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**Preschool Books:
An Assessment of Conflict
Resolution Skills Available to Young
Children Through Reading**

This paper is the product of one mother's love of children's books, her daughter's love of children's books, and the two of them introducing that love to an infant son.

Mothers and fathers spend a great deal of time ensuring that children of all ages are read to. Some experts recommend that this begin when the baby is still in the womb, with mother and father reading books to their unborn child in an attempt to begin early brain development and a lifelong love of reading. Children's literature serves many different functions. It takes us to far away places, serves as a means of entertainment, allows children the exploration of their feelings, informs on a variety of topics, and acts as a means of socialization for children of all ages.

Socialization has been defined as the process of shaping behavior so that children fit in with society. Through the socialization process, children learn the norms of society and also the different roles performed by members of society, including behaviors that are acceptable or not acceptable (Ormrod, 1998). Within the somewhat restricted world of early childhood, parents are the major socializing agents acting as filters by which these early social interpretations are made. Books are a common, readily available example of the wider environment for the child and are therefore, strong forces in the lives of children. Books provide examples of how we expect people to behave and what is appropriate and inappropriate in our world.

Lev Vygotsky (1978), a Russian psychologist, conducted much of his research with young children and in so doing discovered that children are taught by example and through social interaction. Through these two modalities, children learn the thinking patterns and behavior patterns which make up the culture of their communities. When parents and teachers read to children, they

open a door for a wealth of other socialization activities. Vygotsky believed that children use inner speech to guide themselves through difficult tasks and that with the guidance and support of more competent individuals, children develop increasing skills at various tasks as well as more sophisticated thought processes (Ormrod, 1998).

Vygotsky (1978) posited a zone of proximal development to explain the relationship between learning and development. He conceptualized that children are capable of learning and are, indeed, active learners from the first day of life and that therefore, learning and development are inextricably interrelated. In *Mind in Society*, he defines the zone of proximal development as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problems solving under adult guidance or in collaboration with more capable peers” (1978: 86). Development is the internal process and learning is the external process. Vygotsky states that, “What a child can do with assistance today she will be able to do by herself tomorrow” (1978: 87). Children can only learn that which is within their developmental level. If books are then, used as agents of socialization, an analysis of problem solving skills and the way adults guide the resolution of problems in story may affect the way a child will resolve conflict and solve problems in his/her future.

In the book they edited, *Making Sense*, Bruner and Haste discuss the ways children organize and make sense of their world. They suggest that, “given an appropriate, shared social context, the child seems more competent as an intelligent social operator than she is as a ‘lone scientist’ coping with a world of unknowns” (1997: 1). They find evidence of the relationship between the individual and the social world as demonstrated collaborativity from various researchers in various fields. They suggest that when enhancing problem-solving activity, “what in fact happens ... is that the child’s own cognitive approach to the problem is challenged, either by peers directly or by parents or teachers ‘scaffolding’ understanding through pacing of the problem-solving process” (1997: 8). The child can, thereby, build on his/her own organization of reality through interaction with others (mothers and fathers) who have more sophisticated skills. She uses what she knows and grows by integrating the concepts presented by those who have more advanced reasoning.

The effects of parents and family as primary socializing agents for children has a long history in social research and remains a focus for current family researchers (Strand, 2000, Vandell, 2000; Harris, 2000; and Bedford, Volling, and Avioli, 2000). There is a strong relationship between parenting styles and the social development of children. There is also strong evidence that parents provide the filters for multiple socializing agents for their children. The role of sibling conflict has been found to be potentially beneficial for adult wellbeing and competence. Siblings who are allowed to resolve their own conflicts without direct parental intervention may experience increased social and emotional competence, develop self identity, experience quality sibling rela-

tionships, and subsequently, adjust their own parenting skills. Hastings and Rubin report a transaction model for socialization effects between mothers and children. They suggest that social behaviors of two year olds may influence parental beliefs and actions. "Authoritarian mothers of aggressive toddlers were most likely to report high control and anger, to blame their children for aggression, and to focus on obtaining compliance rather than teaching skills to their children. Protective mothers reported that they would use warmth and involvement to comfort withdrawn children, especially their daughters" (1999: 722).

Children reflect the coercion and negotiation strategies of their parents as discovered through observation, interviews, and questionnaires by Crockenberg and Lourie (1996). They found a longitudinal correlation between mothers' strategies and children's self-reports of social competence. Hastings, Zahn-Waxler, Usher, Robinson, and Bridges (2000) found that maternal socialization approaches predicted the ability of their young children to show concern for others and externalize problems.

In a society where children are increasingly called upon to be critical problem solvers and brokers of conflict, the examination of skills in these areas is essential. Parents and schools must deal increasingly with children who threaten each other with violence, carry weapons, observe violence in many everyday contexts, and exhibit antisocial or violent behaviors. It is not unusual for parents to express concern regarding the safety of their children in a variety of social situations. Data from the U. S. Census Bureau report that 1,613 children under the age of 18 were murder victims in 1998. Records of juvenile arrests are recorded in two categories, violent crimes and drug related crimes. Juvenile arrests for violent crimes rose from 77,220 in 1980 to 90,703 in 1998 and juvenile arrests for drug related crimes rose from 86,685 in 1980 to 148,712 in 1998. From 1990 to 1998, the total number of substantiated child maltreatment cases rose from 690,658 to 861,602. It must be noted that some of these children were victims of several types of maltreatment so the total impact of violence against children is more complex than this figure indicates. In 1998, 51 per cent of these victims were female; 13.7 per cent were under the age of one year, 24.4 per cent between two to five years, and 25.2 per cent between six to nine years of age.

Maxwell and Carroll-Lind found that children are profoundly affected by exposure to violence with the most traumatic events for children being the death of a relative, the separation of parents, being victims of abuse, direct or vicarious pain, and witnessing violence. They conclude that "family violence distorts children's socialization" (1998: 177). Ladd and Ladd investigated peer victimization and found that "high intrusive demandingness and low responsiveness were associated with peer victimization in both boys and girls and parent-child relationships characterized by intense closeness were associated with higher levels of peer victimization in boys" (1998: 1450). It is apparent that children, young children, must attain skills for understanding and coping with

conflict evident in their world. Appropriate interaction is a key element for skill building.

Berger and Luckman in *The Social Construction of Reality* emphasize, “the most important experience of others takes place in the face-to-face situation, which is the prototype case of social interaction. All other cases are derivatives of it” (1967: 28). Face-to-face interactions provide a circular reactive pattern of behaviors. I smile, you smile in return, and your smile influences my subsequent reaction. In the child’s earliest experiences, these circular patterns (most frequently between mother/father and child) furnish the genesis of socialization or the awareness of “other.” As development and learning advance, social roles, norms, and expectations also shape the child’s construction of reality. Schema develop as organizers of reality and provide the genesis of social thought. Berger and Luckman put it best. “Man [sic] is biologically predestined to construct and to inhabit a world with others. This world becomes for him the dominant and definitive reality. Its limits are set by nature, but once constructed, this world acts back upon nature” (1967: 183). Because we are destined to inhabit a world with others, we construct this world based on the reality available to us and, in turn, our constructed reality impacts self, others, and the social environment at large. If our reality includes conflict, it must also include conflict resolution for survival and growth. Interpretations of conflict and conflict resolution are filtered by interactions with socializing agents in our socially constructed world, e.g., parents, peers, relations, books, media, and social institutions.

The effects of violence on young children and the movement toward teaching peace have found voice in recent literature. Sauertwein (1995) recognizes that young children are very susceptible to violence; that stored memories of violent acts, whether real or fictionalized, may affect their sense of reality. She provides models of antiviolence curricula. Bernat (1993), Trepanier-Street and Romantowski (1996), Betz (1994), and Carlsson-Paige and Levin (1992) report various techniques for conflict resolution in early childhood classrooms including setting clear, appropriate interactive rules, redirecting attention, and integrating face-to-face discussions of infractions as opposed to using time-out as an intervention. Killen (1995) found that preschoolers are social and sensitive to the needs of others and that aggression is rare among young children. Her findings indicate that children can and do negotiate with peers both at a young age and in the absence of adults. A number of researchers have discovered that children evidencing creativity, sociability, and friendliness are more likely to respond positively to programs emphasizing interpersonal negotiation strategies, (Dinwiddie, 1994; Adalbjarnardottir, 1995; Hartup, *et. al.*, 1988, Oboodiat, *et.al.*, 1994).

Adult involvement in conflicts between children has also been a topic of recent social science research. Sims *et. al.* (1996) observed 50 three-year-olds in day care centers and found that adults intervene when there is physical activity involved in the conflict and that this may keep children from dealing independently with resolution of interpersonal conflict. This knowledge,

coupled with DiMartino's (1990) finding that preschoolers are able to distinguish and understand different types of social conflict in the same way as adults, reinforces the fact that parents and significant adults are primary socializing agents for children. The universality of this concept is reflected in work by Killen, Ardila-Rey, Barakkatz and Wang (2000) which found that 160 preschool teachers in four countries (United States, Colombia, El Salvador, and Taiwan) held similar beliefs with regard to intervention in children's conflicts and the importance of autonomy in early childhood.

Literature has been used in a number of contexts for the socialization of children such as multiculturalism (Goldblatt, 1999; Stewig, 1992; Cole and Valentine, 2000), American identity (Steiner, 1998), gender roles (Levstik, 1983), ethnic sensitivity (Palmer *et. al.*, 1992), technology (Gertz-Hyman, 1993), career awareness (Westerberg and Sander, 1982), coping with disabilities (DeGeorge, 1998), diverse family forms (Hampton, Rak, and Mumford, 1997), social awareness of peer relationships (Bhavnagri and Samuels, 1996), social action (McGowan, 1994), moral education (Frank, 1980), and death (DeMinco, 1995). Similarly, children's literature has been used in teaching such varied classes across the curriculum as social studies (Hamman, 1995; Mitchell-Powell, 1995; Waters, 1999), geography and mathematics (Lombard and Capan, 1993), cooking (Norton and Anfin, 1997), geography (Harthern, 1992), and anthropology (Barnes, 1991).

It is consistent that children's literature, as a socializing agent, impacts learning and growth opportunities for young children. Studies by Tabbert (1979) and Krips (1997) emphasize that both reading and being read to make an important contribution to the instruction, entertainment, and socialization of young children. An examination of this contribution of children's literature in the area of conflict resolution has been the subject of only a few studies in the last decade. Reicken and Miller (1990) and Gallagher (1990) both address the use of children's books in promoting peace, cooperation, interdependence and problem-solving. Luke and Myers (1994) examined ways to use literature in helping children develop positive conflict resolution skills. They give examples of three primary books that may be used by parents and teachers in dealing with misunderstanding, peace, jealousy, and playground fights.

It was the purpose of the current research to explore the content of preschool literature in order to assess the possible impact such literature may have on preparing the child for conflict and conflict resolution in their near environment. The question under investigation was what, specifically, do children's books say about conflict. The researchers focused on three dimensions: the presence or level of conflict in the book, the strategy for resolution of the conflict, and if an other is used to resolve the conflict, who is the other most often selected.

Methodology

The methodology used in this study was a content analysis. This technique

provides data for both quantitative and qualitative analysis, “a method of measuring the unmeasurable” (Simon, 1978). Early content analysis was used by military intelligence agencies during wartime. Newspapers were monitored with exact counts made of items that could contribute to the war machine. It has been used extensively in reviewing the influence of mass media or changes in society and culture as reflected by current media. Examination of popular literature of a particular period or genre has been used to comment on political climate or historic circumstances. “... This technique is the source of much of our understanding of the contacts among cultures and the transmission of knowledge among them” (Simon, 1978: 213).

Procedures

A list of 125 children’s books was compiled by collapsing the American Library Association’s suggested reading list for preschoolers and the Association of Library Services to Children’s suggested fiction books for preschoolers. The number of books available from this list to the researchers was 105, providing a study sample of $n=105$. Thus, 20 books from these two sources were omitted from the study.

Five readers were trained as a group on analyzing and coding the contents of these books. They worked independently of each other for the actual analysis. Each reader assessed all the books and coded responses on response sheets. These response sheets were then compiled and a common rating for each book was developed based on consensus of responses. The data collected were analyzed statistically using a χ^2 test of each of the three dimensions.

Results

The first dimension under investigation concerned the level of conflict reflected in preschool literature. Readers rated each book as being on one of four levels. Level one reflected no conflict in the book or books that were simply descriptive in nature. It included simple picture books and counting books. Of the 105 books read, 36 of them were purely descriptive. Molly Bangs’ *Ten, Nine, Eight*, a book of numbers, was rated in this category. Level two were books in which one party or group experienced a need to solve a problem. The conflict depicted is a simple conflict, one in which a problem exists and there is no opposition to its resolution. Thirty-three of the books were determined to be at this level. Don Freeman’s *Corduroy* is an example of a level two book. Level three books depicted situations in which one character or group had to solve a problem but experienced some opposition to the resolution of the problem. Twenty-four of the books were determined to be at this level. Wally Piper’s *The Little Engine that Could* was ranked in this grouping. Level four were books depicting situations in which two or more parties or groups were involved in conflict with direct opposition between characters or situations. Only 12 books contained this level of conflict, Beatrix Potter’s *The Tale of Peter Rabbit* being, perhaps, the best example. While 36 books were descriptive, 69 of those read

depicted some conflict. A statistically significant difference exists between the level of conflict present in these books such that $p < .01$. See Chart 1.

The second dimension under investigation concerned the strategies suggested in the books for resolution of the conflict. The following strategies were analyzed, no option, talking a solution, withdrawing, verbal fighting, physical fighting, bringing in another party to help with the resolution, and miscellaneous others. Two strategies emerged from the "other" category, persistence on the part of the character and accidental resolution. Totals in this category are larger than the sample ($n=69$) because in several cases, more than one strategy was suggested and/or used. Only one book offered not option for resolution. The book was entitled *Where Does Joe Go?* And was a mystery with no answer provided as to where the hot dog vender at the boardwalk goes during the winter. Fifteen books suggested talking as a method of resolution and fifteen suggested withdrawing from conflict. Only two depicted verbal fighting and three depicted physical fighting. The largest number of books, 35, offered bringing in a third party as successful resolution of the conflict. Of the 12 books offering miscellaneous other strategies, the one most often suggested was persistence. Frequently, talking was offered as a dual solution coupled with bringing in another party. Withdrawing was also suggested in concert with bringing in another party as well as with talking a solution.

A statistically significant difference exists between the strategies used for resolution of the conflict at $p < .001$. See Chart 2.

The third dimension under investigation concerned which parties were invited to help resolve conflicts. Of the 35 books depicting the use of a third party for intervention, 11 of them suggest peers as the resource. Nine depicted significant adults (teachers, grandparents), seven depicted parents (most often, mothers), three depicted authority figures (police, sheriff), and 5 used inanimate objects such as toys. There was no statistically significant difference between which significant other is used as a resource for conflict resolution. See Chart 3.

Discussion

It is interesting that only one-third of preschool books contained no conflict or need to solve a problem. This indicates that the large majority of books for young children introduce problem solving at the earliest point in literary life. A little more than half of those dealing with some sort of problem or conflict involved opposition to the resolution of the problem. At the youngest ages, then, books are socializing children as problem solvers. This has been the case for some time as the books on the list have publication dates through the last century. As children read about little engines or teddy bears with difficulties, they are seeing the world as a place where problems and even conflict exist. When they are read to, adults or more sophisticated learners, socialize children in accepting the reality of conflict and are able to guide them through the process of recognizing such abstract concepts as opposition and

resolution. They are also able to imagine (envision) outcomes at a very early age.

At this time, there are no indicators for the types of strategies most often used by children at different development stages. The strategies depicted in these books may not reflect the strategies most often incorporated by children into their repertoire of resolution skills. It is interesting to note that of the strategies depicted, talking out a solution was used exactly as often as withdrawing from conflict. It is possible that the choice between these two strategies may depend more on the personality of the child than on the technique itself. With only five books in this sample depicting any type of fighting, verbal or physical, it is clear that children's authors do not write about hostility when they write about problems and conflicts. We do know that there are potential benefits for sibling conflict (Bedford *et al.*, 2000: 53) and wonder if the depiction of more overt aggression in children's literature might not have similar results. The vicarious nature of reading may provide children with opportunities for rehearsing ways of handling fighting in their lives.

What are we suggesting when the most common strategy depicted is intervention by a third party? Are we in some way suggesting that children are incompetent problem-solvers or that they require others to handle their conflicts? It is possible that we are teaching lessons of safety; that children are safe when there are significant others available to assist them when confronted with conflict. Is this a desirable message?

The most resounding question of this research emerges when looking at preferable resources for helping resolve conflicts. The leaders of this list are peers. The contradiction here is clear. I am not competent to resolve conflict but my peer is. Ergo, I am not as competent as my peer. No wonder children are confused as to useful strategies or may not use the strategies depicted in their books. It is surprising that in only seven of these books parents are suggested as resources for conflict resolution.

Because books are socializing agents for children, they have the potential for exerting powerful influences over the way children view the near and far environment, their families, their friends, and their own potential. Three factors must be considered for incorporating these findings into daily life. The first is the use of reading materials in a child's life. Due to dramatic increases in the number of children in day care, it is possible that these books are being given wider audience than they would receive if children remained in their own homes. The second factor is the interpretation of the books given by the reader and the possibility of interactive discussion. Children who are read to are able to discuss the story as it evolves and may, therefore, have the advantage of increased experience with options and decision-making. The third factor is the developmental ability of the child to apply the material in books to his/her concrete environment.

Implications

There are far reaching implications for the use of children's literature in the

area of conflict resolution. Books provide an opportunity for discussing both conflict and the ways to resolve conflict for young children. Because these particular books are on recommended reading lists and there is conflict evident in two-thirds of them, the possibility for using them to launch such discussions is far from unique. They also provide an objective context for discussing options available for children in resolving conflict. It is less value laden to discuss Peter Rabbit's options than to discuss an individual child in a classroom or home environment. Additionally, reading these books to children creates a context for parents and teachers to understand the reliance of children on those in their near environment as resolution resources. This is the message they receive from preschool books. This provides educators and researchers additional insight into the links between the socialization process and social cognition. Parents are acting as socializers for peace when they use these reading opportunities for reality-based, face-to-face dialogues with their children.

Books open all sorts of doors for the young mind and through them, we are afforded a myriad of opportunities for helping our children grow so that they become competent contributors of society as Vygotsky (1978) theorized. Children grow through cultural interaction, building on their own experiences through interactions with more sophisticated individuals. Socialization of conflict and the resultant resolution of conflict is important for both the child and the child's society. We know our social reality is one in which children are faced with obstacles and frustrations if not, overt violence, at early ages. The fact that they spend most of their time in the care of an adult, relying on that adult for safety and role modeling, places tremendous responsibility on the shoulders of the more competent individuals who care for children. It is critical for these adults, whether parents or teachers, to teach young children necessary life skills at every possible opportunity. Reading is one of the best and most accessible ways for accomplishing this task.

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Appendix I

Rating Sheet

NAME _____

AUTHOR _____

TITLE _____

I. Presence or level of conflict

- _____ 1.Descriptive only, no conflict
_____ 2.One party or group with a need to solve a problem
_____ 3.One party or group with a need to solve a problem
with opposition to the resolution of the problem
_____ 4.Two parties or groups involved in conflict with
direct opposition between characters or situations

II. Strategies for resolution of conflict

- _____ 1.No options
_____ 2.Talking a solution
_____ 3.Withdrawing
_____ 4.Verbal fighting
_____ 5.Physical fighting
_____ 6.Bringing in another party to help with resolution
_____ 7.Other:

III. Significant other used as a resource for resolution of conflict

- _____ 1.Parents
_____ 2.Other significant adult
_____ 3.Peer
_____ 4.Formalized authority figure (police, sheriff)
_____ 5.Other:

Appendix II

Book List by Author and Title

Allard, Harry, *Miss Nelson is Missing*
Ames, Lee, *Draw, Draw, Draw*
Anderson, Hans Christian, *Ugly Duckling*
Anholt, Catherine, *Harry's Home*
Anholt, Laurence, *Stone Girl, Bone Girl: The Story of Mary Anning*
Arnold, Marsha Diane, *The Bravest of us All*
Aylesworth, Jim, *Aunt Pitty Patty's Piggy*
Aylesworth, Jim, *The Full Belly Bowl*
Baker, Keith, *Big Fat Hen*
Bang, Molly, *Ten, Nine, Eight*
Bang, Molly, *When Sophie Gets Angry*
Battle-Lavert, Gwendolyn, *The Music in Derrick's Heart*
Bemelmans, Ludwig, *Madeleine*
Berenstain, Norman, *Clifford*
Best, Cari, *Three Cheers for Catherine the Great*
Bliss, Corrine Demas, *The Littlest Matryoshka*
Bogacki, Tomek, *My First Garden*
Borden, Louise, *Abe Lincoln and Me*
Braun, Trudi, *My Goose Betsy*
Bridwell, Norman, *Clifford, the Big Red Dog*
Brown, Marc, *Play Rhymes*
Brown, Margaret Wise, *Goodnight Moon*
Burleigh, Robert, *Messenger, Messenger*
Carle, Eric, *The Very Hungry Caterpillar*
Charlip, Remy, *Sleepytime Rhyme*
Chorao, Kay, *Pig and Crow*
Cole, Brock, *Buttons*
Cooke, Trish, *The Grandad Tree*
Corey, Shana, *You Forgot your Skirt, Amelia Bloomer*
Cowley, Joy, *Red Eyed Tree Frog*
Crews, Donald, *Freight Train*
Crunk, Tony, *Big Momma*
Cutler, Jane, *The Cello of Mr. O*
Daly, Niki, *Jamela's Dress*
Day, Nancy Raines, *A Kitten's Year*
DePaola, Tomie, *26 Fairmont Avenue*
Diakite, Baba Wague, *Hat Seller and the Monkeys*
Echewa, T. Obinkaran, *The Magic Tree: A Folktale from Nigeria*
Feiffer, Jules, *Bark, George!*
Field, Eugene, *Wynken, Blynken, and Nod*

Fleming, Denise, *Mama Cat has Three Kittens*
Floca, Brian, *Five Trucks*
Fox, Mem, *Time for Bed*
Frazee, Marla, *Hush, Little Baby*
Freeman, Don, *Corduroy*
Gauch, Patricia Lee, *Presenting Tanya, the Ugly Duckling*
George, Kristine O'Connell, *Little Dog Poems*
Henderson, Kathy, *The Baby Dances*
Hest, Amy, *Off to School, Baby Duck*
Henkes, Kevin, *Oh!*
High, Linda Oatman, *Barn Savers*
Hill, Eric, *Where's Spot?*
Ho, Minfong, *Hush! A Thai Lullaby*
Hopkinson, Deborah, *A Band of Angels*
Howard, Elizabeth Fitzgerald, *Virgie Goes to School with Us Boys*
Howe, James, *Horace, and Morris, but Mostly Delores*
Hughes, Shirley, *Alfie Gives a Hand*
Jay, Alison, *Picture This...*
Johnson, D. B., *Henry Hikes to Fitchburg*
Jonas, Ann, *When you were a Baby*
Jonell, Lynne, *It's MY Birthday, Too!*
Kajikawa, Kimiko, *Yoshi's Feast*
Kaplan, Howard, *Waiting to Sing*
Keats, Ezra Jack, *Peter's Chair*
Kurtz, Jane, *River Friendly, River Wild*
Kurtz, Jane, *Far Away Home*
Lester, Helen, *Hoo-way for Wodney Wat*
Look, Lenore, *Love as Strong as Ginger*
Lum, Kate, *What! Cried Granny: An Almost Bedtime Story*
McBratney, Bill, *Guess How Much I Love You*
McCloskey, Robert, *Make Way for Ducklings*
McMullen, Kate, *If You Were my Bunny*
McPhail, David, *Drawing Lessons from a Bear*
Marcellino, Fred, I, *Crocodile*
Martin, Bill Jr., *Brown Bear, Brown Bear, What Do You See*
Mathers, Petra, *A Cake for Herbie*
Mayer, Mercer, *There's a Nightmare in my Closet*
Mollel, Tololwa M., *My Rolls and Piles of Coins*
Moore, Clement, *The Teddy Bear's Night Before Christmas*
Morimoto, Junko, *Two Bullies*
Myers, Christopher, *Wings*
Myers, Walter Dean, *The Blues of Flats Brown*
Otto, Carolyn, *Pioneer Church*
Overend, Jenni, *Welcome with Love*

Oxenbury, Helen, *Tom and Pippo Read a Story*
Pacilio, V. J., *Ling Cho and His Three Friends*
Pallotta, Jerry, *Dory Story*
Patschke, Steve, *The Spooky Book*
Pearson, Tracey Campbell, *Where Does Joe Go?*
Piper, Wally, *The Little Engine That Could*
Pinkney, Jerry, *The Ugly Duckling*
Potter, Beatrix, *The Tale of Peter Rabbit*
Priceman, Marjorie, *Emiline at the Circus*
Raschka, Chris, *Ring! Yo?*
Rey, H. A., *Curious George*
Rodowsky, Colby, *Not My Dog*
Sanders, Scott Russell, *Crawdad Creek*
Sendak, Maurice, *Where the Wild Things Are*
Seuss, Dr., *The Cat in the Hat*
Shannon, David, *David Goes to School*
Sierra, Judy, *Tasty Baby Belly Buttons*
Sis, Peter, *Trucks, Trucks, Trucks*
Solbodkina, Esphyr, *Caps for Sale*
Stanley, Diane, *Raising Sweetness*
Steptoe, John, *Baby Says*
Swope, Sam, *Gotta Go!*
Tayback, Simms, *Joseph Had a Little Overcoat*
Tafari, Nancy, *Have You Seen my Duckling*
Waber, Bernard, *Ira Sleeps Over*
Wahl, Jan, *The Field Mouse and the Dinosaur Named Sue*
Ward, Helen, *Hare and the Tortoise*
Watanabe, Shigeo, *How Do I Put it On?*
Weiss, Nicki, *Where Does the Brown Bear Go*
Wellington, Monica, *Night Rabbits*
Wells, Rosemary, *Max's Bedtime*
Wiesener, David, *Sector 7*
Wilkowski, Susan, *Baby's Bris*
Williams, Vera B., *"More, More, More," Said the Baby*
Yolen, Jane, *How Do Dinosaurs Say Goodnight?*
Zagwyn, DeborahTurney, *Apple Batter*
Zimmerman, Andrea, *My Dog Toby*
Zimmerman, Andrea, *Trashy Town*
Zion, Gene, *Harry the Dirty Dog*
Zolotow, Charlotte, *My Friend John*

Chart 1

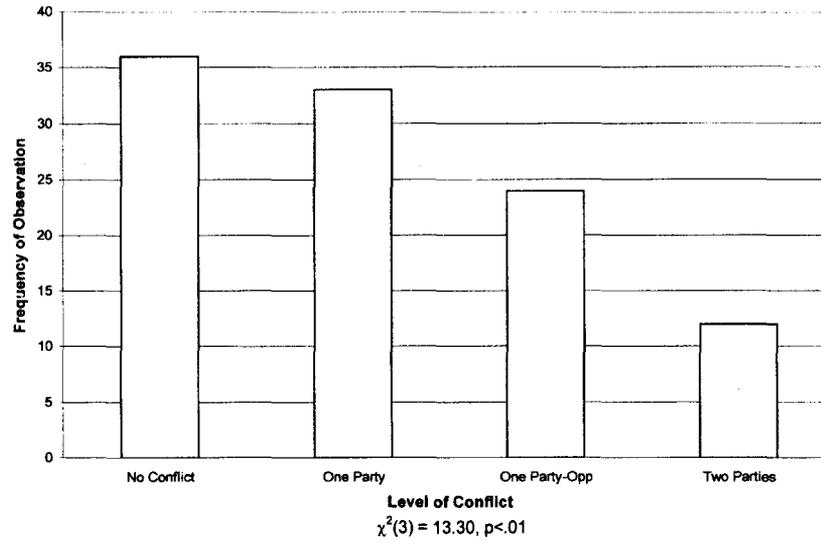


Chart 2

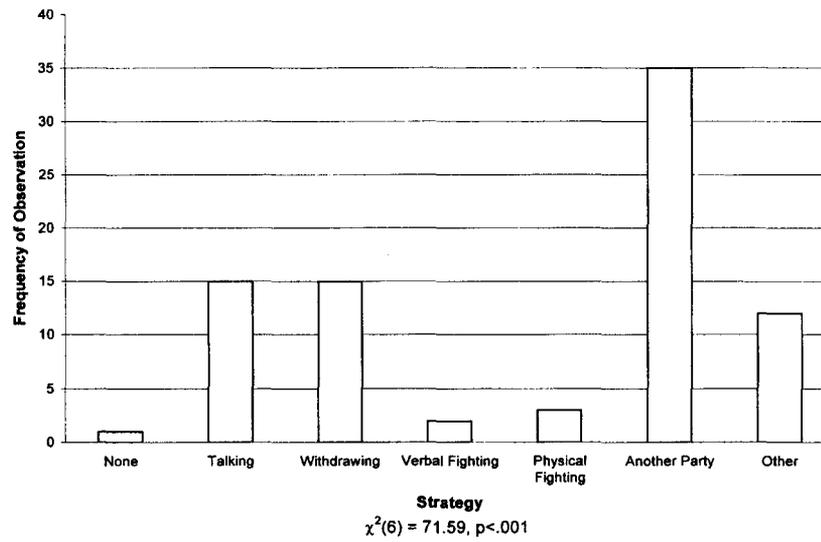


Chart 3

