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THE EFFECTS OF TRAINING ON PERCEPTIONS OF TEACHERS AND OTHERS TOWARD EXPERIENCES OF THE BLACK CHILD AND IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT

by

Barbara Jean Wade

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1976

Doctoral Committee:

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This dissertation is dedicated to my son, Kyle, and to my mother, Mrs. Susie Wade. Kyle adjusted to my busy schedule and cooperated in every way. My Mother is responsible for my being. She provided me with the incentive and guidance necessary to reach this point in my life.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to determine the effects of inservice training on perceptions of teachers and others toward experiences of the Black child. The study involved sixty-five students enrolled in a three and one-half day workshop planned by the Center for Afroamerican and African Studies, University of Michigan.

The workshop provided the students with anthropological, sociological, psychological, historical, and educational understandings as they affect and relate to the Black child.

Throughout the study, the term, perception, will be used to label what Combs and Snygg define as the "perceptual frame of reference" or the "perceptual field." They see this as that more or less fluid organization of meanings existing for every individual at any instant. In other words, the factors effective in determining the behavior of individuals are those, and only those, which are experienced by the individuals at the time of their

behavior. These experiences we call perceptions and the entire field of these perceptions we call the perceptual field.[1]

The term, misanthropy, will be employed to refer to a general suspiciousness or the distrust of people in general as defined by Sullivan and Adelson. Their insight and research into the formulation of misanthropy as a variant of ethnocentricism substantiated the following discussion:

> If we formulate ethnocentrism as misanthropy, the possibility arises that assent to statements derogatory toward a specific group may reflect or express hostility toward people in general - or, that the designation of the particular outgroup is not as important in securing assent as is the imagery of hate and exclusion.[2]

Their research attempted to test this hypothesis.

The authors of Misanthropy concluded that although misanthropy and ethnocentrism are not interchangeable they are definitely related. Ethnocentricism may be partly a manifestation of an ingroup-outgroup situation in which the only ingroup is the self.

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[1]Arthur Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper and Brothers, 1959), p. 20.

[2]Patrick Sullivan and Joseph Adelson, "Ethnocentrism and Misanthropy," Journal of Abnormal and Social Psychology, Vol. 49, No. 2 (1954), pp. 246-250.

Throughout the study, the term, others, will refer to those students who are non-teachers. In Chapter IV it will also be used to refer to those students who are not included in the designated age group.

The Need for the Study

Teachers need to be exposed to ethnic experiences which emphasize the philosophy of human nature through various dimensions and/or disciplines. Anthropology, sociology, history, psychology, and education contribute toward helping to develop an understanding of peoples of other ethnic and cultural groups. Generally teachers have not had training or experiences to help them understand Black children and/or Black experiences. This lack of training has often caused many teachers to harbor or to form perceptions of Black children that are inaccurate. These perceptions often affect the teachers' ability to expect Black children to perform academically. Teachers must be trained to develop the kinds of competencies and personal behavior necessary to work with children who are racially, economically, and socially different. According to Rosenthal and Jacobson, attitudes (perceptions and expectations) and values affect behavior. What we read about the teachers of the racially, economically-socially

different seems overwhelmingly negative.[3]

Teachers need help in finding means of reaching the economically-socially different child. Billions of dollars are spent yearly on compensatory education, reported Gordon and Jablonsky, but it profits us little to place the students under incompetent or indifferent teachers. Despite our efforts for educating the economically-socially different, tremendous gains are not being achieved especially in the area of developing an "effective approach to teaching."[4]

In their review of research, Stodolsky and Lesser point out that teachers of the economically-socially different want to succeed but fail because behavior techniques have not been developed "which provide desirable outcomes."[5] Similarly, Lierheimer states, "We still don't know how to make teachers behave" in order to educate these children successfully, and one of the major problems

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[3]Robert Rosenthal and Lenore Jacobson, "Pygmalion in the Classroom," Urban Review, Vol. III (1968), pp. 179-183.

[4]Edmund W. Gordon and A. Jablonsky, "Compensatory Education in the Equalization of Educational Opportunity," Journal of Negro Education, Vol. XXXVII (Summer, 1968), pp. 268-270.

[5]S.S. Stodolsky and G. Lesser, "Learning Patterns in the Disadvantaged," Harvard Educational Review, Vol. XXXVII, (1967), pp. 546-593.

of teaching the culturally different is the "inability to be precise in analyzing, carrying out and evaluating the teaching act."[6]

To teach culturally different children effectively, is to display the highest professional competence. What behaviors must teachers possess to teach the culturally different effectively? Ornstein is of the opinion that there is no such thing as an ideal teacher for the culturally different. He believes there may be certain teacher behavior attributes which can be defined, measured, and correlated, which, according to teachers and students, tend to identify an effective teacher.[7] Theoretically this will provide teachers with a wider frame of reference, as well as with ways of ordering experiences and directing attention to relationships and processes. Success will no longer be accidental or intuitive, but rather scientific, based on a theoretical framework. This might help educators determine who is best suited or trained to teach the culturally different.

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[6]Alvin P. Lierheimer, "Is Man's Best Friend Really a Dog?" in Allen C. Ornstein, "The Need for Research on Teaching the Disadvantaged," The Journal of Negro Education, Vol. XXXX, No. 2 (Spring, 1971), pp. 133-139.

[7]Allen C. Ornstein, "Theory Practices for Teaching Disadvantaged Youth," Journal of Negro Education, Vol. XXXVIII (Winter, 1969), pp. 82-85.

Determining these patterns of teacher behavior may help teachers develop an understanding of their own behavior and improve their own classroom effectiveness. In effect, reported Miller, providing a theory of instruction for the economically-socially different, might spill over and benefit the more advantaged student.[8]

Davidson and Lang contend that a teacher's expectations influence the aspirational level and learning of the child.[9] Rosenthal and Jacobson maintain that teacher expectations tend to vary inversely with the child's socio-economic class; they warn that the child usually perceives and fulfills these lower expectations.[10] Clark maintains that "a teacher's attitude toward children is the only relevant factor influencing the performance of children in Black ghetto schools," and all the other explanations are irrelevant; "the child of whom little is expected produces little."[11]

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[8]Harry L. Miller, "Recapitulation," Education for the Disadvantaged (New York: Free Press, 1967), p. 193.

[9]Helen H. Davidson and Gerhard Lang," Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement, and Behavior," Journal of Experimental Education, Vol. XXIX (1960), pp. 107-118.

[10]Rosenthal and Jacobson, op. cit., pp. 178-183.

[11]Kenneth B. Clark, Dark Ghetto (New York: Harper, 1965), pp. 147 and 132.

Because the teacher is the most important variable in the child's learning environment, classroom teachers must develop more positive attitudes toward ethnic minorities and their cultures and must develop higher academic expectations for ethnic youths. Teacher attitudes and expectations have a profound impact on students' perceptions, academic behavior, self-concepts, and beliefs. Many teachers do not accept and respect the diverse cultures of ethnic youths, hence ethnic students often find the school's culture alien.

Gottlieb points out that teachers often discriminate and that school discrimination affects the ego-development and/or motivation of minority children.[12] Hentoff declared that teachers and other school personnel seem to be waging a racial war against minority children.[13]

Educators, like most other Americans, are likely to harbor negative attitudes toward racial and ethnic minorities. Before classroom teachers can present their pupils with the accurate, realistic image of minority

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[12]David Gottlieb, "Goal Aspiration and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents," American Journal of Orthopsychiatry, Vol. XXXIV (1964), pp. 934-941.

[13]Nat Hentoff, "Making Public Schools Accountable: A Case Study of P.S. 201 in Harlem," Phi Delta Kappan, Vol. XLVIII (1967), pp. 332-335.

group relations that is so desperately needed, they will need to re-examine, clarify, and modify their own attitudes and predispositions toward minorities.

The need for teachers to be exposed to the ethnic experience is critical. Noar, in her research, has indicated that teachers, like all people, have prejudices.[14] A negative prejudice is described as a complex of attitudes which predispose a person to accept a set of generalizations (or a stereotype) as characteristic of a whole group of people. For some groups, the stereotype is full of negative traits and every person in the group is prejudged accordingly. That is certainly true of the stereotype commonly applied to Black Americans, Puerto Ricans, and Mexican-Americans.

Not having known individuals belonging to those groups, many teachers under the influence of stereotypes, imagine all kinds of difficulty in teaching their children. Teachers are products of their environment and of their education. Many have not been exposed to certain ethnic groups nor have they accurate information about racial differences. It is unrealistic to expect teachers to promote cultural diversity when many have not been

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[14]Gertrude Noar, The Teacher and Integration (Washington, D.C.: The National Education Association, 1966), p. ix.

adequately prepared.

Segregation in every aspect of American life and the deep racist strain in our society have prevented most students, even in desegregated colleges, from coming to know Blacks of all social classes. Moreover, teacher preparation has not generally provided them with the necessary information and insight through courses in sociology, anthropology, and race or intergroup relations. Nor has the curriculum included enough actual experiences with children of different social classes, racial, and ethnic groups to make the graduate feel comfortable about teaching in inner city schools.[15]

The focus of this study is designed to meet some aspects of this need through the orientation of teachers and others to the experiences of the Black child.

General Design of the Study

The sample population was composed of sixty-five students enrolled in a three and one-half day workshop planned by the Center for Afroamerican and African Studies, University of Michigan. The workshop provided background information relevant to experiences of the Black child. The instructional component focused on the anthropological,

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[15] Ibid., p. x.

sociological, historical, psychological, and educational aspects as they affect and relate to the Black child.

The instrument, "Misanthropy," was administered to the students in pre and post testing sessions.

A detailed description of the instrument and the procedures used are presented in Chapter III.

Basic Assumptions of the Study

The purpose of this study was to determine if there would be a change in perceptions of teachers and others toward the Black child after the workshop exposure. It was, therefore, hypothesized that as a result of this exposure, the students' perceptions about the Black child would be altered and that the anticipated change would be in the favor of the group studied.

Hypotheses

There will be no significant difference in perceptions of the students toward the Black child after receiving workshop training.

The characteristics of the students generated the following sub-hypotheses:

a There will be no significant difference in perceptions of the students discernible by age group.

b There will be no significant difference in perceptions of the students discernible by ethnic group - Black or Non-Black.

c There will be no significant difference in perceptions of the students discernible by non-teaching experience.

d There will be no significant difference in perceptions of the students discernible by teaching experience.

e There will be no significant difference in perceptions of the teachers discernible by years of teaching experience.

f There will be no significant difference in perceptions of the teachers discernible by experience in an urban setting.

g There will be no significant difference in perceptions of the teachers discernible by experience in a non-urban setting.

Limitations of the Study

The objectivity of the study may be influenced by the fact that the instruction and investigation were done by Black Americans. The participants did not volunteer for the study but enrolled voluntarily in a workshop at the University of Michigan.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will present a review and discussion of the literature emphasizing (1) the expectancy of human behavior as perceived and valued by teachers, children, and society and (2) the use of inservice training as a catalyst for perceptual change.

Human Behavior as Perceived and Valued by Teachers, Children and Society

Current literature indicates that teachers' attitudes have an important influence on children's achievement. Rosenthal reported that teachers' expectations were communicated to students in subtle vocal and visual nuances of which the teachers were unaware.[1] Children who are racially, economically, and socially different from their teachers are often perceived inadequately. Riessman contended that economically and socially disadvantaged children perceive their teachers' rejection of them accurately. This is reflected in a lowering of self-image and

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[1]Robert Rosenthal, "Self-Fulfilling Prophecy," Psychology Today, Vol. II (September, 1968), pp. 44-52.

affects achievement negatively.[2] The research of Deutsch has serious implications for teachers. Two-thirds of a group of economically and socially different children had a negative self-image which showed progressive deterioration as the children progressed from first to fifth grade.[3] Groff's study of teacher attitude reiterated this conclusion about the negative influence of many of our teachers.[4] Gordon saw the economically and socially different child as fearing the teacher who is ignorant of his culture and mores, who does not understand nor respect him.[5]

Teachers bring to the classroom biases and prejudices toward minorities. As a result they do little to reduce or to eliminate the prejudices or misconceptions that children have about each other. Solomon in a discussion on how teachers feel about Blacks points out that if

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[2]Frank Riessman, The Culturally Deprived Child (New York: Harper, 1962), p. 18.

[3]Martin Deutsch, "Social and Psychological Aspects in the Development of the Disadvantaged Learner," The Journal of Negro Education, Vol. XXXIII (Summer, 1964), pp. 232-244.

[4]Patrick J. Groff, "Dissatisfaction in Teaching the Culturally Disadvantaged," Phi Delta Kappan, Vol. XLV (November, 1963), p. 76.

[5]Edmund W. Gordon, "Characteristics of Socially Disadvantaged Children," Review of Educational Research, Vol. XXXV (December, 1965), pp. 377-385.

they share the pervasive orientation toward Blacks little can be expected of them in terms of strongly opposing the racial system.[6]

Because the teacher is the primary agent in the classroom learning situation, she must be prepared to teach cultural diversity to children. Montagu reported that there are thousands of teachers in our schools who are not prepared to teach cultural diversity to children and are teaching racial prejudice to their pupils. They do this not by means of prepared courses in the subject, but by their attitudes on any matter in which human relations arise, by a look, an expression, an inflection of the voice, or the weighting of a word. Though they have never been formulated in so many words the views of such teachers on the subject of "race" and "race relations" are clearly understood by and exert a considerable influence upon their pupils. Some teachers do not belong in a school. The principal function of the teacher is or should be to help prepare the child for living a humane and cooperative life, not to infect his mind with the antihuman

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[6]Benjamin Solomon, "Educators and The Racial Issue in Education," in Teaching Social Studies to Culturally Different Children, ed. by James A. Banks and William Joyce (Massachusetts: Addison-Wesley, 1971), p. 10.

virus of racism.[7]

According to Montagu no one should ever be permitted to become a teacher of the young unless by temperment, attitude, and training he is fitted to do so. The "fitted" teacher, agreed Sullivan and Adelson, is determined by the degree to which he trusts or mistrusts people.[8] The teacher is the most important of all the public servants of the community; for what service can be more important to the community than the molding of the mind and conditioning of the social behavior of the future citizen?

The development of democratic attitudes in children is as important as imparting knowledge about subject matter. Educators are placed in a vital position. The school is the most appropriate vehicle through which the concept of equality can be promoted. It is my opinion that teachers do and can make the difference. When and if educators accept the responsibility of contributing to the maintenance of a democracy, they become involved in working to establish unbiased attitudes among children. Educators

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[7]Ashley Montagu, Race, Science and Humanity (Princeton, New Jersey: D. Van Nostrand Company, Inc., 1963), p. 163.

[8]Patrick Sullivan and Joseph Adelson, "Ethnocentrism and Misanthropy," Journal of Abnormal and Social Psychology, Vol. 49, No. 2 (1954), pp. 246-250.

[9]Montagu, op. cit., p. 163.

will have to become involved in making decisions and establishing the means by which this can be accomplished.

The research by Brookover and Erickson suggest that next to parents, teachers are the most significant people in the lives of children. They play a significant role in the formation of children's attitudes.[10]

It is widely recognized that the teacher's attitude toward the child is an important factor in the latter's success or failure. We in America believe that it is possible for teachers to teach and for pupils to learn. To learn well, reported Mondale, a child must be genuinely respected and valued for who he is - himself, his culture and language, his family. He must believe in himself. Yet our educational system frequently has great difficulty accepting and building upon differences. Too often I have seen dedicated people trying to "save" children from their families' history and culture. It seldom works. We must learn to respect children for themselves and permit them to build on their own background.[11]

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[10]Wilbur B. Brookover and Edsel L. Erickson, Society and Schools and Learning (Boston: Allyn and Bacon, 1969), p. 3.

[11]Walter Mondale, U.S. Senator from Minnesota, writing in the Foreword to Toward Equal Educational Opportunity, the final report of the Senate Select Committee on Equal Educational Opportunity, issued December 31, 1972, in "Can Americans Be Equal? - A Symposium," Today's Education, Vol. 63, No. 2 (March-April, 1974), pp. 76-82.

The search for and development of an identity in a predominantly White society is difficult. Teachers play an important role in the developing identity of all children. However, they are often frustrated in attempting to deal with minority groups. Brotherhood Week is not enough. Sue advises teachers to seek out minority group consultants. Intentions are important, but without knowledge they are inadequate.[12]

Education must help the child have a good self-image in terms of his own culture. Our system has failed many pupils. They have no hope for the future; they are born losers. They have no pride in themselves because they have had little or no opportunity to learn about themselves and their culture. There is too much omission in terms of cultures other than White. Teachers must be reeducated in order to aid in alleviating these discrepancies.

In a study conducted by Clark, teachers in the New York public school system told White student interviewers that Black children are inherently inferior in intelligence and therefore cannot be expected to learn as much or as readily as White children; and that all one would do, if one tried to teach them as if they could learn, would

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[12]David Sue, "A Silent Minority Member Speaks Out," Today's Education (March-April, 1974), pp. 84-86.

be to develop in them serious emotional disturbances - frustrations and anxieties. The humanitarian thing to do, therefore, for these children is to provide school essentially as custodial institutions rather than educational institutions.[13]

The above assumption is essentially an alibi for educational neglect, and in no way is a reflection of the nature of the educational process. The obvious reflection of prejudice and ignorance contribute to the perpetuation of inferior education for Black students.

The school has the responsibility for preparing children to live effectively in a democratic society. In fulfilling the responsibility, children must be taught how to live and relate with people of all cultures. They need to understand racial differences and to learn how to appreciate the value of life styles, cultures, religions, and languages different from their own.

When White children in urban and rural sections of Georgia and in urban areas of Tennessee were compared with children attending an all-white school in New York City, their basic attitudes toward Blacks were found to be the same reported Clark. Students of the problem now generally accept the view that children's attitudes toward Blacks

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[13]Kenneth B. Clark, "Clash of Cultures in the Classroom," Integrated Education, Vol. I, No. 4 (August, 1963), pp. 7-14.

are determined chiefly "not by contact with Blacks but by contact with the prevailing attitudes toward Blacks." It is not the Black child, but the idea of the Black child, that influences.[14]

Moreland's study of social perception in Southern children reveals that racial self-recognition was significantly higher in White than in Black children; and more significantly, White children accepted the socially communicated distinctions of racial inclusion and exclusion at an earlier age than Black children.[15]

Trager and Yarrow found that over two-thirds of their White subjects in the primary grades verbalized hostility toward Blacks.[16] That negative racial attitudes intensify as children grow older was revealed in a study reported Radke, Trager and Davis.[17]

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[14]Kenneth B. Clark, Prejudice and Your Child (Boston: Beacon Press, 1963), p. 25.

[15]J. Kenneth Moreland, "Racial Recognition by Nursey School Children in Lynchburg, Virginia," Social Forces, Vol. 37 (1958), pp. 132-137.

[16]Helen C. Trager and Marian R. Yarrow, "They Learn What They Live," in William M. Joyce, "Minority Groups in American Society: Imperatives for Educators," Social Education, Vol. XXXIII (1969), pp. 429-433.

[17]Marian Radke, Helen C. Trager and Hadassah Davis, "Social Perceptions and Attitudes of Children," in William W. Joyce, "Minority Groups in American Society: Imperatives for Educators," Social Education, Vol. XXXIII (1969), pp. 429-433.

How have these attitudes affected the mental health of children? Here too the evidence is scanty, but increasingly psychologists express growing concern over the long-range effects of racial and ethnic prejudice on White children. As early as 1955, the psychologist, Kenneth B. Clark, hypothesized: In observing normal forms and expressions of prejudice among average Americans, one observes certain types of reactions, which if demonstrated in relations with other members of an individual's own race, would be considered symptoms of emotional disturbance.[18]

Children who are taught prejudices are being taught the prevailing racial attitudes, methods, policies, and superstitutions of their society. To the extent that they learn these and other social values, they must be considered normal within the framework of their society. On the other hand children who are taught prejudices are being given a distorted perspective or reality and of themselves, and are being taught to gain personal status in unrealistic ways. They are learning to establish their own identity as persons and as members of a group through hatred and rejection of others, and they are encouraged and rewarded if the persons they reject happen to be members

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[18]Clark (1963), op. cit., p. 77.

of a minority group. One must recognize that children, adolescents, and adults who are struggling for security and positive self-esteem may often take the easy way out by finding someone to look down upon. While lessening the self-esteem of minority group children, the encouragement of this tendency discourages the more difficult task of having the individual seek to build his self-esteem by solid and realistic personal achievements. Research has shown when minority group children are rejected, they tend to show a marked feeling of inadequacy in relation to academic achievement. The reduction of prejudice in our children is one of our most basic problems. It can and must be tackled.

The uniqueness of Americans' cultural histories must be recognized in our pluralistic society. In recognizing the uniqueness of each culture, it is hoped that the validity of each culture is understood. Hilda Taba emphasizes the value of feelings in education. These feelings form the foundation for understanding culture and society. A culture cannot be understood if it is rejected. An analysis of culture points out the dangers of ethnocentricity imbedded in the socialization process of any culture. Culture has no mechanism within itself to combat ethnocentricity. The development of cross cultural sensitivity is therefore one of the tasks of the school

if it desires to prepare people to live in an expanded world with interdependent heterogeneous cultures.[19]

Educators at all levels need a new perspective. We have to find a philosophy that no longer defends the status quo. We need an ideology. If we are against war, poverty, and racism, our attitudes and perceptions must reflect it.

Inservice Training as a Catalyst for Perceptual Change

If educators are to learn to cope with cultural difference, school districts must provide inservice training for teachers where they can learn why and how. We need to use our best trained persons from other ethnic groups to assist in their education. Through staff development or inservice training we can discover the hindrances teachers experience in their teaching and try to eliminate them. Teachers can be helped by altering the atmosphere in which they work.

The perceptions of ethnic groups held by preservice teachers can be altered. Baker in a study, "Multicultural Training for Student Teachers," gives us evidence that inservice education can affect perceptual

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[19]Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, 1961), p. 73.

change. The study was designed to determine changes in the perception of ethnic groups held by student teachers participating in a workshop on multicultural education. The findings of this study support the belief that perceptions can be altered through training. She concluded that:

> It is important for teachers to be made aware of the need for multicultural education. This can be accomplished when the teacher perceives cultures of ethnic groups positively. Colleges and universities have a responsibility to provide learning experiences for teachers in training that will be consistent with the objectives of multicultural education.[20]

The overall goals of multicultural education include preparing children to understand, value, and live in our culturally rich and diverse society. Subsequent research of Baker suggests that before teachers can promote and convey concepts related to diversity, they need specific kinds of preparation. She designates four priorities through which the goals of education can become meaningful and relevant for all children:

1. Train teachers to teach successfully in a culturally pluralistic society.
2. Teach the United States ethnic and cultural experience.

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[20]Gwendolyn C. Baker, "Multicultural Training for Student Teachers," Journal of Teacher Education, Vol. XXIV, (Winter, 1973), pp. 306-307.

3. Integrate ethnic and cultural content throughout the entire curriculum.

4. Make "individual differences" the basis for planning instructional techniques and classroom processes.[21]

The findings of research as early as 1947 appear to indicate increasingly that an attack upon a specific educational problem by all concerned with that problem is a superior means of defining and clarifying the problem, of devising methods to solve the problem, and of implementing the proposed methods of solution. In a study Barr, Burton, and Brueckner noted that the shift from the limited concept of "improvement" to the broader concept of "growth" was increasingly observable in the forms and programs of inservice education.[22] Almost three decades before, John Dewey had proposed the following philosophical concept.

> The process of growth, of improvement and progress, rather than the static outcome and result, become the significant thing. The end if no longer a terminus or limit to be reached. It is the active process of transforming the existing situation. Not perfection as a final goal, but the ever-enduring process of perfecting, nurturing, refining is the aim of living. Honesty, industry,

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[21]Gwendolyn C. Baker, "Instructional Priorities in a Culturally Pluralistic School," Educational Leadership, Vol. XXXII (December, 1974), pp. 176-178.

[22]A.S. Barr, William H. Burton, and Leo Brueckner, "Supervision Principles and Practices in the Improvement of Instruction," in Gerald A. Chesin, "Pragmatic Philosophy in Relation to In-Service Education," Education, Vol. 88, No. 3 (February-March, 1968), pp. 257-259.

> temperance, justice, like health, wealth and learning, are not goods to be possessed as they would be if they expressed fixed ends to be attached. They are directions of change in the quality of experience. Growth itself is the only moral end.[23]

Teachers want to improve and progress; they want to be current. They want changes and improvements in in-service education so that it more adequately meets their needs. Perhaps parenthetical but also basic is the concern of Edelfelt for the continuing general education of the teacher. The teacher's public image is that of a well-educated person. Yet inservice training has neglected the kinds of learning that would support this image. Preservice preparation can only provide a foundation in the education of a "cultured" person. That foundation must be built on through inservice education. This need is particularly important because so many teachers come from social classes in which culture in its deeper meaning and higher development is not prevalent.[24]

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[23]John Dewey, "Reconstruction in Philosophy," in Gerald A. Chesin, "Pragmatic Philosophy in Relation to In-Service Education," Education, Vol. 88, No. 3 (February-March, 1968), pp. 257-259.

[24]Roy A. Edelfelt, "Inservice Education of Teachers: Priority for the Next Decade," The Journal of Teacher Education, Vol. XXV, No. 3 (Fall, 1974), pp. 250-252.

The teacher's need in general education, of course, is not limited to culture and artistic things. The teacher must also be current in economics, political science, sociology, psychology, social criticism, and almost all other aspects of living and being. There is, then, a need among teachers for general education that continues career long - and which now is largely ignored.[25]

Current literature indicates that reeducation of teachers can best be met through inservice training. The direct approach was recommended by the participants in the 1969 Conference of the Association for Supervision and Curriculum Development on Ethnic Modification of the Curriculum reported by Dunfee. Several participants spoke of the need to open up the school situation and to relax the atmosphere so that teachers will be free to try out new ideas and to venture into new content. Several were interested in sensitivity training and other creative confrontations that will help teachers understand themselves and others. Remedial education to correct misconceptions seems to have a place in inservice education.[26]

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[25] Ibid.

[26] Maxine Dunfee, Ethnic Modification of the Curriculum, Report of a Conference on Ethnic Modification of the Curriculum, St. Louis, Missouri, November 20-22, 1969 (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1969), p. 23.

Teachers must be reeducated. They do not expect to find the environment they encounter in the slums, the ghetto, the isolated mountain communities or integrated classrooms. They do not understand why something has to be done. Even if they know, they could not do the job alone. We cannot develop openness in teachers through our present model of teacher education. We cannot wait until every individual teacher is ready. Inservice education can be a partial answer.

If we are serious about equalizing educational opportunity and developing democratic values, many teachers, most of whom are middle class in background and attitudes, need special preparation to work with the so-called "culturally different." Teachers need to be able to teach as effectively as possible in such schools as presently exist. Perhaps even more important, teachers need to learn how to do the best possible job in encouraging democratic attitudes and respect for cultural diversity in schools which have been "desegregated" but which are not yet really "integrated." In truly integrated schools, we ought to work for a community of purpose and a fraternity of spirit between different social classes and ethnic groups. We ought to seek to develop a widespread participation by students from varied backgrounds in all aspects of school life, a condition which is rare at the present time. Thus,

according to McCreary, as the problem of segregated schools and their special educational challenges diminishes, the problem of maintaining democratic values in desegregated schools grow in importance. Education of teachers will remain a central concern if we wish to democratize public education. Special efforts in this direction are needed both in teacher training and in inservice programs.[27]

Inservice education, the National Education Association contends, must be substantially more than extension courses offered by a neighboring university. While these resources can undoubtedly be helpful, the most valuable and least used resources exist in the teachers' peer group. Furthermore, the professional decisions need to be made at the building level - where the action is. O'Keefe suggests that effective inservice education affords teachers an opportunity to get together within a collegial setting to discuss common problems and to pool their resources in development of new approaches to teaching.[28] For teachers, it is often a relearning experience that shifts from the what of teaching - the subject matter -

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[27]Eugene McCreary, "Learning to Teach Deprived Children," Integrated Education, Vol. 1, No. 2 (April, 1963), pp. 38-41.

[28]William J. O'Keefe, "Some Teacher-Centered Inservice Programs," Today's Education, Vol. 63, No. 2 (March-April, 1974), pp. 39-42.

to the who of teaching - the students and teachers themselves, who are the featured participants in the teaching-learning transaction. The real needs of both students and teachers influence the quality of life in school. And the quality of life in school plays an important role in the quality of learning.

The fact that it is no longer defensible to send beginning teachers into schools with the same naivete - to make the same mistakes that generations of teachers before them have made, was emphasized by Banks and Grambs. The challenge of Black Power is not one to be taken up only by the social studies program with a few lessons here and there on Black heroes. The total institution must be staffed by persons aware of how differences are valued, how these differences have been internalized by the student, and how the school can reinforce creative differences without demeaning any. This task is one for every teacher, and every person the institution employs. Re-education of teachers can and should be shared by the school system and the college or university, and planned with individual teachers to meet their needs.[29]

Because the problems of society are within ourselves, we must get at our innards. The removal of

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[29]James A. Banks and Jean D. Grambs, Black Self-Concept: Implications for Education and Social Science (New York: McGraw-Hill, Inc., 1972), p. 209.

hypocrisy would make the big difference. We must learn to look at ourselves. Supervisors must know what to look for and how to help. Administrators must alter the environment to promote more flexibility for teachers. The system is terribly hard to beat - to do so requires intervention at every level.

Inasmuch as our educational system is predicated on the direct contact of the teacher and child, the teacher must be seen as occupying the crucial, potential role in the success or failure of affecting desired changes in the program. While one might feel frustrated about the possibility of changing the teacher, through a more creative effort and commitment such change might be accomplished. This would require a restructuring of teacher preparation to include more extensive field-community experience; sensitizing teachers, both pre-service and inservice, to a better understanding of themselves and of others and of the dynamic nature of America; the development of new patterns of organization, staffing, and supervision to facilitate more productive efforts to give more support to creativity.

Summary

This study was designed on the beliefs that the perceptions and the expectations of the Black child held by teachers and others are crucial to the development of the child and that these perceptions and expectations could significantly be altered through inservice training.

The review of the literature has supported these beliefs. Attitudes - perceptions and expectations - and values affect behavior. Most educators agree that the teachers' middle class attitudes and values are in conflect with those of lower-class or racially and socially different students and, therefore, are antithetical to the focal concern of the children and youth they serve.

The need for teachers to be exposed to the ethnic experience is critical. Therefore, it is important that teacher training institutions and inservice education provide teachers not only with techniques, skills, or "know-how" but the emphasis must shift to teacher values and "know-why." If children are to be helped to develop democratic attitudes in school, education to change teacher attitudes seems essential.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

This chapter will describe the design of the study including a description of the sample, the instrument used, instructional component, and procedures.

The Sample

Sixty-five students from The University of Michigan and the community-at-large composed the sample for this study. The students were enrolled in a three and one-half day workshop planned by the Center for Afroamerican and African Studies that focused on the anthropological, sociological, historical, psychological, and educational experiences of the Black child. The students were diverse in sex, ethnic composition, experience and age.

Table 1 presents the distribution of the students by sex. Of the sixty-five students, 35.4 per cent were male and 64.6 per cent were female. In comparison, the percentages suggest that the students were diverse in sex.

Table 2 presents the distribution of ethnic identification of the students. Of the sixty-five students, 76.9

TABLE 1

DISTRIBUTION OF STUDENTS BY SEX

Sex	N	Per Cent
Males	23	35.4
Females	42	64.6
Total	65	100.0

TABLE 2

DISTRIBUTION OF STUDENTS BY ETHNIC IDENTIFICATION

Ethnic Identification	N	Per Cent
Black	50	76.9
Non-Black	15	23.1
Total	65	100.0

per cent were Black and 23.1 per cent were Non-Black*. The percentages suggest that approximately two-thirds of the students were Black.

*Non-Black was used to refer to the Asian-American and Caucasian students.

Twenty-five of the students were teachers; forty were non-teachers. Table 3 presents the distribution of teachers and non-teachers among the students.

TABLE 3

DISTRIBUTION OF STUDENTS BY TEACHERS AND NON-TEACHERS

	N	Per Cent
Teachers	25	38.5
Non-teachers	40	61.5
Total	65	100.0

Of the twenty-five teachers nineteen were Black and six were Non-Black as reported in Table 4. The majority of the teachers were Black.

TABLE 4

DISTRIBUTION OF TEACHERS BY ETHNIC DISTRIBUTION

Ethnic Identification	N	Per Cent
Black	19	76
Non-Black	6	24
Total	25	100

Table 5 presents the distribution of years of teaching experience for the twenty-five teachers. Fifteen or 60 per cent of the twenty-five teachers had one to five years teaching experience; four or 16 per cent had six to ten years teaching experience; six or 24 per cent had over ten years teaching experience. The majority or three-fifths of the teachers had one to five years teaching experience.

TABLE 5

DISTRIBUTION OF TEACHERS BY YEARS OF TEACHING EXPERIENCE

Years	N	Per Cent
1 to 5	15	60
6 to 10	4	16
Over 10	6	24
Total	25	100

Fifteen or 58.3 per cent of the twenty-five teachers worked in urban areas whereas ten or 41.7 per cent worked in non-urban areas.

Table 6 presents the distribution of teachers by urban/non-urban setting.

Table 7 presents the distribution of students by age group. The table shows that 43.1 per cent of the

TABLE 6

DISTRIBUTION OF TEACHERS BY URBAN/NON-URBAN SETTING

Setting	N	Per Cent
Urban	15	58.3
Non-urban	10	41.7
Total	25	100.0

TABLE 7

DISTRIBUTION OF STUDENTS BY AGE GROUP

Age Group	N	Per Cent
20-25	28	43.1
26-30	12	18.5
31-35	9	13.8
36-40	6	9.2
Over 41	10	15.4
Total	65	100.0

students were in the twenty to twenty-five age group; 18.5 per cent were in the twenty-six to thirty age group; 13.8 per cent were in the thirty-one to thirty-five age group; 9.2 per cent were in the thirty-six to forty age group; 15.4 per cent were in the forty-one and over age group.

The Instrument

The instrument, "Misanthropy," was designed by Patrick Sullivan of the Veterans Administration Mental Hygiene Clinic, Oakland, California, and Joseph Adelson, The University of Michigan, Ann Arbor, Michigan.[1] A copy of the instrument can be found in Appendix A_4. The investigator received permission from the authors of the instrument for its use in the study.

The instrument attempts to measure misanthropy as a variant of ethnocentrism. Sullivan and Adelson define misanthropy as "the imagery of hate and exclusion to the general suspiciousness and distrust of people in general."[2]

Usually items on instruments used in the investigation of ethnic attitudes can be separated into at least two elements: (a) a reference to a particular ethnic minority and (b) a statement usually derogatory although often couched in pseudo-democratic terminology, pertaining to some presumed attribute of the group in question. It is assumed, if only implicitly, that there is a necessary linkage in the imagery of the respondent between the minority group and the invidious imputation. If, however, we

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[1]Patrick Sullivan and Joseph Adelson, "Ethnocentrism and Misanthropy," Journal of Abnormal and Social Psychology, Vol. 49, No. 2 (1954), pp. 246-250.

[2]Ibid.

formulate ethnocentrism as misanthropy, the possibility arises that assent to statements derogatory toward a specific group may reflect or express hostility toward people in general - or, that the designation of the particular outgroup is not as important in securing assent as is the imagery of hate and exclusion.[3] The instrument, "Misanthropy," was designed on this assumption.

The odd-even reliability for the scale was found to be .79. The authors maintain that although the instrument is fairly adequate it could easily be refined through item analysis and other means.

Twenty-nine items from existing scales of ethnic prejudice were rewritten so that the terms "people" or "most people" or "human(s)" were substituted for the specific minorities originally designated. The scale thus constructed - terms M for Misanthropy - was found to be correlated .43 (.53 when corrected for attenuation) with a 20-item version of the University of California Public Opinion Study scale for general ethnic intolerance. In testing the reliability it was administered to 221 students in an elementary psychology course at a midwestern university.

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[3] Ibid.

The subjects were permitted six categories of response for each item, ranging from complete agreement (+3) to complete disagreement (-3), a middle category being excluded. The responses were translated into a seven-point scale, with maximum disagreement receiving one, maximum agreement seven, and omissions four points. Low scores, then, indicated a relative absence of prejudice and misanthropy.

The results of the study were discussed with reference to the possible connection between prejudice and misanthropy. The implications of misanthropic imagery for attitude scale construction were noted, and certain methodological considerations were raised. Some suggestions were made pertaining to the need for revising our present conceptualization of ingroup-outgroup identification and contra-identification. Finally, it was indicated that the present instrument - with face validity - could, after some work, be used for subsequent research in this area.

Instructional Component

The instructional component used in the workshop consisted of lectures, thought questions, bibliographies, film, an article, and an exhibit. A copy of the materials presented can be found in Appendix B. An outline of each lecture presented follows.

I. THE ANTHROPOLOGICAL PRESENTATION FOCUSED ON THE FOLLOWING:

African Beginnings

1. What is the African background in the Black child's mind?

2. What should the Black child know about Africa?

3. Of what practicality, relevance, and significance is the knowledge about Africa to the Black child?

4. What should parents and interested adults do to improve the quality of knowledge about Africa that they impart to the Black child?

II. THE SOCIOLOGICAL PRESENTATION INCLUDED THE FOLLOWING:

A. Social Aspects of the Black Child's World

1. Economics, religion, education, and the family are critical concerns in the socialization of the Black child - with the family as the primary unit.

2. Socialization is a movement between individuals and groups - bringing the group to the individual or individual to the group - and a transmitting of culture to society - fitting an individual into a niche, an organized way of life. It is our duty to teach the child to fit into a slot in society but for the Black child in a White world the teaching will be different.

3. The Black child must have universal learnings as well as unique experiences. The Black parents' responsibilities are twofold; they must transmit the culture of society and the sub-culture of the Black world.

B. The Black Child and Language

1. Language is a key factor in any civilization.

2. The dialect of the Black American must be understood and utilized by all educators if we are to understand the world of the Black child.

Practical suggestions were presented on the utilization of the Black dialect in the classroom.

III. THE HISTORICAL PRESENTATION EXPOUNDED ON:

African-Americans: The Diaspora

1. Emphasis was placed on the impact of Black history - how it can be used to motivate Black children. Historians are calling more and more on history that portrays Blacks in the community.

2. A child's awareness and that of his teacher should not stop with the exceptions. It is more important to realize the roots from which exceptional heroes came than to realize the successes of the individuals.

3. Black history has had a dynamic impact upon the way history is being presented. It has forced publishers to adopt new methods of looking at the events and people who are not in the mainstream.

IV. THE PSYCHOLOGICAL PRESENTATION FOCUSED ON THE FOLLOWING:

Psychological Aspects of the Black Child's World

1. Psychology has a long history but a short past. Psychology evolved from concern about man and his relationship to the universe. There is a lack of empirical evidence today being given psychologically about the Black experience. From a historical perspective the cradle of civilization emanated from Black Africa.

2. Psychology emerged from the French who gave us individual differences in education, the English who gave us individual differences from the psychometric point of view, and the Germans who introduced the idea of perception.

3. The 1960's produced the term, disadvantaged, as coined by Reissman and Deutsch and cultural enrichment programs which failed. The emphases then changed to early intervention - "from the womb to the tomb." Now we have a systems approach that includes educational objectives, criterion referenced tests and state assessment.

4. Language is the key factor in any civilization. Psychologically Blacks have been trained and programmed to reject themselves. As teachers, we must aid in the demise of this ideology.

V. THE EDUCATIONAL PRESENTATION FOCUSED ON THE BLACK CHILD AND EDUCATION. IT INCLUDED THE FOLLOWING:

A. Implications for Teachers in a Desegregated Situation

1. The mere mixing of bodies when desegregating will not have an impact. The perceptions that people have will make the difference.

2. The curriculum should reflect the true situation in society. Consider the kinds of materials that we use and expose to children.

3. Whites need to see Blacks in positions of authority. Look at the staffing patterns in various organizations.

4. Tracking and ability grouping is a teaching and administrative convenience. They cause no horizontal or upward movement. Stigmatization causes psychological impact on children in a negative way.

5. A disproportionate number of minority students are being excluded or suspended.

In considering these implications, consider what is needed for the Black child and how best we can accomplish it.

B. Assumptions Made Concerning the Black Child

1. Many false assumptions are made concerning the Black child. It is wrong to assume that Black people have no culture, that the Black home is wrong, that Black children are not read to at home. Black people do have a culture; the Black home is not wrong; Black children are read to at home.

2. What the Black child needs is a strong ideology based on a conceptual framework. The Black child needs to see the participation of Black-Americans in the building of America. The Black child needs a universal scope - beginning with his world. Our methods of dealing with the Black child need to be structured and have function.

3. The Black family possesses many strengths. The Black family has an extended kinsmanship. Black families are achievement oriented; they have a strong orientation toward work. The Black family is very religious.

4. The Black child develops a great deal of responsibility early in life. Black children are very active. They are respectful and respond to adults. Dress is very important to them. The image one presents will have a lasting effect. Black children express themselves well. They like to touch and be touched.

5. There is no single Black family style or socialization process. There are differences in location. Black families love their children. An absence of circumstances does not necessarily mean an absence of love. The Black family emphasizes education, economic skills, and staying out of trouble.

6. The curriculum for Black children must be heavily laden with values and must reflect the entire Black community. Skill development must be emphasized. In the K-6 approach, reading programs should not be designed around the group. Oral reading is harmful. Comprehension should be taught in other ways. We should expand from the textbook approach to the use of a variety of materials. Materials should reflect Blackness but not to the exclusion of others. Secondary education is more detrimental because it is less integrated and more subject oriented. When Black students fail, teachers, administrators and all of us fail.

C. The Philosophies of the Cultural Pluralist and the Assimilationist

1. The philosophies of the cultural pluralist and the assimilationist were contrasted and attacked. The cultural pluralist believes that ethnic culture is legitimate and schools should perpetuate it through culturally different models by using materials and styles that are culturally related. The assimilationist's argument is that we should forget ethnic attachments and stress total integration - a common culture for all.

2. The cultural pluralist exaggerates the differences among ethnics. There are significant cultural differences but there are also similarities. The cultural pluralist's philsophy is to the extreme and is detrimental. It does not teach children to function in their own culture as well as others. He argues against total integration on the premise that the school curriculum should reflect both Black and White without the exaggeration of either. Curriculum reform would maximize children's alternatives giving Black youth options, would provide political action skills which would help Black students participate effectively in the reformation of our society, would provide decision-making and social-action skills where persons can participate in an open

society without regard to racial, ethnic, or social stratification.

D. Literary Insights

1. What children read makes a difference in life. Reading provides children with cultural awareness and gives them emotional insight. Lullabies are a verbal education for Black children; they help to protect and nurture them.

2. The early 1800's were the beginnings of children's books. Black writers for children have been systematically excluded. It was emphasized that the Uncle Remus stories have their roots in Africa, but there is some doubt about the authenticity of some of the characters though some of this early heritage portrayed still remains.

   Practical applications utilizing literary insights in the classroom were also presented.

The Procedure

The students were administered the instrument, Misanthropy, in pre and post sessions at the beginning and the end of the workshop.

Prior to having the students complete the instrument, the following took place: (1) the students were told that their participation was optional; (2) they were asked to record their names on the cover letter; they were told that their response to the instrument was confidential to everyone but the investigator and the participants would remain anonymous; (3) they were asked to complete the demographic data sheet attached to the

instrument, and (4) then they were asked to read the directions and to complete the instrument.

The investigator found the students cooperative with few questions asked regarding the instrument.

A discussion of the results of the responses to the instrument can be found in Chapter IV. A copy of the cover letter, instrument and demographic data sheet can be found in Appendix A.

CHAPTER IV

INTERPRETATION OF DATA

This chapter presents the analysis of data with respect to the major hypothesis and sub hypotheses. The hypotheses are:

There will be no significant difference in perceptions of the students after receiving workshop training in experiences of the Black child.

a There will be no significant difference in perceptions of the students discernible by age group.

b There will be no significant difference in perceptions of the students discernible by ethnic group - Black or Non-Black.

c There will be no significant difference in perceptions of the students discernible by non-teaching experience.

d There will be no significant difference in perceptions of the students discernible by teaching experience.

e There will be no significant difference in perceptions of the teachers discernible by years of teaching experience.

f There will be no significant difference in the perceptions of the teachers discernible by experience in an urban setting.

g There will be no significant difference in perceptions of the teachers discernible by experience in a non-urban setting.

Statistical Techniques Used

A student t test was used at the .05 level testing the null hypotheses that there were no significant differences in perceptions between the two groups. A Bayesian posterior probability statistic was used as an indicator for differences between stratum means. The Bayesian posterior probability statistic is a statistic whose value is inherent in the system used.[1] If the level of significance (third statistic on tables) is near one (1), there is a probability the stratum means differ.

On the tables presented the levels of significance for the mean ($\bar{X}$) and variance (v), the statistics indicated, denote values inherent in the system used. The statistics test the equality of the mean ($\bar{X}$) and variance (v). If the stratum mean and variance are equal, assumptions can not be made. The two statistics lend credence to the Bayesian posterior probability statistic inherent in the third statistic.

Major Hypothesis

There will be no significant difference in perceptions of the students after receiving workshop training in experiences of the Black child.

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[1]Midas System, Michigan Interactive Data Analysis System, developed by Statistical Research Laboratory, University of Michigan, September, 1973, revised August, 1974.

The means and variances for the students on the pre and post tests are presented in Table 8. The data presented shows the results of the testing for a significant difference between the two sample means.

Since the mean scores of 3.510 for the pre test and 3.509 for the post test were not statistically significant at the .05 level, the major hypothesis was accepted. Based on this evidence, the perceptions of the students seem to remain constant.

In comparing the mean score with the value of the nominal scale of the instrument, some implications were drawn. The students were permitted six categories of response for each item, ranging from complete agreement (+3) to complete disagreement (-3), a middle category being excluded. The responses were translated into a seven point scoring scale, with maximum disagreement receiving one, maximum agreement seven, and omissions four points. Low scores or the closer the mean to one, indicated relative absence of prejudice and misanthropy. The group means scores of 3.510 and 3.509 indicated an absence of misanthropy.

Sub-Hypothesis a

There will be no significant difference in perceptions of the students discernible by age group.

TABLE 8

MEANS AND VARIANCES OF THE STUDENTS ON THE PRE AND POST TESTS

	N	Pre	Post	Level of Significance
$\bar{X}$	65	3.510	3.509	.997
v	65	1.029	1.378	.122 .501 t = 1.98

p <.05

The difference in the means of 3.774 and 3.942 for the twenty to twenty-five age group; of 3.410 and 3.293 for the twenty-six to thirty age group; of 3.674 and 3.559 for the thirty-one to thirty-five age group; of 3.074 and 3.229 for the thirty-six to forty age group; and of 3.003 and 2.682 for the forty-one and over age group was not large enough to be statistically significant. Therefore, according to the data in Table 9, hypothesis a was considered true and accepted. There appeared to be no significant difference in perceptions of the students discernible by age group.

The forty-one and over age group showed the greatest absence of misanthropy as indicated by the mean scores of 3.003 and 2.682. The twenty to twenty-five age group with means of 3.774 and 3.942 and the thirty-six to forty age group with means of 3.074 and 3.229 tended to

TABLE 9

MEANS AND VARIANCES OF THE STUDENTS' AGE GROUPS ON THE PRE AND POST TESTS

Age Group	N	Pre	Post	Level of Significance
20 - 25				
$\bar{X}$	28	3.774	3.942	.572
v	28	1.079	1.360	.275
				.710
		t = 2.01		
26 - 30				
$\bar{X}$	12	3.410	3.293	.798
v	12	1.030	1.463	.285
				.596
		t = 2.07		
31 - 35				
$\bar{X}$	9	3.674	3.559	.825
v	9	1.036	1.347	.359
				.582
		t = 2.12		
36 - 40				
$\bar{X}$	6	3.074	3.229	.758
v	6	.225	1.219	.043
				.615
		t = 2.22		
41 and over				
$\bar{X}$	10	3.003	2.682	.447
v	10	1.104	.598	.187
				.765
		t = 2.10		

$p < .05$

grow slightly in misanthropy. Further study was deemed necessary for the two age groups.

Sub-Hypothesis b

> There will be no significant difference in perceptions of the students discernible by ethnic group - Black or Non-Black.

Table 10 presents the means for Blacks and Non-Blacks on the pre and post tests. According to the data given, the means of 3.660 and 3.690 for Blacks and 3.011 and 2.908 for Non-Blacks, there appears to be no significant difference in perceptions of Black and Non-Black students toward experiences of the Black child. Therefore hypothesis b was accepted.

In comparing the means of Table 10 with the nominal scale of the instrument used, misanthropy showed a slight growth among the Black students. Though statistically insignificant, this growth warrants further study. The Non-Black students tended to show an absence of misanthropy as indicated by the mean scores of 3.011 and 2.908.

Sub-Hypothesis c

> There will be no significant difference in perceptions of the students discernible by non-teaching experience.

On the pre and post findings as presented in Table 11, the difference in means of the non-teachers of 3.678 and 3.726 did not reach acceptable levels of statistical

TABLE 10

MEANS AND VARIANCES OF BLACK AND NON-BLACK STUDENTS ON THE PRE AND POST TESTS

Race	N	Pre	Post	Level of Significance
Black				
$\bar{X}$	50	3.660	3.690	.894
v	50	1.120	1.481	.165
				.552
		t = 1.984		
Non-Black				
$\bar{X}$	15	3.011	2.908	.698
v	15	.436	.612	.266
				.645
		t = 2.048		

$p < .05$

TABLE 11

MEANS AND VARIANCES OF NON-TEACHERS ON THE PRE AND POST TESTS

	N	Pre	Post	Level of Significance
$\bar{X}$	40	3.678	3.726	.841
v	40	1.096	1.243	.320
				.578
		t = 1.99		

$p < .05$

significance, the hypothesis was accepted. Therefore there appeared to be no significant difference in perceptions of the students discernible by non-teaching experience.

Non-teachers manifested a growth in misanthropy as indicated by the means of 3.678 and 3.726. The closer the mean to one, the degree of misanthropy lessened.

Sub-Hypothesis d

> There will be no significant difference in perceptions of the students discernible by teaching experience.

An acceptable level in the difference of means between the pre and post tests for teachers was not obtained. Hypothesis d was accepted based on the data presented in Table 12. There appeared to be no difference in perceptions of the students discernible by teaching experience.

In comparing the pre and post mean scores of the teachers with the nominal scale of the instrument, the mean scores lend credence to the hypothesis.

Sub-Hypothesis e

> There will be no significant difference in perceptions of the teachers discernible by years of teaching experience.

Table 13 presents the mean scores for one to five, six to ten, and over ten years of teaching experience on

TABLE 12

MEANS AND VARIANCES OF THE TEACHERS ON THE PRE AND POST TESTS

	N	Pre	Post	Level of Significance
$\bar{X}$	25	3.241	3.162	.798
v	25	.883	1.452	.115
				.599
		t = 2.009		

$p < .05$

the pre and post tests. The differences were not great enough to be statistically significant. Therefore, hypothesis e was considered true and accepted. The sample population with six to ten years of experience was too small to be statistically significant.

Teachers with over ten years of experience exhibited a growth in misanthropy as indicated by the mean scores of 3.034 and 3.074. While the degree of misanthropy for teachers with one to five and six to ten years of experience tended to lessen. The indicated growth for teachers with over ten years of experience and the growth for students thirty-six to forty as indicated in Table 9 tend to correlate and warrants further study.

TABLE 13

MEANS AND VARIANCES OF THE TEACHERS' YEARS OF TEACHING EXPERIENCE ON THE PRE AND POST TESTS

Years	N	Pre	Post	Level of Significance
1 - 5				
$\bar{X}$	15	3.365	3.347	.965
v	15	.904	1.767	.111
				.516
		t = 2.048		
6 - 10				
$\bar{X}$	4	3.086	2.603	.231
v	4	.208	.319	.367
		t = 2.447		
over 10				
$\bar{X}$	6	3.034	3.074	.955
v	6	1.467	1.467	.499
				.520
		t = 2.228		

$p < .05$

Sub-Hypothesis f

There will be no significant difference in perceptions of the teachers discernible by experience in an urban setting.

The difference in the means of 3.583 and 3.753 on the pre and post tests respectively for teachers with

experience in an urban setting was too small to reach statistical significance according to the data presented in Table 14. Therefore hypothesis f was considered true and accepted. There appeared to be no difference in perceptions of the students discernible by experience in an urban setting.

TABLE 14

MEANS AND VARIANCES OF TEACHERS IN AN URBAN SETTING

	N	Pre	Post	Level of Significance
$\bar{X}$	15	3.583	3.753	.653
v	15	.842	1.123	.305
				.667
		t = 2.056		

$p < .05$

In comparing teachers in an urban setting, Table 14, with teachers in a non-urban setting, Table 15, teachers in an urban setting seemed to manifest a greater degree of misanthropy. This manifested growth in misanthropy by urban teachers warrants further study.

Sub-Hypothesis g

There will be no significant difference in perceptions of the teachers discernible by experience in a non-urban setting.

Table 15 presents the results of the pre and post tests of teachers with experience in a non-urban setting. The difference in the means of 2.751 and 2.489 did not reach levels of statistical significance. Hypothesis g was accepted. There appeared to be no significant difference in perceptions of the teachers discernible by experience in a non-urban setting.

TABLE 15

MEANS AND VARIANCES OF TEACHERS IN A NON-URBAN SETTING

	N	Pre	Post	Level of Significance
$\bar{X}$	10	2.751	2.489	.524
v	10	.690	.938	.327
				.727

t = 2.101

$p < .05$

Summary of Findings

The acceptance of the major hypothesis confirms that there appeared to be no difference in the way the

students perceived experiences of the Black child. This means that the amount of change that occurred was not large enough to reach the statistical level of significance.

Hypothesis a was accepted by all age groups. It must be noted that the level of significance, .765, for the forty-one and over age group showed the greatest change though not statistically significant.

The acceptance of hypothesis b supports the belief that there appeared to be no significant difference in perceptions held by Black and Non-Black students.

Hypotheses c and d seemed to confirm the fact that teachers and non-teachers perceived the experiences of the Black child with no difference.

Acceptance of Hypothesis e appears to mean that there is no difference in perceptions of the teachers discernible by years of teaching experience.

Hypotheses f and g seemed to support the belief that there is no significant difference in perceptions of students discernible by experience in an urban or non-urban setting.

Therefore, there appeared to be no statistically measurable difference in perceptions of the students after receiving workshop training in experiences of the Black child.

In view of the findings, after consultation with a statistician, it was decided that an individual comparison of differences and an item analysis comparing sub age groups and years of teaching experience with each other would be important for the study. The most significant findings are reported here.

The sixty-five students were assigned numbers. The findings, as reported in Table 16, indicate the results of the six students with the most significant change. At the .05 level, student 28 manifested a lessening in misanthropy; students 16, 18, 19, 20, and 26 tended to grow significantly in misanthropy. Student 26 is most significant in that he tended to agree wholeheartedly with the opinions expressed on the instrument. According to Sullivan and Adelson, this student exhibited prejudice and a distrust of people in general.

It should be noted that students 18, 19, and 28 are teachers. Two of the teachers had one to five years teaching experience; one had over ten years teaching experience.

Table 17 presents an item analysis of the responses of the twenty to twenty-five years olds versus the others. In comparing the pre and post findings, the post findings must be noted. The post findings were significant at the .05 level in the questions indicated, except question 21.

TABLE 16

A COMPARISON OF THE RESPONSES OF SELECTED STUDENTS TO THE TWENTY-NINE ITEMS ON THE INSTRUMENT

	Pre	Post	Level of Significance
Student 16			
$\bar{X}$	2.172	3.310	.010
v	1.290	4.007	.001
			.994
Student 18*			
$\bar{X}$	3.827	4.517	.031
v	2.076	.758	.004
			.982
Student 19*			
$\bar{X}$	4.206	4.931	.015
v	1.884	.566	.001
			.990
Student 20			
$\bar{X}$	3.827	4.689	.091
v	3.362	3.936	.339
			.951
Student 26			
$\bar{X}$	3.724	6.069	.000
v	7.992	1.852	.000
			.999
Student 28*			
$\bar{X}$	3.344	1.620	.000
v	3.019	.529	.000
			1.000
	t = 2.01		

*Teacher

$p < .05$

TABLE 1

AN ITEM ANALYSIS OF THE TWENTY-NINE RESPONSES OE THE (28) TWENTY TO TWENTY-FIVE YEAR OLDS VERSUS THE (37) OTHERS

	Pre Test Findings			Post Test Findings		
	Twenty to Twenty-five	Others	Level of Significance	Twenty to Twenty-Five	Others	Level of Significance
Question 5 A step toward solving social problems would be to prevent people from getting into superior, profitable positions in society, for a while at least.						
$\bar{X}$	2.714	1.973	.075	$\bar{X}$ 3.214	1.675	.000
v	3.396	2.138	.096	v 4.396	1.836	.007
			.954			.999
Question 8 Most people tend to lower the general standard of living by their willingness to do the most menial work and to live under standards that are far below average.						
$\bar{X}$	2.785	2.324	.296	$\bar{X}$ 2.714	1.810	.019
v	3.582	2.669	.202	v 3.174	1.546	.022
			.842			.985
Question 17 Most peoples' first loyalty is to themselves rather than to their country.						
$\bar{X}$	6.250	5.216	.024	$\bar{X}$ 5.928	4.783	.024
v	1.750	4.285	.009	v 2.216	5.174	.012
			.990			.990
Question 19 Most people seem to have an aversion to plain hard work; they tend to be parasites on society by finding easy, non-productive jobs.						
$\bar{X}$	2.964	2.297	.142	$\bar{X}$ 2.964	2.027	.043
v	3.887	2.714	.155	v 4.109	2.693	.117
			.920			.972

$p < .05$ $t = 2.00$

TABLE 17 (Continued)

	Pre Test Findings			Post Test Findings		
	Twenty to Twenty-five	Others	Level of Significance	Twenty to Twenty-five	Others	Level of Significance
Question 20	One general fault of people is their over aggressiveness, a strange tendency always to display their looks, manner, and breeding.					
$\bar{X}$	4.000	3.162	.090	4.000	2.702	.012
v	3.629	3.917	.069	3.629	4.436	.297
			.952			.993
Question 21	There seems to be some revolutionary streak in the human makeup as shown by the fact that there are so many communists and agitators.					
$\bar{X}$	3.500	2.324	.004	3.535	2.729	.090
v	3.296	1.947	.069	3.443	3.536	.447
			.996			.952
Question 24	People keep too much to themselves, instead of taking the proper interest in community problems and good government.					
$\bar{X}$	5.107	4.027	.037	5.357	4.216	.022
v	3.432	4.638	.210	2.682	4.618	.073
			.981			.990
Question 26	People would solve many of their social problems by not being so irresponsible, lazy, and ignorant.					
$\bar{X}$	3.821	3.054	.156	3.964	2.702	.016
v	4.818	4.385	.390	4.332	4.048	.419
			.916			.990

$p < .05$ $t = 2.000$

TABLE 17 (Continued)

	Pre Test Findings			Post Test Findings		
	Twenty to Twenty-five	Others	Level of Significance	Twenty to Twenty-five	Others	Level of Significance
Question 27	It would be best to limit most people to grammar and trade school education since more schooling just gives them ambition and desires which they are unable to fulfill in competition.					
$\bar{X}$	2.071	1.702	.409	$\bar{X}$ 2.500	1.324	.004
v	4.291	2.270	.037	v 4.407	1.058	.000
			.782			.994
Question 28	There is something inherently primitive and uncivilized in most people, as shown in their musical tastes and extreme aggressiveness.					
$\bar{X}$	2.178	2.027	.704	$\bar{X}$ 2.714	1.729	.046
v	2.374	2.638	.392	v 5.248	2.591	.024
			.646			.969
Question 29	There will always be wars because, for one thing, there will always be people who ruthlessly try to grab for more than their share.					
$\bar{X}$	5.392	5.081	.547	$\bar{X}$ 5.642	4.567	.048
v	3.580	4.743	.226	v 2.534	6.085	.010
			.726			.979

$p < .05$ $t = 2.000$

It should be noted that the pre findings in question 21 were significant at the .05 level; there appeared to be no significant difference in the post findings, though the degree of misanthropy lessened.

Questions 17 and 29 were significant in that the closer the mean to seven, the degree of misanthropy increased. The post means indicated a decrease in misanthropy for both age groups. This data tended to substantiate the data presented in Table 9. An item analysis showed that the twenty to twenty-five year olds, when compared with the others, tended to grow in misanthropy in nine of the twenty-nine items. There was a positive change in perception for the others in eleven of the twenty-nine items.

In comparing the pre and post item analysis of the twenty-six to thirty year olds versus the others on the questions indicated, the .05 level of significant difference was reached for question 10. Questions 10 and 24 were significant in that when comparing the means with the value of the nominal scale of the instrument - a low of +1 to a high of +7 - the closer the mean to seven, the degree of misanthropy increased. There was an increase in post means for both age groupings. Though not significant, question 29 indicated a decrease in post means for the others. This data is reported in Table 18.

TABLE 18

AN ITEM ANALYSIS OF THE TWENTY-NINE RESPONSES OF THE (12) TWENTY-SIX TO THIRTY YEAR OLDS VERSUS THE (53) OTHERS

	Pre Test Findings				Post Test Findings		
	Twenty-six to Thirty	Others	Level of Significance		Twenty-six to Thirty	Others	Level of Significance
Question 10	Much resentment against most people stems from their tending to keep apart and to exclude others from their social life.						
$\bar{X}$	3.666	4.811	.083	$\bar{X}$	3.666	5.056	.027
v	4.424	4.079	.391	v	4.969	3.439	.181
			.944				.966
Question 24	People keep too much to themselves, instead of taking the proper interest in community problems and good government.						
$\bar{X}$	3.333	4.754	.031	$\bar{X}$	3.750	4.924	.067
v	3.333	4.265	.343	v	4.568	3.763	.301
			.983				.947
Question 29	There will always be wars because, for one thing, there will always be people who ruthlessly try to grab for more than their share.						
$\bar{X}$	4.166	5.452	.048	$\bar{X}$	4.416	5.169	.284
v	5.060	3.791	.232	v	8.447	3.989	.035
			.954				.794

$p < .05$ $t = 2.000$

TABLE 19

AN ITEM ANALYSIS OF THE TWENTY-NINE RESPONSES OF THE (6) THIRTY-SIX TO FORTY YEAR OLDS VERSUS THE (59) OTHERS

	Pre Test Findings			Post Test Findings		
	Thirty-six to Forty	Others	Level of Significance	Thirty-six to Forty	Others	Level of Significance
Question 8	Most people tend to lower the general standard of living by their willingness to do the most menial work and to live under standards that are far below average.					
$\bar{X}$	1.166	2.661	.045	$\bar{X}$ 1.666	2.254	.381
v	.166	3.159	.001	v 2.666	2.399	.364
			.999			.783
Question 20	One general fault of people is their over agressiveness, a strange tendency always to display their looks, manner and breeding.					
$\bar{X}$	2.000	3.678	.046	$\bar{X}$ 2.333	3.355	.261
v	2.400	3.842	.318	v 3.066	4.543	.355
			.973			.883

$p < .05$ $t = 2.000$

The difference in the pre and post means for the twenty-six to thirty year olds on the twenty-nine item instrument was not large enough to be statistically significant as reported in Table 9. An item analysis tended to substantiate this data. The twenty-six to thirty year olds appeared not to manifest a change in perception, when compared to the others.

The post findings for questions 8 and 20 were not significant at the .05 level, as reported in Table 19; the pre findings were significant. It should be noted that when the means were compared to the value of the nominal scale of the instrument, there was a decrease in the degree of misanthropy for the others. The closer the mean to one, the degree of misanthropy lessened.

Though an item analysis revealed some change in perception, it tended to support the data presented in Table 9.

Table 20 tends to substantiate Table 9; the forty-one and over age group showed the greatest absence of misanthropy. In the items indicated the pre and post means were less for the forty-one and over age group and were significant at the .05 level.

In the item analysis, comparing years of teaching experience with each other, the teacher samples with six to ten and over ten years of experience were not large

TABLE 20

AN ITEM ANALYSIS OF THE TWENTY-NINE RESPONSES OF THE (10) FORTY-ONE YEAR OLDS AND OVER VERSUS THE (55) OTHERS

	Pre Test Findings			Post Test Findings		
	Forty-one and Over	Others	Level of Significance	Forty-one and Over	Others	Level of Significance
Question 3	A major fault of most people is their conceit.					
$\bar{X}$	3.600	3.618	.978	2.300	3.927	.015
v	5.822	3.499	.120	3.122	3.698	.420
			.508			.988
Question 11	One big trouble with people is that they are never contented, but always try for the best jobs and the most money.					
$\bar{X}$	3.000	4.455	.134	2.300	4.254	.006
v	5.333	4.756	.364	2.677	4.304	.227
			.911			.996
Question 14	War shows up the fact that most people are not patriotic or willing to make sacrifices for their country.					
$\bar{X}$	1.700	3.109	.035	1.800	3.254	.036
v	.900	4.099	.009	.622	4.452	.001
			.998			.999
Question 15	There is something different and strange about most people; one never knows what they are thinking or planning, not what makes them tick.					
$\bar{X}$	2.800	4.345	.043	1.400	4.127	.000
v	5.955	4.563	.256	.266	4.742	.000
			.954			1.000

$p < .05$ $t = 2.000$

TABLE 20 (Continued)

	Pre Test Findings			Post Test Findings		
	Forty-one and Over	Others	Level of Significance	Forty-one and Over	Others	Level of Significance
Question 16	People may have moral standards that they apply in their dealings with their friends, but with others most of them are unscrupulous, ruthless, and undependable.					
$\bar{X}$	1.800	3.418	.023	$\bar{X}$ 1.900	3.818	.006
v	.844	4.655	.004	v 2.766	4.077	.275
			.999			.996
Question 17	Most peoples' first loyalty is to themselves rather than to their country.					
$\bar{X}$	4.400	5.890	.017	$\bar{X}$ 3.800	5.545	.011
v	4.044	3.024	.240	v 4.400	3.734	.327
			.973			.982
Question 20	One general fault of people is their over aggressiveness, a strange tendency always to display their looks, manner, and breeding.					
$\bar{X}$	3.400	3.545	.832	$\bar{X}$ 1.800	3.527	.016
v	3.600	4.030	.462	v 3.511	4.216	.410
			.584			.988
Question 21	There seems to be some revolutionary streak in the human makeup as shown by the fact that there are so many communists and agitators.					
$\bar{X}$	1.700	3.036	.019	$\bar{X}$ 2.100	3.254	.076
v	1.122	2.887	.064	v 4.100	3.378	.306
			.996			.937

$p < .05$ $t = 2.000$

enough to be statistically significant. Table 21 presents the significant questions for the teachers with one to five years experience. The post findings for question 2 were significant at the .05 level; the pre findings were significant for questions 8 and 14. The pre and post means indicated that the other teachers experienced a greater degree of lessening in misanthropy. The increase in the post mean, question 14, for the other teachers implied a growth in perception on this item for these teachers.

When comparing the pre and post means, Table 13, for the teachers with one to five years teaching experience, the item analysis tended to support the data presented.

TABLE 21

AN ITEM ANALYSIS OF THOSE (15) TEACHERS WITH ONE TO FIVE YEARS TEACHING EXPERIENCE VERSUS THE (10) OTHER TEACHERS

	Pre Test Findings			Post Test Findings		
	One to Five	Other Teacher	Level of Significance	One to Five	Other Teacher	Level of Significance
Question 2	In order to maintain a nice residential neighborhood it is best to prevent most people from living in it.					
$\bar{X}$	3.000	1.400	.044	2.333	1.300	.116
v	5.000	.933	.007	3.666	.455	.001
			.985			.961
Question 8	Most people tend to lower the general standard of living by their willingness to do the most menial work and to live under standards that are far below average.					
$\bar{X}$	2.933	1.700	.045	2.066	1.500	.287
v	2.923	.677	.016	1.638	1.611	.507
			.984			.845
Question 14	War shows up the fact that most people are not patriotic or willing to make sacrifices for their country.					
$\bar{X}$	2.933	1.500	.042	2.866	2.500	.658
v	3.923	.722	.007	4.981	2.500	.150
			.986			.675

$p < .05$ $t = 2.06$

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose of the Study

The purpose of this study was to determine the effects of inservice training on perceptions of teachers and others enrolled in a three and one-half day workshop that emphasized experiences of the Black child.

Design of the Study

The sample consisted of sixty-five students enrolled in a three and one-half day workshop planned for the Center for Afroamerican and African Studies, University of Michigan. The workshop provided background information relevant to experiences of the Black child.

The instructional component focused on anthropological, sociological, historical, psychological, and educational aspects as they affect and relate to the Black child.

The instrument used in the study to measure the students' perceptions was "Misanthropy." This instrument designed by Patrick Sullivan of the Veterans Administration Mental Hygiene Clinic and Joseph Adelson of the University

of Michigan, was administered to the group in pre and post testing sessions.

The differences between the pre and post testing sessions were tested by a student t test.

Results

Major Hypothesis

There will be no significant difference in perceptions of the students toward experiences of the Black child after receiving workshop training.

Findings. Collectively, the data did not establish a difference in perceptions of the students toward experiences of the Black child after receiving workshop training. The hypothesis was accepted.

Sub-Hypothesis a

There will be no significant difference in perceptions of the students discernible by age group.

Findings. The data did not establish a difference in perceptions of the students discernible by age group. The hypothesis was accepted.

Sub-Hypothesis b

There will be no significant difference in perceptions of the students discernible by ethnic group - Black

or Non-Black.

Findings. The data did not establish a difference in perceptions of the students discernible by ethnic group - Black or Non-Black. The hypothesis was accepted.

Sub-Hypothesis c

There will be no significant difference in perceptions of the students discernible by non-teaching experience.

Findings. The data did not establish a difference in perceptions of the students discernible by non-teaching experience. The hypothesis was accepted.

Sub-Hypothesis d

There will be no significant difference in perceptions of the students discernible by teaching experience.

Findings. The data did not establish a difference in perceptions of the students discernible by teaching experience. The hypothesis was accepted.

Sub-Hypothesis e

There will be no significant difference in perceptions of the teachers discernible by years of teaching experience.

Findings. The data did not establish a difference in perceptions of students discernible by years of teaching experience. The hypothesis was accepted.

Sub-Hypothesis f

There will be no significant difference in perceptions of the teachers discernible by experience in an urban setting.

Findings. The data did not establish a difference in perceptions of students discernible by experience in an urban setting. The hypothesis was accepted.

Sub-Hypothesis g

There will be no significant difference in perceptions of the teachers discernible by experience in a non-urban setting.

Findings. The data did not establish a difference in perceptions of the teachers discernible by experience in a non-urban setting. The hypothesis was accepted.

The additional analysis, an individual comparison of differences and an item analysis comparing sub-age groups and years of teaching experience with each other, provided the following findings.

(1) The perceptions held by ten students were altered significantly. Students 28, 29, and 34 manifested a lessening in misanthropy; the other students tended to grow in misanthropy. Student 26 tended to agree wholeheartedly with the opinions expressed on the instrument.

(2) The perceptions held by the twenty to twenty-five year olds, when compared with the others, tended to

grow significantly in misanthropy. The degree of misanthropy lessed for the others. A comparative item analysis for this age group lends credence to Table 9.

(3) An item analysis tended to refute the data presented in Table 9 for the twenty-six to thirty year old. The twenty-six to thirty year olds did manifest a change in perception on certain items.

(4) Collectively, though the post mean decreased in Table 9, there was no significant difference in perceptions of the thirty-one to thirty-five year olds when compared to the others. An item analysis tended to show that the difference was significant.

(5) Though an item analysis revealed some change in perception, it tended to support the data presented in Table 9. The thirty-six to forty year olds tended to grow slightly in misanthropy.

(6) An item analysis tended to substantiate the collective data presented in Table 9. The over forty age group showed the greatest absence of misanthropy.

(7) A comparative item analysis of years of teaching experience revealed that the teachers with one to five years teaching experience manifested a significant change in perceptions on certain items. This data tended to support the data presented in Table 12. The teacher samples with six to ten and over ten years of experience were not

large enough to be statistically significant.

Conclusions

Based on the data presented, it was concluded that perceptions can not be influenced collectively. The acceptance of the major hypothesis and sub-hypotheses confirmed that collectively perceptions were not altered. The fact that individually the students manifested change and a comparative item analysis revealed change is sufficient to warrant further study.

Recommendations

This study was limited to an investigation of the perceptual predisposition of teachers and others toward experiences of the Black child. Although, collectively, the investigation did not support the belief that perceptions can be altered through the approach used in this study, there is need for additional research in this area. An individual comparison of differences and an item analysis comparing sub-age groups and years of teaching experience with each other yielded some significant findings.

The following recommendations are suggested for further research:

1. There were sixty-five students in the sample

used in this study. Because of the limitations imposed by the size of the group, the investigator suggests that further study involve a greater number of subjects. A larger sample, when the group analysis is to be used, would allow for a greater degree of inference.

2. When a small group is used in a study, it is believed that an individual analysis will provide for a better comparison and contribute to a more definitive model of measurement.

3. The instrument used in the study possesses face validity. The authors, Sullivan and Adelson, maintain that although the instrument is fairly adequate it could easily be refined through item analysis. It is believed that the instrument should be refined.

4. This workshop was conducted over a period of three and one-half days. The investigator believes that the time element prevented a more thorough discussion of the ethnic culture studied.

5. It is recommended that future investigations make use of the pre test results. It hardly seems necessary to alter perceptions of an ethnic group, if the group is already perceived positively by the sample.

The sample population used was predominantly Black. The writer feels had the sample population been predominantly Non-Black, the findings would have been different.

6. Although an individual and an item analysis showed positive and negative change in perceptions, the study did not allow for negative change. It is imperative that further research provide for this aspect.

7. The teachers with one to five years teaching experience tended to show a greater change in perception. It is recommended that further perceptual training be geared to the experienced teacher.

Implications

Research has shown that perceptions of teachers can be altered through training. The findings of this study do not support this belief. The writer feels that positive and negative implications can be drawn from this study. The sample population was predominately Black. It hardly seems necessary to alter perceptions of an ethnic group, if the group is already perceived positively by the sample. Had the sample population been predominately non-Black, the writer feels that the findings would have supported the urgency of the need for commitment to the Black experience to meet the needs of an integrated society. The writer further feels that the findings of a predominately non-Black sample would have underscored an urgency for in-service training for these teachers if they purport to provide a healthful learning climate for a growing population

of pupils and if they are to be held accountable for the academic performance of their students.

To maximize the chances for successful attitude intervention programs, experiences must be designed specifically for that purpose. Teacher training programs must develop positive attitudes in teachers through programs which reflect and promote ethnic diversity. The sensitivity and awareness to ethnic diversity will enable teachers to expand their conceptions of humanity and to better understand ethnic culture. The writer feels that the development of sensitivity and awareness to cultural diversity will enable the teacher to design his style of teaching so that it will effectively promote and embrace ethnicity which is so desperately needed. Further, if teacher training institutions develop programs that reflect and promote diversity, then the teaching staff must be integrated at every level. It is not realistic to expect to help students develop positive attitudes toward minorities when teaching staffs are selected from a population that has been trained to be biased. Also, provisions must be made for administrators.

In providing for ethnic diversity, teacher training programs must consider the type or kind and duration of training. The training used in this study was short in duration but did present an indepth study of the historical

and cultural influence of Black people through such diverse experiences as visitations, committee work, guest speakers, movies, and multimedia materials, combined with factual lectures. Because time was of the essence, the workshop did not allow for classroom discussion or inter-action where impressionable areas could have been explored.

This study focused on perceptions of teachers and others toward experiences of the Black child. The investigator believed that training in Black experiences would alter these perceptions. The findings do not support this belief. The perceptions of the students tended to remain constant or grew in misanthropy. This manifested growth in misanthropy by the students warrants further study. This growth is crucial in that the kind of education provided within schools and behind classroom doors, for Black children will ultimately hinge on the attitudes teachers have about these children. Children learn what they live; in a classroom where prejudice is practiced and condoned, one behaves and thinks with prejudice. In our ever growing world we must learn to respect and tolerate each other, or our intolerance will cause us to perish.

What Black children want and need are teachers who believe they can learn, who expect them to learn, and who teach them. What the classroom teacher does, determines what the school can do for the children. The teacher's

everyday classroom performance, the kind of relationships he or she establishes with the children, is the expression of what he or she believes is both necessary and possible to do for children. Teachers who have been conditioned by naivete and cultural biases can not teach minority children. It is extremely difficult for most teachers to understand how their own perceptions of the worth and ability of their students actually affect the emotional development and achievement of children.

The public school system is an integral part of society. The concern with education of Blacks must be made relevant to the needs of Blacks as individuals and as social beings. The public school system appears to have a vested interest in the negative identity of Black children. It is when the negative perceptions and feelings are translated into practices that the Black (or any other group) most despairs. Under these conditions there can be no hope or optimism about the future and little incentive to work for distant goals.

The school is not regarded as the agency for the solution of the social ills of a society. However, it should provide a setting in which all can learn under nearly ideal conditions as possible. Furthermore, the school is responsible not only for the learning of subject matter and intellectual skills, but also for the learning

of basic attitudes and values. An assessment a child makes of himself is significantly related to the evaluation that significant people, such as teachers, make of him. Teachers, both Black and White, respond differently to Black and White children as well as to children of different social classes. Such different treatment must be regarded as harmful to the learning of the child as well as harmful to the teacher's self-perception.

Through inservice training all teachers should develop an acute awareness of the impact they can have on children for better or for worse. This awareness will increase their desire to do well, their abhorrence of having little impact, and their consciousness of the care which good teaching constantly demands. It should also prevent them from focusing so strongly on subject matter that they forget the child.

It is necessary for all teachers to view the Black child and his culture more positively, whether they teach in suburbia or inner city. The problems in the inner city are deeply implicated in the larger society. Unless teachers can succeed in helping our future leaders - those children who are taught in suburban classrooms - to develop more human attitudes toward ethnic minorities, the inner city will continue to thrive and destroy human lives.

APPENDIX A

A_1 - PROGRAM

A_2 - COVER LETTER

A_3 - DEMOGRAPHIC DATA SHEET

A_4 - INSTRUMENT

APPENDIX A_1

PROGRAM

PROGRAM

THE WORLD OF THE BLACK CHILD - SPRING TERM WORKSHOP

June 24, 25, 26, 27 (3 1/2 days)

Sponsored by the Center for Afroamerican and African Studies
Division Number 311, Course Number 430, Section 101,
Course Credit - 2 hours
Gwendolyn Baker, Workshop Coordinator

Course Description: The World of the Black Child is an interdisciplinary approach to the study and understanding of the Afroamerican child. The overview will include: Anthropology, History, Sociology, Psychology, Linguistics, Fine Arts and Education

Place: 1309 School of Education

TUESDAY
JUNE 24th

8:00- 9:00	Coffee - Registration
9:00-10:00	Introduction
10:00-12:00	African Beginnings Niara Sudarkasa, Associate Professor of Anthropology
12:00- 2:00	Lunch
2:00- 4:00	African-Americans: The Diaspora James Horton, Assistant Professor of History
4:00- 5:00	Film
5:00- 7:00	Dinner
7:00- 8:00	Library

WEDNESDAY
JUNE 25th

8:00-12:00	Psycho-Social Aspects of the Black Child's World Jonas Chenault, Assistant Professor of Education Ozzie Edwards, Associate Professor of Sociology
12:00- 2:00	Lunch
2:00- 5:00	The Black Child and Language Geneva Smitherman, Professor of Speech, Assistant Director for Black Studies, Wayne State University
5:00- 7:00	Dinner
9:00- 9:00	Black Odyssey Exhibit - Michigan Union (Assembly Hall, Basement) (OPEN TO THE PUBLIC)

THURSDAY
JUNE 26th

8:00-12:00	The Black Child and Education Gwendolyn Baker, Assistant Professor of Education James Banks, Visiting Professor Education, University of Washington, Seattle, Washington Margot Ellis, Media Specialist, Ann Arbor Public Schools Charles Moody, Assistant Professor of Education
12:00- 2:00	Lunch
2:00- 3:00	The Black Child and Education (continued)
3:00- 5:00	The Black Child and the Arts Vera Embree, Assistant Professor, Dance Jon Lockard, Lecturer, Center for Afro-american and African Studies Milton Stewart, Lecturer, Center for Afro-american and African Studies Margot Ellis, Media Specialist, Ann Arbor Public Schools
5:00- 7:00	Dinner
7:00- 8:00	Library

FRIDAY
JUNE 27th

8:00-12:00	Puttin' it all together and sharing what you have learned - evaluation

APPENDIX A_2

COVER LETTER

1642 McIntrye
Ann Arbor, Michigan 48105
June 24, 1975

Dear Participant:

I am a graduate student at The University of Michigan and would like to secure and pre and post survey concerning the effects of inservice training on how people feel toward a given group. Your cooperation will be greatly appreciated - but is optional.

Your response to the attached instrument is confidential to everyone but the researcher and the participants will remain anonymous.

If you would like the results of this survey, please indicate by completing the following:

Name _____

Address _____

City _____ State _____ Zip _____

Respectfully,

Barbara J. Wade
Professor G. Baker, Advisor

APPENDIX A_3

DEMOGRAPHIC DATA FORM

DEMOGRAPHIC DATA FORM

Please complete the following:

I. Age 20-25 _____
26-30 _____
31-35 _____
36-40 _____
41 and over _____

II. Black _____ Non-Black _____

III. Teaching Experience (years)

1-5 _____
6-10 _____
over 10 _____

IV. If your work experience has been non-teaching, please describe.

_____

_____

_____

V. Where Employed _____

Urban _____ Suburban _____

APPENDIX A_4

INSTRUMENT

MISANTHROPY

(Defined as: distrust of people)

Directions: Each statement below represents a commonly held opinion and there are no right or wrong answers. Read each statement carefully, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number on the nominal scale after each statement. Be sure to answer every statement.

1. People seem to prefer the most luxurious, extravagant, and sensual way of living.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

2. In order to maintain a nice residential neighborhood it is best to prevent most people from living in it.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

3. A major fault of most people is their conceit.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

4. Colleges should adopt a quota system by which they may limit the number of people in fields which have too many now.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

5. A step toward solving social problems would be to prevent people from getting into superior, profitable positions in society, for a while at least.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

6. One trouble with most people is that they stick together and connive, so that others don't have a fair chance in competition.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

7. Our social problems are so general and deep that one often doubts that democratic methods can ever solve them.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

8. Most people tend to lower the general standard of living by their willingness to do the most menial work and to live under standards that are far below average.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

9. Most people should not pry so much into others' activities and organizations nor seek so much recognition and prestige.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

10. Much resentment against most people stems from their tending to keep apart and to exclude others from their social life.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

11. One big trouble with people is that they are never contented, but always try for the best jobs and the most money.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

12. People go too far in hiding their backgrounds, especially such extremes as changing their names and imitating others' manner and customs.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

13. People should make sincere efforts to rid themselves of their conspicuous and irritating faults, if they really want to prevent themselves from being condemned.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

14. War shows up the fact that most people are not patriotic or willing to make sacrifices for their country.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

15. There is something different and strange about most people; one never knows what they are thinking or planning, nor what makes them tick.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

16. People may have moral standards that they apply in their dealings with their friends, but with others most of them are unscrupulous, ruthless, and undependable.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

17. Most peoples' first loyalty is to themselves rather than to their country.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

18. In order to handle social problems, one must meet fire with fire and use the same ruthless tactics with others that they use.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

19. Most people seem to have an aversion to plain hard work; they tend to be parasites on society by finding easy, nonproductive jobs.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

20. One general fault of people is their over agressiveness, a strange tendency always to display their looks, manner, and breeding.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

21. There seems to be some revolutionary streak in the human makeup as shown by the fact that there are so many communists and agitators.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

22. People should be more concerned with their personal appearance, and not be so dirty and smelly and unkempt.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

23. There is little hope of correcting human defects, since these defects are simply in the blood.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

24. People keep too much to themselves, instead of taking the proper interest in community problems and good government.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

25. When people create large funds for educational or scientific research it is mainly due to a desire for fame and public notice rather than a really sincere scientific interest.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

26. People would solve many of their social problems by not being so irresponsible, lazy, and ignorant.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

27. It would be best to limit most people to grammar and trade school education since more schooling just gives them ambition and desires which they are unable to fulfill in competition.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

28. There is something inherently primitive and uncivilized in most people, as shown in their musical tastes and extreme aggressiveness.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

29. There will always be wars because, for one thing, there will always be people who ruthlessly try to grab for more than their share.

Completely agree	+3	+2	+1	0	-1	-2	-3	Completely disagree

APPENDIX B

B_1 - ARTICLE

B_2 - BIBLIOGRAPHIES

B_3 - STUDY QUESTIONS

B_4 - FILM

APPENDIX B_1

ARTICLE

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APPENDIX B_2

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"WORLD OF THE BLACK CHILD"

CENTER FOR AFROAMERICAN AND AFRICAN STUDIES - 430 -
SPRING 1975

UNIVERSITY OF MICHIGAN

BIBLIOGRAPHY

Recommended and required* readings by the following participating Professors and Staff:

Niara Sudarkasa	Geneva Smitherman
James O. Horton	Gwendolyn C. Baker
Ozzie Edwards	James A. Banks
Jonas Chenault	Milton Stewart
Bertram Coppock	

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APPENDIX B_3

STUDY QUESTIONS

WORLD OF THE BLACK CHILD WORKSHOP

430 - Spring, 1975

Study Questions 1

Why is it important for Black Children to be knowledgeable about their African heritage?

What "African beginnings" are important for Black Children to know about? Be specific.

(Select your readings from the bibliography recommended by Professor Niara Sudarkasa).

Study Questions 2

What does history in the United States provide for Black Children?

How and what must be included and/or excluded when presenting historical fact and interpretation?

(Select your reading from those recommended by Professor James Horton. Also use your 2 hour visit to the Black Odyssey Exhibit to answer part 2 of this study question).

Study Questions 3

How does the socialization process affect the psychological development of the Black Child?

What aspects of socialization should the parent, teacher and others be particularly concerned with?

(Select readings from those recommended by Professors Edwards and Chenault).

Study Questions 4

There is much controversy surrounding the legitimacy of Black dialect-language etc. How should it be considered in the teaching of reading and other language skills in the classroom?

(Select your readings from those recommended by Professor Smitherman. The availability of these selections is limited but feel free to refer to other sources you may find in the libraries. Consider journal articles as well as the class presentation and discussion on Wednesday P.M.).

WOBCW

Study Questions 5

Does integration of children necessarily mean equal educational opportunity? Examine all possibilities of this question.

What aspects of the Black Child's culture must be considered when planning for the educational needs of Black Children?

How may teacher preparation and classroom behavior influence the academic and social achievement of the Black Child?

APPENDIX B_4

FILM

FILM

(Annotated)

Heritage of Slavery, The. 16 mm. 53 minutes. The University of Michigan Audio-Visual Education Center. (416 Fourth Street, Ann Arbor, Michigan, 48103).

An examination of slavery and the attitudes established during slavery which still persist today. George Foster, news reporter, interviews descendants of plantation owners and present day Black activists, demonstrating the parallels between attitudes under slavery and now. How the past has influenced the present. Graphics and readings from accounts by slave-owners and slaves capture the quality of life in the days of slavery. (CBS; FA, 1968).

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