AFFECTING BEHAVIOR INDICATIVE OF NEGATIVE SELF-CONCEPT
THROUGH THE PROCESS OF BIBLIOThERAPY

A project submitted in partial satisfaction of the requirements for the degree of Masters of Arts in
Educational Psychology

by

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ABSTRACT

AFFECTING BEHAVIOR INDICATIVE OF NEGATIVE SELF-CONCEPT THROUGH THE PROCESS OF BIBLIOThERAPY

by

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The theory of bibliotherapy, according to Russell (1950), Shrodes (1950) and others, is a process of strong interaction between the reader and literature, the effects of which can contribute to the character growth, personal development, and adjustment of most children and youth. The use of bibliotherapy on a group of adolescents with problems and concerns in the area of self-concept was the focal point of this study.

During the course of the year 1972–1973, after the identification of interests, concerns, and developmental problems of a selected group of eighth grade students, many related stories, poems, activities and strategies were used with them, to help improve their self-concept. The ten students who composed this select group had exhibited behavior characteristic of persons possessing negative or low self-concept. It was hypothesized that as a result of bibliotherapy on these adolescents they would develop, to a significant degree, more positive self-concepts.
There would be no significant increase in self-concept in the control group at the end of this study.

Three criteria were used to select the students reflecting the lowest self-concept. The dimensions of the self-concept pre-and post-tested in the experimental group were: (1) Self-concept and Peer Relations, (2) Self-concept and School-Related Situations, and (3) General Self-concept.

Identical testing was used with a select group of ten students from the other eighth grade in the same school. The same three dimensions of the self-concept were used for pre- and post-testing with the control group.

The first hypothesis relating to the experimental group is supported by this study:

A.) There was a significant increase at the .05 level or better, in each dimension of the self-concept, pre- and post-tested by the major measure of self-concept, Self Appraisal Inventory. The dimensions were: (1) Peer, i.e., one's self-esteem associated with peer relations, (2) Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors, and (3) General, i.e., a comprehensive estimate of how the self is esteemed.

B.) The supplementary measure of self-concept, What Would You Do? showed score improvements on the post-test that were statistically significant above the .01 level.

C.) Though it was impossible to find significant differences for the supplementary, teacher-constructed measures used in this study, since these did not lend themselves to objective scores, the pre- and post-tests of these measures showed definite improvements in self-concept.
The second hypothesis relating to the control group is supported by this study:

A.) The changes were not statistically significant in any of the three dimensions of the self-concept, which were the same three dimensions used for the experimental group; pre- and post-tested by the same major measure of self-concept, Self Appraisal Inventory.

B.) The supplementary measure of self-concept, What Would You Do? showed score improvements on the post-test, but these were not statistically significant.

C.) It was impossible in this case also to find significant differences for the supplementary, teacher-constructed measures used in this study, since these (the same ones used for the experimental group) did not lend themselves to objective scores. The pre- and post-tests of these measures showed some changes indicative of growth, but in total, these were not significant enough to be considered satisfactory.
Chapter 1

INTRODUCTION

The healthy person is one whose basic needs have been met, so that he is principally motivated by his needs to actualize his highest potentialities. (Maslow, 1954)

In education, the above concept emphasized in A. H. Maslow's Hierarchy of Human Needs implies that the mission of the teacher is to help each individual student learn his needs; learn what is required for gratification of these needs, at whatever level he is struggling; and assist him in continually becoming more of everything he is capable of becoming. In the case of this investigator's study, the students' human needs are esteem needs—needs, that if fulfilled, will develop a more positive self-concept in these students. The main channel through which the investigator strove to meet these needs was through the communicative power of literature.

Though reading is not something to be "used," much of it is simply there to be enjoyed—an emotional response to a work of art, educators have looked more deeply into reading, nonetheless, and have long believed and used books therapeutically, i.e., to help influence ideas and values, to increase self-insight, to bolster self-esteem, to develop social awareness, etc., in their students. Because students bring their needs and anxieties to what they read, reading materials that meet the needs and anxieties in these students can have therapeutic value. (Sandefur and Bigge, 1965)
Throughout the literature, persons have reported on the power of the written word to affect life—their own and others. The discovery of a favorite author, according to Lin Yutang, was like finding the reincarnation of the same soul. Although the author may have lived in another age, his thinking and feeling are so akin to the reader's that coming across them in the pages of a book is "like a person finding his own image." (Yutang, 1937) Then, James Baldwin had already discovered books when he said, "I was looking in books for a bigger world in which I lived. In some blind and instinctive way, I knew what was happening in those books was also happening all around me. And I was trying to make a connection between the books and the life I saw and the life I lived." (Porter, 1971) In David Russell's four levels of reading, Russell speaks of the fourth level as related to values that the reader takes "for his own" and which he may incorporate in his emerging life pattern. (Russell, 1960) Ruth Strang maintains that, through identification with and imitation of characters in books, a reader achieves insight into the solution of personal problems. He develops a new self-image and a new concept of his own worth in the worldly scheme. (Strang, 1957) Others have reported that reading gave them a design for living purposefully or experiencing life more understandably.

Though there is much positive feedback throughout the literature regarding the effectiveness of the process of bibliotherapy, it is important to inject here, before going on, certain factors of which all language arts teachers must be aware, lest their understanding of, scope of, and use of the process of bibliotherapy limit the possibilities of its effectiveness with their students:
First, merely reading a book is not sufficient to change a child's attitude. However, when guidance is offered, so that the child will apply the principles he discovers in reading to his own problems, bibliotherapy is effective and may be profitably employed in the classroom and in individual guidance. (Witty, 1952)

Second, the literature periods must be times during which the language arts teacher places emphasis upon enjoyment and emotional response, rather than upon literary details.

Third, the interaction between an individual and a selection read may or may not take place; and if it does take place there is no guarantee of operation in the desired direction.

Fourth, there is no certainty that a particular reading selection is a "good" one for all members of a class, since each selection is read by a specific individual with his own particular needs.

Fifth, if there are genuine therapeutic effects from reading, they may be explained theoretically in terms of identification, catharsis, and insight, terms originating in psychoanalytic literature, but now widely accepted by psychologists. (Russell and Shrodes, 1950)

The previously mentioned theories, the cited experiences (among many others not cited in this report) of persons whose lives have been affected through interaction with the written word, together with the awarenesses mentioned above as necessary for all language arts teachers, convey the idea that the process of bibliotherapy is not a strange, esoteric activity. It is rather one that lies within the province of every teacher of literature, in working with every child in a group. It does not assume that the teacher be a skilled therapist, nor the child a seriously maladjusted individual needing clinical treatment. Rather, it conveys the idea that all teachers must be aware of the effects of reading upon children and must realize that, through literature, most
children can be helped to solve the developmental problems of adjustment which they face. (Russell and Shrodes, 1950)

Rationale of the Study

This study concerns itself specifically with a selected group of eighth grade adolescents, who (from observation and other means used by the investigator to define them) expressed views about themselves; views of others toward them; and behavior indicative of negative self-concept. From the investigator's observation of the behavior of this group, formally and informally, during the in-the-classroom and outside-of-the-classroom activities; the group's written responses to questionnaires; their written and oral responses to specific questions relating to several selected stories and poems discussed during the reading period, together with activities relating to these; and personal interviews--the following was descriptive of this group:

1. All had a general negative appraisal of themselves. (revealed by pre-test questionnaire responses, oral and written responses to questions pertaining to stories and poems read, related activities, teacher observation, personal interview)

2. Many had a general negative appraisal of how they felt others viewed them. (revealed by same as above)

3. Several isolated themselves or withdrew from class groups and were negative, i.e., oppositional, or passive, i.e., indifferent to class activities, any kind of achievement (academic or otherwise), or to the investigator's concern for them. (revealed by teacher observation)

4. Some were constant disciplinary problems, especially during class sessions. (revealed by teacher observation)

5. Peers seemed to reject many members in this group. (revealed by teacher observation and a sociogram)
Positive self-concept was assessed by the same formal and informal instruments as negative self-concept, and was defined as:

1. Students had a general positive appraisal of themselves.

2. Students had a general positive appraisal of how they felt others viewed them.

3. Students usually interrelated with class groups; took interest in class activities; showed initiative in achieving academically or otherwise; responded positively to the investigator's concern for them.

4. Students were rarely behavior problems during or outside of class sessions.

5. Peers seemed to accept at varying degrees the members of this group.

The purpose of this study was to determine the extent to which a planned program of reading could significantly change the views and behavior of this selected group of eighth grade students from what was indicative of a negative self-concept to a more positive self-concept.

Hypotheses

In formulating the hypotheses to be tested by the research design, the investigator relied on the following assumptions:

1. Adolescents have developmental problems of adjustment which may affect their self-concept in the areas of school, peer relations, and general self-concept.

2. That self-concept can be measured by the instruments used in the design of the study; namely, Self Appraisal Inventory, What Would you Do?, Sociogram, What Speaks You? and responses to specific questions pertaining to stories and poems read.

3. That possible solutions to an individual's developmental problems are based on the individual's insights into and understandings gained into those problems.
4. That the educational rationale for the reading program had been geared toward a specific goal.

5. That comparison of two groups of students—one group that had been exposed, and another group that had not been exposed to such a reading program was valid.

In order to study the effectiveness of the process of bibliotherapy, the following hypotheses will be tested:

Through the process of bibliotherapy on a selected group of students, there will be increased opportunity to gain insights and understandings into themselves, as well as the world around them, and to build and augment self-esteem. As a result of this, their self-concept will increase significantly in a positive direction. The Chi Square Test of Significance at the .05 level of confidence will be used to determine if the difference is significant. There will be no significant increase in self-concept in the control group at the end of this study.

**Definition of Terms**

**Bibliotherapy**

Bibliotherapy is the direct application of selected readings in order to affect changes in character or behavior. It is based on the assumption that certain types of books, "prescribed" for certain behavior problems, because of strong similarity between the characters in the books and the individual, will have a positive effect; the utilization of vicarious experiences provided in selected readings to promote social and emotional adjustment, to meet personal and social needs, to resolve the developmental problems that adolescents face.

**Identification**

Identification is the real or imagined affiliation of one's
self or some significant other (sometimes a parent or a friend) with a character or group in the story read. It may augment self-esteem if the character is admired, or increase feelings of belonging by reducing the sense of difference from others. It may increase understanding of the significant other (parent or friend), be productive of a more realistic attitude toward his limitations or strengths, and even reduce a sense of guilt which was a product of earlier difficulties with that significant other.

Catharsis

The fact that the reader feels he is the character read about means that he shares the character's motivations and conflicts, and experiences vicariously the character's emotions. As the reader puts himself in the place of others, he comes to understand the needs and aspirations of these others—and of himself.

Insight

Insight is seeing one's self in the behavior of the character and thereby achieving an awareness of one's own motivations and needs. If his adjustments to life situations are maladaptive, the individual's recognition of himself in the character may help in breaking certain habits. On the other hand, if the character appears to work out a satisfactory solution to his problem, opportunity is provided for the reader to incorporate some of the character's behavior in his own methods of adjustment to a similar problem.

Adjustment

Adjustment is the relatively harmonious relationship of an individual with his environment and with himself, that can be operationally defined in behavior, i.e., fewer fights, increase in group
participation, more positive interaction with peers, greater interest in school assignments, etc.

Maladjustment

Maladjustment is failure to adjust to or cope effectively with environmental conditions in relationship to oneself, resulting in a negative self-concept.

Self-concept

The perception of oneself in relation to self and to others.

Positive Self-concept

Positive Self-concept is the acceptance of oneself in relation to self and to others.

Negative Self-concept

Negative Self-concept is the rejection of oneself to self and to others. Operationally, it is defined in the following behaviors: withdrawal, self-critical, non-acceptance of performance, indifference to performance, disciplinary problem.

Hierarchy of Human Needs

The Hierarchy of Human Needs is Abraham Maslow's holistic and dynamic theory of personality, in which he describes a hierarchical structure of motives, the basic ones being organic and sexual. On the second level is the need for security, on the third the need to associate, on the fourth the need for approval, for a sense of superiority and worth, and lastly on the fifth level the fulfillment of the self and its deepest desires.

Delimitations of the Findings

The investigator hypothesized that at the end of this study, as
a result of the insights and understandings gained during the process of bibliotherapy, there would be a significant increase in the self-concepts of the students in the experimental group. However, the following are considered possible delimitations to the findings of this project:

First, the general philosophy and atmosphere in this Catholic school is one in which the students receive validation from the teachers and other staff members, and are encouraged to be conscious of the need to validate one another. Such an atmosphere throughout the school might have influenced, at least, the groundwork of the final product.

Second, being a private and a religiously-orientated school, religion, as it is bound up with everyday living, is a daily part of the curriculum. Because students, with teacher direction, are taught the meaning of a living Christianity, and are made to grapple with themselves, with one another, and with their world, in living its meaning out, this religious influence might have been a delimiting factor to the results.

Third, the investigator of this project is a Catholic Sister, with a conviction of the dignity and worth of each human being that is a strong, constant influence (though not overbearing) on the lives of the adolescents she deals with. Certain kinds of insights and understandings into their developmental problems of adjustment could have been gained by the students as a result, and in turn influenced some of the findings.

Fourth, the process of bibliotherapy deals much with reading. Most of the students involved in this project are bi-lingual/bi-cultural.
Language then might have been a delimiting factor as it affected reading facility and comprehension; as it affected the kinds of inferences these students drew from selections read, i.e., peer group acceptance, as portrayed in a particular selection, might not have been part of their cultural background; as it affected the concrete examples drawn from abstract truths in the readings, i.e., an abstract might have been interpreted on a concrete level, based on their personal experience, their age and background.

Fifth, work done by the investigator in the school setting with the students, using bibliotherapy, did not deal directly with how the various home and community experiences, which might have influenced the students, might in turn have influenced the results.

Sixth, because of the small number involved in the sampling, the findings of this study could not validly be generalized to all groups of a like description.

Seventh, the five instruments used to measure self-concept have not been proven statistically valid or reliable.

**Preview**

In Chapter Two, a survey will be given of the educational literature relating to bibliotherapy. Appel's, Bryan's and Rosenblatt's theories of bibliotherapy, as these have implications for the school's language arts program will be listed; the resumés of three recent studies using the techniques of bibliotherapy, in attempts to change behavior in more positive directions, will be given; and statements concerning the role of the language arts teacher in the process of bibliotherapy will be made. Chapter Three will discuss the design of
the study, including the selection of the subjects and the control
group, an explanation of the instruments used, a description of the
process of bibliotherapy, and an account of the statistics to be used.
Chapter Four will give a report of the findings. A summary, findings,
conclusions and recommendations will be presented in Chapter Five.
Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this Chapter is to give a review of the educational literature related to bibliotherapy. First, some of the clinical values of bibliotherapy, in the light of their implications for the school's language arts program, will be stated. Following these values will be a discussion of three recent studies involving the use of bibliotherapy in the schools. Both the values and studies will be reviewed in the light of changing behavior in a more positive direction.

The educational theory of bibliotherapy conveys the idea that all children experience developmental problems of adjustment, and most children can be helped toward a solution of these developmental problems through dynamic interaction with literature. Though educational literature points up a scarcity of controlled research in the area of bibliotherapy, the literature does mention, however, the many possible values of this process from a clinical point of view. Russell and Shrodes cite these values in one of their own articles, in the light of their implications for a group or an individual, in the school's language arts program. (Russell and Shrodes, 1950) The investigator regards the following lists of values in this same light, and thus supportive of her own project:

Appel believes bibliotherapy can help the individual to:

1. Acquire information and knowledge about the psychology and physiology of human behavior.
2. Have opportunity to come to know himself.
3. Become more extraverted and find interest in something outside himself.
4. Have opportunity to find a controlled release for unconscious problems.
5. Have opportunity to identify and compensate.
6. Have opportunity to clarify difficulties and to acquire insight into his own behavior. (Appel, 1944)

Bryan states that bibliotherapy can help develop maturity and nourish and sustain mental health by:

1. Giving the person the feeling that others face the same problems he is facing.
2. Helping the reader to see that there is more than one solution to his problem.
3. Helping the reader to see the basic motivation of people involved in situations such as his own.
5. Encouraging the reader to plan and execute a constructive course of action. (Bryan, 1939)

Rosenblatt analyzes the contributions of imaginative literature less in medical terms and more in relation to the work of the teacher. She believes that prolonged contact with personalities in books may have such social effects as:

1. Enabling the reader to put himself in another's place.
2. Acquainting the reader with attitudes and expectancies of his group.
3. Releasing the adolescent from provincialism by extending awareness beyond his own family, community, and national background. (Rosenblatt, 1938)

The investigator moves now from the several theories of
bibliotherapy to a resume of studies involving the process. Though nearly all the studies cited in the literature concerning bibliotherapy claim some influence on the adjustments of the persons who have read prescribed books or stories, a very thorough search of the literature pertaining to bibliotherapy revealed the fact that work done with the average or the mildly disturbed person outside the clinic or hospital is meager: "Research and practice are urgently needed in schools and other institutions if this new technique for human welfare is to become generally available." (Russell and Shrodes, 1950) Despite this lack of educational research dealing directly with bibliotherapy, work so far done in the field indicates the possibility that literature can be used most effectively, not in institutions for the mentally ill, but in schools where it is possible to influence the adjustment of the so-called "normal" child or youth. (Russell and Shrodes, 1950) The discussion of three such studies follows, and serves to further support the investigator's hypotheses: As a result of insights and understandings gained through the process of bibliotherapy, there will be a significant increase in self-concept, in a positive direction, of those students in the experimental group.

An exploratory study made by J. T. Sandefur and Jeanette Bigge was an attempt to determine whether there was a significant difference in changes of behavioral patterns in the areas of personality, problem reduction, achievement, truancy, and disciplinary problems, between students who received bibliotherapy and students who did not receive bibliotherapy. To achieve their purpose, eight classes of eighth and ninth grade students, equated as nearly as possible, were selected from two junior high schools. The four classes, selected by random method
to make up the control group, were served by teachers who regularly served these groups. During the time between the administration of pre- and post-test check lists, questionnaires and achievement tests to both the experimental and control groups, bibliotherapy was applied in the experimental group, to those students with problems identified through personal interviews, sociometric techniques, anecdotal records and personal observation.

Conclusions of the study evidenced a desirable, significant personality change on the part of the experimental group. Though not statistically significant, a measurable change was evidenced in problem reduction. Significant change in achievement between students who received bibliotherapy and those students who did not receive bibliotherapy was evidenced. No conclusions were drawn for truancy and disciplinary problems.

Related conclusions of the study pointed out first, that high problem perceivers tend to perceive more problems as a result of bibliotherapy; and second, that the student who perceives what might be termed an average number of problems, tends to reduce his problems as a result of bibliotherapy. (Sandefur and Bigge, 1965)

While there has been considerable research on the harmful effects of reading disability on personality, there has been little research on the positive effects of reading. In 1966, Fehl L. Shirley made a study to ascertain changes in the concepts, attitudes, and behavior reported by 420 subjects: sophomores, juniors and senior high school students, in two public high schools. To obtain self-observations of internal behavior, students were asked in questionnaires, supplemented and validated by interviews and case studies, to tell
specifically how books, poems or articles had affected their attitude (tendency to act in a certain way), their ideas, or behavior. The number of influences on concept, attitude, and behavior were correlated with age, intelligence, vocabulary, comprehension, grade level, and the number of materials reported as influential. Students whose questionnaire responses showed extreme patterns of high and low influence were selected for case study. Data for studying these ten cases included information from counselors' records, teachers' observations and rating scales, written responses to the questionnaire, and free responses to the same questions a year later in interviews. The responses were classified into areas influenced by reading, and seven areas, in order of frequency, emerged from the analysis of the data: Self Image, Philosophy of Life, Cultural Groups, Social Problems, Sensitivity to People, Political Science, and Miscellaneous.

At the conclusion of the main study, the introspective and retrospective reports of 420 adolescents confirmed that reading influences concepts, attitudes, and behavior. Only 16 of the 420 students reported no personal influence from reading. Of the 1184 influences reported, 45 percent were concepts, 40 percent were attitudes, and 15 percent were behavioral responses. (Shirley, 1966)

A third and final study to be mentioned in this section on related literature is Sister Miriam Schultheis' study to determine the effect of bibliotherapy upon academic performance in reading and social adjustment of children of grades five and six. To satisfy this purpose, a six month experiment, conducted in three similar schools, included the use of such instruments as tests, surveys, rating scales, and constructed devices. During the ten bi-weekly sessions, conducted
by the investigator with the 340 students in the experimental schools, School A, (120 students) received double treatment (bibliotherapy with group guidance); School B, (120 students) received a single treatment (group guidance discussions only); School C, the comparison group (100 students) received neither treatment.

At the end of the study, results from the Gates Reading Survey revealed that pupils in School A obtained overall highest mean scores, School B showed the highest mean gain, School C had slight gains. Comparisons on self and peer rating and perception revealed highest correlations in self-concept for School A, highest in peer relationships for School B, and School C indicated least change, being less involved in consideration of personal and social adjustment.

It was concluded that pupils receiving bibliotherapy and guidance treatment can, even in the six month experiment period, yield positive results in both reading achievement and social adjustment. The utilization of guidance discussions over the same period of time can result in change, but in this study, the change was not as extensive as that in the dual treatment. (Schultheis, 1969)

The Role of the Language Arts Teacher in the Process of Bibliotherapy

In addition to the stated value-theories and the three recent studies involving the process of bibliotherapy, something needs to be said here concerning the role of the language arts teacher in the process. The literature speaks of this role as a many-faceted one and a function crucial to the potential effectiveness of the process of bibliotherapy. The following are statements concerning this role:

First, because bibliotherapy is an attempt to change the
reader's attitudes, and subsequently, behavior, the primary role of the language arts teacher working with the process is to understand the nature and dynamics of bibliotherapy. (Moses and Zaccaria, 1969)

Second, for the student, this teacher must become that significant adult who can be instrumental in increasing his sensitivity to, and perception of, his own self-concept and the self-concepts of others. (Edwards, 1972) Since books that are both interesting and relevant to a student's needs, can, through the process of identification, catharsis, and insight, contribute to his understanding of self; to a change in his attitude toward self, toward the world around him, and perhaps to a change in his own behavior, the role of the language arts teacher includes knowing, providing, and experimenting with a wide variety and range of books, which illustrate realistically and accurately, the ideas to be presented to an individual or a group, during the process of bibliotherapy. (Russell and Shrodes, 1950)

Third, in the summarized evidence of the social effects of reading, which included the matter of the formation of attitudes, Waples (1940) and others reported that:

The effect of reading is apparently to a considerable degree determined by the predisposition of the reader, by his purpose in reading, and by the immediacy of his concern with the problem presented.

From this statement, it would seem that, if the potential effects of reading on a child or adolescent, during the process of bibliotherapy, are to be realized, the language arts teacher needs to predispose the readers before any actual reading is done. He must stimulate honest questions, and anticipate and desire the students' searching and exploring into the matter later to be dealt with in their reading. (Hartley, 1951)
Fourth, Ashley Montagu (1964) once said:

We need to recognize that the three R's can never be anything more than skills, techniques which are secondary to their main purpose--maximum realization of whatever potentials the individual is endowed with of self-fulfillment.

Montagu makes it clear to the teacher who undertakes the role of bringing books and developing personalities together, that literature need be approached as human experience with students, without the academic barriers (i.e., accurate word recognition, objectivity, etc.) or traditional literary goals, if reading is to have its potential effects on the greatest number of the readers. (Hartley, 1951)

Fifth, the language arts teacher using the techniques of bibliotherapy needs to understand, as fully as possible, what are the actual concerns of the students with whom he is working. Because it is at the point of the students' most real and immediate living that literature will make its impact, if impact can be made at all, it is essential that the teacher be willing to let his own problems take second place to the problems of the students, and whatever is relevant to them. (Hartley, 1951)

Sixth, in an effort to make its influence felt, teachers involved with bibliotherapy must be careful not to use literature in a didactic manner, as ground for their own preaching and admonitions. The teacher's role in the process is rather to: (1) help students, in their reading, to explore and examine with an open mind, (2) guide their reading to what is of concern to them, so that they might not stand immune to the potential influence of what they read, (3) make literature as literature accessible to them (i.e., response to the form as well as the substance can, if genuinely felt, bring catharsis in
in literature, no less than in art or music), (4) teach students to read and respond. (Hartley, 1951)

Seventh, Russell and Shrodes (1950) state that it is important for students, during the process of bibliotherapy, to read books, but the teacher must correlate reading with other procedures, in his attempt to improve the insights and adjustments of these students. Husband (1945), the Shaftels (1947-1948), and others speak to this point when they suggest that the language arts teacher, using the techniques of bibliotherapy, needs to provide the children and youth they work with, in the span of an entire language arts program, opportunities to discuss characters, to disagree with solutions, to dramatize and act out solutions of their own. Husband says further that these teachers need also to create an atmosphere of "permissiveness" in the reading environments of their students, in which this manipulation of the elements of a reading situation toward several interpretations or reconstructions can take place.

In the degree that a reading situation exerts a compulsion toward preciseness in interpretation, it tends to create a negative response. (Husband, 1945)

Eighth, the role of the language arts teacher in dealing with bibliotherapy includes his providing opportunities for student-counseling activities, during which the teacher and student can gain increased insight into problems; the teacher can build on concepts gained by the students in their reading and can help the students develop problem-solving behavior. (Cianciolo, 1965)

This section on the role of the language arts teacher in the process of bibliotherapy, which relates specifically to behavioral change through the techniques of the process, concludes this chapter,
which was an attempt to explore theories and research of knowledgeable educators in the field of bibliotherapy.
Chapter 3

DESIGN OF THE STUDY

This chapter contains an explanation of the procedure used in this project. An identification of the subjects, an identification of the control group, background on the instruments used for the pre-test and post-test, a description of the specific method used in bibliotherapy, and an account of the Chi Square used in determining the statistical significance of the experiment will be given.

Procedures

Efforts were made to design this study in such a way that the investigator could determine whether a significant increase, in a positive direction, could be made in the following three dimensions of the self-concept, between two groups of eighth grade students: the experimental group which was subjected to bibliotherapy, and the control group which did not receive bibliotherapy. The three dimensions were: (1) Self-concept and Peer Relations, (2) Self-concept and School-Related Situations, and (3) General Self-concept.

Research Population

Involved in this study was a group of ten eighth grade students, enrolled in a double grade Catholic elementary school of five hundred and sixty students in San Francisco, California. These eighth graders were part of an entire school population with ninety percent Spanish-speaking background. Thirty percent of this population was
Mexican, sixty percent was Central American, and the other ten percent was from the growing Filipino and Arab communities in the school. All ten students came from families in the lower income brackets. In most cases both parents worked as unskilled laborers. These Catholic adolescents, the majority of whom had attended this school since first grade, ranged in age from twelve to fourteen years, and possessed a median I.Q. of 107. The group, composed of the Mexican, Central American, and Filipino cultures, participated in departmentalized classes of the school's established junior high program, i.e., students had a homeroom teacher, as well as the other eighth grade teacher for different subjects.

Identification of the Control Group

The description of the ten eighth grade students in the control group, drawn from the same school and population as the experimental students, was similar to the experimental group in socio-economic status, religion, length of years enrolled in the school, age, ability, and racial composition. This group also participated in the departmentalized class system of the junior high program.

Background of Instruments Used

SELF APPRAISAL INVENTORY - The degree of increase in self-concept for those students in the experimental group, subjected to bibliotherapy, was assessed by the pre- and post-test of the major self-concept measure, Self Appraisal Inventory - Intermediate Level, by (IOX), UCLA Center for the Study of Evaluation. This group test, given to both the experimental and control groups in late September, 1972 and again in May, 1973, was a direct self-report measure (i.e., a
device that attempts to secure responses in a straightforward manner), consisting of eighty statements, with twenty items for each of the four dimensions of the self-concept dealt with. Students simply indicated whether each statement was, in general or most of the time, true or untrue about themselves (When necessary, they clarified responses). The four areas of the self-concept with which the measure dealt were:

1. **Peer**, i.e., one's self-esteem associated with peer relations,
2. **Family**, i.e., one's self-esteem yielded from family interactions,
3. **Scholastic**, i.e., one's self-esteem derived from success or failure in scholastic endeavors, and
4. **General**, i.e., a comprehensive estimate of how the self is esteemed. Three of these four dimensions were viewed in the related literature and by the authors of this measure, as arenas in which one's self-concept had been (or is being) formed. The fourth dimension (general) reflected a more global estimate of self-esteem. The investigator used only three of the four dimensions of the instrument in her study; namely, Peer, Scholastic, and General. Examples of each of these three dimensions, for which subscale scores were attainable follow: (1) **Peer**—Other kids are often mean to me,
(2) **Scholastic**—I am proud of my schoolwork, (3) **General**—I often feel ashamed of myself.

Since anonymity would heighten validity for this type of evaluation device, the investigator followed the suggestion of the authors of this measure, and had the **Self Appraisal Inventory** administered by an outside resource person. Then, to further minimize tendencies of the learners to supply false responses to questions on the measure in order to be viewed in a better light, the investigator had the students label their inventories with a unique number system, together with "B"
for boy and "G" for girl—a coding through which the students perceived themselves as anonymous (See appendix, figure 1). This same coding technique was used with each pre- and post-test throughout the study, to provide that degree of perceived anonymity needed for the students to be free to respond openly to the measures.

WHAT WOULD YOU DO? — Also used in this study was the supplementary, related, self-concept measure, What Would You Do? — Intermediate Level. This twenty-item, inferential self-report instrument (i.e., a device that attempts to secure responses that are less susceptible to faking, because its chief purpose is camouflaged), was developed by (IOX), UCLA Center for the Study of Evaluation. Given on a pre- and post-test basis to both the experimental and control group, this measure was used to confirm the responses to and scores received on the major self-concept measure, Self Appraisal Inventory. It was also used as an aid in determining the amount of positive increase in self-concept attained by the learners in the experimental group, as a result of bibliotherapy.

This inventory presented a series of fictitious situations, each followed by four actions or interpretations. The student completing it was asked to choose one of the four alternatives that was most like what he would think or do. Two of the four choices were designed to reflect the behavior or thoughts of one who possessed a positive self-concept; two choices to reflect a negative self-concept. (When necessary, students clarified responses.) The situations posed in the instrument were drawn from the literature regarding self-concept; mainly, the writings of Coopersmith (1967) and Wylie (1961). The dimensions dealt with in the measure were: (a) the need to accommodate,
(b) expectations of acceptance, (c) courage to express opinions, (d) willingness to participate, and (e) expectation of success (See appendix, figure 2).

WHAT SPEAKS YOU? - Personal and social problems were further identified through the investigator's self-constructed instrument, What Speaks You? This supplementary, self-report measure was an individual collage made by each student in both the experimental and control group. The measure was an attempt, on the part of the investigator, to get the students to express their perceptions of themselves at greater depth, through the choices each of them would make for his collage, together with the written explanations of and reasons given for each of these choices. The six ways that each student was asked to express how he perceived himself were: (1) through one or more colors, (2) through the title, a line, or verse, etc., of some song, (3) through one or more abstract forms, (4) through something in nature, (5) through words and phrases, and (6) through an original Cinquain poem, entitled "Me."

This measure was administered on a pre- and post-test basis, in September, 1972 and again in May, 1973. It was used to confirm responses to and scores received by the experimental and control group on the major self-concept measure. It also aided the investigator's efforts to determine alleviation of personal and social problems in the experimental group, as a result of bibliotherapy (See appendix, figure 3).

SOCIOGRAM - A final supplementary measure used to confirm scores on and responses to the major self-concept test, as well as assist it in assessing changes in the experimental and control group in social and academic perceptions of peers toward one another, was the
Sociogram. This measure was constructed by the investigator with the aid of the school psychologist. Members in the experimental and control group made choices for their sociograms from a list of students in their respective homeroom classes only. The pre-test of this instrument was given in September, 1972 and the post-test was given in May, 1973, before and after the experimental group received bibliotherapy (See appendix, figure 4).

In May, 1973 at the end of the experiment, the investigator obtained a written response (questionnaire) and had a private interview with each of the ten experimental students, to help her determine the effects of bibliotherapy on them, in those three particular dimensions of self-concept dealt with in this study; namely, (1) Peer- one's self-esteem associated with peer relations, (2) Scholastic- one's self-esteem derived from success or failure in scholastic endeavors, and (3) General- a comprehensive estimate of how the self is esteemed. Only the pre- and post-test measures of Self Appraisal Inventory and What Would You Do? were used, however, to confirm the hypotheses through the significant difference scores.

Preparation for the Experimental Program

In order to determine the significance of increase in self-concept for those students in the experimental group subjected to bibliotherapy, several steps were taken at the beginning of the year 1972-1973 to identify those students reflecting the lowest self-concepts.

First, on several days late in September, 1972, an outside resource person, who beforehand had built a good rapport with all the students and so could work among them with real objectivity,
administered to both eighth grade classes the following pre-test measures: Self Appraisal Inventory, What Would You Do?, What Speaks You? and the Sociogram. With the data compiled from the main self-concept instrument, Self Appraisal Inventory, total scores were made for each student in Class 8A, (from which the ten experimental students were drawn), and for each student in Class 8B (from which the ten control students were drawn). Then, data and scores from this main inventory were supplemented and confirmed first, by the responses and results of the related pre-test measure of self-concept, What Would You Do? After this procedure, that data compiled from the pre-test instruments, What Speaks You? and the Sociogram, the investigator's observations of these students in the eighth grade (as well as when they were in the seventh) and her informal interviews with them were used to further supplement and confirm the major self-concept measure, Self Appraisal Inventory. Selection of students for this study was then made on the basis of the following criteria:

1. Those students whose responses and scores on the major self-concept pre-test measure, Self Appraisal Inventory, most indicated behavior or thoughts of one possessing a negative or low self-concept.

(Total scores sometimes identified a student as one of the lowest in self-concept, but in some instances, students received higher scores than the teachers' observations could agree with. Some of these students were used in this study when teachers' observations justified use.)

2. Those students whose responses and scores on the major self-concept pre-test measure, Self Appraisal Inventory, most indicated behavior or thoughts of one possessing a negative or low self-concept, and whose responses and scores were confirmed by the supplementary pre-test measures, What Would You Do? and What Speaks You?, as well as the observations of the investigator and her interviews with these students.
3. Those students whose responses and scores on the major self-concept pre-test measure, Self Appraisal Inventory, most indicated behavior or thoughts of one possessing a negative or low self-concept, and who were least accepted by peers, as indicated by the supplementary pre-test of the Sociogram.

Placed in order of their scores on the major self-concept pre-test, Self Appraisal Inventory, those students receiving total scores of thirty-five or less positive points, out of the sixty possible, positive points for the inventory were eligible for the study.

**Teachers and the Experimental Program**

The teachers of both the experimental and control groups were the two who regularly taught these students reading in the junior high school program. The reading classes for this study were taught in sixty minute blocks of time, five days a week, for a period of nine months. In the context of Class 8A, the investigator taught the ten members of the experimental group; and in the context of Class 8B, the other eighth grade teacher taught the ten members of the control group. Both teachers showed positive attitudes toward each of the students. From the beginning to the end of the school year, their ability to relate well with those students involved in this study, as well as with the rest of the eighth grade class, made them generally accepted by all the students.

During the reading periods, both teachers used the same reading materials for their respective experimental or control group. However, the experimental students received reading instruction that was person-orientated, i.e., how the student's needs relate to the curriculum; while the control students received reading instruction that was curriculum-orientated, i.e., how much curriculum is covered and given back.
Collection of Data and the Experimental Program

Initial efforts to get to know the students in the experimental group (i.e., the individual's interests and capabilities; his range and pattern of reading interests, in relation to the rest of the group; his family life; his activities, ambitions, concerns) were made through the following techniques and activities:

1. Introducing My Neighbor
2. I AM A PERSON WHO...
3. Questionnaires
4. Paraphrase of the poem, If
   "If I had my life to live over again, I would...
5. Profiles
6. Self-drawn portraits and feelings toward them
7. Theme--What Difference Would It Make:
   (a) to my family (b) to my friends (c) to me
   IF I STOPPED EXISTING?
8. Informal interview

Using the above activities and techniques to begin with, the students in the experimental group were encouraged to share their interests, concerns and problems with their reading teacher, the investigator of this study, who in turn encouraged them to read specific materials with related themes having possible therapeutic value. After these initial procedures, the following ones were used throughout the remainder of the experiment to continue identifying problems and concerns, and to provide certain kinds of opportunities for these students that would help them to improve their self-concepts.

First, before any reading was done, identified problems and concerns of the experimental students were classified (i.e., rejection
problems--not liking one's self; being made fun of by classmates; feeling lonely all the time, because of classmates), and related literature having possible therapeutic value for the whole group, or for smaller groups within it, was chosen. This was the usual procedure used by the investigator, and deliberately so, not only to meet some specific psychological needs, but also that she have a greater opportunity to meet the reading comprehension needs of more of this bi-lingual and bi-cultural group at one time than would be possible if each student read from totally individual materials. However, other techniques were used when necessary and more advantageous to an individual's needs.

Then, just previous to, as well as during the reading of recommended stories and poems, the investigator stimulated questions and guided the students' thoughts in specific and various directions of a particular theme. (It is important to note here that themes, related readings, discussions, and activities were always chosen to meet the needs of the ten experimental students only, not the other members of the Class 8A; though the rest of the class, who to a degree took part in all that the experimental group did except the regular private interviews, could benefit from the program themselves.)

After a reading was completed by this group, each member was given a set of questions, planned and constructed by the investigator, which related to their concerns and problems. Sufficient class time (and time at home) was given for the written response, during which these students could discuss related matters with their teacher and with other members in their experimental group, or the remainder of their 8A Class. Several days of sharing thoughts, experiences, and reconstructions, regarding the questions, handled in ways meaningful to
these students, i.e., skits, role playing, puppet shows, followed their completion. (The investigator was always careful that all the experimental students took part, in some way, in discussions and other activities.)

One or two questions in each set were purposely constructed to yield a response from each student expressive of his self-concept, relative to experiences from stories and poems read. Responses to these particular questions were neither discussed nor shared with the rest of the experimental group or 8A Class. Rather, students were encouraged to share with the investigator, in regular private interviews, whatever were their replies to these questions. In the discussions during these sessions, both the investigator and student strove to increase insight into problems, and to build on any concepts gained in the reading. The investigator also helped the students develop problem-solving behavior, which in turn would aid her efforts to increase their self-concept. (Cianciolo, 1965)

Added to each set of questions were one or more creative follow-up activities, related to the particular poems or stories read. These activities, also designed by the investigator, were attempts to enrich the students' reading and discussion experiences and to further help them understand themselves and others.

In an atmosphere of growing acceptance and trust, the experimental students completed twenty-five stories, ten poems, and forty activities, during the school year (See appendix, figure 5). A sample story and poem, together with their related questions and activities will be given to show the types of questions that were constructed and how these were handled; and the types of activities that were created
to meet students' needs. (Those particular questions used to obtain a student's perception of himself will be circled.)

**Account of Statistics**

According to the hypotheses, at the conclusion of this study, there will be a significant increase, in a positive direction, in the self-concepts of the experimental students who received bibliotherapy. The Chi Square Test of Significance at the .05 level will be used to determine if the difference is significant.

There will be no significant increase in self-concept for the control students, who did not receive bibliotherapy, at the end of this study.
Chapter 4

PRESENTATION OF THE FINDINGS

The following analysis of data is presented in this chapter:

(1) a Chi-square test of significance for scores received in each of the three tested dimensions of the self-concept for the experimental group; (2) a Chi-square test of significance for total test scores received on the supplementary self-concept test for the experimental group; (3) a Chi-square test of significance for scores received in each of the three tested dimensions of the self-concept for the control group; (4) a Chi-square test of significance for total test scores received on the supplementary self-concept test for the control group; (5) a Chi-square test of significance applied to the total scores of all four tests for the experimental group; (6) a Chi-square test of significance applied to the total scores of all four tests for the control group.

The three criteria below were used to select ten students from Class 8A for the experimental group, and ten students from Class 8B for the control group.

1. Those students whose responses and scores on the major self-concept pre-test measure, Self Appraisal Inventory, most indicated behavior or thoughts of one possessing a negative or low self-concept.

(Total scores sometimes identified a student as one of the lowest in self-concept, but in some instances, students received higher scores than the teachers' observations could agree with. Some of these students were used in this study, when teachers' observations justified use, i.e., 48b, 54g.)
2. Those students whose responses and scores on the major self-concept pre-test measure, Self Appraisal Inventory, most indicated behavior or thoughts of one possessing a negative or low self-concept, and whose responses and scores were confirmed by the supplementary pre-test measures, What Would You Do? and What Speaks You?, as well as the observations of the investigator and her interviews with these students.

3. Those students whose responses and scores on the major self-concept pre-test measure, Self Appraisal Inventory, most indicated behavior or thoughts of one possessing a negative or low self-concept, and who were least accepted by peers, as indicated by the supplementary pre-test of the Sociogram.

Placed in order of their scores on the major self-concept pre-test, Self Appraisal Inventory, those students receiving total scores of thirty-five or less positive points out of the sixty possible positive points for the inventory were eligible for the study.

In the pre-tests, the experimental students were identified as expressing thoughts or behavior of persons possessing low or negative self-concepts. The three dimensions of the self-concept considered for the experimental group in this study were: Peer, i.e., one's self-esteem associated with peer relations, Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors, General, i.e., a comprehensive estimate of how the self is esteemed.

Table 4.1 attempts to provide data on Self-concept and Peer Relations in the experimental group. Eight of the ten students tested showed increased scores in the post-test. The Chi-square test of significance for changes in peer relations was 16.118. The peer relations improvement was statistically significant above the .05 level.

Table 4.2 attempts to provide data on Self-concept and School-Related Situations in the experimental group. All of the ten students
tested showed increased scores in the post-test. The Chi-square test of significance, when applied to the school-related self-concept scores, was 31.860. This value was statistically significant at the .005 level.

Table 4.3 attempts to provide data on General Self-concept in the experimental group. Nine of the ten students showed increased scores in the post-test. The Chi-square test of significance, when applied to the scores for general self-concept, was 99.016. The variation on the scores on the test of general self-concept was statistically significant far above the .005 level.

Table 4.4 attempts to provide data on the supplementary General Self-concept Test scores in the experimental group. All ten students increased their scores on the post-test. The Chi-square test of significance, when applied to the scores for general self-concept, was 24.681. The self-concept improvements were statistically significant above the .01 level.

In the pre-tests, the control students were also identified as expressing thoughts or behavior of persons possessing low or negative self-concepts. The same three dimensions of the self-concept were considered for the control group. These were: Peer, i.e., one's self-esteem associated with peer relations, Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors, and General, i.e., a comprehensive estimate of how the self is esteemed.

Table 4.5 attempts to provide data on Self-concept and Peer Relations in the control group. Only four students had increased scores in the post-test, and three of these increases were of only one point. The Chi-square test of significance for changes in peer relations was 7.335. The changes in scores for peer relations were not
statistically significant in the control group.

Table 4.6 attempts to provide data on Self-concept and School-Related Situations in the control group. Only three of the ten students increased their scores in the post-test, and two of these increases were by one point. The Chi-square test of significance, when applied to the scores of the school-related self-concept tests, was 4.517. The differences in scores in the school-related self-concept tests were not statistically significant in the control group.

Table 4.7 attempts to provide data on General Self-concept in the control group. Only one student improved her score, and that was by only one point. The Chi-square test of significance, when applied to the scores for general self-concept, was 6.671. The changes in the scores of the general self-concept test for the control group were not statistically significant.

Table 4.8 attempts to provide data on the supplementary, General Self-concept Test scores in the control group. Five of the students improved their scores, but three improvements were by only one point. The Chi-square test of significance, when applied to the scores for general self-concept, was 7.204. The improvements were not statistically significant.

The Chi-square test of significance, when applied to the total scores of all four tests for the experimental group, was 89.039. The changes in scores for the total of the tests were significant well above the .005 level.

The Chi-square test of significance, when applied to the total scores of all four tests for the control group, was 10.029. The changes in scores for the total of the tests were not significant.
It might be noted that in calculating the Chi-square for the control group, the largest contributing numbers were usually from negative changes, that is, decreased scores.
Table 4.1

Self-concept and Peer Relations in The Experimental Group, as shown by test scores before and after the experiment

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test (Expected Outcome)</th>
<th>Post-Test (Observed Outcome)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2g</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12b</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>20g</td>
<td>11</td>
<td>15</td>
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<tr>
<td>22g</td>
<td>3</td>
<td>7</td>
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<tr>
<td>25b</td>
<td>11</td>
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<td>26b</td>
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<td>11</td>
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<td>29b</td>
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<td>11</td>
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<td>34b</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>36g</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

\[ x^2 = 16.118 \]

Significant above the .05 level
Table 4.2

Self-concept and School-Related Situations in The Experimental Group, as shown by test scores before and after the experiment

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test (Expected Outcome)</th>
<th>Post-Test (Observed Outcome)</th>
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<tr>
<td>36g</td>
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<td>13</td>
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</tbody>
</table>

\[ x^2 = 31.860 \]

Significant above the .005 level
Table 4.3

General Self-concept in The Experimental Group, as shown by test scores before and after the experiment

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test (Expected Outcome)</th>
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<td>18</td>
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<tr>
<td>36g</td>
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\[ x^2 = 99.016 \]

Significant above the .005 level
Table 4.4.

Supplementary Test of General Self-concept in The Experimental Group, as shown by test scores before and after the experiment

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<th>Student</th>
<th>Pre-Test (Expected Outcome)</th>
<th>Post-Test (Observed Outcome)</th>
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<td>10</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 24.681 \]

Significant above the .01 level
Table 4.5

Self-concept and Peer Relations in The Control Group, as shown by test scores before and after the experiment

<table>
<thead>
<tr>
<th>Student</th>
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<th>Post-Test (Observed Outcome)</th>
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\[ X^2 = 7.335 \]

Not Significant
Table 4.6

Self-concept and School-Related Situations in The Control Group, as shown by test scores before and after the experiment

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\[ x^2 = 4.517 \]

Not Significant
Table 4.7

General Self-concept in The Control Group, as shown by test scores before and after the experiment

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\[ X^2 = 6.671 \]

Not Significant
### Table 4.8

Supplementary Test of General Self-concept in The Control Group, as shown by test scores before and after the experiment

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\[ x^2 = 7.204 \]

Not Significant
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the degree to which bibliotherapy could significantly increase, in a positive direction, the self-concepts of a selected group of students; as compared to a similar group who did not receive bibliotherapy, and for whom no significant increase in self-concept was expected.

The study was based on the assumptions that:

1. Adolescents have developmental problems of adjustment which may affect their self-concept in the areas of school, peer relations, and general self-concept.

2. That self-concept can be measured by the instruments used in the design of the study; namely, Self Appraisal Inventory, What Would You Do?, Sociogram, What Speaks You?, and responses to specific questions pertaining to stories and poems read.

3. That possible solutions to an individual's developmental problems are based on the individual's insights into and understandings gained into those problems.

4. That the educational rationale for the reading program had been geared toward a specific goal.

5. That comparison of two groups of students—one group that had been exposed, and another group that had not been exposed to such a reading program—was valid.

After some preliminary efforts to get to know the students, the investigator had administered to the two eighth grades in September, 1972 four pre-test measures dealing with self-concept. Given first was
the major pre-test, **Self Appraisal Inventory.** Three of the four dimensions of the self-concept used from this test in this study were:

Peer, i.e., one's self-esteem associated with peer relations, Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors, and General, i.e., a comprehensive estimate of how the self is esteemed. Administered directly after the major pre-test were the supplementary self-concept pre-test measures, *What Would You Do?* and *What Speaks You?*, together with the Sociogram, measuring peer relations socially and scholastically. Data from these tests was used to confirm the students' responses and scores on the major self-concept measure. Following this confirmation, three criteria were used to select ten students reflecting the lowest self-concepts, from Class 8A, to be the experimental group; and ten students reflecting the lowest self-concepts, from Class 8B, to be the control group for this study.

(During the study, the experimental students and the control students remained in the context of their own respective homeroom classes, 8A or 8B.) The groups were equated as nearly as possible. Their teachers for the experiment were the two who regularly taught them reading in the departmentalized system of the junior high school.

During the course of the school year 1972-1973, bibliotherapy with the ten experimental students consisted in the identification of their problems and concerns in the following three dimensions of the self-concept: (1) Self-concept and Peer Relations, (2) Self-concept and School-Related Situations, and (3) General Self-concept. Identifications were made mainly during private interviews with the investigator, during which students were encouraged to share and discuss responses they had made to particular questions in a given set purposely
designed to reveal self-concept, relative to poems and stories read. After personal and/or social problems were identified, these were then classified and stories and poems with themes, usually having possible therapeutic value for the group as a whole, or for smaller groups within it, were chosen and recommended.

Before and during each reading, the investigator stimulated the thoughts of the students in specific and various directions of a particular theme. After each reading, she guided discussions from a set of self-constructed questions, which related to the reading, as well as to the students' problems and concerns. Then, to enrich reading and discussion experiences, she encouraged these students to take part in one or more follow-up activities created for each selection read.

In May, 1973 the same major pre-test measure and its three supplementary measures of self-concept were re-administered as post-tests to both the experimental and control group.

The Chi Square Test of Significance was used in determining the statistical significance of the experimental group. Changes at the .05 level were considered significant.

**Findings**

The data revealed several significant differences between the experimental and control group at the conclusion of this experimental program using bibliotherapy. These findings have been reported with reference to the original hypotheses and the instruments used to gather the data.

The original hypotheses stated that:

Through the process of bibliotherapy on a selected group of students, there will be
increased opportunity for them to gain insights and understandings into themselves, as well as the world around them, and to build and augment self-esteem. As a result of this, their self-concept will increase significantly in a positive direction. There will be no significant increase in self-concept in the control group at the end of this study.

The first hypothesis relating to the experimental group is supported by this study:

A.) There was a significant increase at the .05 level or better, in each dimension of the self-concept, pre- and post-tested by the major measure, Self Appraisal Inventory. The dimensions were: (1) Peer-one's self-esteem associated with peer relations, (2) Scholastic-one's self esteem derived from success or failure in scholastic endeavors, and (3) General-a comprehensive estimate of how the self is esteemed.

B.) The supplementary measure of self-concept, What Would You Do? showed score improvements on the post-test that were statistically significant above the .01 level.

C.) The supplementary self-concept measure, What Speaks You? and the supplementary measure of self-concept and peer relations, the Sociogram (both teacher-constructed), did not lend themselves to objective scores, making it impossible to find significant differences for these measures. However, in comparing the pre-tests and post-tests, the following data was found:

(a) What Speaks You? showed definite improvements in self-concept on the post-test; i.e., a student, who in the pre-test expressed one perception of himself through choice of the color YELLOW said, "I picked yellow because it hardly shows up on the paper and people hardly ever see me. I feel like nothing." On the post-test, this same student
chose the colors YELLOW mixed with GREEN and said, "I choose these colors because I can go out to people. I'm free now because before nobody wanted to talk to me they ignore me. Some people still don't like me, but some people like me and walks with me. It cheers me up."

These were the kinds of responses made by the students in most of the six sections of this measure.

(b) The Sociogram post-test showed definite improvements in peer relations, in that students not chosen at all by others on the pre-tests, were chosen at least once (some more often) on the post-test. Almost all other students increased their scores on the post-test by being chosen one or more times over that of their pre-test.

The second hypothesis relating to the control group is supported by this study:

A.) The changes were not statistically significant in any of the three dimensions of the self-concept, which were the same three dimensions used for the experimental group; pre- and post-tested by the same major measure of self-concept, Self Appraisal Inventory.

B.) The supplementary measure of self-concept, What Would You Do? showed score improvements on the post-test, but these were not statistically significant.

C.) The supplementary self-concept measure, What Speaks You? and the supplementary measure of self-concept and peer relations, the Sociogram, again did not lend themselves to objective scores, making it impossible to find significant differences for these measures. However, in comparing the pre-tests and post-tests, the following data was found:

(a) What Speaks You? did not indicate on the post-tests,
generally throughout the six sections of the measure, significant changes in self-concept; although there were growth changes indicated in certain sections of it for some students.

(b) The Sociogram post-test showed two students not chosen by anyone on the pre-test remaining in that same situation on the post-test. Other post-tests showed changes in social relations too meager to indicate satisfactory growth.

In May, 1973 at the end of the experiment, the investigator obtained a written response (questionnaire) and had a private interview with each of the experimental students to help her determine the effects of the planned reading program on their self-concepts in the three particular dimensions dealt with; namely, (1) Self-concept and Peer Relations, (2) Self-concept and School-Related Situations and (3) General Self-concept. Feedback from the questionnaires and interviews expressed the positive results of the experimental reading program.

However, only the pre- and post-test measures of self-concept, Self Appraisal Inventory and What Would You Do?, were used to confirm the hypotheses, through significant difference scores.

Conclusions

The planned reading program used in this study was specifically designed to improve significantly the self-concepts of a selected group of students, in the dimensions of: Self-concept and Peer Relations; Self-concept and School-Related Situations; and General Self-concept.

The program consisted mainly in the following: (1) the identification and clarification of students' self-concept problems and concerns, through the analysis of responses made to certain questions
specifically designed to reveal the self-concept, relative to experiences from stories and poems read; (2) the stimulation of questions and the guidance of students' thought before and during the reading of recommended stories and poems having possible therapeutic value for the group as a whole, or for smaller groups within it; (3) the guidance of discussions from purposely designed questions that dealt with characters and situations read about, and at the same time related to student problems and concerns; and (4) the encouraging of students involved in the study to take part in related reading activities that served to help them better understand themselves and others.

The following conclusions are based on the data collected for this study:

It may be concluded that a reading program designed, as in this study, to increase significantly in a positive direction the self-concepts of a selected group of students, in the dimensions of: Self-concept and Peer Relations; Self-concept and School-Related Situations; and General Self-concept, does indeed increase the self-concept significantly in these three dimensions.

Recommendations

As a result of the study, the following recommendations have been made:

1. Teachers should utilize bibliotherapy in their classroom reading instruction to improve the self-concept of their students. This process should be utilized not only with small numbers or selected groups but with entire classes.

2. Teachers should make longitudinal studies necessary for assessing changes in self-concept over long periods of time--studies which tap the same dimensions of self-concept and make use of measures that maintain
comparability of items used at the primary (approximately K-3), the middle (approximately 4-6), and the upper grade levels (approximately 7-9).

3. More valid and reliable test instruments than the ones used in this study need to be devised before further research is undertaken for the following reasons:

(a) The authors state that though the direct self-report device, Self Appraisal Inventory, possesses extremely high content validity, (that is, most persons inspecting the items would have to assert that an individual who responded in a certain way was expressing a positive (or negative) self-concept), responses to such fairly apparent items are relatively easy to fake.

(b) The authors also state that though the inferential self-report device, What Would You Do?, has its chief purpose camouflaged, therefore rendering it less fakeable, one would have to make inferences regarding whether the responses yielded by this instrument did, in fact, reflect a student's self-concept.

4. Besides objective instruments, teachers should use self-constructed ones which, though requiring subjective interpretation and not leading to objective validation, do give a deeper expression of one's self-concept.

5. As was the case in this study, the investigator should do one or more previous experiments before the actual experimental program using bibliotherapy is begun. This is important especially when working with bi-lingual and bi-cultural students. The advantage of such a procedure is that the investigator will have opportunities to develop a broad enough knowledge of themes, literature, and various techniques appealing to the students and helpful toward improving their self-concept.

6. At some later date (at least one year after the experimental program using bibliotherapy), the investigator should interview each of the experimental students, or at least a substantial number of these, to ascertain and validate the long-lasting effects of the experimental program on their self-concept.
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Russell, David H. "Contributions of Reading to Personal Development." _Teachers College Record._ Vol. 61, No. 8, May, 1960, pp. 435-442.


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(Figure 1) **Self Appraisal Inventory**

On each page of the Inventory students placed their personal code. For responses to the Inventory, students were asked to use a capital "T" for True and a capital "F" for False.

1. I like to meet new people.
2. I can disagree with my family.
3. School work is pretty easy for me.
4. I am satisfied to be just what I am.
5. I wish that I could get along better with other kids.
6. I get in trouble a lot at home.
7. Most of the time I like my teachers.
8. I am a cheerful person.
9. Lots of times other kids are mean to me.
10. I do my part of the work at home.
11. Lots of times I feel upset in school.
12. Lots of times I let other kids have their way.
13. I have more friends than most kids have.
14. No one pays much attention to me at home.
15. I can always get good grades if I want to.
16. People can always trust me.
17. It is easy for people to like me.
18. There are times when I feel like I would like to leave home.
19. I forget a lot of the things that I learn.
20. I am popular with kids my own age.
21. I am popular with girls.
22. My family is happy when I do things with them.
23. I volunteer a lot in school.
24. I am a happy person.
25. Most of the time I feel lonely.
26. My family respects my ideas.
27. I am a good student -- I do good work in school.
28. Lots of times I do things that I am sorry for later.
29. Older kids do not like me.
30. I behave badly at home.
31. Lots of times I get discouraged in school.
32. I wish that I were younger than I am.
33. I am always friendly toward other people.
34. Most of the time I treat my family as good as I should.
35. My teacher makes me feel like I am not good enough.
36. I always like being the way I am.
37. Most people like other kids much better than they like me.
38. I cause trouble to my family.
39. I am slow in finishing my school work.
40. Lots of times I don't feel happy.
41. I am popular with boys.
42. I know what I am expected to do and act like at home.
43. I can stand up in front of the class and give a good report or speech.
44. I am not as nice looking as most people.
45. I don't have many friends.
46. Sometimes I argue with my family.
47. I am proud of my school work.
48. If I have something to say, most of the time I say it.
49. Most of the time, I am in the last group of kids to get picked for teams.
50. I feel that my family always trusts me.
51. I am a good reader.
52. I don't worry a lot.
53. It is hard for me to make friends.
54. My family would help me no matter what kind of trouble I got into.
55. I am not doing as well in school as I want to.
56. I have a lot of self control.
57. Most of the time my friends follow my ideas.
58. My family understands me.
59. It is hard for me to talk in front of the class.
60. Lots of times I feel ashamed of myself.
61. I wish that I had more close friends.
62. Lots of times my family expects too much of me.
63. I am good in my school work.
64. I am a good person.

65. Sometimes people find it hard to be friendly with me.
66. I get upset easily at home.
67. I like to be called on in class.
68. I wish I were a different person.

69. I am fun to be with.
70. I am an important person to my family.
71. My classmates think that I am a good student.
72. I am sure of myself.

73. Lots of times I don't like to be with other kids.
74. My family and I have a lot of fun together.
75. I would like to drop out of school.
76. I can always take care of myself.

77. I would rather be with kids younger than me.
78. My family usually cares about my feelings.
79. I can disagree with my teacher.
80. People can't depend on me.
On each page of the Inventory students placed their personal code. Students made one choice (A, B, C, or D) in response to each item, and were asked to record these in capital letters on the Inventory.

1. You are sitting in the classroom by yourself watching one of your favorite programs on T.V. Some kids from the "in group" or popular group in the 8th grade come into the room and change the channel.
   A) You would let them watch the new channel.
   B) You would ask them to change the channel back to the one you were watching.
   C) You would leave the room or just go and do something else.
   D) You would go up and change the channel back yourself to what you had on, and explain to them that you want to watch the channel that you had on.

2. You are explaining an arithmetic problem to a friend in class. The teacher asks the class to quiet down.
   A) You would keep on explaining the arithmetic problem to your friend in a whisper.
   B) You would stop talking and start working quietly.
   C) You would ask the teacher if you could keep on explaining the problem to your friend.
   D) You would write your friend a note and tell him/her that you will finish explaining the problem to them later.

3. The class chooses you and your friend to run for an important class office. You want the office and you know that your friend wants the office too.
   A) You decide not to run for the office.
   B) You are afraid that your friend will be mad at you if you run for the office.
   C) You decide that you will run for the office.
   D) You don't think that your friend will mind if you run for the office.

4. You are shopping in a department store. You start to go up a very narrow staircase, on which only one person at a time can pass easily. A large lady starts walking up the stairs behind you, and is so close to you that she is almost stepping on your heels.
A) You would try to get out of her way.
B) You would politely ask her not to rush you.
C) You would walk faster so that you would not block her way.
D) You would turn and smile at her, but not move out of the way.

5. You are sent to the school office on a message just before the bell rings for the end of school. When you come back, the kids that you hang around with are not in the room.

A) You think that they went to the store on the corner to buy something.
B) You think that they went home without you.
C) They probably went down to the lavatory.
D) They are talking somewhere and don't want you there.

6. A family in another city has offered you a chance to spend a month with them in their city. (One of your neighbors knows the family, and says that this family is good). How do you feel about it?

A) You don't want to go.
B) You want to go.
C) You want to see another city.
D) You won't go unless your best friend comes with you.

7. You are playing a game that has two teams. While you were talking with a friend who was standing next to you, you missed the questions that the teacher asked you, and so you lost a point for your team.

A) You would admit that you had made a mistake.
B) You would apologize to your team.
C) You would get mad at your friend for making you lose a point for your team.
D) You don't know what you would do about what happened.

8. Make believe that it is the first day of school and you are at a new school. The teacher asks for someone to help her give out some books.

A) You hope that she doesn't call on you.
B) You volunteer—because you think that this will help you to get to know the other kids.
C) You pretend that you are reading something until she calls on someone else.
D) The teacher seems nice so you volunteer.

9. The classroom needs cleaning up. Everyone is asked to help out.

A) You fix up the library books.
B) You pretend that you are busy doing something else.
10. You are nominated by some of the kids in the class to run for an important class office. You want the office.

A) You will probably run for the office.
B) You will for sure not run for the office.
C) You will probably not run for the office.
D) You will for sure run for the office.

11. Your group has planned to have a play for the school.

A) You want to have a part in the play.
B) You want to help plan the play.
C) You want to just sit and watch the practices and the final play.
D) You don't want to be in the play.

12. Some of the kids that you know are in an Ecology Club, which has a project of cleaning up public parks and lots on weekends.

A) You think that you would like to be in the club and help paint park benches.
B) You think these kids are wasting time by cleaning up places that belong to someone else and that other people use.
C) It would be fun to paint signs that said "The Ecology Club was here."
D) Getting together and doing things like cleaning up parks and lots that everybody uses is silly.

13. One of the "in group" or popular kids is having a party at home.

A) You will be asked to do the cooking for the party.
B) You will be asked to be some kind of helper for the party.
C) You will not be invited to come to the party.
D) You will not go to the party.

14. Some of the more popular kids in the class are organizing a social club. (The members of the club will give parties, do things in groups on weekends, etc.)

A) You will probably be asked to join the club.
B) You will probably not be told anything about it.
C) You will probably not be asked to join.
D) You will probably become one of the officers of the club.
15. The teacher is choosing a small group of kids to help her on the weekend to plan a Christmas party for the 8th grade.

A) She will probably choose you to help.
B) She thinks that you would be a lot of help.
C) She will not think about you when she is choosing kids to help.
D) She will not choose you to help.

16. You and your friends have planned out a special section for the school newspaper. When the school newspaper is printed up, with your section in it, you will expect which of the following:

A) The teachers you had will want to read your section of the paper.
B) The other kids will think whatever you write is dumb.
C) The other kids will want to buy the paper and want to read what you wrote.
D) The teachers and the other kids will not want to bother with what your group did.

17. Your class has to choose someone to represent the 8th grade at a special meeting at another school in the city. What kind of chance to get picked do you have?

A) I have a good chance of being picked to go.
B) I have a fair chance of being picked to go.
C) I have a poor chance of being picked to go.
D) I have an excellent chance of being picked to go.

18. Make believe that you are grown up (an adult). And make believe that you are looking for a job. Which job would you take?

A) A job at which you get a lot of money, but you don't like the job too much.
B) A job at which you can do what you want.
C) A job where you don't have to work very hard.
D) A job where you don't get very much money but you have a chance to be boss someday.

19. Suppose there was going to be a contest in schoolwork next week for upper-grade students at your school.

A) You think that you will do very good in all the subjects.
B) You think that you will do very bad in all the subjects.
C) You think that you will do bad in some of the subjects.
D) You think that you will do good in some of the subjects.
20. Your parents are giving you a dog. It will be your job to take care of the dog. You will probably:

A) Take excellent care of the dog.
B) Take good care of the dog.
C) Figure that someone else in the family will take care of him if you forget.
D) Let your mother take over caring for the dog.
On each page of the Inventory students placed their personal code.

Directions:

1.) Make your own collage on the back of this paper. Try to find words, pictures, etc., from magazines, newspapers and whatever else, that tell something of who you are. You may use any materials you want. Try to express who you are through the following six ways:
   (1) Color(s)
   (2) A song (the title, a line, a verse, etc.)
   (3) Abstract form(s)
   (4) Something in nature
   (5) Words and/or Phrases
   (6) Original Cinquain poem entitled, "ME"

(You may add anything else you want.)

2.) On a piece of binder paper explain and give reasons for each of your six choices.

The investigator gave sample responses for and explanations of each of the six above-mentioned areas, so that student responses to each of the areas would reveal something of the light in which each one perceived himself.
(Figure 4) Sociogram

On each page of the Inventory students placed their personal code. Each student had his own numbered class list copy. Choices were recorded on the Sociogram by the number next to the name chosen.

(N. B. CHOOSE PEOPLE FROM YOUR OWN CLASS when putting down names.)

1. If you were going to take a test and you wanted someone smart and good in schoolwork to help you study for the test, what TWO girls and what TWO boys in your class would you pick?

GIRL: _________________________
GIRL: _________________________
BOY: _________________________
BOY: _________________________

2. If you were invited to a party and the person in your class who is giving the party asked you to bring someone with you, whom everyone would probably like, whom would you bring in your class? (Name two girls and two boys)

GIRL: _________________________
GIRL: _________________________
BOY: _________________________
BOY: _________________________

3. If you had a choice, what TWO girls and TWO boys in your class would you want to be your friend? (This person can be someone you already have as a friend or someone you would want to be your friend because of what they are like.)

GIRL: _________________________
GIRL: _________________________
4. Name ONE boy and ONE girl who is an "all-around" or a "together" person. This means that this person is happy, gets along with everyone, likes himself/herself, seems to be secure, is not afraid to say what he/she thinks no matter what, etc.)
(Figure 5) Stories Used During the Experimental Reading Program

Fourth of July - Wallace Stegner
Thicker Than Water - Paul Gallico
The New Kid - Murray Heyert
What Men Live By - Leo Tolstoy
Hop Frog - Edgar Allan Poe
Sometimes in Life You Have to Take a Chance from Death Be Not Proud - John Gunther
Flowers for Algernon - Daniel Keyes
The Flying Machine - Ray Bradbury
The Turtle - George Vukelich
So Much Unfairness of Things - C. D. B. Bryan
Born of Man and Woman - Richard Matheson
The Fan Club - Rona Maynard
Of Mice and Men - John Steinbeck
The Kitten - Richard Wright
Finding My Way - Borghild Dahl
The Pearl - John Steinbeck
Macmillan Series - Gateway English Series - A Family Is a Way of Feeling
Who Am I?
The Little Circle - Ann Atwood
The Parsley Garden - William Saroyan
Children of the Harvest - Lois Phillips Hudson
The Streets of Memphis - Richard Wright

Sounder - William H. Armstrong

To Build a Fire - Jack London

Poems Used During the Experimental Reading Program

Turtle - May Sarton

Mother to Son - Langston Hughes

A Most Peculiar Man - Simon and Garfunkel

The Wall - Ellie Mooney

Poems without titles by - e. e. cummings
  Karl Rahner
  Rod McDuen
  from the Rule of Taizé

Haiku Poems

Summons - Robert Francis

Loneliness - Brooks Jenkins

To Look at Any Thing - John Moffitt

No One in Particular - John Perreault
The following is a sample story, with discussion questions and related activities, actually used by the investigator with the experimental group, during the course of this study. (The circled question in the discussion questions was the main one discussed during private interviews.)

The Fan Club by Rona Maynard

An adolescent girl, Rachel Hortensky, is poor materially, socially and to some degree physically. Though Rachel possesses some very deep qualities of mind and character, these go unnoticed, or if noticed, are degraded by the majority of her class peers, among whom she finds herself daily at school. Harassment by peers is strong enough to bring this girl to almost total psychological destruction.

Another girl, Laura, also rejected by the same class group, though not so severely, understands Rachel’s situation. She does whatever positive things she can to get the class to see and stop the daily negative experiences they cause both Rachel and herself to live through. She does this up to the point, where in order to be accepted by the "in group," she goes against her own principles and joins the ranks who reject Rachel.

DISCUSSION QUESTIONS: (Use models for discussion if desired)\(^1\)

1. What situations could make school a "nightmare" for some students—to a point where they, like Laura, live in a world of "silence" and "study," and dream of far-away villages where people will accept them? (Give at least two situations)

2. List three or more qualities that a truly "powerful" person or group has (not meaning physical power, but power of character).

3. Do you think that the members of the "in group" were powerful persons? If yes, why? If no, why?

\(^1\)Models—Verbal responses to questions given during class time, especially those responses that proved threatening in any way, could be projected to human-like models made by the students for reading discussions, role play, etc.
4. "I don't care...they don't bother me...they're just clods anyway!"
   (a) Why does Rachel and people in her situation sometimes say things like that when they get hurt?
   
   (b) What possible things could happen to a person who constantly handles hurt in this way?
   
   (c) What other ways could Rachel handle her hurt feelings, and why might these be better ways?

5. Rachel and Laura usually submerged themselves in a crowd.
   (a) How do people submerge themselves in crowds?
   
   (b) Why do people submerge themselves in crowds?
   
   (c) What can happen inside a person if this way of acting continues for a long period of time?
   
   (d) What can happen inside of the persons who make up the crowd, if other persons continue for a long period of time to submerge themselves in it?

6. One of the characters watching Rachel before class trying to find someone to talk to remarked, "Rachel Hortensky...alone as always!"
   (a) What are some of the causes for loneliness on the part of the lonely person himself?
   
   (b) What are some of the things that people do or don't do that make other people feel lonely or rejected?

7. Rachel and her more "with it" peers found certain kinds of things in life of value to them.
   (a) Compare what Rachel found valuable and worthwhile in life to what her more popular peers found valuable and worthwhile.
   
   (b) How did what Rachel valued in life help her not to lose her SELF when she was rejected?

8. What were some of Rachel's deepest qualities that went unnoticed, or were cut down, or were made to look unimportant next to those of her more popular peers?

9. What are your deepest qualities, or things about yourself that you would like others to appreciate in you, but these have either gone unnoticed, or have been cut down, or have been made to look unimportant next to what others have?

10. (a) Why do people around your own age sometimes reject certain peers?
    
    (b) Why is such a question important?
    
    (c) What can rejection by others do to those who are rejected?
    (after you answer this question 10c, say to your response,
(d) What can rejecting others do to those who are the rejectors? (after you answer this question 10d, say to your response, SO WHAT! ... then respond to that.)

11. One way that people form opinions of themselves is by the way other people act toward them, or feel about their worth as persons.
   (a) What responsibilities do both groups (underlined) have?

12. What do we do to people when we "lock them up" in our minds as:
   (a) "in-group" people like Diane Goddard?
   (b) average or middle people like Laura?
   (c) "out-of-it" people like Rachel?

13. When Rachel was talking to Laura about her science report, Laura was "hearing" Rachel, she was not "listening" to her.
   (a) What is the difference between "hearing" a person and "listening" to him?
   (b) What is the difference between the behavior of a person who is most of the time "listened to," and a person who is most of the time "heard"?

14. What could Laura have done when she realized that she too was rejected by her peer group?
   (a) find ways to get back at her peers for not accepting her
   (b) act superior in their presence
   (c) become a loner
   (d) see herself as a hopeless failure
   (e) try to act and dress like these peers, hoping such would get her an "in."
   (f) something else.... (say what you think)

Choose any response (a, b, c, d, e, or f) or combinations of these, and give your reason(s) for choices.

The sample activities given in this appendix section are ones the investigator actually used with her experimental group during the course of the year 1972-1973. They have been written up in the present tense, as if they were being presented to this group in the context of the 8A Class.
The Fan Club Follow-Up Activities

The purpose of the two following activities was to help certain students become more sensitive to their own feelings of rejection and loneliness, so that they might face these feelings and seek help with problems in this area. The activities were also designed to help all the students become more sensitive to the feelings of others in their peer group (outside of it also); as well as make them conscious and responsible for the unique powers they have to help shape more positive self-concepts in themselves and in others.

The Fan Club (Activity 1)

Go somewhere where it is quiet and you can be all alone. Think back slowly over one time that you have felt most lonely or rejected. FEEL through the whole experience step by step, as if it were happening right now again. After you live again through each part, or while you are re-living these, describe in writing, in some art form, or in any way you desire, WHAT YOU FEEL.

The Fan Club (Activity 2)

A.) For the next three days, Tuesday, Wednesday, and Thursday, take every chance you get to really "see" other people and yourself who seem to be LONELY or REJECTED (in the classroom, at recess or lunch, on the city streets, busses, in cars, around your blocks, in your homes—just anywhere!).

Jot down anything you notice about: (1) how they dress, (2) their posture, (3) their actions, (4) the way others treat them, (5) the manner and their pace of walking, (6) their features and facial expressions, (7) and anything else you might "see" about them.

At the end of the three days, Friday, we will share with one another in our small groups first, what we "saw." Then we can share with the rest of the class. (BE SURE NO NAMES ARE MENTIONED DURING THE SHARING, SO THAT NO ONE WILL BE ACCIDENTALLY EMBARRASSED)

B.) Each small group can then sign up for whatever way they would like to express what loneliness or rejection is really all about. (Modern dance, Light show, Slow-motion pantomime, Pantomime skit, or Shadow box are some suggestions. Other ways might be used if desired).

C.) After each performance, the audience will interpret the body movements, colors, costumes, positions, atmosphere, facial expressions, sounds, etc., in relation to what it means to be LONELY or REJECTED.

D.) Then in your small groups take the performance and reconstruct it, using means that are realistic and possible for you to lessen loneliness and rejection in the lives of these persons. Reconstruction could then be shared among the various groups in the class.
E.) YOU try for one whole week to be conscious of at least one lonely or rejected person you know of. Try to go out to this person in any way that will possibly make him have more positive feelings toward himself. (BE CAREFUL NOT TO OVER-DO IT OR GET PHONEY.)

You do not need to write anything down, but be conscious of what happened to the lonely or rejected person when you constantly went out to him. What happened to you as you constantly went out to this person?
The following is a sample poem, with discussion questions and related activities, actually used by the investigator with the experimental group during the course of this study. (The circled questions in the discussion questions were the main ones discussed during private interviews.)

YOU ARE
AND
I AM
A MYSTERY THAT HAS NEVER HAPPENED BEFORE
AND
A MIRACLE THAT WILL NEVER HAPPEN AGAIN

e. e. cummings

DISCUSSION QUESTIONS:

1. What is a miracle in the deep sense of the word?
2. Give an example of a miracle, and briefly explain why you think it is a miracle.
3. What is a mystery in the deep sense of the word?
4. Give an example of a mystery, and briefly explain why you think it is a mystery.
5. Bring to school on Thursday anything that shows some idea of the meaning of "miracle" or "mystery," and share within your small groups why you chose what you did. Sharing might be done with other groups if you desire. (Miracles and mysteries might be represented in any way, i.e., pictures, live nature, related happenings, etc.)
6. Explain the poem by e. e. cummings in your own words.
7. What could be some examples of miracles and mysteries in people that have never happened before and will never happen again in the same way in other persons?

(a) What are the miracles and mysteries in YOU that have NEVER
happened before and will NEVER happen again in the same way in any other person?

(b) Think deeply.... What is your response to question 8a really saying about YOU and about each person?

(c) After you answer question 8b, say to your response, SO WHAT!.... then respond to that.

8. Look at the five pictures on the paper you were given. Each picture has a number under it. Read each question on the second paper and match it with the number under the face that tells how you feel. i.e., ___1. This is how I feel when I don't finish a test. ___2. This is how I feel when I play handball. (See following pages.)

(Try to be as honest with yourself in answering as you can, for in the end you will learn something about the miracle and the mystery that is YOU.)
MATCH THESE QUESTIONS WITH ONE OF THE FACES THAT TELLS HOW YOU FEEL

___ 1. This is how I feel when I am speaking English out loud during class time.
___ 2. This is how I feel when I think about my personality.
___ 3. This is how I feel when I think of some parts of my body.
___ 4. This is how I feel when I think of my face.
___ 5. This is how I feel about the way my group acts toward me.
___ 6. This is how I feel about the way other people in the class, outside of my group, act towards me.
___ 7. This is how I feel about my intelligence.
___ 8. This is how I feel about how many real friends I have.
___ 9. This is how I feel about myself most of the time.
___10. This is how I feel when I am taking a test.
___11. This is how I feel when I think about what my teachers think about me.
___12. This is how I feel when I think about how well I can do things.
___13. This is how I feel when I think about my emotions.
___14. This is how I feel when I am at P.E.
___15. This is how I feel when I go up to the teacher's desk to talk.
___16. This is how I feel when I eat my lunch.
___17. This is how I feel when I have to go to the board.
___18. This is how I feel when we have to get groups set up for a project or for discussions.
___19. This is how I feel when I participate in class discussions.
___20. This is how I feel during recess time.
___21. This is how I feel when I think about what the other people in the class think about me.
___22. This is how I feel when I think I have a good idea to share in class.
___23. This is how I feel when I play sports.
24. This is how I feel when I make a mistake in class.

25. This is how I feel when I am alone.

26. This is how I feel when I have to stand and talk in front of the class.

27. This is how I feel most of the time.

28. This is how I feel when I have to read out loud in class.
Poem by e. e. cummings  Follow-Up Activities

The purpose of the two following activities was to help the students recognize, experience and appreciate their own uniqueness and personal worth, and to recognize and appreciate the uniqueness and personal worth of their peers.

Poem by e. e. cummings (Activity 1)

A.) Each person in each small group is to really pay attention for a whole week to the other members in the group. (Think back, if necessary, to other times you have known them.) On Friday, we will write for each one in our group one quality about each of these persons that we see as good, and valuable, and then we will tell why. i.e., The thing that I see good and valuable in you is that you are a smart person and you always try to help people who aren't as smart as you. And when you help other people you are very patient with them—and they never feel dumb or low while or after you help them. I (the investigator) will write something about each of you by Friday too.

B.) We will write the names on the outside of the papers, fold them and give them to the proper persons, when everyone is ready that day.

Each of us might learn something good about ourselves—something that maybe we valued already and know now that others value too; something that maybe we never recognized as valuable in us, but we can now begin to do so.

REMINDER: Part of the way we learn to "see" ourselves, appreciate ourselves and grow is by how others "see" us and are to us. Each of us has a big responsibility then to the persons to whom we write!

Poem by e. e. cummings (Activity 2)

(Students and the investigator were given dittoes of a boy or girl figure copied from a coloring book.)

A.) Each boy should have a ditto copy of the boy-figure and each girl a copy of the girl-figure. Girls get together and decide exactly what color crayons you will all use to color the hair, complexion, blouse, skirt, etc. Boys, you also get together and decide exactly what color crayons all of you will use to color the various parts of your ditto. (Write colors for parts on board.) When everyone is finished, then we can hang them up.

(When all the dittoes were colored in class, the investigator taped them up on the back classroom panels, (along with her own ditto) in six
straight rows across for the boys; and six straight rows across for the girls. She made note of students' comments and reactions before, during, and after the coloring session.)

B.) By Wednesday, try to draw (and color if you desire) a self portrait, and bring it with you to class that day. Sometime this week, we will share our portraits with one another in small groups. I (the investigator) will try to draw a self portrait too, and share mine with one of the small groups.

(On a day when the atmosphere was sensitive enough, the students and myself shared with one another our self portraits. Then each of us taped our own portrait to the remaining back panels of the classroom, in whatever manner each felt was most attractive. A free period naturally followed the display of the self portraits--time for looking, commenting, and further sharing.

After the free period, the investigator, experimental students, and 8A Class shared thoughts on the deeper implications for life if each of us was like the first activity we did--ALL THE SAME PERSONS IN EVERY WAY. Then we shared thoughts on the deeper implications for life if each of us was like the second activity we did--ALL UNIQUE PERSONS.)