

I N T R O D U C T I O N

The psychological tendency of the nineteenth century, which had Pestalozzi, Herbart and Froebel as its exponents, made the child the positive factor in education. Since then there have been many attempts to study child behaviour in its different aspects, and modern educational theory and practice are based on the knowledge that has been made available from the studies. One such study has been that of children's drawings.

Drawing, like play, is a spontaneous activity of childhood. Children's drawings are spontaneous and natural and provide a means for their self-expression and self-enjoyment. Children's drawings have therefore rich potentiality, because they indicate the stage of child development as well as the content of the child-mind. The immense possibilities of children's drawings

as an aid to understanding the child-mind have been the main impetus to the present study.

A quick measure of intelligence at the primary stage of education is a vital necessity here. Hence the aspect of children's drawings as a measure of intelligence is emphasised in the following work. Goodenough's Draw-a-man Test is studied critically. The Test is simple and interesting, but the scoring scale is not absolutely culture-free. In the present work an attempt is made to evolve a new scoring method for the Draw-a-man Test applied in India. The new method of scoring is based on the principle of giving weightage to successive advancement shown in representing the various body parts. The successive stages of progress are decided as they were observed in the drawings drawn by children in Baroda. The new scoring scale is tested for its validity, reliability and objectivity. The age norms and grade norms are calculated.

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P. Phatak