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THE RELATIONSHIP OF RACE, SEX, AND
GRADE LEVEL TO SOCIAL ACCEPTANCE
OF PUBLIC SCHOOL STUDENTS

A RESEARCH PAPER

Presented to the Graduate Council of the
Austin Peay State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS IN EDUCATION

By

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To the Graduate Council:

I am submitting herewith a Research Paper written by Embry Hadley Adams entitled "The Relationship of Race, Sex, and Grade Level to Social Acceptance of Public School Students." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in guidance and counseling.

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Chapter I

Introduction

The problems of racial, national, and religious biases are of such magnitude that they might appropriately be designated the outstanding problems of modern times. How can groups--small ones within local communities, large ones among nations--of different racial, religious, and national origins learn to live together with mutual tolerance, appreciation, and respect?

Purpose of the Study

The purpose of this study was to investigate whether differences exist in the social acceptance of Negro and white students at grades four, six, eight, ten, and twelve in the public school classrooms selected for the study in the Christian County Schools.

Hypotheses

In order to study the social acceptance of students in grades four, six, eight, ten, and twelve in the schools selected, the following null hypotheses were tested:

1. There is no significant difference in the acceptance scores of all Negro and all white students who are included in the study in the selected public school classrooms in the Christian County Schools.
2. There is no significant difference in the acceptance scores of all Negro boys and all white boys.

3. There is no significant difference in the acceptance scores of all Negro girls and all white girls.

4. There is no significant difference in the acceptance scores of all students at the different grade levels including students in grades four, six, eight, ten, and twelve.

4A. There is no significant difference in the acceptance scores of fourth and sixth grade students.

4B. There is no significant difference in the acceptance scores of sixth and eighth grade students.

4C. There is no significant difference in the acceptance scores of eighth and tenth grade students.

4D. There is no significant difference in the acceptance scores of tenth and twelfth grade students.

5. There is no significant difference in the acceptance scores of all white students.

6. There is no significant difference in the acceptance scores of all Negro students.

7. There is no significant difference in the acceptance scores of all Negro students and all white students at the fourth grade level.

8. There is no significant difference in the acceptance scores of all Negro students and all white students at the sixth grade level.

9. There is no significant difference in the acceptance scores of all Negro students and all white students at the eighth grade level.

10. There is no significant difference in the acceptance scores of all Negro students and all white students at the tenth grade level.

11. There is no significant difference in the acceptance scores of all Negro students and all white students at the twelfth grade level.

Basic Assumptions

There were three basic assumptions upon which this research rested.

1. It was assumed that the instrument employed for estimating social acceptance, the sociometric score, is sufficiently valid for use in this study.

2. It was assumed that the students responded with frankness and honesty in the Bonney (1) How I Feel Toward Others questionnaire and that the students were motivated to cooperate on the test.

3. It was assumed that the randomly-selected fourth, sixth, eighth, tenth, and twelfth-grade classrooms from the schools of Christian County comprised a representative sampling of the fourth, sixth, eighth, tenth, and twelfth grade students of Christian County.

Definition of Terms Used

Sociometry. Sociometry is the study of the social structure of a group. Since it was originally used in the public schools in 1932 in Brooklyn, New York, the use of the sociometric technique has spread to prisons, industry, summer camps, and other places where interpersonal relations are considered important. Entire communities have been

studied. An international journal of sociometry is published regularly. Both teachers and research workers have used this technique to study the extent to which individual pupils were accepted by their peers and to analyze the social structure of classroom groups.

The purpose of the sociometric technique, according to Gronlund (4), is to measure and study the internal structure of a group. What the teacher sees reflects the external structure which may or may not reflect the real feelings of the students. The need for an objective measure of interpersonal relations in the social sphere is roughly equivalent to the need for an intelligence test in the academic area.

Social acceptance. Social acceptance is the degree to which a person is accepted by others within the classroom in which he was tested.

Sociometric test. The sociometric test is the method used to evaluate the group structure.

Limitations of the Study

1. The sociometric technique itself is limited in the kinds of information the particular instrument can provide, which is a measurement of social acceptance by members of one's own classroom at a particular time.
2. An individual's sociometric status indicates his acceptance by other group members and does not provide supplementary evidence as a measurement of his leadership ability or of his personal adjustment.
3. The validity of the instrument is based on the assumption that children will reveal their true feelings about others.

4. The assumption must be made that the necessary teacher-student rapport was established so that results would be valid.
5. The results of this study are applicable only to school situations of a similar nature, namely a rural or semi-rural school system which has integrated the races within the past few years.

Background and Related Literature

Background for the Study

It is evident that at any age an acceptable social status is an important requisite for satisfactory personal and social adjustment. Lack of such status frequently makes for misery and unhappiness; whereas attainment of status once lacking may produce marked changes in an individual's personality and feelings of well-being.

It was hoped that by the examination of the data gathered in the present study, some new insights would be found in the social acceptance of children and adolescents. This study was specifically concerned with the degree of social acceptance of Negro and white students in the Christian County Schools at the time the sample was taken.

Racial integration in the Christian County Schools was accomplished by the "grade-a-year" method. Desegregation has been in effect since the 1957 school year. In 1964 grades one through six were formally integrated, although at that time biracial attendance was slight, according to a survey report (7) of the Hopkinsville and Christian

County Public Schools. In 1964, the only high school for Negro students was operated within the Hopkinsville city school system. Transportation to that school was furnished by the county for Negro students. In 1965, all Christian County Negro high school students were enrolled at Christian County High School. Complete integration has been in effect since that time.

Problems always exist in pupil relationships within the public schools. With the recent integration of public schools, there is the question of whether the different racial groups of students are accepting each other. Friction in the classroom can lead to decreased learning, whereas harmonious relationships in a good classroom climate can lead to increased learning experiences. This study was concerned with the acceptance between racial groups as well as the effect of students' ages or grade levels on social acceptance. The fourth grade students have been eligible to attend integrated schools all their school life. The twelfth grade students included in the study attended integrated schools since 1965 and could have been together for three years. The sixth grade students were required to attend segregated schools for two years and were eligible to attend integrated schools for four of their six years in school. The eighth graders studied would have been required to attend segregated schools for four years and were eligible to attend integrated schools for four of the eight years in school. There was no attempt made to determine

how long the individual child had actually attended an integrated or a segregated school. This study is considered important in measuring the comparative social acceptance of Negro and white pupils in the public school classroom.

Review of Related Literature

Early Development of Concepts and Bias

How early do youngsters begin to perceive themselves and others as being "Jewish," or "Catholic," or "Protestant," or "Negro"? And how early do biases emerge? A study (8) showed Hawaiian children as young as three years of age perceiving the differences between Orientals and non-Orientals, but indicated less recognition of differentiation between whites and Negroes in the preschool years. By kindergarten and the first and second grades, all subjects, in a study by Radke, Trager, and Davis (18) were able to differentiate between Negro and white.

The following quotation from Pressey (17) applies here:

Differences between families and subcultures in the extent to which biases are made evident will influence the age at which children reared in those varying social contexts will develop concepts of religion or race. In neighborhoods or communities where conflicts are marked or where other circumstances focus attention, the awareness of group membership will likely be more pronounced and earlier in appearance.

Biases, in contrast to concepts and definitions, especially toward the Negro, may be evident in the early school years. Apparently, children may by then have already taken over the adult prejudices, believe in segregation, show hostility, and think in stereotyped terms. They seem also to be aware of the forbidden nature of the topics of race and religion, almost invariably being reserved or uneasy or tending to avoid the topic when mention of religion or race comes up. This was especially evident

at mention of Negro and white. From kindergarten to second grade there was an increase in awareness of group conflicts, patterns of exclusion, and forms of stereotyping and derogation and an increase in acceptance of prejudiced attitudes. Numerous studies have emphasized that these biases, which even at early ages are rather faithful reproductions of the prejudices of adults, are learned from adults and peers, in the absence of direct experience with the groups themselves. Efforts to change children's attitudes will be handicapped to some degree by the inertia of the attitudes of the adult population.

Even at this early age, identification with a particular group carried with it recognized implications regarding social acceptance, anticipated conflicts with peers, security, or insecurity. Many children were threatened psychologically as a result of group prejudice. Negro and Jewish children often revealed the feelings of insecurity arising from anticipated rejection by others, sometimes even developing feelings of ambivalence toward their own group--expressions of self-hatred.

According to a study by Meltzer (12), by the time children have reached the fifth or sixth grade, they have taken over typical adult stereotypes regarding various national groups and begun to select their associates in such a way that cleavages among such groups become evident in social situations. A study by Zeligs (24) of one thousand St. Louis school children showed substantial agreement in the preference ranking of twenty-one nations and races for grades five, six, seven, and eight, thus indicating the stability of the attitudes that have emerged by about ten or eleven years of age. According to Zeligs (24), other evidence suggests that, as in the case of attitudes toward the Negro, these biases develop with little if any contact with members of these groups. Concepts are often meager and incorrect.

Moreno (14) points out that by the fifth grade, cleavages appeared in choices of whom to have sit next to one in the classroom.

By this grade, "a greater number of Italian children begin to choose Italian neighbors; a great number of Japanese children begin to choose Japanese neighbors; a great number of German children begin to choose German neighbors." Moreno (14) concludes ~~that~~ if choices of companions were made under conditions of freer choice than permitted by the classroom, even greater cleavage would likely appear. In a study by Harris and Watson (6), in which children in grades four to six were asked to indicate their friends, twenty-four per cent of those chosen by Jewish children were Jewish when the choice was limited to the classroom. But when choice could be from the whole school, forty-two per cent of their choices were Jewish; and when choice could be from outside the school, (that is, the whole community), seventy-two per cent of their choices were Jewish.

In a recent sociometric study made by Smith (22) of a first grade class, it was found that without exception Spanish children chose other Spanish children. White children were about even in their choices of the Spanish children, but not Negroes. The Negro children most often chose Spanish children and occasionally white ones, but almost never themselves, and this in a class where Negroes were in the majority. In this first grade class, Smith (22) found that not only are Negroes rejected by others but frequently they reject themselves and others like themselves.

According to Morlund (15, pp. 120-127), "It is held that in a sense, American society educates for prejudice. Negroes and whites

develop a bias for the white race at an early age." Morlund (15) found that preference for the white race was evident among young children when the majority of two hundred fifty-three Negro children in Massachusetts and Arkansas were asked to choose between a white and a colored doll; children preferred the white dolls.

Pressey (17) noted that by the time children reach adolescence, they have already absorbed the prevailing social biases of adults and begin to select their associates accordingly. Further, their social relationships are then more likely to be perceived by their parents as possibly leading to marriage and conceivably involving intimacies of less acceptable males with their sexually mature daughters. It is likely that ethnic lines of cleavage will therefore tend to be more sharply enforced, especially with girls.

Pressey (17) further stated that children are exposed to a great many contradictory influences with respect to attitude development: the positive, favorable attitudes expressed as verbal "ideals" by parents, school, and church; the negative, emotional reactions that characterize the actual behavior of many of these very people who idealize on a verbal level. It might well be expected that children would learn two contradictory sets of values, one intellectual and one emotional, which would become increasingly divergent with increased age. A study of adolescent attitudes toward races conducted by Minard (13) suggested that such contradictory growth trends do indeed characterize the teens. Between the seventh and twelfth grades there

there was increasing intolerance in the instance of emotionalized, personal attitudes but increasing tolerance with respect to intellectualized attitudes. Not only do biases appear to be sharpened in adolescence; contradictions and ambivalence in attitudes also seem to be increased.

Peer Relationships Effect

In a recent study, Kohn (9) noted that according to previous research, evidence indicated that children tend to be instrumental in bringing about the kind of approach that their peers make to them. Kohn said, "In his relationship to his peers, the child may create for himself a particular kind of environment that will foster and continue his development in a given direction."

A study was made by Rosner (19) to investigate the attitudes toward self, color, and racial role of selected white boys in two different institutions. One group of children consisted of a minority of white boys in an institutional setting, and the other was a majority group of white children. The research explored whether group behavior was based on group status and the role played, whether white boys in a minority group behaved differently from white boys who were in a majority, or whether the total cultural background was so strong that they continued to act as if they were in the majority in all cases. The study indicated that the white children in both institutions were almost unanimously prejudiced against Negroes. Actions could be influenced either by the behavior of the majority of children where the authority was permissive, or by the behavior of the authority where

authority was not permissive. In both institutions the children who were prejudiced and discriminating came from homes where prejudice on the part of at least one parent was usually overt.

In a recent study by Lail (10), it was noted that during the pre-adolescent period the peer group becomes very important to the youngster. During adolescence this group becomes even more important than before. The boy or girl who fails to become a member of a group often is handicapped in social relations.

The importance of acceptance was shown in the study made by Gronlund and Holmlund (18). They examined the high school careers of children who had a high or low sociometric status as determined by tests administered in the sixth grade. They found that of the pupils who had a high sociometric status, eighty-two per cent graduated from high school, while only forty-five per cent of the pupils with a low sociometric status graduated from high school. Differences in the average intelligence scores of the two groups amounted to only eight points, which would not have been large enough to account for the difference in the number of drop-outs.

Schoeppe, Haggard, and Havighurst (20) found in their study that the sixteen year-old boys and girls who were high in the attainment of growth in relationships with age-mates of both sexes showed greater autonomy, more accurate observation of human behavior, a more positive attitude toward their same-sex peers, and more rational behavior.

Teacher Effect and Understanding

Warner (20) stressed the fact that there is no one minority racial status to which all Negroes must adjust. Social class affects the way in which the person feels about his caste. Differences in conceptions of what it means and how it feels to be a Negro may be found among individuals of the same sex and social class and even of the same occupation. These differences often are associated with where the person was brought up. One consequence of this is that Negro youths experience a variety of definitions of their status which may cause them difficulty in their basic identifications.

Lorber (11) noted that data in his study supported the contention that children socially unacceptable to their classmates tend to manifest poor behavior in the classroom characterized by disruptive attention-seeking actions. He further noted that socially unsuccessful children, reacting to their social distress through the manifestation of unapproved and inappropriate public behavior, need to be guided toward more effective and acceptable means of resolving and responding to their social problems and toward more constructive ways of reacting to frustration. The findings revealed by a sociometric study could prove to be of value to the classroom teacher as she seeks to work toward such a goal.

In a study by Goldblatt and Tyson (3), it was noted that, "Minority and majority classroom status had an effect on pupils' conduct, achievement and effort, according to teachers' evaluations."

Pickens (16) stated that cultural training is basically important to good social and educational adjustment. He stated that the Negro has been deprived of his own cultural heritage, and that his background has been omitted and distorted by the white society. As a result of this deprivation, according to Pickens (16), the Negroes' self-esteem has been lowered while white people have accrued an unfounded sense of superiority. Both of these conditions are damaging to the mental health of the country. According to Pickens (16), "Curriculum changes should be encouraged which simply teach the truth. Teachers of both races must strive not to stereotype groups."

Sears and Sherman (21) in a case study of a minority group child conclude that, "Teachers must take all children where they are and move them as far as possible, keeping in mind that democracy may thrive best on diversity." Sears and Sherman (21) further state that, "Vigorous interaction of different groups, in an atmosphere of choice and the freedom to be different, probably is conducive to creative productivity and enrichment."

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Chapter II

Description of Selection and Classification of
the Sample, the Experimental Procedure and
the Measuring Instrument

Procedures for Collecting Data

In obtaining the data, one instrument was used. The sociometric questionnaire, How I Feel Toward Others (1) developed by Merl E. Bonney, was administered to a total of five hundred seventy-two students, including one hundred fifty-nine fourth graders; one hundred fifty-seven sixth graders; one hundred thirty-nine eighth graders; sixty-three tenth graders; and fifty-four twelfth graders. Table 1 shows the distribution of the students who were included in the study.

Table 1
Number and Sex of Negroes and
Whites at Each Grade Level

Grade	Negro Girls	White Girls	Negro Boys	White Boys	Total Number	Per Cent	
						White	Negro
4	12	54	20	73	159	79.9	20.1
6	12	60	21	64	157	79.	21.
8	8	60	6	65	139	90.	10.
10	5	12	13	33	63	71.4	28.6
12	5	22	10	17	54	72.2	27.8
Total	42	208	70	252	572	80.4	19.6

Procedures for Securing School Cooperation

Permission was secured from the school superintendent to make the study. The principal of each school selected for the study gave permission for the students in his school to be a part of the sample. The classrooms were randomly selected. Teachers and students in each classroom cooperated in the study.

Selection of the Sample

The sample included fourteen classrooms in five elementary schools and four classrooms in one consolidated county high school, all in Christian County, Kentucky. An attempt was made to select a representative group of elementary schools. Included were the most rural and the suburban schools; schools having students from the highest and from the lowest socio-economic level; schools having the highest and the lowest percentage of integration; and schools representative of those groups falling between the extremes. According to information obtained from the Director of Pupil Personnel of the Christian County Schools (2), on September 17, 1967, the total student enrollment in grades one through twelve was 6,631. Of these, 1,940 were Negro students, or twenty-nine per cent Negro and seventy-one per cent white. The tenth and twelfth grades were the only grades in the study which approached the percentage found in the total school program. Table 2 shows the total enrollment, the number of Negro students enrolled, and the per cent of integration in the schools studied.

Table 2
Total Enrollment and
Negroes Enrolled by School

Name of School	Total Enrollment	Negroes Enrolled	Per Cent of Negroes
Christian County High	1,648	414	25
Highland Elementary	419	111	26
Lacy Elementary	573	58	10
Millbrooke Elementary	918	40	4
Pembroke Elementary	747	293	39
South Christian Elementary	648	189	29

How I Feel Toward Others scale was employed to obtain a sociometric score for each student. Grades four, six, eight, ten, and twelve were used in the sample. Grades below four were not included as it was felt that the sociometric questionnaire would not be valid below that grade level because the instructions would be too difficult for children that young to use. Two-grade intervals were used in order to obtain the progressive development of the students studied.

Selection of Subjects

Within each school, the classes of the grades studied were numbered and selected by chance. If there were only one class of a grade level, that class was used. At the high school, the tenth grade level two or average world history classes were used. At the twelfth grade, the two level two or average English classes were used. All high school classes are grouped homogeneously by achievement level and the

classes used were in the average range in all instances. Within each room selected, every student was given a list of the members of his class. As the questionnaire was read aloud, each student was asked to rate every other student in the class, using the numerical ratings as follows:

Number 6: The Student's Own Name

Number 1: My Best Friends

Number 2: My Other Friends

Number 3: Children I Do not Know

Number 4: Children I Know but Who Are not My Friends

Number 5: Children I Do not Want to Have as Friends

as Long as They Are Like They Are Now

The criteria for each numerical rating were read to the students. The questionnaire used is found in Appendix A. It was explained to the students that they did not need to use every numerical rating, only the rating which most nearly described how they actually felt toward every other student in the classroom.

Description of the Instrument

The Bonney How I Feel Toward Others sociometric scale was designed by Dr. Merl E. Bonney (1) of North Texas State University in Denton, Texas. As it is not copyrighted, anyone who wishes to do so may use this instrument. Dr. Bonney felt that this test was constructed so that it would "squeeze" out the feelings about every child in the room.

The time required for this test was approximately twenty minutes. This test was chosen rather than one indicating work or play choices because it allows every child to rank every other child in the room on the basis of friendship. Since the study is focused on social acceptance, this test offered a more complete evaluation of such acceptance. The scale consists of two degrees of acceptance, one neutral category, and two degrees of rejection.

Scoring Plan

As suggested by the author of the scale (1, p. 103) a weighted scoring was used to determine each individual's raw score. For every choice received as Best Friend, a +2 was given; for every choice as Other Friend, a +1 was given; for every neutral choice or Don't Know, a zero was given; for every choice as Not my friend, a -1 was given; and for every choice Do not want as friend, a -2 was given. Thus, the raw score received by each child was an algebraic sum of the positive and negative feelings toward him of every child present for the test. Within each class every student was assigned a number. The number of each student was listed both vertically and horizontally, keeping the same order in both. On this individual class chart or matrix, every numerical choice was recorded and all choices were tabulated. As an example, in a class of twenty students, if all the students were present, the highest possible sociometric raw score would be thirty-eight, as each child is rated by every other child but does not rate himself. The lowest possible score would be negative thirty-eight.

In tabulating the results of the test, different colors were assigned in the coding: green for Negro girls; red for white girls; black for Negro boys; and blue for white boys. The number of each choice was recorded in the proper square on the study chart, using the assigned color code. After all choices were recorded within each class, the choices received by each student were tabulated in order to obtain his raw sociometric score.

In order to be able to compare the scores from classes with differing numbers of students, a linear transformation was made to convert raw scores to adjusted scores ranging from zero to one. For example, in the class shown above, the scores could range from a negative raw score of thirty-eight to a positive raw score of thirty-eight, or a total of seventy-six points. A raw score of -38 would be given an adjusted score of 0, a score of -19 would be given an adjusted score of .25, a raw score of 0 would be given an adjusted score of .50, a raw score of +19 would be given an adjusted score of .75 and a raw score of +38 would be given an adjusted score of 1. Such adjusted scores would not only take into account the size of the groups and provide comparable scores for classes of different sizes, but would also eliminate negative scores.

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Chapter III

Presentation and Interpretation of Data

This chapter is concerned with the presentation and interpretation of the sociometric scores earned by the students in grades four, six, eight, ten, and twelve. The data will be analyzed and the implications of the findings will be discussed.

Table 3 presents the number of students in each grade, the mean acceptance score of students by grade level, by race, by sex, and the percentage of Negro and white students. It will be noted that with the exception of the eighth grade the mean scores become progressively lower as the grade level becomes progressively higher.

Table 3

Mean Acceptance Score and Negro-White

Ratio by Grade Level of Total Group

Grade Level	Number of Students			Mean Accept. Score	Negro Percentage	White Percentage
	Boys	Girls	Total			
4	93	66	159	.658	20.2	79.8
6	85	72	157	.620	21.	79.
8	71	68	139	.635	10.	90.
10	46	17	63	.582	28.6	71.4
12	27	27	54	.517	27.8	72.2

The mean score for grade four is .658; for grade six, .620; for grade eight, .635; for grade ten, .582; and for grade twelve, .518. The highest acceptance score was achieved by fourth grade students and the lowest by the twelfth grade students.

Table 4 presents the mean acceptance scores of the Negro boys, Negro girls, white boys, white girls, total Negro children and total white children by grade level.

Table 4
Mean Acceptance Scores by Sex, Race,
and Grade Level

Grade	Race	Boys		Girls		Total	
		No.	Score	No.	Score	No.	Score
4	Negro	20	.578	12	.586	32	.581
4	White	73	.672	54	.686	127	.678
6	Negro	21	.548	12	.562	33	.553
6	White	64	.631	60	.646	124	.638
8	Negro	6	.603	8	.466	14	.525
8	White	65	.637	60	.659	125	.648
10	Negro	13	.578	5	.522	18	.562
10	White	33	.590	12	.588	45	.589
12	Negro	10	.516	5	.510	15	.514
12	White	17	.532	22	.508	39	.518

Table 5 presents the analysis of variance of the social acceptance scores of all Negro students and all white students. Hypothesis 1 of no significant difference in the acceptance scores of all Negro and all white students was tested by analysis of variance.

Table 5
Analysis of Variance of Acceptance Scores of All Negro
Students and All White Students

Source of Variation	df	Sum of Squares	Mean Square	F	P
Between means	1	.6235858	.6235848		
Within groups	570	7.161564	.01256414771	49.61	.05

The analysis of variance produces an F value of 49.61. Since an F of 3.86 with the proper degrees of freedom is significant at the .05 level, the hypothesis of no difference in the mean acceptance scores of Negro students and white students being considered is rejected. Therefore, it can be concluded that there is a significant difference in the mean acceptance scores of all Negro and all white students, with the white students having higher acceptance scores than the Negro students.

Hypothesis 2 of no significant difference in the acceptance scores of all Negro boys and all white boys was tested by the analysis of variance. Table 6 presents the results of this analysis.

Table 6
Analysis of Variance of Acceptance Scores
of All White Boys and All Negro Boys

Source of Variation	df	Sum of Squares	Mean Square	F	P
Between groups	1	.2694709	.2694709		
Within groups	320	4.0586574	.01268328875	21.24	.05

The computed value of F is 21.24, while an F of 3.86 is necessary for significance at the .05 level. The hypothesis of ~~no significant~~ difference in the mean acceptance scores of the two groups being tested is rejected. Therefore, it can be concluded that there is a significant difference in the mean acceptance scores of all white boys and all Negro boys, with the white boys having the higher acceptance scores. ✓

Hypothesis 3 of no significant difference in the acceptance scores of all Negro girls and all white girls was tested by the analysis of variance. The data from this analysis are presented in Table 7.

Table 7
Analysis of Variance of Acceptance Scores
of All Negro Girls and All White Girls

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	1	.3702	.3702		
Within groups	248	3.077839	.014927	24.81	.05

The analysis of variance produces an F value of 24.81. Since an F of 3.89 with the proper degrees of freedom is significant at the .05 level, the hypothesis of no difference in the mean acceptance scores of all Negro girls and all white girls is rejected. It can be concluded that there is a significant difference in the acceptance scores of these two groups, with the white girls having the higher acceptance scores.

Hypothesis 4 of no significant difference in the acceptance scores of all students in grades four, six, eight, ten, and twelve was tested by the analysis of variance. Table 8 presents the results of this analysis.

Table 8
Analysis of Variance of Acceptance Scores
of All Students in Grades
Four, Six, Eight, Ten, and Twelve

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	4	1.0138485	.253462125		
Within groups	567	6.85552862	.01209087940	19.63	.05

The difference between the mean acceptance scores was significant, F being 19.63, while an F of 2.39 is significant at the .05 level. Therefore, the hypothesis of no significant difference in the mean acceptance scores of all students in grades four, six, eight, ten and twelve is rejected.

As a significant difference was found in Hypothesis 4, Hypothesis 4A of no significant difference in the acceptance scores of all fourth grade and all sixth grade students was tested by analysis of variance. This analysis produced an F of 7.86. As an F of 3.86 is significant at the .05 level, Hypothesis 4A was therefore rejected and a difference between fourth and sixth graders is accepted with the fourth graders showing greater acceptance scores.

Hypothesis 4B of no significant difference in the acceptance scores of all sixth grade and all eighth grade students was tested by analysis of variance. This analysis produced an F of 1.165. As an F value of 3.86 is significant at the .05 level, the null hypothesis is accepted. No significant difference was found between the scores of sixth and eighth graders.

Hypothesis 4C of no significant difference in the acceptance scores of all eighth grade and all tenth grade students was tested by analysis of variance. This analysis produced an F value of 11.96. As an F of 3.89 is significant at the .05 level, Hypothesis 4C is therefore rejected, with the higher acceptance scores being earned by the eighth grade students.

Hypothesis 4D of no significant difference in the acceptance scores of all tenth grade and all twelfth grade students was tested by analysis of variance. An F value was found of 29.43. An F value of 3.92 is significant at the .05 level. Therefore, the hypothesis is rejected with the higher acceptance score being held by tenth graders.

Table 9 presents the analysis of variance for Hypothesis 5 of no significant difference of acceptance scores of all white students in grades four, six, eight, ten, and twelve.

Table 9
 Analysis of Variance of Acceptance Scores
 of All White Students in Grades Four,
 Six, Eight, Ten and Twelve

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	4	.880	.220		
Within groups	455	4.23	.0093	2.36	.05

The difference between the mean scores was not significant, F being 2.36, while an F of 2.39 is significant at the .05 level. The null hypothesis is accepted.

Hypothesis 6 of no significant difference in the acceptance scores of all Negro students in grades four, six, eight, ten and twelve was tested by the analysis of variance. Table 10 presents the data found in this analysis.

Table 10
 Analysis of Variance of Acceptance Scores
 of All Negro Students in Grades Four, Six,
 Eight, Ten and Twelve

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	4	.064	.016		
Within groups	107	1.407	.01315	1.217	.05

The analysis of variance produced an F of 1.217. The null hypothesis is therefore accepted as an F of 2.46 is significant at the .05 level.

Hypothesis 7 of no significant difference in the acceptance of scores of all Negro students and all white students at the fourth grade level was tested by analysis of variance. Table 11 reveals data in regard to this analysis.

Table 11

Analysis of Variance of Acceptance Scores
of all Negro Students and All White Students
at the Fourth Grade Level

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	1	.25	.25		
Within groups	157	2.02	.01286	19.44	.05

This analysis produced an F of 19.44. Therefore, the null hypothesis is rejected since an F of 3.84 is significant at the .05 level. The white fourth grade students earned a higher acceptance score than the Negro students.

Hypothesis 8 of no significant difference in the acceptance scores of all Negro students and all white students at the sixth grade level was tested by the analysis of variance. Table 12 presents the data found in this analysis.

Table 12
Analysis of Variance of Acceptance Scores
of All Negro Students and All White Students
at the Sixth Grade Level

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	1	.11	.11		
Within groups	155	2.18	.01406	7.82	.05

This analysis produced an F of 7.82. As an F value of 3.91 is significant at the .05 level, the null hypothesis is rejected. The white sixth grade students earned a higher acceptance score than the Negro students.

Hypothesis 9 of no significant difference in the acceptance scores of all Negro students and all white students at the eighth grade level was tested by analysis of variance. Table 13 presents data revealed by this analysis.

Table 13
Analysis of Variance of Acceptance Scores
of all Negro Students and All White Students
at the Eighth Grade Level

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	1	.11	.11		
Within groups	137	1.64	.01224	8.99	.05

The analysis of variance produced an F value of 8.99. As an F value of 3.91 is significant at the .05 level, the null hypothesis is therefore rejected. The white students earned a higher acceptance score than the Negro students.

Hypothesis 10 of no significant difference of acceptance scores of all Negro students and all white students at the tenth grade level was tested by the analysis of variance. Table 14 presents the data found in this analysis.

Table 14
Analysis of Variance of Acceptance Scores
of all Negro Students and All White Students
at the Tenth Grade Level

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	1	.008	.008		
Within groups	61	.202	.003311	2.416	.05

The analysis of variance produced an F value of 2.416. As an F of 4.00 is significant at the .05 level, the null hypothesis of no significant difference between the Negro and white students is accepted.

Table 15 shows the analysis of variance of Hypothesis 11 of no significant difference in the acceptance scores of all Negro students and all white students at the twelfth grade level. ✓

Table 15
Analysis of Variance of Acceptance Scores
of all Negro Students and All White Students
at the Twelfth Grade Level

Source of Variation	df	Sum of Squares	Mean Squares	F	P
Between groups	1	.001	.001		
Within groups	52	.264	.00508	.20	.05

This analysis of variance produced an F value of .20. As an F of 4.00 is significant at the .05 level, the null hypothesis of no significant difference between the Negro and white students is accepted.

It is noted that the Negro percentage was higher in the two groups in which there was no significant difference in acceptance scores. The percentage of Negroes in the tenth grade was 28.6. The percentage of Negroes in the twelfth grade was 27.8. These two groups are the only ones having a percentage of Negro students that is close to the twenty-nine per cent of Negroes in the entire school system. The null hypothesis was rejected at the fourth and sixth grade levels although the fourth had 20.9 per cent and the sixth had 21.0 per cent Negroes. It was found

that there is more acceptance at the tenth and twelfth grades than at the lower grades, even though at the fourth and sixth grade levels, the students have been integrated a larger percentage of their school careers. This finding is not in keeping with the general trend indicating more rejection as children get older. It is felt that the larger percentage of Negroes may have been the causative factor. When a larger percentage of Negro students are in the same grade, perhaps they choose each other to achieve their higher acceptance score. The choosing between races was not investigated by this study so no conclusions can be reached on choosing across racial lines. It is interesting to note that there is no significant difference by grade levels when the division is made into Negro and white students. However, with exception of the fourth grade total mean acceptance score, there is progression downward with the highest acceptance score being at fourth grade and lowest at twelfth grade, as shown in Table 3.

It might have been helpful for the analysis to further be broken down and studied by the sexes and races at the grade levels. It might also provide further understanding if individual rooms could be studied to determine if the percentage of integration affected the acceptance scores within each room.

To summarize the conclusions reached from the analysis of the data, it was found that there is a significant difference in the mean acceptance scores of all Negro and all white students, with the white students having the higher acceptance. There is a significant difference

in the acceptance scores of all white boys and all Negro boys, the white boys having the higher scores. There is a significant difference in the acceptance scores of all Negro girls and all white girls, with the white girls having the higher acceptance scores at all grade levels with the exception of the twelfth grade which shows the mean acceptance score of white girls to be .508 and Negro girls .510. There is a significant difference in the acceptance scores of all students in grades four, six, eight, ten and twelve, with the highest mean acceptance score being at the fourth grade and the lowest score at the twelfth grade. There is no significant difference in the acceptance scores of all white students in grades four, six, eight, ten and twelve. There is no significant difference in the acceptance scores of all Negro students in grades four, six, eight, ten and twelve.

There is a significant difference in the acceptance scores of all Negro students and all white students at the fourth grade level, with the higher acceptance going to the white students. There is a significant difference in the acceptance scores of all Negro and all white students at the sixth grade level. The white students received the higher acceptance scores. There is a significant difference in the acceptance scores of all Negro students and all white students at the eighth grade level, with the higher scores going to the white students. There is no significant difference in the acceptance scores of all Negro and all white students at the tenth grade level. The percentage of integration at this level was 28.6. There is no significant difference in the acceptance scores of all Negro students and all white students

at the twelfth grade level. The percentage of integration at this level was 27.8.

The final chapter will summarize the study, offer recommendations on the basis of the data secured, and present suggestions for further research.

Chapter IV

Summary, Conclusions, and Recommendations

The primary purpose of this study was to determine the relationship of social acceptance of students in the public school classroom to grade level, race (Negro-white), and sex. The students in the samples were selected from a representative group of Christian County elementary schools, and from one consolidated county high school.

The participating fourth, sixth, eighth, tenth, and twelfth-grade students were selected from fourteen elementary classrooms, and four high school classrooms. All students in these classes were given the Bonney How I Feel Toward Others sociometric questionnaire in order to compare the social acceptance of each student within his own classroom by other students, and in order to make comparisons of mean acceptance scores between groups and among all of the students tested. Comparisons of the mean acceptance scores received by the students were made in an effort to determine the relationship of grade level, race, and sex, to social acceptance.

Conclusions

1. There was a significant difference found in the social acceptance scores of all Negro and all white students selected for the study with the higher acceptance scores going to the white students.
2. There was a significant difference found in the social acceptance scores of all students in grades four, six, eight, ten, and twelve.

3. There was no significant difference found in the social acceptance scores of all white students studied.

4. There was no significant difference found in the social acceptance scores of all Negro students studied.

5. In comparing social acceptance scores between the grades studied, a significant difference was found between grades four and six, between grades eight and ten, and between grades ten and twelve.

6. No significant difference was found between grades six and eight. The social development of the junior high age group might be a factor involved here.

7. In further exploring the differences, a significant difference was found between Negro and white students at grade four, at grade six, and at grade eight, the higher scores going to the white students.

8. At grades ten and twelve there was no significant difference found in the social acceptance scores of Negro and white students. It might be noted here that these are the only two grades studied that had the percentage of Negro students in the classrooms that approximated the percentage of Negroes within the entire school system.

9. In comparing the mean acceptance scores of all the students, it was found that the scores go from high to low with the highest mean score at the fourth grade and the lowest mean score at grade twelve. Grade eight is an exception here, having a higher mean score than grade six.

10. It is noted here that at grades four, six, and eight, white girls received the highest mean scores. At grades ten and twelve white

boys received the highest mean scores. At grade twelve, white girls received the lowest mean scores. Of the fifty-four twelfth graders included in the study, twenty-two were white girls.

11. In grades four, six, and eight, white boys received the second highest mean social acceptance scores.

Factors which might have been influential at grades ten and twelve could have been among the following: At Christian County High School there was in operation under the direction of the student council a human relations committee which sought to improve the relationships between the racial groups. A "Sing Out '68" was produced by Christian County High students. Plays by the drama club gave important parts to both Negro and white students. An outstanding Negro art student painted most of the scenery for one of the plays. The art of the students was displayed throughout the high school. A strong athletic program gave Negro students much recognition. This included girls, in track, as well as boys in other sports. Members of the high school basketball team appeared before the student body "dressed up" in handsome suits, giving the "dressed up" impression of physical appearance. All of these efforts could have been influential in building the self-respect, the pride, the feeling of being someone who is important in the eyes of the entire student body.

It is implied in the data found in this study that the social acceptance of white students is greater than that of Negro students.

In classes where the minority group forms a higher percentage of the total number of students, no significant difference was found in this study, as at grades ten and twelve. This would seem to indicate that there is a need for a minority group large enough to permit every student to be in a classroom among some of his chosen friends, and large enough that to be of a different color is not to be different from a large majority of the other students. It must be noted, however, that the higher acceptance score of the Negroes may be accounted for by the higher percentage of Negroes and there may have been minor interracial acceptance. On the other hand, there must have been interracial choice as only slightly more than one-fourth of the students involved were Negro and there was no significant difference in the acceptance scores at grades ten and twelve. Apparently there is a need for improving the social acceptance of Negro children and in developing better relationships between the races. Following are suggestions which might be helpful in attacking the problem.

Recommendations

1. It is recommended that classroom teachers use the sociometric technique to study the internal structure of the classroom to gain a better understanding of the students' social acceptance and needs. As a result of this increased understanding, the social adjustment of students may be improved; leadership potential, rejected students, and isolates may be identified and the total classroom climate improved.

2. It is suggested that interested classroom teachers be presented with the findings of this study and that an effort be made to involve the teachers in developing plans and ideas which they might find useful and desirable to try in their own classrooms.
3. It is suggested that an effort be made to help all school personnel examine and evaluate their own true feelings and attitudes with respect to working with those of a different race in the public school classroom.
4. It is suggested that every effort be made to enhance the self-esteem and to build the self-respect of all students whose self-image is low. For the Negro, this might include a study of the contributions of the Negro to the history of the United States of America. A project such as the "Model Speakers" described by Smith (8) might prove helpful toward attaining this goal.
5. It is suggested that an experimental class be set up based on sociometric choices, as suggested by Grönlund (4), at each grade level to determine whether there is a difference in achievement of students paired in every other way except the method of organizing the class.
6. It is recommended that the story be told of successes achieved by the Negro graduates of Christian County High School.
7. At the high school level a course for all students in consumer education would be valuable.
8. It is suggested that at both junior high and senior high, the students be given a choice of teachers for the required subjects, as some teachers

apparently relate better to minority group children than others do.

9. The establishment of special classes for adult citizens would be helpful, offering courses such as dressmaking and marketing for mothers and furniture and electric repair for fathers, in order to elevate the esteem of the parents which could conceivably influence the social acceptability of the child.

10. Other suggestions made by the United States Commission on Civil Rights (7) to meet the educational problems of Negroes include:

- a. compensatory opportunity in the form of lower student-teacher ratio
- b. additional guidance services
- c. better physical facilities
- d. avoidance of social engineering as inconsistent with the purposes of democracy
- e. open enrollment policy
- f. extensive teacher training

Goldblatt and Tyson (3) suggest that Negro children should be afforded access to superior educational facilities. Higher Horizons Bulletin (9) recommends the development of an interest in worthwhile cultural activities.

Leake and Engel (5) describe a potential and actual school dropout project. Suggestions are to establish centers for tutoring in which efforts should be made to establish relationships with ministers, congregations, directors of Christian education, professional and

non-professional agencies, schools and boards of education, and employment agencies. Relationships with actual dropouts could be established through church agencies. The program could be operated by volunteers trained in working with potential and actual dropouts. Specialists in academic fields could be utilized for supervised study halls. Specialists in education, psychology, counseling, religion and social work might constitute the best resources for training.

The California State Department of Education (2) recommends channels through which complaints, questions, and problems involving intergroup relations could be evaluated; and the organization of advisory groups to assist in the assessment of the quality of intergroup relations and programs.

Levine (6) suggests that at the junior high level for the lower class male youngsters the elimination of competition for success among children would be helpful. He suggests a re-evaluation of coeducation at this level, giving the reasons that the lower-class male youngsters learn an exaggerated aggressiveness based partly on insecurity and they therefore have to assert and defend their image of maleness in the classroom. Levine says that a coeducational class is conducive to the attempt to prove masculine independence by renouncing the institution, which suggests the possibility of one-sex classes at the junior high level.

Deutsch (1) in discussing factors which influence the learning of the disadvantaged child suggested that attitudes held by the teacher may affect pupil motivation and that it is up to the school to develop

a stimulating program for the child in order to give him a sense of greater mastery over the unfamiliar school environment.

Need for Further Research

1. It is recommended that research be conducted to determine what influence teacher attitudes might have on the social acceptance of the students in the classroom.
2. It is recommended that the study be made in individual classrooms and comparisons made to determine under which conditions the social acceptance of all students is highest.
3. It is further recommended that individual choices be studied to determine whether there is interracial sociometric choosing.

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HOW I FEEL TOWARD OTHERS

The teacher and the students should read this entire scale together.

To the Students:

You have all taken a lot of tests in Mathematics, science, and other subjects. You have been asked to take those tests so your teachers would know better how to help you in your studies. Now you are asked to tell how you feel toward other students in your room. This is not a test like the others you have taken. There are no right or wrong answers. All you need to do is to tell how you feel toward other students in your room. By doing this you will help us know which other students you get along with best.

No student will be allowed to see another student's paper.

Directions: On another sheet of paper you have the names of all the students in your room. As soon as we finish reading the directions you will be asked to place a number to the left of each of these names, including your own. (You have been given a sheet of paper that you may use to cover your numbers.) The numbers which you will use are the numbers of the paragraphs listed below.

Do not put any numbers now. Please put your pencils down until you are told by your teacher to begin.

We must first read all the directions together, so you will be sure to know how to mark your list of names.

Number 1 is for: My Best Friends: How can we tell our best friends from just ordinary friends? Below you will find listed some things which are generally true of our best friends. Put a "1" to the left of the names of those students who are best friends.

- A. You are with your best friends a lot and have fun with them
- B. You get along well with them, help them whenever you can, and share your problems with them.
- C. You go places with them and talk with them a lot.
- D. You go to their homes and they come to your home quite often.

Number 2 is for: My Other Friends: Besides our best friends all of us have other friends whom we like fairly well. Put a "2" to the left of the names of those students you like fairly well.

- A. You are with them sometimes, but you do not always have fun with them.
- B. You are nice to them and get along with them, and talk with them, but not very often.
- C. Sometimes you go places with them, and talk with them, but not very often.
- D. You seldom go to their homes, and they seldom come to your home.

Number 3 is for: Students I don't know: There may be some students on your list whom you don't know well enough to know whether you like them or not. It may be that you have not been with them enough to tell much about them. You don't know how you really feel about these students. Put a "3" to the left of the names of those students whom you don't know well enough to rate.

Number 4 is for: Students I know but who are not my friends. All of us know some persons quite well but we do not consider them to be our friends. put a "4" to the left of the names of those students you do not consider as your friends.

- A. You seldom choose to be with them.
- B. You do not get along very well with them when you are around them.
- C. You do not talk to them or go places with them unless it is necessary to be polite.
- D. You do not like some of the things they do, and the way they act at times.

Number 5 is for: Students I do not want to have as friends - as long as they are like they are now. Nearly all of us find there are a few persons we cannot get along with. These people may be all right in some ways, and may be regarded as good friends by others, but not by us.

- A. You avoid being with them, and you never choose them as partners for a game or sports.
- B. Sometimes you fuss and quarrel with them when you are around them.
- C. You never go places with them and you never talk with them unless you have to.
- D. You dislike very much some of the things they do, and the way they act at times.

Now let us go over the main headings.

- What is number 1 for? (Student response)
- What is number 2 for? (Student response)
- What is number 3 for? (Student response)
- What is number 4 for? (Student response)
- What is number 5 for? (Student response)

You do not have to use all these numbers. You may use any of these as many times as you wish. All you need to do is to show how you feel about each person on your list by putting one of the above numbers to the left of his name.

Be sure to put a number to the left of every name. Do not leave out anyone.

Has everyone found his own name? If your name is not on the list tell the teacher or sponsor so she can have all the students add your name to their lists. As soon as you have found your name or have written it in, put a "6" to the left of it.

If you have any questions, please ask them now.

When you have finished marking your list, turn your paper face down on your desk and leave it there until it is taken up. Remember to keep your choices covered.

Go ahead now and place the other numbers (1-2-3-4-5) to the left of the rest of the names on your list.

The teacher and the students should read this entire scale together.

To the Students:

You have all taken a lot of tests in Mathematics, science, and other subjects. You have been asked to take those tests so your teachers would know better how to help you in your studies. Now you are asked to tell how you feel toward other students in your room. This is not a test like the others you have taken. There are no right or wrong answers. All you need to do is to tell how you feel toward other students in your room. By doing this you will help us know which other students you get along with best.

No student will be allowed to see another student's paper.

Directions: On another sheet of paper you have the names of all the children in your room. As soon as we finish reading the directions you will be asked to place a number to the left of each of these names, including your own. (You have been given a sheet of paper that you may use to cover your numbers.) The numbers which you will use are the numbers of the paragraphs listed below.

Do not put any numbers now. Please put your pencils down until you are told by your teacher to begin.

We must first read all the directions together, so you will be sure to know how to mark your list of names.

Number 1 is for: My Best Friends: How can we tell our best friends from just ordinary friends? Below you will find listed some things which are generally true of our best friends. Put a "1" to the left of the names of those students who are best friends.

- A. You are with your best friends a lot and have fun with them
- B. You get along well with them, help them whenever you can, and share your problems with them.
- C. You go places with them and talk with them a lot.
- D. You go to their homes and they come to your home quite often.

Number 2 is for: My Other Friends: Besides our best friends all of us have other friends whom we like fairly well. Put a "2" to the left of the names of those students you like fairly well.

- A. You are with them sometimes, but you do not always have fun with them.
- B. You are nice to them and get along with them, and talk with them, but not very often.
- C. Sometimes you go places with them, and talk with them, but not very often.
- D. You seldom go to their homes, and they seldom come to your home.

Number 3 is for: Students I don't Know: There may be some students on your list whom you don't know well enough to know whether you like them or not. It may be that you have not been with them enough to tell much about them. You don't know how you really feel about these students. Put a "3" to the left of the names of those

students whom you don't know well enough to rate.

Number 4 is for: Students I know but who are not my friends. All of us know some persons quite well but we do not consider them to be our friends. Put a "4" to the left of the names of those students you do not consider as your friends.

- You seldom choose to be with them.
- You do not get along very well with them when you are around them.
- You do not talk to them or go places with them unless it is necessary to be polite.
- You do not like some of the things they do, and the way they act at times.

Number 5 is for: Students I do not want to have as friends - as long as they are like they are now. Nearly all of us find there are a few persons we cannot get along with. These people may be all right in some ways, and may be regarded as good friends by others, but not by us.

- You avoid being with them, and you never choose them as partners for a game or sports.
- Sometimes you fuss and quarrel with them when you are around them.
- You never go places with them and you never talk with them unless you have to.
- You dislike very much some of the things they do, and the way they act at times.

Now let us go over the main headings.

- What is number 1 for? (Student response)
What is number 2 for? (Student response)
What is number 3 for? (Student response)
What is number 4 for? (Student response)
What is number 5 for? (Student response)

You do not have to use all these numbers. You may use any of these as many times as you wish. All you need to do is to show how you feel about each person on your list by putting one of the above numbers to the left of his name.

Be sure to put a number to the left of every name. Do not leave out anyone.

Has everyone found his own name? If your name is not on the list tell the teacher or sponsor so she can have all the students add your name to their lists. As soon as you have found your name or have written it in, put a "6" to the left of it.

If you have any questions, please ask them now.

When you have finished marking your list, turn your paper face down on your desk and leave it there until it is taken up. Remember to keep your choices covered.

Go ahead now and place the other numbers (1-2-3-4-5) to the left of the rest of the names on your list.

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