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AN INVESTIGATION OF THE EFFECTS OF AN INNER-CITY STUDENT
TEACHING EXPERIENCE ON THE ATTITUDES, VALUES,
AND DOGMATISMS OF STUDENT TEACHERS

DISSERTATION

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By

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The problem of this investigation was the effects of an inner-city student teaching experience on the attitudes, values, and dogmatisms of student teachers.

The purposes of this investigation were (1) to determine whether differences in attitudes, values, and dogmatisms exist between volunteers for an inner-city student teaching experience, hereafter referred to as the experimental group, and other student teachers prior to a student teaching experience; (2) to determine whether differences in attitudes, values, and dogmatisms exist at the completion of student teaching between the experimental group and a control group composed of student teachers assigned to suburban schools, hereafter referred to as the control group; (3) to determine whether changes in attitudes, values, and dogmatisms occur during student teaching for the experimental and control group; and (4) to analyze the implications of significant findings for college resource personnel and other student teachers involved in inner-city teachers' preparation experiences.

Fifty-nine male and female student teachers enrolled at North Texas State University were utilized as subjects for this investigation. The subjects were observed prior to and after their student teaching experiences. These experiences involved inner-city student teaching for the experimental group and suburban student teaching assignments for the control group.

The instruments used in this study were the Minnesota Teacher Attitude Inventory, the Rokeach Dogmatism Scale, and the Values Concerning Disadvantaged Pupils Questionnaire, an instrument giving evidence of values held by student teachers regarding disadvantaged pupils and their culture.

A Fisher's t-test for independent samples was utilized to test for significant pre-test differences between the experimental and control groups. In order that post-test differences could be determined, an analysis of covariance technique was employed. The Fisher's t-test for correlated means was used to test for significant differences between pre-test and post-test administrations for the experimental group and the control group.

The results of these investigations indicated that no significant differences existed between volunteers for an inner-city student teaching experience and a selected group of student teachers who had not volunteered for the inner-city teaching and were assigned to suburban schools. The results of post-test data analysis indicated that no

significant differences existed between the same two groups on any of the dependent variables of the study. When each of the two groups was tested for significant differences between pre-test and post-test administrations, there were no significant differences determined.

The conclusions drawn from the findings of this study were (1) college and university personnel involved with inner-city teacher preparation can reasonably assume that teachers in preparation for this type assignment are not significantly different from other student teachers on measures of teacher attitudes toward teaching before or after the teaching experience, (2) college and university personnel involved with inner-city teacher preparation can reasonably assume that teachers in preparation for this type assignment are not significantly different from other students on measures of dogmatism before or after the teaching experience, and (3) college and university personnel involved with inner-city teacher preparation can reasonably assume that teachers in preparation for this type assignment are not significantly different from other student teachers on measures of values before or after the teaching experience.

Finally, it can be reasonably assumed by college and university personnel involved with the preparation of inner-city teachers that no significant differences will occur between the pre-test and post-test administrations of the experimental variables of this study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Purposes of the Study	
Hypotheses	
Background and Significance	
Definition of Terms	
Limitations	
Assumptions	
Procedures for the Collection and Treatment of Data	
II. RELATED LITERATURE	13
III. METHODOLOGY	29
Method of Sampling	
Response Measures	
Data Collection and Analysis	
IV. ANALYSIS OF THE DATA	45
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	58
Summary	
Findings	
Conclusions	
Recommendations	
APPENDIX A	66
APPENDIX B	69
BIBLIOGRAPHY	72

LIST OF TABLES

Table	Page
I. Selected Characteristics of the Experimental and Control Groups	32
II. Age Distribution in Experimental and Control Groups	33
III. A Comparison of Pre-Test Dogmatism Scores for the Experimental and Control Group . . .	46
IV. A Comparison of Pre-Test Attitude Scores for the Experimental and Control Groups	47
V. A Comparison of Pre-Test Value Scores for Experimental and Control Groups	48
VI. Analysis of Covariance of Experimental and Control Student Teachers' Dogmatism Measures	49
VII. Student Teachers' Criterion and Control Dogmatism Means, Standard Deviations, and Adjusted Means	49
VIII. Analysis of Covariance of Experimental and Control Student Teachers' Attitude Measures	50
IX. Student Teachers' Criterion and Control Attitude Means, Standard Deviations, and Adjusted Means	51
X. Analysis of Covariance of Experimental and Control Student Teachers' Value Measures . .	51
XI. Student Teachers' Criterion and Control Value Means, Standard Deviations, and Adjusted Means	52
XII. A Comparison of Pre-Test and Post-Test Dogmatism Scores for the Experimental Group	53

Table	Page
XIII. A Comparison of Pre-Test and Post-Test Attitude Scores for the Experimental Group	54
XIV. A Comparison of Pre-Test and Post-Test Value Scores for the Experimental Group	55
XV. A Comparison of Pre-Test and Post-Test Dogmatism Scores for the Control Group	55
XVI. A Comparison of Pre-Test and Post-Test Attitude Scores for the Control Group . . .	56
XVII. A Comparison of Pre-Test and Post-Test Values Scores for the Control Group	57

CHAPTER I

INTRODUCTION

The decade of the sixties produced considerable national attention to a pedagogical problem that was not only complex in nature but politically explosive by its very existence. In some cases it was not recognized, in others it was ignored, and in almost all it was misunderstood. The problem referred to is that of inner-city schools and their inability to provide an adequate educational experience for the children of low income families. As a direct consequence of the misunderstandings about this educational enigma, those teachers and administrators directly associated with it were rendered ineffective to deal with an educational environment complicated by effects of poverty, racism, violence, crime, protein deficiency, starvation, and the lack of family cohesiveness.

Considering this to be a problem of serious scope and consequence, the Federal Government appropriated, through the agencies of the Teaching Corps, Headstart, the National Science Foundation, and Model Cities Program, large sums of money to be spent on research associated with this problem.

Additionally, a small number of universities throughout the nation are initiating in their schools of education

programs specifically designed to study these problems peculiar to the inner-cities. Central to any study of this type is teacher preparation. This involves the considerations of student-teacher personalities and educational experiences. While considerable research attention has been given to educational experiences, there remains a paucity of research studies regarding the effects of student-teacher personality variables on relationships with disadvantaged pupils. Therefore, this study investigated the effects of an inner-city teaching experience on three personality variables considered important to interpersonal relationships. The personality variables were attitudes toward teaching, values concerning disadvantaged pupils, and openness of belief systems.

Statement of the Problem

The problem of this study was the investigation of the effects of an inner-city student teaching experience on the attitudes, values and dogmatisms of student teachers.

Purposes of the Study

The purposes of this study were as follows:

1. To determine whether differences in attitudes, values and dogmatisms exist between volunteers for an inner-city student teaching experience, hereafter referred to as the experimental group, and other student teachers prior to the student teaching experience.

2. To determine whether differences in attitudes, values, and dogmatisms exist at the completion of student teaching between the experimental group and a control group composed of student teachers assigned to suburban schools, hereafter referred to as the control group.

3. To determine whether changes in attitudes, values, and dogmatisms occur during student teaching for the experimental group and the control group.

4. To analyze the implications of significant findings for college resource personnel and other student teachers involved in inner-city teachers preparation experiences.

Hypotheses

The following hypotheses are stated in the null.

1. There will be no significant difference in dogmatism scores between the experimental group and the control group as measured by the Rokeach Dogmatism Scale as a pre-test.

2. There will be no significant difference in teacher attitude scores between the experimental group and the control group as measured by the Minnesota Teacher Attitude Inventory as a pre-test.

3. There will be no significant difference in value scores between the experimental group and the control group as measured by the Values Concerning Disadvantaged Pupils Questionnaire as a pre-test.

4. There will be no significant difference in dogmatism scores between the experimental group and the control group as determined by the Rokeach Dogmatism Scale as a post-test.

5. There will be no significant difference in attitude scores between the experimental group and the control group as determined by the Minnesota Teacher Attitude Inventory as a post-test.

6. There will be no significant difference in value scores between the experimental group and the control group as determined by the Values Concerning Disadvantaged Pupils Questionnaire as a post-test.

7. There will be no significant change in dogmatism scores for the experimental group between the pre-test and the post-test administrations of the Rokeach Dogmatism Scale.

8. There will be no significant change in teacher attitude scores for the experimental group between the pre-test and post-test administrations of the Minnesota Teacher Attitude Inventory.

9. There will be no significant change in value scores for the experimental group between the pre-test and post-test administrations of the Values Concerning Disadvantaged Pupils Questionnaire.

10. There will be no significant change in dogmatism scores for the control group between the pre-test and post-test administration of the Rokeach Dogmatism Scale.

11. There will be no significant change in teacher attitude scores for the control group between the pre-test and post-test administration of the Minnesota Teacher Attitude Inventory.

12. There will be no significant change in value scores for the control group between the pre-test and post-test administration of the Values Concerning Disadvantaged Pupils Questionnaire.

Background and Significance

The background and significance of this study are presented from two different points of view. First, a brief historical perspective is presented; and, second, a few prospects for the future of inner-city schools are considered.

Perhaps the most cogent argument for immediate attention to the inner-city dilemma was advanced in the opening paragraph of the Commissioner of Education's annual report of 1969-1970, which was as follows:

While the American schools have generally provided middle and upper income youth with the intellectual tools necessary for success in our society, they have failed to cope with the task of educating the disadvantaged youth in our urban centers. To an alarming extent, they have simply swept disadvantaged youths under the educational rug.¹

The awareness demonstrated by the above is not the origin of the concern for disadvantaged youth. Cognizance of the

¹Committee for Economic Development, Education for the Urban Disadvantaged: From Preschool to Employment, A Report of the Committee on Disadvantaged (New York, 1971), p. 9.

educational neglect of children from the lower socio-economic strata and an awareness for teacher understandings of a pupil's cultural heritage surfaced as early as 1940, according to Clothier.² He indicates that awareness is especially significant because of the preparation of well trained, effective, and committed teachers appears to be the cornerstone of any solution to the downward spiral of inner-city educational opportunities. Without competent teachers who understand the problems of ghetto life and the children who are products of this life, further deterioration of the educational process is virtually assured.

Davis referred to this most serious problem in the early 1940's in his book Children of Bondage.³ By the late 1950's and the emergence of the civil rights movements, others were addressing this social and educational dilemma. Clothier points out that legions of people, including Allan Ornstein and John Donnard, were calling for immediate attention by schools of education to this national issue.⁴ A similar tardy, but growing, concern for teacher development programs was reflected in 1966 at the annual meeting of the American Association of Colleges for Teacher Education, through its

²Grant Clothier and Staff, A Report on the Unique Challenges of Preparing Teachers for Inner-City Schools (Kansas City, 1970), p. 5.

³Allison Davis, Children of Bondage (New York, 1940), p. 11.

⁴Clothier, op. cit., p. 6.

Distinguished Achievement Award for Excellence in Teacher Education. It was suggested at this conference that member colleges and universities unite at geographical locations to form consortia that would attack vigourously this problem.⁵

Reissman in his pioneering work and book, The Culturally Deprived Child, suggests that

Knowledge and understanding can not come from courses and books alone, although we should not misunderstand their importance. Experiences can be particularly valuable, especially when they are carefully discussed and observed.⁶

Against this background of ideological development certain groups throughout the country were forming Project 120 at Hunter College in New York City, the Associated Colleges of the Midwest (ACM) in Missouri, the Sausalito Teachers Education Project (STEP) in San Francisco, and the Cooperative Urban Teacher Education program (CUTE) developed by the Mid-Continent Regional Educational Laboratories (McREL) in Kansas City, Missouri.

It would be a mistake to underestimate the value of the achievement represented by the programs described above. Whatever their deficiencies are, they are milestones in American education. Their development, according to Clothier, marks a recognition by the society generally, and the teacher education profession specifically, that traditional programs of

⁵Grant Clothier and James Lawson, Innovation in the Inner-City (Washington, 1969), p. 7.

⁶Frank Reissman, The Culturally Deprived Child (New York, 1962), pp. 117-118.

teacher education, which hypothetically train teachers to deal adequately with an undifferentiated pupil population, are not satisfactory for the preparation of teachers for the inner-city schools. Central to this recognition of teacher training needs are student teachers themselves. Here colleges and universities are faced with the problem of selection, training and follow-up studies. Certainly important, as is pointed out by Friedman,⁷ are personality characteristics, attitudes, values, and dogmatisms. His studies indicate that volunteers for similar studies were striving for more autonomy and less authoritarianism, less rigidity, were less fearful and were generally different from non-volunteers. However, he and others indicate a need for instrument development, studies that concentrate on the realities of tasks that confront the student teacher, their attitudes and personalities, and studies of the student personalities of this environment.

Definition of Terms

Inner-city schools are schools that are located in or near the business-industrial complex of a large metropolitan center and, as a consequence of vast population shifts to suburbia, are the recipients of diminished social services, higher indices of pollution, rising crime rates, decaying

⁷Philip E. Friedman, Racial Attitudes as a Factor in Teacher Education for the Deprived Child, A Report to NDEA National Institute (Washington, 1968), p. 10.

buildings, inefficient transportation systems, and rising taxes.

Professional semester is a student teaching experience that is an alternative to the regular student teaching program. Students participating in this professional semester will have completed a study of the American Secondary School, the first required course in the sequence of professional requisites in the College of Education, North Texas State University. The participant must then do his student teaching at an inner-city school for an entire semester where his daily routine will consist of various teaching experiences and related academic seminars.

Suburban schools are, for the purposes of this study, schools that were ideologically different from inner-city schools on the measures of sociology, economy and geography. In the first instance, the difference is discerned by the emphasis on the kind of sociopolitical institutions valued by the culture and reflected in the schools. Economical differences are demonstrated by the capital reserves and expenditure of the school's and the school district's residential population. Geographically the suburban school is more often than not located near the business-industrial complex than within its boundaries.

Limitations

This study was limited to North Texas State University students pursuant of secondary school certification while

doing their student teaching at either suburban or inner-city schools in the Dallas-Fort Worth metroplex. These limits must be cited since generalizations to other secondary level student teacher samples would require controls that were not available for this study. However, there is no reason to believe that other secondary-level student teacher samples would differ significantly from those of this study.

Assumptions

1. It was assumed that the students of the control group were representative of other student teaching groups.

2. It was also assumed that any extraneous interaction correlative with the criteria would be equally distributed between the control group and the experimental group and hence not invalidate any significant differences.

3. It was also assumed that students involved in this study would respond honestly and carefully to the instrumentation used to obtain data in this study.

Procedures for the Collection and Treatment of Data

The students for this study were selected from students at North Texas State University pursuant of secondary teacher certification. The experimental group consisted of students who volunteered for and subsequently were selected to participate in the West Dallas Teacher Education Project, an experimental inner-city teacher preparation project. The control

group was selected from students assigned to student teaching experiences in certain suburban schools located in the Dallas-Fort Worth metropolitan area. The experimental group participated in a Professional Teaching Semester embracing a full semester of inner-city teaching and related pedagogical seminars. In contrast, the students in the control group were involved in a student teaching experience of eight weeks duration at a suburban school. Because of this, pre-test administrations for the control group were required at the start of the regular semester for the first eight-week student teachers, and at midsemester for the second eight-week student teachers. These pre-test administrations were accomplished during the general meeting for student teachers. Post-test administrations were accomplished at the close of the student teaching experience with the control group on campus. Post-testing for the experimental group was done at Pinkston High School in the Dallas Independent School District, Dallas, Texas.

The necessary testing instruments were the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ), the Minnesota Teacher Attitude Inventory (MTAI), and the Rokeach Dogmatism Scale. These three instruments were carefully screened and finally selected to establish measures of attitudes, values, and dogmatism for both the experimental group involved in the Professional Teaching Semester and the control group at the suburban schools.

The first three hypotheses were analyzed for significant statistical differences, using a Fishers t-test for differences between mean scores. The level of significance was the .05 level for rejection of the null hypothesis. Hypotheses four through six were analyzed for significant statistical differences using the analysis of covariance technique. The .05 level of significance was chosen as necessary for rejection of these three null hypotheses.

For the remaining hypotheses, seven through twelve, a Fishers t-test for correlated samples was used with a .05 level of significance necessary for rejection of the null hypotheses.

CHAPTER II

RELATED LITERATURE

The decade of the sixties produced considerable attention by leading educators across the nation to an educational problem that theretofore was either not recognized, ignored, or misunderstood. The problem referenced is that of inner-city schools and their inability to provide an adequate educational experience for the children of low income, inner-city residents. Clothier and Lawson¹ observe that scholarship and research into this problem are meager and that prior to 1960 only scattered attempts to evaluate this pedagogical issue are reflected by the literature.

Recognizing this veritable mountain of literature documenting myriad educational shortcomings manifest in inner-city teaching and learning, and the need to expunge the conditions responsible for these failures, some few schools have developed teaching models addressing the differential needs of this student population. That these efforts are polymorphic is evidenced by the astonishing array of strategies posited by only a few institutions. While it should be noted that among the congeries of theories and

¹Grant Clothier and James Lawson, Innovations in the Inner-City: A Report on Cooperative Urban Teacher Education, Mid-Continent Regional Educational Laboratory (Kansas City, Missouri, 1970).

assertions few aphorisms have emerged, it should also be observed that some inroads are being made.

This review of the literature presents research findings and criticisms regarding past and present educational models that are deployed in the inner-city. It concludes with a presentation of some of the more elaborate and successful models for teaching in this environment.

One of the first entries into the inner-city dilemma was the Educational Policies Commission of the National Educational Association. After giving considerable attention to this problem, this commission stated that "if the problem of the disadvantaged is to be solved, the society as a whole must give evidence of its undifferentiated respect for all persons."² Furthermore, this group stated that the problems of the disadvantaged arise because the cultures are not compatible with modern life. One of the greatest challenges facing the United States today is that of giving all Americans a basis for living constructively and independently in a modern age. The requirement, as seen by this commission, was not for conformity. This committee suggested that to make all people uniform would be as impracticable as inconsistent with American ideals. To give all people a fair chance to meet the challenges of life is both practical and American.

²Education and the Disadvantaged American, Education Policies Commission, National Education Association (1962), p. 16.

These remarks initiated a variety of research studies and investigations throughout the nation. In addition, these remarks galvanized the public concern to the extent that considerable financial attention was made available through such agencies as the United States Office of Education, the American Association for Colleges of Teacher Education (AACTE) and the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, to name only a few.

One of the first and most significant investigations, indicating a lack of leadership and real concern for this problem, was conducted by Klopff and Bowman³ for the American Association of Colleges of Teacher Education. They reported that after polling the 1050 member institutions of AACTE only 65 of the 193 responding institutions reported specific programs for the purpose of preparing teachers for inner-city schools. The remaining schools stated that content to prepare teachers for work with the disadvantaged pupils was incorporated throughout the curriculum. Actual quotations from replies of these institutions indicated that preparation for inner-city teaching consisted primarily of courses in psychology, social anthropology and methods emphasizing urban school problems. That these statements reflect a "textbook" approach is painfully obvious.

³G. J. Klopff and G. W. Bowman, Teacher Education in A Social Context, Mental Health Materials Center, Inc. (New York, 1966).

In a similar study Egerton⁴ sampled teacher education programs in seventeen southern and border states. The results of this investigation indicated that less than one in six institutions has made any substantive changes in their curricula regarding the inner-city issue. Only two in every five of those polled reported any intention to do so. However, quite contradictorily, all conceded that teacher education institutions have a responsibility to improve the quality of education of the disadvantaged. Egerton concluded with the statement that the number of teachers being prepared was woefully inadequate.

A study done by Haubrich suggested that colleges and universities have a dual handicap in preparing teachers for service in disadvantaged areas. On the one hand, they tend to prepare teachers for children and for schools which are only rarely found in the inner-city schools.

Haubrich states that

The educational psychology of the middle-class child, the method which one uses in the "good" school setting, and the normal constraints one applies in the typical school setting just will not work in the disadvantaged areas of big cities. The young prospective teacher has an image of what the task of teaching is going to be, and his home, peer groups, and college tend to confirm a vague and general rejection of the disadvantaged.⁵

⁴J. Egerton, "Survey: A Lack of Preparation in the Colleges," Southern Education Report, II (1967), 2-13.

⁵J. Haubrich, "The Culturally Disadvantaged in Teacher Education," The Disadvantaged Child: Issues and Innovations, edited by J. L. Brost and G. R. Hawkes (Boston, 1966), p. 363.

A study conducted by Hodenfield and Stinnett⁶ amplified the above remarks by Haubrich, by stating that graduates of teacher education programs, in traditional forms and in some of the most recent variations, are rarely prepared to cope with inner-city school problems. Indeed, they often view their tasks with distaste and reject as unworthy of their efforts the very children who need to learn the value of learning.

Clothier and Lawson⁷ investigated the impact of this lack of preparation of inner-city teachers on student attitudes and found that the students view the teachers, classroom activities, and the school culture in general as not realistic and meaningful to their present or projected needs. Clothier suggests that teacher attitudes are factors in the positive readiness and motivation for cognitive learning and self discipline so fundamental to any educational process.

The results of these conflicting value systems and lack of teacher preparation has obviously been inimical to both student and teacher. The lack of interest and motivation by students are only two of the indices of this problem.

Goff,⁸ in his study, has found yet another dimension to an already distressing problem. This investigation elicited

⁶G. K. Hodenfield and T. M. Stinnett, "The Education of Teachers," (Englewood Cliffs, N.J., 1961).

⁷Clothier and Lawson, op. cit.

⁸Patrick J. Goff, "Dissatisfactions in Teaching the Disadvantaged Child," Phi Delta Kappan, XLV (November, 1963), 76.

responses from a sample of 294 teachers in 16 inner-city schools serving a student population of predominantly Negro and Mexican-American. The results of the study yielded the following data concerning teacher dissatisfaction in teaching the disadvantaged child and the resulting teacher "drop-out" or teacher resignation:

1. Forty per cent of the respondents indicated peculiarities in the personalities of the culturally disadvantaged child as the main cause of dissatisfaction that lead to resignation.

2. Only 22 per cent of those polled indicated shortcomings of the teachers themselves.

3. The remaining 38 per cent cited difficulties with the organization and administration of these schools.⁹

In regard to the 40 per cent ascribing peculiarities of the inner-city students' personalities as the main source of dissatisfaction, most agreed that discipline, class size, and a lack of understanding and acceptance of these students were significant factors.¹⁰

Allan Ornstein¹¹ and John Gies¹² were among the first to call for serious research into teachers' attitudes and

⁹Ibid., p. 77.

¹⁰Ibid., p. 79.

¹¹Allan C. Ornstein, "Cynicism or Witticism: Professors of Education and Ghetto School Teachers," Journal of Secondary Education, XLIII (April, 1968), 162-164.

¹²John F. Gies, Educational Practice and the Training of Teachers of the Disadvantaged, A Final Report, Part 4 (Columbia, 1971).

personality constructs in relation to inner-city teachers. Gies observed that the school culture represented middle-class values and orientations. And, because teachers are taught to embody such views, there is reason to believe that inner-city teachers need to understand and find worth in the values and orientations of the disadvantaged pupils.

Ornstein viewed the problem as having the dimensions of recruitment, preparation, preservice, and inservice. He called for research into teaching models and personality types, indicating that only after these studies could efficient recruitment occur. Without recruitment and preparation there would be no solution to this problem, according to the Ornstein view.

Research done by Fuller¹³ at the University of Texas Research and Development Center for Teacher Education expressed a similar philosophical point of view. Fuller concludes that changing what teaching does involves more than changing what the teacher does. If changes are to occur in what teaching does (i.e., in students' experiential learning) changes need to occur in teachers too; in how they think, feel, and respond, as well as in what they know.

Regarding the issue of preparing teachers for inner-city teaching, a partial solution may be found in the

¹³F. F. Fuller and others, Effects of Personalized Feedback During Teacher Preparation on Teacher Personality and Teaching Behavior, United States Department of Health, Education and Welfare, Office of Education, Project No. 5-8011, Final Report (Austin, 1968).

sociological studies of Thomas and MacIver. Their studies suggest that "preliminary to any self-determined act of behavior there is always a stage of examination and deliberation which is called the definition of the situation."¹⁴ Further, they say that not only concrete acts are dependent upon the definition of the situation, but gradually a whole life-policy and the personality of the individual himself follow from a series of such situational definitions.

MacIver goes on to suggest that in all conscious behavior the situation assessed, as preliminary to action, is in no sense the total objective situation. In the first place it is obviously not the situation as it might appear to the disinterested eye, viewing all the complex interdependencies and the endless contingencies. Secondly, it is not the situation as inclusive of all the conditions and aspects observable, or even observed by the participant himself. Many of the things of which he is aware he excludes from the focus of interest or attention. Many contingencies are ignored. The situation he assesses is one that has been selectively defined, in terms of his experience, his response habits, his intellectual grasp, and his emotional engrossment. The dynamic assessment limits the situation by excluding all the numerous aspects that are not apprehended as relevant to the choice

¹⁴R. M. MacIver, "Subjective Meaning in the Social Situation," Sociological Theory: A Book of Readings, 2nd ed., edited by L. Coper and B. Rosenburg (New York, 1964), p. 28.

between alternatives. At the same time, according to MacIver, it includes in the situation various aspects that are not objectively given, that would not be listed in any merely physical inventory. For, it envisages the situation as being impregnated with values and susceptible of new potential values; and secondly, the envisagement is dependent upon the ever-changing value system of the individual, charged with memory of past experiences, molded by the impact of previous indoctrination and responsive to the process of change within his whole psycho-organic being. Simplifying these concepts and translating them to the inner-city problem, MacIver concludes that a teacher acts according to perceptions of a given situation and these perceptions are shaped by earlier experiences.¹⁵

Clark,¹⁶ in his investigation of inner-city curricula, concluded that an examination is absolutely essential. He recommends that the inner-city curricula make use of psychological research findings regarding intelligence and the racial and nationality differences suggested by other studies. Further, says Clark, these programs should employ research data about motivation, self-concept, and their effects on achievement.

¹⁵Ibid., p. 30.

¹⁶D. B. Clark, "Education Stimulation of Racially Disadvantaged Children," Education in Depressed Areas, edited by H. A. Passow (New York, 1963).

Finally, Rochester,¹⁷ in his research of attitudes and personality change of counselors-in-training during eight academic-year long NDEA Counseling and Guidance Institutes, found that these programs did significantly alter critical attitudes and personality constructs of the participants.

With these criticisms and research findings as a frame of reference, many educational models have been developed. Some have been short-lived while some have generated considerable respect across the nation and are seen as standards. All have confronted squarely one of the most complex and emotionally charged pedagogical problems of modern times. All have had to withstand pressures from politicians, various educational leaders, laymen, and students. Indeed, the progress of several has been severely restricted by tight budgets and grant reductions. However, because of the integrity, character, and professional decorum of many educators associated with this issue, the problems of inner-city teaching and learning are more sharply in focus and some of the models that have evolved are beginning to demonstrate their effectiveness.

In conclusion, this review of the literature presents a representative sample of the educational models that have been developed since 1960.

¹⁷Dean E. Rochester, "Attitude and Personality Change in Eight Academic Year-Long NDEA Guidance and Counseling Institutes," unpublished doctoral dissertation, School of Education, Florida State University, Tallahassee, Florida, 1965.

Initiated in 1960, Hunter College and the New York school system instituted a program called "Project 120."¹⁸ This was a cooperatively developed student teacher program considering supervised teaching experience as extremely important in dispelling fear associated with inner-city teaching. In addition, this project provided the supervised teachers with a wide range of direct contacts with community leaders, social agencies, religious institutions, recreational areas, and law enforcement agencies. Taking part in these cultural activities as well as associations with prominent members of the inner-city community, political leaders, and members of community action groups, the young teacher was given an opportunity to develop increased sensitivity for and understanding of the dynamics of this culture.

The Associated Colleges of the Midwest is a consortium of ten midwestern liberal arts colleges from the membership of the Associated Colleges of the Midwest. This project was entitled the ACM Urban Semester Program¹⁹ and was developed in conjunction with the Chicago Public School System. It required prospective student teachers to spend sixteen weeks observing and teaching in Chicago public schools. This

¹⁸Clothier and Lawson, op. cit.

¹⁹Associated Colleges of the Midwest, A Report on the Second Year, 1964-1965, of the Urban Semester (Chicago, 1965).

program was a coterminous educational experience, in that interdisciplinary seminars were an essential part of student teaching activities. The students were housed in an apartment complex with assistance from university teaching personnel provided on a systematic basis. This interaction of student teacher and university professors facilitated a constant exchange of ideas and problem solving.

In 1964, the Syracuse University School of Education initiated an inner-city teacher education program combining a year of graduate study leading to a master's degree with a paid internship experience in laboratory schools designed by the Syracuse Public School System.²⁰ Termed the Urban Teacher Preparation Program, it included a six week summer session in which interns observed and engaged in limited supervised teaching in a demonstration school. Summer session afternoons were devoted primarily to seminars on methods and the sociological and psychological backgrounds of inner-city children. During the regular school year, each intern received an appointment with the Syracuse School System, teaching half days during the entire school year and spending afternoons in seminars and courses which stressed practical solutions to problems faced every day in inner-city classes. A public school supervising teacher was selected to work closely with each group of eight interns.

²⁰Syracuse University and Syracuse Public Schools, Urban Teacher Preparation Program (Syracuse, N.Y., 1969).

These programs, along with similar projects at California State College at Los Angeles and at Queens College in New York are typical of initial efforts to improve the preparation of inner-city teachers. Because the majority of educators apparently were not aware of the deplorable conditions in inner-city schools, the programs made limited impact on traditional methods for teacher education. However, these pioneering attempts at a difficult and somewhat disgraceful educational shortcoming stimulated involvement at a national level. In 1966, for example, the National NDEA Institute for Advanced Study in Teaching the Disadvantaged was instituted. This momentum was supported by the United States Office of Education under Title XI of the National Defense Education Act and was operated by the American Association of Colleges for Teacher Education (AACTE).

The Sausalito Teacher Education Project (STEP)²¹ became one of the first inner-city teaching projects to grow out of this national push toward excellence in teaching the disadvantaged. Working with San Francisco State College and administrators of the Sausalito Public Schools, prospective inner-city teachers were carefully programmed in a preservice and inservice experimental model designed to insure an understanding of the disadvantaged students and their unique

²¹San Francisco State College, STEP Teacher Educational Project, Final Report (San Francisco, 1968).

cultural background. The preservice component, a requirement of all teachers, consisted of a three-semester sequence of experiences and instruction in an off-campus teacher education center located in the Saulsalito School District. Field experiences and seminars were conducted by an interdisciplinary team focusing on course content, direct experiences, interpersonal development, problem solving, and evaluation.

Perhaps the most impressive of all efforts conducted under the supervision of the AACTE was the Cooperative Urban Teacher Education Program,²² using the acronym CUTE. This was cooperatively developed as a project by the Mid-Continent Regional Education Laboratory in Kansas City, Missouri, the public schools of Kansas City, Missouri, and Kansas City, Kansas. Starting in the fall of 1967, the program rapidly expanded to include more institutions of higher learning and six public and private school systems in a three-state area. Programs utilizing a similar conceptual framework have been established in Nebraska, Illinois, New York, and Tennessee. The United States Commissioner of Education's 1969-1970 report includes this program among those having made outstanding attempts to bring together many of the elements necessary for a realistic practical preparation for teachers of the economically disadvantaged.²³

²²Clothier and Lawson, op. cit.

²³Ibid., p. 4.

One of the most encouraging features of this effort was the high degree of inter-institutional cooperation. Focusing the resources of many diverse agencies on the single problem of preparing inner-city teachers it has been unique. In doing so it has demonstrated that a small number of committed institutions can work cooperatively toward the singular end of inner-city teacher preparation. This program's goals were to prepare teachers who understood both their own and their pupils' attitudes, insecurities, anxieties, and prejudices. Obviously, this appreciation and understanding would also be dependent on an understanding of, and appreciation for, the cultural differences intersecting in the schools of the inner-city.

An interdisciplinary approach was deployed by the administrators of CUTE requiring the services of sociologists, mental health specialists, educators, and community resource personnel. Although the students enrolled in their respective institutions, the program was located in the inner-city. Thus, the urban community became the campus and the various community agencies became laboratories for learning and educational engineering. These laboratories served as centers for flexibly designed experiences chosen to bring the student teacher into contact with the realities of life in the core city and the failures of that educational system. Child study techniques, case studies, interaction analysis, micro-teaching, social interaction with the inner-city students,

and community members were central to the teaching-learning strategy. The student teacher's understanding of self was also a priority and accordingly a team of psychiatrists were retained as counselors.

In conclusion, it would seem appropriate to heed the advise of former Secretary of the United States Department of Health, Education, and Welfare, John W. Gardener who commented on inner-city education by saying that,

If we indoctrinate the young person in an elaborate set of fixed beliefs, we are insuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind, and the kinds of knowledge and understanding, that will be the instruments of continuous change.²⁴

²⁴John W. Gardener, Annual Report of the Carnegie Corporation (New York, 1962), p. 69.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify and analyze (1) the differences in attitudes, values, and dogmatisms between volunteers for an inner-city student teaching experience and other student teachers prior to a student teaching experience, (2) the difference in attitudes, values, and dogmatisms at the completion of student teaching between volunteers for an inner-city teaching experience and student teachers assigned to suburban schools, (3) changes in attitudes, values, and dogmatisms that occurred during student teaching for volunteers of an inner-city student teaching experience and student teachers assigned to suburban schools, and (4) the significant findings for college resource personnel and other student teachers involved in inner-city teacher preparation experiences.

Source of the Data

The first task involved in the structuring of the specific procedures utilized in this investigation was securing approval for an investigation of this kind from the North Texas State University officials involved in the administration of the West Dallas Teacher Education Project. These administrators and their staff agreed to cooperate

with the investigation and made arrangements for the population of student teachers involved in the project to be tested. Subsequently, arrangements were made with other North Texas State University staff to obtain a sample of suburban student teachers from the existing student teacher population.

Method of Sampling

The locus of this investigation and its related research design involved an experimental group and one control group. The students in both the experimental and control groups were representatives of students at North Texas State University pursuant of secondary teacher education certification. The experimental group was comprised of students who volunteered for and were subsequently selected to participate in the West Dallas Teacher Education Project. Before being accepted, each student teacher volunteer interviewed separately with three staff members of North Texas State University discussing the student's previous educational experience, his motivation for entry into the project, and what the student might expect if accepted for membership in the West Dallas Teacher Education Project. These three North Texas State University Staff members then met to discuss each student teacher's application for admission. Based upon the information gleaned from the initial student teacher interview and the ensuing discussion by the administrative team, a decision

was made to either accept or reject the application for membership. In the event of acceptance, the student was notified and a subsequent meeting scheduled for the student and a staff representative to discuss the project in greater detail. The group of student teachers involved in the West Dallas Teacher Education Project was of necessity a non-random intact volunteer group of thirty-six North Texas State University student teachers. Of this original count of thirty-six student teachers, thirty-five finished their student teaching assignment in three west Dallas inner-city schools.

In order to obtain a representative sample of North Texas State University student teachers involved in suburban student teaching assignments, a register of all university supervisors and their schools was obtained from the Office of Secondary Education at North Texas State University. A second list was distilled from the above register that included only those university supervisors and their student teachers that were involved in suburban teaching functions. Students of four of these university supervisors were selected to constitute the control group. Twenty-eight of the thirty-seven student teachers making up the control group completed the semester. Some of the more salient features are reflected in the following tables.

Selected characteristics of both the control and experimental groups are presented in Table I.

TABLE I
 SELECTED CHARACTERISTICS OF THE EXPERIMENTAL
 AND CONTROL GROUPS

Characteristic	Experimental Group N = 36	Control Group N = 28
Male	36%	29%
Female	64%	71%
Veteran	3%	0%
Graduate Classification	13%	0%
Senior Classification	47%	71%
Junior Classification	39%	29%

Inspection of Table I demonstrates the homogeneity of the two groups. The only feature noticeably different for the two groups is that of post-graduate classification. In the experimental group there were four students entered in the North Texas State University Graduate School.

Table II presents an age distribution for both the experimental group and the control group. Inspection of the data presented in Table II indicates that the mean age for the experimental group was considerable higher than the mean age for the control group. Twenty-six per cent of the student teachers of the experimental group were twenty-five or above while there were no members of the control group falling in this category.

TABLE II
AGE DISTRIBUTION IN EXPERIMENTAL
AND CONTROL GROUPS

Age	Experimental Group N = 36		Control Group N = 28	
	Number	Per Cent	Number	Per Cent
20	7	19	7	25
21	11	30	15	53
22	3	8	5	18
23	2	6	0	0
24	4	11	1	4
25	4	11	0	0
27	1	3	0	0
28	1	3	0	0
29	2	6	0	0
32	1	3	0	0

The target population of this investigation was the population of student teachers at North Texas State University. While it would have been in keeping with the best scientific canons of experimental research to utilize randomization in the selection of both the experimental and control groups, this was not logistically practicable. Recognizing this to be a compromise, this investigation attempted to ameliorate these conditions with adequate descriptions of the subjects involved in the experimental and control groups.

The research design employed by this investigation was an experimental group and a control group. According to the Campbell and Stanley criteria for experimental and quasi-experimental research designs, the designed used would be classified as quasi-experimental.¹

The experimental teaching environment involved three schools of the Dallas Independent school District in Dallas, Texas. These schools were (1) L. G. Pinkston, a high school; (2) Thomas A. Edison, a middle school; and (3) Sequoyah, a middle school.

In order to describe the teaching environment for the student teachers of the West Dallas Teacher Education Project, each of the above schools and their communities are described in detail. The source of information used in this descriptive analysis was derived from the 1973-1974 management profiles produced by the Department of Research and Evaluation of the Dallas Independent School District, Dallas, Texas.

L. G. Pinkston is a senior high school in west Dallas with an average daily attendance of 971 and average daily membership of 1,110. The ethnic composition of the school community is 96 per cent Negro and 4 per cent Mexican American. The range on housing valuation for this school

¹Donald Campbell and Julian Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago, 1969).

district is from \$5,000 to \$9,999 with apartment rental falling somewhere in the range of zero to fifty dollars per month. The zoning classification for this area is single family and the socioeconomic status indicator is lower as derived by the Dallas Independent School District Research and Evaluation Department. Of the seventy-six teachers at L. G. Pinkston High School, 58 per cent were male and 42 per cent of this same population were males with bachelor's degrees, while 12 per cent had master's degrees. As for the female population, 34 per cent of the total population were females with bachelor's degrees and 8 per cent were females with master's degrees. Ethnically, at L. G. Pinkston, 26 per cent of the total population were Negro males; 28 per cent were Anglo males; and 4 per cent were Mexican American males. Of the total population, 17 per cent were Negro females; 24 per cent were Anglo females; and only 1 per cent were Mexican American females.

Thomas A. Edison is a middle school in west Dallas that serves a student population of 1,406 in average daily attendance and 1,584 in average daily membership. The ethnic composition of the school community reflects 51 per cent Negro students, 43 per cent Mexican American, 5 per cent Anglo, and 1 per cent other classification. The range on housing valuation was from \$0 to \$4,999, with apartment rental ranging from zero to fifty dollars per month. The

zoning classification was single family and the socio-economic status indicator was lower.

Of the sixty-eight teachers at Thomas A. Edison, 40 per cent were male and 60 per cent were female. Thirty-two per cent of the total population were males with bachelor's degrees and 7 per cent of the total population were males with master's degrees. Ethnically, at Thomas A. Edison, 16 per cent of the total population were Negro males, 21 per cent were Anglo males, and 3 per cent were Mexican American males. Fifteen per cent were Negro females, 40 per cent Anglo females, 4 per cent Mexican American females, with the remaining 1 per cent classified as other. As for the female staff members at Thomas A. Edison, 44 per cent of the total population were females with bachelor's degrees, 16 per cent were equipped with master's degrees, and 1 per cent held doctorates. Forty-nine per cent of the teachers at Thomas A. Edison had less than five years teaching experience and 7 per cent taught at this school with temporary teaching certificates.

The academic achievement as measured by the Comprehensive Tests of Basic Skills for students at Thomas A. Edison is reported in the measurement profiles of the Research and Evaluation Department of the Dallas Independent School District. For a complete measurement profile on all students at this school see Appendix A.

Sequoyah is also in west Dallas and serves a middle school student population of 971 students in average daily attendance. The average daily membership is reported to be 1,110. The ethnic distribution for this school was 96 per cent Negro and 4 per cent Mexican American. The housing valuation for this community falls generally in the range of \$0 to \$4,999. Apartment rental ranges from zero to fifty dollars per month and the major zoning classification is single family. The socioeconomic status indicator is classified as lower.

Of the forty-four teachers employed at the Sequoyah School, 45 per cent were male and 55 per cent were female. Thirty-six per cent of the total population were males with bachelor's degrees, while 9 per cent of this same population held master's degrees. Forty-four per cent of the total population were females with bachelor's degrees, and 11 per cent had conferred master's degrees. Fifty-six per cent of the teachers at Sequoyah had less than 5 years teaching experience and 14 per cent of all teachers at Sequoyah taught with temporary certification. Ethnically, 23 per cent of the total population were Negro males, 18 per cent were Anglo males, and the remaining 5 per cent were classified as other. Twenty per cent of the total population at Sequoyah were Negro females, 32 per cent were Anglo females, and the remaining 2 per cent were classified as other.

The academic achievement as reflected by the Comprehensive Tests of Basic Skills at Sequoyah has been reported in the Measurement Profiles by the Research and Evaluation Department of the Dallas Independent School District. For a complete measurement profile for this school, see Appendix B.

For the schools involved in control group student teaching personnel, two of five suburban school districts were randomly selected for analysis. Because data banks maintained by these schools were not as comprehensive as those of the Dallas Independent School, the format for the demographic variables will be different.

One suburban school reported a high school enrollment of 3,295 students for grades nine through twelve inclusively. Of these students, 967 were at the ninth grade level, 840 at the tenth grade, 761 at the eleventh, and the remaining 727 were seniors. The ethnic distribution in this class 4A high school reflected 2 per cent Negro, 18 per cent Mexican American, 1 per cent oriental, and the remaining 79 per cent Anglo students. Within this same school district, a middle school was selected which reported a student enrollment of 1,150. The grade levels were six through eight. Ethnic distributions were not significantly different from the statistics reported for the high school. An administrative official for this school district reported these figures and

indicated that the income of the families found in the district were upper-middle class.

From another randomly selected school district it was found that the student population of the high school was 1,709 and this school had a classification of 3A. At the high school level it was determined that 2.5 per cent of the student population was Negro, 2 per cent Mexican American, and the remaining 95.5 per cent were Anglo. At a middle school within this district it was determined that of the 765 students enrolled, only 1 per cent were Negro, 5 per cent were Mexican American, almost 2 per cent Indian, and 0.13 per cent Asian, with the remaining 91.87 per cent being Anglo students.

Response Measures

The raw data necessary for the evaluation of the hypotheses of this investigation involved measures of teacher attitudes, teacher values concerning the teaching of impoverished children, and measures of dogmatism for these teachers. In order that these measures be made, a review of the literature was undertaken with the ultimate instrument choices being the Minnesota Teacher Attitude Inventory, the Values Concerning Disadvantaged Pupils Questionnaire, and the Rokeach Dogmatism Scale. Each of these instruments is discussed below.

The Minnesota Teacher Attitude Inventory was used in the study to measure teacher attitudes about pupil-teacher relations. Buros has indicated that the inventory consists of a series of items related to teacher attitudes about their relations to students in a teaching and learning environment.² The test is designated to be used with populations of elementary and secondary school teachers in training. Validity studies have ranged from 0.46 to 0.60 for concurrent validity measures. The concurrent criteria were principals' estimates, pupils' ratings, and visiting experts' ratings. Split-half reliability coefficient is reported to be 0.93. On retest, scores are only moderately stable if teachers are exposed to significant experiences. Retest reliability coefficients obtained during the start of teacher preparation are near 0.70. However, there is some evidence that during a potential student teacher academic year the mean score differences between pre-test and post-test could be significant. Lee J. Cronbach³ has called the norms excellent in many respects. A stratified random sample of Minnesota teachers was used, and norms are reported as separate percentile conversions for groups of distinct types, such as academic secondary teachers with five years' training. There

²O. K. Buros, The Fourth Mental Measurements Yearbook (Highland Park, N.J., 1953), p. 797.

³Ibid., p. 798.

are 150 items on the inventory that range from "strongly agree" to "strongly disagree."

The Values Concerning Disadvantaged Pupils Questionnaire (VDPQ)⁴ was used to get specific measure of value orientations for the student teaching samples of this research investigation. Specifically, this measure established the values of teachers concerning disadvantaged pupils. The VDPQ was developed in the form of a Likert type ordinal scale. The scale consists of five points including "accept strongly," "accept moderately," "feel neutral," "reject moderately," and "reject strongly." Since the VDPQ is concerned with inventoried responses, a content validity is essential. Content validity was established utilizing a panel of experts at the University of Missouri to rate the extent to which each of the seventy-four items on the VDPQ appeared to measure what it purported to measure. The items were modified and rewritten in consideration of the ratings yielded by the panel.

For the internal consistency measures, three item analyses were conducted using the Kuder Richardson 20 formula. The item analysis of the final version of the VDPQ yielded a correlation coefficient of 0.929.

⁴John Frederick Gies, "Values in Different Organizational Climates," unpublished doctoral dissertation, School of Education, University of Missouri, Columbia, Missouri, 1970, pp. 32-47.

The norming population for the VDPQ consisted of sixty-one respondents in elementary schools of Savannah, Georgia, and St. Louis, Missouri. These sixty-one teachers represented thirty-four different schools. Fifty-one were teaching disadvantaged pupils in elementary schools with the remaining serving as administrators within these same teaching environments. Forty-three were female teachers and eighteen were male. The norming group had fifteen mean years of experience in education and 10.5 mean years of experience teaching disadvantaged children.

The Rokeach Dogmatism Scale is ". . . designed to measure individual differences in openness or closedness of belief systems."⁵ Further, "The extent to which a person's belief system is open is the extent to which a person can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside."⁶ This scale has been revised several times in an attempt to improve the reliability and also to make use of the refinements in the theoretical formulation. A total of eighty-nine items was used throughout the various revisions. Each item had to go beyond any specific belief content and penetrate the structure of how

⁵Milton Rokeach, The Open and Closed Mind (New York, 1960), p. 4.

⁶Ibid., p. 8.

the belief was held. People who dogmatically hold viewpoints as diverse as Communism, Capitalism, or Catholicism should all score on one end of the continuum. Responses were scored along a +3 to -3 agree-disagree scale, with the 0 point excluded. These scores were converted to a one to seven scale by adding the constant four to each score. The range of possible scores is from 66 to 462. A high score indicates a high degree of dogmatism. In general, the Rokeach Dogmatism Scale measures dogmatism along a continuum which runs from an open belief system to a closed belief system. Form E of the Dogmatism Scale was used in this study. Reliabilities on the various forms of this scale range from .70 to .93. Rokeach's work has been primarily concerned with the construct validity of his instrument, and the findings support the construct validity of the scale. Kemp's⁷ studies also are favorable to the construct validity of this instrument.

Data Collection and Analysis

At the start of the spring semester, January 15, 1973, and prior to the student teachers' first contact with their inner-city teaching environment, the initial battery of tests were administered on the campus of North Texas State University. The battery of tests employed by this investigation

⁷Gratton Kemp, "Influence of Dogmatics on the Training of Counselors," Journal of Clinical Psychology, IX (Summer, 1962), 155-157.

did not require strict time limits. All students were assembled in the College of Education Auditorium and the tests were administered separately with directions given prior to each testing period. When all tests were completed, the instruments were taken up and the next test disseminated with the specific directions given for its completion. This same procedure was employed at the semester's close. In the case of the experimental group, the pretesting occurred on January 15, 1973. The pretesting for the control group was accomplished on April 6, 1973. Both the experimental and control groups were post-tested at the close of the spring semester on May 10, 1973.

The first three hypotheses were analyzed for significant statistical differences using a Fisher's t -test for mean differences. The 0.05 level of significance was arbitrarily set as necessary for rejection of the null hypotheses. Hypotheses four through six were analyzed for significant statistical difference using the analysis of covariance technique. The 0.05 level of significance was chosen as necessary for rejection of these null hypotheses. Hypotheses seven through twelve were tested with a Fisher's critical ratio for correlated samples. The 0.05 level of significance was arbitrarily set for rejection of the null hypotheses.

CHAPTER IV

ANALYSIS OF THE DATA

The problem with which this investigation was concerned was that of the effects of an inner-city student teaching experience on the attitudes, values, and dogmatisms of student teachers. In order to facilitate the investigation, two groups of student teachers were evaluated on the above variables before and after a student teaching experience. The research findings are presented in the order in which the hypotheses are stated in Chapter I. It should be noted that the initial membership of the experimental group and the control group was thirty-six and twenty-eight, respectively. However, for data analysis only thirty-two of the experimental and twenty-seven of the control group were complete enough to be included in all computations.

The first three null hypotheses were analyzed statistically by the Fisher's t -test for mean differences. The 0.05 level of significance was selected as necessary for the rejection of the null hypothesis.

The first null hypothesis was stated in the following manner:

There will be no significant difference in dogmatism scores between the experimental group and the control group as measured by the Rokeach Dogmatism Scale as a pre-test.

The results of the statistical analysis are reported in Table III.

TABLE III
A COMPARISON OF PRE-TEST DOGMATISM SCORES
FOR THE EXPERIMENTAL AND CONTROL GROUPS

Group	Number	Standard Deviation	Mean Dogmatism Score	\underline{t}
Experimental	32	28.77	135.15	.2543
Control	27	29.29	131.33	

An examination of the data presented in Table III indicates that the null hypothesis is retained, suggesting no significant difference in dogmatism scores between the experimental group and the control group. The \underline{t} -ratio equivalent of 0.2543 carries a very high probability (0.6160) favoring no significant difference. Inspection of the means and standard deviations further suggest the homogeneity of these groups on this measure.

The second hypothesis of this investigation was stated as follows:

There will be no significant difference in teacher attitude scores between the experimental group and the control group as measured by the Minnesota Teacher Attitude Inventory as a pre-test.

The results of the statistical test are presented in Table IV.

TABLE IV
A COMPARISON OF PRE-TEST ATTITUDE SCORES FOR
THE EXPERIMENTAL AND CONTROL GROUPS

Group	Number	Standard Deviation	Mean Attitude Score	t
Experimental	32	27.91	75.53	.3873
Control	27	26.94	80.00	

Investigating the data made available by this table it is obvious that this null hypothesis is tenable and suggests no significant difference in teacher attitude scores for the experimental and control groups. The t -ratio equivalent of 0.3873 carries a high probability (0.5362) favoring no significant differences. A further inspection of the mean scores and standard deviations indicates only slight group differences.

The third hypothesis of this study was stated as follows:

There will be no significant difference in value scores between the experimental group and the control group as measured by the Values Concerning Disadvantaged Pupils Questionnaire as a pre-test.

The results of this statistical test are reported in Table V.

TABLE V
A COMPARISON OF PRE-TEST VALUE SCORE FOR
THE EXPERIMENTAL AND CONTROL GROUPS

Group	Number	Standard Deviation	Mean Value Score	<u>t</u>
Experimental	32	6.92	135.31	.0045
Control	27	7.56	135.18	

The data made available by this table indicate that the null hypothesis should not be rejected and suggests, therefore, that no significant difference exists for the experimental and control in regard to values concerning disadvantaged pupils.

For the null hypotheses four through six the analysis of covariance technique was used to test for significant adjusted mean differences. The 0.05 level of significance was chosen as necessary for the rejection of these hypotheses.

The fourth hypothesis of this study was stated as follows:

There will be no significant difference in dogmatism scores between the experimental and control group as determined by the Rokeach Dogmatism Scales as a post-test.

The results of this analysis of covariance test are reported in tables six and seven.

TABLE VI

ANALYSIS OF COVARIANCE OF EXPERIMENTAL AND CONTROL
STUDENT TEACHERS' DOGMATISM MEASURES

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	f
Between	1	2357.40	2357.40	3.28
Within	56	40141.19	716.80	
Total	57	42498.60		

The data of this table indicate that the null hypothesis should not be rejected and therefore there are no significant differences in dogmatism scores between the experimental group and the control group. The f-ratio of 3.28 carries a probability coefficient of .0751.

The means and the adjusted means for this analysis are shown in Table VII.

TABLE VII

STUDENT TEACHERS' CRITERION AND CONTROL DOGMATISM MEANS,
STANDARD DEVIATIONS, AND ADJUSTED MEANS

Condition	N	Criterion-Dogmatism				
		Pre-Dogmatism		Obtained		Adjusted
		M	SD	M	SD	M
Experimental	32	135.15	28.77	145.87	31.12	145.12
Control	27	131.33	29.29	131.51	26.98	132.40

The fifth hypothesis of this experiment was stated as follows:

There will be no significant difference in attitude scores between the experimental group and the control group as determined by the Minnesota Teacher Attitude Inventory as a post-test.

The results of the statistical analysis of this hypothesis are shown in tables eight and nine.

TABLE VIII

ANALYSIS OF COVARIANCE OF EXPERIMENTAL AND CONTROL
STUDENT TEACHERS' ATTITUDE MEASURES

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	f
Between	1	371.50	371.50	.8350
Within	56	24916.72	444.94	
Total	57	25288.23		

The data of this table indicate that the null hypothesis should not be rejected and therefore no significant difference in attitude scores exists between the experimental and the control group. The f-ratio of 0.8350 carries a high probability coefficient of 0.3647. The means and adjusted means can be seen in Table IX.

TABLE IX

STUDENT TEACHERS' CRITERION AND CONTROL ATTITUDE MEANS,
STANDARD DEVIATIONS, AND ADJUSTED MEANS

Condition	N	Criterion-Attitude				
		Pre-Attitude		Obtained		Adjusted
		M	SD	M	SD	M
Experimental	32	75.53	27.91	75.34	28.79	76.88
Control	27	80.00	26.94	73.66	30.24	71.83

The sixth hypothesis of this study was stated as follows:

There will be no significant difference in the value scores between the experimental group and the control group as determined by the Values Concerning Disadvantaged Pupils Questionnaire.

The results of the statistical analysis are shown in Tables X and XI.

TABLE X

ANALYSIS OF COVARIANCE OF EXPERIMENTAL AND CONTROL
STUDENT TEACHERS' VALUE MEASURES

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	f
Between	1	23.59	23.59	0.2955
Within	56	4471.53	79.84	
Total	57	4495.13		

The data of this table indicate that the null hypothesis should not be rejected and therefore no significant difference in value scores exists between the experimental and the control group. The f-ratio of 0.2955 carries a probability coefficient of 0.5888. The means and adjusted means are shown in Table XI.

TABLE XI

STUDENT TEACHERS' CRITERION AND CONTROL VALUE MEANS,
STANDARD DEVIATIONS, AND ADJUSTED MEANS

Condition	N	Criterion-Values				
		Pre-Values		Obtained		Adjusted
		M	SD	M	SD	M
Experimental	32	135.31	6.92	135.34	9.97	135.32
Control	27	135.18	7.56	134.03	7.94	134.07

The seventh hypothesis of this study was stated as follows:

There will be no significant change in dogmatism scores for the experimental group between pre-test and post-test administrations of the Rokeach Dogmatism Scale.

The results of the statistical analysis are reflected in Table XII. Inspection of the data reflected in Table XII indicate that the null hypothesis when tested at the 0.50 level of significance should not be rejected, indicating no significant change obtained in dogmatism scores for the experimental group between pre-test and post-test administrations.

TABLE XII

A COMPARISON OF PRE-TEST AND POST-TEST DOGMATISM
SCORES FOR THE EXPERIMENTAL GROUP

Text	Number	Standard Deviation	Mean Dogmatism Score	\underline{t}
Pre-Experimental	32	28.77	135.15	-1.8480
Post-Experimental	32	31.12	145.87	

It should, however, be noted that the \underline{t} -ratio equivalent of -1.848 suggests a dogmatism mean score increase significant beyond the 0.10 level. Inspecting the mean score change of 10.72 units between pre-test and post-test administration gives evidence to the probability coefficient of .0741.

The eighth hypothesis of this investigation was stated as follows:

There will be no significant change in teacher attitude scores for the experimental group between pre-test and post-test administrations of the Minnesota Teacher Attitude Inventory.

The results of the statistical analysis are reflected in Table XIII. The data reflected by this table indicate that the null hypothesis is tenable and therefore no significant change obtained in teacher attitudes between pre-test and post-test administrations for the experimental group.

TABLE XIII

A COMPARISON OF PRE-TEST AND POST-TEST ATTITUDE
SCORES FOR THE EXPERIMENTAL GROUP

Group	Number	Standard Deviation	Mean Attitude Score	\underline{t}
Pre- Experimental	32	27.91	75.53	.0592
Post- Experimental	32	28.79	75.34	

The \underline{t} -ratio equivalent of .0592 carries a probability coefficient of .9531. Inspecting the mean scores indicates only a slight differential between test administrations.

The ninth hypothesis of this study was stated as follows:

There will be no significant change in value scores for the experimental group between the pre-test and post-test administrations of the Values Concerning Disadvantaged Pupils Questionnaire.

The results of the statistical analysis are reported in Table XIV. The data reported in this table indicate that the null hypothesis is tenable and therefore no significant change obtained in value scores between pre-test and post-test administrations for the experimental group.

The tenth hypothesis of this study was stated as follows:

There will be no significant change in dogmatism scores for the control group between pre-test and post-test administrations of the Rokeach Dogmatism Scale.

TABLE XIV

A COMPARISON OF PRE-TEST AND POST-TEST VALUE SCORES FOR THE EXPERIMENTAL GROUP

Group	Number	Standard Deviation	Mean Value Score	\underline{t}
Pre-Experimental	32	6.92	135.31	-.0146
Post-Experimental	32	9.97	135.34	

The results of the statistical analysis are reported in Table XV.

TABLE XV

A COMPARISON OF PRE-TEST AND POST-TEST DOGMATISM SCORES FOR THE CONTROL GROUP

Group	Number	Standard Deviation	Mean Value Score	\underline{t}
Pre-Control	27	29.29	131.33	-.0327
Post-Control	27	26.98	131.51	

Inspection of this data indicates the tenability of research hypothesis number ten. The \underline{t} -ratio equivalent of -.0327 indicates no significant change obtained in dogmatism

scores for the control group. The mean score differential is slight and reflects the logic of this conclusion.

Research hypothesis number eleven was stated as follows:

There will be no significant change in teacher attitude scores for the control group between the pre-test and post-test administration of the Minnesota Teacher Attitude Inventory.

The results of the statistical analysis are presented in Table XVI.

TABLE XVI

A COMPARISON OF PRE-TEST AND POST-TEST ATTITUDE SCORES FOR THE CONTROL GROUP

Group	Number	Deviation	Mean Attitude Score	\underline{t}
Pre-Control	27	26.94	80.00	1.25
Post-Control	27	30.30	73.74	

These data suggest that the null hypothesis should not be rejected and there is no significant change in attitudes scores for the control group between test administrations.

The \underline{t} -score equivalent for this evaluation of 1.25 carries a probability coefficient of .2218. The mean scores reflect only a slight change between test administrations.

The twelfth hypothesis of this research investigation was stated as follows:

There will be no significant change in value scores for the control group between pre-test and post-test administrations of the Values Concerning Disadvantaged Pupils Questionnaire.

The results of this statistical analysis are shown in Table XVII.

TABLE XVII

A COMPARISON OF PRE-TEST AND POST-TEST VALUE SCORES FOR THE CONTROL GROUP

Group	Number	Standard Deviation	Mean Value Score	\underline{t}
Pre-Control	27	7.56	135.18	.8085
Post-Control	27	7.94	134.03	

The data reflected by this table indicate that the null hypothesis should not be rejected and that no significant change occurred between test administrations for the control group. The \underline{t} -ratio equivalent of .8085 is not significant at the required 0.05 level. Further inspection of the mean score differential reflects the logic of this conclusion.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem with which this investigation was concerned was that of the effects of an inner-city student teaching experience on the attitudes, values, and dogmatisms of student teachers. A concomitant concern of this research effort was the significance of these variables to college resource personnel and other student teachers involved in inner-city teacher preparation.

In order to facilitate the requirements of the study two groups of student teachers were selected from the existing population of student teachers at North Texas State University. One group, called the experimental, was derived from candidates for the West Dallas Teacher Education Project. This group would ultimately be under the direct supervision of educators from the North Texas State University Education Department and various teachers and administrators of the Dallas Independent School District. The other group, called the control group, was selected from a sample of student teachers assigned to suburban schools in the Dallas-Fort Worth metropolitan area. Membership of the total sample was

fifty-nine, with thirty-two in the experimental group and twenty-seven in the control group.

The experimental teaching environment involved three schools of the Dallas Independent School District. These schools were (1) L. G. Pinkston, a high school; (2) Thomas A. Edison, a middle school; and (3) Sequoyah, a middle school.

The ethnic composition of the experimental environment was essentially Negro, with a small percentage being Mexican American. Less than 5 per cent of the population was white, while less than 1 per cent was classified as other. The student population did contain a small number of Orientals.

While exact statistics were not made available by all the suburban schools, there was an indication that the student population of the control group was essentially white, with less than 5 per cent being non-white.

Prior to the student teaching experience all members of both the experimental group and the control group were administered the Minnesota Teacher Attitude Inventory, the Rokeach Dogmatism Scale, and the Values Concerning Disadvantaged Pupils Questionnaire.

At the conclusion of the student teaching experience and before the end of the semester, all student teachers that had completed their assignments were required to complete the same research instruments.

The statistical procedures employed for data analysis were the Fisher's t-test for independent, Fisher's t-test

for correlated samples, and the analysis of covariance. All computations were made by North Texas State University Computing Center personnel.

Findings

A summary of the findings with respect to the null hypotheses is as follows:

1. It was hypothesized that no significant difference in dogmatism score would exist between the experimental and control group prior to their student teaching. Data collected supported this hypothesis and it was not rejected.

2. It was hypothesized that no significant difference in teacher attitude scores would exist between the experimental group and the control group prior to their student teaching semester. The data collected supported this hypothesis and it was not rejected.

3. It was hypothesized that no significant difference in teacher value scores would exist between the experimental group and the control group prior to their student teaching semester. The data collected supported this hypothesis and it was not rejected.

4. It was hypothesized that no significant differences in dogmatism scores would be found to exist between the experimental group and the control group after completing their respective student teaching assignments. The data supported this hypothesis and it was not rejected.

5. It was hypothesized that no significant differences in teacher attitude scores would exist between the experimental and control group at the completion of their respective student teaching assignments. The data supported this hypothesis and it was not rejected.

6. It was hypothesized that no significant differences would exist in teacher value scores between the experimental and control group subsequent to their respective student teaching assignments. The data supported this hypothesis and it was not rejected.

7. It was hypothesized that no significant change in dogmatism scores would occur in the experimental group between pre-test and post-test administrations of the Rokeach Dogmatism Scale. The data supported this hypothesis and it was not rejected.

8. It was hypothesized that no significant change in teacher attitude scores would occur in the experimental group between pre-test and post-test administrations of the Minnesota Teacher Attitude Inventory. The data supported this null hypothesis and it was not rejected.

9. It was hypothesized that no significant change in teacher value scores would occur in the experimental group between pre-test and post-test administrations of the Values Concerning Disadvantaged Pupils Questionnaire. The data supported this hypothesis and it was not rejected.

10. It was hypothesized that no significant change in dogmatism scores would occur in the control group between pre-test and post-test administrations of the Rokeach Dogmatism Scales. The data supported this hypothesis and it was not rejected.

11. It was hypothesized that no significant change in teacher attitudes would occur in the control group between pre-test and post-test administrations of the Minnesota Teacher Attitude Inventory. The data supported this hypothesis and it was not rejected.

12. It was hypothesized that no significant change in teachers' values would occur in the control group between pre-test and post-test administrations of the Values Concerning Disadvantaged Pupils Questionnaire. The data supported this hypothesis and it was not rejected.

Conclusions

1. College and university personnel involved with inner-city teacher preparation can reasonably assume that teachers-in-preparation for this type assignment are not significantly different from other student teachers on measures of teacher attitudes toward teaching.

2. College and university personnel involved with inner-city teacher preparation can reasonably assume that teachers-in-preparation for this type assignment are not significantly different from other student teachers on measures of dogmatism.

3. College and university personnel involved with inner-city teacher preparation can reasonably assume that teachers-in-preparation for this type assignment are not significantly different from other student teachers on measures of values concerning disadvantaged students. This is a particularly interesting finding and conclusion since it suggests that while the members of the experimental group favored student teaching in the inner-city with its unique set of problems and challenges, they did not possess attitudes and values regarding inner-city students that are significantly different from other student teachers. Inspecting the data for these two groups on the Values Concerning Disadvantaged Students Questionnaire indicates that both groups hold equally positive attitudes and values concerning this student population.

4. College and university personnel involved with inner-city teacher preparation can reasonably assume that during their student teaching experience teachers of inner-city students may become more dogmatic while remaining unchanged on teacher attitudes and values regarding inner-city students.

5. College and university personnel involved in the preparation of inner-city student teachers can reasonably assume that during their student teaching experience teachers of inner-city students will remain essentially the same on their attitudes regarding teaching.

6. College and university personnel involved in the preparation of inner-city student teachers can reasonably assume that during their student teaching experience or first academic year teachers of inner-city students will remain essentially the same on their values regarding the inner-city student.

7. College and university personnel involved with the preparation of inner-city student teachers can reasonably assume that after their student teaching assignments there will be no significant difference in dogmatism measures for the inner-city student teachers and those student teachers not assigned to the inner-city.

8. College and university personnel involved with the preparation of inner-city student teachers can reasonably assume after their student teaching assignments there will be no significant difference in attitude scores for the inner-city student teachers and those teachers not assigned to the inner-city.

9. College and university personnel involved with the preparation of inner-city student teachers can reasonably assume that after their student teaching assignments there will be no significant difference in value measures for the inner-city student teachers and those student teachers not assigned to the inner-city.

Recommendations

It is recommended that additional studies be conducted in the following areas:

1. Regarding teacher personality types and the relationship of various personality constructs to teacher tenure, teacher satisfactions, student achievement, and student satisfaction in the inner-city classroom.

2. Regarding the relationship between inner-city school administrator attitudes and values toward inner-city students and teacher tenure, teacher satisfaction, student achievement, and student satisfaction.

3. Regarding the relationship of middle class inner-city teachers and inner-city student achievement patterns.

4. Regarding the relationship of lower class inner-city teachers and inner-city student achievement patterns.

5. That investigate the kind and sequence of experiences necessary for teachers-in-preparation for the inner-city.

6. That examine the relationship of post-graduate teacher supervision and in-service teacher training to teaching tenure and teaching satisfactions.

APPENDIX A

MEASUREMENT PROFILE

THOMAS A. EDISON

67

GRADE 6 - COMPREHENSIVE TESTS OF BASIC SKILLS

MEASURE	ANGLO MALE				NEGRO MALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	14	14	14	14	120	118	120	118
MEAN	34.64	30.86	40.43	105.93	27.70	26.70	36.12	91.11
MEDIAN	24	28	36	80	25	23	34	79
STD. DEV.	17.10	15.59	17.37	45.82	13.85	12.68	14.59	37.43
N.T.L. G.E.	2.8	3.2	3.5	3.0	2.9	2.8	3.4	3.0
L.C. G.F.	3.4	3.7	4.0	3.5	3.5	3.2	3.8	3.5
N.T.L. %ILE	5	6	6	3	5	4	5	3
L.C. %ILE	6	10	8	4	7	6	7	4
LCL. %ILE	17	26	24	16	19	18	21	15

MEASURE	ANGLO FEMALE				NEGRO FEMALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	10	10	10	10	138	137	138	137
MEAN	36.00	33.60	43.10	112.70	34.14	34.31	41.62	110.30
MEDIAN	27	26	35	84	33	31	38	105
STD. DEV.	16.66	16.20	17.63	49.38	14.24	14.56	15.30	40.89
N.T.L. G.E.	3.1	3.0	3.5	3.1	3.6	3.3	3.6	3.6
L.C. G.E.	3.7	3.6	3.9	3.6	4.2	4.0	4.1	4.1
N.T.L. %ILE	7	5	5	4	11	8	7	8
L.C. %ILE	9	8	8	5	15	12	10	11
LCL. %ILE	23	23	23	18	32	30	27	29

MEASURE	ANGLO TOTAL				NEGRO TOTAL			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	24	24	24	24	258	255	258	255
MEAN	35.21	32.00	41.54	108.75	31.15	30.79	39.06	101.42
MEDIAN	27	28	35	84	28	27	37	91
STD. DEV.	16.93	15.91	17.53	47.45	14.42	14.24	15.22	40.48
N.T.L. G.E.	3.1	3.2	3.5	3.1	3.2	3.1	3.6	3.3
L.C. G.E.	3.7	3.7	3.9	3.6	3.8	3.7	4.0	3.8
N.T.L. %ILE	7	6	5	4	7	6	6	5
L.C. %ILE	9	10	8	5	10	9	9	7
LCL. %ILE	23	26	23	18	25	25	26	23

MEASUREMENT PROFILE

THOMAS A. EDISON

68

GRADE 6 - COMPREHENSIVE TESTS OF BASIC SKILLS

MEASURE	MEXICAN AMERICAN MALE				TOTAL MALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	109	107	109	107	246	242	246	242
MEAN	32.58	31.46	41.52	106.07	30.32	29.10	38.77	98.70
MEDIAN	29	27	36	95	26	25	35	86
STD. DEV.	14.02	14.74	15.71	40.65	14.49	14.06	15.43	40.22
N.T.L. G.E.	3.3	3.1	3.5	3.4	3.0	2.9	3.5	3.2
L.C. G.E.	3.9	3.7	4.0	3.9	3.6	3.5	3.9	3.7
N.T.L. %ILE	8	6	6	5	6	5	5	4
L.C. %ILE	11	9	8	8	8	7	8	6
LCL. %ILE	26	25	24	25	21	22	23	20

MEASURE	MEXICAN AMERICAN FEMALE				TOTAL FEMALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	104	104	104	104	256	255	256	255
MEAN	38.37	38.75	47.23	124.35	36.19	36.41	44.17	116.90
MEDIAN	36	36	45	122	34	33	40	112
STD. DEV.	14.59	16.95	17.43	45.52	14.81	16.06	16.65	44.35
N.T.L. G.E.	3.8	3.6	4.1	4.0	3.6	3.4	3.8	3.8
L.C. G.E.	4.4	4.4	4.5	4.5	4.3	4.1	4.2	4.3
N.T.L. %ILE	14	12	11	12	12	10	8	9
L.C. %ILE	18	17	16	16	16	14	12	13
LCL. %ILE	36	37	37	37	33	33	30	33

MEASURE	MEXICAN AMERICAN TOTAL				TOTAL			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	213	211	213	211	502	497	502	497
MEAN	35.40	35.05	44.31	115.08	33.31	32.85	41.52	108.04
MEDIAN	33	31	39	109	29	28	38	96
STD. DEV.	14.59	16.28	16.82	44.08	14.94	15.55	16.29	43.35
N.T.L. G.E.	3.6	3.3	3.7	3.7	3.3	3.2	3.6	3.4
L.C. G.E.	4.2	4.0	4.1	4.2	3.9	3.7	4.1	4.0
N.T.L. %ILE	11	8	7	8	8	6	7	6
L.C. %ILE	15	12	11	12	11	10	10	8
LCL. %ILE	32	30	29	31	26	26	27	25

APPENDIX B

MEASUREMENT PROFILE

SEQUOYAH

70

GRADE 6 - COMPREHENSIVE TESTS OF BASIC SKILLS

MEASURE	ANGLO MALE				NEGRO MALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	0	0	0	0	180	179	181	176
MEAN	0.00	0.00	0.00	0.00	26.94	24.54	36.41	88.06
MEDIAN	0	0	0	0	24	22	33	78
STD. DEV.	0.00	0.00	0.00	0.00	11.52	10.19	14.78	33.04
NTL. G.E.	0.0	0.0	0.0	0.0	2.8	2.7	3.4	3.0
L.C. G.E.	0.0	0.0	0.0	0.0	3.4	3.1	3.8	3.4
NTL. %ILE	0	0	0	0	5	3	4	2
L.C. %ILE	0	0	0	0	6	5	6	4
LCL. %ILE	0	0	0	0	17	16	19	15

MEASURE	ANGLO FEMALE				NEGRO FEMALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	0	0	0	0	186	185	189	183
MEAN	0.00	0.00	0.00	0.00	33.09	33.17	41.52	108.27
MEDIAN	0	0	0	0	29	29	36	96
STD. DEV.	0.00	0.00	0.00	0.00	13.61	14.81	16.42	41.75
NTL. G.E.	0.0	0.0	0.0	0.0	3.3	3.2	3.5	3.4
L.C. G.F.	0.0	0.0	0.0	0.0	3.9	3.8	4.0	4.0
NTL. %ILE	0	0	0	0	8	7	6	6
L.C. %ILE	0	0	0	0	11	10	8	8
LCL. %ILE	0	0	0	0	26	28	24	25

MEASURE	ANGLO TOTAL				NEGRO TOTAL			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	0	0	0	0	366	364	370	359
MEAN	0.00	0.00	0.00	0.00	30.07	28.93	39.02	98.36
MEDIAN	0	0	0	0	26	24	35	86
STD. DEV.	0.00	0.00	0.00	0.00	13.00	13.46	15.85	39.06
NTL. G.E.	0.0	0.0	0.0	0.0	3.0	2.9	3.5	3.2
L.C. G.E.	0.0	0.0	0.0	0.0	3.6	3.4	3.9	3.7
NTL. %ILE	0	0	0	0	6	4	5	4
L.C. %ILE	0	0	0	0	8	6	8	6
LCL. %ILE	0	0	0	0	21	20	23	20

MEASUREMENT PROFILE

SEQUOYAH

71

GRADE 6 - COMPREHENSIVE TESTS OF BASIC SKILLS

MEASURE	MEXICAN AMERICAN MALE				TOTAL MALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	7	7	5	5	188	187	187	182
MEAN	24.43	20.57	31.80	76.60	26.99	24.48	36.50	88.20
MEDIAN	25	21	35	76	24	22	33	78
STD. DEV.	3.37	6.14	7.03	14.91	11.47	10.14	14.89	33.21
N.T.L. G.E.	2.9	2.6	3.5	2.9	2.8	2.7	3.4	3.0
L.C. G.E.	3.5	3.0	3.9	3.4	3.4	3.1	3.8	3.4
N.T.L. %ILE	5	3	5	2	5	3	4	2
L.C. %ILE	7	4	8	3	6	5	6	4
LCL. %ILE	19	14	23	13	17	16	19	15

MEASURE	MEXICAN AMERICAN FEMALE				TOTAL FEMALE			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	7	7	7	6	193	192	196	189
MEAN	25.57	22.00	35.29	87.17	32.82	32.76	41.30	107.60
MEDIAN	21	18	37	82	29	29	36	95
STD. DEV.	8.24	11.76	7.44	24.24	13.53	14.86	16.23	41.47
N.T.L. G.E.	2.5	2.3	3.6	3.1	3.3	3.2	3.5	3.4
L.C. G.E.	3.0	2.5	4.0	3.5	3.9	3.8	4.0	3.9
N.T.L. %ILE	3	1	6	3	8	7	6	5
L.C. %ILE	4	2	9	5	11	10	8	8
LCL. %ILE	11	8	26	17	26	28	24	25

MEASURE	MEXICAN AMERICAN TOTAL				TOTAL			
	READ	LANG	ARITH	TOTAL	READ	LANG	ARITH	TOTAL
STUDENTS	14	14	12	11	381	379	383	371
MEAN	25.00	21.29	33.83	82.36	29.94	28.68	38.96	98.08
MEDIAN	23	18	35	82	26	24	35	86
STD. DEV.	6.32	9.41	7.47	21.20	12.89	13.40	15.77	38.88
N.T.L. G.E.	2.7	2.3	3.5	3.1	3.0	2.9	3.5	3.2
L.C. G.E.	3.3	2.5	3.9	3.5	3.6	3.4	3.9	3.7
N.T.L. %ILE	4	1	5	3	6	4	5	4
L.C. %ILE	5	2	8	5	8	6	8	6
LCL. %ILE	15	8	23	17	21	20	23	20

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