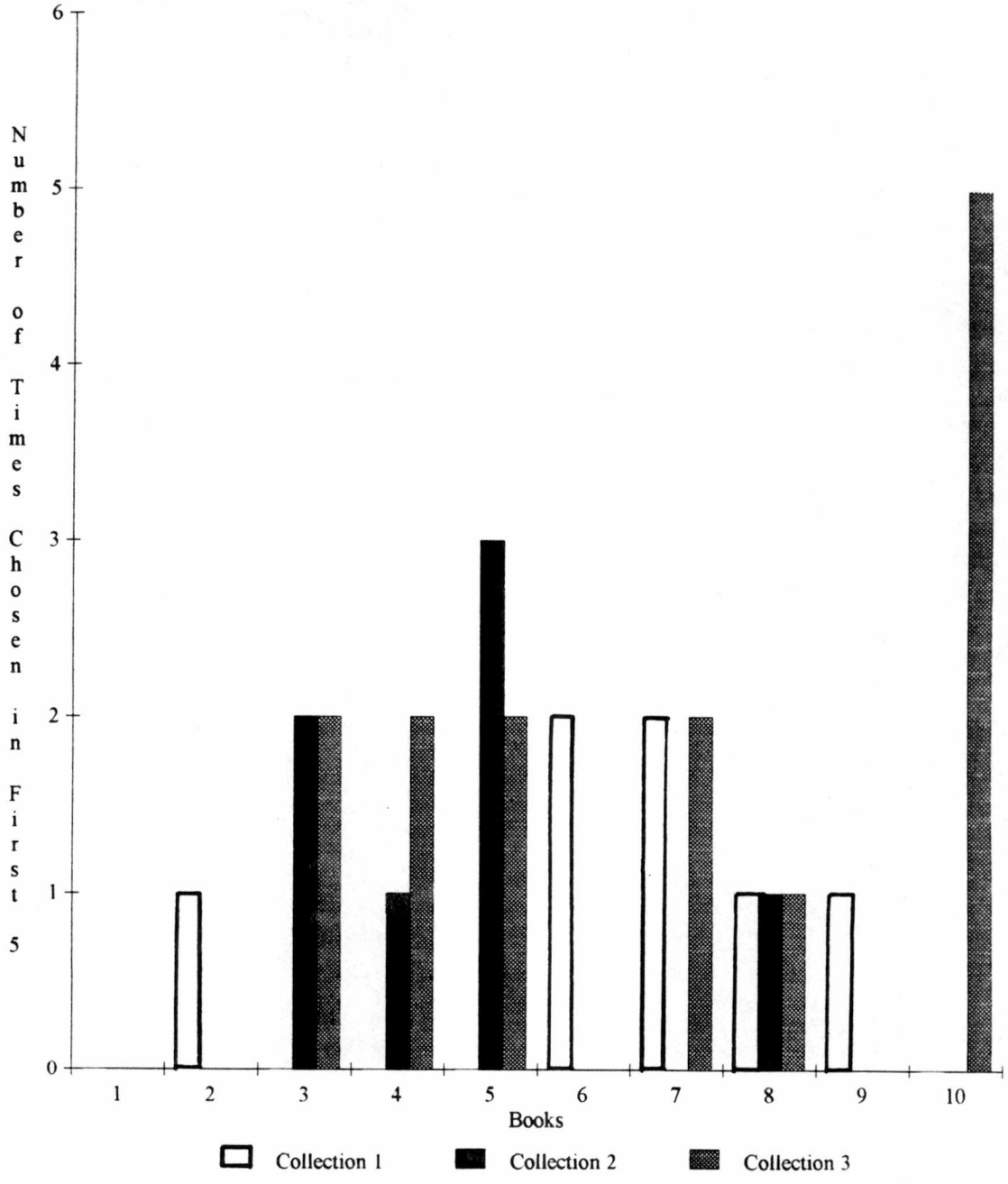

Number of Times Chosen in First 5
0
1
2
3
4
5
6
1
2
3
4
5
6
7
8
9
10
Books
Collection 1
Collection 2
Collection 3

Figure 4.6

Figure 4.7 - Culturally Diverse 5-Second Interval Book Use at Center 2.

Number of 5-second intervals recorded for individual culturally diverse books (books numbered one through ten in each collection) for Collections 1, 2, and 3 at Center 2. The horizontal axis contains the numbers one through ten, which refer to the book assigned that respective number within each collection. Clear bars above each number represent the number of times that book was selected in Collection 1; black bars represent Collection 2; and grey bars represent Collection 3. An absence of any bar above a book number indicates that the book assigned that number was not selected within that collection.

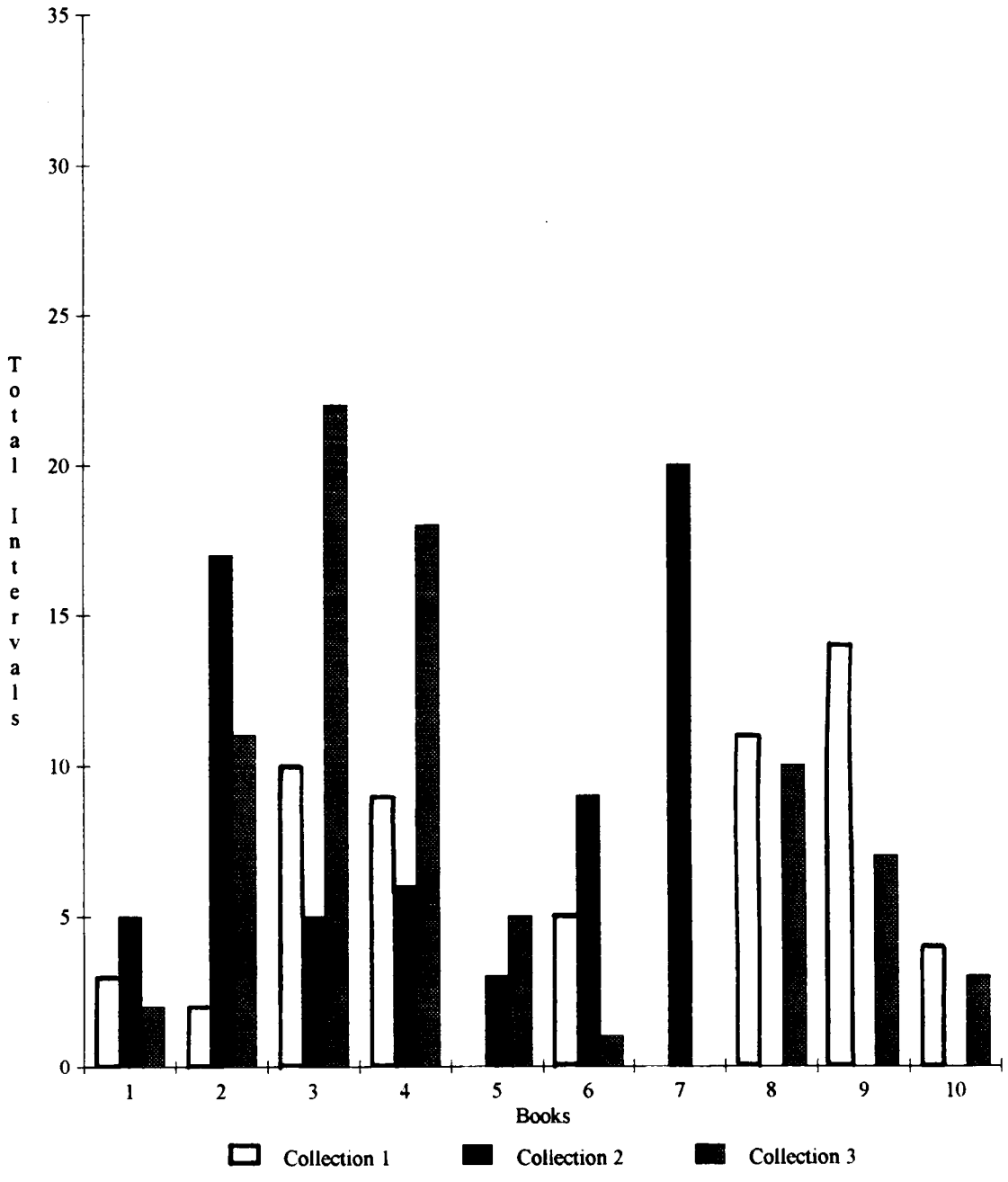

35
30
25
20
15
10
5
0
Total Intervals
1
2
3
4
5
6
7
8
9
10
Books
Collection 1
Collection 2
Collection 3

Figure 4.7

Figure 4.8 - Culturally Diverse "Top 5" Naptime Books at Center 2.

Number of times that individual culturally diverse books (books numbered one through ten in each collection) were selected within the first five books chosen at naptime in Collections 1, 2, and 3 at Center 2. The horizontal axis contains the numbers one through ten, which refer to the book assigned that respective number within each collection. Clear bars above each number represent the number of times that book was selected in Collection 1; black bars represent Collection 2; and grey bars represent Collection 3. An absence of any bar above a number indicates that the book assigned that number was not selected within that collection.

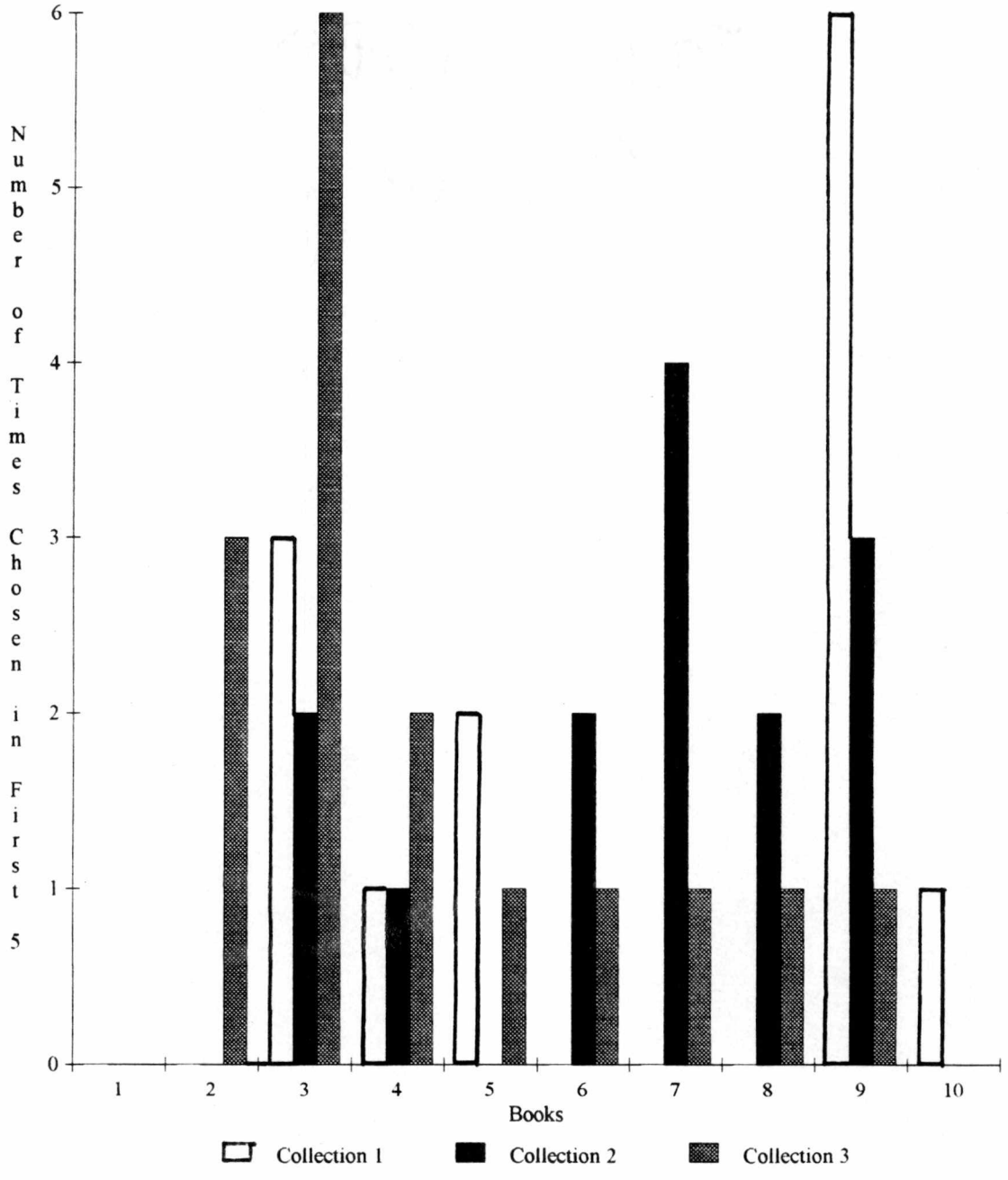

Number of Times Chosen in First 5
0
1
2
3
4
5
6
1
2
3
4
5
6
7
8
9
10
Books
Collection 1
Collection 2
Collection 3

Figure 4.8

## Question 2: Can a Simple Teacher Intervention Increase the Use of Culturally Diverse Books if They are Not Used as Frequently as the Caucasian Only Books?

### Frequency of Culturally Conscious Book Use During the Intervention

An intervention - which was described in the Methods section - was implemented at both centers: At Center 1, it occurred during book Collections 4, 5, and 6; and at Center 2, it occurred during book Collections 4 and 5. Due to the unavailability of observers because of the end of the semester, Collection 6 was the final collection at Center 1 and Collection 5 was the final collection at Center 2.

To determine whether the four introduced Culturally Conscious books in each collection were used more often than the two not-introduced Culturally Conscious books during the intervention period, the average use of each individual book within the two groups was computed for the freeplay observations and the naptime observations. For instance, if the total number of 5-second intervals for the introduced group of books was eight in Collection 5, then eight was divided by four (because there were four books introduced) to result in an average of two intervals for each introduced book in Collection 5.

Figure 4.9 shows that at Center 1, the freeplay observations revealed a much larger average use of the four introduced books than the two not-introduced books. For instance, the introduced books in Collection 4 each appeared in an average of 12.75 5-second intervals, compared to the 4.5 5-second intervals that each book that was not introduced from that collection averaged. The average number of 5-second intervals for the introduced and not-introduced books at Center 2 (Figure 4.9) during collections 4 and 5 showed similar differences.

Figure 4.9 - Culturally Conscious 5-Second Interval Book Use Prior to and During Teacher Introductions.

Number of times that each Culturally Conscious book was selected at each center during book collections prior to the teacher introductions (Collections 1, 2, and 3) and during the collections which included the teacher introductions (Collections 4, 5, and 6 at Center 1; Collections 4 and 5 at Center 2). The circles above Collections 1, 2, and 3 at each center represent the average number of 5-second intervals recorded per Culturally Conscious book during its respective collection. The squares above the Culturally Diverse Collections with Teacher Introductions represent the average number of 5-second intervals recorded per introduced Culturally Conscious book during its respective collection. Likewise, the triangles represent the average number of 5-second intervals recorded per not-introduced Culturally Conscious book during its respective collection.

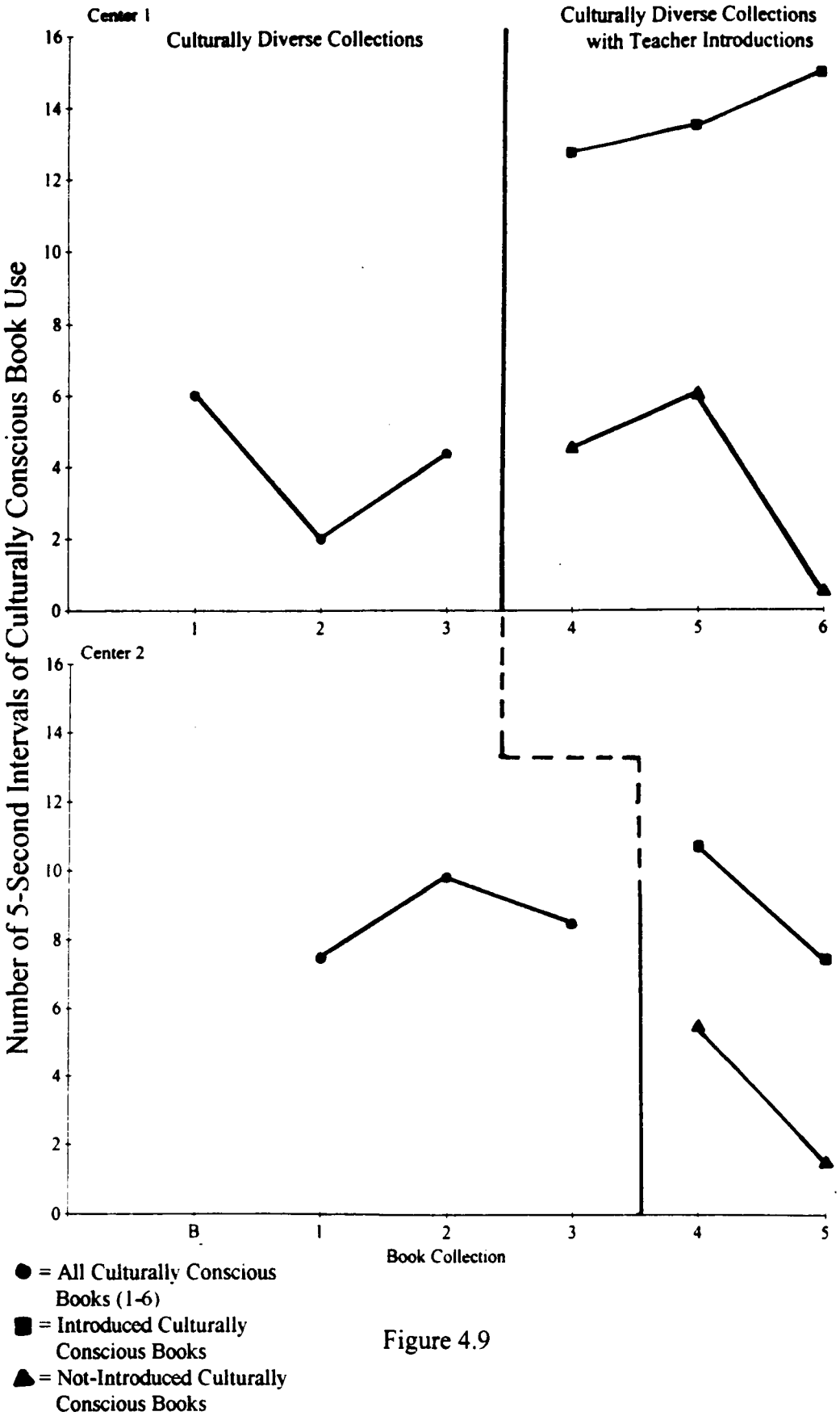

Center 1
Culturally Diverse Collections
Culturally Diverse Collections with Teacher Introductions
Center 2
Number of 5-Second Intervals of Culturally Conscious Book Use
Book Collection
B
1
2
3
4
5
6
● = All Culturally Conscious Books (1-6)
■ = Introduced Culturally Conscious Books
▲ = Not-Introduced Culturally Conscious Books

Figure 4.9

The average number of times that each Culturally Conscious book was chosen within the first five books at naptime at each center is displayed in Table 4.1. As already mentioned, Collections 1, 2, and 3 did not include teacher introductions; the average use of each of the six Culturally Conscious books in these collections served as a baseline period prior to the implementation of the introductions. As is evident in the table, the Culturally Conscious books were generally used more frequently during the collections which included the teacher introductions (4, 5, and 6) than the baseline collections which did not include teacher introductions (1, 2, and 3).

In Collection 4 and 5 at both centers, the selection of the introduced and the not-introduced books within the top 5 naptime books is almost equal, with the introduced books being only slightly more than the not-introduced. In Collection 6 at Center 1, the use is again almost equal, but the not-introduced books have a higher average than the introduced books.

Examination of the average use of each of the introduced and not-introduced Culturally Conscious books revealed that the introduced books were used more often at both centers during the freeplay observations. The naptime observations also revealed a generally greater use of the introduced books than the not-introduced books; the differences in the naptime observations, though, were not as clear-cut as the differences in the freeplay observations.

## Book Use of Individual Children

At both centers, all of the children used books, with some consistent variation in the frequency of use among the individual children. For instance, children who used books infrequently did so throughout the entire study, and children who used books

Table 4.1 - Average Number of Times Each Culturally Conscious Book Was Chosen Within the Top 5 at Naptime During Each Collection

| | Average Number of Times, Per CC Book, Chosen Within Top 5 | |
|---|---|---|
| Book Collection | Center 1 | Center 2 |
| 1 | .5 | .83 |
| 2 | 1 | 2.16 |
| 3 | 1 | 1.83 |
| 4 | | |
| Introduced | 3 | 3.25 |
| Not-Introduced | 2 | 2 |
| 5 | | |
| Introduced | .75 | .75 |
| Not-Introduced | .5 | .5 |
| 6 | | |
| Introduced | 1.75 | ----- |
| Not-Introduced | 3.5 | ----- |

frequently also did so throughout the study. The book use of individual children was calculated by adding the number of 5-second intervals of book use for that child during the study and then dividing by the total number of observation periods that the child was present during the study. The average number of book use intervals per day for all children at each center were combined and averaged, also, to determine an average number of child book use intervals per day for each center. Average number of book use intervals per day for the girls and boys - as groups - in each center were also determined.

The individual child book use was higher in each group at Center 1 (total group, girls, and boys), but the within group variation was very similar. At Center 1, the daily book use average for the entire group was .58 (SD .43), with the lowest individual average being .18 and the highest being 1.65. This means that the child who used the book area the least averaged .18 book use intervals per day, and the child who used books the most averaged 1.65 book use intervals per day. At Center 2, the daily book use average for the entire group was .36 (SD .44), with the lowest individual average being .04 and the highest being 1.99.

At both centers, the girls' daily book use average was higher than the boys', but the difference between the two was smaller at Center 1. At Center 1, the daily average for girls was .63 (SD .53), and for boys it was .55 (SD .40). At Center 2, the daily average for girls was .44 (SD .59), and for boys it was .27 (SD .22).

## Parent Questionnaires

All of the parent questionnaires distributed at the end of the study were completed and returned. Across both centers, it was reported that all of the children have frequent exposure to children's books in their homes. Children's books are readily available in all

homes, and all of the children are read to by an adult at least one to three times a week - most, though, are read to by an adult at least four to seven times a week.

At Center 1, most children were reported to have at least 50 children's books in their home (only two reported 30-50), and seven had 100 or more. All parents reported that there are children's books located within reach of the child in the child's bedroom. All of the children except two had children's books in at least two locations in their house. Seven questionnaires reported having additional children's books located in the car. All of the children at Center 1 are reported to be read to by an adult at least one to three times a week; eight are read to four to seven times per week; six are read to eight to eleven times per week; and one is read to 12 - 15 times per week.

When asked if there were additional ways that their child used books besides being read to, nine parents reported that their child frequently pretends to read to parents, siblings, stuffed animals, and/or dolls. One parent at Center 1 reported that, at bedtime, the child pretends to read to the parents as an "excuse to stay up past bedtime...there then becomes no 'time limit' when (he) must go to bed, as long as (he) reads." Two parents reported that their daughters like to pretend that their books are school books.

At Center 1, ten parents reported that they had rules governing the use of the television by the children in the home. Most rules referred to time limits and censorship of violent programming.

The questionnaires returned for the children at Center 2 were very similar to those for Center 1. Most children were reported to have at least 50 - 100 children's books in their home (only two reported 30 - 50), and 10 reported having 100 or more. Nineteen of the twenty respondents reported that there are children's books within reach of the child in the child's bedroom - the remaining parent reported that the children's books were within the child's reach in the study. All children, except four, were reported to have books

available in at least two locations. Four parents reported keeping books in the car. All of the children at Center 2 were reported to be read to by an adult at least one to three times a week with the majority being read to at least eight times a week.

When asked if there were ways that their child used books in addition to being read to by an adult, the Center 2 parents gave answers very similar to those given at Center 1: 13 reported that their children pretend to read to parents, siblings, stuffed animals, and/or dolls. Three of the children were reported to draw or paint pictures about books that they had read. One parent reported that the child "looks for inconsistencies" in the pictures in books.

At Center 2, 17 parents reported that they had rules governing their child's television viewing in the home. As at Center 1, these rules most often involved time limits, censorship of violence, and a preference for children's shows.

While the results of the home literacy environment questionnaires did not yield possible explanations for between group or within group differences between the average book use percentages of the children involved in the study, they do seem to indicate that the children all live in similar literacy environments.

## Teacher Interviews

The teacher interviews conducted by the investigator at the end of the data collection provided insightful information into the teachers' perceptions and ideas about the study and the children's use of books during the study. While the classroom environment and the exact daily routines varied between centers, all of the teachers expressed the opinion that implementing the study in their classrooms did not cause any problems for the teachers in the classrooms. Most of the teachers believed that it was

difficult in the beginning to redirect the children from using their own books in the classroom, but that the children eventually became accustomed to only using the books provided by the investigator. A number of the teachers also expressed the belief that some of the books provided in the collections were too lengthy, and had content that was too complex for 3-, 4-, and 5-year-old children.

Most of the teachers noted that they believed that the amount of the children's book use decreased with the introduction of the investigator's collections in the classrooms. Most of them hypothesized that this might have been due to the fact that the books were all unfamiliar to the children. One teacher attributed the decrease in book use to the length of many of the books. Although there was a feeling that overall group book use went down at both centers in comparison to book use prior to the study, the teachers noted that the book use during the study itself seemed to increase. For instance, a number of the teachers noted that the book introductions at group times at the end of the study had increased the children's use and interest in the books. They commented that they had enjoyed the book introductions, and wished that they had been implemented sooner.

Two teachers (one from each of the centers) noted that they believed that the continual prompting by teachers during the course of the study had succeeded in bringing children into the area who did not previously use books very frequently. The teacher at Center 1 noted that book use by previously disinterested children still seemed to be in effect even two weeks after the end of the study.

The teachers gave many suggestions for further research involving classroom literacy practices and children's book use. These included looking at children's book preferences in relation to the pictures on the books' covers, exploring the affective atmosphere of children's book use (for instance, do children engage in book use because they enjoy the books, or because they like the warm interactions involved in story reading

episodes?), and comparing the book preferences of children by gender. Investigating possible birth order differences in children's literacy skills was another suggestion, as was looking at the effectiveness of using various forms of electronic media, such as television and videos, to promote reading.

When asked if the study had changed teacher's interest in culturally diverse books, most teachers expressed that they had already had an interest in multicultural books for children. A number of the teachers stated that being involved in the study had made them more aware of what multicultural books are available, and helped them generate their own lists of books that they would like for their own collections. One teacher at Center 1 expressed that she now tries to frequently use culturally diverse books in her group times with the children, and makes sure that books that depict cultural diversity are included in the book collection each week.

A teacher at Center 1 noted that when he read the culturally diverse books to the children during the study, he did not notice the children making any direct references to the cultures of the characters in the books. He wondered if the children had questions or comments that were related to culture, but did not express them because they might already be aware of the sensitivity of such issues. He suggested that a study looking at the children's retellings of culturally diverse books would be interesting to see if they would mention cultural labels, differences, and/or issues.

## Classroom Anecdotal Records

As mentioned in the methods section, at the beginning of the study, notebooks were left at each of the centers in which the teachers were asked to write any comments made by the children during the study that involved any culture-specific content. Ten

anecdotal entries were made at one center over the course of the entire study, while no culturally specific entries were made at the other center, so this body of information is not large enough to play a significant part in the results. There were, though, a number of comments made by the children that are interesting. When a teacher shared the book People by Peter Spier with her children at a group time, one 5-year-old Caucasian male noted that, "We all have different colors of brown skin."

In another anecdote, a 4-year-old Caucasian girl said, "When I grow up, I'm going to be like (her friend's name) so that I can have braids like hers." The 5-year-old friend of the girl is African American and wears her hair in "cornrow" style.

In a more disturbing anecdote, a teacher recorded that a 4-year-old Caucasian boy had remarked to her on the playground that he "did not like Black people...because they are too dark and most smell funny."

A final anecdote was recorded about a conversation between two 4-year-old Chinese girls while they were drawing pictures for a Caucasian male teacher in the room. One child asked the other what color the teacher's skin was: "White, pink, light brown, or yellowish?" The other child replied that he was "American colored."

While these anecdotes cannot be analyzed for connections to the use of the culturally diverse books in the classrooms, they are further evidence that 4- and 5-year-old children are aware of differences between people.

# CHAPTER 5

## DISCUSSION

Children at both centers used the culturally diverse books when they were made available in their classrooms. While no consistent differences were found in the frequency of use between the culturally diverse books and the Caucasian Only books within the first three collections at each center, it was determined that one of the categories of culturally diverse books - the Culturally Conscious books (those depicting a specific non-Caucasian culture in an accurate way) - was not being used as often as the other culturally diverse books. A simple intervention was implemented which involved the introduction of some of the Culturally Conscious books at group time. It was found that the Culturally Conscious books that were introduced were used more frequently than the Culturally Conscious books that were not introduced at both centers, with the greater difference evidenced at Center 1. Thus, daycare teachers in settings similar to the ones used in this study should provide book collections that include culturally diverse books. Also, the teachers should introduce the books in classrooms where they are not used as often as other books.

There are a number of strengths inherent in this study. The first and most obvious is that the study was conducted in a naturalistic setting; therefore, practices that were found to be beneficial here can reasonably be implemented in other daycare classrooms. Both centers were daycare settings that exhibit classroom practices that are believed to be developmentally appropriate by many early childhood education professionals. The literacy practices of providing a well-designed library corner, making books available at freeplay times throughout the day, and reading to the children in groups and individually

several times a day are common practices that can be found to already occur in many daycare classrooms.

Another strength was the duration of the study. When presenting a new situation in a classroom, there is always a concern that there might be behavior due simply to the novelty involved. Prior to the study, the book collections placed in the classrooms were rotated weekly and consisted of books that belonged to each center. Most of these books were softcovered and were familiar to the children. One month prior to the beginning of baseline data collection, the investigator began to rotate hardcover unfamiliar library book collections in each center on a bi-weekly basis, so as to allow the children and teachers to become used to the new rotation and book style for the study. Observations occurred over a period of 14 weeks, and each book collection was available for two weeks. To allow time for any novelty of the culturally diverse books to wear off, the culturally diverse book collections were present in each center for six weeks before it was determined that an intervention would be introduced.

One concern in the study would be whether children's preferences for the different books were actually being measured. The investigator placed each new collection of books on the shelves in a random order. Throughout the time that each collection was in the classroom, the children and staff continually removed and replaced the books so there was a constant mixing of the books on the various shelves with no record kept of which shelf the book was on; for example, the lowest or the highest level on the tiered book shelf. Upon entering the classrooms for the observations, the observers consistently made sure that all 20 books for the current collection were available on the book shelf so the availability between types of books was equal; on several occasions, one book was misplaced for a short period of time, and this was noted. Instructing the teachers to allow the children to select the specific books to be read insured that it was the children's

choices that were being recorded, and not the teachers'. The teachers consistently abided by these instructions. Recording the order in which the naptime books were selected and reporting the "top 5" books was another way to measure the children's book preferences.

Another strength of the study lies in the fact that the simple intervention in the form of the book introductions was presented at different times at each center. At Center 1, the introductions were conducted at the end of group time prior to outdoor play. Thus, the children did not make book selections until moving to their cots almost two hours later, and did not have the opportunity to engage in book use in freeplay until 3.5 hours later. At Center 2, on the other hand, the book introductions were conducted at the end of group time prior to morning freeplay. The children transitioned directly from the introductions to a time period in which they could select the books that had just been introduced. Because there was more use of the introduced Culturally Conscious books than the not-introduced Culturally Conscious books at both centers, it is a logical assumption that the introductions had a more lasting than short-lived effect on the children's book selections.

Despite the many strengths of the study, there are some cautions that need to be noted. While the classroom routines and physical environments at both centers are typical of daycare classrooms, there are some specific characteristics of the centers that are perhaps atypical, and make it difficult to generalize the results to centers that are not university-affiliated. Because the centers are university-affiliated, they serve a university population; the parent questionnaires revealed that all of the children had had ample and consistent exposure to books in their homes, and that is probably not the case in many daycare centers. The centers serve as teacher-training and research facilities, which makes some aspects of the sites different than typical community daycare classrooms. For instance, children are enrolled in the program to fulfill racial, gender, and age

variations so as to provide a diverse population to be studied; this is not so in most other preschool classrooms. There is also an unusually high staff/child ratio in both classrooms due to the training nature of the centers. In combination with lead staff who all have degrees in child development/early childhood education, this environment allows for higher quality interactions to take place between children and adults. It also allows for a stronger emphasis to be placed on areas such as emergent literacy that might not be targeted so efficiently in classrooms with only one or two teachers for 15 to 20 children. Therefore, the study cannot be generalized to populations dissimilar to the one described in this study.

Another concern that needs to be considered when generalizing the results involves the fact that the children at the two centers responded differently to the culturally diverse books and reasons for this are unknown. At Center 1, the Caucasian Only books were used more often than the culturally diverse books in all except the last collection. At Center 2, on the other hand, the culturally diverse books were used more often in all except the last collection, when the Caucasian Only books were used slightly more often. The children in both centers were similar in gender, racial, and socioeconomic composition, so it would seem that those variables were not a factor. As already mentioned, the parent questionnaires revealed that the prior home literacy experiences of the children across centers was similar; however, the parent questionnaires did not ascertain what type of children's books were available at home. It is possible that the children at Center 2 were more familiar with culturally diverse books - and therefore used them more than the children at Center 1 - because they had had more exposure to them at home. There was also a slight difference in the average age of children between centers - at Center 2, the average child was five months younger than the average child at Center 1. There were three 3-year-olds at Center 2 while there were no 3-year-olds at Center 1. It is

possible that there is a difference in the racial attitudes of the children due to their ages: The younger children, while recognizing differences, might not have begun to develop any preference for or against looking at books with culturally diverse characters in them.

Another caution involves the length and timing of the intervention period. Because the observers used in the study were undergraduate and graduate students who were available only during the Spring semester, it was necessary to conclude the study at the end of the semester. After the first three culturally diverse book collections had been rotated through Center 1 (which marked the halfway point in the semester), it was determined that the culturally diverse books were not being used as frequently there as the Caucasian Only books. Only Collections 1 and 2 had been rotated through Center 2 by that time, and, as already mentioned, the culturally diverse books were receiving more use than the Caucasian Only books. The use was analyzed further to discover that the Culturally Conscious books were not being used as often as the other culturally diverse categories at either center, so the intervention was implemented. Future research should include a longer intervention period for teacher introductions. A longer period of book introductions would perhaps help determine whether the positive effects of the introductions last, or whether they were a result of the novelty of the introductions.

A final concern involves a difference in the way that the teachers across centers responded to the presence of the culturally diverse book collections in their classrooms. The teachers at one center expressed concern and frustration about such issues as the books being too lengthy and complex for the children; frustration was also evident in regards to the practice of removing any books during freeplay that were not a part of the investigator's collections. The investigator encouraged the teachers to express concerns throughout the study, and attended staff meetings and wrote a staff memo to address the concerns. It was acknowledged that some of the books were probably too long for some

of the younger children, but were deemed appropriate for some of the older children in both centers. In addressing the concerns about the fact that the children were not allowed to use non-collection books during freeplay, the investigator explained that the books in the collections had to be unfamiliar to the children so that the confounding factor of familiarity with the books could be avoided.

A difference in the amount of overall book use between centers was an interesting result of the study. The children's book use was consistently higher at Center 1 than it was at Center 2. The reasons for this are unclear. Because teachers prompted children into the book area, a difference in the amount of teacher prompting could have been a factor. When looking at the teacher's book use percentages, though, they look very similar across centers. While the learning centers and the basic schedule were similar between centers, there were some differences in the schedule at Center 2 that could have had an effect on the amount of the children's book use. The morning freeplay observation took place right after an organized group time in which all children participated. It was common practice for a teacher to read at least one book during group time in addition to singing songs, doing fingerplays, and listening to other stories, such as flannel board stories. So, the children at Center 2 moved to freeplay directly after engaging in book-related activities. It is possible that this could have led to their avoiding the book area in favor of different activities that they had not engaged in so far that day. At Center 2, a teacher read to the group of children prior to naptime, also. The afternoon freeplay observation occurred as soon as the children woke up from nap, so this might have also affected the amount of book use. At Center 1, the morning group time occurred after the morning freeplay observation, and there was no pre-nap group reading.

There was also an interesting change in the amount of book use at one of the centers. While the frequency of children's book use at Center 2 remained relatively

similar throughout the study, at Center 1 the amount of children's book use was higher during the baseline period than during the remainder of the study. The exact reason for this is unclear. However, the baseline period was two weeks at Center 1 and four weeks at Center 2. Thus, only one collection of books provided all the baseline data for that center. The average daily percentage of teacher book use also went down at Center 1 after baseline, so this might have had an effect on the children's book use. However, it is also possible that less child interest had an effect on the teachers. It was at Center 1 that the culturally diverse books were almost consistently used less frequently than the Caucasian Only books, so it is possible that their introduction into the classroom had an effect on the amount of book use.

While the children at both centers responded differently to the culturally diverse books in general, it was the case at both centers that the children used the books in the Culturally Conscious category less frequently than any of the other culturally diverse books. And, within the Culturally Conscious category, the books depicting Black characters were used the least frequently, and some individual books were not used at all within some collections. While the exact reason for this cannot be ascertained, there are some possible reasons for this lack of use. First, the books in the Culturally Conscious category, and especially a number of the Black books, were very lengthy, had complex storylines, and were generally more didactic than most of the other culturally diverse and Caucasian Only books in the collections. The children might not have been interested in them for one or all of these reasons. A second possible reason lies in racial attitudes that have possibly already been acquired by the children. When the children selected the books off of the shelf, the only information that they had about the book was the appearance of the book; more specifically, the picture on the cover of the book. It was often the case with the Culturally Conscious books that the pictures on the cover depicted

the characters within - in the case of the Black books, the person on the cover would be a Black person. Katz (1982) stated that, by the age of four, children have formed basic ideas - "rudimentary concepts" - about people from racial groups outside of or within the child's own group. During this time, adults and society provide the child with labels, and possibly evaluative statements, for individuals within different groups; the child begins to imitate these statements and possibly internalizes them into his/her own thinking. Therefore, it is possible that the children in both centers have already developed negative ideas or attitudes about persons of color, such as those depicted on the Culturally Conscious book covers.

As already mentioned, some of the teachers expressed concern about some of the books chosen for the study. Locating age-appropriate culturally diverse books for the study was problematic for the investigator. The selection of the 160 books needed for the study was limited due to the use of literary selection aids, the need to access the books through one of two libraries, and the need to find books that were unfamiliar to the children at both centers. While the use of literary selection aids provided necessary validity that the books chosen were indeed culturally diverse, depending on them led to some limitations in book selection. For instance, it would be impossible for the selection aids to have listed every single multicultural book available, and it is also impossible for them to list any that were published after they were compiled. Also, the selection aids attempt to recommend books that are of high literary quality. There are many books available that may not be deemed by literature professionals as "quality literature," but are still developmentally appropriate for use in daycare classrooms. After the books were found in the selection aids, the investigator needed to determine that they were available from one of two libraries, that there was a picture on the cover, and that they were not already checked out during the four weeks that they would be needed. Future research

should include culturally diverse books with less complex story lines. For this to occur, publishing houses need to increase the number of culturally diverse books for young children (3- to 5-year-olds) that they publish - the literary selection aides cannot include a greater number of these books if they do not exist. Future research should repeat the use of literary selection aids to locate the books to be used. In order to locate the most recently published books that might not be included in the literary selection aids, book reviewing sources that are widely respected by professionals in the field of children's literature should also be used, such as The Horn Book.

Two classroom practices have been highlighted in this study that might lead to increases in the book use of children in daycare settings. First, the teachers at both centers made a consistent effort throughout the study to prompt children into the book area. Developmentally appropriate daycare classrooms provide many activities from which children can choose. It would seem natural that, when given all of the choices in a quality classroom, even a well-designed book area would not be selected as often as the other centers that offer more opportunity for energetic socialization between 3-, 4-, and 5-year-old children. While the frequency of book use prior to the study is not known, the teachers themselves seemed to believe that their prompting encouraged children into the area who would not normally access the books on their own.

The second classroom practice that is recommended tentatively here is the introduction of books at group time. This was a simple intervention that only took 5 - 10 minutes of the teacher's time, and increased the use of the books introduced. It is a widely held belief that teacher's preferences affect the preferences of the children, and this study provided some empirical support for that notion.

This study marks the first time that a measurement system designed to record young children's use of books in early childhood education settings (Twardosz, Elliott,

Long & Carlson, 1990) has been used to assess the book preferences of young children for culturally diverse and Caucasian Only books. It seems reasonable that the same system could be used in future research to assess children's preferences for other types of books, also. There are some issues that would need to be considered, though, such as the possibility that without consistent teacher prompting, there might not be enough book use by the children to accumulate an adequate amount of data. The use of familiar and unfamiliar books is also a factor; in the context of the current study, limiting the use to unfamiliar books negates the confounding factor of familiarity, but raises the question of whether or not the books are really preferred by the children, or are just being used due to the absence of more preferred familiar books.

The current study is only a beginning at looking at the use of culturally diverse books in daycare settings. It was determined that some of the culturally diverse books were not being used very often and that simple group time introductions of them increased their use. There are implications for classroom practice here that pertain to the cognitive and social development of children. Researchers must continue to seek to explore the best ways to promote the emergent literacy of children, keeping in mind that teachers already have an incredible number of tasks to accomplish with a limited amount of time and resources. With regards to the socialization of young children, the proliferation of complex racial problems in society makes the effort to find easily implemented ways to teach appreciation and respect for diversity a worthwhile and very valuable task for researchers.

Further research on the use of culturally diverse books in daycare classrooms should include an analysis that examines which children use the culturally diverse books by taking into consideration age, gender, and cultural background of the individual children. A more precise measurement of the children's actual responses to the culturally

diverse literature would also be beneficial; for instance, using video or audio taping of the book use episodes, and/or asking the children to answer questions about or retell some of the stories.

Finally, future research should include an assessment of the racial attitudes of the children, and of whether or not the use of culturally diverse books affects those attitudes. The acquisition of attitudes is obviously a lengthy and very complex process, so a longitudinal project on a much larger scale than the study here would be necessary.

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# APPENDICES

# APPENDIX A

## PARENT QUESTIONNAIRE

Center Code: _____ Child Code: _____

Parent Questionnaire Concerning
Home Literacy Environment

1 a.) How many children are there in your household (total)?

b.) What are their ages? Please specify whether each is a boy or a girl.

2 a.) How many children's books do you have in your home today (including library books)?

[ ] 0
[ ] 1 - 15
[ ] 16 - 30
[ ] 30 - 50
[ ] 50 - 100
[ ] 100 - 200
[ ] 200 +

b.) Where are these books located? (Please check all rooms and types of display that apply.)

[ ] Child's Bedroom
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Parent's Bedroom
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Bathroom
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Kitchen
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Living Room or Family Room
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Dining Room
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Car
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

[ ] Other Room (Please specify: _____)
- [ ] Low shelf (within child's reach)
- [ ] High shelf (above child's reach)
- [ ] In container (box, crate, etc.) within child's reach
- [ ] In container beyond child's reach
- [ ] Other (Please specify: _____)

**When answering all further questions, please answer them for only the child who was involved in the current study, and not for any other children in your household.**

3 a.) How many times per week does your child look at books independently (alone) at home?

[ ] 0 times per week
[ ] 1 - 3 times per week
[ ] 4 - 7 times per week
[ ] 8 - 11 times per week
[ ] 12 - 15 times per week
[ ] 15 + times per week

b.) How many times per week is your child read to by an adult at home?

[ ] 0 times per week
[ ] 1 - 3 times per week
[ ] 4 - 7 times per week
[ ] 8 - 11 times per week
[ ] 12 - 15 times per week
[ ] 15 + times per week

c.) How many times per week does your child initiate the book reading activities described above in 3(a) and 3(b)?

[ ] 0 times per week
[ ] 1 - 3 times per week
[ ] 4 - 7 times per week
[ ] 8 - 11 times per week
[ ] 12 - 15 times per week
[ ] 15 + times per week

d.) How else does your child use books in your home? (For example, your child pretends to read to you, or pretends to read to their stuffed animals, etc.)

e.) Taking into consideration your answers to the above questions, approximately how many hours per day does your child spend using books?

[ ] 0 hours per day
[ ] Less than 1 hour per day
[ ] 1 - 3 hours per day
[ ] 3 - 5 hours per day
[ ] 5 + hours per day

4 a.) Approximately how much time does your child spend watching TV per day? (Please include the use of videos.)

[ ] 0 hours per day
[ ] Less than 1 hour per day
[ ] 1 - 3 hours per day
[ ] 3 - 5 hours per day
[ ] 5 + hours per day

b.) Do you have family rules concerning TV viewing?

[ ] Yes (If Yes, please specify the rules:_____
_____)

[ ] No

5. What is your child's favorite play activity?

[ ] Active outdoor play (running, playing catch, riding trikes, etc.)
[ ] Using building toys, such as blocks, legos, etc.
[ ] Looking at books
[ ] Dramatic play (dressing up, etc.)
[ ] Drawing, coloring, writing, etc.
[ ] Playing electronic games
[ ] Painting
[ ] Using clay or playdough
[ ] Other (Please specify: _____)

6 a.) How often does your child visit the library per month?

[ ] 0 times
[ ] 1 time
[ ] 2 - 3 times
[ ] 4+ times

b.) Approximately how many books (if any) does your child usually check out from the library on each visit?

[ ] 0 books
[ ] 1 - 5 books
[ ] 6 - 10 books
[ ] 11 - 15 books
[ ] 15+ books

c.) Does your child have his/her own library card?

[ ] Yes
[ ] No

# APPENDIX B

## TEACHER INTERVIEW QUESTIONS

1. Did you have difficulty maintaining your behavior with books throughout the study? How so? Why do you think that was the case?

2. Did you notice that the children's book use behavior changed at all during the study? How? Why do you think that was the case? Did you perceive that any particular individual children were affected more strongly than other children? To what do you credit this?

3. Is there anything you would have done differently during this study? Did the study create any problems in your classroom?

4. What other studies concerning literacy would you like to see conducted?

5. Has your interest in multicultural books changed in any way since the beginning of the study? Please explain.

6. Did you make any other noteworthy observations during the study that you have not yet had the opportunity to share today?

# APPENDIX C

## CULTURALLY DIVERSE BOOK COLLECTION CATEGORY KEY

1. Culturally Conscious / Black
2. Culturally Conscious / Black
3. Culturally Conscious / Asian
4. Culturally Conscious / Asian
5. Culturally Conscious / Hispanic
6. Culturally Conscious / Hispanic
7. Culturally Neutral Information
8. Inclusive
9. Inclusive
10. Inclusive
11. Caucasian Only
12. Caucasian Only
13. Caucasian Only
14. Caucasian Only
15. Caucasian Only
16. Caucasian Only
17. Caucasian Only Information
18. Caucasian Only
19. Caucasian Only
20. Caucasian Only

# APPENDIX D

## BOOK COLLECTIONS

Baseline Collection 1 (Center 2 only)

1. Maebelle's Suitcase Tricia Tusa
2. Lily and the Bears Christine Ross
3. I'm Coming to Get You Tony Ross
4. The Trouble with Elephants Chris Riddell
5. Ho for a Hat! William Jay Smith
6. On Grandma's Roof Erica Silverman
7. The Sandman Rob Shepperson
8. My Daddy's Mustache Naomi Panush Salus
9. Bunny's Night Out Roni Schotter
10. Mouse Around Pat Schories
11. The Cow Buzzed Andrea Zimmerman and David Clemesha
12. Mommy, Buy Me a China Doll Harve and Margot Zemach
13. Little Mouse's Painting Diane Wolkstein
14. The Monster Bed Jeanne Willis
15. I Went Walking Sue Williams
16. The Very Best Friends Margaret Wild
17. An Egg is an Egg Nicki Weiss
18. Old Mother Hubbard and Her Dog Tomie dePaola
19. Goldilocks and the Three Bears Armand Eisen
20. We Love Them Martin Waddell

Baseline Collection 2

1. Bright Eyes, Brown Skin Cheryl Willis Hudson and Bernette G. Ford
2. Max Rachel Isadora
3. Annabelle Swift, Kindergartner Amy Schwartz
4. One Gorilla Atsuko Morozumi
5. Christina Katerina and the Time She Quit the Family Patricia Lee Gauch
6. Big Sister and Little Sister Charlotte Zolotow
7. Old Henry Joan W. Bos
8. First There Was Frances Bob Graham
9. Gila Monsters Meet You at the Airport Marjorie Weinman Sharmat
10. Good Morning, Chick Mirra Ginsburg
11. Let's Go Swimming With Mr. Sillypants M. K. Brown
12. Wake Up, Farm! Alvin Tresselt
13. Mr. Gumpy's Outing John Burningham
14. Cows in the Parlor Cynthia McFarland
15. You Can't Catch Me! Joanne Oppenheim
16. Do Not Open Brinton Turkle
17. Bea and Mr. Jones Amy Schwartz
18. Kipper Mick Inkpen
19. Bugs Nancy Winslow Parker and John Richards Wright
20. Captain Snap and the Children of Vinegar Lane Marcia Sewall

Collection 1

1. Grandpa's Face Eloise Greenfield
2. The Talking Eggs Robert D. San Souci
3. The Paper Crane Molly Bang
4. The Boy of the Three Year Nap Dianne Snyder
5. Yagua Days Cruz Martel
6. A Chair for My Mother Vera B. Williams
7. Handtalk Zoo George Ancona and Mary Beth Ancona-Miller
8. Storm in the Night Mary Stolz
9. Armien's Fishing Trip Catherine Stock
10. My Friend Jacob Lucille Clifton
11. A New Coat for Anna Harry Ziefert
12. Thundercake Patricia Polacco
13. The Man Whose Mother was a Pirate Margaret Mahy
14. The Man Who Kept House Kathleen and Michael Hague
15. Ira Sleeps Over Bernard Waber
16. Best Friends Steven Kellogg
17. A Peaceable Kingdom: The Shake Abecedarius Alice and Martin Provensen
18. Moon Tiger Phyllis Root
19. Gone Fishing Earlene Long
20. The Balancing Girl Bernice Rabe

Collection 2

1. When I Am Old With You Angela Johnson
2. Mirandy and Brother Wind Patricia McKissack
3. Nine-in-One Grr! Grr! Blia Ziong
4. Emma's Dragon Hunt Catherine Stock
5. Tonight is Carnaval Arthur Dorros
6. Hello, Amigos! Tricia Brown
7. Helping Out George Ancona
8. How My Parents Learned to Eat Ina R. Friedman
9. Music, Music for Everyone Vera B. Williams
10. Wake Up, City! Alvin Tresselt
11. The Milk Maker Gail Gibbons
12. The Relatives Came Cynthia Rylant
13. Bye Bye Baby Janet and Allan Ahlberg
14. The Accident Carol Carrick
15. Nana Upstairs & Nana Downstairs Tomie dePaola
16. The Ridiculous Story of Gammer Gurton's Needle David Lloyd
17. On Market Street Arnold Lobel
18. Our Garage Sale Ann Rockwell
19. William the Vehicle King Laura P. Newton
20. Fireflies Julie Brinckloe

Collection 3

1. At the Crossroads Rachel Isadora
2. A Picture Book of Martin Luther King, Jr. David A. Adler
3. Anna's Secret Friend Yoriko Tsutsui
4. Lion Dancer: Ernie Wan's Chinese New Year Kate Waters and Madeline Slovenz-Low
5. The Tamarindo Puppy and Other Poems Charlotte Pomerantz
6. Hill of Fire Thomas P. Lewis
7. City Street Douglas Florian
8. We Adopted You, Benjamin Koo Linda Walvoord Girard
9. Alfie Gives a Hand Shirley Hughes
10. Playing Hockey Chuck Solomon
11. Hurry Home, Grandma! Arielle North Olson
12. Potatoes, Potatoes Anita Lobel
13. The Purple Coat Amy Hest
14. Daddy and Ben Together Miriam Stecher and Alice Kandell
15. Catch Me & Kiss Me & Say It Again Clyde Watson
16. Just Plain Fancy Patricia Polacco
17. Pigs from A to Z Arthur Geisert
18. The Chosen Baby Valentine P. Wasson
19. Poppy the Panda Dick Gackenbach
20. White Dynamite and Curly Kidd Bill Martin, Jr. and John Archambault

Collection 4

1. The Village of Round and Square Houses Ann Grifalconi
2. Bringing the Rain to Kapiti Plain Verna Aardema
3. The Magic Fan Keith Baker
4. The Badger and the Magic Fan Tony Johnston
5. Abuela Arthur Dorros
6. A Birthday Basket for Tia Pat Mora
7. Who Said Red? Mary Serfozo
8. Someone Special, Just Like You Tricia Brown
9. Making Friends Fred Rogers
10. Hats, Hats, Hats Ann Morris
11. Meet M and M Pat Ross
12. I Go with My Family to Grandma's Riki Levinson
13. Hildilid's Night Cheli Duran
14. All by Myself Anna Grossnickle Hines
15. The Big, Fat Enormous Lie Marjorie Sharmat
16. The King has Horse's Ears Peggy Thomson
17. Anno's Counting Book Anno Mitsumasa
18. The Boy Who was Followed Home Margaret Mahy
19. The Wild Baby Goes to Sea Barbra Lindgren
20. I Love My Baby Sister (Most of the Time) Elaine Edelman

Collection 5

1. Everett Anderson's Goodbye Lucille Clifton
2. The Patchwork Quilt Valerie Flournoy
3. Our Home is the Sea Riki Levinson
4. Chin Chiang and the Dragon's Dance Ian Wallace
5. Something Special for Me Vera B. Williams
6. On a Hot, Hot Day Nicki Weiss
7. Ten in a Bed Mary Rees
8. Daniel's Dog JoEllen Bogart
9. Abby Jeannette Franklin Caines
10. Chicken Sunday Patricia Polacco
11. Come a Tide George Ella Lyon
12. The Sandman Ron Shepperson
13. Happy Birthday, Rotten Ralph Jack Gantos
14. Annie and the Wild Animals Jan Brett
15. The Something Natalie Babbitt
16. Geraldine's Blanket Holly Keller
17. Only the Cat Saw Ashley Wolff
18. First Flight David McPhail
19. Patrick's Dinosaurs Carol Carrick
20. Pookins Gets Her Way Helen Lester

Collection 6 (Center 1 only)

1. Clean Your Room, Harvey Moon! Pat Cummings
2. Flossie and the Fox Patricia McKissack
3. Before the Picnic Yoriko Tsutsui
4. Umbrella Taro Yashima
5. Laura Loves Horses Joan Hewett
6. On the Pampas Maria Cristina Bruscas
7. Tools Ann Morris
8. Not So Fast, Songololo Niki Daly
9. Matthew and Tilly Rebecca C. Jones
10. Pretend You're a Cat Jean Marzollo
11. One Fine Day Nanny Hogrogian
12. My Grandson Lew Charlotte Zolotow
13. Over and Over Charlotte Zolotow
14. Rosalie Joan Hewett
15. Humphrey's Bear Jan Wahl
16. Goodnight, Goodnight Eve Rice
17. We Read A to Z Donald Crews
18. The Maggie B. Irene Haas
19. Paul Bunyan Steven Kellogg
20. The Winter Bear Ruth Craft

# VITA

Kathleen (Kathie) Anne Reid was born in Oxnard, California, on July 16, 1966, and grew up in the town of Bridgeport (pop. 500) in the Eastern Sierra Nevada Mountains of California. She attended elementary school in Bridgeport and commuted 35 miles to attend the nearest high school in Coleville, where she graduated with 14 classmates in 1984. After obtaining an Associate in Science Degree in Early Childhood Education from Ventura College in Ventura, California, in 1986, she returned to Bridgeport to work for her parents in their newly acquired restaurant, The Bodie Union Mining Company Eatery and Saloon (BUMCo.), while she decided whether or not to pursue a bachelor's degree. After working an assortment of jobs - waitress, bartender, certified nurse's aid, high school assistant softball coach - Kathie enrolled in the California State University at Fresno in 1989, and received her Bachelor of Science Degree in Child Development in December of 1991. She returned to Bridgeport to bartend for her parents at BUMCo, and to save money to enter graduate school. In the Fall of 1992, she moved to Knoxville to begin work on her Master of Science Degree in Child and Family Studies, with an emphasis in Child Development. In her first year in the master's program, she worked as a graduate assistant in a classroom of 4- and 5-year-olds in the Child Development Laboratories at White Avenue on campus; in her second year, she worked as the administrative graduate assistant for the same preschool program at White Avenue. She is presently beginning the doctoral program in Human Ecology at The University of Tennessee, Knoxville.