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## A study in developing a positive self concept in preschool children

Joyce W. Kayser  
*University of the Pacific*

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A STUDY IN DEVELOPING A POSITIVE SELF CONCEPT  
IN PRESCHOOL CHILDREN

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A Thesis  
Presented to  
the Graduate Faculty  
University of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

---

by  
Joyce W. Kayser  
June 1974

This thesis, written and submitted by

Joyce W. Kayser

is approved for recommendation to the Committee  
on Graduate Studies, University of the Pacific.

Department Chairman or Dean:

T.C. Coleman

Thesis Committee:

Jerry W. King Chairman  
Donald B. King  
Fred A. Kuskal

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## Chapter 1

### INTRODUCTION

Today in education we are concerned not merely with keeping children interested in their lessons, but in making the process of learning yield ego and strength and thus contribute to positive feelings and attitudes toward self and others.

This relatively new direction for schools derived from humanistic psychology, has generated new conceptions of learning, teaching and education. The goal of education is,

Ultimately the "self-actualization" of a person, the development to the fullest height that the human species or a particular individual can come to...it is helping the person to become the best that he is able to become.<sup>1</sup>

In 1962, the yearbook committee of the Association for Supervision and Curriculum Development asked four leading humanistic psychologists, Carl Rogers, Abraham Maslow, Earl Kelly, and Arthur Combs each to write a brief sketch about the nature of the self-actualizing, fully functioning personality, and from these the committee wrote the implications they had for education.

One of the basic ideas from their writings for a fully functioning person is the development of the self concept and that the

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<sup>1</sup>Abraham Maslow, "Education, Art, and Peak Experiences," Humanistic Frontiers in American Education, ed. R. Fairfield (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), p. 184.

self concept is learned. The implication for education is that self concept can be taught.<sup>2</sup>

Educators have long known that the way a person felt about himself has a great bearing on what he does and how well he does at school. Bloom, White, and Kagan, all Harvard psychologists studying early childhood, have concluded that some fundamental learning patterns are set very early in life--well before the age of three, and that during this period the child is particularly open to environmental influences, for good or bad. They also found that the child remains quite malleable during his first seven years, but the longer one waits, the more radically is the need to change his environment and the probability of change becomes a little less with each successive year.<sup>3</sup>

From these ideas, it seems that self concept is vital to a fully functioning person. It can be learned and should be learned in the early years. Part of the curriculum for early childhood education should be developing positive self concepts.

Combs writes,

People learn who they are and what they are from the ways in which they have been treated by those surrounding them in the process of their growing up...People discover their self concepts from the kinds of experiences they have had with life; not from telling, but from experience. People develop feelings that they are liked, wanted, acceptable and able from having been successful. One learns that he is these things, not from being told so, but only through the experience of being treated as though he were so. Here is the key to what must be done to produce more

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<sup>2</sup>Association for Supervision and Curriculum Devel., 1962 Year-book, Perceiving, Behaving, Becoming (Washington, D.C. A.S.C.D. 1962), p. 53.

<sup>3</sup>Pines, "Why Some 3 Year-olds Get A's...and Some Get C's," ed. Anderson, As The Twig Is Bent (Boston: Houghton Mifflin Co., 1971), p. 165.



adequate people. To produce a positive self, it is necessary to provide experiences that teach individuals they are positive people.<sup>4</sup>

George Brown suggests that the way to develop a positive self concept is to use our own senses (1) in becoming aware of our body, how it feels, (2) by becoming aware of how others feel through touch, (3) to become aware of things through sense of smell, taste, hearing and touch, (4) building trust by learning about others, sharing activities, and talking together, and (5) developing dance and sound making.<sup>5</sup>

A program for helping to develop preschoolers' self concepts is an important learning strategy that must be implemented into early childhood education.

#### Statement of the Problem

Does a positive self concept develop more adequately for four and five year old nursery school children when they participate in activities based on sensory experiences? Is this growth more for the younger children than the older children? How does this growth compare to the development of a positive self concept in four and five year old nursery school children who are not involved in a sensory activities program?

#### Statement of the Purpose

The purpose of this study is threefold. One is to find out if

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<sup>4</sup>Association for Supervision and Curriculum Devel., 1962 Yearbook, op. cit., p. 53.

<sup>5</sup>George Brown, Human Teaching for Human Learning, (New York: Viking Press, 1971), pp. 27-51.

a positive self concept develops when four and five year old nursery school children are exposed to sensory activities, and secondly, to compare this growth with four and five year old nursery school children who have not participated in such a program.

The third purpose is to find out if the younger children have a greater growth toward positive self concept than the older children.

### Definitions

Sensory activities in this study are activities which (1) help children become aware of their body, and how it feels, angry, happy, etc.; (2) help children become aware of all their senses, touch, smell, taste, hearing, sight; (3) help children to build trust through learning about others, i.e., touching, sharing activities, painting together; (4) help children to share verbally, and (5) help children in dance and sound making.

Self concept. Combs' definition for self concept is "...the ways in which an individual characteristically sees himself. This is the way he 'feels' about himself."<sup>6</sup> He also writes that a person who has a positive self concept is one "who has few doubts about their own worth and value...and sees himself in essentially positive ways."<sup>7</sup>

Growth. According to Maslow, growth is a "vaguely perceived area rather than a sharply defined concept...we just don't know enough

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<sup>6</sup>Association for Supervision and Curriculum Devel., 1962 Yearbook, op. cit., p. 62.

<sup>7</sup>Ibid.

about growth yet to be able to define it well."<sup>8</sup> He gives a list of synonyms which other psychologists such as Fromm, Horney, Jung, Rogers, Allport and Schachtel use. They are,

Individuation, autonomy, self-actualization, self-development, productiveness, and self-realization...Its meaning can be indicated rather than defined, partly by positive pointing, partly by negative contrast, i.e., what is not.<sup>9</sup>

Younger children are those whose ages range from 4.0 to 4.9 years old.

Older children are those whose ages range from 4.10 to 5.7 years old.

Rationale. When leading psychologists of today such as Maslow, Rogers, and Combs say that the self concept is learned, and is so basic to a fully functioning person, it seems only right that educators develop an environment where this growth is possible.

Bloom's survey of longitudinal studies indicates that the patterns of learning are set up very early in life.<sup>10</sup> Therefore, we should begin with preschoolers, helping them to acquire a positive feeling about themselves. This will be a solid foundation for growth to take place from thereon. Erik Erikson says that until one stage of child development is well founded, the next stage does not develop

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<sup>8</sup>Maslow, Toward a Psychology of Being, (Princeton, New Jersey: D. Van Nostrand Co., Inc., 1962), p. 22.

<sup>9</sup>Ibid.

<sup>10</sup>Benjamin Bloom, Stability and Change in Human Characteristics, (New York: John Wiley & Sons, Inc., 1964), p. 104.

like it should.<sup>11</sup>

We need to discover ways of enhancing self concepts for our children. Perhaps this will diminish or even solve many of the problems educators are faced with in the elementary and secondary schools. Erikson states, "We do know that nearly all children who get a good start continue to develop very well..."<sup>12</sup> With the good start of a positive self concept, most children will be growing in the right direction.

### Hypotheses

1. There is a significant growth toward positive self concept when four and five year old nursery school children are exposed to a sensory activities program.
2. There is a significant difference in growth toward positive self concept for younger boys compared to older boys.
3. There is a significant difference in growth toward positive self concept for younger girls compared to older girls.
4. There is no significant difference in growth toward positive self concept for younger boys compared to younger girls.
5. There is no significant difference in growth toward positive self concept for older boys compared to older girls.
6. There is a significant difference in growth toward positive self concept for four and five year old nursery school children when

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<sup>11</sup>Erik Erikson, "A Healthy Personality for Every Child," As the Twig is Bent, ed. Anderson (Boston: Houghton Mifflin Co., 1971), p. 122.

<sup>12</sup>Ibid., p. 130.

exposed to sensory activities compared to four and five year old nursery school children not exposed to a specific sensory activities program.

### Limitations

This study is limited to four and five year old children in a suburban nursery school in Stockton, California for a period of ten weeks.

The control group is in a different Stockton suburban nursery school composed of four and five year old children.

## Chapter 2

### REVIEW OF THE LITERATURE

#### Affective Learning: Its Psychological and Philosophical Roots

Carl Rogers, the psychologist, feels that for education in the USA 2000, the most important learnings will be personal and interpersonal. Each child will learn that he is a person of worth because he has unique and worthwhile capacities. His learning will be an experience in living, not a preparation for living.<sup>12</sup>

Biber declares that "during the last few decades a philosophy of education that is consonant with humanistic ideals has emerged in which the concept of extended individuality is a primary value."<sup>13</sup>

Erikson in charting the development of the healthy personality shows that the four and five year old wants to find out what kind of person he is. He is keenly observant of the adults around him, imitating their behavior and wanting to share in their activities. It is a period of enterprise and imagination, of intrusive, vigorous learning. His conscience has developed and the problem that has to be worked out is how to will without too great a sense of guilt. The

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<sup>12</sup>Carl Rogers, "Interpersonal Relationships: USA 2000," Convergence, 2, No. 3, (1969), 43.

<sup>13</sup>Barbara Biber, "Preschool Education," Foundations of Early Childhood Education Readings, ed. Auleta, (New York: Random House, 1969), p. 131.

fortunate outcome will be a sense of initiative which must be continually fostered. Great care must be taken that young children do not feel guilty for having dared to dream.<sup>14</sup> Beyer adds that preschoolers have a struggle in asserting themselves and teachers need to be understanding and patient at this point.<sup>15</sup>

Elkind states that "an emotional distraught preschooler is cognitively disorganized as well."<sup>16</sup> Combs and Snygg suggest that,

To be really effective, education will have to accept the task of dealing with the whole phenomenal field of the individual, of producing changes in his perception of himself as well as in his perception of his environment.<sup>17</sup>

Goodlad writes that educators must ask such questions as to "what extent is each child developing a deep sense of personal worth, the sense of selfhood that is a prerequisite for self-transcendence, and what kinds of human beings do we want to produce."<sup>18</sup>

Meaning of Self Concept, Including the  
Larger Component of Self-Actualization

In the Association for Supervision and Curriculum Development

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<sup>14</sup>Erik Erickson, "A Healthy Personality for Every Child," As the Twig is Bent, ed. Anderson, (Boston: Houghton Mifflin Co., 1971), p. 128.

<sup>15</sup>Evelyn Beyer, Teaching Young Children, (New York: Western Publishing Co. Inc., 1968), p. 204.

<sup>16</sup>R. Mayer, "A Comparative Analysis of Pre-School Curriculum Models," As the Twig is Bent, ed. R. Anderson, (Boston: Houghton Mifflin Co., 1971), p. 46.

<sup>17</sup>Arthur Combs, and D. Snygg, Individual Behavior: A Perceptual Approach to Behavior, Revised Edition, (New York: Harper Row, 1959), p. 46.

<sup>18</sup>John Goodlad, "Learning and Teaching in the Future," Today's Education, (February 1968), p. 51.

1962 Yearbook, the editors point out that social scientists are seeking to define the crowning achievement in human growth and development instead of human adjustment as a matter of averages. Questions asked are what kind of person would it be who has truly achieved the ultimate in self-realization; what sort of men shall we strive for? Some researchers are searching for ways to find out how people reach the maximum fulfillment of their potentialities and what factors go into making this fulfillment possible.<sup>19</sup>

Maslow defines self-actualization as,

Acceptance and expression of the inner core of self,...fully-functioning,...personal essence, and minimal presence of ill health, neurosis, psychosis, or loss or diminution of the basic human and personal capacities.<sup>20</sup>

Combs gives four characteristics of the behavior of truly adequate persons: (1) a positive view of self, (2) identification with others, the feeling of oneness with one's fellows, (3) openness to experiences and their acceptance, (4) rich and available perceptual field.<sup>21</sup>

Kelly sets forth the following as a fully functioning personality: (1) thinks well of himself, (2) thinks well of others therefore relates with others, (3) sees his stake in others, realizing that other people are the stuff out of which he is built, (4) sees

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<sup>19</sup>Association for Supervision and Curriculum Development, Perceiving, Behaving, Becoming, 1962 Yearbook, (Washington, D.C.: National Education Association, 1962), p. 2. (The Association is hereafter referred to as ASCD.)

<sup>20</sup>A. Maslow, "Some Basic Proposition of a Growth and Self-Actualization Psychology," *ibid.*, p. 36.

<sup>21</sup>Combs, "A Perceptual View of the Adequate Personality," *ibid.*, p. 5.



himself as a part of a world in movement, in the process of becoming and is optimistic, sees values of mistakes, (5) develops and holds human values, the welfare of people, and (6) is creative.<sup>22</sup>

He goes on to say that the psychological self continues to grow throughout life whereas the physical body stops growing around the age of twenty. The physical body has its unique food requirements, so also does the psychological self. The psychological self is fed through the perceptive process. "This is what comes into consciousness when stimuli from the environment impinges on the organism. It is the stuff of growth for the personality and it builds attitudes, habits, and knowledge." It controls what we do with our body and the quality of behavior of the individual.<sup>23</sup>

Zeller, Hagey, Smith, and Long agree that self-esteem is the individual's perception of his worth.<sup>24</sup>

Coppersmith<sup>25</sup> in a study of normal ten to twelve year old boys found the following attributes for boys with a high level of self-esteem: active, expressive, successful academically and socially, led discussions, expressed opinions, did not side step disagreement, not particularly sensitive to criticism, highly interested in public

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<sup>22</sup>Kelly, "The Fully Functioning Self," *ibid.*, p. 18.

<sup>23</sup>*Ibid.*, p. 13.

<sup>24</sup>Ziller, Hagey, Smith, and Long, Self Esteem: A Social Construct, (Washington, D.C.: Office of Ed. Bureau of Research; July 1969). See ERIC 033-431, 1970, p. 4.

<sup>25</sup>Stanley Coppersmith, "Implications of Studies on Self Esteem for Educational Research and Practice," (Paper read at the American Educational Research Association, February 6, 1969, Los Angeles, Calif.). See ERIC 033-742, 1970.

affairs, showed little destructiveness in early childhood, trusted own perceptions and reactions, had confidence that their efforts would meet with success, optimistic, not self-conscious, less frequently afflicted with psychosomatic troubles such as insomnia, fatigue, and tended to be more original in creativity.

This same age range of boys with medium level self-esteem were similar to high level of self-esteem in most cases such as optimistic, expression, and able to take criticism. In certain respects they were distinctly different from the high and low self-esteem boys. They showed the strongest tendency to support the middle class value system and complied with its norms and demands; they were the most uncertain in self-rating of their personal worth; they tended to be dependent on social acceptance, and were active in seeking social approval and experiences to enhance their self-evaluation.

Boys with low self-esteem showed discouragement, depression, felt isolated, unloved, incapable of expressing or defending themselves, remaining in the shadows in social and school groups, listened rather than participated, were sensitive to criticism, self-conscious and pre-occupied with inner conflicts, dwelling on their own problems. The pictures of men that they drew were small, constrained and distorted.

Coppersmith found little or no correlation between self-esteem in children and many of the popular beliefs about it. In the children he studied, self-esteem was not significantly related to social position, income level, physical attractiveness, family size, early trauma, breast or bottle fed, or mother's working status. There was however a very strong correlation between self-esteem and certain patterns of paternal relationships and interpersonal relationships with

significant adults.

Need for the Development  
of Self Concept

Abraham Maslow in a rather extensive search for self-actualized persons of the past or present (people who seemed to be fulfilling themselves) found only a dozen cases who appeared to be truly self-actualized. A screening of 3000 college students yielded one usable subject.<sup>26</sup> He states that,

Sick individuals make their culture more sick and healthy individuals make their culture more healthy. Improving individual health is one approach toward making a better world. To express it another way, the encouragement of personal growth is a real possibility whereas the cure of actual neurotic symptoms is far less possible without outside help.<sup>27</sup>

He goes on to say that humans have higher needs, instinct-like needs which are a part of his biological equipment: the need to be dignified, to be respected, to be free for self-development.<sup>28</sup> The gratification of these needs is the most important principle underlying all healthy human development.<sup>29</sup>

Jerome Bruner protests that we tend too often to think of early assistance to growth either in terms of intervention or remedy.

If we take seriously what has been said about the conditions necessary to achieve full potential growth in a human organism,

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<sup>26A</sup>Maslow, "Self-actualizing People," The Self, ed. C. Moustakes, (New York: Harper and Row, 1956), p. 28.

<sup>27</sup>Maslow, Toward A Psychology of Being, (Princeton, New Jersey: D. Van Nostrand Co., 1968), p. 5.

<sup>28</sup>Maslow, "Education, Art and Peak Experiences," Humanistic Pioneers in American Education, ed. Roy Fairfield, (New Jersey: Prentice Hall, 1971), p. 189.

<sup>29</sup>Maslow, Toward A Psychology of Being, *ibid.*, p. 53.

then we will have to abandon both metaphors. We must assist the young to grow;...if we do not, they will not achieve their fullness as men and women. It is not intervention or cure; it is the provision of the kind of environment necessary for growth.<sup>30</sup>

According to Coppersmith, more attention should be devoted to finding specific ways to build up the constructive capacities of the human personality so that it can deal effectively with the stresses to which it will inevitable be subjected.<sup>31</sup>

Kremer feels that,

One of the challenges of teaching is to send each pupil home in the afternoon valuing himself more than when he arrived in the morning. An increasingly amount of evidence has accumulated to prove that cognitive development is inseparable from personality development. Because the beginnings of self-awareness and self-esteem have their roots in early childhood, many educators have come to realize that in order for early childhood programs to have maximum impact, direct attention must be paid to the development of the self concept.<sup>32</sup>

Edwards states that,

Anyone who has worked with young children knows it to be the most sober of cold facts that children do need to develop independence, social competence, and a sense of self. Until they do, their growth toward other sorts of learning is enfeebled. The child who lacks ego development neither cares or dares to learn.<sup>33</sup>

Coleman of John Hopkins University did a massive study of "Equality of Education Opportunity" involving 600,000 school children on how environment effected student's achievement. He concluded that

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<sup>30</sup>J. Bruner, "Discussion on Infant Education Viewed by a Psychologist," Education of the Infant and Young Child, ed. V. Denenberg, (New York: Academic Press, 1970), p. 112.

<sup>31</sup>Coppersmith, op. cit., p. 96.

<sup>32</sup>B. Kremer, "Self Concept Development, an Abstract Bibliography" (Urbana, Ill.: ERIC, December 1972), p. 4.

<sup>33</sup>E. Edwards, "Kindergarten is Too Late," As the Twig is Bent, op. cit., p. 281.

of all the factors studied, including all measures of family background and school variables, interest in school, self concept and sense of control showed the strongest relationship to achievement in all three grade levels.<sup>34</sup>

Importance of Environment and  
Supporting Role of the Teacher

According to Combs, "changes in the self-perceptions of children can best be facilitated in situations which provide freedom for exploration within limits which are comfortable and not too confining."<sup>35</sup>

Kelley maintains that the self has boundaries to protect itself. The more endangering the environment, the tighter the boundaries are set up. These barriers can be broken down by good relationships with others. By good experiences with people, the child can become less fearful and more open. This process feeds on itself and confidence grows.<sup>36</sup>

Bloom reports that early environment is crucial for three reasons: the rapid growth that takes place during these years; the sequential nature of much of human development that each characteristic is built on the base of the same characteristic at an earlier time, or on other characteristics which precede it in developing. All psychological theory is based on this according to Erickson (1950), Freud (1933), Sullivan (1953), Piaget (1932), and Gesell (1945). The third

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<sup>34</sup>J. Borton, Reach, Touch, and Teach, (New York: McGraw-Hill Book Co., 1970), p. 59.

<sup>35</sup>ASCD, op. cit., p. 103.

<sup>36</sup>ASCD, op. cit., p. 15.

reason is that we know from learning theory that it is much easier to learn something new than to stamp out a set of learned behaviors or replace them with a new set. Bloom's general conclusion is that the environment will have its greatest influence on a human characteristic during that period of time in which the characteristic is undergoing its greatest rate of growth or change.<sup>37</sup>

Ziller, Hagen, Smith and Long propose that "if social environment changes, a corresponding change in self-esteem may be anticipated."<sup>38</sup>

In view of scientific data which supports that the origin of the self lies in the early years, Pines feels society cannot shrug off its responsibility. There is need to create nurturing environments early in life so that children's concepts of themselves may emerge as positive.<sup>39</sup>

Biber makes some assumptions on learning. Teachers can be involved in the processes of a child's thinking and learning in ways that lead children to see and enjoy themselves as thinkers and discoverers. Pleasure in the self as a learner represents gain in the maturing of the self feeling. Knowledge of the self as a learner is significant with respect to the relative congruence between self-image,

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<sup>37</sup>B. Bloom, Stability and Change in Human Characteristics, (New York: John Wiley & Sons, Inc., 1964), p. 215.

<sup>38</sup>Ziller, op. cit., p. 85.

<sup>39</sup>Pines, "Why Some 3-Year Olds Get A's---and Some Get C's," As the Twig is Bent, op. cit., p. 130.

aspiration and ego-ideal.<sup>40</sup>

Another of her assumptions is that the teacher-child relationship through which learning in school is mediated can contribute toward the maturing of positive feeling toward the self and others. The extent to which the life of feeling has a genuine, accepted place in the school world is a major determinant of how supported children can feel in school. There needs to be a lack of embarrassment in offering support and sympathy in case of trouble, rejoicing in response to pleasure. The teacher must have a knowledge and an understanding of childhood as well as the mature capacity to be a giving person. Teachers must recognize that conflict is inevitable in the growth process, that children have fears, weaknesses, guilt and anxiety. The teacher helps children feel comfortable in having their troubles, doubts, shame, and helps them know with confidence that they will not be downgraded in her eyes. The teacher becomes a source of emotional support even when she can only listen and understand problems that are outside the scope of solution within the schools.<sup>41</sup>

The editors of the Association of Supervision and Curriculum Development 1962 Yearbook conclude from the writings of Maslow, Combs, Kelley and Rogers, that teachers, in building a positive, humanizing and psychologically nourishing classroom climate, need to respect students, be effective communicators, accept students, and be permissive

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<sup>40</sup>B. Biber, "Learning Experiences in School and Personality: Assumptions and Applications," History and Theory of Early Childhood Education, eds. Braun and Edwards, (Worthington, Ohio: Charles A. Jones Publ. Co., 1972), p. 318.

<sup>41</sup>Ibid., pp. 319-320.

(permissiveness as used here means the freedom to have ideas, beliefs, values--the permission to be oneself and to pursue one's own interests).<sup>42</sup>

Implications for Programs that may  
Move a Child Toward Positive Self Concept

Harold and June Shane feel that the three year old nursery school should emphasize experiences designed to increase the sensory input which is so essential if children are to develop their full intellectual potential.<sup>43</sup>

Biber assumes that schooling will contribute to ego strength to the extent that "learning can be made viable, that learning power can be enhanced by basing curriculum content and method on knowledge of capacity, interests, drive and motivation" of children at successive stages of development (indicated by Erickson).<sup>44</sup>

Read contends that,

To arrive at a satisfactory image of ourselves, we must touch our bodies and must take account of all our internal body sensations, particularly those of muscular tensions, of movement and lassitude, of gravity and weight.<sup>45</sup>

Borton reports on three programs that deal in a very explicit and direct way with the student's feelings, interpersonal relations and values. Each of these programs legitimize feelings and clarifies

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<sup>42</sup>ASCD, op. cit., p. 62.

<sup>43</sup>H. & J. Shane, "Forecast for the 70's," Today's Education, January 1969, p. 29.

<sup>44</sup>B. Biber, "Learning Experiences in School and Personality: Assumptions and Applications," op. cit., p. 314.

<sup>45</sup>H. Read, The Art of Sculpture, (New York: Pantheon Books, 1956), pp. 29-30.



them for the students, suggesting a variety of behaviors which the student can use to express them. All three programs use non-verbal experiences, either through physical expression and involvement or through art, sculpture and music. The non-verbal is not anti-verbal or anti-intellectual, but is based on the obvious fact that a child learns most of his emotional response patterns at a very early age before he can talk. The child's knowledge of love, rejection, anger and needs does not come through words, but through his physical senses, i.e., touch or a gnawing in his stomach.<sup>46</sup>

Moustakes says that "genuine learning requires a sense of mutuality, an encounter with life involving one's entire being."<sup>47</sup>

Maslow states that,

Fully functioning people need to develop nonverbal...intuitive and esthetic types of knowledge. Creativity has its roots in the non-rational...Language is and must always be inadequate to describe total reality...Education has been too exclusively abstract, verbal and bookish. There should be more place for raw, concrete, esthetic experience, especially of the subjective happenings inside oneself.<sup>48</sup>

Kubie writes that to build ego strength and positive feelings, attitude toward self and others, "we must rethink and reorder the content, procedures, and settings of education so as to make maximal use on a planned basis of psychological interdependencies as we have come to understand them."<sup>49</sup>

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<sup>46</sup>J. Borton, op. cit., p. 139.

<sup>47</sup>Clark Moustakes, The Authentic Teacher, (Cambridge, Mass.: Doyle Publ. Co., 1966), p. 8.

<sup>48</sup>Maslow, ASCD, op. cit., p. 44.

<sup>49</sup>B. Biber, "Learning Experiences in School and Personality: Assumptions and Applications," op. cit., p. 314.

Biber feels there must be expression in the child's own idiom through whatever medium is naturally his; words, paint, sound rhythm, dramatic play, and these serve the need of classifying and reordering new experiences in terms of his already existing systems of ideas and feelings and in so doing makes it more deeply part of himself.<sup>50</sup>

Bronfenbrenner states that it is a

Fundamental fact that children need people in order to become human...Children cannot pull themselves up by their own boot straps...Through observation, playing and working with others older and younger than himself, the child discovers both what he can do and who he can become. He develops both his ability and his identity. It is primarily through exposure and interaction with adults and children of different ages that a child acquires new interests and skills, and learns the meaning of tolerance, cooperation and compassion.<sup>51</sup>

Piaget stresses the importance of social interaction for preschool children as they often learn more from each other than from the adult teacher. He emphasizes the close association of activity with language in learning. Children learn not only by doing, but by discussing about what they are doing.<sup>52</sup>

#### Studies Relevant to Self Concept

Bloom found that for the characteristics of interest, attitude, values and personality, longitudinal studies showed that development takes place mostly in the early years.<sup>53</sup>

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<sup>50</sup>Ibid., p. 317.

<sup>51</sup>U. Bronfenbrenner, "Who Cares for American Children?", History & Theory of Early Childhood Education, eds. Brawn and Edwards, (Worthington, Ohio: Charles A. Jones Publ. Co., 1972), p. 345.

<sup>52</sup>B. Beyer, Teaching Young Children, (New York: Western Publ. Co. Inc., 1958), p. 203.

<sup>53</sup>Bloom, op. cit., p. 177.

Staines has shown that self-actualization can be achieved in the regular classroom with no loss of learning in the traditional subject matter. At the end of two years, his two groups were on a par in academic matters, but the group that worked on building self concepts increased in their mental health scores significantly, while the scores of the control group decreased.<sup>54</sup>

Harold Bessell and Uvalo Palomares have set up a two year sequence of lesson plans to improve a primary school child's self-confidence and awareness, and have trained over 1000 teachers to use it.<sup>55</sup>

McCandless deplores that there are very few direct studies made in changing self concept with younger children compared with the number of adult studies. This is probably so because each child (under fourth grade) must be examined individually, and this is costly in time and money.<sup>56</sup>

#### Figure Drawing Related to Self Concept

Harovitz states that children's art is being used increasingly as a tool for achieving deeper understanding of the child's personality because drawing offers an exceptional vehicle for subconscious projections of personality. The figure the child draws is intimately

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<sup>54</sup>ASCD, op. cit., p. 102.

<sup>55</sup>Bessell & Palomares, Human Development Program, (San Diego, California: Institute for Personal Effectiveness in Children, 1968), p. 1

<sup>56</sup>McCandless, Children, Behavior and Development, 2nd ed., (New York: Holt, Rinehart & Winston, Inc., 1967), p. 262.

related to his personality. The projection of the body image provides a means of expressing his personality and his conflict; details in drawing are interpreted as symbolic of character traits. The fullness or sparsity of details, special emphasis or omissions are all revealing. Emotions probably affect the internal model and account for the importance of the human figure.<sup>57</sup>

She goes on to say that differences in personality underlie the marked individuality that distinguished one child from another and sets him off against all others of the same age level or developmental stage. Within the pattern of developmental changes there is a stability in the projection of personality.<sup>58</sup>

Harovitz gives examples of how color in children's art reflects their feelings. Traube found that troubled and depressed children neglect color and in one study showed preference for brown and purple. Lemphe found that aggressive or impertinent children tend to use dark colors which may express anxieties masked by aggressiveness; the timid child is inclined toward light colors and neurotics use much black and little red.<sup>59</sup>

Machover in her study of human figures and emotions feels that the drawing of a person involves a projection of the body image and provides a natural vehicle for the expression of one's body needs and conflicts. The way in which a child draws a figure is tied to his personality, and the characteristics of his drawing are projections of

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<sup>57</sup>Betty Harovitz, Understanding Children's Art for Better Teaching, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 114.

<sup>58</sup>Ibid., p. 109

<sup>59</sup>Ibid.

his personality structure.<sup>60</sup>

Machover contends that the way in which a child draws familiar things can also provide a clue to his emotional state. Individuals who are depressed or withdrawn compulsively reduce the size of the head in their drawings.<sup>61</sup>

The Goodenough-Harris Draw-a-Man test has been used as a measurement of self concept in a number of studies. In the New Orleans Public Schools, two kindergarten classes in a follow-up study were given a pretest and posttest using Draw-a-Man. The experimental group showed slight gains while the control group did not.<sup>62</sup>

John Jones in an experiment with seventy culturally deprived Head Start subjects from poverty level income families used the Goodenough-Harris test. The drawings were scored according to the Goodenough method for scoring the Draw-a-Man. The single score for each drawing was defined as the amount of body differentiation present in each drawing. The experiment for developing self concept used a 1:4 ratio of adults to children with the hypothesis that the way a child perceives himself is strongly influenced by interpersonal contact. The control group had a ratio of 1:30. There was a significant gain for the experimental group, but no significant difference between pre and posttest scores for the control group. However, because the mean

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<sup>60</sup>Karen Machover, Personality Projections in the Drawing of a Human Figure, (Springfield, Ohio: Charles C. Thomas, 1949), p. 6.

<sup>61</sup>Ibid.

<sup>62</sup>Crovetto, How He Sees Himself, Follow Up, (New Orleans Public Schools, Title I, 1968), ERIC 040-433, 1970, p. 4.

pretest score was so much higher for the experimental group than for the control group, no conclusion could be drawn regarding the efficiencies of the treatment effects.<sup>63</sup>

Kappitz selected thirty development items derived from the Goodenough-Harris test. In her study she produced the human figure drawing using 1865 children, ages five to twelve. She found that emotional indicators were the absence of eyes, mouth, arms, legs, hands, feet or neck; a figure height of nine inches or more, or less than two inches; a slant of more than fifteen degrees from the perpendicular; very long arms, very short arms, added clouds, rain, snow, or flying birds. These emotional indicators were validated with seventy-six pairs of children. Half were selected by their teachers as being students with good social, emotional and academic adjustment, although their intelligence scores were not available. The other half were patients in a child guidance clinic. The clinic children produced 166 emotional indicators whereas the seventy-six adjusted children produced only twenty-two. The degree of each child's emotional adjustment or disturbance must be gauged by the total number of emotional indicators in his requested drawing.<sup>64</sup>

Naomi Steward reviewing Goodenough-Harris Draw-a-Man in Buros says that there is considerable interest in the possible use of the test in the study of personality. This test is primarily an

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<sup>63</sup>Pierce-Jones, Final Report on Head Start Evaluation and Research, 1967-8, (Washington, D.C.: Office of Economic Opportunity, June, 1968), ERIC 023-455, p. 65.

<sup>64</sup>E. M. Kappitz, Psychological Evaluation of Children's Human Figure Drawing, (New York: Grune & Stratton, Inc., 1968), pp. 40-42.

intelligence test for ages three to fifteen. The test compares favorably with test-retest reliability with most group tests in the same range. The validity is favorable as demonstrated on the basis of correlation with the Stanford-Binet within age groups. The advantage to this test is that it is non-verbal. There is a possible fifty-one points. The raw scores are converted into a mental age and the ratio between mental age and chronological age is the Goodenough I.Q.<sup>65</sup>

Rhoda Kellogg, an expert in the field of children's art, particularly preschool children's art, has found that preschool children drawing a man five days in a row drew very different pictures. There were both mature and immature drawings. She maintains that only a series of self-portraits can be used as a reliable test for intelligence.<sup>66</sup> She also feels that mental tests via art are ludicrous or destructive because they are established under adult misconceptions about what art is and how young humans function in art. She feels they measure nothing about a child's potential brain capacity.<sup>67</sup>

Coppersmith in his study of boys' self-esteem found that low self-esteem boys drew pictures of a man that were small, constrained and distorted. Medium self-esteem boys drew less restrained, more static than high self-esteem boys, and less complexity. High self-esteem boys' drawings were more creative, showed activity, humor,

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<sup>65</sup>N. Stewart, "Goodenough Draw-a-Man Test," The Fourth Mental Measurement Book, ed. Buros, (Highland Park, N. J.: The Gryphon Press, 1953), pp. 4-292.

<sup>66</sup>R. Kellogg, Analyzing Children's Art, (Palo Alto, Calif.: National Press Books, 1969), p. 191.

<sup>67</sup>Ibid., p. 206.

sensitivity to details of costume, attitude and behavior. The pictures of the three groups revealed distinct differences in perceptions of themselves and other people.<sup>68</sup>

### Teacher Rating Scales

Carolyn Stern used the Zigler Behavior Inventory in 1966-7 for a Head Start evaluation, but because of the floating base-line, it was not used for further evaluation. Also the teachers were discouraged that the children had not gained more as they were overly optimistic about the behavior change and this feeling could have made the inventory less valid.<sup>69</sup>

She writes,

Unfortunately changes in affective behaviors are difficult to assess because there are few instruments that measure these elusive behaviors with any acceptable degree of validity or reliability. There are basically two different approaches to the assessment of behavior. The first method is observational, i.e., some scheme by which desired behaviors are categorized and rated by an external observer who is usually the classroom teacher or some other specially trained adult. The second technique relies on the subject's performance on specifically constructed tasks or test items.<sup>70</sup>

She goes on to state that at the Early Childhood Research Center at the University of California at Los Angeles, several different lines of inquiry are proceeding in the attempt to establish valid and exportable techniques for assessing the child's feeling about himself.

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<sup>68</sup>Coppersmith, op. cit., p. 9.

<sup>69</sup>C. Sterns, "How Children Feel About Themselves," (paper presented at the Annual Meeting of the National Association for the Education of Young Children, 1970, Boston, Massachusetts), ERIC, ED 065-172, 1972.

<sup>70</sup>Ibid.



Similar research is being carried on throughout the country where federally funded studies as well as the work of individual investigators are directed at assessing this important aspect of human development. Many of these efforts are not yet ready for dissemination, but the technical literature is growing and new articles and books are beginning to appear.

Stern feels the pendulum has swung from emphasis on social-emotional growth which was exceedingly important but not susceptible to measure, to emphasis on cognitive growth which could be more readily assessed. Now it has returned to an acceptance of the importance of the affective domain, but with this difference; there is a recognition of the need to find procedures for assessing change along both the emotional and cognitive dimensions so that the effectiveness of many preschool interventions can be more fully evaluated.<sup>71</sup>

Bloom states that self concept is a difficult area to measure, and that "one is struck by the lack of a unified view about how to measure, and the general lack of instruments which are regarded as clearly valid and useful by workers in the field." It is impossible to have an absolute scale of development in the affective area as we don't know what the amount is that one should have reached by maturity.<sup>72</sup>

Collier reports that the bulk of currently available self concept tests are not likely to be of significant value to the educator concerned with the development or modification of specific educational programs for young children. He recommends that criterion-referenced

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<sup>71</sup>Ibid.

<sup>72</sup>Bloom, op. cit., pp. 133-4.

instruments be developed whenever programs are designed specifically to effect specifiable self concept behaviors.<sup>73</sup>

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<sup>73</sup>Collier, The Assessment of "Self Concept" in Early Childhood Education, (Washington, D.C.: Office of Child Development, April 1971), ERIC ED 056-822, p. 73.

## Chapter 3

### PROCEDURES

The following are the procedures for (1) setting up an experimental group that will use a series of sensory activities, (2) for collecting data on growth of self concept, and (3) using this data for comparing the experimental group with the control group.

#### Preschools Chosen

For the experimental group there will be one private school, two classes, a total of thirty, four and five year old, middle class children (Holy Cross Methodist Church Nursery School, Stockton, California). The control group will be in a different private preschool, two classes, a total of thirty, four and five year old, middle class children (Central Methodist Church Nursery School, Stockton, California). Both schools draw from the same geographical area.

#### Teachers

There will be two teachers with participating mothers in the experimental groups. Both of these teachers have teaching credentials for California. In the control group two teachers and two paraprofessionals (paid mothers) will be in one group, and a different set of two teachers and two paraprofessionals in the second group. In the control group one lead teacher has a California teaching credential, the other does not but has taken many early childhood courses over the

past six years. Both of the assistant teachers have teaching credentials.

The teachers will be given the California Psychological Inventory to determine if similarity of teachers is close. This test was chosen for several reasons. The CPI is used to assess personality traits in normal people. It covers eighteen broad traits and has an easily read profile on which raw scores automatically become standard scores. The test is self-administered. Reliability is high and well documented. The validity is as high as can be expected on a personality test. While one reviewer feels the usefulness is still in doubt, others feel it is the best available instrument of its kind.<sup>74</sup>

In the experimental group, the teachers will read Human Teaching for Human Learning by George Brown, concentrating heavily on Gloria Castillo's "Eight Months in the First Grade."

#### Sensitivity Activities for Experimental Group

The following activities<sup>75</sup> will be presented to the children over a period of eight weeks in this sequence. (For details of each activity, see Appendix G.)

1. Body Awareness
2. Movement Activities
3. Rhythm

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<sup>74</sup>O. K. Buros, ed., Personality Tests and Reviews, (Highland Park, N. J.: The Gryphon Press, 1970), p. 27.

<sup>75</sup>These activities were taken from Gloria Castillo's journal of "Eight Months in the First Grade." They were revised in part for pre-school use. Her article is found in Human Teaching for Human Learning, by George I. Brown, (New York: Viking Press, 1971), pp. 133-193.

4. Rhythm Instruments
5. Science: Experiencing an Orange
6. Literature and Self-awareness (body)
7. Getting to Know Each Other
8. Voyage to Inner Body
9. Experiencing Painting
10. Introduction to Blindfolds, A
11. Introduction to Blindfolds, B
12. Finding and Practicing a Way of Selecting Partners
13. Can you Imagine?
14. Building Trust
15. Art Shapes
16. Nature
17. Science, Making Cookies
18. Blind Walk

#### Rating Profiles, Children

The lead teachers in both control and experimental groups will use the Institute for Personal Effectiveness, Children's Developmental Profile as a rating scale. This profile was developed by Bessell and Palomares in 1970. As yet there is no data regarding this rating scale in Buros. It is used as a measuring device in the Human Development Program developed by Bessell and Palomares. This program is a "Curriculum of methods and materials designed to give people of all ages the opportunity to understand and deal with their attitudes, values,

and emotions."<sup>76</sup> It has been used with elementary school children as an approach to facilitate growth in the affective domain. The Development Profile has six scales, each with a value of 0-10. A total score of all six scales is viewed as one score for a level of self concept. This rating scale will be used as a pre and posttest. The teacher will score each child on the posttest without reference to the pretest. This is done as a control so that each child is placed on the scale as the teacher sees him in that period of time and not in comparison to where he was at the pretest period. See Appendix A and B for the scale and profile.

The writer will make a pre and post observation of five minutes on each child in both the experimental and control groups. From the Bessell and Palomares Developmental Profile, the writer has constructed a profile of appropriate behaviors for each of the six scales. As the children are observed, a mark will be made beside the word describing the behavior seen. Positive behaviors will be recorded on the scale as positive numbers, negative behavior as negative numbers and these numbers will be added together for one score for the self concept. See Appendix C for Kayser Profile, list of behaviors. For ease of computation, the lowest negative score for the total group, including experimental and control, will be converted to a positive score of one. The difference between those two scores will be considered a constant and be added to all the other scores.

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<sup>76</sup>Bessell & Palomares, The Institute for Personal Effectiveness in Children Introduces the Human Development Program, (San Diego, Ca.: Institute for Personal Effectiveness in Children, nd), p. 1.

### Testing Procedures

Goodenough-Harris, Draw-a-Man will be given to both control and experimental groups as a pre and posttest. The lead teachers will administer this individually to each child asking him to draw a picture of himself. From the readings done by the writer showing the significance of color used in drawings and self concept, it was decided to use crayons instead of pencil for the self-portrait. Also preschool children work with crayons more than with pencils and thus was considered a more natural approach to drawing a self-portrait. Goodenough has the person draw two pictures, first self, and then the opposite sex. This was considered to be too lengthy a procedure for the preschool child. Also the study is interested in self concept only. There will be a set of eight crayons: red, orange, yellow, green, blue, purple, brown and black. Each child will draw one portrait. If the child refuses to draw any picture, he can be asked again, but if he refuses, this will be noted on his paper. The child is not to be forced to draw any picture.

Each portrait will be scored according to the Goodenough-Harris scoring method.<sup>77</sup> (See Appendix D and E.) In addition each portrait will be scored on use of color, sensitivity to detail, size of figure, and slant of figure, based on Kappitz, Machoever, Lemphe, and Coppersmith.<sup>78</sup> (See appendix F.)

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<sup>77</sup>Dale Harris, Goodenough-Harris Drawing Test Manual, (New York: Harcourt, Brace & World, Inc., 1963), pp. 248-292.

<sup>78</sup>See footnotes 60, 64, and 68.

## Chapter 4

### CONCLUSIONS AND RECOMMENDATIONS

There were thirty-eight children in the experimental group at the beginning; three children dropped out of the nursery school program leaving thirty-five who completed the sensory activities. One child discontinued in the control group, thus making a total of twenty-nine children in the control group.

To test the hypothesis, each child individually drew a self-portrait; the lead teacher scored each child on the Palomares-Bessell Children's Developmental Profile; and the writer observed each child for five minutes, checking observed behaviors on the Kayser Profile scale. All these tests were conducted before and after the experimental group used the sensory activities which covered a period from March 1, 1973 to May 28, 1973. The writer scored the portraits according to the Goodenough-Harris scale plus a combination of important details for determining self concepts according to Kappitz, Machover, Lemphe, and Coppersmith.

#### Self-Portrait Tests

On the self-portrait pretest, the scores of the experimental group were significantly higher than the control group. This may have been caused by the fact that the experimental group had a directed art experience almost daily while for the control group to be asked to do a specific art experience was a change from the usual procedure.



Both groups scored lower on the post self-portrait test than on its pretest. Both drew their self-portraits during the last few days of school. The experimental group teacher reported she felt rushed in finishing the tests in time. However, the control group teachers did not feel rushed. The posttest may have been lower for both groups because the days were very hot and outdoor play was probably more attractive. Perhaps the children remembered doing this project once and could see no reason for repeating it. Also children in both nursery schools were used to choosing to do or not to do the art project. There was most likely some pressure on the part of the teachers for each child to draw, and so the child quickly did it. Setting up a testing situation in which preschool children participate is difficult. Their attention span is short; they are so alive to all that goes on around them that they are easily distracted from a particular project. The testing was conducted in their usual activity room so as to be as normal as possible. Testing in a separate room may produce better results because of less conflicts in interests.

There was no significant growth on the self-portrait test. The correlation score,  $r$ , was 0.21. To have been significant at the .05 level  $r$  would have to have been  $-0.21$ . Hypothesis 1 and 6 which stated that there would be a significant growth toward positive self concept when four and five year old nursery school children were exposed to sensory activities were rejected as far as the self-portrait test is concerned.

### Children's Rating Profiles

There was high agreement, 0.91 on the profile used by the teachers for both groups of children between the pre and posttest. Children who scored high on the pretest scored high on the posttest; those who scored low on the pretest scored low on the posttest.

For the Kayser profile, this was not true. The relationship between pre and posttest was 0.52. There was little correlation between the teachers' and the writer's pretest scores, -.22 and the posttest, -.32. Those who received high or low scores by the teachers did not score that way by the writer. This difference may have been caused by the difference in scales used. The Palomares-Bessell Children's Developmental Profile used by the teachers was very general and consequently made it harder to differentiate between small changes that may have occurred in the eight weeks. The Kayser scale (which was based on the Palomares-Bessell description of their scale) used by the writer had definite behaviors which were checked plus or minus. Being so specific as to behaviors, small changes in behavior may have been more easily detected. The teachers may also have had different ideas from the writer on self concept even though a list of positive and negative self concepts were given.

The control group was significantly higher on the pre Kayser profile test than the experimental group. It did seem to the writer at the pretest period that there was a greater variety of activities for children in the control nursery school, that children were able to find experiences that made them feel good and positive toward themselves. In the pretest period of the experimental group the children

had less equipment to use, were controlled more in art activities, even though there was a feeling of not having to participate in the activity. In the posttest period, children seemed more happy with themselves and with others in the experimental group than in the control group. There was less fighting and crying and more working out of problems. This may have been due just to the days they were observed.

The Kayser profile rating scale showed a significant growth at the .05 level;  $r$  was  $-.31$ . The teacher's rating scale did not. The only test which accepted hypothesis 1 and 6, that there would be a significant growth toward positive self concept when four and five year old nursery school children were exposed to sensory activities was the Kayser profile rating scale.

Table 1 shows the comparisons of the experimental and control groups for the pre and posttests for the self-portraits, Palomares-Bessell Developmental Profile and the Kayser Rating Profile. The growth in self concept was significant at the .05 level for the Kayser Rating Profile, but not for the self-portraits or the Palomares-Bessell Developmental Profiles.

Younger boys, ages 4.0 to 4.9 did not gain significantly over older boys, ages 4.10 to 5.7, nor did older boys do better than younger boys. Hypothesis 2 therefore was rejected which stated that there would be a significant difference in growth toward positive self concept for younger boys compared to older boys. The correlation was 0.08.

There was also no significant gain on any tests for younger girls over older girls toward positive self concept. Hypothesis 3 was rejected.

There was no significant difference in growth of self concept

Table 1

A comparison of the Self-Portraits and Rating Profiles  
for Growth in Self Concept of Nursery School  
Four and Five Year Old Children

Test	Mean Pretest	Mean Posttest	Correlation r
Self-Portrait			
Experimental	12.28	9.11	0.21 <sup>1</sup>
Control	8.17	7.51	
Palomares-Bessell Developmental Profile			
Experimental	27.71	28.91	-.07 <sup>1</sup>
Control	27.79	28.62	
Kayser's Rating Profile			
Experimental	0.20	2.31	-0.53 <sup>2</sup>
Control	2.06	1.24	

1. Correlation not significant at the .05 level.
2. Correlation significant at the .05 level.

in any of the tests between younger boys or younger girls, and between older boys or older girls. The correlation was 0.01. Therefore hypothesis 4 and 5 were accepted when using the Kayser Profile rating scale.

An eight week period may have been too short a time to measure growth in self concept. This period of time was used to control the maturity factor in the self-portrait tests. A span of a year is recommended in further studies. Maturity would be a control factor.

Also a greater number of sensory activities could be used, and there would be time to repeat some of the activities where the learning experiences were completely new to the children.

After observing the teachers working with the children, the writer feels that there should be inservice training as the year progresses. The teachers had little knowledge about the way self concept develops. None had taken any courses where this was dealt with. The experimental teacher followed the directions for the sensory activities, but did not understand how they might help develop a positive self concept. She felt the need to discuss with the writer ways to implement the activities better on her part. She felt she needed to read more for better understanding of helping children develop a positive self concept. As the time progressed, she became more aware of looking at children in light of the Bessell-Palomares Developmental Profile. Prior to this time she had not considered the idea of being able to express negative feelings or fears as part of developing a positive self concept. She had felt that the so called "nice child" who did what he was told to do was the child with a good concept. She had not known about Erickson's Developmental chart which shows that four year olds are trying to exert their independence. The control group teachers also stated that they wished they knew more about the whole area of developing positive self concepts. Included in this training would be a suggested book list to read, discussions about the types of sensory activities and reasons for using them, changing these activities to meet different needs, evaluation of the activities, and how each could be improved. Teachers should meet at least once every two weeks. A better understanding of how to help children develop positive

self concepts would hopefully be the outcome.

The sampling could be larger. Rather than having the control group and experimental group in different schools, it would be better to have both groups in the same class with part of the class the experimental group, and have many schools participating in the study. This would provide a better control on the teacher rating scales and how children are tested in each school. The inservice meetings where all the teachers participate would also be a better control factor in testing.

Considering the recommendation that the experiment be implemented for a year, observations should be conducted monthly on each child. In addition to the observers using the Kayser profile, the teachers should also use it. It would be better not to use the Palomares-Bessell Children's Developmental Profile. The Kayser Profile Test needs to be tested further by others. There should be a larger number of observers and their results correlated with each other. This experiment was conducted in one socioeconomic group. It would be important to include other groups as well.

The self-portrait test should be given to the children each month. Testers should note attention span of the children and test in a room separated from the other activities and children. There would be a group of self-portraits to base growth on which Rhoda Kellogg (see footnote 66) feels is necessary when using preschool children's art work as a testing tool. More research should be done toward developing a self-portrait self concept scale. As of now there is no such scale.

California Personality Inventory  
for Teachers and the Writer

Each teacher and the writer took the California Personality Inventory. The writer scored the tests and made a profile for each. The profiles showed close similarities (within 10% of the 50 percentile mark) in all areas except two, dominance and social presence. In those two areas the writer scored 30% higher than the lowest score in dominance and 25% higher in social presence. See Appendix H.

## Chapter 5

### SUMMARY

This study was concerned with the development of self concepts for four and five year old nursery school children using a group of sensory activities as a tool toward positive growth. It was suggested that positive self concept is developed through the use of one's own senses, by becoming aware of how one's body feels through the sense of smell, taste, hearing and touch, and how others feel through touch. It is important to develop a positive self concept in order to become a fully functioning person. Self concept can be taught and since self concept begins to develop at an early age, it should be taught at an early age.

The research was conducted in two nursery schools in Stockton, California for eight weeks with sixty-four children; one school contained the experimental group, the other the control group.

The children were tested by using a pre and post self-portrait, using the rationale that the way one draws himself is the way he sees himself; this is his self concept. Each portrait was scored according to the Goodenough-Harris Draw-a-Man scoring method and also on use of color, sensitivity to detail, size of figure, and slant of figure, based on studies of Kappitz, Machover, Lemphe, and Coppersmith. (See footnotes 77, 60, 64, and 68.)

The lead teacher in each school used the Palomares-Bessell Children's Developmental Profile rating scale as a pre and posttest



for each child, and the writer used the Kayser Profile Rating Scale which was based on the Palomares-Bessell Children's Developmental Profile.

The Kayser Profile Rating scale showed a significant growth for the experimental group at the .05 level. While it was the only test that showed significant growth, this may indicate that there is a tendency toward facilitating positive growth in self concept through sensory activities. The observation done by the writer may have been the best test in this study for showing growth in the self concept. Observations as an effective tool of evaluation was extensively supported in the literature. In addition, the scale needs to be tested further by others.

The self portrait scores for both groups were lower on the posttest than on the pre test. The teacher's rating scales gain was not significant.

Younger children did not gain significantly over older children and there was no significant difference between boys and girls.

In a further study it is recommended that the period of time be lengthened to one year. Teachers should receive inservice training for better understanding of the nature of self concept and the use of the sensory activities.

Because the Palomares-Bessell profile scale is too general, it is suggested that the teachers as well as the observers use the Kayser profile scale, observing each child once a month for five minutes.

A self concept scale should be developed from the self-portrait. As of this date, there is no known one. The problem in developing one, as Bloom points out, is that as yet we do not know what a fully

functioning person is, let alone put it on a scale. But there is the need to begin to do research in this important area of self concept.

As better profile rating scales and other types of self concept tests are developed for preschool children, they should be used to test whether sensory activities help to facilitate the growth of positive self concepts.

This past year two school districts in California, the San Ramon Valley Unified and the Stockton Unified, asked parents to indicate on a questionnaire their areas of greatest concern for their child's achievement. In both districts, self concept received the highest priority, even over reading and math. It is of greatest importance and a necessity that teachers learn more about how children develop a positive self concept. More research must be carried on to help find and implement ways of developing a good self concept.

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METHODS  
IN HUMAN  
DEVELOPMENT

Appendix A

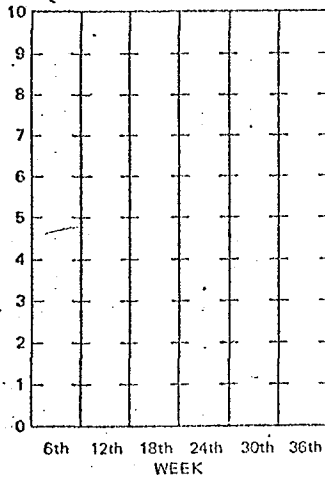


NAME: \_\_\_\_\_ 48  
(Last) (First) (Middle)  
 GRADE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
 TEACHER: \_\_\_\_\_ YEAR: \_\_\_\_\_

*Developmental Profile*

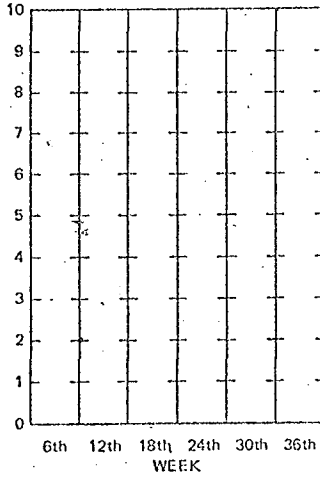
AWARENESS

(1) AWARENESS OF SELF



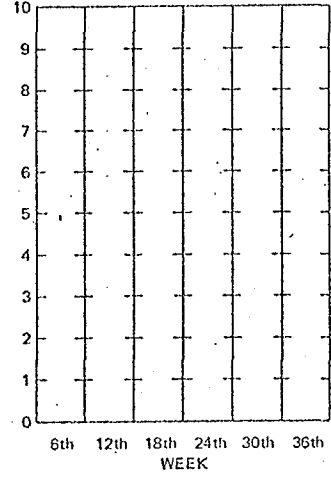
MASTERY

(1) SELF CONFIDENCE



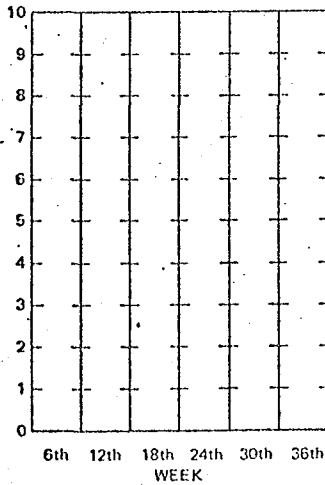
SOCIAL INTERACTION

INTERPERSONAL  
(1) COMPREHENSION



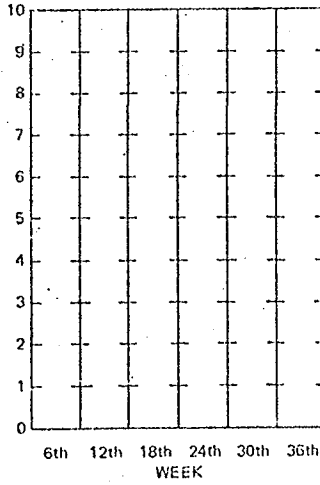
AWARENESS

(2) SENSITIVITY TO OTHERS



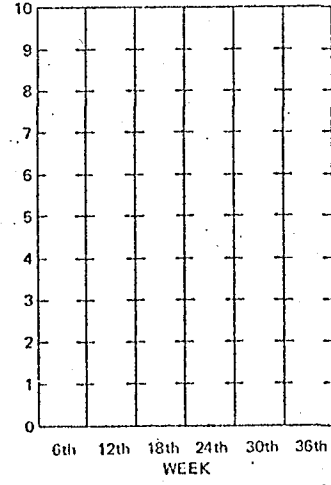
MASTERY

(2) EFFECTIVENESS



SOCIAL INTERACTION

(2) TOLERANCE



COMMENTS: \_\_\_\_\_

INSTRUCTIONS: At the end of each six week period, the teacher should make use of the following scales to analyze the child's development. Using the descriptions given, he should be able to determine the number most indicative of his perceptions of the child. This number can then be entered on the appropriate scale, and as subsequent numbers are recorded, any developmental trends should become apparent.

## AWARENESS

## (1) AWARENESS OF SELF

The aware child knows how he feels, what he thinks, and what he is doing. Although he is conscious of himself, he is not self-conscious, insecure or embarrassed. This awareness does not produce anxiety. He accepts and can acknowledge how he really feels, thinks, and acts.

- (10) Very aware; always conscious of his feelings, wishes, fears, and the meaning of his behavior (positive or negative).
- (8) Most of the time aware, ready to acknowledge what he feels, thinks and does. Only occasionally uses denial.
- (5) Often aware of his feelings, behavior and thoughts, and willing to recognize them as such. However, often reacts without awareness or uses denial.
- (2) Usually unconscious or unaware of himself. Denies his real feelings and thoughts, and cannot recognize his own actions for what they are.
- (0) Unconscious; full of denial; completely unable to recognize his true feelings, thoughts, or behavior.

## (2) SENSITIVITY TO OTHERS

The sensitive child is concerned about the well being of other people. He readily ascertains what others are feeling and adjusts his behavior in ways that are thoughtful and beneficial to them.

- (10) Acutely aware and very concerned about other people's feelings and reactions. Readily modifies his behavior in response to this awareness and concern.
- (8) Most of the time aware and concerned about how others are truly feeling and reacting. Generally modifies behavior in accordance with his concern for others.
- (5) Often aware and concerned, but in many instances seems unaware and relatively unconcerned about other people's feelings and reactions. Frequently his behavior generates negative feelings in others.
- (2) Usually unaware and disinterested in what other people are feeling but can recognize what is going on in others when directly called to his attention. He seldom responds to the feelings of others.
- (0) Insensitive and unconcerned as to what is going on in and with other people. Tends to pursue his own behavior no matter how it may affect another person.

## MASTERY

## (1) SELF CONFIDENCE

The confident child is eager to try new things. He is self-assured and realistic when coping with challenge. His acceptance of himself permits freedom of expression which is natural and uninhibited, without being dramatic or exhibitionistic.

- (10) Always eager to try anything that is new. Approaches challenge with assurance and reacts freely and naturally.
- (7) Most of the time seeks out and meets new and challenging situations with confidence. Generally reacts freely and naturally, but is inhibited upon occasion.
- (5) Usually tries anything new that is presented to him, but seldom seeks out challenging situations on his own. Often is inhibited rather than free and natural in his expression.
- (2) Frequently avoids challenges, but will deal with them when encouraged. Responses are inhibited and stilted.
- (1) Almost always shies away from challenges. Requires repeated encouragement before reluctantly trying. Responses almost always lack spontaneity and naturalness.

## (2) EFFECTIVENESS

The effective child copes appropriately. He is emotionally stable, and flexible enough to successfully implement his own desires or meet the external demands of his environment.

- (10) Always deals appropriately and successfully with his inner needs and external demands. Flexible enough to shift approach, yet stable enough to maintain direction.
- (7) Typically gets his needs met. Usually able to accept and adjust to changing circumstances.
- (5) Often successful, but frequently fails to get his needs met. Has trouble shifting from original viewpoint or behavior. Realization of a need to shift may be upsetting to him.
- (2) Mostly ineffective, but occasionally successful in his efforts. Usually unable to adapt to new information or demands and is upset and loses his bearings when circumstances change.
- (1) Rarely succeeds in his efforts. Rigid. Very unresponsive to new information or demands. Generally agitated or immobilized by change in circumstances.

## SOCIAL INTERACTION

INTERPERSONAL  
(1) COMPREHENSION

This trait assesses the child's understanding of how one person's behavior causes approval or disapproval of that behavior in another person.

- (9) Very high comprehension. Child almost always recognizes the effect of any given behavior.
- (7) Usually comprehends what the second person's reaction will be to the first person's behavior.
- (5) Sometimes perceives the interpersonal effects, but just as often fails to comprehend how one person's behavior affects another person's attitude.
- (2) Seldom comprehends interpersonal interaction. Usually at a loss in being able to see how one person's behavior affects another person's reaction.
- (1) Virtually no comprehension of how a person's behavior causes attitudes in other people. Almost always fails to comprehend the interaction.

## (2) TOLERANCE

The tolerant child recognizes and accepts individual differences. He accepts and gives full regard to others who have different feelings, thoughts, and reactions than his own. But he does not necessarily approve or yield to their influence.

- (10) Extremely tolerant. Understands and accepts differences as natural. Tolerates a very broad spectrum of feeling, thoughts, and behavior in others.
- (7) Reasonably tolerant about individual differences.
- (4) Mildly tolerant, but tends to not accept certain natural variations.
- (2) Usually intolerant. Tends to regard people who differ from him as being unacceptable, even wrong.
- (0) Very intolerant. His way of feeling, thinking and reacting is the only way that he can accept. People who are different are completely unacceptable.

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## Appendix C

Kayser's Child Profile

	Child's Name	Age
<b>Awareness of self</b>		
1. Enjoys self		
2. Expresses in a positive way dislikes, likes, fears, wishes		
3. Expresses own ideas		
4. Relaxed		
5. Self conscious		
6. Inhibited		
7. Uses denial		
<b>Sensitivity to others</b>		
8. Helps others		
9. Thoughtful		
10. Aware of other's feelings		
11. Can modify behavior in concern for others		
12. Seldom responds to feelings of others		
13. Pursues own behavior no matter what		
<b>Self confidence</b>		
14. Able to try something new-- activity, food, etc.		
15. Able to approach a new challenge with anticipation		
16. Tries out things for himself		
17. Self assured		
18. Realistic with coping		
19. Inhibited		
20. Fearful of new activity		
21. Able to play with only one or two things		
22. Needs encouragement		
23. Lacks spontaneity		
<b>Effectiveness--coping</b>		
24. Ability to solve problem		
25. Talking with peer to work out problem		
26. Flexible to shift approach		
27. Adjusts to changing circumstances		
28. Cries (not in response to physical pain)		
29. Forces his own way physically		
30. Upset when making changes		
31. Unable to adapt to new demands		
32. Unresponsive to new demands		
<b>Interpersonal comprehension</b>		
33. Able to play in group		
34. Participates in parallel play		
35. Able to participate in group activity		
36. Liked by peers		
37. Likes peers		
38. Dominates peers		
39. Overly aggressive (hitting, forcing, etc.)		
<b>Tolerance</b>		
40. Able to wait his turn		
41. Able to stand up for his own rights		
42. Accepts other children's differences		
43. Feels people who differ are wrong		
44. His way only way		



## Appendix D

Goodenough-Harris Scoring Scale<sup>79</sup>

Man Point Scale (for use only after the scoring requirements are mastered.)

- |  |   |
|--|---|
| 1. Head Present  | 30. Arms present                        |
| 2. Neck Present  | 31. Shoulders I                         |
| 3. Neck, two dimensions  | 32. Shoulders II                        |
| 4. Eyes present  | 33. Arms at side or engaged in activity |
| 5. Eye detail: brow or lashes  | 34. Elbow joint shown                   |
| 6. Eye detail: pupil   | 35. Legs present                        |
| 7. Eye detail: proportion  | 36. Hip I (Crotch)                      |
| 8. Eye detail: glance  | 37. Hip II                              |
| 9. Nose present  | 38. Knee joint shown                    |
| 10. Nose, two dimensions   | 39. Feet I: any indication              |
| 11. Mouth present  | 40. Feet II: proportion                 |
| 12. Lips: two dimensions   | 41. Feet III: heel                      |
| 13. Both nose and lips in two dimensions                                 | 42. Feet IV: perspective                |
| 14. Both chin and forehead shown   | 43. Feet V: detail                      |
| 15. Projection of chin shown: chin clearly differentiated from lower lip | 44. Attachments of arms and legs I      |
| 16. Line of jaw indicated  | 45. Attachment of arms and legs II      |
| 17. Bridge of nose   | 46. Trunk present                       |
| 18. Hair I   | 47. Trunk in proportion, two dimensions |
| 19. Hair II  | 48. Proportion: head I                  |
| 20. Hair III   | 49. Proportion: head II                 |
| 21. Hair IV  | 50. Proportion: face                    |
| 22. Ears present   | 51. Proportion: arms I                  |
| 23. Ears present; proportion and position                                | 52. Proportion: arms II                 |
| 24. Fingers present  | 53. Proportion: legs                    |
| 25. Correct number of fingers shown                                      | 54. Proportion: limbs in two dimensions |
| 26. Detail of fingers correct  | 55. Clothing I                          |
| 27. Opposition of thumb shown  | 56. Clothing II                         |
| 28. Hands present  | 57. Clothing III                        |
| 29. Wrist or ankle shown   | 58. Clothing IV                         |
|  | 59. Clothing V                          |
|  | 60. Profile I                           |
|  | 61. Profile II                          |
|  | 62. Full face                           |
|  | 63. Motor coordination: lines           |

<sup>79</sup>Dale Harris, Goodenough-Harris Drawing Test, (New York: Harcourt, Brace & World, 1963), p. 275.

## Appendix D (continued)

## Goodenough-Harris Scoring Scale

64. Motor coordination: junctures
65. Superior motor coordination
66. Directed lines and form: head outline
67. Directed lines and form: trunk outline
68. Directed lines and form: arms and legs
69. Directed lines and form: facial features
70. "Sketching" technique
71. "Modeling" technique
72. Arm movement
73. Leg movement

## Appendix E

Goodenough-Harris Scoring Guide<sup>80</sup>

Woman Point Scale (for use only after the scoring requirements have been mastered.)

- |  |   |
|--|---|
| 1. Head present  | 37. Feet III: detail                              |
| 2. Neck present  | 38. Shoe I: "feminine"                            |
| 3. Neck, two dimensions                                  | 39. Shoe II: style                                |
| 4. Eyes present  | 40. Placement of feet appropriate to figure       |
| 5. Eye detail: brow or lashes                            | 41. Attachment of arms and legs I                 |
| 6. Eye detail: pupil                                     | 42. Attachment of arms and legs II                |
| 7. Eye detail: proportion                                | 43. Clothing indicated                            |
| 8. Checks  | 44. Sleeve I                                      |
| 9. Nose present  | 45. Sleeve II                                     |
| 10. Nose, two dimensions                                 | 46. Neckline I                                    |
| 11. Bridge of nose                                       | 47. Neckline II: collar                           |
| 12. Nostrils shown                                       | 48. Waist I                                       |
| 13. Mouth present  | 49. Waist II                                      |
| 14. Lips, two dimensions                                 | 50. Skirt "modeled" to indicate pleats or draping |
| 15. "Cosmetic lips"                                      | 51. No transparencies in figure                   |
| 16. Both nose and lips in two dimensions                 | 52. Garb feminine                                 |
| 17. Both chin and forehead shown                         | 53. Garb complete, without incongruities          |
| 18. Line of jaw indicated                                | 54. Garb a definite "type"                        |
| 19. Hair I   | 55. Trunk present                                 |
| 20. Hair II  | 56. Trunk in proportion, two dimensions           |
| 21. Hair III   | 57. Head-trunk proportion                         |
| 22. Hair IV  | 58. Head: proportion                              |
| 23. Necklace or earrings                                 | 59. Limbs: proportion                             |
| 24. Arms present   | 60. Arms in proportion to trunk                   |
| 25. Shoulders  | 61. Location of waist                             |
| 26. Arms at side (or engaged in activity or behind back) | 62. Dress area                                    |
| 27. Elbow joint shown                                    | 63. Motor coordination: junctures                 |
| 28. Fingers present                                      | 64. Motor coordination: lines                     |
| 29. Correct number of fingers shown                      | 65. Superior motor coordination                   |
| 30. Detail of fingers correct                            | 66. Directed lines and form: head outline         |
| 31. Opposition of thumb shown                            |   |
| 32. Hands present  |   |
| 33. Legs present   |   |
| 34. Hip  |   |
| 35. Feet I: any indication                               |   |
| 36. Feet II: proportion                                  |   |

<sup>80</sup>Ibid., p. 292.

## Appendix E (continued)

## Goodenough-Harris Scoring Guide

67. Directed lines and form: breast
68. Directed lines and form: hip contour
69. Directed lines and form: arms taper
70. Directed lines and form: calf of leg
71. Directed lines and form: facial features

## Appendix F

Self Portrait Additional Scores<sup>81</sup>

Positive points: (4 points)

1. Use of more than three colors
2. Sensitivity to detail (detail based on Goodenough-Harris Scoring Guide)

Negative points: (4 points)

1. Figure less than 2 inches tall
2. Figure more than 9 inches tall
3. Slant more than 15° from perpendicular
4. Reduced size of head
5. Very light colors
6. Picture all black

---

<sup>81</sup>See footnotes 60, 64, and 68.

## Appendix G

## Sensitivity Activities

The following activities will be presented to the children over a period of eight weeks. Each activity is typed on a separate card for the teacher.

In introducing the activities to the children, the teacher will tell them that we are going to learn more about ourselves. For each different activity a few more words appropriate for that certain one will be added, such as "Today we are going to touch our hair and head, our ears and eyes, and discover just how they feel".

After each silent activity, the children will discuss what they did, saw, tasted, heard, or felt. During other activities the children will be encouraged to talk as they participate.

1. Body Awareness (may be repeated)

Directions to teachers. Take time for children to say what they feel after each question. You may also take time to talk at the end.

-Children lie on floor, finding own space

-Repeat chant exercise, keeping hands touching head parts

only--this is a warm up.

I am rubbing my head.  
I am feeling my hair.  
I am touching my ears.  
I am rubbing my neck.

-Teacher giving directions to children--now rub your head. Try to find out if you have any bumps on your head. Now rub your ears. Feel for hard and soft and bumpy parts. Close your eyes. Put your

## Appendix G (continued)

finger tips over your eyes. Feel your eyeballs moving by moving your eyes. How does the skin feel? Now feel your eyelashes. Open and shut your eyes. Are your lashes long, short, curly, straight, hard or soft? Feel your eyebrows. Rub one way, then the other way. Do it again. How is it different? Rub your eye brows back the way they belong. Move your finger under your nose. Breathe on it. Is it hot or cold? Do you like the way it feels? Trace your lips with your finger tips. How many lips do you have? Are they alike or different? Feel the side of your lips. Now open your mouth and feel how the bones move. Move your fingers to your ears and open and shut your mouth. What happens? Feel your teeth. Now move your finger tips to your throat. Swallow. Make a noise. Listen with your ears and feel with your finger tips. Where does the noise come from? Now take both your hands, fold them under your head. Close your eyes and keep your voices quiet. (Review) What was the softest part? The coldest? Hardest? Warmest? What did you discover about your face? When you are ready, go over to the mirror. Take a good look. And if you want to, draw a picture about something you know about yourself.

2. Movement Activities (repeat sometime)

- Beating drum on knees--chant with it. Change rhythm.
- Beating drum on chest--note different sound. Chant again.
- Beating drum on head, as above.

3. Rhythm

- Warm ups--finding own space. Move with different parts of the

## Appendix G (continued)

body. Now have your feet "stuck" but move the rest of your body. Now one hand stuck, add the other hand, your bottom, now your whole body stuck.

-Take suggestions from class on when parts were stuck, how to move the rest of the body. Move to music at first in sitting position. Try dyads--face each other in twos, moving heads only toward and away from each other. Move from feet up. Move entire body. (Use a waltz.) Be bears or seals.

4. Rhythm Instruments (repeat becoming more advanced)

-Group into threes, each group plays when pointed to.

-Talk about fast and slow, following leader.

5. Science: Experiencing an Orange

-Each child has an orange. Ask each to get to know his orange. Look at the color. Is it like everyone else's? Look at the shape, big or little? Are there any special spots on it? (The teacher can make up a story about her orange--so can the children.) Feel your orange--roundness--in both hands. Drop it into your hand, then the other hand. Now that you know your orange, get acquainted with someone else's.

-Peel the orange (perhaps mothers can have knives to slit skins so that they are easier for the children to peel). How does it peel? Feel peels, peel off white part. Break into sections. Eat, share sections. Does it taste differently (sweeter, etc.)?

-What have you learned about an orange?



## Appendix G (continued)

6. Literature and Self-awareness (body)

-Read "Somebody's Slippers, Somebody's Shoes."

-Talk about being barefooted. Take off shoes and socks. Go outside and walk on (suggested list) dewy grass (cold and wet), black top (dry, warm rough), concrete (dry, cool or hot, smooth), sand (rough, warm, sticks to wet feet), climb on jungle gym.

-Come inside and feel vinyl floor, and rug (if two rugs, feel both).

-Put on shoes while talking about feet or make foot prints from paint, or have children draw around each other's feet, or draw a picture of their feet.

7. Getting to Know Each Other (Repeat)

-Stand in close circle, touching shoulders and holding hands. Play the game..."This is my friend \_\_\_\_\_ and \_\_\_\_\_," naming children on both sides. Everyone does this. Look right at each other when doing this.

-Sit very close. Say to children, when you really feel like it, tell us what you're feeling. Close eyes (some may not). Join arms. Let's see what happens, don't make anything happen, just see what does happen. Now lie down. Stay close and you can reach out to touch each other if you want to. Sit up, talk about it.

8. Voyage to Inner Body

-Read poem "Hiding" or similar. Close eyes, find a place in your body where you can hide. Open and tell where. Ask, how did you

## Appendix G (continued)

get there? How does it feel in your \_\_\_\_\_? What can you see there?

9. Experiencing Painting

-Use a large sheet of paper. Two children work together, taking turns painting, or the two children paint at the same time on one piece of paper.

10. Introduction to Blindfolds A

-Put on blindfolds (make them). Smell, feel, touch objects, listen (crushing paper). Teacher chooses objects, children sit in circle. Each child is given an object and at the sound of a bell passes object to the next child. Do only for five minutes or less.

11. Introduction to Blindfolds B

-Put on blindfolds, find own space, lie down, listen to sounds. Another time work in dyads--place two children within reaching distance of each other, find partner.

12. Finding and Practicing a Way of Selecting Partners.

-Form close circle and play game, "This is my friend \_\_\_\_\_ and \_\_\_\_\_." (See card 7)

-Lie down in close circle, feet inside, close enough to touch each other. Keep holding hands. Eyes shut (or use blindfolds). Now try to find a partner. Let go with one hand, but hold on with the other. If the person you hold on to keeps your hand, you are partners. If he lets go of you, or won't keep your hand, he has someone on the other side who is his partner. Do not talk. If you do not have a

## Appendix G (continued)

partner, it is all right. Now join hands again and get up.

13. Can You Imagine? (repeat)

-Sit like an Indian, hands in lap, eyes closed. Pretend you are something furry. Are you big or small? Raise your hand to tell us what you were. Close your eyes again. Keep imagining you are a furry animal. Do people like you? Why? How do you move? Variations could be furry and green or very, very big, etc.

14. Building Trust

-While eating snacks together play this game. Sit across from a partner. Feed your partner, not yourself.

15. Art Shapes

-Strips of red paper--3, 4, 5, 6 inches long, 1 inch wide. Ask a child to be the 3 inch strip without showing any of the children his length. If the child can't, show him the six inch strip of paper, and then perhaps the child can see that he bends in half. Then be other lengths. Children choose the length he represents. Glue the strips into rings, 2 or 3 strips of each length and arrange on paper, no two same sizes together. Paste--abstract design. Paste another sheet of paper on top.

16. Nature (use any time and repeat)

-Go on a nature walk, each child has a plastic bag to put things into (so he can see what he has as he goes along). Back at school discuss what they found, than make a collage.

## Appendix G (continued)

17. Science: Making Cookies (any time, repeat)

-Allow children to feel the flour, sugar, etc., and talk about the different feelings. Be sure they smell them while cooking. Enjoy eating together as a group. Talk about making cookies.

18. Blind Walk

-One child will be "blind" and his partner will guide him on a walk. Before the walk talk with the children about being very careful while leading their blind partner--can't see if he needs to step up or down, or could hit a tree, etc. Also the partner will want to have the blind person touch things as they walk along, to see if the person can guess--car, wall, rock, leaf, etc. Talk about how it felt to be blind, to be the guide.

PROFILE SHEET FOR THE California Psychological Inventory: FEMALE

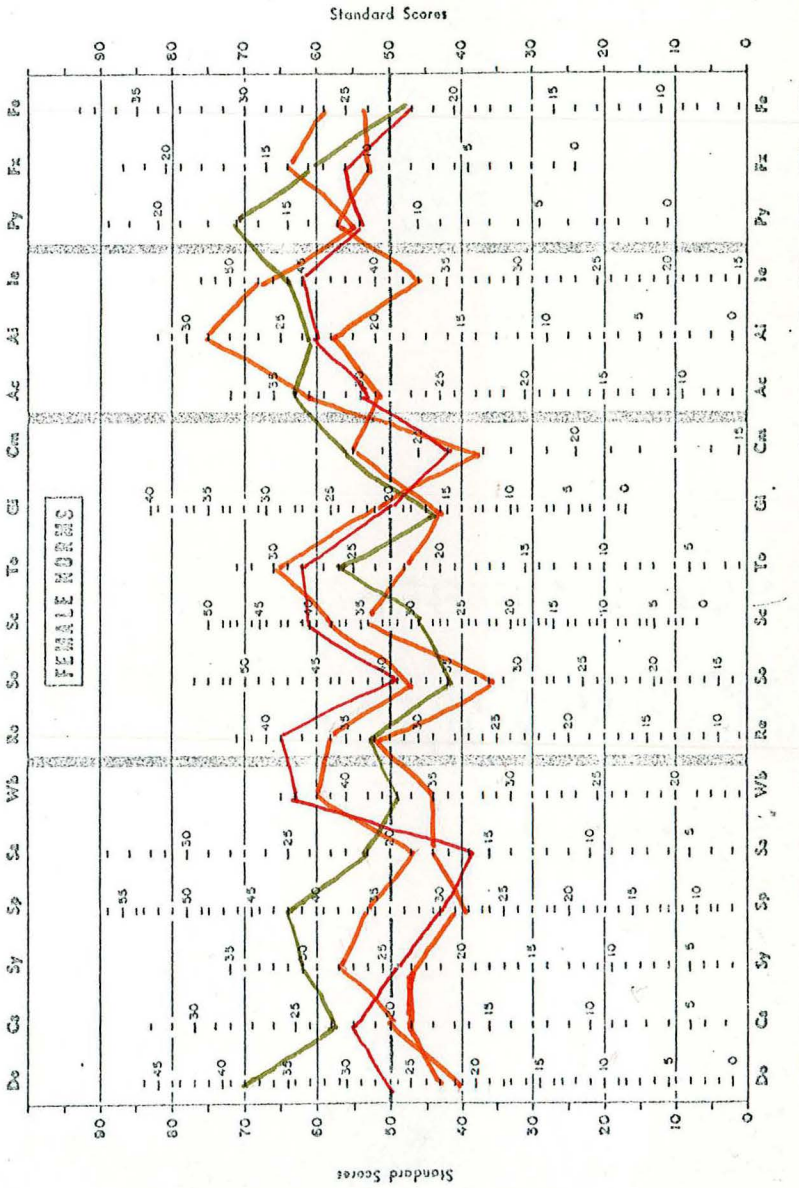
Name \_\_\_\_\_ Age \_\_\_\_\_ Date Tested \_\_\_\_\_

Other Information \_\_\_\_\_

Notes:

- Red - Experimental
- Orange - Control
- Green - Writer

Appendix H



Female Norms