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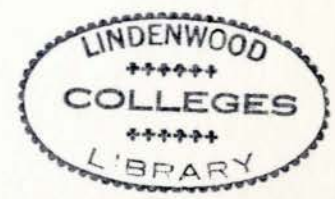
A CLASSROOM EXPERIENCE WITH
SELF-IMAGE ENHANCEMENT AS A
FACTOR IN ACADEMIC ACHIEVEMENT

by

Katherine Kellems Moore, A.B.

A Paper Presented to the Evaluation Committee of
Lindenwood 4 of The Lindenwood Colleges in
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April, 1976



36745

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To those teachers, who by disregarding the fact that "kids have feelings, too", made life at school more painful than joyful for many children, including my own. They were the ones who rekindled in me a desire to teach. Certainly not to emulate them, but to reduce their ranks by at least one;

To those teachers, who, by word and by deed, when they touched the lives of my children, the children of my friends, and my own life, demonstrated that the lamp of learning does not demand sacrifice of the student's person-worth to the flames of knowledge;

To those authors, researchers, theorists and practitioners who shared their ideas and experiences, and in so doing provided the encouragement and resources which have proved invaluable in my attempts to make the classroom more joyful than painful for students;

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And, finally, to the students, past and present, who by word and by deed, have been a constant source of positive feedback and encouragement that this study could provide reliability and validity for another's aspiration to teach in a way that would foster personal growth and academic achievement.

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BY CLASS PERIOD

attempted to share this paper.

During the primary weeks of the study an observational
diagnoses was also recorded. It serves to illustrate
some points of the paper and illuminates others.

The slide tape is a montage of candid shots, the
students and groups were not posed for this photographic
record.

The video tapes were made in the observation room also.
They will be used as models by the advisory groups and
shown to teachers at in-service programs and workshops.
The activities were recorded as they happened. In the
first hour the film was bad, but a series of stills could
be made from it and the original soundtrack is used. The
last tapes are the activities as they happened and were
recorded. The activities on video tape include:

- THE SAND TABLE
- LINE/OUTLINE DRAW
- EXTENDING THE WORLD
- MAPS AND
- TRANSPORT
- MAPS AND
- QUESTIONS INVOLVING THE MAPS

AUDIO VISUAL COMPONENT

The investigator in this systematic observation has attempted to share the experience through this paper. During the twenty weeks of the study an audio-visual component was also completed. It serves to illustrate some points of the paper and illuminates others.

The slide tape is a montage of candid shots; the students and groups were not posed for this photographic record.

The video tapes were made in the observation lab also. They will be used as models by the advisory program and shown to teachers at in-service programs and workshops. The activities were recorded as they happened. On the first four the film was bad, but a series of stills could be made from it and the original soundtrack is used. The last tapes are the activities as they happened and were recorded. The activities on video tape include:

-ING NAME TAGS

LIKE/DISLIKE LIST

EXPANDING THE WALLS

POPCORN GAME

THUMBODIES

GUESS WHO

GETTING BEHIND THE MASK

CHAPTER I

INTRODUCTION

Today, more and more people - especially the young - seem to be living their lives without clear purpose and direction; unable to decide what they are for or against. Bewildered by the choices that confront them daily, some withdraw and attempt to shut the confusion out. Some conform and become only too willing to let others tell them exactly what to believe and do. Still others lash out at the confusion, trying to smash anything that troubles them (Howe and Howe, 1974). Dobson (1971) includes these personality patterns on his list of the six most common ways children and adults cope with inferiority.

When we put together in one scheme such elements as a prescribed curriculum, similar assignments for all students, lecturing as almost the only mode of instruction, standard tests by which all students are externally evaluated, and instructor-chosen grades as the measure of learning, then we can almost guarantee that meaningful learning will be at an absolute minimum (Rogers, 1969).

It is not because of any inner depravity that educators follow such a self-defeating system. It is quite literally because they do not know any feasible alternative. But, there are alternatives - alternative practical ways to

handle a class or a course - alternative assumptions and hypotheses upon which education can be built - alternative goals and values for which educators and students can strive (Rogers, 1969).

Unfortunately, the impersonal nature of many of our schools is not helping the situation. Students who lack values are likely to see little or no relevance to their lessons no matter what the teacher does. Thus, schools which continue to stress only academic goals are wasting their efforts, to say the least; in many cases, the schools may actually be serving to heighten the students' confusion regarding values (Howe and Howe, 1975).

Neither is the answer for these schools to try to teach values through such means as moralizing, lecturing, reward and punishment, or any of the other methods which attempt to impose values externally. This, too, is likely to compound frustration and lead ultimately to resentment of the well-meaning teacher (Howe and Howe, 1975).

If students are to become motivated and receptive to learning, what the schools must do is to personalize the educational process. Learning, that process which by general consensus is expected to take place in the schools, will then be viewed for what in actuality it is: progress in both academic pursuit and personal-growth. All the skills necessary to attain this confluence of the cognitive and affective domains need to be taught.

The schools must begin to teach students the skills they need to sort out the confusion and conflict in their lives, and to find the things that they value. The difficult

question, of course, is, "How to do it?" What are the really useful teaching tools for personalizing education? (Howe and Howe, 1975).

Background

The humanist trend in the field of psychology and education has done much in recent years to provide answers to this haunting question. In the vanguard of Humanistic Psychology are such men as Carl Rogers, Abraham Maslow, and Haim Ginott. For a more thorough list, and an overview of contemporary intellectual currents in psychology see "Preface To The First Edition," page ix, in Maslow's A Psychology of Being (1968), or "The Background of Affective Education," pages 4-5, in Chase's The Other Side of The Reportcard (1975). The impetus toward humanizing education has been led by Sidney Simon, Merrill Harmin, Leland Howe, and Howard Kirschenbaum. Space does not allow the inclusion of the many other significant names which deservedly belong among those cited in each field. Yet, there is one other who must be recognized. For it is his work that has provided a bridge between several important points and/or aspects of the question, "How to do it?". Thus, promising answers to the question were at last glimpsed and proposed.

The values field, once it was broken, turned up, sifted through and analyzed by Professor Harold D. Lasswell, became the foundation upon which much else could and would be built

by those recognizing the necessity to provide a better structure for the institutions of education. For a full account see Lasswell's Power and Personality (New York: The Viking Press, 1969; especially page 17). The reader may also wish to see how Rucker, Arnsperger, and Brodbeck (1969) employed the values categories Lasswell defined to clarify institutional practices and personal strategies within education. However, it suffices here to supply the reader with: (1) a brief note on Lasswell's background; (2) a concise description of the values categories he defined; and (3) to show the importance and relevance of those categories to the answers formulated in response to the question, "How to do it?"

Lasswell, a professor of Yale University, in his work of over some thirty years as a political scientist and psychologist made an extended analysis of the institutional practices and personal strategies of men throughout history and in a variety of primitive and modern cultures (Rucker, Arnsperger and Brodbeck, 1969). Lasswell believed that eight universal values permeate the lives of all peoples, are found in all places, and have been prevalent at all times (Dunfee and Crump, 1974). The values are given below. Although the definitions and verbal equivalencies are those given by Bert K. Simpson, author of "The Perception of Values Inventory," (1973) which was an instrument used in this study, a high level of congruency exists between the selection

below, and the values definition offered by Dunfee and Crump (1974); and Rucker, Arnspiger, and Brodbeck (1969). The impact these categories have had on the primary goal of finding answers to "How to do it?" will be discussed directly.

DEFINITIONS AND VERBAL EQUIVALENTS

Basic Needs and Wants	Meaning and Equivalents
a. Affection	Giving and getting love and friendship; concern or caring about others and having others concerned or caring about you. Verbal equivalents: love, friendship, fondness, acceptance.
B. Respect	Admiring or looking up to people and having them admire and look up to you. Verbal equivalents: courtesy, recognition, honor, admiration, esteem.
c. Skill	Learning how to do things well and feeling that you can do them well. Verbal equivalents: ability, capability, talent, training.
d. Enlightenment	Understanding what things are and what they mean; being able to use what you know to do things you want to do. Having a chance to learn new things and giving the same chance to others. Verbal equivalents: knowledge, education, learning, understanding, information, wisdom.
e. Power (Influence)	Controlling your own behavior and being able to make your own choices; getting other people to do what you want them to do. Having a chance to be heard and to share in decisions about you made by others. Verbal equivalents: influence, leadership, authority, decision-making, self-directed.

Basic Needs and Wants	Meaning and Equivalents
f. Wealth	Having access to the goods and services you want, such as clothes, entertainment, education, sports equipment, cars, retirement, etc. Verbal equivalents: goods, money, income, property, service, helpful.
g. Well-Being	Feeling happy and healthy; not feeling in need of anything; not being sick, worried, upset, unhappy, or depressed. Verbal equivalents: health, happiness, contentment, energetic.
h. Rectitude (Responsibility)	Doing what is right; keeping promises; being honest, fair, and trustworthy. Accepting as your own and living by rules that protect the freedom, rights, opportunities, and property of everybody. Verbal equivalents: honesty, fair play, justice, trust, responsibility.

The basic needs and wants which Maslow (1968) and Rogers (1969) hypothesized as a commonality in the human species can be examined and seen as fitting into the list of universal values Lasswell categorized. Although a list of universal values is extremely useful in giving direction to curriculum, the values dilemma is not settled. The key to the answers being sought is teaching individuals how to value, not what to value.

Providing the pupil with a means of identifying beliefs and actions, of analyzing and exploring for himself, and of making studied choices on the bases of consequences is to equip him with a valuing process - a process that can lead to personally satisfying and socially responsible decision-

making (Dunfee and Crump, 1974). Raths, Harmin, and Simon (1966) have developed a model of valuing that is useful in developing curriculum and in teaching (Curwin and Curwin, 1974).

In this model the total valuing process is described as being comprised of three basic processes and seven sub-processes. Unless something satisfies all seven of the criteria noted below, it is not called a value. Collectively the seven requirements describe the process of valuing (Raths, Harmin, and Simon, 1966).

CHOOSING

1. A value is freely chosen.
2. A value is chosen from alternatives.
3. A value is chosen after careful thought of the consequences of each alternative.

PRIZING

1. A value is cherished. One is happy with the choice.
2. A value is prized enough to be publicly affirmed. One is proud enough of a value to make it public and has no desire to hide it.

ACTING

1. A value is acted upon, not just talked about.
2. A value is acted upon repeatedly. It is a pattern of life.

Value clarification is a process that helps students examine their lives, goals, feelings, concerns and past experiences in order to discover what their values are.

Part of the humanistic movement, it endorses study of the self through an explicit, structured mode of self-inquiry. Value clarification teaches students a process which they can use to examine their own lives, to take responsibility for their behavior, to articulate clear values and act in congruence with their values. Value clarification does not indoctrinate students in a predetermined, rigid set of values (Curwin and Curwin, 1974).

Pioneers in the humanizing of education obviously had "a-feeling-of-rightness" regarding the psychologists' work and words. This made possible the model for the process of valuing by Raths, Harmin, and Simon (1966) and the creating of classroom practices by Rucker, Arnspiger, and Brodbeck (1969). Soon to follow were the products which had been inspired and created to help the teacher who wanted to get it all together in the classroom. Thus, the classroom teacher seems to have gone back into the business of education: now available are the useful teaching tools for personalized education; the alternative to a system that was failing those whom it had been charged to help succeed. And, this time the answers took into account "the whole person," both his feelings and cognitive aspects as being one system.

Statement of the Problem

The purpose of this study was to conduct a systematic observation of the students in a classroom where the teacher values personal growth for herself and students in order to test the hypothesis: Students who experience self-image enhancement experience gain in academic achievement. The decision to conduct the study as a systematic observation and not as a scientific experiment was based on aspects of the investigator's self-awareness. I know the person I am; the "control group" in a scientific experiment would have been contaminated by me. My philosophy of education, the way I perceive the role of teacher, the commitment I have to the concept that the teacher is accountable for the emotional as well as the physical climate in the classroom, and a personal code of ethics would have made it impossible to withdraw from one group the invitations extended to four others. The "subjects" of the study were not to be laboratory rats, ducks, or monkeys; I would be working with human beings in a public junior high school.

Although there was no control group, this study was conducted in a scientific manner. It is the opinion of this investigator and others (i.e. Rogers, Raths) that personal observations by an investigator and statements by subjects are valid evidence since these data are primary source material. This type of investigation, a combination of test scores and observable behaviors, offers the advantage of obtaining a total picture of what is taking place among the subjects during the time of the study.

The choice of a systematic observation was appropriate to the topic, to the students/subjects, and to the teacher/investigator. The empirical data will indicate how well

the personal-growth activities and classroom interactions answered the question, "How to do it?" for this group of individuals. The study will help one teacher to understand how well she did or did not use the material at her disposal. The data will indicate how students saw themselves and perceived others saw them. Students' openness and trust, feelings of acceptance, and their feelings of belongingness in a group may be indicated by the data.

Statement of Hypothesis

The following hypothesis will be studied:

Students who experience self-image enhancement experience gain in academic achievement.

Limitations of the Study

There are several limitations to this study. The primary limitation is the scoring about which generalizations can be made. Five limitations to the scoring are important: congruity, environments outside the classroom, adjustment to the environment, absenteeism, and the investigator's expectations.

A. Congruity

There is a weakness in this type of test (Appendix E) which cannot be eliminated. Although invited to share their feelings and assured that the score had no part in the quarter grade, the investigation produces the data students want to give - it may at best be looked upon as indicating, not proving.

B. Environments Outside the Classroom

There is no teacher control of the environment outside the classroom. It should be realized that what happens to a student in the time he is not in the classroom (at school and at home) effects the action he takes in the "lab" class.

C. Adjustment

Change requires adjustment. There are several features which seemed to bother a few students; even free choice of where to sit, and with whom, is something they are not accustomed to. Choices demand decisions and, unfortunately, many students had previously been left out when it came to guidelines for governance, what they would study in a course, how a problem (of learning or behavior) could be approached, nor have but a few of them been asked to do any self-evaluation. A classroom in which the principles of affective education are in operation is figuratively and literally a "new school," and nice as it is, it does require a period of adjustment before students are comfortable and familiar there. To a few, "This test does not become part of your grade," was interpreted, at least by their treatment of it, as, "Well then, I'm not going to bother." Several who exhibited that attitude in the beginning did seem to change. I would attribute the change in attitude to their personal-growth; believing that the experiences they had with the many "ungraded" personal-growth activities in the class were

proof to them that "not graded" does not mean "not valuable or useful, or meaningful."

D. Absenteeism

The students and I decided that make-up tests would be given before/after school, or during their home room period, whichever was most convenient to them. This included all tests. Since the students knew none of the tests included in the study were counted on their grade in the course, few came to make them up if they had been absent on the day one was given. The reasons for being absent, or not coming to take a make-up test, are not easily pinpointed. However, the reasons are not always as common as a bad cold, or as tragic as the death of a parent. Drugs, family problems, and late night part time jobs are also contributing factors or direct causes. Through the Common Place Notebook entries, verbal comments, and notes from the office I know that: two students were hospitalized to obtain help for drug abuse problems; several students were suspended from school at various times for disregarding the school's no smoking rule; one student had run away from home before the school year started - when he was found, and returned to school, he was frequently absent; as were the "late nighters" who had found jobs in a pizza parlor, a radio station, a local movie house, a catalog order house, an all night car wash, and with a band that needed a singer. Working until midnight - or even later,

it is easy to understand why they were often absent - and always looked tired. A measure of independence has been paid for by a loan from their educational fund. The girl singer, at least, is doing something she says she enjoys and wants to continue; the others say they are working so they'll have enough money to buy a motorcycle or car when they are sixteen. Perhaps when our educational fund offers more dividends to the young, it will become more highly prized than a set of wheels.

E. Expectations of the Investigators

It is recognized that the topic of this study is very difficult to obtain accurate facts on. "Indicators" and "facts" must be treated differently. Although several instruments for measuring the self-image were examined, these, with the exception of the P.V.I. (Simpson, 1973) were discarded. It is the most suitable in terms of the age group being studied; the questions asked, and the choice of words seemed appropriate to the topic as well as to the reading abilities of the population. It also has the advantage of being quickly scored. In terms of reliability and validity my expectations were high. The instrument has not met that expectation. The results from it are not congruent either with what I observed during the study, or with the informal information and feedback which I received from student whether written or verbally.

I was knowledgeable of the problems which are inherent in "self-report" data before the study was begun. Also, I have read the results of studies which have shown that there is a high tendency toward "negativism" in young people the age of these. I have examined my handling and treatment of the instrument, and am quite certain that no accidental "switch" of pre and post instrument took place. I had already set down A-D above before the results were tabulated. One need not run the data through even a simple T-Test to see that what is indicated is worse than the opposite of the statement of hypothesis; and that is not a valid statement of/on what I observed, or what the students said about their experience.

Definition of Terms

Affective Education. A prescription for a certain kind of interaction between teachers and their students that emphasizes sharing, acceptance, responsibility and interdependence.

Cognitive. Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as those which involve the solving of some intellectual task.

Emotional Climate. The general atmosphere in terms of generating feelings of warmth and acceptance.

Evaluation. Determination of the worth of a thing.

Formal Data. Scores made on The Perception of Values Inventory and the subject area content units of Grammar, Paragraph Development, Poetry, and Prose.

Learning. Progress in both academic pursuit and personal-growth.

Learning Community. The people coming together at one time to the Observation Lab.

Personal Growth. Learning.

Personal-Growth. Progress in all skills which attend self-awareness.

Personal-Growth Activities. Activities designed for active involvement rather than passive receptivity. Activities which provide opportunities for specific skill building in such areas as decision-making, critical thinking, creative problem-solving, communication, understanding interpersonal relationships, self-motivation, self-awareness, values clarification, and group/community building.

Positive Focus. Focusing on the positive by finding strengths and building on those strengths.

Self-Awareness. To develop insight into oneself.

Self-Concept. How the individual sees himself.

Self-Evaluation. An evaluation of oneself made by the individual.

Self-Image. How the individual sees himself.

Self-Image Enhancement. How the individual sees himself has become more favorable.

Set. Pre and post test scores on the five instruments used to collect formal data in this study.

Value Clarification. A process that helps us examine our lives, goals, feelings, concerns, and past experiences in order to discover what our values are.

study literature explore and growth, development, and behavior in individuals literature concerning the process of self-awareness, value-clarification, and personal-growth; and literature suggesting ways to implement activities which lead toward personal-growth through self-awareness and value-clarification, what elements needs to be present for the participants to receive the optimum benefits from the experiences.

Exploration Literature

Prick is often taken in the schools who take not children with some awareness to the mastery of skills in reading, writing, spelling, memorizing, and other basic skills of the same sort. The techniques of teaching and learning such skills are seldom considered as involving all other human values and in turn, an leading to outcomes that focus upon all human values (Gucker, Amspiger, and Knudsen, 1987).

Traditional scheduling process branches and trains toward shallow toward superficial sites, all the while neglecting the essentiality of the roots, which hidden and silent, lie shallow and well and struggle to support the full growth of the plant.

CHAPTER II

REVIEW OF LITERATURE

Three broad areas of literature are relevant to this study: literature exploring growth, development, and behavior in individuals; literature concerning the process of self-awareness, values-clarification, and personal-growth; and literature suggesting ways to implement activities which lead toward personal-growth through self-awareness and values-clarification, what climate needs to be present for the participants to receive the optimum benefits from the experiences.

Exploration Literature

Pride is often taken in the schools who turn out children with some excellence in the mastery of skills in reading, writing, spelling, memorizing, and other basic skills of the same sort. The techniques of teaching and learning such skills are seldom considered as involving all other human values and, in turn, as leading to outcomes that touch upon all human values (Rucker, Arnspiger, and Brodbeck, 1969).

Traditional schooling prunes branches and trains tender shoots toward superficial aims, all the while neglecting the nourishment of the roots, which hidden and silent, lie shallow and small and struggle to support the full growth of the plant.

Thus is the maturing plant robbed of the full realization of the potentialities which were promised in the seed. The problem is massive. Our schools are vast nurseries where few trees are nourished at the root (Hawley, Simon, and Britton, 1973).

For a long time, it appeared as though the schools could succeed in skill transmission without giving explicit concern to more than just the skill value for its own sake. All the rest seemed to take care of itself. A time has come when the pursuit of skill for skill's sake alone no longer goes unchallenged (Rucker, Arnspiger, and Brodbeck, 1969).

While we are aware of the many influences peripheral to the school which impinge upon the child's self, we maintain that the school is a major contributing agent to the malleable status of the child's conception of self. Furthermore, we recognize our limitations in reaching parents and other significant adults. We do not claim that the school alone can do the job; in fact, the opposite is true. We cannot deny, however, the importance of the school and school personnel and the impact of these upon a child's life. While teachers cannot control the student's total environment, the few hours each child is in school are the direct responsibility of the teacher (LaBenne and Greene, 1969).

There seems to be general agreement that the teacher needs to have positive and realistic attitudes about himself

and his abilities before he is able to reach out to like and respect others. When teachers have essentially favorable attitudes toward themselves, they are in a much better position to build positive and realistic self concepts in their students. Teachers, in their capacity of significant others, need to view students in essentially positive ways and hold favorable expectations. The ways significant others evaluate the student directly effects the student's conception of his academic ability. This in turn establishes limits on his success in school (Purkey, 1970).

The individual is constantly changing his self-concept as he becomes involved with an ever-widening circle of others who are significant to him. Perhaps the most important attitudes that can be fostered are a tolerance for change and an acceptance of the possibilities for change in one's self. One of the most important ingredients for forging an identity is self-confidence. True self-confidence comes from an awareness of one's areas and degrees of competence and of one's areas and degrees of weakness (Hawley, Simon, and Britton, 1973).

The self cannot develop unless there is freedom, choice, and responsibility, unless each person experiences his own senses and becomes an active force in life, free to choose and select, free to feel and express openly and honestly the nature of these feelings, free to identify with alive persons

who encourage growth in individual identity, who value being for itself, and who can enable the person to engage himself and be committed to meaningful activity. Man arises as a unique person through the medium of choice. The freedom to make choices and to learn from them is the core of being and the basis of all individuality (Moustakas, 1974).

In a heterogeneous world in which there is no generally agreed-upon system of values, and in which the choices confronting us are becoming increasingly numerous, complex, and pressing, our ability to make decisions about both our individual, personal futures and our collective, social future is more and more taxed (Hawley, Simon, and Britton, 1973). Alienation, that is, the developing of a life based on one's own inner experience, soon leads to desensitization. The individual stops trusting his own feelings (Maslow, 1968). The alienated person is embedded in a world without color, without excitement, without risk and danger, without mystery - without meaning (Moustakas, 1974). Alienated individuals wear masks that bear no resemblance to the real face underneath, carry out functions and roles that have no personal significance or meaning, and in general, engage in daily pretenses that are far removed from authentic life (Rogers, 1961). The young person searching for identity and self-affirmation, lacking recognition, and threatened by the withdrawal of esteem, launches into alien life. The spontaneous, genuine skills include how to relate, how to be responsible, how to

self is replaced by a controlled, calculating self-system dominated by the rules and "shoulds" of the adult world (Moustakas, 1974).

Education today is faced with incredible challenges, different from, more serious than, it has ever met in its history. The question of whether it can meet these challenges will be one of the major factors in determining whether mankind moves forward, or whether man destroys himself on this planet. Can the educational system as a whole, the most conservative, rigid, bureaucratic institution of our time come to grips with the real problems of modern life (Rogers, 1969)?

The desperately needed changes in education rests on the potentiality and wisdom of the human being. Significant or experiential learning has a quality of personal involvement. The whole person is both his feeling and cognitive aspects being in the learning event. The practical ways of dealing with students which stimulate and facilitate significant and self-reliant learning eliminate every one of the elements of conventional education (Rogers, 1969).

Process Literature

Those who are privileged to work with children are accountable to them - accountable for at least attempting to teach them the survival skills necessary to make it through the last quarter of the twentieth century. Those skills include how to relate, how to be responsible, how to

choose, how to cope with problems, how to love, and how to think. In addition, we now know that the degree to which any child can learn in the traditional subject areas is a function of his self-esteem (Chase, 1975).

Practice at acquiring a skill is always going on in a human relationship. The values operating in that human relationship we characterize as that of teacher and learner facilitate excellence in skill mastery or produce indifference or even conflict, leading to a wretched skill outcome. Early value deprivations in the first exposure to skill learning have lasting damaging marks. It probably is a myth that the process of skill learning can ever be accurately described without considering how all values enter into it (Rucker, Arnspiger, and Brodbeck, 1969).

Teachers have a unique opportunity to counteract unhealthy influences in a pupil's early childhood. They have the power to affect a child's life for better or for worse. A child becomes what he experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They too can open or close the minds and hearts of children (Ginott, 1972).

Many teaching problems will be solved in the next few decades. There will be new learning environments and new means of instruction. One function, however, will always remain with the teacher: to create the emotional climate

for learning. In theory, we already know what good education is. We have all the concepts. Unfortunately, one cannot educate children on conceptions alone. Teachers need specific skills for dealing effectively and humanely with minute-to-minute happenings. Situations call for helpful and realistic reactions. A teacher's response has crucial consequences. It creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or to take revenge. It affects the child's conduct and character for better or for worse. In all situations it is the teacher's response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. These are the facts of emotional life which make teaching and learning possible or impossible. At their best, teachers recognize this core truth: Learning is always in the present tense, and it is always personal (Ginott, 1972).

Motivation and emotion come from the same root word. In fact motivation is an emotional force, relying on feelings and values for its strength. Anyone who wishes to motivate students is automatically dealing with the emotional or affective domain. Furthermore, it is impossible to separate affect from cognition. When we learn facts and information, we do it in an emotional setting (excited, bored, etc.), and in turn the information which we learn affects our emotions. In fact, it can be said that the highest use of information

is to inform and shape our values. Learning cannot be carried on in an emotion- and value-free climate, and value and personal growth education cannot be carried on in a vacuum of information. The two should be one (Hawley and Hawley, 1972).

Personal-growth activities often foster learning in many different skills at the same time. For instance, an activity whose purpose is to promote empathy may also have the effect of sharpening communication skills, heightening an awareness of interpersonal relations, giving opportunities for giving and receiving positive feedback and so forth (Hawley and Hawley, 1972).

Teachers who use personal-growth activities effectively soon become aware that many things are going forward in the classroom at the same time. In a dynamic classroom where several skills are in play at the same time, there is more chance that individual needs can be served because each individual can take the things he needs from the rich learning opportunity. Recent research in classroom learning indicate that informal patterns of friendships and influence and a feeling of group cohesiveness play an important role in stimulating academic performance as well as having a positive effect on attitudes toward school and academic work (Hawley and Hawley, 1972).

Communication and community stem from the same root word: common. The more we have in common with one another,

the better we are able to take each other's part in receiving a communication, i.e. the better we are able truly to empathize with the other and thus understand the total context of his message. All community-building activities inherently foster growth in communication. Communication can also be worked on directly as one of the living skills which can be enhanced through practice (Hawley and Hawley, 1972).

The motivation for learning and change springs from the self-actualizing tendency of life itself, the tendency for the organism to flow into all the differentiated channels of potential development, insofar as these are experienced as enhancing. The first implication for education might well be that we permit the student, at any level, to be in real contact with the relevant problems of his existence, so that he perceives problems and issues which he wishes to resolve. An overall implication for education would be that the task of the teacher is to create a facilitating classroom climate in which significant learning can take place. Learning will be facilitated, it would seem, if the teacher is congruent. This involves the teacher's being the person that he is, and being openly aware of the attitudes he holds. It means that he feels acceptant toward his own real feelings. Thus he becomes a real person in the relationship with his students (Rogers, 1961).

A strong reciprocal relationship exists between the self concept and academic achievement at each grade level.

This gives us reason to assume that enhancing the self concept is a vital influence in improving academic performance. We are seldom changed by people whom we see as insignificant or unimportant. The way the teacher becomes significant seems to rest on two forces: (1) what he believes, and (2) what he does. A basic assumption of the theory of the self concept is that we behave according to our beliefs. If this assumption is true, then it follows that the teacher's beliefs about himself and his students are crucial factors in determining his effectiveness in the classroom (Purkey, 1970).

Someone has said:

We are not what we think we are...
 We are not even what others think we are...
 We are what we think others think we are.

A child with a good sense of identity is acquainted with his own goals, strengths, weaknesses, desires, hopes, and dreams. He could sit down and write a paper entitled, "Who Am I?" without bogging down on the first paragraph. A child who has been given a meaningful self-awareness by his parents and teachers knows where he's going and how he expects to get there (Dobson, 1974).

There is no question about it: a lack of self-confidence can completely immobilize a talented person, simply through the threat of failure. Why does his mind "turn off" when he's under pressure? It will be helpful to understand an important characteristic of intellectual functioning. Self-confidence,

or the lack of it, actually affects the way the brain works (Dobson, 1974).

This mental "blocking" usually occurs (1) when social pressure is great, and (2) when self-confidence is low. Why? Because emotions affect the efficiency of the human brain. Our mental apparatus only functions properly when a delicate biochemical balance exists between the neural cells. It is now known that a sudden emotional reaction can instantly change the nature of that biochemistry, blocking the impulse. This blockage prevents the electrical charge from being relayed and the thought is never generated (Dobson, 1974).

This mechanism has profound implications for human behavior. For example, a child who feels inferior and intellectually inadequate often does not even make use of the mental power with which he has been endowed. His lack of confidence produces a disrupting mental interference, and the two go around and around in an endless cycle of defeat. Anything that raises self-esteem will reduce the frequency of mental blocking for children and adults alike (Dobson, 1974).

Individuality and identity emerge from the deep levels of the self, from the resources and talents that exist in each of us to be formed and shaped into a particular being in the world. It is these values which society should recognize, encourage, and affirm (Moustakas, 1974).

Implementation Literature

What will education do with the problems of revolt against the whole social value system; against the impersonality of our institutions, against imposed curricula? Our whole educational system is at a crisis point. Can education prepare us to live responsibly and communicatively? Can education prepare individuals and groups to live comfortably in a world in which ever-accelerating change is the dominant theme? Significant, self-initiated, experiential learning is needed, and possible. This learning is self-initiated, pervasive, and evaluated by the learner. Its essence is meaning. When such learning takes place, the element of meaning to the learner is built into the whole experience (Rogers, 1969).

Each human being is a process of growth. Personal growth is the striving toward a maturation which is characterized by self-reliance and self-actualization (Hawley and Hawley, 1972).

The dictionary defines compose as: to form by putting together two or more things, elements or parts. It is in the act of composing - that is, putting together - the chaotic events that make up existence that we learn how to order and shape our experience, thereby learning more about our lives and about ourselves (Hawley, Simon, and Britton, 1973).

The personal-growth approach utilizes experiences generated in various social contexts by the learners themselves. The vehicles of growth and learning are the

interactions themselves. Thus, the personal-growth approach induces changes in the learning process itself by communicating a particular method of inquiry and learning. The focus is on learning how to learn, and on developing critical thinking skills through thinking critically (Hawley, Simon, and Britton, 1973).

The goals of personal-growth are: to compose our inner selves, to find out who we are; to grow by the sharing of experience with others; to discover what we value; and to learn how to make our lives reflect our values (Hawley, Simon, and Britton, 1973).

The values clarification approach does not aim to instill any particular set of values (Simon, Howe, and Kirschenbaum, 1972). Values clarification is a way of examining our lives and trying to find out more clearly what we want and don't want. Values clarification is a process which can help us become more aware of our values - those fixed, and those changing or emerging (Simon and Clark, 1975).

The values clarification process is divided into three parts: (1) Choosing; (2) Prizing; and (3) Acting. Values clarification is a flexible method of incorporating the goals and procedures of affective education in the existing framework of all types of schools and classrooms. It is a process that helps students examine their lives, goals, feelings, concerns and past experiences in order to discover what their values are (Curwin and Curwin, 1974).

Part of the humanistic movement, it endorses study of the self through an explicit, structured mode of self-inquiry. Values clarification teaches students a process which they can use to examine their own lives, to take responsibility for their behavior, to articulate clear values and to act in congruence with their values (Curwin and Curwin, 1974).

An implication for the teacher is that significant learning may take place if the teacher can accept the student as he is, and can understand the feelings he possesses. The teacher who can warmly accept, who can provide an unconditional positive regard, and who can empathize with the feelings of fear, anticipation, and discouragement which are involved in meeting new material, will have done a great deal toward setting the conditions for learning. It will perhaps disturb some that when the teacher holds such attitudes, when he is willing to be acceptant of feelings, it is not only attitudes toward school work itself which are expressed by students. Do such feelings have a right to exist openly in a school setting (Rogers, 1961)?

Rogers' thesis is that the whole gamut of attitudes has a right to be expressed in the school setting. They are related to the person's becoming, to his effective learning and effective functioning, and to deal understandingly and acceptantly with such feelings has a definite relationship to the learning of the subject area content. The teacher's

basic reliance would be upon the self-actualizing tendency in his students. The hypothesis upon which he could build is that students who are in real contact with life problems wish to learn, want to grow, seek to find out, hope to master, desire to create. He would see his function as that of developing such a personal relationship with his students, and such a climate in his classroom, that these natural tendencies could come to their fruition (Rogers, 1961).

Affective education has come of age. No longer must teachers feel that they are short-changing subject matter when they organize class activities that center on values, attitudes, feelings of self-worth, interpersonal communication and the like. These kinds of activities help pupils approach the most significant goal of all education - self-knowledge - in ways that traditional lessons in traditional disciplines seldom do (Chase, 1975). The time for change is upon us - we live in a time of dichotomies, black/white, rich/poor, old/young, white collar/blue collar. The critical question for practicing teachers, therefore, is not whether affective education should occur but how affective education is to occur (Chase, 1975).

CHAPTER III

PROCEDURE

Overview

The systematic observation was designed to study the theory that students who experience self-image enhancement will experience academic achievement.

Design of the Study

The Learning Community

The following will acquaint you with the learning community in which the systematic observation took place.

The population studied consisted of one-hundred-thirty-one students assigned to the investigator's English I classes. The "observation lab" was located in one of the junior high schools of a St. Louis suburban school district. This school has a student body of 1300; seventy-two certificated staff members including three administrators, three guidance counselors, a librarian and an audio-visual consultant. This school does not use any type of "group ability" disguises to formulate class rosters. Therefore, the students who were in the study were "randomly selected" by a computer. Their birth dates ranged from May 5, 1960 to August 30, 1961; 72 to 132 is the intelligence quotient range, and their reading scores on file ran from 3.4 to 12.1.

The physical plant follows the campus idea. There are five separate buildings, four of which are connected inside by second floor hallways. There are courtyards with green areas and trees between the buildings and behind Building Four where the observation lab was located.

The families in the community range from low-middle class to middle class in background. There are factions within the community strongly opposed to the court ordered merger this district will have in effect next year. Among the population in this study are children of parents who have lived in the community for twenty years or longer, children of parents who moved to the area to avoid integrated schools elsewhere in the St. Louis Metropolitan Area, and one child of parents who recently moved to the area from the inner city.

Autocracy by teacher is the prevailing form of governance practiced in the building. The population studied is accustomed to structured, traditional schooling. The administrators in the school have been supportive and approving of the investigator's different approach. They have allowed the investigator to be as innovative and creative in her teaching as her skills and courage allowed. No request from the investigator has ever been denied, nor has she ever been asked to discontinue any activity or practice. She has been asked to share several discipline techniques with others, and to allow observers to visit her classes.

The Treatment

The investigator initiated the study at the first meeting with the population; students chose where they would sit and with whom. Later in the hour they participated in the first self-awareness activity.

During the study the population engaged in many personal-growth activities and took several tests. The tests included pre and post tests in each unit of the subject area and the Perception of Values Inventory (Simpson, 1972), which constitute the data recorded on the tables in this paper.

Other information which was collected was treated as informal feedback for the investigator. These are the ERA Adjective Rating List (Hawley and Hawley, 1972), and two instruments designed by the investigator; one a sentence stem completion form, and the other a list of statements on which the students rated themselves on a Likert type scale. In addition, each student was asked to keep a Common Place Notebook, and wrote reaction sheets on the class they were in. The latter items furnished the source for student quotes which appear in the next segment of this paper (the quotes appear with permission of the authors). There were verbal statements and actions which the investigator has attempted to keep a photographic record of by means of video tapes and slides.

In the academic area, pre and post tests were administered in each unit of study in the content area: Grammar (see

Appendix A), Paragraph Construction (see Appendix B), Poetry, literary forms (see Appendix C), Prose, basic elements (see Appendix D).

These instruments were designed by the investigator. Care was taken to avoid asking for information that could be viewed subjectively. There was no response above the Knowledge Level on Bloom's (1956) taxonomy sought.

The tests were administered, scored, and the results entered on the tally sheet. Pre and post test scores were not used in the computation of the population's quarter grades.

To gather formal data on the self-image aspect of the study seemed the most awesome of my tasks. It should be understood that the data will provide only what a student is willing to reveal. This is a problem which is inherent in the self-reporting style of instruments. See Chapter 10 in Values And Teaching by Raths, Harmin, and Simon (1966); and Chapters 2 and 9 of Educational Implications Of Self-Concept Theory, LaBenne, Greene (1969) for a more complete discussion of this problem.

Combs and Soper (as reported by LaBenne, 1969) bring the main problem of measurement related to self-concept into sharper focus by noting this distinction in the concepts of self-concept and self-report. The self-concept is how the individual sees himself, whereas the self-report is what an individual is willing to say about himself.

The Perception of Values Inventory (see Appendix E and Appendix F) designed by Bert K. Simpson (1973) seemed better suited to this study than others examined. Speaking on self-image Dobson (1974) says, "We aren't what we think we are; we are not even what others think we are; we are what we think others think we are." The purpose of the PVI asks questions about the way you see others, the way you see yourself, and the way that you think others see you. Simpson uses the eight categories of values Lasswell defined. Since these are applicable to the values clarification activities and self-awareness activities designed by Simon et al, and with the basic needs described by Rogers and the B-values of which Maslow speaks, I felt the PVI was the best instrument to use.

Part II (see Appendix E) of the PVI is designed to measure the way an individual perceives himself. Part III (see Appendix E) reflects an individual's perception of the way others see him. Part II and Part III pre and post data was collected, scored, and entered on the tally sheets.

The time required to administer the PVI is listed as approximately thirty minutes. Scoring the instrument is an easy procedure. If information is desired on the separate values categories the Values Chart (see Appendix F) is a quick reference which lists the questions in each part of the PVI reflecting that value. For an overall score the numbers marked on the Likert type scale are added together.

The ERA Adjective Rating List (see Appendix L), and two other instruments, Moore's Sentence Stems (see Appendix M) and Moore's Self-Evaluation (see Appendix N), were used to obtain informal information in the personal-growth area.

Students being absent on the day a test was given, or not completing the test, presented problems. The population of the study consisted of 131 when initiated. Any student for whom there was not a complete set of scores on the pre and post measures was dropped from the final tally sheet. The system of identifying the writer of a test became a problem when students neglected to put a name or number on the paper they had written. This too is reflected in the number of students dropped from the final tally sheets (see Appendix G through Appendix K). Six of the population moved out of the school district during the time of the study. In all, sixty-seven who began the study are not represented on the final tally sheet.

Also, on the first day directions for the course are distributed and students are asked to be prepared to make additions, changes, or deletions by the end of the first week. They are introduced to the idea of keeping a Course Place Notebook (CPN), an assignment, with built in progress, is made for the next day, and the first "Ice Breaker" activity finishes up the hour.

The Treatment - Part II: "The Way We Were"

A very popular song earlier this year was entitled "The Way We Were." The purpose of this added section is to share, in a less formal tone, my experience over the twenty weeks of the study. I find the terminology expected to be used in a formal paper eradicates the best composed picture of the way we were.

I have found that the initial class meeting is an opportunity not to be missed in conveying the message to students that the classroom is "ours" not mine, that I trust them, that it will be a learning community.

That there are no rows of desks and they may sit where they choose is a shock to too many students. Responsibility goes with privilege, even in such a simple matter as this; within three days they must find a place they are willing to keep until I learn all their names and faces; if Mary wants the seat John occupied yesterday, she has to ask him to trade places with her.

Also, on the first day objectives for the course are distributed and students are asked to be prepared to make additions, changes, or deletions by the end of the first week. They are introduced to the idea of keeping a Common Place Notebook (CPN), an assignment, with built in success, is made for the next day, and the first "Ice Breaker" activity finishes up the hour.

Nothing is more crucial to the personal growth approach than the tone the teacher sets. By act, word, and deed the teacher must strive for an atmosphere that focuses on the positive, that is accepting of individuals as they are, that radiates an unconditional regard for each individual, that conveys a sense of faith in mankind (Hawley and Hawley, 1972 - p. 6). The physical and emotional climate in the classroom is the teacher's responsibility. The physical environment of the classroom was as attractive and welcoming as I could make it for our first meeting. Although students were allowed to "push back the desk" or change them around to suit what they are doing, the desk arrangement that greeted them was a cluster form. There are units of twos, threes, and fours with two single units in case there are loners in the group. This basic format was deliberately chosen because it facilitates interaction between students. The picture on the following page is an example of this.

When the students were assigned a paragraph of description, many of them chose to write about the classroom or something in the room. These are some of their impressions and observations:

"It's very unusual, because of the plants, posters, and all the things. The bulletin board, covered with notes and red paper, lists many parts of literature. This room tells many different stories. It's one of the best English classes I've ever seen. Another one is covered with Sally Hobbs' shopping paper. A big Sally Hobbs doll the teacher made and a nice mathematical calculator." W.C.J.

Another student wrote,

"The teacher's desk is at the back of the room. There is a large banner with oversized white



When the students were assigned a paragraph of description, many of them chose to write about the classroom or something in the room. These are some of their impressions and observations:

"It's very unusual, because of the plants, posters, and all the colors. One bulletin board, covered with orange and red paper, lists many parts of literature. This room tells many different stories, it's one of the best English classes I've ever seen. Another one is covered with Holly Hobbie wrapping paper, a big Holly Hobbie doll the teacher made and a nice bicentennial calendar." (D.G.)

Another student wrote,

"The teacher's desk is in the back of the room; there is a large banner with oversized white

flowers and a pink and black background hanging right behind it. The other desks are arranged in pairs and groups of four all around the room. There are some plants and many frogs in the room. The room is very bright and neatly decorated."
(C.W.)

Two students responded to the message on a poster in the room:

"When reading this poster you should always remember the unicorn. The phrase got to me when I first read it. The message on the poster made me feel different. The poster was kind of talking to me. It was telling me that I am different, and not like someone else. The unicorn beautiful and rare. That's you and me." (P.P.)

and,

"'We are each like the unicorn beautiful and rare', that means that you yourself are one of a kind. ...Like the plants, no two are alike on the picture. Some have flowers on them, others may need a particular climate to grow in, and others only grow a few inches - while others will grow many feet high. Nothing made by nature will have an exact twin. You are beautiful and rare because there is no one who looks, acts, and likes the same things you do." (J.M.)

As the research of Rogers and the other humanist psychologists are showing the "core of man is basically good." My approach to entering the classroom, and what I do there, germinates from holding that same belief about the students. That belief may be a factor in why some teachers choose to try personal-growth activities in the classroom and why some teachers reject their use. Teaching for personal growth while teaching the subject area content is a point upon which many teachers find themselves turning. Perhaps more teachers would try it if they knew the classroom can be

joyous without being frivolous, active without being chaotic, and purposeful without being regimented.

In creating learning opportunities, and helping the students use them, the teacher is responsible for establishing order, discipline, and priorities. The teacher's role, as I see it, is to help with the establishment of a hierarchy of needs, and of mutually acceptable ground rules for ways of doing things to meet those needs. The teacher can be non-authoritarian and still help to maintain the patterns of behavior which contribute to a sense of purpose in the classroom. The students have a responsibility to each other, and in a classroom where they have a voice this sense is fostered. The more the students have shared in the decision-making and the establishing of rules, procedures, and priorities the more the classroom has become a learning community.

Hawley, Simon, and Britton (1973) look upon sharing of experience as a valuable decision-making tool. Since one's base of fact and information becomes wider through sharing of experiences, it is easy to understand why most students improve as group members with more experience in small-group tasks.

Before the activities used in the study are discussed, there are a few questions that should be answered here.

Values clarification and self-awareness activities were often used in the classes being observed. This was not my

first experience with any of them except two: "Like/Dislike" list and "Guess Who."

Critics of personal-growth activities usually refer to them as gimmicks or say they are "contrived," and see no place for them in the classroom. The founder of Gestalt therapy, Fritz Perls, pointed out that a gimmick is what a person calls a technique when she doesn't understand it (Hawley and Hawley, 1972). These activities have proved an invaluable aid to me. Used correctly, with preparation, purpose, and follow-up, they are excellent in themselves. I have also used them as springboards in the subject area, modified sometimes and in their original form at others.

The activities first used in each class were selected for these reasons: (1) to let students become acquainted with each other and help establish the feeling of "our group," "our class." (It is surprising how many of them didn't know the names of people they have been in other classes with or ride on the school bus with.); (2) to have them examine their choices in a very non-threatening way; (3) to experience sharing something about themselves with classmates. I think of this first group as the "ice breaker" group of activities. They "break the ice" for the interpersonal focus the class will have. This group includes: -ING Name Tags (Simon, Howe and Kirschenbaum, 1972); Like/Dislike List (Hawley and Hawley, 1972); and Thumbodies, an activity which I created.

Essentially, students create a figure or design around one of their fingerprints, which had been made on a strip of shelf paper about six feet long. This is put up in the room and becomes a positive focus board, or a "good" graffiti board, where they may share nice things about themselves and others in the class. As Dobson and others have found, it is much easier for teenagers to focus on their negative traits. To be able to say, "I do this well," or "Mary Jones was selected 'Student of the Day'; I am glad because she has deserved it for a long time," is very difficult for many students. The positive focus board encourages students to look for positive things and have a place to share with us what makes them feel good.

Shortly after we'd done this activity, one of the students announced he was going to be moving away. Someone in the class suggested we make another so he could have it as a "Friendship Gift." Another group used this idea as the way to say "Thank You!" to the school nurse on School Nurses Appreciation Day. She had it laminated and framed. They received a thank-you note and she told me privately that it was one of the nicest things that had happened to her in the many years she's been at our school. This activity has given many students an opportunity to make caring statements and take positive action. It is a good example of the "overlap" between the goals of these activities and self-image enhancement.

As far as incorporation of activities and the subject area is concerned, any of the ice breakers can later be happily married to the composition unit.

Self-awareness activities can follow two directions as this schema shows:

- (a) individual → group → individual
 (b) group → individual → group

The -ING Name Tag activity can be followed with the use of "I learned" (Simon, Howe and Kirschenbaum, 1972) sentence stems; that would follow the (a) pattern.

Before the students begin the first small group task we play "The Popcorn Game." Individually the students attempt to guess the number of kernels of corn in a jar I hold up. Working first with a partner, then in fours, the groups keep doubling in size until there are two large groups. Each time these directions are given: "Decide on a number, then turn your paper over and write an observation comment on how you arrived at the number." When the class is told to come back together as one large group, those same directions are given. It is best if the teacher can monitor during this period. The observation comments help the student establish the rules of governance for large group discussions. And, from the list they make out and share on the attributes and actions of members who made positive contributions during the activity, we are able to get a list of guidelines for small-group tasks.

(This is an ideal activity to follow up with the "I Learned ..." sentence stems.)

After the first small-group task is completed, a session of Strength Bombardment (Hawley and Hawley, 1972), with one positive statement per focus person, restricted to the group assignment that day, follows the first attempt at small-group work with a positive focus. Group work has been helpful and enjoyable for the students in this study. They wrote:

"In group work I feel that you learn more and you get to know the other people and their opinions."
(S.T.)

"We did a lot of small-group work with paragraphs and poetry, which made things easier to understand, and more fun." (J.L.)

"I enjoyed the class. I thought it was different than other classes because we go to work in groups and as individuals." (C.B.)

"The class was more enjoyable because of the groups, and (teacher) didn't shove the material needed to be covered down our mouth." (H.C.)

Rogers speaks of "getting behind the mask" in the process of becoming. The activity I have given that same title was designed and used with students before I'd read his book. Even so, the goal of the activity took shape because for two years I had observed among students those who seemed restricted to "roles" that kept them from the rest of us: the class clown; the kid who knows the "right" answer or keeps quiet - "What, give an opinion that might be WRONG, Me? Never!"; the angry one - "I'll lash out

with 101 killer statement. They'll leave ME alone. That's good - I won't have to care if any of them like me or not. Who needs 'em, anyhow?"; and the smug ones - "I'll sit here and keep my ideas to myself. Let the others get it on their own. My grades are what I care about, not theirs."; they as pitiful as the tough ones who took being called "Jelly Belly!" "Douf!" or "Stupid!" Getting behind the mask has become one of my favorite activities.

A roll of aluminum foil, cut into eighteen inch strips, as ear that distinguishes between noise and activity sounds, a set of directions to be given orally, and I'm ready to go. This is a timed activity: Five minutes to mold a mask of his face. Three - five minutes to find the person who made the mask given to you in the redistribution of the masks. A short discussion on what it felt like to be "found" or not found, and a longer discussion on ways we can help others find you. Of course, students may take the option to "pass" on any of the activities. Last, I ask each one to think of the one thing about himself that he would like for us to find, but not to tell anyone what it is. They are asked to help us find them in the weeks ahead.

A teacher can find many academic tie-ins for Harmin's "People Project Cards." Activities on the cards provide students with material which lets them share opinions, be creative in their thinking, get feedback from their peers,

make decisions, clarify their values, and practice communication skills. This activity allows the teacher to demonstrate to the students that she sees them as responsible, trustworthy, and have the right to discuss opinions, ideas, and feelings in a classroom without being monitored. For value received these cards may be the best investment that could be made.

"I did like the Guess Who? It was good." (C.G.)

The warmth this activity generates could leave every mood ring in the room incapable of turning black ever again. The students write a positive comment on a slip of paper; these are collected and put in a brown paper bag; each student draws a slip from the bag and tries to guess who it is about. This guessing goes on in a round-robin fashion until the person who wrote the comment declares that the person named is the one he intended. Time after time a positive statement truly is seen as being an attribute more than one person in the room possesses. Students leave that class feeling pretty good about themselves.

There is one group of activities I think of as "the wall expanders." These are the ones which allow the students to push back their desks or slide their masks over a little bit. Many students moaned and groaned when introduced to the common place notebook (C.P.B.) - "What? write and turn in one full page of a notebook EVERY week?" Yet, this became something they enjoyed. The feedback on their reaction-to-the-class sheets and what they wrote about C.P.B. in their

common place makes me feel that they did reap the harvest of the inner I/eye:

"We also kept a sort of journal which we turned in weekly. We could write anything down in it, such as feelings, exciting things, poetry, or anything we wanted." (J.P.)

"I thought the best part of the class was COMMON PLACE BOOKS. I really enjoyed that. It was a nice place to put your feelings." (D.G.)

"Today in band we had a test. The tests in band are very scary and mostly very embarrassing. You have to stand up and play a scale by yourself. This scale was a long one. J.S. played the best of the whole band class of eighty people. She is a very good flute player (as good as I would ever want to be). These common place books are really fun to write in. I'm really glad we got to do it this year." (T.H.)

"Having that pre-test helped me a lot. I think our class would be more enjoyable if you didn't have M.B. and those other goofballs." (R.C.)

"I like English class this year pretty good. But I don't like how we are doing Tale of Two Cities. I think I would like doing work sheets on it. I think this class would be better if you'd get rid of the ignorant kids, soon, and for good." (D.G.)

The C.P.B.'s helped establish rapport between the students and me:

"It was a good place for me to let out my feelings and have someone give me their comments on problems etc." (C.R.)

Another objective of the common place book was to give the students practice in getting their thoughts down in writing.

The assignment was "go" or "no-go"; twenty-five points for

each week's entry of one written page. These could be marked "DON'T READ" if the student chose. Some of the students who were reassigned to me for the second semester moaned and groaned when they asked and I told them we were not going to have them this time since there would be a great deal of composition in connection with the units we would be covering.

Following an activity in which the students and I set down the guidelines, there was a day when students were given assignments and sent outside to complete them. Their assignments ranged from, "Go outside to the courtyard and write a paragraph describing what you see," to "Take the book, Hope for the Flowers from my desk. Select three classmates, and go out behind Fourth Building, sit under a tree and read to each other." Another was, "Take the camera from my bottom desk drawer - if you don't know how to operate it come and ask; if you do know how it operates, follow the people who left the room, and take pictures of them."

Students who stayed in the room wrote on topics that ranged from, "Pretend you are your favorite pair of shoes, tell us about yourself." and "Pretend you are Thadaus (the frog where students put admit slips). Explain how you felt when the teacher told the story about the race between the frog and the chicken."

About this activity a student wrote,

"The chance to go outside was good. It was really interesting. It gave the person a sense of responsibility (and) it was nice to be able to do something entirely different." (A.S.)

After the initial assignment, students worked quite often in the hall or someplace away from the classroom. There was never any reported incident of misbehavior. The kids began to see themselves as something special, and that there were some advantages of being in one of (teacher's) "goofy classes" (video tape #4). C.R. reacted favorably to the assignment:

"I feel we have a lot of freedom in class that we don't have in others. We had class outside and all did different things, then we wrote a paragraph on what we did."

"In some of the other English classes the kids said they just sat around and worked. The teachers would be a crab and the class boring."
(D.G.)

The classes worked together to contribute something to the community outside the classroom.

Materials for "The Friendship Basket" were gathered on nature walks. When it was completed it remained in the classroom until Thanksgiving time, then it was adorned with a large orange and brown bow and taken, as a welcoming gift, to a nursing home that had relocated in our area. Along with the basket went a collection of Haiku poems the students had written and illustrated in a "Nothing Book." Their friendship basket was placed in the main parlor of the home; the manager sent the kids an invitation to "meet the people who have enjoyed your friendship and your poems." The students in the study also made up a huge basket of evergreens and holly for a greening of the school office. Their bushel basket of holiday wishes brightened up the office.

The activities and subject area assignments often work so beautifully together it's difficult to keep in mind they were not designed together. For the students in this study the natural flow which existed between subject area assignments and personal-growth activities can be transcribed into a schema:

S.A. Assignments \longleftrightarrow P.G. Activities

The haiku poems were first an assignment in the poetry unit; the assignments that were given on the days students worked outside the classroom did not lose their relevance to composition and prose because they were carried out under student-established guidelines; using the ERA Adjective Rating List (Appendix L) as a personal-growth activity helped reinforce the function of one part of speech the students are studying. Each of these activities was an invitation to learning; each is an example of how the above schema can be transmitted into action. Space does not allow a more extensive illustration of how the schema proposed above appears in operation. Yet, these are sufficient to demonstrate the investigator's general approach in attempts to integrate the cognitive and affective domains in the learning community which was the focus of the study.

This, I believe, is the way they will remember when they think about "The Way We Were."

G.G. wrote:

"I think that my (7th Period) English class was really a fun class to look forward to each day. This class, to me, was more a community or group class. I felt the group class you can discuss questions and it can really be fun. I learned more. The CPB was a really good chance to express yourself if you have a problem or something on your mind - just put it down.

...I thought that the pre-test that we took was especially helpful, they would tell you what you know, or didn't, then you had time to look up in the books and work to help you on it.

I usually hate poetry but in this class it was interesting and fun. Usually teachers throw a book in your face and tell you, "Here, do it.", but in this class we got to do things and write some of our own poetry. We also got class discussions on poems which really helped me get the meaning. To me this class was just like a big family, everyone shared their things with each other and had lots of fun. Sure kids won't like everyone, but in here I think everyone really learned a lot and had fun doing it."

(G.G.)

The format data included the description of Values Inventory, and multiple choice content tests in the units of Grammar, Paragraph Development, Poetry, and Prose.

The pre and post test scores were tabulated and recorded.

They are further analyzed in Chapter IV.

See Personal Reflections section pp. 80-84.

Analysis of Data

Most of the personal-growth activities, cited in "The Way We Were," were analyzed in the narrative. The ERA Adjective Rating List, Moore's Self-Evaluation Form, and Moore's Sentence Stem Completion List complete the means by which the investigator collected the informal data during the systematic observation. These three instruments were used at the beginning and at the end of the study. They provided an opportunity for self-awareness on the part of the subjects and they provided the investigator with additional feedback on the observation lab, its process and procedures, and on the development of the subjects' openness during the study. Also, The ERA Adjective Rating List, when used by the students, provided an activity which was used twice in the same way and could be observed for assessment of interaction among the subjects.

The formal data included The Perception of Values Inventory, and subject area content tests in the units of Grammar, Paragraph Development, Poetry, and Prose. The pre and post test scores were tabulated and recorded. They are further analyzed in Chapter IV.

See Personal Reflections section pp. 60-64.

CHAPTER IV

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

At the end of the twenty week observation period there were sixty-four subjects for whom a complete set could be assembled. A set is defined as pre and post test scores on each of the five instruments used in the study.

Incomplete sets for the other sixty-seven subjects resulted from a variety of causes: absenteeism, unmarked test papers, test papers with only the name or student's code number on it, use of an incorrect number on one paper meant that two subjects' scores couldn't be recorded, six subjects moved from the school's attendance area, and, unique to the PVI, adding thoughts about the statement and then marking the scale on two places. Also, there were several instances of the subjects not marking the PVI pre test and then completing the post test.

Each test was designed to eliminate subjective treatment on the part of the scorer. Information sought was limited to the Knowledge Level on Bloom's taxonomy. The items were selected on the criteria of being basic facts and having relevance to the unit of study. The tests are shown on Appendix A through Appendix D. Table 1 reflects the data from those tests.

Table 1

POPULATION DIFFERENCES
IN COGNITIVE AREAS
BY CLASS PERIOD

Class Period	Grammar			Paragraph Development			Poetry			Prose			Total		
	+	-	0	+	-	0	+	-	0	+	-	0	+	-	0
1	7	0	0	6	0	1	7	0	0	1	3	3	21	3	4
2	12	0	0	10	0	2	12	0	0	10	0	2	44	0	4
3	14	5	0	15	2	2	19	0	0	14	3	2	62	10	4
6	13	0	0	11	0	2	13	0	0	10	1	2	47	1	4
7	12	1	1	10	0	4	14	0	0	13	0	1	49	1	6
Total	58	6	1	52	2	11	65	0	0	48	7	10	223	15	22

The data indicates there was significant academic achievement in the population during the study.

The instrument selected to provide the formal figures on the self-image aspect of the study was the Perception of Values Inventory, Parts II and III. The instrument employs the self-reporting design. Part II (see Appendix E) of the PVI directs the subject to mark the Likert type scale on the number that reflects the way he sees himself on that particular item. Part III (see Appendix E) of the PVI directs the subject to mark the scale as the way he thinks others see him on that particular item. Table 2 reflects the data from Part II and Part III of the Perception of Values Inventory.

Table 2

POPULATION DIFFERENCES
IN PVI SCORES
BY CLASS PERIOD

Class Period	Part II			Part III			Composite		
	+	-	0	+	-	0	+	-	0
1	2	4	1	4	3	0	6	7	1
2	5	7	0	7	3	2	12	10	2
3	6	11	2	5	14	0	11	25	2
6	6	4	2	4	7	1	10	11	3
7	7	6	1	6	6	2	13	12	3
Total	26	32	6	26	33	5	52	65	11

An examination of the data on Table 2 shows there is no reason to submit the data collected in the study to further statistical analysis. There are too many negative differences in Part II and III to lend any support to the hypothesis.

The data on Table 1 and Table 2 came from an analysis of the columns labeled "Diff." on Appendices G-1 through K-1 for Academic Areas and Appendices G-2 through K-2 for PVI Parts II and III.

The findings produced through the PVI conflict with the informal data obtained by the investigator during the twenty weeks spent in the observation lab, observation of the subjects, and the verbal and written statements of the subjects. See Personal Reflections section pp. 60-64.

The investigator concludes the following:

1. This study lends support to the findings of Combs and Soper as reported by LaBenne and Greene (1969) that studies of the self-concept explored through use of the self-report are not studies of the self-concept at all; rather they are studies of the self-report. It is further noted that the two concepts could be defined in this way:

The Self-Concept is how the individual sees himself.

The Self-Report is what an individual is willing to say about himself.

2. This study lends support to the theory that the study of self-concept may be more truly measured by the use of trained observers who infer the nature of an individual's self-concept by assessing a series of sample behavior rather than by the use of measures relying on determining the self-concept through introspective self-reflection and subjective self-reports (LaBenne and Greene, 1969) (Raths et al, 1966).

3. This study, a systematic observation, lends support to Rogers' (1969) statement that all studies, experiential and scientific, are valuable. This conclusion is drawn on the basis of the audio-visual component assembled during the study, the growth in positive actions observed in the subjects during the study, (i.e., those who chose not to complete the PVI pre test but marked the post test

thoroughly may be indicating they felt less fear in handling a test; some students who scored lower on the Post PVI had scores more congruent with their actions at the beginning of the study. One boy who scored very high on the pre test sat day after day with his jacket or shirt pulled up to his ears; on the post test his score was some thirty points less, but he no longer sat with half of his face covered.), and in the feedback students gave in reaction sheets, in journals, in casual conversation, and in their day to day interaction with other subjects and the investigator.

The recommendations that I have to make are few:

1. Instead of having the subjects do self-reports; have trained observers record sample behaviors of the subjects.
2. Make every effort to have the classroom climate one that fosters the relationship of a community in which each member feels accepted and respected.
3. Establish and keep open the lines of communication between subjects and investigator.
4. Areas of further study can be suggested as a result of this systematic observation. Since the data using self-reports was conflicting, certain changes obviously need to be made in the area of

instruments. The strongest recommendation I have to make is that encouragement be given to those who keep trying to provide a better and surer means to obtain data that is needed in the study of the self-concept.

Personal Reflections

The full account, or total picture of this study remains unfinished unless other observations of the investigator are also shared. As the ultimate purpose of the study was to investigate the relationship between self-image enhancement and academic achievement it was necessary to administer the pre-test instruments at the proper times. The subject-area pre-test measures were taken before the individual units of study commenced. In attempting to collect data which showed where the subjects were in the area of self-image at the beginning of the study it was decided to administer the PVI pre-test very early in the study. Unfortunately, this step had to be taken before the investigator had won the trust and good-will of the subjects and before good rapport had been established. These are important ingredients for self-reports being valid and reliable (see Rathes et al Chapter 10, and LaBeene and Greene Chapters 2 and 9). The following observations illuminate the impact the time factor had.

1. Many students did not attempt or failed to complete the PVI pre-test. The majority of these same students did complete the PVI post-test during the last week of the study, but this still left their "set" of scores incomplete and not usable for the purpose of statistical analysis. In effect, the trust, good-will and rapport established during the study can be inferred by the subjects' later acceptance of a task they had rejected earlier, but this does not show on the table of PVI scores.
2. The investigator also observed that the high score of several students on the PVI pre-test was not congruent with their behavior in the observation lab. On the post-test these scores dropped. Yet, as in the case cited earlier of the subject who no longer sat with half his face covered, there was visible evidence that these students had higher regard for themselves as the study progressed. One's self-image is held to be reflected in one's behavior (see Rogers, Maslow, Chase, Curwin and Curwin among others for confirmation). Subjects who pre-tested higher than they post-tested on the PVI were observed as among the subjects who during the study had earlier attempted to gain attention by negative behaviors and later engaged in positive behaviors. Examples of the negative behaviors are:

1. Misuse of equipment and materials.
2. Abusive statements to peers and teacher.
3. Disruptive and distracting actions during group-work and tests.
4. Ignoring common courtesies.
5. Generally expected instant gratification of their wants and needs at the expense of others.
6. Responded more often than others with either, "I don't know.", or "I can't.", and frequently gave up on assignments.

The positive behaviors later observed among these students are:

1. Equipment and material treated with more care.
2. They did not disturb the work or property of others nearly as often.
3. They used fewer and fewer killer statements.
4. They offered at least some suggestions during group-work, and many times fulfilled their obligation to the group by carrying out the task they were responsible for.
5. They could disagree without being belligerent.
6. They began to accept the responsibility for their actions and less often blamed others.
7. They could accept compliments from others without making a fuss about what had been done.
8. In general interaction with others they smiled more often.
9. They offered to do things like feed the fish, water the plants, remind the teacher to take attendance.
10. They volunteered to collect papers, take part in role-playing activities.

11. A few of them had begun to help other students grasp a concept or understand an assignment when they could, and they also had begun to rely more on themselves to find answers to their questions by using the available material.
12. When others offered them help they were more willing to accept it. Some had even begun to ask other students for their help.
13. They were quitting less often, and they were attempting more assignments - often choosing more difficult assignments when options were given.

By the time the PVI post-test measure was taken these subjects were generally more positive in their actions. They were more acceptant of peers and teacher, treating us in a friendlier, warmer manner in daily encounters. Does this not reflect more acceptance of self on their part? If that is the case, and my research on the topic leads me to believe it is, then it indicates the PVI pre-test score for each individual in this group was not a reliable and valid measure of his self-concept at the time of the PVI pre-test.

3. The subjects were told in advance that unlike the first self-evaluation they had done (the ERA Adjective Rating List), they would not be asked to share any part of the PVI markings with others. The format of the PVI is basically that the individual is required to evaluate himself in relation to other group members on each item and then to rank himself as he believes the group members would evaluate him. Having been together as a group for

only a short time when the PVI pre-test was administered did not allow for realistic measurement to be made. By the time of the PVI post-test the population of each group had shared many experiences, had had many opportunities to observe each other in a wide variety of activities, and had more experience with self-evaluation and self-awareness activities. These experiences provided the perspective the population needed to make realistic judgments on the items the PVI tested in the format used.

The investigator looks upon the foregoing observations as primary source material. She believes it to be valid and accords it the same weight in meaning as other data collected for this study. Therefore, she will continue in her efforts to accomplish confluent education in her classroom.

Although it is still the most widely used method of obtaining information on the self-concept, self-reporting continues to produce questionable results (Gottman and Cooney, 1969). Considering the observations made during the study, personal growth and insight in the subjects of this study, if one's self-concept is held to be demonstrated through behavior, then self-reports of most subjects can be withheld.

The study has been valuable to the investigator. It has reinforced feelings that the affective domain and

CHAPTER V

SUMMARY

The conflicting data collected during the study lends toward splitting the summary. On one hand, the data collected by the five formal instruments shows that there was significant academic achievement by subjects in a classroom where many personal-growth activities took place, and where the principles of affective education are attempted to be put into practice, but showed negative growth of self-image when tested for that purpose. On the other hand, other aspects of the systematic observation point toward more personal growth than academic achievement by the subjects. The study, in the investigator's point of view, is remindful of the intern's statement that the operation was a success, but the patient died.

Although it is still the most widely used method of obtaining in studies on the self-concept, self-reporting continues to produce questionable results (LaBenne and Greene, 1969). Considering the observations made during the study, personal growth did occur in the subjects of this study. If one's self-concept is held to be demonstrated through behavior, then self-image of most subjects was enhanced.

The study has been valuable to the investigator. It has re-enforced feelings that the affective domain and

cognitive domain deserve equal space, time and attention in the classroom. The study required planning and implementation which was directly related to the classroom setting. The time spent in carrying the systematic observation through has brought greater rewards, personally and professionally, than equal amounts of time which had been spent in the more traditional type of graduate school program. The amount of frustration encountered was off-set by the relevance, meaningfulness, and direct application I found the study to have to the classroom.

It is my belief that through the experience of the study, and all that has resulted from it, I can and will better serve the teaching profession.

The study has value to the profession. The video tapes made in the observation lab will be used as in-service and workshop materials by the advisory program in the district where the study took place. These will be shown as models for human-development activities. They are also being made available to other educational institutions. A neighboring school district has tentative plans to use the tapes for teacher in-service programs. The investigator's alma mater will be offered "copy" rights and the services of the investigator in showing them to students interested in the photographic record they provide that personal growth and academic growth go together.

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to study a

NAME _____

DATE _____

Page _____

1. Write down the meaning of the following words in your own words.

- 1. CHARACTER _____
- 2. WISDOM _____
- 3. EXERCISE _____
- 4. ATTITUDE _____
- 5. INDUSTRY _____
- 6. ENTHUSIASM _____
- 7. CONVICTION _____

APPENDICES

12. Read and underline the words in the correct part of the words listed. Write under the word.

- 1. The man hit the dog.
- 2. The dog hit the man.
- 3. John walked quickly to the door and quickly walked away.
- 4. John was very pleased to see his beautiful pretty girl.

- WISH _____
- HEAR _____
- AIM _____
- ADD _____
- INDUCE _____
- CONVICTION _____
- ENTHUSIASM _____
- CHARACTER _____
- WISDOM _____
- EXERCISE _____
- ATTITUDE _____
- INDUSTRY _____
- ENTHUSIASM _____
- CONVICTION _____
- ENTHUSIASM _____

APPENDIX A

PRE/POST TEST: GRAMMAR

(COPY)

Name _____

I. Parts of Speech: In the spaces provided furnish examples of the following

1. NOUN: _____
2. VERB: _____
3. ADJECTIVE: _____
4. ADVERB: _____
5. PRONOUN: _____
6. PREPOSITION: _____
7. CONJUNCTION: _____

II. Form and Function: Match the numbers to the correct part of speech listed. Where asked write the word.

1. The man bit the dog.
2. The dog bit the man.
3. Helen smiled sweetly at John, and quickly walked away.
4. John was very pleased for she was a remarkably pretty girl.

NOUN _____

SUBJECT: _____

VERB _____

OBJECT: _____

ADJ. _____

DESCRIBES _____

ADV. _____

DESCRIBES _____

PRONOUN _____

REPLACES (give word) _____

CONJUNCTION _____

PREPOSITION _____

III. Changing Form: Make any changes necessary to change the given words (NOUNS) into the class forms requested.

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>	<u>ADVERB</u>
BEAUTY	_____	_____	_____
COURAGE	_____	_____	_____
NATIONALITY	_____	_____	_____
AGREEMENT	_____	_____	_____
GLORY	_____	_____	_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____

APPENDIX B

PRE/POST TEST: PARAGRAPH DEVELOPMENT

(COPY)

Name _____

Hour _____

I. Basic Ingredients

List the basic ingredients of a well written paragraph.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

6. Check for: _____

II. Writers should begin with an outline, then write a rough draft.

7. What is the purpose of a rough draft?

- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

APPENDIX C

PRE/POST TEST: POETRY - LITERARY TERMS

(COPY)

Name _____

_____ Hour Test # _____

DIRECTIONS: Fill in the blanks with the correct literary terms.

1. _____, a narrative in which the underlying meaning is different from the surface meaning.
2. _____, repetition of consonant sounds at the beginnings of words or accented syllables.
3. _____, the repetition of vowel sounds within a sentence or a line of poetry.
4. _____, a long narrative poem originally handed down orally from generation to generation, dealing with national heroes and events of great importance in the life of a country.
5. _____, a metaphor in which the main image, or comparison, is extended and developed through several lines or through an entire poem.
6. _____, the use of vivid concrete, sensory details.
7. _____, a narrative poem written by a specific author in imitation of a folk ballad.
8. _____, a short poem or a brief passage in a longer poem which expresses intense personal emotion.
9. _____, a figure of speech involving an implied comparison of two unlike things.
10. _____, a poem which concerns a series of happenings or events.
11. _____, words used in such a way that the sound of the words imitates the sound of the thing spoken about.
12. _____, a figure of speech in which an abstract quality or an inanimate object is given the characteristics or qualities of a human being.

13. _____, a type of literature which communicates feeling and thought through the careful arrangement of words for their sounds, rhythm, and meaning.
14. _____, the ordinary form of spoken or written language; language not arranged into verse.
15. _____, the repetition of similar sounds in at least the final syllables of two or more words.
16. _____, the recurrent beat or stress in the sound of poetry (or prose).
17. _____, images which have a special appeal to one or more of the five senses (sight, touch, smell, etc.)
18. _____, a figure of speech involving a comparison between two unlike things by the use of the words like or as.
19. _____, the main idea of a literary work; also a subject (like "love" or "death") which recurs in the same work or in a different work.
20. _____, the overall mood of a literary work.
21. _____, a single line of poetry.

APPENDIX D

PRE/POST TEST: BASIC ELEMENTS OF PROSE

(COPY)

Name _____

Name the kinds of conflict:

- 1. Man versus _____
- 2. Man versus _____
- 3. Man versus _____
- 4. Man versus _____

In addition to conflict there are four other basic elements, define them.

- 5. Plot: _____
- 6. Setting: _____
- 7. Characters: _____
- 8. Theme: _____

APPENDIX E

PART II

PVI: (COPY)

INSTRUCTIONS: After each question, mark an "X" on the number that indicates the way you see yourself as a member of this group. Refer to the Key below for the meaning assigned to the rating scale.

KEY:

- 5 - Among the highest of the group
 4 - Above the average of the group
 3 - Among the average of the group
 2 - Below the average of the group
 1 - Among the lowest of the group
-

- | | | | | | |
|--|---|---|---|---|---|
| 1. As an intelligent person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 2. As an honest person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 3. As a rich person, (in goods and services), I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 4. As a person with friends, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 5. As a trustworthy person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 6. As a person who is friendly, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 7. As a person who is looked up to, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 8. As a happy person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 9. As a leader, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 10. As a helpful person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 11. As a self-directed person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 12. As a person who is good in sports, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 13. As a polite person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 14. As a healthy person, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 15. As a person with ability, I rate myself: | 1 | 2 | 3 | 4 | 5 |
| 16. As a person with knowledge, I rate myself: | 1 | 2 | 3 | 4 | 5 |

PART III

PVI: (COPY)

INSTRUCTIONS: After each question, mark an "X" on the number that indicates the way you think the group would rate you. Refer to the Key below for the meaning assigned to the rating scale.

KEY:

- 5 - Among the highest of the group
 4 - Above the average of the group
 3 - Among the average of the group
 2 - Below the average of the group
 1 - Among the lowest of the group
-

1. As a friend, I think the group would rate me: 1 2 3 4 5
2. As a healthy person, I think the group would rate me: 1 2 3 4 5
3. As an honest person, I think the group would rate me: 1 2 3 4 5
4. As a polite person, I think the group would rate me: 1 2 3 4 5
5. As a leader, I think the group would rate me: 1 2 3 4 5
6. As a person with ability, I think the group would rate me: 1 2 3 4 5
7. As a person who is looked up to, I think the group would rate me: 1 2 3 4 5
8. As a rich person, (in goods and services), I think the group would rate me: 1 2 3 4 5
9. As an intelligent person, I think the group would rate me: 1 2 3 4 5
10. As a self-directed person, I think the group would rate me: 1 2 3 4 5
11. As a helpful person, I think the group would rate me: 1 2 3 4 5
12. As a person who is good in sports, I think the group would rate me: 1 2 3 4 5

13. As a person with knowledge, I think the group would rate me: 1 2 3 4 5

14. As a happy person, I think the group would rate me: 1 2 3 4 5

15. As a person who is friendly, I think the group would rate me: 1 2 3 4 5

16. As a trustworthy person, I think the group would rate me: 1 2 3 4 5

Affection	1, 6	1, 25
Anger	7, 22	4, 7
Bliss	15, 15	6, 12
Contentment	7, 14	5, 11
Dispar (Displeasure)	7, 14	7, 10
Wishes	5, 10	8, 11
Well-being	8, 14	7, 14
Trust (ability)	3, 6	3, 10

APPENDIX F

VALUE CATEGORY CHART		
Value Category	Part II Questions	Part III Questions
Affection	4, 6	1, 15
Respect	7, 12	4, 7
Skill	13, 15	6, 12
Enlightenment	1, 16	9, 13
Power (Influence)	9, 11	5, 10
Wealth	3, 10	8, 11
Well-Being	8, 14	2, 14
Rectitude (Responsibility)	2, 5	3, 16

APPENDIX L

ERA ADJECTIVE RATING LIST

(COPY)

Name _____

_____ Hour _____ Date _____

DIRECTIONS: This activity consists of fourteen adjectives.
For each adjective mark the blank to the left
of the adjective under "Self"

- (1) if the adjective ALMOST ALWAYS describes you. (1)
 (2) if the adjective VERY OFTEN describes you. (2)
 (3) if the adjective OFTEN describes you. (3)
 (4) if the adjective OCCASIONALLY describes you. (4)
 (5) if the adjective SELDOM describes you. (5)
 (6) if the adjective RARELY describes you. (6)
 (7) if the adjective ALMOST NEVER describes you. (7)

<u>SELF</u>			<u>OTHER</u>	
<u>In</u>	<u>In This</u>		<u>In</u>	<u>In This</u>
<u>General</u>	<u>Class</u>		<u>General</u>	<u>Class</u>
<u>A</u>	<u>B</u>		<u>A</u>	<u>B</u>
1. _____	1. _____	1. FRIENDLY	1. _____	1. _____
2. _____	2. _____	2. AGGRESSIVE	2. _____	2. _____
3. _____	3. _____	3. CAUTIOUS	3. _____	3. _____
4. _____	4. _____	4. SELF-CENTERED	4. _____	4. _____
5. _____	5. _____	5. CONFIDENT	5. _____	5. _____
6. _____	6. _____	6. APATHETIC	6. _____	6. _____
7. _____	7. _____	7. CONSCIENTIOUS	7. _____	7. _____
8. _____	8. _____	8. SUBMISSIVE	8. _____	8. _____
9. _____	9. _____	9. ADVENTUROUS	9. _____	9. _____
10. _____	10. _____	10. BORED	10. _____	10. _____
11. _____	11. _____	11. DEPENDABLE	11. _____	11. _____
12. _____	12. _____	12. SHY	12. _____	12. _____
13. _____	13. _____	13. EFFICIENT	13. _____	13. _____
14. _____	14. _____	14. ENTHUSIASTIC	14. _____	14. _____

Now pair with another person. Fold the "Self" columns back so that they can't be seen and trade papers. Guess how your partner rated himself for each adjective. Record your guesses in the columns to the right of the adjectives under "Other." After both have finished, compare the guesses with the actual self-ratings. (The class may like to share a few "I Learned ..." statements after the pairs have had an opportunity to discuss the activity.)

The class _____

I thought the opportunity to _____

The greatest lesson that has resulted _____

That I learned _____

I think the most _____

It's especially glad the activities we've had included _____

My goals for next year are _____

APPENDIX M

MOORE'S SENTENCE STEMS

I felt successful when I _____.

I realize that _____.

I was happy when _____.

I found it helpful _____.

I thought opportunities for interaction among members of
the class _____.

I thought the opportunity to share _____
_____.

The pre-test in each unit has helped me realize _____
_____.

That I sometimes get to work with a partner _____
_____.

I think the small group work _____
_____.

I'm especially glad the activities we've had included _____
_____.

My goals for next quarter include _____
_____.

- 14. Attempted to make at least one new friend in this class. 1 2 3 4 5
- 15. Knew the other students' names and used their names. 1 2 3 4 5
- 16. Accepted and did my fair share in group work. 1 2 3 4 5
- 17. Asked for help when I needed it. 1 2 3 4 5

APPENDIX N

MOORE'S SELF-EVALUATION FORM

FORM: QSSE

(COPY)

_____ Number
 _____ Hour
 _____ Quarter

INSTRUCTIONS: After each statement, mark an "X" on the number that best describes you in this class this quarter.

KEY:

- 5 - Almost always
 4 - More often than not
 3 - About half the time
 2 - Once in a while
 1 - Almost never

I...

- | | | | | | |
|---|---|---|---|---|---|
| 1. Treated others with kindness: | 1 | 2 | 3 | 4 | 5 |
| 2. Listened while others expressed their point of view: | 1 | 2 | 3 | 4 | 5 |
| 3. Respected the rights of others: | 1 | 2 | 3 | 4 | 5 |
| 4. Gave full attention to the focus person during focus activities: | 1 | 2 | 3 | 4 | 5 |
| 5. Avoided use of "killer statements:" | 1 | 2 | 3 | 4 | 5 |
| 6. Encouraged others to share and exchange thoughts and feelings: | 1 | 2 | 3 | 4 | 5 |
| 7. Made positive contributions during discussions: | 1 | 2 | 3 | 4 | 5 |
| 8. Offered my ideas during small-group work: | 1 | 2 | 3 | 4 | 5 |
| 9. Tried new ways of learning without putting them down as "dumb," etc. | 1 | 2 | 3 | 4 | 5 |
| 10. Attempted to make at least one new friend in this class: | 1 | 2 | 3 | 4 | 5 |
| 11. Know the other students' names and use their names: | 1 | 2 | 3 | 4 | 5 |
| 12. Accepted and did my fair share in group work: | 1 | 2 | 3 | 4 | 5 |
| 13. Asked for help when I needed it: | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 14. Am proud of my actions and behavior: | 1 | 2 | 3 | 4 | 5 |
| 15. Am proud of the assignments I completed: | 1 | 2 | 3 | 4 | 5 |
| 16. Listened carefully to oral directions the first time given: | 1 | 2 | 3 | 4 | 5 |
| 17. Read directions carefully: | 1 | 2 | 3 | 4 | 5 |
| 18. Attempted assignments: | 1 | 2 | 3 | 4 | 5 |
| 19. Completed assignments: | 1 | 2 | 3 | 4 | 5 |
| 20. Turned in assignments: | 1 | 2 | 3 | 4 | 5 |
| 21. Brought "on-going" assignments to class: | 1 | 2 | 3 | 4 | 5 |
| 22. Accepted responsibility to utilize the time given to fit my needs during individualized units of study: | 1 | 2 | 3 | 4 | 5 |
| 23. Allowed others to use class time to reach their goals during individualized units of study: | 1 | 2 | 3 | 4 | 5 |
| 24. Accepted the responsibility to contribute to guidelines the class was asked to establish for group activities: | 1 | 2 | 3 | 4 | 5 |
| 25. Followed the rules established for "going outside the room:" | 1 | 2 | 3 | 4 | 5 |
| 26. Was considerate of classmates when they chose to "pass:" | 1 | 2 | 3 | 4 | 5 |
| 27. Analyzed my needs; set goals and attempted to meet them: | 1 | 2 | 3 | 4 | 5 |
| 28. Felt others accepted me as a person: | 1 | 2 | 3 | 4 | 5 |
| 29. Shared honestly or else I used my right to "pass:" | 1 | 2 | 3 | 4 | 5 |
| 30. Felt others could depend on me to help make this a pleasant and productive learning community: | 1 | 2 | 3 | 4 | 5 |