

HOUSE: VERBAL AND VISUAL EXPRESSIONS  
BY CHILDREN IN GRADES FOUR,  
FIVE AND SIX

By

CYNTHIA MOHR SMITH  
||  
Bachelor of Art Education  
Oklahoma State University  
Stillwater, Oklahoma

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FIVE AND SIX

Thesis Approved:

*Christina J. Salmon*

Thesis Adviser

*K. Kay Stewart*

*Sharon Y. Nickols*

*Norman W. Durham*

Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

In a well balanced educational system, in which the development of the whole individual is stressed, his thinking, feeling and perceiving must be equally developed in order that the potential creative abilities of each individual can unfold. Art education, introduced in the early years of childhood may well mean the difference between a flexible, creative human being and one who, in spite of learning, will not be able to apply it and will remain an individual who lacks inner resources and has difficulty in his relationship to the environment (Lowenfeld, 1957, p. 2).

There is in each of us an ability, an individual nature, a uniqueness that in the large majority of us gets lost before we reach adulthood. We are born with this capacity, but it gets lost along the road. Through the author's teaching experiences, it was discovered that our children's inborn ability was not being encouraged. Instead, there is a movement which encourages the child to repeat back information the teacher gives out. There is little attempt to encourage absorption or thought process, or more importantly individual response.

The author feels that repetition of instructions on the part of the teacher is sometimes necessary and almost always an honest effort to ensure that the children leave school with the knowledge they will need to survive in today's system and, hopefully, flourish. However, this system of memorization tends to cause the children to emphasize knowledge which is learned, but not assimilated, reflecting much like

a mirror image information received rather than creative expression. In the author's teaching, she has experienced too many children who wish, quite honestly, to please her and not themselves. That the following conversation occurred once should be cause enough for alarm. The child approaches the teacher saying, "Is this good enough?" This type of statement happens many times every day. These children are apparently being encouraged to feel the need to meet the teacher's standards, not their own. True, standards are necessary, but not at the cost of creative development.

Edward T. Hull in his book, Beyond Culture, made the statement that "people reared in the European tradition feel more comfortable if they have a rule to fall back on, even if it doesn't fit."

Creative experiences have few rules and consequently are sometimes frustrating to children who are used to there being only one correct response. The discovery that there millions of ways to represent a tree, for example, is at once astounding and exhilarating.

Viktor Lowenfeld refers to ages nine to eleven as the "Gang-Age." It is a time not only of greater self-awareness, but also a time in which the child discovers the power of the group or gang as a unit. The group provides him with the ability to do more than he can by himself. This is a time when boys find girls less than appealing and vice versa. This point tends to make the groups largely of the same sex. This also is a time when parents wanting to maintain control of their childrens' lives try to prolong their child's dependency rather than supporting these first signs of approaching adolescence and independence.

Lowenfeld goes on to explain that this is the point where a definite move towards realism or realistic representation is made. Geometric lines are dropped in favor of lines which more closely represent that which they are drawing a feeling for detail accompanies the use of more natural expressions. Trees no longer sit on the bottom of the paper and skys begin to meet the horizon. This coincides with the additions of overlapping or the realization that something is behind that tree. The process of working starts to become less important than the end result. This growing concern for realism in the end product can be frustrating to some children. Their desire to project realism does not coincide with their ability.

#### Purpose of the Study

There are three major purposes for this study. (1) To develop a questionnaire which would permit the free expression of each child. (2) To encourage the expression of "House" through the childrens' drawings. (3) To examine similarities and differences of the concept "House" as expressed by fourth, fifth and sixth graders.

#### Procedure

This study was conducted with a sample of fourth, fifth and sixth graders at two elementary schools in Salina, Kansas.

Prior to administration of the questionnaire a rapport was established between the author and the subjects. This was accomplished by working with them as their art teacher for a period of one school year. During this period, the author did her utmost to encourage the children

to use free expression in their works of art. An offshoot of this phase of the study was an exhibit of selected works of students. The exhibit was displayed on the campus of Oklahoma State University and in the public library in Salina, and in the schools where the artwork was created. The exhibit, entitled "Kids," gave visibility to each child's individual expressive ability.

A questionnaire was developed (see Appendix A) which permitted free verbal expression by each child. No effort was made to force children to respond in a preconceived manner. The last question dealt with visualization of a place with special meaning. The purpose of the questions was to extract a well-rounded picture of how each child perceives his or her house, separate from every other child. The tabulation of the majority of the responses to the questionnaire is found in Chapter Two.

Many of the responses, however, defy tabulation. Among these are the children's drawings and some of their creative verbal expressions. To a large extent, these drawings speak even more eloquently than the responses to the questionnaire.

## CHAPTER II

### FINDINGS

We have substituted understanding Silas Marner for understanding the communications (no matter what form they may take) of others. We have substituted the dates of the Spanish Armada's great battles for an understanding of history and how it works and how the past affects the present. We have substituted the use of clay molds of little figures and the copying of pretty pictures for creativity in art. All in the style of technology. These tools and these ingredients and these instructions will yield these results. Follow them. At the end, you will have a well-educated student, ready to think for himself and take his place in society. This we can predict. And it does not work. And we are reaping the harvest now (Wigginton, 1973, p. 15).

This survey was given to the fourth, fifth and sixth grade students at Grace E. Stewart and Benjamin Franklin elementary schools in Salina, Kansas. It was administered during the forty-five minute period used for art. The sample consists of 324 students. These children came from a wide range of socio-economic backgrounds.

The questionnaire consisted of a total of twenty questions which were designed to eliminate preconceived answers, on the student's part. It was the author's hope to receive replies which were strictly from the child and had no basis in what the child thought was expected of him or her. When administering the questionnaire, they were passed out and then each question was read to eliminate misunderstandings. It was made clear that the author could not explain any question by divulging a possible response and any attempt at such would be futile.

After the questionnaires were returned, the numbers of responses

were grouped according to activities. Categories for the following tables were derived from the information received. The tables are arranged by grade and sex, for example, "4 B" represents fourth grade boys.

There are three major types of responses to this question, "What is Shelter?", Table I: "Protection," "Place to Live" and "Structure." Free responses of students were coded by the author as fitting into one of these three categories. A brief clarification of these terms will aid in understanding the answers. "Protection" refers to shelter from wind, rain, weather in general or protection from intruders. "Place to Live" is in reference to not only the place, but also answers concerning activities there. The column headed by the word "Structure" refers to all responses dealing with only buildings, for example, "a house." Many responses contained information belonging in more than one column; these were checked accordingly.

The larger percentage of responses fall under the categories, "Protection" and "Structure." There does not seem to be a significant difference in responses according to grade level or sex in these two categories. The greater number of responses were in reference to shelter as a form of protection from the elements. Very few responses considered shelter as a place where people could live day-to-day. This shows that these children do not hold the concept of house as shelter when in reality we exist in one form of shelter or another from conception through death.

Table II covers the question, "What is a House?" There are six columns in this table. Column one, "Structure," represents responses to the building only. Column two, "Activities," represents replies dealing with activity within a house, such as: sleeping, eating and

TABLE I  
 "WHAT IS SHELTER?"

	Protection		Place to Live		Structure		*NR		Total
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	
4B	86	(42)	2	(1)	8	(4)	4	(2)	49
4G	71	(44)	6	(4)	20	(12)	3	(2)	62
5B	66	(40)	7	(4)	18	(11)	10	(6)	61
5G	74	(32)	9	(4)	12	(5)	5	(2)	45
6B	76	(37)	4	(2)	16	(8)	4	(2)	49
6G	70	(47)	6	(4)	10	(7)	3	(2)	67

\* No Response

TABLE II  
 "WHAT IS A HOUSE?"

	Structure		Activities		Place to Live		Protection		*NR		TOTAL
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	
4B	30	(17)	7	( 4)	63	(36)		( 0)		( 0)	57
4G	14	(11)	25	(20)	51	(41)	8	( 6)	3	( 2)	80
5B	17	(12)	6	( 4)	49	(35)	28	(20)		( 0)	71
5G	9	( 5)	11	( 6)	58	(31)	15	( 8)	6	( 3)	53
6B	8	( 5)	2	( 1)	43	(26)	47	(28)		( 0)	60
6G	24	(13)	11	( 6)	66	(35)	40	(19)	2	( 1)	55

\* No Response



watching television. Column three, "Place to Live," represents responses referring to living in the structure. "Protection" makes reference to protection from physical conditions such as weather and intruders.

The category headed "Place to Live" received the larger percentage of replies. This was not surprising in relation to cultural conditioning. There was a distinct upward trend in the importance of "House" as a protective element. The sixth grade responses may reflect an increased awareness in the outside world, specifically, the world outside the nuclear family. The lack of response for the "House" as a place for specific activities may reflect the decreasing interest in the nuclear family and family associated activities.

Table III provided some difficulties. The numbers of responses were overwhelming. The questionnaire asked for five responses. Any blanks were listed as no response. In explanation: if a child's paper listed apartment, regular, square and two lines were left blank, these were tallied as two kinds, one shape and two no responses. To help alleviate misunderstanding, the author requested that the children substitute the word "kind" on their paper for the word "form." It was also explained that the question was in reference to "House." The numbers of different words used were so astounding that the author was forced to categorize them in order to make a reasonable table. The heading "Type" refers to responses using terms such as, house, apartment, igloo and regular. The category "Shape" deals with all responses using reference to shape, for example: round, square, triangle and rectangle. The heading "Size" is for words like big, small and medium.

TABLE III  
 "WHAT FORMS DO THEY COME IN?"

	Type		Shape		Size		Material		*NR		Miscellaneous	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.
4B	47	(94)	22	(45)	29	(50)	6	(12)		( 0)		( 0)
4G	42	(102)	15	(36)	33	(82)	7	(17)	1	( 2)	12	( 6)
5B	44	(113)	8	(21)	10	(26)	2	(6)	20	(77)	6	(15)
5G	38	(83)	2	( 4)	14	(30)	7	(16)	30	(66)	9	(19)
6B	53	(105)	10	(20)	16	(32)	3	( 7)	11	(22)	7	(14)
6G	47	(150)	2	( 5)	13	(34)	7	(19)	21	(55)	1	( 2)

\* No Response

"Material" is the title for the column used for answers like wood, brick and log. Again, the column titled "Misc." is for terms which cannot be logically grouped under other headings nor do they provide a category of their own.

Types and sizes of houses were mentioned more frequently than were shape and material. The fifth grade boys and girls had a large percentage of no responses. Shapes and sizes of houses decreased in importance as the children got older, while type references became more frequent. This shows an increased awareness of the world.

Table IV "What is a Room?," is essentially self-explanatory. The responses deal with activity, kind and place. Each of these terms has been defined previously.

While the total number of responses was not significantly close, the large percentage of responses related to a static place or structure, and a smaller number referred to a room as a place for activities. It is possible there is an implied relation of first, the existence of the physical space, and then the physical activity that that space can support.

In Table V, the children were asked to name six different kinds of rooms. The rooms most frequently named were: bedroom, bathroom, living room, dining room and kitchen. This is to be expected when one considers the normal inclusion of these rooms in homes today. The other rooms mentioned are possibly related to existing spaces in the given childrens' homes.

The bedroom was named most often as the childrens' favorite room. This is probably related to the privacy they find there. The desire to

TABLE IV  
 "WHAT IS A ROOM?"

	Activity		Kind		Place		*NR		TOTAL
	Percent.	No.	Percent	No.	Percent	No.	Percent	No.	
4B	65	(31)	6	( 3)	29	(14)		( 0)	48
4G	49	(30)	2	( 1)	44	(27)	5	( 3)	61
5B	31	(21)	6	( 4)	53	(36)	10	( 7)	68
5G	37	(17)	4	( 2)	46	(21)	13	( 6)	46
6B	41	(21)		( 0)	51	(26)	8	( 4)	51
6G	44	(26)	12	( 1)	46	(27)	8	( 5)	59

\* No Response

TABLE V  
 "WHAT IS YOUR FAVORITE ROOM?"

	Living Room		Bed Room		Family Room		Kitchen		Bathroom		Miscellaneous		Playroom		Dining Room		*NR		TOTAL
	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	
4B	10	( 5)	54	(26)	23	(11)	6	( 3)	2	( 1)	4	( 2)		( 0)		( 0)		( 0)	48
4G	10	( 6)	56	(33)	11	( 6)	5	( 3)		( 0)	3	( 2)	7	( 4)	7	( 4)	2	( 1)	59
5B	9	( 5)	46	(25)	9	( 5)	7	( 4)	2	( 1)	13	( 7)	9	( 5)	2	( 1)	2	( 1)	54
5G	20	( 9)	49	(20)	7	( 3)	4	( 2)		( 0)	13	( 6)	4	( 2)	4	( 2)	2	( 1)	45
6B	4	( 2)	50	(24)	15	( 7)	6	( 3)		( 0)	19	( 9)	2	( 1)	4	( 2)		( 0)	48
6G	15	( 8)	55	(20)	15	( 8)	4	( 2)		( 0)	8	( 4)		( 0)		( 0)	4	( 2)	53

\* No Response

have privacy is directly correlated to the emergence of the individual at this stage of development. The increasing interest in things separate from the family as a whole is held up by the decreasing percentages in the column referring to the Family Room.

The column titled "Comfort/Pleasure" in Table VI refers to answers including some reference to enjoyment of furniture, such as "for relaxing." "Convenience" refers to statements relating strictly to convenience, such as "to sit on" with no reference made to pleasure from sitting.

At the fourth grade level, there was a large percentage of responses relating furniture to convenience. At the sixth grade level, there was a leveling of responses showing an increased awareness of furniture for pleasure and comfort. This may reflect an increased awareness of the socio-cultural aspects of the children's lives.

Passage may be defined as going in and/or out for the purposes of Table VII. The rest of the column headings have been defined in previous tables.

The large percentage of responses related that doors were for passage. There seems to be a flip-flop pattern of responses in relation to privacy. It is interesting to note that while protection is a primary concern with these children, a door does not seem to be related to the protection of the house.

There are four categories for responses to the question presented in Table VIII: "Comfort," "Look Through," "Miscellaneous" and "No Response." "Comfort" is defined by responses like: "to let in the fresh air" or "to keep the heat in in winter." "Look Through" is used for responses reflecting the ability to see through the glass portion

TABLE VI  
 "WHAT IS THE PURPOSE OF FURNITURE?"

	Comfort/ Pleasure		Convenience		*NR		TOTAL
	Percent	No.	Percent	No.	Percent	No.	
4B	13	(10)	87	(66)		( 0)	76
4G	12	( 7)	83	(50)	5	( 3)	60
5B	42	(25)	50	(30)	8	( 5)	60
5G	21	(10)	74	(35)	4	( 2)	47
6B	48	(29)	52	(32)		( 0)	61
6G	37	(25)	63	(35)		( 0)	55

\* No Response

TABLE VII  
WHY DO WE HAVE DOORS?"

	Protection		Privacy		Passage		Miscellaneous		*NR		TOTAL
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	
4B	21	(14)	14	( 9)	45	(30)	20	(13)		( 0)	66
4G	28	(18)	14	( 9)	57	(37)		( 0)	2	( 1)	65
5B	26	(16)	25	(15)	41	(25)	3	( 2)	5	( 3)	61
5G	17	( 8)	20	( 9)	63	(29)		( 0)		( 0)	46
6B	19	(10)	13	( 7)	58	(31)	9	( 5)		( 0)	53
6G	15	( 8)	25	(14)	56	(31)		( 0)	4	( 2)	55

\* No Response



TABLE VIII  
 "WHY DO WE HAVE WINDOWS?"

	Comfort		Look Through		Miscellaneous		*NR		TOTAL
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	
4B	27	(16)	71	(42)	2	( 1)		( 0)	59
4G	39	(27)	53	(37)	7	( 5)	1	( 1)	70
5B	22	(12)	61	(33)	2	( 1)	15	( 8)	54
5G	48	(26)	48	(26)		( 0)	4	( 2)	54
6B	44	(26)	56	(33)		( 0)		( 0)	59
6G	42	(28)	57	(38)	2	( 1)		( 0)	67

\* No Response

for responses reflecting the ability to see through the glass portion of the window.

There is a reverse trend from fourth grade to sixth grade in regards to perceiving the window as something you look through. The fourth grade boys feel strongly about looking through the window while the sixth grade boys have started to feel that comfort is of increasing importance. There seems to be little difference related to girls in grades four through six.

This study has shown that children not only can respond as individuals, but when given the opportunity, do. The numbers exhibited in the preceding tables serve to back-up the separate thoughts of all the children involved.

Numbers and statistics do not always show the complete picture. In order to understand more fully how each child perceived his world, the final question requested a visual response. To a large extent, these drawings speak even more eloquently than the responses to the questionnaire.

The drawings used in the text of this study were done by the children. They illustrate a place which has special meaning for each child. They are laced with the child's feelings for his or her world. In them we can see the first dawnings of realism that Lowenfeld mentioned in Creative and Mental Growth. Some of the verbal responses defied categorization; these are included in the text of this chapter to aid in the understanding of the "whole" child.

Some have special stories. Figure 2 is a drawing of a bedroom done by a young girl in grade four. Although she has not left the base-line stage, she does attach special significance to each object

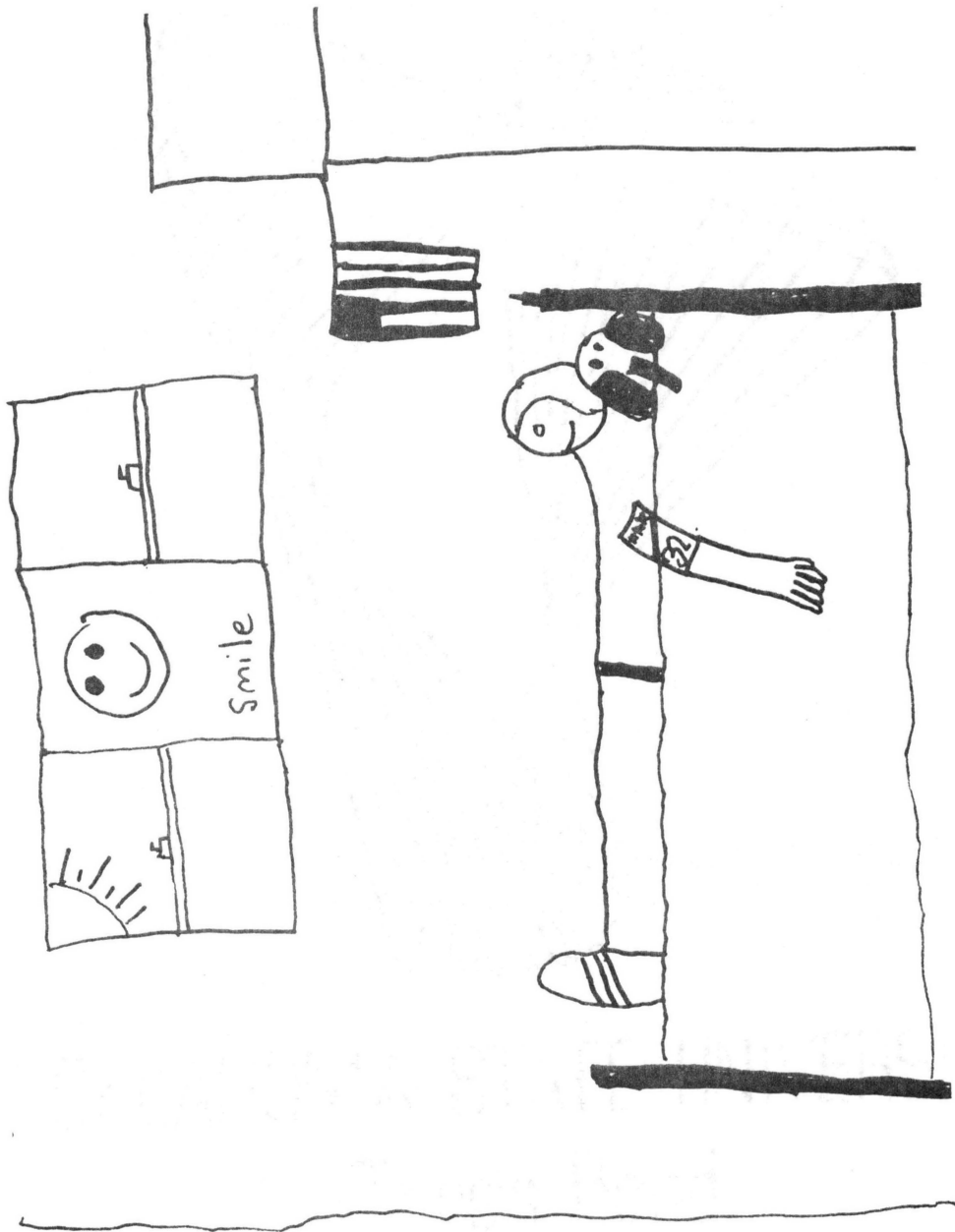


Figure 1. Bedroom, Boy, Grade 4

My Bedroom

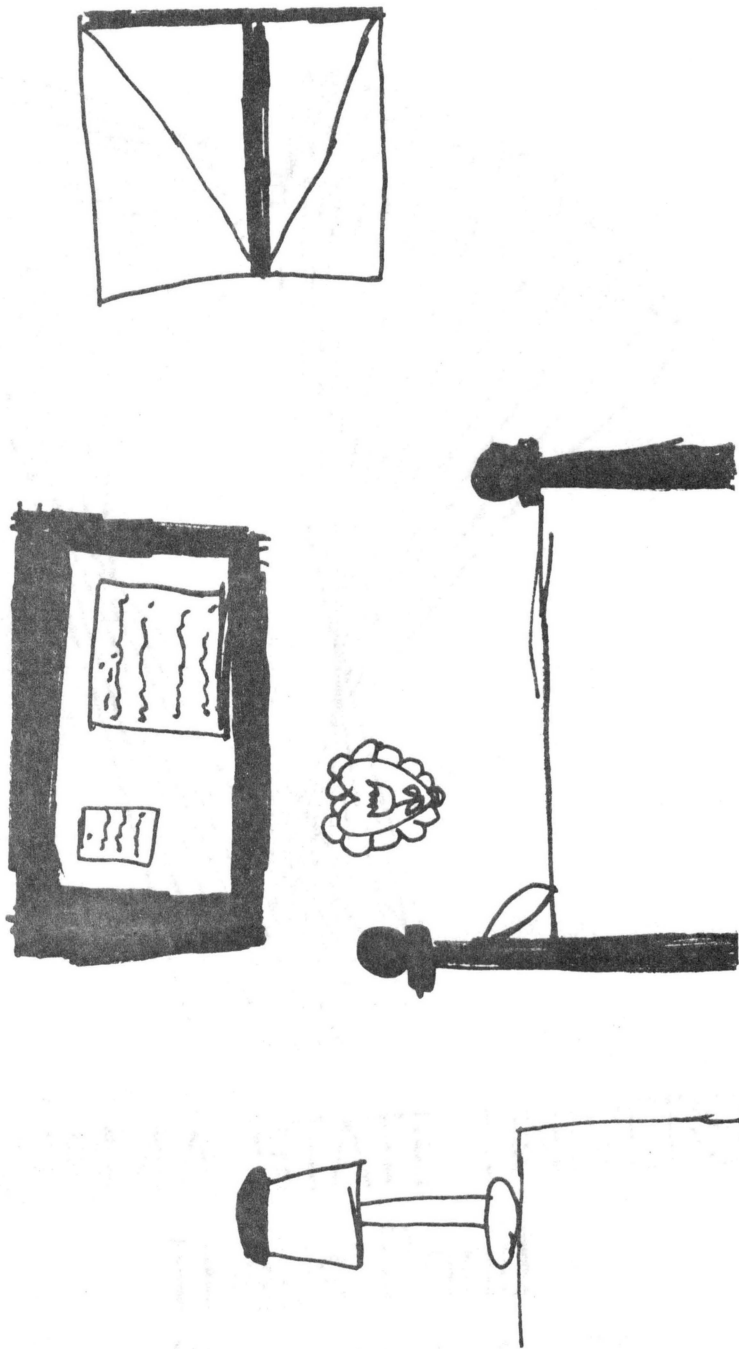


Figure 2. Bedroom, Girl, Grade 4

in her room. The heart shape on the wall represents a lid to a candy box which she uses to cover a crack in the wall. This child is already learning how to manipulate her environment. In Figure 3, it is apparent that this young woman likes her bed very much. She displays not only detail, but emotion. Figure 4 shows that this child is becoming aware that her world has depth as well as height and width. Although Figure 5 does not show any awareness of depth, it does show a definite concern with detail. One of the author's favorite statements made about the bedroom was that it is "a place where you can sleep by yourself and keep your possessions in."

The living room was also mentioned frequently as a favorite place. There are three examples used in this text. Two of these drawings show rooms with furniture and no people, while the third shows a male figure lying on the sofa. This young man told the author it was his favorite place because he could lie there by himself, during the summer, away from his brothers and sisters.

The bathroom was a place for any number of cleaning tasks. Some children could speak freely about this room, and others just couldn't quite let themselves.

"To bathe in and use the facilities."

"To take a bath so you don't stink."

"Going to the john."

"To get rid of excess waste."

"Bathroom is for going to use the can, and taking baths."

"To wash, bath, and you know what the other is."

"The bathroom is for taking a bath and I can't say the other kind."

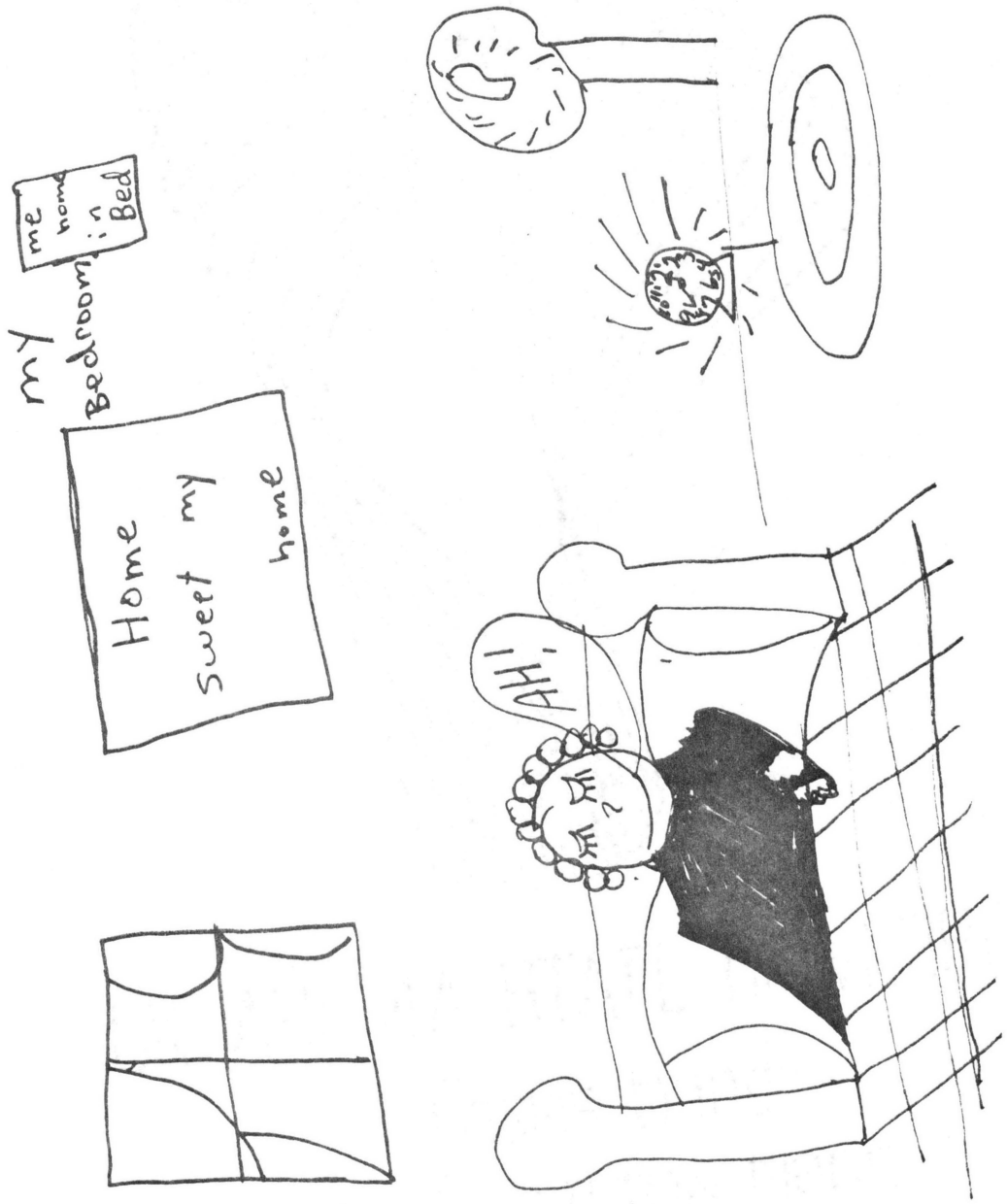


Figure 3. Bedroom, Girl, Grade 4

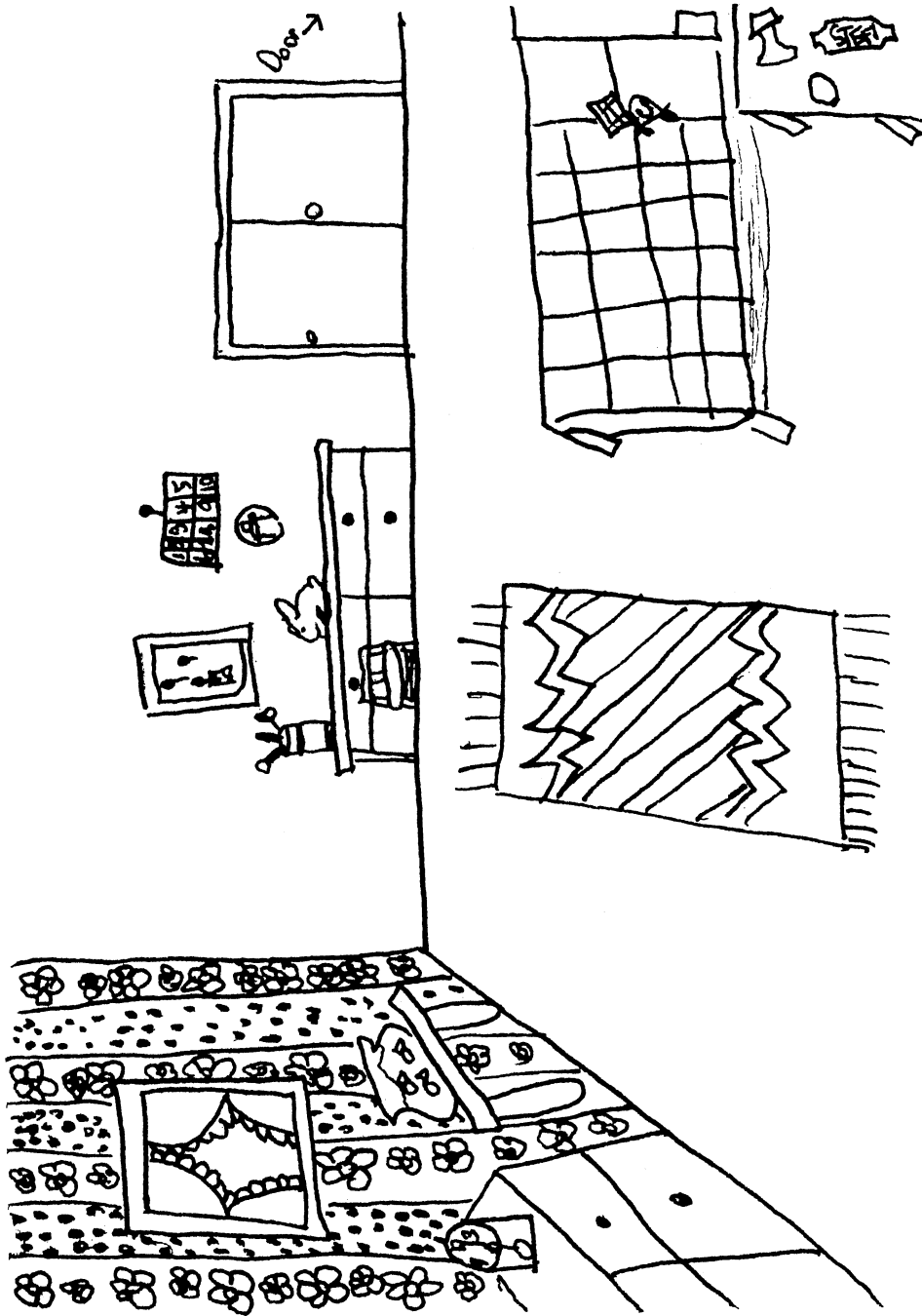


Figure 4. Bedroom, Girl, Grade 4

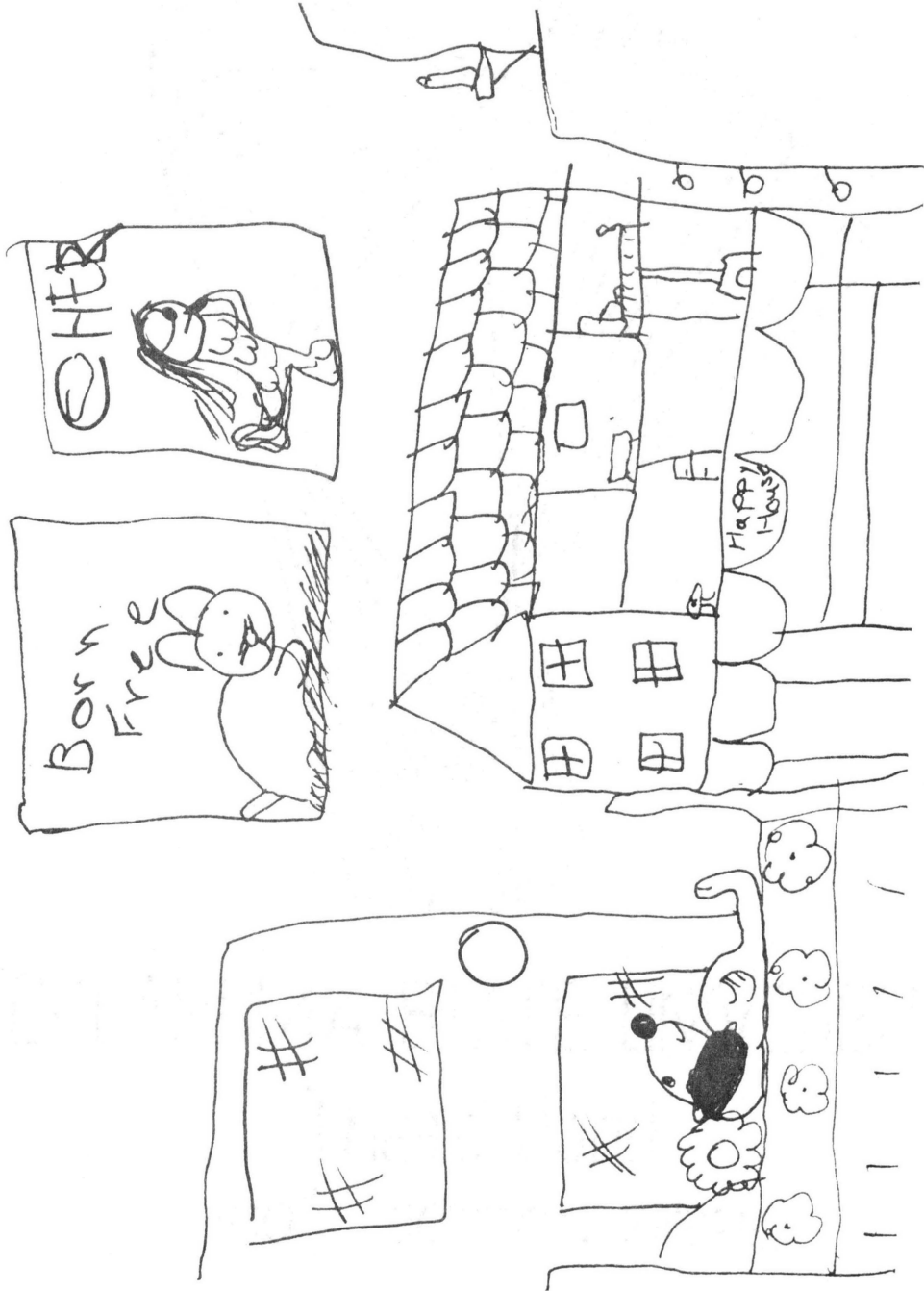


Figure 5. Bedroom, Girl, Grade 4



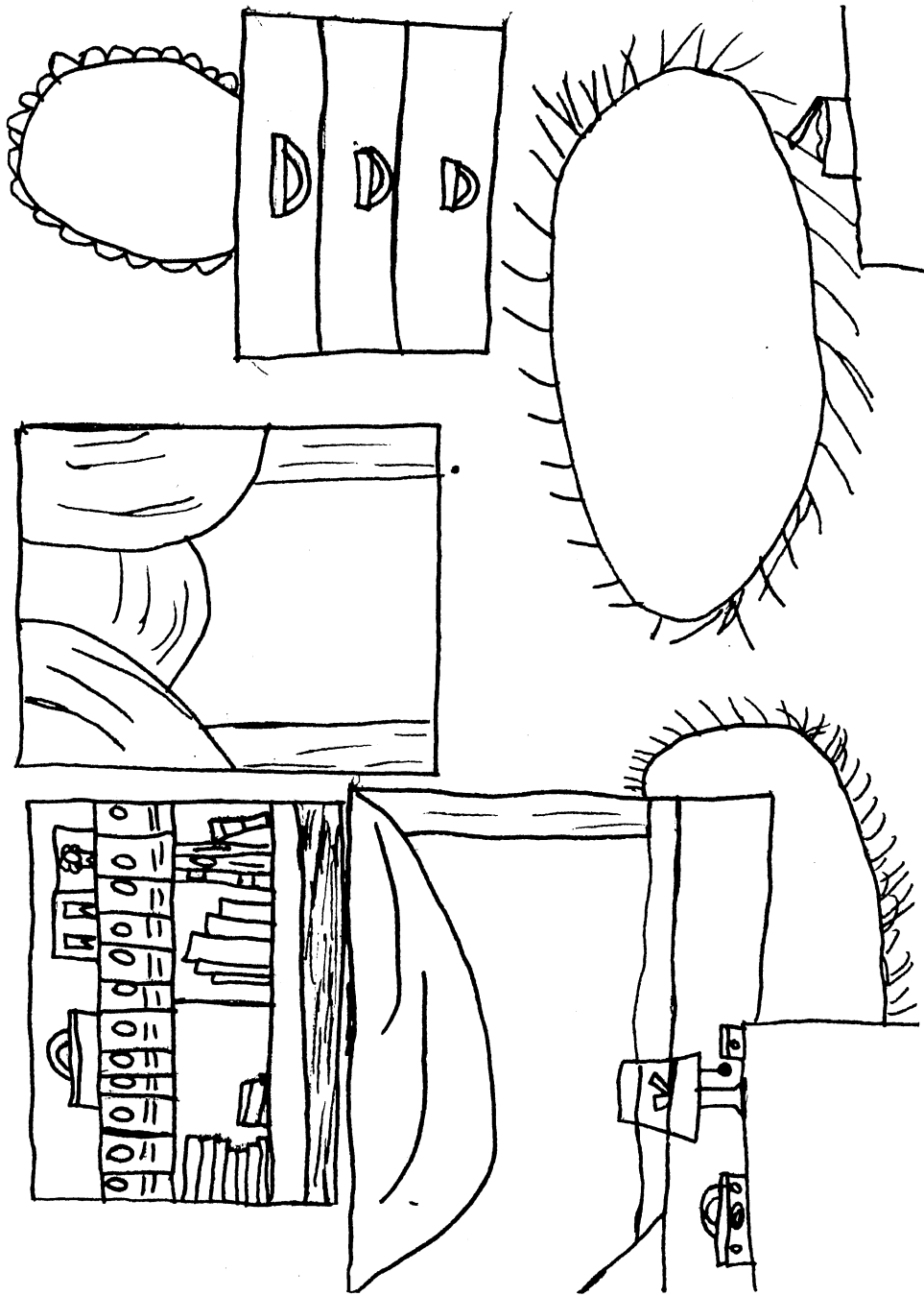


Figure 6. Bedroom, Girl, Grade 4

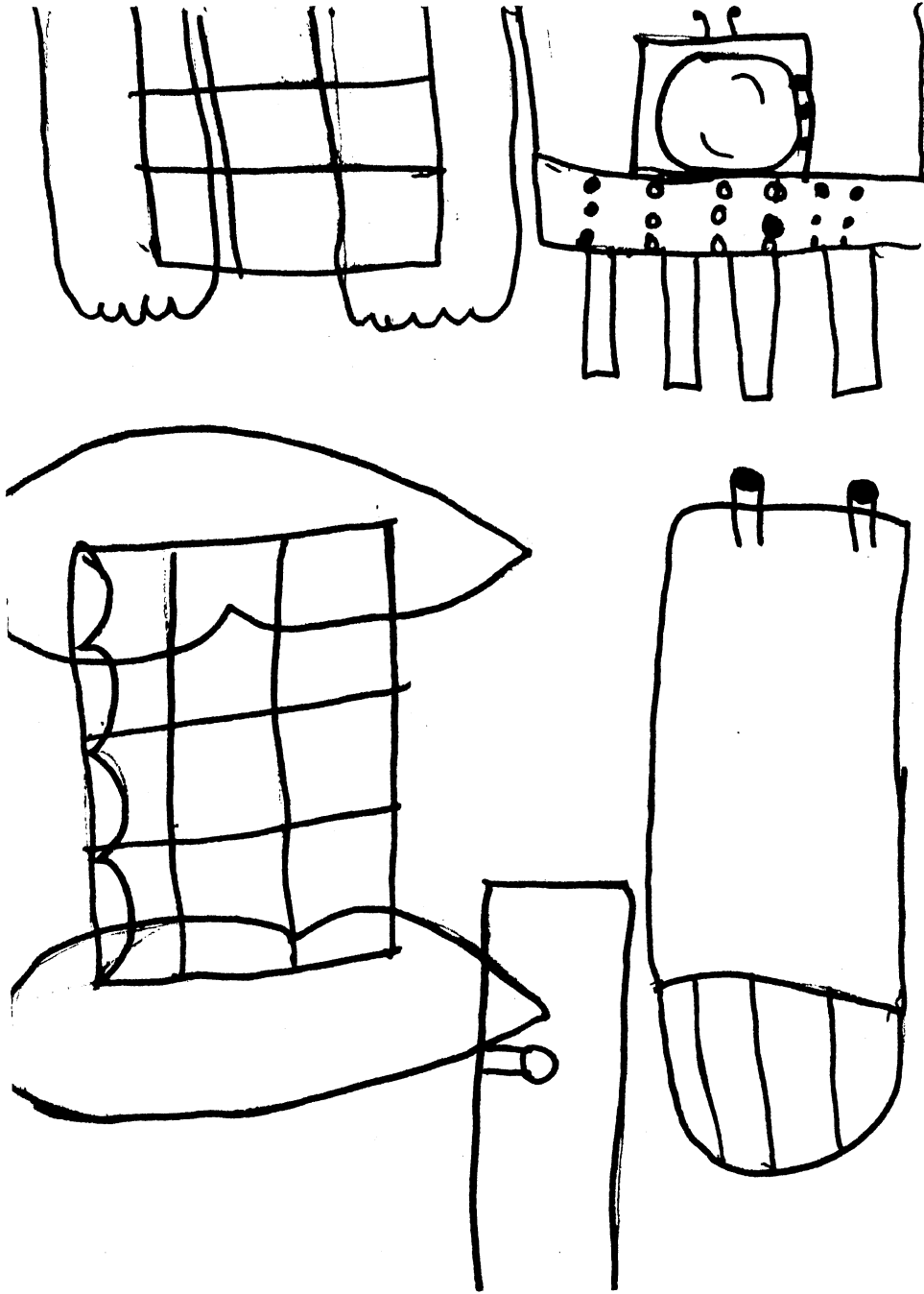


Figure 7. Bedroom, Girl, Grade 5

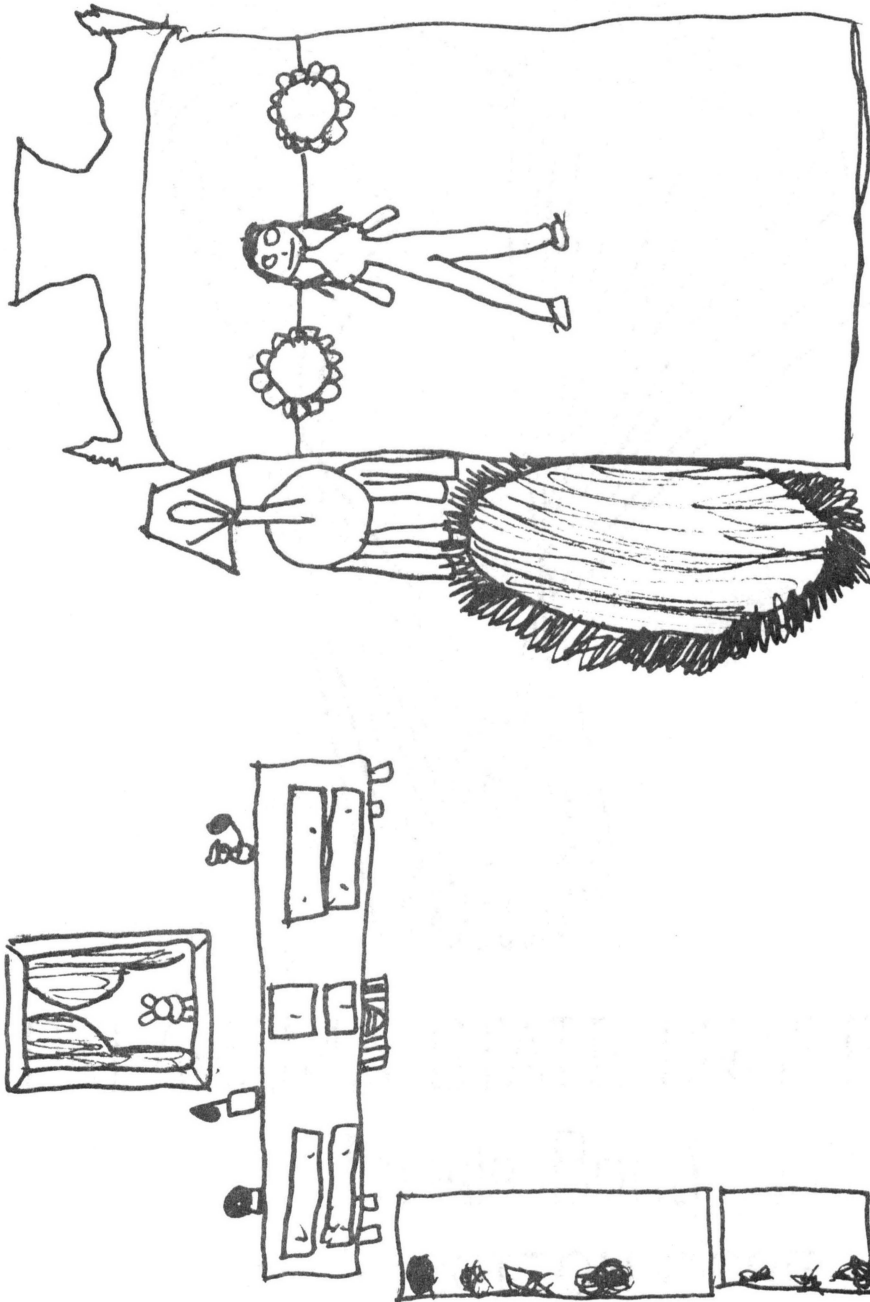


Figure 8. Bedroom, Girl, Grade 4

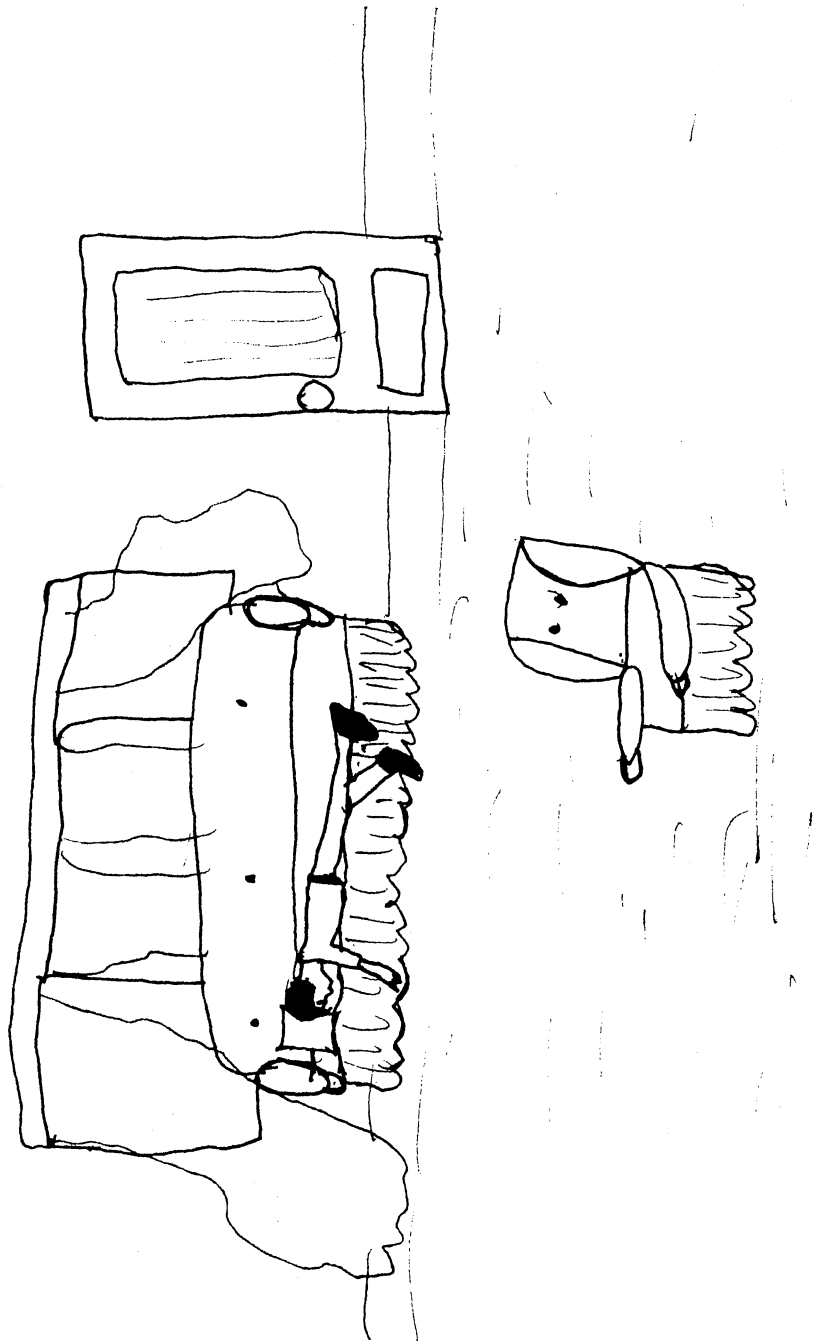


Figure 9. Living Room, Boy, Grade 5

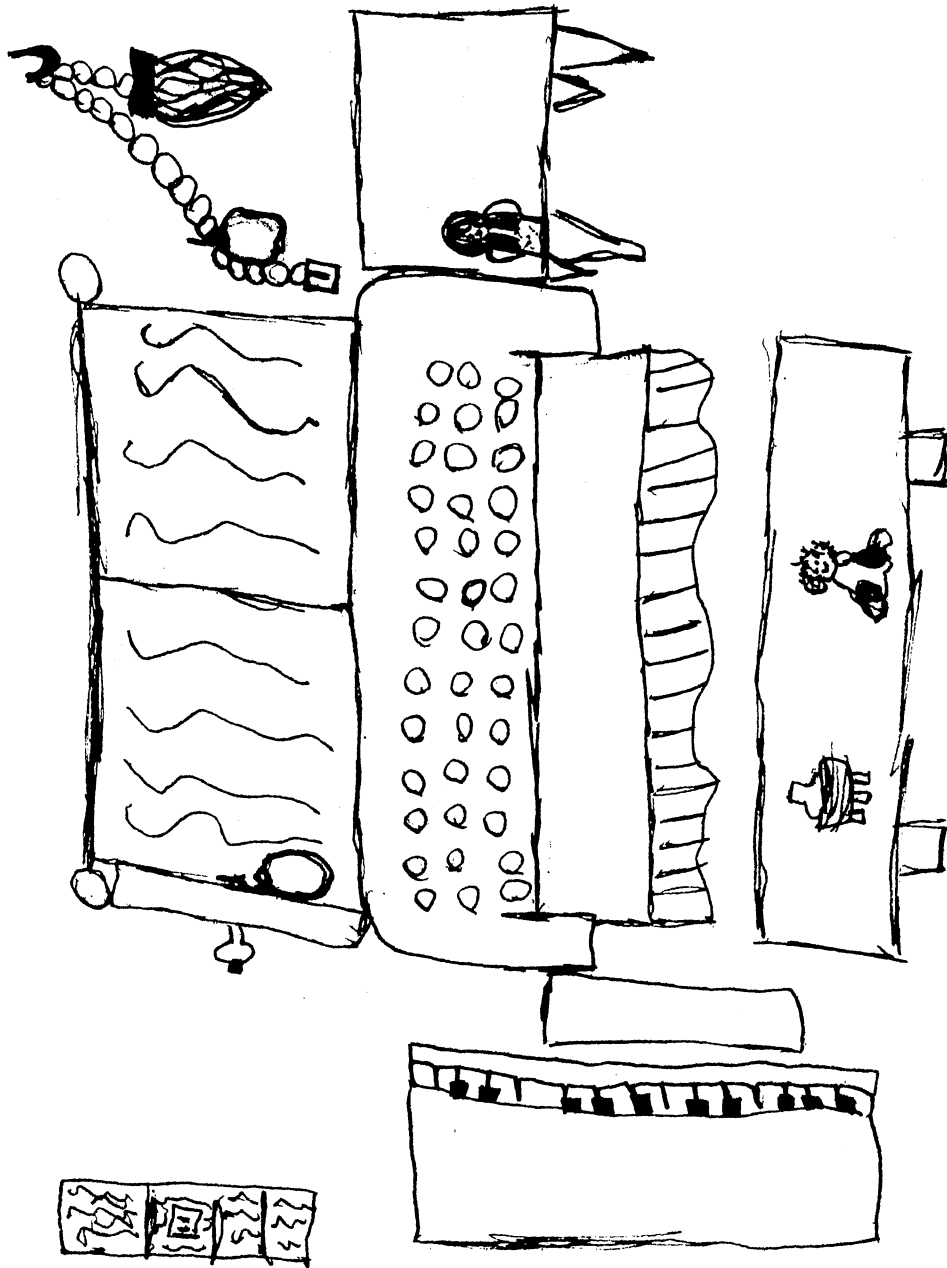


Figure 10. Living Room, Girl, Grade 4

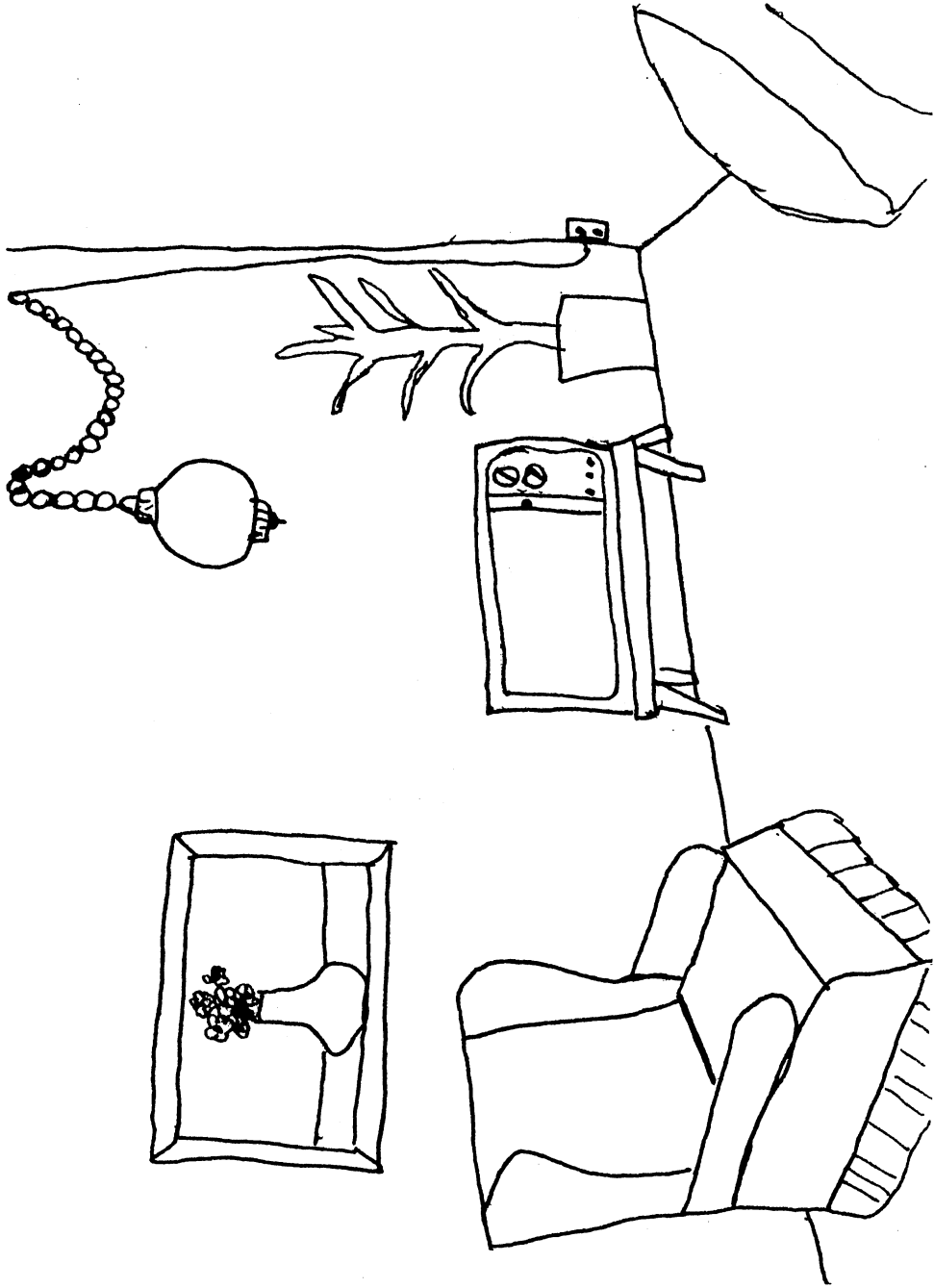


Figure 11. Living Room, Girl, Grade 6

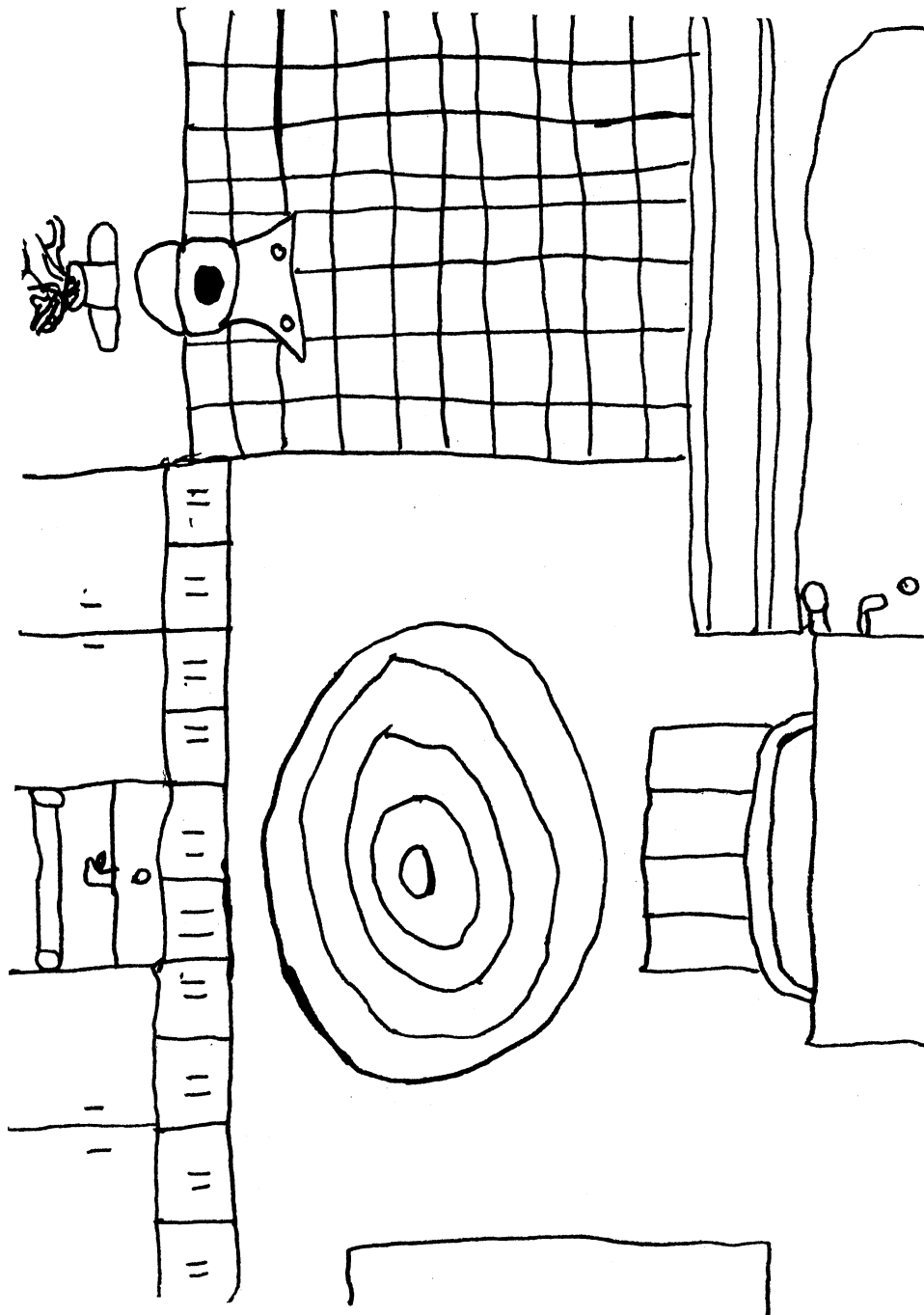


Figure 12. Bathroom, Boy, Grade 4

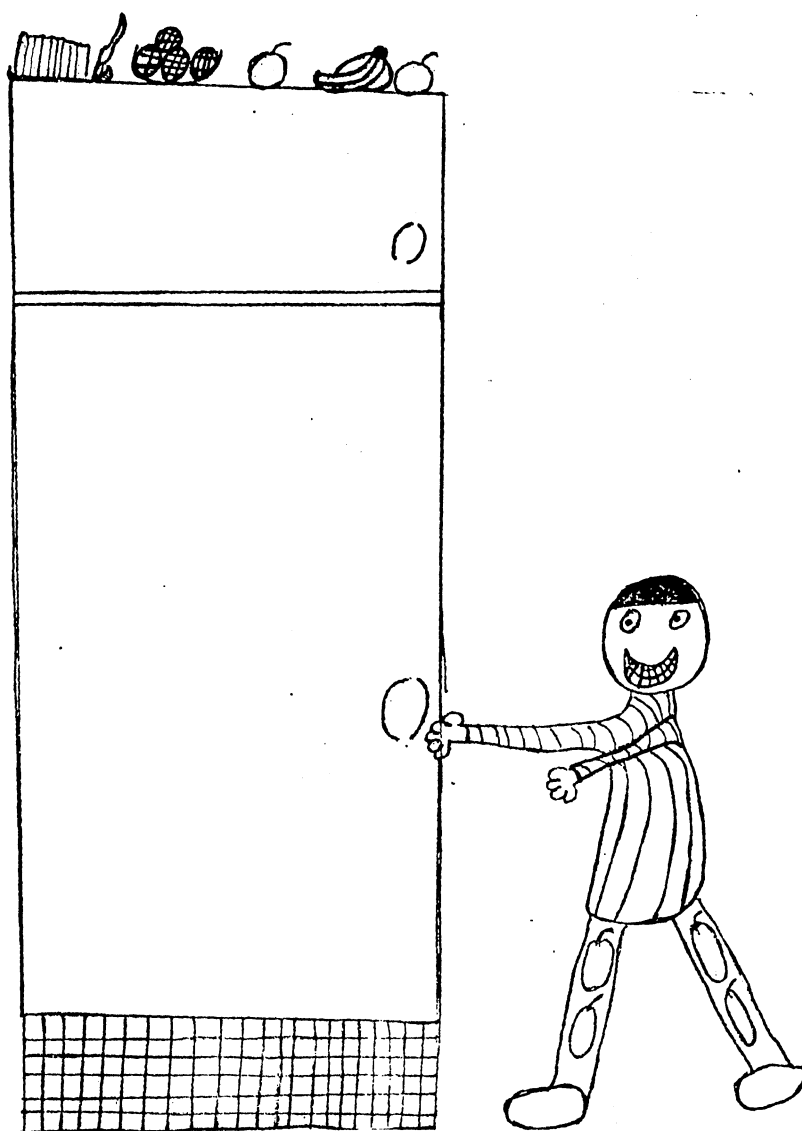


Figure 13. Kitchen, Boy, Grade 5



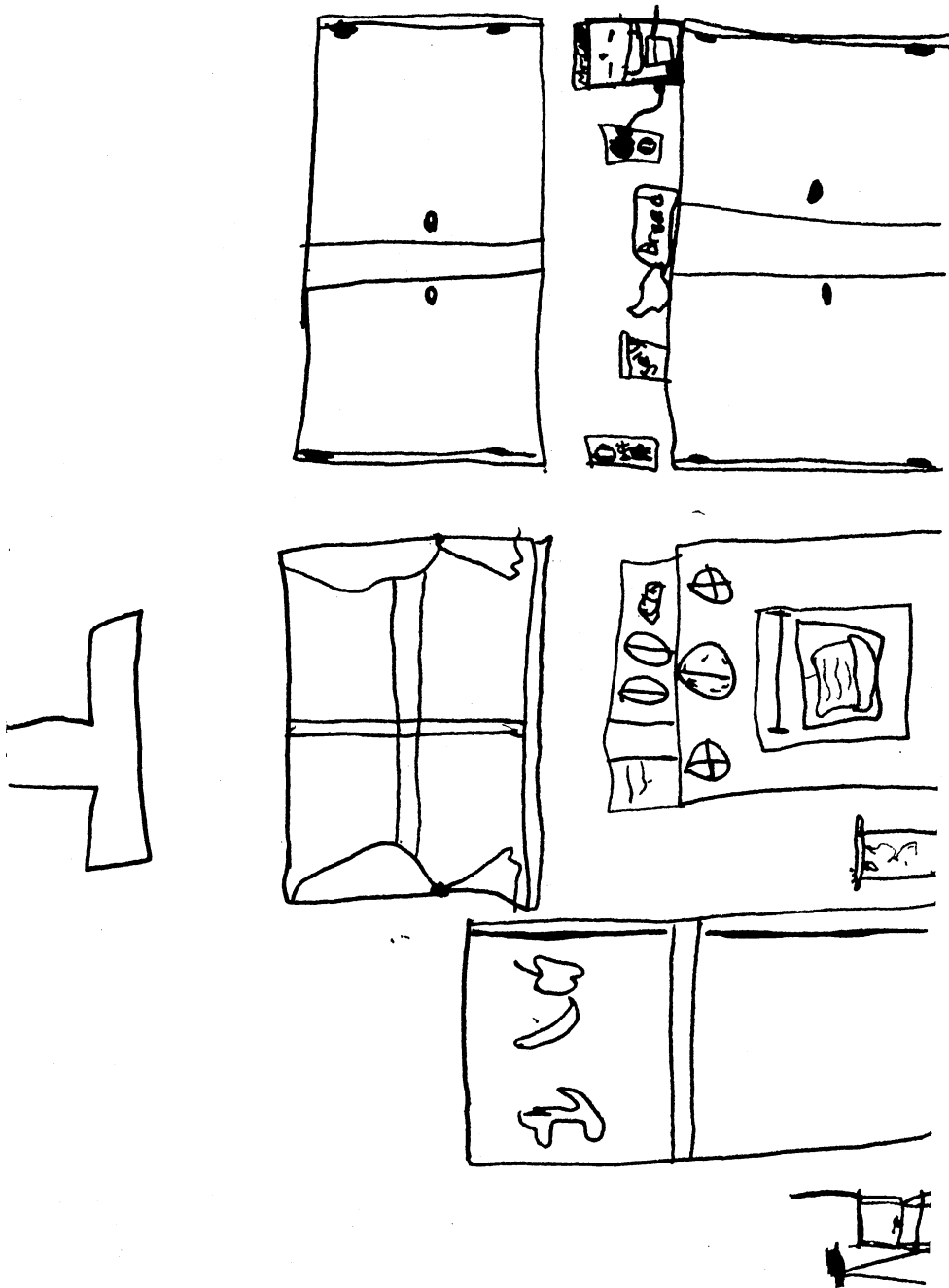


Figure 14. Kitchen, Boy, Grade 4

"The bathroom you empty yourself out."

One of the questions asked, "Why do we have doors?" The large majority of the children responded that they were for going in or out.

A few children responded in a slightly different manner.

"So you don't have to crawl out a window."

"For privesy, and so no one can see you, if you know what I mean."

"to nock on."

"to keep out cold wind, people, thieves and killers."

The question that followed was about windows. The children had several reasons for windows.

"to see out. Jump out incase of fire."

"to look in and out of and for little kids to break."

"to climb in and out."

The kitchen illustrated in Figure 15 shows that this child has gained an awareness of his environment. He observes the things that are around him in his everyday life. Figure 14 shows a young boy who obviously finds immense pleasure in food.

Question seventeen was, "Why do we have floors?" Below are a few of the children's replies.

"So we don't fall threw to the next floor."

"to keep the bottom of your feet clean."

"because if we didn't we would fall in the ground!"

"Some are carpetted so Steamatic can clean them."

"If we didn't when it rained it would be muddy inside and we would sink."

"So we won't get germs like athletes foot, etc."

# Dining Room

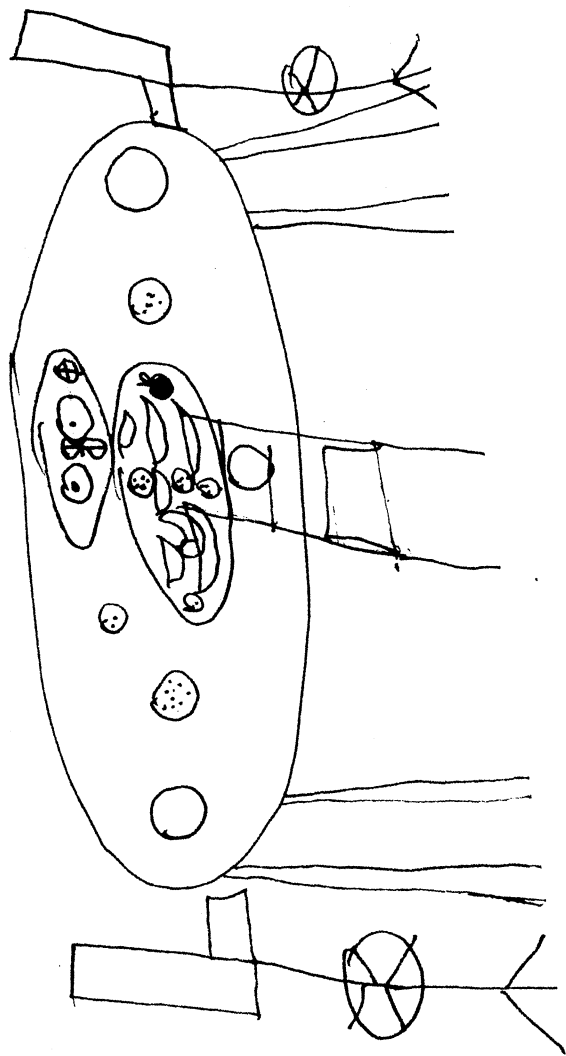


Figure 15. Dining Room, Girl, Grade 5

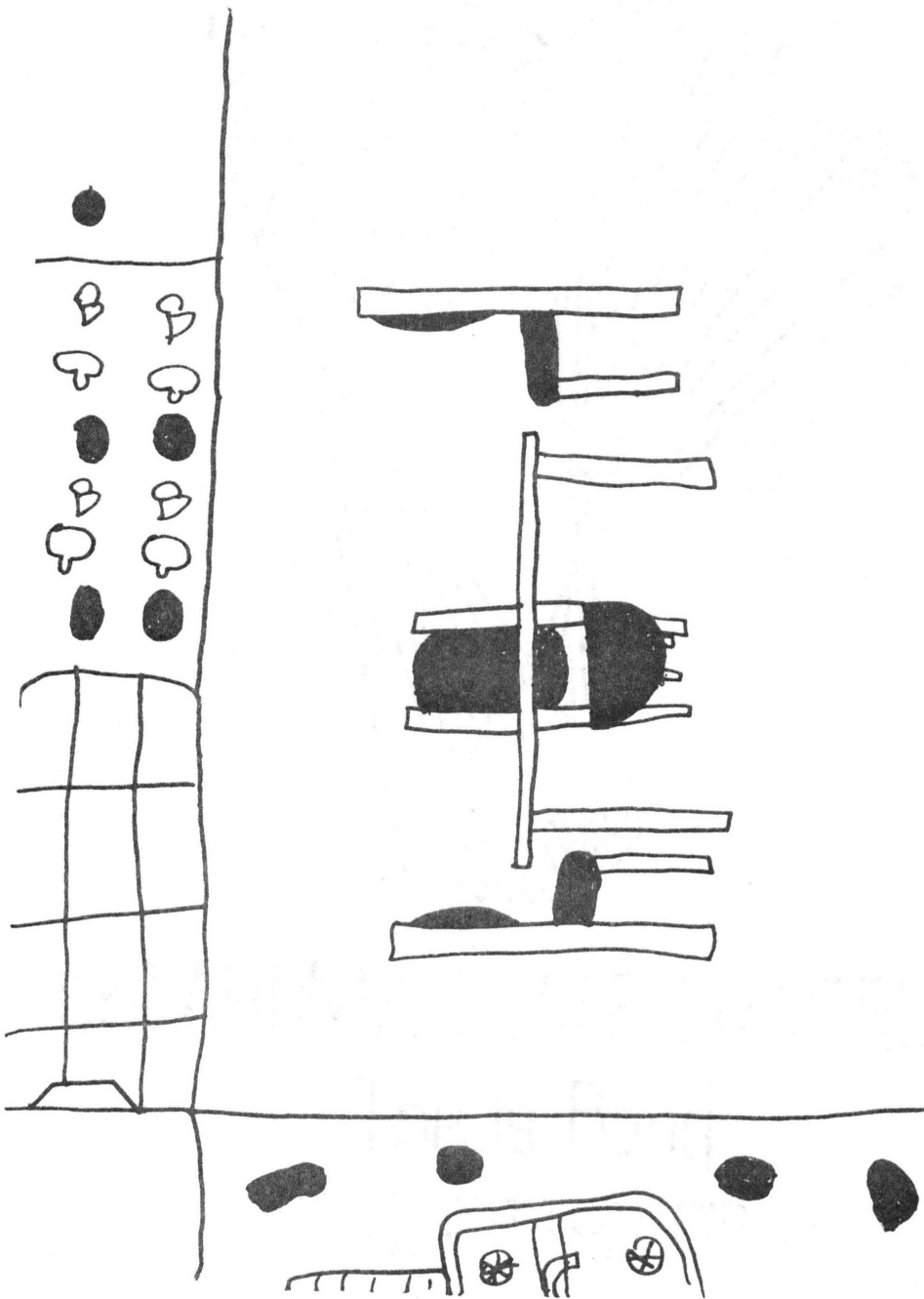


Figure 16. Dining Room, Girl, Grade 4

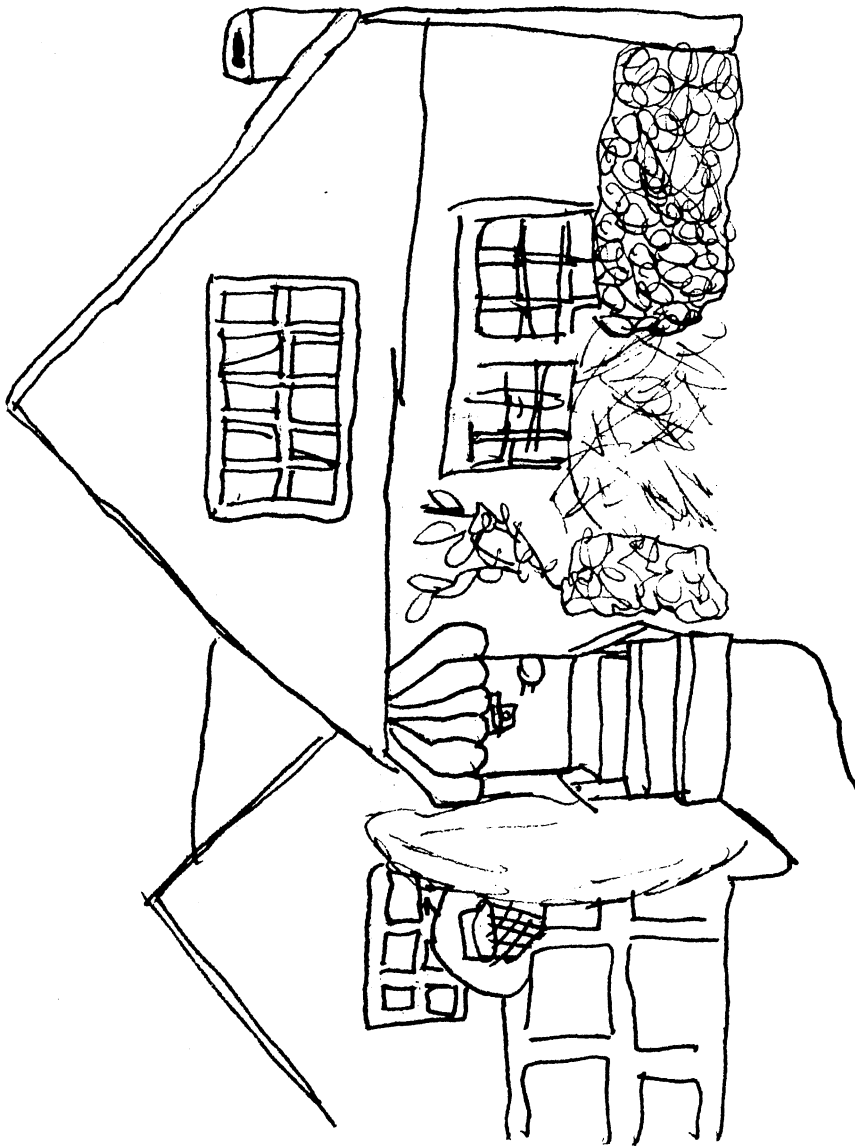


Figure 17. House, Boy, Grade 6



Figure 18. House, Boy, Grade 5

"Because we will fall to the next story and the next until we hit bottom."

"Also, one reason is that mothers don't like cold floors."

"So it would divide the basement and the upper floors and so we won't walk on air."

Two of the responses to question twelve, "How can we tell one room from another?", were worth recording here.

"Because they have little name tags on the door."

"using my HEAD!"

The largest number of students said that the reason we paint or paper our walls was to make them look better.

These are some of the other students responses.

"To look nice before the kids get to it."

"To keep the moistness out."

"So they don't look so plane."

"To keep the insulation in the house."

Many of the children expressed the opinion that their house was their favorite place. It is a place for protection from weather and intruders. A few had a differing viewpoint.

In response to the question, "Why do we have houses?".

"So we don't get double pneumonia in the winter."

"If we didn't have houses, where would anybody live?"

"A place to stay and not pay \$7 a night and pay for a swimming pool you might not even use."

The question, "What is a house?", had two very interesting responses.

"A bunch of wood nailed together to form about 8 rooms."

"A high thing about seventeen feet high where people live."

Some parts of the house were more important than others, the basketball goal on the garage drawn in Figure 19 is one example. The circle drive for practicing motorcycle riding in Figure 20 is another. The sewing room in Figure 21 backs up Lowenfeld's theory that this is a time for girls' things as opposed to general unisex activities.

The diverse responses, both visually and verbally, confirm that these children have a very special concept of their world.

Interpretation of art is a very personal thing. Each of us will perceive these drawings differently. This is one of the wonderful aspects of teaching art, for just as each of us see things differently, each of us gives a different response. These drawings are filled with a joy for life and living, for seeing and being seen, enjoy it.



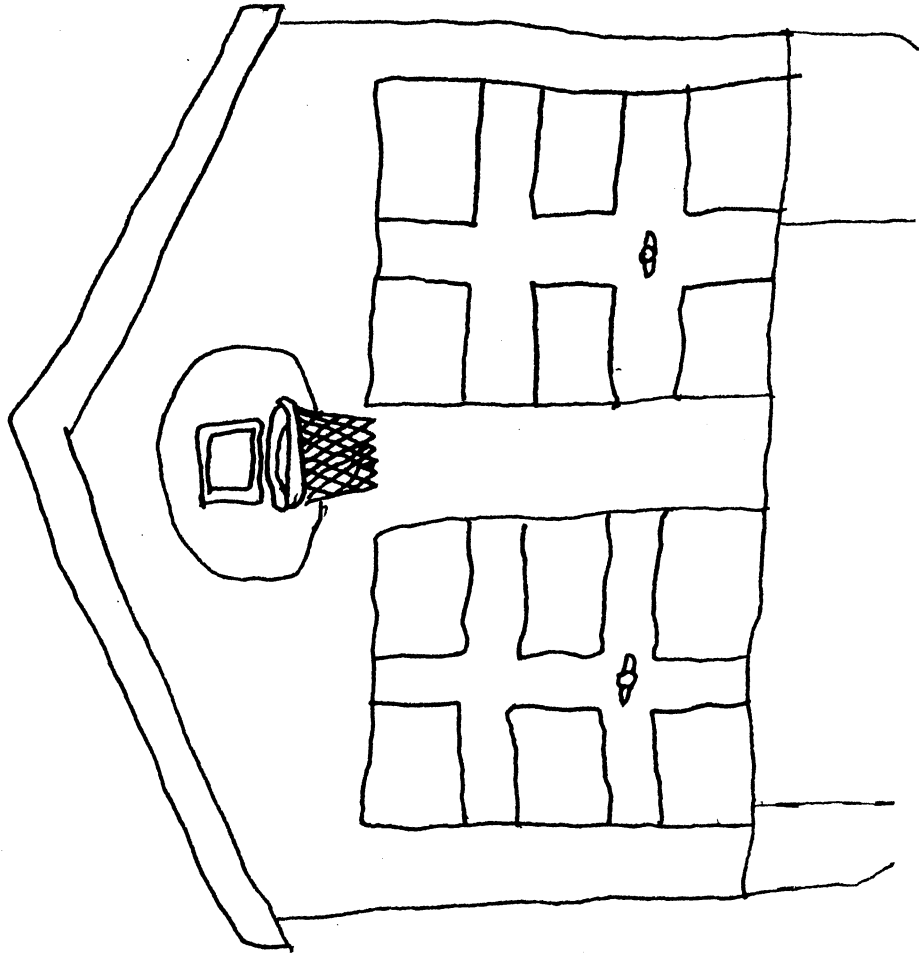


Figure 19. House, Boy, Grade 6

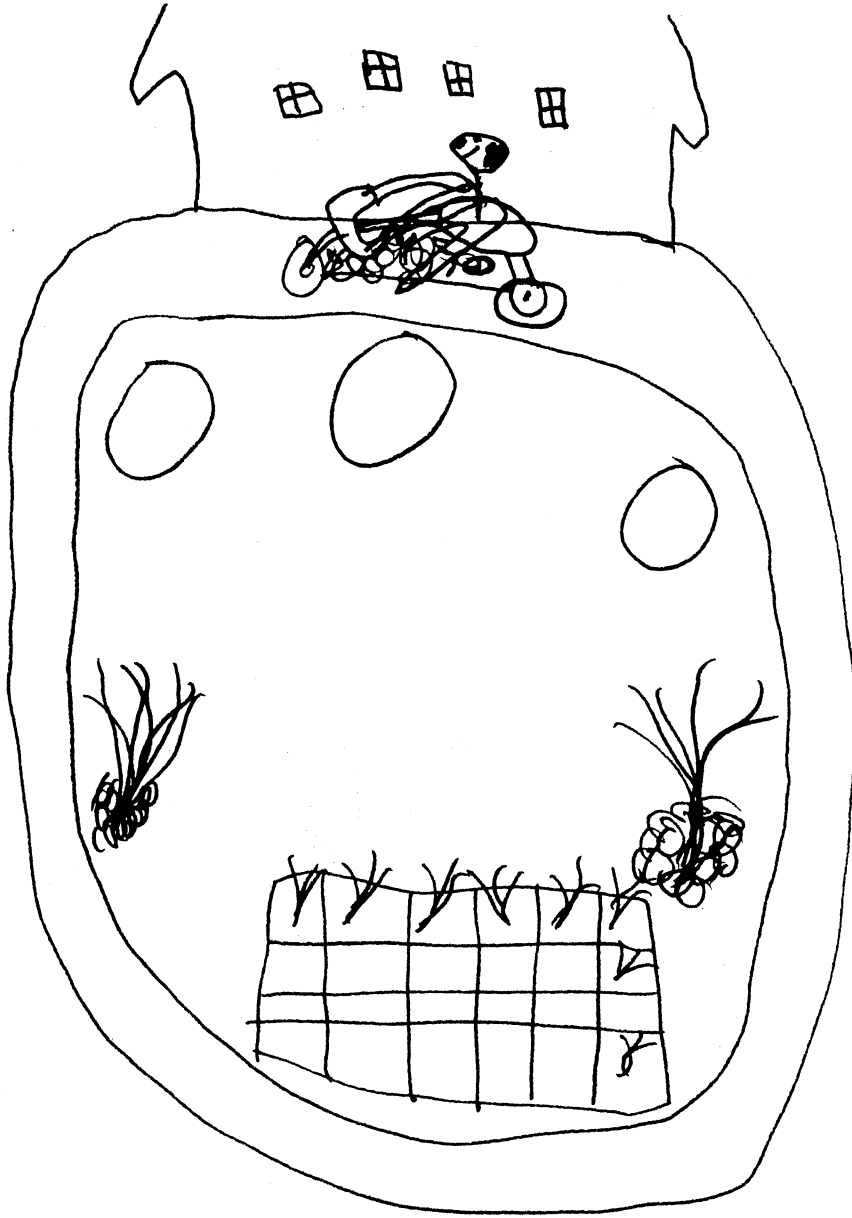


Figure 20. Motorcycle Riding, Boy, Grade 5

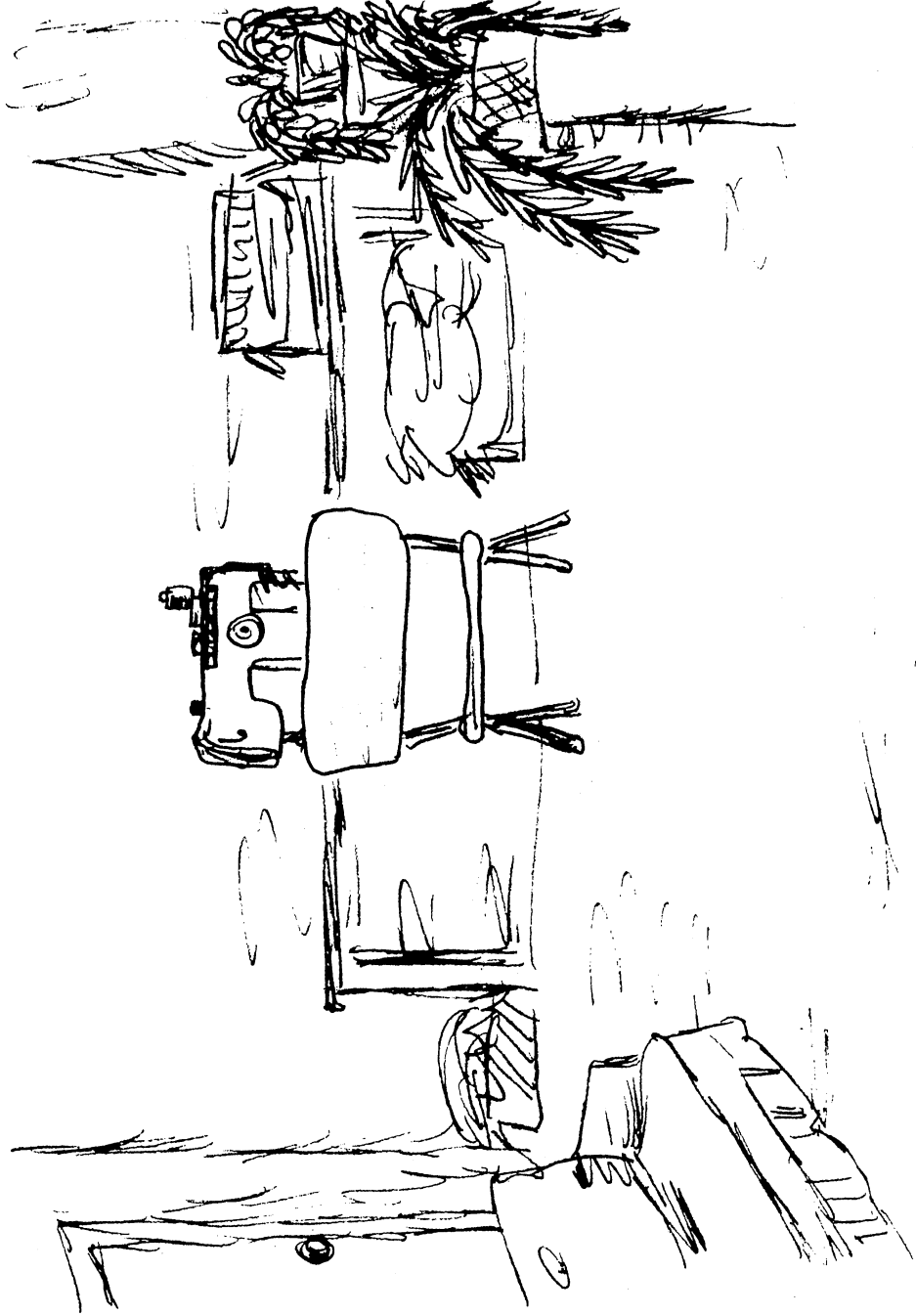


Figure 21. Sewing Room, Girl, Grade 6

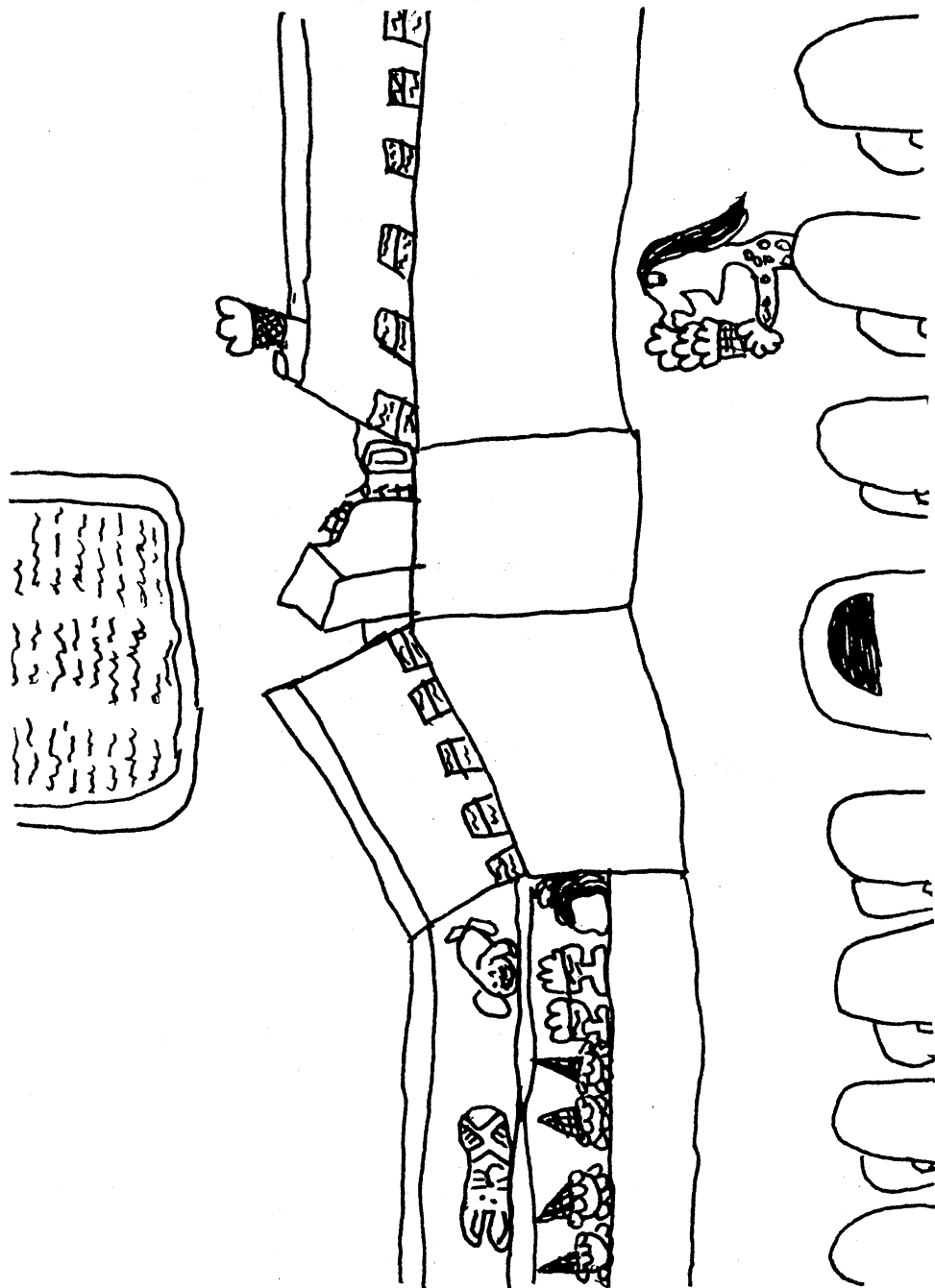


Figure 22, Ice Cream Store, Girl, Grade 5

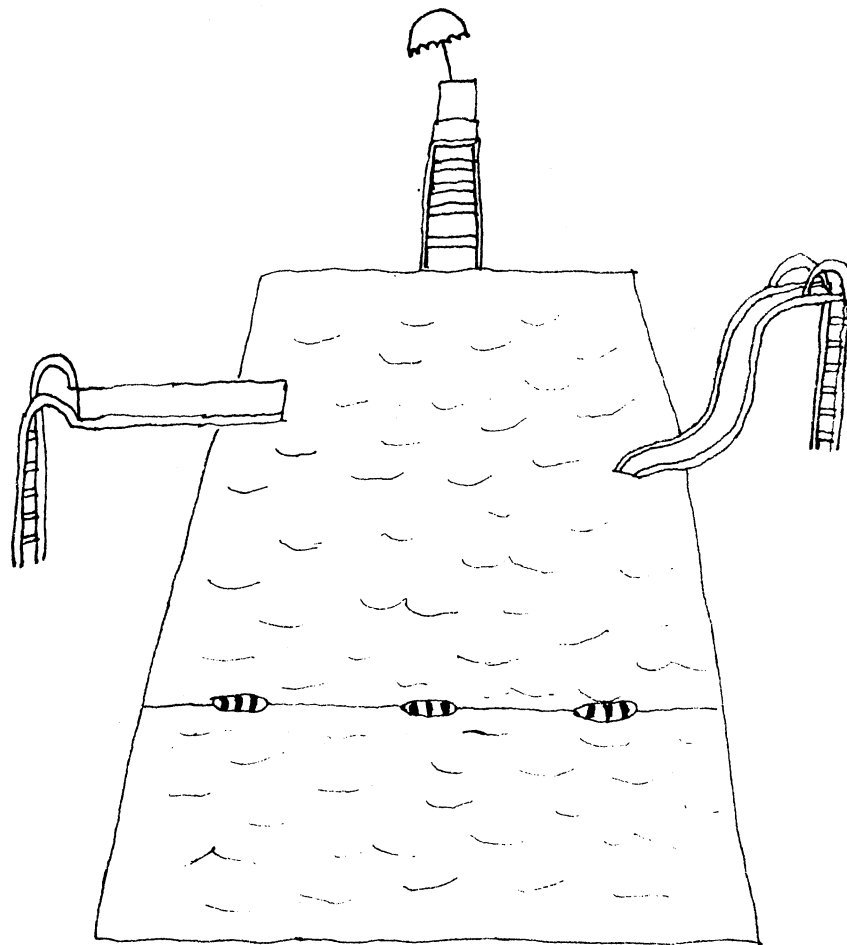


Figure 23. Swimming Pool, Boy, Grade 6

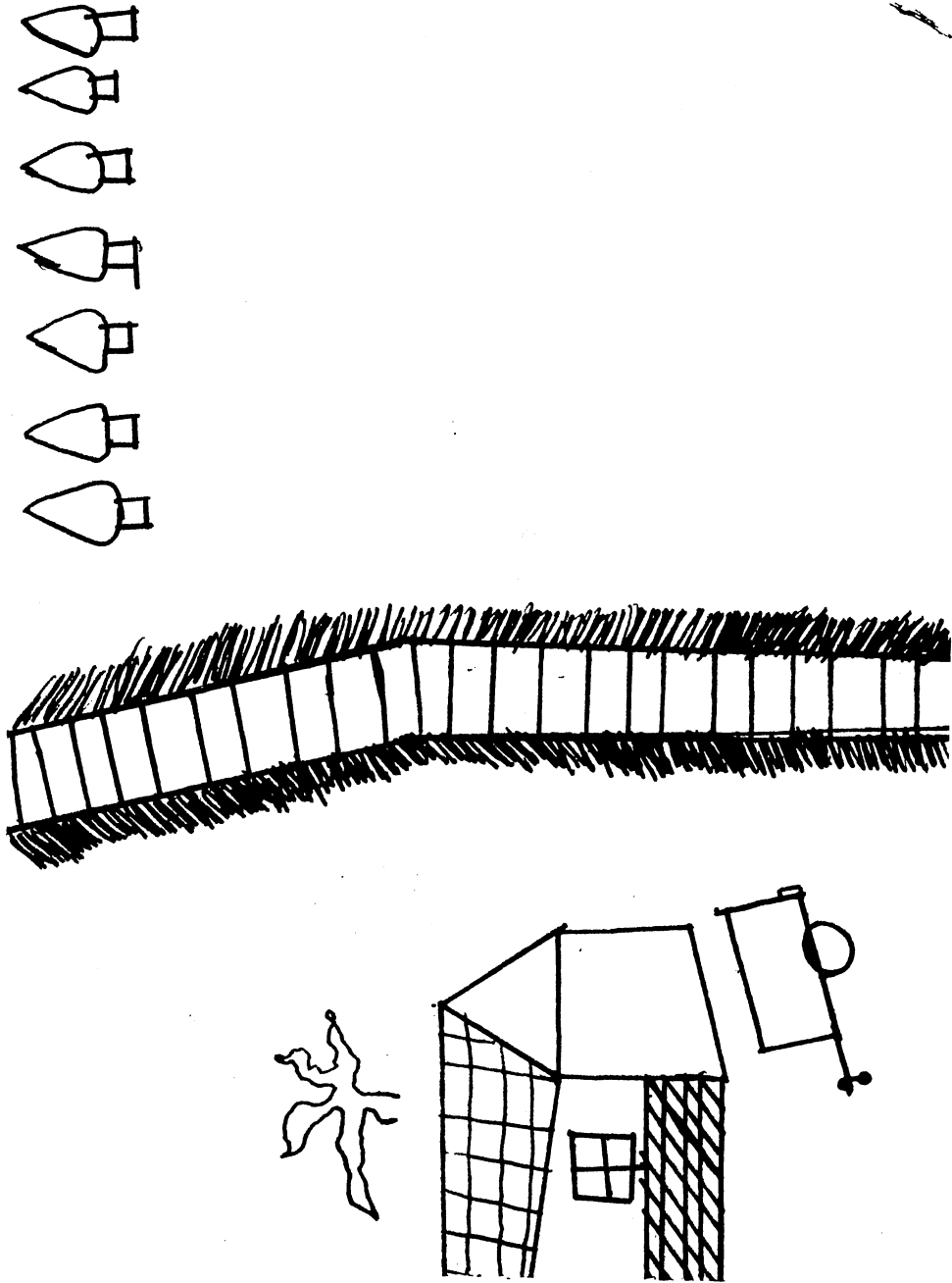
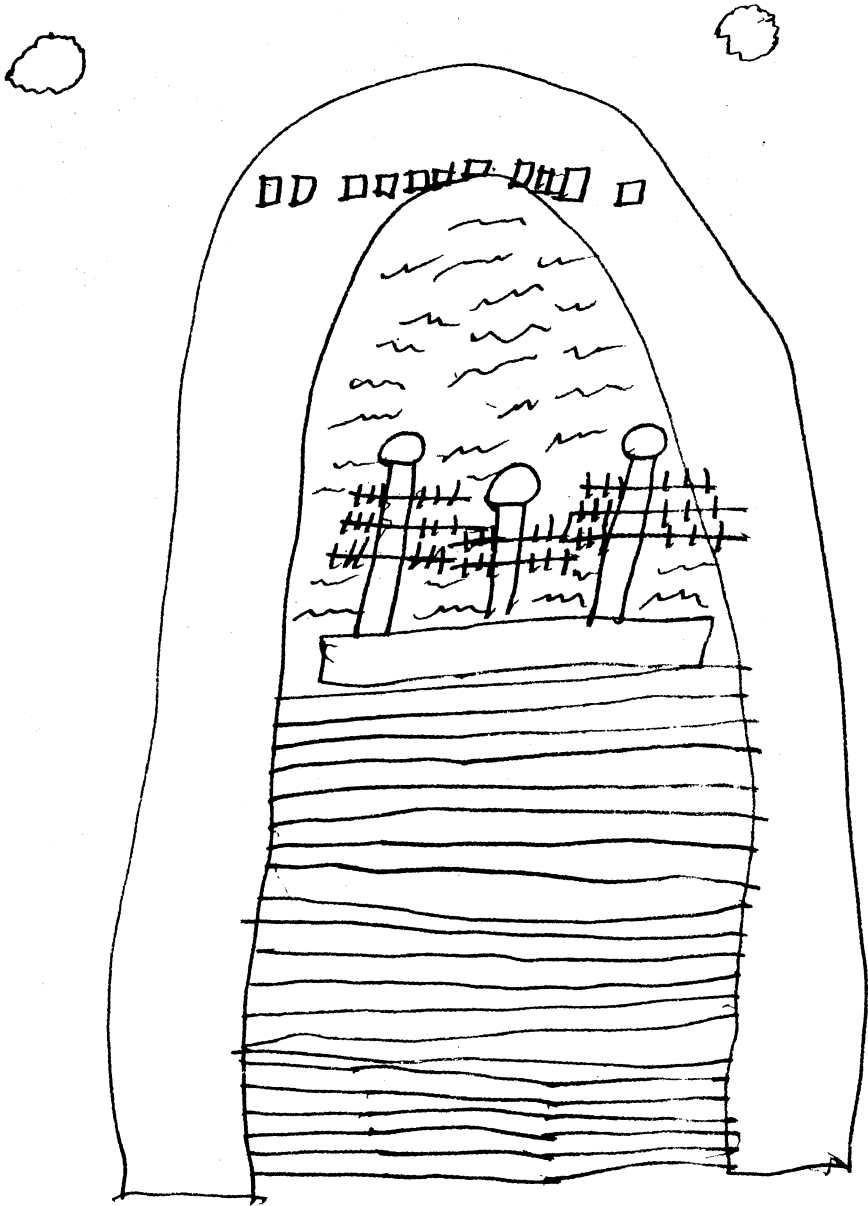


Figure 24. Farm, Boy, Grade 4



THE St. Louis Arch

Figure 25. St. Louis Arch, Boy, Grade 4

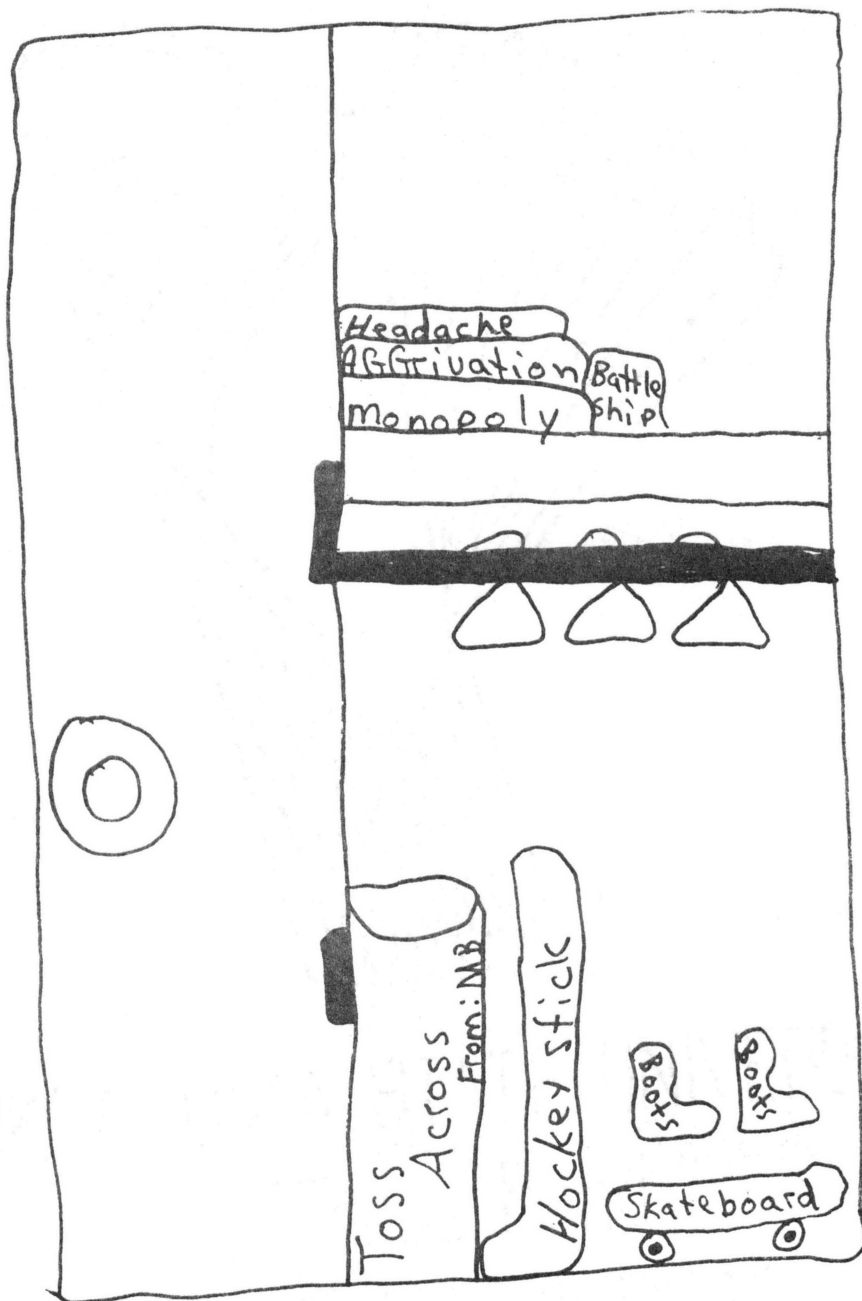


Figure 26. Closet, Girl, Grade 6



## CHAPTER III

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### Summary

This study was derived to allow children to freely express themselves in an area and a manner not usually dealt with in public schools. A questionnaire was developed which encouraged free verbal and visual expression on the part of each child.

These verbal and visual expressions were then studied and tabulated. It was discovered that some verbal responses could not be tabulated; these along with the visual responses show us the need each child had to express himself, not merely memorize material.

#### Conclusion

The expanse of the data received was overwhelming. A variety of responses was expected, but not to the extent received. Trying to categorize the responses was an extremely difficult task. It is apparent that each child does hold a personal concept of "House." It is also apparent that that same concept is well established by the fourth grade.

The tables in Chapter Two show us many interesting comparisons from grade to grade, as well as between the sexes. It is apparent

that by the fourth grade the child does have definite feelings and opinions concerning the subject "House." These feelings modify somewhat as the child gets older and becomes more concerned with things occurring outside the family unit. To some extent, we observe a culturalization occurring at the sixth grade level, where pleasure in one's own home becomes important.

The most outstanding comparison that can be made concerning the tables occurs between Table I and Table II. In Table I, shelter is shown largely to be a protective element, while in Table II, a house is shown to be mostly a place to live with few responses to its capacity as shelter.

#### Recommendation

The variety of information provided by these children establishes a need for sincere examination of our school system. It is possible that by providing our children with the opportunity to discover themselves, we will be educating them to meet the diverse challenges that life will offer them. Schools today are overwhelmingly forcing children to respond as groups and not as individuals. It is the author's hope that this study may be a small beginning in the move to reverse this trend.

The author's first recommendation is to expand creative arts programs to encompass the entire curriculum. Art is related in some manner to all areas of the curriculum. Inclusion of related arts activities would be a simple and inexpensive task. Secondly, art programs should be freed of closet storage and work spaces. Space

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APPENDIX  
QUESTIONNAIRE

1. Name: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Check one: Boy \_\_\_\_\_ Girl \_\_\_\_\_
4. What is a shelter?
5. What is a house?
6. Why do we have houses?
7. What forms do they come in?
  - a.
  - b.
  - c.
  - d.
  - e.
8. What is a room?
9. What kinds are there?

Name six kinds of rooms.

- a.
- b.
- c.
- d.
- e.
- f.



10. What is the purpose of each room in question 9.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
11. What is your favorite room and why?
12. How can you tell one room from another?
13. What is the purpose of furniture?
14. Why do we have different kinds?
15. Why do we have doors?
16. Why do we have windows?
17. Why do we have floors?
18. Why are some floors carpeted and some left plain?
19. Why do we paint or paper walls?
10. Pick your favorite place, now, draw a picture of it ....include all details (furniture, lamps, pictures, textures).

VITA

Cynthia Mohr Smith

Candidate for the Degree of

Master of Science

Thesis: HOUSE: VERBAL AND VISUAL EXPRESSIONS BY CHILDREN IN GRADES FOUR, FIVE AND SIX

Major Field: Housing, Design and Consumer Resources

Biographical:

Personal Data: Born in Tulsa, Oklahoma, May 21, 1948, the daughter of Dr. Charles Adam Mohr and Jane Johnson Mohr.

Education: Graduated from Memorial High School, Tulsa, Oklahoma, in May, 1967; received Bachelor of Art Education degree from Oklahoma State University in January, 1972; completed requirements for the Master of Science degree at Oklahoma State University in May, 1977.

Professional Experience: Cultural Coordinator, Tulsa Parks and Recreation Department, Tulsa, Oklahoma 1972-1973; Art Instructor, Grades 3-6 and 9-12, Pawnee Public Schools, Pawnee, Oklahoma, school year 1973; graduate teaching assistant, Department of Housing Design and Consumer Resources, Oklahoma State University, 1974-1975; elementary art consultant, Salina Public Schools, Salina Kansas, 1975-1977.

Professional Organizations: National Education Association, Association for Early Childhood Education International.