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THE EFFECTS OF TWO TEACHING METHODS IN MODIFYING

NINTH-GRADE PUPILS' ATTITUDES

TOWARD MINORITY GROUPS

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THE EFFECTS OF TWO TEACHING METHODS IN MODIFYING
NINTH-GRADE PUPILS' ATTITUDES
TOWARD MINORITY GROUPS

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
Chapter	
I. THE PROBLEM: ITS BACKGROUND AND DEFINITION .	1
Introduction	1
Background and Need for the Study	4
Purpose of the Study	11
Statement of the Problem	12
Hypothesis to be Tested	12
Major Assumptions	13
Delimitation of the Study	14
Definition of Terms	15
Method and Procedure of the Study	17
Statistical Treatment	19
The Pretest and Posttest Instrument	20
Organization of the Study	22
II. REVIEW OF SELECTED STUDIES	23
III. PROCEDURE OF THE STUDY	45
Design of the Experiment	45
The Modification of the Pretest-Posttest ..	
Instrument	47
Administering the Pretest	51
Teaching Method A	52
Teaching Method B	64
Administering the Posttest	66
Statistical Procedure	67
IV. ANALYSIS AND PRESENTATION OF DATA	71

Chapter	Page
IV. VR+NA Scores of the Two Samples	72
Comparison of Attitudes of the Two Teaching Method Groups	74
Comparison of Attitudes of the Females of the Two Teaching Method Groups	75
Comparison of Attitudes of the Males of the Two Teaching Method Groups	76
Comparison of Attitudes of the Upper Scholastic Aptitude Levels of the Two Teaching Method Groups	78
Comparison of Attitudes of the Middle Scholastic Aptitude Levels of the Two Teaching Method Groups	79
Comparison of Attitudes of the Lower Scholastic Aptitude Levels of the Two Teaching Method Groups	80
Reliability of Attitude Survey Instrument...	82
Extraneous Developments During the Study ...	83
V. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS	96
Summary	96
Major Findings	99
Conclusion	101
Recommendations	102
BIBLIOGRAPHY	104
APPENDIXES	109
Appendix A	110
Appendix B	118
Appendix C	128
Appendix D	130

LIST OF TABLES

Table	Page
I. The Mean Scores of the Two Teaching Method Groups on the VR+NA of the DAT	73
II. Results of the Test of Significance Applied to the Difference Between the Raw Score Gains of the Two Teaching Method Groups .	74
III. Results of the Test of Significance Applied to the Difference Between the Raw Score Gains of the Females of the Two Teaching Method Groups	76
IV. Results of the Test of Significance Applied to the Difference Between the Raw Score Gains of the Males of the Two Teaching Method Groups	77
V. Results of the Test of Significance Applied to the Difference Between Raw Score Gains of the Upper Scholastic Aptitude Levels of the Two Teaching Method Groups	78
VI. Results of the Test of Significance Applied to the Difference Between Raw Score Gains of the Middle Scholastic Aptitude Levels of the Two Teaching Method Groups	80
VII. Results of the Test of Significance Applied to the Difference Between Raw Score Gains of the Lower Scholastic Aptitude Levels of the Two Teaching Method Groups	81

Table		Page
VIII.	Coefficient of Correlation Between the Pretest Raw Scores and the Posttest Raw Scores of the Control Group on the Attitude Survey Instrument	83
IX.	Pretest and Posttest Means for the Experimental Group and the Control Group on the Attitude Survey	84

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TOWARD MINORITY GROUPS

CHAPTER I

THE PROBLEM: ITS BACKGROUND AND DEFINITION

Introduction

The public schools of America are of basic importance in improving and maintaining democracy as a way of life. Education must aim at the good life both socially and individually. It must provide youth the opportunity to learn basic concepts and values of democracy. Good human relations must be a basic ingredient in educational programs if all youth are to have equal opportunities as adults in a democratic society.

The headlines of many newspapers have recently been devoted to school disturbances created by racial conflicts among students. In several cases, schools were closed after school officials, aided by the police, were unable to restore order. Various political pressure groups in

some areas are attempting to gain control of the schools for their own purposes.

There appears to be no simple solution to the many problems in school integration:

School integration is like a puzzle with a million pieces. And most of them were laid on the table at a Washington, D. C. conference on race and education sponsored by the U. S. Commission on Civil Rights. The results: There is no solution that will work everywhere. Every locality must find its own answer. But an even bigger problem may be to end hatred and misunderstanding between blacks and whites. - - - The issue of school integration is in a pressure cooker and the safety valve is almost worn away.¹

There is little disagreement with the fact that these are critical times for the public schools of our nation, particularly in the area of major social issues. Our nation is composed of many kinds of people. They differ in race, religion, national origin and social class and all have played important roles in making our nation great. Yet, among the early settlers, and increasingly as waves of immigration increased differences, negative attitudes and hatreds resulted in rejections, exclusions, and denials of equality of rights.² Van Til states:

¹George W. Neill (ed.), Education U. S. A., "Bitter Minorities Demand Action" (Washington, D. C.: National School Public Relations Association, November 27, 1967), p. 73.

²Gertrude Noar, Prejudice and Discrimination (New York: Anti-Defamation League of B'nai B'rith, 1964), p. 5.

In America today we face a tremendous challenge, the challenge to foster in this nation good human relations among people of varied religious, racial and nationality backgrounds. We are Americans all. We came from everywhere on the face of the earth. We intend to remain in these United States. Together we live and together we must live well.¹

Many of the disturbing and controversial issues and problems in our nation today are centered in the areas of human relationships and citizenship. Education appears to be the most effective means by which our society can implement human rights.

Most human behavior is learned. Children are not born prejudiced nor is prejudice instinctive.² They develop and learn specific hatreds and prejudices as they observe their parents' and other adults' reactions toward persons who are different. The child desires to be like those individuals whom he admires. Noar recently described the schools' responsibility:

The school, therefore, is confronted with the necessity of teaching about prejudice and discrimination as facts of life, as conditions which prevent the full development of every person, as problems that must be solved, if democracy is to function here and be accepted around the world. Through learning

¹William Van Til, Challenge to America - The Role of Education in Intergroup Relations (New York: Anti-Defamation League of B'nai B'rith, 1966), p. 3.

²Noar, op. cit., p. 11.

experiences in the school, the youth of the land must be confronted with both the truths we hold to be self-evident and our failure to act accordingly with respect to minority groups.¹

Background and Need for the Study

In America, the law moves forward slowly and surely toward protecting each citizen's human rights. The steps along the way include the Mayflower Compact, the Declaration of Independence, the Bill of Rights and the Constitution, the Emancipation Proclamation, and the laws forbidding slavery, providing equal protection of the laws, and insuring the right of each citizen to vote.² In 1954 another step was added:

In these days, it is doubtful that any child may be expected to succeed in life if he is denied the opportunity for an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of the children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does . . . In the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal.³

¹Ibid., p. 5.

²Van Til, op. cit.

³Excerpt from a United States Supreme Court ruling of May 17, 1954.

On August 1, 1955, the Board of Education of Oklahoma City School District I-89, adopted a resolution stating desegregation plans for the schools of the district. The existing attendance area boundaries were abolished since the state law causing such boundaries to be established for purposes of the segregation of races was now unconstitutional. School attendance boundaries were established on relevant facts concerning the schools. Ostensibly, race was no longer a factor in establishing such boundaries. Every pupil residing within the specified attendance area must attend the school of that area unless a special transfer to another school was granted or refused based on the ground of race or color. A valid school reason was the only purpose for granting the special transfer.

In October, 1961, Robert L. Dowell, et al, commenced a civil suit in the District Court of the United States for the Western District of Oklahoma, against the Board of Education of Oklahoma City Public School District, I-89. The plaintiffs were seeking equitable relief to enjoin the Board of Education of the Oklahoma City Public Schools from "operating a qualified bi-racial school system - - -," from "maintaining a dual scheme, pattern or implied agreement or understanding of school zone lines based upon race or color,"

from maintaining a "minority to majority" system of pupil transfers and from continuing other racial discriminatory practices within the school system.¹

A three-judge court was requested and convened because of the alleged unconstitutionality of certain state statutes pertaining to the Oklahoma system of education. After a pretrial, it was determined that the case did not require a three-judge court. The court was dissolved and the case returned to Judge Luther Bohanon; the judge assigned originally to the case.

On July 11, 1963, the court rendered its first opinion. The pupil transfer plan that was being followed by the school system was held invalid. A general finding, following certain specific findings of fact, was made that the board of education had not acted in good faith in its efforts to integrate the schools of the district. Because of lack of proof, the court denied relief to some individual plaintiffs claiming personal discrimination.

¹Coleman Hayes, Oklahoma City Board of Education Attorney, in an unpublished Appeal from the United States District Court for the Western District of Oklahoma, No. 8523, Jan. Term, 1967. The Board of Education of Oklahoma City Public School District I-89, et al, appellants with Robert L. Dowell, et al, appellees.

The court ordered the board of education to prepare and file with the court, within 90 days, a complete and comprehensive plan for the entire school system. The court retained jurisdiction of the case to assure compliance with the decree.¹

The board of education filed with the court a Program of Compliance with Court's Order of July 11, 1963.

On August 8, 1963, a hearing was held to determine the sufficiency of the plan. Following this hearing, the court again instructed the school board to file a new policy statement. This statement was filed with the court on January 14, 1964.

After a hearing on the January 14, 1964 policy statement, the court found that while the board had presented "a very fine plan" there remained "doubt in the heart of Negro pupils as to the good faith operation of the plan." The court requested the board of education to employ unbiased experts, independent of local sentiment, to make a survey of the "integration problems" as it related to the Oklahoma City public schools. The board of education declined the request on the grounds that it would be an unnecessary and unjustifiable expense and that the board

¹Ibid., p. 4.

itself was more qualified to assess local problems and was more sensitive to local needs.¹

The court invited the plaintiffs to nominate the names of three experts in the field of "school integration" for its consideration. The plaintiffs nominated Dr. William Carmack of Norman, Oklahoma, Dr. Willard B. Spaulding of San Francisco, California, and Dr. Earl A. McGovern of New Rochelle, New York. The court accepted the nominations and charged them with the responsibility for undertaking a study of the Oklahoma City public schools and recommending to the court a desegregation plan. This order was issued June 1, 1964.

The court-appointed expert panel's report was completed and filed in January, 1965. The report included a comprehensive statistical study of student and staff populations and trends since 1955 and the board's administrative steps to comply with school integration. The panel also presented detailed recommendations for a plan for integration of the Oklahoma City Public Schools.

A hearing on the report was held in August, 1965, and the trial court on September 7, 1965, ordered the

¹Ibid., p. 7.

Oklahoma City Board of Education to prepare and submit a plan substantially identical to that of the report by October 30, 1965.¹

The Oklahoma City Board of Education, through its attorney, made an appeal to the United States Court of Appeals, Tenth Circuit, in January, 1967. In February, 1967, the board petitioned the same court for a rehearing of the case and also requested permission for oral argument at the rehearing. The basic concern of the board was the local court's findings that "the board had not acted in good faith" in integrating the schools. The board was also concerned about the federal court usurping the powers that had been delegated to the board of education by state laws. The petition was eventually denied and the case was remanded back to Judge Bohanon's Court.

On July 27, 1967, the Board of Education of the Oklahoma City Public Schools, I-89, in conformity with the court's order of September 7, 1965, submitted a plan for desegregation of the school system to the court. On August 16, 1967, the court, with a few changes, ordered that the plan be approved. The court retained jurisdiction of the case.

¹Ibid., p. 13.

Briefly, the plan for the desegregation and integration of the Oklahoma City Public Schools ordered by the court was:

1. The ultimate goal of the plan is to bring about full and complete desegregation and integration of races in the schools of the district.
2. The superintendent shall assume and exercise primary authority for procuring compliance of the plan while the total administrative staff is charged with the duty of carrying out the plan, all working together under the supervision of the board of education.
3. The plan called for reorganization of four six-year secondary schools of the system to form two three-year junior high schools and two three-year high schools. Two years of time were given for the implementation of this part of the plan.
4. Special transfer policies were changed, with the primary change being the adoption of a policy to permit a pupil to transfer from a school in which he is of the majority race to a school in which he would be in the minority racial group providing the school was not "over-capacity" already.
5. Certified personnel of each and every school and central administration are to be assigned so that no group shall be composed exclusively of members of one race. Positive steps toward desegregation of the staff must be made so that by 1970 there will be a ratio of whites to non-whites assigned to each staff, with leeway of approximately ten percent, which is to be the same as the ratio of whites to non-whites in the whole number of certified personnel in the Oklahoma City Public Schools.
6. The plan included provisions for all students to have the same rights and privileges regarding

academic and activity programs and providing for their eligibility to participate in such programs. This plan was included to provide for the "majority-to-minority" special transfer cases.

7. Other steps in the plan provided for timing of the steps, public notices, and the making of reports concerning the total plan to the court.

The ultimate goal of the Oklahoma City Board of Education's plan is to bring about full and complete desegregation and integration of races in the schools comprising the Oklahoma City Public School System. The procedures to achieve the ultimate goal have been carefully defined and adopted by the board. The total administrative staff of the district has been charged with the duty and responsibility for carrying out the procedures of the plan. Therefore, the principal and staff of each school must play an important role in implementing the plan.

Purpose of the Study

According to Noar,¹ "the school is confronted with the necessity of teaching about prejudice and discrimination as facts of life, as conditions which prevent the full development of every person, as problems that must be solved" The purpose of this study was to explore one possible

¹Noar, op. cit., p. 11.

economical and effective way for principals and teachers to prepare pupils for the implementation of the Oklahoma City Board of Education's plan for desegregation of the races within the school district.

Statement of the Problem

The problem was to determine the comparative effectiveness of teaching a special unit on human relations (Method A) and regular classroom teaching (Method B) in modifying ninth-grade pupils' attitudes toward minority groups. More specifically, the study attempted to determine if there were significant differences between changes in attitudes toward minority groups as reflected by Method A and Method B for the following subject groups: (1) Between the two sample groups, (2) between corresponding sexes of the two sample groups, and (3) between three corresponding scholastic aptitude levels of the two sample groups.

Hypotheses to be Tested

The experiment involved the testing of the following general null hypothesis: There is no significant difference in the changes in ninth-grade pupils' attitudes toward minority groups whether the pupils are taught by Method A

or Method B. Five null subhypotheses were also tested.

These were:

H_{01} There is no significant difference in the changes in female pupils' attitudes toward minority groups whether taught by Method A or Method B.

H_{02} There is no significant difference in the changes in male pupils' attitudes toward minority groups whether taught by Method A or Method B.

H_{03} There is no significant difference in the changes in the upper scholastic aptitude level pupils' attitudes toward minority groups whether taught by Method A or Method B.

H_{04} There is no significant difference in the changes in the middle scholastic aptitude level pupils' attitudes toward minority groups whether taught by Method A or Method B.

H_{05} There is no significant difference in the changes in the lower scholastic aptitude level pupils' attitudes toward minority groups whether taught by Method A or Method B.

Major Assumptions

The following assumptions were made in advance of the study:

1. That the Verbal Reasoning (VR) and Numerical Ability (NA) scores on the Differential Aptitude Tests, (DAT, form L) were appropriate instruments to use for the selection of samples from the two teaching method groups.

2. That a modified version of Carmichael's Scale To Measure Attitudes Toward Any Minority Group was appropriate to use as the pretest and posttest instrument for the experiment.¹

Delimitation of the Study

This study was limited to approximately 215 ninth-grade pupils enrolled in United States History during the second semester of 1967-1968, at Jefferson Junior High School, Oklahoma City, Oklahoma. One-hundred fifteen pupils were enrolled in U. S. History in a large class the third period of the day while 100 were enrolled in a large class in the same course the fifth period of the day. Both classes were taught by the same team of two teachers.

The scope of the study did not consider the variables of family income, interest, personality, school marks,

¹Warren Carmichael, Superintendent of Schools, Cleveland, Oklahoma is in the process of writing his doctoral dissertation which includes the development of A Scale To Measure Attitudes Toward Any Minority Group.

emotional stability, race, motivation, or church membership. However, a brief description of the school community in which the study was made seems appropriate.

Jefferson Junior High School is located in the southwest area of Oklahoma City Public School District I-89. The school was established and began operation in the fall of 1961. The enrollment has increased very rapidly and the school has the largest enrollment among junior high schools in the district. The enrollment at the beginning of 1967-1968 was 1725 with 585 ninth-grade pupils.

Pupils enrolled at Jefferson are predominantly of the Caucasian race. A small number of pupils are of Indian and other racial origin, but no Negro pupils are enrolled in the school. Pupils of the Jewish and Roman Catholic religions are in the minority. Very few, if any, families are regular recipients of welfare funds. The school community could be described as one that is predominantly Caucasian with the majority of residents in the middle and upper socioeconomic class, with most being members of Protestant churches.

Definition of Terms

Teaching Method A refers to the method used in the teaching of the unit on human relations entitled "Living

With Difference." Noar's¹ publication was used as a basis for the unit.

The primary objective of the unit was to modify the attitudes of the pupils in a favorable direction toward minority groups. Audio-visual media and printed reference materials pertinent to this objective were selected for use in the instruction of the unit. One resource person was used to supplement the learning experiences of the pupils.

Method A was used to teach the unit to ninth-grade pupils enrolled in United States History who were selected for the Experimental Group. Thus, Method A was associated only with the Experimental Group.

Teaching Method B refers to the method used in teaching the Control Group. The Control Group was not taught the unit on human relations. They were taught United States History, utilizing the regular media normally used in the course.

Attitude refers to the readiness to react toward or against some situation, person, or thing, in a particular manner, for example, with love or hate or fear of resentment,

¹Gertrude Noar, Living With Difference, (New York: Anti-Defamation League of B'nai B'rith, 1967).

to a particular degree of intensity.¹ Attitude differs from behavior in that "behavior denotes one's actions in general, as a spontaneous expression of personality or character or as the result of training or breeding."²

Method and Procedure of the Study

An experimental design was utilized in the study. Kerlinger³ described the design as the "before and after control-group design (pretest-posttest)." The pupils were enrolled at random at the beginning of the year for the two classes of United States History. The fifth period class was selected as the Experimental Group and was assigned the experimental treatment. The third period class became the Control Group and received no special treatment.

During December, 1967, Differential Aptitude Tests (form L) were administered to all ninth-grade pupils. The combined scores of the Verbal Reasoning and Numerical

¹Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Book Company, Inc., 1959), p. 48.

²Webster's Dictionary of Synonyms, (Springfield, Mass.: G. and C. Merriam Co., 1951), p. 113.

³Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1965), p. 308.

Ability tests (VR+NA) were used to determine comparable samples from each class according to scholastic aptitude. The VR+NA score is a measure of general scholastic aptitude or intelligence.¹

The modified version of Carmichael's scale, A Survey of Attitudes Toward Minority Groups,² was administered to both teaching method groups as a pretest previous to the experimental treatment. The unit on human relations, entitled "Living With Difference," was prepared with the assistance of the team of two teachers. The unit was taught by the teaching team to the Experimental Group using Teaching Method A during the third quarter of the 1967-1968 school year. No specific amount of time was allocated to the teaching of the unit to the Experimental Group. The same team of two teachers taught the Control Group regular work in United States History. Both class groups were taught in the same complex of rooms with folding walls to form one large room.

When the unit had been taught to the Experimental Group, both groups were administered the attitude survey

¹George K. Bennett, Harold G. Seashore, and Alexander G. Wesman, Fourth Edition Manual for the Differential Aptitude Tests, (New York: The Psychological Corporation, 1966), p. 1-1.

²Carmichael, op. cit.

as a posttest. The significance of the differences, according to the hypotheses of the study, were tested. The coefficient of correlation was calculated, using the pretest and posttest results of the Control Group to test the reliability of the instrument. The extraneous developments preceding and during the study were presented.

Statistical Treatment

The fifth-period U. S. History class was selected as the Experimental Group while the third-period U. S. History class became the Control Group. Samples of 50 pupils from each group were selected and paired according to sex and scholastic aptitude. Each sample contained 25 boys and 25 girls. Scholastic aptitude scores of each sample ranged from 25 percentile through 80 percentile on the VR+NA of the DAT. The 50 paired samples were divided into three scholastic aptitude levels. The upper scholastic aptitude level ranged from 60 percentile through 80 percentile and contained 12 pairs of subjects. The middle scholastic aptitude level ranged from 40 percentile through 55 percentile and contained 26 pairs of subjects. The lower scholastic aptitude level ranged from 25 percentile through 35 percentile and contained 12 pairs of subjects. The same team of two teachers taught the Experimental Group and Control Group.

In order to gauge the net shift in attitudes, the significance of the difference was tested between the two changes as shown by the gain scores of the Experimental Group sample and the Control Group sample.¹ The "t" test was used to test the significance of the difference at the .05 level of confidence and the .01 level of confidence.

Using the scores of the Control Group's pretest and posttest, the coefficient of correlation was calculated. This provided a method for checking the reliability of the attitude survey instrument.

The Pretest and Posttest Instrument

Each of the 80 items on Carmichael's² attitude scale was validated by a jury of judges who are experts in the field of human relations. The reliability of the scale was established by correlating the sort, re-sort scores of several individuals. The Q-sort³, a forced-choice procedure of scoring, was used by Carmichael in checking the reliability of the instrument. Q-methodology is particularly suited to

¹Quinn McNemar, Psychological Statistics, (New York: John Wiley and Sons, Inc., 1962), p. 87.

²Carmichael, op. cit.

³William Stephenson, The Study of Behavior, (Chicago: University of Chicago Press, 1953).

determining an individual's attitude. This procedure was in line with the purposes of this study.

However, in the present study, the problem called for working with two large groups and attempting to measure the change in attitudes after experimental treatment. Kerlinger identified some disadvantages of Q-methodology in working with large samples:

One can rarely work with sufficiently large samples in Q. It is not a method well-suited to cross-sectional or large sample purposes. One does not draw a random sample of persons for study with Q. While Stephenson argues the point vigorously, there is no escaping the inability of the investigator using Q to generalize the populations of individuals. Q therefore always requires cross-sectional supplementation.¹

Therefore, it was deemed necessary to change the original instrument's administrative procedure to one suitable for use with large groups of subjects. The procedure utilized to modify and validate the instrument is presented in Chapter III, page 47, of this study. The procedure used to prove the instrument's reliability is described in Chapter IV, page 82, of this study. The modified instrument is shown in Appendix A.

¹Kerlinger, op. cit., p. 594.

Organization of the Study

The organization of the study followed the general plan described in this chapter. A study of the pertinent research and literature related to the problem is presented in Chapter II. Chapter III contains a detailed description of the procedure of the study. The presentation and analysis of the data is supported in Chapter IV. Chapter V provides a summary of the study, as well as findings, conclusions, and recommendations, based upon the analysis and interpretation of the data.

CHAPTER II

REVIEW OF SELECTED STUDIES

This study was primarily concerned with determining the effectiveness of efforts to modify ninth-grade pupils' attitudes toward minority groups by teaching a special unit on human relations in comparison with that of regular classroom instruction in the same school. Therefore, the references to research are confined to those studies which involve teaching in attempting to modify attitudes. Some of the reported research was not done under regular public school instructional conditions and that which concerned itself with formal education frequently involved college students.

A review of the research disclosed relatively few studies directly related to the problem of this investigation. Studies selected for detailed review were those relating to the effectiveness of teaching for the purpose of modifying attitudes toward minority groups or other social problems and issues.

Bateman and Remmers¹ reported on four experiments conducted in four senior social science classes of the Peru, Indiana, High School. The purposes of the four experiments were to determine whether attitudes of high school pupils could be shifted in various directions and to measure the amount of shift if any occurred. Three of the senior classes were average in intelligence while the fourth class was above average. The three average classes were under Bateman's direction while the above average group was taught by the school principal.

The principal's group participated in an experiment concerned with attitudes toward divorce. Two of Bateman's groups worked on all four social problems: attitudes toward labor unions, attitudes toward divorce, attitudes toward social insurance, and attitudes toward capital punishment. Bateman's third group participated in the experiment concerned with attitudes toward labor unions only.

In conducting the experiments, the authors used three previously developed attitude scales as pretest and

¹Richard M. Bateman and H. H. Remmers. "The Relationship of Pupil Attitudes Toward Social Topics Before and After Studying the Subjects," Further Studies in Attitudes. Purdue University Studies In Higher Education, XXXI, 1936, pp. 27-42.

posttest instruments. From the results of the pretest, they were able to determine which way the attitude tendencies veered away from the indifference point--towards favorable or unfavorable. The two teachers then proceeded to utilize materials and subject matter in an attempt to shift direction different from their original tendencies.

The experiment for divorce had no objective shift in mind. Regular teaching methods and classroom procedure were followed and both favorable and unfavorable material of almost equal amounts were presented. The results reported no attitude shift of statistical significance took place in the experiment.

The results reported in the experiment on social insurance indicated that students, as a result of purposeful teaching, shifted their attitudes of favorable to one that was more favorable. Thus, the objectives of this experiment were achieved.

In the experiment on attitudes toward capital punishment, the results indicated that students, as a result of purposeful teaching, shifted their unfavorable attitudes to a position of more favorable.

The conclusions in the experiment on attitudes toward labor unions indicated a shift from a position of a

favorable attitude to a position less favorable after the introduction of teaching material unfavorable to labor unions. Thus, the original objectives of the experiment were obtained.

The authors concluded that by pre-determined conditioning methods the attitudes of students in social science classes can be shifted practically at the teacher's will. This conclusion carries grave and important educational implications since the social-civic attitudes of high-school students will determine to a very large degree the kind of social and political behavior of the adult citizen of the future.

In an experiment performed by Peregrine¹ in 1936, 300 Indiana high school students were used as subjects to determine the possibility of changing their attitudes toward the Negro. The students were from four high schools from grades nine, ten, eleven, and twelve. The social stimulus materials consisted of three literature selections which were considered favorable to the Negro.

¹Donald Peregrine, "The Effect of Printed Social Stimulus Material Upon the Attitudes of High School Pupils Toward the Negro," Further Studies In Attitudes. Purdue University Studies in Higher Education, XXXI, 1936, pp. 55-69.

The attitudes of the students toward the Negro were measured before beginning the experiment. The students were then required to read one of the selections followed by another application of the attitude scale. This procedure was continued until all three selections were read and the attitudes measured four times. In each of the four schools the social stimulus material was presented in a different order. In each school there was a statistically significant difference of the initial and final mean scores of the attitude scale.

Fifty-nine days after the final test, the attitude scale was presented again, with the results showing 63.2 per cent of the gain produced by the social stimulus materials still remained. It was concluded that the attitudes of high-school students toward Negroes can be changed by the use of a relatively small amount of social stimulus material and that as the mean attitude score of a group becomes higher the effect of a given stimulus becomes less potent. It was also concluded that a considerable amount of the change in attitude produced by such materials persists over a period of time.

Remmers and Morgan¹ used four classes of sophomores of Purdue University in 1936 to perform an experiment to determine the effect on measured attitude of reading a short story which might be expected to change attitude toward Jews and possibly toward the German Nazis. The authors were also interested in investigating the pattern of the attitudes toward racial and national groups such as the Nazis, Jews, Japanese, and Germans. The short story dealt in an emotionally effective way with the impact of the official Nazi attitude toward the Jews upon a little Jewish boy in a Bavarian village.

The attitudes of the 114 subjects towards Germans, Japanese, Jews, and Nazis were measured using an attitude scale before the experiment began. Immediately following the initial measurement of attitudes, one class read the story in class the next day. Immediately following the reading, this class group was administered the attitude scale again without discussion of the story. Two classes of subjects were assigned to read the story outside class so that time could be devoted to the discussion of the

¹H. H. Remmers and C. L. Morgan. "Changing Attitudes Toward A Racial Group," Further Studies In Attitudes. Purdue University Studies In Higher Education, XXXI, 1936, pp. 109-114.

story and of its psychological and sociological implications before the posttest attitude scale was administered. The other class was assigned the story to read outside class but was permitted no discussion time before administering the posttest scale.

The authors concluded that the only significant change in average attitude which could be attributed to merely reading the short story was in favor of the Germans. The reading of the story did not have the same effect in changing stereotyped racial attitudes as did the critical group discussion of racial prejudice. The results indicated a generalized attitude of relative intolerance toward all "foreign" groups. The conditions which go to make for an attitude toward any "foreign" group were undoubtedly a part of the uncritically accepted social heritage of the "we group."

Billings¹ conducted an experimental study from 1939 to 1942 on attitude change of students toward the Negro. She used an experimental group and a control group of students. The experimental group was composed of 26 young

¹Elizabeth L. Billings. "Influences of A Social Studies Experiment on Student Attitudes," School and Society, LVI, 1942, pp. 557-560.

women enrolled in her social studies seminars in 1939-1940. The control group was from other classes. The experimental group was exposed to discussions in the seminars and field trips. Using attitude scales at the end of the treatment, it was reported that more liberal attitudes toward the Negro race existed in the experimental group than in the control group. The author noted that perhaps greater liberalism existed in the experimental group prior to their experiences in the course because of the high scholastic abilities of students usually enrolling in the seminars. However, three years later, on the same test, liberal attitudes of the experimental group had decreased, yet were still more favorable toward the Negro than were the attitudes of the control group.

Does a course or unit in minority group relations create more favorable attitudes toward minority groups? Rose and Rose¹ state that there is a long-held theory that prejudice is due to ignorance, and like other theories on the subject, it undoubtedly has a good measure of validity. A large number of studies have been made to test this theory, but the conclusions from them are contradictory. The studies

¹Arnold Rose and Caroline Rose. America Divided: Minority Group Relations in the United States, (New York: Alfred A. Knopf, 1948), p. 282.

have been of several types: (1) Experimental studies where a high-school or college course provided general information that should have dispelled racial stereotypes and broken prejudice; (2) Experimental studies where single, specific pieces of informative literature, radio programs, movies, or lectures provided a comparable stimulus; (3) Experimental studies where personal contact between the prejudiced persons and some members of the minority group was the stimulus; (4) Correlational studies where a test of knowledge or measure of acquaintance was correlated with attitudes of prejudice; and (5) Correlational studies where general education was correlated with attitudes of prejudice.¹

The number of studies showing reduction of prejudice or lack of reduction was a result of specified influences published previous to 1945 was summarized by Rose² as follows: (1) Thirteen studies utilizing school or college courses were made. Eight studies indicated change while four indicated no change and one study was indefinite; (2) Fourteen studies included specific propaganda in attempts to reduce prejudice. Nine indicated change, four indicated

¹Ibid.

²Arnold M. Rose. Studies in Reduction of Prejudice, (Chicago: American Council on Race Relations, 1948), p. 18.

no change, and one was indefinite; (3) Personal contacts were used in nine studies attempting to reduce prejudice. Three studies were classified under each of the result categories of change, no change, and indefinite; (4) Twelve studies included knowledge or acquaintance in attempting to reduce prejudice. Nine studies resulted in change, two in no change and one in the indefinite category; and (5) Eighteen studies utilized time spent in general education in attempting to prove reduction in prejudice. Eight studies indicated change while six indicated no change and one was classified as indefinite.

Stagner¹ reported that Remmers² and his students had been able to show that teaching methods and materials taking up only a short period of class time may produce significant shifts in pupils' attitudes toward various social problems. These shifts in attitudes have been shown to still persist after a relatively lengthy lapse of time. They studied attitudes toward capital punishment, attitudes toward the Negro, attitudes toward government farm policies, attitudes toward labor unions, and attitudes toward social

¹Ross Stagner, "Attitudes," Encyclopedia of Educational Research, ed. Walter S. Monroe, (New York: The Macmillan Company, 1950), p. 79.

²Remmers, op. cit.

insurance. The general observation of such studies was that the material used and taught produced a marked shift in the direction which would be expected by the nature of the material used. This marked shift was followed by a tendency to regress to the initial attitude with a period of wavering, and ultimately the attitude became stabilized at a point between the original attitude and the extreme shift.

A very practical and timely study was made by Russell and Robertson¹ in Longfellow Junior High School in Richmond, California, in the autumn of 1945. The Negro-Caucasian relations in the integrated junior high school of 700 plus pupils were at the breaking point during the summer and early autumn of 1945. A large number of parents requested the board of education to establish segregated schools along racial lines. The board refused the requests and maintained the integrated system in spite of threatened student-parent boycotts of schools. The authors' study had to be postponed at least one month because of the tension in the relationships between the races within the junior high school.

¹David H. Russell and Isabella V. Robertson. "Influencing Attitudes Toward Minority Groups in a Junior High School." School Review, LV, 1947, pp. 205-213.

The experiment was designed to discover whether racial attitudes of junior high school pupils could be changed through planned assembly programs and through the reading and discussion of printed materials. Preliminary to the use of an attitude scale, the pupil form of government was revised to give pupils more of an opportunity to participate in democratic processes. English teachers, as a part of regular classwork, directed pupils in the study of the more difficult words which would appear in the attitude scale to be used. A Scale for Measuring Attitude Toward Races and Nationalities, Form A, by Grice¹ was administered to 737 pupils in grades seven, eight, and nine preliminary to the experiment.

Immediately following the pretest, printed material adapted from current literature was presented to the pupils of the school by the home room presidents who were also student council representatives. The representatives had been presented the material the previous day by the student council advisor and other pupils during a meeting. Thus,

¹H. H. Grice, "The Construction and Validation of a Generalized Scale Designed to Measure Attitudes Toward Defined Groups," Studies in Attitudes, Studies in Higher Education, XXVI, No. 4 (Lafayette, Indiana: Purdue University Press, 1934), pp. 37-46.

the presidents were charged with the responsibility of presenting and leading the discussion on the materials. In general the materials were selected to show the equality and contributions of individuals of different races and nationalities with emphasis on the attainment and contributions of Negroes.

The other experimental factor of planning, presenting, and viewing assembly programs directed toward understanding and appreciating certain minority groups was begun. Five assembly programs, including a variety of activities, were planned and presented by different groups of pupils to the entire enrollment of the school. In early January, 1946, all assemblies and stimulus materials had been presented. The English teachers again reviewed the vocabulary of the attitude scale before it was administered again to 659 pupils as a posttest instrument. The total time taken for the experiment was approximately two months.

The purposes of the study conducted by the authors were to analyze the change in pupil attitudes toward Americans of European origin and toward Negroes. The results of the experiment show that at the beginning, attitudes toward European-Americans were favorable in the general ratio of about 5.1 : 1. At the end of the experimental period the

ratio of favorable to unfavorable attitudes was about 6.5 : 1. In general, the attitude toward Negroes was found to be much less favorable than the attitude toward European-Americans, both before and after the use of the experimental materials. The percentage of favorable attitudes increased during the experiment by 7.2 but was still below 50 per cent.

It was concluded that although attitudes toward Negroes are difficult to change when home and community influences are unfavorable, the school can make a positive contribution to the development of favorable attitudes toward minority groups, even in a relatively short time. The teacher's attitude and behavior seem to be among the most potent influences in the formation of attitudes at the junior high school level. From the results of this study it was also concluded that the attitudes of the Negro pupils toward the white pupil were more favorable than the attitudes of white pupils toward the Negro. A planned school program implemented by a teacher who has favorable attitudes toward minority groups, can do much to improve attitudes even in communities such as that described in the study.

Hayes and Conklin¹ conducted two separate experiments in two different years; one with tenth-grade students and the other with eighth-grade students. The purposes of the studies were: (1) to determine the quality and extent of some desirable changes in intergroup attitudes that could be brought about in students through directed teaching; (2) to determine the relative effectiveness of different types of teaching; and (3) to find how response to attempts to change attitudes is related to membership in groups determined by age, sex, intellectual level, religious affiliation, and cultural background. Attempts were made to change attitudes toward problems of the Jew, Negro and immigrant and toward the slum problem.

The first experiment dealt with four different types of high schools; a private girls school, a consolidated village-rural school, a college campus high school, and a large city public high school. In each school, an experimental group and a control group were taught by the same teacher in three schools while one school utilized two teachers. Each teacher selected a different technique to

¹Margaret L. Hayes and May E. Conklin. "Intergroup Attitudes and Experimental Change," Journal of Experimental Education, XXII, 1953, pp. 19-36.

use with the experimental group and prepared a unit of subject matter. Material which could be used as a natural part of the existing course of study was utilized.

Two social analysis tests and the Social Acceptance Scale, all published by Ohio State University, were used as posttest instruments. The experimental teaching was done for three weeks and the students were tested again using the same instruments that were used in the posttest. The findings of this experiment were: (1) The experimental groups as a whole made more progress in the development of favorable attitudes on the problems tested than the control groups as a whole; (2) The one method that appeared to be most effective in changing attitudes in favorable directions was that of the vicarious experiences provided through reading short stories and novels associated with prejudices; (3) Girls' attitudes toward Negro problems improved more than the boys' attitudes; (4) New-stock Americans made the greatest gains toward favorable attitudes, and (5) There was no apparent difference in gains made by students of high intelligence as compared with those of average intelligence.

In the second experiment reported by Hayes and Conklin¹, the subjects were eighth-grade pupils of five

¹Ibid.

schools of varying types and sizes. In each school an experimental group was given special teaching and a control group was not. Both groups of each school were tested at the beginning and end of a three weeks period during which the instruction took place. Three categories of instructional approach were to be utilized and were described as follows:

1. Direct experience: Members of various minority groups working and playing together in activities with common purposes and interests.
2. Intellectual approach: The theory that if one knows the truth about characteristics and achievements of minority groups, prejudice against them will disappear.
3. Vicarious experience: Approaching the real experience by projecting one's self into the character of a minority group member by reading, acting or listening to something of strong emotional nature.

Two schools chose the intellectual approach, two utilized the vicarious experience while the last used the method of direct experience in teaching. The results reported by the authors indicated that the instructional approach by vicarious experiences through the study of literature seems more effective in increasing the amount of acceptance within groups. The experimental teaching, on the whole, seemed to have the effect of increasing the degree of acceptance in the group as a whole and the effect

of increasing the amount of acceptance cutting across majority-minority group lines.

The authors concluded that intergroup attitudes can be improved through special types of teaching. The instructional approach that seemed most promising in changing intergroup attitudes was that of vicarious experiences. The cultural background of the group was a factor in the reaction of the group to experimental techniques for changing intergroup attitudes.

The purpose of a study conducted by Stephenson¹ was concerned with the change in attitudes of college students toward Negroes after a three-semester-hour course in minority group relations. A text and several reference books were used in the course. The course time was divided as follows: one-fifth for minority group relations in general, one-fifth for Negroes, and three-fifths divided among Jews, Asiatics, Mexicans, Indians, and European immigrants. No special attempt was made during the course to influence any of the students' attitudes.

During the 1948-1949 school year at Miami University, Oxford, Ohio, all freshmen in the education curricula were

¹Chester M. Stephenson, "The Effect of a Course in Minority Group Relations on the Attitudes of College Students," Progressive Education, XXXII, (January, 1955), p. 19.

administered both forms of an attitude scale. During the second semester of their junior year, each student in elementary education was required to take the course in minority group relations. Toward the end of the senior year in 1951-1952, all education majors were administered both forms of the attitude scale again.

The students in curricula other than elementary education became the control group. Differences between the means of the groups were compared. Apparently, the course in minority group relations affected the students' attitudes toward Negroes very little. The senior groups graduated with practically the same attitudes whether they took the course or not. The author concluded that a course does not necessarily change attitudes favorably, it may only assist. He indicated that perhaps a special effort should have been made to influence attitudes favorably instead of the attempts to be objective.

During the period covered by the study, several Negroes played on the athletic teams, lived in the dormitories, ate in the dining halls and swam in the public pools with white students. Three well-known Negro musical groups performed on the campus. It was concluded that these practices and activities during the experiment,

rather than the course, may have affected the attitudes of the students since the mean of the pretest and posttest were both favorable with little gain shown at the end of the experiment.

An investigation conducted by Williams¹ had as its purpose the assessment of the relative influence of two different teaching methods on pupils' attitudes towards West African Negroes. Eighty-eight 13 and 14 year old pupils of a school in England were used as subjects. Forty-one pupils were selected for the control group and forty-seven were selected for the experimental group.

Both groups were taught a total of twenty 40-minute lessons including the time for pretesting and posttesting. The experiment was conducted through the medium of the normal geography course taught by the author. The series of lessons taught the control group were those which were normally taught pupils of this age and ability, on the geography of West Africa. The lessons taught to the experimental group emphasized not so much the physical and regional geography of West Africa as the actual details of

¹H. Murray Williams, "Changes in Pupils' Attitudes Towards West African Negroes, Following the Use of Two Different Teaching Methods," British Journal of Educational Psychology, XXXI, (November, 1961), p. 292.

everyday life, the nature of current problems facing the people, and the help which was being given by such international bodies as the special agencies of the United Nations.

The groups were given attitude tests at the beginning and at the end of the experiment. The attitude test was one that had been modified by the author. The test item answer was selected from a five-point continuum with the most favorable answer, "Strongly Agree" receiving five points and the least favorable, "Strongly Disagree," receiving one point. The gains on the test result for each group were compared.

Three conclusions were drawn concerning the experiment: (1) The mean score of the experimental group increased much more than that of the control group, i.e., by 7.6 points as compared to .2 points; (2) More pupils in the experimental group changed their attitudes in a favorable direction than did so in the control group, i.e., 72.3 per cent and 51.2 per cent, respectively; and (3) The lower limit of the actual score range was raised 24 points in the case of the experimental group while the lower level of the control group was depressed by four points.

In analyzing the results of the studies reviewed, the conclusions from them are contradictory. However, no one seems to have concluded that less favorable attitudes existed toward minority groups following an experiment in teaching a course or unit on minority group relations or human relations; but beyond that, the results appear to be inconclusive.

CHAPTER III

PROCEDURE OF THE STUDY

Design of the Experiment

This study was designed to determine the effectiveness of teaching a special unit on human relations in Jefferson Junior High School, Oklahoma City, Oklahoma, in comparison with that of regular classroom instruction in the same school in the modification of ninth-grade pupils' attitudes toward minority groups. An Experimental Group and a Control Group were established and pretested before beginning the experiment. After experimental treatment had been applied, both groups were again tested using the same instrument as was used for the pretest.

The study was conducted in two classes of ninth-grade pupils enrolled in United States History during the second semester of the 1967-1968 school year. Designed as a one-semester course and required of each ninth-grade pupil, it carried one-half unit of credit and covered the era from the beginning of America up to the Civil War.

The ninth-grade pupils were enrolled in United States History during the summer of 1967 and were selected at random for the two second semester classes used in this study. One hundred fifteen pupils were enrolled in the third-period class and one hundred pupils were enrolled in the fifth-period class. Both classes were taught by the same team of two teachers, thus exposing both groups to the same techniques and teacher personalities.

During December, 1967, Differential Aptitude Tests (DAT, form L) were administered to all ninth-grade pupils in the school. The combined scores of the Verbal Reasoning and Numerical Ability tests (VR+NA) were used to determine comparable samples from each of the two U. S. History classes according to scholastic aptitude. The VR+NA score was defined as a measure of general scholastic aptitude or intelligence.

Samples of 50 pupils from each of the two U. S. History classes were selected and paired, according to sex and scholastic aptitude, for statistical treatment for the study. Each sample contained 25 boys and 25 girls. Scholastic aptitude scores (VR+NA) of each sample ranged from 25 percentile through 80 percentile. The mean and standard deviation were calculated for each sample group

for comparison purposes.¹

The fifth-period class was selected as the Experimental Group to be taught by Teaching Method A, the experimental treatment, while the third-period class became the Control Group to be taught by Teaching Method B, the regular, routine teaching of United States History.

The Modification of the Pretest-Posttest Instrument

It was deemed necessary to change the original instrument's administrative and scoring procedures from that of the Q-sort for individuals to procedures which would be more suitable for use with large groups of ninth-grade pupils. After careful study of several procedures for administering and scoring attitude scales, it was decided to modify the original instrument and proceed on a trial basis until the instrument was refined for use in the experiment.

In the beginning, the procedure for administering and scoring the instrument was changed to that of the Method of Equal-Appearing Intervals for the first trial use with a large group. Edwards² describes this method as one that

¹See Appendix C of this study.

²Allen L. Edwards, Techniques of Attitudes Scale Construction, (New York: Appleton-Century-Crofts, Inc., 1957), p. 83.

requires each subject to make only one comparative judgment for each statement. This method appeared more suitable to use because of the savings in time when a large number of statements were to be scaled by a large number of subjects. The scale used for each item was an eleven point continuum with intervals of one. The scale ran from one, the most unfavorable position, through six, the neutral position, through eleven which was the most favorable position. In summarizing, the values less than six were unfavorable and those greater than six were favorable.

One hundred teachers and college students preparing to become teachers, were asked to judge the degree of favorableness or unfavorableness for each statement of the eleven point continuum. The subjects were also requested to make suggestions for the improvement of the instrument for use by ninth-grade pupils.

The first trial run of the instrument indicated that there were 23 favorable statements in the judgment of the teacher and student teacher subjects. The main suggestions were: (1) The scale to be used with pupils should be much less than eleven, (2) The terminology of some items might be too difficult for ninth-grade pupils, and (3) There appeared to be too many unfavorable statements on the instrument.

Taking the suggestions of the subjects from the first trial run, the instrument was reconstructed using the same statements but the directions called for the selection of one answer for each statement from a choice of five: Strongly agree, agree, don't know, disagree, and strongly disagree. A class of approximately 40 ninth-grade pupils were asked to score the instrument by selecting one answer for each statement. They were also asked to circle any word they did not understand without asking questions of the teacher administering the instrument. The pupils were permitted to write suggestions for improving the instrument.

The results of the second trial run of the instrument indicated several areas for improvement. First, many of the scored instruments had words circled which the pupils had not understood. The majority of words not understood were the same. Second, very few pupils checked the answer "strongly disagree." It was assumed that the pupils hesitated to check this answer in an attempt to "do what the teacher might desire or expect of them." Third, even though the "strongly disagree" category was usually avoided, there still appeared to be too many unfavorable statements. The pupil's suggestions included many good ones, but the most consistent one was to improve the wording

so as to make the statements more easily understood.

After analyzing the information gained from the second trial use, it was determined that the instrument still needed improvement and should be administered a third time. Simple synonyms were substituted for the words circled by the pupils on the second trial use in an attempt to make the statements more easily understood. In some cases, statements had to be re-written to make them more meaningful.

Changes were then made in a number of the negative or unfavorable statements so that the instrument would contain approximately an equal number of each. It was also suggested that the choice of answers be reduced to that of two, "yes" or "no." The instructions defined "yes" as "I agree with the statement" and "no" as "I disagree with the statement." The purpose for such a change was to force a choice for an answer and that ninth-grade pupils would more freely respond to each statement with less "thought of displeasing" the teacher by disagreeing.

The instrument was refined a third time and administered to a different group of ninth-grade pupils than the group used for the second trial. The pupils were requested to read the instructions carefully, select an answer for

each statement, and circle any word not understood without asking questions of the teacher.

The results of the third trial use of the instrument were analyzed carefully. Only a few words were circled. The terminology seemed to be satisfactory even though some of the pupils in the group had reading difficulties. After slight improvement in the directions and a change in the title from the word "scale" to "survey," the instrument was deemed suitable for use as the pretest and posttest for the experiment.

Administering the Pretest

The team of two teachers administered the survey instrument shown in Appendix A to those pupils present in both groups on February 26, 1968, during their regular class periods as a pretest to the experiment. The pupils in both classes were asked to complete the attitude survey as a favor for a friend of the teaching team. They were not informed of the experiment that was to follow. Pupils were instructed to read the directions carefully and complete the instrument without asking questions. Both groups took approximately 25 minutes to complete the pretest. During the same class periods the following two days, one member

of the teaching team administered the attitude survey to the absentee pupils using the same instructions that were previously given to the two class groups. Thus, all pupils enrolled in both classes of United States History completed the pretest instrument.

Although pupils were not requested to sign their names on their completed attitude surveys, identification of the individuals within each sample presented no major problem. The pupils in both classes had been assigned seats alphabetically by last name at the beginning of the second semester to expedite the checking of attendance for such large groups. Therefore, the blank instruments were numbered according to the class roll sheets previous to the distribution to pupils. The instruments for the third-period class were numbered beginning with 300 and consecutively upward. Thus, it was simple to avoid mixing the completed attitude surveys and easy to identify an individual's instrument by matching the number with that recorded on the class roll.

Teaching Method A

The teaching of the Experimental Group was begun on February 29, 1968, and continued each school day through April 4, 1968. School was not in session one week between

the dates because of spring vacation.

The Experimental Group was taught the fifth-period, from 1:35 p.m. to 2:30 p.m. daily, by a team of two certified United States History teachers. Both teachers had important roles in the presentation of new material as well as the other instructional activities. A clerical aid was used in class attendance accounting, typing, mimeographing materials and other routine matters.

The Experimental Group was taught a special unit on Human Relations entitled Living With Difference.¹ The unit was developed in cooperation, and in the main, by the team of two teachers. The primary objective for teaching the unit was to attempt to modify the pupils' attitudes favorably toward minority groups. Each lesson plan prepared and taught in the unit contained a number of secondary objectives pertinent to the major objective. An outline of the unit appears as Appendix B of this study.

The contents of the unit taught included ten subdivisions which are described below:

Groups and Social Roles in Society. The primary objective for teaching this topic was to make the pupils aware

¹Gertrude Noar's pamphlet Living With Difference, published by the Anti-Defamation League of B'nai B'rith, April, 1967, was used as a guide for the development of the unit.

of the importance of groups and that every group is a complexity of social roles. For illustrative and discussion purposes, pictures of groups clipped from periodicals were shown to the class by an opaque projector. The pictures included the family, a football team, a P.T.A. meeting and several other similar group examples. The pupils identified and briefly discussed each picture. By asking appropriate questions of the pupils, and the pupils responding with reasonable answers, they were led to see that there are many kinds of groups, that many groups overlap, and that groups have particular properties and unique functions.

In another activity, a master list of groups was given to the pupils. They were divided into small discussion groups and each group was asked to evaluate the importance of each of the listed groups to its members. They were to rank the groups by order of importance, from those vital in the daily lives of people to those which were less essential. This activity appeared to be profitable because of the emphasis placed on group membership by most ninth-grade pupils.

One of the teachers presented a simplified sociological definition of "role" to the pupils and then illustrated and amplified it. To assist the pupils in understanding that an individual may learn and play many different roles in

life, the excerpt, "All the world's a stage ---," from Shakespeare's comedy, As You Like It, was distributed to each pupil. After the excerpt had been read, discussed, clarified, and conceptually enlarged, the pupils found it easy to find contemporary examples. They listed the different roles which they had played in the groups to which they belong.

Socialization of the Individual. The basic purpose for teaching this topic was to develop within the pupils an understanding of and an appreciation for the socialization process. The teachers believed that by fulfilling this purpose, pupils would gain greater self-insights and more social sensitivity for others.

Classroom activities included the defining of "socialization" by the teachers and the reading of a short story to the pupils. The story was about a Korean orphan girl adopted into an American family as a baby. After several appropriate questions asked by the teachers, discussion by pupils followed. The pupils recognized that the child grew and learned in the ways of her American parents and not as a Korean in Korea.

For another illustration in a somewhat different context, part of the recording of the musical South Pacific was

played to the pupils. The class listened to and discussed the dramatic moment when Lieutenant Cable bitterly observed that one is not born with racial prejudices--rather, as the song said: "You've got to be carefully taught to hate and fear . . . , you've got to be carefully taught." The teachers followed the discussion with a reading assignment of Ian Stevenson's People Aren't Born Prejudiced.

Types of Behavior That Indicate Prejudice. The primary purposes for teaching this subdivision of the unit were to attempt to further modify the pupils' attitudes toward others and to illustrate a few of the types of behavior that indicate the presence of prejudice. To illustrate the effects of stereotyped thinking, a rumor mill was conducted using members of the class. This activity was very successful and most pupils enjoyed participating. A discussion of the activity followed that guided pupils toward the fulfillment of the objectives of the lesson.

Interdependency in Modern Society. The principal objective for teaching this topic was to develop an understanding within pupils that members of our modern society are greatly dependent upon one another for the satisfaction of basic and acquired needs. A brief definition of interdependency was given to the pupils with an explanation of

the activity in which the pupils were to participate.

The pupils were divided into small discussion groups. Each group was assigned the same problem. The problem called for each group to assume that it was to establish an hypothetical, self-contained community complete with facilities and residents. The most important problem would be the selection of residents by occupation from the many anticipated applicants. The groups were to select the first 50 residents according to occupation. The pupils were able to see, with little assistance from the teachers, that there would be a great deal of mutual dependence in such a community which would require residents with a variety of abilities and skills. Most pupils were able to perceive that the interdependence demanded in such a fictional community would serve as a bond that would closely unite the residents.

During the teaching of this subdivision, a resource person was invited to speak to the class. Perry Lusk, Regional Director of the National Conference of Christians and Jews, spoke to the class on Prejudice, Behavior That Indicates Prejudices, and Why This Behavior is Directed Toward Minority Groups. The speech came at the appropriate time to summarize much of the material covered previously

in class and to serve as an introduction to the next topic to be taught. The speaker was well-received by the pupils and he answered many questions raised by the pupils.

Great World Ideas Oppose Prejudice. The primary objective for teaching this subdivision of the unit was to attempt to show why democracy, science, law, and religion are in opposition to prejudice and stereotyped thinking. Films and filmstrips for these lessons were borrowed from the Southwest Center for Human Relations, Norman, Oklahoma.

The teachers introduced the lesson by showing the pupils the filmstrip Exploding the Myths of Prejudice. Following a discussion of how the ideas of democracy, science, law, and religion oppose prejudice, the film Brotherhood of Man was shown. This film is a witty, animated cartoon which seeks to prove that differences between the human races are superficial, accidental, and environmental. It pointed out the individual's conflict between the desire to be friendly and the fear and suspicions of others.

In another activity, pupils were given copies of a Time magazine essay entitled "Race and Ability." The pupils were requested to read the essay and give a written response.

Minority Groups in America. The basic objective for teaching this subdivision of the unit was to acquaint the

pupils with the histories and contributions of minority groups in America. A brief lecture session by the teachers introduced the lesson.

The showing of the film Boundary Lines assisted in introducing the topic. The film is animated issuing a plea to eliminate the arbitrary boundary lines of color, origin and religion which has tended to divide people from each other as individuals and nations. Discussion followed the showing of the film. Filmstrips, with accompanying records, were viewed and heard by the pupils, on the history and contributions of minority groups in America.

Pupils were assigned the responsibility of reading about the free Negro in the South before the Civil War and to give a written description of his position at that time in the South. In another homework assignment, pupils were requested to read and write about the "Economic Implications of the 14th Amendment." Class discussions followed the completion of each of the assignments.

Religious Differences. The primary objectives for teaching this facet of the unit were three-fold: (1) To re-emphasize understandings that America was colonized by people of many different religious faiths and to summarize their contributions to America, (2) to familiarize the

pupils with some of the major religions of the world, and (3) attempt to develop in the pupils an appreciation of and tolerance for religious faiths of others.

As an introduction, the film Major Religions of the World was shown to the class. The film was produced by Encyclopedia Britannica Films. It illustrated and presented the origins, rituals and symbols of Hinduism, Buddhism, Judaism, and Christianity. Several of the pupils were not seemingly satisfied with the film and class discussion that followed, and they volunteered to do additional outside reading and research on the different religions.

Educational and Economic Opportunities In America.

The basic reasons for teaching this part of the unit were to attempt to develop within the pupils an understanding of the educational and economic opportunities in America and the limitations of each for some minority groups. The topic was introduced to the pupils by the lecture method of instruction. The lecture was implemented by projectuals on economic opportunities and shown by an overhead projector. Following the lecture, the class was asked to interpret in written form the economic opportunities listed on the projectiles.

In another brief lecture, one of the teachers presented some of the educational opportunities and limitations

that exist in America. After the lecture, the class was divided into small groups and assigned the discussion topic: "Equality of Educational Opportunity is the Major Test of Democracy, Both in the United States and the Rest of the World." To evaluate the work of each group, the group chairman reported their conclusions to the entire class.

A problem situation was assigned to each pupil of the class. Each pupil was to assume he was a young, honorably discharged Negro veteran of the Vietnam War; a college graduate who desires to live with his wife and children in a predominantly white neighborhood. Each pupil was requested to write individual responses to questions listed by the teachers. The questions included:

1. How would you go about renting a home or an apartment?
2. What if the landlord refused to rent to you?
3. What would you do if you found that the landlord charged you higher rent than the white occupants for the same type of apartment?
4. What would you do if white people began to leave the neighborhood because you had moved in?
5. What would you do if no one would allow his children to play with your children?
6. What would you do if you were treated unfairly in local businesses?
7. What would you do if you and your family were shunned at church, P.T.A. and other community meetings?
8. Perhaps you would now choose to move away from your job and to a Negro section. How would you now feel about living in America - a free, Christian and democratic country?

The pupils were very frustrated by this type of role-playing and many had difficulty in responding to the questions. The teachers believed that they were successful in fulfilling their purposes in teaching the topic on educational and economic opportunities in America.

Politics and Desegregation. Several lessons, covering several days, were spent in teaching this facet of the unit. One week of spring vacation occurred during the teaching of this topic. Therefore, several class periods, following the vacation, were spent in review of the material and information previously taught.

The primary objectives for teaching this subdivision of the unit were: (1) To survey the development of laws regarding minority groups, (2) to develop an understanding within pupils the high-lights of Negro history since 1877 with emphasis on why the renewal of Negro civil rights demands since 1950, (3) to review and further the understanding within pupils of the Civil Rights Acts, particularly the one of 1964, and (4) to evaluate the pupils on their understanding of the terms and major concepts of the unit.

The lecture method of instruction was used to introduce much of the material on this topic. The first lecture to the class by one of the teachers was a presentation on

the right of each individual to vote in our socociety. The lecture included some of the major discriminatory devices used against Negroes in voting. Following the lecture, the film, The Right to Vote, was shown and discussed.

In another brief lecture session, a summary of the Civil Rights Act of 1964 was presented. Each pupil was given a duplicated review sheet and the class was broken into small groups to discuss and review the information on the sheet.

Following the spring vacation, one teacher assumed the lead role in reviewing the class over the Civil Rights Act of 1964 and the history of the Negro in America. The film, History of the American Negro Since 1877 - the Freedom Movement, was shown to the class. Class discussion followed the film. Individual study time was given preceding a quiz covering the material taught in this subdivision of the total unit.

The Future of Equality. One class period was spent on this topic. The primary objectives for teaching the topic were to attempt to further modify the pupils' attitudes favorably toward minority groups and to evaluate how well the teaching of the unit modified the attitudes of the pupils favorably toward minority groups.

A brief lecture by one of the teachers introduced the topic. Following the lecture, small groups were formed to discuss what the nation's future might be unless prejudice toward minority groups and inequalities among all citizens are drastically reduced or ideally, eliminated forever.

The day following the completion of the teaching of the topic, the attitude survey, shown in Appendix A, was administered to the entire class.

Teaching Method B

The Control Group in the study consisted of 115 ninth-grade pupils enrolled in United States History, the third period, from 10:50 a.m. to 11:50 a.m. The same team of two teachers taught the Control Group and the Experimental Group. Both teachers had important roles in the presentation of new material as well as the other instructional activities. The same clerical aid was used in class attendance accounting, typing, mimeographing materials and other routine matters.

While the Experimental Group was being taught the unit on Human Relations, the teachers taught the Control Group the regular material usually taught to ninth-grade pupils enrolled in United States History. Care was taken to avoid the teaching specifically of human relations or attitudes

toward minority groups. Normal and usual instructional procedures were followed in teaching the group.

The material taught in class consisted of two complete units and part of a third unit. The first unit covered the military aspects of the American Revolution from the first battle in 1775 to the conclusion of the peace treaty in 1783. Unit II, which dealt with the formation of the national government, included lessons on the post war problems, the Articles of Confederation, the Constitutional Convention, and the content of the Constitution itself. Emphasis was placed on problems that led to the writing of the Constitution and how the Constitution reflected past experiences of the nation. The third unit, which was not completed, was a unit on American foreign policy. The material actually covered included information on the nature and formulation of foreign policy, America's early policy of isolationism, and American foreign policy from 1789 - 1803.

A variety of instructional materials were used, the principal one being the textbook Our United States.¹ Since the books were used only in the classroom, students were

¹Harold H. Eibling, Fred M. King, and James Harlow, Our United States, (Dallas: Laidlaw Brothers, 1962).

given time to read the lessons during class. A study sheet listing the pages to read and questions to answer accompanied each reading assignment. Additional information was given through lectures by the lead teacher, mimeographed information, and a variety of films. Maps were used to gain greater knowledge of the relationship between geography and history, and charts were utilized for comparing and contrasting certain aspects of history. Students were allowed to obtain information from each other through group discussion and group reports to the class.

Teacher-made quizzes were given every two to three days to discover if the lessons had been read and understood. The tests were used as a basis for further instruction by the teacher and questions by the students on material not understood previously. Upon completion of each unit, a comprehensive unit exam was given to see the degree to which learning had been achieved.

Administering the Posttest

On April 4, 1968, after the completion of the teaching of the unit on Human Relations to the Experimental Group, both teaching method groups were administered the Survey of Attitudes Toward Minority Groups, shown in Appendix A, as a

posttest to the experiment. All pupils in each class were not present. However, after a quick check on those completing the posttest, it was discovered that all those pupils previously selected as samples had completed the survey. No follow-up testing was done for those that were absent since it was not necessary to the completion of the experiment.

Statistical Procedure

During December, 1967, Differential Aptitude Tests (DAT, form L) were administered to all ninth-grade pupils. The combined scores of the Verbal Reasoning and Numerical Ability tests (VR+NA) were used to determine comparable samples from each of the two U. S. History classes. The VR+NA score was defined as a measure of general scholastic aptitude or intelligence.

Samples of 50 pupils from each of the two U. S. History classes were selected and paired, according to sex and scholastic aptitude, for statistical treatment for the experiment. The Experimental Group contained 25 boys and 25 girls in the Control Group. Scholastic aptitude scores of each group ranged from 25 percentile through 80 percentile. The mean and standard deviation were calculated

for each sample group for comparison purposes.¹

Both groups were pretested by the Survey of Attitudes Toward Minority Groups, shown in Appendix A of this study. Following the experimental treatment previously described, both teaching method groups were posttested using the same instrument as was used in the pretesting.

In scoring the instrument, one point was given for each item checked correctly. Thus, a score of 80 would theoretically be the highest a subject could receive.

In keeping with the hypothesis of the study, it was necessary to gauge the net shift in attitudes between the two teaching method groups. The net shift in attitudes for each sample pair was determined.

The procedure used to accomplish this was as follows:

(1) the gain (or loss) score for the control subject of the pair was determined by subtracting his pretest score from his posttest score, (2) the gain (or loss) score for the experimental subject of the pair was determined by subtracting his pretest score from his posttest score, and finally (3) the gain (or loss) score of the control subject was subtracted from the gain (or loss) score of the experimental

¹See Appendix C of this study.

subject providing a net change or difference score for each sample pair.¹ Using the net difference scores for each pair, the mean and standard deviation were calculated.² The "t" test was used to test the significance of the difference between females in each teaching method group, between males in each teaching method group, and between corresponding academic levels in each teaching method group. The significance of the difference in each case, was tested at the .05 level of confidence.

Repetition of a test is the simplest method of determining reliability: the test is given and then repeated on the same group and the correlation is calculated between the first and second sets of scores.³ Since the pretest and posttest scores of the Control Group were readily available, the coefficient of correlation (r) was calculated using these raw scores.⁴ To test the reliability of the coefficient of correlation, its probably error (PE) was

¹See Appendix D of this study.

²McNemar, op. cit., pp. 87-88.

³Henry E. Garrett, Statistics in Psychology and Education, (New York: Longmans, Green and Company, 1949), p. 381.

⁴Ibid., p. 292.

calculated.¹

Some of the more important extraneous developments preceding and during the study were presented. Although these developments may have affected the pupils' attitudes toward minority groups, it was assumed that the attitudes of the Experimental Group and the Control Group were affected similarly.

¹Ibid., p. 297.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was concerned with the modification of ninth-grade pupils' attitudes toward minority groups as measured by the difference between the two gains indicated by the raw scores of the posttests and pretests of the two teaching method groups. The significance of the difference between the two gains in pupils' attitudes toward minority groups was tested for the following subjects: (1) the two teaching method groups, (2) the female pupils of the two teaching method groups, (3) the males of the two teaching method groups (4) the upper scholastic aptitude levels of the two teaching method groups, (5) the middle scholastic aptitude levels of the two teaching method groups, and (6) the lower scholastic aptitude levels of the two teaching method groups.

The primary statistical problem in each case, was that of evaluating the change shown by the Experimental

Group compared with that shown by the Control Group.¹ The statistical analysis consisted of testing for the significance of difference between changes shown by the two groups. The statistical treatment used to determine the significance between the gains was the "t" test.

In using the "t" test of significance in this study, allowance was made for the fact that the VR+NA scores of the two teaching method groups were not random, but correlated with respect to each other. This allowance was made by working statistically with the differences (Ds) between the changes of the two groups. The assumption of normality pertained to the Ds.²

VR+NA Scores of the Two Sample Groups

Appendix C of this study presents a comprehensive listing of VR+NA raw scores and percentiles of the DAT for the two teaching method groups. Table I contains the mean raw scores and mean percentile scores of the combined VR+NA tests for the various subject groups used in the experiment. The VR+NA test score is a measure of scholastic aptitude or intelligence.

¹McNemar, op. cit., p. 86.

²Ibid., p. 102.

TABLE I

THE MEAN SCORES OF THE TWO TEACHING METHOD GROUPS
ON THE VR+NA OF THE DAT

Subjects	Method Group A		Method Group B	
	Raw Score	Percentile	Raw Score	Percentile
Total Group	41	50	40	50
Females	40	50	40	50
Males	42	50	41	50
Upper Level	52	70	53	70
Middle Level	40	50	39	45
Lower Level	32	35	32	35

The mean raw score of the Experimental Group (Method Group A) was calculated to be 41 while the Control Group (Method Group B) raw score mean was found to be 40. Both scores fell within the 50th percentile band. All other subject groups, shown in the left hand column of Table I, had perfect percentile correlations except the Middle Level. The conversion percentile scores were listed in multiples of five only in the range of raw scores such as the means of 40 and 39. Since these raw score means differ only by one unit, it seemed unlikely that there was a great difference between the middle scholastic levels of the two method groups. From the data in Table I, it was assumed that the two sample groups were closely correlated according to scholastic aptitude.

Comparison of Attitudes of the Two
Teaching Method Groups

Appendix D of this study presents the attitude pre-test and posttest raw scores, gains between them, and differences between the gains for the two teaching method groups. Table II contains calculated results from Appendix D that were necessary in testing the significance of the difference between the gains of the two teaching method groups using the "t" test.

TABLE II

RESULTS OF THE TEST OF SIGNIFICANCE APPLIED TO THE DIFFERENCE
BETWEEN THE RAW SCORE GAINS OF THE TWO TEACHING METHOD GROUPS

Sample Size (N)	50
Total Difference (D)	364
Mean Difference (M_D)	7.280
Standard Deviation (S_D)	11.601
Standard Error (S_{M_D})	1.641
Critical Ratio ("t")	4.436

From Table D of Guilford¹, the critical ratio at 49 degrees of freedom was found to be 2.009 at the .05 level

¹J. P. Guilford, Fundamental Statistics in Psychology and Education, (New York: McGraw-Hill Book Company, Inc., 1956), p. 539.

of confidence and 2.680 at the .01 level of confidence. The critical ratio of 4.436 of Table II far exceeds both at the .05 and .01 levels of confidence. Therefore, the difference between the Experimental Group gains and the Control Group gains was highly significant. It was reasonable to conclude from these results that the Experimental Group's attitudes toward minority groups were modified more favorably than the attitudes toward minority groups held by the Control Group.

Comparison of Attitudes of the Females
of the Two Teaching Method Groups

Data were selected to form Table III from Appendix D of this study concerning the female attitude pretest and posttest raw scores, gains between them, and differences between the gains for the two teaching method groups. Table III presents calculated results that were necessary in testing the significance of the difference between the gains of the females of the two teaching method groups using the "t" test.

From Guilford¹, the critical ratio at 24 degrees of freedom was found to be 2.064 at the .05 level of confidence

¹Ibid.

and 2.797 at the .01 level of confidence. The critical ratio of 4.131 of Table III far exceeds both those at .05 and .01 levels of confidence. Therefore, the difference between the female Experimental Group's attitude gains and the female Control Group's attitude gains was highly significant. It was concluded from these results that ninth-grade females' attitudes of the Experimental Group were modified more favorably toward minority groups than those held by the females of the Control Group.

TABLE III

RESULTS OF THE TEST OF SIGNIFICANCE APPLIED TO THE DIFFERENCE
BETWEEN THE RAW SCORE GAINS OF THE FEMALES OF THE
TWO TEACHING METHOD GROUPS

Sample Size (N)	25
Total Difference (D)	234
Mean Difference (M_D)	9.360
Standard Deviation (S_D)	11.330
Standard Error (S_{M_D})	2.266
Critical Ratio ("t")	4.131

Comparison of Attitudes of the Males
of the Two Teaching Method Groups

Data were selected from Appendix D of this study to form Table IV. The table contains data that were necessary

in testing the significance of the difference between the gains of the males of the two teaching method groups using the "t" test.

TABLE IV

RESULTS OF THE TEST OF SIGNIFICANCE APPLIED TO THE DIFFERENCE BETWEEN THE RAW SCORE GAINS OF THE MALES OF THE TWO TEACHING METHOD GROUPS

Sample Size (N)	25
Total Difference (D)	130
Mean Difference (M_D)	5.200
Standard Deviation (S_D)	11.622
Standard Error (S_{M_D})	2.324
Critical Ratio ("t")	2.238

From Table D of Guilford¹, the critical ratio at 24 degrees of freedom was found to be 2.064 at the .05 level of confidence and 2.797 at the .01 level of confidence. The critical ratio of 2.238 of Table IV fell between the two ratios. Therefore, it was assumed that the difference between the Experimental Group males' attitude gains and the Control Group males' attitude gains was significant at the .05 level of confidence. It was concluded from these results

¹Ibid.

that ninth-grade males' attitudes of the Experimental Group were modified more favorably toward minority groups than the attitudes of the males of the Control Group.

Comparison of Attitudes of the Upper Scholastic Aptitude
Levels of the Two Teaching Method Groups

Table V presents data necessary in testing the significance of the difference between the gains of the upper scholastic aptitude levels of the two teaching method groups. The "t" test was used to test the significance of the difference. The results presented in Table V were calculated from data that were presented in Appendix D of this study.

TABLE V

RESULTS OF THE TEST OF SIGNIFICANCE APPLIED TO THE DIFFERENCE
BETWEEN RAW SCORE GAINS OF THE UPPER SCHOLASTIC APTITUDE
LEVELS OF THE TWO TEACHING METHOD GROUPS

Sample Size (N)	12
Total Difference (D)	129
Mean Difference (M_D)	10.750
Standard Deviation (S_D)	11.839
Standard Error (S_{M_D})	3.418
Critical Ratio ("t")	3.145

From Guilford¹, the critical ratio at 11 degrees of freedom was found to be 2.201 at the .05 level of confidence and 3.106 at the .01 level. The critical ratio of Table V was found to be 3.145, which is higher than either of the ratios listed above. The difference between the gains of the upper scholastic aptitude levels of the two teaching method groups was significant at the .01 level of confidence. Therefore, it was assumed that the attitudes held toward minority groups by the upper level of the Experimental Group were modified more favorably than were the attitudes of the upper level of the Control Group.

Comparison of Attitudes of the Middle Scholastic Aptitude Levels of the Two Teaching Method Groups

Table VI presents data that were necessary in testing the significance of the difference between the gains of the middle scholastic aptitude levels of the two teaching method groups. The "t" test was used to test the significance of the difference. The results presented in Table VI were calculated from data reported in Appendix D.

From Table D of Guilford², the critical ratio at 25 degrees of freedom was found to be 2.060 at the .05 level

¹Ibid.

²Ibid.

of confidence and 2.787 at the .01 level. Since the critical ratio of 2.600 of Table VI falls between the two ratios above, the difference was significant at the .05 level of confidence only. It was assumed that the attitudes held toward minority groups by the middle level of the Experimental Group were modified more favorably than those attitudes held toward minority groups by the middle level of the Control Group.

TABLE VI

RESULTS OF THE TEST OF SIGNIFICANCE APPLIED TO THE DIFFERENCE
BETWEEN RAW SCORE GAINS OF THE MIDDLE SCHOLASTIC APTITUDE
LEVELS OF THE TWO TEACHING METHOD GROUPS

Sample Size (N)	26
Total Difference (D)	163
Mean Difference (M_D)	6.269
Standard Deviation (S_D)	12.293
Standard Error (S_{M_D})	2.411
Critical Ratio ("t")	2.600

Comparison of Attitudes of the Lower Scholastic Aptitude
Levels of the Two Teaching Method Groups

The results presented in Table VII were calculated from data that were presented in Appendix D. Table VII

presents data that were necessary in testing the significance of the difference between the gains of the lower scholastic aptitude levels of the two teaching method groups. The "t" test was used to test the significance of the difference.

TABLE VII

RESULTS OF THE TEST OF SIGNIFICANCE APPLIED TO THE DIFFERENCE BETWEEN RAW SCORE GAINS OF THE LOWER SCHOLASTIC APTITUDE LEVELS OF THE TWO TEACHING METHOD GROUPS

Sample Size (N)	12
Total Difference (D)	72
Mean Difference (M_D)	6.000
Standard Deviation (S_D)	9.037
Standard Error (S_{M_D})	2.609
Critical Ratio ("t")	2.299

The critical ratio, from Guilford¹, at 11 degrees of freedom was found to be 2.201 at the .05 level of confidence and 3.106 at the .01 level. Since the critical ratio of 2.299 from Table VII falls between the two above ratios, the difference between the gains of the lower levels of the two teaching method groups was significant at the .05

¹Ibid.

level of confidence. It was concluded that the attitudes toward minority groups held by the lower scholastic aptitude level of the Experimental Group, were modified more favorably than those attitudes toward minority groups held by the lower level of the Control Group.

Reliability of Attitude Survey Instrument

Repetition of a test is the simplest method of determining its reliability. The test is given and then repeated on the same group and the correlation is calculated between the first and second sets of scores.¹ Since the pretest and posttest scores of the Control Group could meet this criterion, and the raw scores were readily available,² the Pearson-Product Moment³ coefficient of correlation (r) was calculated. The results are presented in summary form in Table VIII.

It was evident from Table VIII that there was a high correlation between the results of the pretest and posttest. The coefficient of correlation, $r = .82$, can be regarded as worthy of confidence since it is at least four times its probable error (PE) of .032.⁴

¹Garrett, op. cit., p. 381.

²See Appendix D of this study.

³Garrett, op. cit., p. 292.

⁴Ibid., p. 298.

TABLE VIII

COEFFICIENT OF CORRELATION BETWEEN THE PRETEST RAW SCORES
AND THE POSTTEST RAW SCORES OF THE CONTROL GROUP
ON THE ATTITUDE SURVEY INSTRUMENT

N	Pretest Mean	Posttest Mean	Calculated r	Probable Error
50	46.18	45.54	.82	.032

Approximately six weeks of time lapsed between the administering of A Survey of Attitudes Toward Minority Groups¹ to the Control Group as the pretest and posttest instrument of the experiment. This met the criterion described by Garrett² as the "Repetition Method" of testing reliability. Since r was calculated to be .82 and was determined to be worthy of confidence, it was concluded that the instrument was consistent and reliable.

Extraneous Developments During the Study

In conducting an experiment pertaining to attitude modification, the researcher must be concerned and aware of developments that are beyond the controls of the experiment

¹See Appendix A of this study.

²Garrett, op. cit., pp. 380-381.

which could affect the outcomes. With the awareness of the possibility of such extraneous developments occurring, a Control Group as well as the Experimental Group were established before the experiment was begun. Ostensibly, any extraneous developments affecting the attitudes of one group would affect the other similarly.

Table IX presents the means of both the pretest and posttest for the Experimental Group and the Control Group. The mean of the Experimental Group increased 6.48 points from the pretest to the posttest. The mean of the Control Group decreased .64 of one point from the pretest to the posttest.

TABLE IX

PRETEST AND POSTTEST MEANS FOR THE EXPERIMENTAL
GROUP AND THE CONTROL GROUP ON THE ATTITUDE

<u>Experimental Group</u>		<u>Control Group</u>	
Posttest Mean	Pretest Mean	Posttest Mean	Pretest Mean
52.46	45.98	45.54	46.18

Immediately preceding, and during the conduction of this study, several incidents occurred in the Jefferson community, school district, and in the nation that may have

affected the attitudes of the pupils toward minority groups, especially toward the Negro race. In view of the results of this study, it was deemed extremely important to present a brief summary of the incidents that occurred, particularly those that received major publicity via local news media.

Developments Preceding the Study. At the regular meeting of the Oklahoma City Board of Education, February 5, 1968, following the conduction of routine business, a patron from the northern part of the school district proposed a plan for the desegregation of the schools. In the opinion of the patron, the implementation of the plan by the Board would cause total desegregation of the pupils throughout the district. Basically, the plan called for: (1) Making all three-year high-schools into four-year high-schools, thus causing all junior high schools to retain only grades seven and eight, (2) arrange a system of transportation which would involve only the seventh and eighth grade pupils, transporting a certain number of the pupils from areas where they are of the majority race to junior high schools where their race would be in the minority, and (3) phasing out one new junior high school which has a predominant Negro enrollment, and making the school into a vocational-technical school. Three secondary schools were not included in the

plan because of their remoteness from the population center of the district.

The Board members listened patiently to the explanation of the plan making no comments or decisions following the presentation of the plan. Several other laymen and patrons spoke regarding the integration of the schools of the district. A large crowd of patrons from the district was in attendance. Before adjourning the meeting, the Board voted to request its attorney to compose a letter to send to the federal judge, requesting that the plan for integration¹ be delayed. This request was strongly urged by the president of the Board. Representatives of the press, radio, and television were present at the meeting and gave comprehensive coverage via their respective media.

On Saturday, February 10, 1968, in a special called meeting, the Board of Education, in an unexpected move, unanimously voted to forward a letter to the federal judge informing him of their intentions of implementing the court ordered plan for integration and consolidation of four schools within the district by Fall, 1968. This was one year earlier than the court had ordered. The president of the Board of Education was unable to attend this meeting

¹See pp. 10-11 of this study.

because of out-of-town business. The news media gave major publicity concerning the results of the meeting.

On Sunday afternoon, February 11, 1968, more than 90 parents¹ met in a home in the Jefferson Junior High School area to launch a drive to protest the possibility of forced transportation of pupils to implement integration. The group elected a five-member committee and charged them to prepare a petition stating their objections to any move by the Board of Education to make it mandatory that pupils be transported from one school to another for the purpose of integration of schools. Several of the elected committee members had children who attended Jefferson Junior High School. During the two-hour meeting, another such meeting was scheduled for the following Sunday to distribute the petitions.²

On Thursday, February 15, 1968, the Board of Education met again in a special called session.³ The Board listened to a proposed plan from one of its members

¹Capitol Hill Beacon (Oklahoma City, Oklahoma), February 16, 1968, p. 1.

²It should be noted that the Federal Court Order concerning integration of the schools of the district makes no mention of busing of students to implement the order.

³All Oklahoma City Board of Education special meetings during this period of time were publicly announced in advance.

concerning purposeful racial gerrymandering in the four affected school areas to reduce possible "white flight." The Board's advisory committee on race and human relations, after public hearings, had recommended a plan to retain 65 percent Caucasian and 35 percent Negro enrollment in the four affected schools.¹ The plan would not only implement the court order for integration but promote residential stability in the affected areas. In addition to this report, the Board listened to several patrons protest anew the school pairings and the Board's decision of Saturday, February 10, 1968, to implement the court order to consolidate the four schools by September, 1968. Several of the protests were strong and heated and some exhibited strong prejudice² toward minority groups. Several of those protesting were from the Jefferson school area with children enrolled in the school. The transportation of pupils was brought up again by several of the protestors from the southern part of the district.

On Sunday afternoon, February 18, 1968, one week after the initial meeting, approximately 500 persons, 95

¹The Oklahoma Journal (Midwest City, Oklahoma), February 16, 1968, p. 1.

²Capitol Hill Beacon (Oklahoma City, Oklahoma), February 22, 1968, p. 1.

per cent of them Capitol Hill residents,¹ met to launch the anti-transportation petition drive. The meeting had been called by the "Committee of Five." A majority of the speakers at the meeting stated firmly that "they were not fighting to stop integration of the school district, but were preparing in advance to prevent any move which would cause their children to be transported to a school outside their neighborhood."

The president of the Board of Education attended the meeting. He spoke briefly to the group stating he was opposed to transporting pupils to implement integration but that he did believe that the Board should subsidize transportation for the pupils in the four schools' area. He made several other comments about the implementation of the court-ordered integration plan for the schools. One metropolitan newspaper² reported in headlines and bold print "School Board Chief Backs Drive to Ax Bohanon Order."

Following the speeches, petitions were distributed to those in attendance. A door-to-door campaign to obtain signatures on the petitions in each precinct was agreed upon.

¹Ibid.

²The Daily Oklahoman (Oklahoma City, Oklahoma), February 19, 1968, p. 1.

The signed petitions were to be returned to one of the committee member's homes, in the Jefferson school area, on February 27, 1968. Since most of those in attendance were from the southern part of the school district, that area received comprehensive coverage in the circulation of the petitions.

Although the stated purpose of the circulation of the petitions was to oppose the transporting of children from one school to another to implement integration, little was done to suppress a few members who spoke openly against integration. One Jefferson area resident was quoted by a newspaper¹ as "summing up spectators' feelings when she spoke before a Board of Education meeting." She stated the integration plan was "something for nothing and that is the whole fallacy of the racial balance plan; the minority groups are demanding respect and it just can't be done; respect is earned." She was seated amid loud clapping and cheers from many of those in attendance at the Board of Education meeting.

These were the conditions that prevailed in the Jefferson School area immediately preceding the beginning

¹Capitol Hill Beacon (Oklahoma City, Oklahoma), February 22, 1968, p. 1.

of the experiment. It was assumed that many of the pupils of the two selected teaching method groups reflected the attitudes of their parents toward minority groups.

On February 26, 1968, the pretest attitude survey was administered to both teaching method groups. The teaching of the special unit, Living With Difference,¹ to the Experimental Group was begun on February 29, 1968. Although the two teachers were completely "sold" on the purposes for teaching the unit, it was begun under difficult and trying circumstances on their part because of the anticipated criticism from prejudiced and biased parents. They were put at ease when commended and assured by the school administration that they would receive complete support in their teaching endeavors.

Developments During the Study. On Sunday, March 3, 1968, another meeting of several hundred patrons was called to collect the additional petitions against "forced busing" of school pupils to implement integration within the school district. Only 5000 signatures² had been collected as of the deadline date, February 27, 1968. As in the past, the

¹See Appendix B of this study.

²The Oklahoma Journal (Midwest City, Oklahoma), March 3, 1968, p. 5.

meeting was held in the Jefferson Junior High School attendance area. Approximately 4000 petitions, each with space for 15 names, were supposedly in circulation. One of the "Committee of Five" was quoted by the press¹ that "as many as 60,000 signatures could possibly be collected."

By this time, press coverage of the meetings had become minimal, and what coverage there was, appeared beyond the first page of the newspapers. Since the Board of Education had still not officially made a statement or decision concerning busing as a part of the integration plan for the schools of the district, the heat and intensity of the drive for signatures on the petition became cooler and more subdued. The signed petitions were eventually given to the Board of Education who still had no official comment.

On Thursday, March 7, 1968, the Board of Education met and established boundaries for Harding and Northeast secondary schools for 1968-1969.² The boundaries were established to provide for an approximate student ratio of

¹Ibid.

²The Daily Oklahoman (Oklahoma City, Oklahoma), Friday, March 8, 1968, p. 1.

35 per cent Negro and 65 per cent Caucasian enrollment¹ for each school. The Board announced that the Central and Classen school boundaries would be established before September, 1968. The Board also announced their intentions of subsidizing public transportation for pupils in the Harding and Northeast areas but that there will be no "forced busing" of students. The news media coverage of the meeting was excellent as well as supportive.

On the national scene, during the week of March 4, 1968, the President's National Advisory Commission on Civil Disorders issued a bold 250,000 word report on existing conditions throughout our nation. The report was assumed to be "shocking" to a majority of white Americans according to the national news media. Its central conclusion could be summed up in the words of the Commission chairman, Illinois Governor Otto Kerner², that it is "white racism, not poverty or cynicism that was the basic cause of the riots and of the current schism in American life." Highly circulated weekly periodicals gave comprehensive

¹The Board received favorable and sorely needed support from the local daily newspapers, in their decision to implement school integration by consolidating the four schools in September, 1968.

²Donald Jackson, "Racism, Not Poverty or Cynicism, Caused the Riots," Life, LXIV (March 8, 1968), p. 98.

summaries of the report as well as excellent photographic examples of some of the described conditions. An entire issue of Life¹ was devoted to the Negro and the existing living conditions of the Negro in the major urban areas. Jefferson Junior High School's Instructional Media Center subscribes to several copies of these weekly periodicals. They are readily available for use by pupils and teachers.

During the last week in March, 1968, Martin Luther King, Jr., the leader of the nonviolent movement toward equal rights for all citizens, was in Memphis, Tennessee. He was there to lead a peaceful march on the city in support of the city's striking sanitation workers. During the march, a small group, not a part of King's group, were successful in starting a riot by attacking police, looting several stores, and leaving at least one person dead. King and his followers discontinued the march and took no part in the civil disorder. The results of this incident were reported nation-wide by the news media.

During their regular class periods on April 4, 1968, the two teaching method groups were administered the Attitude Survey instrument by the team of two teachers as the posttest of the experiment. By 6:00 p.m. of the same

¹Ibid.

date, Martin Luther King, Jr., the Nobel Peace Prize recipient of 1964, was dead. He had returned to Memphis to continue his peaceful endeavors in support of the civil rights of the sanitation workers of the city. He was killed by an assassin's bullet as he stood on the balcony of his motel.

It is difficult, if not impossible, to determine what affect these extraneous developments had on the attitudes held by the pupils toward minority groups. It was assumed that the local events were known by the pupils via parents and the news media. Perhaps the national events were known to many of the pupils through the same sources. It was assumed that the attitudes, held toward minority groups by the pupils of both teaching method groups, were affected similarly. Thus, it was concluded that the treatment received by the Experimental Group was successful in significantly modifying the attitudes favorably toward minority groups.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem was to determine the comparative effectiveness of teaching a special unit on human relations (Method A) and regular classroom teaching (Method B) in modifying ninth-grade pupils' attitudes toward minority groups. More specifically, the study attempted to determine if there were significant differences between changes in attitudes toward minority groups as reflected by Method A and Method B for the following subject groups: (1) Between the two sample groups, (2) between corresponding sexes of the two sample groups, and (3) between three corresponding scholastic aptitude levels of the two sample groups. The design of the study required the testing of a general hypothesis: there is no significant difference in the changes in ninth-grade pupils' attitudes toward minority groups whether they are taught the special unit in human relations (Method A) or taught regular course work (Method B).

In addition to the general null hypothesis, five subhypotheses were advanced: (1) there is no significant difference in the changes in female pupils' attitudes toward minority groups whether taught by Method A or Method B, (2) there is no significant difference in the changes in male pupils' attitudes toward minority groups whether taught by Method A or Method B, (3) there is no significant difference in the changes in the upper scholastic aptitude level pupils' attitudes toward minority groups whether taught by Method A or Method B, (4) there is no significant difference in the changes in the middle scholastic aptitude pupils' attitudes toward minority groups whether taught by Method A or Method B, and (5) there is no significant difference in the changes in the lower scholastic aptitude level pupils' attitudes toward minority groups whether taught by Method A or Method B. All hypotheses were tested at the .01 and the .05 levels of confidence.

The subjects were 215 ninth-grade pupils regularly enrolled in United States History during the second semester of the 1967-1968 school year. One hundred fifteen pupils were enrolled in a third period class and one hundred were enrolled in a fifth period class. Both classes were taught by the same team of two teachers, in the same classroom.

The fifth period class was chosen for the Experimental Group to be taught by Method A, the special unit in human relations. The third period class became the Control Group to be taught by Method B, the regular instructional procedure normally used in teaching United States History.

Samples of 50 pupils were selected from each class for the purposes of experiment. The sample subjects were selected, paired by scholastic aptitude (VR+NA of DAT) and sex and grouped in three scholastic aptitude levels. The upper level had six pairs of females and six pairs of males. The middle level contained thirteen pairs of females and thirteen pairs of males. The lower level was comprised of six pairs of females and six pairs of males. Together, the two sample groups contained 25 pairs of females and 25 pairs of males.

Using the scholastic aptitude scores (VR+NA), the mean raw score and the respective converted mean percentile scores of the sample groups were compared. In all cases, except one, the means were found to be the same for corresponding groups. The means of the middle scholastic aptitude level groups were found to be closely correlated.

Prior to the instruction of the special unit, both groups were given the Survey of Attitudes Toward Minority

Groups, as it appears in Appendix A of this study. Appendix B contains an outline of the special human relations unit, "Living With Difference," that was taught the Experimental Group. When the teaching of the unit was completed, the Survey of Attitudes Toward Minority Groups was again administered to both groups. The experiment was begun with the pretest on February 26, 1968, and was ended with the posttest on April 4, 1968. One week of spring vacation for staff and pupils occurred during the teaching of the unit.

At the conclusion of the experiment, the significance of the difference was tested between the changes in attitudes toward minority groups as was reflected by the difference in gains between the posttest and pretest scores of the two teaching method groups. A cursory examination of Appendix D of this study provides a realistic description of the statistical procedure followed in determining the change scores, or difference scores (D's) of the groups tested.

Major Findings

The "t" test of the significance of the mean difference was used to test all hypotheses of the study at the .05 and the .01 levels of confidence. The results obtained from testing the hypotheses were as follows: (1) the difference between the change in the Experimental

Group's attitudes toward minority groups and the change in the Control Group's attitudes was significant at the .01 level of confidence, (2) the difference between the change in the Experimental Group females' attitudes toward minority groups and the change in the Control Group females' attitudes was significant at the .01 level of confidence, (3) the difference between the change in the Experimental Group males' attitudes toward minority groups and the change in the Control Group males' attitudes was significant at the .05 level of confidence, (4) the difference between the change in the attitudes of the upper scholastic level of the Experimental Group toward minority groups and the change in the attitudes of the upper scholastic level of the Control Group was significant at the .01 level of confidence, (5) the difference between the change in the attitudes of the middle scholastic level of the Experimental Group toward minority groups and the change in the attitudes of the middle scholastic level of the Control Group was significant at the .05 level of confidence, and (6) the difference between the change in the attitudes of the lower scholastic level of the Experimental Group toward minority groups and the change in the attitudes of the lower scholastic level of the Control Group was significant at

the .05 level of confidence.

The Pearson-Product Moment coefficient of correlation was calculated to determine the reliability of the pretest-posttest attitude survey instrument. The pretest and posttest scores of the Control Group were used according to the repetition method of determining a test's reliability. The coefficient of correlation was found to be .82 with a probable error of .032. Therefore, the .82 was accepted as worthy of confidence and the attitude survey instrument was accepted as being reliable.

An explanation was given of some of the known extraneous developments that occurred preceding and during the study, that may have affected the subjects' attitudes toward minority groups. It was assumed that these developments affected the attitudes of the Experimental Group and the Control Group similarly. The degree to which the "halo affect" influenced the results of the study of course, is not known.

Conclusion

From the results of this experiment, the teaching of the special unit on human relations proved to be superior to that of regular instruction in modifying

pupils' attitudes favorably toward minority groups, regardless of the pupils' sex or scholastic aptitude.

The critical times in which we now live accent the need for effective experiences for children and adolescents designed to develop commitment to basic values and human rights of the American Democratic Society. Reduction of widespread prejudice and intolerance regarding race and religion is also a "must" for the years ahead. Programs of the type described herein can make that contribution.

Recommendations

The following recommendations are presented as a result of this investigation:

1. Further research could well be concerned with applying techniques similar to those used in the study to measure the long-range, or retention effect of such instruction on attitude modification of pupils toward minority groups.

2. Attempts should be continued to determine whether other teaching approaches, such as the utilization of well-planned and presented educational television programs and/or simulated experiences, regularly scheduled, can be effective in the modification of pupils' attitudes

toward minority groups. It should be remembered that the instruction identified as Methods A and B included both content and procedure in this study.

3. Instructional procedures, similar to those utilized in the teaching of the unit on human relations in the study, should be applied regularly as a part of the instructional programs, particularly during a period of time when human relationships are strained and affected by human conflicts reported by the news media.

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APPENDIXES

APPENDIX A

A SURVEY OF ATTITUDES TOWARD MINORITY GROUPS

PLEASE READ CAREFULLY: In this survey we are seeking to find out how you feel toward people of minority groups in our city, state, and nation. The answers you check will in no way affect your grade in this class.

INSTRUCTIONS: Read each statement carefully. Indicate your feeling about each statement by putting a check (✓) in the appropriate column. A check under "yes" means you agree with the statement and a check under "no" means you disagree with the statement. Be sure to put a check after each statement. Do not ask questions of anyone; just do the best you can.

STATEMENTS	YES	NO
1. All Americans have responsibility for helping Negro people better themselves.	<u>X</u>	_____
2. Negroes are generally inferior to whites.	_____	<u>X</u>
3. The dignity of the Negro is injured by segregation.	<u>X</u>	_____
4. Negroes moving into a predominately white residential area lower its standard of living.	_____	<u>X</u>
5. Negroes tend to achieve about the same as whites when they have equal opportunities.	<u>X</u>	_____
6. It would be a mistake to employ Negroes as supervisors over whites.	_____	<u>X</u>
7. It should be permissible for Negro and white youth to date each other.	<u>X</u>	_____
8. The Negro has gained enough equal rights through the recent civil rights legislation.	_____	<u>X</u>

STATEMENTS	YES	NO
9. Poverty for many Negroes has been caused by past injustices and discriminations.	<u>X</u>	<u> </u>
10. I'm for equality, but I think the civil rights movement is allowing Negroes opportunities before they are ready to assume the necessary responsibilities.	<u> </u>	<u>X</u>
11. The conditions of poverty found among many American Indians are the result of white man's injustices.	<u>X</u>	<u> </u>
12. American Indians do not constitute a racial problem in our society.	<u> </u>	<u>X</u>
13. American Indians would improve themselves if they were given additional opportunities.	<u>X</u>	<u> </u>
14. American Indians, in general, lack ambition.	<u> </u>	<u>X</u>
15. Tribal customs and culture prevent advancement of American Indian youth.	<u>X</u>	<u> </u>
16. Many American Indians desire modern standards of living.	<u>X</u>	<u> </u>
17. The normal ability of the American Indian is inferior to that of other races.	<u> </u>	<u>X</u>
18. We should be just as concerned about the equal rights of the American Indian as we are with the Negro even though the Indian race represents a much smaller percentage of our population.	<u>X</u>	<u> </u>
19. You cannot trust an American Indian's word.	<u> </u>	<u>X</u>
20. The American Indian has not been accepted with full citizenship privileges and opportunities.	<u>X</u>	<u> </u>

STATEMENTS	YES	NO
21. White people have every right to set themselves above and apart from people of other races.	<u> </u>	<u> X </u>
22. It is satisfactory for young people of different races to go to the same parties and dances.	<u> X </u>	<u> </u>
23. Minority groups should be satisfied with their present position in our society since their standard of living in the U.S. is higher than in other parts of the world.	<u> </u>	<u> X </u>
24. Laws forbidding marriage between the races are discriminatory.	<u> X </u>	<u> </u>
25. Minority groups are happier and have more freedom and initiative in their own separate communities.	<u> </u>	<u> X </u>
26. Uneducated white people are superior to the uneducated people of the minority races.	<u> </u>	<u> X </u>
27. Minority groups are pushing too fast for equal status with whites.	<u> </u>	<u> X </u>
28. If a member of a minority group such as a Negro, Mexican, Jew, etc. moved next door to me, I would continue to live where I am living.	<u> X </u>	<u> </u>
29. It is time to rigidly restrict or completely stop immigration of all foreigners.	<u> </u>	<u> X </u>
30. Most members of minority groups are patriotic and willing to make sacrifices for our country.	<u> X </u>	<u> </u>
31. Negroes will be happier in a church whose congregation is composed of their own kind.	<u> </u>	<u> X </u>

STATEMENTS	YES	NO
32. All churches should permit Negroes to join their congregations.	<u>X</u>	<u> </u>
33. The thousands of Jews who were killed by the Nazis during Hitler's reign was necessary to break the financial stranglehold the Jews had over Germany.	<u> </u>	<u>X</u>
34. If a Negro were to join my church I would continue to attend my church.	<u>X</u>	<u> </u>
35. Religious practices of Negroes reflect more emotionalism than devotion to God.	<u> </u>	<u>X</u>
36. The recent opinion handed down by the Supreme Court banning prayers and Bible reading in public schools supports this nation's belief in God.	<u>X</u>	<u> </u>
37. Religions such as Hinduism, Islam, etc., are not of Western culture and should not be practiced in our country.	<u> </u>	<u>X</u>
38. A person's religion is his own personal business and should not affect his acceptance in the community.	<u>X</u>	<u> </u>
39. Although I try, I just can't accept people or religious beliefs differing greatly from my own beliefs.	<u> </u>	<u>X</u>
40. If Jews are persecuted or discriminated against, it is basically the fault of the majority groups.	<u>X</u>	<u> </u>
41. Poverty is usually due to lack of self-control, will-power, or the desire to get ahead.	<u> </u>	<u>X</u>
42. Minority groups have lower standards of living mainly due to discrimination.	<u>X</u>	<u> </u>

STATEMENTS	YES	NO
43. The greatest percentage of criminals comes from minority groups because minority group people are criminally inclined.	<u> </u>	<u> X </u>
44. People should be allowed to live where they please if they can afford the price of the purchase.	<u> X </u>	<u> </u>
45. All persons, regardless of race, religion, or sex have equal opportunities in our nation.	<u> </u>	<u> X </u>
46. A man should be able to sell or trade to whom he pleases.	<u> X </u>	<u> </u>
47. Adequate opportunity has always been available to anyone who is willing to work hard.	<u> </u>	<u> X </u>
48. Current television programing tends to "underplay" the depressed, poverty stricken conditions of the Negro race in contrast to other minority groups.	<u> X </u>	<u> </u>
49. Urban renewal and government financed low rent housing places an unfair tax burden on the American people.	<u> </u>	<u> X </u>
50. White people should be held responsible for the condition of minority groups because minority group peoples do not control their own destiny.	<u> X </u>	<u> </u>
51. Racially mixed schools tend to lower the academic standards of schools and causes white children to learn below their potential.	<u> </u>	<u> X </u>
52. All children should be taught the basic principles of human relations so that they can develop appropriate attitudes toward all people.	<u> X </u>	<u> </u>

STATEMENTS	YES	NO
53. The Supreme Court was wrong in the 1954 ruling that Negro schools, separate but equal to white schools, were in violation of the U.S. Constitution.	<u> </u>	<u> X </u>
54. If given the same opportunities, minority group people can learn as easily as whites.	<u> X </u>	<u> </u>
55. Negro teachers will find it difficult to discipline white students because of their apprehension over contact with white parents, thus they will tend to avoid such behavior.	<u> </u>	<u> X </u>
56. Group intelligence tests tend to be more difficult for pupils from a poor or culturally deprived home.	<u> X </u>	<u> </u>
57. Developing knowledge and understanding of human rights is taught by most public schools.	<u> </u>	<u> X </u>
58. One of the major obstacles to improved human relations in education is teacher attitudes toward low ability pupils and problem pupils.	<u> X </u>	<u> </u>
59. Segregated schools exist only in the south.	<u> </u>	<u> X </u>
60. Negro teachers should be integrated into formerly all white faculties as schools are desegregated.	<u> X </u>	<u> </u>
61. White people founded, developed and advanced civilization and culture in America. Therefore, they should determine how we live and conduct our affairs.	<u> </u>	<u> X </u>
62. Equality of opportunity is impossible when there is racial segregation.	<u> X </u>	<u> </u>

STATEMENTS	YES	NO
63. Laws are necessary to prevent massive intermarriage between whites and minority groups.	<u> </u>	<u> X </u>
64. There is a great difference in Martin Luther King's approach to solving civil rights issues and Stokely Carmichael's approach.	<u> X </u>	<u> </u>
65. The courts have become too lenient with law violators from minority groups.	<u> </u>	<u> X </u>
66. I believe laws forcing "open housing" are constitutional.	<u> X </u>	<u> </u>
67. Justice for the individual appears to be proportional to ones financial resources.	<u> </u>	<u> X </u>
68. The courts are fair today and all can expect to receive justice.	<u> X </u>	<u> </u>
69. Public laws supporting restricted housing should be permitted.	<u> </u>	<u> X </u>
70. Negroes get impartial treatment in the courts today.	<u> X </u>	<u> </u>
71. The federal government should let every state determine its own laws regarding minority group peoples.	<u> </u>	<u> X </u>
72. Most of the advances made during the recent years in desegregation are the direct result of the federal government, and would not have been accomplished by individual states.	<u> X </u>	<u> </u>
73. It is time for the government to increase its pace in the area of civil rights legislation because public opinion polls show a rise in the percentage of people who believe that the pace toward equal rights is going too slow.	<u> X </u>	<u> </u>

STATEMENTS	YES	NO
74. Government should assert its power and authority and put an end to civil rights demonstrations and other minority group movements of this nature.	<u> </u>	<u> X </u>
75. The federal government is wrong in forcing the owner and/or the operator of a business to open his establishment to use by Negroes, or other unwanted groups.	<u> </u>	<u> X </u>
76. You can legislate laws, but you can't legislate morals.	<u> X </u>	<u> </u>
77. States rights are of a higher order than civil rights.	<u> </u>	<u> X </u>
78. The defeat of some civil rights legislation during the 1966 session of Congress was bad because the civil rights movement needs more support.	<u> X </u>	<u> </u>
79. Our society needs fewer welfare programs today and more emphasis put on a free enterprise system.	<u> </u>	<u> X </u>
80. Enough has been said about majority group rights. It's time to recognize the minority group rights.	<u> X </u>	<u> </u>

APPENDIX B

LIVING WITH DIFFERENCE: A Unit of Study on Human Relations for Junior High School

Major Objective: This unit of study is an attempt to modify attitudes favorably toward minority groups.

LESSON PLAN I. GROUPS AND SOCIAL ROLES IN SOCIETY

A. Purpose of this period of instruction:

1. To introduce the unit.
2. To show that every human being belongs to a number of groups.
 - a) How groups affect the individual
 - b) Definition of group
 - c) Types of groups
3. To show that every group is a complex of social roles. As a member of various groups, a person may learn and assume different roles during a particular period of his life and at various stages in his development.

B. Outline of content to be covered:

1. Initiate lesson with a brief discussion of groups.
2. Summarize groups and introduce social roles.

C. Student activities:

1. Ask members of the class to list all the groups to which they belong.
2. Use 10 to 15 pictures (from newspapers, magazines, etc.) on opaque projector showing different groups in action. As pupils see these pictures, answer questions.

3. Divide class into discussion group - evaluate how important group is to its members (from master list of groups).
4. Individual reading of "All the world's a stage . ." from Shakespeare's As You Like It.
 - a) Find contemporary examples to discuss.
 - b) Ask pupils to list different roles they play.
5. Hand out sheet on lecture material - discussion groups.

LESSON PLAN II. SOCIALIZATION OF THE INDIVIDUAL

A. Purpose of this period of instruction:

1. To reinforce and evaluate pupils' understanding of Lesson I.
2. To develop an understanding of and an appreciation for the socialization process.
 - a) Particularly, that prejudices are learned.

B. Outline of content to be covered:

1. Discuss handout sheet 5 from Lesson I.
2. Introductory lecture on the socialization process.
3. Read aloud short story regarding Korean girl adopted as a baby into an American family.
4. Ask the following questions and discuss.
 - a) What language do you think the girl would speak?
 - b) How might she dress?
 - c) What foods do you believe she would like the best?
 - d) What country might she love the most?
5. Recording from South Pacific - "You've Got To Be Carefully Taught" - discuss.

C. Student activities:

1. Essay quiz # 1.
2. Reading assignment: "People Aren't Born Prejudiced" by Ian Stevenson, M. D.
3. Questions over reading assignment -
(To be answered in small discussion groups)

LESSON PLAN III. TYPES OF BEHAVIOR THAT INDICATE PREJUDICE

A. Purpose of this period of instruction:

1. To review lessons I and II.
2. To move the class further toward an attitude change regarding prejudice.
3. To introduce types of behavior that indicate the presence of prejudice.
4. To show how to recognize stereotype thinking.

B. Outline of content to be covered:

1. Discuss handout sheets 6 and 7 and Quiz # 1.
2. Introductory lecture on types of behavior that indicate the presence of prejudice.
3. Explain rumor mill activity.

C. Student activities:

1. Rumor mill (To illustrate the effects of stereotype thinking.)
2. Reading assignment:

"Don't Let Stereotypes Warp Your Judgment"
by Robert L. Heilbroner
3. Questions over reading assignment - Discussion groups.

4. Assignment: Explain in your own words:

"Begin with an individual, and before you know it you have created a type; begin with a type, and you find you have created - - - nothing."

F. Scott Fitzgerald

LESSON PLAN IV. INTERDEPENDENCY IN MODERN SOCIETY

A. Purpose of this period of instruction:

1. To develop an understanding that members of a modern society are greatly dependent upon one another for the satisfaction of many of their basic and acquired needs.
2. To show why prejudice is directed toward minority groups.

B. Outline of content to be covered:

1. Brief introduction on interdependency.
2. Guest speaker: Mr. Perry Lusk
Regional Director
National Conference of Christians
and Jews.

Topic: "Prejudice, behavior that indicates prejudice and why this behavior is directed toward minority groups."

C. Student activities:

1. Problem situation - Divide into discussion groups to solve.
2. Summarize and discuss guest speaker's talk.
3. Assignment: Individual essays around theme of interdependence stimulated by the following quotation:

"No man is an island, entire of itself; every man
is a piece of the continent, part of the main;
. . .

Any man's death diminishes me, because I am in-
volved in mankind; and therefore never send to
know for whom the bell tolls; it tolls for thee."
John Donne.

LESSON PLAN V. GREAT WORLD IDEAS OPPOSE PREJUDICE

- A. Purpose of this period of instruction:
 - 1. To show how Great World Ideas (Democracy-Religion-Science-Law) oppose prejudice.
- B. Outline of content to be covered:
 - 1. Filmstrip: "Exploding the Myths of Prejudice" Part I.
 - 2. Lecture - "Great World Ideas Oppose Prejudice"
 - 3. Film: "Brotherhood of Man."
- C. Student activities:
 - 1. Discussion groups: Questions over filmstrip.
 - 2. Discussion groups: Questions over lecture.
 - 3. Assignment:
 - a) "Race and Ability" Time magazine essay, September 29, 1967.
 - b) Answer questions over reading assignment.

LESSON PLAN VI. MINORITY GROUPS IN AMERICA

- A. Purpose of this period of instruction:
 - 1. To acquaint the class with the histories and contributions of minority groups in America.

B. Outline of content to be covered:

1. Film: "Boundary Lines"
2. Brief introductory lecture on minority groups in America.
3. Filmstrips: Minority Group Histories
 - a) Jews
 - b) Irish
 - c) Negroes

C. Student activities:

1. Discussion groups: Questions from filmstrips and lecture notes.
2. Individual study: Review of terms.

LESSON PLAN VII. MINORITY GROUPS IN AMERICA

A. Purpose of this period of instruction:

1. To review the history of the American Negro.

B. Outline of content:

1. History of negroes in America since the Civil War.
2. Economic implication of the 14th Amendment.

C. Student activities:

1. Discussion groups: Questions from filmstrips and lecture notes from previous lesson.
2. Individual study: Review of terms.
3. Reading assignment:

"The Free Negro in the South Before the Civil War."
4. Discussion groups: Handout sheets: 16-17-18-19-20.

5. Assignment:

- a) Read - "Economic Implications of the 14th Amendment."
- b) On a separate sheet of paper - Answer four questions over reading assignment.

LESSON VIII. RELIGIOUS DIFFERENCES

A. Purpose of this period of instruction:

- 1. To show that America was colonized by people of many different religious faiths.
- 2. To review (briefly) the history of religious intolerance and conflict.
- 3. To show contributions of various religious groups to American Democracy.
- 4. To develop understandings of the major religions of the world.

B. Outline of content to be covered:

- 1. Introductory lecture on Religion in America.
- 2. Film: "Major Religions of the World."

C. Student activities:

- 1. Discussion groups

Classnotes

Filmsheet

LESSON PLAN IX. EDUCATIONAL AND ECONOMIC OPPORTUNITIES
IN AMERICA

A. Purpose of this period of instruction:

- 1. To show the inequality of educational and economic opportunities in America.

B. Outline of content to be covered:

1. Introductory lecture on economic freedom.
2. Overhead Projector: Two overheads on economic opportunities.
3. Lecture on educational opportunities.

C. Student activities:

1. Handout sheet on lecture material for small group discussion.
2. Problem situation: "If you were a Negro what would you do?"

LESSON PLAN X. POLITICS AND DESEGREGATION

A. Purpose of this period of instruction:

1. To survey the development of laws regarding minority groups.

B. Outline of content to be covered:

1. Introductory lecture on "The Right to Vote" and some of the major discriminatory devices.
2. Film: "The Right to Vote."

C. Student activities:

1. Discussion groups: Lecture notes.

LESSON XI. POLITICS AND DESEGREGATION

A. Purpose of this period of instruction:

1. To review major concepts of the unit.
2. To summarize the Civil Rights Act of 1964.

B. Outline of content to be covered:

1. Review of major concepts.
2. The Civil Rights Act of 1964 and Education.

C. Student activities:

1. Individual study of review sheet.
2. Small group discussion.
3. Reading assignment.
4. Homework assignment over reading material.

LESSON PLAN XII. POLITICS AND DESEGREGATION (continued)

A. Purpose of this period of instruction:

1. To develop an understanding of the Civil Rights Acts.
2. To develop an understanding of Negro history since 1877 with emphasis on why there was a renewal of civil rights demands since 1950.
3. To test for an understanding of terms and major concepts of unit.

B. Outline of content to be covered:

1. The Civil Rights Acts.
2. History of American Negro since 1877.

C. Student activities:

1. Class discussion of Civil Rights.
2. Class discussion of Civil Rights Acts.
3. Film: "History of American Negro since 1877; the Freedom Movement."

4. Small group discussion of film.
5. Individual study for quiz.
6. Quiz.

LESSON PLAN XIII. THE FUTURE OF EQUALITY

A. Purpose of this period of instruction:

1. To move the class further toward a favorable attitude change toward minority groups.
2. To evaluate how well this unit did modify attitudes favorably toward minority groups.

B. Outline of content to be covered:

1. "Prejudice against the members of a minority group or the people of other countries is a luxury we can increasingly ill afford."

C. Student activities:

1. Class discussion.
2. Posttest - using attitude survey.

APPENDIX C

VR+NA RAW SCORES AND PERCENTILES OF THE DAT FOR THE TWO TEACHING METHOD GROUPS

Levels	Subjects	Sex	Method Group A		Method Group B	
			VR+NA Raw Score	VR+NA Percent- ile	VR+NA Raw Score	VR+NA Percent- ile
Upper Level	1	F	57	80	58	80
	2	F	56	75	59	80
	3	M	56	75	54	75
	4	M	55	75	55	75
	5	M	52	70	54	75
	6	F	52	70	51	70
	7	F	51	70	52	70
	8	M	52	70	53	70
	9	M	49	65	52	70
	10	M	50	65	50	65
	11	F	47	60	48	65
	12	F	46	60	45	60
Middle Level	13	F	43	55	43	55
	14	M	46	55	44	55
	15	M	46	55	41	50
	16	M	45	55	41	50
	17	F	40	50	44	55
	18	F	41	50	40	50
	19	F	41	50	42	50
	20	M	50	42	42	50
	21	M	43	50	43	50
	22	M	42	50	38	45
	23	F	40	50	42	50
	24	F	38	45	39	45
	25	F	38	45	39	45
	26	M	39	45	38	45
	27	M	38	45	39	45
	28	M	38	45	38	45
	29	M	40	45	39	45
	30	M	39	45	39	45
	31	M	40	45	36	40
	32	F	37	40	36	40

APPENDIX C (continued)

Levels	Subjects	Sex	Method Group A		Method Group B	
			VR+NA Raw Score	VR+NA Percent- ile	VR+NA Raw Score	VR+NA Percent- ile
Middle Level (con- tinued)	33	F	35	40	37	40
	34	F	36	40	35	40
	35	F	37	40	35	40
	36	F	36	40	35	40
	37	F	37	40	36	40
	38	M	36	40	36	40
Lower Level	39	M	34	35	35	35
	40	M	35	35	34	35
	41	F	34	35	33	35
	42	F	32	35	34	35
	43	F	34	35	33	35
	44	M	32	30	32	30
	45	M	33	30	33	30
	46	F	28	25	31	30
	47	F	29	25	29	25
	48	F	29	25	29	25
	49	M	31	25	30	25
	50	M	30	25	30	25

APPENDIX D

ATTITUDE PRETEST AND POSTTEST RAW SCORES, GAINS BETWEEN THEM, AND DIFFERENCES BETWEEN GAINS FOR THE TWO TEACHING METHOD GROUPS

Level	Sub- jects	Sex	Method Group A			Method Group B			Change Differ- ence
			Post- test	Pre- test	Gain	Post- test	Pre- test	Gain	
Upper Level	1	F	67	54	13	46	44	2	11
	2	F	62	47	15	41	45	-4	19
	3	M	43	37	6	51	53	-2	8
	4	M	50	58	-8	57	58	-1	-7
	5	M	63	51	12	49	41	8	4
	6	F	66	57	9	49	57	-8	17
	7	F	58	41	17	37	39	-2	19
	8	M	42	51	-9	58	57	1	-10
	9	M	43	45	-2	38	39	-1	-1
	10	M	51	41	10	42	54	-12	22
	11	F	51	27	24	56	63	-7	31
	12	F	57	43	14	64	66	-2	16
Middle Level	13	F	70	44	34	53	56	-3	37
	14	M	66	55	11	54	55	-1	12
	15	M	50	48	2	24	40	-16	18
	16	M	53	38	15	40	37	3	12
	17	F	48	34	14	62	65	-3	17
	18	F	53	57	-4	52	49	3	-7
	19	F	42	36	6	41	45	-4	10
	20	M	58	49	9	20	32	-12	21
	21	M	67	56	11	45	37	8	3
	22	M	69	39	30	39	42	-3	33
	23	F	47	49	-2	54	44	10	-12
	24	F	63	58	5	65	65	0	5
	25	F	42	42	0	37	39	-2	2
	26	M	34	36	-2	38	48	-10	8
	27	M	45	42	3	50	40	10	-7
	28	M	37	28	9	24	37	-13	22
	29	M	45	40	5	38	29	9	-4
	30	M	31	35	-4	46	45	1	-5
	31	M	43	46	-3	49	49	0	-3
	32	F	62	54	8	35	29	6	2

APPENDIX D (continued)

Level	Sub- jects	Sex	Method Group A			Method Group B			Change Differ- ence
			Post- test	Pre- test	Gain	Post- test	Pre- test	Gain	
Middle Level (con- tinued)	33	F	50	51	-1	26	32	-6	5
	34	F	59	56	3	27	27	0	3
	35	F	71	66	5	53	51	2	3
	36	F	62	41	21	57	40	17	4
	37	F	56	55	1	64	56	8	-7
	38	M	50	56	-6	30	27	3	-9
Lower Level	39	M	28	32	-4	53	46	7	-11
	40	M	48	47	1	57	51	6	-5
	41	F	55	48	7	35	43	-8	15
	42	F	57	58	-1	61	64	-3	2
	43	F	46	28	18	45	47	-2	20
	44	M	47	37	10	59	59	0	10
	45	M	57	52	5	35	31	4	1
	46	F	53	53	0	43	39	4	-4
	47	F	58	53	5	41	48	-7	12
	48	F	51	44	7	49	56	-7	14
	49	M	50	41	9	42	45	-3	12
	50	M	47	43	4	46	48	-2	6

N = 50

Total Difference = 364

 M_D , Mean Difference Between Groups = 7.280 S_D , Standard Deviation of Group Differences = 11.601