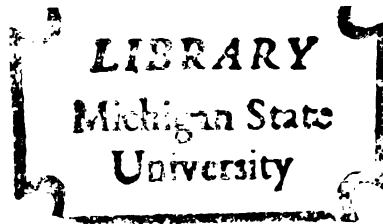






3 1293 10087 2260



This is to certify that the

thesis entitled

SOCIAL PSYCHOLOGICAL NORMATIVE ACADEMIC CLIMATE  
IN DESEGREGATED AND PREDOMINANTLY BLACK  
ELEMENTARY AND MIDDLE SCHOOLS

presented by

JOHN R. COOK

has been accepted towards fulfillment  
of the requirements for

Doctorate degree in Education

Major professor

Date

April 8 1981



OVERDUE FINES:  
25¢ per day per item

RETURNING LIBRARY MATERIALS:  
Place in book return to remove  
charge from circulation records

APR 21 1982  
54  
57 R185  
~~APR 30 1982~~  
~~APR 12 1982~~ 500  
APR 31 1982  
XOX A154  
JUN 13 1994  
JUN 12 1995

SOCIAL PSYCHOLOGICAL NORMATIVE ACADEMIC CLIMATE  
IN DESEGREGATED AND PREDOMINANTLY BLACK  
ELEMENTARY AND MIDDLE SCHOOLS

By

John R. Cook

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1981



ABSTRACT

SOCIAL PSYCHOLOGICAL NORMATIVE ACADEMIC CLIMATE  
IN DESEGREGATED AND PREDOMINANTLY BLACK  
ELEMENTARY AND MIDDLE SCHOOLS

By

John R. Cook

The purpose of this study was to compare a number of social psychological variables of school normative academic climate among higher and lower achieving desegregated schools and higher lower-achieving predominantly black schools. More specifically, this researcher's desire was to determine which of several school social psychological environmental factors most strongly predict the variations in the above types of schools.

Data were collected from a selected sample of eight desegregated schools and four predominantly black schools. Schools within each stratum were selected on the basis of their mean student achievement, as measured by the Michigan State School Assessment Achievement Index and the Iowa Test of Basic Skills. Parts of schools were selected with similar racial compositions and community types, but with significantly different mean achievement test scores.

The student questionnaires for this study were administered to fourth, fifth, sixth, and seventh grade students. Teacher questionnaires were self-administered by teachers of these same grade levels.

The design of this study, which was descriptive, included the selection of the sample, collection of the data, analysis of the data, and the formulation of implications and recommendations that could be appropriately drawn from the research. Fifty-five hypotheses were formulated and tested for this study. These hypotheses were grouped into five clusters to form more meaningful factors. The statistical techniques used to analyze the data included chi-square analysis of contingency, t-test, and an analysis of variance. The collected data were statistically tested by three factors (1) type of school, (desegregated or predominantly black), (2) race of students or teachers, and (3) achievement level of school.

In testing Cluster I, Racial Composition and Instructional Grouping, the data revealed that neither black nor white teachers desired to teach in an all-white or all-black school. Cluster I also revealed that students were grouped for instructional purposes on the basis of type of school (whether desegregated or predominantly black), and on the basis of intelligence test scores.

The data in Cluster II, Teachers' Perceptions, indicated that it is the nature of the school that relates to the teachers' perceptions of parents and not the teachers' race. Cluster II also revealed that in no instance did black and white teachers differ in their perceptions of parental expectations and/or their concern for their pupils.

Cluster III, Students' Perceptions of Academic Norms, indicated that black and white students in desegregated schools (similar school situations) have similar perceptions regarding academic achievement. Data in Cluster III also indicated that [it is the social psychological climate of the school that determines how students perceive themselves and their classmates rather than their color.]

The data in Cluster IV, Student Perceptions of Parental Academic Expectations, showed that the social psychological climate of the students' perceptions of their parents' academic expectations is lower among black students than among white students.

The data in Cluster V, Students' Perceptions of Sense of Futility and Self-Concept, indicated there is no significant relationship between the sense of futility for white students and the type of school they attend. The findings, however, for black students indicated there is a significant relationship between their sense

John R. Cook

of futility and the type of school they attend. The data in Cluster V also showed there is no significant relationship between the self-concept of black students and the type of school they attend.

## ACKNOWLEDGEMENTS

One of the most difficult aspects of writing this study is listing and thanking those people who are responsible for guiding me to this level in my educational career. For those who are not mentioned, space limitation is the reason, and not a loss of memory or sincere lack of appreciation.

I would like to thank and express my deepest appreciation to Dr. Wilbur B. Brookover, my Doctoral Committee Chairman. Dr. Brookover gave me a new lease on life, and was the inspirational force that propelled me to Michigan State University. My personal and educational experiences with him continue to heighten my respect and reverence for him. I sincerely thank him, and am grateful that a man of his calibre has time for all men.

The other members of my guidance committee were extremely helpful and I would like to thank them also. Dr. Richard Hill, I am most grateful for the help you have rendered; thank you for exposing me to a new academic world that is now insatiable. To Dr. Marvin Grandstaff, thank you; the experiences and knowledge that I received from you truly make it possible for me to write this paper. To Dr. Larry Lezotte, I sincerely thank you

for the time you took whenever I needed help.

A special thanks is due Dr. Earl "Duke" Harvey, my research colleague. His encouraging remarks and his endless contributions are solid factors in my reaching this stage.

To my mother, Mamie M. Cook, your love, suffering, and guidance really have made it possible for me to reach a dissertation. Your unfaltering faith in me, when all others doubted, has allowed me to deal successfully with life just as it has allowed me to deal effectively with this dissertation - I THANK YOU.

My daughter, Marie, has a special kind of thanks due her. I sincerely appreciate all the trips you made up and down the stairs for me; words that you found in the dictionary for me and allowing me to use your eating space as a desk. The joy and happiness that you radiate is a constant source of revitalization for me.

To my wife, Vivian, thank you for the patience that you have shown in my pursuit of this degree. Only the love that you possess could have allowed you to endure all the painstaking tasks that you did during the writing of this study. I sincerely thank you and I love you.

## TABLE OF CONTENTS

	Page
List of Tables.....	
CHAPTER	
I. INTRODUCTION.....	1
Statement of the Problem.....	1
Purpose of the Study.....	1
Inventory of the Variables.....	3
Hypotheses for Analysis.....	5
Significance of the Problem.....	15
Delimitation of the Study.....	17
The Research Design.....	18
Abbreviations and Definitions of Terms..	20
II. LITERATURE AND THEORY	
Introduction.....	22
Section I.....	22
Definition of School Climate.....	22
The Effects of School Climate on	
Academic Achievement.....	23
Sense of Futility and Achievement....	25
Self-Concept and Academic Achievement	26
Expectations and Academic Achievement	28
School Social Class Climate and	
Academic Achievement.....	32
Section II.....	35
Desegregation and Academic	
Achievement.....	35
Desegregation and White Flight.....	38
Political Influence on Busing.....	42
Busing: The Great Controversy.....	46
Historical Overview of Busing.....	47
Section III.....	48
Northern Segregation: Defacto DeJure	48
The Law and School Desegregation.....	51
Positive Trends on Desegregation.....	53
III. THE CASE STUDIES.....	56
School No. 1.....	57
School No. 2.....	61
School No. 3.....	65
School No. 4.....	68

School No. 5.....	73
School No. 6.....	77
School No. 7.....	82
School No. 8.....	87
School No. 9.....	91
School No. 10.....	95
School No. 11.....	99
School No. 12.....	104
IV. PROCEDURES AND METHODOLOGY.....	109
Achievement and Index.....	109
Racial Composition.....	112
Sample.....	112
Instrumentation.....	115
Data Collection.....	116
Method of Analyzing Data.....	117
V. ANALYSIS OF DATA.....	119
Review of the Problem.....	119
VI. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS	133
Hypotheses, Conclusions and Findings of Teachers.....	136
Cluster I.....	136
Cluster II.....	139
Cluster III.....	143
Cluster IV.....	146
Cluster V.....	150
Recommendations.....	151
APPENDICES.....	153
BIBLIOGRAPHY.....	175



## LIST OF TABLES

	Page
Table 1    Design of Study.....	21
Table 2    Characteristics of Schools Selected for Study: Type of School, Achieve- ment Level, % of Black Pupils, % of Black Teachers.....	113
Table 3    Relation of Grouping Types to Other Variables.....	121
Table 4    Relation of Teachers' Perception of Parent Concern for Quality Education to Other Variables.....	122
Table 5    Relation of Teachers' Perceptions of Parent Expectations for Their Children to Other Variables.....	123
Table 6    Relation of Teachers' Perceptions of Parent Concern for Their Children Getting Low Grades to Other Variables	123
Table 7    Relation of Teachers' Perceptions of Parents Wanting Feedback on Their Children to Other Variables.....	124
Table 8    Relation of Teachers' Perceptions of Their Primary Responsibility to Their Pupils to Other Variables.....	124
Table 9    Relation of Students Caring About Bad Grades to Other Variables.....	125
Table 10   Relation of Students' Perceptions of Peers to Do Well in School to Other Variables.....	126
Table 11   Relation of Students' Perceptions of Peers Studying Excessively to Other Variables.....	126
Table 12   Relation of Students Who Tease Other Students Who Get Good Grades to Other Variables.....	127

Table 13	Relation of Students' Perceptions Parents' Belief in the Educational Attainment to Other Variables.....	128
Table 14	Relation of Students' Perceptions of Parents Expecting Them to Be Good Students to Other Variables.....	129
Table 15	Relation of Students' Perceptions of Parents Expecting Them to Finish College to Other Variables.....	129
Table 16	Relationship Between Sense of Futility of Black Students and Type of School They Attend.....	130
Table 17	Relationship Between Sense of Futility of White Students and Type of School They Attend.....	131
Table 18	Relationship Between Self Concept of Black Students and the Type of School They Attend.....	132

# CHAPTER I

## INTRODUCTION

### Statement of the Problem

Generally, in predominantly black schools the achievement levels are much lower than the achievement levels of predominantly white schools. Studies by Brookover (1979) and Coleman (1966) indicate that schools with positive normative academic climates usually have high achievement levels. Researchers (Harvard Educational Review, 1966) in the last decade have begun to focus on more than the dollars in terms of equal education. Years ago, during the separate but equal era in American education, judges and courts made their decisions regarding equality of education on many tangible and visible variables. Researchers and educators (Kohn, Harvard Education Review, 1967), to prove equality in education, presented the court with such matters as age of school, size of school, the numbers of hours in school, condition of toilets, water fountains, furniture and gymnasium. The list was countless, and parity was attained in many of these variables between the races. The majority of white students, however, continued to achieve at a much higher level than minority students. Obviously, the

answer for the vast number of failures among black students was not the equalization of the mentioned variables; compensatory education eliminated many of the negative variables that educators and judges felt impeded academic progress among black students. Educators and researchers, then, began to focus on school social climate and its effect on academic achievement. Thomas Pettigrew (Harvard Educational, 1969) comments on Coleman's (1966) findings regarding school social climate:

The most significant school correlate of achievement test scores uncovered by the Coleman Study is social-climate of the school's student body. This variable is measured by the social-class origins of all a school's students; and it appears most critical in the latter grades and somewhat more important for Negroes than for white students. Put bluntly, children of all backgrounds tend to do better in schools with a predominant middle-class milieu, and this trend is especially true...where a full force of peer-group influence is felt.

In the case of court ordered busing as in Detroit Public Schools, there is a need to study the academic level of the bused students. The writer is interested in examining the school social climate in the desegregated schools. Studies (Rosenthal, 1968 ; Harvard Educational Review, 1969) have indicated that black students in interracial classrooms are expected to achieve more than similar black students in all black classrooms. Brookover (1978) has indicated that sense of futility, which is a component of the school social climate, has a significant relation to student achievement. Other studies

(Coleman, 1966; Mosteller, 1972) have substantiated that minority students in desegregated schools display an increased sense of control and have achieved at a higher level than black students in predominantly black schools. Studies such as these are enlightening and encouraging in educator's endeavors to find alternatives for low achieving minority students. The lack of research dealing with whether the desegregated schools in Detroit Public Schools fostered positive school social climate and higher achievement for minority students has led to this study.

The theoretical framework and the definition of school normative social climate in this study are derivatives of studies conducted by Brookover et al. (1979):

...that the behavior of children in school, especially their achievement in academic subjects, is partly a function of the social and cultural characteristics of the school social system...In the context of the school social system, students come to perceive the role definitions, the norms, expectations, values and beliefs that others hold for them.

#### Purpose of the Study

The purpose of this study is to compare specific social and psychological variables comprising school normative academic environment between the level of achievement in desegregated schools and level of achievement in predominantly black schools. This researcher's desire is to discover which of those factors studied most strongly

predict variation in, and differentiate between, the level of achievement in desegregated schools and the level of achievement in predominantly black schools.

### Inventory of Variables

The data in this study were collected from the variables that will be listed in this section. This list of variables is categorized according to the data obtained from the students and teachers.

#### Student Variables<sup>1</sup>

1. Race
2. Self aspiration for education
3. Reported aspiration of other students
4. Self drive for educational excellence
5. Sense of control in school
6. Self concept of academic ability
7. Perceived expectations of "best friend"
8. Perceived evaluation of "best friend"
9. Perceived expectation of teachers
10. Perceived expectation of parents
11. Perceived evaluation of teachers
12. Perceived evaluation of parents

<sup>1</sup>See Student Questionnaire, Appendix A

### Teacher Variables<sup>2</sup>

1. Race
2. Preference of school according to racial composition
3. Grouping practices within school
4. Grouping practices within class
5. Importance of standardized tests
6. Importance of I.Q. scores
7. Academic expectations of student by race
8. Academic evaluations of students by race
9. Reported aspirations of students by race
10. Reported parental expectations of students
11. Reported parental interest of students
12. Reported student drive for educational competition  
in school by race
13. Reported student drive for educational competition  
in own class by race
14. Open-class policies in own class of students
15. Perceived helplessness of students by race

### Hypotheses for Analysis

#### Cluster I: Racial Composition Instructional Grouping

##### Hypothesis I

There is no significant relationship between preferred racial composition and the race of the teachers in the court-ordered desegregated schools.

<sup>2</sup>See Teacher Questionnaire, Appendix B

### Hypothesis II

There is no significant relationship between instructional grouping and the level of achievement of the schools.

### Hypothesis III

There is no significant relationship between instructional grouping of students within their classes and the type of school they attend.

### Hypothesis IV

There is no significant relationship between student assignment to classes and their scores on intelligence tests.

### Hypothesis V

There is no significant relationship between student assignment to classes and teachers' referral to intelligence tests.

### Hypothesis VI

There is no significant relationship between groupings of students within the classroom and the students' scores on intelligence tests.

### Hypothesis VII

There is no significant relationship between the grouping of students within the classroom and the frequency of referral to students on intelligence tests.



### Hypothesis VIII

There is no significant relationship between the importance of students' standardized intelligence tests and race of the teacher.

### Hypothesis IX

There is no significant relationship between the frequency of referral to intelligence test scores of students and the race of the teachers.

### Cluster II: Teachers' Perceptions

### Hypothesis X

There is no significant relationship between the teachers' perceptions of parental concern for quality education and the type of school.

### Hypothesis XI

There is no significant relationship between teachers' perceptions of parental concern about quality education and the race of the teachers.

### Hypothesis XII

There is no significant relationship between teachers' perceptions of quality education and the achievement level of the school.

### Hypothesis XIII

There is no significant relationship between the

teachers' perceptions of parental expectations for their children to complete college and the type of school.

#### Hypothesis XIV

There is no significant relationship between the teachers' perceptions of parental expectations of their children to complete college and the teachers' races.

#### Hypothesis XV

There is no significant relationship between the teachers' perceptions of parental expectations of their children to complete college and the achievement level of the school.

#### Hypothesis XVI

There is no significant relationship between the teachers' perceptions of parental concern for their children getting low grades and the type of school attended.

#### Hypothesis XVII

There is no significant relationship between teachers' perceptions of parental concern for their children getting low grades and the teachers' race.

#### Hypothesis XVIII

There is no significant relationship between teachers' perceptions of parents wanting feedback from

school on the progress of their children and the achievement level of the school.

#### Hypothesis XIX

There is no significant relationship between teachers' perceptions of parents wanting feedback from school on the progress of their children and the type of school.

#### Hypothesis XX

There is no significant relationship between teachers' perceptions of parents wanting feedback from school on the progress of their children and the teachers' race.

#### Hypothesis XXI

There is no significant relationship between teachers' perceptions of parents wanting feedback from school and the achievement level of the school.

#### Hypothesis XXII

There is no significant relationship between teachers' perceptions of their primary responsibility to students and the type of school in which they teach.

#### Hypothesis XXIII

There is no significant relationship between teachers' perceptions of their primary responsibility to students and the teachers' race.

#### Hypothesis XXIV

There is no significant relationship between the teachers' race and opened classrooms.

#### Hypothesis XXV

There is no significant relationship between the achievement level of the school and opened classrooms.

#### Cluster III: Students' Perceptions of School Academic Norms

#### Hypothesis XXVI

There is no significant relationship between students caring about getting bad grades and the achievement level of the school.

#### Hypothesis XXVII

There is no significant relationship between caring about getting bad grades and the race of the students.

#### Hypothesis XXVIII

There is no significant relationship between students caring about getting bad grades and the type of school they attend.

#### Hypothesis XXIX

There is no significant relationship between how students perceive their classmates regarding the importance

of doing well in their school and the achievement level of the school.

#### Hypothesis XXX

There is no significant relationship between how students perceive their classmates regarding the importance of doing well in their school work and the students' race.

#### Hypothesis XXXI

There is no significant relationship between how students perceive their classmates regarding the importance of doing well in their school work and their race in desegregated schools.

#### Hypothesis XXXII

There is no significant relationship between students studying excessively for weekly tests and the type of school they attend.

#### Hypothesis XXXIII

There is no significant relationship between students studying excessively for weekly tests and the achievement level of the school.

#### Hypothesis XXXIV

There is no significant relationship between students studying excessively for weekly tests and the race of the students.

#### Hypothesis XXXV

There is no significant relationship between students studying excessively for weekly tests and their race in desegregated schools.

#### Hypothesis XXXVI

There is no significant relationship between students studying excessively for tests and the type of school they attend.

#### Hypothesis XXVII

There is no significant relationship between students' perceptions of the teasing of students who get good grades and the achievement level of the school.

#### Hypothesis XXVIII

There is no significant relationship between students' perceptions of the teasing of students who get good grades and the race of the students.

#### Hypothesis XXXIX

There is no significant relationship between students' perceptions of the teasing of students who get good grades and their race in desegregated schools.

#### Hypothesis XL

There is no significant relationship between students' perceptions of the teasing of students who

get good grades and the type of school they attend.

Cluster IV: Students'  
Perceptions of Parental  
Academic Expectations

Hypothesis XLI

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and the achievement level of the school.

Hypothesis XLII

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and the students' race.

Hypothesis XLIII

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and their race in desegregated schools.

Hypothesis XLIV

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and type of school they attend.

Hypothesis XLV

There is no significant relationship between the students' perceptions of their parents' expecting them

to be good students and the achievement level of the school.

#### Hypothesis XLVI

There is no significant relationship between students' perceptions of parents expecting them to be good students and the race of the students.

#### Hypothesis XLVII

There is no significant relationship between students' perceptions of parents expecting them to be good students and their race in desegregated schools.

#### Hypothesis XLVIII

There is no significant relationship between the students' perceptions of parents expecting them to be good students and the type of school they attend.

#### Hypothesis XLIX

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and the achievement level of the school.

#### Hypothesis L

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and their race in



desegregated schools.

#### Hypothesis LII

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and the type of school they attend.

#### Cluster V: Students' Perceptions of Sense of Futility and Self-Concept

#### Hypothesis LIII

There is no significant relationship between the sense of futility of black students and the type of school they attend.

#### Hypothesis LIV

There is no significant relationship between self concept of black students and the type of school they attend.

#### Hypothesis LV

There is no significant relationship between sense of futility between white students and the type of school they attend.

#### Significance of the Problem

The significance of this area of investigation should be as apparent to most educators as it is to this researcher. Education in America is a yardstick

of sort used to measure the economic success of the masses. Many studies have shown that the educational atmosphere among middle class white students is more conducive to academic learning than it is among blacks and other minority students. Studies have also indicated that blacks and other minorities continue to occupy the lowest rung of the economic and occupational ladder because of their inability, or educators' inability, to successfully cope with the academic curriculum in school. Apparently, one of the major problems that has baffled educators is how to deal effectively with minority students as well as white students who are citizens of low socio-economic environments.

The rationale behind this current research is to examine certain variables in various school settings that are associated with academic achievement. Studies, though in many cases controversial, have supported that minority students from low socio-economic environments perform better academically in desegregated situations. Desegregation, however, is a slow, laborious, and acrimonious process that often gets bogged down in court litigations or by political strategies. Education still, however, has the responsibility and obligation to educate all students, regardless of social environment. This study attempts to investigate certain variables that will afford us the knowledge, at least

to some degree, as to why so many students from certain types of environments continue to falter and fail in school. With this knowledge, educators can put forth an effort to create the same type of educational atmosphere that permeates the classrooms in middle class schools. The ideal situation is to place all low socio-economic students in middle class type school settings, but realistically speaking, this is impossible because of the ethnicity of the large cities in America. Since the job of educating all students is the responsibility of the educators, it becomes their job also to search for and to foster those intangibles from traditional successful educational settings to traditional unsuccessful educational settings. Thus the significance of this study.

#### Delimitation of the Study

The sample in this study is limited to six elementary and six middle schools. Four of the elementary schools and four of the middle schools were court-ordered to desegregate as of January 1976; the remaining schools are predominantly black. One class and five teachers from each school were non-randomly sampled. The grade levels in this study are the fourth grade through the seventh grade; the racial composition of the teachers is thirty whites and thirty blacks.

The achievement levels of the schools are based on

the IOWA Test of Basic Skills (ITBS) and the Michigan Education Assessment Program (MEAP). The ITBS is a standardized achievement test that is administered every April to third through seventh grades in the Detroit Public Schools.

The conditions of the collection of data for this study are:

1. The design of the questionnaires is based upon recent studies relevant to this study by educational sociologist, W. Brookover.
2. The questionnaires were given to teachers who were interviewed, and who were willing to express their attitudes, expectations, problems, and perceptions of their students and themselves.
3. These non-randomly selected teachers were also asked to allow the researcher to administer the student's questionnaire to the students in their classes.

### The Research Design

This study is concerned with the school normative academic environment for students in either of three types of Detroit Public Schools after January 1976 student reassignment. The three types of schools are:

1. White-Desegregated Schools ---

These were schools "identifiably white" (more than seventy percent white enrollment) before desegregation. After pupil reassignment these schools were between forty and fifty-five percent black.

2. Black-Desegregated Schools

There are the schools that were "predominantly black" (more than seventy percent black enrollment) before desegregation. After pupil assignment these schools were between fifty-five and seventy percent black.

3. Black-Black Schools

Schools that are greater than ninety percent black after pupil reassignment.

The white-desegregated schools had black pupils bused to them to achieve desired racial composition, and the black-desegregated schools had white pupils bused to them to achieve desired racial composition.

The elementary pupil subjects of this study will include only the ones who took the ITBS (Iowa Test of Basic Skills) April, 1976 and the MEAP (Michigan Assessment in 1976).

The middle school pupil subjects of this study include only the ones who took the ITBS in April 1976,

and the MEAP in 1976.

In both the elementary and middle schools, these desegregated pupils would have experienced a full year of school desegregation.

#### Abbreviations and Definitions of Terms

The following is a list of terms and abbreviations that will be used throughout this study.

1. black-black schools - schools that are greater than ninety percent black after pupil reassignment in 1976.
2. white-desegregation - (white-deseg.) - are schools that were identifiably white and had black pupils bused in and white pupils bused out.
3. black-desegregation - (black-deseg.) - are schools that were predominantly black and had white students bused in and black students bused out.
4. desegregated pupils - pupils who were attending segregated schools either identifiably white or predominantly black before pupil reassignment in January 1976.

TABLE 1  
DESIGN OF STUDY

TYPE OF SCHOOL	ACADEMIC ACHIEVEMENT LEVEL OF SCHOOL	
	HIGH MEAN LEVEL OF ACHIEVEMENT <sup>1</sup>	LOW MEAN LEVEL OF ACHIEVEMENT <sup>2</sup>
White-Deseg Elem.	2 schools	None
Black-Deseg Elem.	1 school	1 school
Black-Black Elem.	1 school	1 school
White-Deseg Middle	2 schools	None
Black-Deseg Middle	1 school	1 school
Black-Black Middle	1 school	1 school

---

<sup>1</sup>Schools where at least sixty percent of the students scored at national level or above in Reading (ITBS).

<sup>2</sup>Schools where less than forty-five percent of students scored at national level in Reading (MEAP).

## CHAPTER II

### LITERATURE AND THEORY

#### Introduction

The current study will focus its attention upon the general normative climate of segregated and desegregated elementary and middle schools and its effects on academic achievement.

Section I reviews and examines the social and psychological normative climate and its effects on academic achievement. Section II examines the trends and laws of desegregation and Section III reviews the effects that desegregation has on academic achievement.

#### Section I

##### Definition of School Climate

The normative school climate has different meanings to different educators. School climate has been referred to as the physical attributes of the school such as heat, light, or noise level in the school. Still others use a variety of psychological social or leadership dimensions such as satisfaction, morale, trust, openness or cooperation and characterize them as the school climate (Lezotte, et al., 1978). School climate in this research has the following meaning:



...the norms, beliefs and attitudes reflected in institutional patterns and behavioral practices that enhance or impede student achievement. (Ibid., p. 4)

The above definitions encompass every aspect of the school; every aspect of the school in some way enhances or impedes the academic achievement of pupils.

#### The Effects of School Climate on Academic Achievement

Many federal and state compensatory education programs have had little effect on the poor academic achievement levels of pupils from low socio-economic and ethnic backgrounds. The monies of these programs have lowered class size, have provided specialized teachers, have furnished the school with modern furniture as well as tons of innovative teaching materials and supplies. Still the academic achievement levels of these schools are much lower than those of predominantly white middle class schools. R. O'Reilly (1975) states that supervisors and administrators should carefully examine the climate of the school when assessing their educational programs in their schools. He further states:

In their (administrators and supervisors) evaluation they also allow for the native ability and social background of students. Yet, although they claim to pay a great deal of attention to actual classroom behavior, they fail to examine in a systematic fashion the psychosocial environment of the classroom as a significant variable. It is proposed here that climate is an important variable which should be monitored, manipulated and related to education outcomes. (O'Reilly, 1978, p. 241).

A study by Gary Anderson (1970) examines the influences that the classroom climate has on individual learning. His study shows that the classroom climate has different effects on individuals and certain types of groups. Many groups or cliques develop as a result of the school social climate, and the forming of these groups greatly affects academic achievement.

The results suggest that characteristics of class groups have significant effects on learning and that there are wide differences in these effects for students differing in ability and sex. Cliques, for example, seem to aid low-ability females, since for such females cliques are considered to be school oriented. On the other hand, males of below-average ability form cliques which enable them to escape their responsibilities to the school and substitute for them peer group non-learning norms. (Anderson, 1970, p. 150)

Observations by the writer have seen many low achieving males in elementary schools form non-academic gangs (cliques) that actually impede learning.

Anderson's study also indicated that the school climate affected pupils in the following manner:

Classroom intimacy, for another example, is positively related to learning for high ability girls, and has negative effects on learning for girls of lower ability. Other examples could be cited, but the main point is that classroom characteristics do affect learning, and affect it differently depending on the students' characteristics. (Ibid., p. 151)

The above quote lends support to O'Reilly's suggestions that teachers and superiors should monitor school psychosocial climate and develop ways for

improving it.

### Sense of Futility and Achievement

An important aspect of the total school climate is the "sense of futility" of the students. Sense of futility is often confused with self-concept. Self concept refers to one's feeling that he has some control of his fate or success. He does not feel helpless or at the mercy of others. Sense of futility refers to one's feeling that his fate or success is controlled by others even though he may have the ability to achieve. The feeling is: no matter what I do the teacher or system is going to hold me down or back." James Coleman refers to it as "sense of control" in his study Equal Educational Opportunity, 1969. His study indicated that minorities had a feeling of low sense of control and this greatly affected their academic achievement.

A study by Heath, 1970, showed that white students had a higher "sense of control" of their environment than black students. This study also indicated that the white students did better academically than the black students.

Wilson's study in 1969 indicated that middle class students felt that they controlled their destiny more than students of low socio-economic status, and thus they achieved better academically.

A study by Brookover, 1970, School Social Systems and Student Achievement: Schools Can Make a Difference,

reports:

...the schools that are achieving at low levels are characterized by the students' feelings of futility in regards to their academic performance. This futility is expressed in their belief that the system functions in such a way that they cannot achieve, that teachers are not committed to their high achievement...These feelings of futility are associated with lower teacher evaluation of their ability and low expectation on the part of teachers and principals. The norms of achievement as perceived by the students and their teachers are low. Since little is expected and teachers and principals believe that students are not likely to learn at a high level, they devote less time to instructional activity, write off a large proportion of students as unable to learn, differentiate extensively among them and are likely to praise students for poor work.

These characteristics of low achieving schools are more frequently found in schools whose student bodies are black and/or poor. The exception to this rule, however, demonstrates that high achievement is possible in schools composed of minority and poor white students. (Ibid., p. 235)

The relationship between powerlessness and achievement is strong according to the above studies. Desegregated schools appear to be a viable method by which to eradicate the high sense of futility that permeates social climate of schools predominantly occupied by blacks or poor white students.

#### Self Concept and Academic Achievement

Benjamin Bloom (1976) as well as other studies such as Brookover (1977) emphasizes the importance of self-

concept of academic ability and individual achievement. Bloom states the following: "Thus academic self-concept is the strongest of the affect measures in predicting school achievement" (Bloom, 1976, p. 95). Brookover's work echoes the same:

This body of research demonstrated that individual self-concept of academic ability is highly correlated, generally in the range of .50 to .70, with individual measures of academic achievement. (Ibid., 1979, p. 95)

Most scientists state that the higher the self-concept is the higher is the academic achievement level. Self-concept, however, is necessary, but is not a sufficient cause of judgement. This, however, is not the case with blacks in desegregated schools. A study of children in Baltimore, conducted by Rosenberg and Simmons (1971) discovered the following:

Black children in white secondary schools obtain higher marks than those in black schools, but although high marks are conducive to high self-esteem black children in integrated schools still have lower self-esteem than segregated blacks. We reasoned that the black children in the white school are comparing themselves unfavorably with either the white children in their schools (interaction group) or with whites in general (non-membership group): they are not comparing themselves with those of black children (membership group). (St. John, 1975, p. 102)

James Coleman (1965) reported an interesting fact relative to self-concept and desegregation:

the possibility that school integration has conflicting effects on attitudes of minority group children: it increases

their sense of control of the environment or their sense of opportunity, but decreases their self-concept.

Many social scientists assume that segregation denigrates black pupils and thus creates low self-concepts. Brookover (1979), who has done extensive work in self-concept, discovered the opposite. He reported:

Contrary to much popular assumption, the academic self-concepts of black students are now lower than those of white students... the mean of the school mean self-concept in 30 black schools is significantly higher than the mean of the school means in the white schools.

He further explains:

...This finding supports that of other recent research which indicates that black students generally have higher self concept of academic ability than white students (Hara, 1979, Henderson, 1974). This probably results from the fact that black students of this age group (4th and 5th graders) in majority black schools do not evaluate their ability on the basis of the middle class white educators' evaluations of their ability, but rather base their conceptions of their own ability on their perceptions of the evaluations made by family members, fellow students and others in the school and neighborhood social systems who are predominantly black. (Brookover, et al., 1979, pp. 96-97)

### Expectations and Academic Achievement

Another important variable in academic achievement is teacher expectations. Rosenthal and Jacobson (1968), in their work Pygmalion in the Classroom, explored the effects of teacher expectations and found that they had a great impact on the achievement levels of minority

pupils. Rosenthal and Jacobson's work became known commonly as the "self-fulfilling prophecy." Rosenthal summarized his book in the following manner:

The central idea of this book has been that one person's expectations for another's behavior could come to serve as a self-fulfilling prophecy. This is not a new idea, and anecdotes and theories can be found that support this tenability. Much of the experimental evidence for the operation of interpersonal self-fulfilling prophecies comes from a research program in which prophecies or expectancies were experimentally generated in psychological experimenters in order to learn whether these prophecies would become self-fulfilling.

...After the first year of the experiment a significant expectancy advantage was found, and it was especially great among children of the first and second grade. The advantage of having been expected to bloom was evident for these younger children... The control group of these grades gained well in IQ, 19 percent of them gaining twenty or more IQ points. The special children, however, showed 47 percent of their number gaining twenty or more total IQ points. (Jacobson and Rosenthal, 1968, pp. 174-76).

Fantini and Weinstein (1968) warn teachers that many of them forget the formal professional curriculum that colleges expose to them, and establish a "hidden" curriculum. Fantini and Weinstein conclude that this hidden curriculum fosters preconceived ideas about ethnic pupils. According to Fantini and Weinstein, many teachers assimilate the notion that children who fail are stupid, stubborn, or naughty; they also feel that pupils who use slang or poor grammar are slow, uncouth, ill-bred or delinquency-bound. Many times these teachers, according to some

social scientists, have plenty of sympathy for minority students and expect less of them or are not "tough" on them academically. Fantini and Weinstein conclude:

Moreover, many teachers unconsciously employ a self-fulfilling prophecy with minority group students, i.e., they have limited expectations of performance from them. This leads to a cycle of low expectations-low performance which further handicaps the youngster. (Fantini and Weinstein, 1968, p. 199)

Kenneth Clark addressed the seriousness of teacher expectations of minority pupils and their effects on academic achievement. According to Kenneth Clark (1956) many teachers of minority pupils assume the following:

that it is not really worth it to put time and efforts into teaching negroes because, after all they will only become frustrated. There is no point in their having high academic aspirations since their lives will be restricted to menial jobs. (1965, p. 127)

An examination of Kenneth Clark's work will show an agreement with many social scientists that low achievement of minority students is the result of low teacher expectations. He also reiterates that often teachers in establishing low expectations of their minority pupils feel they are rendering a humanitarian service. These teachers feel they are alleviating the number or the amount of frustrations in their pupils' lives. Kenneth Clark summarizes his section on expectations by stating:

...a number of teachers in the New York public school system told white student interviewers assigned by the authors that Negro children are inherently inferior in



intelligence and therefore cannot be expected to learn as much or readily as white children; and that all one would do, if one tried to teach them as if they could learn, would be to develop in them serious emotional disturbances, frustrations and anxieties. The humanitarian thing to do for these children the proponents of such theories maintain, is to provide schools that are essentially custodial, rather than educational institutional institutions. (1965, p. 127)

A study by Coates (in Weinberg, 1977) conducted in North Carolina, illustrated that teachers in their expectations yield to stereotypes given to a minority. The study involved 48 adults who were falsely told that two black and two white 9-year old boys performed at equal achievement levels. All four students were prepared by the adults to take an achievement test. The teachers related to the black children more negatively than to white students. According to Coates,

Black children tended more to be characterized as dull, passive and unfriendly. Male adults made more negative statements while instructing black than while working with white students...the adults were not responding to behavioral differences in children of two races...they were expressing a bias. (p. 237)

Weinberg mentions other studies (Rabovits and Maehr; Johnson, Tuckman and Bierman, undated) that substantiated the drastic effect of teacher expectations and how they affect student expectations, and their ultimate effects on academic achievement. Weinberg's prescient analyses of the Pygmalion effect compelled him to state:

Mythology aside, these three studies strengthen the main finding of empirical studies which point the important role of teachers in eliciting responses and setting up productive interaction between student and teacher. (Weinberg, 1977, p. 237)

Brookover's work (1977) provides an explicit account of how important expectations and other related variables are in the academic achievement of pupils. Brookover's work proves that the behavior of children in school, especially their achievement in academic subjects, is a function in part of the subculture of the school. His study regarding expectations is reiterated in many other studies. He states:

The children take their clues from those important to them and with whom they interact, attending carefully to their expectations and definitions of appropriate behavior for them. In the context of the school social system, students come to perceive the norms, expectations, values and beliefs that others hold for them and act accordingly. (Brookover et al., 1977, p. 5)

#### School Social Class Climate and Academic Achievement

Thomas F. Pettigrew (Equal Educational Opportunity, 1969) states,

The most significant school correlate of achievement test scores uncovered by the Coleman study is the social-class climate of the school's student body. This variable is measured by the social-class origins of all of a school's students: and it appears most critical in the later grades and somewhat more important for black than white children. (p. 70)

Pettigrew drew conclusions from John Michael's report that suggested that school social climate was much more important for deprived students than it was for middle class students. The Wilson study and the Michael study (both analyzed in Equal Educational Opportunity) conclude:

There is a strong effect of the social class context at even the elementary school level. After carefully allowing for individual differences in personal background, neighborhood context, and mental maturity at the time of the school entry...that social-class level of elementary schools has a significant effect upon subsequent academic success at higher grade levels.

Findings by Wilbur Brookover and findings by Coleman (1966); Wilson (1959); Michael (1961) and Pettigrew's Analyses (1969) lend support to each other. A recent study conducted by Brookover (1979) indicated the following:

In the low SES white schools and the majority black schools the amount of variance in mean school achievement uniquely attributable to school climate is considerably greater than the amount attributed to either of the other variables. This suggests again that the school climate variables are somewhat more powerful explanations of between school variance in achievement in the less affluent white and minority group schools. Perhaps the family background effects in the composition variables are more likely to be modified by school climate among children from lower SES and minority families. (Brookover et al., 1979, p. 90)

This study feels the above gives testimony for the importance of desegregation. There have been many other

studies (Mayo, 1913; Witty and Decker, 1927; Crowley, 1932, and Crain and Wiesman), all included in Weinberg, (1975) that lend credulity to the theory that minority pupils achieve academically higher in desegregated classrooms.

Another study (1974) published by Crain and Weisman (Weinberg, 1975) reported certain beneficial effects of attending nonsegregated schools to extend considerably beyond academic achievement by measured tests. They further elaborate on the importance of the apparent effects of social interaction between minority students and white middle class students. Crain and Weisman's conclusions were:

The students were more likely to complete high school than drop out; attend college rather than not; and enter occupations customarily closed to blacks. For northern blacks, attendance at nonsegregated schools also was associated with higher incidence and degree of home ownership, financial responsibility, and job stability...such findings had always been interpreted as results of higher socioeconomic of Negro children in nonsegregated schools. Crain and Weisman, however, reported that surprisingly, black students in integrated schools do not come from higher status families than those in segregated schools. (Weinberg, 1975, p. 120)

Despite certain studies that fail to yield a casual relationship between minority academic achievement and desegregation, enough studies of merit have been done to justify desegregation even beyond the guarantee of the 14th amendment. The studies that fail

to show significant gains in academic achievement (St. John, 1975) did suggest that racial composition could affect children's total intellectual, artistic and social development. The Crain and Weisman report substantiated that suggestion and the results were positive.

## Section II

### Desegregation and Academic Achievement

The question of whether academic achievement among minorities who attend desegregated schools is higher than those who attend segregated schools is still a debatable issue among many social scientists. There are some who agree with James Coleman who detected a difference in the achievement pattern of desegregated blacks and segregated blacks; others offer the same defense as Nancy St. John, that adequate data have not yet been gathered to make a decision.

James Coleman (1966) who probably conducted one of the most popular studies on public education since the Brown vs. Topeka, Kansas case (1954) concluded the following on academic achievement and desegregation:

For Metropolitan Northeast and Midwest table 3.3.1 shows the average scores on two achievement tests received by Negro students who had attended classes of different racial compositions at grades 6, 9., and 12. Comparing the averages in each row, in every case but one, the highest average score is recorded for the Negro pupils who had a majority of white classmates. In reading the rows from left

to right, the general pattern is an increase in average test performance as the proportion of white classmates increases...

...Those students who first attended desegregated schools in the early grades do generally show slightly higher average scores than do students who first came to desegregated schools in later grades. (Coleman, 1966, p. 331)

The above conclusions by Coleman supply evidence that minority pupils achieved at a higher level when in a desegregated situation. Others who examined Coleman's data attributed the gains to other variables.

Irwin Katz (Equal Education Opportunity, 1969), professor at the University of Michigan, stated that an examination of Coleman's work revealed a close tie between Negro academic achievement and the social environment of the classroom. He further concludes that theory or racial differences in the early socialization of academic motivation is here advanced to account for some of the favorable effect on Negroes of teachers' and classmates' competence and attendance at predominantly white schools. Research, explored by Katz, revealed that unrealistic self-devaluation and strong anxiety were common features of Negro behavior in racially isolated institutions. Katz suggests that these facts can be related to the educational values and practices of Negro parents and also to the Coleman data on students' academic attitudes. The above conclusions by Katz substantiate the theory that many homes of racially

isolated pupils do not foster the type of attitude for high academic achievement.

A study conducted by Nancy St. John (1975) fails to show a casual relationship between racial composition and academic achievement. The conclusions of Nancy St. John's findings are:

In sum, adequate data have not yet been gathered to determine a casual relationship between school racial composition and academic achievement. More than a decade of considerable research effort has produced no definitive positive findings...Suggestive trends have been uncovered, however, as one important findings: desegregation has rarely lowered academic achievement for either black or white children. (St. John, p. 36)

The Goldsboro Study (in St. John's book), conducted by Mayer (1973 and McCullough (1972), presented evidence that black pupils performed better in desegregated schools. This study, conducted in North Carolina, equalized facilities, equipment and staff for all pupils. In this study, the black schools were remodeled; black and white teachers were reassigned; black principals were assigned to white schools and vice versa. Assignments of students were by grade level instead of residence so all students and schools were affected by the desegregation plans.

Longitudinal comparisons made of third and fourth grade scores produced the following:

Both blacks and whites gained significantly relative to national norms in verbal and mathematical skills.

...In verbal achievement all groups made significant gains with no significant difference according to desegregation experience.

...Achievement in arithmetic, on the other hand, was related to desegregation experience: black pupils who had longer experience in desegregated schools made significantly greater gains than the new desegregated. (St. John, p. 30)

The contrasting findings among social scientists relative to desegregation and academic achievement of minority pupils needs to be further studied. This study suggests studies which pin point the various in-school variables that play significant roles in academic achievement.

#### Desegregation and White Flight

Numerous studies, including Poverty and Race by Robert L. Green, professor of Urban Studies, Michigan State University, have established that northern urban school desegregation has been closely tied to residential segregation. The increase in white flight to the suburbs, especially since the middle and late sixties has augmented the racial isolation of urban schools. Many anti-desegregationists and anti-busing people say that white flight is expedited by the two phenomena. Many politicians and social scientists were influenced by a James Coleman conference that suggested urban school desegregated programs caused a greater loss in white students via white



flight.

The writer's use of the term white flight throughout this study means - white families with school-age children fleeing interracial schools for white private and suburban schools.

Green states the following concerning Coleman and white flight:

In the Spring of 1975, James S. Coleman, author of Equality of Educational Opportunity, embarked on a campaign in the popular press and social science journals to lend credence to the notion that segregation in large urban school districts caused white flight to the suburbs. He claimed that school desegregation programs resulted in greater loss of whites to urban schools than would otherwise occur and where therefore is counterproductive and not worth the effort. (Green, 1977, p. 229)

This response by James Coleman denouncing desegregation on the grounds of white flight caused many social scientists to challenge him. In Green's book, the following scholars vigorously disagree with Coleman for various reasons. Reynold Farley, a noted sociologist, gathered statistics suggesting that between 1967 and 1972 there was no significant relationship between racial desegregation programs and loss of white students in large or small urban schools in either the North or the South. A study in California by Jane Mercer and Terrence Scout concluded there was no difference in the rate of change in racial composition between twenty-three

desegregated districts and sixty-seven segregated districts. The most serious and valid challenge to Coleman's findings was done by Christine H. Russell, a political scientist at Boston University. Her survey analyzed eighty-six northern school districts, using similar techniques to Coleman's and Farley's, but she added an analysis of pre-1967 trends. Her comparison of school districts that were identified as experiencing high, low and no school desegregation yielded no significant differences in the decrease of white students.

Another study that added further doubt to Coleman's response that school desegregation added impetus to white flight was conducted by Green and Pettigrew (Green, 1978). This study, based upon the sampling of over 75,000 pupils in large city school districts, concluded there was no significant relationship between desegregation and suburban white flight. Further investigations by Green and Pettigrew found "...he (Coleman) had consistently gone beyond his data in his public statements. Coleman's personal opinions, unfortunately, were accepted by many as empirically established findings" (p. 231).

After two years of heated arguments over Coleman's findings, Orfield (1978) stated that it was still unclear whether desegregation speeded white flight. He concluded that one 1977 study argued that public reaction to

underlying demographic changes in the city and to deteriorating city conditions would explain the statistical trends of white enrollment without any reference to desegregation plans at all. He further states:

Desegregation, in any case, neither creates white flight where there was none nor has a long term impact on the rate of declining white enrollment. Large central cities are losing their remaining white students rapidly even in neighborhoods with all white schools. Often the decline is sharpest in aging, well-to-do white communities some distance from minority areas. To understand this one only needs to look at the age level of the female population remaining in the city. In 1970 the median age for white females still in Washington, D.C. was forty-six, in Chicago, thirty seven, in St. Louis, forty-four, in Detroit, forty, in San Francisco, forty one. On the average black women in these cities were often in the middle of their child-bearing years. Young white families were in the suburbs. The imbalance in school enrollments could only increase. (Orfield, pp. 100-101)

The paragraph in this section disagrees with Coleman's 1975 desegregation report and substantiates many current reports that say there is no significant relationship between school desegregation and white flight. However, the limited amount of proven data on this subject and the many uncontrollable and unstable variables tend to make this a moot question in the milieu of school desegregation.

Political Influence  
on Busing

I would like to restate my position as it relates to busing. I am against busing as that term is commonly used in school desegregation cases. I have consistently opposed the busing of our nation's school children to achieve a racial balance, and I am opposed to the busing of children simply for the sake of busing. (President Nixon, 1971 cited in Mills, 1973)

The effects of the above quote led many social scientists, one of whom is Alexander Bickel, to state that politicians, for selfish reasons, have exploited busing for desegregation. This exploitation, he feels, is the catalyst for the negative atmosphere that is prevalent throughout the nation. Bickel (included in Mills, 1973) states:

President Nixon, it is widely charged, is using the busing issue for purely political purposes, irresponsibly heightening racial tension and pondering to bigots. Busing children to school is a common practice throughout the country, and the amount of additional busing required... in racial cases is marginal. Busing, as the President and other unscrupulous politicians talk about it, is not an issue, but a code-word, a scare-word. (p. 27)

Busing for desegregation was the hottest and the foremost issue in America in the early and mid-seventies. According to Gary Orfield, the congressional critics were many, and very few politicians did much to encourage busing even when positive feedback warranted it. Orfield concluded:

Richardson (Elliott Richardson, Secretary of Health, Education and Welfare) testified for a change (from busing) though he conceded that the findings of HEW's latest research on desegregation, which dealt with 225 desegregating southern school systems, were encouraging. The study showed that it can be said clearly that the educational results are affirmative.. The results for compensatory education, he conceded, were less clear. (p. 105)

Congressional critics still loudly protested busing for desegregation despite clear-cut evidence that minority children were achieving better academically, and white children in desegregated situations were not affected academically or socially in a negative manner. More will be said about the above sentence later in this chapter but not all critics based their stand on racism. Many studies have alleged that the rudiments of many anti-busing critics is racism, but there are also critics who are not racists. They simply oppose busing. Vernon Jarrett, an editor for the Chicago Tribune writes: "That not all white opposition to busing is racists - in classic definition of racism. But there are those who are genuinely racists but who refuse to believe it themselves"(1979).

According to Vernon Jarrett, a large segment of the black population is anti-busing for desegregation, and no doubt many have written their congressmen urging its eradication. One might surmise that this feeling is permeating among some minorities as a form of vindication. Jarrett writes the following:

A number of black public figures have mounted the soap box to denounce busing...

One of the most popular arguments enunciated by blacks opposed to busing runs like this: I don't accept the idea that a black child must be enrolled in a white school in order to learn how to read. Why can't a child in an all-black school learn as much as a child in an all-white or racially mixed school. (Jarrett, 1979)

The anti-busing themes voiced by the Congressional leaders still failed to get legislation passed that would prohibit busing. As was stated earlier, many politicians jumped on the anti-busing issue to further their political careers. The latest decision of the Supreme Court indicates that it denotes academic merit in desegregation as well as feel that busing is going to be a necessity in accomplishing it.

The Detroit Free Press, July 19, 1979, reports:

The Supreme Court strengthened the power of federal judges Monday to order massive busing plans to racially desegregate public schools in Northern cities.

...Legal experts say the move will allow the court to act quickly on high priority cases which might occur during the summer. The Court's school desegregation opinions were supplied in a pair of decisions involving Columbus and Dayton, Ohio.

...Writing for the Court in both cases, Justice Byron R. White made it clear that federal judges are free to order desegregation steps for an entire school district when they are convinced that a school board's racial bias had system-wide effects. (Detroit Free Press, July 19, 1979)

Despite growing opposition toward busing, there

is a growing trend toward school integration. Studies by Orfield (1973) show that "three decades of surveys by the National Opinion Research Center showed remarkable growth of a consensus supporting integrated schools between 1942 and 1970." The greatest growth and changes took place in the South. Orfield notes that in 1942 only 2 percent of white southerners supported integration; in 1956, following the Supreme Court decision, 14 percent supported integration. By 1970, following civil rights movements, approximately 50 percent of white southerners supported integration.

Positive public sentiment toward busing, however, has declined. Orfield and other scholars outline the following anti-busing reasons which many of them attribute to Congressional critics:

Some of the basic assumptions, propounded by officials and widely accepted by the public, can be summarized quickly. Busing is very costly. It consumes dollars that could otherwise be spent on educational improvements. It damages the education of white middle class students and does not help minority students. Often it produces racial hostility. It tends to speed white flight and urban resegregation. Many of the busing plans are arbitrary and irrational schemes imposed by federal judges with no interest in education. Busing, in short, is described as an extremely expensive, irrational, disruptive, and counterproductive policy. Little wonder that millions of Americans have said they support integration but reject this apparently infeasible approach. (Orfield, p. 118)

A few of the above complaints may contain some validity. Social scientists, however, have concluded that most minority students perform better academically in white middle class settings and the present housing patterns in urban areas which are segregated. Current studies (Mills, 1973; Orfield, 1978) show that

Housing segregation is so severe and demographic trends so unfavorable that busing is the only way to achieve integration for the foreseeable future in many communities. Often the only choice is the one people most wish to avoid - busing or segregation. (Ibid.)

This dilemma has been a thorn for social scientists, congressional leaders, and the lay public since the resurgence of current desegregation plans, and it continues to be unsolved.

#### Busing: The Great Controversy

If busing is not a feasible policy, the Courts have made a gigantic mistake. In an area where there are so many sweeping statements and so few summaries of experience, it is essential to sort out the elements of antibusing critique and examine available evidence, one issue at a time. If one sets preconceptions aside, it should soon become evident that the public debate has only a passing connection with the findings of social scientists and the technical information from cities where busing plans are in operation (Orfield, 1978).



### Section III

#### Historical Overview of Busing

Transporting children for educational benefits has been a part of the American tradition for years. Available literature shows that it only became a shameful strategy when it was used to achieve desegregation (Carrison, 1978; Orfield, 1976; Mills, 1973; Jarrett, 1979). Literature by Mills (1973) supports the fact that a student transportation act was passed by the Massachusetts farmers who used horsedrawn wagons to transport students to and from school. Mills further concludes that by 1900, 18 states had some type of pupil transportation law. By 1919 pupil transportation at public expense was legal in all 48 states. Mills contends that there were two forces behind the development of compulsory busing prior to desegregation rulings, in virtually all states. One force was the compulsory attendance laws based on the belief that the welfare of the State required all children to receive some education, and on the consolidation of school centers in rural areas, which formerly relied on one room school houses. Additionally, says Mills, compulsory education for rural children meant that the circumstances of their lives were not allowed to deprive them of the kind of education city children could assume by virtue of where they lived. The above facts give rise to the following question - Is not busing for desegregation about the business of

providing the best educationally for all United States young citizens?

Northern Segregation:  
Defacto/DeJure

Northern politicians and northern school boards watched detachedly as the South was being ordered to desegregate its schools. Many northern school boards and politicians felt that the southern desegregation process should be subjected to federal regulation (Levinsohn and Wright, p. 15). Studies, however, indicated that the northern school systems felt that they should not be ordered to desegregate because of the residential patterns of their communities (Weinberg, 1975; Orfield, 1978; Levinsohn and Wright, 1976). Most social scientists disagreed with the northern theory that segregation in northern schools was purely coincidental and was not designed as a result of traditional or institutional prejudice. To protect themselves and defend their "purely innocence" theory, northern politicians and anti-desegregation lawyers established "legal" segregation based on de facto or de-jure principles. Studies by Weinberg (1975), Showell (Levinsohn and Wright, 1976) and Cannison (1978) suggest that this "smoke screen" was invented by the north simply to continue its segregation and that it was in direct violation of the 14th Amendment in the Constitution. This weak attempt by

the northern school board led Muriel Carrison, professor at California State College, to write the following:

Defacto segregation is supposedly based on housing pattern; de jure segregation is purportedly governmentally organized, condoned and maintained. This distinction, a spurious smoke screen for de facto segregation is and always has been a result of institutional arrangements at the federal, state and local levels. For generations school boards have consistently created neighborhood schools for whites and turned away black children who attempt to enroll in the nearest so-called neighborhood school. (Carrison, 1978, p. 64)

The Supreme Court up to this point, 1973, had not spelled out constitutional requirements for northern and western states. The north had presented the Court with de facto and de jure desegregation, quite different from its dealings with the South. The Court had to legally and workably define the two terms or completely dispense with them. Orfield states the three board alternatives of the Court:

1. The Court could insist on a rigid definition of de jure segregation requiring, before the courts acted, unambiguous proof that local officials had intended to segregate schools.
2. The Court could accept the claim of some civil rights groups that all segregation, however caused, was inherently unequal and violated the

equal protection guarantee of the constitution.

3. The Court could spell out some less demanding standards of proof for de jure segregation, relying more on the results of patterns of official action and less on proving the motive of the officials.

The three above options of the Court have never been fully defined to urban law makers, nor was urban segregation ever fully defined. Instead the Court opted to allow lower courts to follow a new procedure with a new set of standards. Orfield (1978) concluded, "This decision pushed the lower federal courts toward less demanding standards of proof of intent to segregate without saying just what those standards should be."

The first Supreme Court decision outside of the South was a case against the Denver school board. According to Weinberg (1975) the United States Supreme Court ruled in *Keys v School District* that it accepted evidence from a lower court that Denver school authorities had deliberately segregated part of the city schools. This evidence supported that the Denver school board had assigned teachers by race and had channeled students to certain schools. The *Keys v. Denver* case was an extremely important one because it was established in

this case that segregation in one part of the community or system perpetuated segregation in other parts.

Orfield (1978) states:

The decision incorporated a legal theory scholar has described as the Spread Theory, which asserts that increasing segregation in one area usually has spillover reciprocal effects on other city neighborhoods and their schools. (p. 17)

Studies have shown that most major school districts in the South and in the North were usually found guilty in most desegregation cases (Orfield, 1978; Howell (Levinsohn and Wright, 1976); Weinberg, 1975). The courts, in nearly all of the guilty cases, ordered the segregated school systems to end segregation by distributing their students proportionately throughout the system. They, however, signed some orders leaving a great deal of segregation untouched. Such was the Supreme Court's 1971 Swann decision - a ruling that upheld a plan of approximate racial balance desegregation in Charlotte while explicitly stating that this was not a required approach. Even with all the ambiguities resulting from the Swann decision, busing appeared to be the most feasible means to end racial segregation in public schools (Orfield, 1978).

#### The Law and School Desegregation

The 1954 Supreme Court decision held that segregated schools are "inherently unequal" and that when racial

segregation results from state laws those laws are unconstitutional and must be struck down (Orfield, 1978). Although the above became law in 1954, it was a year later before the Supreme Court in an unanimous decision spelled out its requirements. Those requirements were, according to Orfield, that districts need do only what the local federal judge thought was adequate locally (subject to broad, vague guidelines) and change would come with all deliberate speed. The stipulation by the Supreme Court "with all deliberated speed" established a loop-hole that allowed local officials to retain their segregated schools.

Studies have supported that it would take more than ten years before the Supreme Court would make clear-cut statements about its aim in eradicating desegregation (Levinsohn and Wright, 1976; Orfield, 1978).

The following is stated in Orfield's work:

Through the first ten years of desegregation the Supreme Court continued to insist that some changes take place but avoided defining what the final goal of the desegregation process was. Then in an extremely important 1968 case, the Court held that southern school districts were obligated not merely to get rid of the old school segregation laws, but also to adopt desegregation plans that produced the most rapid movement toward a system in which individual schools were no longer racially identifiable (Orfield, 1978, p. 15)

The above quote refers to the Green v. County School

Board of New Kent County, 391 U. S. 430 (1968). This case dealt with a small rural district in Virginia (Orfield, 1978).

Nearly all early court cases dealing with school desegregation involved southern schools. This led most people, as well as politicians, to believe that desegregation was a southern phenomena (Grant, 1979; Weinber, 1975).

#### Positive Trends on Desegregation

Many states (Cronin, 1978) in the early sixties began to pass legislation that sought to correct the negative effects of desegregation. New York, in January, 1960, adopted a policy calling "homogeneous ethnic origin" schools potentially damaging to children "whether the situation occurs by law or fact." Also in 1960, the New Jersey Commissioner of Education asserted that children in Negro schools carried a stigma and "resulting feelings of inferiority which impaired activities related to successful learning."

Cronin also cites the following cases where laws were passed in an effort to eliminate desegregation.

In 1963, Illinois passed the Armstrong Act which forbade school construction or purchase of buildings which promoted segregation and called for action to prevent segregation and eliminate racial separation in public schools. In 1966 the law was found to be constitutional and indicated that state corrective action is reasonable and related.

The Massachusetts legislature enacted the Racial Imbalance Law which called for the local and state technical assistance and provided for tough enforcement techniques of allowing the state to cut off local funds for school districts who did not bring all schools to less than 50 percent minority students.

New Jersey and New York used general laws guaranteeing equal opportunity as well as the specific authority of the State Commissioners, Allen and Nyquist to issue orders to local school board districts to desegregate.

The California State Board of Education, 1963, issued rules in the Administrative Code which prescribed measures against attendance areas which tend to establish and maintain segregation on an ethnic basis, and in September 1977 adopted regulations which require local districts to formulate and implement desegregation plans. In the mid-1960's Michigan, Wisconsin, Indiana, and Washington State each issued policy statements on race and education towards the elimination of segregation. (Cronin, 1978, p. 3-4)

Cronin and others also point out that many states did nothing toward eliminating desegregation in their local schools. Many states, however, decided to wait and see what federal policy evolved before and after the Civil Rights Act of 1964. The act of 1964 did much to further the cause of school desegregation, and encouraged state universities and other colleges to develop school desegregation assistance centers to help educate authorities and local schools.

The 1964 federal act also encouraged state education agencies to apply for federal funds to provide equal



educational opportunity units within the agencies. According to Cronin, "The federal government was willing to pay for technical assistance to assist districts in court-ordered desegregation and to work with school districts who sought help." However, many states appeared to be so intent on segregation, that they declined to pursue or accept such funds for some or all of the years between 1965 and 1976.

Positive actions taken by states to promote desegregation essentially took four forms. They are:

1. Resolution or policy statements which identified racial segregation as a concern and called for action by local districts to overcome racial isolation.
2. Passage of laws which forbade racial segregation and directed local officials to prevent or eliminate discrimination.
3. Orders by state education executives and boards to achieve racial desegregation.
4. Action to warn districts of possible negative consequences such as loss of funds if desegregation or corrective actions were not prepared.

## CHAPTER III

### THE CASE STUDIES

The case studies in this chapter are designed to give one a total view of the kinds of schools that are investigated. Each case study describes the type of community, the racial composition of the pupils and staff, the enrollment of the school, the average class size and the average pupil attendance rate. The various types of political structure that exist within each school is described as well as the political pressure that is exerted by the community. The stability of the neighborhood is also included in each case study. From reading the case study, one should get a vivid picture of the general overview of the school in addition to the specifics that set the tone or decorum of the school.

School No. 1

This is a White-Desegregated high achieving school (82%). The eighty-two percent represents the percentage of the students achieving at grade level or above according to the Iowa Test of Basic Skills (ITBS). The MEAP Score<sup>1</sup> for School No. 1 is 61.1.

The following is a list of the characteristics of School No. 1

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Enrolled	715	118,101
Number of Educational Staff Members	27	5,002
Minority-Group Pupils	65%	82%
Minority-Group Educational Staff	50%	55%
Average Class Size	34	32
Average Pupil Attendance	92%	92%

This school is located in a middle-class community in the northwestern part of the city. The majority of the parents are firemen, policemen or have other city jobs. Approximately sixty-five percent of the community is white; residents in the community informed me that

---

<sup>1</sup>The Michigan Educational Assessment (MEAP) score for this school is 61.1. This score indicates that 61.1% of the pupils attained 75-100% of the reading and math objective on this test.

if many of the citizens were not city-employed they would move to the suburbs. Many parents felt that the educational achievements of the school were declining; a few stated that the school was as good as ever.

The principal, a white female in her fifties, felt that she had a good school and that the community was supportive. She demanded that her teachers send mimeographed homework home for the students. She became principal in 1974, said that academic achievement has not declined since the 1976 court-ordered desegregation. She stated that most of the parents of the bused-in black students often return to school in the evening for school affairs. She also stated that prior to 1976 the school was approximately sixty-percent white; now it is thirty-five percent white. According to the principal, parents are moving and/or sending their children (white) to private schools for no reason, because this is a "good school."

The assistant principal, a black male, stated that the school was "alright", but really was not preparing the pupils for life. He said that the principal did reprimand the pupils properly; he felt that the school had many discipline problems. The assistant principal seemed to differ in his opinions of the school from those of the principal.

The school was built in 1963 and is a spacious, modern building with a more than adequate elementary

library. The science room has an interesting laboratory section for doing experiments. The principal has established every day from 1:00 p.m. to 1:30 p.m. as a mandatory reading period. The pupils as well as all school personnel can read anything they want, but they must read something. Also every class from Primary I through fifth grade are scheduled for the library at least once per week; some upper classes are scheduled more than once.

The principal stated that she wished that her students had the opportunity to frequent rural living or farms the way they do museums, the zoo or manufacturing establishments. She, being from a rural background, felt that her students were being deprived this valuable experience. She, however, encouraged her students to visit southern relatives or relatives in rural situations whenever the opportunity presented itself.

The school was apparently fully prepared for the bused-in black students. According to the principal, the school had to make very few adjustments; she stated that most of the black students were from middle class families. She stated that most of her black parents had the same expectations for their children as white parents. She also stated that she handled school problems the same now as she did before 1976. She also implied that if she had a teacher - black or white - who treated

one race or expected more of one race than another, she would demand they transfer to another situation.

The school is very well kept; the corridors, rooms, bathrooms and stairs were clean. Many of the classrooms and the office were recently painted. Outside was also clean and the lawn was free of paper or trash; the playground had equipment for the primary pupils. This is not typical for most public schools, and the equipment had been purchased by a parent group.

The atmosphere of this school is conducive to learning and teaching. It is not surprising that this is a high achieving school; it appears to have all the ingredients.

School No. 2

School No. 2 is also a White-Desegregated high achieving school located in a community that is still approximately fifty-five percent white. According to the Iowa Test of Basic Skills, seventy-four percent of the pupils are average or better. The MEAP for School No. 2 is 53.4.

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Enrolled	509	118,101
Number of Educational Staff Members	19	5,002
Minority-Group Students	57%	82%
Minority-Group Educational Staff	42%	55%
Average Class Size	32	32
Average Pupil Attendance	91%	88%

This school was chosen because the researchers were unable to find a low achieving school; the reason is because in the last few years the school system has become eighty-two percent black.

School No. 2 is located on the fringe of the city, and is in a predominant white community. Quite a few of the white residents vehemently protested the busing of their children out and the busing of black children. They felt that in a few years the school would be predominantly black; many of the residents stated that their

jobs are the only thing that is keeping them in the community.

A few black residents also had an aversion to busing of black pupils in. They also had an aversion to the neighborhood becoming predominantly or totally black. Those few blacks stated emphatically that they left their old community to escape certain school conditions and certain kinds of pupils.

An informal interview with the teachers reveal dissension and hostility among the staff members. The older teachers, the majority of whom were white, were hostile because some of their colleagues were transferred to achieve racial balance among professional staff members. Many of these older teachers, who had the greater building seniority, felt the educational achievement level of the building was declining. They felt that they were dealing with discipline problems now that were never prevalent in the past. The new staff members, who are black, referred to the older teachers as being "stiff." They stated, "The older staff are not only resistant to change of racial composition, but also to modern and progressive techniques in teaching." I viewed this competition between the two groups as good, because each group attempted to out-teach the other. There was a fierce competition among the teachers to have the highest achieving class in the building.



Ability grouping was employed throughout the school. Each classroom had at least two groups for each subject; some had three groups and two classrooms had four reading groups with approximately eight pupils in each group. The teachers stated that the pupils were grouped according to standardized tests, but by performance in class under teacher observations. The teachers also felt that most of their students were capable of completing college; their greatest fear in this area is that their students might get a series of poor teachers.

The principal was a black male in his early forties. The assistant principal was a white male, approximately fifty years old; he was bitter at the Board of Education because he could not get a promotion. The assistant principal lived in St. Clair Shores, and the Board put a freeze on promotions for non-city employees. The principal and he, however, appeared to have mutual respect as well as a good working relationship. They felt that the teachers were competent and the pupils were achieving.

The school was constructed in the mid-sixties and was spacious. The primary grades were located at one end of the hall, and the upper grades at the other end. In between the two were the office and the auditorium. The parent-teacher council had purchased a good, but not elaborate sound system for the auditorium. The principal proudly stated the school presented a play

or some activity in the auditorium once a month, September being the only exception.

The school has a number of pupil clubs, groups or organizations that perpetuate learning. One such group is the "Higher Achievers"; this is a multi-grade level club of pupils who achieve above grade level. Another similar pupil organization is the "Grade Climbers"; this club is designed for students who make or attempt to make considerable appreciable academic gains from one report card period to the next. Other clubs are "Future Teachers", "Future Scientists", "Future Lawyers", and "Young Engineers". All clubs meet once a month and discuss lessons and information relevant to their clubs. According to the principal, parental participation is good in these clubs.

School No. 3

School No. 3 is a high achieving black-desegregated elementary school. This school is located in a community that is approximately fifty percent white. However, approximately eighty percent of the white residents are beyond child-bearing age, whereas the black residents are quite young. The MEAP score for School No. 3 is 49.4.

The following is a list of the characteristics of School No. 3.<sup>1</sup>

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Enrolled	638	118,101
Number of Educational Staff Members	23	5,012
Minority-Group Pupils	53%	82%
Minority-Group Educational Staff	42%	55%
Average Class Size	33	32
Average Pupil Attendance	89%	88%

As was previously stated, this school is located in a community that is approximately fifty-percent white. If court-ordered desegregation had occurred in 1974, this would have been a predominantly white school. In this school only about 125 black pupils are bused out according to the principal.

According to the Iowa Test of Basic Skills, seventy-one (71%) of the students are achieving at grade level

or above. The school seems as if it is a smoothly operated school. Parental involvement in the school seems to be high. An informal interview with parents, black and white, disclosed that they thought the school was efficient in teaching their children. One parent, who had two children who were slow achievers, praised the school for its efforts in working with her children.

The building is rather modern, but is not as elaborate as School No. 1 or School No. 2. The halls and walls were rather drab, and they did not have bright or informative bulletin boards. The school, in many ways, reflected the community in that the houses were not fancy or elaborate. The custodian appeared to be somewhat careless; the corridors and classrooms were gritty both times we went to the school.

The teachers spoke favorably of the parents, pupils and each other. There appeared to be a genuine concern for the pupils among the teachers; observations confirmed the teachers' trust in their pupils--they (pupils) were allowed to move freely about the class and through the halls. A few older teachers stated that the most profound difference since desegregation was the amount of supplies for pupil use. They stated that years ago they have many more supplies than they get now. The teachers who were there prior to 1976 felt that the achievement level of the school may be better today than it was prior to desegregation.

The principal is a white male and the assistant principal is a black male. The principal says the community is very supportive of him and the school. According to him, evening activities involving pupils such as music concerts or plays usually pack the auditorium with parents. He has been the principal at this school since 1973, and said the transition with degregation was "very smooth." According to him, there was no anger by the parents at all. He said, "The parents of the few white pupils who are bused in fully support the school and its activities."

The social psychological climate of the school appered to be very positive. The staff, however, was extremely "flowery" in their praise for each other as well as the pupils. The principal can be classified as a master psychologist, and this was evidenced by his staff. His physical features might have had a bearing on his staff which was rather young. Out of twenty-three teachers, only four of the women were older than fifty; the rest appeared to be between twenty-five and thirty-five. He was a handsome and confident principal with an exuberant personality. This kind of personality apparently allowed his teachers and parents to approach him with the greatest amount of ease.

School No. 4

This school is a Black-Desegregated low achieving school. Fifty-six percent (56%) of the students are achieving at grade level or above according to the Iowa Test of Basic Skills. The MEAP socre is 26.3.

The general characteristics of School No. 4 are presented in the following chart:

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Enrolled	593	118,101
Number of Educational Staff Members	25	5,012
Minority-Group Pupils	64%	82%
Minority-Group Educational Staff	58%	55%
Average Class Size	32	32
Average Pupil Attendance	90%	88%

School No. 4 is located in the southwestern section of the city. This is a rather old section of the city even though it is on the fringe. This is just the opposite of the other fringes of the city. Also, unlike other fringes of the city, this fringe community is nearly all black. The few white residents in this community, and there are only three, are older than seventy years of age.

Most of the houses in this area are old frame homes -- forty years or older. The majority of the homes and

lawns, however, were well kept; this is contrary to similar working-class black communities in the inner city.

The school appears as if it was built around 1970, and as if it were designed for primary pupils only. This statement is made because all of the fountains in the corridors are very low as if to accommodate primary pupils only.

The bulletin boards were very neatly done and reflected the racial composition of the school. The bulletin boards had Latino, White and Black scenes or plots.

The school was clean and orderly inside and out. The playground, however, was bare -- there was no recreational equipment for the pupils. The research team was there during lunch, and it was noticed that the only game the pupils could play outside was "run and tag." As with all schools in this system at lunch time, the pupils were supervised by paraprofessionals.

The pupils entered the building quite orderly following the lunch period. This appeared to be the general manner rather than the exception as the pupils and classrooms were orderly run on each of the three visits made by the research team.

The principal, who is a black man, has been a principal in the system for eleven years; he was assigned to

School No. 4 in 1974. He explained, "this is an extremely fine school and community and I enjoy both to the hilt." His previous assignment as a principal was on the east-side which is 99% black and is the lowest achieving section in the system. He referred to his east-side assignment as a "hell-hole", and that he gladly and graciously accepted this assignment. The principal appeared to have good rapport with his teachers; he seemed to respect them as well as have their respect. He referred to his assistant principal in a very positive nature; he also indicated that his assistant principal is extremely knowledgeable about school activities. They both spoke favorably of the pupils, parents and staff.

The teachers were a middle-age staff; the medium age of staff appeared to be approximately forty-five to fifty. Of the twenty-five teachers, nine of them were males. That is very unusual in this sample among elementary schools. There was the math teacher, approximately forty, who for some reason, represented the teachers. Our three visits revealed that whenever a question arose concerning the research, he was the one who instructed the teachers about what to do. He, however, was quite cooperative; he just asked a number of questions about the purpose of the study and would schools', students' or teachers' names be revealed. He really played the role of an administrator although there appeared to be no



friction or conflict between him and the office administration. He repeatedly insinuated that the pupils, school, teachers and administrators had to be protected.

The staff as a whole seemed to be concerned about the pupil's academic progress. They were disappointed in the results of the Michigan Educational Assessment Progress test results as well as the Iowa Test of Basic Skills test results. The teachers as well as the administrators stated that they were striving to increase test results of both types of tests.

The school had a basic curriculum -- Language Arts, Mathematics and Science. There were no special subject clubs or accelerated clubs to create or spawn pupils' interest. The only social or learning organizations were the glee club, service girls and safety patrol.

The Title I Advisory Council was the only active parent group; this council was comprised of many of the paraprofessionals and their friends. Also, the paraprofessionals were more vocal and active than they were in any of the previous three schools. I suspect that the teachers and the paraprofessionals were not very harmonious. Neither groups spoke highly of the other, although nothing debasing was spoken by either group.

One would conclude that all factions of the school did a relative decent job, but very little extra effort was exerted to raise the achievement level of the school.

One would also possibly conclude that there was no major conflicts among staff members or between the school and the community that stymied the educational process.

School No. 5

This school was chosen as a high achieving Black-Black elementary school because on the Iowa Test of Basic Skills, eighty-one percent (81%) of its pupils scored average or above. On the Michigan Educational Assessment Program, School No. 5 had a score of 55.1.

The following chart shows the characteristics of School No. 5.

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Evaluated	528	118,101
Number of Educational Staff Members	29	5,012
Minority-Group Pupils	99%	82%
Minority-Group Educational Staff	60%	55%
Average Class Size	27	32
Average Pupil Attendance	91%	88%

School No. 5 is located on the lower east side of the city. This section and local school region has the lowest achievement level in the entire school system. To the immediate west of the school are some newly constructed apartments -- approximately eight years old. These apartments were constructed for people whose income range is from low to medium-low income. To the immediate east are old homes, many of which are dilapidated and abandoned.

School No. 5 scored more than twice as well as its match school which is School No. 6. Also these schools are only about two miles from each other. As can be noticed in the descriptive account of School No. 6, School No. 5 is much more conscious of academic achievement than is School No. 6.

The community in which School No. 5 is located is an extremely poor community. Most of the parents are A.D.C. recipients and the few who work have non-professional jobs. The parents are active in school programs and they praised the school and the administration, particularly, for the success of their children.

The school is a very old three level school: it must have been built in the 1940's. On the walls of the school are murals of famous black heroes -- Martin Luther King, Jr., Muhammad Ali, Jessie Jackson and many more. The level of black consciousness and the importance of academic achievement are vividly displayed everywhere.

School No. 5 has a curriculum that is laced with a lot of extras. Included in the curriculum are a science club, a home economics club, an art club, a math club, future teachers club, and a secretarial club (clerical club). These clubs meet twice monthly at designated times. Also, every day from 1:30 to 2:00 everyone, custodial staff included, reads silently,

anything one chooses for self enjoyment and self gratification.

The staff, including the paraprofessionals, appears to be extremely concerned about the academic achievement of the pupils. The age of the staff ranges from approximately twenty-four to approximately sixty. The staff is proud of their MEAP scores in the last four years and readily boasts about them. The staff members seem to be obsessed with scoring better than suburban schools and middle class schools in the system. The teachers and paraprofessionals, many of whom have pupils in the school, talk favorably about the parents and their participation in school functions.

The principal is a black male and the assistant principal is a white female. The principal, having been a math teacher, is the leading person in the math aspect of the curriculum. The assistant principal, who was a reading demonstrator teacher for the region, is in charge of the reading portion of the curriculum. They compliment each other well and appear to be the most efficient and proficient team of administrators in this sample. The administration, albeit it seems to be stern with the staff members, has a positive relation with them. The teachers have to send homework home every night except Friday in math and reading; this is extra work because the pupils do not carry their books home. The homework must be

mimeographed and the teacher must correct it and return it to the pupils within two days. Most of the teachers do not seem to mind; there was only one complaining teacher who says she has a transfer in. The administration is very friendly with the pupils, and the research team noticed the pupils hugging, touching and speaking to both administrators as they passed through the halls. The administrators also said they get a lot of assistance from the parents, the school advisory council and the School Title I council.

School No. 5 also has a Title I elementary school counselor. The counselor says she deals most with behavior problems stemming from the lack of academic success. She counsels the pupils, confers with the administrators, contacts the parents, and along with the teachers helps set up a program of remediation. This, she and the administrators said, had worked in the majority of their negative behavior cases.

School No. 6

This is a low achieving Black-Black school. The Michigan Education Assessment Program test score for this school is 19.8. According to the Iowa Test of Basic Skills, only thirty-two percent of the students scored average or above.

The following chart is a list of the characteristics of School No. 6.

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Enrolled	685	118,101
Number of Educational Staff Members	30	5,012
Minority-Group Pupils	100%	82%
Minority-Group Educational Staff	66%	55%
Average Class Size	31	32
Average Pupil Attendance	88%	88%

School No. 6 is located in a poverty-stricken community as is School No. 5. The similarity, however, between the two schools ends there. School No. 6 is encased by old homes and old run-down apartment buildings. The majority of the parents are on A.D.C. or receive some kind of social assistance. From informal interviews, it was revealed that this community is infested with "dope houses."

This community has no block clubs or other protective

social clubs; according to the people, break-ins are frequent. Many of the people do not know who their next door neighbor is because the transiency rate is so high. A car ride through the community by the research team revealed that the streets, yards and alleys were filthy. According to the staff and principal, parent participation in school activities is nil.

The school curriculum was the traditional "old" curriculum -- reading, writing and arithmetic. The school curriculum contained no interest clubs or social clubs. The only extra-curricular activities that the pupils are engaged in are safety and service persons who direct pupil traffic in the corridors.

School No. 6 is a modern school that is approximately five or six years old. The library and science rooms are especially modern and the science room is designed for the latest experiments. The table tops have connections for bunsen burners and have large inset sinks. The laboratory closet also was stocked with quite a bit of apparatus and chemical supplies. Observations, however, led the research team to believe that this science room was rarely used for experiments. The pupils were taught science only three days a week.

The professional staff's average age was approximately 30-35 years old. Informal interviews by the research team revealed that the staff members blamed the demise



of the school on the administration. The most popular complaint was, "We don't get any cooperation from the office when we have discipline problems...all they do is speak to the pupils and send them back." The staff did not appear to have animosity toward each other; however, they did not appear to have any type of closeness among themselves; neither did they appear to truly respect each other. The teachers were also eager to complete the questionnaires; many teachers felt that administrators should be observed and evaluated.

The school has twenty-six paraprofessionals. Many of these paraprofessionals had children who attended this school, and many of these paraprofessionals were members of the School Advisory Board and Title I Council. The research team observed them eating and drinking coffee as they sat at their stations in the corridors. Conversations with them brought negative remarks about the staff and the administrators. Their most frequent remark was, "They (teachers and administrators) think the parents in the community are stupid and dumb...they act like they are too scared to go into the children's home, even when a sick child has to be taken home."

The principal is a large robust black female; the assistant principal is a young white male approximately thirty-five years old. The two administrators appeared to have good rapport with each other but not with the

teachers, paraprofessionals or community. They both spoke negatively about some aspect of the three mentioned components of the school. The principal stated that the teachers only presented the lesson instead of really trying to teach the pupils. She also blamed many of the problems, including low achievement, on the Region Board of Education. She stated, "The Region Board does not support the local schools." She also said that the community does not support the school nor does it involve itself with the school.

The principal has been at this school for four years, and the assistant principal has been there for two years. The principal was upset because she felt this school should have been included in the desegregation order in 1976. She feels the pupils are in an "academic rut" (her term), because of the environment in which they live. She states that the schools can't do much because the home teachings and ways conflict with the teachings and ways of the school. The principal said that she and her assistant have repeatedly made attempts to get the parents involved in school activities. All of their efforts have been futile ones. The assistant principal at no time disagreed with the principal; the assistant really acted as if everything in the school was operating smoothly. As he walked with the research team to the car, he said, "The school is a good one and the parents

and community don't give us any flak or pressure." He constantly mentioned that he does not have the community pressure in the city as his buddies do in the suburban schools.

School No. 7

This is a high achieving White-Desegregated Middle School. The Michigan Educational Assessment Program (MEAP) for this school is 55.4. According to the Iowa Test of Basic Skills, seventy-seven percent of the students scored average or above. The characteristics of School No. 7 are:

<u>School Characteristics</u>	<u>School</u>	<u>City (Elementary)</u>
Number of Pupils Enrolled	434	52,060
Number of Educational Staff Members	20	2,311
Minority-Group Pupils	55%	81%
Minority-Group Educational Staff	50%	57%
Average Class Size	26	31
Average Pupil Attendance	92%	84%

School No. 7 is located in an area that is approximately eighty percent white. Most of the fathers in this community are skilled craftsmen, policemen or firefighters. A very few of them are college graduates. However, most of the black parents who live in this community are college graduates. A few of the whites who were interviewed stated they would leave the city, but it would end their opportunities because they were either Board of Education employees or city employees. One father stated, "I would move out, because now it

is dangerous for my wife and daughters to stroll through the streets after dusk." Another white parent complained, "The neighborhood has become so dangerous my husband had to buy a guard dog to protect us; years ago you could walk the streets any time at night without being afraid, but not now!"

This school is located in the northeastern part of the city. The community is a well kept one, and the homes are modest. Approximately fifty-percent of them are framehouses (wooden). One would state that this is a low-middle neighborhood with deeply entrenched ethnic values.

The school is relatively modern with an up-to-date library with current magazines, a well supplied science room, and a media-center with interesting equipment. The media center was donated to the school as a result of bake sales and garage sales by the parents.

The inside of the school was extremely clean, and neatly decorated with bulletin boards. The halls and rooms appeared to be freshly painted. This is the only school of the sampled schools that had a white janitor.

The office personnel was quite professional, and on the second visit had the room numbers where we were to contact the teachers and administer the questionnaires to the pupils.

The basic curriculum of the school was spiced with

many extras. School No. 7 had a science club, mechanics club, photography club, future teachers club, modeling club, a sewing club and a music club. All clubs meet on designated days from 2:00 to 3:00. This is possible because most middle schools in the system that are involved in busing end their school day at 2:00 rather than 3:00. This early dismissal is done to free the buses so the elementary students can be driven to their neighborhoods at 3:00.

The principal of this school is a middle aged slightly grey-headed white male; the assistant principal is a black male approximately sixty-years old. The principal explained to the research team that this is a middle class community with close ties with active and cohesive block clubs and other community organizations. He explained that the community, a few years ago, formed vigilante groups to combat vandalism and burglary. The principal also stated that the parents of the community fought vigorously to stop busing. He, along with other interviewed parents, stated he was not against desegregation; he was simply against busing. He stated that parents at parent-teacher conferences felt that schools were an integral part of a community and should be populated by children of that community.

The principal has been assigned to this school since 1974. The assistant principal has been an administrator

at School No. 7 since 1971. He and the principal appear to work well together; the assistant principal's personality is the kind that does not shake the boat. He stated that all he does is what the principal outlines for him.

The principal resides in Farmington, a nearby suburb, and is bitter because he cannot receive a promotion unless he moves back into the city. The Board of Education members voted to approve a policy that prohibits promotions of employees who reside outside the city. The principal stated, "I see this as a policy that impedes the academic progress of the system because it limits the board with its choice to put the most capable individuals in key positions."

The principal stated that the parents of the community are quite involved in the school, and they were even more active before desegregation orders. Again he emphasized that they (parents) are not angry because of desegregation, but because of busing. He, however, stated that the parents supported the efforts of both black and white pupils. He also stated that there has been a slight increase in negative behavior. He mentioned gambling, skipping class, smoking and cursing as the major infractions that have increased.

The professional staff members appear to get along well with the administration and the community. All

the staff members appear to have at least eight years of teaching experience. Of the twenty teachers in the school, the youngest appears to be thirty years of age. Three teachers at the school preferred not to complete the teacher's questionnaire; two of them did not want their pupils to be administered the questionnaire. The principal left it to the teacher's discretion as to whether they or their class should complete the questionnaires. The staff, school and the community are quite traditional and conservative. Everyone approached by the research team had to be told, and in some cases convinced, that this study was not radical and strict anonymity would be adhered to. Only after being assured of this would they cooperate. Also the black staff members at this school were very conservative and shared the opinions and views of the white staff members.



School No. 8

School No. 8 is also a high achieving White-Desegregated middle school. The MEAP score for this school is 53.3; according to the Iowa Test of Basic Skills, seventy-two percent of the students scored average or above. The characteristics of School No. 8 are:

<u>School Characteristics</u>	<u>School</u>	<u>City (Middle)</u>
Number of Pupils Enrolled	674	52,060
Number of Educational Staff Members	28	2,315
Minority-Group Pupils	60%	81%
Minority-Group Educational Staff	41%	57%
Average Class Size	33	31
Average Pupil Attendance	92%	84%

Because there were only a few predominant White middle schools in this system in 1976, there are only a few White-Desegregated middle schools following the court-order in 1976. This made it very difficult to find a low-achieving White-Desegregated middle school; in fact, we were unable to find one. We, therefore, sought to find one with a large majority of black pupils as a result of busing and blacks moving into the community. The research team also discovered that white parents allow their children to attend desegregated elementary school, but enroll their children, especially girls, in private and parochial schools when they reach

middle and high school level.

School No. 8 is located in a transitory community in the northeast part of the city; the transition is that whites are steadily moving out and blacks are rapidly moving in. The community is located on the fringe of the city, and does not have many of the problems that the inner city has.

Most of the residents in the community are either professional or they are skilled craftsmen. This is true for the black residents who are moving in as well as the white residents who are moving out. Interviews with some middle age whites revealed that they were not moving out regardless of who moved in. These white residents were adamant about remaining in the community, keeping up their property, and protecting their property from vandalism and burglaries.

The school is not a new one; it must have been built between 1950 and 1955. However, it has many modern features. The rooms are equipped with movable tables and brightly colored chairs. The science room is complete with apparatus and materials to do a number of experiments in science; the library is spacious and has a good supply of current magazines.

The curriculum is not laced with a lot of extras. The only supplementary academic clubs in the school are science and mathematics. According to the teachers,

there is not enough time to deal with a lot of extra clubs when the academic areas are properly covered in the basic curriculum.

Seventeen of the twenty-eight teachers are black. The rapport between the black and white is excellent; besides planning the school work together and team teaching (reading and math), they often socialize together. Some of the teachers explained that the parents in the community were interested and participated in school activities. Some of the older teachers (mostly white) said that the level of academic achievement is about the same now as it was prior to court-ordered desegregation. The behavior problems, according to these teachers, are more frequent or severe than they were prior to 1976. Most of the interviewed teachers stated "We have some good pupils, parents and a good school."

The principal is a black male approximately fifty-five years of age; the assistant principal is young white female between the ages of thirty-thirty-five. Each administrator is responsible for a certain number of teachers; they split the staff in half. Their duties concerning academic achievement consist of checking lesson plans, observing teachers, helping design remedial programs in reading and math for slow achievers and meeting periodically by grade level to assess the overall academic progress of the pupils.

The principal explained that the community is not exactly affluent, but neither do they have welfare or A.D.C. cases. Both administrators felt that they got good cooperation from the community, and that the pupils do well academically because the parents demand that they get their lessons.

The principal was given this assignment in 1976. He stated that not many parents moved because of court-ordered desegregation, but some left because they retired and moved South or to the Upper Peninsula. He stated, "They moved to get away from the hustle and bustle of the city, rather than away from a desegregated community or school." He said that he was only aware of two families who sent their children to private schools; this is contrary to what interviews in the community revealed. The white pupil population in the school appeared to be approximately seventy-five percent male.

School No. 9

School No. 9 is a high achieving Black-Desegregated middle school. The score on the Michigan Educational Assessment Program for pupils achieving between seventy-five percent and one hundred percent of the objectives is 49.7. According to the Iowa Test of Basic Skills, seventy-four percent of the pupils scored average or above. The identifying characteristics of School No. 9 are:

<u>School Characteristics</u>	<u>School</u>	<u>City (Middle)</u>
Number of Pupils Enrolled	260	52,060
Number of Educational Staff Members	12	2,315
Minority-Group Pupils	65	81%
Minority-Group Educational Staff	55%	57%
Average Class Size	33	31
Average Pupil Attendance	82%	84%

School No. 9 is located in the southwestern part of the city. It is surrounded by three small low-income suburbs. Most of the residents in the area are laborers for the Ford Motor Company's River Rouge plant. The homes in this community are rather old frame (wooden) homes. The residents, however, attempt to keep their houses painted, their lawns mowed, and their alleys free of rubbish. This was observed as the research team rode

through the community.

The basic central curriculum was supplemented by a multi-level math club, multi-level reading club, and multi-level science club. The members in these clubs, who are mostly high achievers, help the slower achieving students. School No. 9 also has a club called the "High Achievers." To become a member or eligible to join, a pupil must have two consecutive grading periods where all grades in all subjects must be "B" or better. If a pupil makes a "C" two consecutive grading periods, he is dropped until he/she qualifies again. The pupils in this school were very grade conscious, and were the most attentive to the researcher's teams instructions for completing the questionnaire.

The school, like the community, is quite antiquated. Even with a progressive type of educational program, the office and the classrooms are traditional in nature. Approximately thirty-four desks fill each room; the science room, library, auditorium and careteria are very drab in their color scheme. Except for brightly decorated and informative bulletin boards, the entire school is gloomy.

The staff is approximately fifty percent white and fifty percent black. They appear to get along well with the administration; they also speak highly of the community in terms of encouraging the pupils to learn.

The teachers, however, feel that the parents do not participate or support other school functions. Quite a few teachers said, "The only time most parents come out is when their children are in trouble -- academically or behavior-wise." Even with that type of parental participation, the parents view of the school is positive according to the parents.

The teachers also stated that the white and Chaldean pupils who are bused in had a positive impact on the school. They said the black students became more competitive academically when the bused students entered School No. 9. According to the teachers, the busing out of some black students also "busted" up some little "pal groups" that had a negative effect or impact on the school. For this reason and other reasons, most of the teachers view busing as good.

The principal is a white male and the assistant principal is a black male. They both act quite proud of their school, staff and community; this school outscored the surrounding middle schools in Melvindale, Ecorse, Lincoln Park and River Rouge. The principal proudly echoed this throughout the interview.

The assistant principal appeared to be the more powerful of the two; he also designated himself as the administrator who handled parent conferences especially if it was of a negative nature. The principal seemed

to be an ambitious person who wanted a job at the regional or central level. Throughout the interview, he often stated, "If I were at the region, I could design a program whereby all the kids in this region would pass the MEAP. These kids (in this region) are not dumb and with the proper leadership could compete with suburban kids." He also emphasized that he resided in the city (this makes him eligible for promotions), and he found it most enjoyable. He projected and advertised himself much more often than he did the pupils or school. He, nonetheless, complimented his staff and the community as being very cooperative with him and his assistant. His conversation also implied that he "singularly" or "individually" is responsible for the pupils' achievement.



School No. 10

School No. 10 was selected as a low-achieving Black-Desegregated middle school. The MEAP score for this school is 25.9, and according to the ITBS, thirty-six percent of the pupils scored average or above.

The characteristics of School No. 10 are:

<u>School Characteristics</u>	<u>School</u>	<u>City (Middle)</u>
Number of Pupils Enrolled	794	52,060
Number of Educational Staff Members	40	2,315
Minority-Group Pupils	72%	81%
Minority-Group Educational Staff	72%	57%
Average Class Size	28	31
Average Pupil Attendance	80%	84%

School No. 10 is quite close to School No. 4 in its location. Like School No. 4, it is located in the southwestern part of the city. This is a medium low-income community, most of the residents are blue collar factory workers.

The homes in this community are quite old and most of them are frame homes. The houses are not as well cared for as they should be, and many of the yards and alleys are littered with trash.

The curriculum of this school was not supplemented by any kind of academic or interest clubs for the

students. The teachers and administration did not express any interest in academic clubs when it was mentioned by the research team.

School No. 10 is approximately twenty years old; however, it appeared to be modern once you entered it. The halls and rooms were brightly painted, and the bulletin boards in the halls were colorful and informative. The inside of the building was very clean; this contrasted to the outside which was littered with paper and trash.

The teachers who were interviewed by the research team appeared to have very little knowledge about what their fellow colleagues were doing academically. They also seemed to be indifferent toward the administration and the community. They did state that they were interested in the academic achievements of the students, but felt they could not do any more than they were doing to increase the pupils' learning. The teachers were relatively young, approximately thirty years old, but they did not seem to be enthused about teaching. Three of the interviewed teachers stated they were seeking employment in other areas.

The principal had held this current position for seven years. When asked about the effectiveness of his teachers, he replied, "They teach the lessons, but they cannot make the pupils learn." When asked why the pupils fail to learn, he answered, "They just do not seem

interested in school work."

The assistant principal praised the work and ability of the principal although this is one of the lowest achieving Black-Desegregated middle schools in the system. He felt, as did the principal, that the teaching staff was putting forth a good effort. During the course of the conversation, the assistant principal implied that the pupils were not ambitious because their parents are only factory workers. He stated that this had a big impact on the achievement level of the school.

With Title I and Article III funds, the school had a Mathematics Laboratory and a Reading Laboratory. Both labs were equipped with remedial material to work with pupils who were a year behind in academic achievement. There were also fifteen paraprofessionals hired under both of the compensatory educational programs. An interview with several of the paraprofessionals revealed that the teachers really did not care whether the pupils learned or not. They stated, "That they (teachers) beat the kids leaving school at dismissal time. They (teachers) only care about their paychecks and their cars."

The conclusion by the writer is that the lack of interest on the staff's part best describes this situation. The teachers and administrators appear to be extremely nonchalant about the academic achievement of the pupils. It was also apparent that the professionals though very

little of the community and did not attempt to involve the parents in any school activities. Also apparent was that there were very few, if any, extra curricular activities sponsored by the school for the pupils.

School No. 11

School No. 11 was selected as a high-achieving Black-Black middle school. School No. 11 scored 53.3 on the MEAP and according to the ITBS, seventy-two percent of its pupils scored average or above.

The characteristics of School No. 11 are:

<u>School Characteristics</u>	<u>School</u>	<u>City (Middle</u>
Number of Pupils Enrolled	475	52,060
Number of Educational Staff Members	21	2,315
Minority-Group Pupils	98%	81%
Minority-Group Educational Staff	75%	57%
Average Class Size	32	31
Average Pupil Attendance	88%	84%

School No. 11 is located in the middle of the lower east side of the city. It is surrounded by very old houses and apartments on the east side, but on the west side of the school a modern low-income housing complex is being constructed.

The parents in the community are quite active as a unit in fighting crime and in protecting the school. They have organized a block-club that alerts each other and the police when homes or the school are being burglarized or vandalized. Interviews of parents in the community revealed that there is a lot of respect for

the school; they feel that the school does a lot of extras for their children. Federal funds have allowed the school to set-up after school enrichment programs three days a week. Every Monday, Wednesday and Thursday, 3:00 p.m. - 6:30 p.m., the pupils in School No. 11 can engage themselves in sewing, baking, modeling, basketball, table tennis, regular tennis (seasonal) and arts and crafts. These extra curricular activities apparently generated the parents' interest in the regular school activities. They speak quite positively about the school system, teachers, paraprofessionals and administrators.

The regular school curriculum is supplemented by academic clubs and organizations. School No. 11 has a math club, higher achievement club, science club and a reading club. The teachers who direct these various organizations, volunteer one of their coordinating periods and meet with these pupils once a week. The higher achievers club along with a few other pupils also are taught Spanish three days a week.

The school is an old three story traditional school building. From the outside, the school is cold and dead looking, but the inside is conservatively painted. The cafeteria, auditorium, gymnasium, office and library were renovated recently by the Board of Education. Curtains and a microphone system for the auditorium were

purchased by the pupils and parents through a candy and potato chip sale. Surprisingly, for an inner-city school, the corridors and bathrooms were relatively free of graffiti. The corridors also had informative bulletin boards, and two information boards that told the pupils of various events for the week. The floors, rooms, and steps were extremely clean and free of trash and paper.

The teachers and paraprofessionals express a strong like for the pupils and parents. The teachers said that the parents fully cooperated with the school and all of its activities. When parents are needed to serve as chaperones on trips or at school dances or sporting events, the parents eagerly volunteer. A number of interviews revealed that the parents supported and made certain that the pupils did their homework.

The paraprofessionals, all of whom lived in the community and many of whom had children enrolled in School No. 11, stated that the pupils knew that their parents wanted them to learn. According to the paraprofessionals, the parents' interest and their involvement in the school kept pupils' negative behavior to a minimum. They stated, "Only a very few of the parents don't care what their children do or what happens to them." The thirteen member community council of the school also have neighborhood meetings in addition to their regular monthly school meetings. In their neighborhood meetings, they

discuss certain children and their behavior, and if that particular parent is not present, she is visited by the council. Twice a year the parents, along with their children, are invited to a pot-luck dinner. According to the teachers and paraprofessionals, this is done to improve the relationship between the community and school.

The principal is a middle-aged white female and the assistant principal is a relatively young black male. They were very cautious about what they said concerning the school. They were also very skeptical about the questionnaires, and three visits were necessary before the principal consented for them to be given. The teachers who took the questionnaire had to meet with the principal prior to taking it. One of the original five decided not to take it; she was replaced by a younger teacher. The teachers who completed the questionnaire refused to discuss their conference with the principal; they simply stated, "We will complete the questionnaire as unbiasedly and as honestly as we can."

The principal and her assistant constantly walked and monitored the halls and bathroom. They met monthly by grade level with the teachers to discuss the School Achievement Plan and the pupils' progress. Each teacher is required to give a month-end test in each subject and report the results to the department head. If



this evaluation reveals poor achieving pupils, these pupils are sent to classes of remediation in that or those particular subjects. The principal also has arranged sessions where the higher achieving pupils tutor the lower achieving pupils.

The principal also speaks highly of the parents. She readily welcomes and is very receptive to the parents. She had to be assured that the questionnaires would not reveal anything damaging to the parents or students. The atmosphere of School No. 11 appears to be that of another little school system within this big school system.

School No. 12

This school was chosen as a low achieving Black-Black middle school. According to the ITBS, only twenty-five percent of the pupils scored average or above. The MEAP score for School No. 12 is 17.7. This school is one of the worst achieving middle schools in the system, and, perhaps, one of the worst achieving in the state of Michigan.

The following chart shows the characteristics of School No. 12.

<u>School Characteristics</u>	<u>School</u>	<u>City (Middle)</u>
Number of Pupils Enrolled	1,407	52,060
Number of Educational Staff Members	58	2,315
Minority-Group Pupils	99%	81%
Minority-Group Educational Staff	71%	57%
Average Class Size	31	31
Average Pupil Attendance	75%	84%

School No. 12, as is School No. 5, is located on the lower east side of the city. The achievement level of the school in this region is among the lowest in the school system. This school is approximately a ten minute ride from School No. 5, which is a high achieving Black-Black elementary school. However, the atmosphere of the two schools is as different as a suburban school

and an inner city school even though they both have approximately the same SES level. Nearly eighty-five percent of the residents in this community receive some type of social welfare assistance -- mostly Aid to Dependent Children (A.D.C.). Only about three to five percent of the residents own their home. The school is surrounded by old dilapidated apartment buildings and homes. Interviews with a few of the law-abiding residents revealed that there are many drug dealers in the community. Interviews also revealed that many of the drug dealers' customers are the students who attend School No. 12.

The school was so chaotic it was very difficult for the research team to actually ascertain what kind of curriculum the school had. From observations and interviews, the research team concluded that some of the staff members attempted to execute the basic curriculum of the school system. There were no academic clubs or social organizations in the school.

The school is a very old building that has been vandalized inside as well as outside. Many of the windows and the glass sections of the doors were covered with boards. The school yard as well as the community were littered with paper, garbage, wine and liquor bottles. The inside of the school was also littered with paper; the doors and corridors were covered with written names

of various eastside gangs. As the research team wandered around the building, it was noticed that many of the doors were illegally locked with chains. Because of past problems, all of the middle schools and high schools in the system have guards that patrol the halls in the schools. School No. 12, however, has two guards who constantly walk the halls.

The teachers appeared indifferent to the many problems of the school. When the research team entered the school, the smell of marijuana was extremely heavy. The research team asked a few of the teachers about marijuana smoking in the school. The consensus reply was, "I wish that was the worst of our problems," or, "If that was the worst thing that they did, we wouldn't have a problem."

At this school the two classes were administered the questionnaire in the library. Even with the teachers present it was nearly impossible to maintain the necessary order and behavior to administer the questionnaire.

The teachers appear to have given up on the pupils and blame the parents, school administrators, regional and central board of educators. They (teachers) stated, "Because most of the students are under sixteen years of age, they (administrators at all levels) will not allow charges to be made or pressed against a pupil no matter how serious a criminal act is." According to some of the teachers, attempted rape and rape have been

"swept under the rug."

The thirty-seven paraprofessionals feel that the sad state of the school and low achieving levels of the students can be attributed to the teachers and administrators. The paraprofessionals say that the teachers and administrators are afraid of the pupils, because they feel the pupils are like a pack of animals. They also said that most of the high achievers from the feeder elementary school elect to attend other middle schools rather than attend School No. 12. They also stated that most of the good students who do attend School No. 12 are influenced by the many bad students and do not achieve because they are afraid.

The principal is a black female with a white and a black assistant principal. Talks with her confirmed that she is in charge of the curriculum aspect of the school while her assistants are in charge of the discipline aspect of the school. She emphasized this by saying that if her region had been involved in busing that many of the schools in this region, including her own, would not be swamped with problems. She also stated that many attempts and appeals to the parents to try and solve the academic and behavior problems of the school were thwarted; parents in the community, according to her, simply will not participate in school activities.

From observations, it was difficult to determine what type of rapport existed between the principal and her assistants. Their most obvious commonality was blaming higher level administrators for not assisting in eradicating the problems of the school. For discipline purposes, the school was split so each assistant principal could monitor certain sections of the school.

There were no talks of plans to overcome the academic achievement problems of the school by either the principal or her assistants. The black assistant stated, when he was alone with the research team, that it was impossible to install any kind of viable academic organizations within the school in its present situation. He stated that there are many cases of extortion in the school; nearly all of the males in the school gamble all day; girls must go to the lavatory in groups for fear of being harrassed or attacked, and the teachers are afraid to enforce any rules and regulations of the school.

## CHAPTER IV

### PROCEDURES AND METHODOLOGY

This study was designed to analyze the differences in school normative academic climate for a sample of desegregated and predominantly black elementary and middle schools. Two groups of schools within the sample are very similar in racial composition and achievement levels. This study scrutinizes certain social psychological and social structural indices of the schools within this sample. Supporting this study is the literature of many noted sociologists (see review of literature in Chapter II) stating that there is a high degree of relationship between the level of school achievement and the school social normative achievement climate. Another factor supporting this study is that if educators controlled or designed a conducive climate for learning (positive school social academic climate) in schools, we could estimate with a certain degree of accuracy the general level of achievement of those schools.

#### Achievement Index

The standardized index of achievement, used for the selection of schools for this current study, is the Iowa Test of Basic Skills (ITBS) and the Michigan Educational Assessment Program (MEAP). The achievement

is a composite score of three separate achievement tests; they are Reading Comprehension, Mathematics Concepts, and Mathematical Problem Solving.

The Iowa Test of Basic Skills is administered every April to students who are in the third through the seventh grade; the MEAP is administered every October.

The Reading Comprehension Tests of the Iowa Test of Basic Skills measure attainment of the overall goal of comprehending what is read by including test items in four major skill classifications:

Details: to recognize and understand stated or implied factual details and relationships

Purpose: to discern the main purpose or main idea of a paragraph or selection

Organization: to organize ideas, recognizing common elements or sequences of events

Evaluation: to evaluate what is read, recognizing viewpoints and possible generalizations

The Mathematics Concepts Tests of the Iowa Tests of Basic Skills include items appropriate for different grades, designed to measure understanding of quantitative concepts in eleven classifications:

Currency	Measurement
Decimals	Numeration/Number System
Equations, Inequalities and Number Sentences	Percents, Meaning and Use



Fractions

Ratio and Proportion

Geometry

Sets

Whole Numbers

The Mathematics Problem Solving Tests measure competence in problem solving skills by presenting the pupils with challenging and practical problems in situations that they might experience in every day living. The major skill classifications for these test questions are similar to those for the concepts tests. They are:

Currency

Measurement

Decimals

Percents

Fractions

Ratio and Proportions

Geometry

Whole Numbers

This study attempted to include the socio-economic status of the selected pupils, but it was impossible to ascertain because of the pattern of busing. Certain schools that were located in poverty stricken neighborhoods had a number of students from middle class families being bused in, and certain schools located in middle class neighborhoods had poverty stricken students enrolled in them. These two factors made it extremely difficult to ascertain the economic status of the school. However, in Chapter III, case studies give descriptive details about the physical plant of the school, a generalization of the staff, the type of community, and a general view of the kind of pupils in

each school.

Another factor that stymied the inclusion of the economic level of the pupils in this study was the school administration. Nine of the twelve administrators interviewed in this study had strong reservations about releasing socio-economic information about the pupils in their schools. Four administrators made reference to the confusion caused by the socio-status informational section of the MEAP before it was extracted from the survey in 1973.

#### Racial Composition

The school racial composition information (percentage of black/white pupil enrollment) was supplied by the Department of Research and Evaluation, Division of Educational Services, Detroit Public Schools. The criteria for designating a school as White-Deseg, Black-Deseg, or Black-Black depended on the racial composition of the school before January 1976, and whether white students are bused in or whether black students are bused in. Table 2 details the racial composition of the schools.

#### Sample

The sample for this current investigation consists of six elementary and six middle schools located throughout the eight regions in the Detroit Public Schools. As previously stated, this sample was non-randomly selected

TABLE 2  
 CHARACTERISTICS OF SCHOOLS SELECTED FOR STUDY:  
 TYPE OF SCHOOL, ACHIEVEMENT LEVEL,  
 % OF BLACK PUPILS, % OF BLACK TEACHERS

School	Type of School		Achievement Level*	% Black Students	% Black Teachers	Enrollment
01	White-Deseg Elem.	Higher	61.1% 82%	65%	50%	715
02	White-Deseg Elem.	Higher	53.4% 74%	57%	42%	500
03	Black-Deseg Elem.	Higher	49.4% 71%	53%	42%	635
04	Black-Deseg Elem.	Lower	26.3% 56%	64%	58%	592
05	Black-Black Elem.	Higher	55.1% 81%	99%	60%	527
06	Black-Black Elem.	Lower	19.8% 32%	100%	66%	685
07	White-Deseg Middle	Higher	55.4% 77%	55%	50%	434
08	White-Deseg Middle	Higher	53.3% 72%	60%	41%	674
09	Black-Deseg Middle	Higher	49.7% 74%	68%	40%	260
10	Black-Deseg Middle	Lower	25.9% 36%	72%	72%	794
11	Black-Black Middle	Higher	53.3% 61%	100%	64%	659
12	Black-Black Middle	Lower	17.7% 25%	99%	71%	1407

\*Top number is MEAP score  
 Bottom number is ITBS score

on the basis of achievement within three strata. These strata are: White-Desegregated Schools (White-Deseg. - white pupils bused out and black pupils bused in), Black-Desegregated Schools (Black-Deseg - black pupils bused out and white pupils bused in), and Black-Black Schools (Black-Black - predominantly or totally black schools that are not involved in busing).

The achievement levels of each pair of similar schools were dichotomized into high and low achieving schools. The schools in which sixty percent or more of the pupils scored grade level or better on the Iowa Test of Basic Skills (ITBS) were classified as higher achieving schools. The schools in which forty-five percent or more of the pupils mastered between 75-100 percent of the objectives on the Michigan Educational Assessment Program (MEAP were classified as higher achieving schools). In this study the classification levels for higher achieving and lower achieving schools are the same as those employed by the school system to classify schools as "high needs" schools or "low needs" schools. A "high needs" school is a lower achieving school whose needs are high and/or many; a "low needs" school is a higher achieving school whose needs are relatively low and/or few.

Thirty-two pupils from each school were given questionnaires to complete. A number of the classes

selected for this study was split sections (multi-grade level classrooms).

Sixty teachers were interviewed as to whether they would answer the questions on the questionnaire honestly without fear of reprisals. The teachers were given the assurance that their individual responses would be confidential, and would not be exposed to the administration. The racial composition of the teachers was thirty white and thirty black teachers. All the teachers selected in this study had to be hired in the Detroit Public Schools prior to 1976.

Principals were interviewed, but because of their fragile responses based on what appeared to be fear, the investigator chose not to issue them questionnaires. During the interview, the principals appeared to evade certain questions and would not make commitments to answer all questions on the questionnaire unbiasedly.

### Instrumentation

The instruments used for this current investigation and analysis consisted of two separate, but interrelated, questionnaires. One questionnaire was given to each student, and one questionnaire was given to each teacher. These questionnaires were the ones originally designed by Wilbur B. Brookover for use in the study of school social climate. These two sets of questionnaires are

interrelated because both sets contain similar questions designed to elicit attitudes, beliefs, perceptions of attitudes, and beliefs of sampled individuals. The original instruments were used and pre-tested in similar studies which resulted in the elimination or the restating of certain questions in which respondents experienced difficulties in understanding or intended meaning. These two questionnaires are reproduced in Appendices A and B.

#### Data Collection

The students were administered the questionnaire in classroom by the research team. The questionnaire, in many instances, was read and explained to the students, depending on their level of achievement and level of comprehension. The teacher was asked to leave the classroom while the questionnaire was being administered to the pupils; this insured the anonymity of the responses of the pupils.

The teacher questionnaire was totally self-administered; they completed their questionnaires in another room while the research team administered the pupil questionnaire. The selected teachers within each school were given permission to confer with each other concerning certain questions that were on the questionnaire. They, however, were asked not to discuss the questionnaire with the principal before completing it.

The research was assisted by Dr. Earl Harvey and Earl Price. Both have extensive experience in the Detroit Public School System. The years of experience in the school system afforded the investigator and the other research members the luxury of knowing a little about the customs of the investigated schools.

### Analysis of Data

Two way cross-tabulation and analysis of variance was used to analyze the collected data. A chi-square analysis of contingency table was employed for the purpose of the relationship between certain individual attitudes and perceptions of teachers measured by their responses on the questionnaire and the race of the teacher as well as the race of the students.

The T-Test was employed in the analysis of certain data to analyze the differences between the responses of black teachers and white teachers and their perceptions of black and white students.

In most cases, each individual question of the questionnaire was analyzed; however, in certain cases, clusters of questions were examined. Clusters were formed, because in some questions and hypotheses a number of related questions was needed to arrive at a single conclusion.

Chapter IV has presented the organization of the

study and the research procedures that were used. Chapter V presents a discussion and an examination of the collected data.



## CHAPTER V

### ANALYSIS OF DATA

#### Review of the Problem

Usually in every geographical region in America, predominantly white schools achieve at a higher academic level than do predominantly black schools. In the past, concerned educators and legislators felt that the physical conditions of the black schools and the lack of teaching materials were the cause of such low academic achievement among predominantly black schools. The compensatory education programs, which began in the 1960's eliminated many of the physical inequities that existed among the three types of researched schools. Parity in academic achievement, however, was not accomplished. Thought was given to the differences in the educational training of white teachers and black teachers. To combat this, federal funds were granted to establish workshops to upgrade black teachers in many predominantly black school systems; this again did not result in establishing academic parity among the three types of schools researched. The failure of the above efforts led many educational sociologists to examine the social academic climate of the schools. Studies by educational pioneer,

Wilbur Brookover (Chapter 11), discovered that the social academic climate of the school was an important variable in the learning process of students. The attitudes, perceptions and expectations of teachers, administrators and parents comprising the school social academic climate were found to have a great impact on the level of academic achievement within the school.

The following pages analyze the school social academic climate and its relationship to other variables that affect academic achievement of pupils.

There are nine hypotheses in the cluster that deal with instructional grouping. Hypotheses II, VIII and IX were not rejected. These hypotheses indicate there is no significant relationship between certain variables within the school normative climate and instructional grouping. The findings of these hypotheses indicate that instructional grouping may be occurring on the basis of some variables other than the ones within the school normative climate.

Hypotheses III, IV, V, VI and VII were rejected; these results indicate there is a significant relationship between some variables within the school normative climate and the instructional grouping of pupils.

The following is a table that shows the relation of grouping to other variables.

TABLE 3  
RELATION OF GROUPING TYPES TO  
OTHER VARIABLES

Variables	X <sup>2</sup>	DF	Probability	Accepted or Rejected
Achievement Level of School	5.53	3	.1364	Accepted
Race of Teachers	.66	2	.7160	Accepted
Type of School	29.19	15	.0152	Rejected

Teachers' perceptions are an important component of the school normative climate. The finding for teachers' perceptions in this study reveal that it is the nature of the school that relates to teachers' perceptions of parents and not the race of the teacher.

In this study, teacher perceptions of parents were examined by five components of the school normative climate. Those components are:

1. Parental concern for quality education
2. Parental expectations of their children
3. Parental concern about their children getting low grades
4. Parents wanting feedback on their children
5. Teacher perceptions of their primary responsibility to their children

The above clusters of teachers' perceptions were examined by three variables: 1) race of the teachers,

2) achievement level of the school, and 3) the type of school. The findings in this study show that in no instance did race make a difference in the teachers' perceptions of parents. The only significant difference in black and white teachers' perceptions occurred in their perceptions of their primary educational responsibility to their pupils.

The following set of tables will show the relations of teachers' perceptions to other variables.

TABLE 4  
RELATION OF TEACHERS' PERCEPTION OF  
PARENT CONCERN FOR QUALITY EDUCATION  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Type of School	67.63	20	.0000	Rejected
Race of Teachers	6.10	3	.1916	Accepted
Achievement Level of Teachers	9.76	4	.0446	Rejected

TABLE 5

RELATION OF TEACHERS' PERCEPTION OF  
PARENT EXPECTATIONS FOR THEIR CHILDREN  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Type of School	57.17	15	.0000	Rejected
Race of Teachers	.69	3	.8742	Accepted
Achievement Level of School	8.84	3	.0451	Rejected

TABLE 6

RELATION OF TEACHERS' PERCEPTIONS OF  
PARENT CONCERN FOR THEIR CHILDREN  
GETTING LOW GRADES  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Type of School	70.84	20	.0000	Rejected
Race of Teachers	.79	4	.9393	Accepted
Achievement Level of School	12.46	4	.0142	Rejected

TABLE 7

RELATION OF TEACHERS' PERCEPTIONS OF  
PARENTS WANTING FEEDBACK ON THEIR CHILDREN  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Type of School	71.25	15	.0000	Rejected
Race of Teachers	.36	3	.9466	Accepted
Achievement Level of School	8.22	3	.0416	Rejected

TABLE 8

RELATION OF TEACHERS' PERCEPTIONS OF  
THEIR PRIMARY RESPONSIBILITY TO  
THEIR PUPILS TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Type of School	31.74	10	.0004	Rejected
Race of Teachers	.35	2	.0835	Rejected
Achievement Level of School	13.46	4	.0186	Rejected

The findings in this study indicate that it would be reasonably safe to assume that desegregated schools would have more positive effects on black students academically. The data in the above tables show that

the type of school and the achievement level of the school are important variables in determining the teachers' perceptions of parents rather than the race of the teachers.

Another important aspect of the school normative climate is the student perceptions of the school academic norm.

The findings in this study suggest that "schools do make a difference" in how students perceive themselves and their classmates academically. The following set of tables show that black and white students in desegregated schools display similar perceptions, and that it is the social psychological climate of the school that dictate these perceptions rather than the students' race.

TABLE 9  
RELATION OF STUDENTS CARING ABOUT  
BAD GRADES TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Type of School	148.43	4	.0000	Rejected
Race of Teachers	13.57	4	.0088	Rejected
Achievement Level of School	79.17	20	.0000	Rejected

TABLE 10

RELATION OF STUDENTS' PERCEPTIONS OF PEERS  
TO DO WELL IN SCHOOL TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Achievement Level of School	182.52	4	.0001	Rejected
Race of Students	22.03	4	.0002	Rejected
Type of School	85.40	20	.0000	Rejected
Students in Desegregated Schools				
(white)	21.41	10	.0446	Rejected
(black)	22.62	10	.0371	Rejected

TABLE 11

RELATION OF STUDENTS' PERCEPTIONS OF  
PEERS STUDYING EXCESSIVELY  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Achievement Level of School	139.20	4	.0000	Rejected
Race of Students	21.49	4	.0003	Rejected
Type of School	72.08	20	.0000	Rejected
Students in Desegregated Schools				
(white)	22.13	10	.0463	Rejected
(black)	29.62	10	.0076	Rejected



TABLE 12

RELATION OF STUDENTS WHO TEASE OTHER STUDENTS  
WHO GET GOOD GRADES TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Achievement Level of School	169.47	4	.0000	Rejected
Race of Students	23.67	4	.0001	Rejected
Type of School	83.42	20	.0000	Rejected
Students in Desegregated Schools				
(white)	13.53	8	.0009	Rejected
(black)	17.83	3	.0070	Rejected

The above set of clusters indicate that black students in predominantly black schools perceive themselves and their classmates in a more negative manner than do black or white students in desegregated schools (see tables in appendix). This data rationally substantiate that the social psychological climate is more positive in desegregated schools and affects the students accordingly.

The manner in which students perceive what their parents expect of them academically influence the social psychological climate of the school. The following tables deal with whether the school or the student's race is the greater factor in determining what he feels his parents expect of him academically. The set of tables

are referred to as Students' Perceptions of Parental Academic Expectations.

TABLE 13

RELATION OF STUDENTS' PERCEPTIONS OF  
PARENTS BELIEF IN THE EDUCATIONAL  
ATTAINMENT TO OTHER VARIABLES

Variables	X <sup>2</sup>	DF	Probability	Accepted or Rejected
Achievement Level of School	99.69	4	.0000	Rejected
Race of Students	17.23	4	.0017	Rejected
Type of School	57.03	20	.0000	Rejected
Students in Desegregated Schools				
(white)	19.09	10	.0363	Rejected
(black)	25.16	10	.0141	Rejected

TABLE 14

RELATION OF STUDENTS' PERCEPTIONS OF  
PARENTS EXPECTING THEM TO BE GOOD STUDENTS  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Achievement Level of School	104.35	4	.0000	Rejected
Race of Students	13.48	4	.0019	Rejected
Type of School	59.19	20	.0000	Rejected
Students in Desegregated Schools				
(white)	19.85	10	.0402	Rejected
(black)	37.15	10	.0002	Rejected

TABLE 15

RELATION OF STUDENTS' PERCEPTIONS OF  
PARENTS EXPECTING THEM TO FINISH COLLEGE  
TO OTHER VARIABLES

Variables	$\chi^2$	DF	Probability	Accepted or Rejected
Achievement Level of School	143.43	3	.0000	Rejected
Race of Students	17.24	3	.0006	Rejected
Type of School	86.68	15	.0000	Rejected
Students in Desegregated Schools				
(white)	22.58	9	.0072	Rejected
(black)	32.14	9	.0002	Rejected

The data in the above tables suggest that schools do make a difference in how students perceive what their parents expect of them. This data also indicates that the social psychological climate of desegregated schools may be more important to black students' perceptions of their parents' expectations than to white students. From the findings in the above tables, one can safely assume that the type of school and/or the social psychological climate of the school has a great impact on students' perceptions of their parents.

There are two tables that deal with "sense of futility" of black and white students and the type of school they attend. An analysis of variance was used to examine the responses of the students for these tables.

The following two tables present the data on the sense of futility of black and white students.

TABLE 16

RELATIONSHIP BETWEEN SENSE OF FUTILITY OF  
BLACK STUDENTS AND TYPE OF SCHOOL THEY ATTEND

Source of Variance	Sum or Squares	DF	Mean Square	F
Main Effects	13.638	5	2.728	.001
School	13.638	5	2.728	.001
Explained	13.638	5	2.728	.001
Residual	103.811	243	.427	
Total	117.449	243	.474	

TABLE 17

RELATIONSHIP BETWEEN SENSE OF FUTILITY OF  
WHITE STUDENTS AND TYPE OF SCHOOL THEY ATTEND

Source of Variance	Sum of Squares	DF	Mean Square	F
Main Effects	2.647	5	.529	.150
School	2.647	5	.529	.150
Explained	2.647	5	.529	.150
Residual	41.242	129	.320	
Total	43.889	134	.328	

The data in the above tables indicate that there is no significant relationship between the sense of futility for white students and the type of school they attend. However, the findings indicate there is a significant relationship between sense of futility for black students and the type of school they attend. The tables suggest that the school social psychological climate has a greater impact on black students than it does on white students. These tables substantiate the findings of other variables related to the sense of futility of black students in this study as perceived by the teachers and students. The grouping of students, the students' perceptions of their parents' expectations as well as the expectations of teachers probably aided in instilling the feeling of "no self control" in black students.

Table 18 analyzes the relationship between the

self concept of black students and the type of school they attend.

TABLE 18  
RELATIONSHIP BETWEEN SELF CONCEPT OF  
BLACK STUDENTS AND THE TYPE OF SCHOOL  
THEY ATTEND

Source of Variance	Sum of Squares	DF	Mean Square	F
Main Effects	34.155	5	6.831	.001
School	34.155	5	6.831	.001
Explained	34.155	5	6.831	.001
Residual	292.049	243	1.202	
Total	326.204	248	1.315	

The findings in Table 18 suggest that the self concept of black students is not affected by the type of school they attend. This finding indicates that black students apparently feel positive about themselves regardless of what their school situation is. From these findings, it is reasonably safe to assume that it is the sense of futility of black students that affects their academic achievement progress rather than their self concept in school.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify and compare a number of social-psychological variables in school normative academic climate between high and low achieving court-ordered desegregated schools and predominantly black schools. The specific aim of this research was to identify which of several social-psychological school environmental variables most strongly or accurately indicate achievement or lack of achievement, in high and low achieving desegregated and predominantly black schools.

The underlying theory for the basis of this research is derived from a social-psychological theory determined by Wilbur Brookover and Edsel Erickson (1969), and Brookover, et al. (1977).

1. The individual learns to behave in ways that he perceives are appropriate or proper for him within his environment.
2. Within a certain environment, each individual learns the definitions of appropriate behavior through interaction with others who are important and significant to him.
3. The school social climate encompasses a

composite of variables as defined and perceived by the members of this group. These factors may be broadly conceived as the norms of the social system and expectations held for various members of the group and communicated to members of the group.

Data were collected from a non-random sample composed of the following schools:

1. Two high achieving white-desegregated elementary schools.
2. Two high achieving white-desegregated middle schools.
3. One high achieving and one low achieving black-desegregated elementary schools.
4. One high achieving and one low achieving black-desegregated middle schools.
5. One high achieving and one low achieving black-black elementary schools.
6. One high achieving and one low achieving black-black middle schools.

Each school was selected on the basis of their previous 1976 racial composition as well as their present racial composition; they were also selected on the basis of their mean student achievement as measured by the Michigan Educational Assessment Program (MEAP) and the Iowa Test of Basic Skills (ITBS). Pairs of schools were selected



with similar racial composition, similar types of communities, but with significantly different mean student achievement scores. Because of the paucity of white students in the school system which limited the number of court ordered white-desegregated schools, the researcher was unable to find a low achieving white desegregated elementary or middle school.

The instruments (teacher, student) employed in this research are designed to study certain school social-psychological and school structural variables. This study, however, only examined the social-psychological variables of the questionnaires. Student questionnaires were administered to fourth, fifth, sixth, seventh and eighth graders in each of two classes from the various types of school selected for this study. Thirty-two students were employed from each class. The teacher questionnaires were self-administered by the selected teachers. All participants were requested to answer the questionnaire honestly and accurately without fear of personal exposure. A standardized method of data collection and consequent coding of student questionnaires was done by the research team.

Fifty-five primary hypotheses were formulated for testing in this study: some of which were tested by three factors - (1) type of school, (2) race of teachers or students, (3) achievement level of school. The following

is a list of the hypotheses, their result and the variables by which they were tested.

Hypotheses, Conclusions and  
Findings of Teachers

Cluster I: Racial Composition  
Instructional Grouping

Hypothesis I

There is no significant relationship between preferred racial composition and the race of the teachers in the court-ordered desegregated schools. NOT REJECTED

Hypothesis II

There is no significant relationship between instructional grouping and the level of achievement of the schools. NOT REJECTED

Hypothesis III

There is no significant relationship between instructional grouping of students within their classes and the type of school they attend. REJECTED.

Hypothesis IV

There is no significant relationship between student assignment to classes and their scores on intelligence tests. REJECTED

Hypothesis V

There is no significant relationship between student assignment to classes and teachers' referral to intelligence tests. REJECTED

#### Hypothesis VI

There is no significant relationship between grouping of students within the classroom and the students' scores on intelligence tests. REJECTED

#### Hypothesis VII

There is no significant relationship between the grouping of students within the classroom and the students' scores on intelligence tests. REJECTED

#### Hypothesis VII

There is no significant relationship between the grouping of students within the classroom and the frequency of referral to students on intelligence tests. REJECTED

#### Hypothesis VIII

There is no significant relationship between the importance of students' standardized intelligence tests and race of the teacher. NOT REJECTED

#### Hypothesis IX

There is no significant relationship between the frequency of referral to intelligence test scores of students and the race of the teachers. NOT REJECTED

#### Conclusions for Cluster I

The teachers who taught in the four types of court-ordered desegregated schools - White-Deseg elementary and middle schools, Black Deseg elementary and middle schools - had no preference to teach in an all white or

an all black situation. Based on this finding, one can reasonably assume that this is a positive element of the social psychological climate in the desegregated schools.

The hypotheses that deal with instructional grouping with the exceptions of Hypotheses II, VII and IX were rejected. The hypotheses that deal with the teachers' responses reveal that there is a significant relationship between social psychological variables of the school normative climate and the type of school.

Hypotheses III, IV, V, VI and VIII show that the students were grouped for instructional purposes on the basis of type of school (whether desegregated or predominantly black) and on the basis of intelligence test scores. The students were either assigned to classes based on the above variables or assigned to groups within their classes. These findings tend to cause the writer to feel that the students are still segregated within the desegregated schools, and that the students may be grouped on the basis of something other than the mentioned variables. According to this study, grouping students for instructional purposes was not done on the basis of the achievement level of the school (see Hypothesis II). This finding is a bit contradictory to other findings, especially since some grouping is done on the basis of intelligence test scores. Although the schools

have been lawfully desegregated racially, the hypothesis for this cluster show that some form of segregation exists within the school as well as within the classes. The results of the variables within this cluster allow us to predict that the social psychological climate of the selected schools is not as conducive to learning as it could be for the students.

#### Cluster II: Teachers' Perceptions

Cluster II deals with their perceptions of the students on the basis of the achievement level of the school, the type of school, and the race of the teacher.

#### Hypothesis X

There is no significant relationship between the teachers' perceptions of parental concern for quality education and the type of school. REJECTED

#### Hypothesis XI

There is no significant relationship between teachers' perceptions of parental concern about quality education and the race of the teachers. NOT REJECTED

#### Hypothesis XII

There is no significant relationship between teachers' perceptions of quality education and the achievement level of the school. REJECTED

Hypothesis XIII

There is no significant relationship between the teachers' perceptions of parental expectations for their children to complete college and the type of school.

REJECTED

## Hypothesis XIV

There is no significant relationship between the teachers' perceptions of parental expectations of their children to complete college and the teachers' races.

NOT REJECTED

## Hypothesis XV

There is no significant relationship between the teachers' perceptions of parental expectations of their children to complete college and the teachers' races.

NOT REJECTED

## Hypothesis XVI

There is no significant relationship between the teachers' perceptions of parental concern for their children getting low grades and the type of school attended. REJECTED

## Hypothesis XVII

There is no significant relationship between teachers' perceptions of parental concern for their children getting low grades and the teachers' race.

NOT REJECTED

## Hypothesis XVIII

There is no significant relationship between teachers' perceptions of parents wanting feedback from school on the progress of their children and the achievement level of the school. REJECTED

## Hypothesis XIX

There is significant relationship between teachers' perceptions of parents wanting feedback from school on the progress of their children and the type of school. REJECTED

## Hypothesis XX

There is no significant relationship between teachers' perceptions of parents wanting feedback from school on the progress of their children and the teachers' race. NOT REJECTED

## Hypothesis XXI

There is no significant relationship between teachers' perceptions of parents wanting feedback from school and the achievement level of the school. REJECTED

## Hypothesis XXII

There is no significant relationship between teachers' perceptions of their primary responsibility to students and the type of school in which they teach. REJECTED

## Hypothesis XXIII

There is no significant relationship between teachers' perceptions of their primary responsibility to students and the teachers' race. NOT REJECTED

## Hypothesis XXIV

There is no significant relationship between the teachers' race and opened classrooms. NOT REJECTED

## Hypothesis XXV

There is no significant relationship between the achievement level of the school and opened classrooms. REJECTED

Conclusions for Cluster II

The findings for teachers' perceptions in this study reveal that it is the nature of the school that relates to teachers' perceptions of parents and not the race of the teacher. In no instance did black and white teachers differ in their perceptions of parental expectations and/or concern for their children (see Hypotheses XI, XIV, XVII, XX, XXIII, XXIV). This finding indicates or asserts that black teachers are just as middle class as white; this finding also coincides with other studies that reveal there is a significant lack of difference between professional black people and white people within our society.

The negative responses of teachers' perceptions



occurred either in Black-Black schools or in lower achieving schools. These findings suggest that the social psychological is more positive in White-Deseg and Black-Deseg elementary and middle schools as well as in higher achieving schools. As a result of the findings in this study, it would be reasonably safe to assume that desegregated schools have positive effects on black students academically.

Cluster III: Students'  
Perceptions of School  
Academic Norms

Cluster III looks at the results of the hypothesis of how the students perceive their learning situations. These hypotheses also examine how the students perceive each other's sincerity regarding learning.

Hypothesis XXVI

There is no significant relationship between students caring about getting bad grades and the achievement level of the school. REJECTED

Hypothesis XXVII

There is no significant relationship between caring about getting bad grades and the race of the students. REJECTED

Hypothesis XXVIII

There is no significant relationship between students caring about getting bad grades and the type of school

they attend. REJECTED

Hypothesis XXIX

There is no significant relationship between how students perceive their classmates regarding the importance of doing well in their school and the achievement level of the school. REJECTED

Hypothesis XXX

There is no significant relationship between how students perceive their classmates regarding the importance of doing well in their school work and the students' race. REJECTED

Hypothesis XXXI

There is no significant relationship between how students perceive their classmates regarding the importance of doing well in their school work and their race in desegregated schools. REJECTED

Hypothesis XXXII

There is no significant relationship between students studying excessively for weekly tests and the type of school they attend. REJECTED

Hypothesis XXXIII

There is no significant relationship between students studying excessively for weekly tests and the achievement level of the school. REJECTED

## Hypothesis XXXIV

There is no significant relationship between students studying excessively for weekly tests and the race of the students. REJECTED

## Hypothesis XXXV

There is no significant relationship between students studying excessively for weekly tests and their race in desegregated schools.

## Hypothesis XXXVI

There is no significant relationship between students studying excessively for tests and the type of school they attend. REJECTED

## Hypothesis XXXVII

There is no significant relationship between students' perceptions of the teasing of students who get good grades and the achievement level of the school. REJECTED

## Hypothesis XXXVIII

There is no significant relationship between students' perceptions of the teasing of students who get good grades and the race of the students. REJECTED

## Hypothesis XXXIX

There is no significant relationship between students' perceptions of the teasing of students who get good grades and their race in desegregated schools. REJECTED

### Hypothesis XL

There is no significant relationship between students' perceptions of the teasing of students who get good grades and the type of school they attend.

REJECTED

### Conclusions for Cluster III

The data of hypotheses in Cluster III suggest that "schools do make a difference" in how students perceive themselves and their classmates academically. The results of this cluster also indicate that black and white students in desegregated schools display similar perceptions. The data of these tables suggest that it is the social psychological climate of the school that dictates how the students perceive themselves and their classmates rather than their color. The black students in predominantly black schools perceive themselves and their classmates in a more negative manner than do black or white students in desegregated schools. From this data, one can rationally state the social psychological climate is more positive in desegregated schools and affects the students accordingly.

### Cluster IV: Students' Perceptions of Parental Academic Expectations

Cluster IV summarizes the data of the hypothesis on what students perceive to be the expectations of their

parents. This cluster deals with whether the school, or the students' race, is the greatest factor in determining what he feels his parents expect of him.

#### Hypothesis XLI

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and the achievement level of the school. REJECTED

#### Hypothesis XLII

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and the students' race. REJECTED

#### Hypothesis XLIII

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and their race in desegregated schools. REJECTED WITH WHITE STUDENTS; REJECTED WITH BLACK STUDENTS

#### Hypothesis XLIV

There is no significant relationship between the students' perceptions of their parents' belief in their educational attainment and type of school they attend. REJECTED

## Hypothesis XLV

There is no significant relationship between the students' perceptions of their parents' expecting them to be good students and the achievement level of the school. REJECTED

## Hypothesis XLVI

There is no significant relationship between students' perceptions of parents expecting them to be good students and the race of the students. REJECTED

## Hypothesis XLVII

There is no significant relationship between the students' perceptions of parents expecting them to be good students and their race in desegregated schools. REJECTED WITH WHITE STUDENTS; REJECTED WITH BLACK STUDENTS.

## Hypothesis XLVIII

There is no significant relationship between the students' perceptions of parents expecting them to be good students and the type of school they attend. REJECTED

## Hypothesis XLIX

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and the achievement level of the school. REJECTED

### Hypothesis L

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and the race of the students. REJECTED

### Hypothesis LI

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and their race in desegregated schools. REJECTED

### Hypothesis LII

There is no significant relationship between the students' perceptions of their parents thinking they (students) could finish college and the type of school they attend. REJECTED

### Conclusions for Cluster IV

The data for the hypotheses in Cluster III suggest that schools do make a difference in how students perceive what their parents expect of them. The data in this cluster also suggest that the social psychological climate or desegregated schools may be more important to black students' perceptions of their parents' expectations than white students. The data in these tables suggest that there is no significant relationship between race and students' perceptions of parental

expectations in desegregated schools for white students. For black students, however, there is a significant relationship between race and students' perceptions of parental expectations in desegregated schools. From the findings in this study, one can safely assume that the type of school and/or the social psychological climate of the school has a great impact on black students and white students.

Cluster V: Students'  
Perceptions of Sense of  
Futility and Self-Concept

Cluster V deals with how the school affects the student's image of himself. It also examines whether white students and black students are affected differently by the type of school and/or the social psychological climate of the school.

Hypothesis LIII

There is no significant relationship between the sense of futility of black students and the type of school they attend. REJECTED

Hypothesis LIV

There is no significant relationship between self concept of black students and the type of school they attend. REJECTED



### Hypothesis LV

There is no significant relationship between sense of futility between white students and the type of school they attend. REJECTED

### Conclusions for Cluster V

The data in Cluster V indicate that there is no significant relationship between the sense of futility for white students and the type of school they attend. However, the findings indicate there is a significant relationship between the sense of futility for black students and the type of school they attend. It is suggested that the school social psychological climate has a greater impact on black students than white students.

The findings in this cluster suggest that the self-concepts of black students is not affected by the type of school they attend. This suggests that black students apparently feel positive about themselves regardless of what their school situation is.

### Recommendations

From the contributions this study produced, the researchers have formulated the following methodological and researchable recommendations.

1. The researcher recommends a more conclusive study be done on the achievement level of

schools and the effects it has on parents as well as students.

2. The researcher recommends that a conclusive study be done on the use of and referral to intelligence test scores in desegregated schools and non-desegregated schools, and how teachers use them, and how they affect the students socially, psychologically and academically.
3. The researcher recommends that predominantly black schools in similar communities with similar physical situations, but with significantly different achievement levels, be studied and investigated.
4. The researcher recommends that the various educational sub-cultures and patterns that exist within certain communities of a large school district be investigated to determine what impact they have on the academic achievement level of the pupils.

## APPENDIX A

## STUDENT QUESTIONNAIRE

### STUDY OF DETROIT'S DESEGREGATED SCHOOLS

A B C D

DIRECTIONS: We are trying to learn more about students and their work in schools. We would, therefore, like for you to respond to the following questions. This is not a test of any sort and will not affect your work in school. Your teacher and your principal will not see your answers. There are no right or wrong answers; we simply want you to tell us your answer to each question.

1. Name \_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER ON THE RIGHT OF YOUR BEST ANSWER TO THE QUESTIONS. PICK ONLY ONE ANSWER FOR EACH QUESTION!!!

2. How old were you on your last birthday? 9 years old--1.  
10 years old--2.  
11 years old--3.  
12 years old--4.  
13 years old--5.

3. Are you a boy or girl? Boy-----1.  
Girl-----2.

4. What grade are you in? 3rd grade-----1.  
4th grade-----2.  
5th grade-----3.  
6th grade-----4.  
7th grade-----5.

5. Please write your teacher's name

\_\_\_\_\_  
6. Please write the name of your school.

7. How many years have you been at this school?

- Less than 1 year---1.
- 2 years--2.
- 3 years--3.
- 4 years--4.
- 5 years--5.
- 6 years--6.
- 7 years or more---7.

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY CIRCLING THE NUMBER ON THE RIGHT OF THE CORRECT ANSWER. REMEMBER, NO ONE WILL SEE YOUR ANSWERS EXCEPT THOSE OF US FROM MICHIGAN STATE UNIVERSITY. PLEASE TELL US JUST WHAT YOU THINK. (Pick only one answer for each question.)

8. If you could go as far as you wanted in school, how far would you like to go?

- Finish grade school-----1.
- Go to high school for a while-----2.
- Finish high school-----3.
- Go to college for a while4.
- Finish college-----5.

9. Sometimes what you want to happen is not what you think will happen. How far do you think you will go in school?

- Finish grade school-----1.
- Go to high school for a while-----2.
- Finish high school-----3.
- Go to college for a while4.
- Finish college-----5.

10. How many students in this school try hard to get a good grade on their weekly tests?

- Almost all of the students-----1.
- Most of the students-----2.
- Half of the students-----3.
- Some of the students-----4.
- Almost none of the students-----5.

11. How many students in this school will work hard to get a better grade on the weekly tests than their friends do?

- Almost all of the students-----1.
- Most of the students-----2.
- Half of the students-----3.
- Some of the students-----4.
- Almost none of the students-----5.

12. How many students in this school don't care if they get bad grades?

Almost all of the students----1.  
 Most of the students-----2.  
 Half of the students-----3.  
 Some of the students-----4.  
 Almost none of the students---5.

13. How many students in this school do more studying for weekly tests than they have to?

Almost all of the students----1.  
 Most of the students-----2.  
 Half of the students-----3.  
 Some of the students-----4.  
 Almost none of the students---5.

14. If most of the students here could go as far as they wanted in school, how far would they go?

Finish grade school-----1.  
 Go to high school for a while-2.  
 Finish high school-----3.  
 Go to college for a while----4.  
 Finish college-----5.

15. How important is it to you to be a good student?

Very important-----1.  
 Important-----2.  
 Somewhat important----3.  
 Not very important----4.  
 Not important at all---5.

16. How important do most of the students in this class feel it is to do well in school?

They feel it is very important---1.  
 They feel it is important-----2.  
 They feel it is somewhat important3.  
 They feel it is not very important4.  
 They feel it is not important at  
 all-----5.

17. How important do you think most of the students in this school feel it is to do well in school work?

They feel it is very important---1.  
 They feel it is important-----2.  
 They feel it is somewhat important3.  
 They feel it is not very important4.  
 They feel it is not important at  
 all-----5.

18. How many students in this class think reading is a fun thing to do and read even when they don't have to?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 None of the students-----5.

19. How many students in this school make fun of or tease students who get real good grades?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 None of the students-----5.

20. How many students don't do as well as they could do in school because they are afraid other students won't like them as much?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 None of the students-----5.

REMEMBER, PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER WHICH BEST ANSWERS THE QUESTION FOR YOU. PICK ONLY ONE ANSWER FOR EACH QUESTION.

21. How many students don't do as well as they could do in school because they are afraid their friends won't like them as much?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 None of the students-----5.

22. How many students in this school would study hard if their work wasn't graded by the teachers?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 None of the students-----5.

23. People like me will never do well in school even though we try hard.
- Strongly agree-----1.  
 Agree-----2.  
 Disagree-----3.  
 Strongly disagree-----4.
24. People like me will not have much of a chance to do what we want to in life.
- Strongly agree-----1.  
 Agree-----2.  
 Disagree-----3.  
 Strongly disagree-----4.
25. I can do well in school if I work hard.
- Strongly agree-----1.  
 Agree-----2.  
 Disagree-----3.  
 Strongly disagree-----4.
26. In this school, students like me don't have any luck.
- Strongly agree-----1.  
 Agree-----2.  
 Disagree-----3.  
 Strongly disagree-----4.
27. You have to be lucky to get good grades in this school.
- Strongly agree-----1.  
 Agree-----2.  
 Disagree-----3.  
 Strongly disagree-----4.
28. Think of your friends. Do you think you can do school work better, the same or poorer than your friends?
- Better than all of them-----1.  
 Better than most of them-----2.  
 About the same-----3.  
 Poorer than most of them-----4.  
 Poorer than all of them-----5.
29. Think of the students in your class. Do you think you can do school work better, the same or poorer than the students in your class?
- Better than all of them-----1.  
 Better than most of them-----2.  
 About the same-----3.  
 Poorer than most of them-----4.  
 Poorer than all of them-----5.



30. When you finish high school, do you think you will be one of the best students, about the same as most or below most of the students?

One of the best-----1.  
 Better than most of the  
 students-----2.  
 Same as most of the students--3.  
 Below most of the students----4.  
 One of the worst-----5.

31. Do you think you could finish college?

Yes, for sure-----1.  
 Yes, probably-----2.  
 Maybe-----3.  
 No, for sure-----4.  
 No, probably not----5.

32. If you went to college, do you think you would be one of the best students, same as most or below most of the students?

One of the best-----1.  
 Better than most of the  
 students-----2.  
 Same as most of the students--3.  
 Below most of the students----4.  
 One of the worst-----5.

33. If you want to be a doctor or a teacher, you need more than four years of college. Do you think you could do that?

Yes, for sure-----1.  
 Yes, probably-----2.  
 Maybe-----3.  
 No, for sure-----4.  
 No, probably not----5.

34. Forget how your teachers mark your work. How do you think your own work is?

Excellent-----1.  
 Good-----2.  
 Same as most  
 students-----3.  
 Below most students-4.  
 Poor-----5.

35. How good of a student do you think you can be in this school?

One of the best-----1.  
 Better than most of the  
 students-----2.  
 Same as most of the students--3.  
 Below most of the students----4.  
 One of the worst-----5.

36. How far do you think your best friend believes you will go in school?

Finish grade school-----1.  
 Go to high school for a while-2.  
 Finish high school-----3.  
 Go to college for a while----4.  
 Finish college-----5.

37. Compared to students in other schools, how much do students in this school learn?

They learn a lot more in this school---1.  
 They learn a little more in this school-2.  
 About the same as in other schools-----3.  
 They learn a little bit less in this  
 school-----4.  
 They learn a lot less in this school---5.

38. Compared to students from other schools, how well will most of the students from this school do in high school?

They will be among the best----1.  
 They will do better than most--2.  
 They will do about the same  
 as most-----3.  
 They will do poorer than most--4.  
 They will be among the worst---5.

NOW WE WOULD LIKE YOU TO ANSWER SOME QUESTIONS ABOUT YOUR PARENTS. ANSWER THEM THE SAME WAY YOU ANSWERED THE OTHER QUESTIONS.

39. How far do you think your parents believe you will go in school?

Finish grade school-----1.  
 Go to high school for a while--2.  
 Finish high school-----3.  
 Go to college for a while----4.  
 Finish college-----5.

40. How good a student do your parents expect you to be in school?

One of the best-----1.  
 Better than most of the  
 students-----2.  
 Same as most of the students--3.  
 Below most of the students---4.  
 One of the worst-----5.

41. Think of your parents. Do your parents say you can do school work better, the same, or poorer than your friends?

Better than all of them-----1.  
 Better than most of them-----2.  
 Same as most of them-----3.  
 Poorer than most of them-----4.  
 Poorer than all of them-----5.

42. Would your parents say that your grades would be with the best, same as most or below most of the students when you finish high school?

One of the best-----1.  
 Better than most of the  
 students-----2.  
 Same as most of the students--3.  
 Not as good as most of the  
 students-----4.  
 One of the worst-----5.

43. Do your parents think you could finish college?

Yes, for sure-----1.  
 Yes, probably-----2.  
 Maybe-----3.  
 No, for sure-----4.

44. Remember, you need more than four years of college to be a teacher or doctor. Do your parents think you could do that?

Yes, for sure-----1.  
 Yes, probably-----2.  
 Maybe-----3.  
 No, for sure-----4.

READ EACH STATEMENT BELOW. CIRCLE THE NUMBER OF THE ANSWER THAT TELLS HOW OFTEN THE STATEMENT IS TRUE FOR YOU.

45. I can talk to other students while I work.

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

46. In class, I can move about the room without asking the teacher.

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

47. In class, I have the same seat and I must sit next to the same students.

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

48. When I am working on a lesson, the other students in my class are working on the same lesson.

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

49. In most of my classes, the teacher tells me what I must work on; I have no choice.

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

50. In class, the teacher stands in front of the room and works with the class as a whole.

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

## APPENDIX B

## TEACHER QUESTIONNAIRE

### STUDY OF DETROIT'S DESEGREGATED SCHOOLS

A B C D

DIRECTIONS: The information which you give us on this questionnaire is completely confidential. No one will see your answers except the members of our research staff. Reports will be made with aggregate data, and no one person will be identified with his or her data. After your questionnaire has been completely coded and punched on IBM cards, your questionnaire will be destroyed. Complete confidentiality is assured. It is very important that you be as candid as possible in your answers. Do not respond to any question that you feel is too "personal" or that you for any other reason prefer to leave unanswered.

1. Name \_\_\_\_\_
2. Are you male or female (circle the number of the correct answer)?  

Female-----1.  
Male-----2.
3. What is your race or ethnic group?  

Black-----1.  
Chicano-----2.  
Other Spanish Speaking--3.  
American Indian--4.  
Oriental Origin--5.  
White-----6.
4. How long have you taught school (circle the number of the correct answer)?  

This is my first year-----1.  
1 - 4 years-----2.  
5 - 9 years-----3.  
10 years or more-----4.

5. What grade level(s) are you teaching?

- 4th grade-----1.
- 5th grade-----2.
- 6th grade-----3.
- Combination 4th & 5th--4.
- Combination 5th & 6th--5.
- Combination 4th, 5th, & 6th--6.

6. How much formal preparation do you have?

- Less than a Bachelor's degree--1.
- Bachelor's degree-----2.
- Some graduate work but less  
than a Master's degree-----3.
- Master's degree-----4.
- More than Master's degree but  
not a Doctorate-----5.
- Doctor's degree-----6.

7. How do you feel about your assignment to this school  
before coming here?

- Very happy about the assignment-----1.
- Somewhat happy about the assignment-----2.
- No feelings one way or the other-----3.
- Somewhat unhappy about the assignment----4.
- Very unhappy about the assignment-----5.

8. If you had your choice of school settings, which  
would you select from among the following?

- All children of professional and white  
collar workers-----1.
- Mostly children of professional and  
white collar workers-----2.
- Children from a general cross section  
of society-----3.
- Mostly children of factory and other  
blue collar workers-----4.
- All children of factory and other blue  
collar workers-----5.
- Children of rural families-----6.

9. What kind of school do you prefer to work in as far  
as racial composition is concerned?

- An all white school-----1.
- A mostly white school but with some  
non-white students-----2.
- A school that has about half white and  
half non-white-----3.
- A mostly non-white school but with  
some white students-----4.
- A school with all non-white students----5.
- I have no preference-----6.

10. In your judgement, what is the general reputation of this school among teachers outside the school?

Among the best-----1.  
 Better than average--2.  
 About average-----3.  
 Below average-----4.  
 A poor school-----5.

WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT GROUPING PRACTICES AND USE OF STANDARDIZED TESTS IN THIS SCHOOL. PLEASE FEEL FREE TO WRITE ANY ADDITIONAL COMMENTS AFTER EACH QUESTION.

11. In general, how are students in the same grade level assigned to different classes?

Homogeneous grouping according to ability  
 in all subjects-----1.  
 Homogeneous by ability in some subjects-----2.  
 Heterogeneous grouping according to ability----3.  
 Random grouping-----4.  
 No intentional grouping-----5.  
 Other (indicate)-----6.

13. How important do you think standardized intelligence test scores of your students are?

Very important-----1.  
 Somewhat important---2.  
 Not very important---3.  
 Not important at all--4.  
 We do not use intelligence tests in this  
 school-----5.

14. How often do you refer to or consider the I.Q. test scores of your students when you plan their work?

Very often-----1.  
 Often-----2.  
 Sometimes-----3.  
 Seldom-----4.  
 Never-----5.

15. On the average, what level of achievement can be expected of the white students in your school?

Much above national norm-----1.  
 Slightly above national norm-----2.  
 Approximately at national norm---3.  
 Slightly below national norm-----4.  
 Much below national norm-----5.



16. On the average, what level of achievement can be expected of the white students in your class?

Much above national norm-----1.  
 Slightly above national norm---2.  
 Approximately at national norm-3.  
 Slightly below national norm---4.  
 Much below national norm-----5.

17. What percent of the white students in this school do you expect to complete high school?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

18. What percent of the white students in your class do you expect to complete high school?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

19. What percent of the white students in this school do you expect to attend college?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

20. What percent of the white students in your class do you expect to attend college?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

21. What percent of the white students in this school do you expect to complete college?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

22. What percent of white students in your class do you expect to complete college?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

23. How many of the white students in this school are capable of getting mostly A's and B's?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

24. How many of the white students in your class are capable of getting mostly A's and B's?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

25. How would you rate the academic ability of the white students in this school compared to other schools?

Ability is much higher here----1.  
 Ability is somewhat higher----2.  
 Ability here is about the same-3.  
 Ability here is somewhat lower-4.  
 Ability here is much lower----5.

26. What percent of the white students in this school would you say want to complete high school?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

27. What percent of the white students in your class would you say want to complete high school?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

28. What percent of the white students in this school would you say want to go to college?

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

29. What percent of the white students in your class would you say want to go to college/

90% or more-----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%-----5.

30. How many of the students in this school try hard to improve on previous work?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 Almost none of the students-----5.

31. How many of the students in your class try hard to improve on previous work?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 Almost none of the students-----5.

32. How many students in this school will try hard to do better school work than their friends do?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 Almost none of the students-----5.

33. How many students in your class will try hard to do better school work than their classmates do?

Almost all of the students-----1.  
 Most of the students-----2.  
 About half of the students-----3.  
 Some of the students-----4.  
 Almost none of the students-----5.

34. How many students in this school are content to do less than they should?
- Almost all of the students-----1.  
Most of the students-----2.  
About half of the students-----3.  
Some of the students-----4.  
Almost none of the students-----5.
35. How many students in your class are content to do less than they should?
- Almost all of the students-----1.  
Most of the students-----2.  
About half of the students-----3.  
Some of the students-----4.  
Almost none of the students-----5.
36. How many students in this school will seek extra work so they can get better grades?
- Almost all of the students-----1.  
Most of the students-----2.  
About half of the students-----3.  
Some of the students-----4.  
Almost none of the students-----5.
37. How many students in your class will seek extra work so that they can get better grades?
- Almost all of the students-----1.  
Most of the students-----2.  
About half of the students-----3.  
Some of the students-----4.  
Almost none of the students-----5.
38. Do you regard the parents of the students in this school primarily as a "baby-sitting" agency?
- Strongly agree-----1.  
Agree-----2.  
Not sure-----3.  
Disagree-----4.  
Strongly disagree-----5.
39. The parents of students in this school are deeply concerned that their children receive a top quality education.
- Strongly agree-----1.  
Agree-----2.  
Not sure-----3.  
Disagree-----4.  
Strongly disagree-----5.

40. How many of the parents of students in this school expect their children to complete college?

Almost all of the parents-----1.  
 Most of the parents-----2.  
 About half of the parents-----3.  
 Some of the parents-----4.  
 Almost none of the parents-----5.

41. How many of the parents of students in this school expect their children to complete high school?

Almost all of the parents-----1.  
 Most of the parents-----2.  
 About half of the parents-----3.  
 Some of the parents-----4.  
 Almost none of the parents-----5.

42. How many of the parents of students in this school don't care if their children obtain low grades?

Almost all of the parents-----1.  
 Most of the parents-----2.  
 About half of the parents-----3.  
 Some of the parents-----4.  
 Almost none of the parents-----5.

43. How many of the parents of students in this school want feedback from the principal and teachers on how their children are doing in school?

Almost all of the parents-----1.  
 Most of the parents-----2.  
 About half of the parents-----3.  
 Some of the parents-----4.  
 Almost none of the parents-----5.

44. What do you consider to be your primary responsibility to students in your class (circle only one)?

Teaching academic subjects-----1.  
 Enhancing social skills and social  
 interaction-----2.  
 Personal growth and development----3.  
 Encouraging education/occupational  
 aspirations-----4.  
 Other (Please specify)-----5.

45. On the average, what level of achievement can be expected of black students in this school?

Much above national norm-----1.  
 Slightly above national norm---2.  
 Approximately at national norm-3.  
 Slightly below national norm---4.  
 Much below national norm-----5.

46. On the average, what level of achievement can be expected of black students in your class?

Much above national norm-----1.  
 Slightly above national norm---2.  
 Approximately at national norm-3.  
 Slightly below national norm---4.  
 Much below national norm-----5.

47. What percent of the black students in this school do you expect to complete high school?

90% or more----1.  
 70% to 89%----2.  
 50% to 69%----3.  
 30% to 49%----4.  
 Less than 30%--5.

48. What percent of the black students in your class do you expect to complete high school?

90% or more----1.  
 70% to 89%----2.  
 50% to 69%----3.  
 30% to 49%----4.  
 Less than 30%--5.

49. What percent of the black students in this school do you expect to attend college?

90% or more----1.  
 70% to 89%----2.  
 50% to 69%----3.  
 30% to 49%----4.  
 Less than 30%--5.

50. What percent of the black students in your class do you expect to attend college?

90% or more----1.  
 70% to 89%----2.  
 50% to 69%----3.  
 30% to 49%----4.  
 Less than 30%--5.

51. What percent of the black students in this school do you expect to complete college?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

52. What percent of the black students in your class do you expect to complete college?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

53. How many of the black students in this school are capable of getting mostly A's and B's?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

54. How many of the black students in your class are capable of getting mostly A's and B's?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

55. How would you rate the academic ability of the black students in this school compared to other schools?

Ability here is much higher-----1.  
 Ability here is somewhat higher----2.  
 Ability here is about the same-----3.  
 Ability here is somewhat lower-----4.  
 Ability here is much lower-----5.

56. What percent of the black students in this school would you say want to complete high school?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

57. What percent of the black students in your class would you say want to complete high school?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

58. What percent of the black students in this school would you say want to go to college?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

59. What percent of the black students in your class would you say want to go to college?

90% or more----1.  
 70% to 89%-----2.  
 50% to 69%-----3.  
 30% to 49%-----4.  
 Less than 30%--5.

60. In this school, there is really very little a teacher can do to insure that all of his/her black students achieve at a high level.

Strongly agree-----1.  
 Agree-----2.  
 Not sure-----3.  
 Disagree-----4.  
 Strongly disagree---5.

61. What is your policy with regard to students talking to each other while they are working on class assignments? Students are:

Never encouraged to talk with each other-1.  
 Seldom encouraged to talk with each other-----2.  
 Sometimes encouraged to talk with each other-----3.  
 Often encouraged to talk with each other-4.  
 Almost always encouraged to talk with each other-----5.



62. How do you feel about students walking around in the classroom? Students are:

Never allowed to move about the room without  
first getting permission-----1.  
Seldom allowed to move about the room without  
first getting permission-----2.  
Sometimes allowed to move about the room with-  
out first getting permission-----3.  
Often allowed to move about the room without  
first getting permission-----4.  
Almost always allowed to move about the room  
without first getting permission-----5.

63. What kind of seating arrangement do you have in your class(es)?

Students always select their own seats----1.  
Generally students select their own seats-2.  
Some students select their seats; some  
are assigned-----3.  
Generally teacher assigns seats-----4.  
Teacher always assigns seats-----5.

64. In your class(es), how often are students' seats changed?

Several times a day-----1.  
Daily-----2.  
Periodically during the semester3.  
They keep the same seats  
throughout the semester-----4.

65. How often do you work with your class as a whole?

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

66. How often are all of your students working on the same lesson?

Always-----1.  
Often-----2.  
Sometimes-----3.  
Seldom-----4.  
Never-----5.

67. How would you characterize your teaching objectives?

- They are the same for all students-----1.
- They are the same for most of the students-2.
- They are the same for some of the students-3.
- They are different for most of the students4.
- They are different for each student-----5.

68. In this school, there is really very little a teacher can do to insure all of his/her white students achieve at a high level.

- Strongly agree-----1.
- Agree-----2.
- Not sure-----3.
- Disagree-----4.
- Strongly disagree-----5.

## BIBLIOGRAPHY

- Alexis, Marcus  
1978 "The Economic Status of Blacks and Whites" The American Economic Review, (May): 178-185.
- Anderson, Gary J.  
1970 "Effects of Classroom Social Climate on Individual Learning" American Educational Research Journal, Vol. 7 ND.2 March.
- Asher, Steven and Singleton, Louise C.  
1978 "Cross-Race Acceptance in Integrated Schools" Integrated Education, Vol. 16 (September/October) 17-20.
- Brookover, Wilbur B. et al.  
1979 School Social Systems and Student Achievement: Schools Can Make a Difference, New York: Praeger Publishers.
- Brookover, Wilbur B. and Erickson, Edsel L.  
1969 Society School and Learning. Boston: Allyn and Bacon, Inc.
- Brookover, Wilbur B. and Gottlieb, David  
1964 Sociology of Education. New York: American Book Company.
- Brookover, Wilbur B., Patterson, Ann and Thomas Shailer  
1962 Self-Concept of Ability and Achievement, U.S. Post Office of Education: Cooperative Research Project Number 845, East Lansing: Office of Research and Publications, Michigan State University.
- Brookover, Wilbur B. et al.  
1965 Self-Concept of Ability and Achievement II U.S. Office of Education, Cooperative Research Project Number 1636. East Lansing: Bureau of Educational Research Services, College of Education, Michigan State University.
- Brookover, Wilbur B., et al.  
1975 "Academic Environment and Elementary School Achievement," Journal of Research and Development, Vol. 9, November.

- Brookover, Wilbur B., et al.  
 1967 Self Concept and School Achievement III.  
 U.S. Office of Education, Cooperative Research  
 Project Number 2831, East Lansing: Education  
 Publications Services, College of Education,  
 Michigan State University.
- Bereiter, Carl and Engelman, Seigfried  
 1966 Teaching Disadvantaged Children in the Preschool.  
 Englewood Cliffs, New Jersey: Prentice Hall,  
 Inc.
- Berman, Daniel M.  
 1966 It Is So Ordered: The Supreme Court Rules on  
 School Desegregation. New York: W. W. Norton  
 and Company, Inc.
- Bloom, Benjamin S.  
 1976 Human Characteristics and School Learning.  
 New York: McGraw-Hill Company.
- Carrison, Muriel P.  
 1978 "Beyond Busing," Journal of Education, Vol.  
 160, Number 2, (May).
- Clark, Kenneth B.  
 1965 Dark Ghetto: Dilemmas of Social Power. New  
 York: Harper and Row Press.
- Coleman, James S., et al.  
 1966 Equality of Educational Opportunity. U.S.  
 Department of Health Education and Welfare.  
 U.S. Government Printing Office, Washington, D.C.
- Cronin, Joseph M.  
 1978 "The State and School Desegregation," Theory Into  
 Practice, Vol. 17, Number 1, February.
- Cunningham, Luvern, L.  
 1978 "Court Ordered Monitoring of School Desegregation,"  
Theory Into Practice, Vol. 17, Number 1, February.
- Dentler, Robert A.  
 1978 "Education and the Boston School Desegregation  
 Case," Journal of Education, Vol. 160, Number 2,  
 May.
- Edmonds, Ronald R., et al.  
 1978 "Desegregation Planning and Education Equity,"  
Theory Into Practice, Vol. 17, Number 1, February.
- Edwards, Harry  
 1970 Black Students. New York: Free Press.

- Fantini, Mario D. and Weinstein, Gerald  
1968 The Disadvantaged: Challenge to Education.  
New York: Harper and Row.
- Finlayson, D. S.  
1973 "Measuring School Climate," Trends in Education,  
No. 30.
- Grant, William  
1979 "A City's Limits No Longer Stops the School  
Buses," Detroit Free Press, Vol. 149, Number  
10, May 14.
- Grant, William  
1979 "Second American Revolution Twenty-Five Years  
Old: Urban North is Battleground Now," Detroit  
Free Press, Vol. 149, Number 9, May 14.
- Gribbin, August  
1979 "Busing Has Failed. Many Educators Say: Schools  
Resegregated," The Detroit News, 106th year,  
Number 252, May 1.
- Gribbin, August  
1979 "Busing--Twenty-Five Years Later," The Detroit  
News, 106th Year, Number 250, April 29.
- Gigliotti, Richard J.  
1969 "A Matrix of Social and Personality Variables  
for the Prediction of School Achievement."  
Unpublished M.A. Thesis, Michigan State  
University.
- Gumpert, P. and Gumpert, C.  
1969 "On the Psychology of Expectations in The Class-  
room," The Urban Review, Vol. 3, 21-26.
- Green, Robert L.  
1977 The Urban Challenge: Poverty and Race. Chicago:  
Follett Publishing Company.
- Halpin, A. W. and Croft, D.  
1968 "The Organizational Climate of Schools," U.S.  
Office of Education Research Report. Salt Lake  
City: Utah University.
- Hamilton, Charles V.  
1968 "Race and Education: A Search for Legitimacy,"  
Harvard Educational Review, (Fall): 669-874.
- Harvard University  
1969 Equal Education Opportunity: Harvard Educational  
Review. Cambridge, Mass. Harvard University Press.

- Harvey, Earl  
1976 "Selected Attitudes Toward Students of Urban Junior High School Teachers Analyzed on the Basis of Employment Status and Race." Unpublished Ph.D. dissertation, Michigan State University.
- Heath, G. Louis  
1970 "The Control Identities of Negro and White Students in a California City," Journal of Secondary, Vol. 45 (May): 209-213.
- Henderson, Ronald D.  
1972 "A Comparative Analysis of Social-Psychological School Climate Variables in White and Black Elementary Schools with Socio-Economic Status and Achievement Controlled." Unpublished Ph.D. dissertation, Michigan State University.
- Howe, Frederick C.  
1970 "Teacher Perception Toward the Learning Ability of Students from Differing Racial and Socio-Economic Backgrounds." Unpublished Ph.D. dissertation, Michigan State University.
- Hudgins, H. C.  
"The Many Voices of the Burger Court and School Desegregation," Phi Delta Kappan, Vol. 60, Number 3, (November): 165-168.
- Husk, William L., et al.  
1978 "The Impact of Court-Ordered Desegregation on Student Enrollment and Residential Patterns (White Flight)," Journal of Education, Vol. 160, Number 2, (May): 36-45.
- Jencks, Christopher, et al.  
1972 Inequality: A Reassessment of the Effects of Family and Schooling in America. New York: Basic Books, Inc.
- Jencks, Christopher, et al.  
1968 "Social Stratification and High Education," Harvard Education Review, Vol. 38 (Spring): 277-316.

- Jose, J. and Cody, J. J.  
 1971 "Teacher-Pupil Interaction as It Relates to Attempted Changes in Teacher Expectancy of Academic Ability and Achievement," American Educational Research Journal, Vol. 8: 39-50.
- Kerber, August and Bommarito, Barbara  
 1965 The Schools and the Urban Crisis, New York: Holt, Rinehart and Winston.
- Kohn, M.  
 1962 "Social Class and Parental Values," American Journal of Sociology, Vol. 64: 337-351.
- Levinsohn, Florence H. and Wright, Benjamin D.  
 1976 School Desegregation: Shadow and Substance. Chicago: University of Chicago Press.
- Lezotte, Lawrence W., et al.  
 1980 School Learning Climate and Student Achievement. Florida State University, Florida State University Foundation.
- Lezotte, Lawrence W., and Passalacqua  
 1978 "Individual School Buildings: Accounting for Differences in Measured Pupil Performance," Urban Education, No. 13.
- Mahan, Thomas W. and Mahan, Aline  
 1971 "The Impact of Schools on Learning: Inner-City Children in Suburban Schools," Journal of School Psychology, Vol. 9.
- Makan, James M.  
 1970 "The Teachers View of the Principal's Role in Innovation," The Elementary School Journal (Summer), 203-211.
- Mills, Nichoaus  
 1971 The Great School Bus Controversy. New York: Teacher College Press.
- Morrison, A. and McIntyre, D.  
 1971 Schools and Socialization. Middlesex, England: Penguin LTD.
- Moody, Charles D. and Vergon, Charles B.  
School Desegregation, Public Information and the Media. Ann Arbor, Michigan: University of Michigan Press.

- Mosteller, Frederick and Moynihan, Daniel P.  
1972 On Equality of Educational Opportunity. New York: Random House.
- O'Reilly, R.  
1975 "Classroom Climate and Achievement in Secondary School Mathematics Classes," The Alberta Journal of Education Research, Vol. 21, Number 3 (December).
- Orfield, Gary  
1978 Must We Bus: Segregated Schools and National Policy. Washington, D.C.: The Brookings Institution Press.
- Ornstein, Allen C. and Vaire, Phillips  
1969 How to Teach Disadvantaged Youth. New York: David McKay, Inc.
- Ornstein, Allen C. and Vaire, Phillips  
1975 Reforming Metropolitan Schools. Pacific Palisades, California: Goodyear Publishing Company, Inc.
- Ornstein, Allen C. and Vaire, Phillips  
1968 "Why Ghetto School Teachers Fail," Kappa Delta Pi Record, (April): 98-100.
- Orth, C. D.  
1963 Social Structure and Learning Climate: The First Year at the Harvard Business School. Boston: Harvard Business School.
- Parkway, Forrest  
1974 "The Inner-City Schools," The University of Chicago School Review, Vol. 82, (May): 480.
- Parson, Talcott  
1959 "The School Class as a Social System: Some of Its Functions in American Society," Harvard Educational Review, Vol. 29 (Fall): 297-318.
- Pettigrew, Thomas F., et al.  
1975 "Another View of Urban Desegregation: A Response to Professor Coleman," Harvard Educational Review, (Winter).



- Riessman, Frank  
1962 The Culturally Deprived Child. New York: Harper and Row, 1962.
- Rist, Ray C.  
1970 "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education," Harvard Educational Review, Vol. 49 (August): 411-451.
- Roaden, Arliss L.  
1969 Problems of School Men in Depressed Urban Centers. Columbus, Ohio: Ohio State University Press.
- Rosenberg, Morris and Simmons, Roberta G.  
1971 Black and White Self-Esteem: The Urban School Child. American Sociological Association, The Arnold M. Caroline Rose Monographe Series.
- Rosenthal, Robert and Jacobson, Lenore  
1968 Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, Inc.
- Rosenthal, Robert  
1968 "Self-Fulfilling Prophecy," Psychology Today, (September), 44-52.
- Rossell, Christine H.  
1978 "The Effect of School Integration on Community Integration," Journal of Education, Vol. 160, Number 2, (May): 46-62.
- Rothbart, M.; Dalfen, S. and Barrett R.  
1971 "Effects of Teacher Expectancy on Student-Teacher Interaction," Journal of Educational Psychology, Vol. 62: 49-54.
- Rubovitz, P. C. and Maehr, M. L.  
1971 "Pygmalion Analyzed: Toward an Explanation of the Rosenthal-Jacobson Findings," Journal of Personality and Social Psychology, Vol. 19: 197-204.
- Scarr-Salapatek, Sandra  
1971 "Race, Social Class and I.Q.," Science, Vol. 174 (December): 1285-1295.
- Scharffe, William G.  
1979 "Staff Integration in the Saginaw Public Schools," Phi Delta Kappan, Vol. 60 (January): 361-364.

- Schmuck, R.  
1966 "Some Aspects of Classroom Social Climate,"  
Psychology in the School, Vol. 3: 59-65.
- Schneider, Jeffrey  
1973 "An Investigation of Social-Psychological  
Variables Comprising Normative Academic  
Climate in High-and Low-Achieving White-Urban,  
Black-Urban, and Rural Elementary Schools with  
School Mean Socio-Economic Status Controlled."  
Unpublished Ph.D., Michigan State University.
- Sewell, William H. and Shah, Vimal P.  
1967 "Socio-Economic Status, Intelligence, and  
the Attainment of High Education," Sociology  
of Education, Vol. 40 (Winter): 1-23.
- Sexton, Patricia Cayo  
1961 Education and Income. New York: The Viking  
Press.
- Silberman, Charles E.  
1969 Crisis in Black and White. New York: Random  
House.
- Silberman, Charles E.  
1970 Crisis in the Classroom. New York: Random  
House.
- Silberman, M. L.  
1969 "Behavioral Expression of Teachers' Attitudes  
Toward Elementary School Students," Journal  
of Educational Psychology, Vol. 60: 402-407.
- Simmons, Althea T. L.  
1978 "From Brown to Detroit: Blueprint for Education,"  
Theory Into Practice, Vol. 17, Number 1, (Febru-  
ary): 67-71.
- Sinclair, Robert L.  
1970 "Elementary School Educational Environments:  
Toward Schools That Are More Responsible to  
Students," The National Elementary School  
Principal, (April): 53-58.
- Sizemore, Barbara  
1978 "PUSH Politics and the Education of America's  
Youth," Phi Delta Kappan, Vol. 60, (January):  
364-367.

- Slavin, Robert E.  
 1979 "Integrating the Desegregated Classroom: Action Speaks Louder than Words," Educational Leadership, Vol. 36, Number 5, (February): 322-324.
- Smiley, Marjorie B. and Miller, Harry L.  
 1968 Policy Issues in Urban Education. New York: The Free Press.
- Smith, Al, et al.  
 1973 Achieving Effective Desegregation. Lexington, Mass.: D. C. Heath and Company.
- Squires, Gregory  
 1977 "Education, Jobs and Inequality: Functional and Conflict Models of Social Stratification in the United States," Social Problems. (April) Vol. 24: 436-450.
- Squires, Gregory  
 1979 "Southern Whites Soften Stand on Integration," Detroit Free Press, Vol. 149, Number 12, (May).
- St. John, Nancy  
 1975 School Desegregation: Outcomes for Children. New York: John Wiley and Sons.
- Straus, Kathleen, and Schrager, Scott  
 1978 "PRO-Detroit: A Pragmatic Approach to School Desegregation," Theory Into Practice, Vol. 17, Number 1, (February): 86-90.
- Straus, Kathleen, and Schrager, Scott  
 1975 The Social and Economic Status of the Black Population in the United States in 1974. U. S. Government Printing Office, Washington, D.C.
- Thomas, Shailer  
 1964 "An Experiment to Enhance Self-Concept of Ability and Raise School Achievement Among Low Achieving Ninth Grade Students." Unpublished Ph.D. dissertation, Michigan State University.
- Thorndide, R. L.  
 1968 "Review of Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom," American Educational Research Association Journal, Vol. 5: 708-711.

- U.S. Commission on Civil Rights  
 1975 Desegregating the Boston Public Schools: A Crisis in Civic Responsibility, Washington, D.C.: U. S. Government Printing Office.
- U. S. Commission on Civil Rights  
 1967 Racial Isolation in the Public Schools, Vol. 1, Washington, D.C.: U. S. Government Printing Office.
- Van Til, William  
 1978 "After the Bakke Decision: An Article Editorial," Educational Leadership, Vol. 36, Number 2, (November): 83-86.
- Wagner, Hilmar  
 "Attitudes Toward and of Disadvantaged Students." Ed.D. dissertation, University of Texas, El Paso.
- Walberg, H. J. and Anderson, G.  
Classroom Climate and Individual Learning. Harvard University, Cambridge, Mass: Research Report of Harvard Project Physics in Cooperation with Carnegie Corporation of New York, National Science Foundation, Sloan Foundation, and U. S. Office of Education.
- Walz, Gerry, and Miller, Juliet  
 1969 "School Climate and Student Behavior: Implications for Counselors Role," The Personnel and Guidance Journal, Vol. 47, (May): 859-867.
- Washington, Valora  
 1979 "Do Segregation Plus Competency Testing Equal Equity Plus Quality," Educational Leadership, Vol. 36, Number 5, (February): 235-236.
- Weinberg, Meyer  
 1970 Desegregation Research: An Appraisal. Chicago: Race and School Magazine.
- Weinberg, Meyer  
 1968 Integrated Education, Beverly Hills, California: Glenco Press.
- Weinberg, Meyer  
 1977 Minority Students: A Research Appriasal. Washington, D.C.: U. S. Government Printing Office.
- Williams, Ben  
 1978 "School Desegregation: The State's Role," Compact, Vol. 12, Number 2, (Spring): 14-15.

- Wilson, Alan  
1969 The Consequences of Segregation: Academic Achievement in a Northern Community. Berkley, California: The Glendessary Press.
- Zirkel, P. A., and Moses, E. G.  
1971 "Self-Concept and Ethnic Group Membership and Mixture Among Public School Students," The American Educational Journal, Vol. 8: 253-265.

MICHIGAN STATE UNIV. LIBRARIES



31293100872260