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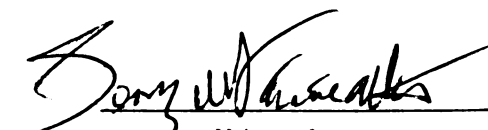
THE ROLE OF READING, SPEAKING DIALECT AND
ASSOCIATIVE BRIDGING IN BEHAVIORAL
ACHIEVEMENT AND ATTITUDE CHANGE

presented by

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ABSTRACT

THE ROLE OF READING, SPEAKING DIALECT AND ASSOCIATIVE BRIDGING IN BEHAVIORAL ACHIEVEMENT AND ATTITUDE CHANGE

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Charles H. Tucker

There is abundant accumulated evidence that both black and white students are experiencing significant failure in the public school system.

The primary purpose of this study was to investigate whether bilingual associative bridging would improve behavior and learning and, further, whether black and white children would respond differently to this type of learning contrasted with the way standard English is usually taught. For the purpose of this study, a structured reading package and a set of procedures tailored to the language, experience, and interest of the urban youths that could be used as an effective tool to teach reading to children who are poor readers, was created. In the experimental bilingual condition reading was taught by starting with the familiar, dialect, and bridging across to the unfamiliar, standard English, in a series of steps. This process, labeled

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Associative Bridging, played a major role in the strategy of presentation of the reading program.

In the control condition an equivalent amount of time was spent in learning standard English. In both conditions teachers were trained to give positive reinforcement to improving behavior. Peer group feedback also was operative in both conditions.

The following measures were obtained before and after the program.

- A. Gates-MacGinitie Test for comprehension;
- B. Attitude scales for parents--how the student perceives his parents feel;
- C. Attitude scales for teachers--how the student feels about the teacher;
- D. Attitude scales for self--how the student feels about his self ability; and
- E. Attitude scales for school--how the student feels about school.

1. The main findings of this study show associative bridging significantly improves the performance of all students--black and white alike. This is an especially important finding because many researchers, both black and white, have promoted the position that it is difficult for both racial groups to achieve at the same rate and level by using the same material.

2. It thus appears essential to view this problem of learning as a multivariant phenomenon where the teacher

should attend to several variables at the same time, that if one is going to train citizens to participate in a democratic society one needs to train them for both healthy attitudes and good performance. Neither would be ignored.

THE ROLE OF READING, SPEAKING DIALECT AND
ASSOCIATIVE BRIDGING IN BEHAVIORAL
ACHIEVEMENT AND ATTITUDE CHANGE

By

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CHAPTER I

INTRODUCTION

In a modern, technological and fairly impersonal society like that of the United States, a great deal of information must be communicated and shared by means of the printed word. The ability to read is a necessary skill in making a personal adjustment in such a society. Yet more than a quarter of this country's population can be classified as functionally illiterate. Approximately half of the unemployed youth, ages 16-21, are semi-illiterate. In large city school systems, up to half of the student population read below expectation. In this country's adult population there are more than three million illiterate. The reading problems in this society (the most technologically advanced in the world) are of frightening proportions. "The average child in eighty-five percent of the black and Puerto Rican schools is functionally illiterate after eight years of school in the richest city in the world. Scores for 1970 are even worse. Of the forty segregated eighth grades in New City City, all but one were two or more years behind grade level; 43 percent read at or below the fifth grade level" (Stein, 1971, p. 25).

The disadvantaged and urban black, a large subset of this country's functionally illiterate population, presents a reading problem of even greater magnitude. He comes from a family that is poor and whose educational level is low. The schools he most often attends are of poorer quality than those of the general population. Often he comes from a broken home. His motivation is low. To further complicate matters, he must attend school and be taught by teachers who are not interested in his language experiences.

Written language is a visual representation of spoken language. All people speak a language but not all people write their languages. Children first learn to speak and then to read and write. It has long been recognized that the predominant tendency among lower class black and disadvantaged children has been towards low achievement, especially in reading, together with an eventual high drop-out rate and a general lack of interest or participation in the very educational system which purports to benefit them. Since most people rarely read material which is outside their comprehension or interest, it is only logical to expect that voluntarily selected reading materials will reflect the linguistic achievement and interest of the student.

The question of the dialect of black and disadvantaged children has been central to the discussions of the causes of and solutions to the problem of low achievement in reading.

Poor reading has been attributed to poor language by some who attribute this poor performance to an innate inferiority of black people. Such claims, relating poor academic performance to genetic factors in blacks of course have not left the academic scene (Jensen, 1969). Largely in reaction to this hereditary position, a general opinion was established that the poor language of black and disadvantaged children was due to the environmental factors inherent in their living situations (Herskovits, 1942-43). From this perspective the ghetto is seen as an environment devoid of intellectual stimulation which creates a lack of motivation to seek academic education; as a place where there is virtually no language save occasional mumblings and monosyllables which satisfy some concrete need in the immediate present (Bereiter and Engelman, 1968; Deutsch, 1965). These children who have not grown up in a middle class setting where what is known as standard English is spoken and where education learned in the home is continued in school are considered to be "culturally deprived" or "disadvantaged." By this definition, an environmental deficit has replaced the genetic one as the purported cause of black and disadvantaged children's failure to read.

This deficit model of black and disadvantaged children's language (and culture) has been discredited by linguists (Labov, 1969; Stewart, 1970; Kochmann, 1969) and behavioral scientists in other discussions (Baratz and Baratz,

1968; Kerman, 1967), who have shown that the English spoken by inner-city black and disadvantaged people throughout the United States is a systematic, rule governed dialect and not a hodgepodge of random errors and careless speech. Moreover, this dialect is the language of a specific culture with different human relationships, different values and different language behavior from the dominant white middle class culture (Labov, 1969; Kochmann, 1969). In other words, researchers have documented and "legitimized" what lower income black people have always known; that they have a language and culture which best suits the needs of their community.

Nonetheless, it is the deficit model which essentially denies the existence or value of this language and culture and that commands the biggest following in the educational community. Research on language acquisition is mainly concerned with the acquisition of the standard dialect of English and of the type of verbal ability which this dialect and the culture it represents demand. Language development tests likewise fail to take account of dialect and cultural differences.

Most teachers and school programs are oriented toward the middle class student. The teachers speak and read standard English. Middle class children know, more or less, when they enter school why they have to learn to read and that they were going to learn to read (i.e., they have a model). They have at least a passing acquaintance with the alphabet.

They engage in discussions in standard English, ask questions, and have been asked questions by adults in their standard English environment.

Most teachers mistakenly assume that all children are very much alike, and more particularly, that they are very much like they (the teachers) were when they were children. Even further, they assume that if children do not have the teachers' learning skills when they enter school the children's abilities are suspect (Tucker, 1970). The teachers falsely label these children as being "culturally deprived or disadvantaged." They often overlook the basic fact that much learning occurs in the child's environment external to the school, before the child enters school, and concurrently while he is in school.

The black child on the other hand, has learned to follow a set of rules that are different from the set rules that middle class teachers learned by, learned to teach by, and that dictate their behavior in the classroom. Although there are similarities in the two learning situations, there are nevertheless distinct differences. Failure to recognize and adapt teaching approaches to these differences often inhibits formal classroom learning.

Most ghetto children develop two sets of verbal skills that can come into conflict. Verbal skills which are necessary for ghetto children to negotiate successfully through their environment outside of the classroom differ

from those required for his ultimate success in the school environment. These verbal skills are often unknown to teachers, and are considered by them to inhibit formal learning. Children of the ghetto with highly proficient verbal skills in their natural environment are discouraged from using these skills because they are often considered to be vulgar, backward, wrong, or irrelevant to learning in the classroom.

Middle class teachers fail to realize that there is no such thing as learning the wrong way if what is learned fosters adaptive behavior. They try to extinguish these well learned verbal skills in order to facilitate formal "correct" learning. The effect of such well meaning efforts often results in the opposite of that intended by the teacher. Rather than building upon the available verbal skills and competencies and seeking to modify them, such an approach seeks to replace one set of verbal skills with another strange and conflicting set. The result understandably is that school learning and the child's progress in school can be severely inhibited. Thus it is not surprising to find that a disproportionate percentage of black and disadvantaged children are placed by the schools in special classes for the educable slow learners, for reasons that may have little to do with their ability to learn. The accepted criteria for placement in special education classes for the slow learners (SL) have been a persisting pattern of academic failure and a sub-average I.Q. (80 or below).

What often develops under these conditions can be described as a phenomena sometimes labeled the "black six-hour retarded child"; retarded five days a week, from 9:00 to 3:00, on the basis of his school performance and I.Q. scores. This occurs without regard to his adaptive and learning behavior outside of school in his natural environment. He is sometimes labelled as functionally retarded by the schools to distinguish him from others that are believed to be slow learners for reasons other than their environment.

In time he often will come to be considered by his teachers and his parents, on well-meaning advice from the school, as organically retarded even though there exists no evidence of organic deficiencies. Soon he may even begin to consider himself as retarded and act out the role. Although these children are not organically retarded, many of them become functionally retarded as a result of their stay in special education classes. The end result is "loss of talent to the person and to the black community" (Simpkins, 1970, p. 20).

The phenomenon of the "black six-hour retarded child" is a part of the urban school system in this country. It emotionally destroys black and disadvantaged children. It flourishes in the ghetto schools, and it is on the increase throughout the country. That the same phenomenon occurs for other minority groups is seen in this recent quotation, "The rate of placement of Spanish surnames in special education

classes is about three times higher than for Anglo children in Chicago and Kalamazoo, the Negro rate is close to four times higher than the Anglo rate . . ." (Riles, 1969).

The term educable slow learners (ESL) is frequently applied to those in special education classes. An observation in schools is that adolescents who complete an extended period of time in special education classes (classes for educable slow learning children) tend to read at a fourth or fifth grade reading level by the end of their formal schooling. That is, they tend to leave school functionally illiterate, since the traditional definitions specify minimal reading competence at fifth or sixth grade level (Tucker, 1970).

This ceiling on reading is accounted for by educators in the following way. They argue that these students' understanding of the structure and contents of language roughly corresponds to this ceiling, i.e., that final reading level is determined by usable language level (however that may be defined). Their language competence may be no greater than that of a 10 or 11 year old student as measured by a mental age score (Budoff, Meskin, and Harrison, 1968). As a result of this relationship many educators have come to consider reading scores to be interchangeable with I.Q. scores (Budoff, Meskin, and Harrison, 1968; and Simpkins, 1970). All of this becomes especially critical in the case of the black six-hour slow learning or retarded child. In most instances he

displays low reading and I.Q. scores. But both these low scores may be a function of the inhibitory effect exerted by the schools when teachers extinguish his already learned verbal skills and replace them with standard English.

If this is the case, it seems reasonable that reading programs designed for black and disadvantaged youth should take cognizance of the factors that act to inhibit formal classroom learning. The basic notion of this proposed research is that the language abilities brought to school by ghetto children can be used to complement and facilitate the learning of the "new" dialect, standard English. This study represents an attempt to use the learning of the child outside of the school situation to enhance his learning in school. Formal learning in the classroom and learning outside of the classroom could then complement - not oppose - each other. This may be accomplished by means that I have chosen to call associative bridging. This involves having the student proceed from the familiar (his dialect) to the unfamiliar (standard English) in small steps.

Associative bridging is the process of going from the familiar to the unfamiliar in small steps. Learning is taught via a method that systematically contrasts the two dialects. For Associative Bridging to constitute a realistic preparation it must include contrasts of culture, values, and life styles. The object of associative bridging is thus to

teach the student standard English in addition to his black English, rather than to teach the black English speaker standard English at the expense of his black English. In associative bridging standard English is presented as the language of most written materials and the language of the schools, and the majority culture. Both dialects are presented to the student as of equal value. Careful attention is given to eradicating the negative value connotations that most schools and teachers, and the society at large have placed on black English.

Advantages of Associative Bridging are:

1. It incorporates a sense of true accountability to black children and the black community;
2. It aids language development within the child's own dialect;
3. It assists in the development of a positive self-image toward black English;
4. It provides a meaningful presentation of standard English;
5. It helps to develop a positive self-image in the black child.

Associative bridging is applied in this study by using the verbal behavior already learned by ghetto students outside of the formal school situation as a starting point. This technique plays a major role throughout this study.

The present research program has two major goals. They are:

1. To develop a self-contained reading program for urban, disadvantaged black ghetto children.

2. To evaluate the utility of the reading program with children who are defined by the schools as being educable slow learning or retarded and who are usually very poor readers (usually less than eighth grade by adolescence).

Hypotheses

Hypothesis 1

Black students in the bridging experimental reading program will achieve higher achievement scores on the reading tests than white students while white students will perform better than blacks in the control condition.

Hypothesis 2

Students in the experimental program will demonstrate a more positive attitude towards reading than those students in the non-experimental program.

Hypothesis 3

Students in the experimental program will develop a better self concept of themselves by using their associative bridging in the experimental group.

Hypothesis 4

Students in the experimental group program will have fewer student-teacher conflicts because the subsystem is conflict reducing rather than conflict producing.

Hypothesis 5

This new educational program can be created and implanted in the school and community to help the deficient and non-deficient students.

CHAPTER II

METHOD

Material Development and Descriptions of Package Components

Language is often conceptualized by educators as a neutral terrain, devoid of any attachment to a culture, where one might justifiably correct the student without fearing accusations of racism. But this is only a convenient naivete. The verbal behavior of the students reflects and represents their culture. If one rejects the "cultural deprivation" notion that disadvantaged and black ghetto children have no language and no culture then one is led to place a great deal of importance on the socio-cultural context in which the child learns and uses his language.

The black dialect in this country stems from an oral tradition. Hence the dialect is learned by disadvantaged and black ghetto children solely from the socio-cultural context or environment in which they use it. Linguists have recently devoted a great deal of attention to the study of the black dialect references. They have delineated certain phonological, grammatical, and lexical features closely associated black ghetto dialect speakers. Developers of reading instructional material have used these features as a system of

rules, as a prescriptive formula by which to translate from standard to disadvantaged or black dialect. The results of this procedure are usually reading materials that are stilted, lifeless, colorless, and unnatural. They often entirely miss the beauty, richness, humor, and poetry of the disadvantaged or black dialect.

In any language there are varying degrees of competence among speakers. There are those speakers who are articulate and those who are inarticulate, those who possess average verbal facility and those who possess exceptional verbal facility. In the case of standard English a great deal of research has been devoted to the assessment of verbal competence and language developmental norms. Out of this research numerous instruments for measuring verbal ability have issued forth. Well defined norms have been established.

In the case of black dialect there are no standardized instruments for assessing verbal competence or language developmental stages. Educators generally assess the disadvantaged or black child's language competence using norms and instruments developed for standard English speakers. They overlook the fact that developmental stages and verbal facility can only be meaningfully ascertained in the context of the child's own dialect. Norms which characterize one dialect should not be applied to another dialect as a measure of linguistic competence.

Faced with the lack of instruments and norms based on research, the developer of instructional material in the dialect must turn to knowledge of the social context in which the dialect is used for his norms, his standard of excellence. He must be knowledgeable of those individuals who are considered by the black community to be highly proficient verbally, "those Brothers who can really rap, really get down."

For this reason a basic premise about the creation of culturally specific materials requires a thorough knowledge of the culture itself. The developer of instructional reading materials and the child for which the materials are designed should share a common cultural and linguistic background. In the case of this reading package, a prerequisite for the development of dialect content materials is that the developer have lived through similar experiences in terms of language (dialect) and culture as the consumer of the materials. This necessitates the developer to have first learned the dialect from an experiential frame of reference in the natural cultural context rather than from formal instruction or study.

Dialect Survey

Prior to the writing of the materials used in the trial version of the reading package, a dialect survey was conducted in the Chicago area by the author. The purpose of

the survey was to familiarize the author with the verbal behavior of the target population, disadvantaged and black ghetto youngsters of junior and senior high school age, before attempting to write dialect reading materials. This was accomplished by recording the everyday unobserved conversation of black youths in the high school and junior high school age range. Using a concealed tape recorder, speech samples were collected in various ghetto areas of Chicago. These speech samples were collected at teen posts, settlement houses, playgrounds and other locations where ghetto youths were known to congregate.

In addition, the author spent several weeks talking and interacting with youths matching the target population characteristics. This was done in a variety of settings: on basketball courts, in pool halls, at parties, and, on a number of occasions, sitting on the grass at neighborhood parks. When engaged in these activities the author dressed, walked, and spoke in the manner of the target population. The author, being a native speaker of the dialect was able to blend in quite successfully with the surroundings on both a verbal and cultural level, i.e., he was able to relate.

The speech samples collected were analyzed and catalogued in terms of stylistic variations, phonological, lexical, and syntactic arrangements. Particular attention was given to the speakers' subject matter (interest).

Materials were developed and pilot tested in the Chicago area, based on information collected in the dialect survey and the author's knowledge of the dialect.

For the materials developed for the Kalamazoo area a different procedure was used. The author spent several months interacting with youths of the target population in the Kalamazoo and Lansing areas in the North and West Ends. This was accomplished in a similar manner as in Chicago with similar results. Following this, new materials were written and existing ones were modified.

After the materials were modified and new materials developed, three groups of disadvantaged and black ghetto youngsters were selected from the North and West Ends areas of Kalamazoo and Lansing. These groups numbered fifteen each. The only criteria used for selection was that they be disadvantaged or black, poor, between the ages of twelve and eighteen, and have lived in the Kalamazoo and Lansing areas for at least half their lives.

The youths, who had recently moved to Kalamazoo in order to attend graduate school, were given a tape recording of four stories in the Chicago dialect. Two of the stories were developed in Chicago and two were developed in Kalamazoo. After listening to the stories, the youths were asked three questions:

1. Who do you think wrote the stories and where do you think the writer lives?

2. Where do you think the characters the writer was writing about are from?
3. Do the characters in the story talk like you, your friends, or family?

The object of these procedures was to determine if the materials developed in Chicago and the new materials were compatible with the dialect of Kalamazoo and Lansing youths and to assess whether regional differences in the dialect were substantial enough to render the material inappropriate for the Kalamazoo and Lansing areas. Of the 45 youths interviewed 80% stated that they believed the stories to be written by a local Brother or black person, 14% believed the stories to be written by a black person in New York, and 3% were undecided. In response to the second question 86% stated that they believed the majority of the characters to be from the local area, while 14% believed them to be from a big city. In response to the third question 98% stated the characters in the stories talked like their friends and relatives or themselves. Based on the responses to the questions, it was decided that regional differences were not substantial enough to justify conducting a formal dialect survey and excluding materials developed in Chicago from the package.

Reading Materials

The materials developed in the Chicago area were in the form of short stories written in three versions:

- a. Offensive Vernacular (OV)

b. Neutral Vernacular (NV)

c. Standard English (SE)

Each version of the story consisted of approximately three pages. No specific formula, except reader interest, was followed in writing the stories, i.e., they were not translated from standard English or composed via a set of linguistic rules. The stories were written to reflect the experimental frame of reference of the target population in terms of objects and events in their environment. Most of the stories carried a hidden theme of "why learn to read." This hidden or subliminal theme was written in the value system of the youth. For example, "Learn to read because it can keep you from losing your cool," was the hidden theme of one of the stories.

The stories were written in the following sequence. First a story line was sketched in black dialect. This was then expanded into a rough draft of four or five pages drawing freely on "offensive vernacular" words, terms and phrases. The story was then rewritten, edited and polished until the writer was satisfied with the outcome. Next, the second version was developed (NV). This was accomplished by stripping the story of all "offensive vernacular." Appropriate euphemisms in disadvantaged and black dialect were then substituted. An example of this would be "mother-fucker" changed to sucker, or "shit" changed to stuff. The substitutions were analogous to the changes in dialect terminology that black youth often make when moving from a peer setting

to a family or school setting. After completion of the offensive vernacular version and the neutral vernacular version, the story was then translated into standard English in the following manner:

OV Version

Bill Smith, an old Brother from the South, had gotten some bread from an accident 20 years ago. With the dough he got himself an apartment building. The Old Brother was out in front of his building watering his lawn. This fine little Sister named Pat came up and asks the old Brother if she could see the pad for rent. The Sister had dug on a "for rent" sign stuck in the lawn.

The old Brother say, "No, Sister, cause ain't nobody here." The Sister rapped back, "You're heah honey. Why can't you show me the pad."

"Cause I ain't the manager," the old Brother blew.

"If you ain't the manager," the Sister asked, "Where can I find the dude? And who is you baby?"

"I'm the owner, But I ain't the manager."

SE Version

Bill Smith was in front of his apartment watering his lawn. A prospective tenant, Pat Jones, came up to inquire about a vacancy. Bill Smith said that he couldn't help Pat Jones. He said that she would have to come back the next day if she wished to see the apartment. Pat asked where and when she could contact the owner.

Bill Smith informed her that he was the owner. This surprised Pat. She could not understand why she couldn't see the apartment. She asked, "Why can't I see the apartment now?"

Bill Smith told her that the manager would have to show her the apartment and that he wasn't around at the present time.

Due to the unfavorable reaction the "offensive vernacular" version received from the educational community (black and white), the "offensive vernacular" version was eliminated from the package. Based on recommendation from a pilot study conducted in Kalamazoo by the author and some untested ideas, existing materials were modified and additional materials were created.

The new and modified materials had three versions.

- A. Written Vernacular (WV)
- B. Street Vernacular (SV)
- C. Standard English (SE)

The street vernacular version is devoid of all "offensive vernacular" words. Appropriate euphemisms in disadvantaged and black dialect are substituted. It is written as close to spoken conversation as possible. It is generally a page or two longer than the other versions of the story. The written vernacular version of the story has a tighter structure than the SV version in syntax and paragraphs. It is closer to standard English than the SV version but essentially written in black dialect. The standard English version remained the same.

The method for developing the stories is as follows:

- A. Written Vernacular (WV)
 - 1. A story line is sketched in black dialect.
 - 2. The story line is expanded into a complete story in rough draft form.

3. The rough draft is then rewritten, edited, and polished until the writer is satisfied with the final form.

B. Street Vernacular (SV)

1. The final WV version is given to a fluent native speaker of the dialect, one who possesses the quality of a good story teller, to read and discuss with the author until he is thoroughly familiar with the version.

2. He tells the story in his own words. After a number of practice trials he tells the story to a small group of youths matching the target population. This session is recorded using a microphone set up in an inconspicuous location.

3. The story is then transcribed from the tape and edited for written consumption. As much of the conversational quality of the story as possible is maintained.

C. Standard English (SE)

The WV version is translated into standard English. This is not a literal translation. It involves character changes from a black cultural context to a white middle cultural context. Several things happen during the change, some things dramatically and some things subtly:

1. Personality of the character changes.
2. The characters' responses to certain situations changes.

3. Value system changes.

There is no formula for these changes. They automatically occur when one is true to the cultural context of the particular dialect. Ideally, this version (SE) should be written by a native standard English speaker.

The reading materials are divided into four sections. The first section contains five stories in three versions (SV, WV, SE). These stories all contain the hidden theme, "why learn to read." The second section contains four stories in two versions (black dialect--both SV and WV--and standard English). The third section contains two stories in black English. The fourth section contains two stories in standard English.

Several of the stories used in the package are based on a body of black folklore known as oral epic poetry or toasts. This body of folklore is an outgrowth of African folklore coming in contact with the "New World," the experience of slavery, and the aftermath of slavery, the urbanization of the black man. They belong to the black man in the arts. With the exception of those narratives which describe certain specific historical events, the stories are difficult to date. They are simply considered as part of black culture. They appear to have no geographical focal point. They are equally as well known in the South as in the North, in the East as in the West. Just about all blacks who have grown up in an inner city setting are acquainted with

them. A review of the literature reveals that no use has been made of this body of oral literature for reading purposes.

Question and Answer Sheet

Accompanying each version of each story there is a separate set of ten questions. The questions are constructed to match the form of items given on a wide range of reading tests. The items are written in most instances in the language of the reading selection, i.e., standard English versions have standard English questions and black dialect versions have disadvantaged and black dialect questions. The items are designed to test vocabulary and comprehension. Some of the items are designed to encourage the students to think critically about the selections and relate them to their own lives.

Each set of questions has an answer sheet. The answer sheet is for the teacher's use only.

Reading Package Dictionary

There are two Reading Package Dictionaries, one for the teacher and another for the students. The teacher dictionary is composed of vocabulary used in the stories. It gives the meaning of disadvantaged and black dialect terms used frequently in the reading selections by contrasting them with their standard English equivalents.

The Student Reading Package Dictionary is laid out in a format similar to that of the teacher's. It is divided into two sections: black English and standard English. The sections are blank, i.e., they are not filled in. The teacher selects vocabulary, phrases, or sentences from the reading selection and writes them in the student's dictionary. The student must define the word, phrase, etc., by writing its standard English or black English equivalent. If the student is working on a version of a story using black English (SV, WV), the teacher gives him black English and he writes in the standard English equivalent. If the student is working on a standard English version, the opposite is done.

Peer Control

Peer Control is the name given to a small group oral reading exercise. Although it is not a material component, it is nevertheless an essential complement to the reading materials. The full name given to the small group exercises is Peer Control and Student Feedback Oral Reading Exercise. Since it is engaged in on a daily basis and is essential to the reading package, it is included as a reading package component separate of Group Exercises.

Peer Control Procedure

1. The students are assigned by the teacher to small groups. The optimal number of students per group is four or five. The groups are matched as closely as possible by the

teacher in terms of oral reading proficiency, i.e., each student in the group should be at about the same oral reading level. This practice is designed to maximize the probability of equal success on the part of all participants in the group.

2. Each student in the group is assigned a number ranging from one to four or five, depending on the size of the group. The numbers are randomly assigned by placing them on slips of paper and having each student select one blind.

3. One version of the reading selection is given to each student in the group. The story and version coincide with the reading material that the majority of the class is working on at the time.

4. The student who selected number one is designated the Reader. The others in the group are called the Correctors. The Reader's task is to read orally to the group a fixed portion of the reading selection without being stopped by the Correctors. The Correctors' task is to read silently along with the Reader, stopping him whenever they recognize an inappropriate response or error in his oral reading.

5. When the Reader makes a mistake it is pointed out by one of the Correctors. The Reader must return to the beginning of his portion of the reading selection each time he is stopped by one or more of the Correctors and give the correct answer.

6. When the Reader successfully completes his portion of the reading selection, he becomes one of the Correctors and the student whose number is two becomes the Reader, followed by numbers three, four, etc. The group continually rotates in this manner.

Role of the Teacher

The teacher assigns the portions of the reading selection. She generally starts by assigning two or three sentences and increases the amount as the group completes each rotation.

In the initial stage of peer control the teacher is part of the group, one of the Correctors. She models for the group, pointing out the type of errors that they should look for, by example. Whenever she stops the Reader, she asks the group what error he made. If the group cannot recognize the error she tells them the error and asks them for the correct response. If the group does not know the correct response she then shows them how to find it. For example, if the error is a mispronounced word, she may give the group a short lesson in word attack skills, and demonstrate how to use the dictionary for such purposes.

The teacher, as a member of the group, helps the group to recognize and correct simple errors, and gradually more and more complex errors. The types of errors she alerts the group to from her position as one of the Correctors are

not limited to reading errors per se. For example, she may stop the Reader and ask him to put his reading selection down. She then informs the Reader that it did not sound as if he knew what he was reading. If the Reader cannot tell her what he just read it is considered an error. She explains to the group that the Reader must first understand himself what he reads. Comprehension is very important.

The teacher, on a gradual basis, turns the control of the group process over to the students. Eventually she leaves the group entirely. At this point she enters the group only when the Correctors have spotted an error, but do not know the correct response. She may also enter the group when she hears them consistently overlooking a certain error, or when the Correctors give incorrect information to the Reader.

Descriptive Flow Chart

1. The student reads the stories. He may read the stories as long as he wishes. If there are things that he does not understand, he raises his hand for assistance from the teacher. When he finishes he returns the stories to its designated place.

2. Upon returning the stories, the student takes the first version of the story (a). He reads the story as long as he wishes. When he finishes the story to his satisfaction he returns the version to its designated place and receives the test from the teacher.

3. The student takes the test; he may take as long as he wishes on the test. He then returns the test to the teacher. The teacher scores his test. She informs the student of his score and asks him if he wishes to record the score. The student may elect to read the story over and take the test again. In the event he wishes to read the story over, he returns the test to the teacher and takes the story. When the student indicates that he wishes to record his score, the teacher reviews the test with him, pointing out his mistakes and the correct answers. The student then records his score in the Student Feedback Booklet.

4. The student then takes version B and repeats the procedure in Steps 2 and 3.

5. The Peer Control group exercise is engaged in by students every day at a predesigned time set by the teacher (for example, every day from 9:10 to 9:30). At the predesigned time the sequence of steps is stopped, Peer Control is engaged in, and the sequence is started again at the point at which it was stopped. The sequence is also stopped on an intermittent basis for various group exercises and started up again at the point which it was stopped.

Design

The design of this investigation is a 2 x 2 analysis of covariance with pre-training scores serving as the co-variate and post-training reading scores serving as the

criterion (see Table 1, page). There are two treatment conditions, experimental and control. Participants are divided into two groups by race, black and white.

Treatments

In order to test the effectiveness of learning by standard procedures and learning by associative bridging two learning conditions will be created. The two conditions are called the experimental and control. They are presented below and in the figure on the following page.

<u>Experimental</u>	<u>Control</u>
1. 1 hour reading (black dialect followed by standard English)	1. 1 hour reading (Reading of standard English form)
2. Reinforcing state of affairs. (Reward good behavior and ignore bad behavior)	2. Reinforcing state of affairs. (Reward good behavior and ignore bad behavior)

Subjects

Sixty black and white students between the ages of thirteen and nineteen years who have resided in black urban ghetto for a minimum of four years were recruited for the study. Parental permission was secured before Ss participated in any aspect of the investigation. Ss are to be divided equally between sexes. The Ss in order to qualify for the study have to read at a minimum grade level of 2.0 and a maximum grade level of 5.0. The Ss in the study were not to be involved in any special projects or programs

	Both Dialect Reading Experimental	Non-Standard Reading Control
Black Students	<u>N</u> = 20	<u>N</u> = 10
White Students	<u>N</u> = 10	<u>N</u> = 20

Note: In each cell, N indicates the number of subjects assigned to the condition.

Figure 1.--The Four Experimental Conditions Used in the Current Study.

pertaining to reading or other educational aspects inside or outside of school.

Instruments

A repeated measure exam was given once a week. In addition, the following measures were obtained before and after the program.

- A. Gates-MacGinitie Test for comprehension;
- B. Attitude scales for parents - how the student perceives his parents feel;
- C. Attitude scales for teachers - how the student feels about the teacher;
- D. Attitude scales for self - how the student feels about his self ability; and
- E. Attitude scales for school - how the student feels about school.

Procedure

Daily and Classroom Schedule

The reading program went on for one hour a day, five days a week for 12 weeks. At the beginning of the daily reading, all materials were laid out before the students entered the classroom. At the end of each two day period a reading comprehensive examination was given on the story to be read for those two days.

Site and Field Considerations

The major field problem encountered was in the area of subject recruitment. The author was unable to penetrate the public school setting immediately. This was due in large part to the controversy centering around the use of such dialect (also referred to as black English) in formal educational settings. Most teachers and administrators (including those sympathetic to its use), considered the use of such dialect in the school as a politically "hot potato." This consideration in most instances was based more on fact than fear. After several fruitful months of explaining the program and its goals to various black and white administrators, all administrative agreements needed for running the program in a public school was obtained, and an intensive search was launched to find a school site for the program. A site was secured at a high school (Everett) in an average income and racially mixed area.

Because of my past experience with the school system, the program appeared to be accepted more rapidly, which made the high school very cooperative for all aspects of the experimental program. For example, all school material was available to me, as well as staff and administrative support, and support of the students. One of the problems I had was that I was interrupted several times by administrators at various schools, wanting me to help or consult in certain curricular areas (academic training) during my experiment. I also had access to a safe in which I could store my data and any other important research materials.

Research Team

One white teacher in education and sociology served as a teacher for the reading program. There are several reasons why this teacher was selected as opposed to many other certified experienced teachers. From an administrative point of view it was easier to have this teacher teach for two hours a day. The two hours could be worked into his school schedule, while an experienced certified teacher might find it very difficult to schedule in two hours a day during teaching time. Another reason for using this teacher was that he would probably be more amenable to teaching the black dialect. Also, two very well certified aides that are very aware of students' needs, and a reading consultant (who is capable of scoring the tests and computing the scores), and

one black teacher, who was a minority literature teacher; all served as organizers, consultants, and evaluators to the program.

Student Feedback
Booklet

The Student Feedback Booklet (see Appendix G) is designed to provide the students with a record of "knowledge of results" or "feedback of information." Used in conjunction with the tests mentioned above, it allows the student to know and record how well he is doing. It provides the student with an on-going visual record of his progress. At any given point in the program the student may, by referring to his booklet, discover if he is improving, staying the same, or declining in his scores.

It allows the student to compete against himself rather than his fellow student. His scores on the test become meaningful in terms of his previous performance rather than on a set standard.

CHAPTER III

RESULTS

Comparative Results

The results of the analysis of covariance for the vocabulary test scores are presented in Table 1. It can be seen that the effect of dialect was highly significant ($F = 41.97$, df 1, 55).

TABLE 1.--Analysis of Covariance for Vocabulary Test Scores.

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Learning Condition	1	1318.06	41.97 ^c
Race	1	8.63	.27
Interaction	1	5.16	.16
Error	55		

a = p .05
b = p .01
*c = p .001

Table 2 shows that the effect was not only strong but was similar for blacks and whites alike. The black and white experimental groups gained 12.90 and 11.30 points respectively, while the black and white control group gained 1.60 and 1.67 points on the vocabulary test. The race effect was not significant, nor was the interaction of treatment and

race. This indicates that the treatment works equally well in improving the vocabulary scores of black and white students. Although there was no significance, the black experimental group gained 1.5 points more than the white experimental group, and the white control group gained approximately .5 points more than the black control group.

TABLE 2.--Means, Standard Deviations and Gain Scores of the Four Groups on the Pre and Post Vocabulary Test.

		Pretest		Post Test		
		Mean	S.D.	Mean	S.D.	Gain Score
Experimental Group	Black	64.35	23.01	77.25	25.58	12.90
	White	54.60	21.83	65.90	24.43	11.30
Control Group	Black	69.93	14.08	71.53	13.96	1.60
	White	102.60	25.93	104.27	24.11	1.67

The results of the analysis of covariance for the comprehensive test scores are presented in Table 3. It can be seen that the treatment effect was highly significant ($F = 17.12$, $df\ 1, 55$).

TABLE 3.--Analysis of Covariance for Comprehensive Test Scores.

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Learning Condition	1	3205.22	17.12 ^c
Race	1	111.44	.60
Interaction	1	65.37	.33
Error	55		

a = p .05
 b = p .01
 *c = p .001

The black and white experimental groups gained 19.44 and 14.10 points respectively, as shown in Table 4, while the black and white control group gained .80 and 5.73 points on the comprehensive test. The race effect was not significant, nor was the interaction of treatment and race. This indicates that the treatment works equally well in improving the comprehensive scores of black and white students. Although there was no significant difference, the black experimental group gained 5 points more than the white experimental group.

TABLE 4.--Means, Standard Deviations and Gain Scores of the Four Groups on the Pre and Post Comprehension Test.

		Pretest		Post Test		
		Mean	S.D.	Mean	S.D.	Gain Score
Experimental Group	Black	60.75	22.55	80.20	24.76	19.44
	White	55.70	33.83	69.80	36.24	14.10
Control Group	Black	63.67	15.28	64.47	16.89	.80
	White	102.60	28.73	108.33	30.91	5.73

The results of the analysis of covariance for the parents attitude test scores are presented in Table 5. It can be seen that the treatment effect was not significant ($F = .30$, df 1, 55), although the treatment group gained more than the control group.

TABLE 5.--Analysis of Covariance for Parents Attitude.

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Learning Condition	1	9.97	.30
Race	1	3.69	.10
Interaction	1	3.11	.09
Error	55		

Table 6 shows that the black and white experimental group gained 4.05 and 4.20 points respectively, while the black and white control group gained .47 and .54. The race

effect was not significant ($F = .10$, df 1, 55), nor was the interaction of treatment and race ($F = .09$, df 1, 55). This indicates that the special reading program did not have a significant effect on perceived parents attitudes.

TABLE 6.--Means, Standard Deviations and Gain Scores of the Four Groups on the Pre and Post Parent Attitude.

		Pretest		Post Test		
		Mean	S.D.	Mean	S.D.	Gain Score
Experimental Group	Black	23.75	4.02	27.80	6.93	4.05
	White	23.60	3.98	27.80	7.75	4.20
Control Group	Black	28.26	2.58	28.73	2.97	.47
	White	30.40	3.52	29.86	4.51	.54

The results of the analysis of covariance for the teacher attitude scale test scores are presented in Table 7. It can be seen that the treatment effect was significant ($F = 9.71$, df 1, 55).

TABLE 7.--Analysis of Covariance for Teachers Attitudes.

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Learning Condition	1	288.03	9.71 ^b
Race	1	401.73	1.40
Interaction	1	44.49	1.50
Error	55		

a = p .05
 b = p .01
 *c = p .001

Table 8 presents the means and standard deviations of the teacher attitude scale for the black and white students in the control group. Also presented are the mean gain scores for each group of students. The black and white experimental groups gained 3.90 and 6.00 points respectively, while the black and white control group only gained .59 and 1.40 points on the teacher attitude scale test. The race effect was not significant ($F = 1.40$, df 1, 55), nor was the interaction of treatment and race ($F = 1.50$, df 1, 55). This indicates that the treatment works somewhat in improving both black and white students' attitudes towards teachers.

TABLE 8.--Means, Standard Deviations and Gain Scores of the Four Groups on the Pre and Post Teachers Attitudes.

		Pretest		Post Test		
		Mean	S.D.	Mean	S.D.	Gain Score
Experimental Group	Black	25.75	5.00	29.65	7.38	3.90
	White	28.10	7.95	34.10	6.60	6.00
Control Group	Black	25.87	1.80	26.46	2.99	.59
	White	24.66	2.46	26.06	3.95	1.40

The results of the analysis of covariance for the feelings about school test scores are presented in Table 9. It can be seen that the treatment effect was not significant ($F = .60$, df 1, 55).

TABLE 9.--Analysis of Covariance for Feelings about School Test Scores.

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Learning Condition			
Dialect of Student	1	10.37	.60
Race	1	18.33	1.05
Interaction	1	12.77	.72
Error	55		

Table 10 presents the means and standard deviations of the feelings about school test scores of the black and white students in the experimental group and black and white students in the control group. Also presented are the mean gain scores for each group of students. The black and white experimental groups gained .55 and 4.20 points respectively, while the black and white control group only gained .60 and .13 points on the feelings about school test. The race effect was not significant ($F = 1.05$, df 1, 55), nor was the interaction of treatment and race ($F = .72$, df 1, 55). However, the white experimental group gained more on the feelings about school attitude test than the other group, but not significantly more.

TABLE 10.--Means, Standard Deviations and Gain Scores of the Four Groups on the Pre and Post Feelings about School Test.

		Pretest		Post Test		
		Mean	S.D.	Mean	S.D.	Gain Score
Experimental Group	Black	22.75	5.13	22.20	5.82	-.55
	White	21.90	3.84	26.10	4.04	4.20
Control Group	Black	23.60	2.55	24.20	3.07	.60
	White	24.60	2.82	24.73	2.73	.13

The results of the analysis of covariance for the self-concept test scores are presented in Table 11. It can be seen that the treatment effect was not significant ($F = .02$, df 1, 55).

TABLE 11.--Analysis of Covariance for Self Concept.

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Learning Condition	1	.30	.02
Race	1	4.97	.50
Interaction	1	4.39	.45
Error	55		

Table 12 presents the means and standard deviations on the self concept scale of the black and white students in the experimental group and black and white students in the control group. Also presented are the mean gain scores for

each group of students. The black and white experimental groups gained 1.50 and 2.90 points respectively, while the black and white control group gained 1.40 and 1.40 points on the self concept test. The race effect was not significant ($F = .50$, df 1, 55), nor was the interaction ($F = .45$, df 1, 55) of treatment and race.

TABLE 12.--Means, Standard Deviations and Gain Scores of the Four Groups on the Pre and Post Self Concept Test.

		Pretest		Post Test		
		Mean	S.D.	Mean	S.D.	Gain Score
Experimental Group	Black	18.45	5.21	19.95	4.86	1.50
	White	17.80	4.44	20.70	4.85	2.90
Control Group	Black	20.26	3.68	21.66	3.43	1.40
	White	20.47	3.13	21.87	3.35	1.40

Comparison of the Learning Process

In order to assess the effect of the learning throughout the experiment, a test was given at the end of each week of treatment over the stories that were read during the week. Each test was made up of ten items, with a maximum of one point for each correct answer.

To accomplish this two repeated measures analyses were computed. The first analysis categorized students solely by race, and the second categorized the students by

learning condition. The results of the first analysis are presented in Table 13. It can be seen that the race effect was not significant, but there was a significant time effect and a significant interaction. Figure 2 indicates that the significant interaction was caused by the last three tests. White students scored lower on these three tests than black students. This could be explained by the fact that the last three stories dealt with characters that were likely to be more well known to black students.

TABLE 13.--Repeated Measure Analysis of Variance of Race of Student Crossed with the Ten Repeated Measures.

Effect	df	Mean Square	F
<u>Between Subjects</u>			
Race	1	13.83	1.24
Error	58	17.09	
<u>Within Subjects</u>			
Time	9	25.84	17.64 ^a
Interaction	9	4.08	2.79 ^b
Error	52	1.46	

a = $p < .001$

b = $p < .01$.

The results of the second analysis are presented in Table 14. The treatment effect, the time effect and the interaction of treatment by time were all highly significant.

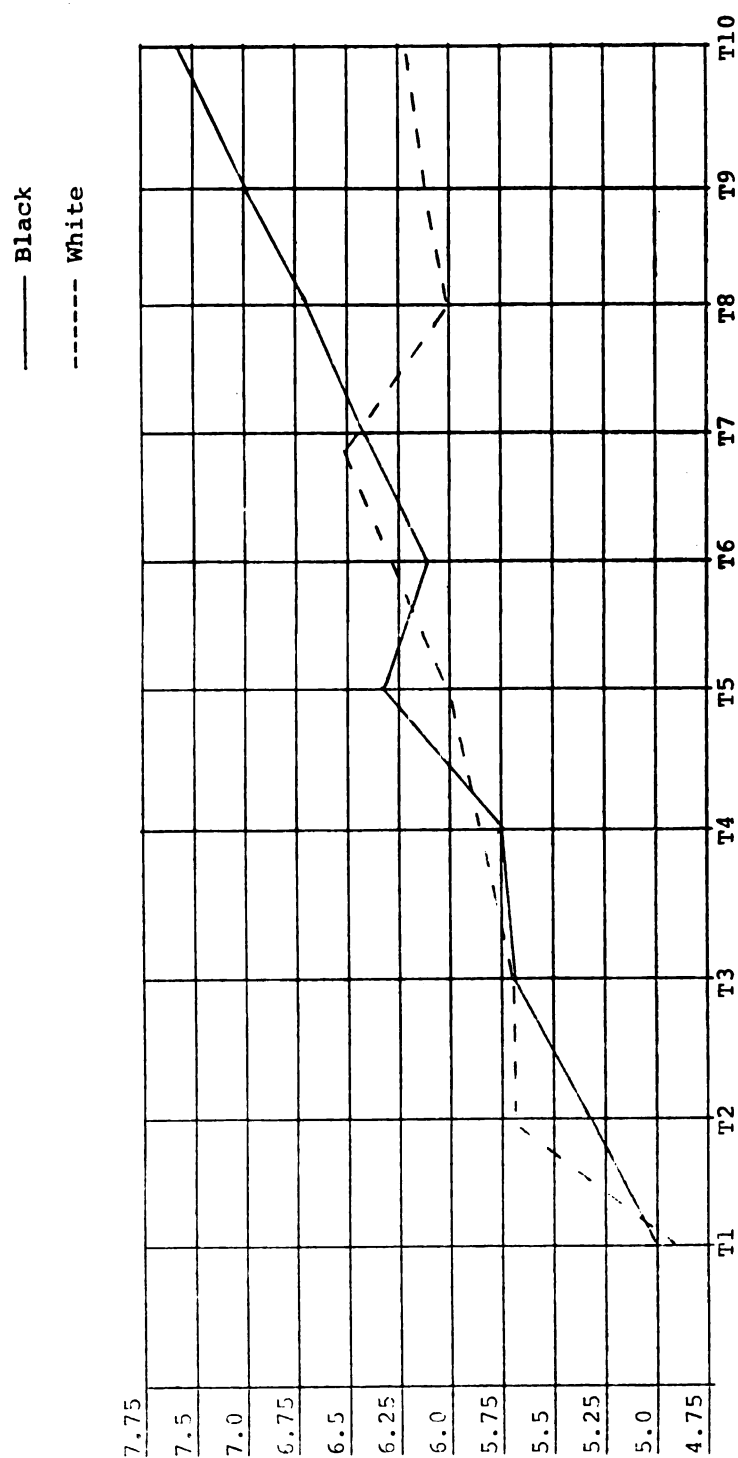


Figure 2.--Means of the black and white students on the ten repeated measures.

Examination of Figure 3 shows that the treatment group consistently scored higher than the control group. The overall mean for the experimental group condition was 7.289 contrasted with a mean of 5.367 for the control group condition. Figure 3 shows that the difference was greatest on tests four, five, six, seven, and eight.

TABLE 14.--Repeated Measure Analysis of Variance of Treatment of Student Crossed with the Ten Repeated Measures.

Effect	<u>df</u>	Mean Square	<u>F</u>
<u>Between Subjects</u>			
Learning Condition	1	278.80	47.70 ^a
Error	58	6.52	
<u>Within Subjects</u>			
Time	9	25.84	18.02 ^b
Interaction	9	5.87	4.10 ^c
Error	52	1.43	

a = $p < .001$

b = $p < .001$

c = $p < .01.$

Although the interaction by race factor cannot be obtained directly from the two analyses shown in Table 13 (measure), Figure 4 strongly suggests that there is no significant black-white interaction.

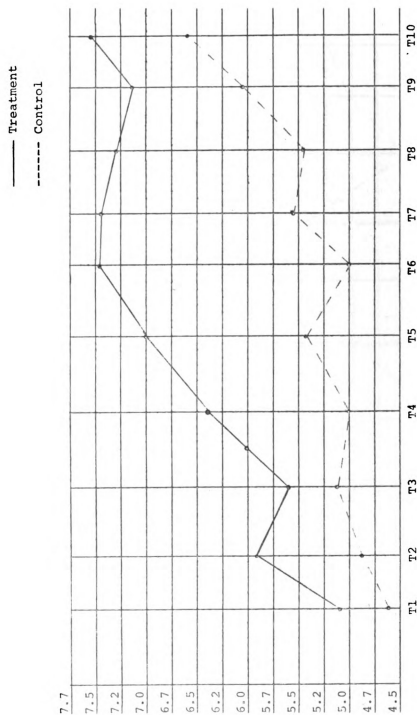


Figure 3.--Means of the ten treatment and control conditions on the repeated measures.

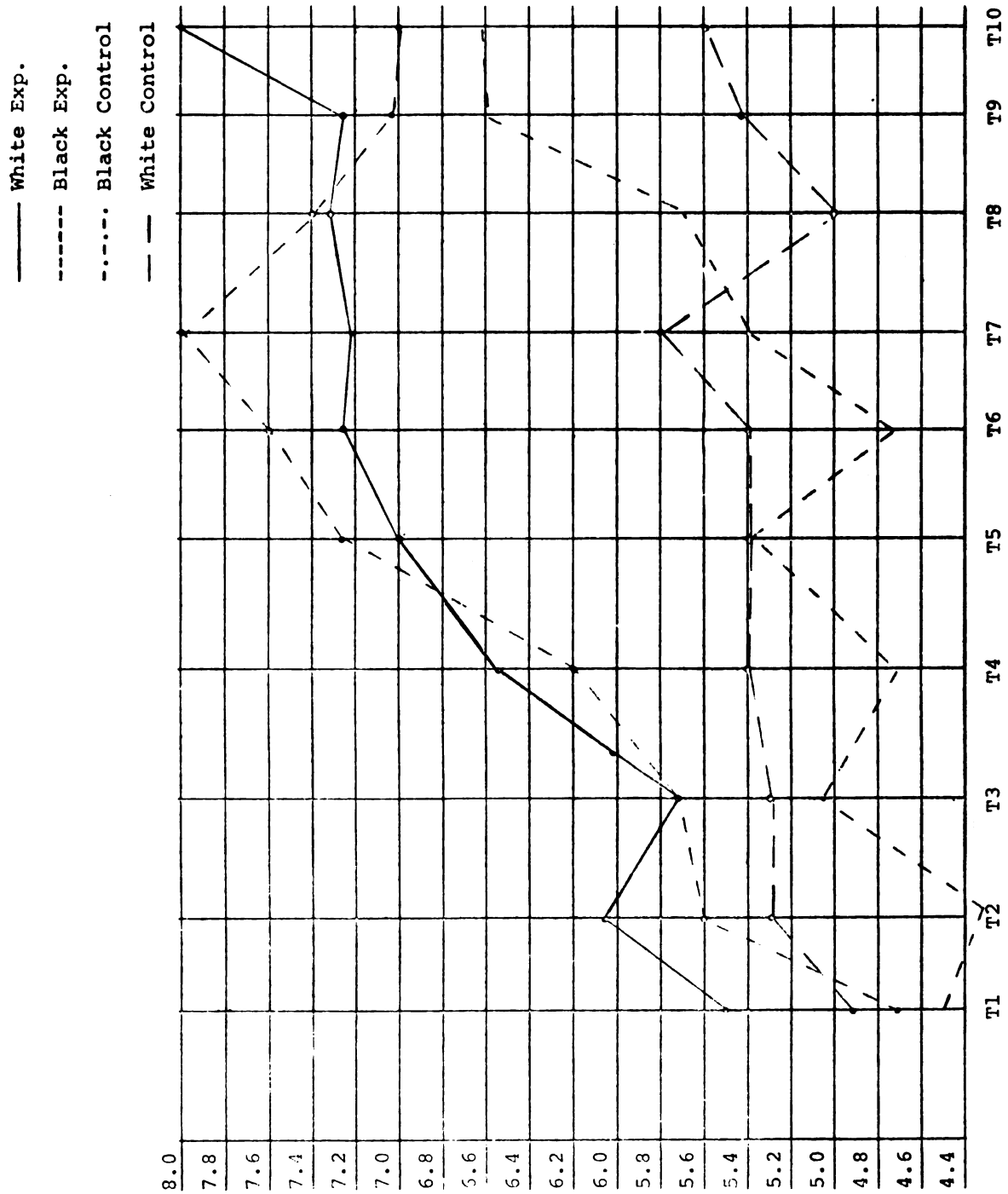


Figure 4.--A graph of the means of the four groups on the ten repeated measures.

Associative Results

Table 15 presents the intercorrelation matrix for the control group on the pre and post variables. It shows that there was a very high relationship between the four performances as shown in the cluster indicated by straight lines.

Table 15 also points out that there is a general low relationship between performance and attitude variables, but the exception is pre-school attitudes seem to be correlated very highly with the pre-vocabulary, post-vocabulary, pre-comprehension and post-comprehension. Otherwise the attitudes seem almost a random distribution of correlations; some are positive and some are negative, but none of them are very high. On the other hand, the attitudes themselves shown in the enclosed cluster are quite interrelated with post-school, pre-teacher, post-teacher, pre-self-concept, and post-self-concept, being more closely interrelated than pre-parents, post-parents, and pre-school, as shown in the cluster enclosed by dotted lines.

Table 15 is found on the following page.

TABLE 15.--Intercorrelation Matrix for the Control Group on the Pretest and Posttest Variables.

	1	2	3	4	5	6	7	8	9	10	11	12
	Pre Voc	Post Voc	Pre Comp	Post Comp	Pre Parent	Post Parent	Pre School	Post School	Pre Teacher	Post Teacher	Pre Self Concept	Post Self Concept
1. Pre Voc.												
2. Post Voc.	.99											
3. Pre Comp.	.89	.54										
4. Post Comp.	.87	.87	.98									
5. Pre Parent	.19	.22	.18	.12								
6. Post Parent	.09	.14	.16	.14								
7. Pre School	.48	.50	.42	.42	.24							
8. Post School	.28	.24	.15	.14	.00	.09						
9. Pre Teacher	-.22	-.22	-.20	-.17	-.30	.11	.25	.15				
10. Post Teacher	-.14	-.11	-.14	-.13	.06	.34	.45	.45	.69			
11. Pre Self Concept	-.07	-.04	-.05	-.05	.36	.24	.64	.47	.39	.61		
12. Post Self Concept	-.10	-.06	-.03	-.20	.59	.44	.50	.28	.23	.49	.84	

Table 16 presents the interrelational matrix for the experimental group on the pre and post variables. It shows that fundamentally the relationship between the four performances still holds, as shown in the cluster enclosed by straight lines. They are all very high, varying 77 to 96, but the attitude correlations get much more spotty and much less definite, so under that the conditions of the experimental group, there are practically no high relationships, only one correlation which reached 40 in this area in terms of attitudes with performance. So the attitude performance that exists in Table 15 with the pre-school does not occur here, and beyond that the attitudes themselves are much less highly interrelated with the highest set of interrelationships shown in enclosed area of Table 16 by dotted lines. But in reduced magnitude, so the performance remains relatively constant, but the attitudes seem to have a less consistency.

Table 16 is found on the following page.

TABLE 16.--Intercorrelation Matrix for the Experimental Group on the Pretest and Posttest Variables.

	1	2	3	4	5	6	7	8	9	10	11	12
	Pre Voc	Post Voc	Pre Comp	Post Comp	Pre Parent	Post Parent	Pre School	Post School	Pre Teacher	Post Teacher	Pre Self Concept	Post Self Concept
1. Pre Voc.	1.00											
2. Post Voc.	.96	1.00										
3. Pre Comp.	.85	.81	1.00									
4. Post Comp.	.77	.80	.79	1.00								
5. Pre Parent	.07	.07	.26	.17								
6. Post Parent	.28	-.13	.26	.00								
7. Pre School	-.02	.07	.15	.05								
8. Post School	.15	-.10	.18	-.05								
9. Pre Teacher	-.00	.09	.06	.07								
10. Post Teacher	.39	.22	.41	-.13								
11. Pre Self Concept	-.20	-.13	-.04	-.12								
12. Post Self Concept	.29	-.15	.15	.07								

CHAPTER IV

DISCUSSION

The primary purpose of this study was to investigate whether bilingual associative bridging would improve learning and further, whether black and white children would respond differently to this type of learning contrasted with the way standard English is usually taught. For the purpose of this study, a structured reading package and a set of procedures tailored to the language, experience, and interest of the urban ghetto youths that could be used as an effective tool to teach reading to inner-city children who are poor readers, was created. In the experimental bilingual condition reading was taught by starting with the familiar, black dialect, and bridging across to the unfamiliar, standard English, in a series of steps. This process, labeled Associative Bridging, played a major role in the strategy of presentation of the reading program.

In the control condition an equivalent amount of time was spent in learning standard English. In both conditions teachers were trained to give positive reinforcement to improving behavior. Peer group feedback also was operative in both conditions.

A secondary goal of this study was to find the inter-relationships among commonly used measures of academic achievement, self-concept, and attitudes.

The Learning Environment

The main findings of this study show associative bridging significantly improves the performance of all students - black and white alike. This is an especially important finding because many researchers, both black and white, have promoted the position that it is difficult for both racial groups to achieve at the same rate and level by using the same material. Thus the effect of this experimental condition was very profound in the area of performance - it had a great impact upon reading for all participants.

There was a significant time effect in the learning situation. The learning curves, as shown in Figures 16 and 17 indicate a progressive acquisition over time. Thus the effects of associative bridging improved learning for the entire experimental period of ten weeks.

Some observational evidence suggests the motivational value of the material. The Student Feedback Booklet appeared to be a big hit with the experimental and control groups. The students took pride in their booklets and often pointed out their increasing scores to the teaching staff and fellow students. This observational evidence suggests that the

Student Feedback Booklet should be redesigned so that the student can record and have a visual record of the number of times he answered the questions in order to improve his score, as well as the final score the student obtains.

It is also important to note that students formed small groups and read aloud in both conditions. The peer group experience seemed to be a most enjoyable part of the program for all the students. They engaged in groups reading every day and often requested that the time be extended. The students in the group would correct the reader immediately following his mistake. This also served as a behavior control in terms of rules and goals that were set by the class. All students' oral reading improved during the peer exercises and students displayed little anxiety about reading aloud to their peers. While this aspect of the program was common to both groups, it probably accounted in part for the improved acquisition of both groups and the continued improvement of the controls.

Other observations indicated the following:

1. The oral epic poetry and the story about Malcolm X seemed to be liked the best. Examples showing this are:

I dug the story about Malcolm, Shine and Stag.
I wish we had things like that in our other
classes; and

If there was a class like this at my junior
high school I'd go every day and not play
hookey.

2. The older students stated that they disliked being in the same class with younger students, while the younger students stated that they liked being in class with older students in both groups. Some representative quotes are:

I liked the program. It should have been every day of the school year. I didn't like being with the little kids, but the mixed group work together was good; and

I like peer control best. I wished they used it at school. It's fun.

3. The students in the experimental group tended to complain about the amount of work they had to do in the program, but generally stated that they believed that their school work and grades had improved because of it. Examples of this are:

I like the class, but I'd like it better if it wasn't so much work. I get tired after being in other classes all day long;

I'm doing better in school since I took this class. I make C's now, I used to make D's and F's; and

Since I came to the class, I don't hang around with some of my friends. They bad, they smoke and have boys over their house . . . I read more now. I think I like to, now.

4. The students in both groups disliked taking the Gates-MacGinitie Test. One of the students refused to take the post-tests, and could not be located until later on. He was in the control group.

5. One of the most critical issues that arose throughout the experiment was that students liked for a teacher to be able to communicate with them about social things that are relevant to the students' future. When this came up the teacher discussed it with the students. Examples of this are:

One of the students asked the teacher how she would go about solving a problem that he and his girlfriend had in relationship to sex.

Another student asked the teacher how she would go about solving a particular problem which he had with a teacher in relationship to his class and what she would do if she were in his place.

Attitudes and Performance

The urban and familiar dialect appears to serve as a motivating force. It seemed to focus the students interest and attention on reading.

As shown in the comparative results of the analysis of covariance, three of the six covariance tests were significant; two dealing with vocabulary and comprehension were highly significant, and the attitude scales toward teacher was also significant. The learning graph (Figure 3) shows the longitudinal improvement in learning that can be attributed to associative bridging. The associative bridging condition seemed therefore, to increase performance and to improve attitudes toward the teacher. However, other attitudes toward school, parent, and self-concept did not improve significantly.

Thus, where attitudes did change significantly, they changed only in the specific area of attitudes toward the teacher. It seems therefore that as students improve their performance, they develop more positive feelings towards the teacher but not toward themselves or other aspects of their environment.

As for the differences between more general attitudes toward school, self-concept, parents and performance, the intercorrelation matrices (Tables 16 and 17) suggest that the relationships are very close to zero. The matrices further suggest that two general sets of criteria need to be measured during the learning process. There is a strong cluster of performance variables and a weaker cluster of attitude variables. Affecting one (except for teacher attitudes) does not necessarily mean that the other is going to be affected; thus persons can improve their performance but not change their attitudes; conversely you might teach them to change their attitudes and it might not effect their performance. It appears then that if one is going to train citizens to participate in a democratic society one needs to train them for both healthy attitudes and good performance. Neither should be ignored. A word of caution seems necessary here: one shouldn't assume that because attitudes change, performance is going to change, or that because students improve their performance that their attitudes are

going to improve. It appears therefore that an educational system that concentrates on only one aspect does so at the expense of the other.

This finding seems to have relevance for nursery school training like that of Head Start. The idea inherent in the program seems to be that children should improve their performance so that by the time they get into the first grade their performance will be equal to or better than the other children who will be in the class. But what about their attitudes? According to the results here their improved performance might not be reflected in their attitudes. It thus appears essential to view this problem of learning as a multivariant phenomenon where the teacher should attend to several variables at the same time.

Recommendations for Improving the Program

Observations suggest that the teacher training period should be extended to at least five weeks. This training period should focus more completely on the management of materials and dispensement of reinforcement. This seems very important because it appeared that when students become familiar with the procedural sequence they tended to work independently, reading the stories and calling on the teacher only when they needed assistance.

It appeared that the stories should be shortened. The students generally found the stories to be interesting.

In the beginning of the reading program the students seemed to be overwhelmed by the length of the Street Vernacular versions which usually ran four or five pages.

To start the students with a successful experience, the stories should be no longer than two or three pages in the beginning stages of the program; a readability formula should be applied to the stories and the stories should be presented with increasing difficulty levels, i.e., from low readability to a higher readability level. More stories based on oral epic poetry and the lives of contemporary black and familiar heroes should be written. Part one of the reading package should consist of oral epic poetry, and contemporary black and familiar heroes for both groups. Students should be required to give an oral summary of the story to the teacher after reading the story. Depending on the summary, the teacher should then make a decision whether or not the student should progress to the next step. The questions should begin on a level where the students can correctly answer the majority of them. This is to insure that initially the students will have a successful experience. The questions should progressively become more difficult.

Future Studies

Future studies in reading programs of this type should explore the possibility of developing more material

that will improve learning skills at the same time that the material is relevant to students' learning. Also, future studies should try to measure the long range effects of several variables to see what other effects might occur. It will be important to study the effect of the material for a longer period, because in this research the material was only used for ten weeks. One wonders what the effects would be upon students if they were to learn from them for one to two years.

The material used in the program worked very well at the high school level, and for further study, we need to test the program to see if it works at other levels, such as elementary school. It would also be important to see if this approach could be used in particular subject matter, such as sociology, psychology, history, and the natural sciences. An attempt was used by the author to introduce such material in a psychology course during the summer. This experience indicated that the associative bridging technique may very well be relevant to other subject areas.

In future studies it also seems important to explore further the peer group control technique. One needs to answer such questions as if peer feedback was separated from the learning material, would it have a greater or lesser impact on students' achievements. This seems important because the peer group control worked very well in this research.

It also seems important to see what effect a longer training period for the staff would have on the use of the material: whether such training would have a greater effect upon achievement because in this experiment the training period was only two weeks.

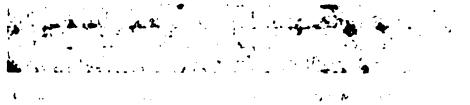
Future research should also strive to improve some of the main methodological deficiencies of this study. First, it would be desirable to have some additional measures of performance and attitudes. Future studies should also explore the effect of the number of males and females in the learning situation. In this experiment having the same number of females and males in a class seemed important because females were much more apt to refuse to participate in the classroom when they outnumber the males.

APPENDICES

APPENDIX A

GATES-MACGINITIE READING TESTS

SURVEY F, FORM 1M



MAKE NO MARKS ON THIS BOOKLET

DIRECTIONS: Read sample paragraph S1. Under it are four words. Find the word that best answers the question.

S1. In the far north, a frozen river winds between two high mountains. It does not melt even in summer. A river like this is found only in places that are

A	B	C	D
mild	hot	cold	sunny

The word **cold** is the best answer to the question. The word **cold** has the letter **C** above it. **C** is the answer to paragraph S1. Now find number S1 on your answer sheet. Space **C** is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now read paragraph S2. Find the word below the paragraph that best completes the paragraph. Mark the answer to paragraph S2 in row S2 on your answer sheet.

S2. No one was at the airport to meet us. This worried us at first, but then we realized that we hadn't told them exactly when we would

E	F	G	H
sail	go	stay	arrive

The word **arrive** best completes paragraph S2. The word **arrive** has an **H** above it. You should have marked space **H** in row S2 on your answer sheet.

On the next two pages are more paragraphs like these samples. When you are asked to turn the page, read each paragraph and find the word below it that best answers the question or completes the paragraph. Mark on your answer sheet the space for the letter of the best word. Mark only *one* space for each paragraph. Be sure the number on the answer sheet is the same as the number of the paragraph. Do the paragraphs in the order in which they are numbered: 1, 2, 3, etc. If you can't answer a question, leave its place on the answer sheet blank. Work as fast as you can without making errors.

GATES- MacGINITIE READING TESTS

SURVEY F, FORM 1M

Speed & Accuracy

Vocabulary

Comprehension

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

TEACHERS COLLEGE PRESS
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

To the Teachers:

BE SURE to follow the directions in the Manual (included in each test package) when giving these tests. The directions will tell you how to explain the tests and how to work the sample items with the students. Allow the exact time specified in the Manual.

START**Speed and Accuracy**

1. Samuel Morse is credited with making the first successful telegraph, and Thomas Edison made the first phonograph. These men were very famous

A composers B doctors C artists D inventors

2. One of the distinctive features of his work is his unusual use of color and shading on the canvas. He is regarded by many as a very imaginative

E painter F sculptor G writer H violinist

3. Early Egyptians made raised bread without modern prepared yeast. They let wheat dough ferment and form gases that made the bread

A old B bake C rise D hard

4. According to myth, Icarus made wings of wax and feathers, but he flew too high, the wax melted, and he fell into the sea. He had flown too close to the

E sea F mountains G sun H island

5. The ibex is a wild goat whose forelegs are shorter than its hind legs. It can climb steep cliffs and crags and can take long leaps. The ibex is

A clumsy B surefooted C careless D huge

6. The chairman of a meeting usually does not vote on a question unless his vote is necessary to break what would otherwise be a

E vote F rule G record H tie

7. The Food and Drug Administration protects the public by insuring that all foods, drugs, and cosmetics are properly labelled and

A safe B perishable C profitable D attractive

8. A porpoise's vision is limited. It avoids objects by emitting pulses of sound and tuning in on the echoes. It might be said that a porpoise sees with its

E nose F ears G skin H fins

9. In summer, temperatures in the Sahara desert may reach 120°; on a winter night, it may be near freezing. Temperature changes in the Sahara are

A minimal B rare C moderate D extreme

10. The Maelstrom, a swift and dangerous current that sweeps between two islands off the northwest coast of Norway, is a menace to

E farmers F sailors G soldiers H astronauts

11. Michelangelo painted the frescoes on the ceiling of the Sistine Chapel in the Vatican in Rome while lying on his back on a scaffold high above the

A ceiling B dome C floor D roof

12. It is thought that Asia and North America were once joined together in the region of what is now Bering Strait, permitting various land animals to

E cross F swim G escape H drown

13. The twelve jurors sat for many hours trying to come to a just decision. They could not reach a verdict, however, because the evidence was so

A conflicting B clear C strong D wrong

14. Waterspouts, whirling columns of air and mist, are tornadoes that occur over oceans or lakes. In such places, these tornadoes are a hazard to

E homes F cities G ships H orchards

15. Pantomime, once a popular form of entertainment, is acting without words. Instead of speaking, the actors tell a story only by means of

A singing B gestures C writing D pictures

16. The earth is baked by the blistering sun during the day. Without air to filter and soften the sunshine the earth would be

E frozen F gaseous G overcast H scorched

17. The initiative is a procedure by which the people can propose legislation and force a vote on their proposal. If such a proposal passes, it becomes a

A legislature B campaign C law D tax

18. Mix the eggs with small pieces of ham, onion, and green pepper. Season, and fry in a well-greased pan. The result will be a delicious western

E steak F ham G omelet H movie

Speed and Accuracy

19. Stalactites are stone "icicles" on cave ceilings. Stalagmites are stone pinnacles on cave floors. Occasionally stalactites and stalagmites meet to form

- A caves B bridges C paths **D columns**

20. Staring persistently at one thing could cause fatigue of visual receptor cells. In order to protect these cells from fatigue, the eye is constantly

- E open **F moving** G tearing H tired

21. Lightning causes the air through which it passes to expand rapidly and collide with cooler surrounding air. Thunder is a direct result of this

- A coolness B noise **C collision** D immobility

22. George Eliot was the pen name of Mary Ann Evans, famous author of *Silas Marner* and other books. Many readers never realized that George was a

- E writer F spy G pianist **H woman**

23. Goldenrod and ragweed are not unattractive to behold, but for the hay fever sufferer who is allergic to them, they are rather formidable

- A animals **B enemies** C defense D sufferers

24. Richard I. King of England from 1189-1199, was sometimes referred to as "Richard Yea and Nay," because of his characteristic of frequently changing his

- E party **F plans** G clothes H horses

25. Computers have been found to be useful teaching devices, in addition to their other applications. This use of the computer should speed the work of

- A teachers** B engineers C mathematicians D astronomers

26. Cork is the outer layer of bark of a tree called the cork oak. It is tough and durable and can be used in life preservers and buoys because it is

- E light** F elastic G soft H dry

27. Even sea plants can't live without sunlight. Underwater plant life is therefore restricted to those layers of the ocean near the

- A bottom **B surface** C caves D rocks

28. Accidentals in music are notes that are not part of a given key signature. Since, in the key of F major, G flat is not in the key signature, it is an

- E error F invention **G accidental** H accompaniment

29. The mace, originally a weapon, is now used in ceremonies as a symbol of authority. The mace used in the House of Representatives today is

- A destructive B clerical C essential **D ceremonial**

30. A sharecropper is a tenant farmer who receives a share of the crop he grows in return for his labor. The remainder of the crop goes to the

- E landlord** F tenant G state H workers

31. Some sea animals are often mistaken for plants. For example, the corals that grow so profusely in the warm waters of the world are actually

- A animals** B plants C weeds D algae

32. The Carib Indians were a warlike tribe who lived in the Caribbean area. They were independent, and lived by farming, hunting, and fishing. They were

- E vegetarians F meek G cowardly **H savage**

33. Anthropology covers a broad field. Some anthropologists study living races of people; others study ancient cultures. This science is the study of

- A insects B fields C life **D man**

34. Some of the new superhighways are already unable to deal with rush hour congestion. One of them is jokingly referred to as the world's longest

- E superhighway **F parking lot** G railroad H runway

35. "Foolish consistency is the hobgoblin of little minds" was Emerson's appeal to avoid the pitfall of being consistent at the expense of being

- A wise B evil C generous **D wealthy**

36. Since temperatures on the centigrade and Kelvin scales differ by a constant of 273 degrees, no further information is needed to make the appropriate

- E degrees F temperatures **G conversions** H thermometers

Vocabulary

DIRECTIONS: Look at the sample test word V1 below. The word is **rush**. Now read the five words just below **rush**. Find the one word in this group that means most nearly the same as **rush**. The word **hurry** means most nearly the same as **rush**. The word **hurry** has the letter **D** in front of it. **D** is the answer to number V1. Now find number V1 on your answer sheet. Space **D** is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now look at test word number V2, and find the word in the group below it that means most nearly the same. Mark the answer to V2 on your answer sheet.

Picture means most nearly the same as **illustration**. **Picture** has an **F** in front of it. You should have marked space **F** in row V2 on your answer sheet.

For each numbered word on this page and the next page, find the word in the group that means most nearly the same. Mark on your answer sheet the space for the letter of the best word. Be sure the number on the answer sheet is the same as the number of the test word. There is no penalty for guessing; no points are subtracted for wrong answers. Even if you are not sure of an answer, make the best guess you can.

SAMPLES

V1. rush

- A back
- B grab
- C grow
- D hurry
- E spend

V2. illustration

- F picture
- G brightness
- H sickness
- I daring
- J unreal

4. infinite

- F deep
- G limitless
- H tiny
- I majestic
- J binding

9. larceny

- A theft
- B nonsense
- C decency
- D delight
- E burning

14. vocation

- F trip
- G song
- H hobby
- I vocabulary
- J job

5. memorandum

- A dress
- B desk
- C grave
- D record
- E flag

10. jubilant

- F saddened
- G sweet
- H shining
- I rejoicing
- J justifiable

15. revolting

- A fastening
- B salutary
- C disgusting
- D energizing
- E return

1. reduce

- A send
- B construct
- C double
- D decrease
- E discuss

6. meddlesome

- F interfering
- G exacting
- H tuneful
- I tradesman
- J average

11. outlandish

- A starry-eyed
- B fantastic
- C migratory
- D seaward
- E noisy

16. ruthless

- F helpless
- G silly
- H cruel
- I courageous
- J furious

2. segment

- F radius
- G swamp
- H multiply
- I clay
- J portion

7. controversy

- A journey
- B muddle
- C dispute
- D scheme
- E reversal

12. nomadic

- F wandering
- G uncouth
- H straight
- I progressive
- J deserted

17. garb

- A fork
- B clothing
- C roof
- D chatter
- E swallow

3. lunge

- A thrust
- B hit
- C erase
- D climb
- E soothe

8. manikin

- F bowl
- G wild
- H dummy
- I tidbit
- J cloth

13. dreary

- A behind
- B frightening
- C weak
- D beside
- E dull

18. indelicate

- F permanent
- G curved
- H show
- I crude
- J spotless

Vocabulary

19. bedlam

- A noose
- B origin
- C safari
- D limitation
- E disorder

20. ineffectual

- F distasteful
- G unavailing
- H intelligent
- I plain
- J sinful

21. mimicry

- A devotion
- B imitation
- C caution
- D shouting
- E whimper

22. anguish

- F projecting
- G sorrow
- H requirement
- I placate
- J enrage

23. consolidate

- A insulate
- B launder
- C offer
- D unite
- E sympathize

24. decompose

- F eliminate
- G decay
- H embarrass
- I reveal
- J rewrite

25. fraudulent

- A motionless
- B detrimental
- C pompous
- D laden
- E deceitful

26. toxic

- F medicinal
- G alcoholic
- H liquid
- I poisonous
- J confused

27. dauntless

- A sword
- B brave
- C glove
- D discouraging
- E helpless

28. fickle

- F changing
- G frail
- H shy
- I tiresome
- J impatient

29. censure

- A perfume
- B survey
- C disapproval
- D inventory
- E certainty

30. grope

- F scatter
- G dislike
- H headache
- I opinion
- J feel

31. clientele

- A customers
- B escalator
- C dance
- D pause
- E meeting

32. cauldron

- F bubble
- G eddy
- H kettle
- I fastener
- J vapor

33. brazen

- A melted
- B corset
- C shameless
- D jeweler
- E abundant

34. mediocre

- F ordinary
- G central
- H social
- I fierce
- J precise

35. impede

- A attend
- B interest
- C surrender
- D reject
- E hinder

36. captivate

- F enervate
- G charm
- H strengthen
- I denounce
- J release

37. bureaucrat

- A official
- B agency
- C monarch
- D closet
- E dandy

38. berate

- F wrath
- G satisfy
- H cover
- I scold
- J offset

39. demure

- A lively
- B object
- C fuzzy
- D modest
- E rigid

40. obstreperous

- F juvenile
- G dedicated
- H evasive
- I infected
- J unruly

41. quandary

- A dilemma
- B total
- C worry
- D pit
- E journal

42. avarice

- F container
- G culpability
- H information
- I cowardice
- J greed

43. covetous

- A hollow
- B surrounding
- C agreeable
- D soft
- E grasping

44. gibberish

- F candor
- G jerky
- H jargon
- I arboreal
- J obnoxious

45. loquacious

- A jellylike
- B talkative
- C frequent
- D exciting
- E amusing

46. submissive

- F underhanded
- G sinister
- H courteous
- I docile
- J destructive

47. master

- A classify
- B improve
- C subdue
- D undermine
- E helper

48. heterogeneous

- F perverse
- G diverse
- H converse
- I obverse
- J transverse

49. imminent

- A distinguished
- B immense
- C arrival
- D impending
- E uncertain

50. repast

- F meal
- G enduring
- H strike
- I settled
- J gone

STOP

CHECK YOUR WORK

Comprehension

DIRECTIONS: Read the sample paragraph below. It has numbered blanks in it. The first blank is number C1. Look below the paragraph at the line of words with C1 in front of it. Find the word in line C1 that makes the best sense in blank C1. The word *hurricane* from line C1 makes the best sense in blank C1. The word *hurricane* has the letter B above it. B is the answer to number C1. Now find number C1 on your answer sheet. Space B is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now look at the words in line C2. Find the word in line C2 that makes the best sense in blank C2. Mark the answer to C2 on your answer sheet.

SAMPLES

The Weather Bureau gives each hurricane a girl's name. Each year the first ____ C1 ____ is given a name that begins with A, such as ____ C2 ____.

	A	B	C	D	E
C1.	month	hurricane	name	Bureau	start
C2.	Mary	Betsy	Linda	Susan	Alice

The word *Alice* makes the best sense in blank C2. The word *Alice* has a J above it. You should have marked space J in row C2 on your answer sheet.

When you are given the signal to begin, find the best word for each of the blanks that follow on this page and on the next two pages. Mark on your answer sheet the space for the letter of the best word. Be sure the number on the answer sheet is the same as the number of the blank in the paragraph. There is no penalty for guessing; no points are subtracted for wrong answers. Even if you are not sure of an answer, make the best guess you can.

Masks served three main functions in the ancient Greek theater. Since only three male actors with speaking parts were permitted on the stage, different ____ 1 ____ allowed these actors to play two or three parts at one time. The familiar, larger-than-life-size masks also helped the audiences in the large, open theatres to ____ 2 ____ the characters more easily. Finally, some masks were designed to aid in projecting the actors' voices to all corners of the theater.

	A	B	C	D	E
1.	players	scripts	masks	costumes	stages
	F	G	H	I	J
2.	recognize	change	represent	introduce	applaud

Life relies on light and infrared radiation. The earth would be barren and frozen without ____ 3 ____ energy. By means of photosynthesis which requires light, green plants make food, and infrared radiation ____ 4 ____ the heat necessary to sustain life.

	A	B	C	D	E
3.	solar	having	static	giving	potential
	F	G	H	I	J
4.	curtains	provides	extracts	changes	precludes

All human communities employ some kind of language. Language changes through the ____ 5 ____ of new words and the dropping of old ones. These changes in language often ____ 6 ____ changes in conditions within the community.

	A	B	C	D	E
5.	deleting	return	spelling	lengthening	adding
	F	G	H	I	J
6.	end	prevent	reflect	plan	forego

Though a few moments earlier I had felt that I could walk no further, the sight of the ____ 7 ____ landmark, the solitary tree, tonight ____ 8 ____ against the wintry grey sky, caused me to quicken my pace.

	A	B	C	D	E
7.	unknown	unusual	awesome	familiar	sparse
	F	G	H	I	J
8.	pitted	blossoming	grouped	silhouetted	invisible

Helium is among the lightest of the elements. Helium is often used instead of hydrogen in balloons because, like other noble gases, it does not readily react with other substances. With ____ 9 ____, on the other hand, there is always the danger of explosions because of its high ____ 10 ____ of reactivity.

	A	B	C	D	E
9.	helium	hydrogen	atoms	oxygen	atmosphere
	F	G	H	I	J
10.	content	method	combination	stability	degree

He concluded by saying, "This, then, is one of the fundamental ____ 11 ____ of our science: the making of predictions about a person's life, based upon the position ____ 12 ____ of the stars at his birth. If ____ 12 ____ is to survive, we must convince others of the validity of our position."

	A	B	C	D	E
11.	surveys	deterrents	lacks	causes	purposes
	F	G	H	I	J
12.	genetics	astrology	physics	nature	psychology

The architect who has studied acoustics knows how to provide good ____ 13 ____ for listening to music and speech. Not only must an auditorium be shaped for good acoustics, but it must also be furnished with materials selected to control reverberation. When submitting plans for an auditorium, the architect includes acoustic materials in his ____ 14 ____.

	A	B	C	D	E
13.	soundings	music	times	conditions	enjoyment
	F	G	H	I	J
14.	specifications	walls	equipment	auditorium	materials

GO ON TO THE NEXT PAGE

Comprehension

The tradition of the caste system —15— India's transition to a modern democratic state. By fixing an individual's place in society at birth, the caste system prevented many talented people from —16— positions where they could use their abilities for the benefit of the nation.

- | | | | | | |
|-----|-----------|------------|-----------|---------|-------|
| | A | B | C | D | E |
| 15. | helped | hastened | hampered | started | ended |
| | F | G | H | I | J |
| 16. | desirable | successful | attaining | opening | using |

The British Broadcasting Corporation has the responsibility for providing radio programs for all of Britain. A —17— populated district in the North of Scotland is entitled to its programs as much as an industrial area. The B.B.C. cannot design its radio coverage as a —18— station might, concentrating on highly populated regions and ignoring the rest.

- | | | | | | |
|-----|----------|---------|---------|------------|------------|
| | A | B | C | D | E |
| 17. | sparsely | heavily | foreign | Scottish | British |
| | F | G | H | I | J |
| 18. | popular | public | news | legitimate | commercial |

The development and preservation of —19— space in urban areas is a growing concern. The problem arises because the growth of —20— ordinarily decreases the available area at the same time that it —21— the need for parks and playgrounds.

- | | | | | | |
|-----|-----------|-------|-----------|------------|---------|
| | A | B | C | D | E |
| 19. | renewal | open | city | classroom | crowded |
| | F | G | H | I | J |
| 20. | pollution | noise | freedom | population | space |
| | K | L | M | N | O |
| 21. | increases | plans | decreases | overlooks | proves |

In reference to a —22— acquaintance of ours, a particularly proud and haughty woman, a friend of mine once said, "I cannot recall her name, but she's the only person I know who can —23— while sitting down!" Immediately I knew —24— whom he spoke.

- | | | | | | |
|-----|-------|-------|--------|-------|------|
| | A | B | C | D | E |
| 22. | close | shy | mutual | dear | meek |
| | F | G | H | I | J |
| 23. | walk | stuck | cry | strut | sing |
| | K | L | M | N | O |
| 24. | to | for | of | with | her |

Since radio waves travel at the known and constant speed of about 186,000 miles a second, by —25— the time taken for waves to return to the radar transmitter after reflection from the aircraft it is possible to estimate the distance of the —26— from the transmitter.

- | | | | | | |
|-----|------------|----------|----------|------------|---------|
| | A | B | C | D | E |
| 25. | increasing | changing | reducing | measuring | spacing |
| | F | G | H | I | J |
| 26. | craft | wave | radio | reflection | echo |

Existentialists protest the view of man as a passive being whose behavior is determined by natural or historical forces. They emphasize the importance of the will in human nature and stress the necessity of —27—. Urgent decisions must be made and man must make them, even in the face of —28—. Though he can never know the outcome, man must be responsible for his own commitments.

- | | | | | | |
|-----|--------|---------|-------------|--------|------------|
| | A | B | C | D | E |
| 27. | life | choice | conformity | peace | dependence |
| | F | G | H | I | J |
| 28. | reason | destiny | uncertainty | defeat | necessity |

Oxygen can be prepared in the laboratory by —29— potassium chlorate. In this process, the potassium chlorate is heated in the —30— of manganese dioxide and separates into potassium chloride and oxygen. The catalytic agent, manganese dioxide, does not —31— any change.

- | | | | | | |
|-----|-----------|-----------|-----------|------------|-------------|
| | A | B | C | D | E |
| 29. | producing | combining | cooling | freezing | decomposing |
| | F | G | H | I | J |
| 30. | changing | reduction | explosion | production | presence |
| | K | L | M | N | O |
| 31. | cause | undergo | prevent | help | end |

Occasionally clouds that are sufficiently deep and that contain sufficient water content to produce precipitation fail to do so, presumably because of the lack of a few large water droplets or of temperatures low enough to produce ice at the cloud tops. In such cases, it is conceivable that the —32— of large droplets into the base of the clouds or of artificial freezing bodies into the tops of clouds might cause precipitation or at least —33— its occurrence. While it appears that cloud seeding may cause fractional increases in precipitation in some areas, there is no evidence that precipitation as a whole can be —34— in this way.

- | | | | | | |
|-----|------------|-------------|-----------|-----------|-----------|
| | A | B | C | D | E |
| 32. | occurrence | elimination | cluster | injection | path |
| | F | G | H | I | J |
| 33. | impede | assume | hasten | negate | preserve |
| | K | L | M | N | O |
| 34. | measured | preserved | prevented | observed | increased |

Comprehension

To determine a condition which is necessary for the occurrence of a given event, one must examine instances in which the event in question is ____35____ and also instances in which it is lacking. A feature which ____36____ whenever the event takes place but which is never present in the ____37____ of the desired event may be called a necessary condition.

- | | | | | | |
|-----|-----------------|-----------------|---------------|---------------|--------------|
| 35. | A
present | B
sufficient | C
frequent | D
distinct | E
general |
| 36. | F
disappears | G
occurs | H
waned | I
improves | J
fails |
| 37. | K
repetition | L
absence | M
body | N
presence | O
wake |

Rousseau believed that man was born with certain potentialities which he attempted to realize. Conflict with other men arose when these ambitions were ____38____. This was most likely to occur in large, economically complex societies marked by unequal distribution of wealth and control by an active ____39____. For a man to be on good terms with himself and his neighbors, he must live in a society of equals where he depends not on the caprice of a strong and wealthy minority but on ____40____ applying to all members of the community establishing them.

- | | | | | | |
|-----|---------------|-----------------|----------------|---------------|---------------|
| 38. | A
attained | B
actualized | C
directed | D
realized | E
thwarted |
| 39. | F
minority | G
electorate | H
past | I
poverty | J
election |
| 40. | K
impulses | L
sovereigns | M
ambitions | N
laws | O
nations |

Some of Darwin's conclusions were so ____41____ to accepted beliefs that they were condemned as ____42____, contrary to common sense. But scientific men, whether they accepted his theories or not, employed his hypotheses as ____43____ ideas for making new observations and experiments among the things of raw experience.

- | | | | | | |
|-----|-----------------|----------------|-----------------|--------------|-----------------|
| 41. | A
similar | B
unwelcome | C
relevant | D
odd | E
contrary |
| 42. | F
imitations | G
absurd | H
acceptable | I
often | J
completely |
| 43. | K
directive | L
correct | M
foolish | N
useless | O
routine |

John Locke, an empiricist, did not believe that the human mind contained innate ideas and principles. Rather, he believed that the mind was originally ____44____ and that all knowledge was gained from sensation and reflection, the two sources of experience. Thus any concept or idea must be accounted for by tracing it back to the ____45____ from which it might have originated. Therefore, man could ____46____ nonexistent objects only if, through his own experience, he had previously acquired the concepts of the less complex elements involved.

- | | | | | | |
|-----|-----------------|----------------|-------------|-----------------|---------------|
| 44. | A
programmed | B
blank | C
molded | D
complex | E
complete |
| 45. | F
concept | G
principle | H
belief | I
experience | J
thought |
| 46. | K
recognize | L
identify | M
prove | N
classify | O
imagine |

Primitive magic seems to be based on two principles of thought: first, that an effect resembles its cause; and, second, that things which have once been in contact with each other continue to act on each other even after physical contact has been ____47____. The magician thus believes that he can create a desired effect by ____48____ it; and that actions taken against a material object will ____49____ the person with whom the object was once in contact.

- | | | | | | |
|-----|-----------------|------------------|----------------|-----------------|---------------|
| 47. | A
initiated | B
broached | C
severed | D
restored | E
achieved |
| 48. | F
imitating | G
identifying | H
imagining | I
distorting | J
making |
| 49. | K
strengthen | L
show | M
affect | N
protect | O
embitter |

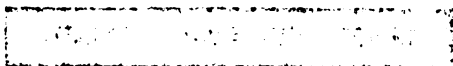
The objects of science, like the direct objects of the arts, are an order of relations which serve as tools to ____50____ immediate havings and beings. Goods, objects with ____51____ of fulfillment are the natural fruition of the discovery and employment of means when the connection of ends with a sequential order is ____52____.

- | | | | | | |
|-----|----------------|---------------|-------------|-----------------|----------------|
| 50. | A
effect | B
prevent | C
reduce | D
export | E
replace |
| 51. | F
enjoyment | G
thoughts | H
uses | I
ends | J
qualities |
| 52. | K
weakened | L
required | M
judged | N
determined | O
lost |

APPENDIX B

GATES-MACGINITIE READING TESTS

SURVEY F, FORM 2M



MAKE NO MARKS ON THIS BOOKLET

DIRECTIONS: Read sample paragraph S1. Under it are four words. Find the word that best answers the question.

S1. In the far north, a frozen river winds between two high mountains. It does not melt even in summer. A river like this is found only in places that are

A	B	C	D
mild	hot	cold	sunny

The word **cold** is the best answer to the question. The word **cold** has the letter **C** above it. **C** is the answer to paragraph S1. Now find number S1 on your answer sheet. Space **C** is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now read paragraph S2. Find the word below the paragraph that best completes the paragraph. Mark the answer to paragraph S2 in row S2 on your answer sheet.

S2. No one was at the airport to meet us. This worried us at first, but then we realized that we hadn't told them exactly when we would

E	F	G	H
sail	go	stay	arrive

The word **arrive** best completes paragraph S2. The word **arrive** has an **H** above it. You should have marked space **H** in row S2 on your answer sheet.

On the next two pages are more paragraphs like these samples. When you are asked to turn the page, read each paragraph and find the word below it that best answers the question or completes the paragraph. Mark on your answer sheet the space for the letter of the best word. Mark only *one* space for each paragraph. Be sure the number on the answer sheet is the same as the number of the paragraph. Do the paragraphs in the order in which they are numbered: 1, 2, 3, etc. If you can't answer a question, leave its place on the answer sheet blank. Work as fast as you can without making errors.

GATES- MacGINITIE READING TESTS

SURVEY F, FORM 2M

Speed & Accuracy

Vocabulary

Comprehension

□□□□□□□□

TEACHERS COLLEGE PRESS
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NEW YORK

To the Teacher:

BE SURE to follow the directions in the Manual (included in each test package) when giving these tests. The directions will tell you how to explain the tests and how to work the sample items with the students. Allow the exact time specified in the Manual.

START

Speed and Accuracy

1. In the game of Jai Alai, players, using curved *cestas*, hurl a ball at speeds up to 150 m.p.h. and catch it on the first bounce. The game is extremely

A easy B relaxing C slow D fast

2. Photosynthesis is the process by which plants convert sunlight and carbon dioxide into starches and oxygen. This process occurs in

E carbon F animals G plants H starches

3. Caulking the joints on a wooden ship, that is, filling the spaces between the planks with plastics or tarry substances, helps to prevent

A floating B leakage C scratching D waves

4. Certain animals possess protective coloration that makes them seem to blend into their background. Such coloration serves to

E hide F attract G warn H signal

5. There are not enough molecules in space beyond the atmosphere to disperse light and transmit sound waves. As a result, space is black and

A damp B silent C atmosphere D light

6. Panning for gold involves sloshing sand and water around until the lighter particles wash away and the gold remains. The process is primarily one of

E friction F separation G mixing H drying

7. Zane Grey wrote a great many popular novels on the subject of the American cowboy, cattle drives, and roundups. The setting of these stories is the

A West B rodeo C cattle D cowboy

8. In early motion picture devices, successive pictures of a single action were made into a small book. Flipped quickly, the pictures seemed to

L E or appear F fade G turn H move

9. As more and more jobs are restricted to applicants with a high school diploma, the employment potential for the high school dropout is constantly

A improving B worried C decreasing D filled

10. A bee tells other bees about the location of food by performing a dance on the surface of the comb. Bees communicate the location of food by

E flying F eating G stinging H dancing

11. Large mountain ranges extend for thousands of miles beneath the sea. Occasionally peaks break the surface of the water and form

A ports B waves C valleys D islands

12. The Uffizi Palace in Florence houses one of the finest art collections to be seen in Europe. Once used by the Dukes of Tuscany, the palace is now a

E church F museum G collection H hotel

13. The coelacanth is a fish that lived millions of years ago. Until the fairly recent discovery of live coelacanths, these fish were believed to be

A alive B reptiles C extinct D common

14. Richard E. Byrd was the first to fly over both the North and South poles. He was a pioneer in the early development of long-range, polar

E flights F fisheries G storms H discoveries

15. Instead of measuring each individual in a large population, it is possible to use data gathered from a smaller sample to make inferences about the whole

A measurement B population C organism D individual

16. The great magician Houdini could free himself from almost any form of restraint, including chains and nailed boxes. His most sensational acts involved

E card tricks F animals G escapes H disappearing

17. When Frank Lloyd Wright, one of the great innovators in twentieth-century building styles, died, his death was a great loss to the field of

A electronics B painting C architecture D history

18. The U. S. Military Academy at West Point is a national college for training army officers. Men who finish the program receive a commission in the

E Navy F Air Force G Coast Guard H Army

Speed and Accuracy

19. Many flowers turn their blossoms to follow the sun, which travels from east to west daily. When the sun sets, these flowers face

- A north B south C east **D west**

20. The giant panda is so rare and so difficult to find that, until the middle 1800's, European scientists thought it was

- E mythical** F famous G common H deadly

21. Quasars are distant starlike objects that emit enormous amounts of light energy. In fact, of all the objects in the known universe, quasars are the

- A smallest **B brightest** C commonest D nearest

22. A deed is a document showing that a person is the legal owner of property. When a person buys a piece of real estate, the previous owner gives him a

- E lease F mortgage G contract **H deed**

23. If you traveled a mile a minute it would take more than a hundred and fifty years to reach the sun. The distance for such a trip would be exceedingly

- A slow B reduced **C great** D short

24. In addition to this paper-bound printing, this book is available, at a somewhat higher cost, in a very handsome, more durable, hard-bound

- E leather **F edition** G imitation H narrative

25. If the guilty person does not seize this opportunity to speak up and tell his story, a complete investigation is likely to be

- A conducted** B averted C terminated D negated

26. Since the Latin word "a" means "without," and the Latin root "morph" means "shape," the English word "amorphous" would be most likely to mean

- E "formless"** F "shapely" G "without" H "deadly"

27. Because they apply scientific methodology to their fields of study, sociology, anthropology, psychology, history, and government are known as the social

- A histories B mathematics C events D sciences

28. The Baltimore oriole got its name because its colors, orange and black, were those of Lord Baltimore, founder of Maryland. This bird was named for a

- E man** F state G bird H city

29. Bolivia and Paraguay are the only countries in South America that are completely landlocked. All the other South American countries have

- A lakes **B seaports** C rivers D mountains

30. Maximilian, brother of the Austrian emperor, became emperor of Mexico in 1864 with the aid of Napoleon III's troops. Maximilian's family was

- E Mexican F French **G Austrian** H Italian

31. The jackrabbit is actually a hare, since it does not live in underground burrows, and the so-called Belgian hare is really a rabbit, since it lives in

- A holes** B fields C deserts D thickets

32. "Whoso would be a man must be a nonconformist" was Ralph Waldo Emerson's statement of the necessity for man to maintain his

- E traditions F conformity **G individuality** H property

33. Two years of a modern foreign language shall be required for admission. However, for students who have studied Latin, the requirement will be

- A admitted **B modified** C enforced D added

34. In the retina of the eye, the rod cells are sensitive to very low levels of illumination. They do not discriminate colors, but are used when the light is

- E dim** F reflected G gone H bright

35. Both clocks and calendars are used to keep track of time. The units measured by clocks are arbitrary, but the units measured by a calendar are

- A reversible B longer C invented **D natural**

36. Medieval craft guilds did not negotiate with employers as modern unions do. They set standards for their trade. One of their functions was to

- E strike F bargain G regulate H picket

Vocabulary

DIRECTIONS: Look at the sample test word V1 below. The word is *rush*. Now read the five words just below *rush*. Find the one word in this group that means most nearly the same as *rush*. The word *hurry* means most nearly the same as *rush*. The word *hurry* has the letter **D** in front of it. **D** is the answer to number V1. Now find number V1 on your answer sheet. Space **D** is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now look at test word number V2, and find the word in the group below it that means most nearly the same. Mark the answer to V2 on your answer sheet.

Picture means most nearly the same as illustration. Picture has an **F** in front of it. You should have marked space **F** in row V2 on your answer sheet.

For each numbered word on this page and the next page, find the word in the group that means most nearly the same. Mark on your answer sheet the space for the letter of the best word. Be sure the number on the answer sheet is the same as the number of the test word. There is no penalty for guessing; no points are subtracted for wrong answers. Even if you are not sure of an answer, make the best guess you can.

SAMPLES

V1. rush

- A back
- B grab
- C grow
- D hurry
- E spend

V2. illustration

- F picture
- G brightness
- H sickness
- I daring
- J unreal

1. flexible

- A safe
- B easily bent
- C worthless
- D full of holes
- E brittle

2. mourn

- F arise
- G adorn
- H drift
- I grieve
- J praise

3. forecast

- A prediction
- B weather
- C overcast
- D destroy
- E facilitate

4. trait

- F quality
- G defect
- H pace
- I turn
- J lag

5. probe

- A invite
- B activate
- C flash
- D halt
- E investigate

6. deadlock

- F socket
- G protection
- H standstill
- I wall
- J patent

7. reluctance

- A glimmer
- B unwillingness
- C dependability
- D passage
- E speech

8. ordinance

- F neatness
- G cost
- H force
- I acceptance
- J law

9. interrogate

- A bury
- B insult
- C explain
- D question
- E boundary

10. preposterous

- F elephantine
- G senseless
- H upright
- I jocular
- J downtrodden

11. armistice

- A truce
- B insect
- C eclipse
- D cross
- E splint

12. fruitless

- F productive
- G rare
- H unsuccessful
- I weary
- J impossible

13. fluent

- A sticky
- B spreading
- C wealthy
- D flowing
- E aloft

14. misdemeanor

- F mission
- G distortion
- H achievement
- I disguise
- J crime

15. radical

- A round
- B outlaw
- C vertical
- D code
- E extreme

16. grueling

- F crawling
- G infant
- H cereal
- I tiring
- J warming

17. chafe

- A incite
- B cut
- C irritate
- D sail
- E chill

18. induce

- F persuade
- G draft
- H greet
- I enter
- J pamper

Vocabulary

19. premonition

- A interference
- B restlessness
- C forewarning
- D curse
- E advancement

20. console

- F tower
- G comfort
- H carpet
- I join
- J recommend

21. residue

- A deadline
- B renunciation
- C conversion
- D remainder
- E populace

22. pollute

- F ruffle
- G diminish
- H foul
- I police
- J signal

23. verbiage

- A wordiness
- B undergrowth
- C trust
- D banter
- E truthfulness

24. indict

- F overthrow
- G charge
- H figure
- I mine
- J open

25. merge

- A upset
- B squander
- C combine
- D edge
- E encourage

26. compliance

- F denot
- G climax
- H stigma
- I obdience
- J promise

27. consecrate

- A contain
- B sanctify
- C demolish
- D arrange
- E pack

28. wily

- F hasty
- G brilliant
- H elastic
- I brash
- J crafty

29. dubious

- A bigoted
- B apparent
- C titled
- D concise
- E doubtful

30. decrepit

- F feeble
- G ridiculous
- H infested
- I ambulatory
- J ladder

31. offensive

- A tackle
- B sudden
- C customary
- D annoying
- E irregular

32. ravenous

- F spindly
- G hungry
- H winding
- I loud
- J eroded

33. accentuate

- A corrupt
- B decide
- C highlight
- D involve
- E compute

34. ostent

- F church
- G scroll
- H fortune
- I tank
- J swedding

35. pandemonium

- A chaos
- B hallucination
- C organization
- D lyceum
- E festival

36. alms

- F chemicals
- G tears
- H charity
- I chance
- J dunes

37. mire

- A steeple
- B core
- C sea
- D rage
- E mud

38. composure

- F calmness
- G pretense
- H discord
- I creation
- J stature

39. gauche

- A horseman
- B awkward
- C pigment
- D narrow
- E damp

40. flagrant

- F beggarly
- G subtle
- H beaten
- I dangerous
- J outrageous

41. desecration

- A surprise
- B profanation
- C gossip
- D ornament
- E obscurity

42. paramount

- F theatrical
- G supreme
- H distance
- I animal
- J fortress

43. ribald

- A slender
- B scaly
- C competitive
- D coarse
- E partitioned

44. masticate

- F divide
- G touch
- H chew
- I increase
- J slaughter

45. haggard

- A savage
- B grain
- C vulture
- D stingy
- E wasted

46. deride

- F mock
- G take down
- H furnish
- I rot
- J avoid

47. audacious

- A bold
- B deafening
- C clever
- D painful
- E noticeable

48. bogus

- F powerful
- G goblin
- H humid
- I gaudy
- J counterfeit

49. apprehensive

- A understanding
- B waning
- C fearful
- D demonstrative
- E rubbary

50. allusion

- F revery
- G image
- H impermanence
- I reference
- J falsehood

STOP

CHECK YOUR WORK

Comprehension

DIRECTIONS: Read the sample paragraph below. It has numbered blanks in it. The first blank is number C1. Look below the paragraph at the line of words with C1 in front of it. Find the word in line C1 that makes the best sense in blank C1. The word *hurricane* from line C1 makes the best sense in blank C1. The word *hurricane* has the letter B above it. B is the answer to number C1. Now find number C1 on your answer sheet. Space B is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now look at the words in line C2. Find the word in line C2 that makes the best sense in blank C2. Mark the answer to C2 on your answer sheet.

SAMPLES

The Weather Bureau gives each hurricane a girl's name. Each year the first ____ C1 ____ is given a name that begins with A, such as ____ C2 ____.

C1.	A month	B hurricane	C name	D Bureau	E start
C2.	F Mary	G Betsy	H Linda	I Susan	J Alice

The word *Alice* makes the best sense in blank C2. The word *Alice* has a J above it. You should have marked space J in row C2 on your answer sheet.

When you are given the signal to begin, find the best word for each of the blanks that follow on this page and on the next two pages. Mark on your answer sheet the space for the letter of the best word. Be sure the number on the answer sheet is the same as the number of the blank in the paragraph. There is no penalty for guessing; no points are subtracted for wrong answers. Even if you are not sure of an answer, make the best guess you can.

A young scientist does not need to reproduce all the experiments that have been done in his chosen field. He builds on the work of the scientists who ____ 1 ____ him and keeps informed on the ____ 2 ____ findings of fellow scientists.

1.	A preceded	B criticized	C permit	D employ	E believe
2.	F secret	G difficult	H forgotten	I current	J future

The storage of wheat in an elevator preserves its quality, so that it may be sold long after it has been grown, with a ____ 3 ____ of deterioration. Such storage facilities enable the farmer to save the grain for a time when it may be more ____ 4 ____.

3.	A probability	B problem	C minimum	D degree	E totality
4.	F marketable	G available	H commodious	I edible	J accessible

The Magna Carta is one of the most famous documents in the history of government. Among other provisions, it specifies the rights of vassals, ____ 5 ____ the king from imposing taxes without the consent of the great council, and forbids ____ 6 ____ workmen of their goods or implements for petty offenses.

5.	A protects	B saves	C requires	D asks	E restrains
6.	F punishing	G keeping	H depriving	I paying	J telling

As the light grows weaker, we must expose the film to more of the ____ 7 ____ by opening the lens of the camera wider or by keeping the shutter open longer. Pictures can be taken in moonlight as well as in sunlight, but since moonlight is so much weaker, the exposure must be made considerably ____ 8 ____.

7.	A camera	B meter	C picture	D light	E action
8.	F shorter	G sharper	H brighter	I clearer	J longer

One who knows that the Latin word "a" means "without" and that the Latin "graphia" refers to writing, can readily ____ 9 ____ the English word "agraphia" as the ____ 10 ____ to write.

9.	A write	B define	C pronounce	D mistake	E annotate
10.	F facility	G capacity	H tendency	I propinquity	J inability

Bacteria, microscopic organisms found in all organic matter, living and dead, reproduce very rapidly. Lacking chlorophyll, the green coloring matter needed to ____ 11 ____ their own food, many are parasitic. Certain bacteria are ____ 12 ____ to life, aiding in digestion; converting dead organic matter into food for plants; assisting in fermentation.

11.	A consume	B color	C manufacture	D manifest	E facilitate
12.	F harmful	G indispensable	H adjusted	I beginning	J opposed

In the pollination of flowering plants, the pollen grains travel from the anther, the male reproductive organ at the top of the stamen, to the stigma, the female organ which ____ 13 ____ the pollen. From the ____ 14 ____, the pollen grains travel downward, through tubes, towards the ovary, where fertilization occurs.

13.	A produces	B receives	C fertilizes	D plants	E destroys
14.	F anther	G stamen	H ovary	I stigma	J tubes

Comprehension

In true alphabetic writing, ideas are expressed indirectly through the letters and words of the language being used. Before alphabetic writing was developed, however, people used pictures to 15 ideas. Pictures of people, animals, and objects were used in certain formal ways to tell about such events as hunting expeditions and war parties. Because the pictures were used in 16 ways, anyone familiar with the scheme would know the meaning of a message.

15.

A	B	C	D	E
represent	replace	determine	eliminate	remember
16.

F	G	H	I	J
different	individual	prescribed	strange	artistic

Advertisers often pay large sums to sponsor television programs. The highest prices are paid for programs that attract many viewers. While the price for these 17 programs is high, the sponsor will take into account average cost per 18 reached as well as the total cost.

17.

A	B	C	D	E
average	musical	radio	adventure	popular
18.

F	G	H	I	J
minute	person	centage	product	message

A noted architect once remarked that he could not understand why the majority of designers continued to design, builders build, and buyers 19 a new house that was in Cape Cod, colonial, or any other 20 style. His feeling was that new construction should 21 new materials, new techniques, and above all, new architectural designs.

19.

A	B	C	D	E
want	live in	seek	buy	build
20.

F	G	H	I	J
traditional	original	effective	unfamiliar	modern
21.

K	L	M	N	O
copy	ignore	evoke	prepare	use

When B is present, A is always present too, and when A is present, C is never present. D and E are independent of A and C, but whenever D occurs, E occurs as well. Therefore, the presence of B always implies the absence of 22; the presence of C never implies the 23 of A; and the presence of D always implies the presence of 24.

22.

A	B	C	D	E
A	B	C	D	E
23.

F	G	H	I	J
independence	occurrence	absence	causation	reverse
24.

K	L	M	N	O
A	B	C	D	E

Some states attempt to insure a high quality of education by administering state-wide examinations at the end of a prescribed course of study. It is possible, however, for these examinations to have a 25 effect on instruction, since teachers may orient the instruction 26 toward the state examination rather than toward broader knowledge.

25.

A	B	C	D	E
beneficial	compensatory	similar	necessary	detrimental
26.

F	G	H	I	J
briefly	conclusively	differently	also	specifically

Tamerlane was a ruthless conqueror who led his armies on numerous campaigns against many Asian kingdoms. He built a huge empire by long and difficult fighting, but this empire was 27, for it did not 28 the dissensions among his heirs.

27.

A	B	C	D	E
permanent	transitory	prood	small	unjust
28.

F	G	H	I	J
respect	discover	survive	believe	encourage

England has no written constitution. Its constitution is whatever Parliament decides it is. Therefore, the judges of England do not rule on questions of constitutionality when enforcing the 29 laws. In countries with a written constitution creating a government with 30 powers, however, the courts may provide a means of determining whether laws are in accord with the basic principles set forth by the 31.

29.

A	B	C	D	E
court	constitutional	divine	Parliamentary	legal
30.

F	G	H	I	J
public	limited	absolute	harsh	voting
31.

K	L	M	N	O
Congress	judge	constitution	Senate	Parliament

The tarantella is a folk dance that originated in Italy. The similarity between the 32 of this dance and that of the tarantula, a large spider, is not a coincidence. Tarantulas take their name from the Italian city of Taranto, where they occur. It was once believed that a tarantula's bite would cause a disease called tarentism. The main 33 of tarentism was supposedly an uncontrollable urge to dance. The tarantella also takes its name from 34 and was sometimes danced as a cure for tarentism.

32.

A	B	C	D	E
sounds	rhythm	name	origin	movements
33.

F	G	H	I	J
symptom	cause	treatment	belief	danger
34.

K	L	M	N	O
spiders	Taranto	disease	dances	medicine

Comprehension

Court cases arising from a private injury are called torts and are taken to civil courts. A public injury is a criminal case and goes to the criminal court. The action in a civil suit is started against the wrongdoer by the individual injured. The criminal suit is begun by a prosecutor. If a man burns down your house, you could take action against him in a ___35___ case because he has wronged you. But the ___36___ may prosecute him in a ___37___ case because of his willful act endangering the public.

- | | | | | |
|--------------------|----------|---------------------|-----------|---------|
| 35. <u>A</u> civil | B public | C criminal | D trial | E court |
| F suit | G jury | <u>H</u> prosecutor | I fireman | J judge |
| <u>K</u> criminal | L civil | M trial | N private | O tort |

The impairment of the ability to use or understand language is known as aphasia. Aphasia is not due to a defect in the organs of speech or hearing, a defect in intelligence, or an emotional disturbance, but, rather, it is the ___33___ of an injury or disturbance in the brain. There are many varieties of aphasia; some aphasics may be able to repeat words someone else has said although they cannot produce them ___39___. Occasionally, automatic sequences such as counting can occur while more ___40___ speech is impossible.

- | | | | | |
|-------------|---------------|---------------|----------------------|-------------|
| 38. A cause | B foundation | C genesis | <u>D</u> consequence | E hindrance |
| F orally | G quickly | H imitatively | I at will | J innately |
| K concrete | L stereotyped | M monotonous | <u>N</u> creative | O prosaic |

According to John Stuart Mill, interference by collective authority into private affairs is ___41___ only when the safety of others is threatened. This applies not only to action, but to thought and belief as well; for example, no government has the right to ___42___ freedom of opinion. Mill contends that restraining freedom of expression may smother the truth. False convictions also serve the cause of truth by exposing and refuting error. Finally, Mill believes that freedom of thought and belief is essential because opinions are not completely accurate or inaccurate; rather they ___43___ elements of both truth and falsity.

- | | | | | |
|-------------------|--------------|------------|-----------------|--------------------|
| 41. A unwarranted | B applicable | C denied | D coerced | <u>E</u> justified |
| F suppress | G legislate | H advocate | I compel | J extend |
| K radiate | L choose | M refute | <u>N</u> embody | O dispel |

Many people, though they know that the ___44___ of a tail of any given toss of a coin is one half, will, when told that a coin has fallen heads-up five times in succession, state that the probability of a tail on the sixth toss is ___45___ one half. They assume that the behavior of the coin on the sixth toss is in some way determined by the coin's past behavior. This assumption in turn implies that the coin possesses a mechanism similar to a ___46___ which can link its past behavior to its present behavior.

- | | | | | |
|----------------|----------------------|-----------------------|-----------|------------|
| 44. A fraction | <u>B</u> probability | C prediction | D outcome | E function |
| F less than | G equal to | <u>H</u> greater than | I always | J never |
| K prophesy | <u>L</u> memory | M motor | N balance | O machine |

Although today superstitious beliefs may be considered irrational and may be ___47___ by the more enlightened members of society, at one time these "superstitions" were considered reasonable and were perfectly consistent with the beliefs of the time. For example, since a shadow or reflected image was believed to be part of the soul, it was ___48___ to conclude that by damaging the image in some way, the soul, or life itself, would also be damaged. Thus, superstitions often represent sound logic ___49___ by a false premise.

- | | | | | |
|-----------------------|-----------------|--------------------|---------------|--------------|
| 47. <u>A</u> rejected | B enlightened | C adopted | D respected | E propagated |
| F strange | G contradictory | <u>H</u> analogous | I natural | J necessary |
| K improved | L minimized | M invalidated | N exaggerated | O given |

He sees to it that ventures of this theoretical sort start from and ___50___ in directly experienced subject-matter. Theory may intervene in a long course of reasoning, many portions of which are ___51___ from what is directly experienced. And this experienced material is the same for the ___52___ man and the man in the street.

- | | | | | |
|---------------------|------------|--------------------|-----------|-----------------|
| 50. A return | B commence | <u>C</u> terminate | D produce | E explore |
| F realistic | G obscure | H observed | I lost | <u>J</u> remote |
| <u>K</u> scientific | L common | M needy | N same | O working |

STOP

CHECK YOUR WORK

APPENDIX C

TEACHER EXPECTATIONS AND EVALUATIONS

TEACHER EXPECTATIONS AND EVALUATIONS

NOW WE WOULD LIKE TO ASK SOME QUESTIONS ABOUT THE TEACHERS IN THIS SCHOOL. ANSWER THESE QUESTIONS AS YOU ANSWERED THE OTHER ONES BY CIRCLING THE NUMBER. REMEMBER, NO TEACHER WILL SEE YOUR ANSWERS SO BE AS HONEST AS YOU CAN.

1. Of the teachers that you know in this school how many tell students to try hard to do better on tests?

Almost none of the teachers ____ 1
Some of the teachers ____ 2
Half of the teachers ____ 3
Most of the teachers ____ 4
Almost all of the teachers ____ 5

2. How many teachers in this school tell students to try and get better grades than their classmates?

Almost none of the teachers ____ 1
Some of the teachers ____ 2
Half of the teachers ____ 3
Most of the teachers ____ 4
Almost all of the teachers ____ 5

3. Of the teachers that you know in this school how many don't care if the students get bad grades?

Almost all of the teachers ____ 1
Most of the teachers ____ 2
Half of the teachers ____ 3
Some of the teachers ____ 4
Almost none of the teachers ____ 5

4. Of the teachers that you know in this school how many tell students to do extra work so that they can get better grades?

Almost none of the teachers ____ 1
Some of the teachers ____ 2
Half of the teachers ____ 3
Most of the teachers ____ 4
Almost all of the teachers ____ 5

5. Of the teachers that you know in this school how many make the students work too hard?

Almost none of the teachers	_____1
Some of the teachers	_____2
Half of the teachers	_____3
Most of the teachers	_____4
Almost all of the teachers	_____5

6. How far do you think the teacher you like the best believes you will go in school?

Finish high school	_____1
Go to college for a while	_____2
Finish college	_____3
Go to grad. school	_____4

7. How good a student does the teacher you like the best expect you to be in school?

She doesn't really care	_____1
Not as good as most students	_____2
Same as most students	_____3
Better than most of the students	_____4
One of the best	_____5

8. Think of your teacher. Would your teacher say you can do school work better, the same, or poorer than other people your age?

Poorer	_____1
The same	_____2
Better	_____3

9. Would your teacher say that your grades would be with the best, same as most, or below most of the students when you graduate from high school?

Below most	_____1
Same as most	_____2
With the best	_____3

10. Does your teacher think you can finish college?

No	_____1
Maybe	_____2
Yes	_____3

11. Remember you need more than four years of college to be a teacher or doctor. Does your teacher think you could do that?

No	<u> </u> 1
Maybe	<u> </u> 2
Yes	<u> </u> 3

12. What grades does your teacher think you can get?

Mostly E's	<u> </u> 1
Mostly D's	<u> </u> 2
Mostly C's	<u> </u> 3
Mostly B's	<u> </u> 4
Mostly A's	<u> </u> 5

APPENDIX D

FEELINGS ABOUT SCHOOL

FEELINGS ABOUT SCHOOL

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, SO PLEASE TELL US JUST WHAT YOU THINK. (Pick only one answer for each question)

1. If you could go as far as you wanted to 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 while	_____ 4
Finish college	_____ 5

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

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

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

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

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

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

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

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

6. 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

7. If the teacher that you like the best told you that you were a poor student how would you feel?

It wouldn't bother me at all _____ 1
 It wouldn't bother me very much _____ 2
 I'd feel somewhat bad _____ 3
 I'd feel very bad _____ 4

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

It's not very important _____ 1
 It's important, but other things are more important _____ 2
 It's important, but other things are just as important _____ 3
 It's the most important thing I can do _____ 4

9. If your parents told you that you were a poor student, how would you feel?

It wouldn't bother me at all _____ 1
 It wouldn't bother me very much _____ 2
 I'd feel somewhat bad _____ 3
 I'd feel very bad _____ 4

APPENDIX E

PARENTS SCALE

PARENTS SCALE

Please answer the following questions as you think your parents would answer them. Circle the number in front of the statement that best answers each question.

1. How do you think your Parents would rate your school ability compared with other students your age?
 1. among the poorest
 2. below average
 3. average
 4. above average
 5. among the best

2. Where do you think your Parents would say you would rank in a high school class?
 1. among the poorest
 2. below average
 3. average
 4. above average
 5. among the best

3. Do you think you Parents would say you have the ability to complete high school?
 1. definitely not
 2. probably not
 3. not sure either way
 4. yes, probably
 5. yes, definitely

4. Do you think your Parents would say you have the ability to complete professional training in law, medicine or dentistry?
 1. definitely not
 2. probably not
 3. not sure either way
 4. yes, probably
 5. yes, definitely

5. What kind of grades do you think your Parents would say you are capable of getting?
1. mostly E's
 2. mostly D's
 3. mostly C's
 4. mostly B's
 5. mostly A's
7. Do you think you have the ability to complete college?
1. no
 2. probably not
 3. not sure either way
 4. yes, probably
 5. yes, definitely
8. Where do you think you would rank in your class in college?
1. among the poorest
 2. below average
 3. average
 4. above average
 5. among the best
9. Forget for a moment how others might grade you. If you attended college, in your opinion, how good do you think your work would be?
1. among the poorest
 2. below average
 3. average
 4. above average
 5. among the best
10. What do you think would be your class rank in comparison with the so-called smart student?
1. among the poorest
 2. below average
 3. average
 4. above average
 5. among the best

APPENDIX F

POST HIGH SCHOOL SELF -
CONCEPT OF ABILITY SCALE

POST HIGH SCHOOL SELF - CONCEPT OF ABILITY SCALE

In each of the following questions circle the number in front of the statement which best answers each question.

1. How do you rate yourself in scholastic ability compared with other students your age in high school?
 1. I am among the poorest
 2. I am below average
 3. I am average
 4. I am above average
 5. I am the best

2. What kind of grades do you think you are capable of getting in high school?
 1. mostly F's
 2. mostly D's
 3. mostly C's
 4. mostly B's
 5. mostly A's

3. For those high school courses you are interested in, how well do you feel you have the ability to do?
 1. among the poorest
 2. probably below average
 3. about average
 4. above average
 5. among the best

4. Where do you think you would rank in a high school graduating class?
 1. among the poorest
 2. below average
 3. average
 4. above average
 5. among the best

5. How do you rate yourself in scholastic ability as compared to those who have elected not to go beyond junior high school.
 1. I am the poorest
 2. I am below average
 3. I am average
 4. I am above average
 5. I am the best

6. Do you think you have the ability to attend a college?

1. No
2. probably not
3. not sure either way
4. yes, probably
5. yes, definitely

APPENDIX G

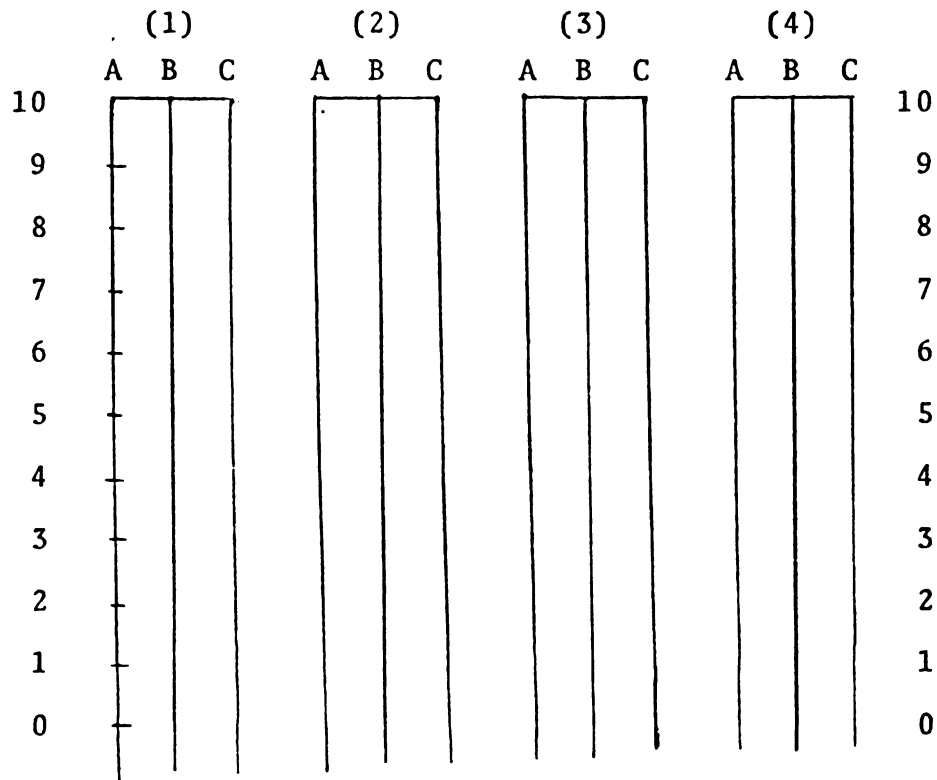
STUDENT FEEDBACK BOOKLET

STUDENT FEEDBACK BOOKLET

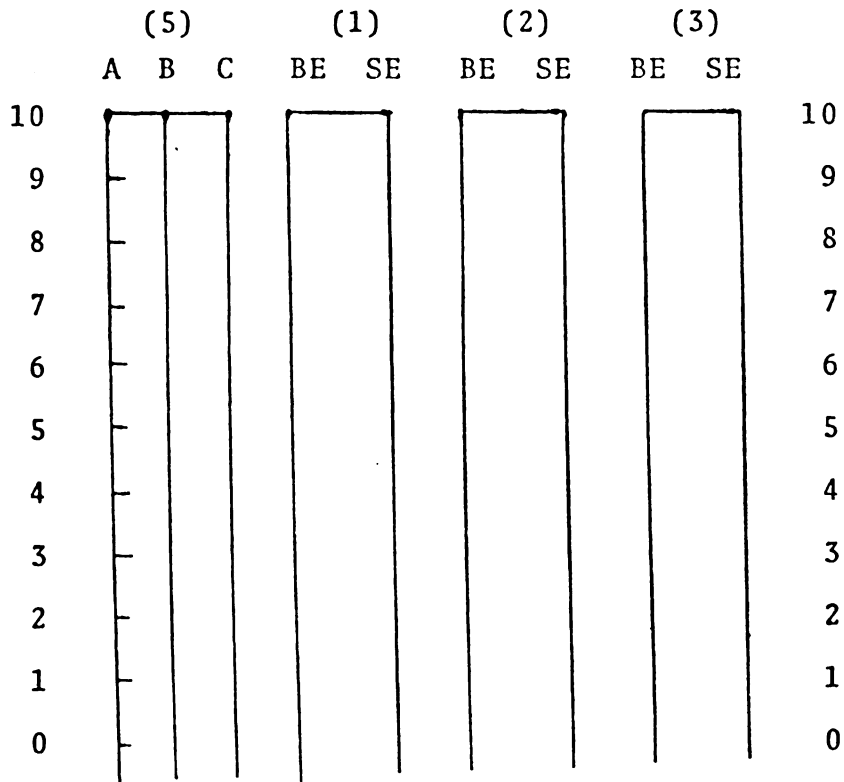
Name _____

Age _____ Grade _____

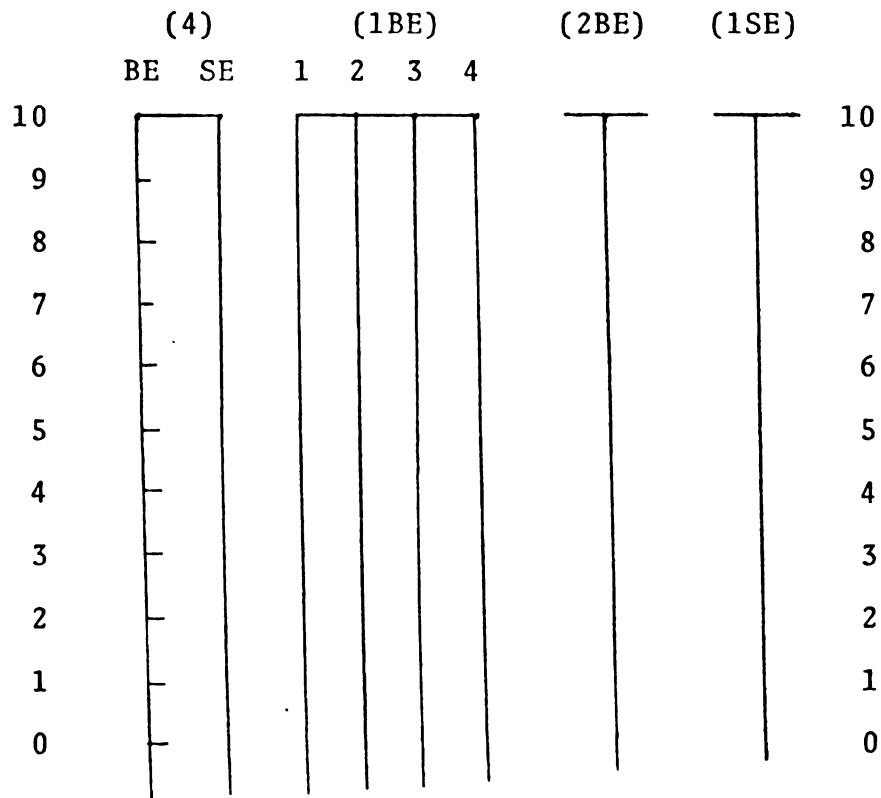
COMPREHENSION



COMPREHENSION



COMPREHENSION



Reading Package Dictionary

(Teacher)

<u>Standard English</u>	<u>Black English</u>
Angry	Jaws were tight; pushed out of shape
Overwhelm; disorient	Blow his mind
Do something wrong	Goof; mess up; screw up
Do whatever you like with it	Shove it
Assault him; brutalize him	Beat him up; whip him; get in his chest
Being deceptive; scheming	Running a game
Irritated; annoyed	Teed-off; pissed off
Bad woman; libertine	Tramp
Have a tantrum; have a fit	Pitch a fit
Possession of value; possession of no value	Stuff
Understand the problem; comprehend	Get it together; dig it
Act of studying; observing; appreciating	Digging on it
Approve; understand; like	Dig
Male person; a guy	Dude; cat
Black male; Negro male; Afro-American	Brother
Black Female; Negro female; Afro-American	Sister

Standard English

Attractive girls

Girl friend; mother

Money; salary;
monetary exchange

Verify

Quit; escape

Steal

Jail

Bad; lousy; square

Get romantic; accost;
make a pass

Intelligent; smart

Knowledgeable; well-
informed; in the know;
accomplishedGood; very good; de-
sirable; highly
desirable; likeableTo be in good, fine,
great shapeClose relationship;
very close friends

Friend

Nice, friendly people;
trustworthyBe sincere; talk with
convictionLost his composure;
got mad; got excitedCause to be upset;
worried; irritatedBlack English

Foxes

Old lady

Bread; dough; change

Check it out

Cop out

Rip off; cop

Joint

Poofbutt; lame

To hit on me

Heavy

Hip; with it; down; cool;
togetherCool; with it; out of sight;
groovy; boss; tough

Uptight

Tight

Partner

Good folks

Blew his soul

Blew his cool; get un-
raveled

Shook him; shake him up

Standard EnglishBlack English

Leave

Split

Arrives

Fell on in to; fell on
down toWhat occurred; what
happened

What had went down

Explain

Run down; give him the
scamTo have a problem; a
set of conflicts

To have a hang-up

Forget about it; give
up on it; quit

Hang it up

Criticize him

Get down on him; get on
his case

Gave it to him

Whipped it on him

Talk; discuss;
expound

Blow; jaw; rap

How it really is;
the true meaning

Where it's at

Involved in something
positive

Into something

Mode of operation;
specialty

Bag; thing

Do what they are best
at; do what they wish; do
what they feel most
comfortable doing

Do their thing

Emotional outbursts;
trouble with things or
people

All these changes

A great number;
abundance

Gobs and googobs

Room; apartment; house;
abode

Pad; crib

Standard EnglishBlack English

Job

Gig; slave

Party

Gig

Get out of work or
responsibility; be
lazy

Flake off; goof off

Pull the loose ends
together; get control
of the situation

Tighten up

Accomplish an end or
objective

Get over easy

Someone who has every-
thingA fat rat (in a cheese
factory)

Money was low

Money was funny

Aware

Hep; hip

At a given location;
in the picture; on
the scene

On the set

A musical concert; a
jam session; a party

A set

Two alternatives

Two bags he could jump into

Negroes; Afro-
Americans; Colored people;
Black people

Bloods

Caucasians; the white
man

The man; honkey

Held in low esteem

Lightweight

Held in high esteem

Heavyweight

Can you understand
that

Can you get ready for that

Gun

Piece

A greeting; how are
you

What it is

Reading Package Dictionary
(Student)

Black English

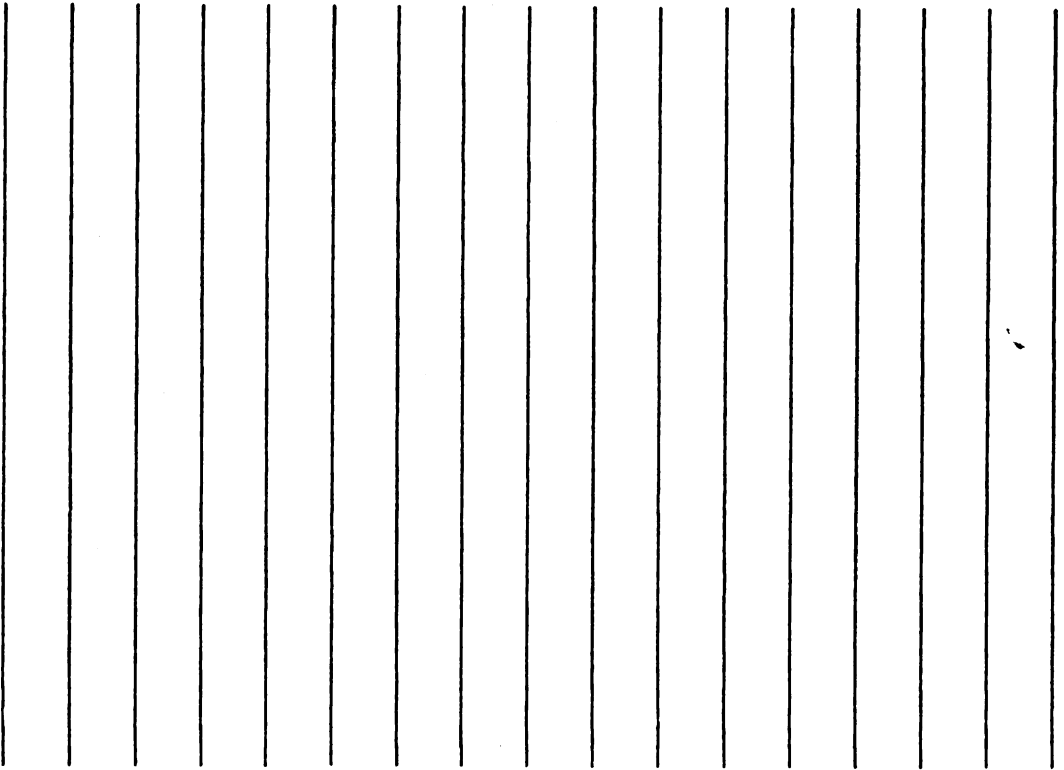
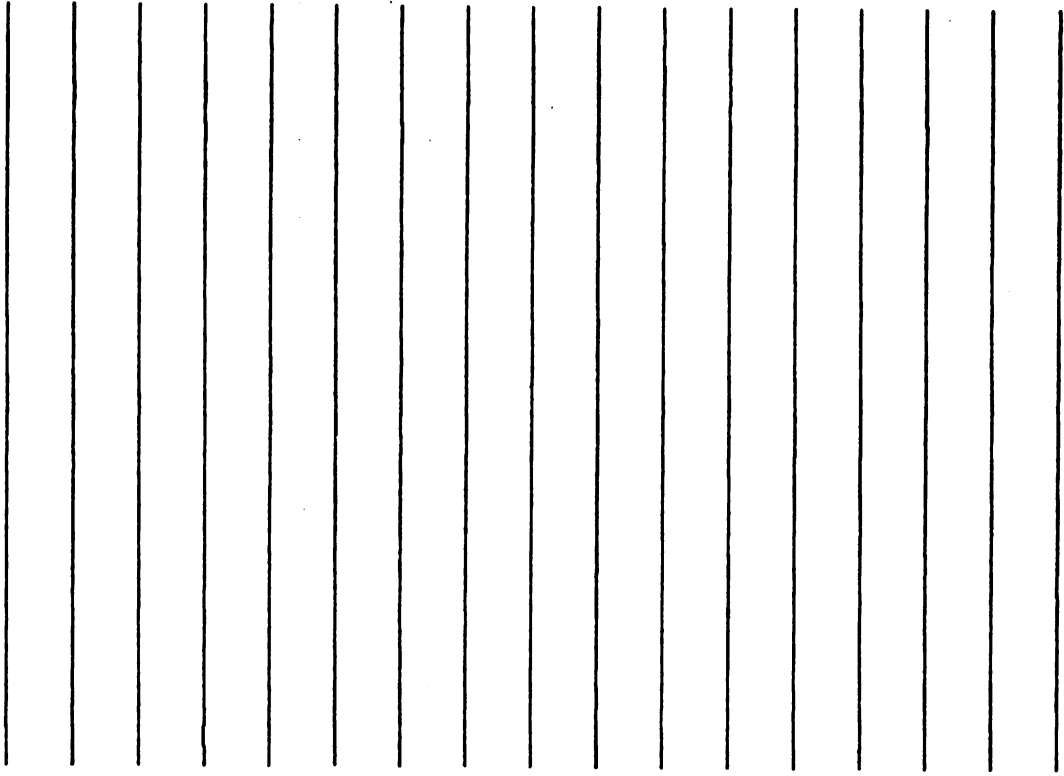
Standard English

Blood

Jaws tight, pushed out of shape, pissed

Afro-American, Black people, Negro

Angry



Lesson Plan

Date _____

Objective	Activity Module	Time

Feedback

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