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ADJUSTMENT TO DESEGREGATION: A  
DESCRIPTION OF SOME DIFFERENCES  
AMONG NEGRO ELEMENTARY SCHOOL  
PUPILS.**

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ADJUSTMENT TO DESEGREGATION:  
A DESCRIPTION OF SOME DIFFERENCES AMONG  
NEGRO ELEMENTARY SCHOOL PUPILS

by  
Frank David Aberdeen

A dissertation submitted in partial fulfillment of  
the requirements for the degree of  
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## ABSTRACT

### ADJUSTMENT TO DESEGREGATION: A DESCRIPTION OF SOME DIFFERENCES AMONG NEGRO ELEMENTARY SCHOOL PUPILS

by

Frank David Aberdeen

Chairman: Lowell W. Beach

This study is concerned with the school adjustment of forty Negro elementary school pupils who were bussed from a predominantly Negro elementary school to six predominantly white elementary schools in a small midwestern city. In this study school adjustment is considered to be indicated by scores on tests of reading achievement, social acceptance and self-esteem, which were gathered prior to desegregation and at one year and three years subsequent to desegregation. Post-desegregation performance is analysed in terms of age, sex and intelligence differences as well as differences in ten aspects of the children's personal and social life which were reported to school social workers by parents prior to desegregation.

The paper points out that the ratio between reading age and chronological age showed a decline in reading achievement subsequent to desegregation for three of the four grade level groups. Correlations between pre- and post-desegregation reading results were positive and significant in most cases.

Mean social acceptance tended to decline subsequent to desegregation. Post-desegregation performance was not significant-

ly related to pre-desegregation performance, indicating that the bases for social acceptance were different in the desegregated school.

Self-esteem scores tended to go up in the first year of desegregation and then to fall to a point near the pre-desegregation measures, but the changes did not reach a level of statistical significance. Pre- and post-desegregation results were significantly correlated for one of the groups.

Grade level differences in performance on the three measures were not found, but girls performed significantly better than boys in post-desegregation reading achievement tests. Intelligence was generally unrelated to test performance.

Variables selected from the child's personal-social life were compared to reading achievement, social acceptance and self-esteem. From these analyses the most salient finding was a significant negative correlation between the number of organized non-school activities in which the children participated and post-desegregation social acceptance.

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## CHAPTER I

### THE PROBLEM AND ITS SETTING

#### INTRODUCTION

Attempts at racial integration of the public schools have been a significant part of the total effort of society to break caste barriers and achieve equal status for the Negro American. The importance of education as a determinant and concomitant of social and economic status in this country is obvious, as is the traditional perception of the all-Negro school as an inferior institution.

Since the 1954 U. S. Supreme Court decision which ruled against the legality of racially separate education, northern school systems have moved with varying degrees of speed to integrate their schools. Housing patterns and population trends have made this difficult. Schnore (1965) describes the pattern in Detroit:

--The white population is failing to maintain its numbers in the middle class sections of the city, while the non-white residents are accumulating there very rapidly. The outer zones of the city are adding to their white population at a much reduced pace, especially that part of the ring which is adjacent to the central city; ---and finally, these trends could be seen developing at least 20 to 30 years ago.

The urbanization of the Negro and the counter-migration of whites to the suburbs have produced de facto segregated schools in the north; the popular sanctity of the "neighborhood school concept" has maintained them.

Of the several methods school systems have used to desegregate their schools, the bussing-out of Negro pupils has been the one which seems to have most effectively changed the racial composition of the student body. Because of the geographical nature of the typical inner city "black ghetto", redrawing of boundary lines or pairing of schools is seldom able to accomplish desegregation. The "open enrollment" plans more often than

not have resulted in the departure from the predominantly black school of the children of highly motivated black parents and virtually all of the white children. The educational park, providing one facility for an expanded neighborhood, has not proven financially feasible in established cities. Through the process of elimination, most districts which have committed themselves to desegregation, have elected to bus Negro pupils to predominantly white schools.

#### PURPOSE OF THE STUDY

Community resistance to bussing combined with the phenomenon of racial prejudice has produced a contemporary emotional climate which makes it extremely difficult to assess what has and has not been accomplished during the first tentative years of public school desegregation in the north, much less what the determining factors of any accomplishments may have been.

Considering the number of school systems which have taken steps toward desegregation during the past few years, there is relatively little information available about the effect upon pupils. Typically, schools either have inaugurated sweeping curricular and/or organizational innovations at the time of desegregation, thereby rendering it nearly impossible to determine causal factors for changes in the pupils, or else schools have neglected to gather baseline data for pupils prior to desegregation. Even well-designed studies have their problems.

St. John (1968) points up the difficulty of assessing integration efforts.

"The literature on minority group performance in segregated and integrated schools offers more evidence as to the methodological difficulties of research in this area than it does as to the relation between school ethnic composition and achievement. ---The small number of children involved in most bussing experiments

not only handicaps statistical tests of their effectiveness, but also probably adds to the Hawthorne effect for those involved. The stimulation or embarrassment of being a guinea pig or a newcomer is probably short-run and can be discounted if the experiment is of long enough duration. But the effect of riding a bus to a community other than one's own might be continuing and could only be controlled if students were bussed both to a segregated and to an integrated school. ---The most ideal imaginable experiment of this kind would only tell us about the effect of desegregation, a potentially traumatic process."

The difficulty of obtaining evidence about desegregation on the basis of which sound educational decisions can be made may have led school people to avoid the careful analysis of a situation which might lead to providing true equality of educational opportunity. Some districts may have responded to the urgency of the need for integration by bussing black children willy-nilly and fervently hoping that this interracial elbow-rubbing will somehow solve the complex educational and social problems generated by racial prejudice and segregation. This criticism does not diminish the urgency of the need for integration. It is simply to say that more is involved in racial integration than the placing of black and white children in the same classrooms. What that "more" is should be the content of research efforts in the area of school desegregation.

It has been the purpose of this study to investigate the adjustment of a group of elementary school black children to desegregation, by comparing that adjustment to measures taken prior to desegregation. The intent of the study has been to begin to identify some factors which may have an influence on individuals involved in the desegregation process.

#### STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the adjustment of Negro elementary school pupils to school desegregation. The following specific questions were selected for study:

1. If adjustment is considered to be indicated by scores on tests of reading achievement, social acceptance and self-esteem, are there relationships among these measures prior to and subsequent to desegregation?

2. How are these indices of adjustment related to aspects of a child's out-of-school life as reported to social workers? What are the specific relationships between post-desegregation reading achievement, social acceptance and self-esteem, and

- a. number of school sponsored activities engaged in by the pupil?
- b. number of organized non-school activities engaged in by the pupil?
- c. number of study activities engaged in by the pupil?
- d. number of informal activities engaged in by the pupil?
- e. number of home responsibilities assigned pupil?
- f. number of activities jointly engaged in by parent and child?
- g. number of social or civic activities jointly engaged in by both parents?
- h. positiveness of attitude of parents toward impending desegregation?
- i. positiveness of attitude of child toward impending desegregation?
- j. positiveness of attitude of parent toward school in general?

3. What are the correlations between the indices of adjustment to desegregation and

- a. sex
- b. grade level
- c. measured intelligence

#### 4. What are the correlations among the indices of adjustment?

##### OPERATIONAL DEFINITIONS OF TERMS.

Adjustment: Success in school as evidenced by scores earned on measures of self-esteem, social acceptance and reading achievement subsequent to desegregation.

Family-personal variables: Activities and attitudes of children and their families as reported by the parents to social workers.

Self-esteem: The individual's image of himself, his own resources, his prestige, his strength, his body, his functions, his world and how he is evaluated by it.

Social acceptance: The degree to which an individual is positively evaluated by his peers.

Reading achievement: Success in the acquisition of reading skills as evidenced by performance on a standardized test.

Receiving school: Formerly predominantly white school which enrolls Negro pupils from a predominantly Negro school as a result of desegregation.

##### THEORETICAL VIEWPOINT

"---The public schools have much to contribute through their educational programs to racial understanding and good will. The books that are used, the attitude of the teachers and, most importantly, the opportunity for children of all races to study, play and work together can contribute much to the understanding and appreciation necessary to overcome prejudice."

With these words a group of citizens recommended a plan for desegregation to a midwestern board of education. Inherent in this statement is the idea that desegregation will lead to freer interracial interaction, which in turn will lead to a reduction in prejudice and discriminatory behavior, leading to a more positive self-concept for the black child, leading to his increased school motivation, in turn leading to higher academic achievement.

An hypothesis lending credence to this hope is to be found in the field of social psychology and is more precisely stated in Gestalt field theory. Watson (1966) describes it in the following way:

Objects in a field take on their dynamic character as a result of their position in the field. -- A change in structure produces a change in process which leads to a change in attitude.

Watson identifies two kinds of fields, the external field (structure of the social situation) and the internal field (attitudes, self-concept, Psychological set). School desegregation satisfies a basic requirement for interracial exchange, that is, an external field in which interracial interaction may take place.

From field theory then, it may be hypothesized that a change in structure of the external field (desegregation) will produce changes in process (opportunity for interracial contact) which will result in changes in attitude ( the internal field) and performance.

The present study has assumed from field theory that a desegregated school setting represents a change in the external field for the Negro pupil and has attempted to relate differences in adjustment to this new situation to some pre-existing variables, e.g. personal and family attributes, intelligence, reading achievement, self esteem and social acceptance prior to desegregation.

#### DESIGN OF THE RESEARCH

SETTING: In June, 1965 an elementary school with a pupil population of 180, 80% of which was Negro, was closed by a midwestern board of education and its students were bussed to six predominantly white elementary schools, five of which were on the edges of the city. The decision to close the school and to use mandatory bussing as the method of desegregation was reached by the board during the summer of 1964

after it had received the reports of professional and lay advisory committees and had held a series of open hearings on the subject.

Early in 1966 a research project designed to measure the effects of the action was approved by the U. S. Office of Education and data collection was begun. The present study made use of many of these data.

The segregated school was located near the downtown section of the city in an encroaching industrial-commercial area in the midst of the city's Negro ghetto. In 1965 additional school funds had been expended to upgrade the educational program of the school. The pupil-teacher ratio had been reduced to 17:1. Additional services in social work, reading improvement and personal counseling had also been instituted.

In 1965 the school was closed and the pupils were distributed among five 'receiving schools', all located in more or less all-white, middle-income subdivisions. Pupil-teacher ratios in these schools were approximately 25:1. Ancillary services were less numerous. The bus ride to and from the ghetto took between 10 and 30 minutes.

The experimental population was measured again in 1966 and 1968, the first and third years of attendance at the five receiving schools. Pupil-teacher ratio and racial balance of the receiving schools did not change markedly during the period.

#### THE EXPERIMENTAL POPULATION

Subjects for the research were 40 Negro children assigned to 4 different grade levels, representing a little more than one fourth of the total number of children transferred in 1965. Membership in the experimental population of this study was determined by 1) continued attendance at a receiving school and 2) grade level. Children who had been promoted to grades

seven through nine were not included, nor were children who had been retained in a grade for two years. Table I presents the distribution of the experimental population in 1968 by grade, sex and receiving school.

TABLE I  
DISTRIBUTION OF EXPERIMENTAL POPULATION  
BY GRADE, SEX AND RECEIVING SCHOOL

| Receiving<br>School  | Grade 3 |     | Grade 4 |    | Grade 5 |    | Grade 6 |    | Totals |    | Total |
|----------------------|---------|-----|---------|----|---------|----|---------|----|--------|----|-------|
|                      | B.*     | G.* | B.      | G. | B.      | G. | B.      | G. | B.     | G. |       |
| 1                    | 1       | -   | 1       | 1  | 2       | 3  | -       | 1  | 4      | 5  | 9     |
| 2                    | 1       | 1   | 3       | 1  | -       | 1  | -       | 2  | 4      | 5  | 9     |
| 3                    | 2       | -   | 1       | -  | -       | -  | -       | -  | 3      | -  | 3     |
| 4                    | 1       | 2   | -       | 2  | 2       | 3  | 1       | 1  | 4      | 8  | 12    |
| 5                    | 1       | 1   | -       | -  | -       | 4  | 1       | -  | 2      | 5  | 7     |
| TOTALS               | 6       | 4   | 5       | 4  | 4       | 11 | 2       | 4  |        |    |       |
| Totals<br>(Both Sex) | 10      |     | 9       |    | 15      |    | 6       |    | 17     | 23 | 40    |

\*B=Boys  
G=Girls

A control population was not used since the purpose of the study was to describe the reactions and characteristics of children to the experience, rather than to compare segregated and desegregated groups.

#### DATA COLLECTION

Data for the study were obtained from three sources:

1. Past recorded scores on measures of self-esteem, social acceptance, reading achievement and I.Q., as well as data about age, sex and grade level were obtained from existing school records.

2. Family relationships and attitudes toward school were quantified from narrative accounts of interviews between families and school social workers which took place during the summer of 1965.

3. Instruments measuring post-desegregation reading achievement, self-esteem and social acceptance were administered to the subjects in 1968.

Permission for data collection was obtained from the Research Review Committee of the participating school system.

#### SELECTION OF INSTRUMENTS:

Scholastic Aptitude: The Lorge-Thorndike Intelligence Tests were administered in the spring of 1965. This test was selected since it is a standard and well-validated measure of intellectual ability.

Reading Achievement: In 1965 the Lee-Clark Reading Readiness Test (1962 edition) was administered to kindergarten pupils (Group I). The Gates Reading Test (1958 edition) was administered to all other pupils in the population. (Groups II, III and IV). In 1966 the Gates Reading Test was administered to all pupils. In 1968 scores were obtained from the California Reading Achievement Test (1957 edition). All three tests yield total age level scores in months. The variety of instruments used over the course of the study limit the usefulness of the reading data, but an attempt to develop a standard against which to compare reading progress was made by comparing reading age to chronological age in the data analysis for each of the three years of testing.

Self-Esteem: The measure chosen to indicate self-esteem was the Coopersmith Self-Esteem Inventory (Coopersmith 1959). The instrument has been subjected to extensive study by University of Michigan researchers associated with the Michigan Regional Center for Pupil Personnel Services. Factorial validity has been demonstrated and norms compiled for many of the characteristics measured in conjunction with the University of

Michigan School Research Project. For all three administrations of this instrument the examiner read aloud the individual items so that distortions of meaning by the pupils would be avoided. Children were tested in small groups of four or five. Because the inventory is not considered valid with very young children, pre- and post-desegregation data were available only for Groups III and IV. All children in the population were tested in 1968.

Social Acceptance: Peer relationships were studied by means of a simple saturation sociogram. Children were given a list of all the pupils in the class and asked to indicate their liking for each one by checking an appropriate descriptive statement, e. g. 'a lot', 'some', 'a little'. or 'very little'. Weighted scores (e.g. 4=a lot, 1=very little) were expressed as percentages of the maximum possible score which varied with class size. Thus the minimum score a child could receive was 25 (very little) the maximum 100 ( a lot). The instrument was administered to the entire experimental group and their classmates in 1965, 1966 and 1968. For this study the total acceptance scores earned by the experimental population were used.

Vital Information: School records were used to obtain information about age, sex and grade level.

Family - Personal Variables: Data about out-of-school life of the experimental population were collected by a team of two social workers during the summer of 1965 and were reported in narrative form to principals of the receiving schools. For the present study, these narratives were coded and the several factors comprising family child activities and attitudes were quantified.

### ANALYSIS OF THE DATA

Individual performances on tests of reading achievement, social acceptance and self-esteem were recorded by grade level. Ratios were computed between mean chronological age and mean reading age for each group. Correlations between performance at the three testing times were obtained for reading, social acceptance and self-esteem. Intercorrelations of these three variables and I.Q. were also computed. Relationships between the three major variables and sex and grade level were determined by analysis of variance. Correlations were determined between the variables of reading achievement, social acceptance and self-esteem and the family situational and attitudinal factors.

## CHAPTER II

### REVIEW OF RELEVANT RESEARCH

Since the Supreme Court decision which declared segregated schools unconstitutional is only 16 years old at this writing, perhaps it is not surprising that the status of research evidence relating to the effect of racial segregation is incomplete. There are many valuable descriptions of children in segregated and integrated schools, but few of these satisfy the standards of scientific research. The controversial nature of the subject has produced eloquent rationales both defending and refuting the importance of integration. A good deal of research in the behavioral sciences has direct relevance to the subject. However, systematic studies of the effects of school desegregation are extremely rare.

For the purposes of this study, two kinds of evidence will be reviewed: findings from the behavioral sciences which help to clarify the major issues surrounding the question of school desegregation, and studies which attempt to measure the effects of school desegregation.

#### RESEARCH FROM THE BEHAVIORAL SCIENCES

##### PSYCHOLOGICAL DEVELOPMENT

The interrelationship between a child's success in school and such factors as anxiety, motivation, self-esteem and interpersonal relationships is well known. In a basic text on the psychology of prejudice Allport (1954) reviews the literature dealing with the effect of inferior status of the Negro upon personal and interpersonal behavior patterns.

The Ausubel's (1963), in interpreting research on ego development and Negro children, conclude that ego development is distinctive because of status and caste position, that Negro children have lower self-esteem, and that segregated Negro children develop low motivation and low aspiration, and ambivalent feelings toward middle class values, tending to

withdraw to their peer subcultures.

The investigators discovered that, while girls tend to develop a more mature ego structure than boys, they also tend to have more difficulty in desegregated situations.

Dai (1961) Dreger and Miller (1960), Deutsch (1960) Erikson (1966) and Grambs (1965) among others, have pointed out the distinct and deleterious effect which caste position has upon self-concept. Kvaraceus (1965) goes on to suggest on the basis of research findings that education can play a role in altering this sense of self and thus in raising the level of academic achievement.

Bloom (1964) Bruner (1961) and Carson and Rabin (1960) have demonstrated the effect of early sensory deprivation upon later cognitive functioning and are joined by Clark (1963) and Deutch and Brown (1964) in pointing out the dangers in being misled by the I.Q. scores of Negro children. Bloom states:

...A conservative estimate of extreme environments on intelligence is about 20 I.Q. points. This could mean the difference between a life in an institution for the feeble-minded or a productive life in society. It could mean the difference between a professional career and an occupation which is at the semiskilled or unskilled level. A society which places great emphasis on verbal learning and rational problem solving and which greatly needs highly skilled and well-trained individuals to carry on political-social-economic functions in an increasingly complex world cannot ignore the enormous consequences of deprivation as it affects the development of general intelligence.

As part of a continuing longitudinal study that involved an experimental attempt to change achievement through changing self-concept and the perceptions of significant others, Brookover, and others (1964) found a significant positive relationship between self-concept of ability and grade point average, even with I.Q. controlled. Self-concept and grades were also positively and significantly related to perceived

evaluation of significant others; parents, favorite teacher and friend.

In measuring anxiety, Phillips and McNeil found (1968) that non-white fourth and fifth grade children were generally more anxious than their white peers, and that girls were more anxious than boys. They also found that the largest difference in anxiety between subjects occurred in a school testing situation.

They concluded that feelings of inferiority and inadequacy can be expected to produce an emotional set in the child who suffers them which is detrimental to school performance.

In the area of motivation, Katz (1966) found that high achievement orientation and a sense of personal control are positively related to aspirations for prestigious jobs. Negro males making prestigious job choices were found to have higher achievement orientations, lower anxiety about failure, less need for security, higher sense of personal control and greater willingness to pioneer. Data from another pilot study by Katz (1967) involving elementary age children suggest that northern Negro children from homes of average quality have such rigid and stringent standards that they are unable to perceive their performance as anything but inadequate; in other words, that their socialization has led them to view themselves as failures.

The evidence from the studies cited above as well as numerous other studies which deal with the relationship of personality factors to school achievement, lead to the conclusion that when the American Negro child enters public school, he brings along some special handicaps to success which accrue to him as a result of his minority group status.

#### INTERRACIAL INTERACTION

Several studies have been done in the area of interracial interaction. In a study conducted in two long-integrated northern high schools which

were 1/6 Negro, St. John (1964) found that more formal than informal interaction existed. Sociometric choices of whites and Negroes showed in-group preference increasing with intimacy of contact with more in-group preference among Negroes than whites.

Bradley (1964) in studying a group of 132 Negro high school and college students who had previously been in desegregated schools, discovered that the students named a significantly higher number of Negro friends from their previous school days even though white students had been a considerable majority.

Dwyer (1958) concludes from observations in Missouri school districts in which Negroes comprise no more than 10% in any school that: (1) The lower the age up to secondary level, the better the accommodation to an integrated school situation, (2) boys adjust more easily than girls, (3) associations are more informal on the elementary level, (4) there is little carryover from one interracial situation to another, (5) interaction increases with duration of integration.

In a study by Raths, and Schweickart (1946) the authors concluded that Negro children showed lower acceptance of their like-sex white schoolmates than whites showed acceptance of Negroes.

In another study of Negro and white junior high school children before and after integration, Webster (1961) found a negative change in white social attitudes toward Negroes and a positive change for Negroes, although the change was not significant when compared with a control group.

With male and female high school students and dropouts, Negro willingness to associate with white was investigated. (McDowell, 1967). Major conclusions were that there was less race prejudice than had been anticipated and that the Negro's willingness to associate with white

varied with the situation, the school status of the respondent, the extent of his formal voluntary contact with white schoolmates, and the attitude of whites involved. There was a clear difference between the willingness of dropouts and students' willingness to associate which seems to reflect the alienation of the dropout, not only toward whites but toward society as a whole. The most salient school variable reported was informal interracial contact outside the limits of the school, with the Negro students' disposition to associate being contingent on the willingness of the white group.

McPartland (1968) studying ninth grade Negro students in desegregated schools of the metropolitan northeast found that the situational factors most affecting the achievement and self-concept of the black, desegregated student were the standards and norms set by all students, the social stigma attached to race, the level of competition in the school, the degree of social integration existing in the school and the quality of instruction.

Smith and Hardyck (1968) studied teen-age friendships at three junior and senior high schools. They found that children enter junior high with prejudices already formulated and these do not alter significantly after that. The trend over the grades is to increased social distance of whites toward Negroes. An important finding of this study is that cross-friendships are most likely to occur when students spend eighth grade (the earliest grade studied) in ethnically balanced schools.

Reporting a series of studies with biracial work groups in public schools and colleges Katz (1967) concludes that except in the most depressed types of segregated learning environment, the opportunity for biracial comparison is highly stimulating because it provides more useful information for self-evaluation of the Negro than does comparison with

other Negroes. This is so because, in general, white standards of intellectual ability and achievement are more relevant to future career prospects. In an atmosphere of social acceptance Negro pupils will desire to meet the high academic standards of white classmates because of their high information value for self-evaluation and the high incentive value of favorable evaluation by white adults and peers.

Cohen, Amaril, and Ames (1968) in a preliminary study of the effect of race on peer evaluation and preference in first and second grade children found that white subjects showed an overwhelming preference for predominantly white classes, while Negro children showed no consistent preference for either racial mix. The researchers found no differences by integration within racial groups, i.e. no difference between scores of integrated and segregated whites, nor between integrated or segregated Negroes.

Although some contradictory findings make research evidence inconclusive about interracial interaction in a school setting, the bulk of the evidence seems to point to the fact that earlier integration increases the probability of interaction between races in later years, that girls tend to interact less freely across race lines than do boys, perhaps because of the stronger ego-structure which girls develop in what is essentially a matriarchal sub-society, and that informal rather than formal interaction tends to produce more positive attitudes toward another race. The last point makes clear the distinction between integration and desegregation. Certainly the physical presence of individuals of different races in the same school is not enough to guarantee the development of positive interracial attitudes.

#### RESEARCH ON THE EFFECTS OF SCHOOL DESEGREGATION

Surely the most important and controversial research to date into

the effects of segregation is Coleman's Equality of Educational Opportunity (1966) which documents the differences between schools having a majority population of any race. While differences in performance exist between majority Negro schools in different geographic areas, (e.g. urban north vs. rural south) achievement within majority-Negro schools is lower than in majority-white schools within the same geographical areas. School resources (teacher preparation, educational materials) tend to be less in predominantly Negro schools and the Negro student's sense of control of their environment is less. The achievement gap tends to widen as the student spends more time in school.

The report suggests that family background accounts for the most variance between schools. Negro students tend to come from homes which do not prepare them to take advantage of educational experiences in the same way as their white classmates. This fact is reflected in lower achievement levels in predominantly Negro schools.

A significant finding, and one which has been strongly debated is that the attributes of the school student body account for more variance in the achievement of minority group children than do any school facilities or teacher qualifications. In other words, as the backgrounds and educational aspirations of the student body increase, so does the achievement of the minority group child. Moreover, the data show that Negro children are more susceptible to this phenomenon than their white or Oriental peers. Coleman suggests that the lesser sensitivity to school environment of white and Oriental children can be attributed to their generally stronger family backgrounds, typically encouraging high esteem for learning and high verbal ability. As the proportion of white pupils in a school increases, the achievement of students of all races increases.

A reexamination of the Coleman data was published by the U. S. Commission on Civil Rights in 1967 (Racial Isolation in the Public Schools) and indicates that racial separation in America's schools is on the increase. There are indications that the social class of a student's schoolmates strongly influences his achievement and attitudes and that the social class composition, quality of teaching and the school "input" make more difference to a disadvantaged child than to a middle class white child. Predominantly Negro schools are, in addition, generally regarded by the larger community as inherently inferior institutions. An impressive study by Alan Wilson reported in this volume was done in Contra Costa County in California and indicates that social class rather than racial mix per se is strongly related to achievement.

The Coleman Report has been subjected to heated criticism and equally heated defense by proponents and opponents of desegregation. One of the most serious limitations of the study is the fact that measurements were taken at only one point in time, and changes in variables which may be the result in changes in racial composition or other factors, or cause and effect relationships in general are not measured.. But in terms of size of sample, coverage of regions and minority groups, number of grade levels and variables studied, it is a milestone in research relating to school desegregation, for its indications are provocative enough to interest researchers for many years to come.

In evaluating reports from school districts which have undertaken assessments of their desegregation efforts some limiting factors must be taken into account. Matthai (1967) points out that the political nature of the subject as well as the lack of time which school districts typically are allowed in implementing their plans to desegregate, militate against sound research design, which he defines as measurement of change

in the dependent variables of personality, academic achievement and social acceptance, along with rigorous sample selection and relative control of extraneous variables.

Along with the hazard of research design pointed out by Matthai, research findings are weakened by the fact that many systems initiate sweeping compensatory programs or changes in school organization concurrent with desegregation. Another problem is that most systems neglect to collect baseline data prior to the change against which effects of the desegregation may be measured. In fact, only a very few districts which have attempted to desegregate their schools have made any systematic attempt to measure the effect of the action at all. Of the school systems which have issued reports, the following bear mention.

In 1966, as a result of overcrowding in the inner city schools, Hartford, Connecticut initiated a plan whereby inner city ghetto children would be bussed to five predominantly white "volunteer" schools in the Hartford suburbs. The experimental sample consisted of elementary pupils with normal I.Q.'s. Prior to desegregation children were tested for cognitive functioning, school skills and personal-social development. After one year Mahan, (1966) reports findings which indicate that in cognitive functioning and school skills, children placed in the outlying schools with supportive assistance performed better than children in three control groups (bussed without supportive services, not bussed with supportive services, not bussed with no supportive services.) At grade two supportive assistance appeared to be more effective than bussing. Boys tended to be more anxious than girls with no significant differences between the four groups. Findings from this study must be interpreted cautiously since the sample included only those children whose parents volunteered them for bussing, a fact which may indicate that the group was biased in the

direction of the most highly aspirant, highly motivated Negro parents in the neighborhood.

Stallings (1959) and Hansen (1960) have reported on the results of a voluntary transfer plan in the public schools of Louisville, Kentucky and Washington, D. C. respectively. On the basis of achievement test scores before and after a voluntary transfer plan was initiated in Washington, Hansen concludes that Negro pupils performed better and white pupils at least as well as they did prior to desegregation. The report does not separate the post-transfer achievement results for Negro and white. Attribution of any gain to desegregation is weakened by the fact that the public schools initiated a track-system of homogeneous grouping which tended to minimize interracial contact in the classroom, and undertook a general upgrading of the educational program concurrent with the bussing program.

Stallings compared achievement test scores for pupils enrolled in grades 2, 6 and 8 the year before desegregation in Louisville with scores for pupils in those grades the following year. He reports a number of statistically significant gains for both whites and Negroes with greater improvement for Negroes than for whites. No comparison was made between Negro pupils who transferred and those who elected to remain in segregated schools. However, a subsequent report by Knowles (1962) shows that the greatest gains were made by Negro pupils remaining in segregated classes; their improvement certainly was due to something other than desegregation. Again, a general improvement of the quality of the educational program in Louisville is inferred.

Two years after the highly publicized voluntary transfer program was instituted in the New Rochelle, N. Y. public schools, Wolman (1964) examined reading achievement for four groups of elementary pupils; Negro

transfer pupils, Negro pupils remaining in the segregated school, white pupils from a predominately white school in a low socio-economic area and white pupils from an affluent area. No significant differences were reported for the first three groups, all of whom scored significantly below the affluent white group. On scores of reading readiness, however, transferred pupils significantly outperformed the two socio-economically comparable groups, suggesting that the benefits of integration may be greater with young children. Again, the absence of baseline data on the children prior to transfer does not enable one to assign integration as a cause of change.

Samuels (1958) compared achievement test scores of Negro pupils in desegregated classes with scores of white pupils in those classes and of Negro pupils in segregated classes. The groups were matched for intelligence, preschool readiness, socio-economic status, school attendance and health. Samuels found that the desegregated Negro pupils achieved significantly less well than the white pupils, and were inferior to segregated Negro pupils in grades one and two. However, desegregated Negroes outperformed segregated Negroes in other elementary grades. Differences between Negro and white pupils increased by the end of the first year of desegregation and tended to decrease or stabilize by the end of the second year, a fact which suggests that the effects of desegregation may not become apparent for several years.

Baker (1967) has issued a report on a project to desegregate schools in Syracuse, N. Y. Bus transfer and redistricting for both elementary and junior high pupils were involved. Gains were most marked for first grade transferred pupils on reading readiness tests. Third grade children show a slight tendency toward greater progress than their ghetto peers. Children in the older grades started out with test scores below those of

children in the "receiving" school, made less progress and ended the year further behind. The findings support the idea that younger children benefit most from biracial education.

On personal social characteristics, transferred pupils were rated lower by teachers on the post-test than on the pre-test. On sociometric measures the general tendency was for white resident children to be under-chosen.

In White Plains, N.Y. (1966) a racial balance plan was instituted in 1964. A third grade population of bussed, inner city pupils was compared with neighborhood third graders on the Stanford Achievement Test for three years, 1964-66. I.Q. was measured in 1964 using the California Test of Mental Maturity. The investigators concluded that achievement of neighborhood children from 1964-66 did not decline as a result of the plan. The pattern of achievement of inner city children did not change markedly, but the difference between their measured ability and performance did. If the inadequacy of ability measures for Negro and lower class children is taken into account in interpreting these results it must be concluded that bussing did not change achievement patterns.

Riverside, California Unified School District has issued a progress report (Purl, 1967) in which no differences were found to be statistically significant for transferred pupils academic achievement. Children who were in the desegregated setting for two years showed more growth during the second year than in any previous year. Children were found to achieve higher on reading tests when scattered among the receiving school classes rather than clustered together in one of two groups. White receiving school pupils did not suffer in achievement as a result of the desegregation.

Laird (1966) reports on a voluntary bussing program initiated in 1964

in the Philadelphia Public Schools. Reading and arithmetic achievement were measured for four groups; bussed, not bussed and two receiving school groups. Bussed pupils were found to achieve better than expected in both areas, with the effect being more discernible for younger children. No academic losses as a result of the program were reported. This study must be interpreted with caution since the voluntary nature of the program may have biased the sample.

In a recent study of a suburban New York community which has desegregated its schools, Denmark (1968) attempted to measure the effect of integration on 87 lower class Negro elementary school students. She found that while the pre-integration variables of concept formation, cognitive style and self-concept did relate to post-integration verbal ability scores, their predictive potential varied with grade and sex. Post-integration teacher ratings were inversely related to students' self-concept and unrelated to measures of cognitive style and verbal ability. Teachers tended to rate the students lower in verbal skills after integration than they had before, despite the fact that students in grades three and five performed closer to the white mean following integration. Negro friendship choices showed that interracial classroom interaction was positively related to academic achievement, but was inversely related to self-concept. The investigator hypothesizes that Negro students used interracial interaction to encourage a lower self-image.

In reviewing the literature, St. John (1968) has concluded that there is evidence to support a positive relationship between social class integration and the achievement of minority group pupils; less conclusive evidence of a relationship between ethnic integration and achievement.

### SUMMARY OF RESEARCH FINDINGS

Research in psychology has documented the effect that inferior caste status has upon Negro children. Studies have offered evidence of low self-esteem, and motivation leading to low academic success. The effect of sensory deprivation on measured I.Q. sometimes leads schools to misjudge the potential of Negro children, and the cumulative effect is that of a self-fulfilling prophecy of failure in school.

In studies of interracial interaction among children, there is evidence that the earlier integration occurs, the more likelihood that positive interracial attitudes will develop, and that informal rather than formal school activities are more likely to change negative racial attitudes.

Although the reports available regarding school districts which have attempted to evaluate their desegregation programs are for the most part tentative, and do not satisfy the most stringent empirical requirements, some indications seem to emerge from the mass of data.

White neighborhood children do not seem to be adversely affected by the presence of transferred pupils, nor has there been reported mass exodus from the neighborhood by white parents as a result of desegregation of schools.

Although consistent gains for the Negro children involved cannot be claimed for desegregation, per se, what gains are discernible seem to be greatest in the early school years and seem to be cumulative, becoming more noticeable the longer children have been in desegregated classes.

As Coleman contends, it would appear that an inferior education is more detrimental to the disadvantaged, inner city, minority group child than it is to the middle class child with a typically sound family background and typically high verbal ability.

It may be that the inherent inequality of separate education lies in its symbolism of implied inferiority and the consequent undermining of self-confidence, motivation and achievement on the part of the Negro pupil.

## CHAPTER 111

### PRESNTATION OF THE RESULTS

This study was directed toward identification of differences between the pre-desegregation and post-desegregation performance of elementary pupils on measures of reading achievement, social acceptance and self-esteem and toward a determination of the relationships between post-desegregation performance on tests of these variables and factors of the child's life determined through social work interviews with the parents. The relationships between post-desegregation performance and the variables of sex, grade level and measured intelligence also were determined.

The data in this chapter document and compare performances on the test variables, and provide correlations between these performances and the other variables selected for study. The level of statistical significance selected for alalysis of these data was .05.

#### TEST PERFORMANCE OVER THE FOUR YEAR PERIOD

#### SCHEDULE OF TESTING

Subjects were measured with tests of self-esteem, reading achievement and social acceptance during the years 1965, 1966 and 1968. No tests were administered in 1967. For purposes of analysis, the experimental population was divided into four grade level groups of unequal size. Group I was in kindergarten in 1965, the year in which the subjects were still in the segregated school, and was regularly promoted to grade three in 1968. Group II was in first grade in 1965 and in fourth grade in 1968. Group III was in second grade in 1965 and in fifth grade in 1968. Group IV was in third grade in 1965 and in sixth grade in 1968.

#### READING ACHIEVEMENT RESULTS

The following section presents test results of reading achievement for the four groups at the three times of testing. Results were recorded

in the form of growth charts for each group (Fig. 1-4), which present a visual picture of reading age as compared to chronological age. Means and standard deviations, as well as ratios between mean chronological age and mean reading age for each group are included in Table 2.

TABLE 2

Reading Progress  
Comparing Mean Reading Age to Mean Chronological Age

| Variable                | 1965   |      |       | 1966   |       |       | 1968   |       |       |
|-------------------------|--------|------|-------|--------|-------|-------|--------|-------|-------|
|                         | Mean   | S.D. | Ratio | Mean   | S.D.  | Ratio | Mean   | S.D.  | Ratio |
| <u>Group I (N=10)</u>   |        |      |       |        |       |       |        |       |       |
| Reading Age             | 80.80  | 3.88 |       | 88.40  | 7.03  |       | 101.50 | 6.82  |       |
| Chron. Age              | 74.20  | 3.74 |       | 86.20  | 3.74  |       | 110.20 | 3.74  |       |
| Ratio*                  |        |      | 1.09  |        |       | 1.03  |        |       | .92   |
| <u>Group II (N=9)</u>   |        |      |       |        |       |       |        |       |       |
| Reading Age             | 94.44  | 8.10 |       | 94.56  | 8.09  |       | 117.13 | 11.18 |       |
| Chron. Age              | 83.88  | 3.18 |       | 95.88  | 3.18  |       | 119.88 | 3.18  |       |
| Ratio                   |        |      | 1.13  |        |       | .98   |        |       | .98   |
| <u>Group III (N=15)</u> |        |      |       |        |       |       |        |       |       |
| Reading Age             | 91.60  | 6.80 |       | 106.21 | 9.37  |       | 121.67 | 13.86 |       |
| Chron. Age              | 97.67  | 5.67 |       | 109.67 | 5.67  |       | 133.67 | 5.67  |       |
| Ratio                   |        |      | .95   |        |       | .99   |        |       | .91   |
| <u>Group IV (N=6)</u>   |        |      |       |        |       |       |        |       |       |
| Reading Age             | 106.50 | 8.56 |       | 117.17 | 17.97 |       | 133.50 | 19.61 |       |
| Chron. Age              | 109.83 | 4.26 |       | 121.83 | 4.26  |       | 145.83 | 4.26  |       |
| Ratio                   |        |      | .97   |        |       | .96   |        |       | .92   |

\*Ratio=  $\frac{\text{Reading Age}}{\text{Chronological Age}}$

GROUP I

In 1965 Group I was administered the Lee-Clark test of Reading Readiness. Fig. 1 shows that all subjects scored above the chronological age expectancy on this instrument. When mean reading age of 80.80 months was compared with mean chronological age of 74.20, a ratio of 1.09 was found. (Table 2)

In 1966 the group was in grade one and were tested with the Gates Reading Achievement Test. Mean reading age was 88.40 months as compared to mean chronological age of 86.20 months, producing a ratio of 1.03. Four individuals scored below their chronological age expectancy.

In 1968 the group was administered the California Test of Reading Achievement. Mean reading age was 101.20 and mean chronological age was 110.50. The ratio between these factors was .92. Eight individuals scored below chronological age expectancy.

DISCUSSION: When reading age was compared with chronological age, a decline in performance subsequent to desegregation was noted for Group I. However, the importance of this finding is seriously affected by the administration of three different test instruments over the time span of the study. The fact that all subjects scored above chronological age expectancy on the Lee-Clark Reading Readiness Test leads the investigator to question the validity of these scores as predictors of reading achievement. It is probably that the Gates and the California tests represent a more accurate assessment of reading achievement.

GROUP II

Fig. 2 illustrates the performance of Group II in reading achievement. In 1965 the group was in the first grade and was administered the Gates Reading Achievement Test. The group scored above the chronological age expectancy with a mean reading age of 94.44 and a mean chronological age

FIGURE 1.  
READING GROWTH  
GROUP I  
1965, 1966, 1968

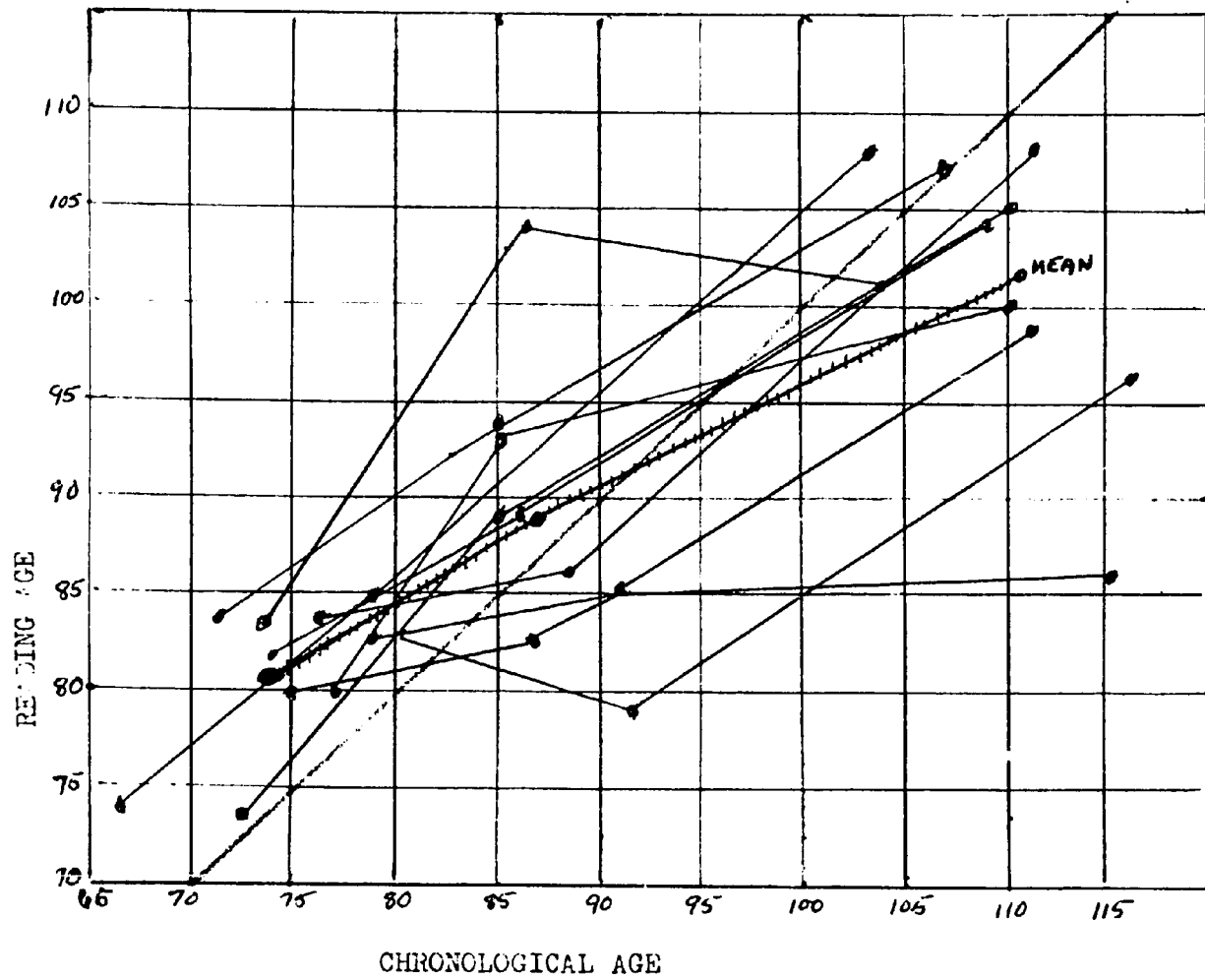
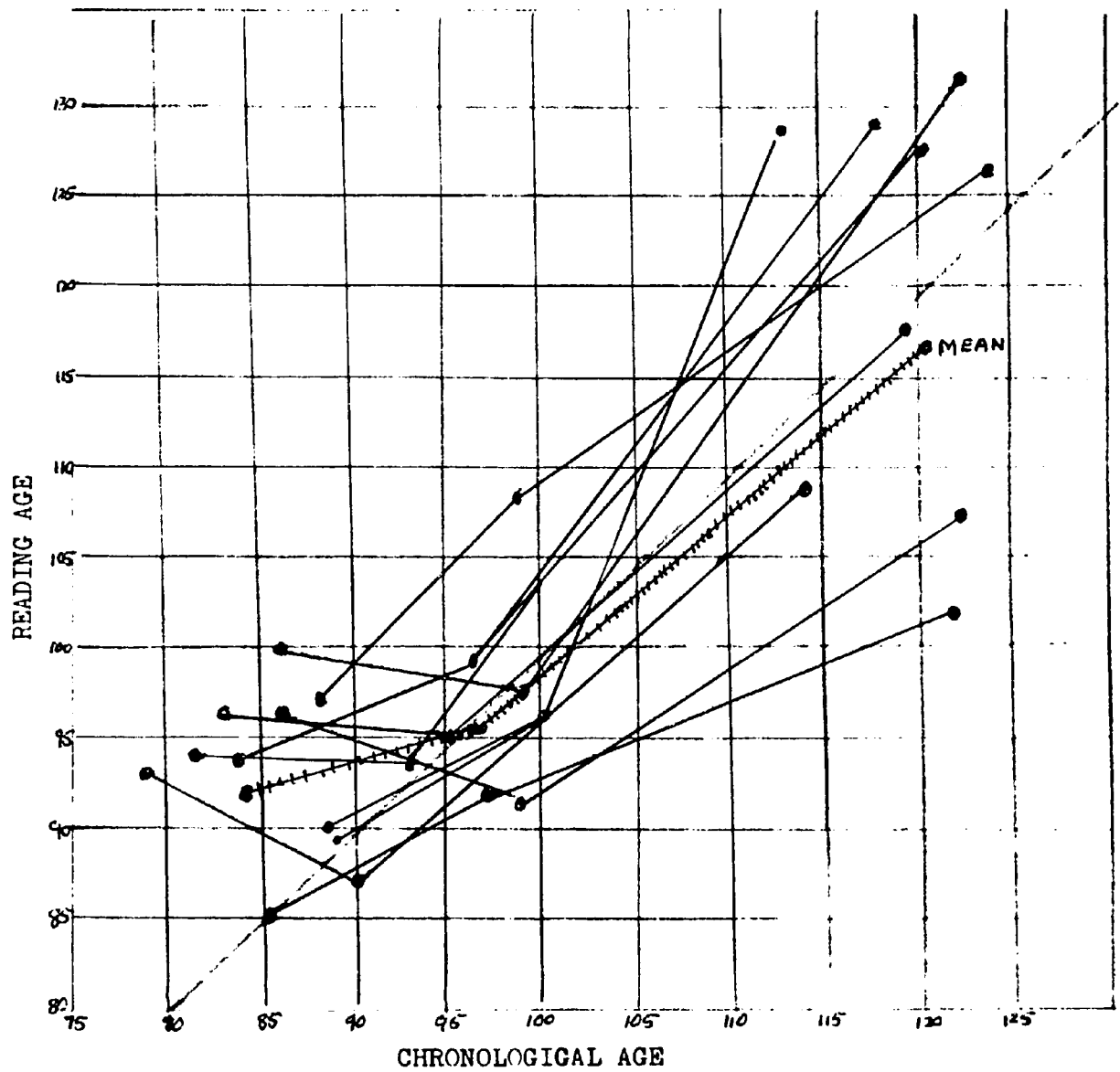


FIGURE 2  
READING GROWTH  
GROUP II  
1965-1966-1968



of 83.88. The ratio between these variables was 1.13.

Group performance on the same test in 1966 declined, mean reading age being 94.56 and mean chronological age being 95.88. The ratio between the two was .98. Three of the nine individuals scored above the chronological age expectancy.

In 1968 the group was administered the California Reading Achievement Test. Group reading age of 117.13 was still below the chronological age expectancy of 119.88, but five of the nine individuals scored above their chronological age expectancy. The ratio between the two variables was .98.

DISCUSSION: A decline in reading achievement from 1965 to 1966 is noted in Group II when a comparison of reading age and chronological age is made. It is somewhat surprising to the investigator that all children scored above their chronological age expectancy in 1965 in view of the findings of other researchers which describe the opposite tendency for Negro pupils in segregated school settings. It shall be noted later that Groups III and IV do not display this tendency. Comparison between 1968 scores and the two previous measures are weakened by the fact that the California Reading Achievement Test was administered in 1968. Acknowledging this limitation, the growth chart shows several individuals markedly improving their 1966 performance in 1968. Despite limitations of the data, there is evidence to suggest that some individuals experienced a decline in reading achievement as compared to chronological age in the year immediately following desegregation, which began to be overcome in the third year of desegregation. This phenomenon is not apparent for the experimental population as a whole.

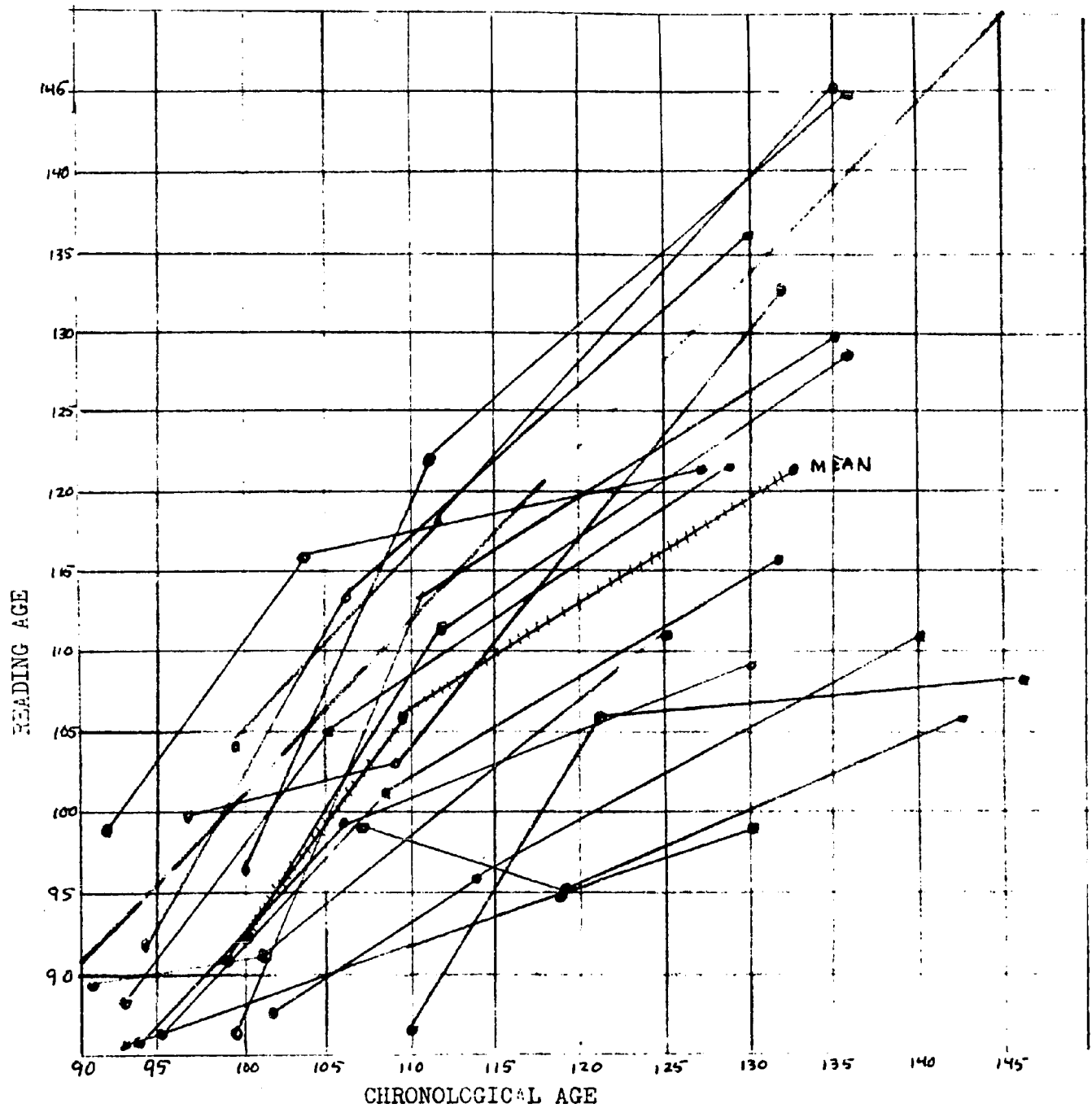
### GROUP III

Figure 3 illustrates the performance of Group III. In 1965 Group III was in the second grade and earned a mean score of the Gates Reading Test

FIGURE 3.

READING GROWTH  
GROUP III

1965-1966-1968



of 91.60, with a mean chronological age of 97.67. The ratio between the two variables was .95.

In 1966 the group earned a mean reading score on the Gates of 106.21, with a mean chronological age of 107.73. The ratio between the two variables was .99. Five individuals scored above chronological age expectancy as opposed to three individuals in 1965.

When measured by the California Reading Achievement Test in 1968 the group showed a widely disparate performance, earning a mean reading age of 121.67 as compared to a mean chronological age of 133.87. Six subjects scored above chronological age expectancy. Ratio between reading age and chronological age was .91.

DISCUSSION: An improvement in reading achievement as compared to chronological age between 1965 and 1966 is noted in Group III. It is interesting to note that the mean reading age of these second grade pupils in 1965 (91.67) was lower than the mean reading age of the Group II first graders (94.44) in the same year. The Group III growth chart suggests a tendency for individuals in this group to experience an improvement in reading immediately following desegregation, followed by a decline after three years. This is an opposite tendency to the one noted in Group II. Again, the administration of the California Test in 1968 demands that the results be interpreted cautiously.

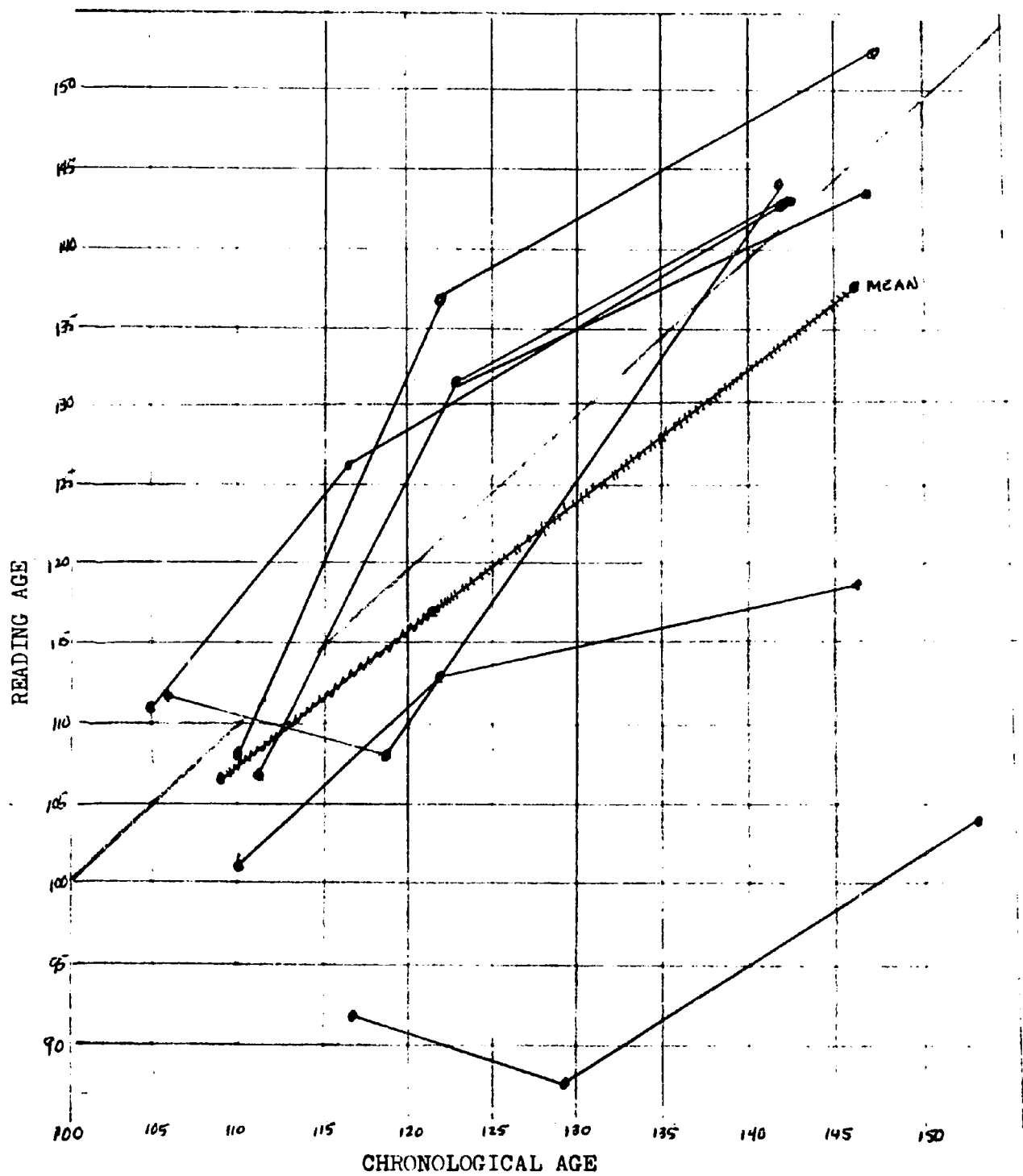
#### GROUP IV

Fig. 4 presents reading growth in comparison to chronological age for Group IV. When the pupils were tested with the Gates Reading Test in 1965 they were in the third grade and earned a mean reading age of 106.50 as compared to a mean chronological age of 109.83. The ratio between these

FIGURE 4

READING GROWTH  
GROUP IV

1965-1966-1968



two variables was .97. This group was the smallest of the four ( $n=6$ ) and two individuals scored above chronological age expectancy in that year.

In 1966 the mean reading age was 117.17 as compared to mean chronological age of 121.83, producing a ratio of .96. Performance was disparate during that year, but 4 of the 6 individuals improved their reading performance in relation to their chronological age.

In 1968, when measured by the California Test, the mean reading age of the group was 133.50 as compared to the mean chronological age of 145.83. The ratio between the two variables was .92. The four individuals who had made gains in 1966 made losses in 1968.

DISCUSSION: Group IV presents a picture wherein most of the individuals were performing below their chronological age expectancy prior to desegregation. When measured by the same test in the first year of desegregation, all but two of the individuals showed improvement in reading. In 1968, when measured with a different instrument, the children who had improved exhibited a decline. The results are similar to those found in Group III. Once again, 1968 data bear cautious interpretation because of the administration of a different instrument in that year.

#### CORRELATIONS BETWEEN PRE- AND POST-DESEGREGATION READING RESULTS.

Table 3 presents correlation coefficients within each group for reading results at the three times of testing.

No statistically significant correlation between scores was found for Group I.

For Group II there was a significant correlation between the pre-desegregation scores and the scores in 1966 and 1968. A significant relationship also existed between the scores in 1966 and 1968.

The Group III results are similar to those of Group II. There was no significant relationship between the pre-desegregation scores and the

1966 scores, but the 1965 and 1968 scores were significantly related. A significant relationship between 1966 and 1968 scores was also found.

The same relationships were found for Group IV. There was no significant correlation between the pre-desegregation measures and the measures taken after one year of desegregation, but in 1968 a significant relationship existed between scores for that year and the 1965 measures. There was also a positive relationship between 1966 and 1968 scores.

DISCUSSION: From the data there are indications that children who scored well in relation to the group prior to desegregation tended to score well in the third year of desegregation but this phenomenon was not apparent in the first year of desegregation. This tendency was not found in Group I and it may be, as has been implied earlier, that the 1965 scores for this group did not accurately represent their reading achievement. It may also be that the administration of a different instrument to the three older groups in 1968 affected the correlations.

Table 3  
Correlations Between 1965, 1966 and 1968  
Reading Scores

| Group # | N  | DF | r 65-66 | r 65-68 | r 66-68 |
|---------|----|----|---------|---------|---------|
| I       | 10 | 8  | .18     | -.29    | .22     |
| II      | 9  | 7  | .82**   | .84**   | .67*    |
| III     | 15 | 13 | .47     | .61*    | .83**   |
| IV      | 6  | 4  | .76     | .89**   | .82*    |

\* significant at .05

\*\* significant at .01

### SUMMARY OF READING ACHIEVEMENT RESULTS

When ratios between mean reading age and mean chronological age were computed, 1966 scores showed a decline from 1965 scores in all but Group III. By the same measure, 1968 declined from 1966 scores in all but Group II. The performances of some individuals indicated a tendency for the performance of younger children to decline during the first year of desegregation and for the performance of the individuals in the two older groups to improve during that year.

For Groups II, III and IV, 1965 performance was significantly related to 1968 performance, but only in Group II was there a significant relationship between 1965 and 1966 performance. In Group I no significant relationships appeared between any of the three reading tests.

The implications of these results are limited by the administration of three different measures of reading achievement to one group during the test period, and two different measures to the other three groups during the same time.

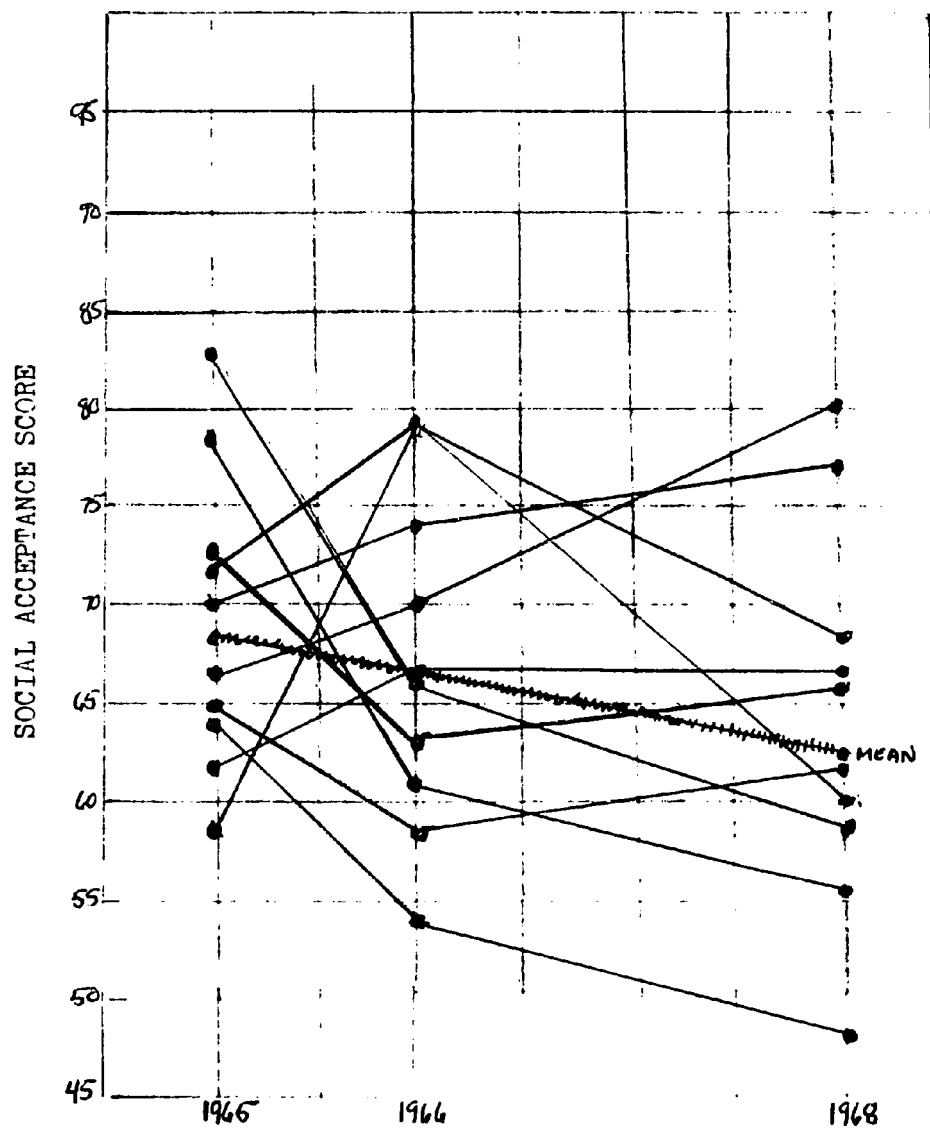
### SOCIAL ACCEPTANCE RESULTS

The Social Distance Scale was administered to the classes in which the members of the experimental population were enrolled in 1965, 1966 and 1968. Obtained scores which are reported may be interpreted by understanding the numerical equivalents of descriptive categories in the test. If all children in a class described a subject being liked 'very little', he would obtain an acceptance score of 25, 'a little' would yield a score of 50, 'some' a score of 75 and 'a lot' a score of 100.

#### GROUP I

Figure 5 presents a graph showing the performance of Group I at the three times of testing. The mean score of 67.80 in 1965 declined to 66.60 in 1966 and 64.20 in 1968. There are individual variations within

FIGURE 5  
CHANGE IN  
SOCIAL ACCEPTANCE  
GROUP I



the group, but the two individuals who scored highest in 1965 showed a sharp decline in 1966 which continued into 1968. Conversely, the least well accepted individual in 1965 was the second best accepted in 1966 and the third best in 1968.

#### GROUP II

Figure 6 presents the performance of Group II on the tests of social acceptance. The tendency displayed was similar to that of Group I, the 1965 mean of 68.50 falling in 1966 to 62.00 and in 1968 to 57.44. Again there are noticeable differences between the segregated and the desegregated scores for individual subjects.

#### GROUP III

A decline in mean score was similarly found in Group III. (Fig. 7). The 1965 mean of 74.60 declined to 66.14 in 1966 and to 63.13 in 1968. Only one child improved his 1965 score in this group and once again, the individual scoring highest initially made the greatest loss.

#### GROUP IV

Group IV (Fig. 8) followed the pattern of the other three groups. The 1965 mean of 73.50 fell in 1966 to 63.50 and in 1968 to 57.17.

When the mean score for the total population was computed, the four groups earned a mean score of 70.90 in 1965, 64.85 in 1966 and 62.54 in 1968.

#### SIGNIFICANCE OF DIFFERENCES BETWEEN MEAN SCORES IN 1965, 1966 AND 1968.

Table 4 presents the results of application of the t-test of significance to differences between the mean scores for each group over the three testing times. The only statistically significant differences found occurred in Group II in which the mean scores in 1965 and 1966 were significantly different, as were the scores of 1966 and 1968.

FIGURE 6  
CHANGE IN SOCIAL ACCEPTANCE  
GROUP II

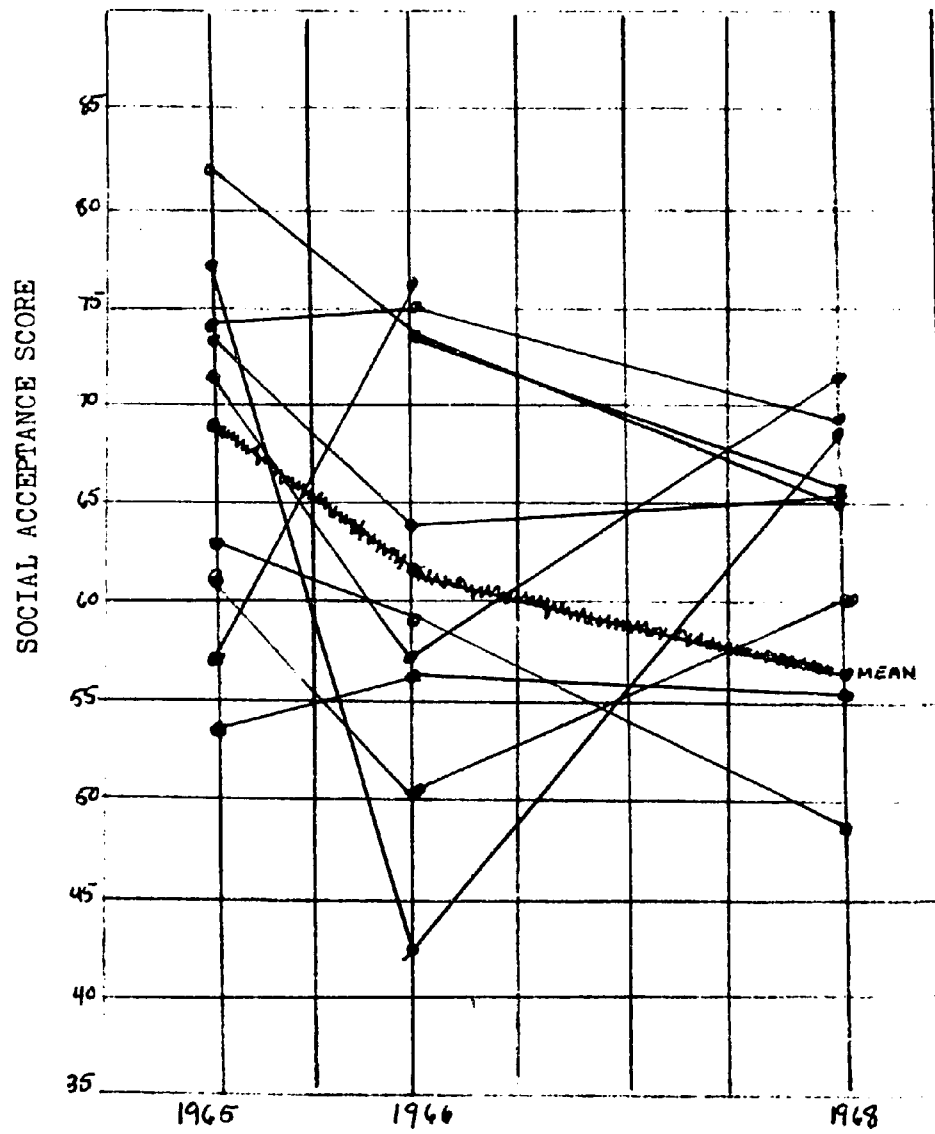


FIGURE 7  
CHANGE IN SOCIAL ACCEPTANCE  
GROUP III

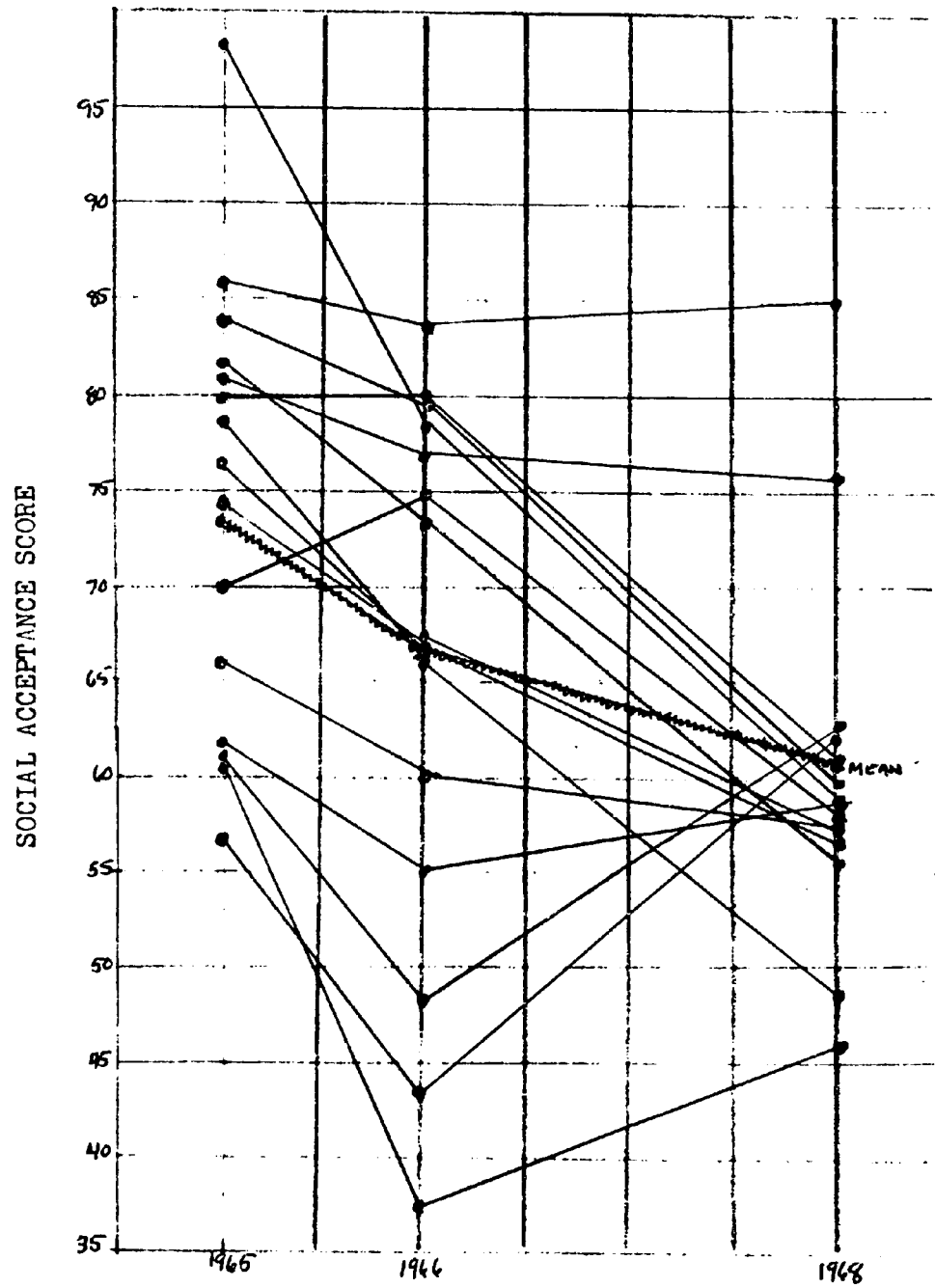


FIGURE 8  
CHANGE IN SOCIAL ACCEPTANCE  
GROUP IV

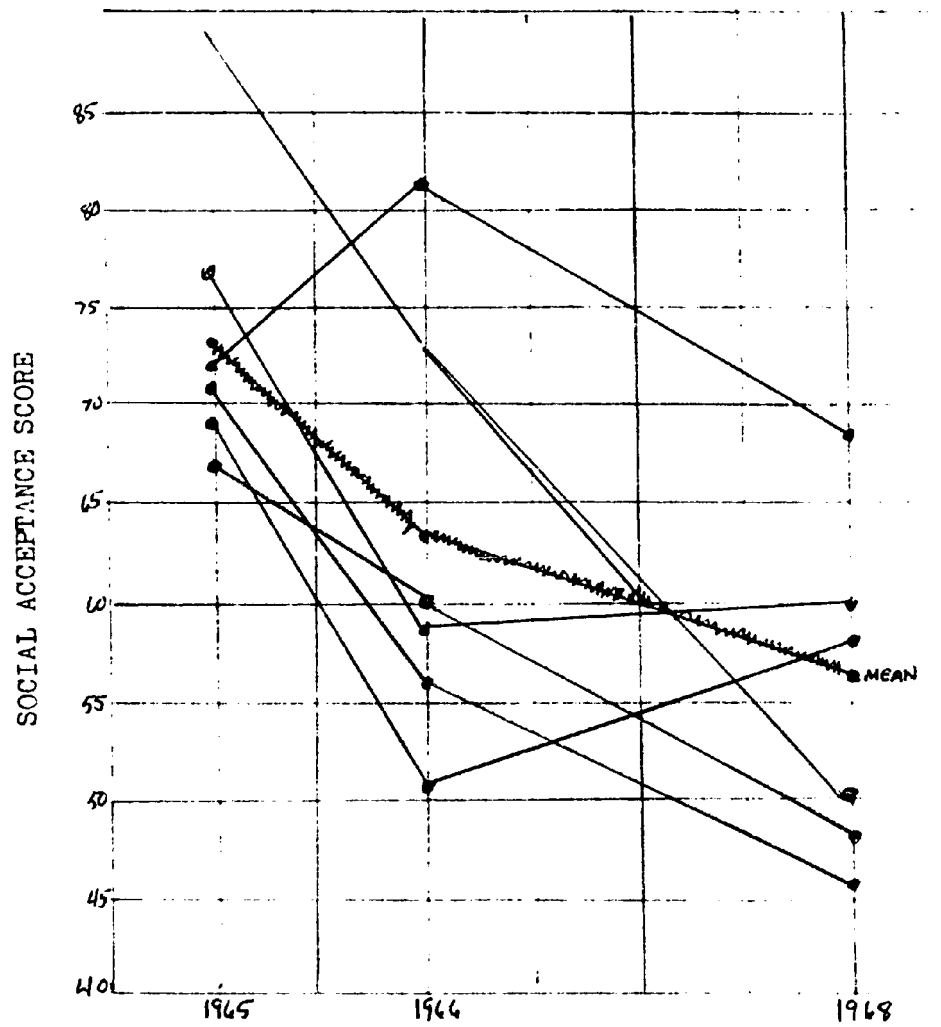


Table 4

## Differences Between Pre- and Post-desegregation

## Scores of Social Acceptance

| GROUP I        |       |       |              |              |              |
|----------------|-------|-------|--------------|--------------|--------------|
| Variable       | Mean  | S.D.  | T<br>1965-66 | T<br>1965-68 | T<br>1966-68 |
| Soc. Accept 65 | 67.80 | 5.77  |              |              |              |
| Soc. Accept 66 | 66.60 | 8.07  | -.40         |              |              |
| Soc. Accept 68 | 64.20 | 9.04  |              | -.43         |              |
| GROUP II       |       |       |              |              |              |
| Variable       | Mean  | S.D.  | T<br>1965-66 | T<br>1965-68 | T<br>1966-68 |
| S.A. 65        | 68.50 | 10.25 | .158         | .644         | 1.950        |
| S.A. 66        | 62.00 | 12.35 |              |              |              |
| S.A. 68        | 63.63 | 5.13  |              |              |              |
| GROUP III      |       |       |              |              |              |
| Variable       | Mean  | S.D.  | T<br>1965-66 | T<br>1965-68 | T<br>1966-68 |
| S.A. 65        | 74.43 | 11.63 | 5.26**       |              |              |
| S.A. 66        | 66.14 | 14.91 |              | 1.91         |              |
| S.A. 68        | 63.13 | 11.89 |              |              | 2.38*        |
| GROUP IV       |       |       |              |              |              |
| Variable       | Mean  | S.D.  | T<br>1965-66 | T<br>1965-68 | T<br>1966-68 |
| S.A. 65        | 73.50 | 7.87  | 1.07         |              |              |
| S.A. 66        | 63.50 | 11.64 |              | .56          |              |
| S.A. 68        | 57.17 | 8.09  |              |              | 1.93         |

\* significant at .05

\*\* significant at .01

CORRELATIONS BETWEEN SOCIAL ACCEPTANCE RESULTS IN 1965, 1966, AND 1968

Table 5 presents correlations between the scores for each group.

In Group I no significant correlations were found between the pre- and post-desegregation scores, but a comparison between the 1966 and 1968 scores produced a coefficient of .61.

No significant relationships were established between scores on the pre- and post-desegregation tests for Group II.

In Group III, a significant relationship was established between the 1965 and 1966 scores and between the 1966 and 1968 scores.

No significant relationships were found in Group IV.

Table 5

Correlations Between 1965, 1966 and 1968

Social Acceptance Scores

| Group | N  | DF | r 65-66 | r 65-68 | r 66-68 |
|-------|----|----|---------|---------|---------|
| I     | 10 | 8  | -.05    | -.15    | .61*    |
| II    | 9  | 7  | .06     | .25     | .62     |
| III   | 15 | 13 | .84**   | .31     | .57*    |
| IV    | 6  | 4  | .47     | .27     | .70     |

\* significant at .05

\*\* significant at .01

DISCUSSION: These results agree with the tendencies noted in the graphic presentations, wherein high scoring individuals in the segregated setting made rather sharp losses in the integrated setting, with an opposite tendency being exhibited by some low scoring individuals.

While a decline in social acceptance might be predicted for any child who is new to a school, therefore does not know his peers very well, it would be expected that this effect would dissipate by the third year.

The correlations between the 1966 and 1968 scores lead to the conclusion that for the experimental population, the 1966 losses are more than the reflection of "newness" that might be predicted, and that indeed, the bases for social acceptance of the experimental population were different in the segregated setting than in the integrated school.

Judgement about the significance of the numerical differences in scores must be tempered by an acknowledgement of the numerical range of each descriptive category in the instrument. Acknowledging this, the data show a tendency for social acceptance to decline for each group and for the group as a whole subsequent to desegregation, and for this decline to continue into the third year in the desegregated schools.

#### SELF ESTEEM

#### PERFORMANCE

Individuals in Groups III and IV were administered the Coopersmith Inventory of Self-Esteem in 1965, 66 and 68. All four groups in the experimental population completed the inventory in 1968 and analyses of differences by grade level for that year are contained in a later section of this chapter.

In 1965, the total group tested earned a mean score of 24.23 in total self-esteem. In 1966 the mean increased to 26.76. By 1968 the mean score of the total group had fallen to 24.25, a point slightly above the 1965 mean.

T-tests failed to yield statistically significant differences between these means.

Figure 9 shows individual changes for Group III. The tendency noted duplicates that for the group as a whole, that is, an increase in scores during the first year of desegregation followed by a decline in scores in the third year of desegregation.

FIGURE 9  
CHANGE IN SELF-ESTEEM  
GROUP III

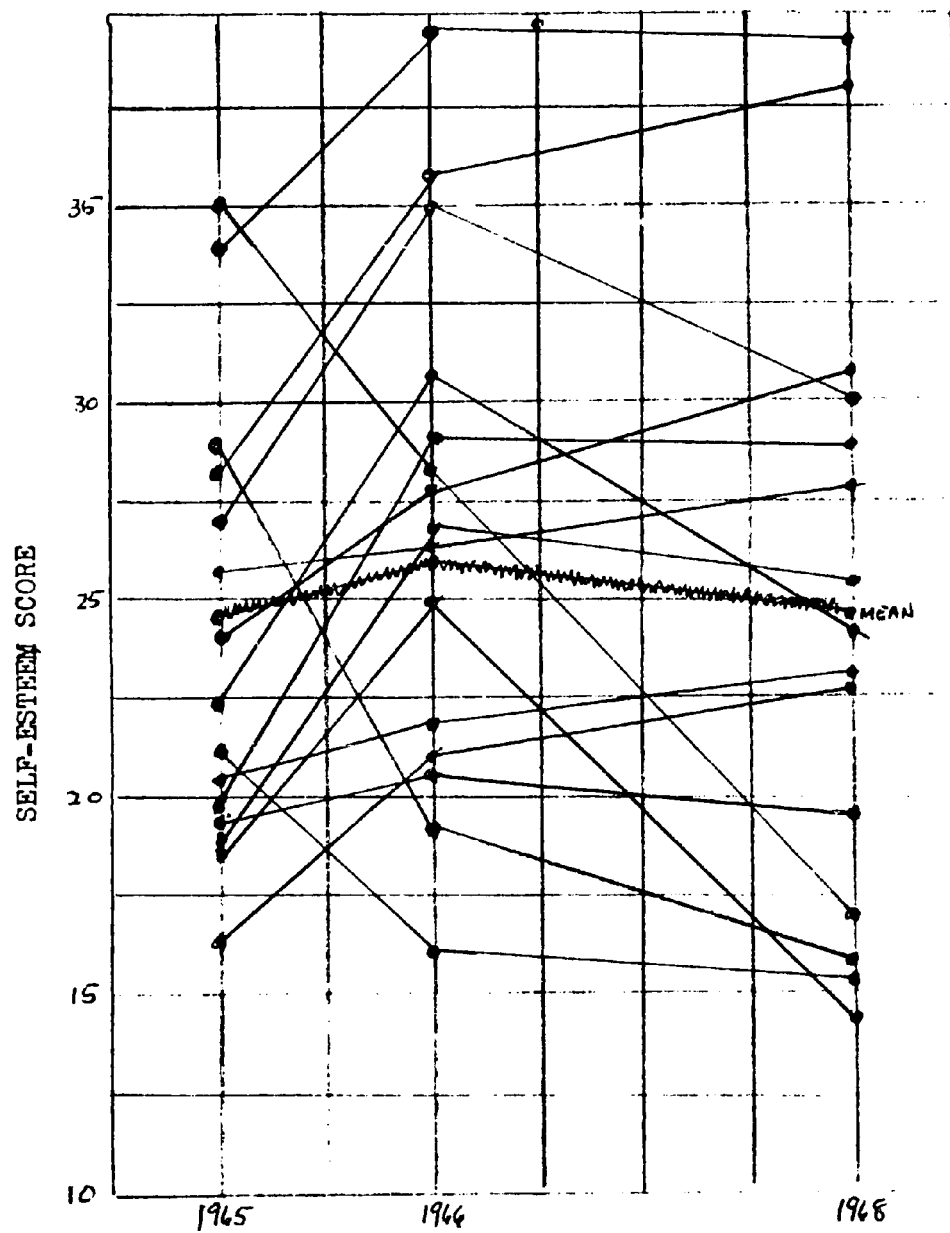


Figure 10 shows the same pattern for three individuals in Group IV, but the other three individuals demonstrated a steady decline. Except for individual #27, the 1968 scores were all below the 1965 scores, as was the group mean.

When the t-test of significance was applied to the mean scores for the two groups over the three year period, no significant differences between the means were found. (Table 6.)

Table 6  
Differences Between Pre- and Post-desegregated  
Scores of Self-Esteem

| Self-Esteem  | Mean  | S.D.  | T 65-66 | T 65-68 | T 66-68 |
|--------------|-------|-------|---------|---------|---------|
| Group III 65 | 24.21 | 5.56  | 2.40    | 1.28    | 1.89    |
| Group III 66 | 24.67 | 7.70  |         |         |         |
| Group III 68 | 24.50 | 7.96  |         |         |         |
| Group IV 65  | 25.60 | 10.29 | .01     | .59     | 2.16    |
| Group IV 66  | 29.80 | 6.42  |         |         |         |
| Group IV 68  | 23.00 | 8.19  |         |         |         |

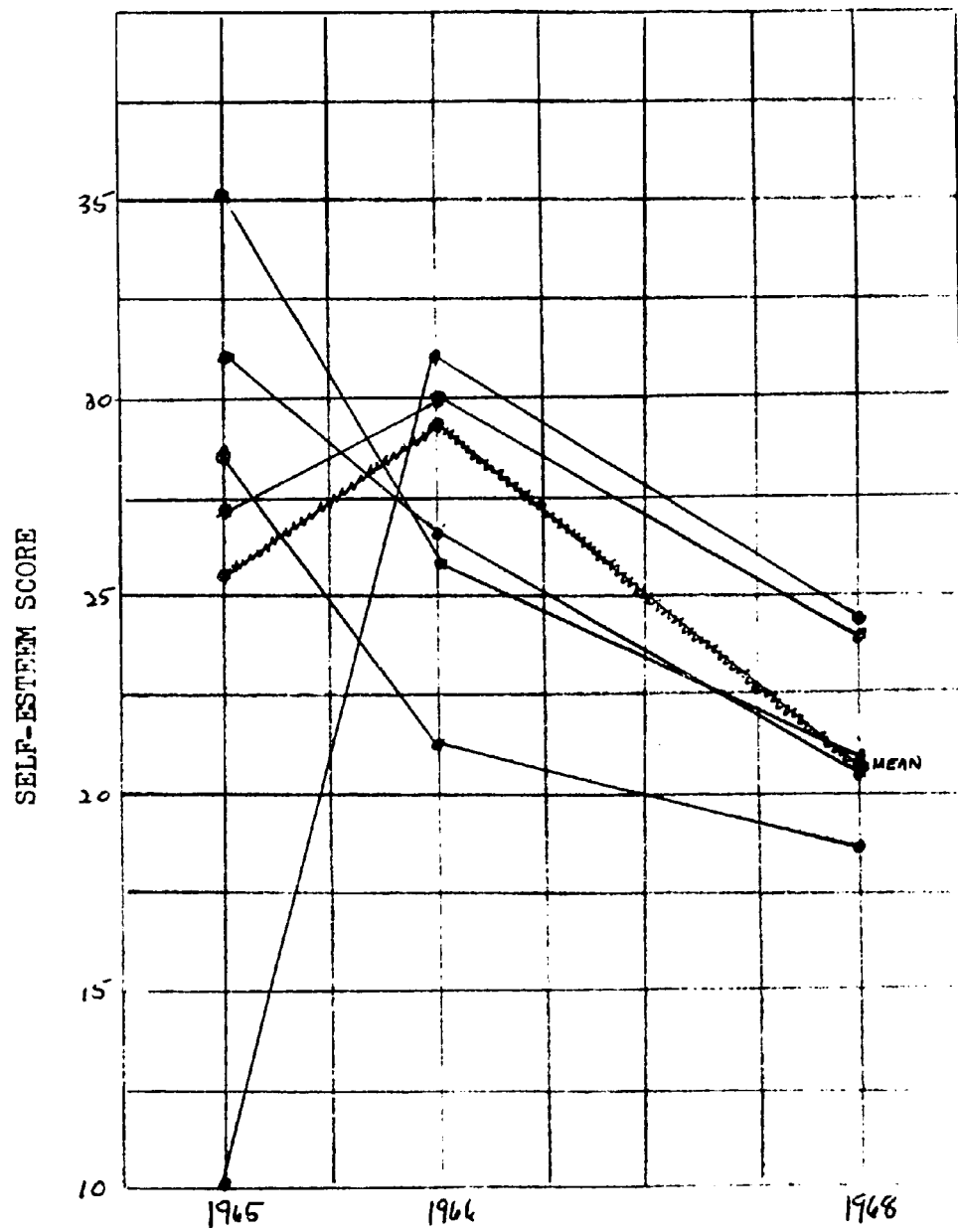
Table 7  
Correlations Between 1965, 1966 and 1968  
Scores of Self-Esteem

| Group | N  | DF | r 65-66 | r 65-68 | r 66-68 |
|-------|----|----|---------|---------|---------|
| III   | 15 | 13 | .57*    | .34     | .82**   |
| IV    | 6  | 8  | .01     | .32     | .73     |

\* significant at .05

\*\* significant at .01

FIGURE 10  
CHANGE IN SELF-ESTEEM  
GROUP IV



### CORRELATIONS BETWEEN PRE- AND POST-DESEGREGATION SCORES OF SELF-ESTEEM

Table 7 presents correlations between scores for the two groups tested in 1965, 1966 and 1968.

Group III showed a significant correlation between the 1965 and 1966 scores and between the 1966 and 1968 measures. In Group IV, no significant relationships appeared.

DISCUSSION: In their investigation, Ketcham and Morse (1962) found that self-esteem of pupils as measured by the Coopersmith tended to decrease with age of pupil, reaching a low point in grade five and then gradually increasing to a high point in grade eleven. As will be pointed out in a later section of this chapter, significant differences in self-esteem by grade level did not exist with the present experimental population, contradicting the findings of Ketcham and Morse. However, the small size of the sample in this study requires that the results of the self-esteem measures be interpreted cautiously.

It must be pointed out that, while the graphic presentation of the data shows a noticeable increase in self-esteem during the first year of desegregation and a noticeable decline during the third year, that these tendencies do not achieve statistical significance.

In view of these limitations, one must conclude that, although striking differences in self-esteem were evidenced by a few individuals, for the majority of the population, there were not significant or lasting changes in self-esteem subsequent to desegregation, and for the majority of the children, those with relatively high initial self-esteem tended to maintain their rank in the desegregated school.

### CORRELATIONS BETWEEN I.Q. AND MEASURES OF READING ACHIEVEMENT, SOCIAL ACCEPTANCE AND SELF-ESTEEM.

Table 8 presents correlations between intelligence, as measured by

the Lorge Thorndike scale, and the three variables of reading, social acceptance and self-esteem.

Reading: No significant relationships existed between I.Q. and reading for Group I at any of the three times of testing.

Group II showed no significant relationship between I.Q. and reading in 1965 or 1968, but in 1966 a significant negative relationship existed between the two variables.

In Group III no significant relationship existed between reading and I.Q. for any of the three years.

Group IV showed no significant relationship between the two variables for 1965 or 1966, but in 1968 I.Q. and reading were significantly related.

Social Acceptance: No significant relationships existed between social acceptance and measured intelligence, except in Group II where the variables were positively related in 1965 and in 1968.

Self-Esteem: 1965 and 1966 data existed only for Groups III and IV. No significant relationships between measured intelligence and self-esteem existed for Group III. There was no relationship between these variables for Group IV prior to desegregation, but in 1966 and 1968 they were significantly related.

When all subjects were measured for self-esteem in 1968 and correlations between I.Q. and these measures were computed, a significant relationship was found only in Group IV.

DISCUSSION: The absence of positive relationships between I.Q. and reading achievement supports the contention of other researchers that, for an inner city Negro population, measured intelligence is not a very useful concept in terms of predicting academic success.

The relationships between intelligence and post-desegregation social acceptance found in Group II are not supported by similar findings in the

other three groups and cannot be generalized. However, the finding is provocative enough to suggest the need for future research into the relationship between intelligence and social acceptance in various ethnic and socio-economic school settings.

Likewise, the relationship between intelligence and self-esteem found in Group IV subsequent to desegregation cannot be generalized in this study, but provides some provocation for future research in this area.

Table 8  
Correlations Between I.Q. and Scores of  
Reading, Social Acceptance and Self-Esteem

| Variable<br>(Correlated with I.Q.) | Group I<br>r | Group II<br>r | Group III<br>r | Group IV<br>r |
|------------------------------------|--------------|---------------|----------------|---------------|
| Reading 65                         | .588         | .551          | .080           | .707          |
| Reading 66                         | .040         | -.840**       | .279           | .707          |
| Reading 68                         | -.322        | .422          | .527           | .919**        |
| Social Accept. 65                  | -.332        | .695          | -.168          | .035          |
| Social Accept. 66                  | -.171        | -.199         | -.295          | -.504         |
| Social Accept. 68                  | .150         | .859*         | -.127          | -.095         |
| Self-esteem 65                     | -            | -             | .23            | .03           |
| Self-esteem 66                     | -            | -             | .17            | .82*          |
| Self-esteem 68                     | .14          | .55           | .15            | .87*          |

\* Significant at .05

\*\* Significant at .01

RELATIONSHIP BETWEEN SEX AND TESTS OF READING ACHIEVEMENT, SOCIAL ACCEPTANCE, SELF-ESTEEM AND I.Q.

When analysis of variance was applied to tests of the variables of reading achievement, social acceptance and self-esteem over the three points in time the following results were noted. (Table 9.)

Reading: In reading achievement there was no significant difference on the basis of sex in the segregated situation, but in the desegregated setting girls performed better than boys in 1966 ( $F=6.91$ ) and again in 1968 ( $F=6.89$ ).

I. Q.: There was no significant difference in intelligence between the sexes although the girls' mean score was higher.

Self-esteem: Although the mean score on self-esteem was consistently higher for the girls, there was no significant difference between the sexes.

Social acceptance: No significant difference in social acceptance on the basis of sex appeared. Although the result is not statistically significant, it is interesting to note that, while girls showed a tendency to be better accepted in the segregated setting, boys showed a tendency to be better accepted during both times of testing in the desegregated setting. This agrees with the results reported by Dwyer (1958) who found that boys made a better social adjustment to an integrated school than did girls.

RELATIONSHIP BETWEEN GRADE LEVEL AND I.Q., SELF-ESTEEM AND SOCIAL ACCEPTANCE.

Analysis of variance applied on the basis of grade level yielded the following results. (Table 10.)

I.Q.: There was no significant difference by grade level on measured intelligence.

Self-esteem: In 1965 and 1966 only groups III and IV were tested for self-esteem. There was no significant difference between these groups. In 1968 all four groups were tested. Again, no significant differences emerged.

Social Acceptance: There were no significant differences in social acceptance on the basis of grade level for any of the three years tested.

Table 9

Analysis of Variance of Reading,  
Social Acceptance and Self-Esteem by Sex

| Variables     | BOYS (N=17) |       |        | GIRLS (N=23) |       |        | F-    |
|---------------|-------------|-------|--------|--------------|-------|--------|-------|
|               | Mean        | S.D.  | Effect | Mean         | S.D.  | Effect | Ratio |
| I.Q.          | 94.94       | 11.56 | -3.11  | 100.35       | 13.78 | 2.30   | 1.72  |
| Read. Age 65  | 87.94       | 7.99  | -3.46  | 93.96        | 10.62 | 2.56   | 3.84  |
| Read. Age 66  | 94.37       | 8.62  | -6.50  | 105.39       | 15.10 | 4.52   | 6.91* |
| Read. Age 68  | 110.29      | 10.10 | -7.33  | 123.04       | 18.00 | 5.42   | 6.89* |
| S.E. Total 65 | 23.40       | 3.91  | -1.25  | 25.07        | 7.39  | 0.42   | 0.23  |
| S.E. Total 66 | 25.00       | 3.08  | -2.65  | 28.53        | 7.23  | 0.88   | 1.09  |
| S.E. Total 68 | 23.24       | 7.01  | -0.71  | 24.48        | 7.48  | 0.53   | 0.28  |
| S.D. T.A. 65  | 69.12       | 7.97  | -2.11  | 72.78        | 10.47 | 1.56   | 1.46  |
| S.D. T.A. 66  | 65.31       | 10.89 | 0.49   | 64.48        | 12.80 | -0.34  | 0.05  |
| S.D. T.A. 68  | 64.47       | 9.57  | 2.22   | 60.61        | 9.55  | -1.64  | 1.60  |

\* Significant at .05

\*\* Significant at .01

Table 10

Analysis of Variance of Reading, Social  
Acceptance and Self-Esteem by Grade Level

| Variable              | N  | Mean   | S.D.  | Effect | F-ratio |
|-----------------------|----|--------|-------|--------|---------|
| <u>I.Q.</u>           | 10 | 87.60  | 9.61  | -10.45 | 3.48    |
| Group I               | 9  | 100.44 | 2.39  | 14.82  |         |
| " II                  | 15 | 101.47 | 10.60 | 3.42   |         |
| " III                 | 6  | 103.33 | 13.84 | 5.28   |         |
| " IV                  |    |        |       |        |         |
| <u>Self-Esteem 65</u> |    |        |       |        |         |
| Group III             | 15 | 24.33  | 5.39  | -.64   |         |
| " IV                  | 6  | 25.60  | 10.29 | .63    | 3.64    |
| <u>Self-Esteem 66</u> |    |        |       |        |         |
| Group III             | 15 | 26.93  | 6.91  | -1.20  |         |
| " IV                  | 6  | 29.33  | 5.85  | 1.20   | 1.39    |
| <u>Self-Esteem 68</u> |    |        |       |        |         |
| Group I               | 10 | 22.90  | 5.22  | -1.05  |         |
| " II                  | 9  | 25.56  | 8.25  | 1.61   |         |
| " III                 | 15 | 24.67  | 7.70  | .72    |         |
| " IV                  | 6  | 21.50  | 8.19  | -2.45  | .48     |
| <u>Soc. Acc. 65</u>   |    |        |       |        |         |
| Group I               | 10 | 67.80  | 5.77  | -3.43  |         |
| " II                  | 9  | 67.89  | 9.77  | -3.34  |         |
| " III                 | 15 | 74.60  | 11.23 | 3.37   |         |
| " IV                  | 6  | 73.50  | 7.87  | 2.28   | 1.60    |
| <u>Soc. Acc. 66</u>   |    |        |       |        |         |
| Group I               | 10 | 66.60  | 8.09  | 1.78   |         |
| " II                  | 9  | 61.67  | 11.06 | -3.15  |         |
| " III                 | 15 | 66.14  | 14.91 | 1.32   |         |
| " IV                  | 6  | 63.50  | 11.64 | -1.32  | .35     |
| <u>Soc. Acc. 68</u>   |    |        |       |        |         |
| Group I               | 10 | 64.20  | 9.04  | 1.95   |         |
| " II                  | 9  | 62.00  | 6.84  | -.25   |         |
| " III                 | 15 | 63.13  | 11.88 | .88    |         |
| " IV                  | 6  | 57.17  | 8.08  | -5.08  | .72     |

\* Significant at .05

\*\* Significant at .01

### CORRELATIONS BETWEEN VARIABLES OF READING, SOCIAL ACCEPTANCE AND SELF-

ESTEEM: Table 11 presents correlations between scores on tests of these three variables for the four grade level groups at the three times of testing.

#### RELATIONSHIP BETWEEN READING AND SOCIAL ACCEPTANCE

A positive relationship was found between 1965 reading and social acceptance scores for Group II. The two variables were not significantly related during that year for the other three groups.

In 1966 no relationship between these variables was found for any of the four groups.

In 1968 reading achievement and social acceptance were again found to be related for Group II, but not for the other three groups.

Group II also displayed significant relationships between reading scores in 1965 and 1966 and social acceptance scores in 1968. Similar results were not apparent in the other three groups.

#### RELATIONSHIP BETWEEN READING AND SELF-ESTEEM

Significant relationships between the scores in reading and self-esteem were not established for any one year in either of the two groups tested. However, in Group IV the 1965 scores of self-esteem were positively related to the 1966 reading scores.

There were no data on self-esteem for Groups I and II in 1965 or 1966, but when the 1968 scores of these two groups were correlated with reading scores, no significant relationships were found.

#### RELATIONSHIPS BETWEEN SELF-ESTEEM AND SOCIAL ACCEPTANCE

Self-esteem scores and social acceptance scores were not related for any group during any one year. However, in Group I there was a significant relationship between social acceptance in 1966 and self-esteem in 1968.

Table 11

## Correlations Between Major Variables

## Group I N=10

| Variable     | Reading Ach. |      | Social Accept. |       | Self-Esteem |        |
|--------------|--------------|------|----------------|-------|-------------|--------|
|              | 65           | 66   | 65             | 66    | 65          | 66     |
| Read. 65     |              | .178 |                | -.013 |             | -.170  |
| " 66         |              |      | -.449          | .087  |             | .086   |
| " 68         |              |      | .161           | .429  |             | .409   |
| Soc. Acc. 65 |              |      | -.175          | -.051 |             | -.150  |
| " " 66       |              |      |                |       |             | .609*  |
| " " 68       |              |      |                |       |             | .816** |

## Group II N=9

|              |  |        |        |      |  |         |
|--------------|--|--------|--------|------|--|---------|
| Read. 65     |  | .819** |        | .342 |  | -.718*  |
| " 66         |  |        | .844** | .590 |  | -.962** |
| " 68         |  |        | .669*  | .479 |  | .699*   |
| Soc. Acc. 65 |  |        | .733*  | .064 |  | .254    |
| " " 66       |  |        | -.004  |      |  | .623*   |
| " " 68       |  |        | .614*  |      |  | -.041   |

## Group III N=15

|               |  |      |        |        |  |       |  |       |  |        |
|---------------|--|------|--------|--------|--|-------|--|-------|--|--------|
| Read. 65      |  | .468 |        | .305   |  | -.072 |  | .033  |  | -.023  |
| " 66          |  |      | .608*  | .179   |  | .281  |  | .475  |  | .316   |
| " 68          |  |      | .826** | .106   |  | -.041 |  | .406  |  | .325   |
| Soc. Acc. 65  |  |      |        | .835** |  | -.095 |  | .026  |  | .173   |
| " " 66        |  |      |        |        |  | .314  |  | -.003 |  | .126   |
| " " 68        |  |      |        |        |  | .566* |  | .164  |  | .001   |
| Self. Est. 65 |  |      |        |        |  |       |  | .106  |  | .434   |
| " " 66        |  |      |        |        |  |       |  |       |  | .816** |
| " " 68        |  |      |        |        |  |       |  |       |  |        |

(Continued)

Table 11 (Cont'd)  
Correlations Between Major Variables

Group IV N=6

| Variable      | Reading Ach. |       |        | Social Accept. |       |       | Self-Esteem |        |       |
|---------------|--------------|-------|--------|----------------|-------|-------|-------------|--------|-------|
|               | 65           | 66    | 68     | 65             | 66    | 68    | 65          | 66     | 68    |
| Read. 65      | -            | .758* | .894** | .367           | -.327 | .062  | -.243       | .312   | .367  |
| " 66          |              | -     | .824*  | .360           | -.081 | .516  | .778        | .429   | .590  |
| " 68          |              |       | -      | .338           | -.416 | -.011 | -.020       | .695   | .648  |
| Soc. Acc. 65  |              |       |        | -              | .473  | .272  | -.192       | -.882* | -.284 |
| " " 66        |              |       |        |                | -     | .696  | .076        | -.420  | -.381 |
| " " 68        |              |       |        |                |       | -     | .723        | -.289  | .080  |
| Self. Est. 65 |              |       |        |                |       |       | -           | .234   | .324  |
| " " 66        |              |       |        |                |       |       |             | -      | .734  |
| " " 68        |              |       |        |                |       |       |             |        | -     |

\* Significant at .05

\*\* Significant at .01

In Group IV a significant negative relationship was found between social acceptance in 1965 and self-esteem in 1966.

SUMMARY: Reading and social acceptance were positively related for one group only, in 1965 and 1968. No relationships were established between reading and self-esteem although pre-desegregation scores of self-esteem were related to one-year post-desegregation scores of reading for one group.

Social acceptance and self-esteem were not related for any one year, but for one group a positive relationship was established between post-desegregation social acceptance at one year and self-esteem at three years, and for another group a negative relationship was established between pre-desegregation social acceptance and post-desegregation self-esteem.

#### CORRELATIONS BETWEEN 1968 TEST PERFORMANCE AND FAMILY-PERSONAL VARIABLES.

Intercorrelations were computed for the variables of social acceptance, reading achievement and self-esteem scores earned in 1968 and the ten attributes of children and their families extracted from social work interviews. The results are presented in Tables 12, 13, 14, 15, 16.

School Sponsored Activities: No significant relationships existed between 1968 scores and number of school-sponsored activities for any of the four grade level groups or for the group as a whole.

Organized Non-School Activities: When the number of activities such as membership in Boy Scouts, YMCA, or Community Center clubs was compared with the 1968 test scores a significant negative relationship was found between social acceptance and this variable both in Group III and in the group as a whole. No other relationships were discovered.

Study Activities: No significant relationship existed between number of study activities engaged in by the pupil and the scores on the 1968 tests of the variables. This was true for all grade level groups and for

the group as a whole.

Informal Activities: Correlations between the number of informal play activities and the 1968 tests yielded the following results. In Group I no significant relationships were established. In Group II there was a significant relationship between number of informal activities and social acceptance. In Group III a significant negative relationship existed between the two variables. In Group IV there was a significant negative relationship between number of informal activities and self-esteem. For the group as a whole, no significant relationships existed.

Home Responsibilities: There were no significant relationships found between the number of home responsibilities assigned pupils and the scores on the 1968 tests. This was true for each grade level group and for the group as a whole.

Parent-Child Activities: When number of parent-child activities jointly engaged in was compared with the 1968 scores, a significant relationship was found with self-esteem for Group 1. No relationships were found for the other groups or for the group as a whole.

Parent-Parent Activities: When the number of social or civic activities engaged in by both parents was compared to the 1968 test scores, there was a significant negative relationship between this variable and social acceptance for Group IV. No similar relationships were found for this group or for the group as a whole.

Parent's Attitude Toward Impending Transfer: When the positiveness of the parent's attitude toward impending desegregation was compared with 1968 scores no significant relationships were found for any group or for the group as a whole.

Child's Attitude Toward Transfer: The positiveness of the child's attitude toward impending desegregation as reported by the parent was

Table 12  
Correlations Between Post-Desegregation  
Scores in Reading, Social Acceptance and Self-Esteem  
and Personal Social Attributes

Group 1

| Variable                        | Reading<br>'68 | Self-Esteem<br>'68 | Social Accept.<br>'68 |
|---------------------------------|----------------|--------------------|-----------------------|
| School Sponsored Activities     | .04            | .03                | -.17                  |
| Organized Non-School Activities | -.28           | -.47               | -.71                  |
| Study-Type Activities           | -.10           | .20                | .23                   |
| Informal Activities             | -.06           | -.22               | -.13                  |
| Home Responsibilities           | .37            | -.44               | -.36                  |
| Parent-Child Activities         | .08            | .72*               | .69                   |
| Parent-Parent Activities        | .20            | -.04               | .21                   |
| Parent Attitude - Desegregation | .56            | .13                | .37                   |
| Child Attitude - Desegregation  | .00            | -.27               | -.29                  |
| Parent Attitude - School        | .33            | .08                | .62*                  |

N=10

\*=.05

\*\*=.01

Table 13  
Correlations Between Post-Desegregation  
Scores in Reading, Social Acceptance and Self-Esteem  
and Personal Social Attributes

| Group II                        |                |                    |                       |
|---------------------------------|----------------|--------------------|-----------------------|
| Variable                        | Reading<br>'68 | Self-Esteem<br>'68 | Social Accept.<br>'68 |
| School Sponsored Activities     | -.38           | .46                | -.55                  |
| Organized Non-School Activities | -.03           | .43                | -.48                  |
| Study-Type Activities           | .22            | .25                | -.15                  |
| Informal Activities             | .60            | .01                | .86**                 |
| Home Responsibilities           | .37            | .40                | .43                   |
| Parent-Child Activities         | .51            | .46                | .39                   |
| Parent-Parent Activities        | .06            | -.33               | -.34                  |
| Parent Attitude - Desegregation | .42            | .44                | -.25                  |
| Child Attitude - Desegregation  | .65*           | -.22               | .55                   |
| Parent Attitude - School        | .03            | .06                | .42                   |

N=9

\*=.05

\*\*=.01

Table 14  
Correlations Between Post-Desegregation  
Scores in Reading, Social Acceptance and Self-Esteem  
and Personal Social Attributes  
Group III

| Variable                        | Reading<br>'68 | Self-Esteem<br>'68 | Social Accept.<br>'68 |
|---------------------------------|----------------|--------------------|-----------------------|
| School Sponsored Activities     | -.27           | .12                | -.12                  |
| Organized Non-School Activities | -.35           | -.44               | -.51*                 |
| Study-Type Activities           | -.07           | -.09               | .20                   |
| Informal Activities             | .01            | .01                | -.55*                 |
| Home Responsibilities           | -.09           | -.00               | -.26                  |
| Parent-Child Activities         | -.32           | .04                | .06                   |
| Parent-Parent Activities        | -.27           | .13                | .28                   |
| Parent Attitude - Desegregation | -.15           | -.12               | -.23                  |
| Child Attitude - Desegregation  | -.39           | -.01               | -.53*                 |
| Parent Attitude - School        | -.49*          | .16                | -.05                  |

N=6

\*=.05

\*\*=.01

Table 15  
Correlations Between Post-Desegregation  
Scores in Reading, Social Acceptance and Self-Esteem  
and Personal Social Attributes

| Group IV                        |                |                    |                       |
|---------------------------------|----------------|--------------------|-----------------------|
| Variable                        | Reading<br>'68 | Self-Esteem<br>'68 | Social Accept.<br>'68 |
| School Sponsored Activities     | .26            | .15                | -.62                  |
| Organized Non-School Activities | .41            | .71                | .26                   |
| Study-Type Activities           | .72            | .33                | .29                   |
| Informal Activities             | -.59           | -.80*              | .35                   |
| Home Responsibilities           | .81            | .73                | .39                   |
| Parent-Child Activities         | .65            | .10                | -.32                  |
| Parent-Parent Activities        | .50            | .19                | -.75*                 |
| Parent Attitude - Desegregation | .13            | .22                | -.69                  |
| Child Attitude - Desegregation  | .72            | .42                | -.20                  |
| Parent Attitude - School        | -.36           | -.73               | -.34                  |

N=15

\*=.05

\*\*=.01

Table 16

Correlations Between Post-Desegregation  
Scores in Reading, Social Acceptance and Self-Esteem  
and Personal Social Attributes  
Total Population

| Variable                        | Reading<br>'68 | Self-Esteem<br>'68 | Social Accept.<br>'68 |
|---------------------------------|----------------|--------------------|-----------------------|
| School Sponsored Activities     | -.19           | .16                | -.17                  |
| Organized Non-School Activities | .07            | -.10               | -.48**                |
| Study-Type Activities           | .27            | .03                | .09                   |
| Informal Activities             | .05            | -.03               | -.21                  |
| Home Responsibilities           | .14            | -.00               | -.20                  |
| Parent-Child Activities         | .10            | .16                | .11                   |
| Parent-Parent Activities        | .25            | .12                | .06                   |
| Parent Attitude - Desegregation | .19            | .13                | -.14                  |
| Child Attitude - Desegregation  | -.04           | .09                | -.27                  |
| Parent Attitude - School        | -.26           | -.00               | .06                   |

N=40

\*=.05

\*\*=.01

compared with the 1968 test scores. In Group II the positiveness of attitude was significantly related to 1968 reading achievement. In Group II the same attribute was negatively related to social acceptance. No significant relationships existed for the other three groups or for the group as a whole.

Parent's Attitude Toward School: When the attitude of the parent toward school in general was compared with the 1968 test scores a positive relationship was found between this variable and social acceptance in Group I, a negative relationship was found between parent attitude and reading achievement in Group III. No significant relationships were found for the other two groups or for the group as a whole.

#### SUMMARY OF PERSONAL-SOCIAL FINDINGS

Factors Related to Reading Achievement: Child's attitude toward impending transfer was positively related to reading achievement in Group II. Parent attitude toward school was negatively related to reading achievement in Group III. No other significant relationships were found for the other groups or for the group as a whole.

Factors Related to Self-Esteem: Number of parent child activities was significantly related to self-esteem in Group I. Number of informal activities was negatively related to self-esteem in Group III. No significant relationships were found for the other two groups or for the group as a whole.

Social Factors Related to Social Acceptance: Number of informal activities was related to social acceptance in Group II. Number of informal activities and number of organized non-school activities were negatively related to social acceptance in Group III, as was the child's attitude toward transfer.

Number of parent social-civic activities was negatively related to

social acceptance in Group IV.

For the total group, there was a negative relationship between number of organized non-school activities and social acceptance.

DISCUSSION: The isolated relationships between the social-personal data of children and their families and the test variables provide some interesting points for speculation. For example, it is generally assumed by schools that the positive attitude of a parent toward school fosters the child's success in school. The negative relationship between parent attitude toward school and reading achievement found in Group III would tend to refute this.

Also, it might be expected that the number of parent-child activities would be positively related to self-esteem as found in Group I, but this was not discovered in the other groups.

However, these findings while provocative in themselves do not find enough support in the remainder of the experimental population to merit more than passing mention.

The significant finding which does emerge with some certainty is the negative relationship found between social acceptance and participation in a number of organized non-school activities, such as Community Center clubs and Scouting activities. A hypothesis to explain this relationship will be offered in the concluding chapter.

#### SUMMARY:

This chapter has presented the statistical analyses of data from tests of reading achievement, social acceptance and self-esteem gathered prior to and subsequent to desegregation.

The ratio between reading and chronological age showed a decline in reading achievement subsequent to desegregation for three of the four groups. Correlations between pre- and post-desegregation reading results

were positive and significant in most cases.

Mean social acceptance declined subsequent to desegregation. Post-desegregation performance was not statistically related to pre-desegregation performance, indicating that the bases for social acceptance were different in the desegregated school.

Self-esteem scores tended to go up in the first year of desegregation, then to fall to a point near the pre-desegregation measures, but the changes did not reach a statistical level of confidence. Pre- and post-results were significant for Group III.

Grade level differences in performance on the three measures were not found, but girls performed significantly better than boys in post-desegregation reading achievement tests. Intelligence was generally unrelated to test performance.

Variables selected from the child's out of school life were compared to reading achievement, social acceptance and self-esteem. From these analyses the most salient finding was a significant negative relationship between number of organized non-school activities which a child participated in and post-desegregation social acceptance.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

This final chapter presents a brief review of the problem, followed by a consideration of the four research questions posed, the findings relevant to each, and the conclusions. Administrative implications and suggestions for future research complete this dissertation.

Restatement of the Problem: The purpose of this study was to investigate the adjustment of Negro elementary school pupils to school desegregation. The following specific questions were selected for study:

1. If adjustment is considered to be indicated by scores on tests of reading achievement, social acceptance and self-esteem what are the relationships between these measures prior to and subsequent to desegregation?

2. How are these indices of adjustment related to aspects of a child's out-of-school life as reported to social workers? What are the specific relationships between post-desegregation reading achievement, social acceptance and self-esteem and:

- a. number of school sponsored activities engaged in by the pupil?
- b. number of organized non-school activities engaged in by the pupil?
- c. number of study activities engaged in by the pupil?
- d. number of informal activities engaged in by the pupil?
- e. number of home responsibilities assigned pupil?
- f. number of activities jointly engaged in by parent and child?
- g. number of social or civic activities jointly engaged in by both parents?
- h. positiveness of attitude of parents toward impending desegregation?
- i. positiveness of attitude of child toward impending desegregation?

- j. positiveness of attitude of parent toward school in general?
- 3. What are the correlations between the indices of adjustment to desegregation and
  - a. sex
  - b. grade level
  - c. measured intelligence
- 4. What are the correlations between the indices of adjustment?

#### FINDINGS AND CONCLUSIONS

QUESTION I: If adjustment is considered to be indicated by scores on tests of reading achievement, social acceptance and self-esteem, what are the relationships between measures taken prior to and subsequent to desegregation?

#### READING ACHIEVEMENT

Findings: For the three older groups, 1968 (3 years post-desegregation) scores were significantly related to pre-desegregation scores. Pre- and one year post-desegregation scores were significantly related for only one group. No significant relationships between pre- and post-desegregation scores were found for the youngest group. Ratios drawn between reading age and chronological age for each of the three years of testing indicated a decline in these ratios subsequent to desegregation for all but Group II.

Conclusions: The administration of different test instruments during the course of this study seriously limit the conclusions which can be drawn from the data. The investigator particularly questions the validity of reading readiness scores (Group I - 1965) as predictors of reading achievement for the experimental population. Taking these limitations into account, it is concluded that there is a significant relationship between pre-desegregation and post-desegregation reading achievement, but

that this correlation is likely not to appear during the first year of desegregation. St. John (1968) has called desegregation by bussing a potentially traumatic experience. The indication of this study is that relationships between scores in reading tend to emerge only after three years in the desegregated school, an indication which lends support to the idea that during the first years of the bussing experience scores are noticeably affected. It would appear that the immediate effects of desegregation may be somewhat misleading and ought not to be the basis for judging the long-range potential of the experience.

Although a decline in reading age as compared with chronological age was noted for three of the four groups, the limitations of the data noted above lead the investigator to make no general conclusions about the significance of the effect of desegregation upon reading achievement.

#### SOCIAL ACCEPTANCE

Findings: Significant correlations between pre- and post-desegregation scores of social acceptance were found only in Group III. Correlations between the two post-desegregation measures were significant in Groups I and III. A decline in mean scores was noted for all groups subsequent to desegregation and was statistically significant for Group III.

Conclusions: With the exception of one group, social acceptance in the segregated setting was not significantly related to social acceptance in the desegregated setting, indicating some differences in the bases for social acceptance in the two settings. The idea of different bases is supported by the correlations found in two groups between the two post-desegregation scores. The data would appear to indicate that the personality, traits, status, etc. which cause a Negro child to be positively evaluated by his peers in a segregated setting do not necessarily cause a positive evaluation and may even cause a negative evaluation in

the integrated setting.

Mean social acceptance scores declined subsequent to desegregation. Although the decline was statistically significant for one group, the actual significance of the decline is more difficult to determine, since there were not markedly different numbers of children falling within the various descriptive ranges of the instrument, e.g. from "some" to "a little".

#### SELF-ESTEEM

Findings: The tendency on the tests of self-esteem was for individuals to score higher in the first year following desegregation than they did prior to desegregation. There was also a tendency for this initial effect to reverse, and for scores to drop in 1968. 1965 and 1966 scores were significantly related in Group III as were 1966 and 1968 scores. Significant relationships were not found in Group IV. Differences between mean scores were not statistically significant for either group.

Conclusions: On the basis of the findings it is concluded that self-esteem did not change significantly for the population and that for a majority of the population tested, pre-desegregation scores were significantly related to post-desegregation scores. The low point in self-esteem at grade five which was reported by Ketcham and Morse was not noted for this population.

QUESTION II: How are the indices of adjustment related to aspects of a child's out-of-school life as reported by parents to social workers?

Findings: Of the ten aspects of out-of-school life selected for study, the following bore no significant relationship to either reading achievement, social acceptance or self-esteem:

- a. Number of school sponsored activities engaged in by child.
- b. Number of study-type activities engaged in by child.

- c. Number of home responsibilities assigned child.
- d. Positiveness of parents' attitude toward impending desegregation.

Isolated relationships of significance appeared between the indices of adjustment and the following variables, but these relationships were not consistent among the groups nor did they appear in the group as a whole:

- a. Informal activities: In Group I, number of informal activities were significantly related to social acceptance. In Group III the same relationship existed but it was negative. Group IV exhibited a significant negative relationship between number of informal activities and self-esteem.
- b. Parent-child activities: A significant relationship was established in Group I between number of parent-child activities jointly engaged in and self-esteem.
- c. Social or civic activities of parents: A significant negative relationship was found between this variable and social acceptance in Group IV.
- d. Positiveness of child's attitude toward transfer: This variable was related to reading achievement in Group II and in the same group was negatively related to social acceptance.
- e. Positiveness of parents' attitude toward school: A positive relationship was found between parent attitude toward school and social acceptance in Group I, a negative relationship between parent attitude toward school and reading achievement was found in Group III.

The remaining variable, number of organized non-school activities engaged in by the child, bore a significant negative relationship with social acceptance both for Group III and for the group as a whole.

Conclusions: For the experimental population, there was no significant relationship between post-desegregation indices of adjustment and pre-desegregation measures of number of school sponsored activities engaged in by the child, number of study activities engaged in by the child, number of home responsibilities assigned the child or positiveness of parents' attitude toward impending desegregation.

Of the remaining variables, five are deemed not to be generally related to the indices of adjustment, but isolated relationships which do appear merit further investigation with a different experimental population. These five variables are number of informal activities engaged in by the child, number of parent-child activities, number of social or civic activities of parents, positiveness of child's attitude toward transfer and positiveness of parent's attitude toward school.

The number of organized non-school activities engaged in by the child is concluded to bear a negative relationship to social acceptance for the experimental population.

It may be that children who are more active in organized groups in their own segregated neighborhood develop strong group identities in these out-of-school segregated situations and have less need for the satisfaction coming from high social acceptance in an integrated school. In other words, school becomes less important to them as a source of social satisfaction and they do not actively seek social acceptance from their white peers. It may also be that the Negro child who is active in his segregated neighborhood has a stronger racial identity than the less active child and is both less accepting and less acceptable in a predominantly white classroom.

While a significant negative relationship between number of social or civic activities of parents and social acceptance of the child was found

only in Group IV, this isolated finding does lend credence to the explanation offered above.

QUESTION III: What are the correlations between the indices of adjustment to desegregation and sex, grade level and measured intelligence?

a. Sex

Findings: In reading there was no significant difference between boys and girls in the segregated situation, but girls performed significantly better than boys during both testing periods in the desegregated school. No significant differences between boys and girls in social acceptance or self-esteem were found.

Conclusions: The fact that girls performed significantly better than boys on tests of reading in the desegregated setting implies that there was an element of the external school situation which favored girls in the desegregated situation which did not exist in the segregated situation. Educators have long inferred that middle class elementary schools are geared toward the feminine model for students because of the predominantly female teaching staffs. It may be that this is not as true in predominantly Negro schools, or that teachers have different expectations for pupil achievement with a predominantly Negro class.

b. Grade Level

Findings: No significant differences on the tests of social acceptance and self-esteem were found.

Conclusion: For the experimental population social acceptance and self-esteem are not influenced by grade level. This is contrary to the findings of Ketcham and Morse with regard to self-esteem. The experimental population in this study was very small, but the findings indicate that the relationship of age to self-esteem of Negro children bears further investigation.

c. Measured Intelligence

Findings: I.Q. was significantly negatively related to reading achievement in 1966 for Group II, and significantly positively related to reading achievement in 1968 for Group IV. Intelligence was significantly related to social acceptance in 1968 for Group III and was significantly related to self-esteem in 1966 and 1968 for Group IV.

Conclusions: On the basis of the findings it is concluded that no clear relationships exist between the variables of reading, social acceptance and self-esteem and measured intelligence for the experimental population. The rather surprising lack of relationship between reading and intelligence for most groups supports the increasingly popular notion that, for the segregated Negro child, intelligence as measured by current standardized instruments does not provide valid information on which to base educational decisions for the child.

QUESTION IV: Are there correlations between reading, social acceptance and self-esteem?

Findings: No significant relationship between reading achievement and social acceptance was found except in Group II where the variables were significantly related in 1965 and 1968.

No significant relationships were found between reading and self-esteem except for Group IV in which the 1965 scores of self-esteem were significantly related to the 1966 scores of reading.

In Group I social acceptance in 1966 was significantly related to self-esteem in 1968. In Group IV there was a negative relationship between 1965 social acceptance scores and 1966 self-esteem scores.

In 1968, the year in which data were complete, no significant relationships existed between the three variables for the total group.

Conclusions: On the basis of the data it is concluded that for this population, there was no clear relationship between the variables of reading achievement, social acceptance and self-esteem. Denmark (1968) has hypothesised that Negro children use interracial interaction to encourage a low self-image and the Group IV data would tend to support that if taken in isolation, however, for the group as a whole, there is not sufficient evidence to support that conclusion.

#### SUMMARY AND IMPLICATIONS

Summary of Conclusions: This study described the post-desegregation adjustment of a group of Negro elementary school students in terms of their performances on tests of reading achievement, social acceptance and self-esteem. These performances were then related to pre-desegregation measures of the same variables as well as to grade level, sex, intelligence and characteristics of the child's out-of-school life.

It was concluded that post-desegregation reading achievement was significantly related to pre-desegregation scores, and that while a decline in reading age as compared with chronological age was noted as a tendency subsequent to desegregation, limitations of the data made this finding inconclusive.

Social acceptance was unrelated to pre-desegregation measures and a decline in scores was noted subsequent to desegregation.

Self-esteem was related to pre-desegregation measures with a tendency for scores to be higher immediately following desegregation and to decline by the third year, although still remaining at a slightly higher point than the pre-desegregation measures.

There were no differences in tests of the variables on the basis of grade level, but girls performed better than boys on post-desegregation tests of reading achievement. Intelligence was found to be generally

unrelated to test performance.

The personal-social variables selected for testing were generally unrelated to post-desegregation performance except for a significant negative relationship which existed between number of organized non-school activities and social acceptance for the entire group. It was hypothesized that number of organized non-school activities is an indication of "neighborhood identity" and that the stronger the neighborhood identity, when the neighborhood is segregated, the less peer acceptance is likely to exist or to be sought in a non-neighborhood, desegregated situation.

LIMITATIONS OF THE STUDY: The small size and age-sex diversity of the experimental population seriously limit generalizations which can be made from the conclusions of this study. The before-after research design without a control group has inherent limitations, since factors of individual growth, community-wide changes in social attitudes and other variables cannot be adequately controlled. The dynamic setting of a public school system which is constantly searching for and implementing improvements in the educational program poses difficulties for the educational researcher, particularly in terms of long-range investigations.

It is recognized that this study is descriptive only of the experimental population and that generalizations beyond this population must be extremely tentative. However, it is hoped that the present research will provide leads for future research and will add to the body of knowledge on which educational decisions are based.

RECOMMENDATIONS FOR FURTHER RESEARCH:

The present study suggests several areas for further investigation. Research needs to be continued to discover the bases for interracial social acceptance. In this area, the influence of non-school social and extra-curricular activities merit further investigation.

The effect of teacher perceptions and teacher attitudes about race upon the performance of pupils of different races is a relatively unknown area. Further research is needed to specify the effect of interracial education upon the self-concept of Negro and white children.

It seems clear that this country cannot continue as a racially separate society. It seems equally clear that the more factual evidence that can be accumulated about the interracial education of children, the more the schools can contribute to the ending of racial separatism, as well as to the more effective education of all children. It is hoped that this study has made a contribution to that body of knowledge.

## APPENDICES

APPENDIX A  
COOPERSMITH INVENTORY OF  
SELF-ESTEEM

## MIDWEST REGIONAL CENTER FOR PUPIL PERSONNEL SERVICES

## S-E INVENTORY

(Coopersmith)

Please mark each statement in the following way:

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

There are no right or wrong answers.

|                                                             | LIKE ME | UNLIKE ME |
|-------------------------------------------------------------|---------|-----------|
| Example: I'm a hard worker. _____                           |         |           |
| _____                                                       |         |           |
| 1. I spend a lot of time day-dreaming. _____                |         |           |
| 2. I'm pretty sure of myself. _____                         |         |           |
| 3. I often wish I were someone else. _____                  |         |           |
| 4. I'm easy to like. _____                                  |         |           |
| 5. My parents and I have a lot of fun together. _____       |         |           |
| 6. I never worry about anything. _____                      |         |           |
| 7. I find it very hard to talk in front of the class. _____ |         |           |
| 8. I wish I were younger. _____                             |         |           |

## S-B INVENTORY (Coopersmith), page 2

|                                                                       | LIKE ME | UNLIKE ME |
|-----------------------------------------------------------------------|---------|-----------|
| 9. There are lots of things about myself I'd change if I could. _____ |         |           |
| 10. I can make up my mind without too much trouble. _____             |         |           |
| 11. I'm a lot of fun to be with. _____                                |         |           |
| 12. I get upset easily at home. _____                                 |         |           |
| 13. I always do the right thing. _____                                |         |           |
| 14. I'm proud of my school work. _____                                |         |           |
| 15. Someone always has to tell me what to do. _____                   |         |           |
| 16. It takes me a long time to get used to anything new. _____        |         |           |
| 17. I'm often sorry for the things I do. _____                        |         |           |
| 18. I'm popular with kids my own age. _____                           |         |           |
| 19. My parents usually consider my feelings. _____                    |         |           |
| 20. I'm never unhappy. _____                                          |         |           |
| 21. I'm doing the best work that I can. _____                         |         |           |
| 22. I give in very easily. _____                                      |         |           |
| 23. I can usually take care of myself. _____                          |         |           |
| 24. I'm pretty happy. _____                                           |         |           |
| 25. I would rather play with children younger than I am. _____        |         |           |
| 26. My parents expect too much of me. _____                           |         |           |
| 27. I like everyone I know. _____                                     |         |           |
| 28. I like to be called on in class. _____                            |         |           |
| 29. I understand myself. _____                                        |         |           |
| 30. It's pretty tough to be me. _____                                 |         |           |

|                                                             | LIKE ME | UNLIKE ME |
|-------------------------------------------------------------|---------|-----------|
| 31. Things are all mixed up in my life. _____               |         |           |
| 32. Kids usually follow my ideas. _____                     |         |           |
| 33. No one pays much attention to me at home. _____         |         |           |
| 34. I never get scolded. _____                              |         |           |
| 35. I'm not doing as well in school as I'd like to. _____   |         |           |
| 36. I can make up my mind and stick to it. _____            |         |           |
| 37. I don't really like being a boy - girl. _____           |         |           |
| 38. I have a low opinion of myself. _____                   |         |           |
| 39. I don't like to be with other people. _____             |         |           |
| 40. There are many times when I'd like to leave home. _____ |         |           |
| 41. I'm never shy. _____                                    |         |           |
| 42. I often feel upset in school. _____                     |         |           |
| 43. I often feel ashamed of myself. _____                   |         |           |
| 44. I'm not as nice looking as most people. _____           |         |           |
| 45. If I have something to say, I usually say it. _____     |         |           |
| 46. Kids pick on me very often. _____                       |         |           |
| 47. My parents understand me. _____                         |         |           |
| 48. I always tell the truth. _____                          |         |           |
| 49. My teacher makes me feel I'm not good enough. _____     |         |           |
| 50. I don't care what happens to me. _____                  |         |           |
| 51. I'm a failure. _____                                    |         |           |

|                                                               | LIKE ME | UNLIKE ME |
|---------------------------------------------------------------|---------|-----------|
| 52. I get upset easily when I'm scolded. _____                |         |           |
| 53. Most people are better liked than I am. _____             |         |           |
| 54. I usually feel as though my parents are pushing me. _____ |         |           |
| 55. I always know what to say to people. _____                |         |           |
| 56. I often get discouraged in school. _____                  |         |           |
| 57. Things usually don't bother me. _____                     |         |           |
| 58. I can't be depended on. _____                             |         |           |

COOP-3.E.  
Score Sheet

| Item  | Personal   |             | Social     |             | School     |             |
|-------|------------|-------------|------------|-------------|------------|-------------|
|       | Like<br>Me | Unlik<br>Me | Like<br>Me | Unlik<br>Me | Like<br>Me | Unlik<br>Me |
| 1.    |            | .           |            |             |            |             |
| 2.    | .          |             |            |             |            |             |
| 3.    |            | .           |            |             |            |             |
| 4.    |            |             | .          |             |            |             |
| 5.    |            |             |            |             |            | .           |
| 6.    |            | .           |            |             |            |             |
| 7.    |            | .           |            |             |            |             |
| 10.   | .          |             |            |             |            |             |
| 11.   |            |             | .          |             |            |             |
| 14.   |            |             |            |             | .          |             |
| 15.   |            | .           |            |             |            |             |
| 16.   |            | .           |            |             |            |             |
| 17.   |            | .           |            |             |            |             |
| 18.   |            |             | .          |             |            |             |
| 21.   |            |             |            |             | .          |             |
| 22.   |            | .           |            |             |            |             |
| 23.   | .          |             |            |             |            |             |
| 24.   | .          |             |            |             |            |             |
| 25.   |            |             |            | .           |            |             |
| 28.   |            |             |            |             | .          |             |
| 29.   | .          |             |            |             |            |             |
| 30.   |            | .           |            |             |            |             |
| 31.   |            | .           |            |             |            |             |
| 32.   |            |             | .          |             |            |             |
| 35.   |            |             |            |             |            | .           |
| 36.   | .          |             |            |             |            |             |
| 37.   |            | .           |            |             |            |             |
| 38.   |            | .           |            |             |            |             |
| 39.   |            |             |            | .           |            |             |
| 42.   |            |             |            |             |            | .           |
| 43.   |            | .           |            |             |            |             |
| 44.   |            | .           |            |             |            |             |
| 45.   | .          |             |            |             |            |             |
| 46.   |            |             |            | .           |            |             |
| 49.   |            |             |            |             |            | .           |
| 50.   |            | .           |            |             |            |             |
| 51.   |            | .           |            |             |            |             |
| 52.   |            | .           |            |             |            |             |
| 53.   |            |             |            | .           |            |             |
| 56.   |            |             |            |             |            | .           |
| 57.   | .          |             |            |             |            |             |
| 58.   |            | .           |            |             |            |             |
| TOTAL |            |             |            |             |            |             |

APPENDIX B  
FACSIMILE AND SCORING KEY  
FOR  
SOCIAL DISTANCE SCALE

SCORING KEY FOR THE  
SOCIAL DISTANCE SCALE

| <u>T.A.</u><br><u>Total Acceptance Received</u>                                                                                                                                                                                         |    |                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------|
| A Lot (4)                                                                                                                                                                                                                               | =  | x4=             |
| Some (3)                                                                                                                                                                                                                                | =  | x3=             |
| A Little (2)                                                                                                                                                                                                                            | =  | x2=             |
| Very Little (1)                                                                                                                                                                                                                         | =  | x1=             |
| No. of ratings                                                                                                                                                                                                                          | =  | Total<br>Score= |
|                                                                                                                                                                                                                                         | x4 |                 |
| Max. Poss. =                                                                                                                                                                                                                            |    |                 |
| <p style="margin: 0;">T.A. = <math>\frac{\text{total score}}{\text{Max. Poss.}} \times 100</math></p> <p style="margin: 0; text-align: center;">=</p> <p style="margin: 0;">T.A.(%) =</p> <p style="margin: 0;">(nearest whole no.)</p> |    |                 |

## FACSIMILE AND SCORING KEY

FOR

## SOCIAL DISTANCE SCALE

Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_ Examiner \_\_\_\_\_

|                                | HOW MUCH DO YOU LIKE EACH ONE? |      |          |             |
|--------------------------------|--------------------------------|------|----------|-------------|
|                                | A lot                          | Some | A little | Very little |
| In these spaces are listed     |                                |      |          |             |
| the names of all members of    |                                |      |          |             |
| the class, including the sub-  |                                |      |          |             |
| ject. When an individual comes |                                |      |          |             |
| to his own name he checks the  |                                |      |          |             |
| box which describes the way    |                                |      |          |             |
| other people in the class feel |                                |      |          |             |
| about him.                     |                                |      |          |             |

APPENDIX C  
GUIDE FOR CODING  
SOCIAL WORK NARRATIVES

The families of all children in the experimental population were interviewed in the summer of 1965 by two school social workers who reported the interviews in narrative form. From these written reports, the following information was coded by Mrs. Carlyle Towers.

## GUIDE FOR CODING SOCIAL WORK NARRATIVES

| Attribute                                                                                                                                                | Code |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Number of School activities engaged in by child. (e.g. safety patrol, library assistant, monitor).                                                    | 0-5  |
| 2. Number of extra curricular activities engaged in by child. (e.g. scouting, community center activities, YM or YW activities).                         | 0-5  |
| 3. Number of study-type activities engaged in by child. (e.g. visits to the library, recreational reading),                                              | 0-5  |
| 4. Number of informal activities engaged in daily by the child (e.g. play, watching T.V. )                                                               | 0-5  |
| 5. Number of home responsibilities assigned to the child by the parents (e.g. helping with the dishes, minding younger siblings, cleaning his own room). | 0-5  |
| 6. Number of parent-child activities daily. (estimate of trips to the store, zoo, joint household projects, etc.)                                        | 0-5  |
| 7. Number of parent activities jointly engaged in(e.g. bowling, social clubs, church).                                                                   | 0-5  |

| Attribute                                                             | Code                                                                                           |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 8. Parent attitude toward transfer<br>of children to receiving school | 5- strong positive<br>4- some positive<br>3- neutral<br>2- some negative<br>1- strong negative |
| 9. Attitude of the child toward<br>transfer as reported by parent.    | same as item 8                                                                                 |
| 10. Parents' attitude toward<br>school in general                     | same as item 8                                                                                 |

## LIST OF REFERENCES

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