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THE EFFECT OF A UNIT IN CHICANO LITERATURE ON NINTH-GRADE STUDENTS' ATTITUDES TOWARD CHICANOS

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Sharon Stenson

March 1979

ABR0415

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To my family, Anna, Joseph and Susan Stenson,

for their kindness and understanding

throughout my academic career

ACKNOWLEDGEMENTS

Acknowledgement is given to my doctoral committee: Drs. Alexander, Bellon, Bratton and Christiansen. Special thanks is extended to my chairman, Dr. Mark Christiansen, for his incisive reading of the dissertation.

Appreciation is expressed to Dr. Susan Stenson, Ms. Sandra Gabin and Dr. Robert Doyle for their understanding and support during my doctoral study.

ABSTRACT

An exploratory investigation was conducted in an attempt to determine the effect of a unit in Chicano literature on ninth-grade students' attitudes toward Chicanos. Three intact classes of sixty-one ninth graders from the Knoxville City School System were involved in the experiment. None of the subjects were Chicanos and none of the students had experienced personal contact with Chicanos.

The research design used in this study was the time-series design which consisted of the following phases:

1. Three ten-minute sessions for two weeks on students' attitudes toward Chicanos during the spring quarter of 1978 preceding the unit in Chicano literature. The instrument used was the Ansusa Attitude Scale.

2. Two weeks of participation in the Chicano literature unit. The selections coincided with the twenty items on the Ansusa Attitude Scale.

3. Three ten-minute testing sessions for two weeks on students' attitudes toward Chicanos during the spring quarter following the Chicano literature unit. The Ansusa Attitude Scale was again administered to the students.

The Ansusa Attitude Scale was utilized to assess students' attitudes toward Chicanos during pretesting and posttesting. Since the test was constructed by the researcher, content validity and test-retest reliability were established for the scale.

Fisher's t-test was employed for each item on the Ansusa Attitude Scale in order to determine any significant difference in two sets of pretest scores and two sets of posttest scores. No statistically significant difference was found between the two sets of pretest scores and the two sets of posttest scores. Fisher's t-test was then computed to ascertain whether a significant difference existed between the pre/posttest scores. Frequency and frequency percents were also computed for each item on the AAS. The AAS was analyzed concept by concept.

Additional sources of data which consisted of students' written and verbal responses to the activities included in the Chicano literature unit served as secondary sources of information.

The first research question posed for investigation was as follows:

Is a statistically significant attitudinal change toward Chicanos evident among students who complete the Chicano literature unit?

In the main, there was no statistically significant difference in attitudes toward Chicanos from pretest to posttest in students who completed the two-week Chicano literature unit. Only Item 20 was found to be statistically significant at the .01 level. This item stated that Chicanos had made jobs harder to get for other people by accepting lower wages. It is interesting to note that students, in general, exhibited positive attitudes toward Chicanos.

Additional sources of data suggest that a comparison between students' descriptions of Chicanos, prior to and after the Chicano literature unit, indicate a change in some students' concepts of Chicanos.

The second research question posed for investigation was as follows:

If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest, i.e., the posttest administered two weeks after the first posttest?

There was no statistically significant difference in attitudes toward Chicanos from the first posttest to the third posttest in students who completed the two-week Chicano literature unit. Students' positive attitudes toward Chicanos did not change between posttests.

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CHAPTER I

INTRODUCTION

I. INTRODUCTION TO THE STUDY

In March, 1977, The English Journal, published by the National Council of Teachers of English, devoted an entire issue to "Multicultural Literature." Not one article dealing with Chicano, or Mexican American, literature was included. Stephen Judy, the editor, stated that any gaps in the variety of articles presented in the journal reflected, in part, the interests of the writers themselves. It would appear that no one felt that Chicano literature was interesting, significant, or perhaps both. This neglect or oversight may also have occurred because no one was sufficiently knowledgeable about Chicano literature.

Ortego, a renowned Chicano writer and critic, stated that the decade of the 1960's has seen the renaissance of the Chicano. The decade of the 1970's promises to be one in which Chicanos will become aware of their own special identity.[1] The awareness will be noted not only in terms of creative efforts in drama, fiction, and poetry, but also in terms of Chicanos' seeking a more substantial literary identity in American literature. Despite Ortego's prediction that Chicanos would receive a more substantial literary identity in American literature,

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[1]Philip Ortego, We Are Chicanos (New York: Washington Square Press, 1973), p. XXI.

to date, no articles dealing with Chicano literature have appeared in The English Journal.

The Task Force on Racism and Bias in the Teaching of English, authorized by the National Council of Teachers of English, emphasized the need for students to become acquainted with the various ethnic groups existent in America today.[2] In Searching for America, published in 1972, the Task Force stated that:

> In the course of his education a student acquires more than skills and knowledge. He also finds and continues to modify his image of himself, and he shapes his attitudes toward other persons, races, and cultures. To be sure, the school experience is not the sole force that shapes self-images and attitudes toward others. But in the measure that school does exert this influence, it is essential that the materials it provides foster in the student not only a self-image deeply rooted in a sense of personal dignity, but also the development of attitudes grounded in respect for and understanding of the diversity of American society.[3]

The Task Force of the National Council itemized deficiencies from which educational materials suffer in the following manner:

> —the inadequate representation of literary works by members of nonwhite minorities in general anthologies which serve as basic texts and in basal readers and other Language Arts kits inclusive of audio-visual materials, in most elementary, secondary, and college English courses;
>
> —representation of minority groups which is demeaning, insensitive, or unflattering to the culture;
>
> —the inclusion of only popular and proven works by a limited number of "acceptable" writers, resulting in a misrepresentation of the actual range of the group's contribution to literature;

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[2] E. B. Kelly, ed., Searching for America (Urbana, Illinois: NCTE, 1972), p. IX.

[3] Ibid., XIV.

--biased commentaries which gloss over or flatly ignore the oppression suffered by nonwhite minority persons; and

—still other commentaries in anthologies which depict inaccurately the influence of nonwhite minority persons on literary, cultural, and historical developments in America.[4]

In response to these deficiencies, the Task Force provided six criteria for adopting textbooks:

1. Materials should be fair and balanced in depicting minority writers.
2. Minorities should be represented with dignity as human beings.
3. Illustrations and pictures of minorities should be accurate.
4. Dialect used for representing minorities should be appropriate.
5. Editors should discuss contributions of nonwhite minority writers.
6. Historical representation of a literary period should include significant minority writers.

According to these criteria, illustrations selected to depict minorities should be appropriate and accurate. Readings that are included in ethnic literature study should be of literary merit.

II. STATEMENT OF PROBLEM AND PURPOSE

Statement of Problem

The past neglect of Chicano literature as a crucial component of American literature and recommendations by the National Council of

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[4]Ibid., XVIII.

Teachers of English regarding the need for instruction of students in ethnic literature served as the impetus for this study. The omission of Chicano literature study from the school curriculum makes it likely that students' knowledge of Chicanos has been gleaned from television, accounts of the Alamo, and American fiction. Exposure to these sources may have facilitated students' formulation of stereotypes about Chicanos.

Purpose of the Study

The researcher was concerned with changes in attitudes, if any, that ninth-grade students underwent after experiencing an experimental treatment of approximately six weeks. The treatment was based on a unit in Chicano literature. Specifically, the purpose of the study was to determine the effect of a unit in Chicano literature on ninth-grade students' attitudes toward Chicanos.

Questions Posed for Investigation

The following questions directed the study:

1. Is a statistically significant attitudinal change toward Chicanos evident among students who complete a unit in Chicano literature?

2. If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest, i.e., the posttest administered two weeks after the first posttest?

III. NEED FOR THE STUDY

Ethnic studies programs have served as an important component of American education for centuries.[5] Defined by Gay as an "innovative means of paying homage to the diversified minority cultures in the school curricula," ethnic studies depict cultural pluralism in the United States.[6] The study of ethnic literature could define an identity for America's minorities by presenting their unique characteristics and cultures.

Labeled the "invisible" minority by the 1966 National Education Survey, Chicanos, or Mexican Americans, constitute the second largest minority in the United States. Exposure to their literature could serve the following purposes: (1) bibliotherapy which could enable the student to identify with characters possessing problems similar to his own; (2) development of an understanding and appreciation for cultural differences which were unlike his own; and (3) the study of a particular culture which could yield an intense study of the individual himself.[7]

The neglect of the Mexican literature of the Southwest has produced unfortunate consequences for the Mexican American. He has come to see himself and his Mexican ancestors portrayed in American literature by means of racial cliches and distorted caricatures.

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[5]Lawrence P. Crouchett, "The Development of the Sentiment for Ethnic Studies in American Education," The Journal of Ethnic Studies, 2:4:77, Winter, 1975.

[6]Geneva Gay, "Ethnic Minority Studies: How Widespread? How Successful?" Educational Leadership, 29:2:28, November, 1971.

[7]Nancy S. Boze, "Ethnic Literature: Replacing Old Stereotypes with Positive Concepts," Clearinghouse, 44:9:526, May, 1970.

Mexican Americans have been characterized at both ends of the spectrum of human behavior as untrustworthy, villainous, ruthless, tequila-drinking and philandering machos or else as courteous, devout, and fatalistic peasants who are to be treated more as pets than as people.[8] More often than not Mexican Americans have been cast as bandits or as lovable rogues; as hot-blooded, animated creatures or as passive, humble servants.

American writers contributed to Chicano stereotyping by frequently presenting them as corrupt, cowardly and lazy. Richard Henry Dean's Two Years Before the Mast, published in 1840, described Chicanos as an "idle, thriftless people." Such portrayals continue to appear in American literature as evidenced in John Steinbeck's Tortilla Flat, Tom Lea's The Wonderful Country, and J. Frank Dobie's Cow People.

Even though students may be unaware of Chicano stereotypes in American literature, television has made them conscious of Chicanos. In 1968, Vincente Ximenes, chairman of the Federal Inter-Agency Committee on Mexican American Affairs, berated the television industry for its portrayal of Mexican Americans as "lazy, shiftless, gun-toting, guitar-playing and barefooted sombreroed men and women" in television commercials.[9] The program "Chico and the Man" has also furnished students with stereotypes of Chicanos.

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[8]Livie Isauro Duran, ed., Introduction to Chicano Studies (New York: Macmillan Company, 1973), p. 334.

[9]Joan W. Moore, Mexican Americans (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 7.

The need for this study is based on the premise that a unit in Chicano literature could provide students with information about the literary accomplishments of Mexican Americans and could also furnish them with insights into the unique characteristics and culture of Mexican Americans. Students would then be able to examine any stereotypes they held of Chicanos.

IV. ASSUMPTIONS

The study of Chicano literature will affect ninth-grade students' stereotypes of Chicanos.

The literature selected for this study is representative of major Chicano writers.

The readability levels of the literary selections are suitable for ninth graders.

The Ansusa Attitude Scale, developed by the researcher, was accepted as sufficiently valid for experimental purposes.

V. LIMITATIONS

Any generalization about the results is limited by the number of subjects and their characteristics.

Content validity of the Chicano literature unit was not verified by experts in the field of Chicano literature.

VI. DEFINITION OF TERMS

Attitudinal Change. This term refers to any change in a concept previously held by an individual after acquiring new knowledge about that

concept. The Ansusa Attitude Scale served as the instrument for registering attitudinal change.

Chicanos. This term denotes Mexican Americans. Any reference to Chicano literature deals with literature by Mexican American authors.

Ethnic Literature. This term refers to literature of minority groups distinguished by race, language or culture.

Stereotype. This term denotes any preconceived concepts or ideas that that an individual has about a particular ethnic group.

VII. ORGANIZATION OF THE STUDY

Chapter I contains the introduction to the problem, the statement of the problem, the purpose of the study, the need for the study, limitations of the study, and definitions of terms.

Chapter II contains a review of related research and literature pertaining to ethnic studies.

Chapter III contains descriptions of the data and the procedures.

Chapter IV contains the presentation of the data and analysis of data.

Chapter V contains the conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

Chicano literature has suffered the ignominious fate of being almost totally ignored in ethnic literature programs. So deep is this lack of attention to the Chicano literary heritage that few Chicanos themselves are aware of its existence as an organic body.[10] It is only in recent years that the creative literature based on the experiences of Mexican Americans in the United States has been recognized.[11]

The Chicano experience exemplifies the fusion of two distinct cultures into one. While the culture of Chicanos may include elements of traditional Mexican society, it also contains influences of Anglo-American society. The Chicano literary artist incorporates and reflects this cultural merger in his writings. He utilizes both a Spanish and English text to reflect a Chicano and Anglo context. The Chicano writer endows his work with special philosophical significances and emotional resonances peculiar to the Chicano. Through literature, the ethnic relevance of the Chicano in the United States is delineated.

No previous research on the effects of a Chicano literature unit on students' attitudes toward Chicanos has been done. Research does exist,

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[10]Carlotta Cardenas de Dwyer, "Chicano Literature" (paper presented at the NCTE Spring Institute, Columbia, S.C., 1975).

[11]Ibid.

however, on ethnic studies programs in the United States and their effectiveness in facilitating attitudinal change toward minority groups. Criteria used in the review of related literature included the following: (1) sentiment for ethnic studies in the United States; (2) relevance of ethnic studies programs in public education; (3) previous research in the area of ethnic studies at the primary, secondary, and college levels.

II. SENTIMENT FOR ETHNIC STUDIES IN THE UNITED STATES

The roots of ethnic studies in education may be traced to 1660.[12] During this time, Dutch settlers in New Netherlands felt the need to stress their culture when the English took control of the colony. The English, who comprised the largest European ethnic group in the colonies, were viewed as attempting to establish a single national culture in the colonies based on Anglo-Saxon heritage and cultural values. Protesting against the assimilation process, the Dutch organized voluntary schools in their communities. Interest in ethnic studies found similar expression among other submerged people (e.g., Jewish, German, and non Protestants, Catholics and Quakers) during the early colonial years. Schools suited to specific ethnic communities were established to meet the needs of these diverse groups.

In the early decades of the 1770's, German Lutherans in southern Pennsylvania decided not to send their children to the "charity" schools since they felt that the preservation of German language and culture was

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[12]Crouchett, p. 77.

crucial. German Lutherans provided private education for their children because they were aware of Benjamin Franklin's suspicions of any language but English.

After the American Revolution, attention was given to the development of cultural homogeneity and an "American" national identity. Rush, Webster and Jefferson served as strong proponents of the nationalist spirit. Rush suggested a uniform system of education for fostering the "homogeneity of the population and a national culture."[13] A national system of common schools was established to eradicate differences among ethnic groups.

During the 1840's, German-speaking Lutherans in Pennsylvania resisted public schooling for their children. They persuaded the state legislature to pass a law mandating bilingual instruction in elementary schools when petitioned for by seventy-five freeholders. After the Civil War, the idea for ethnic education programs was espoused by Roman Catholics, German Lutherans and Greek Orthodox.

Woodson reported several "black studies" courses being offered in Northern colleges in 1919. After World War I, Garvey's black nationalist movement brought attention to the educational plight of black minority students in American schools. Black students expressed the need to study about their own culture.

In the 1960's, Chicanos voiced their concern for including Chicano studies in education. Cesar Chavez, a prominent Chicano leader, noted

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[13]Benjamin Rush, "Thoughts Upon the Mode of Education in a Republic" (1786), p. 13.

the necessity of enhancing a deeper appreciation of Chicano culture since Chicanos comprise the second largest minority in the United States.[14]

Sentiment for ethnic studies in education is not a new trend, but rather an essential element of American education. It has existed since the year 1660 and is intrinsically tied to American history.

III. RELEVANCE OF ETHNIC STUDIES PROGRAMS IN PUBLIC EDUCATION

In 1974, Congress implemented Title IX of the Elementary and Secondary Education Act which established the National Ethnic Heritage Education Program and the National Advisory Council of Ethnic Studies. The act authorized activities to develop and disseminate ethnic studies curriculum in elementary and secondary schools and institutions throughout the nation.[15]

Not only the federal government, but also educators expressed the need for incorporating ethnic studies in the curriculum. Gay stated that demands are being made for opportunities for learning experiences and for programs which are designed specifically for and are sensitive to the needs and attitudes of blacks, Mexican Americans, Indians and Puerto Ricans.[16] She added that numerous school systems have responded to these demands by instituting minority studies programs via social studies and literature courses.

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[14]Moore, p. 147.

[15]Leon Hymovitz, "Multicultural Education in the Bicentennial: Melting Pot Atonement of At-one-ment?" The Journal of Ethnic Studies 3:4:49, Winter, 1976.

[16]Geneva Gay, "Needed: Ethnic Studies in Schools," Educational Leadership, 28:3:290, December, 1970.

Jenkins advanced two basic reasons for incorporating ethnic studies in the curriculum: (1) the development of a healthy self-concept is partly dependent upon a knowledge of and sense of pride in one's family and cultural background; and (2) the lack of exposure to cultures other than one's own creates the belief that one group is the center of the universe.[17] Banks[18] and Gordon[19] concurred with Jenkins on her criteria for including ethnic studies programs in the curriculum.

Boze maintained that it is crucial to include ethnic literature in the curriculum since such readings "interpret life that is not a fantasy, but is vibrant, trembling, and sometimes stumbling."[20] Through exposure to ethnic literature, students develop an understanding for and appreciation of different cultures.

The relevance of ethnic studies programs in American education cannot be debated. Both the federal government as well as American educators have stressed the need for incorporating ethnic studies in the curriculum.

IV. RESEARCH ON ETHNIC STUDIES PROGRAMS IN EDUCATION

Pertinent research in the area of ethnic studies at the primary, secondary, and college levels will be included in this section.

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[17]Esther C. Jenkins, "Multi-Ethnic Literature: Promise and Problems," Elementary English, 50:5:693-694, May, 1973.

[18]James A. Banks, "Ethnic Studies as a Process of Curriculum Reform," Social Education, 40:2:79-80, February, 1976.

[19]Edmund W. Gordon, "A Black Educator's Case for Ethnic Studies," College Board Review, 85:2:25, February, 1972.

[20]Boze, p. 530.

Lingren studied the effect of a unit in interpersonal relationships on white second-grade students' attitudes toward blacks.[21] The unit was designed to reduce the social distance between white and black children in a large Midwestern city. Social distance was defined as the willingness to include culturally different people in social situations. The curriculum materials provided the students with opportunities to examine the similarities of people with different racial characteristics. After studying the four-week unit, white second-grade children who had completed the unit were compared with the control group. A social distance test, "The People Test," was used as the pre/posttest for all subjects. When comparing the pre/posttest scores of the experimental and control groups, there was no statistically significant difference at the .05 level.

In Hornberger's study, the primary purpose was to determine the effects of a unit on the Old Order Amish on the attitudes of non-Amish children toward this group.[22] Creative dramatics, field trips, readings in literature about the Amish, and values clarification strategies were some of the activities used to develop positive attitudes toward the Amish. Two classes of forty-seven sixth-grade students from the Manheim Township Middle School, Lancaster, Pennsylvania, served as the

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[21]Charles Lingren, "The Effects of Curriculum Materials on Changing the Social Attitudes Toward Race of White Second-Grade Children" (Doctoral dissertation, University of Iowa, 1975).

[22]Timothy Hornberger, "Design, Implementation and Evaluation of a Curriculum to Change Attitudes in Sixth-Grade Students Toward the Old Order Amish" (Doctoral dissertation, University of Pennsylvania, 1976).

experimental group. An equal number of students from the same school system comprised the control group. While the experimental group studied the Amish, the control group studied about Canada. Informal evaluation of the curriculum was based on responses from students and teachers obtained from taped interviews and some small group discussions. Objective evaluation to determine attitude change was gleaned from a semantic differential. The experimental group revealed a significant change toward the Amish; they described the Amish as gentle, peaceful and submissive.

Kleg hypothesized that a statistically significant attitudinal change in white high school students would occur after they had studied a unit on blacks.[23] Information about black Americans in history and their contributions to American society was presented to thirty-six white inner city high school students. The experimental and control groups were pretested, posttested and delayed posttested with cognitive and attitudinal tests. The findings uncovered a statistically significant cognitive-affective attitudinal change after treatment for the experimental group. The delayed posttest indicated no attitudinal change. These findings show that once the experimental group's knowledge of black Americans' contributions to society and their historical significance receded, the group's attitudes reverted.

John's study was concerned with determining the efficacy of using Sunshine, a simulation series, in facilitating attitudinal change toward

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[23]Milton Kleg, "Attitudinal Change in White Students After Instruction in an Ethnic Unit" (paper presented at the Annual Meeting of AERA, New York, February, 1971).

ethnic groups.[24] The effectiveness of this technique was measured in three areas: student attitudes toward ethnic studies, student knowledge of ethnic studies and student ethnic attitudes. Four hundred and sixty-six students from a large suburban high school in Chicago served as subjects for the experiment. Simulation was compared with the lecture-discussion method being used by the control group in the four and one-half week unit in ethnic studies. After pre/posttesting with a semantic differential scale, it was concluded that simulation generated more positive attitudes toward the subject of ethnic studies. More positive attitudes toward ethnic groups were also noted. There was no significant difference between the experimental and control groups in the area of student knowledge of ethnic studies.

The purpose of Watson's research was to investigate the opinions expressed about blacks by students graduating from Livonia Public Schools (Michigan) in June, 1973.[25] Specifically, his study attempted to answer the following questions: (1) What is the relationship between the number of social studies courses students complete in Livonia and the opinions high school seniors express about blacks?; (2) What is the relationship between the completion of specific courses in Livonia schools

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[24]Joseph Newman John, "Effectiveness of an Educational Simulation in Teaching Ethnic Studies to High School Students" (Doctoral dissertation, Northern Illinois University, 1975).

[25]Kenneth Charles Watson, "The Effect of Coursework Emphasizing Minority Cultures on the Racial Opinions of Suburban High School Students" (Doctoral dissertation, Wayne State University, 1974).

and opinions high school seniors express about blacks; and (3) What opinions about blacks are expressed by Livonia seniors as identified by their responses to the "Multifactor Racial Inventory"? The three courses selected to investigate the relationship between the completion of specified courses in the Livonia schools and opinions seniors expressed about blacks were chosen on the basis of their objectives. The objectives were designed to facilitate attitudinal change toward blacks. Only one course, which dealt specifically with racial opinions and issues as a major objective, was successful in facilitating more positive attitudes toward blacks. Students who had participated in this course showed a more significant gain in the number of positive responses toward blacks.

The central focus of Silva's research was to determine whether students who experience a series of Spanish cultural awareness lessons would adopt a more positive attitude toward Spanish people and demonstrate a decrease in social distance toward Spanish people.[26] A northeastern suburban-industrial American school system was chosen as the research site. The system's seven second-year Spanish foreign language classes were randomly assigned to either the experimental group (four classes) or the control group (three classes). The following criterion measures were selected for pre/posttesting: (1) the "We/They Scale" which measures attitudes toward cultures, and (2) the "Bogardus Social Distance Scale" which indicates peoples' willingness to accept culturally different groups

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[26]Dale Mary Silva, "The Effect of Spanish Cultural Awareness Lessons Upon Attitudes Toward the Spanish and Other Cultures, Social Distance, and Interest in Foreign Language Study" (Doctoral dissertation, Boston University, 1972).

in social situations. Analysis of variance indicated that the experimental group had a significantly more positive attitude toward Spanish culture. No significant difference was found in social distance toward Spanish people.

Using a novel which is generally not considered black literature, Frankel investigated whether Adventures of Huckleberry Finn had any effect on the racial attitudes of two classes of black and white ninth-grade boys.[27] These students did not differ significantly in reading ability and IQ scores. Frankel used a semantic differential scale, a picture projection test, and an indepth interview to measure changes in racial attitudes of ninth graders from Philadelphia, Pennsylvania. The findings supported Frankel's four hypotheses that (1) the study of the novel facilitated positive attitudes toward blacks in adolescent boys; (2) the change reduced unfavorable feelings toward blacks; (3) if a black student's feelings toward his own race changed, his self-concept improved; and (4) the groups discussing the book would show greater positive change than the group reading the novel outside of class.

Concerned with racial attitudes of white college freshmen toward blacks, Standley and Standley proposed that "literature written by blacks and dealing with blacks would produce greater 'openness' in a person's belief system."[28] Accepting Rokeach's definition of "closed mindedness"

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[27]H. L. Frankel, "The Effects of Reading The Adventures of Huckleberry Finn on the Racial Attitudes of Selected Ninth-Grade Boys" (Doctoral dissertation, Temple University, 1972).

[28]F. L. Standley & N. V. Standley, "An Experimental Use of Black Literature in a Predominantly White University," Research in the Teaching of English, 4:2:141, 1970.

or prejudice as a "closed way of thinking which could be associated with any ideology regardless of content . . . an intolerance toward those with opposing beliefs," Standley and Standley experimentally introduced three short stories by black authors to a group of freshmen at Florida State University. The research revealed that the "special instruction involving literature by black writers, with the concomitant class discussion evoked by the literature, brought about a behavioral change as measured by the Rokeach Race-Belief Scale."[29] They also concluded that "it may be deemed both desirable and necessary that white students be formally introduced, in the educational institution, to the large body of black literature in our cultural heritage."[30]

In Brisbin's study, one group of twelve students from Detroit, Michigan, read and discussed books with positive representation of blacks.[31] A second group read and discussed books with neutral representation of blacks. He reported the following findings:

> Galvinic skin responses revealed no differences between the two groups. The treatment was considered enough to cause verbalized change, but not sufficient to cause emotional reorientation. It was concluded that the power of literature to shape attitudes seems to be overestimated. True attitudinal change will require more extensive and intensive programs, possibly containing selected literature as one component.[32]

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[29] Ibid., p. 145.

[30] Ibid., p. 147.

[31] C. D. Brisbin, "An Experimental Application of the Galvanic Skin Response to the Measurement of Effects of Literature on Attitudes of Fifth-Grade Students Toward Blacks" (Doctoral dissertation, Wayne State University, 1971).

[32] Ibid.

In Brisbin's study, galvanic skin responses were utilized to detect students' emotional changes after reading books about blacks. When an emotional reaction occurred, electrical conductivity of the skin increased. The increase in electrical current, measured by a galvanometer, indicated that the subject was disturbed. Even though no emotional reorientation was registered on the galvanometer, Brisbin's research demonstrated that literature did affect students' verbal responses. The intensity of the impact, however, was dependent upon the literature selected and the amount of time devoted to the program.

Black experimentally treated eleventh graders in a six-weeks' course of general semantics.[33] He compared the results of ethnic attitude change with two other courses: one course in anti-prejudice and a second course in regular English. The New York City students were pre/posttested with the "Bogardus Social Distance Scale" and the "California E & F Scale." The general semantics group decreased in every correlate of prejudice tested. The levels of prejudice increased, however, for students in the regular and anti-prejudice groups.

Page's study revealed that black literature read by eleventh graders from central Pennsylvania for five weeks did not change negative racial attitudes.[34] Students were pre/posttested with the "Multifactor Racial

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[33]John A. Black, "The Effect of Instruction in General Semantics on Ethnic Prejudice," Research in the Teaching of English, 7:1:98, 1973.

[34]Ernest R. Page, "An Analysis of Racial Attitude Change in Eleventh Grade Students Using a Black Literature Package" (Doctoral dissertation, Pennsylvania State University, 1974).

Inventory." They demonstrated no statistically significant difference in their attitudes toward blacks. A Black Literature Package consisting of one play, one novel, seven short stories, eight poems, five portions of autobiographies written by blacks served as the instrument for facilitating attitudinal change. Page cited two possible reasons for the failure of his package to change students' attitudes: (1) state legislature which mandated teaching about blacks may have promoted responses in students different from the ones intended; and (2) students who experienced concentrated exposure to black literature may have developed polarized "anti" and "pro" attitudes toward blacks which frustrated the positive effects of black literature.

In the main, research involving ethnic studies disclosed positive attitudes toward ethnic groups resulting from ethnic studies. Students displayed more positive reactions toward minorities after being exposed to their culture and literature. Simulation, during which students exchanged roles with ethnic groups, proved instrumental in facilitating students' appreciation of problems peculiar to these people. Lingren and Page reported negative attitudes toward minorities resulting from ethnic studies. Polarization of attitudes and "overexposure" to ethnic culture may have generated this response. Further research in the area of ethnic studies is needed in order to determine whether ethnic studies programs are beneficial or detrimental to attitudinal change.

V. ANALYSIS OF THE RESEARCH LITERATURE

The survey of pertinent research in ethnic studies indicated the following: (1) sentiment for ethnic studies programs has existed since 1660 and continues today; (2) relevance of ethnic studies in public education has been supported by both the federal government and educators; and (3) previous research in ethnic studies has revealed both positive and negative attitudes toward minorities among students who engaged in ethnic studies programs.

The review of literature did not reveal any studies dealing with the effect of a Chicano literature unit on students' attitudes toward Chicanos. This study should provide some information on this subject.

The following chapter describes procedures used for treatment and analysis of data.

CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

The purpose of this study was to determine whether participation in a Chicano literature unit would affect ninth-grade students' attitudes toward Chicanos.

Specifically, the investigation attempted to answer the following questions:

1. Is a statistically significant attitudinal change toward Chicanos evident among students who complete a unit in Chicano literature?

2. If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest, i.e., the posttest administered two weeks after the first posttest?

II. THE EXPERIMENTAL SUBJECTS

The Population

The subjects of this study consisted of three intact ninth-grade classes in the Knoxville City School System. These students were assessed average by the Knoxville City School System based on the "Otis Lennon Mental Ability Test," the "Metropolitan Achievement Tests," and teacher recommendation. Table I presents demographic and geographic data for the population.

TABLE I

DEMOGRAPHIC AND GEOGRAPHIC DATA ON THE POPULATION USED IN THE STUDY

Variable	Percentages	Number
Age		
14	28%	17
15	68%	42
16	4%	2
Race		
Black	13%	8
White	87%	53
Sex		
Male	43%	26
Female	57%	35
Income Level		
Lower	36%	22
Middle	34%	21
Upper	30%	18
Geographical Locale in Knoxville		
East	10%	6
North	41%	25
South	36%	22
West	13%	8
Familiarity with Ethnic Groups		
Black Americans	100%	61
American Indians	18%	11
Japanese Americans	4%	2
Mexican Americans (Chicanos)	0%	0
N = 61		

Selection of the Population

Seventy-nine students were invited to participate in the study. Seventy-one agree to do so. Students who decided not to participate in the study stated, in writing, that they were not interested in Chicano literature. They elected to continue with their regular classroom work.

Nine students were eliminated from the study since they were not administered the AAS six times. The total population consisted of sixty-one students, fifty-three white and eight black. The black population in the Knoxville City School System is 18 %, and the black population represented in this study was 13.1%.

An overview of the experiment was presented orally by the researcher to the three classes. An explanatory letter (see Appendix A) was distributed to the students, and written parental permission was secured for each subject.

Control in Selection of the Population

Control in selection of the population was exercised in the following manner:

1. Elimination of contamination in selection of the population was facilitated by using three intact ninth-grade classes.

2. Determination of students' classification as average was assessed by the Knoxville City School System on the basis of the "Otis Lennon Mental Ability Test," the "Metropolitan Achievement Tests," and teacher recommendation.

III. THE EXPERIMENTAL DESIGN

Nature of the Time-Series Design

The research design used in this study was the time-series design. The essence of this design is the presence of a periodic measurement process on groups and the introduction of an experimental change into the time series.[35] Discontinuity in the measurements recorded in the time series results from the introduction of the experimental variable. The design may be diagrammed as follows:

$O_1\ O_2\ O_3$	$O_4\ XO_5$	$O_6\ O_7\ O_8$
(pretests)	(variable)	(posttests)

Variables Controlled in the Design

The time-series design was controlled for seven extraneous variables. These variables were systematically ruled out as possible causes of the experimental change, if any, which resulted from the investigation. The variables are delineated as follows:

1. History, which denotes specific events occurring between measurements in addition to the experimental variable, was controlled. No events dealing with or relating to Chicanos occurred between measurements.

2. Maturation, which refers to changes in the mental growth of individuals as they become chronologically older, was controlled. Any increase in the mental age of the students as a result of chronological

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[35] Donald Thomas Campbell and Julian Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally, 1966), p. 37.

growth would have had little, if any, effect upon their response to the attitudinal tests.

3. Testing, which denotes the effects of taking a test upon the scores of a second testing, was controlled. The same test was administered six times in similar testing situations.

4. Instrumentation, which refers to changes in the calibration of a measuring instrument or changes in the observers or scorers used, was controlled. The same instrument was utilized six times. No changes in observers or scorers were made.

5. Statistical regression, which denotes the selection of groups on the basis of extreme scores, was controlled. Intact groups were selected as the population.

6. Biases, which result from different methods for selection of participants for the comparison groups, were controlled. Three intact groups served as the population. These students were classified as average ninth graders by the Knoxville City School System.

7. Experimental mortality, which denotes loss of participants from comparison groups, was controlled. The same respondents remained throughout the study.

IV. TREATMENT PROCEDURES

Nature of the Experimental Treatment

The treatment provided for the three intact classes consisted of three phases:

1. Three ten-minute sessions for two weeks on students' attitudes toward ethnic groups during the spring quarter of 1978 preceding the

unit in Chicano literature. The test is included in Appendix B.

2. Two weeks of participation in the unit on Chicano literature.

3. Three ten-minute testing sessions for two weeks on students' attitudes toward ethnic groups during the spring quarter following the Chicano literature unit. The test that was administered during the pretesting sessions was again used during the posttesting sessions.

Control in Treatment Procedures

Three classroom teachers provided information about the nature of their classes and remained in the classrooms during the testing and treatment sessions. Elimination of contamination in exposure to the Chicano literature by using three different teachers as instructors was facilitated by utilizing the researcher as instructor.

V. THE CHICANO LITERATURE UNIT

Nature of the Unit

The experimental unit in Chicano literature was designed to introduce students to Chicanos and to determine whether an attitudinal change toward Chicanos resulted from this exposure. Simulation games as well as various activities centering around the literary selections served as components of the unit. Table II provides a list of the selections.

The simulation games provided students with insights into their own ethnic backgrounds. They also furnished students with the numerous aspects of the Chicano experience. Chicano stereotypes were evident in the literary selections.

TABLE II

LITERARY SELECTIONS FOR THE
CHICANO LITERATURE UNIT

Title	Author
Dona Carolina Learns a Lesson	Josefina Escajeda
La Casa de la Labor	Josefina Escajeda
Address	Alurista
I Am Joaquin	Rodolfo Gonzalez
The Other Pioneers	Roberto Salazar
To an Old Woman	Rafael Gonzalez
The Maestro	Ronaldo Hinojosa
The World of Richard Rubio	Jose Villareal
Los Vendidos	Jose Villareal
Viva Chicano	Frank Bonham

Readability of the Literary Selections

Gunning's Fog Index was used to determine the readability levels of the literary selections.[36] None of the readings utilized in independent reading registered above the 6.2 grade level on the Fog Index (see Appendix C). Chicano Voices,[37] We are Chicanos,[38] and Viva Chicano[39] served as sources for the readings.

Lesson Plans for the Unit

Detailed lesson plans for the Chicano literature unit are furnished in Appendix C. The appendix also contains the following activities generated by the researcher:

1. "Chicano Facts" acquainted students with Chicano contributions to American society.

2. "Your Ethnic Roots" provided students with insights into their ethnic background.

3. "A Study Guide to Bonham's Viva Chicano" served as an aid to students in reading the novel.

4. "Joaquin Doran's Recommendation Form" supplied information about students' reaction to Joaquin.

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[36]Robert Gunning, The Techniques of Clear Writing (New York: McGraw Hill, 1968), p. 38.

[37]Carlotta Cardena de Dwyer, Chicano Voices (Boston: Houghton Mifflin Company, 1975).

[38]Philip Ortego, We Are Chicanos (New York: Washington Square Press, 1975).

[39]Frank Bonham, Viva Chicano (New York: Dell Publishing Company, 1970).

5. "Viva Chicano Jeopardy" provided students with important facts about the novel.

Objectives Developed for the Unit

The researcher formulated objectives for the Chicano literature unit. The objectives were based on the assumption that participation in the unit would facilitate the following results:

1. Students would demonstrate knowledge of their ethnic background by completing the activity entitled "Your Ethnic Roots."

2. Students would verbalize and then write their reactions to being suddenly immersed in a foreign language and culture.

3. Students would be able to identify two folktales, four poems, two short stories and one play by prominent Chicanos, and one novel written by an American author about Chicanos.

4. Students would write one paragraph describing how literaure reflects the personality of one writer studied in the unit.

5. Students would identify the following through group discussion: (a) the stereotypes peculiar to Chicanos; (b) the similarities among students of different cultures; and (c) the differences among students of diverse cultures.

VI. COLLECTION OF DATA

Instrument Used in the Study

Careful research in the literature of testing as well as consultations with those involved in the area of tests and measurements failed to

reveal any instruments which measure students' attitudes toward Chicanos. Consequently, the data generated from this investigation were gleaned primarily from the attitude scale constructed by the researcher, henceforth called the Ansusa Attitude Scale (AAS).

The Prejudice and Rationality Scale[40] developed by Schuman and Harding and the Social Distance Scale[41] constructed by Bogardus served as guides in developing the AAS. This scale consisted of six items dealing with social distance, or willingness to accept minorities in social situations, fourteen statements concerned with stereotypes and contributions of particular minority groups and four demographic questions focusing on students' ethnic backgrounds and personal contact with minorities. The subjects were asked to place the letter or letters corresponding to the following ethnic groups on the lines provided: black Americans, Mexican Americans, Japanese Americans, Indian Americans. The minorities chosen for inclusion in the AAS were selected either because they were groups with whom students were acquainted (black Americans, Indian Americans) or groups with whom students were barely or not at all familiar (Mexican Americans, Japanese Americans). Both negative and positive statements were included in the scale to facilitate accurate student responses.

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[40] H. Schuman and J. Harding, "Prejudice and the Norm of Rationality," Sociometry, 27:353-371.

[41] E. Bogardus, Social Distance (Yellow Springs, Ohio: Antioch Press, 1959).

Content validity, or the degree to which the AAS measured the intended content area, was ascertained by comparing the literary selections of the Chicano literature unit (CLU) with the items on the AAS.[42] The content and process (plot, theme, character delineation, dialogue, point of view, tone, and setting) of the literary selections were coincided with the twenty items on the AAS. For example, in the short story "The World of Richard Rubio," Villareal describes the frustration and tribulations of a Chicano youth whose intelligence is questioned because of his ethnic background. The content of the short story centers directly on Item 9 of the AAS which deals with the intelligence of Chicanos. Another example is the play Los Vendidos in which the stereotype of Chicanos as sources of inexpensive labor is satirized. Los Vendidos corresponds with Item 20 on the AAS which notes the low cost of Chicano labor. Each selection in the CLU correlated in varying degrees with the various dimensions of the AAS and Table III reports these correlations.

Test-retest reliability, or the degree to which scores are consistent over time, was determined by the following procedures: (1) administration of the test to the subjects; (2) readministration of the test to the population after two weeks; and (3) correlation of the two sets of scores for the pre/posttesting sessions.[43] Pearson product-moment correlation coefficients were computed for each item. Table IV contains the results of pretest correlations and Table V reports the

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[42]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 457.

[43]Ibid., p. 451.

TABLE III

CONTENT VALIDITY OF THE ANSUSA ATTITUDE SCALE

	Item	Source*									
		1	2	3	4	5	6	7	8	9	10
1.	Social distance--- as a member of my class.	x	x	x	x	x	x	x	x	x	x
2.	Social distance--- as a classmate.	x	x	x	x	x	x	x	x	x	x
3.	Social distance--- as a member of my club.	x	x	x	x	x	x	x	x	x	x
4.	Social distance--- as a partner in a class activity.	x	x	x	x	x	x	x	x	x	x
5.	Social distance--- as one of my close friends.	x	x	x	x	x	x	x	x	x	x
6.	Social distance--- as a best friend.	x	x	x	x	x	x	x	x	x	x
7.	Studying Chicano literature is worthwhile.	x	x	x	x	x	x	x	x	x	x
8.	Chicanos are not as ambitious as other people.					x			x	x	x
9.	Chicanos are less intelligent than other people.								x	x	x
10.	There is little difference in the work output of Chicanos vs. that of other people.								x	x	x
11.	Chicanos have little chance of being accepted at school.			x	x				x	x	x
12.	Chicanos do not control most of the industry in the United States.			x	x				x	x	x
13.	Chicanos have a less pleasant body odor than other people.				x				x	x	x
14.	Chicanos accept American culture as their own			x	x	x					

TABLE III (continued)

	Item	Source*									
		1	2	3	4	5	6	7	8	9	10
15.	Chicanos are not capable of holding leadership positions.								x	x	x
16.	When Chicanos move into a neighborhood, property values drop.									x	x
17.	Chicanos tend to be honest in their dealings with other people.					x	x			x	x
18.	Chicanos are welcomed when they enter hotels, stores snd restaurants.							x	x	x	x
19.	Delinquency and crime are lower for the youth of Chicanos than the youth of other people.								x		x
20.	Chicanos have made jobs harder to get by accepting lower wages.									x	

*Source 1 = "Dona Carolina Learns a Lesson"
*Source 2 = "La Casa de la Labor"
*Source 3 = "Address"
*Source 4 = "I Am Joaquin"
*Source 5 = "The Other Pioneers"
*Source 6 = "To an Old Woman"
*Source 7 = "The Maestro"
*Source 8 = "The World of Richard Rubio"
*Source 9 = Los Vendidos
*Source 10 = Viva Chicano

TABLE IV

A COMPARISON OF TWO SETS OF PRETEST SCORES
ON THE ANSUSA ATTITUDE SCALE

Variable	Mean	Standard Deviation	Correlation
PRA1*	1.1475	.358	1.00
PRC1	1.1475	.358	
PRA2	1.1803	.388	1.00
PRC2	1.1803	.388	
PRA3	1.2459	.434	1.00
PRC3	1.2459	.434	
PRA4	1.1967	.401	.951
PRC4	1.2131	.413	
PRA5	1.2951	.460	1.00
PRC5	1.2951	.460	
PRA6	1.4754	.504	1.00
PRC6	1.4754	.504	
PRA7	1.2623	.444	.958
PRC7	1.2459	.434	
PRC8	1.8033	.401	1.00
PRC8	1.8033	.401	
PRA9	1.8689	.340	.927
PRC9	1.8852	.321	
PRA10	1.6393	.484	.965
PRC10	1.6230	.489	
PRA11	1.8361	.373	1.00
PRC11	1.8361	.373	
PRA12	1.4754	.504	.968
PRC12	1.4590	.502	
PRA13	1.9344	.250	1.00
PRC13	1.9344	.250	

TABLE IV (continued)

Variable	Mean	Standard Deviation	Correlation
PRA14	1.3770	.489	1.00
PRC14	1.3770	.489	
PRA15	1.8361	.373	1.00
PRC15	1.8361	.373	
PRA16	1.8361	.373	1.00
PRC16	1.8361	.373	
PRA17	1.3607	.484	.965
PRC17	1.3443	.479	
PRA18	1.2295	.424	.858
PRC18	1.2131	.413	
PRA19	1.7377	.444	.959
PRC19	1.7213	.413	
PRA20	1.7377	.444	.922
PRC20	1.7049	.460	

N = 61

*PRA1 = pretest 1, item 1
PRC1 = pretest 3, item 1

All subsequent pairs follow this format with the letter "A" representing pretest 1 and the letter "C" representing pretest 3; the numbers represent the items on the test.

TABLE V

A COMPARISON OF TWO SETS OF POSTTEST SCORES
ON THE ANSUSA ATTITUDE SCALE

Variable	Mean	Standard Deviation	Correlation
POA1*	1.1311	.340	1.00
POC1	1.1311	.340	
POA2	1.1803	.388	1.00
POC2	1.1803	.388	
POA3	1.2131	.413	1.00
POC3	1.2131	.413	
POA4	1.2131	.413	1.00
POC4	1.2.31	.413	
POA5	1.3115	.467	.962
POC5	1.2951	.460	
POA6	1.3770	.489	1.00
POC6	1.3770	.489	
POA7	1.1475	.358	1.00
POC7	1.1475	.358	
POA8	1.8361	.373	1.00
POC8	1.8361	.373	
POA9	1.9180	.277	1.00
POC9	1.9180	.277	
POA10	1.5246	.504	.968
POC10	1.5082	.504	
POA11	1.8689	.340	.934
POC11	1.8525	.358	
POA12	1.6066	.493	1.00
POC12	1.6066	.493	
POA13	1.825	.358	.865
POC13	1.885	.321	

TABLE V (continued)

Variable	Mean	Standard Deviation	Correlation
POA14	1.3443	.479	1.00
POC14	1.3443	.479	
POA15	1.7869	.413	.850
POC15	1.8033	.401	
POA16	1.8525	.358	.887
POC16	1.8147	.388	
POA17	1.3607	.484	.965
POC17	1.3770	.489	
POA18	1.2131	.413	.911
POC18	1.2459	.454	
POA19	1.7705	.424	.865
POC19	1.7541	.434	
POA20	1.5902	.496	.875
POC20	1.5246	.504	

N = 61

*POA1 = posttest 1, item 1
POC1 = posttest 3, item 1

All subsequent pairs follow this format with the letter "A" representing pretest 1 and the letter "C" representing posttest 3; the numbers represent the items on the test.

results of posttest correlations.[44] All items were very highly correlated as indicated by correlations ranging from .858 to 1.00 in pretesting and .850 to 1.00 in posttesting.

Additional Sources of Data

A separate folder was compiled for each participant. Answer sheets, written assignments, and pertinent verbal responses elicited during classroom discussions were placed in the folder. Responses to the AAS served the primary source of data while written assignments and classroom comments generated additional sources of data.

VII. ANALYTIC PROCEDURES

Data generated in this experiment were analyzed by the University of Tennessee Computing Center. Sixty-one subjects were pretested with the AAS three times over a two-week period prior to the CLU. After completion of the CLU, students were posttested three times over a two-week time span with the same AAS to determine any significant difference in attitude toward Chicanos.

Pearson product-moment correlation coefficients for two sets of scores from the pre/posttests were computed for each item in order to establish the reliability of the AAS.

Very high correlations (correlations which ranged from .80 to 1.00) were established. Fisher's t-test was then employed for each item on the

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[44] Ibid., p. 451.

scale in order to ascertain any significant difference in two sets of pretest scores and two sets of posttest scores.[45] Fisher's t-test was then computed to determine whether a significant difference existed between the pre/posttest scores.

For each of the above statistics, the level of significance was set at or beyond the .05 level of confidence. Two-tailed tests of significance were used since there was a possibility that either a positive "t" or a negative "t" might occur. That is, there was a possibility that the mean of the pretest scores might be higher than the mean of the posttest scores. Frequency and frequency percents were also computed for each item on the AAS. The AAS was then analyzed concept by concept.

The following chapter presents and analyzes the data generated in this study.

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[45] Ibid., p. 224.

CHAPTER IV

PRESENTATION OF DATA

I. INTRODUCTION

An exploratory investigation was conducted for six weeks during the spring quarter of 1978 in an attempt to determine the effect of a two-week unit in Chicano literature on ninth-grade students' attitudes toward Chicanos. Sixty-one ninth graders from the Knoxville City School System served as subjects for the study. None of the students who participated in the experiment were Chicanos, and none of them had experienced personal contact with Chicanos.

Procedures used in this study were presented in Chapter III which described the population, the research design employed, the Chicano literature unit, the instrument used, additional sources of data, and the manner in which data were analyzed.

This chapter focuses on the statistical analysis and interpretation of data: (1) to determine statistically significant differences between pre/posttest scores; (2) to ascertain statistically significant differences between two sets of posttest scores; (3) to establish frequency and frequency percents for each item on the AAS; (4) to present and discuss additional sources of data; and (5) to analyze the two research questions posed for investigation.

II. RESULTS OF THE ANSUSA ATTITUDE SCALE

Comparison of Pre/Posttest Scores

Very high correlations for pre/posttest scores (correlation coefficients ranging from .858 to 1.00 in pretesting and .850 to 1.00 in posttesting) were established in Chapter III. An analysis of variance was computed to determine statistically significant differences between the pre/posttest scores on the Ansusa Attitude Scale. The results are reported in Table VI.

As indicated in Table VI, the computed *t* value was generated when contrasting the mean from the third set of pre/posttest scores for each item on the AAS. The level of significance was set at or beyond the .05 level of confidence.

Only Item 20 revealed a computed *t* value of 2.64. This item stated that Chicanos, by accepting lower wages, had made jobs harder for other people to acquire. The obtained *t* statistic for this item was greater than the crucial value of *t* at the .05 level of confidence. Thus, there was a significant difference between the pre/posttest scores for Item 20 on the AAS. No significant difference between pre/posttest scores was computed for any other item on the AAS.

Comparison between Two Sets of Posttest Scores

A second analysis of variance was computed to determine statistically significant differences between the first and third set of posttest scores. Table VII presents the findings. When the mean of the first set of post-test scores was contrasted with the mean of the third set of posttest

TABLE VI

AN ANALYSIS OF VARIANCE BETWEEN PRETEST AND POSTTEST SCORES ON THE ANSUSA ATTITUDE SCALE

Variable	M*	SD*	T-Value	Two-tail. Prob.*
PRC1*	1.1475*	.358	.30	.766
POC1*	1.1311	.340		
PRC2	1.1803	.388	.0	1.000
POC2	1.1803	.434		
PRC3	1.2459	.434	.53	.597
POC3	1.2131	.413		
PRC4	1.2131	.413	.53	1.000
POC4	1.2131	.413		
PRC5	1.2951	.460	.0	1.000
POC5	1.2951	.460		
PRC6	1.4754	.504	1.52	.135
POC6	1.3770	.489		
PRC7	1.2459	.434	1.62	.109
POC7	1.1475	.358		
PRC8	1.8033	.401	-.53	.597
POC8	1.8361	.373		
PRC9	1.8852	.321	-.70	.484
POC9	1.9180	.277		
PRC10	1.6230	.489	1.63	.109
POC10	1.5082	.504		
PRC11	1.8361	.373	-.28	.784
POC11	1.8525	.358		
PRC12	1.4590	.502	1.92	.060
POC12	1.6066	.493		
PRC13	1.9344	.250	1.14	.260
POC13	1.8852	.321		

TABLE VI (continued)

Variable	M*	SD*	T-Value	Two-tail. Prob.*
PRC14	1.3770	.489	.44	.658
POC14	1.3443	.479		
PRC15	1.8361	.373	.53	.597
POC15	1.8033	.401		
PRC16	1.8361	.373	.26	.799
POC16	1.8197	.388		
PRC17	1.3443	.479	-.47	.641
POC17	1.3770	.489		
PRC18	1.2131	.413	-.50	.621
POC18	1.2459	.434		
PRC19	1.7213	.452	-.47	.641
POC19	1.7541	.434		
PRC20	1.7049	.460	2.64	.010
POC20	1.5246	.504		

N=61

*M = mean
*SD = standard deviation
*Two-tail Prob. = level of significance for a two-tailed test
*PRC1 = pretest 3, item 1
POC = posttest 3, item 1

All subsequent pairs follow this format with the letters "PRC" representing pretest 3 and the letters "POC" representing posttest 3; the numbers represent the items on the test.

*1.1475 = positive reaction, or "yes" response, to this item. For this experiment, "1" was equivalent to a "yes" response, and "2" was equivalent to a "no" response.

TABLE VII

AN ANALYSIS OF VARIANCE BETWEEN TWO SETS OF POSTTEST SCORES ON THE ANSUSA ATTITUDE SCALE

Variable	M*	SD*	T-Value	Two-tail. Prob.*
POA1*	1.1311*	.340	.0	1.000
POC1	1.1311	.340		
POA2	1.1803	.388	.0	1.000
POC2				
POA3	1.2131	.413	.0	1.000
POC1	1.2131	.413		
POA4	1.2131	.413	.0	1.000
POC4	1.2131	.413		
POA5	1.3115	.467	.0	1.000
POC5	1.2951	.460		
POA6	1.3770	.489	.0	1.000
POC6	1.3770	.489		
POA7	1.1475	.358	.0	1.000
POC7	1.1475	.358		
POA8	1.8361	.373	.0	1.00
POC8	1.8361	.373		
POA9	1.9180	.277	.0	1.00
POC9	1.9180	.277		
POA10	1.5246	.504	1.00	.321
POC10	1.5082	.504		
POA11	1.8689	.340	1.00	.321
POC11	1.8525	.358		
POA12	1.6066	.493	.0	1.00
POC12	1.6066	.493		

TABLE VII (continued)

Variable	M*	SD*	T-Value	Two-tail. Prob.*
POA13	1.825	.358	-1.43	.159
POC13	1.885	.321		
POA14	1.3443	.479	.0	1.000
POC14	1.3443	.479		
POA15	1.7869	.413	.850	.568
POC15	1.8033	.401		
POA16	1.8525	.358	1.43	.159
POC16	1.8147	.388		
POA17	1.3607	.484	-1.00	.321
POC17	1.3770	.489		
POA18	1.2132	.413	-1.43	.159
POC18	1.2459	.454		
POA19	1.7705	.424	.570	.568
POC19	1.7541	.434		
POA20	1.5738	.250	1.14	.260
POC20	1.5246	.321		

N= 61

*M = mean
*SD = standard deviation
*Two-tail. Prob. = level of significance for a two-tailed test
*POA1 = pretest 3, item 1
POC1 = posttest 3, item 1

All subsequent pairs follow this format with the letter "A" representing posttest 1 and the letter "C" representing posttest 3; the numbers represent the items on the test.

*1.1311 = positive reaction, or "yes" response, to this item. For this eqperiment, "1" was equivalent to a "yes" response, and "2" was equivalent to a "no" response.

scores for each item on the AAS, t values ranging from -1.43 to 1.14 were obtained. Since the computed t's were less than the crucial value of t at the .05 level of confidence, the results suggested that there was no significant difference in the means of the first and third set of post-test scores. Thus, the first and third sets of posttest scores were not considered significantly different.

Frequency and Frequency Percents for Willingness to Accept Chicanos in Social Situations

Table VIII reports the frequency and frequency percents for social distance, i.e., willingness to accept Chicanos in social situations. As indicated in Table VIII, students, on the whole, responded positively to the inclusion of Chicanos in social situations during pretesting. Students continued to exhibit these positive attitudes during posttesting. It is interesting to note, however, that during pretesting 52.5% of the subjects were willing to accept Chicanos as best friends. During posttesting, 62.3% of the students were inclined to select Chicanos as best friends. Analysis of variance established no significant difference between the pre/posttest scores on this section of the AAS.

Frequency and Frequency Percents for Traits of Chicanos

Table IX presents frequency and frequency percents for the third set of pre/posttest scores dealing with Chicano traits. Both positive and negative statements were included in this section to facilitate accurate student responses. As indicated in Table IX, students' pre/posttest scores, in general, indicated positive attitudes toward Chicanos.

TABLE VIII

FREQUENCY AND FREQUENCY PERCENTS FOR WILLINGNESS OF STUDENTS TO ACCEPT CHICANOS IN SOCIAL SITUATIONS AS NOTED ON THE ANSUSA ATTITUDE SCALE

	Item	Pretest		Posttest	
		f	%	f	%
1.	As a member of my school	52	85.2	53	86.9
2.	As a classmate	50	82.0	50	82.0
3.	As a member of my club	46	75.2	48	78.7
4.	As a partner in a class activity	48	78.7	48	78.7
5.	As one of my close friends	48	78.7	48	78.7
6.	As a best friend	32	52.5	38	62.3

N = 61

TABLE IX

FREQUENCY AND FREQUENCY PERCENTS FOR TRAITS OF CHICANOS AS INDICATED ON THE ANSUSA ATTITUDE SCALE

	Item	Pretest f	Pretest %	Posttest f	Posttest %
8.	Chicanos are not as ambitious as other people.*	12	19.7	10	16.4
9.	Chicanos are less intelligent than other people.*	7	11.5	5	8.2
10.	It is doubtful that there is much difference in the work output of Chicanos and that of other people.	23	37.7	30	49.2
13.	It is a fairly well established fact that Chicanos have a less pleasant body odor than other people.*	4	6.6	7	11.5
17.	Chicanos tend to be honest in their dealings with other people.	40	65.6	38	62.3
	N = 61				

* = Negative statements about Chicanos have been included to facilitate accurate responses.

Chicanos were considered just as ambitious, intelligent, hygenic and honest as other people.

In the area of work output, during pretesting 37.7% of the population indicated that Chicanos generated as much work as other people. During posttesting, 49.2% of the students stated that Chicanos' work output was comparable to other peoples'. Analysis of variance established no significant difference between pre/posttest scores on this section of the AAS.

Frequency and Frequency Percents for the Effects of Chicanos on Society

Table X reports the frequency and frequency percents for the third set of pre/posttest scores focusing on the effects of Chicanos on society. Positive and negative statements were included in this section to facilitate accurate student responses. As indicated in Table X, students' pre/posttest scores, in the main, revealed positive attitudes toward the effects of Chicanos on society. Chicanos were capable of holding leadership positions and assimilating American culture. Their presence in a neighborhood did not affect property values or teenage delinquency and crime rates.

As to the effect of Chicanos on American industry, during pretesting 43.9% of the students noted that Chicanos did not control American industry. During posttesting, 39.3% stated that Chicanos did not control American industry. Analysis of variance revealed that the difference in pre/posttest scores for this item was not statistically significant.

TABLE X

FREQUENCY AND FREQUENCY PERCENTS FOR EFFECTS OF CHICANOS ON SOCIETY AS INDICATED ON THE ANSUSA ATTITUDE SCALE

	Item	Pretest f	Pretest %	Posttest f	Posttest %
12.	Chicanos do not control most of the industry in the United States.	33	54.1	24	39.3
14.	Chicanos accept American culture as their own.	38	62.3	40	65.6
15.	Chicanos are not capable of holding leadership positions in the United States.*	10	16.4	12	19.1
16.	When Chicanos move into a neighborhood, property values drop.*	10	16.4	11	18.0
19.	Delinquency and crime are lower for the youth of Chicanos than the youth of other people.	17	27.9	15	24.6
20.	Chicanos have made jobs harder to get for other people by accepting lower wages.*	18	29.5	29	47.5
	N = 61				

* = Negative statements about Chicanos have been included to facilitate accurate responses.

Analysis of variance revealed Item 20 to be statistically significant between pre/posttest scores. This item stated that Chicanos, by accepting lower wages, had made jobs harder for other people to acquire. That is, Chicanos worked for less money and, therefore, were hired first to do manual labor. During pretesting, 39.5% of the population agreed with this statement. During posttesting, 47.5% disclosed this reaction.

In general, the analysis of variance established no significant difference between the pre/posttest scores on this section of the AAS. Only one item which dealt with Chicanos' influence on the labor market proved to be significantly different at the .01 level. More students displayed a negative reaction to the effect of Chicanos on the labor market after completing the unit in Chicano literature than before beginning the unit.

Frequency and Frequency Percents for Societal Reaction to Chicanos

Table XI presents the frequency and frequency percents for the third set of pre/posttest scores on societal reaction to Chicanos. Both positive and negative statements were included to facilitate accurate student responses. As indicated in Table XI, students, in general, displayed positive attitudes toward studying Chicano literature. They reacted favorably to Chicanos' presence in social settings, i.e., schools, hotels, stores and restaurants. Analysis of variance established no significant difference between the pre/posttest scores on this section of the AAS.

TABLE XI

FREQUENCY AND FREQUENCY PERCENTS FOR SOCIETAL REACTIONS TO CHICANOS AS INDICATED ON THE ANSUSA ATTITUDE SCALE

	Item	Pretest f	Pretest %	Posttest f	Posttest %
7.	Studying the literature of Chicanos would be a worthwhile endeavor.	46	75.4	52	85.2
11.	Chicanos have little chance of being accepted at school."	10	16.4	9	14.8
18.	Chicanos are welcomed when they enter hotels, restaurants and stores.	48	78.7	46	75.4
	N = 61				

* = Negative statements about Chicanos have been included to facilitate accurate responses.

III. ADDITIONAL SOURCES OF DATA

Introduction

A separate folder was compiled for each student. Answer sheets, written assignments, and pertinent verbal responses elicited during classroom discussions were placed in the folder. Responses to the AAS served as the primary source of data while written assignments and classroom comments generated additional sources of data.

Students' Descriptions of Chicanos

At the beginning of the experiment, students were asked to describe Chicanos. The following three entries were gleaned from students' descriptions of Chicanos.

Student 1: I guess a Chicano would have black hair, brown face and brown eyes. He'd probly be short and fat. He'd be wearing a poncho and one of those big hats. You know, the kind they wear during seestas.

Student 2: A Chicano would be dark with black, beedy eyes and black hair. He'd be short and fat with a big hat and mustache and no shoes.

Student 3: A Chicano would be real dark. He'd have black eyes and hair. I guess he'd be kinda fat and wear a poncho and a real big hat. Anyways, all Chicanos look pretty much alike.

After completing the Chicano literature unit, students were asked once again to describe Chicanos. The following responses have been generated from the same students noted above.

Student 1: Gee, after reading about Joquin and his friends I guess I was wrong about Chicanos. They don's all wear big hats and ponchos. None of Joquin's friends were short or fat.

Student 2: Chicanos are dark but they do wear shoes. They don't all have them beedy eyes because Richard didn't and he was a Chicano. I kinda liked some of the Chicanos, like Joaqin and Richard.

Student 3: Chicanos are dark and have black hair and black eyes. They don't all wear ponchos and big hats. There different to. Look at Joaquin and the Aztecs. They sure weren't alike.

When students' descriptions of Chicanos before the Chicano literature unit are contrasted with their responses after treatment with the Chicano literature unit, definite differences become apparent. Chicanos are no longer short, round, sinister-looking "people" who wear big hats and ponchos, but rather human beings who have distinct characteristics. Using the Chicano literature unit as his experiential base, Student 3 noted that Chicanos are not all alike, for Joaquin and the Aztecs served as "fictional" proof of Chicanos' individuality. Thus, these statements suggest that the Chicano literature unit did affect three students' concepts of Chicanos.

Evaluation of Objectives Formulated for the Chicano Literature Unit

The researcher formulated objectives for the Chicano literature unit. Each objective was evaluated on the basis of students' oral or written responses. The objectives were based on the assumption that participation in the unit would facilitate the following results:

1. Students would demonstrate knowledge of their ethnic backgrounds by completing the activity entitled "Your Ethnic Roots."

Fifty-nine/sixty-one students demonstrated knowledge of their ethnic roots by completing the activity "Your Ethnic Roots."

2. Students would verbalize and then write their reactions to being suddenly immersed in a foreign language and culture.

Fifty-three/sixty-one students wrote their reactions to being suddenly immersed in a foreign language and culture. Fifty-three/fifty-three students expressed frustration and confusion in response to this activity. Only ten/fifty-three students expressed their reactions verbally.

3. Students would be able to identify two folktales, four poems, two short stories and one play by prominent Chicanos, and one novel written by an American author about Chicanos.

Fifty-four/sixty-one students were able to identify two folktales, four poems, two short stories and one play by prominent Chicanos, and one novel written by an American about Chicanos. Students provided this information in written format at the end of the Chicano literature unit.

4. Students would write one paragraph describing how literature reflects the personality of one writer studied in the unit.

Fifty-nine/sixty-one students wrote one paragraph describing how literature reflected the personality of one writer studied in the unit. Fifty-six/fifty-nine students selected Villareal as the focus for this assignment. He was compared to Richard Rubio, the hero of the short story "The World of Richard Rubio." Two students chose Gonzalez, author of the poem "I Am Joaquin," and one student selected Alurista, author of the poem "Address," as the focal points for the assignment.

5. Students would identify the following through group discussion: (a) the stereotypes peculiar to Chicanos; (b) the similarities between students of different cultures; and (c) the differences between students diverse cultures.

Students, in the main, disclosed the following information in group discussion: (a) Chicanos are often portrayed as dirty, unintelligent, lazy, dishonest people; (b) Chicano teenagers are similar to other adolescents since they attend school and enjoy a variety of activities; and (c) Chicano students are different from American students since they have a unique culture which contains elements of Mexican and American traditions.

IV. ANALYSIS OF RESEARCH QUESTIONS POSED FOR INVESTIGATION

Question 1

The first research question posed for investigation was as follows:

Is a statistically significant attitudinal change toward Chicanos evident in students who engage in the Chicano literature unit?

In general, there was no statistically significant difference in attitudes toward Chicanos from pretest to posttest among students who participated in the two-week Chicano literature unit. Only Item 20 which stated that Chicanos, by accepting lower wages, had made jobs harder for other people to acquire was found to be statistically significant at the .01 level. Appendix B presents the third set of posttest scores for the sixty-one subjects of this experiment.

Additional sources of data, however, suggest that a comparison between students' descriptions of Chicanos, prior to and after the Chicano literature unit, indicate a change in three students' concepts of Chicanos.

Question 2

The second research question posed for investigation was as follows:

Research Question: If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest?

An analysis of variance between the first and third set of posttest scores revealed no statistically significant differences in attitudes toward Chicanos between the posttests. Thus, students' attitudes toward Chicanos did not change between the first posttest and the delayed posttest.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY OF PROBLEMS AND PROCEDURES

The past neglect of Chicano literature as a crucial component of American literature and recommendations by the National Council of Teachers of English regarding the need for instruction of students in ethnic groups served as the impetus for this study. The researcher was concerned with changes in attitudes, if any, that ninth-grade students may have undergone after completing a Chicano literature unit. Specifically, this study was designed to answer the following questions:

1. Is a statistically significant attitudinal change toward Chicanos evident among students who complete a unit in Chicano literature?

2. If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest, i.e., the posttest administered two weeks after the first posttest?

Three intact classes of sixty-one ninth graders from the Knoxville City School System were involved in the study. None of the students were Chicanos, and none of the students had experienced personal contact with Chicanos.

The research design used in the study was the time-series design which consisted of the following phases:

1. Three ten-minute sessions for two weeks on students' attitudes toward Chicanos during the spring quarter of 1978 preceding the unit in Chicano literature. The instrument used was the Ansusa Attitude Scale.

2. Two weeks of participation in the Chicano literature unit. The selections conformed to and coincided with the twenty items on the Ansusa Attitude Scale.

3. Three ten-minute testing sessions for two weeks on students' attitudes toward Chicanos during the spring quarter following the Chicano literature unit. The Ansusa Attitude Scale was administered to the students.

The Ansusa Attitude Scale was utilized to assess students' attitudes toward Chicanos during pretesting and posttesting. Since the test was constructed by the researcher, content validity and test-retest reliability were established for the scale.

Data generated in this experiment were analyzed by the University of Tennessee Computing Center. Fisher's t-test was employed for each item on the Ansusa Attitude Scale in order to determine any significant difference in two sets of pretest scores and two sets of posttest scores.

No statistically significant difference was found between the two sets of pretest scores and the two sets of posttest scores. Fisher's t-test was then computed to ascertain whether a significant difference existed between the pre/posttest scores. Frequency and frequency percents were also computed for each item on the AAS. The AAS was then analyzed concept by concept. Additional sources of data which consisted of students' written and verbal responses to the activities included in the Chicano literature unit served as secondary sources of information.

II. SUMMARY OF FINDINGS AND CONCLUSIONS

Pearson product-moment correlation coefficients were computed for two sets of pretest scores and two sets of posttest scores in order to establish the reliability of the AAS. Very high correlation coefficients, which ranged from 8.58 to 1.00 in pretesting and from .850 to 1.00 in posttesting, were established for the AAS. The scale was considered reliable.

Analysis of variance was computed for the third set of pre/posttest scores. Only one item was found to be statistically significant. Item 20 was determined statistically significant at the .01 level. This item stated that Chicanos, by accepting lower wages, had made jobs harder for other people to acquire.

Another analysis of variance was computed between the first and third set of posttest scores. No statistically significant difference was established between the first and third set of posttest scores.

Frequency and frequency percents were computed for each item on the AAS. Students, in the main, responded positively to the inclusion of Chicanos in social situations during pretesting. They continued to exhibit these positive attitudes during posttesting. In the section of the AAS dealing with Chicano traits, students, in general, noted that Chicanos were just as ambitious, intelligent, hygenic and honest as other people. Their responses indicated, however, that they did not perceive Chicanos as hardworking people.

Frequency and frequency percents for the third set of pre/posttest scores focusing on the effects of Chicanos on society were also computed. Students, on the whole, stated that Chicanos were capable of holding leadership positions and assimilating American culture. Their presence in a neighborhood did not affect property values or teenage delinquency and crime rates.

As to the effect of Chicanos on American industry, during pretesting 43.9% of the students noted that Chicanos did not control American industry. During posttesting, 39.3% stated that Chicanos did not control American industry. Analysis of variance revealed that the difference in pre/posttest scores for this item was not significantly different.

Item 20 was found to be significantly different between pre/posttest scores. This item stated that Chicanos, by accepting lower wages, had made jobs harder for other people to acquire. That is, Chicanos worked for less money and, therefore, were hired first to do manual labor. During pretesting, 29.5% of the population agree with this statement. During posttesting, 47.5% disclosed this reaction.

In the section of the AAS dealing with societal reaction to Chicanos, students, in general, displayed positive attitudes toward studying Chicano literature. They reacted favorably to Chicanos' presence in social settings, i.e., schools, hotels, stores and restaurants.

Additional sources of data, however, suggest that a comparison between students' descriptions of Chicanos, prior to the Chicano literature unit and after the Chicano literature unit, indicate a change in some students' concepts of Chicanos.

Students' oral and written responses indicated that the following objectives formulated for the Chicano literature unit had been achieved:

1. Students would demonstrate knowledge of their ethnic backgrounds by completing the activity "Your Ethnic Roots."

2. Students would verbalize and then write their reactions to being suddenly immersed in a foreign language and culture.

3. Students would be able to identify two folktales, four poems, two short stories and one play by prominent Chicanos, and one novel written by an American author about Chicanos.

4. Students would write one paragraph describing how literature reflects the personality of one writer studied in the unit.

5. Students would identify the following through group discussion: (a) the stereotypes peculiar to Chicanos; (b) the similarities between students of different cultures; and (c) the differences between students of diverse cultures.

The first research question posed for investigation was as follows:

Is a statistically significant attitudinal change toward Chicanos evident among students who complete the Chicano literature unit?

In the main, there was no statistically significant difference in attitudes toward Chicanos from pretest to posttest in students who engaged in the two-week Chicano literature unit. Only Item 20 which stated that Chicanos, by accepting lower wages, had made jobs harder for other people to acquire was found to be statistically significant at the .01 level.

Additional sources of data, however, suggest that a comparison between students' descriptions of Chicanos, prior to and after the

completion of the Chicano literature unit, indicate a change in some students concepts of Chicanos.

The second research question posed for investigation was as follows:

If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest, i.e., the posttest administered two weeks after the first posttest?

There was no statistically significant difference in attitudes toward Chicanos from the first posttest to the third posttest in students who completed the two-week Chicano literature unit as measured by the twenty items on the AAS. Thus, students' attitudes toward Chicanos did not change between posttests. Students, in general, exhibited positive attitudes toward Chicanos.

III. RECOMMENDATIONS

The following recommendations are made on the basis of this study:

1. That further study of the effects of a unit in Chicano literature on students' attitudes toward Chicanos be conducted in areas where students are familiar with Chicanos.

2. That a study be made of the attitudes of English teachers regarding the appropriateness and literary merit of Chicano literature.

3. That a study be made of the effect of Chicano literature on Chicano students' self-concepts.

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APPENDICES

APPENDIX A

Dept. of Curriculum and Instruction
Claxton Education Building
The University of Tennessee
Knoxville, Tennessee 37916

Dear Parent or Guardian:

During the spring quarter, a unit on Mexican American (Chicano) literature will be presented to your child. Prior to my teaching this unit, a series of attitudinal pretests will be administered in order to ascertain your child's attitude toward ethnic groups. I shall need your permission to carry out this study and should appreciate your signing the consent form on the line provided. If you decide not to allow your child to participate in the experiment, he/she will continue with his/her regular classroom work.

The reason for my conducting this investigation is to note whether your child's attitude toward Chicanos will be affected by his/her studying their literature. Through Chicano literature study, he/she will gain insights into himself/herself as well as insights into the second largest minority in the United States. The materials selected for the two-week unit are representative of major Chicano authors in America today.

If you have any questions, please feel free to call me at 579-0414. Thank you very much for your cooperation, and the results of this experiment will be kept confidential.

Sincerely,

Sharon Stenson

I shall allow my child to participate in this study.

Signature:_____

APPENDIX B

ANSUSA ATTITUDE SCALE

IN THIS SECTION, YOU ARE ASKED TO NOTE WHOM YOU WOULD INCLUDE IN CERTAIN SITUATIONS. USE THIS CODE FOR YOUR ANSWERS.

B = Black Americans	J = Japanese Americans
M = Mexican Americans	O = none of these groups
I = Indian Americans	A = all of these groups

ALSO, A COMBINATION OF THESE LETTERS IS POSSIBLE. HERE'S AN EXAMPLE.

B, J, M as a member of my community

NOTICE THAT THREE GROUPS WERE SELECTED FOR THIS ANSWER. NOW, ANSWER THE FOLLOWING QUESTIONS.

1.) _____ as a member of my school

2.) _____ as a classmate

3.) _____ as a member of my club

4.) _____ as a partner in a class activity

5.) _____ as one of my close friends

6.) _____ as a best friend

IN THIS SECTION, SEVERAL STATEMENTS ARE PROVIDED. SELECT THE GROUPS FOR WHOM EACH STATEMENT APPLIES. USE THE SAME CODE AS ABOVE.

7.) _____ Studying the literature of these groups would be a worthwhile endeavor.

8.) _____ These groups are not as ambitious as other groups.

9.) _____ These groups are less intelligent than other groups.

10.) _____ It is doubtful that there is much difference in the work output of these groups and other groups.

11.) _____ These groups have little chance of being accepted at school.

12.) _____ These groups do not control most of the industry in the United States.

13.) _____ It is a fairly well established fact that these groups have a less pleasant body odor than other groups.

14.) _____ These groups accept American culture as their own.

15.) _____ These groups are not capable of holding leadership positions in the United States.

16.) _____ When these groups move into a neighborhood, property values drop.

17.) _____ These groups tend to be honest in dealings with others.

18.) _____ These groups are welcomed when they enter hotels, stores and restaurants.

19.) _____ Delinquency and crime are lower among these groups' youth than among the youth of other groups.

20.) _____ These groups, by accepting lower wages, have made jobs harder for other people to acquire.

IN THIS SECTION, PLEASE ANSWER THE FOLLOWING QUESTIONS.

21.) Name: _____

22.) Date of Birth: _____

23.) Please circle the number which describes you . . .

1 = Cuban
2 = Mexican American
3 = Puerto Rican
4 = other Spanish speaking
5 = American Indian
6 = Black American
7 = Japanese American
8 = white
9 = other

24.) Please circle the numbers which indicate with whom you have had personal contact (i.e., people you have known personally) . . .

1 = Cuban
2 = Mexican Americans
3 = Puerto Ricans
4 = other Spanish speaking
5 = American Indians
6 = Black Americans
7 = Japanese Americans

Thank you very much for your cooperation, and please feel free to ask any questions.

Posttest Scores for the ANSUSA ATTITUDE SCALE

STUDENT NUMBER	ITEMS*																		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	1	1	1	1	1	1	1	2	2	1	2	2	2	2	2	1	1	1	2	2*
2	1	1	1	2	2	2	1	2	2	2	2	2	2	1	2	2	2	2	2	2
3	1	1	1	1	1	1	1	1	2	2	2	1	2	1	2	2	1	1	2	1
4	1	1	1	1	1	1	1	2	2	1	2	1	1	2	2	1	1	1	1	2
5	2	2	2	2	2	2	2	2	2	2	1	1	2	1	2	2	1	1	2	1
6	1	1	2	2	2	2	1	1	2	1	1	1	2	1	1	2	2	1	2	2
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10	2	2	1	2	2	2	1	1	2	1	1	1	2	1	2	2	2	2	2	1
11	1	1	1	1	1	2	1	2	2	2	2	1	2	1	2	2	1	1	2	1
12	1	2	2	2	2	2	1	1	1	1	2	1	2	1	2	2	1	1	1	1
13	1	1	2	1	2	2	1	1	2	2	2	1	1	2	1	2	2	2	1	1
14	2	2	2	2	2	2	1	2	2	2	2	1	2	2	2	1	2	1	2	1
15	1	1	1	1	1	1	1	2	2	2	2	2	2	1	2	2	2	2	2	2
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17	1	1	1	1	1	2	1	2	2	1	1	1	2	1	2	2	1	2	2	2
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31	1	1	1	1	1	1	1	2	2	1	2	1	2	1	2	2	1	1	2	2
32	1	1	1	1	1	1	1	2	2	1	2	2	2	1	2	2	1	1	2	2
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35	2	2	1	1	1	2	2	2	2	1	2	2	1	1	2	2	2	2	2	1
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39	2	2	2	2	2	2	1	1	2	2	2	2	1	2	2	2	1	2	2	2
40	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	1	1	2	2

*Items correspond with the number of the question. For example, Item "A" = Item 1 on the AAS.

*2 = do not include Chicanos, and 1 = include Chicanos.

Posttest Scores for the ANSUSA ATTITUDE SCALE (continued)

STUDENT NUMBER	ITEMS A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
41	1	1	1	1	1	1	1	2	2	2	2	2	2	1	2	2	1	1	2	2
42	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	1	1	2	2
43	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
44	1	1	1	1	2	2	1	2	2	1	2	2	2	1	2	2	1	1	1	1
45	1	1	1	1	1	1	1	2	2	1	2	2	2	1	2	2	2	1	2	2
46	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	1	2	2	2
47	1	1	1	1	1	1	1	2	2	1	2	2	2	1	2	2	1	1	2	1
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53	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	1	1	2	2
54	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	1	1	2	2
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56	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	1	1	1	2	1
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58	1	1	1	1	1	1	1	2	2	1	2	1	2	1	2	1	1	1	1	2
59	1	1	2	1	1	1	2	2	1	2	2	1	2	1	1	1	2	1	2	1
60	1	1	1	1	1	1	1	2	2	2	2	1	2	2	2	2	1	1	1	1
61	1	1	1	1	1	1	1	2	2	2	2	2	2	1	2	1	2	2	1	1

APPENDIX C

UNIT PLAN

Unit Topic: Chicano Literature: Why is it important? How does it relate to American teenagers? Does it reflect American culture and history?

Introduction: Although many of us have read American literature, few of us are acquainted with Chicano literature, which is a vital component of America's literary heritage. Chicanos constitute the second largest minority in the United States, and their literature exemplifies the fusion of two distinct cultures into one. While Chicano literature includes elements of traditional Mexican society, it also contains influences of American society. Through Chicano literature study, we gain insights not only into an ethnic culture but also insights into ourselves.

Class: average ninth grade

Length of Time: two weeks

Objectives: The student will achieve the following outcomes:

1. The student will demonstrate knowledge of his ethnic background by completing the activity "Your Ethnic Roots."

2. The student will verbalize and then write his reactions to being suddenly immersed in a foreign language and culture.

3. The student will be able to identify two folktales, four poems, two short stories and one play by prominent Chicanos, and one novel written by an American author about Chicanos.

4. The student will write one paragraph describing how literature reflects the personality of one writer studied in the unit.

5. The student will identify the following through group discussion: (a) the stereotypes peculiar to Chicanos: (b) the similarities between students of different cultures; and (c) the differences between students of diverse cultures.

Materials: 1. Folktales

(a) "Dona Carolina Learns a Lesson" by Josefina Escajeda

(b) "La Casa de la Labor" by Josefina Escajeda

2. Poems

(a) "Address" by Alurista

(b) "I am Joaquin" by Rodolfo Gonzalez

(c) "The Other Pioneers" by Roberto Salazar

(d) "To an Old Woman" by Rafael Gonzalez

3. Short Stories

(a) "The Maestro" by Rolando Hinojosa

(b) "The World of Richard Rubio" by Jose Villareal

4. Play Los Vendidos by Jose Villareal

5. Novel Viva Chicano by Frank Bonham

6. Spanish newspapers, comic books in Spanish, and tape of a class conducted solely in Spanish

7. "Your Ethnic Roots" developed by the researcher

8. "Chicano Facts" generated by the researcher

9. "A Study Guide to Bonham's Viva Chicano" developed by the researcher

10. "Joaquin Moran's Recommendation Form" generated by the researcher
11. "Viva Chicano Jeopardy" constructed by the researcher
12. Map of Mexico
13. Map of the United States
14. Picture of Zapata
15. Advertisements from newspapers
16. Pictures of people depicting different emotions (e.g., sadness, happiness, anxiety)

Day 1: Motivation: Place sections of Spanish newspapers and comic books (Spanish) on the student's desk. Also, place a small slip of paper on his desk. Tell him to write down one word which expresses his feelings after hearing the tape of a class conducted solely in Spanish.

Objectives: The student will verbalize and then write his reaction to being suddenly immersed in a class conducted solely in Spanish. The student will demonstrate knowledge of his ethnic background by completing the activity "Your Ethnic Roots."

Methods: Listening, writing and discussing will be utilized following the outline below:

1. How did you feel after listening to the tape?
2. How do you think Chicanos would feel if they were placed in a situation where only English is spoken and their native language is Spanish?

3. Do you think that they would have a good chance of succeeding in a classroom where only English is spoken?

4. Where do you think Chicanos come from?

5. Where do you think your ancestors came from?

6. Fill in the ethnic tree and see what you can find out about your ethnic background.

7. Where did your ancestors come from?

8. Are any of us native Americans?

9. Can you think of any contributions that ethnic groups have made to America? How about Mexicans?

10. Look at "Chicano Facts" and see if you can recognize any of the people listed.

Day 2: Motivation: The following questions will be posed to the class: If someone were to offer you $1,000,000 to find the most information you could about people who lived two hundred years ago, where would you look? You are allowed to use only one source.

Objective: The student will identify, through group discussion, similarities and differences between himself and Chicanos.

Methods: Listening, reading and discussing will be employed using the outline below:

1. What source did you use to find out about the people who lived two hundred years ago?

2. Do you think that literature would tell you anything about these people?

3. What do you think literature is?

4. What are folktales?

5. Why do people write folktales?

6. According to the folktale "Dona Carolina Learns a Lesson," what kind of person is Dona Carolina?

7. Does she change any in the tale?

8. Why and how does she change?

9. In the folktale "La Casa de la Labor?" how is Dona Carolina portrayed? In other words, what kind of person is she?

10. What happens to Dona Carolina?

11. Is she a very religious person?

12. Do Dona Carolina and Dona Ortega have anything in common?

13. What makes them different?

14. From these two folktales, what do you learn about Chicanos, in general? For example, are they very religious people?

15. Do you think that folktales provide you with any information about people that you did not know?

Day 3: Motivation: The class will be asked to do the following: Draw a picture or pictures of things which represent you. For example, if you like to read, you might draw books. Write your name on the back of the paper.

Objective: The student will write one paragraph describing how literature reflects the personality of one writer studied in the unit.

Methods: Listening, reading, writing, and discussing will be utilized to answer the following questions:

1. Describe the person whose paper you just received.
2. Did you give an accurate description of the person and actually guess who he was?
3. Now, let's read aloud four poems by Chicanos. Try to figure out what type of person wrote each poem. Write down some words which describe the poet and give reasons for your answer.
4. Do you think these poets have any qualities in common? If so, what are they?
5. What do you think the poets are trying to tell you?
6. Have you ever felt or experienced any of the same emotions expressed by these poets?
7. What do you think the poets are telling you about the Chicano people?

Day 4: Motivation: The class will be asked the following question: If I told you that we were going to have a guest speaker tomorrow who was seventy years old, how would you describe him?

Objective: The student will identify, through group discussion, stereotypes of Chicanos.

Methods: Listening, reading, and discussing will be based on the following guideline:

1. How would you describe the seventy-year-old guest?
2. Let's read "The Maestro" aloud and see if the maestro is the way you described him.
3. Were you right in your description of the maestro?
4. What's he like?
5. Have you known anyone like him?
6. Do you think that he's any different from any other seventy-year-old men because he's a Chicano? Why or why not?

Day 5: Motivation: The class will be given several pictures to peruse. Each student will be asked to note what mood is depicted in his picture.

Objective: The student will identify, through group discussion, similarities between himself and Chicanos.

Methods: Listening, reading, writing, and discussion will be employed as follows:

1. What mood was depicted in your picture?
2. Besides looking at a picture, where else can you find out about someone's feelings?
3. Is it possible to find out how someone feels by reading about him?
4. Let's read aloud "The World of Richard Rubio" and discover how Richard feels. While you're reading, try to think of a picture that you've seen which would depict his mood.

5. Have you ever felt the way Richard felt? If so, when and why?

6. Do you think that you have anything in common with Richard? If so, what?

7. How do people react to Richard since he's a Chicano?

8. Do they expect him to act a certain way because of his ethnic background?

9. Do you think that Richard is any different from you? If so, why?

10. Do people expect you to act a certain way because of your ethnic background? If not, why not?

Day 6: Motivation: The class will be given the following instructions: You have just been hired by "Honest Sancho" to do an ad for his "robot lot." He wants you to advertise his four models and will pay you according to how well they sell.

Objective: The student will identify, through group discussion, stereotypes of Chicanos.

Methods: Listening, reading, drawing, writing, and discussing will be used in the following ways:

1. Remember that you have to advertise all four robots in your ad. Include realistic descriptions of the models as portrayed in the play Los Vendidos.

2. How did you describe the robots?

3. Did anyone else describe their robots in the same way?

4. What is the author telling you about Chicanos and peoples' reactions to them?

5. Do you think these robots portray Chicanos accurately? Why or why not?

6. How do you think Chicanos would feel if they read the play? Why?

Day 7: Finish the ads and the discussion outlined above.

Day 8: Motivation: The class will be placed in the following situation: You have been babysitting for your brother when he falls out the window. The lady downstairs accuses you of deliberately pushing him. What would you do?

Objectives: The student will identify, through group discussion, the following: (a) stereotypes peculiar to Chicanos; (b) similarities between himself and Chicanos; and (c) differences between himself and Chicanos. The student will identify two folktales, four poems, two short stories and one play by prominent Chicanos and one novel about Chicanos by an American.

Methods: Listening, reading, writing, discussing, and answering questions on a study guide will be employed as methods for this section on the novel Viva Chicano. Students will also be asked to note all the selections included in the Chicano literature unit.

1. What would you do if you were falsely accused of trying to kill your brother?

2. Do you think that your neighbor would accuse you of this crime? Explain.

3. The main character in this novel was accused of such a crime. What kind of background did he come from? For example, does he live in the suburbs with a middle-income family, or is he from the ghetto?

4. Let's see what we can find out. We'll read the first chapter aloud and try to figure out what kind of family Joaquin comes from.

5. What kind of family does Joaquin come from?

6. Why does his neighbor react to him the way she does?

7. Does the neighbor's reaction have anything to do with Joaquin's ethnic background?

8. Now read the novel silently and answer the guide. Also, please write down all the selections included in the Chicano literature unit.

Day 9: The student continues reading the novel until ten minutes before the end of class. He then participates in the "Viva Chicano Jeopardy Game" in order to facilitate his learning basic facts about the novel.

Day 10: The student is given additional time (ten minutes) to finish the novel. He is then asked to fill out "Joaquin Doran's Recommendation Form" in which he is asked to recommend Joaquin, the main character in the novel Viva Chicano, for a position. He must provide reasons for his answer based on the novel.

Evaluation: The student will be evaluated on his achievement of the objectives formulated for the unit.

GUNNING'S Fog Index

1. Select a sample of 100 words.
2. Find the average sentence length.
3. Count the number of words of three or more syllables. Do not count proper nouns, easy compound words or verb forms in which the third syllable is merely the ending.
4. Add average sentence length to the number of hard words.
5. Multiply the sum by .4. This number is the Fog Index.

INDEX COMPARISON

College, freshmen to graduates	13-17
High School, freshmen to seniors	9-12
Eighth Grade	8
Seventh Grade	7
Sixth Grade	6
Fifth Grade	5
Fourth Grade	4
Third Grade	3
Second Grade	2

CHICANO FACTS

The following names have been provided to acquaint you with some important Chicanos. See how many you already know.

CIVIC AND POLITICAL LEADERS

Lorenzo de Zavala—first vice president of the Texas Republic

Francesco Chavez—governor of New Mexico

Raoul Castro—ambassador to Costa Rica

Carlos Teran—superior court judge in Los Angeles County

Eduardo Quevado—former president of the Mexican American Political Action Committee

ATHLETES

Richard "Poncho" Gonzalez—Davis Cup tennis champion

Lee Trevino—leading professional golfer

Mike Garcia—pitcher for the Cleveland Indians

Reggie Jackson—baseball player

Hank Aguirre—baseball player

Joe Napoles—boxer

Mando Ramos—former lightweight champion of the world

WRITERS

Oscar Zeta Acosta—The Autobiography of a Brown Buffalo

Raymond Barrio—The Plum-Plum Pickers

Richard Vasquez—Chicano

ENTERTAINERS

Vicki Carr, Ricardo Montalban, Ramon Navarro, Carlos Santana, Gilbert Roland

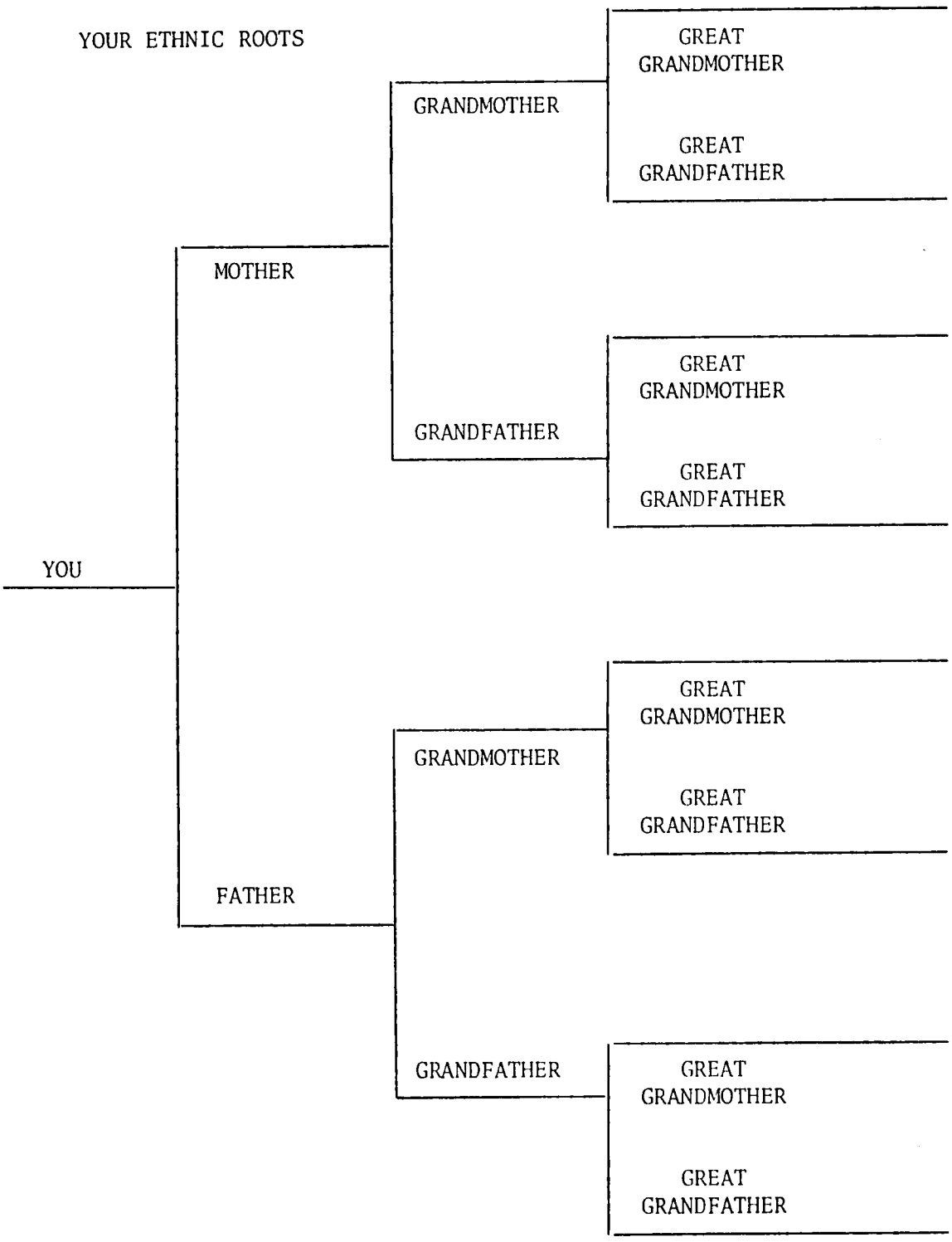
RECORDING ARTISTS

Jose Jimenez, Sonia Lopez, Joan Baez, Rafael, Sonora Santanero

SCHOLARS

Philip Ortego—writer and literary critic

Daniel Valdez—scholar and publisher of "La Luz"


YOUR ETHNIC ROOTS
YOU
MOTHER
FATHER
GRANDMOTHER
GRANDFATHER
GRANDMOTHER
GRANDFATHER
GREAT GRANDMOTHER
GREAT GRANDFATHER
GREAT GRANDMOTHER
GREAT GRANDFATHER
GREAT GRANDMOTHER
GREAT GRANDFATHER
GREAT GRANDMOTHER
GREAT GRANDFATHER

STUDY GUIDE FOR BONHAM'S Viva Chicano

In order to understand the novel Viva Chicano better, the following questions have been provided for you. Please answer each question carefully. Thank you very much for your cooperation.

1. What are the factors that make Joaquin's life so unhappy?
2. What type of person is Joaquin's mother?
3. Why is Joaquin's pride in this Mexican heritage important?
4. How does Joaquin's teacher react to him because of his Mexican ancestry?
5. How would you describe Sergeant Rock's feelings toward Joaquin? Why does he react this way?
6. What do you think is happening when Zapata "speaks" to Joaquin?
7. What is Mr. Baker's explanation of why Joaquin knew all about Zapata?
8. Why does Joaquin find school demoralizing?
9. Why does Joaquin tear up the figure of Zapata?
10. Describe Joaquin's plan.
11. At the end of the novel, what does Joaquin decide to do?
12. Would you like to have Joaquin for a friend? Explain.

USE THIS CODE TO FIND OUT THE ANSWER TO QUESTION 11.

A = 1	F = 6	K = 11	P = 16	U = 21
B = 2	G = 7	L = 12	Q = 17	V = 22
C = 3	H = 8	M = 13	R = 18	W = 23
D = 4	I = 9	N = 14	S = 19	X = 24
E = 5	J = 10	O = 15	T = 20	Y = 25
				Z = 26

ANSWER: 10-15-1-17-21-9-14 7-15-5-19 20-15
20-8-5 16-1-18-15-12-5-5 8-15-21-19-5.

RETURN IMMEDIATELY TO: STENSON'S EMPLOYMENT AGENCY
229 PENN AVENUE
PASSAIC, NJ 07312

JOAQUIN DORAN'S RECOMMENDATION FORM

As a guideline, please consider the following in your evaluation of the candidate: ambition, intelligence, work output (e.g., hardworking, lazy), cooperativeness, reliability, honesty, cleanliness, friendliness.

Name: _____

Position: _____ Organization _____

Address: _____
(City) (State) (Zip Code)

Date: _____

Signature: _____

Viva Chicano JEOPARDY

JOAQUIN	CONCHA	PLACES	ZAPATA
$20	$20	$20	$20
What is Joaquin's American name?	What is Concha's American name?	Where does Joaquin live?	Who is Zapata?
$40	$40	$40	$40
To what gang did Joaquin belong?	Who is Concha's boyfriend?	Where does Joaquin work?	Who told Joaquin about Zapata?
$60	$60	$60	$60
Who is Joaquin's parole officer?	Describe the way Concha dresses.	Where does Joaquin find Zapata?	What does Zapata tell Joaquin to do?
$80	$80	$80	$80
What is Joaquin's mother always doing?	Does Zapata speak to Conha?	Where does Joaquin hide?	Does Zapata talk to members of the gang?
$100	$100	$100	$100
What does Joaquin put in the punch at the carnival?	At the end of the novel, what happens to Concha?	At the end of the novel, where does Joaquin go?	What happens to Zapata?

VITA

Sharon Stenson was born in Jersey City, New Jersey, on April 24, 1950. Her parents are Joseph and Anna Stenson, and she has a sister, Dr. Susan Stenson. Sharon graduated with high honors from Immaculate Conception High School in Lodi, New Jersey, in 1968. Having been awarded a Leopold Schepp Foundation fellowship, she attended Miami University in Oxford, Ohio. During her junior year, Sharon served as a Miami University English fellow. In 1972, she graduated cum laude, earning a B.A. degree with a major in English. An M.A. degree with a major in English was obtained from the University of Tennessee in 1973.

Sharon taught English and reading for three years in northwest Georgia. During that time, she worked on an Ed.S.

In 1977, Sharon entered the doctoral program in the Department of Curriculum and Instruction at the University of Tennessee. She has served as a graduate assistant in the department.

She is a member of the National Council of Teachers of English and the International Reading Association. In 1978, Sharon accepted a position as Director of Academic Programs at Frostburg State College in Frostburg, Maryland.