

FIGURE 1.1
Research Type Dimensions

Dimension	Strata
Application	Protectionist vs. Growth
Level of explanation sought	Fundamental vs. Generalization vs. Program assessment
Mode	Data generation vs. Integrative

TABLE 2.1

Fictitious data from two homes, each having two infants (A and B) and a mother. Data show the number of demands each infant makes of its mother in each of two hours, and the number of times the mother responds "appropriately."

		Home 1		Home 2	
		Number of		Number of	
		Infant Demands	Mother Responses	Infant Demands	Mother Responses
1st hour	Infant A	10	8	10	6
	Infant B	10	2	10	4
			Total 10		10
2nd hour	Infant A	10	1	10	5
	Infant B	10	9	10	5
			Total 10		10
Total	Infant A	20	9	20	11
	Infant B	20	11	20	9

TABLE 2.2

Parameter estimates for total set of dyads and for the low and high subsets on each of three variables. The parameters are defined in equation (4).

Variable	Total Set	Parameters			
		a_1	b_1	a^*	b^*
		0	.05	.32	.28
Fear of strangers	Low	-.09	.02	.76	.42
	High	.04	.04	.31	.28
Food eagerness	Low	0	.10	.33	.26
	High	-.03	.05	.49	.31
Soothability	Low	.02	.04	.26	.26
	High	-.05	.06	.51	.51

FIGURE 3.1

Sources of Error and Control Procedures

Source	Control
Incorrect cognitive categories	Ethnographic elicitation of concepts and categories
Questions misunderstood by respondents	Questions created from responses to open-ended questions
Responses inhibited by rigid question-and-answer model	Flowing conversational style, Respondent speaks his/her mind, Use of tape recorder
Paralanguage cues lost in coding	Responses recorded for later scoring
Errors in coding responses	Tapes available for reliability and error checks
Interviewer uncomfortable in Black neighborhood	Interviewers recruited from same or nearby neighborhood
High refusal rates	a. Interviewer identifies herself as employee of Black nonprofit organization, offers to return at a more convenient time b. Respondents approached in public places

FIGURE 4.1

Discriminability (D) reflected in judgments about degree of authoritarianism in synthetic profiles, as a function of number and weight of judgmental dimensions included in a profile. Phase 1 gives data on individual decisions before group discussion; phase 2 gives group consensus scores; and phase 3 gives data on individual decisions after group discussion.

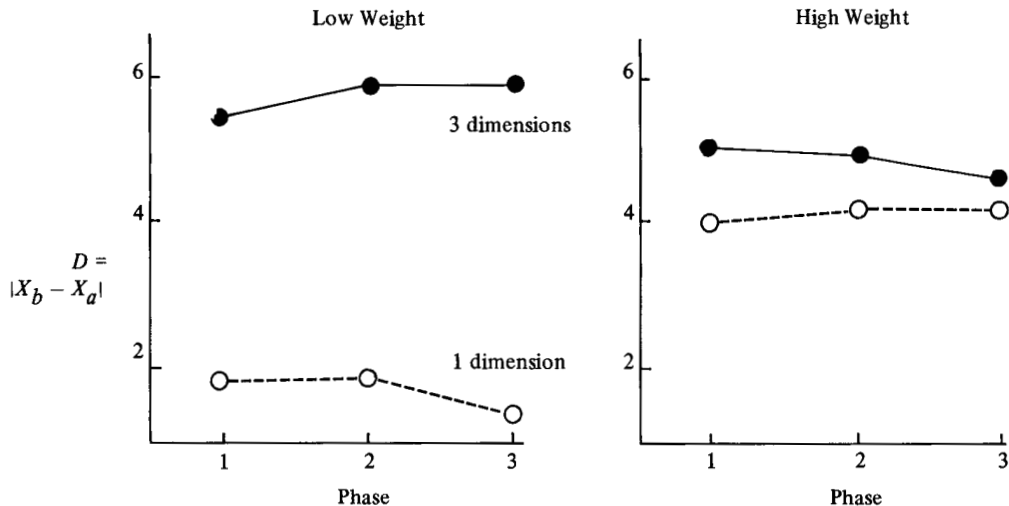


FIGURE 4.2

*Bias (B) reflected in judgments about degree of authoritarianism in synthetic profiles.
The key to this figure is the same as that of Figure 4.1.*

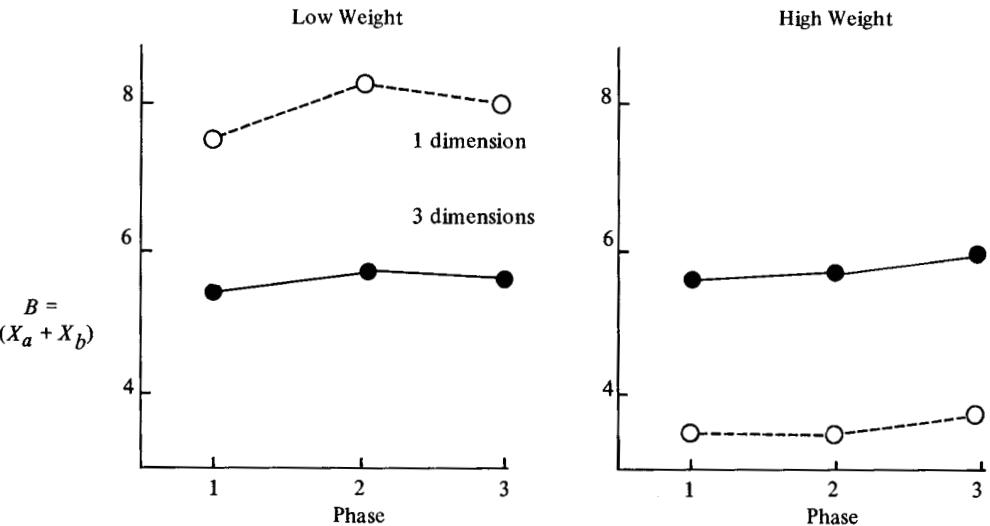


TABLE 5.1

Total Sample of Significant Male-Female Item Differences

Items:	1, 45*, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18*, 20, 21, 22, 23, 24, 26†, 27, 28, 29, 30, 31, 34†, 35, 37*, 39, 40, 41, 42, 43, 44†, 45†, 47, 48, 50, 51, 52, 54*, 55, 57, 58, 59†, 61, 62, 63, 65, 66, 67, 68, 70, 71, 74, 78, 79, 80, 82, 83, 85, 86, 87, 89, 90, 91, 99, 100, 102, 103, 104*†, 109, 110, 111†, 112, 113, 114, 115, 116, 117, 118, 119*†, 120, 122, 125, 126, 129, 130, 131, 133, 134, 135†, 138
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*Items for which females have more stereotyped response.

†For these items $p < .10$; for all other items, $p < .05$.

TABLE 5.2

*Sequential Ordering of the Fifty-Three Items from the
IAMW Included in the Successive Collections of Items*

Positively Keyed Items:

41, 58, 126, 82, 113, 120, 129, 102, 16, 52, 42, 132, 125, 109, 103, 11, 7, 64, 1, 118,
66, 115, 6, 86, 91, 75, 55

Negatively Keyed Items:

138, 48, 49, 24, 83, 81, 54, 94, 127, 10, 26, 78, 53, 72, 104, 62, 46, 131, 19, 99, 77,
123, 23, 51, 74, 107

TABLE 5.3

Rank Correlation Coefficients for Item-Total Score Correlations

	Caucasian Female	Caucasian Male	Minority Female	Minority Male	Total Caucasian
C. Female	—	.524	.522	.250	—
C. Male	—	—	.492	.365	—
M. Female	—	—	—	.250	.545
M. Male	—	—	—	—	.345
Total Minority	.491	.598	—	—	.625

TABLE 5.4
Minority Sample

Identification of Items by Subscale for which there are Male-Female Differences

Subscale	$p < .05$	(N)	$p < .10$	(N)	N
1	9, 24, 41, 52, 58, 103	(6)	74	(1)	7
2	37	(1)	35, 73, 117	(3)	4
3	7, 20, 27, 50, 55, 66, 131, 137	(8)	10, 59, 90	(3)	11
4	12, 16, 22, 39, 71, 79, 87, 109, 125	(9)	104	(1)	10
5	80, 102, 115	(3)	23, 110	(2)	5
6	4, 17, 83, 99	(4)	132	(1)	5
7	54, 81	(2)		(0)	2
8	30, 51, 76, 112	(4)	29	(1)	5
9	134	(1)	43, 77	(2)	3
10	69	(1)		(0)	1
11		(0)		(0)	0
		<u>N=39</u>		<u>N=14</u>	<u>N=53</u>

TABLE 5.5

Traditional Responding among Minority Females

Subscale	Item	<i>p</i>	
2	37	.008	If alimony must be paid when a couple is divorced, then the partner who earns the greater salary should be the one required to pay it.
10	69	.027	Most men are threatened by a woman who initiates sex.
2	73	.085	Following a divorce, equal consideration should be given to the mother and the father in the determination of the custody of the children.
8	76	.039	For the most part, people in the women's liberation movement are maladjusted.
9	77	.074	It is no worse for a woman to masturbate than it is for a man.
7	81	.042	It is perfectly all right for a man to allow a woman to pay a taxi, buy tickets, or pay a check.
4	104	.086	If there must be a national draft, women should be drafted as well as men.
6	132	.094	In the event of an emergency at home, the mother should be the first one to leave work to attend it.

TABLE 5.6
Total Minority Sample
Subscale Location of Items Having
Significant Male-Female Differences ($p < .05$)

Subscale	Number of Significant Items	Percent of Total Items on Subscale	Rank for Significance Percentage
1	6	37.5	3
2	1	12.5	8
3	8	42.1	2
4	9	42.9	1
5	3	16.6	7
6	4	30.8	5
7	2	28.6	6
8	4	33.3	4
9	1	9.1	10
10	1	10.0	9
11	0	0	11

TABLE 5.7
Total Minority Sample

Items Indicating Traditional Sex-Role Responding

Subscale	Item	M	N	
2	37 [§]	3.95*	59	If alimony must be paid when a couple is divorced, then the partner who earns the greater salary should be the one required to pay it.
3	1	3.63 [‡]	57	Parents should begin at an early age to teach boys to act like men and girls like ladies.
3	21	3.69 [‡]	59	It would be embarrassing to have a son who preferred playing with dolls rather than with trucks and trains.
3	36	3.89 [‡]	58	A mother should not work until her children are at least two years old.
3	38	4.27 [‡]	59	A woman wanting to pursue a career must keep in mind that her main duty is in caring for her child.
3	59	3.73 [†]	59	It disturbs me more to see a boy who is a sissy than to see a girl who is a tomboy.
4	98	4.23 [‡]	57	Most men are understandably threatened by women in positions of power.
4	104 [§]	3.61*	59	If there must be a national draft, women should be drafted as well as men.
4	114	4.07 [‡]	58	A married woman should not take a job that requires prolonged business trips.
5	80	3.57*	58	If I could only have one child, I would prefer it to be a son.
6	11	3.63 [‡]	59	Repairs in the home are the responsibility of the husband.
6	32	3.92 [‡]	59	Household chores should be shared equally even if the woman has no outside career.
6	101	4.78 [‡]	59	A woman should not allow her career to interfere with running an efficient household.
6	108	3.61 [‡]	57	A family's residence should be determined primarily by the husband's job.
6	116	4.03 [‡]	59	Women should learn how to cook before they marry.
7	88	4.07 [‡]	56	Special courtesies extended to women are demeaning.
8	34	4.10 [‡]	59	Most women spend too much time on makeup, hairstyling, and dress.
10	69 [§]	4.25*	57	Most men are threatened by a woman who initiates sex.
11	25	3.53	55	Homosexuals should be helped to find a better adjustment.
11	128	3.78	58	Homosexuality is as reasonable a life style as heterosexuality.

* $p < .05$ for difference between male and female samples.

† $p < .06$ for difference between male and female samples.

‡ Means for both male and female samples exceed 3.5.

§ Items for which females respond in more traditional direction.

TABLE 6.1
The Twelve Stages of the Research Process

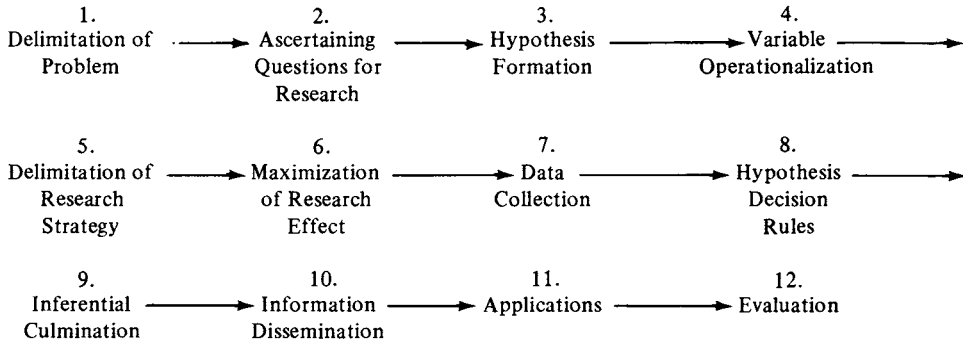


FIGURE 7.1

*Predicted Trend of Pre-encounter, Immersion-Emersion,
and Internalization Stages*

	Past	Transition	Present
Pre-encounter	High	Declining	Low
Immersion- Emersion	Low	Apex	Moderate
Internalization	Low	Increasing	High

FIGURE 7.2

Sample Item and Response Scales from Stages Questionnaire

43. I feel it is important for me to speak good English.

Past	1964-65	1966-67	1968-69	1970-71	Present	Future
SA	SA	SA	SA	SA	SA	SA
+	+	+	+	+	+	+
+	+	+	+	+	+	+
+	+	+	+	+	+	+
+	+	+	+	+	+	+
+	+	+	+	+	+	+
+	+	+	+	+	+	+
+	+	+	+	+	+	+
NA	NA	NA	NA	NA	NA	NA

FIGURE 7.3

Graphic Summary of Table 7.1 Trend of means for each stage computed for all subjects

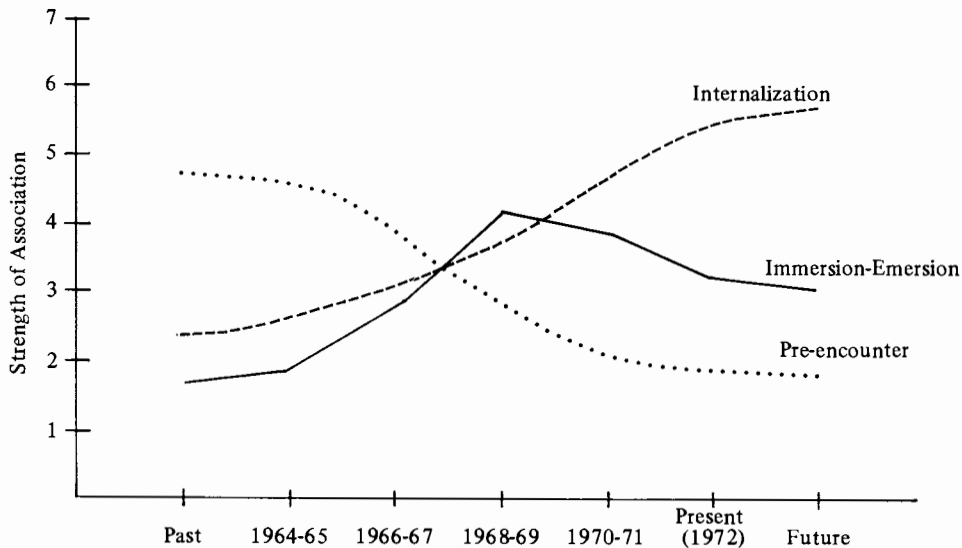


FIGURE 7.4

Trend of Immersion-Emersion Stage for Male and Female Ss

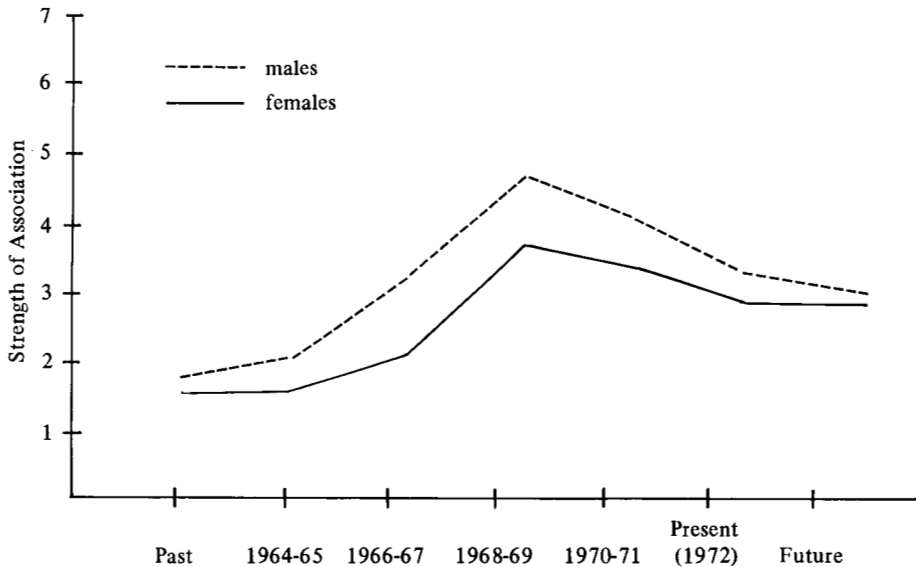


TABLE 7.1
Two-Way Table of Means

Trend of Means for Each Stage Computed for All Subjects

	Past	1964-65	1966-67	1968-69	1970-71	Present*	Future	Row Marginals
Pre-encounter	4.723	4.676	4.050	2.851	2.211	2.044	1.984	3.200
Immersion-Emersion	1.637	1.877	2.868	4.150	3.905	3.257	3.134	2.975
Internalization	2.460	2.666	3.139	3.784	4.821	5.501	5.669	4.006
Column marginals	2.940	3.073	3.352	3.595	3.646	3.600	3.596	3.400

*Study completed in spring of 1972.

TABLE 7.2
Three-Way ANOVA with Repeated Measures
 on the Last Factor of Scores from
 Stages Questionnaire for Vanguard and
 Militant Male Subjects*

Sources	SS	df	MS	F
Militancy (A)	0.016	1	0.016	0.005
Error	136.703	42		
Stages (B)	177.500	2	88.750	29.973 [‡]
A x B	9.587	2	4.793	1.619
Error	248.726	84	2.961	
Time (C)	64.753	6	10.792	28.265 [‡]
A x C	4.955	6	.826	2.163 [†]
Error	96.217	252	.382	
B x C	1048.246	12	87.354	103.370 [‡]
A x B x C	8.397	12	.700	.828
Error	425.911	504	.845	

* Analysis of variance.

† $p < .048$.

‡ $p < .001$.

TABLE 7.3
Three-Way ANOVA with Repeated Measures
 on the Last Factor of Scores from Stages
 Questionnaire for Male and Female Subjects*

Sources	SS	df	MS	F
Sex (A)	7.224	1	7.224	2.030
Error	224.169	63	3.558	
Stages (B)	243.478	2	121.739	41.810 [‡]
A x B	22.210	2	11.105	3.814 [†]
Error	366.879	126	2.912	
Time (C)	103.326	6	17.221	45.997 [‡]
A x C	3.191	6	.532	1.421
Error	141.520	378	.374	
B x C	1376.789	12	114.732	156.080 [‡]
A x B x C	4.543	12	.379	.515
Error	555.726	756	.735	

* Analysis of variance.

† $p < .025$.

‡ $p < .001$.

TABLE 7.4

*Two-Way Table of Means for Stages Questionnaire
Reference Table for Discussion of Hypotheses 1-4*

	Past	1968-69	Present*	
Pre-encounter	4.723 A ₁	2.851	2.044 A ₂	Linear
Immersion-Emersion	1.637 B ₁	4.150 B ₂	3.257 B ₃	Nonlinear
Internalization	2.940 C ₁	3.784	5.501 C ₂	Linear

Hypothesis 1 = $A_1 > A_2$ confirmed

Hypothesis 2 = $B_1 < B_2$ and $B_2 > B_3$ confirmed

Hypothesis 3 = $B_3 < A_2$ and $B_3 < C_2$ confirmed

Hypothesis 4 = $C_1 < C_2$ confirmed

*Study completed in spring of 1972.

TABLE 7.5

*Two-Way Table: Spearman-Brown Split-Half
Reliability Coefficients for Each Stage
for Three Time Dimensions*

	Past	1968-69	Present*
Pre-encounter	.863	—	.400
Immersion-Emersion	.882	.942	.802
Internalization	.868	—	.590

*Study completed in spring of 1972.

TABLE 7.6
Two-Way ANOVA with Repeated
 Measures on the Last Factor on
 Adjective Checklist Scores for
 All Subjects*

Source	SS	df	MS	F
Time (A)	.004	1	.004	.28
Error	.758	56	.014	
Subscales (B)	.001	1	.001	.009
Error	3.826	56	.068	
A x B	5.760	1	5.760	145.363 [†]
Error	2.219	56	.040	

*Analysis of variance.

[†] $p < .001$.

TABLE 8.1

Means and Relationships of Selected Variables with Life Satisfaction and Present Adjustment

Variable	Mean	Standard Deviation	Correlation with Life Satisfaction	Beta Coefficient	Correlation with Present Adjustment	Beta Coefficient
Background						
Age	69.50	6.50	-.06	-.007	-.01	-.087
Education	1.98	0.73	.24*	.254*	.04	-.022
Income	3.71	1.75	.20*	-.012	.05	-.119
Marital status (0 = single; 1 = married)	.62	.48	-.03	-.036	-.07	-.237*
Health						
Hospitalization (0 = yes; 1 = no)	.34	.48	.03	-.042	.12	.128
Health (1 = bad; 0 = good)	.24	.42	-.44‡	-.402‡	-.17	-.035
Attitudes						
Employment of aged	7.59	6.58	-.20*	-.281*	-.10	-.102
Intrinsic religiosity	7.14	1.07	.06	.283*	.06	.162
Extrinsic religiosity	6.84	2.05	-.09	.143	.00	.096
Associations						
Political affiliation	7.69	3.23	.19*	-.033	.11	.031
Political participation	14.49	5.43	.18†	.116	.14	.176
Personality						
Need affiliation	2.17	1.38	.10	.207*	-.04	.028
Self-esteem	10.58	3.16	.41‡	.279*	.22*	.092
Individual-system blame	3.75	1.89	.22*	.086	.17	-.131
Life Perceptions						
Past adjustment	6.82	2.14	.17	-.024	.28*	.151
Future adjustment	7.70	1.78	.30‡	.076	.58‡	.690‡
Present adjustment	7.51	1.62	.35‡	—	—	—
Life satisfaction	19.47	4.35	—	—	.35‡	—

* $p < .05$.† $p < .10$.‡ $p < .01$.

TABLE 9.1
Description of Experimental Conditions

Racial Identification Induction	General Induction	Modeling	Control
Introduction experimenter	Introduction experimenter	Introduction experimenter	Introduction experimenter
Interactions with experimenter assistant	Interactions with experimenter assistant	Interactions with experimenter assistant	Interactions with experimenter assistant
Game I	Game I	Game I	Game I
Extended family concept appeal			
General induction appeal with reference to extended family concepts	General induction appeal		
General induction stories with Black content and reference to extended family concepts	General induction appeal		
Game II	Game II	Game II	Game II
Rewards given to subject (resource manipulation)	Rewards given to subject (resource manipulation)	Rewards given to subject and model (resource manipulation)	Rewards given to subject (resource manipulation)
Reference to sharing using extended family concepts	Reference to sharing	Reference to sharing	Reference to sharing
		Modeling manipulation	
Opportunity to share	Opportunity to share	Opportunity to share	Opportunity to share

TABLE 9.2
*Mean Amount and Proportion Donated in Each Treatment**

	Socialization Condition					
	Amount	Proportion	Amount	Proportion	Amount	Proportion
Modeling						
Boys	.90	.18	1.10	.11	3.00	.15
Girls	1.00	.20	1.50	.15	5.50	.28
Total	.95	.19	1.30	.13	4.25	.21
General Induction						
Boys	1.20	.24	2.10	.21	3.50	.18
Girls	1.50	.30	2.30	.23	4.90	.25
Total	1.35	.27	2.20	.22	4.20	.21
Racial-identification Induction						
Boys	2.10	.42	5.40	.54	11.00	.55
Girls	2.20	.44	5.20	.52	10.60	.53
Total	2.15	.43	5.30	.53	10.80	.54
Control						
Boys	1.00	.20	1.20	.12	3.20	.16
Girls	.70	.14	1.30	.13	5.40	.27
Total	.85	.17	1.25	.13	4.30	.22

*N = 10 per cell for both boys and girls.

TABLE 9.3

Overall Means for Socialization and Resource Conditions

Treatment	N	Mean Amount	Mean Proportion
Socialization Condition			
Modeling	60	2.166	.177
General induction	60	2.583	.233
Racial-identification induction	60	6.083	.500
Control	60	2.133	.173
Resource Level			
5	80	1.325	—
10	80	2.512	—
20	80	5.887	—

FIGURE 10.1

Mean Estimation of Performance for Negative Feedback Groups across Experimental Trials

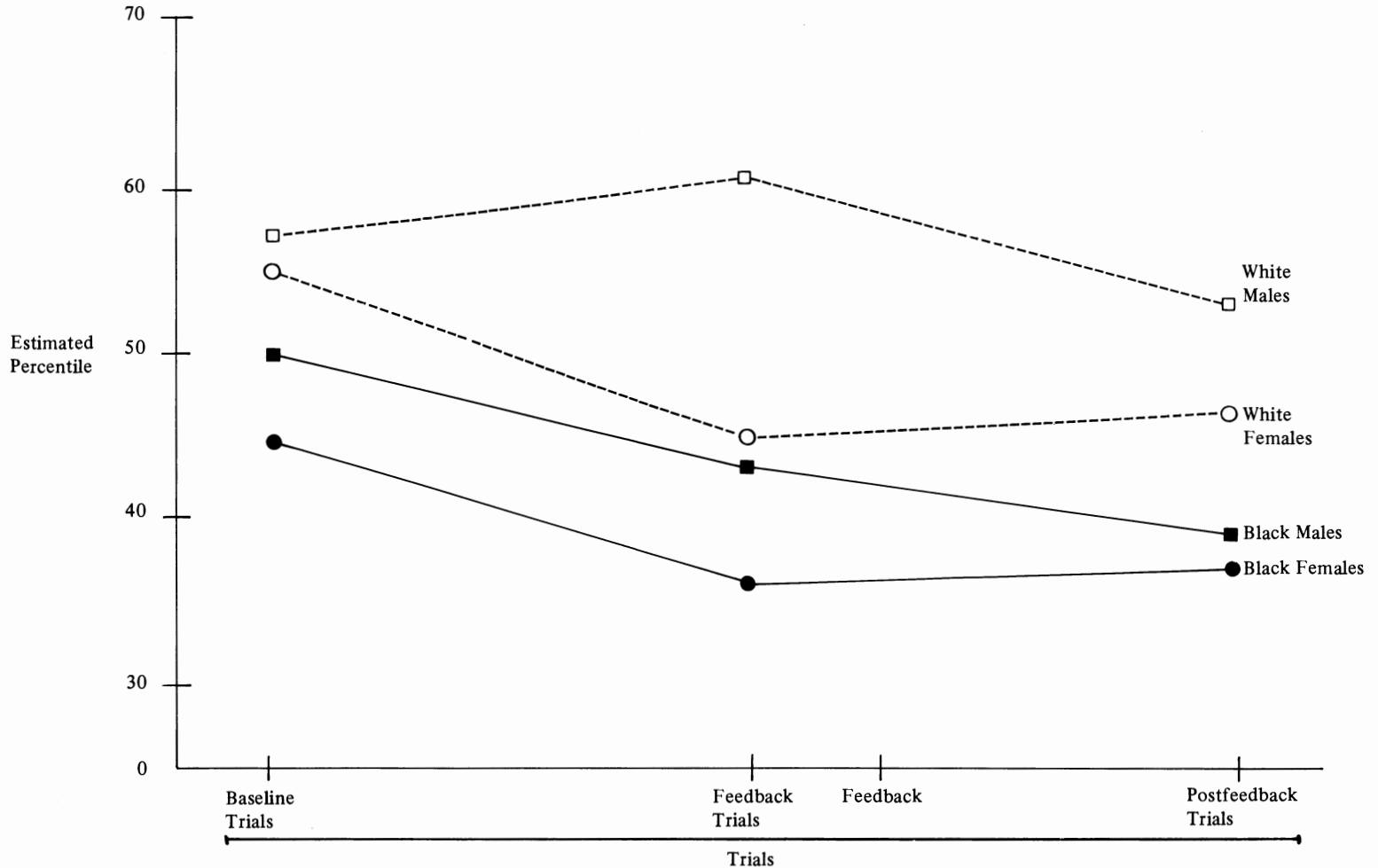


FIGURE 10.2
Mean Preratings and Postratings of Ability to Memorize, Using a Scale from 1 to 10

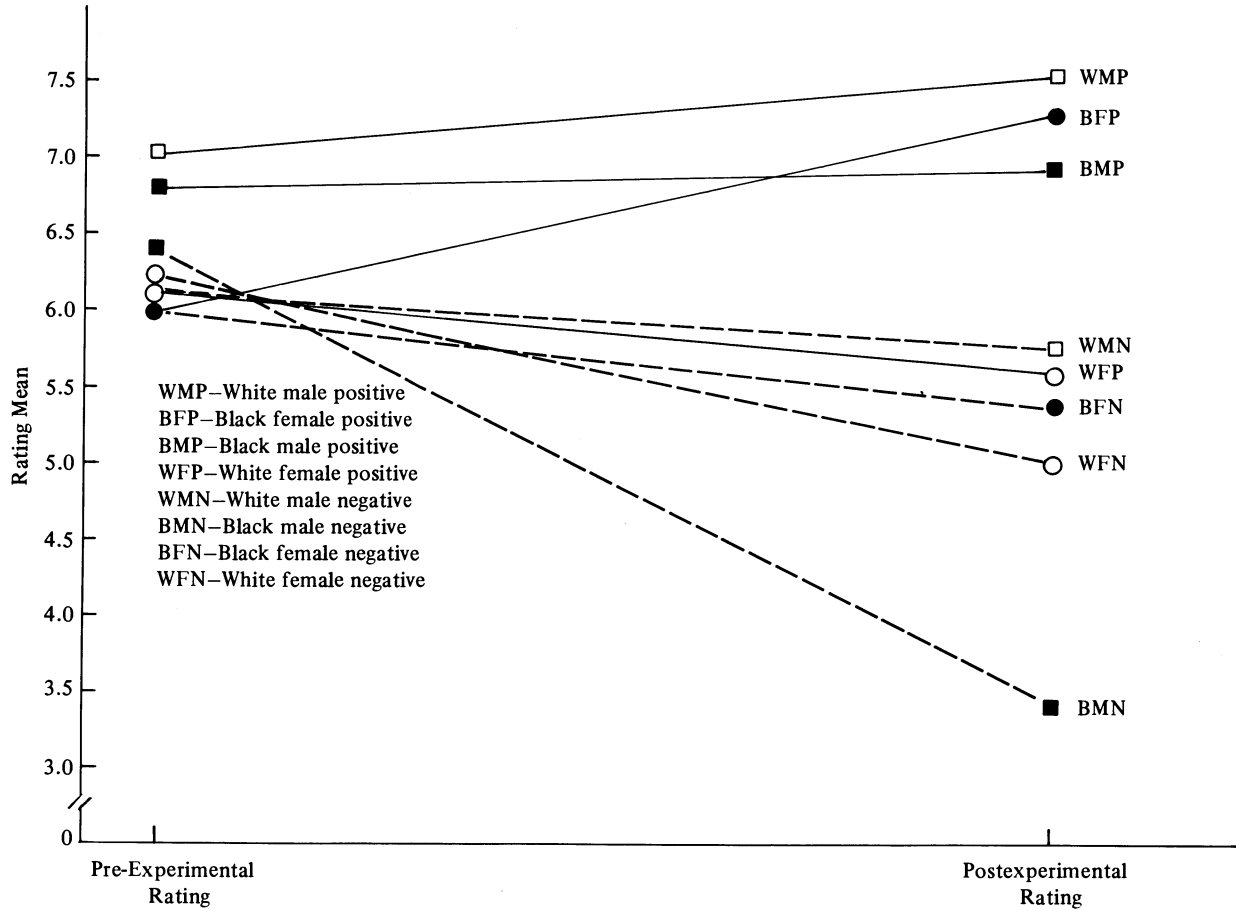


FIGURE 10.3
Mean Percentile of Actual Performance

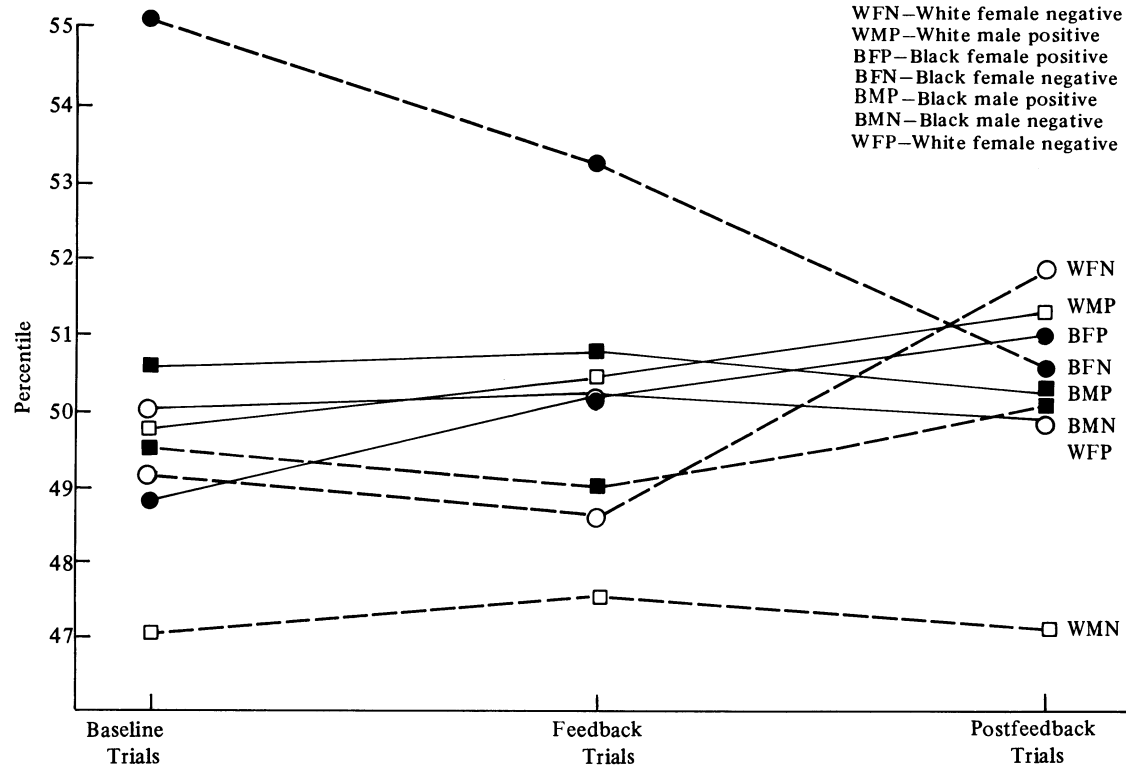


TABLE 10.1
*Mean Standard Scores on the Tennessee Self-Concept Scale
 for Black and White Subjects*

Variable	Black		White	
	Male	Female	Male	Female
Self-criticism	44.1	44.8	40.0	45.0
	S.D.= 8.0	S.D.=14.3	S.D.=14.4	S.D.= 6.6
Self-concept	41.6	45.3	43.5	37.3
Total	S.D.=15.1	S.D.=17.2	S.D.=15.3	S.D.=10.7
Identity	33.9	38.6	38.0	30.7
	S.D.=16.2	S.D.=16.3	S.D.=16.3	S.D.=13.2
Self-satisfaction	48.3	50.6	49.2	46.6
	S.D.=12.7	S.D.=15.2	S.D.= 9.3	S.D.= 9.8
Behavior	36.6	40.9	39.6	37.2
	S.D.=12.1	S.D.=13.1	S.D.=12.1	S.D.=12.2
Physical self	34.8	35.0	39.0	33.1
	S.D.=18.1	S.D.=18.9	S.D.=13.2	S.D.=12.8
Ethical self	32.6	38.0	34.8	35.2
	S.D.=12.5	S.D.=14.2	S.D.=13.3	S.D.=14.3
Personal self	42.2	47.6	45.8	42.7
	S.D.=16.1	S.D.=14.3	S.D.=15.5	S.D.=11.1
Family self	38.5	38.9	44.5	39.5
	S.D.=13.0	S.D.=18.0	S.D.=11.5	S.D.=14.4
Social self	43.1	44.7	46.5	40.4
	S.D.=11.3	S.D.=16.7	S.D.=10.5	S.D.=12.9

TABLE 10.2

Mean Percentile Estimated by Subjects on Experimental Trials

Trials	Positive				Negative			
	Black		White		Black		White	
	Male	Female	Male	Female	Male	Female	Male	Female
Baseline	58.3	52.4	56.3	56.3	50.4	44.9	57.3	56.4
Feedback	66.9	67.2	69.6	66.5	43.4	35.9	60.3	44.8
Postfeedback	63.8	64.0	61.6	60.7	39.5	37.5	52.7	46.1

TABLE 10.3
Summary ANACOVA of
 Estimations on Feedback Trials
 with Baseline Estimations
 as Covariate*

Source	df	MS	F
Race (A)	1	184.90	1.58
Sex (B)	1	329.58	2.82
Feedback (C)	1	6872.37	58.89‡
A × B	1	477.74	4.09†
A × C	1	153.59	1.32
B × C	1	461.21	3.95†
A × B × C	1	23.72	.20
Error	72	118.60	

* Analysis of covariance.

† $p < .05$.

‡ $p < .001$.

TABLE 10.4

Mean Pre-Experimental and Postexperimental Rating of Ability to Memorize

	Positive				Negative			
	Black		White		Black		White	
	Male	Female	Male	Female	Male	Female	Male	Female
Pre	6.8	6.0	7.0	6.1	6.3	6.0	6.1	6.2
Post	6.9	7.3	7.5	5.6	3.4	5.4	5.7	5.0

TABLE 10.5

*Postexperimental Rating of
Memory with Pre-Experimental
Rating as a Covariate*

Source	df	MS	F
Race (A)	1	67.19	.257
Sex (B)	1	38.07	.146
Feedback (C)	1	7113.29	27.25†
A × B	1	2973.86	11.39†
A × C	1	1081.88	4.14*
B × C	1	1072.964	4.11*
A × B × C	1	9.767	.04
Regression	1	28.81	.110
Within	71	261.07	

* $p < .05$.

† $p < .001$.

TABLE 11.1
Variables Assessed in Coping with Achievement

Variable	Source	Example
General aspiration	Author	What would you want to do most in life?
Occupational aspiration	Author	What kind of work do you want to do after you leave school?
General motivation	EPPS*	a. I like to make new friends. b. I like to be successful in things I do.
Scholastic motivation	Myers 1964	Do you have a very strong desire to be an excellent student? (Yes or No)
General self-concept	Bledsoe, Garrison 1962	Adjective Checklist form; e.g., shy, friendly, etc.
Self-concept of ability	Brookover 1965	How do you rate yourself in schoolwork compared with your classmates? (best, above average, average, below average, poorest)
Fear of failure (test anxiety)	Epps 1969	When taking an important exam, I perspire a great deal (always, often, sometimes, seldom, never)
Internal control (others)	Gurin et al. 1969	a. Most people don't realize how much their lives are controlled by luck. b. There really is no such thing as luck.
Internal control (self)	Gurin et al. 1969	a. Whatever happens to me is my own doing. b. Sometimes I feel that I don't have enough control over my life.
Individual/system blame for failure	Gurin et al. 1969	a. Lots of times minorities may have good skills, but the opportunities just always go to others. b. Some minorities may not always have the same opportunities as others, but it's because they have not prepared themselves well.
Expectations of teachers	Author	How good a student do your teachers expect you to be? (top, middle, bottom of the class)
Expectations of parents	Author	See previous variable.
Expectations of peers	Author	See previous variable.
Evaluations of teachers	Author	How satisfied is your teacher with your school-work? (very, somewhat, not satisfied)
Evaluation of parents	Author	See previous variable.
Attitude toward school	Author	How much do you like going to this school? (very much, pretty much, it's o.k., not much, not at all)

TABLE 11.1 (continued)

Variable	Source	Example
Relationship with teacher	Author	Do you like your teachers and get along with them? (yes, very much, fairly well, not at all)
Relationship with peers	Author	How well do you get along with the other people in your class? (very well, fairly well, not at all)
Expectations of school success	Author	Do you think you can do as well as you want to in school? (yes, don't know, no)
Expectations of general success	Coleman et al. 1966	People like me just don't have a chance to be successful in life (agree, disagree)
Value of education	Shaw and Wright 1967	The more education a person has, the better he can enjoy life (agree, disagree)
Parent interest in school	Author	How often do your parents come to PTA meetings? (always, often, sometimes, seldom, never)
Father's occupation		Students asked to describe parent's work.
Mother's occupation		Categories from U.S. Census used.
Father's education		Students asked to report level of education
Mother's education		attained by parent.

*Modified from Edward Personal Preference Schedule, Psychological Corporation, New York 1959.

Education of the parents was measured by asking the subjects to note whether each parent had had some elementary school, had completed elementary school, had some high school, had completed high school, had some college or technical training, or had completed college. These categories were scored on a scale of 1 to 6 with a higher number indicating more education.

With respect to occupation, each subject was asked to name or describe his or her parent's job. The responses were coded into categories on a scale of 1 to 9 with higher-level jobs receiving a higher score. The categories used were taken from the 1970 census.

TABLE 11.2
Coping with Achievement: Mean Differences by Race

Variable	Blacks		Whites		
	m	sd	m	sd	
General aspiration	1.89	3.09	2.12	3.21	
Occupational aspiration	4.68	2.84	4.38	2.68	
Scholastic achievement motivation	4.13	2.36	4.22	2.30	
General achievement motivation	5.61	2.02	5.79	1.99	
General self-concept	6.98	2.94	6.78	3.76	
Self-concept of ability	18.05	3.81	18.84	3.96	
Fear of failure (test anxiety)	37.06	15.88	42.15	10.03	*
Internal control (others)	2.37	1.09	2.68	1.49	
Internal control (failure)	2.48	0.93	2.33	1.04	
Individual/system blame for failure	1.52	0.91	1.30	0.99	
Expectations (teacher)	1.43	1.08	1.37	0.76	
Expectations (parent)	3.22	0.81	3.31	1.10	
Expectations (peers)	1.86	1.48	1.81	1.14	
Evaluation (teacher)	2.81	1.08	1.93	0.85	*
Evaluation (parent)	1.96	1.00	1.91	0.91	
Attitude toward school	3.01	1.39	2.23	1.20	*
Relations with teacher	2.71	0.91	2.01	0.67	*
Relations with peers	2.02	0.78	1.88	0.74	
Expectations (school success)	1.80	1.01	1.75	0.85	
Expectations (general success)	1.01	0.79	1.82	0.58	*
Value of education	4.87	0.96	4.98	1.15	
Father's occupation	4.66	3.30	5.51	2.17	*
Mother's occupation	6.78	2.47	7.77	1.89	*
Father's education	4.00	2.61	3.96	2.24	
Mother's education	3.04	2.84	3.25	2.58	
Parent interest in school	5.69	1.52	4.73	1.66	*

* $p < .01$.

TABLE 11.3
Variables Related to Achievement in Black and White Children

1. Variables that correlated significantly with reading and arithmetic scores ($p < .05$)

	Reading		Arithmetic	
	Blacks	Whites	Blacks	Whites
(Positive)	General achievement motivation	Self-concept of ability	General expectation of success Value of education General achievement motivation	Self-concept of ability Mother's education
(Negative)	Evaluation of teacher	Evaluation of teacher Expectations of teacher Evaluation of parents	Individual blame—failure Fear of failure	Evaluation of teacher Evaluation of parents

2. Variables that were significant predictors of achievement ($p < .05$)

(Positive)	Value of education General self-concept	Intelligence Expectation of school success Scholastic motivation Self-concept Self-concept of ability	General achievement motivation Value of education Father's occupation Internal control (others)	Intelligence Mother's education Expectation of school success Self-concept of ability
(Negative)	Expectations of peers Fear of failure		Individual blame—failure Fear of failure	

TABLE 11.4
Variables Assessed in Coping with Teachers

Variable	Source	Example
Attitude toward schoolwork	Fox et al. 1966	My schoolwork is lots of fun (is sometimes fun, isn't much fun, is not fun at all)
Individualism/familism	Turner 1972	Nothing in life is worth the sacrifice of moving away from your parents. (agree, disagree)
Activity/passivity	Turner 1972	Children should learn early that there isn't much you can do about the way things are going to turn out in life. (agree, disagree)
Present/future orientation	Turner 1972	Planning only makes a person unhappy, since your plans hardly ever work out anyhow.

The following variables are described in Table 11.1:

Father's occupation	Parent interest in school	Relations with peers
Mother's occupation	Value of education	Relations with teacher
Father's education	Self-concept of ability	Internal control (others)
Mother's education	General self-concept	Internal control (self)

Variable	Source
<i>Teacher Ratings</i>	
General adjustment	Harris 1973
Persistence	
Responsibility	
Ease	
Compliance	
Realism	
.....	
Relations with peers	
Relations with teacher	Author
Performance versus ability	
Motivation	

TABLE 11.5
Coping with Teachers: Mean Differences by Race and Sex

Variable	Black Males mean	Black Females mean	White Males mean	White Females mean	Significance
<i>Background</i>					
Father's occupation	2.3	1.8	4.0	3.6	$p < .0001$ (race)
Mother's occupation	2.3	2.4	2.3	2.6	
Father's education	2.2	2.3	2.8	2.8	$p < .007$ (race)
Mother's education	2.7	2.6	2.7	2.7	
Parent interest	6.3	6.4	6.0	6.2	
<i>School Environment</i>					
Attitude to schoolwork	12.6	13.4	11.2	12.4	$p < .0002$ (race) $p < .0003$ (sex)
Relations with peers	7.2	7.8	7.2	7.6	
Value of education	3.6	3.8	4.1	4.4	$p < .002$ (race)
Concept of ability	29.0	28.6	27.0	28.3	
Relations with teachers	2.9	2.8	3.0	3.3	$p < .02$ (race)
<i>Personality</i>					
General self-concept	33.8	40.2	37.5	41.3	$p < .005$ (sex)
Internal control (others)	2.2	2.3	2.4	2.2	
Internal control (self)	1.7	1.9	1.9	1.9	
Individualism/familism	2.5	3.0	3.2	3.4	$p < .0005$ (race)
Activity/passivity	2.2	2.0	2.1	2.1	
Future/present orientation	1.4	1.3	1.7	1.6	$p < .004$ (race)
<i>Teacher Ratings</i>					
General adjustment	3.2	3.2	2.8	3.5	Not computed
Persistence	2.9	2.9	2.8	3.6	$p < .009$ (race \times sex)
Responsibility	3.3	3.5	3.2	4.1	$p < .006$ (race \times sex)
Ease	3.8	3.6	3.1	3.9	$p < .002$ (race \times sex)
Compliance	3.8	3.8	3.9	4.6	$p < .01$ (race \times sex)
Relations with peers	3.0	3.1	2.9	3.3	$p < .002$ (sex)
Realism	3.3	3.3	3.1	3.5	$p < .03$ (race \times sex)
Performance/Ability	3.6	3.8	3.6	4.5	$p < .01$ (race \times sex)
Relations with teacher	4.1	4.0	3.9	4.3	$p < .02$ (race \times sex)
Motivation	2.9	3.2	2.8	3.6	$p < .0001$ (sex)

TABLE 11.6
Significant Correlates of Teacher Ratings by Race and Sex ($p < .05$)

Rating	Black Males	Black Females	White Males	White Females
General adjustment		Value education (.522)	Self-concept (.333)	Concept of ability (.305)
		Internal (others) (.454)	Father's occupation (.279)	Mother's occupation (.260)
		Internal (self) (.306)	Value education (.270)	Father's occupation (.257)
		Self-concept (.287)	Attitude to schoolwork (.210)	Relations with teacher (.211)
Persistence	Value education (.454)	Value education (.349)	Self-concept (.231)	Concept of ability (.331)
	Mother's education (.356)	Activity (-.287)	Attitude to schoolwork (.211)	Relations with teacher (.289)
	Attitude to schoolwork (.339)	Mother's education (.274)		Father's occupation (.289)
	Father's occupation (.270)			Individualism (.210)
Responsibility	Relations with teacher (.275)	Self-concept (.392)		Relations with teacher (.317)
		Value education (.349)		Concept of ability (.315)
		Activity (-.270)		Father's occupation (.263)
			Value education (.244)	
Ease	Attitude to schoolwork (.275)	Internal (other) (.372)		Concept of ability (.227)
		Value education (.355)		
		Mother's occupation (.323)		

Rating	Black Males	Black Females	White Males	White Females
Compliance	Value education (.283)	Activity (-.308) Internal (self) (.281)	Self-concept (.238)	Concept of ability (.380) Relations with teacher (.293) Father's occupation (.256)
Relations to peers		Mother's occupation (.304) Value education (.281)	Father's occupation (.318) Self-concept (.254) Activity (-.206) Relations with peers (.200)	
Realism	Value education (.306) Mother's education (.272)	Self-concept (.334) Mother's occupation (.298) Value education (.293)	Self-concept (.300) Father's occupation (.290) Value education (.269)	Concept of ability (.318) Value education (.229) Relations with teacher (.219)
Performance	Attitude to schoolwork (.279)	Value education (.381) Internal (other) (.278)	Self-concept (.241) Value education (.225)	Relations with teacher (.313) Father's occupation (.225) Concept of ability (.206)

TABLE 11.6 (continued)

Rating	Black Males	Black Females	White Males	White Females
Relations with teacher		Value education (.432) Mother's education (.281) Father's education (.273)		Relations with teacher (.263)
Motivation	Value education (.412) Mother's education (.366) Attitude to schoolwork (.318)	Internal (other) (.360) Value education (.346) Relations with peers (.308) Internal (self) (.300)	Father's occupation (.240) Self-concept (.221) Value education (.212)	Father's occupation (.358) Relations with teacher (.314) Concept of ability (.311) Mother's occupation (.247)
Motivation		Future orientation (-.278) Mother's occupation (.270)		Individualism (.220) Value education (.218)

TABLE 11.7
Significant Predictors of Teacher Ratings by Race and Sex ($p < .05$)

Rating	Black Males	Black Females	White Males	White Females
General adjustment		Internal control (others) Value education Self-concept	Value education Self-concept Father's occupation	Concept of ability Value education Self-concept
Persistence	Value education Mother's education Father's occupation Attitude to schoolwork	Activity Mother's education Value education	Father's education Self-concept Attitude to schoolwork	Father's occupation Parent interest Value education Concept of ability
Responsibility		Self-concept Value education		Father's occupation Parent interest Relations with teacher Value education
Ease	Attitude to schoolwork	Value education Mother's occupation Internal control (others)	Father's occupation Value education Parent interest	Concept of ability
Compliance		Activity	Concept of ability Self-concept	Concept of ability Father's occupation Relations with teacher
Relations with peers	Value education Future orientation		Father's occupation Activity Self-concept	Mother's education Father's occupation
Realism		Mother's occupation	Father's occupation Self-concept Concept of ability Father's education	Concept of ability
Performance versus ability	Internal control (others)	Mother's education	Self-concept Father's education Relations with teacher Value education	Father's occupation Relations with teacher Parent interest Father's education
Relations with teacher	Mother's occupation	Value education Father's occupation		Relations with teacher Self-concept
Motivation	Value education Mother's education Attitude to schoolwork	Relations with peers Value education	Father's occupation Father's education Self-concept	Father's occupation Mother's occupation Parent interest

TABLE 12.1
Correlations for All Subjects on All Variables

	Locus of Control	IQ	Response Latency	Errors	Delay of Gratification	Field Independence
Locus of control	X	.03	.06	-.08	-.12	-.32
IQ		X	.10	.21	.10	.14
Response latency			X	-.44*	.55†	.56†
Errors				X	-.14	-.60**
Delay of gratification					X	.38
Field independence						X

* $p < .05$.

† $p < .01$.

TABLE 12.2
*Means on Cognitive Variables for Those
 above and below Mean on Externality*

	Above*		Below†	
	Mean	SD	Mean	SD
IQ	97.	1.99	100.	2.30
Delay of gratification	3.25	3.33	3.66	2.91
Field independence	5.88	6.40	8.25	6.09
MFF				
Response latency	7.71	2.88	7.83	2.91
Errors	14.75	1.31	16.91	1.93

*N = 12.

†N = 8.

FIGURE 13.1
Average Number of Correct Responses per Trial

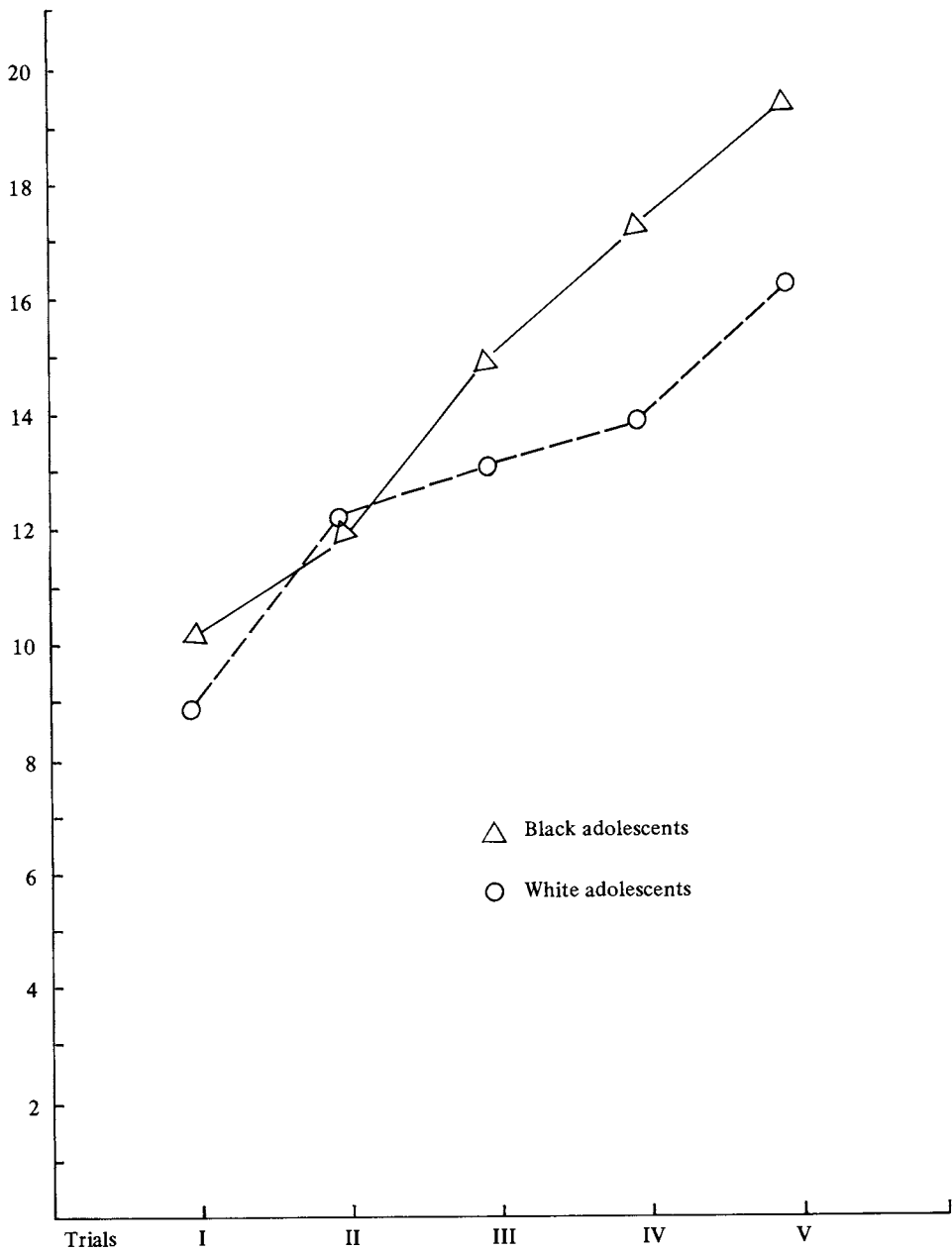


FIGURE 13.2
Average Cluster Z-Scores per Trial

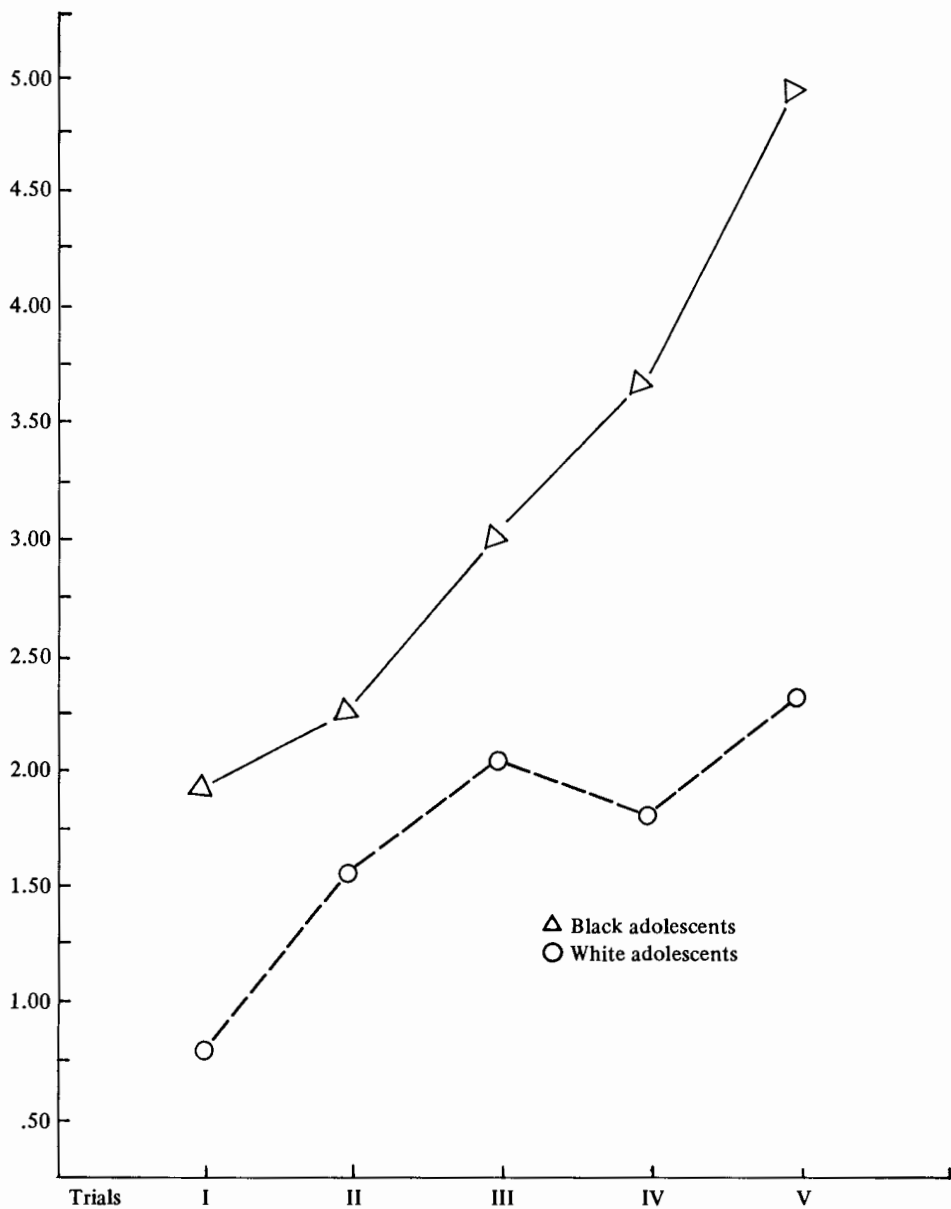


TABLE 13.1
*Conceptual Categories and
Member Items for Word List*

Black Categories		
I Drugs	II Types of Dance	III Soul Food
smoke	bump	chicken
coke	latin	greens
ups	grind	cornbread
downs	robot	chitlins
acid	truckin'	ribs
Universal Categories		
IV Tools	V Utensils	VI Clothing
drill	spoon	shirt
axe	plate	hat
saw	cup	socks
file	glass	pants
hammer	pan	shoes

TABLE 13.2

*Trial V: Recall, Clustering, and Recall-Clustering
Correlations by Subcategory of Items*

	Black Students			White Students		
	Mean Recall	Mean Z	$r_{x,z}$	Mean Recall	Mean Z	$r_{x,z}$
Black categories	9.94	1.93	.83	8.65	0.29	.08
Universal categories	9.35	1.50	.89	7.50	0.57	.70

FIGURE 14.1

Organization of Recall by List Type: Noncued and Cued Trials

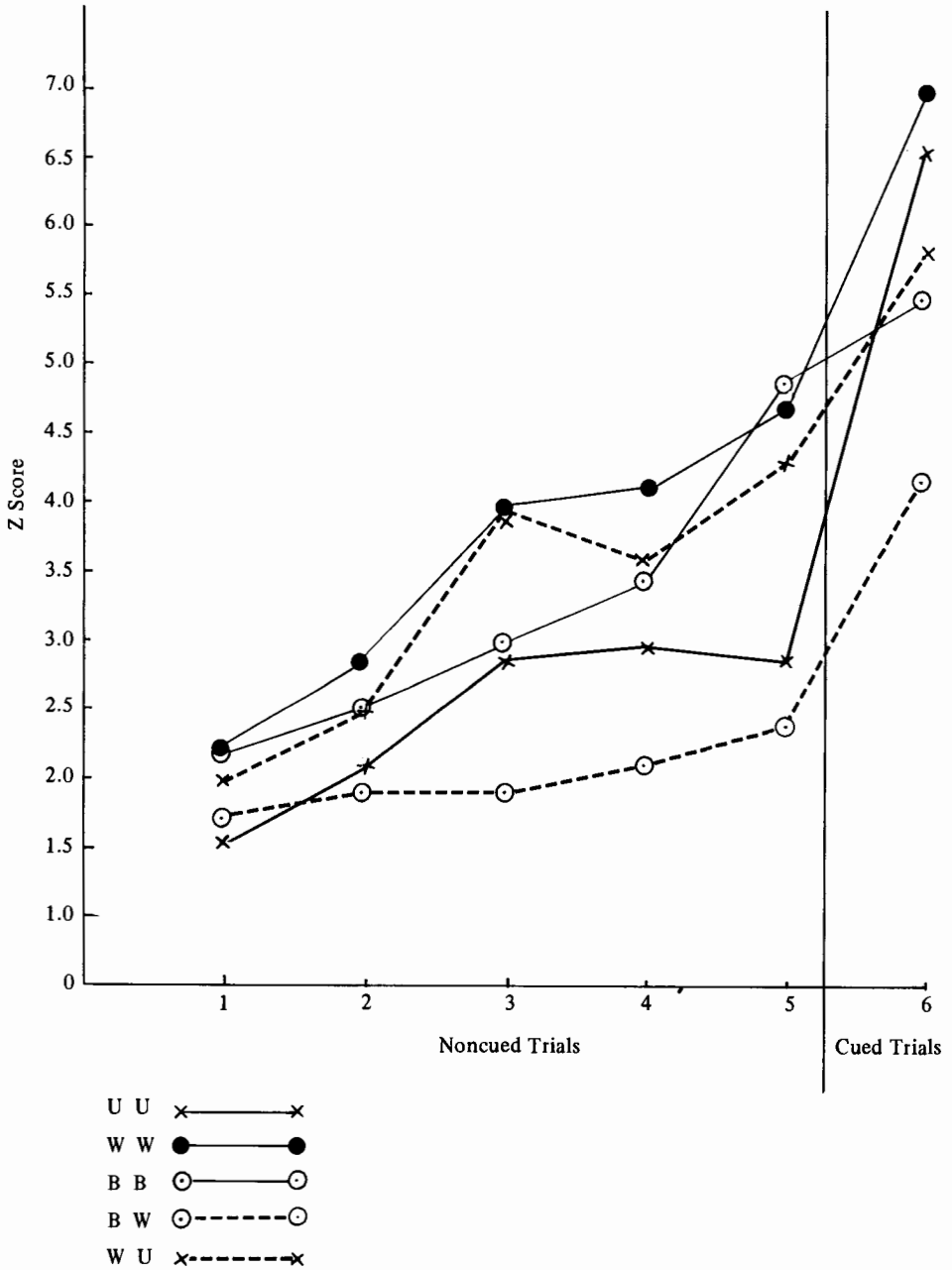


TABLE 14.1

Word Lists

I Black/Black	<i>Black Athletes</i>	<i>Black Leaders</i>	<i>Black Musicians</i>	<i>Soul Food</i>	<i>Drugs</i>	<i>Dances</i>
	Willis Reed	Angela Davis	S. Wonder	cornbread	smoke	bump
	Walt Frazier	Jesse Jackson	James Brown	greens	coke	grind
	Earl Monroe	Malcolm X	Jackson 5	chicken	ups	truckin'
	Willie Mays	M. L. King	Marvin Gaye	chitlins	downs	twist
	W. Chamberlain	H. R. Brown	Temps	ribs	acid	robot
II White/White	<i>Athletes</i>	<i>National Leaders</i>	<i>Musicians</i>	<i>Food</i>	<i>Drugs</i>	<i>Dances</i>
	Mark Spitz	R. Nixon	John Denver	steak	ups	Irish jig
	D. DeBusschere	J. Kennedy	Jim Croce	potatoes	pot	lindy
	Walt Frazier	G. Washington	Rolling Stones	spaghetti	downs	rock 'n' roll
	Joe Namath	H. Kissinger	Elton John	chicken	heroin	twist
	B. J. King	A. Lincoln	Beatles	hamburger	LSD	bump
III Universal/ Universal	<i>Fruit</i>	<i>Furniture</i>	<i>Animal</i>	<i>Clothing</i>	<i>Utensils</i>	<i>Tools</i>
	apple	bed	cat	hat	glass	file
	orange	chair	dog	shirt	cup	drill
	plum	dresser	horse	pants	plate	hammer
	peach	lamp	birds	shoes	spoon	axe
	pear	table	fish	socks	pan	saw
IV White/ Universal	<i>Dances</i>	<i>Drugs</i>	<i>Food</i>	<i>Clothing</i>	<i>Utensils</i>	<i>Tools</i>
	Irish jig	ups	steak	shirt	glass	file
	lindy	downs	potatoes	pants	cup	drill
	rock 'n' roll	pot	spaghetti	shoes	plate	hammer
	twist	heroin	chicken	hat	spoon	axe
	bump	LSD	hamburger	socks	pan	saw
V Black/White	<i>National Leaders</i>	<i>Musicians</i>	<i>Dances</i>	<i>Black Leaders</i>	<i>Soul Food</i>	<i>Black Musicians</i>
	R. Nixon	John Denver	Irish jig	M. L. King	ribs	James Brown
	J. Kennedy	Jim Croce	rock 'n' roll	H. R. Brown	cornbread	Jackson 5
	A. Lincoln	Rolling Stones	lindy	Jesse Jackson	chitlins	S. Wonder
	G. Washington	Elton John	bump	Angela Davis	greens	Temps
	H. Kissinger	Beatles	twist	Malcolm X	chicken	Marvin Gaye

TABLE 14.2

Recall and Memory Organization by Type of Word List

Type	\bar{X} Recall (rank)	\bar{X} Z-Score (rank)
Black/Black	15.84 (2)	3.29 (3)
White/White	16.24 (1)	3.64 (1)
Universal/Universal	14.41 (4)	2.54 (4)
White/Universal	14.42 (3)	3.31 (2)
Black/White	12.91 (5)	2.01 (5)

TABLE 14.3

Recall and Memory Organization by List Type and Grade Level

Type	Lower Grade Level (9 and 10)				Upper Grade Level (11 and 12)			
	Recall (rank)		Z-Score (rank)		Recall (rank)		Z-Score (rank)	
BB	15.60	(1)	3.31	(4)	16.07	(3)	3.28	(4)
WW	14.92	(2)	3.32	(5)	17.55	(4)	3.96	(2)
UU	11.20	(5)	1.02	(1)	17.62	(5)	4.06	(1)
WU	12.80	(4)	2.72	(3)	16.05	(2)	3.90	(3)
BW	13.30	(3)	2.15	(2)	12.52	(1)	1.87	(5)
\bar{X}	13.56		2.50		15.96		3.41	

TABLE 14.4

*Organization of Recall between the
Fifth Noncued Trial and the Sixth
Cued Trial by List Type*

List Type	Noncued Trial 5	Cued Trial 6
Black/Black	5.31	5.57
White/White	4.78	6.75
Universal/Universal	2.98	6.52
White/Universal	4.30	5.76
Black/White	2.38	4.20

TABLE 15.1
The Flower Pot Story

Panel	Standard English Version	Black English Vernacular Version
1	This is Michele. She is watering the flowers.	Dat Michele, she be waterin' de flower.
2	Crash! Now Michele thinks that Mother will be mad. She wants to run away.	Crash! Now Michelle—She think Mamma gon' be mad. She want ta run off.
3	"I'm not mad," says Mother. "I know you didn't mean to do it. Let's clean up the mess."	"I ain't mad"—Mamma say—"I knows you didn't mean to do it. Les clean up dis here mess."
4	Michele picks up the flowers. She gives them to Mother. "Don't worry," says Mother. "We'll put them in a nice pot."	Michele pick up de flower—She give dem ta her Mamma—"Don' ya worry," Mamma say—"We gon put dese in a nice new pot."
5	Now the flowers are okay and the mess is all cleaned up. "Come on," says Mother. "Let's go and make some cookies."	Now de flower okay. An de mess all clean up. "Come on," say Mamma. "Let go an' be making cookies."

TABLE 15.2
The Ice Cream Story

Panel	Standard English Version	Black English Vernacular Version
1	This is Jimmy. He is buying an ice cream.	Dis Jimmy. He be buyin' ice cream.
2	Here comes another boy. He is in a hurry. He wants to go play ball.	Here come 'nother boy. He in a hurry. He want go play ball.
3	Now Jimmy's mad. His ice cream is all messed up. And he has no money for another one.	Jimmy mad—He ice cream all mess up. An' he ain't got no money ta buy 'nother one.
4	"You stupid kid," he says. "Look at what you did. I'm gonna beat you up. Come on and fight."	"Stupid kid"—he say—"Look what you done did. I'ma gonna beat your head—Come on an' fight."
5	"I'm sorry," says the other boy. "Take half of mine." That makes Jimmy feel better. "Okay," he says. "Let's go play ball."	"I'se sorry"—the other boy say—"Take haf of mine." Dat make Jimmy feel better—"Okay"—he say—"les go play ball."

TABLE 15.3
The Vacuum Cleaner Story

Panel	Standard English Version	Black English Vernacular Version
1	It's Saturday. Everyone is cleaning the house.	It be Sadday—An' everyone day be cleanin' de house.
2	Johnny wants to help. "I think I'll vacuum the rug," he says.	Johnny—he want to hep—he say "I thinks I'ma gon vacuum de rug."
3	"Oh, look what you did," says his big sister. "You're too little for the vacuum cleaner. What a mess!"	"See what you done did"—big sistah say. "Boy—you too little for ta run de vacuum cleanah—What a mess."
4	"I'm sorry," says Johnny. "I just wanted to help. Isn't there something I can do to help?"	"I sorry"—Johnny say. "I just want to hep. Ain't there nothin' I kin do?"
5	"Yes," said his big brother. "You can water the plants. And then you can help me take the clothes to the Laundromat."	"Yes"—his big brovah say—"you kin be waterin' de plants—and—den—you kin hep me take de clothes ta de Laundro-mat."

TABLE 15.4
The Bicycle Story

Panel	Standard English Version	Black English Vernacular Version
1	Here comes Peter. He has a new bike.	Here come Peter. He get a new bike.
2	Peter does not know how to ride his bike. The other boys laugh at him.	Peter, he don' know how to ride de bike. Dem othah boy—dey be laughin' at him.
3	"Look at Peter. What a jerk! He'll never learn how to ride that bike."	"Look at Peter. What a jerk! He ain't gon neber learn ta ride no bike."
4	"I'll show you," says Peter. "This time I won't fall off. I'm going to ride my new bike all the way down the street."	"I show ya"—Peter say. "Nex time I ain't go fall off. I'ma go ride my new bike all the way up de street."
5	And that's just what he did! He rode and he rode and he rode till he got to the park. And he didn't fall off—not even once.	An' dat what he do! He be ridin'—an ridin'—till he git to da park—and he don' fall off eben once.

TABLE 15.5

*Examples of Syntactic Differences between Standard and Nonstandard English**

Variable	Standard English	Black Nonstandard English
Linking verb (copula)	He is going.	He ___ goin'.
Possessive marker	John's cousin.	John ___ cousin.
Plural marker	I have five cents.	I go five cent ___.
Third person singular (verb agreement)	He lives in New York.	He live ___ in New York.
Past marker	Yesterday he walked home.	Yesterday he walk ___ home.
"If" construction	I asked if he did it.	I ask did he do it.
Negation	I don't have any.	I don't got none.
Use of "be"	He is here all the time.	He be here.
Subject expression	John moved.	John, he move.
Verb form	I drank the milk.	I drunk the milk.
Future form	I will go home.	I'ma go home.
Indefinite article	I want an apple.	I want a apple.
Pronoun form	We have to do it.	Us got to do it.
Pronoun expressing possession	His book.	He book.
Preposition	He is over at John's house.	He over to John house.
	He teaches at Francis Pool.	He teach ___ Francis Pool.
Use of "do"	No, he isn't.	No, he don't.

*This table is adapted from Joan C. Baratz, "A Bi-dialectal Task for Determining Language Proficiency in Economically Disadvantaged Negro Children," *Child Development* (1969) 40(3).

TABLE 15.6
Standard English Version of Questions
Used in the Probed Recall
Condition for Four Stories

The Flower Pot Story

1. What is the girl's name?
 2. What happened to the flower pot?
 3. Who knocked it over?
 4. Who picked up the flowers?
 5. In the story, why is Michele scared?
 6. How does she feel at the end?
 7. Why does she feel better?
 8. Is there anything else you can remember?
-

The Ice Cream Story

1. What is the boy's name?
 2. What happened to the ice cream?
 3. Who spilled it?
 4. Why was Jimmy mad?
 5. What made him feel better?
 6. What is the boy going to do now?
 7. Is there anything else you can remember?
-

The Vacuum Cleaner Story

1. What is the boy's name?
 2. What happened to the vacuum cleaner?
 3. Who spilled it?
 4. What did his sister say?
 5. What made him feel better?
 6. What is the boy going to do now?
 7. Is there anything else you can remember?
-

The Bicycle Story

1. What is the boy's name?
 2. What does Peter have?
 3. What happened to Peter?
 4. What did the other boys do?
 5. Then what did Peter do?
 6. Where did Peter go at the end?
 7. Is there anything else you can remember?
-

TABLE 15.7

Mean Scores for Percentage of Correct Information in the Unstructured Recall and Probed Recall Conditions for Two Racial Groups and Two Dialects

Racial Group	Black English Vernacular	Standard English	Mean
Unstructured Recall Condition			
Black	27.34	21.97	24.66
White	20.09	31.34	25.72
Probed Recall Condition			
Black	78.09	59.19	68.64
White	52.44	64.41	58.42

TABLE 16.1

*Analysis of Variance for Age and Analytic/
Nonanalytic Differences in Central Score on CIT*

Source	Central Score			
	df	MS	F	p
A (age)	1	20.82	7.88	.007
B (analytic/nonanalytic)	1	2.45	0.93	ns*
A × B	1	7.68	2.90	ns*
Within cell	68	2.64		

*Nonsignificant.

TABLE 17.1

*Cronbach's Alpha Coefficients of
Scale Reliability for Selected Indices*

Measure	Alpha Coefficient
Parents expect achievement	.45
Parents expect autonomy	.68
Parents as referents	.70
Teachers expect achievement	.50
Exploration	.71
Aggression	.58
Deviance	.60
Social self-esteem	.49
Discrimination modifiability	.40

TABLE 17.2

*Frequencies and Percentages for Expected Occupation Categories by Sex**

Occupation Categories	Females		Males	
	Number	Percentage	Number	Percentage
1. Professional	341	(46.5)	256	(38.8)
2. Own own business	9	(1.2)	46	(7.0)
3. Manager or administrator	17	(2.3)	28	(4.0)
4. Salesman or salesclerk	32	(4.4)	21	(3.2)
5. Clerical or office work	187	(25.5)	10	(1.5)
6. Foreman or inspector	3	(.4)	19	(2.9)
7. Skilled worker	7	(1.0)	127	(19.3)
8. Semiskilled worker	8	(1.1)	68	(10.3)
9. Laborer	4	(.5)	11	(1.7)
10. Service worker	28	(3.8)	6	(.9)
11. Protective service worker	5	(.7)	16	(2.4)
12. Housewife	40	(5.4)	—	—
13. Military	8	(1.1)	13	(2.0)
Undecided	45	(6.1)	38	(5.8)
Total	734	(100.0)	659	(100.0)†

* Due to their peculiar natures, the housewife and the military categories do not fit into our high status/nonhigh status distinction. The exclusion of these two categories is consistent with standard survey procedures.

† Actually 99.8% owing to rounding error.

TABLE 17.3

*Female Discriminant Function Analysis and Two-Way Cross
Tabulation of Actual versus Predicted Expected Occupation*

Variables (N = 283)	Classification Function Coefficients	
	High Status Job	Nonhigh Status Job
1. Parents expect achievement	2.16	1.99
2. Parents expect autonomy	.57	.54
3. Discrimination modifiability	3.98	3.41
4. Aggression	.33	.39

Actual Job Expectations	Discriminant Analysis Predictions*	
	High Status Job	Nonhigh Status Job
High status job	131 (80.9)	31 (19.1)
Nonhigh status job	68 (56.2)	53 (43.8)
Total correct predictions	184 (65.0)	

*Numbers in parentheses indicate percentages for each category.

TABLE 17.4

*Male Discriminant Function Analysis and Two-Way Cross
Tabulation of Actual versus Predicted Expected Occupation*

Variables (N = 229)	Classification Function Coefficients	
	High Status Job	Nonhigh Status Job
Exploration	.24	.20
Age	13.18	13.40
Deviance	-.04	-.06
Social self-esteem	.12	.09

Actual Job Expectations	Discriminant Analysis Predictions*	
	High Status Job	Nonhigh Status Job
High status job	90 (71.4)	36 (28.6)
Nonhigh status job	54 (52.4)	49 (47.6)
Total correct predictions	139 (60.7)	

*Numbers in parentheses indicate percentages for each category.

TABLE 17.5
Reasons Given for Desire to Drop Out of School

Reasons	Females	Males
Money problems	5.7%	21.7%
Don't like courses	16.6%	21.7%
Don't get along with teachers and other school officials	8.9%	15.2%
Don't get along with other students	3.8%	5.1%
Bored or tired of school	26.8%	15.2%
Miscellaneous: pregnancy, family problems, didn't have the right clothes, illness, need more sleep, etc.	38.2%	21.0%
Total	100.0%	100.0%*

*Actually 99.9% owing to rounding error.

TABLE 17.6
*Female Discriminant Function Analysis and
 Two-Way Cross Tabulation of Actual versus
 Discriminant Predictions of Desire to Drop Out of School*

Variables (N = 458)	Classification Function Coefficients	
	Desire to Drop Out	
	Yes	No
School satisfaction	.21	.46
Grade point average	2.68	3.28
Teachers expected achievement	1.18	1.08
Actual Desire to Drop Out	Discriminant Analysis Predictions*	
	Desire to Drop Out	
	Yes	No
Yes	15 (15.8)	80 (84.2)
No	14 (3.9)	349 (96.1)
Total correct predictions	364 (79.5)	

*Numbers in parentheses indicate percentages for each category.

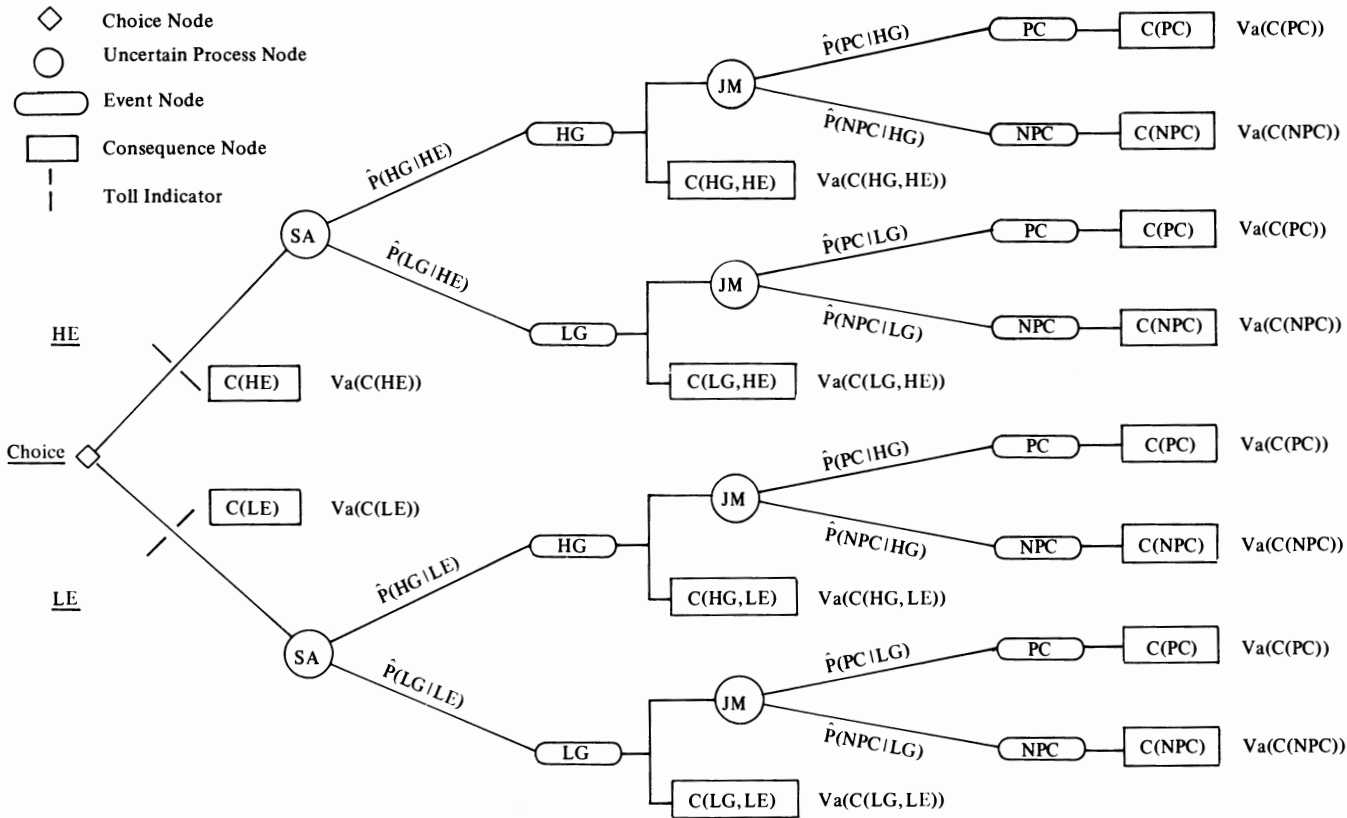
TABLE 17.7
*Male Discriminant Function Analysis
 and Two-Way Cross Tabulation of Actual
 versus Predicted Desire to Drop Out of School*

Variables (N = 431)	Classification Function Coefficients	
	Desire to Drop Out	
	Yes	No
Age	14.93	14.58
School satisfaction	.58	1.00
Parents expect achievement	2.05	2.17
Parents as referents	.16	.23
	Discriminant Analysis Predictions*	
	Desire to Drop Out	
Actual Desire to Drop Out	Yes	No
Yes	35 (38.0)	57 (62.0)
No	20 (5.9)	319 (94.4)
Total correct predictions	354 (82.1)	

*Numbers in parentheses indicate percentages for each category.

FIGURE 19.1

Decision Tree Representing a Scholastic-effort Choice Situation as Required by Expectancy Theory



HE – High Effort
LE – Low Effort

SA – School-related Activities
 \hat{P} – Subjective Probability

HG – High Grades
LG – Low Grades

JM – Job Market
C – Consequences
Va – Valence

PC – Preferred Career
NPC – Nonpreferred Career

TABLE 19.1
Mean Expectancy Model Component Indexes

Index	High GPA Subjects	Low GPA Subjects	All Subjects
Va[C(HE)] –			
Va[C(LE)]	3.35	3.04	3.16
Va[C(HG,HE)]	4.62	4.67	4.65
Va[C(LG,HE)]	1.81	1.90	1.86
Va[C(HG,LE)]	4.54	4.51	4.52
Va[C(LG,LE)]	2.23	2.26	2.25
Va[C(PC)]	4.73	4.58	4.64
Va[C(NPC)]	2.65	1.89*	2.20
\hat{P} (HG/HE)	0.99	0.96	0.97
\hat{P} (HG/LE)	0.80	0.81	0.80
\hat{P} (PC/HG)	0.93	0.98	0.96
\hat{P} (PC/LG)	0.42	0.42	0.42
Effort	4.08	3.90	3.97
Home study time	0.27 hr.	0.35 hr.	0.32 hr.

*Significantly lower than value for high GPA subjects, $p < 0.05$.

TABLE 19.2

*Means of Critical Valence and Probability Differences
for High* and Low† Effort Subjects*

Difference	High Effort Subjects	Low Effort Subjects
$Va[C(HE)] - Va[C(LE)]$	3.11	3.05
$Va[C(HG,HE)] - Va[C(LG,HE)]$	2.76	3.00
$Va[C(HG,LE)] - Va[C(LG,LE)]$	2.43	2.22
$Va(LG,HE) - Va(LG,LE)$	-0.24	-0.72‡
$Va[C(PC)] - Va[C(NPC)]$	2.80	2.33
$\hat{P}(HG HE) - \hat{P}(HG LE)$	0.20	0.20
$\hat{P}(PC HG) - \hat{P}(PC LG)$	0.62	0.54

*Self-rated effort level = 5.

†Self-rated effort level = 1-3.

‡Significantly lower than value for high effort subject, $p < 0.05$.

FIGURE 20.1

Mean Probabilities of Success by Activity and Race-sex Group, Fall Term Administration

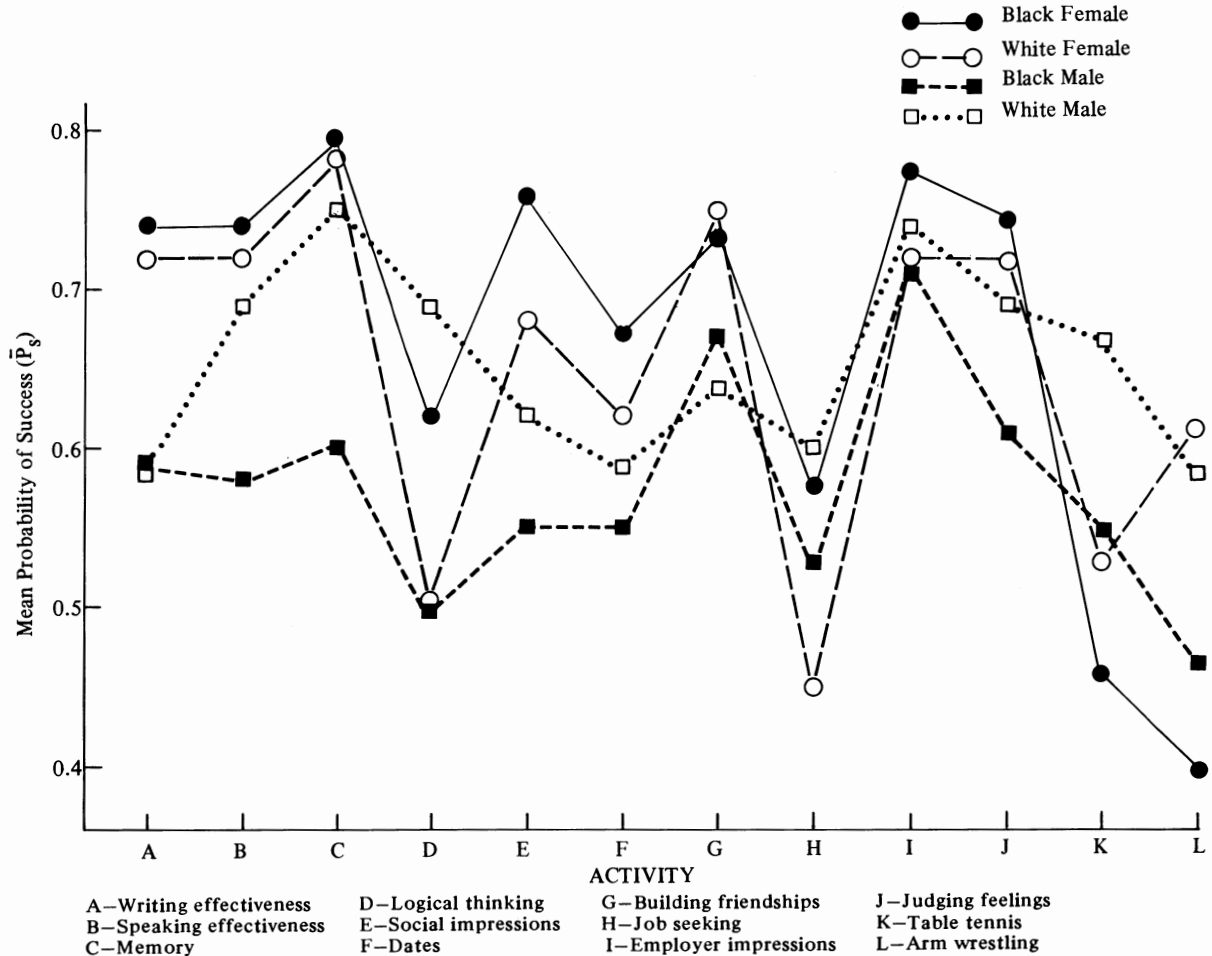


FIGURE 20.2

*Mean Probabilities of Success Collapsed across Activities,
Fall and Winter Term Administrations*

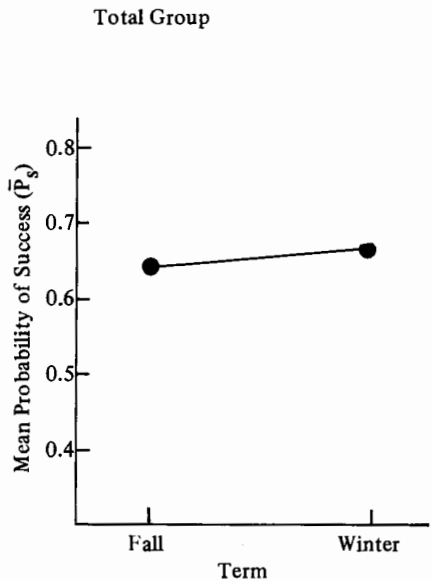
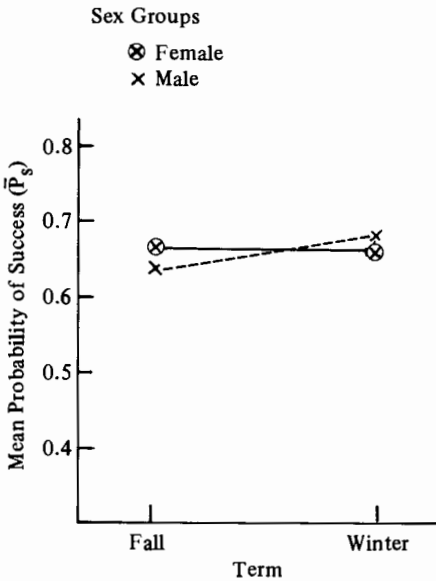
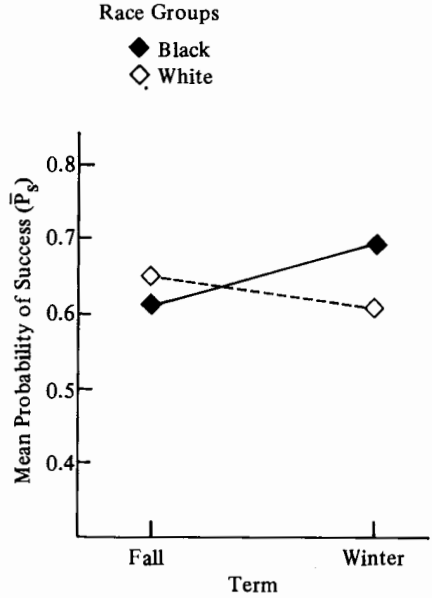
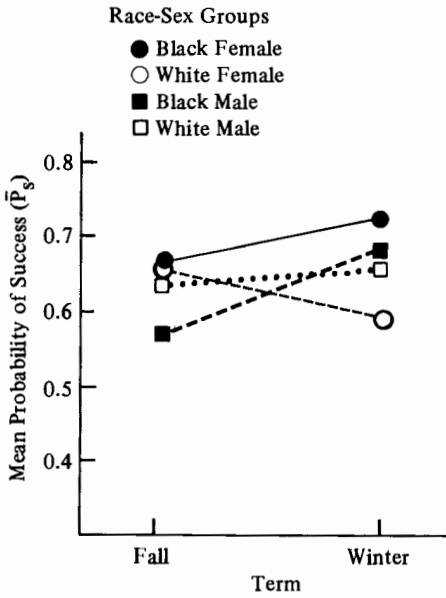


TABLE 20.1

*Tests of Mean Transformed Probability
Estimates against the Transform of 0.5*

Group	T ²	F	df	p
Black female	126.62	4.44	12,8	0.02
White female	84.04	2.95	12,8	0.07
Black male	70.52	2.47	12,8	0.10
White male	410.03	14.387	12,8	< 0.01

TABLE 21.1

*Cues Used to Measure Fear of Success
in the Order Presented to All Students*

Order	Cue
1.	After first-term finals Anne finds herself at the top of her medical school class.
2.	Marcia and Bill, who have been dating for some time, find that they have been placed in the same class. On the first test Marcia makes an A and Bill makes a B.
3.	Denise, a lawyer, is in her office staring out of the window in deep thought.
4.	Betty is with her boyfriend, Ron, when they find out that she has been admitted to graduate school.
5.	Fannie has just been elected to head the local Black liberation group.
6.	Patricia and her husband, Tony, are professionals working in the same hospital. Patricia is offered a promotion which would make her salary two thousand dollars higher than Tony's.

TABLE 21.2

*Frequency Distribution of
Motive to Avoid Success Scores*

Fear of Success Scores	Absolute Frequency	Cumulative Percentage
0	2	4
1	3	10
2	7	24
3	5	34
4	14	62
5	5	72
6	14	100
<hr/>	<hr/>	<hr/>
Total	50	100

TABLE 21.3

Distribution of Fear of Success Imagery by Cue

Cue	Presence of Fear of Success Frequency	Percentage
1	23	46
2	33	66
3	39	78
4	33	66
5	31	62
6	38	76

TABLE 21.4

Mean Performance Scores and Standard Deviations of Students on Different Personality Measures (N = 50)

Measures	\bar{X}	Standard Deviation
Fear of success	3.94	1.77
Locus of control	24.56	5.39
Self-concept	61.82	9.37
Masculinity-femininity	22.96	3.00

TABLE 21.5

*Analysis of Variance of Scores on Fear of Success Cues
by Externality, Positive Self-Concept, and Femininity*

Source of Variation	SS	df	MS	F
Externality (A)	18.6	1	18.6	6.55*
Positive self-concept (B)	1.49	1	1.49	.526
Femininity (C)	.003	1	.003	.001
A × B	.618	1	.618	.218
A × C	.42	1	.42	.148
B × C	.986	1	.986	.347
A × B × C	1.65	1	1.65	.581
Error	119.251	42	2.839	
Total	152.820	49	3.119	

* $p < .014$.

TABLE 21.6

Intercorrelations between the Measurements (N = 50)

Measures	1	2	3	4
1. Fear of success				
2. Externality	.32*			
3. Positive self-concept	0.23	-.48†		
4. Femininity	.18	.09	-.19	

* $p < .05$.† $p < .001$.

TABLE 21.7

Correlations between the Specific Cues and the Variables

Cue	Fear of Success	Externality	Positive Self-concept	Femininity
1	.72†	.14	-.12	.21
2	.55†	.21	-.14	.05
3	.64†	.42†	-.24*	.15
4	.63†	-.01	.00	.16
5	.61†	.21	-.11	.03
6	.62†	.28*	-.28*	.07

* $p < .05$.† $p < .001$.

FIGURE 22.1

Aggregate Problem-solving Performance for Black Children and for High and Low Scholastic Attainment White Children with Unvaried and Varied Format

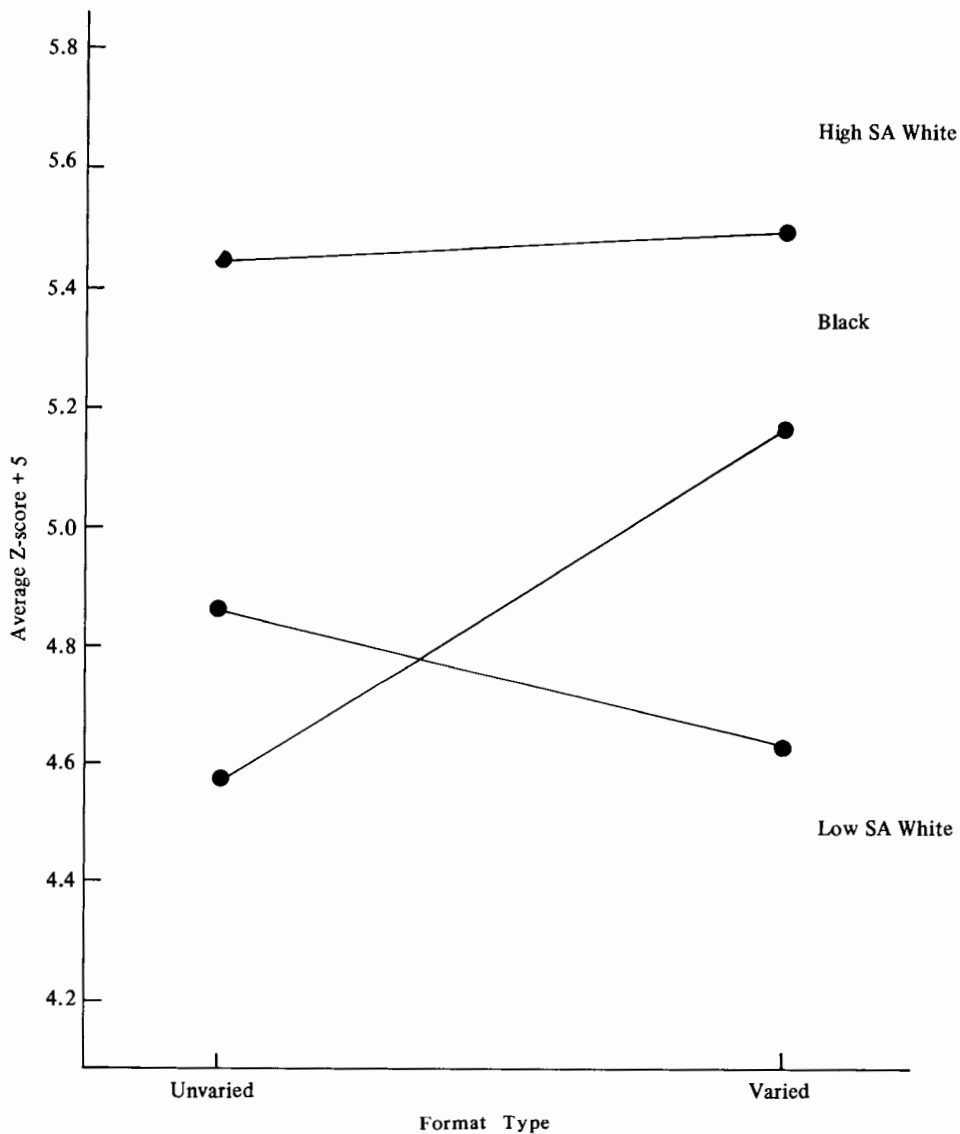


TABLE 22.1
*Percentage of Different Types of Movement
among Blacks and Lower- and Middle-Class Whites*

Type of Child	Lying, Sitting, Squatting	Walking, Standing,	Running, Kicking, Jumping	Dancing
Black*	25%	20%	46%	7%
Lower-class White	47%	34%	19%	0%
Middle-class White	59%	19%	22%	0%

From M. Guttentag, "Negro-White Differences in Children's Movement," *Perceptual and Motor Skills* (1972) 35: 435-36. This table is my adaptation of Guttentag's results.

*Two percent did not fit classification scheme.

FIGURE 23.1

The Eight Groups to Which Students Are Assigned During the Inner-City Experience

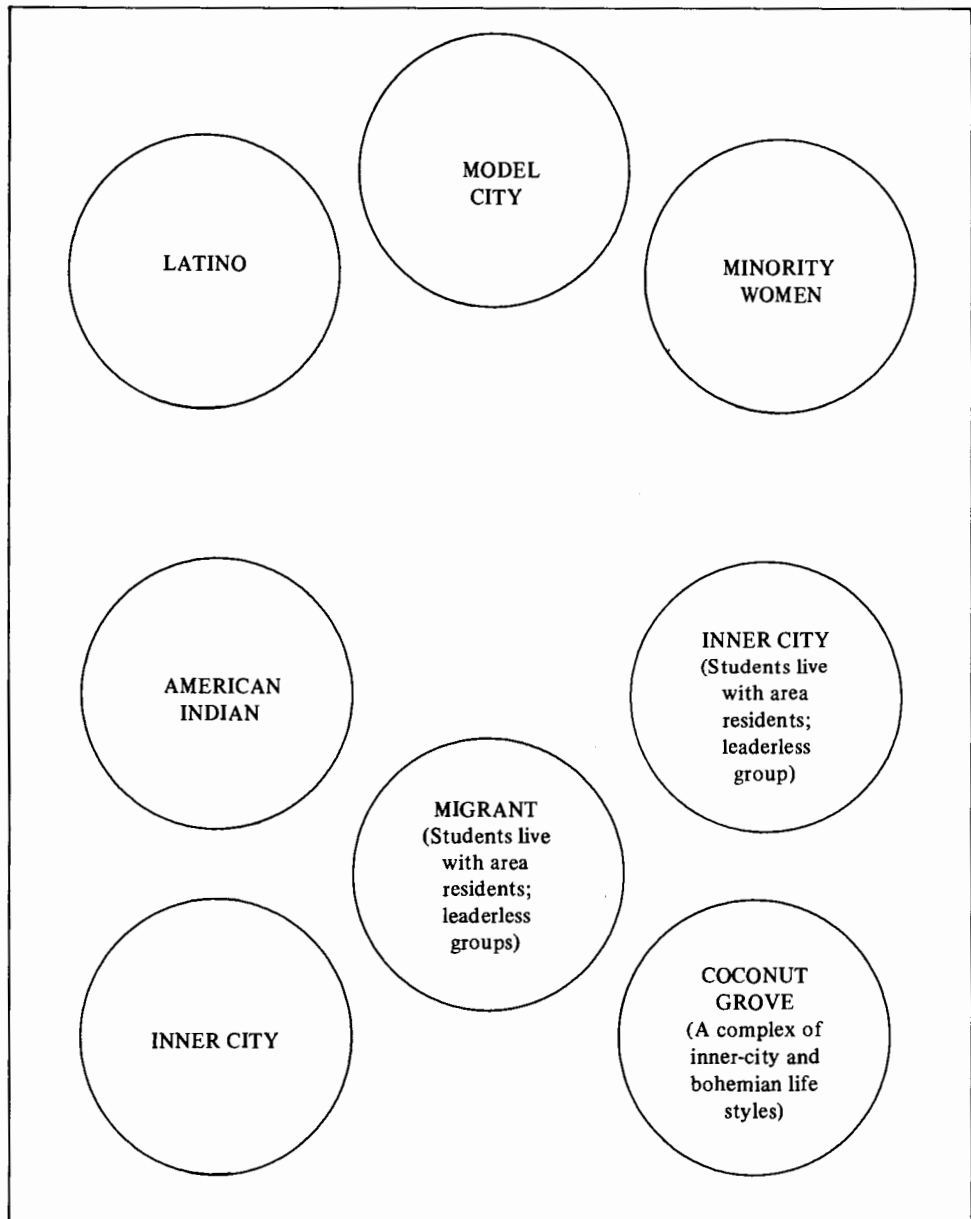


TABLE 24.1
Life Expectancy at Birth 1920-72

Year	White			Negro and Other		
	Total	Male	Female	Total	Male	Female
1920	54.9	54.4	55.6	45.3	45.4	45.2
1930	61.4	59.7	63.5	48.1	47.3	49.2
1940	64.2	62.1	66.6	53.1	51.5	54.9
1950	69.1	66.5	72.2	60.8	59.1	62.9
1955	70.5	67.4	73.7	63.7	61.4	66.1
1960	70.6	67.4	74.1	63.6	61.1	66.3
1965	71.0	67.6	74.7	64.1	61.1	67.4
1970	71.7	68.0	75.6	65.3	61.3	69.4
1971	71.9	68.3	75.6	65.2	61.2	69.3
1972*	72.1	68.3	76.0	65.5	61.3	69.9

From United States Bureau of the Census (1974).

*Preliminary figures.

FIGURE 25.1

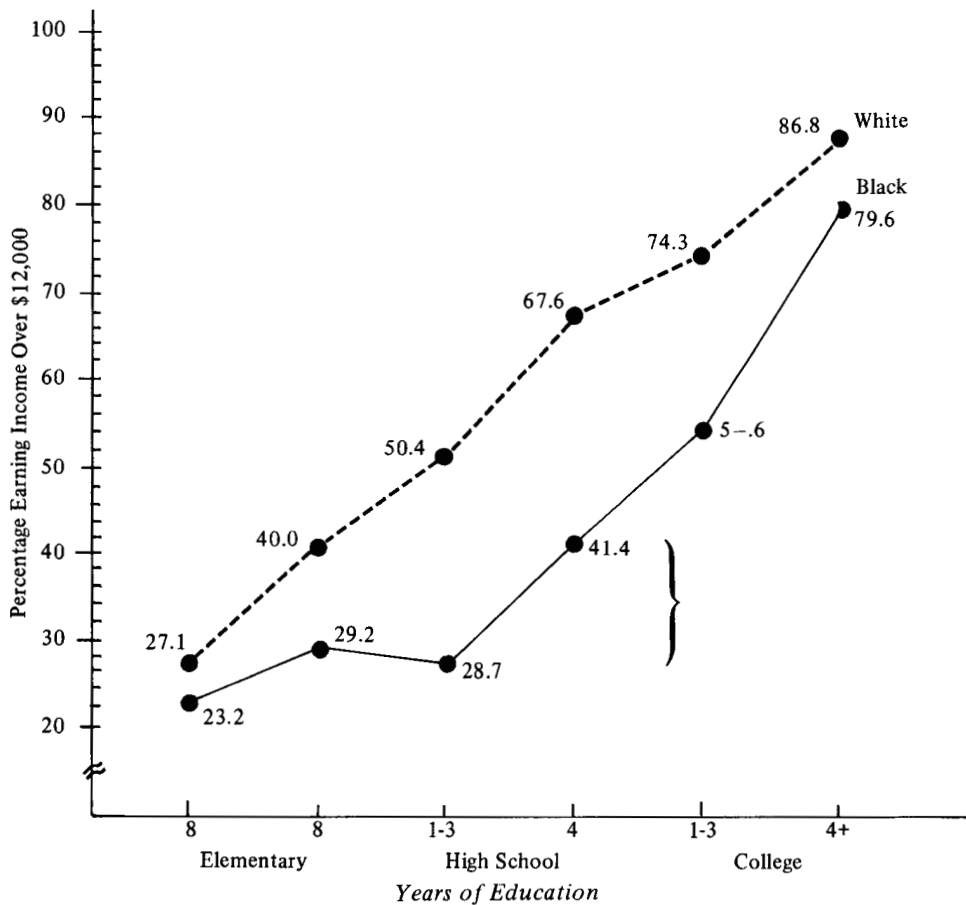


FIGURE 25.2

