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To the Graduate Council:

I am submitting herewith a dissertation written by Elaine Hoffman Wagener, entitled "An Experimental Study of the Effects of a Program of Oral Reading of Children's Literature About Negroes on the Self-Concept of Negro Fourth Grade Children." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

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AN EXPERIMENTAL STUDY OF THE EFFECTS OF A PROGRAM
OF ORAL READING OF CHILDREN'S LITERATURE ABOUT NEGROES
ON THE SELF-CONCEPT OF NEGRO FOURTH GRADE CHILDREN

A Dissertation
Presented to
the Graduate Council of
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In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Elaine Hoffman Wagener
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E.H.W.

ABSTRACT

The self-concepts of Negro fourth grade students in an elementary school in Austin, Texas were studied to ascertain the effect of 36 sessions, 30 minutes each, of oral reading of literature containing Negro characters, both historical and fictional.

The Piers-Harris Self Concept Test, an inventory requiring responses of yes or no to 80 statements about one's self; the Children's Self-Social Constructs Test, a non-verbal measure of self-social items of horizontal esteem, vertical esteem, complexity, individuation, and identification with mother, father, teacher, friends; and self-drawings in color by the students were used. A pretest and posttest were administered.

An experimental group exposed to literature with Negro characters, a placebo control group exposed to literature without Negro characters, and a control group exposed to no oral reading of literature were the subjects for this study. There were 23 pupils in each group. These groups approached equality in terms of race, sex, age, and I.Q.

Analysis of the data obtained from the Piers-Harris posttest scores revealed a lower self-concept of the experimental group at the end of the experimental period.

However, scores of the same subjects were significantly higher on the posttest scores of the Children's Self-Social Constructs Test on the items of vertical esteem, horizontal esteem, and identification with mother and friends. Post-test scores of all the groups revealed less complexity, individuation, and identity with teacher at the end of the experimental period and all groups revealed greater identification with father. Children in the experimental group used brown less frequently as their skin color in self-drawings at the end of the experimental period than in their first self-drawings.

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CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

At this particular time in history there is a major emphasis on ethnic identity of minority groups. The Negro, because of his unique history of subjugation in slavery in the United States, has experienced difficulty in assimilating his past and maintaining the pride and self-identity necessary for a strong self-concept.¹

Participation in black studies has been stressed as a means to fuller appreciation of the accomplishments of the Negro race as well as a means of fostering the self-worth of the Negro as a human being.² However, to have a lasting effect, whatever means are used to enhance the Negro child's education must go deeper than a presentation of the facts of American Negro history. The student's appropriation

¹Jean Grambs, "The Self-Concept: Basis for Reeduication of Negro Youth," Negro Self-Concept, William C. Kvaraceus, John Gibson, Franklin Patterson, Bradbury Sea-holes and Jean Grambs, eds. (New York: McGraw Hill Book Company, 1965), pp. 16-33.

See also Benetta Washington, "Before It Is Too Late," Wilson Library Bulletin, 43:140-145, October, 1968.

²Zoia Horn, "Workshop for the Study of the American Negro," Wilson Library Bulletin, 43:354-359, December, 1968.

of his black heritage must involve the affective domain of his life in a way that alters his image of himself.

Many teachers of Negro children are concerned about how this strengthening of Negro identity can best be accomplished. Not only must teachers be cognizant of what possibilities for changing self-concept exist, based on research findings, but these possibilities must be viable in terms of translation into school curriculum.

Since the use of children's literature is an integral part of most language arts curriculums and is innately related to the affective domain of the reader, it was hypothesized that literature in which the Negro was presented as a significant worthy human being might be a means to a stronger, more enabling self-image of the Negro child.

Therefore, the purpose of this study is to ascertain whether the reading aloud of literature about Negroes to Negro fourth grade children has an effect on their self-concept.

II. SIGNIFICANCE OF THE PROBLEM

A wide array of definitions of self-concept has been used by educational researchers as "operational definitions." Wylie refers to a vagueness and ambiguity of terms in research designed to study self-concept. However, she suggests that two meanings have prominence in psychological

discussions: 1) the self as subject or agent and 2) the self as the individual who is known to himself.³

Rogers describes the self-concept as perceptions of self, composed of perceptions of one's characteristics and abilities of self in relation to environment and others.⁴

The importance of significant others is a primary factor in defining self-concept. Kelley states that the self is built almost entirely in relationship to others.⁵ Wylie agrees that the level of self-regard "correlates positively with the degree of regard a person has for others."

Henderson, Long and Ziller have based the development of their Children's Self-Social Constructs Test, used in this study, on this understanding of the self as defined by one's social experiences or the self as perceived in relation to important persons in the immediate social environment.⁶

Jersild contends that the concept of self is the key to understanding mental health.⁷ The importance of

³Ruth Wylie, The Self-Concept (Lincoln: University of Nebraska Press, 1961), p. 5.

⁴Carl Rogers, Client Centered Therapy (Boston: Houghton Mifflin, 1952), p. 1.

⁵Earl C. Kelley, "The Fully Functioning Self," Perceiving, Behaving, Becoming: A New Focus for Education, Arthur Combs, ed. (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 9.

⁶E. H. Henderson, B. H. Long and R. C. Ziller, "Self-Social Constructs of Achieving and Non-Achieving Readers," Reading Teacher, 19:113-118, November, 1965.

⁷Arthur T. Jersild, In Search of Self (New York: Teachers College, Columbia University, 1952), p. 5.

self-concept in the educational venture cannot be too strongly emphasized. Many children are receiving special reading instruction because they believe they cannot read. Poor spellers have been found to make about the same number of mistakes per page regardless of the difficulty of the selection. It is as though their poor spelling is in response to their image of themselves as poor spellers.⁸ Their failure is then compounded by successive failures. The individual seems to be asking for "proof" of what he already feels about himself.⁹

It is necessary for the school to break this chain of failure and inadequacy and "teach" the child that he is a worthy human being. When a school system sets as a primary goal the development of fully functioning people--people of pride, dignity and integrity--the self-concept of every individual becomes important.¹⁰

Patterson argues that

All self-concepts are significant in understanding individuals. But those that are of greater concern to us as educators and citizens are the negative ones. The child with a negative view of self is a child who will not be able to profit

⁸Arthur Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper and Brothers, 1959), pp. 151-152.

⁹Ibid.

¹⁰Arthur Combs, ed., Perceiving, Behaving, Becoming: A New Focus for Education (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 215.

adequately from school. Once a child is convinced he cannot learn in school, the task of educators becomes almost impossible. A negative self-concept is just as crippling and just as hard to overcome as any physical handicap. In fact, a negative self-image may even be more crippling, because it is often hidden from the view of the naive or untrained observer.¹¹

Many educators and psychologists believe that the way a person perceives himself directly affects the way he behaves. Perhaps it is true that an individual learns significantly only those things which are involved in his maintenance of self.¹² These basic assumptions about the importance of self-concept have implications for the kinds of experiences which are built into the school curriculums for children. Educational experiences would then be evaluated with a concern for their capacity to help children in acquiring realistic views of themselves and acceptance of their abilities.

The importance of a positive self-concept is an even more significant educational problem in the Negro segment of the population, because of the unique nature of the history of the Negro in American culture. A large majority of Negro children fall into the lower socio-economic level. Havighurst

¹¹Franklin Patterson, "Introduction: The Purpose and Trend of the Conference," Negro Self Concept, William C. Kvaraceus, John Gibson, Franklin Patterson, Bradbury Seaholes and Jean Grambs, eds. (New York: McGraw-Hill Book Co., 1965), p. 4.

¹²Clark E. Moustakas, The Self (New York: Harper and Brothers, 1956), p. 5.

notes that children in this group have lower opinions of themselves than middle socio-economic children.¹³

There is, however, a small but growing number of Negroes who have become "middle class." This fact, nevertheless, has made little difference in at least one experience that directly relates to self-concept:

Although their economic position may be very different, there is one experience that all black children, rich or poor, share; namely the importance of repressing any feelings or impulses that might in any way be offensive and provocative to the white community. Very early in life, regardless of his background, the black child is taught to deny and contain any resentment or anger he feels for the white man and for the world as he finds it, to block out of awareness any sense of injustice that might give rise to an impulse to rebel. To this end the child is systematically cut down by those who raise him, told repeatedly that he has no rights, that he is worthless, fit only to comply and conform. Such child-rearing practices were essential for survival not only during the three hundred years that slavery flourished, but in the hundred years that have elapsed since emancipation.¹⁴

This history of repression and denigration has made its impact upon the Negro, both adult and child. Often he has come to read his experience through his color. Malcolm X

¹³Robert J. Havighurst, Myra Z. Robinson and Mildred Dorr, "The Development of the Ideal Self in Childhood and Adolescence," Journal of Educational Research, 40:242, December, 1946.

¹⁴Florence Halpern, "Self-Perception of Black Children and the Civil Rights Movement," American Journal of Orthopsychiatry, 40:521, April, 1970.

observed this phenomenon when he wrote that as long as a man was a Negro excellence did not matter.¹⁵

The self-concept of the Negro has been weakened by his past as well as his present. The way in which he has been omitted from history books, overlooked in literature and generally isolated from mainstream American life has contributed to his lack of self-worth.

Ralph Ellison wrote about the Negro identity problem in another way.

I am...invisible...No, I am not a spook like those who haunted Edgar Allen Poe nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids--and I might even be said to have a mind. I am invisible, understand, simply because people refuse to see me...When they approach me they see only my surroundings themselves, figments of their imaginations--indeed anything and everything except me.¹⁶

The question then follows, "Is there any way to alter the self-concept of a child growing up in such a culture?" Grambs points out that most proposals relating to school curriculum try to give the Negro child the good environment the white child usually has had. It is her contention, and that of this paper, that this is not enough. "Arguing from the data on self-concept, we would suggest that it is the

¹⁵Malcolm X, The Autobiography of Malcolm X (New York: Grove Press, Inc., 1966), p. 36.

¹⁶Ralph Ellison, Invisible Man (New York: New American Library, 1952), p. 7.

view of the self that has to be the focus of specific attention."¹⁷

Direct approaches to altering self-concept have been designed and implemented. Some of these which seem to have been effective have been reported in Chapter II. It is the purpose of this research project to experiment with another possible means to effectively strengthen the self-concept.

Bibliotherapy is described by Russell as "a process of dynamic interaction between the personality of the reader and literature."¹⁸ The importance of bibliotherapy in mental health is widely accepted. However, most of the research on the results of a program of bibliotherapy have been of a descriptive, case-study type.¹⁹ Moreover, much of the

¹⁷Grambs, op. cit., p. 4.

¹⁸David Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language Arts Program," School Review, 58:335, September, 1950.

¹⁹Paul Witty, "Reading to Meet Emotional Needs," Elementary English, 29:75-84, February, 1952.

Viola Kantrowitz, "Bibliotherapy with Retarded Readers," Journal of Developmental Reading, 11:205-212, December, 1967.

Caroline Shrodes, "Bibliotherapy," The Reading Teacher, 9:24-29, October, 1955.

Louis Gottchalk, "Bibliotherapy as a Adjunct in Psychotherapy," American Journal of Psychiatry, 104:632-635, April, 1948.

Jacob Panken, "Psychotherapeutic Value of Books in the Treatment and Prevention of Juvenile Delinquency," American Journal of Psychotherapy, 1:71-86, January, 1947.

literature written in both educational and psychological journals concerning bibliotherapy is based on the opinions and beliefs of the practicing clinicians. Menninger summarizes the situation as follows:

The whole matter of bibliotherapy, of the relief of suffering by the psychological processes induced by reading, is a field in which we have little scientific knowledge, but our intuition and experience tell us that books indeed "minister to a mind diseased and come to the aid of the doctor and even precede him."²⁰

The importance of self-concept in the educational process, the need for fostering Negro self-worth, the lack of research in the area of bibliotherapy and the strong possibility that bibliotherapy may play an important role in the formulation of self-concept are factors in the selection of this study.

This research project will have implications for the public school. Curriculum, in-service training and choice of materials might all be affected. It also has implications for teacher education programs in which knowledge of Negro writers and literature about Negroes might be included. It has some implications for teaching behaviors as they involve reading aloud to children.

²⁰Karl A. Menninger, The Human Mind (New York: Alfred A. Knopf, Inc., 1937), p. 43.

III. HYPOTHESES

If self-concept is an important facet of the child's learning environment, and if a positive self-concept for the Negro child has been denied because of his race, then positive encounters with strong Negro characters in children's literature through oral reading of that literature will be explored as a means to a more positive self-concept of Negro children.

The following hypotheses are made.

1. There is no significant difference in mean pretest scores and mean posttest scores of the experimental, placebo control or control groups in self-concept as measured by the Piers-Harris Children's Self Concept Scale.
2. There is no significant difference in mean pretest scores and mean posttest scores for the three groups on vertical esteem as measured by the Children's Self-Social Constructs Test.
3. There is no significant difference between mean pretest scores and mean posttest scores of the three groups on horizontal esteem as measured by the Children's Self-Social Constructs Test.
4. There is no significant difference between mean pretest scores and mean posttest scores of the three groups on complexity as measured by the Children's Self-Social Constructs Test.

There is no significant difference between mean pretest scores and mean posttest scores of the three groups on individuation as measured by the Children's Self-Social Constructs Test.

There is no significant difference between mean pretest scores and mean posttest scores of the three groups on identification with mother as measured by the Children's Self-Social Constructs Test.

There is no significant difference between mean pretest scores and mean posttest scores of the three groups on identification with father as measured by the Children's Self-Social Constructs Test.

There is no significant difference between mean pretest scores and mean posttest scores of the three groups on identification with teacher as measured by the Children's Self-Social Constructs Test.

There is no significant difference between mean pretest scores and mean posttest scores of the three groups on identification with friends as measured by the Children's Self-Social Constructs Test.

There is no significant difference in the way the children in the three groups depict skin color in drawings of themselves before and after the experimental period.

IV. PROCEDURES

Administrative arrangements were made with the Austin, Texas Independent School District Director of Curriculum, the principal and teachers of the participating school to conduct the study. Experimental, placebo control and control groups were chosen. Students were tested using the Piers-Harris Children's Self Concept Scale and the Children's Self-Social Constructs Test at the beginning and end of the treatment period. They were also asked to make drawings of themselves. Literature chosen for the experimental group contained primary Negro characters. Literature for the placebo control group was chosen containing no Negro characters. The control group had no literature read to them. All of the subjects were Negroes, the teacher of the placebo control group was Negro, the reader and the other two teachers were Caucasian females. The experimental period lasted from November to February. Children in the experimental and placebo groups were exposed to 30 minutes of oral reading three times a week for a total of 36 sessions.

V. ASSUMPTIONS

It is assumed in this study that: (1) self-concept can be measured; (2) that it is subject to change over a three month period; and (3) the tests used in this study can measure that change. (4) It is further assumed that causes for any possible changes can be identified.

VI. LIMITATIONS

One limitation of this study is lack of randomization in the selection of subjects for placement in the experimental and control groups. Groups are near equal in terms of age, sex, grade and intelligence quotients, but randomization might more nearly assure equality on other factors as well.

Changes in plans necessitated by administrative requirements constitutes another major limitation. It was planned for teachers to be absent from the room during the administration of the tests; they would thus be less aware of the nature of the study. This was impossible to implement in this situation because of administrative restrictions. In the original proposal the experiment was to be on the basis of reading alone; however, questions raised by the children called for some interchange between reader and children. Some conversation was necessary for establishing control. The original plan also included use of a Negro reader in addition to the Caucasian female reader, but this was discouraged by the administration.

Other influences during the experimental period--parental, maturational, educational or experiential--might create an imbalance and affect results.

The short length of the experimental period, the small sample and possibly the race and sex of the reader are all limitations to the study.

Finally, the inadequacies of the measurement instruments is a limitation.

VII. ORGANIZATION OF THE STUDY

Chapter I is concerned with the problem in general, including a statement of the problem, the significance of the problem, the hypotheses, an overview of the procedures, the assumptions upon which the study is based, and the limitations of the study. In Chapter II the literature related to this study is surveyed: related experimental studies and research in the areas of self-concept, factors relating to self-concept, and the relationship of self-concept to literature. In Chapter III the procedure of the experiment is presented, including the selection of the student sample, characteristics of the experimental and control groups, description of the testing instruments, administration of the tests and the research design. Chapter IV includes an analysis of the data revealed in the pretest and posttest scores of the Piers-Harris Children's Self Concept Scale and the Self-Social Constructs Test. In Chapter V, the summary, conclusions, implications and recommendations are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature which has relevance for this study is reported in three parts: self-concept studies, factors relating to self-concept, and literature and self-concept.

I. SELF-CONCEPT STUDIES

Self-concept is considered an important educational factor by many scholars. Newton states that the teacher of minority group children must understand the development of self-concept for it is this aspect of the personality which she believes "dictates the teaching-learning interplay."¹ The self-concept of the child is of primary importance because it is the individual's perception of himself which determines how he will behave.² The goal of education should go beyond giving the individual a chance to fulfil his material needs. It should also give him a chance to acquire a feeling of worth and dignity.³

¹Eunice S. Newton, "Bibliotherapy in the Development of Minority Group Self-Concept," Journal of Negro Education, 38:257-265, Summer, 1967.

²Moustakas, op. cit., p. 10.

³Benetta B. Washington, "Books to Make Them Proud," National Education Association Journal, 55:20-22, May, 1966.

A strong self-concept is an important factor in education not only because the individual with a positive self-concept is more likely to adequately develop his intellectual abilities but because the child with a strong self-concept is more likely to be a more fully functioning human being, sensitive, creative, capable of making decisions and taking responsibility for his actions.⁴

Several studies have been completed relating self-concept in Negro children to awareness of skin color.

Clark and Clark conducted an investigation of racial identification among pre-school to seven year olds. A coloring test was used in which children were given a box of crayons and outlines of a leaf, an apple, an orange, a mouse and a boy and a girl. The children were then asked to color the objects in the order listed to determine if there was a stable concept of color to the object. When the child was given the picture he was told "This is a picture of you. Color him the way you are. This is a girl. Color her the way you like girls to be." A total of 160 subjects had responses stable enough to analyze. Responses indicated that lighter children were more inclined than darker children to color themselves realistically. Even at the seven year old level 40 percent of the medium and dark children were still

⁴Combs, Perceiving, Behaving, Becoming, pp. 31-32.

indicating preference for white identification or exhibiting escapist tendencies. "It is clear that the Negro child by the age of five is aware of the fact that to be colored in contemporary American society is a mark of inferior status."⁵

Fifty Negro children of both sexes between ages nine and twelve with impaired self-esteem were studied to determine if they would perceive themselves less accurately in terms of skin color than children with less self-esteem impairment. The test of color by Clark and Clark was used. Reality response occurred in only 48 percent of the impaired subjects.⁶

Landreth and Johnson in a study of 228 children, half of whom were three years and half of whom were five years old, found that lower class Negro children respond to skin color in terms of a value judgment. When given pictures, both sexes of Negro children chose white skins significantly more than white children chose black skins.⁷

In a study of 100 nursery children four years old, Goodman found Negro children more highly sensitized to race than white children. The degree of pigmentation was strongly

⁵Kenneth Clark and Mamie P. Clark, "Emotional Factors in Racial Identification and Preferences of Negro Children," Journal of Negro Education, 19:341-350, Summer, 1950.

⁶Hugh F. Butts, "Skin Color Perception and Self-Esteem," Journal of Negro Education, 32:122-128, Spring, 1963.

⁷Catherine Landreth and Barbara Johnson, "Young Children's Responses to a Picture and Inset Designed to Reveal Reactions to Persons of Different Skin Color," Child Development, 24:63-80, March, 1953.

associated with racial awareness. Data used were observations and interviews with the teachers, parents and children involved.⁸

Another study of pre-school children conducted by Stevenson and Stewart reported that Negroes had a higher frequency of negative attitudes and a greater frequency of own-race rejection. Negro subjects assigned negative roles to Negro children more frequently than whites assigned such roles to white children. The subjects were Negro and white children, ages three to seven years, who responded to four tests: a discrimination test made up of picture cards, a doll test in which the subject chose the color doll he would like to be, a doll assembly test and an incomplete stories test.⁹

Williams and Byars found, among 176 white and 134 black adolescents, that the Southern Negro is negative in self perception and defensive in self description as measured by the Tennessee Self-Concept Scale.¹⁰

Larson examined 447 white and 172 black five year olds using a projective instrument composed of eight cardboard

⁸M. E. Goodman, "The Education of Children and Youth to Live in a Multi-Racial Society," Journal of Negro Education, 19:399-407, Summer, 1950.

⁹Harold W. Stevenson and Edward C. Stewart, "A Developmental Study of Racial Awareness in Young Children," Child Development, 29:399-408, September, 1958.

¹⁰Robert L. Williams and Harry Byars, "Negro Self-Esteem in a Transitional Society," Personnel and Guidance Journal, 47:120-125, October, 1968.

figures. Figures or "paper dolls" were of a light skinned Negro, a dark Negro, a light white and a dark white for each sex. The children were asked to point to the boy or girl that other children like the best, other children don't like, the teacher likes best, the teacher doesn't like, that likes school and that doesn't like school. Negro children more often incorrectly identified themselves than white children. There were no differences associated with pre-school experiences, location of school or race of tester.¹¹

Caliquiri found, in analyzing four openended questions given to 425 intermediate grade children in a minority area, that 54 percent identified physical features as the characteristic toward which most self-criticism was directed. The author inferred that sensitivity about physical features might be accentuated by racial prejudice.¹²

The results of a study by Brown, of 38 four year old Negroes of lower socio-economic background and 36 upper-middle class children, indicated that all subjects tended to view themselves positively but the Negro subjects' scores were significantly lower on the average than scores of white children.¹³

¹¹Richard G. Larson, "Racism in Kindergarten?" The Elementary School Journal, 69:180-184, January, 1969.

¹²Joseph Caliquiri, "Self Concept of the Poverty Child," Journal of Negro Education, 35:280-282, Summer, 1966.

¹³Bert R. Brown, "The Assessment of Self Concept Among Four Year Old Negro and White Children: A Comparative Study Using the Brown IDS Self Concept Referents Test," Research in Education, 5:104, April, 1970.

Lloyd conducted an experiment to attempt to develop a more positive self awareness in Negro kindergarten children. Discussions, books, studies of races, use of mirrors, pictures of Negro figures, etc., were used. In the measure to evaluate the project, children were asked to choose between color pairs. Students in the experimental group scored negatively on the test given.¹⁴

Henderson found, when 698 seven year old disadvantaged children of whom 232 were Negroes drew themselves in the Draw A Person Test, there were no significant differences between scores of black children and white.¹⁵

With the exception of the last study, the other pieces of research in this area seem to indicate that the self-concept of the Negro child is indeed negative. This observation leads to an examination of research studies which have explored some possible methods of changing a negative self-image.

II. FACTORS RELATING TO SELF-CONCEPT

A number of studies have been conducted to attempt to evaluate the relationship of various factors to self-concept.

¹⁴Jean Lloyd, "The Self-Image of a Small Black Child," Elementary School Journal, 67:406-411, May, 1967.

¹⁵Norma B. Henderson, et. al., "Do Negro Children Project a Self Image of Helplessness and Inadequacy in Drawing a Person?" Research in Education, 5:74, June, 1970.

Allen in 1968 studied changes in reading achievement, self-concept, and creativity of disadvantaged children when exposed to 40 periods of 50 minutes of either creative dramatics or remedial reading, or 20 periods of each. There were two control groups, one of which had 50 minute periods with the examiner, to control for the Hawthorne effect, and one which had no special program. The test instruments included the Stanford Reading Test, the Gordon How I see Myself Test and the Torrance Test of Creativity. Analysis of variance revealed no significant differences between the groups except in the case of the experimental group exposed to 20 periods of both dramatics and remedial reading. This group showed a significant increase on the originality part of the Torrance Test of Creative Thinking.¹⁶

Litcher and Johnson, using the Clark Doll Test, Harowitz and Harowitz "Show Me" and Categories Test and a Direct Comparison Test, discovered through use of a multi-ethnic reader that white children developed markedly more favorable attitudes toward Negroes.¹⁷

¹⁶Elizabeth Godwin Allen, "An Investigation of Change in Reading Achievement, Self-Concept and Creativity of Disadvantaged Elementary School Children Experiencing Three Methods of Training," Dissertation Abstracts, Vol. 29, No. 7A, p. 3032.

¹⁷John H. Litcher and David Johnson, "Changes in Attitudes Toward Negroes of White Elementary School Students After the Use of Multiethnic Readers," Journal of Educational Psychology, 60:148-151, April, 1969.

Carlton and Moore also investigated the effects of dramatization on reading achievement and self-concept of culturally disadvantaged children. The experimental group consisted of four classes--grades one through four--with an average of 30 children in each. Favorable changes in self-concept occurred in all classes. In all classes except one a positive correlation between self-concept changes and gains in reading achievement was found. The mean reading gain for the experimental groups was from .75 to 1.36, significantly higher than the control.¹⁸

A group of 85 fourth, fifth and sixth grade boys of average intelligence were placed into three groups and exposed to the conditions of reading instruction, personal interaction or no special program. Results revealed that those subjects in the experimental group exposed to reading instruction were superior on the Informal Reading Inventory used as well as the Self-Concept Inventory.¹⁹

Payne and Dunn studied the effect of group counseling on the self-concept of "culturally different students." Thirty subjects were selected as the experimental group, subdivided into groups of ten and exposed to 18 sessions of

¹⁸Lessie Carlton and Robert H. Moore, "The Effects of Self-Directive Dramatization on Reading Achievement and Self-Concept of Culturally Disadvantaged Children," The Reading Teacher, 20:125-130, November, 1966.

¹⁹Phyllis W. Smith, "Self-Concept Gain Scores and Reading Efficiency Terminal Ratios as a Function of Specialized Reading Instruction or Personal Interaction," Research in Education, 4:77, May, 1969.

50 minutes each. A control group of 15 students was not exposed to any counseling activities. Results show an indication of favorable alteration of self-concepts of students exposed to counseling.²⁰

In a study by Whisenton, a group of 28 sixth grade Negro children were exposed to visits from outstanding Negro citizens. The experimental group mean gains in self-attitudes were significantly different from the control group which consisted of 25 sixth graders who received no visits.²¹

Several studies have been carried out to examine the relationship between self-concept and segregation.

In 1968 Williams attempted to measure self-concept and verbal ability in Negro pre-school children. No significant difference was found between Negro boys in urban and suburban schools, but a significant difference was found between Negro girls in urban schools and Negro girls in suburban schools. Negro girls in suburban schools were superior in verbal ability.²²

²⁰Bill Payne and Charleta J. Dunn, "Using Group Counseling to Alter Self-Concepts of Culturally Different Elementary Children," Childhood Education, 47:107, November, 1970.

²¹Zadie B. Whisenton, "The Effects of Planned Experiences with Outstanding Negro Citizens of the Community on the Self-Concepts of Negro Children," Childhood Education, 47:108-110, November, 1970.

²²Daniel E. Williams, "Self-Concept and Verbal Ability in Negro Pre-School Children," Dissertation Abstracts, Vol. 29, No. 7B, p. 3475.

A study of 175 children, of whom 82 were from segregated neighborhoods and 93 from integrated neighborhoods, was conducted in four elementary schools. No significant difference in social distance toward different racial groups was found in Negro or white children who lived either in integrated neighborhoods or segregated neighborhoods.²³

Singer used the Bogardus Social Distance Scale and the Make-Believe Bus Test to evaluate attitudes of 120 white fifth graders and 196 black fifth graders, half of whom were in an unsegregated school and half of whom were in de facto segregated schools. Whites in unsegregated schools rated blacks as more aggressive and non-achieving than whites in segregated classes rated them. High I.Q. white girls in segregated schools and average I.Q. white girls in unsegregated schools were most willing to associate with Negroes. High I.Q. black girls in both segregated and unsegregated schools were least willing to associate with the opposite race.²⁴

Studies to relate achievement and self-concept have also been conducted.

²³Barry Earl Herman, "The Effect of Neighborhood Upon the Attitudes of Negro and White Sixth Grade Children Toward Different Racial Groups," Dissertation Abstracts, Vol. 28, No. 7A, p. 3795.

²⁴Dorothy Singer, "Interracial Attitudes of Negro and White Fifth Grade Children in Segregated and Unsegregated Schools," Dissertation Abstracts, Vol. 27, No. 7A, p. 3143.

Meyers found of 46 good and poor Negro male achievers in the fourth, fifth and sixth grade, positive self-concept related at the .05 level with a positive attitude toward the Negro.²⁵ In the Meyers study Negro high achievers were more accepting of ethnic identity supported at the .01 level of confidence.²⁶

The academic achievement of 462 Negroes from a rural county related significantly to their self-concept, independence and inner control as reported by Blair in 1967.²⁷

Lessing tested 237 eighth graders, of whom 55 were Negroes and 321 eleventh graders, of whom 33 were Negroes, and found that the Negroes studied had lower academic achievement than whites and also scored lower on self-esteem factors of sense of personal control and willingness to delay gratification.²⁸

A study by Fink confirmed the hypothesis that a relationship exists between self-concept and level of academic achievement. Adequate self-concept was related to high

²⁵Edna O. Meyers, "Self Concept, Family Structure and School Achievement: A Study of Disadvantaged Negro Boys," Dissertation Abstracts, Vol. 27, No. 10A, p. 3960.

²⁶Ibid.

²⁷Garland Eugene Blair, "The Relationship of Selected Ego Functions and the Academic Achievement of Negro Students," Dissertation Abstracts, Vol. 28, No. 7A, p. 3013.

²⁸Elise E. Lessing, "Racial Differences in Indices of Ego Functioning Relative to Academic Achievement," Research in Education, 4:31, October, 1967.

academic achievement; inadequate self-concept was related to low academic achievement. Subjects were 20 matched pairs of boys and 20 matched pairs of girls, all of whom were high school freshmen.²⁹

Caplin studied 60 children in segregated and unsegregated schools and found children in de facto segregated schools had less positive self-concepts. The study also revealed a significant positive relationship between self-confidence and academic achievement. More positive self-concept related to higher academic achievement.³⁰

A significant relationship between patterns of achievement and perceived self was also indicated by the results in a study conducted at Ontario Institute for Studies in Education with 1,424 ninth grade subjects. The Perceived Self Scale of the Self-Concept Scale of Gill and D'Oyley was used with ratings of eight factors (achievement-related characteristics, acceptance by peers and teachers, self-confidence, originality, feeling of adequacy, reaction to school programs, concentrating ability and self-satisfaction). The mean scores

²⁹Martin Fink, "Self-Concept as it Relates to Academic Underachievement," California Journal of Educational Research, 13:57-62, March, 1962.

³⁰Morris Caplin, "The Relationship Between Self-Concept and Academic Achievement," Journal of Experimental Education, 37:13-16, Spring, 1969.

of over-achievers were highest on every sub-scale except originality. Mean scores of under-achievers were lowest.³¹

In summary, studies have been completed which reveal the effect of dramatics, multi-ethnic readers, reading instruction, personal interaction, integration, and academic achievement on the self-concept of children. The research indicates a positive effect of dramatics, multi-ethnic readers, and reading instruction on self-concept. There also appears to be a relationship between self-concept and achievement although most of these studies were descriptive and did not attempt to ascertain whether a change toward a more positive self-concept would result in higher achievement. The importance of the reported research to this study however, is the fact that several factors do appear to have an effect on the self-concept in a positive direction.

III. LITERATURE AND SELF-CONCEPT

Another important area of consideration for this study is the research which has been conducted attempting to ascertain the relationship of literature to self-concept. In this area research is more sparse. Brown writes that

If one assumes the reading of literature to be an experience--and for some children perhaps a crucial experience--the lack of attention to this area of

³¹Mohindra P. Gill, "Pattern of Achievement as Related to the Perceived Self," Research in Education, 4:30, October, 1969.

research in contrast with the plethora of peripheral research in other areas is appalling...if one reviews the research available in the area of literature in the elementary school chances are that there will be agreement that at last much more significant work could and should be done.³²

One study was conducted with 100 white girls in grades nine to 12 who had read two or more books about Negroes. These subjects were paired with 100 girls in a control group by grade, age and I.Q. who had read no books about Negroes or written by Negroes. Results indicated that the experimental group was more disposed to grant Negro human rights and more willing to accept the Negro as their equal in social situations.³³

In a study by Smith, children were asked if they could remember any book, story, poem or article which had changed their attitude or thinking in any way. Five hundred two responses were given by children in grades four through eight. Sixty percent of the responses reported changes in attitudes. Stories about people accounted for 37 percent of the change and stories about animals accounted for 33 percent.³⁴

Loban, however, in his study of literature and social sensitivity found exposure to oral reading was insufficient

³²George I. Brown, "Literature in the Elementary School," Review of Educational Research, 34:193, April, 1964.

³³Sister Mary Agnes, "Influence of Reading on the Racial Attitudes of Adolescent Girls," Catholic Education Review, 45:415-420, September, 1947.

³⁴Nila B. Smith, "Some Effects of Reading on Children," Elementary English, 25:271-278, May, 1948.

for the group of students rated as having the least social sensitivity; discussion was a necessary addition for achieving desired results.³⁵

Reports by Witty, Kantrowitz, Gottchalk, Shrodes and Panken of case studies using bibliotherapy to aid the psychotherapy of remedial readers, juvenile delinquents and emotionally disturbed children point to the helpfulness of literature in clinical cases.³⁶

Three investigations were on the subject of the effect of black studies on self-concept.

The one by Roth included two experimental groups--one of which was composed of two segregated black classes with a black teacher and the other was two integrated classes with a white teacher. The two control groups were made up of one segregated black class and two integrated classes. All subjects were fifth graders. "Black studies" were defined as the inclusion of materials which presented the Negro and information about Negro contributions of the present and past. A semantic differential was used with the stimulus concepts "Black People" followed by ten adjective pairs on a bi-polar five point scale and "White People" followed by a similar pattern of adjective pairs. Results indicated that Negroes exposed to black studies in integrated classes had

³⁵Walter D. Loban, Literature and Social Sensitivity (Champaign: National Council of Teachers of English, 1954), pp. 29-33.

³⁶See Chapter I, footnote 19.

more positive attitudes than Negroes in segregated classes. A more positive attitude toward "White People" by those exposed to black studies was also found. Another important finding was that there was a lack of significant difference between the experimental groups with Negro teachers and white teachers.³⁷

In Georgeoff's study of fourth grade students in integrated classrooms, ten experimental classes in integrated neighborhoods and nine experimental classes with transported students were used, as well as seven control classes. The experimental classes studied a unit on American Negro History. Use of the Piers-Harris Self-Concept Test and a test on factual material about Negro history revealed that the self-concept of the untransported group improved significantly. Results also seemed to point to the conclusion that raising the self-concept of one racial group within a class also tends to raise the self-concept of the other.³⁸

In 1967 Johnson found that Negro children who were taught Negro history in a freedom school became more convinced that Negroes and whites were equal.³⁹

³⁷Rodney Roth, "The Effects of 'Black Studies' on Negro Fifth Grade Students," Journal of Negro Education, 38:435-439, Fall, 1969.

³⁸P. J. Georgeoff, "The Effect of the Curriculum upon the Self-Concept of Children in Racially Integrated Fourth Grade Classrooms," Research in Education, 3:35, August, 1968.

³⁹Litcher and Johnson, op. cit., p. 151.

The studies cited in this section evaluating literature as one possible means to changing self-concept seem to indicate that in individual case studies, in the descriptive studies cited and in the experimental studies involving "black studies" literature may be a means toward the goal of a more positive self-concept.

IV. SUMMARY

There seems to be widespread agreement about the importance of self-concept. The research about self-concept in Negroes is heavily weighted toward the hypothesis that Negro children do have a weakened concept of self. Most of the studies (Clark and Clark; Butts; Williams and Byars; Larson; Caliquiri; and Brown) revealed that Negro children tested had negative self-images and, in comparison with whites, a lower self-concept than white children.

Several studies showed various treatments which seemed to affect self-concept positively. Allen's study with remedial classes and dramatizations, Licher and Johnson's use of ethnic readers, Carlton and Moore's work with dramatization, Smith's study of personal interactions, Payne and Dunn's experimentation with group counseling and Whisenton's observations on visitations from outstanding Negro citizens are all cases in which a more positive self-concept was an achieved goal.

Important to the present study is research by Agnes, Smith, and Loban who explored positive results of reading

literature. Roth, Georgeoff, and Litcher and Johnson found that black studies positively affected self-concept. Finally, of particular interest is Meyers' findings relating positive self-concept of Negro males with a positive attitude toward the Negro race.

Assuming the importance of self-concept, research evaluating Negro self-concept, leads to an examination of possibilities for improving that weak self-image. That this is possible by various treatments seems to have been demonstrated. The question then is whether children's literature about Negroes would be another effective means of altering the self-image of the Negro child in a positive direction.

CHAPTER III

PROCEDURES

The purpose of this chapter is to describe the procedures used in this study. The selection of the student sample will be discussed. Characteristics of treatment of both experimental and placebo control groups will be described. The chapter will include a discussion of the testing measures used as well as the procedures for administering the tests. It will be concluded by a discussion of the research design.

I. SELECTION OF THE STUDENT SAMPLE

The students chosen for this study were all Negro elementary children in the fourth grade. The experimental group, placebo control group and the control group each contained 23 children, 11 boys and 12 girls. Ages of the children ranged from eight to twelve. The mean age of the experimental group was 9.56, the mean age for the placebo control was 9.47 and the mean for the second control was 9.52. The California Mental Maturity Test scores were used to measure the equality of intelligence in the groups. Each group had one child with an I.Q. above 110, six children with an I.Q. between 90 and 110, 12 with an I.Q. between 70 and 90, and four children with an I.Q. below 70. Therefore, on the basis of sex, grade, age and intelligence the groups were considered near equal.

The teacher of the placebo control group was Negro; the other two teachers were white. The classes were chosen for inclusion in this study by the head teacher on the basis of schedule. Selection of the two groups to be exposed to the oral reading of literature was also made by the head teacher but designation of which of the two was to be the experimental and which was to be the placebo control group was made randomly by the examiner.

II. PROGRAM FOR CONTROL AND EXPERIMENTAL GROUPS

Students in the experimental group were exposed to oral reading of selected children's literature about Negroes. A placebo group in the same grade and school was chosen to hear stories or books which were not to include any Negroes as primary characters. No literature was read to children in the control group. It was decided that reading aloud avoided the problem of individual reading difficulties encountered by some children and the resistance of some children to reading. It also allowed exposure of the same literature to all the children in the class, with the exception of absentees. The exposure periods were three times a week, 30 minutes in duration and occurred over a period of three months for a total of 36 sessions. The same white female reader was used in both groups and oral reading in both groups was arranged for midmorning sessions.

The literature for the experimental group was selected primarily on the basis of its inclusion of appealing or heroic Negroes as major characters in the plot. Both male and female protagonists were selected. The following books or excerpts were used in the order listed below. Complete bibliographic data is included in Appendix A.

Little Vic--Doris Gates

Harriet Tubman: Guide to Freedom--Sam and Beryl Epstein

The House of Dies Drear--Virginia Hamilton

J. T.--Jane Wagner

Corrie and the Yankee--Mimi Cooper Levy

Martin Luther King--Fighter for Freedom--Edward Preston

She Wanted to Read: The Story of Mary McLeod Bethune--Ella Kaiser Carruth

John Henry--Ezra Jack Keats

Frederick Douglas--Arna Bontemps

Zeeley--Virginia Hamilton

The books read to the placebo control group are listed below. The primary considerations in selection were that the books be recommended by some authority in the field of children's literature and that they contain no Negro characters. Most of the books were read in their entirety since content was not crucial.

Homer Price--Robert McCloskey

My Father's Dragon--Ruth Stiles Gannett

The New Tales of Pecos Bill--Harold Felton

The Mouse and the Motorcycle--Beverly Cleary

Renfro's Christmas--Robert Burch

Justin Morgan Had a Horse--Marguerite Henry

Lentil--Robert McCloskey

Henry Huggins--Beverly Cleary

III. DESCRIPTION OF THE MEASUREMENT INSTRUMENTS

The Piers-Harris Children's Self Concept Scale was designed primarily for research on the development of children's self-attitudes. It is easily completed in 20 to 30 minutes and can be used with children of a wide age range. A third grade reading knowledge is required. Therefore, it is recommended that for sixth grade and under, the items be read to the students by the examiner. Items were stated as simple declarations: "I am a happy person," "I behave badly." Items with loadings of .30 and above were arranged by factors and named in accordance with the content of the items with the highest loadings. They are (1) behavior, (2) intellectual and school status, (3) physical appearance and attributes, (4) anxiety, (5) popularity, (6) happiness and satisfaction. Information from these scores is tentative and norms have not been established.

The test initially consisted of 164 items which were administered to a pilot sample of 90 upper grade children in a public elementary school. Items answered in one direction by fewer than 10 percent or more than 90 percent were

inspected and in most cases dropped. One hundred forty items remained, including a "lie" scale. This scale was administered to four third grade classes in a large school system. A cross section of economic levels and intelligence levels was used. Items were analyzed, using the sixth grade sample of 127 students, to determine which ones discriminated between high and low groups at the .05 level or better. Eighty items met the criteria and constitute the present scale. The revised 80-item scale was shown to have reliability with a two-month and four-month test-retest coefficient of .77 for 244 fifth graders.

Some writers have questioned whether young children have a stable self-concept, the authors of the test remind readers. The results of much of the sample testing would appear to make clear that at least by age eight, self-attitudes have a reasonable amount of stability.¹ It is recommended by the authors, however, that individual changes in scores of less than 10 points be ignored since a significant difference at the .05 level would require a change of almost 11 points.²

Cox (1966), using subjects from 97 families, found appreciable correlations between teacher and peer ratings of socially effective behavior and the Scale as well as higher

¹Ellen V. Piers, Manual for the Piers-Harris Children's Self Concept Scale (Nashville: Counselor Recordings and Tests, 1969), p. 5.

²Ibid., p. 5.

correlations with super-ego strength.³ Negative correlations with anxiety were found by Millen (1966) using the Castenada, et. al., Children's Manifest Anxiety Scale.⁴

In general, it cannot be assumed that all high scores, particularly very high ones, reflect truly high positive self-concepts because the desire in children to "look good" is fairly strong, but, on the other hand, low scores probably do reflect truly negative self-attitudes.⁵

Attempts to measure changes in self-concept after a single laboratory event or a week's experiences probably will not yield significant differences. Therefore, long term studies are recommended. Also in the case of group retesting, a control group is essential.⁶

The Children's Self-Social Constructs Test is a non-verbal approach to the problem of measuring self-concept developed by Long, Henderson and Ziller using the self-symbols method.

The subject is presented with a booklet in which circles and other symbols represent himself and others. He is asked to arrange the symbol for himself in certain configurations from which inferences are made about the subject. A left to right and top to bottom hierarchy of importance or

³Ibid., p. 6

⁴Ibid., p. 16.

⁵Ibid., p. 15.

⁶Ibid., p. 19.

value is assumed in the arrangement of symbolic patterns. It is also assumed that physical distance can be equated with psychological distance in the placement of symbols representing the self in relation to others. For example: a row of six circles is presented horizontally on the page. The first circle to the left has an "M" in it to represent mother. The child is asked to choose one of the other circles in the row to represent himself and put his initial in it. (See Appendix B for drawings.) It is assumed that this non-verbal response will reveal a clearer picture of the person's self-conceptions than a verbal response.⁷ The self-social theory of personality development also assumes that self-concept is the result of interpersonal experiences with others.

The tasks in this test, which can be completed in approximately 30 minutes, are divided into the following categories: Self-esteem (vertical and horizontal), social dependency, individuation, complexity and identification.

Self-esteem or the value of one's self in comparison to others is measured with a series of circles. Positions to the left or to the top are considered to reflect higher self-concept. The assumption that self-esteem is indicated by the far left position is based on cultural norms of reading and writing from left to right and on studies of American subjects

⁷Barbara H. Long, Edmund H. Henderson and Robert C. Ziller, Manual for the Children's Self-Social Constructs Tests (Newark: University of Delaware, 1967), pp. 1-4.

which indicate a perceptual preference for the left.⁸ The rationale for the higher circle in a vertical arrangement being associated with higher self-esteem is supported by a study in which high-low was closely related to "good-bad" on the semantic differential.⁹

Individuation or the degree to which a person differentiates himself from his peers is assumed to be greater if the child chooses a circle to represent himself which is different from the circles representing his classmates. Higher scores which indicate the person thinks of himself as "different" from other persons are associated with a greater number of experiences of being "different," as in the case of children who have moved frequently.¹⁰

Complexity or the degree of differentiation of the self-concept is measured by the subject's choice of a symbol for himself ranging from simple to complex. The assumption is that as the child develops and is confronted with a diversity of personalities in others, as well as the development of greater intellectual capacity in himself, the result will be a more complex conception of self.¹¹

Identification with significant people is measured by the subject's choice of circle in relationship to a circle

⁸Ibid., p. 12.

⁹Ibid., p. 11.

¹⁰Ibid., p. 42.

¹¹Ibid., p. 18.

representing mother, father, teacher or friend. Greater distance is assumed to represent less identification. Identification with parents is presumed to be the basis of socialization and primary in the development of self-concept. When the child enters school, teachers and peers become significant people in his life and identification with these persons would also seem of importance in the development of self-concept.¹²

On the primary form, a sample of 100 third graders produced reliabilities of .47 to .79 with a median of .63 for eight scores. Interrelations have been studied with 12 samples of children. Esteem items involving different persons all correlate positively. Placement on the left-right dimension and the up-down dimension also correlate positively. A positive relation was found between self-esteem and identification with mother in six samples. Higher esteem was also related to identification with father, friend and teacher.

Finally, the children were asked to draw and color a picture of themselves. This test was used to identify those children who used some shade of brown for their skin color. This is based on the coloring test devised by Clark and Clark for the study of racial identification described in Chapter II. The preliminary coloring of other objects used by Clark and Clark was not deemed necessary in this study because of the age of the subjects in this sample. Detail in the drawings was not evaluated.

¹²Ibid., p. 14.

IV. ADMINISTRATION OF THE TESTING INSTRUMENTS

The three tests were given in three consecutive days to each of the three classes involved. They were administered in the order of presentation above.

Before giving the Piers-Harris Children's Self Concept Scale, the students were advised that there were no incorrect or wrong answers. They were encouraged to answer as they thought they were, not as they thought they should be. They were informed that no one would see their tests and that they should not let any one see their answers as they worked. These remarks were read by the white female examiner and were given in the same manner during both pretest and posttest. The instructions printed on the test were then read to the class. Each of the 80 items was read aloud twice giving the students time to mark their answers.

Directions for the Self-Social Constructs Test were read from the manual, then each item was read aloud twice. Since many of these items appear several times, by the end of the test some children were working independently ahead of the others. All tests were checked for omissions and the children were allowed to complete the unfinished items.

On the third day the children were given a plain sheet of white paper with crayolas and asked to draw a picture of themselves. A large box of multi-colored crayons was available in case anyone needed a color he did not have. Only two children could not complete this task. They were both in the control group.

Posttesting procedures followed the same pattern as pretesting.

V. RESEARCH DESIGN

The design for this study is pretest-posttest control group design. One experimental group, one placebo control group (to control for the Hawthorne effect) and one control group were used. Pre-treatment equality was approached in terms of race, sex, grade, age and intelligence. The dependent variables were self-concept as measured by the Piers-Harris Self Concept Scales and horizontalesteem, vertical esteem, complexity, individuation, identification with mother, identification with father, identification with teacher, identification with friends as measured by the Children's Self-Social Constructs Test and the representation of skin color in a self-drawing. These were tested before the treatment period. Variables which were held constant were length and duration of exposure to treatment or placebo treatment and use of the same examiner and reader in both classes.

Variables which were not controlled were pupil attendance, temperature of room, validity and reliability of the testing measurements, experiences other than treatment which could have affected self-concept.

A computerized analysis of variance was employed to analyze the data supplied by the study.

CHAPTER IV

ANALYSIS OF THE DATA

I. INTRODUCTION

The purpose of this chapter is to present and interpret the data secured from administering the Piers-Harris Children's Self Concept Scale and the Children's Self-Social Constructs Test to three groups of Negro fourth grade children in an east Austin, Texas elementary school. Children were also asked to draw a picture of themselves at the beginning and conclusion of the experimental period.

It was hypothesized that there would be no significant difference in pretest and posttest scores in any of the groups on the Piers-Harris Children's Self Concept Scale and on the items of horizontal esteem, vertical esteem, complexity, individuation, or identification with mother, father, teacher or friends on the Children's Self-Social Constructs Test. It was further hypothesized that there would be no significant difference in the way the children colored their skin in self-drawings at the beginning and end of the experimental period.

Since there were no significant differences between boys and girls either on pretest or posttest scores on any of the items in the test, the data in this study are presented with reference to treatment groups as a whole and not by sex.

II. PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

The first hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the experimental, placebo control or control groups in self-concept as measured by the Piers-Harris Children's Self Concept Scale. This test, designed for research on the development of children's self-attitudes, consists of 80 items to which the child is asked to respond by checking yes or no. The items are simple declarative statements, "I am a happy person." At least half of the items are stated negatively, "I do many bad things."

An analysis of variance of the pretest-posttest scores revealed a change toward a more negative self-concept in the experimental group, significant at the .05 level of confidence. Pretest score for this group was 61.7 and the posttest score was 59.1. The placebo group showed a change toward a more positive self-concept with a pretest score of 56.2 and a posttest score of 61.3, also significant at the .05 level of confidence. The change in the mean score for the control group was not significant. The pretest mean was 61.5, the posttest mean was 62.3. On the basis of these data as reported in Table I, this hypothesis was rejected.

III. VERTICAL ESTEEM

The second hypothesis stated that there is no significant difference in mean pretest scores and mean posttest

TABLE I

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO
CONTROL AND CONTROL GROUPS ON SELF-CONCEPT
AS MEASURED BY THE PIERS-HARRIS SCALE

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	61.7826	59.1304	4.012	.0549
Placebo Con.	56.2174	61.3043	5.389	.0283
Control	61.5217	62.3043	1.934	.1753

scores of the three groups on vertical esteem as measured by the Children's Self-Social Constructs Test, a non-verbal instrument. This item measures the subject's self-esteem in comparison with others. The subject was asked to choose a circle to represent himself from six circles arranged in a vertical column. This task appeared four times at different places in the test. Scores ranged from four to 24 with the highest scores assigned to positions nearest the top.

Although mean change scores of all three groups was toward a more positive self-concept, only the experimental group experienced a change which was statistically significant. The pretest score of this group was 11.5, the posttest score was 14.4. This difference was significant at the .05 level of confidence. The placebo control group's pretest-posttest scores were 10.7 and 12.2. The control group's pretest score was 11.6 and the posttest score was 13.0. These data reported in Table II form the basis for the rejection of this hypothesis.

IV. HORIZONTAL ESTEEM

The third hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the three groups on horizontal esteem as measured by the Children's Self-Social Constructs Test. This item, like the vertical esteem item, is a measure of the student's evaluation of himself in comparison with others. Similar in construction to the vertical esteem item presented in the

TABLE II

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON VERTICAL ESTEEM AS
MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	11.5217	14.4783	4.084	.0529
Placebo Con.	10.7391	12.2174	1.463	.2377
Control	11.6522	13.0000	1.934	.1753

second hypothesis, it consisted of a horizontal row of circles from which the subject was asked to select one to represent himself. This item also appeared four times at various intervals in the test. Scores ranged from four to 24 with highest scores assigned to circles nearest the left.

This item revealed the same trend as the vertical esteem item; that is, all groups revealed changes in a positive direction but the change in the scores of the experimental group was the only one which was significant. The F-ratio of 8.267 was significant at the .01 level of confidence. The experimental group's pretest-posttest scores were 26.0 and 31.6. The placebo control group's scores were 26.5 and 28.3. The control group's mean scores were 30.7 and 33.0. On the basis of these data, as reported in Table III, this hypothesis was rejected.

V. COMPLEXITY

The fourth hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the three groups on complexity as measured by the Children's Self-Social Constructs Test. Complexity is defined as the degree of differentiation of the self-concept or the number of parts comprising the whole conception of self. In this task the subject was asked to choose a design to represent himself from three designs ranging from simple to complex. The task appeared three times in the test. Scores could range from four to 12 with higher scores assigned to

TABLE III

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO
CONTROL AND CONTROL GROUPS ON HORIZONTAL ESTEEM
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	26.0435	31.6522	8.267	.0086
Placebo Con.	26.5652	28.3043	2.101	.1582
Control	30.7391	33.0435	2.295	.1407

more complex designs. The scores reported in Table IV show that each of the three groups had slightly lower mean scores on Trial 2 after the treatment period, although only in the control group did the change reach a statistical significance level. The control group's mean pretest score was 8.6 and the mean posttest score was 7.5, a difference significant at the .01 level of confidence. The experimental group's pretest score was 8.3 and their mean posttest score was 8.1. The placebo control group's pretest-posttest scores were 8.7 and 8.2. This hypothesis was therefore rejected.

VI. INDIVIDUATION

The fifth hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the three groups on individuation as measured by the Children's Self-Social Constructs Test. Individuation is the degree to which the subject considers himself to be "different from his peers." It was measured by a task in which the student was asked to choose between two symbols which were like or unlike symbols representing his peers. The choice of a symbol which was different from the symbols representing his peers was considered to show greater individuation, or the degree to which a person differentiates himself from his peers. This task appeared four times at irregular intervals throughout the test. The highest score possible was four, the lowest was zero. The scores as shown in Table V, indicate a trend toward less individuation at the end of

TABLE IV

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON COMPLEXITY
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	8.3478	8.1304	.142	.7104
Placebo Control	8.7391	8.2174	2.386	.1334
Control	8.6087	7.5652	9.673	.0052

TABLE V

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON INDIVIDUATION
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	2.0435	1.6957	1.561	.2227
Placebo Con.	1.9565	1.8696	.128	.7236
Control	1.3478	1.3043	.046	.8270

the treatment period in all three groups, but in no case was a significant level of probability reached.

Since the choices offered the child were circles which were empty or white and circles which were cross-hatched, an analysis was made of the choices to ascertain if choices might possibly have been made on the basis of the color of the circle without regard to the symbols representing peers. A value of three was assigned to all choices of cross-hatched circles. A value of two was assigned if choices included both types of circles, a value of one was assigned to choices of only the white circles. The mean scores of the three groups were then compared by an analysis of variance. The results revealed a positive directional change in the experimental group, a negative directional change in the placebo control and no change in the control. However, no level of significance was reached by any of the groups. Mean scores are shown in Table VI. Therefore the hypothesis was not accepted.

VII. IDENTIFICATION WITH MOTHER

The sixth hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the three groups on identification with mother as measured by the Children's Self-Social Constructs Test. The identification with mother task, or placing oneself in a "we" category with a significant other, required the subject to choose a circle to represent himself in an array of six

TABLE VI

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON CHOICE OF
BLANK OR COLORED CIRCLES

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	1.8696	2.0000	.589	.5431
Placebo Con.	1.9565	1.7826	1.645	.2108
Control	1.6087	1.6087	.000	1.0000

circles arranged horizontally with one circle at the extreme left marked M to represent mother. The choice of the circle closest to the circle marked M was given the highest score and the choice of the circle farthest from the circle marked M was given the lowest score. Scores could range from three to 18. This item appeared three times in the test. The mean scores of the three groups are shown in Table VII and reveal a change toward more identification with mother in the experimental and control groups and less identification with mother in the placebo control group on the second test. The change in the scores of the experimental group (pretest-13.6, posttest-15.1) was significant at the .01 level of confidence while the scores of the control group (pretest-14.9, posttest-16.0) were only significant at the .05 level of confidence. The scores of the placebo control group were 13.6 on the pretest and 12.4 on the posttest. This hypothesis was rejected.

VIII. IDENTIFICATION WITH FATHER

The seventh hypothesis stated that there is no significant difference in mean pretest and mean posttest scores of the three groups on identification with father as measured by the Children's Self-Social Construct Test. This item is identical in design to the identification with mother item with only the substitution of F for father in the circle nearest the left. Scoring and rate of appearance in the test are also identical. Identification with father was stronger on the posttest scores of all three groups as revealed in the

TABLE VII

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON IDENTIFICATION WITH MOTHER
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	13.6522	15.1304	6.438	.0178
Placebo Con.	13.6087	12.4783	2.622	.1162
Control	14.9130	16.0870	5.655	.0251

data presented in Table VIII, but change did not reach a significant level of confidence. Experimental group mean scores were 13.6 on the pretest and 14.3 on the posttest. Placebo control pretest-posttest scores were 12.6 and 13.3. Control group scores were 14.4 and 15.2. This hypothesis could not be rejected.

IX. IDENTIFICATION WITH TEACHER

This hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the three groups on identification with teacher as measured by the Children's Self-Social Constructs Test. This item differs from the two preceding items only in that it appears four times rather than three and scoring is from four to 24 with the highest score assigned to the choice of circles nearest the one on the extreme left marked T for teacher. All three groups moved in a direction away from identification with teacher. No level of significance was reached in any group as shown by the data in Table IX; therefore this hypothesis could not be rejected.

X. IDENTIFICATION WITH FRIENDS

The ninth hypothesis stated that there is no significant difference in mean pretest scores and mean posttest scores of the three groups on identification with friends as measured by the Children's Self-Social Constructs Test. This item, like the preceding three, asks the subject to choose a

TABLE VIII

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON IDENTIFICATION WITH FATHER
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	13.6522	14.3478	.939	.6550
Placebo Con.	12.6087	13.3478	.491	.5028
Control	14.4783	15.2609	1.271	.2713

TABLE IX

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON IDENTIFICATION WITH TEACHER
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	16.0435	15.9130	.009	.9230
Placebo Con.	14.9130	14.5652	.199	.6634
Control	17.3913	15.6957	1.249	.2754

circle to represent himself from an array of six circles arranged horizontally. The circle at the extreme left is marked F, to represent friends. A score of 24 is assigned to choice of circles closest the ones marked F, indicating a closer identification with friends. The lowest score is four. This item appears four times. All three groups show a change in the direction of closer identification with friends. The experimental group's scores (pretest-15.0 and posttest-17.7) were significant at the .01 level of confidence, while the control group's scores (pretest-17.6 and posttest-19.5) were significant at only the .05 level of confidence. The placebo control group's scores (pretest-15.8 and posttest-16.6) were not statistically significant. These data are shown in Table X and form the basis of the rejection of this hypothesis.

XI. SELF-DRAWING

This hypothesis stated that there is no significant difference in the way children in three groups depict skin color in drawings of themselves before and after the experimental period. A score of two was given if a child colored his skin a shade of brown in the drawing he made of himself. A score of one was given if he left his skin white. No statistically significant scores are revealed in Table XI in which these data appear but it should be noted that the experimental group change was in the direction of less use of brown as a skin color; the placebo control group mean

TABLE X

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS ON IDENTIFICATION WITH FRIENDS
AS MEASURED BY THE CSSCT

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	15.0000	17.7826	8.130	.0091
Placebo Control	15.8693	16.6087	.300	.5957
Control	17.6522	19.5652	4.901	.0355

TABLE XI

A COMPARISON OF MEANS OF THE EXPERIMENTAL, PLACEBO CONTROL
AND CONTROL GROUPS IN USE OF BROWN AS A SKIN COLOR
IN SELF-DRAWINGS

	MEANS		F-Ratio	Level of Probability
	Trial 1	Trial 2		
Experimental	1.4348	1.3478	.657	.5683
Placebo Con.	1.3043	1.3043	.000	1.0000
Control	1.2174	1.3043	1.000	.6708

scores showed no change; the control group scores changed in the direction of more use of brown in skin colors. This hypothesis was not rejected.

XII. SUMMARY

The Piers-Harris Children's Self Concept Scale, the Children's Self-Social Constructs Test and drawings by the subjects of themselves were used as a means of comparing three groups of Negro fourth grade children with eleven boys and twelve girls in each group. The experimental group was exposed for three 30 minute periods each week for a total of 36 sessions to the reading of children's literature containing Negroes as central characters. The placebo group was exposed to children's literature without Negro characters for the same period of time by the same reader. No literature was read to the control group. The groups were tested before the experimental period began and again at the conclusion of the period. Analysis of variance was used to compare the mean pretest scores and mean posttest scores of each group. F-values and probability levels were tabulated.

The first hypothesis was rejected since there were significant differences in the mean pretest and posttest scores of the experimental and placebo control groups at the .05 level of confidence. The experimental group's mean posttest score on the Piers-Harris Children's Self Concept Scale was significantly lower than their mean pretest score while

the placebo control group's mean posttest score was considerably higher than their mean pretest score.

The second hypothesis was rejected since the experimental group's mean posttest score on the vertical esteem was significantly higher than their mean pretest score at the .05 level of confidence.

The third hypothesis was rejected since the experimental group's mean posttest score on the horizontal esteem was significantly higher than their mean pretest score at the .05 level of confidence.

The fourth hypothesis was rejected since the control group's mean posttest score on complexity was significantly lower than their mean pretest score at the .05 level of confidence.

The fifth hypothesis was not rejected since no group reached a statistical level of significance on scores of differentiation.

The sixth hypothesis was rejected since a closer identification with mother was revealed on the mean posttest score of the experimental group which was significant at the .01 level of confidence and on the control group's mean posttest score which was significant at the .05 level of confidence.

The seventh hypothesis was not rejected since there were no significant differences between the mean pretest and posttest scores of any of the groups on identification with father.

The eighth hypothesis could not be rejected since no statistically significant differences were found between the mean pretest and posttest scores of any of the groups on identification with teacher.

The ninth hypothesis was rejected since the control group's difference in pretest-posttest scores was significant at the .05 level of confidence and the difference in the mean pretest-posttest scores of the experimental group was significant at the .01 confidence level. Both scores indicated that identification with friends was stronger at the end of the experimental period.

The tenth hypothesis could not be rejected since none of the groups showed a significant difference in the use of skin color in drawings of each subject at the end of the experimental period.

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

I. INTRODUCTION

The purposes of this chapter are to present a brief summary of the study, to present conclusions formed on the basis of the data and their analysis and to discuss the implications of this research for public school education, teacher education programs and future research.

II. SUMMARY

Self-concept has been considered by personality authorities and educational leaders to be an important facet in the development of the child in the elementary school. How the child sees himself affects the way he behaves and more importantly how he learns. Since research findings indicate that Negro children have weakened self-images, a concern with methods of strengthening self-concept is of primary importance to educators. There is a basis in research to suggest that integration, dramatics, multi-ethnic readers, reading instruction, personal interaction and academic achievement have a positive effect on self-concept. There is some indication in reports of case studies with remedial readers, juvenile delinquents and emotionally disturbed children, in descriptive studies cited, and in experimental studies

involving black studies that bibliotherapy or the use of literature to improve self-image is a possibility. Therefore, this study was designed to test the possible effect of the oral reading of children's literature with strong, admirable Negro characters on the self-concept of fourth grade Negro children.

Three groups of 23 Negro children were chosen by the head teacher in a segregated Negro elementary school in Austin, Texas. The selection of the group to be the experimental group was made randomly. The experimental group was exposed to 36 sessions (30 minutes each over a three month period) of children's literature about Negro figures, both historic and fictional. A placebo group was formed to compensate for the Hawthorne effect in which 23 fourth grade Negro children were exposed to children's literature without Negro characters. A third group of 23 Negro fourth graders had no literature read to them and acted as a second control group. The three groups approached equality in terms of sex, age, grade and intelligence.

Self-concept was measured by the Piers-Harris Children's Self Concept Scale and the Children's Self-Social Constructs Test. The Piers-Harris test is a verbal measure consisting of 80 statements to which subjects respond by checking yes or no. The Children's Self-Social Constructs Test is a non-verbal test in which the children are asked to select circles or designs to represent themselves, indicating by choice of physical space or type of design psychological

relationships to themselves and significant others. The reader was a female caucasian who read three days a week, in 30 minute sessions, for a total of 36 sessions.

This study is based on the assumptions that self-concept can be measured, that self-concept is subject to change over a three month period, that the instruments used in this study are of value in measuring that change and that possible causes for the change can be identified.

The limitations of the study are lack of randomization in selection of subjects, length of the experimental period, presence of the teacher during reading and testing, race and sex of the examiner. Other possible influences might include parental, maturational, educational or experiential.

It was hypothesized that there would be no significant differences between the mean pretest and mean posttest scores on the three groups in the following areas:

1. Self-concept as measured by the Piers-Harris Children's Self Concept Scale.
2. Vertical and horizontal esteem or the evaluation of self with reference to others.
3. Complexity or the degree of differentiation of the self-concept.
4. Individuation or the degree to which one considers himself "different" from his peers.
5. Identification with mother, father, teacher and friends or placing oneself in a "we" category with significant others.

6. Use of the color brown in self-drawings at the end of the experimental period as compared with self-drawings before the experimental period.

The research design for this study is pretest-posttest control group design. Computerized analysis of variance was used to analyze the data and resulted in the following information:

1. Piers-Harris Children's Self Concept Scale posttest scores of the experimental group revealed a lower self-concept at the close of the experimental period.
2. Scores of the children in the experimental group revealed statistically significant higher vertical and horizontal esteem as measured by the Children's Self-Social Constructs posttest.
3. Posttest scores of all groups revealed less complexity at the conclusion of the experimental period.
4. Posttest scores of all groups revealed less individuation at the end of the experimental period.
5. Posttest scores of both experimental and control groups revealed statistically significant greater identification with mother and friends.
6. Posttest scores of all groups revealed greater identification with father and less identification with teacher at the conclusion of the experimental period.

7. Children in the experimental group used brown less frequently as their skin color in self-drawings at the close of the experimental period than in their first self-drawing.

III. CONCLUSIONS

The results of the analysis of the data suggest several conclusions.

1. A program of Negro literature read orally may possibly affect the self-concept of fourth grade Negro children. The primary indications of this are in the significant gains in horizontal and vertical esteem on the Children's Self-Social Constructs Test of the experimental group. In this test the child is not evaluating himself in relationship to a specifically designated significant person, such as mother, father, teacher or friends, but in relationship to a group of undesignated others. This fact would lead to the placing of more weight on these two items than on items in which the child is giving a partial representation of himself in relation to only one significant other.
2. The idea of individuation or the degree to which the person thinks of himself as "different" would appear to be quite significant in minority groups. Although greater individuation might indicate

greater sense of self or ego-strength, the trend of all the groups toward less individuation may indicate a stronger racial identity (in a segregated community and school environment) which might be a response to the race and color of the examiner.

If the assumption that the response to the color (cross-hatching) of the circles in the individuation item is a greater stimulus than the similarity or differences of circle representations, then favorable exposure to Negroes in children's literature may have facilitated the stronger identification with the colored circles found in the experimental group on the posttest of this item. The assumption that identification with parents is the basis of socialization and the primary source of the development of self-concept leads to the conclusion that gains of the experimental and control groups are significant in the evaluation of the self-concept of the children involved. However, since gains appear in both groups, it is not clear that the experimental program contributed significantly to that change.

In the light of the assumption often made that the father in the Negro culture is frequently absent from the home, it is interesting to note the stronger identification with father in all three

groups on the posttest. The teachers of the three groups verified that indeed almost half of the children in their classes were separated from their fathers, but stated that the children had strong positive feelings for their fathers in spite of the separation. Reading literature about Negroes cannot be said to have influenced this phenomenon. The trend away from a stronger identification with teacher experienced by all three groups can be seen as an indication of weaker self-concept or as an alienation from the educational institution. The latter conclusion has some support in the drop-out rate among Negroes. The two explanations might go hand in hand however, in that weaker self-concept plus alienation from a primary source of that weakened self-concept may produce frustration and hostility leading to continued failure. This circle is vicious and destructive.

Comparison of the pretest-posttest scores of the experimental group on the Piers-Harris test and the Children's Self-Social Constructs Test suggest that the type of test used to measure self-concept may strongly influence the results. On the non-verbal Children's Self-Social Constructs Test, children were unable to "guess" which answer was the more socially desirable or undesirable one and were therefore probably less able to "fake" an

image which they might wish to present. Also, children in each of the groups using the Piers-Harris Self Concept Scale had difficulty understanding the meaning of such words as "popularity," "volunteering," "obedient," "clumsy," "pep," and such phrases as "my parents expect too much of me" and "my family is disappointed in me." This lack of understanding of certain words and phrases may partially account for the lower posttest scores. Explanation of the words was given only at the request of the students and fewer requests were made on the posttest. Since the meaning of these words and phrases are assumed by the authors of this test and no explanations allowed in the administration of the test, the results gained with this test are subject to question.

The negative reactions of the experimental group to the posttest of the Piers-Harris Self Concept Scale and to the second coloring of a self-drawing lead to the conclusion that a direct approach to enhancing self-concept primarily through strengthening a positive racial image does indeed promote the self-concept in some ways, but may, in this age child, also pose questions about his racial identity which may be confusing. Seeing oneself (or one's race) in a new light invariably presents new decisions about who one is, how he will behave

and who he will become. Therefore, the Negro child's responses to tests with highly visible purposes such as the Piers-Harris Children's Self Concept Scale may be more negative than to non-verbal measures such as the Children's Self-Social Constructs Test which are less open to conscious manipulation. Further research is necessary to fully support this conclusion.

IV. IMPLICATIONS AND RECOMMENDATIONS

Based on this research and past research, it would seem that Negro children need teacher and administrative attention in the area of self-concept. In addition to other methods of strengthening the Negro child's self-image described and supported in research reviewed in Chapter II, such as use of counseling, dramatics, visits from important Negro citizens in the community and studies of the Negro in American history, the use of children's literature which holds the Negro in high esteem seems to be a useful instructional procedure. One recommendation of this study is that this literature be read aloud to groups of children and that stories about Negroes be combined with other good children's literature to form a multi-cultural literature program. This recommendation is made in order to reduce the confusion which may occur when the Negro child is suddenly confronted with a concentration of literature with a new image, giving a new

importance to his race which may be in conflict with parental and societal teachings and his own past concepts.

Lack of correlation between scores on verbal and non-verbal forms of self-concept measurements point to further research needed in the area of the measurement of children's self-concepts. A replication of this study which would include subjects of different ages would add important additional information. Other data of interest might be supplied by use of a Negro reader and a Negro examiner. This study would also be of value if implemented in an all white or integrated population to determine the effect of children's literature about Negroes on the attitudes of white children toward Negroes. Research on the relationship of self-concept to school achievement has yielded interesting findings, high self-concept related to high achievement and low self-concept related to low achievement. There is some indication that changes in achievement affect self-concept. Perhaps more studies are needed which would evaluate the effect that changes in self-concept might have on achievement.

A change in the individuation item of the Children's Self-Social Constructs Test might be to use white and black circles instead of white and cross-hatched ones. The hypothesis could be tested that the child's choice may be dependent on the color of the circle rather than the relationship of the chosen circle to ones representing his peers.

Use of children's literature about Negroes as a means to enhancing the Negro child's self-concept would have

implications for teacher education programs. Teachers would have to become more aware of the importance of self-concept in the learning process and be aware of the possibilities for altering self-concept. Teachers, both Negro and white, will be unable to offer to children the best in children's literature with Negro characters unless they have knowledge of what literature is available, are alert to new publications and are sensitive to the importance of this area of children's literature in the public school curriculum. Oral reading as an integral part of the school day should be encouraged at teacher training institutions as well as exploration into the field of children's books for Negroes. Careful critical and evaluative techniques should be encouraged so that books which are subtly prejudiced are omitted.

An effort should be made in the public school system to impress in-service teachers with the importance of the self-esteem of the child, particularly the Negro child. Teachers who are accepting of Negroes and are skilled in the area of enhancing child self-concept should be chosen to interact with Negro children. Information about various possibilities for altering self-concept in a positive direction should be made available throughout the school system.

Finally, a careful plan for bolstering the self-concept of Negro pupils could be devised. Since all the teachers in a given situation would not necessarily be skillful in this task, an experimental program could be initiated with one teacher from each grade participating. Children in

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APPENDIXES

APPENDIX A

CHILDREN'S BOOKS USED

FOR ORAL READING

IN EXPERIMENTAL AND PLACEBO CONTROL GROUPS

APPENDIX A

BOOKS USED IN THE EXPERIMENTAL PROGRAM

- Bontemps, Arna. Frederick Douglas. Illustrated by Harper Johnson. Alfred A. Knopf, 1959. Recommended in Children's Catalogue, Hornbook, The Black Experience in Children's Books and The Negro in Schoolroom Literature.
- Carruth, Ella Kaiser. She Wanted to Read: The Story of Mary McLeod Bethune. Illustrated by Herbert McClure. Abingdon, 1966. Recommended in Booklist and The Black Experience in Children's Books.
- Epstein, Sam and Beryl. Harriet Tubman: Guide to Freedom. Illustrated by Paul Frame. Garrard, 1968. Recommended in Booklist and The Black Experience in Children's Books.
- Felton, Harold. John Henry and His Hammer. Illustrated by Aldren A. Watson. Alfred A. Knopf, 1950. Recommended by Children's Catalogue, Hornbook and The Black Experience in Children's Books.
- Gates, Doris. Little Vic. Illustrated by Kate Seredy. Viking, 1951. Recommended by Children's Catalogue, Hornbook, Booklist, The Black Experience in Children's Books and The Negro in Schoolroom Literature.
- Hamilton, Virginia. The House of Dies Drear. Illustrations by Eros Keith. Macmillan, 1968. Recommended by Hornbook and The Black Experience in Children's Books.
- _____. Zeely. Illustrated by Symeon Shimin. Macmillan, 1967. Recommended in Children's Catalogue, Hornbook, Wilson Library Bulletin and The Black Experience in Children's Books.
- Keats, Ezra Jack. John Henry. Illustrated by the Author. Pantheon, 1965. Recommended in Children's Catalogue, Library Journal, The Black Experience in Children's Books and The Negro in Schoolroom Literature.
- Levy, Mimi Cooper. Corrie and the Yankee. Illustrated by Ernest Crichlow. Viking Press, 1959. Recommended by Children's Catalogue, New York Times Book Review, The Black Experience in Children's Literature and The Negro in Schoolroom Literature.

Preston, Edward. Martin Luther King: Fighter for Freedom.
Illustrated with photographs. Doubleday, 1968.
Recommended in Library Journal.

Wagner, Jane. J. T. Illustrated by Gordon Parks, Jr. Van-
Nostrand-Reinhold, 1969. Recommended in Booklist and
Children's Catalogue.

BOOKS USED IN THE CONTROL GROUP

Burch, Robert. Renfro's Christmas. Illustrated by Rocco
Negri. Viking Press, 1968. Recommended in Children's
Catalogue and Hornbook.

Cleary, Beverly. Henry Huggins. Illustrations by Louis
Darling, Morrow, 1950. Recommended in Children's
Catalogue and Library Journal.

_____. The Mouse and the Motorcycle. Illustrated by
Louis Darling. Morrow, 1965. Recommended in Chil-
dren's Catalogue and Wilson Library Bulletin.

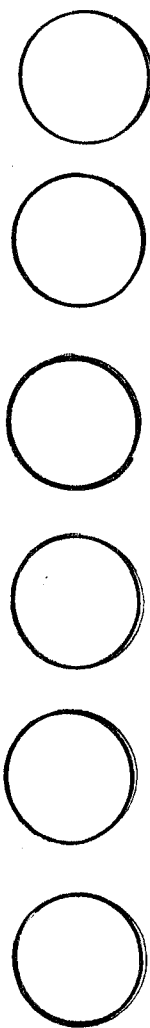
Felton, Harold. The New Tales of Pecos Bill. Illustrated
by William Moyers. Prentice, 1958. Recommended in
Children's Catalogue and Hornbook.

APPENDIX B

TASKS FOR THE CHILDREN'S SELF-SOCIAL CONSTRUCTS TEST

Source: Long, B. H., Henderson, E. H., and Ziller, R. C. Children's Self-Social Constructs Test, primary form. Newark, Delaware: University of Delaware, 1967. Manual for the Self-Social Symbols Tasks and the Children's Self-Social Constructs Test.

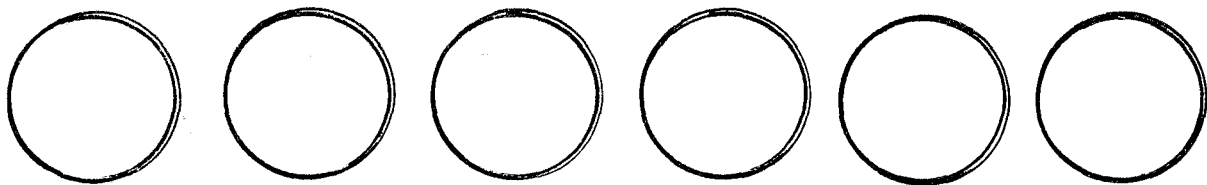
CSSCT TASK FOR THE MEASUREMENT OF VERTICAL ESTEEM



Directions: These circles stand for children. You choose one to be you. Write your initial in the circle you choose.

Scoring: One to six points from bottom to top. Higher score represents higher esteem.

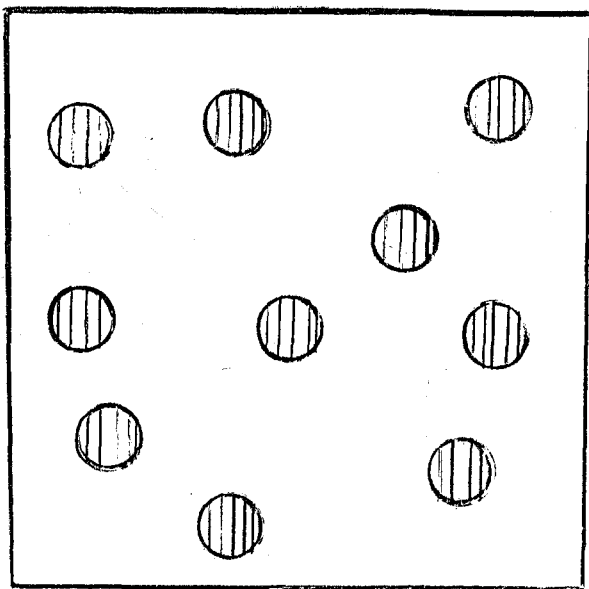
CSSCT TASK FOR THE MEASUREMENT OF HORIZONTAL ESTEEM



Directions: These circles stand for children. You choose one to be you. Write your initial in the circle you choose.

Scoring: One to six points from right to left. Higher score represents higher esteem.

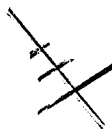
CSSCT TASK FOR THE MEASUREMENT OF INDIVIDUATION



Directions: The circles in the box stand for children in your class. You choose one of the circles on the right to be you. Draw a ring around it.

Scoring: One point for the choice of circle for self which is different from those in the box. Higher score represents greater individuation.

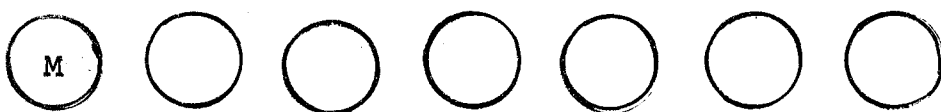
CSSCT TASKS FOR THE MEASUREMENT OF COMPLEXITY



Directions: These designs stand for people. You choose one to be you. Draw a circle around it.

Scoring: Symbols are scored from one to three as indicated.

CSSCT TASKS FOR THE MEASUREMENT OF IDENTIFICATION
OF MOTHER, FATHER, TEACHER AND FRIENDS



Directions: The circle with the M in it stands for your mother. You choose one of the other circles to be you. Put your initial in it.

Scoring: Scores are separate for mother, father, teacher and friends. One to six points from farthest to position nearest circle representing mother. A higher score represents more identification with mother.

VITA

Elaine Hoffman Wagener was born in Douglas, Oklahoma, on May 10, 1930, the daughter of Harvey John Hoffman and Nina Keltner Hoffman. She graduated from Charles H. Milby High School, Houston, Texas, in June, 1947. She attended Lon Morris Junior College, Jacksonville, Texas, and Southern Methodist University, Dallas, Texas. The degree of Bachelor of Science was conferred in 1951 by the latter institution. She taught the three following years in the Highland Park Independent School District, Dallas, Texas. In 1952, she married James Wilbur Wagener of Port Neches, Texas. A daughter, Luann, was born in 1954, and a daughter, Laurie Kay, was born in 1956. She taught third grade in Highland Park Elementary School in the Austin Independent School District, Austin, Texas, from 1962-1968. She did graduate work at the University of Texas. In September, 1968 she enrolled in the University of Tennessee where she received her Master of Science degree the following year.