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THE OPINION OF NEGRO CHILDREN TOWARD WHITES

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THE OPINION OF NEGRO CHILDREN TOWARD WHITES

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THE OPINION OF NEGRO CHILDREN TOWARD WHITES

CHAPTER I

INTRODUCTION

Origin of the Study

Frequently, Negro teachers wonder what their Negro students think of white people. As life in America becomes persistently more complex, children are confronted with the constant necessity for making choices. This task becomes increasingly difficult in our Southern bi-racial society in which traditional beliefs and guiding principles are being challenged. The child is confused by the conflict between those principles he has been taught as right and those of expediency and self interest which he sees being practiced. Making wise choices becomes a major problem of successful living.

Some Negroes think that no white man is a friend to the Negro. Other Negroes think that the white man is a greater friend to the Negro than the Negro is to himself. Also, Negroes think that both the white man and the Negro could be friendly or hostile to each other to any degree, depending upon how both are trained and the extent to which

accommodations occur in the society to utilize such training.

Some persons believe that it is out of the opinions of one person toward another that tone of voices comes. With one, the voice stays free and warm and easy with no consciousness of this; with another the tone is hard and resentful although there is concentrated effort to keep it otherwise. It is believed that opinions of individuals toward one another determine some mannerisms, e.g., relaxation and ease or obvious critical comment with tenseness. Opinions are curious things; they show themselves in untold fashions and cause untold harmful effects, if not known. If the opinions are known, the unfavorable opinions may be changed through effective teaching to more desirable opinions. School teachers and school officials should certainly know the opinions of their Negro students toward whites if they are to fit the curriculum to the needs, interests, and abilities of their students and if they expect continued adequate financial and moral support by the public for public education.

For many years some individuals have been haunted by three obsessions: (1) their dislike for individuals who will say what they do not mean, (2) their dislike for individuals who will not say what they mean, and (3) their dislike for individuals who will remain silent when they should speak. Most individuals of the bi-racial South live behind a wall or screen which in some degree hides their true thoughts,

feelings, beliefs, desires, likes, and dislikes. This is especially true of the Southern Negro, who has kept silent too long on his opinion toward whites. He has, in the past, too often let the white man see and know too little of the Negro's real opinion of whites. He has kept secret his own desires, ambitions, and sentiments. Few, if any, trained and well-equipped psychologists have ever reported research that would bring to light these hidden secrets which the Negro has held dear to himself. Yet, there is an impressive body of knowledge concerning the Negro in the United States amassed by sociologists. One can find an account of almost every aspect of Negro life in America. Writers have disparaged the jobs which are open to Negroes. They have detailed exhaustive pictures of experience which Negroes undergo and to which they are subjected. Too many of these writings about the Negro have led to strange conclusions about this race. Too many impressions of the Negro have been highly erroneous.

It was upon these considerations that this thesis, "Opinions of Negro Children toward Whites," was undertaken. This is the framework wherein its origin lies.

Statement of the Problem

The problem of this study is to identify and compare the opinions of Negro school children toward the white race as measured by an opinionnaire.

Purpose of the Study

It is the purpose of this study to investigate the opinions of Negro students toward whites. More specifically this investigation seeks to answer the following questions:

1. Do the opinions of females differ significantly from those of males?
2. Do the opinions of respondents differ on the basis of differences in age?
3. Do the opinions of respondents at one grade-level differ from those of another?
4. What are the opinions Negro public school students hold toward white people?

Limitations of the Problem

The study was confined to one school system in the State of Louisiana. It was further limited to the Negro children of this system. Inquiries were limited to students in grades 5 through 12 who were currently enrolled in this school system during the spring of 1959. A deliberate effort was made to survey all students. The study was limited to the 342 respondents who were present when the opinionnaire was administered.

The problem of analyzing human opinions and motives is very complex, for often the individual is not fully aware of the influences back of his decisions. The real reason for what he does may consciously or unconsciously be suppressed.

The reliability of this type data should not be accepted as absolute, for it is limited to opinions which may be used to compare respondents by the "more or less" type of judgment. For example, one may say understandably, "One respondent believes one race more 'intelligent' than another, or that one respondent believes one race is more 'materialistic' than the other." The measurements are based upon the endorsement or the rejection of the statement. The written expression is the opinion. This study is limited to opinions.

Since the school officials and the respondents were promised anonymity and all information of a personal nature was to be kept confidential, it is reasonable to believe that the information given is relatively accurate and valid. In the absence of a more reliable procedure of evaluating Negroes' opinions of whites, the acceptance of the individual's own response for the decisions he makes will have to suffice, even though there may be some element of weakness.

Definition of Terms

Operational definitions of terms used in this study are as follows:

1. Opinion is the written expression of the respondent in answer to an item on the instrument provided him in this study.
2. Opinionnaire is the instrument used in this study to enable respondents to express opinions on enumerated items.

3. Race refers to human beings as a class, e.g., the Negro or the white.

4. Normative-survey is a research method concerned with a description of facts and conditions as they exist, without imposition of control upon factors influencing the materials under investigation.

Method and Procedure of the Study

The method herein employed is primarily of the normative-survey type. The data were obtained from those concerned through: (1) opinionaires, and (2) correspondence. The method followed in the formation of the questionnaire is a variation of the 84 adjectives used by Katz and Braly,¹ and used again in a cooperative study by Meenes² in 1935 and 1942. The style of the questionnaire is original, but it meets the reliability and validity requirements established by Festinger and Katz.³

Other procedures of the study include the following:

1. Administrative permission and cooperation were secured from the proper school officials.

¹Daniel Katz and Kenneth Braly, "Racial Stereotypes of One Hundred College Students," Journal of Abnormal and Social Psychology, XXVIII (1933-34), pp. 280-90.

²Max Meenes, "A Comparison of Racial Stereotypes of 1935 and 1942," Journal of Social Psychology, XVII (1943), pp. 327-36.

³Leon Festinger and Daniel Katz, Research Methods in the Behavioral Science (New York: The Dryden Press, 1953), pp. 340-53.

2. The opinionnaire was used on students, grades IV-XII and college levels, as a pilot study to test its reliability.

3. The aid of persons in key positions in charge of the students was used in helping administer the opinionnaire. Three hundred forty-two opinionnaires, each consisting of 40 questions which could be answered by responding "true," "less," "the same," or "I don't know," were used in the investigation.

4. Complete instructions for administering accompanied the opinionnaire.

5. The classifications of the desired data were determined.

6. The data obtained through the opinionnaire were tabulated.

7. The Chi-Square statistical test was used in analyzing the significance of difference in opinion among the students.

Value of the Study

The society of the South is bi-racial. The findings of this study should reveal data that should help the people of the southern states enjoy a happier life in that society.

Important information that may help teachers with their programs of social studies may be available through this study. This information should help teachers understand

their children more fully. Through such information as the study provides we can know why remarks of some individuals call forth resentment or why the remarks of other individuals may irritate or annoy. This study should help Negroes and whites understand why they feel comfortable and serene when with certain human beings, but feel ready to explode when with others.

In the conduct of public education, school officials are faced with many problems, among which are: (1) keeping school curricula up-to-date and in harmony with accepted recognized school needs, and (2) obtaining continuous and adequate financial and moral support by the public. In order to accomplish these purposes, harmony of understanding between Negroes and whites is essential. Requisite to this harmony and understanding is an appreciation of opinions of Negro students toward whites. These opinions should be known to school authorities, teachers, lay citizens, and the students themselves. This knowledge of Negro student opinions toward whites may improve (1) understanding of the educational needs of all the students of a community, (2) the educational program, and (3) the quality of that program.

Organization of the Study

The study has been divided into chapters, the first of which is concerned with the introduction of the study. It gives the origin and significance of the study and it includes

the statement and limitations of the problems as well as the purpose of the study. The method and procedure of the study are described and definitions of terms are stated. Chapter II consists of a review of related literature. Chapters III and IV describe the analysis of the data, while a summary of the findings and some conclusions and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Traits Attributed to Negroes by Negro Writers

Excerpts from the literature on traits attributed to Negroes by Negro authors are important because these concepts of the Negro's own traits may be compared with the concepts of white authors. The Negro concept of the Negro may also be compared with the concepts the Negro holds of whites. A better appreciation of "opinions of Negroes toward whites" may be had if one knows something about the concepts Negroes hold toward other Negroes.

Negro authors have had much to say about Negro character, personality, and culture. The abundance of literature on this subject, by Negro authors, has made it necessary to present excerpts from only a few carefully selected publications, which seem to be a fair representation of nearly all points of view on the subject of Negro characteristics indicated in the writings of Negro writers.

General Opinions of Negro Authors of Negroes

W. E. DuBois makes the following general statements:

Europe has never produced and never will in our day bring forth a single human soul who cannot be matched and over-matched in every line of human endeavor by Asia and Africa. Run the gamut, if you will, and let us have the Europeans who in sober truth over-match Nefertari, Mohammed, Rameses, and Aski, Confucius, Buddha, and Jesus Christ. If we could scan the calendar of thousands of lesser men, in like comparison, the result would be the same; but we cannot do this because of the deliberately educated ignorance of schools by which they remember Napoleon and forget Sonni Ali.

. . . I hear his mighty cry reverberating through the world, 'I am white!' Well and good, O Prometheus, divine thief! Is not the world wide enough for two colors, for many little shinings of the sun? Why, then, devour your own vitals if I answer even as proudly, 'I am black!'¹

William Ferris² says: "The colored man is not psychologically different from other individuals."

An article written by the late president of Fisk University, Charles S. Johnson, and appearing in the New York Times magazine section of Sunday, September 23, 1956, has been reprinted and appears in the Journal of Negro Education. In this article Dr. Johnson reported:

The Southern Negro viewpoint is more broadly national than regional. There are very few, if any, Southern Negroes who do not want full American citizenship, even though there are undoubtedly those who, if they have had it, would make no better use of it than some of their white counterparts. In philosophy, the Southern Negro's identification is with the nation and not with the Southern region, which is, in spirit, separatist.

The present day Negro does not share the belief of the Southern white that he is inferior as a human being, even though he may earn lower wages and have fewer years

¹W. E. Burghardt DuBois, Darkwater (New York: Harcourt, Brace and Howe, 1920), pp. 39-40.

²William H. Ferris, The African Abroad (New Haven, Conn.: 1913), p. 302.

of schooling. Sixty or seventy years ago there were many who acted as if they believed themselves inferior, although they no longer actually believed it. What is for white Southerners most difficult to understand, in these days, is the absence of both the belief in inferiority and the simulation of this belief. More than this, there has been a measurable loss of Negro respect for the white pretenders to a superiority that can only be sustained by legal status and illegal violence, or the threat of it.

. . . It is variously expected that Negro Southerners, as a result of their limited status in the racial system, would be bitter or hostile, or patient or indifferent. They are typically none of these. If a generalized attitude can be defined, it would be something closer to forbearance.

. . . The stereotypes and arguments in defense of what is called the Southern way of life are put forth by Southerners of presumed high responsibility, who are, in fact, the greatest present danger to American democracy.

. . . There have been, too, attempts to 'prove' that Negro students in the available Southern schools measure lower in educational achievement than white students. But Negro youth in Ohio, where there are better schools available, measure higher in the comprehensive intelligence tests for army recruits than the white youth of every state in the South except Florida, where there has been much migration from the North.¹

Robert Morton, in his book, What the Negro Thinks, wrote:

This advance in intelligence, culture, and worldly estate that this particular element of the race has made has convinced them by observation and comparison that there is no essential difference between white people and black people to warrant such discrimination as is practiced against Negroes.²

William Pickens says:

¹Charles S. Johnson, "A Southern Negro's View of the South," Journal of Negro Education, XXVI (Winter, 1957), pp. 4-6.

²Robert R. Morton, What the Negro Thinks (New York: 1929), p. 45.

Till this day the Negro is seldom frank to the white man in America. He says what he does not mean; he means what he does not say.

. . . This is one reason for the great misconception in the white race respecting the desires, ambitions and sentiments of the black.¹

William Thomas characterized the Negro thus:

The negro is immoral; he must be endowed with morality. He is lazy, and therefore needs to be made industrious. He is a coward; he must acquire courage. His conscience is dead, his intellect dense, one must be resurrected, and the other set aflame by the light of heaven.

Not only do negroes lack the ability to acquire clear and concise knowledge of ideas and things, but in that which they appear to understand there is forever wanting judgment in its use.

Negroes are always creatures of impulse; consequently they laugh and cry, not that the ridiculous excites them to merriment or pity to tenderness; . . . he talks to be noticed, not to entertain, reason, convince, acquire, or convey information, but simply and solely to put himself in evidence for egotistical display and the gratification of personal vanity. . . . Really, the inferiority of the negro in mind, morals, judgment, and character is such that there is no doubt that some very plausible confirmatory evidence of the justness of the simian theory of human origin might be derived from a close inspection of his demeanor.²

Thomas further states:

The negro represents an intrinsically inferior type of humanity, and one whose predominant characteristics evidence an aptitude for a low order of living.

. . . Physical disability is an unquestioned fact.³

¹William Pickens, The New Negro (Chicago: Reed Smith, 1958), p. 516 quoted in Race.

²William H. Thomas, The American Negro (New York: The Macmillan Company, 1901), p. 116.

³Ibid., p. 139.

Opinions of Negro Authors regarding
Mental Traits of Negroes

Benjamin Brawley wrote about the Negro's mental traits:

The most serious charge brought against the Negro intellectually is that he has not yet developed the great creative or organizing mind that points the way of civilization. He most certainly has not, and in this he is not very unlike all the other people in America. . . . If America has not yet reached her height after three hundred years of striving, she ought not to be impatient with the Negro after only sixty years of opportunity. But all signs go to prove the assumption of limited intellectual ability fundamentally false. Already some of the younger men of the race have given the highest possible promise.¹

Daniel Culp² writes: "The Negro has demonstrated in thirty-five years a capacity for education equal to that of the white man."

Speaking of mental traits of the Negro, Thomas said:

As the negro scorns details, his intellect, we take it, is so constituted as to be incapable of indefatigable research or luminous penetration, and, so far as we can see, his chief mental outfit is nothing more than a facile memory for unconnected subjects. He always sees things in mass, with neither faculty for close observation nor aptitude for analytical detail.³

¹Benjamin Brawley, The Social History of the American Negro (New York: 1921), p. 382.

²Daniel W. Culp (ed.), Twentieth Century Negro Literature (Chicago: University of Chicago, 1902), p. 288 quoting Gilbert.

³Thomas, op. cit., p. 116.

Opinions of Negro Authors regarding
Emotional Traits of Negroes

Crogman and Kletzing¹ expressed their opinion about the emotions of Negroes when they said: "The Negroes are an emotional people; the emotions are the roots from which the aesthetic sentiments spring."

Opinions of Negro Authors regarding
Aesthetic Traits of Negroes

Margaret Butcher believed that the Negro has demonstrated his artistic ability:

With the Negro's increasing integration into American life as a whole, his contributions to the social, political, and cultural fabric of the nation were more widely acknowledged and understood. In the forties, Hollywood made a conscious effort to reveal the Negro to home and overseas audiences in a sympathetic and realistic manner as opposed to the old buffoon stereotypes; and Negro musicians, dancers, and actors were widely publicized. The literature by and about Negroes tended more to universalize Negro life and experience, stressing the sameness of human experiences regardless of racial difference.²

Merle Eppse³ wrote, "The Negro's native musical gift is universally recognized."

¹William H. Crogman and H. F. Kletzing, The Progress of Race (Chicago: 1898), p. 37.

²Margaret Just Butcher, The Negro in American Culture (New York: Alfred A. Knopf, Inc., 1956), p. 289.

³Merle R. Eppse, The Negro Too in American History (Chicago: University of Chicago, 1949), p. 70.

Traits Attributed to Negroes by White Writers

Opinions of White Authors about Negroes

Thomas Jefferson, in his Notes on the State of Virginia, wrote:

Deep rooted prejudices entertained by the whites; ten thousand recollections, by the blacks, of the injuries they have sustained; new provocations; the real distinctions which nature has made; and many other circumstances, will divide us into parties, and produce convulsions which will probably never end but in the extermination of the one or the other race. . . . To these objections, which are political, may be added others, which are physical and moral. . . . We will consider them here, on the same stage with the whites, and where the facts are not apocryphal on which a judgment is to be formed. It will be right to make great allowances for difference of condition, of education, of conversation, of the sphere in which they move. . . . In music, they are more generally gifted than the whites with accurate ears for rhythm and tune.¹

The above quotation by Thomas Jefferson seemed to suggest that Negroes have sustained injuries, and provocations because of deep-rooted prejudices of the whites. It is believed that Jefferson would consider the two races equal when allowances are made for differences of education.

Bertman Karon presents a fuller understanding of the nature of human beings, as the following excerpts will indicate:

The Negro child may find himself expected to show deference in the face of insults. He will be presented with a humiliating picture of the Negro as dirty, shiftless, lazy, happy-go-lucky, smelly, ignorant, treacherous,

¹Thomas Jefferson, Notes on the State of Virginia (Chapel Hill: The University of North Carolina Press, 1955), pp. 138-39.

superstitious, and cowardly, and he may find himself expected to live up to this. He may find himself offered inadequate segregated schooling, and he may find himself forced to leave school and work for a living at an early age (p. 3).

From the white man's standpoint, the most important restriction is the ban on intermarriage. . . . From the Negroes' standpoint, this restriction is the least important (p. 5).

The practice of white men to keep Negro concubines is rare in the North and becoming rare in the South, but illicit sexual liaisons between white men and Negro women are by no means rare in either section (p. 18).

In the South, . . . a white man may force his attentions on Negro women, who can neither defend themselves nor expect defense from anyone else. . . . For a Negro man in the South to flirt in any way or to the slightest degree with a white woman is to endanger his life. . . .

Southern whites like to perpetuate the myth that they 'know' their Negroes, yet the etiquette they have forced upon the Negro prevents them from knowing anything except the details of their very ritual.¹

From the conclusions stated by Karon, the following excerpts were taken:

It has been clearly established that the caste sanctions have an effect upon the personality structure of the people who feel them, and that this effect is reflected in eleven characteristics. The fact that northern Negroes differ from southern Negroes on precisely the same characteristics and in the same way as do northern whites served to eliminate the possibility that these traits represented hereditary differences between Negroes and whites (p. 171).

These findings seem to confirm the widely held belief among social scientists that the most serious emotional problem of the Negro concerns his handling of aggression. . . . One of the consequences of choking back one's anger may be a complete deadening of one's emotions (p. 172).

¹Bertman P. Karon, The Negro Personality (New York: Springer Publishing Company, Inc., 1958), pp. 1-3, 5, 18.

Those who have been sincerely convinced that the caste system was good for Negroes, or that, at worst, it did them no harm, are now faced with the unpleasant alternative of re-appraising their view of the situation, or of simply shutting their eyes to the facts (p. 173).¹

After a lengthy presentation of excerpts from the writings of more than twenty-five white authors on traits attributed to Negroes, Otto Klineberg concludes:

We may then suggest the following . . . as a 'boiling down' of popular notions, common-sense observations, and semiscientific pronouncements with respect to the personality and behavior of the Negro. Let us repeat once more that this is not a list of 'race' characteristics. Any attempt to make a composite scientific profile of Negro traits would be immature in the present state of our knowledge. This list is a descriptive list, based upon a fair degree of consensus, of the interests, habits, and tendencies which might serve to characterize the 'typical' Negro. In so far as it has any validity, it is of course more applicable to the Negro masses than to the minority of highly sophisticated and acculturated Negroes.

Mental: Relatively low intellectual interests; good memory, facile associations of ideas.

Temperamental: Gregariousness or high interest in social contacts; philosophical or get-the-most-out-of-life type of adjustment; high aesthetic interests; love of subtlety and indirection; adaptability.

Emotional: Warmer emotional tone in every sphere of life; less inhibition of the expression of emotion.

Aesthetic: Love of music and dance; oratory and power of self-expression; high interest and appreciation of the artistic.

Economic: Relatively low interest in material things, such as care of money, property, tools, etc.; line of least resistance in habits of work; relative lack of self-reliance.

Personal Morals: Double standard of morals and ethics, i.e., one for his behavior toward Negroes and another for his behavior toward whites; personal honesty, e.g., not up to standard in behavior toward whites; in sexual conduct, higher interest in sex, high sexual indulgence, and larger sphere of permissive sex relations.

¹Ibid., pp. 171-73.

Family and Home Life: Relatively low solidarity; high frequency.

Religion and the Supernatural: Rather high emotional tone; personalization of God and saints; high interest in 'superstition'--i.e., belief in various supernatural forces and ways of controlling them.

Law Observance: Relatively high incidence of social disorder: drunkenness, fighting, gambling, petty stealing, etc.; resentment against the white man's law.

Public Manners: Tendency toward extroversion in public contacts; easy sociability, loud talk; relative carelessness in speech and dress.

Race Pride: Not yet highly developed; inferiority feelings common; acceptance of white standards of physical beauty to a large extent.

Race Consciousness and Leadership: Lack of cohesion; high intra-group conflict and cleavage; distrust of leaders; lack of strong race-wide leadership.

The above profile of traits is still far from satisfactory. It contains much that involves personal judgment and it makes rather sweeping statements which disregard class and cultural differences within the Negro group. It is submitted however, as a basis for further discussion and research, with full knowledge that it is in need of a good deal of revision.¹

The position of psychologist Frank McGurk is reported as follows by Time:

Psychologist Frank McGurk of Villanova University . . . claimed in U.S. News & World Report that Negroes have less capacity for education than whites. . . . 18 psychologists and social scientists from such institutions as Harvard, Columbia, Michigan and the Menninger Foundation flatly denied the McGurk thesis. Though Negro children generally do not do as well in school as the whites said the 18, their showing has nothing to do with native intelligence, but is only the result of inferior background and schooling.²

Regarding McGurk's position, Time reports the conclusion of the 18 psychologists as follows: "The conclusion

¹Otto Klineberg (ed.), Characteristics of the American Negro (New York: Harper and Brothers, 1944), pp. 18-19.

²Time, October 29, 1956, p. 81.

is inescapable that any decision to use differences of the average achievement of the two racial groups as a basis for classifying in advance any individual child, Negro or white, is scientifically unjustified."¹

Oliver Quinn states:

The racial behavior of earlier generations grew out of a social order that no longer exists. . . . Opportunities for parents to teach racial behavior are fewer than they used to be, and the lessons can not be so thoroughly learned. Since the master-servant relationship and all the practices appropriate to it are so little in evidence, the old verbalizations and stereotypes are losing some of their authority. . . .

Indeed, indirect verbal instruction, given by the simple expedient of letting the child 'overhear' adult conversation, accounts for most of the stereotyped verbalizations in terms which young people express themselves about Negroes.²

Reed Smith states the following: "The Negro is a superlative actor and pantomimist, and lets the white man see and know just what the Negro wishes him to--and no more."³

Steckler interpreted the findings of his questionnaire study of Negro college students as an attempt by the Negro middle class to identify with stereotyped white middle-class values and to dissociate itself from other

¹Ibid., p. 81.

²Oliver Westbrooke Quinn, "The Transmission of Racial Attitudes among White Southerners," in Edgar T. Thompson and Everett C. Hughes (eds.), Race (Glencoe, Ill.: The Free Press, 1958), pp. 452-56.

³Reed Smith, "The Unknowable Negro," in Edgar T. Thompson and Everett C. Hughes (eds.), Race (Glencoe, Ill.: The Free Press, 1958), p. 516.

Negroes.¹

Anne Walker wrote:

Negroes have an admiration for the best white people, what they call 'quality white folks.' They have cultivated standards for themselves.

You will meet with Negroes who discuss the so-called discriminations with bitterness, but with shrewdness.²

Harry J. Walker's position is indicated by:

The stereotype image of the Negro inherited from two centuries of slavery is being destroyed by mass communications, school integration and studies by social scientists, according to Dr. Harry J. Walker, professor of sociology at Howard University. Addressing the Baltimore Urban League, Dr. Walker said: 'Research has established beyond a doubt that no race has claim to excellence.'³

Summary of Opinions of Negroes by Negro Writers

In general Negro authors assign to Negroes traits similar to those which white authors assign to Negroes. The most striking deviation from this pattern is seen in the writings of W. H. Thomas. The ideas expressed by him were so extreme and derogatory as to suggest that he falls in the class of writers described by Klineberg:

One might well wonder whether Thomas' excerpts had been placed in the wrong column. As a matter of fact, Thomas was a Negro, and his indictment of his race in

¹George A. Steckler, "Authoritarian Ideology in Negro College Students," The Journal of Abnormal and Social Psychology, LIV (January, 1957), pp. 396-99.

²Anne Kendrick Walker, Tuskegee and the Black Belt (Richmond, Va.: The Dietz Press, Inc., 1944), p. 77.

³Harry J. Walker, Jet, March 26, 1959, p. 25.

his book, The American Negro, What He Is and What He May Become, is perhaps the worst which has been penned by an American since the civil war. . . . He arrived at a feeling of bitterness and despair concerning his people; and then, as if he had completely disowned them, he sat in judgment on them. . . . they parallel in a striking way the ideas of the more biased white writers as to the characteristics of the Negro.¹

As a real contrast to the writings of Thomas, the writings of other Negro authors have the tone of defensiveness. This is to be expected and in some cases might have served best to have been more defensive. It is conceded that from the literature read there is a difference in personality, culture, and behavior between Negroes and whites. But if the moral judgments, implications of inferiority, and many exaggerations are deducted from the popular stereotypes, there will be left a more valid picture of differences between the two races.

Summary of Opinions of Negroes by White Authors

After surveying the literature, one can observe that there is a fairly consistent agreement among white authors in their characterization of Negroes. There is a tendency for many of the current common stereotypes about Negro traits to keep reappearing, e.g., laziness, sexual looseness, superstition, naturally more musical than whites, and rowdiness, to mention a few. With few exceptions the Negro is spoken of in an unfavorable manner by white writers of the past.

¹Klineberg, op. cit., p. 15.

Contemporary writers are more favorable. From the white writer the Negro receives his better comments in the area of aesthetics. White authors imply over and over that Negro traits are inborn. Negro writers deny this.

Robert T. Kerlin expressed his idea of the opinions held by white editors when he wrote:

The white editor positively ignores the opinion of the black man as expressed through the Negro journal. Year in and year out you may read the white journals of the state and you will get nothing that reflects the real psychology of the black man. The only thing you may find in white journals is the exaggeration of his faults and the expression of some particular Negro who may happen to say what the white editor would want said.¹

Opinions of Negroes toward Whites
Irrespective of the Author's Race

There was not an abundance of literature devoted to opinions of Negroes toward whites. An analysis has been made of the few studies found which are related.

A study by Bayton and Byoune² analyzed stereotypes held by 152 Negro students, 102 of whom were college students and 50 who were high-school students. These students, all from the State of Louisiana, were given a list of adjectives and were asked to identify those which they believed were most descriptive of the Negro American as well as several

¹Robert T. Kerlin, The Voice of the Negro (New York: E. P. Dutton and Company, 1919), p. 3.

²James A. Bayton and C. F. Byoune, "Racio-National Stereotypes Held by Negroes," Journal of Negro Education, XVI (August, 1947), pp. 49-56.

other racio-national groups. The investigators concluded that the Negro arrives at his stereotypes of the Negro through personal contact, as do the whites. They found propaganda to be the main medium. The Negroes studied believed that the white Americans were grasping, deceitful, cruel, and quick tempered.

Negro children exhibit a more favorable attitude toward the whites than do the whites toward Negroes, according to findings of Bird.¹ He tested 393 white boys and girls and 31 Negro boys and girls in the third and fifth grades in two schools of separate districts in Minneapolis in an effort to determine the acceptance or rejection of Negroes by white students and their parents. The data further revealed that Negro adults in the community studied had achieved a level of formal education approximately equal to that of the whites. The Negro cultural level was also found equal to that of whites.

Boynton and Mayo² conducted a study of attitudes of 177 Negro boys, 207 Negro girls, 199 white boys, and 261 white girls. These students were in bi-racial schools in Tennessee. The same questionnaire was used by both groups,

¹Charles Bird et al., "Infiltration and Attitudes of White and Negro Parents and Children," Journal of Abnormal and Social Psychology, XLII (June, 1952), pp. 688-99.

²Paul L. Boynton and George D. Mayo, "A Comparison of Certain Attitudinal Responses of White and Negro High School Students," Journal of Negro Education, XI (October, 1942), pp. 487-94.

Negro and white. The findings revealed that there was almost complete agreement between the races on questions of legal equality and educational and physical status of the Negro as compared to the white. There was a pronounced difference in attitude between the races in the area of socialization. The greatest significant difference was found to exist in the older age groups in high schools. The sex made no significant difference in their opinions. The investigators conclude that as students grow older, instead of a "growing understanding" between the races, there is considerable evidence of growing differences between them. They attribute these differences, which were significant, to shifts in the opinions of the Negro students rather than in those of the white students.

Cothran made a study of Negro conceptions of white people. The study was designed to discover the universality, uniformity, direction, and intensity of these conceptions. Since the study was made in Louisiana, its findings are especially significant to this thesis. Cothran tested the hypothesis that "middle-class Negroes are more favorable in their conceptions of white people than are either upper- or lower-class Negroes." The investigator concluded that lower-class Negroes are more unfavorable in their stereotyped conceptions of white people than either the middle- or the upper-class Negroes and that middle-class Negroes possess the most favorable conceptions. The study involved more than

200 conceptions of white people secured from 341 Negroes. Cothran concluded that the selected Negro stereotypes of white people are widely known in Negro society; that there is a high degree of uniformity in response; that, in most instances, Negro conceptions are in the direction of unfavorableness; and that the lower class is more intensely unfavorable than either the upper or the middle class.¹

Katz and Braly² identified the twelve characteristics most frequently assigned to Negroes. In rank order he listed them as follows:

Superstitious	Musical	Physically dirty
Lazy	Ostentatious	Naive
Happy-go-lucky	Very religious	Slovenly
Ignorant	Stupid	Unreliable

The same study revealed the following twelve characteristics assigned to whites in rank order:

Industrious	Progressive	Aggressive
Intelligent	Pleasure loving	Straightforward
Materialistic	Alert	Practical
Ambitious	Efficient	Sportsmanlike

It was further brought out that the greatest degree of agreement for a single trait for any racial group was reached when 84 per cent of the students voted the Negro superstitious. The investigators gave laziness as typical characteristic chosen by three-fourths of the students. About one-half of

¹Tilman C. Cothran, "Negro Conceptions of White People," American Journal of Sociology, LVI (July, 1951), pp. 458-67.

²Daniel Katz and Kenneth Braly, "Racial Stereotypes of One Hundred College Students," Journal of Abnormal and Social Psychology, XXVIII (April-June, 1933), pp. 280-90.

the students assigned industry and intelligence to whites and one-third assigned whites as being materialistic and ambitious.¹

Meenes² made a comparison of racial stereotypes of 1935 and 1942. In December, 1935, 160 Negro students at Howard University were given the Katz and Braly³ list of 84 words for the study of stereotypes. The study was repeated in February, 1942, involving 137 students of Howard and using the same words used in 1935. The assigned characteristics of the compared groups are given below as the students ranked them.

1935 Negroes

musical
very religious
superstitious
happy-go-lucky
loud
pleasure loving
jovial
imitative
ostentatious
talkative
generous
kind

1942 Negroes

superstitious
musical
pleasure loving
very religious
happy-go-lucky
loud
imitative
faithful
ostentatious
gregarious
jovial

¹Ibid.

²Max Meenes, "A Comparison of Racial Stereotypes of 1935 and 1942," Journal of Social Psychology, XVII (February, 1943), pp. 327-36.

³Katz and Braly, op. cit., p. 283.

1935 White Americans

intelligent
 materialistic
 conceited
 progressive
 ambitious
 industrious
 pleasure loving
 mercenary
 deceitful
 ostentatious
 efficient
 boastful
 sophisticated

1942 White Americans

intelligent
 pleasure loving
 progressive
 conceited
 materialistic
 ambitious
 sportsmanlike
 sophisticated
 scientifically minded
 individualistic
 industrious
 aggressive

The following results were reported:

It is evident that in 1942 the subjects were much more hesitant about characterizing racial groups, perhaps because they had been more deeply impressed with the unfairness of racial stereotypes (p. 331).

The attitudes of our Negro subjects toward White Americans seem to have grown more favorable. The 1935 picture includes such words as mercenary, deceitful, and boastful, but these terms drop out of the 1942 picture. However, 27 per cent of our subjects in both years considered the White American conceited (p. 333).

The stereotypes obtained in 1942 agree in large measure with those found in 1935.¹

Attitudes of students in Negro schools were compared by Prothro and Jensen² in 1952. Approximately 100 to 150 students each at Tuskegee Institute, Alabama Polytechnic Institute, Florida A. and M. College, and Florida State University were involved in the study. Some findings were:

¹Meenes, op. cit., pp. 331 and 333.

²E. Terry Prothro and John A. Jensen, "Comparison of Some Ethnic and Religious Attitudes of Negro and White College Students in the Deep South," Social Forces, XXX (October, 1952), pp. 426-38.

(1) The attitude of Negro students toward whites was no more favorable than that of the whites toward Negroes; (2) attitudes of both Negroes and whites toward Jews were generally favorable; and (3) a slight but significant relationship was found between Negroes' attitudes toward the church and toward whites.

Of 202 Negro children in New York City Public Schools, the following findings are reported by Trent, the investigator:

1. Children who were most self-accepting expressed significantly more positive attitudes toward both Negroes and whites than did children who were least self-accepting (p. 30).
2. There were no significant differences between the ambivalent and the most self-accepting in attitude toward both Negroes and whites (p. 30).¹

Summary

There appears to be only a limited amount of literature devoted to opinions of Negroes toward whites. There is, however, considerable literature on the Negro which forms the basic ideas of nearly all white people in the Southern bi-racial society. Many volumes have been written by white writers who maintain that they know the characteristics of the Negro. What of the Negro's characterization of the white man? Negro writers have written about their own traits and

¹Richard D. Trent, "The Relation between Expressed Self-Acceptance and Attitudes toward Negroes and Whites among Negro Children," Journal of Genetic Psychology, XCI (August, 1957), pp. 25-31.

they have written about the traits of the white man. But these are not so well organized, stereotyped, or popularized as are those of the white author who writes about the Negro. Since the latter has been subjected to all manner of derogatory stereotypes described by white people, it seems logical that his own writing and thinking on this subject would have a defensive and opportunistic tone. However, there is a question as to what the Negro actually thinks and what his stereotypes of the white man are like. When it comes to the written expression of Negro authors of the Negro's side of the case, there is available an abundance of literature by Negro authors on this subject.

An attempt has been made to review related literature which touches upon the Negro's conception of his own traits. These selected excerpts have been put alongside the selected excerpts from white authors. When something was found in the literature which gave an expression of the Negro's opinion toward the whites, this was used. Indeed, it is unfortunate that "there exists no comprehensive systematic survey of the stereotypes and beliefs concerning Negro characteristics."¹ Most studies in the literature seemed to be attitude studies and directed their attention to the investigation of the attitudes of the native white

¹Guy B. Johnson, "The Stereotypes of the American Negro," in Otto Bluebey, Characteristics of the American Negro (New York: Harper and Brothers, 1944), p. 5.

American population toward minority racial elements and other racio-national groups. There appear to be too few studies from the opposite direction, namely, the investigation of the attitudes of the minority and other racio-national groups toward each other.¹ In other words, more work needs to be done on the opinions and attitudes of Negroes, Jews, Chinese, and like groups, toward white Americans, toward other minorities, and toward themselves.

The literature presented herein is directly related to the problem of this study. First, the opinions of Negro authors about Negroes were presented, and then those of white writers about Negroes. Next the selected related studies of Negroes toward whites were presented. Finally, there were a few selected reviews which are related to opinions of Negroes toward whites in a general manner. No claim is being made to having presented more than a selection of the possible available attitude studies of whites toward Negroes. It is believed, however, that a sufficiently large and representative sample has been given to indicate what the consensus is with respect to the opinions of Negroes toward the American white.

¹James A. Bayton, "The Racial Stereotypes of Negro College Students," in Gordon W. Allport (ed.), Journal of Abnormal and Social Psychology (New York: The American Psychological Association, Inc., 1941), pp. 36, 97.

CHAPTER III

THE POPULATION

The Community

The data for this study were secured from a north central Louisiana community. There are approximately forty thousand people living there of which 45 per cent are Negroes. This community is a rich farming section and a majority of the people depend upon farming for a living.

The Respondents

Table 1 shows that out of the 342 students who responded, 159 were boys and 183 were girls. The grade distribution of the respondents reveals that of the total of 342, 19 boys and 24 girls were in grade V; 23 boys and 11 girls were in grade VI; 22 boys and 10 girls were in grade VII; 20 boys and 24 girls were in grade VIII; 19 boys and 31 girls were in grade IX; 31 boys and 30 girls were in grade X; 11 boys and 34 girls were in grade XI; and 14 boys and 19 girls were in grade XII.

Of the 342 students responding, 14 were age 10, 29 were age 11, 26 were age 12, 38 were age 13, 48 were age 14, 46 were age 15, 54 were age 16, 40 were age 17, 32 were age

TABLE 1
NUMBER OF RESPONDENTS BY SEX AND GRADE

Sex	Grade								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Boys	19	23	22	20	19	31	11	41	159
Girls	24	11	10	24	31	30	34	19	183
Total	43	34	32	44	50	61	45	33	342

18, 11 were age 19, and 4 were age 20. Table 2 presents the average age of the respondents by sex and grade.

Table 3 shows by grades the size of the community where each respondent lives. The data show that 333 of the respondents lived in a small town or the country. There were only 9 respondents living in a city of 5,000 or more population.

Table 4 depicts by grade with whom the respondents lived. Of the 342 respondents studied, 207 lived with both their fathers and their mothers. Living with mother only were 37; with father only, 11. There were 16 respondents living with persons other than their parents; usually they resided with grandparents. The data show that a few lived with an older sister or an aunt. Of the total, 8 failed to show with whom they lived.

TABLE 2

AVERAGE AGE OF THE RESPONDENTS BY SEX AND GRADE

Grade	Average Age in Years		
	Boys	Girls	Both
V	10.8	10.3	10.5
VI	12.6	12.0	12.3
VII	13.6	13.2	13.4
VIII	14.2	14.0	14.1
IX	15.1	14.3	14.7
X	16.0	16.0	16.0
XI	17.2	17.1	17.1
XII	18.4	17.6	18.0
Averages	14.7	14.3	14.5

TABLE 3

RESIDENCE OF THE RESPONDENTS BY GRADE

Community Size	Grade								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Country or small town	43	33	32	43	50	54	45	33	333
City 5,000 - 50,000	0	1	0	1	0	7	0	0	9
Totals	43	34	32	44	50	61	45	33	342

TABLE 4

HOME SITUATION OF THE RESPONDENTS BY GRADE

With Whom They Live	Grade								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Father and Mother	38	27	21	30	43	50	35	26	270
Father	2	2	3	1	1	0	0	2	11
Mother	0	2	6	9	4	7	6	3	37
Other	2	3	2	2	2	1	4	0	16
Unknown	1	0	0	2	0	3	0	2	8
Totals	43	34	32	44	50	61	45	33	342

Table 5 presents the church preference of the 342 students who responded to the instrument. There was a majority, 217, reporting Baptist as their religious preference. Of the remainder there were 114 Catholics, 3 Methodists, 1 Jehovah's Witness, and 7 who failed to indicate the religion of their choice.

The Parents of the Respondents

Age of Father and Mother

The data show that the average age of the father of the respondents is 47.2 years old. The data also show that the average age of the mother of respondents is 43.2 years.

TABLE 5

CHURCH PREFERENCE OF RESPONDENTS BY GRADE

Denomination	Grade								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Baptist	38	31	0	41	28	37	30	12	217
Catholic	1	1	31	3	21	22	14	21	114
Methodist	2	0	0	0	1	0	0	0	3
Other	0	0	0	0	0	0	1	0	1
Unknown	2	2	1	0	0	2	0	0	7
Total	43	34	32	44	50	61	45	33	342

TABLE 6

AVERAGE AGE OF PARENTS OF RESPONDENTS
BY GRADE OF RESPONDENTS

Parent	Grade								Total Average
	V	VI	VII	VIII	IX	X	XI	XII	
Father	48.7	45.6	45.3	48.8	48.0	46.0	46.1	49.6	47.2
Mother	45.4	40.4	41.7	43.0	48.2	41.2	41.4	45.0	43.2
Both Parents	49.9	40.0	43.5	45.9	41.2	43.6	43.7	47.3	45.2

The average age of both parents is 45.2 years. No relationship is apparent between grade level and average age of parents as shown in Table 6.

Grade Completed in School

Table 7 shows the average grade completed in school by the parents of the respondents. The average grade completed in school by the father of the respondents is 5.3, while that of the mother is 5.8. The average grade completed in school by both father and mother of the respondents is 5.5, with a range from 0 to 10. The first Negro high school was established in the community in 1948. There is no college for Negroes in the community.

TABLE 7
AVERAGE GRADE COMPLETED BY PARENTS
BY GRADE OF RESPONDENT

Parent	Respondent's Grade								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Father	5.7	5.2	6.1	5.1	4.7	5.4	5.3	5.0	5.3
Mother	6.1	5.8	5.5	5.6	5.7	6.1	6.0	5.7	5.8
Both Parents	5.9	5.5	5.8	5.3	5.2	5.7	5.6	5.3	5.5

Occupations of Respondents' Parents

Table 8 reveals the occupations of the parents of the respondents. It has been previously stated that a majority of the people depend upon farming for a living. The data revealed that of the fathers, 252 were farming. Fifteen were skilled workers, and four were unskilled workers. Sixty-two respondents failed to identify the occupations of their fathers.

Of the mothers of the respondents, 108 were farmers, 87 were working as housewives, 64 were doing housework as maids, and 18 were working as cooks. Sixty-five of the respondents failed to reveal the occupations of their mothers.

Income of Respondents' Parents

An analysis of the data revealed that there were 233 families out of the 342 reporting making an annual income of below \$2,000 and 66 families whose annual income exceeded that figure. The highest combined income reported was \$6,000, while the lowest was \$600. There were 43 respondents who failed to show income of parents. Table 9 gives data concerning income of respondents' parents.

Home Ownership

The home ownership status of parents of the respondents is presented in Table 10. There are 105 parents who own their homes and 223 who do not. There were 14 respondents who did not answer the question regarding home ownership.

TABLE 8

OCCUPATIONS OF PARENTS OF RESPONDENTS
BY GRADE OF RESPONDENTS

Occupation	Grade of Respondent								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Fathers									
Farmer	38	26	22	29	42	45	26	24	252
Skilled	2	2	1	1	1	4	2	2	15
Semi-skilled	0	0	1	1	0	2	3	2	9
Unskilled	0	0	0	1	0	1	0	2	4
Unknown	3	6	8	12	7	9	14	3	62
Total	43	34	32	44	50	61	45	33	342
Mothers									
Farmer	33	16	11	17	8	14	7	2	108
Housewife	0	0	0	0	19	20	27	21	87
Housework	2	13	10	10	3	13	5	8	64
Cook	1	0	1	0	14	2	0	0	18
Unknown	7	5	10	17	6	12	6	2	65
Total	43	34	32	44	50	61	45	33	342

TABLE 9

DISTRIBUTION OF PARENTS BY COMBINED ANNUAL INCOME
AND GRADE OF RESPONDENTS

Annual Income	Grade of Respondent								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Below \$2,000	22	33	7	31	40	47	35	18	233
Above \$2,000	9	1	5	7	7	13	9	15	66
Unknown	12	0	20	6	3	1	1	0	43

TABLE 10

DISTRIBUTION OF PARENTS BY HOME OWNERSHIP STATUS
AND BY GRADE OF RESPONDENTS

Status of Home Ownership	Grade of Respondent								Total
	V	VI	VII	VIII	IX	X	XI	XII	
Own homes	4	14	5	11	17	23	20	11	105
Do not own homes	35	18	24	30	32	37	25	22	223
Unknown	4	2	3	3	1	1	0	0	14

Summary

The community studied is bi-racial with the people tending to live a normal southern bi-racial life. Almost one-half of the population are Negroes, at least a majority of whom depend upon farming for their livelihood. The range of family income was found to be from \$600 to \$6,000 annually, with the majority of families having an annual income below \$2,000. Less than one-half of the families own their homes.

Included in this study are 342 Negro school children living in this rich farming area. The population was made up of 159 boys and 183 girls from grades V through XII. The average age of the boys was found to be 15 years while that of the girls was 14 years, thus giving an average age of 14.5 years. Almost all of the respondents lived with both fathers and mothers.

Typically, according to age, the parents were in their forties. The youngest parent was found to be 21 years of age and the oldest was 76. The average age for fathers was 47 years while the average for mothers was found to be 43 years. The average age, in years, of both parents was 45.

The grade completed by parents of the respondents ranged from 0 to 10. The average grade completed by the father was 5 and for the mother, 6, with the average of both parents being 5.5.

The church preference of respondents was typically Baptist and Catholic, but with an approximate 2 to 1 ratio of Baptist preference. There were a few Methodist and one Jehovah's Witness.

CHAPTER IV

NEGRO STUDENT OPINION TOWARD WHITES

The Instrument Used in the Study

The purpose of this chapter is to present the reactions of respondents participating in this study. The instrument used consisted of 40 questions which could be answered by checking one of the following: "true," "less," "the same," or "I don't know."

Each of the first 20 sentences of the instrument began with the clause, "White people are more . . ." The first sentence, for example, read: "White people are more intelligent (smarter) than Negroes." Each of the sentences contained a trait, underlined, about which the respondent was asked to express his opinion of whites in comparison with Negroes.

Each of the second 20 sentences of the instrument used in this study began with the clause, "Negroes are more . . . ," with the first sentence of the group reading, "Negroes are more musical (likely to love music) than white people." Like the first 20 sentences, each of this group contained an underlined trait about which the respondent

was asked to express his opinion toward whites as compared with Negroes. The words in parentheses of each sentence clarified the intent of the trait under investigation.

Throughout this chapter, listed in tabular form, are the opinionaire items and numbers; the completed sentences for each item are in Appendix C.

Each table shows the frequency, number, and per cent of opinion of Negro children toward whites. Because percentages are given to the nearest whole number, it is not always possible to derive exact totals by adding component parts. In interpreting these data it must be remembered that Sentences 1 through 20 of the instrument began with the clause, "White people are more . . ." and that Sentences 21 through 40 began with the clause, "Negroes are more . . ." It was felt that any expressed reaction of 45 per cent or more might be opinionated, that any expressed reaction of 50 per cent or more might be highly opinionated.

Opinion toward Whites of Male and Female Negro Students

Table 11 shows respondents' reactions, by sex, to the 40 items under investigation.

Opinions of Boys

A majority of the boys were definitely opinionated on some of the traits under investigation. Fifty-eight per cent believed that Negroes were more powerful physically;

TABLE 11
FREQUENCY AND PER CENT* OF OPINION TOWARD WHITES
OF MALE AND FEMALE NEGRO STUDENTS

Boys (N = 159)											G
Opinionaire Item and Number	True		Less		The Same		I Don't Know		True		
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
Whites are more <u>(trait)</u> than Negroes.											
1. Intelligent	14	9	12	8	74	46	59	37	12	7	
2. Materialistic	53	33	12	8	54	34	40	25	32	17	
3. Progressive	41	26	12	8	60	38	46	29	43	23	
4. Conceited	62	39	17	11	48	30	32	20	72	39	
5. Self-centered	62	39	15	9	45	28	37	23	71	39	
6. Ambitious	55	35	11	7	51	32	42	26	61	33	
7. Sportsmanlike	43	27	45	28	51	32	20	13	37	20	
8. Sophisticated	33	21	15	9	33	21	78	49	47	26	
9. Scientific	52	33	9	6	59	37	39	24	35	19	
10. Individualistic	48	30	14	9	40	31	47	30	71	39	
11. Industrious	29	18	69	43	46	29	15	9	23	13	
12. Aggressive	50	31	33	21	42	26	34	15	66	36	
13. Mercenary	90	57	11	7	39	24	19	10	105	57	
14. Deceitful	70	44	11	7	37	23	41	18	112	61	
15. Ostentatious	51	32	15	9	47	30	46	29	50	27	
16. Efficient	42	26	29	18	66	41	22	14	35	19	
17. Boastful	65	41	31	19	34	21	29	18	87	48	
18. Uglier	47	30	24	15	49	31	39	24	68	38	
19. Untruthful	50	31	18	11	55	35	36	23	74	40	
20. Thieving	52	33	16	10	50	31	41	26	61	33	

TABLE 11

PER CENT* OF OPINION TOWARD WHITES
AND FEMALE NEGRO STUDENTS

Boys (N = 159)				Girls (N = 183)							
The Same		I Don't Know		True		Less		The Same		I Don't Know	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
are more <u> </u> than Negroes.											
(trait)											
74	46	59	37	12	7	20	11	113	62	38	21
54	34	40	25	32	17	11	6	119	65	21	11
60	38	46	29	43	23	12	7	94	51	34	19
48	30	32	20	72	39	8	4	78	43	25	14
45	28	37	23	71	39	11	6	72	39	29	16
51	32	42	26	61	33	15	8	73	40	34	19
51	32	20	13	37	20	34	19	85	46	27	15
33	21	78	49	47	26	16	9	68	37	52	28
59	37	39	24	35	19	15	8	110	60	23	13
40	31	47	30	71	39	13	7	73	40	26	14
46	29	15	9	23	13	69	38	81	44	10	5
42	26	34	15	66	36	26	14	64	35	27	15
39	24	19	10	105	57	12	7	48	26	18	10
37	23	41	18	112	61	10	5	28	15	33	18
47	30	46	29	50	27	19	10	78	43	36	20
66	41	22	14	35	19	46	25	92	50	10	5
34	21	29	18	87	48	26	14	47	26	23	13
49	31	39	24	68	38	18	10	59	32	38	21
55	35	36	23	74	40	10	5	68	37	31	17
50	31	41	26	61	33	10	5	78	43	34	19

TABLE 11--Continued

Boys (N = 159)										
Opinionaire Item and Number	True		Less		The Same		I Don't Know			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Negroes are more <u> </u> than Whites										
							(trait)			
21. Musical	91	57	11	7	47	30	10	6	96	
22. Religious	84	53	12	8	46	29	17	11	112	
23. Superstitious	57	36	9	6	30	19	63	40	62	
24. Happy-go-lucky	66	41	25	16	38	24	30	19	74	
25. Powerful physically	92	58	4	3	39	24	24	16	110	
26. Noisier	82	51	12	8	45	28	20	13	96	
27. Jovial	56	35	18	11	60	38	25	16	84	
28. Imitative	44	28	16	10	58	36	41	26	50	
29. Faithful	61	38	14	9	50	31	34	21	63	
30. Talkative	65	41	14	9	53	33	27	17	69	
31. Generous	65	41	14	9	49	31	13	19	72	
32. Kindly	61	38	18	11	48	30	32	20	74	
33. Lazier	35	22	39	24	67	42	18	11	20	
34. Gregarious	59	37	14	9	55	35	31	19	66	
35. Prettier	44	28	16	10	72	45	27	17	64	
36. Athletic	50	31	21	13	60	38	28	18	69	
37. Rapid	80	50	7	4	59	37	13	8	99	
38. Cooperative	55	35	17	11	58	36	29	18	70	
39. Drunkards	58	36	13	8	60	38	28	17	52	
40. Happier	55	35	16	10	59	37	29	18	73	

*Because percentages are given to the nearest whole number, it is not by adding component parts.

TABLE 11--Continued

Boys (N = 159)					Girls (N = 183)							
Per cent	The Same		I Don't Know		True		Less		The Same		I Don't Know	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Boys are more _____ than Whites.												
	(trait)											
7	47	30	10	6	96	52	5	27	67	37	15	8
8	46	29	17	11	112	61	7	4	52	28	12	7
6	30	19	63	40	62	34	12	7	59	32	50	27
16	38	24	30	19	74	40	19	10	71	39	19	10
3	39	24	24	16	110	60	11	6	38	21	24	13
8	45	28	20	13	96	52	16	9	66	36	5	3
11	60	38	25	16	84	46	7	4	72	39	20	11
10	58	36	41	26	50	27	12	7	77	42	44	24
9	50	31	34	21	63	34	16	9	80	44	24	13
9	53	33	27	17	69	38	20	11	68	37	26	14
9	49	31	13	19	72	39	14	8	56	31	41	22
11	48	30	32	20	74	40	16	8	72	39	21	11
24	67	42	18	11	20	11	36	20	107	58	20	11
9	55	35	31	19	66	36	17	9	64	35	36	20
10	72	45	27	17	64	40	12	7	81	44	26	14
13	60	38	28	18	69	38	9	5	61	33	44	24
4	59	37	13	8	99	54	4	2	62	34	18	10
11	58	36	29	18	70	38	22	12	64	35	27	15
8	60	38	28	17	52	28	10	5	99	54	22	12
10	59	37	29	18	73	40	17	9	75	41	18	10

he nearest whole number, it is not always possible to derive exact totals

57 per cent indicated that Negroes are more musical than whites; 57 per cent also were of the opinion that white persons are more mercenary than Negroes; 53 per cent felt that Negroes are more religious; 51 per cent said Negroes are more jovial; and 50 per cent believed Negroes are more rapid.

Some of the boys felt that race was not a determining factor on certain items. Of these, intelligence and prettiness were most often agreed upon by 46 per cent and 45 per cent, respectively.

Although 49 per cent were unable to provide their opinions on sophistication, there was no instance in which as many as 45 per cent expressed a "less than" response.

Opinions of Girls

The reactions of the girls revealed that 61 per cent were of the opinion that whites were more deceitful than Negroes and that Negroes were more religious than whites; 60 per cent thought Negroes more powerful physically; 57 per cent said whites were more mercenary; 54 per cent believed Negroes more rapid; 52 per cent agreed Negroes are both more musical and noisier; 48 per cent felt whites to be more boastful; and 46 per cent said Negroes were more jovial than white persons.

The girls indicated that the races were similar on more traits than the boys. Traits and the percentage rating as the same were: materialistic, 65 per cent; scientific,

60 per cent; lazy, 58 per cent; drunkenness, 54 per cent; progressiveness, 51 per cent; efficient, 50 per cent; and sportsmanship, 46 per cent.

Significance of Difference in Opinion by Sex

The difference by sex among the opinions of the respondents was tested by Chi-Square and was found not to be statistically significant at the .05 level of confidence.¹ The obtained Chi-Square for the first 20 items was 26.7 and for the second 20 traits, 13.0. By inspection there appeared to be a significant difference between the reactions of the boys and girls to the deceitfulness trait. The Chi-Square test yielded 4.84, significant at the .05 level, between the 61 per cent ranking of the girls and the 44 per cent rating of the boys. However, since this was the only occurrence of this degree of statistically significant difference between the two groups on 40 items, it may be attributed to chance.² Since there seems to be no statistically significant difference of opinion between males and females, the data hereinafter will not be considered in relation to sex.

¹John P. Guilford, Fundamentals of Statistics in Psychology and Education (New York: McGraw Hill Book Co., Inc., 1956), pp. 228-56.

²James M. Sakoda, Burton H. Cohen, and Geoffrey Beall, "Tests of Significance for a Series of Statistical Tests," Psychological Bulletin, LI (March, 1954), pp. 172-75.

Opinion toward Whites by Age in Years
of Negro Students

It was thought that to show each grade separately there would be too few in each grade to give a proper perspective. The following age groups were deemed appropriate: 10-13, 14-16, and 17-20. There were 107, 148, and 87, respectively, in these age groups. Tables 12, 13, and 14 show a breakdown of Negro opinions toward whites by age groups. Table 12 gives the frequency and per cent of opinions of Negro students age 10 through 13 toward whites.

Ages 10 through 13

Table 12 shows that 70 per cent were of the opinion that Negroes are more musical than whites; 57 per cent said white people are more mercenary; 56 per cent believed that Negroes are more rapid; 53 per cent thought Negroes are more powerful physically; 51 per cent agreed that white people are more deceitful; and 49 per cent held that white people are more self-centered; 48 per cent felt that whites are more conceited; and 48 per cent said that Negroes are more talkative. Forty-seven per cent agreed that Negroes are both more musical and noisier than white people. Of the respondents, 46 per cent said they believed Negroes are more happy-go-lucky and more generous than white people.

Some traits were felt by a major portion of the respondents to be independent of race. These included laziness, industriousness, and intelligence.

TABLE 12

FREQUENCY AND PER CENT OF OPINIONS OF NEGRO STUDENTS
AGE 10-13 TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	10	9	9	8	48	45	40	37
2. Materialistic	31	29	5	5	47	44	24	22
3. Progressive	25	23	2	2	43	40	37	34
4. Conceited	52	48	11	10	23	21	21	20
5. Self-centered	53	49	6	6	19	18	29	27
6. Ambitious	44	41	11	10	22	20	30	28
7. Sportsmanlike	28	26	15	14	43	40	21	20
8. Sophisticated	31	29	5	5	34	32	37	34
9. Scientific	32	30	10	9	45	42	20	19
10. Individualistic	47	44	5	5	30	28	25	23
11. Industrious	15	14	24	22	50	47	18	17
12. Aggressive	33	31	22	20	34	32	18	17
13. Mercenary	61	57	13	12	24	22	9	8
14. Deceitful	55	51	7	7	19	18	26	24
15. Ostentatious	32	30	4	4	32	30	39	28
16. Efficient	32	30	19	18	40	37	16	15
17. Boastful	47	44	20	19	19	18	21	20
18. Uglier	46	43	12	11	27	25	22	20
19. Untruthful	39	36	12	11	34	32	22	20
20. Thieving	35	33	8	7	37	34	27	25

TABLE 12--Continued

Negroes are more (trait) than white people.	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	51	47	3	3	37	34	16	15
22. Religious	75	70	9	8	20	19	3	3
23. Superstitious	40	37	7	7	23	21	37	34
24. Happy-go-lucky	49	46	14	13	27	25	17	16
25. Powerful physically	57	53	7	7	19	18	24	22
26. Noisier	51	47	11	10	31	29	14	13
27. Jovial	33	31	13	12	37	34	24	22
28. Imitative	26	24	12	11	41	38	28	26
29. Faithful	37	34	9	8	38	35	23	21
30. Talkative	52	48	6	6	33	31	16	15
31. Generous	49	46	9	8	21	20	28	26
32. Kindly	42	39	11	10	34	32	20	19
33. Lazier	19	18	19	18	55	51	14	13
34. Gregarious	42	39	4	4	34	32	27	25
35. Prettier	42	39	5	5	42	39	18	17
36. Athletic	30	28	9	8	31	29	37	34
37. Rapid	60	56	4	4	31	29	12	11
38. Cooperative	42	39	12	11	34	32	19	18
39. Drunkards	42	39	4	4	44	41	17	16
40. Happier	43	40	13	12	34	32	17	16

The greatest frequency of indecision on any item was 37 per cent who were unable to identify a positive opinion concerning intelligence of the two races.

Ages 14 through 16

Table 13 shows frequency and per cent of opinion of Negro students whose ages were 14 through 16. Of the respondents, 61 per cent expressed the opinion that Negroes are more powerful physically than white people, and 59 per cent said Negroes are more musical. In addition, 54 per cent believed white people are more mercenary and deceitful than Negroes. Fifty-one per cent expressed the belief that Negroes are noisier and more rapid; 48 per cent opined Negroes to be more religious than white people.

A sizeable portion of the 14-16 year old respondents felt the following traits to be the same for the two races: intelligence, 59 per cent; scientific ability, 53 per cent; materialism, 51 per cent; drunkenness, 50 per cent; beauty, 49 per cent; laziness, 47 per cent; efficiency, 46 per cent; and joviality, 45 per cent.

On no trait did sufficient respondents indicate opinions to the extent that it was deemed significant.

Ages 17 through 20

Table 14 shows the frequency and per cent of opinion for age group 17 through 20. Perusal of this table reveals that 63 per cent of the older respondents expressed the

TABLE 13

FREQUENCY AND PER CENT OF OPINIONS OF NEGRO STUDENTS
AGE 14-16 TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	10	7	8	5	87	59	43	29
2. Materialistic	39	26	7	5	76	51	26	18
3. Progressive	45	30	13	9	64	43	26	18
4. Conceited	48	32	11	7	64	43	25	17
5. Self-centered	57	38	8	5	58	39	25	17
6. Ambitious	52	35	8	6	62	42	26	18
7. Sportsmanlike	36	24	37	25	62	42	13	9
8. Sophisticated	33	22	17	11	39	26	59	40
9. Scientific	35	24	7	5	79	53	27	18
10. Individualistic	47	32	9	6	61	41	31	21
11. Industrious	31	21	62	42	48	32	7	5
12. Aggressive	54	36	24	16	37	25	33	22
13. Mercenary	80	54	9	6	40	27	19	13
14. Deceitful	80	54	4	3	29	20	35	24
15. Ostentatious	45	30	18	12	57	38	28	19
16. Efficient	34	23	31	21	69	46	15	10
17. Boastful	64	43	31	21	32	22	21	14
18. Uglier	43	29	24	16	41	28	40	27
19. Untruthful	51	34	13	9	55	37	29	20
20. Thieving	51	34	13	9	54	36	30	20

TABLE 13--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	88	59	4	3	48	32	8	5
22. Religious	71	48	7	5	51	34	19	13
23. Superstitious	50	34	10	7	38	26	50	34
24. Happy-go-lucky	59	40	16	11	50	34	23	16
25. Powerful physically	90	61	3	2	35	24	20	14
26. Noisier	75	51	10	7	52	35	11	7
27. Jovial	61	41	8	5	66	45	13	9
28. Imitative	45	30	5	3	56	38	42	28
29. Faithful	47	32	24	16	50	34	27	18
30. Talkative	56	38	11	7	55	37	26	18
31. Generous	58	39	10	7	52	35	28	19
32. Kindly	59	40	16	11	48	32	25	17
33. Lazier	28	19	33	22	69	47	18	12
34. Gregarious	54	36	14	9	47	32	33	22
35. Prettier	30	20	18	12	72	48	28	19
36. Athletic	57	38	14	9	46	31	31	21
37. Rapid	76	51	3	2	55	37	14	9
38. Cooperative	58	39	19	13	47	32	24	16
39. Drunkards	45	30	7	5	74	50	22	15
40. Happier	53	36	14	9	57	38	24	16

TABLE 14

FREQUENCY AND PER CENT OF OPINIONS OF NEGRO STUDENTS
AGE 17-20 TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	5	6	5	6	53	61	24	28
2. Materialistic	15	17	52	60	10	12	10	12
3. Progressive	13	15	11	13	46	53	17	20
4. Conceited	30	35	1	1	44	51	12	14
5. Self-centered	24	28	10	12	41	47	12	14
6. Ambitious	19	22	6	7	40	46	22	25
7. Sportsmanlike	13	15	26	30	34	39	14	16
8. Sophisticated	15	17	9	10	27	31	36	41
9. Scientific	20	23	8	9	48	55	11	13
10. Individualistic	25	29	11	13	34	39	17	20
11. Industrious	6	7	52	60	26	30	3	3
12. Aggressive	25	29	19	22	35	40	8	9
13. Mercenary	52	60	0	0	25	29	10	12
14. Deceitful	46	53	9	10	17	20	15	17
15. Ostentatious	24	28	14	16	36	41	13	15
16. Efficient	13	15	25	29	47	54	2	2
17. Boastful	34	39	19	22	25	29	9	10
18. Uglier	28	32	9	10	37	43	13	15
19. Untruthful	33	38	6	7	32	37	16	18
20. Thieving	32	37	6	7	33	38	16	18

TABLE 14--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	48	55	10	12	26	30	3	3
22. Religious	47	54	3	3	30	35	7	8
23. Superstitious	27	31	5	6	26	30	29	33
24. Happy-go-lucky	33	38	13	15	32	37	9	10
25. Powerful physically	55	63	3	3	25	29	4	5
26. Noisier	52	60	4	5	29	33	2	2
27. Jovial	44	51	4	5	34	39	5	6
28. Imitative	22	25	12	14	39	45	14	16
29. Faithful	35	40	7	8	38	44	7	8
30. Talkative	28	32	14	16	35	40	10	12
31. Generous	33	38	7	8	30	35	17	20
32. Kindly	40	46	7	8	33	38	7	8
33. Lazier	11	13	22	25	47	54	7	8
34. Gregarious	32	37	10	12	38	44	7	8
35. Prettier	34	39	7	8	37	42	9	10
36. Athletic	33	39	5	6	43	49	6	7
37. Rapid	42	48	3	3	37	43	5	6
38. Cooperative	27	31	10	12	35	40	15	17
39. Drunkards	22	25	12	14	41	47	12	14
40. Happier	33	38	5	6	41	47	8	9

opinion that Negroes are more powerful physically than white people, and 60 per cent said Negroes are noisier than whites. In addition, 60 per cent said white people are more mercenary than Negroes, and 55 per cent thought Negroes to be more musical than white people. Negroes were felt to be more religious than whites by 54 per cent and whites to be more deceitful by 53 per cent. Other widely held opinions were that Negroes were: more jovial, 51 per cent; more rapid, 48 per cent; and more kindly, 46 per cent.

Of the total respondents, 60 per cent expressed the opinion that white people are "less" materialistic and "less" industrious than Negroes.

Table 14 also reveals that significant proportions of the respondents felt that there were no racial differences on certain traits. These similar opinions were held on intelligence (61 per cent); scientific ability (55 per cent); efficiency and laziness (54 per cent); conceit (51 per cent); physical coordination (49 per cent); drunkenness, happiness, and self-centeredness (47 per cent); ambition (46 per cent); and imitation (45 per cent).

Significance of Difference in Opinion by Age

The Chi-Square test showed that differences among the opinions of the various age groups were not statistically significant at the .05 level of confidence. Even though inspection reveals considerable variation of opinion on

materialism, Wilkinson's research enables it to be attributed to a chance occurrence and not statistically significant.¹

Since there is no significant difference of opinion because of age, further analysis of data will cite no mention of opinions due to age difference.

Negro Student Opinion toward Whites by Grade

Each of the grades under investigation (V-XII) was studied separately, but it was found that the numbers in each grade were too small to provide a reliable statistical sample. It was decided that the data should be grouped so as to increase the number. As a result, the responses were combined at two-grade intervals as follows: V and VI, VII and VIII, IX and X, and XI and XII.

Tables 15, 16, 17, and 18 show by respective grade group in detail the opinions of Negro students toward white people.

Opinions of Fifth and Sixth Graders

Table 15 presents expressed opinions of the respondents in Grades V and VI. In comparison with Negroes, these respondents were agreed that whites possessed certain traits to a higher degree in more than 45 per cent of the replies. Whites were deemed more mercenary (62 per cent), deceitful

¹B. A. Wilkinson, "A Statistical Consideration in Psychological Research," Psychological Bulletin, XLVII (1951), pp. 156-58.

TABLE 15

FREQUENCY AND PER CENT OF OPINION OF 5TH AND 6TH
GRADE NEGRO STUDENTS TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	9	12	19	25	26	34	23	30
2. Materialistic	25	32	5	6	29	37	18	23
3. Progressive	12	15	2	3	29	37	34	44
4. Conceited	42	54	9	12	8	10	18	23
5. Self-centered	33	43	9	12	11	14	14	24
6. Ambitious	31	40	8	10	17	22	21	27
7. Sportsmanlike	23	30	12	15	28	36	14	18
8. Sophisticated (artificial)	25	32	2	3	23	30	27	35
9. Scientific	27	35	7	9	23	30	20	26
10. Individualistic	34	44	5	6	14	18	24	31
11. Industrious	11	14	18	23	32	41	16	21
12. Aggressive	27	35	18	23	23	30	9	12
13. Mercenary	48	62	9	12	13	17	7	9
14. Deceitful	43	55	5	6	14	18	15	19
15. Ostentatious	26	35	3	4	15	19	33	43
16. Efficiency	23	30	13	17	26	34	15	19
17. Boastful	39	50	13	17	12	15	13	17
18. Uglier	36	46	10	13	17	22	14	18
19. Untruthful	30	39	7	9	26	34	14	18
20. Thieving	27	35	4	5	25	32	21	27

TABLE 15--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	35	45	3	4	27	35	12	15
22. Religious	59	76	9	12	7	9	2	3
23. Superstitious	34	44	5	6	10	13	28	36
24. Happy-go-lucky	37	31	12	15	18	23	10	13
25. Powerful physically	41	53	8	10	8	10	20	26
26. Noisier	37	48	9	12	23	30	8	10
27. Jovial	19	25	12	15	26	34	20	26
28. Imitative	20	26	7	9	29	37	21	27
29. Faithful	32	41	6	8	20	26	19	25
30. Talkative	40	52	5	6	22	28	10	13
31. Generous	39	50	8	10	15	19	15	19
32. Kindly	35	45	8	10	17	22	17	22
33. Lazier	17	22	9	12	14	53	10	13
34. Gregarious	27	35	4	5	21	27	25	32
35. Prettier	33	43	4	5	32	41	8	10
36. Athletic	18	23	8	10	21	27	30	39
37. Rapid	44	57	3	4	20	26	10	13
38. Cooperative	36	46	11	14	15	19	15	19
39. Drunkards	31	40	4	5	25	33	17	22
40. Happier	32	41	11	14	19	25	15	19

(55 per cent), conceited (54 per cent), boastful (50 per cent), and ugly (46 per cent). Also fifth and sixth graders expressed agreement in the following percentages that in comparison with whites the Negro was more religious, 76 per cent; speedy, 57 per cent; powerful physically, 53 per cent; talkative, 52 per cent; generous, 50 per cent; noisy, 48 per cent; musical and kind, 45 per cent.

Laziness was the only trait on which a significant percentage of this grade group felt that the two races were similar.

Opinions of Seventh and Eighth Graders

In Table 16 are shown the opinions of seventh and eighth graders. Whites were said to be more mercenary than Negroes by 52 per cent. On five other traits--musical ability, religious feeling, physical power, noisiness, and quickness--from 46-56 per cent opined that Negroes exceeded whites. The two races were thought to be similar by from 45 to 54 per cent of the respondents on some traits. These were: scientific ability, materialism, industriousness, intelligence, happiness, efficiency, drunkenness, progressivism, and laziness.

Opinions of Ninth and Tenth Graders

Table 17 reveals the reactions of the respondents in Grades IX and X. General agreement of 58, 56, and 50 per cent was found that the white is respectively more deceitful,

TABLE 16

FREQUENCY AND PER CENT OF OPINION OF 7TH AND 8TH
GRADE NEGRO STUDENTS TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	8	10	4	5	36	47	28	37
2. Materialistic	13	17	3	4	38	50	22	29
3. Progressive	22	29	4	5	34	46	16	21
4. Conceited	25	38	6	9	29	38	16	21
5. Self-centered	28	37	1	1	29	38	18	24
6. Ambitious	33	43	2	3	24	31	17	22
7. Sportsmanlike	22	29	11	14	28	37	15	20
8. Sophisticated (artificial)	15	20	4	5	25	33	32	42
9. Scientific	18	24	3	4	41	54	14	18
10. Individualistic	31	41	4	5	27	35	14	18
11. Industrious	11	14	24	31	37	48	4	5
12. Aggressive	26	34	8	10	25	33	17	22
13. Mercenary	40	52	5	7	22	29	9	12
14. Deceitful	29	38	3	4	17	22	27	35
15. Ostentatious	25	33	4	5	29	38	18	24
16. Efficiency	17	22	14	18	35	46	10	13
17. Boastful	25	33	12	16	22	29	17	22
18. Uglier	23	30	9	12	24	31	20	26
19. Untruthful	21	28	8	10	33	43	14	18
20. Thieving	19	25	9	12	32	42	16	21

TABLE 16--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	43	56	1	1	26	34	6	9
22. Religious	42	55	2	3	26	34	6	9
23. Superstitious	16	21	7	9	29	39	24	31
24. Happy-go-lucky	22	29	10	13	31	41	13	17
25. Powerful physically	41	54	2	3	21	28	12	16
26. Noisier	38	50	7	9	24	31	7	9
27. Jovial	25	33	10	13	30	39	11	14
28. Imitative	23	30	5	7	24	31	24	31
29. Faithful	23	30	5	7	30	39	18	24
30. Talkative	23	30	4	5	31	41	18	24
31. Generous	22	29	5	7	30	39	19	25
32. Kindly	23	30	6	8	33	43	14	18
33. Lazier	15	20	13	17	34	45	14	18
34. Gregarious	28	37	4	5	32	42	12	16
35. Prettier	22	29	5	7	32	42	17	22
36. Athletic	30	39	5	7	21	28	20	26
37. Rapid	35	46	4	5	30	39	7	9
38. Cooperative	20	26	9	12	33	43	14	18
39. Drunkards	26	34	2	3	35	46	13	17
40. Happier	21	28	7	9	36	47	12	16

TABLE 17

FREQUENCY AND PER CENT OF OPINION OF 9TH AND 10TH
GRADE NEGRO STUDENTS TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	4	4	5	5	78	70	24	22
2. Materialistic	30	27	3	3	63	57	15	14
3. Progressive	26	23	9	8	52	47	24	22
4. Conceited	35	32	8	7	56	50	12	11
5. Self-centered	49	44	6	5	42	39	14	13
6. Ambitious	30	27	10	9	46	41	25	23
7. Sportsmanlike	23	21	31	28	49	44	8	7
8. Sophisticated (artificial)	25	23	13	12	26	23	47	42
9. Scientific	26	23	6	5	60	54	19	17
10. Individualistic	26	23	9	8	55	50	21	19
11. Industrious	25	23	53	48	29	26	4	4
12. Aggressive	40	36	16	14	26	23	29	26
13. Mercenary	62	56	6	5	27	24	16	14
14. Deceitful	64	58	7	6	16	14	24	22
15. Ostentatious	28	25	14	13	50	45	19	17
16. Efficiency	23	21	27	24	55	50	6	5
17. Boastful	56	50	17	15	21	19	17	13
18. Uglier	36	32	13	12	30	27	32	29
19. Untruthful	45	41	8	7	30	27	28	25
20. Thieving	43	39	7	6	36	32	25	23

TABLE 17--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	66	59	2	2	37	33	6	5
22. Religious	57	51	2	2	35	32	17	15
23. Superstitious	40	36	7	6	28	25	36	32
24. Happy-go-lucky	50	45	11	10	31	28	19	17
25. Powerful physically	71	64	3	3	24	22	13	12
26. Noisier	49	44	8	7	45	41	9	8
27. Jovial	52	47	0	0	48	43	11	10
28. Imitative	28	25	7	6	50	45	26	23
29. Faithful	38	34	14	13	43	39	16	14
30. Talkative	43	39	12	11	42	39	14	13
31. Generous	46	41	8	7	35	32	22	20
32. Kindly	46	41	15	14	36	32	14	13
33. Lazier	15	14	29	26	57	51	10	9
34. Gregarious	33	30	15	14	38	34	25	23
35. Prettier	28	25	12	11	51	46	20	18
36. Athletic	38	34	13	12	44	40	16	14
37. Rapid	64	58	1	1	37	33	9	8
38. Cooperative	52	47	7	6	36	32	16	14
39. Drunkards	30	27	6	5	63	57	12	11
40. Happier	46	41	10	9	43	39	12	11

mercenary, and boastful than the Negro. This group, in the accompanying percentages, also felt that the Negro excelled as more powerful physically (64), musical (59), rapid (58), religious (51), jovial and cooperative (47), and happy-go-lucky (45). They also identified white persons as less industrious than Negroes. However, the ninth and tenth grade group looked upon the races as being alike in certain respects on from 45 to 70 per cent of the returns. These similar characteristics included intelligence, materialism, drunkenness, laziness, conceit, individualism, efficiency, progressivism, beauty, ostentation, and imitativeness.

Opinions of Eleventh and Twelfth Graders

In Table 18 are found the number and percentage of each type of reaction to each of the traits on which whites and Negroes were compared. Whites were listed as more deceitful by 59 per cent and as more mercenary by 58 per cent. In inverse order, from 46 to 69 per cent of this grade group felt Negroes were noisier, stronger, more joyful, more musical, more religious, more gregarious, and speedier than whites. Fifty-five per cent were agreed that whites are less industrious than Negroes. Better than 45 per cent felt that there was no difference between the races on fifteen traits: intelligence, scientific-mindedness, materialism, efficiency, laziness, progressivism, prettiness, ambition, ugliness, faithfulness, cooperativeness, drunkenness, happiness, self-

TABLE 13

FREQUENCY AND PER CENT OF OPINION OF 11TH AND 12TH
GRADE NEGRO STUDENTS TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	5	6	4	5	47	60	22	28
2. Materialistic	17	22	12	15	43	55	6	8
3. Progressive	24	31	9	12	39	50	6	8
4. Conceited	32	41	2	3	32	41	12	15
5. Self-centered	23	29	10	13	35	45	10	13
6. Ambitious	22	28	6	8	37	47	13	17
7. Sportsmanlike	12	15	25	32	31	40	10	13
8. Sophisticated (artificial)	15	19	12	15	27	35	24	31
9. Scientific	16	20	8	10	45	58	9	12
10. Individualistic	28	36	9	12	27	35	14	18
11. Industrious	5	6	43	55	29	37	1	1
12. Aggressive	23	29	17	22	32	41	6	8
13. Mercenary	45	58	3	4	25	32	5	6
14. Deceitful	46	59	6	8	18	23	8	10
15. Ostentatious	22	28	13	17	31	40	12	15
16. Efficiency	14	18	21	27	42	54	1	1
17. Boastful	26	33	21	27	26	33	5	6
18. Uglier	20	26	10	13	37	47	11	14
19. Untruthful	28	36	5	6	34	44	11	14
20. Thieving	24	31	6	8	35	45	13	16

TABLE 18--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	43	55	10	13	24	31	1	1
22. Religious	38	49	6	8	30	38	4	5
23. Superstitious	29	37	2	3	22	28	25	32
24. Happy-go-lucky	31	40	11	14	29	37	7	9
25. Powerful physically	49	63	2	3	24	31	3	4
26. Noisier	54	69	4	5	19	24	1	1
27. Jovial	44	56	3	4	28	36	3	4
28. Imitative	23	29	9	12	32	41	14	18
29. Faithful	31	40	5	6	37	47	5	6
30. Talkative	28	36	13	17	26	32	11	14
31. Generous	30	38	7	9	25	32	16	20
32. Kindly	31	40	5	6	34	44	8	10
33. Lazier	8	10	24	31	42	54	4	5
34. Gregarious	37	47	8	10	28	36	5	6
35. Prettier	25	32	7	9	38	49	8	10
36. Athletic	33	42	4	5	35	45	6	8
37. Rapid	36	46	3	4	34	44	5	6
38. Cooperative	17	22	12	15	38	49	11	14
39. Drunkards	23	29	11	14	36	46	8	10
40. Happier	29	37	5	6	36	46	8	10

centeredness, and athletic ability.

Significance of Difference of Opinion among Grade Groups

As with the sexes and age groups, the Chi-Square test of significance of difference was used to determine statistically the significance of differences in opinion among the four grade groups. No significant difference was found at the .05 level of confidence. Since this result was obtained, further analysis of data will not consider grade level as a significant factor.

Negro Student Opinion of Whites

The uniformity and direction of Negro opinion toward whites, as revealed in the analysis of opinion by sex, age level, and grade level, has made it possible to consider the opinions of all the respondents as a single group. Table 19 presents the number and percentage of the 342 children and youth who compared Negroes and whites as to the 40 traits with which the study was concerned.

As a group, the respondents were most uniform in identifying whites as more mercenary and deceitful than Negroes in 57 per cent and 54 per cent of the returns. Similar agreement by from 52 to 59 per cent affirmed that Negroes were stronger, more religious, more musical, noisier, and speedier than white people.

From 45 to 54 per cent ascribed a high degree of

TABLE 19

FREQUENCY AND PER CENT OF OPINION OF 342 NEGRO STUDENTS
TOWARD THE WHITE RACE

White people are more <u>(trait)</u> than Negroes.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
1. Intelligent	26	8	32	9	187	54	97	28
2. Materialistic	85	25	23	7	173	50	61	18
3. Progressive	84	24	24	7	154	45	80	23
4. Conceited	134	39	25	7	126	37	57	17
5. Self-centered	133	39	26	8	117	34	66	19
6. Ambitious	116	34	26	8	124	36	76	22
7. Sportsmanlike	80	23	79	23	136	39	47	14
8. Sophisticated (artificial)	80	23	31	9	101	29	130	38
9. Scientific	87	25	24	7	169	49	62	18
10. Individualistic	119	35	27	8	123	36	73	21
11. Industrious	52	15	138	40	127	37	25	7
12. Aggressive	116	34	59	17	106	31	61	18
13. Mercenary	195	57	23	7	87	25	37	11
14. Deceitful	182	54	21	6	65	19	74	21
15. Ostentatious	101	29	34	10	125	36	82	24
16. Efficiency	77	22	75	22	158	46	32	9
17. Boastful	152	44	57	17	81	23	52	15
18. Uglier	115	33	42	12	108	31	77	22
19. Untruthful	124	36	28	8	123	36	67	19
20. Thieving	113	33	26	8	128	37	75	22

TABLE 19--Continued

Negroes are more (trait) than white people.	Frequency of Opinion							
	True		Less		Same		?	
	N	%	N	%	N	%	N	%
21. Musical	187	54	16	5	114	33	25	7
22. Religious	196	57	19	6	98	28	39	8
23. Superstitious	119	35	21	6	89	26	113	33
24. Happy-go-lucky	140	41	44	13	109	32	49	14
25. Powerful physically	202	59	15	4	77	22	48	14
26. Noisier	178	52	28	8	111	32	25	7
27. Jovial	140	41	25	7	132	38	45	13
28. Imitative	94	27	28	8	135	39	85	25
29. Faithful	124	36	30	9	130	38	58	17
30. Talkative	134	39	34	10	121	35	53	15
31. Generous	137	40	28	8	105	30	72	21
32. Kindly	135	39	34	10	120	35	53	16
33. Lazier	55	16	75	22	174	50	38	11
34. Gregarious	125	36	31	9	119	35	67	19
35. Prettier	108	31	28	8	153	44	53	15
36. Athletic	119	35	30	9	121	35	72	21
37. Rapid	179	52	11	3	121	35	31	9
38. Cooperative	125	36	39	11	122	35	56	16
39. Drunkards	110	32	23	7	159	46	50	15
40. Happier	128	37	33	10	134	39	47	14

similarity to the races for the traits of intelligence, materialism, laziness, scientific-mindedness, efficiency, drunkenness, and progressivism.

Summary

While tests of significance of difference failed to yield a significant return between opinions by sex, by age, or by grade level, some trends were noted. The number of traits on which the two races were thought to be similar by 45 per cent or more of the respondents increased steadily in number as grade level and age of the respondents increased. Only one trait was held to be similar by fifth and sixth graders, but 9 by grades VII and VIII, 11 by IX and X, and 15 by XI and XII.

Traits on which the respondents most nearly agreed and were held by a majority of the total group were:

1. Whites are more mercenary and deceitful than Negroes.
2. Negroes are more powerful physically, musical, religious, and rapid than whites.
3. The two races are similar in intelligence, materialism, and laziness.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the opinions of Negro students toward whites. It was assumed that the implications of these opinions would be more meaningful if the investigation answered specifically the following questions:

1. Do the opinions of females differ significantly from those of males?
2. Do the opinions of respondents differ on the basis of differences in age?
3. Do the opinions of respondents at one grade-level differ from those of another?

The design of the study sought to establish the expressed opinions of 342 Negro students. To carry out the purpose of the study, 342 opinionaires, each consisting of 40 questions which could be answered by checking a response--"true," "less," "the same," or "I don't know"--were used in the investigation. The answers of 159 males and 183 females were analyzed. The total population was 342.

The Chi-Square statistical test of difference of significance was used to determine the significance of difference of the opinions.

These data were put into 3 age groups and investigated for significance of difference of opinions based on differences in age. The age groups were as follows: 10-13 years, 14-16 years, and 17-20 years. Responses of the 342 students were also grouped according to four age levels of achievement. The resulting grade groups for study were as follows: V and VI, VII and VIII, IX and X, and XI and XII.

Tables were constructed which showed the expressed opinions of the respondents by frequency and per cent of agreement. Further, the Chi-Square statistical test of significance of difference was applied to these data to determine the significance of difference.

The expressed opinions for the total group as well as for sex, age, and grade-level was determined by the per cent of agreement of responses in each of the four categories of opinion for the 40 items which had been investigated.

Findings

The findings of this investigation, which are listed below, are based on the analysis of the expressed opinions of Negroes toward white people:

1. The opinion of the males did not differ significantly, at the .05 level of confidence, from those of the

females. The difference on one trait that was significant at the .05 level, which could be seen by inspection, was found to be a chance occurrence.

2. The opinion of the respondents did not differ significantly, at the .05 level of confidence, on the basis of differences in age. But, by inspection there was a difference which was found to be significant at the .01 level of confidence, which was found to be only a chance occurrence.

3. There was no significance of difference, at the .05 level of confidence, of the expressed opinions toward white people of 342 Negro respondents, due to grade-level differences.

4. Though not statistically significant, there was a definite trend toward identifying more traits as similar in the two races as the age and grade level of the respondents increased.

5. Percentage of agreement of opinion toward traits held to be similar for the two races was: intelligence, 54 per cent; materialism, 50 per cent; laziness, 50 per cent; scientific-mindedness, 49 per cent; efficiency, 46 per cent; drunkenness, 46 per cent; and progressiveness, 45 per cent.

6. The respondents were also highly opinionated that whites were more mercenary (57 per cent) and more deceitful (54 per cent) than Negroes.

7. It was found also that more than half of the

respondents were of the opinion that Negroes surpassed whites in physical strength, religious fervor, musical ability, speed, and noisiness.

8. On the remaining 26 traits investigated there was no consistency of opinion found for the total group.

Conclusions

On the basis of the findings of this investigation, it was possible to set forth certain general conclusions pertinent to the "opinion of Negro children toward whites."

1. The opinions of Negro children toward white people are not peculiar to sex. Educational and social problems incident to opinions of Negroes toward white people, therefore, need not be dealt with in groups segregated on the basis of sex.

2. The opinions of Negro children toward white people are not peculiar at any age from 10 to 20 years. However, educational and social problems incident to opinions of Negroes toward white people should not be dealt with without regard to differences in age in years simply because the opinions are not peculiar to group differences in age.

3. Negro children's opinions of whites are rather constant from one grade-level to another with respect to grades V through XII. The evidence seemed to support the conclusion that stereotypes do not enter the minds of

individuals, for the first time, between fifth grade and twelfth grade. Even though the opinions of Negro children toward whites are not peculiar to students of different grade-levels, from Grade V through Grade XII, the educational and social problems incident to Negro opinion formation may best be dealt with differently at different grade levels.

4. The expressed opinion of Negro children seemed to support the conclusion that the stereotypes which still hold much of their authority as assigned to whites by Negroes are that white people are more mercenary and deceitful than Negroes; therefore, the evidence seemed to suggest that Negroes feel that white people will try to take advantage of them in matters involving money.

5. The stereotypes which still hold much of their authority as assigned to Negroes by Negroes are that they are more powerful physically; that they are more religious, more musical, speedier, and noisier than white people. This evidence seemed to support the conclusion that Negroes might be more emotional and aggressive than white people, who at different times have different avenues of expression.

6. The stereotypes which have lost much of their authority are those which characterized a race as lazy, drunkards, ignorant, materialistic, inefficient, unprogressive, and unscientific. This seemed to be a logical conclusion since the respondents expressed the opinion that the

two races are equal when they are compared with respect to these traits. It would seem that the expressed opinions of Negroes toward white people tended more to universalize Negro life and experience, stressing the sameness of human beings regardless of observable racial differences.

7. The opinions which indicate attitudes of equality and tolerance of Negro students should serve as evidence to all people that there is a very bright ray of hope in today's youth--our citizens of tomorrow.

Recommendations

1. It is recommended that further study be made using the same instrument used in this study, or a modified version of it, with white students as respondents. Throughout the study there was ever present the question, "How would a white student answer this same question?"

2. It is recommended that further research, using the instrument used in this study, should vary the response category to force the respondents into a dichotomy of answers. It was felt that some respondents did not exert enough effort to form an opinion. The answer category, "I don't know," provided an avenue of "least resistance."

3. It is recommended that further study be done to determine the differences of opinions of Negroes toward white people because of the differences in cultural background.

4. It is recommended that further study be made of

the opinions of Negro students toward whites, extending both ends of the grade-level, the lower grades to include third and fourth grades and an upward extension to include college. Since evidence supports the conclusion that stereotypes are not inborn, at what age or grade do they come into the minds of individuals? The evidence seemed to support the conclusion that stereotypes do not enter the minds of individuals, for the first time, between fifth grade and twelfth grade.

5. Important information made available through this study should offer assistance to teachers in their social studies programs and enable them to understand their students more fully.

6. This study should be used to help school officials keep school curricula up-to-date and in harmony with accepted recognized school needs. The findings of this study should be made known to school authorities, teachers, lay citizens, and the students themselves.

7. It is recommended that school officials, parents, teachers, lay citizens, and the children themselves become concerned about the "opinions of Negro children toward whites" in the bi-racial South.

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APPENDIX A

COVER LETTER

Mailing address:

122 Whitehand Hall
Norman, Oklahoma

Questionnaire to be sent to

319 Education Building
University of Oklahoma

February 27, 1959

_____, Principal

_____, Louisiana

Dear Mr. _____:

You have been sent, under separate cover, printed matter as per promise in my last letter.

We are happy to tell you that we do not have any set rules for you to go by in administering the opinionaire. This means that you may go about it as you desire. We do make some suggestions which we feel will be to your best advantage. Some such suggestions are:

1. Instruct all persons assisting you at a given time --perhaps just before they administer the form.
2. No individual should be allowed to take a questionnaire home or to have it over night. No person or persons should be allowed to copy any parts of the form.
3. The form should be returned to you within a time limit that is reasonable to you, after it is completed.
4. The form should be mailed to me as early as possible after it is completed. (Postage covering same enclosed.)
5. The person in charge should help the student with the personal data sheet. They should check with special emphasis to see that the date of birth and the age agree.

6. The only help that the person in charge is to give with the opinionaire is an explanation of words or terms. They are not to suggest answers. They should be sure that each student understands how to mark, and should see that each of the 40 items are answered.
7. Extra copies of the form were sent to safeguard any possible shortage, forms spoiled too badly to be used, etc.
8. All of the forms should be administered at the same time, if possible, so as not to allow students to discuss the forms with students who have yet to answer the questions. But a form may be given a second day to students absent the first day. It is not suggested that more than two days be given to administering any parts of this form.
9. It is not suggested that any extra prestige be given to the questionnaire insofar as students are concerned. That is, they should feel that it is just another phase of their required lessons.
10. The first answer that comes to a student's mind after reading the question is the answer that we want. He should not be given the form for study. But he should feel free to raise a hand to seek help with a word or term. He should not be allowed to read the entire form before he begins to answer.
11. Frankly, the questions do not have any answers, that is, correct answers; therefore, no one is in position to say who gave the best answers. We only want what these children think about each of the questions.
12. We expect that the children of 5th and perhaps 6th grade will need the greater amount of help with definition of words and/or terms. But we have had success with 4th graders reading and understanding the form.
13. It should be recalled that all of these statements are suggestions and not set rules to go by. The only restricted request is that no one answers a question for a student and that no student be allowed to seek help from persons not in charge.

14. Please tender our thanks to all persons assisting you and as much credit as you wish and deserve will be given in the dissertation.

I shall look forward to an early return of the form and to visiting your community if you deem it necessary.

In the community background, please discuss also the educational opportunities--that is the colleges, if any, etc.

Again we are very grateful to you, Mr. _____, for your cooperation.

Very truly yours,

C. H. Thomas, Jr.
Graduate Student

cc: Dr. Claude R. Kelley
Encl.: stamps

APPENDIX B

THE INSTRUMENT

CONFIDENTIAL INFORMATION

(This page to be completed with the help of the teacher)

Name _____ School _____
(A number may be used instead of name)

Grade ____ Date of Birth _____ Age ____ Sex: Boy ____
Month Day Year Girl ____

Do you live in the country? ____ Small town? ____

City 5,000 - 50,000? ____ City over 50,000? ____
(Check only one please).

With whom do you live? Father and Mother? ____ Father? ____
Mother? ____

Other? _____
(If "other," please name.
Example: Brother, Sister, Guardian.)

What is your father's age? ____ What is his occupation? ____

Circle the highest grade your father completed in school:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Higher

What is your mother's age? ____ What kind of work does she
do? _____

Circle the highest grade your mother completed in school:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Higher

Do your parents own their own home? Yes ____ No ____

Estimate the amount of money that your parents make together
each year: (Check one)

\$ 600.00 to \$1,800.00 per year _____?
1,800.00 - 3,000.00 per year _____?
3,000.00 - 4,500.00 per year _____?
4,500.00 - 6,000.00 per year _____?
More than \$6,000.00 per year _____?

What church do you attend? Baptist _____ Catholic _____

Methodist _____ Other _____
(If other please give the name)

QUESTIONNAIRE

Instructions and Directions

(The teacher will please do no more than define words or terms and show how to check the answers.) (FOR GRADES 5-12 ONLY)

In order for us to learn the opinions of Negro children toward white people, we are asking you to please check the answer of your choice after each sentence. Answer the first sentence and then go to the next. Please do not be careless, and do not try to remember how you answered an earlier sentence. Check only one answer after each sentence. Remember that we want your best answer. You may begin.

1. White people are more intelligent (smarter) than Negroes.

True___ Less___ The same___ I don't know___

2. White people are more materialistic (lovers of material things as cars and houses) than Negroes.

True___ Less___ The same___ I don't know___

3. White people are more progressive (interested in improving) than Negroes.

True___ Less___ The same___ I don't know___

4. White people are more conceited (proud of themselves) than Negroes.

True___ Less___ The same___ I don't know___

5. White people are more self-centered (selfish and interested in themselves) than Negroes.

True___ Less___ The same___ I don't know___

6. White people are more ambitious (wanting for success) than Negroes.

True___ Less___ The same___ I don't know___

7. White people are more sportsmanlike (fair with others) than Negroes.

True___ Less___ The same___ I don't know___

8. White people are more sophisticated (artificial) than Negroes.

True___ Less___ The same___ I don't know___

9. White people are more scientific (logical in thinking) than Negroes.

True___ Less___ The same___ I don't know___

10. White people are more individualistic (likely to think or act alone) than Negroes.

True___ Less___ The same___ I don't know___

11. White people are more industrious (likely to work hard for what they want) than Negroes.

True___ Less___ The same___ I don't know___

12. White people are more aggressive (quick to attack) than Negroes.

True___ Less___ The same___ I don't know___

13. White people are more mercenary (greedy for money) than Negroes.

True___ Less___ The same___ I don't know___

14. White people are more deceitful (tricky or misleading) than Negroes.

True___ Less___ The same___ I don't know___

15. White people are more ostentatious (fond of show) than Negroes.

True___ Less___ The same___ I don't know___

16. White people are more efficient (apt to do a job better) than Negroes.

True___ Less___ The same___ I don't know___

17. White people are more boastful (likely to brag) than Negroes.

True___ Less___ The same___ I don't know___

18. White people are uglier (displeasing to the eye) than Negroes.

True___ Less___ The same___ I don't know___

19. White people are more untruthful (given to speaking a lie) than Negroes.

True___ Less___ The same___ I don't know___

20. White people are more thieving (likely to steal) than Negroes.

True___ Less___ The same___ I don't know___

21. Negroes are more musical (likely to love music) than white people.

True___ Less___ The same___ I don't know___

22. Negroes are more religious (devoted to God) than white people.

True___ Less___ The same___ I don't know___

23. Negroes are more superstitious (fearful of the unknown, mysterious, or supernatural) than white people.

True___ Less___ The same___ I don't know___

24. Negroes are more happy-go-lucky (care free) than white people.

True___ Less___ The same___ I don't know___

25. Negroes are more powerful physically (strong) than white people.

True___ Less___ The same___ I don't know___

26. Negroes are noisier (louder) than white people.

True___ Less___ The same___ I don't know___

27. Negroes are more jovial (jolly or merry) than white people.

True___ Less___ The same___ I don't know___

28. Negroes are more imitative (given to copying others) than white people.

True___ Less___ The same___ I don't know___

29. Negroes are more faithful (loyal or trustworthy) than white people.

True___ Less___ The same___ I don't know___

30. Negroes are more talkative (given to much speaking) than white people.

True___ Less___ The same___ I don't know___

31. Negroes are more generous (liberal or open handed) than white people.

True___ Less___ The same___ I don't know___

32. Negroes are more kindly (considerate, gracious or pleasant) than white people.

True___ Less___ The same___ I don't know___

33. Negroes are lazier than white people.

True___ Less___ The same___ I don't know___

34. Negroes are more gregarious (apt to group together) than white people.

True___ Less___ The same___ I don't know___

35. Negroes are prettier (pleasing to the eye) than white people.

True___ Less___ The same___ I don't know___

36. Negroes are more athletic (physical testers) than white people.

True___ Less___ The same___ I don't know___

37. Negroes are more rapid (able to move swiftly or to run faster) than white people.

True___ Less___ The same___ I don't know___

38. Negroes are more cooperative (apt to work together for common ends or mutual benefit) than white people.

True___ Less___ The same___ I don't know___

39. Negroes are drunkards more (frequently or habitually intoxicated or overcome by alcoholic liquor or drugs) than white people.

True___ Less___ The same___ I don't know___

40. Negroes are happier more (contented or satisfied) than white people.

True___ Less___ The same___ I don't know___

APPENDIX C

LETTER DESCRIBING COMMUNITY BACKGROUND

_____ High School
_____, Louisiana
March 20, 1959

Mr. C. H. Thomas, Jr., Graduate Student
University of Oklahoma
Norman, Oklahoma

Dear Mr. Thomas:

This letter includes the information you asked for in your letter dated February 19, 1959.

_____ School is located _____ miles south of _____, Louisiana, in north central Louisiana. The _____ of _____ is made up of approximately 40 thousand people of which 45% are Negroes. Our school community is made up of about 5,000 people of which over 90% are Negroes. The school is located in the _____ area which is a rich farming section and nearly all parents depend upon farming for a living with an average annual income of approximately \$2,500.00. The post office _____ is the _____ permanent settlement in Louisiana and one of the most interesting. Established by the French between 1710-14 to promote trade with Spaniards and the Indians.

This school is the only senior high school in this section. The I.Q. level of the students is a little above average, but the achievement is low. This condition stems from several reasons: Little emphasis has been placed on education, there was no senior high school for Negroes in this section of the _____ until recent years (1948), and a lucrative income could be realized through farming which made formal education seem useless to many. The school is made up of 417 elementary students and 209 high school students. We have 32 classroom teachers of which 16 are working in the high school. Grades 1 through 8 are considered elementary grades and 9 through 12 high school.

Race relations are much better in our school community than one would find in the average Southern community of similar size. Negroes register and vote without the slightest opposition or resentment, and Negro voters make up more than 25% of all registered voters in this parish. Unlawful integration has always been a part of this community the same as in most Southern towns. Even during slavery Negroes who were descendants of Whites had an unusual high status. Large plantations were owned by Negroes as well as the Negro

slaves who provided labor. In one case a Negro woman, _____, who was born in the Congo and brought to Louisiana as a slave, was sold to a White planter for whom she bore a Mulatto child. After the death of the White planter his widow set _____ free and the French Crown bestowed a huge grant of land on her. This Negro woman was very successful in business and she came in possession of 30 thousand acres of land and hundreds of slaves, including the _____. This incident established a precedent in Louisiana and it has been repeated so often until today there are thousands and thousands of Mulatto people in Louisiana known as "French Creoles," who are not really Whites nor Negroes and at the same time they present quite a problem in the field of integration. This element of the population still owns much of the land which was passed down to them by White parents. About 50% of the children attending this school are Mulattoes or French Creoles. Since the Mulatto is somewhat segregated it is safe to say that they are all Catholics and the true Negro is Baptist.

Whites and Negroes attend the same Catholic church and are members of the same church. There is a slight degree of segregation in the seating arrangement, but they seem to understand each other very well and there are no conflicts. The main conflict is where and when the Negro man enters the scene, which means the Negro woman has always been tolerated and has much more freedom than the man. For this reason school integration seems to be far fetched. Negroes have made several attempts to enter _____; which is _____; however, various economic reprisals and political pressures have curtailed their activities. It may be safe to say that in some areas due to recent passed state laws reinforcing segregation, integration has experienced retrogression.

The school's philosophy deals with the child, not as a Negro or a second class citizen, but as an American who is to live, associate and compete with other Americans.

Very truly yours,

Principal

cc: Dr. Claude R. Kelley
Professor of Education
University of Oklahoma