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312066013592908

THE IDENTIFICATION OF BLACK VALUES  
AS THEY  
EFFECT BLACK STUDENTS

A Dissertation Presented

By

JAMES BARTON MUCH

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

March 1977

Education

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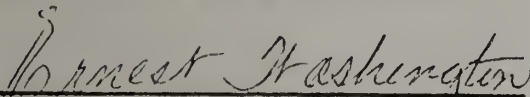
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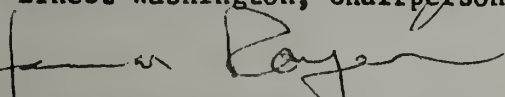
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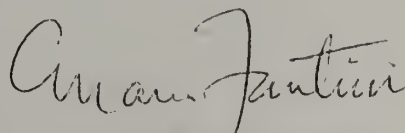
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## ACKNOWLEDGMENTS

My gratitude is offered to Dr. Ernest Washington, Chairman of my doctoral committee for his counsel and encouragement. To the other members of the committee, Dr. James Michael Royer and Dr. Alfred Karlson, I extend my appreciation.

Special recognition is given to Dr. Henry Colella, Assistant Superintendent, Division of Special Education, Nassau BOCES, and Dr. Herbert Feingold, Principal, Baldwin Harbor Park School, Baldwin, New York.

Finally to my wife Diane who was there, and there, and there.

## ABSTRACT

The Identification of Black Values  
As They  
Effect Black Students

May 1977

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Directed by: Dr. Ernest E. Washington

It was the purpose of this study: (1) to investigate differences in values between white and black students, (2) to ascertain whether teachers of black students could identify values as the black students choose them, and (3) to ascertain whether teachers of black students tolerated values in black students which differed from the values of white students.

The sample studied consisted of 43 emotionally disturbed students ranging in age from 10 to 15. The ratio of boys to girls was 4 to 1, for the total population studied. The racial background of the sample was approximately 71% black and 29% white. There were 23 black males, 8 black females, and 12 white male students.

Seven teachers, each representing a teacher of a group, or class, within the sample, were also used within the experiment. Two of these teachers were black, and five of these teachers were white. There were 4 females and 3 male teachers.

Two instruments devised by the author were used within the experiment. The first instrument was termed, A Student Value Questionnaire.

This instrument was used to measure value choices of black and white students, within ten categories of values. The categories were: honesty, family, aggressiveness, authority, peer group, kindness, education, cleanliness, patriotism and morals.

Student values were measured by race, sex and socio-economic groupings. None of the groupings produced a significant difference in values.

The results of the Student Value Questionnaire showed that there are no differences in values between black and white students in this sample.

The second instrument was called: The Teacher Perception Scale. This instrument was designed for two specific purposes: (1) to measure the ability of teachers to recognize differences in student values, and (2) to measure the ability of teachers to tolerate value differences in students.

The results of the Teacher Perception Scale showed that teachers saw no value differences between black and white students. However, the Teacher Perception Scale did show a difference between values assigned to black students by teachers and the teachers willingness to tolerate differences in values between black and white students. It was inferred, from the results, that teachers were unwilling, or unable, to identify a difference between the values of black and white students, but on the other hand were willing to tolerate such differences, without qualifying them as distinctly black.

In comparing white and black students to each other, by race



and sex,  $t$  ratio was utilized. When comparing white and black students by socio-economic groups, Analysis of Variance was utilized. In comparing students to teachers,  $t$  ratio was utilized. In comparing teacher tolerance to the total teacher questionnaire response, the means of both total scores were used for comparison. Likert's (1932) summated scale was used as a format for scoring all responses in both student and teacher tests.

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## INTRODUCTION

Background of The Study

Much is made today, in school, for allowing for differences between students, and providing individualized programs of learning based on these differences. Individualized educational prescriptions are becoming common practice from kindergarten to twelfth grade. These programs are developed by a host of school personnel whose expertise dissects the needs of each student and results in programs designed toward both students' strengths and weaknesses. It is felt that knowing a child's reading level, mathematical skills, social maturity, and emotional status are prime ingredients among others for an essential understanding toward the individualization the student deserves.

There is, however, a more basic consideration of the child than those ingredients to which school personnel have directed their efforts. It is an ingredient which has fostered periods of interest, and disinterest, within the literature. It is an ingredient which governs the students' actions across situation after situation. It is an ingredient which often is difficult to measure. It is the students' values.

By race, sex and economic status, values have been argued for children in this century since Likert (1932) developed his techniques for measuring them. The values of black children have become more of an issue for understanding, in our generation, since the publication of the Moynihan Report in 1966, preceded only by the

As the black population grows and more and more black children come to the schools pervaded by a system of white middle class values, the question of a difference in values between children, by race, becomes more pressing and prioritized. To attempt to build programs of individualization within the schools for children, while the question of value difference goes unanswered, is both questionable and dangerous. There is nothing more basic to a child than a value. He/she takes it to bed with them and brings it to the classroom in the morning. It is revered by the student and demands recognition and respect by the school. If the values of any group of children fall without those values held by the school, they should be understood, respected, and tolerated as long as they do not interfere with the rights of the majority.

If the schools are to be individualized for children, then the schools must understand and resolve differences or suggested differences between individuals. This is in essence the interest of the following study.

#### Statement of the Problem

Over the past two decades there have been several studies completed which demonstrated the presence or absence of a unique value system in black school children. Studies claiming that the values of black students differed from the values of white students pointed to the need for understanding and tolerance by teachers of students who practiced white middle class values in the classroom. Cloward and Jones (1963) Cheney (1968)



and Banks (1975). Other studies claiming that values of students do not differ by race, suggested that the schools look to the socio-economic status of children in an attempt to understand and tolerate differences in values among students in the classroom. Dreger and Miller (1960) and Rokeach (1970). The controversy of whether students differ in values, by race, sex or social class is unresolved.

This study was designed to test the values of white and black emotionally disturbed students from ages 10 to 15. As such, it differs from all previous studies involved with the investigation of differences in values between black and white school populations.

Hypothesis

H - 1 . . . . . a significant difference will exist between the values of the black and white students tested.

H - 2 . . . . . a significant difference will exist between the values of black students and the ability of the black students' teachers to recognize those values.

H - 3 . . . . . a significant difference will exist between a teacher's ability to recognize the values of black students and the teachers acceptance of those values.

Purpose of the Study

This study will identify five major values held by two ethnic groups

of children. The white student values will be used primarily for contrast. The study is concerned with the values of black children.

The secondary purpose of the study will be concerned with the ability of the classroom teacher to identify the values of the black students, as they, the black students, identified them.

Thirdly, the study will concern itself with the teachers' ability to accept the values of these black students and include them in the predominant white/Anglo-Saxon value system.

### Significance of the Study

In the United States there exists a dominant, Anglo, white Protestant culture. Many of the people within our country adhere to and practice the values and traditions of this culture. About 25% to 30% of our citizens, however, function on its peripheries or totally beyond its perimeters, altogether. These groups are commonly referred to as minority or ethnic groups. Of all minority groups in this country, the black American makes up the largest group, and totals approximately 20% of the entire population.

It is a fact that the majority of black Americans have not been assimilated or permitted to be enjoined to the dominant culture. Like it or not, our national status precludes the black from the dominant culture. Washington (1973) Whites do not move freely among blacks nor is the reverse a reality either. Whether this division of races and cultures is permanent bears heavily upon the dominant culture which has failed to give ample opportunity and portal to the black man and woman.

As a result of this division, over a two hundred year period, the black population has developed a black culture, rich in values and traditions. Blacks stand more alone today, sufficiently alone, than at any time in our country's history. Campbell (1975). They build by themselves what the absence of integration has deprived them of. Moscovitz (1969). Yet the black man/woman is hampered in their desire to sever ties with the white man.

As the black children come of age, they must move from their world of blackness into the schools of the dominant culture; into the white world. Here, the black child, fresh from his recently conceived realm of black consciousness is exposed to the principles and values of an all white society. Rosner (1971).

It is at this point that the rationale of this study first begins to shape itself. The schools are the focal point at which a major and minor culture are first forced to co-exist. Much is known about the former but little is known or understood about the latter. If a child is to be taught and if a child is expected to learn, it seems logical that the child should be understood as to the values he/she holds and the traditions he/she has been taught to practice. That this has not been the case with the black child within our schoolrooms throughout our country is no secret. Foster (1975). Since the problem of co-existence first formally occurs within the schools, it is also logical that the matter of understanding and identifying black values falls to the educator.

Secondly, once the black students' values are identified, it seems natural to ask if the teachers in the classroom are aware of what it is that their students hold to be basic and life supporting.

Thirdly, the extent to which teachers of black students tolerate the black value system will be of equal interest. It is not enough to be aware of a black student's values. It must be assumed that such values would have to be permitted to flourish in some form in order to incorporate the child in a majority value system if that be the intent of the schools.

#### Delimitations of the Study

1. This study is limited in scope and general ability to a special school setting, serving children who are considered learning disabled and/or emotionally disturbed. These children run the range of varied socio-economic backgrounds and are drawn from school districts throughout Nassau County, Long Island, New York.

2. This study will deal with children between ages 10 and 15.

3. This study will deal with black male and female students.

The ratio of black males to black females is approximately 7:1 within this school. Since a comparable sample of white female students is not available, white males only will be used for comparison in this investigation.

4. A basic limitation of this study is the absence of a control group of emotionally disturbed and/or learning disabled children. An adequate control group is unattainable since a different type of child

is generally referred to the special class in school districts within Nassau County.

In addition, a comparable group is unattainable since the special school sample draws from a wide variety of local school districts, whereas the same in special class is usually drawn from those children residing in that local school community.

5. This study will consider the effect of socio-economic status upon value preference. A BOCES format, used in gathering socio-economic data, will be employed.

#### Meaning of the Terms

A. Black children of school age.....in this case from age 10 to 15, in a BOCES school for learning and behavioral difficulties, located in Nassau County, Long Island, New York.

B. Values.....a belief which guides the actions and judgments of the student across objects and situations in a predictable and repetitive fashion. A value as such may be used to predict student reaction to a given problem or situation. A value may represent a person's belief about ideal modes of conduct and ideal terminal behavior.

C. Culture.....The mores, customs, beliefs and practices of a civilization or specific group of people. In this case, the culture of the black race in America within the American culture.

D. Third World .....a jointure of a large number of the world's underprivileged and oppressed peoples banding together for the purpose of strength and expression.

E. New Consciousness.....in this study a current set of beliefs and goals developed by black people in America for the purpose of self-fulfillment and needed attainment.

F. Black America.....those Americans of Afro heritage, often distinguished by other than white skin pigmentation. Often not.

G. Cultural Pluralism...the existence of several or more cultures within a large group of people or a nation. A society which is positively committed to diversity maximizing freedom of choice among a wide variety of life styles.

H. Third Person .....of or pertaining to people other than oneself.

I. First and Second Person.....used here to indicate personal involvement.

J. Generation Gap....a mutual lack of understanding and appreciation for practices and beliefs between two generations, usually at least twenty years apart.

K. Behavioral Characteristics....those descriptors which portray the activities of a person. May be negative or positive activities.

L. Principal.....Chief School Administrator.

M. Assistant Principal...Assistant to Chief School Administrator.

N. Lead Teacher .....Crisis Teacher and Resource Teacher in charge of ten classes of students and ten teachers.

O. BOCES.....BOARD OF COOPERATIVE EDUCATIONAL SERVICES - here specifically referring to Nassau County, New York.

P. Emotionally Disturbed Student ....in this case a student who has exhibited behavior in the classroom which is unacceptable to the regular school district administration and line staff. Often this behavior is aggressive or violent as well as unpredictable.

Q. Learning Disabled .....a student who has fallen behind at least two grade levels and has difficulty with certain learning skills. A student may be affected in one or several skill areas, but is of average intelligence.

C H A P T E R II  
REVIEW OF THE LITERATURE

Supreme Court

On May 17, 1954, the Supreme Court issued an opinion in behalf of black children which held that segregation in the schools was unconstitutional and that such conditions within the schools should be remedied... "with all deliberate speed." That the black man and woman became a renewed subject of academic interest, by this decision, is no secret. Over the next twenty-two years, black people would be discussed, experimented upon, placated, enraged, educated and considered from every conceivable perspective. One area of interest which parallels this historic ruling by the Supreme Court would have to be the consideration of a separate and distinct system of black values.

Black values were studied as a system which might exist for a segment of our society (black people) apart from the middle class value system within which the majority of the people within this country function. Studies and opinions of black people and their values poured from the literature. Most of these studies and the majority of opinions dealt with black adults and/or secondary school children. Few, if any, looked at the younger black of junior high school age or below.

Values, Two Beliefs

The studies resulted in two positions or beliefs, which have not changed to this day. The first of these positions stated that



the black people as a race in this country do not share a distinct black value system which differs from the value system of the majority and further that any difference which does exist among black people, as to their values, is due to socio-economic status rather than race. Rokeach and Parker (1970). The second position, rather less empirical at times than the first, stated that the desires, attitudes, language, behaviors, and priorities of blacks are decidedly different from the majority of white people. Therefore, a distinct black value system does exist. Cloward and Jones (1963). Both of the above positions have shown merit and, at times, less than acceptable proof in their behalvs. A review therefore of both experimental conclusions and hypothetical assumptions done in the name of black values in the past several decades will now be made.

#### Confusion of Early Studies

One of the more confusing studies of black values was a study done by Somner and Killian (1954). The work is confusing, not in the sense of what was done, but how others referred to the work as time went on. Somner and Killian devised a list of adjectives and gave them to 490 female white undergraduates at the University of Oklahoma. Half of the group was asked to check off the words which best described the behavior of a "negro." The other half was given the same list and asked to describe the behavior of a person. The assumption was that the white students responding to the directive to describe the behavior of a "person" would project their own image upon the response. (image = white).

It was found that those students who were asked to describe the behavior of the negro, saw him/her as relatively more witty, jovial, practical, quiet and patient. Whereas, the students who responded to the directive to describe the behavior of a person, saw (themselves) as forward, passionate, elegant, aggressive and persistent.

From the results of this experiment and for the next several years, it became an accepted fact that basic value differences existed between blacks and whites. The results of this study were fragile at best as scale range was restricted by the nature of the scale. Beyond this, however, future studies referred to the experiment as if the "negro" values were based upon blacks responding to the questionnaire rather than whites. Dreager and Miller (1960). This, of course, was not the case but the study still held some merit. If the white students saw something different between themselves and blacks, within certain areas governed by values, then perhaps there was a difference in basic values between the races? The study served to encourage others to experiment or hypothesize in relationship to a black value system and was the subject of review by Dreager and Miller in 1960.

#### Review of Psychological Studies

Dreager and Miller (1960) reviewed all psychological studies of negroes and whites between 1943 and 1958. They concluded from their review that there was no empirical basis upon which a case might be made for the existence of black values. The review,

however, was limited to "psychological studies."

Much of the renewed thought toward the establishment of a case for black values comes from commentary rather than experiment. But, many of the commentators were prominent within their field and drew speculation to a renewed hypothesis.

#### Failure of Schools to Meet Difficulties of Black Students

At Columbia, Cloward and Jones (1963) maintained that the difficulties Negro children encounter in school are attributable to the failure of the school to recognize the distinctive systems of values and goals of minority groups. Cloward and Ohlin (1960) also suggested that delinquency among minority groups is a result of blockage between values held and legitimate opportunity to express those values in practice. Neither hypothesis is supported empirically by the authors. Groff (1964) surveyed 294 teachers in 16 schools serving Negro or Mexican-American ghettos and found that:

Teachers underestimate the CD child's intelligence and should not equate his intelligence with his speed, verbal facility, or test-taking skills; that although there is no need for teachers to give up their middle class character, teachers should have respect and acceptance for the child's culture, and not try to "middle class" him; and that they discriminate, frequently unintentionally, against the child; have too many negative images of him, and therefore should study their rejecting attitudes as much as the child's home environment.

Groff's findings would lend some support to Cloward and Jones, as well as Cloward and Ohlin, by indicating that teachers do not support the separate value systems of the culturally deprived child.

Further, his survey yielded sufficient information to indicate teachers were force feeding middle class values to students.

Cheney (1966) following the lead of Cloward, Jones, Ohlin and Groff, perceived the school as being in a head-on conflict with the black child. He felt that the teachers' failure to desist from middle classing black children created a basic and insurmountable communications problem between student and teacher. Cheney spoke purely in retrospect.

### Values and Delinquency

A study by Scarpitti and Landis (1965) was carried out to test the twin hypothesis of Cloward and Jones, and Cloward and Ohlin. Scarpitti and Landis, and a team of investigators, tested a group of 515 delinquent boys, 230 of whom were negro and 285 of whom were white. A second group of 61 all white students came from a junior high school in the lower socio-economic area. A third group of 68 white junior high school students came from a middle class area.

To these groups a series of items from the California Personality Inventory, Rothstein's assessment of interpersonal worth, a value orientation scale, and an awareness of opportunity scale were applied.

Scarpitti and Landis found several notable results:

A) Delinquents tend to reject middle class values and feel they have limited opportunity to achieve rewards that are available to middle class children.

B) Lower class, non-delinquent boys, feel the same way but to a lesser degree. Although they do not reject the dominant society's

values as much as delinquents do, lower class delinquents are certainly less accepting of these values than are middle class boys. The same is true for lower class non-delinquent feelings of limited access to opportunity.

Although Scarpitti and Landis have established a case more for values by class than by race, the mere rejection of a middle class value system by both groups logically leads to the hypothesis that there is:

- A) More than one value system is in effect among students.
- B) That the inability to function within the dominant value system may have a strong connection to delinquency.
- C) That, additionally, the lack of opportunity to succeed with a middle class system, by a student functioning in another system of values, has adverse effects upon behavior.

#### Values between White, Black, and Cuban Students

Dowd (1966) looked at differences of attitudes, goals and values between "Negro" Americans, White Americans, and Cuban refugees. The study included 96 students from Miami Senior High School and George Washington Carver High School. Both schools are located in Dade County, Florida. A self anchoring scale was used as the measuring instrument. This method includes open-ended interviews and a 10 point assessment scale. The derived data provides descriptions of desirable and undesirable factors as they relate to specific topics and provide scale scores which show how subjects rate themselves in terms of positive and negative positions.

Dowd found the basic value difference between black and white students to be between each group's selection of what they saw as most important. Anglos thought friendliness and helpfulness were the most important values, while blacks saw politeness and respect as most important. Although not an earth shaking conclusion, Dowd further establishes that there exists a difference in value priorities between black and white students.

#### Values between Anglo and Mexican Students

Schwartz (1969-70) reviewed the comparative values and contemporary achievements of Mexican Americans and Anglo pupils. According to Schwartz, the relationship between values and personal activity, leading to various measures of scholastic success, particularly for Anglo pupils, is well documented in sociological literature. She cites Brim (1954), Brookover (1962), Central Advisory Council for Education (1967), Kahl (1953), Rosen (1956), Rosenberg (1965), Straus (1962), and the U. S. Office of Education (1966). Her work also bears out the differential relationships between values and achievement as a function of sex, ethnicity and socio-economic status. Suffice it to say that, it seems evident that values do play some role in achievement and that they most certainly play a role in adjustment to school and society. As such, her review is relative to this study.

#### Moynihan and Black Values

Moynihan (1967) became the catalyst for many of the studies

dealing with blacks in the past decade. Writing about the ordeal of the black family in America, he cited historical criteria, such as slavery, which had set aside the blacks as a specific subculture within the majority culture. Additionally, he spoke of black values as an expression of this black subculture and, as such, set off another decade of controversy which permeates the literature until today.

### Psychomaturity and Black Values

Greenberger, Campbell, Sorenson and O'Connor (1971) examined the concept of psychological maturity and its appropriateness as a comprehensive goal for education. Using 3,000 fifth grade students, and 3,000 eleventh grade students, and another sample of 1,500 blacks at each level, they measured maturity levels of students through the use of a 54 item scale. Part of their findings deal with blacks who scored lower on psychosocial maturity scales than their white counter-parts. The authors cite value differences between black and white families as the reason for this discrepancy, and refer to the previous works of Deutsch, Katz, and Jensen (1968) for support.

In another publication Greenberger and Sorenson (1971) commenting on the previous findings of Greenberger, Campbell, Sorenson and O'Connor, point out that since Dewey, American educators have been familiar with the view that schools should attempt to influence the moral and social development of the child as directly as they promote academic goals. They also state that any attempt to specify

non-academic goals, (values), for schools is likely to encounter strong resistance. They attribute this partly to the belief that the selection of specific goals must be based on value judgments, and there is a wide variation in attitudes and behaviors which are valued in this society. This position is further supported by a commentary by Gruber (1970) who, in turn, sees the schools' role as "value dispenser" questionable due much to the same reasoning as Sorenson and O'Connor.

### Retraining the Schools

Hepner (1971) while using a Self and Ideal Self-Concept scale to measure value differences between Mexican-American and Anglo American students commented that schools should be changed to reflect cultural differences, and teachers retrained to understand cultural values different from their own. In a personal interview, she was quoted as saying:

"It would be foolish and destructive to overwhelm the Mexican-American boy with Anglo cultural values, and to make him over to fit the school's rigid stratum."

She believes that under-achieving Mexican-American students are better adjusted and have more self-esteem than their Anglo classmates, but, their adjustment is to their peers rather than to the school or teacher. Hepner's study of a minority value system, although not black, seems appropriate for inclusion in this study.



Another study which supported the existence of a distinct black value system was carried out by Barnes (1973). Her major interest was in identifying the impact of a self instructional module upon the pre-measured values and attitudes of teachers, of the disadvantaged. In her experiment, she supplied two forms of the Teacher Perception Scale to identify the perceptions of 118 Vocational Education teachers towards their black students. After establishing a measure of perception, she involved this same sample in the use of a self instructional module which taught facts about black students and their families. She then re-measured the teachers' perception level by repeating the Teacher Perception Scale. She found the self instructional module effective in changing teacher perception toward black youth.

Barnes commented, in part of her study, that the majority of middle class teachers working with negro children do not assess or understand their values and attitudes. She did, however, prove that teacher understanding of black values, and teacher change in attitude toward black children was possible through the experience of a self instructional module designed by her at Ohio State University.

#### Concept of the Melting Pot

This review now turns to the examination of a most interesting piece of literature. I am referred to a work by James A. Banks (1975) which explores the concept of "melting pot" as used to describe the constituents of our dominant culture

from Colonial times to the present day. Banks claims that this country never was the global recipient of multi-cultural or ethnic groups into its dominant culture. He states that our culture was, from Colonial times, basically English, and that assimilation depended upon an emigrant group's willingness to devoid themselves of values and practices which were contrary to established Anglo culture. He portrays the schools as the instrument by which migrant cultures and ethnic behaviors were destroyed. Through this process, a new group of migrants could eventually be assumed into the mainstream of American life. By this time, all major aspects of their migrant culture had vanished.

Banks states further that today's ethnic, minority youths find the school culture alien, hostile and self defeating. Because of institutional racism, poverty, and complex factors, he sees most ethnic minorities resorting to and sustaining their community characteristics, values, institutions, behavior patterns and linguistic traits which differ in significant ways from the dominant society. Banks finds the children of these minorities entering the school with cultural characteristics which the school immediately rejects and demeans. Because of the negative ways in which the minority child's cultural and racial traits are viewed by the school, educators fail to help them acquire the skills they need to function within two cultural worlds. Consequently many of these students drop from school either physically or psychologically.

What Banks does not answer for us is "why" the minorities of 1976 are unwilling to give up and be anglicized as those groups which went before them. One cannot help but believe that in the case of the black man it has much to do with the number of years he/she has been left to survive by their own ethnic roots. Blacks were permitted to develop too much for too long by themselves. Whatever their modes of reference, behavior, speech, values and all, these appear to be cemented in 200 years of tradition.

Assimilation will be difficult unless these people are permitted to bring something with them into the dominant Anglo culture. Assimilation may also prove difficult if what is offered (the dominant cultural practices) is not as respected and venerated as that which we ask the minorities to leave (the cultural practices of the black people).

#### A Difference Between Values and Behavior

There is some evidence in recent studies by Fishbein and Ajzen (1975) that attitudes are not directly related to behavior. Since Fishbein's and Ajzen's definition of attitudes closely parallels the definition of values used within this study, that is, a belief which guides actions and judgments of the student across objects and situations in a predictable and repetitive fashion, it is conceivable that the attempt to measure student values, based on hypothetical behaviors of the student, may not result in question responses which reflect students values based on everyday student behaviors, as they have been observed within this school population. Values held by students may not govern behaviors.

### Teacher Perception of Minority Children

In considering a case for a distinct black value system, it seemed natural to examine teacher perceptions of minority children, and problems between the average middle class teacher and their black child in the classroom. I would think that the existence of a black value system, in the classroom of the middle class teacher, would be the cause of frustration and turmoil between teacher and student, particularly if these value differences went unrecognized and undealt with.

The following literature attempts to demonstrate two problems within the classroom:

A. That teachers perceive black children differently than white children, and

B. That there are distinct differences in behavioral characteristics between the black and white students.

### Disadvantaged Children and Urban Schools

In 1963 Haubrich reviewed some problem areas which existed between teachers and disadvantaged students in the urban schools. Drawing from observations and experience, he saw teacher training as inadequate and in need of additional insights into the language, social norms, habits and behavior of the minority child. He concluded that,

The new teacher rejects the situation (in urban schools) because of an inability to comprehend, understand and cope with the multiple problems of language development, varying social norms, habits not accepted by the teacher, behavior which is often not success oriented, lack of student "cooperation" and achievement levels well below the expectancies of teachers.

### Teachers Defense of Middle Class Values

One of the problems with understanding children of minority status, in the classroom, appears to center around the classroom teachers' defense of, and unwillingness to part with middle class values. In the East and the South, where class lines have been established longer, the teachers are usually in the upper middle class, while many of them have risen from the lower middle class families. This recent middle class ascension is cherished and often sees lower class values as threatening at least.

Warner, Havinhurst, and Loeb (1944) sum up middle class teachers and their approach to minority children:

A number of prospective teachers view the profession as a ladder for social mobility and, through their social contacts and professional responsibilities, attempt to elevate themselves in the social class system of their respective communities. In spite of somewhat greater diversity of background among teachers in recent years, they continue to represent middle class attitudes and foster middle class values and manners. By playing this role, teachers are doing two things:

"They train or seek to train children in middle class manners and skills. And they select those children from the middle and lower classes who appear to be the best candidates for promotion in the social hierarchy."

Middle class standards of refinement and ambition mean more to most teachers than many would care to admit, and viewing students through a middle class perspective, teachers see the world through their own value system. From out of such a system values are placed on the virtues of work, thrift and cleanliness along with sharply-defined standards of respectability, morality, and sexual behavior. But many public school students, coming from a markedly different socio-economic background, adhere to a different set of standards. Nor do these students necessarily abhor activities such as dishonesty, sexual promiscuity, unruliness,

and carelessness in dress and speech...at least not in the same social context that is usually considered highly taboo for middle class children. In fact, the lower class child has a quite different value system than the middle class child, and most lower class families would object to the moral maxims enunciated above when the implications of these maxims are to avoid what middle class people believe to be lower class behavior. Lower class parents believe their children are discriminated against by children of middle and upper class standing, teachers, administrators and school boards. The lower class child finds that the "moral standards of the adolescent peer group culture are largely middle class standards set by the high school, which is, in turn, run by people with middle class values."

Although the above excerpt was written prior to the "Civil Rights Amendment, by a decade, there is little evidence that teachers have changed, or feelings of minority parents for that matter. On the contrary, teacher inability to fathom the black minority student, and the often vociferous voices of the black parents before the "Board Meetings", attest to the timelessness of an article written almost 25 years ago.

#### Failure of Teachers to Modify Lower class Minority Values

More recently, Rich (1960) saw much of the same problem between teacher and minority students. Going one step further, he characterized the unsuccessful efforts of the teacher to modify lower class minority behavior. He saw middle class teachers as trying to get minority children to adopt middle class values, without success. Not realizing that the behavior teachers espouse frequently conflicts with what is taught at home and in peer groups, teachers persist in the practice.

### Teachers Favoring Middle Class Behaviors

Such gaps or differences between student and teacher must necessarily result in a strained student-teacher relationship at best. It is not surprising then when in (1967) Thomas surveyed classrooms in several states and found that teachers were favoring upper and middle class students. He stated that:

"In the typical classroom the upper and middle class pupils tend to receive more advantageous treatment from the teacher, than do the lower class children. This is caused primarily by the fact that certain attitudes and behavior, that affect classroom relationships, are different in the sub-cultures of the different social strata, and middle class teachers tend to favor traits of middle and upper class pupils....There are, of course, teachers who try to understand the sub-culture characteristics of the pupils and to treat them as individuals despite differences in social class characteristics. But the tendency is for most teachers to favor behavior more typical of higher classes."

Thomas is further borne out by the fact that teachers of mixed classes or minority classes, particularly those of white middle class background, move to schools which serve upper and middle class children at their first opportunity. Havinhurst (1967)...It is though these teachers are running from a situation which is unfathomable, and perhaps even threatening.

Even the black teacher perceives the black student different and lacking middle class qualities of culture, dominance, forcefulness and sophistication. But the black teacher's attitude toward the black student is decidedly more positive. Gottlieb (1967).

A teacher cannot hope to change the values of a child unless he/she understands and respects the value system from which the child comes and into which the child returns at school's end. This is assuredly in contrast to a great deal of the literature which denies the very existence of a black value system.

#### Need For Teachers Education

Twelve years ago, Gertrude Noar (1964) then National Director of Anti-Defamation League of B'Nai B'rith, saw the need for educating our nations teachers in the differences of the black culture and its value system. Noar stated:

"To summarize, then, teachers at the pre and in-service levels need sociological information about the structure of American society in order that they may understand the backgrounds and value systems, the tensions and conflicts of children from all class levels and from ethnic, racial and subculture groups."

Here again someone talks of separate value systems. Someone speaks of reconstructing teacher knowledge in those areas within peoples lives which have meaning for them and satisfaction. Someone speaks of values separate and distinct from the accepted values of the majority.

#### Summary of Teacher Perception of Black Children

Summing up teacher perception of black children then it may be said that white middle-class teachers:

- 1) See black children as different from white children.



2) Are often confused by the behavior, language and attitudes of black children.

3) Often favor middle-and upper-class children who are for the vast percentage "white."

4) More times than not, attempt to unsuccessfully teach the values of the dominant culture without regard for the values of the minority culture.

In the words of Johnson, (1970):

"Individuals are products of their culture. They learn the particular way of life of the group into which they are born. Sometimes this group is a relatively distinct but not a totally separate part of a larger whole--in other words, a subculture. This is the case of black people. The system of discrimination and segregation that has operated against them for so long has caused them to develop a way of life that differs from the dominant culture. Their subculture is their way of coping with life. Patterns of behavior, institutions, attitudes, and values passing from the dominant culture into the black subculture must first be passed through the prism of the historical experiences of black people. In this process they are refracted and bent to fit the particular needs. Thus the black subculture is a result of the conditions of life set by the dominant culture, the freedom the dominant culture allows blacks, and their historical experiences. Within belong the majority of families classified as culturally disadvantaged."

Within this subculture, this experiment will attempt to identify the existence of black values.

## CHAPTER III

## METHOD

Materials

In the student test, there were 80 statements of value which were modeled on Likert's (1932) format which utilizes a summated scale consisting of a series of items to which the subject responds. Likert's format, as used in this test, is considered highly reliable when it comes to a rough ordering of people with regard to a particular attitude or value. Miller (1973) Students were asked to establish an opinion by degree of agreement or disagreement. The statements dealt with the following categories of values: Honesty, family, aggressiveness, authority, peer group, kindness, education, cleanliness, patriotism, and morals. Materials for the statements were constructed from two sources: prevalent values of black and white children, currently of interest in the literature, and observations of the writer concerning value differences between black and white students made over a nineteen year period from experiences in public schools within three states.

The following are typical questions used in the student questionnaire:

Likert Format - 80 Questions

If I needed lunch money and there was fifty cents lying on a

student's desk, I might take it. (Check one)

- Strongly Agree
- Agreed
- Uncertain
- Disagree
- Strongly Disagree

Throwing a chair at someone in a fight, ain't no big thing. (Check one)

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

The teacher test of value recognition and tolerance used the identical format as its student counterpart. The teacher questionnaire was designed to yield the following information:

A. Teacher's ability, or inability, to recognize value difference between black and white students.

B. Teacher's ability, or inability, to tolerate black values.

The following is a typical example of the teacher questionnaire:

Likert Format - 64 Questions

Black students and white students do not differ in their thoughts and practices of honesty:

- Strongly Agree
- Agreed
- Uncertain
- Disagree
- Strongly Disagree

A simple definition for the black student would be, a human being.

- Strongly Agree
- Agreed
- Uncertain
- Disagree
- Strongly Disagree

The selection of the questions for the Teacher Questionnaire follows the same criteria and sources for the Student Questionnaire, with but one exception. Eighteen of the questions used in the Teacher Questionnaire were taken in whole or part from Barnes (1973). Her work, on Teacher Perception of attitudes and values of black people closely parallel the purpose of the Teacher Questionnaire. Her study is discussed in this paper.

#### Design and Subjects

There were 7 groups in the experiment. Each group was, in fact, a class of students within a public school for children with behavioral and learning problems. The school population was 517 at the time of testing - 38% of whom were black students. Classes ranged in number from 7 to 10 students. Forty-three students; - 31 black and 12 white participated in the study. Seven teachers, 1 for each of the 7 classes, also participated. Two teachers were black while the other 5 were white.

Classes and teachers were chosen at random from a list of 17 possible classes within the school whose class population was at least 45% black. A number was assigned to each of the 17 classes and drawn randomly from a box by a student who was not designated as potentially part of the study.

## Procedure

### Pilot Test:

This particular sample was used as it was the population in which the author worked as an Assistant Principal. It was also a sample which was racially mixed and was presenting problems between teachers and students as they related to each other in the school community.

Pilot testing of the instruments took place several months prior to the execution of the present study. Student groups used for the pilot test were younger than those students used in the present test sample, but were identical as to the educational and psychological classification. They were also BOCES students.

B.O.C.E.S. students, used in both the Pilot and the Experiment, ranged from dull normal to above average intelligence. Their psychological behavior ranged from mildly disturbed to combinations of psychological problems which are often described within the severe limits of emotional disturbance.

The original student test used in the Pilot was altered in format on the last 18 questions for the present study. Contents of questions remained essentially the same, however. A similar change was made on the teacher test from its original form. The last 10 questions used in the teacher test were altered in format only. Originally there were two parts to the student test and two parts to the teacher test. The second part of both tests, using a multiple choice technique, proved cumbersome in analysis. The Likert format was therefore adopted throughout both the student and teacher test for their entirety and used in this experiment.

Pilot results were compared by mean score only. Mean scores of both student and teacher test may be found in the Appendix D, Tables 12 and 13 respectively.

### The Experiment

A meeting was held several days prior to the testing with the classroom teachers of the students involved in the study. At this time, the study was explained to the staff. Values were defined and time was taken to talk about perception and tolerance as they relate to values. This was done to alleviate teacher anxiety over hidden purposes behind the test. An attempt was made to make the teachers feel a part of an experience which the writer hoped would aid them, and others, in dealing with black students. The thrust of the student test was then discussed. Questions were fielded and answered on an objective basis whenever possible.

Teachers were then given times for their tests, as well as time for their students tests. It was explained that only two classes and two teachers could be tested each day, due to the difficulty in school scheduling. The total testing would take 3 days for the 7 classes.

It was recognized that the orientation given to the staff, prior to the test, might in some way sensitize them in respect to their test responses. It was also recognized that there might be an attempt on the part of some of the teachers to instruct students, in some way, as to certain value responses. However, the morale of the staff was very low, at the time of the experiment, due to an unsuccessful strike

attempt against the Board of Education, for higher wages and other matters. The staff was also somewhat suspicious and uncooperative. It was therefore necessary to be most explicit about the purpose and general content of the experiment.

The only request made of the teachers prior to their testing date was to go over with their students the concept of choice between the positions of strongly agree, agree, undecided, disagree or strongly disagree. Samples were provided for the teachers for clarification of the concept with their students. Values were not used as part of the samples.

Teachers were tested, on their assigned dates, 35 minutes prior to my testing of their classes. They did not see or talk to their students from the beginning of their own tests to the time the students had completed their test sheets and handed them to the writer. The arrangement is obvious. Teachers were not permitted to discuss value positions with students from the material they had read within their own testing situation.

#### Socio-Economic Scale Scale of Occupations

Students within this experiment were compared to themselves by race, socio-economic status, and sex. Particular mention should be made to the socio-economic format labeled Scale of Occupations.

The socio-economic format used in Nassau BOCES called Scale of Occupations is divided into 3 categories. These categories as listed in Table 5 of the Appendix are as follows:

Category 1 included those students whose parents' occupations were considered to be professional or managerial. The implication of this category was that the children of these parents were from middle to upper middle class families. There were only 2 students listed in this category.

Category 2 included those students whose parents' occupations were considered to be blue collar and full-time working class. The implication of this category was that the children of these parents were from middle to lower middle class families. There were 17 students listed within this category.

Category 3 included those students whose parents' occupations were considered to be low paying, low in prestige and erratic in employment. The implication of this category was that children of these parents ranged from lower class families to those families needing assistance, such as welfare. There were 24 students listed within this category.

The BOCES format for socio-economic data could not be identified as to its source. Current opinion is that it is a collection of several viable formats used by agencies to collect such information.

All information gained by this format is taken from the parents of the student upon admission to the program. Information is updated every 3 years.

#### Weighting of the Teacher and Student Test

Weighting of the Teacher Perception Scale caused some concern initially. Originally it had been thought that a high score of



five should be assigned to the answer which best described a response which reflected the prevalent middle class stereotype of black children. In applying this guideline, it became apparent that weighting a stereotype response with the maximum weight would negate comparison to the student test weights which gave a maximum score to the answer favoring a reply closely expressive of middle class values. Also, there was nothing in the literature to support the belief that middle class perception of the values of black children are necessarily stereotypic. On reflecting upon the purpose of the study, in relationship to the questions on both student and teacher test, it was obvious the study then was looking to identify student values; had its primary interest in identifying black values; and was seeking to compare these values as students choose them to values predicated by teachers, as teachers saw these values practiced by black students. The study looked to see what values students have and correspondingly whether teachers were capable of identifying these values to any degree of significance.

Based on the above rationale, the Teacher Perception Scale was re-weighted so that a high score of five assigned a middle class value to a black child. This high score, representing a middle class value preference by the teacher, was then comparable to a high score on the student questionnaire which singularly indicated a middle class value selection by the student.

### Directions to Students and Teachers

Students were met by the writer in their own classrooms. A short time was spent on discussing the meaning of values. Questions were answered as simply and objectively as possible. Tests and pencils were given to the students. Students were told that the examiner would read all directions, questions, and answer selections with them. They were asked not to read ahead and not to call out their feelings, or answers to the questions.

Teacher tests took an average of 20 minutes. Student tests took an average of 45 minutes.

The following are the directions used for the student test:

#### A Statement of Values

##### Directions

In the following pages you will find a number of statements. Each statement is numbered. After each statement there are 5 possible answers. Immediately, after you have read each statement, check one and only one answer. If you cannot mark an answer for any particular statement, mark the blank next to the answer which says "uncertain". Move quickly and do not go back. Be honest and check the answer which best describes your feelings about the statement.

Thank you for taking part in this experiment.

The following are the directions used for the teacher test:

#### Teacher Perception Scale

##### Directions

This questionnaire is designed to measure the extent to which you

hold each of the several general beliefs about black students.

After each statement there is a set of possible responses as follows:

Strongly Agree, Uncertain, Disagree, Strongly Disagree, Agree.

You are asked to read each of the statements and then to CIRCLE the response which best REPRESENTS your IMMEDIATE reaction to the opinion expressed. Respond to each opinion as a whole. If you have reservations about some part of a statement, circle the response which most clearly approximates your GENERAL FEELING.

### Results

Each subjects scores, both in the student and teacher test, constituted the dependent measure. The scores were obtained by tabulating the response on each question as it fell within a summated value of 1 to 5. The maximum value of each question response was established by placing the highest possible weight (5) on the response which best typified the accepted white middle class position on the value. Technically, on any question, in either student or teacher test, a score above 2.50 mean value indicated an acceptance of the white middle class item, while a score below 2.50 indicated a rejection of the white middle class item. However, degree of acceptance was also possible as 2 respondents scoring a mean of 3.50 and a mean of 4.25 respectively, could be described as being less accepting and more accepting of white middle class item.

In order to compare black and white students to each other; students by sex; students by social class; teachers to students by race; and partial teacher test scores to over-all test scores; the

following statistical analyses were employed:

1. The student test data for 43 students within this experiment at Baldwin Harbor Park School was subject to the following analysis:

A. By race,  $t$  ratio was obtained for all 43 students on all 80 questions within the test, comparing black and white mean responses.

B. By race,  $t$  ratio was obtained for all 43 students within 10 value categories of honesty, family, aggressiveness, authority, peer group, kindness, education, cleanliness, patriotism and morals, comparing black and white mean responses.

C. By sex,  $t$  ratio was obtained for 23 black males and 8 black females on the 80 questions of the test, comparing male and female mean responses.

D. By sex,  $t$  ratio was obtained for 23 black males and 8 black females within the 10 value categories as described, comparing male and female mean responses.

E. A one way Analysis of Variance with 3 levels was used to obtain  $F$  ratios to test mean differences between socio-economic levels for 43 students, black and white on each of the 80 questions of the test.

F. A one way Analysis of Variance with 3 levels was used to obtain  $F$  ratios to test mean differences between socio-economic levels for 43 students, both black and white, on each of the 10 categories of values previously described.

2. Mean scores were obtained for all 7 teachers on each of the 64 questions in the teacher test. These teachers were the teachers of the 43 students in the student sample.

3. Seventeen statements within the teacher test were compared to 24 statements, by race, within the student test by use of  $t$  ratio.

In several cases, teacher questions were compared to clusters of student questions. Comparison was made to establish the teacher's ability to recognize black values and white values among their students.

4. The means of 17 questions in the teacher test were obtained to serve as a measure of tolerance or non-tolerance for student values. These mean scores were then compared to the over-all mean scores for the teachers across the 64 statements in the teacher test.

### Summary

There are arguments for and against the existence of black values as a system of values separate from the majority value system which is middle class white Anglo/Saxon. This study will attempt to prove the existence of a black value system in young black students, age 10 to 15.

In addition, this study will deal with teacher knowledge of black values as they are measured within this experiment.

A third thrust of the study will analyze teacher tolerance for black values within the framework of the pre-dominant value system.

All tests used in this experiment have been devised by the author.

## CHAPTER IV

## RESULTS

The study was concerned with three major issues:

1. The identification of differences in values between black and white students.
2. The measurement of the teachers ability to recognize black student values.
3. The measurement of the teachers ability to tolerate differences in values between students, this difference speaking specifically to black values.

Hypothesis H-1 of the study stated:

A significant difference will exist  
between values of black and white  
students tested.

The following results are relative to this hypothesis.

#### Student Values Compared by Race

Student test results were initially compared by race. There were 31 black students, 8 of whom were female and 23 of whom were male. There were 12 white students all of whom were male.

Mean scores were established for each student group, by race, for each question in the test. There were 80 questions in the student test.

Difference between the means was tested using the  $t$  ratio technique ( $t = M_1 - M_2$ ). Significance was accepted at the .05 level and the required  $t$  was 2.042 with 41 degrees of freedom.

Of the 80 questions on the student value questionnaire, only 4 questions measured a  $\underline{t}$  score greater than the critical value, 2.042. They were questions number 14, 16, 26 and 59.

Question 14 dealt with the desire, or rejection of the desire to have a family (children) when one grows up. Black students indicated less of a desire to have families when they grow up. Their mean score was 3.81 compared to a white student mean of 4.50. The  $\underline{t}$  score for the question was 2.827.

Question 16 dealt with whether students felt that fathers liked children. Black students were positive in their assessment of fathers liking children. White children were negative toward fathers liking children. The black mean for the question was 3.23. The white mean for the question was 2.25. The  $\underline{t}$  score for the question was 2.243.

Question 26 of the student value questionnaire dealt with the propriety of hitting a girl. Both student groups, black and white, felt hitting a girl was O.K. but white students were more inclined than black students, to hit a girl. The black mean for the question was 2.16. The white mean was 1.33. The  $\underline{t}$  score was 2.839.

Question 59 of the student value test dealt with whether teachers were "picking on their students". Both black and white students felt "picked on". Black mean for the question was 2.29. White mean was 1.59, indicating white students felt more "picked on" than black students. The  $\underline{t}$  score for the question was 2.718.

The 4 questions measuring a significant difference in values between black and white students, by race, are equal to the same

number of questions obtained by chance and were interpreted as indicating that no value difference existed between black and white students within this sample, when compared by race. The results are presented in Table 1.

The 80 test questions were then grouped by value categories. There were 11 questions dealing with the value of honesty, 16 dealing with family, 15 dealing with aggressiveness, 7 with authority, 5 with peer group, 7 with kindness, 16 with education, 1 with cleanliness, 1 with patriotism and 1 question with morals. The number of questions within any of the 10 value categories was not designed to attach more or less importance to any value. The students were compared, by race, within each of the 10 categories which encompassed all 80 questions of the student test. Within the 10 categories, no  $t$  ratio reached the critical value of 2.042 indicating that value differences, by category, between black and white students, within the sample did not exist. See Table 2.

Student Values  
Compared by Socio-Economic Status

In order to test the theory that values differ between levels of socio-economic status, the students were divided by socio-economic status on each of the 80 items. One question alone, question 61, proved significant. This question dealt with the students' opinion as to whether or not they thought school to be important. By socio-economic level from status 1 to status 3, school was seen as increasingly more important by the students. Another way of saying



would be that the more affluent the home, the less value the student placed on the importance of education. The poorer, the less affluent the home, the greater the value was placed on education by the student. Group 1, mean averaged 3.00. Group 2, mean averaged 3.58, and Group 3 (students from homes of low income and low status) averaged 4.42, or a high acceptance of school as a positive value.  $F$  equaled 3.76 for the question. The critical value of  $F$  was 2.45 at 40 degrees of freedom.

This lone significance can be dismissed as chance and it can be concluded that this sample did not differ as to value preference even when divided by socio-economic status. See Table 3.

An Analysis of Variance was also performed on 10 value categories. This analysis contrasted the category ratings for each of the 3 socio-economic levels. Out of 10 categories, there was no difference in values between students when compared by socio-economic status. It is safe to say that there appeared no significant difference in values of students measured within this sample, based on socio-economic status when grouped within the 10 categories of values. See Table 4.

Socio-economic status was established initiating a BOCES format used in the collection of district-wide socio-economic information on students. This format is applied to the students, based on information obtained from their parents upon admission into the program. Maximum age of information is 3 years. See Table 5.

#### Student Values Compared by Sex

Since there were 8 female black students used within the sample,

sex differences, as related to value preference were investigated between black males and black females. Twenty-three black males, and 8 black females were compared by  $t$  ratio across the 80 items of the student questionnaire. The  $t$  ratio in this case required for significance was 2.045 at the .05 level at 29 degrees of freedom.

Of the 80 questions within the student test compared by sex between black males and females, 4 questions reached a critical value for  $t$  beyond the 2.045 level.

Question 22 dealt with whether or not a student liked to fight. Black males indicated less of an aversion to fighting, with a mean score of 3.48. Black females were very reluctant in their desires to fight, averaging a mean of 4.25. The  $t$  score for the question equaled 2.293. Both scores were within acceptable white middle class values as regards fighting.

Question 42 dealt with the concept of meanness and whether a student felt it was "cool" to be mean. The word mean was understood to be "cruel". Both sexes felt it was not acceptable to be mean. Black males scored lower than black females. The average mean score for black males on the question was 3.78. The average mean score for black females was 4.50. The  $t$  score for the question was 2.238. Both male and female responses fell within the acceptable white middle class value.

Question 53 is of particular interest as black male and females are in disagreement concerning the value. The question stated:

White teachers are the best teachers.

Black males disagreed and averaged a mean response of 2.39. Black females agreed with the statement and averaged a mean of 3.38. The t score for the question equaled 2.755.

Question 66 is of equal interest, as again black male and female respondents disagreed concerning the value. The question stated:

It was no big thing to tell a lie  
to a teacher.

Black males agreed and scored an average mean of 3.43. Black females disagreed with the statement and scored an average mean of 2.38. The t score for the question was 2.168.

Of the 80 questions compared by sex within the black population of the sample, only 4 questions reached the significance level. This was the same number that would be obtained by chance and was interpreted as indicating that there existed no difference in values between black males and black females within sample when measured, according to sex.

See Table 6.

Again, the black population was divided by sex and compared within the 10 value categories by clustering the 80 questions within value categories as described previously. Within the 10 categories, there appeared no significant difference in value preferences by black male and female students. See Table 7.

#### Conclusion of Hypothesis, H-1

The preceding information on the Student Value Questionnaire considered by race, sex and social class, indicates no difference in values within the student sample tested. The data did not support the retention of the hypothesis.

Hypothesis H-2 of the study stated:

A significant difference will exist between the values of black students and the ability of the black students' teachers to recognize those values.

The following results are relative to this hypothesis.

Analysis of items of Comparison  
on Teacher - Student Test Data

It was not possible to compare all items on either test with each other as some value items on the Teacher Perception Scale had no counterpart on the Student Test. This was due, in part, to the construction of certain question items on the Teacher Perception Scale which dealt primarily with teachers' ability to tolerate or accept student values rather than identify student values. Additional items on the Teacher Perception Scale were utilized for gleaning information about teachers, in general, apart from the question of values or value tolerance. However, in the comparison of student values to teacher ability to recognize those values, 17 questions in the Teacher Perception Scale were compared to 24 questions within the Student Value Questionnaire. In several cases, teacher questions were compared to clusters of student questions. This posed no problem as the questions within the student cluster were similar to and dealt directly with the same value and category as their teacher test counterpart.

The mean score of the Teacher Perception Scale for the 7 teachers, 5 white, 2 black, were established for all 64 questions at 3.51. The mean average for each question may be seen in Table 8.

Seventeen questions, previously described were then extracted from the teacher test and compared, by categories, to the corresponding questions and categories of the student test, by race. Table 9 represents a comparison of these questions in the teacher test to similar questions in the student test for black students, using a  $\underline{t}$  ratio. Table 10 represents a comparison of the teacher test questions to similar questions in the student test for white students, using a  $\underline{t}$  ratio. The comparisons made by use of the  $\underline{t}$  ratio were significant in one case. In Table 9,  $\underline{t} = 2.042$ . In Table 10  $\underline{t} = 2.110$ .

In the comparison between teachers and black students, as to values, one category produced a  $\underline{t}$  score in excess of 2.042 at the .05 level of competence. This category dealt with the value of authority. Teachers saw the black students within the middle class norms for authority as a value and scored the students at an average mean value of 3.21. The black students, however, saw themselves much more committed to the white middle class norm for authority and scored an average mean of 3.90. The  $\underline{t}$  score was significant at 2.184. This significance, however, can be seen as occurring by chance and consideration of the significance can be dismissed.

In the comparison, teachers and white students as to values, no one category produced a  $\underline{t}$  ratio in excess of 2.110 at the .05 level.

### Conclusion of Hypothesis 2

Based on the results of both comparison between teachers and black students, and between teachers and white students, as to values, it may be stated that the data does not support retention of the hypothesis.

### Analysis of Teacher Tolerance Data

The second analysis of the teacher test data isolated an additional 17 questions from the teacher test. See Table 11. These questions were specifically designed to lend tolerance to black values when they differed from white middle class values. A high score would indicate a tolerance of white middle class value. A low score would indicate tolerance of a value other than a white middle class value, or black value.

Mean scores were established for all 7 teachers in each of the 17 questions of tolerance. Mean scores were then totaled to produce a average mean score for all teachers on the total 17 questions. The mean score obtained for the 7 teachers on the 17 questions of tolerance was 2.78. The mean score obtained for the 7 teachers on all of the 64 teacher test items was 3.51. Therefore it can be said that the teacher scores on the 17 questions of tolerance were less than the average mean score achieved for the 64 teacher questions and consequently supported black student values.

### Conclusion of Hypothesis, H-3

Based on the results of comparisons between the teachers' average mean for the 64 items of the teacher test and the teachers' mean for the 17 questions relating to the tolerance of black values, Hypothesis H-3 is retained.

## CHAPTER V

## CONCLUSION

Student Test - A Statement of ValuesComments on Student Results  
By Category

The results of the student test are all too clear. Hypothesis  $H_1$  looked to establish a difference in values between white students and black students of Junior high school age at Baldwin Harbor Park School, Baldwin, New York. It did not. Out of 80 questions of the test, when compared by race, white and black students were embracing the same value time and time again. The results appear much in contradiction to a good part of the literature which claims a black value system exists in contrast to the system of white middle class values. However, based on certain criteria and certain other previously cited parts of the literature, the results may be seen as more predictable than they would first appear. The following discussion is relevant to the conclusion of this experiment.

The sample used within this study were part of a special school setting. This setting itself sets aside this population by themselves, away from the general public school student. The students were sent here because they did not fit into the regular district based classroom. They could not get along. Yet, within this school setting, at Baldwin Harbor, they were paired as a group with many common denominators, such as, age, sex, achievement levels, social backgrounds and socio-economic levels, behavioral characteristics and race. Where there were differences

within these criteria, the over-all identity of being a special student in a special place often took precedent. Special school is an institution unto itself and as Goffman (1963) implies:

.....More than to any family or club, more than to any class or sex, more than to any nation, the individual belongs to the gathering, and he best show he is a member in good standing.

This is the nature of the special setting, the special school, the institution. As the results of the study have pointed to a gross similarity of values between black and white, male and female, middle and lower classes, it is conceivable that the atmosphere of the institution has united students over many differences due to their very own difference within this special setting.

The contents of the instrument of measurement, the student value questionnaire, as cited on Page 24 of the study, were composed from the literature, and personal observation by the writer. The literature is properly noted for reference. My personal observation is now a subject for review.

### Family

Black students appeared to me as a group unique in many aspects of their values. I saw them as basically ruled at home by mothers whose concern for their children often times appeared to be greater than their white counterparts in the white middle class constellation. Yet within the student test there is little evidence of a black matriarchal society. Students, black students, reflected more value



for the father as head of household than for their mothers. Perhaps my imagery of the strong black mother and the absentee father is a remnant from so much of the literature and stereotype to which I, as a white man, have been exposed. After all, everyone knew that black students often did not know who their fathers were. Well, this population is not saying that at all.

Black students came across as children who saw:

- a. Men as the head of the family;
- b. parents staying home at night with their children;
- c. families sticking together;
- d. themselves as having few secrets from their parents.

The concepts are quite middle class and the black students were within that measure of value.

### Honesty

In discussing the value of honesty held by black students with black teachers with whom I work, we generally felt that black students held a broader concept position than white students as to what was honest as opposed to what was dishonest. It has not been infrequent that I have been told by a black child that he/she took it because he/she needed it. I have seen black students think little of "shaking another kid down for some coins", with little pangs of conscience discernable. Yet what comes back from the test is an honesty shared in value by black and white students alike. By race, socio-economic status, by sex, the population tested saw honesty from the same set of values. See Table 2, 4 and 7.

### Aggressiveness

Nowhere in the test were my expectations stronger for difference than in the value of aggressive behavior. Aren't black kids always fighting? Isn't fighting second nature to a black? We see it in the schoolyard, in the halls, the dancing and jabbing, the wolfing and funning. But where was it in terms of a value difference? It did not exist. Both white and black students related to the value equally. When asked whether knowing how to fight was important, the mean scores of black and white students hung within several points of one another. Perhaps, the next question should have addressed itself to: "How well and how often do you fight"?

### Authority

When it came time to think of black students and authority, as well as discuss its ramifications with others, prior to the test, it was felt that between the two races, black students would be more rejecting of authority than white students. I have heard too often that black students are impudent, defiant and negative to authority. Yet when asked to respond to values of authority, in one case black students scored within an even range with their white counterparts, and in another case the black students held authority more highly as a value than the white students. I was more than surprised to find black students liking police officers more than white students.

### Peer Group

Peer group looked to be an area of value which would substantiate

the concept that black students move more in groups than white students tend to move in groups. It was felt that there would be a strong tendency on the part of the black students to base many of their decisions upon the will of the black group rather than his/her own volition. This was not the case. Black students indicated that more of their decisions were based upon their desire to make judgments of others independently of any group allegiance. The black student showed more willingness than the white students to help other students, regardless of whether or not these students were their friends. The difference, although not significant, was greater.

#### Kindness

Kindness was the next value of comparison between black and white students. Both scored within the white middle class concepts of kindness as a value with black students a little more willing to extend themselves with courtesies toward others. This difference, however, was not significant. The same comparison occurred when students were asked whether making fun of another was an "O.K." thing to do. Black students felt more resistant to such activity than the white student. Again the difference was not significant. In all cases, the black student fell within the range of responses governed by acceptable white middle class values.

#### Education

In the value of education.....there was no significant difference between the black and white students. It is noticeable, however, that

black student mean scores by question were higher (more middle class) than white students. Contrary to some beliefs, the black population liked school; felt their teachers liked them; felt their teachers saw them as being smart; but felt black teachers were better teachers than white teachers. Strangely enough the white students agreed that black teachers were better teachers than white teachers.

### Cleanliness

The value of cleanliness was unremarkable in significance with the black student averaging a slightly higher mean score than the white student. Both races felt a need for good grooming and personal hygiene.

### Patriotism

Patriotism followed as a value with no significance between the races. Both black and white students scored relatively high and agreed with the value within the white middle class context.

### Morals

The value of morals, made up of combinations of a unwillingness to be sexually inappropriate and a test of the students allegiance to formal church activities, proved insignificant. Both affirmed the inappropriateness of bridging the personal sanctity of another's body by a pat or so, but the black population indicated a greater regard for formal church services. However, there was no degree of significance between either group. The value of morals was upheld within the white middle class concept of values by both groups.

Looking back at the test instrument

This brings me to a retrospective evaluation of the test instrument itself, as applied to the population in this experiment. Questions within this test instrument attempted to test values of black students based upon statements describing a hypothesized behavior which referenced itself to what the student felt his over-all sense of values would permit. Another way of saying it would be: Students were asked to respond to a hypothetical particular, the situational question, which was governed by a more universal concept, values. Now most students know right from wrong, that is; they know only too well how they are supposed to act as opposed to how they actually respond to circumstances governed by "that something inside", values, which guides their actions time and time again, across situation after situation. My observation is that what the test may have produced is what black and white students may have seen as what was expected of them, rather than how they themselves would have dealt with the issue or exercised the value on a situational basis. Consider the following example:

One of the black male respondents to the questionnaire has a long history of violence due to various presenting difficulties within his personality and organicity. He is, in fact, emotionally disturbed and minimally brain damaged. On many occasions I personally have been called to intervene between him and another student in a fight. One of his traits is that he always picks something up to use as a weapon in a fight. He often throws chairs. Yet when asked in question 24 of

the student test, "Throwing a chair at someone in a fight, ain't no big thing", he responds in the white middle class frame of reference by strongly denying the righteousness of using furniture to battle. He, in fact, denies what has become to him in actuality, a workable value of aggressiveness guiding him over a course of action. He, I suggest, has responded to what was expected of him rather than his own personal, workable, self-satisfying practice of throwing chairs within his value of aggressiveness.

Fishbein and Ajzen (1975) spoke of this issue, as previously cited, when they looked at the differences between attitudes and behaviors. It was also pointed out then that if attitudes (values) differed from behavior, chances are that student question response on the test would not really represent practicing student values in the real sense. This would be due to the fact that student values were being measured by the students agreement or disagreement with a hypothesized situation which more often than not dealt with a projected behavior on their part. Values and behaviors have proven incongruent in other experiments.

My observation is this. If the questionnaire had dealt in equal part with hypothetical statements of "how do you feel about" as opposed to "have you ever and how often", the results might well be in complete contrast to each other. I strongly suspect one set of answers would allude to what children have been told is expected of them (white middle class response) as opposed to those values which they have and do work for them (values other than white middle class or black values). I

think my contention will be borne out if we can jump for a moment to another section of the results, those from the teachers test dealing with questions of tolerance.

### Teacher Test for Tolerance

Part of the teacher data was designed to give teachers the opportunity to make exception for, or tolerate, the values of black children, if teachers recognized a value difference between black and white students. An example of such opportunity or tolerance for black values would be the following question:

Black students establish their identity by emphasizing and even extending styles of clothing, manner of speech, stance and walk.

Otherwise, black students dress different than white students, speak different than white students, and can and often do accent their walking styles differently than white students. Of the 7 teachers who responded to this question, 4 teachers could see that these practices did exist within black students. Strangely enough, of the 2 black teachers responding, 1 felt unsure of how to reply, and the other strongly disagreed with the statement.

In another case in the teachers test material, 5 out of 7 teachers admitted:

Over the last 20 years, blacks have not been accepted for their culture and values.

The Question could not be plainer. Black students have not been accepted for their culture and values, and these teachers, all of whom work with black students, say loud and clear, "that's right".

Otherwise the teachers see a set of values which are black. The question remains, what are they?

Take another example:

Black students communicate through gestures, sounds (non words) and local words (street language).

Four out of 7 teachers support this response. One who disagrees is black. But 4 out of 7 say, "Yes". The communication system, the language which reflects black concepts, the concepts themselves, are different. They often differ from the communication system of the white students. They are unmistakably black.

One of the most telling questions on the teacher test among the tolerance items is question 59 which states:

Black students could learn more if they were understood.

To agree with this statement is to admit that black students are not understood; are not fathomed; are not met adequately in school whether by the teachers responding to the question or others as the teachers see them. Six out of 7 teachers agree that if black students were understood, they in fact could learn more. Both black teachers concur.

#### Supporting a Difference in Values

My point then is one of why do teachers of these students find it necessary to strongly respond to a set of questions which sets aside special consideration for black student values, apart from white student values, if black and white students share the same value references?



The teachers say black and white children value alike. The students agree. Now consider collectively what teachers have said about their black students:

1. Black students emphasize their identity differently than white students, in their speech, walk and dress.
2. Black students are not accepted for their culture and values.
3. Black students talk differently.
4. Black students are not understood.

The above concessions on the part of the teachers, based on the race of the students alone, strongly indicate teacher support of a difference in black children which is based upon a difference between black and white values. My closing remark on this issue is this.

One suspects the instrument used in the teacher and student test did not do its job in looking for value differences between black and white students, and what is occurring on paper and pencil test has much to do with what each group thinks is expected of them rather than expressions of value which guide their actions again and again over situation upon situation. It appears as if to measure a difference in values properly there would need be a comparison between two separate instruments. One instrument would measure the value of the respondent in relationship to a hypothetical situation into which the respondent is projected. The other instrument would look to measure the same value of the respondent based on actual past behavior and perhaps be more relevant than a value based on a hypothesized situation.

Teacher Test - Teacher Perception of Values

Student Values as seen  
By Teachers

The teacher perception test did what it was supposed to do. The test compared teacher perception of student values by the teacher to the actual values chosen by the student within their student test scale. As stated previously in the results section, 17 teacher questions covering 7 value categories were used to compare teacher perception of black student values to the student choice of values within the student test.

Teachers saw student values clearly as they, the students reported them. Through 9 of the 10 categories, teachers and students agreed. In 1 of the categories, however, student scores differed significantly to the teacher perception of the value, authority.

In the category of authority, black students were significantly more responsive to the white middle class value of authority than teachers saw them. The  $t$  ratio for the difference between teacher and student was 2.184 at .05. Since the category of authority represented comparison between only 2 of the teacher questions, and 2 of the student questions out of 64 questions and 80 questions respectively, it is very likely that the significance is due to chance. As such, it cannot be given too much weight.

It is interesting that the teachers knew how the black students would reply to the questions of value. It is also interesting that the white and black student scores were as middle class, in terms of

values, as they were. In retrospect, knowing these teachers well, it is not surprising that they could predict the way their students would respond. They are trained to work with problem children who are often black, and students often reflect the values of their teachers.

At the same time it must be said that students by the age of 12 and on know how to take tests. They know what should be said often rather than what they would like to say. This may be particularly true of minority groups. It may be noteworthy to mention that I experienced a great deal of difficulty getting permission from many of the black parents, to include their children in the test. They, the black parents often were wary of what I was looking for and how the information on their children would be used. It is not difficult to relate to some of their concerns. It is not difficult to reason that parent hesitation and caution is easily passed on to the black student population, while testing.

#### Recommendations for future studies

My recommendation for future use for such an instrument as the Student Value Questionnaire has been made previously in this material. I see the best results being brought about through the use of a dual purpose instrument which would weight student value through the presentation of hypothetical but relevant situational questions. The other part of the device would be the repetition of the value question in terms of present and past behaviors. It would be

interesting to see if the present testing instrument differed from a method or instrument which incorporated a listing of the students experiences, based on present and past behaviors and their consequent relationship to the values of the student.

It is my hope that as long as there are suspected differences in values between children, by race, that those in positions of experimental research will continue to do what is possible to shed light on the situations through increased and improved vehicles of measurement.

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## APPENDICES

APPENDIX A

A STATEMENT OF VALUES

A STATEMENT OF VALUES

DIRECTIONS:

In the following pages you will find a number of statements. Each statement is numbered. After each statement there are five possible answers. Immediately after you have read each statement, check one and only one answer.

Move quickly and do not go back. Be honest and check the answer which best describes your feelings about the statement.

Thank you for taking part in this experiment.

\* \* \* \* \*

1. If I needed lunch money and there was fifty cents lying on a student's desk, I might take it. (Check one).

- Strongly agree
- Agreed
- Uncertain
- Disagree
- Strongly Disagree

2. There isn't much wrong with "shaking" another kid down for some bread. (Check one).

- Strongly agree
- Agreed
- Uncertain
- Disagree
- Strongly Disagree

3. I wouldn't ever take money from a friend. (Check one).

- Strongly Agree
- Agreed
- Uncertain
- Disagree
- Strongly disagree

4. It's no big thing to copy answers from someone else. (Check one).

- Strongly Agree
- Agreed
- Uncertain
- Disagree
- Strongly Disagree

5. If my mother wouldn't find out, I would take a quarter from her pocketbook, if I needed it. (Check one).

- Strongly agree
- Agreed
- Uncertain
- Disagree
- Strongly disagree

6. I would never take something that was not mine. (Check one).

- Strongly agree
- Agreed
- Uncertain
- Disagree
- Strongly disagree

7. Keeping my promise is important. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

8. If I need something, I'm going to take it. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

9. Children should eat dinner with their parents. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

10. Children should like to go out with their parents. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

11. Men should be the head of the family. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

12. Parents should be home at night with their children. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

13. When I grow up, I would like to get married. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

14. When I grow up I would like to have a family. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

15. My mother likes kids. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

16. I think all fathers like kids. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

17. I think kids should have very few secrets from parents (parent). (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

18. I think families should stick together. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

19. Knowing how to fight is important. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

20. I don't mind too much if a teacher grabs me when I don't listen. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

21. My parents told me not to let anyone push me around. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

22. I like to fight. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

23. If I had to, I would hit somebody with a stick. (Check one).

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

24. Throwing a chair at someone in a fight, ain't no big thing. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree



25. My parents get upset when they hear I've been fighting. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

26. It's O.K. to hit a girl. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

27. It's O.K. to hit someone smaller than myself. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

28. I always raise my voice and shout in an argument. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

29. I should always listen to what my teacher tells me to do. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

30. School rules are made to be followed. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

31. Older people should be respected. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

32. If a teacher orders me to sit down, I do it. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

33. If my friends don't want me to do something, I won't do it. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

34. If another kid pushes me, I don't always fight. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

35. Most cops are nice guys. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

36. If my mother tells me to do something, I do it. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

37. If my father tells me to do something, I do it. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

38. If I needed help in the street, I'd call a cop. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

39. If another student needed help, I would help him. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

40. Helping other kids depends on whether or not they are my friends. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

41. It's fun to throw stones at animals. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

42. It's "Cool" to be mean. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

43. If an old lady was left standing on a bus, I'd give her my seat. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

44. I like to do nice things for my friends. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

45. I would send my teacher a card if he/she was in the hospital. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

46. Making fun of other kids isn't really bad. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

47. I would give up my free time after school if my mother needed me. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

48. A good report card is always pleasing to parents. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

49. School is a place where a student can do what he wants. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

50. I like coming to school. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

51. My teacher thinks I'm dumb. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

52. My teacher understands me. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

53. White teachers are the best teachers. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

54. When I am old enough, school will help me get a job. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

55. Black teachers are the best teachers. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

56. White teachers are afraid of me. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

57. My teacher thinks I'm smart. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

58. Black teachers are afraid of me. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

59. My teacher picks on me. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

60. My parents think school is important. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

61. I think school is important. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

62. All students should be treated in the same way. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

63. One of my friends was fighting with another kid. I would go and get the teacher. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

64. Being clean and taking time to look good is very important to me. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

65. If I had a choice of any teacher, I would want a teacher who is fair. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

66. Telling a lie to the teacher would not be a big deal! (Check One).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

67. If my teacher took a pen-knife from me and called my mother, I would wonder why so much fuss was being made. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

68. If, before the basketball game, they began to play the "Star-Spangled Banner", I would stand up at attention. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

69. Saying "Good Morning" to the teacher is a very nice thing to do. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

70. If the student in front of me dropped a quarter, I would pick up the quarter and put it in my pocket. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

71. The problem with most of my school work is it is not going to help me. (Check one).

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

72. If I liked a certain girl who was walking in front of me in the hallway, I would put my arm around her and give her a pat. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree



73. Going to church on Sunday is something I always do.  
(Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

74. If the teacher told us to take our seats and two of my friends refused, I would do like my friends and would not sit down.  
(Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

75. Being like other students is very important to me.  
(Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

76. If you asked me how I would like to be treated, treat me like a human being with feelings.  
(Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

77. If a teacher hollered at me for doing something wrong and was angry, I would curse at her and throw my desk over. (Check one.)

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

78. Keeping your promise to someone is very important. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

79. If I was running in the hallway and a strange teacher grabbed me by the arm and ordered me to stop, I would pull my arm away and keep running. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

80. My parents tell me that while I am in school, I should make sure nobody pushes me around. (Check one).

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

APPENDIX B

TEACHER PERCEPTION SCALE

## TEACHER PERCEPTION SCALE

## Part 1.

Directions: This questionnaire is designed to measure the extent to which you hold each of the several general beliefs about black students. On the following pages you will find a series of general statements expressing opinions about black and white students. After each statement there is a set of possible responses as follows:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
-------------------	-------	-----------	----------	----------------------

You are asked to read each of the statements and then to circle the response which best represents your immediate reaction to the opinion expressed. Respond to each opinion as a whole. If you have reservations about some part of a statement, circle the response which most clearly approximates your general feeling.

- |  |    |   |    |   |    |
|--|----|---|----|---|----|
| 1. Black students are capable of holding responsible positions in the student council and other governing bodies.                                | SA | A | UD | D | SD |
| 2. Black students want firm discipline in school.  | SA | A | UD | D | SD |
| 3. Black students place little value on traditional (academic) education.  | SA | A | UD | D | SD |
| 4. Given the opportunity, black students would like to associate with non-blacks.  | SA | A | UD | D | SD |
| 5. School is inevitably a waste of time for black students.  | SA | A | UD | D | SD |
| 6. Black students establish their identity by emphasizing and even extending the existing styles of clothing, manner of speech, stance and walk. | SA | A | UD | D | SD |
| 7. Because of treatment received at school, black students are often overly aggressive.  | SA | A | UD | D | SD |
| 8. The mental capacities of black students best suit them for learning manipulative and trade skills.  | SA | A | UD | D | SD |

- |     |   |    |   |    |   |    |
|-----|---|----|---|----|---|----|
| 9.  | The ideas and the thinking of black students are generally valued and sought out by teachers.   | SA | A | UD | D | SD |
| 10. | Black students have little opportunity to identify with future adult roles in school.   | SA | A | UD | D | SD |
| 11. | Black students would not be apathetic if they had an even chance to succeed.  | SA | A | UD | D | SD |
| 12. | Black students show respect for firm authority.   | SA | A | UD | D | SD |
| 13. | Black students communicate through gestures, sounds (non-words) and local words (street language).  | SA | A | UD | D | SD |
| 14. | Black students do pretty much as they please.   | SA | A | UD | D | SD |
| 15. | Not being fully a part of society creates frustrations for black students.  | SA | A | UD | D | SD |
| 16. | Black males display and defend masculinity.   | SA | A | UD | D | SD |
| 17. | In general, black parents do not value education.   | SA | A | UD | D | SD |
| 18. | Black students have no goals or objectives in life.   | SA | A | UD | D | SD |
| 19. | Accurate representations of the maximum ability of black students are achieved through exploratory and intensive intellectual dialogue between the teacher and black student on a one to one basis. | SA | A | UD | D | SD |
| 20. | Black students are unable to learn middle class values.   | SA | A | UD | D | SD |
| 21. | Black students are inately lazy.  | SA | A | UD | D | SD |
| 22. | In general schools aid the development of negative self-images in black students.   | SA | A | UD | D | SD |

- |   |    |   |    |   |    |
|---|----|---|----|---|----|
| 23. Black students have great respect for good teachers.  | SA | A | UD | D | SD |
| 24. Black students are most often happy and naive.  | SA | A | UD | D | SD |
| 25. Black students want only that knowledge which will help them make money.                        | SA | A | UD | D | SD |
| 26. Black students are impudent.  | SA | A | UD | D | SD |
| 27. Black students want respect, not "love" from a teacher.   | SA | A | UD | D | SD |
| 28. Black students place a lot of trust in the government.  | SA | A | UD | D | SD |
| 29. Black parents pay no attention to discipline at home.   | SA | A | UD | D | SD |
| 30. Black students tend to be dishonest in their dealings with non-blacks.                          | SA | A | UD | D | SD |
| 31. Black students are satisfied with their social position.  | SA | A | UD | D | SD |
| 32. Black students learn differently from other students.   | SA | A | UD | D | SD |
| 33. I.Q. scores accurately represent the maximum ability of black students.                         | SA | A | UD | D | SD |
| 34. Black students have little desire to better themselves.   | SA | A | UD | D | SD |
| 35. Black students have bad habits and manners which prevent their being accepted by decent people. | SA | A | UD | D | SD |
| 36. Physical rather than intellectual pursuits are best accomplished by black students.             | SA | A | UD | D | SD |
| 37. Black students and white students do not differ in their thoughts and practices of honesty.     | SA | A | UD | D | SD |

- |     |  |    |   |    |   |    |
|-----|--|----|---|----|---|----|
| 38. | A promise is as important to a black student as it is to a white student.  | SA | A | UD | D | SD |
| 39. | Black parents spend as much time with their children as white parents.   | SA | A | UD | D | SD |
| 40. | If it can be said that one parent or the other is the head of the family, the man/father would be more likely than not head of either the black or white family. | SA | A | UD | D | SD |
| 41. | Most black children want to get married when they grow up.   | SA | A | UD | D | SD |
| 42. | Most black children are close to their parents.  | SA | A | UD | D | SD |
| 43. | Fighting is as important to the white student as it is to the black student.   | SA | A | UD | D | SD |
| 44. | Sometimes black students use phrases and language I cannot understand.   | SA | A | UD | D | SD |
| 45. | Both black and white students regard school rules equally.   | SA | A | UD | D | SD |
| 46. | Whether or not a black student obeys depends on the wishes of his black peer group.  | SA | A | UD | D | SD |
| 47. | Black kids like to scare white people if they can.   | SA | A | UD | D | SD |
| 48. | Black students have respect for law enforcement officials.   | SA | A | UD | D | SD |
| 49. | Black students show, on the whole, more perverted tendencies than white children.  | SA | A | UD | D | SD |
| 50. | A black kid would give his seat on a bus up to an old lady.  | SA | A | UD | D | SD |
| 51. | Black students value positive report cards.  | SA | A | UD | D | SD |
| 52. | Black students would rather have black teachers.   | SA | A | UD | D | SD |
| 53. | Black students value school.   | SA | A | UD | D | SD |

- |     |  |    |   |    |   |    |
|-----|--|----|---|----|---|----|
| 54. | Black students, compared to white students get equal treatment in school.  | SA | A | UD | D | SD |
| 55. | The worst thing a student could do in the classroom is not learn a thing.  | SA | A | UD | D | SD |
| 56. | In the classroom there is no place for two sets of values.   | SA | A | UD | D | SD |
| 57. | There is never an excuse for cheating.   | SA | A | UD | D | SD |
| 58. | A child should be suspended if he/she refuses to stand for the flag salute.  | SA | A | UD | D | SD |
| 59. | Black students could learn more if they were understood.   | SA | A | UD | D | SD |
| 60. | As far as black student's ability to learn is concerned, I feel you've got "to keep your foot on their necks."     | SA | A | UD | D | SD |
| 61. | If I were honest with myself, I must admit I am a little prejudiced, but trying.                                   | SA | A | UD | D | SD |
| 62. | Over the last twenty years, blacks have not been accepted for their culture and values.                            | SA | A | UD | D | SD |
| 63. | If there is one thing that puzzles me about black students, I would have to say it was their language and manners. | SA | A | UD | D | SD |
| 64. | A simple definition for the black student would be, a human being.   | SA | A | UD | D | SD |



APPENDIX C

DATA RESULTS - STUDENT AND  
TEACHER TESTS - THE EXPERIMENT

Table 1  
A Comparison of Students Values, By Race,  
on each of the 80 test questions

Ques. No.	MEAN		SD		SEM		SED	$\frac{t}{t}$ 2.043
	White	Black	White	Black	White	Black		
1	2.42	2.19	1.11	1.35	.34	.25	.42	.535
2	2.17	2.19	1.21	1.26	.37	.23	.43	-.062
3	3.17	2.81	1.40	1.53	.42	.28	.51	.710
4	3.17	2.84	1.40	1.53	.42	.28	.51	.647
5	2.08	2.58	1.04	1.45	.31	.27	.41	-1.212
6	3.50	2.52	1.38	1.43	.42	.26	.49	1.997
7	3.83	3.71	1.40	1.25	.42	.23	.48	.257
8	2.67	2.16	1.11	1.08	.33	.20	.39	1.305
9	3.67	3.52	1.49	1.29	.45	.24	.51	.297
10	3.42	3.29	1.61	1.49	.48	.27	.55	.228
11	3.75	3.65	1.48	1.28	.45	.23	.50	.208
12	3.25	3.74	1.42	1.37	.43	.25	.50	-.992
13	3.92	3.39	1.26	1.10	.38	.20	.43	1.236
14	4.50	3.81	.50	1.06	.15	.19	.25	2.827
15	4.25	4.06	1.16	.91	.35	.17	.39	.477
16	2.25	3.23	1.23	1.24	.37	.23	.44	2.243
17	3.75	3.23	1.23	1.16	.37	.21	.43	1.226
18	4.25	3.97	.72	1.23	.22	.22	.31	.902
19	3.75	3.45	1.64	1.24	.49	.23	.54	.549
20	2.92	2.77	1.66	1.36	.50	.25	.56	.255

Table 1  
 A Comparison of Students Values, By Race,  
 on each of the 80 test questions

Ques. No.	MEAN		SD		SEM		SED	$\frac{t}{t}$ ratio 2.043
	White	Black	White	Black	White	Black		
21	3.92	3.94	1.19	1.01	.36	.19	.40	-.047
22	2.58	2.32	1.38	1.25	.42	.23	.48	.548
23	2.83	2.87	1.57	1.50	.47	.27	.55	-.069
24	2.75	2.45	1.69	1.29	.51	.24	.56	.532
25	3.75	3.81	1.16	1.15	.35	.21	.41	-.138
26	1.33	2.16	.62	1.22	.19	.22	.29	-2.839
27	2.33	2.10	1.25	1.12	.38	.20	.43	.553
28	3.75	3.45	1.36	1.36	.41	.25	.48	.621
29	3.58	4.03	1.38	.97	.42	.18	.45	-.992
30	4.08	4.23	1.26	.91	.38	.17	.41	-.345
31	4.33	3.97	.75	.97	.22	.18	.29	1.279
32	3.83	3.19	1.21	1.18	.37	.21	.42	1.508
33	3.33	2.90	1.03	1.17	.31	.21	.38	1.142
34	3.58	3.45	1.11	1.04	.34	.19	.39	.341
35	2.83	3.58	1.67	1.29	.51	.24	.56	-1.341
36	3.58	4.29	1.11	.89	.34	.16	.37	-1.895
37	4.25	4.23	.72	.87	.22	.16	.27	.090
38	2.58	3.45	1.50	1.13	.45	.21	.50	-1.749
39	3.83	3.52	.99	1.07	.30	.20	.36	.891
40	3.17	3.32	1.34	1.23	.41	.22	.46	-.337

Table 1  
 A Comparison of Students Values, By Race,  
 on each of the 80 test questions

Ques. No.	MEAN		SD		SEM		SED	$\frac{t}{t}$ 2.042
	White	Black	White	Black	White	Black		
41	1.67	1.74	1.03	.76	.31	.14	.34	-.222
42	1.42	2.03	.86	1.12	.26	.20	.33	-1.861
43	3.75	3.71	1.36	1.20	.41	.22	.47	.087
44	3.83	3.84	1.07	.95	.32	.17	.37	-.015
45	4.17	3.74	1.21	1.16	.37	.21	.42	1.004
46	3.33	2.68	1.11	1.20	.33	.22	.40	1.644
47	4.00	3.87	1.08	1.07	.33	.20	.38	.340
48	4.67	4.26	.62	1.01	.19	.19	.26	1.548
49	1.92	2.06	1.11	1.08	.34	.20	.39	-.380
50	2.42	3.26	1.66	1.22	.50	.22	.55	-1.539
51	2.08	2.39	1.26	1.04	.38	.19	.42	-.718
52	3.50	3.68	1.26	.93	.38	.17	.42	-.427
53	2.75	2.65	1.30	1.12	.39	.21	.44	.237
54	4.08	4.26	1.26	.91	.38	.17	.41	-.422
55	2.58	2.84	1.26	1.08	.38	.20	.43	-.598
56	2.00	2.55	1.15	1.01	.35	.18	.39	-1.392
57	3.67	3.45	1.18	.94	.36	.17	.39	.544
58	2.17	2.35	1.14	1.09	.34	.20	.40	-.473
59	1.58	2.29	.49	1.17	.15	.21	.26	2.718
60	4.50	4.42	1.12	.79	.34	.14	.37	.220

Table 1  
 A Comparison of Students Values, By Race,  
 on each of the 80 test questions

Ques. No.	MEAN		SD		SEM		SED	$\frac{t}{t}$ ratio 2.042
	White	Black	White	Black	White	Black		
61	3.58	4.19	1.55	.90	.47	.16	.50	-1.231
62	3.83	4.06	1.21	1.01	.37	.19	.41	-.564
63	3.67	3.35	1.25	1.09	.38	.20	.43	.732
64	4.17	4.23	.90	1.10	.27	.20	.34	-.176
65	4.58	4.23	.64	.94	.19	.17	.26	1.384
66	2.42	2.84	1.19	1.25	.36	.23	.42	-.995
67	3.83	3.55	1.21	1.13	.37	.21	.42	.678
68	3.58	3.65	1.44	1.23	.43	.23	.49	-.126
69	3.50	3.81	1.26	1.06	.38	.19	.43	-.720
70	2.83	2.55	1.28	1.01	.39	.18	.43	.666
71	2.83	2.71	1.46	1.27	.44	.23	.50	.248
72	2.75	2.74	1.09	1.22	.33	.22	.40	.020
73	2.42	2.81	1.55	1.23	.47	.22	.52	-.751
74	2.33	2.00	1.18	.95	.36	.17	.40	.843
75	2.67	2.74	1.03	1.34	.31	.25	.40	-.191
76	4.33	4.03	.62	1.06	.19	.19	.27	1.115
77	2.17	2.03	.90	.90	.27	.16	.32	.425
78	4.42	3.87	.64	1.18	.19	.22	.29	1.883
79	2.58	2.48	1.04	1.10	.31	.20	.37	.267
80	3.17	3.74	1.34	1.14	.41	.21	.46	-1.264

Table 2  
By Category, Comparison of Student Values  
By Race

Category	MEAN		SD		SEM		SED	$\frac{t}{t}$ ratio 2.045
	White	Black	White	Black	White	Black		
Honesty	3.56	3.41	.63	.56	.19	.10	.217	.680
Family	3.75	3.66	.45	.57	.14	.10	.172	.546
Aggressiveness	3.34	3.31	.51	.50	.15	.09	.180	.169
Authority	3.55	3.68	.96	.68	.29	.13	.316	-.402
Peer Group	3.13	3.20	.65	.46	.20	.09	.215	-.340
Kindness	3.52	3.60	.67	.65	.20	.12	.236	-.358
Education	3.71	3.70	.53	.37	.16	.07	.175	.007
Cleanliness	4.16	4.22	.89	1.20	.27	.20	.337	-.176
Patriotism	3.58	3.64	1.44	1.23	.43	.23	.489	-.126
Morals	3.25	3.25	1.08	1.21	.33	.22	.397	-.020

Table 3  
A Comparison of Student Values By Question  
On 3 Socio-Economic Levels

Ques. No.	MEAN			SD			$\frac{F}{F}$ ratio 2.43
	1	2	3	1	2	3	
1	4.00	3.76	3.71	1.00	1.11	1.43	.05
2	4.50	3.82	3.75	.50	1.29	1.23	.32
3	2.00	2.82	3.04	1.00	1.25	1.67	.46
4	4.00	2.94	3.08	0.00	1.51	1.53	.43
5	4.00	3.71	3.42	0.00	1.49	1.32	.31
6	3.50	3.00	2.58	1.50	1.41	1.50	.60
7	4.50	3.82	3.63	.50	1.29	1.32	.45
8	3.50	3.76	3.67	.50	1.31	.99	.07
9	3.50	3.35	3.71	.50	1.64	1.14	.33
10	4.50	3.41	3.17	.50	1.54	1.52	.73
11	3.00	3.47	3.88	1.00	1.58	1.13	.69
12	3.50	3.59	3.63	1.50	1.46	1.35	.01
13	4.50	3.29	3.63	.50	1.45	.90	1.09
14	4.00	3.88	4.08	0.00	1.18	.86	.19
15	3.50	4.35	4.00	.50	1.03	.96	1.01
16	2.00	2.94	3.04	0.00	1.39	1.27	.56
17	3.00	3.29	3.46	0.00	1.36	1.12	.18
18	4.00	4.18	3.96	0.00	1.04	1.21	.18
19	1.50	2.35	2.63	.50	1.45	1.32	.69
20	2.00	2.47	3.13	0.00	1.58	1.33	1.33

Table 3  
A Comparison of Student Values By Question  
On 3 Socio-Economic Levels

Ques. No.	MEAN			SD			$\frac{F}{F}$ ratio 2.43
	1	2	3	1	2	3	
21	2.50	2.00	2.08	.50	1.08	1.08	.19
22	3.50	3.41	3.75	.50	1.42	1.23	.33
23	4.00	3.18	3.04	1.00	1.62	1.46	.36
24	2.50	3.06	3.83	1.50	1.63	1.11	2.01
25	3.00	4.18	3.58	1.00	.92	1.22	1.84
26	5.00	4.24	3.88	0.00	1.26	1.05	1.16
27	3.50	3.88	3.83	.50	1.32	1.07	.09
28	2.00	2.59	2.42	0.00	1.37	1.41	.19
29	3.00	3.65	4.17	1.00	1.33	.85	1.79
30	4.00	3.82	4.46	0.00	1.42	.50	2.02
31	4.00	3.82	4.25	0.00	1.20	.66	1.04
32	3.50	3.29	3.42	.50	1.40	1.11	.06
33	3.50	3.00	2.92	.50	1.03	1.26	.23
34	3.50	3.76	3.29	.50	1.06	1.06	.96
35	2.50	3.18	3.58	1.50	1.42	1.41	.75
36	3.00	4.12	4.17	0.00	1.08	.94	1.23
37	3.50	4.24	4.29	.50	1.06	.61	.81
38	2.50	3.00	3.42	.50	1.53	1.11	.79
39	4.00	3.59	3.58	0.00	1.14	1.04	.14
40	4.00	2.88	2.50	0.00	1.37	1.15	1.53



Table 3  
A Comparison of Student Values by Question  
On 3 Socio-Economic Levels

Ques. No.	MEAN			SD			F ratio $\frac{F}{F}$ 2.43
	1	2	3	1	2	3	
41	5.00	4.41	4.13	0.00	.91	.78	1.33
42	5.00	4.29	3.96	0.00	1.13	1.06	1.10
43	4.00	3.59	3.79	0.00	1.54	1.04	.17
44	4.00	3.71	3.92	0.00	1.07	.95	.24
45	4.00	3.94	3.79	0.00	1.21	1.22	.09
46	4.00	3.00	3.17	0.00	1.28	1.18	.60
47	3.00	3.82	4.04	1.00	1.15	.98	.93
48	4.50	4.41	4.33	.50	1.03	.90	.05
49	4.00	3.59	4.25	0.00	1.42	.72	1.87
50	2.00	2.88	3.21	1.00	1.68	1.15	.80
51	4.00	3.82	3.58	1.00	1.25	1.00	.29
52	2.50	3.53	3.79	.50	1.29	.76	1.57
53	2.50	2.59	2.75	.50	1.14	1.23	.11
54	3.50	4.18	4.29	1.50	1.25	.73	.54
55	3.50	3.53	3.00	.50	1.14	1.12	1.11
56	4.00	3.29	3.79	0.00	1.23	.96	1.18
57	3.00	3.59	3.50	0.00	1.19	.91	.28
58	3.50	3.82	3.63	.50	1.15	1.11	.18
59	4.00	3.88	3.92	0.00	1.18	1.04	.01
60	4.50	4.24	4.58	.50	1.26	.49	.73

Table 3  
A Comparison of Student Values By Question  
On 3 Socio-Economic Levels

Ques. No.	MEAN			SD			$\frac{F}{F}$ ratio 2.43
	1	2	3	1	2	3	
61	3.00	3.59	4.42	1.00	1.42	.70	3.76
62	3.50	3.88	4.13	.50	1.28	.93	.45
63	4.00	3.24	3.54	0.00	1.26	1.08	.58
64	4.00	4.12	4.29	0.00	1.13	1.02	.17
65	4.00	4.29	4.38	0.00	.96	.86	.17
66	4.00	3.29	3.21	0.00	1.45	1.12	.36
67	1.50	2.41	2.42	.50	1.33	1.04	.57
68	4.50	3.35	3.75	.50	1.49	1.13	.92
69	4.00	3.53	3.83	0.00	1.04	1.21	.40
70	4.50	3.35	3.29	.50	1.33	.89	1.10
71	4.00	3.18	3.25	1.00	1.46	1.23	.32
72	3.00	3.29	3.25	0.00	1.07	1.30	.05
73	1.00	2.71	2.83	0.00	1.32	1.31	1.75
74	3.00	3.88	4.00	0.00	1.23	.87	.85
75	3.50	2.35	2.92	.50	1.28	1.22	1.38
76	4.00	4.24	4.04	0.00	.94	1.02	.20
77	3.50	4.12	3.83	.50	1.08	.75	.71
78	4.50	4.24	3.83	.50	1.06	1.11	.85
79	3.50	3.47	3.50	.50	1.24	1.00	.00
80	3.50	2.65	2.17	.50	1.41	1.03	1.59

Table 4  
By Category, A Comparison of Student Values  
By 3 Socio-Economic Levels

Category	1	MEAN		1	SD		$\frac{F}{F}$ ratio 2.43
		2	3		2	3	
Honesty	3.90	3.50	3.38	.54	.63	.53	.81120
Family	3.50	3.69	3.69	.12	.77	.31	.11791
Aggressiveness	3.28	3.30	3.34	.15	.59	.45	.02953
Authority	3.35	3.42	3.83	.21	1.01	.52	1.50468
Peer Group	3.60	3.14	3.18	.00	.56	.50	.65160
Kindness	3.57	3.52	3.62	.00	.66	.68	.09787
Education	3.43	3.63	3.77	.23	.56	.28	.93727
Cleanliness	4.00	4.11	4.29	.00	1.13	1.01	.16827
Patriotism	4.50	3.35	3.75	.50	1.49	1.12	.91873
Morals	3.00	3.29	3.25	.00	1.07	1.29	.05217

SCALE OF OCCUPATIONS

CATEGORY 1: The guardian holds a professional or managerial position. Such jobs usually, but not always, require at least a bachelor's degree. Examples are:

Accountants (senior or CPA)	Medical doctors
Clergymen	Nurses (registered)
Commissioned Officers	Proprietors or Managers
County Agents	or substantial businesses
Engineers or scientists	or farms
Lawyers	Teachers

If in doubt as to whether a person belongs in this classification, the holding of a bachelor's degree is the best criterion on which to base the decision if this fact is known.

CATEGORY 2: The guardian holds a regular, full time job which requires training, knowledge and skill but not at the college level. Examples are:

Agricultural specialists (not college trained)  
 Automobile mechanics or other skilled tradesmen  
 Bookkeepers  
 Clerical and related workers  
 Draftsmen  
 Police officers  
 Postmen  
 Practical nurses or other non-professional health therapists  
 Sales personnel in retail stores (if training and knowledge are required, but not lower level sales clerks)  
 Service personnel (barbers, beauticians, bartenders, cooks, but not lower level waiter or waitress positions)  
 Supervisory personnel for lower level workers (foremen, etc.)

CATEGORY 3: The guardian holds a job (or jobs) which require only casual or short-term training. These jobs are usually of low prestige and relatively low paying. Examples are:

Agricultural workers (field hands, etc.)  
 Domestic workers (household servants)  
 Laborers (construction, etc.)  
 Laundry workers  
 Service and sales personnel in lower positions  
 Housewives

If in doubt as to whether a job belongs in this category, the primary criteria are lack of any requirement for prior training, a short training period and little raise in pay following training.

Table 6  
 A Comparison of Black Student Values  
 By Sex, on each of the 80 Test Questions

Ques. No.	BLACK MEAN		BLACK SD		BLACK SEM		SED	$\frac{t}{t-2.045}$ ratio
	Male	Female	Male	Female	Male	Female		
1	3.65	4.25	1.43	.77	.31	.37	.48	-1.254
2	3.78	3.88	1.35	.93	.29	.35	.45	-.204
3	2.83	2.75	1.66	1.09	.35	.41	.54	.140
4	3.04	3.50	1.63	1.12	.35	.42	.55	-.835
5	3.22	4.00	1.53	1.00	.33	.38	.50	-1.567
6	2.39	2.88	1.47	1.27	.31	.48	.57	-.845
7	3.61	4.00	1.24	1.22	.26	.46	.53	-.734
8	3.96	3.50	1.00	1.22	.21	.46	.51	.896
9	3.74	2.88	1.22	1.27	.26	.48	.55	1.583
10	3.13	3.75	1.48	1.39	.32	.53	.61	1.009
11	3.65	3.63	1.34	1.11	.29	.42	.51	.054
12	3.61	4.13	1.44	1.05	.31	.40	.50	-1.028
13	3.30	3.63	1.16	.86	.25	.32	.41	-.787
14	3.87	3.63	1.12	.86	.24	.32	.40	.609
15	3.91	4.50	.93	.71	.20	.27	.33	-1.765
16	3.22	3.25	1.35	.83	.29	.31	.43	-.077
17	3.04	3.75	1.12	1.09	.24	.41	.48	-1.483
18	3.87	4.25	1.30	.97	.28	.37	.46	-.830
19	2.61	2.38	1.17	1.41	.25	.53	.59	.397
20	3.00	2.13	1.35	1.17	.29	.44	.53	1.662

Table 6  
 A Comparison of Black Student Values  
 By Sex, on each of the 80 Test Questions

Ques. No.	BLACK MEAN		BLACK SD		BLACK SEM		SED	$\frac{t}{t}$ ratio 2.045
	Male	Female	Male	Female	Male	Female		
21	2.22	1.63	1.10	.48	.23	.18	.30	1.990
22	3.48	4.25	1.38	.43	.29	.16	.34	-2.293
23	3.09	3.25	1.44	1.64	.31	.62	.69	-.236
24	3.39	4.00	1.34	1.00	.29	.38	.47	-1.284
25	3.87	3.63	1.15	1.11	.25	.42	.49	.503
26	3.65	4.38	1.31	.70	.28	.26	.38	-1.887
27	3.78	4.25	1.14	.97	.24	.37	.44	-1.064
28	2.43	2.88	1.38	1.27	.29	.48	.56	-.783
29	4.00	4.13	1.06	.60	.23	.23	.32	-.390
30	4.35	3.88	.87	.93	.18	.35	.40	1.194
31	4.04	3.75	.91	1.09	.19	.41	.46	.645
32	3.30	2.88	1.16	1.17	.25	.44	.51	.850
33	2.87	3.75	1.15	.97	.25	.37	.44	-1.997
34	3.48	3.38	1.06	.99	.23	.38	.44	.236
35	3.57	3.63	1.35	1.11	.29	.42	.51	-.118
36	4.35	4.13	.87	.93	.18	.35	.40	.563
37	4.22	4.25	.93	.66	.20	.25	.32	-.102
38	3.39	3.63	1.13	1.11	.24	.42	.48	-.482
39	3.43	3.75	1.10	.97	.23	.37	.43	-.726
40	2.87	2.13	1.23	1.05	.26	.40	.48	1.563

Table 6  
 A Comparison of Black Student Values  
 By Sex, on each of the 80 Test Questions

Ques. No.	BLACK MEAN		BLACK SD		BLACK SEM		SED	$\frac{t}{t}$ ratio 2.045
	Male	Female	Male	Female	Male	Female		
41	4.13	4.63	.80	.48	.17	.18	.25	-1.981
42	3.78	4.50	1.21	.50	.26	.19	.32	-2.238
43	3.61	4.00	1.24	1.00	.26	.38	.46	-.848
44	3.74	4.13	1.07	.33	.23	.13	.26	-1.481
45	3.70	3.88	1.30	.60	.28	.23	.36	-.501
46	3.35	3.25	1.24	1.09	.26	.41	.49	.200
47	3.96	3.63	1.04	1.11	.22	.42	.48	.698
48	4.17	4.50	1.13	.50	.24	.19	.31	-1.066
49	3.78	4.38	1.18	.48	.25	.18	.31	-1.906
50	3.22	3.38	1.18	1.32	.25	.50	.56	-.283
51	3.48	4.00	1.06	.87	.23	.33	.40	-1.313
52	3.91	3.00	.65	1.22	.14	.46	.48	1.889
53	2.39	3.38	1.13	.70	.24	.26	.36	-2.755
54	4.22	4.38	.98	.70	.21	.26	.34	-.470
55	3.30	2.75	1.08	.97	.23	.37	.43	1.282
56	3.39	3.63	1.05	.86	.22	.32	.39	-.593
57	3.48	3.38	1.02	.70	.22	.26	.34	.303
58	3.48	4.13	1.17	.60	.25	.23	.34	-1.915
59	3.91	3.13	1.06	1.27	.23	.48	.53	1.487
60	4.35	4.63	.87	.48	.18	.18	.26	-1.067

Table 6  
 A Comparison of Black Student Values  
 By Sex, on each of the 80 Test Questions

Ques. No.	BLACK MEAN		BLACK SD		BLACK SEM		SED	$\frac{t}{t}$ ratio 2.045
	Male	Female	Male	Female	Male	Female		
61	4.26	4.00	.85	1.00	.18	.38	.42	.623
62	3.96	4.38	1.08	.70	.23	.26	.35	-1.196
63	3.39	3.25	1.09	1.09	.23	.41	.47	.299
64	4.13	4.50	1.23	.50	.26	.19	.32	-1.145
65	4.17	4.38	1.05	.48	.22	.18	.29	-.696
66	3.43	2.38	1.17	1.11	.25	.42	.49	2.168
67	2.52	2.25	1.21	.83	.26	.31	.41	.669
68	3.78	3.25	1.28	.97	.27	.37	.46	1.165
69	3.96	3.38	.95	1.22	.20	.46	.50	1.155
70	3.39	3.63	.97	1.11	.21	.42	.47	-.500
71	3.48	2.75	1.31	.97	.28	.37	.46	1.580
72	3.09	3.75	1.32	.66	.28	.25	.38	-1.764
73	2.87	2.63	1.33	.86	.28	.32	.43	.568
74	4.04	3.88	1.00	.78	.21	.30	.36	.463
75	2.83	2.50	1.34	1.32	.29	.50	.58	.566
76	3.96	4.25	1.16	.66	.25	.25	.35	-.835
77	3.91	4.13	.88	.93	.19	.35	.40	-.533
78	3.78	4.13	1.28	.78	.27	.30	.40	-.851
79	3.48	3.63	1.10	1.11	.23	.42	.48	-.305
80	2.43	1.75	1.21	.66	.26	.25	.36	1.907



Table 7  
By Category, A Comparison of Black Student Values  
By Sex

Category	BLACK MEAN		BLACK SD		BLACK SEM		SED	$\frac{t}{t}$ ratio 2.045
	Male	Female	Male	Female	Male	Female		
Honesty	3.37	3.53	.511	.677	.11	.26	.278	-.584
Family	3.64	3.70	.581	.535	.12	.20	.237	-.237
Aggressiveness	3.27	3.45	.543	.355	.12	.13	.178	-1.022
Authority	3.72	3.58	.670	.722	.14	.27	.308	.425
Peer Group	3.20	3.20	.505	.331	.11	.13	.165	.053
Kindness	3.59	3.64	.694	.519	.15	.20	.246	-.189
Education	3.69	3.73	.398	.288	.08	.11	.138	-.294
Cleanliness	4.13	4.50	1.226	.500	.26	.19	.323	-1.145
Patriotism	3.78	3.25	1.283	.968	.27	.37	.457	1.165
Morals	3.08	3.75	1.31	.661	.28	.25	.376	-1.764

Table 8

Mean Scores by question for Teacher Perception Scale

Question No.	Mean	Question No.	Mean	Question No.	Mean	Question No.	Mean
1	5.00	17	4.43	33	4.71	49	3.86
2	3.00	18	4.43	34	4.71	50	3.00
3	3.56	19	2.71	35	4.57	51	4.29
4	3.43	20	4.57	36	4.14	52	2.71
5	4.86	21	4.57	37	3.00	53	4.00
6	2.57	22	2.57	38	4.29	54	2.71
7	3.71	23	4.29	39	3.00	55	2.43
8	5.00	24	4.29	40	3.29	56	2.86
9	2.86	25	3.86	41	4.14	57	2.29
10	3.71	26	4.00	42	4.00	58	2.00
11	2.14	27	2.29	43	3.57	59	4.14
12	3.57	28	2.14	44	3.14	60	4.43
13	2.43	29	4.43	45	3.29	61	2.57
14	3.86	30	4.14	46	2.71	62	2.14
15	1.57	31	1.43	47	3.29	63	4.14
16	3.71	32	4.00	48	3.14	64	4.86

Table 9

Comparison of Teacher and Black Students on  
43 Questions in 7 Value Categories

Categories dealing with Acceptance	Teacher Questions	Student Questions	Teacher Mean	Student Mean	Teacher SD	Student SD	Teacher SEM	Student SEM	SED	t ratio t 2.042
Honesty	37	1 to 6 8	3.19	3.38	.58	.57	.24	.11	.262	-.735
	38 57	7 4								
Family	40 41	11 13 18	3.96	3.90	.36	.75	.15	.14	.203	.301
	42 29	36 37								
Aggressiveness	43 47	19 56	3.42	3.00	.62	.80	.25	.15	.293	1.460
Authority	45 48	30 35	3.21	3.90	.64	.94	.26	.17	.315	-2.184
Peer Group	46	33	2.71	3.09	.88	1.17	.36	.21	.419	-.914
Kindness	50	43	3.00	3.70	.92	1.19	.38	.22	.437	-1.626
Education	3 14	54 49	3.82	4.01	.37	.53	.15	.10	.183	-1.027
	17 23	60 65								
	52	55								
Cleanliness				<u>NO COMPARISON</u>						
Patriotism				<u>NO COMPARISON</u>						
Morals				<u>NO COMPARISON</u>						

Comparison of Teacher and White Students on  
43 Questions in 7 Value Categories

Categories Dealing with Acceptance	Teacher Questions	Student Questions	Teacher Mean	Student Mean	Teacher SD	Student SD	Teacher SEM	Student SEM	SED	t ratio	$\frac{t}{2.110}$
Honesty	37 38	1 to 6 8	3.19	3.50	.587	.631	.24	.19	.306	-1.011	
	57	7 4									
Family	40 41	11 13 18	3.96	3.95	.364	.542	.15	.16	.221	.065	
	42 29	36 37									
Aggressiveness	43 47	19 56	3.42	3.12	.622	1.19	.25	.36	.440	.689	
Authority	45 48	30 35	3.21	3.45	.646	1.18	.26	.36	.443	-.551	
Peer Group	46	33	2.71	2.66	.880	1.02	.36	.31	.475	.100	
Kindness	50	43	3.00	3.75	.925	1.36	.38	.41	.558	-1.344	
Education	3 14	54 49	3.82	4.14	.376	.832	.15	.25	.294	-1.078	
	17 23	60 65									
	52	55									
Cleanliness			NO COMPARISON								
Patriotism			NO COMPARISON								
Morals			NO COMPARISON								

Table 11  
 Mean Scores of 17 Teacher Questions  
 Dealing with Tolerance of Black Values

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Average Mean 64 Teacher Questions 3.51

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Teacher Question No.	Mean	Teacher Question No.	Mean
6	2.57	44	3.14
10	3.71	54	2.71
11	2.14	56	2.86
13	2.43	58	2.00
15	1.57	59	4.14
19	2.71	61	2.57
22	2.57	62	2.43
31	1.43	63	3.86
33	4.71		

Average Mean 17 Questions of Tolerance \* 2.80

## APPENDIX D

DATA RESULTS - STUDENT AND  
TEACHER TESTS - PILOT PROGRAM

Table 12

Pilot

## Teachers Value Questionnaire

Question No.	Mean	Question No.	Mean	Question No.	Mean
1	5.00	19	3.60	37	2.80
2	3.80	20	3.80	38	2.00
3	3.80	21	4.40	39	3.60
4	3.80	22	2.80	40	4.20
5	4.80	23	3.40	41	3.20
6	3.60	24	4.20	42	3.20
7	1.60	25	4.00	43	3.20
8	3.80	26	3.60	44	2.60
9	3.80	27	3.40	45	2.80
10	2.60	28	4.20	46	2.80
11	4.00	29	4.20	47	2.80
12	2.20	30	3.60	48	3.40
13	3.80	31	4.20	49	3.00
14	5.00	32	2.60	50	3.20
15	3.80	33	4.80	51	4.20
16	4.60	34	4.40	52	2.60
17	3.80	35	4.20	53	3.80
18	3.20	36	4.00	54	2.60

Table 13

## PILOT

Comparison of Mean Scores  
Between Black and White Students

Question No.	White Mean Scores	Black Mean Scores	Question No.	White Mean Scores	Black Mean Scores	Question No.	White Mean Scores	Black Mean Scores	Question No.	White Mean Scores	Black Mean Scores
1	4.47	4.00	17	3.53	4.00	33	2.73	1.50	49	4.40	3.75
2	4.13	3.25	18	4.33	4.25	34	2.27	2.75	50	3.93	4.00
3	3.53	2.25	19	3.73	3.25	35	4.43	4.25	51	3.40	3.75
4	3.20	3.75	20	3.67	1.50	36	4.60	4.50	52	4.00	3.75
5	4.67	3.50	21	3.53	4.25	37	4.57	4.50	53	3.20	3.50
6	3.60	3.75	22	3.13	2.00	38	3.87	4.25	54	4.20	3.50
7	4.27	4.25	23	3.33	3.50	39	4.07	4.50	55	3.20	3.50
8	4.20	3.50	24	3.80	2.14	40	2.67	2.00	56	3.80	4.00
9	4.00	3.25	25	3.93	4.25	41	4.67	2.75	57	3.80	3.75
10	3.47	4.50	26	4.40	4.50	42	4.13	4.50	58	4.07	4.00
11	4.13	4.50	27	4.33	4.50	43	4.47	4.25	59	3.87	4.00
12	4.13	4.50	28	2.80	2.25	44	4.56	4.00	60	4.53	4.50
13	3.60	4.00	29	4.53	4.25	45	4.60	4.25	61	4.27	4.25
14	4.20	4.00	30	4.73	4.25	46	2.73	2.75	62	4.00	4.25
15	3.93	4.50	31	4.00	4.50	47	4.67	4.50			
16	3.67	3.75	32	4.00	5.63	48	4.40	4.50			



