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COMPARISON OF ATTITUDES OF RACIAL GROUPS  
TOWARDS DESEGREGATION ISSUES, POLICIES  
AND TECHNIQUES: A STUDY OF TWO  
HIGH SCHOOLS IN PALM BEACH  
COUNTY, FLORIDA

by

MITCHELL E. KASS

A dissertation submitted to the Graduate Faculty in  
Sociology in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy,  
The City University of New York

1995

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This manuscript has been read and accepted for the Graduate Faculty in Sociology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

April 17, 1995  
Date

Charles Winick  
Chair of Examining Committee

April 17, 1995  
Date

Lindsey Churchill  
Executive Officer

Dr. Charles Winick

Dr. Lindsey Churchill

Dr. Robert J. Kelly  
Supervisory Committee

THE CITY UNIVERSITY OF NEW YORK

Abstract

COMPARISON OF ATTITUDES OF RACIAL GROUPS  
TOWARDS DESEGREGATION ISSUES, POLICIES,  
AND TECHNIQUES: A STUDY OF TWO  
HIGH SCHOOLS IN PALM BEACH  
COUNTY, FLORIDA

by

Mitchell Kass

Advisor: Dr. Charles Winick

This research project investigated the perceptions of White and Black students toward desegregation. The sample groups were chosen from two Palm Beach County Florida High Schools located in Lake Worth and Boca Raton, Florida. The schools were chosen to represent two diverse socio-economic areas in the county. Eleventh and twelfth grade White and Black students from each school were asked to express their opinions of thirty-seven selected statements which correlated with various variables that may be related to student attitudes. Significance of the correlation between the variables to the student responses were recorded in the study.

Issue statements were developed producing variables that may effect student attitudes were Attitudes Toward Desegregation Techniques, Attitudes Toward Legitimacy of School Desegregation Policy, Efficacy (having the power to produce a desired effect), Alienation and Solidarity, and Racial Ethnic Prejudice. Thirty-seven statements were used to test the null hypothesis that White and Black students would

perceive the statements with no statistically significant differences.

The survey questionnaire was administered to 432 students in Palm Beach County, Florida in the spring of 1993. The statistical method used in the study to show the comparison of perceptions and to determine the significance of the variation in perceptions to the statements by the study groups, was the chi square test. The .05 level of significance was used. Using a Likert scale, respondents indicated their perception of the statements about the issues.

Previous studies fail to conclusively link White-Black student attitudes to the techniques of desegregation.

The significance of this study is to: (1) report areas of consistency of perceptions of agreement or disagreement among racial groups on the current status of desegregation in public education, (2) provide data to be used as informational material for decision makers, (3) be a tool for developing objectives and strategies for solving these issues, and (4) enhance communication efficiency by reporting areas of agreement or disagreement.

The overall findings were that students from the Lake Worth and Boca Raton High Schools indicated that desegregated schools could help students of all races/ethnic groups understand each other better.

### ACKNOWLEDGEMENTS

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CHAPTER I  
INTRODUCTION

Controversy has always been a part of the American tradition. Full noted that controversy continually plays an influential role in the growth and development of the educational process.<sup>1</sup> Today's controversy in education has no single focus; conflicting and contradictory opinions are voiced on every aspect of education in an everchanging pattern of emphases. Current controversy, to some degree, represents an intensification of yesterday's conflicts, yet in large measure it grows out of conflicts and challenges that are unique to a highly complex society.

No critic of American democracy can justly complain that there has been a lack of thinking about education during the past three decades. Although some criticisms of education projected the fears by citizens, other criticisms are stimulating, constructive, and helpful.

However, there is a purpose to preserving the democratic society and fostering its growth in time of change. To accomplish this purpose, it is necessary first to identify the problems of the society. As a result, there are differences of opinion about the nature of the problems, their number, priorities, limitations and emphasis.<sup>2</sup>

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<sup>1</sup>Harold Full, Controversy in American Education (New York: The Macmillan Company, 1972), p. v.

<sup>2</sup>Wilfred R. Smith, Educational Issues in a Changing Society (Detroit: Wayne State University Press, 1968), p. 2.

Despite the considerable apathy and confusion, there persists a strong conviction that something is desperately wrong with the educational institutions. As much as there is disagreement on what is wrong and how to alleviate problems, there appears to be increasing agreement that something must be done, and soon, to restore public confidence in the educational process and to create institutions that are worthy of that trust.

This seems to be a point in the history of American education where no one can make definitive statements even about the nature of the most crucial problems that face education, and yet at the same time, it is realized that education is in the midst of what may well be unprecedented educational crisis.<sup>3</sup> This statement of unprecedented educational crisis echoed twenty years ago, still is relevant today. The issue of equality in education points to the policies in desegregating our schools. The purpose of this study is to report compare racial attitudes toward desegregation. It was felt that examining these attitudes would contribute to improved communications and understanding among racial groups, add consistency in developing goals and objectives toward desegregation policy, and help set priorities to provide quality education for the children of the 21st century.

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<sup>3</sup>Dwight W. Allen, Controversies in Education (Philadelphia: W. B. Saunders Company, 1974). p. xvi.

### Statement of the Problem

A comparison of the attitudes of racial groups toward desegregation techniques and policies was the problem investigated in this study. The problem involved the development of statements regarding desegregation.

The purpose of the research was to report on the following:

- 1 - Whether racial attitudes toward desegregation were similar among racial groups.
- 2 - Whether attitudes toward desegregation vary more because of the 'type of desegregation technique', or are they significantly affected by \*other factors such as;
  - \* Legitimacy of school desegregation policy
  - \* Efficacy (having the power to produce desired effects)
  - \* Alienation and Solidarity toward school
  - \* Racial prejudice
  - \* SES of the neighborhood in which the school is located.
- 3 - The attitudes of racial groups "receiving" students from other neighborhoods.
- 4 - The attitudes of racial groups toward attending schools which are not in the neighborhoods where they live.

### Desegregation Strategies and Effectiveness

Close examination suggests that many desegregation techniques are variations of a few basic strategies. In considering desegregation in northern communities, Kirby, et. al. isolated 27 different desegregation actions, which can be divided into three groups (1) symbolic-procedural (e.g., appointing a committee to study a specific problem), (2) voluntary participation (e.g., initiating compensatory education, hiring more Black teachers) and (3) forced participation (e.g., instituting open enrollment, redrawing boundaries, closing schools, busing).<sup>4</sup>

Most of the literature further divides the "forced participation" techniques into a number of other categories. For example, Hughes, Gordon, and Hillman (1980:54) enumerate six popular techniques for pupil assignment: rezoning, contiguous pairing, noncontiguous pairing, clustering, single-grade centers, and islands, listed in order of "ease and economy of implementation."<sup>5</sup> Desegregation specialist Gordon Foster (1973:17-22) discusses five basic means: redrawing zone lines, pairing and grouping, modified feeder patterns, skip zoning, and site selection and construction policies, along with several so-call "optional methods"

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<sup>4</sup>David J. Kirby, et. al. (1970). School Desegregation in the North: A Preliminary Report, The John Hopkins University, Center for the Study of Social Organization of Schools, Report No. 86.

<sup>5</sup>Larry W. Hugh, William M. Gordon, and Larry W. Hillman. Desegregating America's Schools, 1980:54.

(including open enrollment and magnet schools).<sup>6</sup> In their research on California school desegregation, Wegner and Mercer (1975:128-129) construct a "desegregation action index" from six techniques: relocation, new construction, boundary changes, open enrollment, mandatory busing, and pairing.<sup>7</sup> The next page summarizes the various techniques identified by Wegner and Mercer, as well as other authorities.

Vergon (1981:7) suggests that, while the names assigned to techniques vary from study to study, desegregation strategies are of two generic types: voluntary desegregation strategies (e.g., open enrollment, magnet-only, majority to minority transfers), and mandatory desegregation strategies (e.g., rezoning, pairing, clustering).<sup>8</sup> This study will attempt to show that these two generic types of strategies affect attitudes of students attending the schools involved in desegregation policy implementation.

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<sup>6</sup>Gordon Foster. "Desegregating Urban Schools: A Review of Techniques". Harvard Educational Review 43 (February):5-36, 1973.

<sup>7</sup>Eldon Wegner and Jane Mercer "Dynamics of the Desegregation Process: Politics, Policies, and Community Characteristics as Factors in Change," [ 123-143 in F.M. Wirt, ed., The Policy of the School. Lexington, Mass.: D.C. Heath, 1975.

<sup>8</sup>Charles B. Vergon, Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies: Desegregation Strategies and the Courts. Nashville, Tenn.: Vanderbilt University Center for Education and Human Development Policy, April, 1981.

### Definition of Terms

#### **Desegregation Techniques Used In This Study**

The techniques below which are being studied are or have been used by the Palm Beach County School Board to desegregate county schools. These techniques are in agreement with "The Six Standard Techniques" cited in "New Evidence on School Desegregation" (Welch, Light, Dong and Ross: Prepared for the U.S. Commission on Civil Rights, Clearinghouse Publication 92, June 1987).

The components of a desegregation plan can be classified as voluntary or involuntary. The distinction refers to whether students are permitted to choose the school they will attend; voluntary techniques: freedom of choice, magnet programs, and transfers. Involuntary techniques include neighborhood attendance zones, rezoning, and pairing and clustering, although the latter two may involve forced busing.

**Freedom of choice**, also called open enrollment, allows students to transfer to the school of their choice. Students cannot be denied their choice unless the school's capacity has been exceeded; proximity to the school is the standard criterion used to assign students in such cases.

**Magnets** include a broad array of educational programs that are either the focus of an entire school (dedicated magnets) or offered as a part of a standard curriculum (mini-magnets or part schools). At the elementary level, magnets typically offer a special learning environment, such

as "open education," accelerated learning, or an emphasis on fundamental skills. Secondary school magnets may offer a particular curriculum, such as vocational skills, mathematics and science, languages, or performing arts.

A magnet is called "citywide" if enrollment is offered to every eligible student in the district, on a source available basis and typically, with racial guidelines. "Neighborhood preference" magnets give enrollment priority to a particular racial group. When an existing school is converted to a dedicated magnet, its former students may be given enrollment priority.

Other voluntary transfers include the commonly used majority-to-minority transfers. These programs permit any student to transfer from a school where he or she is in the majority to a school where he or she is in the minority. Some majority-to-minority plans permit the student to transfer to a school where he or she is less in the majority, as long as the transfer improves the level of integration in the district.

Neighborhood attendance zones is a mandatory technique that assigns students to schools in their neighborhoods. This strategy was primarily used to end the dual system practice of sending students to distant schools because closer schools were not designated for their race. Whether this technique improves the level of integration depends, of course, on the racial composition of the neighborhood.

Rezoning refers to any change in attendance zones

except when pairing and clustering are involved. It may be necessitated by the closing of a school, or by the formation of a magnet since, in both situations, the school's former students must be assigned elsewhere. Similarly, the opening of a school requires that portions of other schools' attendance zones be shifted to the new school. In the absence of these events or in conjunction with them, a district may simply reassign students to improve integration. Rezoning plans vary tremendously in their scope: they may affect as few as two schools, or they may alter the attendance zone of every school in the district.

Rezoning can be done in a variety of ways. Contiguous rezoning alters the attendance boundaries between adjacent schools. Noncontiguous rezoning reassigns students to a school that does not share a boundary with their current school. Schools with an inadequate racial balance are often designated as "satellite receivers" and are assigned students from other parts of the district. Noncontiguous rezoning entails greater transportation costs than does contiguous zoning, and invariably involves busing.

Pairing and clustering involves reassigning students between a pair or a group of schools, usually via grade restructuring. The schools grouped together may have either contiguous or noncontiguous attendance zones. For example, a (predominantly) White school and a (predominantly) Black school, both offering grades K-6, could be paired by converting one into a lower elementary school (grades 1-3)

and the other into an upper elementary school (grades 4-6); kindergarten students would be unaffected by the plan. This is a common grade restructuring scheme. Most pairing and clustering plans rely on grade restructuring, but students can be exchanged on the basis of other criteria.

\* OTHER DEFINITIONS OF TERMS

**Busing**--refers to any means by which students are transported between home and school when paid for by public funds. Most of the transportation is indeed provided by district-owned or contract buses. In some larger cities, however, students ride existing public transportation systems. "Increase in busing" is derived in such a way that the actual mode of transportation in each separate district does not affect the actual calculations.

**Clustering**--the method that combines three or more schools, any one or more of which may have been previously segregated, into desegregated facilities with different grade levels in each.

**De facto segregation**--a separation of students by race which the law recognizes as having happened either by sheer accident or because of housing patterns, which no local or state action responsible for the separation.

**De jure segregation**--although frequently equated with "southern" segregation in the 17 southern and border states, de jure segregation in fact refers to any separation of students by race which results from official school board, city, or state action.

**Educational parks**--large school sites with several buildings, centralized administration, consolidated media, and physical education facilities. Frequently, as many as 10,000 students are served in a grade structure from pre-K to grade 12. Few, if any, such organizational facilities actually exist.

**Magnet-mandatory plan**--a form of magnet school that is not optional. The choice is not between a segregated neighborhood school and a desegregated magnet school. Parental choices are: (1) leave the school system; (2) accept the forced reassignment to a desegregated school; or (3) choose a desegregated magnet school.

**Magnet-only plan**--an essentially voluntary program under which parents may choose to send their children to a city-wide or area-wide school offering a special curriculum or educational program. Magnet-only plans depend on making such schools sufficiently attractive to induce parents to voluntarily leave their segregated neighborhood schools.

**Majority-to-minority transfer**--a method of voluntary student assignment by which students who are enrolled in schools in which their race is in the majority may transfer to any school (in the same district) where their race is in the minority. Usually, the school district is obliged to provide transportation. The hope is to produce a voluntary levelling of racial imbalances between the schools.

**Metropolitan plan**--a desegregation plan that crosses established school district lines. In effect, metropolitan

plans call for interdistrict remedies to segregation.

**Open enrollment**--a voluntary student assignment approach that permits parents to choose any school within a district for their children to attend. In the North, it is frequently the first hesitant step taken by a desegregating school district; in the South, it was the predominant form of desegregation under the appellation of "freedom of choice."

**Pairing**--a method of desegregating two schools, one predominantly white, the other minority, which serve the same grades. Instead of both schools containing K-6, after pairing one school might have grades K-3 and the other grades 4-6, with students drawn from the former attendance zones of both schools. Both schools would share the white and minority populations of the enlarged zone.

**Racial balance**--a requirement that the racial makeup of each school in a district equal or approximate the racial composition of the entire community.

**Resegregation**--the return of previously desegregated schools to segregated conditions. Population mobility and the disposition of some parents to send their children to private schools are frequent causes of this.

**Rezoning**--the redrawing of attendance area boundaries so that the newly constituted attendance areas more closely reflect the racial composition of the entire school community.

**School closing**--frequently a part of a larger

desegregation plan, the closing of a school and the redistribution of its student body into other schools not of the same racial makeup is one way to change the racial identify of schools.

**Special master**--an expert appointed by the court to act as the representative of the court in the development of a desegregation plan.

**Voluntary desegregation**--a desegregation plan in which the school district decides to desegregate its schools without direction from the courts.

**White flight**--a term often used instead of white enrollment decline. Although it generally refers to the tendency for white middle- and upper-class families to relocate out of the communities that implemented desegregation plans, it may also include those students who have opted for private schools.

**Zoning or rezoning**--the placement of school attendance boundaries to include both majority and minority race children in every possible school.

\* Previous Definitions of Terms taken from Hughs, Gordon, and Hillman, Desegregating America's Schools, Longman, New York, 1980 and Josey, Desegregation Resource Handbook, Philadelphia School District, Office of Community Affairs, Nov. 1974.

### Significance of the Study

Once again, as in 1954, education may be at a crucial juncture. Negative public opinion toward education, lack of consistent application of desegregation orders by the courts, and inconsistent and controversial research evidence have accumulated concerning the equalization of educational opportunity within our schools. At least three basic options appear available in the years to come:

1. Schools can continue to be desegregated through the present use of busing
2. A return to the neighborhood school concept could be attempted; public opinion surveys seem to indicate preference for this option though it would most likely lead to increased segregation<sup>9</sup>
3. Additional practices within schools may be studied to determine how a desegregated school may be improved to achieve integration

This study is designed to measure variables (desegregation practices, policies, and techniques) between white and black students of two high schools in diverse socioeconomic locations. It was felt that insights could be developed as to the direction for future desegregation attempts. It can be argued that the neighborhood school, whether it has a black or white racial majority, is a preferable environment in a multiracial society such as

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<sup>9</sup>Nathan Glazer, "Is Busing Necessary?" Commentary, March, 1972, reprinted in Mills, ed., p. 195.

ours. Perhaps, desegregated schools into which black students are bused as a minority are actually the preferable environment. It is felt that the broad range of variables to be studied can provide some answers. Perhaps none of the schools would, indeed, be shown to be statistically any different from the others.

Whatever the outcome, the unique aspects of this study may help courts and educators in their considerations of alternatives for desegregating schools. Is Nathan Glazer correct when he states, "If judges are moving toward a foreseeable reorganization of American Education because they believe this will improve relations between the races, they are acting neither on evidence or experience, but on faith."<sup>10</sup> Should parents take Buchwald's advice in his farcical column, "Wayward Busing," and move to a lower class neighborhood so their children will be bused to an upper class school?<sup>11</sup> Obviously, there is still a need for more information in the area of public school desegregation.

The study will have additional benefits if it provides a base for communication among students and educators, through their perceptions of current issues in public education. Areas of agreement or disagreement need to be identified. Through an understanding of the attitudes and perceptions of the individuals or groups concerned and

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<sup>10</sup>Tbid., p. 216

<sup>11</sup>Roger Demont, Larry Hillman, and Gerald Mansergh, editors, Busing, Taxes an Desegregation, The Metropolitan Detroit Bureau of School Studies, Inc., 1973, pp. 54-5.

involved in the system, effective interorganizational and public communication may be demonstrated.

Farace suggests that there are three categories of change through communication: (1) knowledge, (2) attitudes, and (3) behavior.<sup>12</sup> Knowledge is designed to redirect the focus of the receivers available choices. Attitude change communication is designed to increase the tendency that a receiver will act in a particular way at subsequent points in time. Communication aimed at behavior change is designed to produce immediate or long-term change in behavior patterns of the receiver.

From the individual's point of view, communication is effective when the receiver is on the same "wave length" with the intent of the sender. Communication is effective when there is a high probability of understanding. Farace states:

Communication efficiency is the outcome of the relationship between the amount of resources expended in transmitting information, and the utility of the transmission event. The more important the expected outcome, the greater the utility of the transmission event.<sup>13</sup>

The more important the outcome, the more resources an organization should be willing to expend in achieving the outcome. Since efficiency is a conditional variable, it is important to recognize that the degree of effectiveness an

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<sup>12</sup>Richard V. Farace, Review and Syntheses: Criteria for the Evaluation of Organization Communication Effectiveness (Chicago: ERIC Document Reproduction Service, Ed 157 118, 1978).

<sup>13</sup>Ibid., p. 4

organization achieves is ultimately dependent upon the level of resources it brings to bear to achieve predictability. Therefore, communication competence relates to effectiveness, in that it encourages high production values, and it fosters a greater personal commitment.

High levels of agreement within an organization produce consensus. Even when there is inaccuracy of perceptions of beliefs of individuals, the will to communicate can restore accuracy to the situation. For an organization, some level of the same beliefs is crucially important with respect to goals, perception of mission, and efficiency. Wilo wrote without communication, leadership, motivation, and productivity are absent.<sup>14</sup> Communication is necessary for systems to cooperate toward common goals.

After reviewing the studies of "communication climate" from twenty-two organizations, Wilo concludes that:

1. Success of communication in each situation depends on the matchings of the system processes to the purpose of communication and to the constraints of the communication situation.
2. The relationship between communication and job satisfaction seems to be contingent on the organizational climate and communication climate.
3. The general attitude among members of organizations is, if there is dissatisfaction in their outgoing communication, it is their belief that they are not allowed to express themselves freely or that their opinions are not being considered.<sup>14</sup>

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<sup>14</sup>James A. Dankowski, Communication Network Integration and Group Uniformity in a Complex Organization. (New Orleans: ERIC Document Reproduction Service, ED 098 631, 1974).

When parents and students are involved in the school system, they see both the benefits and the problems. Furthermore, their help is often solicited in finding solutions to these problems by becoming members of local advisory councils. Involving parents and students as well as bringing services to parents and their children, creates an atmosphere which enhances parent and student attitudes toward the schools, its programs, and its schools' team--teachers, administrators, and board members.

Hill, responding to the loss of public confidence in public schools stated:

My own feeling is that schools must reach out and get support from parents who will understand and protect this vital instrument for the survival of our society. If we want such support, we had better pay attention to, and do something about, the publicly stated concerns which abound. It's time we got off our duffs, stopped wringing our hands, and made schools obviously worthy of public confidence.<sup>15</sup>

Smith and Gallup, reviewing several Gallup polls, suggest the polls show an unusual consistency overall in the public's attitudes toward public schools. An attitude of a deep loss of confidence in the schools, but a willingness to accept new ideas, a remarkable patience with the schools shortcomings, and a strong desire for shared responsibility between the public and the profession. Smith and Gallup referred to the public's shocking lack of information about schools. A public more knowledgeable about its schools would

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<sup>15</sup>Frederick W. Hill, "The Prestige of Public Schools," American School and University 52 (November 1979) : 12-14.

perhaps respond differently to these surveys. A public better informed regarding desegregation issues and practices by those directly involved, the students, will be a public more comfortable with the policy practices of local district school boards.

Smith and Gallup suggest that schools have "poor press" and usually the good news will go neglected unless school administrators find it and see that it is dealt with in an interesting and informative manner.<sup>16</sup> The majority of the people are not well informed about their schools, and would like to know more about the local schools. Most educators agree the schools need to explore ways of providing this information to the general public.

For all educators, surveys provide support for new educational practices, and often highlight problems overlooked. Previous studies on attitudes toward interracial relations of black and white students in desegregation schooling plans failed to consider the desegregation policy techniques used as causes for positive or negative relations among those students.

The present study's problem flows from previous research concerns about the attitudes of black and white students in desegregation programs. How this study differs from previous work, is in the attention it pays to the actual techniques that produce attitudes about policy

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<sup>16</sup>Vernon Smith, and George Gallup, What the People Think About Their Schools: Gallup's Findings, (Bloomington, Ind.,: Phi Delta Kappa Educational Foundation, 1977): p. 6.

implementation.

Armor (1972) in his attitude questionnaire study conducted in Boston compared the attitudes of bused versus nonbused siblings, where desegregation was voluntary for blacks. He found a significant increase in separatist ideology and a decrease in interaction with whites among the black students.<sup>17</sup>

The current study will explore the consistency of the relationship between the voluntary - involuntary desegregation techniques and the students attitudes.

Barber (1968) in a survey study of prejudice employed interviews on attitudes, compared black and white attitudes in three different schools in Rochester, New York; School A: An open enrollment school, School B: Segregated black, and School C: voluntary for blacks. He found both whites and blacks less hostile in the segregated schools than in School "A", where the community was hostile to open enrollment.<sup>18</sup>

This study will examine the relationships between attitudes and the techniques of desegregation.

Campbell's 1956 study notes positive attitudes when both parents and friends are for desegregation, and when whites claim blacks as friends. The study fails to mention whether the parents' and peers' attitudes were influenced by the

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<sup>17</sup>David J. Armor (1972, Summer). "The Evidence on Busing." *The Public Interest* 28: 90-126.

<sup>18</sup>Ralph W. Barber (1968). *The effects of Open Enrollment on Anti-Negro and Anti-White Prejudices among Junior High Students in Rochester, New York.* Unpublished doctoral dissertation, University of Rochester.

voluntary, or involuntary method of the desegregation policy.<sup>19</sup> The present study will explore this issue.

Carrigan's 1969 study shows a significant decline in acceptance by classmates for both whites and blacks in non-transfer groups, and for blacks in transfer group.<sup>20</sup> It did not examine whether the techniques influenced attitudes at all.

In a 1969 study by Evans conducted in Texas, 99 blacks in grades 4-6 were placed in a desegregated school, and 99 blacks were placed in a segregated school. The study compared a one year change in schools: desegregated versus segregated. The segregated school gained significantly in cross-racial acceptance, and the already integrated school decreased slightly in acceptance of the transferred students.<sup>21</sup>

The present study will seek to establish whether race is a major factor in student acceptance, or whether the type of desegregation technique implemented is a stronger influence on the attitudes of students.

Garth (1969) compared black high school students in

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<sup>19</sup>Ernest Q. Campbell (1956). The Attitude Effects of Educational Desegregation in a Southern Community, unpublished doctoral dissertation, Vanderbilt University.

<sup>20</sup>Patricia M. Carrigan (1969, September). "School Desegregation via Compulsory Pupil Transfer: Early Effects on Elementary School Children." Ann Arbor, Michigan, Public Schools.

<sup>21</sup>Charles Lee Evans (1969). The Immediate Effects of Classroom Integration on the Academic Progress, Self-Concept and Racial Attitudes of Negro Elementary Children, unpublished doctoral dissertation, North Texas State University.

Louisville, Kentucky, in terms of transfer versus nontransfer attitudes. The desegregation program lasted one year, and was voluntary for blacks. Transferees viewed white people and the integrated high school more favorably.<sup>22</sup>

The present study will re-examines the relationship to attitudes of the transferees/"movers" and the nontransfer students/"receivers."

Herman (1967, 1970) in a sample of black and white students attending the sixth grade in New Haven, Connecticut compared integrated versus segregated neighborhood schools. Desegregated whites were significantly less tolerant than segregated whites. There was no significant difference for blacks.<sup>23</sup> This study did not relate the students attitudes to the techniques used to desegregate the schools. The present study seeks to present relevant information to substantiate the attitudes of the students in relation to the desegregation techniques.

In summary, previous studies fail to conclusively link black-white student attitudes to the techniques of desegregation. The current study offers a natural progression of research that picks up from previous studies.

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<sup>22</sup>Charles E. Garth (1969). Self-Concept of Negro Students Who Transferred and Did Not Transfer to Formerly All-White High Schools. Unpublished doctoral dissertation, University of Kentucky.

<sup>23</sup>Barry E. Herman (1967). "The Effect of Neighborhood Upon the Attitudes of Negro and White Sixth Grade Children toward Different Racial Groups." Unpublished doctoral dissertation, University of Connecticut.

An understanding of attitudes or perceptions of the problems of desegregating schools might bring forth improved communication and may lead to development of strategies for solutions to these problems. As indicated in the review, improved communication can produce positive effects on members of the organization and constituents of the educational system. A primary focus in attaining these positive effects is to gain an understanding of the perceptions of these groups. Therefore, the significance of this study is to: (1) report areas of consistency of perceptions of agreement or disagreement among racial groups on the current status of desegregation in public education, (2) provide data to be used as informational material for decision makers, (3) be a tool for developing objectives and strategies for solving these issues, and (4) enhance communication efficiency by reporting areas of agreement or disagreement.

### Basic Assumptions

1. In order to develop educational policy on desegregation issues, the issues and questions related to it must be clarified.

2. These issues of desegregation strategies, implementation, and policy can best be devised by understanding the attitudes of those directly involved in desegregation, the students themselves.

3. Analysis of the broad and complex issues involved in public education as they exist at the local level, is one means of establishing a comprehensive framework for identifying the issues at the national level.

4. Public officials and community leaders are generally concerned with local issues in public education. As opinion and decision-makers, they may be expected to be cognizant of these issues to make effective decisions regarding the quality of public education, locally. A greater awareness of the issues can better be achieved through meaningful discussions through survey research.

5. Certain factors, such as local issues, pertaining to the individual and his/her community, are likely to be associated with their perceptions of issues in public education.

6. The results, suggested how individuals perceive an issue in public education.

### Limitations

1. It was not possible to address the Socioeconomic Status issue. The Palm Beach County School Board Office of Research and Evaluation would not allow me to isolate the Socio-economic Status of the student's families, stating it involved an issue of privacy. This greatly hindered my investigation into the causation of attitudes in relation to SES. This seems to be the perennial problem underlying any basic assumptions illustrated in the paper with reference to student attitudes and class.

2. The relationship between socioeconomic status and race could not be determined, because of the data limitations. The Palm Beach County School Board would not allow the survey participants to state their household incomes. Therefore, determining whether race, or socioeconomic status was more important in influencing attitudes was impossible. From the data available, one could speculate that the socioeconomic status of the survey participants had more of an influence on attitudes than race.

3. There was no attempt to explore the predictive power of an attitude. The focus of this investigation was to discover the differences in perceptions of students by revealing their opinions about the current issues in desegregation selected for inclusion in the survey instrument.

4. The study was limited by the exclusion of many survey items due to the insistence of the local school board.

5. The study sample was limited by the lack of some cooperation by the schools in the study.

6. The investigation of the study was done in a specific selected geographic area and might produce different results in other areas.

7. In general, the lack of full cooperation of the school personnel and the officers of the school board involved, was a limitation \* within the study.

\* Originally I wanted to random sample the entire population of eleventh and twelfth grade students in the Palm Beach County school system. The Superintendent of Research and Evaluation would not allow me to do so. I then settled on two High Schools; one segregated school in an upper middle class community, and one integrated school in a lower class to lower middle class community. Once again the Office of Research and Development turned down my request to random sample the eleventh and twelfth grades of those two schools. Instead, I had to select a representative sample of white and black students from the two schools combined to represent the total population of white and black students in the Palm Beach County High School system.

CHAPTER II  
REVIEW OF THE LITERATURE

Judicial Decisions

An overview of the major court decisions is relevant to any consideration of desegregation.

An important post Civil War precedent for segregation is found in the U.S. Supreme Court decision of Plessy v. Ferguson.<sup>24</sup> In this case, the constitutionality of separate railway carriages for white and "colored" passengers was upheld. From the decision, the text of the case illustrates very clearly the feelings of the day. "Legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation."

From this decision, it is not difficult to imagine the problems of seeking changes in the feelings of the country. An 1899 U.S. Supreme Court case, Cumming v. Richmond County,<sup>25</sup> would not give relief to parents of children in a black school that had closed due to lack of funds. In 1927 in Gong Lum v. Rice,<sup>26</sup> the Supreme Court would not change a state statute designed to classify children as "white" and "non-white."

The first legal decision forthrightly against "de-jure"

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<sup>24</sup>163 U.S. 537, 16 S. Ct. 1138 (1896).

<sup>25</sup>175 U.S. 528 (1899).

<sup>26</sup>275 U.S. 78 (1927).

segregation had to do with a graduate school, rather than a public school. In 1938, in Gaines v. Canada,<sup>27</sup> the U.S. Supreme Court ruled that Missouri must either admit Gaines to school or build a law school for blacks. Another graduate school decision, Sweatt v. Painter, 1950,<sup>28</sup> stated that separate but equal law schools were unconstitutional. With these precedents being set, it was inevitable that cases concerning public school desegregation would soon be heard by the High Court.

The first landmark public school decision was the famous Brown case of 1954.<sup>29</sup> This was an aggregate of cases in Kansas, South Carolina, Virginia, and Delaware. The first statement that separate facilities were unequal, was made in that case by Chief Justice Warren when he stated that "separate but equal had no place in the field of public education." The justices waited another year before setting guidelines for desegregation in the Brown decision of 1955.<sup>30</sup> Here, the statements of "good faith compliance," and "all deliberate speed," were made. Good intentions were certainly meant by those statements; yet, their indefinite nature brought about much more judicial labor for the court because of the delaying tactics that were used by communities. It is unlikely that the justices could have

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<sup>27</sup>Missouri ex rel. Gaines v. Canada, Registrar of The University of Missouri, 305, U.S. 337 (1968).

<sup>28</sup>339 U.S. 629 (1950).

<sup>29</sup>Brown v. Board of Education of Topeka, 347 U.S. 483 (1954).

<sup>30</sup>Brown v. Board of Education of Topeka, 349 U.S. 294 (1955).

imagined the different ways that school districts might try to meet these demands. Early court decisions demonstrated the difficulties in meeting the "all deliberate speed" doctrine. A good example of these difficulties may be noted in Evans v. Buchanan, where Judge Layton of the United States District Court, Fourth District of Delaware, stated that "any plan calling for immediate desegregation of all the state schools or of any large segment of the system, such as high schools, or the first six grades would be wholly impossible."<sup>31</sup>

Even before the Supreme Court's 1954 Brown decision, Kenneth Clark reviewed all known cases of desegregation and derived these principles.<sup>32</sup> First, his views on incrementalism (all in his words):

- ◆ Longer time periods for preparation may be accompanied by greater rather than lesser difficulties.
- ◆ Segregated "gradual" desegregation not only does not insure the "effectiveness" of desegregation, but ... increase(s) the chances of resistance and resentment of those whites immediately involved.

<sup>31</sup>172 F. Supp. 508 (1959).

<sup>32</sup>Kenneth B. Clark, "Desegregation: An Appraisal of the Evidence," Journal of Social Issues 9, no.4 (1953): 2-76. See also Herbert and Jack Greenberg, Citizen's Guide to Desegregation (Boston: Beacon Press, 1955), pp.123-32, 146-55; Hart Ashmore, The Negro and the Schools (Chapel Hill: University of North Carolina Press, 1954); and Richard Kluger, Simple Justice (New York: Knopf, 1975), 2:90 4-13.

- ◆ The larger the scale of the desegregation, the greater the likelihood of general acceptance or the lack of overt resistance.
- ◆ Effective desegregation in one area ... of a community does not necessarily bring about a desegregated pattern in other areas ... of that community.
- ◆ Active resistance, and sometimes violence, though rare, are associated with ... ambiguous or inconsistent policy.

Next, on popular control:

- ◆ Court-determined desegregation is as effective, if not more so, than desegregation due to other causes. In fact, desegregation resulting from the decision of Federal Courts has more extensive effects than voluntary desegregation.
- ◆ Active resistance, and sometimes violence, though rare, are associated with ... ambiguous or inconsistent policy, [and] conflict between competing governmental authority or officials.
- ◆ The accomplishment of efficient desegregation with a minimum of social disturbance depends upon: A willingness to deal with violations ... by a resort to the law and strong enforcement action; A refusal of the authorities to ... tolerate ... devices for evading the principles and the fact of desegregation; An appeal to ... religious principles of brotherhood

and acceptance of the American traditions of fair play and equal justice.

Clark concluded that "wherever desegregation has occurred under the above conditions, it has been consistently evaluated as socially beneficial or otherwise successful."

#### ERADICATING RACISM

Policy interventions to abolish racism and its impacts, then, are sometimes effective; their continuation is clearly, even urgently, needed. School desegregation has been the centerpiece of such interventions at least since 1954. In order to see what we should do next, we need to know what we have already done. How much desegregation has there been, where, and with what results?

The history of school desegregation resembles the history of the more general Civil Rights Movement, except that each step came several years later. Both movements had a slow but steady buildup, won a few dramatic and galvanizing legal victories, saw astonishing activity for about five years, then fell into a slow, steady decline punctuated by continued rearguard action and a few notable successes. Brown was seen as a Southern issue - it was aimed only at legislatively mandated dual school systems - for the first decade of its life. Some Border States and the rare Southern district responded immediately and effectively, if rather brutally, usually by closing black schools and incorporating black students into white schools. Most states and districts resisted in a variety of

imaginative ways, ranging from "bribing" blacks into accepting segregation by channeling resources into their schools, to offering carefully constrained freedom-of-choice plans, to exhibiting mean-spirited defiance. In general, and with few notable exceptions such as federal troops in Little Rock and Goss v. Board of Education (which struck down a "minority to majority transfer" plan), the federal government did little to counter the resisters.<sup>33</sup> The results were predictable; in 1964, barely two percent of Southern Blacks attended desegregated schools.

By 1964, however, leaves began to stir. Presidents Kennedy and Johnson persuaded Congress to pass the Civil Rights Act, which forbade the use of federal funds in segregated institutions. In 1965 the Elementary and Secondary Education Act put teeth into provisions by suddenly making considerable federal aid available, but only to compliant school districts. At the same time, the judiciary and regulatory agencies began to move. The Supreme Court declared in Griffin v. County School Board of Prince Edward County (1964) that "the time for mere 'deliberate speed' has run out." Because the Civil Rights Act had authorized the Justice Department to sue segregated school districts or to join private suits, litigation

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<sup>33</sup> Goss v. Board of Education, 373 U.S. 683 (1963).

expanded in amount and velocity. The Department of Health, Education and Welfare (HEW) began writing regulations and negotiating desegregation plans with hundreds of noncompliant Southern districts. The Supreme Court ruled in 1968 in Green v. Board of Education of New Kent County that passive "freedom of choice" plans no longer sufficed. Schools had "the affirmative duty to take whatever steps might be necessary to convert to a unitary system."<sup>34</sup> Said the Court:

All things being equal, ... it might well be desirable to assign pupils to schools nearest their homes. But all things are not equal in a system that has been deliberately constructed and maintained to enforce racial segregation. The remedy for such segregation may be administratively awkward, inconvenient and even bizarre in some situations and may impose burdens on some; but all awkwardness and inconvenience cannot be avoided in the interim period when remedial adjustments are being made to eliminate the dual school systems....Desegregation plans cannot be limited to the walk-in school.<sup>34</sup>

The results of all this activity were considerable but contradictory. Some gratified proponents of desegregation. By the early 1970s, the Office of Civil Rights had investigated, negotiated with, and arm-twisted over 3000 districts in the South. Courts had handed down

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<sup>34</sup> Griffin v. County School Board of Prince Edward County, 377 U.S. 218 (1964); Green v. Board of Education of New Kent County, 391 U.S. 430 (1968); Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1 (1971).

desegregation orders in over 150 districts. As a consequence, racial isolation in the South dropped considerably. In 1972, Congress passed the Emergency School Aid Act (ESAA), which provided funds (\$300.5 million in 1978, its high-water mark) for schools implementing desegregation plans. Schools began to fund programs, buy material, and employ staff to ease the transition to desegregated classes in (it was hoped) improved educational settings. Legislators, litigators, and regulators turned their attention to the North; the Supreme Court ruled in Keyes v. School District No. 1 of Denver, Colorado (1973) that Northern districts, even without a history of legislated dual school systems, could be found to have intentionally segregated their students and thus could be subject to the same mandates as the South.<sup>35</sup> The problem of racial isolation seemed on the way to being solved.

But actions generate reactions. Even as OCR was beginning its most active period, newly elected President Nixon sought (successfully) to restrain its scope and energy. Even as Congress was passing new civil rights

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<sup>35</sup> Keyes v. School District No. 1 of Denver, Colorado, 413 U.S. 189 (1973). Desegregation required not only the abolition of legal separation but also positive action to remedy the effects of past segregation. Taken together, the move north (to large cities with segregated neighborhoods) and the drive for positive action added up to "forced Busing" and the attendant specter of innocent white first-graders being subjected to the psychological, physical, and educational dangers of ghetto schools. Congress responded to these new fears, and even liberal Northern legislators began to talk of alternatives to mandatory busing.

legislation in the late 1960s and 1970s, it was proposing (and sometimes enacting) inhibitions on mandatory student busing. Even as Justice Department lawyers were becoming experienced in litigating desegregation cases, they were increasingly directed to argue for delay and caution. Most important, hard on the heels of Keyes, which opened the door to mandatory desegregation in Northern districts, came Milliken v. Bradley (1974), which almost closed the door on effective desegregation for many Northern blacks.<sup>36</sup> A split Supreme Court ruled in Milliken that the court could not order busing across school districts boundaries unless all the affected districts were found guilty of de jure segregation. Such a finding is possible but extremely difficult legally and politically, and Milliken demoralized civil rights litigants.

The retreat from school desegregation had several causes. Northern liberals became wary when desegregation moved out of the distant South and onto their own suburban doorsteps.<sup>37</sup> Ironically, Governor George Wallace reinforced the liberal retreat by encouraging white workers to forge

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<sup>36</sup>Milliken v. Bradley (Milliken 1), 418 U.S. 717 (1974).

<sup>37</sup>One long-term staff member, for example, justifies OCR's recent inattention to desegregation by pointing out, "We have no constituency in Congress....This all changed the day of the Detroit court order [Milliken]. The Michigan delegation stopped supporting us and they had been among our strongest supporters." Charles S. Bullock III, "Implementation of Selected Equal Education Opportunity Programs" (Paper presented at the annual meeting of the America Political Science Association, Washington D.C., 1980), pp. 46-47.

their dislike of hippies and student radicals, their economic and social insecurities, and their racial hostility into a powerful conservative populist movement. In retrospect, Wallace seems more a symbol than a strong political force, but in the 1960s and 1970s he inspired or scared a lot of citizens and their representatives. More conservative presidents, more conservative justices and administrators, skittish constituents, populist challengers, and a responsive Congress combined with perennially resistant local elites and school officials to slow the pace of desegregation to a crawl by the end of the 1970s.

But the problem of racial isolation has only diminished; it has not gone away. In 1968, 77 percent of all blacks were in schools with more than half-non-Anglo students; in 1980, 63 percent were. More encouraging is the decline in the number of blacks in schools with virtually no Anglo students. Complete isolation has declined from two-thirds in 1968 to one-third in 1980. Table 1 shows regional and temporal variations underlying this overall change. Segregation, especially complete racial isolation, has fallen dramatically in the South and Border states, and considerably in the Midwest and West. But it has increased in the Northeast, where black student enrollment is rising as a proportion of white enrollment.<sup>38</sup> The races are now

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<sup>38</sup> From 1970-1980, the black proportion of public school enrollment increased about 2 percent in the Northeast and Midwest. Gary Orfield, Public School Desegregation in the United States, 1968-1980 (Washington, D.C.; Joint Center for Political Studies, 1983), p.21.

more separated in the South. Furthermore, the disparity between North and South is greater for the extremely isolated than the partially isolated students.

Table 1 also gives evidence on the timing, pace, and trajectory of desegregation. Change in the South was concentrated between 1968 and 1972; some resegregation has occurred since OCR and court pressure eased. The Border states, Midwest, and West also accomplished most of their change before 1976, often in a single four-year period. Segregation has increased in the Northeast at a fairly steady rate over the same twelve years; the pace of partial separation is accelerating. Overall, segregation slightly increased between 1976 and 1980.

#### Anglo / White Opposition

Court intervention is associated with higher levels of serious disruption than HEW or state and local plans. Business leaders, Anglo parents, teachers, and school boards are all less supportive of court-ordered desegregation both before and after it takes place than they are of HEW or state and local intervention. As noted in the previous section, however, the data have not been analyzed in a way that permits us to determine whether it is court intervention, or the fact that courts intervene in the most difficult cases, that generates disruption. Similarly, we cannot tell if citizens oppose court intervention, or if courts intervene in districts with the greatest white opposition. For all of these groups, however, the reduction

Table 1. Racial Composition of Schools, by Percent Minority Enrollment and Region. 1968 - 1980

<u>Percentage of Black Students in</u>					
<u>Schools with More Than</u>				<u>Change.</u>	
<u>Half Minority Students</u>				<u>1968 to</u>	
	1968	1972	1976	1980	1980
U.S. Average	76.6	63.6	62.4	62.9	-13.7
South	80.9	55.3	54.9	57.1	-23.8
Border States	71.6	67.2	60.1	59.2	-12.4
Northeast	66.8	69.9	72.5	79.9	+13.1
Midwest	77.3	75.3	70.3	69.5	-7.3
West	72.2	68.1	67.4	66.8	-5.4
<u>Percentage of Black Students in</u>					
<u>Schools with 90-100 Percent</u>					
<u>Minority Students</u>					
U.S. Average	64.3	38.7	35.9	33.2	-31.1
South	77.8	24.7	22.4	23.0	-54.8
Border States	60.2	54.7	42.5	37.0	-23.2
Northeast	58.0	57.4	51.1	43.6	-14.4
West	50.8	42.7	36.3	33.7	-17.1

SOURCE: Gary Orfield, Public School Desegregation in the United States, 1968-1980 (Washington, D.C.; Joint Center for Political Studies, 1983), p.4. "Minority" includes black, Hispanic, Asian, and all other non-Caucasian students.

in opposition over several years is greater in districts where courts intervened than in districts where HEW or state and local authorities intervened.<sup>39</sup>

In the Civil Rights Commission Poll, superintendents report that after implementation, at least 75 percent of school boards, teachers, and minority parents "support" desegregation, whereas about 40 percent of school staff and 63 percent of minority parents were supportive before the fact. Business leaders and Anglo parents began with much less support- about 20 percent endorsed desegregation-and increased their support to about 50 percent.<sup>40</sup>

#### Anglo Support-Black Skepticism

Whites deeply and increasingly endorse racial equality and abjure discrimination,<sup>41</sup> but they also abhor "forced busing." White support for "strict segregation" declined from 25 percent in 1964 to 5 percent in 1978, and white endorsement of desegregation increased that "the government in Washington should see to it that White and Black children are allowed to go to the same schools" declined from 39 percent in 1964 to 24 percent in 1978.<sup>42</sup> More pointed

<sup>39</sup>U.S. Commission on Civil Rights, Reviewing a Decade of School Desegregation, 1966-1975, pp. 82-104.

<sup>40</sup>Ibid. See especially pp. 87-100.

<sup>41</sup>Andrew M. Greeley, "School Desegregation and Ethnicity," in School Desegregation, ed. Stephen and Feagin, pp. 87-100, 1978.

<sup>42</sup>More precisely, white support for desegregation increased 11 percent between 1964 and 1972, then declined 4 percent from 1972-1978. Support for segregation declined slightly over the whole period. Philip E. Converse et al., American Social Attitudes, pp. 61,91.

questions generate similar but stronger responses. For example, 51 percent of whites in 1981 thought black children would do better in integrated schools, 72 percent did not think white children would be harmed in integrated schools, and 52 percent expected that most children would be in desegregated schools within five years. This is not a profile of racial separatists. Yet 79 percent thought busing for desegregative purposes "would be too hard on their children."<sup>43</sup> More data endorse desegregation in general and school desegregation in particular; they expect it to occur; but they object to being required to participate in it.

This claim is bolstered by evidence that minorities themselves are ambivalent about mandatory school desegregation. Black support for desegregation has declined in the past two decades—from 78 percent in 1964 to 55 percent in 1978. Fewer blacks now need the federal government's assurance of school desegregation; 75 percent did in 1964, but only 60 percent in 1978.<sup>44</sup> In the 1981 Harris poll, blacks agreed with whites that desegregated schooling helps black children (67 percent), does not harm white children (92 percent), and is the wave of the near

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<sup>43</sup>Louis Harris, "Majority of Parents Report School Busing Has Been Satisfactory Experience," Harris Survey no. 25, March 26, 1981. See also Orfield, Must We Bus? pp. 102-18.

<sup>44</sup>Converse et al., American Social Attitudes, pp. 61. 91.

future (53 percent).<sup>45</sup> But they too have mixed feelings about busing; 61 percent of this sample endorsed it. And even that support may be unusually high; 53 percent of blacks endorsed busing for desegregation in a 1977 National Opinion Research Center (NORC) poll;<sup>46</sup> 56 percent were strongly or mildly supportive in a 1980 Survey Research Center poll.<sup>47</sup> Hispanics are apparently more strongly opposed--only 36 percent supported busing in the 1977 NORC poll.<sup>48</sup>

Qualitative evidence reinforces the survey's depiction of an interracial split. Blacks are increasingly willing to

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<sup>45</sup>Harris, "Majority of Parents Report School Busing"

<sup>46</sup>Greeley, "School Desegregation and Ethnicity," p. 137.

<sup>47</sup>Center for Political Studies, American National Election Study, 1980 (Ann Arbor: University of Michigan, Institute for Social Research, 1981.)

<sup>48</sup>In fact, "in many Hispanic communities desegregation is seen as an impediment to equal educational opportunity rather than an aid." Peter D. Roos, "Bilingual Education: The Hispanic Response to Unequal Educational Opportunity," Law and Contemporary Problems 42, no 4 (Autumn 1978); 111. See also Linda Hanten, "Bilingual Education and School Desegregation," in Race and Schooling in the City, ed. Yarmolinsky et al., pp. 217-32; Orfield, Must We Bus? pp. 198-229; and Ricardo R. Fernandez and Judith T. Guskin, "Hispanic Students and School Desegregation," in Effective School Desegregation, ed. Hawley, pp. 107-40.

speak out in congressional hearings,<sup>49</sup> newspaper columns,<sup>50</sup> scholarly journals,<sup>51</sup> public forums,<sup>52</sup> and court testimony,<sup>53</sup> against mandatory desegregation, at least as it has been implemented. Blacks have organized in Boston, Norfolk (Virginia), St. Louis, and other cities to press for neighborhood schools or freedom-of-choice plans. Local NAACP chapters in Atlanta and Norfolk have questioned mandatory busing. In four of thirty-eight cities in one survey, black protests increased after implementation while white protests declined, and in another seven cities blacks were at best ambivalent about the plan.<sup>54</sup>

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<sup>49</sup>Thomas Curtis, testimony before Senate Judiciary Committee, Subcommittee on the Constitution, Hearings on the 14th Amendment and School Busing, 97th Cong. 1st Sess., 1981:221-36.

<sup>50</sup>William Raspberry, "Why is Busing the Only Route?" Washington Post, September 4, 1981, p.A31; Thomas Sowell, "Government by Snobs," Los Angeles Herald Examiner, June 6, 1979; and Walter Willima, "Quality Education Comes in More Than One Color," in America" a Minority Viewpoint (Stanford, Calif.: Hoover Institution Press, 1982), pp.12-13.

<sup>51</sup>See, for example, Journal of Negro Education 47, no. 1 (Winter 1978).

<sup>52</sup>Tony Brown's Journal, July-September 1983, pp. 4-15.

<sup>53</sup>"Mrs. Gilliam Calls for End to Busing," Dallas Morning News, May 1981; Freedom House Institute on Schools and Education, "Critique of the Boston School Committee Plan" (Report to Judge W. Arthur Garrity, Boston, February 4, 1975); and Superintendent Constance Clayton, School District of Philadelphia, To Educate All Our Children: Proposed Modifications to the Desegregation Plan of the School District of Philadelphia (Philadelphia: School District of Philadelphia, 1983).

<sup>54</sup>Morgan with England, "Assessing the Progress," pp. 159-210.

Whites sometimes find desegregation much more palatable after than before implementation. Psychologists debate whether behavioral changes induced by laws can change attitudes;<sup>55</sup> the history of school desegregation suggests that they can. Consider first the evidence from national surveys. White support for integration has risen considerably in the past thirty years while white support for segregation has declined, despite riots, "forced busing", and increasing cynicism and mistrust of the federal government and the schools. Whites also expect desegregation to persist and expand, whether they like it or not. By 1978, 53 percent of whites thought that "right around here most black and white children will be going to school together," and another 26 percent thought "some" would be. A further ray of hope for policy-makers facing desegregation in the 1980's is that people in cities and towns hold greater expectation of desegregation than people in suburbs and rural districts (59 and 64 percent, compared with 44 and 52 percent, respectively).<sup>56</sup>

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<sup>55</sup>Katz, ed., Toward the Elimination of Racism.

<sup>56</sup>Louis Harris and Associates, A Study of Attitudes, p.44, emphasis added; see also Harris, Majority of Parents Report School Busing, p.2.

**Table 2. Percentage of White Parents Who Object to Sending Their Children to School with Various Proportions of Black Students, by Region, 1959-1981**

Region	If Proportion of Black Enrollment Were	<u>Percentage of White Parents Objecting</u>				
		1959	1965	1969	1975	1981
South	Few	72	37	21	15	5
	Half	83	68	46	38	27
	Majority	86	78	64	61	66
Outside	Few	7	7	7	3	5
The South	Half	34	28	28	24	22
	Majority	58	52	54	47	51

NOTE: only parents who said they would not object to sending their children to school with a few (half) blacks were asked the next question about half (majority) black schoolmates.

SOURCES: The Gallup Poll, 1959-1971 (vol. 3), pp. 1598, 1940-1941, and 2211; Gallup Opinion Index, February 1976, no. 127 p.9; The Gallup Poll, February 5, 1981, "Whites, Blacks in Disagreement on Busing," p.4.

Most important, as table 2 shows, whites are increasingly comfortable with the thought of many or even most of their children's schoolmates being black. Clearly, as school desegregation has spread, its acceptance has also spread among the general public.

But we can desegregate "the general public," and as we do so we find a "strange but true" phenomenon: "the most dramatic increase in support for integrated education has come from the public of the very region [the South] that fought it most fiercely. Perhaps this happened because it is the only region that has had much experience with integrated schools in recent years."<sup>57</sup> Table 2 shows that result; in absolute terms white Northerners object less to desegregated schools at all levels of minority enrollment, but in relative terms white Southerners' attitudes changed much more in twenty years. In communities with token desegregation, over one-third approved, and "in the hard-core segregationist communities," only one-fourth approved.

The direction of causation was from policy change to attitude change: A close analysis of the data indicates that official action to desegregate Southern schools did not wait

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<sup>57</sup>Orfield, *Why It Worked in Dixie*, p.40.

for majority opinion to demand it, but rather preceded a change in community attitudes. In the 1956 surveys, only 31 percent of Southern whites in those few areas which had begun at least token desegregation expressed approval of integrated schools. Clearly there was no public demand for integration in those areas then. Furthermore, by 1963 the integrated areas included many additional communities where anti-integration sentiment had in 1956 been even stronger. Yet by 1963 the majority of Southern whites in such communities had accepted the integration of their schools. By 1965, of Southern whites whose children had attended school with Blacks, 74 percent said Negroes and whites should attend the same schools. Of Southern whites whose children had not attended school with Blacks, only 48 percent held that view.<sup>58</sup>

Attitudes continued to follow behavior even after the racial turmoil of the 1960's. Between 1963 and 1970, and between 1972 and 1976, support for integration in

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<sup>58</sup>For the 1963 data, the North shows the same results, "Northern whites living in segregated schools areas were 65 percent for integration, but in areas where there had been considerable integration, 83 percent favored the policy. Comparable data are not reported for the 1965 survey. Paul B. Sheatsley, "White Attitudes toward the Negro," Daedalus 95, no.1 (Winter 1966): 221,235,238. Note that the "conclusion that school integration resulted in an increase in pro-integration attitudes in the desegregated school districts must be treated with some caution, however, since the stud[ies] failed within given communities to interview the same people before and after desegregation." Rossell, "Applied Social Science Research," p.95.

both the South and the North increased 5 percent or a little more a year. But from 1970 to 1972, Northerners became 13 percent more supportive of integration each year, and Southerners became fully 35 percent a year more supportive. This dramatic increase in support coincided with the most dramatic period of mandated desegregation in the South, from 1969 to 1971.<sup>59</sup>

Another type of disaggregation also yields results pleasing to proponents of desegregation. Parents of children in public schools are generally more supportive of school desegregation than are adults with no children or with children in private or parochial schools. Data cited below for specific schools districts show this result, as do national surveys. For example, in 1971, 48 percent of public school parents but only 39 percent of childless adults agreed that "school integration has improved the quality of education received by black students." The absolute figures were lower, but the ratios the same, for a question on quality of education for white students--26 percent of public school parents and 21 percent of childless adults see good results. The same pattern held for race relations; 44 percent of public school parents felt they had improved, compared to 36 percent of childless adults.<sup>60</sup>

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<sup>59</sup>D. Grath Taylor, Paul Sheatsley, and Andrew Greeley, "Attitudes toward Racial Integration," Scientific American 238, no.6 (June 1978):44.

<sup>60</sup>Stanley B. Elam, A Decade of Gallup Polls of Attitudes toward Education 1969-1978 Bloomington, Ind.:Phi delta Kappa, 1978), pp.110-11. See also pp. 193,173-75.

Even more striking because more focused are surveys results from people directly involved in desegregation. Table 3 shows how parents react to the mandatory busing of their children. The findings are robust and surprising. The great majority of parents of bused children find busing partly or very satisfactory. Whites continue to oppose busing in theory (79 percent objected to the idea of busing for desegregation in the 1981 survey) but are content to live with it in practice. Both the races give essentially the same reasons for their evaluation. Whites endorse busing because they find "no problems, no complaints form children" (39 percent) and because "children learn to live with each other" (16 percent). Blacks agree (28 percent cite the first reason, 16 percent the second) and add a third claim: "children learn more, [attend a] better school" (19 percent). The races agree on their objections: "distance [is] too far" (12 percent of whites, 8 percent of blacks); and there has "been trouble, fighting" (9 percent of whites, 8 percent of blacks). Even the pollster is moved to observe that "rarely has there been a case where so many have opposed to an idea which appears not to work badly at all when put into practice."<sup>61</sup>

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<sup>61</sup>Harris, A Study of Attitudes, pp. 39-40.

Table 3. Reaction of Parents Whose Children Have Been Bused for Racial Reasons, 1978-1983.

Question: How did the busing of children in your family to go to school with children of other races work out?*		<u>Percentage Responding</u>		
		1978	1981	1983
Blacks	Very Satisfactory	63	74	66
	Partly Satisfactory	25	21	28
	Not Satisfactory	8	5	6
Whites	Very Satisfactory	56	48	64
	Partly Satisfactory	23	37	24
	Not Satisfactory	16	13	11

\*Respondents were first asked, "Have any of the children in your family been picked up by bus to go to school with children of other races, or hasn't that happened?" In 1978, 35 percent of blacks and 10 percent of whites answered affirmatively. In 1981, 43 percent of blacks and 19 percent of whites with schoolchildren answered yes; in 1983, the figures were 36 percent of blacks and 25 percent of whites with children in school. The question about busing experience was asked only of these respondents.

SOURCES: Louis Harris and Associates, Inc. A Study of Attitudes toward Racial and Religious Minorities and toward Women (New York: Louis Harris and Associates, Inc., 1978), pp. 38-40; Louis Harris, "Majority of Parents Report School Busing Has Been Satisfactory Experience," The Harris Survey, no. 25, March 26, 1981; Louis Harris, "Black Voting the Key to Outcome in 1984," The Harris Survey, no. 58, July 21, 1983.

Surveys of desegregated communities show a similar, though more complex, picture. Many whites apparently agree with the Charlotte, North Carolina, mother who reports that "it hasn't upset my child like I expected. And though I'm surprised to hear myself saying this, I think in years to come, we'll see that it's something that had to be done."<sup>62</sup> In Mississippi, white parents who had opposed their children's desegregation supported more integration after one year of implementation than they had beforehand, while whites who withdrew their children from public schools endorsed less integration than they had a year earlier.<sup>63</sup> In one Southern countrywide suburban district, white parents whose children were directly involved in a mandatory plan were consistently more supportive of the idea of desegregation, mandated techniques, the outcome of their new plan, and their children's education than were parents of unaffected white children.<sup>64</sup> In Louisville, whites with children in public school supported desegregation more after one year than white parents of pre-school children.<sup>65</sup>

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<sup>62</sup>Frank Barrows, "School Busing :Charlotte, N.C.," Atlantic 230 (November 1972):20.

<sup>63</sup>Glenn Abney, "Legislating Morality: Attitude Change and Desegregation in Mississippi," Urban Education 11, no.3 (October 1976): 333-38.

<sup>64</sup>Data are not statistically significant. Serow and Solomon, "Parents Attitudes toward Desegregation," p. 753.

<sup>65</sup>John B. McConahay and Willis D. Hawley, Attitudes of Louisville and Jefferson County Citizens toward Busing for Public School Desegregation: Results from the Second Year (Unpublished report, Durham, N.C., Duke University, Institute of Policy Sciences, 1977). See also J. Michael Ross, "Resistance to Racial Change in the Urban North: 1962-1968" (ph.D. diss., Harvard University, 1973)

Although white residents of Milwaukee generally became less enthusiastic about broad-gauged civil rights issues, whites with children in public schools approved more of school desegregation and busing after the court ruling than before it, whereas whites with children in parochial schools approved much less.<sup>66</sup> Among white Akron parents contemplating the possibility of a mandatory plan, those with children already attending schools with 30 percent or more black students were significantly less opposed to busing for further racial balance than those with children in white schools.<sup>67</sup>

The most extensive survey of postdesegregation attitudes was conducted in New Castle County (Wilmington, Delaware). Praise for the school system among parents of public school children declined drastically when desegregation was implemented, but three years later had returned two-thirds of the way to predesegregation levels. All of the decline in approval and most of the subsequent rise took place among suburban (roughly speaking, white) parents; central-city (roughly speaking, black) parents show a consistent rise in their approval ratings.

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<sup>66</sup>These data do not reflect an increase in parochial attendance. Results for public schools were not statically significant; results for parochial schools were Cardell Jacobson, "Desegregation Rulings and Public Attitude Changes," American Journal of Sociology, no.3 (November 1978): 698-705.

<sup>67</sup>McKee McClendon and Fred Pestello, "White opposition: To Busing or to Desegregation?" Social Science Quarterly 63, no. 1 (March 1982): 77-78.

Citizens without children are much less supportive of the schools than public parents are.<sup>68</sup>

Over two-thirds of public school parents are satisfied with the school atmosphere, discipline, and bus safety their children encounter, whereas roughly half of the parents were satisfied in 1978 (the year desegregation was implemented). Even one-third to one-half of those who oppose busing for desegregation purposes gave the school district a grade of "A" or "B." The more knowledgeable citizens are about school activities, personnel, and achievement test scores (which have risen since desegregation was implemented), the more supportive they are. Public school parents' ratings are predicted better by information about the schools than by attitudes toward busing.

Wilmington parents' view on the effects of desegregation are mixed. "Whether a child rode a bus to school was not related to school district evaluation," and "there is some evidence that feelings of whites about blacks have become more positive or understanding [since desegregation]." Furthermore, 70 percent of black

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<sup>68</sup>In 1977, 72 percent described schools in their children's district as "good" or "excellent"; in 1979 (after one year of mandatory desegregation), 44 percent did; and by 1983, 62 percent did. Thirty six percent of nonparents rated the schools as "good" or "excellent" in 1993, compared with 62 percent of public schools parents. More specific questions show similar or even more positive views--over two-thirds of public school parents rate their own child's school as "good" or "excellent" and are satisfied with their child's teacher, principal, school atmosphere, level of school work, happiness in school, and so on. Raffel et al., "Public Opinion toward Public Schools," pp. 13-21, 29-30.

parents and 90 percent of white parents now believe that blacks have equal education opportunity, compared with 60 percent of both groups in 1977. In 1979, 56 percent of public school parents thought desegregation had worsened school quality; by 1983, one third thought so. (Citizens were not asked, apparently, whether desegregation had improved school quality.) Nevertheless, opposition to busing has increased (nonsignificantly) from 74 to 79 percent of the citizenry. In short, schools have improved; public schoolparents, especially the most knowledgeable, perceive improvements; opposition to desegregation has been almost halved; but opposition to busing remains overwhelming.<sup>69</sup>

As the Wilmington survey implies, not all findings are positive. In some cases blacks are less pleased with the results of desegregation than whites, or than they had expected to be. This suggests that some desegregation plans maximize benefits to whites rather than to minorities--a result hardly in keeping with the spirit of Brown. Furthermore, whites are by no means always pleased. White parents in Pontiac, Michigan, remained consistently opposed to, and black parents consistently supportive of, court-ordered busing four years

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<sup>69</sup>Ibid. See especially pp. 29-33, 48, 55. Business leaders and Anglo parents began with much less support--about 20 percent endorsed desegregation--and increased their support to about 50 percent. U.S. Commission on Civil Rights, Reviewing a Decade of School Desegregation, pp. 87-100.

after the plan began.<sup>70</sup> White Louisville parents opposed desegregation more after one violent year of experience with it than beforehand.<sup>71</sup> Thirty percent of Wilmington's public school parents still described desegregation as their district's biggest problem after four years (second only to discipline, which 35 percent are most concerned about). And 36 percent still claim that desegregation has lowered the overall quality of education in their district. Suburban New Castle County schools still rank more than twice as high as Wilmington schools in public schools parents' eyes.<sup>72</sup> Nevertheless, that even poorly implemented desegregation generates as much after-the-fact support as it does from resistant whites is rather surprising.

<sup>70</sup>Edward J. Slawski, "Pontiac Parents: For Busing or Integration?" Education and Urban Society 8, no. 4 (August 1976): 477-98.

<sup>71</sup>Even among opponents, however, more agreed in the second year that "busing is the law and should be followed." McMonahay and Hawley, Reactions to Busing in Louisville (Durham, N.C.:Institute of Policy Sciences, 1978), pp. 20,33.

Footnote 72 on following page.

People in the direct line of fire-- students and school staff-- generally find desegregation better in reality than in anticipation. A principal in Charlotte, North Carolina, reflects, "It's hard to remember the pain and agony of those first few years because we've now replaced it with something else....We don't have a perfect society here. But we've come a long way."<sup>72</sup> A white high school student in Columbus, Ohio, says, "When you first go into school you're easily influenced by what your told about black people, but after you get to know some of them, you're influenced by their niceness." A black in the same school echoes her: "When I was younger and would see integrated couples, I used

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<sup>72</sup>Parents who rate desegregation negatively are more than twice as likely to believe --mistakenly-- that school district test scores are dropping. The data do not permit us to say which way causation runs. However, the fact those perceiving the test score declines are also slightly more negative about blacks in general suggests that prejudice towards blacks leads to pessimism about the school (an affective phenomenon) rather than that (mis)information about the schools leads to opposition to desegregation (a cognitive phenomenon). The inferences are mine; the date are from the New Castle County survey. On the second point in the text, 60 percent of public school parents give suburban schools an "A" or "B"; 29 percent rate the city schools as highly. The disparities are greater for nonpublic school parents and nonparents. Raffel et al., "Public Opinion toward the Public Schools," pp. 36, 75-79, 113. See, in general, Rossell, "Applied Social Science Research," pp. 95-99.

<sup>73</sup>Daniels, "In Defense of Busing," p. 37.

to wonder, 'How can they associate with each other like that?' Then I realized [after moving from a segregated grade school to a desegregated junior high school] that...an integrated situation, it wouldn't have to seem bad, the relationship could really be nice. It really was for me."<sup>74</sup> The longer a school is desegregated, the better are staff and students racial attitudes. Although in a 1978 poll of parents across the country, a combination of integration and busing tied for second place as the "biggest problem in the public schools in this community," only 18 percent of the students in a North Carolina poll identified student race relations as a problem, and it ranked dead last in a last of fifteen problems presented to them.<sup>75</sup> High school students are more enthusiastic than adults (with or without children) about the effects of integration. A majority see it as improving race relations and black achievement, and one-third agree that it has

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<sup>74</sup>Essie Payne, Cheryl Nowell, and Michelle Stolpa, "Student Perceptions: The Value of Little Rock, Theory in Practice 17, no. 2 (April 1978):174-76.

<sup>75</sup>Robert B. Pittman and Lewis E. Cloud, "Major Problems in Public Education from the Student's Perspective," Phi Delta Kappan 61, no.6 (February 1980). By the 1980s, desegregation and busing had fallen to fifth place or below on parents' list of school problems. We cannot say, however, whether this finding is further evidence for my claim that, after the fact, desegregation is not so terrible, or whether it simply reflects the fact that very little new desegregation has taken place in the 1980s so the issue is losing salience. See Elam, A Decade of Gallop Polls, p. 336, and yearly updates entitled "The -the Annual Gallop Poll of the Public's Attitudes toward the Public Schools," in Phi Delta Kappan.

improved the quality of education for whites.<sup>76</sup> In 1983, over 50 percent of college freshmen endorsed busing for desegregative purposes, up from 37 percent in 1976.<sup>77</sup> Georgia students found desegregation "serving a useful purpose" after it was implemented than had supported before implementation.<sup>78</sup> Even 30 percent of white Georgia school administrators, almost all of whom required coercion to comply with federal mandates, believe that desegregation has improved student achievement, and 40 percent see it as beneficial to race relations.<sup>79</sup> More professional educators (41 percent) than other adults (30 percent) agreed that "more should be done to integrate the school throughout the nation," even during the tumultuous year of 1973.<sup>80</sup> Most telling of all is the fact that white students are returning to some desegregated districts. In fifteen of fifty-two large desegregated districts, white enrollment has increased or remained stable since a plan was implemented.<sup>81</sup>

<sup>76</sup>Elam, A Decade of Gallop Polls, pp. 110-11.

<sup>77</sup>Alexander Astin et al., ed., The American Freshman: National Norms (Los Angeles: American Council on Education, 1976, 1983), pp. 55 (1976), 56 (1983).

<sup>78</sup>Charles S. Bullock III and May V. Braxton, "The Coming of School Desegregation: A Before and After Study of Black and White Student Perceptions," Social Science Quarterly 54 (June 1973):137.

<sup>79</sup>Rodgers and Bullock, Coercion to Compliance, p.107.

<sup>80</sup>Elam, A Decade of Gallop Polls, p. 164,

<sup>81</sup>Morgan with England, "Assessing the progress," appendix E. Whites are especially likely to return under metropolitan to token plans. See Raffel et al., "Public opinion toward the Public Schools," pp. 86-90, for the most extensive (only?) study of "returners."

White parents oppose the idea of busing. They also oppose mandatory desegregation but are often pleasantly surprised with its results. Whites who participate in mandatory plans rate them more highly than whites who do not. Blacks generally endorse desegregation and even busing both before and after implementation. Thus we have a strong though not overwhelming, evidence that after the fact, many citizens accept or even endorse plans that they had initially opposed. If that is the case, our concerns about the need to ignore popular preferences in order to desegregate successfully may be mollified. If people eventually are glad of what was imposed on them, we certainly do not have popular control, but we also are far from a destructive dictatorship of arrogant judges and uncaring bureaucrats.

A final empirical reason to forge ahead with desegregation is its benefits to education in general and whites in particular. It has been argued that when properly implemented, desegregation provides organizational, curricular, and pedagogical improvements for all students. It may also generate resources from outside the districts that more than compensate for additional expenses. School systems that must desegregate have a justification to request more of the city budget. Courts, as in Detroit and St. Louis, may find states partially liable for improvements and the cost of establishing racial balance. States may themselves pass legislation to fund new buses (as in Ohio)

to give monetary incentives to suburban districts to accept inner-city transfers (as in Massachusetts and Wisconsin). Until 1981, desegregated schools could receive a share of the \$300 million ESAA budget.<sup>92</sup> If properly implemented, desegregation also generates less tangible but ultimately more important benefits for whites. They learn about the role of blacks and other minorities in American history, they become accustomed to non-Anglo authority figures, they become less fearful of blacks, they differentiate among individuals, and they learn that they

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<sup>92</sup>ESAA was folded into an education block grant in 1981, and desegregation-related aid to schools now varies widely and is significantly diminished. "The loss of ESAA funds has crippled desegregation projects. Ninety-four percent of the school districts surveyed are not using Chapter 2 funds [the analogous program in the new education block grant] for desegregation purposes; the funds are simply not available in the quantity necessary." American Association of School Administrators, "The Impact of Chapter 2 of the Educational Consolidation and Improvement Act on Local Education Agencies" (Arlington, Va.: American Association of School Administrators, 1983), p.19. See also Jim Stedman, The Consolidation of the Emergency School Aid Act -- A Brief Analysis of Its Impact (Washington, D.C.: Library of Congress, Congressional Relations Service, 1983); House Committee on Government Operations, Block Grants Have Weakened Federal Programs for the Educationally Disadvantaged, 98th Cong., 1st Sess., 1983; Robert Pear, "Desegregation Plans in Peril," New York Times, September, 7, 1982, pp. A1,,A16; Henderson, No Strings Attached. Legislation to reestablish ESAA has in 1984 passed the House of Representatives, but faced strong opposition in the Senate and the White House.

can work with people who are not close friends.<sup>83</sup> More fancifully, desegregation may be a "purification ordeal" which "tests the community's moral fiber." After implementation, "white guilt" over racism is "expunged," and the white community is certified as "rededicated to American ideals." Desegregation reduces white "ambiguity about moral guidelines to structure the relationships between persons and groups," raises self-esteem, and gives "a renewed sense of purpose...[and a new] fit between school ideals and civic ideals."<sup>84</sup>

More cynically, desegregation rescues white adolescents from the smug boredom of middle-class suburbia.<sup>85</sup> And if they are the less-favored minority in a desegregated setting, white students learn trust, endurance, courage, and humility - qualities which blacks have always developed but which "whites [too] ought to have the privilege of obtaining."<sup>86</sup> When all is said and done, however, the most important reasons to desegregate schools are ethical and legal, not empirical.

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<sup>83</sup>Scholfield, Black and White in School, esp. pp. 155-82.

<sup>84</sup>Jacqueline Scherer and Edward Slawski, "Desegregation: Advantages to Whites," Urban Review 13, no.4 (Winter 1981): 215-25

<sup>85</sup>Edward A. Wynne. Growing Up Suburban (Austin: University of Texan Press, 1977). esp. pp.56-58. 156-59.

<sup>86</sup>Willie, The Sociology of Urban Education, pp. 8, 68-69.

One moral claim predominates. President Lyndon Johnson's answer to the argument that desegregation calls only for ending de jure segregation:

Freedom is not enough....You do not take a person who, for years, has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say, "You are free to compete with all the others," and still justly believe that you have been completely fair. Thus it is not enough to just open the gates of opportunity. All our citizens must have the ability to walk through those gates. This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.<sup>87</sup>

#### CITIZEN PARTICIPATION IN PLANNING DESEGREGATION

A standard prescription for successful schooling is parental involvement. The literature is voluminous; one decade-old bibliography of "citizen participation in education" lists four hundred items that

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<sup>87</sup>Lyndon B. Johnson, "Commencement Address at Howard University: 'To Fulfill These Rights,' June 4, 1965," Public Papers of the Presidents, pp. 635-40.

"represent only a small percentage of the material that might have been included even after the topic was narrowed and many potentially relevant areas excluded."

Justifications range from normative claims that parents or the community in general have a right to shape their children's future, to pedagogical claims that parental involvement improves children's attendance and achievement, to policy analytic claims that people more willingly comply with rules that have formulated. Thus the bibliographer points out that even though he sought out "a diversity of viewpoints, ... most of the references included are favorable ... to the concept of an increased role for parents and other citizens in educational decision making."<sup>88</sup>

Of course, not all educators, policy-makers, or parents promote citizen influence on school policy or administration. The trend in the twentieth century, in fact, has been to professionalize education-remove it from the political fray and insulate it from meddling amateurs. School boards have been made small, elite, nonpartisan, and relatively invisible; the office of superintendent was invented to centralize and depoliticize policy-making and administration; teachers, especially teachers' unions,

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<sup>88</sup>Don Davies, *Citizen Participation in Education: Annotated Bibliography* (New Haven: Yale University, Institution of Social and Political Studies, 1973), pp.x,xii-xiii.

resist parental "encroachment" on their rights and responsibilities. Many citizens agree that parents' role is mainly to stay out of the way of experts. But even the most adamantly professional educators and deferential parents call for some parental involvement. Parents should, at a minimum, monitor their children's progress, participate in the PTA, and vote for school bond issues. Thus no one denies the value of some citizen participation in schooling, and many assert that the more noneducators participate, the better off children and the whole community will be.

When analysts focus on school desegregation, calls for citizen participation become louder and stronger.

"Decentralized decision-making that includes the community will enhance acceptance of the desegregation plan" is one heading in the Los Angeles school board's desegregation guidelines. It goes on to point out "the powerful effects of choice and voluntary action upon commitment to ... the action," role of "parental and community involvement in ... prevent[ing] community polarization," and the fact that "educators universally acknowledge [that parents'] ... involvement is educationally beneficial [and] ... will enhance student interest."<sup>89</sup> In fact, the belief that citizen involvement will improve the outcome of a

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<sup>89</sup> Miller, Principles Relevant to Successful School Desegregation, pp. 20-21. Emphasis in original.

desegregation process is one of the few points of agreement between skeptics and enthusiasts. David Krip, who holds that on racial matters the state can best "do good by doing little," asks whether "honoring constitutionally bounded local wants promote[s] good policy." He answers himself affirmatively: "the recent historical record is generally cheering .... Political actions taken in numerous school districts ... [in response to "the emergence of the race and schooling question"] confirm a remarkable capacity for change at the community level .... The willingness of long-quiet individual citizens and interest groups to speak out in order to influence policy, ... strengthens the political order ... [and], the grandest hope, is ... a means of redesigning the schools in order to better the lives of children."<sup>90</sup>

However, to redesign the schools in order to better the lives of children without regard to the children's attitudes toward their education is a major flaw in evaluating community action participation in influencing desegregation plans. Therefore, the goal of this study is to make formal decision makers ("school boards") aware of the attitudes of student racial groups, and to include their attitudes in re-evaluating school desegregation policy into the twenty-first century.

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<sup>90</sup>David L. Krip, Doing Good by Doing Little: Race and Schooling in Britian (Berkeley and Los Angeles: University of California Press, 1979), and Just Schools, pp. 295, 298, 302.

### Research Into Attitude Measurement

Before attitudes can be measured one should identify what the term means. Unfortunately, attitude has been a difficult concept to adequately define, primarily because of its many lay uses and connotations. According to Severy, there are two different schools of thought regarding the structural nature of attitudes.<sup>91</sup> The first holds that attitude is simply the tendency to evaluate an object or construct in positive or negative terms. In this formulation, it is suggested that attitudes are "feelings toward" something.

A second belief as to the nature of attitudes is held by component theorists. According to their formulations, attitudes are more than evaluativeness. Zimbardo and Ebbeson identify that attitudes have three components: (1) affective, (2) cognitive, and (3) behavioral. The affective component is said to consist of a person's evaluation of, liking of, or emotional response to some object or person.<sup>92</sup>

The cognitive component has been conceptualized as a person's belief about or factual knowledge of the object or person. The behavioral component involves the person's overt behavior directed toward the object or person.

Traditionally, beliefs have been regarded as one's evaluation of the truth or falsehood of something.

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<sup>91</sup>Lawrence J. Severy, Procedures and Issues in the Measurement of Attitudes. (Princeton: ERIC Document Reproduction Service, ED 099 426, 1974).

<sup>92</sup>P.G. Zimbardo and E.B. Ebbeson, Influencing Attitudes and Changing Behavior (Reading: Addison-wesley, 1970), p.7.

Believing that something is true is not the same as thinking positively about it. The term opinion is of similar nature. An opinion is what a person believes to be factually true. Compared to opinions, attitudes are extremely difficult to change. Attitudes are more enduring than most other concepts. Additionally, attitudes and one's feelings are not directly translated into action.

Scott suggested that a measure truthfully reflect the attitude and not be affected by extraneous characteristics when considering attitudes: (1) direction is an individual's tendency to negative or positive feeling, (2) magnitude is the degree of favorableness or unfavorableness, (3) intensity refers to the strength of feeling associated with this attitude, (4) flexibility connotes the ease with which attitude can be varied or modified due to persuasive pressure, and (5) affective salience refers to how emotional an individual becomes about a particular attitude.<sup>93</sup>

According to Simonson, attitudes are defined as latent, and not observable in themselves. The developer must identify some behavior that would seem to be representative of the attitude in question, so that this behavior might be measured as an index of the attitude construct.<sup>94</sup> This characteristic of attitude measurement is justifiably the

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<sup>93</sup>W. A. Scott, "Attitude Measurement," in Handbook of Social Psychology, ed. G. Lindzey (Reading: Addison Wesley 1968), p. 204-73.

<sup>94</sup>Michael Simonson, "Attitude Measurement: Why and How," Educational Technology 19 (September 1979): 34-38.

most criticized limitation of this area of educational evaluation. However, without going into the question of overall validity of attitude measurement, there are generally recognized techniques used to determine an individual or groups attitude toward some object or person.

Attitude measurement is accomplished by one of the following techniques: (1) questionnaires, (2) rating scales, (3) interviews, (4) written reports, (5) observations, and (6) sociometric. A specific strategy for attitude measurement should be chosen that is appropriate for the type of attitude construct of interest, or the situation being examined.

Thurstone investigated the measurement of attitudes by using different scales.<sup>95</sup> The creating of such a scale made it possible for him to compare differences or changes in attitudes. The differential scales developed by Thurstone were determined by a ranking or rating operation performed by judges. Items are developed on a scale and the position of these items are either favorable or unfavorable attitudes toward the object having been determined by the judges. The respondents indicated which items on the scale were favorable to their opinions.

Successful application of the law of comparative judgement provided a means for scaling statements and defining traits which had no physical counterparts.

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<sup>95</sup>L. L. Thurstone, "Theory of Attitude Measurement," Psychological Bulletin, 36 (1929): 222-41.

As a result, an instrument composed of scaled statements could be used for the measurement of people's attitudes.<sup>96</sup> One of the advantages of a set of scaled items is that it provides important insights into characteristics of the attitude continuum. A disadvantage of the Thurstone formulation is that data collection, and hence scale construction, is time consuming.

Likert developed a summative scale for measuring attitudes and is referred to as a "Likert type scale".<sup>97</sup> Rather than checking items with which they agree, the respondents check each item in terms of several degrees of agreement or disagreement, i.e., strongly agree, agree, disagree, strongly disagree, and don't know. The most favorable response is usually scored with the highest number. Scores for each respondent are then computed by totaling the scores on each item. The items are then analyzed to determine which ones discriminate most clearly between the high scorers and the low scorers.

The method assumes that all of the statements reflect the same attitudinal dimension and are, therefore, related to each other. Equal intervals between scale values are not assumed in the Likert approach.

This scale provides information of the ordering of people's attitudes on the continuum, but is unable to

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<sup>96</sup>David Andrich, "Scaling Attitude Items Constructed and Scored in the Likert Tradition," Educational and Psychological Measurement 38 (Autumn 1978): 665-80.

<sup>97</sup>Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology 140 (1932): 1-55.

indicate how close or how far apart different attitudes might be. Guttman devised another attitude assessment method.<sup>98</sup> The method was based on the assumption that attitudes can be measured by a series of statements which are ordered along a continuum of acceptance. In other words, some statements would be easy to accept and other statements more difficult to accept. The Guttman scalogram analysis, as it is called, is used to determine whether or not a series of specific questions can be appropriately scaled. The scale would then measure a person's attitudes by having them check all statements on the scale that are acceptable to the person.

Osgood, et al designed the semantic differential method for measuring attitudes.<sup>99</sup> In this method, subjects would be asked to rate a particular attitude object on a series of bipolar adjectives, such as: good/bad, strong/weak, fast/slow, active/passive, each with seven data points between.

The evaluative factor included in the assessment of attitude by Osgood would seemingly measure both the direction and intensity of an individual's attitude toward the object being rated. This factor would be the most important aspect of meaning in the semantic differential.

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<sup>98</sup>Louis Guttman, "The Cornell Technique for Scale and Intensity Analysis," Educational and Psychological Measurement 7 (1947): 247-80.

<sup>99</sup>C. E. Osgood et al., The Measurement of Meaning (Urbana, Illinois: University of Illinois Press, 1957), p. 68.

Osgood contends that both the affective value of an item and the attitude of a person parameterized in the model can, from a body of data, estimate both sets of parameters.<sup>100</sup> He theorized that for a person of given attitude, the lower the affective value of an item, the more likely the person is to obtain a high score. Analogously, it is evident that for an item of given affectivity, the higher the attitude of a person, the more likely the person will obtain a high score. Andrich, in attempting to combine the approaches of Thurstone's placement of items on a continuum, and Likert's direct quantification of attitudes, reviewed Rasch's Multiplicative Binomial Response model.<sup>101</sup> Andrich suggested that certain commonly used response categories may need to be modified to satisfy this particular model, that is scored in the Likert tradition.<sup>102</sup>

Hatley and Croskey described the results of an effort to develop an instrument to accurately measure attitudes toward education.<sup>103</sup> The authors suggest, even though other instruments used to assess attitudes toward education served immediate needs, they lack meaningful conceptual structure. The method used for measuring attitudes in this study was the "Likert" scale.

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<sup>100</sup> Ibid., p. 677.

<sup>101</sup> Gunther Rasch, Probabilistic Models for Some Intelligence and Attainment Test (Copenhagen, Den.: Danmarks Paedagogiske Institut, 1960), p. 263.

<sup>102</sup> Ibid., p. 678.

<sup>103</sup> Richard V. Hatley and Frank L. Croskey, "Measuring Community Attitudes Toward Education," NASSP BULLETIN 62 (February 1978): 59-64.

## Chapter III

### Procedures

This chapter includes discussion of the development of the instrument, design of the sample, hypotheses, collection of data, and the statistical method used in the study.

#### Development of the Instrument

A list of current issues, policies and desegregation techniques in public education was formulated from research reported in periodicals, other professional publications, and books (See the Review of Related Literature, Chapter II).

A panel of educators and professionals in the field of education was chosen that included two professors from Florida Atlantic University-Department of Education, one Sociologist from Palm Beach Community College, and two experts in Social Research from the Palm Beach County School Board--Department of Research and Evaluation. The panel members were selected for their varying degrees of experience, their current status and responsibility in education and their expertise in survey research development.

After careful consideration and deliberation with the panel of experts, subsets of statements regarding desegregation issues, policies, and techniques were formulated. The researcher developed the statements from

previous related studies taken from the most active historical period involving integration/segregation issues, and comments from the panel, that would possibly elicit opinion of the issues that were identified. These statements included pertinent information about the selected issues. Statements with negative or positive character were staggered in order to avoid a response set among the subjects. Subjects were requested to respond to each statement on a Likert type scale by circling the appropriate number one to five, that corresponded to "strongly agree" to "strongly disagree".

After the questionnaire was completed, it was field tested by high school students, who voluntarily attended my social science classes at Palm Beach Community College. The questionnaire was also administered to a panel of experts from the Research and Evaluation Department of the Palm Beach County School Board for further evaluation. As a result, open ended questions were added to the survey on some of the selected issues. Some of the statements were revised or omitted, and the questionnaire was discussed with the panel of experts for additional comments. The researchers panel was constantly consulted for comments and suggestions in the development of the questionnaire. The final form of the questionnaire included thirty-seven statements, both negative and positive, that relate to the following current issues in school desegregation:

1. Attitudes Toward School Desegregation

2. Desegregation Techniques
3. Legitimacy of School Desegregation Policy
4. Efficacy (having the power to produce a desired effect)
5. Student Alienation and Solidarity Toward Their School
6. Racial Prejudice

Additionally, the questionnaire required the sample to respond to questions to ascertain the characteristics of the respondents (See Appendix A).

#### Design of the Sample

The population selected for this study consisted of eleventh and twelfth graders in two high schools located in Palm Beach County, Florida. The total population of eleventh graders in the county was 5,980 students and, 5,831 for twelfth graders (April, 1993). A representative sample of the county's eleventh and twelfth graders was selected predominantly from the two schools in the study. With assistance from the Office of the Principal in the two selected schools, the maximum total number of respondents was 346. Students from other schools in the county volunteered to take part in the survey, bringing the total number of respondents up to a maximum total of 430. The 430 students, or 4 percent of the total population of eleventh and twelfth graders (11,311) represented the eleventh and twelfth grade students of the county's entire school

used by the School Board to represent populations in their studies with a ninety five percent degree of accuracy. The four percent (430) of the students represented the 11,311 students of the county's eleventh and twelfth grades.

The total population of students' attitudes was measured against the questionnaire's statements. The total sample of respondents drawn was unable to generate a sufficient number of students from all categorized racial-ethnic groups responding to the survey. Therefore, the sample was stratified to include only the white and black students from the Lake Worth and Boca Raton High Schools (See Tables 4 through 7 in Appendices E-H).

The Lake Worth and Boca Raton High Schools were chosen because of the contrasts between them. One striking contrast is that the Boca Raton school is relatively segregated (April, 1993); it is 76.3 percent white and 13.3 percent black . The Lake Worth school was 52.7 percent white and 29.5 percent black. The Boca Raton school was segregated due to de facto segregation. Because the Boca Raton school is located in an upper middle class community where the percentage of white to black residents was 85 percent compared to 15 percent before the school was built, the housing patterns produced a relatively segregated school in an already segregated area.

The Lake Worth school was located in a blue-collar working class community. The median household income is \$21,665 (U.S. Census Bureau, 1990). The real estate values

based on 3,380 properties within ten mile radius from the school were as follows: the average value for a single property was \$92,116 and the median value \$73,000 (Central Palm Beach Board of Realtors, 1994). Lake Worth boasts the oldest community college in Florida, Palm Beach Community College.

The Boca Raton School was located in an affluent suburb in West Boca Raton. Most of the families comprise middle-aged upwardly mobile professional couples with young children. This area also has a large elderly retirement population. The median household income doubles that of the Lake Worth School with \$42,314 (U.S. Census Bureau, 1990). The real estate values based on 740 properties within a ten mile radius of the school were as follows: the average value for a single property was \$175,326; the median value, \$132,700, with values as high as \$2,750,000 (Boca Raton Board of Realtors, 1994).

The population sample broken down into percentages was as follows:

The Lake Worth High School

- \* The Lake Worth school had 567 white and black eleventh and twelfth grade students; 169 eleventh and twelfth grade students (29.8 percent of the total population of eleventh and twelfth graders) replied to the thirty-seven statements.
- \* Total percentage of white students: 52.09 percent (eleventh and twelfth grades averaged)

- \* Study's sample population: 43.2 percent (approximately) of the total white student population.
- \* Total percentage of black students: 31.7 percent (eleventh and twelfth grades averaged)
- \* Study's sample population: 22.3 percent (approximately) of the total black student population.

The Boca Raton High School

- \* The Boca Raton school had 454 white and black eleventh and twelfth grade students; 173 eleventh and twelfth grade students (38.3 percent of the total population of eleventh and twelfth graders) replied to the thirty-seven statements.
- \* Total percentage of white students: 81.2 percent (eleventh and twelfth grades averaged).  
--Study's sample population: 27.5 percent (approximately) of the total white student population.
- \* Total percentage of black students: 9.8 percent (eleventh and twelfth grades averaged).  
--Study's sample population: 88.7 percent

### Hypotheses

Forty research questions were formulated to test the differences of perceptions between white and black high school students. The issue-related statements eliciting perceptual responses were arranged into subsets:

1. Attitudes Toward School Desegregation
  2. Desegregation Techniques
  3. Legitimacy of School Desegregation Policy
  4. Efficacy (having the power to produce a desired effect)
  5. Student Alienation and Solidarity Toward Their Schools
  6. Racial Prejudice
  7. Attitudes of "Movers" (students transferred to another school)
  8. Attitudes of "Receivers" (students receiving students transferred from other schools)
- \* Sample groups were categorized for analysis purposes. Through this process, the sample group's attitudes toward subsets 1 through 8 could then be measured and statistically analyzed (see Chapter IV and for separate chart analysis see appendices A-H).

Sample groups by Category

- Category A: Attitudes of the "Total Population of Respondents (See Table 3 in Appendix D).
- Category B: Attitudes by Racial Groups: combining the white students from the Lake Worth and Boca Raton High Schools and the black students from the same two high schools separately, to test the similarities and differences of attitudes of the two racial groups. (See Table 4 in Appendix E).
- Category C: Attitudes of Race by School: White student's attitudes from the Lake Worth High School tested against the white student's attitudes of the Boca Raton High School. (See Table 5 in Appendix F).
- Category D: Attitudes of Race by School: Black students attitudes from the Lake Worth High School tested against the black students' attitudes of the Boca Raton High School (See Table 6 in Appendix G).
- Category E: Attitudes by school: Attitudes of the respondents from the Lake Worth school were compared to the attitudes of the respondents from the Boca Raton High School (See Table 7 in Appendix H).

The Null hypotheses statements are as follows:

- A. The "total" population of respondents will have similar attitudes toward:
1. school desegregation
  2. desegregation techniques
  3. legitimacy of school desegregation policy
  4. "efficacy" (having the power to produce a desired effect)
  5. student alienation and solidarity toward their schools
  6. racial prejudice
  7. "movers" (students transferred to another school)
  8. "receivers" (students receiving students transferred from other schools)
- B. The "white students" from both schools will have similar attitudes, and the "black students" from both schools will have similar attitudes toward:
1. school desegregation
  2. desegregation techniques
  3. legitimacy of school desegregation policy
  4. "efficacy" (having the power to produce a desired effect)
  5. student alienation and solidarity toward their schools
  6. racial prejudice
  7. "movers" (students transferred to another

school)

8. "receivers" (students receiving students transferred from other schools)

C. The "white students" from the Lake Worth High School, and the "white students" from the Boca Raton High School will have similar attitudes toward:

1. school desegregation
2. desegregation techniques
3. legitimacy of school desegregation policy
4. "efficacy" (having the power to produce a desired effect)
5. student alienation and solidarity toward their schools
6. racial prejudice
7. "movers" (students transferred to another school)
8. "receivers" (students receiving students transferred from other schools)

D. The "black students" from the Lake Worth High School, and the "black students" from the Boca Raton High School will have similar attitudes toward:

1. school desegregation
2. desegregation techniques
3. legitimacy of school desegregation policy

4. "efficacy" (having the power to produce a desired effect)
  5. student alienation and solidarity toward their schools
  6. racial prejudice
  7. "movers" (students transferred to another school)
  8. "receivers" (students receiving students transferred from other schools)
- E. The "respondents of the Lake Worth High School", and the "Respondents of the Boca Raton High School" will have similar attitudes toward:
1. school desegregation
  2. desegregation techniques
  3. legitimacy of school desegregation policy
  4. "efficacy" (having the power to produce a desired effect)
  5. student alienation and solidarity toward their schools
  6. racial prejudice
  7. "movers" (students transferred to another school)
  8. "receivers" (students receiving students transferred from other schools)

### Collection of Data

Once the survey questionnaire was developed, and the sample population determined the researcher requested study approval from the superintendents of the school district involved in the study. Meetings were set up over a period of several months with representatives of the Superintendent's Office of Research and Evaluation. The purpose of the research was discussed, including the survey questionnaire development process. Each item in the questionnaire was evaluated by the Director of Research and Evaluation of the Palm Beach County School District. A written request for approval was submitted (See Appendix I). Permission was granted by the Superintendent of Research and Evaluation (see Appendix I). A statistical analysis of the two schools' student populations involved in the study was obtained. The Principals of the schools involved in the study were contacted. Meetings were set up and representatives of the schools were assigned to assist the researcher in the distribution of the questionnaire. The school representatives produced a list of white and black students randomly drawn from the school computer system, and arranged for these students to take part in the answering of the questionnaire in their English classes and in the school cafeteria. The researcher read the instructions to the students participating in the questionnaire-survey, and collected them from the participants.

The distribution of the questionnaire survey took place in the Spring of 1993. Four hundred and thirty students participated in the study. Three hundred and forty six of these coming from the Lake Worth and Boca Raton High Schools.

#### Statistical Method

Statistical procedures applied in the analysis of the data were selected in light of the groups under observation, the hypotheses to be tested, and the facilities for computerized processing of the data. The data was taken from the questionnaire and coded. Data entry utilized d-base 3 and analysis was done with the SPSS-PC software.

Data from the questionnaire were summarized in several tables and analyzed. Each table included an analysis of the thirty-seven statements on issues, policies and techniques in desegregation. The chi square was used to discover the statements in which there was or was not significant difference between the sample groups. By stratifying the sample groups, indications of whether or not significant difference existed could be examined by the researcher. Frequencies were determined by the Likert Scale.

The analysis chapter reports the significant statements at the .05 level. There were eighteen of thirty-seven statements that indicated significant agreements of perception and twelve of the thirty-seven statements indicating significance of disagreements toward desegregation issues. Other significance at the .05 level

is reported in Chapter 5 / Conclusions. The statements that were not significant are included at the conclusion of Chapter 5.

Included in Chapter 4 are tables that include statements of significant agreement or disagreement and significant divergence of opinion between racial sample groups. Demographic data on respondents are included in the introduction in Chapter 5.

#### Summary

The sample upon which this study is based was designed to reach certain groups (white and black students) in the educational structure. In drawing the sample, stratified, random selections were made of the groups.

The survey questionnaire was developed through an extensive process. This process was four-fold: (1) a careful survey of related literature, (2) a continual review by a panel of experts, consisting of educators and researcher professionals, (3) a review and application of the survey-questionnaire by college students at Palm Beach Community College in Palm Beach County, Florida, and (4) a review by the Superintendent's Office of Research and Evaluation.

Hypotheses were developed and the method of statistical analysis was determined based on the design of the study. The process also included the distribution of the questionnaire, the collection of the questionnaire, and arrangements for data analysis.

## CHAPTER IV

### ANALYSIS OF THE DATA

In developing desegregation strategy, school district officials, desegregation planners, and the courts must attempt to strike a delicate balance among local values, administrative agenda, and students' attitudes, on the one hand, and the national policy mandate to end dual school systems, on the other hand. One can pick and choose among a plethora of available desegregation strategies and attempt to find one or a combination of techniques that will work under local conditions.

This chapter offers analyses of the various responses in the survey of students' attitudes toward desegregation. In Table Three, Significant Agreement or Disagreement in the Total Population of Respondents is described. (The combined total of all respondents by racial-ethnic groups was made up of White, Black, Hispanic, Asian and others.) The total number of respondents was 429 (N=429). The statistical technique of Chi-Square was used to test for any significant differences among the groups. Significant agreement or disagreement between the sample groups was indicated on thirty-seven statements. (Significance at the .05 level denoted by \*) Statements 7,11,12,13,17,18 tested the "Attitudes of Movers" (students transferred to another school by choice, or by School Board policy).

Statements 14,16,21 tested the "Attitudes of Receivers" toward students being transferred to their school (See number 7 and 8 in Hypotheses A - E , Chapter III).

Analysis of Significant Agreement or Disagreement by All Respondents (Table 3/Appendix D)

Initially, Table 3 offers a comparison of the total population of respondents with regard to the subsets of statements eliciting attitudes. The first subset of statements dealt with "Attitudes Toward School Desegregation." (Statements 1,2,3,6) In general, there was significant agreement by three fourths of the total population towards school desegregation. Students indicated that schools should be desegregated to help children of all races/ethnic groups understand each other better, and, in turn, they would get along better in the future. They reported that racial balance in public schools was a good goal to pursue. There was no significance of disagreement.

The second subset dealt with "Attitudes Toward Desegregation Techniques." (Statements 5,7-10,13,14,16-18) There was significant agreement by three fourths of the total population as to the most desirable techniques in desegregating schools. They believed that students should have the right to choose any school they wished to attend, and that being bused to another school against their wishes was wrong. However, they did indicate that students coming from other neighborhoods to attend their school was acceptable. Also, one half

to three fourths of the students reported that the School Board should not have the right to move students to other schools just to achieve a better racial/ethnic balance in those schools. They indicated they are encouraged to do better in school when they attend the school they have chosen, rather than one they are forced to attend.

The third subset dealt with "Attitudes Toward Legitimacy of School Desegregation Policy." (Statements 4,11,12,22-3,25) There was significant agreement by one half to three fourths of the total population regarding the legitimacy of school desegregation policy. In general, the students indicated that the government has no right ordering local school boards to desegregate racially unbalanced schools. They also disagreed with the policy of transferring students to other schools when the school board chooses to change the attendance boundaries.

The fourth subset dealt with "Efficacy (having the power to produce a desired effect)." (Statements 24,26-28) There was significant agreement by a little over one half of the students concerning the role of government in the desegregation process. They reported that public officials didn't really care much about what they thought. They also indicated that the local school board should not have to do what the courts require concerning school desegregation.

The fifth subset dealt with "Students' Alienation and Solidarity Toward Their Schools." (Statements 15,29-37). There was significant agreement by three fourths of the students concerning an attachment to their schools. In general, they reported a strong sense of belonging to their schools. They liked going to their schools, rather than to any other school.

The sixth subset of statements dealt with "Students' Racial Prejudice." Three fourths of the students reported low on racial prejudice. In general, they indicated that they got along with students who were from a different race or ethnic group than they were. They also liked the idea of different races and ethnic groups coming from other neighborhoods to attend their school.

Analysis of Agreement or Disagreement by Race  
(Table 4/Appendix E)

Table 4 offers a comparison of racial groups' agreement or disagreement to the subsets of statements eliciting attitudes. The answers of white students from the Lake Worth and Boca Raton High Schools were combined. The answers of black students from the two schools were also combined.

The first subset of statements dealt with "Attitudes Toward School Desegregation." (Statements 1-3,6) In general, almost three fourths of the white and black students support school desegregation. Both racial

groups indicated that schools should be desegregated to help children of all racial/ethnic groups understand each other better someday. They reported that racial balance in schools was a good goal to pursue.

The second subset dealt with "Attitudes Toward Desegregation Techniques." (Statements 5,7-10,13,14,16-18) There was significant agreement by almost three fourths of the white and black student groups regarding their attitudes toward desegregation techniques. The findings indicated that both white and black students agreed to desegregation techniques that allowed them to choose the schools they wished to attend. They also reported that they did not approve of being sent to another school to make room for new programs and new students. The white students disagreed more strongly than black students with accepting a reassignment to another school to allow a magnet program to come to their school. Three fourths of the white students did not agree with being transferred, compared to one half of the black students surveyed.

The third subset dealt with "Attitudes Toward Legitimacy of School Desegregation Policy." (4,11,12,22,23,25) On statements dealing with the legitimacy of school desegregation policy, there were no similarities of attitudes between white and black student groups.

The fourth subset dealt with "Efficacy (having the power to produce a desired effect)." (Statements 24,26-28) One half to three fourths of the white and black students surveyed indicated that they believe that public officials don't care about the opinions students have.

The fifth subset dealt with "Students Alienation and Solidarity Toward their Schools." (Statements 15,29-37) One half to three fourths of the students reported feelings of solidarity toward their schools. They liked going to their schools, rather than any other school. In general, a greater percentage of white students (seventy-five percent) indicated a strong sense of belonging to their schools compared to fifty-percent of the black students surveyed.

The sixth subset of statements dealt with "Students' Racial Prejudice." (Statements 19-21) Both white and black students indicated a low percentage of racial prejudice. In answering the statement, "A person's race or ethnic group tells a lot about what to expect from him/her." Three fourths of the white student group disagreed with the statement, and two thirds of the black student group also disagreed.

There were statements with which the racial groups did not agree or disagree, but demonstrated a difference of attitudes between them.

( Appendix E : statements 5,7,9,10,13,15 and 18 ).

A statement dealing with combining schools under one name for desegregation purposes showed a difference of attitudes for white and black students. One fifth of the white students agreed to this practice compared to one third of the black students. Also, black students were more willing than white students to be moved to other schools to achieve a better racial/ethnic balance. One third of the black students agreed to this practice, compared to one eighth of the white students surveyed.

The findings indicated that one third of the black students believed that attending a school out of their neighborhood encourages them to do better. Only one tenth of the white students agreed. The black students were also more willing to attend a magnet program in another neighborhood than white students. The percentage of disagreement in attending a school out of their neighborhood was five times greater for white students.

The comparison of racial groups attitudes consisted of comparing "like" racial groups from the two schools. The difference between "like" racial groups lies in the socioeconomic status differences. The Palm Beach County School Board would not allow me to ask the Socioeconomic Status of the respondents participating in the survey.

The Board said the SES of families with whom students lived was an "issue of privacy." It was, however, possible to find out the median household incomes and the residential real estate values where the two schools participating in the survey were located. These figures were then used in assessing the socioeconomic class of the students who attended these schools.

The Lake Worth High School students go to a school located in a lower to lower middle class neighborhood where the median household income is \$21,665, and the residential Real Estate values have a median value of \$42,314. The Boca Raton students attend a high school located in a middle to upper middle class neighborhood where the median household income is \$42,314 and the median residential real estate values are \$132,700.

Analysis of Significant Agreement or Disagreement of Race by School: White Students (Table 5/Appendix F)

Table 5 offers a comparison of white students' attitude responses from the Lake Worth High School, compared to that of the Boca Raton school.

The first subset of statements dealt with "Attitudes Toward School Desegregation." (Statements 1, 2,3,6). In general, there was significant agreement among among the two schools toward desegregation. On statements dealing with the issue of desegregation, over three fourths of the Lake Worth students agreed it was

necessary, and over one half of the Boca Raton students concurred.

The second subset dealt with "Attitudes Toward Desegregation Techniques." (Statements 5,7-10,13,14, 16-18) On statements dealing with desegregation techniques, a little less than three fourths of the students from both schools agreed that they should be able to choose the school they wished to attend. They also reported that the school board should not have the right to move students to other schools to achieve a better racial/ethnic balance.

The third subset dealt with "Attitudes Toward Legitimacy of School Desegregation Policy." (Statements 4,11,12,22,23,25) On statements dealing with the legitimacy of school desegregation policy, three fourths of the students from both schools indicated that the government has no right ordering local school boards to desegregate racially unbalanced schools. They also believed that if the school board changes attendance boundaries, it should not have the right to force a student to attend a school out of their neighborhood.

The fourth subset dealt with "Efficacy (having the power to produce a desired effect)." (Statements 24,16-28) A little over half of the students from both schools believed that public officials don't care much about what students think. They also indicated that local school boards should not do what the courts require

regarding school desegregation.

The fifth subset dealt with "Students' Alienation and Solidarity Toward Their Schools." (Statements 15,29-37) On statements dealing with student alienation, three fourths of the students indicated solidarity toward their schools. They indicated that they liked going to their school, rather than any other school.

The sixth subset dealt with "Students' Racial Prejudice." (Statements 19-21) On statements dealing with racial prejudice, more than three fourths of the students agreed that it was acceptable for students of different races/ethnic groups from different neighborhoods to attend their schools. Three fourths of the students disagreed with the statement, "A person's race/ethnic group tells a lot about what to expect from him/her."

There were statements not reporting significant agreement or disagreement, but demonstrating a difference of attitudes between the white students of the Lake Worth and Boca Raton High Schools . When integration is a "fact of life," as in the case of the Lake Worth students compared to the Boca Raton students (where integration is not fully established; this seems to affect some of the racial attitudes of these students toward desegregation issues.

To the statement, "Children of all races/ethnic groups will get a better education if they attend integrated

schools," one third of the students from the Lake Worth High School indicated a "strong agreement" to this statement compared to one sixth of the students at the Boca Raton High School. The Lake Worth school is already an integrated school, while the Boca Raton school is presently a segregated school.

On statements dealing with the transferring of students to other schools, two fifths of the Boca Raton students indicated that they would not do as well if transferred, compared to one sixth of the Lake Worth students. In general, the Boca Raton students disagreed twice as much with being transferred to another school when compared to the Lake Worth students. The Lake Worth students perceived being transferred to another school as a way of getting a better education.

Analysis of Significant Agreement or Disagreement of Race by School: Black Students (Table 6/Appendix G)

Table 6 offers a comparison of black students' attitude responses from the Lake Worth High School compared to that of the Boca Raton High School.

The first subset of statements dealt with "Attitudes Toward School Desegregation." (Statements 1, 2,3,6) In general, there was significant agreement among the two schools about desegregation. On statements dealing with the issue of desegregation, almost three fourths of the black students from both schools indicated that different races and ethnic groups will

get along better someday if they all go to school together now. They also agreed that racial balance in public schools was a good goal to pursue.

The second subset dealt with "Attitudes Toward Desegregation Techniques." (Statements 5,7-10,13,14, 16-18) On statements dealing with desegregation techniques, three fourths of the black students from both schools indicated that students should be able to choose any school they wished to attend. They also agreed that having students come from different neighborhoods to attend their school was acceptable.

The third subset dealt with "Attitudes Toward Legitimacy of School Desegregation Policy." (Statements 4,11,12,22,23,25) On statements dealing with the legitimacy of school desegregation policy, one half to over three fourths of the black students from both schools indicated that if the school board changes the attendance area boundaries, it should not have the right to move students to schools in other neighborhoods.

The fourth subset dealt with "Efficacy (having the power to produce a desired effect)." On statements dealing with efficacy, a little over half of the black students from both schools agreed that public officials don't care what students think. They also disapproved the policy of transferring students to a school which is not in their neighborhood due to rezoning attendance area boundaries.

The fifth subset dealt with "Student's Alienation and Solidarity Toward Their Schools." (Statements 15,29-37) On statements dealing with student's alienation and solidarity toward their schools, over half to three fourths of the black students from both schools indicated that they liked going to their schools, rather than any other school.

The sixth subset dealt with "Student's Racial Prejudice." (Statements 19-21) On statements dealing with racial prejudice, almost three fourths of the black students from both schools indicated that they got along with students who were from a different race, or ethnic group than they were, and that; it was acceptable for students of different racial and ethnic groups to come from other neighborhoods to attend their school.

There were statements not reporting significant of agreement or disagreement, but demonstrating some difference of attitudes between the black students from the two different schools.

To the statement, "Children of all races/ethnic groups will get a better education if they attend integrated schools, two fifths of the black students from the Boca Raton school disagreed compared to only a little over one fifth from the Lake Worth school.

To the statement, "I like attending, or would like to attend a school which is not in my neighborhood," elicited "strong agreement" from almost one fourth of

the black students from the Lake Worth school, compared to only one tenth of the students from the Boca Raton school.

To the statement, "In general, being bused to another neighborhood to attend school is wrong," almost one half of the students from the Boca Raton school "strongly agreed," compared to a little over one tenth of the students from the Lake Worth school.

To the statement, "I prefer going to school out of the neighborhood in which I live," half of the black students from the Lake Worth school agreed, compared to a little over one tenth of the students from the Boca Raton school. We can conclude from these results that the black students from the integrated school like going to the school which offers the best education, while the black students from the segregated school want to go to the school in the neighborhood in which they live.

Analysis of Agreement or Disagreement by School  
(Table 7/Appendix H)

Table 7 offers a comparison of attitudes between the two High Schools. White and Black students in each school were combined.

The first subset of statements dealt with "Attitudes Toward Desegregation." (Statements 1-3,6) There were significant agreements between the Lake Worth and Boca Raton schools. On statements dealing with desegregation, almost three fourths of the students from

both schools agreed that schools ought to be desegregated to help children of all races/ethnic groups understand each other better.

The second subset dealt with "Attitudes Toward Desegregation Techniques." (Statements 5,7-10,13,14, 16-18) On statements dealing with desegregation techniques, almost three fourths of the students from both schools agreed that students should be able to choose any school they wished to attend, and that having students come from other neighborhoods to attend their school was acceptable. They also believed that the school board should not have the right to move students to other schools to achieve a better racial/ethnic balance. Both schools also reported that they did not like the practice of being reassigned to other schools if their school needed the classroom space for a new magnet program.

The third subset dealt with "Attitudes Toward legitimacy of School Desegregation Policy." (Statements 4,11,12,22,23,25) On statements dealing with the legitimacy of school desegregation policy, between half and three fourths of the students from both schools were against the policy of redistributing students to other schools to achieve racial balance.

The fourth subset dealt with "Efficacy (having the power to produce a desired effect). On statements dealing with efficacy, over half of the students from

both schools agreed that public officials don't care much about what they have to say.

The fifth subset dealt with "Students' Alienation and Solidarity Toward Their Schools. On statements dealing with student alienation and solidarity, almost three fourths of the students from both schools indicated that they liked going to their school, rather than any other school. They also reported a strong sense of solidarity toward their neighborhoods.

The sixth subset dealt with "Students' Racial Prejudice." (Statements 19-21) On statements dealing with racial prejudice, three fourths of the students from both schools indicated they get along with students who are from a different race or ethnic group.

There were statements not reporting significant agreement or disagreement but demonstrated a difference of attitudes from each school.

In general, the Lake Worth students from the integrated school were more willing to accept desegregation policies if they improved the quality of their education. On the issue of busing, the Lake Worth students were also more willing than the segregated Boca Raton students to accept being bused to a school in another neighborhood. From the results of the survey statements, students of integrated schools are more accepting of desegregation and what it has to offer than students of segregated schools.

## Chapter V

### DISCUSSION/SUMMARY, AND CONCLUSIONS

#### Study Demographics

This research project investigated the perceptions of white and black students of desegregation. The sample groups were chosen from two Palm Beach County, Florida High schools. The schools were chosen to represent two diverse socio-economic areas in the county. The Lake Worth High School is located in the oldest city in Palm Beach County. It has a population of 28,600, made up of mainly lower to lower middle-class residents. Residential home real estate values have a median value of \$42,314. The median household income is \$21,665.

The Boca Raton High School is located in an area made up of mainly middle to upper middle class residents. It has a population of 61,500, with a residential home real estate median value of \$73,000. The median household income of \$43,000 is double that of Lake Worth. Boca Raton is made up mainly of white residents with a very small black population. The combined ratio of white to black eleventh and twelfth grade students at the Boca Raton High School was 77.5 percent white to 11.5 percent black. The combined ratio of white to black eleventh and twelfth grade students at the Lake Worth High School was 53.5 percent white to 31 percent black. As part of the research, groups of students were compared by race and school. Students of the eleventh and twelfth grades from their respective schools were asked to

express their opinions of thirty-seven selected statements which correlated to various variables that may effect student attitudes. Significance of the correlation between the variables to the student responses were recorded in the study.

Issue statements were developed by the study author with some assistance from the Office of Research and Development for the Palm Beach County School Board. Research producing variables that may effect student attitudes were; **Attitudes Toward Desegregation Techniques, Attitudes Toward Legitimacy of School Desegregation Policy, Efficacy (having the power to produce a desired effect), Alienation and Solidarity, and Racial Ethnic Prejudice.** Thirty-seven statements were used to test the null hypothesis that White and Black students would perceive the statements with no statistically significant differences.

The survey questionnaire was administered to 432 students in Palm Beach County, Florida in the Spring of 1993. The study population was then reduced to 346 students composed of 249 white students and 97 black students.

The statistical method used in the study to show the comparison of perceptions and to determine the significance of the variation in perceptions to the statements by the study groups, was the chi square test of independence. The .05 level or less of significance was accepted.

### **Summary and Conclusions**

This survey-study examined the attitudes of high school students towards the many issues associated with desegregation. White and black eleventh and twelfth grade students from two High Schools in two different socio-economic areas of Palm Beach County, Florida were chosen.

Issues eliciting student responses included :

Attitudes Toward School Desegregation

Attitudes Toward Desegregation Techniques

Legitimacy of School Desegregation Policy

Efficacy (having the power to produce a desired effect)

Alienation and Solidarity

Racial Prejudice

Another issue eliciting student responses was that of "Movers" (transfers) and "Receivers" (students' attitudes toward accepting transferred students to their schools). Also reported in this section were statements not demonstrating a significance of agreement or disagreement to the statements, but that showed a difference of attitudes between sample groups worth mentioning.

**Final Conclusions for Table Three :**  
**An Analysis of Significant Agreement or Disagreement by**  
**All Respondents to the Five Subsets of Statements**  
**(Table 3: Appendix D)**

Thirty of the thirty-seven statements on desegregation issues indicated statistically significant similarities and differences of perception from the total population of respondents. Of the thirty-seven statements, significant

agreement occurred in eighteen statements, and there was significant disagreement with twelve statements.

Students indicated that, "schools ought to be desegregated to help children of all races/ethnic groups understand each other better." They also indicated that, "racial balance in public schools is a good goal to pursue." Almost three fourths of the students agreed that they "should be able to choose any school they wish to attend." They disagreed with being bused to another neighborhood to attend school. One half of the students indicated that, "the government has no right ordering local school boards to desegregate racially unbalanced schools." Two thirds of the students also believed that public officials didn't care much about what they think concerning desegregation issues. Students indicated they felt "a strong sense of belonging (solidarity) to their neighborhoods and their schools."

The issue of "moving" and "receiving" students under desegregation policy was examine in several statements. The findings were as follows: Two thirds of the students indicated that, "the school board should not have the right to move students to other schools to achieve a better racial/ethnic balance." They also disagreed with the policy of being transferred to another school when the school board changes attendance area boundaries. They disagreed with closing schools and (moving) redistributing its students to other schools to change the racial identity of those schools. An overwhelming three fourths of the students agreed that,

"having (receiving) students from other neighborhoods to attend their school was acceptable, and two thirds of the students liked receiving students from different races/ethnic groups to their schools.

**Final Conclusions for Table Four**  
**An Analysis of Significant Agreement or Disagreement by Race to the Five Subsets of Statements (Table 4: Appendix E)**

Sixteen of the thirty-seven statements on desegregation issues indicated statistically significant similarities and differences of perception from White and Black student respondents of the Lake Worth and Boca Raton High Schools. Of the thirty-seven statements, significant agreement occurred in twelve statements, and there was significant disagreement to four statements.

White and Black students from both schools indicated that, "schools ought to be desegregated to help children of all races/ethnic groups understand each other better," and that; "racial balance in public schools is a good goal to pursue." They also believed that, "students should be able to choose any school they wish to attend." Both White and Black students agreed with the statement, "public officials don't care much what people like me think." They also expressed the opinion that local school boards should have authority over the courts. In general, they liked going to school in their neighborhood and expressed a strong sense of belonging to their school. White and Black students significantly agreed to the statement, "In general, I get along with students who are a different race/ethnic group

than I am."

The issue of "moving" and "receiving" students under desegregation policy was examined in several statements. The findings were as follows: Both white and black students agreed that, "having students come from different neighborhoods to attend their school was acceptable." They also indicated that if a magnet school program was offered at their school (raising the attendance for that school), they would not want to be transferred to another school. In general, white and black students like "receiving" students of different races/ethnic groups from other neighborhoods to their schools.

**Final Conclusions for Table Five**  
**An Analysis of Significant Agreement or Disagreement of Race**  
**by School to the Five Subsets of Statements**  
**(Table 5: Appendix F)**

**WHITE STUDENTS:** Twenty-one of the thirty-seven statements on desegregation issues indicated statistically significant similarities and differences of perception of white students from the Lake Worth High School compared to white students of the Boca Raton High School. Of the thirty-seven statements, significant agreement occurred in sixteen statements, and there was significant disagreement to five statements.

White students from both schools indicated that "schools ought to be desegregated to help children of all races/ethnic groups understand each other better." They also agreed with the statement, "different races/ethnic groups will get along better some day if they all go to school

together now." (Note: Half of the white students from the Lake Worth High School and a third of the Black students; totaling nearly four fifths of the students, agreed with statement 2 compared to three fifths of the students from the Boca Raton High School. Three fourths of the white students from the Boca Raton School agreed, while only one tenth of the black students agreed).

Students from both schools also agreed that, "children of all races/ethnic groups will get a better education if they attend integrated schools." Again, the percentage rate of agreement to the statement was higher for the Lake Worth High School. They believed that, "students should be able to choose any school they wish to attend, and that," public officials don't care much what people like me think." They also disagreed with the statement, "No matter what local school boards think, they should do what the courts say about school desegregation." The white students were in agreement that, "Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.," and that "the government has no right ordering local school boards to desegregate racially unbalanced schools." They also reported that they liked going to their school rather than any other school, and they felt a strong sense of belonging to their school and their neighborhoods. There was significant agreement with the statement, "In general, I get along with students who are a different race/ethnic group than I am."

The issue of "moving" and "receiving" students under desegregation policy was examined in several statements. The findings were as follows: White students from both High Schools significantly disagreed with the school board having the right to "move" students to other schools to achieve racial/ethnic balance. They also disagreed with "moving" (transferring) students to other schools due to attendance area boundaries changing in the school district. They also were against the policy of redistributing students to other schools to change the racial identity of schools. On the issue of busing, there was significant agreement to the statement, "In general, being bused to another neighborhood to attend school is wrong." Nine tenths of the Lake Worth students and two thirds of the Boca Raton students agreed that "having students from different neighborhoods attend their school was acceptable. Four fifths of the students from the Lake Worth High School disagreed with the statement, "If my school were turned into a Magnet School, I would accept reassignment to another school." Only a little less than one half of the students from the Boca Raton school disagreed to the statement.

The overall findings revealed that the White students from the Lake Worth High School have higher percentages of agreement toward desegregation of schools than the White students from the Boca Raton High school. The attitudes of the students from the Lake Worth school showed a greater willingness to desegregate schools.

**Final Conclusions for Table Six**  
**An Analysis of Significant Agreement or Disagreement of Race**  
**by School to the Five Subsets of Statements**  
**(Table 6: Appendix G)**

**BLACK STUDENTS:** Nineteen of the thirty-seven statements on desegregation issues indicated statistically significant similarities and differences of perception of Black students from the Lake Worth High School compared to Black students of the Boca Raton High School. Of the thirty-seven statements, significant agreement occurred in fourteen statements, and there was significant disagreement to five statements.

Black students from both schools indicated that, "different races/ethnic groups will get along better some day if they all go to school together now." They also agreed that, "racial balance in public schools is a good goal to pursue." The students also believed that they should be able to choose any school they wish to attend. Almost three fourths of the students from the Lake Worth school compared to nine tenths of the students from the Boca Raton school agreed that "students should be able to choose the school they wish to attend no matter what the racial balance of schools in the district are."

Black students from both schools agreed that, "public officials don't care much what people like me think." They disagreed to the statement, "no matter what local school boards think, they should do what the courts say about school desegregation." Students from both schools reported that they liked going to their school rather than any other school. They also indicated that they felt a strong sense of

belonging at their school and in the neighborhood in which they live. In general, they reported getting along with students who are a different race/ethnic group than they were.

The issue of "moving" and "receiving" students under desegregation policy was examined in several statements. The findings were as follows: Black students from both High Schools significantly disagreed with having to attend a school in a neighborhood away from where they live when there is a change in school attendance boundaries. They also disagreed with the policy of closing a school and ("moving") redistributing its students to other schools to change the racial identity of schools. The busing issue did not produce significant attitudes for or against busing. What was interesting was that almost half of the Black students from Boca Raton High School "strongly agreed" to the statement, "In general, being bused to another neighborhood to attend school is wrong" compared to only one tenth of the students from the Lake Worth High School. There was significant agreement that, having ("receiving") students of different racial/ethnic groups from different neighborhoods to attend their school was acceptable.

The overall findings revealed Black and White students agree that, "racial balance in public schools is a good goal to pursue." They also agree that, "schools ought to be desegregated to help children of all races/ethnic groups understand each other better." The students indicated that,

"students should be able to choose any school they wish to attend." They also indicated that, "children of all races/ethnic groups get a better education attending integrated schools." Finally, the attitudes of students from the already integrated school ("Lake Worth") have greater percentages of agreement toward desegregation issues than the presently segregated school ("Boca Raton").

**Final Conclusions for Table Seven**  
**An Analysis of Significant Agreement or Disagreement**  
**by School (Table 7: Appendix H)**

Twenty-four of the thirty-seven statements on desegregation issues indicated statistically significant similarities and differences of the perception of students by school. White and Black students were combined to make up one study group for each school. Of the thirty-seven statements, significant agreement to the statements by the Lake Worth and Boca Raton High Schools occurred in sixteen statements and significant disagreement to eight statements.

Students from both schools indicated that, "schools ought to be desegregated to help children of all races/ethnic groups understand each other better," and that; "racial balance in public schools is a good goal to pursue." They also indicated that, "students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are," and that; "the government has no right ordering local school boards to desegregate racially unbalanced schools." Both schools on the issue of

desegregation policy, disagreed with the policy of closing schools and redistributing students to other schools to change the racial identity of schools. They indicated that, "sometimes politics and government seem so complicated that they can't understand what is going on," and that; "public officials don't care much what people like them think." In general, the students from both schools agreed that, "they liked going to their school, rather than any other school," and that; "they felt a strong sense of belonging to their school and neighborhood in which they lived." White and Black students reported that, "In general, I get along with students who are a different race/ethnic group than I am." They also significantly disagreed to the statement, "a person's race/ethnic group tells a lot about what to expect from him/her."

The issue of "moving" and "receiving" students under desegregation policy was examined in several statements. The findings were as follows: students from both schools do not like being "moved" (transferred) to other schools to achieve a racial balance of schools. They also disagree with being bused to another neighborhood to attend school. The Boca Raton students have a greater percentage of disagreement than the Lake Worth High School students. Nine tenths of the students from the Lake Worth school found it acceptable for students coming from different neighborhoods to attend their school compared to two thirds of the students from the Boca Raton High School. (Note: the Lake Worth High School had a

much higher percentage of agreement for "receiving" students from different Neighborhoods to their school than that of the Boca Raton High School, which has a racial makeup of three fourths White, and only a little over one tenth Black students). Also, the Lake worth students have a higher percentage of disagreement to being "moved" (transferred) to other schools to attend Magnet Programs. This can be accounted for in the Lake Worth school, because the Lake Worth school is already designated for Magnet Programs by the County. Therefore, the Lake Worth students may feel there isn't a good reason to transfer to another school if they already have Magnet School Programs at their school.

The overall findings were that students from the Lake Worth and Boca Raton High Schools indicated that schools be desegregated to help children of all races/ethnic groups understand each other better.

**Analysis of Student School-Bus Rider's Attitudes  
Toward The Survey's Subsets of Statements**

**Analysis by Race And School: White And Black Students**

**White Students:**

Lake Worth School: 122 Students, 49.2 percent

Boca Raton School: 126 Students, 50.8 percent

**Black Students:**

Lake Worth School: 46 Students, 48.9 percent

Boca Raton School: 48 Students, 51.1 percent

**Subset: Attitudes Toward Desegregation  
(Statements 1,2,3,6)**

**White Students:** In both schools, three fourths of the students agreed that desegregation was beneficial, and that racial balance in public schools is a good goal to pursue.

**Black Students:** In both schools, three fourths of the students also agreed with the white students of both schools in indicating that desegregation was beneficial, and racial balance was a good goal to pursue.

**Subset: Attitudes Toward Desegregation Techniques  
(Statements 5,7-10,13,14,16-18)**

**White Students:** In both schools, over half to three fourths of the students agreed that they should have the right to choose the school they wished to attend. To the statement concerning attending a school in another neighborhood where they do not live, the Boca Raton students disagreed twice as much as the Lake Worth students. The Lake Worth students were more agreeable to

leaving their neighborhood to attend a school they perceived to be a better school.

**Black Students:** In both schools, over half of the students wanted to choose the school they wanted to attend. The students from both schools were split on the issue of going to a school in another neighborhood. Half of the students agreed, and half disagreed.

**Subset: Attitudes Toward Legitimacy of School  
Desegregation Policy (Statements 4,11,  
12,22,23,25)**

**White Students:** In both schools, over three fourths of the students did not support the policy of redistributing students to satisfy racial balance of schools. Almost three fourths of the students in both schools agreed that the government should not have the right to order local school boards to desegregate racially unbalanced schools.

**Black Students:** In both schools, three fourths of the students agreed with the white students that do not support the policy of redistributing students to satisfy racial balance of schools.

**Subset: Efficacy (Statements 24, 26-28)**

**White Students:** Three fourths of the students in the Lake Worth school, compared to a little over one half of the students in the Boca Raton school indicated that public officials don't care much what they think.

**Black Students:** In both schools, three fourths of the students agree that public officials don't care much what they think. Black and White students indicate an attitude of powerlessness toward public officials.

**Subset: Student's Alienation and Solidarity Toward Their Schools (Statements 15,29-37)**

**White Students:** Students in both schools overwhelmingly preferred going to their neighborhood school. Over three fourths of the students indicated a solidarity toward their neighborhood in which they live. Also, over three fourths of the students from both schools reported a strong sense of belonging to their schools.

**Black Students:** Almost one half of the Lake Worth students preferred going to a school out of their neighborhood. One fourth disagreed, and one fourth had no opinion. Like the White students, the Black students also shared a solidarity toward their schools. Over three fourths of the students from both schools reported a strong sense of solidarity toward their schools.

**Subset: Racial Prejudice (Statements 19-21)**

**White Students:** Over three fourths of the White students from the Lake Worth school indicated they got along with students who are a different race or ethnic group than they are, compared to one half of the students from the Boca Raton school. Note: The Lake Worth school is a well integrated school compared to the Boca Raton school, which is presently segregated. Students from

both schools reported a low level of prejudice when over three fourths of the students disagreed with the statement, "A person's race/ethnic group tells a lot about what to expect from him/her."

**Black Students:** Seven eighths of the students from the Lake Worth school agreed that they get along with students of different racial/ethnic groups. The same results were found among the students of the Boca Raton school. Three fourths of the students from the Lake Worth school disagreed to the statement, "A person's racial/ethnic group tells you a lot what to expect from him/her." Between a half and three fourths of the Boca Raton students disagreed to the statement, "A person's racial/ethnic group tells you a lot what to expect from him/her."

**Summary:** In general, the Lake Worth students who are bused to school agree with the overall population of Lake Worth students, that if they believe they are going to a better school, busing is necessary.

The white and black students of the Lake Worth school are consistent in their attitudes toward desegregation. The white and black students who are bused to the Boca Raton school are less willing to agree to be moved to another school, perceiving that school to be a good school in a good neighborhood.

### Conclusions

From the results of this study, the following conclusions may be drawn:

There were significant agreements in the total population of respondents on eighteen of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 3/Appendix D). These findings indicate that students on the whole have similar opinions toward desegregation issues.

There were significant disagreements however, in the total population of respondents on twelve of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 3/Appendix D). These findings indicate that students on the whole have disagreements with desegregation policy issues that negatively effect them.

There were significant agreements of perception by racial groups on twelve of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 4/Appendix E). These findings indicate that both white and black students have similar agreements of opinion regarding desegregation issues.

There were significant disagreements of perception by racial groups on four of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 4/Appendix E). These findings indicate that both white

and black students have similar disagreements of opinion regarding desegregation issues.

There were significant agreements of perception by white students from the Lake Worth and Boca Raton High Schools on sixteen of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 5/Appendix F). These findings indicate that white students from schools located in very different socioeconomic areas have similar agreements of opinion toward desegregation issues.

There were significant disagreements of perception by white students from the Lake Worth and Boca Raton High Schools on five of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 5/Appendix F). These findings indicate that white students from schools located in very different socioeconomic areas have similar disagreements of opinion toward desegregation issues.

There were significant agreements of perception by black students from the Lake Worth and Boca Raton High Schools on fourteen of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 6/Appendix G). These findings indicate that black students from schools located in very different socioeconomic areas have similar agreements of opinion toward desegregation issues.

There were significant disagreements of perception by black students from the Lake Worth and Boca Raton High

Schools on five of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 6/Appendix G). These findings indicate that black students from the two schools do not have significant disagreements of opinion regarding desegregation issues in a majority of the subsets of statements on the survey.

There were significant agreements of perception by each school. On sixteen of the thirty-seven statements regarding Attitudes Toward Desegregation Issues. White and black students were combined to make up one study group for each school (Table 7/Appendix H). These findings indicate that the two schools in the study have similar opinions regarding desegregation issues.

There were significant disagreements of perception by each school on eight of the thirty-seven statements regarding Attitudes Toward Desegregation Issues (Table 7/Appendix H). These findings indicate that the two schools in the study did not have similar disagreements of opinion regarding desegregation issues.

In conclusion, the findings of this study indicate that students want to choose the school they attend. They have a strong sense of solidarity toward their schools. They want to go to schools where they can get a good education. They feel powerless against desegregation policy that is mandated by government. And, they accept going to mixed racial schools.

### Recommendations

As a result of this investigation into perceptions of High School Students concerning desegregation in public education, the following recommendations are in order:

1. Replication of this study in other geographic areas. Results obtained in other areas might produce different results. If results are consistent with this study, administrators may wish to pursue strategies for improving desegregation methods, policies, and techniques.

2. More extensive efforts should be made by school districts to disseminate information concerning desegregation techniques.

3. Investigations should be initiated by researchers using appropriate problem-solving models for determining solutions to major issues in public education.

4. Formulation of a council or task force by district superintendents to address educational issues. This council should include representation from administrators, citizens, teachers, parents and students.

Finally, I urge that another study include parents as well as students to determine, among other things, the consistency or lack of such, among parents and students on the issues. My guess is that there will be

agreement among these two groups along the broad issues raised in the survey questionnaire.

**APPENDICES**

**APPENDIX A**  
**Survey Instrument**

**Survey Instrument  
Matrix Question Format**

**Mitchell Eric Kass  
Survey Author**

**General Instructions:** Either a pen or pencil may be used to complete this questionnaire. Most of the questions may be answered by simply circling the number associated with your answer ; other questions ask for written-in answers. However, you may write in additional comments whenever you wish to do so.

**General Background Information :** Please put an "x" , or "fill - in."

Grade Level : 11th \_\_\_\_\_ , 12th \_\_\_\_\_

Name of Your School : \_\_\_\_\_

**I Am Attending A School In The Neighborhood In Which I Live.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Your Age : \_\_\_\_\_

Your Sex : Male \_\_\_\_\_ , Female \_\_\_\_\_

Your Race / Ethnicity : White \_\_\_\_\_

Black \_\_\_\_\_

Hispanic \_\_\_\_\_

Asian \_\_\_\_\_

Other \_\_\_\_\_  
( "fill-in" )

**Name the Street You Live On: (DO NOT GIVE YOUR STREET ADDRESS NUMBER !)**

\_\_\_\_\_ Zip Code: \_\_\_\_\_  
(Very Important)

**Your Family Status :**

**Circle the members of your family who are living with you.**

Mother

Father

Sister

Brother

Stepmother

Stepfather

Aunt

Uncle

Other(s) \_\_\_\_\_

**HOW DO YOU GET TO SCHOOL ?**

Bus Provided By My School \_\_\_\_\_ Car \_\_\_\_\_

Public City Bus \_\_\_\_\_ Walk \_\_\_\_\_

Tri-rail ( Train ) \_\_\_\_\_

Other: \_\_\_\_\_  
( Please "fill-in" )

If you could choose how you get to school , your favorite way to get to school would be :

\_\_\_\_\_  
( Please " fill-in " )**TAKE A GUESS IF YOU DON'T KNOW.**How much time does it take to get to school ? \_\_\_\_\_ minutes.

How many miles do you think you live from your school ? \_\_\_\_\_ miles.

**YOU CAN CHECK MORE THAN ONE ANSWER.**

The amount of time it takes to get to school is :

O.K \_\_\_\_\_

not O.K \_\_\_\_\_

a little too long \_\_\_\_\_

much too long \_\_\_\_\_

Are you attending a Magnet Program at your school ? \_\_\_ Yes \_\_\_ No

\_\_\_ Don't Know

If you answered "Yes," what is the Name of the Magnet program ?\_\_\_\_\_  
\_\_\_\_\_

ANSWER THIS SECTION IF YOU TAKE, OR EVER TOOK A SCHOOL BUS TO GET TO SCHOOL IN THIS COUNTY. ( Please put an "X" in the appropriate spaces. )

I take / took the School Bus to School by " my own choice . "

Yes \_\_\_\_\_ No \_\_\_\_\_

FILL-IN THE NUMBER OF STUDENTS ON YOUR BUS WHO ARE / WERE :  
( Take a Guess ! )

White \_\_\_\_\_ Black \_\_\_\_\_ Hispanic \_\_\_\_\_

Asian \_\_\_\_\_ Other \_\_\_\_\_

Do / Did you feel safe going to school on the school bus ?

Sometimes \_\_\_\_\_ Always \_\_\_\_\_ Never \_\_\_\_\_

I feel this way because \_\_\_\_\_

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IN YOUR OPINION : THE OTHER STUDENTS ON THE BUS:

( Check as many as you wish. )

- \_\_\_ Like Me
- \_\_\_ Don't Like Me
- \_\_\_ I Don't Know If They Like Me
- \_\_\_ Are Very Much To Themselves
- \_\_\_ Are Fun To Be With
- \_\_\_ Like The Bus Ride
- \_\_\_ Don't Like The Bus Ride
- \_\_\_ Are Well Behaved On The Bus
- \_\_\_ Don't Behave Properly
- \_\_\_ Fight, or Argue With Me
- \_\_\_ Fight, or Argue With Others
- \_\_\_ Are Polite To me
- \_\_\_ Are Rude To me

Beside Each Of The Statements Listed Below:  
Circle Your Answers To The Questions

- 1 = STRONGLY AGREE  
 2 = AGREE  
 3 = DISAGREE  
 4 = STRONGLY DISAGREE  
 5 = DON'T KNOW

	SA	A	D	SD	DK
Schools ought to be desegregated to help children of all races/ethnic groups understand each other better.	1	2	3	4	5
Different races/ethnic groups will get along better some day if they all go to school together now.	1	2	3	4	5
Children of all races/ethnic groups will get a better education if they attend <u>integrated schools</u> .	1	2	3	4	5
Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.	1	2	3	4	5
I approve of the method of combining three or more high schools under one name with several campuses to help desegregate the schools.	1	2	3	4	5
Racial balance in public schools is a <u>good</u> goal to pursue.	1	2	3	4	5
The school board should have the right to move students to other schools to achieve a better racial/ethnic balance.	1	2	3	4	5
Students should be able to choose any school they wish to attend.	1	2	3	4	5
I like attending or, would like to attend a school which is <u>not</u> in my neighborhood.	1	2	3	4	5
In general, attending a school <u>not</u> in my neighborhood encourages me to do better in my school work.	1	2	3	4	5
"Because the School Board changed the attendance area boundaries, I now have to attend a school out of my neighborhood." I <u>support</u> this policy.	1	2	3	4	5
"One way to change the racial identity of schools is to close a school and redistribute its students to other schools." I <u>support</u> this policy	1	2	3	4	5
In general, being bused to another neighborhood to attend school is wrong.	1	2	3	4	5

Beside Each Of The Statements Listed Below:  
Circle Your Answers To The Questions

- 1 = STRONGLY AGREE  
 2 = AGREE  
 3 = DISAGREE  
 4 = STRONGLY DISAGREE  
 5 = DON'T KNOW

	SA	A	D	SD	DK
Having students come from different neighborhoods to attend my school is o.k by me.	1	2	3	4	5
I prefer going to school out of the neighborhood in which I live.	1	2	3	4	5
If a new <u>Magnet School</u> program were offered at my school and students from other schools were transferred to my school, I would prefer to go to another school.	1	2	3	4	5
If my school were turned into a <u>Magnet School</u> , I would accept reassignment to another school.	1	2	3	4	5
If I could attend a <u>Magnet School Program</u> of my own choice, I would gladly leave my present school and travel by bus to my new school.	1	2	3	4	5
A person's race/ethnic group tells a lot about what to expect from him / her.	1	2	3	4	5
In general, I get along with students who are a different race/ethnic group than I am.	1	2	3	4	5
In general, I like for students of different races/ethnic groups from other neighborhoods to attend my school.	1	2	3	4	5
The government has no right ordering local school boards to desegregate racially unbalanced schools.	1	2	3	4	5
The Supreme Court doesn't have any business making decisions about school desegregation.	1	2	3	4	5
No matter what local school boards think, they should do what the courts say about school desegregation.	1	2	3	4	5
In general, school desegregation has been handled properly around here.	1	2	3	4	5
People like me don't have any say about what the government does.	1	2	3	4	5

**Beside Each Of The Statements Listed Below:  
Circle Your Answers To The Questions**

- 1 = **STRONGLY AGREE**
- 2 = **AGREE**
- 3 = **DISAGREE**
- 4 = **STRONGLY DISAGREE**
- 5 = **DON'T KNOW**

	SA	A	D	SD	DK
Sometimes politics and government seem so complicated that a person like me really can't understand what is going on.	1	2	3	4	5
Public officials don't care much what people like me think.	1	2	3	4	5
In general, I like going to school.	1	2	3	4	5
If I went to another school, I think I would like school better.	1	2	3	4	5
In general, I like going to my school rather than any other school.	1	2	3	4	5
I think most students like me.	1	2	3	4	5
I feel a strong sense of belonging in my neighborhood.	1	2	3	4	5
I feel a strong sense of belonging at my school.	1	2	3	4	5
I would like to go to school out of my neighborhood so that I could get away for a while.	1	2	3	4	
I enjoy the time I spend with my school friends more than I enjoy the time I spend with my neighborhood friends.	1	2	3	4	5

**ANSWER THIS QUESTION ONLY IF THE SCHOOL YOU ATTEND IS NOT  
 IN THE NEIGHBORHOOD WHERE YOU LIVE :**

I would like it more if my school was in my neighborhood.	1	2	3	4	5
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**COMMENTS** : Why ? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank You For Your Cooperation In Answering this Survey !

## APPENDIX B .

Table 1: Demographics  
Total Population of Respondents

11th and 12th GRADE HIGH SCHOOL STUDENTS  
REPRESENTING THE RACIAL/ETHNIC GROUPS  
IN THIS STUDY

Significant agreement or disagreement of the sample groups were indicated on thirty-seven statements. Significance in the replies to statements indicates a shared perception to the statement.

Table 1 contains the total sample of groups selected.

Table 1

All racial/ethnic groups responding to the  
 thirty seven statement survey on  
 attitudes toward desegregation.

Racial/Ethnic Group	Frequency	Percent
White	251	58.1
Black	118	27.3
Hispanic	44	10.2
Asian	12	2.8
Other	3	.7
Missing cases	4	.9
Total	432	100.0

**APPENDIX C****Table 2: List of Schools responding to Surveys**

Table 2 shows the schools answering surveys. The total sample of 431 represents the entire county of 11th and 12th graders (11,811). The Lake Worth High School and the Boca Raton High School accounts for the majority of respondents. Students from the other schools expressed a desire to take the survey. The survey was then administered to them at their request.

TABLE 2  
SCHOOLS RESPONDING TO THE SURVEY

School	Frequency	Percent
Lake Worth H.S.	204	47.2
Olympic Heights H.S.	204	47.2
Atlantic Community H.S.	10	2.2
John I. Leonard H.S.	2	.5
Palm Beach Lakes H.S.	2	.5
William T. Dwyer H.S.	3	.7
Palm Beach Gardens H.S.	2	.5
Sun Coast H.S.	2	.5
Missing case	3	.7
Total	432	100.0

## APPENDIX D

**Table 3: Significant Agreement and Disagreement  
by Total Population to the thirty-seven  
statements**

Table 3 SIGNIFICANT AGREEMENT OR DISAGREEMENT BY ALL SUBJECTS(RESPONDENTS)

\* Significance at the .05 level.

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		N	SA	A	Tot.	D	SD	Tot.
1. Schools ought to be desegregated to help children of all races/ethnic groups understand each other better.	426	43.7	29.1	72.8*	9.4	8.2	17.6	9.6
2. Different races/ethnic groups will get along better some day if they all go to school together now.	429	34.3	38.9	73.2*	15.6	4.7	20.3	6.5
3. Children of all races/ethnic groups will get a better education if they attend integrated schools.	424	25.7	23.8	49.5	19.1	9.2	28.3	22.2
4. Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.	429	47.3	25.2	72.5*	12.8	4.7	17.5	10.0
5. I approve of the method of combining three or more high schools under one name with several campuses to help desegregate the schools.	422	9.2	15.6	24.8	26.5	22.3	48.8	26.3
6. Racial balance in public schools is a good goal to pursue.	428	27.8	36.2	64.0*	14.7	9.6	24.3	11.7

Statement	Group N	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
7. The school board should have the right to move students to other schools to achieve a better racial/ethnic balance.	427	5.9	11.9	17.8	30.2	39.3	69.5*	12.6
8. Students should be able to choose any school they wish to attend.	430	38.1	30.7	68.8*	17.9	4.2	22.1	9.1
9. I like attending or, would like to attend a school which is not in my neighborhood.	428	15.0	18.0	33.0	25.5	23.6	49.1*	18.0
10. In general, attending a school not in my neighborhood encourages me to do better in my school work.	427	10.3	16.2	26.5	26.0	23.0	49.0*	24.4
11. "Because the School Board changed the attendance area boundaries, I now have to attend a school out of my neighborhood." I support this policy.	427	3.0	9.1	12.1	32.1	32.6	64.7*	23.2
12. "One way to change the racial identity of schools is to close a school and redistribute its students to other schools." I support this policy.	429	2.8	9.1	11.9	29.1	39.6	68.7*	19.3

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		N	SA	A	Tot.	D	SD	Tot.
13. In general, being bused to another neighborhood to attend school is wrong.	429	32.4	22.8	55.2*	20.3	9.1	29.4	15.2
14. Having students come from different neighborhoods to attend my school is o.k. by me.	425	24.0	54.4	78.4*	7.8	6.4	14.2	7.5
15. I prefer going to school out of the neighborhood in which I live.	427	8.7	16.9	25.6	36.1	20.4	56.5*	18.0
16. If a new Magnet School program were offered at my school and students from other schools were transferred to my school, I would prefer to go to another school.	425	3.5	6.1	9.6	40.9	25.6	66.5*	73.8
17. If my school were turned into a Magnet School, I would accept reassignment to another school.	427	3.3	12.6	15.9	24.4	36.5	60.9*	23
18. If I could attend a Magnet School Program of my own choice, I would gladly leave my present school and travel by bus to my new school.	428	15.0	23.4	38.4	16.6	20.1	36.7	24.8

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		N	SA	A	Tot.	D	SD	Tot.
19. A person's race/ethnic group tells a lot about what to expect from him/her.	426	5.4	12.0	17.4	24.2	46.9	71.1*	11.5
20. In general, I get along with students who are a different race/ethnic group than I am.	426	42.5	40.4	82.9*	7.7	3.3	11.0	5.9
21. In general, I like for students of different races/ethnic groups from other neighborhoods to attend my school.	428	24.3	43.9	68.2*	13.1	4.0	17.1	14.7
22. The government has no right ordering local school boards to desegregate racially unbalanced schools.	426	28.2	26.5	54.7*	16.9	7.0	23.9	21.4
23. The Supreme Court doesn't have any business making decisions about school desegregation.	428	21.5	21.3	42.8	25.7	10.0	35.7	21.5
24. No matter what local school boards think, they should do what the courts say about school desegregation.	424	8.7	14.9	23.6	29.2	20.8	50.0*	26.4
25. In general, school desegregation has been handled properly around here.	427	6.6	29.0	35.6	27.4	13.1	40.5	23.9

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
26. People like me don't have any say about what the government does.	N 427	27.6	19.7	47.3	23.7	18.7	42.4	18.7
27. Sometimes politics and government seem so complicated that a person like me really can't understand what is going on.	413	18.6	41.2	59.8*	22.3	11.9	34.2	6.1
28. Public officials don't care much what people like me think.	427	27.2	37.5	64.7*	17.8	6.1	23.9	11.5
29. In general, I like going to school.	426	23.0	50.0	73.0*	12.4	9.2	21.6	5.4
30. If I went to another school, I think I would like school better.	424	8.5	8.3	16.8	35.8	28.5	64.3*	18.6
31. In general, I like going to my school rather than any other school.	427	33.7	35.4	69.1*	9.8	5.4	15.2	15.7
32. I think most students like me.	427	27.6	55.5	83.1*	3.5	1.2	4.7	11.9
33. I feel a strong sense of belonging in my neighborhood.	427	21.1	42.9	64.0*	13.1	7.3	20.4	15.7
34. I feel a strong sense of belonging at my school.	427	23.9	49.2	73.1*	8.9	4.4	13.3	13.6

Statement	Group	Percentage of Agreement			Percentage of Disagreement			DK
		SA	A	Tot.	D	SD	Tot.	
35. I would like to go to school out of my neighborhood so that I could get away for a while.	N 424	9.4	19.8	29.2	27.6	26.2	53.8*	17.0
36. I enjoy the time I spend with my school friends more than I enjoy the time I spend with my neighborhood friends.	421	31.1	22.1	53.2*	17.6	10.0	27.6	19.2
37. I would like it more if my school was in my neighborhood.	190	28.4	12.6	41.0	21.6	10.5	32.1	21.6

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SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

DK = Don't Know

**APPENDIX E**

**Table 4: Comparison of Significant Attitude Agreement or Disagreement by White students from both schools and Black students from both schools to the thirty-seven statements**

Table 4 Significant Agreement or Disagreement By Race

\* Significance at the  
the .05 level.

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
1. Schools ought to be desegregated to help children of all races/ethnic groups understand each other better.	White	42.7	30.2	72.9*	11.3	6.0	17.0	9.7
	Black	31.9	36.2	68.1*	9.6	13.8	23.4	8.5
2. Different races/ethnic groups will get along better some day if they all go to school together now.	White	32.1	39.0	71.7*	16.5	5.2	21.7	7.2
	Black	28.9	40.2	69.1*	20.6	6.2	29.8	4.1
3. Children of all races/ethnic groups will get a better education if they attend integrated schools.	White	22.6	27.8	50.4	19.8	11.7	31.5	18.1
	Black	27.1	15.6	42.7	21.9	5.2	27.1	30.2
4. Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.	White	47.0	25.3	72.3*	12.0	4.4	11.2	11.2
	Black	52.1	27.1	79.2*	10.4	5.2	5.2	5.2
5. I approve of the method of combining three or more high schools under one name with several campuses to help desegregate the schools.	White	4.5	13.5	18.0	28.7	28.3	57.0	25.0
	Black	12.8	22.3	35.1	22.3	12.8	35.1	29.8
6. Racial balance in public schools is a good goal to pursue.	White	24.5	34.1	59.6*	18.1	11.6	29.7*	11.6
	Black	30.2	39.6	69.8*	8.3	7.3	15.6*	14.6

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
7. The school board should have the right to move students to other schools to achieve a better racial/ethnic balance.	White	3.6	10.1	13.7	27.8	49.2	77.0*	9.3
	Black	10.3	16.5	36.8	36.1	19.6	55.7*	17.5
8. Students should be able to choose any school they wish to attend.	White	36.9	30.5	67.4*	20.1	4.4	24.5	8.0
	Black	45.4	27.7	73.1*	12.4	5.2	17.6	9.3
9. I like attending or, would like to attend a school which is not in my neighborhood.	White	12.5	14.9	27.4	26.6	28.6	55.2	17.3
	Black	15.5	28.9	44.4	19.6	14.4	34.0	21.6
10. In general, attending a school not in my neighborhood encourages me to do better in my school work.	White	6.1	12.2	18.3	24.4	27.2	51.6	30.1
	Black	14.4	30.9	45.3	27.8	8.2	36.0	18.6
11. "Because the School Board changed the attendance area boundaries, I now have to attend a school out of my neighborhood." I support this policy.	White	1.2	6.1	7.3	32.0	36.4	68.4*	24.3
	Black	5.2	13.5	18.7	31.3	27.1	58.4*	22.9
12. "One way to change the racial identity of schools is to close a school and redistribute its students to other schools." I support this policy.	White	1.6	6.0	7.6	21.4	52.8	74.2*	18.1
	Black	2.1	14.4	16.5	46.4	11.3	57.7*	25.8

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
13. In general, being bused to another neighborhood to attend school is wrong.	White	35.5	28.6	64.1	13.3	7.7	21.0	14.9
	Black	28.9	9.3	38.2	35.1	7.2	42.3	19.6
14. Having students come from different neighborhoods to attend my school is o.k. by me.	White	22.0	54.5	76.5*	7.7	6.9	14.6	8.9
	Black	21.9	58.3	80.2*	9.4	5.2	14.6	5.2
15. I prefer going to school out of the neighborhood in which I live.	White	6.5	12.6	19.1	36.6	28.0	64.6	16.3
	Black	9.3	23.7	33.1	41.2	6.2	47.4	19.6
16. If a new Magnet School program were offered at my school and students from other schools were transferred to my school, I would prefer to go to another school.	White	2.8	4.5	7.3	43.3	27.9	71.2*	21.5
	Black	5.2	6.3	11.5	44.8	17.7	62.5*	26.0
17. If my school were turned into a Magnet School, I would accept reassignment to another school.	White	1.6	8.9	10.5	25.4	43.1	68.5*	21.0
	Black	4.2	16.7	20.9	24.0	24.0	48.0*	31.3
18. If I could attend a Magnet School Program of my own choice, I would gladly leave my present school and travel by bus to my new school.	White	12.5	23.8	36.3	15.7	27.4	43.1	20.6
	Black	15.5	23.7	39.2	20.6	7.2	27.8	33.0

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
19. A person's race/ethnic group tells a lot about what to expect from him/her.	White	3.3	11.0	14.3	27.2	47.6	74.8*	11.0
	Black	6.2	16.5	22.7	22.7	42.3	65.0*	12.4
20. In general, I get along with students who are a different race/ethnic group than I am.	White	42.5	40.5	83.0*	8.5	2.8	11.3	5.7
	Black	35.8	44.2	80.0*	7.4	5.3	12.7	7.4
21. In general, I like for students of different races/ethnic groups from other neighborhoods to attend my school.	White	19.8	44.1	63.9*	14.2	4.9	19.1	17.0
	Black	22.7	49.5	72.2*	15.5	4.1	19.6	8.2
22. The government has no right ordering local school boards to desegregate racially unbalanced schools.	White	30.4	32.4	62.8	13.0	6.9	19.9	17.4
	Black	25.3	13.7	39.0	28.4	7.4	35.8	25.3
23. The Supreme Court doesn't have any business making decisions about school desegregation.	White	25.1	16.2	41.3	31.2	9.3	40.5	18.2
	Black	13.4	37.1	50.5	15.5	8.2	23.7	25.8
24. No matter what local school boards think, they should do what the courts say about school desegregation.	White	6.5	17.5	24.0	30.1	20.7	50.8*	25.2
	Black	11.6	10.5	22.1	24.2	22.1	46.3*	31.6
25. In general, school desegregation has been handled properly around here.	White	7.7	28.0	35.7	28.5	13.8	42.3	22.0
	Black	4.1	27.8	31.9	19.6	13.4	33.0	35.1

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
26. People like me don't have any say about what the government does.	White	28.5	21.5	50.0	21.5	17.5	39.0	11.0
	Black	24.7	19.6	44.3	26.8	21.6	48.4	7.2
27. Sometimes politics and government seem so complicated that a person like me really can't understand what is going on.	White	18.3	40.4	58.7	22.9	14.2	37.1	4.2
	Black	9.0	51.7	60.7	16.9	11.2	28.1	11.2
28. Public officials don't care much what people like me think.	White	26.8	38.2	65.0*	16.7	6.1	22.8	12.2
	Black	29.9	34.0	63.9*	17.5	9.3	26.8	9.3
29. In general, I like going to school.	White	19.1	51.2	70.3*	15.4	8.5	23.9	5.7
	Black	28.1	46.9	75.0*	9.4	9.4	18.8	6.3
30. If I went to another school, I think I would like school better.	White	4.1	9.0	13.1	35.5	35.9	71.4*	15.5
	Black	17.5	4.1	21.6	40.2	11.3	51.5*	26.8
31. In general, I like going to my school rather than any other school.	White	39.4	36.2	75.6*	9.3	4.5	13.8	10.6
	Black	18.6	39.2	57.8*	13.4	5.2	18.6	23.7
32. I think most students like me.	White	25.2	61.8	87.0*	3.3	1.2	4.5	8.5
	Black	32.0	42.3	74.3*	6.2	1.0	7.2	18.6
33. I feel a strong sense of belonging in my neighborhood.	White	13.7	49.6	63.3*	9.8	7.3	17.1	14.6
	Black	27.8	30.9	58.7*	23.7	3.1	26.8	14.4
34. I feel a strong sense of belonging at my school.	White	25.6	51.6	77.2*	9.3	4.1	13.4	9.3
	Black	16.5	40.2	56.7*	13.4	4.1	17.5	25.8

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
35. I would like to go to school out of my neighborhood so that I could get away for a while.	White	6.5	18.0	24.5	32.2	31.0	63.2	12.2
	Black	5.3	25.3	30.6	25.3	20.0	45.3	24.2
36. I enjoy the time I spend with my school friends more than I enjoy the time I spend with my neighborhood friends.	White	32.6	21.5	54.1	18.6	8.3	26.9	19.0
	Black	18.9	20.0	38.9	21.1	14.7	35.8	25.3
37. I would like it more if my school was in my neighborhood.	White	27.0	13.5	40.5	24.3	6.8	31.1	17.6
	Black	34.7	13.3	48.0	25.3	10.7	36.0	14.7

Question 37 not answered by - Lake Worth 10.8% (8); Boca Raton 1.3% (1)

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SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree    DK = Don't Know

**APPENDIX F**

**Table 5: Comparison of Significant Attitude Agreement or Disagreement by White students from both schools to the thirty-seven statements**

Table 5 Significant Agreement or Disagreement of Race By School: White Students \* Significance at the the .05 level.

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
1. Schools ought to be desegregated to help children of all races/ethnic groups understand each other better.	Lake Worth	50.0	30.3	80.3*	8.2	4.1	12.3	7.4
	Boca Raton	35.7	30.2	65.9*	14.3	7.9	22.2	11.9
2. Different races/ethnic groups will get along better some day if they all go to school together now.	Lake Worth	38.5	41.8	80.3*	10.7	2.5	13.2	6.6
	Boca Raton	26.0	36.2	62.2*	22.0	7.9	29.9	7.9
3. Children of all races/ethnic groups will get a better education if they attend integrated schools.	Lake Worth	31.1	28.7	59.8*	11.5	8.2	19.7	20.5
	Boca Raton	14.3	27.0	50.5*	27.8	15.1	42.9	15.9
4. Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.	Lake Worth	42.6	28.7	71.3*	13.9	5.7	19.6	15.6
	Boca Raton	51.2	27.0	78.2*	10.2	3.1	13.3	7.1
5. I approve of the method of combining three or more high schools under one name with several campuses to help desegregate the schools.	Lake Worth	3.4	17.9	21.3	23.9	23.9	47.8	30.8
	Boca Raton	5.5	9.4	14.9	33.1	32.3	65.4	19.7
6. Racial balance in public schools is a good goal to pursue.	Lake Worth	29.5	40.2	69.7	14.8	9.0	24.8	6.6
	Boca Raton	19.7	28.3	48.0	21.3	14.2	35.5	16.5

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
7. The school board should have the right to move students to other schools to achieve a better racial/ethnic balance.	Lake Worth	4.1	13.9	18.0	28.7	43.4	72.1*	9.8
	Boca Raton	3.2	6.3	9.5	27.0	54.8	81.0*	8.7
8. Students should be able to choose any school they wish to attend.	Lake Worth	36.1	25.4	61.5*	23.8	4.1	27.9	10.7
	Boca Raton	37.8	35.4	73.2*	16.5	4.7	21.2	5.5
9. I like attending or, would like to attend a school which is not in my neighborhood.	Lake Worth	16.4	14.8	31.2	26.2	19.7	45.9	23.0
	Boca Raton	8.7	15.1	23.8	27.0	37.3	64.3	11.9
10. In general, attending a school not in my neighborhood encourages me to do better in my school work.	Lake Worth	9.2	13.3	22.5	29.2	15.8	45.0	32.5
	Boca Raton	3.2	11.1	14.3	19.8	38.1	57.9	27.8
11. "Because the School Board changed the attendance area boundaries, I now have to attend a school out of my neighborhood." I support this policy.	Lake Worth	1.6	9.8	11.4	35.2	24.6	59.8*	28.7
	Boca Raton	0.8	2.4	3.2	28.8	48.0	76.8*	20.0
12. "One way to change the racial identity of schools is to close a school and redistribute its students to other schools." I support this policy.	Lake Worth	1.6	7.4	9.0	24.6	47.5	72.1*	18.9
	Boca Raton	1.6	4.8	6.4	18.3	57.9	76.2*	17.5

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
13. In general, being bused to another neighborhood to attend school is wrong.	Lake Worth	22.1	31.1	53.2*	17.2	13.9	31.1	15.6
	Boca Raton	48.4	26.2	74.6*	9.5	1.6	11.1	14.3
14. Having students come from different neighborhoods to attend my school is o.k. by me.	Lake Worth	31.1	58.2	89.3*	1.6	2.5	4.1	6.6
	Boca Raton	12.9	50.8	63.7*	13.7	11.3	25.0	11.3
15. I prefer going to school out of the neighborhood in which I live.	Lake Worth	9.1	12.4	21.5	46.3	10.7	57.0*	21.5
	Boca Raton	4.0	12.8	16.8	27.2	44.8	72.0*	11.2
16. If a new Magnet School program were offered at my school and students from other schools were transferred to my school, I would prefer to go to another school.	Lake Worth	2.5	4.1	6.6	54.1	30.3	84.4	9.0
	Boca Raton	3.2	4.8	8.0	32.8	25.6	58.4	33.6
17. If my school were turned into a Magnet School, I would accept reassignment to another school.	Lake Worth	0.0	7.4	7.4	32.0	50.0	82.0	10.6
	Boca Raton	3.2	10.3	13.5	19.0	36.5	45.5	31.0
18. If I could attend a Magnet School Program of my own choice, I would gladly leave my present school and travel by bus to my new school.	Lake Worth	21.3	38.5	59.8	9.0	17.2	26.2	13.9
	Boca Raton	14.0	9.5	13.5	22.2	37.3	59.5	27.0

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
19. A person's race/ethnic group tells a lot about what to expect from him/her.	Lake Worth	4.1	9.8	13.9	25.4	50.8	76.2*	9.8
	Boca Raton	2.4	12.1	14.5	29.0	44.4	73.4*	12.1
20. In general, I get along with students who are a different race/ethnic group than I am.	Lake Worth	50.0	37.7	87.7*	6.6	2.5	9.1	3.3
	Boca Raton	35.2	43.2	78.4*	10.4	3.2	13.6	8.0
21. In general, I like for students of different races/ethnic groups from other neighborhoods to attend my school.	Lake Worth	24.8	48.8	73.6*	6.6	4.1	10.7	15.7
	Boca Raton	15.1	39.7	54.8*	21.4	5.6	27.0	18.3
22. The government has no right ordering local school boards to desegregate racially unbalanced schools.	Lake Worth	27.0	36.9	63.9*	13.9	10.7	24.6	11.5
	Boca Raton	33.6	28.0	61.6*	12.0	3.2	15.2	23.2
23. The Supreme Court doesn't have any business making decisions about school desegregation.	Lake Worth	20.5	18.0	38.5	32.0	10.7	42.7	18.9
	Boca Raton	29.6	14.4	44.0	30.4	8.0	38.4	17.6
24. No matter what local school boards think, they should do what the courts say about school desegregation.	Lake Worth	7.4	18.0	25.4	30.3	19.7	50.0*	24.6
	Boca Raton	5.6	16.9	22.5	29.8	21.8	51.6*	25.8
25. In general, school desegregation has been handled properly around here.	Lake Worth	10.7	34.4	45.1	23.8	9.0	32.8	22.1
	Boca Raton	4.8	21.8	26.6	33.1	18.5	51.6	21.8

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
26. People like me don't have any say about what the government does.	Lake Worth	27.9	18.9	46.8	23.8	20.5	44.3	9.0
	Boca Raton	29.0	24.2	53.2	19.4	14.5	33.9	12.9
27. Sometimes politics and government seem so complicated that a person like me really can't understand what is going on.	Lake Worth	16.1	44.1	60.2*	24.6	14.4	39.0	0.8
	Boca Raton	20.5	36.9	57.4*	21.3	13.7	35.0	7.4
28. Public officials don't care much what people like me think.	Lake Worth	25.4	42.6	68.0*	13.1	6.6	19.7	12.3
	Boca Raton	28.2	33.9	62.1*	20.2	5.6	25.8	12.1
29. In general, I like going to school.	Lake Worth	27.9	45.1	73.0*	13.9	8.2	22.1	4.9
	Boca Raton	10.5	57.3	67.8*	16.9	8.9	25.8	6.5
30. If I went to another school, I think I would like school better.	Lake Worth	2.5	4.1	6.6	40.2	38.5	78.7	14.8
	Boca Raton	5.7	13.8	19.5	30.9	33.3	64.2	16.3
31. In general, I like going to my school rather than any other school.	Lake Worth	43.4	32.8	76.2*	8.2	3.3	11.5	12.3
	Boca Raton	35.5	39.5	75.0*	10.5	5.6	16.1	8.9
32. I think most students like me.	Lake Worth	24.6	60.7	85.3*	2.5	2.5	5.0	9.8
	Boca Raton	25.8	62.9	88.7*	4.0	0.0	4.0	7.3
33. I feel a strong sense of belonging in my neighborhood.	Lake Worth	17.2	51.6	68.8*	9.8	8.2	18.0	13.1
	Boca Raton	20.2	47.6	67.8*	9.7	6.5	16.2	16.1
34. I feel a strong sense of belonging at my school.	Lake Worth	28.7	54.1	82.8*	7.4	4.1	11.5	5.7
	Boca Raton	22.6	49.2	71.8*	11.3	4.0	15.3	12.9

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
35. I would like to go to school out of my neighborhood so that I could get away for a while.	Lake Worth	6.6	18.9	25.5	37.7	24.6	62.3*	12.3
	Boca Raton	6.5	17.1	23.6	26.8	37.4	64.2*	12.2
36. I enjoy the time I spend with my school friends more than I enjoy the time I spend with my neighborhood friends.	Lake Worth	39.2	21.7	60.9*	13.3	6.7	20.0	19.2
	Boca Raton	26.2	21.3	47.5*	23.8	9.8	33.6	18.9
37. I would like it more if my school was in my neighborhood.	Lake Worth	7.4	14.8	22.2	25.9	9.3	35.2	14.8
	Boca Raton	20.0	10.0	30.0	20.0	0.0	20.0	25.0

Question 37 not answered by - Lake Worth 7.4% (4); Boca Raton 20.0% (4)

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SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree    DK = Don't Know

## APPENDIX G .

**Table 6: Comparison of Significant Attitude Agreement or Disagreement by Black students from both schools to the thirty-seven statements**

Table 6 Significant Agreement or Disagreement of Race By School: Black Students \* Significance at the the .05 level.

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
1. Schools ought to be desegregated to help children of all races/ethnic groups understand each other better.	Lake Worth	30.4	28.3	58.7*	10.9	23.9	34.8	6.5
	Boca Raton	33.3	43.8	77.1*	8.3	4.2	12.5	10.4
2. Different races/ethnic groups will get along better some day if they all go to school together now.	Lake Worth	33.3	39.6	72.9*	14.6	4.2	18.8	8.3
	Boca Raton	24.5	40.8	65.3*	26.5	8.2	34.7	0.0
3. Children of all races/ethnic groups will get a better education if they attend integrated schools.	Lake Worth	31.9	19.1	51.0	12.8	2.1	14.9	34.0
	Boca Raton	22.4	12.2	34.6	30.6	8.2	38.8	26.5
4. Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.	Lake Worth	40.4	29.8	70.2*	8.5	10.6	19.1	10.6
	Boca Raton	63.3	24.5	87.8*	12.2	0.0	12.2	0.0
5. I approve of the method of combining three or more high schools under one name with several campuses to help desegregate the schools.	Lake Worth	6.3	25.0	31.3	22.9	12.5	35.4	33.3
	Boca Raton	19.6	19.6	39.2	21.7	13.0	34.7	26.1
6. Racial balance in public schools is a good goal to pursue.	Lake Worth	14.9	48.9	63.8*	10.6	10.6	21.2	14.9
	Boca Raton	44.9	30.6	75.5*	6.1	4.1	10.2	14.3

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
7. The school board should have the right to move students to other schools to achieve a better racial/ethnic balance.	Lake Worth	6.3	18.8	25.1	35.4	20.8	56.2	18.8
	Boca Raton	14.3	14.3	28.6	36.7	18.4	55.1	16.3
8. Students should be able to choose any school they wish to attend.	Lake Worth	35.4	35.4	70.8*	12.5	6.3	18.8	10.4
	Boca Raton	55.1	20.4	75.5*	12.2	4.1	16.3	8.2
9. I like attending or, would like to attend a school which is not in my neighborhood.	Lake Worth	22.9	27.1	50.0	22.9	10.4	33.3	16.7
	Boca Raton	8.2	30.6	38.8	16.3	18.4	34.7	26.5
10. In general, attending a school not in my neighborhood encourages me to do better in my school work.	Lake Worth	16.7	29.2	45.9	25.0	10.4	35.4	18.8
	Boca Raton	12.2	32.7	44.9	30.6	6.1	36.7	18.4
11. "Because the School Board changed the attendance area boundaries, I now have to attend a school out of my neighborhood." I support this policy.	Lake Worth	10.6	8.5	19.1	38.3	10.6	48.9*	31.9
	Boca Raton	0.0	18.4	18.4	24.5	42.9	67.4*	14.3
12. "One way to change the racial identity of schools is to close a school and redistribute its students to other schools." I support this policy.	Lake Worth	0.0	12.5	12.5	43.8	16.7	60.5*	27.1
	Boca Raton	4.1	16.3	20.4	49.0	6.1	55.1*	24.5

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
13. In general, being bused to another neighborhood to attend school is wrong.	Lake Worth	12.5	18.8	31.3	29.2	6.3	35.5	33.4
	Boca Raton	44.9	0.0	44.9	40.8	8.2	49.0	6.1
14. Having students come from different neighborhoods to attend my school is o.k. by me.	Lake Worth	31.9	55.3	87.2*	4.3	4.3	8.6	4.3
	Boca Raton	12.2	61.2	73.4*	14.3	6.1	20.4	6.1
15. I prefer going to school out of the neighborhood in which I live.	Lake Worth	10.4	41.7	52.1	22.9	4.2	27.1	20.8
	Boca Raton	8.2	6.1	14.3	59.2	8.2	67.4	18.4
16. If a new Magnet School program were offered at my school and students from other schools were transferred to my school, I would prefer to go to another school.	Lake Worth	2.1	0.0	2.1	42.6	31.9	74.5*	23.4
	Boca Raton	8.2	12.2	20.4	46.9	4.1	51.0*	28.6
17. If my school were turned into a Magnet School, I would accept reassignment to another school.	Lake Worth	0.0	10.6	10.6	29.8	40.4	70.2	19.1
	Boca Raton	8.2	22.4	30.6	18.4	8.2	26.6	42.9
18. If I could attend a Magnet School Program of my own choice, I would gladly leave my present school and travel by bus to my new school.	Lake Worth	8.3	31.3	39.6	25.0	12.5	37.5	22.9
	Boca Raton	22.4	16.3	38.7	16.3	2.0	18.3	42.9

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
19. A person's race/ethnic group tells a lot about what to expect from him/her.	Lake Worth	4.2	20.8	25.0	29.2	33.3	62.5*	12.5
	Boca Raton	8.2	12.2	20.4	16.3	51.0	67.0*	12.2
20. In general, I get along with students who are a different race/ethnic group than I am.	Lake Worth	31.9	44.7	76.6*	10.6	4.3	14.9	8.5
	Boca Raton	39.6	43.8	83.4*	4.2	6.3	10.5	6.3
21. In general, I like for students of different races/ethnic groups from other neighborhoods to attend my school.	Lake Worth	31.3	43.8	75.1*	12.5	2.1	14.6	10.4
	Boca Raton	14.3	55.1	69.4*	18.4	6.1	24.5	6.1
22. The government has no right ordering local school boards to desegregate racially unbalanced schools.	Lake Worth	19.6	19.6	39.2	26.1	13.0	39.1	21.7
	Boca Raton	30.6	8.2	38.8	30.6	2.0	32.6	28.6
23. The Supreme Court doesn't have any business making decisions about school desegregation.	Lake Worth	14.6	31.3	45.9	20.8	16.7	37.5	16.7
	Boca Raton	12.2	42.9	55.1	10.2	0.0	10.2	34.7
24. No matter what local school boards think, they should do what the courts say about school desegregation.	Lake Worth	4.3	21.7	26.0	28.3	19.6	47.9*	26.1
	Boca Raton	18.4	0.0	18.4	20.4	24.5	44.9*	36.7
25. In general, school desegregation has been handled properly around here.	Lake Worth	6.3	33.3	39.0	16.7	12.5	29.2	31.3
	Boca Raton	2.0	22.4	24.4	22.4	14.3	36.7	38.8

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
26. People like me don't have any say about what the government does.	Lake Worth	20.8	27.1	47.9	18.8	20.8	39.6	12.3
	Boca Raton	28.6	12.2	40.8	34.7	22.4	57.1	2.0
27. Sometimes politics and government seem so complicated that a person like me really can't understand what is going on.	Lake Worth	9.1	40.9	50.0*	25.0	9.1	34.1	15.9
	Boca Raton	8.9	62.2	71.1*	8.9	13.3	22.2	6.7
28. Public officials don't care much what people like me think.	Lake Worth	29.2	31.3	60.5*	12.5	10.4	22.9	16.7
	Boca Raton	30.6	36.7	67.3*	22.4	8.2	30.6	2.0
29. In general, I like going to school.	Lake Worth	25.5	46.8	72.3*	12.8	4.3	17.1	10.6
	Boca Raton	30.6	46.9	77.5*	6.1	14.3	20.4	2.0
30. If I went to another school, I think I would like school better.	Lake Worth	8.3	6.3	14.6	47.9	14.6	62.5	22.9
	Boca Raton	26.5	2.0	28.5	32.7	8.2	40.9	30.6
31. In general, I like going to my school rather than any other school.	Lake Worth	25.0	35.4	60.4*	12.5	2.1	14.6	25.0
	Boca Raton	12.2	42.9	55.1*	14.3	8.2	22.5	22.4
32. I think most students like me.	Lake Worth	27.1	35.4	62.5*	6.3	2.1	8.4	29.2
	Boca Raton	36.7	49.0	85.7*	6.1	0.0	6.1	8.2
33. I feel a strong sense of belonging in my neighborhood.	Lake Worth	25.0	35.4	60.4*	18.8	6.3	25.1	14.6
	Boca Raton	30.6	26.5	57.1*	28.6	0.0	28.6	14.3
34. I feel a strong sense of belonging at my school.	Lake Worth	25.0	43.8	68.8*	8.3	8.3	16.6	14.6
	Boca Raton	8.2	36.7	44.9*	18.4	0.0	18.4	36.7

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
35. I would like to go to school out of my neighborhood so that I could get away for a while.	Lake Worth	8.7	32.6	41.3	37.0	6.5	43.5	15.2
	Boca Raton	2.0	18.4	20.4	14.3	32.7	47.0	32.7
36. I enjoy the time I spend with my school friends more than I enjoy the time I spend with my neighborhood friends.	Lake Worth	34.8	17.4	52.2	21.7	8.7	30.4	17.4
	Boca Raton	4.1	22.4	26.5	20.4	20.4	40.8	32.7
37. I would like it more if my school was in my neighborhood.	Lake Worth	3.1	12.5	15.6	28.1	18.8	46.9	18.8
	Boca Raton	0.0	51.2	51.2	23.3	4.7	28.0	11.6

Question 37 not answered by - Lake Worth 7.4% (4); Boca Raton 20.0% (4)

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SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree    DK = Don't Know

## APPENDIX H

Table 7: Comparison of Significant Attitude Agreement  
or Disagreement by school to the  
thirty-seven statements

Table 7 Significant Agreement or Disagreement By School \* Significance at the the .05 level.

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
1. Schools ought to be desegregated to help children of all races/ethnic groups understand each other better.	Lake Worth	44.6	29.8	74.4*	8.9	9.5	18.4	7.1
	Boca Raton	35.1	33.9	69.0*	12.6	6.9	19.5	11.5
2. Different races/ethnic groups will get along better some day if they all go to school together now.	Lake Worth	37.1	41.2	78.3*	11.8	2.9	14.7	7.1
	Boca Raton	25.6	37.5	63.1*	23.3	8.0	31.3	5.7
3. Children of all races/ethnic groups will get a better education if they attend integrated schools.	Lake Worth	31.4	26.0	57.4	11.8	6.5	18.3	24.3
	Boca Raton	16.6	22.9	39.5	28.6	13.1	41.7	18.9
4. Students should be able to choose the school they want to attend no matter what the racial balance of schools in the district are.	Lake Worth	42.0	24.3	66.3*	12.4	7.1	19.5	14.2
	Boca Raton	54.5	27.3	81.8*	10.8	2.3	13.1	5.1
5. I approve of the method of combining three or more high schools under one name with several campuses to help desegregate the schools.	Lake Worth	4.2	20.0	24.2	23.6	20.6	44.2	31.5
	Boca Raton	9.2	12.1	21.3	30.1	27.2	57.3	21.4
6. Racial balance in public schools is a good goal to pursue.	Lake Worth	25.4	42.6	68.0*	13.6	9.5	23.1	8.9
	Boca Raton	26.7	29.0	55.7*	17.0	11.4	28.4	15.9

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
7. The school board should have the right to move students to other schools to achieve a better racial/ethnic balance.	Lake Worth	4.7	15.3	20.0	30.6	37.1	67.7*	12.4
	Boca Raton	6.3	8.6	14.9	29.7	44.6	74.3*	10.9
8. Students should be able to choose any school they wish to attend.	Lake Worth	35.9	28.2	64.1*	20.6	4.7	25.3	10.6
	Boca Raton	42.6	31.3	73.9*	15.3	4.5	19.8	6.3
9. I like attending or, would like to attend a school which is not in my neighborhood.	Lake Worth	18.2	18.2	36.4	25.3	17.1	42.4	21.2
	Boca Raton	8.6	19.4	28.0	24.0	32.0	56.0	16.0
10. In general, attending a school not in my neighborhood encourages me to do better in my school work.	Lake Worth	11.3	17.9	29.2	28.0	14.3	42.3	28.0
	Boca Raton	5.7	17.1	22.8	22.9	29.1	52.0	25.1
11. "Because the School Board changed the attendance area boundaries, I now have to attend a school out of my neighborhood." I support this policy.	Lake Worth	4.1	9.5	13.6	36.1	20.7	56.8*	29.6
	Boca Raton	0.6	6.9	7.5	27.6	46.6	74.2*	18.4
12. "One way to change the racial identity of schools is to close a school and redistribute its students to other schools." I support this policy.	Lake Worth	1.2	8.8	10.0	30.0	38.8	68.8*	21.2
	Boca Raton	2.3	8.0	10.3	26.9	43.4	70.3*	19.4

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
13. In general, being bused to another neighborhood to attend school is wrong.	Lake Worth	19.4	27.6	47.0	20.6	11.8	32.4	20.0
	Boca Raton	47.4	18.9	66.3	18.3	3.4	21.7	12.9
14. Having students come from different neighborhoods to attend my school is o.k. by me.	Lake Worth	31.4	57.4	88.8*	2.4	3.0	5.4	5.9
	Boca Raton	12.7	53.8	66.5*	13.9	9.8	23.7	9.8
15. I prefer going to school out of the neighborhood in which I live.	Lake Worth	9.5	20.7	50.2	39.6	8.9	48.5	21.3
	Boca Raton	5.2	10.9	16.1	36.2	34.5	70.7	13.2
16. If a new Magnet School program were offered at my school and students from other schools were transferred to my school, I would prefer to go to another school.	Lake Worth	2.4	3.0	5.4	50.9	30.8	81.7*	13.0
	Boca Raton	4.6	6.9	11.5	36.8	19.5	56.3*	32.2
17. If my school were turned into a Magnet School, I would accept reassignment to another school.	Lake Worth	0.0	8.3	8.3	31.4	47.3	78.7*	12.4
	Boca Raton	4.6	13.7	18.3	18.9	28.6	47.5*	34.3
18. If I could attend a Magnet School Program of my own choice, I would gladly leave my present school and travel by bus to my new school.	Lake Worth	17.6	36.5	54.1	13.5	15.9	29.4	15.9
	Boca Raton	9.1	11.4	20.5	20.6	27.4	48.0	31.4

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
19. A person's race/ethnic group tells a lot about what to expect from him/her.	Lake Worth	4.1	12.9	17.0	26.5	45.9	72.4*	10.6
	Boca Raton	4.0	12.1	16.1	25.4	46.2	71.6*	12.1
20. In general, I get along with students who are a different race/ethnic group than I am.	Lake Worth	45.0	39.6	84.6*	7.7	3.0	10.7	4.7
	Boca Raton	36.4	43.4	79.8*	8.7	4.0	12.7	7.5
21. In general, I like for students of different races/ethnic groups from other neighborhoods to attend my school.	Lake Worth	26.6	47.3	73.9*	8.3	3.6	11.9	14.2
	Boca Raton	14.9	44.0	58.9*	20.6	5.7	26.3	14.9
22. The government has no right ordering local school boards to desegregate racially unbalanced schools.	Lake Worth	25.0	32.1	57.1*	17.3	11.3	28.6	14.3
	Boca Raton	32.8	22.4	55.2*	17.2	2.9	20.1	24.7
23. The Supreme Court doesn't have any business making decisions about school desegregation.	Lake Worth	18.8	21.8	40.6	28.8	12.4	41.2	18.2
	Boca Raton	24.7	22.4	47.1	24.7	5.7	30.4	24.4
24. No matter what local school boards think, they should do what the courts say about school desegregation.	Lake Worth	6.5	19.0	25.5	29.8	19.6	49.4	25.0
	Boca Raton	9.2	12.1	21.3	13.1	10.2	23.3	26.1
25. In general, school desegregation has been handled properly around here.	Lake Worth	9.4	34.1	43.5	21.8	10.0	31.8	24.7
	Boca Raton	4.0	22.0	26.0	30.1	17.3	47.4	26.6

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
26. People like me don't have any say about what the government does.	Lake Worth	25.9	21.2	47.1	22.4	20.6	43.0	10.0
	Boca Raton	28.9	20.8	49.7	23.7	16.8	40.5	9.8
27. Sometimes politics and government seem so complicated that a person like me really can't understand what is going on.	Lake Worth	14.2	43.2	57.4*	24.7	13.0	37.7	4.9
	Boca Raton	17.4	43.7	61.1*	18.0	13.8	31.8	7.2
28. Public officials don't care much what people like me think.	Lake Worth	26.5	39.4	65.9*	12.9	7.6	20.5	13.5
	Boca Raton	28.9	34.7	63.6*	20.8	6.4	27.2	9.2
29. In general, I like going to school.	Lake Worth	27.2	45.6	72.8*	13.6	7.1	20.7	6.5
	Boca Raton	16.2	54.3	70.5*	13.9	10.4	24.3	5.2
30. If I went to another school, I think I would like school better.	Lake Worth	4.1	4.7	8.8	42.4	31.8	74.2*	17.1
	Boca Raton	11.6	10.5	22.1	31.4	26.2	57.6*	20.3
31. In general, I like going to my school rather than any other school.	Lake Worth	38.2	33.5	71.7*	9.4	2.9	12.3	15.9
	Boca Raton	28.9	40.5	69.4*	11.6	6.4	18.0	12.7
32. I think most students like me.	Lake Worth	25.3	53.5	78.8*	3.5	2.4	5.9	15.3
	Boca Raton	28.9	59.0	87.9*	4.6	0.0	4.6	6.9
33. I feel a strong sense of belonging in my neighborhood.	Lake Worth	19.4	47.1	66.5*	12.4	7.6	20.0	13.5
	Boca Raton	23.1	41.6	64.0*	15.0	4.6	19.6	15.6
34. I feel a strong sense of belonging at my school.	Lake Worth	27.6	51.2	78.8*	7.6	5.3	12.9	8.2
	Boca Raton	18.5	45.7	64.2*	13.3	2.9	16.2	19.7

Statement	Group	Percentage of Agreement			Percentage of Disagreement			
		SA	A	Tot.	D	SD	Tot.	DK
35. I would like to go to school out of my neighborhood so that I could get away for a while.	Lake Worth	7.1	22.6	29.7	37.5	19.6	57.1*	13.1
	Boca Raton	5.2	17.4	22.6	23.3	36.0	59.3*	18.0
36. I enjoy the time I spend with my school friends more than I enjoy the time I spend with my neighborhood friends.	Lake Worth	38.0	20.5	58.5	15.7	7.2	22.9	18.7
	Boca Raton	19.9	21.6	41.5	22.8	12.9	35.7	22.8
37. I would like it more if my school was in my neighborhood.	Lake Worth	22.1	16.3	38.4	16.3	26.7	43.0	22.1
	Boca Raton	42.9	9.5	52.4	9.5	22.2	31.7	22.2

Question 37 not answered by - Lake Worth 5.8% (5); Boca Raton 6.3% (4)

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SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree    DK = Don't Know

**APPENDIX I**

**Desegregation Issues: Neighborhood Schools / Busing**

Students were asked to comment on two controversial issues related to desegregation. The first issue dealt with 'Neighborhood Schools;' the second issue 'Busing'. Comments to the statement, "I would like it more if my school was in my neighborhood" elicited the following reactions from students. The comments were arranged according to positive and negative responses by race and by school.

Issue: Neighborhood Schools

The Lake Worth High School - White Students

Some comments from the White students were as follows: One student stated, "I would get to know more people in my neighborhood if my school was in my neighborhood. However, most students didn't mind traveling to a school in another neighborhood, as long as it was a school they wanted to attend." Some student statements: "If the school was in my neighborhood, I'm not sure if I would like it more, because to me it doesn't make a difference where the school is located." "A change of scenery is nice for teens." "I don't think it matters where you go to high school, as long as it has the normal balance of races n it." "I like the diversity of people at my school." "I like a change of scenery and to be able to get away from my neighborhood." "It's no big deal. I still go to school, learn and see my friends. It doesn't matter if its not my neighborhood." Two students who attend a magnet program commented, "I feel privileged to attend Lake Worth because it's a great school."

I would come from anywhere to go here," and "Since I go to a magnet school, I feel like I'm privileged to be there."

The Boca Raton High School - White Students

Some comments from the White students were as follows:

I would like it more if my school was in my neighborhood because, "its too long of a ride"; "So I don't have to travel so far to get here"; "I have to go 7 1/2 miles a day just to go to school" ; "it is easy to get together with the people you go to school with if they live nearby."

The Lake Worth High School - Black Students

Some comments from the Black students were as follows:

I would like it more if my school was in my neighborhood because, "While I don't mind traveling 15 or 20 miles to get to school, it would be nice to not have to get up at 5:00 AM"; "I wouldn't have to ride so many miles to get to school." However, a majority of student comments agreed with having to attend a school in another neighborhood than the one they live in. The comments: "I think that if I were at a school in my neighborhood I would be hanging out with the wrong people and constantly getting into trouble"; "I would like to experiment in some other neighborhood to see what it has to offer, and I would like to get away"; "I would be able to explore the other part of life."

The Boca Raton High School - Black Students

Most of the comments from black students were as follows: I would like it more if my school was in my neighborhood because, "It's too far away from home."

### Issue : Busing

The most comments from students were directed toward the Busing Issue. Students who rode the bus to and from school were asked to comment on the bus ride itself. Other students commented on busing as a technique used to desegregate schools. The overwhelming response to the bus ride indicated that the ride was unsafe. Comments were 3 to 1 in reporting a negative response to the bus ride to and from school. What follows are responses of students who take the school bus to school. An analysis of "student school - bus rider's" attitudes to the survey's subsets of statements will conclude this issue related section of the study.

#### The Lake Worth and Boca Raton High Schools Combined Comments on the Issue of Busing :

One student commented, "I feel that it is all fine and dandy for the school board to want to integrate the races so we have a racial balance. But, I think it is very idiotic to bus a kid twenty miles so he/she can fit a statistic that allows for his/her race to be represented at a segregated school."

Most of the statements addressed the safety of the bus ride. The Comments : "The students were extremely rowdy and obnoxious. There was no respect for the driver or other students. There were always fights and objects thrown." "It was very over-crowded." "The driver sometimes would drive really fast." "It's just so

dangerous. It gets me worried sometimes." "Bus driver never had control." "We had a lot of trouble makers on my bus." "The bus driver drove like a loon." "You were never sure what the kids would do at a certain time. And they never had just one bus driver." "The kids on the bus have no respect for the bus driver and do not follow the rules. Also, there usually were some fights occurring." "There would be people who do not like others, and would fight with them. This way someone would get hurt." "The drivers would drive fast and sometimes not wait till you cross to continue driving. "The bus driver didn't always pay attention to where she was going." "Some of the drivers paid more attention to the passengers than the road." "The driver was an alcoholic." "I always think the bus driver drove like a nut." "No seat belts." "The driver drove fast like he was on drugs." "Some drivers took risks." "Bus drivers are crazy by the way they drive; 60-70 mph." "You're always taking a chance every day when you step onto the bus."

**APPENDIX J**

**Application to do research**

School Board of Palm Beach County  
Application For Conducting Research

Name: MITCHELL KASS

Home Phone: 434 - 2773 Work Phone: 439 - 8339

Mailing Address: 1707 17TH LANE, LAKE WORTH FL. 33463

Current Employer: PALM BEACH COMMUNITY COLLEGE

Institutional Sponsor and Address: C.U.N.Y GRADUATE SCHOOL, DEPT. OF SOCIOLOGY

ADVISOR: DR. CHARLES WINICK, RM. 801, 33 WEST 42ND ST. N.Y. N.Y 10036

Faculty Sponsor: \_\_\_\_\_  
(signature required for student research, → can supply if needed.)  
Topic Title: ATTITUDES OF RACIAL GROUPS TOWARDS TECHNIQUES OF DESEGREGATION:  
A Study of Three Public Schools in Palm Beach County, Florida.

Who are the subjects of your study? Please circle grade level(s) where appropriate.

Students: Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Special program (specify): \_\_\_\_\_

No. of students per grade level: \_\_\_\_\_

Approx. based on 1992 figures  
11TH GR. 1,243 12TH GR. 979 = TOTAL OF ALL  
Three Schools.

No. of classes per grade level: \_\_\_\_\_

all.

Teachers: Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Special program (specify): \_\_\_\_\_

SOME INTERVIEWS

No. of teachers per grade level: \_\_\_\_\_

" " "

Administrators (specify type & number): \_\_\_\_\_

" " , Principals

What specific schools/department(s) would be involved? (Please list. Attach additional page, if necessary.)

THE REQUIRED ENGLISH CLASSES OF 11TH & 12TH GRADES OF ALL THREE SCHOOLS.

- ① LAKE WORTH HIGH SCHOOL
- ② OLYMPIA HEIGHTS HIGH SCHOOL
- ③ ATLANTIC COMMUNITY HIGH SCHOOL

Briefly describe the impact your study would have on the district.

THIS STUDY WOULD BENEFIT THE DISTRICT  
IN THAT IT CAN BE A STEPPING STONE IN ANSWERING THE QUESTION:  
"HOW DO THE ATTITUDES TOWARD DESEGREGATION TECHNIQUES CORRELATE  
TO THE ACADEMIC SUCCESS AND SOCIAL ADJUSTMENT OF THE  
CHILDREN OF DESEGREGATION POLICY?"

List, in chronological sequence (e.g., by month), the tasks and approximate amount of time (in hours) required of students, teachers, and/or administrators for each task. (Attach additional page, if necessary.)

- DECEMBER 1992 - DISTRIBUTE SURVEYS TO SCHOOLS THROUGH OFFICE OF THE PRINCIPAL - ASST. PRINCIPAL  
 JAN. 1993  
 FEB. 1993
- SET UP MEETINGS WITH ADMINISTRATORS & PARTICIPATING TEACHERS (ENGLISH TEACHERS - 11<sup>TH</sup>, 12<sup>TH</sup> GRADES)
  - AMOUNT OF TIME REQUIRED: 1 HR. PER SCHOOL
- STUDENTS ANSWER SURVEY. AMOUNT OF TIME REQUIRED: 20 MINUTES.
- FEB-MAR. 1993: INTERVIEWS WITH PRINCIPALS, ADMINISTRATORS, & SOME TEACHERS. AMOUNT OF TIME REQUIRED: 20 MINUTES PER INTERVIEW

What facilities (e.g., room for testing) of the Palm Beach County Schools are required?

11<sup>TH</sup>, 12<sup>TH</sup> GRADE ENGLISH CLASSES.

By what professional standards of ethics are you guiding your research? - THE PROFESSIONAL STANDARDS OF ETHICS THAT GUIDES SOCIOLOGICAL RESEARCH AND EVALUATION CALLS FOR RESEARCH TO BE "VALUE FREE, OPEN MINDED AND SYSTEMATIC IN ITS METHODOLOGICAL APPROACHES."

What measures will be taken to ensure the confidentiality of all participants? Be specific.

NO NAMES WILL BE FILLED IN ON THIS SURVEY INSTRUMENT TO ENSURE THE CONFIDENTIALITY OF ALL PARTICIPANTS. THE SCHOOL NAMES WILL ALSO BE WITHHELD FROM THE STUDY. THE SCHOOLS WILL ONLY BE REFERRED TO AS: "SCHOOLS LOCATED IN PALM BEACH COUNTY, FLORIDA."

Attach three copies of your research proposal, with a thorough description of the statistical and design methodology, and three copies of all research instruments to this application. Your request will be reviewed by the Superintendent's Research Review Committee after your file is complete. Notification will be by mail after a decision has been reached.

When do you anticipate submitting the completed study to the sponsoring institution? APR-MAY 1993

One copy of the final report, thesis, dissertation, or study results, with an executive summary, must be submitted to the Department of Research and Evaluation no later than one month after submission of the document to the sponsoring institution or other body.

The information on this application is true and accurate to the best of my knowledge.

Mitchell Kass  
 Applicant Signature

NOV. 11 1992  
 Date

Return the completed application and three copies of the research proposal/instruments to:

Director  
 Department of Research, Evaluation and Accountability  
 School Board of Palm Beach County  
 3360 Forest Hill Boulevard, A-1  
 West Palm Beach, FL 33406-5570

**APPENDIX K**

**Approval letter from Palm Beach County School Board**



THE SCHOOL BOARD  
OF PALM BEACH COUNTY, FLORIDA

RESEARCH & INFORMATION SERVICES  
3340 FOREST HILL BLVD., SUITE C-320  
WEST PALM BEACH, FL 33408-5869

(407) 434-8711

DR. C. MONICA UHLHORN  
SUPERINTENDENT  
OF SCHOOLS

April 15, 1993

Mr. Mitchell Kass  
1707 17th Lane  
Lake Worth, FL 33463

Dear Mr. Kass:

The Superintendent's Research Review Committee has approved your request to study the attitudes of racial groups at Atlantic Community High, Lake Worth Community High and Olympic Heights Community High schools toward desegregation techniques. As noted in the application materials you received, it is the responsibility of the individual(s) who will conduct research involving the public schools to obtain approval of the principals before implementing their study.

Please direct your future correspondence to:

Marc Baron, Ph.D.  
Coordinator  
Department of Research, Evaluation, and Accountability  
3360 Forest Hill Boulevard  
Wing A, First Floor  
West Palm Beach, FL 33406-5870

Sincerely,

Harvey Goldman, Assistant Superintendent  
Research and Information Services

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