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ABSTRACT

This study attempts to view some of the historical and social factors that may affect the development of self concepts and racial attitudes of black children in a Northern and Southern environment, and to examine the differential effect of growing up in a female-headed household on the relationship between the self concept and racial attitudes of black preschool children. Comparisons were made between the demographic groups and between children who have grown up in a nuclear or mother-headed household. The Northern sample was located in a working class, urban center outside the Detroit. All were attending a year long child development project under Head Start. The staff and children were about evenly mixed black and white. The Southern sample was located in a working class, rural area in Bolivar County in the Mississippi Delta area, where there is little contact with whites. The children were enrolled in two Head Start Centers in Mound Bayou, Mississippi. The subjects were 63 black children in Michigan and 58 in Mississippi. Four sets of materials were used: Peabody Pictures Vocabulary Test, Williams and Roberson Pre-school Racial Attitude Sex-Role Attitude Picture Series, Thomas Self Concept Values Test, and Racial Identification procedures. (Author/JM)

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SELF CONCEPTS AND RACIAL ATTITUDES OF NORTHERN AND SOUTHERN BLACK PRESCHOOL CHILDREN

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The study of the young Black child is concerned with the relationship between the self concept and racial attitudes of preschool children in a Northern and Southern community. Comparisons were made between the demographic groups and between children who have grown up in a nuclear or mother-headed household. This study attempts to view some of the historical and social forces that may effect the development of self concepts and racial attitudes of Black children in a Northern and Southern environment, and to examine the differential effect of growing up in a female-headed household.

In the past, much effort has been spent documenting the assumed lower self concepts, racial attitudes, and poor self identification of the Black child. Even more emphasis has been placed on the detrimental effect of a family structure that differs from the ideal nuclear pattern. Often this research has made comparisons between Blacks and whites, with the Black child always coming up deficient. Little, if any, work has been conducted on the Black child in the Black perspective. This view would attempt to study the Black child and family from the point of studying his strengths instead of emphasizing his weak points.

Only very recently have a few authors begun to depart from the deficit model of viewing the Black child, and have attempted instead to view him in terms of the positive elements that have been found in the Black family and in his culture ( Billingsley, 1969 ). Baratz (1970) has aided in the trend towards viewing the

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Black child not as a 'deficient white child' but as a child who comes from a cultural milieu that is in fact distinctively different from that of the average white child. Valentine (1971) has proposed the term "bi-cultural," rather than Baratz's "culturally different," as being more accurate in terms of the Black child's life.

The Black child develops within a Black culture, with its unique language and customs. This culture must be reinforced and interpreted to the child in positive terms. At the same time, the child learns to function within the majority society, forcing him to become bi-cultural. Earlier attempts by Black to achieve in our society have required assimilation, the adoption of white culture along with the total rejection of Black culture, and thereby his own identity. The bi-cultural view emphasizes the positive value and the personal necessity of forming positive views of our own culture, while facing the reality that Blacks must still function daily in a white world. The bi-cultural approach also avoids the danger that social science researchers and educators will shift from the culturally-different view back into the culturally deficient or deprived view that is common in present research.

Hannerz (1968) also stated that the lowering of success barriers for Blacks has created a need for a philosophical alternative to the type of success that is defined by the ideas of the white mainstream. He feels that the current concept of soul provides a satisfactory self concept and cultural solidarity through the appreciation of their blackness.

The child's view of his own racial group identity is closely tied in with the child's total self concept. Therefore, it was hypothesized that children with

more positive views of their own racial group would in turn have more positive self concepts. While earlier studies have found Black children rejecting their own identity, with the increase in Black consciousness, it was hypothesized that more positive results would be obtained in this study.

The relevance of the self concept to a child's racial attitudes is seen when the various definitions for self concept are examined. The child's self concept is a measure of his evaluative attitudes towards his own worth (Coopersmith, 1967). When a child evaluates himself, he does not refer to a unique isolated entity, but to the self-other relationship between himself and some limited aspect of his own environment (Diggory, 1966). It is seen as a mediating agent between the organism and his social environment, which forms the basis of his attitudes and beliefs about himself (Johnson and Medinnus, 1965). For the Black child, this role has been one of subservience and of being in a continuously negative position.

The societal preference for white in our culture would expectedly result in the child placing greater value on less Negroid attributes. Earlier studies of self concept and racial attitudes (Clark, 1939; Horowitz, 1939; Goodman, 1952; Deutsch, 1960) have painted a rather dismal picture of the Black child, finding him to be rejecting his own identity. These were conducted during the past three decades, prior to the various social movements that have begun to take place. The move towards Black awareness and self pride, coupled with the increased presence of Black in the mass media, school books, and the more militant stance of Black youth, may have aided some young children to develop a greater acceptance of their own race.

Children become aware of racial differences between the ages of three and four (Horowitz, 1939; Clark and Clark, 1939; Goodman, 1952; Stevenson and Steward, 1958; Morland, 1958). Girls seemed to become aware earlier than boys (Goodman, 1952). Morland (1958), using white, and Springer (1950), using Hawaiian children, found no sex differences in race awareness. Black children tended to become aware of race differences earlier (Horowitz, 1939; Goodman, 1954) and had a larger vocabulary pertaining to skin color than did white children (Palmer and Masling, 1969). Porter (1966) found a social class difference between the Black children, the middle class were more rejecting of their own blackness, while the working class Blacks had greater own-race preference and identified themselves more correctly.

Once a child identified racial differences, he then had to identify himself in relation to membership in one of the racial groups. Clark and Clark (1939) found that nine out of ten Black children, aged three to seven years old, were aware of racial differences demonstrated by their correct choice of Black and white dolls on request. However, only three out of ten were able to make correct self identification. The darker children were able to make more accurate identification than lighter Black children. Goodman (1952) supported these findings. By the age of five years, Clark (1947) found that the Black child began to classify himself correctly. Asher and Allen (1969) found that their Black children favored white puppets over Black, with the middle class Black having a slightly higher proportion selection than working class. The boys favored the white puppets significantly more than the girls. H. McAdoo (1969), using a projective device, found that the girls gave responses that were more hostile to pictures of Blacks, while the boys gave more hostile responses to whites.

Clark (1963) speculated that the tendency for the younger Black child to identify himself with white was due to "wish fulfillment". The child, being aware that being Black was something rejected by society as a whole, attempted to resolve this conflict through a form of escape. Porter (1966) felt that because of the wish fulfillment effect, the correctness of self identification should not be considered an indication of actual awareness of racial differences. In a partial replication of the Clark's work, Greenwald and Oppenheim (1968) used dolls of three different skin colors (dark brown, light brown, and white) and found that Black children were indeed able to make correct identification of the races of the dolls. Recent findings of more favorable racial attitudes in Black pre-school children were obtained by J. McAdoo (1970), in a replication of Clark's doll test. Using William's picture procedure, he was able to modify the responses of the children in choosing the Black dolls and pictures in preference to the white. These different results could be due to the more realistic color of the stimulus materials or as the result of the effect of the current Black consciousness movement.

While much effort has gone into studying the development of racial attitudes in children and also in the development of their self esteem, these two variables have not been combined in studying the same children. Moreover, the interaction that is assumed between the child's view of himself and his view of his own race, would lead to the following main hypothesis: (1) In Black pre-school children, there is a positive relationship between the assessed self concept and positive attitude towards Blackness.

The availability of two uniquely different populations, one in an all Black, Southern rural town and one in an intergrated Northern urban center, led to an

intuitive hypothesis that: (2) Children in the rural Southern all Black setting will be found to have higher self concepts and more positive attitudes towards Blacks, than those in the urban Northern intergrated setting.

In addition, three other relationships will be explored: (1) The effect of intact (two parent) or nonintact (one parent) homes on the development of race attitudes, self concepts, race identification, and sex-role concepts of the Black child. (2) The effect of the sex of the child on the development of these factors. (3) The effect on the different ability levels upon these main factors.

#### Method

##### Demographic Description of Samples:

The Northern sample was located in a working class, urban center outside of Detroit. All were attending a year long child development center under Head Start. The director of the center was Black, but the staff and children were about evenly mixed Black and white. The town is intergrated, but by far the majority of the Blacks lived in the all Black areas. This was an area in which some racial tension had existed within the schools and community within the past few years. Many of the residents are employed in the automotive plants, in what is considered to be a depressed area. Many of the adults, Black and white, moved here from the South, but all of the children in this sample were born in the North. Only the Black children were included within this study.

The Southern sample was located in a working class, rural area in Bolivar County in the Mississippi Delta area, where there is little contact with whites. The children were enrolled in two Head Start Centers in Mound Bayou, Mississippi, both centers located on the same road, at each end of the town limits. The children came from the town and from outlying areas around the countryside.

Mound Bayou was founded in 1877 by former slaves as an all Black community and has had a colorful history that was intimately tied in with the events following the Civil War and the Reconstruction Era. Before the fall of the city of Vicksburg in 1863, Ulysses Grant, General of the Union Army, met with the superintendent of the Freeman's Bureau. Grant told him of plans to use the six plantations that were then owned by Jefferson Davis, President of the Confederacy. The six plantations lying in fertile land twenty-five miles below Vicksburg, would be used to make a "Negro paradise" (Trowbridge, 1864).

The settlement was made, but immediately began to have troubles with whites making gurilla raids against the settlers, killing many and driving others back into the woods. However, by December, 1863, over six hundred Freemen had moved and begun planting in the area known as Davis Bend (Wharton, 1947). The usurpation of military authorities and raiding whites reduced the number to seventy-five Freemen, who were by then each cultivating parcels of from five to one hundred acres. In spite of an excellent crop, five-sixths of the crop was lost to the "army worm" and Davis Bend was doomed at the end of the first year.

Four of the six plantations were returned to the original white owner. Jefferson Davis then leased a farm to Benjamin T. Montgomery, a Black farmer who had been his slave and plantation manager before the war. Montgomery was successful and later able to buy all of the plantations from Davis in 1867, some 4,000 acres (Mound Bayou Diamond Jubilee, 1962). After Montgomery's death in 1878, his son Isaiah continued the enterprise but had to abandon it to because of the recurring floods.

In 1887, the younger Montgomery and Benjamin T. Green, his cousin, took all of the Blacks who were living in Davis Bend and established a new town in

Bolivar County, named Mound Bayou. I. T. Montgomery went on to become very wealthy, a conservative planter and businessman and was elected first mayor. He was the lone Black Republican delegate to the Mississippi Constitutional Convention (Wharton, 1947).

Green has several commercial concerns and his son, the first child born in Mound Bayou, went on to earn a Harvard Law Degree in 1914, and became the town's fifth mayor (Mound Bayou Diamond Jubilee, 1962). He served as mayor until his death in 1960. Mound Bayou remained Black owned and controlled, a high level of pride existing because of this. Whites only recently moved in to staff a new medical facility. This location provided an ideal population to test the thesis that Black children would develop more positive self concepts in a secure all Black setting.

Subjects:

The subjects were 78 Black children enrolled in Head Start centers, 63 in Michigan and 58 in Mississippi. Both groups had the same proportion of boys to girls, 46% to 54%. The approximate proportion in each group of intact to non-intact were similar, 63% to 37% in the North and 58% to 42% in the South.

The Northern sample had 16 boys and 19 girls, with a mean a CA of 5.2 ( boys, 5.3; girls, 5.2 ). The Southern sample had 20 boys and 23 girls, with a mean CA of 5.5 years ( boys, 5.4; girls, 5.5 ). See Table 1.

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Insert Table 1 About Here  
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In each center all of the Black children in the correct age range (4.3 to 6.5) were given the Peabody Picture Vocabulary Test, as a screening device. Considering the limited application of these types of test, the author did not place as much

faith on this rest as a measure of ability, but rather as a measure of ability to successfully follow directions in a testing situation. Children who had difficulty on the Peabody would probably also have problems on the race attitude and self concept test, and therefore were not included in the final study.

Procedure:

All of the testing was conducted by two trained Black adults, one male and one female. Each examiner tested the same proportion of male and female children in each sample, to control for the effect of the sex of the examiner. Within each sex group for each examiner, a reasonably successful attempt was made to keep the same proportion of intact to nonintact children for both samples. Preliminary analysis to assess the effect of the sex and testing style of the two examiners was conducted. On the thirty-four scores obtained in the study, no statistically significant difference was found between the examiners. Therefore, the data collected by the two testers were combined.

The total time of actual testing averaged sixty-five minutes. Approximately fifteen minutes were needed for the screening test and twenty-five minutes for the first parts of the racial attitude and self concept tests. Five days later, the second session averaged twenty-five minutes for the second half of the two tests and the racial identification test.

Two different orders of presentation of the test materials were used, alternating the two tests to prevent introducing a bias of presentation order. Half of the children received each of the orders in each center.

Materials:

Four sets of materials were used: Peabody Pictures Vocabulary Test (PPVT), Williams and Roberson Pre-school Racial Attitude, Sex-Role Attitude Picture Series (RA), Thomas Self Concept Values Test (SC), and Racial Identification procedures.

The Pre-school Racial Attitude, Sex-Role Attitude Picture Series, devised by Williams and Roberson (1967), provided a measure of (a) the child's attitudes towards Black and white persons, and (b) the child's awareness of traditional sex-role behavior (a control measure). Twelve stimulus cards, 23 x 28 cm., contain two full-length drawings of human figures, varying for 11 1/2 to 20 1/2 cm. The figures, drawn with minimal facial characteristics, are posed in neutral standing, walking, and sitting positions on plain white backgrounds. The age level of the figures varies from young boys and girls, teenage boys and girls, to adult men and women. The even-numbered pictures comprise the racial attitude scale (RA) and the odd-numbered pictures are the sex-role scale (SR). The RA figures are identical in sex and appearance except for hair and skin color. No effort is made in the drawings to represent other racial features. The Black figures have black hair and medium-brown skin, while the white figures have light yellow hair and pinkish-tan skin. This test is one that the children delight in taking. The pictures are bright and attractive and the stories are appealing.

A lower RA score was considered to be a better score for a Black child for it would tend to indicate a more positive attitude toward Blacks on the part of the child. The child was shown the pictures, one at a time, and read a story about it. He then was asked a key question about one of the persons in the picture, i.e., "Which person is the nice little girl?" The child pointed to one of the figures and the response was response. The same pictures were shown both administrations, but with different stories and questions.

The Thomas (1967) Self Concept Values Test purports to measure the child's self concept through the use of questions based upon the child's own Poloroid photograph. The child was asked to give his view of himself and then to assume the position of three "significant others" in his life (mother, teacher, peers) and

to give his perception of how these people view him. The questions form a core of fourteen bi-polar adjective items representing the value on which the children reported their perceptions. This test has the desirability of using the child's own pictures. This controls for race, skin color, type of dress and sex within the testing situation. This was felt to be better than the stick figures and photos of other children that are more commonly used in most self concept tests.

The items are presented in either-or format, using the child's own name, i.e., "Is Johnny happy or is Johnny sad?", while referring to the child's own picture. The child responded by saying one of the words: happy or sad. The more desirable choice was scored +1. The first two reference groups, self and mother, were presented first, followed in five days by the last two reference groups, teacher and peers. An average of eight minutes were required for the two reference groups, with about fifteen minutes needed for the picture taking process. For this study, the Thomas test was scored differently from the original. In the Thomas original scoring, the dimensions of strong-weak and big-little were scored differently for the girls, with strong and big given a negative score. The author did not feel this was a valid reversal, therefore both sexes were scored similarly.

The Racial Identification procedure was presented at the end of the second testing situation, for it was felt that the use of racial labels and instructions to identify the figures by race might have interfered with the responses on the other tests. The procedure was a modification of that devised by Williams and Roberson (1967). The child was shown a picture and asked to point out the Black or White figure, giving each child three opportunities to respond to two racial labels. Six pictures, numbered 2,4,6,8,10, were used. Because of

uncertainty about the use of the term "Black" instead of "Negro", especially in the South, the first few children were asked to identify the "Black or Negro" figure. It became obvious that the children used the terms interchangeably, therefore, the remainder of the children were asked the two labels, Black or white.

Family information was gathered about each child, including the age, educational level, and occupation of both parents, place of residence of the child, number of children in the family, and birth order where possible. The Child's place of birth was recorded, to obtain any patterns of movement toward the North from the Southern states.

## Results

### Relation of Race Attitudes (RA) and Self Concept (SC)

It was predicted that children who felt positive about themselves would also respond more positively towards Blacks on the RA test. With this form of test scoring a negative correlation would be the desired one for a Black child. The desired relationship between the two main variables was not found in most of the subgroups. The results, shown in Table 2, indicate that in fact positive relationships were found between the two variables in the Southern group ( $r = .355, p \leq .05$ ), and in the Southern boys ( $r = .534, p \leq .05$ ). The children in the two parent homes had an even stronger correlation ( $r = .404, p \leq .01$ ). These results indicate that for these three groups, the total Southern group, the Southern boys, and children from homes with both parents present, those with more positive SC tended to respond more positively to white than to Blacks.

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Insert Table 2 About Here

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For the boys both North and South, those with more accurate racial labeling tended to also have a more positive view of whites ( $r = .355$ ,  $p \leq .05$ ). In the North, there was a slight tendency for the higher SC score to be accompanied by less accuracy in the racial labeling exercises; while in the South, the children with high SC were more accurate in the racial labelings ( $r = .555$ , significant at the .01 level).

The Mississippi children with high SC, while being positive to whiteness, were very accurate in their racial labeling. They were well aware of the proper racial identification by the use of racial labels, and presumably their own racial groups, indicating that Clark's wish fulfillment might be at play. They felt good about themselves as persons, within the Black community, but still tended to accept the generalized societal preference for white over Black. They seemed to have been separating their view of themselves from their view of their racial group, a seemingly improbable task, but one that may be forced upon all Blacks who are forced to function on a bi-cultural basis.

One of the predictions was upheld, that these children would give responses that would not be as negative as those in earlier studies. Earlier studies had the Black children rejecting their own race identification as greatly as the white subjects. The total mean score of this sample was 8.79 which is lower (the desired score is a low one) than that expected with chance selection, but significantly lower, at the .01 level, than that of the mean of 10.61 that was received by a Southern white sample (Williams, 1967). John McAdoo (1970) tested three Northern pre-school groups a year later as part of another study, one in the same center as this Northern group. He found even lower scores, a RA mean score of 7.55. This lowering of mean scores would indicate a trend in the

desired direction. While it is impossible to make direct comparisons of these data with earlier data on Black RA, these children, both Northern and Southern, tend to be responding to their Blackness in a less stereotyped manner. While the children still tend to choose white over Black within the test situation, their responses were not as totally negative as earlier Blacks or as negative as present whites. These findings would lend support to the idea that the increase in the Black consciousness movement will aid children in the development of more positive attitudes to their own Blackness.

Demographic Differences:

It was predicted that children from the all Black town in Mississippi would score higher on the SC and RA test. This was partially supported.

The Mississippi children were found to have SC scores that were significant higher than the Michigan children. A three way analysis of variance was run on the SC score, according to demography, sex and family type (Table 3). The demographic effects were found to be significant at the .01 level ( $F = 9.31; 1,70 \text{ df}$ ); the predicted higher scores occurring in the Mississippi group.

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Insert Table 3 About Here  
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The regional difference was not found with the RA scores. A three way analysis of variance was also run on these scores, according to demography, sex, and family type. The RA scores were not significantly different between the two groups. The Northern group had a nonsignificantly lower RA than the Southern. A difference was found in the race identification procedure, the children in the South were able to identify correctly more pictures than those in the North ( $F = 7.58; 1,70 \text{ df}; p \leq .01 \text{ level}$ ).

Family Type Differences:

The usual prediction in family type differences is that children coming from one parent homes (nonintact) would have less desirable scores on all major variables. This was not the case in this situation; often these children were found to have better scores than the children with both parents at home (intact).

On RA the nonintact children had nonsignificantly more positive scores than the intact. On SC and in ability levels, there was no difference found between the two family types. All of the children in the Southern nonintact families gave perfectly correct identification to all of the pictures.

There was also no difference between the two family groups on the control measure of sex role attitudes. This is one area in which experts have said that the female-headed household would be detrimental to the young child, especially with young boys. These results indicate that both groups of children have been able to develop similar attitudes on what is considered to be appropriate sex roles in our culture.

Effect of the Sex of the Children:

No sex difference was found on RA or race identification. For the Southern boys and girls, correct race identification did occur in children with higher SC. The boys tended to have higher SC scores than the girls, both in the North and the South. This differs from data of Carpenter and Busse (1969) in which the Black girls were found to be significantly more negative than boys in their self concepts.

Effect of Ability Differences:

The IQ was higher in the Northern sample, which was expected since the tests are more appropriate for urban school systems. No sex or family differences

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Insert Table 4 About Here

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were found in IQ. IQ did not correlate with RA or SC, indicating that children with higher IQ did not score higher on the other tests. An unusual finding was that of the Northern girls having a negative correlation between IQ and SC, A similar, but nonsignificant, trend was found with the total girls, indicating that the higher the SC score the lower the IQ. Perhaps the brighter girls had a more realistic appraisal of their status relative to the dominant white culture and a consequently lower self esteem. One can only speculate about this particular negative relation, lacking sufficient evidence at this point.

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Insert Table 5 About Here

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SUMMARY

The child may be able to view himself in parts on completely different dimensions; as may be the case in which the child had a very high self concept and a low view of Blackness, even when he himself is Black. More research must be done in this area and in viewing the child within the total context of the Black family.

The lessening of pro-white choices of this sample, in comparison with former Black and white studies, indicate that there may be an increase to the Black child viewing his own Blackness in a positive manner. It indicates a strong need for programs that would contribute to this child developing a higher esteem in his own racial group.

The responses to the self concept test indicated that the Southern, rural children living in the all Black community were much higher than the children living in the Northern, urban, intergrated setting. It is difficult, if not impossible, to separate the all Black vs. intergrated dimension from the North vs. South or from the urban vs. rural dimension. One factor, or a combination of two or three of these interacting variables, has produced a situation that has enabled these children to develop high self esteem. These Mississippi children must have developed a sense of security that may have led to the development of a "sense of environment control" (Gordon, 1970). It was felt that this factor contributed most to the quality of achievement, second only to family background. It could be that the Mound Bayou children, even though many were the poor children of the area, felt a sense of environmental control that those in the Northern center did not feel.

The lack of differences found on most variables between the children from intact and nonintact questions some of the stereotyped assumptions that are held about the female-headed Black household. These results indicate that the factor of family type may not be as significant a disadvantage in several areas of development. The one-parent homes, often as part of an extended family situation, is able to offer many emotional strengths that are not fully recognized as yet.

These results offer directions for much needed research within a Black perspective : the effect on the one-parent homes, the development of more positive Black attitudes, the molding of self concepts in Black children, and the development of test instruments that will objectively assess these variables. These are that have important consequences for the young Black child and must be further examined by Black social science researchers.

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Table 1  
Mean CA and IQ of Subjects by Sample, Sex and Family Type

Subjects	N	CA (in months)	IQ	
			M	SD
Northern	35	5.2	96.86**	11.31
Southern	43	5.6	86.74	14.79
Boys	36	5.1	93.06	13.55
Girls	42	5.5	89.84	14.70
Intact	48	5.7	91.54	14.08
Nonintact	30	5.6	90.07	15.08
No. Boys	16	5.3	103.94	7.58
No. Girls	19	5.2	90.89	10.56
So. Boys	20	5.5	83.29	9.94
So. Girls	23	5.6	90.05	17.89

\*\*  $p \leq .01$

TABLE 2.  
Correlation of Racial Attitude and Self Concept Scores by Total, Sample, and Sex<sup>1</sup>

Sample		N
Total	.196	78
Northern	.080	35
Boys	.141	16
Girls	.043	19
Southern	.355*	43
Boys	.534*	20
Girls	.203	23
Boys	.310	36
Girls	.109	42
Intact	.404**	48

\*  $p \leq .05$   
\*\*  $p \leq .01$

<sup>1</sup> Negative correlations would be considered more desirable for Black children.

TABLE 3

Analysis of variance of Self Concept and Racial Attitude Scores According to Sample, Sex, and Family Type of the Children

Source	df	Self Concept		Race Attitudes	
		Mean Square	F	Mean Square	F
Sample (A)	1	610.77	9.31**	52.66	0.39
Sex (B)	1	188.80	2.88	40.21	0.30
Family (C)	1	1.67	0.03	36.07	0.29
A X B	1	29.46	0.45	75.15	0.55
A X C	1	243.11	3.71	1.22	0.01
B X C	1	16.81	0.26	12.04	0.09
A X B X C	1	567.48	8.65**	66.96	0.50
Error	<u>70</u>	65.61		143.54	0.50
Total	77				

\*\*  $P \leq .01$  (7.01; 1, 70 df)

TABLE 4

Analysis of Covariance of Northern and Southern Samples on Race Attitude and Self Concept, While Controlling for IQ

Variable	Group	N	Means	Adjusted Means	Source	df	Mean Square	F
IQ on Race	North	35	48.46	47.92	Between	1	145.56	1.
Attitude	South	43	50.42	50.86	Within	76	128.01	
					Total	77		
IQ	North	35	46.63	46.57	Between	1	402.79	5.
Self Concept	South	43	51.42	51.46	Within	76	77.70	
					Total			

\*\*  $P < .01$

TABLE 5

Intercorrelation of IQ and Race Attitude, Self Concept, and Race Identification

Group	N	IQ and Race Attitude	IQ and Self Concept	IQ and Race Identificatio
Total	78	-.075	-.081	.001
Northern	35	.175	.054	.159
Boys	16	.206	-.003	.223
Girls	19	.065	-.549**	.326
Southern	43	.073	.075	.142
Boys	20	-.023	.285	.227
Girls	23	.108	-.007	.102
Boys	36	.059	.045	-.161
Girls	42	.074	-.208	.161
Intact	48	.016	.076	.019
Nonintact	30	.134	-.096	-.045

\*\*  $P < .01$