A STUDY OF TEACHER PERSONAL AND PROFESSIONAL ATTITUDES AS THEY RELATE TO STUDENT SELF-CONCEPTS AND ATTITUDES TOWARD SCHOOL IN THE SIX HIGHEST ACHIEVING SCHOOLS IN FLINT, MICHIGAN

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This is to certify that the

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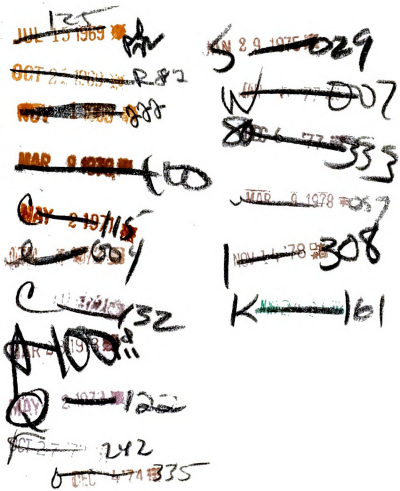

ABSTRACT

A STUDY OF TEACHER PERSONAL AND PROFESSIONAL ATTITUDES AS THEY RELATE TO STUDENT SELF-CONCEPTS AND ATTITUDES TOWARD SCHOOL IN THE SIX HIGHEST ACHIEVING SCHOOLS IN FLINT, MICHIGAN

by Theodore E. Hagadone

From the statistical evidence in this study and the findings of other related research, the following conclusions can be supported.

That Self-Concept seems to be unrelated to the factors differentiating "culturally alienated," low achieving pupils from high achieving pupils. The Self-Concept scores at these levels are those expected for these grades in both groups. The Composite Mean scores for grades three through six are: BTU pupils 99 and High Achieving pupils 98. Composite scores are not significantly different from those expected for a normal population.

That the "culturally alienated," low achieving pupil does like school as a learning situation and the teacher as a learning facilitator. These results are not startling when presenting the picture of high achieving pupils but if the literature is to be believed it is unusual with this group. Studies by Gilinsky[1] and Campbell[2] and others would lead one to believe that the low achiever does not like school or the teacher. The overall composite mean

score for School-Concept for this group is 102 and for Teacher as a Learning Facilitator 111.

That Mental Health is a factor in inhibiting the growth and development of these pupils, due to the inability to discern and alleviate mental health problems, at least for students in this study. Herein lies an indication of a lack of leadership responsibility in the areas of educational training of teachers in the general area of mental health. This failure is indicated in the low scores of the Minnesota Teacher Attitude Inventory for both groups of teachers surveyed. BTU teachers stand at the 29th percentile while the High Achievers are at the 35th percentile.

That Social Concept scores suggest that the "culturally alienated," boys and girls do not have the same bleak out-look of themselves that Society does. Socially, the "alienated" are not maladjusted within the educational setting.

That teachers have a very incomplete conception of the factors that go into the Self-Realization of children. The Teacher Attitude Toward the Self-Concept of the pupil is determined, not by the perception of the pupil about himself but by behavior, achievement, and teacher satisfaction. The teachers too often identified high self-concept with high achievement and good behavior and low self-concept with poor behavior and poor achievement.

That the need patterns exhibited by High Achieving pupils was significantly different from the patterns of the BTU students only on the Affiliation scale. The High Achievers had a sense of belonging whereas the low achiever was a "loner"--a "do it yourselfer." Parental role models may be closely related to affiliation as a "learned" need.

That the Degree of Fulfillment experienced by teachers varies between the teachers of the BTU group and those of the High Achieving group. The High Achieving teacher derives satisfaction from student achievement whereas the teacher of the low achieving student, finding she cannot obtain similar satisfaction in pupil achievement, seeks other avenues for fulfillment. Pupil behavior was more fulfilling to the BTU teacher than pupil achievement.

Teacher behavior between groups, at least within the populations studied, was far more similar than different. In view of the differentiation exhibited by their student populations, greater differentiation in teacher behavior might have produced some more startling outcomes.

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[1]Albertal S. Gilinsky, "Relative Self-Estimate and the Level of Aspiration," Journal of Exceptional Psychology, Vol. 39 (1949), p. 3.

[2]Paul Campbell, "Self-Concept and Academic Achievement in Middle Grade Public School Children" Unpublished Ed.D. Dissertation, Wayne State University, 1965).

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by

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A THESIS

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DEDICATION

To My Grandmother - The lady who made all things possible; who took a little boy and gave him all the aspirations and affection to achieve such a task. She will not be present at the ceremonies but she will see it and be pleased.

To My Family - My wife and children, Andy, Mary, Matt and Joy, who unselfishly give up the hours, months and years and whose encouragement and understanding made this possible. "Let me count the ways."

To The Two Families - who at high school graduation encouraged me to go on to school.

To All Those At Albion College - who encouraged the slow, backward young man; particularly, the Hendersons, the Sprankles, and the Sprandels.

To The Mott Foundation - who said, "We think you have some ability and we dare you to prove it." I extend a particular gratitude to all the interns.

To Michigan State University - which provided the resources and skills necessary. A particularly warm thanks goes to Doctors Campbell and Heald for the thoughtfulness and driving force.

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CHAPTER I

INTRODUCTION

The role of the teacher in the big city school system is a difficult one, for the teacher must make significant adaptations to pupil differences. Making these adaptations requires that the teacher, not only maintain the academic program of the school system, but also provide an emotional and ego supporting environment. This provides that the teacher give or maintain a strong interpersonal relationship between himself and the student.

There is also much evidence to support the idea that children learn in relationship to the manner in which they perceive themselves. Students achieve in relationship to the favorable or unfavorable images and expectations set forth for them by teachers.

A study of this nature was recently completed by Robert Whitt, Mott Intern, Wayne State University (1965-66), using the thirteen BTU Schools,[1] Flint, Michigan. These schools were selected as they were the thirteen

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[1]Better Tomorrow for Urban Youth, An experimental program by the Flint Board of Education to reinforce the educational program in the thirteen (13) Inner City Schools in Flint.

lowest achieving schools in the city. There has been much feeling since the completion of this study that the study should be replicated, using the same measurements and criteria, on the highest achieving schools in Flint, for as Kvaraceus,[1] Ausebel[2] and Clark[3] point out; the motivational differences between children of middle class parents and those of children from lower classes are quite far apart. The inner-city child seems more "present" orientated while the middle class child is "future" orientated.

A great deal of attention is now focused on the inner-city or culturally alienated child, sometimes to the neglect of the middle and upper class child. This is not to say that the inner-city child does not deserve a great deal of attention, but this should not deprive the middle and upper class child of an equally thorough introspection, particularly in relation to self-concept and teacher attitude. According to Sherif and Sherif,[4] that while it is thought that crowded slum neighborhoods of large cities are the only seats of juvenile misdeeds,

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[1]William C. Kvaraceus, et al., Negro Self-Concept (New York, McGraw-Hill, Inc., 1965), p. 18.

[2]A. Harry Passow, Editor, Education in Depressed Areas (New York: Bureau of Publications, Teachers' College, Columbia University, 1963), p. 14.

[3]Ibid., p. 15.

[4]Muzafer Sherif and Carolyn W. Sherif, Reference Groups (New York: Harper and Rowe, Publishers, 1964), p. 281.

in fact over two-fifths of the juvenile court cases are contributed by suburban, small town and rural areas. The non-city courts have had the largest increase in recent years. Sherif and Sherif[1] go on to say that, in their research, they find that adolescent groups do exist in all neighborhoods and are directly involved in a large majority of official cases of deliquency. They suspect it is true in the more favored neighborhoods than in the underprivileged ones. This suspicion is backed by the studies of Wattenberg and Balistrieri (1950-1952),[2] Wattenberg (1948),[3] and Thasher (1944).[4]

Thus the teacher becomes the one common denominator for children of all stratifications. The goals, aspirations and desires of all these children should be, in a large part, brought to the forefront by the school and the teacher is the cornerstone of this institution.

"The most direct and effective way to strengthen the school as an ego supporting institution is to improve the inter-personal relationships between teachers and students."[5]

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[1] Ibid., p. 280.

[2] Ibid., p. 280.

[3] Ibid., p. 280.

[4] Ibid., p. 280.

[5] Kvaraceus, op. cit., p. 110.

Significance of Study

Whitt in his study describes the inner-city children of Flint as similar to those in any large industrial city of America. The thirteen schools tested in the BTU Program run through a center strip in the heart of the city representing a hard core of poverty, cultural alienation and underachievement. This is in opposition to the six high achieving schools studied which run along the outer fringe of the city ranging from low middle class to upper, covering from fringe housing on into suburban living. In the spring of 1964, the Flint Board of Education established the "Better Tomorrow for Urban Youth" or BTU Program. The purpose of this experimental program was to see if culturally alienated children could not be advanced along the road to better citizenship in a free society. The objectives were to provide the following:

1. A pre-school nursery program that would give these children a better start in language and social development.
2. Adequate professional staff members who understand the needs of these children and are willing to develop these skills and techniques to work with them.
3. Extra clerical help to prepare materials for teachers.
4. Increased health and family living services.

5. A greatly increased in-service education program for staff members in these schools.
6. Development of special teaching materials by the curriculum staff.
7. Furnishing of instructional equipment and materials for classroom use in these schools as needed.
8. Enrichment services to enrich the basic school curriculum.

The staff of the district developed basic goals that would improve the educational program in these schools. These goals are:

1. Improvement of total instructional program.
2. Greater stability of staff in these schools.
3. Desirable attitudes toward children in these schools.
4. Improvement of teaching.
5. Greater motivation for learning among these children.
6. Improvement of self-image and performance of these children.
7. Recognition of the special strengths and positive contributions of all citizens.
8. Strengthening of the community school philosophy through improved family, social and civic pride.

The staff proposed to implement these goals by:

1. Staff:
    a. Recruit and assign to these schools teachers with special qualities to meet the needs of the young people.
    b. Work with the personnel office to recruit these individuals.
2. Personnel needs:
    a. Provide where facilities permit, enough teachers for self-contained classrooms plus enough special teachers necessary for a balanced educational program.
    b. Provide remedial teachers to diagnose difficulties and give special help in reading and arithmetic.
    c. Provide additional helping teachers.
    d. Provide assistance at the staff level.
    e. Provide additional clerical help.
3. In-service Training:
    a. Reactivate a plan for providing partial tuition for teachers to take specific courses for the purpose of up-grading instruction for urban children.
    b. Provide funds for consultants for work-shops.
    c. Provide an in-service consultant.

4. Equipment and Materials:

   a. Provide equipment for use of modern audio-visual aids (this would include projectors, screens, black-out curtains, etc.).

   b. Provide each school with a primary typewriter, if they do not have one.

   c. Provide reading kits.

   d. Provide lower level reading materials.

   e. Provide individual student materials.

5. Evaluation:

   As a part of the evaluation program, the Research Department has set up a five year longitudinal study. The study is keyed to the concept that this experimental program is only a partial solution to the academic inadequacies of these pupils. The image of the children which exists in the minds of the teachers must be related to the needs and problems of the inner-city school.[1]

This study, as was the Whitt Study, is a result of the section of the proposal that points to "Building a Better Image," as an important segment of the program. It is becoming more obvious that this problem exists in

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[1]Minutes of meeting of Elementary Education Dept., 1963, Elementary Education Division, Flint Board of Education. (In files of the Division.)

all levels of society, even though it may exist in greater number among the culturally alienated. Teacher attitude and student self-concept is not an isolated factor particular to the inner-city child. Even with acceptable academic achievement, there is the orientation of teacher-pupil and pupil-teacher relationships. Frank Riessman depicts this in saying, "The teachers' unfavorable images and expectations militates against the respect and encouragement so needed by the child."[1]

This study was authorized by the Research Department, Flint Board of Education to fulfill a part of the five year longitudinal study to compare teacher attitudes and student self-concept of the high achieving to those in the low achieving range, to an end that the BTU Program or at least parts of it, should be extended to all schools. This study is designed to obtain self-images of a selected sample of students from a population of students in grades three, four, five and six. Teacher attitude toward these students and teacher attitude toward themselves as professionals will be measured and compared to the Whitt Study. It is hoped that the study will help implement the In-service Training aspect throughout the entire Flint System.

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[1]Frank Riessman, The Culturally Deprived Child (New York, Harper and Brothers, Inc., 1962), p. 18.

General Questions to be Answered

In this study the following questions were asked:

1. Are there any significant differences in the self-concept of pupils enrolled in the Six High Achieving Schools and those enrolled in the Thirteen BTU Schools?
2. Are there any significant differences to be found in the negative attitudes between the two groups?
3. Are there significant differences between the two groups to be found in the deterioration of self-concept and school-concept as progress is made through school from grades three through six?
4. Are there significant differences in the correlation between students' own self-concept and the perception of that concept by the teachers, between the two groups?
5. Are there significant differences to be found in the mutual distrust and hostility between teachers and pupils as indicated by the emotional supportive environment and common understanding on the part of the teachers of the two groups?

Assumptions Underlying This Study

The following assumptions underlie this study:

1. The reliability and validity of the various instruments used are assumed. A full description of these instruments may be found in Chapter III.
2. It is assumed that expressed needs are felt needs and that at the time the instruments were administered to teachers and students, the attitudes and needs of the participants were accurately measured.
3. It is valuable to know whether there is a relationship between Teacher Attitude and Pupil Self-Concept.
4. It is valuable to know if there are definitive teacher attitudes that affect the learning within the big-city classroom.
5. It is valuable to know if teacher race or teacher sex is a factor within the big-city classroom.
6. It is valuable to know if there are variables that will indicate differences between generally high and low achievers.

Purpose of the Investigation

There are three main purposes in this investigation. The first is an attempt to gain additional supportive evidence to uphold the hypothesis that self-concept is a basic factor in the learning process. Secondly, it is an attempt to further develop and refine the methods of measuring self-concept, and lastly it is an attempt to evaluate the effect that the teacher has on the student's academic and social life.

The first purpose is to test the theories of Brookover, Mead, Combs and others that the self-concept of the individual is the significant limiting factor in an individual's personality. Moreover, that this perceptual approach to learning is a challenge to the strict biological approach as a defining factor in the behavior of man and his ability to learn.

The second purpose is to utilize existing and modified measuring devices on a highly specialized group of high-achieving pupils in an urban center to test these assumptions. These results then may be used, in comparison, with others obtained in culturally-alienated areas, to further define the causes and effects of self-concept. If these factors can be further delimited between the groups and more specific problem areas pointed out, there will be far reaching implications for children at all levels of mental, physical and emotional backgrounds.

The last area concerns measurement of the effect that the classroom instructor has upon the self-concept. The size and proportion of the effect, in relation to other biological and environmental factors could well show its effects on future training programs and additional personnel needed in the educational process. A better understanding of the child perception process may allow the institutions of higher learning to vary the instructional programs for future educators to those with more understanding of child growth and development and mental health.

Finally, this study is one of a series sponsored by the Flint Board of Education dealing with the methodology, techniques and understandings that make up the educational process for the inner-city child. It has already established the BTU Program to provide compensatory education for the culturally-alienated and this and several other studies are aimed at the point that this, while a worthwhile step, may only be one of many others that are desperately needed to solve some of the educational conflicts within the large metropolitan areas. This study is a continuing effort along these lines of the many facets that relate to the perceptual behavior of boys and girls in the educational process, as it relates to success.

Definition of Terms

BTU is used in this study to mean "Better Tomorrow for Urban Youth," and is a term used by the Flint Board of Education to identify their experimental program with the culturally alienated in thirteen inner-city schools.

Self-Concept is used in this study to mean the way an individual perceives himself, in relationship to others, the teacher, the classroom and the school.

Significant Others is used to denote the other people in the environment, the important people, the ones that influence the perception. The organized community or social group which gives the individual his unity or self, may be called the "generalized other." The attitude (the perceived attitude) of the generalized other is the attitude of the whole community.[1]

Culturally Alienated is used in this study to mean those who are estranged from dominant cultural values by environmental, social and economic factors.

Big City Schools is used here to denote those school systems, which today, have all the common problems of large urban populations, culturally deprived, slums, ghettos, and related race problems.

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[1]Charles W. Morris (ed.) Mind, Self and Society (Chicago: University of Chicago Press, 1934), p. 154.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

As a means of better understanding the fullness and complexity of this particular problem, past and present writings and studies in these areas were reviewed. Such sources as Encyclopedia of Educational Research, The Educational Index, The Review of Educational Research, Dissertations and Dissertation Abstracts and current writings were examined as background material for this study.

The basic premises of this study are that concept of self is an integral part of learning and that the attitude of the teacher plays an important part in this self-conception. Since the field is such a wide one, the areas selected for particular attention are:

1. The nature and philosophy of self-concept.
2. Self-concept of the high achieving child.
3. Teacher attitude as it relates to self-concept.

Self-Concept

The self or self-concept, as a theoretical construct, has been discernible since the time of Descartes,

in the seventeenth century, with his use of "cogito" or self. It has been carried down in time by such scholars as Leibnitz, Locke, Berkeley, Hume and Freud. In the early 1900's, it held a prominent place in psychological writings with such supporters as William James and John Dewey, only to diaappear during the time of the Behaviorists. The modern revival of the concept of self is accredited to the works of G. H. Mead, a social physchologist and philosopher.

Gordon Allport[1] maintains that all current physchological schools of thought regarding man's development, stem from two diverse philosophical hypotheses. He groups all thought regarding man's psychological nature, his growth, and theories of learning with the Locean and Leibnitz traditions at opposite ends of a two polar concept. John Locke assumed the mind to be a "tabula rase," (blank state) at birth. The intellect was a passive thing acquiring content and structure only through the contact of sensation and the crisscross of association. The Lockean point of view is the prevailing American philosophy on the development of the individual. The Leibnitzian tradition in opposition develops the idea that

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[1]Gordon W. Allport, Becoming (New Haven, Connecticut: Yale University Press, 1955), pp. 6-41.

man is not a collection of acts, nor simply the locus of acts; the person is the source of the acts. To understand what a person is, it is necessary to refer to what a person might become in the future, for every state of the person is pointed in the direction of future possibilities.

Both John Dewey and William James saw self as a necessary construct and that it must be considered as a vital element in the unity of the mental processes, James[1] thought of the self as a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of whom and what he is. George H. Mead,[2] in his reviving of the concept of self in Mind, Self and Society, transmits in his symbolic interactionist theory that the functional limits of one's ability to learn are determined by his self-conception of his abilities as acquired in the interaction with "significant others."

> That which we call the self comes into being as a child, with all that is inherent in his makeup and comes to grips with the experiences of life. The self, as it finally evolves, is made up of all that goes into a person's experiences of individual existence. It is a person's "inner world." It is a

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[1]William James, The Principles of Psychology, Vol. I (New York: Henry Holt and Company, 1902).

[2]George H. Mead, Mind, Self and Society (Chicago: University of Chicago Press, 1934), p. 43.

> composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his views of what he is, what he has been and what he might become and his attitudes pertaining to his worth.[1]

This functional definition of self by Jersild reflects the contemporary thinking. This present day concept is an attempt to assess the process by which a child becomes aware of himself and is mainly by inference; as the nature of his awareness cannot be directly assessed. Jersild concludes that the self includes at least three components:

1. The perceptual component: the way one sees himself, his body and the impressions he makes on others.
2. The conceptive component: the way he conceives his distinctive characteristics, his abilities, resources and limitations; also his background, origin and future.
3. The attitudinal component: the feelings he has toward himself, the tendency to view himself with pride or shame and his attitudes of self-esteem and self-reproach.[2]

Whereas the self is a subjective process it can also take on an objective nature. A person can say of himself, "This is how I think and feel," but he can also

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[1] Arthur T. Jersild, Child Psychology, 5th Ed. (Englewood Cliffs, N. J., Prentice-Hall, Inc., 1960), p. 116.

[2] Ibid., p. 117.

go outside of this realm and look inside and say objectively, "Why do I think and feel this way?" This self analysis is probably the most important phase as it is here that the individual begins his growth. It is an interesting point to note for further investigation whether this objective analysis process can become a completely self-fulfilling system or whether it is and must remain an assisted process. The best referral here is to the culturally alienated children of the Whitt study in opposition to the culturally advantaged children used in this study. Are the culturally advantaged children able to take advantage of their surroundings by an objective self examination and putting these in the mental processes, able to move ahead on their own? If this is true, then the children in the Whitt study will show a great improvement in their self-concepts and mental processes with the implementation of the BTU Program and the adding of those external components. There seems to be one external force that cannot be added in the form of a solid material item and that is awareness of belonging to a particular ethnic or social group. This awareness begins to show up in the middle or later elementary years. Horwitz[1] noted that children who seemed to be aware of

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[1]R. Horwitz, "Racial Aspects of Self-Identification," Journal of Psychology, Vol. 7 (1939), pp. 91-99.

being a member of a minority group still would choose a picture of a majority group member as being most like himself.

Wylie has found though while experimenting with success and failure and self-regard that:

> ...subjects will under certain conditions, change their self-evaluation after experimentally induced success or failure. These changes are most likely to involve self-rating on the experimental task itself, or on the characteristics which have been evaluated and are at least likely to involve reports on global self-regard. The latter seems to be affected little if any by a single experimental failure or evaluation. There is some evidence that changes in self-rating upward after success are more frequent than are changes downward after failure.[1]

The concept of self is further complicated in the culturally different environment in that a person will go to extreme lengths to protect, vindicate and defend a position of self. The self is a growing and changing phenomenon; it is also strangely enough geared strongly to prevent growth and resist change. Persons have been known to use every conceivable mechanism to preserve self even though it is based on falsehoods. Dr. Earl Kelly's work on perception, its selectivity and the fact that people "choose that which the self feeds upon," has very significant meanings for children in today's educational

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[1]Ruth C. Wylie, The Self Concept, A Critical Survey of Pertinent Research Literature (Lincoln: University of Nebraska Press, 1961), pp. 91-99.

world. This condition has been pictured by Jersild[1] as the "idealized self," which unfortunately is not always the real self, but a perfect one as visualized by the child. Why then all the concern on the part of parents and teachers for self, if the child himself cannot visualize an exact self, how can others? Should all efforts in this direction be given up? The answer is no, like all infant projects that are not clear, this too must be pursued.

For some time now educators have been aware that factors other than mental ability or biological background affect childrens' learning. Robert Bills[2] speaking on behalf of the self-perception psychologists, believes that since learning is a self-actualizing process, the self-concept of a child influences his ability to function effectively. The concept of self is an awareness of one's personal existence as an entity, separate from other selves. Basic with the self-concept of individuals are values and beliefs, as well as the awareness of the attitudes of others toward the individual. Milton Rokeach[3]

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[1]Jersild, op. cit., p. 206.

[2]Robert Bills, "Believing and Behaving: Perception and Learning," Learning More About Learning, 3rd Yearbook of A.S.C.D. (Washington, D.C., 1959), National Education Association.

[3]Milton Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960).

has devised a dogmatism scale to measure the openness and closedness of the belief systems of adults. He proposes that these belief systems as an integral part of the individual's belief system are open or closed. Further, this scale seeks to find the relationship between self and the ability of the individual to act on relevant information, unhampered by other factors that arise within the individual.

At least fifteen different instruments have been devised in the past few years to measure some form of an individual's concept of himself. Some of the efforts to correlate findings involving two or more of the instruments indicate the possibility that essentially the same elements of the personality may be measured by several of these instruments as indicated by Strong and Feder.[1] Experiments by Videbeck[2] back up the theory, "that self-concepts are learned and that the evaluation of others plays a significant part in the learning process." His studies indicate significant changes in self-ratings after only one session with the evaluator. In further support of this position that people who are significant or

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[1]Donald J. Strong and Danial D. Feder, "Measurements of the Self-Concept: A critique of the Literature," Journal of Counciling Psychology, Vol. 8 (1961), pp. 37-44.

[2]Richard Videbeck, "Self-Conception and the Reaction of Others," Sociometry, XXII (December, 1960), pp. 351-359.

important to another person do influence the self-concept of this person is the study by Rosen, Levinger and Lippitt.[1] They found a positive relationship between a person's desire for change and the wishes of others for this. Clarke[2] found a positive correlation between a student's academic performance and his perception of the academic expectancies held for him by significant others. "A normal child who is expected to learn, who is taught and who is required to learn, will learn."[3]

According to Rosenberg[4] "when the affective and cognitive components of an attitude are inconsistent to a degree that exceeds an individual's 'tolerance limit' the attitude is unstable and subject to reorganization." Again lending support that the teachers can reinforce and bolster the self-concept of students. Further evidence that others can influence self-concept is provided by Staines[5] who

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[1]Robert Rosen, G. Levinger and R. Lippitt, "Desired Change in Self and Others as a Function of Resources Ownership," Human Relations, XIII (1960), pp. 187-192.

[2]W. E. Clark, "The Relationship Between College Academic Performance and Expectancies" (Unpublished Ph.D. Dissertation, Michigan State University, 1960).

[3]Passow, op. cit., p. 157.

[4]Milton Rosenberg, "A Structural Theory of Attitude R-2 Synamics," Public Opinion Quarterly, XXIV (1960), pp. 319-40.

[5]J. W. Staines, "Self-Picture as a Factor in the Classroom," British Journal of Educational Psychology, XXVII (June, 1956), pp. 97-111.

demonstrated that teachers, through their roles as significant others, can alter the self-concept of their students by making positive comments to them as well as creating an atmosphere of psychological security. These findings are related to those of Davidson and Lang,[1] who found that children's perception of teachers' feelings toward them correlated positively and significantly with self-perception. The more positively the child feels that the teacher has positive feelings toward him, the higher will be his achievement.

Ruth Wylie[2] has conducted the most extensive research in the area of self-concept. She categorizes the studies into twelve groups:

1. Development of self-concept.
2. Parent-child interaction and the self-concept.
3. Social interaction.
4. Body characteristics and the self-concept.
5. Effects of counseling or psychotherapy of the self-concept.
6. Learning and the self-concept.
7. Effects of lobotomy on the self-concept.

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[1]H. H. Davidson and G. Lang, "Children's Perception of Their Teacher's Feelings Toward Them Related to Self Perception, School Achievement and Behavior," Journal of Experimental Education, XXIX (1960), pp. 107-118.

[2]Wylie, op. cit., pp. 119-149.

8. Relationships between adjustments and self-gard.
9. Acceptance of self and acceptance of others.
10. Self-esteem and ethnocentrism.
11. Self-esteem and behavioral level.
12. Self-concept and level of aspiration behavior.

In reviewing the classes of research outlined above, Wylie found only a small amount of research directed at learning theory and the development of self-concept.

> Actually all of the classes of variables mentioned thus far (1 through 7) in this section assumes that the self-concept is developed and modified through learning. This implies the principles and theories of learning derived through experimental techniques should be relevant. Helper's study, however, is the only one discussed thus far which attempted to make an explicit connection with the general psychology of learning; and even his study was not directly concerned with the learning process. Apparently only one experiment involves the learning of self-referent statements and thus, may be said to be trying to effect a direct connection between learning theory and the learning of the self-concept.[1]

Helper's[2] study is concerned with child-parent interaction and self-concept. Helper found that correlations between parents' evaluations of their children and the child's concept tend to be small but consistently positive. He developed his hypothesis about the development of children's self-concepts from the Dollar, Miller and Osgood

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[1] Ibid., p. 3.

[2] M. M. Helper, "Learning Theory and the Self-Concept," Journal of Abnormal Social Psychology, Vol. 51 (1955), pp. 184-94.

theories of verbal learning, hence the reference to learning and self-concept mentioned by Wylie.

Gilinsky's[1] study of self-evaluation and the level of achievement demonstrated that self-concept is useful in predicting a student's level of achievement or aspirational behavior at a correlative rate of .67 between the student's perception of the I. Q. and the stated actual I. Q. of the group studied.

A recent study by Paul Campbell[2] supports this relationship between self-concept and achievement. Campbell's study used the Coopersmith Self-Esteem Inventory. Poor adjustment, anti-social values and exhibitionism appear to picture those students who obtain high self-esteem scores, while scoring relatively low in academic areas.

In dealing with self-concept, it has been found that Negro children have dark self-images due to the fact that their color assigns them to an inferior status in our society.

> As minority group children learn their inferior status to which they are assigned and observe they are usually segregated and isolated from the more privileged members of their society, they react with

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[1]Albertal S. Gilinsky, "Relative Self-Estimate and the Level of Aspiration," Journal of Exceptional Psychology, Vol. 39 (1949), pp. 256-259.

[2]Paul Campbell, "Self-Concept and Academic Achievement in Middle Grade Public School Children" (Unpublished Ed. D. Dissertation, Wayne State University, 1965).

> deep feelings of inferiority and with a sense of personal humiliation. Many of them become confused about their own personal worth. Like all human beings, they require a sense of personal worth and social support for positive self-esteem.[1]

Butts reports in a recent study:

> The hypothesis was that a group of Negro children of both sexes, between the ages of 9 and 12, with an impairment of their self-esteem would perceive themselves less accurately in terms of skin color than children with less self-esteem impairment.[2]

Similar observations were made by Passow[3] and were borne out in his study. Thirteen out of fourteen subjects failed to perceive themselves accurately. Their sense of worth deteriorated over a period of time as they perceived that dark skin signified inferior status.

"Interpersonal relationships," is the thesis of Sullivan's theory of personality and the way in which persons may receive psychological help. According to Sullivan, the self is made up of "reflective appraisals." The earliest experiences that develop the self are those contacts with other people and the earliest self-appraisal is that which others think and feel concerning him. The origin of self is in the hands of "significant others." If the "reflected appraisals" of the child's self are

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[1]Passow, op. cit., p. 156

[2]Hugh F. Butts, M. D. "Skin Color, Perception and Self-Esteem," Journal of Negro Education, XXXII (Spring, 1963), p. 122.

[3]Passow, op. cit., p. 158.

mainly negative, as in the case of our "children without," then the maturing child's attitude toward himself will be mainly negative. Sullivan sees a close relationship between attitudes toward self and attitudes toward others.

> As one respects oneslef so can one respect others ...If there is a valid and real attitude toward the self, that attitude will manifest as valid and real towards others. It is not that as ye judge, so shall ye be judged, but as you judge yourself so shall you judge others.[1]

Karen Horney[2] sees the self as a constant and changing phenomenon. It includes the constant nature of the individual plus all of that which is conditioned by time and space, which is ever changing. The self provides the nucleus around and upon which, the healthy self adds, assimilates and integrates into its own system that which is essential and authentic, while rejecting that, which is unessential and harmful.

Dr. Earl Kelly[3], one of the country's leading perceptionists sees the self as the key to the development of the "fully functioning person."

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[1]Henry Stack Sullivan, Concept of Modern Psychiatry Washington D. C.: Wm. Alanson White Psychiatric Foundation, 1947), p. 47.

[2]Karen Horney, Our Inner Conflict (New York, N.Y.: Norton, 1945), p. 112-117.

[3]Earl Kelly, Perceiving, Behaving, Becoming: A New Focus, Association for Supervision and Curriculum Development (N.E.A., 1952), p. 14.

> The self consists, in part at least, of the accumulated experiential background or backlog of the individual. It is what has been built, since his life began, through unique experience and unique purpose, on the individual's unique biological structure. The self is therefore unique to the individual.
>
> The self is built almost entirely, if not entirely, in relationship to others. While the newborn babe has the equipment for the development of the self, there is amply evidence to show that nothing resembling a self can be built in the absence of others. Having a cortex is not enough; there must be continuous interchange between the individual and others. Language, for example, would not be possible without social relationship. Thus, it is that man is necessarily a social being. The self has to be achieved; it is not given.[1]

Dr. Arthur Combs, one of the foremost authorities on the development of the self-concept, gives the following description on the development of the self-concept:

> The self-concept, we know is learned. People learn who they are and what they are from the ways in which they have been treated by those who surround them in the process of their growing up. This is what Sullivan called "learning about self from the mirror of other people." People discover their self-concept from the kinds of experiences they have had in life; not from telling but from experience. People develop feelings that they are liked, wanted, acceptable and able, from having been liked, wanted, accepted and from having been successful.[2]

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[1] Ibid., p. 9.

[2] Arthur W. Combs, "A Perceptual View of the Adequate Personality," ed. Arthur Combs, Perceiving, Behaving, Becoming: A New Focus (Association for Supervision and Curriculum Development, N.E.A., 1962), p. 51.

Carl R. Rogers and A. E. Maslow in examining the contributing factors to the lack of fulfillment of the self as the lack of self-identity of the full realization of the potential of the individual. Rogers goes on to say that the individual must first:

> ....move toward being open to his experience. This is a phrase that has come to have increasingly definite meaning for me. It is the polar opposite of defensiveness. Defensiveness I have described in the past as being the organism's response to experiences which are perceived or anticipated as incongruent with the structure of the self. In order to maintain the self structure, such experiences are given a distorted symbolism in awareness, which reduces the incongruity. Thus the individual defends himself against any threat of altercation in the concept of self by not perceiving those meanings in his experiences which contradict his present self-picture.[1]

Sears and Sherman[2] in some recent research have attempted to seek out how children's feelings of self-esteem develop within the school. They define self-esteem as the favorable impression of the self or favorable self-concept. They use a case study method on eight children in the fifth and the sixth grades and are concerned with those factors which affect self-esteem as they relate to the motivation of the children in achievement. Their study shows a significant relationship between self-concept

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[1]Carl R. Rogers, "Towards Becoming a Fully Functioning Person," Perceiving, Behaving, Becoming, ed. Arthur Combs (Association for Supervision and Curriculum Development, N.E.A., 1952), p. 23.

[2]Pauline S. Sears and Vivian S. Sherman, In Pursuit of Self-Esteem (Belmont: Wadworth Publishing Company, 1954).

and the area of achievement. This is further carried on by Vasil Kerensky[1] in a more recent study in Flint, Michigan, whereby he shows a significant correlation between self-concept and achievement in the inner-city schools. He carries this a step further in pointing out that self-concept instruments have a much higher correlation to achievement than do I. Q. instruments. Roth[2] in his investigations of the role of self-concept as it relates to achievement points out, "in terms of their conception of self, individuals have a definite investment to perform as they do. With all things being equal, those who do not achieve chose to do so."

Coupled with the importance of the self-concept to achievement is the importance of the self-concept to the social implications of the learning process. At the present time we consider that 10 per cent or less of our children are among the gifted or high achieving group and yet Brookover[3] points out some much further reaching implications:

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[1]Vasil M. Kerensky, "Reported Self-Concept in Relation to Academic Achievement in an Inner-City School Setting," Ed. D. Dissertation, Wayne State University (1966).

[2]R. M. Roth, "Role of Self-Concept in Achievement," Journal of Experimental Education, XXVII (June, 1959), p. 267.

[3]W. B. Brookover, "A Social Psychological Conception of Classroom Learning" (Unpublished Monogram, Michigan State University), p. 8.

That we have no real evidence on the limits of human learning.

That granting biological differences and the tremendous range of learning potential, the limits of individual achievement have not been reached.

That a child will learn behavior appropriate to his society and culture.

That learning is a combination of the individual's biological organism and the impact of social factors in his environment.

That nearly all human beings can learn the expected behavior of their society.

That the process and organic mechanisms necessary for learning culturally required behavior are not significantly different from the process and mechanisms necessary for learning the type of behavior and skills taught in the classroom.

That persons learn to behave in ways that they consider appropriate to themselves.

That appropriateness of an individual's behavior is defined by each person through the internalization of the expectations of significant others.

That the functional limits of one's ability to learn are determined by his self-conception or self-images as acquired in social interaction.

On the basis of these findings, it is evident that the basic task of the schools is to provide academic environment that foster conditions conducive to building positive self-images. "An important determinant of a reality based, positive self-esteem for children is the opportunity to have successful experiences in meeting challenges."[1] These challenges will offer the child

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[1]Passow, op. cit., p. 157.

advancement in self-worth and respect. "The opposite of success is failure and continued failure reinforces his sense of inferiority."[1]

The High-Achieving Student

In the Whitt Study the concern was the low-achieving child, and while there is a very great need for concern and research in this ares, the picture did not shock or surprise most people. The image presented was, in the most part, the expected one or at least the one to which most are conditioned. This is not true of the high-achieving child. The picture here is not so clear and concise; rather this child is more easily sloughed off, as not having as great a need and being among the most fortunate. True, much work has been done in this area by such as Gererich, Horrall, Morgan, Gough and Kurtz, most of it has been recent and only of an investigative nature. It has not been pursued to the extent that the under-achiever has with the Head Start Programs, the Flint BTU Program and others, nor has there been the great involvement of monies.

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[1]Robert L. Whitt, Teacher Personal and Professional Attitudes as They Relate To Student Self-Concept and Attitudes in Inner-City Schools (Published Ed. D. Dissertation, Wayne State University, 1966), p. 27.

Few would deny that the intellectually gifted or in most cases the high-achiever should be given the chance to develop their talents in school to the utmost, for the good of themselves and mankind. Yet the argument ranges between special classes or schools, with special teachers to give them programs to fully develop their talents, to leaving them in the regular school and program with common children if they are to best serve society. It ranges from Harvard Professor, Douglas Bush, who believes, "education for none," to the commission of prominent educators who believe that our education system must expand to all for America's technical survival. There seems to be no immediate answer to the problem, as we presently battle racial integration, the technical educational man power shortage, the shortness of space within educational institutions and the lack of the necessary financing.

High achieving are first of all children. They need the love, affection, and motivation family, home and school. More aptly put, it may be because of these factors that the child is in his present position, along with the necessary biological factors. Such homes and schools are more likely to provide the opportunities for living, learning and growing that are necessary to the needs of

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[1]Douglas Bush, "Education for All is Education For None," New York Times, October 15, 1954.

bright children. They are problems though that come as these children advance and move into a larger, less congenial world. The activities of the other children move at a different tempo, the school work is geared to a lower level and the environment does not take into account his unique abilities. The high-achiever may be recognized, at times by the best work done at classroom standards, promptness and eager participation. Others may be noted by the indepth questions they ask, but there are those which do not fit these patterns. They are the mischief makers, the belligerent, that irritate and disrupt the routine atmosphere.

Before we go too much further, there should be a defining of terms, to prevent unnecessary co-mingling of ideas. James M. Dunlap[1] defines the educationally gifted as those with I. Q.'s of 120 and above. This group makes up from the top 5 to 10 per cent of all unselected school children. This statement has a rather narrow definitive nature to it, for it uses only the one criterion, the old "bugaboo," of educators, the I. Q. Recently, scientists of the human mind have pointed out to us that there are over one hundred and twenty factors involved in the human

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[1]James M. Dunlap, The Education of Children with High Mental Ability, The Education of Exceptional Children and Youth (Prentice-Hall, Inc., 1958), p. 148.

brain with the learning process and that present I. Q. tests only measure twelve of these. With this in mind, it is more preferable for this paper to use the definition offered by Witty,[1] "...the pupil whose performance in a potentially valuable line of human activity is consistently remarkable." This line of reasoning allows us then to take in the many categories; the gifted; Farquhar's and Payne's over-achievers and our own high-achievers.

There are some very definite characteristics pertaining to this group, which have been clearly defined by research. Probably the most composite is that of Dunlap.[2]

Positive Characteristics:

1. Curious as indicated by the depth, kind, scope frequency of their questions.
2. Show interest in words and ideas as demonstrated by their use of dictionaries and other source books.
3. Have rich vocabularies marked by originality of thought and expression.
4. Enjoy reading, usually at a mature level.
5. Seek older companions among children and enjoy adults.
6. Read rapidly and retain information.
7. Have a sense of humor and are cheerful.
8. Have a strong desire to excel.

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[1]Paul Witty, The Gifted Child (D. C. Heath and Company, Boston, 1951), p. 149.

[2]Dunlap, op. cit., pp. 149-150.

9. Are quick to comprehend.

10. Follow directions easily.

11. Have ability to generalize, to see relationships and make logical associations.

12. Are interested in science, astronomy and the nature of man and his universe.

13. Likes to do research, to tabulate, to classify, to collect and to keep records.

14. Shows initiative and imagination.

15. Have good memories.

Negative Characteristics:

1. Restless, inattentive, disturbing or annoying to those around him, like many children who have unmet needs.

2. Poor in spelling, careless in handwriting or inaccurate in arithmetic because they are impatient with details.

3. Lackadaisical in completing work or handing in assignments and indifferent toward classwork when disinterested.

4. Outspokenly critical both of themselves and others, an attitude which often alienates adults as well as children.

From the above materials it is easy to observe that it is not only the culturally alienated that need the stepped up BTU and Head Start Programs but that the average American classroom have left these children equally far behind. This falls in line with speeches of Havighurst, Coombs and Melby concerning the fact that we cannot have free and equal education for all; to have equal education to doom all to mediocracy. Free

education, if it is defined as the right of all students to be free to explore and experience within their abilities, is the key to all education.

Flint has in the past few years begun a program called the Personalized Curriculum Program, better known as PCP among the staff. This program was and is designed to prevent the drop-out from dropping out and to help return the drop-out to the classroom. The amazing finding of the program was, not that they had many of the slower learners but that the majority were the high achievers or the gifted. The equal part of the educational program was not enough to challenge them. Among them were I. Q.'s of 140 and 160 who could not see the sense to the day to day boredom and lack of challenge. The PCP program is changing all of this by enlisting the better teachers within the system, in small classes, to offer a challenge to these students on a personalized basis; along with councilors to help on the personal problems. Many of these students are now staying in the educational system, because the needs of their personal self-concept are being met.

Another startling revelation to the equal education form of mediocracy is the recent attempts at Troy, Michigan, High School to teach responsibility and decision making. They have allowed students to select their own schedules, subjects, teachers, study patterns and movements between classes. During the beginning weeks of the

new system great confusion on the part of the students, mainly the juniors and seniors. For while the American education system has prided itself on teaching responsibility and decision making, these students when finally confronted with these were dumbfounded and incapable of action. They had been told what to do, when to do it, and how to do it so long they could not readily cope with these responsibilities.

The main area of concern seems to be in how to identify these children. Dr. Benjamin Fine[1] finds there are an estimated 5,000,000 of these children in the United States and of these 1,000,000 are under-achievers, some to the point of failure and dropout. Despite these numbers there are few school systems with enrichment programs for these children. There are outstanding programs at such places as Cedar Rapids, Iowa; Quincy, Illinois; Portland, Oregon and San Diego, California and brief descriptions of these may be found in the Survey of the Education of Gifted Children but beyond this there is very little evaluation material available as guidelines to such programs and the selection processes. Many of these students are overlooked as classroom bores who always know

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[1]Benjamin Fine, Milwaukee Journal, August 28, 1966.

the answers, others as trouble makers and others as the quiet ones who sit in the corners. Some do not want their identities known for the teacher will just pile on more of the same boring work, others as Albert Einstein and Thomas Edison were driven out because of a lack of challenge. There is still no one method of adequate identification for these children. It is at best a collection of teacher judgment, group intelligence and achievement tests and then the findings on an individual testing pattern. Experience has shown that teachers alone have only been able to identify about one-half of the gifted in their rooms. With the addition of checklists anecdotal records, sociograms and other measuring devices still only a few more picked up. School achievement tests are another good means as high scores in language usage, reading comprehension, grammar, arithmetic reasoning are informative. On the other hand, low scores do not always predict a low intelligence but merely a boredom with the material. High achievers also can be more reasonably expected to come from better residential areas and suburbs, where the home environment and parents are more receptive to educational status as revealed in a study, Survey of Exceptional Children.[1] This environment as well as the mental differences

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[1]Survey of Exceptional Children (Pleasantville, New York, First Supervisory School District, North Westchester County, 1954).

may account for the differences of attitudes found by Strang[1] between average and high achieving children. The average child was much more concerned with the tangible items of life such as marriage, operating a car, allowances and personal responsibilities; while the gifted were much more concerned with the intangibles as world peace, relationships with peers and personal reading habits.

Strang's Attitudinal Differences

	Average	Gifted
Feeling of increasing independence and self direction	25%	17%
Awareness of increasing responsibility	18	6
Satisfaction with own body growth or status	18	33
Satisfaction concerning relationships with peers	32	43
Desire for greater acceptance with peers	6	11
Desire for personality change	13	19
Enjoyment of voluntary reading	20	38
Interest in sports	12	19
Lack of closeness with parents	5	12

[1]Ruth Strange, Gifted Adolescents' Views of Growing Up, Exceptional Children (October, 1956), pp. 10-15.

Programs for the High Achievers

An enrichment program for these students within the regular classroom is an easy matter as far as administration, but does not afford the attention to any but the average child. There is not enough time for the teacher to devote her time to the retarded, average and the above. Havighurst, Stivers and DeHaan[1] have observed in small communities where the neighbors know which child is in what classroom, an enrichment program or programs in math, reading, the humanities, science or fine art, avoids the necessity of pointing to individual children as being bright. It satisfies the community, parents and school personnel that no child is receiving special treatment. However, certain disadvantages occur in these circumstances, in that abilities of children are not discovered at all, except on the basis of classroom achievement or group tests. Many of those who have the greatest need are left unchallenged. A practical disadvantage to regular classroom enrichment is that it places an intolerable burden, many times, on an already over-loaded classroom teacher, according to Havighurst, Stivers and DeHaan.[2]

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[1]Robert J. Havighurst, Eugene Stivers and Robert DeHaan, "Survey of the Education of Gifted Children" Supplementary Educational Monographs, No. 83 (University of Chicago Press, November, 1955), p. 22.

[2]Ibid., p. 21.

The adjustment of highly intelligent pupils in an unselected group has been studied by Gallagher and Crowder to the end that from the view of the children's own potential, even in favored communities where the school program is above average, the major difficulties for gifted children were, "those of poor motivation and of intellectual rigidity and sterility."[1] The investigators surmised that in a less favored educational and economic setting, the findings might be even more discouraging. Selected case studies pinpoint the nature and extent of the adjustment problems by a number of these children.

For a long time the theory has been to allow or promote bright children to skip grade levels of instruction. This, on the theory that the advanced grade will offer a greater challenge. Unfortunately, the child in many cases cannot be advanced quickly enough to continue the challenge without running into mental health problems. There are many other factors to be considered in this type of situation, such as physical and social adjustment. It is true that these children have advanced minds, but physiologically and in most emotional areas they remain true to the form of their age group. A typical

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[1]James J. Gallagher and Thora Crowder, "The Adjustment of Gifted Children in the Regular Classroom," Exceptional Children, XXIII, 7 (1957), pp. 306-312.

example is of the eleven year old boy who is in the sophomore class at Michigan State University, majoring in mathematics, and yet upon leaving the campus reverts to reading comic books and playing with his eleven year old neighbors. Moreover, the danger also lies in pushing him through a curriculum of basic skills without ever allowing him time to do the creative work that is necessary with it. This is a monotonous, colorless trail that will only lead to unimaginative, sterile adult. This is not the purpose of education; the whole person must be developed. This does not imply that the rather limited practice of allowing capable children to skip one or two grades does harm; on the contrary this seems to benefit in allowing him to advance through the school curriculum a little faster and on to the challenge of college. Let it always be considered that this practice, to be at all wise must be accompanied by wisdom, good counseling and if gaps occur, then some individual tutoring.

In opposition to the rather helter-skelter conditions of grade skipping is the planned acceleration programs. These come under the headings of such concepts as early entrance into school and accelerated promotions. Pittsburgh[1] has a plan which allows for early entrance

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[1]Jack W. Birch, "Early Admission For Mentally Advanced Children," Exceptional Children, XXI, 3 (1954), pp. 84-87.

into kindergarten by certain qualified pupils. Thus, the advanced child goes through school with children, who on the average, are a year older, than he. A plan for early admission to college for particular students has been established by the Ford Foundation, called the Fund for the Advancement of Education.[1] The organization behind rapid promotion other than early entrance lies in grouping. The accelerated program at the University of Chicago Laboratory School allows that the first eight years be done in seven and then permitted to enter the high school program. In Ottawa, Canada, a group of high-achievers regularly does the third and fourth years in one year. New York City and Baltimore allow selected students to finish their junion high program in two years instead of three.

This faster than average advancement through school has been debated for years. While it has been benificial to more mature children, it has also been injurious to many physically and emotionally immature. Terman's and Oden's[2]

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[1]Bridging the Gap Between School and College: A Progress Report of Four Related Projects Supported by the Fund for the Advancement of Education, Evaluation Report No. I (June, 1953), pp. 67-108.

[2]Lewis M. Terman, Melita H. Oden, Et al., The Gifted Child Grows Up: A Twenty Five Year Follow-up of a Superior Group, Genetic Studies of Genius, Vol. IV, Stanford University Press, Stanford, California (1947), pp. 67-108.

study pointed out:

> Some gifted children are less injured by acceleration of three or four years than others are by one or two years. Important factors are the child's social experience and his natural aptitude for social adjustment. So far as physique is concerned, perfect health is probably less crucial than physical maturity or even mere size. The oversized, physical mature and socially experienced child of twelve may be less disadvantaged in high school than the undersized, immature and socially inexperienced child of fourteen.
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> It is our opinion that children of 135 I. Q. or higher should be promoted sufficiently to permit college entrance by the age of seventeen at latest and that the majority of this group would be better off to enter at sixteen.

Grouping for Enrichment

Advanced children do well with grouping, when placed with other children who are alert, mentally mature and full of zeal. They give each other mental stimulation and this is as logical as our other grouping patterns for music, art, athletics and remedial speech and reading programs.

In Kanawha County Schools, West Virginia, a few years ago, began a practice of spending a few extra hours a week with a few of the advanced students. This has since grown to include a larger number in many of their elementaries. While no official statistics are available, students report very favorably on the program. University City, Missouri,[1] takes gifted children in grades three

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[1] James M. Dunlap, "Gifted Children in an Enriched Program," Exceptional Children, XXI, 4 (1955), pp. 135-137.

through six, in each elementary school for two, forty to fifty minute programs each week, under a special teacher. In Pittsburgh's Colfex elementary school,[1] a number of the most able are grouped in workshops for academis studies for a part of each day and then returned to the heterogeneous group the rest of the day.

Special full-time programs for the gifted have been provided for over thirty years. One of the oldest is Cleveland's Major Work Program. New York not only provides for special enrichment classes but has separate schools for them. Researchers have shown the advantages of grouping; such men as Gray,[2] Witty,[3] and Nelson,[4] have pointed out that in general scholastic attainment and attitude toward learning much has been gained along with achievement. Gains in achievement were noted by Dunlap,[5]

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[1] Ibid., pp. 135-137.

[2] Howard A. Gray and Leta S. Hollingsworth, "The Achievement of Gifted Children Enrolled and Not-Enrolled in Special Opportunity Classes," Journal of Educational Research, XXIV (November, 1931), pp. 255-261.

[3] Paul A. Witty, "A Study of One Hundred Gifted Children," Journal of Exceptional Children (July, 1959), p. 44.

[4] Edwin A. Nelson and Edith F. Carlson, "Special Education for Gifted Child: III, Evaluation at the End of 3 Years," Journal of Exceptional Children, XXII, I (1945), pp. 6-13.

[5] Dunlap, op cit., p. 166.

while testing a group of fourth, fifth and sixth graders entered in a special class. At entrance they were exactly one-half year above norm. After six months they were one year ahead and the following year two and one-half years ahead. A study of the Cleveland Major Works Classes by Barbe and Norris[1] showed "the effectiveness of the program is reflected, not only in these childrens' classroom achievement in school, but in what they have achieved and the adjustments they have made in later life." Greenberg[2] summarizing the outcomes of two specific classes for rapid learners in Hollingsworth's New York City experiment, states:

> The commonly observed behavior disturbances and conflicts of personality were few in number. This condition, however, was not characteristic of schools that did not provide for a program of education suited to the needs of those intellecturally suited children. Youngsters who were unhappy, who attended school unwillingly and who were developing anti-social behavior patterns were referred to Public School groups having harmonious interests and abilities.

Cruickshank[3] has been forceful in speaking about grouping for academic instruction:

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[1]Walter D. Barbe and Dorothy N. Norris, "Special Classes for Gifted Children in Cleveland," Exceptional Children, XXI, 2 (1954), p. 71.

[2]Benjamin B. Greenberg and Herbert H. Bruner, Final Report to the Board of Education and Superintendents of Public School 500 (Speyer School) of the City of New York (1941), p. 129.

[3]William M. Cruickshank, "Frontiers of Secondary Education," I ed. Paul M. Halverson, Syracuse University Press, Syracuse, New York (1956), p. 113.

> The special class approach or modification of the special class concept can be effected tomorrow if such should be the disposition of educators and such it ought to be in the terms of the needs immediately which this country and the world faces with respect to the gifted leadership in all facets of our community enterprise.

For the bright children the enrichment program may provide a variety of activities. Basically they are blow-ups of the regular classroom program, providing more time and more in-depth study of areas and allowing for more extensive reading, reporting and group discussion of personal interest. In many cases children themselves will be able to provide the actual material as their thoughts and ideas develop. Some expand more if they work on a varied curriculum, while others, on occasion, need time to do intensive research into just one area for a period of time. In some areas the contract plan is used which utilizes all facets; group planning, independent work, leadership responsibility, original experimentation and school or community responsibility. One such example would be at the early level to set up a store; stocking it by trips to the supermarket, the financing by trips to the bank and the advertising by going to the newspaper. From this many sidelines and personal interests develop, for when children feel at ease within an environment many of their frustrations disappear and talents appear. Any program for bright children must stimulate

positive attitudes, develop good work habits, and encourage creative pursuits necessary for success in school work and later life compatibility.

Summary

If the gifted or high-achieving are to be utilized to their fullest extent and they themselves are to lead full, productive lives, then they, like all other groups must be given a specialized curriculum. Full attention must be given to all groups, within their own bounds; if this is done the frustrations and tensions will be relieved and each can proceed to his highest accomplishments and thereby dismiss much of our present educational dilemma.

Teacher Attitudes

There is little doubt that attitudes are, in a large part, a major contributing factor to the effectiveness of the teacher and the learning process. The role of the teacher to each student and his responsiveness to this role is a unique occasion between these two people and cannot be duplicated. Because of this unique relationship it may be said to be an art. Kahil Gibran, in "On Teaching," states it most eloquently:

> Then said a teacher, Speak to us of Teaching. And he said: No man can reveal to you aught but that which lies already half asleep in the dawning of your

knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give his understanding. The musician may sing to you of the rhythm which is in all space but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in the science of numbers can tell the regions of weights and measures but he cannot conduct you either.

For the vision of one man lends not its wings to another. And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.[1]

"I believe teaching is an art, not a science. Teaching involves emotions which cannot be systematically employed in human values and are quite outside the grasp of science."[2]

Attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner. Opinion is the verbal expression of attitude but some attitudes include both the effective, or peeling core of liking or disliking, and the cognitive or belief elements which describe the objective of the attitude, its characteristics and its relation to other objects. All attitudes, thus include beliefs, but all beliefs

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[1]Kahil Gibran, The Prophet (New York: Knoph Publishing Co., 1929), pp. 56-57.

[2]Paul Woodring, A Fourth of a Nation (New York: McGraw-Hill, Inc., 1957), p. 59.

> are not attitudes. When specific attitudes are organized into hierarchical structures, they comprise value systems.[1]

Katz[2] classifies attitudes into four categories: (1) utilitarian or adjustive (2) ego defensive (3) value expressive and (4) knowledge based. The utilitarian attitude comes into play as the beholder designates to it a useful purpose in the completion of an end or goal. The effectiveness of this attitude comes with the individual perception as to the reward, goal or punishment. The ego defensive guards the individual from the internal influence of the self and the extreme external forces of the environment. This defends the personality from severe inner or outer pressures. The value expressive are the mercantile areas which help sell others on the values of the holder. They help defend the self-concept and shape it to a personal satisfaction. The knowledge based lends stability to the individual as he studies standards and reference frames. They provide consistency to what otherwise might be turmoil.

Teacher Attitudes Concerning Pupils

It is naturally assumed by all concerned with education that a good teacher attitude is necessary for the

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[1]Daniel Katz, "A Functional Approach to the Study of Attitudes," Public Opinion Quarterly, XXIV (1962), pp. 163-168.

[2]Ibid., pp. 168-205.

learning situation and pupil fulfillment. Phillips states that it is possible at this time to effectively measure the teacher's effect on student progress.

> The outcome of teaching would be completely determined by at least four factors: the characteristics of the teacher, the students, the subject matter, and the class as a group. And what is more important, it appears to be the interaction of these factors which partly produces differences in the outcome in teaching.[1]

This multiplicity of factors makes the finding of a simple solution to the teaching situation very difficult. William Menninger in a message directed at teachers has this to say:

> Most teachers are acquainted with what psychiatrists call the three basic parts of the personality--the conscious, the unconscious and the conscience. The unseen energy drives or forces generated in these parts of the "personality anatomy" make us the people we are.
>
> Some of our automatic responses and behavior patterns are the result of attitudes formed in early childhood. Relationships with our parents, our brothers and sisters and our teachers have all played a part in the development of our personality--just as, in turn, our personality and attitudes toward our students are affecting their development... Since your students may be affected by your patterns, it is important that you understand them.[2]

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[1]Beeman N. Phillips, "The Individual and the Classroom Group as a Frame of Reference in Determining Teacher Effectiveness," Journal of Educational Research, Vol. 58 (November, 1964), p. 19.

[2]William Menninger, "Self Understanding For Teachers," National Education Association Journal, Vol. 42 (1953), pp. 331-333.

Riessman[1] deals with the subtle discrimination in the classroom in his work on teacher attitude. Teachers' personal desires and expectations work unfavorably against many of the students in the classroom. In a study using the stated educational beliefs of one hundred and nineteen elementary teachers, Oliver[2] contrasted these with the actual classroom practice. The four basic concepts of education used in the study were:

1. Good teaching recognizes and provides for individual differences among children.
2. Human growth and development is a continuous process.
3. Real learning is based on experiencing.
4. Learning proceeds best when related to the interests and experiences of the learner.[3]

To verify the degree to which teachers held to these four principles, a fifty item checklist of educational beliefs was used. The teachers showed a high degree of correlation to these beliefs but an evaluation of the actual classroom showed a wide variance between the two. The correlation between the belief item and the evaluation was 31, showing only a small significance.[4]

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[1]Riessman, op. cit., p. 128.

[2]W. A. Oliver, "Teacher's Emotional Beliefs Versus Their Classroom Practices," Journal of Educational Research, XLVII (September, 1953), pp. 48-49.

[3]Ibid., p. 53.

[4]Ibid., p. 53-54.

The following are the conclusions of the Oliver Study:

1. Teachers in general have little real understanding of the basic principles of child growth and development.
2. Teachers have not been given the necessary techniques to develop a classroom based on child growth and development.
3. The actual provision for individual differences in most classrooms is limited.
4. The learning experiences are in most cases still limited to assignments, recitation type of activity.[1]

"I'll make a rash statement," said F. C. Rosecranze, dean of the College of Education at Wayne State University, in Detroit, "I'll say that I think that teacher education now is where medical education was in 1910, before the Flexner Report."[2] Dr. Earl Kelly[3] also of Wayne, in Education For What is Real, states that we know how to teach children and still don't do it, then we are giving the impression that we don't care.

Teachers as Models

Miriam L. Goldberg, in an abstract from "Adapting Teacher Style to Pupil Differences," constructs a model teacher with the following attributes:

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[1] Ibid., p. 54-55.

[2] Martin Mayer, The Schools (New York: Doubleday and Co., 1963), p. 455.

[3] Earl C. Kelly, Education For What is Real (New York: Harper and Row Publishers, 1947), p. 9.

1. A successful teacher of the disadvantaged is one who respects the children in his classes and, they, in turn, respect him; sees the children in his classes quite realistically, views the alien culture of his pupils, not as a judge, but as a student, knows that many of his children bear the scars of intellectual under-stimulation in their early years, knows and understands and has seen the physical conditions under which they live.

2. The successful teacher of the disadvantaged child meets the child on equal terms, as person to person, individual.[1]

What Dr. Goldberg speaks of here as the disadvantaged child, should apply to all children. Disadvantaged here applies only in the pecuniary sense and is not broad enough, for all children need this model teacher. Kvareceus tries to make the point that this is not just the problem of the culturally alienated but that of all large metropolitan areas. He alludes to pressures of this type of system as being damaging to its pupils.

> Although the big city system accepts all children, it does it on its terms. These terms frequently demand renunciation of differences...personal, social and cultural and constant submission to the processes of conformity and standardization. Most schools achieve their goals at the price of some loss of privacy, identity and individuality.[2]

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[1]Miriam L. Goldberg, Mobilization for Youth, "Adapting Teacher Style to Pupil Differences," March 11, 1963, Abstract (New York: Horace Mann-Lincoln Institute, 1963).

[2]William C. Kvareceus, et al., Negro Self-Concept (New York: McGraw-Hill, Inc., 1965), p. 93.

It is not fair to heap all of the blame upon the school for there are many other sources of frustration for the children; the home, the peer group relations and the church. Still the school remains as that one area which has a large block of the child's time and also has the trained, educated people to effect a change in the self-concept. As Rosenberg puts it, "When the affective and cognitive components of an attitude are inconsistent to a degree that exceeds an individual's 'tolerance limit,' the attitude is unstable and subject to reorganization."[1] Along with this feeling of Rosenberg's that the self-concept level can be raised comes support from Combs, in the following:

> Good teachers have always been concerned about individual children and the classroom atmosphere or climate. These teachers have been concerned with the immediate, with changing ways of seeing things, with bringing knowledge and information to bear on the child's world in such a way that things are seen differently or that new ways of seeing things are learned. They know a good present experience is good for a child no matter what he has to put up with elsewhere.
>
> Good teachers are not like other people. They are not even like each other. They are intensely themselves and have learned to use those selves effectively and efficiently in tune with the situations and purposes within which they operate. If good teachers are unique, then a good school must be a place where unique and different people work together. Since good teaching is a highly unique and personal thing, the school which seeks to make all its teachers

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[1]Milton Rosenberg, "A Structural Theory of Attitude R-2 Dynamics," Public Opinion Quarterly, XXIV (1960), pp. 319-340.

> alike will only succeed in producing the most banal mediocracy... It will recognize that from such differences in teachers the most significant values for children come about.[1]

Conclusion

In concluding the review of the literature and research there comes forth the strong feeling that self-conceptualization does play a strong play in the development of a child and that during that part of the time that education has the child in its domain the teacher is the significant factor. The teacher's attitude does play a dominant role in the learning process. Kvaraceus reporting in Negro Self-Concept, says that the attitudinal role of the professional staff member is highly significant. "The most direct and effective way to strengthen the school as an ego supporting institution is to improve the interpersonal relationships between teacher and students.[2]

There is a deep committment by Combs[3] to the effect that teacher attitude be concerned with the individual child, especially in the area of failure. There

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[1]Arthur W. Combs, "Teachers Too Are Individuals," Unpublished address at Association for Supervision and Curriculum Development Conference, 1962.

[2]Kvaraceus, op cit., p. 110.

[3]Combs, op cit., p. 232.

are other reports from Ausube,[1] Sexton,[2] Deutach,[3] and Haubrich,[4] concluding that the teacher in the big city school must be of a special nature, requiring certain attitudes, special training and a deep personal philosophy that will aid the self-concepts of the students. Again in the poetry of Gibran: "give not of his wisdom, but rather of his faith and lovingness."[5]

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[1]Passow, op cit., p. 109-141.

[2]Patricia Cayo Sexton, Education and Income (New York: Viking Press, Inc., 1961), p. 14.

[3]Passow, op cit., pp. 163-180.

[4]Ibid., pp. 243-261.

[5]Gibran, op cit., p. 56.

CHAPTER III

DESIGN OF THE STUDY

The Research Proposal

Under the provisions of a Mott Inter-University Fellowship, Mr. Theodore E. Hagadone proposed a study of the high-achieving schools to Mrs. Harriet Latimer, Director of Research, Flint Board of Education, as a comparative study to "A Study of Teacher Personal and Professional Attitudes as They Relate to Student Self-Concept and Attitudes Toward School in Thirteen Inner-City Schools in the Flint Experimental BTU Program," done by Dr. Robert L. Whitt, Wayne State University, 1965. The Research Department was already involved in several studies of the children and teachers of the Flint Schools in cooperation with Dr. William Morse of the University of Michigan. Through the efforts of Mrs. Latimer and Dr. James Heald, Michigan State University, the proposal was coordinated into a study that would continue and enrich the studies that were already under consideration by the Flint Board of Education.

The study concerns itself with the comparison of students in the high achieving schools to those BTU students of the Whitt study.

All research conducted in this study was conducted under the guidance of Mrs. Harriet Latimer, Director of Research, Flint Board of Education. The schools selected for the study were the six highest achieving elementary schools in Flint. All were ranked a year and above the National Levels for grades three, four, five and six by Science Research Associates and Stanford Achievement Tests. The selected schools serve the outer Northwest edge of the city and represent the best of academic achievement and social-economic stability that characterize the sub-urban-urban fringe environments of most of our large urban areas.

The research in this study was conducted as a concerted effort to reproducing the exact test standards, conditions, and designs of the Whitt study. This was done with the able guidance and supervision of Dr. Whitt. The study was designed to bring a different perspective to basically the same problem and is in this sense, a complementary study.

Methods of Investigation

Selection of Schools for Participation

The schools in this study were selected on the basis of achievement scores on SRA and Standord Achievement Tests, according to national norms, from the forty-four elementary schools in Flint, by the Flint Board of

Education Research Office. The six (6) schools are in the newer parts of the city and contain a total population of 4346 students enrolled in the elementary schools. These schools represent the elite of scholastic achievement. These teachers and schools need comparative evaluation, not only because of the new experimental program, but also because these schools need to be brought under focus and attention as a result of the myriad other problems that arise in the BTU schools. These children bring comparatively few problems to the Flint Community Schools. Therefore these teachers and students should bring forth ideas and data in the areas of teacher attitude and student self-concept that may be helpful to hard core schools.

Selection of Students

The total number of students enrolled in the class of each teacher was tested with the various instruments. This involved some 884 students. A randomly selected sample of the population resulted in 190 students being included in the study.[1] The number was cut to 120 students due to transfer, absences and faulty testing results. This last group constitutes the final sample.

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[1] W. J. Dixon and F. J. Massey, Introduction to Statistical Analysis (McGraw Hill Company, Inc., New York, 1957), p. 366.

Selection of the Teachers

The Director of Research for the Flint Board of Education along with Mrs. Josephine McDougall, Director of Elementary Education, and the principals of the six schools selected the twenty-four teachers in this study. The teachers were selected on a random basis, using the first teacher, alphabetically, in each of the four grades, in each school.

Source of Data

This study includes:

1. Students enrolled in twenty-four classrooms in six elementary schools showing achievement above the national norms for these grades.
2. Twenty-four teachers in these classrooms in the six schools.
3. A scientifically selected sample of 120 students from the 884 students enrolled in grades three, four, five and six in the twenty-four selected classrooms in the six schools.

Collection of Data

The following investigative procedures were used:

1. Tests measuring student attitudes were administered. These instruments were provided by the Research Department of the Flint Board of

Education under the direction of Mrs. Harriet Latimer, Director of Research. These scales measured the following:

Scale Number 1

a. Sub-scale---Student Self-Concept.

b. Sub-scale---Student School-Concept.

c. Sub-scale---Student Social-Concept.

d. Sub-scale---Composite score of A, B, & C.

This instrument is the Coopersmith Self-Esteem Inventory.

Scale Number 2

a. Sub-scale---Need for Achievement.

b. Sub-scale---Need for Affiliation.

c. Sub-scale---Need for Influence.

Scale Number 3

a. Sub-scale---Motivation Process.

b. Sub-scale---Teacher as a Learning Facilitator.

c. Sub-scale---Classroom Learning Index.

d. Sub-scale---Rigid vs. Flexible Classroom Climate.

e. Sub-scale---Classroom Social Climate

f. Sub-scale---Educational Supportive Milieu.

g. Sub-scale---Classroom Mental Health Index.

These instruments are designed to measure student attitude toward himself, the school, the classroom situation, the classroom teacher and the classroom environment. These instruments were validated in Flint and in Ann Arbor in grades three, five, seven, nine and eleven by Dr. Wm. Morse during the 1962-63 school year.

Scale Number 4

a. Minnesota Teacher Attitude Inventory.

b. Teacher Educational Ideology Card Sort.

c. Teacher Observation Check List for Student.

d. Teacher Questionnaire answering the Following:

1. Sex.
2. Years of training.
3. Years in Flint.
4. Years in present school.
5. Job satisfaction.

All scales were administered during May, 1966.

Description of the Research

Basic Data

Each student was identified by an individual and school number. Basic data for each pupil regarding the following has been compiled:

1. Grade.
2. Sex.
3. Birthdate in years.
4. Achievement Scores.
5. I. Q. Scores.

Measurement of Self-Concept

The primary instrument for studying self-concept of students was the Self Esteem Inventory developed by Coopersmith.[1] The instrument contains 58 items, and the pupils are asked to make a check mark response to each question. Two examples follow:

	LIKE ME	UNLIKE ME
I'm pretty sure of myself.		X
I often wish I were someone else.	X	

The Self-Esteem Inventory has 4 sub-scales in addition to a lie scale. The sub-scales are: SELF (26 items), SOCIAL (8 items), and SCHOOL (8 items). After preliminary study by Dr. William Morse, the lie scale was dropped. Since this study is concerned with school rather than home phenomena, the HOME scale was eliminated.

The instrument is scored on the basis of the number of responses indicating high self-esteem. Thus, a

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[1] Coopersmith et al., "The Antecedents and Dynamics of Self-Esteem" Wesleyan University, Progress Report (May, 1961).

range of 0 to 26 is possible for the SELF sub-scale, a range of 0 to 8 for the SOCIAL sub-scale and for the SCHOOL sub-scale, a range of 0 to 8. Coopersmith[1] has found, for 5th and 6th graders, sex differences are not significant. On a test-retest basis (5 week interval) the reliability was .88. Osgood[2] reports very high reliability, although his data came from adults.

My Opinions Questionnaire

This instrument is a three dimensional needs test that uses a modified Q-Sort technique in which all scores are interdependent. The card sort method, developed by William Morse,[3] assesses three categories: Need for Achievement, Need for Affiliation and Need for Influence or Power. The instrument is designed with the following assumptions in mind. Some pupils are content and achievement oriented while others are disenchanted with subject matter. Other pupils appear to have different goals. Certain students seem more to need peer contacts of

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[1] Ibid., p. 19.

[2] C. E. Osgood and G. J. Suci and P. H. Tannerbaum, The Measurement of Meaning (Urbana, Illinois: University of Illinois Press, 1958), p. 83-84.

[3] William Morse, "Characteristics of School Classroom Environment," U. S. Office of Education Research, Grant Number 14632 (Abstract of Study, University of Michigan, Ann Arbor, 1964), p. 74.

affiliation. Still another group is highly influence oriented, thus needing power over others to derive self satisfaction. The following gives the Mean Scores for each sub-scale, for a normal population:

AFFILIATION	MEAN SCORE	27.00	S.D.	3.99
ACHIEVEMENT	MEAN SCORE	25.40	S.D.	3.81
INFLUENCE	MEAN SCORE	19.97	S.D.	3.60

From Morse's[1] study and the mean scores preceding, it would appear that the strongest need in the pupils studied is for Affiliation, next strongest to Achievement and lowest to Influence or dominate others. There is considerable evidence that this hierarchy may in fact represent the actual level of the three needs. Many psychologists and sociologists have pointed out that our culture has been more effective in emphasizing socialization than in encouraging school drive or the desire to influence others.

The Classroom Questionnaire

In 1963, the Flint Board of Education cooperated with the University of Michigan in establishing a sample group of 430 students from all states of the community for the development of an instrument to measure perceptions of students regarding their classroom environment.

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[1] Ibid., p. 98.

Dr. William Morse[1] in collaboration with the Institute for Social Research, University of Michigan, devised, pretested, factored and established reliability of the original instrument.

RELIABILITY	MORSE-PUPIL QUESTIONNAIRE
LEARNING INDEX. . . . . r .73	P = .68
GROUP PROCESS . . . . . r .68	P = .76
PUPIL ADJUSTMENT. . . . . r .76	P = .77

The original instrument had 186 items, however only 52 were found to have internal consistency, and these were the only items that were scored and tabulated.[2] The test attempts to measure student perception in the following areas:

1. Motivation (6 items)
2. Teacher as a Learning Facilitator (7 items)
3. Conventional Learning Process (5 items)
4. Complementary Learning Process (8 items)
5. Learning Index Total (1 + 2 + 3 + 4)
6. Anxiety Sub-Scale (6 items)
7. Emotionally Supportive Classroom Milieu (13 items)

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[1] Ibid., p. 103.

[2] F. W. Lutz, "A Reliability Study of the Morse-Pupil Questionnaire," Manuscript (Abo Project, Artesia, New Mexico, 1963).

8. Mental Health Index (6 + 7)
9. Rigid vs. Flexible Classroom (2 items)
10. Generally Accepted Social Climate (5 items)

Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory (M.T.A.I.) is designed to measure those attitudes of a teacher which will predict how well he will get along with pupils. Desirable pupil-teacher relationships are essential to good learning within the classroom.

This inventory assumes that a teacher ranking at the high end of the scale will be able to maintain a harmonius classroom situation. The authors of the M.T.A.I., writing in their Instructional Manual have this to say concerning this inventory scale:

> It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others.[1]

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[1]Walter W. Cook, Carroll H. Leeds and Robert Callis, "Minnesota Teacher Attitude Inventory Manual" (New York: The Psychological Corporation, 1965), p. 3.

> At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm, and sharp tempered remarks are common. The teacher tends to think in terms of status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows and can do.[1]

The authors of this inventory further conclude:

> Investigations carried on by the authors over the past ten years indicate that the attitudes of teachers toward children and school work can be measured with a high degree of reliability, and they are significantly correlated with the teacher-pupil relations found in the teacher's classroom. The M.T.A.I. has emerged from these researches. It is designed to measure those attitudes along with those of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisfied he will be with teaching as a vocation.[2]

Teacher Ideology Scale

This scale was developed by Dr. William Morse, et al., at the Midwest Regional Center for Pupil Personnel Services, University of Michigan. This instrument is designed to indicate the teacher's relative involvement in inducing the following types of classroom activity:

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[1] Ibid., p. 3.

[2] Ibid., p. 3.

1. Learning: Major focus on motivation, content, and evaluation activities in the classroom.

2. Mental Health: Major focus on acceptance, supportive behavior and reduction of anxiety in the classroom.

3. Group Process: Major focus on cohesiveness, cooperativeness, group decisions and communication in the classroom.

4. Development: Major focus on individual differences and self selection activities in the classroom.

This instrument was of the card sort type. Teachers were given forty cards. They were required to make a forced choice, making four stacks of exactly ten each. These stacks were then scored on a four, three, two, one basis. Those in stack one received four points; stack two, three points, etc.

Teacher Observation of Pupils in the Classroom

This scale was developed by the Research Department, Flint Board of Education, Flint. This scale is designed to indicate the teacher's attitude toward the individual pupil in the following areas:

1. Self-Concept of the Pupil: Emphasis is on the way each teacher perceives the Self-Concept of the individual pupil.

2. Academic Achievement of the Pupil: Emphasis

is on the way each teacher estimates the potential capabilities and capacities of individual pupils in relation to Academic Achievement.

3. Behavior of the Pupil: Emphasis is on the way a teacher sees and feels about the Classroom Behavior of the individual pupil in relation to the child as an individual and to the classroom group.

4. Teacher Degree of Enjoyment and Fulfillment: Emphasis is on the Degree of Fulfillment the average elementary teacher would receive from working with the particular pupil being rated.

The fifty-four teachers in the six schools were each asked to complete a Student Observation Form for each student in each teacher's classroom.

The scores from teacher's observations of pupils from these selected schools and the scores from teacher's observations of pupils in the inner-city schools were changed into standard scores, with a mean of 100 and a standard deviation of 20. This statistical work was done by Mr. Robert Revis, Consultant in Research, Flint Board of Education, Flint. The following are Raw Scores and Standard Scores for the Teacher Observation:

TEACHER OBSERVATION

Teacher Estimate of Pupil Achievement

Raw Score	Standard Score
20	140
19	135
18	129
17	124
16	118
15	113
14	107
13	102
12	97
11	91
10	86
9	80
8	75
7	69
6	64
5	58
4	33

TEACHER OBSERVATION

Teacher Estimate of Pupil Behavior

Raw Score	Standard Score
25	127
24	122
23	117
22	112
21	107
20	102
19	98
18	93
17	88
16	83
15	78
14	73
13	68
12	63
11	58
10	53
9	48
8	43
7	38
6	33
5	28

TEACHER OBSERVATION

Estimate of Pupil-Self-Concept

Raw Score	Standard Score
40	147
39	143
38	139
37	136
36	132
35	128
34	125
33	121
32	117
31	114
30	110
29	106
28	103
27	99
26	95
25	92
24	88
23	84
22	80
21	77
20	73
19	69
18	66
17	62
16	58
15	55
14	51
13	47
12	44
11	40

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

Method of Handling Data

A Multiple Regression Analysis was the method used to compute the statistical part of this study. The program is one designed for the IBM Computer by the statistical division at Michigan State University. The program is a Least Squares Program, programmed by the Michigan State Computer Center. This program was preceded by the Correlation Program. It read in the correlation matrix for the variables x_1, x_2,.....x_n, which was formed by the preceding correlation program, and approximated the regression coefficients.

The list of variables in the analysis includes:

1. Grade level.
2. School by number.
3. Student.
4. Sex of student.
5. Teacher.
6. Teacher sex.
7. Teacher training.
8. Teacher experience.

9. Years in assignment.
10. Minnesota Teacher Attitude Inventory.
11. Teacher Educational Ideology Card Sort.
12. Teacher's estimate of pupil's self-concept.
13. Teacher's estimate of pupil's classroom behavior.
14. Teacher's estimate of pupil's achievement.
15. Teacher satisfaction with pupil as a class member.
16. Student self-concept scores.
    a. Sub-scale---Self-concept.
    b. Sub-scale---School-concept.
    c. Sub-scale---Social-concept.
    d. Sub-scale---Composite of a, b, & c.
17. Student's need for achievement.
18. Student's need for affiliation.
19. Student's need for influence.
20. Pupil's attitude toward present classroom.
    a. Sub-scale---Motivation.
    b. Sub-scale---Teacher as a learning facilitator.
    c. Sub-scale--Learning Index.
    d. Sub-scale---Social Climate.
    e. Sub-scale---Emotional supportive classroom milieu.
    f. Sub-scale---Mental Health Index.

21. Intelligence Quotient.
22. Stanford Achievement Test with sub-scales of reading, language and arithmetic.
23. S.R.A. Achievement Test with sub-scales of reading, language and arithmetic.
24. S.R.A. Achievement Test with sub-scales of reading, language and arithmetic.

The complete data used in this study is on file with the Director of Research, Flint Board of Education, 923 East Kearsley, Flint, Michigan.

Findings

Characteristics of the High Achieving Schools

Enrollment Data

The K-6 Division of the Flint Public Schools enrolls 28,864 pupils. The six high achieving schools selected enroll 4,346 of this total or approximately 15 per cent of the entire K-6 program. The BTU Schools enroll 8,392 pupils or about 30 per cent of the total. The following tables show the comparative enrollments between the High Achieving Schools and the BTU Schools.

TABLE 1.--Enrollment Data by Grades Three Through Six for the Six High Achieving Schools.

School	Grade 3	Grade 4	Grade 5	Grade 6	Total 3-6	Total K-6
1	117	92	98	92	399	803
2	123	109	107	88	427	761
3	65	76	78	80	299	550
4	90	130	98	86	404	786
5	101	89	95	81	366	713
6	101	96	94	81	372	733
Total	597	592	570	508	2267	4346

TABLE 2.--Enrollment Data by Grades Three Through Six for Thirteen BTU Schools.

School	Grade 3	Grade 4	Grade 5	Grade 6	Total 3-6	Total K-6
1	63	65	68	566	252	555
2	166	161	104	80	511	885
3	173	160	169	132	634	1275
4	94	76	65	51	286	598
5	57	42	34	46	179	317
6	140	134	126	99	499	968
7	60	56	54	58	228	430
8	147	176	147	103	573	1068
9	80	68	55	57	260	495
10	85	63	79	66	293	655
11	27	34	28	19	108	238
12	72	65	66	54	257	450
13	66	65	60	59	250	458
Total	1230	1165	1055	880	4330	8392

Building Characteristics

The buildings in this study ranged from the new modern to the old traditional. They do, however, come under the same philosophy of the Board of Education as those in the Whitt Study, that they be kept in as up to date and forward looking condition as possible. The older buildings that were not built with community school facilities have had modern additions to fulfill this. Community Centers provide the local attendance areas the chance to use the school during and after the school hours. Despite similarities there is a noticeable difference between the weariness of the BTU Schools and the crispness of the High Achieving Schools.

The mean age of the Schools in this study is nineteen years old as compared to the mean age of the Whitt Study of forty-two years. These buildings, while not new, are well kept up, and have a light, airy atmosphere, perhaps because of the neighborhood influence and the greater concern for the impression of the school in these areas.

Racial Composition of the Pupil Population

Here again appears a contrasting note between the Whitt Study and this one. The composition of the BTU Schools average 90 per cent Negro and 10 per cent Caucasian.

TABLE 3.--Building Date by Years of Construction, Age and Community Addition for Six High Achieving Schools.

School	Year of Original Construction	Age	Year of Community Addition
1	1963	3	----
2	1922	44	1959
3	1928	38	----
4	1953	13	----
5	1961	5	----
6	1956	10	----

TABLE 4.--Building Data by Years of Construction, Age and Community Addition for Thirteen BTU Schools.

School	Year of Original Construction	Age	Year of Community Addition
1	1913	52	1954
2	1926	39	1955
3	1911	54	1917
4	1902	63	1954
5	1916	49	1955
6	1921	44	1964
7	1918	47	1964
8	1924	41	1960
9	1908	57	1954
10	1955	10	1964
11	1964	1	1964
12	1925	40	1925
13	1914	51	1954

The biggest discrepancies from the average were found in two schools, one with 40 per cent Negro and 60 per cent Caucasian and the other being 60 per cent Negro and 40 per cent Caucasian. All others ranged from 90 per cent Negro to 100 per cent Negro. The population of the High Schieving Schools was 99.9 per cent Caucasian and .1 per cent Negro.

TABLE 5.--Racial Composition by Percentage of Negro and Caucasian Students in Six High Achieving Schools.

School	Percentage of Students by Race	
	Negro	Caucasian
1	0	100
2	.1	99.9
3	0	100
4	0	100
5	0	100
6	0	100
Total	.1	99.9

TABLE 6.--Racial Composition by Percentage of Negro and Caucasian Students in Thirteen BTU Schools.

School	Percentage of Students by Race	
	Negro	Caucasian
1	100	0
2	99	01
3	98	02
4	99	01
5	99	01
6	90	10
7	40	60

TABLE 6.--Continued.

School	Percentage of Students by Race	
	Negro	Caucasian
8	99	01
9	60	40
10	100	0
11	99	01
12	100	0
13	100	0
Total	90	10

Teacher Characteristics

The data covering the twenty-four (24) teachers in the High Achieving Schools and the fifty-four (54) teachers in the BTU Schools is to be found in Tables 7 through 16.

TABLE 7.--Preparation of Teachers, by Degrees, for the Twenty-four Teachers in Six High Achieving Schools.

Number of Teachers		No Degree	Degree + 10 Hr.	Degree + 11 - 20	M.A.	M.A. Plus	Total
Male	Female						
0	5	5					5
1	6		7				7
0	2			2			2
0	4				4		4
3	3					6	6
4	20	5	7	2	4	6	24

TABLE 8.--Preparation of Teachers, by Degrees, for the Fifty-four Teachers in Thirteen BTU Schools.

Number of Teachers		No	Degree +	Degree +	M.A.	M.A.	Total
Male	Female	Degree	10 Hr.	11 - 20		Plus	
5	1	6					6
6	22		28				28
0	9			9			9
0	4				4		4
1	6					7	7
12	42	6	28	9	4	7	54

TABLE 9.--Race and Sex of Twenty-four Teachers, by Grade, in Six High Achieving Schools.

	Caucasian		Negro	
Grade	Male	Female	Male	Female
3	0	6	0	0
4	2	4	0	0
5	1	4	1	0
6	0	6	0	0
Total	3	20	1	0

TABLE 10.--Race and Sex of Fifty-four Teachers, by Grade, in Thirteen BTU Schools.

	Caucasian		Negro	
Grade	Male	Female	Male	Female
3	0	5	0	7
4	3	4	0	8
5	4	3	0	4
6	5	4	0	4
Total	12	16	0	23

TABLE 11.--Teaching Experience, by Sex, of Twenty-four Teachers in Six High Achieving Schools.

Sex		1	2-4	5-7	8-10	10 or More	
Male	Female	Years	Years	Years	Years	Years	Total
0	4	4					4
1	3		4				4
0	1			1			1
0	5				5		5
3	7					10	10
4	20	4	4	1	5	10	24

TABLE 12.--Teaching Experience, by Sex, of Fifty-four Teachers in Thirteen BTU Schools.

Sex		1	2-4	5-7	8-10	10 or More	
Male	Female	Years	Years	Years	Years	Years	Total
5	3	8					8
7	12		19				19
0	9			9			9
0	5				5		5
0	13					13	13
12	42	8	19	9	5	13	54

TABLE 13.--Numbers of Years Employed in the Flint Schools for Twenty-four Teachers in Six High Achieving Schools.

Sex		Number of Years in Flint Schools					
Male	Female	1	2	3-5	6-8	9 Or More	Total
0	5	5					5
0	3		3				3
1	4			5			5
1	3				4		4
2	5					7	7
4	20	5	3	5	4	7	24

TABLE 14.--Number of Years Employed in the Flint Schools for Fifty-four Teachers in Thirteen BTU Schools.

Sex		Number of Years in Flint Schools					
Male	Female	1	2	3-5	6-8	9 Or More	Total
5	10	15					15
4	9		13				13
3	7			10			10
0	4				4		4
0	12					12	12
20	42	15	13	10	4	12	54

TABLE 15.--Number of Years Experience for Twenty-four Teachers in Six High Achieving Schools.

Sex		Number of Years in Present Assignment					
Male	Female	1	2	3-5	6-8	9 Or More	Total
0	5	5					5
1	3		3				3
2	5			7			7
0	2				2		2
1	5					6	6
4	20	5	3	7	2	6	24

TABLE 16.--Number of Years Experience for Fifty-four Teachers in Thirteen BTU Schools.

Sex		Number of Years in Present Assignment					
Male	Female	1	2	3-5	6-8	9 Or More	Total
6	12	18					18
3	7		10				10
3	8			11			11
0	6				6		6
0	9					9	9
12	42	18	10	11	6	9	54

Men make up only 16 per cent of this sample, as compared to Whitt's 22 per cent and they all have the minimum of a B.A. Degree, with three having their M.A. Degree. Whitt found that nearly half of the men were teaching for the first time, while in the High Achieving Schools they averaged almost seven years experience. Here, as in the BTU Schools, there is an abundance of women, where there is a great need for men as cited by Sexton in Education and Income.

> It has been observed that school culture is typically polite, prissy and puritanical and that there is little place in this female culture for some of the high ranking values placed on boy-culture-courage, loyalty, independence--or in the high ranking interests of boys as sports (except in gym classes) outdoor life, popular music, adventure, sex, action.[1]

While 52 per cent of the BTU Teachers were teaching in their first or second year, 33 per cent of the High Achieving teachers were in their first or second year. This means that one out of three of the teachers were new to the pupils, school and community. In the BTU Schools 11 per cent were teaching with no degree, while in the High Achieving 21 per cent, over one out of five, were teaching without degrees. At the other end of the scale, the High Achieving Teachers were on the whole better educated with 42 per cent holding M.A. Degrees. The holding

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[1]Patricia Carjo Sexton, Education and Income (New York: V. King Press, Inc., 1961), p. 51.

power of the High Achieving Schools seems to be much greater, with 67 per cent of the teachers having been in their present schools three years or more as compared to 48 per cent in the BTU Schools.

Research Findings Concerning Pupils

Comparisons between the BTU and High Achieving Schools were achieved by use of the mean standard scores on the various scales. The significance of variances of the mean standard scores was determined by the use of the formula:

$$T_{dm} = \sqrt{\frac{m_1}{n_1} + \frac{m_2}{n_2}}$$

$$\bar{Z} = \frac{m_1 - m_2}{T_{dm}}$$

$$\bar{Z} = 6.2$$

Because populations were constant and standard, scores employed, the significance of variations between the mean scores of 6.2 or greater, holds constant at the .02 level for each comparison. Asterisks have been used on the tables to highlight the significant values.

The achievement of the pupils in the BTU and High Achieivng Schools is an indication of the advances and problems related to the learning process, as is discovered in these schools.

Table 17 is the compilation of the Stanford and Science Research Associates Achievement Tests for grades three through six in Reading, Language, Arithmetic and a composite.

TABLE 17.--Achievement Percentile Score Comparisons for Reading, Spelling, Language Arts and Arithmetic for Grades Three Through Six, as Measured by Standardized* Achievement Tests, in BTU and High Achieving Schools.

Subject		3rd Grade BTU	3rd Grade HAS	4th Grade BTU	4th Grade HAS	5th Grade BTU	5th Grade HAS	6th Grade BTU	6th Grade HAS
1. Reading Composite	Mean	41	66	34	82	24	57	22	67
	S.D.	(26)	(24)	(24)	(19)	(18)	(17)	(20)	(16)
2. Language	Mean	49	66	36	77	23	60	23	88
	S.D.	(31)	(19)	(28)	(21)	(23)	(25)	(24)	(21)
3. Arithmetic	Mean	44	56	42	78	19	56	17	56
	S.D.	(26)	(16)	(29)	(17)	(18)	(21)	(19)	(15)
4. Composite	Mean	45	63	37	79	20	58	18	71
	S.D.	(27)	(22)	(25)	(19)	(18)	(19)	(19)	(16)

*Third and fourth grade scores from Standord Achievement Tests. Fifth and Sixth grade scores from S.R.A. Achievement Tests.

BTU - Better Tomorrow for Urban Youth, Low Achieving Schools.

HAS - High Achieving Schools.

The BTU Schools have a consistent drop in measurable school performance from grades three though six, while the High Achieving Schools show a sharp rise at the fourth grade level and then a dropping off at the sixth grade level. Despite the fluctuation, there is an overall

increase from grades three to six as compared to the BTU rather constant decrease. Another item of sharp contrast is that of the BTU which starts below the Norm and drops, while none of the High Achieving scores are at the Mean or below and rise.

Table 18 shows the Pupil Coopersmith Inventory, with the following sub-scales:

Self-Concept - That perception the child has of himself as he is, as others see him and as he would like to be.

School - That perception the child has of the teacher and the classroom as it relates to him as it is and as he would like it to be.

Social - That perception the child has of the individual in the world that surrounds him as it is and as he would like it to be.

Composite - The total collection of perceptions of self, school, and social.

The Concept of Self in the BTU Schools starts low and climbs slowly, while with the High Achieving, Self climbs slightly and then falls off sharply at the sixth grade. Morse[1] indicates that Self-Concept scores

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[1]Morse, op. cit., p. 85.

TABLE 18.--Pupil Coopersmith Inventory, Showing Sub-Scales for Self-Concept, Social Concept and Composite of Self, School and Social Concepts for Grades Three Through Six, in BTU Schools and High Achieving Schools.

Sub-Scale -		3rd Grade		4th Grade		5th Grade		6th Grade		Compo
		BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU
Self	Mean	98	99	99	99	100	99	100	95	99
	S.D.	(18)	(18)	(18)	(18)	(16)	(17)	(15)	(18)	(18)
School	Mean	96	97	94	96	110	104	105	114*	102
	S.D.	(19)	(18)	(22)	(18)	(18)	(15)	(18)	(18)	(20)
Social	Mean	102*	91	103	102	105	104	105*	97	104
	S.D.	(14)	(18)	(17)	(18)	(17)	(18)	(15)	(15)	(16)
Composite										
	Mean	97	96	98	99	99	98	99	99	98
	S.D.	(16)	(17)	(18)	(19)	(17)	(18)	(16)	(17)	(17)

*Difference significant at the .02 level.

start high in the third grade and drop through the fifth grade and then climb up to the eleventh grade. The Self-Concept scores of both groups are near the average and are similar for the youngsters in the two studies.

The Concept of School for the BTU Schools starts out below average, drops lower in the fourth grade, climbs rapidly in the fifth and then drops again in the sixth. In the High Achieving Schools the scores start below average in the third, remain constant in the fourth and then start a dramatic rise in the fifth and sixth grades.

Morse[1] indicates in his studies that School Concept started out high, dropped sharply in the fifth grade and continued in this fashion to the eleventh grade. Whitt,[2] in his study, indicates that the cause may be the desire of the BTU pupil to escape his home environment and the addition of the Community School Program to both these groups that did not exist in Morse's studies.

The Social Concept has a particular twist to the common belief. The BTU pupils start above the mean and continue to rise, while the High Achieving pupils start lower, show a rise in the fourth grade and the fifth grade but then drop back below the mean. At no point do the scores of the High Achieving equal that of the BTU pupils. The Social Self-Concept is the social prestige that the individual feels and the scales are all near or above the mean.

Table 19 shows the Pupil Personal Need Structure Inventory with the following sub-scales:

Achievement: The perception of the child as to his need for academic achievement within the home and school environment.

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[1]Morse, op. cit., p. 66.

[2]Robert L. Whitt, "A Study of Teacher Personal and Professional Attitudes as They Relate to Student Self-Concept and Attitudes Toward School in Thirteen Inner-City Schools in the Flint Experimental B.T.U. Program," Doctoral Dissertation, Wayne State University, 1966, p. 83.

Affiliation: The perception of the child as to how he relates to others in terms of kinsmanship and peer groups.

Influence: The perception of the child as to his needs in relationship to others, in terms of dominance or subserviency.

TABLE 19.--Pupil Personal Need Structure Inventory Showing Pupil Need for Achievement, Affiliation, and Influence for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales of Pupil Needs	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Achievement										
Mean	98	104	98	99	96*	89	100	94	98	97
S.D.	(20)	(26)	(18)	(26)	(17)	(26)	(16)	(26)	(17)	(26)
Affiliation										
Mean	94	98	92	102*	94	107*	92	108*	93	104*
S.D.	(14)	(28)	(17)	(27)	(18)	(27)	(17)	(27)	(17)	(27)
Influence										
Mean	96*	84	99	104	100	106	96	91	98	96
S.D.	(18)	(19)	(17)	(20)	(19)	(20)	(18)	(18)	(18)	(19)

The Need to Achieve was one of the two highest needs in this inventory for the BTU pupils. The High Achieving pupils begin above the mean at the third grade and show a constant drop to the fifth grade and then a rise at the sixth grade, but well below the Mean.

Morse[1] found that the Need for Affiliation was the strongest item in this area of his study and this holds true with the High Achieving student. Here is a sharp contrast to the BTU pupil. This is his lowest category and there is a significant separation of 11 points between the two.

The BTU pupils run very close to the Mean, ending up just below it, while the High Achieving pupils go from a low well below the Mean in the third grade, rise dramatically in thr fourth and fifth but then show a decided drop below the Mean in the sixth.

Table 20 shows the Pupil Inventory Scale which measures the personal motivation of the pupil to classroom assignments, maintaining interest and taking part in these activities.

TABLE 20.--Pupil Inventory, Showing Classroom Attitudes Measuring Personal Motivation for Grades Three Through Six, in Btu and High Achieving Schools.

Sub-Scale for Learning Index	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Motivation										
Mean	83	92*	92	106*	105	103	107	106	97	102
S.D.	(25)	(18)	(27)	(19)	(21)	(18)	(21)	(18)	(25)	(18)

[1]Morse, op. cit., p. 69.

Morse[1] found that the measured scores of third graders started high and had a gradual drop throughout the grades. Just the opposite proves true with the BTU and High Achieving pupils; they both start below the Mean and rise well above it and remain there. As Whitt[2] points out this cognition of motivational factors could well be a good omen for the future and that the levels of achievement will go up particularly in the BTU Schools. Table 21 shows the Teacher as a Learning Facilatator. This scale measures the pupil's concept of the teacher's ability to give individual attention, the way in which the lesson plans are put into effect to obtain maximum learning and the discipline structure of the room.

TABLE 21.--Pupil Inventory, Sowing Classroom Attitudes Measuring the Teacher as a Learning Facilitator, for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scale for Learing Index	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teacher as a Learning Facilitator										
Mean	82	100*	106	101	121	136*	124	126	111	118*
S.D.	(28)	(22)	(22)	(21)	(17)	(23)	(19)	(20)	(26)	(27)

[1] Ibid., p. 70-73.

[2] Whitt, op. cit., p. 90.

Morse,[1] dealing with average range students, indicates that the scores measuring the Teacher as a Learning Facilitator began high in the third grade, dropped sharply and then fluctuated up and down at the high school level. The opposite is again true with both the BTU and High Achieving pupils. The BTU pupils began below the Mean, while the High Achievers started at the Mean and both rose sharply. Both groups have great faith in the teacher as a Learning Facilitator.

The Conventional Learning Process is a measure of student perceptions basically concerned with the teacher's behavior in the instructional setting.

TABLE 22.--Pupil Inventory, Showing Classroom Attitudes Measuring the Conventional Learning Process for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales for Learning Index	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Conventional Learning Process										
Mean	89	85	98	101	108*	97	107	101	101	96
S.D.	(20)	(22)	(19)	(24)	(24)	(22)	(23)	(24)	(23)	(22)

High scores in the third grade and a consistent drop in the following grades through grade eleven, are

[1]Morse, op. cit., p. 70-73.

shown in Morse's[1] research. Again the reverse is true in both cases of this study, but they are not consistent. The BTU Schools start well below the Mean and show a constant rise in the fourth and fifth grades to end up well over the Mean. It is a different matter with the High Achieving. They begin well below the Mean and rise above it in the fourth, then drop in the fifth only to rise again to just over the Mean in the sixth grade.

The Complementary Learning Process is the understanding the individual pupil has of applicability, utility and meaning of the educational process to the classroom setting.

TABLE 23.--Pupil Inventory, Showing Classroom Attitudes Measuring the Classroom Complementary Learning Process, for Grades Three Through Six in BTU and High Achieving Schools.

Sub-Scales for Learning Index	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Complimentary										
Mean	85	80	90	85	96	94	98	96	93	89
S.D.	(19)	(18)	(18)	(18)	(17)	(18)	(18)	(18)	(18)	(18)

Morse[2] indicated that the Complementary Learning Process started high in the third grade and descended

[1] Ibid., p. 75.

[2] Ibid., p. 70-73.

through the eleventh grade. Again the Whitt Study[1] and this one show just the reverse, with a low beginning and a steady upward trend that ends just below the Mean.

Table 24 shows the Summated Learning Index as a composite of measures reported in Tables 20, 21, 22, and 23 indicating the Mean scores for Motivation, The Teacher as a Learning Facilitator, Conventional Learning Process and the Complementary Learning Process.

TABLE 24.--Pupil Inventory, Showing Classroom Attitudes Measuring the Learning Index for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales for Summated	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Learning Index										
Mean	72	78	92	92	111	106	118	119	100	99
S.D.	(25)	(23)	(26)	(23)	(18)	(22)	(25)	(22)	(29)	(22)

This Summated Index reflects the same trends as the four tables. The low scores in the third grade with the consistent rise is in direct contrast to that found in Morse's[2] Study. His population was that of the so called normal or average grouping.

[1]Whitt, op. cit., p. 96.

[2]Morse, op. cit., p. 70.

The Composite Table for the Summated Learning Index relegates the lowest scores to the third grade. There was, with this study as with that of the Whitt Study, the question of these student's abilities to understand the maturity level of the testing material. Even to the point that the test questions were read to them, to aid in understanding, there is great doubt as to the complete reliability of these third grade scores. When the increases in the following grades, four, five and six are compared to these, there arises the question of the maturation of the third grade to follow in detail the total concept of the material.

Table 25 shows Anxiety as a perception of the pupil concerning his ability to perform the daily assignments, his grades and overall classroom effectiveness.

TABLE 25.--Pupil Inventory Showing Classroom Attitudes Measuring the Anxiety Level for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales for Pupil Inventory		3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
		BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Anxiety	Mean	94*	85	94	91	93	97	91	92	93	91
	S.D.	(25)	(15)	(27)	(15)	(27)	(15)	(25)	(14)	(26)	(15)

Morse[1] showed a constant drop in anxiety scores from grades three through eleven or an increase in the anxiety level. The BTU Schools follow this pattern, starting below the Mean and a slight dropping thereafter, showing an increase in anxiety patterns. The High Achieving pupils follow a different course but with the same general result. The third grade starts very low then rises at the fourth grade, and fifth, but then drops in the sixth grade. None of these scores reach the Mean.

Table 26 shows the Emotionally Supportive Classroom Milieu Index as indicative of individuality, the warmth of relationships among the students and teacher and the general relaxed nature of the classroom.

TABLE 26.--Pupil Inventory, Showing Classroom Attitudes Measuring the Emotionally Supportive Classroom Milieu for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales for Pupil Inventory		3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
		BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Emotionally Supportive Classroom Milieu	Mean	84	87	84	96*	92	90	95	103*	89	94
	S.D.	(21)	(34)	(25)	(36)	(29)	(34)	(36)	(35)	(29)	(35)

[1] Ibid., p. 103-104.

Morse,[1] with his normal population, found that the scores of this index start high in the third grade and gradually drop through the eleventh grade. Here is again a repetition of previous patterns that oppose Morse's findings. The BTU pupils start very low and gradually rise until at the sixth grade where they end up five points below the Mean. The High Achieving pupils start in much the same manner, go up in the fourth, drop back in the fifth, and then rise in the sixth to climb above the Mean.

Table 27 shows the Mental Health Index as a composite of the Emotionally Supportive Classroom Milieu and the Anxiety Sub-Scales. The higher the scale the more comfortable and relaxed is the classroom situation in the eyes of the pupil. The lower end of the Scale reveals the tension, anxiety and unhappiness of the classroom.

TABLE 27.--Pupil Inventory, Showing Classroom Attitudes Measuring the Mental Health Index for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales for Pupil Inventory	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Mental Health										
Mean	84	83	84	92*	92	90	89	93	87	90
S.D.	(24)	(24)	(27)	(25)	(26)	(24)	(28)	(24)	(27)	(24)

[1] Ibid., p. 70-73.

The scores for the two groups indicate that neither the low achieving or the high achieving are very happy with their classroom situations at the present time, at any level. Although both groups rise in the fifth and sixth grades they are well below the Mean.

Table 28 shows the Social Climate Index as it is concerned with peer relation reactions, as a cooperative member of the group, and with the teacher.

TABLE 28.--Pupil Inventory, Showing Attitudes About Their Classrooms, Measuring the Social Climate for Grades Three Through Six in BTU and High Achieving Schools.

Sub-Scales for Pupil Inventory		3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
		BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Generally Accepting Social Climate	Mean	92	92	96	107*	102	106	102	100	99	101
	S.D.	(23)	(28)	(23)	(30)	(23)	(28)	(22)	(26)	(23)	(28)

Morse[1] in his work in this area, found that the Social Climate Scores started high and decreased as they went on through the grades. Again both studies refute this structuring, as the BTU Schools showed a low beginning well below the Mean with a steady upward gain above the Mean for the fifth and sixth grades. The same trend

[1] Ibid., p. 110-111.

occurred with the High Achieving boys and girls but with a dropping back at the sixth grade to the Mean. Both groups here are well within the socially adjusted range in the classroom as opposed to the normal range child who does not seem to be in the later grades.

Teacher Data

The Minnesota Teacher Aptitude Inventory is designed to measure the attitudes of a teacher and predict how well he will get along with pupils. This inventory assumes that the teachers ranking at the high end of the scale will be able to maintain a harmonious classroom situation. This harmonious relationship is characterized by mutual affection and sympathetic understanding on the part of the teacher and the pupils. At the opposite end of the scale are those teachers who cannot cope with the situations in classroom teaching. This unharmonious relationship is characterized by tension, fear, iron fisted domination and the inability to maintain the respect of the pupils.

The Mean for the twenty-four teachers in this study is the 35th percentile. This compares with the 29 percentile for those in the BTU School. There was no comparison made with distinction between Negro and Caucasian teachers in the High Achieving Schools as indicated (**) because only one Negro teacher was evaluated in the random sample

TABLE 29.--Percentile Scores on the Minnesota Teacher Attitude Inventory, for Teachers in BTU and High Achieving Schools by Grade, Sex and Race.

Teacher	Mean Percentile Score BTU	HAS
Third Grade	29	33
Fourth Grade	33	38
Fifth Grade	27	38
Sixth Grade	25	30
Female Teachers	29	38
Male Teachers	28	23
Negro Teachers	27	**
Caucasian Teachers	31	36
Composite	29	35

**Factor unused as only one Negro indicated in study.

and it is not the purpose of this study to reveal individual traits or test scores.

The highest score recorded was for a female teacher at the 80th percentile, while the BTU high was a Negro female at the 89th percentile. The average for High Achieving Female teachers is the 38th percentile as contrasted to the 29th for the BTU teachers. The highest male score recorded for the High Achieving teachers was the 50th percentile and all the rest were below the Mean. The lowest scores recorded in this study were the 6th percentile for the female teachers and the 9th for male teachers,

while the BTU teachers scored in the 1st and 2nd percentile respectively. There were only five of the twenty High Achieving female teachers who were above the 50th percentile and none of the male teachers.

Perhaps the best characterization of teacher attitude in the educational process is:

> At the other (lower) extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear, submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequancies from each other. Ridicule, sarcasm, and sharp tempered remarks are common. The teacher tends to think in terms of status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than what the pupil needs, feels, knows and can do.[1]

Whitt[2] found in his visits with teachers, in the teachers' lounge, after the testing sessions and in visits with principals, that the above statements by Cook and Leeds appeared true of the teachers in the BTU Schools. He also stated that the Inner-City Schools were teacher dominated and ruled with an iron hand. This attitude also holds true

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[1]Walter W. Cook, Carol H. Leeds, and Robert Callis, "Minnesota Teacher Attitude Inventory Manual" (New York: The Psychological Corporation, 1965), p. 3.

[2]Whitt, op. cit., p. 68.

for the High Achieving Schools. In many cases the teacher did not want to admit the testing teams into the classroom and in several cases threatened that they would take the case to the Labor Mediation Board as an unfair labor practice rather than have their classes tested. Even after the testing the teachers would gather around and ask in a guarded manner how their pupils had done and could they see the test papers.

Many sorts of excuses were offered in advance, as to why their pupils would not do well on test days, but that on other days they were veritable geniuses. One teacher went so far as to say that she had been priming her students for weeks and that they must beat all of the other classes in the city. This is a far more serious disorder in the High Achieving Schools, for these students are already achieving above the Norms for their grade level and yet the push is on for even more. There is an underlying current here that if the teacher ever lets up on the pressure, the child will escape and leave the teacher far behind. The Table of Complementary Learning Processes indicates the lack of freedom allowed in the classroom and the holding of the pupil under a tight suppression.

The pupils themselves showed much restlessness in the classroom and in many cases were greatly relieved that the teacher was leaving, so much so that many were hard to calm down to do the test materials. They, as the BTU pupils

were restless, with many cases of getting up and running about the room, poking, name calling and giving of answers out loud.

Table 30 shows Teacher Estimates of Pupils' Self-Concept, Classroom Behavior and Achievement, for those pupils within their classroom.

TABLE 30.--Teachers' Observation of Pupils in Their Classrooms Measuring Estimate of Pupils' Self-Concept, Estimate of Pupils' Classroom Behavior and Pupils' Achievement for Grades Three Through Six, in BTU and High Achieving Schools.

Teacher Estimate of Pupils		3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
		BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teachers' Estimate of Pupils' Self-Concept	Mean	102	102	100	103	96	101	95	98	98	101
	S.D.	(19)	(20)	(18)	(20)	(21)	(21)	(20)	(19)	(20)	(20)
Teachers' Estimate of Pupils' Classroom Behavior	Mean	98	102	100	101	94	113*	94	100	96	104*
	S.D.	(21)	(20)	(19)	(20)	(22)	(22)	(23)	(19)	(21)	(20)
Teachers' Estimate of Pupils' Classroom Achievement	Mean	103	100	101	106	93	98	94	99	97	101
	S.D.	(20)	(20)	(20)	(17)	(22)	(21)	(21)	(21)	(21)	(20)

As the pupils in both groups progress through school, the teachers' estimates of their abilities progressively go down. The one exception is in Teacher Estimate of Pupil Classroom Behavior for the High Achievers remains steady at the third and fourth grades and then takes a large jump at the fifth grade and then returns to the Mean.

Table 31 shows the Teacher's Ideology Scale as it measures the teacher's relative involvement in inducing classroom activities that include the following:

Learning: In this index the major focus is on motivation, emphasis on curricular content and evaluation activities dealing with the curricula content.

Mental Health: In this index the major focus is on acceptance of the student by the teacher, acceptance of the student by the other students, supportive behavior on the part of the teacher and reduction of anxiety in the classroom.

Group Process: In this index the major focus is on cohesiveness, cooperativeness, group decisions and communications within the classroom.

Individual Differences: The self selective and individual differences are the main emphasis in this index.

TABLE 31.--Teachers' Educational Ideology Scale Measuring Classroom Learning Index, Mental Health Index, Group Process Index, and Individual Differences Index for Grades Three Through Six, in BTU and High Achieving Schools.

Sub-Scales for Teachers' Educational Ideology Scale		3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
		BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Learning Index	Mean	115*	102	109*	102	103	108	89	98*	102	103
	S.D.	(16)	(27)	(22)	(26)	(27)	(28)	(23)	(26)	(25)	(27
Mental Health Index	Mean	77	90*	80	103*	88	110*	115*	83	91	97
	S.D.	(30)	(19)	(30)	(27)	(39)	(28)	(42)	(25)	(39)	(25
Group Process Index	Mean	97*	77	97	98	101*	77	109*	97	102*	90
	S.D.	(11)	(17)	(21)	(21)	(24)	(18)	(31)	(21)	(24)	(20
Individual Differences Index	Mean	103	138*	110*	91	95	106*	88	132*	99	11
	S.D.	(27)	(30)	(37)	(25)	(40)	(26)	(42)	(30)	(38)	(28

Teachers in the third grade of the BTU Schools put the most emphasis on the Learning Index, with secondary importance to Individual Differences. The High Achieving teachers reversed this with Individual Differences significantly above the Mean and Learning slightly above the Mean. The BTU teachers ranked the Mental Health Index the lowest while the High Achieving teachers placed Group Processes the lowest.

The fourth grade teachers in the BTU group gave their strongest leanings toward Individual Differences and Learning with Mental Health last. The High Achieving scores are all compacted just above and below the Mean.

In the fifth grade the BTU teachers again fluctuate in ranking the Learning Index and Group Process above the Mean and the Mental Health Index lowest; in fact, significantly below the Mean. The teachers in the High Achieving Schools placed almost equal confidence in the Mental Health Index, the Learning Index and the Individual Differences Index all somewhat above the Mean, but emphasis on Group Process was extremely low.

The teachers of the sixth grade BTU Schools have the most support to the Mental Health Index and the Group Process Index with Individual Differences being low. The emphasis of the High Achieving teachers was placed on Individual Differences. Their lowest score was for Mental Health.

The Composite scores of both groups shows a wide divergence of beliefs among the teachers of both groups. The strongest measures of the BTU teachers was on the Learning Index and the Group Process Index with the least emphasis on Mental Health and then Individual Differences. The main strength with High Achieving teachers is in Individual Differences with the secondary item being the Learning Index again. Here Group Processes is low with Mental Health being below the Mean.

In Table 32 teachers were asked to indicate the degree to which they derived fulfillment in working with their pupils on a five point scale; 1 indicating No Fulfillment; 2 Little; 3 Some; 4 Quite a Bit and 5 a Great Deal.

TABLE 32.--Teachers' Degree of Fulfillment in Working With Students in Grades Three Through Six in BTU and High Achieving Schools.

Variables Defined	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teachers' Degree of Fulfillment in Working With Students										
Mean	3.9	3.9	3.7	3.8	3.3	3.9	3.4	3.8	3.6	3.9
S.D.	(.9)	(.8)	(.9)	(.8)	(1.04)	(.9)	(1.07)	(.9)	(1.01)	(.9)

Teachers in all grades responded over a wide range on the scale as shown by the large Standard Deviation. BTU teachers generally responded to the Degree of Fulfillment in declining fashion through each grade. The High Achieving teachers remained more consistent throughout the grades.

Since, the professional staff displayed so much interest in pupil achievement, an attempt was made to ascertain how closely the teacher's attitude in the classroom related to the classroom learning situation. Teachers were asked to estimate the classroom achievement of each of

their pupils and this was correlated with the actual test scores from the most recent Intelligence Test in Table 33.

TABLE 33.--Correlation of Teachers' Estimate of Pupils' Achievement with Most Recent Intelligence Test Scores for Grades Three Through Six, in BTU and High Achieving Schools.

	(Correlations and Significance Levels)									
Variables	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
Defined	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teacher's Estimate of Pupil's Achievement Correlated with Most Recent Intelligence Test										
Mean	.46	.88	.39	.84	.51	.74	.39	.76	.45	.79
S.D.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01

In the BTU Schools the correlation between these two variables of Estimated Achievement and Intelligence Test scores was not high. In the High Achieving Schools the correlation between these two was much higher, indicating a greater degree of predictive accuracy. In the BTU group, the teachers indicate that the I.Q. score is not of much importance to them in determining the child's classroom ability, while the High Achieving teachers seem to put a degree of faith in this measurement.

Table 34 shows the results of correlating the Teacher Estimate of Pupils' Achievement with the Composite Test scores on teh Stanford Achievement Tests and the Science Research Associates Tests.

TABLE 34.--Correlation of Teachers' Estimate of Pupils' Achievement with Composite Achievement Test Scores for Grades Three Through Six, in BTU and High Achieving Schools.

	(Correlations and Significance Levels)									
Variables	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
Defined	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teachers Estimate of Pupil's Achievement Correlated with Stanford Composite Score	---	---	.64	---	.63	.62	.42	.46	.58	.53
and			.01		.01	.01	.01	.01	.01	.01
SRA Composite Score	---	.96	---	.89	.55	---	.61	---	.61	.94
		.01		.01	.01		.01		.01	.01

The Standord was mainly administered to 5th and 6th Grades and SRA Tests to 3rd and 4th Grades.

In Teachers' Estimate of Achievement and Actual Pupil Achievement scores, the ranges in the BTU Schools are from a low of .42 at the sixth grade to a high of .64 in the fourth grade, with composites of .58 and .61. The High Achieving Teachers' Estimate of Achievement of Actual Pupil Achievement scores goes from a low of .46 in the sixth grade to a .96 at the third grade level, with composites of .53 and .94.

Table 35 shows the correlation of Teachers' Estimate of Pupils' Achievement with Teachers' Degree of Fulfillment or degree of satisfaction derived from teaching in the classroom.

TABLE 35.--Correlation of Teachers' Estimate of Pupils' Achievement with Teachers' Degree of Fulfillment for Grades Three Through Six, in BTU and High Achieving Schools.

	(Correlations and Significance Levels)									
Variables	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
Defined	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teacher's Estimate of Pupil's Achievement										
correlated	.74	.91	.76	.90	.76	.84	.70	.85	.75	.87
with	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
Teacher's Degree of Fulfillment										

There is a high correlation between Teacher's Estimates of Achievement and the scores of Degree of Fulfillment that a teacher receives in the classroom situation, for both groups, with the High Achieving Schools dominating.

Table 36 shows the correlation of Teachers' Estimate of Classroom Behavior with Teachers' Estimate of Pupils' Achievement.

TABLE 36.--Correlation of Teachers' Estimate of Classroom Behavior with Teachers' Estimate of Pupils' Achievement for Grades Three Through Six, in BTU and High Achieving Schools.

	(Correlations and Significance Levels)									
Variables	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
Defined	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teacher's Estimate of Pupil's Behavior										
correlated	.52	.46	.51	.42	.56	.56	.60	.51	.56	.49
with	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
Teacher's Estimate of Pupil's Achievement										

There is apparently some positive relationship existing between a teacher's perception of behavior and her perception of achievement. The direction would be toward equating "good" behavior with "high" achievement.

Table 37 shows the correlation of Teachers' Estimate of Classroom Behavior with Teachers' Degree of Fulfillment.

The comparison of Teacher's Estimate of Classroom Behavior as correlated with Teacher's Degree of Fulfillment indicates that, in the BTU Schools Classroom Behavior plays a more positive role in Teacher Fulfillment. In the High

TABLE 37.--Correlation of Teachers' Estimate of Classroom Behavior with Teachers' Degree of Fulfillment for Grades Three Through Six, in BTU and High Achieving Schools.

Variables Defined	(Correlations and Significance Levels) 3rd Grade BTU	3rd Grade HAS	4th Grade BTU	4th Grade HAS	5th Grade BTU	5th Grade HAS	6th Grade BTU	6th Grade HAS	Composite BTU	Composite HAS
Teacher's Estimate of Classroom Behavior										
correlated with	.59	.39	.64	.44	.61	.53	.54	.49	.61	.45
	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
Teacher's Degree of Fulfillment										

Achieving Teachers' role Classroom Behavior is a factor but not to the extent that it overrides or dominates basic learning principles.

Table 38 shows the correlation of Teachers' Estimate of Classroom Behavior with Teachers' Estimate of Pupils' Self-Concept.

Since a major portion of this study was that of Self-Concept, especially as it pertains to the teacher as a Significant Other, this and the following two charts relate to Teacher's Estimate of Self-Concept to Teacher's Estimate of Classroom Behavior, Teacher Fulfillment and Pupil Achievement. While there should be little or no

TABLE 38.--Correlation of Teachers' Estimate of Pupils' Self-Concept with Teachers' Estimate of Classroom Behavior for Grades Three Through Six, in BTU and High Achieving Schools.

	(Correlations and Significance Levels)									
Variables	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
Defined	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teacher's Estimate of Pupil's Self-Concept										
correlated	.60	.64	.42	.59	.54	.48	.52	.52	.51	.55
with	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
Teacher's Estimate of Classroom Behavior										

correlation between Self-Concept and Classroom Behavior, the BTU teachers do consider it a factor in all but the fourth grade, and it has significance to them. The High Achievers' group does equate as being of significant importance except at the fifth grade level.

The further indication of this inability to see the full relationship between the pupil's self-concept and that which the teacher perceives as the self-concept is indicated in Table 39.

TABLE 39.--Correlation of Teachers' Estimate of Pupils' Self-Concept with Actual Self-Concept Scores of Pupils as Measured by the Coopersmith Self-Concept Inventory for Grades Three Through Six, in BTU and High Achieving Schools.

Variables Defined	(Correlations and Significance Levels) 3rd Grade BTU	HAS	4th Grade BTU	HAS	5th Grade BTU	HAS	6th Grade BTU	HAS	Composite BTU	HAS
Teacher's Estimate of Pupil's Self-Concept										
correlated	.20	.54	.26	.51	.19	.37	.27	.41	.22	.44
with	.05	.01	.01	.01	.05	.01	.01	.01	.01	.01
Actual Self-Concept Scores of Pupils as Measured by Coopersmith Self-Concept Inventory										

It seems that the teachers in the BTU Schools, in particular but also those in the High Achieving Schools, are only minimally aware of the perceptions which children have of themselves as indicated by the rather low correlations.

Table 40 shows to what extent the Teacher is happy within the classroom situation in relationship to his perception of the student's self-concept.

TABLE 40.--Correlation of Teachers' Estimate of Pupils' Self-Concept with Teachers' Degree of Fulfillment for Grades Three Through Six, in BTU and High Achieving Schools.

Variables Defined	(Correlations and Significance Levels) 3rd Grade BTU	3rd Grade HAS	4th Grade BTU	4th Grade HAS	5th Grade BTU	5th Grade HAS	6th Grade BTU	6th Grade HAS	Composite BTU	Composite HAS
Teacher's Estimate of Pupil's Self-Concept correlated with Teacher's Degree of Fulfillment	.65 .01	.89 .01	.60 .01	.84 .01	.67 .01	.77 .01	.69 .01	.81 .01	.66 .01	.82 .01

The correlation between Teacher's Estimate of Pupil's Self-Concept and Teacher's Degree of Fulfillment seems to indicate that teachers of both groups derive a great deal of pleasure and satisfaction out of teaching and working with boys and girls that have good self-concepts.

Table 41 shows the relationship between the Teachers' Estimate of Pupil Achievement and the Teachers' Estimate of Pupils' Self-Concept.

As Teacher's Estimate of Self-Concept is correlated with Teacher's Estimate of Achievement, it is significant in both groups that achievement plays an important role in what the teacher visualizes as self-concept. Achievement orientation of the teachers in both populations seems to

TABLE 41.--Correlation of Teachers' Estimate of Pupils' Self-Concept with Teachers' Estimate of Pupils' Achievement for Grades Three Through Six, in BTU and High Achieving Schools.

	(Correlations and Significance Levels)									
Variables	3rd Grade		4th Grade		5th Grade		6th Grade		Composite	
Defined	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS	BTU	HAS
Teacher's Estimate of Pupil's Self-Concept										
correlated	.53	.47	.68	.51	.74	.59	.79	.69	.75	.63
with	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
Teacher's Estimate of Pupil's Achievement										

dominate Teacher Fulfillment within the classroom. It also sets the manner in which the teacher will perceive the pupil as an individual and fulfill the teaching role toward him. Lack of achievement becomes a real source of conflict between the teacher and pupil in the BTU Schools but it also becomes a source of conflict between teacher and pupil in the High Achieving Schools.

Further examination of Teacher Attitude led to an attempt to identify which teacher attitudes were the most valid in predicting teacher-pupil relationships. A Multiple Regression Analysis using the Unrestricted Least Squares Program provides this.

The first dependent variable was the Teacher's Estimate of Pupil's Self-Concept. The independent variables that were forced through the program at the .04, .03 and .01 level of significance were Minnesota Teacher Attitude Inventory, Teacher's Estimate of Classroom Behavior, Teacher's Estimate of Pupil's Achievement and Teacher's Degree of Fulfillment. All other variables which were fed into the program were found to have no significance to the dependent variable.

TABLE 42.--Least Square Regression Measuring the Inter-Correlations of Variables with Teacher's Estimate of Pupils' Self-Concept as the Dependent Variable and Forcing Independent Variables, BTU and High Achieving Schools.

(Correlations and Significance Levels)			
Variables Defined Teacher's Estimate of Pupil's Self-Concept vs.	Beta-Coefficient		Coefficient of Least Square Regression and Significance Level
	BTU	HAS	
Teacher's Estimate of Pupil's Achievement	.59	.74	.76p = .05 (BTU) .82p = .04 (HAS)
Teacher's Degree of Fulfillment	.21	.48	

In holding the Attitude of the Teacher toward the Self-Concept of the Pupil dependent, all other variables were forced out of the program as not significant. Teacher's Estimate of Pupil's Self-Concept correlated with Teacher's Estimate of Pupil's Achievement and Teacher's Degree of Fulfillment at .02 and .04 level of significance respectively. To the teacher, viewing the Self-Concept of a pupil, schievement plays a much greater role than does Fulfillment.

Classroom Behavior was the second variable that was held as a dependent. The Teacher's Estimate of the Pupil's Classroom Behavior was correlated with Minnesota Teacher Attitude Inventory, Teacher's Estimate of Pupil's Self-Concept, Teacher's Estimate of Pupil's Achievement and Teacher's Degree of Fulfillment. All other variables were correlated but the four listed were forced out at the .03 and .01 levels.

Two variables, Sex of Student and Teacher's Degree of Fulfillment proved to be of significance in determining Teacher's Estimate of Classroom Behavior. In observing classrooms during this study, it was noticeable that teachers held a slight preference for girls. This same indication was observed by Whitt[1] in his study, particularly among the Negro teachers.

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[1] Ibid., p. 104.

TABLE 43.--Least Square Regression Measuring the Inter-Correlation of Variables with Teachers' Estimate of Classroom Behavior as the Dependent Variable and Forcing Independent Variables, in BTU and High Achieving Schools.

(Correlations and Significance Levels)

Variables Defined Teacher's Estimate of Pupil's Classroom Behavior vs.	Beta-Coefficient		Coefficient of Least Squares Regression and Significance Level
	BTU	HAS	
Sex of Pupil	.16	.28	.63p = .05 (BTU) .82p = .03 (HAS)
Teacher's Degree of Fulfillment	.60	.78	
---	---	---	---
Teacher's Degree of Fulfillment	.61	.80	.61p = .01 (BTU) .81p = .01 (HAS)

Teacher Fulfillment is also directly related to the variable dealing with the behavior of these pupils. These teachers, particularly the females, derived more satisfaction from working with pupils who behaved and even more so from girls than boys. When the variable, Teacher Estimate of Pupil's Classroom Behavior is held as dependent, the most significant way in determining how the teacher perceives this behavior is the Degree of Fulfillment the teacher receives in working with the pupil.

Teacher's Estimates of Pupil's Achievement was used as a dependent variable. This variable was held as the dependent variable and the Minnesota Teacher Attitude Inventory, Teacher's Estimate of Pupil's Self-Concept, Teacher's Estimate of Pupil's Classroom Behavior and Teacher's Degree of Fulfillment were introduced as the independent variables. All variables were fed into the program but with the above exceptions the others were forced out.

In holding the Teacher's Estimate of Pupil's Achievement dependent, all but three variables were dropped as not significant. The three variables that retained a significant relationship were Teacher's Estimate of Pupil's Self-Concept (.01), Teacher's Degree of Fulfillment (.01), and the Composite Stanford Achievement Scores (.04).

At the .01 level Fulfillment is slightly stronger than Teacher's Estimate of Self-Concept in determining the manner in which a teacher perceives the pupil's achievement. The attitude of the teacher toward Pupil Self-Concept is based on achievement. This study, as well as that of Whitt,[1] indicates that teachers in both the BTU and High Achieving Schools, predicate Pupil Self-Concept, not on the actualizing Self, but on the basis of academic achievement. Self-Concept and achievement are not synonymous except as perceived by the majority of these teachers.

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[1] Ibid., p. 135.

TABLE 44.--Least Square Regression Measuring the Inter-Correlation of Variables with Teachers' Estimate of Pupils' Achievement as the Dependent Variable and Forcing Dependent Variables, in BTU and High Achieving Schools.

(Correlations and Significance Levels)			
Variables Defined Teacher's Estimate of Pupil's Self-Concept	Beta-Coefficients		Coefficient of Least Squares Regression and Significance Levels
	BTU	HAS	
Teacher's Estimate of Pupil's Self-Concept	.39	.63	.84p = .05 (BTU) .88p = .04 (HAS)
Teacher's Degree of Fulfillment	.41	.66	
Composite of Stanford Achievement Test	.17	.87	----------
Teacher's Estimate of Pupil's Self Concept	.45	.76	.82p = .01 (BTU) .84p = .01 (HAS)
Teacher's Degree of Fulfillment	.45	.84	

In Table 45 Teacher's Degree of Fulfillment was held as the dependent variable and all other variables were placed in the program. The variables, Teacher's Estimate of Pupil's Achievement, the Minnesota Teacher Attitude Inventory, and Teacher's Estimate of Pupil's Achievement.

TABLE 45.--Least Square Regression Showing Inter-Correlation of Variables with Teachers' Degree of Fulfillment as the Dependent Variable and Forcing Independent Variables, in BTU and High Achieving Schools.

(Correlations and Significance Levels)			
Variables Defined Teacher's Degree of Fulfillment vs.	Beta-Coefficient		Coefficient of Least Squares Regression and Significance Levels
	BTU	HAS	
Minnesota Teacher Attitude Inventory	.19	.32	.84p = .05 (BTU) .88p = .04 (HAS)
Teacher's Estimate of Pupil's Achievement	.78	.86	----------
Teacher's Estimate of Pupil's Achievement	.80	.86	.82p = .10 (BTU) .84p = .01 (HAS)

Pupil Achievement is the predominant factor in the way the teacher derives Fulfillment. Academic achievement becomes significant in the attitude of these teachers, in both groups. In the final analysis, the teachers in this study and that of Whitt[1] equate pupil success with academic success.

[1] Ibid., p. 138.

Summary

Buildings

The median age of the buildings in this study is 23.2 years with a mean age of 19 years. The oldest building was constructed in 1922, and the newest in 1963. All of the buildings have community school facilities for after school and evening activities. This compares to the median age of the BTU Schools of 47 years, with a mean age of 41.74 years. The oldest BTU School was constructed in 1902 and the newest one in 1964.

Racial Composition

The racial composition of this study was .1 Negro and .99.9% Caucasian as compared to the BTU's 90 per cent Negro and 10 per cent Caucasian.

Teachers

In this study there are 24 teachers, 4 male and 20 female, while the Whitt Study contained 54 teachers, 12 male and 42 female. Eleven per cent of the BTU teachers had no degree compared with 21 per cent in this study. The BTU teachers had 51 per cent with a degree plus ten hours while only 29 per cent of this group had such qualifications. Sixteen per cent of the BTU teachers had a degree plus 11 to 20 hours while only 8 per cent of the

High Achieving teachers registered this. Only 7 per cent of the BTU teachers had a Masters Degree plus 10 hours; 13 per cent were in the Whitt group and 25 per cent in this group. In the BTU study all 12 males were Caucasian and 16 female teachers were Caucasian and 26 Negro. In this research there was one Negro male and all others, male and female, were Caucasian. Fifty per cent of the Whitt teachers were in their first assignment as compared to 25 per cent in this study.

Student Achievement

Achievement as measured by standardized test scores dropped consistently from grades three through six in the BTU Schools while the High Achieving Schools showed an inconsistent fluctuation up and down but some 53 points higher overall on the measuring scale than the other group. The BTU scores range from the Mean score at the 50th percentile to the lower quartile range. The High Achieving range from the high upper quartile down into the 60th percentile.

Self-Concept

The Self-Concept scores of both groups were very close to the Mean of 100, with a composite on the Coopersmith Inventory Scale of 99 for the BTU Schools and the High Achieving Schools with 98.

School Concept

Scores by both groups on the Coopersmith Inventory for School are comparable. Both groups are below the Mean in the third and fourth grades and are above in the fifth and sixth grades. Both groups seem to have a healthy regard for school as they progress.

Mental Health Index

The scores for the Mental Health Index in the Pupil Inventory are extremely low in both groups. The BTU group starts well below the Mean in the third grade and is still below at the sixth grade. The High Achieving group starts further below and is still below the Mean at the sixth grade.

Minnesota Teacher Attitude Inventory

The Mean percentile scores for the BTU teachers was 29 per cent and for the High Achieving teachers 35 per cent. The one group ends up in the lower third of the scale while the other just escapes it. On the basis of MTAI, neither group is well prepared to do their jobs in either group.

Teachers' Observations of Pupils

In both groups the Teachers' Estimates of the Pupils' Self-Concept dropped at a continuously steady rate.

Both were at the Mean or above in the third and fourth grades but dropped below by the sixth grade. Teachers' Estimate of Pupils' Classroom Behavior followed the same pattern.

Social Concept

The Social Concept scores for both the culturally alienated group and the High Achievers runs consistently near the Mean scores established with the Normal Population.

Personal Need Structure

The need to Achieve score for the BTU pupils was two points below the Mean of 100 and three points below for the High Achieving pupils on the Pupil Personal Need Inventory Composite. The Need to Influence Scale Composite shows the BTU pupils at 98 or two points below the Mean while the High Achievers were four points below. The Need for Affiliation was the lowest for the BTU Schools at seven points below the Mean Composite and the High Achieving Schools at their highest with 104 or four points above the Mean Composite.

Learning Index

Learning Index scores on Pupil Attitude represent a weakness at the third grade level for both groups but then after that they both climb well above the Mean.

Teacher's Estimate of Pupil's Achievement scores declined steadily in the BTU group to a low of 94, while the high group again was erratic. They were at or above the Mean in the third and fourth grades but dipped below the fifth and sixth grades.

Teachers' Educational Ideology Scale

The Teacher Ideology Scale scores indicate the greatest teacher emphasis on Learning and Group Processes in the BTU Schools, with lessening degrees on Individual Differences and then Learning with lesser stress on Mental Health and Group Processes. Again Mental Health was well below the Mean for both groups.

Teacher Degree of Fulfillment

The Teacher's Degree of Fulfillment in working with their pupils in the BTU Schools showed a drop with each grade level, while the High Achieving group showed a consistency through all of the grades indicating a feeling of reward in working with these boys and girls. However, in both cases the wide divergency of answers indicated that these teachers have strong likes and dislikes concerning individuals within their classroom.

Analysis of Correlations

The High Achieving Teachers generally have a higher correlation between their estimate of student achievement and standardized achievement scores than do the BTU teachers.

There is a high correlation between Teachers' Estimate of Pupils' Achievement and Teacher Fulfillment in both the BTU and High Achieving groups ranging from .70 to .91 in the various grades. Both groups seem to place a great deal of emphasis on job satisfaction from working with pupils who are academically successful.

Correlation of scores of Teachers' Estimate of Classroom Behavior with Teacher Estimate of Pupil Achievement found both groups clustered just above and below the Mean. These correlations gathered strength as they proceeded up through the grades from a low of .42 to .60.

Teacher Estimate of Classroom Behavior as correlated with Teacher Degree of Fulfillment indicated that BTU Teachers generally placed greater emphasis on Behavior for their Fulfillment than did High Achieving Teachers.

Teachers in both groups, with some exceptions at the fourth and fifth grade levels tended to equate poor behavior with poor self-concept and good behavior as good self-concept in correlating Teacher Estimate of Pupil Self-Concept with their estimate of Classroom Behavior.

Pupil Self-Concept was recognized in some other terms by both groups of teachers as indicated by the correlation of Teacher Estimate of Pupil Self-Concept with that of actual Pupil Self-Concept.

Scores showing the correlation between Teacher Estimate of Self-Concept and Teacher groups Fulfillment indicates that when both talk about Behavior and Achievement.

In relating the scores of Teachers' Estimate of Pupil Self-Concept to the scores of Teachers' Estimate of Pupil Achievement, there is evidence that achievement is the most significant factor in the way a teacher perceives the self of an individual pupil.

Least Squares Regression Analysis

In holding the Teachers' Attitude Toward the Pupils' Self-Concept dependent the two variables that were most significantly related were Teachers' Estimate of Pupil Achievement and Degree of Fulfillment, Achievement seems to play the larger role.

The scores of two variables, Sex of Pupil and Teachers' Degree of Fulfillment, proved to be significant with the scores of Teachers' Estimate of Classroom Behavior. Teachers in both groups get much more satisfaction from pupils that behave well and more so from girls than boys.

The scores of Teachers' Estimate of Pupils' Achievement held significance with Teacher Estimate of Pupil Self-Concept, Degree of Fulfillment and the Composite of Standardized Achievement Tests, indicating that both sets of Teachers predict the Pupil Self-Image on Achievement and not on the basis of the inner evolving Self.

With Teacher's Degree of Fulfillment as the dependent variable, Teacher's Estimate of Pupil Achievement became the most significant predictor of Teacher Fulfillment.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the statistical evidence in this study and the findings of other related research, the following conclusions can be supported:

1. That Self-Concept seems to be unrelated to the factors differentiating "culturally alienated," low achieving pupils from high achieving pupils. The Self-Concept scores at these levels are those expected for these grades in both groups. The Composite Mean scores for grades three through six are: BTU pupils 99 and High Achieving pupils 98. Composite scores are not significantly different from those expected for a normal population.

2. That the "culturally alienated," low achieving pupil does like school as a learning situation and the teacher as a learning facilitator. These results are not startling when presenting the picture of high achieving pupils but if the literature is to be believed it is

unusual with this group. Studies by Gilinsky[1] and Campbell[2] and others would lead one to believe that the low achiever does not like school or the teacher. The overall composite mean score for School-Concept for this group is 102 and for Teacher as a Learning Facilitator 111.

3. That Mental Health is a factor in inhibiting the growth and development of these pupils, due to the inability to discern and alleviate mental health problems, at least for students in this study. Herein lies an indication of a lack of leadership responsibility in the areas of educational training of teachers in the general area of mental health. This failure is indicated in the low scores of the Minnesota Teacher Attitude Inventory for both groups of teachers surveyed. BTU teachers stand at the 29th percentile while the High Achievers are at the 35th percentile.

4. That Social Concept scores suggest that the "culturally alienated," boys and girls do not have the same bleek out-look of themselves that Society does. Socially, the "alienated" are not maladjusted within the educational setting.

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[1]Gilinsky, op. cit., p. 3.

[2]Campbell, op. cit., p. 62.

5. That teachers have a very incomplete conception of the factors that go into the Self-Realization of children. The Teacher Attitude Toward the Self-Concept of the pupil is determined, not by the perception of the pupil about himself but by behavior, achievement, and teacher satisfaction. The teachers too often identified high self-concept with high achievement and good behavior and low self-concept with poor behavior and poor achievement.

6. That the need patterns exhibited by High Achieving pupils was significantly different from the patterns of the BTU students only on the Affiliation scale. The High Achievers had a sense of belonging whereas the low achiever was a "loner"--a "do it yourselfer." Parental role models may be closely related to affiliation as a "learned" need.

7. That the Degree of Fulfillment experienced by teachers varies between the teachers of the BTU group and those of the High Achieving group. The High Achieving teacher derives satisfaction from student achievement whereas the teacher of the low achieving student, finding she cannot obtain similar satisfaction in pupil achievement, seeks other avenues for fulfillment. Pupil behavior was more fulfilling to the BTU teacher than pupil achievement.

8. Teacher behavior between groups, at least within the populations studied, was far more similar than different. In view of the differentiation exhibited by

their student populations, greater differentiation in teacher behavior might have produced some more startling outcomes.

Recommendations

Using the Statistical evidence of this and the Whitt Study, observations and the findings in related research and literature, the following recommendations are given as a basis of evaluation of BTU and High Achieving Schools and for future development of education in Flint.

Recommendations Concerning Administators

1. All persons who wish to become administrators with the Flint School District should be required to teach a minimum of four years. Two years to be spent in the BTU Schools and two years in the High Achieving Schools. It is an unfair picture to present only one side of the coin, for one is apt to believe this is the only side and to magnify that particular problem. These persons should be screened from all phases of classroom teaching and placed in service training administrative posts. They should then be subsidized to courses in Educational Administration to supplement their needs. They should be bright, energetic, young people with enthusiasm for children and not those who merely have time to take additional courses or show loyalty to the system. All areas seem to need this type of administrator.

2. Administrators need to be more creative in working with the teachers. The relationship of administrator to teacher should be more one of close cooperation and partnership than the present employer-employee feeling. One is there to provide the where-with-all to teach children while the other provides the warmth, ingenuity and emotions to help children learn. It must become a common cause.

3. All aspiring administrators should be screened by means of the Minnesota Teacher Aptitude Inventory, Teacher Ideology Inventory and the Miller Analogy Test. This is to be supplemented with additional in service training courses with teachers in Mental Health and Child Growth and Development.

Recommendations Concerning Teachers

1. All teacher candidates should be screened as has been recommended for administrators, using the Minnesota Teacher Aptitude Inventory, Teacher Ideology Inventory and Miller Analogy Test.

2. Much more use should be made of the teacher preparation programs. A cooperative program, similar to the one now underway with Michigan State University, for on the job training of teachers. The program of two years of University work on campus and then three years of

teaching-study experience should be greatly expanded and extended to all colleges and universities for a number of incoming teachers who are familiar with and acclimated to the Flint system.

3. Much more use made of the strong, virile male teachers in the early elementary grades. These males should be both Negro and Caucasian and dispersed throughout the system without prejudice, as models of the significant others. This need exists in both boys and girls.

4. All teachers should attend a one week pre-school workshop, with pay, to gain insights into the workings of the children from various schools. To assign only those who are to teach in the BTU Schools is a pre-judgment and condemnation of those schools.

5. There should be a constant inservice training program carried on at the district's expense and carrying college credit. This aids not only the supportive education of the teacher, helps to gain insights into the pupils but aids the democratic concept and maintains a better qualified staff. Such an inservice program should include:

a. The nature of Self-Concept and its relationship to the educational process.

b. Mental Health--designed to promote better mental health and less anxiety in the classroom.

c. Child Growth and Development to promote a better understanding of the inner-city cultures.

d. Sociology--for better understanding of the ethnic, religious and social problems of the large Metropolitan populations.

e. Educational Psychology--with an emphasis on learning theories.

f. Counseling and Guidances.

g. Humanities--for a better working knowledge of the contributions of all men, nations and religions to civilization.

6. The Board of Education should strive to keep the better teachers in the classroom with pay commensurate with that of the administrator, by more democratic processes and through prestige factors that this is the most important area of education.

Recommendations Concerning Staffing and Personnel Practices

1. A cooperative program should be established within the system for Future Teachers within all the schools and with the surrounding colleges and universities for a cooperative internship program.

2. Each school no matter its size, location and population, should be staffed with a fair percentage of male teachers in the early elementary grades.

3. A much greater use of parent-teacher relations. Since the Flint Schools are all neighborhood schools at the elementary level, it is recommended that all teachers be dismissed from schools at closing time, unless conference or other pressing matters arise, to walk home with an individual child each night, merely to gain insight into his Self-Concept and that of the parents and homelife.

4. At least each quadrant of the city should be staffed with a psychologist and a psychiatrist to be available on a call and need basis. They should also be available for inservice training. Specialists are hired to handle such problems as reading, but the child's innermost and deepest needs are still left unsolved.

Recommendations Concerning the School Program

1. The emphasis in the schools must change from one of standardized achievement to one of individualized instruction. For this reason class sizes particularly at the early elementary should be reduced to twenty or less. It is impossible for the teacher physically, mentally or emotionally to cope with the present large groups of thirty or more. For this reason the ungraded primary should become a reality in these schools, a situation where no report cards are issued but are replaced with parents-teacher conferences. It should be a setting whereby students may progress at their own rate in mastering skills

and not pushed to meed achievement test deadlines or compete with other schools en masse. Major emphasis should be placed on:

a. Mental and physical health

b. Self-Concept

c. Motivation

d. Behavior

e. Family relationships

2. There is a need for curriculum revision to comply with the above factors. This should include:

a. A realistic curriculum that relates to the world that surrounds these children. The Clasroom Milieu scores indicate that the children are confused by the learning that goes on at school which is purported to be realistic, only to leave school at the end of the day and find a different real world on the outside. The classic example is that of having Negro girls read stories about blonde, straight-haired girls when they do not exist in their world. A curriculum of this nature would probably require the district to write and print some of their own materials, even individualizing it by schools.

b. A truly basic reading program, which if necessary cuts down on other subject matter, until the fundamentals are mastered.

c. There is a definite need for better study and concentration habits. These perhaps will come with the realistic and interesting curriculum. But along with this there is the partial solution of making the classroom an interesting and happy place to be. This can come about physically with the modernization of many of the dark, sterile classrooms now in use.

d. Behavior and discipline policies must be formed cooperatively, not only by the administration but by the parents, teachers and the pupils. Without instruction practice in these areas not much else will be accomplished.

e. The Community School program at this level must be strengthened to include interesting extracurricular activities that supplement the regular school learning process. This would be an attack on the sociological adjustment problem.

f. The pre-school programs should be dropped. The money, time and talents that are going into these programs should be channeled into strengthening already existing programs. The reports now coming back from the Headstart Programs indicate that this is only a stopgap measure and that unless it is continued in this same intense manner on through the grades, the children revert back. Moreover, as data from these studies seems to

indicate, most of the children involved were not ready to handle complicated processes until about the fourth grade.

Other Recommendations

Michigan State University should take the initiative in setting up a revised teacher training program that would meet the needs of Flint and other large metropolitan areas with inner-city problems in education. This would seem logical as the University now has a large grant from the Mott Foundation for the next nine years to alleviate this problem. The program would follow along these lines:

1. Students who in their senior year in high school have indicated an interest, by serving as teacher's aids during junior and senior years, would be given grants-in-aid assistance to come to Michigan State for a two year on campus program especially designed to meet the inner-city needs. This program would be set along the lines of small group seminars, using experts in these areas, visitations to other metropolitan areas and on the job experiences. At the end of the two year period they would return to Flint and then become a part of the three year work learning experience program that is now underway through the University.

2. An extension of this plan should be made available to Peace Corp Volunteers and VISTA workers who are now in the field working but will be returning home with two years of valuable training in these areas. The repayment

of the grant-in-aid would be reduced by one fifth for each year that they worked in the Flint system. A teacher training program of this nature would be valuable for the following reasons:

a. It would fulfill the purpose of the University to train its students to fit into a vital, interesting and rewarding way of life.

b. It would provide a constant flow of teachers who were equipped and trained to teach in the large Metropolitan areas and particularly in Flint.

c. It would serve as a model for other parts of the country in solving the problems of education of the culturally alienated.

d. It would provide a source of further education to those who cannot or could not obtain it in any other way.

e. It would by its very nature select and screen those teacher training candidates who have the desire and talents to become good teachers.

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APPENDIX A

COOPERSMITH INVENTORY

PUPIL CHARACTERISTICS

PUPIL CHARACTERISTICS

NAME_____ DATE_____

SCHOOL_____ TEACHER_____

GRADE_____ ROOM_____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check in the column "LIKE ME." If the statement does not describe how you usually feel, put a check in the column "UNLIKE ME."

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
EXAMPLE: I'm a hard worker.		
1. I spend a lot of time day-dreaming.		
2. I'm pretty sure of myself.		
3. I often wish I were someone else.		
4. I'm easy to like.		
5. I find it very hard to talk in front of the class.		
6. I wish I were younger.		
7. There are lots of things about myself I'd change if I could.		
8. I can make up my mind without too much trouble.		
9. I'm a lot of fun to be with.		
10. I'm proud of my school work.		

		LIKE ME	UNLIKE ME
11.	Someone always has to tell me what to do.		
12.	It takes me a long time to get used to anything new.		
13.	I'm sorry for the things I do.		
14.	I'm popular with kids my own age.		
15.	I'm doing the best work that I can.		
16.	I give in very easily.		
17.	I can usually take care of myself.		
18.	I'm pretty happy.		
19.	I would rather play with children younger than I.		
20.	I like to be called on in class.		
21.	I understand myself.		
22.	It's pretty tough to be me.		
23.	Things are all mixed up in my life.		
24.	Kids usually follow my ideas.		
25.	I'm not doing as well in school as I'd like to.		
26.	I can make up my mind and stick to it.		
27.	I don't really like being a (boy), (girl).		

	LIKE ME	UNLIKE ME
28. I have a low opinion of myself.		
29. I don't like to be with other people.		
30. I often feel upset in school.		
31. I often feel ashamed of myself.		
32. I'm not as nice looking as most people.		
33. If I have something to say, I usually say it.		
34. Kids pick on me very often.		
35. My teacher makes me feel I'm not good enough.		
36. I don't care what happens to me.		
37. I'm a failure.		
38. I get upset easily when I'm scolded.		
39. Most people are better liked than I am.		
40. I often get discouraged in school.		
41. Things usually don't bother me.		
42. I can't be depended upon.		

APPENDIX B

PUPIL INVENTORY: ATTITUDES ABOUT CLASSROOM

PUPIL QUESTIONNAIRE

NAME_____ DATE_____

AGE_____ SEX_____

SCHOOL_____ GRADE_____ ROOM_____

MASTER COPY WITH BREAKDOWN

SUB-SCALES AND QUESTIONS

Student Number _____

Pupil Inventory: Attitudes about Classroom

	Raw Score	Standard Score
A= Motivation (6).....	_____	_____
B= Teacher as Learning Facilitator (7).....	_____	_____
C= Conventional Learning Process (5).....	_____	_____
D= Complimentary Learning Process (8).....	_____	_____
A+B+C+D= Learning Index (26)	_____	_____
E= Anxiety Sub Scale (6)...	_____	_____
F= Emotionally Supportive Classroom Milieu.....	_____	_____
E+F= Mental Health Index (19).....	_____	_____
G= Rigid vs. Flexible Classroom (2).....	_____	_____
H= Generally Accepting Social Climate (5).....	_____	_____

PART I

Here are some things that could happen in your class. Read each question with me as I read the question aloud. Then check the one number under each question which best tells how things are in class. There are no right or wrong answers, so answer the way you really think it is in this class.

Remember to answer each question by checking only one of the numbers, (1, 2, 3, or 4) under each question.

Col. Cd.

1. When we work in groups or committees: I 1
   _____1. We always work in the same group.
   _____2. We usually work in the same group.
   _____3. We change group members often.
   _____4. We change group members almost every time.

2. If there were some new rules about how class members should act in class, who would decide what the rules would be? 2
   _____1. Just the teacher.
   _____2. The teacher with a little help from the class.
   _____3. The class with help from the teacher.
   _____4. The class by itself.

3. If the class had leaders who helped to run the class, who would decide what pupils are to be leaders? 3
   _____1. Just the teacher.
   _____2. The teacher with a little help from the class.
   _____3. The class with help from the teacher.
   _____4. Just the class itself.

MOTIVATION

4. When the class is discussing things, what do you usually do? 4
   _____1. Think about others things you would rather be doing.
   _____2. Just say something once in a while.
   _____3. Tell your ideas often.
   _____4. Offer ideas whenever you can.

Col. Cd.

Gen. Acc.
Social Climate
5. If I had a problem in class, I think: I 5

_____1. Many of my classmates would help me.
_____2. Some of my classmates would help me.
_____3. A few of my classmates would help me.
_____4. Hardly any of my classmates would help me.

Gen. Acc.
Social Climate
6. If I didn't do well on a test, my classmates: 6

_____1. Would try to make me feel better about it.
_____2. Wouldn't pay any attention.
_____3. Would just be glad it didn't happen to them.
_____4. Might laugh at me for doing poorly.

Gen. Acc.
Social Climate
7. When I'm ready for the next grade, or to begin a new class: 7

_____1. I would like most all of my classmates to go with me.
_____2. I would like some of my classmates to go with me.
_____3. I would like a few of my classmates to go with me.
_____4. I would not like any of my classmates to go with me.

Gen. Acc.
Social Climate
8. Some classes are very friendly and others are not. How friendly are the pupils in this class: 8

_____1. Classmates are always friendly.
_____2. Classmates are usually friendly.
_____3. Classmates are sometimes unfriendly.
_____4. Classmates are often unfriendly.

Col. Cd.

Emot. Sup. Milieu

9. In this class, I have a chance to express my own ideas. I 9

_____1. As often as I want to.
_____2. Quite often.
_____3. Once in a while.
_____4. Hardly ever.

10. How much are you really a part of this class? 10

_____1. Much less than the other members of the class.
_____2. Not quite as much as the other members of the class.
_____3. More than the other members of the class.

PART II

INSTRUCTIONS:

How often do these activities occur in your class? You may use any of the possible answers in the Answer Key below. The answers are listed in order of HOW OFTEN THINGS HAPPEN, from "always" to "never."

Just before each question is a short line. After you read the question, look for the best answer in the answer key. You may not find the exact answer you want but pick the answer that most nearly suits you and put the letter of that answer on the short line.

These questions should be answered rather quickly. Your first answer is usually the best. If you come to one you can't make up your mind about, put down the answer that seems to be most nearly what you think.

ANSWER KEY

A. Almost always.
B. Much of the time.
C. Sometimes.
D. Hardly ever.

MOTIVATION	1.	Do you find yourself thinking about other things when you're supposed to be doing the classwork?	11
MOTIVATION Rigid vs. Flexible	2.	Do you really like to do the work in this class?	12
	3.	Do you really know for sure whether the work you do is right or wrong?	13
MOTIVATION TCHR as LRN FAC	4.	How often do you get bored in this class?	14
	5.	Does the teacher correct your work so that you know how well you do?	15
Complementary Lrn. Process	6.	Do you use what you learn in class to help you outside of school?	16
Conventional Lrn. Process	7.	Do problems you work on in school usually have only one right answer?	17

ANSWER KEY

A. Almost always.
B. Much of the time.
C. Sometimes.
D. Hardly ever.

Complementary Lrn. Process	8.	When you are outside of school do you talk about thinks you lean in class?	18
Conventional Lrn. Process	9.	Does it seem that the main thing in class is to let your mind act like a sponge and "soak up" as much as possible?	19
Complementary Lrn. Process	10.	On tests are you asked to "fill in the blank" or give data?	20
Conventional Lrn. Process	11.	Do problems you work on in school have several answers that are right?	21
Complementary Lrn. Process	12.	After you've finished studying something, does the teacher ask you how good you think the ideas are?	22
TCHR. AS LRN. FAC.	13.	Does the teacher give attention to individuals in your class who don't seem to understand the work?	23
Conventional Lrn. Process	14.	Do you have to remember lists of things in the right order?	24
Complementary Lrn. Process	15.	How often are you asked to see how many different ideas you can think up about a problem?	25
Complementary Lrn. Process	16.	Are you ever asked to decide whether things you are learning agree with ideas you've had in the past?	26
Conventional Lrn. Process	17.	Do you have homework in which you have to memorize things?	27
Complementary Lrn. Process	18.	In this class are you asked to try new or different ways of doing things?	28

ANSWER KEY

A. Almost always.
B. Much of the time.
C. Sometimes.
D. Hardly ever.

Complementary Lrn. Process	19.	How often do just a few kids decide everything in this class?	29
Complementary Lrn. Process	20.	Do you help in deciding what activities the class will do?	30
Complementary Lrn. Process	21.	Can you choose the pupils you will work with in class activities?	31
Complementary Lrn. Process	22.	In this class can you choose individual things for just yourself to do?	32
Complementary Lrn. Process	23.	Are some pupils permitted to work ahead while others are given more time to do the work?	33

PART IV

MY CLASSMATES' OPINIONS

Classmates may differ from each other in the opinions they hold about what they should or should not do. For example, in one class most of the pupils may feel that they should try to do well in school sports, while in another class very few may feel this way.

While classes may hold different opinions, this does not mean there is any "right" or "wrong" opinion. They are just different.

Now here is what you are to do. Read each sentence with me as I read it aloud. Then circle one of the numbers under HOW MANY IN THIS CLASS THINK THIS WAY.

		HOW MANY IN THIS CLASS THINK THIS WAY?				
		Almost everyone in the class thinks this	Many pupils in the class think this	Some pupils in the class think this	Only a few in the class think this	
1.	It is good to take part as much as possible in classroom work.	1	2	3	4	39
2.	School work is more fun than not fun.	1	2	3	4	40
3.	It is better to be friendly with class-mates than with the teacher.	1	2	3	4	41
4.	Pupils should help classmates who do not understand the classwork.	1	2	3	4	42

		HOW MANY IN THIS CLASS THINK THIS WAY?				
		Almost everyone in the class thinks this	Many pupils in the class think this	Some Pupils in the class think this	Only a few in the class think this	
5.	It is important to try to be friendly with every member of the class.	1	2	3	4	43
6.	It is normal to get worried over tests and your school work.	1	2	3	4	44
7.	Pupils should work as hard as possible on their school work.	1	2	3	4	45
8.	If kids worry about school, they shouldn't admit it to other pupils.	1	2	3	4	46
9.	School is a place where you can be happy and enjoy yourself.	1	2	3	4	47
10.	Pupils should work with all class members not just special friends.	1	2	3	4	48
11.	Pupils have a duty to help keep order.	1	2	3	4	49

		HOW MANY IN THIS CLASS THINK THIS WAY?				
		Almost everyone in the class thinks this	Many pupils in the class think this	Some Pupils in the class think this	Only a few in the class think this	
12.	Everyone, no matter who, should have his say about things in class.	1	2	3	4	50
13.	Memorizing school lessons is very important.	1	2	3	4	51
14.	It is often a good thing figure out more answers for things than just those answers the teacher gives.	1	2	3	4	52
15.	Teachers should make the decisions about what goes on in class.	1	2	3	4	53
16.	There should always be regular daily assignments in classes.	1	2	3	4	54

PART V

WHAT IS YOUR OPINION?

Since people are different, they hold different opinions about many things. We would like to learn your own personal opinion about certain things in school. The way to mark this section is this: Circle 4 for the things that are almost always true, 3 for the things that are usually true, 2 for the things that are sometimes true, and 1 for the things that are hardly ever true.

	Almost Always	Usually	Sometimes	Hardly Ever	
TCHR. AS LRN. FAC. 1. This teacher checks our work to make sure that we are on the right track.	4	3	2	1	55
TCHR. AS LRN. FAC. 2. This teacher makes most everything seem interesting and important.	4	3	2	1	56
TCHR. AS LRN. FAC. 3. This teacher keeps order with a firm hand.	4	3	2	1	57
TCHR. AS LRN. FAC. 4. This class behaves well even when the teacher is out of the room.	4	3	2	1	58
Emot. Sup. Milieu 5. In this class no one wants to tell you anything for fear you will get better marks than they get.	4	3	2	1	59

HOW OFTEN DO YOU FEEL THIS WAY ABOUT THIS CLASS?

These ideas came from pupils when they talked to us about their classes. They felt these things really help tell how classes are.

If you feel "often" put a check in the first column; if you feel "sometimes" put a check in the second column; if you feel "once in a while" put a check in the third column; and if you feel "hardly ever" or "never" put a check in the fourth column.

	Often	Some-times	Once in a while	Hardly ever, or never	
Emot. Sup. Milieu 1. I feel there are too many rules.					60
Emot. Sup. Milieu 2. This teacher upsets me by things he does.					61
Emot. Sup. Milieu 3. I get bothered about kids talking behind my back in this class.					62
Emot. Sup. Milieu 4. Just thinking about this class makes me sick.					63
MOTIVATION 5. Some classes are places you like to be, some are not. I like being in this class.	4	3	2	1	64
Emot. Sup. Milieu 6. Pupils in this class get mixed up and are not sure what they are supposed to do.					65
Emot. Sup. Milieu 7. Pupils get away with doing things they shouldn't in our class.					66

	Often	Some-times	Once in a while	Hardly ever, or never.	
TCHR. AS LRN. FAC. 8. The teacher wanders and gets off the subject					67
Emot. Sup. Milieu 9. This teacher lets us think for ourselves.					68

PART VII

ADULTS WHO SEEM ALIKE

Some people just naturally seem to remind us of other people we know. Here are some statements students have given us about people, their teachers and other adults. Read each one with me as I read aloud. Then put a check in one of the boxes which tells how much each reminds you of your teacher. Check the first box if the statement reminds you A LOT of your teacher; check the second box if it reminds you SOME; check the third box if it reminds you A LITTLE; check the last box if the statement reminds you of your teacher HARDLY AT ALL. Check only one box for each statement.

THESE REMIND ME OF MY TEACHER:

	A LOT	SOME	A LITTLE	HARDLY AT ALL	
Emot. Sup. Milieu 1. A person who really understands kids my age.	☐	☐	☐	☐	69
2. A person to talk to when you are unhappy.	☐	☐	☐	☐	Col. Cd.
Emot. Sup. Milieu 3. A person who gets angry.	☐	☐	☐	☐	2

PART VIII

HOW THIS CLASS SEEMS TO ME

Sometimes we are quite pleased with things the way they are in class. Sometimes there are things we would like to change. Please mark the way you would like to have happen.

	Too much already	I like it the way it is now	I wish to were a little more	I wish it were much more	
1. The way I am included in the group.					3
Emot. Sup. Milieu 2. How friendly this class is.					4

APPENDIX C

TEACHER OBSERVATIONS OF PUPILS IN THEIR CLASSROOMS

TEACHER OBSERVATIONS OF PUPILS IN THEIR CLASSROOMS

PUPIL'S NAME_____TEACHER_____

SCHOOL_____GRADE_____

This col. for Office use only.

Please place a check in appropriate marking area.

_____1. Does this child adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?

Often_____Usually_____Sometimes_____
Seldom_____Rarely, if ever_____

_____2. Does this child hesitate to express himself orally, as evidenced by extreme caution, failure to contribute, or a subdued manner in speaking situations?

Often_____Usually_____Sometimes_____
Rarely, if ever_____

_____3. Please give your estimate of this student's school attendance during this school year.

Excellent_____Above Average_____Average_____
Below Average_____Poor_____

_____4. To what extent does this child show a sense of self-esteem, self-respect, and appreciation of his own worthiness?

Very strong_____Strong_____Average_____
Mild_____Weak_____

_____5. Does this child seek much support and reassurance from his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well?

Often_____Usually_____Sometimes_____
Sledom_____Rarely, if ever_____

This col. for
Office use
only.

_____6. How often is this child chosen for activities by his classmates?

Often_____Usually_____Sometimes_____
Seldom_____Rarely, if ever_____.

_____7. Please give an estimate of this pupil's academic achievement in your class.

Excellent_____Above Average_____Average_____
Below Average_____Poor_____

_____8. To what extent is this pupil achieving to his potential capabilities and capacities?

High_____Above Average_____Average_____
Below Average_____Poor_____

_____9. Does this child continually seek attention as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

Often_____Usually_____Sometimes_____
Seldom_____Rarely, if ever_____

_____10. Does this child attempt to dominate or bully other children?

Often_____Usually_____Sometimes_____
Seldom_____Rarely,if ever_____

_____11. Please indicate your opinion as to this child's classroom behavior.

Excellent_____Above Average_____Average_____
Below Average_____Poor_____

_____12. To what extent does this child publicly brag, boast, or fabricate stories or tales?

Often_____Usually_____Sometimes_____
Seldom_____Rarely, if ever_____

This col. for
Office use
only.

_____13. Does this child show confidence and assurance in his actions towards his teachers and classmates?

Often_____Usually_____Sometimes_____
Seldom_____Rarely, if ever_____

_____14. Please give your observed estimate of this student's Self-Concept as related to school.

High_____Above Average_____Average_____
Below Average_____Poor_____

_____15. To what extent does this student seem to be popular with children his own age?

Very popular_____Above Average_____Average_____
Below Average_____Unpopular_____

_____16. Please give your estimate of this child's Self-Concept in relation to his peer group.

High_____Above Average_____Average_____
Below Average_____Poor_____

_____17. On the basis of present performance, what type educational progress do you feel is possible from this student in the years ahead?

Excellent_____Good_____Average_____
Fair_____Poor_____

_____18. To what extent does this pupil show active interest, enthusiasm and participation in his school work and school activities?

Excellent_____Above Average_____Average_____
Below Average_____Poor_____

_____19. To what extent is the pupil a discipline problem?

Constantly_____Often_____Sometimes_____
Seldom_____Rarely, if ever_____

This col. for
Office use
only.

_____20. What degree of enjoyment and fulfillment do you think the average elementary teacher would experience in working with this child?

A great deal_____Quite a bit_____Some_____
Little_____None_____

AUTOBIOGRAPHICAL STATEMENT

Name: Theodore Edward Hagadone

Birth: March 15, 1929; Kalamazoo, Michigan

Education:

1944-1947	Kalamazoo Central High School, Kalamazoo	College Prep
1947-1951	Albion College Albion, Michigan	B.A.
1954-1957	Western Michigan Kalamazoo, Michigan	M.A.
1965-1967	Michigan State University East Lansing, Michigan	

Positions:

1951-1955	Coldwater Public Schools Coldwater, Michigan	Teacher-Coach
1952-1954	Counter-Intelligence Corp, Far East	Special-Agent
1955-1957	U.S. State Department Europe	Special-Agent
1957-1960	Lawton Public Schools Lawton, Michigan	Teacher-Coach
1960-1962	Lakeville Public Schools Otisville, Michigan	Teacher-Coach
1962-1963	Vanderbilt Area Schools Vanderbilt, Michigan	Principal
1963-1965	Vanderbilt Area Schools	Superintendent
1965-1966	Mott Intern Program	Intern
1966-	Iron Mountain City Schools Iron Mountain, Michigan	Superintendent