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THE EFFECT OF SCHOOL BUSSING ON
BLACK STUDENT ATTITUDE TOWARD SCHOOL

BY

WILLIAM STANLEY NOWAK

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THESIS

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
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J. Paul Rabiner
In Charge of Thesis

Gregory A. Allen
Head of Department

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Recommendation concurred in†

Committee
on
Final Examination†

† Required for doctor's degree but not for master's.

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Chapter I

INTRODUCTION

Integration is one of the biggest problems in the United States today, especially in the realm of black education. Before 1954 the Negro was deprived of his full rights as a United States citizen. Because of the United States Supreme Court's decision in "Segregation Cases," the 58-year-old Plessy vs. Ferguson doctrine of "separate but equal" gave constitutional sanction to the practice of public school segregation. Then, on May 17, 1954, the Supreme Court ruled that in the field of public education the doctrine of "separate but equal" has no legality. Separate educational facilities are inherently unequal. The case of Brown vs. Board of Education of Topeka, Kansas, 98L.Ed.823, overturned the Plessy vs. Ferguson ruling. Chief Justice Warren commented that segregation deprived "equal protection" of the laws guaranteed by the Fourteenth Amendment. He also commented that separate facilities had detrimental psychological effects upon colored children.¹ Thus, since 1954, the racial segregation of public school pupils has been outlawed. Whether or not the "equal protection" clause also compels racial integration of pupils is a question which the courts have not yet answered.

¹"Public School Segregation and Integration in the North." The Journal of Intergroup Relations, 1963, pp. 3-5.

Many forms of school integration evolved after the Brown decision of 1954. Some examples of this are: 1) free choice of school (all schools in the system are open to any eligible pupils without regard to race or residence), 2) rezoning of attendance areas for all schools (white and Negro pupils living within a delineated area are automatically assigned to the school therein), 3) individual pupil assignment (each pupil is judged by established criteria and assigned to the school found to be appropriate), 4) bussing for integration.² This study will primarily deal with bussing and the attitudes of the bussed Negroes toward school.

The evolution of the concept of "bussing" as a technique for increasing the probability of equal educational opportunity for the black, has two main points: 1) The role of the public school is a dynamic force in permitting the adoption of cultural traits of another group. It views the strength of society as an outgrowth of its ability to absorb divergent, even conflicting, traditions and forge a "mainstream" which can be owned by all segments; 2) Bussing is an empirical point of interest. It is an intervention which faces up to the evidence about the overwhelming burden which faces the neighborhood school in the ghetto."³

²"Education." 1961 United States Commission on Civil Rights Report, Washington, 1961, p. 17.

³T. W. Mahan, "Bussing of Students for Equal Opportunity," Journal of Negro Education XXXVII, Summer, 1969, pp. 291-300.

Bussing's main battle is against de facto segregation. De facto segregation exists when a school district is divided into all white schools and all black schools. One finds this continually happening in our bigger cities. When over-urbanization forces whites to the suburbs, the minority classes take over the old inner-city areas. The separation of black and white children is in itself an inhibiting factor. In any community where one school is black and one predominantly white, nobody needs to be told which is considered the good school. The implication, and not infrequently the assertion, that the Negro school is "undesirable" disheartens both pupils and teachers and limits their expectations. Because it saps the pupil's motivation, his achievement level drops below his actual capacity and gives ostensible confirmation to the fear that he is somehow deficient. In other words, the school which should help him to resolve his self-doubts, strengthen his self-respect and encourage his aspirations, actually does the reverse.⁴ /The Coleman Report on Equality of Educational Opportunity, points out that the average white student's achievement seems to be less affected by the strength or weakness of his school, facilities, curriculum, and teachers, while the achievement of minority pupils depends more on the schools they attend. Some inferences from the Coleman Report are: 1) Improving the minorities'

⁴United States of America v. School District 151 of Cook County, Illinois, 1969, p. 3.

schools may increase achievement; 2) Teacher quality seems more important to minority achievement; and 3) If a child is in an environment of excellence, he will excel.⁵ Some educators suggest that bussing could be the answer in rectifying de facto segregation and increasing integration.

Other educators see no worthwhile place for bussing in education. They see no magic in placing a black child next to a white child who suddenly transforms the non-white child into a better student. Rather, the assumptions have to do with the style of learning, reinforcement, level of expectation and modeling. In brief, the ghetto child enters school with a "style of learning" which does not generally facilitate school success. Because of the homogeneity of the ghetto school this style or pattern is reinforced by the general population and eventually the expectation is that this pattern will persist and dominate. In contrast, when the ghetto child is placed in a suburban school, his crystallized pattern is confronted with new situations and reactions. There is a tendency for the pattern to become less stable because of different response sets and different expectations. The characteristics of the majority of the pupils in a classroom are a powerful determinant of individual pupil behavior and of teacher interaction including teacher expectation.⁶

⁵Ibid.

⁶T. W. Mahan, op. cit., pp. 293-4.

Technologically, bussing is a successful means to achieve integration, but it also creates many social problems. School systems must re-evaluate their bussing programs to determine the total effects on the bussed child. For the bussed child must directly face the pressures created by these programs.

Statement of the Problem

How do Negro children view school and school associations when they are transported from their home communities in order to achieve racial balance?

Questions to be Answered

This study will attempt to answer the following questions:

1. Are there problems for black students which are created by school-community resistance to forced integration?
2. Do schools adopt a double standard in regard to disciplining black students?
3. Are there differences in black students' cultural, environmental and socio-economic backgrounds that affect peer relationships?
4. Do experiences in a different school setting result in changed goals and aspirations that affect black students' home life?
5. Do black students demonstrate acceptance of the new school by participating in school activities?
6. Is the curriculum and the ratio of black teachers adapted to the needs of the black students?

Significance of the Study

The purpose of this investigation is to determine the effect of school bussing on the black students' attitudes toward school.

There have been many studies directed at teachers' opinions and administrators' opinions in regard to bussing, without concern to the bussed child's opinion. This study will focus on this dimension of the problem.

Limitations

1. The study is limited to seventh and ninth grade students at Thomas Jefferson Junior High School and tenth and twelfth grade students at Centennial High School. Both of these schools are located in Champaign, Illinois, Unit 4 School District.

2. The population of this study is limited to Negro students bussed out of their neighborhood school districts.

3. The study has limitations imposed by the individual principals. The high school students could only be contacted through a mailed questionnaire, while the junior high school permitted personal contact, during school time, for completing the questionnaire.

4. The study is limited to a sampling of twenty-four seventh graders, twenty-four ninth graders, eleven tenth graders and eleven twelfth graders.

5. The study is limited to a single response from each person in the sample.

Definition of Terms

The following definitions may serve to clarify significant terms basic to this study.

1. Attitude = "A mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." (See Chart I).

2. Integration = A means of moving from the imposition of caste and class barriers of many kinds...to free association on the basis of freedom of choice, guided by purposes of work and play and by thoughtful selection rather than mass labelling and rejections. (By Giles)

3. Bussing = An integration technique for increasing the probability of equal educational opportunity for the black. (T. W. Mahan)

Chapter II
RELATED RESEARCH

Racial integration is a declared policy supported by all three branches of the federal government. Citizens have realized that the future of the nation depends upon unity in its economic, social, political and spiritual life. Lack of racial harmony, with its problems, presents the greatest threat to national unity.¹ Today, education is perhaps the most important function of state and local government. It is the very foundation of good citizenship. Today it is the principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment.²

School Community and Parents Reaction to Bussing

T. W. Mahan summarized four previous bussing programs in relation to community and parental feelings. The four programs were: Boston METCO (1966), Hartford Project Concern (1966), Rochester (1965) White Plains (1964). The white communities' vigorous objections were: A) It is the city's

¹H. T. Johnson, "Integration: An Assessment," Educational Leader, XXVI November, 1968, pp. 147-50.

²K. Penfield, "Northern Urban Community's Attitude Toward Racial Imbalances in Schools and Classrooms," School Review, LXXIV Winter, 1966, pp. 359-60.

problem and let them solve it; B) If "they" want to move out here, let "them" work their way up as we did; C) Bussing will dilute the quality of our suburban schools; D) The disparity of experience will be psychologically traumatic; E) "They" will be happier in their neighborhood school, and F) It would be better to spend the money for improvements in the ghetto schools.³ The black community viewed bussing in many ways. Many Negro leaders stated a preference for separatism and local black control of schools. Yet, despite this cry, and articles in the news media, the burden of the evidence suggests that most Negro parents see the white school as providing increased educational opportunity for their children.³

Other black parents feel that bussing has benefits and drawbacks. The "Instructor" (Magazine) conducted interviews of black parents whose children were being bussed out of their school districts. Half the mothers interviewed were against their children continuing in the bussing program. Their chief objections were: 1) The loneliness their child feels; 2) The isolation from his own group once he returns to the neighborhood; 3) The failure of the total experience to build his self-image.¹ These parents felt that if integration is to work it must be on a fifty-fifty basis with the school ideally balanced evenly between two groups, so that inner-city children have equal opportunities with

³T. W. Mahan, op. cit.

suburban pupils to register their presence in the power structure of the school.⁴

Bernard Bond (school principal) has shown that children involved in a voluntary bussing program in Bedford Stuyesant, did as well or better than they were doing in their neighborhood schools. Parents were convinced that their children were getting a more realistic preparation for multi-racial city life.⁵

School bussing also causes parental anxiety. In a study of a medium sized northern city, L. T. Clark, Professor of Sociology at Pennsylvania State University, found: 1) Parents of bussed children are more concerned with technical problems than "psychological" ones; 2) Host parents were found to interject fears that bussed children would face psychological maladjustment; and 3) 84% of host mothers anticipated trouble from the bussed children. Clark, through further examination, found host parents were concerned about the standards of the school being lowered due to the presence of bussed children. They rationalized by imagining changes that would come about by bussing. Parents usually felt their children were too exceptional to let bussing affect them, but that it could affect others less exceptional. Aspiring white parents see bussing as: A) Impairing the interest of their children; B) Their children being held back in class because

⁴"Is Bussing the Answer," Instructor, LXXIX, October, 1969, pp. 123-4.

⁵Bernard Bond, "Brooklyn's Bus to Equality," Life, September 25, 1964,

of the advantaged in the same class; and C) Depriving their children of the best education in the long run.⁶

Parker and Kleiner's study of a Philadelphia Negro community found: Negroes in the higher status positions tend to have values more similar to those of the white middle class, stronger desires to associate with whites, more internalization of negative attitudes toward other Negroes and relatively weaker ethnic identification, than individuals in lower status positions. Education is highly related to social mobility for it is a steppingstone to non-manual occupations and the wider sphere of middle class life. Even though education may be seen as an avenue of mobility by many Negroes, many of the low status Negroes included in the current study do not seem to view desegregated education to be worth the "price" of inconvenience, "status risk," or whatever.

This study was concerned with educational aspirations, expectations, and opinions about education required by the bussing decision. The following questions were asked of the Negro parents in the Parker and Kleiner Study:

Aspirations	Acceptors	Refusers
1) Does your child need more than a high school education to make a decent living?	44%	51%
2) Would you like your child to finish more than a high school education?	85%	83%
3) Do you expect your child to finish his high school education?	24%	43%

⁶L. T. Clark, "School Bussing and Parental Anxiety: Concerning Negro Ghetto Children," School and Society, Vol. 97, January, 1969, pp. 5-6.

It is apparent that refusers and acceptors tend to agree that under ideal conditions they would like the child to have more than a high school education (85% v. 83%). On the other hand, there is less agreement among respondents that such high school education is necessary to earn what they consider a "decent living," even though there is little difference between acceptors and refusers in this regard (44% v. 51%). What is surprising, however, is that the acceptors are less likely than the refusers to expect the bussed child to finish more than a high school education (24% v. 43%).⁷

Administrators and Teachers Reactions to Bussing.

Opinion Poll -- A heavy 74 per cent of the nation's school superintendents would not support bussing as a desegregation measure, and they do not think their communities would either.

Questions asked were:

- 1) Does your district do any bussing of students?
Yes 88% No 12%
- 2) If yes, is the bussing for desegregation purpose?
Yes 3% No 97%
- 3) Do you believe that bussing is:
47% an educational advantage 35% an unimportant
10% an educational disadvantage factor in educ.
8% Other
- 4) Would you as an educator, support bussing for desegregation purpose?
Yes 26% No 74%

⁷L. T. Cagle and J. Beker, "Social Characteristics and Educational Aspirations of Northern Lower Class, Predominantly Negro Parents Who Accept and Decline School Integration," Journal of Negro Education XXXVII Fall, 1968, pp. 406-17.

- 5) Do you believe that your community would support bussing?
 Yes 20% No 80%
- 6) Do you believe the key provision in a bussing program is it should give parents the option of withdrawing?
 Yes 24% No 27% Don't Know 49%

A survey based on a 4% proportional sampling of 16,000 school administrators in fifty states. It brought 45% response. Three out of four administrators frowned on bussing for desegregation.⁸

Opinion Poll -- The National Education Association conducted an opinion poll on the teachers' reaction to bussing. The questions asked were: 1) Children should be exchanged between central city and suburban schools. In favor, 17.4%. 2) Children from the central city should be transported to suburban schools only. In favor, 4%. 3) Children from suburban schools should be transported to central city schools only. In favor, 1.1%. 4) Children should not be bussed between school systems to achieve racial balance. In favor, 78%. Opinion of urban, suburban and rural teachers in different regions and school size held similar opinions. 78% of the teachers did not favor bussing.⁹

⁸"Nearly 3 of 4 frown on bussing for desegregation: School Administrators Opinion Poll," Nations School LXXXI, May, 1968, p. 88.

⁹National Education Association Research Division. "Bussing; Teacher Opinion Poll," Today's Education LVIII, March, 1969, p. 7.

Students' Attitude Toward School

Kardiner and Ovesey propose three dominant reasons for the Negro's resistance to education: 1) A failure to see relevance of education to vocational opportunities; 2) Necessity to work part-time; 3) Competition of street life. Part of the Negro's antipathy toward education can also be attributed to the impoverishment of his learning experiences in the pre-school years. The "lower-class" child enters the school situation so poorly prepared to produce what the school demands that the initial failures are almost inevitable and the school experience becomes negatively rather than positively reinforced. This present study suggests that Southern Negro students have poorer academic morale in recently integrated schools than in segregated institutions and that Negroes generally have less affinity for scholastic pursuits than Caucasians in the same geographic regions. The Negro students were frequently identified by their Caucasian teachers as being dull and unable to compete academically with white students. Negro students describe humiliating discrimination in the integrated environment and considerable resentment from fellow Negroes within their own community because their attendance at an integrated school.

	Attitude toward school	Mechanics of Study	Planning and System
Segregated Negroes	44.205	40.123	47.973
Integrated Negroes	42.167	36.167	41.500
Caucasians	46.516	42.911	42.976

The mechanics of study and planning and system scales yielded significant differences between the groups, whereas the attitudes toward school scale did not. On the mechanics of study dimension the segregated and integrated Negroes were statistically equivalent, but the integrated Negro students were significantly below the Caucasians. In contrast, on the planning and system scale, the integrated Negro and Caucasian students did not differ, however, both obtained significantly lower scores than the segregated Negroes. In addition to these statistically significant differences, a close examination of the results revealed other relevant trends: 1) The integrated Negro obtained the lowest mean score on each of the three dimensions; 2) The rank order of the group on the first two scales was Caucasian, segregated Negroes, and integrated Negroes; 3) The means for the integrated Negroes were consistently one standard deviation or more below the corresponding normative mean.¹⁰

Webster states that for a Negro adolescent to be given to friendship associations with whites it may be required that he feel himself to be a competent and independent person. This personal orientation would seem to be necessary if a Negro is to accept as a friend a member of the dominant social group, which for him and his group is often a source of hostility and threat. To Negroes, whites represent the

¹⁰L. Williams, "Scholastic Attitudes of Southern Negro Students," Journal of Negro Education XXXVIII Winter, 1969, pp. 74-7.

highest status group in society and as a group are undoubtedly governed by a somewhat different set of attitudinal and aspirational norms. Therefore, when a Negro accepts a white person as a friend, this interaction has the potential of generating within the Negro greater feeling of personal want and of influencing significantly his levels of aspirations.¹¹

Hickerson felt that the majority of Negroes in our society are alienated and rejected by the American school by design. The world has long pointed to the United States as a classic example of political democracy, but we are also a prime example of societal hypocrisy. The lofty ideals of the democratic ethic are simply not evident in practice. The real value of integrated education is not academic but sociological. The complaints of youth today are that their school experiences are stale and flat. Boredom in school drives many youths, Negro and white, to retaliatory and nonconforming behavior. Sending minority children to outlying areas may result in an experience of humiliation and failure, while other children continue to succeed, their experience might develop a hardened attitude against other children. Physical integration, in Northern schools, if not accompanied by an increase in the quality of schooling for Negro children, may turn out to be of little value at

¹¹S. W. Webster, "Comparative Study of Selected Perception and Feeling of Negro Adolescents," Journal of Negro Education, XXV Winter, 1966, pp. 55-61.

all. At present Negroes in physically integrated schools in the North are denied equal opportunity; they are discriminated against and they are channeled out of academic courses by counselors who have not adequate training in dealing with minority group children; they are evaluated as slow learners and herded into slow learner groups as early as the first grade, on the basis of observations by teachers who themselves may be filled with prejudice or sympathy for the 'poor little things.' They are saddled with teachers and counselors who haven't the foggiest notion of the Negro culture or conditioning; they are isolated from the social activities of the school; they are defected so long, so often and so continuously by the integrated American public school, that for the most part they reject education as a waste of time and effort.¹²

Black students speak -- In a structural interview directed by a Negro not associated with the project (Hartford Project), a random sample of fifty youths bussed from Hartford expressed very directly their desire to continue to attend suburban schools. They expressed themselves in a manner which the interviewer saw as indicative of much greater self-esteem and self-confidence than was true of the inner-city control child, were able to be more specific, felt strongly that they were receiving a better education

¹²R. J. Rousseve, "Social Hypocrisy and the Promises of Integrated Education," Integrated Education VII, November, 1969, pp. 42-50.

(frequently referring to siblings or friends in the inner city schools as examples) and were aware of both subtle and direct prejudice against them.¹³

Prichard's study on the effects of desegregation on student success in the Chapel Hill City School showed that the school system does not appear to have any significant negative effects on the academic achievement of either race. In general, Negro students of the system failed a higher percentage of their courses than did white students during the period of this study. Some implications gathered from this study were: 1) Teachers will have to be competent at working with different achievement levels within the same classroom. Teacher must respect individuals from different ethnic backgrounds; 2) Better ways need to be found to motivate academic achievement among Negro students; 3) After desegregation, many Negro parents are not as active in school functions as they were within their own segregated school.¹⁴

Greenstein conducted an attitude survey of 84 Negro students, 54 Latin American students and 52 mixed origins. His survey consisted of four questions: 1) How do you feel about attending an integrated school? 2) How do your parents feel about it? 3) Has your opinion about children of a different race or color changed since you have attended the

¹²T. W. Mahan, *op. cit.*, pp. 297-98.

¹³p. N. Prichard, "Effects of desegregation on student success in the Chapel Hill City School," *Integrated Education* VII, November, 1969, p. 33.

Burns School? 4) If you had a choice would you prefer to attend an integrated school or one that is not integrated?

The answers were distributed in this fashion: 1) 157 students expressed positive or good feelings, 23 said they didn't know or care, 10 gave negative responses; 2) 97 who thought their parents favored an integrated school, 48 who did not know their parents' opinion, 25 who thought their parents were opposed to an integrated school; 3) 93 students stated that their opinions had not undergone any change since their attendance, 35 answers were "not clear," 5 replies were negative, 2 students did not answer; 4) 130 students favored an integrated school, 37 chose a non-integrated school, 13 had no preference.¹⁴

¹⁴T. Greenstein, "Listen to the Children: A Study of an Integrated School, Integrated Education, VIII, January, 1970, pp. 14-22.

Chapter III

PROCEDURES OF THE STUDY

The study of seventh and ninth grade pupils was made possible through the cooperation of the administrative staff of Thomas Jefferson Junior High School and the study of eleventh and twelfth grade pupils was made possible through the cooperation of the administrators of Centennial High School. Thomas Jefferson Junior High School provided the names of students and class time for the study, while Centennial High School made available the names and addresses of the students, although the use of class times was not permitted. Both of these schools are located in Unit 4, Champaign, Illinois. Without their cooperation, this study could not have taken place.

Sample of the Study

The total population of bussed negro students was used. In Jefferson Junior High School, there were thirty-five seventh graders and nineteen ninth graders bussed from their neighborhood schools. At Centennial High School there were fifteen eleventh graders and five twelfth graders involved in similar bussing. The small population of bussed blacks was due to natural integration in most district schools. Thomas Jefferson Junior High School and Centennial High School are the only secondary schools in the district with little natural black student population.

Collection of Data

The questionnaires at Jefferson Junior High School were distributed during physical education classes. They were administered by the department chairman and were later returned for evaluation. The administration time varied with the individual child. Although there was no established time limit, all children finished within one class period (55 minutes). 100% of the Jefferson students answered.

The pupils at Centennial High School had the questionnaire mailed to them with a self-addressed envelope and directions for filling out the instruments. Follow-up questionnaires were sent and telephone calls were made to delinquent pupils. Of the fifteen eleventh graders contacted, ten returned the questionnaires, four declined to return them, and one pupil had moved. 66% of this group answered. Of the five twelfth graders contacted, four returned the questionnaires, and one declined to answer. 88% answered. The questionnaire used was geared to the split-half method of questioning.

- example A) Kids at this school are quite friendly
- B) Children at this school are very unfriendly.

This particular method was used to obtain a true "scale" for the measurement of such a thing as pro- or anti-Negro feeling toward school.

Chapter IV
ANALYSIS OF DATA

In 1929 Gardner Murphy and Rensis Likert stated that the answers to problems having to do with these major "attitude areas": international relations, race relations, economic conflict, political conflict and religion are best covered by the use of a questionnaire. They claimed that in the field of affiliation with or against certain social groups, the most definite results are obtained.¹ They also found numerous clusters of attitudes in which the stimulus situations do not appear on the surface to be similar.

example: Why the attitude toward the Jim Crow car and the attitudes toward a Negro's buying a home or farm should be closely linked is not apparent if one considers merely the direct social implications of the two.

It is only when one realizes that both propositions touch off a general attitude toward the Negro that one sees the reason for the linkage. We are obliged to report that there exists a clear-cut pro- or anti-Negro sentiment.²

Likert pointed out four best classes of questionnaire question: 1) Questions which need yes or no answers; 2) Multiple choice questions; 3) Word proposition -- strongly disagree (example -- All men who have the opportunity should

¹Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, XXII (1932-33), p. 11.

²Ibid., p. 38.

enlist in the Citizens' Military Training Camps.);

4) Sentences denoting outcomes -- also evaluated by five responses -- strongly agree, mildly agree, uncertain, mildly disagree, and strongly disagree. Questions must be presented in such a form as to permit a "judgment of value" rather than a "judgment of fact." (example -- Is war at present a biological necessity?) Such a question appears to many minds to be a categorically factual one. Value judgments must be used so that the issue might be presented in such a way as to allow the subject to take sides between two clearly opposed alternatives.

Simpler Method of Scoring

Likert used the sigma method of scoring to compare "multiple choice" with "strongly approve" type of questions. But with only "strongly approve" type of questions, he recommended a simpler type of scoring. The simpler method would save considerable work in a general survey type of study. The simpler technique involved the assigning of values from 1 to 5 to each of the five different positions on the five-point statements. The one end was always assigned to the negative end of the sigma scale, and the five end to the positive end of the sigma scale. After assigning the numerical values to the possible responses, the score for each individual was determined by finding the average of the numerical values of the positions that he checked. Actually, since the number of statements was the

same for all individuals, the sum of the numerical scores rather than the mean was used.³ The simpler method was found to yield essentially the same reliability coefficient as the sigma method and correlated so well with this (+.99) that it seems justifiable to use this simpler method for scoring.⁴

Simpler method of scoring was applied in this fashion:

- 5: Strong Affirmation
- 4: Mild Affirmation
- 3: Undecided
- 2: Mild Negation
- 1: Strong Negation

% for Individual Groups: Add 1-5 values and divide by 5N

Total percentage: Average of all Individual group %'s.

Accumulative Graph: Total number of people who expressed each value for the large question.

$$\text{Major Question \%} = \frac{\text{number of people who hold value}}{\# \text{ of questions} \times N}$$

In some questions the heavy weighting was assigned to the "Strongly Disagree" end of the scale, in view of the fact that the negative nature of the questions would elicit an affirmative position if a negative response resulted.

Analysis of the Six Proposed Questions

The percentage value is related to all the students who took the test. One must realize that the simpler method is devised to yield the relative degree of affirmation within the group itself.

³Ibid., p. 25.

⁴Ibid., p. 42.

Major Question: Question I. Are there problems for black students which are created by school-community resistance to forced integration?

Minor Question: The people in the school neighborhood are friendly toward students?

Results =	Group	"N" Value	Likert % Affirmative					
			SA	MA	UN	MD	SD	
	7th Grade Boys	14	64	2	5	3	2	2
	7th Grade Girls	11	74	3	4	3	-	1
	9th Grade Boys	13	71	2	5	4	1	2
	9th Grade Girls	6	53	-	1	2	3	-
	11th Grade Boys	6	66	-	2	4	-	-
	11th Grade Girls	4	60	-	1	2	1	-
	12th Grade Boys	2	60	-	-	2	-	-
	12th Grade Girls	2	20	-	-	-	-	2

Total Likert affirmative percentage: 58.5%.

This question was designed to test whether the student felt community opposition to his being bussed into the neighborhood. There is a possibility that due to the small "N" of the twelfth grade students the total affirmative percentage was slightly lowered. There is little variation within the age groups and sexes.

Major Question I.

Minor Question: The people in the school neighborhood do not seem to like visiting students?

Results =	Group	"N" Value	Likert % Affirm- ative	Likert %				
				SA	MA	UN	MD	SD
	7th Grade Boys	14	60	1	5	4	1	3
	7th Grade Girls	11	73	4	2	3	1	1
	9th Grade Boys	13	61	1	3	5	3	2
	9th Grade Girls	6	74	1	2	3	-	-
	11th Grade Boys	6	66	-	1	5	-	-
	11th Grade Girls	4	40	-	-	1	2	1
	12th Grade Boys	2	60	-	-	2	-	-
	12th Grade Girls	2	60	-	-	2	-	-

Total Likert affirmative percentage: 61.5%.

It is apparent that 61.5% of the visiting pupils felt that they were unwelcome in the bussed neighborhood. Neither their grades nor their sex influenced the affirmative percentage. The answers to this question were quite similar among the various "N" groups.

Major Question I.

Minor Question: Neighborhood parents are friendly to students from outside the community.

Result =	Group	"N" Value	Likert % Affirm- ative					
				SA	MA	UN	MD	SD
	7th Grade Boys	14	71	4	3	7	-	-
	7th Grade Girls	11	65	2	2	5	1	1
	9th Grade Boys	13	60	2	3	3	3	2
	9th Grade Girls	6	-47	-	-	2	4	-
	11th Grade Boys	6	65	-	-	6	-	-
	11th Grade Girls	4	-40	-	2	-	1	1
	12th Grade Boys	2	60	-	-	2	-	-
	12th Grade Girls	2	-40	-	-	1	-	1

Total Likert affirmative percentage: 58%.

This question was designed to check the way visiting pupils perceive the neighborhood parents. There is little variance in regard to percentage affirmative. The respondents' answers were undecided.

Major Question I.

Minor Question: Neighborhood parents look with disfavor
on students from outside the neighborhood.

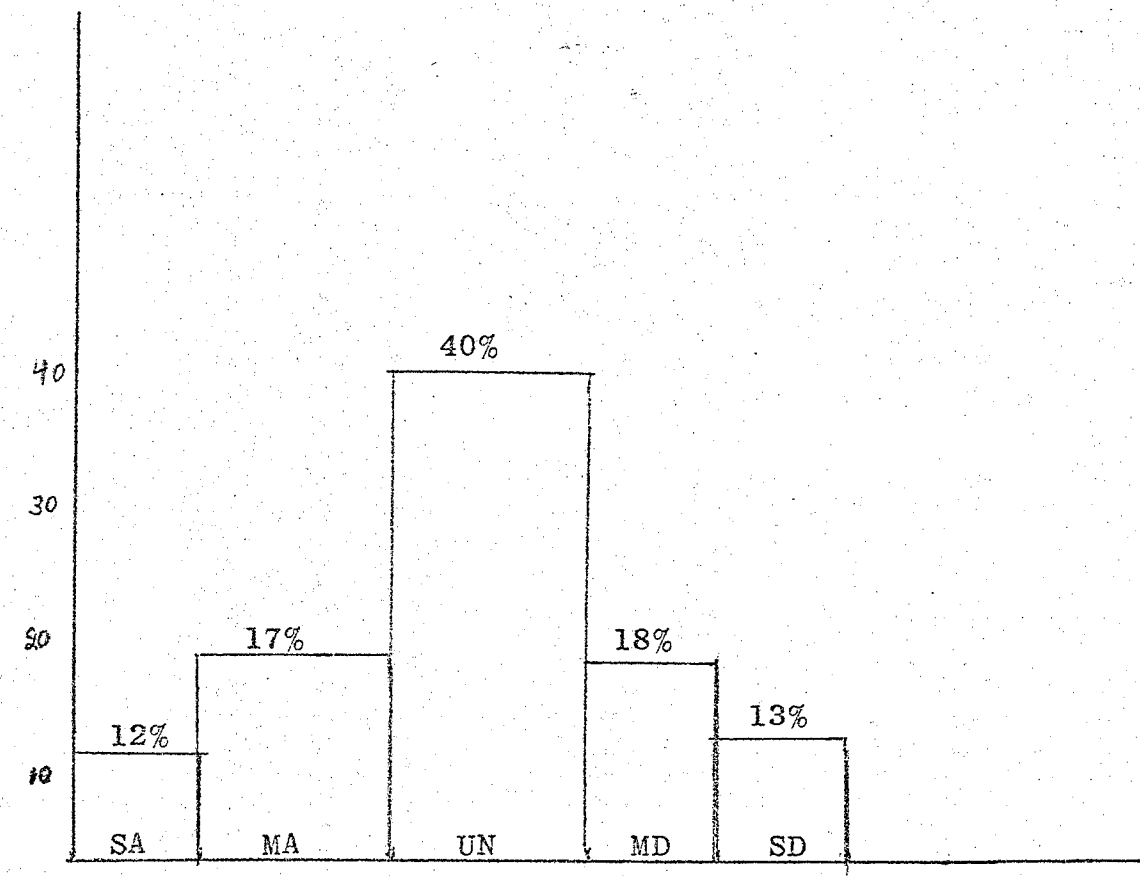
Results =	Group	"N" Value	Likert % Affirm- ative	Likert %				
				SA	MA	UN	MD	SD
	7th Grade Boys	14	61	3	2	5	2	1
	7th Grade Girls	11	51	-	2	5	1	3
	9th Grade Boys	13	68	2	4	4	1	2
	9th Grade Girls	6	77	2	1	3	-	-
	11th Grade Boys	6	65	-	2	3	-	1
	11th Grade Girls	4	45	1	-	-	1	2
	12th Grade Boys	2	40	-	-	1	1	-
	12th Grade Girls	2	40	-	-	1	-	1

Total Likert affirmative percentage: 56%.

This question was designed to check the way visiting pupils perceive the neighborhood parents. The biggest deviation is among the ninth grade girls in which 77% thought the neighborhood parents to be unfriendly to students outside the community.

Question I.

Total % response to Major Question.



The total response graph demonstrates the indecisive view of the students. The distribution is quite similar to a bell shaped curve. Twenty-five percent of the responses lay at the "SA" or "SD" ends of the continuum. This percentage distribution is supported by the Likert scale since even the weighting of the positive responses produced an average affirmative percentage of only 58.7%.

Major Question: Question II. Do schools adopt a double standard in regard to disciplining black students?

Minor Question: I am punished more severely for discipline problems than other students.

Results =	Group	"N" Value	Likert % Affirm- ative	Likert %				
				SA	MA	UN	MD	SD
	7th Grade Boys	14	77	4	4	-	2	4
	7th Grade Girls	11	64	3	1	3	3	1
	9th Grade Boys	13	64	2	4	4	1	2
	9th Grade Girls	6	63	1	2	1	1	1
	11th Grade Boys	6	40	-	-	2	2	2
	11th Grade Girls	4	30	-	-	-	2	2
	12th Grade Boys	2	40	-	-	1	-	1
	12th Grade Girls	2	20	-	-	-	-	2

Total Likert affirmative percentage: 39.8%.

In some bussing instances a child out of district or neighborhood sometimes feels picked on because of school rules or staff attitudes against him. In this case the seventh and ninth graders felt this statement to be true. Eleventh and twelfth graders disagreed with the statement. They saw no difference in the punishment meted out for discipline problems.

Major Question II.

Minor Question: Discipline in school is the same for the whole student body.

Results =	Group	"N" Value	Likert % Affirm- ative					
				SA	MA	UN	MD	SD
	7th Grade Boys	14	70	4	4	3	1	2
	7th Grade Girls	11	49	1	2	2	2	4
	9th Grade Boys	13	51	3	-	3	2	5
	9th Grade Girls	6	50	-	1	3	-	2
	11th Grade Boys	6	72	2	2	1	1	-
	11th Grade Girls	4	60	1	1	-	1	1
	12th Grade Boys	2	40	1	-	1	-	-
	12th Grade Girls	2	30	-	-	-	1	1

Total Likert affirmative percentage: 53%.

The boys (57%) believed discipline in school is the same for the whole student body, while only 48% of the girls believed this statement to be true.

Major Question II.

Minor Question: All school regulations are strictly enforced.

Results =	Group	"N" Value	Likert %					
			Affirm- ative	SA	MA	UN	MD	SD
	7th Grade Boys	14	59	2	3	2	6	1
	7th Grade Girls	11	56	1	2	4	2	2
	9th Grade Boys	13	55	1	3	4	2	3
	9th Grade Girls	6	47	-	2	2	2	-
	11th Grade Boys	6	69	1	3	1	1	-
	11th Grade Girls	4	65	2	-	-	1	1
	12th Grade Boys	2	40	-	-	1	-	1
	12th Grade Girls	2	40	-	-	-	2	-

Total Likert affirmative percentage: 53.5%.

Fifty-three and five-tenths percent felt school regulations were strictly enforced. The eleventh grade group was the strongest in this area with 69% for the boys and 65% for the girls. The other groups seemed uncertain as to whether school regulations were strictly enforced.

Major Question II.

Minor Question: I can easily get away with breaking simple school regulations.

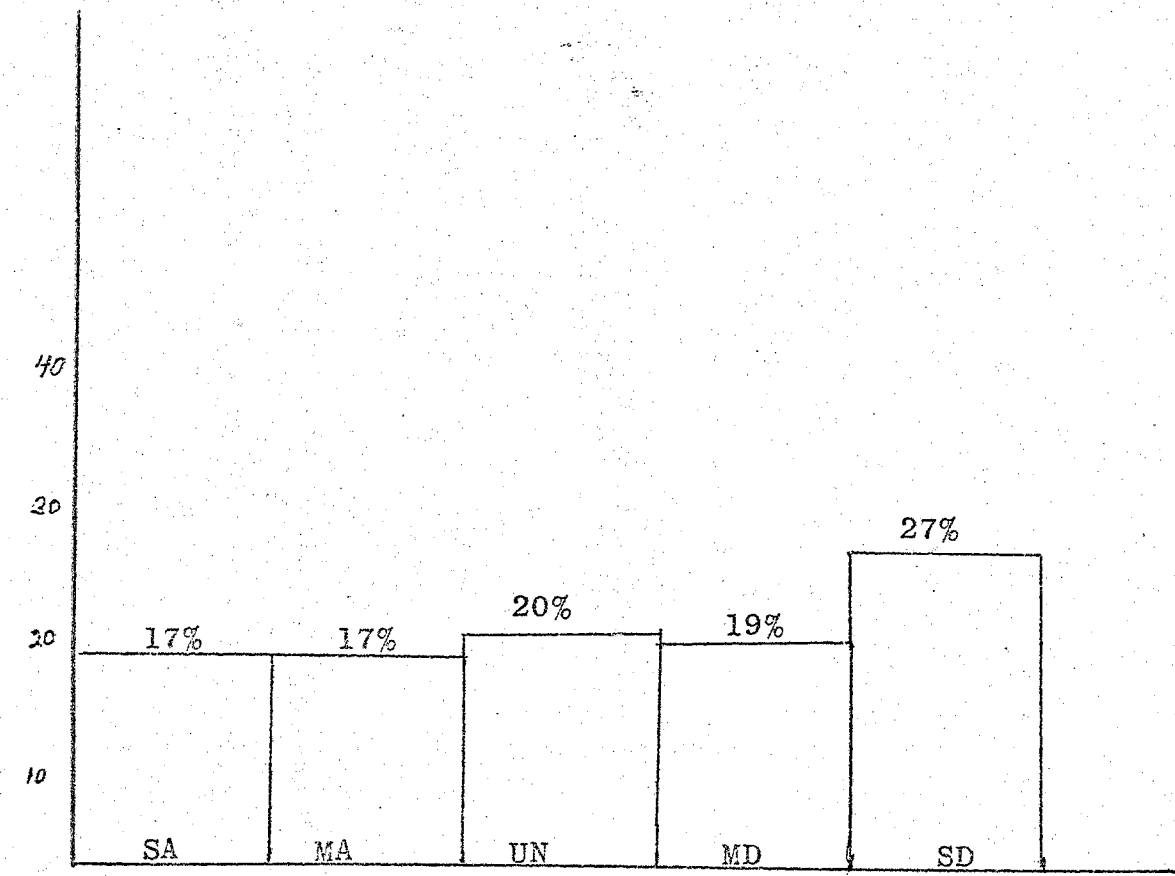
Results =	Group	"N" Value	Likert %					
			Affirm- ative	SA	MA	UN	MD	SD
	7th Grade Boys	14	44	-	3	2	4	5
	7th Grade Girls	11	27	-	-	2	1	7
	9th Grade Boys	13	40	-	2	2	3	6
	9th Grade Girls	6	60	2	-	1	2	1
	11th Grade Boys	6	53	1	1	1	1	2
	11th Grade Girls	4	70	2	-	1	-	1
	12th Grade Boys	2	20	-	-	-	-	2
	12th Grade Girls	2	30	-	-	-	1	1

Total Likert affirmative percentage: 45.5%.

Forty-five and five-tenths percent of the students thought they could get away with breaking simple school regulations. The ninth and eleventh grade girls were in greater agreement with the question (9th = 60% and 11th = 70%), than the other groups.

Question II.

Total % response to Major Question.



The students were split quite evenly in answering the question (17% = SA, 17% = MA, 20% = UN, 19% = MD, and 27% = SD) of whether a school adopts a double standard in regard to disciplining black students. Twenty-seven percent of the students felt a double standard does not exist.

Major Question. Question III. Are there differences in black students' cultural, environmental and socio-economic background that affect peer relationship?

Minor Question: I have made many new friends while attending this school.

Results =	Group	Likert %		SA	MA	UN	MD	SD
		"N" Value	Affirmative					
	7th Grade Boys	14	89	9	4	-	-	1
	7th Grade Girls	11	94	8	3	-	-	-
	9th Grade Boys	13	85	7	4	1	-	1
	9th Grade Girls	6	86	4	1	-	1	-
	11th Grade Boys	6	80	3	1	1	1	-
	11th Grade Girls	4	65	2	-	-	1	1
	12th Grade Boys	2	100	2	-	-	-	-
	12th Grade Girls	2	70	1	-	-	1	-

Total Likert affirmative percentage: 84%.

The students fully agreed that they made new friends while attending this new school. All groups and sexes strongly agreed (84%). The highest percentage groups were the seventh graders. The boys (89%) and girls (94%) both felt they made many new friends.

Major Question III.

Minor Question: Kids at the school are quite unfriendly.

Results =	Group	"N" Value	Likert %					
			Affirm- ative	SA	MA	UN	MD	SD
	7th Grade Boys	14	60	4	2	1	4	3
	7th Grade Girls	11	54	1	6	-	3	1
	9th Grade Boys	13	49	-	3	2	6	2
	9th Grade Girls	6	40	-	1	1	1	3
	11th Grade Boys	6	47	-	1	1	3	1
	11th Grade Girls	4	40	-	1	-	1	2
	12th Grade Boys	2	20	-	-	-	-	2
	12th Grade Boys	2	50	-	1	-	-	1

Total Likert affirmative percentage: 45%.

Forty-five percent of the students disagreed with the statement. They found the students at the new school to be friendly.

Major Question III.

Minor Question: My classmates receive more assistance with their homework from their parents than I do.

Results =	Group	"N" Value	Likert %					
			Affirm- ative	SA	MA	UN	MD	SD
	7th Grade Boys	14	51	2	3	1	3	5
	7th Grade Girls	11	65	4	1	3	-	3
	9th Grade Boys	13	52	-	3	5	2	3
	9th Grade Girls	6	50	1	1	1	-	3
	11th Grade Boys	6	57	1	1	2	-	2
	11th Grade Girls	4	70	-	2	2	-	-
	12th Grade Boys	2	40	-	-	1	-	1
	12th Grade Girls	2	30	-	-	-	1	1

Total Likert affirmative percentage: 52%.

Fifty-two percent of the pupils agreed that their classmates received more assistance with their homework than they did. The seventh and eleventh grade girls were the highest percentage group in thinking their classmates were helped more with their homework at home than they were.

Major Question III.

Minor Question: My parents never help me with my homework
as other parents do.

Results =	Group	"N" Value	Likert % Affirm- ative					
				SA	MA	UN	MD	SD
	7th Grade Boys	14	51	2	3	2	1	6
	7th Grade Girls	11	37	2	-	-	2	7
	9th Grade Boys	13	47	1	-	2	6	4
	9th Grade Girls	6	40	1	-	-	2	3
	11th Grade Boys	6	47	1	1	-	1	3
	11th Grade Girls	4	45	-	1	1	-	2
	12th Grade Boys	2	60	1	-	-	-	1
	12th Grade Girls	2	60	1	-	-	-	1

Total Likert affirmative percentage: 48%.

Forty-eight percent of the total students stated that their parents never helped them with their homework. The seventh grade girls disagreed with the question and were the group which felt it received the greatest degree of parental help with homework.

Major Question III.

Minor Question: The kids who are popular in school are
the kids who have money.

Results =	Group	"N" Value	Likert % Affirm- ative					
				SA	MA	UN	MD	SD
	7th Grade Boys	14	51	1	3	3	3	4
	7th Grade Girls	11	58	3	2	1	1	4
	9th Grade Boys	13	57	3	3	1	1	5
	9th Grade Girls	6	50	1	-	1	3	1
	11th Grade Boys	6	53	1	1	1	1	2
	11th Grade Girls	4	50	1	-	-	2	1
	12th Grade Boys	2	60	1	-	-	-	1
	12th Grade Girls	2	60	1	-	-	-	1

Total Likert affirmative percentage: 55%.

Fifty-five percent of the students agreed that money was a factor in becoming popular in school. The scores had little variance among age groups and sex.

Major Question III.

Minor Question: Money is not important in becoming a school leader.

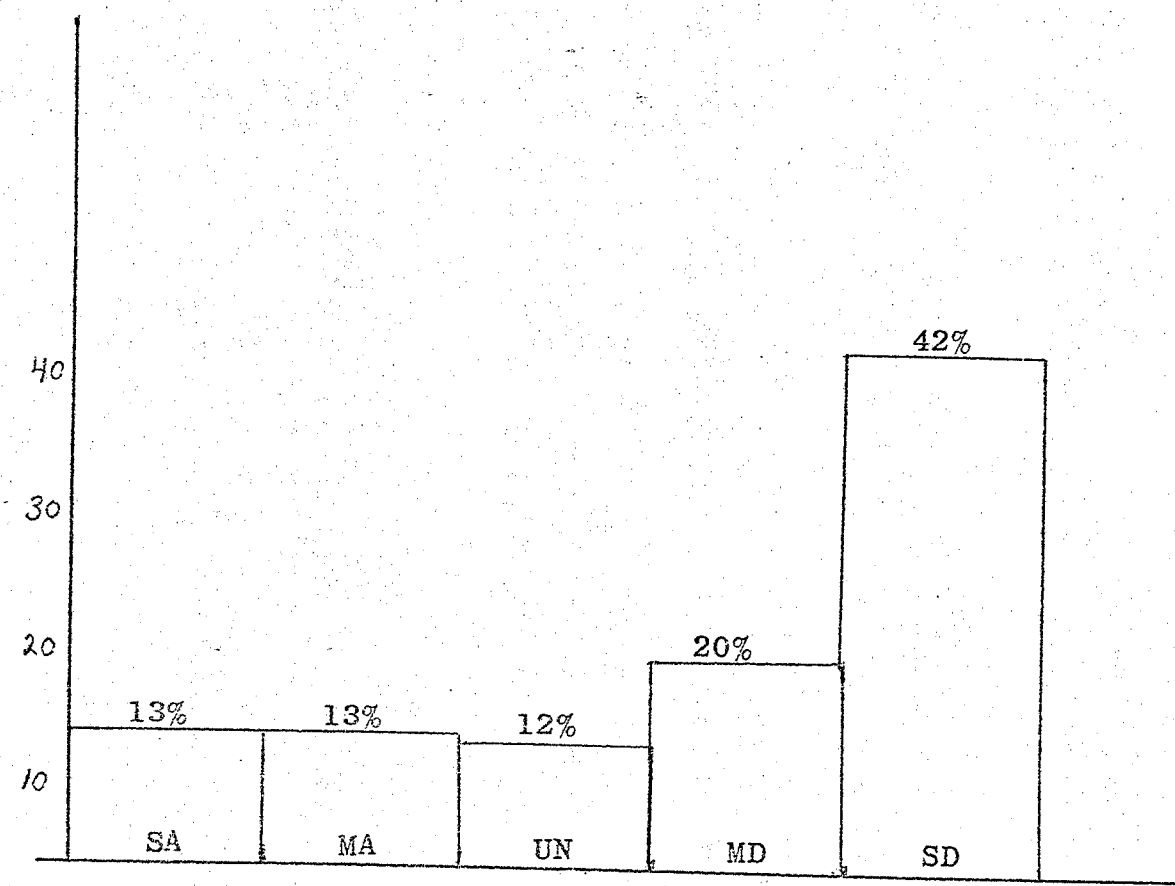
Results =	Group	"N" Value	Likert % Affirm- ative	Likert %				
				SA	MA	UN	MD	SD
	7th Grade Boys	14	84	6	4	3	-	1
	7th Grade Girls	11	82	7	2	-	-	2
	9th Grade Boys	13	75	6	1	4	1	1
	9th Grade Girls	6	90	4	1	1	-	-
	11th Grade Boys	6	80	3	2	-	-	1
	11th Grade Girls	4	70	2	1	-	-	1
	12th Grade Boys	2	100	2	-	-	-	-
	12th Grade Girls	2	100	2	-	-	-	-

Total Likert affirmative percentage: 87%.

Eighty-seven percent agreed that money is not important in becoming a school leader.

Question III.

Total % response to Major Question.



It is apparent that students tend to disagree that money or socio-economic background tends to affect peer relationships. Forty-two percent of the students believe this to be true.

Major Question. Question IV. Do experiences in a different school setting result in changed goals and aspirations that affect black students' home life?

Minor Question: School is a drag. I can't wait till I am old enough to leave.

Results =	Group	"N" Value	Likert % Affirm-					
			SA	MA	UN	MD	SD	
	7th Grade Boys	14	63	3	4	2	2	3
	7th Grade Girls	11	80	7	1	1	-	2
	9th Grade Boys	13	46	-	4	1	3	5
	9th Grade Girls	6	33	-	1	-	1	4
	11th Grade Boys	6	33	-	-	-	2	6
	11th Grade Girls	4	25	-	-	-	1	2
	12th Grade Boys	2	20	-	-	-	-	2
	12th Grade Girls	2	70	-	1	1	-	-

Total Likert affirmative percentage: 46%.

Forty-six percent of the students believed this statement to be true. The highest percentage groups were the seventh graders, 63% boys and 80% girls. The older group, with the exception of the twelfth grade girls, made a low number of affirmative responses to the statement.

Major Question IV.

Minor Question: After I graduate from high school I would like to go to college.

Results =	Group	Likert %						
		"N" Value	Affirmative	SA	MA	UN	MD	SD
	7th Grade Boys	14	84	9	2	1	1	1
	7th Grade Girls	11	71	8	-	1	1	1
	9th Grade Boys	13	80	6	3	3	-	1
	9th Grade Girls	6	100	6	-	-	-	-
	11th Grade Boys	6	93	5	-	1	-	-
	11th Grade Girls	4	95	3	1	-	-	-
	12th Grade Boys	2	100	2	-	-	-	-
	12th Grade Girls	2	100	2	-	-	-	-

Total Likert affirmative percentage: 91%.

Ninety-one percent of the students favored going to college after graduating from high school. All groups were highly affirmative in regard to this question except seventh grade girls. They presented the lowest affirmative score, with 71% in favor of going to college.

Major Question IV.

Minor Question: My parents want me to finish school and possibly go to college.

Results =	Group	Likert %						
		"N" Value	Affirmative	SA	MA	UN	MD	SD
	7th Grade Boys	14	91	11	1	1	1	-
	7th Grade Girls	11	93	10	-	-	-	1
	9th Grade Boys	13	93	10	1	2	-	-
	9th Grade Girls	6	93	4	2	-	-	-
	11th Grade Boys	6	87	5	-	-	-	1
	11th Grade Girls	4	80	3	-	-	-	1
	12th Grade Boys	2	90	1	1	-	-	-
	12th Grade Girls	2	100	2	-	-	-	-

Total Likert affirmative percentage: 91%.

Ninety-one percent of the students expressed a strong parental wish for them to finish school and possibly go on to college. All groups were in strong agreement in this area.

Major Question IV.

Minor Question: My parents want me to quit school and find a job as soon as possible.

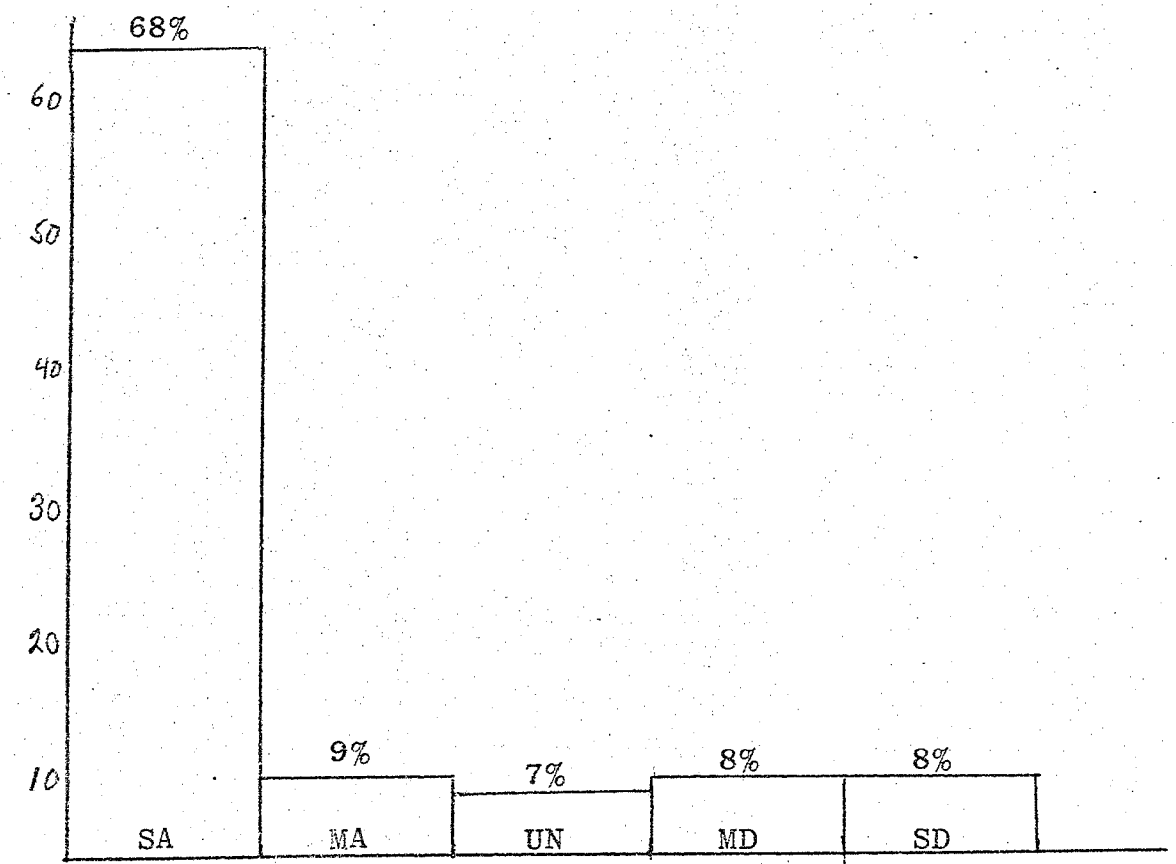
Results =	Group	"N" Value	Likert % Affirm- ative	SA	MA	UN	MD	SD
	7th Grade Boys	14	43	1	3	2	-	8
	7th Grade Girls	11	20	-	-	-	-	11
	9th Grade Boys	13	37	1	1	2	-	9
	9th Grade Girls	6	20	-	-	-	-	6
	11th Grade Boys	6	23	-	-	-	1	5
	11th Grade Girls	4	35	1	-	-	-	2
	12th Grade Boys	2	20	-	-	-	-	2
	12th Grade Girls	2	20	-	-	-	-	2

Total Likert affirmative percentage: 27.3%.

This statement was structured to determine the children's perceptions of their parents' attitude toward their child's attending school. The students reported that only twenty-seven percent of the parents were in favor of them quitting school. The highest affirmative percentage was found with the ninth-grade boys (37%).

Question IV.

Total % response to the Major Question.



Sixty-eight percent of the students felt their parents would encourage them to stay in school and even continue towards a college degree.

Major Question. Question V. Do black students demonstrate acceptance of the new school by participating in school activities?

Minor Question: I attempt to participate in school activities as much as possible.

Results =	Group	"N" Value	Likert % Affirm- ative					
				SA	MA	UN	MD	SD
	7th Grade Boys	14	80	7	2	3	2	-
	7th Grade Girls	11	71	4	2	1	4	-
	9th Grade Boys	13	69	3	5	1	3	1
	9th Grade Girls	6	83	3	1	2	-	-
	11th Grade Boys	6	66	2	1	-	3	-
	11th Grade Girls	4	45	-	1	-	2	1
	12th Grade Boys	2	80	-	2	-	-	-
	12th Grade Girls	2	20	-	-	-	-	2

Total Likert affirmative percentage: 64.5%.

Sixty-four and five-tenths percent of the students attempted to participate in activities. The highest affirmative response was from the ninth grade girls (83%). The lowest affirmative response was from the twelfth grade girls (20%).

Major Question V.

Minor Question: I would serve on the school council if I were elected.

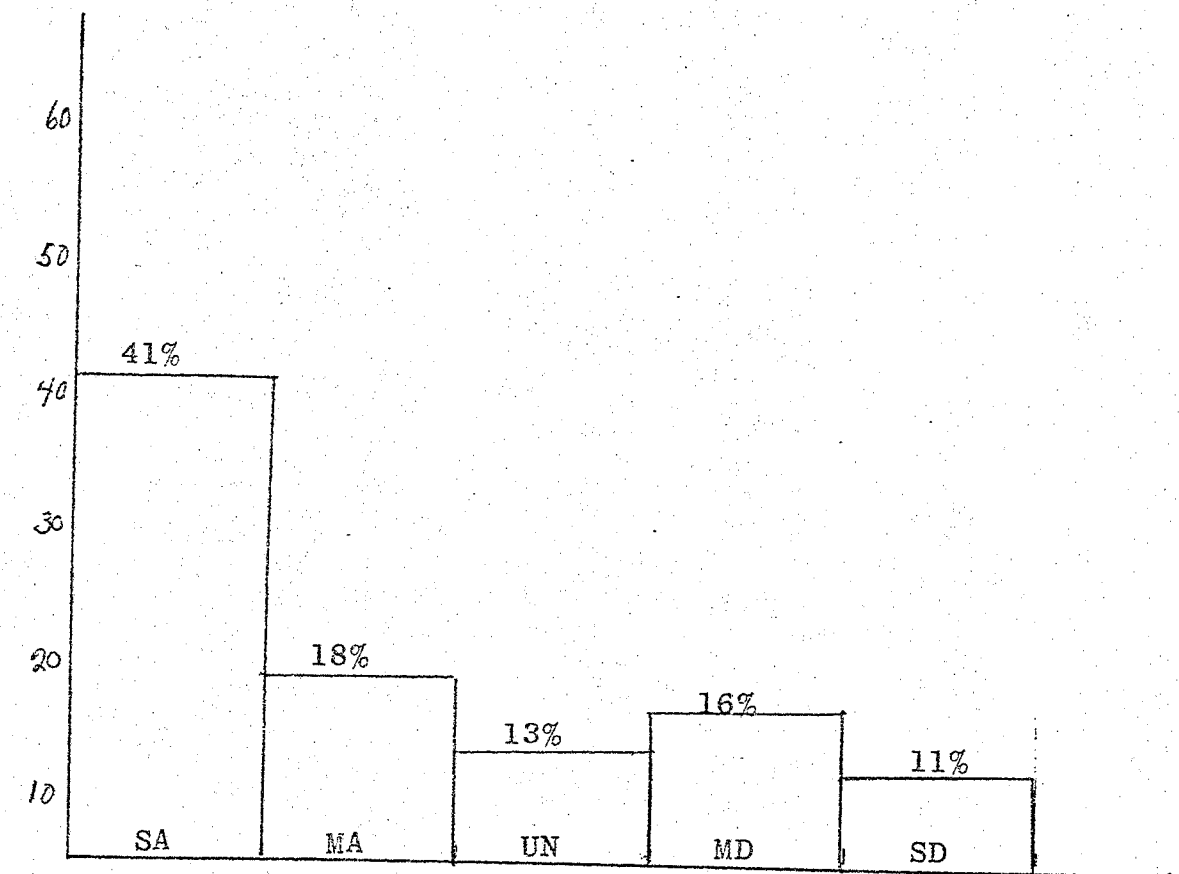
Results =	Group	"N"	Likert %					
			Value	Affirm- ative	SA	MA	UN	MD
	7th Grade Boys	14	70	7	1	1	2	3
	7th Grade Girls	11	82	7	2	2	-	-
	9th Grade Boys	13	58	3	4	-	1	5
	9th Grade Girls	6	80	3	1	1	1	-
	11th Grade Boys	6	43	3	-	2	1	-
	11th Grade Girls	4	80	3	-	-	-	1
	12th Grade Boys	2	100	2	-	-	-	-
	12th Grade Girls	2	80	1	-	1	-	-

Total Likert affirmative percentage: 63%.

Sixty-three percent said they would serve on school council if they were elected. The highest percentage appeared among twelfth grade boys (100%) and the lowest affirmative percent was presented by the eleventh grade boys. Over-all the girls seem more willing to serve than boys.

Question V.

Total % response to the Major Question.



Forty-one percent of the students were interested in participating in school activities. Thirteen percent, however, responded to both questions by marking the questionnaire in the "Uncertain" category.

Major Question. Question VI. Is the curriculum and the ratio of black teachers adopted to the needs of the black students?

Minor Question: The schools of today offer many up-to-date courses in our changing society.

Results =	Group	Likert %						
		"N" Value	Affirmative	SA	MA	UN	MD	SD
	7th Grade Boys	14	67	2	7	1	2	2
	7th Grade Girls	11	80	4	5	-	2	-
	9th Grade Boys	13	82	2	10	1	-	-
	9th Grade Girls	6	70	1	3	1	-	1
	11th Grade Boys	6	73	2	2	-	2	-
	11th Grade Girls	4	60	-	2	-	2	-
	12th Grade Boys	2	100	2	-	-	-	-
	12th Grade Girls	2	70	1	-	-	1	-

Total Likert affirmative percentage: 75.1%.

Seventy-five and one-tenths percent felt that schools do offer many up-to-date courses. All groups possess close percentage values.

Major Question VI.

Minor Question: The subjects offered in school are not worthwhile.

Results =	Group	"N" Value	Likert %					
			Affirm- ative	SA	MA	UN	MD	SD
	7th Grade Boys	14	54	3	1	2	5	3
	7th Grade Girls	11	42	2	-	1	2	6
	9th Grade Boys	13	45	-	4	1	2	6
	9th Grade Girls	6	33	-	1	-	1	4
	11th Grade Boys	6	43	-	2	-	1	3
	11th Grade Girls	4	50	-	1	-	3	-
	12th Grade Boys	2	40	-	-	1	-	-
	12th Grade Girls	2	50	-	1	-	-	1

Total Likert affirmative percentage: 44.5%.

Forty-four and five-tenths percent of the students believed subjects offered in school were not worthwhile. The lowest affirmative response was from the ninth grade girls (33%), while the highest affirmative response was from the seventh grade boys (54%).

Major Question VI.

Minor Question: Teachers are often too busy to give extra time to students.

Results =	Group	"N" Value	Likert % Affirm-	Likert %				
				SA	MA	UN	MD	SD
	7th Grade Boys	14	58	4	3	-	2	5
	7th Grade Girls	11	51	1	1	3	4	2
	9th Grade Boys	13	55	2	1	3	2	5
	9th Grade Girls	6	60	1	2	1	-	2
	11th Grade Boys	6	43	-	1	1	2	2
	11th Grade Girls	4	50	-	1	-	3	-
	12th Grade Boys	2	50	-	1	-	-	1
	12th Grade Girls	2	40	-	-	-	2	-

Total Likert affirmative percentage: 50.5%.

This question was designed to see if students could receive extra help from their teachers. The results were evenly divided and not conclusive.

Major Question VI.

Minor Question: Most teachers are quite willing to offer added help at the student's request.

Result =	Group	Likert %						
		"N" Value	Affirmative	SA	MA	UN	MD	SD
	7th Grade Boys	14	82	4	7	1	2	-
	7th Grade Girls	11	87	5	5	1	-	-
	9th Grade Boys	13	81	5	6	1	-	1
	9th Grade Girls	6	90	3	3	-	-	-
	11th Grade Boys	6	93	4	2	-	-	-
	11th Grade Girls	4	80	3	1	-	-	-
	12th Grade Boys	2	100	2	-	-	-	-
	12th Grade Girls	2	70	-	1	1	-	-

Total Likert affirmative percentage: 82%.

Students believed that teachers were quite willing to offer added help at the student's request. Most (82%) of the students believed this to be available.

Major Question VI.

Minor Question: More minority group teachers are needed
in today's schools.

Results =	Group	"N"	Likert %					
			Value	Affirm-	SA	MA	UN	MD
	7th Grade Boys	14	87	7	4	2	2	-
	7th Grade Girls	11	84	7	2	1	-	-
	9th Grade Boys	13	82	5	6	1	-	1
	9th Grade Girls	6	70	2	2	-	1	1
	11th Grade Boys	6	82	4	-	2	-	-
	11th Grade Girls	4	100	4	-	-	-	-
	12th Grade Boys	2	80	1	-	1	-	-
	12th Grade Girls	2	50	-	1	-	-	1

Total Likert affirmative percentage: 79%.

Seventy-nine percent of the students believed that more
minority group teachers were needed in today's schools.

Major Question VI.

Minor Question: A bi-racial school faculty would provide more help to me in school.

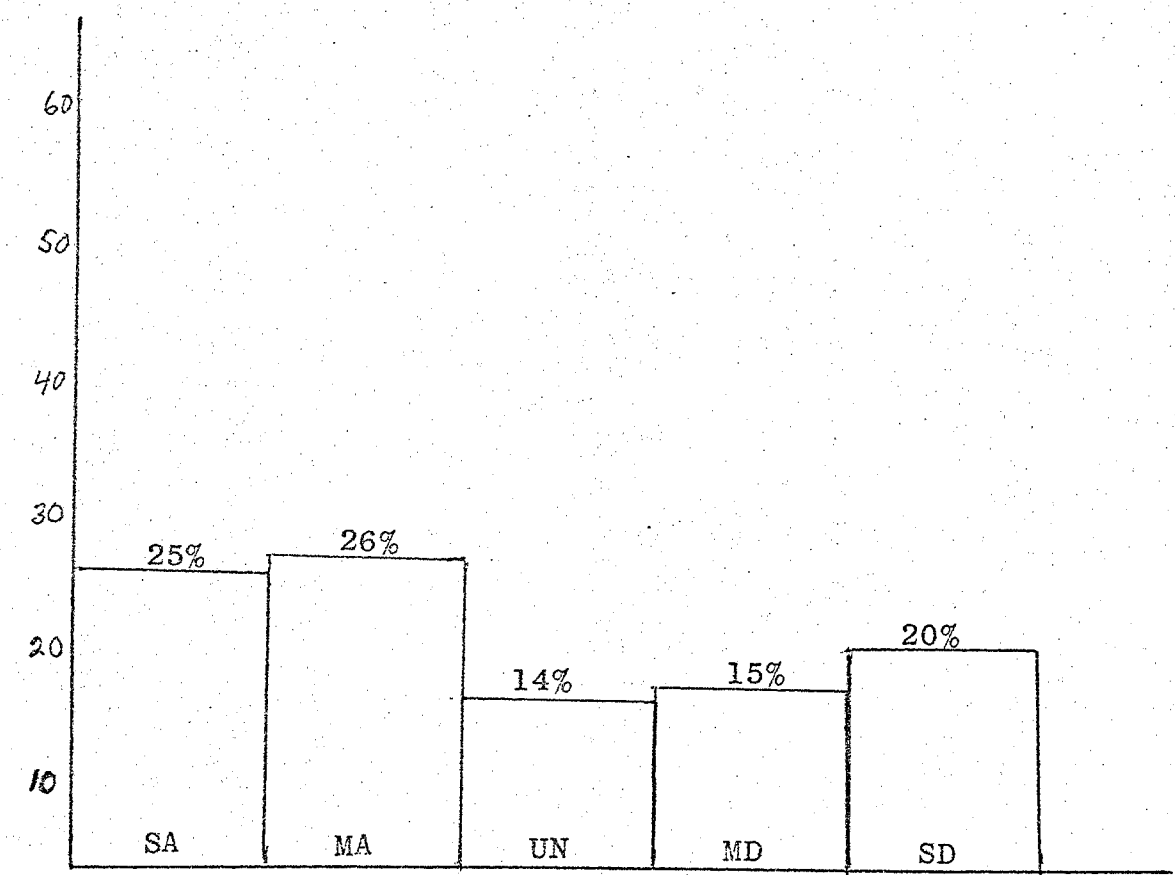
Results =	Group	"N"	Likert % Value Affirm-					
				SA	MA	UN	MD	SD
	7th Grade Boys	14	74	4	4	4	2	-
	7th Grade Girls	11	62	2	-	7	1	1
	9th Grade Boys	13	78	7	-	5	-	1
	9th Grade Girls	6	53	-	2	1	2	1
	11th Grade Boys	6	73	2	-	4	-	-
	11th Grade Girls	4	90	3	-	1	-	-
	12th Grade Boys	2	90	1	1	-	-	-
	12th Grade Girls	0	80	1	-	1	-	-

Total Likert affirmative percentage: 75%.

Seventy-five percent of the pupils believed that a bi-racial school faculty would provide more help to them.

Question VI.

Total % response to Major Question.



The students were divided on the question of the need of a higher ratio of black teachers and as to whether the curriculum is arranged to meet their needs.

Chapter V

CONCLUSIONS, INTERPRETATIONS, AND IMPLICATIONS

Resume

The purpose of this study was to analyze the effect of school bussing on the black students' attitudes toward school.

The students who were used in this study were bussed blacks: forty-four students from Thomas Jefferson Junior High School (twenty-five seventh graders and nineteen ninth graders) and fourteen students from Centennial High School (ten eleventh graders and four twelfth graders.) All subjects were asked to respond to a written questionnaire either by mail or through personal contact. The students who were mailed this questionnaire had directions and a self-addressed envelope included with the questionnaire. Those who were personally administered the questionnaire had no assigned time limit and worked either in groups or individually.

The Likert Simple Method of Scoring was used. Likert points out that in any discussion of the validity of attitude scales of the kind presented here, it might be well to emphasize that at present we are dealing only with verbal behavior and claim nothing more than the importance of the verbal reactions. Ultimately it is to be hoped that the relationship between the verbal behavior expressed on an attitude scale and other forms of behavior may be examined

and determined, but at present we are concerned with verbal behavior only. We declare ourselves in favor of one issue and opposed to another, and such declarations are socially accepted as symbols for overt acts. "In many cases it would seem reasonable to conclude that since our daily behavior in these areas is largely verbal, the verbal responses would be valid indices of other habits."¹

Conclusions and Interpretations

I. Results of the analysis of data with relation to question one: "Are there problems for black students which are created by school community resistance to forced integration?"

- 1.) The total response percentage demonstrated an indecisive view by the students (40% undecided).
- 2.) There was little variation within age groups and sexes.

One might interpret a low affirmative percentage as the result of the small "N" of the twelfth grade students which lowered the total. A significant relationship did not exist between the school community and the black students. Blacks also seem to lack sufficient contact with the neighborhood to which they are bussed to form any opinion. The total percentage response to question one indicated twenty-five percent of the students were definitely opinionated, either in strong agreement or disagreement with the statement.

¹Ibid., p. 12.

II. Results of the analysis of data with relation to question two: "Do schools adopt a double standard in regard to disciplining black students?"

- 1.) Students were split quite evenly in regard to the double standard questions. (Total response = S.A.-17%, M.A.-17%, U.N.-20%, M.D.-19%, S.D.-27%).
- 2.) Twenty-seven percent agreed a double standard does not exist.

An interpretation of the data reveals a variety of opinions in regard to a double standard existing. It can be concluded that a child who accepts the school will not sense a double standard, but the child who rejects this new school will claim the double standard exists.

III. Results of the analysis of data with relation to question three: "Are there differences in black students' cultural environmental, and socio-economic backgrounds that affect peer relationship?"

- 1.) Students felt that money or socio-economic background did not tend to affect their peer relationship.
- 2.) Twenty-six percent of the students felt that the above differences existed and affected peer relationships.

One might interpret this to mean that the black students felt no inferiority complex while attending a bussed school. The black students had made many new friends and felt their classmates to be friendly.

IV. Results of the analysis of data with relation to question four: "Do experiences in a different school setting result in changed goals and aspirations that affect black students' home life?"

- 1.) Ninety-one percent of the bussed children's parents encouraged them to stay in school.
- 2.) The parents also encouraged the continuance of their child's education toward a college degree.

This might be interpreted to mean that all parents want the best for their children. Today's world is geared to the child with the college degree. Black parents see this and encourage their children to stay in school and continue with their education.

V. Results of the analysis of data with relation to question five: "Do black students demonstrate acceptance of the new school by participating in school activities?"

- 1.) Forty-one percent strongly favored participation in school activities.
- 2.) Forty percent were uncertain or would not participate in school activities.

This might be interpreted to mean that the bussed students' lack of participation might be due to lack of after-school transportation. Until the latter months of 1969, this was a factor. Then Unit 4 provided transportation for the bussed blacks when engaged in after-school activities. This opportunity was little used by the students. The main

issue is whether the child accepts the school as 'his' and would therefore want to participate in extra activities.

VI. Results of the analysis of data with relation to question six: "Is the curriculum and the ratio of black teachers adopted to the needs of the black students?"

- 1.) Students had mixed opinions on the need for more black teachers. (Total percent = S.A.-25%, M.A.-25%, U.N.-14%, M.D.-15%, S.D.-20%).
- 2.) Their opinions were divided quite evenly as to whether the curriculum was arranged to meet their needs.

Although students appeared undecided, there seemed to be a strong backing for more minority teachers on the school staff and there was a strong leaning toward the present school curriculum.

Implications for Further Research

Bussing for racial balance is a relatively new field to research. It is a very controversial topic within any school system. Studies have been done using teachers' and administrators' opinions in relation to bussing. The student's viewpoint, however, was the focus for this study. Due to the controversial nature of this topic, it was necessary to employ an indirect method of questioning. Therefore, the best possible results may not have been obtained. Under ideal conditions, such as personal contact, and an atmosphere conducive to free expression, better results may have been secured.

Similar research could be run in a large school district where a greater number of bussed children could be examined and attitudes by age groups and sex specifically obtained through specialized studies. Other areas of study and research could be concentrated on the attitudes of the parents of bussed children relative to the parents of children living in the receiving district. Further study is necessary and will become of increasingly more importance as bussing programs are expanded to achieve racial balance.

A CHILD SPEAKS

Your color do not get you nowhere. I do not judge nobody by their color. I like people of any race. Some people do not like Negroes and some do not like whites. I like them all. It is part of growing up in life.²

²J. Greenstein, "Listen to the Children; A Study of an Integrated school," Integrated Education VIII, 1970, pp. 14-22.

MEMORANDUM FOR THE RECORD

APPENDIX

To the Student

You have been chosen through a random sample of students from Centennial High School for a research project. Please complete the questionnaire and mail it with the self addressed envelope contained in the brown manila envelope. Your name is not needed on this questionnaire. All information is confidential. Please mail the questionnaire back as soon as possible.

Thank you

William S. Nowak

To The Student:

The following is a study of what the student thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view. Please read each of the statements below. Rate each statement as to whether you strongly agree, mildly agree, disagree or strongly disagree. If you cannot decide whether you agree or disagree with the statement, then rate it as uncertain. There are no right or wrong answers, so answer according to your own conviction.

Draw a circle around the pair of letters that best expresses your feeling.

SA = Strongly Agree

SD = Strongly Disagree

MA = Mildly Agree

MD = Mildly Disagree

UN = Uncertain

- 1. The schools of today offer many up-to-date courses in our changing society. SA MA UN MD SD
- 2. The people in the school neighborhood are friendly toward students. SA MA UN MD SD
- 3. I am punished more severely for discipline problems than other students. SA MA UN MD SD
- 4. I have made many new friends while attending this school. SA MA UN MD SD

-2-

- | | | | | | |
|---|----|----|----|----|----|
| 5. School is a drag. I can't wait till I am old enough to leave. | SA | MA | UN | MD | SD |
| 6. I attempt to participate in school activities as much as possible. | SA | MA | UN | MD | SD |
| 7. More minority group teachers are needed in today's schools. | SA | MA | UN | MD | SD |
| 8. Neighborhood parents are friendly to students from outside the community. | SA | MA | UN | MD | SD |
| 9. All school regulations are strictly enforced. | SA | MA | UN | MD | SD |
| 10. The kids who are popular in school are the kids who have money. | SA | MA | UN | MD | SD |
| 11. My parents want me to finish school and possibly go to college. | SA | MA | UN | MD | SD |
| 12. Most teachers are quite willing to offer added help at the students' request. | SA | MA | UN | MD | SD |
| 13. The people in the school neighborhood do not seem to like visiting students. | SA | MA | UN | MD | SD |
| 14. Discipline in school is the same for the whole student body. | SA | MA | UN | MD | SD |
| 15. My classmates receive more assistance with their homework from their parents than I do. | SA | MA | UN | MD | SD |
| 16. After I graduate from high school I would like to go to college. | SA | MA | UN | MD | SD |
| 17. The subjects offered in school are not worthwhile. | SA | MA | UN | MD | SD |
| 18. Neighborhood parents look with disfavor on students from outside the neighborhood. | SA | MA | UN | MD | SD |
| 19. I can easily get away with breaking simple school regulations. | SA | MA | UN | MD | SD |
| 20. Kids at this school are quite unfriendly. | SA | MA | UN | MD | SD |

CHART I.

Schematic Concept of Attitude

Measurable
Independent
Variables

Intervening
Variable

Measurable
Dependent
Variables

Affect

Sympathetic
nervous responses
verbal state-
ments of affect

Stimuli = (individual
situations, social
groups, social issues.)

ATTITUDES

Cognition

Perceptual
responses verbal
statements of
belief.

Behavior

overt action
verbal state-
ments concerning
behavior.

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