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ABSTRACT

The purpose of this study was to determine the effects of motion pictures utilizing black models on the self-concept of black fourth and sixth grade students; that perhaps, mediated black models may be effective in bringing about a more positive self-concept among black students. The design of this study was of the post-test form only. This was done in order to control for the effects of testing. The sample for this study consisted of all the black students in the fourth and sixth grades located in three eastern inner-city schools. The population of the three schools included grades kindergarten through six, which were comprised of 67 percent black and 33 percent white students. All three schools were receiving aid under Title I of the Elementary Secondary Education Act. Included in the fourth grade sample were 74 experimental and 63 control subjects. The sixth grade sample was comprised of 66 experimental and 51 control subjects. The experimental data consisted of the raw scores on the Self-Social Symbol Tasks and the Children's Self-Concept Scale. The experimental group viewed materials which consisted of commercially available segments of 16 mm. motion picture films portraying persons who can be viewed as positive black models. The treatment spanned the period of approximately one hour. Instruments used in this study were administered by means of an audio tape recorder and prepared overhead transparencies. (Author/JM)

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THE EFFECT OF MOTION PICTURES PORTRAYING
BLACK MODELS ON THE SELF-CONCEPT OF
BLACK ELEMENTARY STUDENTS

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ABSTRACT

The samples of this study included all of the Black students in Grades Four and Six within three inner-city schools. Students were randomly assigned within grades to experimental and control groups. The Self-Social Symbols Tasks and the Self-Concept Scale were used to measure changes. Analysis of the data lent support to the statement that Black students who view motion pictures portraying Black models will indicate certain aspects of the self as being more positive than will those who view White models.

Paper presented at a meeting of the American Educational Research Association, at New Orleans, Louisiana on February 27, 1973.

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PURPOSE AND RELEVANCE OF THE STUDY

The purpose of this study was to determine the effects of motion pictures utilizing black models on the self-concept of black fourth and sixth grade students. During the past years studies and conferences have addressed themselves to the question of self-concept and its implications (Kvaraceus, et al., 1965). Researchers have gathered base-line data and black authors have written of the crippling effect of the negative self-concept among the black population. The evidence available indicates that a black person because of the status of his race in a dominant white society develops a negative self-concept which renders him unable to take advantage of the educational system of that society (Grambs, 1965). Therefore, the problem exists as to how to remedy negative self-concepts among black students.

It has been shown that a sympathetic teacher can bring about a more positive self-concept in a classroom environment (Stainer, 1958). However, in many instances it may be difficult to obtain the services of a teacher for this purpose. In a study of lower socio-economic areas (Howard, 1968), it was found that public school teachers held negative and rejecting attitudes toward lower class students.

Some authorities (Clark, 1950; Allport, 1958; Goodman, 1964) indicated that the black student derives a negative self-concept as a result of the negative status of his race in a white society, however, if the black student can conceptualize aspects of his race as being more positive as a result of seeing members of his race in esteemed or elevated positions, perhaps a positive change in self-concept can be brought about. One problem is that some (Ginzburg, et al., 1962, p. 107; Lott and Lott, 1963) do not believe that esteemed black persons who can serve as models with which students may identify

are readily available in the immediate community. It should be noted that according to Havighurst, et al. (1946), the development of self-concept is dependent on identification with people who can serve as models.

One alternative is to provide substitute models (e.g., parent figures, successful figures, and glamorous figures) with whom a black child can identify, through the use of motion pictures.

RATIONALE

A rationale for the study was provided by a review of the literature which supported the following statements:

1. The self-concept develops as one assimilates the attitudes of others into his personality structure.
(Deutsch and Krauss, 1965, p. 181; Havighurst, Robinson and Dorr, 1946, p. 241-247)
2. The black child begins to develop a negative self-concept as a result of the status of his race in a dominant white society.
(Allport, 1958, p. 137; J. H. Douglass, 1960, p. 183; Goodman, 1952, p. 256; Clark and Clark, 1950, pp. 341-350; Bird, Monachesi and Burdick, 1952, p. 695; Stevenson and Steward, 1958, p. 408; Moreland, 1958, p. 137; Clark, 1950, p. 23; Greenwald and Oppenheim, 1968 pp. 49-52; Deutsch, 1960, p. 11; Long, et al., 1969, p. 43)
3. The self-concept is a significant determiner of achievement for the individual.
(Wylie, 1961; Snygg and Combs, 1949; Coleman, 1966, p. 281; Renzaglia, 1952, p. 784; Reeder, 1955, p. 2472; Stevens, 1956, p. 2531; Hamachek, 1960; Fink, 1962, pp. 57-62; Lavard, 1961; Brookover, 1964, p. 277; Whiteman and Deutsch, 1967, pp. 346-348; Meyers, 1966, p. 3960A; Johnson, p. 113-A)
4. A more positive self-concept has been brought about in a classroom environment.

(Stainer, 1958, pp. 97-111; Perkins, 1958, pp. 221-230; Videbeck, 1960, p. 358; Maehr, Mensing and Nafzger, 1962, pp. 353-357; Ludwig and Maehr, 1967, pp. 453-467; Rosen, Levinger and Leppitt, 1960, pp. 187-192; Davidson and Lang, 1960, pp. 190-194)

5. Children imitate the behavior of models presented through motion pictures.

(Bandura and Walters, 1963, p. 60; Bandura, Ross and Ross, 1963A; Bandura, et al., 1963B)

6. Changes in self-perceptions and attitudes toward other races have been brought about through the use of media.

(Mertens, 1951; Corneilson and Arsenian, 1960, p. 72; Peterson and Thurston, 1933, p. 75)

In short, the previous statements lend support that perhaps mediated black models may be effective in bringing about a more positive self-concept among black students.

METHOD

The design of this study was of the post-test form only. This was done in order to control for the effects of testing.

The sample for this study consisted of all the black students in the fourth and sixth grades located in three eastern inner-city schools. The population of the three schools included grades kindergarten through six, which were comprised of 67 percent black and 33 percent white students. All three schools were receiving aid under the ESEA Title I. Included in the fourth grade sample were 74 experimental and 63 control subjects. The sixth grade sample was comprised of 66 experimental and 51 control subjects. The difference in N is accounted for by loss of some of the subjects due to school schedules, student absences, and failure to complete the test. However,

as subjects had been randomly assigned within grades to either the experimental or control groups, the results of this experiment should be generalizable to similar populations within similar schools. A description of the groups appears in Table 1.

Two types of data were collected, descriptive and experimental. The descriptive data which was collected on each student appears in Table 1 and consists of (a) chronological age, (b) sex, (c) reading comprehension scores of the Iowa Basic Test.

The experimental data consisted of the raw scores of the Self-Social Symbols Tasks and the Children's Self-Concept Scale. The Self-Social Symbols Tasks is a 56 item measure from which is derived nine constructs of the self. The constructs are: Individuation, Power, Esteem, Centrality, Grouping I and II, Identification, Dependency, and Complexity. This instrument uses symbols representing the self in relation to salient other people.

One of the basic assumptions of this instrument is that it is possible to communicate the self-social system non-verbally. For example, identification with others can be represented by physical distance between symbols representing self and others. Another example is that the subject who perceives the self as being different from others will choose a different symbol.

In order to gain additional data, the Children's Self-Concept Scale was also administered. This measure is comprised of 30 items which requires the subject to indicate on a three point scale how descriptive a trait is of the self. The score for each item runs from one to three, with a higher score indicating a more positive self-concept. Both of the measures had been used to study the self-concept of various subjects in previous years.

The experimental groups viewed materials which consisted of commercially available segments of 16 mm. motion picture films portraying persons who can be viewed as positive black models. The treatment spanned the period of approximately one hour. Included in the motion picture segments were: a black middle-class family, Jackie Robinson, black fighting men, black singers and musicians, Martin Luther King, Jr., black athletes, and a black postman. The control groups viewed motion pictures which were comparable except the race of the models was white.

Instruments used in this study were administered by means of an audio tape recorder and prepared overhead transparencies. This procedure eliminated any variation that might occur in administering the instruments, and also eliminated the need for additional questioning that had occurred during a previous pilot test by a live examiner. The Mann-Whitney U Test, a nonparametric statistic, was used to analyze data for the following reasons: (a) the sample used in this study could not meet the criteria of normal distribution; and (b) the data could only be assumed to be ordinal and not interval. In instances where sample sizes are greater than 20, the Mann-Whitney U is converted to a z score. The .05 level was used to decide whether differences between the experimental and control groups were significant. Since all of the hypotheses tested were directional, a one-tailed test was involved in each case.

Internal Consistency: An analysis of the internal consistency of each of the constructs of this study was performed after the data were analyzed by the Mann-Whitney U Test. Spearman-Brown coefficients of internal consistency ranged from .01 to .89 for the fourth grade and .18 to .84 for the sixth, and can be viewed in Table 2.

TABLE 1

DEMOGRAPHIC AND READING STATISTICS
FOURTH AND SIXTH GRADE GROUPS

Fourth Grade

GROUP	SEX		AGE (YRS.-MO)		READING SCORES	
	M	F	MEDIAN	RANGE	MEDIAN	RANGE
Experimental	48	26	10-3	3-8	3-0	4-0
Control	32	31	10-3	3-3	3-2	5-0

Sixth Grade

GROUP	SEX		AGE (YRS.-MO)		READING SCORES	
	M	F	MEDIAN	RANGE	MEDIAN	RANGE
Experimental	28	38	12-4	4-1	5-2	6-7
Control	22	29	12-4	2-10	5-1	5-6

TABLE 2.

SPEARMAN-BROWN COEFFICIENTS OF INTERNAL CONSISTENCY
Fourth and Sixth Grade

Construct	Spearman-Brown Coefficients of Internal Consistency	
	4th	6th
Individuation	.49	.67
Power	.01	.39
Esteem	.60	.84
Centrality	.32	.50
Grouping I	.89	.75
Grouping II	.81	.80
Identification	.63	.18
Dependency	.83	.85
Complexity	.58	.38
Self-Concept Scale	.80	.70

RESULTS

The main hypothesis of this study was: Black students who view motion pictures portraying black models will have a more positive self-concept than will black students who view motion pictures portraying white models. Because this hypothesis tended to be too global, ten hypotheses were derived using the nine constructs of the Self-Social Symbols Tasks and the gross score of the Self-Concept Scale.

INDIVIDUATION - Hypothesis 1

Individuation or minority identification is defined as the degree to which a person differentiates himself from his peers.

In one study, the majority figures were chosen more frequently by black adolescents than by whites (Taylor, 1967) and by institutionalized adolescents as compared to normal controls (Long, et al., 1967). This evidence seems to suggest that the minority response may represent a more "mature response," while the majority choice may represent refuge for the self.

It was anticipated that after black students viewed films portraying black models that they would, in turn, feel more pride in their race and not seek refuge in majority identification as did Taylor's (1967) subjects.

In Table 3, it can be seen that there were no significant differences on the Individuation scores of experimental and control groups of both the fourth and sixth grade students. Therefore, the following hypothesis was not accepted: Black fourth and sixth grade experimental groups will receive higher scores on the individuation

construct than will control groups.

POWER - Hypothesis 2

Power is defined as the conception of the self as superior, equal or inferior to specific other persons. In an urban area, Scheiner found black fifth graders who were in the majority of the community showed greater power for the self than did whites (Long, et al., 1967).

In another rural sample, however, where blacks were in the minority, it was found that the black sixth graders scored lower in the power construct (Taylor, 1967).

The motion pictures sometimes presented blacks in power positions, e.g., blacks winning out against white segregationists in a southern bus boycott. It was thought that if the black students did identify more with members of their own race presented via motion pictures, they would also perceive themselves as being more powerful.

Differences significant at the .05 level appeared on the Power construct scores, as indicated in Table 4, among the experimental and control groups of both the fourth and sixth grades. Therefore, the following hypothesis was accepted: Fourth and sixth grade experimental groups will receive higher scores on the Power construct than will the control groups. It should be noted that these findings are tenuous at best for the fourth grade group due to the low reliability of the Power score (see Table 2).

ESTEEM - Hypothesis 3

Esteem is defined as the value or importance attributed to self in comparison to others. In five of the six studies reviewed by

TABLE 3

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON INDIVIDUATION

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	4967	4349	3872	3031
Median	7.0	7.1	8.4	8.2
Range	8	7	8	6
U	<u>2329</u>		<u>1661</u>	
<u>z</u>	.01		.12	

TABLE 4

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON POWER

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	5582	3871	4205.5	2696.5
Median	16.9	16.1	17.8	16.9
Range	18	16	19	14
U	<u>2807</u>		<u>1995.5</u>	
<u>z</u>	-2.07*		-1.73*	

*p < .05 (one-tailed test)

Long, et al. (1967), which were related to race or class, lower esteem scores were associated with black and/or lower-class children. The exception to this occurred in an urban sample where the esteem of black girls was higher than that of the white controls.

The motion picture segments used in this study portrayed black models in positions held in high esteem by both the black and the white race. It was anticipated that black experimentals would identify with such models and also attribute more importance to themselves.

In Table 5, it can be seen that there were no significant differences on the Esteem scores of the experimental and control groups of both the fourth and sixth grades. Therefore, the following hypothesis was not accepted: Black fourth and sixth grade experimental groups will receive higher scores on the Esteem construct than will the control groups.

CENTRALITY - Hypothesis 4

Centrality is defined as the focusing of attention upon the self rather than the other; that is, an inward rather than an outward orientation. In studies by Taylor (1967) of sixth graders, blacks were found to have greater self-centrality than white students. In another study, neuropsychiatric patients were found to have greater self-centrality than were the normal controls (Ziller, Meagus and Decencio, 1964). Allport (1948) states that some degree of in-group hate seems inevitable among black people if they accept the white society's value system. If, however, the white society introduced motion pictures utilizing black models into the classroom, it was anticipated that experimentals would interpret this as

a recognition and valuing of the black society. The student feeling a part of his race would value and feel better about himself, bringing about a more outward orientation.

In Table 6, it can be seen that differences significant at the .001 level appeared on the Centrality scores of the fourth grade experimental and control groups, while no significant differences appeared for the sixth grade. Therefore, the following hypothesis was accepted: The fourth grade experimental group will receive lower scores on the Centrality construct than will their control group.

GROUPING I - Hypothesis 5

Grouping I can be termed as group identification and is defined as the social inclusiveness of the individual or the feeling of "we-ness."

Meade, according to Ziller (Long, et al., 1967) believed that identification with another enables the individual to assume the role of another. Grambs (1965) suggests there is a lack of available black models and, until very recently, there have also been few black models in motion pictures. It seemed plausible that black students would identify with film-mediated models and want to include them in their group, if given the opportunity.

In Table 7, it can be seen that differences significant at the .001 level of probability appeared on the Grouping I scores of the experimental and control groups of both the fourth and the sixth grades. Therefore, the following hypothesis was accepted: Fourth and sixth grade experimental groups will receive higher scores on the Grouping I construct than will control groups.

TABLE 5

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON ESTEEM

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	5265.5	4187.5	3738	3165
Median	18.4	17.2	22.8	24.7
Range	27	29	29	21
U	<u>2490.5</u>		<u>1527</u>	
z	-.69		.86	

TABLE 6

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON CENTRALITY

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	4195.5	5120.5	3697	3089
Median	3.0	3.7	2.5	2.7
Range	6	6	6	5
U	<u>1557.5</u>		<u>1603</u>	
z	3.43***		.45	

***p < .001 (one-tailed test)

GROUPING II - Hypothesis 6

Grouping II can be defined as identification with parents and is derived from the Grouping I construct. Taylor (1967) found that black students included fewer parents in the self group than did white students. If children at this age usually identify more with parents and if the black students identify less with parents, then perhaps the parents or persons assuming parent roles have been presenting negative images to the children. The motion pictures portrayed strong mother, father, son and daughter relationships in traditional family situations. It was anticipated that the viewing of such family relationships would enable the black students to identify with those assuming the parent roles and to indicate this identification by including them in the self group. The result, in turn, would be a higher score on the Grouping II construct.

In Table 8, it can be seen that significant differences appeared on the Grouping II scores of the experimental and control groups of both the fourth and sixth grades—.001 and .05 respectively. Therefore, the following hypothesis was accepted: Fourth and sixth grade experimental groups will receive higher scores on the Grouping II construct than will control groups.

IDENTIFICATION - Hypothesis 7

Identification is defined as the conception of the self in the "we" category with the other person or persons (Long, et al., 1968). A closer Identification and Grouping I (according to Long, et al., 1968) are both measuring the conception of the person in the "we" category. The only difference is that identification with signifi-

TABLE 7

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON GROUPING I

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	6909	2544	4438	2342.5
Median	19.4	10.7	16.9	15.4
Range'	29	16	21	26
U	<u>4134</u>		<u>2349.5</u>	
z	-7.80***		3.69***	

***p < .001 (one-tailed test)

TABLE 8

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON GROUPING II

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	6091.5	3306	3972	2675
Median	7.2	3.0	7.7	7.6
Range'	8	8	6	8
U	<u>3372</u>		<u>2017</u>	
z	-4.59***		-2.06*	

***p < .001 (one-tailed test)

*p < .05 (one-tailed test)

cant others is measured by the Identification construct, while identification with the group is measured by the Grouping I construct.

In Table 9, it can be seen that no significant differences appeared on the Identification scores of the experimental and control groups of both fourth and sixth grades. Therefore, the following hypothesis was rejected: Black fourth and sixth grade experimental groups will receive lower scores on the Identification construct than will the control groups.

DEPENDENCY - Hypothesis 8

Dependency (or socialization) is defined as the degree to which a person conceives of himself as being part of a group of others, as opposed to the idea of the self as being separate (Long, et al., 1968).

Ziller, Long, et al., (1968) found in three studies that lower class subjects and/or black subjects had lower Dependency scores as opposed to middle class and/or white subjects. The experimental motion pictures portrayed black models being included in various organizations. It was anticipated that if black students identified with these black models, then they would conceive of themselves as being more a part of a group.

In Table 10, it can be seen that no significant differences appeared on the Dependency scores of the experimental and control groups of both the fourth and sixth grades. Therefore, the following hypothesis was rejected: Fourth and sixth grade experimental groups will receive higher scores on the Dependency construct than will control groups.

TABLE 9

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON IDENTIFICATION

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	5247	4206	3974.5	2928.5
Median	25.9	22.0	24.7	22.8
Range	49	52	42	41
U	<u>2472</u>		<u>1763.5</u>	
<u>z</u>	-.61		-.44	

TABLE 10

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON DEPENDENCY

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	5331.5	4079.5	3797	2873
Median	2.2	1.9	4.5	4.4
Range	6	6	6	6
U	<u>2598.5</u>		<u>1819</u>	
<u>z</u>	-1.18		-.76	

COMPLEXITY - Hypothesis 9

Complexity is defined as the degree of differentiation of the self-concept. Long, et al. (1968) assume that as a child is introduced to an increasing number of various persons, the accumulated comparisons of these various persons will result in a more complex conception of the self. The motion picture which the black students viewed were composed of various black individuals. It was deemed possible that comparisons of such varied persons could take place in a relatively short time—specifically, during the time of the treatment. Therefore, it was anticipated that experimentals would perceive themselves as being more complex.

In Table 11, it can be seen that no significant differences appeared on the Complexity scores of the experimental and control groups of both the fourth and sixth grades. Therefore, the following hypothesis was rejected: Fourth and sixth grade experimental groups will receive higher scores on the Complexity construct than will control groups.

SELF-CONCEPT SCALE - Hypothesis 10

A global change toward a more positive self-concept as measured by Bledsoe's Self-Concept Scale (1962) was anticipated. It was thought that the students would indicate perceptions of the self other than those which they may have perceived had been ascribed to them as a result of the status relegated their race in a white society.

In Table 12, it can be seen that no differences appeared on the Self-Concept Scale scores of the fourth and sixth grade control groups. It should be noted that the median of the sixth grade

TABLE 11

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON COMPLEXITY

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	5111	4280	3788.5	2889
Median	22.4	22.3	23.7	23.6
Range	16	16	14	17
U	<u>2398</u>		<u>1803</u>	
Z	-.29		-.66	

TABLE 12

DIFFERENCES AMONG EXPERIMENTAL AND CONTROL GROUPS
ON THE SELF CONCEPT SCALE

	4th Grade		6th Grade	
	Experimental	Control	Experimental	Control
N	74	63	66	51
Sum of Ranks	4993	4460	3589	3314
Median	49.7	51.5	50.8	53.0
Range	46	40	34	37
U	<u>2218</u>		<u>1378</u>	
Z	.49		1.68	

experimental group was lower than that of the control group and the U score of 1378 when converted produced a z score of 1.68. However, the findings were in the opposite direction from that which had been predicted. Therefore, the following hypothesis was rejected: Fourth and sixth grade experimental groups will receive higher scores than will control groups. The findings for this construct which were unexpected are discussed later in this paper.

DISCUSSION AND IMPLICATIONS

The design of this study was of the post-test type only which eliminated the contamination of pre-testing. It was therefore impossible to determine whether result of this study can be attributed to an increase in self-concept among the experimental subjects as a result of viewing black models; or a decrease in self-concept among the control groups as a result of watching white models.

Subjects had been exposed to film-mediated white models all through their school years. Thurston and Peterson (1933) had indicated that attitude changes brought about by motion pictures were cumulative. It could be inferred that any negative self-concepts resulting from the viewing of white models via motion pictures would have been cumulative. One additional exposure to white models should not have generated a dramatic change toward a negative self-concept. However, according to teachers in this study, this was the first or one of the few times that black film-mediated models had been brought into the classroom. Therefore, any changes in self-concept can probably be attributed to the positive effects of the experimental rather than the negative effects of the control

motion pictures.

Most theories of self-concept indicate that the self is learned through social-interaction of the human organism. Havighurst, et al. (1946) have indicated that the ideal-self evolves through identification with significant or glamorous others; e.g., parents, teachers, athletes, movie stars, etc.; depending on the age of the child. The data from this study support this point of view, at least in so far as the immediate after-effects. Whether the greater power of self as measured by the Power construct was because experimental groups viewed black persons in more powerful positions via film, or due to the fact that the black race, by being admitted to the classroom via motion pictures, was being perceived as being a more powerful group is open to conjecture.

There was a greater significant difference on Centrality, Grouping I and Grouping II between the fourth grade experimental and control groups than the sixth grade experimental and control groups. It is quite possible that the self-concept of fourth grade children is more flexible than sixth graders.

Most of the motion pictures which had been reviewed by the investigator had been geared to white audiences. The fact that negative motion picture footage and comments concerning black people were eliminated could have resulted in the black fourth grade group focusing less on themselves, as indicated by differences on the Centrality construct. Also, if identification with black models did take place, could this feeling not be generalizable to the whole black race? If a person now feels better about his race, would this not contribute to his sense of well-being? It may also be that the black student values himself more because he feels his

race now has more value, having been recognized in the classroom via educational films. If he values himself, he could feel better about himself, focus less on himself, and thus have a lower Centrality score.

The experimental groups of both the fourth and sixth grades included significantly more people in the self-group of the Grouping I construct, indicating that black students will identify more with black models presented by motion pictures than with white models. The salient point is that live models were not used and yet this did not interfere with the identification process. It is reasonable to assume that the inclusion of positive black individuals in educational films will provide black students with models with whom they can identify, thus providing alternatives to possible negative live models.

The parents were included more often by the fourth and sixth grade experimental groups than by the control groups as measured by Grouping II. Whether the students identified more with the parents in the motion pictures or whether the parents in the motion pictures legitimized their own parents is open to conjecture.

An interesting and totally unexpected outcome of this study was the fact that the sixth grade control group had a more positive self-concept as measured by the Self-Concept Scale. These findings were not significant, however, as they were in the opposite direction of that which had been predicted. It is doubtful whether these findings could be attributed to chance, as the median of the fourth grade control group was also higher than that of the experimental group. The self-concept scale was administered even though it had the inadequacies of being both global and verbal,

which Wylie (1961) had found to be true of most measures of self-concept. The Self-Concept Scale assumes that the child's indication on a scale of three points will be his true perception of himself. However, in another study, children were presented with written statements which the authors considered true of all children, but which would require self-effacement to admit. It was found that those who admitted to negative self-statements were those who had the highest adjustment scores as measured by the California Test of Personality (Taylor and Combs, p. 89-91, 1952). In another study, Zimmer (p. 447-449, 1954) found no relationship between a measure of self acceptance and independent measures of conflict derived from a word association test. It may be that the visibility of verbal measures can induce a subject to indicate socially desirable rather than true perceptions of the self.

The findings of this study support those of Taylor and Combs (1952) and confirm Wylie's admonitions against the use of such measures. It could be that the control group felt threatened by the "press" of the white society as manifested by white models being presented via motion pictures. In order to be less open to additional threat, they refused to reveal low perceptions of self-worth.

The fact that the data did not support all of the hypotheses could be attributed to other factors. For example, greater significant differences might have been observed had the internal consistency of the constructs been greater among this sample. On the Power scores, significant differences were obtained at the .05 level for both the fourth and sixth grades. As there was a change toward more powerful perceptions of the self, more consistent

responses on the part of the subjects could have resulted in greater significance on the Power construct.

Long, et al. (1967, p. 25) state that "in certain cases findings of unreliability appear to have psychological meaning." It was found that a sample of Head Start children, in which 47 percent of the natural fathers were not at home, responded inconsistently when placing the self next to the father on a near/far continuum. In contrast, however, a sample of middle-class children, in which only seven percent of the natural fathers were not at home, responded consistently to the father. It may likewise be that the viewing of black models in power positions via motion pictures along with the lack or inconsistency in previous years of viewing black models in power positions may have contributed to the inconsistency of Power scores.

Although the experimental groups did indicate greater group identification, perhaps more time was needed to assimilate other attributes of those included in the group in order to bring about significant changes in other constructs of the Self-Social Symbols Tasks.

The choice of models could also have affected the results of this experiment. Models who were known in the immediate community or those who were of the same general age level might possibly have produced more significant changes. Also, perhaps more contemporary models might have produced more significant differences between experimental and control groups in this study.

In this study, aspects of the self-concept were found to vary as a result of the race of the model presented by means of motion pictures in the time span of one morning or one afternoon. If it

is true that a favorable self-concept should be brought about through classroom procedures, then an effort must be made to encourage the use of black models in classroom films. It would be naive, however, to believe that such effects could be lasting. Studies involving films dealing in the affective and cognitive domain have indicated a fading effect over a period of time. There is no reason to believe that the effects of this study would be any different.

A follow-up study should attempt to determine if a relatively permanent positive change could be affected among black students by means of film-mediated black models. Films could be presented on a regular basis over a period of a year or two. Aspects of the self-concept would be measured to see what changes had taken place in comparison to a control group. The effects of fading over a period of time should also be studied.

Because educational motion pictures are classified as educational media, it would seem good practice to incorporate media portraying black models in the educational environment. Although the value of certain media in regard to bringing about a more positive self-concept is still yet to be determined, the problem of first concern in the classroom should be presenting of the model, not the medium.

Research should also be attempted to determine the optimum age at which efforts to bring about a more positive self-concept should be initiated. A cross-sectional study of black students in kindergarten through 12th grade could shed some light on the problem stated above.

Although there was change toward a more positive self-concept among the black experimental groups, films cannot be considered a

panacea for inner-city educational problems. The problem of black self-concept is too deeply rooted in traditional, socio-economic and political "press" which work for black status-quo. It would be naive to believe that anything less than a "comprehensive effort" on the part of all traditional, socio-economic, and political institutions will ever solve this immense problem. In the event the "comprehensive effort" never becomes a reality, the least the schools can do is recognize the existence of blacks and legitimize this recognition by giving black students the same opportunities and rewards that whites have enjoyed. Among these rights is the chance to see members of the black race in educational motion pictures.