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STUDENTS' AND TEACHERS' OPINIONS OF THE EXISTING  
PROGRAMS FOR THE STUDY OF BLACK AMERICANS IN  
MICHIGAN HIGH SCHOOL SOCIAL  
STUDIES CURRICULUMS

By

Michael Neil Connolly

A THESIS

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Michigan State University  
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## ABSTRACT

### STUDENTS' AND TEACHERS' OPINIONS OF THE EXISTING PROGRAMS FOR THE STUDY OF BLACK AMERICANS IN MICHIGAN HIGH SCHOOL SOCIAL STUDIES CURRICULUMS

By

Michael Neil Connolly

#### Purpose

The purpose of this study was to locate existing programs in Michigan high school social studies curriculums that specifically dealt with the study of black Americans, and to survey students' and teachers' opinions concerning these programs.

Students' opinions in schools that offered a separate course concerned with the study of black Americans were compared to students' opinions in schools that specifically included the study of black Americans, but did not offer a separate course. Comparisons were made between students and teachers and curriculum types.

#### Procedure

In order to locate the programs a questionnaire was mailed to 400 social studies department chairmen in 29 southern and central Michigan counties.

Schools in the population were divided into two groups. Those schools that offered a separate course concerned with the study of black Americans and those schools that specifically included the study of black Americans but did not offer a separate course. Schools were further divided by the percentage of black students within a school. Three racial percentage groups, 0-2.99 per cent, 3.00-9.99 per cent, and 10 per cent and Up, were set up within the two curriculum types. Two schools were randomly chosen from each group. It was not possible to obtain two schools in the group 10 per cent and Up without a separate course. Response sheets were distributed in selected classes to seniors and to all social studies teachers in the ten schools. Response sheets were developed that had both negative and positive statements concerning the program for the study of black Americans. Statements dealt with materials, general objectives, "new social studies" methods, evaluation instruments, and teachers and their instructional methods.

### Conclusions

1. A majority (63.6%) of the high school social studies programs in counties in southern and central Michigan specifically included the study of black Americans.

2. Schools with larger percentages of black students were more likely to specifically include the study of black Americans.
3. Schools with larger percentages of black students were more likely to offer a separate course primarily concerned with the study of black Americans.
4. Students as a group were negative when responding to statements concerning their school's social studies program for the study of black Americans.
5. There was no significant difference between students' responses in schools that offered a separate course and students' responses in schools that specifically included the study of black Americans, but did not offer a separate course.
6. Students were most positive towards statements which dealt with: expression of opinions in class; the adequacy of the library; analyzing racial issues important to them; the general treatment of the study of black Americans in social studies; and the adequacy of audio-visual aids.
7. Students were most negative towards statements which dealt with: the adequacy of field trips; the adequacy of outside speakers; the adequacy

of textbooks; the extent of the participation in planning by students; and the stimulation of this study for further study outside of class.

8. Students as a group were significantly more negative than teachers towards their existing program of the study of black Americans.
9. Students and teachers were similar when compared by statements that received the most positive or negative responses within each group. The statements which dealt with expressions of opinions in class, the adequacy of the library, and the adequacy of audio-visual aids were included in the five statements receiving the most positive responses from both teachers and students. The statements which dealt with the adequacy of field trips, the adequacy of outside speakers, the adequacy of textbooks, and the participation in planning by students were included in the five statements receiving the most negative responses from both teachers and students.



## ACKNOWLEDGMENTS

I wish to express my gratitude to Dr. Stanley Wronski for his aid in directing this study. Deep appreciation is also extended to committee members Dr. J. Geoffrey Moore, Dr. George Feree, and Dr. James McKee for their assistance.

Appreciation is owed to those students and teachers who took part in the study.

Special appreciation is also extended to my family: Mother and Father, Shannon, Don, Nancy, Terry, and Mildred. Without their understanding and support this study would not have been started nor completed.

I owe the greatest debt of gratitude to my wife, Jeremy, whose assistance and understanding were always present.

I hope that the finished product is worthy of the support and assistance given by the above individuals.

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## CHAPTER I

### THE NATURE OF THE PROBLEM

#### Introduction to the Problem

Michigan education must provide for each individual an understanding of the value systems, cultures, customs, and histories of his own heritage as well as of others. Each student must learn to value human differences, understand and act responsibly upon current social issues, participate in society and government while seeking to improve them, and seek a society where every person has equal access to the lawful goals he seeks regardless of his background or group membership. Each person must learn to develop and maintain effective interpersonal relationships.<sup>1</sup>

The above quotation was one of the goals accepted by the Michigan State Board of Education as policy in 1971. This goal and others were developed by a group of Michigan educators, students, and lay citizens during 1970 and 1971. They were meant to " . . . serve as statements of broad direction and general purpose for Michigan's educational system."<sup>2</sup>

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<sup>1</sup>Michigan Department of Education, The Common Goals of Michigan Education, 1971, p. 6.

<sup>2</sup>Ibid., Foreword.

This goal seemed to be developed as a direct reflection of the criticisms put forth by students, educators, and the general public concerning the representation of minority groups in public school curriculums, and especially social studies curriculums. Many felt that the social studies curriculum had not fairly represented the contributions minority groups had made to the development of the United States. Others were more critical because the curriculums did not deal with the prejudices and stereotypes which individuals held concerning minority groups. Some felt that social studies curriculums should aid minority group students in developing a positive self-image. All of these groups called for a revamping of social studies curriculums so that these deficiencies would be remedied.

Many changes took place and are still taking place in an attempt to correct the situation, especially concerning black Americans. Black Americans were the most vocal and demanding group in this movement for change. As a consequence, black American's accomplishments and contributions were inserted into the curriculum, and into curriculum materials in what were considered to be appropriate places. Courses were established in many school districts in Michigan which were devoted almost entirely to the black experience.

However, these revisions of social studies curriculums were met by a new barrage of criticisms. These individuals felt that as Edwin Fenton put it, "Crispus Attucks is not enough."<sup>3</sup> The study of black Americans must revolve around inquiry skills, not the substitution of Crispus Attucks for George Washington. It is these skills which will develop in students an ability to analyze critical racial and social problems which are prevalent in American society.

The goal established by the State Board of Education responds directly and indirectly to these two areas of criticism. The first section seeks the inclusion of the "cultures, customs, and histories" of all groups. The second section suggests the development in individuals of the ability to act objectively and rationally concerning differences in individuals. However, the statement of goals does not guarantee success. Programs have been initiated which revolve around these goals, but our schools and society in general are still faced with racial tension and violence.

#### Need for the Study

The media have been saturated in recent years with opinions regarding the proper place for the study

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<sup>3</sup>Edwin Fenton, "Crispus Attucks Is Not Enough: The Social Studies and Black Americans," Social Education, XXXIII, No. 4 (April, 1969), 396.

of black Americans within social studies curriculums. Materials, rationale, objectives, and teaching methods have all been discussed.

One of the most common areas of investigation has been into textbooks and their coverage of minority groups. Some studies have dealt specifically with black Americans while others have dealt with many minority groups. B'Nai B'Rith,<sup>4</sup> historians for the state of California,<sup>5</sup> Jack Abramowitz,<sup>6</sup> James A. Banks,<sup>7</sup> and others have carried out investigations of textbooks. The Michigan legislature ordered the Superintendent of Public Instruction to make an annual survey of textbooks to determine whether they do represent minority groups'

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<sup>4</sup>Lloyd Marcus, The Treatment of Minorities in Secondary School Textbooks (New York: Anti-Defamation League, 1961).

<sup>5</sup>Kenneth M. Stampp, Winthrop D. Jordan, Lawrence W. Levine, Robert L. Middlekauff, Charles G. Sellers, and George W. Stocking, Jr., "The Negro in American History Textbooks," in Integrated Education, ed. by Meyer Weinberg (Beverly Hills, Calif.: The Glencoe Press, 1968), pp. 197-202.

<sup>6</sup>Jack Abramowitz, "Textbooks and Negro History," Social Education, XXXIII, No. 3 (March, 1969), 306-09.

<sup>7</sup>James A. Banks, "A Content Analysis of Elementary American History Textbooks: The Treatment of the Negro in Race Relations" (unpublished Ph.D. dissertation, Michigan State University, 1969).

"achievements and accomplishments."<sup>8</sup> Two of these studies were completed in the late 1960's.

Other studies have concentrated upon surveying teachers and administrators to find their opinions concerning this area of study. Paul A. Filter surveyed black studies programs in the North Central Association of Colleges and Secondary Schools, which includes Michigan, by sending questionnaires to 306 high school social studies department heads.<sup>9</sup> The data from these questionnaires were used to describe black studies in these schools. John Guenther did a similar type of study in Missouri.<sup>10</sup> The United States Department of Education surveyed state departments of education to gather information relating to the study of black Americans.<sup>11</sup> Milo White gathered opinions of the black studies programs in Michigan by interviewing teachers.<sup>12</sup>

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<sup>8</sup>Michigan Department of Education, A Report on the Treatment of Minorities in American History Text-books, 1968, Foreword.

<sup>9</sup>Paul A. Filter, "Black Studies in the Secondary Social Studies Curriculum" (unpublished Ed.D. dissertation, University of Nebraska, 1970).

<sup>10</sup>John Guenther, "Negro History in the Public High Schools of Missouri" (unpublished Ed.D. dissertation, University of Missouri, 1970).

<sup>11</sup>Regina Goff, "The Teaching of Negro History in the Public Schools of the Nation" (Washington, D.C.: Department of Health, Education, and Welfare, 1969).

<sup>12</sup>Milo White, "The Teaching of the History of the Negro in Selected Secondary Schools in Michigan" (unpublished Ph.D. dissertation, University of Michigan, 1970).

Literature concerning the study of black Americans in social studies curriculums has been based mainly upon the opinions of persons other than students. Research has concentrated upon the analysis of textbooks, and surveys of teachers' and administrators' opinions. Concentration has been placed upon:

- (1) Textbooks and what is done;
- (2) Teachers and administrators and what they think is being done;
- (3) Teachers and administrators and what they think ought to be done.

These are necessary steps in examining the study of black Americans in social studies curriculums, but research is needed to examine students' opinions of current programs which deal with black Americans.

Some of these programs have now been in existence in Michigan for a number of years. The initial emphasis in this area seems to have passed. Since programs have been in existence for several years, it is now possible to acquire opinions from students concerning their impressions of these programs. It is time to begin to listen to the students, and perhaps change in areas which they feel it is necessary. Affective objectives which these programs are based upon cannot be met without students perceiving the programs positively.

### Purpose of the Study

The purpose of this study is to locate existing programs in Michigan high school social studies curriculums that deal with the study of black Americans, and to survey students' opinions concerning these existing programs. The study is aimed at answering the following questions:

1. What will students' opinions be, as related to the study of black Americans, when responding to statements concerning:
  - a. Materials and resources?
  - b. Objectives of the program?
  - c. New social studies methods?
  - d. Evaluation instruments?
  - e. Use of lectures and textbooks?
  - f. Teachers?
2. Will students' opinions of the above be the same as teachers' opinions?
3. Will certain basic curriculum types elicit positive responses from students, while others will not?
4. Will racial composition of a school be related to students' opinions?

5. Which aspects of the program are regarded as the most positive and negative by students and teachers?

### Definition of Terms

High School.--Grades 10, 11, and 12. Many high schools in Michigan also include 9th grade as part of the high school experience. However, many of the larger cities have 9th grade in different buildings. This would make it difficult to include 9th grade, therefore "high school" when used refers to 10th, 11th, and 12th grades.

Social Studies.--Courses such as history, social sciences and its divisions, government, current affairs, and like courses with similar designations.

### Classification by Size<sup>13</sup>

Class A.--A school with 1,200 students or more at the beginning of the academic school year.

Class B.--A school with 550 to 1,199 students at the beginning of the academic school year.

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<sup>13</sup>Size of schools are figured for grades 9-12 by using a percentage of the total as figured when certain grades are not included.



Class C.--A school with 300 to 549 students at the beginning of the academic school year.

Class D.--A school with less than 300 students at the beginning of the academic school year.

#### Classification by Location<sup>14</sup>

Core City.--The major city in a standard metropolitan statistical area.

Suburban.--Located within a standard metropolitan statistical area, but not in a core city.

Rural.--Not inside a standard metropolitan statistical area or city of 10,000.

Rural City.--City outside of a standard metropolitan statistical area having a population of 10,000 or more.

Social Studies Teacher.--Teacher who teaches at least two social studies classes.

Curriculum Type One.--Schools that offer a separate course primarily concerned with the study of black Americans.

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<sup>14</sup>U.S., Department of Commerce, Bureau of the Census, Census of the Population, 1970 (Washington, D.C.: Government Printing Office, 1970).

Curriculum Type Two.--Schools that include the study of black Americans, but not as a separate course.

### Delimitations and Limitations

#### Delimitations

The following are delimitations of the study:

1. The 400 schools that received the first questionnaire and the 10 randomly chosen for the response sheet included only 29 counties in southern Michigan.
2. Students included only seniors who had attended their school for three years or longer.

#### Limitations

The following are limitations of the study:

1. Six schools that were randomly selected to have students and teachers fill out the response sheets refused to take part in the study.
2. Responses from students in three of the schools were from students taking elective classes.
3. Students were asked to remember previous years of schooling, which some found difficult.
4. Students were asked to generalize about all of the social studies classes they had taken, which some found difficult.

5. Some students may have had reading difficulties.
6. Attitudes are difficult to measure. Background of students and attitudes toward race may have influenced their responses regardless of the social studies curriculum.

### Overview of the Thesis

In this chapter, the need and purpose of the study were discussed. Terms were defined, and limitations and delimitations were listed.

In Chapter II, research procedures will be described which deal with surveys of high school curriculums and analyses of textbooks, as related to the study of black Americans. A special section will be given to the research done in Michigan concerning this topic.

In Chapter III, the methods of collecting the data and analyzing responses will be described. This includes the development of the questionnaire, and the method of finding the population. Also, the development of the response sheet, selection of participants, gathering of data, and testable hypotheses will be discussed.

In Chapter IV, the data will be analyzed. First will be the responses from the first questionnaire, then the response sheets from the randomly selected schools

will be analyzed. This will include the comparisons between teachers and students; Curriculum Types I and II; and relationships between responses and percentages of black students. Individual questions will also be analyzed and characteristics of schools will be described.

In Chapter V, a summary of the study is given, conclusions are drawn, and suggestions for further research are discussed.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature was limited to three major areas. The first area was studies which dealt with the treatment of black Americans in textbooks, primarily secondary social studies textbooks. The second area was surveys conducted that dealt with teachers' and administrators' opinions concerning the study of black Americans in high school social studies. The third area was research conducted in Michigan concerning the study of black Americans which included textbook studies and surveys.

#### Textbook Studies

Many individuals and groups conducted research concerning the treatment of black Americans in textbooks, especially social studies textbooks. The reports in the 1940's, 1950's, and 1960's were almost entirely negative. More favorable comments came out of studies done in recent years. A marked improvement was seen in textbooks by some of the researchers, but some felt that

there was still a need for improvement. However, some warned that an improvement in textbooks was desirable, but not necessarily the final answer.

In the late 1940's, a committee was established by the American Council on Education to study teaching materials in intergroup relations.<sup>1</sup> Three-hundred and fifteen volumes were analyzed which included 266 textbooks used in secondary and elementary classes, 24 introductory college texts, and 25 college manuals. This group found that, "While recently prepared texts and curriculums tend to direct more attention to Negroes as an American group, the average text and teaching guide tend to ignore the group, particularly its position in contemporary society."<sup>2</sup> The committee's findings can be summarized in the following statements:

Segregation is unrecognized in many of the materials . . .

Several kinds of Negro stereotypes are found in the materials . . .

Very little material on the Negro after slavery and Reconstruction days is found.

Pictorial representations of the Negro have the same limitations as the written text.

The more recent the text, the greater the likelihood that a full, varied, and balanced treatment of the Negro will be found.

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<sup>1</sup>Report of the Committee on the study of teaching materials in intergroup relations, Intergroup Relations in Teaching Materials: A Survey and Appraisal (Washington, D.C.: American Council on Education, 1949), Foreword.

<sup>2</sup>Ibid., p. 32.

It cannot be said that problems, sociology, and civics texts have a much better record in presenting the achievements of Negroes and their leaders than have history texts.

Textbooks in all fields, on occasion even in biology presents hazy and confused ideas about race, scientific data being conspicuous by their absence.<sup>3</sup>

The Anti-Defamation League of B'Nai B'Rith conducted another study of textbooks eleven years after the Intergroup Relations Committee had published their report.<sup>4</sup> They randomly selected one-half of the forty-eight most frequently used social studies textbooks in the United States. Lloyd Marcus, who conducted the study, reported that "With some exceptions, the main criticisms of the American Council on Education Report of 1949, as they relate to textbook treatment of the Negro, are equally valid for the year 1960."<sup>5</sup>

In March of 1964, a group of historians presented findings of their investigations of two fifth-grade United States history books, three eighth-grade history books, and two high school history books, that were in widespread use in California schools.<sup>6</sup> They

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<sup>3</sup> Ibid., pp. 136, 123, 32.

<sup>4</sup> Lloyd Marcus, The Treatment of Minorities in Secondary School Textbooks (New York: Anti-Defamation League of B'Nai B'Rith, 1961), p. 7.

<sup>5</sup> Ibid., p. 38.

<sup>6</sup> Kenneth M. Stamp, Winthrop D. Jordan, Lawrence W. Levine, Robert L. Middlekauff, Charles G. Sellers, and

felt that " . . . the greatest defect in the textbooks we have examined is the virtual omission of the Negro."<sup>7</sup> However, they did caution against " . . . exaggerating Negro contributions and heroic qualities of Negro figures."<sup>8</sup> They felt that " . . . this would be an equal distortion of historical truth, and in the long run fail to have the desired social effects."<sup>9</sup>

Irving Sloan conducted a study of the Negro in selected junior and senior high school and college level history textbooks in 1966, and made additions and revisions in 1967 and 1968.<sup>10</sup> He felt that " . . . with all the improvements that have been made, even the 'best' accounts leave room for further improvement."<sup>11</sup> He does place the major responsibility upon the teacher, for the success of the program is determined by their commitment to Negro history.

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George W. Stocking, Jr., "The Negro in American History Textbooks," in Integrated Education, ed. by Meyer Weinberg (Beverly Hills, Calif.: The Glencoe Press, 1968), pp. 197-202.

<sup>7</sup>Ibid., p. 198.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid.

<sup>10</sup>Irving Sloan, The Negro in Modern American History Textbooks (Washington, D.C.: American Federation of Teachers, AFL-CIO, 1968).

<sup>11</sup>Ibid., p. 6.



In 1969, Jack Abramowitz conducted a survey to find out whether publishing companies still had the practice of issuing different types of the same textbooks to different school districts.<sup>12</sup> Of main interest was whether the inclusion of black Americans was the same in textbooks regardless of the school district. He sent thirty-three publishing companies questionnaires. He concluded that "From the information received in this study it would seem that the 'star edition' is no longer a major problem."<sup>13</sup>

Albert Alexander in a study done in 1969 was " . . . immediately struck by a marked improvement in the treatment of the Negro."<sup>14</sup> The comparison was based upon a previous study he did in 1960.

All of these textbook studies plus others that were done have added valuable information, plus they have kept the status of textbooks concerning the inclusion of black Americans up to date. They found a marked improvement in the textbook coverage of black Americans in the last two decades. There was

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<sup>12</sup>Jack Abramowitz, "Textbooks and Negro History," Social Education, XXXIII, No. 3 (March, 1969), 306-09.

<sup>13</sup>Ibid., p. 309.

<sup>14</sup>Albert Alexander, "Does the American History Textbook Still Wear a Gray Flannel Cover?" Social Education, XXXIII, No. 3 (March, 1969), 303.

disagreement as to the coverage in present texts. For some individuals the textbooks were now adequate and they warned against exaggerating this aspect of history, while others felt that a great deal still needed to be done.

However as Jack Abramowitz posited " . . . it is possible that we have failed to face up to the fact that putting materials into textbooks is no guarantee that it is going to get through to the pupil in the classroom."<sup>15</sup> Perhaps the inclusion of black Americans into textbooks was an admirable goal in itself, but there seemed to be very little proof, if any at all, that the inclusions actually brought about changes toward self or others. It also seemed from investigation that social studies classes in the secondary school were moving away from the use of textbooks.

### Surveys of Curriculum

The surveys done concerning the inclusion of black Americans into school curriculums have been basically limited to opinions of teachers and administrators. Of the studies dealt with here, three were on the national level, one on a regional level, and one on a state level. Some included only the study of black Americans, while others dealt with all minorities. Basic

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<sup>15</sup>Abramowitz, op. cit., p. 307.

trends were found in these studies. About one-half of the school districts investigated had included the study of black Americans in their curriculums. Districts with black students were more likely to have included the study of black Americans than schools without black students. Most administrators and teachers felt it was better to incorporate the study of minorities into existing curriculums than to offer separate courses. The inclusion of minority studies had most often been precipitated by teachers, administrators, and board of education members.

The editorial staff of Nation's Schools sent a questionnaire in 1968 to administrators in fifty schools across the nation.<sup>16</sup> These administrators represented all levels of public education. Six questions were asked with space available for comments.

They found that 73 per cent of the respondents felt that courses offered in their school districts adequately represented minority groups. The same respondents were less favorable concerning textbooks. Fifty-nine per cent felt that the textbooks used in their school districts adequately represented minority groups. Only 59 per cent felt that representation of minority groups would be an important consideration when

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<sup>16</sup>"Texts Don't Treat Minorities Fairly School Men Say," Nation's Schools, August, 1968, p. 35.

they selected new textbooks. Twenty-nine per cent planned new study units or courses in minority group history and culture. Thirty-two per cent already had courses or units that dealt with minority groups. Twenty-nine per cent had seen noticeable interest in such materials by community, parents, or students.

They also found a noticeable difference in respondents who mentioned they had no minority groups within their school. These administrators "unanimously agreed that minority groups were adequately represented in present texts and courses."<sup>17</sup> And they "unanimously agreed that they had seen no noticeable interest in minority group materials from community, parents or students."<sup>18</sup> More than half said they would not take into account minority representation when choosing new books.

It seemed from the results of this survey that a majority of the respondents were attempting to include minority group students. There were, though, a large percentage that did not view the study of minority groups as an important consideration. This was especially noticeable in schools where no minority group students were in attendance. There is serious doubt as to the

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<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

accuracy of this survey due to the poor response by administrators. Only 28 per cent of the administrators responded.

In 1969, Regina Goff conducted a study "to investigate the effects of current pressures for reform in social studies curricula of the nation with specific reference to the inclusion of the history and culture of the Negro."<sup>19</sup> She sought the answers to four questions:

1. To what extent do State Departments of Education provide prepared materials inclusive of curriculum guides, course syllabi, bibliographies, or other resource materials?
2. Is there a regional pattern in response to current concerns as indicated by availability of instructional materials?
3. To what extent are classroom offerings an integral part of American history courses?<sup>20</sup>

She obtained the answers to these questions by surveying fifty state departments of education, the District of Columbia, and selected cities. Fifty-five (54.9%) per cent had some type of material available. Thirty-seven (37.3%) per cent had no material available and 8 (7.8%) per cent were planning at the time to develop materials.<sup>21</sup> It was found that the Northwestern states, Middle Atlantic states, and the Great Lake states

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<sup>19</sup> Regina Goff, "The Teaching of Negro History in the Public Schools of the Nation," Washington, D.C., Department of Health, Education, and Welfare, 1969. (Mimeographed.)

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

had the most materials available.<sup>22</sup> Bibliographies were mentioned as the materials most often available, but there was no consistent pattern.<sup>23</sup> It was found that integration of the study of Negro history into established courses was the most common method of inclusion.<sup>24</sup> When separate courses were offered it was usually in the twelfth grade and on an elective basis.<sup>25</sup>

The same basic pattern is found upon the state level in this study that was found upon the district level in the study done by Nation's Schools. A majority of states were concerned enough with the study of black Americans to offer materials, but a sizable percentage did not offer any materials.

The editors of Education, U.S.A. in 1970 also surveyed school systems across the nation.<sup>26</sup> These included public, private, and parochial schools. They found that most educators felt that the " . . . ideal way to handle material on blacks and other ethnic groups is to weave it into the regular curriculum as an integral part of everything that is taught from kindergarten to

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<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<sup>24</sup>Ibid.

<sup>25</sup>Ibid.

<sup>26</sup>Rose Marie Walker Levey, "Black Studies in Schools," Education, U.S.A. Special Report, 1970.

grade 12."<sup>27</sup> They also found that many educators felt a need at present to offer a separate course at the junior and senior high schools in order to make up for the deficiencies of previous years in minority studies.<sup>28</sup>

Paul A. Filter's purpose in his research "was to discover the current position of Black Studies in the social studies curriculums of secondary schools in the North Central Association."<sup>29</sup> The population of the study included high schools in nineteen states of which Michigan was one. Three-hundred and six high schools with student populations over 1,000 were selected for the sample. Questionnaires were sent to the social studies department chairman of each high school. Filter attempted to find out how extensive was black studies in the curriculum, when it was adopted, materials used, and opinions of the department heads concerning the programs.

Of the 260, about one-half claimed to have black studies offered in their curriculum. Schools with 10 per cent or more black students were almost twice as likely to have a black studies program as compared

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<sup>27</sup> Ibid., p. 4.

<sup>28</sup> Ibid.

<sup>29</sup> Paul A. Filter, "Black Studies in the Secondary Social Studies Curriculum" (unpublished Ed.D. dissertation, University of Nebraska, 1970), p. 3.

to schools with less than 10 per cent black population.<sup>30</sup> It was also found that black studies programs were recent developments with almost nine-tenths of the programs started between 1967-1969.<sup>31</sup> A large majority of the respondents " . . . said their Black Studies came about as a result of a need felt by faculty or administrators."<sup>32</sup>

A majority of respondents in schools with and without black students " . . . felt it was legitimate to emphasize Black contributions to history as a means of improving the self-concept of Blacks . . . "<sup>33</sup> However many demands that were expounded by black militants were rejected by the social studies department chairmen.<sup>34</sup> An important objective for the programs in schools without black students was to improve white's concepts of blacks.<sup>35</sup> A great majority of the department heads felt that their teachers were not prepared to deal with the study of black Americans.<sup>36</sup>

John E. Guenther conducted a similar study in 1970 of high schools in Missouri by sending questionnaires

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<sup>30</sup>Ibid., p. 73.

<sup>31</sup>Ibid., p. 133.

<sup>32</sup>Ibid., p. 132.

<sup>33</sup>Ibid.

<sup>34</sup>Ibid., p. 133.

<sup>35</sup>Ibid.

<sup>36</sup>Ibid.



to a random sample of 250 American history teachers.<sup>37</sup> He attempted to find out teachers' opinions concerning black studies in general and their schools' involvement in such programs. This included questions concerning methods, materials, objectives, and placement of the study into the United States history program.

Guenther found that 67 per cent (66.8%) included the study of black history in their American history course. It was found that outstate urban and metropolitan urban were more likely to have established programs than rural and suburban areas.<sup>38</sup> He also found that the respondents felt that the inclusion of black history should be integrated into existing programs and not offered as a separate course.<sup>39</sup>

Guenther found similar feelings among these teachers as Filter found among the department chairmen. They felt that teachers were not prepared to deal with black history.<sup>40</sup> These teachers also agreed with textbook studies, that United States history textbooks were "inadequate in the treatment of Negro history."<sup>41</sup> They

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<sup>37</sup> John E. Guenther, "Negro History in the Public High Schools of Missouri" (unpublished Ed.D. dissertation, University of Missouri, 1970).

<sup>38</sup> Ibid., pp. 78-79.

<sup>39</sup> Ibid., p. 172.

<sup>40</sup> Ibid., p. 173.

<sup>41</sup> Ibid.

also felt that supplementary materials were "generally of poor quality."<sup>42</sup>

### Textbook Studies Done in Michigan

Three major studies were done in Michigan concerning the study of black Americans. Two of these studies dealt with the investigation of textbooks and the impact these investigations had on school districts. These were a direct outcome of legislation in Michigan which stated that:

Sec. 365a. Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall, consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the legislature prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective.<sup>43</sup>

A five-member committee was established in order to meet the requirements of the act. The committee during the school year 1967-68 located the twelve most

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<sup>42</sup>Ibid.

<sup>43</sup>"A Report on the Treatment of Minorities in American History Textbooks" (Michigan Department of Education, July, 1968), Appendix C.

used American history textbooks in Michigan and then gave them to a group of historians to evaluate according to the standards demanded by the Act.<sup>44</sup> The committee summarized the evaluations of the historians in a report issued in 1968.<sup>45</sup>

The committee found that the historians, when evaluating American history textbooks, were in " . . . their over-all judgment sharply critical, even to the point of condemnation."<sup>46</sup>

The historians judged the textbooks according to the guidelines set up by the committee. The first guideline was to evaluate the textbooks according to "Historical inaccuracies that result from errors of omission."<sup>47</sup> These historians reached basically the same conclusions as the California study, " . . . that is perhaps the most frequent kinds of errors are errors of omission."<sup>48</sup>

The second guideline was to examine books for "Historical inaccuracies that result from errors of commission."<sup>49</sup> The committee reported that "the

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<sup>44</sup>See Appendix A for list of Committee members and historians.

<sup>45</sup>Ibid., pp. 1-25.

<sup>46</sup>Ibid., p. 3.

<sup>47</sup>Ibid., p. 4.

<sup>48</sup>Ibid.

<sup>49</sup>Ibid., p. 7.

reviewers find that these textbooks create erroneous impressions not only through what they do not say, but also what they do say."<sup>50</sup>

The third guideline was to examine the books for the "avoidance of the controversial."<sup>51</sup> It was found that the textbooks avoided areas which could be classified as controversial issues.

Other conclusions of the reviewers can be summarized in the following:

1. There was an "absence of the human element."
2. There was no "detail or depth in the treatment of the current civil rights movement."
3. There was information in the textbooks that was "based on historical research considered outdated by modern historians."
4. There was an absence of "any kind of moral stand on any issue."<sup>52</sup>

The committee also recommended further guidelines for American history textbook selection<sup>53</sup> and a course of

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<sup>50</sup>Ibid., p. 8.

<sup>51</sup>Ibid.

<sup>52</sup>Ibid., pp. 9, 10, 12.

<sup>53</sup>Ibid., p. 25. See Appendix B for summary of guidelines.

action for local boards of education, the State Department of Education, and for teacher-education institutions.<sup>54</sup>

The committee concluded that "Through errors of both omission and commission, through their avoidance of nearly everything of a controversial nature, through their reliance on outdated and even antediluvian historical research, and through their inadequate treatment of the current Civil Rights scene and the backgrounds to it, these books say the reviewers are historically inaccurate, misleading and distorted."<sup>55</sup>

A year after the textbook study was published, the Department of Education surveyed 300 school districts in Michigan in order to measure the impact the textbook study had upon local curriculum personnel.<sup>56</sup> They found that:

1. Most school districts reported that they had not changed their textbook adoptions since the Report was published.
2. Most school officials reported that they were familiar with the Report and would use it when they purchased new American history textbooks.
3. The districts that had changed their textbook adoptions since the appearance of the Report said that they had used the Report as a guideline for choosing new books.

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<sup>54</sup>Ibid., pp. 24-25. See Appendix C for recommended actions.

<sup>55</sup>Ibid., p. 14.

<sup>56</sup>"A Second Report on the Treatment of Minorities in American History Textbooks" (Michigan Department of Education, April, 1971), p. 3.

4. Virtually all of the districts that took part in the survey reported that they were attempting to supplement their social studies programs with non-textbook materials that deal with minority contributions.
5. A majority of the districts in the survey reported that they had instituted programs to increase their teachers' ability to select classroom materials in regard to minority contributions with a greater degree of fairness.
6. A number of districts reported that they had prepared guidelines of their own in this area and had used the state guidelines as a model for their own.<sup>57</sup>

In 1970, the Department of Education conducted another survey to determine the impact of the Report of 1968. The survey also attempted to locate American history textbooks that were now in use in Michigan school districts. They found that:

1. Fifty percent of the respondents indicated that the Guidelines had influenced them in their choice of social studies materials.
2. None of those who knew of the existence of the Guidelines indicated that the Guidelines had not influenced them in their choice of social studies materials.
3. Twenty percent indicated that the Guidelines had had some effect in their choice of social studies materials but not much.
4. Five percent indicated that they did not know about the Guidelines.<sup>58</sup>

From the responses to which books were used in social studies classes, the Department of Education chose the twelve most frequently used American history textbooks in Michigan. Twelve historians were again asked

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<sup>57</sup> Ibid.

<sup>58</sup> Ibid., p. 5.

to review these textbooks.<sup>59</sup> They were asked to focus upon the treatment afforded all minority groups not just black Americans. The Department of Education then summarized the historians' findings.

The Department of Education committee reported that the reviewers found mention of minority groups contributions to American society, but they seemed to have been "placed into the text as afterthoughts."<sup>60</sup> Again they found the absence of controversial topics that revolved around minority groups. They also found that some minority groups were mentioned more often than others, and that the treatment of racism and prejudice in our society was not adequate.

They concluded that " . . . it would appear that on the basis of the present twelve reviews . . . that insufficient progress, in terms of the legislation, has been made in the past several years in the area of the treatment of minorities in American history."<sup>61</sup>

#### Survey of Teachers in Michigan

Milo White in 1970 conducted a survey of Michigan high school social studies teachers through personal interviews in order to investigate the study of black

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<sup>59</sup>See Appendix A for list of historians.

<sup>60</sup>Ibid., p. 10.

<sup>61</sup>Ibid., p. 11.

Americans in high school social studies curriculums.<sup>62</sup>

He concentrated upon the current status of the teaching of the history of the Negro, the rationale for including or not including, the method by which the inclusion took place, the influence of the program upon other aspects of the school curriculum, and what do teachers perceive as being the merits of the program.

White reached many of the same conclusions as previous studies. He found that the extent to which black Americans' contributions and achievements were integrated into the social studies curriculum was greatly dependent upon the teachers' commitment to such studies.<sup>63</sup> He also found that teachers were not prepared to deal adequately with the study of black Americans.<sup>64</sup> Teachers were aware that there were deficiencies in their textbooks and attempted to supplement such books with additional materials.<sup>65</sup> A factor which seemed to be related to the inadequacy of materials was that teachers felt they lectured more when dealing with the contributions and achievements of black Americans.

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<sup>62</sup>Milo White, "The Teaching of the History of the Negro in Selected Secondary Schools in Michigan" (unpublished Ph.D. dissertation, University of Michigan, 1970), p. 5.

<sup>63</sup>Ibid., p. 213.

<sup>64</sup>Ibid.

<sup>65</sup>Ibid., p. 215.



However, White found that a minority of students and social studies teachers was responsible for the addition of the study of black Americans.<sup>66</sup> Other studies placed the responsibility for the change upon administrators and curriculum personnel.

### Summary of the Findings

Research concerning the study of black Americans in high school social studies dealt with textbook studies and teachers' and administrators' opinions. Research in Michigan was also concentrated in these two areas.

Textbooks were evaluated as being inadequate with improvement in recent years. These improvements were considered adequate by some while others felt that more needed to be done.

A majority of schools attempted to include the study of black Americans, but a sizable number had not. Schools with black students were more likely to have included the study of black Americans than schools without black students.

Teachers were found to be inadequately prepared to deal with the study of black Americans. However many educators felt that the commitment by teachers was one of the most important aspects of the program.

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<sup>66</sup>Ibid., p. 216.

There was a difference of opinion as to the group within the school systems that was most responsible for changes in the curriculum which concerned the study of black Americans. Some gave credit to administrators and board members while others credited interested teachers and students.

Researchers in Michigan basically came to the same conclusions. They were not as satisfied as others with the improvements made in textbooks.

## CHAPTER III

### THE METHOD OF INVESTIGATION

The first part of this study was to locate high schools that had included the study of black Americans within their social studies curriculum. This entailed developing the questionnaire, gathering the data, and tabulating the results.

#### First Questionnaire

The questionnaire was designed to locate schools which had specifically included the study of black Americans within their high school social studies curriculum; to identify the basic pattern which the inclusion had taken; and to determine how long their current program had been in their social studies curriculum.

The first question asked whether "your high school specifically included the study of black Americans as part of your social studies curriculum."<sup>1</sup> If they had,

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<sup>1</sup>Appendix D, Questionnaire for Locating Programs.

then they were to continue answering the questionnaire. If they had not, they were to return the questionnaire without going further.

The next three questions asked the basic type of inclusion they had used. Three basic curriculum types or a combination of these were offered as alternatives, plus a place where responses could be made when the respondents felt their curriculum did not fit any of those offered. The three types offered were:

- (1) A social studies course(s) that dealt primarily with the study of black Americans;
- (2) The inclusion of the study of black Americans by establishing a unit(s) of study within a broader social studies course(s);
- (3) The inclusion of the study of black Americans by incorporating it into a broader social studies course(s), but not as a separate unit(s).

The last question which was included for further investigative purposes asked how long their current program for the study of black Americans had been in their social studies curriculum. The questionnaire was read and refined by teachers, graduate students, and professors before being mailed.

### Choosing the Population

It was decided not to send questionnaires to all of the high schools in Michigan, because of the difficulty in Part Two of this study in visiting them. However, it was still necessary to locate high schools of different racial percentages that were likely to have programs in social studies that included the study of black Americans. It was decided to include public schools in counties that met at least one of the following criteria.

1. Located in a standard metropolitan statistical area.
2. Total population over 50,000.<sup>2</sup>
3. A black population over 1,000.<sup>2</sup>

Two counties, Lake and Marquette, met at least one of the criteria but were not included. Marquette County had a total population of 64,686 and a black population of 1,213, but was excluded because of its distance from the major population centers of Michigan and the problem of possibly using it in the second part of the study. Lake County has a black population of 1,274, but was excluded because its total population was only 5,661.<sup>3</sup>

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<sup>2</sup>Appendix E, List of Counties Included and Their Population.

<sup>3</sup>U.S., Department of Commerce, Bureau of the Census, 1970, Census of the Population (Washington, D.C.: Government Printing Office, 1971), pp. 14-22.

The twenty-nine counties that met at least one of the criteria included 87.4 per cent of Michigan's total population and 99.3 per cent of Michigan's black population.<sup>4</sup> These counties included 329 public school districts which had a high school and were primarily located within one of the counties. Two-hundred and ninety-four of the school districts had 1 high school, 24 had 2 high schools, 5 had 3 high schools, 5 had 4 high schools, and 1 had 23 high schools, for a total of 400 high schools.<sup>5</sup> A further breakdown of schools by percentage of black students,<sup>6</sup> size of school,<sup>7</sup> and location can be found in Tables 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, and 3-7.<sup>8</sup>

It was felt that these counties would include schools with a wide range of racial composition, a

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<sup>4</sup>Ibid.

<sup>5</sup>Michigan Educational Directory, 1971-72.

<sup>6</sup>The number of black students was taken from the state of Michigan's fourth Friday count. The figures were the total for a school. These were divided by the total number of students. This method gives a close approximation of the percentage of black students in a high school but is not exact. If other grades besides 10th, 11th, and 12th were included within the same building, this might lower or raise the percentage depending upon age make-up in racial groups and high school drop-outs.

<sup>7</sup>Fourth Friday Count for the state of Michigan.

<sup>8</sup>U.S., Department of Commerce, op. cit.

TABLE 3-1.--Respondents to the questionnaire with a breakdown by percentage of black students in a school.

		Percentage of Black Students			
		0-2.99	3.00-9.99	10% & Up	Total
Responded	F	268	25	61	354
	%	87.9	83.3	93.8	88.5
Did Not Respond	F	37	5	4	46
	%	12.1	16.7	6.2	11.5
Total of Schools in Each Racial Percentage	F	305	30	65	400
	%	100.0	100.0	100.0	100.0

TABLE 3-2.--Respondents to the questionnaire for 0-2.99 racial percentage with a breakdown by size.

		Size				
		Class A	Class B	Class C	Class D	Total
Responded	F	104	96	52	16	268
	%	87.4	93.2	82.5	80.0	87.9
Did Not Respond	F	15	7	11	4	37
	%	12.6	6.8	17.5	20.0	12.1
Total	F	119	103	63	20	305
	%	100.0	100.0	100.0	100.0	100.0

TABLE 3-3.--Respondents to the questionnaire for 0-2.99  
racial percentage with a breakdown by location.

		Location				Total
		Core	Suburban	Rural	City of 10,000 Not in SMSA	
Responded	F	2	195	66	5	268
	%	66.7	88.2	88.0	83.3	87.9
Did Not Respond	F	1	26	9	1	37
	%	33.3	11.8	12.0	16.7	12.1
Total	F	3	221	75	6	305
	%	100.0	100.0	100.0	100.0	100.0

TABLE 3-4.--Respondents to the questionnaire for 3-9.99  
racial percentage with a breakdown by class.

		Size				Total
		Class A	Class B	Class C	Class D	
Responded	F	11	9	4	1	25
	%	91.7	69.2	100.0	100.0	83.3
Did Not Respond	F	1	4	0	0	5
	%	8.3	30.8	0	0	16.7
Total	F	12	13	4	1	30
	%	100.0	100.0	100.0	100.0	100.0



TABLE 3-5.--Respondents to the questionnaire for 3-9.99  
racial percentage with a breakdown by location.

		Location				Total
		Core	Suburban	Rural	City of 10,000 Not in SMSA	
Responded	F	7	7	8	3	25
	%	100.0	58.3	100.0	100.0	83.3
Did Not Respond	F	0	5	0	0	5
	%	0	41.7	0	0	16.7
Total	F	7	12	8	3	30
	%	100.0	100.0	100.0	100.0	100.0

TABLE 3-6.--Respondents to the questionnaire for 10% & up  
racial percentage with a breakdown by size.

		Size				Total
		Class A	Class B	Class C	Class D	
Responded	F	46	9	6	0	61
	%	95.8	90.0	100.0	0	93.8
Did Not Respond	F	2	1	0	1	4
	%	4.2	10.0	9	100.0	6.2
Total	F	48	10	6	1	65
	%	100.0	100.0	100.0	100.0	100.0

TABLE 3-7.--Respondents to the questionnaire for 10% & up racial percentage with a breakdown by location.

		Location				Total
		Core	Suburban	Rural	City of 10,000 Not in SMSA	
Responded	F	34	18	6	3	61
	%	94.4	94.7	85.7	100.0	93.8
Did Not Respond	F	2	1	1	0	4
	%	5.6	5.3	14.3	0	6.2
Total	F	36	19	7	3	65
	%	100.0	100.0	100.0	100.0	100.0

variety of programs in the study of black Americans, and still be close enough to remain manageable.

#### Gathering the Data

The questionnaire was mailed to the social studies department chairmen of each school on January 2, 1972, with a letter of explanation and a self-addressed stamped envelope.<sup>9</sup> Two hundred and ninety-eight of these questionnaires were returned answered. A follow-up letter was mailed on January 17, 1972, along with another letter of explanation and a self-addressed stamped envelope.<sup>10</sup> Fifty-six of these questionnaires

<sup>9</sup>Appendix F--First Letter to Department Chairman.

<sup>10</sup>Appendix G--Follow-Up Letter to Department Chairman.

were returned answered by March 1, 1972. The total was 354 or 88.5 per cent. Tables 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, and 3-7 give a breakdown of the schools that responded.

From the tables, it is seen that schools with a smaller percentage of black students were less likely to respond. The results also showed that schools with a smaller percentage of black students were less likely to specifically include the study of black Americans, and were less likely to offer a separate course. It is felt that if all questionnaires were returned there would have been a smaller percentage of schools that specifically included the study of black Americans and that had offered a separate course in the study of black Americans.

Complete results which included a breakdown of schools by percentage of black students, size of school, and location of school will be given in Chapter IV. Discussion will also be found there.

#### Developing the Response Sheet

The next step was to develop a response sheet in order to gather the opinions of students and teachers regarding their opinions of the inclusion of the study of black Americans in their high school social studies curriculum. The response sheet for students and teachers

was developed after a review of the literature and discussion with students, teachers, graduate students, and professors.

The first section of the response sheet was included for descriptive purposes.<sup>11</sup> It included:

- (1) Sex;
- (2) How many years they had attended their current school;
- (3) What their class status was;
- (4) Their grade point average to the nearest letter grade;
- (5) Whether they liked school;
- (6) Whether they liked social studies classes.

The first section for the teachers asked the following:

- (1) Sex;
- (2) Level of education attained;
- (3) How long they had taught in their present school;
- (4) How many years they had taught school;
- (5) How many social studies classes they taught;
- (6) How old they were;
- (7) Whether they felt they were prepared in college to deal with the study of black Americans in social studies classes;

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<sup>11</sup>Appendix H--Student Response Sheet.

(8) Whether they now felt they were prepared for dealing with the study of black Americans in social studies classes.<sup>12</sup>

The students' and teachers' second section of the response sheet were identical.<sup>13</sup> Originally, there were thirty statements that each individual was to respond either:

- A. Strongly Agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly Disagree

A pilot study was run in two schools where students were asked to make both written and oral comments concerning individual statements and the response sheet as a whole. It was decided from the comments that the number of statements should be reduced. Statements were dropped that students felt were unnecessary or ambiguous. This left the response sheet with twenty statements.

Statements one, three, eight, nine, twelve, and nineteen dealt with materials and use of materials. Statements were made concerning the following:

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<sup>12</sup>Appendix I--Teacher Response Sheet.

<sup>13</sup>Appendix H--Student Response Sheet.

- (1) Textbooks
- (2) Supplemental materials
- (3) Library
- (4) Audio-visual aids
- (5) Field trips
- (6) Outside speakers

Statements two, fourteen, and twenty dealt with general objectives of the program. Statements were made concerning the following:

- (1) Reducing prejudices and stereotypes by white students of black students;
- (2) Improving self-image of black students;
- (3) Encouraging further investigation outside of class.

Statements four, seven, fifteen, and sixteen dealt with trends suggested in the "new social studies." Statements were made concerning the following:

- (1) Expression of students' values;<sup>14</sup>
- (2) History of black Americans as a method of analyzing current racial problems;<sup>15</sup>

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<sup>14</sup>Donald Oliver and James P. Shaver, Teaching Public Issues in the High School (Boston: Houghton-Mifflin, Co., 1966).

<sup>15</sup>Edwin Fenton, "Crispus Attucks Is Not Enough: The Social Studies and Black Americans," Social Education, April, 1970.

(3) Importance to students of topics covered;<sup>16</sup>

(4) Participation in choosing areas to be covered.<sup>17</sup>

Statements eleven, seventeen, and eighteen dealt with evaluation instruments. Statements were made concerning the following:

- (1) Whether tests measured students' knowledge of black Americans' contributions and achievements;
- (2) Whether tests measured students' abilities to objectively analyze critical racial problems;
- (3) Whether papers written were aimed at getting students to analyze current racial problems.

Statements six and thirteen dealt with common complaints made by students concerning teaching methods used in social studies classes. Statements were made concerning the following:

- (1) Too many lectures used;
- (2) Too much reliance placed upon the use of textbooks in social studies classes.

Statements five and ten dealt with teachers and the social studies program in general. Statements were made concerning the following:

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<sup>16</sup>Oliver and Shaver, op. cit.

<sup>17</sup>Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies (New York: Harper & Row, Publisher, 1968).

- (1) Whether teachers adequately dealt with the contributions and achievements of black Americans;
- (2) Whether the social studies program in general dealt adequately with the contributions and achievements of black Americans.

For the positive statements concerning the program the scoring was one for strongly agree, two for agree, three for neutral, four for disagree, and five for strongly disagree. The scoring was reversed for the negative statements. All statements were considered positive statements except for statements six, eleven, and thirteen. Mean scores for each item and for all twenty items were computed for the students and teachers within each school. The mean score represented the degree to which the students or teachers agreed or disagreed with the statements. Agreement with a positive statement or disagreement with a negative statement were considered positive responses. Disagreement with a positive statement or agreement with a negative statement were considered negative responses. The twenty statements were ranked according to the mean score in relation to the mean scores of the other statements. This was done within each school and for the total of ten schools. A rank of one was given to the statement with the lowest mean score which was considered to have elicited the most positive responses.



Students were also asked to explain their answers if they wished.

### Selection of the Participating Schools

All schools that answered "no" to the first question on the questionnaire were excluded from this section of the study. Also schools that had their inclusion for the study or black Americans for less than three years were excluded. It was felt that these programs had not been in existence long enough for students and teachers to have valid opinions concerning the program. If a school had begun offering a separate course in the tenth grade two years ago, present seniors would not have had a chance to take the course.

It was found from the first questionnaire that many social studies department chairmen had difficulty deciding whether their teachers incorporated the study of black Americans within a broader social studies course or offered a unit within an existing course. It was decided because of this to divide schools into two groups.

- (1) Those schools located from the first questionnaire that offered a separate course primarily concerned with the study of black Americans;

- (2) Those schools located from the first questionnaire that specifically included the study of black Americans in their social studies curriculum but did not offer a separate course.

Also some schools responded that they offered a course called "minorities" which did not completely center upon the study of black Americans, but comprised a major portion of the course. These schools for this section of the study were included with the schools in Group One.

Schools were then divided into three categories according to the percentage of black students in the school.<sup>18</sup> They were:

- (1) 0%-2.99% black students;
- (2) 3%-9.99% black students;
- (3) 10% and Up black students.

It was felt that the percentage of black students in a school would have an effect upon the opinions of students within a school. These groups were established in an attempt to control this variable and also to assure a sample of schools with different racial compositions.

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<sup>18</sup> Racial percentages were found for each school from the fourth Friday Count turned into the Michigan Department of Education for the school year 1971-72. Further discussion of the method of figuring racial percentages can be found in footnote six.

Six groups were formed from a combination of type of inclusion and racial percentage.

Group 1--Schools with a separate course and 0-2.99 per cent black students;

Group 2--Schools that included the study of black Americans but without a separate course and 0-2.99 per cent black students;

Group 3--Schools with a separate course and 3.00 per cent-9.99 per cent black students;

Group 4--Schools that included the study of black Americans but without a separate course and 3.00 per cent-9.99 per cent black students;

Group 5--Schools with a separate course and 10 per cent and Up black students;

Group 6--Schools that included the study of black Americans but without a separate course and 10 per cent and Up black students.

Tables 3-8, 3-9, 3-10, 3-11, 3-12, and 3-13 give the breakdown of schools by location and size that fell into each category. Group 1 included nineteen schools. Group 2 included fifty-six schools. Group 3 included eleven schools, and Group 4 included four schools. Group 5 included forty-two schools and Group 6 included one school.

TABLE 3-8.--Schools in Group 1 by size and location.

	Core	Suburban	Rural	10,000	Total
A	0	1	0	1	2
B	0	2	0	0	2
C	0	0	0	0	0
D	0	0	0	0	0
Total	0	3	0	1	4

TABLE 3-9.--Schools in Group 2 by size and location.

	Core	Suburban	Rural	10,000	Total
A	1	28	0	2	31
B	0	11	10	0	21
C	0	3	1	0	4
D	0	0	0	0	0
Total	1	42	11	2	56

TABLE 3-10.--Schools in Group 3 by size and location.

	Core	Suburban	Rural	10,000	Total
A	7	2	0	1	10
B	0	0	1	0	1
C	0	0	0	0	0
D	0	0	0	0	0
Total	7	2	1	1	11

TABLE 3-11.--Schools in Group 4 by size and location.

	Core	Suburban	Rural	10,000	Total
A	0	1	0	1	2
B	0	2	0	0	2
C	0	0	0	0	0
D	0	0	0	0	0
Total	0	3	0	1	4

TABLE 3-12.--Schools in Group 5 by size and location.

	Core	Suburban	Rural	10,000	Total
A	26	8	0	2	36
B	0	3	2	1	6
C	0	0	0	0	0
D	0	0	0	0	0
Total	26	11	2	3	42

TABLE 3-13.--Schools in Group 6 by size and location.

	Core	Suburban	Rural	10,000	Total
A	0	0	0	0	0
B	0	1	0	0	1
C	0	0	0	0	0
D	0	0	0	0	0
Total	0	1	0	0	1

Two schools were then drawn randomly from all groups except Group 6, since this category included one school. It was decided to include this one school for further study.

Phone calls were then made to the principals of each school to make appointments to discuss giving the response sheets to teachers and students in their schools. Nine of the principals agreed to meet personally, or set up an appointment with someone else in the building. Two principals refused to set up an appointment. One principal that did not agree to meet was from the school in Group 6. This made it necessary to drop this group. The other principal that refused to meet represented a school in Group 2. Another school was randomly selected to represent this group. The principal in this school agreed to meet.

Representatives of seven of the schools agreed to have their school take part in the study. Three more schools were then chosen randomly. Representatives of two of these schools agreed to have their schools take part in the study. Another school was then chosen randomly and the representative agreed to have his school participate. Table 3-14 gives a description of the schools participating in the study.

TABLE 3-14.--Description of participating schools.

Group	School	Type of Curriculum	Percentage of Black Students	Location of School	Class Size
1	1	Separate Course	0	Suburban	C
	2	Separate Course	.04	Suburban	A
2	3	Not Separate Course	0	Suburban	B
	4	Not Separate Course	.12	Suburban	A
3	5	Separate Course	8.08	City <sup>a</sup>	A
	6	Separate Course	8.10	Rural	B
4	7	Not Separate Course	6.59	City <sup>a</sup>	A
	8	Not Separate Course	5.01	Suburban	B
5	9	Separate Course	29.47	City <sup>a</sup>	B
	10	Separate Course	51.80	Suburban	B

<sup>a</sup>City of 10,000 outside of S.M.S.A.

#### Selection of Student and Teacher Participants

It was decided that only seniors that had attended their school for three years or more would be included in this study. It was felt that seniors would be able to respond in relationship to the total high school program, whereas sophomores, juniors, and new students would not have experienced the total social studies program.

In each school an attempt was made to find social studies classes that were mandatory for seniors. This

was possible in schools 2, 5, 8, 9, and 10. It was possible in schools 1 and 3 to give all seniors present the response sheet. In schools 4, 6, and 7 it was necessary to use students in elective social studies classes. Classes were chosen in these three schools that teachers and principals felt most closely represented the student body.

Students were administered the response sheets during their regular classroom period. A representative of the study administered all sessions. The students took between twenty and forty-five minutes to respond. The length of time depended upon whether the student made written comments. Students were given the response sheets during the last two weeks of March, the month of April, and the first week of May. One school from each category was done in the first four weeks, and the other school from each category was done in the second four weeks. A follow-up was made of absent students when possible. Table 3-15 summarizes the data collection for students.

Because of the small number of social studies teachers in each school, it was decided that all teachers who taught at least two social studies classes would be included. The teachers were contacted personally on the same day the students were being administered the response sheet. The study was explained to them and



TABLE 3-15.--Data collection for student response sheets.

School	Seniors in Schools	Partic- ipants	Absent	Unusable <sup>a</sup>	New Student <sup>b</sup>	Used
1	80	63	6	1	1	55
2	547	138	25	7	5	101
3	126	104	7	4	12	81
4	291	43	9	1	2	31
5	472	122	32	2	17	71
6	222	93	22	2	4	65
7	409	133	12	2	10	109
8	258	110	15	0	4	91
9	221	64	16	3	4	41
10	144	81	8	6	6	61

<sup>a</sup>Answered less than 19.

<sup>b</sup>Attended the school less than three years.

they were asked to fill the response sheet out and return it by the end of the day. If the response sheet was not filled out by the end of the day, the teacher was given a self-addressed stamped envelope and asked to mail it in. Table 3-16 describes the data collection for teachers.

#### Description of Participants

Table 3-17 describes the composition of the student participants. The statements "I like school" and "I like social studies" were to be responded to with either: strongly agree--agree--neutral--disagree--strongly disagree. They were scored by giving one to strongly agree, two to agree, three to neutral, four to disagree, and five to strongly disagree.

TABLE 3-16.--Data collection for teacher response sheets.

School	Social Studies Teachers	Did Not Return	Unusable	Used in Analysis
1	3	0	0	3
2	13	1	1	11
3	3	0	0	3
4	7	2	0	2
5	13	3	1	9
6	6	1	0	5
7	8	2	0	6
8	8	2	0	6
9	7	0	0	7
10	10	1	0	9
Total	78	12	2	64

It was felt by some individuals that students, at this period of time, will disagree with any positive statement concerning school or any part of it. The mean score for all schools for the statement "I like school" was toward agreeing with the statement. The mean score for all schools except for one was toward agreeing with the statement, "I like social studies." The responses to these two statements can be found in Table 3-18.

Tables 3-19, 3-20, and 3-21 describe the composition of teachers which included: sex, educational level, length of time teaching in the present school, length of time teaching school, number of social studies classes taught, and age. Two statements were made and they were:

TABLE 3-17.--Description of student respondents.

School		Sex		Grade Averages				
		F	M	A	B	C	D	E
1	F	20	35	4	23	27	1	0
	%	36.4	63.6	7.3	41.8	49.1	1.8	0
2	F	54	47	11	55	31	3	1
	%	53.5	46.5	10.9	54.5	30.7	3.0	1.0
3	F	45	36	3	23	48	7	0
	%	55.6	44.4	3.7	28.4	59.3	8.6	0
4	F	11	20	1	15	13	2	0
	%	35.5	64.5	3.2	48.4	41.9	6.5	0
5	F	39	32	3	28	36	4	0
	%	54.9	45.1	4.2	39.4	50.7	5.6	0
6	F	36	29	13	36	16	0	0
	%	55.4	44.6	20.0	55.4	24.6	0	0
7	F	42	67	26	59	20	3	1
	%	38.5	61.5	23.9	54.1	18.4	2.8	.9
8	F	41	50	10	34	43	4	0
	%	45.1	55.0	11.0	37.4	47.3	4.4	0
9	F	18	24	7	22	13	0	0
	%	42.9	57.1	16.7	52.4	31.0	0	0
10	F	31	30	7	21	32	1	0
	%	50.8	49.2	11.5	34.4	52.5	1.6	0
Total	F	337	370	85	316	279	25	2
	%	47.7	52.3	12.0	44.7	39.5	3.5	.3

TABLE 3-18.--Students' responses to statements concerning school and social studies.<sup>a</sup>

Schools	Like School						Mean	Like Social Studies					Mean	Total Stu- dents
	SA	A	N	D	SD	SA		A	N	D	SD			
1	F %	7 12.7	24 43.6	18 32.7	4 7.3	2 3.6	2.45	8 14.6	23 41.8	15 27.3	7 12.7	2 3.6	2.49	55
2	F %	8 7.9	41 40.6	33 32.7	14 13.9	5 5.0		2.67	10 9.9	35 34.7	26 25.7	19 18.8		
3	F %	4 4.9	31 38.3	29 35.8	11 13.6	6 7.4	2.80		7 8.6	26 32.1	30 37.0	15 18.5	3 3.7	2.77
4	F %	1 3.2	13 41.9	12 38.7	3 9.7	2 6.5		2.74	5 16.1	16 57.6	8 25.8	1 3.2	1 3.2	
5	F %	7 9.9	27 38.0	26 36.6	9 12.7	2 2.8	2.61		5 7.0	14 19.7	33 46.5	11 15.5	8 11.3	3.04
6	F %	6 9.2	34 52.3	23 35.4	2 3.1	0 0		2.32	12 18.5	36 55.4	12 18.5	3 4.6	1 1.5	
7	F %	5 4.6	53 48.6	36 33.0	13 11.9	2 1.8	2.58		9 8.3	38 34.9	40 36.7	19 17.4	3 2.8	2.53
8	F %	8 8.8	53 58.2	18 19.8	8 8.8	4 4.4		2.45	11 12.1	32 35.2	31 34.1	12 13.2	5 5.5	
9	F %	7 16.7	19 45.2	13 31.0	1 2.4	1 2.4	2.34		4 9.5	15 35.7	15 35.7	5 11.9	2 4.8	2.66
10	F %	4 6.6	25 41.0	25 41.0	5 8.2	2 3.3		2.61	4 6.6	17 27.9	13 50.8	7 11.5	2 3.3	
Total	F %	57 8.1	320 45.3	233 33.0	70 9.9	26 3.7			75 10.6	252 35.6	241 34.1	99 14.0	38 5.4	

<sup>a</sup>Percentages rounded to nearest tenth.

TABLE 3-19.--Description of teachers' sex and educational level.<sup>a</sup>

Schools		Sex		Less Than BA	BA/BS	MA/MS	Educational Specialist	Doctorate
		F	M					
1	F	1	2	0	3	0	0	0
	%	33.3	66.7	0	100	0	0	0
2	F	5	6	0	6	5	0	0
	%	45.5	54.6	0	54.6	45.5	0	0
3	F	0	3	0	2	1	0	0
	%	0	33.3	0	66.7	33.3	0	0
4	F	1	4	0	4	1	0	0
	%	20.0	80.0	0	80.0	20.0	0	0
5	F	2	7	0	4	5	0	0
	%	22.2	77.8	0	44.4	55.6	0	0
6	F	1	4	0	3	2	0	0
	%	20.0	80.0	0	60.0	40.0	0	0
7	F	1	5	0	4	2	0	0
	%	16.7	83.3	0	66.7	33.3	0	0
8	F	0	6	0	4	2	0	0
	%	0	100.0	0	66.7	33.3	0	0
9	F	3	4	0	2	4	0	1
	%	42.9	57.1	0	28.6	57.1	0	14.3
10	F	3	6	0	6	2	0	1
	%	33.3	66.7	0	66.7	22.2	0	11.1
Total	F	17	47	0	38	24	0	2
	%	26.6	73.4	0	59.4	37.5	0	31.3

<sup>a</sup>Percentages are rounded to the nearest tenth.

TABLE 3-20.--Description of teacher respondents--Length of time teaching in present school and total number of years teaching.<sup>a</sup>

Schools		Length of Time Teaching Present School					Length of Time Teaching School				
		1-2 Yrs	3-6 Yrs	7-10 Yrs	11-19 Yrs	20+	1-2 Yrs	3-6 Yrs	7-10 Yrs	11-19 Yrs	20+
1	F	1	1	1	0	0	1	0	2	0	0
	%	33.3	33.3	33.3	0	0	33.3	0	66.7	0	0
2	F	4	7	0	0	0	2	5	0	3	1
	%	36.7	63.6	0	0	0	18.2	45.5	0	27.3	9.1
3	F	0	2	0	1	0	0	2	0	0	1
	%	0	66.7	0	33.3	0	0	66.7	0	0	33.3
4	F	1	3	0	0	1	0	2	2	0	1
	%	20.0	60.0	0	0	20.0	0	40.0	40.0	0	20.0
5	F	3	3	1	1	1	1	3	2	1	2
	%	33.3	33.3	11.1	11.1	11.1	11.1	33.3	22.2	11.1	22.2
6	F	2	2	0	1	0	1	2	0	2	0
	%	40.0	40.0	0	20.0	0	20.0	20.0	0	40.0	0
7	F	2	2	0	0	2	2	1	0	1	2
	%	33.3	33.3	0	0	33.3	33.3	16.7	0	16.7	33.3
8	F	3	1	2	0	0	2	2	1	1	0
	%	50.0	16.7	33.3	0	0	33.3	33.3	16.7	16.7	0
9	F	2	1	3	0	1	1	2	2	1	1
	%	28.6	14.3	42.9	0	14.3	14.3	28.6	28.6	14.3	14.3
10	F	2	4	1	2	0	1	4	2	2	0
	%	22.2	44.4	11.1	22.2	0	11.1	44.4	22.2	22.2	0
Total	F	20	26	8	5	5	11	23	11	11	8
	%	31.3	40.6	12.5	7.8	7.8	17.2	35.9	17.2	17.2	12.5

<sup>a</sup>Percentages are rounded to the nearest tenth.

TABLE 3-21.--Description of teacher respondents--Number of social studies classes taught, and age<sup>a</sup>

School		Number of Social Studies Classes Taught					Age					Total
		1	2	3	4	5	25 & Under	26-30	31-40	41-50	51+	
1	F	0	0	1	2	0	1	0	2	0	0	3
	%	0	0	33.3	66.7	0	33.3	0	66.7	0	0	
2	F	0	0	0	1	10	5	1	2	2	1	11
	%	0	0	0	9.1	90.9	45.5	9.1	18.2	18.2	9.1	
3	F	0	1	0	1	1	0	2	0	0	1	3
	%	0	33.3	0	33.3	33.3	0	66.7	0	0	33.3	
4	F	0	1	1	1	2	1	1	1	2	0	5
	%	0	20.0	20.0	20.0	40.0	20.0	20.0	20.0	40.0	0	
5	F	0	0	0	1	8	1	4	2	2	0	9
	%	0	0	0	11.1	88.9	11.1	44.4	22.2	22.2	0	
6	F	0	0	0	0	5	1	2	1	0	1	5
	%	0	0	0	0	100.0	20.0	40.0	20.0	0	20.0	
7	F	0	0	0	2	4	2	1	1	1	1	6
	%	0	0	0	33.3	66.7	33.3	16.7	16.7	16.7	16.7	
8	F	0	0	0	2	4	1	1	4	0	0	6
	%	0	0	0	33.3	66.7	16.7	16.7	66.7	0	0	
9	F	0	0	1	1	5	2	3	1	0	1	7
	%	0	0	14.3	14.3	71.4	28.6	42.9	14.3	0	14.3	
10	F	0	0	1	1	7	2	3	2	2	0	9
	%	0	0	11.1	11.1	77.8	22.2	33.3	22.2	22.2	0	
Total	F	0	2	4	12	45	16	18	16	9	5	64
	%	0	3.1	6.3	18.8	70.3	25.0	28.1	25.0	14.1	7.8	

<sup>a</sup>Percentages are rounded to the nearest tenth.

1. Your teacher preparation in college was adequate for dealing with the study of black Americans in high school social studies classes.
2. You are now adequately prepared for dealing with the study of black Americans in high school social studies classes.

Both statements were to be responded to with either: strongly agree, agree, neutral, disagree, strongly disagree. They were scored by giving one to strongly agree, two to agree, three to neutral, four to disagree, and five to strongly disagree. Responses to these are included in Table 3-22.

The mean for all schools except for school 7 was toward disagreeing with the first statement. School 7 scored 3.0. The mean for schools 2, 4, 7, and 8 for the second statement were all towards agreeing with the statement. Schools 1, 6, 9, and 10 scored 3.0. The mean for schools 3 and 5 were towards disagreeing with the statement. There was a trend in all schools to disagree less or agree more with the second statement as compared to the first. The responses to these two statements can be found in Table 3-22.

#### Testable Hypotheses

Six hypotheses were developed which concerned students' and teachers' responses to the twenty items.



TABLE 3-22.--Teacher responses to statements concerning training and preparation.<sup>a</sup>

Schools	SD		College Preparation				Mean	SD	Current Preparation				Mean
			A	N	D	SD			A	N	D	SD	
1	F	0	0	0	2	1	4.33	0	1	1	1	0	2.00
	%	0	0	0	66.7	33.3		0	33.3	33.3	33.3	0	
2	F	1	2	2	6	0	3.18	2	3	2	4	0	2.73
	%	9.1	18.2	18.2	54.5	0		18.2	27.3	18.2	36.7	0	
3	F	0	0	1	1	1	4.0	0	0	1	2	0	3.67
	%	0	0	33.3	33.3	33.3		0	0	33.3	66.7	0	
4	F	0	0	1	2	2	4.20	1	1	1	2	0	2.80
	%	0	0	20.0	40.0	40.0		20.0	20.0	20.0	40.0	0	
5	F	0	2	3	1	3	3.50	0	3	3	1	2	3.22
	%	0	22.2	33.3	11.1	33.3		0	33.3	33.3	11.1	22.2	
6	F	0	1	0	1	3	4.20	1	1	0	3	0	3.00
	%	0	20.0	0	20.0	60.0		20.0	20.0	0	60.0	0	
7	F	0	2	2	2	0	3.00	0	3	1	2	0	2.83
	%	0	33.3	33.3	33.3	0		0	50.0	16.7	33.3	0	
8	F	1	0	0	3	2	3.83	1	1	1	2	1	2.67
	%	16.7	0	0	50.0	33.3		16.7	16.7	16.7	33.3	16.7	
9	F	0	0	1	2	4	4.43	0	4	0	2	1	3.00
	%	0	0	14.3	28.6	57.1		0	57.1	0	28.6	14.3	
10	F	1	2	1	3	2	3.33	1	3	1	3	1	3.00
	%	11.1	22.2	11.1	33.3	22.2		11.1	33.3	11.1	33.3	11.1	
Total	F	3	9	11	23	18		6	20	11	22	5	
	%	4.7	14.1	17.2	35.9	28.1		9.4	31.3	17.2	34.4	7.8	

<sup>a</sup>Percentages are rounded to the nearest tenth.

The hypotheses dealt with comparisons of curriculum Type I and Curriculum Type II and comparisons between teachers' responses and students' responses. Hypotheses were also developed which concerned the various relationships between schools with different percentages of black students. The following are the six hypotheses.

Hypothesis 1:

Curriculum Type I and Curriculum Type II differ when compared on students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum.

Hypothesis 2:

There is a correlation between students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type I.

Hypothesis 3:

There is a correlation between students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type II.

Hypothesis 4:

Students and teachers differ when compared on their opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum.

Hypothesis 5:

There is a correlation for the difference between teachers' and students' opinions of the existing

program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type I.

Hypothesis 6:

There is a correlation for the difference between teachers' and students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type II.

Method of Analysis

The answers to the first questionnaire were hand-scored. Percentages of responses were then computed for the schools with breakdowns by racial percentage, class size, and location.

The raw data from the response sheets were coded and key punched onto unit record (IBM) cards. The means for students and teachers by schools were computed with the use of a 3600 Control Data Computer.

Rank order for each statement within a school and for the total was computed for students and teachers. Responses were also broken down by frequency and percentage for each statement.

Differences between teachers and students were computed by subtracting the mean score of teachers from the mean score for students. Direction was indicated by a plus or minus.

All correlations were computed by using Spearman's rank-correlation coefficient. Curriculum Type I and Curriculum Type II were tested for a difference by using an F-ratio at the .05 level of significance. Teachers and students were tested for a difference by using a matched pairs T-test at the .05 level of significance.

## CHAPTER IV

### ANALYSIS OF THE DATA

The results of this study are presented within three major sections. The results of the first questionnaire are included within the first section. The results of the response sheet are included within the second section. A summary of the first two sections are included within the third section.

#### Results of the Questionnaire

Responses to 354 questionnaires from social studies department chairmen of high schools in 29 Michigan counties provided the data for this section of the study. Through the questionnaire an attempt was made to locate social studies programs that specifically included the study of black Americans. Through this questionnaire an attempt was also made to locate schools that included the study of black Americans:

- (1) By offering a separate course(s);
- (2) By offering a separate unit(s) within an existing social studies course(s);

- (3) By incorporating the study of black American within an existing course(s), but not as a separate unit(s).

Results were computed by finding the percentage of respondents that answered "yes" to each question or answered "yes" to a combination of questions. A breakdown of schools was made according to the percentage of black students, class size, and location.

Schools were divided into three categories based upon the percentage of black students. They were:<sup>1</sup>

- (1) 0-2.99%
- (2) 3.00-9.99%
- (3) 10% and up

Schools were divided in four categories based upon the number of students. They were:

- (1) Class A
- (2) Class B
- (3) Class C
- (4) Class D

Schools were also divided into four categories based upon location. They were:

- (1) Core City
- (2) Suburban

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<sup>1</sup>See pages 8 and 9 for definition of terms.

(3) Rural City

(4) Rural

The data in this section are presented under five headings. The headings are: The Inclusion of the Study of Black Americans by Racial Percentage; Inclusion for 0-2.99 per cent Racial Percentage with Breakdown by Class Size and Location; Inclusion for 3.00-9.99 per cent Racial Percentage with Breakdowns by Class Size and Location; Inclusion for 10 per cent and up Racial Percentage with Breakdowns by Class Size and Location; and written comments made by the respondents.

Inclusion of the Study of Black  
Americans by Racial Percentage

Table 4-1 includes the responses made by the social studies department chairman to the first questionnaire with a breakdown by percentage of black students.

In racial category one, 55.2 per cent, in category two, 76 per cent, and in category three, 95.1 per cent, specifically included the study of black Americans within the social studies curriculum. Of the total, 63.6 per cent specifically included the study of black Americans.

Of the schools that did specifically include the study of black Americans, 27 per cent of the social studies department chairmen in racial category one, 63.2 per cent of the social studies department chairmen

TABLE 4-1.--Schools that specifically included the study of black Americans.<sup>a</sup>

		Racial Percentage			Total
		0-2.99%	3-9.99%	10% Up	
Specifically Include	F	148	19	58	225
	%	55.2	76	95.1	63.6
Do Not Specifically Include	F	120	6	3	129
	%	44.8	24	4.9	36.4
Total	F	268	25	61	354
	%	100	100	100	100
<u>Without Course</u>					
Unit	F	20	0	0	20
	%	13.5	0	0	8.9
Incorporation	F	42	3	1	46
	%	28.4	15.8	1.7	20.4
Unit and Incorporation	F	46	4	2	52
	%	31.1	21.1	3.4	23.1
Total that Included but Without Separate Course	F	108	7	3	118
	%	73	36.8	5.2	52.5
<u>With Course</u>					
Course	F	10	0	9	19
	%	6.8	0	15.5	8.4
Course and Unit	F	10	1	7	18
	%	6.8	5.3	12.1	8.0
Course and Incorporation	F	11	5	20	36
	%	7.4	26.3	34.5	16.0
Course, Unit, and Incorporation	F	9	6	19	34
	%	6.1	31.6	32.8	15.1
Total that Included with Separate Course	F	40	12	55	107
	%	27	63.2	94.8	47.6
Total of all That Included	F	148	19	58	225
	%	100	100	100	100

<sup>a</sup>Percentages have been rounded to the nearest tenth.



in racial category two, and 94.8 per cent of the social studies department chairmen in racial category three responded that they did include a course primarily concerned with the study of black Americans. In addition to these schools, seven social studies department chairmen in racial category one, and one social studies department chairman in racial category two responded that they included a course which dealt with minorities in general.

Inclusion for 0-2.99 Per Cent Racial  
Percentage with Breakdown by Class  
and Location

Table 4-2 includes the responses for 0-2.99 per cent racial percentage with a breakdown by class. Two hundred and sixty-eight social studies department chairmen responded in the category. One hundred and four were Class A, ninety-six were Class B, fifty-two were Class C, and sixteen were Class D.

In this racial percentage category 68.3 per cent of the respondents from Class A schools reported that they specifically included the study of black Americans in their high school social studies curriculum. Fifty-five and two-tenths per cent of the respondents from Class B schools, 34.6 per cent of the respondents from Class C schools, and 37.5 per cent of the respondents from Class D schools also reported that they specifically included the study of black Americans in their high

TABLE 4-2.--Schools that specifically included the study of black Americans for 0-2.99 racial percentage with a breakdown by class.<sup>a</sup>

		Size Classification				Total
		A	B	C	D	
Did Specifically Include	F	71	53	18	6	148
	%	68.3	55.2	34.6	37.5	55.2
Did Not Specifically Include	F	33	43	34	10	120
	%	31.7	44.8	65.4	62.5	44.8
Total	F	104	96	52	16	268
	%	100	100	100	100	100
<u>Without Course</u>						
Unit	F	4	11	4	1	20
	%	5.6	20.8	22.2	16.7	13.5
Incorporation	F	15	21	5	1	42
	%	21.1	39.6	27.8	16.7	28.4
Unit and Incorporation	F	29	11	4	2	46
	%	40.8	20.8	22.2	33.3	31.1
Total that Included But Without Separate Course	F	48	43	13	4	108
	%	67.6	81.3	72.2	66.7	73
<u>With Course</u>						
Course	F	5	2	3	0	10
	%	7	3.8	16.7	0	6.8
Course and Unit	F	7	0	2	1	10
	%	9.9	0	11.1	16.7	6.8
Course and Incorporation	F	6	5	0	0	11
	%	8.5	9.4	0	0	7.4
Course, Unit, and Incorporation	F	5	3	0	1	9
	%	7	5.7	0	16.7	6.1
Total That Included With Separate Course	F	23	10	5	2	40
	%	32.4	19.9	27.8	33.3	27
Total of All That Included	F	71	53	18	6	148
	%	100	100	100	100	100

<sup>a</sup>Percentages have been rounded to the nearest tenth.

school social studies curriculum. Respondents reported that 32.4 per cent of the Class A schools, 19.9 per cent of the Class B schools, 27.2 per cent of the Class C schools, and 33.3 per cent of the Class D schools offered a separate course primarily concerned with the study of black Americans.

Table 4-3 includes the responses for 0-2.99 per cent racial percentage with a breakdown by location.

It was difficult because of the distribution of schools in this racial category to make comparisons between locations. Only two schools located in Core Cities were in this category. The respondent in one of the schools reported that they did specifically include the study of black Americans and the other respondent reported that they did not. Only five schools in this racial category were located in Rural Cities. One hundred and ninety-five schools were located in Suburban areas. Of these 57.4 per cent of the respondents reported that they did specifically include the study of black Americans. Sixty-six schools were located in Rural areas. Of these 47 per cent of the respondents reported that they did specifically include the study of black Americans. It was possible to break down the Suburban schools because of the number located within this area even further. Sixty and four-tenths per cent of the respondents from Class A schools in suburbia, 49.3 per cent of the

TABLE 4-3.--Schools that specifically included the study of black Americans for 0-2.99 racial percentage with a breakdown by location.<sup>a</sup>

		Location				Total
		Core	Subur- ban	Rural	Rural City	
Did Specifically Include	F	1	112	31	4	148
	%	50	47.4	47	80	55.2
Did Not Specifically Include	F	1	83	35	1	120
	%	50	42.6	53	20	44.8
Total	F	2	195	66	5	268
	%	100	100	100	100	100
<u>Without Course</u>						
Unit	F	0	14	6	0	20
	%	0	12.5	19.4	0	13.5
Incorporation	F	0	31	11	0	42
	%	0	27.7	35.5	0	28.4
Unit and Incorporation	F	1	38	5	2	46
	%	100	33.9	16.1	50	31.1
Total That Included But Without Separate Course	F	1	83	22	2	108
	%	100	74.1	71	50	73
<u>With Course</u>						
Course	F	0	8	2	0	10
	%	0	7.1	6.5	0	6.8
Course and Unit	F	0	8	2	0	10
	%	0	7.1	6.5	0	6.8
Course and Incorporation	F	0	8	1	2	11
	%	0	7.1	3.2	50	7.4
Course, Unit, and Incorporation	F	0	5	4	0	9
	%	0	4.5	12.9	0	6.1
Total That Included With Separate Course	F	0	29	9	2	40
	%	0	25.9	29	50	27
Total Of All That Included	F	1	112	31	4	148
	%	100	100	100	100	100

<sup>a</sup>Percentages have been rounded to the nearest tenth.

respondents from Class B schools in suburbia, and 30.5 per cent of the respondents from Class C schools in suburbia reported that they specifically included the study of black Americans.

The one school within a Core City that specifically included did not offer a separate course. Of the four schools located within Rural Cities that specifically included, two offered a separate course and two did not. Of the respondents from schools within a Suburban area that specifically included, 25.9 per cent reported that they did offer a separate course; and 29 per cent of the respondents from schools within a Rural area reported that they offered a separate course.

When further dividing the schools in the Suburban areas it was reported that of the schools that specifically included, 31.2 per cent of the respondents from Class A schools, 17.1 per cent of the respondents from Class B schools, and 27.3 per cent of the respondents from Class C schools offered a separate course.

Inclusion for 3 Per Cent-9.9 Per Cent  
Racial Percentage with Breakdown by  
Class Size and Location

Table 4-4 includes the responses for 3.00-9.99 per cent racial percentage with a breakdown by class.

There were only twenty-five schools that were in the 3.00-9.99 per cent racial category. Of these twenty-five schools eleven were Class A, nine Class B, four

TABLE 4-4.--Schools that specifically included the study of black Americans for 3-9.99 racial percentage with a breakdown by class.<sup>a</sup>

		Size Classification				Total
		A	B	C	D	
Specifically Included	F	11	7	1	0	19
	%	100	77.8	25	0	76
Did Not Specifically Include	F	0	2	3	1	6
	%	0	22.2	75	100	24
Total	F	11	9	4	1	25
	%	100	100	100	100	100
<u>Without Course</u>						
Separate Unit	F	0	0	0	0	0
	%	0	0	0	0	0
Incorporation	F	0	2	1	0	3
	%	0	28.6	100	0	15.8
Separate Unit and Incorporation	F	2	2	0	0	4
	%	18.2	28.6	0	0	21.1
Total Without Separate Course	F	2	4	1	0	7
	%	18.2	57.1	100	0	36.8
<u>With Course</u>						
Separate Course	F	0	0	0	0	0
	%	0	0	0	0	0
Separate Course and Separate Unit	F	1	0	0	0	1
	%	9.1	0	0	0	5.3
Separate Course and Incorporation	F	3	2	0	0	5
	%	27.3	28.6	0	0	26.3
Separate Course, Unit, and Incorporation	F	5	1	0	0	6
	%	45.5	14.3	0	0	31.6
Total With Separate Course	F	9	3	0	0	12
	%	81.8	42.9	0	0	63.2
Total Of All That Included	F	11	7	1	0	19
	%	100	100	100	100	100

<sup>a</sup>Percentages have been rounded to the nearest tenth.

Class C, and one Class D. Seventy-six per cent of the social studies chairmen reported that their school specifically included the study of black Americans. One hundred per cent of the Class A schools, 77.8 per cent of the Class B schools, 25 per cent of the Class C schools were reported to have specifically included the study of black Americans in their social studies curriculum. The one Class D school did not specifically include.

It was reported that of the eleven Class A schools that did include, 81.8 per cent offered a separate course and 42.9 per cent of the Class B schools offered a separate course. There were no schools in Class C or D that offered a separate course.

Table 4-5 includes the responses for 3.00-9.99 per cent racial percentage with a breakdown by location.

Seven of the schools were located in Core Cities, seven in Suburban areas, eight in the Rural areas, and three in Rural Cities.

In the Core Cities, 100 per cent of the social studies chairmen reported that they specifically included the study of black Americans. In the Suburban area, 71.4 per cent reported that they specifically included. In the Rural area 50 per cent reported that they specifically included. In the Rural Cities, 100 per cent reported that they specifically included.

TABLE 4-5.--Schools that specifically included the study of black Americans for 3-9.99 racial percentage with a breakdown by location.<sup>a</sup>

		Location				Total
		Core	Suburban	Rural	Rural City	
Specifically Included	F	7	5	4	3	19
	%	100	71.4	50	100	76
Did Not Specifically Include	F	0	2	4	0	6
	%	0	28.6	50	0	24
Total	F	7	7	8	3	25
	%	100	100	100	100	100
<u>Without Course</u>						
Separate Unit	F	0	0	0	0	0
	%	0	0	0	0	0
Incorporation	F	0	1	1	1	3
	%	0	20	25	33.3	15.8
Separate Unit and Incorporation	F	0	3	0	1	4
	%	0	60	0	33.3	21.1
Total Without Separate Course	F	0	4	1	2	7
	%	0	80	25	66.7	36.8
<u>With Course</u>						
Separate Course	F	0	0	0	0	0
	%	0	0	0	0	0
Separate Course and Separate Unit	F	1	0	0	0	1
	%	14.3	0	0	0	5.3
Separate Course and Incorporation	F	2	1	2	0	5
	%	28.6	20	50	0	26.3
Separate Course, Unit, and Incorporation	F	4	0	1	1	6
	%	57.1	0	25	33.3	31.6
Total With Separate Course	F	7	1	3	1	12
	%	100	20	75	33.3	63.2
Total of All That Included	F	7	5	4	3	19
	%	100	100	100	100	100

<sup>a</sup>Percentages rounded to the nearest tenth.



It was reported that 100 per cent of the schools located in the Core Cities offered a separate course primarily concerned with the study of black Americans. In the Suburban area 20 per cent of those that specifically included were reported to offer a separate course. Of the respondents in Rural schools, 75 per cent reported that they offered a separate course. Of the three schools located within Rural Cities, one school was reported to offer a separate course.

Inclusion for 10 Per Cent and Up Racial  
Percentage with Breakdowns by Class  
Size and Location

Table 4-6 includes the responses for 10 per cent and up racial percentage with a breakdown by class.

Representatives of sixty-one schools responded to the questionnaire in this racial percentage category. Forty-six schools were Class A, seven schools were Class B, five schools were Class C, and no schools were in Class D.

Respondents from 100 per cent of the Class A schools reported that their school specifically included the study of black Americans in their high school social studies curriculum. Respondents from 77.8 per cent of the Class B schools and 83.8 per cent of the Class C schools reported that they specifically included the study of black Americans. Of those that specifically included 97.8 per cent in Class A schools, 85.7 per cent

TABLE 4-6.--Schools that specifically included the study of black Americans for 10 and up racial percentage with a breakdown by class.<sup>a</sup>

		Size Classification				Total
		A	B	C	D	
Specifically Included	F	46	7	5	0	58
	%	100	77.8	83.3	0	95.1
Did Not Specifically Include	F	0	2	1	0	3
	%	0	22.2	16.7	0	4.9
Total	F	46	9	6	0	61
	%	100	100	100	100	100
<u>Without Course</u>						
Separate Unit	F	0	0	0	0	0
	%	0	0	0	0	0
Incorporation	F	1	0	0	0	1
	%	2.2	0	0	0	1.7
Separate Unit and Incorporation	F	0	1	1	0	2
	%	0	14.3	20	0	3.4
Total Without Separate Course	F	1	1	1	0	3
	%	2.2	14.3	20	0	5.1
<u>With Course</u>						
Separate Course	F	8	0	1	0	9
	%	17.4	0	20	0	15.5
Separate Course and Separate Unit	F	5	1	1	0	7
	%	10.8	14.3	20	0	12.1
Separate Course and Incorporation	F	17	2	1	0	20
	%	37	28.6	20	0	34.5
Separate Course, Unit and Incorporation	F	15	3	1	0	19
	%	32.6	42.9	20	0	32.8
Total With Separate Course	F	45	6	4	0	55
	%	97.8	85.7	80	0	94.9
Total Of All That Included	F	46	7	5	0	58
	%	100	100	100	100	100

<sup>a</sup>Percentages have been rounded to the nearest tenth.

in Class B schools, and 80 per cent in Class C schools reported that separate courses primarily concerned with the study of black Americans were offered.

Table 4-7 included the responses for 10 per cent and up racial percentage with a breakdown by location.

Thirty-four schools were located in Core Cities, eighteen schools in the suburbs, six schools in the rural area, and three schools in the Rural Cities. Respondents from 100 per cent of the Core Cities and 100 per cent of the Rural Cities reported that their school specifically included the study of black Americans in their social studies curriculum. It was reported that 88.9 per cent of the Suburban schools and 83.3 per cent of the Rural schools specifically included the study of black Americans.

Of the schools that specifically included 97.1 per cent of the respondents in Core Cities, 93.8 per cent of the respondents in the Suburbs, 80 per cent of the respondents in Rural areas, and 100 per cent of the respondents in Rural Cities reported that they offered a separate course primarily concerned with the study of black Americans.

#### Written Comments Made by Respondents

One hundred and twenty of the respondents made written comments that ranged from a few lines to a page concerning their programs and schools.

TABLE 4-7.--Schools that specifically included the study of black Americans for 10 and up racial percentage with a breakdown by location.<sup>a</sup>

		Location				Total
		Core	Subur- ban	Rural	Rural City	
Specifically Included	F	4	16	5	3	58
	%	100	88.9	83.3	100	95.1
Did Not Specifically Include	F	0	2	1	0	3
	%	0	11.1	16.7	0	4.9
Total	F	34	18	6	3	61
	%	100	100	100	100	100
<u>Without Course</u>						
Separate Unit	F	0	0	0	0	0
	%	0	0	0	0	0
Incorporation	F	1	0	0	0	1
	%	2.9	0	0	0	1.7
Separate Unit and Incorporation	F	0	1	1	0	2
	%	0	6.3	20	0	3.4
Total Without Separate Course	F	1	1	1	0	3
	%	2.9	6.3	20	0	5.1
<u>With Course</u>						
Separate Course	F	7	1	1	0	9
	%	20.6	6.3	20	0	15.5
Separate Course and Separate Unit	F	4	2	1	0	7
	%	11.8	12.5	20	0	12.1
Separate Course and Incorporation	F	11	6	1	2	20
	%	32.4	37.5	20	66.7	34.5
Separate Course, Unit and Incorporation	F	11	6	1	1	19
	%	32.4	37.5	20	33.3	32.8
Total With Separate Course	F	33	15	4	3	55
	%	97.1	93.8	80	100	94.9
Total of All That Included	F	34	16	5	3	58
	%	100	100	100	100	100

<sup>a</sup>Percentages have been rounded to the nearest tenth.

The most frequent comments concerned teachers. Twenty-four respondents felt that in their schools it was up to the individual teacher as to whether they included the study of black Americans. Some teachers did while others did not. Also whether a separate unit or incorporation was used depended upon the individual teacher's method of teaching.

United States history was mentioned most often as the course where the study of black Americans was included. American problems courses and sociology courses were also mentioned. Eight schools mentioned that their social studies departments were shifting to more course offerings of shorter length which might provide the type of curriculum which would make it possible to offer a separate course. Five respondents said that their English departments offered black literature courses.

Nineteen respondents stated that their social studies departments planned on offering the study of black Americans next year. Three schools planned on dropping their separate courses because of a lack of interest. Three respondents that did not specifically include mentioned that there were no black students in their school district. Only one respondent gave a negative reaction to the inclusion of the study of black Americans.

### Responses of Teachers and Students

The second section of this chapter deals with the responses of teachers and students to twenty statements concerning the inclusion of the study of black Americans in their high school social studies curriculum. Responses from 64 social studies teachers and 707 senior high school students from 10 Michigan high schools provided the data for this section of the study.

Two schools were randomly selected from the following groups of schools.<sup>2</sup>

- (1) 0-2.99 per cent of black students and offered a separate course concerned with the study of black Americans;
  - (2) 0-2.99 per cent of black students and included the study of black Americans but did not offer a separate course;
  - (3) 3.00-9.99 per cent of black students and offered a separate course concerned with the study of black Americans;
  - (4) 3.00-9.99 per cent of black students and included the study of black Americans but did not offer a separate course;
- 

<sup>2</sup>One school met the criteria for being selected in the group over 10 per cent black students and included the study of black Americans, but did not offer a separate course. This school refused to participate so the group was eliminated from the study.

- (5) Over 10 per cent of black students and offered a separate course concerned with the study of black Americans.

Students and social studies teachers were then selected in each of the schools to respond to the twenty statements.<sup>3</sup> Respondents were given a choice of five possible responses to the statements. They were:

- (1) Strongly Agree
- (2) Agree
- (3) Neutral
- (4) Disagree
- (5) Strongly Disagree

For the positive statements concerning the program the scoring was one for strongly agree, two for agree, three for neutral, four for disagree, and five for strongly disagree. The scoring was reversed for the negative statements. All statements were considered positive statements except for statements six, eleven, and thirteen. Mean scores for each item and for all twenty items were computed for the students and teachers within each school. The mean score represented the degree to which the students or teachers agreed or disagreed with the statements. Agreement with a positive

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<sup>3</sup>Appendix H includes the statements for teachers and students.

statement or disagreement with a negative statement were considered positive responses. Disagreement with a positive statement or agreement with a negative statement were considered negative responses. The twenty statements were ranked according to their mean score in relation to the mean scores of the other statements. This was done within each school and for the total of ten schools. A rank of one was given to the statement with the lowest mean score which was considered to have elicited the most positive responses. The other nineteen statements were ranked using the same method, with the rank of twentieth to the statement with the most negative responses.

Four major headings are included in this part of the study. The first major heading is Students' Responses. Sub-headings are: Overview of Students' Responses; Statements Ranked One Through Five; Statements Ranked Sixteen Through Twenty; Comparisons Between Curriculum Type I and Curriculum Type II; and Relationship Between Percentage of Black Students Within a School and Responses of Students. The second major heading is Teachers' Responses. Sub-headings are: Overview of Teachers' Responses; Statements Ranked One Through Five; and Statements Ranked Sixteen Through Twenty. The third major heading is Differences Between Teachers' Responses and Students' Responses. Sub-headings are: Comparisons



of Mean Scores; Comparisons of Ranks; and Relationship Between Differences in Students' and Teachers' Responses and the Percentage of Black Students Within a School. The fourth major heading is Students' and Teachers' Responses.

### Students' Responses

#### Overview of Students' Responses.--Table 4-8

includes the students' mean score for each statement by school and the rank of each statement within the school. The total mean score for each item and the rank of each item are also included.<sup>4</sup>

The total mean score for students was 3.29. The students in only school six had a mean score below 3.00. They scored 2.96 which was very close to being neutral in their overall evaluation. The most negative responses came from students in school three which had a mean score of 3.59.

Statements Ranked One Through Five.--Total mean scores for two statements were below 3.00. Statement four which stated "Social studies classes . . . are a good place for students to express feelings and opinions that they have regarding racial issues," ranked first for students' total mean score. The total mean score

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<sup>4</sup>Appendix J includes more detailed tables of the responses of students.

TABLE 4-8.--Rank of each item within a school and mean scores for students by school.

Item <sup>a</sup>		Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
		Type of Inclusion	School	Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
				1	2	3	4	5	6	7	8	9	10	
1.	Social studies textbooks adequately deal with the contributions and achievements of black Americans.	M	3.22	3.74	4.04	4.00	3.61	3.43	3.39	4.02	3.83	4.02	3.73	
		R	15	19	18	19	17	18	16	18	19	18	18	
2.	Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	M	2.98	2.97	3.70	3.23	3.31	2.92	3.15	3.45	3.29	3.59	3.26	
		R	10.5	7	12	7.5	8	11	12	14.5	14	13.5	12	
3.	Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	M	2.76	3.04	3.16	3.45	3.44	2.80	2.90	3.07	3.14	3.57	3.13	
		R	6	8	2.5	14.5	14	7	4	3	8	12	7	
4.	Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	M	2.55	2.45	2.66	2.68	2.76	2.11	2.94	2.70	2.52	2.97	2.63	
		R	1	1	1	1	2	1	5.5	2	1	1	1	
5.	The social studies teachers adequately deal with the contributions and achievements of black Americans.	M	2.84	3.18	3.64	3.42	3.38	2.68	2.94	3.29	3.21	3.70	3.23	
		R	8.5	12	10	13	13	3	5.5	7	11	16.5	10	
6.	Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	M	3.36	3.05	3.30	3.06	3.18	2.94	3.16	3.13	3.19	3.40	3.18	
		R	16.5	9	6.5	4.5	3.5	12	13	5	9.5	8	9	
7.	The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	M	2.98	3.35	3.89	3.29	3.32	2.77	3.35	3.48	3.19	3.52	3.31	
		R	10.5	15	17	10	9	5	14	16	9.5	10	15	

TABLE 4-8.--Continued.

Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total	
Type of Inclusion	School	Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course			
		1	2	3	4	5	6	7	8	9	10		
Item <sup>a</sup>													
8.	Your school library is a valuable source for finding information concerning the problems of black Americans.	M	2.75	2.72	3.16	2.77	2.70	2.86	2.71	2.54	2.79	3.11	2.81
		R	4.5	2	2.5	2	1	9	1	1	2	3	2
9.	Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	M	2.82	2.78	3.30	3.26	3.23	2.95	3.10	3.31	3.00	3.33	3.11
		R	7	3	6.5	9	6	13	10.5	9	6	6	5
10.	The social studies program does fairly represent the contributions and achievements of black Americans.	M	2.84	3.07	3.56	3.10	3.18	2.78	2.84	3.30	2.83	3.20	3.07
		R	8.5	10	9	6	3.5	6	2	8	3	4	4
11.	Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	M	3.36	3.27	3.20	3.45	3.35	3.06	3.36	3.41	3.52	3.03	3.30
		R	16.5	13	4	14.5	11	16	15	11.5	17	2	14
12.	The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	M	3.11	2.83	3.22	3.35	3.23	3.02	2.86	3.40	3.31	3.43	3.18
		R	13	5	5	11.5	6	14	3	10	15	9	8
13.	The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	M	3.11	2.83	3.22	3.35	3.23	3.02	2.86	3.40	3.31	3.43	3.18
		R	13	5	5	11.5	6	14	3	10	15	9	8

TABLE 4-8.--Continued.

Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
Type of Inclusion		Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
School		1	2	3	4	5	6	7	8	9	10	
<u>Item</u>												
14.	The study of black Americans will aid black Americans in developing a positive self-image.	M 3.05	3.15	3.84	3.35	3.35	2.89	3.10	3.41	3.07	3.59	3.28
		R 12	11	15.5	11.5	11	10	10.5	11.5	7	13.5	13
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	M 2.67	2.83	3.52	2.97	3.23	2.49	3.05	3.16	2.86	3.34	3.01
		R 2	4	8	3	6	2	8	6	4	7	3
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	M 3.38	3.46	3.78	3.58	3.62	3.17	3.65	3.76	3.33	3.70	3.54
		R 18	17	13	16	18	17	18	17	16	16.5	17
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	M 2.75	3.28	3.84	3.23	3.49	2.85	3.08	3.44	2.93	3.62	3.25
		R 4.5	14	15.5	7.5	15	8	9	13	5	15	11
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	M 2.73	2.91	3.65	3.06	3.35	2.69	3.02	3.08	3.26	3.56	3.13
		R 3	6	11	4.5	11	4	7	4	12.5	11	6
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	M 3.56	3.69	4.09	3.74	3.85	3.80	3.72	4.24	3.74	4.11	3.85
		R 19	18	19	17	19	19	19	19	18	19	19
20.	The study of black Americans stimulates students to learn more in this area outside of class.	M 3.15	3.37	3.83	3.81	3.51	3.05	3.57	3.45	3.26	3.30	3.43
		R 14	16	14	18	16	15	17	14.5	12.5	5	16
TOTAL		M 3.05	3.17	3.59	3.35	3.37	2.96	3.21	3.42	3.22	3.51	3.29

<sup>a</sup>Note: Statements have been edited. Mean scores were rounded to the nearest hundredth.

was 2.63. This statement ranked first in schools one, two, three, four, six, nine, and ten. The statement ranked second in schools five and eight and had a rank of 5.5 in school seven.

Statement eight which stated "Your school library is a valuable source for finding information concerning the problems of black Americans" ranked second for students' total mean score. The total mean score was 2.81. This statement ranked first in schools five, seven, and eight, and second in schools two, four, and nine. The lowest rank was ninth in school six. In two schools this statement had a mean score above 3.00 but still had a rank of 2.5 and 3.00.

Statement fifteen which stated "The social studies program in your school aids students in analyzing racial issues which they personally feel are important" ranked third for students' total mean score. The mean score for this statement was 3.01. This statement ranked second in schools one and six, third in school four, and fourth in schools two and nine. The lowest rank for the statement was eighth in schools three and seven.

Statement ten which stated "The social studies program in your school does fairly represent the contributions and achievements of black Americans" ranked fourth for students' total mean score. The mean score

for the statement was 3.07. This statement ranked fifth or higher in schools five, seven, nine, and ten. The lowest rank was tenth in school two.

Statement nine which stated "Audio-visual aids in your school's social studies program . . . are a valuable resource for learning about the contributions of blacks to American society" ranked fifth for students' total mean score. The mean score for this statement was 3.11. The highest rank for this statement was third in school three and the lowest rank was thirteenth in school six.

Statements Ranked Sixteen Through Twenty.--Statement twelve which stated "The social studies program in your school makes good use of field trips so that students can obtain information concerning black Americans which is not available in class" ranked twentieth for students' total mean score. The total mean score for this statement was 4.28. The mean scores for all schools except for school six were below 4.00. This statement ranked twentieth in all schools.

Statement eighteen which stated "Good use of outside speakers is made . . . in order to give opposing views to current racial problems" ranked nineteenth for students' total mean score. The total mean score for this statement was 3.85. This statement ranked nineteenth

in schools one, three, five, six, seven, eight, and ten. It ranked eighteenth in schools two and nine, and seventeenth in school four.

Statement one which stated "Social studies textbooks . . . adequately deal with the achievements and accomplishments of black Americans" ranked eighteenth for students' total mean score. The total mean score for this statement was 3.73. This statement ranked nineteenth in schools two, four, and nine, and eighteenth in schools three, six, eight, and ten. The highest rank was fifteenth in school one.

Statement sixteen which stated "The social studies program . . . allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans" ranked seventeenth for total students' mean score. The mean score for this statement was 3.54. This statement ranked eighteenth in schools one, five, and seven and seventeenth in schools two, six, and eight. The highest rank was thirteenth in school three.

Statement twenty which stated "The study of black Americans . . . stimulates students to learn more in this area outside of class" ranked sixteenth for total students' mean score. The mean score for this statement was 3.43. This statement ranked eighteenth in school

four, seventeenth in school seven, and sixteenth in schools two and five. The highest rank was fifth in school ten.

Comparisons Between Curriculum Type I and Curriculum Type II.--It was hypothesized that "Curriculum Type I (offered a separate course) and Curriculum Type II (did not offer a separate course) differ when compared on students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum." It was found that there was no difference between Curriculum Type I and Curriculum Type II for an F-ratio at the .05 level of significance.<sup>5</sup>

The students' mean score for Curriculum Type I was 3.14. The students' mean score for Curriculum Type II was 3.39. The most positive mean score was 2.96 in school six which was in Curriculum Type I. The most negative mean score was 3.59 in school three which was included in Curriculum Type II. Table 4-9 includes a summary of the students' mean scores for each school and the rank of each school in comparison to the other schools.

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<sup>5</sup>Schools nine and ten were not included in this analysis because there were not two schools in Curriculum Type II that had 10 per cent and up racial percentage. Included in Curriculum Type I were schools one, two, five, and six. Included in Curriculum Type II were schools three, four, seven, and eight.



TABLE 4-9.--Students' mean score and rank of schools for Curriculum Type I and Curriculum Type II.<sup>a</sup>

Curriculum Type I					Curriculum Type II				
					<u>School</u>				
1	2	5	6		3	4	7	8	
					<u>Mean</u>				
3.05	3.17	3.37	2.96	3.14	3.59	3.35	3.21	3.42	3.39
					(Total)				
					<u>Rank</u>				
2	3	6	1		8	5	4	7	

<sup>a</sup>No significant difference between Curriculum Type I and Curriculum Type II for an F-Test at the .05 level.

Relationship Between Percentage of Black Students Within A School and Responses of Students.--It was hypothesized that "There is a correlation between students' positive opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type I and Curriculum Type II."

Table 4-10 includes the percentage of black students in the schools that included a separate course and the students' mean score for each school. Also included are the ranks for racial percentage and mean score, which are based upon each school's position as compared to the other schools.

TABLE 4-10.--Mean score and percentage of black students for schools in Curriculum Type I.

Schools	Percentage Black	Rank for Percentage Black	Mean	Rank for Mean
1	0	1	3.05	2
2	.04	2	3.17	3
5	8.08	3	3.37	5
6	8.10	4	2.96	1
9	29.47	5	3.22	4
10	51.80	6	3.51	6

The correlation between percentage of black students and students' mean score was .54. School six which ranked fourth for racial percentage ranked first for students' mean score. School one which ranked first for racial percentage ranked second for students' mean score. School two which ranked second for racial percentage ranked third for students' mean score. School nine which ranked fifth for racial percentage ranked fourth for students' mean score. School five which ranked third for racial percentage ranked fifth for students' mean score and school ten ranked sixth for both racial percentage and students' mean score.

Table 4-11 includes the percentage of black students in the schools that did not include a separate course and the students' mean score for each school. Also included are the ranks for racial percentage and mean score, which are based upon each school's position as compared to the other schools.

TABLE 4-11.--Mean score and percentage of black students for schools in Curriculum Type II.

Schools	Percentage Black	Rank for Percentage Black	Mean	Rank for Mean
3	0	1	3.59	4
4	.12	2	3.35	2
7	6.59	4	3.21	1
8	5.01	3	3.41	3

The correlation between students' mean score and percentage of black students was  $-.80$ . School seven which ranked fourth for percentage of black students ranked first for students' mean score. School four which ranked second for percentage of black students ranked second for students' mean score. School eight which ranked third for percentage of black students ranked third for students' mean score. School three which ranked first for percentage of black students ranked fourth for students' mean score.

### Teachers' Responses

#### Overview of Teachers' Responses.--Table 4-12

includes the teachers' mean scores for each statement by school and the total mean score for each statement by school and the rank of each statement within the school.

TABLE 4-12.--Rank of each item within a school and mean scores for teachers by school.

Item <sup>a</sup>		Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
		Type of Inclusion		Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
		School		1	2	3	4	5	6	7	8	9	10	
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.		M	3.33	3.45	4.33	2.80	3.22	3.80	2.83	3.33	3.00	2.44	3.25	
		R	17	19	17.5	13.5	14.5	17.5	16	15.5	15	9	17	
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.		M	2.33	2.45	3.33	2.00	2.33	3.20	2.17	2.50	3.00	2.33	2.56	
		R	6	8	5.5	3.5	4.5	12	7.5	3.5	15	7.5	5	
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.		M	2.67	2.36	4.00	2.00	2.33	3.00	1.83	2.50	2.71	1.67	2.51	
		R	12.5	6.5	13	3.5	4.5	9	1.5	3.5	9.5	1	4	
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.		M	2.33	1.45	2.00	1.80	1.78	1.40	2.00	1.83	2.00	2.00	1.86	
		R	6	1	1	1	1	1	4	2	1	4	1	
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.		M	2.33	2.91	3.33	2.60	2.67	3.80	2.33	3.17	2.86	2.67	2.87	
		R	6	13.5	5.5	10.5	9	17.5	11	13	13	12	12	
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.		M	2.33	2.18	2.33	2.40	3.33	2.80	2.83	2.83	2.71	2.67	2.64	
			6	4.5	2	7.5	17	5.5	16	7.5	9.5	12	6	
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.		M	2.67	3.09	3.67	2.80	2.78	3.20	2.67	3.33	2.57	2.67	2.95	
		R	12.5	17	9.5	13.5	12	12	13.5	15.5	5.5	12	14	

TABLE 4-12.--Continued.

Item <sup>a</sup>	School	Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
		Type of Inclusion		Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
				1	2	3	4	5	6	7	8	9	10	
8.	Your school library is a valuable source for finding information concerning the problems of black Americans.	M	2.00	2.18	3.67	2.00	2.33	2.20	1.83	1.67	2.14	2.00	2.20	
		R	1	4.5	9.5	3.5	4.5	2	1.5	1	3	4	2	
9.	Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	M	2.33	2.09	3.33	2.40	2.33	2.40	2.00	3.00	2.14	2.00	2.40	
		R	6	3	5.5	7.5	4.5	3	4	10.5	3	4	3	
10.	The social studies program does fairly represent the contributions and achievements of black Americans.	M	2.33	2.73	3.33	2.00	2.67	3.60	2.00	3.00	2.71	2.22	2.66	
		R	6	9.5	5.5	3.5	9	15	4	10.5	9.5	6	7	
11.	Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	M	3.00	2.91	3.33	3.00	3.33	3.60	3.00	3.83	2.71	3.44	3.22	
		R	15.5	13.5	5.5	15	17	15	18.5	18	9.5	19	16	
12.	The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	M	3.50	4.27	4.33	3.60	4.44	4.20	4.33	4.50	4.00	3.22	4.04	
		R	18	20	17.5	18.5	20	20	20	20	20	17	20	
13.	The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	M	2.33	1.91	3.33	3.40	2.22	2.80	2.17	3.33	3.00	2.78	2.73	
		R	6	2	5.5	17	2	5.5	7.5	15.5	15	15	9	
14.	The study of black Americans will aid black Americans in developing a positive self-image.	M	3.00	2.82	4.50	3.20	2.67	2.80	2.33	2.67	2.14	1.89	2.80	
		R	15.5	11.5	20	16	9	5.5	11	5.5	3	2	10	

TABLE 4-12.--Continued.

Item <sup>a</sup>		Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
		Type of Inclusion	School	Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
				1	2	3	4	5	6	7	8	9	10	
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	M	2.67	2.36	4.00	2.20	2.44	3.00	2.17	2.83	2.71	2.33	2.67	
		R	12.5	6.5	13	6	7	9	7.5	7.5	9.5	7.5	8	
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	M	3.67	3.09	4.00	4.00	3.22	4.00	2.83	3.00	3.14	3.11	3.41	
		R	19.5	17	13	20	14.5	19	16	10.5	17	16	18	
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	M	2.33	2.82	4.00	3.60	2.75	3.00	2.17	3.33	2.57	2.67	2.92	
		R	6	11.5	13	18.5	11	9	7.5	15.5	5.5	12	13	
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	M	2.67	3.00	4.00	2.60	2.89	2.89	2.33	2.67	2.71	2.67	2.83	
		R	12.5	15	13	10.5	13	5.5	11	5.5	9.5	12	11	
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	M	3.67	2.73	4.33	2.60	3.67	3.60	3.00	4.00	3.29	3.56	3.45	
		R	19.5	9.5	17.5	10.5	19	15	18.5	19	18.5	20	19	
20.	The study of black Americans stimulates students to learn more in this area outside of class.	M	2.33	3.09	4.33	2.60	3.33	3.20	2.67	3.00	3.29	3.33	3.12	
		R	6	17	17.5	10.5	17	12	13.5	10.5	18.5	18	15	
TOTAL		M	2.69	2.69	3.67	2.68	2.84	3.12	2.47	3.02	2.77	2.58	2.85	

<sup>a</sup>Note: Statements have been edited. Mean scores were rounded to the nearest hundredth.

The total mean score for each statement and the rank of each statement are also included.<sup>6</sup>

The total mean score for teachers was 2.85. The mean scores for teachers in schools one, two, four, five, seven, nine, and ten was below 3.00. The mean scores for teachers in schools three, six, and eight was above 3.00. Teachers in school seven had the most positive mean score which was 2.47. Teachers in school three had the most negative mean score which was 3.67.

Statements Ranked One Through Five.--Statement four which stated "Social studies classes . . . are a good place for students to express feelings and opinions that they have regarding racial issues" ranked first for teachers' total mean score. The mean score was 1.86. This statement ranked first in schools two, three, four, five, six, and nine, and second in schools five and eight. Its lowest ranking was 5.5 in school seven.

Statement eight which stated "Your school library is a valuable source for finding information concerning the problems of black Americans" ranked second for teachers' total mean score. The teachers' total mean score was 2.20. This statement ranked first in schools one and eight. Its lowest rank was 9.5 in school three.

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<sup>6</sup>Appendix J includes more detailed charts of the responses of teachers.

Statement nine which stated "Audio-visual aids . . . are a valuable resource for learning about the contributions of blacks to American society" ranked third for teachers' total mean score. The mean score for this statement was 2.40. This statement's highest rank was third in schools two, six, and nine, and its lowest rank was 10.5 in school eight.

Statement number three which stated "Supplemental materials . . . adequately deal with the achievements and accomplishments of black Americans" ranked fourth for teachers' total mean score. The mean score for this statement was 2.51. This statement's highest ranks were 1.5 in school seven and 3.5 in schools four and eight. The lowest rank was 12.5 in school one.

Statement number two which stated "Social studies programs . . . help in eliminating negative stereotypes and prejudices that white students might have of black Americans" ranked fifth for teachers' total mean score. The mean score for this statement was 2.56. This statement's highest rank was 3.5 in schools four and eight. Its lowest rank was fifteenth in school nine.

#### Statements Ranked Sixteen Through Twenty.--

Statements twelve which stated "The social studies program . . . makes good use of field trips so that students can obtain information concerning black Americans which is not available in class" ranked twentieth for teachers'



total mean score. The mean score for this statement was 4.04. This statement's lowest rank was twentieth in schools two, five, six, seven, eight, and nine. Its highest rank was seventeenth in school ten.

Statement nineteen which stated "Good use of outside speakers is made . . . in order to give opposing views to current racial problems" ranked nineteenth for teachers' total mean score. The mean score for this statement was 3.45. This statement's lowest ranks were twentieth in school ten and 19.5 in school one. Its highest rank was 9.5 in school two.

Statement sixteen which stated "The social studies program . . . allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans" ranked eighteenth for teachers' total mean score. The mean score for this statement was 3.41. This statement's lowest ranks were twentieth in school four and 19.5 in school one. Its highest rank was 10.5 in school eight.

Statement one which stated "Social studies textbooks . . . adequately deal with the achievements and accomplishments of black Americans" ranked seventeenth for teachers' total mean score. The mean for this statement was 3.25. This statement's lowest rank was nineteenth in school two. Its highest rank was ninth in school ten.

Statement eleven which stated "Tests given in your school's social studies classes . . . do not measure student's abilities to analyze objectively current racial issues" ranked sixteenth for teachers' total mean score. The mean score for this statement was 3.22. This statement's lowest rank was 18.5 in school seven. Its highest rank was 5.5 in school three.

#### Differences Between Teachers and Students

Comparisons of Mean Scores.--It was hypothesized that "Students and teachers differ when compared on their opinions of the existing programs for the study of black Americans as offered in their high school social studies curriculums." It was found that students and teachers did differ with students being more negative towards the programs for a T-Ratio at the .05 level of significance.

The total mean score for students was 3.29 and the total mean score for teachers was 2.85. Table 4-13 includes the differences for each statement by school and the rank of each statement for teachers and students.

There was not a consistent pattern for all schools. In eight schools students were more negative concerning the statements than teachers. The greatest difference was +.93 in school ten.

TABLE 4-13.--Rank of each item for teachers and students and mean differences between students and teachers by school for each item.

Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
Type of Inclusion	School	Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
		1	2	3	4	5	6	7	8	9	10	
Item <sup>a</sup>												
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	MD	-.11	+.29	-.29	+1.20	+.39	-.37	+.56	+.69	+.83	+1.58	+.48
	SR	15	19	18	19	17	18	16	18	19	18	18
	TR	17	19	17.5	13.5	14.5	17.5	16	15.5	15	9	17
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	MD	+.65	+.52	+.37	+1.23	+.98	-.28	+.98	+.95	+.29	+1.26	+.70
	SR	10.5	7	12	7.5	8	11	12	14.5	14	13.5	12
	TR	6	8	5.5	3.5	4.5	12	7.5	3.5	15	7.5	5
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	MD	+.09	+.68	-.84	+1.45	+1.11	-.20	+1.07	+.57	+.43	+1.90	+.62
	SR	6	8	2.5	14.5	14	7	4	3	8	12	7
	TR	12.5	6.5	13	3.5	4.5	9	1.5	3.5	9.5	1	4
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	MD	+.22	+1.00	+.66	+.88	+.98	+.71	+.94	+.87	+.52	+.97	+.77
	SR	1	1	1	1	2	1	5.5	2	1	1	1
	TR	6	1	1	1	1	1	4	2	1	4	1
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	MD	+.51	+.27	+.31	+.82	+.71	-1.12	+.61	+.12	+.35	+1.03	+.36
	SR	8.5	12	10	13	13	3	5.5	7	11	16.5	10
	TR	6	13.5	5.5	10.5	9	17.5	11	13	13	12	12
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	MD	+1.03	+.87	+.97	+.66	-.15	+.14	+.33	+.30	+.48	+.73	+.54
	SR	16.5	9	6.5	4.5	3.5	12	13	5	9.5	8	9
	TR	6	4.5	2	7.5	17	5.5	16	7.5	9.5	12	6

TABLE 4-13.--Continued.

Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
Type of Inclusion		Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
School		1	2	3	4	5	6	7	8	9	10	
Item <sup>a</sup>												
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	MD	+31	+26	+22	+49	+54	-.43	+68	+15	+62	+85	+36
	SR	10.5	15	17	10	9	5	14	16	9.5	10	15
	TR	12.5	17	9.5	13.5	12	12	13.5	15.5	5.5	12	14
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	MD	+75	+54	-.51	+77	+37	+66	+88	+87	+65	+1.11	+61
	SR	4.5	2	2.5	2	1	9	1	1	2	3	2
	TR	1	4.5	9.5	3.5	4.5	2	1.5	1	3	4	2
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	MD	+49	+69	-.03	+86	+90	+55	+1.10	+31	+86	+1.33	+71
	SR	7	3	6.5	9	6	13	10.5	9	6	6	5
	TR	6	3	5.5	7.5	4.5	3	4	10.5	3	4	3
10. The social studies program does fairly represent the contributions and achievements of black Americans.	MD	+51	+34	+23	+1.10	+51	-.82	+84	+30	+12	+98	+41
	SR	8.5	10	9	6	3.5	6	2	8	3	4	4
	TR	6	9.5	5.5	3.5	9	15	4	10.5	9.5	6	7
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	MD	+36	+36	-.13	+45	+02	-.54	+36	-.42	+81	-.41	+08
	SR	16.5	13	4	14.5	11	16	15	11.5	17	2	14
	TR	15.5	13.5	5.5	15	17	15	18.5	18	9.5	19	16
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	MD	+68	-.01	+13	+69	-.07	-.26	0	+16	+17	+93	+24
	SR	20	20	20	20	20	20	20	20	20	20	20
	TR	18	20	17.5	18.5	20	20	20	20	20	17	20

TABLE 4-13.--Continued.

Racial Percentage		0-2.99				3.00-9.99				10 & Up		Total
Type of Inclusion		Separate Course		No Separate Course		Separate Course		No Separate Course		Separate Course		
School		1	2	3	4	5	6	7	8	9	10	
Item <sup>a</sup>												
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	MD	+ .78	+ .92	- .11	- .05	+ 1.01	+ .22	+ .69	+ .07	+ .31	+ .65	+ .45
	SR	13	5	5	11.5	6	14	3	10	15	9	8
	TR	6	2	5.5	17	2	5.5	7.5	15.5	15	15	9
14. The study of black Americans will aid black Americans in developing a positive self-image.	MD	+ .05	+ .33	- .66	+ .15	+ .68	+ .09	+ .77	+ .74	+ .93	+ 1.70	+ .48
	SR	12	11	15.5	11.5	11	10	10.5	11.5	7	13.5	13
	TR	15.5	11.5	20	16	9	5.5	11	5.5	3	2	10
15. The social studies program aids students in analyzing racial issues which they personally feel are important.	MD	0	+ .46	- .48	+ .77	+ .79	- .51	+ .88	+ .33	+ .15	+ 1.01	+ .34
	SR	2	4	8	3	6	2	8	6	4	7	3
	TR	12.5	6.5	13	6	7	9	7.5	7.5	9.5	7.5	8
16. The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	MD	- .29	+ .37	- .22	- .42	+ .40	- .83	+ .82	+ .76	+ .19	+ .59	+ .13
	SR	18	17	13	16	18	17	18	17	16	16.5	17
	TR	19.5	17	13	20	14.5	19	16	10.5	17	16	18
17. Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	MD	+ .42	+ .46	- .16	- .37	+ .74	- .15	+ .91	+ .11	+ .36	+ .95	+ .33
	SR	4.5	14	15.5	7.5	15	8	9	13	5	15	11
	TR	6	11.5	13	18.5	11	9	7.5	15.5	5.5	12	13
18. Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	MD	+ .06	- .09	- .35	+ .46	+ .46	- .11	+ .69	+ .41	+ .55	+ .89	+ .30
	SR	3	6	11	4.5	11	4	7	4	12.5	11	6
	TR	12.5	15	13	10.5	13	5.5	11	5.5	9.5	12	11
19. Good use of outside speakers is made in order to give opposing views to current racial problems.	MD	- .11	+ .96	- .24	+ 1.14	+ .18	+ .20	+ .72	+ .24	+ .45	+ .55	+ .40
	SR	19	18	19	17	19	19	19	19	18	19	19
	TR	19.5	9.5	17.5	10.5	19	15	18.5	19	18.5	20	19
20. The study of black Americans stimulates students to learn more in this area outside of class.	MD	+ .82	+ .28	- .50	+ 1.21	+ .18	- .15	+ .90	+ .45	- .03	- .03	+ .31
	SR	14	16	14	18	16	15	17	14.5	12.5	5	16
	TR	6	17	17.5	10.5	17	12	13.5	10.5	18.5	18	15
TOTAL		MD	+ .36	+ .48	- .08	+ .67	+ .53	- .16	+ .74	+ .40	+ .45	+ .44

<sup>a</sup>Note: Statements have been edited. Mean scores were rounded to the nearest hundredth.

Students were significantly more negative than teachers for a matched pairs T-test at the .05 level.

In two schools teachers were more negative than students. School three had a mean difference of a  $-.08$  and school six had a mean difference of a  $-.16$ . These two schools also had the least difference between teachers and students.

Students were more negative than teachers for all twenty statements.

The statement with the greatest difference between teachers and students was statement four which dealt with students' expressing of " . . . feelings and opinions that they have regarding racial issues." The mean difference was  $+.77$ . Statement nine which concerned audio-visual aids had the second greatest difference. The mean difference was  $+.71$ .

Statement two which dealt with " . . . eliminating negative stereotypes and prejudices that white students have of black Americans" had the third greatest difference. The mean difference was  $+.70$ . Statement three which dealt with supplemental materials and statement eight which dealt with the school library had the fourth and fifth greatest differences. The mean difference for statement three was  $+.62$  and the mean difference for statement eight was  $+.61$ .

The statement with the least difference between teachers and students dealt with tests not measuring "students' abilities to analyze objectively current

racial issues." The mean difference was  $+.08$ . Statement sixteen which concerned " . . . direct participation by students in planning the areas to be covered when dealing with the study of black Americans" had the second least difference. The mean difference was  $+.13$ . Statement thirteen which dealt with field trips had the third least difference. The mean difference was  $+.24$ . Statement four which dealt with papers that were written in social studies classes and statement twenty which dealt with stimulating " . . . students to learn more in this area outside of class" had the fourth and fifth least difference. The mean difference for statement eighteen was  $+.30$  and the mean difference for statement twenty was  $+.31$ .

Comparisons of Ranks.--Students and teachers were quite similar when being compared on the rank of the statement. The rank was based upon the mean score of the statement in relation to the other statements. Three statements were ranked in the top five for both teachers and students. Statement four was ranked first for students' and teachers' total mean score. Statement eight was ranked second for both teachers' and students' total mean score. Statement nine was ranked fifth for students and third for teachers.

Statement fifteen was ranked third for students and eighth for teachers. Statement ten was ranked

fourth for students and seventh for teachers. Statement three was ranked fourth for teachers and seventh for students. The biggest difference was statement two which was ranked fifth for teachers and twelfth for students.

Four statements were ranked in the bottom five for both teachers and students. Statement twelve was ranked twentieth for teachers and students. Statement nineteen was ranked nineteenth for students and teachers. Statement one was ranked eighteenth for students and seventeenth for teachers. Statement sixteen was ranked seventeenth for students and eighteenth for teachers.

Statement twenty was ranked sixteenth for students and fifteenth for teachers. Statement eleven was ranked sixteenth for teachers and fourteenth for students.

Relationship Between Differences in Students' and Teachers' Opinions and the Percentage of Black Students Within a School.--It was hypothesized that "There is a correlation for the difference between teachers' and students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type I."

Table 4-14 includes the percentage of black students in the schools that included a separate course and



TABLE 4-14.--Mean difference score and percentage of black students for schools in Curriculum Type I.

Schools	Percentage Black	Rank for Percentage Black	Mean Difference	Rank for Mean Difference
1	0	1	+.36	2
2	.04	2	+.48	4
5	8.08	3	+.53	5
6	8.10	4	-.16	1
9	29.47	5	+.45	3
10	51.80	6	+.93	6

the mean difference between teachers and students for each school. Also included are the ranks for racial percentage and mean difference score, which were based upon each school's position as compared to the other schools.

The correlation between percentage of black students and mean difference was .37. School six which ranked fourth for percentage of black students ranked first for mean difference between teachers and students. School one which ranked first for percentage of black students, ranked second for mean difference between teachers and students. School nine which ranked fifth for percentage of black students ranked third for mean difference between teachers and students. School two which ranked second for percentage of black students ranked fourth for mean difference between teachers and students. School five which ranked third for percentage

of black students ranked fifth for mean difference between teachers and students. School six ranked sixth for both percentage of black students and mean difference between teachers and students.

It was hypothesized that "There is a correlation for the difference between teachers' and students' opinions of the existing program for the study of black Americans as offered in their high school social studies curriculum and the percentage of black students in the school for Curriculum Type II."

Table 4-15 includes the percentage of black students in the schools for Curriculum Type II and the mean difference between teachers' and students' for each school. Also included are the ranks for racial percentage and mean difference score, which were based upon each school's position as compared to the other schools.

TABLE 4-15.--Mean difference score and percentage of black students for schools in Curriculum Type II.

Schools	Percentage Black	Rank for Percentage Black	Mean Difference	Rank for Mean Difference
3	0	1	-.08	1
4	.12	2	+.67	3
7	6.59	4	+.74	4
8	5.01	3	+.40	2

The correlation between percentage of black students and mean difference was .8. School three ranked first for percentage of black students and mean difference for teachers and students. School eight ranked third for percentage of black students and second for mean difference between teachers and students.

School four ranked second for percentage of black students and third for mean difference between teachers and students. School seven ranked fourth for both percentage of black students and mean difference between teachers and students.

#### Written Comments

Written comments were made by 205 of the student respondents and 12 of the teacher respondents. The comments ranged from a few lines to two pages.

Most of the written comments were of a generally critical nature towards their program. The feeling being that their social studies classes did not do enough in this area.

Twenty-one students, in schools that did offer a separate course, felt that because they did not take the separate course they were not dealing with the study of black Americans.

Many students made comments concerning teachers. Eleven students felt teachers were not adequately prepared or did not deal adequately with racial problems.

However, seventeen students mentioned that a particular teacher because of his treatment of black Americans had made their responses more positive.

The statement concerning social studies being a good place to express feelings regarding racial issues elicited a great many responses. It was felt by some that racial problems were not discussed until a disturbance within the school took place. Many students felt that repercussions from teachers or fellow students prohibited them from expressing their viewpoints if they were contrary to the mainstream of thought.

Two statements in particular received written responses: the statement concerning field trips and the statement concerning speakers. Respondents stated that they seldom went on field trips and if they did they were not connected with the study of black Americans. They also had not heard many speakers that dealt with racial problems or black history or culture. Many felt that the speakers that they did hear did not deal with relevant topics but were more for entertainment. It was also felt by some that the speakers had to be pro black and therefore only one side of the racial problem was presented.

Three of the teachers felt that high school social studies could do very little if anything at all in the area of race relations. It was felt that racial

attitudes were already ingrained into students. One respondent felt that the problem with outside speakers was that it was all right if they were anti-white, but not all right if they were anti-black.

### Summary

#### Summary of Questionnaire

A majority (63.6%) of the respondents reported that their social studies curriculum did include the study of black Americans. However, a sizable minority were not making such inclusions. The inclusion of the study of black Americans became more common as the percentage of black students became larger. Respondents in schools with 10 per cent and up black student body had the highest percentage (95.1%) that reported including the study of black Americans. Respondents in schools with 3-9.99 per cent black student body had a lower percentage (76%) that reported including the study of black Americans. Respondents in schools with 0-2.99 per cent black student body had the lowest percentage (55.2%) of all three groups that reported they included the study of black Americans.

There was even a greater difference between the racial percentage groups when compared on whether they offered a separate course that primarily dealt with the study of black Americans. The group with the largest

percentage of black students reported that 94.8 per cent offered a separate course, whereas 63.2 per cent of the middle group and 27 per cent of the lowest racial percentage group offered a separate course.

The basic nature of our public schools when considering size and location makes it difficult to draw meaningful comparisons between schools of varying sizes and locations. Schools in core cities had a greater percentage of schools that fell into the largest class size category. They also had a far greater percentage of black students. This basically held true for rural cities but not to the degree found in core cities. Schools in suburbs also tended to be larger than rural schools. The dependence of the two variables class size and location upon each other created a situation where the results fluctuated when controlling for racial composition.

#### Summary of Response Sheets

It was found that students as a group responded negatively towards their high school's existing social studies program for the study of black Americans. There was no significant difference between students' responses in schools that offered a separate course concerned with the study of black Americans and students' responses

in schools that included the study of black Americans, but did not offer a separate course.<sup>7</sup>

Students' opinions of the programs were significantly more negative than teachers' opinions.<sup>8</sup> However this was not consistent for each individual school. In two schools students were more positive than teachers. Students and teachers were similar when compared by statements that received the most positive responses or negative responses. The statements concerning the adequacy of field trips, speakers, textbooks, and the participation in planning by students were included in the five statements with the most negative responses for both teachers and students. The statements concerning the expression of class opinions, adequacy of the library, and the adequacy of audio-visual aids were included in the five statements with the most positive responses for teachers and students.

The relationship between students' positive responses and the percentage of black students within a school varied for Curriculum Type I and Curriculum

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<sup>7</sup>Significance was computed by using an F-Test at the .05 level. Table 4-9 includes the data used for the test.

<sup>8</sup>Significance was computed by using a matched-pairs T-Test at the .05 level. Table 4-13 includes the data used for the test.

Type II. The correlation for Curriculum Type I was .54 and the correlation for Curriculum Type II was  $-.80$ .

The relationship between the differences between teachers' and students' positive responses and the percentage of black students within a school also varied for Curriculum Type I and Curriculum Type II. The correlation for Curriculum Type I was .37 and the correlation for Curriculum Type II was .80.

The written comments made by students and teachers generally reinforced the same feelings they exhibited when responding to the statements.



CHAPTER V

SUMMARY, DISCUSSION, AND SUGGESTIONS  
FOR FUTURE RESEARCH

The first section of this chapter includes a summary of the purpose, procedures, and conclusions of this study. The second section is a discussion of the findings and the third section includes suggestions for future research.

Summary

Purpose

The purpose of this study was to locate existing programs in Michigan high school social studies curriculums that specifically dealt with the study of black Americans, and to survey students' and teachers' opinions concerning these programs.

Students' opinions in schools that offered a separate course concerned with the study of black Americans were compared to students' opinions in schools that specifically included the study of black Americans, but

did not offer a separate course. The relationship between students' opinions and the percentage of black students within a school was tested. Students' opinions of the existing programs were compared to teachers' opinions of the existing programs. The relationship between the difference for students' and teachers' opinions and the percentage of black students within a school was tested.

#### Method of Investigation

In order to locate the programs a questionnaire was mailed to 400 social studies department chairmen in 29 southern and central Michigan counties. From the responses to this questionnaire, schools that had specifically included the study of black Americans for three years or longer were selected to be the population of schools for the second part of the study.

Schools in the population were divided into two groups. Those schools that offered a separate course concerned with the study of black Americans and those schools that specifically included the study of black Americans but did not offer a separate course. Schools were further divided by the percentage of black students within a school. Three racial percentage groups, 0-2.99 per cent, 3.00-9.99 per cent, and 10 per cent and up, were set up within the two curriculum types.

Two schools were randomly chosen from each group. Only one school fell in the group 10 per cent and up without a separate course. A representative of this school refused to participate in the second section of the study which excluded the category.

Response sheets were distributed in selected classes to seniors and to all social studies teachers in the ten schools.

Response sheets were developed that had both negative and positive statements concerning the programs for the study of black Americans. Statements dealt with materials, general objectives, "new social studies" methods, evaluation instruments, and teachers and their instructional methods. For the positive statements concerning the program the scoring was one for strongly agree, two for agree, three for neutral, four for disagree, and five for strongly disagree. The scoring was reversed for the negative statements. Agreement with a positive statement or disagreement with a negative statement were considered positive responses. Disagreement with a positive statement or agreement with a negative statement were considered negative responses.

### Conclusions

The following are conclusions reached after examining the data from the questionnaire and response sheets.

1. A majority (63.6%) of the high school social studies programs in counties in southern and central Michigan specifically included the study of black Americans.
2. Schools with larger percentages of black students were more likely to specifically include the study of black Americans.
3. Schools with larger percentages of black students were more likely to offer a separate course primarily concerned with the study of black Americans.
4. Comparisons of class size and location, and the inclusion of the study of black Americans was inconclusive. This was partly due to the dependence of class size, location, and percentage of black students upon each other.
5. Students as a group were negative when responding to statements concerning their school's social studies program for the study of black Americans.
6. There was no significant difference between students' responses in schools that offered a separate course and students' responses in

schools that specifically included the study of black Americans, but did not offer a separate course.<sup>1</sup>

7. Students were most positive towards statements which dealt with: expression of opinions in class; the adequacy of the library; analyzing racial issues important to them; the general treatment of the study of black Americans in social studies; and the adequacy of audio-visual aids.<sup>2</sup>
8. Students were most negative towards statements which dealt with: the adequacy of field trips; the adequacy of outside speakers; the adequacy of textbooks; the extent of the participation in planning by students; and the stimulation of this study for further study outside of class.<sup>3</sup>
9. Students as a group were significantly more negative than teachers towards their existing

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<sup>1</sup>Significance was computed by using an F-Test at the .05 level. Table 4-9 includes the data used for the test.

<sup>2</sup>See Appendix H statements 4, 8, 15, 10, and 9 for complete statements.

<sup>3</sup>See Appendix H statements 12, 19, 1, 16, and 20 for complete statements.

program of the study of black Americans.<sup>4</sup> However, in two schools students responded more favorably than teachers.

10. Students and teachers were similar when compared by statements that received the most positive or negative responses within each group. The statements which dealt with: expressions of opinions in class; the adequacy of the library; and the adequacy of audio-visual aids were included in the five statements receiving the most positive responses from both teachers and students. The statement which dealt with: the adequacy of field trips; the adequacy of outside speakers; the adequacy of textbooks; and the participation in planning by students were included in the five statements receiving the most negative responses from both teachers and students.
11. Information regarding the relationship between students' responses and the percentage of black students within a school was inconclusive.
12. Information regarding the relationship for the difference between students' and teachers'

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<sup>4</sup>Significance was computed by using a match-pairs T-Test at the .05 level. Table 4-13 includes the data for the test.

responses and the percentage of black students within a school was also inconclusive.<sup>5</sup>

### Discussion of Findings

It was found in this study that a majority of the social studies departments in high schools in central and southern Michigan have made an effort to include the study of black Americans. Many of these programs have also included race relations.

From the responses of students it seems that these efforts either have not been significant enough to make an impact or they have been misdirected. Text-books are one area where changes have been made and yet the students do not feel that they deal adequately with the contributions and achievements of black Americans. Speakers on this subject, community displays of art work, and history have been established in many areas. However students still consider the use of field trips and speakers to be inadequate in their social studies curriculum. Either the schools are not taking advantage of the various community resources or possibly these resources are not having an impact upon the students.

There are many possible reasons why the students were negative towards their programs. Under the most common type of social studies curriculum, United States

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<sup>5</sup>The results of the tests for the relationship fluctuated. This may have been due to the lack of a relationship or the small number of participating schools.

history is covered in a survey type of course over a period of one year. This system can give only a superficial treatment of black history and culture when incorporated into the multitude of materials that are available. World history, sociology, and anthropology fair little better than United States history under the present system. It may be a case of placing a new emphasis into an old curriculum.

It has been suggested by the advocates of the "new social studies" that curriculums be centered around analytical skills and areas of study that are critical to students. Changes such as the ones suggested by these individuals would provide more time for black history, culture, and race relations if this was considered a critical issue.

Neither the old social studies nor the "new social studies" have proven that they can reach the major objectives suggested by many of the advocates of the study of black Americans. These objectives are the improvement of black Americans' self-image and the elimination of stereotypes and prejudices that white Americans might have of black Americans. Both statements concerning whether their social studies curriculums met these objectives received negative responses from the students as a group. It is possible, as some respondents



in this study suggested, that the attitudes of students are so ingrained by the time the students reached high school that they cannot be changed.

### Suggestions for Future Research

There is a need to examine why students are negative towards the existing programs for the study of black Americans. This might lead to changes which could be beneficial to the improvement of such programs.

Investigations should be made into whether there is a point where the inclusion of materials on black Americans creates a situation where back-lash will develop in white students.

There is a definite need for investigation into whether the programs as they now exist can meet the objectives suggested for them. Specifically the following areas should be investigated:

1. The development and administration of attitude tests for students before and after the study of black Americans. A control group would be necessary in such experiments.
2. Follow-up studies of students who have taken a course in the study of black Americans. It would be necessary to compare the individuals' place of residence, occupation, and attitudes towards various racial issues with a control group that had not taken the course.

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## **APPENDICES**

**APPENDIX A**

**COMMITTEE MEMBERS AND HISTORIANS  
FOR MICHIGAN TEXTBOOK STUDIES**



## APPENDIX A

### COMMITTEE MEMBERS AND HISTORIANS FOR MICHIGAN TEXTBOOK STUDIES

#### 1968 Committee Members

J.W. Menge - Chairman  
Hazel M. Turner - Vice Chairman  
John Armstrong  
Robert L. Green  
Richard Lobenthal

#### Historians, 1968

Dr. Ray Ginger, Wayne State University, Detroit  
Dr. William Harbaugh, University of Virginia, Charlottesville,  
Virginia  
Dr. John Higham, University of Michigan, Ann Arbor  
Dr. Richard Starr, University of Chicago, Chicago, Illinois  
Dr. Harold Woodman, University of Missouri, Columbia, Missouri  
Dr. T. Harry Williams, Louisiana State University, Baton  
Rouge, Louisiana

#### Historians, 1970

Mrs. Margaret Ashworth, Wayne State University  
Professor Jimmie Franklin, Eastern Illinois University  
Dr. John Higham, University of Michigan  
Dr. William Hixson, Michigan State University  
Professor W. Sherman Jackson, Miami University of Ohio  
Dr. Shaw Livermore, Jr., University of Michigan  
Dr. George McCully, Swarthmore College  
Mr. Harry A. Reed, Michigan State University  
Mr. Benjamin Solomon, King-Kennedy College  
Mr. Richard Thomas, Michigan State University  
Dr. T. Harry Williams, Louisiana State University  
Dr. Harold D. Wordman, University of Missouri

**APPENDIX B**

**MICHIGAN TEXTBOOK COMMITTEE'S GUIDELINES FOR  
AMERICAN HISTORY TEXTBOOK SELECTION**

## APPENDIX B

### MICHIGAN TEXTBOOK COMMITTEE'S GUIDELINES FOR

#### AMERICAN HISTORY TEXTBOOK SELECTION

#### Guideline Summary for American History Textbook Selection

In order to be suitable for use in the schools of Michigan, an American history textbook should:

- I. Be historically accurate
  - A. The "facts" themselves should be correct.
  - B. The facts should be interpreted fairly and in the light of current historical research.
  - C. The historical accounts should be presented in keeping with the perceptions, attitudes, and concerns of the times.
- II. Present realistically the accomplishments and contributions of minorities in the past and today. Specifically, this means that it should include discussion of:
  - A. The backgrounds of minorities in America;
  - B. The achievements, accomplishments, and contributions of minorities, with minority persons being clearly identified as such;
  - C. The struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity;
  - D. Racism in contemporary urban society;
  - E. The significance of social reform for all people.
- III. Indicate that its authors have shown great caution in their use of the term "race."
- IV. Through its total effect or tone, convey to the student certain values basic to the American system that are both implicitly and explicitly stated.

**APPENDIX C**

**MICHIGAN TEXTBOOK COMMITTEE'S RECOMMENDATIONS  
FOR COURSES OF ACTION**

To this end, the Committee recommends the following courses of action:

Local boards of education should:

1. Review textbooks now in use in terms of the criteria presented in the Guidelines and discontinue the use of those publications that fall far short of these standards.
2. Adopt and implement local policy statements of commitment to the purchase and use of textbooks and other instructional materials that adequately and accurately include the achievements and accomplishments of Negroes and other minorities.
3. Begin or expand efforts to prepare staffs for the task of evaluating and choosing textbooks and other instructional materials in respect to this area of concern.
4. Overcome in part the present inadequacies of American history textbooks by using other instructional materials that more nearly meet the standards suggested by the Guidelines.
5. Limit the adoption period for social studies textbooks so that students will be using more recent editions, which may more adequately meet the standards of the Guidelines.
6. Exercise their full authority and leadership to discourage the practice of some publishing companies which issue to various parts of the country different editions of the same textbook.

The State Department of Education should:

1. Encourage the development of more adequate textbooks by submitting to textbook publishing companies copies of this Report with the specific request that these findings be used in preparing new American history textbooks.
2. Provide more assistance to local districts in the selection and use of textbooks and supplemental instructional materials dealing with the accomplishments and contributions of Negroes and other minorities.
3. Exercise their full authority and leadership to discourage the practice of some publishing companies which issue to various parts of the country different editions of the same textbook.
4. Review textbooks in other curricular areas to determine the progress being made in achieving fair treatment of Negroes and other minorities.

Teacher-education institutions should:

1. Develop or expand existing programs that will prepare future teachers not only to become more familiar with instructional materials that adequately present the contributions and accomplishments of minorities, but also to better understand the nature of our society's multiethnic, multiracial nature, both today and in the past.

**APPENDIX D**

**QUESTIONNAIRE FOR LOCATING PROGRAMS**

## APPENDIX D

### QUESTIONNAIRE FOR LOCATING PROGRAMS

Name of school: \_\_\_\_\_

I would like a copy of the results. Yes \_\_\_\_\_ No \_\_\_\_\_

1. Has the social studies department of your high school specifically included the study of black Americans as part of your social studies curriculum?

Yes \_\_\_\_\_

No \_\_\_\_\_

If the answer to the above question is yes, please respond to the following questions. If no, please return this questionnaire without going further.

You may respond yes to more than one of the following:

2. Has the social studies department of your high school included the study of black Americans by offering a course(s) primarily concerned with black Americans?

Yes \_\_\_\_\_

No \_\_\_\_\_

3. Has the social studies department of your high school established the study of black Americans by including a separate unit(s) of study dealing with black Americans within a broader social studies course(s)?

Yes \_\_\_\_\_

No \_\_\_\_\_

4. Has the social studies department of your high school included the study of black Americans by incorporating the study of black Americans into a broader social studies course(s), but not as a separate unit(s)?

Yes \_\_\_\_\_

No \_\_\_\_\_

5. If none of the above statements describe your inclusion of black Americans within your social studies curriculum, please specify your inclusion. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Your total current program for the inclusion of the study of black Americans within your high school social studies curriculum is in its

\_\_\_\_\_ First year.

\_\_\_\_\_ Second year.

\_\_\_\_\_ Third year or more.



**APPENDIX E**

**LIST OF COUNTIES INCLUDED AND THEIR POPULATION**

# APPENDIX E

## LIST OF COUNTIES INCLUDED AND THEIR POPULATION

<u>Counties</u>	<u>All races</u>	<u>Negro</u>
1. Allegan	66,575	1,088
2. Bay	117,339	736
3. Berrien	163,875	18,283
4. Calhoun	141,963	11,955
5. Cass	43,312	4,103
6. Clinton	48,492	43
7. Eaton	68,892	285
8. Genessee	444,341	60,338
9. Ingham	261,039	14,371
10. Ionia	45,848	1,098
11. Jackson	143,274	8,492
12. Kalamazoo	201,550	9,579
13. Kent	411,044	23,076
14. Lapeer	52,317	339
15. Lenawee	81,609	554
16. Livingston	58,967	492
17. Macomb	625,309	7,572
18. Midland	63,769	147
19. Monroe	118,479	2,038
20. Muskegon	157,426	16,722
21. Oakland	907,871	28,439
22. Ottawa	128,181	353
23. Saginaw	219,743	26,856
24. St. Clair	120,175	2,703
25. St. Joseph	47,392	1,023
26. Shiawassee	63,075	30
27. Van Buren	56,173	4,456
28. Washtenaw	234,103	17,822
29. Wayne	2,666,751	721,072

**APPENDIX F**

**FIRST LETTER TO DEPARTMENT CHAIRMAN**

January 2, 1972  
4954 Dawn Avenue  
East Lansing, Michigan  
48823

Social Studies Department Chairman

Dear Chairman:

I am currently conducting a project at Michigan State University in an attempt to gain information concerning the study of black Americans in high school social studies curriculums. The enclosed questionnaire is being sent to all high school social studies department chairmen in 29 southern Michigan counties. If your high school does not have a designated social studies chairman, it would be appreciated if someone familiar with the social studies curriculum would respond.

The questionnaire which you are being asked to respond to is brief but essential to completing the project. In this questionnaire all references to "high schools" should be construed as being the tenth, eleventh and twelfth grades, even though your high school may include lower grades. This is necessary in order to have a common unit for analysis of the data. Also in this questionnaire the term "social studies" should be understood to mean courses such as history, social science and its divisions, government, current affairs, and courses with similar designations.

A self-addressed stamped envelope is included for your convenience. Information concerning responses of a particular school or individual will be confidential. If you would like a copy of the results of this study, please check the appropriate space at the top of your questionnaire.

Thank you for your time and assistance.

Respectfully,

Michael N. Connolly

**APPENDIX G**

**FOLLOW-UP LETTER TO DEPARTMENT CHAIRMAN**

January 18, 1972  
4954 Dawn Avenue  
East Lansing, Michigan  
48823

Social Studies Department Chairman

Dear Chairman:

Recently you should have received a questionnaire concerning the study of black Americans in your high school social studies curriculum. A majority of the questionnaires that were sent out have been returned, but the responses of each high school are important for accuracy in completing the study. In order to have more complete information, I am enclosing another questionnaire in hopes that this might be a more convenient time for you to complete it.

The questionnaire which you are being asked to respond to is brief but essential to completing the project. In this questionnaire all references to "high schools" should be construed as being tenth, eleventh and twelfth grades, even though your high school may include lower grades. This is necessary in order to have a common unit for analysis of the data. Also in this questionnaire the term "social studies" should be understood to mean courses such as history, social science and its divisions, government, current affairs, and courses with similar designations.

A self-addressed stamped envelope is included for your convenience. Information concerning responses of a particular school or individual will be confidential. If you would like a copy of the results of this study, please check the appropriate space at the top of your questionnaire.

If you answer the first question yes, please respond to each of the other five questions.

Thank you for your time and assistance.

Respectfully,

Michael N. Connolly

**APPENDIX H**

**STUDENT RESPONSE SHEET**

APPENDIX H

STUDENT RESPONSE SHEET

PLEASE CIRCLE YOUR RESPONSES TO THE FOLLOWING:

1. Sex
  - a. Female
  - b. Male
2. Including this year, how long have you attended this school?
  - a. 1 year
  - b. 2 years
  - c. 3 years
3. What is your class status?
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
4. Your grade point average falls closest to which letter grade?
  - a. A
  - b. B
  - c. C
  - d. D
  - e. E
5. I like school.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
6. I like social studies classes.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree



PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH STATEMENT.

PLEASE RESPOND TO ALL 20 STATEMENTS.

1. Social studies textbooks used in your school adequately deal with the achievements and accomplishments of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
2. Social studies programs, such as the one offered in your school, help in eliminating negative stereotypes and prejudices that white students might have of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
3. Supplemental materials (magazines, pamphlets and books other than textbooks) used in your school's social studies classes adequately deal with the achievements and accomplishments of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
4. Social studies classes in your school are a good place for students to express feelings and opinions that they have regarding racial issues.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
5. The social studies teachers in your school adequately deal with the contributions and achievements of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree

6. Social studies classes in your school, when covering racial issues consist of too many lectures instead of active participation by students.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
7. The social studies program in your school makes good use of the history of black Americans, as a method of analyzing current racial problems.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
8. Your school library is a valuable source for finding information concerning the problems of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
9. Audio-visual aids in your school's social studies program, such as movies and filmstrips, are a valuable resource for learning about the contributions of blacks to American society.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
10. The social studies program in your school does fairly represent the contributions and achievements of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
11. Tests given in your school's social studies classes, in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree

12. The social studies program in your school makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
14. The study of black Americans, such as the type offered in your school's social studies program, will aid black Americans in developing a positive self-image.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
15. The social studies program in your school aids students in analyzing racial issues which they personally feel are important.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
16. The social studies program in your school allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
17. Tests given in your school's social studies classes, in connection with the study of black Americans, do measure students' knowledge of the blacks' achievements and accomplishments in American society.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree

18. Papers written in your school's social studies classes, in connection with the study of black Americans, are aimed at getting students to analyze critical racial problems.
- a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
19. Good use of outside speakers is made in your school's social studies classes in order to give opposing views to current racial problems.
- a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
20. The study of black Americans in your school's social studies program stimulates students to learn more in this area outside of class.
- a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree

1  
1

## **APPENDIX I**

### **TEACHER RESPONSE SHEET**

## APPENDIX I

### TEACHER RESPONSE SHEET

Please respond to the following:

1. Sex
  - a. Female
  - b. Male
2. Level of education attained.
  - a. less than a bachelor's degree
  - b. bachelor's degree
  - c. master's degree
  - d. educational specialist
  - e. doctorate
3. How long have you taught in this school? (Including this year.) \_\_\_\_\_
4. How many years have you taught school? (Including this year.) \_\_\_\_\_
5. How many social studies classes do you teach? \_\_\_\_\_
6. How old are you? (To the nearest year.) \_\_\_\_\_
7. Your teacher preparation in college was adequate for dealing with the study of black Americans in high school social studies classes.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree
8. You are now adequately prepared for dealing with the study of black Americans in high school social studies classes.
  - a. strongly agree
  - b. agree
  - c. neutral
  - d. disagree
  - e. strongly disagree

## **APPENDIX J**

### **RESPONSES OF STUDENTS AND TEACHERS**

TABLE J-1.--Responses of students and teachers and rank of each item for school one.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
1.	Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF 1	13	18	19	4	3.22	15	55
		S% 1.8	23.6	32.7	34.6	7.3			100
		TF 0	1	0	2	0	3.33	17	3
		T% 0	33.3	0	66.7	0			100
2.	Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF 2	20	12	19	2	2.98	10.5	55
		S% 3.6	36.4	21.8	34.6	3.6			100
		TF 0	2	1	0	0	2.33	6	3
		T% 0	66.7	33.3	0	0			100
3.	Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF 2	23	17	12	1	2.76	6	55
		S% 3.6	41.8	30.9	21.8	1.8			100
		TF 0	1	2	0	0	2.67	12.5	3
		T% 0	33.3	66.7	0	0			100
4.	Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF 9	21	12	12	1	2.55	1	55
		S% 16.4	38.2	21.8	21.8	1.8			100
		TF 0	2	1	0	0	2.33	6	3
		T% 0	66.7	33.3	0	0			100
5.	The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF 2	23	16	10	4	2.84	8.5	55
		S% 3.6	41.8	29.1	18.2	7.3			100
		TF 0	2	1	0	0	2.33	6	3
		T% 0	66.7	33.3	0	0			100
6.	Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF 5	23	16	9	2	3.36	16.5	55
		S% 9.1	41.8	29.1	16.4	3.6			100
		TF 0	0	1	2	0	2.33	6	3
		T% 0	0	33.3	66.7	0			100
7.	The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF 1	16	22	15	1	2.98	10.5	55
		S% 1.8	29.1	40.0	27.3	1.8			100
		TF 0	1	2	0	0	2.67	12.5	3
		T% 0	33.3	66.7	0	0			100



TABLE J-1.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	6	25	6	13	5	2.75	4.5	55
	S%	10.9	45.5	10.9	23.6	9.1			100
	TF	1	1	1	0	0	2.00	1	3
	T%	33.3	33.3	33.3	0	0			100
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	5	22	8	18	2	2.82	7	55
	S%	9.1	40.0	14.6	32.7	3.6			100
	TF	1	1	0	1	0	2.33	6	3
	T%	33.3	33.3	0	33.3	0			100
10. The social studies program does fairly represent the contributions and achievements of black Americans.	SF	1	25	13	14	2	2.84	8.5	55
	S%	1.8	45.5	23.6	25.5	3.6			100
	TF	0	2	1	0	0	2.33	6	3
	T%	0	66.7	33.3	0	0			100
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	2	24	22	6	1	3.36	16.5	55
	S%	3.6	43.6	40.0	10.9	1.8			100
	TF	0	1	1	1	0	3.00	15.5	3
	T%	0	33.3	33.3	33.3	0			100
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	0	3	8	20	24	4.18	20	55
	S%	0	5.5	14.6	36.4	43.6			100
	TF	0	0	1	1	0	3.50	18	2
	T%	0	0	50.0	50.0	0			100
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	4	16	20	12	3	3.11	13	55
	S%	7.3	29.1	36.4	21.8	5.5			100
	TF	0	0	2	0	1	2.33	6	3
	T%	0	0	66.7	0	33.3			100
14. The study of black Americans will aid black Americans in developing a positive self-image.	SF	3	10	26	13	3	3.05	12	55
	S%	5.5	18.2	47.3	23.6	5.5			100
	TF	0	1	1	1	0	3.00	15.5	3
	T%	0	33.3	33.3	33.3	0			100

TABLE J-1.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 3	25	17	7	3	2.67	2	55
		S% 5.5	45.5	30.9	12.7	5.5			100
		TF 0	2	0	1	0	2.67	12.5	3
		T% 0	66.7	0	33.3	0			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 3	8	14	25	5	3.38	18	55
		S% 5.5	14.6	25.5	45.5	9.1			100
		TF 0	1	0	1	1	3.67	19.5	3
		T% 0	33.3	0	33.3	33.3			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 2	23	17	13	0	2.75	4.5	55
		S% 3.6	41.8	30.9	23.6	0			100
		TF 0	2	1	0	0	2.33	6	3
		T% 0	66.7	33.3	0	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 6	19	16	12	2	2.73	3	55
		S% 10.9	34.6	29.1	21.8	3.6			100
		TF 0	1	2	0	0	2.67	12.5	3
		T% 0	33.3	66.7	0	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 2	7	12	26	8	3.56	19	55
		S% 3.6	12.7	21.8	47.3	14.6			100
		TF 0	1	0	1	1	3.67	19.5	3
		T% 0	33.3	0	33.	33.3			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 3	13	17	17	5	3.15	14	55
		S% 5.5	23.6	30.9	30.9	9.1			100
		TF 0	2	1	0	0	2.33	6	3
		T% 0	66.7	33.3	0	0			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-2.--Responses of students and teachers and rank of each item for school two.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF 1	8	24	51	17	3.74	19	101	
	S% 1.0	7.9	23.8	50.5	16.8				100
	TF 0	3	2	4	2	3.45	19	11	
	T% 0	27.3	18.2	36.4	18.2				100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF 3	36	29	27	6	2.97	7	101	
	S% 3.0	35.6	28.7	26.7	5.9				100
	TF 0	7	3	1	0	2.45	8	11	
	T% 0	63.6	27.3	9.1	0				100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF 3	33	27	33	5	3.04	8	101	
	S% 3.0	32.7	26.7	32.7	5.0				100
	TF 0	9	0	2	0	2.36	6.5	11	
	T% 0	81.8	0	18.2	0				100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF 16	48	18	14	5	2.45	1	101	
	S% 15.8	47.5	17.8	13.9	5.0				100
	TF 6	5	0	0	0	1.45	1	11	
	T% 54.6	45.5	0	0	0				100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF 3	21	37	35	5	3.18	12	101	
	S% 3.0	20.8	36.6	34.7	5.0				100
	TF 0	4	4	3	0	2.91	13.5	11	
	T% 0	36.4	36.4	27.3	0				100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF 10	25	31	30	5	3.05	9	101	
	S% 9.9	24.8	30.7	29.7	5.0				100
	TF 0	0	3	7	1	2.18	4.5	11	
	T% 0	0	27.3	63.6	9.1				100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF 0	22	27	47	5	3.35	15	101	
	S% 0	21.8	26.7	47.5	5.0				100
	TF 0	3	4	4	0	3.09	17	11	
	T% 0	27.3	36.4	36.4	0				100

TABLE J-2.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	6	39	38	13	5	2.72	2	101
	S%	5.9	38.6	37.6	12.9	5.0			100
	TF	1	8	1	1	0	2.18	4.5	11
	T%	9.1	72.7	9.1	9.1	0			100
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	7	30	43	20	1	2.78	3	101
	S%	6.9	29.7	42.6	19.8	1.0			100
	TF	1	8	2	0	0	2.09	3	11
	T%	9.1	72.7	18.2	0	0			100
10. The social studies program does fairly represent the contributions and achievements of black Americans.	SF	1	34	26	37	3	3.07	10	101
	S%	1.0	33.7	25.7	36.6	3.0			100
	TF	0	6	2	3	0	2.73	9.5	11
	T%	0	54.6	18.2	27.3	0			100
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	6	32	47	15	1	3.27	13	101
	S%	5.9	31.7	46.5	14.9	1.0			100
	TF	0	3	5	2	1	2.91	13.5	11
	T%	0	27.3	45.5	18.2	9.1			100
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	0	3	14	38	46	4.26	20	101
	S%	0	3.0	13.9	37.6	45.5			100
	TF	0	0	1	6	4	4.27	20	11
	T%	0	0	9.1	54.6	36.4			100
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	6	23	25	42	5	2.83	5	101
	S%	5.9	22.8	24.8	41.6	5.0			100
	TF	0	0	1	8	2	1.91	2	11
	T%	0	0	9.1	72.7	18.2			100
14. The study of black Americans will aid black Americans in developing a positive self-image.	SF	1	14	59	23	4	3.15	11	101
	S%	1.0	13.9	58.4	22.8	4.0			100
	TF	0	6	2	2	1	2.82	11.5	11
	T%	0	54.6	18.2	18.2	9.1			100

TABLE J-2.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 4	38	33	24	2	2.82	4	101
		S% 4.0	37.6	32.7	23.8	2.0			100
		TF 1	7	2	0	1	2.36	6.5	11
		T% 9.1	63.6	18.2	0	9.1			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 1	16	32	40	12	3.46	17	101
		S% 1.0	15.8	31.7	39.6	11.9			100
		TF 1	3	2	4	1	3.09	17	11
		T% 9.1	27.3	18.2	36.4	9.1			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 1	22	34	36	8	3.28	14	101
		S% 1.0	21.8	33.7	35.6	7.9			100
		TF 0	5	3	3	0	2.82	11.5	11
		T% 0	45.5	27.3	27.3	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 4	32	39	21	5	2.91	6	101
		S% 4.0	31.7	38.6	20.8	5.0			100
		TF 0	3	5	3	0	3.00	15	11
		T% 0	27.3	45.5	27.3	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 0	13	26	41	21	3.69	18	101
		S% 0	12.9	25.7	40.6	20.8			100
		TF 1	3	5	2	0	2.73	9.5	11
		T% 9.1	27.3	45.5	18.2	0			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 5	19	28	32	17	3.37	16	101
		S% 5.0	18.8	27.7	31.7	16.8			100
		TF 0	4	3	3	1	3.09	17	11
		T% 0	36.4	27.3	27.3	9.1			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-3.--Responses of students and teachers and rank of each item for school three.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	1	3	11	43	23	4.04	18	81
	S%	1.2	3.7	13.6	53.1	28.4			100
	TF	0	0	0	2	1	4.33	17.5	3
	T%	0	0	0	66.7	33.3			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	0	8	24	32	16	3.70	12	80
	S%	0	10.0	30.0	40.0	20.0			100
	TF	0	1	0	2	0	3.33	5.5	3
	T%	0	33.3	0	66.7	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	2	26	20	23	10	3.16	2.5	81
	S%	2.5	32.1	24.7	28.4	12.4			100
	TF	0	0	0	3	0	4.00	13	3
	T%	0	0	0	100	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	13	27	18	18	4	2.66	1	80
	S%	16.3	33.8	22.5	22.5	5.0			100
	TF	2	0	0	1	0	2.00	1	3
	T%	66.7	0	0	33.3	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	2	12	16	34	17	3.64	10	81
	S%	2.5	14.8	19.8	42.0	21.0			100
	TF	0	0	2	1	0	3.33	5.5	3
	T%	0	0	66.7	33.3	0			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	8	32	23	12	6	3.30	6.5	81
	S%	9.9	39.5	28.4	14.8	7.4			100
	TF	0	0	1	2	0	2.33	2	3
	T%	0	0	33.3	66.7	0			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	0	6	15	42	18	3.89	17	81
	S%	0	7.4	18.5	51.9	22.2			100
	TF	0	1	0	1	1	3.67	9.5	3
	T%	0	33.3	0	33.3	33.3			100

TABLE J-3.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	2	25	26	14	14	3.16	2.5	81
	S%	2.5	30.9	32.1	17.3	17.3			100
	TF	0	0	1	2	0	3.67	9.5	3
	T%	0	0	33.3	66.7	0			100
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	9	10	22	28	12	3.30	6.5	81
	S%	11.1	12.4	27.2	34.6	14.8			100
	TF	0	1	0	2	0	3.33	5.5	3
	T%	0	33.3	0	66.7	0			100
10. The social studies program does fairly represent the contributions and achievements of black Americans.	SF	1	11	23	34	12	3.56	9	81
	S%	1.2	13.6	28.4	42.0	14.8			100
	TF	0	1	0	2	0	3.33	5.5	3
	T%	0	33.3	0	66.7	0			100
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	8	25	29	13	6	3.20	4	81
	S%	9.9	30.9	35.8	16.1	7.4			100
	TF	0	1	2	0	0	3.33	5.5	3
	T%	0	33.3	66.7	0	0			100
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	1	1	5	27	47	4.46	20	81
	S%	1.2	1.2	6.2	33.3	58.0			100
	TF	0	0	0	2	1	4.33	17.5	3
	T%	0	0	0	66.7	33.3			100
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	15	19	19	23	4	3.22	5	80
	S%	18.8	23.8	23.8	28.8	5.0			100
	TF	0	1	2	0	0	3.33	5.5	3
	T%	0	33.3	66.7	0	0			100
14. The study of black Americans will aid black Americans in developing a positive self-image.	SF	0	6	22	32	21	3.84	15.5	81
	S%	0	7.4	27.2	39.5	25.9			100
	TF	0	0	0	1	1	4.50	20	2
	T%	0	0	0	50.0	50.0			100

TABLE J-3.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 3	12	16	40	10	3.52	8	81
		S% 3.7	14.8	19.8	49.4	12.4			100
		TF 0	0	1	1	1	4.00	13	3
		T% 0	0	33.3	33.3	33.3			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 1	8	17	37	18	3.78	13	81
		S% 1.2	9.9	21.0	45.7	22.2			100
		TF 0	0	1	1	1	4.00	13	3
		T% 0	0	33.3	33.3	33.3			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 0	6	21	34	20	3.84	15.5	81
		S% 0	7.4	25.9	42.0	24.7			100
		TF 0	0	1	1	1	4.00	13	3
		T% 0	0	33.3	33.3	33.3			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 1	5	28	34	13	3.65	11	81
		S% 1.2	6.2	34.6	42.0	16.1			100
		TF 0	0	1	1	1	4.00	13	3
		T% 0	0	33.3	33.3	33.3			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 1	5	12	31	32	4.09	19	81
		S% 1.2	6.2	14.8	38.3	39.5			100
		TF 0	0	0	2	1	4.33	17.5	3
		T% 0	0	0	66.7	33.3			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 2	9	14	32	24	3.83	14	81
		S% 2.5	11.1	17.3	39.5	29.6			100
		TF 0	0	0	2	1	4.33	17.5	3
		T% 0	0	0	66.7	33.3			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.



TABLE J-4.--Responses of students and teachers and rank of each item for school four.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	0	2	3	19	7	4.00	19	31
	S%	0	6.5	9.7	61.3	22.6			100
	TF	1	1	1	2	0	2.80	13.5	5
	T%	20.0	20.0	20.0	40.0	0			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	1	8	7	13	2	3.23	7.5	31
	S%	3.2	25.8	22.6	41.9	6.5			100
	TF	1	3	1	0	0	2.00	3.5	5
	T%	20.0	60.0	20.0	0	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	1	6	4	18	2	3.45	14.5	31
	S%	3.2	19.4	12.9	58.1	6.5			100
	TF	2	1	2	0	0	2.00	3.5	5
	T%	40.0	20.0	40.0	0	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	4	13	4	9	1	2.68	1	31
	S%	12.9	41.9	12.9	29.0	3.2			100
	TF	2	2	1	0	0	1.80	1	5
	T%	40.0	40.0	20.0	0	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	1	4	10	13	3	3.42	13	31
	S%	3.2	12.9	32.3	41.9	9.7			100
	TF	1	1	2	1	0	2.60	10.5	5
	T%	20.0	20.0	40.0	20.0	0			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	4	8	6	12	1	3.06	4.5	31
	S%	12.9	25.8	19.4	38.7	3.2			100
	TF	0	1	1	2	1	2.40	7.5	5
	T%	0	20.0	20.0	40.0	20.0			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	1	8	5	15	2	3.29	10	31
	S%	3.2	25.8	16.1	48.4	6.5			100
	TF	1	1	1	2	0	2.80	13.5	5
	T%	20.0	20.0	20.0	40.0	0			100

TABLE J-4.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total	
Item <sup>a</sup>										
8.	Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	3	10	11	5	2	2.77	2	31
		S%	9.7	32.3	35.5	16.1	6.5			100
		TF	1	3	1	0	0	2.00	3.5	5
		T%	20.0	60.0	20.0	0	0			100
9.	Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	1	9	5	13	3	3.26	9	31
		S%	3.2	29.0	16.1	41.9	9.7			100
		TF	1	1	3	0	0	2.40	7.5	5
		T%	20.0	20.0	60.0	0	0			100
10.	The social studies program does fairly represent the contributions and achievements of black Americans.	SF	0	10	9	11	1	3.10	6	31
		S%	0	32.3	29.0	35.5	3.2			100
		TF	1	3	1	0	0	2.00	3.5	5
		T%	20.0	60.0	20.0	0	0			100
11.	Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	1	15	12	3	0	3.45	14.5	31
		S%	3.2	48.4	38.7	9.7	0			100
		TF	1	0	2	2	0	3.00	15	5
		T%	20.0	0	40.0	40.0	0			100
12.	The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	1	1	2	11	16	4.29	20	31
		S%	3.2	3.2	6.5	35.5	51.6			100
		TF	1	0	1	1	2	3.60	18.5	5
		T%	20.0	0	20.0	20.0	40.0			100
13.	The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	5	9	9	8	0	3.35	11.5	31
		S%	16.1	29.0	29.0	25.8	0			100
		TF	1	1	2	1	0	3.40	17	5
		T%	20.0	20.0	40.0	20.0	0			100
14.	The study of black Americans will aid black Americans in developing a positive self-image.	SF	0	4	14	11	2	3.35	11.5	31
		S%	0	12.9	45.2	35.5	6.5			100
		TF	0	2	1	1	1	3.20	16	5
		T%	0	40.0	20.0	20.0	20.0			100

TABLE J-4.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
15. The social studies program aids students in analyzing racial issues which they personally feel are important.	SF	0	14	5	11	1	2.97	3	31
	S%	0	45.2	16.1	35.5	3.2			100
	TF	0	4	1	0	0	2.20	6	5
	T%	0	80.0	20.0	0	0			100
16. The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF	0	7	5	13	6	3.58	16	31
	S%	0	22.6	16.1	41.9	19.4			100
	TF	0	0	1	3	1	4.00	20	5
	T%	0	0	20.0	60.0	20.0			100
17. Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF	0	8	9	13	1	3.23	7.5	31
	S%	0	25.8	29.0	41.9	3.2			100
	TF	0	0	3	1	1	3.60	18.5	5
	T%	0	0	60.0	20.0	20.0			100
18. Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF	2	8	7	14	0	3.06	4.5	31
	S%	6.5	25.8	22.6	45.2	0			100
	TF	0	2	3	0	0	2.60	10.5	5
	T%	0	40.0	60.0	0	0			100
19. Good use of outside speakers is made in order to give opposing views to current racial problems.	SF	1	4	4	15	7	3.74	17	31
	S%	3.2	12.9	12.9	48.4	22.6			100
	TF	1	2	1	0	1	2.60	10.5	5
	T%	20.0	40.0	20.0	0	20.0			100
20. The study of black Americans stimulates students to learn more in this area outside of class.	SF	0	4	6	13	8	3.81	18	31
	S%	0	12.9	13.4	41.9	25.8			100
	TF	0	2	3	0	0	2.60	10.5	5
	T%	0	40.0	60.0	0	0			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-5.--Responses of students and teachers and rank of each item for school five.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	2	7	17	36	9	3.61	17	71
	S%	2.8	9.8	23.9	50.7	12.7			100
	TF	0	2	3	4	0	3.22	14.5	9
	T%	0	22.2	33.3	44.4	0			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	2	11	27	25	6	3.31	8	71
	S%	2.8	15.5	38.0	35.2	8.5			100
	TF	0	6	3	0	0	2.33	4.5	9
	T%	0	66.7	33.3	0	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	2	13	16	32	8	3.44	14	71
	S%	2.8	18.3	22.5	45.1	11.3			100
	TF	1	4	4	0	0	2.33	4.5	9
	T%	11.1	44.4	44.4	0	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	6	28	18	13	5	2.76	2	70
	S%	8.6	40.0	25.7	18.6	7.1			100
	TF	3	5	1	0	0	1.78	1	9
	T%	33.3	55.6	11.1	0	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	4	7	27	24	9	3.38	13	71
	S%	5.6	9.9	38.0	33.8	12.7			100
	TF	0	4	4	1	0	2.67	9	9
	T%	0	44.4	44.4	11.1	0			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	8	23	15	24	1	3.18	3.5	71
	S%	11.3	32.4	21.1	33.8	1.4			100
	TF	0	4	4	1	0	3.33	17	9
	T%	0	44.4	44.4	11.1	0			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	4	9	23	30	5	3.32	9	71
	S%	5.6	12.7	32.4	42.3	7.0			100
	TF	1	2	4	2	0	2.78	12	9
	T%	11.1	22.2	44.4	22.2	0			100

TABLE J-5.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8.	Your school library is a valuable source for finding information concerning the problems of black Americans.	SF 3	31	25	8	4	2.70	1	71
		S% 4.2	43.7	35.2	11.3	5.6			100
		TF 1	5	2	1	0	2.33	4.5	9
		T% 11.1	55.6	22.2	11.0	0			100
9.	Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF 4	15	19	27	6	3.23	6	71
		S% 5.6	21.1	26.8	38.0	8.5			100
		TF 1	5	2	1	0	2.33	4.5	9
		T% 11.1	55.6	22.2	11.1	0			100
10.	The social studies program does fairly represent the contributions and achievements of black Americans.	SF 2	17	23	24	5	3.18	3.5	71
		S% 2.8	23.9	32.4	33.8	7.0			100
		TF 0	4	4	1	0	2.67	9	9
		T% 0	44.4	44.4	11.1	0			100
11.	Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF 8	19	36	6	2	3.35	11	71
		S% 11.3	26.8	50.7	8.5	2.8			100
		TF 1	2	5	1	0	3.33	17	9
		T% 11.1	22.2	55.6	11.1	0			100
12.	The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF 0	2	5	29	35	4.37	20	71
		S% 0	2.8	7.0	40.9	49.3			100
		TF 0	0	1	3	5	4.44	20	9
		T% 0	0	11.1	33.3	55.6			100
13.	The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF 9	21	22	15	4	3.23	6	71
		S% 12.7	29.6	31.0	21.1	5.6			100
		TF 0	1	1	6	1	2.22	2	9
		T% 0	11.1	11.1	66.7	11.1			100
14.	The study of black Americans will aid black Americans in developing a positive self-image.	SF 4	6	33	17	11	3.35	11	71
		S% 5.6	8.5	46.5	23.9	15.5			100
		TF 0	4	5	0	0	2.67	9	9
		T% 0	44.4	65.7	0	0			100

TABLE J-5.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 0	19	22	25	5	3.23	6	71
		S% 0	26.8	31.0	35.2	7.0			100
		TF 1	4	3	1	0	2.44	7	9
		T% 11.1	44.4	33.3	11.1	0			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 2	10	15	30	14	3.62	18	71
		S% 2.8	14.1	21.1	42.3	19.7			100
		TF 0	3	2	3	1	3.22	14.5	9
		T% 0	33.3	22.2	33.3	11.1			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the black's achievements and accomplishments in American society.	SF 0	6	32	24	8	3.49	15	70
		S% 0	8.6	45.7	34.3	11.4			100
		TF 0	3	4	1	0	2.75	11	8
		T% 0	33.3	44.4	11.1	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 0	16	24	21	10	3.35	11	71
		S% 0	22.5	33.8	29.6	14.1			100
		TF 0	2	6	1	0	2.89	13	9
		T% 0	22.2	66.7	11.1	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 3	5	12	31	20	3.85	19	71
		S% 4.2	7.0	16.9	43.7	28.2			100
		TF 0	2	1	4	2	3.67	19	9
		T% 0	22.2	11.1	44.4	22.2			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 1	9	24	27	10	3.51	16	71
		S% 1.4	12.7	33.8	38.0	14.1			100
		TF 0	1	5	2	1	3.33	17	9
		T% 0	11.1	55.6	22.2	11.1			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-6.--Responses of students and teachers and rank of each item for school six.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	2	10	16	32	5	3.43	18	65
	S%	3.1	15.4	24.6	49.3	7.7			100
	TF	0	1	0	3	1	3.80	17.5	5
	T%	0	20.0	0	60.0	20.0			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	2	23	21	16	3	2.92	11	65
	S%	3.1	35.4	32.3	24.6	4.6			100
	TF	0	2	1	1	1	3.20	12	5
	T%	0	40.0	20.0	20.0	20.0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	1	30	18	13	3	2.80	7	65
	S%	1.5	46.2	27.7	20.0	4.6			100
	TF	0	3	0	1	1	3.00	9	5
	T%	0	60.0	0	20.0	20.0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	11	42	7	4	1	2.11	1	65
	S%	16.9	64.6	10.8	6.2	1.5			100
	TF	4	0	1	0	0	1.40	1	5
	T%	80.0	0	20.0	0	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	2	32	17	13	1	2.68	3	65
	S%	3.1	49.2	26.2	20.0	1.5			100
	TF	0	1	0	3	1	3.80	17.5	5
	T%	0	20.0	0	60.0	20.0			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	4	17	16	27	1	2.94	12	65
	S%	6.2	26.2	24.6	41.5	1.5			100
	TF	0	2	0	3	0	2.80	5.5	5
	T%	0	40.0	0	60.0	0			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	3	24	24	13	1	2.77	5	65
	S%	4.6	36.9	36.9	20.0	1.5			100
	TF	0	1	2	2	0	3.20	12	5
	T%	0	20.0	40.0	40.0	0			100

TABLE J-6.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8.	Your school library is a valuable source for finding information concerning the programs of black Americans.	SF 4	21	23	12	4	2.86	9	64
		S% 6.3	32.8	35.9	18.8	6.3			100
		TF 0	4	1	0	0	2.20	2	5
		T% 0	80.0	20.0	0	0			100
9.	Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF 5	19	18	20	3	2.95	13	65
		S% 7.7	29.2	27.7	30.8	4.6			100
		TF 0	3	2	0	0	2.40	3	5
		T% 0	60.0	40.0	0	0			100
10.	The social studies program does fairly represent the contributions and achievements of black Americans.	SF 0	30	19	16	0	2.78	6	65
		S% 0	46.2	29.2	24.6	0			100
		TF 0	0	2	3	0	3.60	15	5
		T% 0	0	40.0	60.0	0			100
11.	Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF 1	19	29	15	1	3.06	16	65
		S% 1.5	29.2	44.6	23.1	1.5			100
		TF 0	3	2	0	0	3.60	15	5
		T% 0	60.0	40.0	0	0			100
12.	The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF 4	2	7	33	19	3.94	20	65
		S% 6.2	3.1	10.8	50.8	29.2			100
		TF 0	0	0	4	1	4.20	20	5
		T% 0	0	0	80.0	20.0			100
13.	The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF 5	16	20	21	2	3.02	14	64
		S% 7.8	25.0	31.3	32.8	3.1			100
		TF 0	1	2	2	0	2.80	5.5	5
		T% 0	20.0	40.0	40.0	0			100
14.	The study of black Americans will aid black Americans in developing a positive self-image.	SF 3	17	29	16	0	2.89	10	65
		S% 4.6	26.2	44.6	24.6	0			100
		TF 1	1	1	2	0	2.80	5.5	5
		T% 20.0	20.0	20.0	40.0	0			100



TABLE J-6.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
15. The social studies program aids students in analyzing racial issues which they personally feel are important.	SF	5	33	17	10	0	2.49	2	65
	S%	7.7	50.8	26.2	15.4	0			100
	TF	0	2	2	0	1	3.00	9	5
	T%	0	40.0	40.0	0	20.0			100
16. The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF	3	16	17	25	4	3.17	17	65
	S%	4.6	24.6	26.2	38.5	6.2			100
	TF	0	0	1	3	1	4.00	19	5
	T%	0	0	20.0	60.0	20.0			100
17. Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF	3	20	27	14	1	2.85	8	65
	S%	4.6	30.8	41.5	21.5	1.5			100
	TF	1	1	1	1	1	3.00	9	5
	T%	20.0	20.0	20.0	20.0	20.0			100
18. Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF	2	27	25	11	0	2.69	4	65
	S%	3.1	41.5	38.5	16.9	0			100
	TF	0	3	0	2	0	2.80	5.5	5
	T%	0	60.0	0	40.0	0			100
19. Good use of outside speakers is made in order to give opposing views to current racial problems.	SF	0	6	15	30	14	3.80	19	65
	S%	0	9.2	23.1	46.2	21.5			100
	TF	0	1	1	2	1	3.60	15	5
	T%	0	20.0	20.0	40.0	20.0			100
20. The study of black Americans stimulates students to learn more in this area outside of class.	SF	0	24	19	17	5	3.05	15	65
	S%	0	36.9	29.2	26.2	7.7			100
	TF	0	2	1	1	1	3.20	12	5
	T%	0	40.0	20.0	20.0	20.0			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-7.--Responses of students and teachers and rank of each item for school seven.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	3	18	30	49	9	3.39	16	109
	S%	2.8	16.5	27.5	45.0	8.3			100
	TF	0	2	3	1	0	2.83	16	6
	T%	0	33.3	50.0	16.7	0			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	0	28	44	30	7	3.15	12	109
	S%	0	25.7	40.4	27.5	6.4			100
	TF	1	3	2	0	0	2.17	7.5	6
	T%	16.7	50.0	33.3	0	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	6	39	26	36	2	2.90	4	109
	S%	5.5	35.8	23.9	33.0	1.8			100
	TF	2	3	1	0	0	1.83	1.5	6
	T%	33.3	50.0	16.7	0	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	7	40	24	29	9	2.94	5.5	109
	S%	6.4	36.7	22.0	26.6	8.3			100
	TF	1	4	1	0	0	2.00	4	6
	T%	16.7	66.7	16.7	0	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	5	33	39	28	4	2.94	5.5	109
	S%	4.6	30.3	35.8	25.7	3.7			100
	TF	0	4	2	0	0	2.33	11	6
	T%	0	66.7	33.3	0	0			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	13	30	29	35	2	3.16	13	109
	S%	11.9	27.5	26.6	32.1	1.8			100
	TF	0	3	0	2	1	2.83	16	6
	T%	0	50.0	0	33.3	16.7			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	1	21	35	43	9	3.35	14	109
	S%	.9	19.3	32.1	39.5	8.3			100
	TF	1	2	1	2	0	2.67	13.5	6
	T%	16.7	33.3	16.7	33.3	0			100

TABLE J-7.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	7	45	38	11	8	2.71	1	109
	S%	6.4	41.3	34.9	10.1	7.3			100
	TF	1	5	0	0	0	1.83	1.5	6
	T%	16.7	83.3	0	0	0			100
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	3	33	33	30	10	3.10	10.5	109
	S%	2.8	30.3	30.3	27.5	9.2			100
	TF	2	3	0	1	0	2.00	4	6
	T%	33.3	50.0	0	16.7	0			100
10. The social studies program does fairly represent the contributions and achievements of black Americans.	SF	3	45	30	28	3	2.84	2	109
	S%	2.8	41.3	27.5	25.7	2.8			100
	TF	0	6	0	0	0	2.00	4	6
	T%	0	100	0	0	0			100
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	9	42	40	15	3	3.36	15	109
	S%	8.3	38.5	36.7	13.8	2.8			100
	TF	0	2	2	2	0	3.00	18.5	6
	T%	0	33.3	33.3	33.3	0			100
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	1	3	6	48	51	4.33	20	1.09
	S%	1.0	2.8	5.5	44.0	46.8			100
	TF	0	0	1	2	3	4.33	20	6
	T%	0	0	16.7	33.3	50.0			100
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	4	25	40	32	8	2.86	3	109
	S%	3.7	22.9	36.7	29.4	7.3			100
	TF	0	1	0	4	1	2.17	7.5	6
	T%	0	16.7	0	66.7	16.7			100
14. The study of black Americans will aid black Americans in developing a positive self-image.	SF	1	22	57	23	6	3.10	10.5	109
	S%	1.0	20.2	52.3	21.1	5.5			100
	TF	0	4	2	0	0	2.33	11	6
	T%	0	66.7	33.3	0	0			100

TABLE J-7.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 3	30	39	33	4	3.05	8	109
		S% 2.8	27.5	35.8	30.3	3.7			100
		TF 0	5	1	0	0	2.17	7.5	6
		T% 0	83.3	16.7	0	0			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 0	13	26	56	14	3.65	18	109
		S% 0	11.9	23.9	51.4	12.8			100
		TF 2	0	1	3	0	2.83	16	6
		T% 33.3	0	16.7	50.0	0			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 1	34	36	31	7	3.08	9	109
		S% 1.0	31.2	33.0	28.4	6.4			100
		TF 2	2	1	1	0	2.17	7.5	6
		T% 33.3	33.3	16.7	16.7	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 6	27	40	31	5	3.02	7	109
		S% 5.5	24.8	36.7	28.4	4.6			100
		TF 1	3	1	1	0	2.33	11	6
		T% 16.7	50.0	16.7	16.7	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 0	13	25	51	20	3.72	19	109
		S% 0	11.9	22.9	46.8	18.4			100
		TF 1	0	3	2	0	3.00	18.5	6
		T% 16.7	0	50.0	33.3	0			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 1	18	28	42	20	3.57	17	109
		S% 1.0	16.5	25.7	38.5	18.4			100
		TF 0	3	2	1	0	2.67	13.5	6
		T% 0	50.0	33.3	16.7	0			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-8.--Responses of students and teachers and rank of each item for school eight.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	0	7	9	50	25	4.02	18	91
	S%	0	7.7	9.9	55.0	27.5		15.5	100
	TF	0	1	2	3	0	3.33		6
	T%	0	16.7	33.3	50.0	0			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	2	13	27	40	9	3.45	14.5	91
	S%	2.2	14.3	29.7	44.0	9.9		3.5	100
	TF	0	4	1	1	0	2.50		6
	T%	0	66.7	16.7	16.7	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	2	30	25	28	6	3.07	3	91
	S%	2.2	33.0	27.5	30.8	6.6			100
	TF	1	2	2	1	0	2.50	3.5	6
	T%	16.7	33.3	33.3	16.7	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	9	41	16	18	7	2.70	2	91
	S%	9.9	45.1	17.6	19.8	7.7			100
	TF	1	5	0	0	0	1.83	2	6
	T%	16.7	83.3	0	0	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	2	20	31	26	12	3.29	7	91
	S%	2.2	22.0	34.1	28.6	13.2			100
	TF	0	1	3	2	0	3.17	13	6
	T%	0	16.7	50.0	33.3	0			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	4	35	24	25	3	3.13	5	91
	S%	4.4	38.5	26.4	27.5	3.3			100
	TF	0	1	3	2	0	2.83	7.5	6
	T%	0	16.7	50.0	33.3	0			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	2	16	20	42	11	3.48	16	91
	S%	2.2	17.6	22.0	46.2	12.1			100
	TF	0	1	2	3	0	3.33	15.5	6
	T%	0	16.7	33.3	50.0	0			100

TABLE J-8.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	7	46	24	10	4	2.54	1	91
	S%	7.7	50.6	26.4	11.0	4.4			100
	TF	2	4	0	0	0	1.67	1	6
	T%	33.3	66.7	0	0	0			100
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	1	27	19	31	13	3.31	9	91
	S%	1.1	29.7	20.9	34.1	14.3			100
	TF	0	3	1	1	1	3.00	10.5	6
	T%	0	50.0	16.7	16.7	16.7			100
10. The social studies program does fairly represent the contributions and achievements of black Americans.	SF	2	23	23	32	11	3.30	8	91
	S%	2.2	25.3	25.3	35.2	12.1			100
	TF	0	3	0	3	0	3.00	10.5	6
	T%	0	50.0	0	50.0	0			100
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	9	39	25	16	2	3.41	11.5	91
	S%	9.9	42.9	27.5	17.6	2.2			100
	TF	2	2	1	1	0	3.83	18	6
	T%	33.3	33.3	16.7	16.7	0			100
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	0	2	3	19	67	4.66	20	91
	S%	0	2.2	3.3	20.9	73.6			100
	TF	0	0	0	3	3	4.50	20	6
	T%	0	0	0	50.0	50.0			100
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	19	29	16	23	4	3.40	10	91
	S%	20.9	31.9	17.6	25.3	4.4			100
	TF	0	3	2	1	0	3.33	15.5	6
	T%	0	50.0	33.3	16.7	0			100
14. The study of black Americans will aid black Americans in developing a positive self-image.	SF	0	16	35	27	13	3.41	11.5	91
	S%	0	17.6	38.5	29.7	14.3			100
	TF	1	2	1	2	0	2.67	5.5	6
	T%	16.7	33.3	16.7	33.3	0			100

TABLE J-8.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 7	24	18	31	11	3.16	6	91
		S% 7.7	26.4	19.8	34.1	12.1			100
		TF 0	3	1	2	0	2.83	7.5	6
		T% 0	50.0	16.7	33.3	0			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 3	13	13	36	26	3.76	17	91
		S% 3.3	14.3	14.3	39.6	28.6			100
		TF 1	1	1	3	0	3.00	10.5	6
		T% 16.7	16.7	16.7	50.0	0			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 5	15	24	29	18	3.44	13	91
		S% 5.5	16.5	26.4	31.9	19.8			100
		TF 0	1	2	3	0	3.33	15.5	6
		T% 0	16.7	33.3	50.0	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 4	30	21	27	9	3.08	4	91
		S% 4.4	33.0	23.1	29.7	9.9			100
		TF 0	4	0	2	0	2.67	5.5	6
		T% 0	66.7	0	33.3	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 2	2	9	37	41	4.24	19	91
		S% 2.2	2.2	9.9	40.7	45.1			100
		TF 0	0	1	4	1	4.00	19	6
		T% 0	0	16.7	66.7	16.7			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 4	19	19	30	19	3.45	14.5	91
		S% 4.4	20.9	20.9	33.0	20.9			100
		TF 0	3	0	3	0	3.00	10.5	6
		T% 0	50.0	0	50.0	0			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-9.--Responses of students and teachers and rank of each item for school nine.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	0	6	7	17	12	3.83	19	42
	S%	0	14.3	16.7	40.5	28.6			100
	TF	0	3	1	3	0	3.00	15	7
	T%	0	42.9	14.3	42.9	0			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	2	8	14	12	6	3.29	14	42
	S%	4.8	19.1	33.3	28.6	14.3			100
	TF	0	2	3	2	0	3.00	15	7
	T%	0	28.6	42.9	28.6	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	0	13	14	11	4	3.14	8	42
	S%	0	31.0	33.3	26.2	9.5			100
	TF	1	3	0	3	0	2.71	9.5	7
	T%	14.3	42.9	0	42.9	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	6	21	5	7	3	2.52	1	42
	S%	14.3	50.0	11.9	16.7	7.1			100
	TF	2	3	2	0	0	2.00	1	7
	T%	28.6	42.9	28.6	0	0			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	2	9	14	12	5	3.21	11	42
	S%	4.8	21.4	33.3	28.6	11.9			100
	TF	1	2	2	1	1	2.86	13	7
	T%	14.3	28.6	28.6	14.3	14.3			100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	4	14	11	12	1	3.19	9.5	42
	S%	9.5	33.3	26.2	28.6	2.4			100
	TF	0	1	4	1	1	2.71	9.5	7
	T%	0	14.3	57.1	14.3	14.3			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	0	13	12	13	4	3.19	9.5	42
	S%	0	31.0	28.6	31.0	9.5			100
	TF	1	2	3	1	0	2.57	5.5	7
	T%	14.3	28.6	42.9	14.3	0			100



TABLE J-9.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
8.	Your school library is a valuable source for finding information concerning the problems of black Americans.	SF 4	13	16	6	3	2.79	2	42
		S% 9.5	31.0	38.1	14.3	7.1			100
		TF 2	2	3	0	0	2.14	3	7
		T% 28.6	28.6	42.9	0	0			100
9.	Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF 2	13	13	11	3	3.00	6	42
		S% 4.8	31.0	31.0	26.2	7.1			100
		TF 2	3	1	1	0	2.14	3	7
		T% 28.6	42.9	14.3	14.3	0			100
10.	The social studies program does fairly represent the contributions and achievements of black Americans.	SF 3	15	11	12	1	2.83	3	42
		S% 7.1	35.7	26.2	28.6	2.4			100
		TF 0	4	1	2	0	2.71	9.5	7
		T% 0	57.1	14.3	28.6	0			100
11.	Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF 4	17	18	3	0	3.52	17	42
		S% 9.5	40.5	42.9	7.1	0			100
		TF 0	0	5	2	0	2.71	9.5	7
		T% 0	0	71.4	28.6	0			100
12.	The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF 0	2	4	21	15	4.17	20	42
		S% 0	4.8	9.5	50.0	35.7			100
		TF 0	1	1	2	3	4.00	20	7
		T% 0	14.3	14.3	28.6	42.9			100
13.	The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF 8	11	10	12	1	3.31	15	42
		S% 19.1	26.2	23.8	28.6	2.4			100
		TF 0	2	3	2	0	3.00	15	7
		T% 0	28.6	42.9	28.6	0			100
14.	The study of black Americans will aid black Americans in developing a positive self-image.	SF 2	9	17	12	2	3.07	7	42
		S% 4.8	21.4	40.5	28.6	4.8			100
		TF 1	4	2	0	0	2.14	3	7
		T% 14.3	57.1	28.6	0	0			100

TABLE J-9.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 1	18	12	8	3	2.86	4	42
		S% 2.4	42.9	28.6	19.1	7.1			100
		TF 0	3	3	1	0	2.71	9.5	7
		T% 0	42.9	42.9	14.3	0			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 0	13	8	15	6	3.33	16	42
		S% 0	31.0	19.1	35.7	14.3			100
		TF 0	1	4	2	0	3.14	17	7
		T% 0	14.3	57.1	28.6	0			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 1	13	18	8	2	2.93	5	42
		S% 2.4	31.0	42.9	19.1	4.8			100
		TF 0	4	2	1	0	2.57	5.5	7
		T% 0	57.1	28.6	14.3	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 1	9	12	18	2	3.26	12.5	42
		S% 2.4	21.4	28.6	42.9	4.8			100
		TF 0	2	5	0	0	2.71	9.5	7
		T% 14.3	28.6	71.4	0	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 1	6	8	15	12	3.74	18	42
		S% 2.4	14.3	19.1	35.7	28.6			100
		TF 0	2	2	2	1	3.29	18.5	7
		T% 0	28.6	28.6	28.6	14.3			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 1	9	15	12	5	3.26	12.5	42
		S% 2.4	21.4	35.7	28.6	11.9			100
		TF 0	2	1	4	0	3.29	18.5	7
		T% 0	28.6	14.3	57.1	0			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.

TABLE J-10.--Responses of students and teachers and rank of each item for school ten.

Responses		SA	A	N	D	SD	Mean	Rank	Total
<b>Item<sup>a</sup></b>									
1. Social studies textbooks adequately deal with the contributions and achievements of black Americans.	SF	4	3	8	19	27	4.02	18	61
	S%	6.6	4.9	13.1	31.2	44.3			100
	TF	1	5	2	0	1	2.44	9	9
	T%	11.1	55.6	22.2	0	11.1			100
2. Social studies programs help in eliminating negative stereotypes and prejudices that white students have of black Americans.	SF	2	7	16	25	11	3.59	13.5	61
	S%	3.3	11.5	26.2	41.0	18.0			100
	TF	0	7	1	1	0	2.33	7.5	9
	T%	0	77.8	11.1	11.1	0			100
3. Supplemental materials adequately deal with the achievements and accomplishments of black Americans.	SF	2	11	10	26	12	3.57	12	61
	S%	3.3	18.0	16.4	42.6	19.7			100
	TF	4	4	1	0	0	1.67	1	9
	T%	44.4	44.4	11.1	0	0			100
4. Social studies classes are a good place for students to express feelings and opinions that they have regarding racial issues.	SF	8	17	13	15	8	2.97	1	61
	S%	13.1	27.9	21.3	24.6	13.1			100
	TF	5	2	0	1	1	2.00	4	9
	T%	55.6	22.2	0	11.1	11.1			100
5. The social studies teachers adequately deal with the contributions and achievements of black Americans.	SF	4	5	12	24	16	3.70	16.5	61
	S%	6.6	8.2	19.7	39.3	26.2			100
	TF	2	2	2	3	0	2.67	12	9
	T%	22.2	22.2	22.2	33.3				100
6. Social studies classes, when covering racial issues consist of too many lectures instead of active participation by students.	SF	10	21	16	9	4	3.40	8	60
	S%	16.7	35.0	26.7	15.0	6.7			100
	TF	0	3	1	4	1	2.67	12	9
	T%	0	33.3	11.1	44.4	11.1			100
7. The social studies program makes good use of the history of black Americans, as a method of analyzing current racial problems.	SF	4	7	15	23	12	3.52	10	61
	S%	6.5	11.5	24.6	37.7	19.7			100
	TF	1	5	0	2	1	2.67	12	9
	T%	11.1	55.6	0	22.2	11.1			100

TABLE J-10.--Continued.

Responses		SA	A	N	D	SD	Mean	Rank	Total
Item <sup>a</sup>									
8. Your school library is a valuable source for finding information concerning the problems of black Americans.	SF	6	17	15	10	13	3.11	3	61
	S%	9.8	27.9	24.6	16.4	21.3			100
	TF	4	3	1	0	1	2.00	4	9
	T%	44.4	33.3	11.1	0	11.1			100
9. Audio-visual aids are a valuable resource for learning about the contributions of blacks to American society.	SF	2	13	19	17	10	3.33	6	61
	S%	3.3	21.3	31.2	27.9	16.4			100
	TF	3	4	1	1	0	2.00	4	9
	T%	33.3	44.4	11.1	11.1	0			100
10. The social studies program does fairly represent the contributions and achievements of black Americans.	SF	6	10	20	16	9	3.20	4	61
	S%	9.8	16.4	32.8	26.2	14.8			100
	TF	1	6	1	1	0	2.22	6	9
	T%	11.1	66.7	11.1	11.1	0			100
11. Tests given in connection with the study of black Americans, do not measure students' abilities to analyze objectively current racial issues.	SF	4	16	24	12	5	3.03	2	61
	S%	6.6	26.2	39.3	19.7	8.2			100
	TF	2	1	5	1	0	3.44	19	9
	T%	22.2	11.1	55.6	11.1	0			100
12. The social studies program makes good use of field trips so that students can obtain information concerning black Americans which is not available in class.	SF	3	3	7	17	31	4.15	20	61
	S%	4.9	4.9	11.5	27.9	50.8			100
	TF	0	4	2	0	3	3.22	17	9
	T%	0	44.4	22.2	0	33.3			100
13. The treatment of black Americans in your school's social studies program relies too much on the use of a textbook.	SF	13	20	16	4	8	3.43	9	61
	S%	21.3	32.8	26.2	6.6	13.1			100
	TF	1	0	4	4	0	2.78	15	9
	T%	11.1	0	44.4	44.4	0			100
14. The study of black Americans will aid black Americans in developing a positive self-image.	SF	4	7	17	15	18	3.59	13.5	61
	S%	6.6	11.5	27.9	24.6	29.5			100
	TF	1	8	0	0	0	1.89	2	9
	T%	11.1	88.9	0	0	0			100

TABLE J-10.--Continued.

Response		SA	A	N	D	SD	Mean	Rank	Total
<u>Item<sup>a</sup></u>									
15.	The social studies program aids students in analyzing racial issues which they personally feel are important.	SF 3	14	16	15	13	3.34	7	61
		S% 4.9	23.0	26.2	24.6	21.3			100
		TF 2	5	0	1	1	2.33	7.5	9
		T% 22.2	55.6	0	11.1	11.1			100
16.	The social studies program allows for direct participation by students in planning the areas to be covered when dealing with the study of black Americans.	SF 3	8	14	15	21	3.70	16.5	61
		S% 4.9	13.1	23.0	24.6	34.4			100
		TF 0	3	3	2	1	3.11	16	9
		T% 0	33.3	33.3	22.2	11.1			100
17.	Tests given in connection with the study of black Americans do measure students' knowledge of the blacks' achievements and accomplishments in American society.	SF 4	7	17	13	20	3.62	15	61
		S% 6.6	11.5	27.9	21.3	32.8			100
		TF 0	5	2	2	0	2.67	12	9
		T% 0	55.6	22.2	22.2	0			100
18.	Papers written in connection with the study of black Americans are aimed at getting students to analyze critical racial problems.	SF 2	9	17	19	14	3.56	11	61
		S% 3.3	14.8	27.9	31.2	23.0			100
		TF 0	5	2	2	0	2.67	12	9
		T% 0	55.6	22.2	22.2	0			100
19.	Good use of outside speakers is made in order to give opposing views to current racial problems.	SF 2	2	11	18	28	4.11	19	61
		S% 3.3	3.3	18.0	29.5	45.9			100
		TF 0	2	2	3	2	3.56	20	9
		T% 0	22.2	22.2	33.3	22.2			100
20.	The study of black Americans stimulates students to learn more in this area outside of class.	SF 9	11	8	19	14	3.30	5	61
		S% 14.8	18.0	13.1	31.1	23.0			100
		TF 0	2	3	3	1	3.33	18	9
		T% 0	22.2	33.3	33.3	11.1			100

<sup>a</sup>Note: Statements have been edited. Percentages rounded to the nearest tenth, and means rounded to the nearest hundredth.