THE SYMBOLIC INTERACTIONIST PERSPECTIVE AND MEDIA INFLUENCE ON THE RACIAL ATTITUDES OF CHILDREN: AN EXPLORATORY STUDY

Dissertation for the Degree of Ph. D.
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ABSTRACT

THE SYMBOLIC INTERACTIONIST PERSPECTIVE AND MEDIA INFLUENCE ON THE RACIAL ATTITUDES OF CHILDREN: AN EXPLORATORY STUDY

By

Sherrie Lee Mazingo

The purpose of this study was to examine mass media influence, specifically television influence, on the racial attitudes of majority and minority children. This study drew from the symbolic interactionist perspective in development of a theoretical framework whose basic propositions were that (1) the determination of media effects is embedded in a processual environment; (2) for any given set of effects, the attitudes and actions of specific others affect the attitudes and actions of the individual; (3) those individuals who affect the attitudes and actions of the individual are subject to the same kinds of influences as the individual; (4) the central behavioral term of self or self-concept primarily stems from interaction with others; (5) self or self-concept undergoes an interpretative process which mediates the influence of specific others and the media; (6) the cognitive processes of reasoning, thinking, and intelligence influence the interpretive process; (7) different attitudes are held toward different representations of the same class of objects; (8) these different attitudes reciprocally influence one another, and (9) as influences in the environment of the individual change, attitudes held by the individual also change.

On the basis of the theoretic rationale and other considerations relevant to media influence, a causal model encompassing six exogenous variables and eight endogenous variables was developed. The six exogenous variables were (1) frequency of exposure to television portrayals; (2) perceived treatment of minority and majority individuals by other media; (3) perceived significant others' attitudes toward television portrayals; (4) perceived significant others' attitudes toward mental ability; (5) number of minority and majority individuals known well; and (6) socioeconomic status. The eight endogenous variables were (1) knowledge of television portrayals; (2) self-interaction; (3) perceived mental ability; (4) self-concept; (5) media perception; (6) generalized reality; (7) attitude toward television portrayals, and (8) attitude toward ethnic groups apart from television portrayals. Two variations of the general model were examined: one for the influence of black portrayals, and the other for the influence of white portrayals.

It was hypothesized that influence would be exerted by frequency of exposure to the portrayals on knowledge of the portrayals, and self-interaction; perceived media treatment on attitude toward the ethnic group; socioeconomic status on self-concept; and number of minority and majority individuals known well on self-interaction. As number of minority and majority individuals known well increased, it was hypothesized to negatively influence the level of generalized reality.

Reciprocal influences were posited between perceived significant others' attitudes toward mental ability and perceived mental ability; self-concept and attitude toward the ethnic group; perceived significant others' attitudes toward television portrayals and the attitude toward television portrayals; attitude toward television portrayals and attitude toward the ethnic group.

The sample consisted of 241 third and fifth grade children in the Lansing and Ingham Intermediate school districts. The children from the Lansing district were enrolled in racially integrated schools while the children from the Ingham district were enrolled in a racially nonintegrated school. In all, there were 142 white children, 68 black children, 25 Chicano children, 4 Native American children, and 2 children of other races. The final survey questionnaire was administered by trained interviewers in March and May, 1975, and pretested by trained interviewers in February, 1975. The final questionnaire which consisted of stimulus pictures of black and white television characters, and open-ended and closed-ended questions, took about one hour to complete.

The statistical design initially proposed a nonrecursive path analytic model to represent the hypothesized reciprocal influences. Preliminary data examinations, however, did not support a test of the nonrecursive model on the given data set. A revised model was estimated by weighted multiple regression techniques for evidence of covariation in specifying a more correct model.

Given the misspecification of the model caution was suggested in the interpretation of the path coefficients. Overall, results of the model for black portrayals generally yielded higher explained variance and more significant relationships than results for white portrayals across the entire sample. The path coefficients consistently explaining the most variation in the endogenous variables for both black and white portrayals were the hypothesized relationships between (a) perceived significant others' attitudes toward the television portrayals and the respondent's attitude toward these portrayals; (b) perceived significant others' attitudes toward mental ability and self-concept; and (c) perceived significant others' attitudes toward mental ability and the respondent's perceived mental ability.

Those variables which generally explained no or slight variation in the endogenous variables were the relationships between (a) socioeconomic status and self-concept; (b) mental ability and media perception, and (c) knowledge of the portrayals and self-interaction.

Discussion of the research findings focused on reconceptualization and remeasurement of the variables as cast in a reciprocal influence model.

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By

Sherrie Lee Mazingo

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Accepted by the faculty of the Department of Communication, College of Communication Arts and Sciences, Michigan State University, in partial fulfillment of the requirements for the Doctor of Philosophy degree.

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To My Parents

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The conduct of a study whether for a dissertation or for some other purpose is a learning experience. The research process itself has inherent heuristic value, but perhaps just as importantly, one may also discover a gratifying awareness of the contributions of those associated with the research in both academic and personal roles.

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CHAPTER I

INTRODUCTION

The formulation of the symbolic interactionist perspective began in America in the early 1900s through the publications of Charles H. Cooley, John Dewey, W. I. Thomas, and others. The most complete delineation of the perspective appears in the volume *Mind, Self, and Society* (1934), based on the writings and lectures of George Herbert Mead.

The perspective which posits the individual and society as symbolic-action units arose from early philosophic positions of pragmatism. As the basis of these positions, individual action was regarded as the mode to test the accuracy of any hypothesis, and thus as the locus of reality. This action orientation was developed and represented by William James in his formulation of a pragmatic test of truth, Dewey in his theory of instrumentalism, and Mead in his philosophy of action. Although action could be easily related to the individual within this view, it did not apply as readily to societal responses and the individual. Societal responses result from deliberation and discussion by its members who choose courses of action affecting in turn, its members. This consensus, then, regarding the means and ends of action in society lent a dynamic character to interaction (Weinberg, 1962:403). This consideration led to a more complete formulation of action between the individual and society giving rise to symbolic interactionism.

A concern of this writer has been the possible application of this base to mass media research. One of the best known students and interpreters of symbolic interactionism, Herbert Blumer (1969: 191), also has suggested such an application:

> What seems to be needed is a different scheme of analysis --one that will respect the central features of the mass communicative process as it exists in the world of real happening . . . . The features of this process seem to be: the variant and changing character of the presentations of the media, the variant and changing character of the sensitivities of people touched by the media, the process of interpretation that intervenes between the presentation and its effect . . . and the incorporation of media, presentations, and people in a world of moving events that imparts an evolving character to each of them.

Purpose

The purpose of this chapter then is to examine the symbolic interactionist perspective for useful concepts to be applied to the study of mass media effects. As an underlying goal this examination will be directed toward impact of the media on the racial attitudes of majority and minority children. Based on this purpose, two questions arise: (1) Why examine the symbolic interactionist perspective for the study of media effects? and (2) Why single out concepts within that perspective?

For the first question it is relevant to briefly consider two major and interrelated aspects of the interactionist perspective. The first aspect emphasizes the study of socialization of the child and is considered social-psychological in focus. The second aspect emphasizes the study of social organizations and social processes and is considered sociological in focus (Rose, 1962:viii).

These two aspects directly relate to the study of mass media effects on children. Such effects may be both general and specific. The general effects are concerned with the social and psychological aspects faced by a child in a society where the media are an important and pervasive influence. The specific effects are concerned with the direct exposure of a child to various media content (Bailyn, 1959:1). These media effects then, encompass the social-psychological focus of the perspective.

In addition, media effects on children may be direct or indirect (Bailyn, 1959:1). Direct effects are closely related to specific effects. Based on media exposure, direct effects are concerned with aspects of media content that interact with characteristics within the child. This position is also social-psychological in focus. Indirect effects, however, are concerned with the influence of the media on others whose behavior in turn affects the child. These effects are within the sociological focus of the perspective if the structured nature of the influence of others is considered.

A final point should be made concerning the choice of the interactionist perspective for the study of media effects on children. Another characteristic of this perspective is that objects,[1] selves, situations, and definitions for objects, selves and situations are constantly in flux within human behavior. They are constantly being defined, interpreted, negotiated, acted, and acted upon to yield new meanings (see, Mead, 1934; Rose, 1962; Denizin, 1968; Blumer, 1972). This emphasis on the processual nature of human activity distinguishes the thought and direction of interactionists from most adherents of "functional" theory in sociology (Rose, 1962:ix).

Functional or mechanistic theory has been described by Zigler and Child (1969) as concerned with the investigation of functional relationships between discrete response and stimulus events. The major aspects considered to be important in determining the functional relationship between a stimulus and a response are past reinforcement in regard to the stimulus and the relative satiation concerning the reinforcement. Gordon (1974:4) has further characterized this approach as external orientation by the individual exclusive of internal orientation, and an emphasis on the antecedent-consequent approach where cause-effect or stimulus response relations condition behavior.

The functional approach has characterized most media research (Gordon, 1974:14-15). This emphasis is apparent in any review of media functions and effects. Such schemes usually posit functions and effects of the media as arousal, activation, reinforcement, and pacification. By examining and categorizing such functions, media researchers have given tacit, if not explicit consent to the functional approach.

But media stimuli and the response of individuals to these stimuli are not meaningfully described as discrete. Media content and individuals who are exposed to this content are undergoing continuous change. Studies of media effects then, must rely on a framework that considers this processual nature rather than a framework that is functional, mechanistic, or static in nature.

With the rationale presented for the appropriateness of the symbolic interactionist perspective for the study of media effects, let us briefly consider the second question of why concepts are selected for focussed study.

Many researchers have suggested that symbolc interactionism is not a general theory of human behavior in that it does not include all the variables thought to be important in explaining human behavior. These researchers maintain, rather, that symbolic interactionism is a perspective or an orientation (Stryker, 1967; L. Rose, 1972). This position is subscribed to here because it allows a more viable framework in which alternative formulations may be enriched by incorporating concepts of the symbolic interactionist perspective.

In addition to this feature of flexibility lies a practical concern in that the perspective cannot be tested in its entirety. Stryker (1962:42) has observed that:

> No single study can test all the implications of a theory as complex as Mead's; one must take much of it for granted, testing only specified aspects.[2]

With this overview then, this chapter will (1) discuss major assumptions and state basic propositions of the perspective; (2) examine concepts from this perspective deemed relevant to the study of media effects, and (3) develop a conceptual framework for the study of media effects based on this perspective.

Assumptions of Symbolic Interactionism

The bases from which the assumptions stem have been presented in the purpose statement. These bases are the social-psychological and sociological emphases within the perspective. The distinction between these social-psychological and sociological emphases has not always been accurate or well-defined. Cooley and Mead, however, suggested that such a distinction is not entirely necessary since the socialized individual and the society are really two facets of the same gestalt (Rose, 1962:viii).

These assumptions are drawn from several published interactionists, and an attempt is made to place these assumptions in logical order. However, some overlap may be noted which is due to the present writer's view of symbolic interactionism as a highly integrated orientation and not heedless redundancy. Only those assumptions considered relevant to the scope of this paper will be presented.

The first assumption is that the child entering life, the newborn, is neither social nor anti-social, but asocial with the potentialities for social development (Stryker, 1967:373).

The second assumption is that individuals live in a symbolic environment as well as a physical environment, and can be stimulated to act by symbols as well as by physical stimuli. Symbols are defined as stimuli that have learned meaning and value. For example, a chair is not only a collection of visual, aural, and tactile stimuli, but it "means" an object on which people sit; if a person sits on a chair it will "respond" by holding the person; it has a "value" for that purpose. A meaning is equivalent to a "true" dictionary definition, referring to the way in which people actually use a term in their behavior. A value is the learned attraction or repulsion they feel toward the meaning (Rose, 1962:5).

The third assumption is that through symbols, individuals have the capacity to stimulate others in ways other than those in which they themselves are stimulated. Here Rose suggests the notion of intent; that is, an individual communicates to another to evoke meanings and values intended to be evoked. Rose notes the oversimplification of this assumption including (1) that the meaning evoked is seldom, if ever, completely identical for two persons; (2) that the meaning evoked is not necessarily the one intended; and (3) that the meaning may be only partial and anticipatory of communication of other meanings (1962:7).

The fourth assumption is that the most fruitful approach to human social behavior is through an analysis of society. The symbolic interactionist perspective begins its analysis with the social act. The basic unit of observation is an interaction; from interaction both society and the individual emerge. This formulation permits an articulation between social psychology and sociology which alternative frameworks can forge. The study of social psychology and sociology begin with the same "building bricks": social actions. Social psychology builds in one direction to the behavior of individuals. Sociology builds in another direction to the behavior of collectivities (Stryker, 1967:373).

The next two assumptions have already been presented in the purpose statement. They are (1) that human behavior and the social environment are continually changing; and (2) that behaviors, influences, and objects are assigned meaning and given intepretation by individuals (Mead, 1934:79, 93, 404; Mead, 1938:xlv, lii). Commenting on these assumptions, Blumer (1969:61) said of Mead:

> He reversed the traditional assumptions underlying philosophical, psychological, and sociological thought to the effect that human beings possess minds and consciousness as original 'givens,' that they live in worlds of preexisting and selfconstituted objects, that their behavior consists of responses to such objects, and that group life consists of the association of such reacting human organisms.

The seventh assumption is that the meaning of objects is derived from or arises out of the social interaction that one has with others (Blumer, 1972:401).

The eighth assumption is that an individual defines or has a meaning for self as well as other objects, actions, and characteristics. The definition of self as a specific role-player in a given relationship is what Mead calls a "me." William James observed that each of us has as many selves as there are groups to which we belong. In Mead's terms this would be a defined "me" corresponding to each of our roles.

This perception of self as a whole, Mead called the "I" or "self-conception." Mead distinguished the "I" and "me" as follows: The "I" is the response of the individual to the attitudes of others; the "me" is the organized set of attitudes of others which one assumes. The attitudes of others constitute the sum; the individual has parts of self which are reflections of relationships with others (Rose, 1962:11). Another way of saying this is that only in communication can one get outside of self, take the attitude of another, and achieve a reflected view of the self as object from these other standpoints (Stone and Farberman, 1970:370).

The ninth assumption is that an individual receives views of self from certain or specific other individuals. These other individuals are referred to as reference groups. Mead used the term "other," although he is often credited with using the term "significant other" or "significant others" for these groups. As Haller, Woelfel and Fink (1968:14) note, the term "significant other(s)" is accurately attributed to Harry Stack Sullivan.

This section has presented nine of the major assumptions of the symbolic interactionist perspective. In the next section concepts intrinsic to the perspective and derived from these assumptions will be discussed.

Concepts Within Symbolic Interactionism

The concepts of act, action, social acts, and social interaction are often used interchangeably by many symbolic interactionists. L. Rose (1972:16) offers this description of social acts:

> Acts are social to the extent that they involve other human beings or other objects in the environment as defined by the group. This suggests that objects are consensually defined as maintained by Sullivan (1953). All acts are not social.

As the foundation of the perspective, the concept(s) of act, social act, or social interaction, is, in the opinion of the writer, the most richly developed aspect of that perspective. As Blumer (1972:406) states, George Herbert Mead offers "the most penetrating analysis" of the social act.

Based on Mead, Blumer suggests that social interaction is critically important and significant in its own right. Blumer (1972:405-6) contrasts the treatment of social interaction in most functionalist frameworks with that of symbolic interactionism:

> [T]ypical sociological and psychological schemes treat social interaction as merely a medium through . . . which the determinants of behavior pass to produce such factors as status position, cultural prescriptions, norms, values, sanctions, role demands, and social-system requirements; explanation in terms of such factors suffices without paying attention to the social interaction that their play necessarily presupposes. Similarly, in the typical psychological scheme such factors as motives, attitudes, hidden complexes, elements of psychological organization, and psychological processes are used to account for behavior. . . .
>
> Symbolic interactionism does not merely give a ceremonious nod to social interaction, It recognizes social interaction as being of vital importance in its own right. This importance lies in the fact that social interaction is a process that forms human conduct instead of being merely a means or a setting for the expression or release of human conduct. Put simply, human beings, in interacting with one another, have to take account of what the other is doing or is about to do; they are forced to direct their own conduct or handle their situations in terms of what they take into account . . . in the face of the actions of others one may abandon an intention or purpose, revise it, check or suspend it, intensify it, or replace it.

This section has been quoted at length because it concisely summarizes the more protracted explanation of Mead on social interaction. (The reader is specifically referred to Mead, 1934:7-8, 23-24, 118n, 210-11, 311-17).

A form of social interaction is the use of "significant symbols" or "symbolic interaction." Mead clarifies the meaning of significant symbols or symbolic interaction in several significant passages:

> There is a whole series of possible responses. There are certain types of these responses which are in all of us, and there are others which vary with the individuals . . . (1934:71).
>
> It is, of course, the relationship of this symbol, this vocal gesture, to such a set of responses in the individual himself as well as in the other, that makes of that vocal gesture what I call a significant symbol. A symbol does tend to call out in the individual a group of reactions such as it calls out in the other . . . (1934:71).
>
> Now, if that response can be given in terms of an attitude utilized for the further control of action, then the relation of that stimulus and attitude is what we mean by a significant symbol (1934:181).
>
> Our thinking that goes on, as we say, inside of us, is a play of symbols in the ~~above sense~~. Through gestures responses are called out in our own attitudes, and as soon as they are called out they evoke, in turn, other attitudes. What was the ~~meaning now~~ becomes a symbol which has another meaning. The meaning has itself become a stimulus to another response (1934:181).
>
> The significant symbol is nothing but that part of the act which serves as a gesture to call out the other part of the process, the response of the other, in the experience of the form that makes the gesture (1934:268).

As the wellspring of symbolic interactionism, social interaction gives rise to a series of highly interrelated, but distinguishable concepts. These concepts are: meaning, categories, significant others or reference groups, self, self-interaction (self-indication, self-reflexive activity, reasoning, interpretation), ~~and attitudes~~.

Perhaps the most difficult concept to define within symbolic interactionism (or in general) is meaning. The one definition that could be found in the writings of Mead is ". . . a statement of what the nature of the object is . . ." (1934:91).

Although later interactionists have stressed the importance of the concept "meaning," and devoted considerable space in describing the concept, Mead is the only one who seems to offer a direct definition. Within his definition and description of meaning, Mead stresses social interaction and communication.

> Dewey says that meaning arises through communication. It is to the content to which the social process gives rise that this statement refers; not to bare ideas or printed words as such, but to the social process which has been so largely responsible for the objects constituting the daily environment in which we live: a process in which communication plays the main part (1934:79).

> Communication gives to us those elements of response which can be held in the mental field. We do not carry them out, but they are there constituting the meanings of these objects which we indicate. Language is a process of indicating certain stimuli and changing the response to them in the system of behavior. Language as a social process has made it possible for us to pick out responses and hold them . . . so that they are there in relation to that which we indicate (1934:97).

Garretson (1967:337) sums up the position of the perspective in regard to this concept:

> [S]ymbolic interactionism . . . is focussed upon the importance of language as an instrument of definition and communication. People are seen as responding not directly to a resistant outer reality but to meanings of objects which are defined within a cultural system and social organization.

Language is a system of significant symbols arising in the process of social interaction. By inference, then, language is a system of shared meanings and shared behavior. As such, language or symbols are used to organize behavior toward objects. When symbols are organized to indicate generalizations of behavior toward objects, or classifications of objects, these symbolizations are known as categories.

Stryker (1967:375) summarizes:

> To categorize is to apply a class term to a number of objects, to signify that a number of different things are, for certain purposes, to be treated as the same kind of thing. Classification or categorization is essential to activity, for life would be impossible if one were forced to respond to every object in the world as unique. Class terms, or categories, are of course, symbols. They have meaning, they are cues to behavior, and they organize behavior.
>
> Humans respond to a classified world, one whose salient features are named and placed into categories indicating their significance for behavior. In short, humans do not respond to the environment as physically given, but to an environment as it is mediated through symbols--to a symbolic environment.

A category frequently discussed by symbolic interactionists is "status" or "position." While category appears to be a more generic term for objects (e.g., men, women, children, chairs, houses, jewelry), status or position refers to more specifically defined subsets of categories. For example, the status or position terms for the general categories of men and women, could include: mother, professor, drill instructor, playboy, intellectual, black sheep, nurse, and so forth.

There are two senses in which status or position are discussed within symbolic interactionism: (1) the organization of behavior toward individuals in a different status or position; and (2) the status or position of self (and/or the reference group identified with self) relative to individuals in a different status or position.

When individuals are placed in categories the result is a set of expectations regarding the behavior of those individuals. Behavior toward those individuals then, is organized based on these expectations. Shibutani suggests that many of the expectations regarding the behavior of others are learned serendipitously or as side issues. As an example, Shibutani refers to ways in which children learn their social position. He also cites a study by Quinn (1954) of how white children learn ethnic distinctions (Shibutani, 1961:482, 484):

> Quinn found that direct instruction is relatively infrequent. It occurs only after some incident in which a child has violated the 'color line'--inviting a Negro friend to a birthday party and eating side by side at the same table or referring to a Negro woman as a "lady." Justifications are not always given in ethnic terms; often the children are asked simply to trust their elders.
>
> Indirect techniques of training are sometimes used; children are permitted to eavesdrop on adult conversations about the immoral conduct of some Negro . . . .
>
> Once the appropriate orientations are established, they are repeatedly reinforced in social interaction. The reaffirmation of ethnic categories provides a good example. The mistaken belief that Negroes are inferior objects is inadvertently strengthened in jokes . . . . The stereotype of the penurious Jew is reinforced in the same manner . . . .

In considering the role of self relative to others, one must begin with the role of reference groups or significant others. Earlier in this paper it was noted that some symbolic interactionists use the term "reference groups" or "reference relationships" (Shibutani, 1955; Kuhn, 1964; Rose, 1962); others prefer the term "significant others" (Sullivan, 1947; Stryker, 1967; L. Rose, 1972; Refky, 1973), and still others use the terms interchangeably

(Brooks, 1967). While writers have used both terms, or argued for the use of one term or the other, only one group of writers, Haller, Woelfel and Fink (1968:16-17), appear to have drawn a clear conceptual history and relationship between the two concepts. Summarizing their discussion, they report:

> Generally, significant others and reference groups are seen to perform the same function and to use the same processes to do so. Probably the only basic difference between the two is that the term reference group tends to call one's attention to clusters of persons while significant other has a singular connotation . . . . [I]n many areas of life a person may be more likely to be influenced by specific other persons (e.g., my father, my best friend, my teacher, Mr. X, . . .) than by groups. Reference groups can be recaptured from clusters of significant others; but . . . significant others are lost in reference groups.

It is this position which is subscribed to here. Reference groups are seen as a broader class or grouping of people, while significant others are seen as a more specific subset of that class or group. The attitudes of significant others impinge on the individual, shaping and directing the behavior of that individual.

An individual internalizes the roles of significant others. The identity of an individual is a composite of roles, identities, and attitudes which significant others exhibit vis-à-vis the individual. Self, then, arises directly from the interaction process with these significant others (Mead, 1934; Blumer, 1966; L. Rose, 1972; Shibutani, 1961, 1966; Refky, 1973; Couch, 1967). Refky (1973:53) emphasizes the processual relationship between significant others and self:

> It is not useful to conceive of socialization as a process that ends at some point in the biography of the individual. Thus, a change in significant others leads to a corresponding

> change in identity: a child interacts with new significant others and, therefore, makes additions to the sediment of . . . the self-system or identity . . . (of the child). For an individual to maintain a stable identity, the presence of significant others must be continuous.

It has been necessary to discuss the role of significant others before proceeding to a discussion of the perceived status of self vis-à-vis others of a different status or position. That relationship will be considered now.

Shibutani (1961) asserts that status is a social process. Status is ascribed only in relation to others who recognize this status and approach the individual accordingly. The significance of status is that it allows the individual to have a sense of superiority over others. This sense of superiority and its relationship to significant others and self is pointedly discussed by Mead.

Mead (1934:205, 207-8) states there is a continuous demand to regard oneself as in some way superior to others. This feeling of superiority is intensified when:

> . . . It belongs to a self that identifies itself with the group . . . . We all believe that the group we are in is superior to other groups . . . on the whole we depend upon a common recognition that other people are not quite as good as we are . . . . We have to distinguish ourselves from other people and this is accomplished by doing something which other people cannot do, or cannot do as well.[4]

The preceding discussion has focussed on the organization of behavior toward others and the status of self vis-à-vis others. But there are many other categories besides status in which an individual may place himself or herself. When an individual applies categories to classify and define who he or she is (in the same way that the individual applies categories to others), the individual is said to have a "self" or "self-conception."

Mead (1934:138 ff; 1938:445) notes that the self is that which is an object to itself. That is, the notion of self arises from the sustained frequency with which the individual is responded to by others, and the ability of the individual to respond to himself or herself in the same way that the individual perceives others respond to the individual. The conception of self then, is basically a reflection of attributes of the individual "as they are mirrored in the reactions imputed to other people" (Shibutani, 1961:239). It is what Cooley (1902) meant by the "looking glass self." Mead (1934:135-178) describes this ability to assume alternate roles as the extent to which an individual develops a "generalized other" in the formation of self-concept.

The notion of self suggests interaction, emergence, reflection, renewal, activity, process. Appropriately, this process has been variously referred to by symbolic interactionists as self-interaction, self-indication, self-interpretation, self reflexive activity, and self activity. These "self acts" are the dynamic reorganization of all situational elements that define and affect self and the relationship of self to others. This reorganization is a merging of these elemental parts into a unity or totality within the Lebenswelt of the individual.

The foundation for these "self acts" stems from the processes implicated by reasoning, interpretation, thinking, or intelligence.

It is posited that the clarity of self activity is based on these cognitive processes of the individual (Waller, 1967; Stone and Farberman, 1967; Blumer, 1972; Woelfel, 1967; Mead, 1934, 1938; Kelly, 1955; Warshay, 1962; MacKay, 1973; Swanson, 1974). Within symbolic interactionism such concepts are considered indispensable to an interactionist approach. In fact, one symbolic interactionist has interpreted this part of the perspective to mean that "any scheme which rules out such concepts distorts the facts of human experience" (Stryker, 1967:377).

While it may appear that a concept such as "thinking" could not easily undergo scientific scrutiny, such terms are defined behavioristically within symbolic interaction for scientific analysis. Therefore, "thinking is defined as the internalized manipulation of symbols" (Stryker, 1967:377).

The final concept to be considered within this section is attitude. There are two senses in which the concept attitude is used in the sociological and psychological literature: (1) as a substitute for an act (Dewey, 1902, defined attitude in this sense, referring to it as a truncated act); and (2) a prior mental organization (or imitation) of an act that represents or determines a later response to the object of the attitude (Mead, 1934). In this sense, attitude actually represents an "incipient act" (Burke, 1945: 235 ff), as the beginning of an act toward an object.

Stone (1962:100) states these two uses of attitude are ambiguous. These uses are not viewed here as ambiguous, but rather as distinct uses of the concept that represent different perspectives. Where Dewey viewed attitude as a complete replacement of behavior toward an object, Mead viewed attitude as the mental beginning of that behavior:

> There is an organization . . . which represents not only that which is immediately taking place, but also the later stages that are to take place . . . . The later stages of the act are present in the early stages . . . in the sense that they serve to control the process itself. They determine how we are going to approach the object . . . (1934:11).
>
> We have, then, in the behavioristic statement, a place for that which is supposed to be the peculiar content of mind, that is, the meaning of things. I have referred to these factors as attitudes (1934:126-27).

The Meadian use of attitude invokes the notion of a continuous and reciprocal influence. We are continually affecting others by our attitudes. As previously noted, we can reflect the attitudes of others toward ourselves, respond internally, and react. Through that response and reaction, we affect the attitudes of others. As Mead states, we are continually "exerting ourselves, bringing forward our own opinion, criticizing the attitudes of others, and approving or disapproving" (1934:180).

Because the modern use of attitude is not static, that use will be subscribed to here. This use appears more representative of what actually occurs in day-to-day affairs. An attitude is constantly subject to agreement, challenge, interpretation, and change.

This section has examined concepts deriving from relevant assumptions of the symbolic interactionist perspective. In the next section, these concepts will be integrated into a framework for examining mass media effects on minority and majority children.

It is important to note that not every concept discussed here will be included in the framework. For every concept included, it is assumed that underlying concepts (e.g., social acts, generalized others) give rise to the more concrete concepts under investigation. Based on actual research, however, it should not be difficult to arrive at relationships between and among these concepts, or draw inferences concerning these and other concepts.

A Conceptual Framework for Mass Media Effects

From the preceding investigation of the symbolic interactionist perspective, nine theoretical propositions may be deduced for the study of mass media effects:

1. That the determination of media effects is embedded in a processual environment.

2. That for any given set of effects, the attitudes and actions of specific others affect the attitudes and actions of the individual.

3. That those individuals who affect the attitudes and actions of the individual are subject to the same kinds of influences as the individual. These influences include the reciprocal influence of the individual on those other individuals.

4. That the central behavioral term of self or self-concept primarily stems from interaction with others (it also may be argued

that notions of self derive from the mass media), and serves to mediate the influence of specific others and the media.

5. That self or self-concept undergoes an interpretive process by the individual that further mediates the influence of specific others and of the media.

6. That the cognitive processes of reasoning, thinking, and intelligence influence the interpretive process of the individual.

7. That an individual has different attitudes toward different representations of the same class of objects.

8. That these different attitudes toward representations of the same class of objects reciprocally influence one another.

9. That as influences in the environment of the individual change, attitudes held by the individual also change.

A model that incorporates these propositions follows. In the model, television content has been singled out as the specific influence under study.

The model proposes that an individual is exposed to information from several sources: television content, specific or significant others, real life or direct experience with the object of the television content (here, members of minority groups), and other media (newspapers, magazines, books, and radio).

The specific or significant others for the individual are also exposed to television content, specific or significant others, real life or direct experience with the object of the television content, and other media. Specific or significant others are also influenced by the individual.

As information from differing sources impacts on the individual, it is evaluated in relationship to the self-concept of the individual. Self-concept primarily stems from interaction with others and exposure to the behaviors of others.

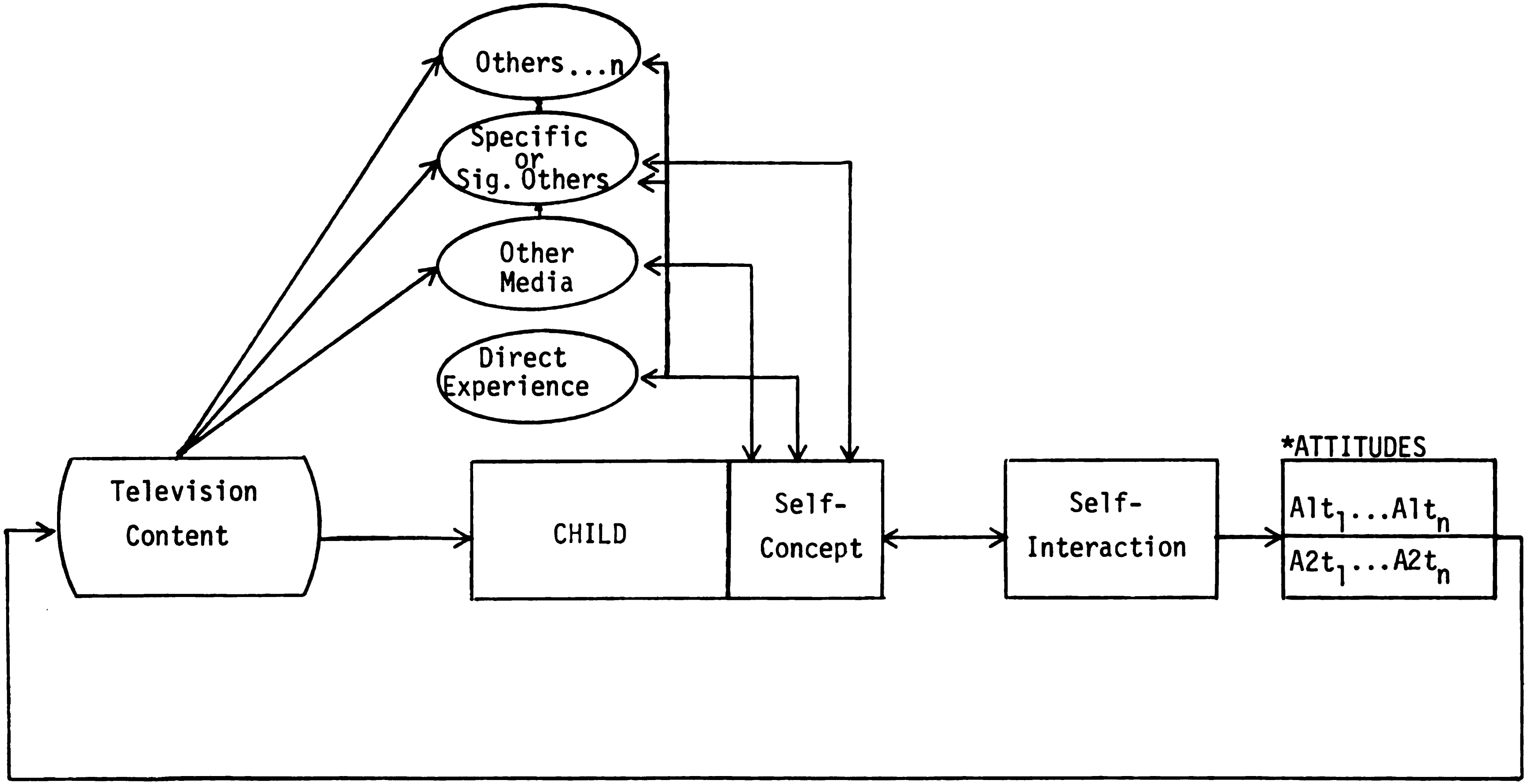
Self-concept is also influenced by an interpretive process of the individual toward self and toward the object of television content.

Underlying this interpretive process or self activity of the individual are cognitive abilities such as reasoning and thinking.

All of these factors coalesce to yield an attitude or attitudes toward an object. In this case, there are two attitudes from the same category of objects under consideration: an attitude toward televised portrayals of minorities, and an attitude toward minorities as perceived to exist apart from televised portrayals.

This process is continuous throughout the life of the individual. As changes occur in media content, significant others, and direct experience with the object, concomitant changes occur in self-concept, the interpretive process, and subsequent attitude(s). Such changes may activate, reinforce, or convert the previous attitude. In the reciprocal relationship that the individual has with others, changes in the attitude(s) of the individual will also affect others within the environment of the individual.

The model as discussed is presented in Figure 1.


Others...n
Specific or Sig. Others
Other Media
Direct Experience
Television Content
CHILD
Self-Concept
Self-Interaction
*ATTITUDES
$A1t_1 \ldots A1t_n$
$A2t_1 \ldots A2t_n$

$*A1t_1 \ldots A1t_n$ = attitude toward televised portrayals of minorities over time

$A2t_2 \ldots A2t_n$ = attitude toward minorities as they exist apart from televised portrayals over time

Figure 1.--Conceptual Model of Influence Process.

In this section, nine theoretical propositions deduced from the symbolic interactionist perspective were set forth for the examination of media effects. A conceptual framework explicitly derived from these propositions was proposed. The propositions were, in turn, derived from the preceding content.

Summary

This chapter has examined the symbolic interactionist perspective for development of a conceptual framework applicable to the study of mass media effects on children. It intially examined the appropriateness of the perspective for such a study, and reasons for focussing on certain concepts within that perspective. It was suggested that the sociological and psychological emphases of the perspective, evolving around socialization of the child lent invaluable support to the appropriateness for examining media effects. It would be difficult if not impossible to test each concept of the perspective and therefore, only highly relevant concepts were identified.

The major assumptions and basic propositions of the perspective were discussed and relevant concepts deriving from these assumptions and propositions were examined.

Finally, these concepts were incorporated into a conceptual framework suggested to be a more highly explanatory approach to media effects than the mechanistic approach or modifications of that approach. In the next chapter, research implications of the theoretical background and conceptual framework presented in this chapter will be discussed.

CHAPTER I: FOOTNOTES

[1] Blumer (1972:401) notes that objects include: physical objects, such as trees or chairs; other human beings, such as a mother or a store clerk; categories of human beings, such as friends or enemies; institutions, such as a school or a government; guiding ideals, such as individual independence or honesty; activities of others, such as their commands or requests; and such situations as an individual encounters in . . . daily life.

[2] It is to be noted that in this early statement (1962), Stryker referred to symbolic interactionism as a theory; yet as a previous statement in the chapter indicates, in 1967 Stryker disputed it as a theory preferring instead the perspective/orientation designation. The conclusion is that Stryker reversed his opinion on this issue during the intervening period.

[3] Manis and Meltzer (1967:495) essentially summarize these assumptions in what they term basic theoretical propositions of symbolic interactionism:

a. Mind, self, and society are most usefully viewed as processes of human and interhuman conduct.
b. Language is the mechanism for the rise of mind and self.
c. Mind is an importation of the social process; that is, of interaction, within the individual.
d. Human beings construct their behavior in the course of its execution, rather than responding mechanically to either external stimuli or such internal "forces" as drives, needs, or motives.
e. Human conduct is carried on primarily by the defining of situations in which one acts.
f. The socialization of the individual both enmeshes the individual in society and frees the individual from society. The individual with a self is not passive but can employ self in an interaction which may result in behavior divergent from group definitions.

[4] This assertion has been empirically examined by Kuhn (1960) who found professional training to be related to the nature of the self, and McPartland and Cumming (1958) who found a relationship between social class and self-conception.

CHAPTER II

THE RESEARCH PROBLEM

The purpose of this chapter is to discuss the research implications of the conceptual model presented in Chapter I. This discussion will focus on (1) general considerations underlying the study; (2) focus of the study and rationale; (3) conceptual definitions of the variables; and (4) an appropriate statistical model in which to cast the variables.

General Considerations

This study examines the extent to which television may be influencing the racial attitudes of children. The questions that underlie this examination are: Do children perceive key behavioral differences between minority and majority individuals in television role portrayals? And if so, what effect do these differences within a nexus of other influences, have on the racial attitudes of minority and majority children?

A major thrust of the framework discussed in Chapter I is that individuals exist in a symbolic as well as a physical environment, constantly lending interpretation to influences within that environment. This basis, as more fully discussed in Chapter I, led to a statement of the theoretical propositions that (1) the determination of media effects is embedded in a processual environment; (2) for any given set of media effects, the attitudes and actions of specific others affect the attitudes and actions of the individual; (3) those individuals who affect the attitudes and actions of the individual are subject to the same kinds of influences as the individual; (4) the central behavioral term of self or self-concept primarily stems from interaction with others and may also derive from the mass media; (5) self or self-concept undergoes an interpretive process by the individual; (6) the cognitive processes of reasoning, thinking, and intelligence influence the interpretive process of the individual; (7) an individual has different attitudes toward different representations of the same class of objects; (8) these different attitudes toward representations of the same class of objects reciprocally influence one another; and (9) as influences in the environment of the individual change, attitudes held by the individual also change.

In assessing the influence of television within this environment in regard to children's racial attitudes, three considerations are (1) the availability of television programming with minority portrayals (the stimulus information within the environment); (2) the nature of minority portrayals (characteristics of that information); and (3) the children's audience for these programs (attendance to the information). Each of these considerations will be discussed in turn.

The Availability of Minority Programming

There are three predominant programming blocks when children within the Lansing-East Lansing area may view minority portrayals:

Saturday mornings (primarily cartoons), weekday evenings and weekend evenings (7:30 to 11:00 P.M. or prime time). Since many of the minorities on Saturday morning programs appear as cartoon characters, and since few minorities are featured in non-animated roles on children's programming, most impressions of minority portrayals evolve from adult-oriented programming in the evenings.

The Nature of Minority Portrayals

Within adult-oriented evening programming, the range of minority roles extends to two basic program types: comedy (e.g., "Sanford and Son," "Good Times"), and police programs (e.g., "Hawaii Five-O," "Mod Squad," "Ironside," "Christie Love," "The Rookies"). The range of majority roles, however, is more extensive, if one considers family drama programs (e.g., "The Waltons," "Little House on the Prairie"), medical programs (e.g., "Emergency," "Medical Center," "Marcus Welby"), detective programs (e.g., "Cannon," "The Rockford Files," "Barnaby Jones"), or police programs not featuring highly visible minorities (e.g., "Kojak," "Columbo," "McCloud," "McMillan and Wife").

The Children's Audience for Prime Time Programming

A recent series of audience analyses shows that the children's audience for prime time television viewing is substantial. Forty percent of children ages 6 to 11 in this country are viewing television by 7:00 P.M. each day of the week; by 8:30 P.M. the percentage increases to slightly more than 50 percent of all such children. The heaviest viewed programs are situation comedies followed by general drama programs (Katzman, 1974:25, 36).

The Study Focus and Rationale

In examining the influence of minority portrayals on children, relevant questions are what program types and what ethnic minority group or groups should be examined?

The decision in this research is to examine family situation comedies, and black individuals within these portrayals as the specific ethnic group under consideration. This decision is made for the following reasons: (1) Black portrayals are appearing with increasing frequency, and more so in comedy roles than dramatic roles (Greenberg and Mazingo, 1973). A check of current television program listings confirms that black individuals are predominantly portrayed in family comedy roles (e.g., "The Jeffersons," "Good Times," "Sanford and Son," "That's My Mama"), and in non-family situation comedies (e.g., "Hot L Baltimore," "Barney Miller"). (2) Black individuals appear in comedy roles more prevalently than other ethnic minorities. (3) The frequency and quality of black portrayals has been severely criticized by some observers as extending a unidimensional image of blacks as buffoons, clowns, and incompetents; in general, as objects of humor (Clark, 1969; Maloney, 1970; Poinsett, 1974). Numerous analysis of prime time programming conclude that minority portrayals are uncomplimentary, unrealistic, or both (e.g., Clark, 1969; Gerbner, 1972). While these observers find these portrayals uncomplimentary or unrealistic, a question in this study is, do children perceive these portrayals similarly? The portrayal of black individuals as clowns or buffoons may be regarded as a negative aspect by an adult observer, but may well be a positive aspect to a child viewer.

With the general considerations and the purpose of the study more clearly focussed, conceptual definitions of the variables under study may now be examined.

The Variables

Since the proposed study operates from a framework that suggests reciprocal influence and an intertwined system of cause and effect, it would be erroneous to isolate discrete sets of variables that are strictly antecedent, independent, intervening, or dependent. It is more appropriate to consider a causal system of exogenous (independent) variables whose variability is explained or determined by causes outside the model, and endogenous (dependent) variables whose variability is explained by exogenous or other endogenous variables within the model. For purposes of the immediate discussion, the variables will be referred to as exogenous or endogenous. Measurement of the variables will be discussed in Chapter III.

Based on the discussion in Chapter I and the theoretical propositions reviewed at the beginning of this chapter, six exogenous variables and eight endogenous variables emerge.

The exogenous variables are (1) frequency of exposure to television portrayals; (2) perceived treatment of minority and majority individuals by other media (other media attitudes);

(3) perceived significant others' attitudes toward the child's mental ability; (4) perceived significant others' attitudes toward television portrayals; (5) interactions with minority and majority individuals (direct experience); and (6) socio-economic status (SES).

The endogenous variables are (1) knowledge of television portrayals; (2) self-interaction; (3) perceived mental ability; (4) self-concept; (5) media perception; (6) generalized reality; (7) attitude toward television portrayals; and (8) attitude toward ethnic minority groups apart from television portrayals.

The conceptualizations of each set of these variables will now be discussed.

Frequency of Television Exposure

Frequency of television exposure is defined as the regularity of viewing the stimulus programs under study. To the extent a child is exposed to consistent and systematic portrayals of ethnic groups, this provides evidence for a consistent and systematic impact. As mentioned, black individuals now are prevalently portrayed in family comedy roles, suggestive of a systematic image portrayal. Frequency of exposure then is seen as an important variable in determining how consistent portrayals may be differentially interpreted as inputs to racial attitudes.

Other Media Attitudes

This variable is defined as the child's perceived media treatment of minority and majority groups derived from book reading and radio listening. Despite heavy attendance to television, children also attend to other media. Cumulative evidence from several researchers suggests that children from 8 to 12 years old spend about an hour a day listening to the radio (including radio newscasts), read newspapers on the average of three to four times a week, and read at least part of a book every day (Schramm, Lyle and Parker, 1961; Greenberg and Dervin, 1970; Greenberg and Dominick, 1970).

Television exposure as well as exposure to other media provide a symbolic environment from which the child draws in developing attitudes toward any given object. The concern here is to examine the relative contribution of attitudes derived from other media to the child's overall racial attitudes.

Significant Other Attitudes Toward Mental Ability

This variable is defined as the perceived attitudes of others in regard to the child's level of smartness. Significant or specific others here are defined as parents, the classroom teacher, and peers. Symbolic interactionism posits that the individual is a composite of roles, identities and attitudes of significant others. The child's self-report of mental ability as previously discussed, should be reflected then by this variable.

Significant Other Attitudes Toward Television Portrayals

This variable is defined as how the child perceives others' liking for the stimulus television portrayals. Within symbolic interactionism, significant others for a child and other individuals provide direct and indirect attitudinal information for a given object or topic. Symbolic interactionism suggests that an individual internalizes the roles and attitudes of significant others making them part of the individual's own roles and attitudes.

Direct Experience

Direct experience is defined as the amount of contact the child perceives that he or she has with minority and majority individuals. Symbolic interactionism emphasizes this concept in three important ways: (1) individuals assign meaning and interpretation to the behaviors of others; (2) meaning and interpretation frequently stem from interaction with others; (3) meaning and interpretation become vehicles for categorizing others and evaluating others in relationship to self (Mead, 1934, 1938; A. Rose, 1962; Blumer, 1972).

Socioeconomic Status (SES)

This variable is defined as parents' occupation(s) as reported by the child. Symbolic interactionists discuss status or position as being an individual reference point for comparing oneself to others. Shibutani (1961) notes that majority children frequently and accidently learn their social status as a result of references that adults or peers make concerning ethnic minority members. For symbolic interactionists, the significance of status is that it allows the individual to have a sense of superiority over others (Mead, 1934:207-208). Further, within sociology, socio-economic status is viewed as an important indicator of an individual's location in a social structure. Each status or position carries with it a set of values, ideals, and beliefs that individuals within that status are expected to conform to and share. This commonality of role values, ideals, and beliefs also influence the perception of reality, and the perception of others by each role holder.

This concludes the discussion of the exogenous or independent variables of the model. The endogenous or dependent variables affected or influenced by both exogenous and other endogenous variables will be discussed next.

Again, the eight endogenous variables within the model are (1) knowledge of television portrayals; (2) self-interaction; (3) perceived mental ability; (4) self-concept; (5) media perception; (6) generalized reality; (7) attitude toward television portrayals; and (8) attitude toward ethnic groups apart from television portrayals.

Knowledge of Television Portrayals

This variable is defined as identification of the stimulus television portrayals and identification of the race of the stimulus television portrayal. Previous investigations of the impact of television portrayals on children assume the child is familiar with either the portrayal or portrayals under investigation, or the race of the character. Such investigations proceed to directly ask questions concerning racial attitudes without firmly establishing the child's knowledge of the subject under study. Although there is abundant evidence that children are aware of race distinctions by age three or four (e.g., Goodman, 1952; Clark, 1955; Clark and Clark, 1958; Morland, 1966; Horowitz, 1973), this assumption usually obliquely rests on skin preference tests with the use of different colored dolls or individual pictures.

Self-Interaction

This variable is defined as the amount of thinking about the stimulus television portrayal when the child is not viewing the stimulus television program. Symbolic interactionists argue that informational inputs constantly undergo cognitive interpretation and organization leading to attitudinal changes (Mead, 1934, 1938; MacKay, 1973; Swanson, 1974). One symbolic interactionist, Stryker (1967:377), considers any symbolic interactionist study which omits concepts such as thinking, reasoning, and interpretation, to be a distortion of the perspective. The self-interaction variable then attempts to determine the extent of thinking about the stimulus portrayal, and its relationship to individuals of the character's race who are not portrayed on television.

Mental Ability

Closely related to the concept of self-interaction is mental ability or intelligence. Mental ability is defined as the child's perceived level of smartness. The clarity of self-interaction relies on the nature and extent of the individual's cognitive reasoning process (e.g., Stone and Farberman, 1967; Blumer, 1972).

Self-Concept

The self-conception is the attitude of the child toward self. Self-concept subsumes and is an organization of all the attributes and qualities derived about self from interaction with others. Symbolic interactionists frequently refer to the self-concept as reflecting or mirroring the attitudes of others toward self (Cooley, 1902; Mead, 1934; Shibutani, 1961; Kinch, 1967; Woelfel, 1967; and others). In this study, the dimension of self-concept focussed on is self esteem or the child's estimation of self worth and self-liking. The child's perceived mental ability (previously defined) is regarded as one aspect of this dimension of self-concept, deriving from the opinions and attitudes of others.

Media Perception

This research suggests that a child has two attitudes: one toward ethnic groups as portrayed on television, and one toward ethnic groups as the child perceives they exist apart from television content. To establish this, it is necessary to determine if the child perceives individuals in television roles as acting out or conducting their own lives or simply playing a role. Media perception then is the extent to which the child perceives actors or actresses as having an existence or lifestyle apart from their existence as portrayed on television.

Generalized Reality

As a corollary to media perception, generalized reality is the extent of liking for a given stimulus television character. If a child distinguishes between ethnic portrayals and other individuals of that ethnic group as a whole, there is empirical support for asserting that distinct attitudes exist toward these portrayals and toward members of ethnic groups represented by these portrayals. Symbolic interactionism also provides theoretical support for the assertion of different attitudes toward aspects of the same phenomena. According to interactionists, an individual may be subject to several different influences or sources regarding a given object. Because the nature of the influences are different, and because an object may be represented variously, an individual may hold separate and distinct attitudes toward those representations (Mead, 1934:71, 79, 97, 181; Garretson, 1967:337; Stryker, 1967:375). The basis of this assertion within symbolic interactionism is the recognition and distinction of symbols; and organizing and placing these symbols into categories. Undergirding this process is a previously defined variable, self-interaction or thinking by the individual concerning the object.

Attitude Toward Ethnic Groups Apart From Television Content

This variable is defined as the extent of liking for a given ethnic group as a whole. As stated above, theoretical support exists for asserting that two attitudes may exist for the same object or class of objects.

This section has presented conceptual definitions for the six exogenous variables and eight endogenous variables for the causal model under study. The next section will examine the structure of the model.

The Statistical Model

This research uses a recursive path model (the causal flow is unidirectional) to represent the hypothesized influences under study. Path analysis is an appropriate method for at least three reasons:

First, path analysis allows separation or disentanglement of direct causal effects from indirect causal effects. This is especially pertinent in a causal model based on theoretical reasoning. Parsing out the effects allows the researcher to determine exactly which variables are making the strongest contribution to the theory.

Second, although some researchers (e.g., Kerlinger and Pedhazur, 1973:305) note that path analysis is not applicable to discovering or formulating causes and thereby generating theory, path analysis does not require an exact theory for its use. From the symbolic interactionist perspective as discussed in Chapter I, several theoretically attractive models could be derived. The range of these models could be narrowed by the existing framework as supplemented by other research and intuitive thinking, but could not reasonably be narrowed to one highly specific model. To accomplish this latter task would no doubt mean protracted testing of many different models. Since path analysis as mentioned, provides separation of direct causal effects from indirect causal effects it would seem indeed applicable to the nature of the exploratory research under consideration.

Third, the framework presented in Chapter I suggests the notion of reciprocal influence between some of the variables. A path analytic model (although nonrecursive) would be the only method to examine such influences. While the path model under consideration does not include reciprocal paths, it is probably sufficient evidence to indicate whether further attempts at modeling are warranted on this data set.

Since symbolic interactionism does suggest reciprocality, it is appropriate here to briefly discuss the rationale underlying the use of a recursive model rather than a nonrecursive model (some of the causal linkages are reciprocal or bidirectional).

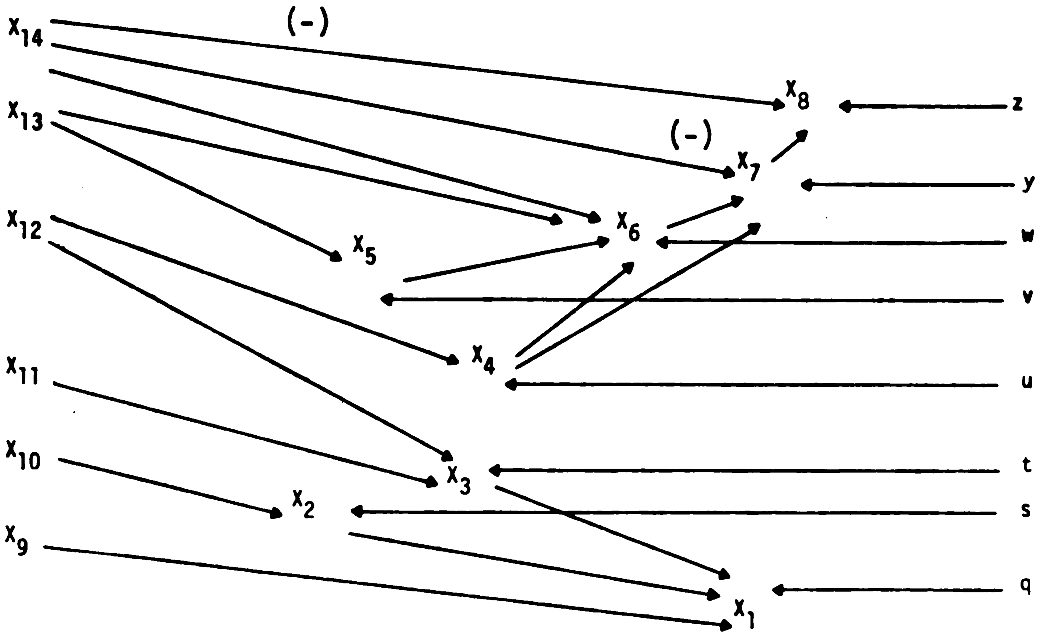
Of the possible models that could be derived from the theory, several of the more appealing and perhaps the more complete models are nonrecursive. Deriving from the framework presented in Chapter I the nonrecursive paths or reciprocal influence paths that could be considered are between (a) perceived mental ability and significant others' attitudes toward mental ability; (b) self-concept and attitude toward the ethnic group; (c) significant others' attitudes toward television portrayals and the individual's attitude toward television portrayals; and (d) the individual's attitude toward television portrayals and the attitude toward the ethnic group.

However, in preliminary examinations of the data prior to testing a nonrecursive model, there was not sufficient evidence to justify a nonrecursive model based on the proposed causal system of variables. For the system as proposed, evidence from the zero order correlation matrix and the ordinary least squares regression equations warranted early rejection of the model. To continue with a nonrecursive model based on this preliminary testing would be a futile exercise. The rationale for the use of a recursive model versus a nonrecursive model will be discussed further in Chapter IV.

As mentioned previously, the variables within a causal system are either exogenous or endogenous. The variability of exogenous variables is not explained within the model; it is assumed the causal influences of these variables are determined outside the system. The variability of endogenous variables is explained by exogenous variables, other endogenous variables under study, and a set of disturbance or residual terms. The disturbance or residual terms represent all other sources of variation in the endogenous variables not accounted for by other variables in the model. The path diagram shown in Figure 2 represents this system. Structural and estimating equations for the model are in Appendix C.

Each path in the model represents a hypothesis. Except where minus signs indicate otherwise, each path posits that an increase in one variable results in an increase in another variable.

The negative path between direct experience and generalized reality hypothesizes that as direct experience with the ethnic



where:

X_1 = attitude toward ethnic group

X_2 = attitude toward TV portrayals

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of TV portrayals

X_6 = self-interaction

X_7 = media perception

X_8 = genralized reality

X_9 = other media attitudes

X_{10} = significant others' attitudes toward portrayals

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

X_{13} = frequency of exposure to portrayals

X_{14} = direct experience with ethnic group

q, s, t . . . z = residual terms

Figure 2.--General Path Model of Television Influence Process.

group increases, generalizing from television characters of the ethnic group to the ethnic group as a whole, decreases.

The negative path between direct experience and media perception (the extent to which the child perceives characters on television as playing a role) hypothesizes that as media perception increases, generalized reality decreases. A major premise of this study and in conformity to symbolic interactionism, is that individuals may hold different attitudes towards representations of the same phenomena. Or stated another way, individuals may hold different attitudes towards objects within the same class or category. This study applies this notion to the distinction between television role portrayals and generalizing to others based on those portrayals. If, as hypothesized, a negative relationship exists between media perception and generalized reality, this suggests that children are not only able to make the distinction between such portrayals and a class of individuals as a whole, but also may be fully expected to have separate attitudes toward each of them.

This chapter has examined practical considerations underlying a study of television's influence on the racial attitudes of children. This examination included discussions of the availability of television programming with minority portrayals, the nature of minority portrayals, and the children's audience for these programs. In addition, this chapter has discussed the focus of the study and rationale, and provided conceptual definitions of the fourteen variables under study. Lastly, a recursive path model was suggested as an appropriate statistical method for analyzing the variables. Chapter III will discuss the measurement of the variables.

CHAPTER III

RESEARCH METHODS

This chapter will discuss aspects of the questionnaire and field research procedures. Specifically, this discussion will include (1) questionnaire development and pretesting; (2) survey sites and respondents; (3) questionnaire administration; (4) measurement of the variables; and (5) reliability estimates for the indices.

Questionnaire Development and Pretesting

A major consideration in the questionnaire design was to elicit identification of certain stimulus television characters and the race of those characters. Seeking these two levels of identification overcomes two major and possibly erroneous assumptions made in most research examining television's effects on children's racial attitudes. These assumptions are (1) that the child is familiar with the television characters under examination; and (2) that the child is aware of differences in race among those characters.

The pretest questionnaire then, presented pictures of six television characters, three black characters and three white characters. The pictures were originally 8 x 10 glossy photographs each reduced to size 3-3/8 x 3-3/8 for reproduction in the questionnaire. Respondents were asked to identify each character or the program associated with each character, and the race of each character (in open-ended questions).

Two criteria were used in the selection of the characters: (1) that the characters appear in regular roles on family programs (the rationale for the selection of family programs was presented in Chapter II); and (2) that the characters represent different races, but appear in similar roles.

The final selection of characters for the pretest were: Archie Bunker and Edith Bunker ("All in the Family"), Redd Foxx ("Sanford and Son"), Louise Jefferson ("The Jeffersons"), Florida Evans ("Good Times"), and George Apple ("Apple's Way"). Archie Bunker and George Apple represent white fathers on television; Redd Foxx, a black father; Louise Jefferson and Florida Evans, black mothers; and Edith Bunker, a white mother.

Fourteen questions each or 56 questions in all were presented in specific reference to each character. In total, the pretest questionnaire was 32 pages long with 106 closed-ended questions and 26 open-ended questions. The pretest was administered once (February 19, 1975) under the direction of two white male interviewers from Michigan State University. The interviewers were trained in a two-hour session prior to the pretest.

During the pretest one of the interviewers read each question aloud as the respondents filled out the questionnaires. In instructions read prior to the start of the pretest, respondents were told to raise their hands if they had questions after the reading of each question. The other interviewer then privately answered that question. When several children had questions on a given item, both interviewers clarified the item privately with each respondent to facilitate questionnaire completion. The next item was not read until all questions were answered. The pretest questionnaire took an average of one hour and 30 minutes to administer. The average completion time for each child was 45 minutes.

When all questionnaires were completed the respondents were asked their opinions of the questionnaire as a whole. While all respondents reported favorable comments, a few respondents also commented that the questionnaire was too long or that some of the questions were difficult. These comments were considered in the construction of the final instrument.

The pretest site was the Holmes Elementary School in Lansing. Respondents were 25 third grade children ages 8 to 10 years old. They consisted of 13 boys and 12 girls; 13 white, 10 black, one Chicano, and one Canadian Indian. Each respondent was asked on the questionnaire to give the occupation for each parent. In all, 20 children listed parents' occupations. The average socioeconomic status across the pretest sample as scored by the NORC (National Opinion Research Center) prestige scale (1951, as reported in Reiss et al., 1961) was 52.6. (More concerning the NORC scale will be discussed under the section on Survey Sites and Respondents). Occupations included janitor, bartender, waitress, gas station attendant, baker, bus driver, and teacher. The modal occupation (reported by eight respondents) was automobile assembly work. The pretest questionnaire is in Appendix A.

Survey Sites and Respondents

Three survey sites were chosen for this study: the Allen Street and Willow elementary schools in Lansing, Michigan, and the Steele Street elementary school in Mason, Michigan. Allen Street and Willow schools are about six miles apart and both schools are racially integrated. Steele Street school is ten miles from Lansing and is not racially integrated.

The Allen Street and Willow schools were selected because they have the largest number of black children in the third and fifth grades in the Lansing schools. Steele Street in Mason was selected to provide a basis for comparison between the racial attitudes of children in an integrated school environment with those attitudes of children in a nonintegrated school environment.

All third and fifth grade children were interviewed at each school. These grades were selected because while there is abundant evidence that by age seven children make evaluative judgments of others based on race (e.g., Clark, 1955; Goodman, 1964; Gregor and McPherson, 1966; Horowitz, 1973), few studies exist on the racial attitudes of children eight to eleven years old (the age range of third and fifth grade children). The sparsity of these latter studies includes Greenberg and Dominick (1970), Bernstein and DiVesta (1971), and Greenberg (1972).

A total of 241 children were interviewed at the three schools. This total includes 126 third grade children and 115 fifth grade children; 121 boys and 120 girls. Sixty children were eight years old, 58 were nine years old, 53 were ten years old, 65 were eleven years old, and five children were twelve years old. Of this total, there were 142 white children, 68 black children, 25 Chicano children, 4 Native American children, and 2 who listed their race as "other." There were no Orientals.

A total of 79 children were interviewed at the Allen Street school (42 in the third grade; 37 in the fifth grade); 114 were interviewed at Willow school (60 in the third grade; 54 in the fifth grade), and 48 children were interviewed at the Steele Street school (24 in each grade). All of the children at Steele Street school listed their race as white.

By socioeconomic level (SES), the average SES score across the entire sample is 63.0; for black children the average score is 58.8; for white children the average score is 63.2. The average SES score for children in the Steele Street school is 69.3. Socioeconomic status determinations are often misleading. In this study, socioeconomic status is based on the NORC scale of occupational prestige (of the child's parents), consisting of occupational scores derived from a national opinion survey. The scores range from 20 to 93 across 88 occupational groupings (Reiss et al., 1961).

The sample characteristics are summarized in tabular form on the following pages.

Questionnaire Administration

Interviews were conducted on March 18-19, 1975, and on May 12-13, 1975.[1] Two to three interviewers were used in each

TABLE 1.--Frequency Distribution of Sample Characteristics: School by Grade, Age, Sex and Race.

	School			Totals
	Allen	Willow	Steele	
Grade				
Third	42	60	24	126
Fifth	37	54	24	115
Total	79	114	48	241
Age				
8	17	31	12	60
9	22	26	10	58
10	15	25	13	53
11	23	29	13	65
12	2	3	0	5
Total	79	114	48	241
Sex				
Boys	39	57	27	121
Girls	40	57	21	120
Total	79	114	48	241
Race				
Black	24	44	0	68
White	37	57	48	142
Chicano	16	9	0	25
Native American	1	3	0	4
Other	1	1	0	2
Total	79	114	48	241

TABLE 2.--Frequency Distribution by Grade and Race: Allen Street School (N = 79).

Race	Third Grade		Fifth Grade		Totals
	Boys	Girls	Boys	Girls	
Black	6	9	4	5	24
White	11	10	10	6	37
Chicano	2	4	3	7	16
Native American	0	0	1	0	1
Other	0	0	1	0	1
Totals	19	23	19	18	79

TABLE 3.--Frequency Distribution by Grade and Race: Willow School (N = 114).

Race	Third Grade		Fifth Grade		Totals
	Boys	Girls	Boys	Girls	
Black	15	9	9	11	44
White	16	14	13	14	57
Chicano	0	4	1	4	9
Native American	1	1	1	0	3
Other	0	0	1	0	1
Totals	32	28	25	29	114

TABLE 4.--Frequency Distribution by Grade and Race: Steele Street School (N = 48).

Race	Third Grade		Fifth Grade		Totals
	Boys	Girls	Boys	Girls	
White	12	12	15	9	
Totals	12	12	15	9	48

TABLE 5.--Socioeconomic Status (SES) by School and Race.

	SES
Entire Sample	63.0
Black	58.8
White	63.2
Chicano	51.4
School	
Allen Street	59.3
Black	58.0
White	61.4
Chicano	50.6
Willow	60.4
Black	59.6
White	65.0
Chicano	51.4
Steele	69.3

classroom depending on classroom size. In the Lansing schools, the interviewing teams consisted of white males, white females, and black females. In the Mason school two interviewers were used, one white male and one white female. Minority interviewers were not used at the Mason school because of the possibility of introducing bias on responses to race questions.

Interviewers were trained in a one hour session prior to data gathering, supplemented by printed instructions on the interviewing procedures. Interviewers were also given printed instructions to be read to the respondents.

In all, 14 classes were interviewed at the three schools. Except for two classes of fifth grade children at Allen Street school and two classes of third grade children at Willow school, all classes were interviewed intact. The fifth grade classes at Allen Street school and the third grade classes at Willow school were combined. In both of these situations these classes ordinarily meet together at regular intervals during the school day. At the request of school officials these classes were interviewed as combined classes. Since these classes routinely meet together, interviewing them during a combined session did not pose a problem in validity of the results.

Interviewing procedures for the final questionnaire were essentially the same as for the pretest. One of the interviewers read each question aloud as the questionnaires were filled out. As before, the children were instructed to raise their hands after the reading of each item if they had questions. The other interviewer or interviewers answered those questions privately for each child. Reading of the next item did not continue until all such questions were answered. The questionnaire took an average of one hour and 30 minutes to complete in each classroom.

In some of the classrooms where time permitted, children were debriefed on the purpose of the study and asked their opinion of the questions. All children who commented on the questions expressed favorable opinions. The most prevalent comments were "It was fun" or "I'd like to take it again." A problem still existed, however, in comprehending the wording of one question. This was minimized substantially, if not completely alleviated, by interviewers privately attending to each child as questions arose.

Instructions to the interviewers, instructions to the children, and the final questionnaire are in Appendix A.

Measurement of the Variables

Based on results of the pretest the final questionnaire was revised to 18 pages in length and 127 questions. The number of stimulus television characters was reduced from six to four; one white male, one black female, one white female, and one black male, in that order. The characters were again matched on comparability of roles. The two characters dropped were Louise Jefferson and George Apple. Louise Jefferson was dropped because of comparatively low identification with the other characters in the pretest and also to reduce questionnaire length. George Apple was dropped for four reasons: (1) comparatively low identification with the other characters; (2) less comparability in role type to either Archie Bunker or Redd Foxx; (3) cancellation of the program prior to design of the final questionnaire, and (4) to reduce questionnaire length.

Overall, 41 different variables comprised the final questionnaire. Two goals directed the development of the measures: (1) to develop measures consistent with and in conformity to the understanding and interpretation of the symbolic interactionist perspective, and (2) to develop measures more reliable, more insightful, and more refined than measures typically used in mass media research on the racial attitudes of children. For these reasons, several different kinds of measurement procedures were developed, representative of the exploratory nature of this research.

Twenty-two indices (11 indices for each set of characters) were developed from these measures. In addition, six single measures (three measures for each set of characters) were combined with the indices to test the overall model.

A description follows of the indices and single measures. Means and correlations reported are for the entire sample (N = 241). Zero order correlations, means, and standard deviations across the indices and single measures is in Appendix B.

Frequency of Exposure

A five-point interval scale was used to measure each stimulus character. The scale is:

How often do you watch this TV program?
5 once every week
4 once every two weeks
3 once a month
2 once every two to three months
1 never

An index was created combining the two black characters (FREQEXPB) and a similar index created for the two white characters (FREQEXPW). The range for each index is 2 to 10. The mean for the index for black characters is 8.4 and the intercorrelation .41. The mean for the index for white characters is 7.3 and the intercorrelation is .81. The two indices correlate .23.

Knowledge of Portrayals

The created indices combined two different scales for each stimulus character, seeking (1) the name of the person or the name of the program; and (2) the identification of the race of the person. The scales are:

Who is this person or what TV program is this person on?
1 = Right   0 = Wrong
(You may put down any name you know the person by, or the name of the program.)

9 I don't know the name of the person or the program.

What is the race or color of this person?

4 or 0 Black
4 or 0 White

0 Oriental
0 Chicano

9 I don't know

Scores on the two items were added for each pair of black characters (KNOWBTVP) and for each pair of white characters (KNOWHTVP). The range for each index is 0 to 10. The index mean for black characters is 9.5. The intercorrelation for the name identification questions for black characters is .25, and for the race identification questions the intercorrelation is .28. The index mean for white characters is 9.3. The intercorrelation for the name identification questions is .60 and for the race identification questions the intercorrelation is .41. The two indices correlate .32.

Self-Interaction

A three-point scale was used to measure self-interaction for each stimulus character. The scale is:

When this person is not on TV, how much do you think about her (him)?

3 I think about this person a lot
2 I think about this person sometimes
1 I never think about this person

The first index combined these scales for the black characters (SELFINTB); the second index combined the scales for the white characters (SELFINTW). The range for each index is 2 to 6. The mean for the black characters is 4.4 and the intercorrelation is

.54. The mean for white characters is 3.4 and the intercorrelation is .60. The two indices correlate .29.

Media Perception

For each character two scales were used to measure media perception. In addition, two scales measure media perception of black characters in general, and two scales measure media perception of white characters in general. All scales for the black characters were combined (MEDIAPRB) as were the scales for the white characters (MEDIAPRW). Each index then, the one for black characters and the one for white characters, consists of six items or scales each. The wording of the first item for each character differs slightly to fit the character. Scale examples are:

> When this person is on TV, she has a family and neighbors. When this person is not on TV, does she have the same family and neighbors?
>
> 1 yes 3 no 2 I don't know
>
> When this person is on TV, is this person just playing a part or pretending?
>
> 3 yes 1 no 2 I don't know
>
> When you see black (white) people on programs like Good Times (All in The Family), they have families and neighbors on the program. When these people are not on TV, do they have the same families and neighbors?
>
> 1 yes 3 no 2 I don't know
>
> When you see black (white) people on programs like Good Times (All in The Family) and other programs with black (white) families, are the people just playing a part or pretending?
>
> 3 yes 1 no 2 I don't know

The range across the six scales for each index is 6 to 18. The mean for black characters is 14.5. The mean for white characters is 14.4. The two indices correlate .80. The intercorrelations for the six scales in each index are in Appendix B.

Generalized Reality

One scale for each stimulus character was used to measure generalized reality. The scale is:

> Think about this person for a minute and think about what you have heard others say about the person. Now, how true do you think those things are for people of this race or color who are not on TV?
>
> 4 these things are true for most people of this race
> 3 these things are true for some people of this race
> 2 these things are true for a few people of this race
> 1 these things are not true for any people of this race

An index was created combining the two black characters (GENREALB) and a similar index created for the two white characters (GENREALW). The range for each index is 2 to 8. The mean for the index for black characters is 5.6 and the intercorrelation is .46. The mean for the index for white characters is 5.0 and the intercorrelation is .32. The two indices correlate .54.

Significant Others' Attitudes Toward Television Portrayals

Five Likert-type scales for each stimulus character were used to measure significant others' attitudes toward that character. Directions preceding the scales requested that the respondent list up to five persons he or she had talked to about the stimulus character and then indicate the attitude of the person toward the stimulus character. Respondents listed the relationship of the person to the respondent and not a specific name. The scales were preceded by a check item of whether the respondent had talked to anyone about the stimulus character. The scales are of the form:

Person You have Talked To	How Much Do They Like The Person in the Picture				
1.____________	5	4	3	2	1
	very much	some	don't like or dislike	dislike some	don't like at all

An index was created combining the two black characters (SIGOTVPB) and a similar index created for the two white characters (SIGOTVPW). The range for each index is 10 to 50. The mean for the index for black characters is 19.2. The mean for the index for white characters is 15.0. The two indices correlate .66. The intercorrelations for the five scales in each index are in Appendix B as are frequencies of significant others mentioned.

Attitude Toward Television Portrayals

A five-point Likert-type scale was used to measure attitude toward television portrayals for each stimulus character. The scale is:

How much do you like the person in the picture?

5	4	3	2	1
very much	some	don't like or dislike	dislike some	don't like at all

An index was created combining the two black characters (ATTTVPB) and a similar index created for the two white characters (ATTTVPW). The range for each index is 2 to 10. The mean for the index for black characters is 9.1 and the intercorrelation is .41.

The mean for the index for white characters is 7.4 and the intercorrelation is .61. The two indices correlate .15.

Other Media Attitudes

Two five-point scales were used to measure other media attitudes toward black persons (OTMEDIAB). Two five-point scales were also used to measure other media attitudes towards white persons (OTMEDIAW). The scales are:

> When you read things in books about black (white) people, how do you think the books show black (white) people as being?
>
> 5 very good
> 4 good
> 3 not good or bad
> 2 bad
> 1 very bad
> 9 I don't know
>
> When you hear things on the radio about black (white) people, what would you say the people on the radio think about black (white) people?
>
> 5 they think black (white) people are very good
> 4 they think black (white) people are good
> 3 they think black (white) people are neither good nor bad
> 2 they think black (white) people are bad
> 1 they think black (white) people are very bad
> 9 I don't know

The range for the scales in each index is 2 to 10. The mean for the index for media attitudes toward black people is 9.0 and the intercorrelation is .10. The mean for the index for media attitudes toward white people is also 9.0 and the intercorrelation is .23. The two indices correlate .42.

Significant Others' Attitudes Toward Mental Ability

Three scale items were used to measure significant others' attitudes toward mental ability. The scale items are:

How smart do (does) your parents (teacher, friends) think you are?

4 very smart
3 somewhat smart
2 not very smart
1 not smart at all

The range for this index (SIGOTHMA) is 3 to 12 and the mean is 9.8. The intercorrelations are:

	Parents	Teacher	Friends
Parents	1.00		
Teacher	.25	1.00	
Friends	.31	.52	1.00

Self-Concept

Two self-esteem items comprise this index. The scale items are:

I feel there are many good things about me. I feel this way:

4 most of the time
3 some of the time
2 a few times
1 none of the time

How much do you like yourself?

4 very much
3 somewhat
2 not very much
1 not at all

The range is 2 to 8; the mean is 6.5 and the intercorrelation is .39. The mnenomic index name is SELFCPT.

Socioeconomic Status

This index consists of two open-ended questions seeking father's occupation and mother's occupation (SES). The occupations were assigned scores based on the 1951 NORC occupational prestige scale (previously discussed). Occupational scores for both parents were added and then divided yielding an average occupational score for each respondent. In cases where only one occupation was listed, the score for that occupation served as the average SES score for that respondent. The SES items are:

What kind of work does your father (mother) do?

____

The range for SES is 42 to 93; the mean is 63.0.

This concludes the discussion of the 22 indices in the study. The five single items that were combined with the indices are briefly summarized as follows:

Direct Experience

Two items were used to measure direct experience with black people (KNBLKWL) and direct experience with white people (KNWHTWL). The form of the item is:

How many black (white) people would you say you know well?

I don't know any black (white) people well 00
I know ____ black (white) people well

(Please put in the number)

If a respondent put in a number higher than 98 for black and white people known well, these numbers were collapsed or reduced to 98 as an arbitrary maximum. Coding an actual number higher than 98 would not add more precision to this variable. For children 8 to 12 years old as in this study, reporting high numbers is likely to be random guessing resulting in less reliability.

The range for black people known well is 0 to 98 and the mean is 16.7. The range for white people known well is also 0 to 98 and the mean is 26.9. The two items correlate .27.

Mental Ability

A four-point scale measures mental ability as perceived by the respondent. The scale is:

How smart do you think you are?

4 very smart
3 somewhat smart
2 not very smart
1 not smart at all

The scale complements the scale for significant others' attitudes toward mental ability. The range for the mental ability scale (YOUSMART) is 1 to 4 and the mean is 3.2.

Attitude Toward Ethnic Group

A five-point Likert-type scale was used to measure each of the two attitudes under study: attitude toward black people (ATTBLACK) and attitude toward white people (ATTWHITE) as perceived to exist apart from television characterizations. The scale is:

How much do you like black (white) people?

5 very much
4 somewhat
3 don't like or dislike
2 dislike somewhat
1 don't like at all

The range is 1 to 4. The mean for both ATTBLACK and ATTWHITE is the same: 3.9. The two items correlate .14.

Two indices used in this study included "I don't know" response categories. These indices were the knowledge of portrayals index and the other media attitudes index. For the knowledge index, the "I don't know" responses were recoded to zero (0) and considered as wrong or incorrect responses. For the other media attitudes index, the "I don't know" categories were recoded to three (3), the neutral or midpoint of the scale.

There were no unanswered questions across the 241 respondents in the sample, in part due to a procedure of checking each questionnaire item immediately after each respondent indicated completion of the questionnaire.

Multiple regression techniques were used in constructing the indices. Each of the component measures for each index was entered into a regression equation as predictor or independent variables of a criterion or dependent variable. For example, each of the component measures for the indices, attitude toward television portrayals, self-concept, and other media attitudes were regressed against attitude toward the ethnic group as the criterion variable.

Based on the regression results, each predictor variable forming the index was multiplied by its beta weight. The weighted variables were then summed together to form the aggregate index variable. The procedure maximizes the partial regression coefficients for the index, controlling for other variables in the equation (but not in the index itself).

This strategy initially appears to be liberal in application, but is in fact a conservative move, as Woelfel and Haller (1972) point out. The non-index or single predictor variables are probably more satisfactorily measured than the index variables because they are less complex. Therefore, the single predictor variables are expected to have a smaller error component than the indices. This lower error of measurement tends to inflate the partial regression coefficients of these single predictor variables. The weighting of the index variables then has the effect of compensating for the artificial inflation of the single predictor variables. Further, the multiple correlation coefficient remains unchanged by the weighting procedure. The coefficient is the same as it was when the index variables were entered singly as predictors (Woelfel and Haller, 1972:12-13).

Reliability Estimates

Reliability estimates of the indices with only two scale items were made using the Spearman-Brown formula. For indices with more than two scale items, coefficient alpha was used as the estimate of reliability.

The Spearman-Brown estimates for indices with just two scale items for the entire sample (N = 241) are reported below for the entire sample (N = 241). The Spearman-Brown estimates for individual groups within the sample are in Appendix B.

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Frequency of exposure to television portrayals of black persons (FREQEXPB)	.58
Frequency of exposure to television portrayals of white persons (FREQEXPW)	.90
Knowledge of television portrayals of black persons (KNOWBTVP) (Name identification)	.40
Knowledge of television portrayals of black persons (KNOWBTVP) (Race identification)	.44
Knowledge of television portrayals of white persons (KNOWHTVP) (Name identification)	.75

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Knowledge of television portrayals of white persons (KNOWHTVP) (Race identification)	.58
Self-interaction concerning television portrayals of black persons (SELFINTB)	.70
Self-interaction concerning television portrayals of white persons (SELFINTW)	.75
Generalized reality concerning television portrayals of black persons (GENREALB)	.63
Generalized reality concerning television portrayals of white persons (GENREALW)	.48
Attitude toward television portrayals of black persons (ATTTVPB)	.58
Attitude toward television portrayals of white persons (ATTTVPW)	.76
Other media attitudes toward black persons (OTMEDIAB)	.18
Other media attitudes toward white persons (OTMEDIAW)	.37
Self-concept	.56

The indices and reliability coefficients for indices with more than two scale items are given below. These estimates apply to the entire sample (N = 241). Reliability estimates for individual groups within the sample are in Appendix B.

Multi-Item Indices	Reliability Coefficient (Coefficient Alpha)
Media perception of black characters (MEDIAPRB)	.67
Media perception of white characters (MEDIAPRW)	.68
Significant others' attitudes toward television portrayals of black characters (SIGOTVPB)	.95
Significant others' attitudes toward television portrayals of white characters (SIGOTVPW)	.95
Significant others' attitudes toward mental ability (SIGOTHMA)	.63

The established criterion for scale reliability using coefficient alpha is .80 (Crano and Brewer, 1973:231). Three of the indices here fail to meet this criterion. For other sample groups the indices that meet this criterion are the same as those reported here for the entire sample: significant others' attitudes toward television portrayals.

This chapter has discussed questionnaire development and pretesting, the survey sites and respondents, questionnaire administration, measurement, and reliability estimates of the variables. As mentioned, the means and correlations reported in this chapter are for the entire sample. These results for individual groups within the sample are in Appendix B.

CHAPTER III: FOOTNOTES

[1] The second data collection requested information on three items erroneously omitted from the original questionnaire. Interviewing conditions under which the first data was collected prevailed during the second data collection. The additional items were attached to the questionnaires; respondents and their original questionnaires were subsequently matched. These additional items are in the back of the questionnaire entitled "You and Television" in Appendix B.

CHAPTER IV

RESULTS

This chapter focuses on the general path model in this study as the results derive from examining the influence of black portrayals across the entire sample (N = 241). The most important result deriving from this examination is the evidence from preliminary stages of data analysis that statistical support does not exist for the nonrecursive (reciprocal influence) model as hypothesized. This point will be discussed in more detail throughout this chapter.

In view of the initial but substantial lack of statistical support for the model from the given data set, subrelationships in the model based on application of ordinary least squares regression equations are investigated for evidence of covariation useful in determining directions for future research. Further, the results of these equations as applied across subdivisions within the sample are presented to yield maximum information concerning covariation deriving from the relationships.

Overall, evidence from the zero-order correlation matrices, the intercorrelations of the indices, the reliability estimates of the indices, the regression coefficients, and the test of each equation given by the coefficient of alienation, show clearly that the largest portion of variance is not accounted for by the several variables in the model. (The zero-order correlation matrices, the intercorrelations of the indices, and reliability estimates of the indices for subdivisions of the sample are in Appendix B; intercorrelations of the indices and reliability estimates of the indices for the entire sample were reported in Chapter III.)

The high levels of unexplained variance and the lack of covariance in general of the variables indicate that further attempts at model building on the present data set are not warranted.

While the question of what constitutes necessary statistical support, if any, before continuing with more complex methods of analysis is difficult to pinpoint in discussions of path analysis, several researchers have indicated the futility of pursuing model construction under similar conditions (see Duncan, 1975:56-57, 89-90; Kerlinger and Pedhazur (1973:3 ff, 259; Wonnacott and Wonnacott, 1970:121). Kerlinger and Pedhazur (1973:258-259) in a discussion of analyzing data with continuous and categorical independent variables suggest that if the magnitude of the variance in the dependent variable explained by other variables in the equation is not meaningful within (1) the context of theoretical formulation, (2) knowledge of findings in the field, or (3) in the judgment of the researcher, the analysis should be terminated.[1]

In the path diagram that appears on page 74 (results of the influence of black portrayals across the entire sample), information includes the beta coefficients for each path and regions of significance for each coefficient. (The coefficients with one or two asterisks preceding them represent significance at less than the .05 or .01 levels).

The test of the fit of each regression equation is given by the coefficient of alienation ($\sqrt{1-R^2}$) along the residual paths. The closer the coefficient is to 1.0, the poorer the fit of the equation. However, this coefficient must be interpreted with some caution since a simple or multiple correlation of .86 is necessary before the coefficient of alienation reduces to .50. (The reader is referred to a discussion of the coefficient of alienation in McNemar, 1969:141.)

The beta coefficients, zero-order and multiple correlations, explained variance, F tests, significance levels, and degrees of freedom for each path model in this chapter are presented in tabular form in Appendix C.

Given the overall status of the model caution must be exercised in interpreting the beta coefficients. The coefficients will be biased to an unknown extent as a result of the unknown misspecification of the model. What follows should be construed as application of ordinary least squares regression techniques for preliminary evidence of covariation useful to future investigators in specifying a more correct model.

Before turning to the path diagram for the influence of black portrayals across the entire sample and the discussion of this model, the correlation coefficients and beta coefficients of all variables influencing each of the endogenous variables in the model are presented in Table 6. The overall significance levels for each of these equations is also given (some of the significance levels will be slightly exaggerated due to aggregating the weighted index variables). Since the beta coefficients are based on the correlation coefficients of the endogenous variable with other variables in the equation, this table provides a compact summary of results stemming from the model. When only one variable influences the endogenous variable in the equations, the correlation coefficient and beta coefficient are the same.

The six exogenous variables in the model are other media attitudes toward black persons (OTMEDIAB); significant others' attitudes toward television portrayals of black persons (SIGOTVPB); socioeconomic status (SES); significant others' attitudes toward mental ability (SIGOTHMA); frequency of exposure to black portrayals (FREQEXPB), and direct experience with black persons (KNBLKWL). These variables are represented in the model as variables X_9 through X_{14}.

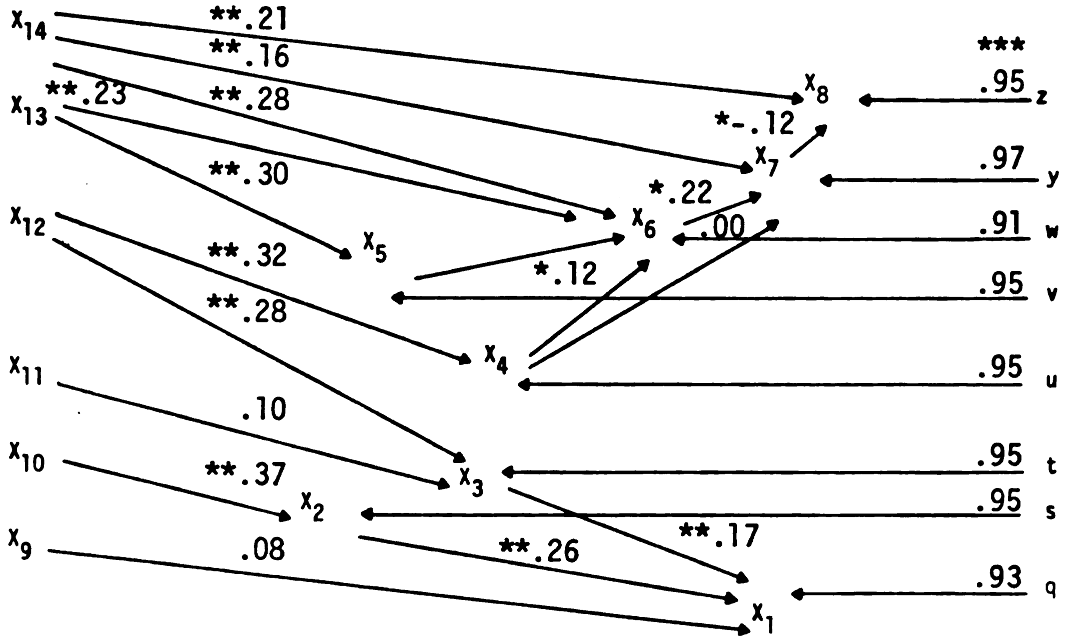
The eight endogenous variables in the model are attitude toward black persons (ATTBLACK); attitude toward television portrayals of black persons (ATTTVPB); self-concept (SELFCPT); mental ability (YOUSMART); knowledge of television portrayals of black persons (KNOWBTVP); self-interaction concerning television portrayals of black persons (SELFINTB); media perception of television portrayals of black persons (MEDIAPRB), and generalized reality of television portrayals of black persons (GENREALB). These variables are represented in the model as variables X_1 through X_8.

TABLE 6.--Correlation Coefficients, Beta Coefficients and Significance Levels of Endogenous Variables and Influencing Variables.

	Correlation	Beta	Overall Sig. Level
Attitude Toward Black Persons (ATTBLACK)			
Attitude toward television portrayals of black persons (ATTTVPB)	.26	.25	.00
Self-concept (SELFCPT)	.18	.16	
Other media attitudes toward black persons (OTMEDIAB)	.18	.08	
Attitude Toward Television Portrayals of Black Persons (ATTTVPB)			
Significant others' attitudes toward television portrayals of black persons (SIGOTVPB)	.37	.37	.00
Self-Concept (SELFCPT)			
Socioeconomic status (SES)	.11	.10	.00
Significant others' attitudes toward mental ability (SIGOTHMA)	.27	.28	
Mental Ability (YOUSMART)			
Significant others' attitudes toward mental ability (SIGOTHMA)	.32	.32	.00
Knowledge of Television Portrayals of Black Persons (KNOWBTVP)			
Frequency of exposure to television portrayals of black persons (FREQEXPB)	.30	.30	.00

Table 6.--Continued.

	Correlation	Beta	Overall Sig. Level
Self-Interaction About Television Portrayals of Black Persons (SELFINTB)			
Mental ability (YOUSMART)	.13	.12	.00
Knowledge of television portrayals of black persons (KNOWBTVP)	.13	.07	
Frequency of exposure to television portrayals of black persons (FREQEXPB)	.25	.23	
Direct experience with black persons (KNBLKWL)	.30	.28	
Media Perception of Television Portrayals of Black Persons (MEDIAPRB)			
Mental ability (YOUSMART)	.01	.00	.00
Self-interaction about television portrayals of black persons (SELFINTB)	.17	.22	
Direct experience with black persons (KNBLKWL)	.10	.16	
Generalized Reality of Television Portrayals of Black Persons (GENREALB)			
Media perception of television portrayals of black persons (MEDIAPRB)	-.10	-.12	.00
Direct experience with black persons (KNBLKWL)	.21	.21	


X_{14}
X_{13}
X_{12}
X_{11}
X_{10}
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X_4
X_3
X_2
X_1
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.08
**.26
**.17
*-.12
*.22
.00
*.12
***
.95 z
.97 y
.91 w
.95 v
.95 u
.95 t
.95 s
.93 q

where:

X_1 = attitude toward black persons (ATTBLACK)

X_2 = attitude toward TV portrayals of black persons (ATTTVPB)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of black TV portrayals (KNOWBTVP)

X_6 = self-interaction about black portrayals (SELFINTB)

X_7 = media perception of black portrayals (MEDIAPRB)

X_8 = generalized reality of black portrayals (GENREALB)

X_9 = other media attitudes toward black persons (OTMEDIAB)

X_{10} = significant others' attitudes toward black portrayals (SIGOTVPB)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

X_{13} = frequency of exposure to black portrayals (FREQEXPB)

X_{14} = direct experience with black persons (KNBLKWL)

q, s, t . . . z = residual terms

Figure 3.--All Sample Respondents (Black Portrayals) (N = 241).

*p < .05 **p < .01 *** = $\sqrt{1 - R^2}$ for residual paths

Each of the endogenous variables may now be discussed. Again it is stressed that the beta coefficients are biased to an unknown extent given the status of the model and are to be interpreted with caution. The examination of these results is an exploration of the various subrelationships in the model for evidence of covariation.

Turning now to the examination of each of the endogenous variables in Figure 3 which represents the influence of television portrayals of black persons across all sample respondents (N = 241):

Attitude Toward Black Persons (ATTBLACK)

The coefficient of alienation (.93) indicates that the regression equation for this variable is not a satisfactory fit, and that most of the variation in attitude toward black persons is not explained by variables in the equation.

The variables influencing ATTBLACK in the equation are attitude toward television portrayals of black persons (ATTTVPB), self-concept (SELFCPT), and other media attitudes toward black persons (OTMEDIAB). Examining the zero order correlations, ATTBLACK correlates .26 with ATTTVPB; .18 with SELFCPT; and .16 with OTMEDIAB.

Based on the correlation coefficient, ATTTVPB has a beta coefficient of .25, maintaining the contribution that it makes to ATTBLACK, controlling for SELFCPT and OTMEDIAB. SELFCPT has a beta coefficient of .16 controlling for ATTTVPB and OTMEDIAB, and does not make a strong contribution to the dependent variable

ATTBLACK. When controlling for ATTTVPB and SELFCPT, the contribution of OTMEDIAB to ATTBLACK is even more attenuated than the correlation coefficient. The beta coefficient for OTMEDIAB is .08 showing no observed linear relationship to the dependent attitude. The multiple correlation for the equation is .32 explaining ten percent of the total variance.

Attitude Toward Television Portrayals of Black Persons (ATTTVPB)

The coefficient of alienation is .95. The single influencing variable in the equation is significant others' attitudes toward black portrayals (SIGOTVPB). The correlation and beta coefficient is .37 explaining 14 percent of the variance in the attitude toward television portrayals.

Self-Concept (SELFCPT)

As discussed in Chapter II, the aspect of self-concept examined in this study is self-esteem or the respondent's estimation of self-worth and self-liking. Examining the results for the sample as a whole, the coefficient of alienation for the equation is .95. The exogenous variables exerting influence on self-concept are socioeconomic status (SES) and significant others' attitudes toward mental ability (SIGOTHMA). SELFCPT correlates .11 with SES and .27 with SIGOTHMA. When regressed against SELFCPT, SES and SIGOTHMA yield beta coefficients of .10 and .28, respectively. SES shows minimal direct relationship with self-concept while the influence of significant others' attitudes toward mental ability on self-concept is somewhat stronger. The multiple correlation is .30.

Mental Ability (YOUSMART)

The coefficient of alienation is .95 and the single exogenous variable in the equation, significant others' attitudes toward mental ability (SIGOTHMA), correlates .32 with mental ability (YOUSMART).

Knowledge of Black Television Portrayals (KNOWBTVP)

Again the coefficient of alienation (.95) indicates a less than satisfactory fit of the lone influencing variable, frequency of exposure to black portrayals (FREQEXPB), but the correlation of .30 lends some support for the influence of FREQEXPB on knowledge.

Self-Interaction About Black Portrayals (SELFINTB)

The coefficient of alienation is .91. Self-interaction is influenced by mental ability (YOUSMART), knowledge of black television portrayals (KNOWBTVP), frequency of exposure to black portrayals (FREQEXPB), and direct experience with black persons (KNBLKWL). The correlation coefficients and beta coefficients of SELFINTB with other variables in the equation are:

	SELFINTB Correlation	SELFINTB Beta
YOUSMART	.13	.12
KNOWBTVP	.13	.07
FREQEXPB	.25	.23
KNBLKWL	.30	.28

As the correlation and beta coefficients indicate, support exists for the influence of frequency of exposure to black portrayals and direct experience with black persons, but the influence of mental ability and knowledge of the portrayals on self-interaction is negligible. The multiple correlation for variables in the equation is .40.

Media Perception of Black Portrayals (MEDIAPRB)

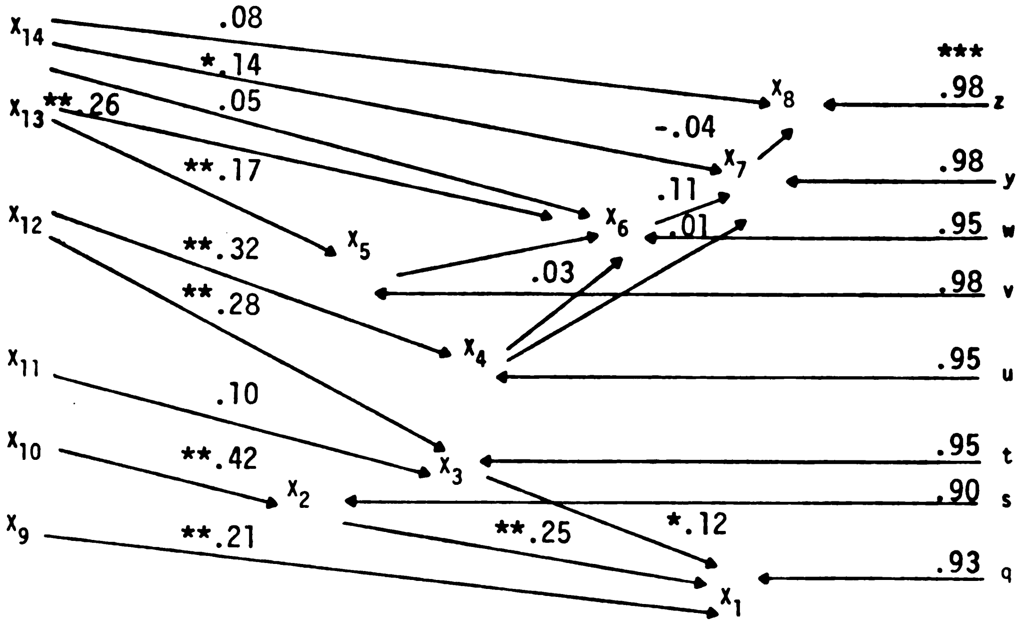
The coefficient of alienation is .97 for the MEDIAPRB equation, and three variables impact on the dependent variable: mental ability (YOUSMART), self-interaction (SELFINTB), and direct experience with black persons (KNBLKWL). The total variance explained is negligible (five percent). The strongest influencing variable in the equation is SELFINTB which only correlates .17 with MEDIAPRB, and has a beta coefficient of .22. YOUSMART exerts no influence on MEDIAPRB for the sample as a whole.

Generalized Reality of Black Portrayals (GENREALB)

The coefficient of alienation is .95; the exogenous and one other endogenous variables influencing GENREALB are media perception of black portrayals (MEDIAPRB) and direct experience with black persons (KNBLKWL). MEDIAPRB has a negative beta coefficient as hypothesized, but the size of the coefficient is negligible (-.12) consistent with the correlation coefficient with GENREALB of -.10. KNBLKWL, also hypothesized to have a negative beta coefficient, has a positive beta coefficient (.21) consistent with the correlation of .21 with GENREALB. The multiple correlation is .24; the total variance explained is .05.

This concludes the discussion of the eight endogenous variables in the model examining the influence of television portrayals of black persons on the entire sample. As further evidence of patterns of covariation within the system, the influence of television portrayals of black and white persons across different sample groups were also examined. These results are represented in Figures 4 through 12.

Figure 4 presents this information across all respondents for white portrayals (N = 241). Path diagrams representing the results for black and white portrayals across the other sample groups are presented as follows: Figures 5 and 6, all white respondents (N = 142); Figures 7 and 8, all white respondents in the integrated schools (N = 94); Figures 9 and 10, white respondents in the nonintegrated school (N = 48); and Figures 11 and 12, all black respondents (N = 68).


X_{14}
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X_{13}
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z
X_8
-.04
X_7
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y
.11
X_6
.01
.95
w
X_{12}
**.32
X_5
.03
.98
v
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X_4
.95
u
X_{11}
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X_{10}
**.42
X_3
.95
t
X_2
.90
s
X_9
**.21
**.25
*.12
.93
q
X_1

where:

X_1 = attitude toward white persons (ATTWHITE)

X_2 = attitude toward TV portrayals of white persons (ATTTVPW)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of white TV portrayals (KNOWHTVP)

X_6 = self-interaction about white portrayals (SELFINTW)

X_7 = media perception of white portrayals (MEDIAPRW)

X_8 = generalized reality of white portrayals (GENREALW)

X_9 = other media attitudes toward white persons (OTMEDIAW)

X_{10} = significant others' attitudes toward white portrayals (SIGOTVPW)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

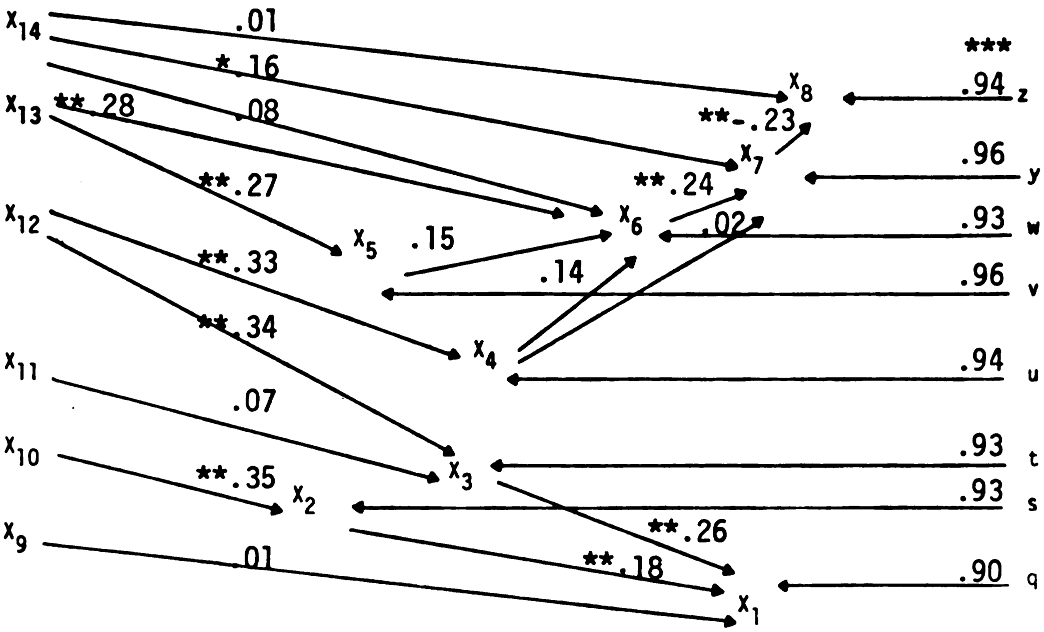
X_{13} = frequency of exposure to white portrayals (FREQEXPW)

X_{14} = direct experience with white persons (KNWHTWL)

q, s, t . . . z = residual terms

Figure 4.--All Sample Respondents (White Portrayals) (N = 241).

$*p < .05$ $**p < .01$ $*** = \sqrt{1 - R^2}$


X_{14}
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X_{13}
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X_{12}
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X_{11}
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X_{10}
**.35
X_9
.01
X_8
**-.23
X_7
**.24
X_6
.02
X_5
.15
.14
X_4
X_3
X_2
**.26
**.18
X_1
***
.94 z
.96 y
.93 w
.96 v
.94 u
.93 t
.93 s
.90 q

where:

X_1 = attitude toward black persons (ATTBLACK)

X_2 = attitude toward TV portrayals of black persons (ATTTVPB)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of black TV portrayals (KNOWBTVP)

X_6 = self-interaction about black portrayals (SELFINTB)

X_7 = media perception of black portrayals (MEDIAPRB)

X_8 = generalized reality of black portrayals (GENREALB)

X_9 = other media attitudes toward black persons (OTMEDIAB)

X_{10} = significant others' attitudes toward black portrayals (SIGOTVPB)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

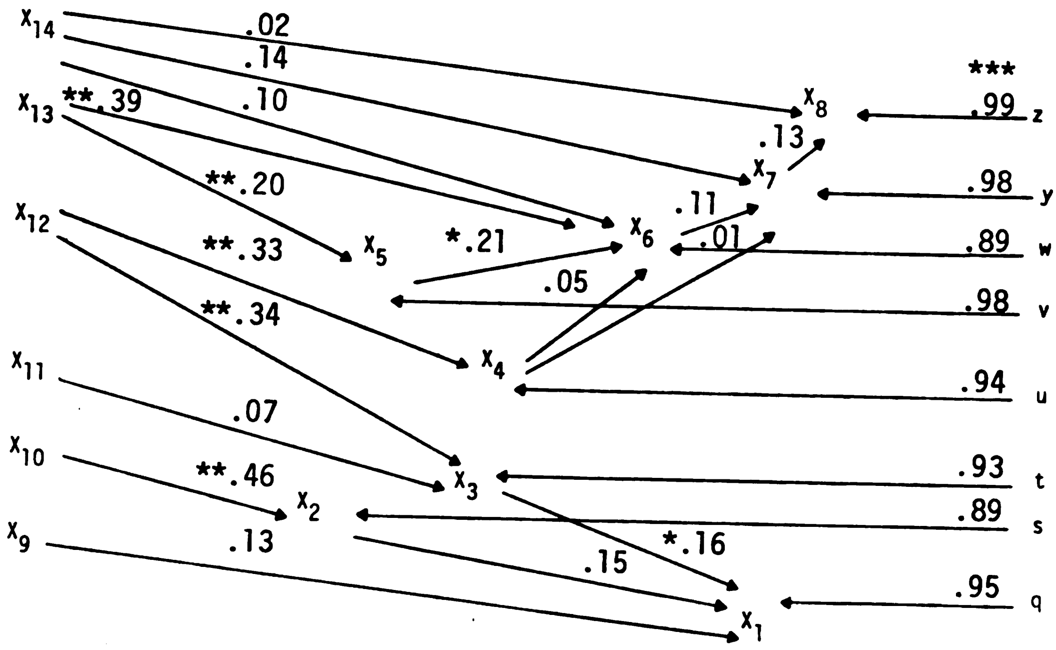
X_{13} = frequency of exposure to black portrayals (FREQEXPB)

X_{14} = direct experience with black persons (KNBLKWL)

q, s, t . . . z = residual terms

Figure 5.--All White Respondents (Black Portrayals) (N = 142).

*$p < .05$ **$p < .01$ *** = $\sqrt{1 - R^2}$



X_{14}
.02
.14
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X_{13}
**.39
.10
X_8
.99 z
.13
X_7
**.20
.98 y
X_{12}
.11
**.33
X_5
*.21
X_6
.01
.89 w
.05
**.34
.98 v
X_{11}
X_4
.94 u
.07
X_{10}
**.46
X_3
.93 t
X_2
.89 s
X_9
.13
.15
*.16
.95 q
X_1

where:

X_1 = attitude toward white persons (ATTWHITE)

X_2 = attitude toward TV portrayals of white persons (ATTTVPW)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of white TV portrayals (KNOWHTVP)

X_6 = self-interaction about white portrayals (SELFINTW)

X_7 = media perception of white portrayals (MEDIAPRW)

X_8 = generalized reality of white portrayals (GENREALW)

X_9 = other media attitudes toward white persons (OTMEDIAW)

X_{10} = significant others' attitudes toward white portrayals (SIGOTVPW)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

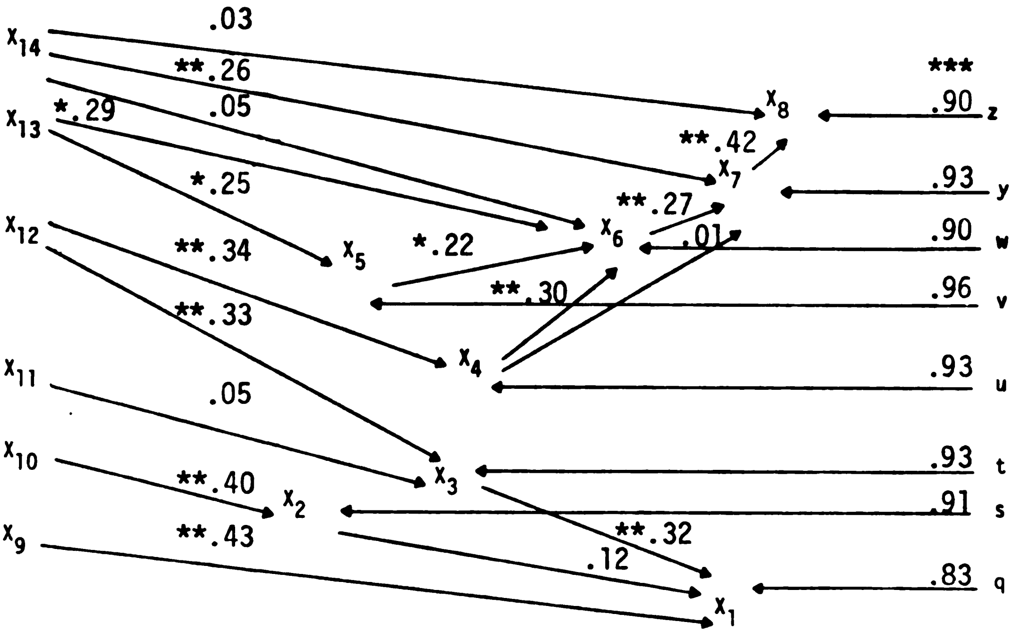
X_{13} = frequency of exposure to white portrayals (FREQEXPW)

X_{14} = direct experience with white persons (KNWHTWL)

q, s, t . . . z = residual terms

Figure 6.--All White Respondents (White Portrayals) (N = 142).

$*p < .05$ $**p < .01$ $*** = \sqrt{1 - R^2}$


X_{14}
.03
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X_{13}
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.05
X_8
.90
z
**.42
X_7
*.25
.93
y
X_{12}
**.27
**.34
X_5
*.22
X_6
.01
.90
w
**.30
.96
v
**.33
X_4
.93
u
X_{11}
.05
X_{10}
.93
t
X_3
**.40
X_2
.91
s
X_9
**.43
**.32
.12
.83
q
X_1

where:

X_1 = attitude toward black persons (ATTBLACK)

X_2 = attitude toward TV portrayals of black persons (ATTTVPB)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of black TV portrayals (KNOWBTVP)

X_6 = self-interaction about black portrayals (SELFINTB)

X_7 = media perception of black portrayals (MEDIAPRB)

X_8 = generalized reality of black portrayals (GENREALB)

X_9 = other media attitudes toward black persons (OTMEDIAB)

X_{10} = significant others' attitudes toward black portrayals (SIGOTVPB)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

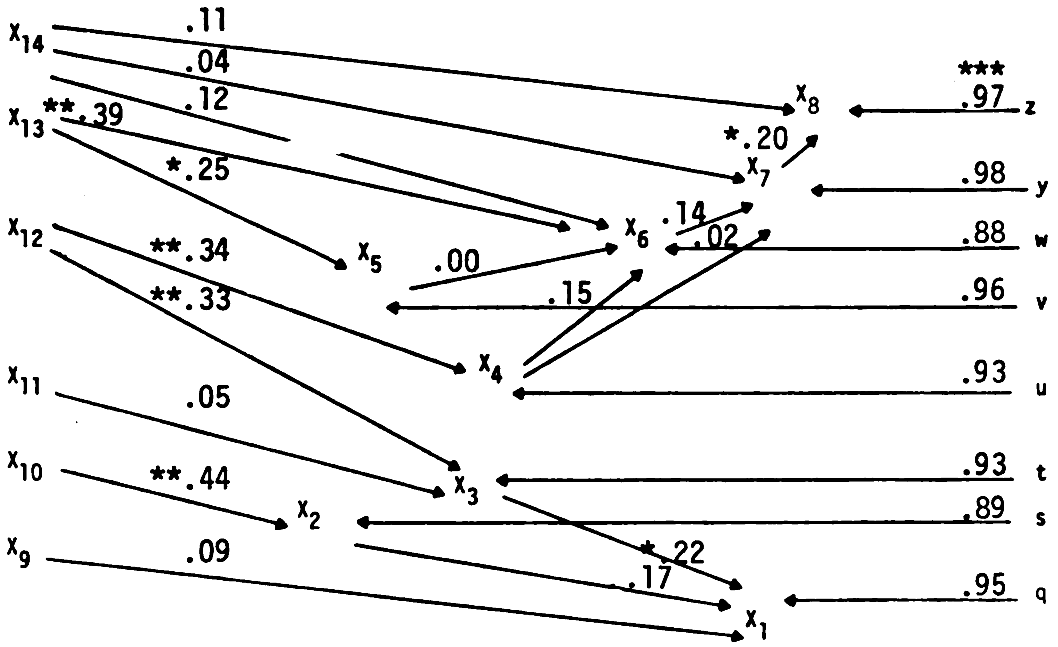
X_{13} = frequency of exposure to black portrayals (FREQEXPB)

X_{14} = direct experience with black persons (KNBLKWL)

q, s, t . . . z = residual terms

Figure 7.--White Respondents, Integrated Schools (Black Portrayals) (N = 94).

*$P < .05$ **$p < .01$ *** = $\sqrt{1 - R^2}$


X_{14}
.11
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X_{13}
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X_{12}
**.34
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X_{11}
.05
X_{10}
**.44
X_9
.09
X_5
.00
.15
X_4
X_3
X_2
*.22
.17
X_1
X_6
.14
.02
X_7
*.20
X_8
***
.97 z
.98 y
.88 w
.96 v
.93 u
.93 t
.89 s
.95 q

where:

X_1 = attitude toward white persons (ATTWHITE)

X_2 = attitude toward TV portrayals of white persons (ATTTVPW)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of white TV portrayals (KNOWHTVP)

X_6 = self-interaction about white portrayals (SELFINTW)

X_7 = media perception of white portrayals (MEDIAPRW)

X_8 = generalized reality of white portrayals (GENREALW)

X_9 = other media attitudes toward white persons (OTMEDIAW)

X_{10} = significant others' attitudes toward white portrayals (SIGOTVPW)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

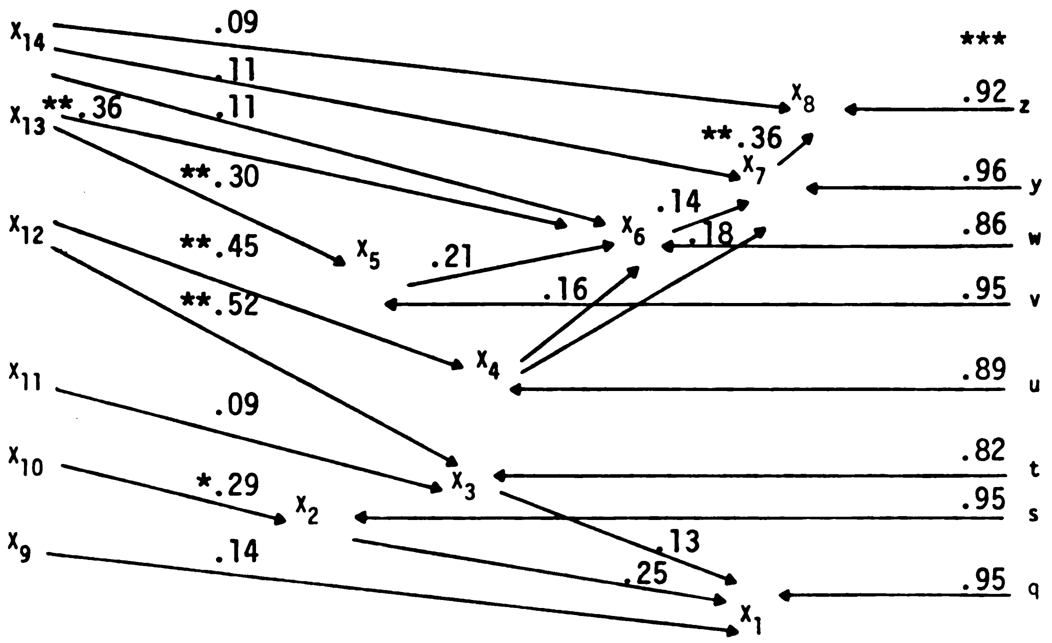
X_{13} = frequency of exposure to white portrayals (FREQEXPW)

X_{14} = direct experience with white persons (KNWHTWL)

q, s, t . . . z = residual terms

Figure 8.--White Respondents, Integrated Schools (White Portrayals) (N = 94).

$^{*}p < .05$ $^{**}p < .01$ $^{***} = \sqrt{1 - R^2}$


X_{14}
X_{13}
X_{12}
X_{11}
X_{10}
X_9
X_8
X_7
X_6
X_5
X_4
X_3
X_2
X_1
.09
.11
.11
**.36
**.30
**.45
**.52
.09
*.29
.14
.21
.16
**.36
.14
.18
.13
.25
***
.92 z
.96 y
.86 w
.95 v
.89 u
.82 t
.95 s
.95 q

where:

X_1 = attitude toward black persons (ATTBLACK)

X_2 = attitude toward TV portrayals of black persons (ATTTVPB)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of black TV portrayals (KNOWBTVP)

X_6 = self-interaction about black portrayals (SELFINTB)

X_7 = media perception of black portrayals (MEDIAPRB)

X_8 = generalized reality of black portrayals (GENREALB)

X_9 = other media attitudes toward black persons (OTMEDIAB)

X_{10} = significant others' attitudes toward black portrayals (SIGOTVPB)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

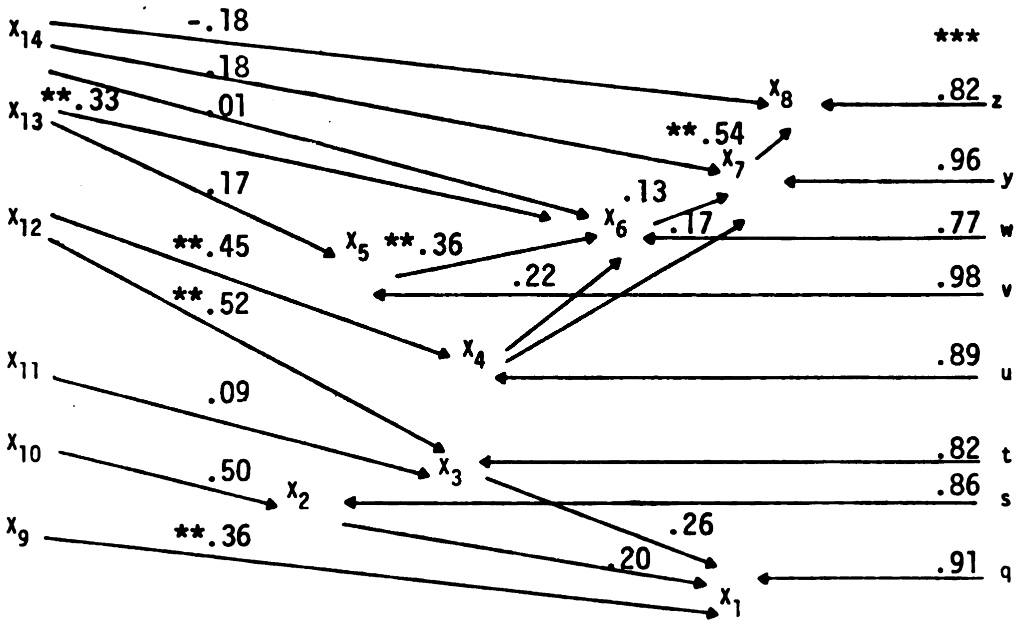
X_{13} = frequency of exposure to black portrayals (FREQEXPB)

X_{14} = direct experience with black persons (KNBLKWL)

q, s, t . . . z = residual terms

Figure 9.--White Respondents, Nonintegrated School (Black Portrayals) (N = 48).

$*P < .05$ $**p < .01$ $*** = \sqrt{1 - R^2}$


X14
-.18
.18
X13
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.01
.17
X12
**.45
**.52
X11
.09
X10
.50
X9
**.36
X5
**.36
.22
X4
X3
X2
.26
.20
X1
X6
.13
.17
X7
**.54
X8
***
.82 z
.96 y
.77 w
.98 v
.89 u
.82 t
.86 s
.91 q

where:

X_1 = attitude toward white persons (ATTWHITE)

X_2 = attitude toward TV portrayals of white persons (ATTTVPW)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of white TV portrayals (KNOWHTVP)

X_6 = self-interaction about white portrayals (SELFINTW)

X_7 = media perception of white portrayals (MEDIAPRW)

X_8 = generalized reality of white portrayals (GENREALW)

X_9 = other media attitudes toward white persons (OTMEDIAW)

X_{10} = significant others' attitudes toward white portrayals (SIGOTVPW)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

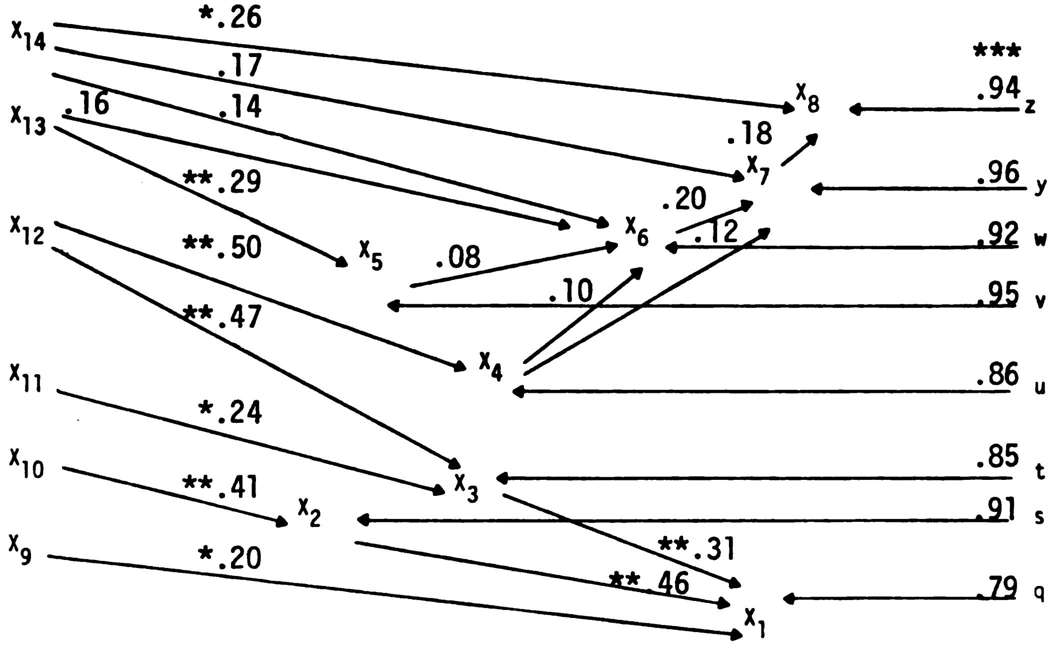
X_{13} = frequency of exposure to white portrayals (FREQEXPW)

X_{14} = direct experience with white persons (KNWHTWL)

q, s, t . . . z = residual terms

Figure 10.--White Respondents, Nonintegrated School (White Portrayals) (N = 48).

*p < .05 **p < .01 *** = $\sqrt{1 - R^2}$


X14
*.26
.17
X13
.16
.14
**.29
X12
**.50
X5
.08
.10
**.47
X4
X11
*.24
X10
**.41
X2
X9
*.20
X3
**.31
**.46
X1
X8
.18
X7
.20
X6
.12
***
.94 z
.96 y
.92 w
.95 v
.86 u
.85 t
.91 s
.79 q

where:

X_1 = attitude toward black persons (ATTBLACK)

X_2 = attitude toward TV portrayals of black persons (ATTTVPB)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of black TV portrayals (KNOWBTVP)

X_6 = self-interaction about black portrayals (SELFINTB)

X_7 = media perception of black portrayals (MEDIAPRB)

X_8 = generalized reality of black portrayals (GENREALB)

X_9 = other media attitudes toward black persons (OTMEDIAB)

X_{10} = significant others' attitudes toward black portrayals (SIGOTVPB)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

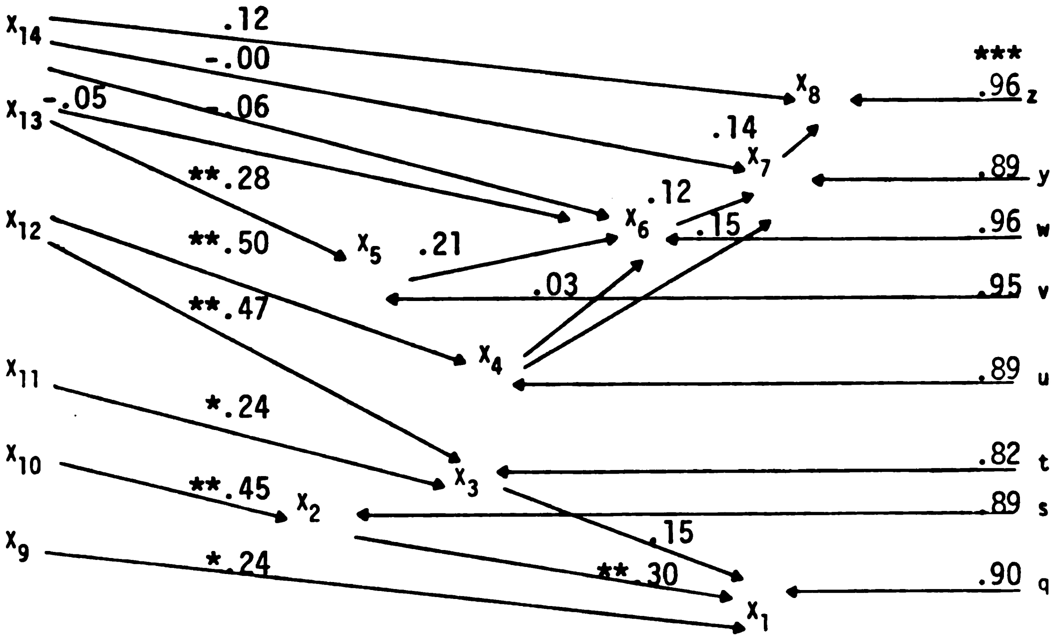
X_{13} = frequency of exposure to black portrayals (FREQEXPB)

X_{14} = direct experience with black persons (KNBLKWL)

q, s, t . . . z = residual terms

Figure 11.--All Black Respondents (Black Portrayals) (N = 68).

*$p < .05$ **$p < .01$ *** = $\sqrt{1 - R^2}$


X14
.12
-.00
***
.96 z
X13
-.05
-.06
X8
.14
X7
.89 y
**.28
.12
X6
.15
.96 w
X12
**.50
X5
.21
.03
.95 v
**.47
X4
.89 u
X11
*.24
X10
.82 t
**.45
X3
X2
.89 s
.15
X9
*.24
**.30
.90 q
X1

where:

X_1 = attitude toward white persons (ATTWHITE)

X_2 = attitude toward TV portrayals of white persons (ATTTVPW)

X_3 = self-concept (SELFCPT)

X_4 = mental ability (YOUSMART)

X_5 = knowledge of white TV portrayals (KNOWHTVP)

X_6 = self-interaction about white portrayals (SELFINTW)

X_7 = media perception of white portrayals (MEDIAPRW)

X_8 = generalized reality of white portrayals (GENREALW)

X_9 = other media attitudes toward white persons (OTMEDIAW)

X_{10} = significant others' attitudes toward white portrayals (SIGOTVPW)

X_{11} = socioeconomic status (SES)

X_{12} = significant others' attitudes toward mental ability (SIGOTHMA)

X_{13} = frequency of exposure to white portrayals (FREQEXPW)

X_{14} = direct experience with white persons (KNWHTWL)

q, s, t . . . z = residual terms

Figure 12.--All Black Respondents (White Portrayals) (N = 68).

*p < .05 **p < .01 *** = $\sqrt{1 - R^2}$

The net result of the correlational evidence when examined across all sample groups is that these correlations are generally small or negligible, an initial indication that substantially more variation exists in the system than could have been initially predicted by the theory.

Even though the zero-order correlation coefficients are weak overall, the most important result deriving from examination of these coefficients is the cross sample variability. As indicated, some features or parameters of the model should exhibit stability across applications. The cross sample variability is additional evidence that the ordinary least squares regression equations will not fit the model as postulated for this data set. As examples of this cross sample variability:

1. For all white respondents in the integrated schools (N = 94):
    a. attitude toward black persons (ATTBLACK) and other media attitudes (OTMEDIAB) correlate .44 compared to correlations of .29 and below for all other sample groups;
    b. media perception of black portrayals and generalized reality of black portrayals correlate .43 compared to a correlation of -.10 for all other sample groups.
2. For white respondents in the nonintegrated school:
    a. self-concept and significant others' attitudes toward mental ability correlate .53 compared to correlations of .27 and below for all other sample groups;
    b. media perception of white portrayals and generalized reality of white portrayals correlate .55 compared to correlations of .14 and below for all other sample groups;

c. knowledge of white portrayals and self-interaction about those portrayals correlate .43 compared to correlations of .27 and below for all other sample groups.

This chapter has focused on examination of the eight endogenous variables in the model representing the influence of black portrayals across all sample respondents, and presented models representing the influence of black and white portrayals across groups within the larger sample. Correlational evidence undergirding these results was also discussed. It was emphasized that caution is necessary in interpreting the beta coefficients since the coefficients are biased to unknown extent as a result of the misspecification of the model.

A summary of the main findings from the examination in this chapter is as follows:

1. Evidence from several sources--the regression coefficients, the ordinary least squares regression equations, the coefficient of alienation, the zero-order correlations, and the intercorrelations among the indices (discussed in Chapter II)--shows that the largest portion of variance is not accounted for by the variables in the model. For all equations across all of the sample groups, the coefficient of alienation indicates a less than satisfactory fit of the influencing variables to the dependent or endogenous variable.

2. Results of the path model for black portrayals across all of the sample groups generally show more explained variance and more significant relationships than the results for white portrayals across all of the sample groups.

3. While the beta coefficients for the same equations vary in path diagrams across all of the sample groups, the most consistent statistics of the model, and the paths also explaining the most variation in the endogenous variables across both black and white portrayals, are the hypothesized relationships between:

a. significant others' attitudes toward the television portrayals and the respondent's attitude toward those portrayals;

b. significant others' attitudes toward mental ability and self-concept;

c. significant others' attitudes toward mental ability and the respondent's perceived mental ability.

4. Those paths or relationships which generally show no or little explained variation in the endogenous variables across both black and white portrayals are:

a. socioeconomic status and self-concept;

b. mental ability and media perception of portrayals;

c. knowledge of the portrayals and self-interaction.

The import of these findings for continued research in the area of mass media and children's racial attitudes will be discussed in Chapter V.

CHAPTER IV: FOOTNOTES

[1] Several persons at Michigan State University knowledgeable in the area of causal modeling systems support the position taken in this study to terminate further analysis based on the preliminary data evidence. These persons include Dr. Santo F. Camilleri, specialist in formal mathematical theory and professor of Sociology; Dr. Robert Rasche, professor of Economics; Dr. John Schweitzer, director of the Office of Research Consultation for the College of Education and associate professor of Urban and Metropolitan Studies; and Dr. Joseph Woelfel, research methodologist and associate professor of Communication. Both Dr. Camilleri and Dr. Rasche suggest that the error of specification within the system will exist regardless of the technique of estimation used. According to Dr. Rasche, if the preliminary system of variables fails to hold in estimation by ordinary least squres regression, the system will not improve by turning to "fancier techniques."

CHAPTER V

DISCUSSION

The purpose of this chapter is to review and discuss (1) objectives of the research; (2) general findings; (3) limitations of the research; and (4) directions for future research.

Objectives of the Research

This research proposed a highly exploratory approach to the study of mass media influence on the racial attitudes of minority and majority children.

First, the research was conceptually cast into a dynamic framework removing it from traditional media research that relies on discrete stimulus and response events in the explanation of media effects. This dynamic framework evolved from investigation of the symbolic interactionist perspective which emphasizes a symbolic environment that is constantly undergoing definition and interpretation by individuals within that environment.

Second, this research incorporated central concepts from the symbolic interactionist perspective deemed highly relevant to the symbolistic effects provided by the media. These concepts include the influence of self-concept, status awareness, and self-interaction, and the roles of specific or significant others who interpret, shape, and direct behavior.

Third, the conceptual framework posited reciprocal influence between some of the conceptual variables in the model. These hypothesized influences were between (1) perceived mental ability and significant others' attitudes toward mental ability; (2) self-concept and attitude toward the ethnic group; (3) perceived significant others' attitudes toward television portrayals and the respondent's attitude toward television portrayals; and (4) the respondent's attitude toward television portrayals, and the attitude toward the ethnic group.

General Findings

In initial stages of data analyais, preliminary evidence indicated that testing the complete statistical model was not justified. This evidence included negligible or low zero-order correlations between some of the hypothesized relationships, high levels of cross sample variability in the several correlation matrices, low intercorrelations among the indices, and generally low reliability estimates for these indices. In total, strong initial evidence was provided that for the given data base, the data would not fit the model as hypothesized.

While the data did not fit the overall theoretical model posited, it was possible to examine specific patterns of covariation among the variables as a basis for further modeling; and this was the strategy employed.

This study began with the questions: Do children perceive behavioral differences between minority and majority individuals in television role portrayals? And if so, what effect do these differences have on the racial attitudes of minority and majority children?

Insofar as the results can be evaluated, for most of the sample respondents, equations measuring the influence of black portrayals show more impact in the general path model than equations measuring the influence of white portrayals. Further, when influences upon attitude toward black persons (ATTBLACK) are examined, attitude toward television portrayals of black persons (ATTTVPB) does influence the respondent's attitude toward black persons. Although attitude toward television portrayals of white persons (ATTTVPW) also contributes to attitudes toward white persons (ATTWHITE), the influence of the respondent's attitude toward television portrayals of black persons on attitude toward black persons, overall yields a slightly greater influence for both majority and minority children.

Considering the total variance explained by the equations and the resulting significant relationships, the cumulative influence in the model for black portrayals is generally greater than white portrayals for four of the five sample groups: (1) all sample respondents (N = 241); (2) all white respondents (N = 142); (3) all white respondents in the integrated schools (N = 94); and (4) all black respondents (N = 68).

For children in the nonintegrated school (N = 48), equations measuring the influence of white portrayals show a greater overall influence for these portrayals than for black portrayals.

Given the overall status of the model, an explanation of why the influence of black portrayals does not prevail for respondents in the nonintegrated school is advanced with extreme caution. In general it may be suggested that in an environment which lacks continuing daily exposure to and contact with black persons, areas or issues concerning black persons may become less salient. In contrast, for white children in the integrated school setting, there is more interaction with and concerning black persons (and it may be surmised, about black television portrayals) than in the nonintegrated school setting. Further, it may be suggested that this interaction within the integrated environment may extend to increased interactions concerning black persons (and black television portrayals) with parents, peers, and others, outside of the integrated school environment.

Another result is worth examination in regard to the above discussion. When the means for the variable, attitude toward black persons (ATTBLACK) are examined, respondents in the nonintegrated school have a higher mean on this variable than other sample groups, with the exception of black respondents (see Table 7). Yet as noted, the cumulative influence of black portrayals was less for respondents in the nonintegrated school than for other sample groups.

TABLE 7.--Mean Scores for Attitude Toward Black Persons Across All Respondents.

	All Sample Resp.	All White Resp.	All White Resp. Int. Schools	All Resp. Nonint. School	Black Resp.
Mean Scores	3.94	3.59	3.25	4.31	4.86
	(N=241)	(N=142)	(N=94)	(N=48)	(N=68)

To some interpreters these results could suggest that more favorable racial attitudes develop when children are not placed in racially integrated environments. But a more in-depth and more intriguing consideration is the role that television portrayals with black persons may play in racial attitude development. If television predominantly projects a unidimensional image of black persons as clowns, buffoons, and in general as objects of humor as some critics suggest, this may also serve as the predominant dimension upon which black persons are evaluated by children who lack actual contact with black persons. It is suggested then that for these children this one-sided comedic image of black persons is an all-inclusive image and a favorable one. For network television programmers this would seem to suggest that black characterizations ought to convey a broader and more realistic range of behaviors.

Other general results deriving from examination of the sub-relationships are:

The net result of the correlational evidence when examined across all sample groups is that these correlations are generally small or negligible, an initial indication that substantially more variation exists in the system than could have been initially predicted by the theory.

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Other general results deriving from examination of the sub-relationships are:

1. The exogenous and other endogenous variables which consistently explain the most variation in the endogenous variables across both black and white portrayals are the hypothesized relationships between (a) significant others' attitudes toward the television portrayals and the respondent's attitude toward those portrayals, (b) significant others' attitudes toward mental ability and self-concept, and (c) significant others' attitudes toward mental ability and the respondent's perceived mental ability.

2. The exogenous and other endogenous variables which generally explain no or slight variation in the endogenous variables across both black and white portrayals are the hypothesized relationships between (a) socioeconomic status and self-concept, (b) mental ability and media perception of portrayals, and (c) knowledge of the portrayals and self-interaction.

Limitations of the Research

Several limitations affected this research, the most important of which is the highly exploratory nature of the research. As noted, this research initially suggested reciprocal influence between (1) perceived mental ability and significant others' attitude toward mental ability; (2) self-concept and attitude toward the ethnic group; (3) significant others' attitudes toward television portrayals and the respondent's attitude toward television portrayals; and (4) the respondent's attitude toward television portrayals and the attitude toward the ethnic group. Preliminary evidence from the correlation matrices and the high levels of unexplained variance from application of the ordinary least squares

regression equations did not warrant construction of a model with reciprocal influence. Deleting these reciprocal influences changed the nature of the model to an unknown extent. A thorough search of the literature provides neither a media effects model incorporating reciprocal influence nor research incorporating symbolic interactionism as a framework for examining media effects.

The exploratory character of the research also resulted in measurement problems. The effort to accurately reflect concepts within symbolic interactionism and improve on measures previously used in media research on children's racial attitudes resulted in use of ordinal and nominal measures. These less powerful measures violated an assumption of path analysis that variables be measured at least at the interval level. Further, even with the inclusion of these simpler measures some children had difficulty comprehending the questions. Overall, reliability estimates (using coefficient alpha) for measures used in the indices fell below the accepted criterion of .80. Clearly, the measures need further refinement.

A final limitation to be mentioned here also resulted from the exploratory context of the research: the restricted number of stimulus character pictures presented given the amount of information sought for each character. The presentation of such pictures in television research on children is not usual. Yet as the discussion under knowledge of portrayals later in this chapter indicates, the pictures serve a highly valid and useful function in determining the extent of character knowledge.

Directions for Future Research

As discussed in Chapter II, several theoretically appealing models could be derived from an examination of the symbolic interactionist perspective. Of these several possible models, those which would be theoretically complete would include reciprocal influence considerations. Further, to totally capture the dynamic framework suggested by symbolic interactionism the model would require application over time with concomitant consideration given to the changing nature of the television portrayals. A model inclusive of reciprocal influence within a research design that includes testing the model over time would appear to be necessary starting points then for future research considerations.

Such a task is a formidable one as it was at the outset of this study. The task is complicated by (1) the lack of a complete theory offered by symbolic interactionism and, therefore, the several interpretations that may be lent; and (2) the inability to establish a priori certain conditions of conceptualization and measurement with no previous research to guide the planning.

While initial statistical evidence did not fully support the model selected for this study, results of the study provide a preliminary basis for further exploration. Such an exploration appears more fruitfully pursued by retrospectively examining the conceptualization and measurement of the variables.

Attitude Toward the Ethnic Group

A theoretical assumption made in tapping attitude toward the ethnic group was that a correspondence exists between the respondent's attitude and significant others' attitudes toward the ethnic group, therefore, only the respondent's attitude was measured. Clearly, the predictive power of the model would be increased by either directly measuring significant others' attitudes toward the ethnic group or measuring the perceived attitudes of significant others as reported by the respondent. Further, hypothesizing a reciprocal influence between the respondent's attitude and significant others' attitudes would more precisely conform to the Meadian use of attitude in symbolic interactionism. That use of attitude posits that an individual reflects the attitudes of others, responds internally and reacts; in the process the attitudes of others are affected (see pp. 18-19, Chapter I).

The theoretical notion of attitude toward the ethnic group and therefore the measurement of this attitude needs further refinement. This attitude was conceptually defined as the extent of liking for a given ethnic group as a whole. Perhaps this treatment of attitude is too simplistic, especially for any set of attitudes as complex as racial attitudes. Several different dimensions affect attitude as a concept (e.g., good-bad; friendly-unfriendly; nice-not nice; smart-not smart). Further study may need to explore some of these dimensions for appropriate applicability. Also, these dimensions of attitude may need to be explored in relationship to the respondent as well as to others. For example, attitude toward black persons has more theoretical import if it is known to what degree a white respondent regards black persons in general along these dimensions compared to self and compared to other white persons in general.

Attitude Toward Television Portrayals

For this attitude, the corresponding attitudes of significant others (as perceived by the respondent) were measured. A reciprocal path between these attitudes (and attitudes toward the ethnic group) was originally hypothesized. In future model construction and research this reciprocal influence should be maintained in conformity to the overall theoretical framework. As measured, significant others' attitudes toward television portrayals yielded a strong contribution to the respondent's attitude toward these portrayals. For the sample as a whole, the zero-order correlation between significant others' attitudes toward the portrayals and the respondents' attitudes was .41 for black portrayals and .61 for white portrayals.

As with attitude toward the ethnic group, the conceptualization and measurement of attitude toward television portrayals may require rethinking. For any identified dimensions that may affect attitude toward the ethnic group, parallel dimensions should be measured for attitude toward television portrayals and significant other attitudes toward television portrayals. The measurement of these dimensions should again include their application to the respondent and to television portrayals featuring other ethnic group members.

Self-Concept

The dimension of self-concept tapped in this study is self-esteem or the estimation of self worth and self-liking. Symbolic interactionism posits that self-concept subsumes and is an organization of all the attributes and qualities derived about self from interaction with others. This suggests a hypothesized reciprocal influence between the respondent's notion of self and significant others' notion of the respondent's self. Again, this significant other influence may be directly tapped or based on perceived significant other influence as reported by the respondent. The scaling of self-concept also requires additional work. The two scale items measuring self-concept had an intercorrelation of .39 which may reflect a change in the structure of the multiple choice responses between the two items. The internal consistency of the scale would likely improve if the multiple choice responses were the same. Further, self-concept might better adhere to the overall framework if self-concept were evaluated along the same dimensions as used in gauging attitude toward the ethnic group and attitude toward television portrayals. This treatment of self-concept was alluded to in the discussions under attitude toward the ethnic group and attitude toward television portrayals in this section.

Mental Ability

In this study, mental ability was defined as the respondent's perceived level of smartness or intelligence, and as theoretically underlying the self-interaction process as well as being a dimension of self-concept. As a predictor of self-interaction, mental ability, based on the respondent's perceived mental ability, is not objective (that is, may be biased) in the contribution that it makes to self-interaction and therefore may be unsatisfactory. The measurement problem here is, would any measure of mental ability be unbiased? Traditional intelligence scales face a valid criticism of being culturally bound. Relying on a teacher's evaluation of a respondent's mental ability may face the same criticism if not being subject to other criticisms of objectivity. Future research is confronted with either theoretically ruling out mental ability or accepting a measure of mental ability which is a priori known to be less than completely satisfactory.

Self-Interaction

As cast in the system, self-interaction, defined as the amount of thinking about the stimulus television portrayal, emerged as a weak variable contributing little to media perception of the portrayals. Symbolic interactionists argue that informational inputs to attitudes constantly undergo cognitive interpretation and organization leading to attitudinal changes. This would suggest that within a given system, self-interaction needs to be measured directly in regard to attitudes toward the ethnic group and attitudes toward television portrayals. Further, as symbolic interactionism suggests, self-interaction should be reciprocally related to both attitudes. The broadened conceptualization of self-interaction would include the amount of thinking not only about the television portrayals but about the ethnic group under consideration.

In this study, self-interaction is operationalized as: "When this person is not on TV, how much do you think about him (her)?" The response choices are "a lot," "sometimes," "never." In the pretest questionnaire, self-interaction was originally conceptualized as attitudinal concepts that underlie the attitude toward a given stimulus television portrayal. The operationalization of self-interaction in the pretest yielded more than 200 attributes for the television characters. The frequency with which each attribute or concept was mentioned was either too even or too scattered to reduce to individually salient items. The alternatives were to isolate by fiat some attributes upon which the television characters could be evaluated, or turn to a grosser, yet perhaps more straightforward and unbiased indicator of self-interaction which still conformed to the formulation of self-interaction within symbolic interactionism.

While the form of the self-interaction question in the final instrument appears appropriate within a broadened conceptualization, extending the response choices to an interval or higher level of measurement is desirable.

Knowledge of Television Portrayals

The knowledge variable and index includes two dimensions: identification of the name and race of the stimulus television character. The measurement of knowledge was exploratory in this research and as such the impact of knowledge as a variable may have been weakened. In the pretest, name and race identification questions were open-ended. Respondents had difficulty with the terms "race" and "color" in the race identification question, however, and in the final instrument response choices were provided for this question. The name identification question remained open-ended. The open-ended and response choice questions were combined as knowledge indices for parsimony in the model.

For black portrayals the intercorrelation for name identification was .25 and for race identification, .28. These intercorrelations were appreciably higher for white portrayals: .60 for the name identification questions and .41 for the race identification questions. The higher intercorrelation for white portrayals may be partly explained, however, by the fact that two characters from the same program were used. Ability to identify the name and/or race of one character would suggest the ability to identify the name and/or race of the other.

The intent of the original open-ended questions was to overcome two frequent assumptions in research on media effects and children's racial attitudes (discussed in Chapter III). These assumptions are (1) that the child is familiar with the television characters under examination, and (2) that the child is aware of differences in race among those characters.

Frequency distributions across the questions indicate that assumptions of character and race knowledge may not be totally valid. Of 241 respondents, 34 did not know Florida Evans and five respondents did not know her race; 29 did not know Redd Foxx and nine did not know his race. Twenty-six respondents misidentified Archie Bunker; 11 did not know his race. For Edith Bunker, 37 failed to correctly identify her and 12 failed to identify her race. While these figures may in part indicate lack of familiarity with the name and race of the characters, they also raise the possibility that the number of blank or "I don't know" responses could likely increase if response categories were not provided. With these response categories, some respondents likely determine the correct choice by chance. If character and race as dimensions of knowledge are to be truly explanatory then it appears necessary to determine the respondent's true ability to make these identifications.

A solution to partly overcoming assumptions of the respondent's level of knowledge and use of open-ended questions is to treat character identification and race identification as separate predictors and provide numerous response choices to decrease the probability of determining the right answer by chance.

The preceding discussion raises issues in regard to use of the stimulus television pictures. While by necessity the number of pictures was limited, future research should consider enlarging the sample of stimulus pictures as a stronger indication of systematic effect and for increasing reliability of responses. Given the temporal nature of these portrayals, over time variation in these portrayals should be included as a consideration in over time application of the model.

Media Perception

Symbolic interactionism asserts that because an object may be represented variously (as in the case of minority group members as television characters and minority group members encountered in person) an individual may hold separate attitudes toward each of these representations. The object of the media perception variable (defined as the extent to which television characters are perceived as having an existence or lifestyle apart from their television roles) was to provide a basis for this assertion by first determining if the respondent distinguished between a television role and a set of independent behaviors and attributes not associated with that role.

When another variable in the model is considered, generalized reality, the inclusion of the media perception variable appears superfluous. Generalized reality is defined as the extent to which the respondent perceives behaviors of television characters to be applicable to a given ethnic group as a whole. The measurement of generalized reality then, determines the association the respondent makes between behaviors and attributes in a television role and behaviors and attributes apart from that role. While the measurement of media perception was exploratory and presented scale items that appeared to accurately tap the role versus individual distinction (scale reliabilities are .72 and .65 for black and white portrayals), generalized reality appears to be the more direct concept. Clearly, however, the scale item wording of generalized reality should be reduced to make the item less cumbersome.

The above discussion would suggest a hypothesized interaction effect between generalized reality and attitude toward television portrayals and the resulting effect on attitude toward the ethnic group. Specifically, respondents who have a positive attitude toward the portrayals and generalize highly to the ethnic group will have a positive or favorable attitude toward the ethnic group; if attitude toward the portrayals is negative and generalized reality is high, attitude toward the ethnic group will be negative.

No direction for attitude toward the ethnic group would be hypothesized if attitude toward the portrayals was positive or negative and generalized reality was low or negative.

Other Media Attitudes

Television exposure as well as exposure to other media provides a symbolic environment influencing the development of an attitude. Other media attitudes is the perceived media treatment of minority and majority groups derived from book reading and radio listening.

The measurement of other media attitudes needs improvement. The intercorrelation for other media attitudes toward black persons is a low .10 and the intercorrelation for media attitudes toward white persons is .23. Five response choices for the media treatment items range from "very good" to "very bad." The sixth response choice is "I don't know." These response choices are subject to different interpretations. Some black respondents, for example, interpreted "very bad" and "bad" to mean "very good" and "good" which is a common and current slang usage among black persons. For other respondents who chose "very good" or "good" these responses meant that books and radio are biased toward the ethnic group. Using response categories ranging from "very fair" to "very unfair" may substantially reduce these various interpretations.

As a final point, other media in addition to books and radio need to be examined. Newspapers and magazines, for example, were not considered. One reason for this was the low readership of these media indicated in the pretest sample of third grade children. Older children may attend to newspapers and magazines to a greater extent than younger children.

Significant Others' Attitudes Toward Television Portrayals

Symbolic interaction posits that individuals are predisposed to certain individuals and groups of individuals who in the roles of significant others exert direct and indirect influence on the individual's roles and attitudes. Based on the zero-order correlations across all groups in the sample, the contribution of significant other attitudes toward television portrayals is strongly supported in the model. It was suggested in the discussion under attitude toward television portrayals (and attitude toward the ethnic group) that other dimensions may be more salient in attitudes than "liking," the dimension measured in this study. New dimensions that may be explored for the respondent's attitude necessitates exploration of these dimensions for significant others. As also discussed under attitude toward television portrayals, future model building should consider the reciprocal relationship between attitude toward television portrayals and significant others' attitudes toward television portrayals, in conformity to the symbolic interactionist framework.

A variable not included in the model but which has implications for significant others' attitudes toward television portrayals is the viewing context (persons reported by the respondent who view the stimulus programs with the respondent). As shown in the frequency table of significant other mentions for attitude toward the portrayals (Appendix B), the most frequently mentioned significant others are friends (459), mothers (365), brothers (331), fathers (307), and sisters (285).

When these frequencies are compared to frequency of mention for persons in the viewing context, family members as expected take precedence. The frequencies are mothers (615), brothers (536), sisters (532), fathers (487), and friends (192).

These frequencies indicate that while significant others' attitudes toward television portrayals often stem from the immediate family and viewing situation itself, considerable interaction occurs outside of the viewing situation, with friends.

Significant Other Attitudes Toward Mental Ability

The conceptualization and measurement of mental ability was based on the respondent's perceived mental ability and as such the parallel influence of perceived significant others' attitudes toward mental ability was also measured. However, as discussed, mental ability is subject to deletion from the framework on theoretical grounds. If a more straightforward measure of mental ability is used this would appear to negate the need for a parallel measure of significant other influence. As measured, significant others' attitudes toward mental ability yielded a strong influence on the respondent's mental ability. If perceived mental ability is retained in future model building, the formulation of symbolic interactionism would suggest reciprocal influence between the two variables.

Socioeconomic Status

Awareness of social and economic status serves as a reference point for the comparison of self to others, according to interactionists. Socioeconomic status then was theorized to be an important part of self-concept. As measured, socioeconomic status overall wielded negligible influence on self-concept. Several issues are raised in regard to future considerations of this variable:

1. Despite assertions by Shibutani (1961) and others that children at an early age develop status identifies based on social and economic considerations, doubt persists that a majority of children are really aware of these considerations and their meaning. Pretest questions sought to determine this awareness by measuring the respondent's perception of the economic status of the stimulus television characters (and by association, the two ethnic groups) in relation to the respondent. These measures were confounded, however, by confusion with the economic status of the television role itself, the actor or actress portraying the role, and the carryover of either of these factors to the ethnic group in general. As part of the necessity to shorten questionnaire length, these measures were dropped from the final instrument. Future research may involve reinstating the determinations and salience of this awareness with more precise measures.

2. The previous discussion suggests that socioeconomic status may not be a salient dimension of self-concept as theorized. Theoretical interpretation, however, would also suggest examining the direct influence of socioeconomic status on attitude toward the ethnic group, although this study provides no empirical support for this relationship.

3. As discussed in Chapter III, parent's occupations were obtained by self-report of the respondent. The occupations were then scored based on the NORC scale of occupational prestige (1951; and as reported in Reiss et al., 1961). Socioeconomic status determinations as measured by these scales tend to be deceptive, especially in light of the several changes in occupational classifications, salaries, and prestige levels that have occurred over the last decade. A more valid indication of socioeconomic status in future research may be to base socioeconomic status on income and educational levels, obtained directly from parents and/or school records.

Frequency of Exposure

As conceptualized, the frequency with which children are exposed to consistent and systematic television portrayals provides a basis for a consistent and systematic impact. Frequency of exposure for each stimulus character was measured on a five-point interval scale. While no measurement problems per se were encountered, measurement and explanatory precision could be improved by a ratio scale of time spent viewing each set of programs over the total number of hours viewed per week.

Direct Experience

Conceptually, direct experience is the extent to which respondents perceive they know minority and majority individuals. The basis of direct experience in symbolic interactionism is that interpretation of the behaviors of others often arises from direct interaction; these interpretations become vehicles for categorizing and evaluating other individuals in relationship to self. Direct experience was measured in an open-ended question by the respondent's self-report of the number of black and white persons known well. More precise measurement should include frequency of contact in seeing and talking to black and white persons, nature of contact (e.g., number of black and white persons considered as friends), and quality of contact (e.g., amount of enjoyment, liking, or preference) in talking to or having black and white persons as friends.

The discussion in this chapter has suggested that future modeling include reciprocal influences and the additional considerations of reconceptualization and remeasurement of the several variables in the overall system. These proposed changes more completely embody the thrust of symbolic interactionism as interpreted in this study, and the implications arising from this interpretation for mass media research on racial attitudes. Revised frameworks based on these considerations provide a new class and scheme of variables whose processual emphasis offers improved direction for investigation of media effects.

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APPENDICES

APPENDIX A

PRETEST QUESTIONNAIRE

INSTRUCTIONS TO INTERVIEWERS

INSTRUCTIONS TO RESPONDENTS

FINAL QUESTIONNAIRE

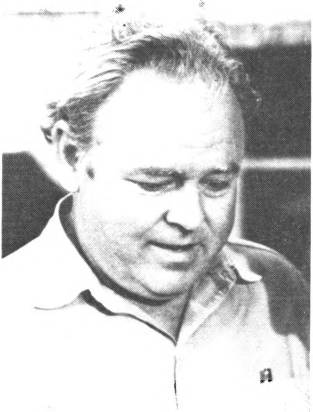
PRETEST QUESTIONNAIRE

"Television and You"

TELEVISION

and

YOU



1. Who is this person? ______________________________ (10)

2. What TV program is this person on? _____________________ (11)

3. What race or color is the person in this picture? (12)

____

4. How often do you watch this TV program? (13)

___almost once every week

___about once every two weeks

___about once a month

___about once every two to three months

___almost never

5. When this person is on TV, do you think this is the person's real life, or is the person just playing a part or pretending?

___it's the person's real life

___just playing a part or pretending (14)

___don't know

6. How much money do you think the family of the person in the picture makes, compared to how much your family makes? (15)
___they make more than my family
___they make about the same as my family
___they make less than my family

7. How much money do you think your family makes? (16)
___a lot of money
___some money
___not very much money

8. Who usually watches this program with you? (17)
___I usually watch it by myself (18)
___mother
___father
___sister(s) How many sisters do you usually watch with?
___brother(s) How many brothers do you usually watch with?
___friends How many friends do you usually watch with?
___aunt(s) How many aunts do you usually watch with?
___uncle(s) How many uncles do you usually watch with?
___cousin(s) How many cousins do you usually watch with?
___grandmother
___grandfather
___neighbor(s) How many neighbors do you usually watch with?
___babysitter

9. What do you think of the person in the picture? What kind of person do you think he or she is? Please put down all the words you can think of that tell about the person. (19)

10. Now of all the things that you think about this person, how true do you think those things are for people of this race who are not on TV? (20)

___true for most

___true for some

___true for a few

__ not true of any

11. How much do you like the person in the picture? (21)

(put a check in the space for your answer)

______	______	______	______	______
very much	some	neither like nor dislike	dislike some	don't like at all

12. Please list all the people you can think of who you have (22) ever talked to about the person in the picture. If you have talked to no one about the person in the picture, check the space here _______, and go to question 13.

For each person you list, check how much you think they like the person in the picture.

Person you have talked to	How much do they like the person in the picture?					
1.	______ very much	______ some	______ neither like nor dislike	______ dislike some	______ don't like at all	(23
2.	______ very much	______ some	______ neither like nor dislike	______ dislike some	______ don't like at all	(24
3.	______ very much	______ some	______ neither like nor dislike	______ dislike some	______ don't like at all	(25

rson you have talked to

How much do they like the person in the picture?

. ______ very much ______ some ______ neither like nor dislike ______ dislike some ______ don't like at all (26)

. ______ very much ______ some ______ neither like nor dislike ______ dislike some ______ don't like at all (27)

. ______ very much ______ some ______ neither like nor dislike ______ dislike some ______ don't like at all (28)

If you listed anyone by his or her name for the above question, please go back and under the name of the person, write whether the person is your mother, father, brother, sister, friend, cousin, grandmother, grandfather, neighbor, teacher, or whoever the person is.

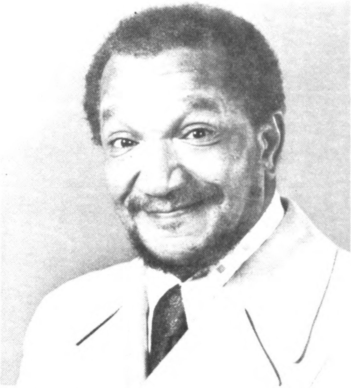
13. Of all the things you have heard others say about the person in the picture, how true do you think those things are for people of this race who are not on TV? (29)

___true for most

___true for some

___true for a few

__ not true of any



1. Who is this person? ______________________________ (30)

2. What TV program is this person on? ____________________ (31)

3. What race or color is the person in this picture? (32)

____

4. How often do you watch this TV program? (33)

___almost once every week

___about once every two weeks

___about once a month

___about once every two to three months

___almost never

5. When this person is on TV, do you think this is the person's real life, or is the person just playing a part or pretending?

___it's the person's real life

___just playing a part or pretending (34)

___don't know

6. How much money do you think the family of the person in the picture makes, compared to how much your family makes? (35)

___they make more than my family

___they make about the same as my family

___they make less than my family

7. How much money do you think your family makes? (36)

___a lot of money

___some money

___not very much money

8. Who usually watches this program with you? (37)

___I usually watch it by myself (38)

___mother

___father

___sister(s) How many sisters do you usually watch with?

___brother(s) How many brothers do you usually watch with?

___friends How many friends do you usually watch with?

___aunt(s) How many aunts do you usually watch with?

___uncle(s) How many uncles do you usually watch with?

___cousin(s) How many cousins do you usually watch with?

___grandmother

___grandfather

___neighbor(s) How many neighbors do you usually watch with?

___babysitter

9. What do you think of the person in the picture? What kind of person do you think he or she is? Please put down all the words you can think of that tell about the person. (39)

10. Now of all the things that you think about this person, how true do you think those things are for people of this race who are not on TV? (40)

___true for most

___true for some

___true for a few

__ not true of any

11. How much do you like the person in the picture? (41)

(put a check in the space for your answer)

___	___	___	___	___
very much	some	neither like nor dislike	dislike some	don't like at all

12. Please list all the people you can think of who you have ever talked to about the person in the picture. If you have talked to no one about the person in the picture, check the space here _______, and go to question 13. (42)

For each person you list, check how much you think they like the person in the picture.

Person you have talked to	How much do they like the person in the picture?					
1.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(4
2.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(4
3.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(4

Person you have talked to	How much do they like the person in the picture?					
4.	____ very much	____ some	____ neither like nor dislike	____ dislike some	____ don't like at all	(46)
5.	____ very much	____ some	____ neither like nor dislike	____ dislike some	____ don't like at all	(47)
6.	____ very much	____ some	____ neither like nor dislike	____ dislike some	____ don't like at all	(48)

If you listed anyone by his or her name for the above question, please go back and under the name of the person, write whether the person is your mother, father, brother, sister, friend, cousin, grandmother, grandfather, neighbor, teacher, or whoever the person is.

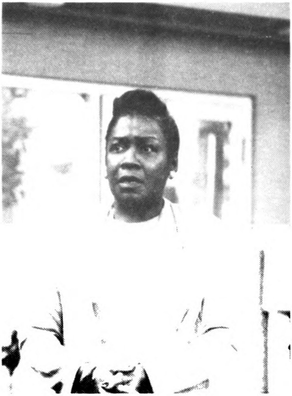
13. Of all the things you have heard others say about the person in the picture, how true do you think those things are for people of this race who are not on TV? (49)

___true for most

___true for some

___true for a few

___ not true of any



1. Who is this person? ______________________________ (50)

2. What TV program is this person on? ____________________ (51)

3. What race or color is the person in this picture? (52)

____

4. How often do you watch this TV program? (53)

___almost once every week

___about once every two weeks

___about once a month

___about once every two to three months

___almost never

5. When this person is on TV, do you think this is the person's real life, or is the person just playing a part or pretending?

___it's the person's real life

___just playing a part or pretending (54)

___don't know

6. How much money do you think the family of the person in the picture makes, compared to how much your family makes? (55)

___they make more than my family

___they make about the same as my family

___they make less than my family

7. How much money do you think your family makes? (56)

___a lot of money

___some money

___not very much money

8. Who usually watches this program with you? (57)

___I usually watch it by myself (58)

___mother

___father

___sister(s) How many sisters do you usually watch with?

___brother(s) How many brothers do you usually watch with?

___friends How many friends do you usually watch with?

___aunt(s) How many aunts do you usually watch with?

___uncle(s) How many uncles do you usually watch with?

___cousin(s) How many cousins do you usually watch with?

___grandmother

___grandfather

___neighbor(s) How many neighbors do you usually watch with?

___babysitter

9. What do you think of the person in the picture? What kind of person do you think he or she is? Please put down all the words you can think of that tell about the person. (59)

10. Now of all the things that you think about this person, how true do you think those things are for people of this race who are not on TV? (60)

___true for most

___true for some

___true for a few

__ not true of any

11. How much do you like the person in the picture? (61)

(put a check in the space for your answer)

___	___	___	___	___
very much	some	neither like nor dislike	dislike some	don't like at all

12. Please list all the people you can think of who you have ever talked to about the person in the picture. If you have talked to no one about the person in the picture, check the space here _______, and go to question 13. (62)

For each person you list, check how much you think they like the person in the picture.

Person you have talked to	How much do they like the person in the picture?					
1.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(6
2.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(6
3.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(6

Person you have talked to	How much do they like the person in the picture?					
4.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(66
5.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(67
6.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(68

If you listed anyone by his or her name for the above question, please go back and under the name of the person, write whether the person is your mother, father, brother, sister, friend, cousin, grandmother, grandfather, neighbor, teacher, or whoever the person is.

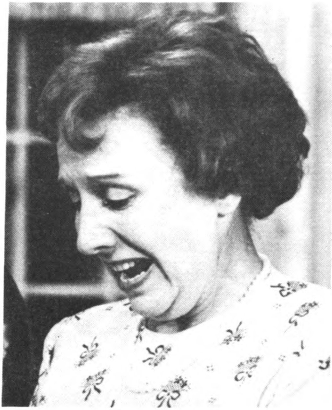
13. Of all the things you have heard others say about the person in the picture, how true do you think those things are for people of this race who are not on TV? (69)

___true for most

___true for some

___true for a few

___ not true of any



1. Who is this person? ______________________________ (70)

2. What TV program is this person on? ____________________ (71)

3. What race or color is the person in this picture? (72)

____

4. How often do you watch this TV program? (73)

___almost once every week

___about once every two weeks

___about once a month

___about once every two to three months

___almost never

5. When this person is on TV, do you think this is the person's real life, or is the person just playing a part or pretending?

___it's the person's real life

___just playing a part or pretending (74)

___don't know

6. How much money do you think the family of the person in the picture makes, compared to how much your family makes? (75)

___they make more than my family

___they make about the same as my family

___they make less than my family

7. How much money do you think your family makes? (76)

___a lot of money

___some money

___not very much money

8. Who usually watches this program with you? (77)
(78)

___I usually watch it by myself

___mother

___father

___sister(s) How many sisters do you usually watch with?

___brother(s) How many brothers do you usually watch with?

___friends How many friends do you usually watch with?

___aunt(s) How many aunts do you usually watch with?

___uncle(s) How many uncles do you usually watch with?

___cousin(s) How many cousins do you usually watch with?

___grandmother

___grandfather

___neighbor(s) How many neighbors do you usually watch with?

___babysitter

9. What do you think of the person in the picture? What kind of person do you think he or she is? Please put down all the words you can think of that tell about the person. (79)

10. Now of all the things that you think about this person, how true do you think those things are for people of this race who are not on TV? (80)

___true for most

___true for some

___true for a few

__ not true of any

11. How much do you like the person in the picture? (1)

(put a check in the space for your answer)

______	______	______	______	______
very much	some	neither like nor dislike	dislike some	don't like at all

12. Please list all the people you can think of who you have ever talked to about the person in the picture. If you have talked to no one about the person in the picture, check the space here _______, and go to question 13. (2)

For each person you list, check how much you think they like the person in the picture.

Person you have talked to	How much do they like the person in the picture?					
1.	______ very much	______ some	______ neither like nor dislike	______ dislike some	______ don't like at all	(3
2.	______ very much	______ some	______ neither like nor dislike	______ dislike some	______ don't like at all	(4
3.	______ very much	______ some	______ neither like nor dislike	______ dislike some	______ don't like at all	(5

Person you have talked to	How much do they like the person in the picture?					
4.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(6)
5.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(7)
6.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(8)

If you listed anyone by his or her name for the above question, please go back and under the name of the person, write whether the person is your mother, father, brother, sister, friend, cousin, grandmother, grandfather, neighbor, teacher, or whoever the person is.

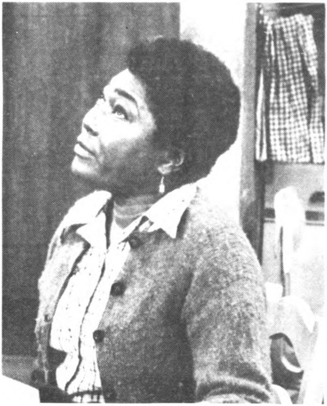
13. Of all the things you have heard others say about the person in the picture, how true do you think those things are for people of this race who are not on TV? (9)

___true for most

___true for some

___true for a few

__ not true of any



1. Who is this person? ______________________________ (10)

2. What TV program is this person on? ____________________ (11)

3. What race or color is the person in this picture? (12)

   ____

4. How often do you watch this TV program? (13)

   ___almost once every week

   ___about once every two weeks

   ___about once a month

   ___about once every two to three months

   ___almost never

5. When this person is on TV, do you think this is the person's real life, or is the person just playing a part or pretending?

   ___it's the person's real life

   ___just playing a part or pretending (14)

   ___don't know

6. How much money do you think the family of the person in the picture makes, compared to how much your family makes? (15)

___they make more than my family

___they make about the same as my family

___they make less than my family

7. How much money do you think your family makes? (16)

___a lot of money

___some money

___not very much money

8. Who usually watches this program with you? (17)

(18)

___I usually watch it by myself

___mother

___father

___sister(s) How many sisters do you usually watch with?

___brother(s) How many brothers do you usually watch with?

___friends How many friends do you usually watch with?

___aunt(s) How many aunts do you usually watch with?

___uncle(s) How many uncles do you usually watch with?

___cousin(s) How many cousins do you usually watch with?

___grandmother

___grandfather

___neighbor(s) How many neighbors do you usually watch with?

___babysitter

9. What do you think of the person in the picture? What kind of person do you think he or she is? Please put down all the words you can think of that tell about the person. (19)

10. Now of all the things that you think about this person, how true do you think those things are for people of this race who are not on TV? (20)

___true for most

___true for some

___true for a few

___ not true of any

11. How much do you like the person in the picture? (21)

(put a check in the space for your answer)

___	___	___	___	___
very much	some	neither like nor dislike	dislike some	don't like at all

12. Please list all the people you can think of who you have ever talked to about the person in the picture. If you have talked to no one about the person in the picture, check the space here _______, and go to question 13. (22)

For each person you list, check how much you think they like the person in the picture.

Person you have talked to	How much do they like the person in the picture?					
1.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(23)
2.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(24)
3.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(25)

rson you have talked to

How much do they like the person in the picture?

___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(26)
___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(27)
___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(28)

If you listed anyone by his or her name for the above question, please go back and under the name of the person, write whether the person is your mother, father, brother, sister, friend, cousin, grandmother, grandfather, neighbor, teacher, or whoever the person is.

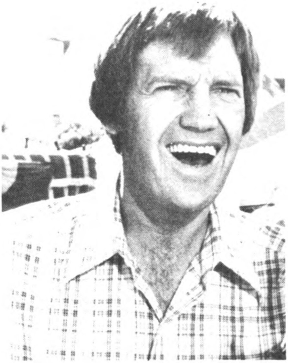
13. Of all the things you have heard others say about the person in the picture, how true do you think those things are for people of this race who are not on TV? (29)

___true for most

___true for some

___true for a few

__ not true of any



1. Who is this person? ______________________________ (30)

2. What TV program is this person on? ____________________ (31)

3. What race or color is the person in this picture? (32)

____

4. How often do you watch this TV program? (33)

___almost once every week

___about once every two weeks

___about once a month

___about once every two to three months

___almost never

5. When this person is on TV, do you think this is the person's real life, or is the person just playing a part or pretending?

___it's the person's real life

___just playing a part or pretending (34)

___don't know

6. How much money do you think the family of the person in the picture makes, compared to how much your family makes? (35)

___they make more than my family

___they make about the same as my family

___they make less than my family

7. How much money do you think your family makes? (36)

___a lot of money

___some money

___not very much money

8. Who usually watches this program with you? (37) (38)

___I usually watch it by myself

___mother

___father

___sister(s) How many sisters do you usually watch with?

___brother(s) How many brothers do you usually watch with?

___friends How many friends do you usually watch with?

___aunt(s) How many aunts do you usually watch with?

___uncle(s) How many uncles do you usually watch with?

___cousin(s) How many cousins do you usually watch with?

___grandmother

___grandfather

___neighbor(s) How many neighbors do you usually watch with?

___babysitter

9. What do you think of the person in the picture? What kind of person do you think he or she is? Please put down all the words you can think of that tell about the person. (39)

10. Now of all the things that you think about this person, how true do you think those things are for people of this race who are not on TV? (40)

___true for most

___true for some

___true for a few

___ not true of any

11. How much do you like the person in the picture? (41

(put a check in the space for your answer)

___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all

12. Please list all the people you can think of who you have ever talked to about the person in the picture. If you have talked to no one about the person in the picture, check the space here _______, and go to question 13. (42)

For each person you list, check how much you think they like the person in the picture.

Person you have talked to	How much do they like the person in the picture?				
1.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all
2.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all
3.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all

Person you have talked to	How much do they like the person in the picture?					
4.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(46)
5.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(47)
6.	___ very much	___ some	___ neither like nor dislike	___ dislike some	___ don't like at all	(48)

If you listed anyone by his or her name for the above question, please go back and under the name of the person, write whether the person is your mother, father, brother, sister, friend, cousin, grandmother, grandfather, neighbor, teacher, or whoever the person is.

13. Of all the things you have heard others say about the person in the picture, how true do you think those things are for people of this race who are not on TV? (49)

___true for most

___true for some

___true for a few

__ not true of any

14. When you see family programs on TV like The Brady Bunch, All in The Family, Apple's Way, or Good Times, do you think these are families in real life or are the people just playing a role or pretending? (50)

___these are real families

___they are just playing a part or pretending

___I don't know

15. How often do you see black people in real life (not on TV)? (51)

___less than once a week

___about once a week

___two to three times a week

___four to five times a week

___everyday

16. How often do you get a chance to talk to black people? (52)

___less than once a week

___about once a week

___two to three times a week

___four to five times a week

___everyday

17. How many black people would you say you know well? (53)

___none at all
___one to two
___three to four

___five to six

___seven to eight
___nine to ten
___eleven to fifteen

___sixteen to 20

___20 or more

18. How many black friends do you have about your own age? (54)

___none at all
___one to two
___three to four
___five to six
___seven to eight
___nine to ten
___eleven to fifteen
___sixteen to 20
___20 or more

19. How much do you like black people? (55)

___very much
___somewhat
___don't like or dislike
___don't like at all

20. How different do you think black people and white people are in the way they think and act? (56)

___very different
___not very different
___not different at all

21. On an average school day about how many programs do you watch on TV? (Circle your answer) (57)

0 1 2 3 4 5 6 7 8 9 10

22. How often do you see white people in real life (not on TV)? (58)

____less than once a week
____about once a week
____two to three times a week
____four to five times a week
____everyday

23. How often do you get a chance to talk to white people? (59)

___less than once a week
___about once a week
___two to three times a week
___four to five times a week
___everyday

24. How many white people would you say you know well? (60)

___none at all
___one to two
___three to four
___five to six
___seven to eight
___nine to ten
___eleven to fifteen
___sixteen to 20
___20 or more

25. How many white friends do you have about your own age? (61)

___none at all
___one to two
___three to four
___five to six
___seven to eight
___nine to ten
___eleven to fifteen
___sixteen to 20
___20 or more

26. How much do you like white people? (62)

___very much
___somewhat
___don't like or dislike
___don't like at all

27. How often do you read newspapers? (63)

___less than once a week
___about once a week
___two to three times a week
___four to five times a week
___everyday

28. When you read things in the newspapers about black people, how do you think the newspapers show black people as being? (64)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

29. How often do you read books? (65)

___less than once a week
___about once a week
___two to three times a week
___four to five times a week
___everyday

30. When you read things in books about black people, how do you think the books show black people as being? (66)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

31. How often do you read magazines? (67)

___less than once a week
___about once a week
___two to three times a week
___four to five times a week
___everyday

32. When you read things in magazines about black people, how do think the magazines show black people as being? (68)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

33. How often do you listen to the radio? (69)

___less than one hour a day
___one to two hours a day
___two to three hours a day
___three to four hours a day
___more than four hours a day

34. When you hear things on the radio about black people, what would you say the people on the radio think about black people? (70)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

35. How often do you go to the movies? (71)

___about once a week
___once every two weeks
___once a month
___once every two to three months
___almost never
___once every two to three months
___almost never

36. When you see things in the movies about black people, how do (72)
do you think the movies show black people as being?

___very good
___good
___not good or bad
___bad
___very bad
___don't know

37. When you read things in the newspapers about white people, (73)
how do you think the newspapers show white people as being?

___very good
___good
___not good or bad
___bad
___very bad
___don't know

38. When you read things in books about white people, how do
you think the books show white people as being? (74)

____very good
____good
____not good or bad
___bad
___very bad
___don't know

39. When you read things in magazines about white people, how do
you think the magazines show white people as being? (75)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

40. When you hear things on the radio about white people, what
would you say the people on the radio think about white people? (76)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

41. When you see things in the movies about white people, how
do you think the movies show white people as being? (77)

___very good
___good
___not good or bad
___bad
___very bad
___don't know

Each of us needs to know more about what we are like. The next few questions help us know more about you. Please be very truthful.

1. I feel that I am a person of worth, at least equal to others. (78)

I feel this way:

____most of the time
____some of the time
____a few times
____none of the time

2. I feel that there are many good things about me. (79)

I feel this way:

___most of the time
___some of the time
___a few times
___none of the time

3. I think there are many things that I do not do well. (80)

I feel this way:

____most of the time
____some of the time
____a few times
____none of the time

4. I am able to do things as well as most people my age. (1)

I feel this way:

___most of the time
___some of the time
___a few times
___none of the time

5. I wish I could like myself more. (2)

I feel this way:

____most of the time
____some of the time
____a few times
____none of the time

1. How smart does your mother think you are? (3)

___very smart
___somewhat smart
___not very smart
___not smart at all

2. How smart does your father think you are? (4)

____very smart
____somewhat smart
____not very smart
____not smart at all

3. How smart does your teacher think you are? (5)

____not smart at all
____not very smart
____somewhat smart
____very smart

4. How smart do your friends think you are? (6)

____not smart at all
___not very smart at all
____somewhat smart
____very smart

5. How smart do you think you are? (7)

___very smart
___somewhat smart
___not very smart
___not smart at all

6. Does your father live at home? (8)

___yes
___no (if no, please go to question 10)

If your father and mother usually work, but are not working now, please answer the questions about the work they did before.

7. Where does your father work?____________________________ (9)

8. What is the name or title of his job? ____________________ (10)

9. Does he work full or part time? (11)

____full time ____part time

10. Does your mother have a job? (12)

____yes
____no (if no, please go to question 14)

11 . Where does your mother work? ______________________ (13)

12. What is the name or title of her job? __________________ (14)

13. Does she work full time or part time? (15)

___full time ____part time

14. How far did your father go in school? (16)
___only elementary school
____less than high school
____graduated from high school
____some college
____graduated from college
____don't know

15. How far did your mother go in school? (17)

____only elementary school
____less than high school
____graduated from high school
____some college
____graduated from college
____don't know

Just a few more questions. . .

1. Are you a boy or a girl? (18)

____boy ____girl

2. How old are you? __________ (19)

3. What grade are you in? ___________ (20)

4. What is the name of your teacher? ______________________

5. What is the name of your school? ________________________________ (21)

6. Are you:

____Black (22)

____White

____Oriental

____Chicano

____American Indian (Native American Indian)

____Other (please tell us what) ____________________________

Thank you very much.

INSTRUCTIONS TO INTERVIEWERS

AND

INSTRUCTIONS TO RESPONDENTS

INSTRUCTIONS TO INTERVIEWERS

March 18-19, 1975

You will be in the classroom with at least one other person as interviewer(s). Classroom size will range from 22 to 64 pupils.

An introduction which one of you will read to the pupils is attached. Read it exactly as written. Also read it loudly, slowly, and clearly. After the introduction has been read, one of you will pass out the booklets.

At the end of 30 minutes, briefly remind the pupils that they are to raise their hands when they have finished.

IMPORTANT

As each pupil finishes, immediately check each booklet individually and carefully, to see that all questions, as applicable, are answered. This is extremely important. If there are unanswered questions that should be answered, this will foul up data analysis and interpretation.

In checking and collecting each booklet, you must do this as rapidly and as efficiently as possible, so that each booklet is checked in a minimum amount of time. This will avoid long delays in getting around to each pupil. It will also avoid consuming more class time than necessary.

If you are asked by one of the pupils, how long the test will take, just reply: "Not very long," or "a short time." The test should take 50 minutes or less.

When you have all the booklets checked and collected, thank the children, and leave the classroom as quickly as possible. Do not dawdle. We must be in and out of the classroom in less than an hour.

Please read over these instructions carefully so that you fully understand them.

INSTRUCTIONS TO RESPONDENTS

INSTRUCTIONS TO BE READ TO PUPILS. PLEASE READ THEM EXACTLY AS WRITTEN. READ THEM LOUDLY, SLOWLY, AND CLEARLY.

Hi. My name is ____________. And this is (introduce other or others). We would like to know how boys and girls like you feel about television and some other things. So we would like to ask your help in answering a few questions for us. The questions that we have are in these booklets (hold up booklet). We will pass these out in just a minute.

In the booklet, you will mark or write the answer that best tells how you feel about these things. Do not say the answers out loud, just put them down in your booklet.

If you need any help, or have any questions while you are doing this, raise your hand and one of us will come and help you.

Take as much time as you need and answer the questions carefully.

This is not a test, you will not be graded on this . . . so please answer as truthfully as you can. You do not need to put your name on this either, because everything you say will be private.

We just want to know how you feel about these things.

When you have finished going through the questions, raise your hand so we will know you are finished.

Are there any questions?

(Pass out booklets.)

FINAL QUESTIONNAIRE

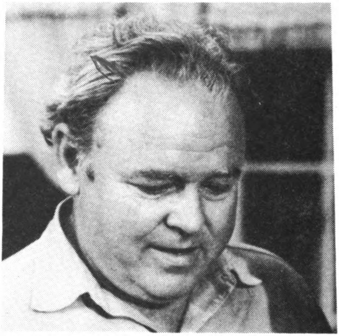
"You and Television"

YOU

and

TELEVISION

SM3.75



1. Who is this person or what TV program is this person on?

____

(You may put down any name you know the person by, or the name of the program).

_____I don't know the name of the person or the program.

2. What is the race or color of this person?

_____Black
_____White
_____Oriental
_____Chicano
_______I don't know

3. How often do you watch this TV program?

____once every week
____once every two weeks
____once a month
____once every two to three months
____never

4. When this person is on TV, he works at a factory, and has a family and neighbors. When this person is not on TV, does he work at that factory and have the same family and neighbors?

____yes ______no ______I don't know

5. When this person is not on TV, how much do you think about him?

_____I think about this person a lot
_____I think about this person sometimes
I never think about this person

6. Think about this person for a minute, and think about what you have heard others say about the person.
Now, how true do you think those things are for people of this race or color who are not on TV?

______these things are true for most people of this race
______these things are true for some people of this race
______these things are true for a few people of this race
______these things are not true for any people of this race

7. How much do you like the person in the picture?
(put a check in the space for your answer)

______	______	______	______	______
very much	some	don't like or dislike	dislike some	don't like at all

8. When this person is on TV, is this person just playing a part or pretending?

____yes ______no _____I don't know

9. Who usually watches this program with you?

_____I don't watch this program (please go to question 15)
_____I usually watch it by myself

(Check the spaces for all those people who usually watch this program with you)

10. ______my mother usually watches it with me

11. ______my father usually watches it with me

12. ______my sister or sisters usually watch it with me
How many sisters usually watch with you? __________

13. ______my brother or brothers usually watch with me
How many brothers usually watch with you? _________

14. ______my friend or friends usually watch with me
How many friends usually watch with you? __________

(Please look at the picture as often as you need to, to answer the questions about the person)

15. Have you ever talked to anyone about the person in the picture?

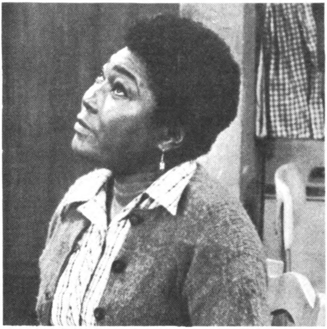
____yes (if yes, please go on reading this page)

____no (if no, please go to page 4)

Please put down all the people you can think of who you have ever talked to about the person in the picture. Just put down whether the person is your mother, father, sister, brother, friend, teacher,or whoever the person is. Then next to each person, check how much you think they like the person in the picture. You may put down as many persons as you like.

For example, you may have talked to three friends about the person in the picture. Then you would put down friends three times.

Person You Have Talked To	How Much Do They Like The Person in the Pictur				
1. ____________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
2. ____________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
3. ____________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
4. ____________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
5. ____________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all



16. Who is this person or what TV program is this person on?

____
(You may put down any name you know the person by, or the name of the program).

______I don't know the name of the person or the program.

17. What is the race or color of this person?

_____Black ______Oriental

_____White ______Chicano _____I don't know

18. How often do you watch this TV program?

____once every week

____once every two weeks

____once a month

____once every two to three months

____never

19. When this person is on TV, she has a family and neighbors.

When this person is not on TV, does she have the same family and neighbors?

______yes _______no _______I don't know

20. When this person is not on TV, how much do you think about her?

_____I think about this person a lot

_____I think about this person sometimes

_____I never think about this person

21. Think about this person for a minute, and think about what you have heard others say about the person.
Now, how true do you think those things are for people of this race or color who are not on TV?

______these things are true for most people of this race
______these things are true for some people of this race
______these things are true for a few people of this race
______these things are not true for any people of this race

22. How much do you like the person in the picture?
(put a check in the space for your answer)

______	______	______	______	______
very much	some	don't like or dislike	dislike some	don't like at all

23. When this person is on TV, is this person just playing a part or pretending?

____yes ______no _____I don't know

24. Who usually watches this program with you?

_____I don't watch this program (please go to question 30).
_____I usually watch it by myself

(Check the spaces for all those people who usually watch this program with you)

25. ______my mother usually watches it with me

26. ______my father usually watches it with me

27. ______my sister or sisters usually watch it with me
How many sisters usually watch with you? __________

28. ______my brother or brothers usually watch with me
How many brothers usually watch with you? _________

29. ______my friend or friends usually watch with me
How many friends usually watch with you? __________

(Please look at the picture as often as you need to, to answer the questions about the person)

30. Have you ever talked to anyone about the person in the picture?

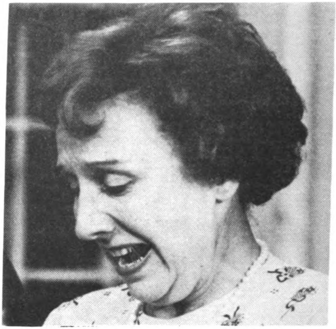
____yes (if yes, please go on reading this page)

____no (if no, please go to page 7.)

Please put down all the people you can think of who you have ever talked to about the person in the picture. Just put down whether the person is your mother, father, sister, brother, friend, teacher,or whoever the person is. Then next to each person, check how much you think they like the person in the picture. You may put down as many persons as you like.

For example, you may have talked to three friends about the person in the picture. Then you would put down friends three times.

Person You Have Talked To	How Much Do They Like The Person in the Pictu				
1. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
2. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
3. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
4. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
5. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all



31. Who is this person or what TV program is this person on?

____

(You may put down any name you know the person by, or the name of the program).

______I don't know the name of the person or the program.

32. What is the race or color of this person?

_____Black _____Oriental

_____White _____Chicano _____I don't know

33. How often do you watch this TV program?

____once every week

____once every two weeks

____once a month

____once every two to three months

____never

34. When this person is on TV, she has a family and neighbors.

When this person is not on TV, does she have the same family and neighbors?

______yes ______no ______I don't know

35. When this person is not on TV, how much do you think about her?

_____I think about this person a lot

_____I think about this person sometimes

_____I never think about this person

36. Think about this person for a minute, and think about what you have heard others say about the person.
Now, how true do you think those things are for people of this race or color who are not on TV?

______these things are true for most people of this race
______these things are true for some people of this race
______these things are true for a few people of this race
______these things are not true for any people of this race

37. How much do you like the person in the picture?
(put a check in the space for your answer)

______	______	______	______	______
very much	some	don't like or dislike	dislike some	don't like at all

When this person is on TV, is this person just playing a part or pretending?

____yes ______no _____I don't know

38. Who usually watches this program with you?

_____I don't watch this program (please go to question 44)
_____I usually watch it by myself

(Check the spaces for all those people who usually watch this program with you)

39. ______my mother usually watches it with me

40. ______my father usually watches it with me

41. ______my sister or sisters usually watch it with me
How many sisters usually watch with you? __________

42. ______my brother or brothers usually watch with me
How many brothers usually watch with you? _________

43. ______my friend or friends usually watch with me
How many friends usually watch with you? __________

(Please look at the picture as often as you need to, to answer the questions about the person)

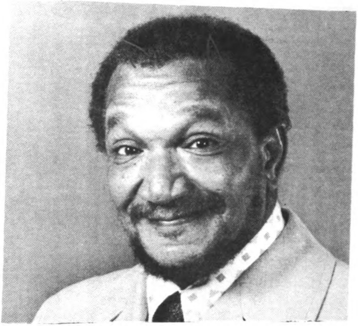
44. Have you ever talked to anyone about the person in the picture?

____yes (if yes, please go on reading this page)
____no (if no, please go to page 10)

Please put down all the people you can think of who you have ever talked to about the person in the picture. Just put down whether the person is your mother, father, sister, brother, friend, teacher,or whoever the person is. Then next to each person, check how much you think they like the person in the picture. You may put down as many persons as you like.

For example, you may have talked to three friends about the person in the picture. Then you would put down friends three times.

Person You Have Talked To	How Much Do They Like The Person in the Pictur				
1. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
2. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
3. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
4. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
5. ____	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all



45. Who is this person or what TV program is this person on?

____

(You may put down any name you know the person by, or the name of the program).

_____I don't know the name of the person or the program.

46. What is the race or color of this person?

_____Black
_____White
_____Oriental
_____Chicano
_____I don't know

47. How often do you watch this TV program?

_____once every week
_____once every two weeks
_____once a month
_____once every two to three months
_____never

48. When this person is on TV, he owns a junkyard and has a son and neighbors. When this person is not on TV, does he own a junkyard and have the same son and the same neighbors?

_____yes _____no ______I don't know

49. When this person is not on TV, how much do you think about him?

____I think about this person a lot
____I think about this person sometimes
___I never think about this person

50. Think about this person for a minute, and think about what you have heard others say about the person.
Now, how true do you think those things are for people of this race or color who are not on TV?

______these things are true for most people of this race
______these things are true for some people of this race
______these things are true for a few people of this race
______these things are not true for any people of this race

51. How much do you like the person in the picture?
(put a check in the space for your answer)

______	______	______	______	______
very much	some	don't like or dislike	dislike some	don't like at all

52. When this person is on TV, is this person just playing a part or pretending?

____yes ______no _____I don't know

53. Who usually watches this program with you?

_____I don't watch this program (please go to question 59)
_____I usually watch it by myself

(Check the spaces for all those people who usually watch this program with you)

54. ______my mother usually watches it with me

55. ______my father usually watches it with me

56. ______my sister or sisters usually watch it with me
How many sisters usually watch with you? __________

57. ______my brother or brothers usually watch with me
How many brothers usually watch with you? _________

58. ______my friend or friends usually watch with me
How many friends usually watch with you? __________

(Please look at the picture as often as you need to, to answer the questions about the person)

59. Have you ever talked to anyone about the person in the picture?

____yes (if yes, please go on reading this page)
____no (if no, please go to page 13)

Please put down all the people you can think of who you have ever talked to about the person in the picture. Just put down whether the person is your mother, father, sister, brother, friend, teacher, or whoever the person is. Then next to each person, check how much you think they like the person in the picture. You may put down as many persons as you like.

For example, you may have talked to three friends about the person in the picture. Then you would put down friends three times.

Person You Have Talked To	How Much Do They Like The Person in the Pictur				
1. ________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
2. ________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
3. ________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
4. ________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all
5. ________	____ very much	____ some	____ don't like or dislike	____ dislike some	____ don't like at all

60. When you see black people on programs like Good Times, they have families and neighbors on the program. When these people are not on TV, do they have the same families and neighbors?

_____yes _____no _____I don't know

61. When you see white people on programs like All in The Family, they have families and neighbors on the program. When these people are not on TV, do they have the same families and neighbors?

_____yes ______no ______I don't know

62. When you get home from school, about how many TV programs do you watch before going to bed? (Circle your answer)

1 2 3 4 5 6 7 8 9 10

63. When you see black people on programs like Good Times and other programs with black families, are the people just playing a part or pretending?

______yes _____no ______I don't know

64. When you see white people on programs like All in The Family and other programs with white families, are the people just playing a part or pretending?

______yes ______no ______I don't know

65. How many black people would you say you know well?

I don't know any black people well ______
I know _______black people well (Please put in the number)

66. How many white people would you say you know well?

I don't know any white people well _______
I know _______white people well (Please put in the number)

67. How often do you read books?

____less than once a week
____about once a week
____two to three times a week
____four to five times a week
____everyday

68. When you read things in books about black people, how do you do you think the books show black people as being?

____very good
____good
____not good or bad
____bad
____very bad
____I don't know

69. When you read things in books about white people, how do you do you think the books show white people as being?

____very good
____good
____not good or bad
____bad
____very bad
____I don't know

70. How often do you listen to the radio?

____less than one hour a day
____one to two hours a day
____two to three hours a day
____three to four hours a day
____more than four hours a day

71. When you hear things on the radio about black people, what would you say the people on the radio think about black people?

____they think black people are very good
____they think black people are good
____they think black people are neither good nor bad
____they think black people are bad
____they think black people are very bad

72. When you hear things on the radio about white people, what would you say the people on the radio think about white people?

_____they think white people are very good
_____they think white people are good
_____they think white people are neither good nor bad
_____they think white people are bad
_____they think white peole are very bad
_____I don't know

Each of us needs to know more about what we are like. The next few questions will help us know more about you. Please be very truthful.

73. I feel that there are many good things about me.

I feel this way:
_____most of the time
_____some of the time
_____a few times
_____none of the time

74. How much do you like yourself?

_____very much
_____somewhat
_____not very much
_____not at all

75. How smart do your mother and your father think you are?

____very smart
____somewhat smart
____not very smart
____not smart at all

76. How smart does your teacher think you are?

_____very smart
_____somewhat smart
_____not very smart
_____not smart at all

77. How smart do your friends think you are?

_____very smart
_____somewhat smart
_____not very smart
_____not smart at all

78. How smart do you think you are?

___very smart
___somewhat smart
___not very smart
___not smart at all

79. Does your father live at home?

_____yes
_____no (if no, please go to question 81)

If your father usually works, but is not working now, please answer the question for the work he did before.

80. What kind of work does your father do?______________________________

____

81. Does your mother live at home?

____yes
____no (if no, please go to question 84)

82. Does your mother have a job?

____yes
____no (if no, please go to question 84)

If your mother usually works, but is not working now, please answer the question for the work she did before.

83. What kind of work does your mother do?________________________

____

Just a few more questions . . .

84. Are you a boy or a girl?

____boy   _____girl

85. How old are you? __________

86. What grade are you in?

____3rd   ______5th

87. What is the name of your school? ____________________________

88. Are you:

____Black
____White
____Oriental
____Chicano
____American Indian (Native American Indian)
____Other (please tell us what) ______________________________

Thank you very much.

1. How much do you like black people?

____very much

____somewhat

____don't like or dislike

____dislike somewhat

____don't like at all

2. How different do you think black people and white people are in the way they think and act?

____very different

____not very different

____not different at all

3. How much do you like white people?

____very much

____somewhat

____don't like or dislike

____dislike somewhat

____don't like at all

APPENDIX B

MEANS, STANDARD DEVIATIONS, CORRELATION MATRICES FOR INDICES AND SINGLE MEASURES

INTERCORRELATIONS FOR MEDIA PERCEPTION INDEX

INTERCORRELATIONS FOR SIGNIFICANT OTHERS' ATTITUDES TOWARD TV PORTRAYALS INDEX

RELIABILITY ESTIMATES FOR INDICES ACROSS SAMPLE GROUPS

FREQUENCY OF SIGNIFICANT OTHER MENTIONS BY CHARACTER

MEANS AND STANDARD DEVIATIONS FOR INDEX AND SINGLE-ITEM VARIABLES: ACROSS THE ENTIRE SAMPLE AND EACH SUBSAMPLE

Means and Standard Deviations Across All

Variables for the Entire Sample (N = 241)

```
MAZINGO                                                                          06/18/75

FILE    NONAME    (CREATION DATE =  06/18/75 )

* * * * * * * * * * * * * * * * * * * * * * *   M U L T I P L E   R E G R E S S I O N   * * * * * * *

VARIABLE              MEAN        STANDARD DEV      CASES

KNOWHTVP             9.3558             1.6675        241
KNOWBTVP             9.5052             1.2286        241
FREQEXPW             7.3610             3.1008        241
FREQEXPB             8.4025             2.1232        241
MEDIAPRW            14.3942             2.8163        241
MEDIAPRB            14.5187             3.1782        241
SELFINTW             3.4232             1.1598        241
SELFINTB             4.4066             1.2750        241
GENREALW             4.9502             1.6297        241
GENREALB             5.5685             1.8156        241
ATTTVPW              7.4191             2.3570        241
ATTTVPB              9.1245             1.2379        241
SIGOTVW             15.0249            16.9514        241
SIGOTVB             19.2490            19.5343        241
KNBLKWL             16.7303            24.9243        241
KNWHTWL             26.7427            29.1576        241
OTMEDIAW             9.0332             3.0961        241
OTMEDIAB             9.0156             2.7808        241
SELFCPT              6.5853             1.5625        241
SIGOTHMA             9.8392             2.3172        241
YOUSMART             3.2656              .8974        241
SES                 63.0643            11.1177        241
SEX                  1.4938              .5010        241
AGE                  9.5726             1.1985        241
GRADE                1.5021              .5487        241
SCHOOL               1.8714              .7159        241
ATTBLACK             3.9461             1.3233        241
DIFFRENT             1.5311              .7372        241
ATTWHITE             3.9461             1.2379        241
```

Means and Standard Deviations Across All Variables for All White Respondents (N = 142)

```
MAZINGO                                                                06/18/75

FILE   NONAME   (CREATION DATE =  06/18/75 )

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N * * * * * * * * *

VARIABLE             MEAN      STANDARD DEV      CASES

KNOWWTVP           9.3451            1.6576        142
KNOWBTVP           9.4085            1.2836        142
FREQEXPW           7.2394            3.1778        142
FREQEXPB           8.2958            2.1464        142
MEDIAPPW          14.9437            2.4319        142
MEDIAPPB          14.8592            2.9943        142
SELFINTW           3.4789            1.0897        142
SELFINTB           4.0493            1.2566        142
GENREALW           4.8803            1.6089        142
GENREALB           5.2817            1.6302        142
ATTTVPW            7.7465            2.1845        142
ATTTVPB            8.9014            1.4258        142
SIGOTVW           14.4155           16.4348        142
SIGOTVB           15.2042           16.1998        142
KNBLKWL            8.4085           11.6206        142
KNWHTWL           32.5634           29.2304        142
OTMEDIAW           9.1901            2.5846        142
OTMEDIAB           8.9225            2.8709        142
SELFCPT            6.5915            1.4299        142
SIGOTHMA           9.9930            2.2105        142
YOUSMART           3.2394             .8746        142
SES               63.2149            8.5723        142
SEX                1.4577             .5000        142
AGE                9.5915            1.1557        142
GRADE              1.5141             .5579        142
ATTBLACK           3.5986            1.3372        142
DIFFRENT           1.6408             .7375        142
ATTWHITE           4.4930             .8143        142
```

Means and Standard Deviations Across All Variables for White Respondents in the Integrated Schools (N = 94)

```
MAZINGO                                                         07/03/75

FILE    NONAME   (CREATION DATE =  07/03/75 )

* * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * *

VARIABLE          MEAN      STANDARD DEV     CASES

KNOWHTVP         9.3895        1.7215         94
KNOWBTVP         9.5158        1.2192         94
FREQEXPW         6.9158        3.2671         94
FREQEXPB         8.1474        2.3609         94
MEDIAPRW        14.5579        2.5210         94
MEDIAPRB        14.2421        3.0237         94
SELFINTW         3.4105        1.1439         94
SELFINTB         4.0947        1.2806         94
GENREALW         4.8000        1.5952         94
GENREALB         5.3684        1.6888         94
ATTTVPW          7.5053        2.2355         94
ATTTVPB          8.8842        1.4794         94
SIGOTVW         13.3158       17.0439         94
SIGOTVB         14.8211       16.9360         94
KNBLKWL          9.1158        8.2267         94
KNWHTWL         27.6737       26.2096         94
OTMEDIAW         6.8421        2.6550         94
OTMEDIAB         6.1579        2.5654         94
SELFCPT          6.5053        1.4938         94
SIGOTHMA         9.8632        2.2342         94
YOUSMART         3.2737         .9044         94
SES             60.1053        6.4733         94
SEX              1.4632         .5013         94
AGE              9.5895        1.1714         94
GRADE            1.5158         .5990         94
SCHOOL           1.6000         .4925         94
ATTBLACK         3.2526        1.3206         94
DIFFRENT         1.4211         .6287         94
ATTWHITE         4.4211         .7933         94
```

Means and Standard Deviations Across All Variables for White Respondents in the Nonintegrated School (N = 48)

```
AZINGO                                                                   06/18/75

ILE   NONAME  (CREATION DATE =  06/18/75 )

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * *

ARIABLE            MEAN     STANDARD DEV      CASES

NOWHTVP          9.2708           1.5539         48
NOWBTVP          9.1250           1.4532         48
REDEXPW          7.8125           2.9366         48
PEDEXPB          8.6042           1.5944         48
EDIAPPW         15.5625           2.5003         48
EDIAPPB         15.9792           2.3016         48
FLFINTW          3.6042            .9518         48
ELFINTB          3.9375           1.2100         48
ENPEALW          5.0417           1.6237         48
ENPEALB          5.0833           1.4394         48
TTTVPW           8.2292           1.9919         48
TTTVPB           8.9375           1.3113         48
IGOTVW          16.2917          15.0397         48
IGOTVB          15.8125          14.6311         48
BLKWL            6.8333          16.3520         48
WHTWL           41.9792          32.4531         48
MEDIAW           8.1667           1.9167         48
MEDIAB           8.2917           2.7441         48
ELFCPT           6.6667           1.4489         48
IGOTHMA         10.2083           2.1531         48
OUSMART          3.1458            .8249         48
ES              69.3125           8.9041         48
EX               1.4375            .5013         48
GE               9.5625           1.1468         48
RADE             1.5000            .5053         48
TTBLACK          4.3125           1.0750         48
IFFRENT          2.0833            .7390         48
TTWHITE          4.6458            .8377         48
```

Means and Standard Deviations Across All

Variables for Black Respondents (N = 48)

```
MAZINGO                                                     06/18/75

FILE    NONAME  (CREATION DATE =  06/18/75 )

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * *

VARIABLE               MEAN       STANDARD DEV      CASES

KNOWHTVP             9.5000             1.5405         68
KNOWBTVP             9.7500             1.1113         68
FREQEXPW             7.8971             2.7597         68
FREQEXPB             8.7206             1.9071         68
MEDIAPRW            13.8088             3.1446         68
MEDIAPRB            14.5000             3.5765         68
SELFINTW             3.4412             1.2741         68
SELFINTB             5.2500              .9522         68
GENREALW             5.1176             1.7150         68
GENREALB             5.1471             1.9970         68
ATTTVPW              7.0000             2.5374         68
ATTTVPB              9.7500              .6775         68
SIGOTVW             18.1471            18.2358         68
SIGOTVB             30.1324            20.0518         68
KNBLKWL             34.7206            34.4543         68
KNWHTWL             15.7647            23.8172         68
OTMEDIAW             8.4706             3.5344         68
OTMEDIAB             9.1618             2.6588         68
SELFCPT              6.4559             1.7401         68
SIGOTHMA             9.7059             2.6489         68
YOUSMART             3.3824              .9147         68
SES                 58.8676             7.4009         68
SEX                  1.5000              .5037         68
AGE                  9.4255             1.1885         68
GRADE                1.4265              .5273         68
SCHOOL               1.6765              .5020         68
ATTBLACK             4.8676              .3926         68
DIFFRENT             1.3529              .5926         68
ATTWHITE             3.1324             1.4445         68
```

ZERO-ORDER CORRELATION MATRICES FOR WEIGHTED INDEX AND SINGLE-ITEM VARIABLES ACROSS:

1. ALL SAMPLE RESPONDENTS (N = 241)
2. ALL WHITE RESPONDENTS (N = 142)
3. ALL WHITE RESPONDENTS IN THE INTEGRATED SCHOOLS (N = 94)
4. ALL WHITE RESPONDENTS IN THE NON-INTEGRATED SCHOOL (N = 48)
5. ALL BLACK RESPONDENTS (N = 68)

Weighted Variable Names in Correlation Matrix for All Sample Respondents (N = 241): Black and White Portrayals

Black Portrayals

ATTBLACK	(X_1)	is regressed against	ATTTVPB1	(X_2)
			SELFCPT1	(X_3)
			OTMEDIA1	(X_9)
ATTTVPB	(X_2)	is regressed against	SIGOTVP1	(X_{10})
SELFCPT	(X_3)	is regressed against	SES1	(X_{11})
			SIGOTMA2	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA1	(X_{12})
KNOWBTVP	(X_5)	is regressed against	FREQEXP1	(X_{13})
SELFINTB	(X_6)	is regressed against	YOUSMAR1	(X_4)
			KNOWBTV1	(X_5)
			FREQEXP2	(X_{13})
			KNBLKWL1	(X_{14})
MEDIAPRB	(X_7)	is regressed against	YOUSMAR2	(X_4)
			SELFINT1	(X_6)
			KNBLKWL2	(X_{14})
GENREALB	(X_8)	is regressed against	MEDIAPR1	(X_7)
			KNBLKWL3	(X_{14})

Weighted Variable Names in Correlation Matrix for All Sample Respondents (N = 241): Black and White Portrayals

White Portrayals

ATTWHITE (X_1) is regressed against ATTTVPW1 (X_2)
SELFCPT2 (X_3)
OTMEDIA2 (X_9)

ATTTVPW (X_2) is regressed against SIGOTVP2 (X_{10})

SELFCPT (X_3) is regressed against SES1 (X_{11})
SIGOTMA2 (X_{12})

YOUSMART (X_4) is regressed against SIGOTMA1 (X_{12})

KNOWHTVP (X_5) is regressed against FREQEXP3 (X_{13})

SELFINTW (X_6) is regressed against YOUSMAR3 (X_4)
KNOWHTV1 (X_5)
FREQEXP4 (X_{13})
KNWHTWL1 (X_{14})

MEDIAPRW (X_7) is regressed against YOUSMAR4 (X_4)
SELFINT2 (X_6)
KNWHTWL2 (X_{14})

GENREALW (X_8) is regressed against MEDIAPR2 (X_7)
KNWHTWL3 (X_{14})

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MAZINGO

FILE  NONAME  (CREATION DATE =  07/03/75 )                                                 07/03/75      PAGE  10

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * * * * * * * * *

CORRELATION COEFFICIENTS.241                      CORRELATION MATRIX FOR ALL SAMPLE RESPONDENTS (N = 241)

A VALUE OF 99.00000 IS PRINTED
IF A COEFFICIENT CANNOT BE COMPUTED.

FREQEXP1    .29948
SELFINT8    .03562    .14667
FREQEXP2    .07090    .56518    .24912
KNOWBTV1   -.43924   -.04234    .12524    .22979
KNBLKWL1    .15951    .09239    .30057    .03916    .02427
YOUSMAR1   -.02363   -.08951    .12512   -.08482   -.01068    .15094
MEDIAPR8    .14697    .11462   -.16229    .04894    .02779    .09599   -.01654
SELFINT1   -.05950   -.17020   -.95137   -.18751   -.05636   -.29025   -.14768    .17565
KNBLKWL2    .15951    .09239    .30057    .03916    .02427   1.00000    .15094    .09598   -.29025
YOUSMAR2    .02263    .08951   -.12512    .08492    .01069   -.15094  -1.00000    .01654    .14769   -.15094
GENREAL8    .11142    .09317    .31312    .02725    .12950    .20763    .03522   -.10186   -.33907    .20763   -.03522
MEDIAPR1   -.07831   -.05999   -.10991   -.04856    .04197   -.10975   -.12004    .20659    .09102   -.10975    .12004   -.10186
KNBLKWL3    .15951    .09239    .30057    .03916    .02427   1.00000    .15094    .09598   -.29025   1.00000   -.15094    .20763
YOUSMART   -.02363   -.08951    .12512   -.08442   -.01058    .15094   1.00000   -.01654   -.14768    .15094  -1.00000    .03522
SIGOTMA1    .01493    .00827    .03249    .00039   -.02585    .03130    .25517    .00993   -.04489    .03130   -.25517   -.00658
SELFCPT     .14634    .16999    .03460    .01016   -.02359    .09155    .29671    .09459   -.04525    .09156   -.29671    .02989
SIGOTMA2    .00005    .00460    .00637    .00059   -.01474    .02062    .25930    .01137   -.01212    .02062   -.25930   -.03937
SES1        .07928    .05196    .11758    .07448    .05998    .09530    .14870    .11990   -.10864    .09530   -.14870   -.09523
ATTTVP8     .09520    .26263    .59378    .29967    .19194    .23869    .02906   -.01269   -.55165    .23869   -.02906    .28536
SIGOTVP1    .00255    .17191    .50373    .16701    .05325    .33281    .00821   -.08332   -.49819    .33281   -.00821    .20017
ATTBLACK    .05275   -.00412    .35531    .10899    .02964    .22328    .16936   -.04890   -.33539    .22329   -.16836    .12380
ATTTVPB1    .08829    .30370    .59015    .25933    .15803    .23939    .02100   -.03479   -.55477    .23939   -.02100    .30041
SELFCPT1    .13323    .16719   -.00244    .04263    .00264    .09717    .29878    .10553   -.01474    .08717   -.29878    .00971
OTMEDIA1   -.01519    .19112    .35192    .19000    .17841    .20444    .10890    .00609   -.32765    .20444   -.10890    .18691
KNOWWTVP    .32231    .05216    .02553    .01129    .05110    .11100    .07930    .11657   -.05119    .11100   -.07930    .10613
FREQEXP3   -.00936    .32451    .04126    .16524    .05751   -.00117   -.01484    .04149   -.05807   -.00117    .01484   -.02350
SELFINTW   -.03695   -.07253    .29988    .00180    .03133   -.04490    .01989    .01367   -.23715   -.04490   -.01989   -.01184
FREQEXP4    .02037    .27752    .04349    .13738    .05497    .02919   -.02257    .05853   -.05719    .02919    .02257   -.00737
KNOWWTV1    .15493    .11719    .10363    .03110    .12397    .09185    .05266    .05619   -.11435    .09185   -.05266    .13764
KNWHTWL1    .05672    .03112    .09143    .02696   -.10625   -.26572   -.03131   -.14359   -.05694   -.26572    .03131    .05909
YOUSMAR3   -.02053   -.08851    .12512   -.09492   -.01059    .15094   1.00000   -.01654   -.14769    .15094  -1.00000    .03522
MEDIAPRW    .10346    .14067   -.22121    .10851    .05379    .01648    .01796    .80010    .22375    .01649   -.01796   -.10105
SELFINT2    .08351    .02135    .10570    .05691   -.11929   -.03873    .05780    .05480   -.10282   -.03879   -.05780   -.07523
KNWHTWL2   -.05672   -.03112   -.09143   -.02636    .10625    .26572    .03131    .14358    .06694    .26572   -.03131   -.05909
YOUSMAR4   -.02363   -.08851    .12512   -.08492   -.01068    .15094   1.00000   -.01654   -.14763    .15094  -1.00000    .03522
GENREALW    .00224    .15708    .15819    .03102    .12697    .14645   -.05420   -.01269   -.17485    .14646    .05420    .53628
MEDIAPR2    .04146    .04703    .10331   -.04211    .02242   -.00050   -.02560   -.27902   -.12006   -.00050    .02560    .16974
KNWHTWL3   -.05672   -.03112   -.09143   -.02636    .10625    .26572    .03131    .14358    .05694    .26572   -.03131   -.05909
ATTTVPW    -.03171   -.00346    .04270    .01849    .05939   -.17493   -.12858    .00422   -.04434   -.17499    .12858   -.02755
SIGOTVP2   -.01287    .01880    .26893    .02796   -.00753    .05203   -.01401   -.05279   -.25463    .05203    .01401    .00799
ATTWHITE   -.09255   -.01497   -.15335   -.04234    .04565   -.28768    .03419    .06135    .13340   -.28768   -.03419   -.04882
ATTTVPW1   -.03921   -.02315    .02980    .01592    .06227   -.16967   -.12905    .01539   -.03538   -.16967    .12905   -.03632

           KNOWBTVP  FREQEXP1  SELFINT8  FREQEXP2  KNOWBTV1  KNBLKWL1  YOUSMAR1  MEDIAPR8  SELFINT1  KNBLKWL2  YOUSMAR2  GENREAL8
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FILE    NONAME    (CREATION DATE =  07/03/75 ) 241        CORRELATION MATRIX FOR ALL SAMPLE RESPONDENTS (N = 241)

SELFCPT2     .08487    .12367   -.04597    .07106    .03326    .06099    .22942    .09285    .02515    .06099   -.22942   -.01743
OTMEDIA2    -.11922    .13641   -.02723    .02254    .11210   -.04779    .01935    .09726    .03235   -.04779   -.01935    .02161

            KNOWBTVP  FREQEXP1  SELFINTB  FREQEXP2  KNOWBTV1  KNBLKWL1  YOUSMAR1  MEDIAPRB  SELFINT1  KNBLKWL2  YOUSMAR2  GENREALB

KNBLKWL3     .09598
YOUSMART    -.12004    .15094
SIGOTMA1    -.08712    .03130    .31764
SELFCPT     -.24525    .09156    .29671    .27281
SIGOTMA2    -.09040    .07062    .25930    .96030    .29509
SES1         .01210    .09530    .14970    .02258    .10592    .01659
ATTTVPB     -.03599    .23969    .02306    .00098    .01221   -.01881    .10655
SIGOTVP1     .02597    .33291    .00321    .07692    .03529    .04894    .10298    .36437
ATTBLACK    -.09027    .22328    .15936    .19454    .17120    .17475    .04871    .25865    .27469
ATTTVPB1    -.05146    .23939    .02100    .03197    .02721   -.01514    .09957    .98991    .35335    .25145
SELFCPT1    -.21635    .09717    .23979    .29574    .90990    .30010    .10785   -.00292    .01325    .17704    .00868
OTMEDIA1    -.06531    .25966    .13995    .10461    .16377    .10755   -.01864    .32496    .15310    .15716    .31446    .15133
KNOWHTVP    -.03450    .11103    .07930    .13419    .15667    .12791    .03992    .07373    .13982    .09184    .05607    .19592
FREQEXP3    -.10755   -.00117   -.01494    .10417    .13512    .11969   -.02371    .02852    .06653    .01279    .03960    .14995
SELFINTW    -.01932   -.04490    .01389    .19573    .11919    .19721    .03157    .17800    .15721    .19140    .18927    .16710
FREQEXP4    -.06751    .02918   -.02257    .16937    .14717    .19434    .05465    .05261    .13176    .07259    .06978    .20769
KNOWHTV1    -.09339    .09185    .05266    .09524    .03625    .09225    .01900    .09594    .21632    .16925    .09178    .05174
KNWHTWL1     .07321   -.26572   -.03131   -.05707   -.01995   -.06965   -.04844    .02569   -.03279    .07001    .04008   -.05210
YOUSMAR3    -.12004    .15094   1.00000    .25517    .29671    .25830    .14470    .02906    .00821    .16936    .02103    .29970
MEDIAPRW     .14906    .01649    .01796    .03443    .17059    .05264    .19270   -.06136   -.07696   -.12508   -.07752    .18717
SELFINT2    -.06758   -.03879    .05780    .06664    .13642    .09113    .09150    .02831    .01242    .06630    .04275    .23169
KNWHTWL2    -.07321    .26572    .03131    .05707    .01995    .06865    .04944   -.02569    .03279   -.07001   -.04008    .05210
YOUSMAR4    -.12004    .15094   1.00000    .25517    .29671    .25830    .14970    .02906    .00821    .15836    .02108    .29878
GENREALW     .08043    .14646   -.05420   -.06068    .09251   -.05469   -.09773    .19797    .05607    .03159    .21142    .07056
MEDIAPR2     .21730   -.00050   -.02560   -.00795   -.03686   -.00986   -.05638    .10445    .02199    .15881    .11321   -.01009
KNWHTWL3    -.07321    .26572    .03131    .06707    .01995    .06865    .04944   -.02569    .03279   -.07001   -.04008    .05210
ATTTVPW      .04621   -.17499   -.12958    .10259    .05964    .09550   -.03698    .14842    .04591    .03651    .15276    .04158
SIGOTVP2     .02072    .05203   -.01401    .11941    .01006    .13103    .09796    .17660    .57065    .19958    .18188    .03285
ATTWHITE     .15499   -.28769    .03419    .08101    .12113    .11572   -.08089   -.01579   -.15135    .13857   -.00727    .14610
ATTTVPW1     .06594   -.16957   -.12905    .11333    .05998    .10567   -.03844    .14230    .04082    .03824    .14710    .04956
SELFCPT2    -.13110    .06099    .22942    .23247    .59210    .24584    .08422   -.02025    .01837    .14145   -.01548    .06903
OTMEDIA2     .09305   -.04779    .01935    .00066    .21540    .01013   -.03423    .02248   -.09436   -.00033    .62734    .17892

            MEDIAPR1  KNBLKWL3  YOUSMART  SIGOTMA1  SELFCPT   SIGOTMA2  SES1      ATTTVPB   SIGOTVP1  ATTBLACK  ATTTVPB1  SELFCPT1

KNOWHTVP     .15693
FREQEXP3     .10473    .16519
SELFINTW     .26493    .12932    .14476
FREQEXP4     .12106    .08647    .51508    .27858
KNOWHTV1     .18651    .69862    .14410    .16659    .19276
KNWHTWL1    -.00827   -.09111    .11981    .05194    .07519   -.09913
YOUSMAR3     .10890    .07930   -.01484    .01989   -.02257    .05266   -.03131
MEDIAPRW    -.02937    .14593    .14344    .00739    .13899    .11838   -.14169    .01796
SELFINT2     .04969   -.07552   -.03533    .22613    .22066    .00322    .00813    .05780    .10643

            OTMEDIA1  KNOWHTVP  FREQEXP3  SELFINTW  FREQEXP4  KNOWHTV1  KNWHTWL1  YOUSMAR3  MEDIAPRW
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CORRELATION MATRIX FOR ALL SAMPLE RESPONDENTS (N = 241)

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FILE   NONAME   (CREATION DATE =  07/03/75 ) 241

KNWHTWL2     .00827    .09111   -.11081   -.05194   -.07519    .09913  -1.00000    .03131    .14163   -.00913
YOUSMAR4     .10990    .07930   -.01484    .01999   -.02257    .05266   -.03131   1.00000    .01796    .05780    .03131
GENREALW     .11748    .02190    .02909    .09497    .13949    .01853   -.05313   -.05420   -.03293   -.06423    .05313   -.05420
MEDIAPR2     .09821    .05513   -.07364    .04982   -.09422    .01087    .18053   -.02560   -.31150    .00258   -.18053   -.02560
KNWHTWL3     .00927    .09111   -.11091   -.05194   -.07519    .09913  -1.00000    .03131    .14163   -.00913   1.00000    .03131
ATTTVPW      .15073    .07596    .14173    .55992    .42599    .17333   -.03031   -.12858    .08825    .21276    .03031   -.12858
SIGOTVP2     .08549    .11928    .19937    .47809    .40148    .23303   -.03098   -.01401   -.01016    .12560    .03098   -.01401
ATTWHITE    -.00975    .04359   -.01118    .14532    .05355    .03585   -.11887    .03419    .10045    .05212    .11887    .03419
ATTTVPW1     .14650    .07599    .12651    .55596    .43386    .16492   -.03216   -.12905    .09453    .23370    .03216   -.12905
SELFCPT2     .10013    .19383    .13138    .18519    .22987    .05775   -.07787    .22942    .16194    .21763    .07787    .22942
OTMEDIA2     .36512   -.00371    .03423    .13188    .05703    .05266   -.05934    .01935    .11505    .02808    .05934    .01935

            OTMEDIA1  KNOWHTVP  FREQEXP3  SELFINTW  FREQEXP4  KNOWHTV1  KNWHTWL1  YOUSMAR3  MEDIAPRW  SELFINT2  KNWHTWL2  YOUSMAR4

MEDIAPR2     .12557
KNWHTWL3     .05313   -.18053
ATTTVPW      .14309    .03463    .03031
SIGOTVP2     .15428   -.01776    .03098    .42145
ATTWHITE     .06964    .02669    .11987    .25558    .06385
ATTTVPW1     .15273    .03932    .03216    .99278    .42363    .25930
SELFCPT2     .03937   -.01149    .07787    .01007    .05209    .14073    .02536
OTMEDIA2     .00920   -.10612    .05934    .11703    .04697    .25020    .12148    .09245

            GENREALW  MEDIAPR2  KNWHTWL3  ATTTVPW   SIGOTVP2  ATTWHITE  ATTTVPW1  SELFCPT2
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Weighted Variable Names in Correlation Matrix for All White Sample Respondents (N = 142): Black and White Portrayals

Black Portrayals

ATTBLACK	(X_1)	is regressed against	ATTTVPB3	(X_2)
			SELFCPT5	(X_3)
			OTMEDIA5	(X_9)
ATTTVPB	(X_2)	is regressed against	SIGOTVP5	(X_{10})
SELFCPT	(X_3)	is regressed against	SES3	(X_{11})
			SIGOTMA6	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA5	(X_{12})
KNOWBTVP	(X_5)	is regressed against	FREQEXP9	(X_{13})
SELFINTB	(X_6)	is regressed against	YOUSMAR9	(X_4)
			KNOWBTV3	(X_5)
			FREQEXPC	(X_{13})
			KNBLKWL7	(X_{14})
MEDIAPRB	(X_7)	is regressed against	YOUSMARA	(X_4)
			SELFINT5	(X_6)
			KNBLKWL8	(X_{14})
GENREALB	(X_8)	is regressed against	MEDIAPR5	(X_7)
			KNBLKWL9	(X_{14})

Weighted Variable Names in Correlation Matrix for All White Sample Respondents (N = 142): Black and White Portrayals

White Portrayals

ATTWHITE	(X_1)	is regressed against	ATTTVPW3	(X_2)
			SELFCPT6	(X_3)
			OTMEDIA6	(X_9)
ATTTVPW	(X_2)	is regressed against	SIGOTVP6	(X_{10})
SELFCPT	(X_3)	is regressed against	SES3	(X_{11})
			SIGOTMA6	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA5	(X_{12})
KNOWHTVP	(X_5)	is regressed against	FREQEXPD	(X_{13})
SELFINTW	(X_6)	is regressed against	YOUSMARB	(X_4)
			KNOWHTV3	(X_5)
			FREQEXPE	(X_{13})
			KNWHTWLA	(X_{14})
MEDIAPRW	(X_7)	is regressed against	YOUSMARC	(X_4)
			SELFINT6	(X_6)
			KNWHTWLB	(X_{14})
GENREALW	(X_8)	is regressed against	MEDIAPR6	(X_7)
			KNWHTWLC	(X_{14})

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FILE    NONAME    (CREATION DATE =  07/03/75 )

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * * * * * * * * *
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CORRELATION MATRIX FOR ALL WHITE RESPONDENTS (N=142)

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CORRELATION COEFFICIENTS.

A VALUE OF 99.00000 IS PRINTED
IF A COEFFICIENT CANNOT BE COMPUTED.

FREQEXP9     .26960
SELFINT8    -.10431    .06073
FREQEXPC     .09239    .33541    .27209
KNOWBTV3    -.86124   -.24511    .15011   -.02282
KNBLKWL7     .02677    .10494    .08943    .09201   -.01397
YOUSHAR9    -.08141   -.06657    .11179   -.07381    .03667   -.02086
MEDIAPRB     .19635    .04914   -.18917    .03675   -.13709    .13162   -.04822
SELFINT5     .04429   -.18023   -.84964   -.18829   -.04621   -.12469   -.12546    .21945
YOUSHARA     .08141    .06657   -.11179    .07391   -.03667    .02096  -1.00000    .04922    .12545
KNBLKWL8     .02677    .10494    .09343    .09201   -.01397   1.00000   -.02086    .13162   -.12469    .02096
GENREAL8     .05396    .03042    .21920    .02558    .05833   -.02194    .09656   -.23202   -.25046   -.09666   -.02184
MEDIAPR5    -.08139   -.03549    .17160    .05935    .09287   -.12415    .07208   -.72235   -.10199   -.07208   -.12415    .32658
KNBLKWL9     .02677    .10494    .09343    .09201   -.01397   1.00000   -.02086    .13162   -.12469    .02086   1.00000   -.02194
YOUSHART    -.08141   -.06657    .11179   -.07391    .03667   -.02035   1.00000   -.04822   -.12546  -1.00000   -.02086    .08666
SIGOTHA5     .05550   -.07230    .03740    .01429   -.04705    .07748    .31725   -.07616   -.01391   -.31725    .07748    .08030
SELFCPT      .14553    .13974    .06554    .05596   -.09301   -.00227    .26589    .09739   -.10490   -.26589   -.00227    .11360
SIGOTHA6    -.01952   -.06742    .02068   -.04790   -.01639    .00345    .24418   -.04131   -.03167   -.24419    .00345   -.08998
SES3         .03110    .05739    .13536   -.00746   -.03490    .01559    .29456    .02939   -.14790   -.29456    .01559    .00952
ATTTVPB      .05315    .10060    .55236    .32750    .05982    .14457    .03613   -.06870   -.43462   -.03613    .14457    .27139
SIGOTVP5    -.06429    .11409    .47354    .19245    .04928    .22464   -.09798   -.10248   -.40887    .09799    .22464    .04258
ATTBLACK     .02596   -.02239    .26510    .07199   -.02171    .00469    .11915   -.00921   -.22087   -.11915    .00469    .05224
ATTTVPB3     .05570    .15632    .54678    .31948    .04699    .15080    .01639   -.09669   -.44819   -.01638    .15080    .28142
SELFCPT5     .12739    .12756   -.07245    .03677   -.07963    .07952    .26276    .12650    .00232   -.26276    .07952    .03996
OTMEDIA5    -.03633    .01139    .04398   -.33998    .02943    .02765    .32933   -.16233   -.09330   -.32933    .02765    .04499
KNOWHTVP     .29494   -.05317   -.03525   -.01965   -.16590    .10723    .02075    .12329    .09675   -.02075    .10723    .03965
FREQEXPD    -.04933    .16140    .04418    .19405    .05765   -.11144   -.04980    .00086   -.09371    .04980   -.11144   -.02593
SELFINTW    -.01407    .03223    .33482    .03633   -.02141    .01021    .01279   -.05941   -.28739   -.01279    .01021   -.04054
FREQEXPE    -.04472    .15553   -.00451    .15508    .07034   -.03979   -.08904    .05718   -.03579    .08904   -.03979   -.14995
KNOWHTV3     .13639    .09571    .07194    .04033   -.15597    .03599   -.05660    .00578   -.05902    .05660    .03599    .15350
KNWHTWLA     .05599    .02734    .05193    .04524   -.02963   -.42943    .01280   -.15427    .03907   -.01280   -.42943    .05366
YOUSHARB    -.08141   -.06657    .11179   -.07391    .03667   -.02085   1.00000   -.04822   -.12546  -1.00000   -.02086    .08666
MEDIAPRW     .14472    .03265   -.15312    .05904   -.13115    .12669    .01925    .85144    .15119   -.01925    .12669   -.15144
SELFINT6     .21237    .04894    .09655    .04118   -.22177   -.01712    .10639    .06823   -.07815   -.10639   -.01712   -.06527
KNWHTWLB    -.05593   -.02734   -.05193   -.04524    .02963    .42943   -.01290    .15427   -.03907    .01280    .42943   -.05366
YOUSHARC    -.08141   -.06657    .11179   -.07381    .03667   -.02095   1.00000   -.04822   -.12545  -1.00000   -.02096    .08666
GENREALW    -.06998    .06469    .06959    .04845    .10727    .01970   -.06517   -.09503   -.09499    .06517    .01970    .50569
MEDIAPR6     .01411    .06304    .05597   -.11752   -.01741   -.00955    .01408   -.35999   -.03519   -.01409   -.00956    .12123
KNWHTWLC    -.05599   -.02734   -.05193   -.04524    .02963    .42943   -.01280    .15427   -.03907    .01290    .42943   -.05366
ATTTVPW      .01696   -.01415    .12531    .02603   -.03614    .04322   -.13875   -.02924   -.07871    .13875    .04322   -.04154
SIGOTVP6    -.03390    .04124    .26599    .11123   -.01554    .00169   -.11983   -.03349   -.18523    .11883    .00168   -.14134
ATTWHITE     .05735    .06856    .14243   -.01019   -.05525    .04453    .08205   -.08167   -.14091   -.08205    .04453    .18849
ATTTVPW3    -.04346   -.10970   -.05454   -.01118   -.02234    .14350   -.10310    .07929    .07353    .10310    .14350   -.13476

            KNOWBTVP  FREQEXP9  SELFINT8  FREQEXPC  KNOWBTV3  KNBLKWL7  YOUSHAR9  MEDIAPRB  SELFINT5  YOUSHARA  KNBLKWL8  GENREAL8
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MAZINGO                                                                                         07/03/75      PAGE   77
FILE   NONAME   (CREATION DATE =  07/03/75 ) 142   CORRELATION MATRIX FOR ALL WHITE RESPONDENTS (N = 142)

SELFCPT6      .10925    .11074   -.11295    .02656   -.07058    .09963    .23562    .12392    .03879   -.23562    .09963    .01078
OTMEDIA6     -.15694    .12576    .03983    .11497    .14191    .02829    .06107    .01197   -.00211   -.06107    .02829    .09849

             KNOWBTVP  FREQEXP9  SELFINTB  FREQEXPC  KNOWBTV3  KNBLKWL7  YOUSMAR9  MEDIAPRB  SELFINT5  YOUSMARA  KNBLKWL8  GENREALB


KNBLKWL9     -.12415
YOUSMART      .07208   -.02095
SIGOTMAS      .16724    .07749    .31725
SELFCPT      -.02385   -.00227    .26589    .23653
SIGOTMA6      .09350    .00345    .24418    .58593    .33727
SES3         -.08944    .01559    .23456   -.02799    .05992   -.01525
ATTTVPB       .05065    .14457    .03613    .10561    .03925    .07535    .12322
SIGOTVP5      .10403    .22454   -.09739    .02819   -.35940   -.03187   -.08978    .35146
ATTBLACK      .06079    .00459    .11915    .09633    .25117    .25947   -.00946    .17937    .13202
ATTTVPB3      .08443    .15080    .01638    .11403    .05572    .07639    .11964    .99121    .34675    .17937
SELFCPT5     -.03236    .07952    .25276    .13124    .77942    .24590    .04390   -.00449   -.09392    .26503    .00649
OTMEDIA5      .17414    .02765    .32933    .28289    .15244    .15173    .04171    .02417    .03143    .04219    .03527    .10929
KNCHMTVP     -.15565    .10723    .02075    .00502    .14875    .03734    .05315    .38600    .06493    .07710    .05262    .11459
FREQEXPD     -.04040   -.11144   -.04380   -.37799    .11417    .02595   -.09429   -.00600    .03768   -.03793   -.00161    .06328
SELFINTW      .07239    .01521    .01279    .13417    .10821    .21279   -.05918    .27254    .23189    .20099    .23470    .12345
FREQEXPE     -.16569   -.03979   -.03904    .05227    .15921    .16119   -.08708   -.01517    .15334   -.03233   -.00164    .21980
KNOWMTV3      .00367    .03539   -.05560    .05268   -.07599    .09455   -.09982    .04443    .15236    .14907    .05250   -.04691
KNWMTWLA      .12146   -.42943    .01280    .00667    .09049   -.00405   -.00842    .01534   -.11295   -.05554    .02701    .03339
YOUSMARB      .07208   -.02096   1.00000    .31725    .26589    .24419    .29456    .03613   -.09798    .11915    .01638    .26276
MEDIAPRW     -.59422    .12569    .01325    .04210    .11491    .05201    .07979   -.07543   -.07659   -.02812   -.09492    .11991
SELFINT6     -.07103   -.01712    .10639    .06417    .25153    .04266    .09111   -.01835   -.04044    .08754    .00371    .24415
KNWMTWLB     -.12146    .42943   -.01280   -.00667   -.09049    .00405    .00842   -.01534    .11295    .05554   -.02701   -.03339
YOUSMARC      .07208   -.02096   1.00000    .31725    .26599    .24419    .29456    .03613   -.09799    .11915    .01638    .26276
GENREALW      .16296    .01979   -.06517    .05836    .15356   -.05215   -.03232    .16497    .04795    .00389    .17998    .15296
MEDIAPR6      .14401   -.00955    .01408   -.12722    .09117   -.11174   -.00388    .09567    .05449    .10019    .12768    .01303
KNWMTWLC     -.12146    .42943   -.01280   -.00667   -.09049    .00405    .00942   -.01534    .11295    .05554   -.02701   -.03339
ATTTVPW      -.01729    .04322   -.13975    .14064    .10739    .18105   -.13466    .26061    .19091    .06689    .27514    .00365
SIGOTVP6      .03656    .00159   -.11983    .02122   -.01129    .09119   -.00769    .19906    .61329    .15273    .19813   -.05316
ATTWHITE      .11378    .04453    .08205    .04581    .13760    .13597    .14226    .20710    .03344    .46359    .22442    .19018
ATTTVPW3     -.13344    .14350   -.10310    .10591    .11105    .18600   -.11532    .16098    .09651    .07941    .17353    .09302
SELFCPT6     -.03268    .09963    .23562    .08217    .62533    .19147    .03394   -.01902   -.03257    .24472   -.01100    .97664
OTMEDIA6      .05178    .02829    .06107    .12803    .26987    .12361   -.06747    .02605   -.02809    .13457    .03409    .18276

             MEDIAPRS  KNBLKWL9  YOUSMART  SIGOTMAS  SELFCPT   SIGOTMA6  SES3      ATTTVPB   SIGOTVP5  ATTBLACK  ATTTVPB3  SELFCPT5


KNCHMTVP     -.01646
FREQEXPD     -.20040    .19931
SELFINTW     -.03103    .11917    .18931
FREQEXPE     -.05376    .09363    .47058    .39631
KNOWMTV3     -.04356    .39396    .07767    .25673    .13124
KNWMTWLA      .13674   -.09027    .17617    .09247    .07263   -.15234
YOUSMARB      .32933    .02075   -.34980    .31279   -.04904   -.05660    .01280
MEDIAPRW     -.12190    .15490    .10479   -.00828    .16442    .12532   -.13851    .01925
SELFINT6      .02808   -.02618   -.19735    .16900    .09585    .09265   -.00666    .10639    .10835

             OTMEDIA5  KNOWMTVP  FREQEXPD  SELFINTW  FREQEXPE  KNOWMTV3  KNWMTWLA  YOUSMARB  MEDIAPRW
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MAZINGO                                                                                 07/03/75      PAGE  78

FILE   NONAME   (CREATION DATE =  07/03/75 )/#2   CORRELATION MATRIX FOR ALL WHITE RESPONDENTS (N = 142)

KNWHTWLB    -.13674   .03027  -.17517  -.09247  -.07263   .15234 -1.00000  -.01280   .13851   .00666
YOUSMARC     .37933   .02075  -.04080   .01279  -.08904  -.05660   .01280  1.00000   .01925   .10639  -.01280
GENREALW    -.01920  -.06909   .02159   .10979   .13130  -.07233   .00218  -.06517  -.05530  -.03629  -.00219  -.06517
MEDIAPR6     .23032   .05932   .03151  -.03777  -.06052  -.02393   .14138   .01409  -.42249  -.03403  -.14138   .01408
KNWHTWLC    -.13674   .03027  -.17517  -.09247  -.07263   .15234 -1.00000  -.01280   .13851   .00666  1.00000  -.01280
ATTTVPW      .04955   .06896   .11490   .57969   .49127   .23195  -.03646  -.13875   .05380   .17300   .03646  -.13875
SIGOTVP6     .00574   .10495   .11939   .45433   .41650   .25324  -.07805  -.11883  -.00153   .06930   .07805  -.11883
ATTWHITE     .15248  -.06348  -.15738   .07576   .03506   .05275   .10084   .08205  -.06311   .18444  -.10084   .08205
ATTTVPW3     .12409   .03111  -.09413   .40309   .40452   .11929  -.10279  -.10310   .17815   .25741   .10279  -.10310
SELFCPT6     .08025   .09165   .03958   .11642   .21749  -.03236   .01053   .23562   .10836   .21740  -.01053   .23562
OTMEDIA6    -.03454   .02011  -.03473   .11749   .04781   .08488   .00581   .06167   .05203   .05787  -.00581   .06167

            OTMEDIA5 KNOWHTVP FREQEXPO SELFINTW FREQEXPE KNOWHTV3 KNWHTWLA YOUSMARB MEDIAPRW SELFINT6 KNWHTWLB YOUSMARC

MEDIAPR6     .12713
KNWHTWLC    -.00219  -.14138
ATTTVPW      .13659   .05775   .03646
SIGOTVP6     .12037  -.05274   .07805   .45524
ATTWHITE     .14281   .16789  -.10084   .11860   .05328
ATTTVPW3     .14054   .05102   .10279   .78132   .37299   .15525
SELFCPT6     .13403  -.01159  -.01053  -.03222  -.05222   .18931   .07388
OTMEDIA6     .08707  -.15088  -.00581   .00931   .03360   .13934   .01013   .13481

            GENREALW MEDIAPR6 KNWHTWLC ATTTVPW  SIGOTVP6 ATTWHITE ATTTVPW3 SELFCPT6
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Weighted Variable Names in Correlation Matrix for All White Respondents in the Integrated Schools (N = 94): Black and White Portrayals

Black Portrayals

ATTBLACK (X_1) is regressed against ATTTVBP (X_2)
SELFCPCT (X_3)
OTMEDIAB (X_9)

ATTTVPB (X_2) is regressed against SIGOTVBP (X_{10})

SELFCPT (X_3) is regressed against SESW (X_{11})
SIGOTMLB (X_{12})

YOUSMART (X_4) is regressed against SIGOTMAB (X_{12})

KNOWBTVP (X_5) is regressed against FREQEXBP (X_{13})

SELFINTB (X_6) is regressed against YOUSMRTB (X_4)
KNOWBTPV (X_5)
FREQXPB (X_{13})
KNBLKWLB (X_{14})

MEDIAPRB (X_7) is regressed against YOUSMTRB (X_4)
SELFINBT (X_6)
KNBKWL (X_{14})

GENREALB (X_8) is regressed against MEDIAPBR (X_7)
KNBKWLB (X_{14})

Weighted Variable Names in Correlation Matrix for All White Respondents in the Integrated Schools (N = 94): Black and White Portrayals

White Portrayals

ATTWHITE	(X_1)	is regressed against	ATTTVWP	(X_2)
			SELFCPTW	(X_3)
			OTHMDIAW	(X_9)
ATTTVPW	(X_2)	is regressed against	SIGOTVPW	(X_{10})
SELFCPT	(X_3)	is regressed against	SESW	(X_{11})
			SIGOTMLB	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMAB	(X_{12})
KNOWHTVP	(X_5)	is regressed against	FREQEXWP	(X_{13})
SELFINTW	(X_6)	is regressed against	YOUSMRTW	(X_4)
			KNOWHTPV	(X_5)
			FREQXWP	(X_{13})
			KNWHTLW	(X_{14})
MEDIAPRW	(X_7)	is regressed against	YOUSMRWT	(X_4)
			SELFWINT	(X_6)
			KNWTWL	(X_{14})
GENREALW	(X_8)	is regressed against	MEDIAPWR	(X_7)
			KNWTWLA	(X_{14})

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CORRELATION COEFFICIENTS.

A VALUE OF 99.00000 IS PRINTED
IF A COEFFICIENT CANNOT BE COMPUTED.
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CORRELATION MATRIX FOR ALL WHITE RESPONDENTS IN THE INTEGRATED SCHOOLS.

(N = 94)

```
KNOWBTVP      .33409
FREQEXPW      .07966   -.03171
FREQEXPB      .00405    .16919    .20575
MEDIAPRW      .14305    .14766    .18401    .02715
MEDIAPRB      .11249    .26011    .02685   -.01399    .84037
SELFINTW      .05300   -.10768    .39935    .07584    .01934   -.05365
SELFINTB      .01686   -.09977    .04515    .24869   -.17142   -.20655    .37261
GENREALW      .00155   -.03938    .17228    .05311   -.08835   -.11557    .15042    .07707
GENREALB      .11844    .10823   -.11193   -.00042   -.20620   -.28639   -.05710    .21488    .55678
ATTTVPW       .00637    .00095    .37004    .02404    .04006   -.06393    .56288    .15033    .15692   -.03011
ATTTVPB       .12650    .13373   -.01525    .29430   -.09944   -.08166    .29872    .55617    .13884    .27273    .29131
SIGOTVW       .12592   -.00383    .33768    .12177   -.07768   -.07024    .32941    .24037    .12051   -.02922    .39002    .25082
SIGOTVB       .03562   -.03979    .20430    .22017   -.07587   -.10696    .21361    .42215    .04394    .06705    .24884    .38725
KNBLKWL       .14251    .14778   -.00913    .09387    .17895    .24306    .07290    .02015   -.01038   -.13787    .08934    .12873
KNWHTWL       .06368   -.11619   -.14046   -.08879    .03321    .04705   -.17788   -.05042    .08112    .03856   -.02929    .06404
OTMEDIAW      .08575   -.08631    .07449    .13613    .03555   -.04422    .21773    .10457    .07535    .08191    .09245    .05488
OTMEDIAB      .15323   -.00239    .03764    .25087    .00524   -.06899    .19158    .44034    .09132    .12658    .10770    .34451
SELFCPT       .17501    .28180    .07421    .03296    .09102    .05978    .12013    .09150    .18572    .17001    .05335    .03638
SIGOTHMA     -.01919   -.00896   -.03803   -.11916    .02125    .00811    .10547   -.00286   -.05850   -.05134    .07150   -.04669
YOUSMART      .00597   -.04255   -.09293   -.05397   -.00702   -.08673    .12676    .26213   -.05014    .14920   -.08491    .17501
SES           .07122    .10695   -.09414    .11627    .05862    .13320   -.22572   -.11736    .04481    .05042   -.07135   -.03648
SEX          -.12496    .17938    .10202    .22037   -.01303   -.06775   -.07538    .01378   -.00266   -.11574    .13071    .10178
AGE           .27004    .10515    .20491    .11443    .26210    .21157    .00008   -.08017    .05807    .03425   -.00932   -.03386
GRADE         .23641   -.00399    .10397    .08109    .21602    .10066   -.06390   -.03664   -.01336   -.07417   -.06958   -.09996
SCHOOL       -.15308   -.04252    .13091    .13358    .06169    .09430    .04910    .01012   -.11645   -.28139   -.07537   -.09345
ATTBLACK      .14343    .04375   -.04187    .04253   -.12906   -.15135    .18414    .30023    .02929    .07707   -.00766    .17304
DIFFRENT      .12208    .14390   -.06542    .01509   -.04910   -.07658    .08253    .02921    .06364    .07277    .11194    .06441
ATTWHITE     -.02009    .14704    .07129   -.02780   -.12934   -.17156    .10058    .19070    .15972    .20060    .14271    .17795
FREQEXBP     -.04913    .24715    .28060    .67273   -.01522    .02809    .07286    .14068    .13586   -.03386    .03548    .19868
KNOWBTPV     -.14890   -.64035    .02680   -.12761   -.25214   -.27257    .08509    .14706    .07303   -.00568    .00583    .01000
FREQXPB       .00478    .16730    .20373    .99995    .02762   -.01452    .07553    .24905    .05168    .00005    .02377    .29427
KNBLKWLB      .14251    .14778   -.00913    .09387    .17895    .24306    .07290    .02015   -.01038   -.13787    .08934    .12873

            KNOWHTVP  KNOWBTVP  FREQEXPW  FREQEXPB  MEDIAPRW  MEDIAPRB  SELFINTW  SELFINTB  GENREALW  GENREALB   ATTTVPW   ATTTVPB
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MAZINGO                                                                                          07/02/75      PAGE   9

FILE    NONAME   (CREATION DATE =  07/02/75 )     CORRELATION MATRIX FOR ALL WHITE RESPONDENTS IN THE INTEGRATED
                                                  SCHOOLS (N = 94)
YOUSMRTB      .00597   -.04255   -.09293   -.05397   -.00702   -.08673    .12676    .26213   -.05014    .14920   -.08491    .17501
KNBKWL        .14251    .14778   -.00913    .09387    .17895    .24306    .07290    .02015   -.01038   -.13787    .08934    .12873
YOUSMTRB     -.00597    .04255    .09293    .05397    .00702    .08673   -.12676   -.26213    .05014   -.14920    .08491   -.17501
SELFINBT     -.02611    .02065   -.10347   -.19055    .22590    .25290   -.29625   -.78060   -.15800   -.25722   -.06631   -.39557
KNBKWLB      -.14251   -.14778    .00913   -.09387   -.17895   -.24306   -.07290   -.02015    .01038    .13787   -.08934   -.12873
MEDIAPBR     -.19154   -.12159   -.15354    .13926   -.54642   -.68060    .07624    .17527    .23902    .43074    .01509    .05851
SIGOTMAB     -.03043    .11170   -.09730   -.01444   -.01103   -.06913    .14966    .02946    .06392    .18202    .12174    .07614
SIGOTMLB     -.00252    .05288    .00048   -.05872    .02647   -.05296    .17590    .03931    .00404    .01241    .11890    .04100
SESW          .05712    .00654   -.03274   -.03697    .00419   -.06010   -.01329    .12884   -.00833    .00015   -.12122    .00407
SIGOTVBP      .06583   -.03224    .22264    .22058   -.11566   -.13330    .23467    .42858    .07942    .07910    .24473    .40020
ATTTVBP      -.18195   -.06126    .05094    .00324   -.20151   -.26364    .05319    .00310    .06587    .00516    .08026   -.03877
SELFCPCT      .19095    .27194    .18454    .03923    .15200    .15123    .13586   -.04468    .23308    .08838   -.03839    .01325
FREQEXWP      .24516   -.06378    .29186    .22165    .03557   -.08303    .13024    .16266    .03156   -.00860   -.04821    .05974
KNOWHTPV      .06661   -.35850    .09426    .05132    .01896   -.16533    .11928    .17588    .02967    .08514    .21029    .15286
FREQXWP       .07848   -.03142    .99999    .20489    .18410    .02734    .39927    .04436    .17238   -.11206    .37087   -.01559
KNWHTLW      -.06368    .11619    .14046    .09879   -.03321   -.04705    .17788    .05042   -.08112   -.03856    .02929   -.06404
YOUSMRTW      .00597   -.04255   -.09293   -.05397   -.00702   -.08673    .12676    .26213   -.05014    .14920   -.08491    .17501
KNWTWL        .06368   -.11619   -.14046   -.09879    .03321    .04705   -.17788   -.05042    .08112    .03856   -.02929    .06404
YOUSMRWT     -.00597    .04255    .09293    .05397    .00702    .08673   -.12676   -.26213    .05014   -.14920    .08491   -.17501
SELFWINT     -.02530    .21175    .10410    .05763    .13295    .06777    .31743    .16091    .00240   -.05339    .29400    .09998
KNWTWLA       .06368   -.11619   -.14046   -.09879    .03321    .04705   -.17788   -.05042    .08112    .03856   -.02929    .06404
MEDIAPWR      .07189    .06648   -.05497   -.11083   -.43912   -.36611   -.00254    .12823    .18588    .23742   -.01246    .02142
SIGOTVPW      .08474   -.06304    .39130    .16417   -.04193   -.07253    .38889    .25214    .21495   -.02242    .44396    .24283
ATTTVWP      -.05786   -.01340    .31614   -.04429    .10924    .03076    .45126   -.00702    .15244   -.08464    .86458  / .15158
SELFCPTW      .19495    .28295    .17320    .03957    .14745    .14177    .13800   -.02440    .23349    .10448   -.02501    .01741
OTHMDIAW     -.01067   -.13786    .03116    .11545   -.03894   -.11401    .21638    .03072   -.06705    .01546    .04283    .01899

             KNOWHTVP  KNOWBTVP  FREQEXPW  FREQEXPB  MECIAPRW  MEDIAPRB  SELFINTW  SELFINTB  GENREALW  GENREALB  ATTTVPW   ATTTVPB


SIGOTVB       .73677
KNBLKWL       .06188    .23143
KNWHTWL      -.03080    .08718    .61992
OTMEDIAW      .09139    .06514    .12845    .00369
OTMEDIAB      .14318    .28620    .22739    .11236    .50682
SELFCPT      -.04143   -.02709    .05146   -.11014    .24028    .20647
SIGOTHMA     -.10473   -.08359    .06512    .02321    .03398    .03085    .27594
YOUSMART     -.05191    .05254   -.06436   -.10750   -.09700    .02802    .24304    .22933
SES          -.09702   -.05130    .08307    .13160    .11951    .13787   -.05452   -.08285   -.24756
SEX          -.07956   -.05279   -.12407   -.06934   -.00841    .02703    .03933    .18067    .02248    .06514
AGE           .07103    .03379    .07895   -.04218   -.04843   -.08682    .15020   -.17615    .02685    .01488    .03738
GRADE         .01201    .02702    .06331    .02168   -.06965   -.04368    .05044   -.17723    .05085    .15321    .01082    .83563
SCHOOL       -.09885   -.10178   -.00945   -.13648    .02441    .07622    .00289    .04641   -.08598    .10344    .06895   -.01106
ATTBLACK      .06637    .15663    .13633    .07310    .16320    .44010    .34446    .30750    .26215    .00308    .11063   -.15230
DIFFRENT      .04008    .11505    .18587    .16337    .10398    .21799    .19018    .02631    .07582    .04650   -.05152   -.00836
ATTWHITE      .08369    .08010   -.01244   -.05472    .12281    .09934    .20459    .12889    .08975   -.07605    .14643   -.15545
FREQEXBP      .18258    .20690    .16531   -.02093    .15949    .10031    .11580   -.11861   -.13528    .00982    .18888    .10514
KNOWBTPV     -.03987   -.03742   -.19706   -.06032   -.09796    .00321   -.25393   -.14388   -.09160   -.19671   -.22605   -.09016
FREQXPB       .12033    .21933    .09242   -.08933    .13516    .25183    .03163   -.11861   -.05256    .11723    .21978    .11402
KNBLKWLB      .06188    .23143   1.00000    .61992    .12845    .22739    .05146    .06512   -.06436    .08307   -.12407    .07895
YOUSMRTB     -.05191    .05254   -.06436   -.10750   -.09700    .02802    .24304    .22933   1.00000   -.24756    .02248    .02685

             SIGOTVW   SIGOTVB   KNBLKWL   KNWHTWL   OTMEDIAW  OTMEDIAB  SELFCPT   SIGOTHMA  YOUSMART  SES       SEX       AGE
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MAZINGO                                                                                   07/02/75        PAGE  10

FILE   NONAME   (CREATION DATE =  07/02/75 )       CORRELATION MATRIX FOR ALL WHITE RESPONDENTS IN THE INTEGRATED
                                                    SCHOOLS (N = 94)

KNBKWL        .06188    .23143   1.00000    .61992    .12845    .22739    .05146    .06512   -.06436    .08307   -.12407    .07895
YOUSMTRB      .05191   -.05254    .06436    .10750    .09700   -.02802   -.24304   -.22933  -1.00000    .24756   -.02248   -.02685
SELFINBT     -.12260   -.29136   -.05911   -.06572   -.05682   -.25110   -.10972   -.14827   -.22982    .09552   -.11612    .08349
KNBKWLB      -.06188   -.23143  -1.00000   -.61992   -.12845   -.22739   -.05146   -.06512    .06436   -.08307    .12407   -.07895
MEDIAPBR      .00979    .03886   -.24939   -.04697    .09909    .04841    .02510    .09986    .11954   -.08254   -.00893   -.22320
SIGOTMAB     -.08230   -.00939    .06626   -.03063    .06773    .08002    .29622    .62529    .33948   -.07308    .18998   -.20958
SIGOTMLB     -.10442   -.07265    .08403   -.01256    .07952    .10399    .33604    .87280    .30335   -.08149    .27177   -.13701
SESW         -.06278   -.10908   -.03310   -.03984   -.07211    .01561    .10350    .10643    .32159   -.39711    .08339    .25237
SIGOTVBP      .75281    .97607    .21383    .06393    .05963    .28810   -.05570   -.08202    .03138   -.03559   -.04569    .03664
ATTTVBP       .08480    .01660    .04554    .05029    .04741   -.16499    .09717   -.02142   -.23409   -.18345    .16989   -.00168
SELFCPCT     -.09051   -.08188    .16381   -.01479    .16269    .09319    .75075    .23461    .22789   -.04805    .01474    .20670
FREQEXWP      .10702    .14931   -.16783   -.15563   -.04286    .00917    .01031   -.07396   -.05272    .11770   -.04275    .17456
KNOWHTPV      .17403    .19063   -.00195    .13041    .14392    .12062   -.05504    .10585    .02303    .06596    .01052   -.00561
FREQXWP       .33764    .20382   -.00825   -.13980    .07483    .03765    .07427   -.03770   -.09279   -.09492    .10240    .20429
KNWHTLW       .03080   -.08718   -.61992  -1.00000   -.00369   -.11236    .11014   -.02321    .10750   -.19160    .06934    .04218
YOUSMRTW     -.05191    .05254   -.06436   -.10750   -.09700    .02802    .24304    .22933   1.00000   -.24756    .02248    .02685
KNWTWL       -.03080    .08718    .61992   1.00000    .00369    .11236   -.11014    .02321   -.10750    .19160   -.06934   -.04218
YOUSMRWT      .05191   -.05254    .06436    .10750    .09700   -.02802   -.24304   -.22933  -1.00000    .24756   -.02248   -.02685
SELFWINT      .12582    .01404    .01933   -.08895    .09651    .16727    .34105    .14760    .12926   -.16158    .12422   -.10389
KNWTWLA      -.03080    .08718    .61992   1.00000    .00369    .11236   -.11014    .02321   -.10750    .19160   -.06934   -.04218
MEDIAPWR     -.01880   -.03459   -.21137   -.14272   -.13646    .08926    .07028    .05595    .04146    .00611   -.06801   -.13209
SIGOTVPW      .93386    .65249    .04734    .00282    .14072    .15199   -.03287   -.02338   -.01429   -.09655   -.05287    .02019
ATTTVWP       .30405    .18343    .13485    .05231    .07319    .10134    .04458    .15009   -.04670   -.04021    .25482   -.00861
SELFCPTW     -.08576   -.07591    .15144   -.03056    .18070    .11453    .81643    .24928    .23813   -.05074    .01919    .20474
OTHMDIAW      .05354   -.00661    .11247   -.04795    .85791    .37981    .22804    .08892   -.07583    .13374    .01403   -.15787

             SIGOTVW   SIGOTVB   KNBLKWL   KNWHTWL   OTMEDIAW  OTMEDIAB  SELFCPT   SIGOTHMA  YOUSMART  SES       SEX       AGE


SCHOOL        .09376
ATTBLACK     -.15303   -.13740
DIFFRENT      .03866   -.10307    .45990
ATTWHITE     -.26040   -.05446    .35434    .08868
FREQEXBP      .04750    .07436   -.00600   -.04797    .06813
KNOWBTPV     -.03519    .04580   -.14742   -.18681   -.00614   -.08898
FREQXPB       .08118    .13379    .04301    .01591   -.02903    .66493   -.12756
KNBLKWLB      .06331   -.00945    .13633    .18587   -.01244    .16531   -.19706    .09242
YOUSMRTB      .05085   -.08598    .26215    .07582    .08975   -.13528   -.09160   -.05256   -.06436
KNBKWL        .06331   -.00945    .13633    .18587   -.01244    .16531   -.19706    .09242   1.00000   -.06436
YOUSMTRB     -.05085    .08598   -.26215   -.07582   -.08975    .13528    .09160    .05256    .06436  -1.00000    .06436
SELFINBT      .08550    .06922   -.23852    .04728   -.21726   -.27415   -.05486   -.17838   -.05911   -.22982   -.05911    .22982
KNBKWLB      -.06331    .00945   -.13633   -.18587    .01244   -.16531    .19706   -.09242  -1.00000    .06436  -1.00000   -.06436
MEDIAPBR     -.18952   -.12018    .12284    .01444    .18349    .01306    .17347    .14040   -.24839    .11954   -.24839   -.11954
SIGOTMAB     -.19493    .04748    .27460    .22797    .11067   -.07239   -.23410   -.01355    .06626    .33948    .06626   -.33948
SIGOTMLB     -.12661    .07267    .36147    .18491    .16610   -.09129   -.19810   -.05799    .08403    .30335    .08403   -.30335
SESW          .25499    .11851    .17936    .03419    .08391   -.02962   -.03281   -.03690   -.03310    .32159   -.03310   -.32159
SIGOTVBP      .02909   -.09148    .15291    .10447    .08566    .20743   -.02272    .21973    .21383    .03138    .21383   -.03138
ATTTVBP      -.04159   -.01376    .03790   -.03303    .14592    .35238    .05817   -.00172    .04554   -.23409    .04554    .23409
SELFCPCT      .07584   -.04042    .35620    .13547    .23236    .07545   -.23218    .03853    .16381    .22789    .16381   -.22789
FREQEXWP      .28656    .03320   -.00910   -.02762   -.22004    .17087    .02134    .22133   -.16783   -.05272   -.16783    .05272
KNOWHTPV      .05704   -.16229    .18872    .08487    .10685   -.03814    .15780    .05235   -.00195    .02303   -.00195   -.02303

             GRADE     SCHOOL    ATTBLACK  DIFFRENT  ATTWHITE  FREQEXBP  KNOWBTPV  FREQXPB   KNBLKWLB  YOUSMRTB  KNBKWL    YOUSMTRB
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MAZINGO                                                                              07/02/75     PAGE  11

FILE   NONAME   (CREATION DATE =  07/02/75 )      CORRELATION MATRIX FOR ALL WHITE RESPONDENTS IN THE INTEGRATED
                                                  SCHOOLS (N = 94).

FREQXWP      .10261    .13094   -.04188   -.06537    .07257    .28012    .02673    .20286   -.00825   -.09279   -.00825    .09279
KNWHTLW     -.02168    .19648   -.07310   -.16337    .05472    .02093    .06032    .08933   -.61992    .10750   -.61992   -.10750
YOUSMRTW     .05085   -.08598    .26215    .07582    .08975   -.13528   -.09160   -.05256   -.06436   1.00000   -.06436  -1.00000
KNWTWL       .02168   -.19648    .07310    .16337   -.05472   -.02093   -.06032   -.08933    .61992   -.10750    .61992    .10750
YOUSMRWT    -.05085    .08598   -.26215   -.07582   -.08975    .13528    .09160    .05256    .06436  -1.00000    .06436   1.00000
SELFWINT    -.20577    .02838    .16853    .02214    .29452    .06133   -.18040    .05731    .01933    .12926    .01933   -.12926
KNWTWLA      .02168   -.19648    .07310    .16337   -.05472   -.02093   -.06032   -.08933    .61992   -.10750    .61992    .10750
MEDIAPWR    -.08944    .02314    .07353    .07678    .14356   -.06322    .17276   -.11099   -.21137    .04146   -.21137   -.04146
SIGOTVPW    -.03654   -.05584    .10149    .05379    .08725    .20344   -.01427    .16284    .04734   -.01429    .04734    .01429
ATTTVWP     -.09735   -.02836    .03356    .08228    .17865   -.05498   -.07086   -.04393    .13485   -.04670    .13485    .04670
SELFCPTW     .07437   -.03487    .36654    .14888    .23588    .08450   -.24363    .03875    .15144    .23813    .15144   -.23813
OTHMDIAW    -.14804    .03397    .13866    .01317    .12478    .17134   -.02499    .11412    .11247   -.07583    .11247    .07583

             GRADE     SCHOOL    ATTBLACK  DIFFRENT  ATTWHITE  FREDEXBP  KNOWBTPV  FREQXPB   KNBLKWLB  YOUSMRTB  KNBKWL    YOUSMTRB


KNBKWLB      .05911
MEDIAPBR    -.18583    .24839
SIGOTMAB    -.07719   -.06626    .21086
SIGOTMLB    -.11387   -.08403    .17007    .84091
SESW        -.10710    .03310    .00391    .07893    .13825
SIGOTVBP    -.30324   -.21383    .05992   -.00358   -.05926   -.11841
ATTTVBP     -.21062   -.04554    .11302    .05745    .02053    .01978    .00769
SELFCPCT     .00959   -.16381   -.04448    .15261    .22243    .00455   -.08236   -.02009
FREQEXWP    -.17203    .16783    .01170   -.14956   -.08969   -.03025    .11919   -.09420   -.05182
KNOWHTPV    -.12429    .00195    .03732    .13699    .17321   -.12341    .19920    .09245   -.08573    .01045
FREQXWP     -.10271    .00825   -.15384   -.09665    .00096   -.03263    .22235    .05152    .18510    .28698    .09435
KNWHTLW      .06572    .61992    .04697    .03063    .01256    .03984   -.06393   -.05029    .01478    .16563   -.13041    .13980
YOUSMRTW    -.22982    .06436    .11954    .33948    .30335    .32159    .03138   -.23409    .22789   -.05272    .02303   -.09279
KNWTWL      -.06572   -.61992   -.04697   -.03063   -.01256   -.03984    .06393    .05029   -.01478   -.16563    .13041   -.13980
YOUSMRWT     .22982   -.06436   -.11954   -.33948   -.30335   -.32159   -.03138    .23409   -.22789    .05272   -.02303    .09279
SELFWINT    -.12770   -.01933   -.03291    .11441    .12005    .05269   -.02614    .22597    .30661   -.22123   -.08399    .10544
KNWTWLA     -.06572   -.61992   -.04697   -.03063   -.01256   -.03984    .06393    .05029   -.01478   -.16563    .13041   -.13980
MEDIAPWR    -.16399    .21137    .30068    .03260    .04902    .08943   -.00302   -.05539   -.07907   -.01129   -.24266   -.05500
SIGOTVPW    -.14626   -.04734    .04590   -.00004    .00254   -.00353    .67107    .05696   -.08073    .08574    .24229    .39145
ATTTVWP      .05116   -.13485   -.09095    .15823    .16435   -.12457    .16595    .10437    .03084   -.28138    .19338    .31813
SELFCPTW    -.00919   -.15144   -.03486    .19959    .24826    .02055   -.08092   -.00200    .99439   -.04365   -.08375    .17370
OTHMDIAW    -.05359   -.11247    .12556    .13581    .13512   -.13315   -.00574    .17879    .12124   -.07666    .16300    .03161

             SELFINST  KNBKWLB   MEDIAPBR  SIGOTMAB  SIGOTMLB  SESW      SIGOTVBP  ATTTVBP   SELFCPCT  FREQEXWP  KNOWHTPV  FREQXWP


YOUSMRTW     .10750
KNWTWL     -1.00000   -.10750
YOUSMRWT    -.10750  -1.00000    .10750
SELFWINT     .08895    .12926   -.08895   -.12926
KNWTWLA    -1.00000   -.10750   1.00000    .10750   -.08895
MEDIAPWR     .14272    .04146   -.14272   -.04146   -.09021   -.14272
SIGOTVPW    -.00282   -.01429    .00282    .01429    .09526    .00282   -.04647
ATTTVWP     -.05231   -.04670    .05231    .04670    .40353    .05231   -.09417    .37471
SELFCPTW     .03056    .23813   -.03056   -.23813    .32264   -.03056   -.05786   -.07584    .03410

             KNWHTLW   YOUSMRTW  KNWTWL    YOUSMRWT  SELFWINT  KNWTWLA   MEDIAPWR  SIGOTVPW  ATTTVWP
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MAZINGO                                                                                   07/02/75      PAGE   12

FILE   NONAME · (CREATION DATE =  07/02/75 )

OTHMDIAW       .04795   -.07583   -.04795    .07583    .12045   -.04795   -.09147    .09003    .04163    .14250
               KNWHTLW  YOUSMRTW  KNWTWL     YOUSMRWT  SELFWINT  KNWTWLA   MEDIAPWR  SIGOTVPW  ATTTVWP   SELFCPTW
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CORRELATION MATRIX FOR ALL WHITE RESPONDENTS IN THE INTEGRATED SCHOOLS (N = 94)

Weighted Variable Names in Correlation Matrix for Respondents in the Nonintegrated School (N = 48): Black and White Portrayals

Black Portrayals

ATTBLACK	(X_1)	is regressed against	ATTTVPB4	(X_2)
			SELFCPT7	(X_3)
			OTMEDIA7	(X_9)
ATTTVPB	(X_2)	is regressed against	SIGOTVP7	(X_{10})
SELFCPT	(X_3)	is regressed against	SES4	(X_{11})
			SIGOTMA8	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA7	(X_{12})
KNOWBTVP	(X_5)	is regressed against	FREQEXPF	(X_{13})
SELFINTB	(X_6)	is regressed against	YOUSMARD	(X_4)
			KNOWBTV4	(X_5)
			FREQEXPG	(X_{13})
			KNBLKWLA	(X_{14})
MEDIAPRB	(X_7)	is regressed against	YOUSMARE	(X_4)
			SELFINT7	(X_6)
			KNBLKWLB	(X_{14})
GENREALB	(X_8)	is regressed against	MEDIAPR7	(X_7)
			KNBLKWLC	(X_{14})

Weighted Variable Names in Correlation Matrix for Respondents in the Nonintegrated School (N = 48): Black and White Portrayals

White Portrayals

ATTWHITE	(X_1)	is regressed against	ATTTVPW4	(X_2)
			SELFCPT8	(X_3)
			OTMEDIA8	(X_9)
ATTTVPW	(X_2)	is regressed against	SIGOTVP8	(X_{10})
SELFCPT	(X_3)	is regressed against	SES3	(X_{11})
			SIGOTMA6	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA5	(X_{12})
KNOWHTVP	(X_5)	is regressed against	FREQEXPH	(X_{13})
SELFINTW	(X_6)	is regressed against	YOUSMARF	(X_4)
			KNOWHTV4	(X_5)
			FREQEXPI	(X_{13})
			KNWHTWLD	(X_{14})
MEDIAPRW	(X_7)	is regressed against	YOUSMARG	(X_4)
			SELFINT8	(X_6)
			KNWHTWLE	(X_{14})
GENREALW	(X_8)	is regressed against	MEDIAPR8	(X_7)
			KNWHTWLF	(X_{14})

CORRELATION MATRIX FOR RESPONDENTS IN THE NONINTEGRATED SCHOOL

(N=48)

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MAZINGO                                                                                07/03/75      PAGE  109

FILE    NONAME    (CREATION DATE =  07/03/75 )48

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * * * * * * * * * * * *


CORRELATION COEFFICIENTS.

A VALUE OF 99.00000 IS PRINTED
IF A COEFFICIENT CANNOT BE COMPUTED.


FREQEXPF     .29331
SELFINTB   -.09227   -.14297
FREQEXPG   -.06252   -.09441    .42360
KNOWBTV4   -.61124   -.36923    .21587    .05749
KNBLKWLA   -.07427   -.00397    .17356    .18920   -.01292
YOUSHARD    .10429   -.14931    .22516    .22614   -.07574   -.02549
MEDIAPRB    .32523    .06010   -.06160    .08065   -.15205    .12593   -.20336
SELFINT7    .13903    .14918   -.41266   -.27235   -.31367    .05723   -.16015    .17829
KNBLKWLB   -.07427   -.00387    .17356    .18920   -.01282   1.00000   -.02549    .12590    .05723
YOUSHARE   -.10428    .14931   -.22516   -.22614    .07574    .02549  -1.00000    .20336    .16015    .02549
GENREALB   -.02441    .16433    .22575    .09061    .21292    .09694    .06164    .03134   -.02345    .09684   -.06164
MEDIAPR7   -.29349   -.07447    .30106    .03337    .46554   -.08493   -.05276   -.14563   -.10393   -.08499    .05276    .35130
KNBLKWLC   -.07427   -.00397    .17356    .18920   -.01282   1.00000   -.02549    .12590    .05723   1.00000    .02549    .09694
YOUSHART   -.10428    .14931   -.22516   -.22614    .07574    .02549  -1.00000    .20336    .16015    .02549   1.00000   -.06164
SIGOTHA7   -.02754    .02753   -.14742   -.16516   -.05331    .07385   -.43765    .11437    .21966    .07386    .43765,  -.15712
SELFCPT     .07074    .07325    .07282    .11664   -.04063   -.01315   -.39759    .28498    .21166   -.01316    .39759    .04244
SIGOTHA8    .07527    .11784   -.16738   -.15152   -.13757   -.15972   -.17904    .19308    .13672   -.15972    .17904   -.02921
SES4        .06109   -.04452    .00753    .20502   -.15620    .17772   -.27138    .17961    .19316    .17772    .27138   -.26197
ATTTVPB    -.09631   -.10501    .54729    .49905    .17230    .19189    .30613   -.06399   -.30384    .19189   -.30613    .27325
SIGOTVP7   -.12522   -.23405    .58465    .14700    .05511    .18044    .49085   -.06839   -.22924    .18044   -.49085   -.01757
ATTBLACK    .11056    .03093    .30177   -.02914   -.03693   -.07581    .17246   -.11770   -.09052   -.07691   -.17246    .10239
ATTTVPB4   -.09472   -.09913    .54556    .49699    .17046    .19253    .30568   -.06536   -.30225    .19253   -.30568    .27684
SELFCPT7   -.09008   -.03926   -.11798   -.15113    .03940    .02795    .36351   -.30416   -.14655    .02796   -.36351   -.06559
OTMEDIA7   -.09719    .10575    .40327    .28022    .09993    .26034   -.16567    .11434   -.03854    .26034    .16567    .39917
KNOWHTVP    .18257   -.00765   -.17187   -.11579   -.11767    .07462   -.03493    .19199    .11995    .07462    .03493   -.17427
FREQEXPH    .03535   -.07577   -.05340    .07561   -.17907   -.05540    .01536    .03759    .07889   -.05540   -.01536   -.17655
SELFINTW    .23435   -.01850    .27380   -.13610   -.12737   -.03809    .24751   -.16719   -.09927   -.03808   -.24751    .03911
FREQEXPI    .03173   -.09347   -.03722    .08595   -.17414   -.05011    .01960    .01534    .08219   -.05011   -.01960   -.18670
KNOWHTV4    .29774    .16197   -.12516   -.16139   -.12497    .03274    .05054    .18860    .00411    .03274   -.05054    .10320
KNWHTWLD   -.12364    .07764    .01358    .01395    .13054   -.36647    .21226   -.21584   -.21763   -.36647   -.21226    .16398
YOUSHARF    .10428   -.14931    .22516    .22614   -.07574   -.02549   1.00000   -.20336   -.16015   -.02549  -1.00000    .06164
MEDIAPRH    .24331    .02559   -.02130    .05571   -.17913    .15577   -.20697    .39313    .27491    .15577    .20697    .07804
SELFINT8    .08111    .03219   -.05191    .09751   -.03713    .00787   -.28971    .20041    .04137    .00387    .23971   -.09143
KNWHTWLE    .12364   -.07764   -.01358   -.01395   -.13054    .36647   -.21226    .21584    .21763    .36647    .21226   -.16398
YOUSHARG   -.10428    .14931   -.22516   -.22614    .07574    .02549  -1.00000    .20336    .15015    .02549   1.00000   -.06164
GENREALW   -.09243   -.12543    .06033    .09917    .12557    .06514    .08406   -.13640   -.11258    .06514   -.08406    .41902
MEDIAPRA   -.09167   -.01996   -.09571   -.08999   -.03575   -.04698   -.06497   -.02961   -.02264   -.04698    .06487    .22727
KNWHTWLF   -.12364    .07764    .01358    .01395    .13054   -.36647    .21226   -.21584   -.21763   -.36647   -.21226    .16399
ATTTVPW     .10750   -.11985    .10317    .00059   -.23422    .03319    .24091   -.12424    .09203    .03319   -.24091   -.02790
SIGOTVPA    .08034   -.36417    .35107   -.02405   -.10333   -.01830    .31307   -.09256   -.19742   -.01830   -.31307   -.35245
ATTWHITE   -.06773    .03435    .06166    .02238   -.15725    .12290   -.07634   -.03702   -.11266    .12290    .07634    .19340
ATTTVPW4   -.05641   -.24498   -.07870    .12748   -.13751    .23809    .22503    .00663    .05431    .23809   -.22503   -.22199

           KNOWBTVP  FREQEXPF  SELFINTB  FREQEXPG  KNOWBTV4  KNBLKWLA  YOUSHARD  MEDIAPRB  SELFINT7  KNBLKWLB  YOUSHARE  GENREALB
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MAZINGO                                                                                    07/03/75       PAGE  110

FILE     NONAME    (CREATION DATE =  07/03/75 ) 48 CORRELATION MATRIX FOR RESPONDENTS IN THE NONINTEGRATED SCHOOL (N = 48)

SELFCPT8     -.12110    .05069   -.19973   -.20738    .00609     .05595    .25590   -.31310    .00343    .05585   -.25590   -.10727
OTMEDIA8     -.17444   -.00370    .02026    .06546    .27898    -.24935   -.39297   -.00188   -.20650   -.24935    .39297    .30896

             KNOWBTVP  FREQEXPF  SELFINT8  FREQEXPG  KNOWBTV4   KNBLKWLA  YOUSMARD  MEDIAPR8  SELFINT7  KNBLKWLB  YOUSMARE  GENREAL8


KNBLKWLC     -.08499
YOUSMART      .05276    .02549
SIGOTMA7     -.05041    .07396    .43765
SELFCPT       .17791   -.01316    .39759    .33493
SIGOTMA8      .19040   -.15972    .17904    .41323    .52658
SES4         -.15436    .17772    .27138    .22442    .15173     .11960
ATTTVPB       .24525    .19199   -.30613   -.16701    .03360    -.06477    .09821
SIGOTVP7      .13947    .18044   -.49085   -.29354   -.19665    -.15952   -.24362    .28429
ATTBLACK     -.13674   -.07691   -.17246   -.03120   -.10925    -.07799   -.09012    .22547    .00943
ATTTVPB4      .24505    .19253   -.30568   -.16614    .03529    -.06546    .09668    .99990    .29229    .22534
SELFCPT7     -.18738    .02796   -.36351   -.29547   -.98440    -.47661   -.11568   -.05942    .17622    .10264   -.06041
OTMEDIA7      .09303    .26534    .15567    .03359    .35171     .13030    .05786    .30825    .04955    .04940    .30961   -.37292
KNOWHTVP     -.45350    .07462    .03493   -.13425    .05040    -.09034    .04337   -.01240   -.02638   -.03901   -.01449   -.09509
FREQEXPH     -.03940   -.05540   -.01536    .10396    .39753     .26125   -.04476   -.02305   -.02551   -.25658   -.01977   -.38365
SELFINTW     -.10765   -.03908   -.24751   -.05477    .09652     .13446   -.11169    .19928    .20685    .16334    .20260   -.07942
FREQEXPI     -.04274   -.05011   -.01360    .10044    .37595     .23936   -.03291   -.00559    .00445   -.24869   -.00266   -.36154
KNOWHTV4     -.43039    .03274   -.05054    .04595   -.13901     .10199   -.16390   -.13969    .00783    .06473   -.13990    .13651
KNWHTWLD      .07575   -.36647   -.21226   -.16497    .05529    -.09189   -.12760    .17447   -.11426    .26381    .17895   -.06151
YOUSMARF     -.05276   -.02549  -1.00000   -.43765   -.39759    -.17904   -.27138    .30613    .49085    .17246    .30568    .36351
MEDIAPRW     -.04059    .15577    .20597    .24346    .30541     .21534    .17223   -.03448   -.04997   -.13012   -.03546   -.32048
SELFINT8     -.11950    .00397    .29171    .44604    .09530     .18690    .19598   -.28679   -.20577   -.19753   -.28972   -.09504
KNWHTWLE     -.07575    .36647    .21226    .16497   -.05529     .09199    .12760   -.17447    .11426   -.26381   -.17895    .06151
YOUSMARG      .05275    .02549   1.00000    .43765    .39759     .17904    .27138   -.30613   -.49085   -.17246   -.30568   -.36351
GENREALW      .20391    .06514   -.09406   -.00956    .09742    -.18607   -.19530    .22110   -.03105   -.15399    .22457   -.12208
MEDIAPR8      .14043   -.04699    .06487   -.02936    .14829    -.05149   -.05661    .10200   -.23469    .06075    .10249   -.18399
KNWHTWLF      .07575   -.36647   -.21226   -.16497    .06529    -.08199   -.12760    .17447   -.11426    .26381    .17895   -.06131
ATTTVPW      -.07906    .03319   -.24091    .14096    .19922     .23931   -.01915    .18491    .11390    .05527    .18932   -.21259
SIGOTVP8      .00994   -.01930   -.31307   -.04626   -.00495     .21421   -.01750    .07735    .50242    .03966    .07537   -.00394
ATTWHITE     -.17234    .12270    .07634    .04099   -.06429     .04613    .01183    .26998   -.14181    .69260    .27214    .08707
ATTTVPW4     -.24901    .23909   -.22503    .10435    .23790     .24063    .20110    .28594    .00673   -.04064    .28708   -.23451
SELFCPT8     -.18801    .05595   -.25590   -.15388   -.85217    -.32455   -.03212   -.10700    .11591    .07845   -.10641    .93094
OTMEDIA8      .13506   -.24935    .39297    .08045    .31784     .22955    .05784    .07344   -.32978    .02920    .07326   -.31402

             MEDIAPR7  KNBLKWLC  YOUSMART  SIGOTMA7  SELFCPT    SIGOTMA8  SES4      ATTTVPB   SIGOTVP7  ATTBLACK  ATTTVPB4  SELFCPT7


KNOWHTVP      .07686
FREQEXPH      .24047    .17455
SELFINTW      .12955    .30104    .37316
FREQEXPI      .22940    .17344    .99498    .37709
KNOWHTV4      .16166    .59871    .18599    .42594    .19029
KNWHTWLD      .02115   -.16715    .06971   -.09246    .04939    -.21660
YOUSMARF     -.16567   -.03493    .01536    .24751    .01960     .05054    .21226
MEDIAPRW      .13594    .17354    .10541   -.10039    .08891     .19199   -.22139   -.20697
SELFINT8      .06443   -.20499   -.04524   -.42636   -.03020    -.05629   -.10794   -.28971    .19125

             OTMEDIA7  KNOWHTVP  FREQEXPH  SELFINTW  FREQEXPI   KNOWHTV4  KNWHTWLD  YOUSMARF  MEDIAPRW
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FILE   NONAME    (CREATION DATE =  07/03/75 ) 48

KNWHTWLE    -.02115    .16715   -.06371    .00246   -.04949    .21650  -1.00000   -.21226    .22139    .10794
YOUSHARG     .16567    .03493   -.01536   -.24751   -.01960   -.05054   -.21226  -1.00000    .20697    .24971    .21226
GENREALW     .07479   -.21539    .00759   -.00284    .01914   -.31115    .17960    .08405   -.04259   -.05919   -.17960   -.08406
MEDIAPR8     .14950    .09002    .01776    .00498   -.00234   -.11570    .10124   -.06497    .01827   -.25501   -.10124    .06487
KNWHTWLF     .02115   -.16715    .06371   -.00246    .04989   -.21660   1.00000    .21226   -.22139   -.10794  -1.00000   -.21226
ATTTVPW      .15019    .24762    .69435    .60354    .69230    .24676   -.05141    .24091    .01202   -.29526    .05141   -.24091
SIGOTVPA    -.03669    .13390    .46487    .59504    .49104    .20443   -.13102    .31307    .02441   -.22005    .13102   -.31307
ATTWHITE     .10252   -.13724   -.14784   -.01926   -.14039   -.02303    .26630   -.07634   -.04509   -.02280   -.26630    .07634
ATTTVPW4     .12259    .31065    .51598    .29122    .51340    .11835   -.06905    .22503    .04531   -.17689    .06905   -.22503
SELFCPT8    -.35905   -.17815   -.31573   -.05367   -.29497    .11985   -.04742    .25590   -.32044   -.05304    .04742   -.25590
OTMEDIA8     .34613   -.03251    .61394   -.14161    .01606    .01910    .31392   -.39297   -.04899    .19196   -.31392    .39297

            OTMEDIA7  KNOWHTVP  FREQEXPH  SELFINTW  FREQEXPI  KNOWHTV4  KNWHTWLD  YOUSHARF  MEDIAPRW  SELFINT8  KNWHTWLE  YOUSHARG

MEDIAPR8     .55120
KNWHTWLF     .17360    .10124
ATTTVPW      .06277    .03947   -.05141
SIGOTVPA    -.08831   -.10235   -.13102    .50336
ATTWHITE     .09929    .10147    .26630    .01142   -.03514
ATTTVPW4     .10032    .21000   -.06905    .61066    .35473    .08489
SELFCPT8    -.18163   -.23941   -.04742   -.23925   -.02200    .12554   -.20368
OTMEDIA8     .21125    .08550    .31392   -.23740   -.15875    .25807   -.15942   -.27422

            GENREALW  MEDIAPR8  KNWHTWLF  ATTTVPW   SIGOTVP8  ATTWHITE  ATTTVPW4  SELFCPT8
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CORRELATION MATRIX FOR RESPONDENTS IN THE NONINTEGRATED SCHOOL (N=48)

Weighted Variable Names in Correlation Matrix for Black Respondents (N = 68): Black and White Portrayals

Black Portrayals

ATTBLACK	(X_1)	is regressed against	ATTTVPB2	(X_2)
			SELFCPT3	(X_3)
			OTMEDIA3	(X_9)
ATTTVPB	(X_2)	is regressed against	SIGOTVP3	(X_{10})
SELFCPT	(X_3)	is regressed against	SES2	(X_{11})
			SIGOTMA4	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA3	(X_{12})
KNOWBTVP	(X_5)	is regressed against	FREQEXP5	(X_{13})
SELFINTB	(X_6)	is regressed against	YOUSMAR5	(X_4)
			KNOWBTV2	(X_5)
			FREQEXP6	(X_{13})
			KNBLKWL4	(X_{14})
MEDIAPRB	(X_7)	is regressed against	YOUSMAR6	(X_4)
			SELFINT3	(X_6)
			KNBLKWL5	(X_{14})
GENREALB	(X_8)	is regressed against	MEDIAPR3	(X_7)
			KNBLKWL6	(X_{14})

Weighted Variable Names in Correlation Matrix for Black Respondents (N = 68): Black and White Portrayals

White Portrayals

ATTWHITE	(X_1)	is regressed against	ATTTVPW2	(X_2)
			SELFCPT4	(X_3)
			OTMEDIA4	(X_9)
ATTTVPW	(X_2)	is regressed against	SIGOTVP4	(X_{10})
SELFCPT	(X_3)	is regressed against	SES2	(X_{11})
			SIGOTMA4	(X_{12})
YOUSMART	(X_4)	is regressed against	SIGOTMA5	(X_{12})
KNOWHTVP	(X_5)	is regressed against	FREQEXP7	(X_{13})
SELFINTW	(X_6)	is regressed against	YOUSMAR7	(X_4)
			KNOWHTV2	(X_5)
			FREQEXP8	(X_{13})
			KNWHTWL4	(X_{14})
MEDIAPRW	(X_7)	is regressed against	YOUSMAR8	(X_4)
			SELFINT4	(X_6)
			KNWHTWL5	(X_{14})
GENREALW	(X_8)	is regressed against	MEDIAPR4	(X_7)
			KNWHTWL6	(X_{14})

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FILE    NONAME    (CREATION DATE =  07/03/75 ) 68

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * * * * * * * * * * * *
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CORRELATION MATRIX FOR BLACK RESPONDENTS (N=68)

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CORRELATION COEFFICIENTS.

A VALUE OF 99.00000 IS PRINTED
IF A COEFFICIENT CANNOT BE COMPUTED.

FREQEXP5     .28480
SELFINT8     .08915   -.09335
FREQEXP6    -.25119   -.78968    .11516
KNOWBTV2     .97582    .29233    .05998   -.27926
KNBLKWL4     .20273    .05767    .17317   -.05093    .15330
YOUSMAR5    -.00734    .09916    .11138   -.13124    .00792    .24584
MEDIAPR8     .09351    .10523   -.15558   -.15075    .09178    .16256    .14143
SELFINT3    -.08724    .06247   -.97749   -.03606   -.04734   -.17706   -.09990    .16227
YOUSMAR6    -.00734    .09916    .11138   -.13124    .00792    .24584   1.00000    .14143   -.09990
KNBLKWL5     .20273    .05767    .17317   -.05093    .15330   1.00000    .24584    .16256   -.17706    .24584
GENREAL8     .08449    .06474    .35691    .00040    .07408    .25234   -.00676   -.01260   -.32375   -.00676    .25234
MEDIAPR3     .00514    .06940    .03350    .03417    .00979   -.06157   -.05560   -.13704   -.01923   -.05560   -.06157    .16490
KNBLKWL6     .20273    .05767    .17317   -.05093    .15330   1.00000    .24584    .16256   -.17706    .24584   1.00000    .25234
YOUSMART    -.00734    .09916    .11138   -.13124    .00792    .24584   1.00000    .14143   -.09990   1.00000    .24584   -.00676
SIGOTMA3     .10415    .10713    .15756   -.28293    .15337    .21549    .49947    .16954   -.16355    .49947    .21549    .15385
SELFCPT      .15243    .07274    .13737   -.19350    .17222    .18757    .32020    .10433   -.13377    .32020    .18757   -.06716
SIGOTMA4     .09440   -.00940    .09002   -.17145    .14497    .24999    .35615    .27216   -.09292    .35615    .24999    .19934
SES2         .00143   -.20914    .10565    .09923   -.05548    .03329    .00442    .04706   -.11407    .00442    .03329   -.22932
ATTTVPB      .05452    .07939    .49166    .03519    .03087    .16125    .10338   -.06924   -.45405    .10338    .16125    .17196
SIGOTVP3     .04690    .06909    .45568   -.08716   -.00290    .24193    .10501   -.08949   -.45263    .10501    .24193    .13034
ATTBLACK    -.07898   -.11548    .23700    .05963   -.05331    .11939    .14675    .03817   -.27675    .14675    .11939    .24193
ATTTVPB2    -.14418    .25660    .02519   -.24746   -.10752    .04160    .16097    .12391    .02462    .16097    .04160    .26698
SELFCPT3    -.04900   -.14532    .04564   -.04305   -.02197    .07879    .23959    .06065   -.09120    .23959    .07879   -.16102
OTMEDIA3    -.07732    .09234    .15432    .04674   -.03620    .01491    .20797   -.10191   -.11967    .20797    .01491    .09645
KNOWWTVP     .25718    .33593    .13736   -.35963    .21797    .11203    .03178    .17067   -.10681    .03178    .11203    .17554
FREQEXP7    -.00312   -.01817    .09346   -.05612   -.04173   -.06997    .11169   -.07816   -.05742    .11169   -.06997    .04264
SELFINTW    -.17392   -.17795    .31371    .22538   -.12980   -.20483   -.03164    .11464   -.28176   -.03164   -.20483   -.06729
FREQTYPA     .07379    .09534    .07113   -.27504    .05913    .04309    .17057   -.01475   -.05971    .17057    .04309    .01595
KNOWWTV2     .11451    .35474    .21318   -.34021    .15577    .04351    .05108    .01992   -.17715    .05108    .04351    .06515
KNWHTWL4    -.08694   -.02064   -.11649    .09908   -.06486   -.53490   -.10901   -.07780    .14784   -.10901   -.53490   -.04547
YOUSMAR7     .00734   -.09916   -.11138    .13124   -.00792   -.24584  -1.00000   -.14143    .09990  -1.00000   -.24584    .00676
MEDIAPRW     .08862    .02630   -.22306   -.16968    .09797    .12496    .15552    .08291    .22747    .15552    .12496   -.06709
SELFINT4    -.15756   -.13261    .07125    .05260   -.12773   -.07592    .05784   -.00677   -.04344    .05784   -.07592   -.14557
KNWHTWL5    -.08694   -.02064   -.11649    .09908   -.06486   -.53490   -.10901   -.07790    .14784   -.10901   -.53490   -.04547
YOUSMAR8    -.00734    .09916    .11138   -.13124    .00792    .24584   1.00000    .14143   -.09990   1.00000    .24584   -.00676
GENREALW     .10190    .17659    .26505   -.12961    .09308    .20107    .02798   -.02433   -.23256    .02798    .20107    .53796
MEDIAPR4     .00993   -.00150    .10917    .15004   -.01713   -.11742   -.16950   -.44859   -.11453   -.16950   -.11742   -.06339
KNWHTWL6     .08694    .02064    .11649   -.08908    .06485    .53490    .10901    .07790   -.14784    .10901    .53490    .04647
ATTTVPW     -.10959   -.04389    .05431    .10121   -.10771   -.37965   -.15077   -.05624   -.02938   -.15077   -.37965   -.04049
SIGOTVP4    -.00169   -.17265    .30746    .19392   -.01224   -.05387   -.00069   -.16273   -.25554   -.00069   -.05387    .09236
ATTWHITE    -.16502    .10930   -.11122   -.04031   -.14765   -.14854   -.00498    .16612    .11634   -.00498   -.14854   -.04948
ATTTVPW2    -.14608   -.09744    .08549    .10944   -.12882   -.36607   -.14900   -.04992   -.05142   -.14900   -.36607   -.02511

            KNOWBTVP  FREQEXP5  SELFINT8  FREQEXP6  KNOWBTV2  KNBLKWL4  YOUSMAR5  MEDIAPR8  SELFINT3  YOUSMAR6  KNBLKWL5  GENREAL8
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FILE    NONAME    (CREATION DATE =  07/03/75 ) 68     CORRELATION MATRIX FOR BLACK RESPONDENTS (N = 68)

SELFCPT4      .03107   -.06763     .11576   -.10640     .05768     .13228     .29688     .08495   -.11125     .29683     .13228    -.13717
OTMEDIA4     -.11942    .10050    -.05080   -.02993    -.09235    -.03666     .02060     .10321    .06022     .02060    -.03666    -.10512

            KNOWBTVP  FREQEXP5   SELFINT8  FREQEXP6   KNOWBTV2   KNBLKWL4   YOUSMAR5   MEDIAPR8   SELFINT3   YOUSMAR6   KNBLKWL5   GENREAL8


KNBLKWL6     -.06157
YOUSMART     -.05550    .24594
SIGOTMA3     -.05030    .21548     .49947
SELFCPT      -.33345    .18757     .32020    .35680
SIGOTMA4     -.11379    .24999     .35615    .69297     .45291
SES2         -.20392    .03329     .03442    .03911     .22438    -.02374
ATTTVPB       .04397    .16125     .10939    .00495     .16143    -.05310    -.11741
SIGOTVP3      .04133    .24183     .10501    .17219     .22170     .03549     .12388     .40698
ATTBLACK     -.00343    .11939     .14675    .22305     .24896     .11297     .11545     .21592     .27851
ATTTVPB2      .07220    .04166     .15097    .15325     .12165    -.01846    -.12478     .27453     .09256     .48895
SELFCPT3     -.19317    .07979     .23959    .34475     .64140     .29956     .17972    -.00350     .19533     .32287     .06092
OTMEDIA3      .04935    .01491     .20797    .19568     .04193     .13464    -.11309     .16938     .12625     .21036     .03561    -.00986
KNOWHTVP      .14341    .11203     .03179    .19914     .09574     .03065    -.11102     .10726     .12971     .13927     .21507     .27991
FREQEXP7      .09562   -.06997     .11169    .26074     .11466     .07961     .12765     .06935     .19384     .11572     .05822     .25704
SELFINTW     -.07545   -.20493    -.03164    .15260     .05950     .10412     .14505     .07781     .05799     .30526     .08615     .19352
FREQEXP8      .15844    .04309     .17357    .35271     .21910     .22665     .00440     .14272     .13915     .15500     .25181     .27936
KNOWHTV2      .17121    .04751     .05108    .11153     .03501    -.00765    -.17781     .16177     .17169     .21752     .29030     .26598
KNWHTWL4      .12524   -.53490    -.10901   -.20924    -.10779    -.28349    -.11582    -.10915    -.09425    -.04075    -.02286    -.20998
YOUSMAR7      .05560   -.24594   -1.00000   -.49947    -.32020    -.35615    -.00442    -.10838    -.10501    -.14675    -.16097    -.23959
MEDIAPRW     -.15678    .12496     .15552    .16976     .25620     .19540     .21733     .00525    -.03830     .06549     .17090     .21643
SELFINT4     -.12931   -.07592     .05784    .37035     .20791     .39122     .16401    -.19961     .02315     .03095    -.10716     .34335
KNWHTWL5      .12524   -.53490    -.10901   -.20924    -.10779    -.28349    -.11582    -.10915    -.09425    -.04075    -.02296    -.20999
YOUSMARA     -.05550    .24594    1.00000    .49947     .32020     .35615     .00442     .10838     .10501     .14675     .16097     .23959
GENREALW      .13464    .20107     .02798    .01696     .02177     .05149    -.24465     .17995    -.02310     .25154     .31859    -.08909
MEDIAPR4      .02570   -.11742    -.16950   -.16166    -.33824    -.30829    -.22739    -.01294    -.04106    -.13871    -.11498    -.21918
KNWHTWL6     -.12524    .53490     .10901    .20924     .10779     .28349     .11582     .10915     .09425     .04075     .02286     .20998
ATTTVPW       .27074   -.37365    -.15077    .01945    -.09916    -.00490     .05339     .06796    -.08844     .15018    -.03502     .01196
SIGOTVP4      .14255   -.05387    -.00069    .16342     .14430     .01767     .16866    -.02217     .14779     .12232     .12919     .22105
ATTWHITE      .18219   -.14854    -.00498    .05198     .11914     .10022    -.13958     .01906    -.15013     .11319     .24468     .17153
ATTTVPW2      .28168   -.36607    -.14900    .05958    -.07782     .04513     .02619     .06606    -.09137     .16955    -.01590     .03667
SELFCPT4     -.27106    .13228     .29688    .39340     .85493     .39682     .21603     .06556     .21870     .32316     .09243     .94635
OTMEDIA4      .19196   -.03666     .02060   -.05871     .14415     .08307     .06495     .12608     .06004    -.08911     .09345     .02354

            MEDIAPR3  KNBLKWL6   YOUSMART  SIGOTMA3   SELFCPT    SIGOTMA4   SES2       ATTTVPB    SIGOTVP3   ATTBLACK   ATTTVPB2   SELFCPT3


KNOWHTVP      .01019
FREQEXP7      .05208    .29314
SELFINTW      .40667    .12927     .06960
FREQEXP8      .09071    .19763     .63937   -.03727
KNOWHTV2      .14873    .79321     .12804    .20558     .11252
KNWHTWL4     -.00499   -.09995    -.03074    .04571    -.17627    -.01391
YOUSMAR7     -.20797   -.03178    -.11169    .03164    -.17057    -.05109     .10901
MEDIAPRW     -.18782    .18332     .02616    .02892     .11134     .03685    -.01573    -.15552
SELFINT4      .13189    .01759     .30954    .33920     .25207    -.09063    -.04975    -.05784     .12361

            OTMEDIA3  KNOWHTVP   FREQEXP7  SELFINTW   FREQEXP8   KNOWHTV2   KNWHTWL4   YOUSMAR7   MEDIAPRW
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FILE   NONAME   (CREATION DATE =  07/03/75 ) 68

KNWHTWL5     -.00499   -.09985   -.03074    .04571   -.17627  -.01391   1.00000    .10901   -.01573   -.04975
YOUSHAR8      .20737    .03178    .11169   -.03164    .17057   .05109   -.10901  -1.00000    .15552    .05784   -.10901
GENREALW      .08238    .22598    .05361    .01004    .04497   .24155   -.12383   -.02798   -.12584   -.23890   -.12383    .02798
MEDIAPR4      .09270   -.11015   -.08347   -.01423   -.15196  -.05893   -.03042    .16850   -.83423   -.11457   -.03042   -.16850
KNWHTWL6      .00499    .09985    .03074   -.04571    .17627   .01391  -1.00000   -.10901    .01573    .04975  -1.00000    .10901
ATTTVPW       .25659    .23973    .41722    .50964    .26105   .13831    .13439    .15077   -.00548    .25415    .13439   -.15077
SIGOTVP4      .05912    .15092    .29707    .38927    .28210   .15205    .03846    .00069   -.01293    .26499    .03846   -.00069
ATTWHITE      .08894    .23139    .05993    .21919    .09963   .23632   -.12456    .00498    .11080   -.05820   -.12456   -.00498
ATTTVPW2      .21973    .24139    .40775    .53328    .25559   .18944    .14911    .14900   -.01163    .31192    .14911   -.14900
SELFCPT4      .01054    .22260    .22711    .16013    .28009   .22055   -.18739   -.29688    .25426    .31975   -.18739    .29688
OTMEDIA4      .06567   -.07355   -.04647    .08076    .05527  -.02358    .01163   -.02060    .64683    .04183    .01163    .02060

             OTMEDIA3  KNOWHTVP  FREQEXP7  SELFINTW  FREQEXP8  KNOWHTV2  KNWHTWL6  YOUSHAR7  MEDIAPRW  SELFINT4  KNWHTWL5  YOUSHAR8

MEDIAPR4      .14141
KNWHTWL6      .12393    .03042
ATTTVPW       .05596   -.05180   -.13439
SIGOTVP4      .12953   -.02967   -.03946    .43881
ATTWHITE      .10237   -.12636    .12456    .28642    .07451
ATTTVPW2      .06670   -.04013   -.14911    .96025    .41994   .31087
SELFCPT4     -.05043   -.29068    .18739   -.02947    .21025   .16575   -.00798
OTMEDIA4     -.19445   -.12719   -.01163    .12349    .08105   .29723    .17721    .07663

             GENREALW  MEDIAPR4  KNWHTWL6  ATTTVPW   SIGOTVP4  ATTWHITE  ATTTVPW2  SELFCPT4
```

CORRELATION MATRIX FOR BLACK RESPONDENTS (N=68)

INTERCORRELATIONS FOR MEDIA PERCEPTION INDEX

INTERCORRELATIONS FOR MEDIA PERCEPTION INDEX

As reported in Chapter III, six measures for each set of black and white portrayals were combined to form the media perception indices. Each measure is given below followed by a table of intercorrelations for the six measures in each index.

Measures for Florida Evans

A. When this person is on TV, she has a family and neighbors. When this person is not on TV, does she have the same family and neighbors?

_1_ yes _3_ no _2_ I don't know

(Variable name: MRTVF)

B. When this person is on TV, is this person just playing a part or pretending?

_3_ yes _1_ no _2_ I don't know

(Variable name: MRTVFLOR)

Measures for Redd Foxx

C. When this person is on TV, he owns a junkyard and has a son and neighbors. When this person is not on TV, does he own a junkyard and have the same son and the same neighbors?

(same responses as above)
(Variable name: MRTVFOXX)

D. When this person is on TV, is this person just playing a part or pretending?

(same responses as above)
(Variable name: MRTVREDD)

Measures for Black Portrayals in General

E. When you see black people on programs like Good Times, they have families and neighbors on the program. When these people are not on TV, do they have the same families and neighbors?

1 yes 3 no 2 I don't know

(Variable name: MRTVFAMB)

F. When you see black people on programs like Good Times and other programs with black families, are the people just playing a part or pretending?

3 yes 1 no 2 I don't know

(Variable name: MRTVBLFM)

Measures for Archie Bunker

A. When this person is on TV, he works at a factory, and has a family and neighbors. When this person is not on TV, does he work at that factory and have the same family and neighbors?

1 yes 3 no 2 I don't know

(Variable name: MRTVA)

B. When this person is on TV, is this person just playing a part or pretending?

3 yes 1 no 2 I don't know

(Variable name: MRTVARCH)

Measures for Edith Bunker

C. When this person is on TV, she has a family and neighbors. When this person is not on TV, does she have the same family and neighbors?

(same responses as above)
(Variable name: MRTVEDIT)

D. When this person is on TV, is this person just playing a part or pretending?

(same responses as above)
(Variable name: MOTVEDIT)

Measures for White Portrayals in General

E. When you see white people on programs like All in The Family, they have families and neighbors on the program. When these people are not on TV, do they have the same families and neighbors?

_1_ yes _3_ no _2_ I don't know

(Variable name: MRTVFAMW)

F. When you see white people on programs like All in The Family and other programs with white families, are the people just playing a part or pretending?

_1_ yes _3_ no _2_ I don't know

(Variable name: MRTVWTFM)

TABLE 8.-- Intercorrelations for Media Perception of Black Portrayals Index (MEDIAPRB).

	MRTVF	MRTVFLOR	MRTVFOXX	MRTVREDD	MRTVFAMB	MRTVBLFM
MRTVF	1.00					
MRTVFLOR	.16	1.00				
MRTVFOXX	.40	.19	1.00			
MRTVREDD	.11	.40	.25	1.00		
MRTVFAMB	.43	.20	.53	.15	1.00	
MRTVBLFM	.04	.42	.00	.35	.13	1.00

TABLE 9.--Intercorrelations for Media Perception of White Portrayals Index (MEDIAPRW).

	MRTVA	MRTVARCH	MRTVEDIT	MOTVEDIT	MRTVFAMW	MRTVWTFM
MRTVA	1.00					
MRTVARCH	.17	1.00				
MRTVEDIT	.52	.16	1.00			
MOTVEDIT	.14	.46	.09	1.00		
MRTVFAMW	.40	.17	.46	.16	1.00	
MRTVWTFM	.13	.35	.08	.54	.10	1.00

INTERCORRELATIONS FOR SIGNIFICANT OTHERS' ATTITUDES TOWARD TV PORTRAYALS INDEX

INTERCORRELATIONS FOR SIGNIFICANT OTHERS' ATTITUDES

As reported in Chapter III the attitudes of up to five significant others for each television portrayal were elicited from the respondents. These attitudes were measured on five-point Likert-type scales for liking of the character portrayal. The scales ranged from "very much" to "not at all" and were scored from 5 to 1 with 5 being the high point of the scale. The scales for black portrayals formed the index SIGOTVPB; the scales for white portrayals formed the index SIGOTVPW. For the following intercorrelations, the attitudes are simply labeled by letters. A frequency table of significant other mentions (by relationship to the respondent) is also in this Appendix.

TABLE 10.-- Intercorrelations for Significant Others' Attitudes Toward Black Television Portrayals Index (SIGOTVPB).

	F	G	H	I	J	P	Q	R	S	T
F	1.00									
G	.86	1.00								
H	.73	.82	1.00							
I	.65	.75	.86	1.00						
J	.56	.64	.74	.84	1.00					
P	.56	.55	.51	.50	.42	1.00				
Q	.53	.60	.56	.58	.51	.83	1.00			
R	.48	.54	.62	.61	.56	.75	.88	1.00		
S	.42	.49	.58	.63	.63	.63	.74	.84	1.00	
T	.41	.49	.57	.63	.71	.55	.64	.73	.87	1.00

TABLE 11.--Intercorrelations for Significant Others' Attitudes Toward White Television Portrayals Index (SIGOTVPW).

	A	B	C	D	E	K	L	M	N	O
A	1.00									
B	.35	1.00								
C	.53	.34	1.00							
D	.29	.27	.39	1.00						
E	.47	.54	.55	.41	1.00					
K	.69	.43	.34	.21	.52	1.00				
L	.62	.39	.56	.25	.55	.75	1.00			
M	.61	.41	.70	.36	.62	.55	.65	1.00		
N	.34	.06	.56	.54	.21	.37	.41	.73	1.00	
O	.21	.29	.44	.22	.44	.50	.64	.63	.81	1.00

RELIABILITY ESTIMATES FOR INDICES
ACROSS SAMPLE GROUPS

RELIABILITY ESTIMATES FOR INDICES ACROSS SAMPLE GROUPS

Chapter III reported the reliability estimates for two-item indices (using the Spearman-Brown formula) and indices with more than two items (using coefficient alpha) for the sample as a whole (N = 241). This section reports these estimates for groups within the sample.

White Respondents--Integrated Schools (N = 94)

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Frequency of exposure to television portrayals of black persons (FREQEXPB)	.57
Frequency of exposure to television portrayals of white persons (FREQEXPW)	.87
Knowledge of television portrayals of black persons (KNOWBTVP) (Name identification)	.45
Knowledge of television portrayals of black persons (KNOWBTVP) (Race identification)	.67
Knowledge of television portrayals of white persons (KNOWHTVP) (Name identification)	.72
Knowledge of television portrayals of white persons (KNOWHTVP) (Race identification)	.85
Self-interaction concerning television portrayals of black persons (SELFINTB)	.68

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Self-interaction concerning television portrayals of white persons (SELFINTW)	.61
Generalized reality concerning television portrayals of black persons (GENREALB)	.64
Generalized reality concerning television portrayals of white persons (GENREALW)	.46
Attitude toward television portrayals of black persons (ATTTVPB)	.58
Attitude toward television portrayals of white persons (ATTTVPW)	.75
Other media attitudes toward black persons (OTMEDIAB)	.29
Other media attitudes toward white persons (OTMEDIAW)	.41
Self-concept	.54

Multi-Item Indices	Reliability Coefficient (Coefficient Alpha)
Media perception of black characters (MEDIAPRB)	.72
Media perception of white characters (MEDIAPRW)	.65
Significant others' attitudes toward television portrayals of black characters (SIGOTVPB)	.94
Significant others' attitudes toward television portrayals of white characters (SIGOTVPW)	.96
Significant others' attitudes toward mental ability (SIGOTHMA)	.57

White Respondents--Nonintegrated School (N = 48)

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Frequency of exposure to television portrayals of black persons (FREQEXPB)	.54
Frequency of exposure to television portrayals of white persons (FREQEXPW)	.68
Knowledge of television portrayals of black persons (KNOWBTVP) (Name identification)	.40
Knowledge of television portrayals of black persons (KNOWBTVP) (Race identification)	.97
Knowledge of television portrayals of white persons (KNOWHTVP) (Name identification)	.84
Knowledge of television portrayals of white persons (KNOWHTVP) (Race identification)	.76
Self-interaction concerning television portrayals of black persons (SELFINTB)	.65
Self-interaction concerning television portrayals of white persons (SELFINTW)	.57
Generalized reality concerning television portrayals of black persons (GENREALB)	.68
Generalized reality concerning television portrayals of white persons (GENREALW)	.47
Attitude toward television portrayals of black persons (ATTTVPB)	.54
Attitude toward television portrayals of white persons (ATTTVPW)	.68

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Other media attitudes toward black persons (OTMEDIAB)	.43
Other media attitudes toward white persons (OTMEDIAW)	.44
Self-concept	.65

Multi-Item Indices	Reliability Coefficient (Coefficient Alpha)
Media perception of black characters (MEDIAPRB)	.68
Media perception of white characters (MEDIAPRW)	.70
Significant others' attitudes toward television portrayals of black characters (SIGOTVPB)	.89
Significant others' attitudes toward television portrayals of white characters (SIGOTVPW)	.91
Significant others' attitudes toward mental ability (SIGOTHMA)	.58

Black Respondents (N = 68)

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Frequency of exposure to television portrayals of black persons (FREQEXPB)	.70
Frequency of exposure to television portrayals of white persons (FREQEXPW)	.95
Knowledge of television portrayals of black persons (KNOWBTVP) (Name identification)	.56
Knowledge of television portrayals of black persons (KNOWBTVP) (Race identification)	.82

Two-Item Indices	Reliability Coefficient (Spearman-Brown Formula)
Knowledge of television portrayals of white persons (KNOWHTVP) (Name identification)	.82
Knowledge of television portrayals of white persons (KNOWHTVP) (Race identification)	.66
Self-interaction concerning television portrayals of black persons (SELFINTB)	.56
Self-interaction concerning television portrayals of white persons (SELFINTW)	.84
Generalized reality concerning television portrayals of black persons (GENREALB)	.67
Generalized reality concerning television portrayals of white persons (GENREALW)	.65
Attitude toward television portrayals of black persons (ATTTVPB)	.53
Attitude toward television portrayals of white persons (ATTTVPW)	.78
Other media attitudes toward black persons (OTMEDIAB)	.43
Other media attitudes toward white persons (OTMEDIAW)	.45
Self-concept	.53

Multi-Item Indices	Reliability Coefficient (Coefficient Alpha)
Media perception of black characters (MEDIAPRB)	.72
Media perception of white characters (MEDIAPRW)	.65

Multi-Item Indices	Reliability Coefficient (Coefficient Alpha)
Significant others' attitudes toward television portrayals of black characters (SIGOTVPB)	.94
Significant others' attitudes toward television portrayals of white characters (SIGOTVPW)	.95
Significant others' attitudes toward mental ability (SIGOTHMA)	.57

FREQUENCY OF SIGNIFICANT OTHER MENTIONS BY CHARACTER

FREQUENCY OF SIGNIFICANT OTHER MENTIONS BY CHARACTER

Table 12.--Frequency of Significant Other (Attitude) Mentions by Character.

Significant Other	Character				Total Frequency
	Archie Bunker	Florida Evans	Edith Bunker	Redd Foxx	Significant Other
Mother	95	99	82	89	365
Father	84	78	66	79	307
Brother	87	94	70	80	331
Sister	63	87	60	75	285
Friend	113	149	99	98	459
Relative	25	32	31	32	120
Teacher	3	2	3	2	10
Me	6	12	10	15	43
Total Frequency (Significant other mentions for each character)	476	553	421	470	

Total mentions possible for all characters: 964.

APPENDIX C

STRUCTURAL AND ESTIMATING EQUATIONS

BETA COEFFICIENTS, MULTIPLE CORRELATIONS, R SQUARE, F TESTS, SIGNIFICANCE LEVELS, AND DEGREES OF FREEDOM ACROSS SAMPLE GROUPS

STRUCTURAL AND ESTIMATING EQUATIONS

STRUCTURAL AND ESTIMATING EQUATIONS

Structural Equations

$$X_1 = P_{12}X_2 + P_{13}X_3 + P_{19}X_9 + P_{1q} \qquad (1)$$

$$X_2 = P_{210}X_{10} + P_{2s} \qquad (2)$$

$$X_3 = P_{311}X_{11} + P_{312}X_{12} + P_{3t} \qquad (3)$$

$$X_4 = P_{412}X_{12} + P_{4u} \qquad (4)$$

$$X_5 = P_{513}X_{13} + P_{5v} \qquad (5)$$

$$X_6 = P_{64}X_4 + P_{65}X_5 + P_{613}X_{13} + P_{614}X_{14} + P_{6w} \qquad (6)$$

$$X_7 = P_{74}X_4 + P_{76}X_6 + P_{714}X_{14} + P_{7y} \qquad (7)$$

$$X_8 = P_{87}X_7 + P_{814}X_{14} + P_{8z}\ Z_8 \qquad (8)$$

Estimating Equations

$$(X_1 = P_{12}X_2 + P_{13}X_3 + P_{19}X_9 + P_{1q})$$

$$r_{11} = P_{12}r_{21} + P_{13}r_{31} + P_{19}r_{91} + P_{1q}r_{q1} \qquad (9)$$

$$r_{12} = P_{12}r_{22} + P_{13}r_{32} + P_{19}r_{92} + P_{1q}r_{s2} \tag{10}$$

$$r_{13} = P_{12}r_{32} + P_{13}r_{33} + P_{19}r_{93} + P_{1q}r_{t3} \tag{11}$$

$$r_{19} = P_{12}r_{92} + P_{13}r_{93} + P_{19}r_{99} + P_{1q}r_{q1} \tag{12}$$

$$(X_2 = P_{210}X_{10} + P_{2s})$$

$$r_{22} = P_{210}r_{102} + P_{2s}r_{s2} \tag{13}$$

$$r_{210} = P_{210}r_{1010} + P_{2s}r_{s2} \tag{14}$$

$$(X_3 = P_{311}X_{11} + P_{312}X_{12} + P_{3t})$$

$$r_{33} = P_{311}r_{113} + P_{3t}r_{t3} \tag{15}$$

$$r_{311} = P_{311}r_{1111} + P_{312}r_{1211} + P_{3t}r_{t3} \tag{16}$$

$$r_{312} = P_{311}X_{1112} + P_{312}r_{1212} + P_{3t}r_{t3} \tag{17}$$

$$(X_4 = P_{412}X_{12} + P_{4u})$$

$$r_{44} = P_{412}r_{124} + P_{4u}r_{u4} \tag{18}$$

$$r_{412} = P_{412}r_{1212} + P_{4u}r_{u4} \tag{19}$$

$$(X_5 = P_{513}X_{13} + P_{5v})$$

$$r_{55} = P_{513}r_{135} + P_{5v}r_{v5} \tag{20}$$

$$r_{513} = P_{513}r_{1313} + P_{5v}r_{v5} \tag{21}$$

$$(X_6 = P_{64}X_4 + P_{65}X_5 + P_{613}X_{13} + P_{614}X_{14} + P_{6w})$$

$$r_{66} = P_{64}r_{46} + P_{65}r_{56} + P_{613}r_{13} + P_{614}r_{14} + P_{6w}r_{w6} \tag{22}$$

$$r_{64} = P_{64}r_{44} + P_{65}r_{54} + P_{613}r_{134} + P_{614}r_{144} + P_{6w}r_{u4} \tag{23}$$

$$r_{65} = P_{64}r_{45} + P_{65}r_{55} + P_{613}r_{135} + P_{614}r_{145} + P_{6w}r_{v5} \tag{24}$$

$$r_{613} = P_{64}r_{413} + P_{65}r_{513} + P_{613}r_{1313} + P_{614}r_{1413} + P_{6w}r_{w6} \tag{25}$$

$$r_{614} = P_{64}r_{414} + P_{65}r_{514} + P_{613}r_{1314} + P_{614}r_{1414} + P_{6w}r_{w6} \tag{26}$$

$$(X_7 = P_{74}X_4 + P_{76}X_6 + P_{714}X_{14} + P_{7y})$$

$$r_{77} = P_{74}r_{47} + P_{76}r_{67} + P_{714}r_{147} + P_{7y}r_{y7} \tag{27}$$

$$r_{74} = P_{74}r_{44} + P_{76}r_{64} + P_{714}r_{144} + P_{7y}r_{u4} \tag{28}$$

$$r_{76} = P_{74}r_{46} + P_{76}r_{66} + P_{714}r_{146} + P_{7y}r_{w6} \tag{29}$$

$$r_{714} = P_{74}r_{414} + P_{76}r_{614} + P_{714}r_{1414} + P_{7y}r_{y7} \tag{30}$$

$$(X_8 = P_{87}X_7 + P_{814}X_{14} + P_{8z})$$

$$r_{88} = P_{87}r_{78} + P_{814}r_{148} + P_{8z}r_{z8} \tag{31}$$

$$r_{87} = P_{87}r_{77} + P_{814}r_{147} + P_{8z}r_{y7} \tag{32}$$

$$r_{814} = P_{87}r_{714} + P_{814}r_{1414} + P_{8z}r_{z8} \tag{33}$$

BETA COEFFICIENTS, MULTIPLE CORRELATIONS, R SQUARE, F TESTS, SIGNIFICANCE LEVELS, AND DEGREES OF FREEDOM ACROSS SAMPLE GROUPS

PATH COEFFICIENTS, MULTIPLE CORRELATIONS, R SQUARE, F TESTS, SIGNIFICANCE LEVELS, AND DEGREES OF FREEDOM ACROSS SAMPLE GROUPS

TABLE 13.--All Sample Respondents (Black Portrayals), Beta Coefficients in Figure 3 (N = 241).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTBLACK	X_1	--	--	--	--	--	--	--	--
ATTTVPB	X_2	.26	--	--	--	--	--	--	--
SELFCPT	X_3	.17	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.12	.00	--
KNOWBTVP	X_5	--	--	--	--	--	.07	--	--
SELFINTB	X_6	--	--	--	--	--	--	.22	--
MEDIAPRB	X_7	--	--	--	--	--	--	--	-.12
GENREALB	X_8	--	--	--	--	--	--	--	--
OTMEDIAB	X_9	.08	--	--	--	--	--	--	--
SIGOTVPB	X_{10}	--	.37	--	--	--	--	--	--
SES	X_{11}	--	--	.10	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.28	.32	--	--	--	--
FREQEXPB	X_{13}	--	--	--	--	.30	.23	--	--
KNBLKWL	X_{14}	--	--	--	--	--	.28	.16	.21
Multiple or Simple R		.32	.37	.30	.32	.30	.40	.23	.24
R Square		.10	.14	.09	.10	.09	.16	.05	.05
F Test		9.26	36.5	11.9	26.8	23.6	11.3	4.55	7.33
Sig. Level		.00	.00	.00	.00	.00	.00	.00	.00
Degrees of Freedom		3/237	1/239	2/238	1/239	1/239	4/236	3/237	2/238

TABLE 14.--All Sample Respondents (White Portrayals), Beta Coefficients in Figure 4 (N = 241).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTWHITE	X_1	--	--	--	--	--	--	--	--
ATTTVPW	X_2	.25	--	--	--	--	--	--	--
SELFCPT	X_3	.12	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.03	.01	--
KNOWHTVP	X_5	--	--	--	--	--	.12	--	--
SELFINTW	X_6	--	--	--	--	--	--	.11	--
MEDIAPRW	X_7	--	--	--	--	--	--	--	-.04
GENREALW	X_8	--	--	--	--	--	--	--	--
OTMEDIAW	X_9	.21	--	--	--	--	--	--	--
SIGOTVPW	X_{10}	--	.42	--	--	--	--	--	--
SES	X_{11}	--	--	.10	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.28	.32	--	--	--	--
FREQEXPW	X_{13}	--	--	--	--	.17	.26	--	--
KNWHTWL	X_{14}	--	--	--	--	--	.05	.14	.08
Multiple or Simple R		.36	.42	.30	.32	.17	.31	.18	.15
R Square		.13	.18	.09	.10	.03	.10	.03	.02
F Test		11.7	51.6	11.9	26.8	6.70	6.06	2.58	2.64
Sig. Level		.00	.00	.00	.00	.01	.00	.05	.07
Degrees of Freedom		3/237	1/239	2/238	1/239	1/239	4/236	3/237	2/238

TABLE 15.--All White Respondents (Black Portrayals), Beta Coefficients in Figure 5 (N = 142).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTBLACK	X_1	--	--	--	--	--	--	--	--
ATTTVPB	X_2	.18	--	--	--	--	--	--	--
SELFCPT	X_3	.26	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.14	.02	--
KNOWBTVP	X_5	--	--	--	--	--	.15	--	--
SELFINTB	X_6	--	--	--	--	--	--	.24	--
MEDIAPRB	X_7	--	--	--	--	--	--	--	-.23
GENREALB	X_8	--	--	--	--	--	--	--	--
OTMEDIAB	X_9	.02	--	--	--	--	--	--	--
SIGOTVPB	X_{10}	--	.35	--	--	--	--	--	--
SES	X_{11}	--	--	.07	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.34	.33	--	--	--	--
FREQEXPB	X_{13}	--	--	--	--	.27	.28	--	--
KNBLKWL	X_{14}	--	--	--	--	--	.08	.16	.01
Multiple or Simple R		.43	.35	.35	.33	.27	.35	.27	.23
R Square		.19	.12	.12	.11	.07	.12	.07	.05
F Test		5.24	19.7	9.30	15.6	10.8	4.63	3.67	3.96
Sig. Level		.00	.00	.00	.00	.00	.00	.01	.02
Degrees of Freedom		3/138	1/140	2/139	1/140	1/140	4/137	3/138	2/139

TABLE 16.--All White Respondents (White Portrayals), Beta Coefficients in Figure 6 (N = 142).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTWHITE	X_1	--	--	--	--	--	--	--	--
ATTTVPW	X_2	.15	--	--	--	--	--	--	--
SELFCPT	X_3	.16	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.05	.01	--
KNOWHTVP	X_5	--	--	--	--	--	.21	--	--
SELFINTW	X_6	--	--	--	--	--	--	.11	--
MEDIAPRW	X_7	--	--	--	--	--	--	--	.13
GENREALW	X_8	--	--	--	--	--	--	--	--
OTMEDIAW	X_9	.13	--	--	--	--	--	--	--
SIGOTVPW	X_{10}	--	.46	--	--	--	--	--	--
SES	X_{11}	--	--	.07	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.34	.33	--	--	--	--
FREQEXPW	X_{13}	--	--	--	--	.20	.39	--	--
KNWHTWL	X_{14}	--	--	--	--	--	.10	.14	.02
Multiple or Simple R		.30	.46	.35	.33	.20	.45	.18	.13
R Square		.09	.21	.12	.11	.04	.20	.03	.02
F Test		3.57	36.5	9.30	15.6	5.73	8.74	1.46	1.16
Sig. Level		.01	.00	.00	.00	.01	.00	.22	.31
Degrees of Freedom		3/138	1/140	2/139	1/140	1/140	4/137	3/138	2/139

TABLE 17.--White Respondents, Integrated Schools (Black Portrayals), Beta Coefficients in Figure 7 (N = 94).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTBLACK	X_1	--	--	--	--	--	--	--	--
ATTTVPB	X_2	.12	--	--	--	--	--	--	--
SELFCPT	X_3	.32	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.30	.01	--
KNOWBTVP	X_5	--	--	--	--	--	.22	--	--
SELFINTB	X_6	--	--	--	--	--	--	.26	--
MEDIAPRB	X_7	--	--	--	--	--	--	--	.42
GENREALB	X_8	--	--	--	--	--	--	--	--
OTMEDIAB	X_9	.43	--	--	--	--	--	--	--
SIGOTVPB	X_{10}	--	.40	--	--	--	--	--	--
SES	X_{11}	--	--	.06	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.33	.34	--	--	--	--
FREQEXPB	X_{13}	--	--	--	--	.25	.29	--	--
KNBLKWL	X_{14}	--	--	--	--	--	.06	.26	.03
Multiple or Simple R		.55	.40	.34	.34	.25	.43	.36	.43
R Square		.31	.16	.12	.12	.06	.18	.13	.19
F Test		13.4	17.7	6.05	12.1	6.05	5.09	4.56	10.5
Sig. Level		.00	.00	.00	.00	.02	.00	.00	.00
Degrees of Freedom		3/90	1/92	2/91	1/92	1/92	4/89	3/90	2/91

TABLE 18.--White Respondents, Integrated Schools (White Portrayals), Beta Coefficients in Figure 8 (N = 94).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTWHITE	X_1	--	--	--	--	--	--	--	--
ATTTVPW	X_2	.17	--	--	--	--	--	--	--
SELFCPT	X_3	.22	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.15	.02	--
KNOWHTVP	X_5	--	--	--	--	--	.01	--	--
SELFINTW	X_6	--	--	--	--	--	--	.14	--
MEDIAPRW	X_7	--	--	--	--	--	--	--	.20
GENREALW	X_8	--	--	--	--	--	--	--	--
OTMEDIAW	X_9	.09	--	--	--	--	--	--	--
SIGOTVPW	X_{10}	--	.44	--	--	--	--	--	--
SES	X_{11}	--	--	.06	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.33	.34	--	--	--	--
FREQEXPW	X_{13}	--	--	--	--	.25	.39	--	--
KNWHTWL	X_{14}	--	--	--	--	--	.12	.04	.11
Multiple or Simple R		.30	.44	.34	.34	.25	.45	.14	.22
R Square		.09	.20	.12	.12	.06	.21	.02	.05
F Test		3.07	22.8	6.05	12.1	5.94	5.83	.623	2.23
Sig. Level		.03	.00	.00	.00	.01	.00	.60	.11
Degrees of Freedom		3/90	1/92	2/91	1/92	1/92	4/89	3/90	2.91

TABLE 19.--White Respondents in the Nonintegrated School (Black Portrayals), Beta Coefficients in Figure 9 (N = 48).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTBLACK	X_1	--	--	--	--	--	--	--	--
ATTTVPB	X_2	.25	--	--	--	--	--	--	--
SELFCPT	X_3	.13	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.16	.18	--
KNOWBTVP	X_5	--	--	--	--	--	.21	--	--
SELFINTB	X_6	--	--	--	--	--	--	.14	--
MEDIAPRB	X_7	--	--	--	--	--	--	--	.36
GENREALB	X_8	--	--	--	--	--	--	--	--
OTMEDIAB	X_9	.14	--	--	--	--	--	--	--
SIGOTVPB	X_{10}	--	.29	--	--	--	--	--	--
SES	X_{11}	--	--	.09	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.52	.45	--	--	--	--
FREQEXPB	X_{13}	--	--	--	--	.30	.36	--	--
KNBLKWL	X_{14}	--	--	--	--	--	.11	.11	.09
Multiple or Simple R		.30	.29	.57	.45	.30	.51	.28	.38
R Square		.09	.08	.32	.20	.09	.26	.08	.15
F Test		1.01	4.04	8.98	10.8	4.33	3.63	1.20	3.65
Sig. Level		.39	.05	.00	.00	.04	.01	.31	.03
Degrees of Freedom		3/44	1/46	2/45	1/46	1/46	4/43	3/44	2/45

TABLE 20.--White Respondents in the Nonintegrated School (White Portrayals), Beta Coefficients in Figure 10 (N = 48).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTWHITE	X_1	--	--	--	--	--	--	--	--
ATTTVPW	X_2	.20	--	--	--	--	--	--	--
SELFCPT	X_3	.26	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.22	.17	--
KNOWHTVP	X_5	--	--	--	--	--	.36	--	--
SELFINTW	X_6	--	--	--	--	--	--	.13	--
MEDIAPRW	X_7	--	--	--	--	--	--	--	.54
GENREALW	X_8	--	--	--	--	--	--	--	--
OTMEDIAW	X_9	.36	--	--	--	--	--	--	--
SIGOTVPW	X_{10}	--	.50	--	--	--	--	--	--
SES	X_{11}	--	--	.09	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.52	.45	--	--	--	--
FREQEXPW	X_{13}	--	--	--	--	.17	.33	--	--
KNWHTWL	X_{14}	--	--	--	--	--	.01	.18	-.18
Multiple or Simple R		.41	.50	.57	.45	.17	.58	.30	.57
R Square		.17	.25	.32	.20	.03	.34	.09	.32
F Test		2.45	15.6	8.98	10.8	1.44	5.09	1.49	10.5
Sig. Level		.07	.00	.00	.00	.23	.00	.23	.00
Degrees of Freedom		3/44	1/46	2/45	1/46	1/46	4/43	3/44	2/45

TABLE 21.--All Black Respondents (Black Portrayals), Beta Coefficients in Figure 11 (N = 68).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTBLACK	X_1	--	--	--	--	--	--	--	--
ATTTVPB	X_2	.46	--	--	--	--	--	--	--
SELFCPT	X_3	.30	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.10	.12	--
KNOWBTVP	X_5	--	--	--	--	--	.08	--	--
SELFINTB	X_6	--	--	--	--	--	--	.20	--
MEDIAPRB	X_7	--	--	--	--	--	--	--	.18
GENREALB	X_8	--	--	--	--	--	--	--	--
OTMEDIAB	X_9	.20	--	--	--	--	--	--	--
SIGOTVPB	X_{10}	--	.41	--	--	--	--	--	--
SES	X_{11}	--	--	.24	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.47	.50	--	--	--	--
FREQEXPB	X_{13}	--	--	--	--	.29	.16	--	--
KNBLKWL	X_{14}	--	--	--	--	--	.14	.17	.26
Multiple or Simple R		.61	.41	.52	.50	.29	.37	.28	.31
R Square		.37	.17	.27	.25	.08	.14	.08	.10
F Test		12.2	13.1	11.9	21.8	5.82	.980	1.79	3.46
Sig. Level		.00	.00	.00	.00	.01	.42	.15	.03
Degrees of Freedom		3/64	1/66	2/65	1/66	1/66	4/63	3/64	2/64

TABLE 22.--All Black Respondents (White Portrayals), Beta Coefficients in Figure 12 (N = 68).

		Dependent Variables							
		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
ATTWHITE	X_1	--	--	--	--	--	--	--	--
ATTTVPW	X_2	.30	--	--	--	--	--	--	--
SELFCPT	X_3	.15	--	--	--	--	--	--	--
YOUSMART	X_4	--	--	--	--	--	.03	.15	--
KNOWHTVP	X_5	--	--	--	--	--	.21	--	--
SELFINTW	X_6	--	--	--	--	--	--	.12	--
MEDIAPRW	X_7	--	--	--	--	--	--	--	.14
GENREALW	X_8	--	--	--	--	--	--	--	--
OTMEDIAW	X_9	.24	--	--	--	--	--	--	--
SIGOTVPW	X_{10}	--	.45	--	--	--	--	--	--
SES	X_{11}	--	--	.24	--	--	--	--	--
SIGOTHMA	X_{12}	--	--	.47	.50	--	--	--	--
FREQEXPW	X_{13}	--	--	--	--	.28	-.05	--	--
KNWHTWL	X_{14}	--	--	--	--	--	-.05	-.00	.12
Multiple or Simple R		.43	.45	.52	.50	.28	.26	.19	.25
R Square		.18	.20	.27	.25	.08	.06	.04	.06
F Test		4.66	15.7	11.9	21.8	5.75	.799	.829	1.15
Sig. Level		.00	.00	.00	.00	.01	.530	.48	.32
Degrees of Freedom		3/64	1/66	2/65	1/66	1/66	4/63	3/64	2/65

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