

LB
5
6
no. 4

UC-NRLF



B 3 025 793

1922

THE EFFECT OF THE PHYSICAL MAKE-UP OF A BOOK UPON CHILDREN'S SELECTION

BY

FLORENCE EILAU BAMBERGER

"Submitted in partial fulfillment of the requirement for the degree of Doctor of
Philosophy in the Faculty of Philosophy, Columbia University."

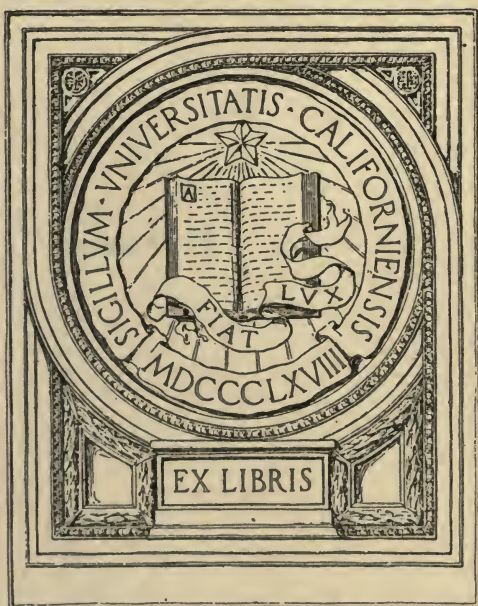


BALTIMORE

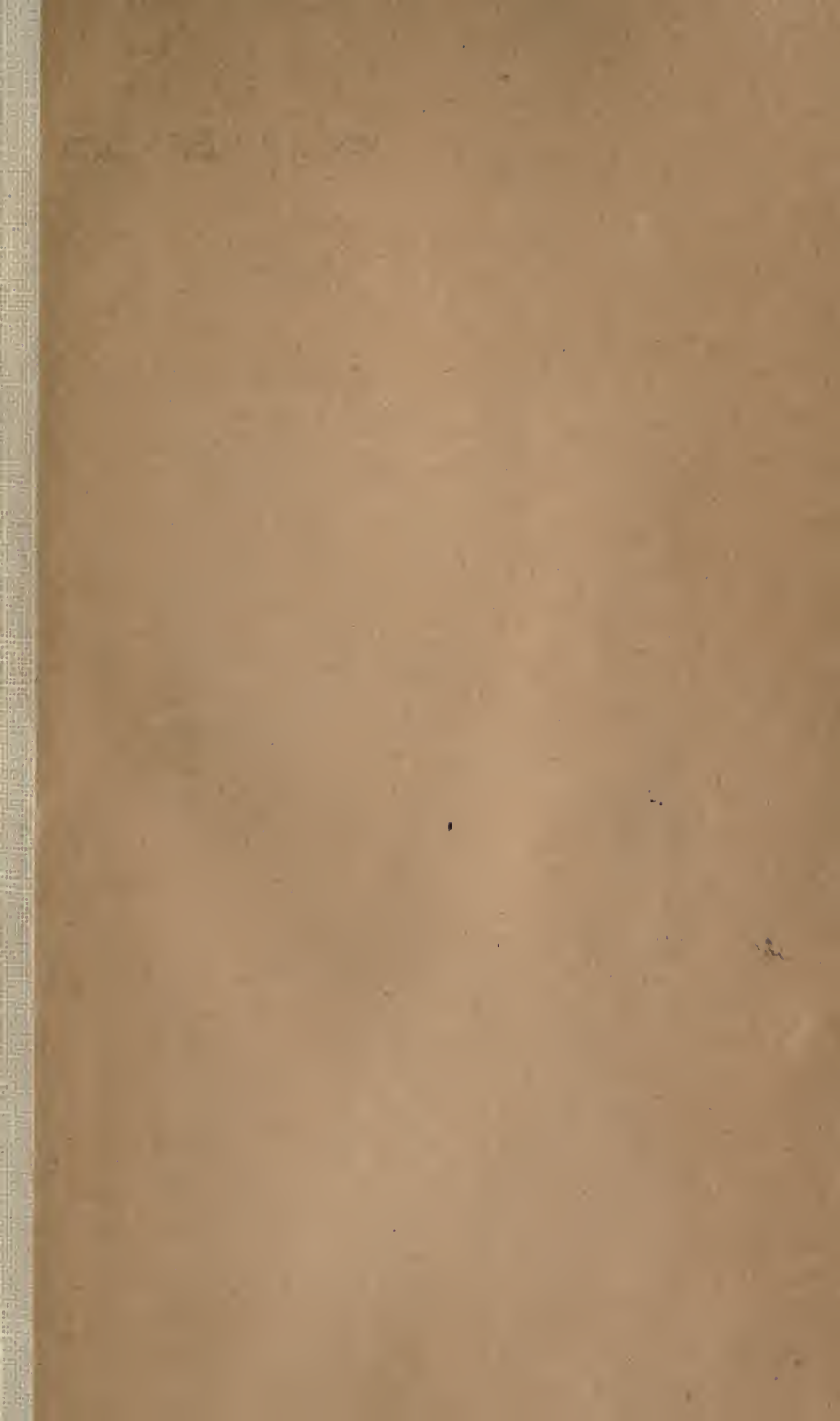
J. H. JOHNS HOPKINS PRESS

1922

EXCHANGE

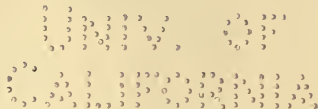


EX LIBRIS



THE EFFECT OF THE PHYSICAL MAKE-UP OF A
BOOK UPON CHILDREN'S SELECTION

THE EFFECT OF THE PHYSICAL MAKE-UP OF A BOOK UPON CHILDREN'S SELECTION



BY
FLORENCE EILAU BAMBERGER

"Submitted in partial fulfilment of the requirement for the degree of Doctor of
Philosophy in the Faculty of Philosophy, Columbia University."

BALTIMORE
THE JOHNS HOPKINS PRESS
1922

no. 4

NO. 4
ANNALS

COPYRIGHT 1922 BY
THE JOHNS HOPKINS PRESS
BALTIMORE, MD.

EXCHANGE

The Lord Baltimore Press
BALTIMORE, MD., U. S. A.

ACKNOWLEDGMENT

Only by the co-operation of the following school teachers and supervisors has the study here reported been possible.

Grateful thanks and appreciation are hereby expressed to all of these: Miss Gail Harrison, Lincoln School, Teachers' College, New York; Mrs. Mabel McVey Meadowcroft, Horace Mann School, New York; Miss Annie Williams, Miss Ida Flowers, Miss Sarah Roche, Miss Katherine Muesse, Baltimore; Miss Jewel Simpson, Assistant Director of Department of Research, Maryland; and Miss Alice Miller, Supervisor of Cecil County, Maryland.

Very great assistance has been rendered by Professors Bonser and McCall of Teachers' College; but most of all do I feel indebted to Professor William Heard Kilpatrick, Teachers' College, for the suggestions which led to the selection of the problem and to his constant encouragement while the study was being made.

FLORENCE EILAU BAMBERGER.



Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

TABLE OF CONTENTS

	PAGE
Introduction	I
Chapter I. Problem and Materials.....	5
I. The Problem	5
II. Materials for the Experiment.....	5
Chapter II. Conduct of the Experiment.....	9
I. Selection of Children.....	9
II. Directions to Teachers.....	10
III. Description of Editions used in Experiment I..	16
IV. Description of Editions used in Experiment II.	19
V. Description of Editions used in Experiment III.	20
VI. Description of Editions used in Experiment IV.	21
VII. Description of Editions used in Experiment V.	22
VIII. Description of All the Books in Tabular Form.	25
Chapter III. The Basis for Evaluating Books.....	26
I. Difference between Inspection and Examination	26
II. Determination of a Numerical Value for Rating Books	37
III. Comparability of Values from One Experiment to Another	39
IV. Summary of Values assigned the Different Editions	43
Chapter IV. Editions Children Prefer.....	47
I. Experiment I: Story of Cinderella.....	47
II. Experiment II: Story of Sleeping Beauty...	48
III. Experiment III: Story of Peter Rabbit.....	49
IV. Experiment IV: Story of Little Black Sambo.	51
V. Experiment V: Story of the Night Before Christmas	53
VI. Summary of Factors from All Five Experiments	55
VII. General Conclusions	55

	PAGE
Chapter V. The Physical Characteristics of the Preferred Books	57
I. External Factors	57
II. Internal Factors	72
Chapter VI. Grade and Sex Differences in the Choice of Books	86
I. Grade Differences	86
II. Sex Differences	97
Chapter VII. Additional Investigations.....	110
I. Subjective Reasons of Children for Book Preferences	110
II. Adult Opinions of What Books Children Prefer	112
III. Need for Open Shelves in Schools and Libraries	128
Final Conclusions	131
Score Cards and Evaluating Books.....	133
Bibliography	153
Appendix	155

INTRODUCTION

Too little attention is paid, as a rule, to the form and appearance of the books we give children to read. The cover, the pictures, the very look of the page, the size and thickness of the volume may influence the child in his choice of a book. Librarians who have worked exclusively in the children's department have noticed the influence of the outward form of the book upon children's selection, but the schools have paid little heed to this as a factor entering into the reading problem.

The authors of a study entitled "The Use of Books and Libraries" say in regard to this question:

Any teacher may easily try the experiment of putting two different editions of the same book in the classroom library. The little dull-colored, small-type Robinson Crusoe with a text-book air will stand on the shelf, while the edition with a bright cover, large type and plenty of pictures will be snapped up at once as a desirable prize. Children's librarians will tell you of the little-used book, that on returning from the bindery in a fresh red cover, starts out on a career of popularity. Cover and pictures alone will not make a book popular, but a dull looking exterior will certainly cause many a treasure to lie undiscovered.¹

Frances Jenkins Olcott who also has had a great deal of experience with children's reading in connection with her library work has come to this same conclusion with regard to children's taste in regard to the physical make-up of a book. She says:

The outward form of a book, its effect on the eye, has much to do with arousing or depressing a child's interest in it. The writer has made many experiments which help to prove this fact. The placing on the shelf of the public library of a classic in text-book or other dull cover, and printed in small close-set type insures that the classic will carry out the saying: "Be good and you'll be lonesome."

It is rarely stolen, and rarely worn out: two proofs of unpopularity. But place on the shelf the same work in a gayly covered edition, illustrated in color, printed in clear attractive type, and presto! the book disappears, legitimately or otherwise. And often a child who reads this attractive volume will tell other children about

¹ Fay-Eaton, *Instruction in the Use of Books and Libraries*, p. 375.

the story, and behold, the formerly despised, homely volume becomes fashionable.

A child's idea of an attractively bound book is not according to the æsthetic taste of the literary connoisseur. The book that fills a child with keen longing to read or to own it for himself, and which frequently induces him to steal from the library shelves, is the one with a bright cover—*red*, preferably—illustrated with story-telling pictures, and rich with gilding. A classic in such guise can well hold its own against the highly decorated modern juvenile that drives the text-book cover classic into humble shadow.²

In another place she remarks, children, especially young children, "show a deep-rooted distaste for text-books."

In order to discover the validity of these statements, the writer first attempted to make an analysis of what are the sensory factors that enter into the physical make-up of a book and which might have an influence upon children's choices.

Then, by experimentation, it was sought to determine: First, do these sensory factors have any influence at all upon determining children's choices? Second, how many and what factors are the potent ones influencing choices?

By experimentation, then, answers to the following questions were sought: First, does the physical make-up of a book, its general, outward appearance, have any influence at all in causing children to desire it? Second, what are the factors in the general make-up of a book that are potent in pleasing children in the first three grades of the primary school?

Such factors as the size of the book, the number and character of illustrations, the amount of stories contained in a given volume, were considered. In addition to these, an attempt was made to discover if a very good text-book in reading was as apt to be chosen voluntarily by children as an interesting book not gotten up in text-book form.

The writer did not attempt to experiment with size of print, nor the quality and texture of paper as there are certain definite hygienic requirements in regard to these particulars which prevents the consideration of any childish preference in regard to them.

² Olcott, F. J., *The Children's Reading*, p. 148.

There was also no attempt to discover what content was pleasing to children in the first, second, and third grades. Through the courtesy of Dr. Dunn,¹ Teachers' College, Columbia University, there were available results of the latter's careful experiments along this line. In the present experiment upon the physical make-up of a book, material was selected as far as content was concerned that Dr. Dunn found to be appealing to children. Dr. Dunn found also that children are indifferent to the literary style of the stories they read. If this be so and children are indifferent to literary style, a story with literary merit will be as acceptable to them as one without it. It behooves educators, then, to supply them with material in their field written with a high degree of literary style. Provided the content pleases, they may like it, and perhaps thus early may be established, unconsciously, a taste for good style.

The relation of this study to the modern methods of reading instruction is obvious. The analysis of what constitutes a "reading habit" discloses at least two factors: a strong desire to read coupled with a fair degree of ability to read rapidly and silently.

While the drudgery of the first mastery of symbols is being undertaken in the lower primary grades, it is not always an easy matter to keep alive a keen desire for reading. If any sensory appeals in the physical make-up of the book have power to awaken or augment such a desire, surely it is valuable enough to bear investigation.

¹ Dunn, F. W.: Interest Factors in Primary Reading Material.

CHAPTER I. PROBLEM AND MATERIALS

I. THE PROBLEM

The following problems, therefore, the writer determined to investigate. Does the outward form of a book have any influence at all upon a child's desire to read? If so, what sort of books will arouse in a child a desire to read? What are the factors that influence choice in the selection of books?

After a careful consideration of these questions, it was decided to discover, if possible: first, what influence is exerted by the general attractiveness of a book from merely a casual inspection. Then to discover if this influence persists or does it change after more critical examination?

Next, how much does size and thickness influence choices? Do the illustrations add greatly to the desire to read a book? Does the color of the binding and the design upon the cover exert any influence upon choices? Do boys and girls find the same thing attractive in a book, or are there sex differences? Do children in the first grade care for the same sort of a book as children in the second grade? Do the second and third grade children like the same thing in books? Do they differ or agree with the first grade in their preferences?

II. MATERIALS FOR THE EXPERIMENT

In order to answer these questions the following material was selected. Stories that had been told to the children and for which they had expressed a fondness were used. Different editions of these stories had next to be secured. The editions must differ in size, in thickness, in illustrations, in the color of the cover and the design upon it. They must differ, too, in the number of stories contained in any one volume. Some should contain but one or two stories. Others must contain a greater number of favorite stories of children.

Unfortunately, the story which was perhaps one of the greatest favorites of the primary children, "The Elephant's

Child," by Kipling, could not be used in this experiment, because of the impossibility of procuring a number of editions that contained it, and which differed in the qualities cited above.

In fact, it took a great deal of time and effort before editions answering to these needs and containing at least five favorite stories of the children could be found. It was highly important that the stories used in the experiment be universal favorites; and that the children, even the first grade ones, know them before starting the experiment. Otherwise the elements of novelty and of curiosity in the story itself would be additional factors to be taken into account.

After a long, hard search, the following stories were selected because they fulfilled the two requirements. In the first place, they were favorites, and were very familiar to the children. Secondly, they could be found in at least five different editions varying in size, in binding, in type of illustrations, and in amount of content. The five stories finally qualifying were: Cinderella, Sleeping Beauty, Black Sambo, Peter Rabbit, and The Night Before Christmas.

There were really five experiments carried on. All were conducted in the same general manner but with different stories. The story used in the first experiment was Cinderella; in the second experiment, Sleeping Beauty; in the third, Peter Rabbit; in the fourth, Black Sambo; in the fifth, The Night Before Christmas.

The experimenter, as indicated in the directions,¹ told the story to the class up to a given point of suspense definitely located in the directions. She then asked the children if they would like to finish it for themselves. Eagerly they expressed such a desire.

The experimenter, then placed upon the frame of the board, where all could see, each of the five editions containing the story, arranged in the order of their size. This order was

¹ Directions are printed in the following chapter.

varied from time to time to prevent a position error. The volumes were numbered from one to five beginning with the smallest book. The number was written upon the black-board directly above the volume it indicated.

Each child had previously prepared a slip of paper upon which he had written his name, school, grade, age in years, sex, the title of the story (copied from the board).

The children came close to the place where the books were exhibited in order that they might inspect them carefully. They were asked to decide upon which one of the five books, thus displayed, they would care to take back to their seats in order to finish reading the story. Upon the slips of paper, they wrote the number which indicated their choices. The teacher promised them this book later on. The children were cautioned against telling any one what book they chose, or of talking to others about their choices for the present. Careful supervision was maintained on this point.

After the papers containing the registered choices by inspection had been collected the children were then given a complete set of the books. A set consisted of all the five different editions containing the story which had just been told them.

The following table presents the books used in the five experiments :

EXPERIMENT I

THE STORY OF CINDERELLA

Editions	Title	Publisher	Illustrator
No. 1	Cinderella and Sleeping Beauty..	Reilly & Britton, Chicago..	John R. Neill
" 2	All About Cinderella.....	Cupples Leon & Co., N. Y.	John B. Gruelle
" 3	Cinderella	Reilly & Britton.....	John R. Neill
" 4	Elson Reader (3rd).....	Scott, Foresman & Co.....	
" 5	Stories That Never Grow Old....	Reilly & Britton.....	John R. Neill

EXPERIMENT II

THE STORY OF SLEEPING BEAUTY

Editions	Title	Publisher	Illustrator
No. 1	Cinderella and Sleeping Beauty..	Reilly & Britton.....	John R. Neill
" 2	Sleeping Beauty and Blue Beard.	The John Lane Co., N. Y..	Walter Crane
" 3	Little Red Riding Hood.....	Reilly & Britton.....	John R. Neill
" 4	Elson Reader (3rd).....	Scott, Foresman Co.....	
" 5	Stories That Never Grow Old....	Reilly & Britton.....	John R. Neill

EXPERIMENT III

THE STORY OF PETER RABBIT

Editions	Title	Publisher	Illustrator
No. 1	The Story of Peter Rabbit.....	Reilly & Britton.....	John R. Neill
" 2	The Tale of Peter Rabbit.....	Henry Altemus & Co.....	
" 3	Peter Rabbit	Reilly & Britton.....	John R. Neill
" 4	The Tale of Peter Rabbit.....	Hurst & Co.....	
" 5	Stories That Never Grow Old....	Reilly & Britton.....	John R. Neill

EXPERIMENT IV

THE STORY OF LITTLE BLACK SAMBO

Editions	Title	Publisher	Illustrator
No. 1	Little Black Sambo.....	Reilly & Britton.....	John R. Neill
" 2	The Story of Little Black Sambo.	Frederick A. Stokes, N. Y.	Helen Bannerman
" 3	The Story of Little Black Sambo.	Reilly & Britton.....	John R. Neill
" 4	The Story of Little Black Sambo.	Saalfeld Publishing Co....	Helen Bannerman
" 5	Stories That Never Grow Old....	Reilly & Britton.....	John R. Neill

EXPERIMENT V

THE STORY OF THE NIGHT BEFORE CHRISTMAS

Editions	Title	Publishers	Illustrator
No. 1	The Night Before Christmas.....	Reilly & Britton.....	John R. Neill
" 2	The Night Before Christmas.....	Henry Altemus & Co.....	
" 3	The Night Before Christmas.....	Reilly & Britton.....	John R. Neill
" 4	The American Third Reader.....	Ginn & Co., N. Y.....	
" 5	The Child's First Book of Poetry.	American Book Co., N. Y..	

CHAPTER II. CONDUCT OF THE EXPERIMENT

I. SELECTION OF CHILDREN

Five schools were selected in which to carry on the experiment. In order to secure a wide range of opinions the schools differed as much as possible in character of the children attending.

Horace Mann School connected with Teachers' College was one of the schools. Here are found children coming from wealthy and intellectual homes.

The second school, number 73 of Baltimore City, is in the immigrant section, and the children are all foreign-born themselves or of foreign-born parentage. The larger percentage are Russian Jews, although there are a great many Italians attending there.

The third school, number 15 of Baltimore City, consists of children from typical American homes of the lower middle class.

The last two schools used are those in Westminster, Maryland. This is a typical suburban town located in the wealthy farming region of Carroll County, Maryland. There is little foreign population here. Most of the children that attend the public schools have American-born parents of the middle and the lower middle class.

The experiment was tried only in the first, second, and third grades. It was impossible for any one person to conduct the experiment in all the different schoolrooms. The writer personally visited each of the schools and started the experiment herself in one grade with one group of children in order to show exactly the conditions under which it was to be conducted. Before proceeding to demonstrate the manner of conducting the experiment, a duplicate set of directions and a score sheet such as the experimenter was using, was given to each teacher, in order that she might

follow carefully the technique of procedure. It was arranged that all the teachers who were going to carry on the experiment with their children see this demonstration. Each received a set of directions.

These directions had been carefully planned, and had been previously tried out with different teachers in various schools to see if they were definite and clear. The experiment was carried on with small groups of ten children each day. This necessitated the purchase of only ten copies of the five different editions containing the five stories selected. If forty copies of each of the five editions of the five different stories had been bought, it would have expedited the work considerably. At the same time it would have augmented the cost of the experiment enormously.

Following is a copy of the directions and of the score sheet that was furnished each teacher carrying on the experiment. These directions show explicitly the manner of conducting the study.

II. DIRECTIONS TO TEACHERS

Read the directions over carefully, before starting the experiment.

CINDERELLA

For the purpose of uniformity, it is urgently requested that the following directions be carried out *exactly* as here designated, and nothing done that is not specified here. The purpose of this experiment is to find out children's preferences for books, without in any way constraining their choices. These directions have been carefully thought out with this point in view. We believe, if implicitly carried out, we may obtain knowledge of what children really like in the way of books. *Read* from this paper all the directions to the children. Do not attempt to give them from memory.

1. Five editions of the story of Cinderella are being sent to you to try out.

Edition I. The small red one—Cinderella and Sleeping Beauty.

Edition II. The small neutral colored one—All About Cinderella.

Edition III. The larger red one—Cinderella.

Edition IV. A text-book in reading—Elson Reader.

Edition V. An ordinary story book—Children's Stories That Never Grow Old.

2. Ten copies of each edition are furnished you. Divide your class into 4 groups of 10 children each, if 40 are enrolled. If the class contains less than 40, divide it into 4 groups of nearly equal size. Let no group be larger than 10. If the class contains more than 40, experiment with only 40 children divided into 4 groups of 10 each. Explain to the children not participating in the experiment that there is a scarcity of books, and later on an opportunity will be given them to examine and to read the books. After working with one group of 10, proceed directly with another. Try, if possible, to finish with an entire class before dismissing it for recess or for going home. Impress upon the children the importance of not telling any one the book they selected.

3. Use the small red edition of Cinderella and the Sleeping Beauty in reading to the class.

4. Cover the book in the ordinary cover board 8 by 11. Find it enclosed with the material sent you. Be careful the children do not see which book you place in this cover, as oftentimes the sight of a book in a teacher's hand does induce the child to adopt that book. If he is unable to see the book the teacher is reading from it leaves him utterly free to select that book which he personally prefers to all the others.

5. Give to every child a small piece of paper and ask him to write his name upon it. If the first grade children are unable to write their names as yet, supply them with a piece of paper having their names already written upon it.

6. On page 7 of the volume of Cinderella and Sleeping Beauty—read the title Cinderella and all of pages 7, 8, 9, 10, 11, 12, 13. Stop on *page 14* at the end of the phrase,

“Don't you wish you were going to the ball?” said one of them.’ Then say to the class:

7. “Do you like the story? Would you like to finish it? The same story is finished in each of these five books I have here. It is nearly exactly alike in all of them. It is not a bit longer in the larger books, and not a bit shorter in the small one. I am going to place them here on the frame of the board. This small red one is ‘1’ (teacher places book on frame of blackboard and writes a large Arabic ‘1’ above it). This small green one is ‘2’ (number ‘2’ is put on the frame of the board next to ‘1’ and ‘2’ written above it.) “This large red one is ‘3.’ Again the teacher places book ‘3’ next to ‘2’ and writes ‘3’ above it. This brown one is ‘4.’ In the same manner, this too, is put on the frame of the board and marked ‘4.’ This large book is ‘5.’ (Place it in the same way on the frame of board as were the others.) If you want number ‘1’ write it on your paper, if you want number ‘2’ write it on your paper, if you want number ‘3’ write it on your paper, if you want number ‘4’ write it on your paper, if you want number ‘5’ write it on your paper.” (In case the children cannot write the number of their preferences, let them come to the teacher, secretly whisper the number and she will write it for the pupil.) Let the children come close to the frame of the blackboard where they can inspect the books carefully. They must not touch them, however.

8. The teacher then says “Look at these books and choose the one you like the best of all, and would rather have to finish the story. On the piece of paper directly under your name, write the number that stands for the book you like best of all.” Give about three minutes for this inspection. Five minutes should be the maximum. Be sure to have every child make a decision.

9. Collect all the slips of paper, and later when the children are reading enter each child's choice upon the record sheet by placing the number, corresponding to the edition, opposite his name in the column marked “choice by inspection.”

10. Now arrange the books in separate piles. Each pile is to consist of the five different editions containing the story. Arrange as many piles as are needed to give each child one pile (usually there will be 10 such).

11. Say to the pupils of a group "I shall place one pile of these books upon each of your desks. Do not touch them until told to do so." Place upon each child's table or desk, a pile of the five editions. See that every child has a complete pile before starting on the next step.

12. "I will give you time to examine the books carefully. Look through every one of them, before making your choice. Do not tell any one what is your choice, it is to be a secret. Keep it and tell it to me only."

13. Say to the group, "As soon as you are sure which book you want, bring all the books to me here at the desk. Do not come if anyone else is at the desk. Wait your turn."

14. When the child is at the desk ask him to point to the book from which he would rather read. After he has shown his preference have him return to his place and leave all the books upon the teacher's desk. Assure each child that his favorite book will be returned to him as soon as all the other children in the class have indicated their choices. While the child is telling his choice to the teacher, be careful to have him stand in such a position as will prevent any other child from perceiving his selection. (This is to prevent the undue influencing of the more deliberate children by those who choose very rapidly and then eagerly display their selection.) Be sure to have every child make a decision. Record this choice by placing the number of his choice in the column headed "choice after examination." Be sure this appears under the correct numeral.

15. The teacher then records the child's second choice. In case it differs from his first choice, she says to him. "You have not selected the same book you did before when you saw them on the frame of the board. What made you take that one the first time? What made you select a different one this time?" Write the child's initials upon the reverse

side of his record sheet, and the answers he gives to these questions. Try to make it as full as the child's own answer.

16. Later record their ages in the column designed for that purpose on the record sheet. Also rank the children according to their ability to read. The child who in the teacher's opinion is the best reader in the class is ranked "1" on the record sheet in the column marked "rank in reading ability."

17. Proceed in like manner with the remaining groups.

18. Parcel post all the books and records as soon as possible to Florence E. Bamberger, Johns Hopkins University, Homewood, Baltimore, Maryland. The postage expended will be returned to you. Thank you!

SLEEPING BEAUTY

Follow the same directions as were given you for Cinderella, with the exceptions that when reading to the class use the book entitled "Little Red Riding Hood." Place it in the same cover that you used in the Cinderella reading. Be sure the children do not detect from which book you are reading. Read the title and all of pages 37, 40, 41. Stop on *page 42* with the phrase "feared she would give her some unlucky gift."

Edition I. Small red one.

Edition II. The Sleeping Beauty and Blue Beard by W. Crane.

Edition III. Little Red Riding Hood—Larger red one.

Edition IV. Elson Third Grade Reader.

Edition V. Children's Stories That Never Grow Old.

PETER RABBIT

Follow the same directions as were given to you for Cinderella. Read to the class from the small red edition entitled "The Story of Peter Rabbit." Place it in the same cover that you used for Cinderella. Be sure the children do not detect which book you are reading from. Read the title and all of pages 11, 12, 13, and end on *page 14*, with the phrase

“now run along and don’t get into mischief. I am going out.”

- Edition I. The small red one.
- Edition II. Peter Rabbit—A small blue book.
- Edition III. The Story of Peter Rabbit—Larger red one.
- Edition IV. The Tale of Peter Rabbit—A grey book—Hurst & Co.
- Edition V. Children’s Stories That Never Grow Old.

LITTLE BLACK SAMBO

Follow the same directions as were given you for Cinderella. Read to the class from the small red edition entitled “The Story of Little Black Sambo.” Place it in the same cover that you used for Cinderella. Be sure the children do not detect which book you are reading from. Read the title and all of pages 2, 3, 4, 5, 6, 10, 12, 14. Stop on *page 16* with this sentence: “So he put on all his fine clothes and went out for a walk in the jungle.”

- Edition I. The small red one.
- Edition II. The Story of Little Black Sambo—Little yellow book.
- Edition III. The Story of Little Black Sambo—Larger red one.
- Edition IV. The Story of Little Black Sambo—Larger blue one.
- Edition V. Children’s Stories That Never Grow Old.

THE NIGHT BEFORE CHRISTMAS

Follow the same directions as with the previous stories. Read from the Altemus Wee Book Series (small blue book) the title on page 5, the stanza on page 6, the stanza on page 8 and then end with the stanza on page 10, the last phrase, “for a long winter’s nap.” The books for the Night Before Christmas are the following:

- Edition I. The small red one.
- Edition II. The small blue book (Altemus Wee Book).

- Edition III. The larger red book.
 Edition IV. The American Third Reader.
 Edition V. The Child's First Book of Poetry.

SAMPLE OF RECORD SHEET SENT TO EACH TEACHER

School Grade
 Name of teacher Date

Name of pupils	Editions selected by inspection					Editions selected by examination					Age	Rank in reading
	1	2	3	4	5	1	2	3	4	5		

BOYS

.....

GIRLS

.....

III. DESCRIPTION OF THE EDITIONS USED IN EXPERIMENT I

THE STORY OF CINDERELLA

The first book used is a part of the Christmas Stocking Edition, published by Reilly & Britton Company of Chicago in 1905. Six of these small volumes are packed in a small pasteboard box representing a trunk.

The books are small, four inches long, three inches wide and one-half inch thick. They are bound in bright red. In the center of the cover is a small colored picture of the hero and heroine of one of the tales. Surrounding the picture on all four sides is a border of dark green holly leaves. Above the picture, in a rectangular space, appears the title of the book printed in fair-size dark green type.

Internally the books are equally attractive in appearance as externally. There are many illustrations, some in bright colors, some in black and white. The pictures are small necessarily, in order to fit these tiny booklets. Each one of the little books contains two stories.

The printing is good size, but in some of the volumes in blue type. The paper is thick, unglazed white. The lines are usually two inches in length, but in some of the books they are not uniform as a picture is crowded beside the print. This is undesirable from the standpoint of the cultivation of correct motor habits of eye movements for rapid silent reading. Another objection from the standpoint of habit formation is the fact that the pages are not numbered at the top but at the bottom. In cultivating habits of study these non-important essentials in the make-up of a book come to have real significance.

One of these volumes was used with each of the stories. The books of this edition differed only in such details as would be necessitated by a different story. The general points in the physical make-up are identical.

The second edition used with Cinderella is a book entitled "All About Cinderella," published by Cubbles & Leon Company of New York in 1906. The story is edited by John B. Gruelle and contains copious illustrations, some in color, some in black and white.

The book is bound in a bright green. The title is lettered in a darker tone of green in the center of the cover. Above and below the title are colored illustrations in rectangular spaces.

The printing is of fair size and clear deep black. The lines are two and one-half inches in length, but there is no uniformity in their length. Often a line is cut to seven-eighths of an inch in order to place a picture opposite the text. This interferes with the cultivation of correct habits of eye movements in reading as has already been commented upon.

The paper is of good quality, white but slightly glazed, another undesirable feature from the standpoint of the hygiene of the eye.

The third edition used in the Cinderella experiment is known as the Red Book Series, published by the Reilly & Britton Company in Chicago from a copyright edition in 1908. The books are seven inches long, five and one-half

inches wide, and three-eighths of an inch thick. They are bound in a strikingly vivid but crude shade of pinkish red. Upon each cover there is a highly colored picture of the hero or heroine of one of the stories. The title is printed at the top in glaring white letters about three-eighths of an inch in height. A crude design in white stenciling ornaments the cover.

The inner binding and the fly-leaf form a double page, this contains a border of vividly colored pictures dealing with the various scenes and characters in the stories.

The print is of good size and in clear black type. The lines are uniform in length and measure three and one-quarter inches.

The illustrations are numerous in quantity, but cheap and gaudy in quality. A few artists, asked to rank in order of merit some pictures taken from children's books, refused to consider these at all, because they said they lacked all artistic merit. They do show well selected detail, however, and are of a good size. Each volume contains two stories.

There was one of this edition used in all five experiments. They differ in no general features of physical make-up. The only changes were in those details made necessary by change of content.

The fourth edition containing this story is a school reader. Cinderella and Sleeping Beauty both were found in the same text-book, Elson Third Reader, published by Scott, Foresman and Company.

The color of the binding of this edition of Elson is a low orange or tan. The cover is decorated with a dull-colored picture. The type is fair, the lettering clear. The illustrations are small. Some of them are in black and white and some are colored prints in tones of orange or green. The lines are of uniform length, nearly four inches. The reader is the usual size text, seven and one-half inches long, five and one-quarter inches wide, and three-quarters of an inch thick.

The fifth edition used in this experiment is entitled "Children's Stories That Never Grow Old." In addition to

the story of Cinderella, it contains a number of children's classics adapted by Mary Stone, published by the Reilly Lee Company, 1905. Among the contents are found four of the five stories used in these experiments. Hence, this book was used more often than any other single book. The children used this book, in all, four times.

It is a large book seven and three-quarter inches long, six inches wide, and one and one-quarter inches thick. It is bound in an attractive yellow cover. In the center there is a design of a large tree bearing upon its branches, brightly colored figures. These represent the main characters in the book. Many of the costumes are painted red. This lends additional vividness to the general appearance. The title of the book, in red letters, is printed in a shield design in the center of the cover.

The book contains twenty of the children's favorite stories. These are profusely illustrated by John R. Neill. The pictures are cheap prints in crude colors, uniformly full-page in size. In spite of their cheap coloring, they are full of life and action and the details are selected with high regard for the interests of the children. These are the same cheap, gaudy illustrations as are used in the Red Book Edition, and which artists declared lacked all merit.

The internal appearance of the book is made additionally attractive by the marginal arrangement as well as the size of the print. Each page has wide margins at the sides, at the top, and at the bottom. These margins vary from an inch to an inch and one-half. The lines are uniformly three and one-quarter inches. The print is clear and black. The paper is clear unglazed white and of fair quality.

IV. DESCRIPTION OF THE EDITIONS USED IN EXPERIMENT II

THE STORY OF SLEEPING BEAUTY

The first edition containing this story was the same volume of the Christmas Stocking Series entitled "Cinderella and Sleeping Beauty" as was used in Experiment I. This has been previously described.

The second edition containing this story is entitled "Sleeping Beauty and Blue Beard." This volume is one of the Walter Crane publications known as the Crane Pictures Book, published in London.

The cover is in dull gray but hardly any of it is visible as over the entire surface, with the exception of a quarter of an inch margin to the right, is a brightly colored illustration by Walter Crane of the knight riding to the rescue of Sleeping Beauty. The title, "The Sleeping Beauty" is in large red type and is printed below the picture, with the name of the editor and illustrator.

The printing is very good size, the type a clear black, and the paper a thick creamy white. The illustrations are all beautifully colored, some of them being large enough to occupy two pages. The lines are uniformly three and one-eighth inches in length, except where necessary indentations occur. There are more indentations in this book because it is in verse form.

The third edition containing this story is another volume of the Red Book Series entitled "Little Red Riding Hood." It contains "Sleeping Beauty" as well. This series has been previously described in Experiment I.

The fourth edition containing the story is the Elson Third Reader. This also was described in Experiment I and needs no further description here.

The fifth edition containing this story is "Children's Stories That Never Grow Old" that was used in the previous experiment.

V. DESCRIPTION OF THE EDITIONS USED IN EXPERIMENT III

THE STORY OF PETER RABBIT

The first edition containing this story is another one of the Christmas Stocking Edition entitled "The Story of Peter Rabbit."

The second edition containing this story is a tiny gift book with easy reading and colored pictures. It belongs to a popular series. Some of the other volumes are Benjamin

Bunny, The Tailor of Gloucester, and Mrs. Tiggly-Winkle. The edition is published by the Henry Altemus Company of Philadelphia in 1904 and entitled the "Wee Book for Wee Folk."

The printing is in clear black ink of good size, upon white paper of sufficient thickness. The lines are uniformly two and one-half inches long. The minimum number of lines to a page is two, while the maximum is fifteen.

The illustrations are all in primary colors and full of action. The cover is a bright blue. At the top is an illustration from the story. Below the picture, the title "Peter Rabbit" is printed in bold red type, one-half inch tall.

The third edition used is the Red Book, previously described.

The fourth edition containing this story is a publication of the Hurst Company, New York, entitled, "The Tale of Peter Rabbit." This book is seven inches long, five and one-half inches wide, and one-half inch thick. It is bound in a neutral gray cover, having a small oval illustration in bright colors in the center. It contains numerous illustrations in bright primary colors. These are crude, inartistic, but are full of action and humor. The paper is thick creamy white of poor quality. The lines are about three and a quarter inches and are not uniform.

The fifth edition containing the story is the same book, "Children's Stories That Never Grow Old," that was used in the two previous experiments.

VI. DESCRIPTION OF THE EDITIONS USED IN EXPERIMENT IV

THE STORY OF LITTLE BLACK SAMBO

The first edition containing the story was still another Christmas Stocking Series entitled "Little Black Sambo."

The second edition containing the story is a popular picture book with the story of Little Black Sambo presented to the children in the original edition planned by Miss Bannerman, the authoress, herself. The illustrations are by her, also. This edition is published by Frederick A. Stokes Company,

New York. It is of the same size as the others, used as the second edition in the previous experiment.

The printing is large and clear in bold black type upon a dull white paper of sufficient thickness. The lines are uniformly two and one-quarter inches long except for the necessary indentations. The illustrations in primary colors are original designs by the authoress herself, and are simple and full of action. The cover is of bright greenish-yellow. In the center is a colored picture of Black Sambo. Above the picture in clear black type is the title "The Story of Little Black Sambo." Below the picture appears the name of the author.

The third edition is another of the Red Book Series entitled "Little Black Sambo."

The fourth book is an edition of Black Sambo eight inches long, six and one-half inches wide and one-quarter of an inch thick. It has a pale blue cover ornamented in the center with a vividly but attractively colored illustration of the hero of the tale.

The volume is profusely illustrated, a picture upon every page. Some of these are as attractively colored as is the cover. Some are in black and white. The print is very large and black. The letters are nearly an eighth of an inch in height, the capitals, a little larger. The lines are five inches in length, but are not uniform. Pictures are frequently inserted in such a manner as to break up the uniformity of the line length. The edition is evidently intended as a holiday offering by Saalfield, Chicago, the publishers.

The fifth edition containing this story is again the "Children's Stories That Never Grow Old" used now for the fourth and last time.

VII. DESCRIPTION OF THE EDITIONS USED IN EXPERIMENT V

THE STORY OF THE NIGHT BEFORE CHRISTMAS

The first edition containing the story is another of the Christmas Stocking series entitled "The Night Before Christmas."

The second edition containing the story is another of the Wee Book series entitled "The Night Before Christmas." This edition was previously used in the Peter Rabbit experiment, and was there described.

The third edition containing the story is another of the Red Book series entitled "The Night Before Christmas."

The fourth edition containing the story is another textbook, seven and one-half inches in length, five and one-half inches in width, and seven-eighths of an inch in thickness. It is bound in a blue of low intensity, having a patriotic design on the cover. The print is large and clear. The paper is of a dull white and of sufficient thickness. The illustrations are attractive and there are a fair amount of them. All are in black and white. The book contains fifty selections. It is published by Ginn and Company and is called the New American Reader, Book Three.

The fifth and last edition of the story is a book containing a number of children's favorite poems by Emilie Kip Baker, published in 1915 by the American Book Company. It is seven and one-half inches long, five and one-half inches wide and about three-quarters of an inch thick. It is bound in an intense blue. The cover is ornamented at the top with a picture of a feudal castle. Below the picture in a rectangular space, printed in a darker blue, appears the title "The Children's First Book of Poetry."

The book contains a hundred or more poems by the best authors of children's poetry. They are printed upon white, thick unglazed paper, pleasant to the touch as well as to the sight. Some of the poems are illustrated in black and white. On the whole the book contains few pictures. The printing and type fulfill all hygienic requirements. The lines necessarily cannot be uniform in length but vary with the metric feet of the poems.

Title	Internal characteristics						
	No. of pages	No. of selections	Illustrations				Color of
			No. of	Perct. of	Size of	Characteristics and detail	
Saalfeld, Black Sambo.	43	1	27	63%	Full-page 35 sq. in.	Humorous, story-telling, full of action, appeal to children's interests.	Some black white, so highly saturated, bright, primary.
Children's Stories That Never Grow Old.	312	20	76	25%	Full-page 18 sq. in.	Humorous, contains animals, story-telling, appeal to children's interests.	Intense, primary colors, well saturated.
Hurst Edition, Peter Rabbit.	101	1	24	38%	Full-page 35 sq. in.	Humorous, full of action, story-telling, appeal to children's interests.	Well saturated, pleasing, bright primary.
Children's First Book of Poetry.	224	135 (poems).	27	14%	Average 8.75 sq. in. occupying about 8% of page.	Lack emotional effects, more landscapes, do not appeal to children.	Black and white.
Wee Book, Night Before Christmas (mean of two books).	59	1	27	46%	Full-page 8.75 sq. in.	Conventional Christmas ideas, pictures, appeal to children's interests, large central figure predominates.	Intense, bright primary.
Red Book, Night Before Christmas (mean of five books).	57	21 (20 rhymes).	16	28%	Full-page 18 sq. in.	Humorous, even farcical, suggest stories, full of action, many animals, appeal to children's interests.	Bright, intense primary.
Crane Edition, Sleeping Beauty.	53	2	14	44%	Full-page 26 sq. in., some 15.75 sq. in.	Classical effects in dress, furnishings, do not appeal to children's interests, little humor, dignified, some story-telling.	Soft, bright pleasing tints tones.
New American Reader, Book Three.	290	46 (stories and poems).	94	32%	About 12 sq. in. occupying about 30-50% of page.	Slightly humorous, some story-telling, fair amount of action.	Black and white.
All About Edition, Cinderella.	43	1	8 full-page, 16 small ones.	50%	Average 8.75 sq. in.	Little action, bold central figure on full page, lack emotional appeal to children.	Some in black white, some pleasing tones.
Christmas Stocking Edition, (mean of four books).	119	2	18	26%	Average 8.75 sq. in.	Too small to give any impression of any sort, no large outstanding figure.	Cheap prints red and green some in black and white.
Stokes Edition, Black Sambo.	56	1	26	61%	Full-page 20 sq. in.	Pleasing to children, lively, humorous, full of action, story-telling.	Very bright.
Elson Primary Reader, Book Three.	280	67	77	28%	Average 10 sq. in. occupying 15-30% of page.	Make slight emotional appeal, lack humor and liveliness.	Black and white or pale tints orange or green.

BOOKS IN TABULAR FORM

Average of page			External characteristics										
Average length of line	Average no. of lines per page	Size					Color of cover			Per cent of cover space	Illustration	Lettering	
		Length	Width	Thickness	Area	Volume	Hue	Degree brightness	Degree saturation			Color	Size of	Color of
5 inches, not uniform.	6	8	6 $\frac{1}{2}$	$\frac{1}{2}$	50	12.5	Blue.	Medium.	Low.	36%	Vividly colored.	$\frac{1}{2}$	Red and blue.
3 $\frac{1}{2}$	16	7 $\frac{1}{2}$	6	1 $\frac{1}{2}$	46.5	58	Yellow.	Medium.	Medium.	85%	Intense, vivid, primary.	$\frac{1}{2}$	Vivid red.
Not uniform.	Not uniform.	7	5 $\frac{1}{2}$	$\frac{1}{2}$	38.5	19.25	Grey.	High.	Low.	73%	High contrasting effects.	$\frac{1}{2}$	Black.
Vary (poetical form).	20	7 $\frac{1}{2}$	5 $\frac{1}{2}$	$\frac{1}{2}$	41.25	20.63	Blue.	High.	High.	24%	Dark blue not in strong contrast.	$\frac{1}{2}$	Dark blue.
Vary (poetical form).	Not uniform.	5 $\frac{1}{2}$	4 $\frac{1}{2}$	$\frac{3}{8}$	23.38	8.75	Blue.	Medium.	High.	37%	Creamy white.	$\frac{1}{2}$	Bright orange.
3 $\frac{1}{2}$, uniform.	10	7	5 $\frac{1}{2}$	$\frac{3}{8}$	35.75	13.75	Red.	High.	Medium.	27%	Dull tones, not striking.	$\frac{1}{2}$	White.
Not uniform.	11	5 $\frac{1}{2}$	4 $\frac{1}{2}$	$\frac{3}{8}$	23.38	8.78	Picture grey border.	Low.	High.	80%	Beautiful, attractive contrast.	$\frac{1}{2}$	Red, pleasing tones.
4, uniform.	20	7 $\frac{1}{2}$	5 $\frac{1}{2}$	$\frac{7}{8}$	41.25	36	Blue.	Low.	Low.	44%	Dark blue.	$\frac{1}{2}$	Dark blue.
Irregular, pictures are inserted.	7-12	5 $\frac{1}{2}$	4 $\frac{1}{2}$	$\frac{3}{8}$	23.38	8.78	Green.	Medium.	Medium.	16%	In fine contrast, yellow and low orange.	$\frac{1}{2}$	Very dark green.
2, not uniform.	12	4	3	$\frac{1}{2}$	12	6	Red.	High.	Medium.	25%	Vague, indistinct, pale.	$\frac{1}{2}$	Green.
2 $\frac{1}{2}$	10	5 $\frac{1}{2}$	4	$\frac{1}{2}$	22	11	Yellow-green.	High.	Low.	25%	Red and blue.	$\frac{3}{8}$	Black.
3 $\frac{1}{2}$	22	7 $\frac{1}{2}$	5 $\frac{1}{2}$	$\frac{3}{4}$	38.33	23.79	Brown.	Medium.	Low.	64%	Dull brown, red.	$\frac{3}{8}$	Dark brown.

CHAPTER III. THE BASIS FOR EVALUATING BOOKS

I. DIFFERENCE BETWEEN INSPECTION AND EXAMINATION

In order to discover what are the sensory factors in a book which appeal to children, opportunities were afforded them to select a book by its sheer externality alone. This was done by placing before the children at one time five different editions of the same story. They were permitted to come quite close to the books, to read their titles and to see the pictures and other decorations upon the covers. They were not permitted to touch them, however, nor in any way to see inside of them. The term "*Inspection*" is used throughout the study to indicate this mere external scrutiny.

Later on the children were given an opportunity to take all five editions at one time to their seats and to look inside of each one as carefully as they desired. They examined them minutely, turning over the leaves, reading through the table of contents, gazing as long as they desired at the pictures or at any other features of the book that attracted their attention. The term "*Examination*" is used throughout the study to indicate this careful scrutiny of the book both internally and externally.

Tables 1, 2, 3, entitled "Number of Times and Per Cent of Times Each Edition Was Chosen in Each of the Five Experiments," indicate the number of times each edition was chosen first by inspection and later by examination. It also combines the number of inspection with the number by examination.

Table 1 gives this information for the first grade.

Table 2 for the second grade.

Table 3 for the third grade.

The tables should be read horizontally across the page in this manner.

By inspection: in Experiment I, of the 115 children given the story of Cinderella in the 5 different editions: edition 1 was chosen 21 times; edition 2, 12 times; edition 3, 9 times; edition 4, 16 times; edition 5, 57 times. Edition 1 was chosen by 18% of the children; edition 2, by 10%; edition 3, by 8%; edition 4, by 14%; and edition 5, by 50%. Each line gives these facts for one of the experiments.

In the same manner, reading line by line, horizontally across the paper in Table 2 and Table 3, like information for grades 2 and 3 will be obtained.

TABLE 1

NUMBER OF TIMES AND PER CENT OF TIMES EACH EDITION WAS CHOSEN IN EACH OF THE FIVE EXPERIMENTS

GRADE ONE

BY INSPECTION

Experi- ment	Number tested	Story	Editions					Editions				
			1	2	3	4	5	1	2	3	4	5
			Times chosen					Per cent chosen				
I.	115	Cinderella	21	12	9	16	57	18	10	8	14	50
II.	93	Sleeping Beauty	9	4	15	10	55	10	4	16	11	59
III.	90	Peter Rabbit	12	6	7	31	34	13	7	8	34	38
IV.	88	Black Sambo	16	17	7	23	20	18	19	8	32	23
V.	76	Night Before Xmas.....	8	11	12	17	23	11	15	16	22	37

BY EXAMINATION

I.	115	Cinderella	15	10	9	10	71	13	9	8	9	62
II.	93	Sleeping Beauty	9	5	17	6	56	10	5	18	6	60
III.	90	Peter Rabbit	14	7	7	26	36	16	8	8	29	40
IV.	88	Black Sambo	18	12	8	30	20	20	14	10	34	23
V.	76	Night Before Xmas.....	9	16	25	11	15	12	21	33	15	20

BY INSPECTION AND EXAMINATION

I.	230	Cinderella	36	22	18	26	123	16	10	8	13	55
II.	185	Sleeping Beauty	18	9	32	16	111	10	5	17	9	60
III.	180	Peter Rabbit	26	13	14	57	70	14	7	8	32	39
IV.	176	Black Sambo	34	29	15	58	40	19	17	9	33	23
V.	152	Night Before Xmas.....	17	27	37	23	43	11	18	24	18	28

CHAPTER III. THE BASIS FOR EVALUATING BOOKS

I. DIFFERENCE BETWEEN INSPECTION AND EXAMINATION

In order to discover what are the sensory factors in a book which appeal to children, opportunities were afforded them to select a book by its sheer externality alone. This was done by placing before the children at one time five different editions of the same story. They were permitted to come quite close to the books, to read their titles and to see the pictures and other decorations upon the covers. They were not permitted to touch them, however, nor in any way to see inside of them. The term "*Inspection*" is used throughout the study to indicate this mere external scrutiny.

Later on the children were given an opportunity to take all five editions at one time to their seats and to look inside of each one as carefully as they desired. They examined them minutely, turning over the leaves, reading through the table of contents, gazing as long as they desired at the pictures or at any other features of the book that attracted their attention. The term "*Examination*" is used throughout the study to indicate this careful scrutiny of the book both internally and externally.

Tables 1, 2, 3, entitled "Number of Times and Per Cent of Times Each Edition Was Chosen in Each of the Five Experiments," indicate the number of times each edition was chosen first by inspection and later by examination. It also combines the number of inspection with the number by examination.

Table 1 gives this information for the first grade.

Table 2 for the second grade.

Table 3 for the third grade.

The tables should be read horizontally across the page in this manner.

By inspection: in Experiment I, of the 115 children given the story of Cinderella in the 5 different editions: edition 1 was chosen 21 times; edition 2, 12 times; edition 3, 9 times; edition 4, 16 times; edition 5, 57 times. Edition 1 was chosen by 18% of the children; edition 2, by 10%; edition 3, by 8%; edition 4, by 14%; and edition 5, by 50%. Each line gives these facts for one of the experiments.

In the same manner, reading line by line, horizontally across the paper in Table 2 and Table 3, like information for grades 2 and 3 will be obtained.

TABLE 1

NUMBER OF TIMES AND PER CENT OF TIMES EACH EDITION WAS CHOSEN IN EACH OF THE FIVE EXPERIMENTS

GRADE ONE

BY INSPECTION

Experi- ment	Number tested	Story	Editions					Editions				
			1	2	3	4	5	1	2	3	4	5
			Times chosen					Per cent chosen				
I.	115	Cinderella	21	12	9	16	57	18	10	8	14	50
II.	93	Sleeping Beauty	9	4	15	10	55	10	4	16	11	59
III.	90	Peter Rabbit	12	6	7	31	34	13	7	8	34	38
IV.	88	Black Sambo	16	17	7	28	20	18	19	8	32	23
V.	76	Night Before Xmas.....	8	11	12	17	28	11	15	16	22	37

BY EXAMINATION

I.	115	Cinderella	15	10	9	10	71	13	9	8	9	62
II.	93	Sleeping Beauty	9	5	17	6	56	10	5	18	6	60
III.	90	Peter Rabbit	14	7	7	26	36	16	8	8	29	40
IV.	88	Black Sambo	18	12	8	30	20	20	14	10	34	23
V.	76	Night Before Xmas.....	9	16	25	11	15	12	21	33	15	20

BY INSPECTION AND EXAMINATION

I.	230	Cinderella	36	22	18	26	128	16	10	8	13	55
II.	185	Sleeping Beauty	13	9	32	16	111	10	5	17	9	60
III.	180	Peter Rabbit	26	13	14	57	70	14	7	8	32	39
IV.	176	Black Sambo	34	29	15	58	40	19	17	9	33	23
V.	152	Night Before Xmas.....	17	27	37	28	43	11	18	24	18	28

TABLE 2
GRADE TWO

		BY INSPECTION										
Experiment	Number tested	Story	Editions					Editions				
			1	2	3	4	5	1	2	3	4	5
			Times chosen					Per cent chosen				
I.	100	Cinderella	18	8	14	8	52	18	8	14	8	52
II.	129	Sleeping Beauty	9	23	16	16	60	7	22	13	13	46
III.	130	Peter Rabbit	5	17	12	66	30	4	13	9	51	23
IV.	130	Black Sambo	12	13	11	55	39	9	10	9	43	30
V.	128	Night Before Xmas.....	13	34	19	23	39	10	27	15	18	31
		BY EXAMINATION										
I.	100	Cinderella	14	12	11	5	58	14	12	11	5	58
II.	129	Sleeping Beauty	3	32	18	11	63	3	23	14	9	51
III.	130	Peter Rabbit	11	25	7	59	28	9	19	5	45	22
IV.	130	Black Sambo	10	9	17	56	38	8	7	13	43	29
V.	128	Night Before Xmas.....	10	47	17	26	28	8	37	13	20	22
		BY INSPECTION AND EXAMINATION										
I.	200	Cinderella	32	20	25	13	110	16	10	13	7	55
II.	253	Sleeping Beauty	12	60	34	27	123	5	23	13	11	49
III.	260	Peter Rabbit	16	42	19	125	58	6	16	7	48	22
IV.	260	Black Sambo	22	22	28	111	77	8	8	11	43	30
V.	256	Night Before Xmas.....	23	81	36	49	67	9	32	14	19	26

TABLE 3
GRADE THREE

		BY INSPECTION										
Experiment	Number tested	Story	Editions					Editions				
			1	2	3	4	5	1	2	3	4	5
			Times chosen					Per cent chosen				
I.	102	Cinderella	19	14	8	6	55	19	14	8	6	54
II.	95	Sleeping Beauty	10	28	18	2	37	11	30	19	2	39
III.	92	Peter Rabbit	10	12	11	34	25	11	13	12	37	27
IV.	91	Black Sambo	9	13	15	36	18	10	14	17	40	20
V.	86	Night Before Xmas.....	10	21	15	20	20	12	24	18	23	23
		BY EXAMINATION										
I.	102	Cinderella	12	16	16	2	56	12	16	16	2	55
II.	95	Sleeping Beauty	4	27	17	0	47	4	28	18	0	49
III.	92	Peter Rabbit	5	29	12	34	12	5	32	13	37	13
IV.	93	Black Sambo	10	10	9	49	15	11	11	10	53	16
V.	86	Night Before Xmas.....	13	22	22	17	12	15	26	26	20	14
		BY INSPECTION AND EXAMINATION										
I.	204	Cinderella	31	30	24	8	121	15	15	12	4	54
II.	190	Sleeping Beauty	14	55	35	2	84	7	29	18	1	44
III.	184	Peter Rabbit	15	41	23	68	37	8	22	12	37	20
IV.	184	Black Sambo.....	19	23	24	85	33	10	13	13	46	18
V.	172	Night Before Xmas.....	23	43	37	37	32	13	25	22	21	19

The graphs indicate the difference in the per cent of children choosing a book by mere inspection and by more careful examination. In some instances it will be noted that a book is chosen more often when merely inspected than when carefully examined. In cases of this sort, it seems logical to argue, that the external appearance of the book promised more than the content, pictures, and other internal factors fulfilled. For example, we note that the bright blue edition, *The Children's First Book of Poetry* by Baker, must have been fairly seductive to children from the external, physical side. For by mere inspection, we find 37% of all the first grade children choosing it, 31% of all the second grade children, and 23% of all the third grade children. After examination, however, we note that only 20% of the first grade children, 22% of the second grade children, and 14% of the third grade children chose it. This means, therefore, that internally the book presented less charm than externally.

FIRST GRADE. EXPERIMENT I: STORY OF CINDERELLA

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITION 1 2 3 4 5

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITION 1 2 3 4 5

The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices for each edition after examination. All five editions lost by examination excepting Edition 3 which received the same number each time, and Edition 5 which gained considerably upon examination.

The per cent of choices for each edition combining inspection and examination. It is quite obvious that Edition 5 was more appealing than the others.

FIRST GRADE. EXPERIMENT II: STORY OF SLEEPING BEAUTY

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices after examination. Editions 3 and 5 gained by examination. The others remained practically the same.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. It is quite obvious that Edition 5 was more appealing than the others.

FIRST GRADE. EXPERIMENT III: STORY OF PETER RABBIT

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices for each edition after examination. Editions 1 and 5 gain a little after examination. The others remain practically the same.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. It is quite obvious that Editions 4 and 5 were more appealing than the others.

FIRST GRADE. EXPERIMENT IV: STORY OF BLACK SAMBO

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices for each edition after examination. Editions 1, 4, and 5 gain upon examination.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. Editions 4 and 5 appealed more strongly than the others.

FIRST GRADE. EXPERIMENT V: STORY OF THE NIGHT BEFORE CHRISTMAS

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices by inspection only. The dotted line indicates the per cent of choices after examination. Editions 1, 2, and 3 gain by examination. Editions 4 and 5 dropped noticeably after examination.

PERCENT

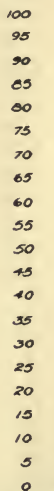
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. Editions 3 and 5 appealed a little more than the others, although there is a fairly uniform distribution throughout. The fairly uniform distribution among the five editions indicates that there was no edition exerting great attraction. All but Edition 1 appear to approximate average attraction. Edition 1 has not even average charm.

SECOND GRADE, EXPERIMENT V: STORY OF THE NIGHT BEFORE CHRISTMAS

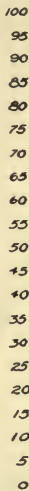
PERCENT



EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices by inspection only. The dotted line indicates the per cent of choices after examination. Edition 2 gained upon examination. All the others lost.

PERCENT

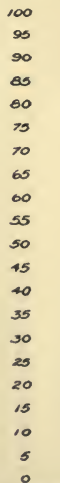


EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. Editions 2 and 5 appeal a little more than the others.

THIRD GRADE, EXPERIMENT I: STORY OF CINDERELLA

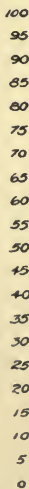
PERCENT



EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices by inspection only. The dotted line indicates the per cent of choices for each edition after examination. Editions 2, 3, and 5 gained slightly upon examination.

PERCENT



EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. It is quite obvious that Edition 5 was more appealing than the others.

THIRD GRADE. EXPERIMENT II: STORY OF SLEEPING BEAUTY

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices by inspection only. The dotted line indicates the per cent of choices for each edition after examination. Edition 5 is the only one that gained upon examination. The others dropped slightly.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. It is quite obvious that Edition 5 was more appealing than the others.

THIRD GRADE. EXPERIMENT III: STORY OF PETER RABBIT

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices after its examination. Edition 2 gains considerably upon examination. All the rest drop slightly.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

EDITIONS 1 2 3 4 5

The per cent of choices for each edition by combining inspection and examination. It is quite obvious that Edition 4 makes a much greater appeal than the others.

PERCENT

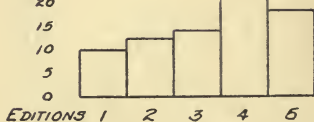
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0



The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices for each edition after examination. Editions 1 and 4 gain upon examination. The rest drop slightly.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

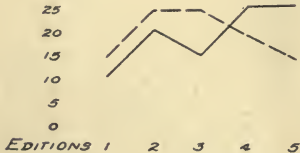


The per cent of choices for each edition by combining inspection and examination. Edition 4 obviously exerted a much greater appeal.

THIRD GRADE. EXPERIMENT V: STORY OF THE NIGHT BEFORE CHRISTMAS

PERCENT

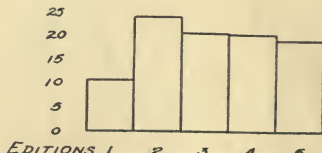
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0



The uninterrupted line indicates the per cent of choices for each edition by inspection only. The dotted line indicates the per cent of choices for each edition after examination. Editions 1, 2, and 3 gain slightly upon examination. Editions 4 and 5 lost a great deal.

PERCENT

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0



The per cent of choices for each edition by combining inspection and examination. All editions seem to exert about the same attraction with the exception of Edition 1. The almost uniform distribution indicates that there was not one of the five editions exerting a very great charm. All but Edition 1 seem to exert average attraction.

II. DETERMINATION OF A NUMERICAL VALUE FOR RATING BOOKS

Since there were five editions of any given story presented to the children at one time, it is quite obvious that if all the books exerted about equal attraction, approximately the same proportion of children would choose each of the five editions. That is to say, there would be a fairly uniform distribution among all the five editions; or about $\frac{1}{5}$ or 20% of all the votes would be cast for each.

If, on the other hand, there were any editions having greater attraction for the children, a greater number than 20% of them would select them.

Therefore, whenever there is a fairly uniform distribution among the five editions ranging around the 20% mark, we may conclude that among the five editions presented at that particular time, there was no one outstanding edition possessing more than average attraction. If 20% of children, then, choose a certain edition, we judge that edition to have merely average attraction.

If more than 20% of the children select an edition, we judge that edition to have greater than average attraction. We calculate the amount of attracting power it has by subtracting 20% from the actual per cent of votes it received. This deviation from the average was then assigned as the value for that particular edition. For example, 50% of all the first grade children selected the fifth edition of the Cinderella story; we assign then a value of +30 to that particular edition. 20% of the second grade children selected the fifth edition of the Night Before Christmas story; we assign, therefore, a zero value to that edition, and conclude that it possesses but average attraction for primary children. A positive value, therefore, assigned to a particular edition signifies that more than 20% of all the children selected it. A zero value indicates mere average attractions.

On the other hand, if less than one-fifth or 20% of all the children failed to select any particular edition, we conclude

TABLE 7

ASSIGNED VALUES TO EDITIONS USED IN THE FOURTH EXPERIMENT
THE STORY OF BLACK SAMBO

Editions:	1			2			3			4			5		
Grades:	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inspection ..	-2	-11	-10	-1	-10	-6	-12	-11	-3	+12	+23	+20	+3	+10	0*
Examination	0*	-12	-9	-6	-13	-9	-10	-7	-10	+14	+23	+33	+3	+9	-4
Inspection ..	-1	-12	-10	-3	-12	-7	-11	-9	-7	+13	+23	+26	+3	+10	-2

and
Examination

TABLE 8

ASSIGNED VALUES TO EDITIONS USED IN THE FIFTH EXPERIMENT
THE STORY OF THE NIGHT BEFORE CHRISTMAS

Editions:	1			2			3			4			5		
Grades:	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inspection ..	-9	-10	-8	-5	+7	+4	-4	-5	-2	+2	-2	+3	+17	+11	+3
Examination	-8	-12	-5	+1	+17	+6	+13	-7	+6	-5	0*	0*	0*	+2	-6
Inspection ..	-9	-11	-7	-2	+12	+5	+4	-6	+2	-2	-1	+1	+8	+6	-1

and
Examination

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

III. COMPARABILITY OF VALUES FROM ONE EXPERIMENT TO ANOTHER

(a) The five volumes of the Christmas Stocking Editions compared. The first edition used in each of the five experiments was the very small red-backed edition known as the Christmas Stocking Edition. The value assigned this edition, by combining inspection and examination in the various grades, is given in table 9.

TABLE 9

ASSIGNED VALUES TO THE BOOKS USED AS EDITION I IN ALL FIVE EXPERIMENTS
(CHRISTMAS STOCKING EDITION)

Stories	Grade		
	1	2	3
Cinderella	-4	-4	-5
Sleeping Beauty. } Same book. {	-10	-15	-13*
Peter Rabbit	-6	-14	-12
Black Sambo	-1	-12	-10
Night Before Christmas.....	-9	-11	-7
Mean	-6	-11	-9

* Note the drop in values the second time this book was used.

We may, for comparative purposes, consider these four books of the same edition as a single series. They were identical in physical make-up, and differed only in such details as a difference in the content would render inevitable. For instance, the illustrations, done by the same artist, were very similar in general appearance but being illustrations of different stories would necessarily be different in detail. In like manner, throughout, the four tiny booklets differed only in such essential details. All general features remained the same.

The series has a negative value in all three grades in all five experiments. There is no great variation in the assigned values in the five experiments.

(b) The Wee Book Series, The Crane Book, and the All About Edition compared (identical in size). The books used as the second edition in the five experiments were uniform in size. They differed, however, in some important details. In table 10 is given the assigned values in all three grades by combining inspection and examination.

TABLE 10
ASSIGNED VALUES TO THE BOOKS USED AS EDITION 2* IN ALL FIVE EXPERIMENTS

Stories	Grades		
	1	2	3
Cinderella—All About	-10	-10	-5
Sleeping Beauty—Walter Crane.....	-15	+ 3	+9
Peter Rabbit—Wee Book.....	-13	- 4	+2
Black Sambo—Stokes	- 3	-12	-7
Night Before Christmas—Wee Book.	- 2	+12	+5

* Since there was no uniform edition used as a second book in all five experiments there is no possibility of obtaining a mean.

These books were of uniform thickness and size. They had approximately the same number of pages to a volume. Each book contained but a single story. The general appearance of the page was quite similar. However, they differed in the character of the illustrations.

The All About Edition received negative value in all three grades.

The Crane Edition received a negative value in the first grade, but a high positive value in the third grade, and a fair positive value in the second. This, from the standpoint of artistic appreciation, is rather interesting. Crane is a high-class illustrator and considered especially fine by experts. We note the lack of appreciation of him in the first grade, giving place to an increased appreciation in the grades above the first, indicated by the greater number of children selecting the Crane book in grades two and three. This is a most encouraging symptom, indicating increase in artistic appreciation with increasing maturity.

(c) The five volumes of the Red Book Edition compared. The third edition used in each of the five experiments was the larger red book called the Red Book Series. These volumes were identical also in all general particulars, differing only in such details as a different story would make necessary. All but one of them contained just two stories. The Red Book Edition used in the fifth experiment not only contained the poem "The Night Before Christmas" but thirty other familiar Mother Goose rhymes.

Table II shows the values of these different volumes in the three grades, by combining values by inspection with values by examination.

TABLE II
ASSIGNED VALUES TO THE BOOKS USED AS EDITION 3 IN ALL FIVE EXPERIMENTS

Stories	Grade		
	1	2	3
Cinderella	-12	-7	-8
Sleeping Beauty	-15	-7	-2
Peter Rabbit	-12	-13	-8
Black Sambo	-11	-9	-7
Night Before Christmas.....	+4	-6	+2
Mean	-9	-8	-5

From table II it can be seen that this edition had a rather uniform negative value in all but the fifth experiment. Here, in the first grade, it received +4, and in the third grade +2. Although it received a rather low negative value in the second grade yet here, too, it ranked higher than any other one of the series.

The cause of the increase in popularity of this special volume will be discussed later.

(d) Elson Reader, Saalfield Edition, Hurst Edition, New American Reader compared. The fourth edition used in each of the five experiments was not uniform in any respect but size. It was hoped to run this entire edition as a text-book series, but it was not possible to obtain these five stories in text-books. The Elson Reader, third book, contained Cinderella and Sleeping Beauty, hence that was used in both the first and second experiments as the fourth edition. For the third experiment, since "The Story of Peter Rabbit" could not be found in any text-book, the only book of approximately uniform size was the Hurst Edition. The same was true of the fourth experiment with the story of Black Sambo, and the Saalfield Edition of that story had to be used, even though it is a little larger and considerably thinner. In the fifth experiment, it was possible to get another text-book, that of the New American Reader, third book. This contained the poem "The Night Before Christmas."

In table 12 will be found the values for each of these editions in all three grades by combining inspection and examination.

TABLE 12
ASSIGNED VALUES TO THE BOOKS USED AS EDITION 4* IN ALL FIVE
EXPERIMENTS

Stories	Editions	Grades		
		1	2	3
Cinderella	Elson Third Reader.....	-7	-13	-16
Sleeping Beauty.....	Elson Third Reader.....	-11	-9	-19
Peter Rabbit.....	Hurst Edition	+12	+28	+17
Black Sambo.....	Saalfield Edition	+13	+23	+26
Night Before Christmas.	New American Reader (third book).....	-2	-1	+1

* Since there was no uniform edition used as a fourth book in all five experiments there is no possibility of obtaining a mean.

It seems rather obvious that text-books do not make as strong an appeal as do the other editions presented. Reasons for this will be discussed later.

(e) Children's Stories That Never Grow Old and Children's First Book of Poetry compared. The fifth

edition in each of the five experiments was again uniform as to size. There were but two books used in this edition, because the edition "Children's Stories That Never Grow Old" contained four of the five stories. The other volume used in the fifth edition was of the same size. It was Baker's "The Children's First Book of Poetry."

Table 13 shows the values for these two editions, combining inspection and examination in all five experiments in the three grades.

TABLE 13

ASSIGNED VALUES TO THE BOOKS USED AS EDITION 5* IN ALL FIVE EXPERIMENTS

Stories	Editions	Grades		
		1	2	3
Cinderella	Children's Stories.....	+35	+35	+34
Sleeping Beauty.....	Children's Stories.....	+40	+29	+24
Peter Rabbit.....	Children's Stories.....	+19	+12	0†
Black Sambo.....	Children's Stories.....	+ 3	+10	- 2
Night Before Christmas.	Children's First Book of Poetry	+ 8	+ 6	- 1

* Since there was no uniform edition used as a fifth book in all five experiments, there is no possibility of obtaining a mean.

† Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

It will be noted that both these editions were favorably received by the children. The reasons for this favorable reception will be discussed later on.

IV. SUMMARY OF THE VALUES ASSIGNED DIFFERENT EDITIONS

TABLE 14

MEAN VALUES IN GRADES

	Grades		
	1	2	3
1. The Christmas Stocking Edition (four different books used five times)	- 6	-11	- 9
2. All About Edition (one book used once).....	-10	-10	- 5
3. Wee Book Edition (two different books used once each)..	- 8	+ 4	+ 4
4. Walter Crane Edition (one book used once).....	-15	+ 3	+ 9
5. Stokes Edition (one book used once).....	- 3	-12	- 7
6. Red Book Edition (five different books used once each)...	-19	- 8	- 5
7. Children's Stories That Never Grow Old (one book used four times)	+27	+22	+14
8. Baker, Children's First Book of Poetry (one book used once)	+ 8	+ 6	+ 1
9. Elson Reader (one book used twice).....	- 9	-11	-18
10. Hurst Edition (one book used once).....	+12	+28	+17
11. Saalfeld Edition (one book used once).....	+13	+23	+26
12. The New American Reader (one book used once).....	- 2	- 1	+ 1

TABLE 15

EDITIONS RANKED BY GRADES IN ORDER OF PREFERENCE					
First grade		Second grade		Third grade	
Value	Title	Value	Title	Value	Title
+27	Children's Stories That Never Grow Old.	+28	Hurst Edition.	+26	Saalfield Edition.
		+23	Saalfield Edition.	+17	Hurst Edition.
		+22	Children's Stories That Never Grow Old.	+14	Children's Stories That Never Grow Old.
+13	Saalfield Edition.			+9	Walter Crane Edition.
+12	Hurst Edition.	+6	Children's First Book of Poetry.	+4	Wee Book Edition.
+8	Children's First Book of Poetry.	+4	Wee Book Edition.	+1	Children's First Book of Poetry.
-2	New American Reader.	+3	Walter Crane Edition.	+1	New American Reader.
-3	Stokes Edition.	-1	New American Reader.	-5	Red Book Edition.
-6	Christmas Stocking.	-8	Red Book Edition.	-5	All About Edition.
-8	Wee Book Edition.	-10	All About Edition.	-7	Stokes Edition.
-9	Elson Reader.	-11	Christmas Stocking Edition.	-9	Christmas Stocking.
-10	All About Edition.	-11	Elson Reader.	-18	Elson Reader.
-15	Walter Crane.	-12	Stokes Edition.		
-19	Red Book Edition.				

TABLE 16

EDITIONS RANKED IN ACCORDANCE WITH THE MEAN VALUE FROM THE THREE GRADES

Rank	Value	Edition	Color of cover
1	+21	Children's Stories That Never Grow Old....	Yellow
2	+20	Saalfield Edition, Black Sambo.....	Blue
3	+19	Hurst Edition, Peter Rabbit.....	Green-Grey
4	+5	Children's First Book of Poetry.....	Blue
5	0*	Wee Book Edition.....	Blue
6	-1	New American Reader.....	Blue
7	-1	Crane Edition, Sleeping Beauty.....	Crane picture and grey border
8	-7	Stokes Edition, Black Sambo.....	Green-Yellow
9	-8	All About Edition, Cinderella.....	Green
10	-9	Christmas Stocking Edition.....	Red
11	-1	Red Book Edition.....	Red
12	-16	Elson Third Reader.....	Low Orange

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

CONCLUSIONS DRAWN FROM THESE DATA

1. Great differences in values appeared to be attached to different books by primary children.
2. Second and third grade children seem to agree rather closely in preferences for books.
3. First grade children differ more widely from second and third grade children in their choices.

4. Certain books obviously make greater appeal than do others.

COMPUTATION OF THE MEAN VALUE ASSIGNED EACH EDITION IN ALL GRADES: AND COMPARISON OF THE RANKS ASSIGNED EACH EDITION IN THE DIFFERENT GRADES
(There were 12 editions ranked)

Grade Value CHILDREN'S STORIES THAT NEVER GROW OLD

1	+27	Ranked first in the first grade, dropped two places in the second and third grades and was ranked third in both these grades.
2	+22	
3	+14	

Mean +21

SAALFIELD, BLACK SAMBO

1	+13	Ranked second in the first and second grade, gained one place in the third and was ranked first.
2	+23	
3	+26	

Mean +20

HURST, PETER RABBIT

1	+12	Ranked third in the first grade, gained two places in the second and was ranked first, gained one place in the third and was ranked second.
2	+28	
3	+17	

Mean +19

CHILDREN'S FIRST BOOK OF POETRY

1	+ 8	Ranked fourth in the first and second grades; dropped two places in the third and was ranked sixth.
2	+ 6	
3	+ 1	

Mean + 5

NEW AMERICAN READER

1	- 2	Ranked fifth in the first grade, dropped two places in the second and third grades and was ranked seventh.
2	- 1	
3	+ 1	

Mean - 1

STOKES, BLACK SAMBO

1	- 3	Ranked sixth in the first grade; dropped six places in the second and was ranked twelfth or last; and gained to tenth place in the third grade.
2	-12	
3	- 7	

Mean - 7

CHRISTMAS STOCKING EDITION

(Mean value of the four books of this edition)

1	- 6	Ranked seventh in the first grade; dropped three places in the second grade and was ranked tenth; and dropped one more place in the third grade and was ranked eleventh.
2	- 1	
3	- 9	

Mean - 8

WEE BOOK EDITION

(Mean value of the two books of this edition)

1	— 8	Ranked eighth in the first grade; gained three places in
2	+ 4	both the second and third grades and was ranked fifth.
3	+ 5	

Mean — 0*

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

ELSON THIRD GRADE READER

1	— 9	Ranked ninth in the first grade; dropped two places in
2	—11	the second grade and was ranked eleventh; dropped one
3	—18	more place in the third grade and was ranked twelfth
	—	or last.

Mean —16

ALL ABOUT EDITION, CINDERELLA

1	—10	Ranked tenth in the first grade; gained one place in the
2	—10	second and third grades and was ranked ninth.
3	— 5	

Mean — 8

WALTER CRANE EDITION, SLEEPING BEAUTY

1	—15	Ranked eleventh in the first grade; gained five places in
2	+ 3	the second grade and was ranked sixth; gained two
3	+ 9	additional places in the third grade and was ranked
	—	fourth.

Mean — 1

RED BOOK EDITION

1	—10	Ranked twelfth and last in the first grade; gained four
2	— 8	places in both second and third grades and was ranked
3	— 5	eighth.

Mean —11

CHAPTER IV. EDITIONS CHILDREN PREFER
 I. EXPERIMENT I: THE STORY OF CINDERELLA SUBMITTED
 IN FIVE DIFFERENT EDITIONS

TABLE 17

Grades: Ed.	Inspection and examination					Inspection					Examination				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
First	-4	-10	-12	-7	+35	-2	-10	-12	-6	+30	-7	-11	-12	-11	+42
Second	-4	-10	-7	-13	+35	-2	-12	-6	-12	+32	-6	-8	-9	-15	+38
Third	-5	-5	-8	-16	+34	-1	-6	-12	-14	+34	-8	-4	-4	-18	+35
Mean	-4	-8	-9	-12	+35	-2	-9	-10	-11	+32	-7	-8	-8	-15	+38

(a) Table 17 gives the values assigned to the editions used in the first experiment:

Edition 1 has a negative value in all three grades, both by inspection and examination. Also it dropped five points by examination.

Edition 2 likewise received a negative value in all three grades, both by inspection and examination. In the second grade it gained four points by examination. In the third grade it gained two points by examination.

Edition 3 received a negative value in all three grades by inspection and examination. In the third grade, however, it gained eight points after examination.

Edition 4 received a negative value in all three grades by inspection and examination. It dropped five points after examination.

Edition 5 received a positive value in all three grades both by inspection and examination. It dropped six points after examination.

(b) Table showing the values and the rank in order of preference. (Inspection and examination combined.)

Titles of editions	Mean value (all three grades)	Rank
Children's Stories That Never Grow Old...	+35	1
Christmas Stocking Edition.....	-4	2
All About Edition.....	-8	3
Red Book Edition.....	-9	4
Elson Third Reader.....	-12	5

- (c) Books in Experiment I, exhibiting more than average attraction (more than 20% choosing them).
- (1) By inspection and examination combined:
Children's Stories That Never Grow Old (in all grades). Value +35.
- (2) By inspection alone:
Children's Stories That Never Grow Old (in all grades). Value +32.
- (3) By examination alone:
Children's Stories That Never Grow Old (in all grades). Value +38.

II. EXPERIMENT II: THE STORY OF SLEEPING BEAUTY SUBMITTED IN FIVE DIFFERENT EDITIONS

TABLE 18

Grades: Ed.	Inspection and examination					Inspection					Examination				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
First	-10	-15	-3	-11	+40	-10	-16	-4	-9	+39	-10	-15	-2	-14	+40
Second	-15	+3	-7	-9	+29	-13	+2	-7	-7	+26	-17	+3	-6	-11	+31
Third	-13	+9	-2	-19	+24	-9	+10	-1	-18	+19	-16	+8	-2	-20	+29
Mean	-13	-1	-4	-13	+31	-11	-1	-4	-11	+23	-11	-1	-3	-15	+33

(a) Table 18 gives the values assigned to the editions used in the second experiment:

Edition 1 received a negative value in all grades both by inspection and examination. In the second grade it dropped four points after examination. In the third grade it dropped seven points after examination.

Edition 2 received a negative value in the first grade, but a positive value in the second and third grade both by inspection and examination.

Edition 3 received a negative value in all grades both by inspection and examination.

Edition 4 received a negative value in all grades both by inspection and examination. It dropped four points after examination.

Edition 5 received a positive value in all grades both by inspection and examination. It gained five points by examination.

(b) Table showing the value and the rank in order of preference. (Inspection and examination combined.)

Titles of editions	Mean value (all three grades)	Rank
Children's Stories That Never Grow Old....	+31	1
Crane Edition	-1	2
Red Book Edition.....	-4	3
Christmas Stocking Edition.....	-13	4.5
Elson Third Reader.....	-13	5.5

(c) Books in Experiment II exhibiting more than average attraction (more than 20% choosing them).

(1) By inspection and examination combined:

Children's Stories That Never Grow Old (in all grades). Value +31.

(2) By inspection alone:

Children's Stories That Never Grow Old (in all grades). Value +28.

Crane Edition (in grade two). Value +2.

Crane Edition (in grade three). Value +10.

(3) By examination alone:

Stories That Never Grow Old (in all grades). Value +37.

Crane Edition (in grade two). Value +3.

Crane Edition (in grade three). Value +8.

III. EXPERIMENT III: THE STORY OF PETER RABBIT SUBMITTED IN FIVE DIFFERENT EDITIONS

TABLE 19

Grades: Ed.	Inspection and examination					Inspection					Examination				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
First	6	-13	-12	+12	+19	-7	-13	-12	+14	+18	-4	-12	-12	+9	+20
Second	-14	-4	-13	+28	+2	-16	-7	-11	+31	+3	-11	-1	-15	+25	+2
Third	-12	+2	-8	+17	0*	-9	-7	-8	+17	+7	-15	+12	-7	+17	-7
Mean	-10	-5	-11	+19	+7	-11	-9	-10	+21	+9	-10	0*	-11	+17	+5

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

(a) Table 19 gives the values assigned to the editions used in the third experiment:

Edition 1 received a negative value in all three grades both by inspection and examination.

Edition 2 likewise received negative value in the first and second grades both by inspection and examination. In the third grade, -7 was assigned to it by inspection, but after examination it gained 19 points and received $+12$ for its evaluation.

Edition 3 received negative values in all three grades both by inspection and examination.

Edition 4 received positive values in all three grades both by inspection and examination. 34% of all the first grade children, 51% of all the second grade children, and 37% of all the third grade children chose it by inspection. In the first grade it dropped 5 points by examination, in the second grade it dropped 6 points. The external sensory appeals of this book we judge to be more potent than the internal charms for the younger primary children. In the third grade the same value was assigned by inspection as by examination.

Edition 5 in both the second and third grades received a positive value both by inspection and examination. In the third grade, however, it drops from a positive value of $+7$ by inspection to a negative value of -7 after examination. The externality of the book would seem favorable for all grades. In the third grade, the drop after examination might be due to the fact that this is the third time the children have had this book presented to them, and they may have read all the stories that appealed to them.

(b) Table showing the value and the rank in order of preference. (Inspection and examination combined.)

Titles of editions	Mean value (in all grades)	Rank
Hurst Edition	$+19$	1
Children's Stories That Never Grow Old...	$+7$	2
Wee Book Series.....	-5	3
Christmas Stocking Series.....	-10	4
Red Book Series.....	-11	5

(c) Books in Experiment III exhibiting more than average attraction (more than 20% choosing them).

- (1) By inspection and examination combined:
 Children's Stories That Never Grow Old (in all grades). Value +7.
 Hurst Edition (in all grades). Value +19.
 Wee Book Edition (in grade three only). Value +2.
- (2) By inspection alone:
 Children's Stories That Never Grow Old (in all grades). Value +9.
 Hurst Edition (in all grades). Value +21.
- (3) By examination alone:
 Wee Book Edition (in third grade only). Value +12.
 Hurst Edition (in all grades). Value +17.
 Children's Stories That Never Grow Old (in first and second grades only). Value +11.

IV. EXPERIMENT IV: THE STORY OF BLACK SAMBO SUBMITTED IN FIVE DIFFERENT EDITIONS

TABLE 20

Grades: Ed.	Inspection and examination					Inspection					Examination				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
First	9	-2	-11	+13	+3	-2	-1	-12	+12	+3	0*	-6	-10	+14	+3
Second	-12	-12	-9	+23	+10	-11	-10	-11	+23	+10	-12	-13	-7	+23	+9
Third	-10	-7	-7	+26	-2	-10	-6	-3	+20	0*	-9	-9	-10	+33	-4
Mean	-10	-7	-9	+21	+4	-8	-6	-9	+18	+4	-7	-9	-9	+23	+3

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

(a) Table 20 gives the values assigned to the editions used in the fourth experiment:

Edition 1 received negative values in all three grades both by inspection and examination.

Edition 2 received negative values in all three grades both by inspection and examination.

Edition 3 received negative values in all three grades both by inspection and examination.

Edition 4 received positive values in all three grades both by inspection and examination. In the first grade it gained two points after examination, in the third grade it gained thirteen points after examination. In the second grade exactly the same value was placed upon it by inspection and examination.

Edition 5 received positive values in both first and second grades. In the third grade, it was valued just as average (20% choosing it) by inspection. It dropped to -4 after examination (only 16% choosing it). The cause for this drop after examination has been suggested in the previous experiment. This is the fourth time this identical volume has been given to the children. Externally it was promising, but examination, no doubt, revealed the fact that all the material had been previously read.

(b) Table showing the values and the rank in order of preference. (Inspection and examination combined.)

Titles of editions	Mean value (all three grades)	Rank
Saalfield Edition	+21	1
Children's Stories That Never Grow Old...	+ 4	2
Stokes Edition	- 7	3
Red Book Series.....	- 9	4
Christmas Stocking Series.....	-10	5

(c) Books in Experiment IV exhibiting more than average attraction (more than 20% choosing them).

(1) By inspection and examination combined:

Saalfield Edition (in all grades). Value +21.

Children's Stories That Never Grow Old (in first and second grades). Value +7.

(2) By inspection alone:

Saalfield Edition (in all grades). Value +18.

Children's Stories That Never Grow Old (in all grades). Value +4.

(3) By examination alone:

Saalfield Edition (in all grades). Value +23.

Children's Stories That Never Grow Old (in first and second grades). Value +6.

V. EXPERIMENT V: THE STORY OF THE NIGHT BEFORE
CHRISTMAS SUBMITTED IN FIVE DIFFERENT EDITIONS

TABLE 21

Grades: Ed.	Inspection and examination					Inspection					Examination				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
First	-9	-2	+4	-2	+8	-9	-5	-4	+2	+17	-8	+1	+13	-5	0*
Second	-11	+12	-6	-1	+6	-10	+7	-5	-2	+11	-12	+17	-7	0*	+2
Third	-7	+5	+2	+1	-2	-9	+4	-2	+3	+3	-5	+6	+6	0*	-6
Mean	-9	+5	0*	-1	+4	-9	+2	-4	+1	+10	-8	+11	+4	-1	-1

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

(a) Table 21 gives the values assigned to the editions used in fifth experiment:

Edition 1 received negative values in all three grades both by inspection and examination.

Edition 2 received negative value in grade one by inspection, but gained 6 points by examination and received a value of +1. In the second and third grades this edition received positive values both by inspection and examination. In the second grade, it gained 10 points after examination, and in the third grade, 2 points.

Edition 3 received a negative value in the first grade by inspection, gained 17 points by examination and received a value of +13. In the second grade it received a negative value both by inspection and examination. In the third grade it received a negative value by inspection but gained 8 points by examination and received a value of +6.

Edition 4 received a positive value in the first grade by inspection but dropped 7 points by examination and received a value of -5. In the second grade it received a negative value of -2 by inspection but reached zero or average value after examination. In the third grade, it received positive value of +3 by inspection but dropped to zero (average attraction, 20% choosing it) by examination.

Edition 5 received +17 in the first grade by inspection but dropped 17 points to zero value (average attraction, 20% choosing it) after examination. In the second grade it

received positive value both by inspection and examination, although it dropped 9 points after examination. In the third grade it received positive value by inspection but dropped 9 points to negative value after examination.

(b) Table showing the values and the rank in order of preference. (Inspection and examination combined.)

Titles of editions	Mean value (in all grades)	Rank
Wee Book Series.....	+5	1
Children's First Book of Poetry.....	+4	2
Red Book Series.....	* 0	3
American Reader	-1	4
Christmas Stocking Series.....	-9	5

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

It will be noted that in this fifth experiment there is a fairly uniform distribution of choices, clustering around 20%. This is due to the fact that there was no volume used in this experiment that appeared to intrigue the interest of the children greatly. Being compelled to make a choice, they did so, rather indifferently. We find, therefore, a fairly uniform distribution.

(c) Books in Experiment V exhibiting more than average attraction (more than 20% choosing them).

(1) By inspection and examination combined:

Wee Book Edition (in second and third grades).

Value +5.

Children's First Book of Poetry (in first and second grades). Value +4.

(2) By inspection alone:

Wee Book Edition (in second and third grades).

Value +2.

Children's First Book of Poetry (in all grades).

Value +10.

(3) By examination alone:

Wee Book Edition (in all grades). Value +11.

Red Book Edition (in first and third grades).

Value +4.

VI. SUMMARY OF FACTS FROM ALL FIVE EXPERIMENTS BOOKS IN ALL FIVE EXPERIMENTS RECEIVING POSITIVE VALUES

A. BY INSPECTION AND EXAMINATION COMBINED

Experiment	Titles	Mean value	Grades
I.	Children's Stories That Never Grow Old...	+35	1, 2, 3
II.	Children's Stories That Never Grow Old...	+31	1, 2, 3
	Crane Edition	+ 6	2, 3 only
III.	Hurst Edition	+19	1, 2, 3
	Children's Stories That Never Grow Old...	+ 7	1, 2, 3
	Wee Book Edition.....	+ 2	3 only
IV.	Saalfield Edition	+21	1, 2, 3
	Children's Stories That Never Grow Old...	+ 7	1, 2 only
V.	Wee Book Edition.....	+ 5	2, 3 only
	Children's First Book of Poetry.....	+ 4	1, 2 only
	Red Book Edition.....	+ 3	1, 3 only

B. BY INSPECTION ALONE

I.	Children's Stories That Never Grow Old...	+28	1, 2, 3
II.	Children's Stories That Never Grow Old...	+28	1, 2, 3
	Crane Edition	+ 6	2, 3 only
III.	Hurst Edition	+21	1, 2, 3
	Children's Stories That Never Grow Old...	+ 9	1, 2, 3
IV.	Saalfield Edition	+18	1, 2, 3
	Children's Stories That Never Grow Old...	+ 4	1, 2, 3
V.	Wee Book Edition	+ 2	2, 3 only
	New American Reader.....	+ 1	1, 3 only
	Children's First Book of Poetry.....	+10	1, 2, 3

C. BY EXAMINATION ALONE

I.	Children's Stories That Never Grow Old...	+38	1, 2, 3
II.	Children's Stories That Never Grow Old...	+33	1, 2, 3
	Crane Edition	+ 6	2, 3 only
III.	Wee Book Edition.....	+12	3 only
	Hurst Edition	+17	1, 2, 3
	Children's Stories That Never Grow Old...	+11	1, 2 only
IV.	Saalfield Edition	+23	1, 2, 3
	Children's Stories That Never Grow Old...	+ 6	1, 2 only
V.	Wee Book Edition.....	+11	1, 2, 3
	Red Book Edition.....	+ 4	1, 3 only
	Children's First Book of Poetry.....	+ 2	2 only

VII. GENERAL CONCLUSIONS

1. It is quite obvious that all the books did not make the same appeal to the children, and that some books were much more preferred than were certain others.

2. Those books which received a high positive evaluation by inspection alone, must have certain external pleasing features.

3. Books which after examination received a high positive value must have certain internal pleasing features.

4. Books losing after examination, yet receiving a positive value by inspection, pleased because of external physical characteristics.

5. Books gaining after examination, and receiving a negative value by inspection, pleased by certain internal qualities.

In the next chapter an attempt will be made to discover what are the pleasing factors, both external and internal, in the physical make-up of the books that influence selection.

CHAPTER V. THE PHYSICAL CHARACTERISTICS OF THE PREFERRED BOOKS

I. EXTERNAL FACTORS

In order to determine whether the general appearance of the book influenced in any respect the children's choices, the following experiment was conducted:

All the books used in the five experiments previously described were covered uniformly in tan paper. The five experiments were repeated with these covered books in precisely the same manner, in the same schools, and in the same grades of these schools although in different classes. The books, therefore, externally, had but a single variant in these later experiments, that of size.

These later experiments were given in the same schools in order not to introduce a novel condition in the social status of the children registering choices of books.

Different classes of the first, second, and third grade children were used, however, because it was thought that if the same children were used in the second set of experiments, they might have remembered something of the characteristics of the books from their former contact with them. This might prevent them making unbiased choices.

The books were placed before the pupils just as in the previous experiments and the children after inspecting them designated from which one of the five tan-paper-covered books they chose to finish reading the story which the experimenter had started.

Table 22 gives the values assigned to each edition used in the five experiments when covered in tan paper.

VALUE OF EDITIONS WHEN COVERED IN TAN PAPER

TABLE 22

EXPERIMENT I: THE STORY OF CINDERELLA SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Grades:	Value			Mean
		1	2	3*	
1. Christmas Stocking Edition.....	— 6	—11	..	— 9	
2. All About Edition.....	—15	+ 1	..	— 7	
3. Red Book Edition.....	+ 1	+ 5	..	+ 3	
4. Elson Third Reader.....	+ 9	+11	..	+10	
5. Children's Stories That Never Grow Old..	+17	+15	..	+15	

EXPERIMENT II: THE STORY OF SLEEPING BEAUTY SUBMITTED IN FIVE DIFFERENT EDITIONS

1. Christmas Stocking Edition.....	— 8	—10	—13	—10
2. Crane Edition	— 9	—14	—10	—11
3. Red Book Edition.....	—11	—11	+ 1	— 7
4. Elson Third Reader.....	+ 7	+ 8	+ 5	+ 7
5. Children's Stories That Never Grow Old..	+20	+43	+14	+26

EXPERIMENT III: THE STORY OF PETER RABBIT SUBMITTED IN FIVE DIFFERENT EDITIONS

1. Christmas Stocking Edition.....	—20	—20	—13	—18
2. Wee Book Edition.....	— 8	—20	—12	—13
3. Red Book Edition.....	+12	+ 6	— 3	+ 5
4. Hurst Edition	— 2	— 6	— 5	— 4
5. Children's Stories That Never Grow Old..	+ 2	+40	+33	+25

EXPERIMENT IV: THE STORY OF BLACK SAMBO SUBMITTED IN FIVE DIFFERENT EDITIONS

1. Christmas Stocking Edition.....	— 5	— 8	+ 1	— 4
2. Stokes Edition	— 4	—20	— 7	—10
3. Red Book Edition.....	+11	— 9	— 3	0†
4. Saalfield Edition	+13	—17	—10	— 5
5. Children's Stories That Never Grow Old..	+15	+53	+19	+29

EXPERIMENT V: THE STORY OF THE NIGHT BEFORE CHRISTMAS

1. Christmas Stocking Edition.....	— 2	—12	—10	— 8
2. Wee Book Edition.....	+14	+ 1	— 2	+ 4
3. Red Book Edition.....	+ 3	—10	—11	— 6
4. New American Reader, Book Three.....	—10	+ 3	— 4	— 1
5. Children's First Book of Poetry.....	— 5	+ 1	+ 7	+ 1

* Because of administrative difficulty in arranging the schedule, it was not possible to try this experiment in the third grades.

† Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

EVALUATION OF THE INFLUENCE EXERTED BY THE GENERAL APPEARANCE OF THE COVER

The difference between the values assigned an edition by inspection when covered in tan paper and the value assigned to that same edition when inspected in its original cover was found. The difference in these values would indicate either positively or negatively the amount of attraction exerted by the cover.

In tables 23, 24, 25, 26, and 27 will be found the values assigned the five editions used in each of the five experiments. Column one gives the values assigned by inspection in original covers; column two gives the values assigned by inspection when covered with tan paper.

TABLE 23

EXPERIMENT I: STORY OF CINDERELLA SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Value in original cover				Value in tan paper covers			
	Grades: 1	2	3	Mean	1	2	3	Mean
1. Christmas Stocking Edition.....	- 2	-12	- 1	- 2	- 6	-11	..*	- 9
2. All About Edition.....	-10	-12	- 6	- 9	-15	- 1	..	- 7
3. Red Book Edition.....	-12	- 6	-12	-10	+ 1	+ 6	..	+ 3
4. Elson Third Reader.....	-11	-15	-18	-15	+ 9	+11	..	+10
5. Children's Stories That Never Grow Old	+30	+32	+34	+32	+17	+15	..	+16

* Owing to some administrative difficulty with regard to the third grade schedule, it was impossible to get a free period to try this experiment.

Among these editions it will be noted that Children's Stories That Never Grow Old dropped 21 points when covered in tan paper. The original cover evidently exerted a strong positive attraction.

The Red Book and the Elson Third Reader on the other hand gained considerably when covered in tan paper. The obvious conclusion here is that the original covers had exerted negative ¹ attraction.

¹ By negative influence is meant a relative negative influence; relative to the mean attraction of the entire group of five books.

The other editions were evaluated negatively in nearly every instance both in the original covers and when in tan paper covers. Therefore, their covers could have had little attracting power.

TABLE 24
EXPERIMENT II: STORY OF SLEEPING BEAUTY SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Value in original cover				Value in tan paper cover			
	Grades: 1	2	3	Mean	1	2	3	Mean
1. Christmas Stocking Edition.....	-10	-13	-9	-11	-8	-10	-13	-10
2. Crane Edition	-16	+2	+10	-1	-9	-14	-10	-11
3. Red Book Edition.....	-4	-7	-7	-6	-11	-11	+1	-7
4. Elson Third Reader.....	-9	-7	-18	-11	+7	+8	+5	+7
5. Children's Stories That Never Grow Old	+39	+26	+19	+28	+20	+43	+14	+26

In this experiment, again, the Children's Stories That Never Grow Old received a slightly higher value in the original cover than when covered in tan paper. Our former conclusion concerning the attraction of the cover seems valid.

Again the Elson Reader gained considerably in value when covered. The original cover evidently exerted a negative influence.

The Crane Edition received a value of -1 , practically average attraction, in its original cover and dropped 10 points to -11 when covered in tan paper. If the second and third grades only were taken into account it would have received a positive value of $+6$ in its original cover, with a drop of 18 points to -12 when covered. In the first grade it was negatively valued both times.

It would seem that this cover, which consists almost entirely of a Crane illustration of the hero discovering Sleeping Beauty, is attractive to older primary children and not to the younger. This same fact concerning the Crane illustration was found to be true in the previous experiment.

The other two editions, Christmas Stocking and Red Book, are negatively valued in both cases in all three grades.

TABLE 25

EXPERIMENT III: STORY OF PETER RABBIT SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Grades:	Values in original cover				Values in tan paper cover			
		1	2	3	Mean	1	2	3	Mean
1. Christmas Stocking Edition.....		-7	-16	-9	-11	-20	-20	-13	-18
2. Wee Book Edition.....		-13	-7	-7	-9	-8	-20	-12	-13
3. Red Book Edition.....		-12	-11	-8	-10	+12	+6	-3	+5
4. Hurst Edition		+14	+31	+17	+21	-2	-6	-5	-4
6. Children's Stories That Never Grow Old		+18	+3	+7	+9	+2	+40	+33	+25

In this third inspection, the edition of the Children's Stories That Never Grow Old, while receiving a high positive value in its original cover, gains 16 points when covered in tan paper. The conclusion suggested here is that the children seeing the book for the third time judged they had exhausted its contents and selected it less widely; but when not able to recognize it in its tan cover, the book, from mere size, seemed to invite inspection.

The Hurst Edition received a positive value of +21 in its original cover by inspection and but -4 when covered in paper. The original cover evidently had attractive characteristics.

The Red Book Edition received a negative value of -10 when inspected in its original cover and +5 when inspected in tan paper. The original cover, therefore, exerted a negative influence.

The Christmas Stocking Edition and the Wee Book Edition were negatively evaluated throughout.

TABLE 26

EXPERIMENT IV: STORY OF BLACK SAMBO SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Grades:	Values in original cover				Values in tan paper cover			
		1	2	3	Mean	1	2	3	Mean
1. Christmas Stocking Edition.....		-2	-11	-10	-8	-5	-8	+1	-4
2. Stokes Edition		-1	-10	-6	-6	-4	-20	+7	+10
3. Red Book Edition.....		-12	-11	-3	-9	+11	-9	-3	0*
4. Saalfeld Edition		+12	+23	+20	+18	+13	-17	-10	-5
5. Children's Stories That Never Grow Old		+3	+10	0*	+4	+15	+53	+19	+29

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

In this fourth inspection of Children's Stories That Never Grow Old the same thing occurred as had in the previous experiment. The book still received a positive value in its original cover, but this is not nearly so high as when covered in tan paper. Again it seems due to the realization upon the part of the children that because of its very familiar appearance, they had exhausted its contents. While when covered in tan paper, not being able to recognize it as the same book, its size apparently intrigued their interests.

Saalfeld Edition received a value of +18 when inspected in its original cover and a value of -5 when covered in paper. The original cover evidently exerted attractive qualities.

The Red Book Edition is negative in its original cover but gains 11 points when covered in tan paper. The cover evidently exerted a negative influence.

The other two editions were negatively valued throughout.

TABLE 27

EXPERIMENT V: THE POEM OF THE NIGHT BEFORE CHRISTMAS SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Grades:	Values in original cover				Values in tan paper cover			
		1	2	3	Mean	1	2	3	Mean
1. Christmas Stocking Edition.....		-9	-10	-8	-9	-2	-12	-10	-8
2. Wee Book Edition		+6	+6	+4	+5	+14	+1	-2	+4
3. Red Book Edition.....		-4	-5	-2	-4	+3	-10	-11	-6
4. New American Reader.....		+2	+2	+3	+2	-10	+3	+4	-1
5. Children's First Book of Poetry.		+17	+11	+13	+14	-5	+1	+7	+1

The Children's First Book of Poetry received a value of +14 when inspected in its original cover and dropped 13 points to +1 when covered in tan paper. The cover evidently exerted positive attraction.

The New American Reader was valued at +2 in its original cover and dropped 3 points to -1 when covered. This cover exerted some attraction.

The Wee Book Edition was valued at +5 in its original cover and dropped to +4 when covered. Assuming that this small difference is not due to mere chance, the original cover evidently exerted some slight attraction.

The Christmas Stocking and Red Book Editions were negatively valued throughout.

SUMMARY OF THE DATA PRESENTED ABOVE

MEAN VALUES OF BOOKS USED MORE THAN ONCE

I. MEAN VALUE ASSIGNED CHILDREN'S STORIES THAT NEVER GROW OLD
(FROM THE FOUR TIMES IT WAS USED)

Experiment	Value in original cover	Value in tan paper cover
I	+32	+16
II	+28	+26
III	+ 9	+25
IV	+ 4	+29
Mean	+18	+24

2. MEAN VALUE ASSIGNED TO CHRISTMAS STOCKING EDITION *

Experiment	Value in original cover	Value in tan paper cover
I	- 2	- 9
II	-11	-10
III	-11	-18
IV	- 8	- 4
V	- 9	- 8
Mean	- 8	-10

3. MEAN VALUE ASSIGNED TO RED BOOK EDITION *

Experiment	Value in original cover	Value in tan paper cover
I	-10	+ 3
II	- 6	- 7
III	-10	+ 5
IV	- 9	0†
V	- 4	- 6
Mean	- 8	- 1

4. MEAN VALUE ASSIGNED ELSON THIRD READER

Experiment	Value in original cover	Value in tan paper cover
I	-15	+ 1
II	-15	+ 7
Mean	-15	+ 4

5. MEAN VALUE ASSIGNED TO WEE BOOK EDITION

Experiment	Value in original cover	Value in tan paper cover
III	- 9	- 7
V	+ 5	+ 4
Mean	- 2	- 1

* The five books used, one for each experiment were alike in physical characteristics. The only difference among the five books was due to necessary changes owing to differing content.

† Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

A. EDITIONS WHOSE ORIGINAL COVERS EXERTED A POSITIVE ATTRACTION

Title	Value in original cover	Value in tan paper cover
Children's Stories That Never Grow Old..	+18	+24
Hurst Edition	+21	- 4
Saalfield Edition	+18	- 5
Children's First Book of Poetry.....	+14	+ 1
New American Reader, Third Book.....	+ 2	- 1

B. EDITIONS WHOSE ORIGINAL COVERS EXERTED A NEGATIVE ATTRACTION (THOSE WHICH GAINED BY INSPECTION WHEN COVERED IN TAN PAPER)

Title	Value in original cover	Value in tan paper cover	Gain when covered
Red Book Edition.....	- 8	-1	7 points
Elson Third Reader.....	-13	+4	17 "

C. EDITIONS NEGATIVELY VALUED BOTH WHEN IN ORIGINAL COVER AND WHEN COVERED IN TAN PAPER

Title	Value in original cover	Value in tan paper cover
Wee Book Edition.....	-2	- 1
Christmas Stocking Edition.....	-8	-10
All About Edition.....	-9	- 7
Crane Edition	-9	-11
Stokes Edition	-6	-10

The editions in the C group appear to have had a rather neutral effect upon the children, the external appearance exerting a little less than average attraction.

The Wee Book Edition, however, practically exerted average attraction. There is a great difference in the grades selecting this particular edition showing it to receive a positive value in certain grades and a negative in another. This difference reduced it to the "neutral group."

The grade differences will be discussed in a subsequent chapter.

CONCLUSIONS

1. There appears to be statistical proof that the external appearance of a cover does exert a rather strong influence upon the selection of books by primary children.

SIZE AS A FACTOR INFLUENCING CHOICES

In table 28 will be found listed those books which when covered in tan paper received a positive value. These books

were selected by inspection, when covered in a uniform paper cover and differed solely with respect to size.

TABLE 28

Title	Value in tan paper cover	Rank	Length Inch.	Width Inch.	Thick- ness Inch.	Area Sq. in.	Volume Cu. in.
Children's Stories That Never Grow Old	+24	1	7 $\frac{3}{4}$	6	1 $\frac{1}{4}$	46.52	58
Hurst Edition	+ 5	2	7	5 $\frac{1}{2}$	$\frac{1}{2}$	38.52	19.25
Children's First Book of Poetry...	+ 4	3.5	7 $\frac{1}{2}$	5 $\frac{1}{2}$	$\frac{1}{2}$	41.25	20.63
New American Reader, Book Three	+ 4	3.5	7 $\frac{1}{2}$	5 $\frac{1}{2}$	$\frac{7}{8}$	41.25	36
Elson Third Reader.....	+ 3	5	7 $\frac{1}{2}$	5 $\frac{1}{2}$	$\frac{3}{4}$	39.38	28.79

CONCLUSIONS CONCERNING SIZE

1. From the above data it seems clear that size is a factor in the physical make-up of a book which influences children's selection.

2. Judging from the data presented in table 28, the optimum size for primary children is one averaging 7 $\frac{3}{4}$ inches long, 6 inches wide, and 1 $\frac{1}{4}$ inches thick, having a mean area approximately 46.52 sq. in. and a mean volume approximately 58 cu. in.

These conclusions, however, are necessarily tentative awaiting results from further experimentation with larger books. Since the largest books used in these experiments received the highest values, it would be necessary to try even larger books than these in order to determine if the children might not favor them.

It does, however, seem to settle the question as to the children's preference for diminutive books quoted earlier in the study. Other things being equal, the tiny book does not appear to be best preferred.

INFLUENCE EXERTED BY THE COLOR OF THE COVER

The books which received a higher positive value in their original covers than when covered in tan paper must have done so by virtue of the attractiveness of the cover.

BOOKS GROUPED BY SIMILARITY OF COLOR

(A) BLUE

Title	Value in original cover
Children's First Book of Poetry.....	+14
New American Reader, Book Three	+ 2
Saalfield Edition	+19
Wee Book Edition (Mean).....	- 1
Mean Value	+10

(B) RED

Christmas Stocking Edition (Mean).....	- 8
Red Book Edition (Mean).....	- 8
Mean Value	- 8

(C) GREEN

All About Edition.....	-10
------------------------	-----

(D) YELLOW

Children's Stories That Never Grow Old.....	+18
Stokes Edition (Greenish-yellow).....	- 6
Mean Value	+ 6

(E) GREY

Hurst Edition (Greenish-grey).....	+21
Crane Edition	-11
Mean Value	+ 5

(F) LOW ORANGE

Elson Third Reader.....	- 9
-------------------------	-----

EDITION RANKED IN ORDER OF COLOR PREFERENCES

Color	Value	Rank
Blue	+10	1
Yellow	+ 6	2
Grey	+ 5	3
Red	- 8	4
Low Orange.....	- 9	5
Green	-10	6

The selection of color by these children in these experiments does not agree with the report of C. W. Valentine. He reports, "An experiment in Antwerp upon many school children showed that red was the most popular color with children from four to nine years of age, whilst after that age blue was the most popular."¹

¹C. W. Valentine: An Introduction to the Experimental Psychology of Beauty, p. 15.

The ages of the children in the experiments just described were from five and one-half years, the youngest, to fourteen years, the oldest.

Winch made experiments upon 2000 school children in London, ages seven to fifteen years, asking them to write the following colors—white, black, red, green, yellow, and blue, in the order in which they liked them. With the younger children (Standard 1) red was the most popular, as it was in Standard 2, 3, 4 in one of the boys' schools. Yellow generally dropped from second or third place with the youngest to fourth or even fifth place with the oldest. Blue, after the first standard, usually takes the first place and green moves from its usual position of fourth place or even fifth with the youngest children to third or even second place with the older children. Mr. Winch gives as the average girl's order of preferences: blue, red, white, green, yellow, black. For the boy's: blue, red, green, yellow, white, black.

A second check upon color preferences therefore was made. Twelve books had no pictures or any designs upon the back covers. These were so arranged that their backs only could be inspected, thus preventing the picture design, the lettering, or any other decorative device from influencing choices.

The children after inspecting these were directed to write, upon slips of paper furnished them, the color they liked best.

Table 29 indicates these preferences of ninety (90) second and third grade children.

TABLE 29

Color	Number of times chosen	Per cent of times chosen	Rank in order of preferences
Blue	38	42	1
Red	24	27	2
Yellow	10	11	3
Green	8	9	4
Pink (a pale red).....	3	3	5
Grey (a dirty white)....	2	2	6.5
Violet (a pale blue)....	2	2	6.5
Purple (intense blue)....	1	1	9
Orange (Elson).....	1	1	9
Brown (Elson).....	1	1	9
Total	90		

From the data presented in table 29, there seemed an indication that shade and saturation might have something to do with choice of colors. Some of these blues, yellows, and reds might have been somewhat unpleasant shades, others might have been particularly pleasing. It might be, for example, that if a different shade of tan or low orange had been used, it might have received greater preferences.

In order to determine whether this were true or not, an additional check on color preferences was devised. Instead of asking the children to write the name of the color they liked best, they were asked to write the number of the book they thought had the prettiest color. (Each book had a small number in chalk written in the upper left corner.) There were 161 first, second, and third grade children included in this experiment. Table 30 presents the facts obtained.

TABLE 30

	First grade Times selected			Second grade Times selected			Third grade Times selected			Complete total	Per cent
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
	1. Stories That Never Grow Old	5	3	8	7	6	13	2	1			3	24	15
2. Elson Third Reader.....	1	1	2	5	0	5	0	2	2	9	6
3. Red Book Series.....	0	0	0	1	0	1	3	3	6	7	4
4. New American Reader....	3	0	3	1	0	1	2	0	2	6	3
5. All About Cinderella.....	0	0	0	1	0	1	2	1	3	4	2
6. Wee Book, The Night Before Christmas	2	0	2	7	4	11	4	5	9	22	11
7. Wee Book, Peter Rabbit...	4	3	7	0	0	0	1	2	3	10	7
8. Christmas Stocking, Cinder- ella and Sleeping Beauty.	1	4	5	6	5	11	6	7	13	29	18
9. Stokes Edition	3	1	4	2	0	2	0	2	2	8	5
10. Crane Edition	0	0	0	2	0	2	2	2	4	6	3
11. Baker Book of Poetry.....	1	9	10	2	2	4	3	12	15	29	19
12. Hurst Edition	0	2	2	0	0	0	1	5	6	8	5
	20	23	43	32	17	49	26	43	69	161	

TABLE 30.—CONT'D

Color*	Shades	Degree of brightness	Rank
1. Yellow	Rather intense	Medium	3.5
2. Orange	Rather low degree of intensity	Medium	6
3. Red	Rather low degree of intensity	Very high	9
4. Grey-blue	Low degree of intensity	Low	10.5
5. Green	Fair degree of intensity	High	12
6. Blue	Rather intense	Very high	4
7. Blue	Intense (purply tone)	Medium	5
8. Red	Rather intense	Medium	1.5
9. Greenish-yellow	Very low degree of intensity	Very high	7.5
10. Grey	Medium degree of intensity	Medium	10.5
11. Blue	Intense	High	1.5
12. Tannish-grey	Very low degree of intensity	Very high	7.5

* Since there is such a wide discrepancy in names assigned various tints and shades of the same color, the writer asked three students who had recently worked upon color combinations in the psychology laboratory to name these, accepting those names that were agreed upon by the three. "Low orange" was the color designation bestowed by them upon the Elson Reader which is popularly called tan. They also gauged the intensity and degree of brightness.

CONCLUSIONS CONCERNING COLOR

1. Not only color but its shade and saturation are affective factors.
 2. Rather intense shades and with a fair degree of brightness seem preferred.
 3. Blue, red, yellow are the favorite colors.
 4. Blue appears to be the chief favorite.
 5. Red and yellow alternate between second and third places.
 6. The rank of green cannot be obtained from these data. There are too many conflicting reports.
- Sex and grade differences in color selection will be considered in a subsequent chapter.

EFFECT OF TITLES

It was thought that perhaps the title of a book might have an influence upon the selection of the children. Newspaper reporters, playwrights and the writers of fiction all maintain this to be true concerning adults. In order to find out if a title exerts influence with children, ten different titles were sent to first, second, and third grade children.

These titles, not real existing ones, were originated for this purpose. They were modeled closely, however, upon existing popular books for children. These ten titles were written upon the board, and the children were asked to choose *the one* story they would like Santa Claus to bring them at Christmas. (It was the week before Christmas when this experiment was carried on.)

Table 31 gives the results. There were 810 children who registered judgments upon these ten titles.

280 first grade pupils.....	150 boys	130 girls
290 second grade pupils...	150 boys	140 girls
240 third grade pupils.....	120 boys	120 girls
Total 810	420 boys	390 girls

TABLE 31

	Grade I				Grade II				Grade III									
	Times chosen boys	Per cent	Times chosen girls	Per cent	Total times chosen	Per cent	Times chosen boys	Per cent	Times chosen girls	Per cent	Total times chosen	Per cent						
Abbey Readers	12	8	15	12	27	11	4	3	7	6	11	4	3	3	3	3	6	3
Book of Poetry.....	7	5	8	6	15	6	12	8	17	12	29	10	4	4	6	5	10	4
In a Toy Shop.....	50	33	47	36	97	35	24	15	33	23	57	20	30	25	23	23	58	24
Golden Haired Letty....	19	12	16	12	35	14	11	7	32	22	43	15	3	3	25	20	28	12
Stories Ever Fresh.....	1	1	6	5	7	4	3	2	3	2	6	2	2	2	3	3	5	2
Fine Tales	7	5	3	2	10	5	6	4	2	2	8	3	1	1	4	4	5	2
Brown Tom	3	2	1	1	4	1	7	5	6	5	13	4	10	8	12	9	22	9
Fairy Tales	12	8	12	9	24	10	38	26	25	18	63	22	26	20	29	24	55	23
Stone Arrow	6	4	4	3	10	5	13	9	3	2	16	5	22	18	3	3	25	10
The World on Wheels..	33	22	18	14	51	19	32	31	12	8	44	15	19	16	7	6	26	11
Total	150		130		280		150		140		290		120		120		240	

TABLE 32

RANK OF TITLES BY GRADES

	Entire group boys and girls	First grade boys and girls	Second grade boys and girls	Third grade boys and girls
Abbey Readers	7.5	4	7.5	8
Book of Poetry.....	5	6	5	7
In a Toy Shop.....	1	1	2	1
Golden Haired Letty....	4	3	3.5	3
Stories Ever Fresh.....	10	9	10	9.5
Fine Tales	9	7.5	9	9.5
Brown Tom	7.5	10	7.5	6
Fairy Tales	2	5	1	2
Stone Arrow	6	7.5	6	5
The World on Wheels....	3	2	3.5	4

TABLE 33
RANK OF TITLES BY THE TWO SEXES

	First grade		Second grade		Third grade	
	Boys	Girls	Boys	Girls	Boys	Girls
	Abbey Readers	4.5	3.5	9	6	8.5	9
Book of Poetry.....	6.5	6	5.5	4	6.5	6
In a Toy Shop	1	1	3	1	1	2
Golden Haired Letty....	3	3.5	5.5	2	6.5	3
Stories Ever Fresh....	10	7	10	8.5	8.5	9
Fine Tales	6.5	9	8	10	10	7
Brown Tom	9	10	7	7	5	4
Fairy Tales	4.5	5	1	3	2	1
Stone Arrow	8	8	4	2	3	9
The World on Wheels..	2	2	2	5	4	5

SUMMARY

In a Toy Shop was the title which ranked first with the entire group.

Fairy Tales came second.

The World on Wheels third.

Golden Haired Letty fourth.

Book of Poetry fifth.

The Stone Arrow sixth.

Brown Tom and Abbey Readers tied for seventh place.

Fine tales ninth.

Stories Ever Fresh tenth.

There are some grade and sex differences that will be discussed later.

General characteristics of preferred titles:

Title indicating a favorite place won first rank.

Fairy tales came second.

Title indicating a favorite sport ranked third.

Title of heroine came fourth.

Title indicating kind of content won fifth place.

Title of a favorite toy won sixth place.

Title of hero tied for last place with title containing the term "Reader" and a title descriptive of content.

The conclusions concerning titles is that with young primary children a title does directly influence children to select a book. The data here are too limited in extent to arrive at

any definite conclusions as to what sort of titles would exert strongest positive influence and what sort would have strongest negative influence. However, it does appear that titles of favorite activities and sports rank high. "Fairy Tales" appears to win favor as a title. Titles descriptive of content or containing the term "Reader" do not appear to be popular with primary children.

II. INTERNAL FACTORS AFFECTING CHOICES

The children selected the editions first by mere inspection. Later they selected them after careful examination, scrutinizing the illustrations, looking through the table of contents, and reading the printed page.

The difference between the values assigned an edition by inspection and the value assigned to that same edition when more carefully examined was found. This difference in value indicates the positive or negative effect of the internal arrangement.

TABLE 34
VALUE OF EDITIONS BY INSPECTION AND EXAMINATION
EXPERIMENT I: THE STORY OF CINDERELLA SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Values by inspection				Values by examination			
	Grades: 1	2	3	Mean	1	2	3	Mean
Christmas Stocking Edition.....	-2	-2	-1	-2	-7	-6	-8	-7
All About Edition.....	-10	-12	-6	-9	-11	-8	-4	-8
Red Book Edition.....	-2	-6	-12	-10	-12	-9	-4	-8
Elson Third Reader.....	-6	-12	-14	-11	-11	-15	-18	-15
Children's Stories That Never Grow Old	+30	+32	+34	+32	+42	+38	+35	+38

Christmas Stocking Edition dropped five points by examination and received negative value in both instances.

The All About Edition gained one point by examination but received a negative value in both instances.

The Red Book Edition gained two points by examination but is negatively valued in both instances.

Elson Reader, Book Three, lost four points by examination but received a fairly low negative value in both instances.

The Children's Stories That Never Grow Old gained six points by examination and received a high positive value in both instances.

EXPERIMENT II: THE STORY OF SLEEPING BEAUTY SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Grades:	Values by inspection				Values by examination			
		1	2	3	Mean	1	2	3	Mean
Christmas Stocking Edition.....		-10	-13	-9	-11	-10	-17	-16	-11
Crane Edition		-16	+2	+10	-1	-15	+3	+8	-1
Red Book Edition.....		-4	-7	-1	-3	-2	-6	-2	-3
Elson Third Reader.....		-9	-7	-18	-11	-14	-11	-20	-15
Children's Stories That Never Grow Old		+39	+26	+19	+28	+40	+31	+29	+34

The Christmas Stocking Edition gained nothing by examination, and a second time did this edition receive a fairly low negative value in both instances.

The Crane Edition gained nothing by examination and received nearly average value (20% of all the children's votes). The second and third grade gave it a positive valuation, but the first grade children rated in negatively. This will be discussed later on in grade differences.

The Red Book Edition gained one point by examination but in both instances received a negative value.

The Elson Reader, Book Three, lost four points by examination, and in both instances received a negative value.

The Children's Stories That Never Grow Old again gained six points by examination and received a high positive value in both instances.

EXPERIMENT III: THE STORY OF PETER RABBIT SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Grades:	Values by inspection				Values by examination			
		1	2	3	Mean	1	2	3	Mean
Christmas Stocking Edition.....		-7	-16	-9	-11	-4	-11	-15	-10
Wee Book Edition.....		-13	-7	-7	-9	-12	-1	+12	0*
Red Book Edition.....		-12	-11	-8	-10	-12	-15	-7	-11
Hurst Edition		+14	+31	+17	+21	+9	+25	+17	+17
Children's Stories That Never Grow Old		+18	+3	+7	+9	+20	+2	-7	+5

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

The Christmas Stocking Edition gained one point by examination but again, the third time, did this edition receive a low negative value.

The Wee Book Edition gained nine points by examination, gaining from -9 by inspection to 0 (average attraction) by examination. Most of this gain was in the third grade. This will be discussed later under grade differences.

The Red Book Edition lost one point by examination and received again, this third time, a rather low negative value.

The Hurst Edition lost four points by examination, but in both instances received high positive values.

The Children's Stories That Never Grow Old lost four points by examination but again, in this third experiment, received positive values in both instances.

EXPERIMENT IV: THE STORY OF BLACK SAMBO SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Values by inspection				Values by examination			
	Grades: 1	2	3	Mean	1	2	3	Mean
Christmas Stocking Edition.....	- 2	-11	-10	- 8	0*	-12	- 9	- 7
Stokes Edition	- 1	-10	- 6	- 6	- 6	-13	- 9	- 9
Red Book Edition.....	-12	-11	- 3	- 9	-10	- 7	-10	- 9
Saalfield Edition	+12	+23	+20	+18	+14	+23	+33	+23
Children's Stories That Never Grow Old	+ 3	+10	0*	+ 4	+ 3	+ 9	- 4	+ 4

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

The Christmas Stocking Edition gained one point by examination but again for the fourth time did this edition receive a negative value in both instances.

The Stokes Edition lost three points by examination and received a negative value in both instances.

The Red Book Edition when examined for the fourth time received the same negative value in both instances.

The Saalfield Edition gained five points by examination and received a high positive value in both instances.

The Children's Stories That Never Grow Old received the same positive value both by inspection and examination. This is the fourth time this edition was rated positively.

EXPERIMENT V: THE STORY OF THE NIGHT BEFORE CHRISTMAS SUBMITTED IN FIVE DIFFERENT EDITIONS

Edition	Values by inspection				Values by examination			
	Grades: 1	2	3	Mean	1	2	3	Mean
Christmas Stocking Edition.....	-9	-10	-8	-9	-8	-12	-5	-8
Wee Book Edition.....	-5	+7	+4	+2	+1	+7	+6	+8
Red Book Edition.....	-4	-5	-2	-4	+13	-7	+6	+4
New American Reader.....	+2	-2	+3	+1	-5	0*	0*	-2
Children's First Book of Poetry.	+17	+11	+3	+10	0*	+2	-6	-1

* Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

The Christmas Stocking Edition gained one point by examination but again at the fifth trial did the edition receive a negative value in both instances.

The Wee Book Edition gained six points by examination and received a positive value in both instances.

The Red Book Edition gained eight points by examination, going from -4 by inspection to +4 by examination. Most of this gain was in the first grade, and will be discussed later.

The New American Reader lost three points by examination dropping from +1 by inspection to -2 by examination.

The Children's First Book of Poetry lost eleven points by examination dropping from +10 by inspection to -1 by examination.

BOOKS THAT RECEIVED A HIGHER POSITIVE VALUE BY EXAMINATION

Experiments	Titles	Value
I-IV.	Children's Stories That Never Grow Old.....	+20*
II.	Crane Edition of Sleeping Beauty.....	0†
III.	Wee Book Edition of Peter Rabbit.....	0†
IV.	Saalfield Edition of Black Sambo	+23
V.	Wee Book Edition of Night Before Christmas.....	+5
V.	Red Book Edition of Night Before Christmas.....	+4

BOOKS RANKED IN ORDER OF PREFERENCES

1. Saalfield Edition of Black Sambo.
2. Children's Stories That Never Grow Old.
3. Wee Book Edition of the Night Before Christmas.
4. Red Book Edition of the Night Before Christmas.
- 5.5. Crane Edition of Sleeping Beauty.
- 5.5. Wee Book Edition of Peter Rabbit.

* This number was the mean obtained by averaging the values by examination of the four experiments.

† Assigned value 0 (average) means that just 20 per cent of all the votes were cast for that edition.

TABULAR FORM
DESCRIPTION OF THE INTERNAL CHARACTERISTICS OF THE BOOKS RECEIVING POSITIVE VALUES

Title	Contents		Illustrations				Margin width in inches				Lines		
	No. of pages	No. of sections	No. of Per cent of book space	Size of	Color of	Characteristics	Top	Bottom	Inner	Outer	Mean no. per page	Mean length per line	
Saalfeld Edition.	43	1	27	63%	7x5, area 35 sq. in. full-page, others 3½ x 4½. bright.	Few in black and white, many highly saturated, bright.	Action and humor, tell a story, few details, rather large and striking.	1½	1½	1½	1½	6	5, not uniform.
Children's Stories That Never Grow Old.	312	20	76	25%	4½x4, area 18 sq. in. full-page.	Intense, bright, primary.	Action, humor, few details, tell a story, large, striking figures.	1½	1½	1	1½	16	3½
Wee Book Edition, Night Before Christmas.	59	1	27	46%	3½x2½, area 8.75 sq. in. full-page.	Intense, primary.	Action in large central group, few details, tell a story.	2	2½	1	1½	6	2½
Red Book Edition, Night Before Christmas.	57	21	16	28%	4½x4, area 18 sq. in. full-page.	Bright, intense, primary.	Action, humor, few details, large, striking figures, tell a story.	1½	1½	1	½	10	3½
Crane Edition.	53	2	14	44%	* 6½x4, area 26 sq. in. 4½ x 3½, area 15.75 sq. in. full-page.	Soft tones and tints.	Classic style, story in each picture, artistic arrangement of details.	½	½	½	½	11	3½
Wee Book Edition of Peter Rabbit.	63	1	29	46%	3½x2½, area 8.75 sq. in. full-page.	Bright, soft, not highly saturated.	Humor, action, tell a story, few details, with well-chosen, large, central figures.	1	1½	½	½	12	2½

* Double-page illustration.

SUMMARY OF THE INTERNAL FACTORS COMMON AMONG THE BOOKS PREFERRED BY EXAMINATION

1. The approximate median number of pages is 58, yet this does not necessarily reveal the favorite number, since with the exception of the two text-books and the Children's First Book of Poetry, all the editions contained approximately that number. The only edition, not being a text-book and containing other material than poetry, was the Children's Stories That Never Grow Old. This book contained 312 pages, and was ranked above average four times. More books of this type need to be placed side by side with these editions of fewer pages before this question is definitely settled.

2. The same situation with regards to the number of selections prevails. The only editions containing more than two selections were the text-books, Children's First Book of Poetry, the Children's Stories That Never Grow Old, and the Red Book Edition containing the Night Before Christmas.

The text-books, neither from the external nor the internal make-up appeared to attract. The Children's First Book of Poetry was very attractive by inspection but lost very much by examination. The assumption is therefore made that poetry does not make a popular appeal with primary pupils.

The Red Book Edition, however, was one of a set of five, identical in all general characteristics, except in one instance. The preferred volume of this edition was the only one of the five which contained a greater number of selections than two. This book received approximately the same negative rating by inspection, but gained largely by examination. It seems rather obvious, therefore, to attribute this attraction to the fact that it contained twenty other familiar and pleasing selections.

Combining this fact with the previous one disclosed, that children tend to select a fairly thick book, on the assumption that a thick book contains more reading matter and more pictures than a thin one, it seems fairly reasonable, then, to

assume that a book with more than 58 pages and containing a number of selections from interesting and familiar fields would be pleasing to primary children.

3. The median per cent of book space devoted to illustrations is approximately 45%.

4. The color of illustrations is generally bright, highly saturated, and fairly intense in these favorite editions.

5. The general characteristics of the illustrations appear very similar in many respects. A great deal of action and some humor appear in all but the Crane edition. All suggest stories. In all there are few details. These few are generally striking and well selected to appeal to children's interests. Many of these are of animals. The central group is usually composed of large bold figures.

6. The median size of the illustrations is approximately $4\frac{1}{2}$ inches long by 4 inches wide, area 18 square inches. All the books contain full-page pictures, not pictorial insertions upon the printed page.

7. The median width of the top margin is approximately $1\frac{1}{8}$ inches; the bottom is $1\frac{1}{2}$ inches; the inner 1 inch; and the outer $\frac{7}{8}$ inch.

8. The median number of lines to a page is twelve and the median length of line is three and one-quarter inches.

BOOKS RECEIVING LOWEST VALUES BY EXAMINATION

CHRISTMAS STOCKING EDITION

Experiment I: The Story of Cinderella*.....	— 7
Experiment II: The Story of Sleeping Beauty*.....	—10
Experiment III: The Story of Peter Rabbit.....	—10
Experiment IV: The Story of Black Sambo.....	— 7
Experiment V: The Story of the Night Before Christmas....	— 8
Mean	— 8

* Same book used in both experiments.

It is to be noted that in all the five experiments, this edition practically maintained the same low value.

RED BOOK EDITION

Experiment I: The Story of Cinderella.....	— 8
Experiment II: The Story of Red Riding Hood contained Sleeping Beauty	— 3
Experiment III: The Story of Peter Rabbit.....	—11
Experiment IV: The Story of Black Sambo.....	— 9
Mean	— 7

It is to be noted that in these four experiments, this edition maintained practically the same low value.

ALL ABOUT EDITION

Experiment I: The Story of Cinderella.....	— 8
--	-----

ELSON THIRD READER

Experiment I: The Story of Cinderella.....	—15
Experiment II: The Story of Sleeping Beauty.....	—15
Mean	—15

NEW AMERICAN READER

Experiment V: The Story of the Night Before Christmas....	— 2
---	-----

CHILDREN'S FIRST BOOK OF POETRY

Experiment V: The Story of the Night Before Christmas....	— 1
---	-----

These books are ranked in order of smallest value. The book receiving the largest negative value is ranked one, etc.

1. Elson Reader	—15
2.5. Christmas Stocking Edition.....	— 8
2.5. All About Edition.....	— 8
4. Red Book Edition.....	— 7
5. New American Reader.....	— 2
6. Children's First Book of Poetry.....	— 1

TABULAR FORM
DESCRIPTION OF THE INTERNAL CHARACTERISTICS OF THE BOOKS RECEIVING NEGATIVE VALUES

Title	Contents		Illustrations				Margin width in inches				Lines	
	No. of pages or sections	No. of sections	No. of	Size of	Color of	Characteristics	Top	Bottom	Inner	Outer	Mean no. per page	Mean length per line
Eison Third Reader.	280	67	77	3½x2½, area 8.75 sq. in., small inserted pictures.	Two tints of orange or pale green or black and white.	Few with emotional quality, some have action, crowded details, usually.	1	½	½	½	22	3½
Red Book Edition (Mean of four books).	57	2	16	4½x4, area 18 sq. in., full page.	Bright, intense, primary.	Action, humor, few details, large, striking figure, tell a story.	1½	1½	1	½	10	8½
Christmas Stocking Edition.	101	2	20	3x2, area 6 sq. in., full page.	Two tints of pale red and green, some black and white.	Minute details, crowded, no large outstanding figures.	½	½	½	½	12	2 (not uniform, pictures inserted.)
All About Edition.	48	1	3 full pages 19 tiny ones.	3½x2½, area 8.75 sq. in., full page.	Bright, highly saturated, vivid colors, some black and white.	Large, bold, central figures, much detail, some humor, tell a story.	½	½	½	½	10	2½ (not uniform, pictures inserted.)
New American Reader.	290	46	94	3x4, area 12 sq. in., inserted in print.	Black and white.	Rather unemotional, some suggest action.	½	½	½	½	20	4
Children's First Book of Poetry.	224	185	27	3½x2½, area 8.75 sq. in., inserted in print.	Black and white.	Descriptive of scenes, lack emotional value.	1	1½	1½	1½	20	Lines vary, poetry.

SUMMARY OF THE INTERNAL FACTORS COMMON AMONG THE BOOKS NOT PREFERRED BY EXAMINATION

1. The average number of pages is 166. From this study it is impossible to determine what would be the least favorite number.

2. Three out of these editions or 50% of them contained one or two stories only. The other 50% contained a large number of selections. These three, however, consisted of two text-books and one edition containing poetry only.

3. The median per cent of book space devoted to illustrations is 27%. This is just one-half the amount of the space that was devoted to illustrations by the more popular editions.

4. Only two of the six, the All About Edition and the Red Book Edition, had pleasing colored illustrations with a rather high degree of saturation. Two were in black and white. Two were prints colored slightly in tones of pale green or pale red or pale orange.

5. In five of the six editions pictures were placed on the printed page either at the top or at the bottom. This is true even in the two books, All About Edition and Christmas Stocking Edition, that had some full-page pictures. These two editions offended by having some pictures inserted so as to break the uniform length of line. In but one edition, The Red Book Edition, do we find full-page illustrations only with no pictures placed upon the printed pages.

6. In the main the details in the illustrations were small and crowded together. In a great many instances the pictures were descriptive rather than narrative. Often, too, they lacked emotional appeal.

7. The median size of the illustrations is $3\frac{1}{2}$ by $2\frac{1}{2}$ inches or 8.75 square inches. The median size of the favorite books is $4\frac{1}{2}$ by 4 inches or 18 square inches.

8. The median width of margins is for the top 1 inch; for the bottom $\frac{1}{2}$ inch; for the inner $\frac{1}{2}$ inch; for the outer $\frac{3}{4}$ inch. The median margin width for the favorite books is for the top $1\frac{1}{8}$ inches; for the bottom $1\frac{1}{2}$ inches; for the inner 1 inch; for the outer $\frac{7}{8}$ inch.

9. The median number of lines per page is approximately 16. For the favorite book it was the same.

AN ADDITIONAL EXPERIMENT TO DETERMINE THE INFLUENCE OF ILLUSTRATING

An attempt was made to discover the amount of influence exerted by illustrations. A set of the books covered in uniform covers of tan paper had in addition all the pictures hidden beneath tan paper. It would have been too tedious an affair to have treated all of the books this way, so one of each of the five different sizes was selected as a type.

Those selected were: a volume of the Christmas Stocking Edition containing Peter Rabbit; one of the Wee Book Edition containing Peter Rabbit; one of the Red Book Edition containing Peter Rabbit; the Children's Stories That Never Grow Old and the Elson Third Reader.

To one hundred first, second, and third grade children the stories of Cinderella, Peter Rabbit, and Sleeping Beauty were told. They were then given all five of the covered books, with covered illustration and told to select the one in which they would care to reread these stories or to read others just as good. After they had selected the desired volume, they were instructed to bring all the books to the teacher and indicate their preference to her. This the teacher recorded.

The following table indicates the values assigned these books first with the pictures exposed and then with pictures covered:

	Christmas Stocking Edition			Wee Book Edition			Red Book Edition			Elson Third Reader			Children's Stories That Never Grow Old		
Grades:	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Pictures exposed..	-7	-6	-4	+1	+17	+6	-2	-6	-2	-12	-13	-16	+6	+3	+6
Pictures covered..	-5	-6	-10	-9	-5	-11	-2	-5	-8	-4	-10	+11	+16	+38	+20

The *Christmas Stocking Edition* was uniformly negative. Neither by illustration nor other internal arrangement did it appear to attract.

The Wee Book Edition lost considerably in every grade when its illustrations were covered. In the first grade there was a loss of 10 points, 22 points in the second, and 17 points in the third. This would seem to indicate that the illustrations of this series were influential in attracting children.

The Red Book Edition was negative throughout. The illustrations here could not have had strong attracting qualities.

Elson Third Reader was negative in all three grades, but the third grades, with the pictures covered, valued it at +11, a gain of 17 points. In comparison with the other editions with attractive pictures, Elson failed to receive anything but a low negative value. When, however, attractive pictures were removed from all books, Elson Reader received a fair positive value in the third grade. It would appear, therefore, that the content of the book is suitable for the grade for which it was planned, but that the pictures and other physical factors are distasteful. It also seems to be an argument to make text-books physically more attractive.

The Children's Stories That Never Grow Old also received a higher value when all pictures of all books were covered. This, also, is probably due to the fact that the content and other internal factors are more potently attractive than the illustrations, although there is evidence showing the pictures to be attractive. When the pictures of all the books were uncovered this edition received a mean value of +5 by examination, showing that content, illustrations, and other internal factors were pleasing. However, when the illustrations of all the editions were covered, Children's Stories That Never Grow Old gained 10 points in the first grade, 35 in the second, and 14 in the third, receiving a mean value of +25. It would, therefore, appear that other internal factors besides the illustrations would account for the popularity of this edition.

It is interesting to note that this evidence confirms that of the previous experiment. Otherwise there must not be too great a reliance placed upon these findings. In the first place,

but a few books, five in all, were used. In the second place, the books were so swollen and ungainly looking from pasting paper over the pictures that they ceased to make a "book appeal." In the third place, the fact that paper was pasted over the pictures aroused the curiosity of the children to a high pitch. They inserted finger-nails and even pins beneath the paper coverings, endeavoring to catch a glimpse at the hidden pictures. Hence, an artificial interest was stimulated in the books.

CONCLUSIONS CONCERNING INFLUENCING FACTORS

1. The number of selections and pages contained in an edition appear to affect choice. What the most popular number of pages and the amount of selections for children should be, this study is unable to determine. It does point out, however, that more than one or two selections are preferred.

2. The amount of illustrations appears to be a factor influencing choices. Approximately more than a quarter of the book space should be devoted to pictures.

3. The size of the illustrations appears to make a difference. Full-page pictures, about $4\frac{1}{2}$ inches long and 4 inches wide and containing 18 square inches seem to be a favorite size.

4. The color of illustrations seems to be another potent factor. Pleasing colors of rather a high degree of saturation are preferred. Black and white and faintly tinted prints do not seem to be acceptable.

5. Pictures containing bold central groups, few but striking and well-selected details, that contain action and humor or other emotional qualities, and that tell a story are favored.

6. Illustrations while accounting in part for the popularity of an edition are not the only influential internal factor.

7. Too many lines to a page are a displeasing factor. About twelve or thirteen lines to a page would appear to be fairly satisfactory.

8. The length of line does not appear important from the child's standpoint. But for the hygiene of the eye and for the cultivation of good motor habits of eye-movements, the length of line is fixed by experimental study. Children's books should adhere to these standards. "The line should be short, preferably about three inches, the margins wide, and the print large."¹ Experimental studies also fix the correct height of the letters. The size of the print is not a matter for preference, but is a matter to be considered in terms of the hygiene of vision.

Minimum standard for first year: size of type at least 2.6 millimeters and width of leading 4.5 millimeters. Minimum standard for second and third grade: letters not smaller than 2 millimeters, with a leading of 4 millimeters. Minimum standard for fourth grade: letters at least 1.8 millimeters, with leading 3.6 millimeters.²

¹ Huey, E. B.: *The Psychology and Pedagogy of Reading*, 1908, pp. 387-431.

² Terman, L. M.: *The Hygiene of the School Child*, 1914, pp. 277-278.

CHAPTER VI. GRADE AND SEX DIFFERENCES IN CHOICE OF BOOKS

I. GRADE DIFFERENCES IN SELECTION OF EDITIONS

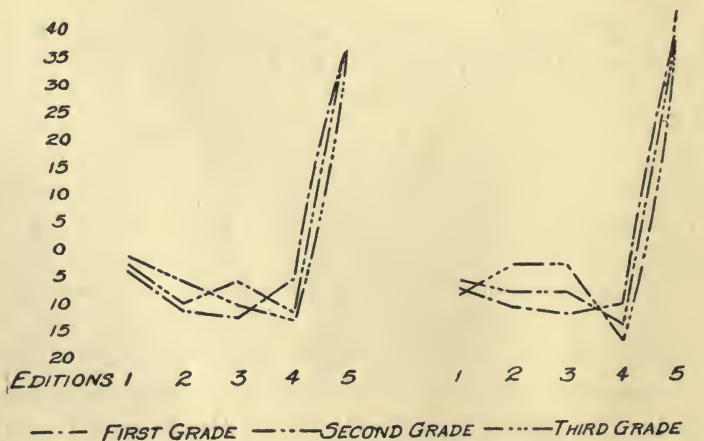
The following tables present the values assigned each edition by the different grades:

TABLE 35
EXPERIMENT I: STORY OF CINDERELLA

Titles of editions	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Christmas Stocking Edition....		-2	-2	-1	-7	-6	-8	-4	-4	-5
All About Edition.....		-10	-12	-6	-11	-8	-4	-10	-10	-5
Red Book Edition.....		-12	-6	-12	-12	-9	-4	-12	-7	-8
Elson Third Reader.....		-6	-12	-14	-11	-15	-18	-7	-13	-16
Children's Stories That Never Grow Old		+30	+32	+34	+42	+38	+35	+35	+35	+34

RANK, BY GRADES, OF THE FIVE EDITIONS

Children's Stories That Never Grow Old	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Christmas Stocking Edition.....		2	2	2	2	2	4	2	2	2.5
Elson Third Reader.....		3	4.5	5	3.5	5	2.5	3	5	5
All About Edition.....		4	4.5	3	3.5	3	2.5	4	4	2.5
Red Book Edition.....		5	3	4	5	4	5	5	3	4



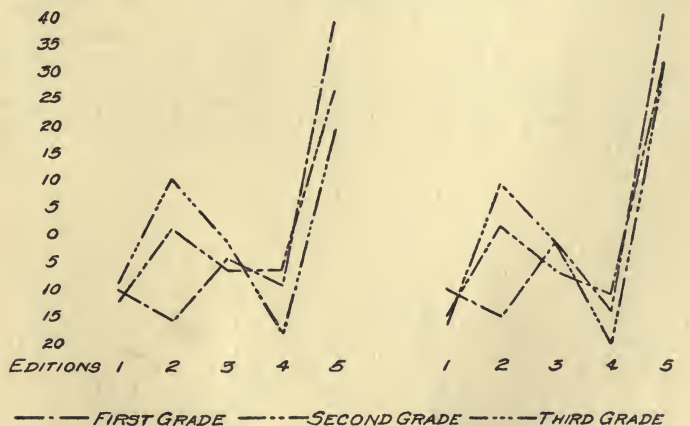
The general conformity of these curves is very marked. Both by inspection and examination the children of the three grades valued the editions in approximately the same way.

TABLE 36
EXPERIMENT II: THE STORY OF SLEEPING BEAUTY

Titles of editions	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Christmas Stocking Edition....		-10	-13	-9	-10	-17	-16	-10	-15	-13
Crane Edition		-16	+2	+10	-15	+3	+8	-15	+3	+9
Red Book Edition.....		-4	-7	-1	-2	-6	-2	-3	-7	-2
Elson Third Reader.....		-9	-7	-18	-14	-11	-20	-11	-9	-19
Children's Stories That Never Grow Old		+39	+26	+19	+40	+31	+29	+40	+29	+24

RANK, BY GRADES, OF FIVE EDITIONS

	Grades:	Inspection			Examination			Inspection and examination	
		1	2	3	1	2	3	1	2
Children's Stories That Never Grow Old		1	1	1	1	1	1	1	1
Red Book Edition.....		2	3.5	3	2	3	3	2	3
Elson Third Reader.....		3	3.5	5	4	4	5	4	5
Christmas Stocking Edition....		4	5	4	3	5	4	3	5
Crane Edition		5	2	2	5	2	2	5	2



The general conformity of these curves is marked with a single exception.

The second and third grades agree substantially in evaluation of these five editions. The first grade assigned a nega-

tive value to edition two, Crane Edition, which both the other grades gave a positive value, both by inspection and examination. In the other respects there is rather close agreement.

The text-book externally appeals a little more to the young primary children in the first grades, than to the older pupils.

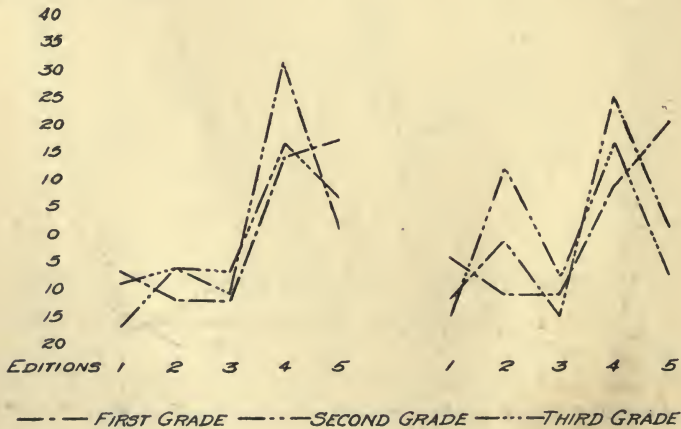
TABLE 37
EXPERIMENT III: THE STORY OF PETER RABBIT

Titles of editions	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Christmas Stocking Edition....		-7	-16	-9	-4	-11	-15	-6	-14	-12
Wee Book Edition.....		-13	-7	-7	-12	-1	+12	-13	-4	+2
Red Book Edition.....		-12	-11	-8	-12	-15	-7	-12	-13	-8
Hurst Edition		+14	+31	+17	+9	+25	+17	+12	+28	+17
Children's Stories That Never Grow Old		+18	+3	+7	+20	+2	-7	+19	+2	0*

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for the edition.

RANK, BY GRADES, OF THE FIVE EDITIONS

	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Children's Stories That Never Grow Old		1	2	2	1	2	3.5	1	2	3
Hurst Edition		2	1	1	2	1	1	2	1	1
Christmas Stocking Edition....		3	5	5	3	4	5	3	5	5
Red Book Edition.....		4	4	4	4.5	5	3.5	4	4	4
Wee Book Edition.....		5	3	3	4.5	3	2	5	3	2



There appears rather general conformity again in this experiment. The children in the first grade evaluate more

highly the Children's Stories That Never Grow Old the third time than do the older children.

The younger children in the first grade, rank the tiny edition, The Christmas Stocking Edition, higher than do the second and third grades.

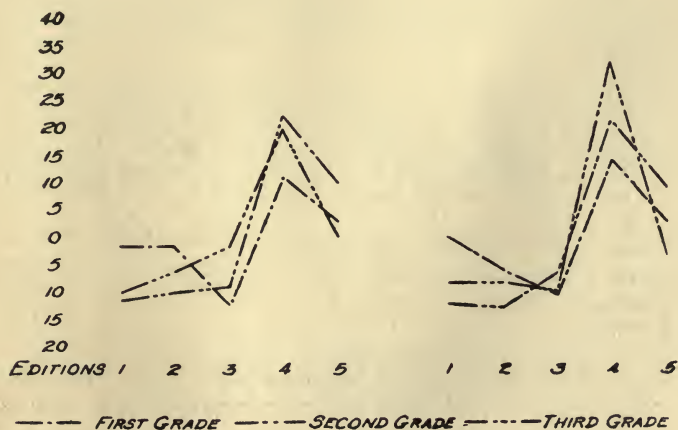
TABLE 38
EXPERIMENT IV: THE STORY OF BLACK SAMBO

Titles of editions	Grades:	Inspection			Examination			Inspection and Examination		
		1	2	3	1	2	3	1	2	3
Christmas Stocking Edition...		-2	-11	-10	0*	-12	-9	-1	-12	-10
Stokes Edition		-1	-10	-6	-6	-13	-9	-3	-12	-7
Red Book Edition.....		-12	-11	-3	-10	-7	-10	-11	-9	-7
Saalfield Edition		+12	+23	+20	+14	+23	+33	+13	+23	+26
Children's Stories That Never Grow Old		+3	+10	0*	+3	+9	-4	+3	+10	-2

* Assigned value 0 (average attraction) means that 20 per cent of all the votes were cast for that edition.

RANK, BY GRADES, OF THE FIVE EDITIONS

	Grades:	Inspection			Examination			Inspection and Examination		
		1	2	3	1	2	3	1	2	3
Saalfield Edition		1	1	1	1	1	1	1	1	1
Children's Stories That Never Grow Old		2	2	2	2	2	2	2	2	2
Stokes Edition		3	4	4	4	5	3.5	4	4.5	3.5
Christmas Stocking Edition....		4	5	5	3	4	3.5	3	4.5	5
Red Book Edition.....		5	3	3	5	3	5	5	3	2.5



Again, general conformity is seen in the curves. The greatest difference lies in the third grade's negative value assigned the Children's Stories That Never Grow Old by examination.

The tendency is again shown for the first grade pupils to rank the small editions slightly higher than the older ones.

TABLE 39

EXPERIMENT V: THE STORY OF THE NIGHT BEFORE CHRISTMAS

Titles of editions	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Christmas Stocking Edition....		-9	-10	-8	-8	-12	-5	-9	-11	-7
Wee Book Edition.....		-5	+7	+4	+1	+17	+6	-2	+12	+5
Red Book Edition.....		-4	-5	-2	+13	-7	+6	+4	-6	+2
New American Reader (3d book)		+2	-2	+3	-5	0*	0*	-2	-1	+1
Children's First Book of Poetry		+17	+11	+3	0*	+2	-6	+8	+6	-1

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

RANK, BY GRADES, OF THE FIVE EDITIONS

	Grades:	Inspection			Examination			Inspection and examination		
		1	2	3	1	2	3	1	2	3
Children's First Book of Poetry		1	1	2.5	3	2	5	1	2	4
New American Reader.....		2	3	2.5	4	3	3	3.5	3	3
Red Book Edition.....		3	4	4	1	4	1.5	2	4	2
Wee Book Edition.....		4	2	1	2	1	1.5	3.5	1	1
Christmas Stocking Edition....		5	5	5	5	5	4	5	5	5



The curves of this experiment are not so uniform.

The Wee Book Edition was given a position value in the second and third grades by inspection, but a negative value by the first grades. By examination all three grades gave it a positive value. The New American Reader received a negative value in the first grades by examination and approximately the average mark in grades two and three. The Children's First Book of Poetry, Edition 5, dropped by examination in all three grades.

GENERAL CONCLUSIONS CONCERNING GRADE DIFFERENCES IN BOOK SELECTION

In the main, the first three grades of the primary school agree with regard to the values assigned the different editions, the older children preferred the Crane Edition. Experts judge the Walter Crane Books to be excellent material for children. In the volume "The Use of Books and Libraries," by Fay and Eaton, the authors say this of Walter Crane:

Walter Crane's illustrations are always decorative in effect and some people think them confusing for children. Others, while admitting this decorative and formal quality, maintain that with it Crane combines other characteristics which make him particularly appealing to children. Mr. White says of him, "He is a true artist of fairyland, because he recognizes its practical possibilities, and yet does not lose the glamour which never was on land or sea." It is true of him as of Arthur Hughes that "his work is evidently conceived with the serious make-believe that is the very essence of the child's imagination." Mr. G. H. Chesterton recognized this same taste in children in criticising another artist, in the London *Nation*, he speaks of a "certain mixture of solid impossibility and exact detail which is the thing children love most." Crane's Picture Books are very popular, at any rate, in the library and are soon worn out by eager little children.¹

Walter Crane's Picture Books consist of seven cloth-bound volumes of the most popular nursery tales, together with some nursery rhymes, illustrated in color warm and rich published also in twenty parts in paper covers. Austin Dobson says that "Walter Crane has produced specimens of nursery literature, which for refinement of coloring and beauty of ornament, cannot easily be surpassed."²

There seems to be increasing appreciation of artistic merit with increasing maturity. The art instruction in the grades might be responsible for some of this increase although in

¹ Fay-Eaton: *Instruction in the Use of Books and Libraries*, p. 361.

² Frances J. Olcott: *The Children's Reading*, p. 65.

the suburban schools tested there is little if any of regular art instruction in the elementary schools.

From the values given to the Crane volume in this experiment, it can be seen that it did not appeal to the young, first grade children. The age of the second grade children vary from seven to nine years, nine to eleven in the third grade. Perhaps this is the age which appreciates Crane more keenly.

It is interesting to note that the Crane book when inspected in its original cover was rated very low by the first grade children and rather highly by the second and third grade children: The cover is decorated by an attractive Crane picture of the Prince finding the Sleeping Beauty. A second evidence is here furnished of the opinion of the younger children with regard to these Crane pictures. The second and third grade children agree fairly well in this instance.

A rather interesting contrast is noted concerning the effect of the illustrated cover. When the volume was covered with tan paper, in the second grade, it was valued at only -14; in the original cover it was valued at +3; a difference of 17 in favor of the original cover. In the third grade, it was valued, when covered in tan paper, at -10; in the original cover at +10; a difference of 20 in favor of the original cover.

There is a very striking similarity in judgments between the second and third grade children. In Experiment II, Elson Third Reader and the Christmas Stocking Edition change places. In the second grade, Elson is given fourth place and the Christmas Stocking Edition, fifth. The third grade ranks are just the reverse. In Experiment III, the second grade children place Hurst Edition first, Children's Stories That Never Grow Old, second, and the Wee Book Edition, third. The third grade children place Hurst Edition first, Wee Book Edition, second, and Children's Stories That Never Grow Old, third. In Experiment IV there is again almost total agreement. In the fifth experiment, the second grade children placed Children's First Book of Poetry second

and the Red Book Edition fourth. The third grade placed the Children's First Book of Poetry fourth and the Red Book second.

There were 25 rankings in all, by inspection and examination, in 17 of these the second and third grades agreed or in 68% of the cases they agreed. Between the first grade children and the second grade ones there is a rather high agreement. Out of the 25 judgments, the first and second grades are alike in 12 or 50% of times. Out of the 25 cases, the first and third grades agree in but 9 or 36% of cases.

TABLE 40
GRADE DIFFERENCES IN TITLES SELECTED

Titles	Grades:	Rank in the different grades		
		1	2	3
Abbey Readers	4	7.5	8	
Book of Poetry.....	6	5	7	
In a Toy Shop.....	1	2	1	
Golden-Haired Letty	3	3.5	3	
Stories Ever Fresh.....	9	10	9.5	
Fine Tales	7.5	9	9.5	
Brown Tom	10	7.5	6	
Fairy Tales	5	1	2	
Stone Arrow	7.5	6	5	
The World on Wheels.....	2	3.5	4	

In the ten rankings the first and second grade agreed in one or 10%; the first and third grade agreed in three or 30%; and the second and third agreed in five or 50% of the time. *Fairy Tales* was fifth with the first grade, while it was first with the second grade and second with the third grade. *The World on Wheels* was fourth with both the second and third grade, but with the first grade it was second. *Abbey Readers* was fourth with the first grade children, dropped to eighth rank with the second and third grade. "Readers" appear better appreciated by the younger primary children than by the older. *Brown Tom* was tenth in the first grade, sixth in the third, and seventh in the second.

It is, perhaps, significant, that *Fairy Tales* as a title did not rank high with the first grade children. The young first grade child, in the writer's opinion, is not yet equipped to read

Fairy Tales. His aim at this time is to sort out his fragmentary experiences and get control over his world. The introduction into a second and a mystical world before he has found himself in his real one, is simply to confuse him and delay him in establishing order in the jumble of his experiences. This may be the unconscious reason the first grade children ranked Fairy Tales fifth, while it was first in the second grade, and second in the third grade.

Conclusions: Fairy Tales is not a popular title in the first grade, but is popular in the second and third grades. Titles of childish activity, *World on Wheels*, is more popular with the first grade.

Titles containing "Readers" are more popular with the young, first grade pupils.

GRADE DIFFERENCE IN COLOR SELECTION

Editions	Grade:	Times selected			Per cent			Rank		
		1	2	3	1	2	3	1	2	3
1. Children's Stories That										
Grow Old		8	13	4	19	26	6	2	1	6.5
2. Elson Third Reader.....		2	5	2	5	10	3	7.5	4	11
3. Red Book		0	1	6	0	2	8	11	9	4.5
4. New American Reader.....		3	1	2	7	2	3	6	9	11
5. All About Edition.....		0	1	3	0	2	5	11	9	8.5
6. Wee Book Edition.....		2	11	9	4	21	13	9	2.5	3
7. Wee Book Edition.....		7	0	3	16	0	5	3	11	8.5
8. Christmas Stocking Edition.		5	11	13	11	21	18	4	2.5	2
9. Stokes Edition		4	2	2	10	4	3	5	6.5	11
10. Crane Edition		0	2	4	0	4	6	11	6.5	6.5
11. Children's First Book of										
Poetry		10	4	15	23	8	22	1	4	1
12. Hurst Edition		2	0	6	5	0	8	7	11	4.5

Ed.	Color	Shade	Degree of brightness
1.	Yellow	Rather intense	Medium
2.	Orange	Rather low degree of intensity.....	Medium
3.	Red	Rather low degree of intensity.....	Very high
4.	Grey-blue	Low degree of intensity.....	Low
5.	Green	Fair degree of intensity.....	High
6.	Blue	Rather intense	Very high
7.	Blue	Intense (purply tone).....	Medium
8.	Red	Rather intense	Medium
9.	Green-yellow	Very low degree of intensity.....	Very high
10.	Grey	Medium degree of intensity.....	Medium
11.	Blue	Fairly intense	High
12.	Tannish-grey	Very low degree of intensity.....	Very high

COLOR RANKING FOR THE FIRST GRADE

Ages 5½ to 9 years

1. Blue, rather intense, high degree of brightness.
2. Yellow, rather intense, medium degree of brightness.
3. Blue a fair degree of intensity, medium degree of brightness.
4. Red, medium intensity, medium degree of brightness.
5. Greenish-yellow, very low, high degree of brightness.
6. Grey-blue, very low, low degree of brightness.
- 7.5. Low orange (tan) very low, medium degree of brightness.
- 9.5. Tannish-grey, very low, very high degree of brightness.
9. Blue, dark, purple tone, medium degree of brightness.
11. Green, fair degree of intensity, medium degree of brightness.
11. Grey, 80% Crane illustration, medium degree of brightness.
11. Pinkish-red, very high degree of brightness.

COLOR RANKING FOR THE SECOND GRADE

Ages 7 to 11 years

1. Yellow, rather intense, medium degree of brightness.
- 2.5. Blue, a fair degree of intensity, medium degree of brightness.
- 2.5. Red, medium intensity, medium degree of brightness.
4. Blue, rather intense, high degree of brightness.
5. Low orange (tan), very low, medium degree of brightness.
- 6.5. Grey, 80% Crane illustration, medium degree of brightness.
- 6.5. Greenish-yellow, very low, high degree of brightness.
- 8.5. Grey-blue, very low, low degree of brightness.
- 8.5. Green, fair degree of intensity, medium degree of brightness.
11. Pinkish-red, very high degree of brightness.
11. Blue, dark purple tone, medium degree of brightness.
11. Tannish-grey, very low, very high degree of brightness.

COLOR RANKING FOR THE THIRD GRADE

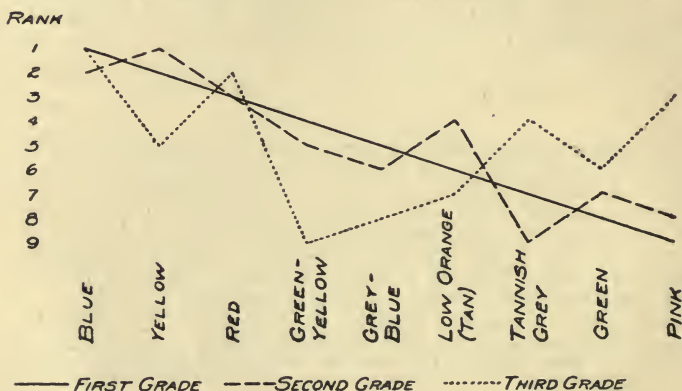
Ages 8 to 13 years

1. Blue, rather intense, high degree of brightness.
2. Red, medium intensity, medium degree of brightness.
3. Blue, a fair degree of intensity, medium degree of brightness.
- 4.5. Pinkish-red, very high degree of brightness.
- 4.5. Tannish-grey, very low, very high degree of brightness.
- 6.5. Yellow, rather intense, medium degree of brightness.
- 6.5. Grey, 80% Crane illustration, medium degree of brightness.
- 8.5. Green, fair degree of intensity, medium degree of brightness.
- 8.5. Blue, dark, purple tone, medium degree of brightness.
11. Low orange (tan), very low, medium degree of brightness.
11. Grey-blue, very low, low degree of brightness.
11. Greenish-yellow, very low, high degree of brightness.

Here again the data indicate that shades and tones of color are important factors in color selection. Table 41 shows the different colors, omitting tones and brightness, chosen by each grade. The Crane Edition has been omitted, because of the illustration occupying almost the entire area of the cover.

TABLE 41

	First grade	Second grade	Third grade
1.	Blue	Yellow	Blue
2.	Yellow	Blue	Red
3.	Red	Red	Pinkish-red
4.	Greenish-yellow	Orange (tan)	Tannish-grey
5.	Grey-blue	Greenish-yellow	Yellow
6.	Orange (tan)	Grey-blue	Green
7.	Tannish-grey	Green	Orange (tan)
8.	Green	Pinkish-red	Grey-blue
9.	Pinkish-red	Tannish-grey	Greenish-yellow



GRADE DIFFERENCES IN COLOR SELECTION

Blue, the first and third grades agree in placing first. The second grade ranks it second.

Yellow, the second grade ranks first, the first grade second, while the third grade ranks it fifth.

Red, the first and second grades agree in placing third, while the third grade ranks it second.

Greenish-yellow is ranked fourth by the first, fifth by the second and ninth by the third.

Grey-blue is ranked fifth by the first grade, sixth by the second, and eighth by the third.

Low orange (tan) is ranked sixth by the first grade, fourth by the second, and seventh by the third grade.

Tannish-grey is ranked seventh by the first grade, ninth by the second, and fourth by the third grade.

Green is ranked eighth by the first grade, seventh by the second, and sixth by the third.

A pale *pinkish-red* is not as well received as a more intense, vivid red with the young primary children.

Generally, however, the more vivid and intense shades with a medium or high degree of brightness seem the favorite tones.

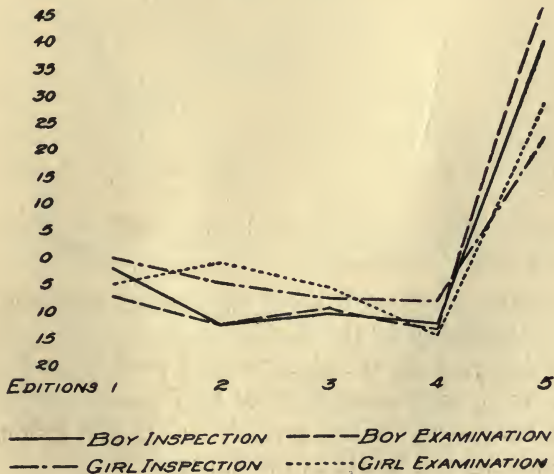
II. SEX DIFFERENCES IN SELECTION OF EDITIONS

Table 42 gives the values assigned by the boys and girls to the various editions used in the five experiments by inspection and examination.

TABLE 42
EXPERIMENT I: THE STORY OF CINDERELLA

Titles of editions	Values assigned by inspection		Values assigned by examination	
	Boys	Girls	Boys	Girls
Christmas Stocking Edition.....	- 2	0*	- 8	- 5
All About Edition.....	-13	- 5	-13	- 2
Red Book Edition.....	-11	- 9	-10	- 6
Elson Third Reader.....	-13	- 9	-14	-15
Children's Stories That Never Grow Old..	+39	+22	+46	+23

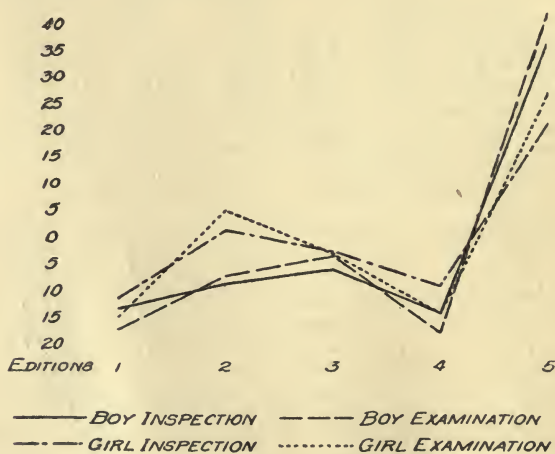
* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.



There seems a rather general sex agreement with regard to book selection. The girls valued all editions slightly above the boys, except the Children's Stories That Never Grow Old, both by inspection and examination. The boys ranked it higher than did the girls. The All About Edition was ranked higher by the girls than by the boys.

TABLE 43
EXPERIMENT II: THE STORY OF SLEEPING BEAUTY

Titles of editions	Values assigned by inspection		Values assigned by examination	
	Boys	Girls	Boys	Girls
Christmas Stocking Edition.....	-12	-11	-16	-14
Crane Edition	-9	+1	-7	+5
Red Book Edition.....	-6	-3	-3	-3
Elson Third Reader.....	-14	-9	-16	-14
Children's Stories That Never Grow Old..	+36	+21	+41	+27



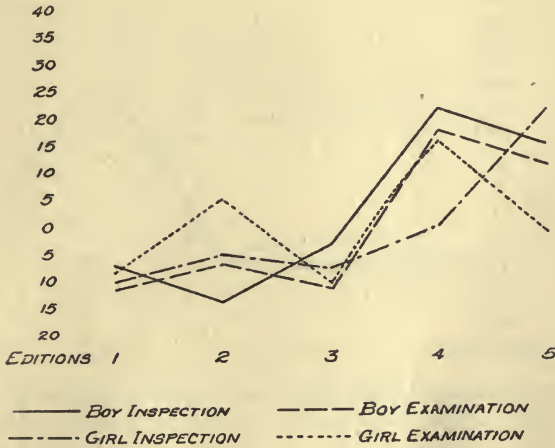
Again there seems a rather general agreement between boys and girls in regard to choice of books except with regard to the Crane Edition. The girls valued it +5 by examination and the boys valued it 7 points below, at -7. By inspection the girls valued it at +1 and the boys valued it

10 points below, at -9. The boys again assigned a higher value to the edition of the Children's Stories That Never Grow Old.

TABLE 44
EXPERIMENT III: THE STORY OF PETER RABBIT

Titles of editions	Values assigned by inspection		Values assigned by examination	
	Boys	Girls	Boys	Girls
Christmas Stocking Edition.....	-7	-10	-11	-9
Wee Book Edition.....	-14	-5	-7	+5
Red Book Edition.....	-3	-8	-12	-11
Hurst Edition	+22	0*	+18	+16
Children's Stories That Never Grow Old..	+15	+22	+11	-1

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

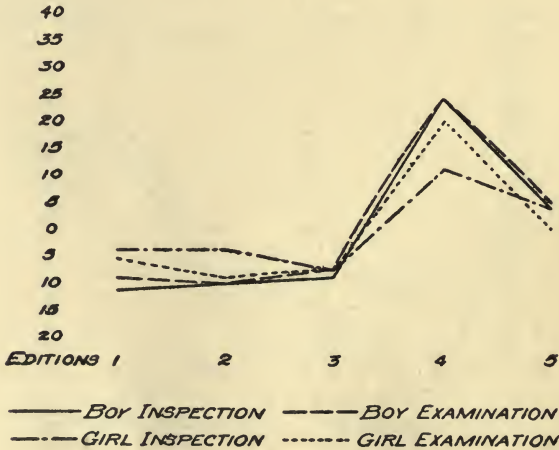


A rather general agreement prevails between the boys' and girls' evaluation again in this experiment. The girls rated the Wee Book higher than the boys by inspection and examination. The boys placed a higher value on Children's Stories That Never Grow Old by examination than did the girls. It fell considerably after examination by the girls, a drop of 23 points.

TABLE 45
EXPERIMENT IV: THE STORY OF BLACK SAMBO

Titles of editions	Values assigned by inspection		Values assigned by examination	
	Boys	Girls	Boys	Girls
Christmas Stocking Edition.....	-12	-4	-9	-5
Stokes Edition	-10	-4	-10	-9
Red Book Edition.....	-9	-8	-8	-8
Saalfield Edition	+24	+12	+24	+21
Children's Stories That Never Grow Old..	+4	+4	+5	0*

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

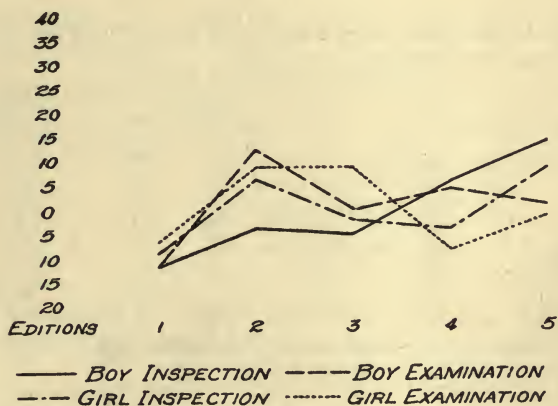


There is practically no difference between the sexes in regard to selection here.

TABLE 46
EXPERIMENT V: THE STORY OF THE NIGHT BEFORE CHRISTMAS

Titles of editions	Values assigned by inspection		Values assigned by examination	
	Boys	Girls	Boys	Girls
Christmas Stocking Edition.....	-11	- 8	-11	- 7
Wee Book Edition.....	- 4	+ 7	+12	+ 9
Red Book Edition.....	- 5	- 3	0*	+ 9
New American Reader.....	+ 6	- 4	+ 5	- 8
Children's First Book of Poetry.....	+14	+ 8	+ 1	- 3

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.



The girls valued Wee Book positively both by inspection and examination. The boys valued it negatively by inspection and agreed with the girls after examination. The New American Reader was assigned a positive value by the boys both by inspection and examination. After examination the girls gave it a negative value. Both the boys and the girls valued the Children's First Book of Poetry positively by inspection. It dropped 13 points after examination by the boys, and 11 points by the girls. Poetry does not seem popular with either sex.

EDITIONS EVALUATED BY SEXES

Table 47 gives the values assigned to the same edition as it was used in two or more of the experiments.

TABLE 47
STORIES THAT NEVER GROW OLD

Experiment		Inspection		Examination	
		Boys	Girls	Boys	Girls
I.	Cinderella	+39	+22	+46	+28
"	II. Sleeping Beauty	+36	+21	+41	+27
"	III. Peter Rabbit	+15	+22	+11	-1
"	IV. Black Sambo	+4	+4	+5	0*
	Mean value	+24	+17	+33	+14

Boys valued this edition more highly than did the girls.

CHRISTMAS STOCKING EDITION

Experiment		Inspection		Examination	
		Boys	Girls	Boys	Girls
I.	Cinderella	-2	0*	-8	-5
"	II. Sleeping Beauty	-12	-11	-16	-14
"	III. Peter Rabbit	-7	-10	-11	-9
"	IV. Black Sambo	-12	-4	-9	-5
"	V. Night Before Christmas.	-11	-8	-11	-7
	Mean value	-9	-7	-11	-8

With regard to this edition the girls and boys agree rather well. Both by inspection and examination did it receive a rather low negative value.

RED BOOK EDITION

Experiment		Inspection		Examination	
		Boys	Girls	Boys	Girls
I.	Cinderella	-11	-9	-10	-6
"	II. Sleeping Beauty	-6	-3	-3	-3
"	III. Peter Rabbit	-13	-8	-12	-11
"	IV. Black Sambo	-9	-8	-8	-8
"	V. Night Before Christmas.	-5	-3	0*	+9
	Mean value	-9	-6	-7	-4

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

A marked similarity in judgment appears with regard to the Red Book Edition. It received negative values in every instance except in the fifth experiment, when just 20% of all the boys chose it by examination, giving it a value of 0.

while 29% of all the girls chose it, giving it a value of +9. This is the value of the edition containing the familiar Mother Goose rhymes in addition to the Night Before Christmas poem. The girls display a slightly greater fondness for Mother Goose than do the boys.

		WEE BOOK EDITION			
		Inspection		Examination	
		Boys	Girls	Boys	Girls
Experiment III.	Peter Rabbit	- 9	+ 1	- 7	+ 5
"	V. Night Before Christmas.	- 4	+ 7	+12	+ 9
Mean value	.....	- 7	+ 4	+ 3	+ 7

This edition is more popular with the girls than with the boys. With both boys and girls it gained by examination. The Night Before Christmas gained 16 points by examination, going from -4 to +12 in value. It was this book which contained the illustrations that was so highly valued.

		ELSON THIRD READER			
		Inspection		Examination	
		Boys	Girls	Boys	Girls
Experiment I.	Cinderella	-13	- 4	-14	-15
"	II. Sleeping Beauty	- 4	- 9	-16	-14
Mean value	.....	- 9	- 7	-15	-15

Sex agreement is rather marked here.
 Values assigned editions used but once.

		CRANE EDITION			
		Inspection		Examination	
		Boys	Girls	Boys	Girls
Experiment II.	Sleeping Beauty	- 9	+ 1	- 7	+ 5

Girls valued this more highly than did the boys. This better type of illustrations does not appear to appeal to the boys.

		ALL ABOUT EDITION			
		Inspection		Examination	
		Boys	Girls	Boys	Girls
Experiment I.	Cinderella	-13	- 5	-13	- 2

A greater preference for this edition is shown by the girls.

CHILDREN'S FIRST BOOK OF POETRY

	Inspection		Examination	
	Boys	Girls	Boys	Girls
Experiment V. Night Before Christmas...	+14	+8	+1	-3

Externally it appealed more to the boys than to the girls, although both valued it rather highly by inspection. It received a positive value of +14 by the boys by inspection and +8 by the girls. In both instances it lost considerably by examination. Poetry does not appear to be very popular with either sex. It received +1 value from the boys and -3 from the girls by examination.

SAALFIELD EDITION

	Inspection		Examination	
	Boys	Girls	Boys	Girls
Experiment IV. Black Sambo	+24	+12	+24	+21

STOKES EDITION

	Inspection		Examination	
	Boys	Girls	Boys	Girls
Experiment I. Black Sambo	-14	-5	-7	+5

The girls ranked this positively by examination. It was valued negatively in both instances by the boys.

HURST EDITION

	Inspection		Examination	
	Boys	Girls	Boys	Girls
Experiment III. Peter Rabbit	+24	+12	+24	+2

Greater preference is shown by the boys for this book.

NEW AMERICAN READER

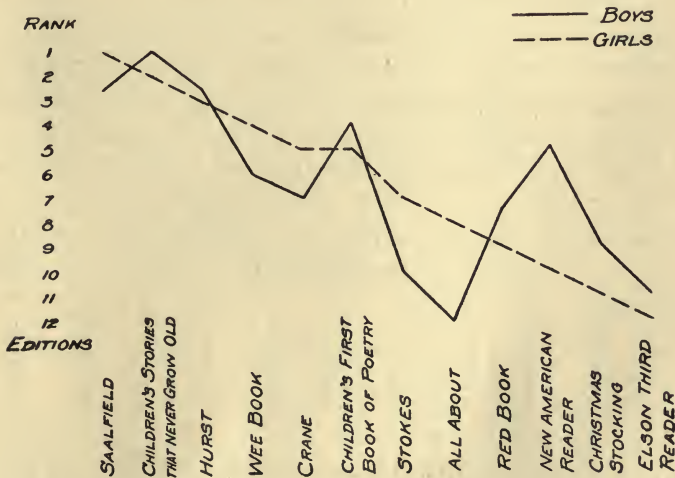
	Inspection		Examination	
	Boys	Girls	Boys	Girls
Experiment V. Night Before Christmas..	+6	-4	+5	-8

This text-book was valued positively by the boys and negatively by the girls.

Summary of rankings of all editions :

	Inspection		Examination		Inspection and examination		Rank	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Christmas Stocking Edition.....	- 9	- 7	-11	- 8	-10	- 8	8	11
Red Book Edition.....	- 9	- 6	- 7	- 4	- 8	- 7	6.5	9
Wee Book Edition.....	- 7	+ 4	+ 3	+ 7	- 2	+ 6	5	4
Stokes Edition	-14	- 5	- 7	+ 5	-11	0*	9	7
Hurst Edition	+24	+12	+24	+ 2	+24	+ 7	2.5	3
New American Reader.....	+ 6	- 4	+ 5	- 8	+ 6	- 6	4	9
Children's Stories That Never Grow Old	+24	+17	+33	+14	+29	+16	1	2
Crane Edition	- 9	+ 1	- 7	+ 5	- 8	- 3	1.5	5.5
All About Edition.....	-13	- 5	-13	- 2	-13	- 4	11	8
Children's First Book of Poetry.	+14	+ 8	+ 1	- 3	+ 8	+ 3	3	5.5
Elson Third Reader.....	- 9	- 7	-15	-15	-12	-11	10	12
Saalfield Edition	+24	+12	+24	+21	+24	+17	2.5	1

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.



GENERAL CONCLUSIONS

1. Sex differences are very slight. There appears to be no great differences between the sexes with regard to book selection.

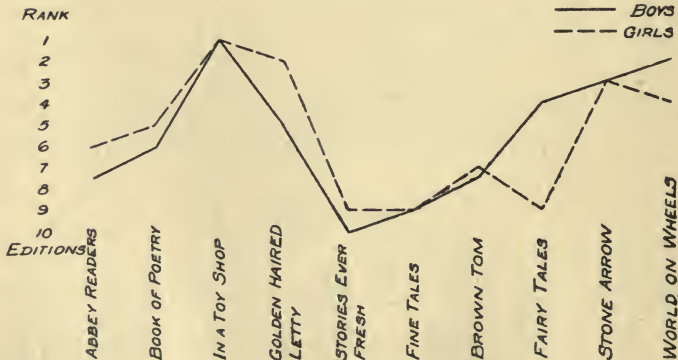
2. Girls appreciate the artistic illustrations of Crane better than do the boys.

3. Girls display a slightly greater preference for Mother Goose than do boys.

4. A book of poetry does not appeal to either sex in the primary school.

SEX DIFFERENCES IN TITLES

Titles	Per cent chosen		Rank	
	Boys	Girls	Boys	Girls
Abbey Readers	5	7	7.5	6
Book of Poetry.....	6	8	6	5
In a Toy Shop.....	24	27	1	1
Golden Haired Letty.....	7	18	5	2
Stories Ever Fresh.....	2	3	10	9
Fine Tales	3	3	9	9
Brown Tom	5	5	7.5	7
Fairy Tales	10	3	4	9
Stone Arrow	18	17	3	3
World on Wheels.....	20	9	2	4



The sex differences with regard to title selection are very slight. Yet these slight differences may be rather significant.

Both boys and girls chose "In a Toy Shop" first. The boys chose "The World on Wheels" second, while the girls placed "Golden Haired Letty" in the second rank. The girls placed "The World on Wheels" fourth. Both put "Fairy Tales" third. The boys placed "The Stone Arrow"

fourth, while the girls ranked it ninth or in the next to the last rank.

It would seem that girls show greater interest in a person, the heroine, than do boys. This supports the contention of the novelists that women are more interested in personalities than are men.

The boys placed the titles indicating an interesting implement (Stone Arrow), and a congenial activity (skating) before the titles suggesting personality.

The title "Brown Tom" was ranked low by both sexes. The title was suggested from one of their favorite stories "Black Sambo." It was an unfortunate selection, however. To the children it suggested the colored race, which aroused race prejudice in some.

SEX DIFFERENCES IN COLOR

All the twelve differently colored editions were arranged in a row before the children, their backs only on view. By this arrangement the cover illustrations were hidden; color was the isolated factor for inspection. They were asked to select the book that had the prettiest colored cover; the one whose color they liked the best.

Table 48 gives the per cent of times each sex chose a color and the rank of the colors by the boys and girls.

TABLE 48

Color	Times chosen		Per cent		Rank	
	Boys	Girls	Boys	Girls	Boys	Girls
1. Yellow	20	11	21	13	3	3
2. Blue	28	41	31	47	1	1
3. Red	27	15	29	18	2	2
4. Green	4	7	4	9	6	4
5. Grey	7	5	7	6	4	5
6. Violet	1	1	1	1	8	8.5
7. Orange	1	0	1	0	8	10
8. Brown	5	3	5	3	5	6.5
9. Pink	1	3	1	3	8	6.5
10. Purple	0	1	0	1	10	8.5
Total	94	87				



There is a very slight difference in color selection because of difference of sex. Both ranked *blue* first, *red* second, and *yellow* third. Green was ranked fourth by the girls and sixth by the boys. Pink and brown tied for sixth place with the girls. The boys ranked grey fourth, brown fifth, and pink eighth. Orange was ranked eighth by the boys and tenth by the girls.

The difference in shade and tone were disregarded in this experiment. The children wrote the number of the book they liked best, and wrote below this number, its color. This precaution was taken, because, oftentimes, especially with the young primary children, the *names* of colors are not properly known. This was quite true here. The edition, *Children's Stories That Never Grow Old* was numbered one. Number one was as often called "brown and not too bright" as it was called yellow. In recording and calculating, however, this was considered with the yellow preferences.

The blue most often selected was book two, *The Children's First Book of Poetry*, the vivid, bright, lighter shade of blue. Next in preference was the still lighter but vivid and bright shade of the Wee Book Edition of *Peter Rabbit*.

The dark, purple blue, of the Wee Book Edition, of the Night Before Christmas was marked 6, and was very infrequently selected. It was designated as purple in some instances. Again this is evidence to the fact that tint and tone are affective factors.

Book ten, the grey cover of the Crane Edition, was ranked fourth by the boys and fifth by the girls. By several of the girls it was named "dirty-white."

GENERAL CONCLUSIONS ON SEX AND GRADE DIFFERENCES

1. There are very slight differences due to either grade or sex.
2. The older girls appear to care more for the titles of heroines than titles indicating activities and things, than do the younger children.
3. Girls as a whole care more for titles of heroines than do the boys.
4. Boys and girls agree in color preferences. They chose practically the same colored editions.
5. The older children liked the classical Crane illustrations more than the younger ones.
6. The second and third grade children agree more completely than do the first grade with the older children in regard to books.

CHAPTER VII. ADDITIONAL INVESTIGATIONS

I. SUBJECTIVE REASONS OF CHILDREN FOR BOOK PREFERENCES

An additional check upon the children's preferences for books was taken. After the children had inspected the five books of any given experiment, they indicated their preferences. The examiner recorded their choices and the reasons they gave for such selection. They were then given a chance to examine, in a rather careful fashion, these same five books, and again to select the one preferred above the others. These choices, too, were recorded. If a child had made a change in selection after examination, he was asked why he had made a change, and what did he like about this new book.

In table 49 will be found a tabulation of these subjective reasons.

It seems fair to conclude that favorable factors are pictures, more than two stories to a volume, the size of the book and the size of the print.

Just what size is the most preferred again is not indicated. Approximately an equal amount of judgments were for the large book as were for the small one. On the other hand a book which contains a fair assortment of selections cannot be very small. Then, too, when the children were given an opportunity, they selected larger books.

TABLE 49

Reasons	Grade I		Grade II		Grade III		Total		Total
									Boys and Girls
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Like a big book.....	24	17	24	19	19	16	57	52	109
Like a small book....	14	22	22	10	24	14	60	46	106
Like a medium book..	0	0	6	4	1	3	7	7	14
Had no reason (because)	23	23	12	20	14	18	49	61	110
Book has more stories in	24	17	16	20	31	46	71	83	154
Contained familiar story or stories....	73	60	64	100	61	75	198	235	433
All one story.....	0	0	0	0	8	0	8	0	8
Short stories	1	2	1	2	0	6	2	10	12
Long stories	2	3	1	1	0	0	3	4	7
Like rhymes	1	1	7	2	1	9	9	12	21
Easier print to read (big)	0	2	39	36	12	8	52	46	98
Easy to handle.....	1	4	6	13	3	6	10	22	32
Liked pictures	175	134	124	133	136	139	435	406	841
Funny pictures	5	1	11	11	1	0	17	12	29
Funny stories	1	1	0	0	0	0	1	1	2
Had no pictures.....	1	0	1	0	2	1	4	1	5
Little on page (print)	2	1	0	0	0	0	2	1	3
Can turn pages quickly (thickness of paper)	0	0	1	0	0	0	1	0	1
Easier to read (words not so hard).....	5	0	0	0	0	0	5	0	5
Nice smooth pages...	0	0	0	0	1	0	1	0	1
Because it is hard....	0	0	0	0	0	0	0	0	0
Stories easy to find (index)	0	0	0	0	1	1	1	1	1
Because it is our reader	0	0	0	0	1	0	1	0	1
Like outside, all nice..	1	0	1	0	0	0	2	0	2
Too babyish	1	0	0	0	1	0	2	0	2
New one, never seen before	0	0	1	0	0	0	1	0	1
Thick with lots of pages	0	0	0	0	1	0	1	0	1
Total							1000	1000	2000

SUBJECTIVE REASONS LISTED IN ORDER OF PREFERENCES

Reasons	Number of judgments	Per cent of judgments
1. Liked the pictures.....	841	42
2. Stories in a familiar field (frequently these preferred stories were named)	433	22
3. Book has more stories in.....	154	8
4. Large book	109	5
5. Small book	106	5
6. Easier print to read (big).....	98	4
7. Easier to handle (good size).....	32	2
8. Funny pictures	29	1

II. ADULT OPINIONS OF WHAT BOOKS CHILDREN PREFER

Sixty-five teachers in the elementary schools, 15 men and 50 women, who were taking courses in elementary education at the Johns Hopkins University were asked to indicate the one book in the first experiment, *Story of Cinderella*, they thought the children in the primary schools would prefer above all the others. They were asked to select the book, just as were the children, first by inspection, later by examination.

Table 50 gives the results of the teachers' opinion of what primary children like in the way of books.

TABLE 50
RESULTS OF TEACHERS' JUDGMENTS UPON THE BOOKS CHILDREN
WOULD SELECT

I. TEACHERS' SELECTION OF THE BOOK THEY THOUGHT PRIMARY
CHILDREN WOULD SELECTExperiment I: *Story of Cinderella*

	Inspection				Examination			
	Men		Women		Men		Women	
	Times	Per ct.	Times	Per ct.	Times	Per ct.	Times	Per ct.
Christmas Stocking Edition.....	1	7	7	14	1	7	9	18
All About Edition.....	2	13	1	2	1	7	3	6
Red Book Edition.....	10	67	33	66	3	20	26	52
Elson Third Reader.....	2	13	2	4	2	13	4	8
Children's Stories That Never Grow Old.....	0	0	7	14	8	53	8	16
	<hr/>		<hr/>		<hr/>		<hr/>	
	15		50		15		50	

This table should be read in the following manner: In experiment one, *Story of Cinderella* 1 man, or 7% of all the men, and 7 women, or 14% of the women, selected the *Christmas Stocking Edition* by inspection as the preferred one; while 1 man, or 7% of the men, and 9 women, or 18% of the women, selected *Christmas Stocking Edition* by examination as the preferred one.

II. COMPARISON OF TEACHERS' OPINION WITH THE ACTUAL SELECTION BY THE CHILDREN

Titles of editions	By inspection											
	First grade				Second grade				Third grade			
	Per cent of times chosen		Rank		Per cent of times chosen		Rank		Per cent of times chosen		Rank	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Red Book Edition.....	10	6	4	5	11	17	3	3	5	11	4	4
2. Elson Third Reader.....	13	15	3	3.5	8	8	4	5	0	11	5	5
3. All About Edition.....	6	15	5	3.5	2	13	5	4	13	17	3	3
4. Christmas Stocking	14	23	2	2	17	19	2	2	24	19	2	2
5. Children's Stories That Never Grow Old.....	57	41	1	1	63	43	1	1	58	42	1	1

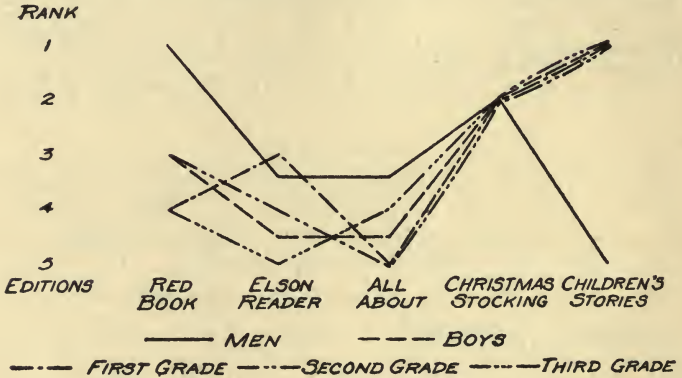
	Total			
	Per cent of times chosen		Rank	
	Boys	Girls	Boys	Girls
1.	9	11	3	4.5
2.	7	11	4.5	4.5
3.	7	15	4.5	3
4.	18	20	2	2
5.	59	43	1	1

Titles of editions	By examination											
	First grade				Second grade				Third grade			
	Per cent of times chosen		Rank		Per cent of times chosen		Rank		Per cent of times chosen		Rank	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Red Book Edition.....	5	11	5	3.5	11	12	3	4	13	20	2	3
2. Elson Third Reader.....	9	8	3	5	6	4	4	5	2	2	5	5
3. All About Edition.....	6	11	4	3.5	4	19	5	2	10	24	3.5	2
4. Christmas Stocking	13	14	2	2	13	15	2	3	10	15	3.5	4
5. Stories That Never Grow Old	67	56	1	1	66	50	1	1	65	39	1	1

	Total			
	Per cent of times chosen		Rank	
	Boys	Girls	Boys	Girls
1.	10	14	3	4
2.	6	5	5	5
3.	7	18	4	2
4.	12	15	2	3
5.	65	57	1	1

III. MEN'S JUDGMENT COMPARED WITH THE SELECTION BY INSPECTION OF THE BOYS

Titles of editions	Grades:	Rank- ing of men	Rank- ing of boys	Ranking of boys		
				1	2	3
Red Book Edition		1	3	4	3	4
Elson Third Reader.....		3.5	4.5	3	4	5
All About Edition.....		3.5	4.5	5	5	3
Christmas Stocking		2	2	2	2	2
Children's Stories That Never Grow Old		5	1	1	1	1



It is rather marked the difference between the opinions of the men concerning what boys like and the actual preferences of the boys. The fairly close agreement existing between the different grades is marked.

A. Men's judgments compared with the selection by inspection of all the boys. In one instance or 20% of the time the men judged correctly what edition the boys would choose by inspection. The median displacement in the other four rankings is two places.

B. Men's judgments compared with the selection by inspection of the first grade boys. In two instances or 40% of the time the men judged correctly as to what edition the boys in the first grade would select by inspection. The median displacement in the other three rankings was two and one-half places.

C. Men's judgments compared with the selection by inspection of the second grade boys. In one instance or 20%

of the time the men judged correctly as to what edition the boys in the second grade would select by inspection. The median displacement in the other four rankings was one and one-half places.

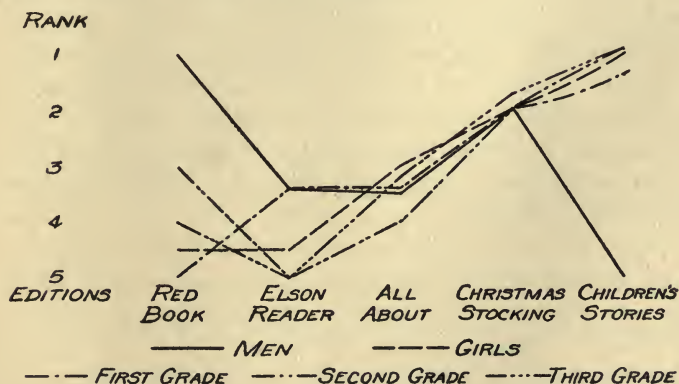
D. Men's judgments compared with the selection by inspection of the third grade boys. In two instances or 40% of the time the men judged correctly what editions the boys in the third grade would select by inspection. The median displacement in the other three rankings was two and one-half places.

The median per cent of all the correct judgments of men with the boys' selection by inspection is 30%. The median displacement in the rankings is one and three-quarter places.

Conclusion: The judgment of men upon what books are pleasing to boys in the primary grades from external appearances alone is not very reliable.

IV. MEN'S JUDGMENTS COMPARED WITH THE SELECTION BY INSPECTION OF THE GIRLS

Titles of editions	Grades:	Ranking of men	Ranking of girls	Ranking of girls		
				1	2	3
Red Book Edition.....	I	4.5	5	3	4	
Elson Third Reader.....	3.5	4.5	3.5	5	5	
All About Edition.....	3.5	3	3.5	4	3	
Christmas Stocking	2	2	2	2	2	
Children's Stories That Never Grow Old	5	1	1	1	1	



A. Men's judgments compared with the selection by inspection of all the girls. In two instances or 40% of the time the men judged correctly what edition the girls would select by inspection. The median displacement in the other three rankings is one and one-half places.

B. Men's judgments compared with the selection by inspection of the first grade girls. In three instances or 60% of the times the men judged correctly what edition the girls of the first grade would select by inspection. The displacement in the other two rankings is four places, the exact reverse of the pupils rankings being assigned by the men in both cases.

C. Men's judgments compared with the selection by inspection of the second grade girls. In two instances or 40% of the time the men judged correctly what edition the girls in the second grade would select by inspection. The median displacement in the rankings of the three other cases is two places.

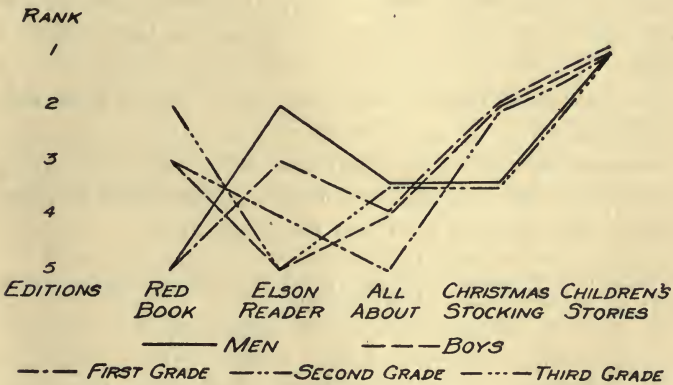
D. Men's judgments compared with the selection by inspection of the third grade girls. In two instances or 40% of the time the men judged correctly what edition the third grade girls would select by inspection. The median displacement in the rankings of the other three cases is three places.

Conclusion: The median per cent of all the correct judgments by inspection of the men with the girls is 40%. The median displacement in the ranking is two places.

General conclusion on men's judgments. Men's judgment as to what sort of book appeals to primary children by its mere external appearance is not very trustworthy. Probably but four out of ten times will they judge correctly. They appear to be able to judge a little better the girls' preferences than those of the boys.

V. MEN'S JUDGMENTS COMPARED WITH THE SELECTION BY EXAMINATION OF ALL THE BOYS

Titles of editions	Grades:	Rank- ing of men	Rank- ing of boys	Ranking of boys		
				1	2	3
Red Book Edition.....		5	3	5	3	2
Elson Third Reader.....		2	5	3	4	5
All About Edition.....		3.5	4	4	5	3.5
Christmas Stocking		3.5	2	2	2	3.5
Children's Stories That Never Grow Old		1	1	1	1	1



A. Men's judgment compared with the boys selection by examination. In two instances or 40% of the time the men judged correctly what editions the boys would choose by examination. The median displacement in the other three rankings is two places.

B. Men's judgment compared with the selection by examination of the first grade boys. In three instances or 60% of the time the men judged correctly what edition the boys of the first grade would select by examination. The median displacement in the other two rankings is just one place.

C. Men's judgment compared with the selection by examination of the second grade boys. In but one instance or just 20% of the time did the men judge correctly what edition the boys of the second grade would choose by ex-

amination. The median displacement of the other four rankings is between one and one-half places.

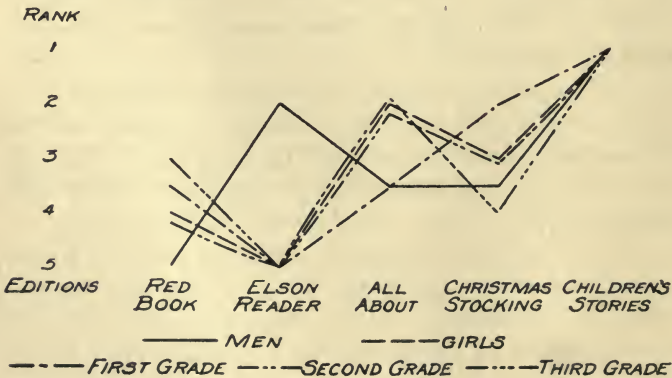
D. Men's judgment compared with the selection by examination of the third grade boys. In three instances or 60% of the time the men judged correctly what edition the boys in the third grade would choose by examination. The displacement in the other two instances is three, the position assigned by the men to the two editions being exactly the reverse to that assigned by the children. The men ranked the one edition in the fifth rank, the boys ranked it second. The men ranked the other edition second, and the boys ranked it fifth.

The men placed Elson Reader second in rank and the boys placed it last.

Conclusion: The median per cent of all the correct judgments of the men with the boys is 40%. The median displacement in the rankings is one and three-quarters.

VI. MEN'S JUDGMENT COMPARED WITH THE SELECTION BY EXAMINATION OF THE GIRLS

Titles of editions	Grades:	Ranking of men	Ranking of girls	Ranking of girls	
				1	2
Red Book Edition.....		5	4	3.5	4
Elson Third Reader.....		2	5	5	5
All About Edition.....		3.5	2	3.5	2
Christmas Stocking Edition.....		3.5	3	2	3
Children's Stories That Never Grow Old		1	1	1	1



A. Men's judgment compared with the selection by examination of all the girls. In two instances or 40% of the time the men judged correctly what edition the girls would select by examination. The median displacement in the other three rankings is one and one-half places.

B. Men's judgment compared with the selection by examination of the first grade girls. In two instances or 40% of the time the men judged correctly as to what edition the girls of the first grade would select by examination. The median displacement in the other three rankings is one and one-half places.

C. Men's judgment compared with the selection by examination of the second grade girls. In two instances or 40% of the time the men judged correctly as to what edition the second grade girls would choose by examination. The median displacement in the other three places is one and one-half.

D. Men's judgment compared with the selection by examination of the third grade girls. In two instances or 40% of the time the men judged correctly what edition the third grade girls would choose by examination. The median displacement in the other three rankings is two places.

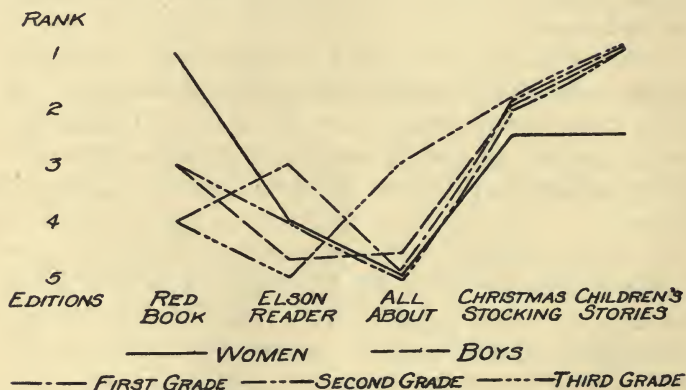
It is evident that less difference exists between the selection by the sexes than between men's opinion and children's choices.

Conclusion: The median per cent of all the correct judgments by examination of the men with the girls is 40%. The median displacement in the rankings is one and one-half places.

Men's judgment as to what sort of book attracts primary children by its internal factors is again not very trustworthy. Their judgments were as faulty with regard to boys as with regard to girls.

VII. WOMEN'S JUDGMENT COMPARED WITH THE SELECTION BY INSPECTION
OF THE BOYS

Titles of editions	Grades:	Rank of women	Rank of boys	Rank of boys		
				1	2	
Red Book Edition.....		1	3	4	3	4
Elson Third Reader.....		4	4.5	3	4	5
All About Edition.....		5	4.5	5	5	3
Christmas Stocking Edition.....		2.5	2	2	2	2
Children's Stories That Never Grow Old		2.5	1	1	1	1



A. Women's judgment compared with the selection by inspection of all the boys. In three instances or 60% of the time women judged correctly what edition the boys would choose by inspection. The median displacement in the two others is one place.

B. Women's judgment compared with the selection by inspection of the first grade boys. In two instances or 40% of the time the women judged correctly what edition the boys of the first grade would choose by inspection. The median displacement in the other three rankings is one and one-half places.

C. Women's judgment compared with the selection by inspection of the second grade boys. In three instances or 60% of the time the women judged correctly what edition

the boys of the second grade would choose by inspection. The median displacement of the other two rankings is one and three-quarters.

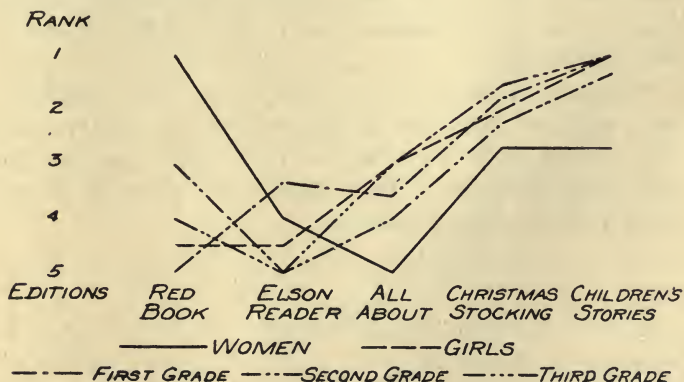
D. Women's judgment compared with the selection by inspection of the third grade boys. In two instances or 40% of the time the women judged correctly what edition the boys of the third grade would choose by inspection. The median displacement in the other two rankings is two places.

Conclusion: The median per cent of all the correct judgments is 50%. The median displacement in the rankings is one and five-eighths places.

The judgment of women upon what books, from external appearances alone, are pleasing to boys in the primary grades is not altogether reliable. Only half the time are their judgments probably correct. They do appear to judge of little boys' preferences better than do the men.

VIII. WOMEN'S JUDGMENTS COMPARED WITH THE SELECTION BY INSPECTION OF THE GIRLS

Titles of editions	Grades:	Rank of women	Rank of girls	Rank of girls		
				1	2	3
Red Book Edition.....		1	4.5	5	3	4
Elson Third Reader		4	4.5	3.5	5	5
All About Edition.....		5	3	3.5	4	3
Christmas Stocking Edition.....		2.5	2	2	2	2
Children's Stories That Never Grow Old		2.5	1	1	1	1



A. Women's judgment compared with the selection by inspection of all the girls. In two instances or 40% of the time the women judged correctly what edition the girls would select by inspection. The median displacement in the three other rankings is two places.

B. Women's judgment compared with the selection by inspection of the first grade girls. In two instances or 40% of the time the women judged correctly what edition the girls of the first grade would select by inspection. The median displacement in the three other rankings is one and one-half places.

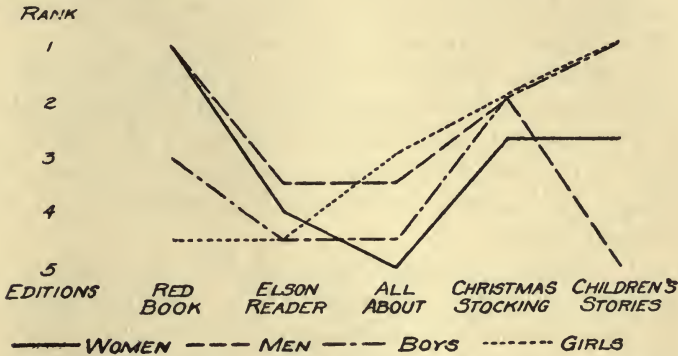
C. Women's judgment compared with the selection by inspection of the second grade girls. In one instance or 20% of the time the women judged correctly what edition the second grade girls would select by inspection. The median displacement in the four other rankings is one and one-quarter places.

D. Women's judgment compared with the selection by inspection of the third grade girls. In one instance or 20% of the time the women judged correctly what edition the girls of the third grade would select by inspection. The median displacement in the four other rankings is one and three-quarter places.

Conclusion: The median per cent of all the correct judgments by inspection of the women with the girls' selection is 30. The median displacement in the rankings is one and five-eighths places.

Women's judgments as to what sort of book appeals by mere external appearance to the girls of the primary grades is very unreliable. Probably but three out of ten times will they judge correctly. Their judgments with regard to boys' preferences is more dependable.

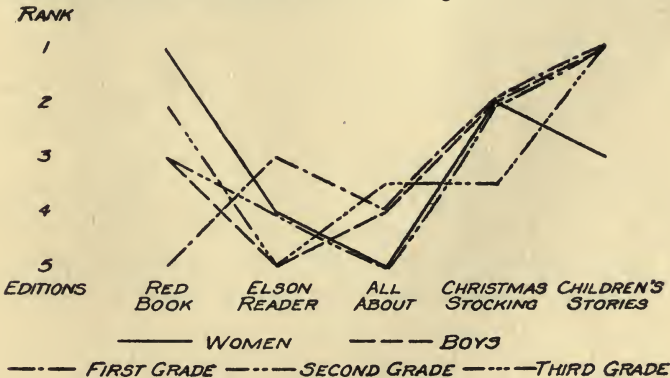
Boys' and girls' rankings of the five editions by inspection compared with the men's and women's judgments as to what they would choose.



It is evident that the boys and girls agree better with regard to books, than do the opinions of men and women concerning children's choices. It is also evident that there is greater agreement between men's and women's judgments, than between adult and children's judgments.

IX. WOMEN'S JUDGMENTS COMPARED WITH THE SELECTION BY EXAMINATION OF ALL THE BOYS

Titles of editions	Grades:	Ranking of women	Ranking of boys	Ranking of boys		
				1	2	3
Red Book Edition.....		1	3	5	3	2
Elson Third Reader.....		4	5	3	4	5
All About Edition.....		5	4	4	5	3.5
Christmas Stocking Edition.....		2	2	2	2	3.5
Children's Stories That Never Grow Old..		3	1	1	1	1



A. Women's judgment compared with the selection by examination of all the boys. In one instance or 20% of the time the women judged correctly what edition the boys would choose by examination. The median displacement in the four other rankings is one and one-half places.

B. Women's judgment compared with the selection by examination of the first grade boys. In one instance or 20% of the time the women judged correctly what edition the boys of the first grade would choose by examination. The median displacement in the other four rankings is one and one-half places.

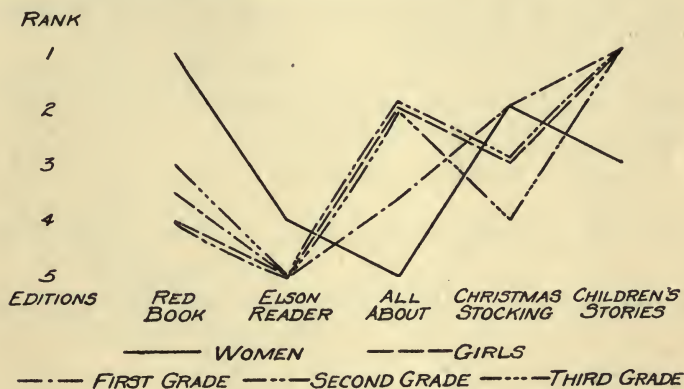
C. Women's judgment compared with the selection by examination of the second grade boys. In three instances or 60% of the time the women judged correctly what edition the boys of the second grade would choose by examination. The median displacement in the two other rankings is two places.

D. Women's judgment compared with the selection by examination of the third grade boys. In not one instance did the women judge correctly what edition the third grade boys would choose by examination. The median displacement in the five rankings is one and one-half places.

Conclusion: The median per cent of all the correct judgments is twenty. The median displacement in the rankings is one and one-half places.

X. WOMEN'S JUDGMENTS COMPARED WITH THE SELECTION BY EXAMINATION OF THE GIRLS

Titles of editions	Grades:	Rank- ing of women	Rank- ing of girls	Ranking of girls		
				1	2	3
Red Book Edition.....		1	4	3.5	4	3
Elson Third Reader.....		4	5	5	5	5
All About Edition.....		5	2	3.5	2	2
Christmas Stocking Edition.....		2	3	2	3	4
Children's Stories That Never Grow Old..		3	1	1	1	1



A. Women's judgment compared with the selection by examination of all the girls. In not a single instance did the women judge correctly what edition the girls would select by examination. The median displacement in the five rankings is two places.

B. Women's judgment compared with the selection by examination of the girls of the first grade. In one instance or 20% of the time the women judged correctly what edition the girls of the first grade would select by examination. The median displacement in the four other rankings is one and three-quarters places.

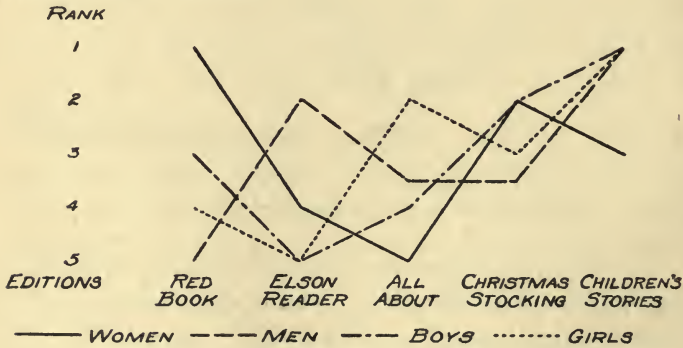
C. Women's judgments compared with the selection by examination of the second grade girls. In not a single instance did the women judge correctly what edition the girls of the second grade would select by examination. The median displacement in the five rankings is two places.

B. Women's judgment compared with the selection by examination of the third grade girls. In not a single instance did the women judge correctly what edition the girls of the third grade would select by examination. The median displacement in the five rankings is two places.

Conclusion: The median per cent of all the correct judgments is zero. The median displacement is two places.

The judgment of women upon what books are pleasing to children of the primary grades from the internal arrangement is totally unreliable.

Boys' and girls' rankings of the five editions by examination compared with the men's and women's judgments upon what they would choose.



It is evident that men and women differ considerably in their judgments upon what editions children would choose. It is clear also that there is less difference between the boys' and girls' selection than exists between the opinions of adults about their choices.

GENERAL CONCLUSIONS

MEN'S JUDGMENT

BY INSPECTION

30% of the time men judged correctly what edition boys would select.

40% of the time men judged correctly what edition girls would select.

35% of the time men judged correctly what edition girls and boys would select.

BY EXAMINATION

40% of the time men judged correctly what edition boys would select.

40% of the time men judged correctly what edition girls would select.

40% of the time men judged correctly what edition boys and girls would select.

WOMEN'S JUDGMENT

BY INSPECTION

50% of the time women judged correctly what edition boys would select.

30% of the time women judged correctly what edition girls would select.

40% of the time women judged correctly what edition girls and boys would select.

BY EXAMINATION

20% of the time women judged correctly what edition boys would select.

Zero per cent of the time women judged correctly what edition girls would select.

10% of the time women judged correctly what edition boys and girls would select.

Adult judgments upon what sort of a book from external appearance appeals to boys and girls is not very reliable.

Three and one-half times out of ten were the men correct for the boys.

Four times out of ten were they correct for the girls.

Four times out of ten were the women correct for the boys.

One time out of ten were the women correct for the girls.

Adult judgments concerning what inside of a book is attractive to children is also not very reliable.

Four times out of ten were the men correct for the boys.
 Four times out of ten were they correct for the girls.
 Twice out of ten times were the women correct for the boys.

Not a single time out of ten were they correct for the girls.

The women's judgments were better than the men's as to what book from its outward appeal the boys would select. The men's judgments were considerably better concerning the internal characteristics of a book that appeal to both boys and girls.

III. NEED FOR OPEN SHELVES IN SCHOOLROOMS AND LIBRARIES

Librarians have been urging for some time the need of open shelves for their patrons. The amount of help in book selection furnished by the open shelf can be estimated by the account published in the magazine on "Public Libraries."

A word concerning the open shelf. One of the largest and pleasantest rooms in the library, intended originally for registration only, had been utilized for the open shelves. Here are kept some 2500 books, most of them selected. Statistics of 1906 show that this room controlled one-fourth of the entire circulation for the year. During 1907 this percentage increased to more than one-third.

Sir John Lubbock's list was taken as foundation, though some were excluded as unfit for our purpose. This was added to considerably from the acknowledged classics of all countries. Finally, about 150 really great books appeared on the open shelves with a sign calling attention to them.

Now for the result. Manzoni's *Betrothed*, circulated 18 times in one year as opposed to four times the previous year. Pascal's *Thought*, which had left the library once the year before, was taken 10 times from the open shelves. We may even mention the *Koran* as an instance. This journeyed twice only in one year before it appeared here. Last year it was taken out 11 times.

This whole collection was such a success and circulated so many books which had previously seemed fairly rooted to the shelves, so seldom were they disturbed, that we concluded to make a collection of the greatest fiction of all countries. The new sets before mentioned were ordered for this purpose. There were nearly 200 books in this collection, which made their appearance with a sign bearing the following inscription: "Some novels which have stood the test of time."

You have heard the result with Jane Austen's books. They are no exception, but only one example of many which might be mentioned of successful circulation.¹

¹ Public Libraries, Vol. 13—October, 1908—No. 8, pages 294-296.

COMPARISON BETWEEN VALUES ASSIGNED BY INSPECTION AND BY EXAMINATION

EXPERIMENT I: THE STORY OF CINDERELLA

Editions	Grade I				Grade II				Grade III			
	Inspection	Examination	Gain by ex-amination	Loss by ex-amination	Inspection	Examination	Gain by ex-amination	Loss by ex-amination	Inspection	Examination	Gain by ex-amination	Loss by ex-amination
Christmas Stocking	-2	-3	..	1	-2	-6	..	4	-1	-8	..	7
All About Edition.....	-10	-11	..	1	-12	-8	..	4	-6	-4	2	..
Red Book	-12	-12	..	0	-6	-9	..	3	-12	-4	8	..
Elson Third Reader....	-6	-11	..	5	-12	-15	..	3	-14	-18	..	4
Children's Stories That Never Grow Old....	+30	+42	12	..	+32	+38	6	..	+34	+35	1	..

EXPERIMENT II: THE STORY OF SLEEPING BEAUTY

Christmas Stocking	-10	-10	..	0	-13	-17	..	4	-11	-16	..	5
Crane	+6	-15	..	21	+21	+3	1	..	-10	-8	..	2
Red Book	-4	-2	2	..	-7	-6	1	..	-1	-2	..	1
Elson Third Reader....	-9	-14	..	5	-7	-11	..	4	-18	-20	..	2
Children's Stories That Never Grow Old....	+39	+40	1	..	+26	+31	5	..	+19	+29	10	..

EXPERIMENT III: THE STORY OF PETER RABBIT

Christmas Stocking	-7	-4	3	..	-16	-11	5	..	-9	-15	..	6
Wee Book	-13	-12	1	..	-3	-1	2	..	-7	+12	19	..
Red Book	-12	-12	0	..	-11	-15	..	4	-8	-7	1	..
Hurst	+14	+5	..	9	+31	+23	..	8	+17	+17	..	0
Children's Stories That Never Grow Old....	+18	+20	2	..	+3	+9	6	..	-7	-7	..	14

EXPERIMENT IV: THE STORY OF BLACK SAMBO

Christmas Stocking	-2	0*	2	..	-11	-12	..	1	-10	-9	1	..
Stokes	-1	-6	..	5	-10	-13	..	3	-6	-9	..	3
Red Book	-12	-10	2	..	-11	-7	4	..	-3	-10	..	7
Saalfield	+12	+14	2	..	+23	+23	0	..	+20	+33	11	..
Children's Stories That Never Grow Old....	+3	+3	0	..	+10	+9	..	1	0*	-4	..	4

EXPERIMENT V: THE STORY OF THE NIGHT BEFORE CHRISTMAS

Christmas Stocking	-9	-8	1	..	-10	-12	..	2	-8	-5	3	..
Wee Book	-5	+1	6	..	+7	+17	10	..	+4	+6	2	..
Red Book	-4	+13	17	..	-5	-7	..	2	-2	-6	8	..
New American Reader.	+2	-5	..	7	-2	0*	2	..	+3	0*	..	3
Children's First Book of Poetry	+17	0*	..	17	+11	+2	..	9	+3	-6	..	9

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

BOOKS GAINING BY EXAMINATION

EXPERIMENT I

	Grades:	Points Gained		
		1	2	3
Children's Stories That Never Grow Old.....	12	6	1	
All About Edition.....	..	4	2	
Red Book Edition.....	..	..	8	

EXPERIMENT II

Red Book Edition.....	2	1	..	
Children's Stories That Never Grow Old.....	1	5	10	
Crane Edition .....	..	1	..	

EXPERIMENT III

Christmas Stocking Edition.....	3	5	..	
Wee Book Edition.....	..	2	19	
Children's Stories That Never Grow Old.....	2	6	..	
Red Book Edition.....	..	..	1	

EXPERIMENT IV

Christmas Stocking Edition.....	2	..	1	
Red Book Edition.....	2	4	..	
Saalfeld Edition	2	..	11	

EXPERIMENT V

Christmas Stocking Edition.....	1	..	3	
Wee Book Edition.....	6	10	2	
Red Book Edition.....	17	..	8	
New American Reader.....	..	2	..	

There were five books used in each of the five experiments. Therefore, there were twenty-five opportunities for the children to change their judgments concerning the books they selected by inspection.

In eleven of the instances in all three grades did books gain by examination, that is, in forty-five per cent of the cases, books were retained by a greater number of children after an opportunity for examination had been afforded them.

This result coincides with the librarians study and points to the necessity for open shelves.

FINAL CONCLUSIONS BASED UPON ENTIRE STUDY

1. The physical make-up of a book does exert influence upon children's selections.

2. Size appears to be a factor in book selection. The small, diminutive volume does not appeal as strongly as a larger book. The size most acceptable to the children in the primary grades appears to be about seven and one-half inches long by five inches wide and one inch thick. There needs to be further experimenting, however, to decide if a larger book would be more acceptable than this. These experiments had no book larger than the above.

3. The cover appears to be a factor in determining children's selection. The color of the cover exerts an influence. Brightness is a pleasing factor for children. Blue, red, and yellow are the favorite colors for covers.

4. Titles are an additional factor influencing book selection.

5. The internal arrangement of books also influences choices. (a) Numerous illustrations make a book acceptable to children. 25% of the book space seems the minimum amount of space to be devoted to pictures to make a book acceptable for little children. Large, full-paged pictures are preferred to smaller ones inserted irregularly in the text. (b) Colors preferred by the younger children are rather crude and elementary, having a high degree of saturation and a great deal of brightness. Older children gradually grow into a preference for softer tints and tones. (c) Humor and action in pictures make an appeal to primary children. (d) Pictures that have story-telling qualities have a high attraction. (e) A fair number of stories in a familiar field attract children to a book.

6. The short interest span of primary children seems to be a psychological explanation for their preference for not many lines to any one page. For the same reason a wide margin appears to be attractive, an average width of at least one inch should be used.

7. There were very few sex differences observable. Girls show a slightly greater appreciation of more artistic illustrations than do the boys. Small books are better liked by girls than by the boys. In examining the subjective reasons given by the children, very slight sex differences can be noted. The name of the heroine of a story appealed to the girls more than to the boys. This seems to bear out the conclusion that the feminine sex is more interested in people than in things. The name of an implement, the Stone Arrow, appealed more strongly to the boys than to the girls.

8. There are some slight grade differences. The first grades differ from the older children rather considerably in lack of artistic appreciation of pictures; in greater fondness for diminutive volumes; in greater fondness for crude, primary colors. The second and third grades exhibit very similar tastes with regard to books.

9. Adults appear to estimate children's book preferences most inaccurately. Men's judgment concerning what children like in the way of books are slightly better than are the women's judgments.

10. Titles appear to exert an influence with all the children. The word "reader" in a title appears to exert a negative influence upon the older primary children. More pleasing and suggestive titles on text-books might make them more acceptable to the patrons for whom they are designed.

11. The physical make-up of the text-book seems to be of a kind to exert a negative rather than a positive appeal. The Elson Reader was ranked very low and the New American Reader, while placed a little better, still came out towards the bottom of the list.

A SCORE CARD FOR EVALUATING THE VARIOUS FACTORS IN THE PHYSICAL MAKE-UP OF A BOOK FOR PRIMARY CHILDREN

A. METHOD EMPLOYED FOR EVALUATING ITEMS IN SCORE CARD

The problem as to the relative importance of the items on the score card was very early suggested. Naturally, no adult could decide this question, when it was demonstrated that adult judgments concerning children's tastes in books are extremely unreliable.

Modern statistical methods indicate that the composite opinion of a large number of *reliable* judges is a reasonably safe guide. It is certainly obvious that the only *reliable* judges concerning what sensory appeals affect children are the children themselves.

Therefore, in computing the score card, the two thousand subjective reasons why they like a book given by the children themselves were used as the basis for computation. The value of each heading was determined by its percentage of the two thousand reasons. These were then weighted in accordance with the findings from the actual choices of the children as indicated in the study.

Each item under each heading was calculated and weighted in this manner.

All of the books used in the experiment were then rated numerically by applying the score card, in order to see if they preserved the same ranking by quantitative markings as they did by the children's selections. This was found to be so.

B. USE OF SCORE CARD

Should an objective quantitative measurement of the physical factors of a book prove desirable, the score card will provide an instrument for this purpose.

The numerical values in the vertical columns at the right of each item are to be assigned for corresponding items in the physical make-up of the book for which an objective quantitative value is desired. For example, in order to assign a numerical value to a certain blue book, by consulting the values assigned to the items on the score card, it is seen that a cover, color blue, is assigned a value of 10 points; if the saturation is very high it is assigned an additional value of 2 points; if it has a medium amount of brightness, it receives an additional 1 point; therefore, it receives a total value of 13 points, out of a possible 14, for item A, "Color," under heading II, "Cover." In this manner, the book to be evaluated must be measured and compared, item for item, with the score card, and its final numerical value obtained by adding all the assigned values together.

SCORE CARD FOR EVALUATING THE VARIOUS FACTORS
IN THE PHYSICAL MAKE-UP OF A BOOK
FOR PRIMARY CHILDREN

Total
value
points
10

I. Size

Length inches	Score points	Width inches	Score points	Thick- ness inches	Score points	Area sq. inches	Score points	Volume cu. in.	Score points
8.5-7.5	1-1.5	8-6	1-2	2-1.25	1.5-2	68-46.5	1.5-2	132-69.75	1.5-2
7.5-7	1.5-2	6-5.5	1.5-2	1.25-1	2-1.5	46.5-38.5	2-1.5	69.75-38.5	2-1.5
7-6	2-1.5	5.5-4.5	2-1	1.5	1.5-1	38.5-27	1.5-1	38.5-17.5	1.5-1
6-5	1.5-1	4.5-3.5	1-1.5	.5- $\frac{3}{4}$	.5	27-17.5	1-1.5	17.5-8.75	1-1.5
5-4	1-.5	3.5-3	.5-0	under .8	0	17-5-12	.5-0	8.75-6	.5-0
under 4	.5-0	under 3	0	.....	.....	.....	.....	.....	.....

Maxi-
mum
Total
value
points
20

II. Cover

A. Color (Shade) 10

- 1. Blue 10
- 2. Red 6
- 3. Yellow 3
- 4. Green 2
- 5. Pink 1
- 6. Grey75
- 7. Tan5

B. Saturation 2

- 1. High degree 2-1.5
- 2. Medium degree 1.5-1
- 3. Low degree5-0

C. Brightness 2

- 1. High degree 2-1.5
- 2. Medium degree 1.5-1
- 3. Low degree5-0

D. Illustration of Cover..... 6

- 1. Percentage of entire cover space devoted to picture. 3
 - (a) 85%-65% of cover space devoted to picture 3-2.5
 - (b) 65%-45% of cover space devoted to picture 2.5-1.75
 - (c) 45%-25% of cover space devoted to picture 1.75-1
 - (d) Less than 15% over space devoted to picture 0
- 2. Color 2
 - (a) Colored, complementary or in other pleasing contrasting colors.....2-1.5
 - (b) Not in such sharp or pleasing contrast...1.5-1
 - (c) Faint tints, slight contrasting effect...1-.75
 - (d) In black or in extreme dull colors.... .75-.5
 - (e) Very faint5-0
- 3. Lettering 1
 - (a) Colored in complementary or in pleasing contrasting colors 1-.5
 - (b) Size $\frac{1}{2}$ -inch to $\frac{1}{4}$ -inch tall.....1-.5
 - (c) Less than $\frac{1}{4}$ -inch tall..... .5-0

	Maxi- mum	Total value points 5
III. Title		
1. An interesting place, event or activity (in a Toy Shop)	5	
2. Title containing term "Fairy Tales"	4	
3. An interesting action (The World on Wheels)....	4	
4. Name of heroine.....	3	
5. Name of implement (Stone Arrow).....	3	
6. Name of hero.....	3	
7. Containing term "Reader".....	1	
8. Describing content (stories ever fresh).....	.6	
IV. Amount of Content.....		20
A. Number of pages.....		5
1. 350-400	0-1	
2. 300-350	1-3	
3. 250-300	4-5	
4. 200-250	3-4	
5. 150-200	2-3	
6. 100-150	1-2	
7. 50-100	0-1	
8. Below 50	zero	
B. Number of stories.....		5
1. Over 120	1-zero	
2. 120-70	2-1	
3. 70-35	4-2	
4. 35-20	4-5	
5. 20-5	5-2	
6. 5-2	2-1	
7. 2-1 .....	.5	
C. Per cent of Stories in Familiar Field.....		10
1. 100%-75%	10-7	
2. 75%-50%	7-4	
3. 50%-25%	4-1	
4. From 25%-10%	1-zero	
V. Illustrations		38
A. Per cent of entire book space.....		7
1. More than 50%.....	7	
2. 50%-35%	5-4	
3. 35%-20%	4-3	
4. 20%-5%	3-1	
5. Less than 5%.....	1-zero	
B. Size of Illustration.....		3
1. Full-page area, 35 sq. in.-24.75 sq. in.....	3-2.5	
2. Full-page area, 24.75 sq. in.-14.75 sq. in.....	2.5-2	
3. Full-page area, 14.75 sq. in.-10.75 sq. in.....	2-1.5	
4. Full-page area, 10.75 sq. in.- 5.5 sq. in.....	1.5-.75	
5. Full-page area, below 5.5.....	zero	
6. Not full-paged area, 30 sq. in.-20 sq. in.....	1.5-1	
7. Not full-paged area, 20 sq. in.-10 sq. in.....	1-.5	
8. Not full-paged area, 10 sq. in.- 5 sq. in.....	.5-zero	
9. Not full-paged area, below 5 sq. in.....	zero	
10. Insertions between printed lines.....	zero	
C. Color of Illustration.....		20
1. Soft, pleasing tones and tints, well saturated and bright	20-15	
2. Vivid color, well saturated, fair degree of brightness, pleasing contrasts.....	15-12	

	Maxi- mum	Total value points
3. Intense, primary, well saturated, high degree of brightness, not gaudy.....	12-10	
4. Intense, gaudy, well saturated, high degree of brightness	10-5	
5. Dull colors, low saturation, pale contrasts.....	5-3	
6. Colored prints in one or two tones of same color..	3-1	
7. Black and white.....	2-zero	
D. Details in Illustrations.....		5
1. Few, large, striking, well arranged, strong in appeal to children's interests.....	5-3	
2. Few, large, containing animals.....	3-2	
3. Few, small, strong in appeal to children's interests	2-1	
4. Few, small, well arranged, fair in appeal to children's interests	1-0	
5. Many, not striking, small, small appeal to children's interests	1-0	
6. Few, not striking, weak in appeal to children's interests	1-0	
E. Characteristics of Illustrations.....		3
1. Humorous, contain animals, tell a story, full of action	3-2	
2. Full of action, suggest story.....	2-1	
3. Slight or no humor, very dignified, some suggest stories	1-75	
4. Without any emotional, story-telling qualities, mere landscapes	75-0	
VI. Appearance of page.....		7
A. Per cent of marginal space.....		2
1. Above 65%	1-0	
2. 65%-60%	2-1	
3. 60%-40%	1-75	
4. 40%-30%	75-5	
5. Below 30%	zero	
B. Marginal space		1
1. Average top and bottom each, 1 inch or over.....	.5	
2. Average inner and outer each, 1 inch or over.....	.5	
C. Average number of lines to page.....		2
1. 22 or above.....	5-0	
2. 20-15	1.5-1	
3. 15-13	1.75-1.5	
4. 12-10	2-1.75	
5. 10-7	1.75-1	
6. Below 7 and not uniform number to page.....	5-zero	
D. Average length of line.....		2
1. Above 4½	75-0	
2. 3½-4½	75-1	
3. 2-3	1-2	
4. Shorter than 2 inches.....	75-0	

NOTE.—“School books should be made of white paper, without gloss; the lines should be short, preferably about three inches, the margins wide and the print large.” Terman, the Hygiene of the School Child, p. 277. These are fundamental requirements and no book should be considered worthy of evaluation that violates them.

BOOK ONE: BLACK SAMBO. SAALFIELD PUBLISHING COMPANY

	Score points	Total points
I. Size		5.75
Length, 8 in.	1.0	
Width, 6½ in.	1.5	
Thickness, ¼ in. ....	.75	
Area, 50 sq. in.	1.75	
Volume, 12.5 cu. in. ....	.75	
Total	5.75	
II. Cover		15.50
A. Color:		
Hue of blue.....	10.00	
Saturation low	0.5	
Brightness medium	1.0	
B. Illustration on cover:		
30% of entire space.....	1.0	
Vividly colored, high contrasting effects.....	2.0	
Color of letters, red and blue.....	0.5	
Size of letters, ⅜ in. tall.....	0.5	
Total	15.50	
III. Title		3.0
Name of hero.....	3.0	
IV. Amount of content.....		13.5
Number of pages, 43.....	4.0	
Number of stories, 1.....	0.5	
Per cent of story in a familiar field, 90.....	9.0	
Total	13.5	
V. Illustrations		33.0
63% of entire book space.....	7.0	
Size: many full page—area 35 sq. in., 24.75 sq. in.....	3.0	
Color: some black and white, some highly saturated, bright primary colors	15.0	
Details in pictures: few, large, appeal to child's interests....	5.0	
Characteristics of pictures: humorous, story telling, action, etc., contain animals.....	3.0	
Total	33.0	
VI. Appearance of page.....		5.5
Amount of marginal space, 64%.....	2.0	
Average number of lines to page, 6.....	0.75	
Average length of line, 5 in., not uniform.....	.75	
Inner and outer margin: more than 1 in.....	1.00	
Top and bottom margin: more than 1 in.....	1.00	
Total	5.50	
Total value in score points.....		76.25

BOOK TWO: CHILDREN'S STORIES THAT NEVER GROW OLD. REILLY
& LEE, PUBLISHERS

	Score points	Total points
I. Size		8.65
Length, 7 $\frac{3}{4}$ in.	1.4	
Width, 6 in.	2.0	
Thickness, 1 $\frac{1}{4}$ in.	1.75	
Area, 46.5 sq. in.	2.0	
Volume, 58 cu. in.	1.5	
Total	8.65	
II. Cover		10.75
A. Color:		
Hue, yellow	3.0	
Saturation, medium	1.0	
Brightness, medium	1.0	
Total	5.0	
B. Illustration on cover:		
Size: per cent of entire cover space, 85.....	3.0	
Color: intense, vivid, complementary, primary.....	2.0	
Lettering, color of: vivid red.....	0.5	
Lettering, size of: $\frac{3}{8}$ in.....	0.25	
Total	5.75	
III. Title		1.00
Description of contents.....	1.0	
IV. Amount of content.....		20.00
Number of pages, 312.....	5.0	
Number of stories, 20.....	5.0	
Per cent of stories in a familiar field, 100.....	10.0	
Total	20.0	
V. Illustrations		19.0
Per cent of entire book space, 25.....	3.0	
Size: full page area—18 sq. in.....	2.0	
Color: intense; primary colors well saturated.....	8.0	
Details: large, appeal to child's interests.....	3.0	
Characteristics: humorous, contain animals, tell a story.....	3.0	
Total	19.0	
VI. Appearance of page.....		5.50
Amount of marginal space, 59%.....	1.0	
Average number lines to page, 16.....	1.5	
Average length of line, 3 $\frac{1}{4}$ in.....	1.0	
Inner and outer margin: more than 1 in.....	1.0	
Top and bottom margin: more than 1 in.....	1.0	
Total	5.5	
Total value in score points.....		64.90

BOOK THREE: THE TALE OF PETER RABBIT. HURST AND COMPANY,
PUBLISHERS

	Score points	Total points
I. Size		6.75
Length, 7 in.	2.0	
Width, 5½ in.	1.5	
Thickness, ¼ in.	1.0	
Area, 38.5 sq. in.	1.5	
Volume, 19.25 cu. in.	0.75	
	<hr/>	
Total	6.75	
II. Cover		12.00
A. Color:		
Hue, grey	0.75	
Saturation, low degree.....	0.5	
Brightness, high degree.....	2.0	
B. Illustration on Cover:		
Size: per cent of entire space, 73.....	3.0	
Color: highly contrasting effects, pleasing.....	4.0	
Lettering, color of: black, bold striking.....	.75	
Lettering, size of: ¼ in. tall.....	1.00	
	<hr/>	
Total	12.00	
III. Title		3.00
Name of the hero.....	3.00	
IV. Amount of content.....		6.5
Number of pages, 101.....	1.0	
Number of stories, 1.....	0.5	
Per cent of story in familiar field, 50.....	5.0	
	<hr/>	
Total	6.5	
V. Illustrations		30.0
Per cent of entire book space devoted to, 38.....	4.0	
Size: full-page, 35 sq. in.....	3.0	
Color: bright, primary, well saturated, pleasing to children..	15.0	
Details: few, large, appeal to childish interests.....	5.0	
Characteristics: humorous, full of action, suggest stories....	3.0	
	<hr/>	
Total	30.0	
VI. Appearance of page.....		4.5
Amount of marginal space, 68%.....	1.5	
Average number of lines per page, no uniformity.....	0.0	
Average length of line, no uniformity.....	1.0	
Inner and outer margin: more than 1 in.....	1.0	
Top and bottom margin: more than 1 in.....	1.0	
	<hr/>	
Total	4.5	
		<hr/>
Total value in score points.....		62.75

BOOK FOUR: THE NIGHT BEFORE CHRISTMAS, WEE BOOKS FOR WEE
FOLKS. ALTEMUS CO., PUBLISHERS

	Score points	Total points
I. Size		4.00
Length, 5½ in.	1.0	
Width, 4½ in.	1.0	
Thickness, ¾-in. ....	.75	
Area, 23.38 sq. in.	0.75	
Volume, 8.78 cu. in.	0.5	
	4.00	
II. Cover		16.00
A. Color:		
Hue, blue	10.0	
Saturation, high degree.....	2.0	
Brightness, medium degree.....	1.0	
B. Illustration on Cover:		
Size: per cent of entire cover space, 37.....	1.0	
Color: creamy white, making strong contrast.....	1.0	
Lettering, color of: bright orange.....	.5	
Lettering, size of: ¼ in. tall.....	.5	
	16.0	
III. Title		5.00
An interesting event.....	5.0	
IV. Amount of content.....		12.0
Number of pages, 59.....	4.0	
Number of stories, 1.....	0.5	
Per cent of story in familiar field, 75.....	7.5	
	12.0	
V. Illustrations		20.00
Per cent of entire book space devoted to, 46.....	4.5	
Size: full-paged, area 8.75.....	1.5	
Color: intense, bright, primary.....	8.0	
Details: hardly any, large central figure predominates.....	3.0	
Characteristics: conventional Christmas ideas pictured, that appeal strongly to children, stories suggested.....	3.0	
	20.0	
VI. Appearance of page.....		3.0
Amount of marginal space, 89%.....	0.0	
Average number of lines per page, not uniform.....	0.5	
Average length of lines, metrical form.....	0.5	
Inner and outer margin: more than 1 in.....	1.0	
Top and bottom margin: more than 1 in.....	1.0	
	3.0	
		60.00
		60.00

BOOK FIVE: THE CHILDREN'S FIRST BOOK OF POETRY. SELECTED BY
EMILIE K. BAKER. PUBLISHED BY AMERICAN BOOK CO.

	Score points	Total points
I. Size		8.00
Length, $7\frac{1}{2}$ in.	1.75	
Width, $5\frac{1}{2}$ in.	2.00	
Thickness, $\frac{1}{2}$ in.	1.00	
Area, 41.25 sq. in.	1.75	
Volume, 20.63 cu. in.	1.50	
Total	8.00	
II. Cover		18.00
A. Color:		
Hue, blue	10.00	
Saturation, high degree.....	2.00	
Brightness, high degree.....	2.00	
B. Illustration on cover:		
Size: per cent of entire cover space, 24.....	1.00	
Color: not in strong contrasts, dark blue.....	1.50	
Lettering, color of: dark blue.....	1.00	
Lettering, size of: $\frac{1}{8}$ in.....	0.50	
Total	18.00	
III. Title		2.00
Description of contents.....	2.00	
IV. Amount of content.....		13.50
Number of pages, 224.....	4.00	
Number of stories, 135 poems.....	2.00	
Per cent of poems in familiar field, 75.....	7.50	
Total	13.50	
V. Illustration		7.25
Per cent of entire book space devoted to, 20.....	2.75	
Size: average 8.75 sq. in. occupying about 8% of a page.....	.50	
Color: black and white.....	2.00	
Details: small, insignificant, non-appealing to children.....	1.00	
Characteristics: without emotional qualities, mere landscape effects	1.00	
Total	7.25	
VI. Appearance of page.....		6.25
Amount of marginal space, $33\frac{1}{2}$	0.75	
Average number of lines per page, 20.....	1.50	
Average length of line—vary because of poetical form.....	2.00	
Inner and outer margin: more than 1 in.....	1.00	
Top and bottom margin: more than 1 in.....	1.00	
Total	6.25	
Total value in score points.....		55.00

BOOK SIX: THE NIGHT BEFORE CHRISTMAS, RED BOOK SERIES.
REILLY & LEE CO.

	Score points	Total points
I. Size		6.00
Length, 7 in.	2.0	
Width, 5½ in.	1.75	
Thickness, ⅜ in.	0.75	
Area, 36.75 sq. in.	1.00	
Volume, 13.75 cu. in. ....	.50	
	<hr/>	
Total	6.00	
II. Cover		8.00
A. Color:		
Hue, red (pinkish).....	4.00	
Saturation, medium degree.....	0.50	
Brightness, high degree.....	1.00	
B. Illustration on cover:		
Size: per cent of entire cover space, 27.....	1.00	
Color: dull tones, not clear nor striking.....	.50	
Lettering, color of: white.....	.50	
Lettering, size of: ⅜ in.....	.50	
	<hr/>	
Total	8.00	
III. Title		5.00
Interesting event to children.....	5.00	
IV. Amount of content.....		12.40
Number of pages, 57.....	.40	
Number of stories, 1-20, Mother Goose rhymes.....	2.00	
Per cent of content in familiar field, 100.....	10.00	
	<hr/>	
Total	12.40	
V. Illustrations		18.00
Per cent of entire book space devoted to, 28.....	3.00	
Size: full-paged, area 18 sq. in.....	2.00	
Color: bright, intense, primary.....	8.00	
Details: large, few, many animals, appeal to children's interests	3.00	
Characteristics: humorous, even farcical, suggest stories, full of action	2.00	
	<hr/>	
Total	18.00	
VI. Appearance of page.....		5.50
Amount of marginal space, 60%.....	1.00	
Average number of lines per page, 10.....	1.50	
Average length of line—uniformly 3¼ in.....	1.00	
Inner and outer margin: more than 1 in.....	1.00	
Top and bottom margin: more than 1 in.....	1.00	
	<hr/>	
Total	5.50	
		<hr/>
Total value in score points.....		54.90

BOOK SEVEN: THE SLEEPING BEAUTY AND BLUE BEARD BY WALTER CRANE. LANE PUBLISHING CO., LONDON

	Score points	Total points
I. Size		3.75
Length, 5½ in.	0.75	
Width, 4½ in.	1.00	
Thickness, ⅜ in.	0.75	
Area, 23.38 sq. in.	0.75	
Volume, 8.78 cu. in. ....	.50	
Total	3.75	
II. Cover		9.25
A. Color:		
Hue, dark grey border.....	.75	
Saturation, high degree.....	2.0	
Brightness, low degree.....	1.0	
B. Illustration on cover:		
Size: per cent of entire cover space, 80.....	3.0	
Color: beautiful, attractive contrasts.....	2.5	
Lettering, color of: red, pleasing tones.....	0.0	
Lettering, size of: ¼ in.....	0.0	
Total	9.25	
III. Title		3.00
Name of hero and heroine.....	3.00	
IV. Amount of content.....		11.00
Number of pages, 53.....	4.00	
Number of stories, 2.....	1.00	
Per cent of content in familiar field, 60.....	6.00	
Total	11.00	
V. Illustration		23.00
Per cent of entire book space devoted to, 44.....	4.00	
Size: largest area 26 sq. in., smallest area 15.75; full-paged... 3.00	3.00	
Color: soft, bright, pleasing tints and tones.....	14.00	
Details: classical effects in dress, furnishings, not childish in appeal	1.00	
Characteristics: little humor, dignified, stately, some story-telling suggestions	1.00	
Total	23.00	
VI. Appearance of page.....		4.25
Amount of marginal space, 39%.....	0.50	
Average number of lines per page, 11.....	1.75	
Average length of lines, not uniform—poetry.....	1.00	
Inner and outer margin: more than 1 in.....	1.00	
Top and bottom margin: less than 1 in.....	0.00	
Total	4.25	
Total value in score points.....		54.25

BOOK EIGHT: NEW AMERICAN READER, BOOK THREE. GINN AND COMPANY, PUBLISHERS

	Score points	Total points
I. Size		7.25
Length, 7½ in.	1.75	
Width, 5½ in.	1.50	
Thickness, ¾ in.	1.50	
Area, 41.25 sq. in.	1.50	
Volume, 36 cu. in.	1.00	
Total	7.25	
II. Cover		14.50
A. Color:		
Hue, blue	10.00	
Saturation, low degree.....	0.50	
Brightness, low degree.....	0.50	
B. Illustration on cover:		
Size: per cent of entire cover space, 44.....	1.00	
Color: dark blue, slight contrasting effects.....	0.50	
Lettering, color of: dark blue.....	1.50	
Lettering, size of: ⅜ in.....	0.50	
Total	14.50	
III. Title		1.00
New American Readers.....	1.00	
IV. Amount of content.....		14.50
Number of pages, 290.....	4.00	
Number of stories and poems, 46.....	3.50	
Per cent of content in familiar field, 80.....	7.00	
Total	14.50	
V. Illustrations		13.25
Per cent of entire book space devoted to, 32.....	3.50	
Size: average area 12 sq. in., occupying between 30%-50% of page area .....	.75	
Color: black and white.....	2.00	
Details: few, simple, bold, some humorous, many animals....	4.00	
Characteristics: suggest stories, many slightly humorous, a fair amount of action in many.....	3.00	
Total	13.25	
VI. Appearance of page.....		3.25
Amount of marginal space, 44%.....	0.75	
Average number of lines per page, 20.....	1.00	
Average length of line, uniformly 4 in.....	0.50	
Inner and outer margin: less than 1 in.....	0.00	
Top and bottom margin: more than 1 in.....	1.00	
Total	3.25	
Total value in score points.....		53.75

BOOK NINE: PETER RABBIT, WEE BOOK SERIES (SEE BOOK FOUR)

	Score points	Total points
I. Size		4.00
Length, $5\frac{1}{2}$ in.	1.00	
Width, $4\frac{1}{4}$ in.	1.00	
Thickness, $\frac{3}{8}$ -in. ....	.75	
Area, 23.38 sq. in.	0.75	
Volume, 8.78 cu. in.	0.50	
	<hr/>	
Total	4.00	
II. Cover		14.00
A. Color:		
Hue, blue	10.00	
Saturation, high degree.....	1.00	
Brightness, medium degree.....	0.00	
B. Illustration on cover:		
Size: per cent of entire cover space, 55.....	1.50	
Color: dark blue, dull red.....	0.50	
Lettering, color of: dull orange.....	0.50	
Lettering, size of: $\frac{1}{4}$ inch.....	0.50	
	<hr/>	
Total	14.00	
III. Title		3.00
Name of hero.....	3.00	
IV. Amount of content.....		9.50
Number of pages, 63.....	4.00	
Number of stories, 1.....	0.50	
Per cent of story in familiar field, 50.....	5.00	
	<hr/>	
Total	9.50	
V. Illustrations		16.50
Per cent of entire book space devoted to, 46.....	4.00	
Size: full-page 8.75 sq. in. area.....	1.50	
Color: bright, soft, attractive.....	7.00	
Details: very few, animals often used.....	2.00	
Characteristics: some humor, a great deal of action, suggest stories	2.00	
	<hr/>	
Total	16.50	
VI. Appearance of page.....		6.50
Amount of marginal space, 64%.....	2.00	
Average number of lines, 12.....	2.00	
Average length of line, uniform $2\frac{1}{2}$ in.....	0.50	
Inner and outer margin: more than 1 in.....	1.00	
Top and bottom margin: more than 1 in.....	1.00	
	<hr/>	
Total	6.50	
		<hr/>
Total value in score points.....		53.50

BOOK TEN: LITTLE RED RIDING HOOD OF THE CHILDREN'S RED BOOK
SERIES (SEE NUMBER SIX)

	Score points	Total points
I. Size		6.0
Length, 7 in.	2.00	
Width, 5½ in.	1.75	
Thickness, ⅜ in.	0.75	
Area, 36.75 sq. in.	1.00	
Volume, 13.75 cu. in.	0.50	
Total	6.00	
II. Cover		8.00
A. Color:		
Hue, red (pinkish).....	4.00	
Saturation, medium degree.....	0.50	
Brightness, high degree.....	1.00	
B. Illustrations on cover:		
Size: per cent of entire cover space, 27.....	1.00	
Color: muddy tones.....	0.50	
Lettering, color of: white.....	0.50	
Lettering, size of: ⅝ in.....	0.50	
Total	8.00	
III. Title		3.00
Heroine's name	3.00	
IV. Amount of content.....		10.40
Number of pages, 57.....	0.4	
Number of stories, 2.....	1.0	
Per cent of stories in familiar field, 90.....	9.0	
Total	10.4	
V. Illustrations		17.00
Per cent of entire book space devoted to, 46.....	4.00	
Size: full-page, 15.75 sq. in.....	2.00	
Color: bright, gaudy, intensely crude.....	8.00	
Details: very few.....	2.00	
Characteristics: full of action, suggest stories.....	1.00	
Total	17.00	
VI. Appearance of page.....		6.00
Amount of marginal space, 60%.....	1.00	
Average number of lines per page, 12.....	2.00	
Average length of line, uniformly 3¼ in.....	1.00	
Inner and outer margin: more than 1 in.....	1.00	
Top and bottom margin: more than 1 in.....	1.00	
Total	6.00	
Total value in score points.....		50.40

BOOK ELEVEN: THE STORY OF LITTLE BLACK SAMBO. STOKES AND
Co., PUBLISHERS, N. Y.

	Score points	Total points
I. Size		4.25
Length, 5½ in.	1.00	
Width, 4 in.	0.75	
Thickness, ½ in.	1.00	
Area, 22 sq. in.	0.75	
Volume, 11 cu. in.	0.75	
Total	4.25	
II. Cover		7.50
A. Color:		
Hue, yellowish-green	2.50	
Saturation, low degree.....	0.00	
Brightness, high degree.....	2.00	
B. Illustration:		
Size: per cent of entire cover space, 25.....	1.00	
Color: bold contrasting, reds and blues.....	1.00	
Lettering, color of: black.....	0.50	
Lettering, size of: ⅜ in.....	0.50	
Total	7.50	
III. Title		3.00
Name of hero.....	3.00	
IV. Amount of content.....		13.50
Number of pages, 56.....	4.00	
Number of stories, 1.....	0.50	
Per cent of story in familiar field, 90.....	9.00	
Total	13.50	
V. Illustration		16.00
Per cent of entire book space devoted to, 46.....	4.00	
Size: full-paged, area 20 sq. in.....	2.00	
Color: very bright primary colors.....	6.00	
Details: well selected, few, pleasing to children.....	2.00	
Characteristics: lively, humorous, full of action, suggest stories	2.00	
Total	16.00	
VI. Appearance of page.....		4.50
Amount of marginal space, 61%.....	2.00	
Average number of lines, 10.....	1.75	
Average length of line, uniformly 2¼ in.....	0.75	
Inner and outer margin: less than 1 in.....	0.00	
Top and bottom margin: less than 1 in.....	0.00	
Total	4.50	
Total value in score points.....		48.75

BOOK TWELVE: ALL ABOUT CINDERELLA. CUPPLES & SONS,
PUBLISHERS, N. Y.

	Score points	Total points
I. Size		4.00
Length, 5½ in.	1.00	
Width, 4¼ in.	1.00	
Thickness, ⅜ of an inch.....	0.75	
Area, 23.38 sq. in.....	0.75	
Volume, 8.78 cu. in.....	0.50	
Total	4.00	
II. Cover		7.50
A. Color:		
Hue, green	2.00	
Saturation, medium degree.....	1.00	
Brightness, medium degree.....	1.00	
B. Illustration on cover:		
Size: per cent of entire cover space, 16.....	0.50	
Color: in fine contrast, yellow and low orange.....	2.00	
Lettering, color of: very dark green.....	0.50	
Lettering, size of: ¼ of an inch.....	0.50	
Total	7.50	
III. Title		3.00
Name of heroine.....	3.00	
IV. Amount of content.....		14.50
Number of pages, 48.....	4.00	
Number of stories, 1.....	0.50	
Per cent of stories in familiar field, 100.....	10.00	
Total	14.50	
V. Illustrations		14.50
Per cent of entire book space devoted to, 50.....	5.00	
Size: averaging 8.75 sq. in., occupying tiny part of page, few full-paged ones	0.50	
Color: some in black and white, some soft pleasing tones....	7.00	
Details: minute in style, too many, not especially appealing to children; large, bold central figure on full page.....	1.00	
Characteristics: little action, lack emotional appeal for chil- dren, some humor, some tell a story.....	1.00	
Total	14.50	
VI. Appearance of page.....		4.00
Amount of marginal space, 64%.....	2.00	
Average number of lines, from 7 to 12.....	1.00	
Average length of line, irregular in length, pictures being inserted	0.00	
Inner and outer margin: less than 1 in.....	0.00	
Top and bottom margin: more than 1 in.....	1.00	
Total	4.00	
Total value in score points.....		47.50

BOOK THIRTEEN: CINDERELLA AND THE SLEEPING BEAUTY, CHRISTMAS STOCKING SERIES. REILLY & BRITTON, PUBLISHERS, CHICAGO

	Score points	Total points
I. Size		3.00
Length, 4 in.	0.5	
Width, 3 in.	0.5	
Thickness, $\frac{1}{4}$ in.	1.00	
Area, 12 sq. in.	0.50	
Volume, 6 cu. in.	0.50	
Total	3.00	
II. Cover		11.50
A. Color:		
Hue, red	6.00	
Saturation, medium degree.....	2.00	
Brightness, high degree.....	2.00	
B. Illustration of cover:		
Size: per cent of entire cover space, 25.....	0.75	
Color: vague, indistinct, pale.....	0.25	
Lettering, color of: black.....	0.25	
Lettering, size of: $\frac{1}{4}$ of an inch.....	0.25	
Total	11.50	
III. Title		3.00
Name of heroines.....	3.00	
IV. Amount of content.....		12.50
Number of pages, 119.....	1.50	
Number of stories, 2.....	1.00	
Per cent of stories in familiar field, 100.....	10.00	
Total	12.50	
V. Illustrations		8.00
Per cent of entire book space devoted to, 26.....	2.75	
Size: full-paged, area 5.5 sq. in.....	0.75	
Color: cheap prints in red and green, black and white.....	3.00	
Details: too minute—very few, no large outstanding figures..	0.75	
Characteristics: too small to give clear impressions of any sort	0.75	
Total	8.00	
VI. Appearance of the page.....		5.50
Amount of marginal space, 64%.....	2.0	
Average number of lines, 12.....	2.00	
Average length of line, not uniform.....	0.50	
Inner and outer margin: less than 1 in.....	0.0	
Top and bottom margin: more than 1 in.....	1.0	
Total	5.50	
Total value in score points.....		43.50

BOOK FOURTEEN: ELSON PRIMARY SCHOOL READER, THIRD GRADE.
SCOTT, FORESMAN CO.

	Score points	Total points
I. Size		6.50
Length, $7\frac{1}{2}$ in.	1.50	
Width, $5\frac{1}{4}$ in.	1.50	
Thickness, $\frac{3}{8}$ of an inch.....	1.00	
Area, 38.38 sq. in.	1.5	
Volume, 28.79 cu. in.	1.0	
	<hr/>	
Total	6.50	
II. Cover		5.00
A. Color:		
Hue, tan (orange).....	0.5	
Saturation, low	0.0	
Brightness, medium	1.0	
B. Illustration on cover:		
Size: per cent of entire cover space, 64.....	2.0	
Color: dull brown, red.....	0.5	
Lettering, color of: dark brown.....	0.5	
Lettering, size of: $\frac{3}{8}$ of an inch.....	0.5	
	<hr/>	
Total	5.0	
III. Title		1.00
Primary school reader.....	1.00	
IV. Amount of content.....		14.00
Number of pages, 280.....	4.00	
Number of stories and poems, 67.....	3.00	
Per cent of stories in familiar field, 75.....	7.00	
	<hr/>	
Total	14.00	
V. Illustrations		8.50
Per cent of entire book space devoted to, 28.....	3.00	
Size: average 10 sq. in., occupying from 15%-30% of page....	0.50	
Color: black and white; or pale orange tints or pale green tints	3.00	
Details: small, few, well selected, make appeals to children..	1.00	
Characteristics: make slight emotional appeal, lack humor and liveliness	1.00	
	<hr/>	
Total	8.50	
VI. Appearance of page.....		3.00
Amount of marginal space, 33 $\frac{1}{3}$ %.....	0.75	
Average number of lines, 22.....	0.50	
Average length of line, 3 $\frac{3}{8}$ in.....	0.75	
Inner and outer margin: less than 1 in.....	0.00	
Top and bottom: more than 1 in.....	1.00	
	<hr/>	
Total	3.00	
		<hr/>
Total value in score points.....		38.00

BOOKS RANKED IN ORDER OF ASSIGNED VALUES—
INSPECTION AND EXAMINATION COMBINED

Title	Inspection	Examination	Mean	Rank
Saalfield Edition, "Little Black Sambo"....	+18	+23	+21	1
Children's Stories That Never Grow Old....	+18	+19	+19	2.5
Hurst Edition, "The Tale of Peter Rabbit".	+21	+17	+19	2.5
The Children's First Book of Poetry.....	+10	- 1	+ 4	5
Wee Book, "Night Before Christmas".....	+ 2	+11	+ 5	4
Red Book, "Night Before Christmas".....	- 4	+ 4	0*	7
Crane Edition, "Sleeping Beauty and Blue Beard"	- 1	- 1	0*	7
New American Reader, Book Three.....	+ 1	- 1	0*	7
Red Book, "Little Red Riding Hood".....	- 4	- 3	- 4	9
Wee Book, "Peter Rabbit".....	- 9	0*	- 5	10.5
All About Edition, "Cinderella".....	- 9	- 8	- 9	15
Christmas Stocking, "Cinderella and Sleeping Beauty"	- 7	-11	- 9	15
Stokes Edition, "The Story of Little Black Sambo"	- 6	- 9	- 5	10.5
Red Book, "Story of Little Black Sambo" ..	- 9	- 9	- 9	15
Christmas Stocking, "Night Before Christ- mas"	- 9	- 8	- 9	15
Red Book, "Cinderella".....	-10	- 8	- 9	15
Christmas Stocking, "The Story of Peter Rabbit"	-11	-10	-11	18.5
Red Book, "The Story of Peter Rabbit"....	-10	-11	-11	18.5
Elson Primary School Reader, Book Three..	-11	-15	-13	20
Christmas Stocking, "Little Black Sambo" ..	- 8	- 7	- 8	12

* Assigned value 0 (average attraction) means that just 20 per cent of all the votes were cast for that edition.

VALUES BY APPLYING SCORE CARD

Editions	Point value from score cards	Values based on children's selection
Saalfield, Black Sambo.....	76.25	+21
Children's Stories That Never Grow Old....	64.90	+19
Hurst, Peter Rabbit.....	62.75	+19
Wee Book, Night Before Christmas.....	60.00	+ 5
The Children's First Book of Poetry.....	55.00	+ 4
Red Book, Night Before Christmas.....	54.90	0*
Crane, Sleeping Beauty.....	54.25	0*
New American Reader, Book Three.....	53.75	0*
Wee Book, Peter Rabbit.....	53.50	- 4
Red Book, Little Red Riding Hood.....	50.40	- 5
Stokes, Black Sambo.....	48.75	- 5
All About Cinderella.....	47.50	- 9
Christmas Stocking, Cinderella and Sleeping Beauty	43.50	- 9
Elson Third Reader.....	38.00	-13

BIBLIOGRAPHY

- COHN, HERMAN (1886). *The Hygiene of the Eye*. Midland Ed. Co., Birmingham, Eng.
- DEARBORN, WALTER S. (1906). *The Psychology of Reading*. The Science Press, N. Y.
- DUNN, FANNIE W. (1922). *Interest Factors in Primary Reading Materials*. Teachers' College Publication, New York.
- FAY-EATON (1919). *Instruction in the Use of Books and Libraries*. Faxon Co., Boston.
- FOSTER, W. E. *How to Choose Editions*, by A. L. A. Publishing Board.
- HUEY, EDMUND B. (1906). *The Psychology and Pedagogy of Reading*. Macmillan.
- HUNT, C. W. (1910). *Picture Books for Children Outlook*. Vol. 96, pp. 739-745.
- JUDD, CHARLES H. *Reading, Its Nature and Development*. The University of Chicago Press, p. 34 ff.
- KIRKPATRICK, E. A. *Children's Reading*. *The Northwestern Monthly*. January and March, 1899.
- LOWE, OTON (1914). *Literature for Children*. Macmillan.
- OLCOTT, FRANCES J. (1912). *The Children's Reading*. Houghton, Mifflin Co.
- (1912). *Picture Books and Illustrations in Children's Reading*, Ch. 5. *Public Library*, Volume 13, Number 8.
- SHAW, EDWARD R. (1901). *School Hygiene*. Macmillan.
- SKELCHTY, R. E. D. (1903). *Some Children's Book Illustrators in English Book Illustrations of Today*, Ch. 4.
- TAYLOR, JOSEPH S. (1912). *Principles and Methods of Teaching Reading*. Macmillan.
- TERMAN, LEWIS M. (1921). *Hygiene of School Children*. Houghton, Mifflin.
- TRACY, FREDERICK (1896). *The Psychology of Childhood*. Heath.
- VALENTINE, C. W. *The Experimental Psychology of Beauty*. T. C. & E. C. Jack, London.
- VOLGATE, HENRICH (1906). *Von Kinderbuch*. Teubner, Leipzig.
- VOSTROVOSKY, CLARA. *The Interests of Children in Reading*. *Studies in Education*, Stanford University, 1896-97. *Pedagogical Seminary*, Vol. 6, p. 523.
- WELSH, CHARLES A. *Book of Nursery Rhymes*.
- WHITE, GLUSON (1897-98). *Children's Books and their Illustrators* (Special winter number of the *International Studies*).
- WISSLER, CLARK. *Interests of Children in Reading*. *Ped. Sem.*, Vol. 5, p. 523.

APPENDIX

FIRST GRADE CHOICE OF CINDERELLA

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	19	3	2	1	2	11	16	11	5	11	57	11	0	3	0	3	5	0	27	0	27	46
15	9	2	1	2	3	1	22	11	22	34	11	17	6	2	2	3	4	35	12	12	17	24
H. Mann ...	13	4	0	3	1	5	31	0	23	8	38	7	3	2	1	0	1	43	29	14	0	14
Westmin. ..	22	0	1	0	2	19	0	5	0	9	86	17	3	1	0	2	11	18	6	0	12	64
Total	63	9	4	6	8	36	14	6	10	13	57	52	12	8	3	8	21	23	15	6	15	41

BY EXAMINATION

73	19	3	1	0	0	15	16	5	0	0	79	11	0	2	2	1	6	0	18	18	9	55
15	9	1	1	2	1	4	11	11	22	11	44	17	5	2	3	1	6	29	12	17	6	36
H. Mann ...	13	2	2	0	5	4	15	15	0	39	31	7	2	1	0	1	3	29	14	0	14	43
Westmin. ..	22	2	0	1	0	19	9	0	5	0	86	17	0	1	1	1	14	0	6	6	6	82
Total	63	8	4	3	6	42	13	6	5	9	67	52	7	6	6	4	29	14	11	11	8	56

BOYS AND GIRLS

	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	30	3	5	1	5	16	10	17	3	17	53	30	3	3	2	1	21	10	10	7	3	70
15	26	8	3	4	6	5	31	12	15	23	19	26	6	3	5	2	10	23	11	19	8	39
H. Mann ...	20	7	2	4	1	6	35	10	20	5	30	20	4	3	0	6	7	20	15	0	30	35
Westmin. ..	39	3	2	0	4	30	8	5	0	10	77	39	2	1	2	1	33	5	3	5	3	84
Total	115	21	12	9	16	57	18	10	8	14	50	115	15	10	9	10	71	13	9	8	9	62

By inspection and examination

73	60	6	8	3	6	37	10	14	5	10	61
15	52	14	6	9	8	15	27	12	17	15	29
H. Mann ...	40	11	5	4	7	13	28	12	10	18	33
Westmin. ..	78	5	3	2	5	63	7	4	2	6	81
Total	230	36	22	18	26	128	16	10	8	11	55

N. B.—The above columns should be read in the following manner: In school 73 there were 19 boys. Three chose series 1, two chose series 2, one chose series 3, etc.

FIRST GRADE CHOICE OF SLEEPING BEAUTY

BY INSPECTION

		Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
Schools	No.	1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	10	0	0	1	0	9	0	0	10	0	90	6	1	1	1	0	3	16	17	17	0	50
15	7	3	0	2	0	2	44	0	28	0	28	19	1	3	2	5	8	5	16	11	26	42
H. Mann	7	1	0	2	2	2	14	0	28	29	29	3	1	0	1	0	1	33	0	33	0	34
Westmin.	22	1	0	4	1	16	5	0	7	5	73	19	1	0	2	2	14	5	0	11	11	73
Total	46	5	0	9	3	29	10	0	20	7	63	47	4	4	6	7	26	8	8	13	15	56

BY EXAMINATION

73	10	0	0	2	1	7	0	0	20	10	70	6	1	1	1	0	3	17	16	17	0	50
15	7	2	0	2	0	3	29	0	29	0	42	19	2	3	2	3	9	10	16	11	16	47
H. Mann	7	1	0	2	2	2	14	0	29	28	29	3	1	0	1	0	1	33	0	34	0	33
Westmin.	22	1	0	3	0	18	5	0	14	0	81	19	1	1	4	0	13	5	5	21	0	69
Total	46	4	0	9	3	30	8	0	20	7	65	47	5	5	8	3	26	11	11	17	6	55

BOYS AND GIRLS

		By inspection										By examination											
73	16	1	1	2	0	12	6	6	13	0	75	16	1	1	3	1	10	6	6	19	6	63	
15	26	4	3	4	5	10	15	12	15	19	39	26	4	3	4	3	12	15	12	15	12	46	
H. Mann	10	2	0	3	2	3	20	0	30	20	30	10	2	0	3	2	3	20	0	30	20	30	
Westmin.	41	2	0	6	3	30	5	0	14	8	73	41	2	1	7	0	31	5	2	17	0	76	
Total	93	9	4	15	10	55	10	4	16	11	59	93	9	5	17	6	56	10	5	18	6	60	
		By inspection and examination																					
73	32	2	2	5	1	22	6	6	16	3	69												
15	52	8	6	8	8	22	15	11	15	15	44												
H. Mann	20	4	0	6	4	6	20	0	30	20	30												
Westmin.	82	4	1	13	3	61	5	1	16	4	74												
Total	186	18	9	32	16	111	10	5	17	9	60												

FIRST GRADE CHOICE OF PETER RABBIT

BY INSPECTION

		Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
Schools	No.	1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	7	0	0	0	2	5	0	0	0	29	71	7	2	0	0	3	2	29	0	0	42	29
15	8	1	1	0	3	3	12	0	0	28	28	17	1	3	1	10	2	6	18	6	58	12
H. Mann	9	0	0	0	5	4	0	0	0	56	44	1	1	0	0	0	0	100	0	0	0	0
Westmin.	23	4	2	3	4	10	17	9	13	17	44	18	3	0	3	4	8	17	0	17	22	44
Total	47	5	3	3	14	22	11	6	6	30	46	43	7	3	4	17	12	16	7	9	40	28

BY EXAMINATION

73	7	0	1	0	3	3	0	14	0	43	43	7	2	0	0	2	3	29	0	0	28	43
15	8	2	0	3	0	3	25	0	38	0	37	17	1	5	0	7	4	6	29	0	41	24
H. Mann	9	1	0	0	3	5	11	0	0	33	56	1	0	0	0	1	0	0	0	0	100	0
Westmin.	23	4	0	2	7	10	16	0	8	32	44	18	4	1	2	3	8	11	6	22	17	44
Total	47	6	1	5	13	21	15	2	11	27	45	43	7	6	2	13	15	16	14	5	30	35

BOYS AND GIRLS

		By inspection										By examination											
73	14	2	0	0	5	7	14	0	0	36	50	14	2	1	0	5	6	14	7	0	36	43	
15	25	2	4	1	13	5	8	16	4	52	20	25	3	5	3	7	7	12	20	12	28	28	
H. Mann	10	1	0	0	5	4	10	0	0	50	40	10	1	0	0	4	5	10	0	0	40	50	
Westmin.	41	7	2	6	8	18	17	5	15	20	44	41	8	1	4	10	18	20	2	10	24	44	
Total	90	12	6	7	31	34	13	7	8	34	38	90	14	7	7	26	36	16	8	8	29	40	
		By inspection and examination																					
73	28	4	1	0	10	13	14	4	0	36	46												
15	50	5	9	4	20	12	10	18	8	40	24												
H. Mann	20	2	0	0	9	9	10	0	0	45	45												
Westmin.	82	15	3	10	18	36	18	4	12	22	44												
Total	180	26	13	14	57	70	14	7	8	32	49												

FIRST GRADE CHOICE OF LITTLE BLACK SAMBO

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	7	1	1	0	5	0	14	14	0	72	0	3	1	1	0	1	0	34	33	0	33	0
15	9	0	3	2	4	0	0	33	22	45	0	19	6	4	2	6	1	31	21	11	31	6
H. Mann	7	1	1	0	5	0	14	14	0	72	0	3	1	1	0	1	0	34	33	0	33	0
Westmin.	19	4	4	0	3	8	21	21	0	16	42	21	2	2	3	3	11	10	10	14	14	52
Total	42	6	9	2	17	8	14	21	5	41	19	46	10	8	5	11	12	22	17	11	23	26

BY EXAMINATION

73	7	0	1	0	3	3	0	14	0	43	43	3	0	1	0	2	0	0	33	0	67	0
15	9	4	0	0	5	0	45	0	0	55	0	19	5	3	2	8	1	26	16	10	42	6
H. Mann	7	0	1	0	3	3	0	14	0	43	43	3	0	1	0	2	0	0	33	0	67	0
Westmin.	19	5	3	3	3	5	26	16	16	16	26	21	4	2	3	4	8	19	10	14	19	38
Total	42	9	5	3	14	11	21	12	7	34	26	46	9	7	5	16	9	20	15	11	34	20

BOYS AND GIRLS

Schools	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	10	2	2	0	6	0	20	20	0	60	0	10	0	2	0	5	3	0	20	0	60	30
15	28	6	7	4	10	1	21	25	14	36	4	28	9	3	2	13	1	32	11	7	46	4
H. Mann	10	2	2	0	6	0	20	20	0	60	0	10	0	2	0	5	3	0	20	0	50	30
Westmin.	40	6	6	3	6	19	15	15	8	15	47	40	9	5	6	7	13	23	12	15	18	32
Total	88	16	17	7	28	20	18	19	8	32	23	88	16	12	8	30	20	20	14	10	34	23
		By inspection and examination																				
73	20	2	4	0	11	3	10	20	0	55	15											
15	56	15	10	6	23	2	27	18	10	41	4											
H. Mann	20	2	4	0	11	3	10	20	0	55	15											
Westmin.	80	15	11	9	13	32	20	13	11	16	40											
Total	176	34	29	15	58	40	19	17	9	33	23											

FIRST GRADE CHOICE OF NIGHT BEFORE CHRISTMAS

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	8	0	1	0	3	4	0	13	0	37	50	3	0	0	0	0	3	0	0	0	100	
15	7	0	1	0	5	1	0	14	0	72	14	12	0	5	2	2	3	0	43	16	16	25
H. Mann	7	2	1	1	2	1	29	14	14	29	14	3	1	1	1	0	0	34	33	33	0	0
Westmin.	19	3	1	4	2	9	16	5	21	11	47	17	2	1	4	3	7	12	6	23	18	41
Total	41	5	4	5	12	15	12	10	12	29	37	35	3	7	7	5	13	9	20	20	14	37

BY EXAMINATION

73	8	0	1	1	3	3	0	13	13	37	37	3	0	0	0	0	3	0	0	0	100	
15	7	0	0	1	4	2	0	0	14	57	29	12	1	2	7	1	1	8	25	59	8	8
H. Mann	7	1	2	1	2	1	14	29	14	29	14	3	2	0	1	0	0	67	0	33	0	0
Westmin.	19	2	7	8	0	2	11	36	42	0	11	17	3	4	6	1	3	18	23	35	6	18
Total	41	3	10	11	9	8	6	24	27	22	20	35	6	6	14	2	7	17	17	41	5	20

BOYS AND GIRLS

Schools	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	11	0	1	0	3	7	0	9	0	27	64	11	0	1	1	3	6	0	9	9	27	55
15	19	0	6	2	7	4	0	32	10	37	27	19	1	2	8	5	3	5	11	42	26	16
H. Mann	10	3	2	2	2	1	30	20	20	20	10	10	3	2	2	2	1	30	20	20	20	10
Westmin.	36	5	2	8	5	16	14	6	22	14	44	36	5	11	14	1	5	14	31	39	2	14
Total	76	8	11	12	17	28	11	15	16	22	37	76	9	16	25	11	15	12	21	33	15	20
		By inspection and examination																				
73	22	0	2	1	6	13	3	9	5	27	59											
15	38	1	8	10	12	7	3	21	26	32	18											
H. Mann	20	6	4	4	4	2	30	20	20	20	10											
Westmin.	72	10	13	22	6	21	14	18	30	9	29											
Total	152	17	27	37	28	43	11	18	24	18	28											

SECOND GRADE CHOICE OF CINDERELLA

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	18	2	0	2	0	14	11	0	11	0	78	12	2	1	1	1	7	17	8	8	8	59
15	13	2	0	1	2	8	15	0	8	15	62	15	5	4	3	1	2	33	27	20	7	13
H. Mann	5	1	0	2	0	2	20	0	40	0	40	5	1	0	1	0	3	20	0	20	0	60
Westmin.	12	3	1	0	2	6	26	8	0	17	50	20	2	2	4	2	10	10	10	20	50	
Total	48	8	1	5	4	30	17	2	11	8	63	52	10	7	9	4	22	19	13	17	8	43

BY EXAMINATION

73	18	2	1	1	0	14	11	6	6	0	77	12	1	1	2	0	8	8	8	17	0	67
15	13	1	1	1	2	8	8	8	8	15	61	15	5	5	1	1	3	33	33	7	7	20
H. Mann	5	0	0	1	0	4	0	0	20	0	80	5	0	1	0	0	4	0	20	0	0	80
Westmin.	12	3	0	2	1	6	25	0	17	8	50	20	2	3	3	1	11	10	15	15	5	55
Total	48	8	1	5	4	30	17	2	11	8	63	52	10	7	9	4	22	19	13	17	8	43

BOYS AND GIRLS

Schools	No.	By inspection										By examination											
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
73	30	4	1	3	1	21	14	3	10	3	70	30	3	2	3	0	22	10	7	10	0	73	
15	28	7	4	4	3	10	25	14	14	11	36	28	6	6	2	3	11	21	21	7	11	40	
H. Mann	10	2	0	3	0	5	20	0	30	0	50	10	0	1	1	0	8	0	10	10	0	80	
Westmin.	32	5	3	4	4	16	15	9	13	13	50	32	5	3	5	2	17	16	9	16	6	53	
Total	100	18	5	14	8	52	18	8	14	8	52	100	14	12	11	5	58	14	12	11	5	58	
		By inspection and examination																					
73	60	7	3	6	1	43	12	5	10	1	72												
15	56	13	10	6	6	21	23	18	11	11	37												
H. Mann	20	2	1	4	0	13	10	5	20	0	65												
Westmin.	64	10	6	9	6	33	16	9	14	9	52												
Total	200	32	20	25	13	110	16	10	13	7	55												

SECOND GRADE CHOICE OF SLEEPING BEAUTY

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	17	2	3	1	0	11	12	18	6	0	64	13	2	4	0	0	7	15	31	0	0	54
15	12	1	2	3	2	4	8	17	25	17	33	14	1	4	7	2	0	7	29	50	14	0
H. Mann	5	0	1	0	0	4	0	20	0	0	80	5	0	3	0	0	2	0	60	0	0	40
Westmin.	12	0	0	2	1	9	0	0	17	8	75	20	2	0	3	6	9	10	0	15	30	45
26	17	0	5	0	3	9	0	29	0	18	53	14	1	6	0	2	5	7	43	0	14	36
Total	63	3	11	6	6	37	5	17	10	10	58	66	6	17	10	10	23	9	26	15	15	35

BY EXAMINATION

73	17	1	2	2	0	12	6	12	12	0	70	13	1	2	0	0	10	8	15	0	0	77
15	12	0	2	4	0	6	0	17	33	0	50	14	0	7	5	2	0	0	50	56	14	0
H. Mann	5	0	1	0	1	3	0	20	0	20	60	5	0	1	0	0	4	0	20	0	0	80
Westmin.	12	0	2	2	0	8	0	17	17	0	66	30	1	6	4	3	6	5	30	20	15	30
26	17	0	5	0	3	9	0	29	0	18	53	14	0	4	1	2	7	0	29	7	14	50
Total	63	1	12	8	4	38	2	19	13	6	60	66	2	20	10	7	27	3	30	15	11	41

BOYS AND GIRLS

Schools	No.	By inspection										By examination											
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
73	30	4	7	1	0	18	13	24	3	0	60	30	2	4	2	0	22	7	13	7	0	73	
15	26	2	6	10	4	4	8	23	38	15	16	26	0	9	9	2	6	0	35	35	7	23	
H. Mann	10	0	4	0	0	6	0	40	0	0	60	10	0	2	0	1	7	0	20	0	10	70	
Westmin.	32	2	0	5	7	18	6	0	16	22	56	32	1	8	6	3	14	3	25	19	9	44	
26	31	1	11	0	5	14	3	36	0	16	45	31	0	9	1	5	16	0	29	3	16	52	
Total	129	9	28	16	16	60	7	22	13	13	46	129	3	32	18	11	65	3	23	14	9	51	
		By inspection and examination																					
73	60	6	11	3	0	40	10	18	5	0	67												
15	52	2	15	19	6	10	4	29	36	12	19												
H. Mann	20	0	6	0	1	13	0	30	0	5	65												
Westmin.	64	3	8	11	10	32	5	12	17	16	50												
26	62	1	20	1	10	30	2	32	21	6	48												
Total	258	12	60	34	27	125	5	23	13	11	49												

SECOND GRADE CHOICE OF PETER RABBIT

BY INSPECTION

		Boys										Girls										
Schools	No.	No. times each edition was chosen					Per cent times each edition was chosen					No.	No. times each edition was chosen					Per cent times each edition was chosen				
		1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
73	16	0	1	0	9	6	0	6	0	56	38	13	3	2	0	8	0	23	15	0	62	0
15	12	0	1	0	8	3	0	8	0	7	25	15	1	4	1	8	1	7	27	7	53	7
H. Mann	4	0	0	0	1	3	0	0	0	25	75	6	0	0	2	2	2	0	0	34	34	33
Westmin.	14	0	1	4	6	3	0	7	29	43	21	20	0	5	5	2	8	0	25	25	10	40
26	17	1	2	0	12	2	6	12	0	71	11	13	0	1	0	10	2	0	8	0	77	15
Total	63	1	5	4	36	17	2	8	6	57	27	67	4	12	8	30	13	6	19	12	45	20

BY EXAMINATION

73	16	0	1	0	9	6	0	6	0	56	38	13	3	5	1	4	0	23	38	8	31	0
15	12	0	1	0	8	3	0	8	0	67	25	15	1	4	1	9	0	7	27	7	60	0
H. Mann	4	0	0	0	1	3	0	0	0	25	75	6	2	1	1	0	2	34	16	16	0	34
Westmin.	14	1	2	1	7	3	7	14	7	50	22	20	4	4	2	6	4	20	20	10	30	20
26	17	0	3	1	9	4	0	18	6	53	23	13	0	4	0	6	3	0	31	0	46	23
Total	63	1	7	2	34	19	2	11	3	54	30	67	10	18	5	25	9	15	27	8	37	13

BOYS AND GIRLS

	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	29	3	3	0	17	6	10	10	0	59	21	29	3	6	1	13	6	10	21	3	45	21
15	27	1	5	1	16	4	4	19	4	58	15	27	1	5	1	17	3	4	19	3	63	11
H. Mann	10	0	0	2	3	5	0	0	20	30	50	10	2	1	1	5	20	10	10	10	10	50
Westmin.	34	0	6	9	8	11	0	18	26	24	32	34	5	6	3	13	7	14	18	9	38	21
26	30	1	3	0	22	4	3	10	0	74	13	30	0	7	1	15	7	0	23	3	50	24
Total	130	5	17	12	66	30	4	13	9	51	23	130	11	25	7	59	28	9	19	5	45	22

By inspection and examination

73	58	6	9	1	30	12	10	16	2	51	21
15	54	2	10	2	33	7	4	18	4	61	13
H. Mann	20	2	1	3	4	10	10	5	15	20	50
Westmin.	68	5	12	12	21	18	7	18	18	31	26
26	60	1	10	1	37	11	2	17	2	61	18
Total	260	16	42	19	125	58	6	16	7	48	23

SECOND GRADE CHOICE OF LITTLE BLACK SAMBO

BY INSPECTION

		Boys										Girls										
Schools	No.	No. times each edition was chosen					Per cent times each edition was chosen					No.	No. times each edition was chosen					Per cent times each edition was chosen				
		1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
73	17	0	0	0	10	7	0	0	0	59	41	12	1	3	1	5	2	8	25	8	42	17
15	10	0	1	1	8	0	0	10	10	80	0	18	3	3	1	11	0	17	17	5	61	0
H. Mann	4	0	0	1	1	2	0	0	25	25	50	6	2	0	0	3	1	33	0	0	50	17
Westmin.	15	3	1	0	7	4	20	7	0	47	26	18	2	1	4	4	7	11	6	22	22	39
26	16	0	1	3	4	8	0	6	19	25	50	14	1	3	0	2	8	7	22	0	14	57
Total	62	3	3	5	30	21	5	5	8	48	34	68	9	10	6	25	18	13	15	9	36	27

BY EXAMINATION

73	17	0	1	0	9	7	0	6	0	53	41	12	2	1	3	4	2	17	8	25	33	17
15	10	0	0	2	8	0	0	0	20	80	0	18	3	3	1	11	0	17	17	5	61	0
H. Mann	4	0	0	2	1	1	0	0	50	25	25	6	2	0	0	3	1	33	0	0	50	17
Westmin.	15	2	0	3	7	3	13	0	20	47	20	18	1	2	4	6	5	5	11	22	33	39
26	16	0	0	0	6	10	0	0	0	37	63	14	0	2	2	1	9	0	14	14	7	65
Total	62	2	1	7	31	21	3	2	11	50	34	68	8	8	10	25	17	12	12	15	36	25

BOYS AND GIRLS

	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
73	29	1	3	1	15	9	4	10	3	52	31	29	2	2	3	13	9	7	7	10	45	31
15	28	3	4	2	19	0	11	14	7	68	0	28	3	3	3	19	0	11	11	11	67	0
H. Mann	10	2	0	1	4	3	20	0	10	40	30	10	2	0	2	4	2	20	0	20	40	20
Westmin.	33	5	2	4	11	11	16	6	12	33	33	33	3	2	7	13	8	9	6	21	40	24
26	30	1	4	3	6	16	3	14	10	20	53	30	0	2	2	7	14	0	7	7	23	63
Total	130	12	13	11	55	39	9	10	9	43	30	130	10	9	17	56	38	8	7	13	43	29

By inspection and examination

73	58	3	5	4	28	18	5	8	7	48	31
15	28	6	7	5	38	0	11	13	9	67	0
H. Mann	20	4	0	3	8	5	20	0	15	40	25
Westmin.	66	8	4	11	24	19	12	6	17	36	29
26	60	1	6	5	13	35	2	10	8	22	58
Total	260	22	22	28	111	77	8	8	11	42	30

SECOND GRADE CHOICE OF NIGHT BEFORE CHRISTMAS

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	11	0	2	3	6	0	0	18	27	55	0	16	3	8	4	0	1	19	50	25	0	6
15	16	0	4	1	6	5	0	25	6	38	31	13	2	6	0	2	3	15	46	0	15	24
H. Mann	4	1	0	2	1	0	25	0	50	25	0	6	1	2	1	1	1	17	34	16	16	17
Westmin.	14	2	1	4	0	7	14	7	29	0	50	18	3	3	1	3	8	17	17	5	17	44
26	16	1	3	0	1	11	6	19	0	6	69	14	0	5	3	3	3	0	36	21	21	22
Total	61	4	10	10	14	23	7	16	16	23	38	67	9	24	9	9	16	13	36	13	13	25

BY EXAMINATION

73	11	11	3	3	4	0	9	27	27	37	0	16	2	8	2	2	2	13	50	12	12	13
15	16	0	5	0	7	4	0	31	0	44	25	13	1	7	2	1	2	8	54	15	8	15
H. Mann	4	1	0	1	1	1	25	0	25	25	25	6	0	2	0	2	2	0	34	0	33	33
Westmin.	14	2	5	0	3	4	14	36	0	21	29	18	2	5	5	4	2	11	28	28	22	11
26	16	1	6	2	0	7	6	38	13	0	43	14	0	6	2	2	4	0	43	14	14	29
Total	61	5	19	6	15	16	8	31	10	25	26	67	5	28	11	11	12	7	42	16	17	18

BOYS AND GIRLS

Schools	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	27	3	10	7	6	1	11	37	26	22	4	27	3	11	5	6	2	11	41	18	22	7
15	29	2	10	1	8	8	7	34	3	28	28	29	1	12	2	8	6	3	42	7	27	21
H. Mann	10	2	2	3	2	1	20	20	30	20	10	10	1	2	1	3	3	10	20	10	0	30
Westmin.	32	5	4	5	3	15	16	12	16	9	47	32	4	10	5	7	6	13	31	15	22	19
26	30	1	8	3	4	14	3	27	10	13	47	30	1	12	4	2	11	3	40	13	7	37
Total	128	13	34	19	23	39	10	27	15	18	30	128	10	47	17	26	28	8	37	13	20	22

By inspection and examination

73	54	6	21	12	12	3	11	39	22	22	6	6	6	21	12	12	3	11	39	22	22	6
15	58	3	22	3	16	14	5	38	5	28	24	24	3	22	3	16	14	5	38	5	28	24
H. Mann	20	3	4	4	5	4	15	20	20	25	20	20	3	4	4	5	4	15	20	20	25	20
Westmin.	64	9	14	10	10	21	14	22	15	15	34	34	9	14	10	10	21	14	22	15	15	34
26	60	2	20	7	6	25	3	33	12	10	42	42	2	20	7	6	25	3	33	12	10	42
Total	256	23	81	36	49	67	9	32	14	19	26	26	23	81	36	49	67	9	32	14	19	26

THIRD GRADE CHOICE OF CINDERELLA

BY INSPECTION

Schools	No.	Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
		1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	12	0	3	0	0	9	0	25	0	0	72	18	1	2	2	1	12	6	11	11	6	66
15	11	44	1	1	0	5	36	9	9	0	46	18	5	4	4	0	5	28	22	22	0	28
Westmin.	15	5	1	1	0	8	33	7	7	0	53	28	4	3	0	5	16	14	11	0	18	57
Total	38	9	5	2	0	22	24	13	5	0	58	64	10	9	6	6	33	19	17	11	11	42

BY EXAMINATION

73	12	0	1	1	1	9	0	8	8	9	75	18	0	0	4	1	13	0	0	22	6	72
15	11	4	1	2	0	4	37	9	18	0	36	18	5	6	3	0	4	27	33	17	0	23
Westmin.	15	0	1	2	0	12	0	7	13	0	80	28	3	7	4	0	14	11	25	14	0	50
Total	38	4	3	5	1	25	10	10	13	2	65	64	8	13	11	1	31	15	24	20	2	39

BOYS AND GIRLS

Schools	No.	By inspection										By examination										
		1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	30	1	5	2	1	21	3	17	7	3	70	30	0	1	5	2	22	0	3	17	7	73
15	29	9	5	5	0	10	31	17	17	0	35	29	9	7	5	0	8	31	24	17	0	28
Westmin.	43	9	4	1	5	24	21	9	2	12	56	43	3	8	6	0	26	7	19	14	0	50
Total	102	19	14	8	6	55	19	14	8	6	54	102	12	16	16	2	56	12	16	16	2	55

By inspection and examination

73	60	1	6	7	3	43	2	10	11	5	72	72	1	6	7	3	43	2	10	11	5	72
15	58	18	12	10	0	18	31	21	17	0	31	29	9	7	5	0	8	31	24	17	0	28
Westmin.	86	12	12	7	5	50	14	14	8	6	58	43	3	8	6	0	26	7	19	14	0	50
Total	204	31	30	24	8	111	15	15	12	4	54	204	12	16	16	2	56	12	16	16	2	55

THIRD GRADE CHOICE OF SLEEPING BEAUTY

BY INSPECTION

		Boys										Girls										
Schools	No.	No. times each edition was chosen					Per cent times each edition was chosen					No.	No. times each edition was chosen					Per cent times each edition was chosen				
		1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
73	11	0	5	1	0	5	0	45	9	0	46	18	2	2	4	0	10	11	11	22	0	56
15	10	2	4	3	0	1	20	40	30	0	10	19	2	13	2	0	2	10	68	11	0	11
Westmin.	17	2	1	1	1	12	11	6	6	6	71	20	2	3	7	1	7	20	15	35	5	35
Total	38	4	10	5	1	18	10	16	13	2	47	57	6	18	13	1	19	10	32	23	2	33

BY EXAMINATION

73	11	0	2	0	0	9	0	18	0	0	82	18	0	4	4	0	10	0	22	22	0	56
15	10	1	3	5	0	1	10	30	50	0	10	19	2	13	2	0	2	10	68	11	0	11
Westmin.	17	0	3	2	0	12	0	18	12	0	70	20	1	2	4	0	13	5	10	20	0	65
Total	38	1	8	7	0	22	2	21	18	0	59	57	3	19	10	0	25	5	33	18	0	44

BOYS AND GIRLS

		By inspection										By examination										
73	29	2	7	5	0	15	7	24	17	0	52	29	0	6	4	0	19	0	21	14	0	65
15	29	4	17	5	0	3	14	59	17	0	10	29	3	16	7	0	3	11	55	24	0	10
Westmin.	37	4	4	8	2	19	11	11	22	5	51	37	1	5	6	0	25	3	13	16	0	68
Total	95	10	28	18	2	37	11	30	19	2	39	95	4	27	17	0	47	4	28	18	0	49
		By inspection and examination																				
73	58	2	13	9	0	34	3	22	16	0	59	58	2	13	9	0	34	3	22	16	0	59
15	58	7	33	12	0	6	12	57	21	0	10	58	7	33	12	0	6	12	57	21	0	10
Westmin.	74	5	9	14	2	44	7	12	19	3	59	74	5	9	14	2	44	7	12	19	3	59
Total	190	14	55	35	2	84	7	29	18	1	44	190	14	55	35	2	84	7	29	18	1	44

THIRD GRADE CHOICE OF PETER RABBIT

BY INSPECTION

		Boys										Girls										
Schools	No.	No. times each edition was chosen					Per cent times each edition was chosen					No.	No. times each edition was chosen					Per cent times each edition was chosen				
		1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
73	11	2	1	0	8	0	18	9	0	73	0	18	2	3	4	9	0	11	17	22	50	0
15	11	3	1	1	5	1	27	9	9	46	9	18	2	6	0	8	2	11	33	0	45	11
Westmin.	15	1	0	2	1	11	7	0	13	7	73	19	0	1	4	3	11	0	5	21	16	58
Total	37	6	2	3	14	12	16	5	8	38	33	55	4	10	8	20	13	7	18	15	36	24

BY EXAMINATION

73	11	0	3	0	6	2	0	27	0	55	18	18	1	2	5	10	0	6	11	28	55	0
15	11	1	5	2	3	0	9	46	18	27	0	18	0	9	1	7	1	0	50	6	38	6
Westmin.	15	3	2	2	3	5	20	13	13	20	34	19	0	8	2	5	4	0	42	11	26	21
Total	37	4	10	4	12	7	11	27	11	32	19	5	1	19	8	22	5	2	34	15	40	9

BOYS AND GIRLS

		By inspection										By examination										
73	29	4	4	4	17	0	13	14	14	59	0	29	1	5	5	16	2	4	17	17	55	7
15	29	5	7	1	13	3	17	24	3	45	11	29	1	14	3	10	1	4	48	10	34	4
Westmin.	34	1	1	6	4	22	3	3	17	12	65	34	3	10	4	8	9	8	29	12	24	27
Total	92	10	12	11	34	25	11	13	12	37	27	92	5	29	12	34	12	5	32	13	37	13
		By inspection and examination																				
73	58	5	9	9	33	2	8	16	16	57	3	58	5	9	9	33	2	8	16	16	57	3
15	58	6	21	4	23	4	10	37	7	39	7	58	6	21	4	23	4	10	37	7	39	7
Westmin.	68	4	11	10	12	31	5	16	15	18	46	68	4	11	10	12	31	5	16	15	18	46
Total	184	15	41	23	68	37	8	22	12	37	20	184	15	41	23	68	37	8	22	12	37	20

THIRD GRADE CHOICE OF LITTLE BLACK SAMBO

BY INSPECTION

		Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
Schools	No.	1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	12	1	0	1	8	2	8	0	8	67	17	15	1	1	1	8	4	7	7	7	53	26
15	9	0	3	2	4	0	0	33	22	45	0	19	6	4	2	6	1	31	21	11	31	6
Westmin. ..	15	1	2	4	3	5	7	14	26	20	33	21	0	3	5	7	6	0	14	24	33	29
Total	36	2	5	7	15	7	6	14	19	42	19	55	7	8	8	21	11	12	15	15	38	20

BY EXAMINATION

73	13	0	2	0	10	1	0	15	0	77	8	16	1	0	0	12	3	6	0	0	75	19
15	9	1	3	0	5	0	11	33	0	56	0	19	5	3	2	8	1	26	16	11	42	5
Westmin. ..	15	2	1	3	4	5	13	7	20	27	33	21	1	1	4	10	5	5	5	19	48	23
Total	37	3	6	3	19	6	8	16	8	52	16	56	7	4	6	30	9	13	7	11	53	16

BOYS AND GIRLS

		By inspection										By examination										
73	27	2	1	2	16	6	7	4	8	59	22	29	1	2	0	22	4	4	4	0	78	14
15	28	6	7	4	10	1	22	25	14	36	3	28	6	6	2	13	1	22	22	7	46	3
Westmin. ..	36	1	5	9	10	11	3	14	25	27	31	36	3	2	7	14	10	8	6	20	39	27
Total	91	9	13	15	36	18	10	14	17	40	20	93	10	10	9	49	15	11	11	10	53	16
		By inspection and examination																				
73	56	3	3	2	38	10	5	3	3	71	18											
15	56	12	13	6	23	2	21	23	11	41	4											
Westmin. ..	72	4	7	16	24	21	5	10	22	33	30											
Total	184	19	23	24	85	33	10	13	13	46	18											

THIRD GRADE CHOICE OF NIGHT BEFORE CHRISTMAS

BY INSPECTION

		Boys										Girls										
		No. times each edition was chosen					Per cent times each edition was chosen					No. times each edition was chosen					Per cent times each edition was chosen					
Schools	No.	1	2	3	4	5	1	2	3	4	5	No.	1	2	3	4	5	1	2	3	4	5
73	12	1	1	2	2	6	8	8	17	17	50	15	2	3	4	3	3	13	20	27	20	20
15	10	0	5	2	2	1	0	50	20	20	10	18	5	8	2	0	3	27	45	11	0	17
Westmin. ..	15	2	2	2	6	3	13	13	14	40	20	16	0	2	3	7	4	0	12	19	44	25
Total	37	3	8	6	10	10	8	22	16	27	27	49	7	13	9	10	10	14	26	18	21	21

BY EXAMINATION

73	12	1	2	3	4	2	8	17	25	33	17	15	2	1	5	4	3	13	7	33	27	20
15	10	1	4	2	2	1	10	40	20	20	10	18	6	7	4	0	1	33	39	22	0	6
Westmin. ..	15	3	2	3	4	3	20	13	20	27	20	16	0	6	5	3	2	0	38	31	19	12
Total	37	5	8	8	10	6	13	22	22	27	16	49	8	14	14	7	6	16	29	29	14	12

BOYS AND GIRLS

		By inspection										By examination										
73	27	3	4	6	5	9	11	15	22	19	33	27	3	3	8	8	5	11	11	30	30	28
15	28	5	13	4	2	4	18	46	14	8	14	28	7	11	6	2	2	25	39	22	7	7
Westmin. ..	31	2	4	5	13	7	6	13	16	42	23	31	3	8	8	7	5	10	26	26	22	16
Total	86	10	21	15	20	20	12	24	18	23	23	86	13	22	22	17	12	15	26	26	20	14
		By inspection and examination																				
73	54	6	7	14	13	14	11	13	26	24	26											
15	56	12	24	10	4	6	21	43	18	7	11											
Westmin. ..	62	5	12	13	20	12	8	20	21	32	19											
Total	172	23	43	37	37	32	13	25	22	21	19											

VITA

Florence Eilau Bamberger was born in Baltimore, October 19, 1882, and educated in the Public Schools of that city. After graduating from the High School, taught for several years in the elementary schools of Baltimore City and was appointed Supervisor of Instruction in the Intermediate Grades of the Elementary Schools in 1908. Resigned from the Baltimore Schools in order to attend Teachers' College, Columbia University, from which institution received a B. S. degree in 1914, and a M. A. degree in 1915. In 1915 was appointed Instructor in Education at Johns Hopkins University, Baltimore; in 1918 was made an Associate in Education; and in 1920 was promoted to rank of Associate Professor in Education.

14 DAY USE

RETURN TO DESK FROM WHICH BORROWED

LOAN DEPT.

This book is due on the last date stamped below, or on the date to which renewed.

Renewed books are subject to immediate recall.

9 JAN '60 ER

REC'D LD

DEC 28 1959

~~DEC 28 1959~~

REC'D LD

MAY 6 '64 - 10 PM

LD 21A-50m-4,'59
(A1724s10)476B

General Library
University of California
Berkeley

473271

2
36
m 4

UNIVERSITY OF CALIFORNIA LIBRARY

