THE RELATIONSHIP OF THE SELF-CONCEPTS OF NEGRO AND WHITE COLLEGE FRESHMEN TO THE NATURE OF THEIR WRITTEN WORK

APPROVED:

Graduate Committee:

C. W. Clark
Major Professor

Howard C. King
Minor Professor

Committee Member

Committee Member

Dean of the School of Education

Dean of the Graduate School
THE RELATIONSHIP OF THE SELF-CONCEPTS OF NEGRO
AND WHITE COLLEGE FRESHMEN TO THE
NATURE OF THEIR WRITTEN WORK

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

Helen E. W. Johnson, M. S.

Denton, Texas

January, 1970
# TABLE OF CONTENTS

LIST OF TABLES ........................................ iv

Chapter

I. THE NATURE AND PURPOSE OF THE STUDY ............. 1

   Introduction
   Statement of the Problem
   Hypotheses of the Study
   Limitations of the Study
   Background and Significance of the Study
   Definition and Explanation of Terms
   Organization of the Study

II. REVIEW OF THE LITERATURE ......................... 12

   The Self-Concept as a Social Product
   The Impact of the Culture on Language
   Language and Personality Variables
   Summary of the Literature

III. THE COLLECTION OF DATA .......................... 34

   Selection of the Subjects
   The Evaluation of the Themes
   Administering the Tennessee Self Concept Scale
   Forms Devised for Use in the Study

IV. ANALYSIS OF DATA ................................. 50

   Evaluations of Theme Elements
   Summary of Findings

V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS .......................... 79

APPENDIX A FORMS USED TO COLLECT DATA ............ 109

APPENDIX B FORMS USED TO RECORD DATA ............... 112

BIBLIOGRAPHY ......................................... 116

iii
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>A Random Sample of Ten Theme Writers and the Evaluations Given by Five Judges for the Degree of Abstraction in Their Themes</td>
<td>43</td>
</tr>
<tr>
<td>II.</td>
<td>Calculation of the Coefficient of Concordance, the Data Consisting of the Evaluations of the Degree of Abstraction in Ten Themes by Five Judges</td>
<td>44</td>
</tr>
<tr>
<td>III.</td>
<td>Means and Standard Deviations of the Tennessee Self Concept Scale</td>
<td>52</td>
</tr>
<tr>
<td>IV.</td>
<td>Comparisons of the Means and Standard Deviations of Scores Achieved on the Tennessee Self Concept Scale by White and Negro College Freshmen</td>
<td>53</td>
</tr>
<tr>
<td>V.</td>
<td>Comparisons of Mean Evaluations Given for Lexical Diversity, Structural Complexity, and Abstraction in the Written Expression of White and Negro College Freshmen</td>
<td>60</td>
</tr>
<tr>
<td>VI.</td>
<td>Significance of the Coefficients of Correlation Between the Total Positive Scores of the Tennessee Self Concept Scale and the Several Evaluations of The Written Expression of Negro College Freshmen</td>
<td>65</td>
</tr>
<tr>
<td>VII.</td>
<td>Significance of the Coefficients of Correlation Between the Total Positive Scores and the Tennessee Self Concept Scale and the Several Evaluations of the Written Expression of White College Freshmen</td>
<td>66</td>
</tr>
</tbody>
</table>
LIST OF TABLES (Continued)

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.</td>
<td>A Comparison of the Coefficients of Correlation Computed for the Total Positive Scores and the Several Evaluations of the Written Expression of Negro and White College Freshmen</td>
<td>71</td>
</tr>
<tr>
<td>IX.</td>
<td>Sex-Related Differences in Mean Evaluations of Lexical Diversity, Structural Complexity, and Abstraction For Themes of Negro College Freshmen</td>
<td>73</td>
</tr>
<tr>
<td>X.</td>
<td>Sex-Related Differences in Mean Evaluations of Lexical Diversity, Structural Complexity, and Abstraction For Themes of White College Freshmen</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER I

THE NATURE AND PURPOSE OF THE STUDY

Introduction

This study was concerned with two variables; one, the self-concept as a facet of personality; the other, certain aspects of written expression as elements of language behavior.

Implicit in this passage is the suggestion of the relationships between the two basic concepts of this research:

There is nothing closer to us than our native language. It is as close as our bodies and our minds. In a way our language is our mind and our memory. All our childhood experience, all our knowledge of the world is reflected in the words we use and the way we use them. We look at the universe as the patterns of our language teach us to look at it, and we can never see it any other way except by learning another language.

To know the language of a people is to know that people. To know one's language is to know one's self. There is no more important study.¹

This passage suggests that language is inseparable from the culture of which it is a part; it also suggests that a relationship exists between the self and language. An

exploration of this relationship was the basic problem of the study.

Statement of the Problem

This study sought to determine whether any differences existed in the degree of relationship between the self-concepts of Negro and white college freshmen as measured by the mean scores achieved by them on the Tennessee Self Concept Scale and the nature of their performance in written expression as measured by the mean evaluations received by them for certain aspects of their written work.

Several sub-problems were involved in the investigation. One was the determination of the self-concepts of the subjects used in the study; another was the development of procedures for the evaluation of the themes used in the research. Another sub-problem concerned the discovery of possible sex-related differences in the nature of the writing done by the persons involved in the study.

Hypotheses of the Study

The following were the research hypotheses of the study:

1. White college freshmen will achieve significantly more desirable mean scores than will Negro college freshmen on each of the following scores of the Tennessee Self Concept.
Scale:

a. Total Positive
b. Self Criticism
c. Total Variability

2. White college freshmen will achieve significantly more desirable mean scores than will Negro college freshmen on each of the following components of the **Tennessee Self Concept Scale**:

a. Identity
b. Self Acceptance
c. Behavior
d. Physical Self
e. Moral-Ethical Self
f. Personal Self
g. Family Self
h. Social Self

3. White college freshmen will achieve significantly higher mean evaluations for their written work than will the Negro college freshmen when such work is compared according to the following:

a. lexical diversity
b. structural complexity
c. abstraction
4. Significant positive correlation will be found to exist between the Total Positive Scores achieved by Negro college freshmen on the Tennessee Self Concept Scale and each of the following evaluations given for their written work:
   a. lexical diversity
   b. structural complexity
   c. abstraction

5. Significant positive correlation will be found to exist between the Total Positive Scores achieved by white college freshmen on the Tennessee Self Concept Scale and each of the following evaluations given for their written work:
   a. lexical diversity
   b. structural complexity
   c. abstraction

6. Significant differences will be found to exist between the coefficients of correlation calculated between the Total Positive Scores and each of the several evaluations of the written expression of the white college freshmen, and comparable coefficients calculated for the Negro group.

7. Significant sex-related differences will be found to exist between the mean evaluations on each of the following measures of the written expression of the Negro college freshmen:
8. Significant sex-related differences will be found to exist between the mean evaluations for each of the following measures of written expression of the white college freshmen:

a. lexical diversity
b. structural complexity
c. abstraction

Background and Significance of the Study

One of the study groups was composed of Negro college freshmen. Many studies have been made of the Negro student since the Supreme Court decisions of 1954 and 1955 focused attention on him as a part of the integrated classrooms of the United States of America. Generally it has been assumed that, since the Negro is a product of a different culture, he is of necessity different in his abilities, aspirations, and values. "The disadvantaged differ from the advantaged" was stated by Roger W. Shuy. ² Though much has been written about the Negro student, objective research data on his

feelings and value systems are meager. Yet, an understanding of these psychological differences is needed by the educator in order to plan educational experiences that will be meaningful to all the members of the classrooms of the United States of America.  

One of the educational problems of the Negro is language. Deficiency in language at any level is a problem, but at the college level it is particularly damaging; such a deficiency not only affects the ability to communicate efficiently, but also contributes to feelings of inadequacy about the self.  

Good education must recognize the unique differences in students in order that it can provide a "range of opportunities" commensurate with the "wide range of differences" in subcultural values, customs, traditions, and concepts. This study sought to provide information on the concepts of the two freshmen groups. It also sought to provide specific information on some problems in written expression. Such information should establish a sounder basis for individualizing the work of the classrooms which may contain students

---


5 Giles, p. 192.
of ethnic and cultural backgrounds similar to those of this study.

In spite of the general belief that the written expression of a student has some relationship to his personality, little research material was found detailing possible relationships of specific elements of written expression and particular facets of personality. The few studies made in this lean area of research did not use college students as subjects; still fewer used the self-concept as a study variable. This study sought to provide some information related to this lean area of research; college freshmen were used as subjects, and the self-concept was one of the study variables.

Limitations of the Study

Certain limitations were inherent in the design of the study. One such limitation was the necessity of defining the self-concept in terms of scores made on the Tennessee Self Concept Scale. Another was the need for describing the evaluation of written expression in terms of mathematical formulas. A third limitation was the fact that the themes used in the research had to be written as a part of the regular classroom exercises of the students involved. Although there may be no evidence that any instructor did not carry out the instructions given him to the best of his ability, there remains the
possibility that individual personality factors or even the general classroom climate at the time of writing may have influenced the written expression of the students used in the study.

**Definition and Explanation of Terms**

For the purposes of this study, the following definitions have been formulated:

1. **Lexical Diversity.**--Lexical diversity was defined as the proportion of different words in the total number of words used in a theme. It was calculated by dividing the total number of different words used in a theme by the total number of words in the theme.

   In the counting of words for this study, these rules prevailed: contractions of the subject and verb were counted as one word; contractions of the verb and a negative counted as one word; each part of a verb combination such as could be seen counted as a separate word; hyphenated words and compound nouns counted as one word, respectively; plurals, variants, comparatives, and tense forms were not counted as separate words once the basic form had been counted.

2. **Structural Complexity.**--Structural complexity was defined as that quality of a theme that is represented in certain elements of patterning present in the sentences. One
principal component of structural complexity was sentence length. The average sentence length for each theme was determined by dividing the total number of words in the theme by the number of sentences. A sentence was construed to be any group of related words completed by end punctuation.

A second component of structural complexity was the average weight of subordinate elements in the sentence. These subordinate elements measured the amount and kind of modification. They included prepositional phrases, verbal phrases, and subordinate clauses.

The average weight of subordinate elements was obtained by multiplying the subordinate clause by one, each prepositional phrase by two, and each verbal phrase by three. When these products were added together and divided by the total number of sentences in a theme, the resulting quotient was the average weight of the subordinate elements.

3. Abstraction.--Abstraction was defined as that quality of language that comes from a mastery of form, a richness of vocabulary, a sensitivity to the effects possible from a knowledge of the capabilities of one's own language, and the ability to handle it with artistic skill. These are intangible qualities and are difficult to measure.
The degree of abstraction present in the themes of this study was determined by a panel of five judges. Their evaluation of abstraction was based on their observation of the presence or absence of these characteristics:

a. Abstraction is the quality of sensing and expressing relationships.

b. Abstraction involves the putting together of ideas in sequence so that a principle is developed or a process understood.

c. Abstraction requires the ability to generalize from the concrete and specific to the more general and less specific.

d. Abstraction involves the ability to see and express symbolic relationships.

4. Self-Concept.--The self-concept was defined in terms of the scores made on the Tennessee Self Concept Scale.

Organization of the Study

The remaining chapters of the study have been organized as follows:

Chapter II contains the review of the literature related to this study as it concerns the impact of the culture on the development of the self-concept, the impact of the culture on
language, and the relationships between personality and language.

Chapter III describes the instruments and methods used in the collection of the data of the study.

Chapter IV presents the data of the study and the statistical calculations necessary to test the hypotheses of the study, the findings based upon the scores made by the two freshmen groups on the Tennessee Self Concept Scale, and the various evaluations given for the written expression of the two groups.

Chapter V contains a summary of the study along with the conclusions and implications of the research.
CHAPTER II

REVIEW OF THE LITERATURE

A survey of the literature related to this study revealed material in three principal categories: those studies concerned with the development of the self-concept as a social product, those concerned with the impact of the culture on language, and those showing some type of relationship between elements of personality and language.

The Self-Concept as a Social Product

The self-concept has been defined in many ways. It was defined by Carl R. Rogers as "what an individual believes about himself."¹ J. E. Royce called the self-concept a "self-image in the evaluation one has of himself, and his conception of his role on the stage of life."²

Each self is composed of elements derived from the personal influences in the life of the individual and those derived from his social environment.

¹Carl R. Rogers, Client Centered Therapy (Boston, 1951), p. 20.

The meaning of self is presumed to evolve in the context of a multitude of associations with objects, persons, and other concepts...; the self is primarily defined in relation to persons, or more particularly, significant others. The self-concept is more accurately described as the perception of self in relation to significant others.

These significant others could be members of the family or members of the larger society. They are important persons in the environment of the individual. From them he should be able to receive the satisfactions of love, compassion, and understanding. When these significant others or any part of them become a threat and are not the sources of the required satisfactions, the self-concept of the individual can be damaged, and feelings of inadequacy and worthlessness developed.

Solomon Diamond emphasized the value of a "warm, permissive social environment" in the development of a healthy, positive self-esteem; the opposite conditions produce "negative self-derogatory feelings of inferiority, worthlessness, and guilt."^4

---


Gardner Murphy stated this about the evolving of the self:

Sometimes the contours of the self are blurred and the distinction between self and non-self made indistinct. . . . This self represents a relative continuity from the cradle to the grave . . . and around it cluster the goals, values, norms, and ideals which give meaningful purposive continuity to life.⁵

For M. Sherif and H. Cantril the self was this:

The ego is a genetic formation made up of a host of personal and social values . . . ; these values serve the individual as frames of reference by means of which he makes those judgments that affect him; that determine for him success and failure; that determine his loyalties and allegiances; that spell out what he considers to be his role, his status, his class.⁶

Feelings of self-esteem should be important to educators for they are related to the desire to learn. "Persons who feel powerless and alienated from society have a lowered interest in learning."⁷ This feeling of being isolated from the larger society has made it difficult for the Negro student to develop feelings of high self-esteem. Ego-deflation started for the Negro student as soon as he began "to


appreciate the negative implications of dark skin color for social status and personal worth." By the time he had become an adolescent, he not only had developed "ambivalent feelings toward middle class achievement values and the personality traits necessary for their implementation," but also had evolved lowered "levels of aspiration, the capacity to learn, and the capacity to relate in interpersonal situations."

Others have felt that the Negro's isolation from the cultural mainstream may have caused him to have lowered aspirations along with feelings of self-hatred and cultural rejection. D. H. Smith stated that "self-rejection and self-deprecation seem to be part of the life of the Negro child." Among those who agreed with Smith were Dodson, Ausubel and

---


9Ibid., p. 135.


Ausubel, Amos and Grambs, Storen, and Kiernan and Daniels. Some others who also predicted lowered aspirations for the culturally deprived child were Gay, Riessman, Clark, Baldwin, and Kvaraceus and his associates.

As early as 1948, Robert K. Merton announced his concept of the self-fulfilling prophecy. This prophecy emphasized the finding that "one person's expectations for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made." People often behave as they are expected to behave. The self-fulfilling prophecy has been a potent factor in producing feelings of low self-esteem among Negro students. The larger society has often labelled the Negro as inferior and capable only of inferior performance, and the Negro has fulfilled this prediction only too often when he has accepted this view of himself and acted as he was expected to act. Thus he made the "very expectation itself a cause for its fulfillment."^23

Diamond said that abundant clinical and experimental evidence was in existence to show the self-fulfilling prophecy operative among "members of minority groups that are the objects of hostile discrimination."^24 Poussant and Atkinson attributed the power of the self-fulfilling prophecy to the Negro's discovery that he could best interact with the


^24 Diamond, p. 271.
larger society when he accepted their opinion of him, and that the type of self-concept most often "nurtured and rewarded by the larger society" was one marked by low self-esteem and self-derogation.  

Because of his physical characteristics, the Negro is a highly visible minority; this high visibility has made it easy to practice discrimination against him. One of the types of discrimination has been the segregated neighborhood. W. C. Haggstrom studied the effects upon the personality of Negroes of having had to live in segregated communities. He hypothesized that a segregated community would serve as a symbol of inferiority and as such would depress the self-esteem of those living there. His hypothesis was supported; he found that the primary characteristic of residentially segregated Negroes was low self-esteem.  

Discrimination practised against the Negro has tended to create within him undesirable attitudes. A Texas Youth Study made at the University of Texas tested two hundred fifty-two adolescents to ascertain ethnic group differences in

---


social attitudes. The group studied was equally divided into three sub-groups of Anglo-Americans, Latin Americans, and Negroes. It was found that the more deviant social attitudes were held by the groups whose racial or ethnic characteristics assigned them the most "visible distance from the modal characteristics of the dominant or Anglo-American society."\textsuperscript{27} The Negro group was the most visible and had the most deviant social attitudes; they were followed in turn by the Latin American and Anglo-American groups.

Amos and Grambs made this summary of the effect of the culture in which the Negro has developed his self-concept:

> The discrimination Negroes must live with results in psychological damage to them . . . ; they must adapt to the same culture and accept the same social goals as the white person but without the same opportunity to achieve them. The self-esteem of the Negro suffers because he is constantly receiving an unpleasant image of himself.\textsuperscript{28}

The Negro has not been alone in the psychological damage inflicted upon him in the American culture. To a more or less limited degree, all youth has suffered some psychological damage. The mere presence of a large down-graded minority group has encouraged the expression of hostile and aggressive


\textsuperscript{28}Amos and Grambs, p. 326.
feelings against it by the majority group. Such expression, however, has been paid for by illusory feelings of security, and feelings of guilt, psychological conflicts, and anxieties.29

The youth of America, both black and white, have challenged many of America's deep-seated moral and social values.30 One type of social action resulting from this challenging has been hostility directed toward established social institutions; another has been passive withdrawal into adolescent sub-cultures to escape from society.31 This withdrawal has been particularly damaging in its effect, because of the degenerate attitudes that can develop when young people live exclusively within their own sub-cultures.

The Impact of the Culture on Language

... All our knowledge of the world is reflected in the words we use and the way we use them. We look at the universe as the patterns of our language teach us to look at it, and we can never see it any other way... 32

The language of an individual as well as his self-concept has developed within a social environment. Language

29 Psychiatric Aspects, p. 20.


31 Watts and Whittaker, p. 179. 32 Roberts, p. 311.
is born of the culture, has helped organize experience within the culture, and can help control the culture once the individual has learned to use words to gain "operant control over his social environment." Language can be thought of as a "socially conditioned relationship between the internal and external worlds" of its users. 

Central among the deficiencies of the disadvantaged are deficiencies of language. The sources of these deficits have been laid to economic, social or other factors depending upon the orientation of the writer. Social factors, however, have been assigned most often as reasons for failure to achieve efficiency in language. W. D. Loban in an unpublished report to the United States Office of Education concerning deviations from standard English among the disadvantaged students said that he had discovered "a consistent relationship between social class and communication facility."

---


34 Ibid., p. 466.

35 Rosenthal and Jacobson, pp. 48-49.

36 Ibid., p. 50.
Among the language deficits of the disadvantaged child are the lack of ability to express his feelings and emotions and the lack of ability to use the abstract and general in giving expression to his experiences. Blank and Solomon ascribed these deficiencies to the "lack of a symbolic system to organize the plentiful stimulation surrounding them." The disadvantaged child is subjected to many experiences, but he has few words and language patterns that he can use to put these experiences into meaningful verbal expression. Blank and Solomon did their work with the pre-school child, but others have found the language deficiencies that they described in older children, also. Silverman noticed that culturally deprived children seem to have special difficulty in developing concepts of an abstract nature and in generalizing. These cognitive deficiencies become most evident in the later elementary and junior high grades when the subject matter typically requires such abilities.


40 Silverman, p. 71.
Martin Deutsch related the differences in the environment of middle and lower class children to their differences in the usage of language. He felt that a major distinction in the "language experiences of the middle and lower class children is the difference in training which their respective cultures offer them in dealing with abstract ideas."\(^{41}\)

John and Goldstein,\(^{42}\) Cohen, and Lerman saw a relationship between the environment and both form and content of language. Cohen found that the "hard-core poor" had developed a code of language relevant to their needs and beliefs.\(^{43}\) Lerman's delinquents developed a language sprinkled with words emphasizing toughness and non-conforming values. The expressions included phrases such as "toughness," "kicks," "keeping one's mouth shut," "outsmarting others," and such kindred terms.\(^{44}\)

Perhaps the most extensive work done recently on the impact of social class and culture on language was that of the

\(^{41}\)Deutsch, p. 217.

\(^{42}\)John and Goldstein, p. 458.


British sociologist Basil Bernstein. Bernstein began in 1953 and 1959 publishing articles in the *British Journal of Sociology* suggesting that particular social groups used distinctive forms of language. In 1960, Bernstein published the results of an experiment designed to examine the premise that "measurable inter-status differences in language facility result from entirely different modes of speech from within the middle class and working class."47

For the experiment, Bernstein used a working class group and a public school group. Members of both groups were given a non-verbal intelligence test and a language test. Both groups had a wide range of scores on the intelligence scale, but the scores made on the language test showed a clustering in the lower range for the working class and a spread over the upper range of values for the public school group. None in the working class reached the highest level of values on the language scale. From these facts, Bernstein concluded that the working class group scored as well as it did on

---


the non-verbal intelligence scale because their environment afforded them access to all the operations needed to achieve the high scores. However, their environment did not make available for them "the concepts and principles required for the upper ranges of the verbal tests." From this study and another done early in 1961, one done later in 1961, and others done in 1962, and in 1965, Bernstein confirmed his theory that differences in the use of language were due to the differing emphases on verbal activity within the social structure. Once the codes of language have become operative, they tend to become self-reinforcing and self-perpetuating.

The codes of language described by Bernstein are called the elaborated code, or formal language, and the restricted code, or public language. The following characteristics of the restricted code come from an early work of Bernstein:


1. Short, grammatically simple, often unfinished sentences with a poor syntactical form.

2. Simple and repetitive use of conjunctions (so, then, and, because).

3. Little use of subordinate clauses used to break down the initial categories of the dominant subject.

4. Inability to hold a formal subject through a speech sequence, thus facilitating a dislocated informational content.

5. Rigid and limited use of adjectives and adverbs.

6. Infrequent use of impersonal pronouns as subjects of conditional clauses or sentences, e.g., "one."

7. Frequent use of statements where the reason and the conclusion are confounded to produce a categoric utterance.

8. A large number of statements and phrases that signal a requirement for the previous speech sequence to be reinforced—"wouldn't it," "You see," "Just fancy." This process is called "sympathetic circularity."

9. Idiomatic selection from a group of idiomatic sequences will frequently occur.

10. The individual qualification is implicit in the sentence organization: it is a language of implicit meaning.53

"Some of these characteristics will occur at certain times in any form of language use, but the term public language is reserved for a form of communication in which all the characteristics are found."54 The use of the public form of language results from a "way of organizing and responding to experience."55 It is impersonal in the literal


55 Ibid.
sense of the word; this impersonality opens the way to a form of "social behavior that is controlled by a rigid, authoritarian social structure." Not much is said in a public language because not much needs to be said.

The elaborated or formal type of language demands more of the user; it is more individual; there is little structured communication; the patterns of language are more related to the user than to the class to which he belongs. "The meaning is logically explicit and finely differentiated."

Escape from the restricted code of language usage demands exposure to the elaborated code and much practice with it. Newton, after studying the language of disadvantaged children, advocated much practice with the type of communication characterized as formal language.

Dwight Bolinger saw important educational implications, also, in the codes of language described by Bernstein. He saw the need for skill in using both codes of language along with the ability to move easily from one code to the other as the occasion demanded. Bolinger felt that one of the tasks of education was to make the student aware of the limitations

---

56 Ibid., p. 301.  
57 Ibid., p. 300.  
of his restricted code of language and force him to "orient towards the verbal channel" as a means of escape from the restrictions "laid on him by the social structure." 59

Language and Personality Variables

A third category of literature related to this study included writings concerned with the relationships existing between personality and language. Such studies are few, but they have importance for educators. Language deficiencies are related to feelings of inadequacy about the self; 60 these feelings are related to the desire and the capacity to learn.

In 1950, J. Patten made a study of language and personality for a doctoral dissertation. He collected four samples of writing from sixty first-semester freshmen at Stanford University. He classified these two hundred forty samples into fifteen categories according to certain writing criteria. Each subject had a personality profile, also, resulting from the administering of the Minnesota Multiphasic Personality Inventory. When the profiles were compared, Patten found significant differences in elements of personality


between the groups arranged according to topic coverage, use of qualifying expressions, and quantity of material.  

C. J. Hurst studied the psychological and social concomitants of substandard speech using a group of Negro freshmen from the College of Liberal Arts of Howard University. The group ranged in age from seventeen to eighteen years and was composed of five hundred sixty-six males and six hundred forty-three females. Hurst found definite relationships existing between certain personality variables and speech proficiency. He coined the term "dialectolalia" to describe such speech aberrations as phonemic and sub-phonemic replacements, segmental phonemes, phonetic distortions, defective syntax, misarticulations, mispronunciations, faulty phonology, and unintelligibility.  

Hurst discovered that the "high proficiency speaker group generally manifested more of those qualities and traits that are essential for and facilitate social interaction, social mobility, and academic success." He advocated that since significant group differences existed on the measures


of personality as "function of the speech proficiency of the
group that efforts at language remediation should be pre-
faced by a complete evaluation of . . . personality
traits." 63

Mann used twenty-four schizophrenics and twenty-four
college women in an investigation of characteristics of the
language of normals and deviants. She made a quantitative
analysis of the written expression of both groups to ascer-
tain differences and similarities. She found that the normals
used more qualifying expressions, and had a more complex
language pattern than did the schizophrenics. The language
of the latter was more rigid, less complicated in structure,
and less imaginative. 64

C. E. Osgood and E. G. Walker analyzed suicide notes as
eamples of writing under stress to ascertain whether or not
such writing would show measurable elements of disorgani-
ization. They found the suicide notes to be more stereotyped
in expression, more disorganized in structure and content,

63 Hurst, p. 418.

64 M. E. Mann, "The Quantitative Differentiation of
Samples of Written Language," Psychological Monographs, LVI,
(1944), 41-74.
and more filled with implied and expressed hostilities than the writing of normal individuals. 65

H. A. Levin investigated the problem of whether or not words would serve to mediate different affective meanings for Negro and white boys and girls from city and suburban high schools. Levin predicted that certain words would have different meanings for Negroes because they were part of a subculture different from that of the larger society. They also had different environmental experiences. The Semantic Differential was used to measure the word concepts.

Levin discovered a high degree of similarity between the ethnic groups in their interpretation of word concepts. He attributed these likenesses to the similarities in the educational and living environments of the two groups. 66

Summary of the Literature

Literature related to this research was divided into three principal categories: those studies of the self-concept as a


social product, those studies concerning the impact of the culture on language, and those studies revealing relationships between elements of the personality and language.

The following conclusions seem warranted from an analysis of this literature:

1. The self-concept develops within a social environment.

2. The self-concept has unique personal characteristics, but also has characteristics which reflect the social environment. This combination of characteristics aids the individual in forming his values, goals, allegiances, and feelings of personal worth.

3. The self-concept of the Negro is expected to be low in self-esteem, lacking in self-confidence, negatively oriented toward society, and filled with feelings of self-hatred and self-derogation.

4. Both form and content of language are socially determined.

5. Codes of language relevant to the needs of subcultural groups develop within the larger culture.

6. Once developed, a code of language tends to be self-perpetuating.
7. The language deficiencies of the culturally disadvantaged tend to be of the type that hinder success in school; they are related to the lack of ability to make generalizations and handle abstract concepts.

8. Not only does the culture have an impact on language, language can have an impact on the culture, also. As the individual learns to manipulate the words and patterns of his language, he gains operant control over his environment.

9. Language deficiencies are related to feelings of inadequacy about the psychological and social self.

10. Although many people have conceded that some type of relationship exists between personality and language, many research data are needed to establish what these relationships may be.
CHAPTER III

THE COLLECTION OF DATA

The collection of data for the study involved the selection of subjects to be used, the administering of the Tennessee Self Concept Test to the subjects, and the analysis and recording of the information concerning each person used in the study.

Selection of the Subjects

Before any data were collected, conferences were held with the instructors of freshman English at the two participating colleges. The purpose of these conferences was to discuss the nature of the study, the type of material needed from each school, and the best possible procedures for the collection of the needed data. Conferences were held early in February after the confusion of registration for the second semester had subsided.

The collection of the data began early in March. The first step was the selection of the persons to be used in the study. The subjects for the study were two groups of first-semester freshmen obtained from the beginning sections
of freshman English at a predominantly Negro college, hereafter called Black College, and at a predominantly white college, hereafter called White College. Both schools are church-related, affiliated with the Baptist denomination and located near a large urban community. The Negro sample came from the students of Black College; the white college freshmen came from White College.

The two study groups were obtained from the students who enrolled in the beginning sections of freshman English for the second semester. The number of such students is considerably smaller for the second semester than for the first session of the school year. Black College had approximately one hundred such students; White College had fewer. Therefore, nearly all of the students suitable for inclusion in the study from Black College were used; the sample secured from White College had to be supplemented with additional persons from those who enrolled for the summer session.

The criteria for inclusion in the study were these:

1. Each subject had to submit a theme and an answer sheet to the Tennessee Self Concept Scale.

2. Each subject was a first-semester freshman.

3. Each subject was reared in the United States.
4. Each subject selected for the Black College sample was an American-born Negro.

5. Each subject selected for the White College sample was an American-born Caucasian.

Black College had three classes of beginning freshman English with a total enrollment of one hundred one students. When the above criteria were applied to these classes, fifty students were eliminated leaving a sample population of fifty-one. One of these students had an extreme self-concept score more than thirty points lower than the second lowest score for the group. In order that the mean calculated for the self-concepts of the Negro group might not be unduly distorted by the inclusion of this extreme score, it was eliminated. This brought the Negro sample to fifty persons.

There were then twenty-five males and twenty-five females. This equal division into sexes was not planned as a part of the study; it was accidental. Although the beginning freshman English classes contained more males than females, more males were eliminated for not having met the criteria for inclusion in the sample.

Of the number eliminated from the Black sample, fourteen did not have both an answer sheet for the self-concept scale and a theme; twenty-seven were not first-semester
freshmen; six were non-American, and three were non-Negro. Of the fifty-one eliminated, forty-one were male, and ten were female. Black College's student body has a large segment of foreign students from Africa, Iran, Cuba and other areas. Nearly all of these students are male; very few are female.

When the criteria were applied to the students in the beginning sections of freshman English at White College, thirty-five were left of a group of fifty-four. Two were eliminated for being non-American; four were non-Caucasian; six were not first-semester freshmen, and seven did not have both a theme and an answer sheet for the Tennessee Self Concept Scale.

Of the thirty-five selected, twenty-five were male and ten were female. This followed closely the pattern of the sexes within the student body of White College; about sixty-seven per cent of its students are male. Since the White College sample contained only thirty-five persons, additional persons were sought from the beginning English section of the following summer session in order to have a group similar in number to the one from Black College. Eight more male students were obtained who met the criteria, and seven more female students. This brought the White College sample to fifty persons, with thirty-three male and seventeen female.
All persons in the two study groups wrote themes that served as samples of the written expression of the two groups. The themes were written by all members of the beginning freshman English classes according to mimeographed directions which had been prepared as a part of the plan of the study. Each member of the participating classes had a copy of these directions. A copy is given in Appendix A. These themes were written as a part of the regular classroom exercises of the freshman English classes.

As the themes were completed and returned to the desk of the instructor, each was given an identifying code composed of two or three letters from a prepared list of combinations. The letters of the codes had no significance; they had been combined at random for the simple purpose of identifying all scores, evaluations, and other information about each subject used in the study.

At the next meeting of the classes that had written themes, all the students were given the Tennessee Self Concept Scale. Since the freshman classes were used to being given various kinds of tests, another one caused little surprise. No difficulty was experienced in testing either group of subjects. As each student completed his answer sheet for the Scale, he brought it to the desk of the
instructor, where it was marked with the same code used for his theme. A list of students who had written themes and their identifying codes had been kept for this purpose.

The Evaluation of the Themes

The one hundred themes used in the study were mimeographed with the errors in spelling, paragraphing, margin allowances, and grammar faithfully reproduced. The mimeographed sheets were stapled together to form booklets. Twenty copies of the booklets were made in order that a copy would be available for each member of the panel who helped in the evaluation of the degree of abstraction present in each of the themes; the other copies were available for other evaluation purposes.

The themes were evaluated for lexical diversity and structural complexity by the use of formulas; they were evaluated for the degree of abstraction by a jury of five persons. The personnel of this jury will be discussed later in this section.

Lexical diversity, or the proportion of different words used in the themes, was determined by listing the various words of the theme on a sheet divided into twenty sections with one or more letters of the alphabet labeling each section. This word sheet was an aid in the counting of the
words, as its use kept the same word from being counted more than once; the sheet served also as a record that could later be re-checked for accuracy. When the lexical diversity for each theme was determined, it was recorded on the coded Theme Cover Sheet of the writer of the theme.

The evaluation for structural complexity required two measurements. One was average sentence length; the other, the average weight of the subordinate elements. Since the total number of words in the theme had already been recorded on the Theme Cover Sheet, the average sentence length was easily obtained by dividing this word total by the total number of sentences. A sentence was construed to be any group of related words completed by end punctuation. This information was then recorded on the Theme Cover Sheet: the total number of sentences and the average sentence length.

The average weight of subordinate elements was secured by the following steps:

1. All prepositional phrases were counted and multiplied by two.

2. All verbal phrases were counted and multiplied by three.

3. All subordinate clauses were counted and multiplied by one.

4. These products were then summed and divided by the
number of sentences in the theme. The resulting quotient was recorded as the average weight of the subordinate elements in a sentence.

5. The sum of the evaluation for the average sentence length and the average weight of subordinate elements in each sentence became the evaluation of the structural complexity of the sentences of the theme.

6. The final step was the recording of these theme evaluations on the Theme Cover Sheet: number of prepositional phrases, number of verbal phrases, number of subordinate clauses, average weight of subordinate elements.

The degree of abstraction in each theme was ascertained by a panel of five members. Each was an instructor in freshman English at a school in the Dallas area. All were volunteers who helped in the collection of data for the study.

Before the panel evaluated any theme, a training session was held in order to explain the Score Card for Abstraction (In Appendix A) and other details of the study. At this session, each member of the panel was given the booklet of mimeographed themes and one hundred Score Cards for Abstraction. One of the themes was read and evaluated by the panel in order to determine if each one understood the method of using the Score Card. Each member of the panel was asked to evaluate the first theme in the booklet without any discussion with
any other person at the conference. The results of this trial evaluation were compared; the results were so nearly identical that no later conferences were planned. As individual questions arose over small problems of interpretation of theme content or some such matter, they were answered by means of telephone conversations or personal conferences. One such question was concerning the meaning of a word used as a nickname for the Student Center at White College; another type of question concerned the advisability of giving at least partial credit for some item on a theme in order that there would be an evaluation of at least five for abstraction rather than a score of zero.

The early prediction concerning the agreement in the evaluations of the judges proved to be an accurate one. When all the Score Cards had been received, placed together, and a random sample drawn from them, a coefficient of concordance was calculated. The data are shown in Table I. The Theme coded F E was the one evaluated at the training session. Judges Two, Three and Five gave fives as partial credit for an item on the Score Card. The zero was awarded by Judge Four who felt that no partial credit should be given for an item for which full credit could not be awarded. The theme evaluated by the panel was not very high in its degree of abstraction.
TABLE I

A RANDOM SAMPLE OF TEN THEME WRITERS AND THE EVALUATIONS GIVEN BY FIVE JUDGES FOR THE DEGREE OF ABSTRACTION IN THEIR THEMES

<table>
<thead>
<tr>
<th>Identifying Codes</th>
<th>Evaluations Given by Judges</th>
<th>Average Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>RB</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FZ</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>DX</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>HO</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>CN</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>EH</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>AO</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S Z</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>FB</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>BR</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

Kendall's Coefficient of Concordance was calculated for the above data using this formula:

\[ W = \frac{12 \sum D^2}{m^2 (N) (N^2 -1)} \]

where \( N \) = number of persons; \( m \) = the number of judges,

and \( D \) = difference between the average sum of the ranks.

TABLE II

CALCULATION OF THE COEFFICIENT OF CONCORDANCE, THE DATA CONSISTING OF THE EVALUATIONS OF DEGREES OF ABSTRACTION IN TEN THEMES BY FIVE JUDGES

<table>
<thead>
<tr>
<th>Identifying Codes</th>
<th>1</th>
<th>Ranks of Judges</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Sum of Ranks</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
<td>9.5</td>
<td>10.0</td>
<td>49.5</td>
<td>22</td>
<td>484.00</td>
<td></td>
</tr>
<tr>
<td>F Z</td>
<td>9.0</td>
<td>7.0</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td>38.5</td>
<td>11</td>
<td>121.00</td>
<td></td>
</tr>
<tr>
<td>D X</td>
<td>7.5</td>
<td>8.0</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td>38.0</td>
<td>10.5</td>
<td>110.25</td>
<td></td>
</tr>
<tr>
<td>H O</td>
<td>2.5</td>
<td>1.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>7.0</td>
<td>20.5</td>
<td>420.25</td>
<td></td>
</tr>
<tr>
<td>C N</td>
<td>2.5</td>
<td>1.5</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
<td>11.5</td>
<td>16.0</td>
<td>256.00</td>
<td></td>
</tr>
<tr>
<td>E H</td>
<td>1.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>11.5</td>
<td>16.0</td>
<td>256.00</td>
<td></td>
</tr>
<tr>
<td>A O</td>
<td>4.5</td>
<td>4.5</td>
<td>5.5</td>
<td>4.0</td>
<td>4.5</td>
<td>23.0</td>
<td>4.5</td>
<td>20.25</td>
<td></td>
</tr>
<tr>
<td>S Z</td>
<td>4.5</td>
<td>4.5</td>
<td>4.0</td>
<td>5.0</td>
<td>4.5</td>
<td>22.5</td>
<td>5.0</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>F E</td>
<td>7.5</td>
<td>9.0</td>
<td>9.0</td>
<td>9.5</td>
<td>9.0</td>
<td>44.0</td>
<td>16.5</td>
<td>272.25</td>
<td></td>
</tr>
<tr>
<td>B R</td>
<td>6.0</td>
<td>6.0</td>
<td>5.5</td>
<td>6.0</td>
<td>6.0</td>
<td>29.5</td>
<td>2.0</td>
<td>4.00</td>
<td></td>
</tr>
</tbody>
</table>

\[ W = \frac{12 (1969)}{25 (10) (99)} = \frac{23628}{24750} = .95 \]

If there were no relationship between the ranks, each row would be equal. In this case each row would amount to
27.5 or 275/10. Since differences did exist, these differences were obtained, squared, and the formula for $W$ used to calculate the degree of concordance among the rankings. The size of the coefficient of concordance indicated that there was high agreement among the five judges in the evaluations given for abstraction. Perfect agreement would be indicated by a coefficient of concordance of 1. For $m = 5$ and $N = 10$, this $W$ was highly significant. Significance was determined from a table. "Values of the Coefficient of Concordance $W$ Significant at the 20, 10, 5, and 1 Per Cent Levels."^3

Administering the **Tennessee Self Concept Scale**

The **self-concepts** of the individuals in the two study groups were measured by the scales and sub-scales of the **Tennessee Self Concept Scale**. This **Scale** was developed by the Department of Mental Health of the State of Tennessee. It is a self-administering and self-descriptive scale of one hundred statements to be used by the subject to picture himself as he sees himself. The **Scale** was standardized on a broad sample of more than six hundred people ranging in age from twelve to sixty-eight years, and representing all


^3Ibid., p. 314.
social, economic, and educational levels from the sixth grade through the doctorate; it included males and females, white and Negro.

The reliability of the Scale has been shown by test-retest reliability coefficients which were in the range of .80 to .90, and by "the remarkable similarity of profile patterns found through repeated measures of the same individual over long periods of time." Validation of the Scale was of four kinds: content, discrimination between groups, the measurement of expected personality changes under particular conditions, and the correlation of the Scale with other measures of personality such as the Minnesota Multiphasic Personality Inventory and the Edwards Preference Schedule.

The elements of the self-concept to be measured were those identified and described by the Tennessee Self Concept Scale as follows: Total Positive Score: a measure of the overall level of self-esteem of the individual; Variability: a measure of the amount of inconsistency in self-perception from one area of the personality to the other; Self Criticism: a measure of the openness with which the individual is able

---

5Ibid., pp. 17-30.
to view himself critically; Identity: a measure of how the individual sees himself as a person; Self Acceptance: a measure of how the individual feels about the self he perceives; Behavior: a measure of the individual's perception of the way he functions; Physical Self: a measure of the individual's perception of his body, his state of health, his physical appearance, skills, and sexuality; Moral-Ethical Self: a measure of the individual's perception of his moral worth, relationship to God, feelings of being a good or bad person, and satisfaction with his religion or lack of it; Personal Self: a reflection of the individual's sense of personal worth, his feeling of adequacy as a person, and his evaluation of his personality apart from his body or relationship to others; Family Self: a reflection of the individual's perception of self in relation to his closest and most immediate circle of associates; and Social Self: a reflection of an individual's sense of adequacy and worth in social interaction with other people.\(^6\)

The administering of the Scale thus gave four total and nine sub-scale scores for each person in the study. The most important of these scores was the Total Positive Score. This score resulted from the summing of the Row scores which

---

\(^6\)Fitts, pp. 2, 3.
form the internal frame of reference: Identity, Self Acceptance, and Behavior, and the Column scores which form the external frame of reference: Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self.

The Tennessee Self Concept Scale was administered to all the beginning freshman English sections of Black College and White College at the time the data were collected. As the answer sheets were returned, each was marked with the same identifying code used on the theme of the writer. These codes had been listed for all persons who wrote themes. If no code was listed for a student who returned an answer sheet for the Scale, this sheet was not used for the study. One of the criteria was that each person in the study should submit both a theme and an answer sheet.

When each answer sheet had been coded and included as part of the material for the study, it was scored by hand and the scale and sub-scale scores recorded on a Score Sheet for the Tennessee Self Concept Scale, also marked with the identifying code of the person tested by the Scale.

Forms Devised for Use in the Study

The collection of material for the study involved the recording of many scores, details, and evaluations. Several forms were devised to record this material. They appear in
Appendix B. The forms include the following:

1. Score Card for Abstraction: used to determine the degree of abstraction in each theme and to record the total evaluation of the theme by one judge. (Appendix A)

2. Directions for Theme Writing Assignment: given to each student in the participating English classes to serve as a guide in the writing of the themes used in the study. (Appendix A)

3. Theme Cover Sheet: this form contained spaces for the recording of information about the themes used in the study. This information included the number of words in the theme, the number of different words in the theme, the total number of phrases, the total number of subordinate clauses, the average weight of subordinate elements, the average sentence length, the results of the computations to obtain lexical diversity and structural complexity, and the composite theme evaluation.

4. The Word Sheet: an aid in counting the different words used in the theme.

5. The Score Sheet for the Self-Concept Scale: a form on which to record the scores achieved on the Tennessee Self Concept Scale by each individual student.
CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to ascertain whether or not any degree of relationship existed between the self-concepts of two groups of college freshmen--one Negro and one white--and certain aspects of their written expression: lexical diversity, structural complexity, and abstraction. Various sub-problems sought to ascertain the differences that might exist between such relationships if any were found. The selection of the fifty students for each study group and the various sub-problems of the study have been discussed in earlier chapters.

1. The first hypothesis of the study was that white college freshmen will achieve more desirable mean scores than Negro college freshmen on following components of the Tennessee Self Concept Scale:

   a. Total Positive
   b. Self Criticism
   c. Total Variability

In order to test this hypothesis, the following null hypothesis was proposed: No significant differences will
exist between the mean scores achieved by the white college freshmen and those achieved by the Negro college freshmen on the following components of the Tennessee Self Concept Scale:

a. Total Positive
b. Self Criticism
c. Abstraction

The use of this null hypothesis to determine the desirability of any mean score was based on this reasoning: if the null hypothesis was not rejected, as indicative of no significant difference existing between comparable mean scores achieved by the white and Negro college freshmen, then neither of the mean scores being compared could be considered the more desirable. If the null hypothesis concerning any pair of scores was rejected as indicative of a significant difference existing between these mean scores, the higher mean score would be considered the more desirable providing that it did not have a value outside the range of plus or minus one standard deviation from the Scale mean. Should it have such a value, such a score would then have to be interpreted within the frame of reference of the Scale definition of desirability. The Scale means and standard deviations are presented in Table III.
The small sample technique was used to test the significance of the difference between the means. The first step was to find the standard error of the difference between the means by using this formula:

$$S_{D_{X}} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N - 1)}}$$

When $N_1 = N_2$

Then Fisher's $t$ score was found by this formula:

$$t = \frac{X_1 - X_2}{S_{D_{X}}}$$

The significance of $t$ was taken from a table.

**TABLE III**

<table>
<thead>
<tr>
<th>Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positive</td>
<td>345.57</td>
<td>30.70</td>
</tr>
<tr>
<td>Variability</td>
<td>48.53</td>
<td>12.42</td>
</tr>
<tr>
<td>Identity</td>
<td>127.10</td>
<td>9.96</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>103.67</td>
<td>13.79</td>
</tr>
<tr>
<td>Behavior</td>
<td>115.01</td>
<td>11.22</td>
</tr>
<tr>
<td>Physical Self</td>
<td>71.78</td>
<td>7.67</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>70.33</td>
<td>8.70</td>
</tr>
<tr>
<td>Personal Self</td>
<td>64.55</td>
<td>7.41</td>
</tr>
<tr>
<td>Family Self</td>
<td>70.83</td>
<td>8.43</td>
</tr>
<tr>
<td>Social Self</td>
<td>68.14</td>
<td>7.86</td>
</tr>
</tbody>
</table>

*This table is adapted from Table I of the Manual, Tennessee Self Concept Scale, p. 14.

1 Downie and Heath, pp. 140-143.

2 Ibid., p. 298.
The mean scores and standard deviations achieved by the two college groups are given in Table IV.

**TABLE IV**

**COMPARISONS OF THE MEANS AND STANDARD DEVIATIONS OF SCORES ACHIEVED ON THE TENNESSEE SELF CONCEPT SCALE BY WHITE AND NEGRO COLLEGE FRESHMEN**

<table>
<thead>
<tr>
<th>Name of Score</th>
<th>Means and S.D.'s For The College Freshmen</th>
<th>Difference between Means</th>
<th>L.S.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White (N=50) Mean S.D.</td>
<td>Negro (N=50) Mean S.D.</td>
<td>t Score</td>
</tr>
<tr>
<td>Total Positive</td>
<td>331.6</td>
<td>29.8</td>
<td>347.4</td>
</tr>
<tr>
<td>Variability</td>
<td>51.2</td>
<td>13.9</td>
<td>55.2</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>34.6</td>
<td>5.6</td>
<td>33.0</td>
</tr>
<tr>
<td>Identity</td>
<td>125.1</td>
<td>9.8</td>
<td>128.4</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>99.8</td>
<td>13.7</td>
<td>106.6</td>
</tr>
<tr>
<td>Behavior</td>
<td>106.6</td>
<td>11.4</td>
<td>114.2</td>
</tr>
<tr>
<td>Physical Self</td>
<td>70.0</td>
<td>7.5</td>
<td>76.5</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>64.6</td>
<td>8.9</td>
<td>67.7</td>
</tr>
<tr>
<td>Personal Self</td>
<td>63.46</td>
<td>8.5</td>
<td>65.2</td>
</tr>
<tr>
<td>Family Self</td>
<td>68.96</td>
<td>8.4</td>
<td>69.5</td>
</tr>
<tr>
<td>Social Self</td>
<td>66.6</td>
<td>7.3</td>
<td>69.0</td>
</tr>
</tbody>
</table>

*Significance for this study was set at or better than the .05 level.
A comparison of the means for the Total Positive Score in Tables III and IV revealed that the mean score of 347.4 achieved by the Negro college group was a more desirable one than the 331.6 achieved by the white college group. It was also slightly higher than the Scale mean. Two other scores had to be considered in interpreting the Total Positive Score. One was Variability, the other Self Criticism. High scores for Variability show a lack of consistency in presenting a picture of the self; high scores for Self Criticism show a willingness to give a true report of the self the individual sees. These two scores serve as checks on each other; they both serve as checks on a high Total Positive Score.

The more desirable scores for Variability fall below the mean, but should not go far enough below to approach the first percentile; neither should they be high enough to exceed the ninety-ninth percentile. The Scale limits for these two points are scores above one hundred five or below twenty. High scores for Variability show a lack of consistency in describing the self, but do not have as much effect on the Total Positive Score as does the score for Self Criticism.
The score for Self Criticism results from the answering of ten mildly derogatory statements that the individual is to consider true or untrue about himself. A denial of most of these statements will earn a low score for Self Criticism and suggest that the individual is presenting himself in a more favorable way than he really sees himself. This type of defensive action can inflate the Total Positive Score. However, the Self Criticism Score does not become deviant until it exceeds the ninety-ninth percentile or falls below the first percentile. For Self Criticism, these limits are reached when the score exceeds forty-seven or falls below eighteen.

The Negro college group had a higher score for Variability than did the white college group, but it was not significantly higher, nor did it approach the limits of a deviant score. The Self Criticism score for the Negro students was a little smaller than that for the white group, but the difference was so slight that it had no significance. Neither group of students had scores so far above or below the mean as to be considered deviant scores. Neither group had scores that were the most desirable scores that could have been achieved, but since comparable mean scores achieved by the two groups were not significantly different, it was
concluded that the means for the Total Positive Scores could be considered as representative of the self-concepts of the two sample populations.

The null hypothesis of no significant difference between the means for the Total Positive Scores for the two sample populations was rejected. The null hypotheses of no significant difference between the mean scores for Variability and Self Criticism were not rejected. Hypothesis One predicting more desirable mean scores for the white college population on the Total Positive Score, Self Criticism, and Variability was not accepted. The data directly contradicted the research hypothesis in this instance; the more desirable mean score was achieved by the Negro college freshmen for the Total Positive Score; there were no significant differences between the other two pairs of means.

Hypothesis Two stated that white college freshmen would achieve significantly more desirable mean scores on each of the following components of the Tennessee Self Concept Scale:

a. Identity
b. Self Acceptance
c. Behavior
d. Physical Self
e. Moral-Ethical Self
f. Personal Self  
g. Family Self  
h. Social Self  

The following null hypothesis was proposed to test the above hypothesis: No significant difference would be found to exist between the mean scores achieved by the white college freshmen and those achieved by the Negro college freshmen on the following components of the Tennessee Self Concept Scale:

  a. Identity  
  b. Self Acceptance  
  c. Behavior  
  d. Physical Self  
  e. Moral-Ethical Self  
  f. Personal Self  
  g. Family Self  
  h. Social Self  

The mean scores for Identity showed no significant difference, although the mean of the Negro college freshmen was a higher score than that of the white college group. The null hypothesis of no significant difference between the mean scores for Identity was not rejected; the research hypothesis of a more desirable mean score for the white college group was therefore rejected.
The difference of 6.8 between the mean scores for Self Acceptance was significant at better than the five per cent level of confidence. The mean score achieved by the Negro college freshmen was higher than the mean score achieved by the white freshman group. Therefore the null hypothesis of no significant difference between the mean scores for Self Acceptance was rejected. The research hypothesis of a more desirable mean score for Self Acceptance for the white college freshmen could not be accepted.

The mean score for behavior achieved by the Negro college freshmen indicated more satisfaction with their actions than did the one achieved by the white college group. The difference of 7.6 between the mean scores was significant at better than the one per cent level of confidence. The mean score of 114.2 for the Negro college group was higher than that of 106.6 for the white college group. The null hypothesis of no significant difference between the mean scores was rejected. Since the more desirable mean score for Behavior was achieved by the Negro college group, the research hypothesis of a more desirable mean score for Behavior for the white college freshmen was rejected.

The mean scores for Moral-Ethical Self, Personal Self, Family Self, and Social Self for the white sample population
did not differ significantly from comparable means for the Negro sample population. Any tendency toward desirability, however, lay in the direction of the mean scores achieved by the Negro college group. The null hypotheses of no significant differences between the mean scores for the above named Scale components could not be rejected, but the research hypotheses of more desirable mean scores for the designated Scale components for the white college group were rejected.

Evaluations of Theme Elements

Hypothesis Three predicted the achievement of significantly higher mean evaluations for the written expression of the white college freshmen than those given for the written expression of the Negro group. Therefore, the null hypothesis was proposed that no significant differences existed, respectively, between means achieved for lexical diversity, structural complexity, and abstraction by the white college group and those achieved by the Negro college group. The mean evaluations achieved by the two sample populations for the three aspects of written expression used in the study are summarized in Table V.
TABLE V

COMPARISON OF MEAN EVALUATIONS GIVEN FOR LEXICAL DIVERSITY
STRUCTURAL COMPLEXITY, AND ABSTRACTION IN THE
WRITTEN EXPRESSION OF WHITE AND NEGRO
COLLEGE FRESHMEN

<table>
<thead>
<tr>
<th>Theme Elements</th>
<th>Means and S.B.'s of College Freshmen</th>
<th>Differences Between Means</th>
<th>t Score</th>
<th>L.S.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White (N=50)</td>
<td>Negro (N=50)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Lexical Diversity</td>
<td>50.12</td>
<td>8.36</td>
<td>50.78</td>
<td>6.13</td>
</tr>
<tr>
<td>Structural Complexity</td>
<td>24.7</td>
<td>8.7</td>
<td>20.76</td>
<td>6.52</td>
</tr>
<tr>
<td>Abstraction</td>
<td>24.9</td>
<td>15.56</td>
<td>19.5</td>
<td>12.17</td>
</tr>
<tr>
<td>Composite</td>
<td>47.24</td>
<td>18.76</td>
<td>37.7</td>
<td>12.13</td>
</tr>
</tbody>
</table>

*The criterion level of significance for this study was 5 per cent.

The summary of the data given in Table V reveals that there was little difference in the mean evaluation for lexical diversity for the two sample populations. The difference of .66 was not statistically significant for this study. A comparison of the means for structural complexity for the two groups showed a difference of 3.94, which yielded a t score of 2.54, indicating statistical significance at the 0.05 level.
2.54 which with ninety-eight degrees of freedom was significant at better than the five per cent of confidence.

When the mean evaluations for abstraction for the two groups were compared, the difference of 5.4 yielded a $t$ score of 1.91, which was too small to be significant at the five per cent level of confidence; it was significant at the six per cent level. On the basis of a more lenient level of confidence, the null hypothesis of no significant difference between the means would have been rejected, and the hypothesis of a more desirable mean evaluation for the white college group would have been accepted. However, adherence to the stricter stipulation of a five per cent level of confidence for the study resulted in the rejection of the research hypothesis of a more desirable mean evaluation for abstraction for the white college group.

When the several evaluations for the theme elements in the written expression of each group were combined into composite theme evaluations, and mean composite theme evaluations calculated for each group, the result was a mean composite theme evaluation of 47.24 for the white group and a mean of 37.7 for the Negro group. The difference between these means was 9.54 which yielded a $t$ score of 3.00 which was significant at better than the one per cent level of confidence.
The findings for Hypothesis Three were these: The null hypothesis of no significant difference between the means for lexical diversity could not be rejected; therefore, the research hypothesis of a more desirable mean evaluation for the white group could not be accepted. The null hypothesis of no significant difference between the mean evaluations for structural complexity was rejected; therefore, the research hypothesis of a more desirable mean evaluation for the white college group was accepted. The null hypothesis of no significant difference between the means for abstraction could not be rejected since the level of significance for the difference between the means of the two groups did not reach the criterion level of the study; thus, the research hypothesis of a more desirable mean evaluation for abstraction for the white college group was rejected.

A comparison of the means shown in Table V reveals higher mean evaluations for the white sample in both structural complexity and abstraction; the difference between these means and their respective counterparts in the written work of the Negro college group are significant at the designated level. When the several evaluations for the theme elements in the written expression of each group were combined to produce composite theme evaluations, and means
calculated for these, a significantly high difference appeared between the means. These findings evoke this statement: Hypothesis Three predicted significantly higher mean evaluations for the white college group for the several evaluations of their written expression; as so stated, this research hypothesis cannot be accepted in its entirety. However, it was found that the white college group achieved a higher level of desirability in their written work than did the Negro group.

Hypothesis Four predicted that significant positive correlations would be found to exist between the Total Positive Scores achieved by the Negro college freshmen on the **Tennessee Self Concept Scale** and each of the following evaluations for their written work: lexical diversity, structural complexity, and abstraction. To test this research hypothesis, this null hypothesis was proposed: No significant positive correlations would be found to exist between the Total Positive Scores of the **Tennessee Self Concept Scale** achieved by the Negro college freshmen and each of the following evaluations of their written work: lexical diversity, structural complexity, and abstraction.

The findings for Hypothesis Four revealed the existence of a non-significant negative coefficient of correlation
between the Total Positive Score and lexical diversity; therefore the null hypothesis of no significant positive correlation between the Total Positive Score and lexical diversity was not rejected; the research hypothesis could not be accepted. The null hypothesis of no significant positive correlation between the Total Positive Scores and lexical diversity was not rejected; the research hypothesis could not be accepted. The null hypothesis of no significant positive correlation between the Total Positive Scores and structural complexity could not be rejected; therefore, the hypothesis of the existence of a significant positive correlation between these two measures was not accepted. A significant positive correlation was found to exist between the Total Positive Scores and abstraction; hence, the null hypothesis of no significant positive correlation existing between these two measures was rejected. It was possible, therefore, to accept the research hypothesis of a significant positive correlation existing between the Total Positive Scores and abstraction. These findings are summarized in Table VI.
TABLE VI

SIGNIFICANCE OF THE COEFFICIENTS OF CORRELATION BETWEEN THE TOTAL POSITIVE SCORES ON THE TENNESSEE SELF CONCEPT SCALE AND THE SEVERAL EVALUATIONS OF THE WRITTEN EXPRESSION OF NEGRO COLLEGE FRESHMEN*

N = 50

<table>
<thead>
<tr>
<th>Theme Elements Used With Total Positive Scores</th>
<th>Pearson r's</th>
<th>Levels Significance **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical Diversity</td>
<td>- .09</td>
<td>N.S.</td>
</tr>
<tr>
<td>Structural Complexity</td>
<td>.022</td>
<td>N.S.</td>
</tr>
<tr>
<td>Abstraction</td>
<td>.315</td>
<td>.05</td>
</tr>
<tr>
<td>Composite Evaluation</td>
<td>.355</td>
<td>.01</td>
</tr>
</tbody>
</table>

* From Table VI, p. 306, Downie and Heath.

** The Criterion level of this study was set at .05.

As shown in Table VI, when a coefficient of correlation was calculated for the composite evaluations and the Total Positive Scores, it was significant at better than the one per cent level of confidence. These coefficients of correlation, however, were too small to have much value in indicating a high degree of relationship between the variables involved.
TABLE VII

SIGNIFICANCE OF THE COEFFICIENTS OF CORRELATION BETWEEN THE TOTAL POSITIVE SCORES OF THE TENNESSEE SELF CONCEPT SCALE AND THE SEVERAL EVALUATIONS OF THE WRITTEN EXPRESSION OF WHITE COLLEGE FRESHMEN*

N = 50

<table>
<thead>
<tr>
<th>Theme Elements Used With Total Positive Scores</th>
<th>Pearson r’s</th>
<th>Levels of Significance **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical Diversity</td>
<td>-.24</td>
<td>.10**</td>
</tr>
<tr>
<td>Structural Complexity</td>
<td>.024</td>
<td>N.S.</td>
</tr>
<tr>
<td>Abstraction</td>
<td>.40</td>
<td>.01</td>
</tr>
<tr>
<td>Composite Evaluation</td>
<td>.322</td>
<td>.02</td>
</tr>
</tbody>
</table>

* From Table VI, p. 306, Downie and Heath.

** The criterion level of significance for this study was set at .05.

Table VII summarized the data for Hypothesis Five which predicted that significant positive correlations would be found to exist between the Total Positive Scores achieved by the white college freshmen and the several evaluations given for their written work. To test this research hypothesis, the null hypothesis was proposed of no significant differences existing between the Total Positive Scores achieved by the
white college freshmen and the several evaluations of their written work.

For the white college group, a negative correlation was found between the Total Positive Scores and lexical diversity which was significant at the ten per cent level. The null hypothesis of no significant positive relation, could not be rejected; thus, the research hypothesis of a significant positive relationship between these two measures was not accepted.

The coefficient of correlation calculated between the Total Positive Scores and structural complexity was not significant. Therefore, the null hypothesis of no significant positive relationship between these two measures was not rejected, and the research hypothesis predicting a significant positive relationship was not accepted.

The coefficient of correlation calculated between the Total Positive Scores and abstraction was significant at the one per cent level of confidence; therefore, the null hypothesis of no significant positive correlation between these two measures was not accepted, but the research hypothesis of a significant positive relationship between the two measures was accepted.

The coefficient of correlation calculated between the Total Positive Scores and the composite theme evaluations
was .322; it was significant at the two per cent level of confidence.

Hypothesis Six predicted that significant differences would be found to exist between the coefficients of correlation calculated between the Total Positive Scores and the several evaluations of the written expression of the white college freshmen and comparable coefficients calculated for the Negro group. To test Hypothesis Six, the null hypothesis was proposed that no significant differences would be found to exist between comparable coefficients of correlation calculated between the Total Positive Scores of the two groups and the evaluations of the several elements of their written work.

The significance of the difference between any pair of coefficients of correlation was ascertained thus:

1. The null hypothesis of no difference between the two population R's was proposed.

2. The significance of each Pearson $r$ was secured from Table VI, "Values of $r$ for Different Levels of Significance."\(^3\)

3. Each $r$ was changed into Fisher's Z statistic through the use of a table.\(^4\)

\(^3\)Downie and Heath, p. 306.

\(^4\)Ibid., p. 307.
4. The significance of the difference between the two Z's was determined by finding the standard error of the difference between them by using this formula: 

\[ S_{DZ} = \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}} \]

5. The final step was to make the \( z \) test for significance by using this formula:

\[ Z = \frac{Z_1 - Z_2}{S_{DZ}} \]

If it was found that a significant difference existed between the Z statistics, then it was concluded that a significant difference existed "between the two population correlation coefficients at the same level." 

When coefficients of correlation were calculated to test the null hypothesis proposed for Hypothesis Six, it was found that the difference between the coefficients calculated between lexical diversity and the Total Positive Scores was not significant. Therefore, the null hypothesis of no significant difference existing between these two measures was not rejected; hence, the research hypothesis predicting a

\[ ^5 \text{Ibid., p. 157.} \]

\[ ^6 \text{Ibid.} \]

\[ ^7 \text{Ibid.} \]
significant difference between these measures was not accepted. The difference between the coefficients calculated between the Total Positive Scores and structural complexity was not significant; therefore, the null hypothesis could not be rejected and the research hypothesis was not accepted. The difference between the coefficients calculated between the coefficients for the Total Positive Scores and abstraction was too small to be significant; hence, the null hypothesis was not rejected, and the research hypothesis of the existence of a significant difference between these two measures was rejected.

When the correlation between the composite evaluations of the written expression of the two groups was found, the difference between these two measures was not significant. Findings for Hypothesis Six are summarized in Table VIII. Both groups are similar in the relationship of the Total Positive Scores each achieved and the evaluations of their written work.

Hypothesis Seven predicted the existence of significant sex-related differences in the written expression of Negro college freshmen. To test this hypothesis, the null hypothesis was proposed that no significant sex-related differences would be found to exist in the mean evaluations of the written expression of the Negro college group.
### TABLE VIII

A comparison of the coefficients of correlation computed for the total positive scores and the several evaluations of the written expression of Negro and white college freshmen

<table>
<thead>
<tr>
<th>Name of Theme Element</th>
<th>Coefficients of Correlation</th>
<th>Z Values</th>
<th>Difference Between Z Values</th>
<th>Z Score</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negro (N=50)</td>
<td>White (N=50)</td>
<td>N</td>
<td>W*</td>
<td></td>
</tr>
<tr>
<td>Lexical Diversity</td>
<td>-.09</td>
<td>-.24</td>
<td>.09</td>
<td>.245</td>
<td>.155</td>
</tr>
<tr>
<td>Structural Complexity</td>
<td>.022</td>
<td>.024</td>
<td>.022</td>
<td>.024</td>
<td>.002</td>
</tr>
<tr>
<td>Abstraction</td>
<td>.315</td>
<td>.40</td>
<td>.326</td>
<td>.424</td>
<td>.098</td>
</tr>
<tr>
<td>Composite Evaluation</td>
<td>.355</td>
<td>.322</td>
<td>.371</td>
<td>.334</td>
<td>.037</td>
</tr>
</tbody>
</table>

* N= Negro freshmen; W = white freshmen.

** The criterion level of significance was .05.

A comparison of the means for lexical diversity for the males and females of the Negro group showed a difference of .9 which yielded a t score of .53. This t score was too small to be significant. Hence, the null hypothesis of no significant difference existing between the means for lexical diversity for the males and females of the group could not be
rejected; the research hypothesis that a significant sex-related difference did exist was not accepted.

A significant difference was found between the mean of 22.52 achieved by the Negro males and the mean of 18.22 achieved by the females of the group for structural complexity. The difference between these means yielded a $t$ score of 2.42 which was significant at better than the five per cent level of confidence. Therefore, the null hypothesis of no significant sex-related difference between the means for structural complexity was rejected, and the research hypothesis which predicted the existence of a significant sex-related difference between these two means was accepted.

The difference between the means for abstraction was significant at the ten per cent level but was not large enough to cause the rejection of the null hypothesis of no significant sex-related difference between the means or the acceptance of the research hypothesis of a significant difference between these measures. These data are summarized in Table IX.

The division of the samples into an exact number of males and females was accidental. Since the samples then measured only twenty-five persons each, the technique of finding the difference between means of small samples was employed. This was outlined earlier in the discussion of Hypothesis One.
**TABLE IX**

**SEX-RELATED DIFFERENCES IN MEAN EVALUATIONS OF LEXICAL DIVERSITY, STRUCTURAL COMPLEXITY, AND ABSTRACTION FOR THEMES OF NEGRO COLLEGE FRESHMEN**

N=50

<table>
<thead>
<tr>
<th>Name of Theme Element</th>
<th>Mean Evaluations</th>
<th>Difference Between Means</th>
<th>t</th>
<th>L.S.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=25)</td>
<td>Female (N=25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lexical Diversity</td>
<td>50.8</td>
<td>49.9</td>
<td>.9</td>
<td>.53</td>
</tr>
<tr>
<td>Structural Complexity</td>
<td>22.52</td>
<td>18.22</td>
<td>4.3</td>
<td>2.42</td>
</tr>
<tr>
<td>Abstraction</td>
<td>14.4</td>
<td>20.0</td>
<td>5.6</td>
<td>1.06</td>
</tr>
</tbody>
</table>

* The criterion level of confidence was set at .05.

Hypothesis Eight predicted the existence of significant sex-related differences in the evaluations of the written expression of the white college freshmen. To test this hypothesis, the null hypothesis was proposed that no significant sex-related differences would be found in the evaluations of the several aspects of the written expression of the white college freshmen.
TABLE X

SEX-RELATED DIFFERENCES IN THE MEAN EVALUATIONS OF LEXICAL DIVERSITY, STRUCTURAL COMPLEXITY, AND ABSTRACTION FOR THEMES OF WHITE COLLEGE FRESHMEN
N=50

<table>
<thead>
<tr>
<th>Name of Theme Element</th>
<th>Mean Evaluations</th>
<th>Difference Between Means</th>
<th>( t )</th>
<th>L.S.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=33)</td>
<td>Female (N=17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lexical Diversity</td>
<td>50.18</td>
<td>48.8</td>
<td>1.36</td>
<td>.66</td>
</tr>
<tr>
<td>Structural Complexity</td>
<td>25.94</td>
<td>21.23</td>
<td>4.71</td>
<td>1.91</td>
</tr>
<tr>
<td>Abstraction</td>
<td>19.85</td>
<td>27.36</td>
<td>7.51</td>
<td>1.62</td>
</tr>
</tbody>
</table>

* The criterion level of the study was set at .05.

When the white sample was divided into male and female segments, each group contained a different number of students. Therefore, this formula was used to calculate the standard error of the difference between means of small samples:

\[
S_{Dx} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}
\]

When \( N_1 \) does not equal \( N_2 \), then

\[
25.94
\]

\(^3\)Ibid., pp. 142-143.
The difference between the means for lexical diversity was too small to yield a \( t \) score that would be significant at the criterion level of the study. Hence, the null hypothesis of no significant sex-related difference for the means for lexical diversity could not be rejected, and the research hypothesis that predicted a significant difference between these two measures was rejected.

The means for structural complexity had a difference of almost five points with the better mean evaluation achieved by the males of the white group. This difference yielded a \( t \) score of 1.9 which was not significant at the criterion level set for the study, though it was significant at the six per cent level. On the basis of a liberal interpretation of significance, the null hypothesis would be rejected for this variable, but adherence to the designated level of significance for the study would cause the null hypothesis not to be rejected and the research hypothesis to be re-

The difference between the means for abstraction was not significant at the criterion level of the study; therefore the null hypothesis predicting a significant sex-related difference between the means for abstraction was not rejected, and the research hypothesis predicting a
significant sex-related difference between the means for abstraction was rejected.

Summary of Findings

These were the findings revealed by the analysis of the data for the study:

1. The Negro college freshmen achieved a significantly higher mean scores than did the white college group for these divisions of the Tennessee Self Concept Scale: Total Positive Score, Self Acceptance, Behavior, and Physical Self. No other comparable scores achieved by the two groups were significantly different.

2. The written expression of the white college freshmen was more effective than that of the Negro college group. They achieved significantly higher mean evaluations for structural complexity, abstraction, and the composite score.

3. Sex-related differences appeared in the written expression of each group. The white males and the Negro males achieved significantly higher evaluations for structural complexity than did the females of their respective groups. The females of each group achieved higher mean evaluations for abstraction, but in neither case was the difference significant at the criterion level of the study. In general, the males achieved higher mean evaluations within their
respective groups than did the females for the several aspects of their written work.

4. Significant positive coefficients of correlation were calculated between the Total Positive Scores achieved on the Tennessee Self Concept Scale and the evaluations for abstractions for each of the groups of the study. These coefficients were too small, however, to indicate the existence of a high degree of relationship between the variables for which they were calculated.

5. Significant positive coefficients of correlation were calculated between the Total Positive Score and the composite theme evaluations for each group of college freshmen in the study. These coefficients were too small to indicate a high degree of relationship between the variables for which they were calculated.

6. No significant differences were found between comparable pairs of coefficients of correlation calculated between the Total Positive Scores achieved on the Tennessee Self Concept Scale and the evaluations for lexical diversity, structural complexity, and abstraction for the written work of the two study groups.

7. No significant difference was found between the coefficient of correlation calculated between the Total
Positive Scores of the white college group and their composite theme evaluations, and the comparable coefficient of correlation calculated for the Negro college group.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The major problem of this study was to determine the differences in the relationship between the self-concepts of two groups of college freshmen—one white, the other Negro—and certain aspects of their written work. The study attempted to answer these questions:

1. Would white college freshmen achieve more desirable mean scores than Negro college freshmen on the several components of the Tennessee Self Concept Scale that assessed the general level of self-esteem, variability in self-description, and self-criticism?

2. Would white college freshmen achieve more desirable mean scores than Negro college freshmen on the several components of the Tennessee Self Concept Scale that assessed Identity, Self-Acceptance, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self?

3. Would white college freshmen achieve significantly higher mean evaluations for their written work than Negro college freshmen when such work was compared according to lexical diversity, structural complexity, and abstraction?
4. Would significant positive coefficients of correlation be found to exist between the Total Positive Scores achieved on the Tennessee Self Concept Scale by Negro college freshmen and the several evaluations given for their written work?

5. Would significant positive coefficients of correlation be found to exist between the Total Positive Scores achieved on the Tennessee Self Concept Scale by white college freshmen and the several evaluations given for their written work?

6. Would significant differences be found to exist between the coefficients of correlation calculated between the Total Positive Scores and each of the several evaluations of the written expression of the white college freshmen, and comparable coefficients calculated for the white group?

7. Would significant sex-related differences be found to exist within the mean evaluations given for the written expression of the Negro college group?

8. Would significant sex-related differences be found to exist within the mean evaluations given for the written expression of the white college group?

The subjects of the study were a group of fifty Negro students from Black College, and a group of fifty white
students from White College. All were first-semester freshmen. Both of the schools from which the study groups were obtained are church related colleges affiliated with the Baptist denomination, and are located near a large urban community.

The criteria for the selection of the students for the study groups were these:

1. Each person selected for the study submitted a theme and an answer sheet to the Tennessee Self Concept Scale.

2. Each person selected for the Black College sample was an American-born Negro.

3. Each person selected for the White College sample was an American-born Caucasian.

4. Each person selected was a first-semester freshman.

Each person in the beginning freshman English classes at each participating college, was asked to write a theme according to mimeographed directions furnished to each member of the classes. A copy of these directions is included in Appendix A of this study. Each member of the participating English classes was administered the Tennessee Self Concept Scale, also. Each theme and each answer sheet was marked with an identifying code; no names were used for identification.
After the administering of the Scale and the collection of the themes, the study groups were obtained by applying the criteria mentioned earlier in this chapter to the students of the beginning English classes. Fifty students were obtained from Black College, and thirty-five from the students of White College. Fifteen were added later to the White College sample from the summer session freshman English class. The data for the study came from the one hundred themes written by the one hundred members of the two study groups and from their one hundred answer sheets resulting from the administering of the self-concept scale. After the themes had been collected for the study, they were mimeographed and stapled together into booklets.

After the Scale answer sheets had been scored and the themes evaluated, each subject had three total evaluations and a composite evaluation for his theme, and eleven scores for the component parts of the Tennessee Self Concept Scale. These scores and evaluations were statistically analyzed to test the hypotheses of the study.

The first null hypothesis tested was that no significant difference would be found to exist between the mean scores achieved by the white college freshmen and those achieved by the Negro college freshmen on the components of the Tennessee
Self Concept Scale that yielded the Total Positive Score, and the scores for Self Criticism and Variability.

It was found that the Negro college group achieved a higher mean score than did the white college group for the Total Positive Score: the measure of general self esteem. The Negro group achieved a mean score of 347.4 compared with a mean of 331.6 for the white college group. The difference between these means was significant at the five per cent level of confidence. Since a significant difference existed between these two means, it was concluded that a significant difference existed between the self-concepts of the two groups.

The Negro group also achieved higher mean scores than did the white college group for Variability and Self Criticism, but the difference between comparable pairs of means was not significant.

On the basis of the above findings, the first research hypothesis of the achieving of significantly more desirable means for the Total Positive Score, Self Criticism, and Variability by the white college freshmen on the Tennessee Self Concept Scale was not accepted.

The second research hypothesis concerned the achieving of significantly more desirable mean scores by the white
college freshmen for Identity, Self Acceptance Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self on the Tennessee Self Concept Scale. The null hypothesis testing this hypothesis proposed that no significant differences would be found to exist between the mean scores achieved by the two groups for the above named components of the Scale. Only three means were significantly different for the two groups. They were Self Acceptance, Behavior, and Physical Self. The more desirable means were achieved by the Negro college group. Hence, though the null hypothesis of no significant difference existing between comparable pairs of means was rejected, since the direction of desirability lay in the direction of the Negro group, the research hypothesis of the achievement of significantly more desirably means by the white college group had to be rejected also.

No other means in the above named group had significant differences between comparable means achieved by the two groups, although in each instance the higher mean was achieved by the Negro group. Research Hypothesis Two was rejected.

The third hypothesis predicted that the white college freshmen would achieve significantly higher mean evaluations for their written work than would the Negro group when such
work was measured according to lexical diversity, structural complexity, and abstraction. To test this hypothesis, the null hypothesis of no significant difference existing between comparable mean evaluations for the two groups was proposed.

It was found that no significant difference existed between the means for lexical diversity; the null hypothesis could not be rejected, and the research hypothesis was rejected. Significant differences existed between the means for structural complexity and abstraction, therefore the null hypothesis concerning these two pairs of means was rejected, and the research hypothesis of the achievement of significantly higher mean evaluations for structural complexity and abstraction was accepted. When the several evaluations for the written expression of each group, respectively, were combined into composite evaluations, and means for these evaluations secured, the mean for the white college group was significantly higher than that of the Negro group.

Each group used approximately the same number of words; the differences that did exist were in the kind of words used. This type of difference did not appear in the statistical handling of the proportion of different words to the total number of words used—the definition of lexical diversity.
Included in both structural complexity and abstraction are elements found in the description of the *elaborated* code of Bernstein. Deutsch in describing this code, said that it had language characterized by accurate grammatical order, logical modifiers, grammatically complex sentence structure, frequent use of prepositions and impersonal pronouns, a varied vocabulary, and a "discriminative use of adjectives and adverbs."¹ Since the mean evaluations for the white college group for structural complexity and abstraction were significantly higher than those for the Negro college group, it was concluded that the written expression of the white college freshmen more nearly approached the type of language described by the *elaborated* code than did that of the Negro group.

The fourth research hypothesis predicted that significant positive correlations would be found to exist between the Total Positive Scores achieved by Negro college freshmen on the *Tennessee Self Concept Scale* and the several evaluations of their written work. To test this, the null hypothesis that no significant positive correlations would be found to exist between the Total Positive Scores achieved on the *Tennessee Self Concept Scale* by the Negro college freshmen

¹Deutsch, p. 367.
and the several evaluations of their written work. This hypothesis could not be rejected for lexical diversity; the coefficient was neither positive nor significant. It could not be rejected for structural complexity. Therefore, the research hypothesis was rejected. No significant correlations existed between the Total Positive Scores of the Negro group and their evaluations for lexical diversity and structural complexity.

The null hypothesis was rejected for abstraction. The coefficient of .315 found in this instance was significant at the five per cent level of confidence. Therefore, the research hypothesis of a significant correlation existing between the Total Positive Scores of the Negro group and their evaluations for abstraction was not rejected.

When the several evaluations were combined into composite theme evaluations and a coefficient of correlation calculated between these evaluations and the Total Positive Scores of the Negro group, a coefficient of .355 resulted which was significant at better than the one per cent level of confidence.

Both of the significant coefficients of correlation found were small; one was .315, the other was .355. Since they were as small as they were, they could not indicate a
very high degree of relationship between the variables for which they were calculated. The more nearly a coefficient approaches one, and the more indicative it is of the high relationship existing between the variables being measured.

The fifth research hypothesis predicted the existence of significant positive correlations between the Total Positive Scores of the white college freshmen and the several evaluations of their written expression. To test this, the null hypothesis was proposed that no significant positive coefficients of correlation would be found to exist between the Total Positive Scores achieved by the white college freshmen and the several evaluations of their written work. The hypothesis could not be rejected for lexical diversity; this coefficient was neither positive nor significant. The null hypothesis was also not rejected for structural complexity. Therefore, the research hypothesis of no significant positive correlation between these two measures and the Total Positive Scores of the white college freshmen was rejected.

The null hypothesis was rejected for abstraction. This coefficient was significant at a level higher than the criterion level of the study. Therefore, the research hypothesis was not rejected for abstraction.

When the several evaluations of the written expression of the white college freshmen were combined into composite
theme evaluations and a coefficient of correlation calculated between these evaluations and the Total Positive Scores, a coefficient of .322 resulted which was significant at the two per cent level of confidence. Although the coefficient was significant, it was too small to predict a high degree of relationship between the Total Positive Scores and the elements of theme evaluation.

The sixth research hypothesis predicted that significant differences would exist between comparable pairs of coefficients of correlation calculated between the Total Positive Scores and the evaluations of the written expression of the white and the Negro college groups. The sixth null hypothesis predicted that no significant differences would be found to exist between comparable pairs of the above described coefficients of correlation. The null hypothesis could not be rejected in any instance. None of the differences between the coefficients was great enough to produce a z-score large enough to be significant at the criterion level of the study. The two groups seemed to be essentially similar in the relationship of their levels of self-esteem and the quality of their written expression.

The seventh research hypothesis predicted that significant sex-related differences would be found to exist in the
written expression of the Negro college group. The seventh null hypothesis predicted that no significant sex-related differences existed in the written expression of the Negro college freshman. The null hypothesis could not be rejected for lexical diversity and abstraction; therefore, the research hypothesis was rejected for these two variables. The null hypothesis was rejected for structural complexity. The mean evaluation for structural complexity for the males was significantly higher than that of the females of the Negro group. Therefore, the research hypothesis of the existence of a significant sex-related difference for structural complexity was not rejected. Some sex-related differences existed in the written expression of the Negro college group.

The last research hypothesis predicted that significant sex-related differences would be found to exist in the written expression of the white college freshman. The last null hypothesis tested was that no significant sex-related differences existed in the written expression of the white college group. This null hypothesis was not rejected for either of the three elements of written expression. The difference between the mean evaluation of 50.18 for the males and 48.8 for the females of the white group for lexical diversity was not large enough to be significant. The males of the group
also had the higher mean evaluation for structural complexity; the difference between the mean evaluation of 25.94 for the males and 21.23 for the females was significant at the six per cent level. The females of the group, however, had the highest mean evaluation for abstraction, but it was not high enough to be significantly different from the mean evaluation received by the white males. The research hypothesis of the existence of significant sex-related differences in the written expression of the white college freshmen was rejected.

Findings of the Study

1. The Negro college freshmen achieved significantly higher mean scores than did the white college group for these divisions of the Tennessee Self Concept Scale: Total Positive Score, Self Acceptance, Behavior, and Physical Self. No other comparable scores achieved by the two groups were significantly different.

2. The written expression of the white college group was more effective than that of the Negro college group. They achieved significantly higher mean evaluations for structural complexity, abstraction, and the composite theme evaluations.

3. Sex-related differences appeared in the written expression of each group. The white males and Negro males
achieved significantly higher mean evaluations for structural complexity than did the females of their respective groups. The females of each group achieved higher mean evaluations for abstraction, but in neither case was the difference significant at the criterion level of the study. In general, the males achieved higher mean evaluations within their respective groups than did the females for the several aspects of their written work.

4. Significant positive coefficients of correlation were calculated between the Total Positive Scores achieved on the Tennessee Self Concept Scale and the evaluations for abstraction, and between the Total Positive Scores and the composite theme evaluations for each group of college freshmen in the study. These coefficients were too small, however, to indicate a very high degree of relationship between the variables for which they were calculated.

5. No significant differences were found between comparable pairs of coefficients of correlation calculated between the Total Positive Scores achieved on the Tennessee Self Concept Scale and the evaluations for lexical diversity, structural complexity, abstraction, and the composite theme evaluations, respectively, for the two study groups.
Conclusions

The data obtained in this study seem to warrant the following conclusions and corresponding implications; these are subject to the conditions and limitations of this study.

1. The self-concepts of the Negro students of the study do not show the traditional self-hatred and self-derogation traditionally ascribed to the culturally disadvantaged. Whether this is a reflection of a new pride in being black or is a finding incident to this study will need further research with different populations and instruments for clarification.

2. The small amount of sex-related differences in the evaluation of the written expression revealed that the males of each group excelled in the number of words used, in the use of modification, in average sentence length, and in the complexity of their sentence structure. Their written expression did not show the imaginativeness of that of the females of their respective groups, nor did it show the use of as much figurative language and symbolism; however, it did approach very closely the type of writing produced by the female students in each group.

This excellence of the male students in written expression was an unexpected finding; particularly was it
unexpected for males of the Negro college group. They were even closer in the quality of their writing to the females of the Negro group than the males of the white group were to the females of their group.

3. Neither group of freshmen achieved the standards of expression outlined by Bernstein as criteria for quality in language usage, but the quality of writing of the white students approached these standards more closely than did the written expression of the Negro college group. The differences in language usage were not so much in what was said as in how it was said. Perhaps different emphases need to be placed on language usage in the environment of both student groups.

4. The data of the study indicated that a small degree of relationship existed between the general level of self-esteem of the students and the quality of their written expression. How they felt about themselves seemed to be linked with their ability to express themselves. This relationship between self-esteem and quality of written work was very similar for the two groups; such a similarity suggested that the two groups of college freshmen used in the study may have represented one college population of college freshmen, or may have been two segments of very similar populations.
Implications

These implications seem inherent in the findings of the study:

1. The scores of the Negro college freshmen on the Tennessee Self Concept Scale, which indicated a higher level of self-esteem than was expected for the Negro student suggested several things. One was that some factors in the environment of the Negro students had acted to nullify to a great extent the self-derogation and self-hatred generally ascribed to culturally disadvantaged groups. It may be that the same or similar factors within the environments of both groups may have worked to produce more similarities than differences in their attitudes and values.

Smith, Dodson, Deutsch, Silverman, Storen, and others have stated that low self-esteem was a necessary part of the self-concept of the Negro. Some few investigators have findings more in keeping with those of this study. One was H. Levin, who found many similarities in the values and concepts of the white and Negro adolescents that he studied. He attributed these similarities to the similar types of

---

2Smith, p. 177. 3Dodson, p. 283. 4Deutsch, p. 106.
5Silverman, pp. 77-78. 6Storen, p. 102 7Levin, p. 103.
environments, both residential and educational, of the two groups. Riessman voiced the possibility that the culturally deprived student had been underestimated; that he had potentialities that had not been assessed that could be used to the advantage of both the students and society.

Riessman's suggestion may have validity as a possible explanation for the type of self-esteem found for the Negro students of this study. It may have been that the instrument used, the Tennessee Self Concept Scale, failed to assess properly some elements of the concepts of the groups that contributed to the Total Positive Score and hence to the measurement of the level of self-esteem. The Scale is a self-descriptive one; it is a valid instrument in that self-description is an accepted form of objective personality assessment. However, the self-concept of an individual is a complicated psychological construct that contains feelings, values, and ideas of self-worth that function in helping the individual integrate opinions about himself, others, and the situations of which he is a part. Some of these elements may have escaped assessment with the instrument used.

The Negro along with the other young people of America is engaged in a search for identity. He is involved in striving for some degree of recognition and sense of importance.
as these goals relate to the kind of life he seeks for himself. The Negro has the added burden of striving toward a culture that generally has been denied to him. This striving is emotionally charged. It may be that the frustrations and tensions incident to the struggles to reach the cultural mainstream of American life from which the Negro has felt isolated, may have produced an intensity of feeling about himself that finds reflection in the answers given on the instrument measuring his self-esteem. Such an intensity of feeling may not have been a part of the white group's assessment of themselves.

This emotional arousal is desirable for the Negro. Emotional deficiency is described as one of the elements lacking in the personality of the deprived child.\(^9\) One of the participants in the Lincoln Filene Conference on the self-concept of the Negro and its educational implications mentioned that it is impossible to grow up as a Negro—"even a middle-class Negro without knowing the many defeats and discriminations just because of who you are."\(^10\)

Feelings of inferiority and frustration produce a part of the emotional deprivation of the Negro. This emotional deprivation, though, seems to be disappearing in the wave of

\(^9\)varaceus, p. 42.  \(^10\)Ibid.
racial pride sweeping over the black population of America. The higher score for self-esteem achieved by the Negro students may be a reflection of the new pride in being black. Black skin color no longer has as many implications of ego-deflation as it once did. Low self-esteem is becoming less and less the rule for the young Negro who is subscribing more and more to the philosophy of "black-is-beautiful." Franklin Patterson echoed this idea when he was speaking at the Lincoln Filene Conference; he stated that "sit-ins, freedom rides, and other such demonstrations are indicative of a different mood of aggressiveness--significantly led by younger Negroes--that in turn speaks of a more positive racial image."\(^{11}\)

Patterson also told of a young girl of twelve who had participated in the March on Washington of 1963. When she was asked how she felt as she marched down Constitution Avenue, she replied, "I felt proud." \(^{12}\) Pride of race, pride in being black, just pride is one of the new ingredients in the culture of the Negro that is functioning to build higher levels of self-esteem in the young college group.

Other possible explanations for the level of self-esteem achieved by the Negro students present themselves. One such is that the higher Total Positive Score for the Negro sample

\(^{11}\)Ibid., p. 4. \(^{12}\)Ibid., p. 49.
may reflect the fact that the Negro student who has survived the hazards of the lower levels of education and become a college student may already possess a high level of self-esteem and belief in his worth as an individual.

Another possible implication is that the white college students may have been less representative of the total population of white college freshmen than was the Negro sample of the total population of Negro college freshmen. Traditionally the white student has had a wide choice of colleges to attend. The fact that the persons composing the sample of white college freshmen chose a college closely related to a denominational group may also suggest that they had been affected by selective factors which had grouped them within a certain range of values and appreciations.

Perhaps the most important of the implications concerning the higher Total Positive Score of the Negro group is the finding that the Negro student can be led to change his self-esteem from the negative to the positive side. This change is what Baldwin says must occur for the Negro student. His decision as to what "he is worth" is one of his strongest weapons against "annihilation and destruction."\(^1\) One of the tasks of the school is to help him decide "what he is

\(^1\)Baldwin, p. 60.
worth." This responsibility of the school toward the Negro differs little from its responsibility to all its students. "The child with a negative view of self is a child who will not be able to profit adequately from school." 14

2. A small amount of sex-related differences was found to exist within the writings of each group of college freshmen. The males of both groups achieved higher mean evaluations for four out of the six evaluations given for the written expression of the two groups. The females achieved higher mean evaluations for abstraction, but the difference between these means and those of the males of their respective groups was not significant at the criterion level of the study.

It would appear that both white and negro males were motivated toward a higher achievement in language skill than is customarily expected. This fact might be indicative of a general feeling that subject matter areas are not intrinsically sex-related; that there is no more femininity connected with the discipline of language than there is masculinity associated with the discipline of science. Too, the males of both groups may be viewing proficiency in English as a vocational preparation. Both colleges are church-related; possibly a larger segment of both school populations are considering vocations related to religious fields or a

14Kvaraceus, p. 13.
vocation in religion as life careers than would the male populations of other colleges not so related. For such young men, language skill is a vocational tool.

In the Negro group, desegregation may have had its effect upon the achievement of the males. The Negro female is more at ease under segregated conditions than is the Negro male; for she is able, even under the conditions imposed upon her by her sub-cultural environment, to achieve some elements of success. The Negro male is not able to successfully compete under the segregated conditions of the Negro sub-culture, but he becomes more at ease under desegregated conditions.15 This feeling of ease may also contribute to an added spurt in aspiration which is reflected in a higher type of academic achievement. Levin noticed this new interest in things academic among the Negro adolescents of his study with the high value placed on the concept "school." Levin felt that the Negro male had begun to place more value on academic proficiency than he formerly had sensing in it an avenue of upward social and economic mobility. Kahl's study of the "common man" boys also suggested school as an acceptable motivating force for the young men of any disadvantaged group who wished to move upward in the social and

15 Ausubel and Ausubel, p. 128.
economic world. Although both Levin and Kahl discussed the general concept of academic aspiration on the part of the males of disadvantaged groups, any spurt in academic aspiration could be reflected in any academic area; the area of language would be no exception.

3. Although neither group of college freshmen approached too closely to the level of language skill suggested in the elaborated code of Bernstein, the white college freshmen approached more closely with their written expression than did the Negro college group. This finding was in keeping with the predictions made concerning the language of the culturally deprived student. For the disadvantaged, language deficiencies are the rule rather than the exception. However, the fact that the written expression of the Negro group approached as closely as it did to the standards set by the elaborated code confirms the belief of Bernstein that users of language can profit from exposure to types of language of a quality different from that to which they are accustomed.

The mean evaluations for lexical diversity, which was a measure of richness of vocabulary, suggested that both groups could profit from an enlargement and enrichment of their

\[\text{Kahl, pp. 186-203.}\]
vocabularies. Since words can be described as the culturally prescribed conventional labels which an individual attaches to things, action and concepts, without a varied assortment of such labels, he can do little good thinking.

Good writing of the kind described in the 

elaborated code and evaluated largely in this study by the quality called abstraction, grows from good thinking, the ability to see the immediate environment, the ability to see and express relationships, and the ability to generalize. The low evaluations given for most of the themes in this study were mainly due either to the absence of, or the poor quality of, the elements of language usage mentioned above. Such low evaluations may have been due to the lack of opportunity for practice in the type of language activities that help in gaining the ability to form generalizations and in seeing and expressing relationships. Some of these activities are "comparing, contrasting, differentiating, categorizing, summarizing, classifying, describing, defining, naming, symbolizing, guessing, criticizing, imagining, qualifying, modifying, revising, testing. The foregoing language-thinking activities are equally profitable in vocal and written activities."
The potentials for language acquisition by the culturally deprived may have been underestimated; perhaps what he needs is more direction toward the type of language skills desired of him, and more expectation that these skills can be achieved by him. 18

4. The two groups of freshmen were similar in the relationship of their levels of self-esteem and the quality of their written work. No differences found between comparable coefficients of correlation calculated between the Total Positive Scores and the evaluations for the theme elements for the two groups proved to be significant. These findings implied that some kind of relationship existed between the self-esteem of the students and the quality of their written work. Whether this relationship was causal or collateral cannot be established by the findings of this study; that they do exist, however, has been made clear. It may be that some entirely unrelated factors in the environment of the two student groups may be responsible for both the levels of self-esteem and the quality of the written expression. It has been suggested in other studies that the level of self-esteem is related to academic success; proficiency in the use of

language is a part of that success. Gay,^{19} Hurst,^{20}
Kvaraceus,^{21} and Clark^{22} are among those who have predicted
a positive and significant relationship between the self-
concept and academic achievement. If there is either a com-
mon causal condition or if self-esteem is a cause of language
quality, efforts to reinforce the self-esteem seem warranted
as one way of increasing the desire to learn.

The culturally disadvantaged student is generally an
emotionally starved student; he also has trouble expressing
the feeling he possesses. This language deficit is related
to the type of language described in the restricted code or
public language of Bernstein. The restricted type of language
"discourages the verbalization of tender feeling. . . . It
is a linguistic form that will tend to elicit 'tough' res-
ponses either through vocabulary or through expressive style
or both."^{23} The verbalization that does occur tends to be
directed toward objects or situations rather than toward the
"articulation of tender feelings in an individually discrete
way. This in turn modifies the individual's ready entertain-
ment of such feelings."^{24}

---

^{19}Gay, p. 110
^{20}Hurst, p. 418.
^{21}Kvaraceus, pp. 4, 25.
^{22}Clark, p. 157.
^{24}Ibid.
Written expression of quality has emotional overtones. Such overtones "lend power and interest to first-rate writing. A writer must be able to show not only that he knows, but also that he cares." The culturally deprived need help in expressing individualized feelings; this may be one way of helping them toward the goal of quality in written expression. This goal seems best expressed by the characteristics of the elaborated form of language which can be an aid in the absorption and interpretation of the environment and an aid in upward social mobility. "If the school is to be effective in allowing students to do this, then mediating, expressive, and receptive language training should be a conscious part of curriculum organization."

Perhaps the culturally disadvantaged child does not need as much coddling as is generally assumed; perhaps the expectation that he will attain standards of excellence commensurate with those required of all other students along with skillful and understanding teaching may be all that is needed to increase his motivation for academic achievement and give to society the benefits of the intellectual potential of a large segment of its population.

---

25 Guth, p. 146.

26 Deutsch, p. 367.
Recommendations

Some recommendations are inherent in the statement of the findings and implications of the study, however several lean areas of research were revealed in which it might be profitable for other studies to be undertaken in order to produce objective data concerning the self-concepts of white and Negro students, and quality in written expression. These recommendations suggest possible studies.

1. Research concerning the self-concepts of Negro and white students using other sample populations and the Tennessee Self Concept Scale as the measuring instrument might be profitable in order to produce data for comparison with the findings of this study.

2. Research might be undertaken using sample populations similar to the ones of this study but using other instruments for the assessing of the self-concept.

3. Longitudinal studies of the self-concepts of a sample population through the years embracing their high school and college careers might yield some important data concerning change in the self-concept or influences which might bring about such change. This study might consist of a series of studies of a Negro population with a comparative study of a white group from the same educational and environmental area.
4. There is need for instruments to measure quality of written material objectively. One of the limitations of this study was that the elements of written expression had to be assessed largely through the use of mathematical formulas. Perhaps some type of computer controlled measuring device might be able to serve such a purpose.
APPENDIX A

FORMS USED TO COLLECT DATA
The Score Card is designed to help you evaluate the amount of abstraction present in a theme. Keep in mind the discussions concerning the meaning of abstraction as you read the theme. Then, place a check before each question on this sheet that can be answered positively. If you wish to give half credit to any question, place a question mark inside your check mark (?). The value of abstraction for the theme will be the sum of the checks and half checks you have given for the questions.

_____ 1. Is there a clearly stated thesis sentence in the essay?

_____ 2. If no thesis sentence is stated, is one clearly implied?

_____ 3. Does the development of the thesis follow a clearly discernible pattern?

_____ 4. Are there at least five similes or metaphors in the theme?

_____ 5. Are there examples of figurative language in the theme?

_____ 6. Are the words used concrete and specific rather than vague or general? Notice particularly for the words used to designate color, line, outline, smell, taste, feeling, and sound.

_____ 7. Is any kind of symbolism present in the essay?

_____ 8. Are any psychological, religious, moral, or social implications drawn from any event, discussion, or experiences given in the essay?

_____ 9. Are any psychological, physical, moral, or social laws applied to anything within the essay?

_____ 10. Does any abstract or general thesis emerge from any particulars presented in the essay?
You and the other members of the freshman English classes are being asked for their opinions about life on this campus. You are to write a theme expressing your opinions on this general topic: My campus - What it is - What I would like for it to be. Specific points of view could concern the people on the campus, places of interest on the campus, ideas for making campus life better, or the joys, problems, or frustrations of campus life. Whatever you say, say it in your best manner. Make your theme not only express your opinions, but also make it representative of you as a college freshman.

Follow these steps:
1. Decide on the topic that you wish to discuss.
2. Plan your discussion, and say whatever you wish to say: there is no assigned number of words that you must write. Stop writing when you have said all you have to say about your topic.
3. Give your theme a title.
4. When you complete your work, fold your theme sheets and put this information on the back of the folded sheets:
   a. Your name
   b. The name of your instructor
   c. Your classification:
      (1) First semester freshman
      (2) Second semester freshman
      (3) Above freshman class
APPENDIX B

FORMS USED TO RECORD DATA
CODE ___________

COVER SHEET FOR THEME

(CHECK ONE) Male ___________ Female ___________

EVALUATION

(a) Total number of words in theme ____________________________
(b) Total number of different words ____________________________
(c) Total number of sentences _________________________________
(d) Total number of prepositional phrases _______________________
(e) Total number of verbal phrases _____________________________
(f) Total number of subordinate clauses _________________________

Lexical diversity \[ L = 100 \left( \frac{b}{a} \right) = 100 \left( \right) = \]

Average weight of subordinate elements

\[ W = \frac{2(d) + 3(e) + f}{c} = \frac{2(\_\_\_) + 3(\_\_\_) +}{c} \]

Average length of sentence: \[ S = \frac{a}{c} = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \]

Evaluations of amount of abstraction:

A(1) _______ A(2) _______ A(3) _______ A(4) _______
A(5) _______

Evaluation \[ = + + + + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \]

Structural Complexity \[ = S + W = \]
CODE

WORD SHEET FOR THEME

Total Number of Different Words
# Score Sheet for Self Concept Scale

## Code

### Total Scores

- Total Positive
- Variability
- Self Criticism
- Distribution
- Time

### Sub-Scale Scores

- Identity
- Self Acceptance
- Behavior
- Physical Self
- Moral-Ethical Self
- Personal Self
- Family Self
- Social Self

### Comments:
BIBLIOGRAPHY

Books


McCarthey, D., *Language Development of the Pre-School Child*, University of Minnesota Child Welfare Monographs, No. 4, Minneapolis, University of Minnesota Press, 1930.


**Articles**


Baldwin, James, "A Talk to Teachers," *Saturday Review* (December 21, 1963), pp. 42-44.


______________, "Linguistic Codes, Hesitation Phenomena, and Intelligence," Language and Speech, V, (1962), 31-46


Mann, Mary B., "The Quantitative Differentiation of Samples of Written Language," Psychological Monographs.


Sociological Quarterly, VII, (Summer, 1966), entire issue.


Reports


Unpublished Materials

