

ATTITUDES OF FRENCH AND ENGLISH SPEAKING
CANADIANS TOWARD WEST INDIAN IMMIGRANTS:
A GUTTMAN FACET ANALYSIS

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THESIS



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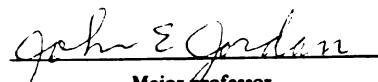
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A Guttman Facet Analysis

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Errol James Frechette

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ABSTRACT

ATTITUDES OF FRENCH AND ENGLISH SPEAKING CANADIANS TOWARD WEST INDIAN IMMIGRANTS: A GUTTMAN FACET ANALYSIS

By

Errol James Frechette

Problem

In spite of the importance of intergroup attitudes in predicting, understanding, and controlling human relations and the interdependent nature of attitude formation, very little systematic attention has been given to how native born view immigrants of different racial origin or what impact they may have on one another.

One major aim of this study was to investigate the relationships between certain contact variables and attitudes held by four groups towards the opposite racial group. The groups included Employment Counselors, Regular School Teachers, Immigration Officials, and West Indian Immigrants. Another purpose was to assess the predictive validity of hypothesized determinants of attitudes, including demographic, socio-psychological, and ethnic factors.

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In addition to these substantive aims, a methodological approach to testing simplex approximation was used.

Instrumentation

A research instrument based on facet analysis was developed by Jordan and Hamersma (1969) called the Attitude Behavior Scale--Black-White (ABS-BW). This scale consisted of six levels, each corresponding to a certain level of strength of the hypothesized attitude universe. Following the criteria for scale construction set forth by Magnuson (1966, p. 207), those items correlating highest with the total score for each level but having low correlations with each other were included in the final scale.

Included with the scale were those items that tapped the predictor variables of the study which Jordan (1968) has labeled determinants of attitudes (demographic, socio-psychological, and contactual).

The instrument was adapted for use in Canada and translated into French for the Quebec sample.

Design and Analysis Procedure

The present research sampled four groups from two Canadian cities. The Employment Counselor sample contained 100 subjects, the Regular School Teachers sample 20, the Immigration Officials sample 23, and the West Indian Immigrant sample 22. The language distribution for the Canadian sample showed a breakdown of 80 French-speaking and 63 English-speaking.

The determinants of attitudes were tested by 28 independent variables (see Table 9) which were intercorrelated with content scores of the criterion (ABS-BW/WN-G) across each level. This facilitated testing seven hypotheses using simple correlations, multiple correlations, one and two-way analysis of variance statistical techniques, and the Q^2 statistic.

Results

The results of this study indicate that efficacy, contact, change orientation, and certain demographic variables were the most effective predictors of attitudes of racial groups toward one another.

Support was given to the use of facet analysis in scale construction since the four simplex matrices formed a Guttman Simplex as predicted. This finding also lends support to the multidimensional structure of attitudes.

Recommendations were made to: (a) incorporate the present study into a larger cross-cultural¹ study, and (b) develop an attitude change study using the ABS-BW/WN-G as the criterion.

¹The larger cross-cultural study of racial-ethnic attitudes is under the direction of John E. Jordan, College of Education, Michigan State University, East Lansing, Michigan 48823.

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College of Education

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CHAPTER I

THE PROBLEM

Canada is experiencing an increase in the immigration of colored¹ persons and with it, a need to know and understand the attitudes and behaviors of these immigrants and Canadians toward each other. This increase is due mainly to the introduction, on October 1, 1967, of a new immigration policy regarding selection criteria of immigrants. There are three admission categories: independent, nominated, and sponsored.

The independent immigrant is chosen on nine criteria: education and training, personal assessment, occupational demand, skill, age, arranged employment, knowledge of English and French, relatives in Canada, and employment opportunities in areas of destination. The independent applicant must score at least 50 points out of the 100 based on the nine criteria mentioned above to be admitted to Canada.

The nominated applicant, for whom relatives in Canada have to guarantee, can be admitted scoring only 20-35 points. The last category, the sponsored, has been

¹This is the "preferred" or usual term in racial research in the British Commonwealth.

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limited to groups that seldom join the Canadian labor force, parents over 60 years, children under 21 years, and fiances. The sponsored category is not submitted to the nine selection criteria.

The need to know more about the attitudes and behaviors of immigrants, as well as others toward them, became evident during the hearings of the Joint Parliamentary Committee on Immigration in 1966. In the presentation made by ethnic organizations, welfare organizations, and private citizens, a large number of hypotheses were advanced but could not be supported by reliable data.

Apart from hypotheses, a number of questions were posed by members of the Parliamentary Committee to which no exact answer could be given. For example, the reasonable hypothesis was advanced that better educated and trained immigrants would adapt more easily to life in Canada than less educated and trained persons. The hypothesis appears to be quite convincing, taking into account that Canada represents a complex industrial society where a high level of formal education and training provides a basis for taking advantage of job opportunities.

This may be true with some groups, but Professor Jacques Brazeau, of the University of Montreal, carried out a study (1961) of French immigrants in the Greater Montreal area and found that the professional French immigrant is rather indifferent about Canadian culture and social

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contacts. He regards himself as a "citoyen du monde," whereas the manual workers among the French immigrants participated actively in the French-Canadian environment. Professor Richmond (1967) arrived at similar conclusions in his book on "Post-War Immigration to Canada."

Many social psychologists, including Krech, Crutchfield and Ballachey (1962), believe that the actions of the individual are governed to a large extent by his attitudes. It is further believed that the knowledge and understanding of the attitudes and behaviors of immigrants and Canadians toward each other is necessary if one wants to facilitate the adjustment of the immigrant into the Canadian way of life. The hearings of the Joint Parliamentary Committee on Immigration in 1966, the Longitudinal Study of the Economic and Social Adaptation of Immigrants that the Canadian Department of Manpower and Immigration has undertaken, a study by Professor Anthony H. Richmond of the University of Toronto in process on the social integration of immigrants and ethnic groups in the Toronto region, and the fact that the Research Grant Committee of the Canadian Department of Manpower and Immigration provided a grant for this study are witnesses to the absence of and the pressing need for such knowledge.

Purpose

The purpose of this study was to provide information on the attitudes of two different groups, West Indian

Negro Immigrants and certain groups of White Canadians toward each other and to study hypothesized relationships between attitudes and certain types of independent-predictor variables.

Hypotheses

To test hypothesized relationships between the dependent criterion variables (attitudes) and certain types of independent-predictor variables (i.e., contact, change orientation, efficacy, etc.), the independent variables will be looked at as correlates or determinants.

Attitude has been defined by Guttman (1950, p. 51) as a "totality of behavior in respect to something." Bastide and van den Berghe (1957) proposed four types or levels of interaction with a cognitive object, which Guttman (1959) elaborated into a structural theory of belief and action based on and defined by elements to produce each level. Guttman defined four of these levels or sub-universes: (a) stereotypes, (b) norms, (c) hypothetical interaction, (d) personal interaction. "Attitude" in this schema thus ranges from the stereotypic level to the subject's actual reported behavior.

Jordan (1968) reviewed the literature on attitude studies and concluded that four classes of variables seem to be important determinants, correlates, and/or predictors of attitudes:

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1. Demographic factors such as age, sex, and income.
2. Socio-psychological factors such as one's value orientation.
3. Contact factors such as amount, nature, perceived voluntariness, and enjoyment of the contact.
4. The knowledge factor, i.e., the amount of factual information one has about the attitude object.

Jordan found, however, that most of the research studies were inconclusive or contradictory about the predictor variables and suggested that the reason might very well be attributed to the fact that the attitude scales were composed of items seemingly stemming from different structures; i.e., from different levels of Guttman's sub-universes. Lack of control over which attitudinal levels are being measured seems likely to continue to produce inconsistent, contradictory, and noncomparable findings in attitude research.

To measure the attitudes of the groups of interest in this study, a recently developed scale by Jordan and Hamersma (1969) was used. Jordan and Guttman's recent contributions to attitude scaling and facet design (Guttman and Schlessinger, 1966; Guttman and Schlessinger, 1967; Jordan, 1968), were used in the development of the scale.

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The method of development is thoroughly reviewed under "measures" in Chapter III.

Organization of the Thesis

The dissertation is organized into five chapters. The statement of the problem is discussed in Chapter I. In Chapter II, the pertinent literature, with regard to studies of attitudes toward colored immigrants is reviewed. In Chapter III, the design of the study is presented. An analysis of the results is presented in Chapter IV, while the summary and conclusions are contained in Chapter V.

CHAPTER II

REVIEW OF RACIAL ATTITUDE RESEARCH AND MEASUREMENT METHODS

In this chapter, research findings with regard to attitudes toward immigrants will be reviewed as well as studies dealing specifically with Negro or "colored" immigrants and finally a review of the scales used in the measurement of racial attitudes.

Attitudes Toward Immigrants

Studies of attitudes toward immigrants have long been a concern of the social sciences. The investigations of the first third of the Twentieth Century, the Ghetto Investigations by Louis Wirth (1928), and Immigration and Assimilation by H. Duncan (1929), for example, made use of historical documents, personal documents and testimony, demographic records, and ecological material (crime and suicide rates, for example). They seldom used the more exact technique of the behavioral sciences and sometimes, they came closer to journalism than to scientific studies.

With the development of techniques for collecting and analyzing data, opportunities for a new approach developed. This new approach has been used in a number of

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recent studies of immigrants in various countries, particularly those which have a large influx of immigrants.

Some important examples are Eisenstadt (1955) for Israel, Kosa (1957) for Canada, and Taft (1966) for Australia. Richardson and Taft (1968) provide a summary of research on attitudes of people in Australia to immigration in general, and to specific immigrant groups.

With minor variations in wording the following question has been asked of several Australian samples since 1960. "Do you feel that the total number of immigrants coming to Australia should be increased, kept the same as at present, or reduced?" A comparison of the results from a national pool and a local one conducted in 1964 and 1966, with those obtained in 1960-61, showed a trend in which either men have become relatively more favorable to immigration or women have become relatively less favorable. It was also found that the Australian born are less likely to favor an increase than were the overseas born. In the 1964 national sample, 53 percent of the post-war immigrants favored an increase, whereas only 27 percent of pre-war immigrants and native born Australians favored an increase. In the 1966 local sample, 72 percent of the 75 immigrant respondents favored an increase compared with 37 percent of the 137 Australian born. Persons in the local (Perth) sample, who expected a depression in the near future, were especially unfavorable to immigration.

In 1948, Oeser and Hammond (1954) measured the attitudes of a sample of Melbourne residents, with regards to specific immigrant groups. He defines a favorable attitude as answers such as: "Try to get them to come in," or "Allow them to come in," as opposed to "Let only a few in," or "Keep them out." The percentage of the Melbourne respondents (n=370) who were favorable to the immigration of eight selected ethnic and national groups were as follows: English, 91 percent; Irish, 65 percent; German, 36 percent; Chinese, 31 percent; Greek, 26 percent; Italian, 21 percent; Jew, 17 percent; and Negro, 10 percent.

In 1960, a quota sample study was conducted of the Perth population on various social distance attitudes toward selected immigrant groups (Richardson, 1961). These results indicated that about 20 to 30 percent had some prejudice against German and Dutch immigrants and 30 to 40 percent against Poles, Italians, and Jews.

The most prejudiced persons were working-class males over forty years of age. Eighty-six percent of the Australian-born respondents considered that Australians should make an effort to befriend non-British immigrants, and 46 percent claimed to have at least one such friend. Fewer single girls had non-British friends than did other Australians.

The same hierarchy of acceptance has been found in America (Hartley & Hartley, 1958): Northern Europeans from

Britain, Scandinavia, Holland, and Germany are favored the most, followed by Eastern Europeans like the Poles, and then by such Southern nationals as Italians, Greeks, and Yugoslavs. All other non-white nationals from Africa and Asia are at the bottom of this hierarchy of acceptance.

Hammond (1954) believes the hierarchy is based on a stereotype of racial, cultural and historical similarity to the Anglo-Australian way of life, and beliefs about the capacity of the groups to assimilate. Borrie (1954), on the other hand, sees in the opposition to the Southern European, a basically economic factor. What the average Australian still fears first is the introduction of a minority who may threaten to undercut his material standard of life.

Two studies, one by the Australian Sales Research Bureau, Inc. (Richardson and Taft, 1968), the other by E. A. Huck of the Department of Political Science, University of Melbourne, reported in Taft (1968), found that there has been a revolutionary change since 1948, throughout Australia, in the attitudes toward various immigrant groups. Huck, for example, found that in 1948 the respondents who favored completely excluding Italians from Australia numbered 45 percent, and the corresponding figures for Germans and Negroes were 30 and 77 percent respectively. In 1964, the figures were 23 percent for Italians, 5 percent for Germans and 47 percent for Negroes.

Even allowing for a possible bias toward tolerance in the 1964 sample, which was obtained by mail, these changes in attitudes are large.

In France an inquiry on attitudes to immigration, carried out by the "Institut Francais d'Opinion Publique" in 1945 (Girard, 1950), during the period of post-war reconstruction, when the manpower shortage was most serious, showed that 47 percent of those questioned were opposed to any immigration into any industry. In certain occupational groups, there was an overwhelming majority against admission of immigrant workers; for example, 79 percent of those questioned in the steel and iron industry, and 68 percent in the building industry. A similar inquiry reported in 1947 and 1949 (Girard & Stoetzel, 1953) showed that among those questioned, an increasing majority, 57 and 63 percent respectively, was opposed to immigration. The inquiry demonstrated that the majority of those who opposed immigration were motivated by fear of competition from foreign labor and, to a lesser extent, by non-materialistic factors. But these latter arguments cannot be completely ignored since their appeal is strong in all strata of French society (Nourrissier & Pillepich, 1951).

Negative attitudes seem less prevalent in Belgium. An inquiry conducted by the sociology seminar of the University of Liege (Zubrzycki, 1956) showed that only some 20 percent of a representative sample of the population

was definitely opposed to immigration and advocated discrimination in the treatment of immigrant labor. There were, however, marked differences in attitudes to different national groups, ranging from one of unreserved acceptance as equals (French and Dutch immigrants) to one of open hostility (North Africans). The Italians and the Poles were ranked almost equal.

In an investigation carried out in Sao Paulo, Brazil (Mautuscelli, 1950), Bogardus' Social Distance Scale was applied to 2,076 university graduates. The conclusions of the investigator, Professor Carolina Mautuscelli, were that generally speaking and for all practical purposes, all residents from other parts of America and Europe (except the Russians) were accepted by the native Brazilians.

The gradation of the scale was the following:

". . . would admit . . . to close kinship by marriage, to my club, as personal friends, to my street as neighbors, to employment in my occupation in my country, to citizenship in my country, as visitors only to my country, would exclude from my country."

Under the heading "would admit . . . to close kinship by marriage," affirmative answers were given by 74.7 percent for the Italians, followed by 72.7 percent for the Portuguese, and 71.7 percent for Americans of the United States, and over 60 percent for a number of other nationalities including the English, the French, and the Germans.

Nationalities for which less than 40 percent of affirmatives were returned include Russians, Americans, Hindus, Jews, Chinese, and Japanese.

If the lowest affirmative percentages go to groups with which, with the exception of Jews and Japanese, the native of Sao Paulo has little contact and of which he has little knowledge, it is nevertheless noticeable that on the other hand, the same group also rate very low percentages of explicit rejections usually below 10 percent. In the answers given as to reasons for excluding these nationalities, the investigator saw clear proof that the adverse judgments on them were stereotypes.

Attitudes Toward Negro or Colored Immigrants

Because of the influx of colored immigrants from the Caribbean or the British West Indies into Great Britain (250,000 between 1955 and 1962), most of the research on the attitudes toward colored immigrants has been centered in England.

Colored immigrants do not receive full social acceptance in Great Britain. This is the conclusion after reading the research studies of Little (1948), Richmond (1954), Collins (1957), Patterson (1963), and Hill (1963). Daniel (1968) reported the findings from three surveys (among potential white discriminators), carried out by PEP (Political and Economic Planning), and Research Services Ltd., indicating that discrimination prevailed and

that both parties were aware of its existence. It was also revealed that in Britain today (Bagley, 1970; Deakin, 1970; Lambert, 1970), discrimination against colored members of the population operates in many fields and on a substantial scale. However, this lack of social acceptance does not seem to be complete, nor is it uniform and predictable. Ruth Landes (1952) sees the British attitude toward the colored immigrants as being one of "limited acceptance."

The Patterson's study as well as the studies of Davidson (1966) and Senior (1957) provided evidence of situational variations in the attitudes toward West Indians. If there seemed to be some positive attitudes in the work situation, there was little carry-over of work relationship to the neighborhood or to informal social life.

Hill (1965), in the answers to a questionnaire given to a sample from three parts of London, could apply weights to the different situational variables. Two rejections in ten for the employment with West Indian immigrants, four to five rejections as neighbors or a guest, and nine out of ten rejections in a relationship by marriage. He also found variations by age, sex, degree of contact, and area of residence.

Wright (1968) found in a questionnaire survey that 36 firms of the 50 had no initial resistance to the employment of colored workers. In seven firms, there has been some opposition on the part of the white employees, and in a further seven firms, slight resistance had occurred.

The acceptance, however, was largely of a negative nature. Few white workers were vehemently opposed to the colored workers, but at the same time, few had a positive favorable attitude toward them. The majority, other things being equal, would have preferred not to work with colored workers. Therefore the level of acceptance not only varied between work and social acceptance, but also within these categories in respect to a number of factors such as the numbers involved, economic factors, and so on.

Kawwa (1968) conducted a survey of ethnic attitudes among British adolescents. The results showed that those children who were living in an area which had a high percentage of immigrants (West Indians and Cypriots) showed more negative attitudes than children who lived in an area where few, if any, immigrants lived. Though negatively prejudiced, British children did not believe that immigrants were inferior to themselves. Attitudes were surveyed by means of an open ended questionnaire and a Likert-type attitude scale.

Revett (1962) suggested that in such suburbs where relatively few West Indians live, the image of them as intruders is stronger and more persistent than in areas where they have settled more densely. He further cites a Gallup Poll that showed social class to make no difference to the answers given to questions on color. There was, however, one clear-cut distinction: between respondents who knew

colored people personally and those who did not. The former, almost one half of the sample, were definitely more tolerant than the latter.

Hill (1969) conducted a survey of the attitudes of 400 English and West Indian boys and girls, ages 14 and 15. They were asked to judge each of 13 concepts (myself, father, a neighbor I would like to have) on scales taken from Osgood's dimensions. Reading ability and social class of the subjects were controlled. For each subject, one evaluative score was obtained on every concept and the scores were intercorrelated and factor analyzed for each group separately. Mean score differences among groups were also considered.

Girls, particularly West Indians, generally expressed more favorable attitudes than boys. West Indian boys and girls had similar attitudes to all conceptual objects, unlike their English counterparts. Although both groups of girls were primarily concerned with establishing good future personal relationships, as opposed to the boys who were more ambitious for themselves, it was the West Indians, as a group, who identified more strongly with the former attitude. The West Indian self-assessment, particularly that of girls, was higher than that of the English group.

The West Indians also showed less regard for parents and home, but a more favorable attitude toward

education than the English adolescents. All groups, particularly the West Indians, were aware of skin color, experiencing in-group preferences. There was evidence of inter-racial tolerance, but some aspects of color prejudice could be defined.

Davidson (1966), a West Indian economist, conducted a study based partly upon an analysis of 1961 census data and partly on a sample survey of Jamaican immigrants, first interviewed before leaving Jamaica and then followed up in Britain. The majority, while expressing no animosity toward the white neighbors surrounding them, clearly indicated that they preferred the company of their own kind, meaning Jamaicans. People from the other West Indian Islands, such as Granada or Antigua, were classed along with Africans, as friendly but not intimate. Very little evidence of racial animosity appeared, but where it did it was usually directed against Indians, which probably also included Pakistanis.

Deedes (1968) found that for every 100 West Indian immigrants, 40 found life in Britain as good or better than they expected. But he resisted generalizing from it because he believed that the extent of negative attitudes was greater than the West Indians believed it to be, because they tried to avoid exposing themselves to it. As they became more accustomed to the English way of life and obtained higher expectations and qualifications, they experienced direct personal discrimination.

Scales Used in the Measurement
of Racial Attitudes

Thurstone Scales

For the construction of scales using the Thurstone technique, judges are required to scale or sort items into piles (usually eleven piles are used), ranging on a continuum from "favorable" to "unfavorable" toward the attitude object under consideration. Items are then given weights (median values) according to which pile they are in using all the judges' ratings. Respondents taking a Thurstone scale are asked to check only those items with which they agree or disagree.

Thurstone (1931) developed a 24 item attitude scale toward Negroes and subsequently used it (1932) in his research on the effects of movies upon children. The scale consisted of a single form and contained almost only stereotypic items.

Hinckley (1932) and Rosander (1937) developed scales using the Thurstone technique. These, as well as Thurstone's original scale, are somewhat outdated with regard to their items: expressing such attitudes as mass lynchings. The Thurstone scales received criticism regarding the objectivity of the judges (Hovland & Sherif, 1952; Kelley et al., 1955) as well as with regards to the time and labor involved in their construction and scoring (Jahoda & Warren, 1966).

Social Distance Scale

Bogardus (1925), in his "social distance scale," asked subjects to imagine themselves in various types of social contact with foreigners, and then asked the subjects to indicate whether they would like to have them as very close friends, as neighbors, etc. He found (1925, 1947, 1958) that White persons have felt a considerable amount of social distance between themselves and Negroes, but that some change was taking place. Scales of this nature have been used by Maustuscelli (1950) and Proenza and Strickland (1965).

Because many groups are usually considered in the social distance scale format, this introduces a complex pattern that is difficult to analyze in relation to a particular group such as the Negro. The scale has also been criticized (Lambert & Lambert, 1965) for not providing information about the thoughts and feelings of respondents, nor an index of degree or intensity of reaction tendencies.

Likert Scales

In scales constructed by the Likert technique, items are selected by intuition and only those items which are clearly "favorable" or "unfavorable" are used. Subjects are asked to respond to each item in terms of several degrees of agreement or disagreement, usually from "strongly approve" to "strongly disapprove." Under ideal circumstances, Likert items are pre-tested on a population that

is representative of the subjects to be actually used. Likert scales are scored by summing the "number" of the response categories marked by the subject on each item over all the items on the scale.

Likert (1952) constructed a 15 item attitude scale toward Negroes, using his technique. Most of the items were of the stereotype nature but did include some items dealing with hypothetical interaction with Negroes.

Steckler (1957), Greenberg (1961), and Campbell and Schuman (1968) used Likert techniques in constructing racial attitude scales.

The criticism of the Likert scales have been that they yield, at best, only ordinal scale data (Edwards, 1957). Another disadvantage to this technique is that often the total score of an individual has little clear meaning, since many patterns of response to the various items may produce the same score (Jahoda & Warren, 1966).

Guttman Scales

Guttman's scalogram analysis was devised to ascertain whether the attitude or universe of content involves a single dimension, i.e., whether it is unidimensional or not. If it is unidimensional, it will yield a perfect or near perfect scale so that it is possible to arrange all the responses of any number of respondents into a particular pattern depending on their score.

Guttman provided for a measure of "scalability" of items which he called the coefficient of reproducibility. A scale is required to have a coefficient of .90 or above to be considered a true Guttman scale. Guttman's scaling procedure (Guttman & Suchman, 1947) also allows for the establishment of a neutral region of a scale using what they called the intensity function. The neutral region allows for another way of distinguishing favorable from unfavorable attitudes in addition to the method of scoring the content of the items.

Harding and Hogrefe (1952), Kogan and Downey (1956), Triandis, Levin, and Loh (1966), and Campbell, A. (1968) developed Guttman-type scales to study different aspects of relationships between Whites and Negroes.

Jahona and Warren (1966) have varied criticisms toward Guttman's technique stating that since it is unidimensional, it cannot measure complex attitudes; also a scale may be unidimensional for one group of individuals but not for another. Guttman's latest contributions to scale construction and attitude measurement, i.e., facet design and nonmetric analysis, avoid many of the prior criticisms since they are multi-dimensional in nature and also include an a priori method of item construction.

Ethnocentrism Scale and the Facism Scale

Adorno, Frenkel-Brunwik, Levinson, and Sanford (1950) constructed several scales including a total scale

"Public Opinion Questionnaire E" or the E scale. This scale contained several items dealing with Negroes. They also constructed a "Facism" scale or F scale to measure anti-democratic attitudes and authoritarianism. These two scales have been used in numerous research studies dealing with racial attitudes toward Negroes (Himelstein and Moore, 1963; Reynolds and Toch, 1965; Kinnick and Plattor, 1967). According to Hites and Kellogg (1964), the basic objection to the use of either the E scale or the F scale to measure racial prejudice toward Negroes is that these scales are not a "pure" measure of racial prejudice but rather are measuring the concepts of ethnocentrism and facism respectively and can only indirectly measure racial prejudice.

Other Types of Tests and Scales

Projective tests and scales have been used in various ways to measure racial attitudes and prejudice (Campbell, 1959; Klineberg, 1954). The validity of such indirect measures is usually lower than the more direct paper-and-pencil tests.

Specially-made instruments for particular studies are by far the most numerous type of instruments in the literature (Allport, 1946; Trent, 1957; Williams, 1968; and Engel, 1968). These are restricted in their applicability and rarely have been replicated.

Scales where provision is made for use with either racial group and measuring the attitudes of one group toward the other and vice versa are uncommon in the literature.

Summary

Just as Jordan (1968) and Hamersma (1969) concluded, few studies can be found that employ items other than stereotypic ones--also noted is a lack of replication of the studies.

Some variables, believed by the authors of certain studies to be predictors of attitudes toward immigrants must be noted: i.e., sex, age, contact, situation, and native born or not. The present study will consider these variables.

The review of the scales used in the measurement of racial attitudes reveals vast differences in methods of construction and items selection. Also as Jordan (1968) found, most of the attitude scales are composed of items seemingly stemming from different structures; from different levels of Guttman's sub-universe. The absence of control over the levels being measured will likely explain why so few of the research findings are comparable, why they are often inconsistent, and why they are at times contradictory.

CHAPTER III

METHODOLOGY AND PROCEDURE

This research was primarily concerned with the attitudes of certain groups of White Canadians and West Indian Negro Immigrants toward each other. The selection of the sample, the instrument and its translation, and the method of analyses of the results are described in this chapter.

Instrumentation

The Attitude Behavior Scale: White/Negro

The Attitude Behavior Scale:White/Negro (ABS:W/N-G & B/W-G), developed by Jordan and Hamersma (1969), was used to measure racial attitudes and the Personal Data Questionnaire assessed the predictor variables. For use in a Canadian setting, the ABS:W/N-G & B/W-G were adapted and the ABS:W/N-G was translated into French. This latter procedure was necessary because of the sample taken in Montreal. The procedure used in the translation was as follows: after the scale had been translated into French, it was submitted to a French-Canadian colleague for translation into English. The comparison of the original scale with this version permitted the correction of the translation.

The ABS:W/N-G & B/W-G were constructed according to Guttman's facet theory (Guttman and Schlesinger, 1967), and refinements proposed by Jordan (1968).

Guttman's Four Level Theory

In facet design, Guttman promulgated a method that examined various semantic factors, or "facets," that were involved in ordering a particular response to an individual item. Commenting on the work of Bastide and van den Berghe (1957), Guttman (1959) distinguished three "facets" involved in a particular attitude response. Guttman's facets are presented in Table 1.

TABLE 1.--Basic facets used to determine component structure of an attitude universe.

(A) Subject's Behavior	(B) Referent	(C) Referent's Intergroup Behavior
a ₁ belief	b ₁ subject's group	c ₁ comparative
a ₂ overt action	b ₂ subject himself	c ₂ interactive

He labelled the first of the two options, or "elements" of each facet as the "weaker." A particular item was as strong as the number of strong elements which appeared in it.

Any given statement must contain one element from each and every facet, and these statements can be grouped into profiles of the attitude universe. Since there are

three facets, any statement has the possibility of having none, one, two, or three strong facets; a total of four combinations. Bastide and van den Berghe's research (1957) was facetized by Guttman into the four combinations (or levels) shown in Table 2.

TABLE 2.--Guttman facet profiles of attitude subuniverses.

Subuniverse	Profile
1 Stereotype	$a_1 \ b_1 \ c_1$
2 Norm	$a_1 \ b_1 \ c_2$
3 Hypothetical Interaction	$a_1 \ b_2 \ c_2$
4 Personal Interaction	$a_2 \ b_2 \ c_2$

A common meaning for the ordering was suggested by Guttman. They show in each case a progression from a weak to a strong form of behavior of the subject toward the attitude object. The more subscript "2" elements a profile contains, the greater the strength of the attitude.

Guttman proposed that the semantic structure of the attitude universe would provide a social-psychological basis for predicting the structure of the empirical inter-correlation matrix of the four levels.

One cannot presume to predict the exact size of each correlation coefficient from knowledge only of the semantics of universe ABC, but we do propose to predict a pattern or structure for the relative sizes of the statistical coefficients from purely semantic considerations (Guttman, 1959, p. 324).

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Guttman expressed this prediction as the "contiguity hypothesis," which states: Subuniverses closer to each other in the semantic scale of this definition will also be closer statistically. In other words, the intercorrelations should reveal a simplex ordering, so that the maximum predictability of each level is attainable from its immediate neighbor or neighbors alone. This predicted relationship has been obtained for the ABS-B/W Scale by Jordan & Hamersma (1969), the ABS-MR Scale (Attitude Behavior Scale-Mental Retardation) by Jordan (1969), as well as by Foa (1958, 1963) and Guttman (1961).

Jordan Six-Level Adaptation

Jordan (1968) suggested an expansion of the facet-theory analysis. Tables 3 and 4 indicate the facets, elements of facets, and levels identified by Jordan which extends the facets of Tables 1 and 2, dealing with Guttman's paradigm. These facet designations are compared in Table 5.

Other combinations of strong and weak elements are possible but Jordan (1968) and Maierle (1969) identified six on the basis that not all combinations were logical because of semantic considerations. Table 6 defines the characteristics of items written for each level of response. The six levels are known¹ as the "joint dimension," while the item content is known as the "lateral dimension" and is illustrated in Table 7.

¹Earlier versions by Jordan (1968) use the terms "conjoint" and "disjoint" respectively.

TABLE 3.--Basic facets¹ used to determine joint structure² of an attitude universe.

TABLE 3.--Basic facets¹ used to determine joint struction² of an attitude universe.

(A) Referent	(B) Referent Behavior	(C) Actor	(D) Actor's Intergroup Behavior	(E) Domain of Actor's Behavior
a ₁ others	b ₁ belief	c ₁ others	d ₁ comparison	e ₁ symbolic
a ₂ self	b ₂ overt action	c ₂ self	d ₂ interaction	e ₂ operational

¹As B qualifies A's behavior, so E qualifies C's behavior. Frequently, but not necessarily, A and C are identical. In such cases, B and E must be "consistent," i.e. some combinations seem illogical; B₁E₂. It should be noted that sometimes the subject filling out the questionnaire is identical with either referent or actor or both, but not necessarily so; i.e. in Level 1 and 2 referent and actor are identical, the subject is asked to report about them; in Level 3 the subject is identical with the referent, but not with the actor; in Level 4, 5, 6, subject, referent, and actor are identical.

²Joint Struction: Operationally defined as the ordered sets of these five facets from low to high across all five facets simultaneously. The more subscript "2" elements a set contains, the greater the "strength" of the attitude. It should also be noted that not all combinations are logical. The selection of a "best" group of sets is still partly a matter of judgment. Two continua run through the facets: other-self and verbal-action.

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Louis Guttman
Israel Institute of
Applied Social Research
March 7, 1968

TABLE 4.--Joint level, profile composition, and labels for six types of attitude
 struction.

Subscale	Type-Level	Struction ¹ Profile ²				Descriptive Joint Term
1		a ₁	b ₂	c ₁	d ₁ e ₁	Societal stereotype
2		a ₁	b ₁	c ₁	d ₂ e ₁	Societal norm
3		a ₂	b ₁	c ₁	d ₂ e ₁	Personal moral evaluation
4		a ₂	b ₁	c ₂	d ₂ e ₁	Personal hypothetical action
5		a ₂	b ₂	c ₂	d ₂ e ₁	Personal feeling
6		a ₂	b ₂	c ₂	d ₂ e ₂	Personal action

TABLE 5.--Comparison of Guttman and Jordan facet designations.

Designation	Facets in Jordan Adaptation				
	A	B	C	D	E
Jordan	Referent	Referent Behavior	Actor	Actor's Intergroup Behavior	Domain of Actor's Behavior
	a ₁ others	b ₁ belief	c ₁ others	d ₁ comparison	e ₁ symbolic
	a ₂ self	b ₂ overt action	c ₂ self	d ₂ interaction	e ₂ operational
Guttman	--	Subject's Behavior	Referent	Referent's Intergroup Behavior	--
		b ₁ belief	c ₁ subject's group	d ₁ comparative	
		b ₂ overt action	c ₂ subject himself	d ₂ interactive	

TABLE 6.--Five-facet six-level system of attitude verbalizations:¹ levels, facet profiles, and definitional statements for twelve permutations

Level	Facet Profile ¹	No ⁴	Definitional Statements ²	Descriptive Name ³
1	$\frac{o b o c s}{a_1 b_1 c_1 d_1 e_1}$	0	<u>O</u> thers <u>b</u> elieve <u>o</u> thers <u>c</u> ompare <u>s</u> ymbolically** **Societal stereotype (group assigned group status)	
2	$\frac{i b o c s}{o b o i s}$ $\frac{a_1 b_1 c_1 d_2 e_1}{a_1 b_1 c_1 d_2 e_1}$ $\frac{o b i c s}{o b i c s}$	1	<u>I</u> <u>b</u> elieve <u>o</u> thers <u>c</u> ompare <u>s</u> ymbolically <u>O</u> thers <u>b</u> elieve <u>o</u> thers <u>i</u> nteract <u>s</u> ymbolically** **Societal norm <u>O</u> thers <u>b</u> elieve <u>I</u> <u>c</u> ompare <u>s</u> ymbolically Group-assigned personal status	Personally-assigned group status
3	$\frac{i b o i s}{a_2 b_1 c_1 d_2 e_1}$ $\frac{i b i c s}{o b i i s}$ $\frac{o a o i s}{o a o i s}$	2	<u>I</u> <u>b</u> elieve <u>o</u> thers <u>i</u> nteract <u>s</u> ymbolically** **Personal moral evaluation (perceived values) <u>I</u> <u>b</u> elieve <u>I</u> <u>c</u> ompare <u>s</u> ymbolically Self-concept (personally-assigned personal status) <u>O</u> thers <u>b</u> elieve <u>I</u> <u>i</u> nteract <u>s</u> ymbolically Proclaimed laws (group expectations) (<u>O</u> thers <u>a</u> ct) <u>o</u> thers <u>i</u> nteract <u>s</u> ymbolically Group identity (actual group feelings)	
4	$\frac{i b i i s}{a_2 b_1 c_2 d_2 e_1}$ $\frac{o a o i p}{o a o i p}$	3	<u>I</u> <u>b</u> elieve <u>I</u> <u>i</u> nteract <u>s</u> ymbolically** **Personal hypothetical action (<u>O</u> thers <u>a</u> ct) <u>o</u> thers <u>i</u> nteract <u>o</u> perationally Actual group behavior	
5	$\frac{i a i i s}{a_2 b_2 c_2 d_2 e_1}$	4	(<u>I</u> <u>a</u> ct) <u>I</u> <u>i</u> nteract <u>s</u> ymbolically** **Personal feeling	
6	$\frac{i a i i p}{a_2 b_2 c_2 d_2 e_2}$	5	(<u>I</u> <u>a</u> ct) <u>I</u> <u>i</u> nteract <u>o</u> perationally** **Personal action	

¹Cf. Tables 3-4.

²Words in parentheses are part of redundant but consistent statements.

³Alternate names in parentheses indicate relationships of various level members;

⁴No. - number of strong elements

** Permutation used in the ABS-BW/WN scale.

TABLE 7.--A mapping sentence¹ for the facet analysis of joint² and lateral³ struction of Blacks' and Whites' attitudes toward each other.

(A) Referent	(B) Referent Behavior	(C) Actor
Subject (x) attributes to referent { a ₁ others pop. as a whole-Black, White { a ₂ self	{ b ₁ belief and that actor { b ₂ overt action	{ c ₁ others pop. as a whole-Black, White { c ₂ self
(E) Domain of Actor's Behavior	(F) Actor's Inter-group Behavior	(G) Importance
{ e ₁ symbolically/would/ought { e ₂ operationally does	{ f ₁ compares (with) { f ₂ interacts with specially help respond to (feel)	Black or White persons in
(F) Life Situations	(G) Importance	(H) Evaluation Process
{ f ₁ characteristics { f ₂ education { f ₃ housing { f ₄ jobs { f ₅ law and order { f ₆ political-activism { f ₇ war and military	{ g ₁ low { g ₂ medium { g ₃ high	{ h ₁ with respect to { h ₂ because of { h ₃ despite
{ i ₁ cognitive { i ₂ affective { i ₃ instrumental { i ₄ behavioral coping	{ j ₁ attributed trait { j ₂ actual trait	{ k ₁ positive { k ₂ negative
(I) Trait Type	(J) Trait Level	(K) Valence
{ i ₁ cognitive { i ₂ affective { i ₃ instrumental { i ₄ behavioral coping	{ j ₁ attributed trait { j ₂ actual trait	{ k ₁ positive { k ₂ negative

^aEvolved by Hamersma and Jordan.

^bJoint struction involves facets "A" through "E."

^cLateral struction involves facets "F" through "K."

^dJoint struction involves facets "A" through "E."

^eLateral struction involves facets "F" through "K."

Jordan's system of facet analysis was employed in the construction of the ABS-MR & ABS-B/W Scales. The scales have been given and in most cases the expected empirical simplex, which was predicted from the contiguity hypothesis (Guttman, 1959), was approximated, as in the case of the ED 200, Belize, and SER samples as shown in Table 8.

The ABS:B/W (Attitude Behavior Scale-Black/White) was developed by Jordan & Hamersma (1968). It is concerned with measuring the attitudes of Blacks and Whites toward each other in seven attitude content areas:

1. (C) Characteristics-Personal
2. (E) Education
3. (H) Housing
4. (J) Jobs
5. (L) Law & Order
6. (P) Political Activism
7. (W) War & Military

These seven areas of content were identified as of crucial importance for interracial interaction (Hamersma, 1969).

The ABS:B/W contained a scale, for each content area, developed across Jordan's six levels. Fourteen items were constructed for each of the seven scales and each item was included across all six levels. Thus each of the seven scales contained fourteen items and these fourteen items were modified to fit across all six levels. These

TABLE 8.--Analysis of simplex correlations¹ of the ABS-MR test development data for the ED 200, Belize, and SER samples.²

Descriptive Term	ED 200 - 633 Sample ³						Belize - 523 Sample ⁴						SER - 88 Sample ⁵					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Societal Stereotype	1	--					1	--					1	--				
Societal Norm	2	44	--				2	22	--				2	56	--			
Personal Moral Evaluation	3	05	21	--			3	11	32	--			3	17	34	--		
Personal Hypothetical Action	4	15	21	55	--		4	21	28	39	--		4	10	12	48	--	
Personal Feeling	5	17	12	19	38	--	5	17	06	19	31	--	5	04	13	08	24	--
Personal Action	6	01	04	05	19	22	--	6	13	10	15	32	16	01	05	04	13	21
Examine each matrix for "order" of levels	1	--					1	--					1	--				
	2	44	--				2	22	--				2	56	--			
	3	05	21	--			3	11	32	--			3	17	34	--		
	4	15	21	55	--		4	21	28	39	--		4	10	12	48	--	
	5	17	12	19	38	--	5	13	10	15	32	--	5	04	13	08	24	--
	6	01	04	05	19	22	--	6	17	06	19	31	16	01	05	04	13	21
Theoretical "models"	1	--					1	--					1	--				
	2	44	--				2	22	--				2	56	--			
	3	18	30	--			3	11	32	--			3	17	34	--		
	4	15	21	55	--		4	21	28	39	--		4	10	12	48	--	
	5	12	17	19	38	--	5	17	18	19	31	--	5	04	13	08	24	--
	6	01	04	05	19	22	--	6	01	13	15	18	32	01	05	04	13	21
Levels	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

¹Reversals are underlined.²See text for sample description. See Morin (1969) for details.³Critical value of $\bar{r}$ at .05 level = .08.⁴Critical value of $\bar{r}$ at .05 level = .09.⁵Critical value of $\bar{r}$ at .05 level = .18.

scales were so constructed to be used with both Black and White respondents and the only alternation necessary for this was the reversal of the referent of either Black or White.

Using item-to-total correlations for the most part, two items were statistically culled from each of the seven attitude scale areas and combined to make one general (ABS:WN/BW-G) fourteen item scale with each item being repeated across the six-level paradigm.

For use in the present study the ABS:WN/BW-G scales were adapted and the adapted version of the ABS:WN-G was translated into French.¹ The adaptation of the scales included changing the attitude object in the case of the ABS:WN-G from Negro to West Indian Negro Immigrant. Also because of the absence of a draft system in Canada, the items from the War and Military scale, dealing with this subject, were replaced. The replaced statements were selected from the original scale on the basis of the item-to-total correlations performed by Hamersma (1969).

The translation of the ABS:WN-G into French, by the author, was submitted to a colleague who translated it back into English. The comparison of the colleague's version and the original permitted revisions of the French scale.

¹Copies of these versions of the ABS:WN/BW-G scales can be found in Appendix A.

Specifically, the present study was concerned with West Indian Negro Immigrants and certain groups of Canadians, and how they perceived each other in designated attitude areas. The study was also concerned with the determinants of these attitudes: therefore, an additional instrument, the "Personal Data Questionnaire" was given.

Personal Data Questionnaire

The Personal Data Questionnaire, PDQ, was designed to operationalize several variables, suggested by a review of the literature to be correlated with attitudes toward immigrants. Table 9 indicates the 34 variables which the Personal Data Questionnaire measures. The variables employed in the present study are described below.

Contact with Attitude Object.--Items 92 to 96 of the Personal Data Questionnaire were designed to discover the subject's experience with the attitude object. Item 92 deals with the kinds of experiences the respondent has had with attitude object; item 93, amount of experience; item 94, with ease of avoidance of the contact; item 95 deals with alternatives to the contact situation; and item 96 measures the enjoyment of the contact.

Change Orientation.--The Personal Data Questionnaire included two items to assess how the respondent viewed change: item 90, child rearing; and item 91, birth control.

TABLE 9.--ABS - BW/WN: basic variable list by IBM card and column Frechette (Canada Study).

	Variables ¹	Card	Column	Page ¹	Item
Attitude Content	1. Stereotype	1	51-64	2, 3	1-14
	2. Normative	2	51-64	4, 5	15-28
	3. Moral Eval.	3	51-64	6, 7	29-42
	4. Hypothetical	4	51-64	8, 9	43-56
	5. Feeling	5	51-64	10, 11	57-70
	6. Action	6	51-64	12, 13	71-84
Value	7. Efficacy - Cont.	1-6	29 alter. to 45	D-6, 7	103 alter. to 119
	8. Efficacy - Int.	1-6	30 alter. to 46	D-6, 7	104 alter. to 120
Change Orient.	14. Child Rear.	1-6	16	D-2	90
	15. Birth Control	1-6	17	D-2	91
Contact	16. Kind	1-6	18	D-3	92
	17. Amount	1-6	19	D-3	93
	18. Avoidance	1-6	20	D-3	94
	19. Gain	1-6	21	D-4	95
	20. Enjoyment	1-6	22	D-4	96
	23. Prejudice - Comp.	1-6	25	D-5	99
16 p Demo- graphic	10. Age	1-6	12	D-1	86
	13. Educ. Amount	1-6	15	D-2	89
	25. Urbanity	1-6	27	D-5	101
	21. Income ³	1-6	23	D-4	97
	24. Mobility (residence) ⁴	1-6	24	D-4	98
Categorical Data ²	9. Sex ⁵	1-6	11	D-1	85
	11. Marital Status	1-6	13	D-1	87
	12. Religion - Affil.	1-6	14	D-2	88
	22. Language Group ⁶	1-6	24	D-4	98
	26. Employer ⁷	1-6	26	D-5	100
	27. Immigrant Arrival ⁸	1-6	23	D-4	97
	28. Job Source ⁹	1-6	26	D-5	100
	29. Occ. Group ¹⁰	1-6	28	D-5	102
	30. Geographic Youth ¹¹	1-6	28	D-5	102
	31. Group ¹² (Interest)	1-6	80	None	None
	32. Ethnicity ¹³	1-6	47	None	121
	33. Governmental Dept. ¹⁴	1-6	48	None	122
	34. City of Residence ¹⁵	1-6	49	None	123

¹Based on 112270 edition - EF.²Not used in r analysis.³Income applies only to whites (groups 1-3).⁴Mobility applies only to immigrants (group 4).⁵Females = 1; Males = 2.⁶Language applies only to groups 1-3: French = 1; English = 2.⁷Employer applies only to groups 1-3: Educ. = 1; Gov. = 2.⁸Immigrant arrival applies only to group 4.⁹Job Source applies only to group 4.¹⁰Occup. group applies only to group 4.¹¹Geographic (Youth) applies only to groups 1-3.¹²Groups EC: 1, RST-S: 2, IO: 3, IM: 4.¹³Blacks: 1; Whites: 2.¹⁴Government employees: employment couns.: 1; immigration official: 2.¹⁵Residence: Montreal: 1; Toronto: 2.¹⁶p: Prejudice

Efficacy.--The "Life Situations" scale, incorporated in the Personal Data Questionnaire, is a fully evolved Guttman scale reported by Wolf (1967). The nine intensity items were added by Jordan (1969) to Wolf's original nine content items. The scale was designed to measure man's sense of control over his environment.

Demographic Variables.--A total of seven demographic items were included in the questionnaire which from a theoretical viewpoint should correlate with, or predict the scores on the six attitude content areas. These variables are: age, item 89; income, item 97; marital status, item 87; religious preference, item 88; language group, item 98.

Prejudice Amount.--A single item (99) was included in the Personal Data Questionnaire asking the respondent to compare his racial attitudes to those of the average person.

Sample

The sample was composed of four groups: West Indian Negro Immigrants, Employment Counselors, Immigration Officials, and Secondary School Teachers.

The West Indian sample of 34 was gathered in Montreal and Toronto with the help of different types of organizations such as the Jamaican Canadian Association, Seventh Day Adventist Church, etc. The sample was judged representative from comparisons with tabulations of immigration

from the West Indies provided by the Canadian Department of Manpower and Immigration.

The Immigration Official's sample includes all the professional personnel from the Immigrants settlement office in Montreal. The functions of this office include: reception center, liaison with associations and consulates, counseling, and placement.

The Employment Counselor sample was gathered in Montreal and Toronto. From the pay lists of the Canada Manpower Centers in both cities a random sample was selected. These counselors were contacted individually.

The Secondary Teacher sample was gathered from two representative schools of Montreal. From the list of teachers in each school a random sample was selected. The administration of the instrument as well as the gathering of the answer sheets was handled by one of the teachers in each school.

Major Research Hypotheses¹

Contact and Attitudes

H-1: Persons who score high on the contact variable will score high on favorable attitudes toward the opposite racial group.

Contact was measured by direct questions (items 92 to 97) in the Personal Data Questionnaire. The contact

¹For purposes of clarity, the hypotheses are stated in the research form. The statistical analyses used the null form of hypothesis statement.

variable included the nature of the contact with the attitude object, the amount, the ease of avoidance, other possible alternatives, and enjoyment of the contact. Attitude scores were assessed on the ABS:WN/BW-G.

Change Orientation and Attitudes

H-2: Persons who score high on change orientation will score high on favorable attitudes toward the opposite racial group.

Change orientation was measured by direct questions (items 90 and 91) in the PDQ. Change was measured in relationship to child rearing practice and birth control. Attitude scores were assessed as in H-1.

Attitudes and Efficacy

H-3: Persons who score high on efficacy will score high on favorable attitudes toward the opposite racial group.

Efficacy was assessed by the Life Situations Scale found in the PDQ (items 103 alter to 119). Attitude scores were assessed as in H-1.

Attitudes and Demographic Variables

H-4: Age will be negatively related to favorable attitudes toward the opposite racial group.

Age was assessed by item 86 of PDQ and attitudes as in H-1.

H-5: Amount of education will be positively related to favorable attitudes toward the opposite racial group.

Amount of education was assessed by item 89 of the PDQ and attitudes as in H-1.

H-6: French speaking Canadians will not score as high as English Canadians on favorable attitudes toward West Indian Negro Immigrants.

Language spoken will be assessed by item 98 of the PDQ and attitudes as in H-1.

Attitude Measurement

H-7: The attitude data from the sample will form a Guttman simplex.

The simplex was assessed by the Q^2 statistic and visual inspection of the matrix.

Analysis Procedure

The Control Data Corporation Computer (CDC 3600 and CDC 6500) at Michigan State University (MSU) was used to analyze the data, which also facilitated the data being analyzed as an integral part of the larger comprehensive study by Jordan. Table 9 contains the variable list of the entire study by IBM card and column.

Descriptive Statistics

A Frequency Column Count program (Clark, 1964) was used to compile the frequency distributions for every item of the instruments. This procedure is useful for selecting

additional variables for analysis and for gaining a clinical feel for the data.

Correlational Statistics

In the CDC 3600 MDSTAT program (Ruble & Rafter, 1966), a separate analysis can be done for the total group and for any number of sub-groups, or partitionings of the data. For each specified group, i.e., total, male, female, a number of statistics can be requested. Those used in this research were the means and standard deviations for each variable and the matrix of simple correlations between all variables.

Partial and multiple correlations are outputs of the general multiple regression model used in CDC program at MSU (Ruble, Kiel & Rafter, 1966 a).

One benefit of the use of partial correlation is that a number of variables which are assumed to have some relationship to a criterion, or dependent variable, can be examined simultaneously. When a series of Pearson product-moment r 's are computed between a criterion and a set of variables considered to be predictors of the criterion, spurious conclusions are often obtained because the predictor variables are themselves inter-related rather than directly predictive of the criterion. In a partial correlation solution to the problem, these relationships among the predictor variables are considered in computing the correlation of each variable with the criterion.

1

The use of multiple regression analysis has been recommended by Ward (1962) because it reduces the danger of piecemeal research and facilitates the investigation of broad problems.

The multiple correlation program yields the following statistics: the beta weights of all predictor variables, a test of significance for each beta weight, and the partial correlations between each predictor and the criterion.

Analysis of Variance Statistics

The UNEQI routine (Ruble, Kiel & Rafter, 1966 b) was used to calculate the one-way analysis of variance statistics. This program is designed to handle unequal frequencies occurring in the various categories.

In addition to the analysis of variance tables, the frequency, sums, means, standard deviations, sums of squares, and sums of squared deviations of the mean were included for each category.

A two-way analysis of variance design for unequal n's was used to analyze group-sex interaction (Ruble, Paulson & Rafter, 1966). Since the samples were not equal in size or sex ratio within groups, an "adjusted mean" was computed on which to base all F tests. For convenience of computer programming the F statistic was used for testing of all mean differences, even though differences between two means are usually tested by the t statistic. Comparisons

of the F and t statistics have shown that results are the same for the t and F test procedure (Edwards, 1965).

An overall significant F may lead to rejection of the statistical hypothesis, but it is not known whether every mean is significantly different from every other mean when three or more are involved. In this study to determine the difference between treatment means, the F test for group comparisons is the usual one while the F test used to test for differences between the "adjusted means" of "pairs of groups" is equal to a two tailed t test while also fully accounting for the other experimental factor.

The approximate significance probability of the F statistic is also included in the computer print-out. This convenient figure enables the researcher to know if the F was significant without referring to a table. For example, if the number printed out was .05, the level of confidence, with appropriate degrees of freedom, would be .05 or less.

The Q^2 Statistic

A procedure for testing simplex approximation was suggested by Kaiser (1962, p. 155): "for scaling the variables of a Guttman simplex . . . the procedure . . . orders the variables. A measure of the goodness of fit of the scale to the data is suggested."

Two functions may be observed as performing in Kaiser's approach: (a) a sorting of virtually all possible

arrangements of data so as to generate the best empirically possible simplex approximation; and (b) an assignment of a descriptive statistic, " $\underline{Q}^2$," to specified matrices. The index $\underline{Q}^2$ is a descriptive one, with a range of 0.00 to 1.00.

A computer program was developed which (a) re-ordered the level members of each matrix, by Kaiser's procedure, so as to generate the best empirically possible simplex approximation; and (b) calculated $\underline{Q}^2$ for the hypothesized ordering and for the empirically best ordering of each matrix. The hypothesis (H-7) of the present study allows one to examine whether the six levels of the ABS: BW/WN-G form a simplex when tested level-by-level.

The next chapter will present the results of the study as they pertain to the acceptance or rejection of the research hypotheses stated in this chapter.

CHAPTER IV

RESULTS OF THE STUDY

This chapter contains the reliability analysis of the ABS:WN/BW-G and a statistical analysis of the data to confirm or disconfirm the research hypotheses stated in Chapter III. Hypotheses 1, 2, and 6 were analyzed using multiple correlation procedures as discussed in Chapter III. Hypotheses 3, 4, and 5 were analyzed using product-moment correlations. The Q^2 program yielded the results to test hypothesis 7.

Hoyt Analysis of Variance

The Hoyt analysis of variance technique is described by its author:

By subtracting the "among students" and the "among items" sums of squares from the total sum of squares, we have left the residual sum of squares which is used as the basis of estimating the discrepancy between the obtained variance and the true variance (1967, p. 110).

Hoyt (1967) indicates the split-half method of estimating reliability may result in deflated or inflated reliability coefficients. The Hoyt formula is also the equivalent to a Kuder-Richardson formula 20 estimate.

The reliability coefficients for each level of the ABS-BW/WN-G on the four groups of the present study are contained in Table 10.

Relating Attitudes and Contact

H-1: Persons who score high on the contact variables will score high on favorable attitudes toward the opposite racial group.

The hypothesis for contact and favorableness of attitudes toward the opposite racial group was supported in that the comparison of all contact variables (see variable list, Table 9) with all ABS-BW/WN-G levels for the total groups (Table 11) reveals multiple correlation coefficients that indicate a high positive relationship.

The partial correlation coefficients for the contact variables, using the total group for comparison (Table 11) denotes a significant positive correlation between the ABS-BW/WN-G personal action level and kind, amount, and enjoyment of contact with opposite racial group ($p < .006$), $p < .04$, and $p < .004$). The enjoyment variable was positively correlated across all ABS-BW/WN-G levels and reached significance in all but two levels. Positive correlations were obtained for all comparisons of Table 11 except for two levels on the "Gain" variable.

Multiple correlations for total female group (Table 12) and total male group (Table 13) between contact with opposite racial group and all levels of the ABS-BW/WN-G

TABLE 10.--Hoyt reliability coefficients for the ABS: WN/BW-G on four groups.

Level	1	2	3	4	5	6
EC ¹	62	62	75	70	78	71
RST-S ²	85	70	80	88	93	79
IO ³	22	43	55	47	32	46
IM ⁴	25	11	72	18	46	65

¹Employment Counselors

N = 100

²Regular School Teacher - Secondary level

N = 20

³Immigration Officials

N = 23

⁴West Indian Immigrants

N = 22

TABLE 11.--Multiple and partial correlations¹ between ABS:BW/WN-G and contact variables for total group.²

Independent Variable	Societal Stereotype		Societal Norm		Personal Moral Evaluation		Personal Hypothetical Action		Personal Feeling		Personal Action	
	r (sig)		r (sig)		r (sig)		r (sig)		r (sig)		r (sig)	
Kind	09 (25)		01 (88)		04 (60)		04 (59)		15 (07)		22 (006)	
Amount	03 (75)		03 (71)		09 (27)		09 (28)		19 (02)		17 (04)	
Avoidance	24 (003)		08 (33)		07 (36)		15 (06)		17 (04)		12 (13)	
Gain	07 (39)		11 (18)		04 (64)		-04 (62)		-04 (66)		09 (24)	
Enjoyment	06 (48)		14 (09)		25 (002)		21 (006)		18 (02)		23 (004)	
Multiple R	31 (001)		33 (001)		46 (001)		44 (001)		55 (001)		64 (001)	

¹Decimals omitted

²N = 161

TABLE 12.--Multiple and partial correlations¹ between ABS: BW/WN-G and contact variables for female total group.²

Independent Variable	Societal Stereotype r (sig)	Societal Norm r (sig)	Personal Moral Evaluation r (sig)	Personal Hypothetical Action r (sig)	Personal Feeling r (sig)	Personal Action r (sig)
Kind	-39 (004)	-01 (94)	-04 (79)	-05 (73)	-05 (70)	32 (02)
Amount	-17 (21)	05 (72)	15 (27)	-16 (25)	26 (06)	07 (63)
Avoidance	13 (37)	05 (72)	-10 (46)	-18 (19)	-06 (69)	20 (15)
Gain	36 (008)	08 (58)	-12 (40)	-004 (97)	-17 (22)	06 (69)
Enjoyment	11 (44)	05 (71)	21 (12)	39 (003)	20 (14)	08 (52)
Multiple R	50 (001)	21 (05)	37 (005)	40 (005)	46 (001)	61 (001)

¹Decimal omitted.

²N = 59.

TABLE 13.--Multiple and partial correlations¹ between ABS: BW/WN-G and contact variables for male total group.²

Independent Variable	Societal Stereotype r (sig)	Societal Norm r (sig)	Personal Moral Evaluation r (sig)	Personal Hypothetical Action r (sig)	Personal Feeling r (sig)	Personal Action r (sig)
Kind	-09 (40)	-03 (75)	03 (77)	02 (83)	23 (02)	17 (10)
Amount	02 (84)	-08 (42)	-07 (47)	08 (42)	08 (41)	21 (04)
Avoidance	05 (60)	-13 (20)	-05 (63)	07 (48)	06 (55)	-02 (87)
Gain	01 (95)	18 (09)	22 (03)	-002 (99)	12 (26)	09 (38)
Enjoyment	-04 (73)	16 (12)	20 (06)	11 (28)	11 (30)	30 (003)
Multiple R	11 (05)	27 (005)	36 (001)	25 (010)	46 (001)	59 (001)

¹Decimals omitted

²N = 100.

shows all comparisons to be positive and significant. However, when total female group (Table 12) partial correlations were considered, kind of contact was negatively related to all levels of the ABS-BW/WN-G except for the Personal Action level. Correlations across all contact variables except enjoyment of the Personal Hypothetical Behavior level for the total female group (Table 12) were also negative.

An interesting finding in relation to contact of both total female group (Table 12) and total male group (Table 13) was the significant positive ($p < 003$) correlation between enjoyment of contact and the Personal Hypothetical Behavior level for the female group and the significant positive ($p < 003$) correlation between enjoyment of contact and Personal Action level for the total male group.

The multiple correlations for the EC group (Table 14) between all contact variables and the separate levels of the ABS-BW/WN-G resulted in positive significant correlations across all levels. Significant positive partial correlations were found for the EC group (Table 14) between the Personal Action level and Kind ($p < 004$), Gain ($p < 0005$) and Enjoyment variable ($p < 006$), and between Enjoyment variable and levels Personal Moral Evaluation ($p < 006$), Personal Hypothetical Action ($p < 001$), Personal Feeling ($p < 02$), and Personal Action ($p < 006$).

TABLE 14.--Multiple and partial correlations¹ between ABS: BW/WN-G and contact variables for EC2 group.³

Independent Variable	Societal Stereotype	Societal Norm	Personal Moral Evaluation	Personal Hypothetical Action	Personal Feeling	Personal Action
	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)
Kind	-22 (04)	-01 (91)	-08 (43)	-05 (62)	15 (16)	30 (004)
Amount	-03 (81)	01 (91)	-02 (88)	-04 (74)	006 (95)	06 (59)
Avoidance	14 (19)	-10 (34)	-12 (26)	-07 (51)	-10 (33)	04 (68)
Gain	06 (55)	11 (30)	14 (18)	08 (41)	05 (67)	37 (0005)
Enjoyment	03 (76)	03 (78)	29 (006)	33 (001)	24 (02)	29 (006)
Multiple R	28 (005)	16 (05)	38 (001)	40 (001)	42 (001)	73 (001)

¹Decimals omitted

²Employment counselors.

³N = 100.

Multiple correlations for the RST-S group (Table 15) between all contact variables and the separate levels of the ABS-BW/WN-G yielded positive significant correlations across all levels. The only significant partial correlations for the RST-S group were between the kind of contact variable and Societal Stereotype level, avoidance variable and Sociatal Norm, Personal Hypothetical Action levels and enjoyment variable and Personal Action level.

The multiple correlations between all contact variables and the ABS-BW/WN-G for the IO group (Table 16) yielded significant positive correlations across all levels. The only significant partial correlation for the IO group was between the Societal Stereotype level and the gain variable. It was positive at the .03 level.

Multiple correlations for the IM group (Table 17) between all contact variables and separate levels of the ABS-BW/WN-G shows the relationships to be positive and significant. The partial coefficient between kind of contact and Societal Noem level was negative and significant at the $p < .02$ level while positive at $p < .05$ for the Personal Moral Evaluation level. The avoidance variable was positively related to the ABS-BW/WN-G Personal Action level ($p < .001$) while the gain variable was negatively related to the same level ($p < .0005$). The enjoyment variable was found to be significantly related to Societal Norm and Personal Moral Evaluation levels of the ABS-BW/WN-G. H-1

TABLE 15.--Multiple and partial correlations¹ between ABS: BW/WN-G and contact variables for RST-S2 group.³

Independent Variable	Societal Stereotype r (sig)	Societal Norm r (sig)	Personal Moral Evaluation r (sig)	Personal Hypothetical Action r (sig)	Personal Feeling r (sig)	Personal Action r (sig)
Kind	63 (02)	33 (24)	16 (58)	-06 (83)	11 (71)	-001 (99)
Amount	39 (17)	-41 (14)	-25 (40)	002 (99)	05 (87)	-01 (96)
Avoidance	12 (68)	53 (05)	34 (23)	65 (01)	46 (10)	15 (61)
Gain	-15 (61)	43 (12)	17 (55)	-06 (85)	10 (73)	-05 (87)
Enjoyment	16 (59)	06 (85)	06 (84)	-35 (22)	13 (65)	52 (05)
Multiple R	74 (001)	73 (001)	47 (05)	68 (001)	73 (001)	77 (001)

¹Decimal omitted.

²Regular School Teachers - Secondary.

³N = 20.

TABLE 16.--Multiple and partial correlations¹ between ABS: BW/WN-G and contact variables for IO2 group.³

Independent Variable	Societal Stereotype	Societal Norm	Personal Moral Evaluation	Personal Hypothetical Action	Personal Feeling	Personal Action
	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)
Kind	-10 (68)	-14 (58)	04 (88)	31 (21)	20 (43)	33 (18)
Amount	001 (99)	-16 (53)	19 (44)	01 (97)	10 (69)	17 (54)
Avoidance	06 (83)	-18 (49)	031 (21)	-40 (09)	-001 (99)	-06 (80)
Gain	51 (03)	33 (18)	-12 (65)	-28 (26)	09 (74)	-14 (57)
Enjoyment	-14 (59)	15 (55)	-05 (85)	04 (87)	09 (71)	18 (47)
Multiple R	54 (01)	40 (05)	37 (05)	47 (03)	32 (05)	43 (05)

¹Decimals omitted.

²Immigration Officials.

³N = 23.

1

TABLE 17.--Multiple and partial correlations¹ between ABS: BW/WN-G and contact variables for IM² group.³

Independent Variable	Societal Stereotype	Societal Norm	Personal Moral Evaluation	Personal Hypothetical Action	Personal Feeling	Personal Action
	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)
Kind	07 (80)	-57 (02)	49 (05)	18 (50)	25 (33)	29 (26)
Amount	-24 (36)	21 (42)	-06 (82)	06 (82)	35 (17)	39 (12)
Avoidance	-04 (87)	-16 (53)	-15 (55)	-05 (86)	-24 (36)	75 (001)
Gain	25 (32)	21 (42)	-45 (07)	-27 (29)	-27 (29)	-76 (0005)
Enjoyment	-38 (13)	62 (009)	64 (005)	32 (20)	05 (85)	-29 (25)
Multiple R	53 (01)	76 (001)	76 (001)	42 (05)	61 (005)	86 (001)

¹Decimal omitted.

²West Indian Immigrants.

³N = 22.

was supported; based on the significant positive multiple correlations between contact variables and all levels of the ABS-BW/WN-G scale.

Relating Attitudes and Change Orientation

H-2: Persons who score high on change orientation will score high on attitudes toward the opposite racial group.

The hypothesis for change orientation and attitudes toward the opposite racial group was supported based on the significant ($p < .001$) positive multiple correlations obtained in the comparisons of all change orientation variables across all levels of the ABS-BW/WN-G for the total group (Table 18).

Partial correlations between the child rearing variable and all levels of the ABS-BW/WN-G for the total group were significant and positive at $p < .0005$ except for the Personal Action level ($p < .02$).

The EC group obtained four significant multiple R 's between change orientation and the ABS-BW/WN-G; one at the Stereotypic level, one at the Personal Hypothetical Action level, another at the Personal Feeling level, and one at the Personal Action level ($p < .05$). Partial correlation comparisons indicated significant relationships between the change orientation variable of child rearing and three levels of the ABS-BW/WN-G (Table 19): Societal Stereotype at $p < .03$, Personal Hypothetical at $p < .006$, and Personal Feeling at $p < .001$.

TABLE 18.--Multiple and partial correlations¹ between ABS: BW/WN-G and change
orientation variables for total group.²

Independent Variable	Societal Stereotype	Societal Norm	Personal Moral Evaluation	Personal Hypothetical Action	Personal Feeling	Personal Action
	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)
Child Rearing	29 (0005)	30 (0005)	28 (0005)	35 (0005)	38 (0005)	19 (02)
Birth Control	24 (002)	15 (07)	25 (0002)	19 (02)	27 (0005)	24 (003)
Multiple R	41 (001)	36 (001)	40 (001)	42 (001)	49 (001)	33 (001)

¹Decimals omitted.

²N = 161.

TABLE 19.--Multiple and partial correlations¹ between ABS: BW/WN-G and change orientation variables for EC2 group.³

Independent Variable	Societal Stereotype	Societal Norm	Personal Moral Evaluation	Personal Hypothetical Action	Personal Feeling	Personal Action
	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)	r (sig)
Child Rearing	22 (03)	13 (18)	10 (30)	28 (006)	33 (001)	07 (54)
Birth Control	-05 (62)	-05 (65)	03 (78)	-05 (60)	001 (99)	16 (13)
Multiple R	23 (02)	15 (10)	11 (20)	29 (005)	33 (001)	16 (05)

¹Decimals omitted.

²Employment counselors.

³N = 100.

The multiple correlations for the RST-S group (Table 20) between all change orientation variables and the separate levels of the ABS-BW/WN-G yielded three significant correlations; one at the Societal Norm level ($p < .01$), one at the Personal Hypothetical Action level ($p < .05$), and another at the Personal Action level ($p < .02$). Partial correlations show progressive child rearing practices significantly correlated in a positive direction to the Societal Norm ($p < .02$) and Personal Action levels ($p < .05$) of the ABS-BW/WN-G.

Table 21 reveals attitude levels 1, 2, and 4 were most related to change orientation for the IO group. The multiple R of .43 between independent variables (change orientation) and the criterion (societal stereotypic) was significant at the $p < .05$ level. The multiple R of .30 between change orientation and the societal norm level as well as the multiple R between change orientation and Personal Hypothetical Action, were also significant at $p < .05$ level.

The IM group (Table 22) obtained three significant multiple R's between change orientation and levels of the ABS-BW/WN-G. Two at $p < .005$ for the Personal Moral Behavior and the Personal Action levels and one at $p < .02$ for the personal feeling level. Partial correlations show progressive child rearing practices significantly correlated ($p < .004$) in a positive direction to the Personal Moral Behavior level of the ABS-BW/WN-G.

TABLE 20.--Multiple and partial correlations¹ between ABS: BW/WN-G and change
orientation variables for RST-S2 group.³

Independent Variable	Societal Stereotype r (sig)	Societal Norm r (sig)	Personal Moral Evaluation r (sig)	Personal Hypothetical Action r (sig)	Personal Feeling r (sig)	Personal Action r (sig)
Child Rearing	-31 (23)	55 (02)	30 (24)	-03 (91)	22 (39)	48 (05)
Birth Control	-06 (82)	-15 (55)	12 (66)	-37 (14)	12 (64)	-23 (36)
Multiple R	32 (10)	57 (01)	32 (10)	38 (05)	25 (15)	53 (02)

¹Decimals omitted.

²Regular School Teachers - Secondary level.

³N = 20.

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TABLE 21.--Multiple and partial correlations¹ between ABS: BW/WN-G and change
orientation variables for IO2 group.³

Independent Variable	Societal Stereotype r (sig)	Societal Norm r (sig)	Personal Moral Evaluation r (sig)	Personal Hypothetical Action r (sig)	Personal Feeling r (sig)	Personal Action r (sig)
Child Rearing	-3 (90)	18 (44)	19 (42)	11 (64)	-04 (88)	-15 (52)
Birth Control	42 (06)	-28 (22)	-15 (52)	-32 (15)	01 (97)	-05 (82)
Multiple R	43 (05)	30 (05)	22 (10)	33 (05)	04 (80)	18 (10)

¹Decimals omitted

²Immigration Officials.

³N = 23.

TABLE 22.--Multiple and partial correlations¹ between ABS: BW/WN-G and change orientation variables for IM² group.³

Independent Variable	Societal Stereotype r (sig)	Societal Norm r (sig)	Personal Moral Evaluation r (sig)	Personal Hypothetical Action r (sig)	Personal Feeling r (sig)	Personal Action r (sig)
Child Rearing	-22 (34)	09 (70)	61 (004)	07 (77)	02 (93)	19 (41)
Birth Control	27 (25)	-04 (87)	-37 (11)	18 (44)	33 (16)	34 (15)
Multiple R	28 (10)	10 (50)	63 (005)	33 (10)	46 (02)	60 (005)

¹Decimals omitted.

²West Indian Immigrants.

³N = 22.

Relating Attitudes and Efficacy

H-3: Persons who score high on efficacy will score high on favorable attitudes toward the opposite racial group.

The significant positive relationship (Table 23) between efficacy and levels 1 and 4 of the ABS-BW/WN-G lend support to H-3. The items contributing to the efficacy scores are contained in the Life Situation scale (see Appendix). Correlations of .22 and .73 between efficacy and the Personal Hypothetical Action level of the ABS-BW/WN-G were significant for the EC and RST-S groups respectively ($p < .03$ and $p < .005$). These findings illustrate one of the benefits of using facet analysis in scale construction. The ability to tap different levels of an attitude gives the researcher more understanding of the relationships between certain variables. In regard to H-3, more sense of control of one's environment may influence hypothetical behavior but have no effect on that individual's personal behavior. H-3 was confirmed.

Relating Attitudes and Demographic Variables

H-4: Age will be negatively related to favorable attitudes toward the opposite racial group.

The significant positive relationship (Table 24) between age and Societal Norm, Personal Moral Evaluation, Personal Hypothetical Action, and Personal Feeling levels of the ABS-BW/WN-G for the total group are findings opposite

TABLE 23.--Correlations and significance levels between the six ABS: BW/WN - G
attitude levels and efficacy for the samples.

Level	Efficacy (content)					Total group
	Stat.	E.C.	RST-S	IO	IM	
1	r (sig)	19 (06)	11 (65)	02 (92)	11 (61)	14 (08)
2	r (sig)	04 (70)	20 (39)	31 (14)	-31 (15)	06 (44)
3	r (sig)	-05 (63)	36 (12)	01 (95)	-19 (39)	-02 (78)
4	r (sig)	22 (03)	73 (0005)	-20 (35)	-34 (12)	19 (02)
5	r (sig)	14 (18)	52 (02)	03 (90)	-36 (09)	08 (30)
6	r (sig)	11 (27)	09 (71)	-05 (82)	-16 (47)	04 (58)



TABLE 24.--Correlations and significance levels between the six ABS: BW/WN - G
attitude levels and age for samples.

Level	Age					Total group
	Stat.	E.C.	RST-S	IO	IM	
1	r (sig)	26 (009)	-01 (98)	14 (50)	-30 (15)	07 (38)
2	r (sig)	43 (0005)	-07 (78)	26 (22)	14 (52)	27 (001)
3	r (sig)	09 (38)	-13 (57)	16 (46)	24 (27)	14 (07)
4	r (sig)	20 (05)	-27 (25)	06 (79)	09 (69)	18 (02)
5	r (sig)	25 (01)	-08 (74)	02 (91)	-12 (59)	20 (01)
6	r (sig)	08 (42)	-04 (87)	04 (87)	-53 (01)	-08 (31)

to that predicted. A significant correlation in the direction of the hypothesis was found for the IM group at the Personal Action level. H-4 was not confirmed.

H-5: Amount of education will be positively related to favorable attitudes toward the opposite racial group.

The data indicate, when the total group is considered, significant relationship between amount of education and levels 2, 4, and 5 of the ABS-BW/WN-G (Table 25); findings opposite to that predicted. Observing the groups separately indicates the IM group responding as predicted at the Personal Action level. The same was true for H-4 where the only group who responded as predicted at level 6 was the IM group (Table 25). H-5 was not confirmed.

H-6: French speaking Canadians will not score as high as English speaking Canadians on favorable attitudes toward West Indian Negro Immigrants.

The significance tests results, as depicted in Table 26, failed to confirm completely H-6. As can be seen in Table 26, the differences between the means of both groups were significant and in the hypothesized direction for levels 3, 4, and 5. At level 1 the differences were in the direction opposite than was hypothesized. H-6 was partially confirmed.

TABLE 25.--Correlations and significance between the six ABS: BW/WN - G
attitude levels and amount of education for samples.

Level	Amount of Education					Total group
	Stat.	E.C.	RST-S	IO	IM	
1	r (sig)	-02 (83)	-23 (32)	09 (67)	-23 (29)	03 (70)
2	r (sig)	-31 (002)	02 (93)	-08 (70)	07 (75)	-21 (007)
3	r (sig)	-18 (08)	16 (51)	03 (88)	09 (67)	-11 (15)
4	r (sig)	-17 (09)	-15 (52)	-10 (64)	04 (85)	-15 (06)
5	r (sig)	-22 (03)	-08 (75)	-15 (48)	04 (85)	-19 (01)
6	r (sig)	-01 (95)	19 (41)	-36 (08)	41 (05)	002 (98)

TABLE 26.--Sample size, means, standard deviations, and significance test results for English and French speaking sample groups¹ on the ABS-BW/WN-G.

Level	English Speaking			French Speaking			t
	N	M	S.D.	N	M	S.D.	
1	56	13.32	1.8	81	14.09	1.8	-2.03
2	56	14.62	2.7	81	14.38	2.6	.54
3	56	19.01	2.5	81	17.27	2.7	3.95*
4	56	19.06	2.0	81	18.23	2.5	1.82*
5	56	19.47	2.1	81	17.34	1.7	6.27*
6	56	15.51	4.5	81	14.63	4.4	1.25

¹EC RST-S IO.

* Sig. at .05.

Relating Attitudes and Multidimensionality

H-7: The attitude data from the samples will form a Guttman simplex.

The results from the four sample groups (Table 27) form an approximate simplex as predicted from Table 5. Examination of Matrices 27.1, 27.3, 27.5 and 27.7 in Table 27 indicates that correlations between the six levels decrease in relation to the number of steps two levels are removed from each other.

The $\underline{Q}^2$ value for the EC original matrix (Matrix 27.1) was .91 compared with a best $\underline{Q}^2$ value of .92 (Matrix 27.2). The original EC matrix (Matrix 27.1) had two reversals of level correlations.

Matrix 27.3 for the RST-S group reveals the original matrix $\underline{Q}^2$ value to be .65 while the best order $\underline{Q}^2$ value (Matrix 27.4) was .93, a difference of .28. There were five reversals in the original matrix. The ordered matrix (Matrix 27.4) increased the $\underline{Q}^2$ value by .28 and left the matrix with two less reversals.

The $\underline{Q}^2$ value of .76 for the original IO matrix (Matrix 27.5) was identical to the best ordered matrix (Matrix 27.6). Both had five reversals.

The $\underline{Q}^2$ value for the original IM matrix (Matrix 27.7) was .54. The best $\underline{Q}^2$ matrix (Matrix 27.8) value was .85, an increase of .31 over the original matrix. There were six reversals in the original matrix and five in the best ordered one.

TABLE 27.--Analysis of simplex correlations¹ of the ABS- BW/WN-G for the samples.²

Descriptive Term	EC - 99 Sample ³						RST-S 20 Sample ⁴						IO - 23 Sample ⁵						IM - 22 Sample ⁶					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Societal Stereotype	1	--	--	--	--	--	Original Q ² = .91	--	--	--	--	--	Original Q ² = .65	--	--	--	--	--	Original Q ² = .76	--	--	--	--	Original Q ² = .54
Societal Norm	2	23	--	--	--	27.1	matrix	17	--	--	--	27.3	matrix	27	--	--	--	27.5	matrix	01	--	--	--	27.7
Personal Moral Evaluation	3	02	41	--	--	--	--	24	37	--	--	--	--	06	39	--	--	--	--	01	25	--	--	--
Personal Hypothetical Action	4	15	39	57	--	--	--	07	18	60	--	--	--	07	23	72	--	--	--	26	13	63	--	--
Personal Feeling	5	01	35	38	43	--	--	41	34	34	19	--	--	03	31	61	61	--	--	21	13	20	33	--
Personal Action	6	05	12	17	20	26	--	31	57	30	13	32	--	33	06	01	27	33	--	30	22	05	04	28
Societal Stereotype	1	--	--	--	--	--	Best Q ² = .92	--	--	--	--	--	Best Q ² = .93	--	--	--	--	--	Best Q ² = .76	--	--	--	--	Best Q ² = .85
Societal Norm	2	23	--	--	--	27.2	matrix	41	--	--	--	27.4	matrix	27	--	--	--	27.6	matrix	30	--	--	--	27.8
Personal Moral Evaluation	3	15	39	--	--	--	--	31	32	--	--	--	--	06	39	--	--	--	--	21	28	--	--	--
Personal Hypothetical Action	4	02	41	57	--	--	--	17	34	57	--	--	--	07	23	72	--	--	--	26	04	33	--	--
Personal Feeling	5	01	35	43	38	--	--	24	34	30	37	--	--	03	31	61	61	--	--	01	22	14	13	--
Personal Action	6	05	12	20	17	26	--	07	19	13	18	60	--	33	06	01	27	33	--	01	05	20	63	25

¹Reversals are underlined.²See text for sample description.³Critical value of $\bar{r}$ at .05 level = .19⁴Critical value of $\bar{r}$ at 0.5 level = .42⁵Critical value of $\bar{r}$ at .05 level = .38⁶Critical value of $\bar{r}$ at .05 level = .39.

The simplex results of Table 27 lend support to an hypothesis of an invariate structure between the six scale levels of the ABS-BW/WN-G.

CHAPTER V

SUMMARY AND CONCLUSIONS

The thrust of this chapter will be to: review the purpose, methodology and results of the study; discuss the results of the study as they relate to each of the hypotheses; and finally, to posit implications for further research.

Summary of the Study

Purpose

One of the major aims of this study was to investigate the relationships between certain contact variables and the attitudes toward the opposite racial group held by four groups. These included Employment Counselors, Regular School Teachers, Immigration Officials, and West Indian Immigrants. Another purpose was to assess the predictive validity of hypothesized determinants of attitudes, including demographic, efficacy, and ethnic factors. Added to these substantive aims a procedure was used for testing for simplex approximation.

Instrumentation

A research instrument based on facet analysis was developed by Jordan and Hamersma (1969) called the Attitude Behavior Scale-Black/White (ABS-BW).

This scale consisted of six levels, each corresponding to a certain level of the hypothesized attitude universe. Following the criteria for scale construction set forth by Magnuson (1966, p. 207), those items correlating highest with the total score for each level but having low correlations with each other were included in a scale ABS-BW-G (see appendix B).

Included in the total research with the attitude scale were items that tapped the predictor variables of the study (see Chapter III); which Jordan (1968) has labelled determinants of attitudes: demographic, socio-psychological, and contactual.

The instrument was adapted for use in Canada and translated into French for the Quebec sample.

Design and Analysis Procedure

The present research sampled four groups from two Canadian cities. The Employment Counselor sample contained 100 subjects, the Regular School Teachers sample 20, the Immigration Officials sample 23, and the West Indian Immigrant sample 22. The language distribution for the Canadian sample showed a breakdown of 80 French speaking and 63 English speaking.

The determinants of attitudes were represented by 28 independent variables (see Table 9) which were inter-correlated with content scores of the criterion (ABS-BW/WN-G) across each level. This facilitated testing six hypotheses

using simple correlation, multiple correlation, and one and two-way analysis of variance statistical techniques.

Research Findings and Suggestions for Further Research

The results of this study indicate that efficacy, contact, change orientation and certain demographic variables were effective predictors of attitudes toward the opposite racial group.

The contact variables as a set, were predictive of positive attitudes toward the opposite racial group. More specifically, enjoyment of contact and ease of avoidance of contact were most predictive of positive attitudes. Amount of contact per se was not indicative of positive attitudes. In some cases, kind of contact was predictive of negative attitudes.

Change orientation was found to be a significant predictor of positive attitudes toward the opposite race, but only at certain levels; Societal Norm, Personal Moral Behavior, and Personal Hypothetical Behavior.

English speaking Canadians showed more positive attitude toward West Indian Immigrants but this was evident only at certain levels of the ABS-BW/WN-G.

Support was given to the use of facet analysis in scale construction since the four simplex matrices formed a simplex as predicted. This finding also lends support to the multidimensional structure of attitudes.

Discussion

The following section deals with a summary of each of the substantive hypotheses as well as a discussion of unexpected findings.

Relating Attitudes and Contact

H-1: The use of multiple correlation allowed a comparison between all contact variables taken together and the six levels of the ABS-BW/WN-G. Also, the partial correlations show the effects of each individual contact variable on the ABS-BW/WN-G.

The findings presented in Chapter IV give added weight to the assertion that over-all contact is an important determinant of attitudes. The sensitivity or ability of the ABS-BW/WN-G to tap this determinant is pointed out in Table 11 by the fact that, based on multiple R's for the total group, all levels showed correlations significant at $p < .001$.

The multiple R's between the ABS-BW/WN-G and contact for individual groups reveals some interesting findings. The IO had less favorable attitudes across all levels of the ABS-BW/WN-G, in relation to all elements of the contact variable, than the EC or RST-S groups. The IO have more contact per se with West Indian Immigrants but it is as administrators of Immigration Laws, thereby rendering the contacts not always agreeable, while the contacts of the other groups are more of a voluntary nature. This brings

up a point that was found in other studies (Hamersma, 1969; Morin, 1969): it is not as much the amount of contact as the enjoyment or the possibility of avoidance that is a predictor of positive attitudes.

An examination of the partial correlations reveals the varying influence of different specific contact variables on different levels of the ABS-BW/WN-G.

Kind of contact was not associated with favorable attitudes toward the opposite racial group for all groups, in fact, in the case of the EC and female total group, the relationship was significantly negative at the stereotypic level of the ABS-BW/WN-G. Evidently, contact alone is not conducive to favorable attitudes. The contact variables most conducive to favorable attitudes were ease of avoidance and enjoyment of the contact (Table 11-17). Favorable attitudes toward the opposite racial group for these samples is a function of the availability of alternative rewarding opportunities and the enjoyment of the contact; no matter how frequent.

These results show that because of the complexity of attitude development, it is necessary to assess more specific contactual elements besides frequency of contact and also an attitude scale must be able to discriminate between the level or quality of attitudes held by different groups.

Relating Attitudes and Change Orientation

H-2: Change orientation was significantly positively correlated with the attitudes of the sample toward the opposite racial group. This finding gives credence to the hypothesis that the attitudes a person holds toward change are a useful predictor of that person's attitudes toward a broad array of attitude objects.

Progressive child rearing practices was a strong predictor of positive attitudes toward the opposite racial group. This finding gives support to the theory that persons who are open to new experiences and innovation will have more positive attitudes toward a wider variety of objects or events in their environment.

For the total group, birth control was a significant indicant of positive attitudes toward the opposite racial group, at all levels of the ABS-BW/WN-G, except for the Societal Norm level. The finding may indicate that this sample feels that birth control should be a personal question when race is involved and not the domain of Societal Norms.

Change orientation was a significant predictor of positive Societal attitudes toward the West Indian Immigrants for the IO group. This relationship between change orientation variables and attitudes for the Immigration Officials may reflect that this group draws a distinction between their Personal Action attitudes and the Societal attitudes represented by Immigration laws.

For the IM group, change orientation was significantly related to levels 3, 5, and 6 of the ABS-BW/WN-G. These levels are on the behavioral end of the attitude continuum which indicates that change orientation is a good predictor of a person's feelings and behavior toward the opposite racial group.

The partial correlations show that birth control was not related to any level of the ABS-BW/WN-G for the Regular School Teachers. It must be noted that the RST-S sample was predominantly Catholic and agreement with birth control practices is a sharp deviation from Catholic dogma.

Agreement with progressive child rearing practices for this group was a significant predictor of positive personal action attitudes toward the opposite racial group.

Relating Attitudes and Efficacy

H-3: The variable efficacy purported to measure the amount of control one feels he has over his environment. An inspection of the individual levels of the ABS-BW/WN-G in relation to efficacy reveals that levels 1 and 4 were significantly predicted. These levels are more cognitive in nature and less personal or behavioral. The absence of significant relationships at the behavioral levels may reveal that the sense of control is also only at the cognitive level.

Relating Attitudes and Demographic Variables

H-4: Age seems to be related to a greater awareness of what society wants and what one's hypothetical behavior and feelings are but has little effect on the personal overt actions of that person toward the opposite race. Possibly because of the treatment received in the hands of Whites, the older West Indian Immigrant demonstrated negative behavioral attitudes toward the opposite race.

Increase in age was associated with positive societal attitudes for the EC sample but was not carried over to the personal action level.

H-5: The hypothesis that amount of education would be positively related to favorable attitudes toward the opposite racial group was rejected. Significant findings at levels 2 and 5 show that amount of education is negatively related to positive attitudes. This finding is especially difficult to interpret with regards to the EC group. The result implies that amount of education per se is not necessarily conducive to positive attitudes towards the opposite race.

One explanation that could account for this negative relationship is that the employment counselor may see more threat, with regards to the labor market, with the arrival of new immigrants. This also confirms Jordan's (1969) contention that attitudes have an affective-value-contactual base rather than a cognitive-knowledge one.

H-6: The order of favorableness predicted was found for the personal behavioral levels 3, 4, 5, and 6. The basis or rationale for this directional hypothesis was that French speaking Canadians, being a minority in Canada, would react negatively to an English speaking minority of West Indian Immigrants. That the order predicted was not found at the societal levels may tend to indicate that the French speaking Canadians are sensitive to the positive attitudes of others (stereotypic level), they are aware of societal norms; however, their day-to-day personal life as a minority requires security which new arrivals render more difficult to attain. This may explain the positive attitudes of the English speaking Canadians who, at the personal behavioral levels, do not feel threatened. The PEP studies reported by Daniel (1968) found that in England, the Cypriot Immigrants had more negative attitudes toward the West Indian Immigrant than the British. Both minority groups were competing for the same jobs and the same housing.

Relating Attitudes and Multidimensionality

H-7: The matrices displayed in Table 27, arranged according to Jordan's (1968) six level theory, reveal the correlations between the six levels of the ABS-BW/WN-G form a simplex for each group sampled. Confirmation of H-7 was arrived at using visual and Q^2 analysis (Kaiser, 1962).

For confirmation or disconfirmation of the multi-dimensional quality of attitudes, research closely related to this study (Erb, 1969; Hamersma, 1969; Jordan, 1968) relied on visual inspection. Visual inspection focused on whether or not the hypothesized attitude levels closest together correlated, higher than levels farther apart (contiguity hypothesis). Visual inspection of Table 27 shows, with a few exceptions for each group, that those levels closest together do correlate higher than levels farther apart.

One method of simplex analysis developed by Kaiser (1962) was applied by Maierle (1969) and Morin (1969). Maierle attempted to determine if items used in each scale corresponding to an attitude level actually resulted in a progression or if such a progression could be accounted for by response set or order of administration. Both Maierle and Morin used Kaiser's method of simplex analysis which takes a simplex and generates the best empirically possible simplex approximation by sorting or reordering the levels. The original hypothesized simplex and the best ordered simplex are assigned a descriptive statistic, $\underline{Q}^2$, with a range of 0.00 to 1.00. Maierle administered the levels randomly and in the hypothesized six-scale order. The analysis revealed that the $\underline{Q}^2$ values for the randomly administered, randomly ordered matrices were less than the $\underline{Q}^2$ values for hypothetically ordered matrices.

The Q^2 value obtained for each group (Table 27) in the present study indicates little difference between the hypothesized level order and the best simplex approximation for the EC and IO group.

Recommendation for Further Research

Cross-Cultural Research

Jordan (1968, 1969) combined data from different cross-cultural studies. The data collected in the present study along with similar data collected in other cultures should be combined in a larger cross-cultural study aimed at determining whether or not: (a) the ABS-BW/WN-G is a useful criterion when used cross-culturally; (b) equivalency of meaning and relevancy are problems when the ABS-BW/WN-G is used in diverse cultural settings; and (c) efficacy, change orientation, contact, and demographic variables are predictive cross-culturally of attitudes toward racial differences.

Attitude Change Experiments

The ABS-BW/WN-G should be used as a criterion in a study designed to determine if some experimentally manipulated treatment is able to change attitudes of randomly selected persons towards the opposite racial group. Such a study could use a posttest-only control group design:

R	X	O ₁
R		O ₂

Sampling

Although random subject selection and assignment was attempted in the present study, such an effort was not as successful as would have been desired. Some of the problems encountered could have been avoided if for example local authorities had been contacted well in advance. In order to facilitate this initial contact, it was found that if one comes with references from persons known by the local authorities and if the research plans and experimental subjects needs are made known by the person, then many problems of subject selection can be avoided.

Statistical Analysis

The method of simplex analysis developed by Kaiser (1962), the Q^2 , is an improvement over visual inspection of simplex approximation, but some aspects of simplex analysis are not verified. More specifically, Maierle (1969) states that greater attention should be given to such factors as the effects of correlation magnitude on the simplex and the effect of equal and unequal spacing among simplex matrix entries.

Replication

The present study could be replicated with ease in several other areas of Canada. This study was limited to the metropolitan areas of Montreal and Toronto. Findings from a study carried out in other parts of Quebec and/or

Canada would facilitate testing the credibility of the findings in the present study as well as testing the stability and the dependability of the ABS-BW/WN-G and its French translation.

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APPENDICES

APPENDIX A

STATISTICAL MATERIAL

TABLE 28.--N's, means, and standard deviations for Employment Counselors, School Teachers, Immigrant Officials, and West Indian Immigrant samples on 12 dependent and 14 independent variables.¹

FRECHETTE STUDY 3R 1									
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	STD DEV
VAR 1	95	13.295	1.896	VAR 2	95	13.916	2.688	VAR 8	17.832
VAR 4	95	18.453	2.230	VAR 5	95	18.109	2.029	VAR 6	14.021
VAR 7	95	23.463	3.313	VAR 8	95	29.928	2.982	VAR 9	1.680
VAR 10	95	3.863	1.145	VAR 11	95	1.400	0.626	VAR 12	2.585
VAR 13	95	3.989	0.844	VAR 14	94	3.149	0.803	VAR 18	3.389
VAR 16	94	2.096	1.027	VAR 17	95	3.547	1.493	VAR 18	3.779
VAR 19	95	1.979	1.611	VAR 20	95	3.709	1.383	VAR 24	3.684
VAR 22	95	1.579	0.496	VAR 23	94	3.777	0.906	VAR 24	3.684
VAR 25	95	3.242	1.039	VAR 26	95	2.632	0.957	VAR 24	2.064
									0.353
FRECHETTE STUDY 3R 2									
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	STD DEV
VAR 1	19	14.684	1.003	VAR 2	19	14.023	2.415	VAR 8	17.263
VAR 4	19	17.474	2.875	VAR 5	19	17.421	1.805	VAR 6	15.105
VAR 7	19	23.421	4.538	VAR 8	19	20.789	3.794	VAR 9	1.882
VAR 10	19	2.316	0.749	VAR 11	19	1.579	0.507	VAR 12	2.105
VAR 13	19	4.474	0.612	VAR 14	19	3.263	0.733	VAR 18	3.316
VAR 16	18	2.167	0.924	VAR 17	19	2.842	1.573	VAR 18	3.632
VAR 19	19	2.158	1.803	VAR 20	19	3.526	1.611	VAR 24	2.579
VAR 22	19	1.000	0.000	VAR 23	19	3.579	1.170	VAR 24	1.000
VAR 25	19	3.421	0.961	VAR 26	19	2.000	0.000		
FRECHETTE STUDY 3R 3									
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	STD DEV
VAR 1	23	13.478	1.675	VAR 2	23	14.609	2.589	VAR 3	16.783
VAR 4	23	17.609	2.518	VAR 5	23	17.000	1.706	VAR 6	14.391
VAR 7	23	24.348	3.009	VAR 8	23	29.478	3.246	VAR 9	1.739
VAR 10	23	3.174	1.230	VAR 11	23	1.565	0.896	VAR 12	2.304
VAR 13	23	4.348	0.714	VAR 14	23	3.174	0.778	VAR 18	3.391
VAR 16	22	1.727	0.985	VAR 17	23	2.826	1.154	VAR 18	3.913
VAR 19	23	1.261	0.915	VAR 20	23	4.043	1.296	VAR 24	3.783
VAR 22	23	1.043	0.209	VAR 23	23	3.070	1.100	VAR 24	2.000
VAR 25	23	3.391	0.941	VAR 26	23	2.150	0.626		
FRECHETTE STUDY 3R 4									
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	STD DEV
VAR 1	21	12.714	1.875	VAR 2	21	14.714	1.953	VAR 3	17.571
VAR 4	21	17.810	1.750	VAR 5	21	17.714	1.978	VAR 6	16.982
VAR 7	21	23.000	3.755	VAR 8	21	29.667	3.152	VAR 9	1.571
VAR 10	21	2.905	1.179	VAR 11	21	2.429	1.165	VAR 12	3.048
VAR 13	21	3.571	0.870	VAR 14	21	3.190	0.602	VAR 15	3.433
VAR 16	21	3.095	0.944	VAR 17	21	4.667	0.577	VAR 18	4.000
VAR 19	21	2.714	1.384	VAR 20	21	3.667	1.065	VAR 21	3.238
VAR 22	21	2.952	1.687	VAR 23	21	3.952	0.973	VAR 21	3.238
VAR 25	21	2.476	1.401	VAR 26	20	3.250	1.682	VAR 24	3.750

¹See variable list (Table 9).

1

TABLE 29.--N's, means, and standard deviations for total female group, total male group and total group samples on 12 dependent and 14 independent variables.¹

FRECHETTE ST:IDY 3R F											
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV
VAR 1	58	13.121	2.153	VAR 2	58	13.569	2.596	VAR 3	58	17.966	2.954
VAR 4	58	18.172	2.169	VAR 5	58	17.862	1.924	VAR 6	58	17.966	4.238
VAR 7	58	22.862	3.348	VAR 8	58	20.466	2.975	VAR 9	58	1.000	0.000
VAR 10	58	3.456	1.173	VAR 11	58	1.862	1.034	VAR 12	58	2.767	1.124
VAR 13	58	4.103	0.852	VAR 14	58	3.034	0.748	VAR 15	58	0.996	0.996
VAR 16	58	2.207	1.120	VAR 17	58	3.638	1.575	VAR 18	58	3.431	0.958
VAR 19	58	2.017	1.516	VAR 20	58	3.931	1.241	VAR 21	58	3.655	1.358
VAR 22	58	1.879	1.171	VAR 23	57	3.947	0.971	VAR 24	58	3.724	0.854
VAR 25	58	3.224	1.044	VAR 26	58	2.586	1.060		57	2.298	0.925
FRECHETTE ST:IDY 3R M											
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV
VAR 1	99	13.306	1.630	VAR 2	99	14.404	2.495	VAR 3	99	17.323	2.660
VAR 4	99	18.040	2.386	VAR 5	99	17.788	2.027	VAR 6	99	17.899	4.889
VAR 7	99	23.677	3.559	VAR 8	99	20.990	3.196	VAR 9	99	2.000	0.000
VAR 10	99	3.444	1.263	VAR 11	99	1.414	0.606	VAR 12	98	2.499	0.892
VAR 13	99	4.030	0.839	VAR 14	98	3.214	0.777	VAR 15	99	3.394	0.698
VAR 16	96	2.188	1.029	VAR 17	99	3.465	1.409	VAR 18	99	3.838	1.283
VAR 19	99	1.949	1.574	VAR 20	99	3.596	1.421	VAR 21	99	3.566	0.969
VAR 22	99	1.405	0.734	VAR 23	99	3.697	0.974	VAR 24	98	2.061	0.895
VAR 25	99	3.182	1.119	VAR 26	98	2.582	1.064				
FRECHETTE ST:IDY 3R T											
NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV	NAME	N	MEAN	STD DEV
VAR 1	158	13.335	2.018	VAR 2	158	14.057	2.594	VAR 3	158	17.462	2.901
VAR 4	158	18.006	2.520	VAR 5	158	17.709	2.387	VAR 6	157	14.529	4.605
VAR 7	158	23.266	3.778	VAR 8	158	20.715	3.269	VAR 9	157	1.631	0.484
VAR 10	157	3.452	1.227	VAR 11	157	1.580	0.817	VAR 12	157	2.548	0.964
VAR 13	157	4.057	0.842	VAR 14	156	3.147	0.769	VAR 15	158	3.380	0.654
VAR 16	154	2.195	1.061	VAR 17	157	3.529	1.470	VAR 18	157	3.771	1.310
VAR 19	158	1.968	1.545	VAR 20	157	3.720	1.363	VAR 21	157	3.637	0.928
VAR 22	157	1.637	0.935	VAR 23	157	3.783	0.976	VAR 24	156	2.147	0.907
VAR 25	157	3.197	1.089	VAR 26	156	2.583	1.059				

¹See variable list (Table 9).

TABLE 30.--Correlation matrix for Employment Counselor sample on 12 dependent and 14 independent variables.¹

[illegible]

¹See Table 9 for list of variables.

```

0,069
94
0,324

0,114 -0,007
95 94
0,265 0,947

-0,072 0,051 0,002
94 93 94
0,409 0,623 0,424

0,022 -0,022 0,190 0,302
95 94 95 94
0,034 0,032 0,063 0,001

-0,031 0,043 -0,032 0,110 0,121
95 94 95 94 95
0,765 0,675 0,754 0,249 0,237

-0,100 -0,040 0,054 0,493 0,337 0,003
95 94 95 94 95 95
0,065 0,697 0,590 0,001 0,001 0,421

-0,003 0,002 0,105 0,410 0,504 0,377 0,341
95 94 95 94 95 95 95
0,979 0,907 0,070 0,000 0,000 0,000 0,001

0,063 -0,050 0,005 0,162 0,221 0,229 0,191 0,240
95 94 95 94 95 95 95 95
0,943 0,073 0,405 0,114 0,030 0,024 0,061 0,014

0,142 0,107 0,261 0,430 0,444 -0,030 0,300 0,329 0,309
95 94 95 94 95 95 95 95 95
0,166 0,301 0,010 0,001 0,000 0,772 0,002 0,001 0,002

0,109 0,090 0,105 0,116 0,217 0,135 0,293 0,339 0,174 0,175
94 93 94 93 94 94 94 94 94 94
0,291 0,074 0,307 0,263 0,034 0,109 0,015 0,001 0,091 0,009

0,074 -0,110 -0,102 -0,074 -0,066 0,032 -0,100 -0,091 0,037 -0,093 -0,009
94 93 93 94 94 94 94 94 94 94 94
0,474 0,200 0,324 0,462 0,523 0,755 0,291 0,377 0,723 0,369 0,307

-0,143 -0,042 0,030 0,007 0,227 -0,131 -0,016 0,102 -0,076 -0,009 -0,115 0,076
95 94 95 94 95 95 95 95 95 95 94 94
0,163 0,603 0,773 0,945 0,029 0,201 0,076 0,320 0,457 0,306 0,265 0,463

-0,004 -0,011 0,247 0,166 0,269 -0,124 0,100 0,126 -0,001 0,476 0,190 -0,121 -0,091
95 94 95 94 95 95 95 95 95 95 94 94 95
0,414 0,916 0,015 0,105 0,000 0,227 0,065 0,219 0,992 0,001 0,063 0,239 0,374

VAR13 VAR14 VAR15 VAR16 VAR17 VAR18 VAR19 VAR20 VAR21 VAR22 VAR23 VAR24 VAR25

```

¹See Table 9 for list of variables.

[illegible]

```

0.202
19
0.388

0.410 -0.092
19 19
0.065 0.692

0.483 0.557 0.161
18 18 18
0.031 0.011 0.497

0.486 0.086 -0.004 0.376
19 19 19 18
0.029 0.710 0.987 0.102

0.071 0.219 -0.263 0.107 0.441
19 19 19 18 19
0.750 0.340 0.249 0.654 0.045

0.482 0.177 0.326 0.498 0.773 0.186
19 19 19 18 19 19
0.027 0.443 0.149 0.029 0.000 0.419

0.489 0.299 -0.011 0.498 0.736 0.591 0.505
19 19 19 18 19 19 19
0.065 0.187 0.961 0.02 0.000 0.009 0.019

0.550 0.007 0.366 0.493 0.401 -0.294 0.694 0.129
19 19 19 18 19 19 19 19
0.010 0.076 0.103 0.02 0.071 0.195 0.000 0.576

0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000
19 19 19 18 19 19 19 19 19
1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000

-0.094 0.201 0.351 0.168 -0.310 -0.339 -0.019 -0.112 -0.058 0.000
19 19 19 18 19 19 19 19 19 19
0.605 0.302 0.119 0.479 0.172 0.133 0.933 0.630 0.003 1.000

0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000
19 19 19 18 19 19 19 19 19 19
1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000

-0.350 0.149 -0.427 -0.054 -0.174 0.240 -0.169 0.020 -0.393 0.000 0.166 0.000
19 19 19 18 19 19 19 19 19 19 19
0.111 0.518 0.054 0.021 0.458 0.295 0.465 0.903 0.070 1.000 0.471 1.000

0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000
19 19 19 18 19 19 19 19 19 19 19
1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000

VAR13 VAR14 VAR15 VAR16 VAR17 VAR18 VAR19 VAR20 VAR21 VAR22 VAR23 VAR24 VAR25

```



```

0.295
23
0.152

0.313 0.244
23 23
0.127 0.240

-0.330 -0.230 0.015
22 22 22
0.115 0.763 0.944

0.353 0.084 0.106 0.008
23 23 23 22
0.084 0.485 0.615 0.972

-0.426 0.016 -0.014 0.279 0.021
23 23 23 22 23
0.033 0.930 0.940 0.107 0.922

0.272 -0.322 0.311 0.395 0.045 0.021
23 23 23 22 23 23
0.100 0.116 0.130 0.054 0.031 0.921

-0.164 -0.008 -0.144 0.003 0.240 0.144 -0.010
23 23 23 22 23 23 23
0.432 0.970 0.493 0.700 0.231 0.493 0.962

-0.196 0.307 0.101 -0.201 -0.360 0.178 -0.507 -0.276
23 23 23 22 23 23 23 23
0.349 0.056 0.630 0.104 0.071 0.396 0.002 0.102

0.199 0.232 -0.146 0.062 0.411 0.191 -0.002 0.161 0.064
23 23 23 22 23 23 23 23 23
0.340 0.265 0.485 0.774 0.041 0.360 0.760 0.442 0.760

-0.113 0.134 0.012 -0.004 -0.090 0.091 -0.326 -0.060 0.108 0.224
23 23 23 22 23 23 23 23 23 23
0.990 0.923 0.993 0.905 0.668 0.664 0.112 0.777 0.360 0.202

0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000
23 23 23 22 23 23 23 23 23 23
1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000 1.000

-0.212 -0.159 0.200 -0.041 -0.106 0.342 -0.124 -0.052 0.120 -0.554 0.052 0.000
23 23 23 22 23 23 23 23 23 23 23 23
0.309 0.447 0.162 0.047 0.374 0.094 0.555 0.006 0.541 1.004 0.007 1.000

-0.106 -0.040 0.220 -0.165 0.222 0.015 -0.002 -0.007 0.064 -0.045 -0.172 0.000 0.141
23 23 23 22 23 23 23 23 23 23 23 23 23
0.013 0.017 0.274 0.441 0.207 0.942 0.760 0.972 0.760 0.829 0.410 1.000 0.901

VAR13 VAR14 VAR15 VAR16 VAR17 VAR18 VAR19 VAR20 VAR21 VAR22 VAR23 VAR24 VAR25

```

TABLE 33.--Correlation matrix for West Indian sample on 12 dependent and 14 independent variables.¹

[illegible]

¹See Table 9 for list of variables.

TABLE 34.--Correlation matrix for total female group on 12 dependent and 14 independent variables.¹

[illegible]

¹See Table 9 for list of variables.


```

0.134
0.102
0.019 0.092
0.009 0.004
-0.230 -0.010 0.099
0.010 0.022 0.002
-0.030 -0.001 0.040 0.405
0.006 0.040 0.012 0.000
-0.014 0.007 -0.007 0.051 0.127
0.007 0.040 0.009 0.022 0.007
-0.107 -0.010 0.099 0.450 0.427 0.002
0.007 0.024 0.001 0.000 0.000 0.416
0.006 0.015 0.047 0.007 0.447 0.072 0.351
0.009 0.009 0.042 0.005 0.000 0.000 0.000
0.003 -0.015 0.099 0.000 0.112 -0.012 0.000 0.040
0.076 0.054 0.024 0.433 0.063 0.206 0.428 0.009
-0.007 -0.009 -0.027 0.305 0.397 0.118 0.331 0.155 0.062
0.006 0.050 0.001 0.000 0.000 0.230 0.001 0.123 0.540
-0.007 0.003 0.007 0.015 0.037 0.003 0.150 0.147 0.039 0.141
0.012 0.410 0.000 0.001 0.715 0.410 0.110 0.143 0.701 0.167
-0.100 -0.100 0.040 -0.037 0.199 0.000 -0.100 -0.100 0.017 0.329 -0.004
0.023 0.007 0.000 0.720 0.047 0.097 0.320 0.099 0.000 0.404
-0.003 0.003 0.003 -0.003 0.007 0.021 -0.002 0.321 0.127 -0.173 -0.009 -0.104
0.003 0.003 0.003 0.734 0.000 0.007 0.417 0.035 0.207 0.004 0.326 0.005
-0.024 -0.007 0.007 0.077 0.007 -0.001 0.005 0.007 0.007 0.204 -0.000 0.002
0.025 0.410 0.000 0.404 0.000 0.045 0.390 0.000 0.000 0.770 0.000 0.420
VAR13 VAR14 VAR15 VAR16 VAR17 VAR18 VAR19 VAR20 VAR21 VAR22 VAR23 VAR24 VAR25

```

TABLE 36.--Correlation matrix for total group sample on 12 dependent and 14 independent variables.¹

[illegible]

¹See Table 9 for list of variables.

APPENDIX B

ATTITUDE BEHAVIOR SCALE - BW/WN-G

ATTITUDE BEHAVIOR SCALE - BW-G

DIRECTIONS

This booklet contains statements of how people behave in certain situations or feel about certain things. You yourself or other Black persons often behave in the same way toward Whites. You also have some general ideas about yourself, about other Black persons like you, and about Whites. Sometimes you feel or behave the same way toward everyone, and sometimes you feel or behave differently toward Whites.

This questionnaire has statements about ideas and about behavior. Each statement of this questionnaire is different from every other section, although some of the statements in each section are similar. Your answers in one section, therefore, may be the same as answers in another section, or your answers may differ from section to section. Here is a sample statement:

Sample 1

1. Other Blacks believe that Whites will get good jobs

1. less often than Blacks
2. about the same
3. more often than Blacks

If other Blacks believe that Whites have less chance than Blacks to get good jobs, you should circle the number 1 as shown above, or if you are using an MM answer sheet make a heavy dark line on the answer sheet between the two lines after the number as follows:

1. 1 2. 3. 4. 5.

DO NOT PUT YOUR NAME ON THE BOOKLET

by: Richard J. Hamersma
John E. Jordan
College of Education
Michigan State Univ.

* Adapted by:
Errol J. Frechette

ABS-1-UW-GDirections: Section 1

This section contains statements about ideas which most other Blacks have about Whites. Circle or fill in the number that indicates how other Blacks compare themselves with Whites. Please answer all questions.

Other Blacks believe the following things about Blacks as compared to Whites :

1. Blacks can be trusted with money

1. more than Whites
2. about the same as Whites
3. less than Whites

2. Black families are closely knit

1. more often than Whites
2. about as often as Whites
3. less often than Whites

3. Black's intellectual ability is

1. more than Whites
2. about the same as Whites
3. less than Whites

4. Blacks desire a higher education

1. more often than Whites
2. about as often as Whites
3. less often than Whites

5. Blacks help their neighbors

1. more than Whites
2. about the same as Whites
3. less than Whites

6. Black neighborhoods are safe

1. more often than White ones
2. about as often as White ones
3. less often than White ones

ABS-1-BW-G

Other Blacks believe the following things about Blacks as compared to Whites :

7. Blacks obey job rules and regulations
 1. more than Whites
 2. about the same as Whites
 3. less than Whites
8. Blacks enjoy working with Whites
 1. more than Whites do with Blacks
 2. about the same as Blacks
 3. less than Whites do with Blacks
9. Blacks ignore the rights of others
 1. less than Whites
 2. about the same as Whites
 3. more than Whites
10. Blacks drink when driving
 1. less than Whites
 2. about the same as Whites
 3. more than Whites
11. Blacks mis-use trial-by-jury
 1. less often than Whites
 2. about as often as Whites
 3. more often than Whites
12. Blacks vote for White candidates for public office
 1. more than Whites do for Blacks
 2. about the same as Whites
 3. less than Whites do for Blacks
13. Blacks are brave soldiers
 1. more often than Whites
 2. about as often as Whites
 3. less often than Whites
14. Blacks are careful with weapons
 1. more often than Whites
 2. about as often as Whites
 3. less often than Whites

ABS-II-BW-GDirections: Section II

This section contains statements about things which other Blacks like you may believe about Whites. Please choose the answer that indicates what you think others believe about Whites.

Most Blacks generally believe the following about Whites:

5. Blacks believe they can trust Whites with money
 1. disagree
 2. uncertain
 3. agree
6. Blacks believe that White families are as closely knit as their own
 1. disagree
 2. uncertain
 3. agree
7. Blacks believe the intellectual ability of Whites is the same as their own
 1. disagree
 2. uncertain
 3. agree
8. Blacks desire to share higher education with Whites
 1. disagree
 2. uncertain
 3. agree
9. Blacks like to help White neighbors
 1. disagree
 2. uncertain
 3. agree
10. Blacks believe that White neighborhoods are safe to live in
 1. disagree
 2. uncertain
 3. agree

AIS-II-LW-G

Most Blacks generally believe the following about Whites:

21. Blacks believe that Whites obey job rules and regulations the same as they do
 1. disagree
 2. uncertain
 3. agree
22. Blacks believe they enjoy working with Whites
 1. disagree
 2. uncertain
 3. agree
23. Blacks believe they ignore the rights of Whites
 1. disagree
 2. undecided
 3. agree
24. Blacks believe Whites drink when driving more than Blacks do
 1. agree
 2. uncertain
 3. disagree
25. Blacks believe in misuse of trial-by-jury when they deal with Whites
 1. agree
 2. uncertain
 3. disagree
26. Blacks believe in voting with Whites for White candidates for public office
 1. disagree
 2. uncertain
 3. agree
27. Blacks believe in being brave soldiers with Whites
 1. disagree
 2. uncertain
 3. agree
28. Blacks believe in being as careful with their weapons as Whites are
 1. disagree
 2. uncertain
 3. agree

AKS-III-IW-CDirections: Section III

This section contains statements about ways in which you yourself should act toward Whites. Please choose the answer that indicates how you feel you should act or believe.

In respect to Whites, do you yourself believe that it is usually right or usually wrong:

29. To trust Whites with money is
1. usually wrong
 2. undecided
 3. usually right
30. To expect White families to be as closely knit as Black ones is
1. usually wrong
 2. undecided
 3. usually right
31. To expect Whites intellectual ability to be the same as Blacks is
1. usually wrong
 2. undecided
 3. usually right
32. To expect Whites to desire a higher education as much as Blacks is
1. usually wrong
 2. undecided
 3. usually right
33. To expect Blacks to help White neighbors is
1. usually wrong
 2. undecided
 3. usually right
34. To expect Blacks to believe that White neighborhoods are safe for them is
1. usually wrong
 2. undecided
 3. usually right
35. To expect Blacks to obey job rules and regulations the same as Whites is
1. usually wrong
 2. undecided
 3. usually right

ABS-III-BW-G

In respect to Whites do you yourself believe that it is usually right or usually wrong:

36. To expect Blacks to enjoy working with Whites is
 1. usually wrong
 2. undecided
 3. usually right
37. To expect Blacks to ignore the rights of Whites is
 1. usually right
 2. undecided
 3. usually wrong
38. To expect Whites to drink more than Blacks do when driving is
 1. usually right
 2. undecided
 3. usually wrong
39. To expect Blacks to misuse trial-by-jury when they deal with Whites is
 1. usually right
 2. undecided
 3. usually wrong
40. To expect Blacks to vote with Whites for White candidates for public office is
 1. usually wrong
 2. undecided
 3. usually right
41. To expect Blacks to be brave soldiers with Whites is
 1. usually wrong
 2. undecided
 3. usually right
42. To expect Blacks to be as careful with their weapons as Whites is
 1. usually wrong
 2. undecided
 3. usually right

Directions: Section IV

This section contains statements about how you think you would act toward Whites. Choose the answer that indicates how you think you would act.

In respect to White person would you yourself:

43. I would trust Whites with money
1. no
 2. undecided
 3. yes
44. I would want my family to be as closely knit as White families are
1. no
 2. undecided
 3. yes
45. I would want the same intellectual ability as Whites
1. no
 2. undecided
 3. yes
46. I would want to have the same desire Whites do for a higher education
1. no
 2. undecided
 3. yes
47. I would help White neighbors
1. no
 2. undecided
 3. yes
48. I would want Black neighborhoods to be as safe as White ones
1. no
 2. undecided
 3. yes
49. I would obey job rules and regulations the same as Whites
1. no
 2. undecided
 3. yes

ABS-IV-BW-G

In respect to a White person would you yourself:

50. I would enjoy working with Whites
1. no
 2. undecided
 3. yes
51. I would ignore the rights of Whites
1. yes
 2. undecided
 3. no
52. I would drink when driving more than Whites do
1. yes
 2. undecided
 3. no
53. I would use trial-by-jury the same when dealing with Whites as with Blacks
1. no
 2. undecided
 3. yes
54. I would vote for a White candidate for public office
1. no
 2. undecided
 3. yes
55. I would expect Black soldiers and Whites ones to be equally brave
1. yes
 2. undecided
 3. no
56. I would want to be as careful with my weapons as I think Whites are
1. no
 2. undecided
 3. yes

ABS- V - BW-GDirections: Section V

This section concerns actual feelings that Black people may have about Whites. You are asked to indicate how you feel about the following statements.

How do you actually feel toward Whites:

7. When Blacks trust Whites with money I feel

1. bad
2. indifferent
3. good

8. When Blacks families are as closely knit as I think White families are I feel

1. bad
2. indifferent
3. good

9. When Blacks' intellectual ability is the same as Whites I feel

1. bad
2. indifferent
3. good

10. When Whites desire a higher education as much as Blacks do, I feel

1. bad
2. indifferent
3. good

11. When Blacks help White neighbors, I feel

1. bad
2. indifferent
3. good

12. When Blacks are safe in White neighborhoods, I feel

1. bad
2. indifferent
3. good

13. When Whites obey job rules and regulations with Blacks, I feel

1. dissatisfied
2. indifferent
3. satisfied

ABS-V-BW-G

How do you actually feel toward Whites:

64. When Whites enjoy working with Blacks, I feel
1. bad
 2. indifferent
 3. good
65. When the rights of Whites are ignored by Blacks, I feel
1. good
 2. indifferent
 3. bad
66. When Whites drink more than Blacks do when driving, I feel
1. good
 2. indifferent
 3. bad
67. When trial-by-jury is used the same with Whites and Blacks, I feel
1. angry
 2. indifferent
 3. happy
68. When Whites vote for Black candidates for public office, I feel
1. bad
 2. indifferent
 3. good
69. When Whites soldiers are not as brave as Blacks ones, I feel
1. good
 2. indifferent
 3. bad
70. When Blacks are as careful with their weapons as Whites are, I feel
1. dissatisfied
 2. indifferent
 3. satisfied

.AKS-VI-BW-GDirections: Section VI

This section concerns actual experiences you have had with Whites. Try to answer the following questions from the knowledge of your experience.

Experiences or contacts with Whites:

71. I have trusted Whites with money

1. no experience
2. no
3. uncertain
4. yes

72. I have seen that White families are as closely knit as Black ones

1. no experience
2. no
3. uncertain
4. yes

73. My intellectual ability is equal to the Whites I know

1. no experience
2. no
3. uncertain
4. yes

74. I have wanted a higher education as much as the Whites I have known

1. no experience
2. no
3. uncertain
4. yes

75. I have helped a White neighbor

1. no experience
2. no
3. uncertain
4. yes

76. I have felt safe in White neighborhoods

1. no experience
2. no
3. uncertain
4. yes

77. I have seen that Whites obey job rules and regulations when working with Blacks

1. no experience
2. no
3. uncertain

ALX:VF-1W-C

Experiences or contacts with Whites:

I have enjoyed working with Whites

1. no experience
2. no
3. uncertain
4. yes

I have seen that Blacks ignored the rights of Whites

1. no experience
2. yes
3. uncertain
4. yes

I have been drinking while driving more than I think Whites do

1. no experience
2. no
3. uncertain
4. yes

I have seen Whites misuse trial-by-jury with Blacks

1. no experience
2. yes
3. uncertain
4. no

I have seen that Whites vote for Black candidates for public office

1. no experience
2. no
3. uncertain
4. yes

I have seen that Blacks are braver soldiers than Whites

1. no experience
2. yes
3. uncertain
4. no

I have seen Whites who were as careful with their weapons as Blacks

1. no experience
2. no
3. uncertain
4. yes

ATTITUDE BEHAVIOR SCALE - ABS-BW-D

This part of the questionnaire deals with many things. For the purpose of this study, the answers of all persons are important.

Part of the questionnaire has to do with personal information about you. Since the questionnaire is completely anonymous or confidential, you may answer all of the questions freely without any concern about being identified. It is important to the study to obtain your answer to every question.

Please read each question carefully and do not omit any question. Please answer by circling the answer or marking the space on the IBM answer sheet.

85. Please indicate your sex.

1. Female
2. Male

86. Please indicate your age as follows:

1. Under 20
2. 21 - 30
3. 31 - 40
4. 41 - 50
5. 50 - over

87. What is your marital status?

1. Married
2. Single
3. Divorced
4. Widowed
5. Separated

88. What is your religion?

1. I prefer not to answer
2. Catholic
3. Protestant
4. Jewish
5. Other

89. Please indicate training level.

1. 6 years of school or less
2. 7 to 9 years of school
3. 10 to 13 years of school
4. Some college or university
5. A college or university degree

90. Some people feel that in bringing up children, new ways and methods should be tried whenever possible. Others feel that trying out new methods is dangerous. What is your feeling about the following statement?

"New methods of raising children should be tried whenever possible".

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

91. Family planning on birth control has been discussed by many people. What is your feeling about a married couple practicing birth control?

1. It is always wrong
2. It is usually wrong
3. It is probably all right
4. It is always right

92. The following questions have to do with kinds of experience you have had with Whites. If more than one experience applies, please choose the answer with the highest number.
1. I have read or studied about Whites through reading, movies, lecture or observation.
 2. A friend or relative is a White person.
 3. I have personally worked with Whites as a teacher, counselor, volunteer, child care, etc.
 4. Close friend or relative is married to a White.
 5. I am married to a White.
93. Considering all of the times you have talked, worked, or in some other way had personal contact with Whites, about how much has it been altogether?
1. Only a few casual contacts.
 2. Between one and three months
 3. Between three and six months
 4. Between six months and a year
 5. More than a year of contact.
94. When you have been in contact with Whites, how easy for you, in general, would you say it would have been to have avoided being with them?
1. I have had no contact.
 2. I could generally have avoided these personal contacts only at great cost or difficulty.
 3. I could generally have avoided these personal contacts only with considerable difficulty.
 4. I could generally have avoided these personal contacts but with some inconvenience.
 5. I could generally have avoided these personal contacts without any difficulty or inconvenience.

95. If you have ever worked with Whites for personal gain (for example for money or some other gain) what opportunities did you have (or do you have) to work at something else instead: that is, something else that was (is) acceptable to you as a job?

1. No such experience.
2. No other job available.
3. Other jobs available not at all acceptable to me.
4. Other jobs available were not quite acceptable to me.
5. Other jobs available were fully acceptable to me.

96. How have you generally felt about your experience with Whites?

1. No experience.
2. I definitely disliked it.
3. I did not like it very much.
4. I like it somewhat.
5. I definitely enjoyed it.

97. What year did you arrive in Canada?

1. 1969
2. 1966 - 1968
3. 1963 - 1965
4. 1960 - 1962
5. Before 1960

98. How many times have you moved since arriving in Canada?

1. 0 time
2. Once
3. Twice
4. Three times
5. Four times or more

99. How would you rate your own racial attitudes as compared to the average person?

1. Very much more prejudiced
2. Somewhat more prejudiced
3. About the same
4. Somewhat less prejudiced
5. Very much less prejudiced

100. If you are presently working how did you find this job?

1. Through the Canada Manpower Center
2. Through Provincial agencies
3. Through friends or relatives in Canada
4. Through own inquiring
5. Other

101. Where were you mainly reared or "brought up" in your youth (that is up to age 18)?

1. Country
2. Country town
3. City suburb
4. City

102. To which group does your occupation belong?

1. Professional
2. Clerical
3. Service and Recreation
4. Manufacturing, or Construction Trades
5. Other

This section of the booklet deals with how people feel about several aspects of life or life situations. Please indicate how you feel about each situation by circling the answer you choose or marking on the IBM answer sheet.

- | | |
|--|--|
| 103. It should be possible to eliminate war once and for all. | 104. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |
| 105. Success depends to a large part on luck and fate. | 105. How sure do you feel about your answer? |
| 1. strongly agree | 1. not sure at all |
| 2. agree | 2. not very sure |
| 3. disagree | 3. fairly sure |
| 4. strongly disagree | 4. very sure |
| 107. Someday most of the mysteries of the world will be revealed by science. | 108. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |
| 109. By improving industrial and agricultural methods, poverty can be eliminated in the world. | 110. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not very sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |
| 111. With increased medical knowledge, it should be possible to lengthen the average life span to 100 years or more. | 112. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not very sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |

113. Someday the deserts will be converted into good farming land by the application of engineering and science.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

114. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

115. Education can only help people develop their natural abilities, it cannot change people in any fundamental way.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

116. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

117. With hard work, anyone can succeed,

1. strongly disagree
2. disagree
3. agree
4. strongly agree

118. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

119. Almost every human problem will be solved in the future.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

120. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

121. What ethnic group do you belong to?

1. Black

2. White

122. What is your present occupation?

1. Employment counselor

2. Immigration Official

123. City of residence

1. Montréal

2. Toronto

ATTITUDE BEHAVIOR SCALE - WN-G *

DIRECTIONS

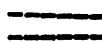
This booklet contains statements of how people behave in certain situations or feel about certain things. You yourself or other White persons often behave in the same way toward West Indian Negro Immigrants. You also have some general ideas about yourself, about other White persons like you, and about West Indian Negro Immigrants. Sometimes you feel or behave the same way toward everyone, and sometimes you feel or behave differently toward West Indian Negro Immigrants.

This questionnaire has statements about ideas and about behavior. Each statement of this questionnaire is different from every other section, although some of the statements in each section are similar. Your answers in one section, therefore, may be the same as answers in another section, or your answers may differ from section to section. Here is a sample statement:

Sample 1:

1. Other Whites believe that West Indian Negro Immigrants will get good jobs
1. less often than Whites
 2. about the same
 3. more often than Whites

If other Whites believe that West Indian Negro Immigrants have less chance than Whites to get good jobs, you should make a heavy dark line on the IEM answer sheet between the two lines after the number as follows:

1. 1  2  3  4  5 

DO NOT PUT YOUR NAME ON THE BOOKLET

by: Richard J. Hamersma
John E. Jordan
College of Education
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* Adapted by:
Errol J. Frechette

112270 - E F

ABS - I-WN-G *

Directions. Section 1

This section contains statements about ideas which most other Whites have about West Indian Negro Immigrants. Fill in the number that indicates how other Whites compare themselves with West Indian Negro Immigrants. Please answer all questions.

Other Whites believe the following things about Whites as compared to West Indian Negro Immigrants:

1. Whites can be trusted with money
 1. more than W.I. Negro Immigrants
 2. about the same as W.I. Negro Immigrants
 3. less than W.I. Negro Immigrants
2. White families are closely knit
 1. more often than W.I. Negro Immigrants
 2. about as often as W.I. Negro Immigrants
 3. less often than W.I. Negro Immigrants
3. White's intellectual ability is
 1. more than W.I. Negro Immigrants
 2. about the same as W.I. Negro Immigrants
 3. less than W.I. Negro Immigrants
4. Whites desire a higher education
 1. more often than W.I. Negro Immigrants
 2. about as often as W.I. Negro Immigrants
 3. less often than W.I. Negro Immigrants
5. Whites help their neighbors
 1. more than W.I. Negro Immigrants
 2. about the same as W.I. Negro Immigrants
 3. less than W.I. Negro Immigrants
6. White neighborhoods are safe
 1. more often than W.I. Negro Immigrants ones
 2. about as often as W.I. Negro Immigrants ones
 3. less often than W.I. Negro Immigrants ones

ABS - I-WN-G *

Other Whites believe the following things about Whites as compared to West Indian Negro Immigrants:

7. Whites obey job rules and regulations
 1. more than W.I. Negro Immigrants
 2. about the same as W.I. Negro Immigrants
 3. less than W.I. Negro Immigrants
8. Whites enjoy working with W.I. Negro Immigrants
 1. more than W.I. Negro Immigrants do with Whites
 2. about the same as W.I. Negro Immigrants do with Whites
 3. less than W.I. Negro Immigrants do with Whites
9. Whites ignore the rights of others
 1. less than W.I. Negro Immigrants
 2. about the same as W.I. Negro Immigrants
 3. more than W.I. Negro Immigrants
10. Whites drink when driving
 1. less than W.I. Negro Immigrants
 2. about the same as W.I. Negro Immigrants
 3. more than W.I. Negro Immigrants
11. Whites misuse trial-by-jury
 1. less often than W.I. Negro Immigrants
 2. about as often as W.I. Negro Immigrants
 3. more often than W.I. Negro Immigrants
12. Whites vote for W.I. Negro Immigrant candidates for public office
 1. more than W.I. Negro Immigrants do for Whites
 2. about the same as W.I. Negro Immigrants do
 3. less than W.I. Negro Immigrants do for Whites
13. Whites are brave soldiers
 1. more often than W.I. Negro Immigrants
 2. about as often as W.I. Negro Immigrants
 3. less often than W.I. Negro Immigrants
14. Whites are careful with weapons
 1. more often than W.I. Negro Immigrants
 2. about as often as W.I. Negro Immigrants
 3. less often than W.I. Negro Immigrants

7

ABS-III-WN-G *

Directions: Section II

This section contains statements about things other Whites like you may believe about West Indian Negro Immigrants. Please choose the answer that indicates what you think other Whites believe about West Indian Negro Immigrants.

Most Whites generally believe the following about West Indian Negro Immigrants:

15. Whites believe they can trust W.I. Negro Immigrants with money
 1. disagree
 2. uncertain
 3. agree
16. Whites believe that W.I. Negro Immigrants families are as closely knit as their own
 1. disagree
 2. uncertain
 3. agree
17. Whites believe the intellectual ability of W.I. Negro Immigrants is the same as their own
 1. disagree
 2. uncertain
 3. agree
18. Whites desire to share their higher education with W.I. Negro Immigrants
 1. disagree
 2. uncertain
 3. agree
19. Whites like to help W.I. Negro Immigrants neighbors
 1. disagree
 2. uncertain
 3. agree
20. Whites believe that W.I. Negro Immigrant neighborhoods are safe to live in
 1. disagree
 2. uncertain
 3. agree

ABS-II-WN-G *

Most Whites generally believe the following about West Indian Negro Immigrants:

21. Whites believe that W.I. Negro Immigrants obey job rules and regulations the same as they do
 1. disagree
 2. uncertain
 3. agree
22. Whites believe they enjoy working with W.I. Negro Immigrants
 1. disagree
 2. uncertain
 3. agree
23. Whites believe they ignore the rights of W.I. Negro Immigrants
 1. disagree
 2. undecided
 3. agree
24. Whites believe W.I. Negro Immigrants drink when driving more than Whites do
 1. agree
 2. uncertain
 3. disagree
25. Whites believe in misuse of trial-by-jury when they deal with W.I. Negro Immigrants
 1. agree
 2. uncertain
 3. disagree
26. Whites believe in voting with W.I. Negro Immigrants for Negro candidates for public office
 1. disagree
 2. uncertain
 3. agree
27. Whites believe in being brave soldiers with W.I. Negro Immigrants
 1. disagree
 2. uncertain
 3. agree
28. Whites believe in being as careful with their weapons as W.I. Negro Immigrants are
 1. disagree
 2. uncertain
 3. agree

ABS-II-WN-G *

Directions: Section III

This section contains statements about ways in which you yourself should act toward West Indian Negro Immigrants. Please choose the answer that indicates how you feel you should act or believe.

In respect to West Indian Negro Immigrants, do you yourself believe that it is usually right or usually wrong:

29. To trust W.I. Negro Immigrants with money is
 1. usually wrong
 2. undecided
 3. usually right
30. To expect W.I. Negro Immigrants families to be as closely knit as White ones is
 1. usually wrong
 2. undecided
 3. usually right
31. To expect W.I. Negro Immigrants' intellectual ability to be the same as the Whites is
 1. usually wrong
 2. undecided
 3. usually right
32. To expect W.I. Negro Immigrants to desire a higher education as much as Whites is
 1. usually wrong
 2. undecided
 3. usually right
33. To expect Whites to help W.I. Negro Immigrants neighbors is
 1. usually wrong
 2. undecided
 3. usually right
34. To expect Whites to believe that W.I. Negro Immigrant neighborhoods are safe for them is
 1. usually wrong
 2. undecided
 3. usually right
35. To expect Whites to obey job rules and regulations the same as W.I. Negro Immigrants is
 1. usually wrong
 2. undecided
 3. usually right

ABS-III-WN-G *

In respect to West Indian Negro Immigrants, do you yourself believe that it is usually right or usually wrong:

36. To expect Whites to enjoy working with W.I. Negro Immigrants is
 1. usually wrong
 2. undecided
 3. usually right
37. To expect Whites to ignore the rights of W.I. Negro Immigrants is
 1. usually right
 2. undecided
 3. usually wrong
38. To expect W.I. Negro Immigrants to drink more than Whites do when driving is
 1. usually right
 2. undecided
 3. usually wrong
39. To expect Whites to misuse trial-by-jury when they deal with W.I. Negro Immigrants is
 1. usually right
 2. undecided
 3. usually wrong
40. To expect Whites to vote with W.I. Negro Immigrants for Negro candidates for public office is
 1. usually wrong
 2. undecided
 3. usually right
41. To expect Whites to be brave soldiers with W.I. Negro Immigrants is
 1. usually wrong
 2. undecided
 3. usually right
42. To expect Whites to be as careful with their weapons as W.I. Negro Immigrants are is
 1. usually wrong
 2. undecided
 3. usually right

ABS-IV-WN-3 *

Directions: Sections IV

This section contains statements about how you think you would act toward West Indian Negro Immigrants. Choose the answer that indicates how you think you would act.

In respect to a West Indian Negro Immigrant would you yourself:

43. I would trust W.I. Negro Immigrants with money

1. no
2. undecided
3. yes

44. I would want my family to be as closely knit as W.I. Negro Immigrant families are

1. no
2. undecided
3. yes

45. I would want the same intellectual ability as W.I. Negro Immigrants

1. no
2. undecided
3. yes

46. I would want to have the same desire W.I. Negro Immigrants do for a higher education

1. no
2. undecided
3. yes

47. I would help W.I. Negro Immigrant neighbors

1. no
2. undecided
3. yes

48. I would want White neighborhoods to be as safe as W.I. Negro Immigrants ones

1. no
2. undecided
3. yes

49. I would obey rules and regulations the same as W.I. Negro Immigrants

1. no
2. undecided
3. yes

AKS-IV-WN-G *

In respect to West Indian Negro Immigrants would you yourself:

50. I would enjoy working with W.I. Negro Immigrants

1. no
2. undecided
3. yes

51. I would ignore the rights of W.I. Negro Immigrants

1. yes
2. undecided
3. no

52. I would drink when driving more than W.I. Negro Immigrants do

1. yes
2. undecided
3. no

53. I would use trial-by-jury the same when dealing with W.I. Negro Immigrants as with Whites

1. no
2. undecided
3. yes

54. I would vote for a W.I. Negro Immigrant candidate for public office

1. no
2. undecided
3. yes

55. I would expect W.I. Negro Immigrants soldiers and White ones to be equally brave

1. no
2. undecided
3. yes

56. I would want to be as careful with my weapons as I think W.I. Negro Immigrants are

1. no
2. undecided
3. yes

ABS-V-WN-G *

Directions: Section V

This section concerns actual feelings that White people may have about West Indian Negro Immigrants. You are asked to indicate how you feel about the following statements.

How do you actually feel toward West Indian Negro Immigrants.

57. When Whites trust W.I. Negro Immigrants with money, I feel

1. bad
2. indifferent
3. good

58. When White families are as closely knit as I think W.I. Negro Immigrants families are, I feel

1. bad
2. indifferent
3. good

59. When Whites' intellectual ability is the same as W.I. Negro Immigrants, I feel

1. bad
2. indifferent
3. good

60. When W.I. Negro Immigrants desire a higher education as much as Whites do, I feel

1. bad
2. indifferent
3. good

61. When Whites help W.I. Negro Immigrant neighbors, I feel

1. bad
2. indifferent
3. good

62. When Whites are safe in W.I. Negro Immigrants neighborhoods, I feel

1. bad
2. indifferent
3. good

63. When W.I. Negro Immigrants obey job rules and regulations with Whites, I feel

1. dissatisfied
2. indifferent
3. satisfied

ABS-V-WN-G *

How do you actually feel toward West Indian Negro Immigrants.

64. When W.I. Negro Immigrants enjoy working with Whites, I feel

1. bad
2. indifferent
3. good

65. When the rights of W.I. Negro Immigrants are ignored by Whites, I feel

1. good
2. indifferent
3. bad

66. When W.I. Negro Immigrants drink more than Whites do when driving, I feel

1. good
2. indifferent
3. bad

67. When trial-by-jury is used the same with W.I. Negro Immigrants and Whites, I feel

1. angry
2. indifferent
3. happy

68. When W.I. Negro Immigrants vote for White candidates for public office, I feel

1. bad
2. indifferent
3. good

69. When W.I. Negro Immigrants are not as brave soldiers as Whites ones are, I feel

1. good
2. indifferent
3. bad

70. When Whites are as careful with their weapons as W.I. Negro Immigrants are, I feel

1. dissatisfied
2. indifferent
3. satisfied

ABS-VI-WN-G *

Directions: Section VI

This section concerns actual experience you have had with W.I. Negro Immigrants. Try to answer the following questions from the knowledge of your experience.

Experiences or contacts with West Indian Negro Immigrants:

71. I have trusted W.I. Negro Immigrants with money

1. no experience
2. no
3. uncertain
4. yes

72. I have seen that W.I. Negro Immigrant families are as closely knit as White ones

1. no experience
2. no
3. uncertain
4. yes

73. My intellectual ability is equal to the W.I. Negro Immigrants I know

1. no experience
2. no
3. uncertain
4. yes

74. I have wanted a higher education as much as the W.I. Negro Immigrants I have known

1. no experience
2. no
3. uncertain
4. yes

75. I have helped a W.I. Negro Immigrant neighbor

1. no experience
2. no
3. uncertain
4. yes

76. I have felt safe when in W.I. Negro Immigrant neighborhoods

1. no experience
2. no
3. uncertain
4. yes

ABS-VI-WN-G *

Experiences or contacts with West Indian Negro Immigrants:

77. I have seen that W.I. Negro Immigrants obey job rules and regulations when working with Whites
1. no experience
 2. no
 3. uncertain
 4. yes
78. I have enjoyed working with W.I. Negro Immigrants
1. no experience
 2. no
 3. uncertain
 4. yes
79. I have seen that Whites ignored the rights of W.I. Negro Immigrants
1. no experience
 2. yes
 3. uncertain
 4. no
80. I have been drinking while driving more than I think W.I. Negro Immigrants do
1. no experience
 2. no
 3. uncertain
 4. yes
81. I have seen W.I. Negro Immigrants misuse trial-by-jury with Whites
1. no experience
 2. yes
 3. uncertain
 4. no
82. I have seen that W.I. Negro Immigrants vote for White candidates for public office
1. no experience
 2. no
 3. uncertain
 4. yes
83. I have seen that W.I. Negro Immigrants are braver soldiers than Whites
1. no experience
 2. no
 3. uncertain
 4. yes
84. I have seen W.I. Negro Immigrants who were as careful with their weapons as Whites
1. no experience
 2. no
 3. uncertain
 4. yes

ATTITUDE BEHAVIOR SCALE - ABS-WN-D *

This part of the questionnaire deals with many things. For the purpose of this study, the answers of all persons are important.

Part of the questionnaire has to do with personal information about you. Since the questionnaire is completely anonymous or confidential, you may answer all of the questions freely without any concern about being identified. It is important to the study to obtain your answer to every question.

Please read each question carefully and do not omit any question. Please answer by marking the space on the IBM answer sheet.

85. Please indicate your sex.

1. female
2. male

86. Please indicate your age as follows:

1. under 20
2. 21 - 30
3. 31 - 40
4. 41 - 50
5. 51 - over

87. What is your marital status?

- | | |
|-------------|--------------|
| 1. married | |
| 2. single | 4. widowed |
| 3. divorced | 5. separated |

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88. What is your religion?

1. I prefer not to answer
2. Roman Catholic
3. Protestant
4. Jewish
5. Other

89. Please indicate your training level.

1. 6 years of school or less
2. 7 to 9 years of school
3. 10 to 13 years of school
4. Some college or university
5. A college or university degree

90. Some people feel that in bringing up children, new ways and methods should be tried whenever possible. Others feel that trying out new methods is dangerous. What is your feeling about the following statement?

New methods of raising children should be tried whenever possible.

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

91. Family planning on birth control has been discussed by many people. What is your feeling about a married people practicing birth control?

1. It is always wrong
2. It is usually wrong
3. It is probably all right
4. It is always right

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92. The following questions have to do with kinds of experiences you have had with West Indian Negro Immigrants. If more than one experience applies, please choose the answer with the highest number. Choose only one.
1. I have read or studied about W.I. Negro Immigrants through reading, movies, lecture or observation.
 2. A friend or relative is a W.I. Negro Immigrant.
 3. I have personally worked with W.I. Negro Immigrants.
 4. Close friend or relative is married to a W.I. Negro Immigrant.
 5. I am married to a W.I. Negro Immigrant.
93. Considering all of the times you have talked, worked, or in some other way had personal contact with W.I. Negro Immigrants, about how much has it been altogether?
1. I have had no contact.
 2. Only a few casual contacts.
 3. Between one and six months.
 4. Between six months and one year.
 5. More than one year of contact.
94. When you have been in contact with West Indian Negro Immigrants, how easy for you, in general, would you say it would have been to have avoided being with them?
1. I have had no contact.
 2. I could generally have avoided these personal contacts only at great cost or difficulty.
 3. I could generally have avoided these personal contacts only with considerable difficulty.
 4. I could generally have avoided these personal contacts but with some inconvenience.
 5. I could generally have avoided these personal contacts without any difficulty or inconvenience.

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95. If you have ever worked with West Indian Negro Immigrants for personal gain (for example, for money or some other gain) what opportunities did you have (or do you have) to work at something else instead? That is, something else that was (is) acceptable to you as a job.

1. No such experience
2. No other job available
3. Other jobs available not at all acceptable to me
4. Other jobs available were not quite acceptable to me
5. Other jobs available were fully acceptable to me

96. How have you generally felt about your experience with West Indian Negro Immigrants?

1. No experience
2. I definitely disliked it
3. I did not like it very much
4. I like it somewhat
5. I definitely enjoyed it

97. What is your annual salary?

1. \$5,000.00 or less
2. \$5,001.00 to \$ 7,000.00
3. \$7,001.00 to \$ 9,000.00
4. \$9,001.00 to \$11,000.00
5. Over \$ 11,000.00

98. What is your primary or preferred language?

1. French
2. English
3. Other

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99. How would you rate your own racial attitudes as compared to the average person?
1. Very much more prejudiced
 2. Somewhat more prejudiced
 3. About the same
 4. Somewhat less prejudiced
 5. Very much less prejudiced
100. To which group does your occupation belong?
1. Education
 2. Government
 3. Manufacturing
 4. Trade, finance or service
 5. Other
101. Where were you mainly reared or "brought up" in your youth (that is up to age 21)?
1. Country
 2. Country town
 3. City suburb
 4. City
102. What part of Canada did you spend most of your life up to age 21?
1. Maritimes
 2. Quebec
 3. Ontario
 4. Western Canada
 5. Outside Canada

LIFE SITUATIONS

This aspect of the booklet deals with how people feel about several aspects of life or life situations. Please indicate how you feel about each situation by circling the answer you choose or making on the IBM answer sheet.

103. It should be possible to eliminate war once and for all

1. strongly disagree
2. disagree
3. agree
4. strongly agree

104. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

105. Success depends to a large part on luck and fate

1. strongly agree
2. agree
3. disagree
4. strongly disagree

106. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

107. Someday most of the mysteries of the world will be revealed by science

1. strongly disagree
2. disagree
3. agree
4. strongly agree

108. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

109. By improving industrial and agricultural methods, poverty can be eliminated in the world

1. strongly disagree
2. disagree
3. agree
4. strongly agree

110. How sure do you feel about your answer?

1. not very sure at all
2. not very sure
3. fairly sure
4. very sure

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- | | |
|---|---|
| <p>111. With increased medical knowledge, it should be possible to lengthen the average life span to 100 years or more</p> <p>1. strongly disagree
2. disagree
3. agree
4. strongly agree</p> | <p>112. How sure do you feel about your answer?</p> <p>1. not very sure at all
2. not very sure
3. fairly sure
4. very sure</p> |
| <p>113. Someday the deserts will be converted into good farming land by the application of engineering and science</p> <p>1. strongly disagree
2. disagree
3. agree
4. strongly agree</p> | <p>114. How sure do you feel about your answer?</p> <p>1. not sure at all
2. not very sure
3. fairly sure
4. very sure</p> |
| <p>115. Education can only help people develop their natural abilities; it cannot change people in any fundamental way</p> <p>1. strongly agree
2. agree
3. disagree
4. strongly disagree</p> | <p>116. How sure do you feel about your answer?</p> <p>1. not sure at all
2. not very sure
3. fairly sure
4. very sure</p> |
| <p>117. With hard work anyone can succeed</p> <p>1. strongly disagree
2. disagree
3. agree
4. strongly agree</p> | <p>118. How sure do you feel about your answer?</p> <p>1. not sure at all
2. not very sure
3. fairly sure
4. very sure</p> |
| <p>119. Almost every present human problem will be solved in the future</p> <p>1. strongly disagree
2. disagree
3. agree
4. strongly agree</p> | <p>120. How sure do you feel about your answer</p> <p>1. not sure at all
2. not very sure
3. fairly sure
4. very sure</p> |

121. What ethnic group do you belong to?

1. Black
2. White

122. What is your present occupation?

1. Employment counselor
2. Immigration Official

123. City of residence

1. Montréal
2. Toronto

Instructions

Dans les pages suivantes vous trouverez des énoncés au sujet du comportement de personnes en certaines situations, ou de leurs sentiments vis-à-vis certaines choses. Vous-mêmes et d'autres personnes de race blanche, vous vous comportez souvent de façon identique vis-à-vis des immigrants noirs des Antilles Britanniques. Vous avez aussi certains sentiments à propos de vous-même, à propos d'autres blancs et à propos des immigrants noirs des Antilles Britanniques. Quelquefois vos sentiments ou comportements sont les mêmes envers tous et d'autres fois vos sentiments et comportements diffèrent quand il s'agit d'immigrants noirs des Antilles Britanniques.

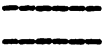
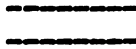
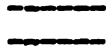
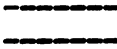
Ce questionnaire consiste en une série d'énoncés d'idées et de comportements. Chaque énoncé est différent entre les sections, même si certains sont similaires à l'intérieur d'une section. Vos réponses dans une section peuvent être les mêmes que dans une autre section, ou vos réponses peuvent différer de section en section. Voici un exemple:

Exemple 1

1. Les autres blancs croient que les immigrants noirs des Antilles Britanniques obtiendront de bons emplois

1. moins souvent que les blancs
2. à peu près aussi souvent
3. plus souvent que les blancs.

Si d'après vous les autres blancs croient que les immigrants noirs des Antilles Britanniques ont moins de chances que les blancs d'obtenir de bons emplois, noircissez l'espace entre les lignes sur le feuillet de réponse IBM vis-à-vis le numéro 1, comme ceci:

1. 1  2  3  4  5 

N'écrivez pas votre nom sur le questionnaire

par: Richard J. Hamersma
John E. Jordan
College of Education
Michigan State Univ.

* traduit et adapté par
Errol J. Fréchette

ABS-1-B/N-G *

Instructions, Section 1:

Cette section contient des énoncés sur les idées que la plupart des autres blancs ont au sujet des immigrants noirs des Antilles Britanniques.

Noircissez l'espace vis-à-vis le numéro qui indique comment les autres blancs se comparent avec les immigrants noirs des Antilles Britanniques. Prière de répondre à toutes les questions.

Les autres blancs croient les énoncés suivants au sujet des blancs quand on les compare aux immigrants noirs des Antilles Britanniques.

1. On peut faire confiance aux blancs quand il s'agit d'argent
 1. Plus qu'aux immigrants noirs des Antilles
 2. A peu près autant qu'aux immigrants noirs des Antilles
 3. Moins qu'aux immigrants noirs des Antilles
2. Les familles blanches sont très unies
 1. Plus souvent que celles des immigrants noirs des Antilles
 2. A peu près aussi souvent que celles des immigrants noirs des Antilles
 3. Moins souvent que celles des immigrants noirs des Antilles
3. L'habileté intellectuelle des blancs est
 1. Supérieure à celle des immigrants noirs des Antilles
 2. A peu près égale à celle des immigrants noirs des Antilles
 3. Inférieure à celle des immigrants noirs des Antilles
4. Les blancs désirent une éducation supérieure
 1. Plus souvent que les immigrants noirs des Antilles
 2. A peu près aussi souvent que les immigrants noirs des Antilles
 3. Moins souvent que les immigrants noirs des Antilles

Les autres blancs croient les énoncés suivants au sujet des blancs quand on les compare aux immigrants noirs des Antilles Britanniques.

5. Les blancs aident leurs voisins

1. Plus que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Moins que les immigrants noirs des Antilles

6. Le voisinage des blancs est sans danger

1. Plus souvent que celui des immigrants noirs des Antilles
2. A peu près aussi souvent que celui des immigrants noirs des Antilles
3. Moins souvent que celui des immigrants noirs des Antilles

7. Les blancs obéissent aux règlements de leur emploi

1. Plus que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Moins que les immigrants noirs des Antilles

8. Les blancs aiment travailler avec des immigrants noirs des Antilles

1. Plus que les immigrants noirs des Antilles avec des blancs
2. A peu près autant que les immigrants noirs des Antilles
3. Moins que les immigrants noirs des Antilles avec des blancs

9. Les blancs tiennent compte des droits des autres.

1. Moins que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Plus que les immigrants noirs des Antilles

Les autres blancs croient les énoncés suivants au sujet des blancs quand on les compare aux immigrants noirs des Antilles Britanniques.

10. Les blancs boivent lorsqu'ils conduisent

1. Moins que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Plus que les immigrants noirs des Antilles

11. Les blancs abusent du système de jugement par jury

1. Moins souvent que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Plus souvent que les immigrants noirs des Antilles

12. Les blancs votent pour des immigrants noirs des Antilles qui sont candidats à des postes publics

1. Plus que les immigrants noirs des Antilles le font pour des blancs
2. A peu près autant que les immigrants noirs des Antilles
3. Moins que les immigrants noirs des Antilles le font pour des blancs

13. Les blancs sont de braves soldats

1. Plus souvent que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Moins que les immigrants noirs des Antilles

14. Les blancs sont prudents avec les armes

1. Plus souvent que les immigrants noirs des Antilles
2. A peu près autant que les immigrants noirs des Antilles
3. Moins souvent que les immigrants noirs des Antilles

ABG-II-BN-G *

Instructions, Section II

Cette section contient des énoncés au sujet de ce que d'autres blancs comme vous croient au sujet des immigrants noirs des Antilles. S'il vous plaît choisissez la réponse qui indique ce que vous croyez que les autres blancs croient au sujet des immigrants noirs des Antilles Britanniques.

La plupart des blancs croient généralement ce qui suit au sujet des immigrants noirs des Antilles Britanniques:

15. Quand il s'agit d'argent, les blancs croient qu'ils peuvent faire confiance aux immigrants noirs des Antilles
 1. Pas d'accord
 2. Incertain
 3. D'accord
16. Les blancs croient que les familles des immigrants noirs des Antilles sont aussi unies que les leurs
 1. Pas d'accord
 2. Incertain
 3. D'accord
17. Les blancs croient que l'habileté intellectuelle des immigrants noirs des Antilles est semblable à la leur
 1. Pas d'accord
 2. Incertain
 3. D'accord
18. Les blancs sont désireux de partager avec les immigrants noirs des Antilles leur éducation supérieure
 1. Pas d'accord
 2. Incertain
 3. D'accord

La plupart des blancs croient généralement ce qui suit au sujet des immigrants noirs des Antilles Britanniques:

19. Les blancs aiment à aider leurs voisins immigrants noirs des Antilles

1. Pas d'accord
2. Incertain
3. D'accord

20. Les blancs croient qu'ils peuvent demeurer en sûreté dans un voisinage habité par des immigrants noirs des Antilles

1. Pas d'accord
2. Incertain
3. D'accord

21. Les blancs croient que les immigrants noirs des Antilles obéissent aux règlements de leur emploi, autant qu'eux-mêmes

1. Pas d'accord
2. Incertain
3. D'accord

22. Les blancs croient qu'ils aiment travailler avec des immigrants noirs des Antilles

1. Pas d'accord
2. Incertain
3. D'accord

23. Les blancs croient qu'ils ne tiennent pas compte des droits des immigrants noirs des Antilles

1. Pas d'accord
2. Incertain
3. D'accord

La plupart des blancs croient généralement ce qui suit au sujet des immigrants noirs des Antilles Britanniques :

24. Les blancs croient que les immigrants noirs des Antilles boivent plus qu'eux en conduisant
1. D'accord
 2. Incertain
 3. Pas d'accord
25. Les blancs croient au mauvais usage du système de jugement par jury quand il s'agit d'immigrants noirs des Antilles
1. D'accord
 2. Incertain
 3. Pas d'accord
26. Les blancs sont d'accord pour voter avec les immigrants noirs des Antilles, pour des candidats noirs à un poste public
1. Pas d'accord
 2. Incertain
 3. D'accord
27. Les blancs s'efforcent d'être de braves soldats lorsqu'ils sont avec des immigrants noirs des Antilles
1. Pas d'accord
 2. Incertain
 3. D'accord
28. Les blancs croient qu'ils sont aussi prudents avec leurs armes que les immigrants noirs des Antilles
1. Pas d'accord
 2. Incertain
 3. D'accord

ABS-III-BN-G *

Instructions: Section III

Cette section contient des énoncés sur la façon dont vous devriez vous conduire envers les immigrants noirs des Antilles. S'il vous plaît choisissez la réponse qui indique quelle sera votre réaction.

Envers les immigrants noirs des Antilles Britanniques, vous-mêmes, croyez-vous que vous avez tort généralement ou raison de:

29. Faire confiance aux immigrants noirs des Antilles quant il s'agit d'argent
 1. généralement tort
 2. indécis
 3. généralement raison
30. S'attendre à ce que les familles des immigrants noirs des Antilles soient aussi unies que les familles blanches
 1. généralement tort
 2. indécis
 3. généralement raison
31. S'attendre à ce que l'habileté intellectuelle des immigrants noirs des Antilles soit la même que celle des blancs
 1. généralement tort
 2. indécis
 3. généralement raison
32. S'attendre à ce que les immigrants noirs des Antilles désirent autant que les blancs une éducation supérieure
 1. généralement tort
 2. indécis
 3. généralement raison
33. S'attendre à ce que les blancs aident leurs voisins, immigrants noirs des Antilles
 1. généralement tort
 2. indécis

Envers les immigrants noirs des Antilles Britanniques, vous-même, croyez-vous que vous avez tort généralement ou raison de:

34. S'attendre à ce que les blancs soient en sécurité dans le voisinage d'immigrants noirs des Antilles
1. généralement tort
 2. indécis
 3. généralement raison
35. S'attendre à ce que les blancs obéissent aux règlements de leur emploi, autant que les immigrants noirs des Antilles
1. généralement tort
 2. indécis
 3. généralement raison
36. S'attendre à ce que les blancs trouvent agréable de travailler avec des immigrants noirs des Antilles
1. généralement tort
 2. indécis
 3. généralement raison
37. S'attendre à ce que les blancs ne tiennent pas compte des droits des immigrants noirs des Antilles
1. généralement raison
 2. indécis
 3. généralement tort
38. S'attendre à ce que les immigrants noirs des Antilles boivent, plus que les blancs, en conduisant
1. généralement raison
 2. indécis
 3. généralement tort

Envers les immigrants noirs des Antilles Britanniques, vous-même, croyez-vous avoir généralement tort ou généralement raison de :

39. S'attendre à ce que les blancs abusent du système de jugement par jury quand il s'agit d'immigrants noirs des Antilles
1. généralement raison
 2. indécis
 3. généralement tort
40. S'attendre à ce que les blancs votent avec les immigrants noirs des Antilles, pour des candidats noirs à des postes publics
1. généralement tort
 2. indécis
 3. généralement raison
41. S'attendre à ce que les blancs soient de braves soldats avec des immigrants noirs des Antilles
1. généralement tort
 2. indécis
 3. généralement raison
42. S'attendre à ce que les blancs soient aussi prudents avec leurs armes, que le sont les immigrants noirs des Antilles
1. généralement tort
 2. indécis
 3. généralement raison

ABS-IV-EN-G *

Instructions: Section IV

Cette section contient des énoncés au sujet de la façon probable dont vous agiriez envers des immigrants noirs des Antilles. Choisissez la réponse qui indique ce que vous pensez que vous feriez.

En ce qui concerne les immigrants noirs des Antilles Britanniques, est-ce que vous-même:

43. Je ferais confiance aux immigrants noirs des Antilles quand il s'agit d'argent
1. non
 2. indécis
 3. oui
44. J'aimerais que ma famille soit aussi unie que celles des immigrants noirs des Antilles
1. non
 2. indécis
 3. oui
45. Je voudrais avoir la même habileté intellectuelle que les immigrants noirs des Antilles
1. non
 2. indécis
 3. oui
46. J'aimerais avoir le même désir qu'ont les immigrants noirs des Antilles pour une éducation supérieure
1. non
 2. indécis
 3. oui

En ce qui concerne les immigrants noirs des Antilles Britanniques, est-ce que vous-même:

47. J'aiderais des voisins immigrants noirs des Antilles

1. non
2. indécis
3. oui

48. Je voudrais que le voisinage des blancs soit aussi sûr que celui des immigrants noirs des Antilles

1. non
2. indécis
3. oui

49. J'obéirais aux règlements de mon emploi autant que les immigrants noirs des Antilles.

1. non
2. indécis
3. oui

50. Je trouverais agréable de travailler avec des immigrants noirs des Antilles

1. non
2. indécis
3. oui

51. Je ne tiendrais pas compte des droits des immigrants noirs des Antilles

1. oui
2. indécis
3. non

52. En conduisant je boirais plus que les immigrants noirs des Antilles

1. oui
2. indécis
3. non

En ce qui concerne les immigrants noirs des Antilles Britanniques est-ce que, vous-même:

53. J'utiliserais le système de jugement par jury de la même façon pour les immigrants noirs des Antilles que pour les blancs
1. non
 2. indécis
 3. oui
54. Je voterais pour un immigrant noir des Antilles qui serait candidat à un poste public
1. non
 2. indécis
 3. oui
55. Je m'attendrais à ce que des soldats immigrants noirs des Antilles ou des soldats blancs soient aussi braves les uns que les autres.
1. non
 2. indécis
 3. oui
56. Je voudrais être aussi prudent avec mes armes que le sont, à mon avis, les immigrants noirs des Antilles
1. non
 2. indécis
 3. oui

Instructions: Section V

Cette section se rapporte aux sentiments réels que les personnes de race blanche peuvent éprouver envers les immigrants noirs des Antilles Britanniques. On vous demande d'indiquer quels sont vos sentiments vis-à-vis les énoncés suivants.

Quels sont vos sentiments véritables envers les immigrants noirs des Antilles Britanniques.

57. Lorsque des blancs font confiance à des immigrants noirs des Antilles, quand il s'agit d'argent, je suis
1. contrarié
 2. indifférent
 3. heureux
58. Lorsque les familles blanches sont aussi unies que lessont à mon avis, celles des immigrants noirs des Antilles, je suis
1. contrarié
 2. indifférent
 3. heureux
59. Lorsque l'habileté intellectuelle des blancs est la même que celle des immigrants noirs des Antilles, je suis
1. contrarié
 2. indifférent
 3. heureux
60. Lorsque les immigrants noirs des Antilles désirent une éducation supérieure, comme les blancs le désirent, je suis
1. contrarié
 2. indifférent
 3. heureux

Quels sont vos sentiments véritables envers les immigrants noirs des Antilles Britanniques:

61. Lorsque les blancs aident leurs voisins immigrants noirs des Antilles, je suis
1. contrarié
 2. indifférent
 3. heureux
62. Lorsque les blancs sont en sureté dans le voisinage d'immigrants noirs des Antilles, je suis
1. contrarié
 2. indifférent
 3. heureux
63. Lorsque les immigrants noirs des Antilles obéissent avec les blancs aux règlements de leur emploi, je suis
1. contrarié
 2. indifférent
 3. heureux
64. Lorsque les immigrants noirs des Antilles trouvent agréable de travailler avec des blancs, je suis
1. contrarié
 2. indifférent
 3. heureux
65. Lorsque les blancs ne tiennent pas compte des droits des immigrants noirs des Antilles, je suis
1. heureux
 2. indifférent
 3. contrarié

Quels sont vos sentiments véritables envers les immigrants noirs des Antilles Britanniques:

66. Lorsque les immigrants noirs des Antilles, en conduisant, boivent plus que les blancs, je suis

1. heureux
2. indifférent
3. contrarié

67. Lorsque le système de jugement par jury est utilisé de la même façon pour les immigrants noirs des Antilles que pour les blancs, je suis

1. heureux
2. indifférent
3. contrarié

68. Lorsque des immigrants noirs des Antilles votent pour des blancs qui sont candidats à un poste public, je suis

1. contrarié
2. indifférent
3. heureux

69. Lorsque les immigrants noirs des Antilles ne sont pas d'aussi braves soldats que les blancs, je suis

1. heureux
2. indifférent
3. contrarié

70. Lorsque les blancs sont aussi prudents avec leurs armes que les immigrants noirs des Antilles, je suis

1. contrarié
2. indifférent
3. heureux

ABS-VI-UN-C *

Instruction: Section VI

Dans cette section nous sommes intéressés aux véritables expériences que vous avez eues avec des immigrants noirs des Antilles. S'il vous plaît répondez selon votre expérience.

71. Pour une question d'argent, j'ai fait confiance à des immigrants noirs des Antilles

1. pas d'expérience
2. non
3. incertain
4. oui

72. J'ai constaté que les familles des immigrants noirs des Antilles sont aussi unies que celles des blancs

1. pas d'expérience
2. non
3. incertain
4. oui

73. Mon habileté intellectuelle est égale à celle des immigrants noirs des Antilles que je connais

1. pas d'expérience
2. non
3. incertain
4. oui

74. J'ai désiré obtenir une éducation supérieure, tout autant que les immigrants noirs des Antilles que j'ai connus

1. pas d'expérience
2. non
3. incertain
4. oui

75. J'ai aidé un voisin qui était /immigrant noir des Antilles

1. pas d'expérience
2. non
3. incertain
4. oui

76. Je me suis senti en sécurité dans le voisinage d'immigrants noirs des Antilles

1. pas d'expérience
2. non
3. incertain
4. oui

77. J'ai constaté que les immigrants noirs des Antilles obéissent aux règlements de leur emploi lorsqu'ils travaillent avec des blancs.

1. pas d'expérience
2. non
3. incertain
4. oui

78. J'ai trouvé agréable de travailler avec des immigrants noirs des Antilles

1. pas d'expérience
2. non
3. incertain
4. oui

79. J'ai constaté que les blancs ne tiennent pas compte des droits des immigrants noirs des Antilles

1. pas d'expérience
2. oui
3. incertain
4. non

80. Je pense qu'en conduisant j'ai bu plus que ne le font les immigrants noirs des Antilles
1. pas d'expérience
 2. oui
 3. incertain
 4. non
81. J'ai vu les immigrants noirs des Antilles abuser, avec des blancs, du système de jugement par jury
1. pas d'expérience
 2. oui
 3. incertain
 4. non
82. J'ai vu les immigrants noirs des Antilles voter pour des candidats blancs à un office public
1. pas d'expérience
 2. non
 3. incertain
 4. oui
83. J'ai constaté que les immigrants noirs des Antilles sont des soldats plus braves que les blancs
1. pas d'expérience
 2. non
 3. incertain
 4. oui
84. J'ai vu des immigrants noirs des Antilles qui étaient aussi prudents avec leurs armes que les blancs
1. pas d'expérience
 2. non
 3. incertain
 4. oui

ECHELLE D'ATTITUDE - ABS-BN-D *

Cette partie du questionnaire porte sur plusieurs sujets. Pour les besoins de la recherche, il est important que tous répondent aux questions.

Certaines questions sont de nature personnelle. Mais puisque le questionnaire est complètement anonyme et confidentiel, vous pouvez répondre en toute quiétude sans crainte d'être identifié. Il est important pour la recherche que nous obtenions votre réponse à toutes les questions.

S'il vous plaît lire chaque question attentivement et répondre à toutes les questions. Répondre en noircissant l'espace sur la feuille de réponse IBM qui correspond avec le numéro de votre réponse.

85. S'il vous plaît indiquer votre sexe

1. femme
2. homme

86. S'il vous plaît indiquer votre âge

1. moins de 20 ans
2. 21 à 30
3. 31 à 40
4. 41 à 50
5. 51 et plus

87. Quel est votre état civil?

1. Marié(e)
2. Célibataire
3. Divorcé(e)
4. veuf(ve)
5. séparé(e)

88. Quelle est votre religion?

1. Je préfère ne pas répondre
2. Catholique
3. Protestant
4. Juif
5. Autre

89. S'il vous plaît indiquer votre niveau de formation

1. 6 ans d'étude ou moins
2. de 7 à 9 ans d'étude
3. de 10 à 13 ans d'étude
4. quelques années de collège ou université
5. un diplôme universitaire

90. Certaines personnes croient que dans l'éducation des jeunes enfants de nouvelles méthodes devraient être employées aussi souvent que possible. D'autres croient que les méthodes nouvelles sont dangereuses. Quels sont vos sentiments au sujet de l'énoncé suivant?

"De nouvelles méthodes d'éducation des jeunes enfants (élever les enfants) devraient être employées aussi souvent que possible".

1. pas d'accord du tout
2. légèrement pas d'accord
3. légèrement d'accord
4. fortement d'accord

91. La planification familiale au sujet du contrôle des naissances est un sujet de controverse. Quels sont vos sentiments vis-à-vis un couple marié qui pratique le contrôle des naissances?

1. c'est toujours mal
2. c'est généralement mal
3. c'est probablement bien
4. c'est toujours bien

92. Les questions suivantes sont en rapport avec les différentes expériences que vous avez eues avec des immigrants noirs des Antilles Britanniques. Si plus d'une réponse est appropriée, choisissez celle qui porte le numéro le plus élevé. Une réponse seulement.

1. J'ai lu ou étudié au sujet des immigrants noirs des Antilles
2. Je compte un ami ou un parent qui est un immigrant noir des Antilles
3. J'ai personnellement travaillé avec un immigrant noir des Antilles
4. Je compte un ami ou un parent qui est marié à un immigrant noir des Antilles
5. Je suis marié à un immigrant noir des Antilles

93. Considérant toutes les fois que vous avez parlé, travaillé ou avez été en contact personnel avec des immigrants noirs des Antilles, en tout quel en a été la durée?

1. je n'ai eu aucun contact
2. seulement quelques contacts par hasard
3. entre un et six mois
4. entre six mois et un an
5. plus d'un an de contact

94. Quand vous avez été en contact avec des immigrants noirs des Antilles, en général avec quelle facilité auriez-vous pu éviter ce contact?

1. Je n'ai pas eu de contact.
2. En général, j'aurais pu éviter ces contacts mais à grands frais seulement et avec beaucoup de difficulté.
3. En général, j'aurais pu éviter ces contacts seulement au prix de difficultés considérables.
4. En général, j'aurais pu éviter ces contacts mais au prix de quelques ennuis.
5. En général, j'aurais pu éviter ces contacts sans difficulté ou gêne.

95. Si vous avez déjà travaillé, en emploi rémunéré, avec des immigrants noirs des Antilles Britanniques, quelle possibilité aviez-vous (ou avez-vous) de changer d'emploi? C'est-à-dire, un emploi qui serait acceptable.

1. aucune expérience
2. aucun autre emploi disponible
3. d'autres emplois disponibles mais pas du tout acceptables
4. d'autres emplois disponibles mais pas entièrement acceptables
5. d'autres emplois disponibles entièrement acceptables

96. En général, quels sont vos sentiments vis-à-vis les expériences que vous avez eues avec des immigrants noirs des Antilles Britanniques?

1. pas d'expérience
2. ces expériences m'ont déplu énormément
3. je n'ai pas tellement aimé ces expériences
4. ces expériences m'ont plu quelque peu
5. j'ai vraiment aimé ces expériences

97. Quel est votre salaire annuel?

1. \$5,000 ou moins
2. \$5,001 à \$ 7,000
3. \$7,001 à \$ 9,000
4. \$9,001 à \$ 11,000
5. \$11,000 et plus

98. Quelle est la langue que vous préférez parler?

1. français
2. anglais
3. autre

1-10-1944

99. D'après vous, comment se comparent vos attitudes envers les gens d'une autre race, avec celle de la population en général?
1. beaucoup plus de préjugés
 2. un peu plus de préjugés
 3. à peu près la même chose
 4. un peu moins de préjugés
 5. beaucoup moins de préjugés
100. A quel secteur appartient votre emploi?
1. éducation
 2. gouvernement
 3. manufacturier
 4. commerce, finance ou les services
 5. autre
101. Dans quel genre de localité avez-vous surtout habité jusqu'à l'âge de 21 ans?
1. à la campagne
 2. dans une petite ville de campagne
 3. en banlieue d'une grande ville
 4. en ville
102. Où avez-vous surtout habité jusqu'à l'âge de 21 ans?
1. dans les Maritimes
 2. au Québec
 3. en Ontario
 4. dans l'Ouest canadien
 5. hors du Canada.

Différentes situations dans la vie...

Cette section du questionnaire traite des sentiments que l'on éprouve envers certaines situations qui se présentent dans la vie. Répondez en noircissant l'espace qui correspond avec le numéro de votre choix sur la feuille de réponse IBM.

- | | |
|--|---|
| 103. Il devrait être possible d'éliminer les guerres une fois pour toutes | 104. A quel point êtes-vous certain de votre réponse? |
| 1. pas d'accord du tout | 1. incertain |
| 2. pas d'accord | 2. pas tellement certain |
| 3. d'accord | 3. à peu près certain |
| 4. fortement d'accord | 4. certain |
| 105. Le succès dépend, pour une large part, de la chance et du hasard | 106. A quel point êtes-vous certain de votre réponse? |
| 1. fortement d'accord | 1. incertain |
| 2. d'accord | 2. pas tellement certain |
| 3. pas d'accord | 3. à peu près certain |
| 4. pas d'accord du tout | 4. certain |
| 107. Un jour la plupart des mystères du monde nous seront expliqués par la science | 108. A quel point êtes-vous certain de votre réponse? |
| 1. pas d'accord du tout | 1. incertain |
| 2. pas d'accord | 2. pas tellement certain |
| 3. d'accord | 3. à peu près certain |
| 4. fortement d'accord | 4. certain |
| 109. En améliorant les méthodes industrielles et agricoles, la pauvreté pourrait être éliminée dans le monde | 110. A quel point êtes-vous certain de votre réponse? |
| 1. pas d'accord du tout | 1. incertain |
| 2. pas d'accord | 2. pas tellement certain |
| 3. d'accord | 3. à peu près certain |
| 4. fortement d'accord | 4. certain |

111. Des progrès réalisés dans la science médicale permettront de prolonger la moyenne de vie à l'âge de 100 ans ou plus
1. pas d'accord du tout
 2. pas d'accord
 3. d'accord
 4. fortement d'accord
112. A quel point êtes-vous certain de votre réponse?
1. incertain
 2. pas tellement certain
 3. à peu près certain
 4. certain
113. Par suite du développement de la science et du génie, les déserts seront un jour transformés en terrains fertiles
1. pas d'accord du tout
 2. pas d'accord
 3. d'accord
 4. fortement d'accord
114. A quel point êtes-vous certain de votre réponse?
1. incertain
 2. pas tellement certain
 3. à peu près certain
 4. certain
115. L'éducation ne peut qu'aider les gens à développer leurs talents naturels, elle ne peut changer les gens d'une manière fondamentale
1. fortement d'accord
 2. d'accord
 3. pas d'accord
 4. pas d'accord du tout
116. A quel point êtes-vous certain de votre réponse?
1. incertain
 2. pas tellement certain
 3. à peu près certain
 4. certain
117. En travaillant fort n'importe qui peut réussir
1. pas d'accord du tout
 2. pas d'accord
 3. d'accord
 4. tout à fait d'accord
118. A quel point êtes-vous certain de votre réponse?
1. incertain
 2. pas tellement certain
 3. à peu près certain
 4. certain
119. Dans l'avenir presque tous les problèmes humains d'aujourd'hui seront saluionnés
1. pas d'accord du tout
 2. pas d'accord
 3. d'accord
 4. tout à fait d'accord
120. A quel point êtes-vous certain de votre réponse?
1. incertain
 2. pas tellement certain
 3. à peu près certain
 4. certain

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