December 1980

The Development and Evaluation of a Confluent Language Arts Program

Carolyn J. Nave
East Tennessee State University

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THE DEVELOPMENT AND EVALUATION OF A CONFLUENT LANGUAGE ARTS PROGRAM

East Tennessee State University

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by

Nave, Carolyn Joan

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THE DEVELOPMENT AND EVALUATION OF A CONFLUENT
LANGUAGE ARTS PROGRAM

A Dissertation
Presented to
the Faculty of the Department of Supervision and Administration
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Carolyn J. Nave

December 1980
APPROVAL

This is to certify that the Advanced Graduate Committee of

CAROLYN J. NAVE

met on the

1st day of December, 1980.

The committee read and examined her dissertation, supervised her
defense of it in an oral examination, and decided to recommend that her
study be submitted to the Graduate Council and the Dean of the School of
Graduate Studies in partial fulfillment of the requirements for the
degree Doctor of Education.

Chairman, Advanced Graduate Committee

Signed on behalf of the Graduate Council

Dean, School of Graduate Studies
Abstract

THE DEVELOPMENT AND EVALUATION OF A
CONFLUENT LANGUAGE ARTS PROGRAM

by

Carolyn J. Nave

The growing interest in the self-concept as a factor to learning and the idea of confluence as a possible motivator for building positive self-concepts influenced the direction and intention of this study. The problem of this study was (1) to develop a confluent language arts program designed to improve the self-concepts and reading achievement of students; and (2) to determine if there were increases in self-concept and reading achievement scores after participation in the program.

The development of the confluent language arts program involved the following process: (1) theory formation to give substance and structure to the literature-language lessons; (2) establishment of criteria for literature selection; (3) needs assessment of students; and (4) the writing of literature-language lessons. The lessons combined feeling and thinking in activities to build positive self-concepts through problem solving and increase reading proficiency.

The evaluation of the confluent language arts program made up the second portion of this research project. A summer school was organized for a five week period with the confluent language arts program as the curriculum. Participants of the summer school were volunteers who made up the experimental group. The control group was randomly selected from the population of Jefferson School students who ranged from beginning fourth grade to completing fifth grade.

The experimental group and the control group were pretested for self-concept and reading achievement. At five, six, and four week intervals, self-concept and reading tests were administered again. The reading and self-concept posttest and two retention tests were compared to the pretests to measure any increase in means. The means of these tests were subjected to an analysis of covariance at the .05 level of significance for rejection of the null hypotheses.

The analysis of covariance indicated that no significant differences were found between the experimental group and the control group in self-concept improvement or reading achievement. The null hypotheses were not rejected.
Institutional Review Board

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Project  The Development and Evaluation of a Confluent Language Arts Program

Principal Investigator  Carolyn J. Nave

Department  Supervision and Administration

Date Submitted  May 1, 1980

Principal Investigator  Carolyn J. Nave

Institutional Review Board Approval, Chairman
DEDICATION

To my father and mother whose hard work made my education possible.

To my teachers from elementary through graduate school who created in me a desire to learn.

To my husband whose encouragement and love kept me striving to seek mastery in the most rewarding of professions.

To the Lord to whom this work and possible results are committed.

"Commit thy works unto the Lord, and thy thoughts shall be established"
Proverbs 16:3.
ACKNOWLEDGEMENTS

Deep appreciation and heartfelt thanks go to the members of my committee for inspiration and guidance in this study, Dr. Gem Kate Greninger, Chairperson, Dr. Charles Burkett, Dr. Cecil Blankenship, Dr. Martha Bradley, Dr. John Taylor, and Dr. James Bowman.

I wish to thank Dr. Albert Hauff and Mrs. Amelia Schumaier for their assistance with the statistical procedures.

A special thanks to my husband whose understanding and encouragement supported me throughout this study.

I wish to thank Martha Littleford for her expert typing of this manuscript.

I especially want to thank Dr. Ralph Evans for giving me opportunities to complete my research. His support and understanding was most appreciated.
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Chapter 1

INTRODUCTION

What a person believes about himself is important. Potentialities within individuals are sometimes never tapped or released into actuality because of problems stemming from negative self-concepts.

The paraphrased proverb, "as one thinks, so is he" is quite profound. Francis Schaeffer explained that people are unique in the inner life of the mind--what they are in their thought world determines how they act.¹

Students of the "self" postulate that self-concepts are part of the inner mind and affect the functioning power of an individual. H. Alan Robinson stated that more potent than either immaturity or social inadequacy in lowering functioning power is a child's own unfavorable self-concept. Nothing is so paralyzing as a feeling of being inferior.²

Research studies on the importance of the self-concept on reading achievement and personality development indicated a need for further study of means to build positive self-images in children. An imperative was given for action, for the development of programs that combine the affective and cognitive domains so to provide children an outlet of expression and a foundation on which to build total self-understanding. Mary Lamy recommended the design of activities which have meaning for the


child. She wrote that experiences need to be sought which provide for the development within each child of positive perceptions of himself and of his world in the school setting. 3

William Wattenberg and Clare Clifford stated in their research project that the connection between reading achievement and self concept should be put to experimental proof. There are several ways in which programs can be initiated to determine whether it is possible to alter the self concept. 4

Arthur Jersild contended that a study of child psychology need not be for psychology majors only, but for children themselves. He proposed the developing of a program

to promote wholesome understanding of self and others as a basic feature of the general education of all children.

. . . In attempting this program, we would have to recognize that the process of developing self-understanding involves all of the growing person's faculties for feeling and thinking. 5

Children's literature, stories, books, and poems could be the catalyst to bring mind and feeling together in self-understanding.

Mollie Hunter, a writer for children, recognized the power of the printed word as she stated,

the child [has a] need for story characters through whom he can identify with the rest of humankind and so discover who he is, how he "belongs" . . . the first light of


literature on the young mind does more than illumine. A touch of glory descends and that mind can never be truly dark again . . . literature is one of the mediums through which young minds eventually reach maturity.\(^6\)

This human quality of literature to open the mind to experiences of identification with others and understanding of self was the focal point of this study. How children feel about themselves, school, or reading, what personal meanings they extrapolate from what the schools and reading programs offer will determine to a great extent the quality and quantity of their learning and their life.

**The Problem**

**Statement of the Problem**

The problem of this study was (1) to develop a confluent language arts program designed to improve the self-concepts and reading achievement of students; and (2) to determine if there were increases in self-concept and reading achievement scores after participation in the program.

**Delimitations of the Study**

The study was limited to:

1. Fourth and fifth grade students at Jefferson Elementary School.
2. A summer school program, thus depending on volunteers for participants.

4. Pre-selected literature based on criteria established by Sara Lundsteen\(^7\) and needs of students.

**Assumptions**

It was assumed in this study that:

1. What persons believe about themselves becomes a reality.
2. Literature can be a medium for self-understanding and self-concept development.
3. A basic need for education is the blending or combining of the affective and cognitive domains in learning activities.
4. Children's literature can be an avenue for bringing the cognitive and affective domains together.
5. The Piers-Harris Children's Self-concept Scale is a valid measure of self-concept for fourth and fifth grade students.
6. The Gates-MacGinitie Reading Test is a valid measure of reading achievement for fourth and fifth grade students.

**Research Hypotheses**

The following research hypotheses were generated from a review of the literature and will be tested in the null form as indicated in Chapter 3.

**Hypothesis 1**

The experimental group will have a significantly higher mean on the reading posttest than the control group.

---

Hypothesis 2

The experimental group will have a significantly higher mean on the first retention test in reading than the control group.

Hypothesis 3

The experimental group will have a significantly higher mean on the second retention test in reading than the control group.

Hypothesis 4

The experimental group will have a significantly higher mean on the self-concept posttest than the control group.

Hypothesis 5

The experimental group will have a significantly higher mean on the first retention test in self-concept than the control group.

Hypothesis 6

The experimental group will have a significantly higher mean on the second retention test in self-concept than the control group.

Significance of the Study

Research has indicated that the self-concept influences learning and achievement. Many educators and researchers report a gap in educational practices in failure to make learning personal. In many of the educational practices, potential is stifled by failure to recognize the potency of self-concept in the learning process. Harry Morgan stated that,

to focus solely on cognitive skills in a child's schooling would perpetuate a dangerous one-sidedness; it would deprive
him of the things he needs to develop active, thoughtful, and creative ways of coping with his environment. The results are devastating for all children, because we leave an area of human potential largely unexplored and underdeveloped.8

Louise Berman suggested that schooling to be effective must be concerned with man's tangle with himself in his rendezvous in time and space.9

Don Dinkmeyer called this one-sidedness educational bankruptcy. He stated,

  We can only facilitate the child's development as a person if we become involved with the child's total being: intellect, feelings, attitudes, purposes, and behavior. Any continuation of a false dichotomy between beliefs, feelings, purposes, and behavior promulgated in practice by the current emphasis on methods and evaluation will not meet the need for educational experiences which are relevant.10

Carl Rogers wrote this statement about human potential:

  We are working hard to release the incredible energy in the atom . . . if we do not devote equal energy . . . to the release of the potential of the individual person, then the enormous discrepancy between our level of physical energy resources and human resources will doom us to a deserved and universal destruction.11

Richard Jones stated the crux of the issue.

  Normally, the human mind and the human heart go together. . . . We are witnessing a revolution in pedagogy which is committed to honest dealings with the minds of

---

8 Harry Morgan, The Learning Community: A Humanistic Cookbook for Teachers (Columbus, Ohio: Charles E. Merrill, 1973), p. 3.


children. It follows, therefore, that we may also enjoy more honest dealings with the hearts of children.\textsuperscript{12}

These authors have indicated that potential can be released through self-understanding and positive self-concepts. Therefore, it has become significant to seek ways of building healthy self-images. The purpose of this research project was to design and evaluate a program to meet this challenge, to invest in "children," together with "skills" to curtail further educational bankruptcy.

\textbf{Definition of Terms}

\textbf{Affective Domain}

The affective domain encompasses feelings, beliefs, attitudes, values, and likes and dislikes toward "significant others," self, and experiences of life.

\textbf{Children's Literature}

Charlotte S. Huck defined children's literature as "the imaginative shaping of life and thought into forms and structures of language. The providence of literature is the human condition; life with all its feelings, thoughts, and insight."\textsuperscript{13}

\textbf{Cognitive Domain}

The cognitive domain encompasses mental skills that govern the individual's own learning, remembering, and thinking behavior through


the processes of knowing, comprehending, applying, analyzing, synthesizing, and evaluating facts and concepts of thought.  

**Confluent**

Confluent is an adjective used to describe the combining or blending of something into one thing. In this study confluent means to combine the affective and the cognitive domains into one process. This one process becomes an integrated learning experience. Beverly Galyean defined this term as "means to merge feelings and thinking into one holistic learning process."  

**Confluent Language Arts Program**

**Based on Children's Literature**

A confluent language arts program (CLAP) combines the affective and cognitive domains into reading, writing, speaking, and listening activities and skills related to themes from children's stories, books, and poems designed to improve self-concepts and reading achievement.  

**Retention Tests**

Retention tests are tests given after the posttest with specific time intervals to test for maintenance of reading and self-concept improvement.

---


Self-concept

William Purkey defined the self-concept as a "complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value."16

Self-understanding

Self-understanding is insight into reasons for one's behavior, attitudes, like or dislikes, and values. The activities of the confluent language arts program sought to build self-understanding through identification with storybook characters.

Organization of the Study

The study was organized into five chapters. Chapter 1 contains an introduction to the study, statement of the problem, delimitations and assumptions of the study, research hypotheses, significance of the study, definitions of terms, and organization of the study.

Chapter 2 comprises a review of the related literature.

Chapter 3 contains the design of the study and procedures to be followed.

Chapter 4 covers an analysis of the findings of the research project.

Chapter 5 includes the summary, conclusions, and recommendations of the study.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The holistic-inferential approach to assessment of needs offers a direct and efficient approach to the causes of behavior. No attempt has been made to itemize all behavior or gather it up in great masses. Instead the observer, the self, as an effective screen for observing those aspects of behavior, provide the most efficient clues to the causes of problems interested persons are seeking to understand.

Behavior described in terms of the self is termed perceptual, personal, or phenomenological which means that behavior is observed and understood from the point of view of the individual or behaver himself. This view is concerned with a person's own unique experience of himself and his world. Individuals behave in terms of what they believe to be true and important. The thesis of Donald Snygg and Arthur Combs' book Individual Behavior is that "people do not behave according to the facts as others see them. They behave according to the facts as they see them ... all behavior is a function of the individual's perceptions."¹

The purpose of the review of literature was to survey the self-concept, one's attitude toward one's self, and its effect on learning and achievement. To learn ways to build positive self-concepts is the main goal of this research project.

Definitions of the Self-concept

Self theory develops the assumptions that man's behavior is always meaningful and that other persons can understand another's behavior if one can only perceive his phenomenal world as he does. In this theory, the self is considered the central construct of personality and behavior.

The ingredients which make up the self are needs, motivations, personality traits, interests, goals, values, interpersonal relationships, perceptions; many variables almost impossible to sort out. How can human beings with so many variables of behavior be studied and observed? William Fitts explained that there is something about a person that summarizes all that one is. He has illustrated through his research that the self-concept fulfills the function as a supramoderator, cutting across the other variables of motivaters, needs, attitudes or values, thus providing a central construct for studying human behavior. Fitts summarized that the self-concept "facilitates our ability to understand individuals and to predict their behavior [and] serves as an index, or criterion, of self-actualization."

Combs has succinctly stated that the "self-concept is the most [important] single factor affecting behavior."

What is the self-concept? Byrne defined the self concept "as the total collection of attitudes, judgements, and values which an individual holds with respect to his behavior, his ability, his body, his worth as a

---


person—in short, how he perceives and evaluates himself.⁴

Ivan Quandt has said that the self-concept

calls to all the perceptions that an individual has of himself; especially emphasized are the individual's perceptions of his value and his ability . . . a good or positive self-concept is one in which the person perceives himself as capable and/or important and is, therefore, able to perform at a normal or superior level . . . a poor or negative self-concept, on the other hand, is one in which the person perceives himself as incapable or unimportant to such an extent that he is unable to perform at a normal level.⁵

Hugh Perkins theorized the importance of the self-concept to learning. He defined the self-concept as

those perceptions, beliefs, feelings, attitudes, and values which the individual views as part or characteristic of himself . . . the self-concept can be used in education as a psychological construct which enables teachers, counselors, parents and others to achieve with training deeper understandings and insights into the behavior and development of children.⁶

How the Self-concept Develops

There is general agreement among psychologists that the self-concept begins to develop at birth. Percival Symonds has written

The self as a precept is not present at birth, but begins to develop gradually as perceptive powers develop. . . . The self develops as we feel ourselves separate and distinct from others, but the first differentiations are dim and hazy. It is probably true that one learns to recognize and distinguish others before one learns to recognize and distinguish the self. . . . As the


⁵Ivan Quandt, Self-Concept and Reading (Newark, Delaware: International Reading Association, 1972), pp. 5-6.

recognition of the familiar face takes shape, vague notions of the self simultaneously develop.  

Donald Taylor explained the development of self this way: At about six or seven months of age, boundaries of the self begin to be defined as a result of exploratory activity and experience with one's own body which makes the self-concept based almost entirely on one's own perceptions. But after early differentiation of self from the rest of the world has taken place, "the remainder of the process of self-concept development is generally believed to be largely social in nature, involving identification with others, introjection from others and finally expansion of the circle of ego involvement."  

The Self-concept and Achievement

The concept of the self has been introduced into the school setting. Many authors have written about the importance of the self-concept theory in making the educative process more valuable. Research has been done on the importance of the self-concept to reading achievement substantiating the fact of a positive correlation between these two variables.

Raymond Bowdin investigated the relationship between immature self-concepts (defined in terms of self-confidence, freedom to express appropriate feelings, liking for one's self, satisfaction with one's attainments, and feelings of personal appreciation by others), and educational disabilities in reading and arithmetic. This study was based

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on the theory that the self-concept evolves through the interaction of internal and external stimuli employing the processes of imitation, incorporation, and identification. Any interruption of this developmental process limits and distorts learning.

Three hundred students from grades three and six participated in the study. Divided equally, one group exhibited reading disability, one group, arithmetic disability and the last group had no educational disability. All students were measured by the Draw-a-Person Test and achievement tests to obtain a correlation of DAP, reading, and arithmetic scores. A positive and significant correlation at .01 level of confidence of .72 at third grade level and .62 at sixth grade level was found between immature self-concepts and reading disability. Also the relationship between immature self-concepts and reading and arithmetic disability was greater than relationships of immature self-concepts and disabilities in other school subjects.9

Gerald August, Joseph Rychlak, and Donald Felker did a study to determine the relationship that the self-concept and affective assessment had on the verbal learning styles of fifth grade children. One hundred thirty-four fifth grade students learned paired-associate nouns taken from a typical spelling text which they had prerated as "liked" or "disliked." Previous research had indicated that one's affective learning style may depend upon certain personality characteristics indicated by the self concept. Since both the self concept and affective meaning systems are based on personal judgments, it was postulated that

they likely have a similar influence upon a person's learning style. Therefore, this study extended the rationale concerning the relationship between children's self-concepts and the affective meaningfulness dimension.

As predicted, the high and middle self-concept girls and the high self-concept boys learned their liked paired-associates faster than their disliked paired-associates, while their low self-concept counterparts eclipsed and even reversed this tendency to show a preference for their disliked pairs in rate of learning. Contrary to expectation, the middle self-concept boys showed an even greater tendency to learn along the negative dimension than did the low self-concept boys.10

The relationship between achievement and self-concept appears to correlate when applied specifically to reading achievement. Annie Henderson did a study to determine what relationship, if any, exists between self-concept and reading achievement and what influence sex and grade level had on these variables. The study was conducted at Southern University Laboratory School with eighty-four black students in grades four through six. Teacher rating scales on reading self-concept and total self-concept and student rating of reading self-concept were analyzed along with the Piers-Harris Self Concept Scale, the Iowa Test of Basic Skills, and California Short-Form of Mental Maturity. No significant differences were found by grade levels and sex in self-concept. No significant differences were found by sex in reading achievement. No significant differences were found in teacher rating of self-concept, reading achievement, and total self-concept. Also no

significant correlation was found between total self-concept and reading self-concept. But there was a significant correlation between self-concept and reading achievement by percentile rank in reading from the Iowa Test of Basic Skills, also between teacher evaluation of student's self-concept and student evaluation of student's self-concept. Teacher rating of reading achievement was significantly correlated to total self-concept. This study seemed to point out the valuable asset of teacher and student evaluations of the self-concept. What and how teachers think about children reflect in positive or negative reading achievement. When a student's reading achievement is rated highly by a teacher, both student and teacher tend to report a positive self-concept.

Lamy, under the chairmanship of Arthur Combs, designed research to test an aspect of phenomenological psychology applied to educational practice. This study explored the role of children's perceptions of themselves and their world in the process of learning to read. Fifty-two first grade students enrolled in the University of Florida's Laboratory School were studied. The findings of this research confirmed the following three hypotheses: (1) There is a positive relationship between children's perceptions of themselves and of their world while in kindergarten and their subsequent achievement in reading in the first grade; (2) there is a positive relationship between children's perceptions of themselves and of their world while in the first grade and their achievement in reading in the first grade; (3) a combination of intelligence

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test scores and perception ratings of children (a) in kindergarten and (b) in the first grade will have a higher relationship with their first-grade reading achievement than will either set of scores separately. This study indicated that study of a child's perceptions gives as good a prediction of reading achievement as do intelligence scores.\footnote{Mary W. Lamy, "Relationship of Self-perceptions of Early Primary Children to Achievement in Reading," Dissertation Abstracts, 24:628, August, 1963.}

The self-concept as related to reading achievement is a "chicken or egg" question. Does a poor self-concept cause poor reading performance or does poor reading performance hinder the development of a healthy self-concept? In their study Wattenberg and Clifford found the self-concept to be a somewhat more complex phenomenon than previous studies have implied. Their research was an exploratory study to find out whether the evidence of a link between self-concept and achievement in beginning reading was caused by poor self-concepts leading to reading difficulties or by unfortunate experiences undermining self-concepts. Two Detroit elementary first semester kindergartens were used as the population. Although the findings of this study should be regarded as preliminary, strong trends which show consistencies were found. Students were measured as to self-concepts, ego strengths, and intelligence. Two years later these students were measured again in relationship to progress in reading. The following conclusions were drawn: (1) measures of self-concept and ratings of ego strength proved to be somewhat more predictive of reading achievement than intelligence tests; (2) only a slight and inconsistent correlation was found between the measures of reading achievement and
changes in the self-concept and measures of self-concept and of intelligence; (3) a positive relationship existed between intelligence test scores and ratings of both ego strength and self-concept. It appears from this study that the self-concept stands in a causal relationship to reading achievement and that progress in reading does not have a marked effect in the formation of the self-concept.  

Developing the Self-concept
Through Literature

Most research has indicated a positive correlation between self-concept and achievement. Many authors agree that self-concept is an important factor in the learning process. Many learning theorists have suggested a wide range of possibilities from teachers to developmental needs as motivations for self-concept growth. A review of the literature has revealed that children's literature can be a factor in building positive self images and self understanding. Josette Frank commented:

We have always believed that literature has the power to broaden and deepen human understanding. Even before there were printed books, even before there was widespread literacy, the religious writers and the tellers of tales fed the human spirit and enlarged man's vision of himself and of the world. Today when millions of people can read, and there are printed books everywhere, we expect literature to serve this noble purpose even more fully. We believe—in fact—we believe we know—that reading will give our children greater insight into themselves and help them grow in appreciation of other people . . . but to understand others, we must, of course, understand ourselves, and books may be a child's richest source for self-discovery. All great fiction perhaps, may be said to hold up a mirror

to its readers. But for boys and girls certain books especially reflect back an image they recognize as themselves.\(^{14}\)

Trudy M. Hamby described the reading process as self-seeking. If one would recall significant reading experiences, the remembered experiences usually involve these self-seeking questions: "Who am I?" "Where am I going?" "Why?".

"Last week" memories are usually work-involved or interest and job oriented, a search for answers for the questions "Where am I going?" and "Why?". High school reading memories involve vicarious reading concerned with identification, with incorporating "new-felt" awareness of self in answer to the question "Who am I?". Early elementary school memories are those of learning to read, of establishing a new facet of self: "me" as a reader--"I can read" or "I can't read," and integrating these new concepts into the evolving self picture.\(^ {15}\)

May Hill Arbuthnot wrote,

Books are no substitute for living, but they can add immeasurably to its richness. When life is absorbing, books can enhance our sense of its significance. When life is difficult, they can give us momentary release from trouble or a new insight into our problems, or provide the rest and refreshment we need.\(^ {16}\)

How then can reading literature affect the self concept? Children have the ability to identify with real and fictitious persons. Alma Holmz postulated that "this ability to identify with others is perhaps the most important factor in the development of the self concept ... it is that ability to identify that transmits the effects of reading to

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the self concept."¹⁷ David Russell stated, "identification can be one of the most powerful dynamisms of human behavior."¹⁸

The process of using children's literature for problem solving, self-concept development, or other therapeutic reasons is called reading guidance and bibliotherapy. Though not distinct entities, they are related behaviors of literature intervention. The power of both approaches comes from the power of literature in problem solving and personality development. Bibliotherapy is more focused, dealing with individuals who manifest dysfunctional behavior. If practiced in an institutional setting, bibliotherapy is frequently directed by a psychotherapist and librarian who work as a team; the librarian supplying knowledge about books, the psychotherapist analyzing the client's problem and directing the patient to literature with therapeutic value. Bibliotherapy may be seen as a remedial function which attempts to help the troubled person remove, circumvent, or work through personal or environmental barriers.

David Russell and Caroline Shrodes defined bibliotherapy as "a process of dynamic interaction between the personality of the reader and literature--interaction which may be utilized for personality assessment, adjustment and growth."¹⁹

Frank's definition of bibliotherapy is reading that helps children


gain greater insight into themselves and helps them grow in appreciation of other people in understanding the world they live in and the forces which operate to make people think, feel, and behave as they do. 20

This therapeutic effect of reading is a process involving three entities: identification, catharsis, and insight, terms originating in psychoanalytic literature. Thus,

bibliotherapy is a process of identifying with another character or group so that feelings are released and the individual develops a greater awareness of his own motivations and rationalizations for his behavior ... identification being the real or imagined affiliation of one's self with a character or group in the story read. 21

The first identification in literature usually comes from the story-listening situation in the preschool years. The child becomes a tug boat, a little auto, or a determined Choo-Choo. But the process of identification becomes more difficult as the child grows older because the lines between reality and imagination become more sharply drawn.

Before a child can learn to live in a world with fictitious characters and identify with them, he must learn to live in the world of persons who first surround him in those early years. He must learn how he fits into the scheme of things, "Who am I?", in contrast to "Who are 'they'?". As a child matures, he chooses actions and traits of others which he desires and adapts these characteristics to himself. Role playing develops as the child learns which behaviors produce the most effective results. Those actions which are rewarding socially will be accepted and integrated into the self concept; those unrewarding will be

20 Frank, p. 33.
21 Russell and Shrodes, p. 336.
rejected. As the child matures, he can better understand how actions of others can concur with or alter his own actions.

George J. Funaro called this world of role playing the "public" world of a child as opposed to his "private" world. The public world is made up of all the roles one plays: friend, student, sister, etc. Some roles are windows to the soul, revealing vulnerability, while other roles are defensive and camouflage the real "me." The child recognizes that this is "me" as seen by others. The private world is "me" as seen by "me," all one's values, feelings, emotions, and beliefs. Funaro described this private world as:

the me that exists somewhere deep down within me, this is the me about which I can cry and I can feel joy and most of all this is the me that imparts meaning to my existence for good or bad, for fulfillment or emptiness. My private world is relatively defenseless, spontaneous, intimate, personal, emotional, imaginative, and most of all vulnerable. It's full of passion and need and love, grief, shame, loneliness, hurt, fear, courage, weakness, and the constant moral struggle between good and evil.22

Having mastered these difficulties of identifying with familiar objects and people as well as himself in both the public and private world of self, the child is able to attend more freely to understanding differences that exist among people, real or unreal, in his environment. According to A. F. Watts this is why the heroes and heroines in fairy tales are almost featureless, no more than names and unforgettable deeds smaller children recognize and identify with, just a few shades and qualities of characters. Descriptions of these characters become outstanding visible features such as short or fat. Smaller children see

no degrees of characterization, just the broad categories of "good" or "bad." But the years from seven onward mark the ability of intelligent children to describe or recognize more striking qualities of persons they meet in real life or in literature. Watts underscored the importance of Aesop's Fables as literature for developing characterization and identification. Aesop's Fables,

represent the method of describing characters in terms of some central quality or salient trait. For some reason not easily understood the Fables have fallen into neglect, possibly because the last generation insisted too strongly upon their moral lessons. But the Aesop stories have still one outstanding value which ought not to be overlooked. They give us clear pictures of types of characters in great variety thrown into a form that permits their being readily labelled.23

Russell has done considerable work in the area of reading interests and children's literature. He has compiled the following hypothesis concerning identification from his studies.

(1) a child identifies most easily with a character resembling himself; (2) for the child, identification is an active process; he becomes that character in his mind; (3) after approximately three years of age the child can distinguish between reality and the fantasy of identification; (4) identification may help in the socialization of the child; (5) identification may have mental health values for the child; (6) identification with a group may be valuable for the child; (7) educational aims suggest that sometimes the child should identify himself with worthy causes.24

If an individual can work through a problem through identification with a character and release his emotional tensions, then a cathartic effect has occurred. The reader shares the character's motivations and

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24 Russell, pp. 400-401.
conflicts vicariously.

The final process of bibliotherapy is insight, when the self-recognition of identification and catharsis is borne out in reality. An intellectual approach can be made of the problem. The individual sees himself in the behavior of the character and thereby achieves awareness of his own motivations and needs.

A less focused, relaxed approach to literature intervention can be applied in the classroom from an empathic, sensitive teacher. This form is called book guidance, which functions more as a developmental means of problem prevention and self-understanding. This developmental approach is characterized as:

a continuous incremental, multi-phasic endeavor through which the student is assisted toward greater self-understanding and self-direction. Another one of the basic tenets of the developmental approach is the belief that it is through increased self-understanding that the individual can become more independent and self-directive as he attempts to cope with his environment. . . . It is assumed that the individual has an innate desire to improve himself. Too often, however, this desire is dormant, diverted, or improperly goal directed. In such cases the developmental approach attempts to transform dormant or mis-directed potentialities into actual realizations.

Research studies have been done on the effect of literature on children's character and personality development. Constance Jackson did a study to determine the effectiveness of a special reading program based on rewritten Aesop's Fables on the self-concept and reading achievement of 120 fifth grade students. Pretests and posttests were given to the experimental and control groups on reading ability, the Piers-Harris

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Children's Self-concept Scale and Watts Aesop's Fables Test. There were significant positive results in the following areas: (1) reading achievement in experimental and control groups, males and females; (2) self-concept scores of experimental and control groups but not between males and females; and (3) salient trait responses of experimental and control groups but no differences between male and female. There was no significant difference in any of the three areas when upper third self-concept groups were compared with low third lower self-concept groups. This research, though not extensive, shows that reading programs designed specifically to improve self-concepts do have a positive effect on the self-concept as well as on reading achievement.26

Beverly Potter investigated the effects of different types of main characters in a child's storybook on problem-solving and self-concept. One hundred sixteen third graders participated in this study. Prior to the experiment, the students were given three tests (1) Piers-Harris Self-concept Scale, (2) Who Thinks of Ideas—A Measure of Ideology, and (3) Puzzles: A Measure of Problem Solving Performance. The treatment included three stories read by the children. The first story was a balanced sex or control story about fraternal twins who accompany their uncle to an auction. The second story had a female model (twin) to solve the mystery, and the third story had a male model (twin) solve the mystery. The results of this investigation were that children received the highest self-concept scores after reading the book in which the

26Constance C. Jackson, "An Evaluation of the Effect of a Special Reading Program Adapted from Aesop's Fables on Reading Achievement and Self-concept of Fifth Grade Students" (Doctoral dissertation, Boston University, 1974), pp. 129-134.
opposite sex was the main character and the lowest scores after reading the same sex model story. Potter exclaimed,

Children tend to compare themselves positively to the same sex model who was cast in an inferior role in the opposite sex model treatment. When the character of the same sex was cast in a superior and unrealistic role the children may have made a negative comparison between themselves and the same-sex model.27

This study indicated a significant interaction between treatment and sex of subject on the self-concept.

**Developing the Self-concept Through Confluence**

A review of the literature has pointed to the possibility of literature intervention as part of the curriculum for children with problems and poor self-concepts. Some theorists, educators, and researchers view this lack of commitment to the affective domain as a defect in our curriculum development process.

According to George Brown, personal relevance connotes an affective dimension because people feel and value as well as think. If an educational system is alert to the student, as an effective organism and how one's feelings relate to one's cognitive experience, then potentiality can be transmuted into actuality. The transmutation process is primarily an educational one to diminish violent responses in people.28

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Walter Kolesnik defined the affective domain as "the hidden curriculum."

The affective dimension might be and often is of greater consequence to the individual than the cognitive. . . . All too often students acquire concepts of themselves which are negative, unfavorable, and self-destructive. . . . Instead of helping students with their personal, social, and emotional problems, certain school policies, practices, and pressures actually intensify such problems, lower the individual's self esteem, contribute to his feelings of frustration and induce feelings of guilt, hostility or alienation . . . by omission and thoughtless-ness, if not by design, they have had detrimental effects on students' personality development.29

Many programs have been developed to bring thinking and feeling together in self-understanding activities. One of the major studies on affective education was the Ford-Esalen project at Esalen Institute at Big Sur, California. Dr. George Brown, leader of the creativity-training workshops, and his colleagues received a grant from The Fund for the Advancement of Education of the Ford Foundation to develop a pilot project to explore ways to adapt new techniques and advances in learning about how to apply the affective domain to the school curriculum. Many teachers and administrators participated in the project, using techniques and ideas with their students. Calyean applied these confluent ideas to the mastery of a foreign language. She explained her program this way:

We view learning as an interface among personal discoveries, insights gained in communication with others, and cognitive subject mastery. . . . Our students practice language structures by using their own personal content and by discussing and sharing this content with others. . . . Our language is prized as the mirror for who we are

29Walter Kolesnik, Humanism and/or Behaviorism in Education (Boston: Allyn and Bacon, 1975), p. 19.
and who we are growing to be. We value shared communication as apogee to self knowledge and acceptance. We design curricula that enable students to experience profound personal growth while mastering basic cognitive skills.\textsuperscript{30}

This is the crux of confluent education, the merging of thinking and feeling into one holistic learning process. Students learn skills of language acquisition at the same time focusing on their own feelings, needs, and interests. Growth of language proficiency parallels the student's growth as a person.

The following is an outline of a lesson in Galyean's French class.

**Process:** Interest in presidential elections

**Cognitive:**
1. Reinforcement of previous vocabulary written and oral
2. Introduce new vocabulary built around immediate area of concern
3. Questions - answers - dealing with situations of immediate interest
4. Students work with partners

**Interactive:**
5. Students generate conversations

**Cognitive:**
6. Dictations on affective content\textsuperscript{31}

Galyean listed the following criteria for confluent teaching to provide a learning environment for self discovery:

1. Awareness of feelings as the source of personal meaning,
2. Direct communication,


\textsuperscript{31}Galyean, p. 9.
3. The use of non verbal forms of communication,
4. Living in the "here and now" immediacy of the classroom,
5. developing positive and helpful relationships with each other,
6. The use of guided imagery ("fantasy journeys"),
7. Responsibility for choosing and accepting consequences of choices,
8. The use of projection exercises . . . [that]
allow one to see himself or herself in an object,
9. Active listening,
10. The use of art, music, dramatics, and poetry as means of expression. 

Jones wrote in his book, Fantasy and Feeling in Education, about the definite place for emotions in the classroom. He dispelled two half-truths "which have become ingrained in the assumptive reflexes of some curriculum designers: (1) emotions and fantasies can obstruct learning; and (2) expression of emotions and fantasies can have cathartic benefits." 

Emotions and fantasies can hinder learning if uncontrolled. Usually when seeking to help students understand themselves through the instructional process, the crucial element of controlling and storing of emotions to link the familiar with the unfamiliar is missing. Significant and believable points of knowledge and unfamiliar and familiar worlds must be adapted and assimilated by imagining reality. Controlled emotions and fantasy is substantive in the attainment or discovery of knowledge and preparatory in the formation and invention of knowledge.

But controlling and storing emotions is only part of this affective approach to learning. Expressions of emotions and images can have

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cathartic effects if there is freedom and skill in using these emotions. Much of the teaching power of books and films is lost when students are provided with opportunities "just" to express feelings. Teachers must go one step further. Lessons must become the student's "own" as well as the teacher's. Everyone must be involved, aroused, excited, interested. This involvement and proper use of emotions and fantasy can, according to Jones, bring about original and inventive learning.

Dinkmeyer wrote:

[Educators] must reconsider the value of students mastering the symbols of mathematical computation and language while remaining essentially retarded in their understanding of self and others. Where is opportunity for asking: "Who am I?" "Why do I behave as I do?" "What do I value?" "How can I relate more effectively with others?". There must be experiences which help them to know, understand, and accept themselves.34

This humanized approach focuses on learning as applied to the self. This personalized learning assists individuals in becoming responsible for choices and behavior as they become intrinsically involved with the curriculum.

Dinkmeyer has developed an educational program titled, "Developing Understanding of Self and Others" (DUSO), which focuses on helping the child become goal and process oriented. The experiences of this program cause awareness of self and others. Being consistent with his principles, Dinkmeyer developed the experiential-approach which placed emphasis upon learning through involvement of the total being--intellect and affect behavior. "The concern is with developing genuine interaction and

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dialogue that reveals to self and others not only what is known but how one feels, his personal beliefs, purposes, and values."  The following is an overview of the characteristics of experiential learning:

(1) begin with experiences which precede discussion and generalization, (2) stress on process rather than content, (3) experiences presented through open ended stories, role playing and puppetry, and exploration of hypotheses with alternative courses of action, and (4) teacher acts as a catalyst, promoting self-discovery and interaction with others.

Summary

Self concepts are those perceptions which are central and vital to one's being. What a person believes about himself becomes reality to him. Lack of confidence to achieve will deter any action to better oneself; for when one fails, negative self-concepts are reinforced. To break this vicious cycle for students, educators are designing curricula that combine the cognitive and affective domains. This confluent process incorporates feeling with thinking, enabling the student to view facts and concepts in light of personal relevance. Self-understanding becomes a vital aspect to learning.

\[35\] Dinkmeyer, p. 5.  \[36\] Dinkmeyer, pp. 5-6.
Chapter 3

DESIGN OF THE STUDY

The problem of this study was to develop a confluent language arts program designed to improve self-concepts and reading achievement through children's literature and to evaluate the program's affect on the self-concept and reading achievement of fourth and fifth grade students. The design of the study involved the following steps: (1) selection of students; (2) establishment of criteria for selecting stories, books, and poems; (3) design of the confluent language arts program; (4) pretesting; (5) presentation of the confluent language arts program; (6) posttesting; (7) presentation, analysis, and interpretation of data.

Selection of Students

The confluent language arts program designed for this research was conducted at Jefferson Elementary School during the summer from June 23 through July 25, 1980. Since this was a summer program, the participants volunteered to take the literature-language lessons and activities. These volunteers comprised the experimental group. Appendix A contains a letter sent to the parents of students beginning fourth and fifth grades and those completing fifth grade. The letter informed parents of the availability of the program and the opportunities which would be presented to the students.

Participants for the control group were randomly selected from the population of students from Jefferson beginning fourth grade and completing fifth grade. They were called to ask if they would agree to be tested.
with the Piers-Harris Children's Self-concept Scale and the Gates-MacGinitie Reading Test. The number of volunteers for the control group totaled sixteen and the students who volunteered to participate in the confluent language arts program totaled seventeen. Appendix H contains a form signed by parents of both the control and the experimental groups.

The school library remained open for the summer program. A mother volunteered to be librarian. She worked with circulation and book selection.

Establishment of Criteria for Selecting Stories, Books, and Poems

Sara Lundsteen listed in an article, "A Thinking Improvement Program Through Literature," eight criteria for selecting books to be used to improve thinking abilities and problem solving techniques. These criteria were applicable to the study for the literature selected must develop and resolve a problem that could affect the positive self-concept growth of a student. The following eight items were used as criteria for literature selection:

What is a criteria for selections from children's literature for a creative problem-solving focus?
1. Is the author dealing with significant human problems of relevance to the intended audience, our children?
2. Is there sufficient character development with enough complexity so that the presentation is believable and engaging? Is there enough complex interrelationship with other motivated, true-to-life characters?
3. Can the author transport you to another time and place, broadening the horizon, stimulating and imagination, deepening and enriching your understanding of your world and fellow men?
4. Is the situation complex enough so that at least some of the following merit discussion?
a. Are there enough conditions given so that parts of problems or challenges can be discriminated from main problems or types of problems?
b. Are enough facts and conditions given so that children could formulate creative hypotheses that might be of help to the character? Is there definition of character arising from surrounding environment?

c. Is the situation of enough significance so that underlying principles of human relationships or life might be abstracted, i.e., is the material challenging enough for your most advanced learner but has some appeal for even your least mature learner?

5. Does the writer know his craft to the extent that his writing is a model? For example does he show: logical and believable plot development, vivid effects with savored language, artistic use of description, figurative language, sound patterns, dialogue, wit or humor, emotional tone and the harmonious unity or coherence of all of these elements?

6. Does the book gain something by being read aloud and shared?

7. Can an unfinished episode(s) be lifted from the book so that the children can provide alternative ways of proceeding or continuing the development of the problem situation in the story? In other words, by pausing in the story are there openended opportunities for active interpretation and creative decision making by pupils?

8. Can I as instructor get personally enthusiastic about this book?¹

Types of problems to be considered in the stories, books, and poems were governed by the six self-concept factors tested in the Piers-Harris Children's Self-concept Scale. The six self-concept factors were:

(1) behavior; (2) intellectual and school status; (3) physical appearance and attributes; (4) anxiety; (5) popularity; (6) happiness and satisfaction.

To assess student needs and incorporate these needs into the designed lessons, profile sheets illustrated by Tables 1 through 6 were kept for students in the experimental group. The profile sheets contained the six self-concept factors with test items as measured by the Piers-Harris Children's Self-concept Scale.²


<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>I do many bad things (no)</td>
<td>N</td>
</tr>
<tr>
<td>35</td>
<td>I am obedient at home (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>25</td>
<td>I behave badly at home (no)</td>
<td>N</td>
</tr>
<tr>
<td>34</td>
<td>I often get into trouble (no)</td>
<td>N</td>
</tr>
<tr>
<td>14</td>
<td>I cause trouble to my family (no)</td>
<td>N</td>
</tr>
<tr>
<td>78</td>
<td>I think bad thoughts (no)</td>
<td>N</td>
</tr>
<tr>
<td>76</td>
<td>I can be trusted (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>80</td>
<td>I am a good person (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>12</td>
<td>I am well behaved in school (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>48</td>
<td>I am often mean to other people (no)</td>
<td>N</td>
</tr>
<tr>
<td>31</td>
<td>In school I am a dreamer (no)</td>
<td>N</td>
</tr>
<tr>
<td>56</td>
<td>I get into a lot of fights (no)</td>
<td>N</td>
</tr>
<tr>
<td>64</td>
<td>I am clumsy (no)</td>
<td>Y</td>
</tr>
<tr>
<td>67</td>
<td>I am easy to get along with (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>13</td>
<td>It is usually my fault when something goes wrong (no)</td>
<td>N</td>
</tr>
<tr>
<td>59</td>
<td>My family is disappointed in me (no)</td>
<td>N</td>
</tr>
<tr>
<td>32</td>
<td>I pick on my brother(s) and sister(s) (no)</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>I am often sad (no)</td>
<td>N</td>
</tr>
<tr>
<td>62</td>
<td>I am picked on at home (no)</td>
<td>Y</td>
</tr>
<tr>
<td>18</td>
<td>I usually want my own way (no)</td>
<td>N</td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>I am always dropping or breaking things (no)</td>
<td>N N N N N N N N N N N Y N N N N N N</td>
</tr>
<tr>
<td>72</td>
<td>I like my brother (sister) (yes)</td>
<td>Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>68</td>
<td>I lose my temper easily (no)</td>
<td>N Y N N N N Y N N N N N N N N N N N</td>
</tr>
</tbody>
</table>


### Table 2
Profile Sheet of Student Responses on the Pretest of
Piers-Harris Children's Self-concept Scale
Factor II - Intellectual and School Status
Experimental Group

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>I am good in my schoolwork (yes)</td>
<td>Y Y Y Y Y Y Y Y N Y Y Y N Y Y Y N Y Y Y Y Y N Y N Y Y Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>No.</td>
<td>Item</td>
<td>Student Number</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>19</td>
<td>I am good at making things with my hands (yes)</td>
<td>Y Y Y Y Y Y N N Y Y Y Y Y Y N N</td>
</tr>
<tr>
<td>71</td>
<td>I would rather work alone than with a group (no)</td>
<td>Y N Y N N N N N Y Y Y Y Y Y N N</td>
</tr>
<tr>
<td>9</td>
<td>When I grow up I will be an important person (yes)</td>
<td>Y Y Y N N Y Y Y Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>12</td>
<td>I am well behaved in school (yes)</td>
<td>N N N N N N N N N N Y Y Y Y</td>
</tr>
<tr>
<td>57</td>
<td>I am popular with boys (yes)</td>
<td>N N N N N N N N N N N Y N Y</td>
</tr>
<tr>
<td>24</td>
<td>I am good in music (yes)</td>
<td>Y Y Y N Y Y N N Y Y Y Y Y Y N</td>
</tr>
<tr>
<td>23</td>
<td>I can draw well (yes)</td>
<td>Y Y Y N Y Y N N Y Y Y Y Y Y N</td>
</tr>
<tr>
<td>61</td>
<td>When I try to make something, everything seems to go wrong (no)</td>
<td>N Y N N N N N Y N Y N N N N</td>
</tr>
<tr>
<td>45</td>
<td>I hate school (no)</td>
<td>N N N N N N N Y N Y N N N N</td>
</tr>
</tbody>
</table>

Table 2 (continued)
Table 3
Profile Sheet of Student Responses on the Pretest of Piers-Harris Children's Self-concept Scale
Factor III - Physical Appearance and Attributes
Experimental Group

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Student Number</th>
</tr>
</thead>
</table>
| 54  | I am good looking (yes)                                             | ¬Y N Y Y N Y N N Y N Y Y N Y ¬Y ¬Y Y N Y Y ¬Y N Y N Y Y N Y Y N Y Y N Y Y N Y N N N Y Y N Y N N N N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N Y Y N Y N N N N Y N N N N
Table 4
Profile Sheet of Student Responses on the Pretest of
Piers-Harris Children's Self-concept Scale
Factor IV - Anxiety
Experimental Group

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>79</td>
<td>I cry easily (no)</td>
<td>N</td>
</tr>
<tr>
<td>37</td>
<td>I worry a lot (no)</td>
<td>Y</td>
</tr>
<tr>
<td>74</td>
<td>I am often afraid (no)</td>
<td>Y</td>
</tr>
<tr>
<td>7</td>
<td>I get nervous when the teacher calls on me (no)</td>
<td>Y</td>
</tr>
<tr>
<td>28</td>
<td>I am nervous (no)</td>
<td>Y</td>
</tr>
<tr>
<td>10</td>
<td>I get worried when we have tests in school (no)</td>
<td>Y</td>
</tr>
<tr>
<td>40</td>
<td>I feel left out of things (no)</td>
<td>Y</td>
</tr>
<tr>
<td>6</td>
<td>I am shy (no)</td>
<td>N</td>
</tr>
<tr>
<td>8</td>
<td>My looks bother me (no)</td>
<td>N</td>
</tr>
<tr>
<td>20</td>
<td>I give up easily (no)</td>
<td>N</td>
</tr>
<tr>
<td>44</td>
<td>I sleep well at night (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>55</td>
<td>I have lots of pep (yes)</td>
<td>Y</td>
</tr>
<tr>
<td>No.</td>
<td>Item</td>
<td>Student Number 1</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>58</td>
<td>People pick on me (no)</td>
<td>N Y N Y N Y Y Y Y Y N N N N Y Y</td>
</tr>
<tr>
<td>46</td>
<td>I am among the last to be chosen for games (no)</td>
<td>Y N N N N N Y Y Y Y Y Y N N N Y</td>
</tr>
<tr>
<td>3</td>
<td>It is hard for me to make friends (no)</td>
<td>Y N N N N N Y Y Y Y Y Y Y N N</td>
</tr>
<tr>
<td>51</td>
<td>I have many friends (yes)</td>
<td>N Y N N N Y Y N Y Y Y Y Y N N</td>
</tr>
<tr>
<td>40</td>
<td>I feel left out of things (no)</td>
<td>N N N N N N Y Y Y Y Y Y Y N Y</td>
</tr>
<tr>
<td>11</td>
<td>I am unpopular (no)</td>
<td>N N N Y N N N N Y N Y Y N Y N</td>
</tr>
<tr>
<td>1</td>
<td>My classmates make fun of me (no)</td>
<td>N N N N N N Y N Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>49</td>
<td>My classmates in school think I have good ideas (yes)</td>
<td>N N Y Y Y Y Y N Y N N N N N</td>
</tr>
<tr>
<td>33</td>
<td>My friends like my ideas (yes)</td>
<td>Y N Y N Y Y Y Y Y Y N N N N Y</td>
</tr>
<tr>
<td>77</td>
<td>I am different from other people (no)</td>
<td>Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>57</td>
<td>I am popular with boys (yes)</td>
<td>N N N N Y Y N Y Y Y Y Y Y N Y</td>
</tr>
<tr>
<td>69</td>
<td>I am popular with girls (yes)</td>
<td>Y Y Y Y Y Y Y Y Y Y Y Y N Y N</td>
</tr>
</tbody>
</table>

Table 5
Profile Sheet of Student Responses on the Pretest of Piers-Harris Children's Self-concept Scale
Factor V - Popularity
Experimental Group
<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I am a happy person (yes)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>50</td>
<td>I am unhappy (no)</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>39</td>
<td>I like being the way I am (yes)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>43</td>
<td>I wish I were different (no)</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>52</td>
<td>I am cheerful (yes)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>59</td>
<td>My family is disappointed in me (no)</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>38</td>
<td>My parents expect too much of me (no)</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>36</td>
<td>I am lucky (yes)</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
If the test item was a positive self-concept statement, a "yes" was placed beside the test item. Likewise if the statement was a negative self-concept statement, a "no" was recorded. After the pretest student responses from the Piers-Harris Children's Self-concept Scale for the experimental group was recorded, using a "Y" for yes and "N" for no. Negative responses to positive self-concept statements and positive responses to negative self-concept statements were circled to show visually the areas of self-concept problems. Appendix C contains a dummy chart to illustrate this procedure.

Design of the Confluent Language Arts Program

The basic assumptions of this study were twofold. One, there was a need in education for a blending of the affective and cognitive domains in learning activities. Second, children's literature can be an avenue to bring the cognitive and affective domains together. To design a confluent language arts program to effect the self-concept and reading achievement of students, the following theoretical foundation was formulated.

If:

---a self-concept problem effects thinking and feeling behaviors . . .

---literature can bring about a combination of thinking and feeling about a self-concept problem . . .

---for every cognitive action there is an affective reaction . . .

Then:

---confluence will occur if the language through literature is received and restructured through a self-concept problem.
—language through literature can be received through the process of listening and reading.

—language through literature can be restructured through the process of writing and speaking.

Therefore:

A confluent language arts program based on children's literature can bring about improvement in the self-concept and reading achievement of students.

Figures 1 and 2 illustrate the framework on which the confluent language arts program was designed and developed.

The CLAP project was divided into two main categories of activities, literature-language lessons and book club activities. Students not only listened and responded to literature as a group, but were encouraged to read on their own. "Clap for Reading" was designed as a baseball game for management of books, stories, poems, or articles read. Appendix D contains a "Clap for Reading" score card. Appendix E contains a sample motivational technique to encourage students to interpret literature through creative activities.

The literature-language lessons of the CLAP project were designed to bring the cognitive and affective domains together in relationship to a self-concept problem. Based upon the theoretical framework of confluence, skills desired to achieve this confluence were selected. The general skills selected for the cognitive actions were problem finding, problem solving, and expressing. The general skills outlined for the affective reactions were identifying with characters, experiencing vicariously, and sharing. The end result of this confluent process was
Figure 1

Conceptual Model of Confluence
Receiving the Language

Listening  Reading

Words  Ideas

Confluence

Sentence  Paragraph  Stories

Writing  Speaking

Restructuring the Language

Figure 2
Operational Model for Confluence Through Language Activities
determined to be "know-why." Figure 3 illustrates the model for relationship of skills in the confluent language arts program.

The following steps were representative of the lesson content and activities designed to build positive self-concepts and increase reading achievement. Because each lesson contained the ingredients of a self-concept problem, affective and cognitive activities, and know-why, the title "SACK Lunches" was given to this part of the program. Appendix F contains a sample lesson.

Each lesson contained these steps:

1. Self-concept problem
2. Affective Activity (Introduction)
3. Cognitive Activities
   a. listen to books, stories, or poems for problem finding
      --students listen to portions of literature for ideas, words, or actions that indicate a problem
      --students write the problem on a large question mark
      --students discuss the problem
   b. listen again to stories, books, and poems for words and ideas for problem solving
   c. think through a solution to the problem
      --students write down steps to solving the problem
      --students share the solution of problems through creative activities
4. Affective activities (follow-up)
5. Listen to remainder of the story, book, or poem.

Know-why—Knowledge and understanding of problems and their possible solutions applied to their own life situations.
Cognitive Actions ↔ Affective Reactions

- Problem Finding
- Problem Solving
- Expressing
- Identifying with Characters
- Experiencing Vicariously
- Sharing
- Know-why

**Figure 3**
Model for Skills in the Confluent Language Arts Process
Pretesting of Self-concept and Reading Achievement

So that a comparison could be made of students' self-concept and reading achievement scores before and after exposure to the confluent language arts program, the following tests were administered:

a. The Piers-Harris Children's Self-concept Scale

This test entitled "The Way I Feel About Myself" is a self-report instrument designed for children in third grade and above. It could be administered either in group form or on an individual basis with a completion time of fifteen to twenty minutes. The scale was designed primarily for research on the development of children's self-attitudes and correlates of these attitudes. The scale has an internal consistency range of .78 to .93 when applied to the Kuder-Richardson Formula 21 Test and resulting coefficients of .90 and .87 when the Spearman-Brown odd-even formula was applied for half of the grade six and ten sample.

Content validity was attempted from the beginning. The universe to be measured was defined from Jersild's study in which students reported qualities they liked or disliked about themselves.

One concern of reviewers was that lack of understanding of items and consequent random responding, in all probability, would cause both low reading scores and low self-concept scores for poor readers. For this reason, the scale was read to the participants in the study. The test was even more feasible for this study because it could be administered and scored by responsible non-psychologists.

b. Gates-MacGinitie Reading Tests, Level D

The basic objective of the Gates-MacGinitie Reading Tests is for teachers and schools to know the general level of reading achievement of individual students. The scores answer the question, "How well do students do, on a standard reading task, compared with a nationwide representative group of students?" The norming group for this test was chosen to be representative, at each grade level, of the total group of students in the country. They were to represent the high, middle, or low socioeconomic backgrounds, different size schools, minority groups, and parochial students.

Level D, with forms 1, 2, 3 equivalent in difficulty, consisted of a vocabulary test and a comprehension test. The vocabulary, consisting of forty-five items, was a word knowledge test rather than a decoding test. Several steps were taken to assure validity. Steps included (1) vocabulary words from a special study of words in sixteen commonly used reading series for grades one, two, and three, and from recognized lists of words frequently used in school; and (2) selection of words based on their general usefulness.

The comprehension test measured the student's ability to read complete prose passages with understanding. To insure validity, the content of comprehension passages was chosen to include natural science, social science, humanities, and narrative material. Passages for older students were chosen from published sources. Both literal and inferential questions were written to test understanding of the passages.

---

To test for reliability of the Gates-MacGinitie Reading Tests, alternate forms and Kuder-Richardson Formula 20 reliability coefficients were computed for each test level. The K-R 20 coefficients ranged from .90 to .95 for vocabulary and from .88 to .94 for comprehension.

Presentation of the Confluent Language Arts Program

The confluent language arts program was presented to students who volunteered to participate in this project. The program was conducted for five weeks, June 23 through July 25, 1980. Four weeks were structured with lessons for listening, writing, or reading activities from 9:00 - 10:30 a.m. daily. One week scheduled after the first two weeks was devoted to free reading at home. The schedule was as follows:

2 weeks - literature-language lessons

"Clap for Reading" Book Club

1 week - "Clap for Reading" - free reading at home

2 weeks - literature-language lessons

"Clap for Reading" Book Club

Students evaluated this program with an informal opinion sheet as to what they liked or disliked about the literature selection and activities. The evaluation sheet is contained in Appendix I with tabulations of student responses.

Posttesting and Retention Tests for Self-concept and Reading Achievement

The Gates-MacGinitie Reading Test was administered to the experimental and control groups for the posttest and retention testing procedure. Forms 1, 2, and 3 of Level D Gates-MacGinitie Reading Test were given
for the posttest and retention tests to prevent test memorization. Level D, Form 3 was given five weeks after the treatment for the posttest score. Level D, Form 2 was administered six weeks later for the first retention test. Level D, Form 1 was given at the end of the next four weeks to provide data for the second retention test. All three forms of Level D were equivalent in difficulty.

The Piers-Harris Children's Self-concept Scale was given at the same time intervals as the Gates-MacGinitie Reading Tests. The same test was given for the posttest and retention tests so specific self-concept growths could be studied. Scores from the Gates-MacGinitie Reading Test and the Piers-Harris Children's Self-concept Scale from the different time intervals were analyzed by analysis of covariance to evaluate the effectiveness of the Confluent Language Arts Program as to changes in reading and self-concept.

An informal evaluation of the summer school was given to the participants. Results of this evaluation are found in Appendix I.

Procedures

The nonequivalent control group design was utilized in this study. The research was comprised of the following tests and treatment, $O_1$ indicating the self-concept test and $O_2$ signifying the reading test:

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
<th>Retention Test 1</th>
<th>Retention Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>$O_1$, $O_2$</td>
<td>X</td>
<td>$O_1$, $0_{2A}$</td>
<td>$O_1$, $O_{2B}$</td>
</tr>
<tr>
<td>Control Group</td>
<td>$O_1$, $O_2$</td>
<td></td>
<td>$O_1$, $0_{2A}$</td>
<td>$O_1$, $O_{2B}$</td>
</tr>
</tbody>
</table>

Equivalent forms of the Gates-MacGinitie Reading Test were given. They are distinguished by the subscripts 2A, 2B, and 2C.
Both the experimental group and the control group were pretested before the treatment for self-concept and reading achievement. The experimental group received five weeks of confluent language arts lessons and recreational reading developed as part of this research. The control group received no treatment. Five weeks later, both groups were given the posttest for reading and self-concept measurement. Since the treatment time was not lengthy and the lessons were growth oriented, retention tests for reading and self-concept were given to measure carry-over of the confluent language arts program. Retention test one was given six weeks after the posttest and retention test two was given four weeks after retention test one.

These data were subjected to the statistical technique of analysis of covariance with the control variable being pretest scores on reading achievement. Differences between means of the pretest and posttest, pretest and retention test one, and pretest and retention tests two were calculated for both reading and self-concept scores. The .05 level of significance was established as the criterion for rejecting the following null hypotheses:

1H₀: There will be no significant difference in the means of the reading pretest and posttest of the experimental and control group.

2H₀: There will be no significant difference in the means of the reading pretest and the first retention test of the experimental and control groups.

3H₀: There will be no significant difference in the means of the reading pretest and the second retention test of the experimental and control groups.
$4H_0$: There will be no significant difference in the means of the self-concept pretest and posttest of the experimental and control groups.

$5H_0$: There will be no significant difference in the means of the self-concept pretest and the first retention test of the experimental and control groups.

$6H_0$: There will be no significant difference in the means on the self-concept pretest and the second retention test of the experimental and control groups.

The .05 level of significance was established for rejecting the null hypotheses.
Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of the study was to develop a confluent language arts program and to evaluate the effectiveness of the program in relation to reading and self-concept achievement of students. To determine if there were increases in reading and self-concept scores of the experimental and control group, the hypotheses presented in Chapter 1 were analyzed separately.

Testing of Hypotheses

The testing program consisted of two evaluative instruments, the Gates-MacGinitie Reading Tests and the Piers-Harris Children's Self-concept Scale given as pre, post, and retention test one and two. The means of the pretest of both instruments were compared to the means of the post-test, retention test one, and retention test two. The data were subjected to an analysis of covariance since the experimental group were volunteers and the control group was randomly selected from the same population as the experimental group. The data analysis was conducted by the East Tennessee State University Computer Center on the IBM 370 memory bank by an SPSS (Statistical Program for the Social Sciences) which computed the analysis of covariance for the nonequivalent control group design of this study.

The research hypotheses presented in Chapter 1 are presented here in the null form. A .05 level of significance was established to determine differences between adjusted group means.
A summary of the data is presented in Tables 7 to 12. P values which were not significant were reported as "ns" (not significant). For further data analysis, Appendices G and H show means and standard deviations for pre, post, and retention tests from reading and self-concept scores.

$H_0$: There will be no significant difference in the means of the reading pretest and posttest of the experimental and control group.

Using the reading pretest as covariate, the adjusted posttest means of the experimental group and the control group were not significant as shown in Table 7. The results of the analysis of covariance yielded an F ratio of .0378 which was not significant. Null hypothesis 1 was not rejected.

Table 7

Summary of the Analysis of Covariance of Pretest and Posttest Data for the Gates-MacGinitie Reading Test

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1.9219</td>
<td>1</td>
<td>1.9219</td>
<td>0.0378</td>
<td>0.8415  (ns)</td>
</tr>
<tr>
<td>Within groups</td>
<td>1524.3242</td>
<td>30</td>
<td>50.8108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1526.2461</td>
<td>31</td>
<td>52.7327</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Covariance: Total N = 33

$H_0$: There will be no significant difference in the means of the reading pretest and the first retention test of the experimental and control group.

The summary of data presented in Table 8 shows an F ratio of .0417
which did not equal or exceed a .05 F value. The results of the analysis of covariance, using the reading pretest as covariate, indicated no significant difference between adjusted group means. Hypothesis 2 was not rejected.

Table 8
Summary of the Analysis of Covariance of Pretest and Retention Test One Data for the Gates-MacGinitie Reading Test

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2.1211</td>
<td>1</td>
<td>2.1211</td>
<td>0.0417</td>
<td>0.8341 (ns)</td>
</tr>
<tr>
<td>Within groups</td>
<td>1527.3906</td>
<td>30</td>
<td>050.9130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1529.5117</td>
<td>31</td>
<td>053.0341</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Covariance: Total N = 33

$H_0$: There will be no significant difference in the means of the reading pretest and the second retention test of the experimental and control group.

The adjusted means of the reading pretest and the second retention analyzed by an analysis of covariance yielded an F of 1.8067 which does not permit rejection of the hypothesis that the means were equal. Using the reading pretest as the covariant, the data are summarized in Table 9 to show no significant difference between means. Hypothesis 3 was not rejected.
Table 9

Summary of the Analysis of Covariance of Pretest and Retention Test Two Data for the Gates-MacGinitie Reading Test

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>152.8828</td>
<td>1</td>
<td>152.8828</td>
<td>1.8067</td>
<td>0.1859 (ns)</td>
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<tr>
<td>Within groups</td>
<td>2538.6602</td>
<td>30</td>
<td>84.6220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2691.5430</td>
<td>31</td>
<td>237.5048</td>
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</table>

Analysis of Covariance: Total N = 33

4H_0: There will be no significant difference in the means on the self-concept pretest and posttest of the experimental and control group.

An examination of Table 10 shows the difference between means to be of no significance with a F value of .3044. The adjusted means from an analysis of covariance failed to yield data to justify the rejection of null Hypothesis 4.

Table 10

Summary of the Analysis of Covariance of Pretest and Posttest Data for the Piers-Harris Children's Self-concept Scale

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P</th>
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</thead>
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<tr>
<td>Between groups</td>
<td>14.8936</td>
<td>1</td>
<td>14.8936</td>
<td>0.3044</td>
<td>0.5916 (ns)</td>
</tr>
<tr>
<td>Within groups</td>
<td>1467.7039</td>
<td>30</td>
<td>48.9235</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>1482.5975</td>
<td>31</td>
<td>63.8171</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Covariance: Total N = 33
5H$_0$: There will be no significant difference in the means on the self-concept pretest and the first retention test of the experimental and the control groups.

An analysis of covariance of the adjusted means of self-concept pretest and retention test one yielded an F ratio of 1.5162 which does not permit rejection of the hypothesis that the means would depict an increase. Using the reading pretest as the covariant, data summarized in Table 11 indicated no significant difference between means. Hypothesis 5 was not rejected.

Table 11
Summary of the Analysis of Covariance of Pretest and Retention Test One Data for the Piers-Harris Children's Self-concept Scale

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>114.6431</td>
<td>1</td>
<td>114.6431</td>
<td>1.5162</td>
<td>0.2257 (ns)</td>
</tr>
<tr>
<td>Within groups</td>
<td>2268.3003</td>
<td>30</td>
<td>75.6100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2382.9434</td>
<td>31</td>
<td>190.2531</td>
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<td></td>
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</table>

Analysis of Covariance: Total N = 33

6H$_0$: There will be no significant difference in the means on the self-concept pretest and the second retention test of the experimental and control groups.

An analysis of covariance of the adjusted means of the self-concept pretest and second retention test yielded an F ratio of .4815 which does not permit rejection of hypothesis 6. Data summarized in Table 12 indicated no significant difference between these means.
### Table 12

Summary of the Analysis of Covariance of Pretest and Retention Test Two Data for the Piers-Harris Children's Self-concept Scale

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
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<td>Between groups</td>
<td>48.8159</td>
<td>1</td>
<td>48.8159</td>
<td>0.4815</td>
<td>0.5002 (ns)</td>
</tr>
<tr>
<td>Within groups</td>
<td>3041.4761</td>
<td>30</td>
<td>101.3825</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3090.2920</td>
<td></td>
<td>150.1984</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Covariance: Total N = 33

**Summary**

The first three hypotheses were concerned with increases in reading achievement in the three Gates-MacGinitie tests taken after the treatment was given to the experimental group. The control group scores, equated by reading pretest scores, were compared to the experimental group. The findings confirmed no significant gain in reading achievement. The null hypotheses for the reading portion of the study were not rejected.

The last three hypotheses were concerned with increases in self-concept improvement in the three Piers-Harris Children's Self-concept Scale tests taken from the treatment was given to the experimental group. The control group scores, equated by reading pretest scores, were compared to the experimental group. The findings confirmed from an analysis of data from the statistical technique of analysis of covariance no
significant increase in self-concept means. The null hypotheses for the self-concept testing were not rejected.
Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The growing interest in the self-concept as a factor in learning and the idea of confluence as a possible motivator for building positive self-concepts influenced the direction and intention of this study. One facet of the problem for this study was to develop a confluent language arts program to combine the affective and cognitive domains in literature-language lessons.

A theory of how confluence can be achieved was formulated to give substance and structure to the writing of self-concept lessons. Criteria were established for literature selection. Needs of students were assessed through a study of student responses on the six behavior categories on the pretest of the Piers-Harris Children's Self-concept Scale. Lessons were designed for skills to bring about confluence through problem finding, problem solving, and expression for cognitive areas of development. Identifying with characters, experiencing vicarious situations, and sharing ideas and feelings with fellow students made up the affective skill components of the lessons.

The evaluation of the confluent language arts program made up the second portion of the study. A summer school was organized for a five week period with the confluent language arts program as the curriculum. Participants of the summer school were volunteers who made up the experimental group. The control group was randomly selected from the population of Jefferson School students who ranged from beginning fourth grade to completing fifth grade.
The experimental group and the control group were pretested for self-concept and reading achievement. At five, six, and four week intervals, self-concept and reading tests were administered again. The reading and self-concept posttest and two retention tests were compared to the pretests to measure any increase in means. The means of these tests were subjected to an analysis of covariance at the .05 level of significance for rejection of the null hypotheses.

**Findings and Conclusions**

The three hypotheses pertaining to reading achievement stated that there would be no significant difference between means on the pretest and means on the posttest and retention tests as measured by equivalent forms on the Gates-MacGinitie Reading Test. The null hypotheses were not rejected. Results of the data analysis indicated no change in reading ability after participation in the Confluent Language Arts Program, nor an increase in reading ability ten weeks later as indicated by retention test scores.

Three hypotheses pertaining to self-concept achievement stated that there would be no significant difference between means on the pretest and means on the posttest and retention tests as measured by the Piers-Harris Children's Self-concept Scale. An analysis of covariance of these means yielded no significant difference, therefore these null hypotheses were not rejected. Results of the data analysis indicated no change in self-concept improvement after participation in the Confluent Language Arts Program.
A theoretical base was formulated from a review of the literature that the affective and cognitive domains can be combined through children's literature into a language program of confluence. From the theoretical base a program was developed emphasizing the solving of self-concept problems through literature. Self-concept and reading were tested for improvement to evaluate the effectiveness of the confluent language arts program. After statistical analyses of data, the null hypotheses of no significant difference in reading achievement and self-concept development was not rejected. The five week summer school of confluent language arts lessons did not increase either reading ability or self-concept improvements in the experimental group.

Although the statistical analysis indicated no increase in reading achievement and self-concept improvement, there were positive reactions from parents and students toward reading and the confluent language arts program. The goal to motivate children to read was accomplished according to the score cards kept as record of number of books and projects completed. Some of the students continued to read after the summer program was completed. The informal evaluation of the summer program indicated a positive attitude toward the program (see Appendix I).

**Implications**

A possible factor for no increase in self-concept improvement could be the length of summer school and the weakness of the treatment to bring about significant changes in the self-concept. Although some student responses on specific test items did change from a negative to a positive direction, the self-concept feeling may have been related to a specific situation that changed the student's opinion of himself for a brief time.
A more valid estimation of self on a short term basis may be from an
evaluation of self-esteem rather than self-concept. A distinction between
self-concept and self-concept report needs to be clarified in further
research studies. Questions such as how much time or treatment is
needed to change the self-concept should be investigated further.

A possible factor for no increase in reading achievement may be from
a lack of compatibility between the evaluative instrument, the Gates-
MacGinitie Reading Test, and the lessons of confluence developed as part
of this research project. Although vocabulary and comprehension were
ingredients in the literature-language process, lessons emphasized
problem solving insight into behavior and motivation to read.

A test directed more to problem solving and identification of
behaviors related to poor self-concepts might be a more valid evaluation
of reading achievement by confluent standards rather than vocabulary and
comprehension as measured by the Gates-MacGinitie Reading Test.

Recommendations

It is recommended that:

1. the confluent language arts program be used over a long period
   of time to compare short term and long term self-concept problems.

2. an evaluation instrument be designed to test for confluence,
   incorporating feelings as part of the instrument as well as cognitive
   aspects of learning.

3. the program be used as motivation for reading.

4. the confluent language arts program be refined and tested
   further for possible use in building positive self-esteem.
5. attitudes toward reading be included as part of the evaluative procedure of the confluent language arts program.
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B. Periodicals


C. Other Works


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APPENDIXES
APPENDIX A

LETTER TO PARENTS AND REGISTRATION FORM
Dear Parents:

An opportunity is being provided for your child to participate in a summer literature-language program at Jefferson Elementary School. Activities will include listening to and reading stories, books, and poems, responding to problem solving activities, and participating in creative activities to express feelings about literature. This program developed as partial requirements for my doctor's degree requires no tuition. I have been given approval by Dr. Evans to conduct this summer school program at Jefferson.

The literature-language program will be for those students beginning fourth grade, those beginning fifth grade, and those students who have completed fifth grade. The summer program will begin June 23 and end July 25. The five weeks will be divided into the following schedule of activities:

Two weeks - 9:00 - 10:30 A.M. daily
   The literature language program - listening, reading, and writing activities based on children's literature

One week - free reading at home (one hour daily)

Two weeks - free reading (Book Club)

Two tests, the Piers-Harris Children's Self-Concept Scale and the Gates-MacGinitie Reading Test will be given before and after the study to evaluate the effectiveness of the program. Test information will be kept confidential and used only for statistical analysis.

If you give permission for your child to participate in the summer literature-language program at Jefferson Elementary School, please fill out the attached sheet and return to your child's teacher.

Sincerely,

Carolyn Nave

Carolyn Nave
KINGSPORT CITY SCHOOLS
SUMMER LITERATURE-LANGUAGE PROGRAM

PLACE: Jefferson Elementary School
DATE: June 23 - July 25, 1980
TIME: 9:00 - 10:30 a.m. daily

☐ Yes, I would like my child to participate in the
literature-language program and consent to my
child taking the Pié's Harris Children's Self-
Concept Scale Test and the Gates-MacGinitie
Reading Test.

Please fill out the following information:

Student's name _____________________________
Age __________
Grade (next year) __________

Parents name _______________________________
Address ____________________________________
Phone ________________________________

In case of emergency contact ____________________________

☐ Yes, I am interested but I need more information.
Please contact me at (number) __________________
Time and date ____________________________

Parent's Signature
APPENDIX B

CONSENT FORM FOR TESTING
PRINCIPAL INVESTIGATOR: Carolyn J. Nave

TITLE OF PROJECT: The Development and Evaluation of a Confluent Language Arts Program

1) Indicated below are the (a) purpose of this study, (b) the procedures to be followed and (c) the approximate duration of this study:

The purpose of this study was to develop and evaluate a confluent language arts program designed to improve self-concepts and reading achievement in fourth and fifth grade students. Lessons consisted of listening to stories, books, or poems related to a self-concept problem. Thinking activities involved problem solving. Literature-language lessons and book club activities was conducted for five weeks.

2) Discomforts, inconveniences and/or risks that can be reasonably expected are:

None

3) I understand the procedures to be used in this study and the possible risks involved. All my questions have been answered. I also understand that while my rights and privacy will be maintained, the Secretary of the Department of Health, Education and Welfare does have free access to any information obtained in this study should it become necessary and I freely and voluntarily choose to participate. I understand that I may withdraw at any time without prejudice to me. I also understand that while East Tennessee State University does not provide compensation for medical treatment other than emergency first aid, for any physical injury which may occur as a result of my participation as a subject in this study, claims arising against ETSU or any of its agents or employees may be submitted to the Tennessee State Board of Claims for disposition to the extent allowable as provided under TCA Section 9-812. Further information concerning this may be obtained from the chairman of the Institutional Review Board.

Date Signature of Volunteer

Date Signature of Parents or Guardian (when applicable)
<table>
<thead>
<tr>
<th>Date</th>
<th>Signature of Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Signature of Witness (if applicable)</td>
</tr>
</tbody>
</table>
APPENDIX C

DUMMY TABLE OF STUDENT RESPONSES ON THE
PIERS–HARRIS CHILDREN'S SELF-CONCEPT SCALE
| No. | Item                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|-----|------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 22  | I do many bad things (no)                | Y | N | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 35  | I am obedient at home (yes)             | N | Y | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 25  | I behave badly at home (no)             | N | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 34  | I often get into trouble (no)           | Y | Y | N | Y |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 14  | I cause trouble to my family (no)       | N | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 78  | I think bad thoughts (no)               | Y | Y | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 76  | I can be trusted (yes)                  | Y | Y | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 80  | I am a good person (yes)                | Y | Y | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 12  | I am well behaved in school (yes)       | N | N | Y | Y |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 48  | I am often mean to other people (no)    | N | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 31  | In school I am a dreamer (no)           | Y | Y | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 56  | I get into a lot of fights (no)         | N | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 64  | I am clumsy (no)                        | N | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 67  | I am easy to get along with (yes)       | N | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 13  | It is usually my fault when some­      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
|     | thing goes wrong (no)                   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 59  | My family is disappointed in me (no)    | N | N | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 32  | I pick on my brother(s) and             | N | N | Y |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
|     | sister(s) (no)                          |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 4   | I am often sad (no)                     | Y | N | N |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
APPENDIX D

"CLAP FOR READING" SCORE CARD
How to score:

Books: less than 20 pages:
- single (+ project: double)
- 20-50 pages: double (+proj. 1 run)
- 50-75 pages: 1 run (+proj. 2 runs)
- 75-150 pages: 2 runs (+proj. 4 runs)
- over 150 pages: 3 runs (+proj. 6 runs)

Short story: single (+proj. double)

Long story: double (+proj. triple)

Magazine article: double (+proj. triple)

Poems or Newspaper articles: 25 double
- 50 triple
- 75 1 run
- 100 2 runs

Word Eaters:
- 25 collecting - single
- defining - 1 run
- spelling - 3 runs
- 50 collecting - double
- defining - 2 runs
- spelling - 4 runs
- 75 collecting - triple
- defining - 4 runs
- spelling - 6 runs
- 100 collecting - 1 run
- defining - 6 runs
- spelling - 8 runs

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<th>Date</th>
<th>Title</th>
<th>Single</th>
<th>double</th>
<th>triple</th>
<th>1 run</th>
<th>2 runs</th>
<th>3 runs</th>
<th>4 runs</th>
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</table>
APPENDIX E

MOTIVATIONAL TECHNIQUE
Motivational Technique

Students will select printed activities on balls and bats to complete the requirement in "Grab For Reading."

Pretend you are a book character. Keep a diary of your most exciting adventures.

Make a diorama to illustrate one scene from your book.
Self-concept problem: Achieving happiness and satisfaction

Some children do not find happiness or satisfaction because of the inability to show or give love. Some are able to show love, but do not receive love from others. This causes feelings of anxiety and sometimes poor images of self. This lesson may help children operationalize love; to learn some tangible way to show concern for others.

Objective: Students will show love and concern for each other by giving and collecting love nuggets.

Affective Activity

Activity sheet:

Draw what you think a gnome is.

Think of as many different ways as you can that made the gnome feel cold from the inside out.
Cognitive Activity

Read **The Gnome from Nome** to the students. Say, "The gnome from Nome lived at the North Pole." (Point this out on a map) "He had a problem. Listen to find out what you think the problem is.

Read this portion of the book again. Say "I'm going to read the book a second time. This time listen for words and ideas to put in your *Word Eaters* book.

After listening the second time, students will write what they think the problem is on a large question mark. Discuss the different ideas about the problem the gnome had.

Read the remainder of the book. Discuss the likes and differences of the students' ideas and the author's ideas of a solution to the problem.
Affective Activity

Activity Sheet:
Think up as many ways you can to show love and friendship to others. Write on these love nuggets.

When you do something that makes others warm from the inside out, write what you did on a love nugget and put it in the pot.

Know why
Sometimes people react to you because of your attitude. Coolness breeds indifference. Warmth breeds friendship.
APPENDIX G

MEANS AND STANDARD DEVIATIONS OF THE GATES-MACGINITIE
READING TESTS FOR EXPERIMENTAL AND CONTROL GROUPS
Table 14
Means and Standard Deviations of the Gates-MacGinitie Reading Tests for Experimental and Control Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Group 1</td>
<td>49.8235</td>
<td>9.6257</td>
</tr>
<tr>
<td>Pretest Group 2</td>
<td>53.8750</td>
<td>18.8781</td>
</tr>
<tr>
<td>Posttest Group 1</td>
<td>46.6471</td>
<td>14.3568</td>
</tr>
<tr>
<td>Posttest Group 2</td>
<td>50.3125</td>
<td>18.9586</td>
</tr>
<tr>
<td>Retention Test 1 Group 1</td>
<td>45.2941</td>
<td>10.7283</td>
</tr>
<tr>
<td>Retention Test 1 Group 2</td>
<td>48.5625</td>
<td>19.3355</td>
</tr>
<tr>
<td>Retention Test 2 Group 1</td>
<td>43.8235</td>
<td>11.8123</td>
</tr>
<tr>
<td>Retention Test 2 Group 2</td>
<td>51.6875</td>
<td>19.0533</td>
</tr>
</tbody>
</table>
APPENDIX H

MEANS AND STANDARD DEVIATIONS OF THE PIER-S-HARRIS CHILDREN'S SELF-CONCEPT SCALE FOR EXPERIMENTAL AND CONTROL GROUPS
Table 15

Means and Standard Deviations of the Piers-Harris Children's Self-concept Scale for Experimental and Control Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Group 1</td>
<td>57.4118</td>
<td>13.6063</td>
</tr>
<tr>
<td>Pretest Group 2</td>
<td>62.5625</td>
<td>11.8545</td>
</tr>
<tr>
<td>Posttest Group 1</td>
<td>60.4706</td>
<td>12.0526</td>
</tr>
<tr>
<td>Posttest Group 2</td>
<td>65.6875</td>
<td>11.4643</td>
</tr>
<tr>
<td>Retention Test 1 Group 1</td>
<td>64.7059</td>
<td>8.6730</td>
</tr>
<tr>
<td>Retention Test 1 Group 2</td>
<td>64.2500</td>
<td>14.6401</td>
</tr>
<tr>
<td>Retention Test 2 Group 1</td>
<td>67.5882</td>
<td>12.1504</td>
</tr>
<tr>
<td>Retention Test 2 Group 2</td>
<td>68.1875</td>
<td>12.9007</td>
</tr>
</tbody>
</table>
APPENDIX I

SUMMER SCHOOL EVALUATION
### Table 16

**Summer School Evaluation**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Number of Responses</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I liked summer school yes or no</td>
<td>14</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I liked best . . .</td>
<td>1</td>
<td>reading projects</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>reading to ourselves</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>whole thing</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>working with my teacher</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>the games we played</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>your reading to us</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>stories</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>working</td>
</tr>
<tr>
<td>3. I liked least . . .</td>
<td>8</td>
<td>nothing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>taking tests</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>coloring ourselves</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>I liked all</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Call It Courage</td>
</tr>
<tr>
<td>4. I liked these activities</td>
<td>3</td>
<td>sea activities</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>all</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>writing things on fish and bread</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>doing work for the teacher</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>teacher reading to us</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>the game about the Bully</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>making the face</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>making yourself and what you are</td>
</tr>
<tr>
<td>5. I didn't like these activities . . .</td>
<td>8</td>
<td>I liked them all</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>coloring ourselves</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>when we collected words</td>
</tr>
<tr>
<td>6. I liked these books that were read . . .</td>
<td>2</td>
<td>Bridge to Teribitha</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>The Ears of Louis</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Gnome from Nome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Call It Courage</td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Number of Responses</td>
<td>Response</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>7. I didn't like these books that were read . . .</td>
<td>5</td>
<td>Call It Courage none</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>I like them all Bread and Butter Indian I do not know</td>
</tr>
<tr>
<td>8. I feel I learned . . .</td>
<td>0</td>
<td>little</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>average</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>much</td>
</tr>
<tr>
<td>9. I like reading better . . .</td>
<td>13</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>no</td>
</tr>
<tr>
<td>10. I would like to come to summer school next year . . .</td>
<td>14</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>no</td>
</tr>
</tbody>
</table>
VITA
CAROLYN J. NAVE

Personal Data:
Date of Birth: May 13, 1944
Place of Birth: Clarksville, Tennessee
Parents: McGraw and Gladys Young
Marital Status: Married to William D. Nave

Education:
Grades 1-5, Ringgold Elementary School
Grades 6 and 7, Byrns Darden Elementary School
Grade 8, Ringgold Elementary School
Grade 9, Greenwood Junior High
Grades 10-12, Clarksville High School
B.S. in Elementary Education, Austin Peay State College, 1966.

Professional Experience:
Teacher, Church Hill Elementary; Church Hill, Tennessee, 1969-1972.
Principal, Jefferson Elementary School; Kingsport, Tennessee, 1980.

Honors:
Who's Who in American Colleges and Universities, Austin Peay State College
Kappa Delta Pi, Austin Peay State College and East Tennessee State University
Phi Kappa Phi, East Tennessee State University

Organizations:
International Reading Association
Association for Supervision and Curriculum Development
Tennessee Association for Supervision and Curriculum Development
National Association Elementary School Principals
Tennessee Association of Elementary School Principals
Church Affiliation:

Member of First Baptist Church, Kingsport, Tennessee

National Council of Teachers of English
Allie Lou Felton Gilbreath Council of International Reading Association
National Education Association
Tennessee Education Association
Kingsport Education Association