

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	1
The Importance of Studying the Spatial Treatment in Children's Drawings.....	2
The Importance of Cross-Cultural Analysis of Artistic Development.....	4
CHAPTER 2: LITERATURE REVIEW.....	7
Implications of Cognitive Developmental Theories for Children's Artistic Development.....	8
Piaget and Post-Piagetian Views in Cognitive Development... <td>9</td>	9
Vygotsky's Views in Cognitive Development.....	13
Feldman's Views of Developmental Theory.....	18
Implications of Contemporary Issues for Children's Artistic Development.....	21
Implications of the Theory of Spatial Representation.....	26
CHAPTER 3: PILOT STUDY OF CROSS-CULTURAL ANALYSIS OF SPATIAL TREATMENT IN CHILDREN'S DRAWINGS.....	29
Purposes.....	29
Method.....	31
Hypotheses.....	31
Procedures.....	31
Samples.....	32
Measurement.....	33
Results.....	34
Discussion.....	40
Conclusion.....	45
CHAPTER 4: SPATIAL TREATMENT IN JAPANESE CHILDREN'S DRAWINGS.....	47
Purposes.....	47
Method.....	48
Quantitative Method.....	48
Hypotheses.....	48
Samples.....	48
Procedure.....	49
1. Drawing task.....	49
2. Judgment task.....	56
Results of the Quantitative Methods.....	59
1. Drawing task.....	59
2. Judgment task.....	68

Qualitative Method.....	81
Objectives.....	81
Samples.....	83
Design of the Inquiry.....	86
1. Judgment task and observation.....	86
2. Video observation.....	86
3. Interviews with teachers.....	86
4. Questionnaires with teachers.....	87
Procedure.....	88
Naze municipal Naze elementary school.....	88
1. Judgment task and observation.....	89
2. Video observation.....	94
3. Interviews with teachers.....	97
The elementary school attached to Ochanomizu University.....	101
1. Judgment task and observation.....	103
2. Video observation.....	106
3. Interviews with teachers.....	107
4. Questionnaires with teachers.....	108
The elementary school attached to Iwate University.....	109
1. Judgment task and observation.....	111
2. Video observation.....	111
3. Interviews with teachers.....	113
4. Questionnaires with teachers.....	113
Results of Observation of Judgment Task and Art Classes in Three Elementary Schools.....	114
Conclusion of Qualitative Methods.....	115
CHAPTER 5: DISCUSSION.....	117
Discussion of Why Japanese Children Draw in Their Own Particular Ways.....	117
Educational System Factors.....	117
Environmental Factors.....	125
Aesthetic and Traditional Factors.....	127
Popular Cultural Factors.....	129
Limitations and Future Plans.....	133
CHAPTER 6: SUMMARY.....	136
REFERENCES.....	141
VITA.....	148

Toku-Dissertation Table of Content