

A STUDY OF THE ATTITUDES OF BLACK URBAN  
SCHOOL TEACHERS TOWARD WHITES IN  
RELATION TO EDUCATION

Thesis for the Degree of Ph. D.

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JEROME TILLMAN

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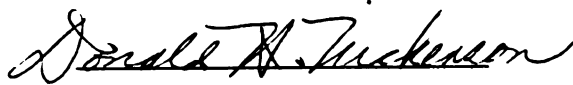
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## ABSTRACT

### A STUDY OF THE ATTITUDES OF BLACK URBAN SCHOOL TEACHERS TOWARD WHITES IN RELATION TO EDUCATION

By

Jerome Tillman

#### Purpose of the Study

The purpose of the study was to determine the relationship between demographic variables of Black urban school teachers and their attitudes toward Whites in relation to education.

#### Population and Sample

The population used in this study were Black urban school teachers in Saginaw, Michigan. The sample consisted of 84 subjects drawn from the population, 68 females and 16 males.

#### Instrumentation

The instrument used in this study was the Attitude Behavior Scale: Black/White - Education (ABS:B/W-E). The ABS:B/W-E was constructed according to Guttman's facet theory. The ABS:B/W-E contains six dependent criterion variables for the attitudes of Blacks toward Whites in relation to education.

### Data Analysis

The multivariate analysis of variance was the statistical technique used to analyze the data in this study.

### Testing of Hypotheses

The .05 level of significance was employed to test the hypotheses in this study.

H-1.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by sex. H-1 was rejected.

H-2.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by age. H-2 was accepted.

H-3.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by total years of teaching experience. H-3 was accepted.

H-4.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by residential background. H-4 was rejected.

H-5.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by occupational status of father. H-5 was accepted.

H-6.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by educational status of father. H-6 was accepted.

H-7.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by undergraduate school attended. H-7 was rejected.

H-8.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by academic degree held. H-8 was accepted.

H-9.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by marital status. H-9 was accepted.

H-10.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by teaching level. H-10 was accepted.

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SCHOOL TEACHERS TOWARD WHITES  
IN RELATION TO EDUCATION

By

Jerome Tillman

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Dedicated to the greatest love  
in life--my wife, Minnie.

## PREFACE

To be honest is to confront the truth. To be honest is to realize that the ultimate measure of a man is not where he stands in moments of convenience and moments of comfort, but where he stands in moments of challenge and moments of controversy. However unpleasant and inconvenient the truth may be, I believe we must expose and face it if we are to achieve a better quality of American life.\*

\*Rev. Martin Luther King Jr., Speech delivered February, 1967, before The National Institute, Los Angeles, California.

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My sincere thanks are offered to Dr. Howard Teitelbaum for his assistance with the statistical design of the study and the analysis of data.

Last, but by no means least, I owe much to the Black teachers in Saginaw, Michigan whose assistance made this study possible.

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## CHAPTER I

### INTRODUCTION

There are groups of Black parents and students who are actively demanding Black teachers and administrators for the public schools that service their local communities. As the thrust for decentralization of school authority and community control of schools escalates, this demand will become more eruptive and tumultuous.

Implicit in the demand for Black teachers to teach in public schools of the urban Black community is the assumption that Black teachers will convey to Black students more "appropriate" attitudes toward themselves and other ethnic groups than will White teachers.

Citron reports that "children sense the deep attitudes, spoken and silent, the real feelings. They see who is honored and who is dishonored. They hear tone and intonation, catch nuance and meaning of behavior; sense and adopt attitudes which adults may be unaware they (the adults) carry, or unaware they transfer to children."<sup>1</sup>

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<sup>1</sup>Abraham F. Citron, The Rightness of Whiteness (Detroit: Michigan Ohio Regional Educational Laboratory Publication), February, 1969, p. 12.

Washburne and Heil conclude that "teachers who deal with the same children every day have a definite and determinable influence upon the attitudinal growth of their pupils."<sup>2</sup>

The schools are a major instrument of socialization, and schools reflect the best and the worst attitudes in the society. As such, teachers pass through a certifying institution which socializes them to consider certain behavior patterns and attitudes as normal. However, teachers must begin to evaluate their attitudes and behavior on the basis of their impact on students.

Coleman,<sup>3</sup> in the report Equality of Educational Opportunity, reveals that the average Black elementary student attends a school in which 65 percent of the faculty are Black, and the average White elementary student attends a school in which 97 percent of the faculty are White. Therefore, if public schools in the urban Black communities are to be staffed predominantly with Black teachers to teach Black students, then the measurement of the attitudes of Black teachers is imperative because students will tend to gravitate to the attitudes set forth for them by their teachers.

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<sup>2</sup>C. Washburne & C. Heil, "What Characteristics of Teachers Affect Children's Growth," The School Review (1960), p. 426.

<sup>3</sup>James S. Coleman, Equality of Educational Opportunity (Washington, D.C.: U.S. Government Printing Office, 1966), p. 270.



### Statement of the Problem

Jordan<sup>4</sup> in reviewing the literature on the measurement of attitudes noted that a distinct group of dependent variables seemed to be important determinants, correlates, and/or predictors of attitudes: (1) demographic variables, (2) socio-psychological variables, (3) contact variables, and (4) knowledge variables. The problem under investigation in this study is to determine if there is a significant relationship between demographic variables of Black urban school teachers and their attitudes toward Whites in relation to education.

One major problem in studies dealing with the measurement of attitudes emanates from the lack of valid instruments. As such, most studies on the measurement of racial attitudes employ instruments which contain items that are of a stereotypic nature, and rarely do these items indicate the subject's actual behavior or actual experience in relation to the attitude object. However, the Attitude Behavior Scale: Black/White - Education (ABS:B/W-E), developed by Jordan and Hamersma,<sup>5</sup> used in this study contains items written at the actual personal behavior level or the actual experience level. Thus, the results of this

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<sup>4</sup>John E. Jordan, Attitudes Toward Education and Physically Disabled Persons in Eleven Nations (East Lansing: Latin American Studies Center, Michigan State University, 1968).

<sup>5</sup>John E. Jordan and Richard Hamersma, ABS:BW/WN (East Lansing: Michigan State University Press, 1969).

study should avoid the criticism of the lack of relationship between attitudes and overt behavior.

### Purpose of the Study

This descriptive study is an attempt to determine the relationship between demographic variables of Black urban school teachers and their attitudes toward Whites in relation to education.

### Rationale for the Study

Urban school children readily perceive their teacher's attitudes and expectations toward them. This idea is succinctly corroborated by Riessman: "They (the children) were telling me about the expressions on teachers' faces that they didn't like. They reported that they knew the minute they entered the room that the teacher didn't like them and that she didn't think they were going to do too well in school."<sup>6</sup>

Children, especially in urban schools, are greatly affected by what their teachers think they can accomplish. Kenneth Clark states, "Stimulation and teaching based on positive expectation seem to play an even more important role in a child's performance in school than does the community environment from which he comes."<sup>7</sup>

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<sup>6</sup>Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 6.

<sup>7</sup>Kenneth Clark, Dark Ghetto (New York: Harper and Row, 1965), p. 132.

Rosenthal and Jacobson,<sup>8</sup> in a study conducted at a San Francisco school with a large student population of low socioeconomic status Mexican-Americans, told teachers in the lower grades that certain children (randomly picked by the researchers) were "potential academic spurters." Achievement tests were administered to the supposed "spurters" and to a control group at the beginning of the school year and several times during the next two years. Results of this study indicate that "children from whom teachers expected greater intellectual gains showed such gains." The gains were greatest in the first and second grades, and the average gain of the randomly picked "spurters" was better than 27 test points. After the end of the first year, the "spurters" were characterized by their teachers

. . . as having a better chance of being successful in later life and as being happier, more curious, and more interesting than other children. There was also a tendency for the designated children to be seen as more appealing, better adjusted, and more affectionate, and as less in need of social approval. In short, the children for whom intellectual growth was expected became more alive and autonomous intellectually, or were at least so perceived by their teachers.<sup>9</sup>

By contrast, teacher ratings given to those children who were not marked as "spurters" but who did gain in test points were generally unfavorable. The more "non-spurters" gained, the less favorably they were rated by their teachers.

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<sup>8</sup>Robert Rosenthal and Lenore F. Jacobson, "Teacher Expectations for the Disadvantaged," Scientific American, 218 (April, 1968), p. 22.

<sup>9</sup>Ibid.

One conclusion drawn in this study was that children who gain in achievement when improvement is not expected of them "are looked on as showing undesirable behavior."<sup>10</sup>

Although Rosenthal and Jacobson's study was based on "low socioeconomic status" Mexican-Americans it does have some relevancy for the present study. This particular study helps to exemplify how the attitudes and expectations of teachers influence the academic progress and emotional well-being of students. The underlying theme of Rosenthal and Jacobson's study is "low socioeconomic status" students, and if you acknowledge that the majority of urban children--Black, Brown, Yellow, and White--are similarly categorized, then this research has important implications for the rationale of the present study.

A most disturbing implication of the findings by Rosenthal and Jacobson is eloquently paraphrased by Arthur Pearl:

The teacher's responsibility is to teach but instead we engage in self-fulfilling prophecy. We decide that certain people cannot be educated. We refuse to educate them; they grow up uneducated and we pride ourselves on our exceedingly predictive index.<sup>11</sup>

Pearl's observation leaves little doubt that teacher attitudes and expectations influence student self-images and, therefore, the student's ability to learn in the classroom.

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<sup>10</sup> Ibid.

<sup>11</sup> Arthur Pearl, Educational Change: Why--How--For Whom (San Francisco: San Francisco Human Rights Commission, 1968). (Compiled from speeches.)

A child is not likely to respond favorably to a teacher he feels does not like him and who believes he cannot learn. Kirkman reports:

Such teachers generally have a continual discipline problem with their classes. It appears that the children sense their teachers' attitude toward them and react accordingly. . . . I have yet to see any teacher who does not respect his students, have respect shown to him.<sup>12</sup>

There are many urban school teachers who expect bad behavior from their students and, therefore, they receive it. Many urban school children have had bad experiences with teachers. Biased teacher attitudes help create a syndrome of failure and rebellion in the urban child's experiences with school.

Teachers have attitudes where their pupils are concerned, and to expect other than this from them is to deny teachers the right to be human. However, it is unfortunate that teacher attitudes and expectations are quite often influenced by racial and class stereotypes.

The effect of teacher attitudes on urban students helps to explain a failure of American education--

. . . for the many minorities and particularly for the children of the racial ghetto,\* the schools have failed to provide the educational experience which could help overcome the effects of discrimination and deprivation.<sup>13</sup>

\*Most racial ghettos are located in urban Black communities.

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<sup>12</sup>J. Kirkman, "White Teacher in a Negro School," Journal of Negro Education (Spring, 1966), p. 179.

<sup>13</sup>Report of the National Advisory Commission on Civil Disorders (New York: Bantam Books, 1968), p. 425.

### Need for the Study

The need for research on racial attitudes intensified in the last decade because of the increased conflicts between both individuals and institutions of Black and White urban communities. Most research and reports have concentrated on the attitudes of Whites toward Blacks and other Whites. Some of the research has also dealt with the attitudes of Blacks toward Blacks. The present study deals with an area neglected by most researchers--the attitudes of Blacks toward Whites.

It is becoming increasingly clear, if it was not so before, that it is important for teachers to be given the chance to become aware and conscious of their attitudes and behavior with regard to race. Teachers come through similar classrooms as those in which they now teach, and research on teacher attitudes can facilitate the training and employment of teachers who are aware and sensitive to the effect their attitudes and behavior have on students.

The tenets which form the fundamental need of this study are seen as having important implications for those who are concerned with the nature of human communication, the concept of racial attitudes, and the implication they have for the education of children.

### Hypotheses of the Study

The following hypotheses were investigated:

1. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by sex.

2. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by age.

3. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by total years of teaching experience.

4. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by residential background.

5. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by occupational status of father.

6. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by educational status of father.

7. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by undergraduate school attended.

8. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by academic degree held.

9. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by marital status.

10. There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by teaching level.

The majority of studies on measuring attitudes utilize the .05 significance level. There may be hypotheses within the present study which bear out significance only at the .05 level and not at any other level. Therefore, the level of rejection for the hypotheses in the present study was established at the .05 level.

#### Definition of Terms

There are several words and terms used in this study which have specific meaning. For purposes of clarification, they are defined here.

Dependent Criterion Variables--constructs of an attitudinal instrument which purport to measure racial attitudes on several levels (i.e., Personal Feelings, Actual Personal Action, Societal Stereotype, etc.).



Demographic Variables--specific personal characteristics of an individual (i.e., sex, age, geographic background, etc.).

Black Urban School Teachers--Americans of African descent who teach in the public schools of an urban community.

Urban Community--a complex of communities characterized by commercial, industrial, and service occupations with a population that contains different ethnic groups (Whites, Blacks, Chicano, etc.) in close geographical proximity.

Urban School System--a complex of public supported schools characterized by a core of schools with a predominantly minority (Black and Chicano) student population.

Whites--Americans of European descent.

### Organization of the Thesis

The dissertation is organized into five chapters. The statement of the problem and need for the study were discussed in Chapter I.

Chapter II is a summarization of the theory and research related to this study. This chapter contains relevant investigations upon which the present study is based.

Chapter III describes the methodology and procedures of the study. Information is included on instrumentation and the statistical procedure used in the data analysis.

Chapter IV presents the research data and results of the analysis of the data. The testing of hypotheses appear in this chapter.

Chapter V is a discussion of the data with summary and recommendations. Implications and limitations of the study are included in this chapter.

## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of a review of related literature is to survey investigations upon which the present research is based. Such sources as Encyclopedia of Educational Research, The Educational Index, The Review of Educational Research, Dissertations, Dissertation Abstracts, and Current Literature were examined as background material for the study.

The author has chosen for organizational reasons to divide this chapter into six sections: (1) Instruments for Measuring Racial Attitudes: An Overview, (2) Measurement of Racial Attitudes: A Historical Overview, (3) Racial Attitudes and Ethnic Prejudice, (4) Demographic Variables of Racial Attitudes and Ethnic Prejudice, (5) Effect of Teacher Attitudes on Students, and (6) Summary.

#### Instruments for Measuring Racial Attitudes: An Overview

The measurement of racial attitudes has employed many different and varied instruments. Several well-publicized instruments have been used, but as of yet there is no one instrument that has produced consistent and comparable results.

Bogardus<sup>1</sup> using a "social distance scale" asked White subjects to imagine themselves in various types of social contact with Negroes. He concluded that Whites felt a considerable amount of social distance between themselves and Negroes. This type of instrument is rarely used to measure racial attitudes today because many social scientists feel that the "social distance scale" is not a "true" measure of racial attitudes.

Thurstone<sup>2</sup> developed an instrument which called for "judges" to sort items into piles ranging on a continuum from "favorable to unfavorable" toward the attitude object under consideration. Subjects being assessed were asked to only check those items with which they agree or disagree. This instrument by Thurstone for measuring racial attitudes has received much criticism (Hovland and Sherif,<sup>3</sup> Jahoda and Warren<sup>4</sup>) because of the process for selecting an item continuum.

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<sup>1</sup>E. S. Bogardus, "Measuring Social Distances," Journal of Applied Sociology, 9 (1925), 299-308.

<sup>2</sup>L. L. Thurstone, "The Measurement of Social Attitudes," Journal of Abnormal and Social Psychology, 26 (1931), 249-269.

<sup>3</sup>C. I. Hovland and M. Sherif, "Judgmental Phenomena and Scales of Attitude Measurement: Item Displacement in Thurstone Scales," Journal of Abnormal and Social Psychology, 47 (1952), 822-823.

<sup>4</sup>M. Jahoda and N. Warren, Attitudes (Baltimore: Penguin Books, 1966).

Likert<sup>5</sup> devised an instrument for measuring racial attitudes by which the items selected for the instrument were done by intuitions and only "favorable or unfavorable" items were used. This instrument asked subjects to respond to each item on a continuum ranging from strongly approve to strongly disapprove. The items on the Likert instrument were pre-tested on a population that was representative of the subjects to be used (the first time this was done). Likert's instrument has been criticized for yielding only ordinal scale data and items selected by intuition.

Adorno et al.<sup>6</sup> constructed an instrument that had two scales--the "E" scale and the "F" scale--to measure attitudes. The "E" scale contained several items relating to Negroes, and the "F" scale was used to measure anti-democratic attitudes and authoritarianism. Quite a few studies (Himelstein and Moore,<sup>7</sup> Weller,<sup>8</sup> Kinnick and Plattor<sup>9</sup>) have been done using the "E" and "F" scales to measure racial attitudes toward Negroes.

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<sup>5</sup>R. Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, 140 (1932), 1-55.

<sup>6</sup>T. W. Adorno et al., The Authoritarian Personality (New York: Harper, 1950).

<sup>7</sup>P. Himelstein and J. C. Moore, "Racial Attitudes and the Action of Negro- and White-Background Figures as Factors in Petition-Signing," Journal of Social Psychology, 61 (1963), 267-272.

<sup>8</sup>L. Weller, "The Relationship of Personality and Non-Personality Factors to Prejudice," Journal of Social Psychology, 63 (1964), 129-137.

<sup>9</sup>B. C. Kinnick and S. D. Plattor, "Attitudinal Change Toward Negroes and School Desegregation Among Participants in a Summer Training Institute," Journal of Social Psychology, 73 (1967), 271-283.

Projective-test instruments (Campbell,<sup>10</sup> Riesman<sup>11</sup>) have been used to measure racial attitudes and prejudices. Projective-test instruments present (indirectly) ambiguous stimuli that subjects are asked to respond to. Projective-test instruments are criticized for yielding lower validity (because of the indirectness of items) than the direct paper-and-pencil test instruments.

One method employed for the measurement of racial attitudes is the type that uses an instrument that is specifically designed for the purpose of a particular study (Brink and Harris,<sup>12</sup> Campbell and Schuman<sup>13</sup>). This instrument, popularly known as the "survey," is solely designed for the one-shot investigation by the author.

Guttman's<sup>14</sup> facet design is a fairly new method which seeks to ascertain the multi-dimensional nature of an attitude. An instrument developed by this method

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<sup>10</sup>D. T. Campbell, "The Indirect Assessment of Social Attitudes," Psychological Bulletin, 47 (1950), 15-38.

<sup>11</sup>D. Riesman, Faces in the Crowd: Individual Studies in Character and Politics (New Haven: Yale University Press, 1946).

<sup>12</sup>W. J. Brink and L. Harris, Black and White: A Study of U. S. Racial Attitudes Today (New York: Simon and Schuster, 1967).

<sup>13</sup>A. Campbell and H. Schuman, Racial Attitudes in Fifteen American Cities (Supplemental Studies for the National Advisory Commission on Civil Disorders, Government Printing Office, June, 1968).

<sup>14</sup>L. Guttman, "The Problem of Attitude and Opinion Measurement," in S. A. Stouffer (ed.), Measurement and Prediction (Princeton: Princeton University Press, 1950), pp. 46-90.

includes an a priori technique for item selection. Guttman's facet design is a method developed to avoid the criticisms of early Guttman instruments which attempted to ascertain whether an attitude was of a single dimension.

It is of special interest to the present study to note that few studies (Erb,<sup>15</sup> Maierle,<sup>16</sup> Williams<sup>17</sup>) have been found that use Guttman's facetized design to measure and analyze racial attitudes.

As this section in the review of the literature indicated, the instruments used for measuring racial attitudes are based on very diverse techniques of construction. Many complaints were registered regarding the items inherent to measurement instruments on racial attitudes, however, items constructed according to Guttman's facet design seemed to deal more adequately with those issues in question. The present study places heavy reliance on the Guttman facet theory because this particular theory is advantageously appropriate to the difficult reality of how to accurately measure such an intangible as a racial attitude.

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<sup>15</sup>D. L. Erb, "Racial Attitudes and Empathy: A Guttman Facet Theory Examination of Their Relationship and Determinants" (unpublished doctoral dissertation, Michigan State University, 1969).

<sup>16</sup>J. P. Maierle, "An Application of Guttman Facet Analysis to Attitude Scale Construction: A Methodological Study" (unpublished doctoral dissertation, Michigan State University, 1969).

<sup>17</sup>W. S. Williams, "Attitudes of Black and White Policemen Toward the Opposite Race" (unpublished doctoral dissertation, Michigan State University, 1969).

Measurement of Racial Attitudes:  
A Historical Overview

Early research on racial attitudes were included as subscales of more comprehensive assessment instruments. An example of this was the work of Likert and Murphy.<sup>18</sup> They attempted to assess attitudes on the most controversial issues of that time, and developed a measuring instrument which used three different scales: (1) an "Internationalism Scale," (2) an "Imperialism Scale," and (3) a "Negro Scale." The three scales were highly correlated and appeared to discriminate adequately between "racists," "moderates," and "liberals" on the "race question" of that time period.

Later, one group of investigators (Norden<sup>19</sup>) who were concerned about fascism, attempted to develop an instrument sensitive enough to detect the potential for fascism in American citizens. One of the variables to which the investigators attributed this potential was ethnocentrism, which is defined as prejudice. From this theoretical background the investigators developed the "E" scale. The main purpose of the "E" scale was to determine Anti-Semitism; however, the "E" scale also contained a Negro subscale which was designed to assess Whites' hostility toward Blacks. As an instrument to measure attitudes

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<sup>18</sup>R. Likert and G. Murphy, Public Opinion and the Individual (New York: Harper, 1938).

<sup>19</sup>E. Norden, "The Paramilitary Right," Playboy, 16, 1969, pp. 6-20.



toward minorities, the "E" scale was proven to be relatively valid; and, later studies on measuring racial attitudes use the "E" scale as a validity instrument.

Research on racial attitudes continued to be sub-scales of more comprehensive instruments until the 1960's when social forces began to impose changes in the direction and purpose of racial attitude research. One of the first "new" studies was done by Greenberg.<sup>20</sup> Greenberg attempted to develop an instrument which would measure problems that might arise in the process of integration. For the first time, Black subjects as well as White subjects were used in racial attitude research. The results of the Greenberg study concluded that Blacks were more pro-integration than Whites.

Diversity of research on racial attitudes increased in the 1960's. An example of this diversification was the study conducted by Weiss.<sup>21</sup> This study was concerned with exploring "dimensions of racial attitudes." The study was composed of two parts: (1) a stereotype instrument measuring how White subjects indicated how Blacks were different from other Americans, and (2) an opinion questionnaire measuring the dimensionality of racial attitudes.

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<sup>20</sup>H. M. Greenberg, "Development of an Integration Attitude Scale," Journal of Social Psychology, 54 (1961), 103-109.

<sup>21</sup>W. Weiss, "An Examination of Attitudes Toward Negroes," Journal of Social Psychology, 55 (1961), 3-31.

The study showed that "people do make a distinction between the selection of traits for description and for attitudinal significance." Weiss concluded that the distinctions between descriptive and attitudinal traits implied dimensionality of racial attitudes.

Under the hypothesis that racial attitudes are composed of three main dimensions--"policy toward integration," "feelings of racial superiority," and "nature of social relationships into which one is willing to accept Negroes"--Woodmansee and Cook<sup>22</sup> conducted a three-phase study. White subjects were asked their opinion on statements that indicated self-consciousness and uncomfortableness regardless of racial attitudes, and certain attributes that were assigned to Blacks which would make them superior to Whites. A factor analysis was done on the data, and results showed "clusters of attitudes," which led to a further clarification of racial feelings. Discrimination was quite high in several clusters, but there were serious doubts about the validity of the results.

The purpose of the study by Selltiz, Edrich, and Cook was to "test whether ratings of a new pool of items would be influenced by the rater's attitudes, and thus whether ratings might be used as an indicator of the rater's

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<sup>22</sup>J. J. Woodmansee and S. W. Cook, "Dimensions of Verbal Racial Attitudes: Their Identification and Social Psychology," Journal of Personality and Psychology, 7, 3 (1967), 240-250.

attitudes."<sup>23</sup> Their results showed consistent differences in ratings according to attitudes expressed in the self-report of unfavorable items.

Williams and Roberson<sup>24</sup> developed a picture-comparison test to measure racial attitudes of pre-school children. The test was divided into two parts: (1) one part consisting of black and white pictures of toys and animals which were associated with paired adjectives such as "clean-dirty or good-bad," and (2) the second part consisting of the same procedure applied to pictures of Black and White people. The high correlation between the responses to pictures of toys, animals, and people led the authors to suggest "concurrent development of racial attitudes and color meanings."

In a study by Kinnick and Platter<sup>25</sup> the purpose was to measure "specific attitudes toward Negroes and public school desegregation." Using a thirty-item "desegregation" scale, the results showed that the scale was a "promising indicator of White attitudes toward desegregation."

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<sup>23</sup>C. Selltiz, H. Edrich, and S. W. Cook, "Ratings of Favorableness of Statements about a Social Group as an Indicator of Attitude Toward the Group," Journal of Personality and Social Psychology, 1, 3 (1965), 251-260.

<sup>24</sup>J. E. Williams and K. J. Roberson, "A Method of Assessing Racial Attitudes in Pre-School Children," Educational and Psychological Measurement, 27 (1967), 671-689.

<sup>25</sup>Kinnick and Platter, op. cit.

Berg tested the hypothesis that "a White person's prejudiced attitudes toward Negroes would be directly to disagree with a Negro person, and the relationship between prejudiced attitudes and social disagreements would be closer when the judgmental tasks were more important."<sup>26</sup> The results indicated "no significant differences or correlations between attitude scale results and agreements with a Negro person," which led Berg to conclude that: (1) "verbal attitude scales may not be good predictors of prejudiced behavior," and (2) "auto-kinetic judgments may not be good tasks for expecting prejudiced behavior."

The most recent development in the research on racial attitudes has been Black self-esteem. Black self-esteem can be conceptualized as Black reaction to White attitudes toward Blacks. An important concept which influences Black self-esteem is termed Black consciousness. Hare defines Black consciousness as the "state of being conscious of one's blackness vis-a-vis White racism; awareness of, or awake to membership in the Black race and its struggle, including the state of being 'together' on matters concerning the Black man."<sup>27</sup> There have been studies devoted to these and other aspects of Black self-esteem.

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<sup>26</sup>K. R. Berg, "Ethnic Attitudes and Agreement with a Negro Person," Journal of Personality and Social Psychology, 4 (1966), 2-12.

<sup>27</sup>N. Hare, "Unalphabetized and Unfinished Glossary of Terms," unpublished paper, 1968.

Trent hypothesized that "acceptance of self is related to acceptance of others and self-accepting Negro children would have more positive attitudes toward both Negroes and Whites than would Negro children who were less self-accepting."<sup>28</sup> Trent's major finding was that "children who were most self-accepting expressed significantly more positive attitudes toward Negroes and Whites than the least self-accepting children."

Gaier and Wambach<sup>29</sup> hypothesized that because of the constant social oppression that they undergo, "Negroes adopt masochist-like behavior patterns." The results of this study were: (1) "Black males showed significantly less achievement response than White males," and (2) "There is no significant difference between Blacks and Whites of either sex in masochist-like behavior patterns."

Gregor and McPherson<sup>30</sup> conducted a study of Black self-esteem. The Clark Doll Test, which involves color-trait choices between Black and White dolls, was used in

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<sup>28</sup>R. D. Trent, "The Relation Between Expressed Self-Acceptance and Expressed Attitudes toward Negroes and Whites among Negro Children," Journal of Genetic Psychology, 91 (1957), 25-41.

<sup>29</sup>E. L. Gaier and H. S. Wambach, "Self-Evaluation of Personality Assets and Liabilities of Southern White and Negro Students," Journal of Social Psychology, 51 (1960), 135-143.

<sup>30</sup>J. A. Gregor and A. D. McPherson, "Racial Attitudes among White and Negro Children in a Deep South Standard Metropolitan Area," Journal of Social Psychology, 68 (1966), 95-106.

the study. The results indicated that both Black and White children tended to identify with their own ethnic race, and that the more a Black child is exposed to a White environment, the more he identified with Whites rather than Blacks; and the more he tends to show aggression toward his own ethnic race.

The major hypothesis that guided the research by Banks was that "Black students taking black studies courses and/or members of the Black student association will score higher on a Black consciousness inventory than those who did not take black studies courses and/or non-members of the Black student association."<sup>31</sup> Using parallel forms of an experimental Black consciousness inventory, subjects responded to each item on a four-point continuum ranging from strongly agree to strongly disagree. The results of the study supported the major hypothesis. Banks concluded that "segments of the Black community can and do relate to their blackness vis-a-vis White racism."

In a study conducted by Jackson,<sup>32</sup> the purpose was to investigate the attitudes of Black faculty (at predominantly Black colleges and universities) toward the addition of White faculty at their school. The results showed that the tendency was to favor addition of White

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<sup>31</sup>H. A. Banks, "Black Consciousness: A Student Survey," The Black Scholar, 21 (1970), 44-52.

<sup>32</sup>J. J. Jackson, "An Exploration of Attitudes toward Faculty Desegregation in Negro Colleges," Phylon (1967), pp. 20-25.

faculty, but there was deep concern over differential treatment, effects on the Black teacher market, adverse effects on morale, salary, and power structure among Black faculty.

Literature exists today which suggest that Blacks have the same prejudices and negative attitudes toward Blacks that the White majority has. However, recent investigators (Johnson,<sup>33</sup> Maliver,<sup>34</sup> and Noel<sup>35</sup>) indicate that Blacks who are active in the civil rights movement tend to have a more favorable self-image and attitudes toward other Blacks as well as Whites.

As Black and White confrontations increased in intensity, the interest in research on racial attitudes increased concurrently. However, most of the research on racial attitudes has been on White attitudes toward Blacks and Black attitudes toward Blacks. The research efforts in the general area of attitudes of Blacks toward Whites suffer from an attitude of "benign neglect" which suggest that much work needs to be done in the area.

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<sup>33</sup>D. W. Johnson, "Racial Attitudes of Negro Freedom School Participants and Negro and White Civil Rights Participants," Social Forces, 45, 2 (1966), 266-273.

<sup>34</sup>B. L. Maliver, "Anti-Negro Bias among Negro College Students," Journal of Personality and Social Psychology, 2 (1965), 770-775.

<sup>35</sup>P. L. Noel, "Group Identification among Negroes: An Empirical Analysis," Journal of Social Issues, 20 (1964), 71-85.

There are researchers which believe that the measurement of racial attitudes is based on an attitude object that has only one dimension. However, the studies by Woodmansee and Cook and by Weiss reveal evidence to suggest that the measurement of a racial attitude involves an attitude object that contains multiple dimensions. These two studies are especially relevant to the present study because this dissertation is based on the belief that a racial attitude is of a multidimensional nature.

### Racial Attitudes and Ethnic Prejudice

Racial attitudes are commonly referred to as ethnic prejudices. Allport defines prejudice as "an avertive or hostile attitude toward a person who belongs to a group, simply because he belongs to that group, and is therefore presumed to have the objectionable qualities ascribed to the group."<sup>36</sup>

Guttman defines attitude or prejudice as "a delimited totality of behavior with respect to something."<sup>37</sup>

Simpson and Yinger define prejudice as:

. . . an emotional, rigid attitude (a predisposition to respond to a certain stimulus in a certain way) toward a group of people. . . . Prejudices are thus attitudes, but not all attitudes are prejudices. They both contain the element of prejudgment, but prejudiced attitudes have an affective or emotional quality that not all attitudes possess.<sup>38</sup>

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<sup>36</sup>G. W. Allport, The Nature of Prejudice (New York: Doubleday and Co., 1954), p. 3.

<sup>37</sup>Guttman, op. cit., p. 47.

<sup>38</sup>G. E. Simpson and J. M. Yinger, Racial and Cultural Minorities (New York: Harper & Brothers, 1953), p. 26.



The definitions of prejudice indicate two important components: attitudes and beliefs. The apparent common feature to these definitions of prejudice is an attitude that is directed toward an entire group of people or a member of that group in a negative and unrealistic manner.

Adorno et al.,<sup>39</sup> Buttelheim and Janowitz,<sup>40</sup> Ackerman and Jahoda,<sup>41</sup> and Lowenthal and Guterman<sup>42</sup> recorded the results of four important studies on the nature of ethnic prejudice. Their findings conclude that subjects showed a tendency to be "ethnically-centered," to be rigid in their acceptance of the culturally "alike" and in their rejection of the culturally "unlike."

In the present study, ethnic prejudice is operationally defined by the obtained attitudinal scores of the subjects on the ABS:B/W-E.

Many definitions and explanations of racial attitudes and ethnic prejudice underscore the similarity and commonality of the two. However, Simpson and Yinger's explanation regarding a differentiated relationship between

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<sup>39</sup>Adorno et al., op. cit.

<sup>40</sup>B. Buttelheim and M. Janowitz, Dynamics of Prejudice: A Psychological and Sociological Study of Veterans (New York: Harper, 1950).

<sup>41</sup>N. Ackerman and M. Jahoda, Anti-Semitism and Emotional Disorder (New York: Harper & Row, 1950).

<sup>42</sup>L. Lowenthal and N. Guterman, Prophets of Deceit: A Study of the Techniques of the American Agitator (New York: Harper, 1949).

racial attitudes and ethnic prejudice help to amplify the basic theme inherent to the present study. That is, attitudes and prejudices are related phenomena and their existence is contingent on extraneous factors.

### Demographic Variables of Racial Attitudes and Ethnic Prejudice

Demographic variables have consistently yielded significant results in relation to the measurement of racial attitudes and ethnic prejudice.

Research on racial attitudes and ethnic prejudice indicate that education of the subject and the parent's education are significant variables to racial attitudes and ethnic prejudice, i.e., the more education the less prejudice. Allport and Kramer<sup>43</sup> with Lombardi<sup>44</sup> conclude that the higher the parent's level of education, especially college education, the lower the prejudice or more favorable the attitude toward other ethnic groups.

The demographic variable of sex in relation to racial attitudes and ethnic prejudice appears quite often in the literature. Carter and Mitchell<sup>45</sup> found women to be more prejudiced than men. Allport and Kramer<sup>46</sup> and

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<sup>43</sup>G. W. Allport and B. M. Kramer, "Some Roots of Prejudice," Journal of Psychology, 22 (1966), 9-39.

<sup>44</sup>D. M. Lombardi, "Factors Affecting Changes in Attitudes toward Negroes among High School Students," Journal of Negro Education, 32 (1963), 129-136.

<sup>45</sup>C. A. Carter and L. E. Mitchell, "Attitudes of Negro Pupils toward Whites," Journal of Human Relations, 4 (1956), 90-98.

<sup>46</sup>Allport and Kramer, op. cit.

Larson, Ahrenholz, and Graziplene<sup>47</sup> found women to be less prejudiced while Kelly, Ferson, and Holtzman<sup>48</sup> and Weller<sup>49</sup> found no sex differences in racial attitudes and ethnic prejudice.

Geographical or regional location of subjects have received considerable space (Kelly, Ferson, and Holtzman,<sup>50</sup> Brink and Harris,<sup>51</sup> Ahrenholz and Graziplene,<sup>52</sup> Weller,<sup>53</sup> Campbell and Schuman,<sup>54</sup> Kerner Report<sup>55</sup>) in the literature on measurement of racial attitudes and ethnic prejudice. The consistent finding is that the geographical region (especially the South) significantly relate to the attitudes of Whites toward Blacks.

Research that has considered the age variable to the measurement of racial attitudes and ethnic prejudice

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<sup>47</sup>R. F. Larson, G. L. Ahrenholz, and L. R. Graziplene, "Integration Attitudes of College Students at the University of Alabama," Journal of Social Psychology, 63 (1964), 327-332.

<sup>48</sup>J. G. Kelly, J. E. Ferson, and W. H. Holtzman, "The Measurement of Attitudes toward the Negro in the South," Journal of Social Psychology, 48 (1958), 305-317.

<sup>49</sup>Weller, op. cit.

<sup>50</sup>Kelly, Ferson, and Holtzman, op. cit.

<sup>51</sup>W. J. Brink and L. Harris, The Negro Revolution in America (New York: Simon and Schuster, 1964).

<sup>52</sup>G. L. Ahrenholz and L. R. Graziplene, "Attitudes and Actions," Social Forces, 23 (1964), 230-237.

<sup>53</sup>Weller, op. cit.

<sup>54</sup>Campbell and Schuman, op. cit.

<sup>55</sup>Kerner Report (New York: Bantam Books, Inc., 1968).

have reported different and opposite results. Carter and Mitchell<sup>56</sup> and Holtzman<sup>57</sup> found that prejudice decreases with age. Allport and Kramer<sup>58</sup> and Mussen<sup>59</sup> found that prejudice increases with age. Brink and Harris<sup>60</sup> and Campbell and Schuman<sup>61</sup> found the age variable to produce contradictory and varying results.

This researcher has decided to employ as many demographic variables that he feels are relevant to the problem of this study. This procedure developed by Edwards<sup>62</sup> is a valid one when the problem under investigation is such that the researcher thinks that it is necessary to include a myriad of variables expecting that some will contribute enough variance to show relationships of the results obtained.

Each study reported in this section of the review of the literature builds the foundation of the problem being investigated in the present study. The contradictory

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<sup>56</sup>Carter and Mitchell, op. cit.

<sup>57</sup>W. H. Holtzman, "Attitudes of College Men toward Non-Segregation in Texas Schools," Public Opinion Quarterly, 20 (1956), 559-569.

<sup>58</sup>Allport and Kramer, op. cit.

<sup>59</sup>P. H. Mussen, Psychological Development of the Child (Englewood Cliffs, N.J.: Prentice Hall, 1963).

<sup>60</sup>Brink and Harris, op. cit.

<sup>61</sup>Campbell and Schuman, op. cit.

<sup>62</sup>A. L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, 1957), p. 49.

findings that were results of studies presented in this section have influential implications for this study.

### Effect of Teacher Attitudes on Students

The effect of teachers' attitudes on students is potently underscored by the theory of "significant others." The theory of "significant others" as discussed by Brookover<sup>63</sup> is one that theorizes that each individual in society learns certain types of behavior, and the individual learns the types of behavior that he considers appropriate for himself; and the appropriateness of this behavior is defined for him through the internalization of the expectations of "significant others." An extension of the theory of "significant others" is that the individual also takes on the attitudes of "significant others," and reacts according to his conception of how he thinks his "significant others" see him.

Teachers are capable of being "significant others" for students. The supposition supporting this contention is that the teacher is an effective agent of change in students' attitudes providing the student perceives the teacher as being important to him. If the teacher is unimportant to the student, it does not matter to the student what the teacher thinks or expects of him. However, if the student perceives the teacher as being an important

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<sup>63</sup>Wilbur B. Brookover, "Some Social Psychological Conceptions of Classroom Learning," School and Society, 87 (1959), 84-87.

person to him, the student will be influenced by the teacher's attitudes and expectations.

There is little doubt that a good teacher attitude is a major contributing factor to the effectiveness of the learning situation and pupil fulfillment. Menninger reports that:

Most teachers are acquainted with what psychiatrists call the three basic parts of the personality--the conscious, the unconscious, and the conscience. The unseen energy drives or forces generated in these parts of the personality anatomy make us the people we are. . . . Some of our automatic responses and behavior patterns are the result of attitudes formed in early childhood. Relationships with our parents, our brothers, and sisters, and our teachers have all played a part in the development of our personality--just as, in turn, our personality and attitudes toward our students are affecting their development. . . . Since your students may be affected by your patterns, it is important that you understand them.<sup>64</sup>

Teachers' attitudes and expectations work unfavorably against many of the students in the urban classroom.

Kenneth Clark asserts:

A normal child who is expected to learn, who is taught, and who is required to learn will learn. . . . A single standard of academic expectations, a demanding syllabus, and skillful and understanding teaching are essential to the raising of the self-esteem of urban children, increasing their motivation for academic achievement and providing our society with the benefits of their intellectual potential.<sup>65</sup>

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<sup>64</sup>William Menninger, "Self Understanding for Teachers," National Education Association Journal, 42 (1953), 332.

<sup>65</sup>Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children," in Education in Depressed Areas, ed. by A. Harry Passow (New York: Teachers College, 1963), p. 157.

David Gottlieb found that the teacher's race tends to influence the types of attitudes he has regarding his students. Gottlieb reports that "because Black teachers are able to identify more closely with Black children they search for facts external to the child to explain the many problems that arise in school."<sup>66</sup>

Examining children's perceptions of their teachers' feelings toward them and their self-concepts, scholastic achievement, and behavior, Helen Davidson and Gerhard Lang found that children clearly sensed their teachers' attitudes toward them. "The children who felt their teachers ranked them low seemed to have lower self-perceptions, achieved less well, and behaved less well in the classroom than did more favored classmates."<sup>67</sup>

The effects of social attitudes on the academic attainments of urban elementary school children has been studied by Alan Wilson.<sup>68</sup> Wilson found that "the normalization of diverging standards by teachers" crystallized different levels of scholastic attainment. He concluded that apparently teachers adapt their attitudes toward

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<sup>66</sup>D. Gottlieb, "Teaching and Students: The Views of Negro and White Teachers," Sociology of Education, 37 (1964), 353.

<sup>67</sup>Robert D. Strom, ed., The Inner-City Classroom Teacher Behaviors (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966), p. 98.

<sup>68</sup>Alan B. Wilson, "Social Stratification and Academic Achievement," in Education in Depressed Areas, ed. by A. Harry Passow (New York: Teachers College, 1963), p. 234.

academic attainment and their concepts of scholastic excellence to the composition of their student bodies.

The effect of teachers' attitudes on students is emphasized in the report of the Civil Disorder Commission-- "Studies have shown the attitudes of teachers have very powerful impacts upon educational achievement."<sup>69</sup>

Epley<sup>70</sup> reports that students with positive reactions to their teachers are more likely to grow tolerant than students with negative feelings primarily because the former are more receptive to the attitudes of their teachers.

Torrance<sup>71</sup> hypothesized that the teacher's attitudes are intervening variables in the effectiveness of the learning process. His results show that although the teacher may try to inculcate the "right" attitudes, the teacher's "real" attitudes will show through. Silberman supports this hypothesis when he stated ". . . even when the attitude is unconscious the teacher cannot avoid communicating it to the children in some way or other."<sup>72</sup>

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<sup>69</sup>Report of the National Advisory Commission on Civil Disorders (New York: Bantam Books, 1968), p. 429.

<sup>70</sup>D. G. Epley, "Adolescent Role Relationships in the Dynamics of Prejudice" (unpublished doctoral dissertation, Michigan State University, 1953).

<sup>71</sup>E. Paul Torrance, "Teacher Attitude and Pupil Perception," The Journal of Teacher Education, 11 (March, 1960), 97-102.

<sup>72</sup>Charles E. Silberman, Crisis in Black and White (New York: Random House, 1964).



Wade<sup>73</sup> reports that if a teacher does not have trust and respect for the students, he is not teaching, but rather indoctrinating.

Davis reports two significant findings regarding the relationship between particular attitudes held by the teacher and effective learning:

1. All school-learning is stimulated or hindered by the teacher's feelings toward the student. Each must have faith and trust in each other.
2. All school-learning is influenced by the cultural attitudes which the teacher has toward the student and which the student experiences toward the teacher. In rejecting the student's cultural background, the teacher often appears to reject the student himself as a human being. In return, and as early as the first grade, the student may reject the culture of the school and of the teacher. Both teacher and pupil must learn to respect the ability and position of the other.<sup>74</sup>

The pervasive theory underscoring the basis of the present study is emphatically articulated by Brookover, Menninger and Davis. Their theoretical framework helps to crystallize the unique essence of this study.

#### Summary

From the literature reviewed in this chapter it may be concluded that:

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<sup>73</sup>Francis C. Wade, "Causality in the Classroom," Modern Schoolman, 28 (August, 1955), 145.

<sup>74</sup>A. Davis, "Changing the Culture of the Disadvantaged Student," in proceedings of the AHEA Workshop, Working with Low Income Families (Washington, D.C.: American Home Economics Association, 1965), pp. 22-23.

1. The instruments used to measure racial attitudes reveal vast differences in methods of construction and item selection.
2. The main emphasis in the literature is the measurement of White attitudes toward Blacks, but in recent years the measurement of Black self-esteem and Black attitudes toward Blacks and Whites has gained prominence in racial attitude studies.
3. The evaluation of ethnic prejudice is determined via the expression of favorable and unfavorable racial attitudes.
4. Demographic variables yield different results in relation to the measurement of racial attitudes and ethnic prejudice.
5. Teacher attitudes are important to the effectiveness of the learning process in all situations but especially so when dealing with children in urban Black communities.

### CHAPTER III

#### DESIGN AND METHODOLOGY OF THE STUDY

##### Design of the Study

The study was designed to determine the relationship between demographic variables of Black urban school teachers and their attitudes toward Whites in relation to education.

The basic procedure employed in the design of this study included the selection of the sample, the collection of the data by administering the instrument to the subjects, the analysis of the data in terms of the purpose of the study and the formulation of discussions and recommendations which could be appropriately drawn from the research results. The study was descriptive in that it sought to obtain data about a phenomenon in education.

##### Selection of an Urban School System

The decision to use the Saginaw Public School System was made on the basis of its availability, suitability, and willingness to participate. The decision was further influenced by the author's interest and involvement as a student, athlete, and teacher in that system over a period of years.

### Description of the Urban School System

The Saginaw Public School System has a boundary (Saginaw River) which functions to divide the school system into two sections--the West side is predominantly White, and the East side is predominantly Black.

There are 33 elementary schools in addition to 5 junior high and 2 high schools in the system. The school system has 22,643 students of which 7,652 are Black.

The school system employs 1,086 school teachers of which 170 are Black. There are 34 Black male teachers in this system. Black male teachers account for only 20 per cent of the Black teaching faculty in Saginaw. The beginning salary of \$8,000 (1970-71) attracts many potential teachers, especially Black teachers from the South.

### Setting of the Study

The setting of the study is Saginaw, Michigan, an urbanized and industrialized city located ten miles south of Bay City and 92 miles northwest of Detroit. Saginaw manufactures automotive parts (particularly) steering gears, malleable and gray iron, graphite, baking machinery, mobile homes, truck trailers, and paper products.

The population of Saginaw is approximately 103,000 (1970) with 25,000 Blacks and 2,000 Mexican-Americans.

The General Motors Corporation provides Saginaw with a substantial financial base.

Shaken by tremors that spread from the Detroit riots of 1967, Saginaw woke up to its own racial problem. The town is closely tied to General Motors, so as long as the automobile business rolls along, Saginaw has plenty of jobs in the GM plants and satellite industries--jobs for both Black and White. But everyone--especially the Blacks and Mexican-Americans--also know that minority workers are concentrated on the lowest rungs of the ladder, and are the first to be dropped off if production slows. Meanwhile there is the rundown ghetto to go home to.<sup>1</sup>

### Population and Sample

The population in the study is the total number of Black teachers (170) who teach in the public school system of Saginaw, Michigan (Fall, 1970).

The sample is the set of Black teachers in Saginaw, Michigan who expressed the willingness to participate in this study. The sample consists of 84 subjects, 16 males and 68 females.

Although the sample used in this study is small the study could not have been more extensive and still have retained its intensive character. I would not sacrifice the latter for the former even if I were to repeat the investigation.

### Instrumentation

The instrument used in this study to operationalize the dependent criterion variables--attitudes toward Whites in relation to education--is the Attitude Behavior Scale:

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<sup>1</sup> "All American City--Saginaw, Michigan," Look Magazine, Vol. 33, No. 8 (April 15, 1969), pp. 18-20.

TABLE 1.--Distribution of subjects by demographic variables.

<u>Sex</u>	Male	16	<u>Residential</u> <u>Background</u>	Northern Urban	27
	Female	68		Northern Rural	1
<u>Age</u>	20-35	14		Southern Urban	10
	26-35	47		Southern Rural	28
	36 and over	23		Northern Suburban	0
<u>Years of Teaching</u> <u>Experience</u>	1-3	23		Northern non-suburban small town	7
	4-9	42		Southern Suburban	1
	10 and over	19		Southern non-suburban small town	10
<u>Academic Degree</u>	B.S.	62	<u>Father's Formal</u> <u>Education</u>	Some grade school	29
	M.A.	22		Some high school	30
	Other	0		Some college	2
<u>Marital Status</u>	Single	39		Some post-graduate work	0
	Married	25		Grade school graduate	7
	Divorced	20		High school graduate	12
	Separated	0		College graduate	3
	Widowed	0		Post-graduate degree	1
<u>Teaching Level</u>	Elementary K-6	39	<u>Father's Occupation</u>	Unskilled blue collar	52
	Junior High 7-9	25		Salaried professional	2
	Senior High 10-12	20		Self-employed business man	9
<u>Undergraduate School</u>	Southern and pre- dominantly Black	60		White collar clerical, sales, or public service	2
	Southern and pre- dominantly White	0		Skilled blue collar	12
	Northern and pre- dominantly White	24		Upper-level manager or official	1
				Farm owner or operator	6

Black/White - Education (ABS:B/W-E) developed by John E. Jordan and Richard J. Hamersma.<sup>2</sup> This instrument contains six dependent criterion variables for the attitudes of Blacks toward Whites in relation to education: (1) Societal Stereotype--What other Blacks believe about Whites as compared to what they believe about Blacks, (2) Societal Interactive Norm--Other Blacks generally believe the following about interacting with Whites, (3) Personal Moral Evaluation--In respect to Whites do you, yourself believe that it is usually right or usually wrong, (4) Personal Hypothetical Behavior--In respect to a White person would you, yourself, (5) Personal Feelings--How do you actually feel toward Whites, and (6) Actual Personal Action--Experiences or contacts with Whites.

The ABS:B/W-E was constructed according to Guttman's facet theory. This theory guides the construction of attitude items by a systematic a priori design instead of depending on intuition or faulty judgments. Thus, a researcher can construct an attitudinal instrument according to Guttman's specific guidelines, and then empirically check how successful his efforts have been. The validity of an attitudinal instrument constructed according to Guttman's facet theory is based upon the simplex analysis. The simplex analysis is a measure of construct validity,

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<sup>2</sup>J. E. Jordan and R. Hamersma, ABS:BW/WN (East Lansing: Michigan State University Press, 1969).

since the statistical correlations reflect the adequacy of attitude item construction.

Most of the attitudinal studies employ measurement items that are of a stereotypic nature, and very rarely do these items indicate the subject's actual behavior in relation to the attitude object. However, a measurement instrument constructed according to the Guttman facet design allows for items to be written at the actual personal behavior level and/or actual experience level. Thus, the results of studies with items of this nature should eliminate the criticism of the lack of relationship between attitudes and overt behavior.

The ABS:B/W-E was first tested with fourteen groups from Michigan State University and the Urban Adult Education Institute in Detroit, Michigan. The results of the validity studies indicated that the simplex analysis was closely maintained and in the direction expected. The reliability of the ABS:B/W-E was determined by the Hoyt analysis of variance technique. The reliability coefficient was established at .88

The appropriateness of the ABS:B/W-E for the problem investigated in this study is consistent and relevant to the purpose of this research. The ABS:B/W-E was constructed to measure the attitudes of one ethnic group toward another ethnic group, and the focus of the present study is centered around this feature. The component of



the ABS:B/W-E dealing with attitudes in relation to education assisted the author in deciding on Black urban school teachers as subjects in this study. In the survey of the literature, the author found no other instruments (see Chapter II, Instruments for Measuring Racial Attitudes: An Overview) which would produce the data needed; and, therefore, the ABS:B/W-E became the appropriate instrument for utilization in this study.

### Data Collection

After securing names of all Black teachers in the Saginaw Public School System (majority of them taught in minority schools--based on student population), the author canvassed one half of the teachers via telephone to determine the willingness of each to participate in the study. Following this determination, the author designated one Black teacher in each building to handle the distribution and collection of the demographic data form and instrument from other consenting Black teachers in that particular building.

The demographic data form and instrument were distributed by the author to each building designee, and the results were collected one week later. Scoring procedures for the data were determined by the research bureau of the Michigan State University Education Department.

### Data Analysis

The dependent variables used in the data analysis are the six different attitudinal levels of the Attitude Behavior Scale: Black/White - Education (ABS:B/W-E): (1) Social Stereotype--What other Blacks believe about Whites as compared to what they believe about Blacks, (2) Societal Interactive Norm--Other Blacks generally believe the following about interacting with Whites, (3) Personal Moral Evaluation--In respect to Whites do you, yourself, believe that it is usually right or wrong, (4) Personal Hypothetical Behavior--In respect to a White person would you, yourself, (5) Personal Feelings--How do you actually feel toward Whites, and (6) Actual Personal Action--Experiences or contacts with Whites. The independent variables are specific demographic factors of Black urban school teachers: (1) sex, (2) age, (3) total years of teaching experience, (4) residential background, (5) occupational status of father, (6) educational status of father, (7) undergraduate school attended, (8) academic degree held, (9) marital status, and (10) teaching level.

The statistical procedure used in the analysis of the data is the multivariate analysis of variance. The multivariate analyses of variance identify the correlations of multiple variables which permit the researcher to describe the relationship of data being studied.

The analysis of the data for this study was done on a packaged program entitled "Multivariance: Univariate and Multivariate Analysis of Variance and Covariance, A Fortran IV Program, Version 4, June 1968." This program was developed by Jeremy Finn, Department of Educational Psychology, State University of New York at Buffalo. The program was adapted for use at Michigan State University by Dr. David Wright for the CDC 3600 Computer. All tables and generated test statistics are properties of the program and follow the outline provided by R. Darrell Bock in an article entitled "Programming Univariate and Multivariate Analysis of Variance," in Technometrics, Vol. 5, No. 1 (February, 1963), pp. 95-117. Readers are referred to this article for computation formulae and subsequent explanation of the symbols therein.

## CHAPTER IV

### ANALYSIS OF DATA

This chapter contains the results of the statistical analysis of the data. Each hypothesis is restated and accompanied by the results of the multivariate analysis of variance. The level of rejection for the hypotheses is established at .05.

#### Testing of Hypotheses

H-1.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by sex.

This hypothesis that there is no difference in the attitudes toward Whites in relation to education when these teachers are classified by sex was rejected ( $P = .0104$ ). Results of the multivariate analysis of variance for H-1 are shown in Table 2.

Further inspection of Table 2 reveals that the attitudinal level contributing most to the rejection of H-1 was Societal Interactive Norm ( $P = .0396$ )--Other Blacks generally believe the following about interacting with Whites.

H-2.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to

TABLE 2.--Multivariate analysis of variance--Sex.

F-Ratio for Multivariate Test of Equality of Mean Vectors - 3.0277

D. F. = 6 and 77

P less than 0.0104

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	1.2948	0.2519	0.6171
Societal Interactive Norm	51.4293	4.3767	0.0396
Personal Moral Evaluation	35.6094	2.7273	0.1025
Personal Hypothetical Behavior	16.2859	1.3572	0.2474
Personal Feelings	0.9076	0.1328	0.7165
Actual Personal Action	0.4734	0.0158	0.9004
Degrees of Freedom for Hypothesis = 1			
Degrees of Freedom for Error = 82			

education when these teachers are classified by age.

Significant statistical results were not obtained by the multivariate analysis of variance for the age variable ( $P = .2904$ ). Hypothesis 2 was confirmed. However, the age of the respondent does influence his responses significantly on the attitudinal levels of Personal Moral Evaluation ( $P = .0178$ )--In respect to Whites do you, yourself, believe that it is usually right or usually wrong; and, Actual Personal Action ( $P = .0169$ )--Experiences or contacts with Whites. Table 3 shows the results of the multivariate analysis of variance for H-2.

H-3.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by total years of teaching experience. The multivariate analysis of variance for H-3 shows no significant results ( $P = .1672$ ). Hypothesis 3 was accepted. However, the attitudinal level of Personal Hypothetical Behavior ( $P = .0139$ )--In respect to a White person would you, yourself--seems to have the greatest influence on the respondents. Results of the multivariate analysis of variance for H-3 are found in Table 4.

H-4.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by residential background. The multivariate analysis of variance for

TABLE 3.--Multivariate analysis of variance--age.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.1965

D. F. = 12 and 152

P less than 0.2904

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	0.8411	0.1618	0.8510
Societal Interactive Norm	8.5046	0.6903	0.5044
Personal Moral Evaluation	52.3983	4.2382	0.0178
Personal Hypothetical Behavior	36.8461	3.2211	0.0451
Personal Feelings	2.2427	0.3263	0.7226
Actual Personal Action	117.9397	4.2972	0.0169
Degrees of Freedom for Hypothesis = 2			
Degrees of Freedom for Error = 81			

TABLE 4.--Multivariate analysis of variance--total years of teaching experience.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.4092

D. F. = 12 and 152

P less than 0.1672

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	6.2714	1.2382	0.2954
Societal Interactive Norm	1.3917	0.1114	0.8949
Personal Moral Evaluation	37.3410	2.9321	0.0590
Personal Hypothetical Behavior	50.1718	4.5160	0.0139
Personal Feelings	0.5872	0.0849	0.9187
Actual Personal Action	75.6856	2.6567	0.0763
Degrees of Freedom for Hypothesis = 2			
Degrees of Freedom for Error = 81			



H-4 reveals significant results ( $P = .0267$ ). Hypothesis 4 is not confirmed. The attitudinal level which has the most influence on the rejection of H-4 is Personal Feelings ( $P = .0462$ )--How do you actually feel toward Whites. See Table 5 for the results of the multivariate analysis of variance for H-4.

H-5.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by occupational status of father. Hypothesis 5 shows no significant results when analyzed by the multivariate analysis of variance ( $P = .1052$ ). Hypothesis 5 is accepted.

There is, however, an attitudinal level which shows the most influence on the respondents--Personal Moral Evaluation ( $P = .0275$ )--In respect to Whites do you, yourself, believe that it usually right or usually wrong. Check Table 6 for the results of the multivariate analysis of variance for H-5.

H-6.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by educational status of father. Hypothesis 6 was confirmed ( $P = .2837$ ). Inspection of Table 7, showing the results of the multivariate analysis of variance for the variable educational status of father, reveals no significant attitudinal levels.

TABLE 5.--Multivariate analysis of variance--residential background.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.5511

D. F. = 36 and 319

P less than 0.0267

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	8.4857	0.9169	0.4876
Societal Interactive Norm	16.6944	1.5144	0.1847
Personal Moral Evaluation	22.1093	1.8684	0.0971
Personal Hypothetical Behavior	12.5981	1.1276	0.3488
Personal Feelings	15.0099	2.2610	0.0462
Actual Personal Action	26.5496	1.3200	0.2585
Degrees of Freedom for Hypothesis = 6			
Degrees of Freedom for Error = 77			

TABLE 6.--Multivariate analysis of variance--occupational status of father.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.3294

D. F. = 36 and 319

P less than 0.1052

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	2.0551	0.3855	0.8862
Societal Interactive Norm	26.0454	2.3355	0.0400
Personal Moral Evaluation	30.3602	2.5298	0.0275
Personal Hypothetical Behavior	11.4845	0.9495	0.4651
Personal Feelings	13.8956	2.2395	0.0481
Actual Personal Action	45.7865	1.6141	0.1546
Degrees of Freedom for Hypothesis = 6			
Degrees of Freedom for Error = 77			

TABLE 7.--Multivariate analysis of variance--educational status of father.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.1320

D. F. = 36 and 319

P less than 0.2837

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	3.6450	0.5995	0.7299
Societal Interactive Norm	16.6950	1.6081	0.1563
Personal Moral Evaluation	18.4377	1.5250	0.1813
Personal Hypothetical Behavior	17.0189	1.5682	0.1679
Personal Feelings	8.9773	1.2743	0.2791
Actual Personal Action	26.1026	1.2610	0.2854
Degrees of Freedom for Hypothesis = 6			
Degrees of Freedom for Errors = 77			

H-7.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by undergraduate school attended. The results of the multivariate analysis of variance for H-7 reveal significant results ( $P = .0006$ ). Hypothesis 7 is rejected. The attitudinal levels which greatly influence the rejection of H-7 are Societal Interactive Norm ( $P = .0041$ )--Other Blacks generally believe the following about interacting with Whites; and Personal Feelings ( $P = .0031$ )--How do you actually feel toward Whites. See Table 8 for the results of the multivariate analysis of variance for H-7.

H-8.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by academic degree held. Hypothesis 8 is accepted. There is no evidence in the results of the multivariate analysis of variance suggesting any significant relationship between attitudinal levels and academic degree held by the respondents. Results of the multivariate analysis of variance for H-8 appear in Table 9.

H-9.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by marital status. The results of the multivariate analysis of variance for H-9 indicate no significant results ( $P = .2753$ ).

TABLE 8.--Multivariate analysis of variance--undergraduate school attended.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 4.5142

D. F. = 6 and 77

P less than 0.0006

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	11.9048	1.0903	0.2995
Societal Interactive Norm	99.4298	8.7711	0.0041
Personal Moral Evaluation	54.0107	4.3983	0.0391
Personal Hypothetical Behavior	10.2964	0.7657	0.3842
Personal Feelings	66.8679	9.3142	0.0031
Actual Personal Action	127.2964	5.0679	0.0271
Degrees of Freedom for Hypothesis = 1			
Degrees of Freedom for Error = 82			

TABLE 9.--Multivariate analysis of variance--academic degree held.

F-Ratio for Multivariate Test of Equality of Mean Vectors - 2.0045

D. F. = 6 and 77

P less than 0.0752

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	19.1174	3.8832	0.0522
Societal Interactive Norm	22.8488	1.8884	0.1732
Personal Moral Evaluation	17.9976	1.3561	0.2476
Personal Hypothetical Behavior	8.7278	0.7218	0.3981
Personal Feelings	5.8115	0.8581	0.3570
Actual Personal Action	81.6171	2.8151	0.0972
Degrees of Freedom for Hypothesis = 1			
Degrees of Freedom for Error = 82			

Hypothesis 9 is accepted. However, the attitudinal level of Personal Feelings ( $P = .0424$ )--How do you actually feel toward Whites--is influenced by the marital status of the respondents. Check Table 10 for the results of the multivariate analysis of variance for H-9.

H-10.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by teaching level. The hypothesis that there is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by teaching level was confirmed ( $P = .2753$ ). However, there is a significant attitudinal level which shows influence on the respondents--Personal Feelings ( $P = .0424$ )--How do you actually feel toward Whites. See Table 11 for the results of the multivariate analysis of variance for H-10.

#### Summary

Employing the multivariate analysis of variance to analyze the data, H-1, H-4 and H-7 were all rejected at different significant statistical levels.

H-2, H-3, H-5, H-6, H-8, H-9 and H-10 were all accepted in their null form.

Although hypotheses H-2, H-3, H-5, H-9 and H-10 were accepted in their null form, they all contained evidence of a significant relationship with certain attitudinal levels of the ABS:B/W-E.



TABLE 10.--Multivariate analysis of variance--marital status.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.2182

D. F. = 12 and 152

P less than 0.2753

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	1.2899	0.2486	0.7805
Societal Interactive Norm	1.6269	0.1302	0.8781
Personal Moral Evaluation	8.6523	0.6436	0.5281
Personal Hypothetical Behavior	13.4594	1.1201	0.3313
Personal Feelings	21.0780	3.2897	0.0424
Actual Personal Action	29.4211	0.9929	0.3750

Degrees of Freedom for Hypothesis = 2

Degrees of Freedom for Error = 81

TABLE 11.--Multivariate analysis of variance--teaching level.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.2182

D. F. = 12 and 152

P less than 0.2753

Variable	Between Mean Sq	Univariate F	P less than
Societal Stereotype	1.2899	0.2486	0.7805
Societal Interactive Norm	1.6269	0.1302	0.8781
Personal Moral Evaluation	8.6523	0.6436	0.5281
Personal Hypothetical Behavior	13.4594	1.1201	0.3313
Personal Feelings	21.0780	3.2897	0.0424
Actual Personal Action	29.4211	0.9929	0.3750
Degrees of Freedom for Hypothesis = 2			
Degrees of Freedom for Error = 81			

## CHAPTER V

### SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The purpose and methodology are briefly reviewed at the beginning of this chapter. An amplified discussion of the hypotheses and other relevant findings follows. Implications of the study, recommendations for future research, and limitations of the study are then outlined.

#### Summary of the Study

The purpose of this study was to investigate the relationship between demographic variables of Black urban school teachers and their attitudes toward Whites in relation to education. The subjects used in the investigation were Black public school teachers from the urban community of Saginaw, Michigan.

The instrument used to operationalize the dependent criterion variables in this study was the Attitude Behavior Scale: Black/White - Education (ABS:B/W-E).

The ABS:B/W-E contains six dependent criterion variables for the attitudes of Blacks toward Whites in relation to education: (1) Societal Stereotype--What other Blacks believe about Whites as compared to what they believe about Blacks, (2) Societal Interactive Norm--Other

Blacks generally believe the following about interacting with Whites, (3) Personal Moral Evaluation--In respect to Whites do you, yourself, believe that it is usually right or usually wrong, (4) Personal Hypothetical Behavior--In regard to a White person would you, yourself, (5) Personal Feelings--How do you actually feel toward Whites, and (6) Actual Personal Action--Experiences or contacts with Whites.

The ABS:B/W-E was constructed according to Guttman's facet theory which permits the construction of an attitudinal instrument by a priori technique. The Guttman facet design allows for measurement items to be written at the actual personal behavior level and/or the actual experience level. Therefore, the results of studies with measurement items of this nature eliminate the criticism of the lack of relationship between attitudes and overt behavior.

The simplex analysis was the statistical technique employed to determine the validity of the ABS:B/W-E.<sup>1</sup> The simplex analysis is a measure of construct validity, since the statistical correlations reflect the adequacy of attitudinal item construction. The results of the validity studies indicated that the simplex analysis was closely maintained and in the direction expected.

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<sup>1</sup>Test of validity and reliability for the ABS:B/W-E were done with fourteen groups from Michigan State University and the Urban Adult Education Institute in Detroit, Michigan.

The reliability of the ABS:B/W-E was determined by the statistical technique called Hoyt's analysis of variance. Hoyt's analysis of variance identifies the interaction of the variables which allow an investigator to describe the relationship of data being studied. As such, the reliability coefficient of the ABS:B/W-E was established at .88.

The design of this study, which was descriptive in nature, included the selection of the sample, collection of the data, analysis of the data, and the formulation of implications and recommendations which could be appropriately drawn from the research results. The multivariate analysis of variance was the statistical technique used to analyze the data in this study.

#### Discussion of Results

An amplified discussion of the testing of each hypothesis follows. See Table 15 in Appendix C for testing data.

H-1.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by sex.

Hypothesis 1 was rejected ( $P = .0104$ ).

From inspection of the data which estimates the difference between the male and female responses, it can be concluded that males feel more strongly than females about the attitudinal level of the ABS:B/W-E termed

Societal Interactive Norm--Other Blacks generally believe the following about interacting with Whites.

H-2.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by age.  
Hypothesis 2 was accepted ( $P = .2904$ ).

The data showing the least square estimates indicate that the 36 and older group feels more strongly than the younger age groups about the attitudinal levels of the ABS:B/W-E termed Personal Moral Evaluation--In respect to Whites do you, yourself, believe that it is usually right or usually wrong; and, Actual Personal Action--Experiences or contacts with Whites.

H-3.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by total years of teaching experience. Hypothesis 3 was accepted ( $P = .1672$ ).

Further inspection of the data indicates that the 10 year and over group feels more strongly than do the 1-3 year group, but less strongly than the 4-9 year group about the attitudinal level of the ABS:B/W-E termed Personal Hypothetical Behavior--In respect to a White person would you, yourself.

H-4.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to

education when these teachers are classified by residential background. Hypothesis 4 was not accepted ( $P = .0267$ ).

The results of the data reveal that no one group in this classification feels more strongly than another group about any attitudinal levels of the ABS:B/W-E.

H-5.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by occupational status of father. Hypothesis 5 was accepted ( $P = .1052$ ).

The results of the data analysis show that no one group in this classification has stronger feelings than the other groups about any of the six attitudinal levels of the ABS:B/W-E.

H-6.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by educational status of father. Hypothesis 6 was accepted ( $P = .2837$ ).

There is no evidence in the data indicating that one group in this classification feels more strongly than another group regarding the attitudinal levels of the ABS:B/W-E.

H-7.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by undergraduate school attended. Hypothesis 7 was rejected ( $P = .0006$ ).

Results of the data analysis show that the Southern group feels more strongly than the Northern group about the attitudinal levels of the ABS:B/W-E termed Societal Interactive Norm--Other Blacks generally believe the following about interacting with Whites; and, Personal Feelings--How do you actually feel toward Whites.

H-8.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by academic degree held. Hypothesis 8 was accepted ( $P = .0752$ ).

Data results indicate that the B.A. group felt no different than the M.A. group about any of the six attitudinal levels of the ABS:B/W-E.

H-9.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by marital status. Hypothesis 9 was accepted ( $P = .2753$ ).

Data inspection reveal that when the respondents are classified by marital status there is no one group which feels more strongly than the other groups regarding any of the attitudinal levels of the ABS:B/W-E.

H-10.--There is no difference in the attitudes of Black urban school teachers toward Whites in relation to education when these teachers are classified by teaching level. Hypothesis 10 was accepted ( $P = .2753$ ).



The data results indicated that the senior high group felt more strongly than the elementary and junior high groups about the attitudinal level of the ABS:B/W-E termed Personal Feelings--How do you actually feel toward Whites.

Results of the data analysis show that the attitudinal levels of the ABS:B/W-E which influenced the acceptance or rejection of the hypotheses, also dictated how forcible the respondents felt about those levels.

#### Implications of the Study

The implications of the present study corroborate some findings presented in the review of the literature. As is evident in this study, demographic variables can be utilized to determine, correlate, and/or predict attitudes.

There is evidence produced in this study showing that sex and geographical background are the most influential demographic variables in relation to the measurement of racial attitudes. This conclusion further documents previous findings with regard to those specific demographic variables which more readily facilitate the measurement of attitudes.

This study concurs with some recent findings which underscore the evasive nature of the age variable in relation to the measurement of racial attitudes.

Another implication of this study is one that does not report the same finding--education is significantly

related to racial attitudes--as some previous research regarding the relationship between education and racial attitudes.

While the following implications do not necessarily emanate from the data, they were deemed to be important by the researcher:

1. The pre-service and in-service training for teachers should include a variety of learning experiences which promote the development of strong self-concepts within teachers. This need becomes especially acute among Black urban school teachers, because the majority of these teachers come from similar backgrounds as do the students they now teach. There is a large body of research which conclude that there is a significant relationship between the academic progress and emotional well-being of the student and his own self-concept which is directly contingent on the self-concept of his classroom teacher. Therefore, it is paramount that Black urban school teachers have strong positive self-concepts because this would enable them to convey more "appropriate" attitudes to their Black students toward themselves and other ethnic groups.

2. The employment of Black teachers for the public schools in urban communities should recognize a relationship between specific demographic variables and racial attitudes. If personnel officials of an urban school system include or exclude certain prospective Black teachers for

employment because they are only different demographically --male or female, young or old, Southern or Northern collegiate background, etc.--then there is evidence in this study to support the contention that other non-demographic variables ought to be critically evaluated prior to the placing of any Black teacher in the public schools of an urban Black community.

3. Teachers, for the most part, have not received in their pre-service training a set of experiences that would enable them to critically assess the effect their attitudes have on the academic progress and emotional well-being of students. Therefore, it is imperative and crucial that teacher training institutions begin to provide prospective teachers (especially urban Black school teachers) with those educational experiences that will permit them to deal more effectively, constructively, and creatively with this phenomenon.

4. Urban school districts must begin immediately to provide its total staff--through in-service programs, workshops, summer institutes, etc.--with those kinds of experiences that underscore the effect their attitudes have on students if their attitudes are perceived by the students as being negative toward his own ethnic group or toward some other ethnic group.

5. All teachers, especially Black teachers who teach in the urban communities, should be sensitive to the

impact of negative racial attitudes, aware of the racial attitudes they have inherited, and a consciousness for the need to change their attitudes and behavior if they are adversely affecting the schools' clientele.

#### Recommendations for Further Research

1. The ABS:B/W-E should be used as a criterion in a study designed to determine if some experimentally manipulated treatment is able to change attitudes of a randomly selected sample of Black urban school teachers toward Whites in relation to education.

2. The present study could be extended to include the dependent criterion variables (ABS:B/W-E) at different intervals to find out whether the same attitudes found in this study hold across a time period.

3. The present study could be replicated using the ABS:B/W-E to measure the relationship between demographic variables of other Black urban school teachers (in another urban community resembling the community used in the present study) and their attitudes toward Whites in relation to education. This research could test the credibility of the findings in the present study.

4. There is a parallel instrument to the ABS:B/W-E termed the Attitude Behavior Scale: White/Negro - Education (ABS:W/N-E) which measures the attitudes of Whites toward Blacks in relation to education. For the sake of comparison, it would be interesting to study the relationship between

demographic variables of White urban school teachers and their attitudes toward Blacks in relation to education.

### Scope and Limitations of the Study

There are certain limitations which must be taken into account when generalizing the results of this study.

The major limitations of all descriptive studies is that the characteristics of subjects for whom the description rules are to be applied should be similar to the characteristics of the subjects from whom the description rules were drawn. Stated in another way, the effectiveness of the description rule for a particular group depends on its similarity to personal characteristics of the norm group. Thus, the present study has a limited scope because the limited aspect reported here concerns only a group of Black public school teachers in one urban community.

Another limitation to this study is the human limitations of the author. This author recognizes that his particular orientation makes him subject to probable errors of omission and commission.

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## APPENDICES

APPENDIX A

DEMOGRAPHIC DATA FORM

# DEMOGRAPHIC DATA FORM

Directions: Please check only one answer for each question. Please answer all questions.

1. What is your sex? Male ☐ Female ☐
2. How old will you be on your next birthday?  
20-25 ☐ 26-35 ☐ 36 and over ☐
3. Counting this present year, how many years of teaching experience do you have?  
1-3 ☐ 4-9 ☐ 10 and over ☐
4. What degree do you presently hold?  
B.S. ☐ M.A. ☐ Other/please write in
5. What is your marital status?  
Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed ☐
6. On what level are you presently teaching?  
Elementary K-6 ☐ Junior High 7-9 ☐ Senior High 10-12 ☐
7. How would you characterize the school from which you received your teaching/undergraduate degree?  
Southern and predominantly Black ☐  
Southern and predominantly White ☐  
Northern and predominantly White ☐
8. How would you characterize the town or city in which you grew up?  
(If you lived in more than one, check where you lived the longest.)  
Northern Urban ☐ Northern Suburban ☐  
Northern Rural ☐ Northern Non-suburban Small Town ☐  
Southern Urban ☐ Southern Suburban ☐  
Southern Rural ☐ Southern Non-suburban Small Town ☐
9. How much formal education did your father receive?  
Some grade school ☐ Grade school graduate ☐  
Some high school ☐ High school graduate ☐  
Some college ☐ College graduate ☐  
Some post-graduate work ☐ Post-graduate degree ☐
10. How would you characterize your father's occupation?  
Unskilled blue collar ☐ Skilled blue collar ☐  
Salaried professional ☐ Upper-level manager of official ☐  
Self-employed businessman ☐ Farm owner or operator ☐  
White collar clerical, sales, or public service ☐



APPENDIX B

ATTITUDE BEHAVIOR SCALE:  
BLACK/WHITE-EDUCATION

ATTITUDE BEHAVIOR SCALE: BLACK/WHITE-EDUCATION

DIRECTIONS

This booklet contains statements of how people behave in certain situations or feel about certain things. You, yourself, or other Black persons often behave in the same way toward Whites. You also have some general ideas about yourself, and about other Black persons like you and about Whites. Sometimes you feel or behave the same way toward everyone and sometimes you feel or behave differently toward Whites.

This questionnaire has statements about ideas and about behavior. Each statement of this questionnaire is different from every other section, although some of the statements in each section are similar. Your answers in one section, therefore, may be the same as answers in another section, or your answers may differ from section to section. Here is a sample statement:

Sample 1

Other Blacks believe the following things about Whites as compared to Blacks:

1. Chance of Whites being taller
  - ①. less chance than Blacks
  2. about the same
  3. more chance than Blacks

If other Blacks believe that Whites have less chance than Blacks to be taller, you should circle the number 1 as shown above.

\*\*\*\*\* DO NOT PUT YOUR NAME ON THE BOOKLET \*\*\*\*\*

by: John E. Jordan  
Richard J. Hamersma  
College of Education  
Michigan State University

ABS:B/W-EDirections: Section I

This section contains statements about ideas which other Blacks have about Whites. Circle in the number that indicates how other Blacks compare Whites with themselves. Please answer all questions.

Other Blacks believe the following things about Whites as compared to Blacks:

1. Whites' intellectual ability is
  1. less than Blacks
  2. about the same
  3. more than Blacks'
2. In school Whites are disciplined
  1. less than Blacks
  2. about the same as Blacks
  3. more than Blacks
3. In school Whites desire to work is
  1. less than Blacks
  2. about the same as Blacks
  3. more than Blacks
4. Whites desire a higher education
  1. less often than Blacks
  2. about as often as Blacks
  3. more often than Blacks
5. Whites desire to get their school work done
  1. less often than Blacks
  2. about as often as Blacks
  3. more often than Blacks
6. Whites concern for their educational future is
  1. less than Blacks
  2. about the same as Blacks
  3. more than Blacks
7. Whites believe in public school integration
  1. less than Blacks
  2. about the same as Blacks
  3. more than Blacks
8. The homes that White students come from favor education
  1. less than Black homes
  2. about the same as Black homes
  3. more than Black homes

ABS:B/W-EDirections: Section II

This section contains statements about things which many other Blacks like you may believe about Whites. Please choose the answer that indicates what you think most other Blacks believe about Whites.

Most Blacks generally believe the following about interacting with Whites:

9. Blacks believe that the intellectual ability of Whites is equal to theirs
  1. disagree
  2. undecided
  3. agree
10. Blacks believe in equal discipline for Whites and Blacks
  1. disagree
  2. undecided
  3. agree
11. Blacks believe they want to work with Whites in school
  1. disagree
  2. undecided
  3. agree
12. Blacks desire to share their higher education with Whites
  1. disagree
  2. undecided
  3. agree
13. Blacks believe they want to do their school work with Whites
  1. disagree
  2. undecided
  3. agree
14. Blacks believe in sharing their concern for their educational future with Whites
  1. disagree
  2. undecided
  3. agree
15. Blacks usually believe in working with Whites for public school integration
  1. disagree
  2. undecided
  3. agree
16. Blacks believe that White homes favor education as much as Black homes do
  1. disagree
  2. undecided
  3. agree

ABS:B/W-EDirections: Section III

This section contains statements about ways in which you, yourself, should act toward Whites. Please choose the answer that indicates how you feel you should believe.

In respect to Whites do you, yourself, believe that it is usually right or usually wrong:

17. To expect Whites' intellectual ability to be the same as Blacks is
  1. usually wrong
  2. undecided
  3. usually right
18. To expect Whites to be disciplined the same as Blacks is
  1. usually wrong
  2. undecided
  3. usually right
19. To expect Whites to work the same as Blacks do in school is
  1. usually wrong
  2. undecided
  3. usually right
20. To expect Whites to desire a higher education as much as Blacks do is
  1. usually wrong
  2. undecided
  3. usually right
21. To expect Blacks to share their concern for their educational future with Whites is
  1. usually wrong
  2. undecided
  3. usually right
22. To expect Blacks to do their school work with Whites is
  1. usually wrong
  2. undecided
  3. usually right
23. To expect Blacks to believe in public school integration is
  1. usually wrong
  2. undecided
  3. usually right
24. To expect that the homes of White students favor education as much as Black homes do is
  1. usually wrong
  2. undecided
  3. usually right

ABS:B/W-EDirections: Section IV

This section contains statements about how you think you would act toward Whites. Choose the answer that indicates how you think you would act.

In respect to a White person would you, yourself:

25. I would want my intellectual ability to be the same as that of Whites
  1. no
  2. undecided
  3. yes
26. I would want to be disciplined in schools the way Whites are
  1. no
  2. undecided
  3. yes
27. I would desire to work in school the same as Whites
  1. no
  2. undecided
  3. yes
28. I would want to have the same desire Whites do for a higher education
  1. no
  2. undecided
  3. yes
29. I would want to do my school work as well as Whites do theirs
  1. no
  2. undecided
  3. yes
30. I would discuss my concern for my educational future with Whites
  1. no
  2. undecided
  3. yes
31. I would work for public school integration
  1. no
  2. undecided
  3. yes
32. I would want the homes that Black students come from to favor education as much as White homes
  1. no
  2. undecided
  3. yes

ABS:B/W-EDirections: Section V

This section concerns actual feelings that Black people may have about Whites. You are asked to indicate how you feel about the following statements.

How do you actually feel toward Whites:

33. When Whites' intellectual ability is the same as Blacks I feel
  1. bad
  2. indifferent
  3. happy
34. When I am or was disciplined in school the same as Whites I feel or felt
  1. bad
  2. indifferent
  3. happy
35. When Blacks work as hard in school as Whites do I feel
  1. discontent
  2. indifferent
  3. content
36. When Whites desire a higher education as much as Blacks do I feel
  1. bad
  2. indifferent
  3. content
37. When Whites desire to do their school work less than Blacks do I feel
  1. good
  2. indifferent
  3. bad
38. When I have the same concern for my educational future as Whites have for theirs I feel
  1. angry
  2. indifferent
  3. happy
39. When Whites work for public school integration I feel
  1. bad
  2. indifferent
  3. good
40. When the homes that Black students come from favor education as much as White homes I feel
  1. discontent
  2. indifferent
  3. content

ABS:B/W-EDirections: Section VI

This section concerns actual experiences you have had with Whites. Try to answer the following questions from the knowledge of your own experiences.

Experiences or contacts with Whites:

41. The intellectual ability of Whites is equal to mine
  1. no experience
  2. no
  3. uncertain
  4. yes
42. I have been disciplined in school the same as Whites
  1. no experience
  2. no
  3. uncertain
  4. yes
43. The Whites I know worked as hard in school as I did
  1. no experience
  2. no
  3. uncertain
  4. yes
44. The Whites I know wanted a higher education as much as I did
  1. no experience
  2. no
  3. uncertain
  4. yes
45. In school Whites did their homework as well as I did mine
  1. no experience
  2. no
  3. uncertain
  4. yes
46. The concern of Whites for their educational future is the same as mine
  1. no experience
  2. no
  3. uncertain
  4. yes
47. I have supported public school integration
  1. no experience
  2. no
  3. uncertain
  4. yes
48. I have seen that the homes that White students come from favor education as much as Black homes
  1. no experience
  2. no
  3. uncertain
  4. yes



APPENDIX C

SUPPLEMENTAL TABLES

TABLE 12.-- Cell means for demographic variables.

	Stereo	Norm	Moral	Hypoth	Feel	Action
<u>Sex</u>						
Male	16.625	20.625	18.062	19.688	20.500	24.000
Female	16.941	18.632	19.721	20.809	20.765	23.809
<u>Age</u>						
20-25	16.643	18.857	17.429	18.786	20.643	20.714
26-35	17.000	18.702	19.277	20.596	20.553	23.766
36 and over	16.783	19.739	20.870	21.696	21.087	25.913
<u>Total Years of Teaching Experience</u>						
1-3	16.304	19.043	17.870	18.826	20.522	21.957
4-9	16.976	19.143	20.000	21.357	20.786	24.024
10 and over	17.368	18.684	19.947	21.053	20.789	25.737
<u>Residential Background</u>						
Northern Urban	15.815	18.000	18.370	19.593	19.667	24.111
Northern Rural	14.000	20.000	23.000	24.000	22.000	31.000
Southern Urban	14.300	18.900	20.400	21.100	20.800	22.400
Southern Rural	14.214	20.036	20.571	20.286	21.607	22.071
Northern Non-suburban Small Town	15.143	19.857	17.000	21.000	20.000	24.429
Southern Suburban	16.000	13.000	18.000	14.000	17.000	27.000
Southern Non-suburban Small Town	13.900	18.700	19.200	20.200	22.100	24.300
<u>Occupational Status of Father</u>						
Unskilled Blue Collar	16.788	19.308	19.192	20.577	20.154	24.596
Salaried Professional	18.000	11.500	11.500	18.000	20.500	14.000
Self-employed Businessman	16.222	19.889	21.333	21.111	22.333	22.333
White Collar Clerical	16.500	18.000	20.000	21.000	19.500	27.000
Skilled Blue Collar	17.417	18.583	19.333	20.583	21.667	23.083
Upper-level Manager	18.000	14.000	18.000	14.000	17.000	25.000
Farm Owner	17.167	19.667	21.167	21.833	22.333	23.167
<u>Educational Status of Father</u>						
Some Grade School	14.034	19.793	19.724	21.483	21.724	22.242
Some High School	14.733	19.000	19.233	19.633	20.433	23.967
Some College	16.000	19.000	21.000	22.000	21.000	26.000
Grade School Graduate	14.000	19.429	19.857	19.286	19.429	24.286
High School Graduate	14.333	19.250	19.750	20.000	20.917	25.750
College Graduate	13.667	14.667	16.333	18.000	19.667	22.000
Post Graduate Degree	17.000	14.000	11.000	16.000	18.000	19.000
<u>Undergraduate School Attended</u>						
Southern and Black	17.000	19.700	19.983	20.567	21.433	22.733
Southern and White	0.000	0.000	0.000	0.000	0.000	0.000
Northern and White	17.833	17.292	18.208	19.792	19.485	25.458
<u>Academic Degree Held</u>						
B.S.	16.597	19.323	19.129	20.403	20.871	23.258
M.A.	17.682	18.136	20.182	21.136	20.273	25.500
<u>Marital Status</u>						
Single	16.897	19.026	19.487	21.077	21.154	24.410
Married	17.080	18.760	19.880	20.600	21.040	22.560
Divorced	16.600	19.300	18.650	19.650	19.450	24.350
Separated	0.000	0.000	0.000	0.000	0.000	0.000
<u>Teaching Level</u>						
K-6	16.897	19.026	19.487	21.077	21.154	24.410
7-9	17.080	18.760	19.880	20.600	21.040	22.560
10-12	16.600	19.300	18.650	19.650	19.450	24.350

TABLE 13.--Variance and standard deviations for demographic variables.

		Stereo	Norm	Moral	Hypoth	Feel	Action
Sex	v. s.d.	5.1404 2.27	11.7507 3.43	13.0564 3.61	11.9994 3.46	6.8321 2.61	29.9819 5.48
Age	v. s.d.	5.1991 2.28	12.3207 3.51	12.3635 3.52	11.4388 3.38	6.8723 2.62	27.4458 5.24
Total Years of Teaching Experience	v. s.d.	5.0650 2.25	12.4964 3.54	12.7353 3.57	11.1098 3.33	6.9132 2.63	28.4891 5.34
Residential Background	v. s.d.	9.2551 3.04	11.0237 3.32	11.8332 3.44	11.0745 3.33	6.6387 2.58	20.1135 4.48
Occupational Status of Father	v. s.d.	5.3309 2.31	11.1522 3.34	12.0010 3.46	12.0952 3.48	6.2048 2.49	28.3671 5.33
Educational Status of Father	v. s.d.	6.0801 2.47	10.3817 3.22	12.0900 3.48	10.8524 3.29	7.0449 2.65	20.7007 4.55
Undergraduate School Attended	v. s.d.	10.9187 3.30	11.3361 3.37	12.2798 3.50	13.4475 3.67	7.1792 2.68	25.1182 5.01
Academic Degree Held	v. s.d.	4.9231 2.22	12.0993 3.48	13.2713 3.64	12.0916 3.48	6.7723 2.60	28.9923 5.38
Marital Status	v. s.d.	5.1880 2.28	12.4905 3.53	13.4436 3.67	12.0163 3.47	6.4072 2.53	29.6314 5.44
Teaching Level	v.	5.1880 2.28	12.4905 3.53	13.4436 3.67	12.0163 3.47	6.4072 2.53	29.6314 5.44

TABLE 14.-- Correlation matrices for demographic variables.

	Stereo	Norm	Moral	Hypoth	Feel	Action
Sex						
Stereotype	1.0000					
Norm	-0.4978	1.0000				
Moral	0.0525	0.5596	1.0000			
Hypothetical	0.1853	0.4656	0.5424	1.0000		
Feeling	0.0084	0.3459	0.3435	0.3494	1.0000	
Action	0.1368	0.2698	0.4884	0.4221	0.0451	1.0000
Age						
Stereotype	1.0000					
Norm	-0.0571	1.0000				
Moral	0.0608	0.4951	1.0000			
Hypothetical	0.1928	0.4181	0.5125	1.0000		
Feeling	0.0137	0.3201	0.3432	0.3510	1.0000	
Action	0.1376	0.2535	0.4232	0.3638	0.0277	1.0000
Total Years of Teaching Experience						
Stereotype	1.0000					
Norm	-0.0573	1.0000				
Moral	0.0220	0.5155	1.0000			
Hypothetical	0.1534	0.4446	0.5133	1.0000		
Feeling	0.0034	0.3287	0.3452	0.3557	1.0000	
Action	0.0978	0.2829	0.4522	0.3850	0.0358	1.0000
Residential Background						
Stereotype	1.0000					
Norm	-0.0040	1.0000				
Moral	0.0740	0.4928	1.0000			
Hypothetical	0.0400	0.4389	0.5227	1.0000		
Feeling	0.1498	0.3651	0.3857	0.3733	1.0000	
Action	0.1083	0.2395	0.4938	0.5000	0.1296	1.0000
Occupational Status of Father						
Stereotype	1.0000					
Norm	-0.0168	1.0000				
Moral	0.1130	0.4286	1.0000			
Hypothetical	0.2238	0.3852	0.5473	1.0000		
Feeling	0.0155	0.3394	0.3220	0.3279	1.0000	
Action	0.1714	0.2070	0.4727	0.4350	0.1167	1.0000
Educational Status of Father						
Stereotype	1.0000					
Norm	0.0505	1.0000				
Moral	0.0371	0.4612	1.0000			
Hypothetical	0.0553	0.4405	0.4849	1.0000		
Feeling	0.1602	0.3902	0.3958	0.3160	1.0000	
Action	0.0747	0.1544	0.3683	0.5231	0.1240	1.0000
Undergraduate School Attended						
Stereotype	1.0000					
Norm	-0.1489	1.0000				
Moral	-0.0012	0.4437	1.0000			
Hypothetical	0.0193	0.3799	0.5510	1.0000		
Feeling	0.1031	0.2658	0.3288	0.3085	1.0000	
Action	0.0396	0.3108	0.4864	0.4680	0.0453	1.0000
Academic Degree Held						
Stereo	1.0000					
Norm	-0.0300	1.0000				
Moral	0.0355	0.5253	1.0000			
Hypothetical	0.1755	0.4421	0.5470	1.0000		
Feeling	0.0331	0.3176	0.3627	0.3644	1.0000	
Action	0.1010	0.3017	0.4662	0.4084	0.0645	1.0000
Marital Status						
Stereo	1.0000					
Norm	-0.0568	1.0000				
Moral	0.0523	0.5077	1.0000			
Hypothetical	0.1850	0.4329	0.5487	1.0000		
Feeling	-0.0083	0.3538	0.3290	0.3251	1.0000	
Action	0.1467	0.2624	0.5006	0.4271	0.5900	1.0000
Teaching Level						
Stereo	1.0000					
Norm	-0.0568	1.0000				
Moral	0.0523	0.5077	1.0000			
Hypothetical	0.1850	0.4329	0.5487	1.0000		
Feeling	-0.0083	0.3538	0.3290	0.3251	1.0000	
Action	0.1467	0.2624	0.5006	0.4271	0.0590	1.0000

TABLE 15.--Least square estimates of effects for demographic variables.

	Stereo	Norm	Moral	Hypoth	Feel	Action
<b>Sex</b>						
Male vs. Female	-0.316	1.993	-1.658	-1.121	-0.265	-0.191
<b>Age</b>						
20-25 vs. 36 and over	-0.140	-0.882	-3.441	-2.910	-0.444	-5.199
26-35 vs. 36 and over	0.217	-1.037	-1.593	-1.100	-0.534	-2.147
<b>Total Years of Teaching Experience</b>						
1-3 vs. 10 and over	-1.064	0.359	-2.078	-2.227	-0.268	-3.780
4-9 vs. 10 and over	-0.392	0.459	0.053	0.305	-0.004	-1.713
<b>Residential Background</b>						
Northern Urban vs. Southern Non-suburban	1.915	-0.700	-0.830	-0.607	-2.433	-0.189
Small Town						
Northern Rural vs. Southern Non-suburban	0.100	1.300	3.800	3.800	-0.100	6.700
Small Town						
Southern Urban vs. Southern Non-suburban	0.400	0.200	1.200	0.900	-1.300	-1.900
Small Town						
Southern Rural vs. Southern Non-suburban	0.314	1.336	1.371	0.086	-0.493	-2.229
Small Town						
Northern Non-suburban Small Town vs.	1.243	1.157	-2.200	0.800	-2.100	0.129
Southern Non-suburban Small Town						
Southern Suburban vs. Southern Non-suburban	2.100	-5.700	-1.200	-6.200	-5.100	2.700
Small Town						
<b>Occupational Status of Father</b>						
Unskilled Blue Collar vs. Farm Owner	-0.378	-0.359	-1.974	-1.256	-2.179	1.429
Self-Employed vs. Farm Owner	-0.833	-8.167	-9.667	-3.833	-1.833	-9.167
White Collar Clerical vs. Farm Owner	-0.944	0.222	0.167	-0.722	-0.000	-0.833
Skilled Blue Collar vs. Farm Owner	-0.667	-1.667	-1.667	-1.667	-2.833	3.833
Upper-level Official vs. Farm Owner	0.250	-1.083	-1.833	-1.250	-0.667	-0.083
<b>Educational Status of Father</b>						
Some Grade School vs. Post-graduate Degree	-2.966	5.793	8.724	5.483	3.724	3.241
Some High School vs. Post-graduate Degree	-2.267	5.000	8.233	3.633	2.433	4.967
Some College vs. Post-graduate Degree	-1.000	5.000	10.000	6.000	3.000	7.000
Grade School Graduate vs. Post-graduate Degree	-3.000	5.429	8.857	3.286	1.429	5.286
High School Graduate vs. Post-graduate Degree	-2.667	5.250	8.750	4.000	2.917	6.750
College Graduate vs. Post-graduate Degree	-3.333	0.667	5.333	2.000	1.667	3.000
<b>Undergraduate School Attended</b>						
Southern vs. Northern	-0.833	2.408	1.775	0.775	1.975	-2.725
<b>Academic Degree Held</b>						
B.A. vs. M.A.	-1.085	1.186	-1.053	-0.733	0.598	-2.242
<b>Marital Status</b>						
Single vs. Separated	0.297	-0.274	0.837	1.427	1.704	0.060
Married vs. Separated	0.480	-0.540	1.230	0.950	1.590	-1.790
<b>Teaching Level</b>						
Elementary vs. Senior High	0.297	-0.274	0.837	1.427	1.704	0.060
Junior High vs. Senior High	0.480	-0.540	1.230	0.950	1.590	-1.790

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