

INDEX

- Abecedarian Project, 96–97
- ability grouping, 84
- accountability, 263–269
- achievement
 - class size and, 140
 - defiers of negative prediction, 199
 - emotional requirements for, 176
 - expressed in communal themes, 27
 - orientation toward, 8
 - school failures, 83
 - teacher expectations and, 80–81
 - acquired immunodeficiency syndrome (AIDS), 111–112
- activism
 - churches and, 280–282
 - of Edmund W. Gordon, 136, 266–268
 - prophetic nature of social sciences, 271–282
- activity, human, 312
- Adolescent Machismo Scale (AMS), 47
- adolescents
 - Adolescent Machismo Scale (AMS), 47
 - alienation, 213–224
 - aspirations of, 44–45, 84, 218
 - career development and, 35–72, 218
 - dual worlds, life in, 46–47, 53–57, 67
 - early school experiences and, 102
 - ecological model study, 200–205
 - emotional development in social context, 8–11
 - hope vs. hopelessness in, 212–224
 - identity development and definition, 35–37
 - moratorium period of, 36–37
 - parental monitoring of, 50, 70–71
 - peers, popularity with, 50, 53, 70–71
 - pregnancy rates, 111
- Affirmative Action, 150, 253
- African Americans
 - advanced education and, 143–154
 - black psychologists / scholars, 16–19
 - career development, contexts for, 35–72
 - emotions in social context, 3–12
 - health promotion for, 109–122
 - middle class, 85–86
 - post-industrial economic opportunities for, 241–256
 - psychological integrity of, 15–28
- Afrocentrism, African diaspora and, 232, 234
- Afro-cultural experiences, 23–24

- proactive integrity, 25–27
- AIDS, 111–112
- alienation, 213–224
 - Dean's Alienation Scale, 219
 - school and temporary, 217–218
- alpha and beta presses, 190, 210, 311
- Anglo-Saxonism, 22, 28
- apprenticeship programs, 40, 43
- aptitude-treatment interactions (ATIs), 6
- Armed Forces Qualifying Test (AFQT), 251
- Asian Americans, racial discrimination against, 7
- assessment
 - components required for valid, 138–139
 - Edmund W. Gordon on, 135–139, 185–187
 - in education, 135–141
 - equity in, 137, 186
 - intelligence tests, 193–194
- multiple assessment tools in education, 266
- assumptions, faulty, 93
- Attitudes about Reality Scale, 219
- authority figures, perception of, 10
- Banks, Curtis, 5
- Beacon Schools, 129–131
- behavior, human
 - approaches to study of, 21–22
 - complexity of, 303
 - definition of and psychology, 308
 - directed change and ecological model, 197–205
 - diversity and, 189–191
 - ecological niches and adaptive behaviors, 201–203
 - functional characteristics of, 187–189
 - identity and, 188–189
 - intelligence as cognitive behavior, 192–193
 - judgment and, 307
 - lifestyle changes, promoting, 110
 - motivation and, 188
 - quest for mechanisms to explain, 301–302
 - response tendencies as, 188
 - social relations and, 316
 - universal behaviors in context, 11
- The Bell Curve*, 17
- beta press of existentialism, 111, 190, 210
- bias
 - communicentric, 4, 8–9
 - cultural bias in tests, 18
 - economic opportunities and, 241–242
 - in inquiry, 289
- Black and Minority Health, Report on, 109–110, 121
- Black Atlantic. (*See* diaspora, African)
- Black Community Crusade for Children (BCCC), 128–129
- Black Power movement, 17
- blackness, concepts of, 229–239
- Bluefields, Nicaragua, 229–230
- Boston (MA), school desegregation, 157–169
- Brooklyn (NY), Red Hook Beacon School, 130
- Brown v. Board of Education II*, 160
- busing, 168
- career development
 - adolescent work experience, 54, 63–67
 - expectations of adolescents, 44–45, 84, 218
 - identity and, 35–37, 44
 - job training programs, 246
 - motivation and, 54, 59–62, 67, 70–72

- PVEST perspective on, 38–43
 school-to-work programs, 40–41
 skills and employment opportunities, 246
 socioeconomic status and, 41–42
 soft skills, 43
 vocational competencies analysis, 69–71
 vocational development theory, 37
 Carolina Abecedarian Project, 96–97
 change
 directed change and ecological model, 197–205
 dynamic nature of, 317
 economics and impacts of change, 248–250, 252
 guided behavior changes, 204–205
 life-style changes and health, 110
 chaos, 214, 216
 Chicago Child and Parent Project, 96
 children
 Afro-cultural themes and psychosocial development, 25–27
 child psychology and counseling, 204–205
 developmental experiences of, 92
 developmental integrity, 20–21
 positive impacts of preschool on, 95
 school readiness of, 91–103
 transient identifications of, 179–180
 (see also adolescents)
 Children's Defense Project, 128
 churches
 activism and, 280–282
 community building and education, 127–132
 community empowerment and, 118
 demographic changes and, 280
 cirrhosis, 111
 Civil Rights movement, 252
 psychology scholarship during period, 17
 Clark Atlanta University, 147
 class
 African-American middle class, 85–86
 education opportunities and, 75–86
 social vs. racial stratification, 81–82
 working class attitudes, 82
 (see also socioeconomic status)
 Clinton, William J. (President), 92, 93
 Coalition of Essential Schools, 175
 coalitions, 279–280
 cognitive deficits, 18
 cognitive training intervention programs, 194
 colleges
 access to, 145–146
 attendance rates, 144–145
 historically black colleges and universities, 145–146
 Comer, James, 175
 Commission on Minimum Standards, New York, 264–266
 communalism, 26–27
 communicative acts, nature of, 312–313
 communities
 churches as, 117
 community building defined, 132
 empowerment and, 115
 equity in education, 127–132
 Greek system (fraternities and sororities), 117
 health promotion, role in, 117
 quality of life in African-American, 109
Condition of Education (Report), 76
 conscientization, 118
 consciousness, as cultural product, 316
 consensus, scientific method and, 6
 constructivism, 212
 contextualism, 209–224
 Edmund W. Gordon on, 312–313
 origins of, 210
 contributive justice, 159

- controlled choice method for desegregation, 157–169
- coping mechanisms, 38, 44
- CoZi initiative, 100–101
- Creoles, black identity of, 228–231, 237–239
- A Critical Psychology*, 314
- Cronbach, Lee, 312
- cultural capital, 293–294, 295
- cultural deprivation paradigm, 77
- cultural difference paradigm, 77
- Cultural Psychology*, 315
- culture, African American realms of experiences, 23–25
- day care centers, 91–103, 93–95
- Dean's Alienation Scale, 219
- deficits
 - biological attribution of, 15, 17
 - cognitive, 18
 - deficit view, 20–21, 112–113
 - vs. differences, 8, 18–19
 - motivation, 18
 - personality, 18
 - pessimistic vs. optimistic views, 16
 - psychological concept of, 15–28
- degree attainment
 - of African-American psychologists, 16–17
 - employment and, 243
 - post-secondary, 146–148
 - secondary school completion, 144–145
 - women, degrees earned by, 76, 151–152
- delay of gratification, 5, 22
- democracy, social imperatives for, 283–298
- deregulation, economic impact of, 249
- desegregation of schools
 - access to higher education, 144
 - controlled choice for, 157–169
- development
 - Afro-cultural themes and psychosocial development, 25–27
 - of children, 20–21, 25–27, 91–103
 - developmental integrity, 20–21
 - gender differences in social development, 8
 - personal education, 171–180
 - school readiness, 91–103
 - transient identification and resilience, 179–180
 - (see also adolescents; career development)
- diaspora, African
 - Afro-centrism and, 232–234
 - conceptualizations of, 229–239
 - culture vs. race as elemental to, 232, 236–239
 - definitions of, 231, 233–234
 - hybridity concept and, 233–234
 - politics of, 232
 - post-modernist perspective on, 232–233
 - routes vs. roots, 235
- differences
 - vs. deficiencies or deficits, 8, 18–19
 - difference model, 18–19
 - pedagogical strategies and assessments, context for, 187
 - problematizing and directed behavior change, 197–205
- discourses
 - adolescents and self understanding, 222–223
 - competing, 211–218
 - critical discourse and social sciences, 286
 - democracy and, 293
 - structured silences and, 290–293
- distributive justice, 159
- diversity
 - African-American families, 200–201
 - assessment and pedagogy relevance, 191–192

- dimensions of, 187–189
- intelligence as a dimension of, 185–195
- DOTS-R (Revised Dimensions of Temperament Survey), 48
- dual worlds, life in, 46–47, 53, 54–57, 67
- DuBois, W.E.B., 232, 267, 276, 284
- earnings
 - of black men, 244–248
 - skills and, 250
 - wages, 242–243, 255
- ecological systems theory, 36, 37
- economics
 - black men and employment opportunities, 241–256
 - black-owned businesses, 253
 - education and inequities, 293–294
 - globalization of, 248
 - structural changes in economy, 248–250, 252
- education
 - accountability and, 263–266
 - advanced placement programs, 165
 - Afro-cultural dimensions of, 26–27
 - assessment in, 135–141, 185–195
 - attitudes toward, 81–82
 - bilingual education, 167
 - class size and, 140
 - community building and equity in, 127–132
 - Condition of Education* (Report), 76
 - constrained learning environments, 26
 - decentralized structure, 165
 - democracy and, 293–296
 - desegregation of, 279
 - enrollment statistics for early education, 94
 - equity in, 127–132, 157–169, 186–187
 - failure in, 83, 102, 216, 223
 - financial aid for, 149–150
 - Freire, Paulo and empowerment, 117–118
 - Goals 2000*, 92
 - hegemony and, 294
 - ideology and, 288–289
 - job training programs, limitations of, 246
 - lottery system and controlled choice, 168–169
 - mentoring as ideal, 177–179
 - perceived value of, 223–224
 - personalized education, 171–180
 - post-secondary, 143–154
 - preschool programs, 76, 82, 93–102
 - professional degrees, 147–148
 - racial fairness guidelines, 163–165, 167
 - racial gap in, 81–82
 - readiness for school, 91–103
 - reading based curriculums, 129
 - reform and restructuring efforts, 172–176
 - research traditions in, 85
 - responsibilities of researchers in, 302–303
 - Rousseau, Jean Jaques, 177
 - schooling and social backgrounds, 78–79
 - secondary schools, quality of, 152–153
 - skills gap and employment, 250–252
 - social mobility and, 75–76
 - socialization agenda of schools, 28
 - standards for, 134–135, 172, 261–264
 - stereotypes, effects of, 75
 - tracking decisions, 84–86
 - vs. training, 307–308
 - (see also degree attainment; pedagogy; schools; teachers)

- Emile*, 177
- emotions
- achievement and, 176
 - social contexts of development, 6–11
- empiricism, logical, 212, 276
- theory validation and, 290
 - as a way of knowing, 4, 305
- employment
- education attainment and, 76
 - manufacturing sector jobs, 79–80, 242, 248–250
 - maternal employment, 41–42, 79, 94
 - post-industrial economy and, 241–257
 - self-esteem and, 44
 - skills gap debate, 250–252
 - unemployment and joblessness, 246–248
- empowerment
- community, 115
 - described and defined, 114–116
 - Freire, Paulo, 117–118
 - health and, 110
 - individual, 114–115
 - organizational, 115–116
 - psychological empowerment and self-help, 116
 - (*see also* career development)
- enslavement, 119, 234–235
- environment
- alpha and beta presses of, 190, 210, 311
 - deficit models and, 15, 17–18
 - psychological importance of, 190–191
- equity vs. equality, 186
- Erikson's psychosocial theory of identity, 35–37
- ethics
- accountability, 263–269
 - as dimension of meaning production, 211
 - health education and, 112–113
- ethnic nationalism, 302
- ethnography, 21, 236–238, 305
- exclusion, structured silences and, 290–293
- existential states, beta press, 190, 210
- exploration stage of development, 36–37
- facts
- collective culture presented as, 289
 - context dependence of, 289
 - vs. negotiated meaning, 316–317
- fade-out effects, 99–100
- families
- career development and, 39
 - concepts of, 19
 - diversity of African-American families, 200–201
 - education and involvement, 128, 130
 - family-school relations, 86
 - income ratios of, 244–245
 - maternal employment, impacts of, 41–42
 - relational atmospheres of, 215–217
 - schooling and social backgrounds, 78–79
- financial aid, 149–150, 153
- Freedom Schools, 127–129
- Freire, Paulo, 117–118
- Freud, Anna, 171
- functional characteristics, 186, 187–189, 191–192
- gangs, 216, 222
- gender
- alienation and, 220–221
 - black male economic experiences, 241–256

- enrollment / degree attainment and, 151–152
- hopelessness and, 221
- mortality, gender-specific, 111
- Personality Attributes Questionnaire (PAQ) and, 49–50
- within-group studies of, 8
- genetics
 - black identity and, 229, 231
 - deficits attributed to biology, 17
 - determinism and psychology, 308
 - inferiority, 15
- Georgia Pre Kindergarten Project, 99
- Gilligan, Carol, 8, 211
- Gilroy, Paul, 233, 236
- Goals 2000, 92
- Gordon, Edmund W.
 - activism and, 136, 266–268
 - Commission of Minimum Standards, chair of, 264–266
 - contributions of, 263–269
 - education and formative experiences of, 300–301
 - epistemology of, 3
 - on guided behavior change, 204–205
 - health education in cultural context, 122
 - impacts on scholarship, 266–269
 - on learning assessments, 135–139, 185–187, 192–195
 - liberatory research and, 209–2010
 - mentoring by, 16, 136, 194–195, 205, 283–284
 - on personalized education, 171–172
 - principles for research, 199–200
 - psychology, contributions to, 16
- Habermas, intellectual taxonomy, 267
- Hall, Stuart, 233
- Harlem
 - Countee Cullen Community Center, 130–131
 - Harlem Project, 97
 - Harlem Renaissance, 275–276
- Harvard University, 160
- Head Start, 77, 82, 94
 - fade-out effect, 98–100
 - meta-analysis of, 98
- health education
 - cultural complexities of, 111–112
 - population sensitivity of, 109–122
 - recommendations, 121–122
 - self-help and empowerment, 116–117, 119–121
 - skepticism about, 112–113, 119
 - victim blaming, 110, 112–113, 115–116, 119
- health of African Americans
 - mortality rates, 109–112, 119
 - risk factors, 111
- health promotion. (*See* health education)
- “Heckler Report,” 109–112, 120
- hegemony, 3–5, 293
- hermeneutical methodologies, 305–306
- Hernandez Two-Way Bilingual School, 167
- Herskovits, Melville, 232
- hidden curriculum, 28, 295
- High / Scope Perry Preschool Project, 97
- Hispanics, 78–79, 82, 246
 - post-secondary education, 145–146
- historically black colleges and universities
 - access to education and, 145–146
 - graduate and professional education, 147–148, 153
- hope vs. hopelessness, 212–224
- Horace’s Compromise: The Dilemma of the American High School*, 175
- Houston Parent-Child Development Center Program, 96

- Howard University, 147
- Hughes, Langston, 143–143, 154
- human activity, nature of, 312
- The Human Enterprise*, 317
- hybridity, African diaspora and concept of, 232–234, 236
- ideas, 3
- identity
- black identity, 229–239
 - of Creoles, 229–231, 235–239
 - Erickson's psychosocial theory of, 35–39
 - as functional characteristic, 188–189
 - moratorium period, 36–37
 - PVEST study of, 37–43
 - racial identity attitude scale, 49
 - sexual orientation and, 36
 - taxonomy for development, 36
- ideology, 288–289
- idiography, 21
- inclusion, diverse perspectives in research, 6–7, 11–12
- income, black men, 244–248
- individualism
- types of, 24
- inferiority paradigm, 77
- information, types of, 306
- instruments for research
- Adolescent Machismo Scale (AMS), 47
 - Armed Forces Qualifying Test (AFQT), 251
 - Attitudes about Reality Scale, 219
 - Dean's Alienation Scale, 219
 - DOTS-R (Revised Dimensions of Temperament Survey), 48
 - Hare / Block Self Esteem, 48
 - Locus of Control (Norwicki & Strickland Scale), 219
 - Medrich TV Scale (MTS), 47–48
 - Personality Attributes Questionnaire (PAQ) and, 49–50
 - PVEST, 37–43
 - Snyder Hopelessness Scale, 219
- integrity
- of African-American experience, 20
 - proactive, 25–27
 - psychological integrity, 16, 19–27
- intelligence
- as dimension of diversity, 185–195
 - interactionist perspective on, 192–193
 - IQ scores and preschool education, 95, 97
- intentionality, 315
- interactionist paradigm, 190–191
- interactions
- rhetorical complexity of, 211
- interventions, population sensitive health education, 109–122
- IQ scores, preschool education and, 95, 97
- "I-Thou" dyad, 315
- jobs
- job ceilings, 81
 - lost jobs, 242
 - (*see also* career development; employment)
- Kant, Immanuel, 3
- knower and known, 9
- knowing
- vs. understanding, 302–303, 307
 - ways of, 4, 288–290
- knowledge
- contextualism and, 313
 - as cultural capital, 295
 - "historical" nature of all, 11–12
 - human knowledge, 306
 - problematizing, 295–296
 - social experience and, 316
 - vs. understanding, 302–303

- utility of, 287–288
(*see also* knowledge production)
- knowledge production
 - critical analysis of, 285–288
 - cultural history and, 316
 - dialogical process of, 211
 - ideology and, 288
 - knowledge as cultural product, 3–4
 - mechanisms and meanings of information, 306–307
 - responsibilities of researchers, 302
 - in sociology, 272–273
 - traditional priorities of, 304
- labeling, victim blaming and, 112–113
- language, linguistic deficits vs. differences, 19
- Latinos, 78–79, 83
- learning
 - assessing, 135–141
 - consequences when context is ignored, 173–174
 - differential opportunities for, 137
 - environments for, 265
 - preference scale, 49
 - responsibility in, 48–49
 - social nature of, 137
- Lewin, Kurt, 3, 188, 210, 311
- Lewis, C.S., 289
- liberatory research, 136, 209–210, 266–267, 283–298
- life space, concept of, 190
- lifestyles, promoting changes in, 110
- literacy
 - empowerment and, 11–118
 - intellectual development and, 5–6
- Locus of Control (Norwicki & Strickland Scale), 219
- lottery systems, school choice and, 168–169
- machismo, 47, 67, 292
- magnet schools, 158, 161
- mainstream experiences, 23–25
- marginalization, 229, 237–238
- mathematics, 84, 140
- meanings
 - contextual production of, 210–211
 - mechanisms and, 305–307, 314–315
 - negotiated vs. facts, 316–317
- Medrich TV Scale (MTS), 47–48
- mentoring
 - by Edmund W. Gordon, 16, 193–195, 205, 283–284
 - of John H. Stanfield, II, 272
 - as pedagogical ideal, 177–179
- Mercer, Kobeno, 233–234
- methodology
 - problems in social sciences, 212–213
 - rigor of, 267, 285
- middle class, African-American, 85–86
- Mills, C. Wright, 272
- Milwaukee Project, 97
- minority experiences, 23
- moratorium period of development, 36–37
- mortality rates, racial disparities, 109–112, 119
- Mosquito natives, 230
- motivation
 - achievement, 5
 - deficits in, 18
 - as functional characteristic, 188
 - in learning, 137–138
 - to succeed, 46, 51, 70–72, 84–85
 - transient identification and, 179–180
- Mt. Pleasant Baptist Church Freedom School, 127–128
- multiculturalism
 - contextualism and, 211
 - in education, 4–5

- National Association for the Education of Young Children (NAEYC), 93
- National Community Building Network, 132
- National Longitudinal Survey of Youth (NLSY), 250
- Nation's Report Card, 140
- Native Americans, 213–224
 - alienation, hopelessness, and dysfunction study, 221–222
 - college attendance, 146
 - racial identity in Nicaragua, 230
- nature vs. nurture, 17
- New York Beacon Schools, 129–131
- New York public schools, 264–266
- Nicaragua, 229–231, 237–239
- Nigrescence theory, 44
- nomography, 21
- Norwicki & Strickland Scale (Locus of Control), 219
- novelists as sources of understanding, 305
- oak tree, exemplar of change, 317
- Oakland (CA) Village Centers, 131–132
- obesity, 111
- objectivity / subjectivity, 305–306, 314
 - knowledge and, 4
 - of research, 268–269
 - science as objective, 286–287
 - in social sciences, 283–288
- open admissions practices, 145
- oppression
 - powerlessness, 203
 - resistance to, 25
- orality
 - Afro-cultural realm of experience, 24
 - Creole oral histories, 230–231
 - learning and, 19
- organizations
 - empowerment of, 115–116
 - organizational control, 291–292
 - organizational theory, 296–298
 - organizational thought, 286, 296
 - schools as, 296
- otherness, 79, 305
- Otto, Max, 317
- Pan-Africanism, 231–232, 234–235
- paradigms
 - constructivism, 212
 - cultural deprivation vs. cultural difference, 77
 - diaspora as cultural continuum, 232
 - dominant culture paradigms, 5–6
 - faulty assumptions and, 5–6
 - inferiority paradigm, 77
 - interactionist paradigms, 190–191
 - of research, 5–7
 - structural functionalism, 276–277
- parenting
 - challenges faced by mothers, 204
 - educational involvement, 16, 76, 86, 101–102
 - mother-daughter interactions, 200
 - parent information centers, 166
 - schooling and social backgrounds, 78–79
 - Student Perceived Parental Monitoring (SPPMS), 50
 - studies of, 200–205
 - styles of, typology of, 198
 - work and parenting style, 201–203
- Parsons, Talcott, 276–277
- pedagogy
 - changing conceptions of, 307–308
 - cultural history and, 316
 - diversity and relevant assessment, 187, 191–192
 - essential knowledge and methodologies, 309

- Freire, Paulo and empowerment, 117–118
- learner-centered practice, 265–266, 308
- mentoring as ideal, 177–179
- pedagogical strategies, 194
- strategies, pedagogical, 194
- Pedagogy of the Oppressed*, 117–118
- peers, popularity with, 50, 53, 70
- personality
 - deficits view of, 18
 - Personality Attributes Questionnaire (PAQ), 49–50
- perspectives, multiple, 5
- phenomenological variant of ecological systems theory (PVEST), 37–43
- phenomenology, 209–224
- physical challenges, 159–160
- Piaget, Jean, 309–310
- positivism, logical, 4, 278, 293
- positivist views, 273
- poverty
 - African-American vs. white, 245
 - career development, effects on, 45–54
 - educational opportunities and, 79–81, 157–158
 - health empowerment and, 112–113
 - school readiness and, 91–103
 - sense of community and, 83–84
- pregnancies, health objectives for, 111
- preschools, 76, 82
 - Head Start, 77, 82, 94, 98–100
 - model programs, 96–98, 100–102
 - positive impacts, 95
 - schools readiness, 91–103
 - Smart Start, 94
 - state-supported programs, 96–97
- property, economic vs. symbolic, 293–294
- prophetic strategic planning, 279
- psychology
 - advances in, 307
 - child psychology and counseling, 204–205
 - cognitive psychology and assessment, 135–141
 - deficits, concept of, 15–28
 - directed behavior change, 197–205
 - Edmund W. Gordon's contributions to, 16
 - emotion in social context, 3–12
 - genetic determinism and, 308
 - historical context of scholarship, 16–19
 - traditional theories, 19–20, 23
- PVEST (phenomenological variant of ecological systems theory), 37–43
- Q-Type enterprise, 290
- quality of life, 109
- race
 - concepts of, 232, 280
 - as contextual factor, 10–11
- racial discrimination
 - against Asian Americans, 7
- employment opportunities and, 252–256
- racial fairness guidelines, 164–165, 167
- racial identity scales, 49
- readiness, school, 91–103
- reading
 - Freedom School curriculum, 129
 - poverty and achievement, 80
- reality
 - alpha press of, 190, 210, 311
 - consensual, 312–313
- Red Hook Beacon School, 130
- religion
 - Afro-cultural spirituality, 23–24
 - political action and, 118

- prophetic nature of social sciences, 271–282
- social justice and, 281
- (*see also* churches)
- research
 - accountability of, 263–269
 - canonization of findings, 287
 - contextualizing, 198–199
 - contributions of Edmund W. Gordon on, 266–269
 - inclusion of diverse perspectives, 6–7
 - investigator’s influence, 6–7, 314
 - knowledge and understanding as goals, 304–305
 - liberatory scholarship, 283–298
 - paradigms of, 5–7
 - principles for, 199–200
 - problematizing differences, 197–198
 - as social context, 9
 - subjects as participants, 199
 - within-group studies, 8–11
 - (*see also* instruments for research; objectivity / subjectivity)
- resilience, 179–180
- response tendencies, functional characteristic, 188
- responsibility
 - empowerment concepts, 114–116
 - health and personal responsibility, 113, 116–117, 119–121
 - measures of, 48–49, 67
 - victim blaming, 110, 112–113
- Rousseau, Jean Jaques, 177
- routes vs. roots, 235
- Russell, Bertrand, 297
- Savage Inequalities*, 75
- schema, self-schema, 179
- school failure, 83, 102, 216, 223
- school readiness, 91–103
 - Ausubel’s perspective on, 93
 - maturational view of, 92
 - social environment view of, 92
- schools
 - accountability, responsibility and standards for, 264–266
 - alienation and, 217–218
 - alternative, personalized schools, 175–176
 - career development and, 39–40
 - as chaotic environments, 214
 - communities and, 127–132
 - cultural capital preserved and distributed by, 294
 - desegregation of, 157–169, 279
 - as developmental environment, 93
 - elementary, quality of, 152
 - field dependence/independence of learning, 6
 - Freedom Schools, 128–129
 - high school completion rates, 144–145, 151–152
 - learners’ relationship with, 26–27
 - magnet schools, 158, 161
 - neighborhood schools, 163, 166–167
 - New York Beacon Schools, 129–131
 - personalized environments in, 174–176
 - post-secondary attendance rates, 144–145, 151–152
 - quality of elementary and secondary, 152–153
 - reform and restructuring efforts in, 172–176
 - “report cards” for, 172, 264
 - safety and, 167
 - school-to-work transitions, 40–41
 - social context of, 82–85
 - as socializing agent, 78
 - theory about, 296–297
 - two-year colleges and proprietary schools, 152

- value neutrality of, 290
- zones for, creating, 164
(*see also* preschools)
- science
 - cultural hegemony and practice of, 3–5
 - liberation and, 209–210
 - meanings and, 307
 - objectivity of, 286–287
 - scientific method, 6–8, 289
 - as “way of knowing,” 4
- seeing and not seeing, 314
- self esteem
 - career and, 44
 - Hare / Block Self Esteem, 48
 - vs. self schema, 179
- self-defeating behaviors and health, 109–111
- self-help health promotion, 116–117, 119–121
- sexual orientation and identity, 36, 42
- sexually transmitted diseases (STDs), 111, 119
- silences, structured, 290–293
- skills gap, 250–252
- Smart Start, 94
- smoking, 111
- Snyder Hopelessness Scale, 219
- social Darwinism, 17, 275
- social sciences
 - knowledge production in, 284–288
 - objectivity / subjectivity issues, 284–288
 - prophetic nature of, 271–282
- socioeconomic status
 - career development and, 41–42
 - diversity of selection of subjects, 201
 - education and, 78–81
 - post-industrial impacts on black men, 241–256
 - school readiness and, 91–103
- sociology
 - auto/biographical nature of, 272
 - sociometric measures, 50, 53
 - speculation in social sciences, 276–277
 - spirituality, Afro-cultural experiences, 23–24
 - standards
 - Commission on Minimum Standards, New York, 264–266
 - for education, 136–137, 174, 263–266
 - status characteristics, 187, 189, 191
 - STDs (sexually transmitted diseases), 111, 119
 - stereotyping, 75
 - stratification, racial, 81–82, 85–86
 - structural equation modeling, 139
 - structural functionalism, 276–277
 - subjectivity
 - investigator’s influence on research, 6–7
 - knowledge and, 4
 - (*see also* objectivity / subjectivity)
 - subjects as participants, 199
 - success, adolescent measures of, 213–214
 - Sullivan, Edmund, 314
 - summer workshops for children, 127–128
 - summer-learning-loss, 84
 - Sumner, Francis Cecil, 18–19
 - Syracuse Program (early education), 96
- Task Force on Black and Minority Health, 109–112
- teachers
 - autonomy of, 173
 - cognitive training for, 194
 - roles in alternative schools, 176
 - roles in learner-centered practice, 265–266, 308

- sense of professional efficacy, 174–175
- teacher expectancy, 50, 80–81, 83
- transient identification and, 179–180
- technology, advances in, 249, 255, 275
- teens. (*See* adolescents)
- television, Medrich TV scale, 47–48
- temperament
 - affective response tendencies, 188
 - measures of, 48
- tests and measures
 - ACT and SAT for admissions, 153
 - appropriateness of examination probes, 138–139, 185–186
 - assessment, responsibility in, 135–141
 - bias in, 23, 44
 - cultural bias of, 18
 - intelligence, standardized tests for, 193–194
 - multiple assessment tools in education, 266
 - valid assessment, components required, 138–139
- theory, grounded, 288
- There Are No Children Here*, 75
- Time* magazine, 5
- Title I, 77
- tobacco use, 111
- traditionally black colleges and universities, 162–163
- transient identifications, 179–180
- truth, “universality” of, 3–4, 11
- T-Type enterprise, 290
- Tuskegee Syphilis Experiment, 119
- unions, labor, 248, 290–291
- “universal truths”
 - cultural chauvinism and, 22–23, 77–78
 - dependent upon culture, 3–4, 11
 - of principles and theories, 313–314
 - white / male as norm for, 77
- Urban Strategies Council (Oakland, CA), 131
- utopianism, 276–277
- variables, selection of, 303–304
- variance, multiple sources of, 138–140
- verve
 - in Afro-cultural experience, 24
 - biobehavioral verve, 8
- victim blaming, 110, 112–113, 115–116, 119
- Village Centers, Oakland CA, 131–132
- Vygotsky, L.S., 310–311, 316
- wages, 242–243, 255
 - of black men, 244–248
 - skills and, 250
- wash-out effects, 99–100
- ways of knowing, 4, 288–290
- wealth of black men, 244–248
- What the Negro Wants*, 279
- whites
 - desegregation, benefits for, 160
 - Hallway Hangers, 82
 - poverty and distributive justice, 159
 - racial identity in Nicaragua, 229–230, 238
 - working class, 82
- within-group studies, 8
- women
 - degrees earned by, 76, 151–152
 - employment opportunities vs. men, 243
 - mother-daughter interactions, 200
 - in workplace, 42–43, 94
- work
 - adolescent work experiences, 46, 52
 - behavioral adaptations to, 202–203
 - as cultural context, 42–43
 - labor unions, 248, 290–291

- post-industrial experiences of black men, 241–256
- roles defined by, 42–43
- world of work, 41
(*see also* employment)
- Yale University Child Study Center Project, 97–98
- CoZi initiative, 100–101
- Youth on the Move Project, 130