

RELATIONSHIP OF THE SELF-CONCEPT OF FIFTH-GRADE
NEGRO STUDENTS WITH THEIR KNOWLEDGE
OF NEGRO LEADERS AND EVENTS

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CHAPTER I

INTRODUCTION

A psychological construct that seems to be directly related to personal adjustment is the concept which one has of himself (8, p. 5). The premise that an individual's self emerges from interaction with his society and that all he is or ever will be depends upon this interaction has significance for all children and a special significance for children in culturally deprive environments (5).

The low self-concept of many Negro students is a problem for educators, as pointed out by Ausubel and Ausubel (1), Reissman (7), Pettigrew (6), Grambs (3), and Kvaraceus (5). This low self-concept is self-defeating educationally. Whatever the status of the Negro student's self-concept, a positive effort can be made by identifying positive practices that have tendencies to upgrade this construct.

All self-concepts are significant in understanding individuals. But those that are of greater concern to us as educators and citizens are the negative ones. The child with a negative view of self is a child who will not be able to profit

adequately from school. Once a child is convinced that he cannot learn in school, the task of educators becomes difficult. He may well make trouble for his classmates, his teachers, and himself. A negative self-concept may be just as crippling and just as hard to overcome as a physical handicap. In fact, a negative self-concept may be even more crippling because it is often hidden from the view of the naive or untrained observer.

In view of this significance of self-concept and the rising interest in and emphasis upon the Negro in American culture, this study seeks to add to knowledge of factors related to self-concept.

Statement of the Problem

The problem of this study was the relationship of the self-concept of fifth-grade Negro students with their knowledge of Negro leaders and events. Sub-problems of this study were (1) the relationship between the self-concept of fifth-grade students and their reading achievement and (2) the relationship of their knowledge of Negro leaders and events and their reading achievement.

Purposes of the Study

The purposes of this study were to determine (1) the

relationship of the self-concept as measured by the Piers-Harris Children's Self-Concept Scale and the knowledge of Negro leaders and events as measured by a specially devised Knowledge of Negro Leaders and Events Test, (2) the relationship of the self-concept as measured by Piers-Harris Children's Self-Concept Scale with reading achievement in areas of vocabulary and comprehension as measured by the Comprehensive Tests of Basic Skills, Level II, (3) the relationship between the knowledge of Negro leaders and events and reading achievement in areas of vocabulary and comprehension, and (4) the implications of these relationships for their effects on students, teachers, administrators, and others who are interested in the optimum adjustment of students.

Hypotheses

1. There will be a significant positive correlation between the self-concept of fifth-grade subjects and their knowledge of Negro leaders and events.
2. There will be a significant positive correlation between the self-concept of fifth-grade subjects and their reading achievement.
3. There will be a significant positive correlation between fifth-grade subjects' reading achievement and their knowledge of Negro leaders and events.

4. There will be a significant positive correlation between fifth-grade upper, middle and low income level subjects' self-concept and these subjects' knowledge of Negro leaders and events.
5. There will be a significant positive correlation between fifth-grade upper, middle, and low income level subjects' knowledge of Negro leaders and events and these subjects' reading achievement.
6. There will be a significant positive correlation between fifth-grade upper, middle, and low income level subjects' self-concept and these subjects' reading achievement.
7. There will be no significant difference between the mean scores of high self-concept fifth-grade upper, middle, and low income level subjects in the following variables:
 - a. Knowledge of Negro leaders and events
 - b. Reading achievement
8. There will be no significant difference between the mean scores of low self-concept fifth-grade upper, middle, and low income level subjects in the following variables:
 - a. Knowledge of Negro leaders and events
 - b. Reading achievement
9. There will be no significant difference between the mean scores of fifth-grade upper, middle, and low income level

subjects in the following variables:

- a. Reading achievement
- b. Self-concept
- c. Knowledge of Negro leaders and events

Definitions of Terms

For the purpose of this study the following definitions of terms were used:

1. Self-concept--the process of identity development and maintenance which occupies human life (5, p. 2). This term is used synonymously with self-esteem, self-image, self-regard and self-perception.

2. Knowledge of the Negro--the familiarity of students with famous Negroes and some important events in Negro life included in the instrument developed for this study.

3. Reading achievement--the students' achievement in vocabulary and comprehension as indicated by results on the Comprehensive Basic Skills Tests, Level II.

4. High self-concept students--those students who scored in the upper quartile on the self-concept instrument.

5. Low self-concept students--those students who scored in the lowest quartile on the self-concept instrument.

6. Low income level--samples selected from a school in

an area with a median income level of \$3,000 or below.

7. Middle income level--samples selected from a school in an area with a median income from \$4,000 to \$5,000.

8. Upper income level--samples selected from a school in an area with a median income level from \$7,000 to \$10,000.

Limitations of the Study

This study was limited to certain fifth-grade students in three elementary schools of a large city school district. It was confined to fifth-grade boys and girls in three predominantly Negro elementary schools of different income levels.

The knowledge of the Negro was limited to the dimensions of the devised instrument for this study. The criteria for content emphasis were based on the books currently used by these fifth-grade students.

The self-concept of each subject reported in this study was the concept of that particular individual at the moment that he was tested. However, it was assumed that the errors of measurement of the self vary in both directions rather than being constant and may, therefore, be cancelled.

Basic Assumptions

The basis assumptions for this study were as follows:

1. The fifth grade is a crucial period of adjustment for pupils.

2. Knowledge of the Negro and reading achievement are not the panacea for the correction of low self-concept but indicators that may serve as contributing forces for improvement.

3. Success in reading and identification with successful images are significant factors in self-concept development.

4. Maturation influences one's concept of self, one's perception of others' self-concept, and the direction and change in the self-concept.

5. The self-concept which the child develops is a result of what the child is told to do and of his treatment by others.

6. It was assumed that the instruments employed for estimating self-concept, knowledge of Negro leaders and events, and reading achievement in the areas of vocabulary and comprehension were sufficiently valid for use in this study.

7. It was assumed that the selected fifth-grade pupils from the various economic levels were representative of fifth-grade Negro students in this particular city in Texas.

Summary

The self-concept is a psychological construct that seems to be directly related to personal adjustment as related to favorableness of self. The low self-concept is a problem for educators.

The problem of this study was the relationship of the self-concept of fifth grade Negro students with their knowledge of Negro leaders and events. Sub-problems of this study were (1) the relationship between the self-concept of fifth-grade students and their reading achievement and (2) the relationship of their knowledge of Negro leaders and events and their reading achievement.

The hypotheses for this study were to determine the correlation between the self-concept and knowledge of Negro leaders and events and between the self-concept and reading achievement. Relationships of significant differences between means were also found between these variables and groups from upper, middle, and low income levels.

This study was limited to selected fifth-grade students from upper, middle, and low income levels. It was assumed that the self-concept was low and that where there was a high self-concept, it correlated significantly with reading achievement and knowledge of Negro leaders and events.

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CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is presented under eleven headings: (1) Historical and Philosophical Background Study of the Self, (2) Definitions and Functions of Self, (3) The Self-Concept in the School Setting, (4) Self-Concept in Teaching and Learning, (5) The Importance of the Self-Concept and Reading, (6) Studies Related to Self-Concept and Reading, (7) The Status of the Self-Concept and the Negro, (8) Studies Related to the Self-Concept and the Negro, (9) Studies Suggestive for Improving the Negro Self-Concept, (10) Importance of Knowledge of Negro Leaders and Events, and (11) Successful Programs and Research Studies Related to Knowledge of Negro Leaders and Events.

Historical and Philosophical Background

Study of Self

Hamachek (18, p. V) in tracing the historical study of the self stated that as a theoretical construct, the self has ebbed and flowed with the currents of philosophical pondering

since the seventeenth century when Descartes first discussed the "cognito" or self as a thinking substance. With Descartes pointing the way, the self was subjected to the vigorous philosophical examinations of such thinkers as Leibnitz, Locke, Hume, and Berkeley. As psychology evolved from philosophy as a separate entity, the self as a related construct moved along with it. At the turn of the twentieth century, the self occupied a prominent place in psychological writings. However, as the tides of behaviorism swept the shores of psychological thinking during the first forty years of the twentieth century, the self all but disappeared as a theoretical construct of any stature. It has been only recently that the self has emerged anew and has been revitalized in psychological and educational thought. Indeed, it would not be incorrect to observe that as a psychological construct of legitimate standing, the self is enjoying a belated interest.

Today, one cannot pick up a textbook in psychology, psychiatry, mental health, counseling, or child development which does not deal at least in part with the idea of the self and the implications of this construct for understanding and predicting human behavior. To this list the role of the self in education should be added.

Kerensky (24, pp. 17-18) asserted that "the modern

theoretical framework for a concept of self is accredited to the works of G. H. Mead, a social psychologist and social philosopher." Kerensky described Mead as follows:

George Mead, whose lectures were published in 1934 by former students and followers in the Mind and Society, puts forth his symbolic interactionist theory. The general hypothesis of this theory is that functional limits of one's ability to learn are determined by his self conception of his ability as acquired in interaction with "significant others." Mead viewed the self as essentially a social structure, and the self rising in social experience. After a self has arisen, in a sense, it provided for itself in its social experience, and so we can conceive of an absolute self, but it is impossible to conceive of a self arising outside the social experience.

Applied to the school situation, Mead's postulation regarding the self explains human behavior as an internalization of a person's concept of himself. By taking the role of, or identifying with, "significant others" (parents, teachers, peers) a pupil acquires a perception of his own ability as a pupil in relation to the various skills and tasks he is called upon to perform in the school setting.

Definitions and Functions of Self

Jersild (22, pp. 9-10) has surveyed and given interpretation of several definitions of the self:

The self is a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is. A person's self is the "sum total of all that he can call his." The self included, among other things, a system of ideas, attitudes, values, and commitments. The self is a person's total subjective environment. It is a distinctive "center of experience and significance." The self constitutes a person's inner world as distinguished from the "outer world" consisting of all other

people and things.

The self is "the individual as known to the individual." It is "that to which we refer when we say "I." It is the "custodian of awareness"; it is the thing about a person which has awareness and alertness, "which notices what goes on, and . . . notices what goes on in its own field."

The self is reflexive--it is an object to itself and it can be both subject and object. It is both a knower and a thing that is known, a perceiver and a thing perceived. As a knower, the self is able to take a "panoramic view of the total personality."

Jersild also saw the concept of the self providing a key to the understanding of mental health. According to the implications of the self-concept, the healthy individual is true to himself. He is developing the potential resources of his "real self" and using them in a manner that is harmonious with a total way of life.

Symonds (43, pp. 62-76) saw the self, like the ego, as a concept which is not present at birth but begins to develop gradually as perceptive powers develop. The self develops as we feel ourselves separate and distinct from others, but the first differentiations are dim and hazy. It is probably true that one learns to recognize and distinguish others before one learns to recognize and distinguish the self. A child's attitude toward himself will be realistic if others take a reasoned and sensible attitude toward him, but his concept of himself will be distorted to the extent that others express

unfair attitudes about him. Development of the self is necessary before it is possible for a child to be competitive, cooperative, sympathetic, or before he can set goals and levels of aspiration. Some self-development must take place before such trends as race prejudice, political bias, or religious affiliation can appear.

Synder (44, p. 244) offered the following postulates relative to the self-concept theory:

1. The individual's self-concept functions to direct his behavior.
2. The self-concept emerges from the social situations in which the individual is a participant.
3. As the individual participates in situations with varying social expectations his self-concept is modified.
 - a. The individual self-concept reflects the actual or perceived expectations of significant others in the situation.
 - b. Without the support of the group's expectations the self-concept is threatened, and will, with high probability, be modified.

The Self-Concept in the School Setting

A crucial inquiry facing educators is that of some students being positively oriented toward academic pursuits while others of ostensibly comparable ability and background are negatively inclined. Differences in academic motivation may be attributed partially to differences in self-concept. There

is a need of staggering magnitude for doing something in our educational program to help children and youth acquire realistic attitudes of self-acceptance. A large proportion of the young people now entering adulthood are burdened with anxiety, hostility, defensive attitudes toward themselves and others, feelings of guilt, inferiority, or other forms of self-disparagement and self-distrust. They struggle not only with the real dangers and thwartings in our troubled world but with unresolved childhood problems. They are beset with conflicts arising from unrealistic concepts and unhealthy attitudes which they carry from childhood into adult life (22, p. 4).

The school is second only to the home as a place where the social forces which influence a child's attitudes toward himself and others are concentrated. The learner's life at school is heavily invested with success and failure, pride and shame. All the teacher's relationships with his pupils, the feelings he has toward them, the judgment he passes on them, the ways in which he rewards and punishes, praises and blames, acknowledges and ignores are charged with psychological meaning (22, pp. 7-8).

The self-system of the child who starts school at the age of six has a long history, but it is still in process of development. The school offers a vast new domain for self

discovery and for the realization of potentials. The self of the beginner at school has deep and tenacious roots, but the youngster still can learn. He has passed through an important stage of life, but each new stage brings its challenge and its possibilities. As long as a person has important resources, each period of life is rich in promise and in hope--whether the person is six or sixty (22, pp. 7-16).

The utilization of self-concept studies has been widespread in counseling and psychotherapy. The interest of educators has increasingly focused on the self-concept, for it appears to be a valuable tool in further investigation of psychological factors which influence learning and development (23, 2, 33). As a psychological construct, it helps teachers, counselors, parents, and others to achieve deeper understanding of the behavior of children.

Syngg and Combs (42), Rogers (38), and Jersild (23) have viewed the self-concept as central to man's behavior. This self-concept formulation has been applied with increasing frequency to educational theory and practice.

Self-Concept in Teaching and Learning

Brookover and Thomas (6, p. 271) have related a self-concept theory for the school setting. The interactionist

theories of self and role performance based on the work of G. H. Mead and C. H. Cooley have been increasingly accepted in social psychology but seldom have been considered relevant to learning in a school situation. Briefly, the general theory states that self-concept is developed through interaction with significant others, a process which in turn influences his behavior. When applied to the specific school learning situation, a relevant aspect of self-concept is the person's conception of his own ability to learn the accepted types of academic behavior; performance in terms of school achievement is the relevant behavior influenced. The student role is composed of several sub-roles including one involving academic achievement; the student self-concept similarly is a complex of several segments including self-concept of ability.

Brookover and Thomas (6, p. 278) have asserted that the demonstrated correlation between the student's self-concept and the evaluations that the student perceives others to hold of him leads to the question as to whether it is possible to change self-concept. Furthermore, if self-concept is in fact a key factor in role performance, changes in self-concept should result in changes in performance. Changing the performance of individuals through changes in self-concept would have great practical implications for the operation of

educational programs.

The Pontiac (Michigan) School District (46, p. 253) has projected the self-concept theories to action.

American society, including educational institutions, has acted in a manner to induce negative self-feelings on the part of large segments of our population. Schools as part of society must now act to correct this error. There is no question as to the necessity for such action; there is question as to what concrete things a school can do to enhance the self-concept of its students.

This latter question was directly attacked by the Pontiac School District during the 1967-68 school year. Using Title III funds, a program to enhance self-concept was implemented in one of the elementary schools.

The positive success of this program holds promise in the schools developing such programs that will hopefully change the performance of individuals and make educational experiences more meaningful in developing the self-concept.

Morse (31, pp. 195-198) asserted that it is soon obvious to the teacher that to understand the meaning of a pupil's behavior, the teacher needs to appreciate the particular pattern of a child's self-concept. With this knowledge, a teacher has a better chance of dealing appropriately with the moment-by-moment symptomatic behavior in the classroom. In the self-concept are bound up one's hopes, fears, defenses, and self-esteem; it is one's conception of who and what he is.

As this research progresses, attention will be directed toward seeing how the self-concept bears on such other aspects

of the school setting as achievement and social behavior. The expectation is to provide teachers with assessment techniques for studying pupils' creativity and to assist in coping with aggression in the classroom.

Coopersmith and Silverman (11, p. 29) have asserted that a teacher can enhance a child's self-esteem by being interested in him and concerned about him as an individual. This means providing a warm, supportive climate in the classroom by genuinely accepting children, emphasizing every success, letting a child who has been absent know that he was missed, and including each child equally, if possible, in classroom activities.

The teacher must communicate that he genuinely cares about each pupil as an individual. But children can detect insincere affection or praise. Such action will repel them and create a feeling of distrust which will make them feel that they are incapable of inspiring genuine affection or praise.

Teachers should also set up realistic class standards that are clear and definite. These standards must be established at the beginning of the school year and explained to all children with the assurance that they will not be changed in mid-stream.

While these standards limit a child's freedom, they also give him the freedom to act within reasonable limits. His actions should be curbed because of principle, not curbed

because of expediency or because of personality.

The teacher must also challenge a child in order to help him gain self-confidence. Children vary greatly, but each child should be challenged so that he achieves success by "stretching" his abilities. If success comes too easily, its importance is diminished. A child should be pushed to work hard, to achieve, to take pride in the fact that success came because of his personal effort. Thus, he becomes aware of his own powers. The task of helping build a child's self-esteem is not easy for the teacher or the student. But it is one that must be undertaken, for it is crucial to the healthy development of every child.

The Importance of the Self-Concept and Reading

Smith and Dechant (41, pp. 297-304) have expressed the conclusion that because of its importance in society, reading assumes great importance as a developmental task, and failure to master it may interfere with the development of a child's self-esteem. Parents and teachers may compound the problem by nagging the child or by showing their worry, anger, or discouragement.

Smith and Dechant further stated that:

We wish to know how a child's personality traits may influence his reading and how reading failure or success may influence the development of the child's

personality. The self has needs that demand satisfaction. Because reading, in our culture, is an essential developmental task, failure in reading can block the child's attempts to satisfy this need for self-esteem within the culture.

Hawkins and Smith (20, pp. 1-2) stated that if a child has a self-concept of a non-reader, for example, he will behave in a manner which is consistent with that self-concept. He will repeat failure and in so doing proves to himself and others that he is a non-reader because this self-concept with which he is familiar is one which he will tend to perpetuate. If such a student is to become proficient in reading, his self-concept must be changed.

Studies Related to Self-Concept and Reading

In a research report mentioned by the editors of the Phi Delta Kappan (4, p. 340), Elliott H. Schreiber reported that grade school children who are poor readers also show symptoms of psychological maladjustment and weak self-concepts. Using a sampling of children ages 7-12, Schreiber found that all of the poor readers manifested maladjustment in each of the following ten personality factors: (1) fluctuation of attention, (2) immaturity, (3) restlessness, (4) insecurity, (5) hostility, (6) anxiety, (7) sensitivity, (8) withdrawal, (9) daydreaming, and (10) negativism. Each child also maintained a weak self-concept.

Schreiber (4, p. 340) described the poor reader as a

passive-dependent person who lacks self-confidence and self-reliance. He has difficulty in making decisions and leans on others for approval and assurance. He tends to withdraw from the reading situation, which arouses anxiety and tension within him. A rigid shell or passivity covers underlying hostility which is primarily unconscious.

Nichols (32) studied the effects of tutoring on the self-concept and reading achievement of children from the culturally disadvantaged areas. As measured by the Sears Self-Concept Inventory, there was no significant difference found between the experimental and control groups in self-concept. However, significant differences were found with creative or free expression, recreational activities and adult and peer interaction. School-related activities and independent learning had a significance difference.

Ponder (36) evaluated the effects of bibliotherapy and teachers and self-others acceptance upon self-acceptance scores and reading achievement scores made by children from economically disadvantaged homes. She defined bibliotherapy as the dynamic interaction between the economically disadvantaged child and characters within children's literature who experience difficulties due to insufficient financial resources. The bibliotherapy was approached through the oral reading of selected stories about economically disadvantaged children by the teachers

to classes and class discussions concerning the actions and feelings of the characters. This method did not produce a statistically significant increase in the reported self-acceptance scores of the disadvantaged pupils. Bibliotherapy did not effect significant changes with the self-acceptance scores of pupils with the self-others acceptance category of the teachers. It did not produce change among pupils and teachers with a plus-plus category as similar pupils with a teacher with a plus-minus category. Bibliotherapy did not produce statistically significant changes in the reading achievement of disadvantaged pupils; however, it was found that pupils who have a teacher in the plus-plus self-others acceptance category seemingly experience greater gains in reported reading achievement scores than do those pupils who have a teacher whose reported self-others acceptance scores reveal a plus-minus category of classification. Increases in reported self-acceptance scores by disadvantaged pupils and increases in reading achievement scores by similar pupils appear, at best, to be a chance correlation.

Allen (1) explored the relative merits of remedial reading instruction, training in creative dramatics, and a combination of these two approaches in effective gain in reading achievement among disadvantaged Negro fifth-grade children. On

the How I See Myself Inventory, no significant changes occurred between pretest and posttest when means were compared by the t-ratio. Analysis of variance revealed no significant differences between groups. It was concluded that the experimental procedures were effective in maintaining growth in reading for the children even though these children had been out of the classroom 50 minutes a day for 40 days. At the same time the procedures contributed significantly to growth in skills of creative thinking. No conclusions were possible concerning the self-concept results.

Moffett found that a significant degree of relationship could be assumed to exist between reading achievement and perception of self as measured by the Iowa Silent Reading Test and the California Test of Personality. After consideration of the data, she concluded that if a child has an unfavorable perception of himself, it is likely that this will adversely affect his achievement in reading. Conversely, a child who does not achieve in reading may develop as a direct consequence an unfavorable perception of himself.

Although Moffett (30, pp. 125-126) could not conclude that there was a clearly established significant difference in reading achievement due to a favorable or unfavorable perception of self, she did find positive, significant correlation between

the Iowa Test of Silent Reading and the California Test of Personality and assumed that there existed a relationship between reading achievement as measured by these two tests. She also found a significant difference in the means of reading scores of the upper and lower quartiles from both Bill's Index of Adjustment and Values and the California Test of Personality.

Williams and Cole (48) and Fink (12) associated the construct of self-concept with underachievement. Lecky (26) found that the low self-concept gave a clear picture of the low-achiever and that while the low-achiever may see himself as threatened and helpless in the area of academic achievement, he can be the winner. No one can make him learn.

Wattenberg and Clifford (47, p. 446) found that the measures of self-concept and of ego strength taken at the kindergarten were predictive of reading achievement two and one-half years later. Barber (5) examined the school records of 23 pupils accepted in a remedial reading class. She found that all displayed anxiety about self. Lumpkin (27) found that overachievers in reading had significantly more positive concepts than the underachievers. Seay (40) helped to substantiate this matter. He found that changes in self-concepts were positively associated with experiences in the remedial reading program. Kerensky (24) also found a relationship between self-concept and all areas

including reading through a compensatory education program conducted in an inner-city setting. Synder (44, pp. 245-246) has suggested that since lower class children are often deficient in reading skills, the proper selection of reading material may be useful in developing a self-concept that is compatible with desired educational aims. This approach (bibliotherapy) may be used to help the individual better understand disadvantaged behavior and the child may be able to see himself in a new perspective relative to his social environment.

The positive and negative results of research in reading and the self-concept and the recognition of the importance of these variables justify the importance of further study.

The Status of the Self-Concept and the Negro

Many studies on the self-concept of the Negro suggest the presence of a negative self-image if not a self-hatred. On the other hand, in a study on educational equality Coleman (10) found no difference in the self-concept of Negro and white youth in the educational setting.

Only a few years ago the dearth of studies in the area of the Negro self-concept was revealed in the very comprehensive book of Wylie (50) dealing with the critical survey of pertinent research literature. Since this study Gay (15), Meyers (28),

Roth (39), Kerensky (24), and others have dealt in dissertations with the problem of the Negro self-concept.

The importance of identity problems for young Negro children has been demonstrated by a series of ingenious investigations by Kenneth and Mamie Clark (9). Pettigrew (34) has also elaborated on this problem in the study of the Negro personality. They agree that the societal press has created a dilemma of self-degradation and low self-esteem in the young Negro. The Lincoln Filene Center studies on the Negro self-concept (25) probably represent the most thorough exploratory investigation of this construct. Ausubel and Ausubel (3, p. 115) have found that the causes for this low self-concept may stem from the fact that the Negro child inherits an inferior caste status and almost inevitably acquires the negative self-esteem that is a realistic ego reflection of such status. Through personal slights, blocked opportunities, and unpleasant contacts with white persons and with institutionalized symbols of caste inferiority--and more indirectly through mass media and the reactions of his own family--he gradually becomes aware of the social significance of racial membership. He develops a deeply negative self-image.

Studies Related to the Self-Concept and the Negro

Coleman (10, pp. 319-321) also found both Negro and white children expressed a high self-concept as well as high interest

in school and learning. Among minority groups the self-concept shows inconsistent relations to achievement at grades 9 and 12. For children from advantaged groups, achievement or lack of it appears closely related to their self-concept--what they believe about themselves. For children from disadvantaged groups, achievement or lack of achievement appears closely related to what they believe about their environment. Thus, Coleman concluded, for many disadvantaged children a major obstacle to achievement may arise from the very way they confront the environment.

Kerensky (24) did not support completely the low self-concept of Negro students. His findings revealed that pupils of inner-city did not differ significantly in reported self-concept, as measured by the Coopersmith Self-Esteem Inventory, from the general population on which the instrument was standardized. However, other measures of pupil perception indicated significant differences in the perceptual frame of reference of the sample population in relation to the general population.

Gay (15) found contradictory evidence after experimenting with eighth-grade Negro boys and girls. Harris (19, p. 430) discovered that Negro college students were more likely to view themselves in terms of a racial self-identity. He assumed that they did this because of being more self-conscious of their

racial identity. In his study Caliguri (7, p. 281) found that middle grade children did not generally refer to ethnic groups although he felt he received only a partial expression of the children's self-concept.

Pettigrew (34, pp. 3-11) has cited some studies showing that the Negro is likely to have a low self-esteem and many Negroes also have a low regard for others. For his part, the Negro must act-out the role of "inferior." He must play the social role of "Negro." This racial recognition begins by the third year and rapidly sharpens each year thereafter. Identity problems are usually acute during certain periods in a person's life. These periods, these identity crises often occur in the preschool years, later in adolescence, and again in young adulthood. All three of these periods impose additional stress on Negroes.

Pettigrew felt that the rise to power of African nations is especially important in the changing of self-images of very dark Negro Americans. Kerensky (24) has given credit to the civil rights movement as a builder of the self-image of the Negro.

Although Pettigrew has pointed out the low self-esteem among Negroes, he has also lamented the lack of knowledge about the Negro personality in spite of innumerable studies conducted

in this area. Noting the methodological inadequacies and limitations as well as the narrow theoretical approach of many studies, he advocated the development of a social and psychological theory which takes into account both personality dynamics and their social origins (35, p. 23).

Pettigrew (34, pp. 196-197) believed that "organized protest groups often furnish an ideal learning situation for their members to cast aside the lowly role of 'Negro' in favor of the new role of equal citizen." In these protest groups, it seems clear, ego strength will be reinforced. These groups represent one facet of possible ego self-esteem reinforcement. Present methods of humanizing and legal actions may bring additional reinforcement.

Meyers (28, pp. 107-110) found that Negro boys from an economically disadvantaged environment who had a positive self-concept would be achievers in the elementary situation. She also found that Negro boys with positive acceptance of racial identity would be achievers. She found that significant differences emerged between achievers and underachievers in the area of attitudes towards whites, the underachievers expressing greater anti-white feelings. An additional finding revealed that a positive self-concept correlated with a positive attitude toward the Negro. This finding applied to underachievers as well

as achievers. The results of those investigations seem contrary to some suppositions that Negroes have a low self-concept.

Meyers (28, p. 111) has given one of the most striking statements in regard to the development of the self-concept of the Negro:

The concept of ethnic inferiority has been so deeply ingrained in the culture at large and so pervasive within the Negro subculture that the young child has been societally and environmentally conditioned to develop a confused or distorted self-concept.

Studies Suggestive for Improving the Negro Self-Concept

Taba and Elkins (45, p. 68) have suggested sensitivity training and the development of attitudes toward self, other people, and democratic values and human relations as important procedures for developing self-esteem for the culturally disadvantaged. These are the necessary ingredients of self-development as well as school learning. For example, needed group skills are derived from responsiveness to and contact with peers, and both are necessary ingredients for receiving from peers the support and ego-fulfillment these students fail to receive elsewhere. Among students there is a greater than usual insensitivity to the feelings of others regarding what might be called the moral criteria and democratic values. Because of this insensitivity they have developed ways of

protecting their own feelings in an environment that includes hostile adults.

Meyers (28) believed that if a lower-class Negro family can develop in a child a positive attitude towards himself, reinforced by a positive attitude toward his racial identity, the problem for the child to function successfully in the school situation is not so difficult.

In his study of low-income, Upward Bound students, Geisler (16) attempted to find the effects of a compensatory program on the self-concept and the academic achievement. On the basis of his treatment he found that the students participating in the Upward Bound Program had significantly higher positive self-concept change scores than those students who did not participate. He also found that there was a high degree of correlation between self-concept and academic achievement. Some other aspects of the Upward Bound Program which were deemed most beneficial by the students included academic classes special interest study, counseling and guidance, staff-student interaction, and field trips.

Wirthlin (49, p. 17) gave suggestions to the teacher for helping to build the self-image. He stressed that it is imperative that this kind of child be treated with respect and consideration due him as a human being. It is the teacher's job to

develop a favorable self-image and reasonable academic aspirations and achievements in the child. These children are dependent upon teachers for such stimulation and for the development of such attitudes. Children without this support are desperately in need of acceptance, stimulation, and encouragement.

Freedman (14, p. 371) has given the supreme challenge through poetry of the self-concept or identity to the teacher:

"You're somebody!"
 "Who me?"
 Deep inside lies identity
 Like a pearl in a shell
 Like a seed in a pod
 Hides the part of you
 That is part of God.

Will he loose the pearl?
 Let the seed blow free?
 Let the teacher
 Be his Deputy?

Grambs (17, p. 47) summarized the total salutary effect of the problem of the Negro self-concept:

. . .it is possible if we solve the problem of Negro identity, that is, aid the Negro in developing a fully positive sense of self-worth, the economic problem may well take care of itself. . .A person with a secure sense of self-worth does not take rebuff as a way of life; he finds a way out; he finds another door to open. Having achieved a sense of worth, the individual is able to put to work latent abilities so that he will learn skills that are in demand on the labor market. Instead of setting his goal at being an elevator operator, since such persons are rapidly becoming obsolete, he sets his sights on being the skilled mechanic that keeps elevators in safe and efficient electronic operation.

These are the goals that educators may follow as they strive to improve the self-concept of the Negro child.

After an intensive study of 1,749 normal, middle-class boys and their families, Coopersmith and his associates (11, p. 28) found that parental attitude was the key factor in the development of high self-esteem. The boys with self-confidence and an optimistic outlook on life came from families where the parents (a) took a genuine interest in their children--their activities, friends, and interests, (b) set high standards of behavior and were strict and consistent in the enforcement of rules, but used rewards rather than corporal punishment as a disciplinary technique, and (c) allowed their children to have a voice in making family plans and were open to their children's suggestions. The findings of this study have important implications for therapists, parents, and for educators as well.

Ausubel and Ausubel (3, p. 134) have expressed a belief that the ego development of segregated Negro children in the United States manifests various distinctive properties, both because Negroes generally occupy the lowest stratum of the lower-class subculture and because they possess an inferior caste status in American society. The consequences of this state of affairs for Negro children's self-esteem and self-confidence, for their educational and vocational aspirations,

and for their character structure, interpersonal relations and personality adjustment constitute the characteristic features in ego development.

The Ausubels (3, p. 103) also contended that significant changes in the ego structure of Negro children are needed and that these can be brought about in two complementary ways: the elimination of all aspects of inferior and segregated caste status and the initiation of various measures in the family, school, and community to build self-esteem and to enable the Negro to take full advantage of new opportunities open to him.

Importance of Knowledge of Negro Leaders and Events

A plethora of books, periodicals, articles, and public statements has appeared recently to point out the need for incorporating the story of the Negro in American history as an agency of change in the Negro student's self-concept. Roth (39), Kvaraceus (25), Kerensky (24), and Van Koughnett and Smith (46) have paved the way for further study and consideration.

Grambs (17, pp. 25-27) stressed the importance of teaching about Negro leaders and events in improving the total development and self-concept of Negro youth:

. . . educational intervention might be utilized. For instance, in his reports of observation of classroom behavior, Deutsch found that only during Negro History Week did the majority of the students appear to

be making a real effort to learn, and in some classrooms this was the only time at which some semblance of order was achieved and maintained for any length of time. . . .

In fifth, eighth, and eleventh grades, when schools typically tell the story of American history, supplementary materials could be provided which show accurately the place and role of the American Negro during the historic periods being studied.

Material for kindergarten and primary grades is more difficult to produce and to define. It is possible that some cartoon type booklets could be made which would show integrated and non-integrated real-life situations with opportunities for the youngster to complete the action sequence himself. . . .

Pilot materials might be developed and tried out in several situations. . . . These trial runs would not only test the materials but would provide evidence as to the impact on self-concept of such materials on the part of Negro youth. It would be highly important also to see if any modification of white students' attitudes could be achieved.

The matter of teaching Negro History and providing such materials for the development of the Negro student's self-concept has been projected by Grambs (17), Wilson (13), Moore (29), and Shedd (29). Research in this area is far from being abundant, but it was the agreement of educators taking part in the Lincoln Filene Center for Citizenship and Public Affairs that the teaching of such history should be helpful (25, p. 147).

Possibly the earliest account of knowing about Negro leaders and events as related to developing the self-concept is the statement by Quarles (37, p. 5), who said:

Nineteenth century Negro writers and historians did not subscribe to the lachrymose concept of Afro-American

history as nothing but unending tale of persecution and suffering. Moreover, they felt that a study of history would help in promoting racial self-respect. . .History, rightfully told would refute the charges that blacks were inferior.

Kvaraceus (25, pp. 47-48) believed that it is possible that if we solve the problem of Negro identity, that is, aid the Negro in developing a fully positive sense of self-worth, the economic and educational problems may take care of themselves. Wilson (13) has stated that the Negro Americans are said to suffer an identity homicide by lack of knowledge in the area of Negro history. Moore (29) pointed out that "such materials" (Negro history) help to improve self-concept and to build a body of information immediately available for those who need it. Mark Shedd (29), Philadelphia's superintendent of schools, has stated that the study of Afro-American history in public schools might provide the stimulus for Negro students to establish identities and subsequently succeed in their educational and occupational futures. "We know that students who lack a clear sense of identity or who are confused about their heritage will probably not learn and are ill-equipped for the world of work. Thus, it may be true that the study of Afro-American history might play a vital role in the development of a black student." Grambs (17, pp. 11-34) has supported this view in her position paper and participation in the Lincoln

Filene Center Studies on the Negro self-concept. She pointed out that the Negro child, from earliest graduation from high school, needs continued opportunities to see himself and his racial group in a positive light. He needs to learn about those of his race (and other disadvantaged groups) who have succeeded and he needs to clarify his understanding of his own group history and current group situation. He needs to understand what color and race mean. . . . The child with a negative view of self is a child who will not be able to profit much from school. Once a child is convinced that school is irrelevant to his immediate needs and future goals, the task of educators becomes almost impossible.

Herman (21, p. 63) justified the value of knowing about the Negro as a self-concept aid for Negro children by pointing out some necessary changes that could be made in history books, readers, films, and movies. She stated that this means presenting to disadvantaged youth, members of their own race who have achieved. Disadvantaged youth, particularly the Negro, need models, since theirs is primarily a female-dominated world.

Kvaraceus (25, pp. 147-157) summarized the tone set by the participants in the Lincoln Filene Center for Citizenship and Public Affairs when they discussed "Improving the Self-Concept and the Image of the Negro Through the Study of Negro

History":

1. You must relate the child to something in his past that's positive, if you want him to respond in a positive way.
2. There was consensus among the participants that it was equally important that non-Negro students also should have some understanding and appreciation of the Negroes' contribution and place in the development of the country.
3. That Negro students know that their parents and forefathers have contributed something positive to American history.
4. Generally it was felt that there would be no way to distinguish between what was to be included and retained and what would be excluded unless the schools and the community first determined what is more important in the world of the student.

Successful Programs and Research Studies Related

to Knowledge of Negro Leaders and Events

VanKoughnett and Smith (46, pp. 254-255) of the Pontiac, Michigan, School District reported that they administered a citywide testing self-worth measure to twenty-eight elementary schools in the system. They obtained mean scores, and the school with the lowest mean score was selected for the pilot program. This school was a segregated school in a low socio-economic area of the city. Teachers were seen as being "significant others" who through their daily interaction with students could exert either a positive or a negative effect on the child's

developing self-concept. A positive grading system was adopted, and polaroid pictures of the child doing something of a positive nature were taken and placed in a scrapbook.

It was considered advisable that students be reminded constantly of the contributions made by the black man in America. Pictures of prominent black men were posted throughout the school. Through this procedure, students were able to meet black congressmen, doctors, lawyers, skilled technicians, merchants, and civic leaders.

Initial measures of self-concept, attitudes toward school, and achievement were obtained on all students in the fourth, fifth and sixth grades of the experimental and control groups on the scale measuring the student's view of himself as a learner. The lower-grade children showed significant gains in school attitudes but not in self-concept. These lower-grade children had very high pre-test scores. There was not a significant gain in achievement for upper-grade children.

The program indicated that the school can evolve a program that serves to make students regard themselves in a positive light. It also indicated that by employing a positive approach and providing positive reinforcement, teachers can enhance the self-concepts of students.

Roth (39, pp. 435-439) found even more exacting results

in his study. He investigated the change in Negro students' black pride and self-concept. He described a program of black studies which presented Negroes and information about Negro contributions of the present and past. His major hypothesis was that Negro children who were exposed to black studies would improve their self-concept and black pride more than Negro children who were not exposed to black studies. The Black Studies Program was integrated into the curriculum. Subjects were from segregated and integrated schools.

Negro students exposed to black studies made significantly greater gains on the "Black People" Semantic Differential than control students. The gain score results tended to support the hypothesis for the black pride criterion variable. Negro students in integrated classes had more positive attitudes than Negroes in segregated schools. There was also a more positive attitude toward "white people" for the Negro students exposed to black studies when compared to Negro control groups.

The results of this study indicated that black studies were effective in increasing black or racial pride and partially effective with a traditional self-concept instrument. The post-tests were also significant. These results questioned much of the past research concerning Negroes' evaluation of their own race, white people, and findings from other self-concept measures.

Summary

As pointed out by Hamachek, the self has ebbed and flowed with the currents of philosophical pondering since the seventeenth century when Descartes first discussed the "cognito" or self as a thinking substance. Today, one cannot pick up a textbook in psychology, psychiatry, mental health, counseling or child development which does not deal, at least in part, with the idea of the self and the implications of this construct for understanding and predicting behavior. G. H. Mead is accredited with the modern theoretical frameworks. Jersild has defined the self as a composite of thoughts and feelings which constitute a person's awareness of his individual existence.

Jersild has expressed a belief that a crucial problem facing educators questions why some students are positively oriented toward academic pursuits while others of ostensibly comparable abilities and backgrounds are negatively inclined. The utilization of self-concept studies is now widespread in education as well as counseling and psycho-therapy.

Many studies on self-concept of the Negro suggest the presence of a negative self-image if not self-hatred. On the other hand, the Coleman report found no difference in the self-concept of Negro and white youth in the educational setting. Causes of the low self-esteem have been found to be the inferior

caste status which the Negro inherits. New movements in which the Negro is involved may improve the lowly role of the Negro's self-esteem.

Taba and Elkins suggested that sensitivity training and a positive attitude toward self as well as development of positive attitudes towards racial identity will help the Negro self-concept. Roth's studies have shown that Negro history when integrated in the curriculum can improve the self-concept of the Negro as well as the white student's attitude toward the Negro. It is also suggested that if the Negro solves his problem of identity, he may develop a more positive sense of self-worth as well as solve his economic problems.

Promising theoretical and empirical studies are now paving the way toward an enhancement and better understanding of the self-concept of the Negro.

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CHAPTER III

METHODS AND PROCEDURES

The primary purpose of this study was to determine the relationship of the self-concept of selected fifth-grade pupils with their knowledge of Negro leaders and events. Secondary problems were to determine (1) the relationship between the self-concept of fifth-grade students and their reading achievement and (2) the relationship of their knowledge of Negro leaders and events and their reading achievement. Fifth-grade students were chosen because the fifth grade is a crucial period in their lives, a period of transition from dependence to independence (2, p. 36).

Descriptions of Subjects

The large city school district in Texas that was chosen for this study is fairly typical of school districts of most large cities in the United States, especially in the South. This city's industrial and population growth has drawn people of diverse ethnic groups, economic and cultural levels into its boundaries.

From approximately 30 predominantly Negro schools, the

three schools used in this study were chosen to represent a cross section of the population. The three schools chosen were considered the most typical of the particular economic level.

All of the pupils who were present on a specific day in the fifth grade of the three schools chosen were administered three group pencil and paper tests: Comprehensive Tests of Basic Skills, Reading Vocabulary and Comprehension (10), The Piers-Harris Children's Self-Concept Scale (7), and Knowledge of Negro Leaders and Events Test. The number of pupils tested by group tests in the three schools was 200.

Instruments

The Piers-Harris Children's Self-Concept Scale, entitled "The Way I Feel About Myself," used in this study was a self-report instrument designed for children of varying ages. The scale was designed primarily for research on the development of children's self-attitudes and correlates with these attitudes. The original pool of items was developed from Jersild's collection of children's statements about what they liked and disliked about themselves. The items were written as simple declarative statements, e. g., "I am a happy person." At least half were negative in content, e. g., "I behave badly at home,"

in order to reduce effects of acquiescence, but negative terms such as "don't" were avoided insofar as possible, in order to reduce the confusion of a double negative.

To judge the homogeneity of the test, the Kuder-Richardson Formula 21 was employed with resulting coefficients ranging from .78 to .93. The Spearman-Brown odd-even formula resulted in a coefficient of .90 and .87. The validity was established around areas which children described or qualities they liked about themselves. Concurrent validities were developed with the Lipsitt Children's Self-Concept Scale, Teacher Rating, Peer Rating, Health Problems and Big Problems on SRA Junior Inventory.

The test has 80 items with a mean of the normative sample of 51.84, and a standard deviation of 13.87 and a median of 53.43. No sex differences in means and standard deviations of total scores were found. The test was standardized for use of children in grades three through twelve.

The factors accounted for 42 per cent of the variance with six large enough to be interpretable. These factors were I-Behavior, II-Intellectual and School Status, III-Physical Appearance and Attributes, IV-Anxiety, V-Popularity, and VI-Happiness and Satisfaction.

The Comprehensive Tests of Basic Skills (10, pp. 7-57) were designed to measure the extent to which the individual has developed the capabilities and learned the skills which are prerequisite to the study of specific academic disciplines. These basic skills are developed through exposure to a variety of curriculum and instructional materials. A major aim in the development of these tests was to improve measurement of the basic skills, to be accomplished particularly by improved content validity. Procedures were employed in the development of these tests to assure that basic skills selected for measurement by the tests were appropriate for the designated grade level and for students throughout the nation. A sampling group of 50,000 students was taken from 23 larger districts and the District of Columbia.

The tests are a series of batteries of 10 tests in the following four basic areas: Reading, Language, Arithmetic and Study Skills. The reading test used in this study measured the ability to identify explicitly stated details in a selection, ability to convert verbal and symbolic terms, ability to identify and comprehend major ideas in a passage and understand their interrelationships, ability to extend interpretations beyond the stated information.

The reading test comprises two components: vocabulary

and comprehension. The vocabulary component consisted of 40 items. The student selected from among the four alternatives the word that had the best meaning for the underlined word used in the stem of the item.

The 45 items in the comprehension component were composed of blocks of items which tested the reading of such selections as articles, stories, poems, and letters (10).

The Knowledge of Negro Leaders and Events Test was designed on the basis of reference to the General Knowledge Test of the Negro by Mae Belle Clayton, Los Angeles, California Test Bureau, 1954 (3); fifth grade social studies book, The Story of Our Country by Clarence L. Ver Steeg; John Hope Franklin, From Slavery to Freedom, History of Negro Americans (5); Russell L. Adams, Great Negroes Past and Present (1). All fifth-grade social studies teachers had available a curriculum guide, A Confluence of Cultures, Elementary Schools. Items were reworded for fifth and sixth-grade students. The items were all designed by the investigator and were presented to a panel of judges who were competent in the field. Agreement of three of the five judges was necessary before any item in the test was invalidated. A letter was sent to each of the five judges along with the test items. They were asked to evaluate the appropriateness, content, validity and test item

structure of the test as it related to fifth-grade students. After these tests had been administered, the results were statistically analyzed and treated for the stated purposes of this study. A reliability coefficient of .90 was received by odd-even method of testing a sample of 20 fifth-grade students who were not used in the study. The subjects used to ascertain reliability for this instrument had an I.Q. range of 87 to 110. Their mean score was 34 with a standard deviation of 4.9.

Procedures for Collecting Data

Subjects for this study consisted of students in three elementary schools of a large city in Texas located in predominantly Negro areas. To obtain a cross sectional representation of the population, one school was selected from a designated poverty area, one from a community that was once designated as a poverty area, and one in a predominately middle-class area.

The selection of schools from upper, middle and low income levels was based on the Family Income Data Standard Metropolitan Statistical Area, The Dallas Times Herald, March, 1962 (4), which gave information on the median family income by census tracts and from the report of the School Lunch Association, Free Lunches Served, as of December, 1969, (9), for the

schools of the large city in the study.

The low income school had a median family income of \$3,000 with 56 per cent of the student body receiving free lunches; the middle income school had a median family income of between \$4,000 and \$5,000 with 20 per cent of the student body receiving free lunches; the upper income area had a median family income of \$7,000 - \$10,000 with 1 1/2 per cent of the student body receiving free lunches (4).

One-hundred five students were selected for the study. Thirty-five pupils were chosen from each of the three schools who were in the normal I.Q. range of 90-110. The Piers-Harris Children's Self-Concept Scale was administered to these students. The results from this instrument determined the students' self-concept used in this study. The specially devised Knowledge of Negro Leaders and Events Test, which has one section on famous Negroes and another on events and Negro life, was administered to all students. The results from this instrument were utilized for determining the students' knowledge of the Negro for the purpose of this study.

To ascertain the reading achievement of these students, the Comprehensive Tests of Basic Skills, Level II, was used in the areas of vocabulary and comprehension. The results in these areas were utilized to determine reading

achievement for the purpose of this study.

The students' social studies and language arts teachers administered the tests with the assistance of the investigator. The test-retest method was used to ascertain a reliability coefficient for the Knowledge of Negro Leaders and Events Test on a group of fifth-grade students selected independently of the study sample of the same city after the test items had been evaluated by a panel of five judges considered competent in the area of Negro History.

Procedures for Treating Data

The data selected for this study were the students' self-concept, reading achievement and knowledge of Negro leaders and events, and intelligence scores. The following statistical procedures were employed to test the hypotheses and provide an empirical basis for interpreting the data.

Hypotheses I through VI were tested by the product-moment correlation method. The critical ratio was determined to test for the significance of r . Hypotheses VII through IX were tested by the analysis of variance (6, pp. 265-269). The .05 level of significance was used for determining whether the coefficients of correlation were significant. Also the .05 level of significance was used to determine whether the

analysis of variance was significant.

Summary

The purpose of this study was to determine the relationship of the self-concept of selected fifth-grade students with their knowledge of Negro leaders and events. The relationship of reading achievement and the self-concept was also determined.

The subjects for this study were selected from the fifth grade of three elementary schools in a large Texas city from an upper, middle, and low income area.

The Piers-Harris Children's Self-Concept Scale was used to collect data on the self-concept. The Comprehensive Tests of Basic Skills, Level II, were used to establish the reading achievement scores and a specially devised Knowledge of Negro Leaders and Events Test was administered to collect data in that area.

The data were treated by using the product-moment method of finding the correlation, and the analysis of variance was used to find the difference between means of the three income level groups.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was an investigation to determine the relationship between the self-concept of fifth-grade Negro students and their knowledge of Negro leaders and events. Sub-problems of this study were to determine (1) the relationship between the self-concept of fifth-grade Negro students and their reading achievement and (2) the relationship of their knowledge of Negro leaders and events and their reading achievement. An analysis of the findings is presented by examining each of the hypotheses. In this chapter research hypotheses I-VI were stated as null hypotheses for purposes of statistical treatment.

Hypothesis I

Hypothesis I stated that there would be no significant positive correlation between the self-concept of fifth-grade subjects and their knowledge of Negro leaders and events. In Table I the correlation data on the SC and KNLE are presented for all subjects used in the study. These are results from students of upper, middle and low income levels. The self-concept

mean score for all subjects was 60.04 and the Knowledge of Negro Leaders and Events mean score was 32.15. The self-concept standard deviation was 10.78 and it is 8.25 for Knowledge of Negro Leaders and Events. The coefficient of correlation was .35 and significant at greater than the .001 level. The null hypothesis was rejected. The research hypothesis was accepted as predicted.

TABLE I

CORRELATION DATA ON THE SELF-CONCEPT AND KNOWLEDGE OF
NEGRO LEADERS AND EVENTS FOR ALL SUBJECTS
USED IN STUDY
N 105

Variable	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
SC *	60.04	10.78	.35	.0004 ***
KNLE **	32.15	8.25		

*SC-Self-Concept as measured by Piers-Harris Children's Self-Concept Scale.

**KNLE-Knowledge of Negro Leaders and Events Test.

*** Significant at $\geq .001$ level.

The mean score for the self-concept was supported by the findings of Coleman (2, pp. 319-321) and Piers and Harris (10, p. 12), who found that the self-concept of Negro students was similar to the norm of others. The mean score of the self-concept

instrument developed by Piers and Harris was 51.84. The mean score for the subjects used in this study was 60.04, as revealed in Table I. However, Piers and Harris (10, p. 18) warned that very high scores should be evaluated in terms of defensiveness as well as high self-esteem. In his study on fifth-grade Negro children's self-concept, Roth (11, pp. 435-439) did not find a low self-concept for either the experimental or control Negro children. Roth (11, p. 42) also found a positive gain in the self-concept of Negro students after they had been taught Negro history in an integral curriculum. The results of this hypothesis are also similar to Johnson's (3, p. 272) findings that Negro history may be closely associated with changing the self-attitudes of American Negroes.

Hypothesis II

Hypothesis II stated that there would be no significant positive correlation between the self-concept of fifth-grade subjects and their reading achievement. A correlation was computed between the Piers-Harris Children's Self-Concept Scale and the reading section of the Comprehensive Tests of Basic Skills, Level II. In Table II the correlation data on the SC and RA are presented for all subjects used in the study. The mean score for the self-concept was 60.04 and 35.50 for RA.

The standard deviation was 10.78 for SC and 35.50 for RA. Based upon these results, it can be seen in Table II that the coefficient of correlation between these two variables for fifth-grade subjects from all economic levels used in this study was .25 and was significant at greater than the .01 level of significance. The null hypothesis was rejected. The research hypothesis II was accepted as predicted.

Although the mean SC score was above normal for the test instrument used in this study, the RA score was four years, three months or approximately one year below grade level.

TABLE II
CORRELATION DATA ON THE SELF-CONCEPT
AND READING ACHIEVEMENT FOR ALL
SUBJECTS USED IN STUDY
N 105

Variable	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
SC	60.04	10.78	.25	.008 *
RA **	35.50	13.76		

* Significant at $>$.01 level.

** RA - Reading Achievement.

These results do not correspond with Smith and Dechant (13, p. 298), who stated that reading failure or success may

influence the development of the child's personality or Schreiber's (12, p. 240) findings that grade school children who are poor readers also show symptoms of psychological maladjustment and weak self-concepts. Meyers (6, pp. 107-110) found that high self-concept Negro students, at least, did better than other Negro students.

Hypothesis III

Hypothesis III stated that there would be no significant positive correlation between fifth-grade subjects' knowledge of Negro leaders and events and their reading achievement. In Table III the correlation data on the KNLE and RA are presented for all subjects used in the study. A correlation was computed between the Knowledge of Negro Leaders and Events Test (See Appendix) and the reading section of the Comprehensive Tests of Basic Skills, Level II.

TABLE III

CORRELATION DATA ON THE KNOWLEDGE OF NEGRO LEADERS
AND EVENTS AND READING ACHIEVEMENT
FOR ALL STUDENTS USED IN STUDY
N 105

Variable	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
RA	35.50	13.76	.43	.00005 *
KNLE	32.15	8.25		

* Significant at $>.001$ level.

The mean score for KNLE was 32.15 and 35.50 for RA, as revealed in Table III. The standard deviation for RA was 13.76 and 8.25 for KNLE. The coefficient of correlation was .43 and was significant at greater than the .001 level. The null hypothesis is rejected. The research hypothesis III, therefore, was accepted as predicted.

It is revealed from the data in Table III that fifth-grade subjects have a significant positive correlation between their KNLE and RA scores. There is no evidence that KNLE influences RA or vice versa.

Hypothesis IV

Hypothesis IV stated that there would be no significant positive correlation between fifth-grade upper, middle, and low income level subjects' self-concept and these subjects' knowledge of Negro leaders and events. In Table IV the correlation data on the SC and KNLE are presented for upper, middle, and low income level subjects. Thirty-five fifth-grade subjects of the normal I.Q. range were randomly selected as subjects from schools typical of upper, middle, and low income levels of predominantly Negro schools. A correlation was computed on their self-concept and KNLE scores. In Table IV it is revealed that the high income level students had a mean score of

34.97 on the KNLE test and 61.94 on the SC Scale with a standard deviation of 6.90 and 9.61 respectively. The coefficient of correlation for the high income level was .26

TABLE IV

CORRELATION DATA ON THE SELF-CONCEPT AND KNOWLEDGE OF NEGRO LEADERS AND EVENTS FOR UPPER, MIDDLE, AND LOW INCOME LEVEL SUBJECTS

Variable	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
Upper KNLE Income N 35	34.97	6.90	.26	.13
SC	61.94	9.61		
Middle KNLE Income N 35	30.09	9.14	.35	.04 *
SC	61.23	9.88		
Low KNLE Income N 35	31.43	7.77	.43	.01 **
SC	56.94	11.99		

* Significant at $> .05$ level.

** Significant at .01 level.

and is not significant. The results were in a positive direction but did not reach the .05 level of significance. The null hypothesis is retained. The research hypothesis was not accepted at this income level. However, the data for middle income students revealed a closeness to the data of the high

income level and was significant. This result cannot be understood easily since upper income level students usually have the resources and materials related to the knowledge of Negro leaders and events.

The middle income group has a mean score of 30.09 for KNLE and 61.23 for SC with a 9.14 standard deviation for KNLE and 9.88 for the SC. The coefficient of correlation is .35 for this level, and it was significant at greater than the .05 level. The research hypothesis was accepted for the middle income level. It may be seen from these data that middle and low income subjects had significant positive correlation between their SC and KNLE. This conclusion was supported by studies of Johnson (3, p. 272) and Roth (11, p. 435), who found that as the Negro child gains in knowledge of Negro history, his self-concept is improved.

It was revealed from these data that low income level children have a mean score of 56.94 for the SC and 31.43 for KNLE. There are standard deviations of 11.99 and 7.77 respectively. The coefficient of correlation was .43 and was significant at the .01 level. The research hypothesis IV was accepted for the low income level.

The studies of Meyers (4) support these findings. He revealed that if a lower income level child can develop a

positive attitude toward his racial identity, the problem for the child to function successfully in the school situation is not difficult. The lower income level children were exposed to a compensatory program, an approach which may account for their higher KNLE score than the middle income level children. As revealed by Kerensky (4), many compensatory programs actively attempt to enhance the self-concept and teach Negro history. This was consistent with Meyers (6, p. 107), who found that a positive self-concept correlated with a positive attitude towards the Negro.

Hypothesis V

Hypothesis V stated that there would be no significant positive correlation between fifth-grade upper, middle, and low income level subjects' knowledge of Negro leaders and those subjects' reading achievement. In Table V the correlation data on the KNLE and RA are presented for upper, middle, and low income level subjects. A correlation was computed for each economic level as a sub-group for KNLE and RA. It is indicated from data in Table V that the upper income subjects and the middle income subjects have a significant positive correlation between KNLE and RA.

The upper income subjects had a mean score of 34.97 for

KNLE and 39.51 for RA with a standard deviation of 6.90 and 11.86 respectively. The coefficient of correlation for this group was .72 and was significant at greater than the .001 level.

TABLE V

CORRELATION DATA ON THE KNOWLEDGE OF NEGRO LEADERS AND EVENTS AND READING ACHIEVEMENT FOR UPPER, MIDDLE, AND LOW INCOME LEVEL SUBJECTS

Variable	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
Upper Income N 35	KNLE 34.97 RA 39.51	6.90 11.86	.72	.000019*
Middle Income N 35	KNLE 30.09 RA 33.62	9.14 10.65	.36	.03 **
Low Income N 35	KNLE 31.43 SC 33.37	7.77 17.03	.26	.12

* Significant at $\geq .001$ level.

**Significant at $\geq .05$ level.

The null hypothesis for the upper income level was not retained. The research hypothesis is accepted.

The middle income level follows in rank order with a mean score of 30.09 for KNLE and 33.62 for RA. The standard deviation for these variables are 9.14 and 10.65 respectively. The

coefficient of correlation was .36 and was significant at greater than the .05 level. The research hypothesis was accepted for this income level. The null hypothesis is rejected. The low income level follows middle income level in rank order with a mean score of 31.43 for KNLE and 33.37 for RA. The standard deviations were 7.77 and 17.03 respectively with a coefficient of correlation of .26. The coefficient of correlation was positive and not significant at the .05 level. Thus, it may be seen from Table V that there was a positive correlation between the KNLE and RA for fifth-grade Negro students for upper, middle, and low income level students but it was not significant for the low income level. Research hypothesis V, therefore, was retained for the upper and middle income levels. The null hypothesis was rejected for the low income level. It may be assumed that the reading achievement for the low income level students was not as high as their knowledge of Negro leaders and events although it was previously revealed that their SC correlated significantly with their KNLE.

Hypothesis VI

Hypothesis VI stated that there would be no significant positive correlation between fifth-grade low, middle, and upper income level subjects' self-concept and those subjects' reading

achievement. In Table VI the correlation data on the SC and RA are presented for the upper, middle, and low income level subjects. Correlations were computed to determine the relationship between the SC and RA for the various sub-groups. The results of this procedure are shown in Table VI. It can be seen in Table VI that upper income level students had a mean score of 61.94 for SC and 39.51 for RA. The standard deviations were 9.61 and 11.96 respectively. The coefficient of correlation for this income group was .17 and is not significant at the .05 level. The null hypothesis was retained for this income level.

The middle income level had a mean score of 61.23 for the SC and 33.62 for RA. Standard deviations for this group were 9.88 and 10.65 respectively. The correlation coefficient was .11 and was not significant at the .05 level. The research hypothesis was not supported at this income level.

The low income level students had a mean score of 56.94 for their SC and 33.37 for their RA. It is revealed in Table VI that this group had a standard deviation of 11.99 for the SC and 17.03 for RA. The coefficient of correlation was .42 and was significant at greater than the .05 level. The research hypothesis was accepted as predicted for this income

level. The SC of this group was more closely related to their RA. There was a greater difference between RA mean scores for

TABLE VI

CORRELATION DATA ON THE SELF-CONCEPT AND READING
ACHIEVEMENT FOR UPPER, MIDDLE AND
LOW INCOME SUBJECTS

Variable	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
Upper SC Income N 35 RA	61.94 39.51	9.61 11.86	.17	.32
Middle SC Income N 35 RA	61.23 33.62	9.88 10.65	.11	.53
Low SC Income N 35 RA	56.94 33.37	11.99 17.03	.42	.04 *

*Significant at $> .05$ level.

the middle and upper income groups than for the middle and low income groups. The low income group had a lower SC and RA mean score than the other two income levels studied. The RA mean score was close to the score of the middle income group but lower than the mean score of either of the other income groups. Research hypothesis VI was rejected for the upper and middle

income levels but accepted for the low income level.

Kerensky (4, p. 123) found in his study of fourth and sixth-grade Negro children that the self-concept was low and did not show high relationships to other variables. He found that after the students spent eight months in a compensatory program, the self-concept correlated significantly with achievement.

Hypothesis VII

Hypothesis VII stated that there would be no significant difference between the mean scores of high self-concept fifth-grade low, middle, and upper income level subjects in the following variables: (a) Knowledge of Negro leaders and events and (b) Reading achievement. In Table VII the analysis of variance data are presented on RA for the upper, middle and low income level subjects.

A simple one-way analysis of variance was utilized to determine whether there was a significant difference among the mean scores on the reading achievement section of the Comprehensive Tests of Basic Skills, Level II, for each income level.

From the data in Table VII it may be seen that the high self-concept students of the various income levels did not differ significantly from each other in the area of KNLE. The F ratio

of 1.32 with 2 degrees of freedom for between groups and 71 degrees of freedom for the within groups was not significant at the .05 level.

TABLE VII

ANALYSIS OF VARIANCE DATA ON READING ACHIEVEMENT FOR HIGH SELF-CONCEPT SUBJECTS FROM UPPER, MIDDLE AND LOW INCOME LEVELS

	Upper Income Level	Middle Income Level	Low Income Level			
N:	28	28	18			
Source	df	s.s.	m.s.	F	Level of Significance	
Between Groups	2	428.79	294.39	1.33	.27	
Within Groups	71	11459.16	161.40			
Total	73	11887.95				

The mean scores for RA differ in rank order for each income level (low, 33.37; middle, 33.64; upper, 39.51), but as previously stated this difference is not significant. The null hypothesis was retained.

In Table VIII the analysis of variance data are presented for the Knowledge of Negro Leaders and Events Test for the

various economic subgroups of high self-concept subjects.

TABLE VIII

ANALYSIS OF VARIANCE DATA ON KNOWLEDGE OF NEGRO
LEADERS AND EVENTS FOR HIGH SELF-CONCEPT
SUBJECTS FROM UPPER, MIDDLE, AND
LOW INCOME LEVELS

	Upper Income Level	Middle Income Level	Low Income Level		
N:	28	28	18		
Source	df	s.s.	m.s.	F	Level of Significance
Between Groups	2	323.58	161.79	2.40	.09
Within Groups	71	4785.29	67.40		
Total	73	5108.87			

The within groups had 4785.29 sum of squares with 71 degrees of freedom, and the between groups have 2 degrees of freedom with 323.58 sum of squares. These data produced a 2.40 F ratio, which was not significant at the .05 level. The null hypothesis was retained. High self-concept subjects from the upper, middle and low income levels do not differ significantly in their RA and KNLE.

Hypothesis VIII

Hypothesis VIII stated that there would be no significant difference between the mean scores of low self-concept fifth-grade upper, middle, and low income level subjects in the following variables: (a) Knowledge of Negro leaders and events and (b) Reading achievement. In Table IX the analysis of variance data can be seen for low self-concept subjects for the Knowledge of Negro Leaders and Events Test from students in upper, middle, and low income levels.

TABLE IX

ANALYSIS OF VARIANCE DATA ON KNOWLEDGE OF NEGRO LEADERS
AND EVENTS FOR LOW SELF-CONCEPT SUBJECTS FROM
UPPER, MIDDLE, AND LOW INCOME LEVELS

	<u>Upper Income Level</u>	<u>Middle Income Level</u>	<u>Low Income Level</u>		
N:	7	7	17		
Source	df	s.s.	m.s.	F	Level of Significance
Between Groups	2	157.72	78.86	1.22	.31
Within Groups	28	1817.24	64.90		
Total	30	1974.96			

The results did not reveal a sufficient F ratio for the .05 level of significance. Low self-concept subjects from upper, middle, and low income levels did not differ significantly in their knowledge of Negro leaders and events. The hypothesis that deals with this section was, therefore, retained.

The second section of this hypothesis dealt with RA. The results of the analysis of variance of the low SC subjects' RA scores for the upper, middle, and low income level subjects used are summarized in Table X.

TABLE X

ANALYSIS OF VARIANCE DATA ON READING ACHIEVEMENT FOR
LOW SELF-CONCEPT SUBJECTS FROM UPPER, MIDDLE
AND LOW INCOME LEVELS

	Upper Income Level	Middle Income Level	Low Income Level		
N:	7	7	17		
Source	df	s.s.	m.s.	F	Level of Significance
Between Groups	2	578.19	289.10	1.10	.35
Within Groups	28	7351.23	262.54		
Total	30	7929.42			

An F ratio of 1.10 was not significant at the .05 level. The null hypothesis was retained for this section of the hypothesis. Pupils do react differently according to economic levels. Their mean scores for RA were in rank order from the upper income level to the lower income level. There were differences but the substantive prediction of the null hypothesis is tenable.

These results did not agree with other studies. Moffett (7, p. 126) in his study of the self-concept and reading skills of matched seventh-grade students found a significant difference in the means of the reading scores of the upper and lower quartiles from Bill's Index of Adjustment and Values and the California Test of Personality.

Hypothesis IX

Hypothesis IX stated that there would be no significant difference between the mean scores of fifth-grade upper, middle, and low income level subjects in the following variables: (a) Reading achievement, (b) Self-concept, and (c) Knowledge of Negro leaders and events.

The analysis of variance for RA for the upper, middle, and low income level subjects is given in Table XI. The mean squares of 113.61 for between groups and 75.98 for within

groups produced an F ratio of 1.50, which was not significant. The null hypothesis was retained.

TABLE XI

ANALYSIS OF VARIANCE DATA ON READING ACHIEVEMENT FOR
UPPER, MIDDLE, AND LOW INCOME LEVEL SUBJECTS

	Upper Income Level	Middle Income Level	Low Income Level		
N:	35	35	35		
Source	df	s.s.	m.s.	F	Level of Significance
Between Groups	2	227.22	113.61	1.50	.23
Within Groups	102	7749.77	75.98		
Total	104	7976.99			

The second section of hypothesis IX dealt with self-concept of the three subgroups. The analysis of variance is presented in Table XII for this variable of the upper, middle, and low income subgroups.

Since the mean squares for between groups are 255.95 and 114.51 for within groups, a resulting F ratio of 2.24 was not significant. There was a difference between the means but not enough to produce a .05 level of significance. The null hypothesis

was retained.

TABLE XII

ANALYSIS OF VARIANCE DATA ON SELF-CONCEPT FOR UPPER,
MIDDLE, AND LOW INCOME LEVEL SUBJECTS

	Upper Income Level	Middle Income Level	Low Income Level		
N:	35	35	35		
Source	df	s.s.	m.s.	F	Level of Significance
Between Groups	2	511.90	255.95	2.24	.11
Within Groups	102	11679.94	114.51		
Total	104	12191.84			

Pawl (9, pp. 72-80) found a difference in lower class and upper class students in ego skills and intelligence and felt that the results were due primarily to a differential motivation factor. The results of Table II did not agree with these findings.

Studies (1, 5) reported in the literature concluded that Negro children have a low SC. These conclusions were based primarily on Negro students' evaluations of their own race rather than on direct measures of SC. The data found in this study did

not indicate that Negro students have a poor SC as measured by the Piers-Harris Children's Self-Concept Scale.

According to Piers and Harris (8), it is unwise to assume that any special groups because of their condition in life will necessarily show differences in the mean SC. For example, Morley (6) found means well within the normal range for his groups of stutterers, although the younger group showed rather strict raviability. The Negro subjects in his findings had a SC equal to others.

The last variable of hypothesis IX dealt with the KNLE of the three subgroups. The data are summarized in Table XIII for the upper, middle, and low income level subjects.

The F ratio of 4.55 was significant at greater than .05 level. The null hypothesis of no difference between the means was rejected.

TABLE XIII

ANALYSIS OF VARIANCE DATA ON KNOWLEDGE OF NEGRO LEADERS
AND EVENTS FOR UPPER, MIDDLE, AND
LOW INCOME LEVEL SUBJECTS

	Upper Income Level	Middle Income Level	Low Income Level		
N:	35	35	35		
Source	df	s.s.	m.s.	F	Level of Significance
Between Groups	2	1603.33	801.67	4.55	.01*
Within Groups	102	17987.66	176.35		
Total	104	19590.99			
* Significant at $> .05$ level.					

It can be concluded from the data in Table XIII that there was a significant difference between the mean scores of KNLE for the upper, middle, and low income subjects. These results could perhaps be attributed to the differences in reading achievement, self-concept, home resources, and materials available to the subjects from various income levels.

Summary

This chapter presented the analysis of the relationship of the self-concept and knowledge of Negro leaders and events

of fifth-grade Negro students as was investigated in this study. It also presented the data on the relationship of the self-concept and reading achievement, and the relationship of the knowledge of Negro leaders and events and reading achievement.

The results indicated that there was a significant positive correlation between the self-concept and knowledge of Negro leaders and events of the fifth-grade Negro subjects. In regard to the relationship of the self-concept and reading achievement of the fifth-grade subjects, the findings revealed a significant positive correlation for these variables. A significant positive correlation was also found for knowledge of Negro leaders and events and reading achievement for the subjects.

The students from whom data were gathered were divided into upper, middle, and low income levels. For the middle and low income level subjects, the findings revealed a significant positive correlation between the self-concept and knowledge of Negro leaders and events. The upper and middle income level subjects had a significant positive correlation between the knowledge of Negro leaders and events and reading achievement. The low income level subjects showed a significant positive correlation between the self-concept and reading

achievement.

High self-concept and low self-concept subjects from the upper, middle, and low income levels did not have significant differences between mean scores for reading achievement and knowledge of Negro leaders and events. The upper, middle, and low income level subjects had significant differences between mean scores of the knowledge of Negro leaders and events.

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine the relationship of the self-concept of selected fifth-grade pupils with their knowledge of Negro leaders and events. Secondary purposes were to determine (1) the relationship between the self-concept of fifth-grade students and their reading achievement and (2) the relationship of their knowledge of Negro leaders and events and their reading achievement.

The nine hypotheses of this study were as follows:

1. There will be a significant positive correlation between the self-concept of fifth-grade subjects and their knowledge of Negro leaders and events.
2. There will be a significant positive correlation between the self-concept of fifth-grade subjects and their reading achievement.
3. There will be a significant positive correlation between fifth-grade subjects' reading achievement and their knowledge

- of Negro leaders and events.
4. There will be a significant positive correlation between fifth-grade upper, middle and low income level subjects' self-concept and these subjects' knowledge of Negro leaders and events.
 5. There will be a significant positive correlation between fifth-grade upper, middle, and low income level subjects' knowledge of Negro leaders and events and these subjects' reading achievement.
 6. There will be a significant positive correlation between fifth-grade upper, middle, and low income level subjects' self-concept and these subjects' reading achievement.
 7. There will be no significant difference between the mean scores of high self-concept fifth-grade upper, middle, and low income level subjects in the following variables:
 - a. Knowledge of Negro leaders and events
 - b. Reading achievement
 8. There will be no significant difference between the mean scores of low self-concept fifth-grade upper, middle, and low income level subjects in the following variables:
 - a. Knowledge of Negro leaders and events
 - b. Reading achievement

9. There will be no significant difference between the mean scores of fifth-grade upper, middle, and low income level subjects in the following variables:
- a. Reading achievement
 - b. Self-concept
 - c. Knowledge of Negro leaders and events

The subjects for this study were 105 fifth-grade boys and girls randomly selected from fifth-grade students from three schools located in upper, middle, and low income communities. The income levels were determined by the number of students on the free lunch program and from census tract data.

The self-concept scores were determined by administering the Piers-Harris Children's Self-Concept Scale. The knowledge of Negro leaders and events mean scores were taken from a specially devised Knowledge of Negro Leaders and Events Test and the reading achievement scores were taken from the reading tests of the Comprehensive Tests of Basic Skills, Level II. A correlation was computed to obtain the coefficient of correlation. A simple one-way analysis of variance was employed to determine if there were significant differences between means for the various subgroups.

In hypotheses I - III it was theorized that there would

be a significant positive correlation between the self-concept of fifth-grade subjects and their knowledge of Negro leaders and events, between their self-concept and reading achievement, and between their knowledge of Negro leaders and events and their reading achievement.

The results relevant to hypothesis I showed a significant positive correlation between fifth-grade students' self-concept and knowledge of Negro leaders and events. There was also a significant positive correlation between these students' self-concept and reading achievement as predicted by hypothesis II.

Hypothesis III predicted that there would be a significant positive correlation between knowledge of Negro leaders and events and reading achievement. The coefficient of correlation was significant at $>.001$ level for these variables.

Hypothesis IV dealt with the correlation of the self-concept and knowledge of Negro leaders and events for upper, middle, and low income level subjects. The low income level subjects had a coefficient of correlation of .43 with these variables, which was significant at the .01 level. The middle income group had a coefficient of correlation of .35 which was significant at greater than the .05 level. The upper income level subjects had a coefficient of correlation of .26 when there was a correlation of their self-concept and knowledge of

Negro leaders and events scores. This correlation was not significant.

Hypothesis V stated that there would be a significant positive correlation between knowledge of Negro leaders and reading achievement for the various income levels of the subjects. The low income group results did not prove significant. The middle income level subjects had a coefficient of correlation of .36, which was significant at greater than the .05 level. The upper income level subjects had a coefficient of correlation of .72 for the variable, which was significant at greater than the .0001 level.

In hypothesis VI the self-concept and reading achievement were correlated for upper, middle, and low income subjects. The low income level subjects had a coefficient of correlation of .42, which was significant at greater than the .05 level. The middle and upper income level students did not have significant correlations.

Hypothesis VII dealt with the differences between means of high self-concept students from each of the subgroups in knowledge of Negro leaders and events and reading achievement. A one-way analysis of variance was used to determine any significant difference among the mean scores. There was no significant difference among these mean scores. The null

hypothesis was retained.

Hypothesis VIII dealt with low self-concept subjects of the various income levels as subgroups in knowledge of Negro leaders and events and reading achievement. A simple one-way analysis of variance was used to test for significant differences between means. These mean scores were not significantly different.

Hypothesis IX theorized that there would be no significant difference between the mean scores of subjects from the various income levels in self-concept, reading achievement, and knowledge of Negro leaders and events. There were no significant differences between the mean scores of subjects in self-concept and reading achievement, although the scores differed progressively for the income levels. There were significant differences between the mean scores in the area of knowledge of Negro leaders and events.

Conclusions

Based on the results obtained from the sample of 105 fifth-grade Negro students from upper, middle, and low income levels, the following conclusions may be drawn from this study:

1. The results of this investigation which found no significant differences between the mean scores in reading

achievement and knowledge of Negro leaders and events for high self-concept and also for low self-concept subjects from upper, middle, and low income levels were not consistent with the findings which purport differences among the various socio-economic levels.

2. The significant positive correlation between the students' self-concept and knowledge of Negro leaders and events may have been due to the current stress of Negro history and image-building techniques used in some schools today.
3. Fifth-grade subjects in this study had a significant positive correlation between their self-concept and reading achievement scores. This may have resulted from the fact that students were randomly selected from the normal I.Q. range.
4. The significant positive correlation between knowledge of Negro leaders and events and reading achievement may have resulted from the fact that reading could have influenced this knowledge.
5. Upper income students had a significant positive correlation between the knowledge of Negro leaders and events and reading achievement. This may have been due to the availability of reading materials in the home and self-motivation of the individual. Since low income students

did not show a relationship between knowledge of Negro leaders and events and reading achievement, it may have been that they did not have the available materials, resources, and motivation from the home.

6. Reading achievement and self-concept did not have a significant positive relationship for middle and upper income level students. This fact was not easy to explain since the combined income level groups had a significant positive relationship for these variables.
7. The significant differences between the mean scores for all subgroups in the area of Negro history may have been attributed to the exposure and availability of materials and resources and possible family and social life styles.

Recommendations

Recommendations resulting from this study fall into two categories: those which would be of value in a replication of this study and those which would be of value in extending the study.

1. A replication of this study should be made after the students have been exposed to a program of Negro history, self-concept development, and reading improvement.
2. Further investigations should be made concerning reading

achievement and knowledge of Negro leaders and events for high self-concept and low self-concept students from the upper, middle, and low income levels.

3. This study should be made available to teachers in order to make them more concerned about the importance of the students' self-concept as well as their reading levels.
4. Additional studies should be done in which investigations of possible defensiveness being involved in reported high self-concept scores of Negro students, especially since these scores were high for each income level.
5. Experimental studies should be undertaken to include the influence of the teacher and peers in self-concept development.
6. An additional study should be undertaken at various grade levels with knowledge of Negro leaders and events included in an integral curriculum and in a separate subjects curriculum.

APPENDIX

KNOWLEDGE OF NEGRO LEADERS AND EVENTS TEST

PART I

FAMOUS NEGROES

1. The only Negro United States senator is
 - a. Charles Diggs
 - b. Edward Brooke
 - c. Zan Hoimes
 - d. Barbara Jordan
2. For his discoveries, Dr. George W. Carver, the scientist used
 - a. machines
 - b. cotton plants
 - c. peanuts
 - d. fruits
3. Which of the following men wrote the "St. Louis Blues" and is called the Father of the Blues?
 - a. Count Basie
 - b. Blind Tom
 - c. King Cole
 - d. W. C. Handy
4. She has many schools named for her and was praised by President George Washington for her poetry.
 - a. Phillis Wheatley
 - b. Jane Bolin
 - c. Mary McLeod Bethune
 - d. Sojourner Truth
5. The first Academy Award given to a Negro for his superior acting in "Lillies of the Fields"
 - a. Harry Bellafonte
 - b. Brock Peters
 - c. Sidney Poitier
 - d. Sammy Davis
6. He was an outstanding speaker (abolitionist) who spoke against slavery and urged others to oppose slavery.
 - a. Nat Turner
 - b. Frederick Douglass
 - c. Hiram Revels
 - d. James Derham
7. During slavery she helped over 300 slaves escape from the South to freedom in the North.
 - a. Harriet Tubman
 - b. Sojourner Truth
 - c. Lena Horne
 - d. Nannie Burroughs
8. Probably the greatest known Negro educator of the past who was the founder of Tuskegee Institute
 - a. John Hope
 - b. Booker T. Washington
 - c. Emmett Scott
 - d. Benjamin Mays

9. An outstanding Civil Rights leader who believed in non-violence, won the Nobel Peace Prize and is known for his "I Have a Dream" speech
 - a. Rev. Ralph Abernathy
 - b. Dr. Martin Luther King, Jr.
 - c. Roy Wilkins
 - d. Jesse Jackson
10. This all-time great football player played with the Cleveland Browns and is now a movie star.
 - a. Jerome Holland
 - b. Paul Robeson
 - c. Jim Brown
 - d. Don Perkins
11. Which one of the following football players won the 1968 Heisman football trophy and plays with the Buffalo Bills?
 - a. Bob Hayes
 - b. Abner Haynes
 - c. O. J. Simpson
 - d. Ernie Davis
12. He saved many lives by his discovery of blood plasma and development of the blood bank.
 - a. Martin R. Delaney
 - b. Charles Drew
 - c. E. E. Just
 - d. Daniel Hale Williams
13. The first Negro to hold the rank of General in the U. S. Army
 - a. Campbell C. Johnson
 - b. Benjamin O. Davis, Sr.
 - c. James D. Fowler
 - d. Charles Young
14. She was the first Negro woman senator in Texas.
 - a. Shirley Chishom
 - b. Barbara Jordan
 - c. Constance Motley
 - d. Daisy White
15. He explored the Southwest with Cabeza De Vaca and helped to discover what is now New Mexico and Arizona.
 - a. Matthew Henson
 - b. Dusable
 - c. James P. Beckwourth
 - d. "Little Stephen" or Estevanico
16. When Admiral Peery reached the North Pole in 1909 he was accompanied by this Negro
 - a. W. E. B. Dubois
 - b. Monroe Trotter
 - c. A. Phillip Randolph
 - d. Matthew Henson
17. This beautician became the first woman millionaire by developing and selling beauty supplies and treatments.
 - a. Lena Horne
 - b. Madame C. J. Walker
 - c. Rose Morgan
 - d. M. C. Terrell

18. The first physician to perform open heart surgery in 1893 was a Negro named
a. Daniel Hale Williams b. Louis T. Wright
c. E. J. Conrad d. Montagu Cobb
19. As a United Nations representative he brought peace between the Arabs and Israel and won a Nobel Peace Prize.
a. Allison Davis b. Dr. Ralph J. Bunche
c. Ramond Pace Alexander d. William Hastie
20. In 1946 Branch Richey selected him as the first Negro professional major league baseball player.
a. Satchel Paige b. Goose Tatum
c. Hank Aaron d. Jackie Robinson
21. Because of his unusual poetry he has had many schools named in his honor.
a. Paul L. Dunbar b. Samuel Cornish
c. Charles W. Chestnut d. William Wells Brown
22. This television star won the Emmy Award for his acting in "I Spy"
a. Sammy Davis b. Brock Peters
c. Gordon Parks d. Bill Cosby
23. She was known for helping Negroes through education, founded a college in Florida, and was an adviser to President Franklin D. Roosevelt.
a. Nannie Burroughs b. Deborah P. Wolfe
c. Mary McLeod Bethune d. Constance Motley
24. This popular singer is known for "Blackenized" and is called the "dynamic soul singer."
a. Otis Redding b. Clarence Carter
c. James Brown d. Wilson Pickett
25. A famous composer and orchestra leader called the "Duke"
a. Count Basie b. Noble Sissle
c. Cab Calloway d. Edward Ellington
26. This jazz musician who plays a trumpet is better known by some as "Satchmo."
a. Louis Jordan b. Jimmie Lunceford
c. Lionel Hampton d. Louis Armstrong

27. The athlete who is sometimes called the fastest human and plays football with the Dallas Cowboys is
- a. Don Perkins
 - b. Mel Renfro
 - c. O. J. Simpson
 - d. Bob Hayes
28. A great gospel singer is
- a. Dorothy Manor
 - b. Muriel Rahn
 - c. Mahalia Jackson
 - d. Leontyne Price
29. A renowned contralto singer said to have a voice heard once in every hundred years
- a. Sister Rosetta
 - b. Marian Anderson
 - c. Carol Brice
 - d. Mattiwilda Dobbs
30. One of the best known boxers of this century is
- a. Satchel Paige
 - b. Willie Mays
 - c. Hank Aaron
 - d. Joe Louis
31. This singer is sometimes called the "Lady Soul Singer."
- a. Ella Fitzgerald
 - b. Aretha Franklin
 - c. Leslie Uggams
 - d. Pearl Bailey
32. A leading Negro baseball player known for hitting many home runs
- a. Jim Brown
 - b. Joe Black
 - c. Willie Mays
 - d. Satchel Paige
33. Which one of the men below is the Negro Mayor of Cleveland, Ohio?
- a. Walter Washington
 - b. Andrew Hatcher
 - c. Carl Stokes
 - d. William Hastie
34. In 1967 this Civil Rights lawyer was appointed as the first Negro United States Supreme Court Justice.
- a. William Hastie
 - b. Raymond Pace Alexander
 - c. Thurgood Marshall
 - d. Robert Weaver
35. The first Negro to serve as a member of a president's cabinet
- a. Hulan Jack
 - b. Andrew Hatcher
 - c. Julian Bond
 - d. Robert Weaver

PART II

NEGRO LIFE AND EVENTS

36. The 1954 Supreme Court School Desegregation Decision gave
- Negroes and whites separate schools
 - the nation no new problems
 - Negroes few educational opportunities
 - declared segregated schools unlawful
37. The 1964 Civil Rights law
- gave Negroes the right to enter public places
 - was not favored by Negroes
 - did not help racial equality
 - solved money problems
38. The Emancipation Proclamation gave Negroes
- 40 acres of land
 - the right to vote
 - their freedom from slavery
 - free public schools
39. The Civil Rights organization best known for gaining rights for Negroes through the courts is
- SNCC
 - SCLC
 - NAACP
 - CORE
40. More Negro soldiers were placed in actual fighting situations in this war than any other war.
- Civil War
 - Viet Nam War
 - World War II
 - Korean War
41. During the last few years, the expression of feeling and understanding by Negroes has been called
- Frug
 - Soul
 - Spirit
 - Americanize
42. One of the outstanding contributions made by Negroes to America
- Opera
 - spirituals
 - drama
 - western music
43. A very well known Negro owned magazine is
- Newsweek
 - Pittsburg Courier
 - Time
 - Ebony
44. Many Negroes in the United States have gained fame in
- golf
 - basketball
 - hockey
 - soccer

45. Which one of the following is not a Negro spiritual?
a. Deep River b. Go Down Moses
c. Dixie d. Steal Away
46. The type of music which Negroes did not make popular is
a. jazz b. Rock "n" roll c. gospel d. hillbilly
47. During the 1960's Negroes have been referred to all of the following names but
a. Afro-American b. black
c. Abolitionist d. Negro
48. A popular term by which many young Negroes greet each other
a. soul brother b. buddy
c. friend d. Negro
49. People who spoke hard against slavery were called
a. abolitionists b. Muckrackers
c. Vigilantes d. Klansmen
50. He was president during the Civil War and signed the proclamation which gave the Negroes their freedom.
a. Grant b. Roosevelt c. Cleveland d. Lincoln
51. Most Negroes in our country live in the
a. North b. West c. East d. South
52. The practice of slavery
a. started in America
b. existed long before slavery in the United States
c. was only practiced in the United States
d. never existed
53. The amendment to the Constitution which freed the slaves everywhere in the nation was the
a. 17th b. 15th c. 13th d. 20th
54. The invention which created the need for more Negro slaves was the
a. cotton gin b. shoe lasting machine
c. steam engine d. sugar refining machine
55. The war which was fought to end slavery was the
a. Spanish American b. Civil War
c. World War I d. Revolutionary War

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