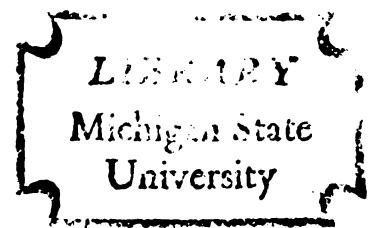


CONSTRUCTION OF AN ATTITUDE BEHAVIOR SCALE
OF NEGROES AND WHITES TOWARD EACH OTHER
USING GUTTMAN FACET DESIGN AND ANALYSIS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
RICHARD JOHN HAMERSMA

1969



This is to certify that the

thesis entitled

CONSTRUCTION OF AN ATTITUDE BEHAVIOR SCALE OF
NEGROES AND WHITES TOWARD EACH OTHER USING GUTTMAN
FAGET DESIGN AND ANALYSIS

presented by

Richard John Hamersma

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Counseling, Personnel
Services and Educational Psychology

John E. Jordan
Major professor

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ABSTRACT

CONSTRUCTION OF AN ATTITUDE BEHAVIOR SCALE OF NEGROES AND WHITES TOWARD EACH OTHER USING GUTTMAN FACET DESIGN AND ANALYSIS

By

Richard John Hamersma

The study was concerned with two major purposes: (a) to replicate Jordan's six-level attitude scale construction using Guttman facet design and analysis and to test that construction; (b) to construct, according to the formulations of Guttman and Jordan, a single composite attitude scale dealing with attitudes of Blacks and Whites toward each other in seven "specific" attitude content areas. Some ancillary purposes were also included in the study which dealt with: (a) attitude item writing techniques, (b) the 'favorableness' or 'unfavorableness' of Blacks' attitudes toward Whites and Whites' attitudes toward Blacks using six substantive hypotheses, and (c) to compare the simplex structure (statistical rank order) of racial attitudes with previous work of Jordan which used the mentally retarded as the attitude object.

Two populations were involved in the study. The first population included subjects enrolled winter

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quarter, 1969, in Education 429 (Medical Information) at Michigan State University. The second population consisted of subjects of a Wayne State University course in social problems, and subjects interested in the Urban Adult Institute in Detroit where the Wayne State University course was held and who were for the most part college-educated. Another population of students enrolled in Education 450 (Teacher and Society), winter quarter, 1969, at Michigan State University was included but only partial analysis was conducted with this group. Each population contained both Black and White subjects. Samples from both populations were selected to complete all seven attitude content scales.

Guttman (1950a) operationally defined attitude as "a delimited totality of behavior with respect to something," and in later work (1959), proceeded to name the relevant facets and their respective elements that are germane to an attitude paradigm dealing with intergroup situations. He then related these facets and their respective elements to develop four levels or sub-scales: Stereotype, Norm, Hypothetical Interaction, and Personal Interaction. These levels, for Guttman, depicted the totality of behavior represented in a complete attitude paradigm for intergroup situations. Theorizing that additional facets were needed, but accepting the ones that Guttman did identify as appropriate, Jordan (1968) expanded facet analysis for

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attitude items dealing with intergroup situations to include five-facets and hence six-levels. Jordan constructed a scale using the six-level paradigm which dealt with the "mentally retarded" as the attitude object. The present study used this six-level approach to construct an instrument dealing with racial attitudes.

Seven attitude content areas of crucial importance for interracial interaction were identified: Characteristics (personal), Education, Housing, Job, Law and Order, Political Activism (racial), and War and Military. A separate scale containing the six levels used by Jordan was constructed for each of the seven attitude content areas. Fourteen items were selected for each of the seven attitude content scales. These 14 items were represented in each of the six levels in the same sequence but modified to meet the specifications of the attitude paradigm. The same scales, with a change only in the referent, were administered to both Blacks and Whites.

After the seven scales were administered to both the Black group and the White group, the bulk of the research centered on item analysis procedures. Two items were culled statistically from each of the seven attitude content scales and then put together in one final scale which was entitled the--Attitude Behavior Scale:Black White/White Negro-General (ABS:BW/WN-G)--this scale was the primary objective of the study.

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Six substantive hypotheses were formulated and tested in the study. H-2, Efficacy--man's sense of control over his environment and H-5, Automation--seeing change in industry as beneficial, received some support as predictors of favorable or unfavorable attitudes of one race toward the other. Other hypotheses included in the study received "fair" support across the seven scales.

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By

Richard John Hamersma

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Personnel Services
and Educational Psychology
College of Education

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Dedicated to my wife Lupe

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PREFACE

This study is one in a series, jointly designed by several investigators, as an example of the "project" approach to graduate research. A common use of instrumentation, theoretical material, as well as technical and analyses procedures were both necessary and desirable.

The authors, therefore, collaborated in many aspects although the data were different in each study (Erb, 1969; Gottlieb, 1969; Harrelson, 1969; Maierle, 1969; and Morin, 1969) as well as certain design, procedural, and analyses methods. The interpretations of the data in each study are those of the author.

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Because the research for this dissertation involved a two-fold emphasis--methodological and substantive--I have received valuable assistance from various sources in completing the finished product. I am grateful to several members of the staff of the Urban Adult Education Institute and the Foundation for Racial Equality: In Memory of Martin Luther King, Jr. Dr. Joseph Paige, the director of the institute, was instrumental in making the resources of the institute available to me as well as his time. I am also indebted to Mrs. Ruth Watson, Mr. James Cochran, Mr. Charles Russell, and Mr. Roy Roulhac who are also associated with the Institute and who provided their time and assistance at several stages of the research process.

I am also grateful to the members of the advisement committee for this dissertation. Dr. Dale Alam, Dr. Robert Craig, and Dr. Ruth Hill Useem who have demonstrated their appreciation and patience for the complexities involved in a dissertation of this nature. I am especially grateful to Dr. John E. Jordan the committee chairman. Besides being readily available to provide needed assistance, he has provided me with a valued personal friendship.

Many other individuals at Michigan State University also provided needed assistance. I am grateful for the facilities and counsel provided at the Computer Center for the majority of the statistical analyses, and to the College of Education for research counsel. Miss Marion Fish, working for the College of Education, provided appreciated critical reading assistance in the beginning stages of the construction of the instruments. I am also grateful for the Research Design and Training Fellowship from the United States Office of Education I received while doing my doctoral study at Michigan State University.

To my wife, Lupe, I am the most grateful. Her constant encouragement and understanding was indeed appreciated, especially at times when progress on the dissertation was at a standstill. I also owe a large debt of gratitude to my son, John Govert, who suffered the greatest deprivation because of the rigors of graduate study and the accomplishment of a doctoral dissertation.

DEDICATION .

PREFACE . . .

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CHAPTER I

INTRODUCTION

Attitudinal research at present occupies a central position in social psychology. Practically every textbook on social psychology contains sections on attitudes and their measurement. The reasons for this emphasis stems from the desire to understand, predict, and control behavior. Social psychologists, and others, feel that by knowing the attitudes of people it is possible to do something about the prediction and control of their behavior. Or as Krech, Crutchfield, and Ballachey (1962) state, the actions of the individual are governed to a large extent by his attitudes. Numerous investigations during the last two decades which involved the measurement of attitudes, and of the related concepts of "opinion" and "value," attest to the significance of these concepts for the understanding and prediction of behavior. Social psychology and allied disciplines have employed varied techniques for the measurement of attitudes, but by far the most widely used and most carefully designed and tested technique is the attitude scale.

The principal scaling methods used for the measurement of attitudes fall into three generic rubrics: differential scales, summated scales, and cumulative scales. Closely associated with each scaling method is the name of a particular person who provided the impetus for its development. The differential scale (equal-appearing interval method) is associated with the name of Thurstone, the summated scale is associated with the name of Likert, and the cumulative scale with the name of Guttman, although Bogardus also figured prominently in the development of this particular method. This breakdown is not necessarily exhaustive of all the scales available nor would it find unequivocal agreement among everyone. There are deviations from these methods, primarily the unfolding technique, latent structure analysis, and the semantic differential, and combinations such as the scale discrimination technique, and quasi-scales. Krech, Crutchfield, and Ballachey (1962) list five principal methods while others like Torgerson (1958) and Selltiz, Jahoda, Deutsch, and Cook (1966) stick to three generic categories. However classified, the methods mentioned above have been responsible for a variety of instruments used in attitude research.

Statement of the Problem

Even though a great amount of energy has been spent in research with attitude scales, it is an unfortunate

fact, as Shaw and Wright (1967) state, that much of the effort has been wasted because of lack of suitable instruments for the measurement of attitudes. Consequently, the researcher is often forced to develop a scale of his own which leaves him little time to do the actual research. Because of this lack of suitable instruments and the many available methods for attitude scale construction, most of the research is not directly comparable. In many cases, the concept of attitude is defined differently from one study to another and as a result, these varying definitions of attitude(s) are then measured differently; using more or less precise instruments or scales.

Guttman's most recent contributions to attitude scaling, and the ones this study is concerned with, provide a rigorous paradigm for item construction and analysis that can be applied to any intergroup situation. Guttman (Stouffer, 1950) is noted primarily for his contribution of scalogram analysis as an empirical method for ordering responses. His more recent emphasis, however, deals with various semantic factors, or "facets," and methods of measuring them, i.e., facet design and non-metric analysis (Guttman & Schlesinger, 1966; Guttman & Schlesinger, 1967). Guttman's earlier work is well known (Edwards, 1957; Torgerson, 1958; and Stouffer, 1950) but his present emphasis is still relatively

unknown. These latter methods will receive a thorough discussion in the "Instrumentation" section of Chapter III.

Guttman (1950a) started by operationally defining attitude as "a delimited totality of behavior with respect to something." Guttman later (Guttman, 1959) divided this delimited totality of behavior into four levels suggested by another study. Bastide and van den Berghe (1957) proposed four types or levels of interaction with a cognitive object which Guttman (1959) elaborated into a structural theory of belief and action based on and defined by facets to produce each level. The four levels or sub-universes Guttman used were: (a) Stereotype, (b) Norm, (c) Hypothetical Interaction, and (d) Personal Interaction.

Jordan (1968), reviewing current attitude research, found few studies which employed many attitude items other than stereotypic ones although, as indicated above, Guttman proposed that attitudes exist on four levels, from stereotypic to concrete behavior. If attitudes exist on various levels other than the stereotypic, then most current instruments will fail to elicit an accurate account. Jordan (1968) constructed an attitude scale employing refinements and extensions of Guttman's proposals and found that preliminary administrations of the instrument yielded results consistent with Guttman's theory.

Jordan's work was an extension of Guttman's (1959) four-level proposal and dealt with the "mentally retarded" as the attitude object. A parallel instrument dealing with racial attitudes was non-existent.

Jordan's review of the literature also revealed that four classes of variables seem to be important determinants, correlates and/or predictors of attitudes: (a) demographic factors such as age, sex, and income, (b) socio-psychological factors such as one's value orientation, (c) contact factors such as amount, nature, perceived voluntariness, and enjoyment of the contact, and (d) the knowledge factor, i.e., the amount of information one has about the attitude object.

Jordan found, however, that most of the research studies were inconclusive or contradictory about the predictor variables and suggested that the reason may lie in the fact that the attitude scales were composed of items from different levels or sub-universes of Guttman's paradigm. Lack of control over which attitudinal levels are being measured seems likely to continue to produce inconsistent, contradictory, and non-comparable findings in attitude research--a situation that the Guttman paradigm might be able to correct.

Need for Racial Attitude Research

The importance of racial attitudes was cogently underlined in the Report of the National Advisory

Commission on Civil Disorders. Commissioned by President Lyndon Johnson in July, 1967, to study the recurrent racial outbursts in this nation, the Commission stated the following in its final document:

This is our basic conclusion: Our nation is moving toward two societies, one black, one white--separate and unequal. . . . This deepening racial division is not inevitable. The movement apart can be reversed. Choice is still possible. . . . From every American it will require new attitudes, new understanding, and above all, new will (pp. 1-2).

In 1968, CBS News commissioned the Opinion Research Corporation of Princeton, New Jersey, to survey the attitudes of both Blacks and Whites. A measurement of race attitudes on the part of both Blacks and Whites was deemed essential for an understanding of the ghetto problems that predominantly affect Blacks but have repercussions for Whites.

Brink and Harris (1967) in two major studies in 1963 and 1966 were concerned with the research of racial attitudes in an effort to understand Black-White relations. Campbell (1968) also stressed the assessment of racial attitudes for an understanding of behavior of the races toward each other.

Racial attitudes, whenever they are held, are commonly referred to as prejudices. Gordon Allport in his book The Nature of Prejudice (1954) defines prejudice as:

An avertive or hostile attitude toward a person who belongs to a group, simply because he belongs to that group, and is therefore presumed to have the objectionable qualities ascribed to the group (p. 7).

Allport (1958) elaborates on this definition and states:

An adequate definition of prejudice contains two essential ingredients. There must be an attitude of favor or disfavor; and it must be related to an overgeneralized (and therefore erroneous) belief (p. 13).

Prejudice is defined in other ways (Lowy, 1948; Adorno, Frenkel-Brunswick, Levinson, & Stanford, 1950; Simpson & Yinger, 1958; et al.) but a commonality in all these definitions of prejudice is an attitude in which a person behaves toward an entire group of people or a member of that group in an unrealistic manner when there is little practical evidence for this behavior. Affective behavior is included in the response. Guttman's (1950) definition of attitude as "a delimited totality of behavior with respect to something" provides a useful tool for examining prejudice through racial attitudes since his definition includes not only the cognitive aspects of behavior but also the affective aspects. In this study, prejudice is examined via the expression of unfavorable and favorable racial attitudes and the unfavorable and favorable racial attitudes are operationally defined by scores on seven racial scales (ABS: BW/WN) constructed according to the Guttman paradigm. These scores are the dependent variable used in the study.

Purpose

The present study has the following purposes:

(a) to replicate the six-level attitude scale construction

of Jordan using Guttman facet design and analysis and to test that construction; (b) to construct, according to the formulations of Guttman and Jordan, an attitude scale using attitudes of Blacks and Whites toward each other in "specific situations" as the attitude object. Items selected for inclusion in this scale will be culled from seven attitude scales used in the study by item analyses procedures.

Some ancillary purposes will also be included in the study aside from the two major purposes. These are specifically: (a) to ascertain the 'favorableness' or 'unfavorableness' of Whites' attitudes towards Blacks and Blacks' attitudes toward Whites; (b) to examine a particular method of writing the same attitude item across the six-levels used in Table 11; (c) to construct an instrument in such a manner that it can be used to assess the attitudes of Blacks toward Whites or vice-versa of Whites toward Blacks using the same items but interchanging the words 'Black' and 'White' when they appear in the items and directions; and finally (d) to compare the results of the study with the previous work of Jordan which used the mentally retarded as the attitude object.

Hypotheses

Most studies of an experimental or quasi-experimental nature specifically state both the research or "null"

hypotheses in a straight-forward manner and then proceed to test them using the traditional tests of significance. The present study, however, is best described as a methodological one--specifically of the best construction variety--and therefore departs somewhat from the experimental paradigm. Hypotheses to be examined will be of both a theoretical nature--examining Guttman's facet design and level approach--and of a substantive nature using traditional statistics and hypotheses formulations. Examples of both types are presented below and are more specifically elaborated in Chapter III.

Theoretical Facet Design and Guttman Procedures (General Case)

1. There will be a positive relationship (correlational) between structural (conceptual) theory and the statistical structure (simplex) i.e., the size of the correlation coefficient increases with the increase in the number of contiguous facets in the variables.

Substantive Hypotheses

1. The primary substantive hypothesis was to test relationships between the dependent criterion variables and the four classes of independent-predictor variables. The attitude scores will be the dependent variable and the independent variables will be looked at as correlates, determinants and/or predictors of attitudes of Blacks and Whites toward each other. Two examples of this type are also presented:

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- a. Persons that score high in efficacy (man's sense of control over his environment) will score high in favorable attitudes toward the opposite race on each of the seven ABS: BW/WN scales.
- b. Age will be negatively related to favorable attitudes of races toward each other, i.e., the younger the person the more favorable his attitudes toward the opposite race.

Definition of Terms

Because the present study is a methodological one, the specific technical meaning of the terms used will be operationally defined when they first occur in the study and no attempt will be made here to define them. Most of the technical terms appear in Chapter III which deals with the instrumentation of the study. Chapter III also deals with the substantive hypotheses of the study, and terms found in these hypotheses are operationally defined in terms of items used as explained in that section in Chapter III.

Organization of the Thesis

This thesis is organized according to the following arrangement:

Chapter I serves as an introduction to the nature of the problem involved and the need and purpose of the study.

Chapter II is a summarization of the theory and research related to this study. This chapter has two

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Chapter III is concerned with the procedures and methodology of the study. The instrumentation of the study and the statistical procedures used in the analysis of the data are given extended treatment in this chapter. This chapter also includes a historical sketch of the progression of Guttman formulations from scalogram analysis to the present multidimensional analysis and scaling methods.

Chapter IV presents the research data and results of analysis of that data in tabular and explanatory form. The emphasis in this chapter is on item analysis and on the selection of items for a single composite scale incorporating two items from each of the seven attitude content scales that were used in the study. Chapter V suggests a procedure for making seven in-depth scales from the items used in the study. Most of the analyses procedures in Chapter IV used the CDC MDSTAT program or an adapted variation of it.

Chapter V presents a summary of the results with conclusions and recommendations.

Various appendices have been added to include material such as: all seven of the attitude content

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scales that the White subjects used (which were the same for the Black subjects except for the appropriate word changes), the Personal Data Questionnaire, the final composite scale (ABS: BW/WN-G), the code book for the research, and various statistical data.

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RACIAL ATTITUDES: REVIEW OF MEASUREMENT METHODS AND RESEARCH FINDINGS

Measurement of attitudes toward intergroup relations, especially relations with minority groups, has long been a concern of the social sciences. The Black Man in America today constitutes one of the largest minority groups but is perhaps the least understood. During the last 30 years there has been radical progress with regard to Negro civil rights demands, but there has been little comparable contemporary research on prejudice and attitude assessment and change accompanying this increased Negro-White interaction. Identifying prejudicial attitudes and understanding intergroup relations is crucial for the success of any efforts to solve problems between different groups of people.

Scales Used in the Measurement of Racial Attitudes

Assessment of racial attitudes of Whites toward Blacks¹ and Blacks toward Whites has taken various forms

¹The words Black and Negro will be interchanged throughout this study to refer to the same racial group.

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in the social sciences. Several well-known scaling techniques have been employed for this purpose as well as lesser known techniques. Unfortunately, there does not appear to be one suitable overall instrument or method available that has been used consistently and which has produced comparable results.

Social Distance Scale

Bogardus' (1925) "social distance scale" permitted an ordering of respondents in terms of their reaction tendencies. He asked subjects to imagine themselves in various types of social contact with foreigners, like the Japanese, and then asked the subjects to indicate whether they would like to have them as very close friends, as neighbors, as colleagues at work, etc. The Negro was often included as a group among the other groups considered. Bogardus found (1925, 1947, and 1958) that white persons have felt a considerable amount of social distance between themselves and Negroes but that some change was taking place. Scales of this nature have been used by Harding and Hogrefe (1952) and Proenza and Strickland (1965).

Social distance type scales are rarely used to measure racial attitudes at present because they are not "pure" measures of racial attitudes toward the Negro. Many groups are usually considered in the social distance scale format which introduces a complex pattern that is

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difficult to analyze in relation to a particular group such as the Negro. The Bogardus scale has also been criticized (Lambert & Lambert, 1965) as not providing an index of degree or intensity of reaction tendencies, nor providing information about the thoughts and feelings of respondents.

Thurstone Scales

Scales constructed by the Thurstone technique and dealing with racial attitudes are prevalent in the literature. In this technique, judges are required to scale or sort items into piles (usually eleven piles are used) ranging on a continuum from 'favorable' to 'unfavorable' toward the attitude object under consideration. Items are then given weights (median values) according to which pile they are in using all the judges' ratings. Respondents taking a Thurstone scale, are asked to check only those items with which they agree or disagree.

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

Hinckley (1932) developed one of the earlier and best known racial attitude scales using Thurstone procedures. He developed two forms composed of 16 items each. Items used were mostly stereotypic ones with some

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statements of belief included. To some extent, items on both the Hinckley and Thurstone scales are outdated; expressing such extreme attitudes as mass lynchings and complete servitude. Hinckley's scale has been used by: Hinckley (1932), Droba (1932), Kelley, Hovland, Schwartz, and Abelson (1955), Hinckley (1963), and Lombardi (1963), among others.

Rosander (1937) developed a 22-item Negro behavior attitude scale using the Thurstone technique. In this scale, Rosander coupled each item with a proposition of action to be taken thus deviating somewhat from the customary Thurstone technique. The Rosander scale has not received extensive use.

Thurstone scales in general, and specifically those dealing with racial attitudes, have received widespread criticism. Thurstone stated the requirement that the personal attitudes of the judges used in the initial sorting of the items should not affect their judgments of the items. However, Hovland and Sherif (1952) used Hinckley's items on the social position of the Negro. Their results show clearly that items are judged quite differently by persons having different attitudes. Judges with extreme attitudes tended to displace neutral statements toward the end of the scale opposite their own position. The Negro judges were unable to distinguish among different degrees of opinions at the end of the attitude continuum opposite

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from their own, while the white subjects were able to do this. Negroes were insensitive to different degrees of unfavorableness. A subsequent study by Kelley, et al. (1955) added corroborating evidence to Hovland and Sherif's assertion that Negro and white judges assign marked differences on scale values using Hinckley items. Hinckley (1932) found no difference in the assignment of scale values when using Southern prejudiced white students and unprejudiced Northern students.

Another more common criticism lodged against the Thurstone scales is that they are laborious to construct and score (Jahoda & Warren, 1966). In scoring the Thurstone scales, the final score that a person receives could represent several attitudinal patterns and thus it might not be a meaningful way of expressing a person's attitude.

Merton (1940) points out methodological contradictions and sociological inadequacies of this scale. Specifically he notes: (a) Thurstone's scale-values are not additive, (b) Thurstone's inventories do not constitute a linear 'scale,' (c) Thurstone units are not interchangeable, and (d) scores obtained using Thurstone scales could be hard to interpret.

Likert Scales

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Thurstone scales owing to their ease of construction and scoring. Judges are not used in scaling items over a continuum. Items are selected by intuition and only those items which are clearly 'favorable' or 'unfavorable' are used whereas in the Thurstone technique items range on a continuum from 'unfavorable' to 'favorable' including several intermediate categories. Subjects are asked to respond to each item in terms of several degrees of agreement or disagreement. Usually the response format for each item ranges from strongly approve to strongly disapprove. The number of categories used for each item is normally five, but some investigators have used both a smaller and larger number of categories. In its most stringent applications, Likert items are pre-tested on a population that is representative of the subjects to be actually used. Likert scales are scored by summing the "number" of the response categories marked by the subject on each item over all the items on the scale.

Likert (1932) constructed an Attitude Toward the Negro Scale, using his technique. Fifteen items were included in the scale. Most of the items were of the stereotype nature but Likert did include some hypothetical items dealing with interaction with Negroes. Since the scale was constructed in 1932, some of the items no longer are appropriate for present use. McKeachie (1954) used this scale to measure attitude change after an

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Steckler (1957) constructed a 16-item Likert-type scale for use with Negro samples. This scale is unique in that it is one of the few scales designed to measure attitudes toward the subjects' own reference group. All of the items on the scale are of a stereotypic nature. Maliver (1965) used Steckler's scale to measure anti-Negro bias among Negro college students. He, however, added some new pro-Negro items before he administered the scale.

Ford (1941) constructed a scale entitled Experience with Negroes using a combined Likert-Thurstone technique. The scale is concerned with community and personal experiences with Negroes. Kelly, Ferson, and Holtzman (1958), Greenberg (1961), Fendrich (1967) and Campbell and Schuman (1968) used Likert techniques in constructing racial attitude scales.

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

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Guttman Scales

Guttman's scalogram technique, or scalogram analysis, has not received as much attention in measuring racial attitudes as have other techniques. The main purpose of scalogram analysis is to ascertain whether the attitude or universe of content involves a single dimension. i.e., whether it is unidimensional or not. If a universe of content is unidimensional it will yield a perfect or near perfect scale so that it is possible to arrange all the responses of any number of respondents into a particular pattern depending on their scores. Ideally, if a person answers item 4 'favorable' on a scale he should also answer items 3, 2, and 1 'favorably.' Guttman provided for a measure of 'scalability' of items which he called the coefficient of reproducibility. A scale had to have a coefficient of .90 or above to be considered a true Guttman scale. Guttman's scaling procedures (Guttman & Suchman, 1947) also allowed for the establishment of a neutral region of a scale using what they called the intensity function. The neutral region allows another way to distinguish favorable from unfavorable attitudes in addition to the method of scoring the content of the items. Guttman's scale procedures have been used in the construction of scales and additionally to analyze already existing scales by submitting them to scalogram analysis to see if they meet the requirements of a Guttman scale.

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Bogardus' social distance scales were of a cumulative type like Guttman's, but they were not tested to see if they meet the rigorous requirements of the Guttman procedures.

Kogan and Downey (1956) developed an eight-item Guttman-type scale involving discriminatory attitudes toward Negroes. This test is a study of what different people do in different situations involving Negroes.

Holtzman (1956) and Turman devised a Guttman scale entitled Tolerance of Non-Segregation Scale. This scale was restricted to attitudes toward segregated education. Kelly, Ferson, and Holtzman (1958) and Larson, Ahrenholtz, and Grazioplene (1964) deal with the use of this scale in research. The scale had a reproducibility coefficient of over .90 in all the studies and thus met the requirements of a Guttman scale.

Harding and Hogrefe (1952) constructed a scale dealing with the attitudes of white department store employees toward Negro co-workers. The items formed a Guttman scale with reproducibility coefficients of approximately .95.

Campbell, A. (1968) used a Guttman scale in a study dealing with civil rights and the vote for president. Campbell was concerned with measuring a single attitude domain toward civil rights. Triandis, Levin, and Loh (1966) also used Guttman's scalogram analysis procedures in dealing with subject responses to civil rights issues.

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In a different type of study, Campbell, E. (1962) used the intensity function of Guttman's scaling technique to establish a zero point for his data. He then used the zero point to differentiate the changers from the non-changers in a before-after design of high school students' attitudes toward Negroes and desegregation.

Guttman's procedures, like other techniques, have qualifications or criticisms that must be taken into account. First, such a scale might not be the appropriate one to be used in measuring complex attitudes since its scope is unidimensional (Jahoda & Warren, 1966). Second, scalogram analysis gives no guidance in selecting items for the scale (Edwards, 1957). Third, a scale may be unidimensional for one group of individuals but not for another (Jahoda & Warren, 1966).

Guttman's latest contributions to scale construction and attitude measurement, i.e., facet design and nonmetric analysis, have not--to the author's knowledge--been used in measuring racial attitudes until the present study. These techniques avoid many of the prior criticisms of Guttman scaling since they are multi-dimensional in nature and also include an a priori method of item selection.

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Ethnocentrism Scale and the Facism Scale

Adorno, Frenkel-Brunswik, Levinson, and Sanford in 1950, produced the influential volume entitled The Authoritarian Personality. In this book and their related research, the authors were concerned not with prejudice in particular, but with a concept they referred to as ethnocentrism. They were clear in differentiating the two: "Prejudice is commonly regarded as a feeling of dislike against a specific group; ethnocentrism, on the other hand, refers to a relatively consistent frame of mind concerning 'alien' generally" (p. 102). More specifically, the authors present the following general statement:

Ethnocentrism is based on a pervasive and rapid ingroup-outgroup distinction; it involves stereotyped negative imagery and hostile attitudes regarding outgroups, stereotyped positive imagery and submissive attitudes regarding ingroups, and a hierarchial, authoritarian view of group interaction in which ingroups are rightly dominant, outgroups subordinate (p. 150).

To measure ethnocentrism, the authors constructed several scales including a total scale which they called "Public Opinion Questionnaire E" or the E scale. This scale contained several items dealing with Negroes. The authors also constructed a "Facism" scale or F scale to measure anti-democratic attitudes and authoritarianism. These two scales have been used in numerous research studies dealing with racial attitudes toward Negroes.

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Himelstein and Moore (1963) administered a nine-item scale adapted from The Authoritarian Personality. A previous study (Himelstein & Moore, 1963) with this scale revealed that samples of college students from Northern states score lower (less prejudiced toward Negroes) than do Southern students, thus indicating, according to the authors, construct validity for the attitude scale.

Kelly, Ferson, and Holtzman (1958) used the F scale in relation to a measure of intolerance of Negroes. They found that authoritarianism as measured by the F scale was only slightly related to intolerance of Negroes.

Weller (1964) used both the F and E scales to relate prejudice to personality factors and found that both education and age are significantly associated with the E scale. Reynolds and Toch (1965) used a modified E scale to measure perceptual correlates of prejudice. Vidulich and Krevanick (1966) built their own 40-item attitude scale toward Negroes but used several items from the E and F scale. Greenberg (1961) in constructing his integration scale, correlated the final version with the E scale and obtained a high positive correlation. Kinnick and Plattor (1967) used both the E and F scale to measure the effects of a summer training institute to reduce authoritarian and ethnocentric attitudes in relation to more favorable attitudes toward Negroes and school desegregation. Maliver (1965) used both the E and F

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Hites and Kellogg (1964) pointed out that many studies using the E and F scales have as their purpose to determine whether those more authoritarian in attitude were maladjusted to a greater extent than those less authoritarian in attitude. In their research, they used the F scale and social maturity scale in relation to measuring racial attitudes. They concluded that using authoritarianism (F scale) to measure racial attitudes is inadequate and that it is necessary to add racial prejudice items as they did in their study.

The basic objection to the use of either the E scale or the F scale to measure racial prejudice toward Negroes is that, as Hites and Kellogg (1964) stated, these scales are not a "pure" measure of racial prejudice but rather are measuring the concepts of ethnocentrism and fascism respectively and can only indirectly measure racial prejudice; that is, their validity as racial prejudice scales is low.

Projective Tests Used in Measuring Racial Attitudes

Projective tests and scales have been used in various ways to measure racial attitudes and prejudices. These techniques, like all projective tests, indirectly present an ambiguous stimulus to which the subject is asked to

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Campbell (1950) evolved a paradigm that dichotomized indirect (projective) attitude tests on the basis of whether they were of a disguised non-structured test variety (voluntary) or a disguised structured test variety (non-voluntary). Those of the disguised non-structured nature will be reviewed first.

Frenkel-Burnswik, Sanford and Levinson (Campbell, 1950) used specially designed Thematic Apperception pictures in their study of the personality correlates of prejudice. They wanted to secure a detailed and qualitative picture of the expression of prejudice rather than a measure of it. However, their results formed a complicated and uninterpretable correlation pattern thus questioning the use of these pictures as attitude measuring instruments. Loebowitz-Lennard and Riesman (1946) developed an elaborate proposal using a similar instrument

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Meier (Campbell, 1950) used doll cut-outs to represent various ethnic groups such as Negroes. He then asked his subjects to respond to what they would do in certain situations depicted by the cut-out figures. Evans and Chein (Campbell, 1950) manipulated Negro and white dolls in what they called a "movie story game." Dubin (1940) also utilized toys, such as dolls, in a fashion similar to play therapy techniques.

Sentence completion techniques have been employed by Frenkel-Brunswik and Jones (Campbell, 1950) and Brown (Rotter and Willerman, 1947). Brown used a modification of Rotter's test which had twenty sentence fragments that deal specifically with the Negro problem.

In methods of the disguised structured nature, Loebowitz-Lennard and Riesman (Campbell, 1950) proposed that an information test be used to indirectly measure attitudes toward Negroes. The authors made the assumption that guessing behavior and differential patterns of information may be diagnostic of attitudes for these cases. Kremen (Campbell, 1950) also used an information test situation. She attempted to evaluate the effect of student role-playing of a discrimination episode upon attitudes toward the Negro. The effect was measured by both an indirect and direct test and her results showed that

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Tests that employed bias in perception and memory were devised and used by Horowitz, E. L. and Horowitz, R. E. (Campbell, 1950). In these tests, pictures were presented showing both Negroes and whites and the subjects were asked to give their perception and memory of the picture after they were shown to them. The authors found grave discrepancies in the replies. Other studies that have employed the same technique (Seeleman, 1940-41; Cattell, 1950; and Klineberg, 1954) have also obtained discrepancies in memory and perception. Murphy and Likert (1937) used a photograph technique showing Negroes as well as other pictures and asked the subjects to describe the people pictured. Their results were contrary to paper-and-pencil type tests. Another approach, like the Murphy and Likert one, was devised by Radke and used and modified by Chein and Schreiber (Rose, 1948). Their results were also unreliable.

Other studies that have employed the disguised-structured test approach for the assessment of attitudes toward Negroes are: Watson (1925), Wolff, Smith, and Murray (1934), Gordon (1947), and Amos (1955). There have been other techniques of this nature that have also been developed but no particular technique has produced

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Special Made Instruments for Particular Studies

Racial attitude instruments that are specially designed and tailored for a particular study are by far the most numerous ones in the literature. These instruments usually do not rely on familiar techniques of scale construction and item selection but are solely designed for the one-shot study contemplated by the author. However, there are occasions when a modification of a particular scaling method is employed or a study is replicated using the special author-made instrument. Generally, these instruments yield data of the frequency count kind. Reliability and validity data are usually lacking on these instruments although sampling procedures are sometimes rigorously adhered too. Special made racial attitude scales, like indirect (projective) techniques, are not accustomed to meeting the stringent measurement requirements of the "scales" previously discussed.

Four of the largest nationwide surveys dealing with the attitudes of Negroes and Whites toward each other and race related items (Brink & Harris, 1964;

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Brink & Harris, 1967; Campbell & Schuman, 1968; and CBS News Public Opinion Survey, 1968) were specially made instruments dealing with selected topics. These instruments can not properly be classified as attitude scales but are rather opinion gathering methods, as the term "survey" connotes. Surveys, such as the major ones mentioned above, have focused considerable attention on the racial problem but they have not given much of an in-depth picture of the nature and determinants of racial attitudes. Items in most of these surveys deal with transitory topics, i.e., riots, etc. and are of a factual nature. Responses to surveys such as these are tabulated using descriptive statistics like percentages.

A scaling technique that belongs in a separate category but is included here because of its scant use in the area of racial attitudes is the semantic differential. This technique was devised by Osgood and Tannenbaum and used by them in the measurement of racial attitudes (Osgood & Tannenbaum, 1955). To construct a semantic differential scale, a concept is presented and then adjectives representing the polar ends of a continuum are listed below the concept. The subject is required to mark where he thinks the concept belongs in reference to the varying adjectives presented with the concept. Since this technique is limited to measuring concepts, complex relations, e.g., interaction between

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races, is extremely difficult or impossible to assess given the limitations of this method. Proenza and Strickland (1965) used a semantic differential for the concepts: Negro, white, integration, and segregation. Williams (1966) employed the semantic differential in connotative meanings of trials of color-linked concepts. Insko and Robinson (1967) used the semantic differential in testing Rokeach's belief theory of prejudice.

Instruments constructed for a specific study or purpose and not adhering to any particular scaling technique for their construction (Allport, 1946; Merton, West, & Jahoda, 1949; Deutsch & Collins, 1951; Wilner, Walkley, & Cook, 1952; Carter & Mitchell, 1955-56; Trent, 1957; Krans, 1962; Williams, 1968; and Engel, 1968) have had restricted applicability and rarely have been replicated. Generalizing from the results of instruments such as these is precarious.

Equivalence of Scale Forms

Racial attitude measurement and research has predominantly and almost exclusively focused on the attitudes of Whites toward Negroes. Subsequently, most racial attitude scales are designed and constructed to concentrate on items relating to how Whites respond to Negroes. The items and situations depicted in these scales would be incongruous if the circumstances were reversed, i.e., how Negroes respond to Whites.

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Some researchers have, however, constructed scales for the measurement of Negroes attitudes toward Whites (Amos, 1955; Carter & Mitchell, 1955-56; Steckler, 1957; and Williams, 1968) while others have made allowances for the use of the scale with either group in measuring attitudes toward the other (Droba, 1932; and Proenza & Strickland, 1965).

Scales where provision is made for use with either group and measuring the attitudes of one group toward each other and vice versa are uncommon in the literature. As has been previously mentioned, in the present study comparable scales were made for the Negro respondents and the White respondents. The content of the scales is exactly the same in every respect and the only alteration required in the construction of the two scales was the reversal of the words appearing in each identifying the person or group as Negro or White.

Summary of the Scales Used in the Measurement of Racial Attitudes

Research on social attitudes has been justly criticized for a lack of common definition of the concept, and for a failure to relate definition and measurement. A review of the scales used in the measurement of racial attitudes reveals vast differences in methods of construction and item selection with too little attention focused on what is to be measured. Also, there is

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usually little prior consideration given to the complexity of attitudes in connection to intergroup relations and how they can be appropriately analyzed. Digman's (1962) work clearly points out the complexity of the structure of attitudes in general and criticizes the "two-factor" solutions that characterizes many of the studies in this area.

It is of special interest to the present study to note that no research has been found that used a facetized design (Guttman, 1959) to measure and analyze racial attitudes. Thus it is entirely unclear just what attitudinal levels or sub-universes in the Guttman paradigm were being measured although, from a perusal of these scales, it is apparent that most of them operate purely at the Stereotypic level in Guttman's paradigm (see Tables 2 and 3 in Chapter III). It is also apparent that at least some of these scales were measuring mixtures of Guttman's levels, some were measuring levels not included by Guttman in his paradigm, while still others were not measuring levels of attitudes at all but were rather similar to achievement tests in that they were assessing only factual knowledge. Lack of control over levels being measured as well as inexact definitions of attitude will likely contribute to results which are not comparable, inconsistent, and at times contradictory.

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Review of Substantive Findings

Many researchers often undertake a study or project including as many variables as they feel have some relevance to the problem. They often use a "shotgun" approach in the hope that some of the variables used will be able to "grab off" enough of the variance in the study to be statistically significant. This approach is a valid one when the problem under investigation is little understood or is so novel or unique that the researcher feels that it is requisite to include a myriad of variables expecting that some of them will contribute enough variance to be predictive of the results obtained.

In the area of attitude research, including racial attitudes, Jordan (1968) in a comprehensive review of the literature indicated that four classes of variables or factors seem to be important determinants, correlates and/or predictors of attitudes: (a) demographic factors such as age, sex, income, geographic location, etc., (b) socio-psychological factors such as one's value orientation, (c) contact factors such as amount, nature, enjoyment of the contact, etc., and (d) the knowledge factor, i.e., the amount of factual information one has about the attitude object. The review of the research results on racial attitudes will be organized around this classification but will also include other factors that

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were found. Table 13 in Chapter III depicts the total list of variables to be used in the present research project.

Contact Factors

Harding and Hogrefe (1952) conducted a study of white department store employees attitudes toward Negro co-workers. Respondents were classified into three groups in terms of their experience with Negro workers: unequal status contact group, equal status contact group, and the no contact status group. Their overall results indicated that equal status work contact produced a large increase in willingness to work with Negroes on an equal basis, but no significant change in willingness to accept other relationships with them. The no contact group was more favorable than the unequal status group but less favorable than the equal status group.

Brophy (1964) found a marked reduction in anti-Negro prejudice among white merchant seamen who had shipped one or more times with Negro sailors. Thirty-three per cent of those who had never shipped with Negroes were rated as unprejudiced on a 10-item scale. This percentage increased to 46 per cent for those who had shipped once with Negroes, 62 per cent for those who had shipped twice, and 82 per cent for those who had shipped five or more times. The situation which Brophy studied

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was unusually favorable for the reduction of prejudice because these seamen not only worked together in circumstances requiring a high degree of cooperation but also lived together twenty-four hours a day. Most of the seamen were also members of a CIO union with an anti-discrimination policy.

Merton, West, and Jahoda (1949) found a moderate increase in favorable attitudes toward interracial housing projects among lower class white tenants of such projects who had previously worked with Negroes as compared with those who had not had this experience. Forty per cent of the former group, but only 24 per cent of the latter answered "Yes" to the question: "Do you think colored and white people should live together in housing projects?" Deutsch and Collins (1951) in a similar study found a slight and statistically unreliable relationship between work experience and attitudes toward Negroes among white housewives in a segregated biracial public housing project. Thirty-one per cent of their respondents who had worked with Negroes favored interracial housing in principle while 27 per cent of those who had never worked with Negroes favored interracial housing. Wilner, Walkley, and Cook (1952) did a study much like Deutsch and Collins using various types of occupancy patterns and their results were in line with the hypothesis that closer and more frequent contact results in a decrease in prejudice.

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Allport and Kramer (1946) found some empirical justification for their hypothesis that genuine contact between members of groups having the same, or nearly the same, economic and social status improves friendly relations between them, i.e., less prejudice. Cook and Selltiz (1955) were also concerned with the type of contact between different ethnic groups and the terms of that contact.

Carter and Mitchell (1955-56) in a study of the attitudes of Negro pupils toward Whites found that in terms of contact, those pupils who had 'very often' and 'often' contact with Whites were decidedly more favorable toward Whites than those pupils who had had 'seldom' or 'little' contact with Whites. In another study using students, Lombardi (1963) gave a pre-test and post-test to white students before and after desegregation took place. He found that the mean change from pre-test to post-test was not significant for the whole group but was significant for some students. Holtzman (1956), in still another study with students, found that college students were more positive toward non-segregation than the general population. He also found that those people who had mixed classes with Negroes were more tolerant than those who never attended mixed classes. Droba (1932) in a final study to be reviewed dealing with student contact, found that Negro students taking a

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Konopka (1947) studied the changes in racial attitudes of children who had been placed in a therapy group with children from other races. She found that this type of situation was helpful for overcoming racial and cultural tensions. Mussen (1963) reports of an experiment using over 100 White subjects between the ages of eight and 14 years of age. The subjects went on a four-week vacation at a camp where Negroes and Whites lived, ate, and played together. After the camp experience, many children changed their attitudes, some becoming more prejudiced, others more tolerant. Yarrow, Campbell, and Yarrow (1958) report a similar study where children from low-income families in Southern states attended an interracial camp where they were assigned to integrated cabins. In general, the children enjoyed the interracial experiences and wished for an extension of the camp period.

Kelly, Ferson, and Holtzman (1958) concluded in relation to social contact, that social contact per se is not a determining factor but the quality of the relationship is the most important factor.

Demographic Factors

One of the most important factors or variables in the present category that has consistently yielded significant results in relation to prejudice is that of religious

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preference and the concomitant factor of frequency of church attendance. Even though these factors have been extensively researched, their exact relationship is not easily understood since research findings have often been at odds with each other when considering these factors.

Allport and Kramer (1946) assert that the mere exposure of an individual to a religious upbringing does not induce him to be tolerant. However, the authors claim that if the religion has had a positive influence on the person's attitudes, he then does show a higher degree of tolerance toward minority groups. Allport and Kramer's work also showed that Protestants show less prejudice than Catholics toward minority groups.

Kelly, Ferson, and Holtzman (1958) results showed that in terms of religion, Baptists were the most opposed to desegregation followed by other various denominations of Protestants, then Catholics, and finally Jews and those expressing no religion. These results are at variance with those of Allport and Kramer (1946). The authors posit these results to the fact that in the South, where the study was undertaken, Negroes go to Catholic churches and not Protestant ones. Church attendance, in this study, was related to prejudice in a curvilinear fashion, i.e., those who attended church twice a month are most unfavorable toward desegregation; those

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Holtzman (1956) found that Jewish students were the most tolerant toward non-segregation, while the Protestants were the least. He also found that the frequency of church attendance was also significantly related to tolerance of non-segregated education--a curvilinear relationship existed between frequency of church attendance and degree of tolerance, the greatest tolerance occurring at both ends of the continuum. Those who attend church only once or twice a month are most likely to favor segregation of Negroes.

Larson, Ahrenholz, and Grazioplene (1964) found religion to be a significant variable in both Alabama and Texas studies. In Alabama, the Jewish students were more favorable toward integrated facilities than were Catholics; the Catholics were more favorable toward integration than were Protestants. These results were also obtained in Texas studies.

Engel (1968) in a different type of study found that white college students more readily accept Negroes who are of the same religion than Negroes from other religious groups when considering Negroes for membership in a civil organization, neighborhood housing, and office sharing. In terms of office sharing, Catholics are less rejecting than Jews and 'others,' while Protestants are less rejecting than 'others.'

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Literature on racial attitudes and prejudice indicates that education is the most significant variable or factor and is negatively related to prejudice, i.e., the more education the less prejudice. Parents education is also important. Allport and Kramer (1946) and Lombardi (1963) point out that the higher the parent's level of education, especially college education, the lower the prejudice or more favorable the attitude toward Negroes. Carter and Mitchell (1955-56) found that as Negro pupils ascent in grade levels in school their attitudes toward Whites became more positive. Allport and Kramer (1946), Stephenson (1952), Holtzman (1956), and Kelly, Ferson, and Holtzman (1958) found that the major field of academic interest of college students was related to their intolerance of Negroes. All the studies yielded similar results which showed that students majoring in fields such as business, pharmacy, and engineering were more intolerant than students majoring in social sciences and humanities.

Sex, income, age, and geographical location are the other demographical factors or variables most prevalently considered in the literature. Allport and Kramer (1946) and Larson, Ahrenholz, and Graziplene (1964) found women to be less prejudiced than men while Carter and Mitchell (1955-56) found the opposite to be the case. Kelly, Ferson, and Holtzman (1958) and Weller (1964) found no sex differences in their research.

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Regional or geographical location of the subjects have received extensive attention (Kelly, Ferson & Holtzman, 1958; Weller, 1964; Brink & Harris, 1964; Larson, Ahrenholz & Graziplene, 1964; Brink & Harris, 1967; CBS, 1968; Campbell & Schuman, 1968; and Report of the National Advisory Commission on Civil Disorders, 1968). These studies consistently reveal that the South generally holds a more unfavorable view of the Negro than elsewhere in the United States.

Studies that have analyzed the age factor have reported contradictory results. Mussen (1963) and Allport and Kramer (1946) indicate that prejudice may increase with age while Carter and Mitchell (1955-56) and Holtzman (1956) indicate the opposite as taking place. Other studies (Weller, 1964; Brink & Harris, 1964; Brink & Harris, 1967; Campbell & Schuman, 1968; et al.) have utilized the age factor and have reported varying results.

When income has been used as a variable the results are not entirely consistent (Weller, 1964) but indicate that higher income groups (Harding & Hogrefe, 1952) see a loss of status or are more prejudiced toward Negroes than other groups.

Socio-Psychological Factors

Carlson (1956) reported a study that involved changes in prejudicial attitudes toward Negro mobility according to perceived instrumentality to a value

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involving property valuation. Attitudes become more favorable toward Negro movement into white neighborhoods as subject's beliefs were changed from the view that Negroes tend to lower property values, to the view that Negroes tend to raise property values. The change was ascribed to an inconsistency between the cognitive (belief) component and the affective value component.

Himelstein and Moore (1963) found that racial attitudes may play a minor role in certain situations. Their results indicate that both low and high-prejudice Ss tend to be strongly influenced by the behavior of the 'confederate' and to about the same extent. When the confederate, White or Negro, signed the petition, it was highly unlikely that any of the subjects refused.

Trent (1957) studied self-acceptance in Negro children and his results showed that children who were most self-accepting expressed significantly more positive attitudes toward both Negroes and Whites than did children who were least self-accepting. He also found that children who were ambivalent in self-acceptance expressed significantly more positive attitudes toward both Negroes and Whites than children who were least self-accepting.

Williams' (1968) work with Negro students stated that these students expressed significantly greater philosophical endorsement of integration than emotional acceptance. Allport and Kramer (1946), like Williams,

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Knowledge Factors

A study by Droba (1932) looked at the effect of education on attitudes toward Negroes. The design consisted of a test of attitudes which was given to a class at the beginning of the course and also at the end of the course. The difference between the scores obtained on the two occasions was taken as a measure of the effect. She concluded that a course on the Negro given to college students tends to make the white students slightly more favorable toward the Negro and that the same course tends to make the attitudes of white students toward the Negro somewhat more variable. Corroborating evidence for the positive effect of the knowledge factor or variable in research was also found by: Holtzman (1956), Deutsch and Collins (1951), Wilner, Walkley, and Cook (1952), Brophy (1964), and Merton, West, and Jahoda (1949).

Other Factors

There are two rather common findings of many racial attitude measurement studies that can be best described as statistical artifacts since they appear after the data

is collected and are not looked at directly in the analysis of the data. One of these findings is that the Negro is generally more flexible and favorable in his attitudes toward Whites than Whites are toward Negroes (Brink & Harris, 1964; Proenza & Strickland, 1965; Brink & Harris, 1967; CBS News Public Opinion Survey, 1968; National Advisory Commission on Civil Disorders, 1968; et al.). The other rather common finding is the large discrepancies expressed by the groups on certain issues such as the recent riots, integration, etc. (Brink & Harris, 1964; Brink & Harris, 1967; CBS News Public Opinion Survey, 1968; National Advisory Commission on Civil Disorders, 1968; Campbell & Schuman, 1968; et al.).

Summary of Substantive Findings

Much of what was said in "The Summary of the Scales . . ." can be reiterated in this section. In particular, it is important to note that none of the research used a facetized design (Guttman, 1959). Thus, as previously stated, it is unclear what attitudinal levels or sub-universes in the Guttman paradigm were being measured although it is apparent that a complete treatment using all the Guttman-Jordan levels (Jordan, 1968) have not been included in any single study.

Most of the research studies reviewed did not present a theoretical paradigm for relating the factors

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or variables used as determinants, correlates, and/or predictors of racial attitudes. One of the reasons already suggested for this situation is the lack of use of a facetized design such as the method advocated by Guttman (1959). Another reason for the inconsistent results obtained in these studies might be the lack of replication of the studies done in the area of racial attitudes. It is common to find a study done in this area dealing with a delineated topic and using a special scale. These studies are infrequently replicated and thus are not comparable to other studies done in the same area.

A criticism of studies with racial attitudes, and other social attitudes, is that the results are not usually consistent with overt behavior. LaPiere (1934), Deutscher (1966), and Fendrich (1967) pointed out that past studies of the association between racial attitudes and overt behavior generally have produced inconsistent results regarding the existence of a causal relationship between these two factors or variables. Most of the studies include items almost entirely of a stereotypic nature and rarely of a nature that indicates the subject's actual behavior in relation to the attitude object. This situation is thus predictive of the inconsistent relation that exists in the literature.

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Guttman (1950a) has operationally defined attitude as "a delimited totality of behavior with respect to something." Attitude, defined in this manner, allows for items to be written at the actual personal behavior level or actual experience level and thus the results of studies with items of this nature, as well as other types of items, should eliminate the criticism of the lack of relationship between attitudes and overt behavior. The present study utilized Guttman's definition of attitude and his facetized design structure. Table 7 contains the five facets of conjoint struction and Figure 5 specifies in facets "F" through "k" the disjoint struction, i.e., the content of the seven scales--facet F.

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CHAPTER III

METHODOLOGY AND PROCEDURES

Since the major emphasis in the present study was methodological, the following sections deal extensively with methodology. Primary consideration is given to Guttman theory and techniques of scaling and instrumentation utilizing these techniques.

Guttman Theory and Techniques of Attitude Scaling

Guttman's recent contributions to measurement and attitude scaling, facet design and nonmetric analysis, provide the basis for the construction of the racial scales--Attitude Behavior Scale: Blacks toward Whites and Whites toward Blacks (ABS: BW/WN),¹ used in the present study. These techniques present a rigorous paradigm for item construction and analysis that can be applied to any intergroup situation as well as being useful for other purposes. Before considering these

¹The abbreviation ABS: BW/WN will be used throughout the study to refer to the type of scales used. Specific attitude content areas are indicated by the use of an additional letter to indicate that content area.

techniques, however, a résumé of Guttman's earlier techniques will be given illustrating how Guttman has progressed from the unidimensional realm of scaling into the multidimensional realm which facet design and nonmetric methods represent. Fundamentally, there are three rather distinct steps in this progression: unidimensional scaling (scalogram analysis), multiple unidimensional scaling (Lingoes' multiple scalogram analysis), and multidimensional scaling (facet design and nonmetric analysis).

Scalogram Analysis¹

In scalogram analysis, Guttman is concerned with treating qualitative data as "qualitative data." Prior to this approach, social science, in general, was occupied with applying quantitative methods to qualitative data. In addition, Guttman also dispensed with the idea of a latent or underlying continuum to which the response to a particular item was to be related--instead Guttman would insist that the continuum must be empirically obtained in a specific situation.

Guttman considered (Stouffer, 1950) an attitude area "scalable" if responses to a set of items in that area arranged themselves in certain specified ways. Ideally and theoretically, the items in a Guttman scale

¹The terms scalogram analysis and scale analysis will be used interchangeably and refer to the same thing.

are ordered in such a way that all persons who answer a given question favorably have higher ranks than persons who answer the same question unfavorably. It should be possible then, knowing a respondent's rank or scale score, to reproduce that persons responses to each item. For instance, an individual who replies favorably to item 5 also replies favorably to items 4, 3, 2, and 1; one who replies favorably to item 3 replies favorably to items 2 and 1, etc. Consequently, all individuals who answer a given item favorably should have higher scores on the total scale than individuals who answer that item unfavorably. Responses to any item then are indicative of the respondent's attitude. Scalogram analysis is thus concerned with ranking respondents and not items. Table 1 presents a perfect Guttman scale illustrating the configuration depicted above.

TABLE 1.--A perfect Guttman scale.

Subjects	Items					Scores
	1	2	3	4	5	
1	1	1	1	1	1	5
2	1	1	1	1	0	4
3	1	1	1	0	0	3
4	1	1	0	0	0	2
5	1	0	0	0	0	1
6	0	0	0	0	0	0
Sum	5	4	3	2	1	

Note: Items are dichotomous where 1 is a favorable response and 0 is an unfavorable response.

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Items must be of a cumulative nature to form a Guttman scale, i.e., be scalable. If a scale possesses this cumulative property, it is possible for a person to endorse all items up to his particular position on the area under consideration and to endorse no items after reaching his particular position or 'attitude.' Thus, knowing a person's rank or scale score, it becomes possible to place him on a scale and his position on the scale is then indicative of the respondent's attitude. Guttman (Stouffer, 1950) uses measurement examples in portraying what a perfect scale would look like, however, he indicates that one would not expect to obtain a perfect scale using attitude items. Guttman (1950b) establishes a criteria for acceptable scales that are not perfectly scalable.

In determining whether an attitude scale area is scalable, Guttman is really asking if the attitude area is unidimensional, i.e., does it represent only one dimension. To get at the question of whether a scale is unidimensional or scalable, Guttman (1950b) developed the "coefficient of reproducibility." Since perfect scales are not expected in practice, this measurement provided an acceptable deviation criterion to measure if the area under consideration approximated a perfect scale or not. As employed by Guttman, a coefficient of reproducibility of .90 (allows 10 per cent error) or

better was used as a measure of efficient approximation to perfect scales. In essence, a coefficient of reproducibility of .90 or better indicates that one can reproduce, 90 per cent or better, the responses of individuals given their scale score or rank on a particular test or scale. Mathematically, the coefficient of reproducibility (Rep) is represented (Suchman, 1950c, p. 117) by the formula:

$$\text{Rep} = 1 - \frac{\text{number of errors}}{\text{number of questions} \times \text{number of respondents}}$$

If Rep is .90 or better, Guttman interprets this to mean that the area of content represented by the items is scalable and is concerned with only one dimension, i.e., the items are members of a single empirical attitude continuum and have a single meaning to the respondents. Reproducibility itself, however, is not a sufficient criterion for scalability. Guttman (1950b) lists four other features that also must be taken into account: (a) range of marginal distributions, (b) pattern of error, (c) number of items in the scale, and (d) number of response categories in each item.

In addition to "true scales" that have a coefficient of reproducibility of .90 or above, there are two other types of scales that Guttman and others using his procedures are concerned with. One scale type is known as a "quasi scale" and the other as a "nonscale."

Both scale types are distinguishable by their particular patterns of errors of reproducibility. The quasi scales are by far the more important ones. Suchman (1950b) in describing quasi scales states the following:

Some areas which are not scalable in terms of reproducibility are called "quasi scales"; their reproducibility may not be high but their errors occur in a sort of gradient. This gradient of errors indicates that, while there is not a single factor operating as in the case of a scale, nevertheless there is a single dominant factor and indefinitely many small random factors, so that prediction of any external variable must rest essentially on the dominant factor. The dominant factor is measured by the quasi-scale scores. This means that although quasi scales lack an essential property of a scale-rank order, i.e., they cannot reproduce the respondent's characteristics on the items in the area very well--nevertheless, the rank order is perfectly efficient for relating any outside variable to the area. Therefore, if examination of the errors of reproducibility shows them to conform to a certain gradient pattern, and not to be grouped together to form nonscales types then we have what may be called a quasi scale (pp. 159-160).

Quasi-scales have been found to be extremely useful in prediction problems. Suchman (1950b) and Guttman (1950b) have both pointed out that the score a person gets on a quasi-scale does yield a zero-order correlation with any outside variable which is equivalent to the multiple correlation on all the items in the quasi scale.

The other type of scale discussed is the "nonscale." Nonscales represent, as the term implies, areas that are not scalable in the Guttman sense. These areas, or items, have a low coefficient of reproducibility. The errors in reproducibility are grouped together and are

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not of a random nature indicating that several sub-universes are present. Nonscales have no utility of and by themselves. They may be useful, however, in calling attention to several subuniverses they may be scalable.

A concomitant technique that Guttman contributed in relation to scalogram analysis is the sophisticated method that he and Suchman (1947) devised to determine a fixed point of reference, or a zero point, with reference to the dimension under consideration. This technique was labeled the intensity function. Intensity analysis, or the use of the intensity function, is concerned with providing an invariant cutting point between unfavorable and favorable responses and doing so in such a manner that the problem of question bias is avoided. Intensity is looked at as another component of an attitude, and it is used to measure the strength of an individual's attitude. The other component, the content of the item, involves a measure of the person's agreement or disagreement with a series of items.

Guttman and Suchman's (1947) technique uses the Guttman method of scaling items and then ascertains the median intensity with which each item is approved or rejected by the sample of people being measured. The median intensity is then plotted against the scale position of the items (content). When this is done, a U- or J-shaped curve appears where intensity is highest

for those whose attitudes are extremely favorable or unfavorable. According to Guttman and Suchman (1950c), the dividing line between those respondents whose attitudes are favorable and unfavorable is indicated by the lowest point on the curve (U- or J-shaped) and is referred to as the "zero point." Figure 1 illustrates the intensity function and the zero point.

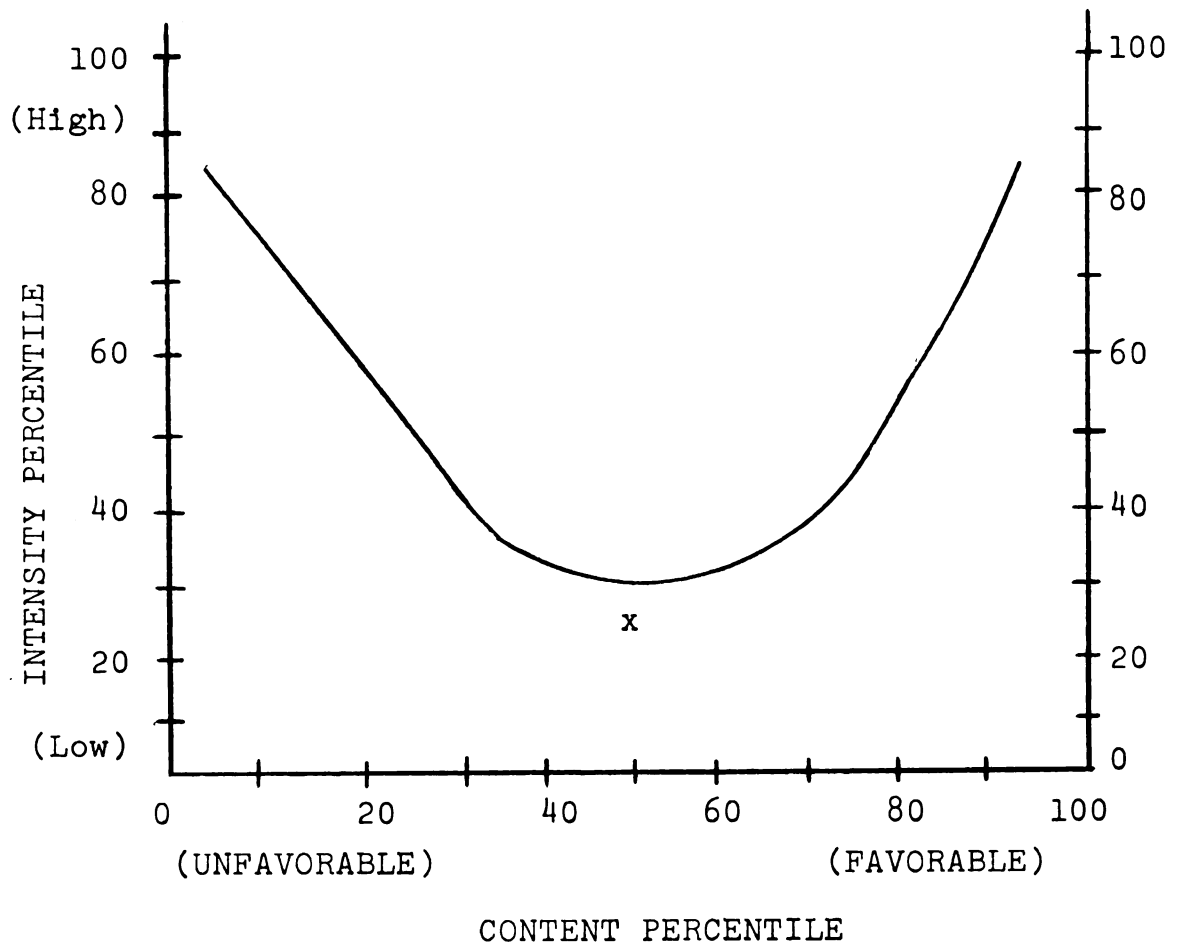


Figure 1.--Example of Intensity Function, U-Shaped Curve, and the Zero Point (x).

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Suchman (1950c) has suggested that intensity of attitudes may be ascertained by asking a question about intensity immediately following a content question:

One form used for an intensity question is simply: "How strongly do you feel about this?" with answer categories of "Very strongly," "Fairly strongly," and "Not so strongly." Repeating such a question after each content question yields a series of intensity answers. Using the same procedure as outlined previously for the content answers, these are scored and each respondent is given an intensity score. The intensity scores are then cross tabulated with content scores (p. 219).

The present study adopted a procedure to measure the intensity of attitudes much like the procedure Suchman suggested although the responses were not analyzed in the present study. On levels 1-5 of the scale used, the three alternatives "not sure," "fairly sure," and "sure" are presented to the question, "How sure are you of this answer?" for each item in the scale. A variation of this procedure was used on level 6 to ascertain whether a reported experience with a member of the opposite race was "unpleasant," "uncertain," or "pleasant." A fourth alternative was also available that allowed the respondent to state that he did not have any experience of the nature depicted in the item.

Another method suggested in the literature for obtaining an intensity measure involves using a single item both for content (direction) and intensity. This method is criticized (Guttman, 1947; Guttman & Suchman, 1947;

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Suchman, 1950; and Guttman & Foa, 1951), however, as not being sensitive enough to distinguish between changes due to intensity and those due to content (direction).

Guttman's early work on unidimensional scales (scalogram analysis) and on the intensity function have received a great amount of attention: Guttman (1947), Guttman (1950b), Stouffer (1950), Edwards (1957), Torgerson (1958), Waisanen (1960), and Jahoda & Warren (1966).

Multiple Unidimensional Scaling

Multiple unidimensional scaling is a generalization of Guttman's scalogram analysis, and the method as developed by Lingoes (1963), was entitled Multiple Scalogram Analysis (MSA). This method, like scalogram analysis, deals with dichotomous variables. Unlike scalogram analysis, however, MSA is interested in extending Guttman's method to the determination of multiple dimensions instead of the single dimension with which scalogram analysis was concerned.

Lingoes (1963) presents a succinct picture of what MSA accomplishes:

Multiple Scalogram (MSA) method involves selecting an item from the set to be analyzed, finding that item among the remaining items which is most like it and having the fewest errors, determining the number of errors between the candidate item and all of its predecessors, and, finally, applying a statistical test of significance to adjacent item pairs. If both the error and statistical criteria are satisfied, then the item that last entered the scale is used to find an item most like it, etc. Whenever, either the error or statistical criterion

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fails, however, the scale is terminated and another scale is started with a new item chosen from among those that remain, until that point is reached where the item set is exhausted (p. 502).

MSA thus allows for the existence of multiple unidimensional scales and the concept of a "universe of content" is not necessary to MSA, as it is to Guttman's scalogram analysis.

Lingoes (1963) also presents a summary of the differences between MSA and scalogram analysis. MSA is different from scalogram analysis in that MSA:

a) is empirical rather than rational in determining scale membership; b) has the capacity for yielding multiple scales when the data demand it, rather than rejecting the scale hypothesis for the set when treated as a whole; and c) has a statistical rather than an heuristic decision basis for both grouping items and for testing the scale hypothesis (p. 514).

Multidimensional Scaling

✓ Guttman's entry into multidimensional scaling, via facet design and nonmetric analysis, involved quite a different approach than the empirical method he used in scalogram analysis. In facet design, Guttman is concerned with a semantic a priori method of constructing items that has implications for the ensuing structure of the statistical results and their interpretation. The utility of the facet design approach is underlined by Guttman (Guttman & Schlesinger, 1967);

The facet approach in test construction makes it possible to arrive at items by a systematic a priori design, instead of by the usual process of designing test items which is largely based on intuition and on subsequently weeding out

inappropriate items by means of statistical analysis of test results (p. 3).

Foa (1961) also presents a concise account of what facet design accomplishes:

Facet design provides a systematic definition of variables in terms of their component facets. Since any investigator has in any case to select his variables, it seems useful to provide him with a formal tool to aid and guide his intuition. Facet design suggests a rationale for accepting or rejecting variables on the basis of theoretical considerations rather than through observation of the findings. Once the variables are defined it may be possible to predict their interrelationship in terms of their facets (p. 345).

Succinctly stated, what Guttman wants to achieve by facet design and analysis is to be able to construct a scale by a semantic, logical, a a priori technique and to be able to predict the statistical order structure which would result from empirical observation. What would happen then would be the reverse of what, in reality, factor analysis accomplishes. Factor analysis tries to make sense out of what already has been observed by a mathematical process of forming correlational clusters and then naming them, i.e., calling them factors. These factors are thus inferred a posteriori. As opposed to this approach, facet design, in essence, names the facets before one begins. This procedure is thus an a priori one. However, it is possible (see Fig. 2) to also apply facet design a posteriori (Jordan, 1968). Cattell (1966) describes the procedure replacing the word "facet" with "aspect" as follows:

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Within aspect analysis, the experimenter states clearly the number of aspects which he believes necessary to define the observed features (or, in quantitative data, including order analysis, the number of dimensions to define the observed variables). Then he indicates what combinations of aspect segments (or dimensional high or low scores) he would expect by hypothesis to occur with particularly high or low frequencies in his population (i.e., what covariation), so that the resultant correlational or associational mosaic is specified. The hypothesis can next be tested empirically by seeing, in fact, whether certain Cartesian products occur with the unusual frequency expected, as shown by the relations among the features in the relational mosaic (p. 441).

A facet is a semantic unit or factor. Guttman (1965) looks at a facet in terms of set theory where a facet is a set containing elements. A Cartesian space can then be made of elements of different facets or sets. Elements are then ordered sub-units of a facet. In diagramming, facets are indicated (Fig. 2) by capital letters, elements by corresponding small letters with numerical subscripts showing the position of the given element in the order of elements. Foa (1958) states that: "The determination of the facets that are relevant to a given class of phenomena involves of necessity a process of selection that is largely intuitive in nature." However, the researcher is of course guided by many principles in selecting the relevant facets. One of these principles, the principle of logical independence of the facets (Foa, 1958), states "that the facets should be such that every combination of their elements describes a phenomenological category that is logically possible."

Once the relevant facets for a particular project are selected, they are arranged in what Guttman calls a "facet definition." This definition contains the various facets and their elements in such a way that it reads like a sentence (see Figs. 2-4). Guttman (1965) provides the following faceted definition of intelligence:

An act of a subject is intelligent to the (extent) to which it is classified by a (tester) as (demonstrating) a correct perception of an unexhibited logical (aspect) of a (relation) intended by the tester, on the basis of another (exhibited) logical (aspect) of that relation that is correctly perceived by the subject (p. 168).

Concepts in parentheses above are the relevant facets.

A more elaborate and refined procedure for arranging the various facets and their elements is the mapping sentence. Figures 2, 3, and 4 are examples of mapping sentences.

Besides the facets and their elements, other important concepts in facet design are: level, level member, and profile. These concepts can best be discussed in relation to a particular study, and will be treated in the section on "Instrumentation" that follows.

Facet design permits the principle of contiguity to be invoked, thus providing a method for the interpretation of the structural (statistical) patterns obtained. Foa states (1958) that conceptual contiguity is a necessary condition for statistical dependence. Facet design aims at providing conceptual contiguity that

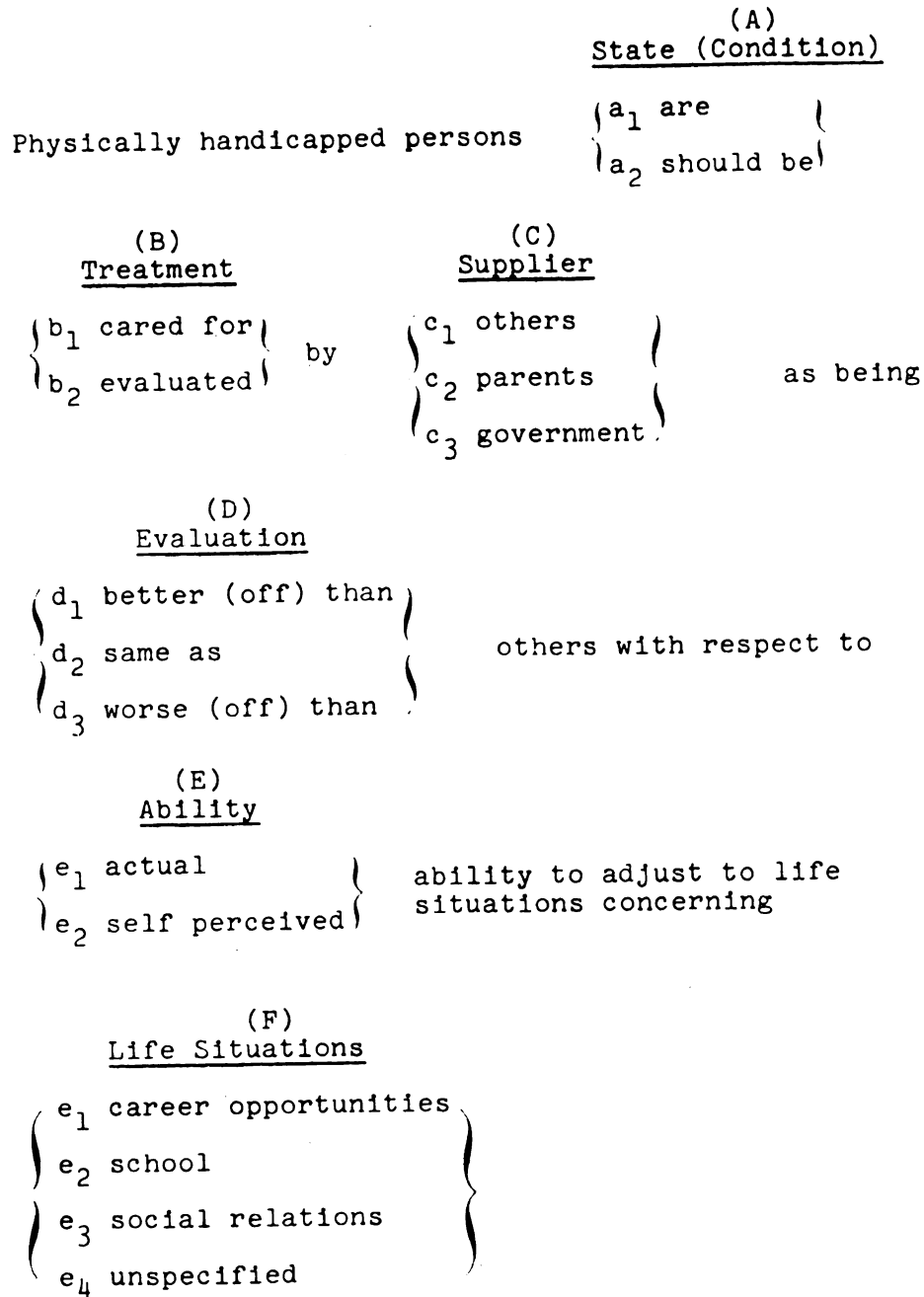


Figure 2.--A mapping sentence^a for the facet analysis of the Attitudes Toward Disabled Persons^b scale.

^aSee Jordan, 1968.

^bH. E. Yuker, J. R. Block, and D. A. Campbell, A scale to measure attitudes toward disabled persons, Human Resources Study No. 5, Albertson, New York: Human Resources Foundation, 1960.

Subject (x) Reference	(A) Reference (a) otherwise a whole part of it	(B) Reference to behavior (1) belief (2) and	(C) Action (1) action (2) a whole	(D) Domain of Action's behavior (1) symbolically (2) and
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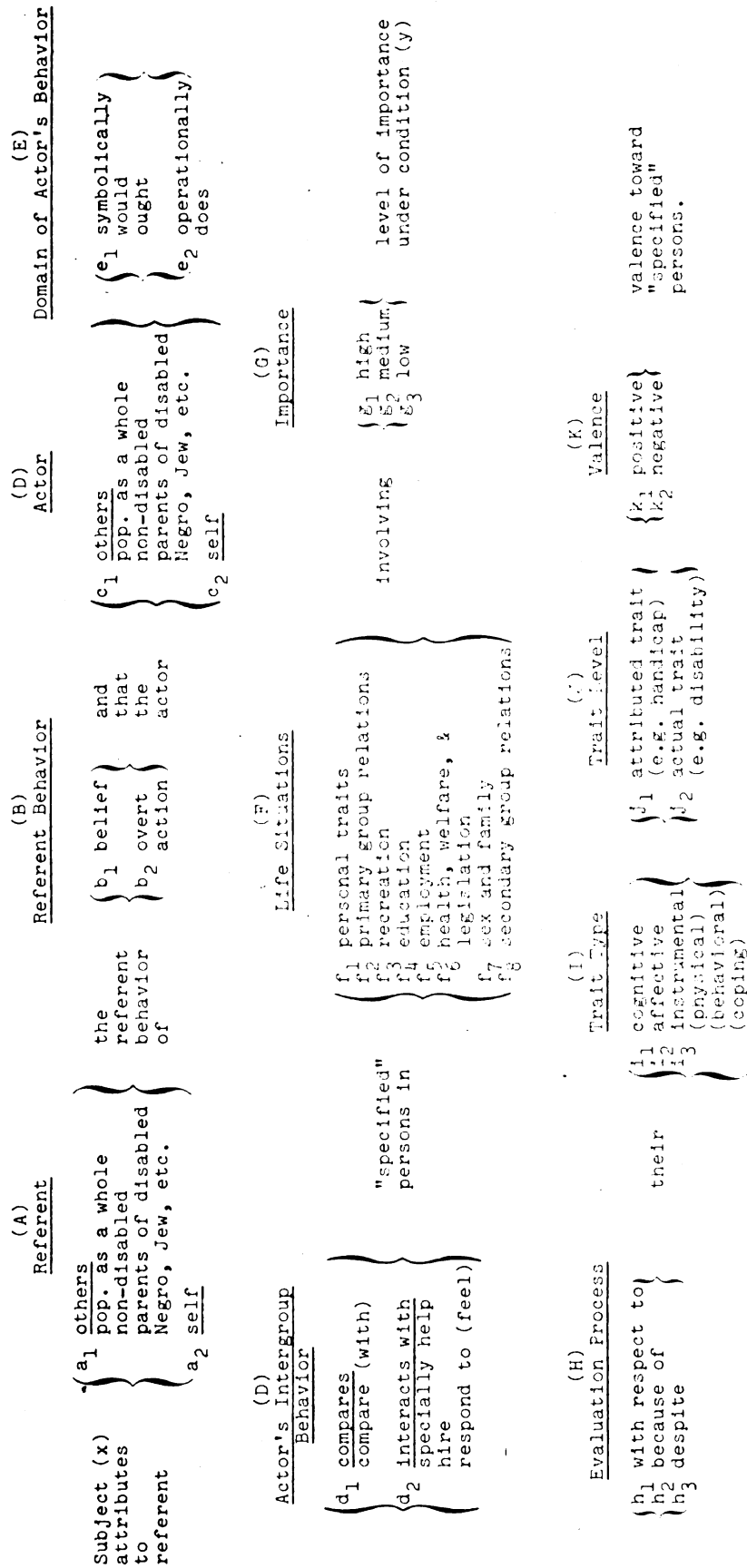


Figure 3.--A mapping sentence^a for the facet analysis of conjoint^b and disjoint^c structure of attitudes toward specified persons.

^aBased on mapping sentence of March 7, 1968 (Jordan, 1968).

^bFacets "A" through "E" denote Conjoint Structure or level.

^cFacets "F" through "J" denote attitude content of Disjoint Structure. The ordering system has not yet been developed for Disjoint Structure as for Conjoint Structure (see Tables 7 and 8).

^dAny person or social group such as aged, blind, alcoholic, Negro, national or ethnic group may be substituted for the disabled.

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Michigan State University
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Israel Institute for
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August 10, 1966

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results in statistical dependence. Guttman and Schlesinger (1966) elaborate on the use of the contiguity principle in relation to facet design:

In general, the relationship between items within the framework of facet design should be expected to have its counterpart in the empirically obtained correlation matrix, where the size of the correlation is related to similarity of facet profiles (p. 6).

Simply stated, the contiguity principle avers that the correlation between two variables is higher the more similar their facet structure.

^) Guttman (1954-55) examines the possible patterns of statistical results in what he terms the radex approach. A radex, according to Guttman, is a set of variables that have a law of formation among their intercorrelations due simultaneously to differences in degree and differences in kind. The radex is a general law depicting that "some" formation should result. There are two specific types of formations with which Guttman is concerned: (a) the circumplex, which is a circular order among variables representing a difference in kind instead of in degree of complexity and (b) the simplex which represents sets of scores that have an implicit order among themselves from "least complex" to "most complex." A simplex is hypothesized to appear in all the racial attitude scales used in the present study.

If a simplex is obtained in the empirical results, the researcher can then be assured that his items were

operating correctly and that the facets utilized were necessary even if not sufficient. The question of what constitutes a "good simplex" was not, however, entirely answered by Guttman. Guttman (1954) stated that a perfect simplex is not to be expected in actual practice, although he did give some guidelines of what to expect. Kaiser (1962), Mukherjee (1966), and Jordan (1968) provide further assistance in what constitutes a "good simplex."

In a more recent article (1966), Guttman elucidates on the values of obtaining the theoretically hypothesized statistical results when using facet design:

The virtue of a clear order pattern is twofold. First, it helps answer the problem of sampling of variables. A clear design enables one to infer from the structure of a given sample of variables what the structure of the relationship with new variables of the same design will be. Second, one can learn best to use the given set of variables for relating them to a further set of variables (such as criteria in external prediction problems) by considering simultaneously the design (and patterns) of both sets of variables (pp. 444-445).

The main ideas that Guttman employs in facet design are not unique (Stephenson, 1953; Fisher, 1966). However, the statistical techniques of nonmetric analysis developed by Guttman and his cohorts (Guttman, 1954; Guttman, 1954-55; Lingoes, 1963; Lingoes, 1965a; and Lingoes, 1965b) to complement facet design are new.

Instrumentation

Facet design has been employed to construct instruments in a variety of circumstances: intelligence tests (Guttman, 1954), social attitudes (Guttman, 1959; Jordan, 1968), dyadic interaction (Foa, 1962), diagnostic analytical and mechanical ability test construction (Guttman & Schlesinger, 1966), and analysis of the diagnostic effectiveness of a battery of achievement and analytical ability tests (Guttman & Schlesinger, 1967). The present study deals with social attitudes and specifically with racial attitudes of Whites and Blacks toward each other in certain delineated areas. Therefore, Guttman's four level paradigm for constructing intergroup attitude items and Jordan's six-level expansion of this approach, will be viewed in relation to how they were employed in the present study.

Guttman Four-level Theory

Guttman (1950a) started by operationally defining an attitude as "a delimited totality of behavior with respect to something." Guttman, in later work, proceeded to name the particular facets and their respective elements that are relevant in an intergroup situation.

In an analysis of an article written by Bastide and van den Berghe (1957), Guttman (1959) distinguished three facets involved in a particular attitude response in

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respect to intergroup behavior: the (a) subject's behavior (a_1 belief or a_2 overt action), the (b) referent (b_1 the subject's group or b_2 the subject himself), and (c) the referent's intergroup behavior (c_1 comparative or c_2 interactive). He labeled the first of the two options, or elements given above in parentheses, of each facet as the "weaker." A particular attitude item, then, was as strong as the number of strong (elements with the number 2 subscript) elements which appeared.

According to Guttman's rationale, if an attitude item can be distinguished semantically in terms of these three facets, then an individual item could have none, one, two or three strong facets--a total of four combinations. Guttman further indicated a logical reason for only four permutations of weak-strong facets. If the elements are correctly ordered within facets and facets are correctly ordered with respect to each other, a semantic analysis of attitude items according to n-dichotomous facets would reveal $N + 1$ types of attitude items. Guttman called these types "levels."¹ The levels have an inherent order (a simplex one) where each level has one more strong facet than the level proceeding, and one less strong facet than the level immediately following.

¹Levels are also referred to as sub-scales in some places but they both refer to the same thing when used in relation to facet design and analysis. In his earlier work, Guttman (1959) also used the term subuniverses.

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Although only four permutations of weak-strong are possible, given the Guttman rationale for forming permutations, there are several ways to arrive at four permutations and thus logic and intuition must be exercised in selecting the appropriate levels. In forming levels, one element from each and every facet must be represented in any given statement, and these statements can be grouped into profiles (particular elements from each facet) of the attitude universe by a multiplication of the facets $A \times B \times C$, yielding a $2 \times 2 \times 2$ combination of elements of 8 semantic profiles in all, i.e., the permutations or combinations range from: (1) $a_1 b_1 c_1$, (2) $a_1 b_1 c_2$, . . . (8) $a_2 b_2 c_2$. From these 8 possible profiles or levels, Guttman selected four as making the best logical sense, i.e., some permutations are not logically consistent.¹

Tables 2 and 3 are illustrative of the points made above. Table 2 contains the three original facets and their elements as identified by Guttman. Table 3 contains the four permutations of weak-strong facets and the descriptive names which he attached to each of these permutations, or levels. Two continua run throughout the facets: other-self and verbal-action.

¹Maierle (1969) presents an elaborate analysis of the principles leading to logical permutations.

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TABLE 2.--Three facets and their corresponding elements contained in the semantic structure of an attitude item.

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

TABLE 3.--Profile components, and descriptive labels associated with four types of attitudes items.

Level	Profile	Descriptive Label
1	a ₁ b ₁ c ₁	Stereotype
2	a ₁ b ₁ c ₂	Norm
3	a ₁ b ₂ c ₂	Hypothetical Interaction
4	a ₂ b ₂ c ₂	Personal Interaction

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A close examination of Tables 2 and 3 reveals that not all of the possible profiles of facets ABC were used. For instance, $a_2b_1c_1$ or $a_1b_2c_1$ could conceivably be used in level 2 instead of the profile $a_1b_1c_2$. Guttman (1959) answers this query by stating that, in this case, the profile for level 2 of $a_1b_1c_2$ is chosen over the other two possibilities since there would be too much overlapping if the other profiles were used and that their inclusion would not alter the structure of the levels.

Guttman (1959) also provides definitions of the levels or subuniverses. Since Bastide and van den Berghe's (1957) work dealt with racial attitudes, these definitions are concerned with Whites and Negroes. The following are definitions of the levels that Guttman (1959) provided for the four types:

1. Stereotype: Belief of (a white subject) that his own group (excels--does not excel) in comparison with Negroes on (desirable traits).
2. Norm: Belief of (a white subject) that his own group (ought--ought not) interact with Negroes in (social ways).
3. Hypothetical Interaction: Belief of (a white subject) that he himself (will--will not) interact with Negroes in (social ways).
4. Personal Interaction: Overt action of (a white subject) himself (to--not to) interact with Negroes in (social ways) (p. 319).

To illustrate this type of attitude item construction, a few examples dealing with particular levels are presented. The item: "Would you marry a Negro?" belongs to level 3--Hypothetical Interaction. Here the behavior of the subject is a belief (a_1) about how he (b_2) would interact

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(c_2) with a Negro. On the other hand, the statement: "I have dated a Negro" is a level 4 type item--Personal Interaction. This depicts an overt action (a_2) of a white subject himself (b_2) to interact (c_2) with a Negro in this specific manner.

If items are written to correspond to each of the four levels, then levels closest to each other should be more similar and thus should correlate more highly with each other than more distance levels. Guttman (Guttman & Schlesinger, 1966) calls this the "principle of contiguity" and gives the following definition: "Items which are similar to each other in n facets may be expected to be closer to each other in the two-dimensional space than items similar only in a proper subset of these facets." In essence, this implies that if the structure of certain items are close semantically then they should also be close statistically. In the present case, this means that correlations between levels should decrease in relation to the number of steps the two levels are removed from each other.

The hypothesized relationship of levels is ascertained statistically by what Guttman calls a "simplex." Each successive level changes on only one facet so that the profiles have a simplex ordering. A simplex is defined (Guttman, 1954-55) as "sets of scores that have an implicit order from 'least complex' to 'most

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TABLE 4.--

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complex'" (p. 400). A simplex is examined by a matrix of level-by-level correlations where the exact magnitudes of the correlations are not predicted but where the order is. Table 4 contains an example of an hypothetical correlation matrix with a simplex structure.

TABLE 4.--Hypothetical matrix of level-by-level correlations illustrating the simplex structure.

Level	1	2	3	4
1	---			
2	.60	---		
3	.50	.60	---	
4	.40	.50	.60	---

Note: One does not attempt to predict the magnitudes of each correlation coefficient. The simplex requirements do not necessitate either identical mathematical differences among various correlations or identical correlations between sets or adjacent levels, so that the bottom row of the matrix reading from left to right could contain such figures as .10, .32, and .49.

A simplex exhibits the characteristics of: (a) ascending correlations starting from the zero point (where the two coordinates meet) to the end points of either axis, and (b) closer correlations between adjacent levels than correlations separated by several levels, i.e., adjacent levels will correlate higher with each other than levels that are more remote from each other. Consequently, level 1 would correlate higher with level 2 than it

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would with level 3 or level 4, and again level 3 would correlate higher with level 2 than it would with level 1. This type of relationship is represented in the formula:
 $1 < 2 < 3 < 4$.

Bastide and van den Berghe (1957) were unaware of facet design and nonmetric analysis and thus represented their data in other terms. When their data is analyzed in facet analysis terms, and retaining the order they imposed on it, the levels are in the following order: (1) Stereotype, (2) Norm, (4) Personal Interaction, and (3) Hypothetical Interaction. Their order of: 1, 2, 4, and 3 has one level misplaced when put in Guttman terms. The simplex produced by this is shown in Table 5. Table 6 presents a reorganization of the levels dictated from Guttman's facet theory. The order then becomes the customary numerical order of: 1, 2, 3, and 4.

TABLE 5.--Empirical correlational matrix of Bastide and van den Berghe using their data in the order they presented it.

Level	1	2	3	4
1	---			
2	.60	---		
3	.25	.51		.49
4	.37	.68		

TABLE 6.--
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TABLE 6.--Empirical correlational matrix of Bastide and van den Berghe data put in the order implied by Guttman's facet design.

Level	1	2	3	4
1	---			
2	.60	---		
3	.37	.68	---	
4	.25	.51	.49	---

Upon examination of the simplex presented in Table 6 it can be seen that only one reversal exists in the predicted structure. But in Table 5, using the Bastide and van den Berghe arbitrary structure, there are numerous reversals. In Table 6 the apparent slight exception is that $r_{iv\ iii}$ ($=.49$) does not quite exceed $r_{iv\ ii}$ ($=.51$) even though semantically level 3 lies between level 2 and level 4. Guttman (1959) views this slight exception as no contradiction to the contiguity hypothesis since it could have been caused by sampling bias or other idiosyncracies in selection.

If facet theory was used to develop an attitude scale or like instrument what would account for massive reversals in the simplex when the predicted order was not even closely approximated? Guttman (1959) postulates two plausible answers for such failures: (a) the statistical structure deduced from the semantic structure

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was not appropriate, and (b) the semantic structure (structural theory) was faulty or incomplete, i.e., the items were incorrectly or ambiguously assigned to levels.

Jordan's Six-level Adaptation

Guttman's paradigm, i.e., facet design and analysis, for attitude item construction allows for three facets and hence four levels. Theorizing that additional facets were needed, but accepting the ones that Guttman did identify as appropriate, Jordan (1968) expanded facet analysis for attitude items dealing with intergroup situations to include five-facets and hence six-levels.¹ Tables 7 and 8 depict this expansion and correspond to Tables 2 and 3 which deal with Guttman's paradigm.

An examination of Tables 7 and 8 reveals that a multiplication of facets ABCDE will produce 32 permutations or combinations of elements and that only six of these combinations have been selected in forming the six levels. Jordan (1968) states that not all combinations are logical because of semantic considerations and the selection of a "best" set of components from the 32 possible is still partly a matter of judgment. Maierle (1969) is testing the plausibility of

¹In this paradigm, a scale is composed of six levels or sub-scales so when the word scale appears by itself, it should be understood that it contains six levels or sub-scales.

TABLE 7.--Basic facets^a used to determine conjoint struction^b of an attitude universe.

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

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

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

John E. Jordan
Michigan State University
Louis Guttman
Israel Institute for
Applied Social Research
February 9, 1966

TABLE 8.--

Type-Level

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TABLE 8.--Conjoint^a level, profile composition^b and labels for six types^b of attitude struction.

Type-Level	Struction Profile ^b	Descriptive Conjoint Term
1	a ₁ b ₁ c ₁ d ₁ e ₁	Societal Stereotype
2	a ₁ b ₁ c ₁ d ₂ e ₁	Societal Norm
3	a ₂ b ₁ c ₁ d ₂ e ₁	Personal Moral Evaluation
4	a ₂ b ₁ c ₂ d ₂ e ₁	Personal Hypo- thetical Behavior
5	a ₂ b ₂ c ₂ d ₂ e ₁	Personal Feelings
6	a ₂ b ₂ c ₂ d ₂ e ₂	Actual Personal Action

^aConjoint order: Level 1 < level 6 and a₁ < a₂; b₁ < b₂; c₁ < c₂; d₁ < d₂; e₁ < e₂.

^bBased on facet order of March 7, 1968, (Table 7).

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Israel Institute for
Applied Social Research
March 7, 1968

other combinations. His analysis thus far indicates that 12 of the 32 combinations are logical. Table 9 indicates these 12, as well as the six that were used in the construction of the Attitude Behavior Scale: Mental Retardation (ABS: MR) and the ABS: BW/WN Scales.

Jordan, like Guttman, defined the characteristics of items written for each level of response. These characteristics are presented in Tables 8 and 9.¹ Briefly defined in relation to the present study on racial attitudes, the levels would deal with the following: (1) Societal Stereotype--what other Whites believe about Whites as compared to what they believe about Negroes; (2) Societal Norm--other Whites generally believe the following . . . about interacting with Negroes; (3) Personal Moral Evaluation--in respect to Negroes, do you yourself believe that it is usually right or usually wrong; (4) Personal Hypothetical Behavior--in respect to a Negro person would you yourself; (5) Personal Feelings--how do you actually feel toward Negroes; and (6) Actual Personal Action--experiences or contacts with Negroes.²

¹All four of Guttman's original levels are maintained but altered somewhat in structure and name.

²The definitions of the levels presented here assume that a White subject is taking the scale and expressing his attitudes toward Negroes. The words White and Negro can be interchanged to make the scale appropriate for a Negro subject.

TABLE 9.--Five-facet six-level system of attitude verbalizations:^a levels, facet profiles, and definitional statements for twelve permutations.

Level	Facet Profile ^b	Definitional Statements ^b	Descriptive Name ^c
1	$\frac{wbwcs}{a_1b_1c_1d_1e_1}$	We believe we compare symbolically**	**Societal Stereotype (group-assigned group status)
2	$\frac{ibwcs}{a_1b_1c_1d_1e_1}$	I believe we compare symbolically	Personally-assigned group status
	$\frac{wbwis}{a_1b_1c_1d_1e_1}$	We believe we interact symbolically**	**Societal Norm
	$\frac{wbics}{a_1b_1c_1d_1e_1}$	We believe I compare symbolically	Group-assigned Personal Status
3	$\frac{ibwis}{a_2b_1c_1d_1e_1}$	I believe we interact symbolically**	**Personal Moral Evaluation (perceived values)
	$\frac{ibics}{a_2b_1c_1d_1e_1}$	I believe I compare symbolically	Self-concept (personally-assigned personal status)
	$\frac{wbis}{a_2b_1c_1d_1e_1}$	We believe I interact symbolically	Proclaimed Laws (group expectations)
	$\frac{wawis}{a_2b_1c_1d_1e_1}$	(We act) we interact symbolically	Group Identity (actual group feelings)
4	$\frac{ibis}{a_2b_1c_1d_1e_1}$	I believe I interact symbolically**	**Personal Hypothetical Behavior
	$\frac{wawio}{a_2b_1c_1d_1e_1}$	(We act) we interact operationally	Actual Group Behavior
5	$\frac{iais}{a_2b_2c_2d_2e_1}$	(I act) I interact symbolically**	**Personal Feelings
6	$\frac{iaio}{a_2b_2c_2d_2e_2}$	(I act) I interact operationally**	**Actual Personal Action

^aTables 7 and 8.

^bWords in parentheses are part of redundant but consistent statements.

^cAlternate names in parentheses indicate relationships of various level members.

**Permutation used in the ABS-MR and the ABS:BW/WN Scales. See Tables 7 and 8.

Jordan designed an attitude instrument toward the mentally retarded (ABS: MR) that contained the five-facet, six-level structure he hypothesized would appear. Table 10 presents a summary indication of simplex approximations obtained in preliminary work (Jordan, 1968) with the instrument.

The present study, as indicated earlier, used the five-facet, six-level adaptation of the original paradigm devised by Guttman. Items for the six-levels were constructed according to the definitional system portrayed in Table 9 and specific to the mapping sentence illustrated in Figure 5.

Thus far only Guttman's "conjoint struction"¹ has been considered. Tables 7-9 deal exclusively with this concept. Conjoint struction is that part of the semantic structure that can be determined independently of specific content or response situations. Conjoint struction is operationally defined as: "the ordered sets of the five facets of Table 7 from low to high across all five facets simultaneously" (Jordan, 1968).

The counterpart to conjoint struction is labeled "disjoint struction." Disjoint struction deals with the content of the item and is dependent upon a specific situation and attitude object. Both concepts are

¹Not to be confused with conjoint measurement (Zinnes, 1969).

TABLE 10.--Correlation^a matrices illustrating expected simplex^b ordering of attitude items from the ABS-MR scale.^c
Constructed on basis of Tables 7-9.

Descriptive Term	Level	M.S.U. Grad. ^e Students						M.S.U. Ed. 200 ^f Students						Belize ^g Teachers					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Societal Stereotype	1	--						--						--					
Societal Norm	2	56	--					44	--					22	--				
Personal Moral Evaluation	3	17	34	--				<u>95</u>	<u>21</u>	--				<u>11</u>	<u>32</u>	--			
Personal Hypothetical Behavior	4	10	12	43	--			<u>15</u>	<u>21</u>	55	--			21	23	39	--		
Personal Feelings	5	04	<u>13</u>	<u>03</u>	<u>24</u>	--		17	<u>12</u>	<u>19</u>	36	--		17	<u>06</u>	19	<u>31</u>	--	
Personal Action	6	00	05	<u>04</u>	<u>13</u>	21	--	01	04	05	19	22	--	13	<u>10</u>	15	32	16	--

^aDecimals omitted.

^bUnderlined correlations indicate instances in which the simplex ordering was not maintained.

^cABS-MR = Attitude Behavior Scale: Mental Retardation (Jordan, 1963).

^dAs structured on March 7, 1968.

^eGraduate students in special education and rehabilitation, September, 1967 (N=88).

^fSophomore education majors, January, 1966 (N=633).

^gElementary school teachers, Belize (British Honduras), January, 1968 (N=523).

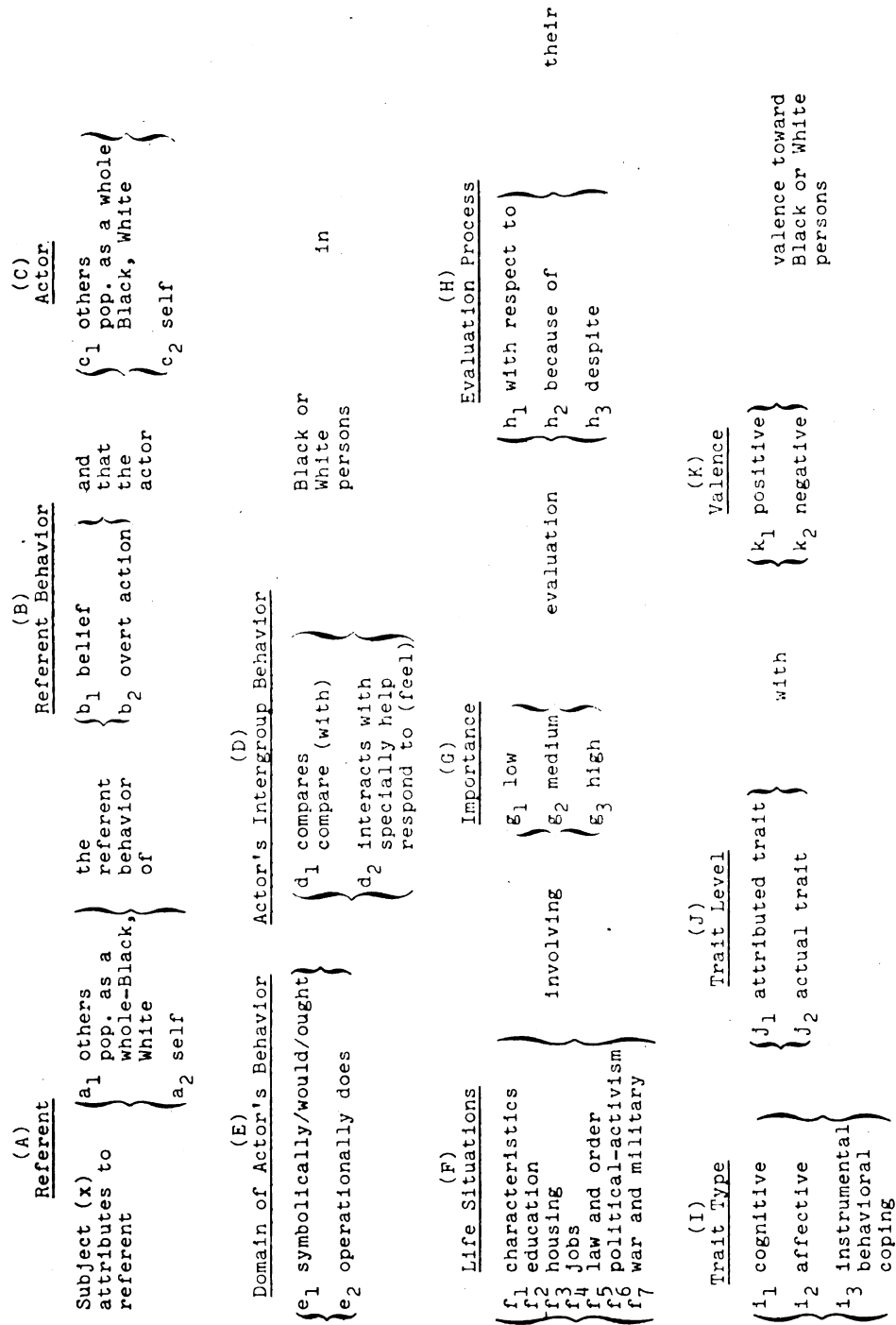


Figure 5.--A mapping sentence^a for the facet analysis of conjoint^b and disjoint^c structure of Blacks' and Whites' attitudes toward each other.

^a Evolved by Hamersma and Jordan.

^b Conjoint structure involves facets "A" through "E."

^c Disjoint structure involves facets "F" through "K."

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included in the item: "Would you marry a Negro person?" In this case, the specific situation is marriage and the attitude object is a Negro. This, then, is an example of disjoint struction. The remainder of the semantic meaning (the Personal Hypothetical Behavior--i.e., level 4 of Table 8) is concerned with conjoint struction.

Seven Attitude Content Areas Used in the Study

Using survey research techniques, the Report of the National Advisory Commission on Civil Disorders (1968, pp. 143-144) found a consistent hierarchy of grievances in every major city surveyed. As the commission stated, these grievances were linked in a major way to the attitudes that Blacks and Whites hold in relation to each other. They ranked the deepest grievances into three levels of relative intensity and presented them as follows:

First Level of Intensity

1. Police practices
2. Unemployment and underemployment
3. Inadequate housing

Second Level of Intensity

4. Inadequate education
5. Poor recreation facilities and programs
6. Ineffectiveness of the political structure
and grievance mechanisms

Third Level of Intensity

7. Disrespectful white attitudes
8. Discriminatory administration of justice
9. Inadequacy of federal programs
10. Inadequacy of municipal services
11. Discriminatory consumer and credit practices
12. Inadequate welfare programs

Other research (Brink & Harris, 1964; Brink & Harris, 1967; Shaw & Wright, 1967; CBS News, 1968; and Maccoby & Funkhouser, 1968) deals with areas such as: housing, jobs, politics, personal characteristics, law and order, and education as important attitude areas. Using these sources, and the suggestions from personnel of the Urban Adult Education Institute and the Foundation for Racial Equality: In Memory of Martin Luther King, Jr. in Detroit,¹ scales were constructed dealing with seven attitude content areas:

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

¹The Urban Adult Education Institute and the Foundation are concerned with providing adult education to people, mostly Black, who have not completed school. They provided assistance in several phases of the present study.

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Specifically then, the study was concerned with two different groups--Blacks and Whites--and how they perceive each other in the above seven attitude content areas. The study was also concerned with the determinants of these attitudes; therefore, an additional questionnaire was given in addition to the seven scales listed above. This questionnaire was administered to operationalize several of the variables suggested by the review of the literature to be determinants of attitudes; it contains the independent variables.

For each of the seven separate attitude content areas, a six-level scale was constructed in accordance with Jordan's six-level adaptation (Table 8) of Guttman's original four-level paradigm for attitude item construction. Each attitude content area scale contained the six levels of: (1) Societal Stereotype, (2) Societal Norm, (3) Personal Moral Evaluation, (4) Personal Hypothetical Behavior, and (5) Personal Feelings, and (6) Actual Personal Action as shown in Table 8.

Specific Attitude Item Content
for Each Area and Item
Writing Format

Specific content for items used in each of the seven attitude content areas was taken from several sources. Previous scales, books on attitudes and racial matters, and personal interviews with staff from

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the Urban Adult Education Institute were consulted to provide content for the attitude items. Fourteen items¹ were constructed for each of the seven major content areas and each item was included in the six levels or sub-scales for each of the areas (i.e., each area contains 84 items). Prior to this research, attitude scales employing the Guttman paradigm for item construction included different content items in each of the sub-scales or six levels. In this study, however, each attitude item is repeated across all six levels or sub-scales with the items being altered to fit the structure of the six levels but the content of the items remaining the same. In this manner, the item content or "disjoint construction" (see Fig. 3 facets "F" through "J" and Fig. 5 facets "F" through "K") is held constant so that the attitude structure or "conjoint construction" (see Tables 7 and 8) is assessed using the simplex as a measure. Table 11 presents an example of the way items were written across the six levels and the directions for each level. Appendix A contains all seven instruments for the White subjects plus the additional Personal Data Questionnaire.

As has been previously mentioned, the seven scales were constructed for both Black and White respondents in each of the seven attitude content areas. These seven Scales were constructed so that the only alteration

¹See Appendix A for the specific items per content area.

TABLE 11.--An actual example taken from the ABS-WN-C scale illustrating the six-level structure and the directions for each level.

Level 1	<p>Directions: Other Whites believe the following things about Whites as compared to Negroes:</p> <p>Item: Whites can be trusted with money (1. more than Negroes 2. about the same as Negroes 3. less than Negroes)</p>
Level 2	<p>Directions: Other Whites generally believe the following about interacting with Negroes:</p> <p>Item: For Whites to trust Negroes with money (1. usually not approved 2. undecided 3. usually approved)</p>
Level 3	<p>Directions: In respect to Negroes, do you yourself believe that it is usually right or wrong:</p> <p>Item: To expect Whites to trust Negroes with money is (1. usually wrong 2. undecided 3. usually right)</p>
Level 4	<p>Directions: In respect to a Negro person would you yourself:</p> <p>Item: Would you trust Negroes with money? (1. no 2. undecided 3. yes)</p>
Level 5	<p>Directions: How do you actually feel toward Negroes?</p> <p>Item: When Negroes trust Whites with money I feel (1. bad 2. indifferent 3. good)</p>
Level 6	<p>Directions: Experiences or contacts with Negroes:</p> <p>Item: I have trusted Negroes with money (1. no experience 2. no 3. uncertain 4. yes)</p>

Note: This example is item number 3 on scale 1 (31 on scale 2, 59 on scale 3, 87 on scale 4, 115 on scale 5, and 143 on scale 6) from the Personal Characteristics (C) scale area and is meant for a White respondent (see Appendix A).

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required in the two parallel forms is the substitution of the words appearing in each identifying the person or group as Black or White. For example, the question found in a scale that the White respondent takes:

"Would you marry a Negro person?" would be found in the same place in the scale given to the Negro respondent but altered to read: "Would you marry a White person?". This is true for every item in each of the seven areas and for each of the six different levels used in the seven areas.

In addition to the 14 content items asked in the seven attitude areas, and repeated in the six-levels, there is for each item an intensity question. The format of the intensity question is: "How sure are you of this answer?". The subject can respond by using one of the three foils: (a) not sure; (b) fairly sure; and (c) sure. The intensity responses were not analyzed in the present study.

All seven of the attitude scales were entitled Attitude Behavior Scale and then labeled specifically. For instance, the scale entitled Attitude Behavior Scale-WN:J indicates that the scale was designed for the job area and measured Whites attitudes toward Negroes. The titles on each page of the scale included capital Roman numerals to indicate what level the items are measuring and thus ABS-III-WN-J would indicate that this

part of the scale was concerned with the third level or sub-scale. With the White respondents, the word Negro was used to refer to that racial group and with the Negro respondents, the word Black was used to refer to their racial group.

Research Population

Two rather distinct populations were included in the present study. One population consisted of all the students enrolled winter quarter, 1969, in Education 429 (Medical Information) at Michigan State University and who had no previous experience with the pre-testing of the attitude instruments. This population consisted of 69 students among which 62 were White and 7 were Negro. The other population (Detroit population) consisted of subjects of a Wayne State University course in social problems and subjects interested in the Urban Adult Institute who for the most part were college educated. In these groups, there was a total of 46 subjects of which 25 were White and 21 were Negro.

The samples taken from these two populations can be viewed in two ways: (a) the absolute number of subjects participating from each population as a total, and (b) the number of subjects participating at each stage of the study, i.e., the number of subjects completing the scales in each attitude content area. Viewed in terms of absolute numbers participating from each sample,

there were 69 subjects participating from the Education 429 group and 46 subjects participating from the Detroit group.

Viewed from the standpoint of the number of subjects participating at each stage or on each of the seven attitude scale areas, the sample varies on each of the different scale areas and this information is presented in Table 12.

TABLE 12.--Number of subjects participating in each of the seven attitude scale areas on the ABS: BW/WN.

Attitude Scale Areas	Education 429		Detroit Group	
	Whites	Blacks	Whites	Blacks
1. (C) Characteristics ^a	419	19	11	11
2. (E) Education ^a	365	14	23	19
3. (H) Housing	32	6	15	16
4. (J) Jobs	42	4	21	19
5. (L) Law and Order	28	6	13	10
6. (P) Political	61	8	12	10
7. (W) War and Military	36	6	13	11

^aBoth the Characteristics and Education scale areas include the Black and White subjects from Education 450 in the Education 429 group. The Black subjects, from the Education 450 course, were included in the analysis of the Education 429 group, but the White subjects were analyzed separately.

An additional sample of approximately 369 teacher education students enrolled in Education 450, entitled "Teacher and Society," at Michigan State University were

included although only partial analysis was done on this sample (see Erb, 1969 for complete data). This sample was chosen from a population of approximately 600 students enrolled in the course at Michigan State University during winter term. This sample was administered only two of the attitude content scales (ABS-Characteristics and ABS-Education Scale) plus the Personal Data Questionnaire. The sample consisted almost exclusively of White subjects and of the sample 369 completed the ABS-Characteristics Scale and 321 completed the ABS-Education Scale.

All subjects were also required to complete a Personal Data Questionnaire that contained the demographic variables and the independent variables of the study.

Samples from the two populations plus the additional sample from the Education 450 course were not selected using random procedures but instead an attempt was made to include as much of the population as possible. Since this is both a methodological and a pilot study, the emphasis is on the measurement and methodological aspects of the scaling procedures used and the responses, rather than on the representativeness of the sample.

The selection of the samples in the present study also reflects the difference in rationale between a methodological, and in the present case, a pilot study, and a study designed to make the maximum of generalizations from the results. Known groups were included in

the samples where both Blacks and Whites paralleled each other in most pertinent characteristics. Statistical matching however, was not employed in selecting the groups. A large part of both Black and White subjects were drawn from university students which represent a more homogeneous group than most other groups and this was probably more so in the present case since the students were either seniors or graduate students.

Collection of Data

Data were collected by group administration of the instruments in most cases. In some cases, the subjects were instructed to take the instruments home and complete them and then return them as soon as possible. From the two major groups (Education 429 and the Detroit group) the rate of response ranged from 98 per cent on one scale to a low of approximately 48 per cent on another. Overall, the rate of response was approximately 60 per cent for the seven attitude scale areas.

A set of procedures was developed for the administration of all the instruments. All interviewers were instructed beforehand with the procedures to be followed. Instructions to the respondents remained constant for each administration. An attempt was made to have White interviewers interview or administer the instruments to Whites and Black interviewers to administer the instruments to Blacks to rule out any interviewer bias that

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might develop. This attempt was not completely successful since Blacks were present in some cases where White interviewers were used and Whites were present in some cases where Black interviewers were used.

The instruments were administered in the following order:

1. Personal Data Questionnaire--this questionnaire contained the demographic variables, the independent variables, and the Efficacy scale.
2. ABS: BW/WN-E (Education)¹
3. ABS: BW/WN-C (Characteristics)
4. ABS: BW/WN-J (Job)
5. ABS: BW/WN-P (Political Activism)
6. ABS: BW/WN-H (Housing)
7. ABS: BW/WN-W (War and Military)
8. ABS: BS/WN-L (Law and Order)

Conditions for each testing were approximately the same for all the seven attitude content scales.

Major Variables of the Study

Major variables of the study were selected by theoretical considerations already reviewed which rely

¹The abbreviation BW/WN indicates the general capacity of the scale to indicate the attitudes that Blacks have toward Whites (BW) or to indicate the attitudes that Whites have toward Negroes (WN). The word Negro was used on the version of the scales the Whites filled out since the use of the word Black is recent and confusing to some Whites. The single letter after either BW or WN indicates what attitude content scale was used.

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heavily on socio-psychological research. Jordan (1968) indicated that four classes of variables seem to be important determinants, correlates and/or predictors of attitudes: (a) demographic variables such as age, sex, and religion, (b) socio-psychological variables such as one's value orientation, (c) contact variables such as amount, nature, enjoyment of the contact, etc., and (d) the knowledge variable. Table 13 presents the major variables by IBM card and column number.

Demographic Variables

The instrument labeled "Personal Data Questionnaire" ABS: BW/WN (Appendix A) was designed to operationalize several variables suggested by the review of the literature to be determinants of racial attitudes. A total of ten demographic items were included in the questionnaire which from a theoretical viewpoint might correlate with, or predict, the scores on the seven attitude content areas. These variables are: age, item 2; sex, item 1; amount of education, item 7; income, item 25; marital status, item 3; religious preference, item 4, 5; gain from contact, item 20; political affiliation, item 26; racial prejudice, item 24; and racial group, item 28.

Contact with the Opposite Racial Group

Items 17 through 23 on the Personal Data Questionnaire were designed to operationalize variables involved

TABLE 13.--ABS-BW/WN Scale. Basic variables list by IBM card and column.

Variable ^a :	Name/No	Card	Column	Page	Item
Attitude Content	1. Stereotype	1	20,22 alter to 46	1-3	1,3 alter to 27
	2. Normative	2	20,22 alter to 46	4-5	29,31 55
	3. Moral Eval.	3	20,22 alter to 46	6-7	57,59 83
	4. Hypothetical	4	20,22 alter to 46	8-9	85,87 111
	5. Feeling	5	20,22 alter to 46	10-11	113,115 139
	6. Action	6	20,22 alter to 46	12-14	141,143 167
	7. Total ^c	1-6	sum 1-6 above	1-14	sum above
Attitude Intensity	8. Stereotype	1	21,23 alter to 47	1-3	2,4 alter to 28
	9. Normative	2	21,23 alter to 47	4-5	30,32 56
	10. Moral Eval.	3	21,23 alter to 47	6-7	58,60 84
	11. Hypothetical	4	21,23 alter to 47	8-9	86,88 112
	12. Feeling	5	21,23 alter to 47	10-11	114,116 140
	13. Action	6	21,23 alter to 47	12-14	142,144 168
	14. Total ^c	1-6	sum 1-6 above	1-14	sum above
Value	15. Efficacy-Cont.	7	20,22 alter to 36	9-10	29,31 alter to 45
	16. Efficacy-Int.	7	21,23 alter to 37	9-10	30,32 alter to 46
BW/WN Contact	17. Nature of	1-7	64	5	17
	18. Amount of	1-7	65	5	18
	19. Avoidance	1-7	66	5	19
	20. Income	1-7	68	6	21
	21. Alternatives	1-7	69	7	22
	22. Enjoyment	1-7	70	7	23
Demo- graphic	23. Age	1-7	49	1	2
	24. Educ. Amount	1-7	54	2	7
	25. Income-Amount	1-7	72	7	25
Religio- sity	26. Rel. Impor.	1-7	53	2	6
	27. Rel. Adher.	1-7	62	4	15
Change Orien- tation	28. Self	1-7	55	3	8
	29. Child Rearing	1-7	56	3	9
	30. Birth Control	1-7	57	3	10
	31. Automat.	1-7	58	3	11
	32. Rule Adher.	1-7	63	5	16
Education	33. Local Aid	1-7	59	4	12
	34. Fed. Aid	1-7	60	4	13
	35. Planning	1-7	61	4	14
Prejudice	36. Prejudice-Am.	1-7	74	8	27
Categorical Data ^b	37. Sex	1-7	48	1	1
	38. Marital	1-7	50	1	3
	39. Rel. Affil.	1-7	51,52	2	4,5
	40. BW gain	1-7	67	6	20
	41. Polit. Affil.	1-7	73	8	26
	42. Racial Prej.	1-7	71	7	24
	43. Racial Group	1-7	75	8	28

^aVariable numbers correspond to numbers in Tables of Appendix B.

^bNot used in correlational analysis.

^cThe total score is obtained by summing each of the six levels as well as the total of these six levels. The score is simply the sum of the response categories.

in personal contact between the respondents and the opposite racial group. The items included are conceptually distinct. Item 17 deals with the kinds of experiences the respondent has had; item 18 deals with time spent with the opposite racial group; item 19 deals with the ease of avoidance of contact; item 20 deals with material gain from the contact; item 21 deals with income from contact; item 22 deals with alternatives to contact; and item 23 deals with enjoyment of the contact. Items 17 and 18 can also be viewed in terms of the knowledge variable.

Change Orientation

Five items were included in the Personal Data Questionnaire that deal with the change proneness of the person. Item 8 deals with self change; item 9 with child rearing methods; item 10 with birth control; item 11 with automation; and item 16 with rule adherence.

Educational Aid and Planning

Items were included in the Personal Data Questionnaire to measure attitudes regarding local aid to education (item 12), federal aid to education (item 13), as well as to who should have responsibility for educational planning (item 14).

Religiosity

Two questions, other than religious preference, were included in the Personal Data Questionnaire. One

dealt with conformity to the rules and regulations of the religion (item 15) and the other dealt with the felt importance of religion to the respondent (item 6).

Efficacy

Items 29, 31, 33, 35, 37, 39, 41, 43, and 45 which appear in the Personal Data Questionnaire under the heading entitled "Life Situations" (Appendix A), were adopted from a fully evolved Guttman Scale reported by Wolf (1967). Measures of intensity--items 30, 32, 34, 36, 38, 40, 42, 44, and 46--were added to the original items evolved by Wolf. These measures of intensity contained four categories of response ranging from "not sure at all" to "very sure" to the intensity question of: "How sure do you feel about your answer?".

This scale was designed to measure attitudes toward man and his environment and attempts to determine the respondent's view of the relationship between man and his environment. The emphasis of this scale is outlined by Wolf (1967):

The continuum underlying this scale ranged from a view that man is at the mercy of his environment and could only hope to secure some measure of adjustment to forces outside of himself, to a view that man could gain complete mastery of his physical and social environment and use it for his own purposes (p. 113).

This variable has been termed "Efficacy" since the scale purports to measure attitudes towards man's effectiveness in the face of his natural environment.

Prejudice-Amount

A single item (27) was included in the Personal Data Questionnaire asking the respondent to compare his racial attitudes to those of the average person.

Major Hypotheses of the Study

Since the present study is of a methodological nature--specifically of the test construction nature--most of the analysis and results will deal with measurement properties (special emphasis on item analysis in relation to shortening scales) and the use of facet design and analysis. The hypotheses of the study are of both a theoretical and substantive nature. The theoretical hypotheses deal with Guttman scaling aspects, and the substantive hypotheses deal with the independent variables and their relationship to the attitude scales used and the racial attitudes held by the subjects in the samples selected for the study.

Theoretical Hypotheses

H-1: There will be a positive relationship (correlational) between the conceptual theory (facet design) and the statistical structure (simplex) on all the seven attitude content areas.

a. The size of the correlation coefficient will increase with the increase in the number of contiguous facets in the variables.

Substantive Hypotheses

H-2: Persons who score high on efficacy will score high on favorable attitudes towards the opposite racial group on each of the seven ABS: BW/WN scales.¹

H-3: Persons who score high on stated importance of religion will score low on favorable attitudes toward the opposite racial group on each of the seven ABS: BW/WN scales.

H-4: Persons who score high on new methods of child rearing will score high on favorable attitudes towards the opposite racial group on each of the seven ABS: BW/WN scales.

H-5: Persons who agree that automation should be encouraged will score high on favorable attitudes towards the opposite racial group on each of the seven ABS: BW/WN scales.

H-6: Age will be negatively related to favorable attitudes of Blacks and Whites toward each other on the seven ABS: BW/WN scales.

H-7: Persons who agree that more local government aid is necessary for education will score high on favorable attitudes toward the opposite racial group on each of the seven ABS: BW/WN scales.

¹For this hypothesis, and all the following hypotheses in which tests of significance are involved, the statement of the hypothesis is in the research form rather than the null form for purposes of clarity.

Analyses Procedures

The Control Data Corporation Computer (CDC 3600 and CDC 6500) at Michigan State University was used to analyze the data.

Descriptive Statistics

A frequency column count program (Clark, 1964) designated as FCC I was used to compile the frequency distributions and the adjusted frequency distributions for every item and variable of the study. This program allows the researcher to gain a clinical "feel" for the data. The program also allows the researcher to debug the data and make corrections for invalid punches.

The first part of the MDSTAT program (Ruble & Rafter, 1966) also provides descriptive statistics. This program produced the N's, means, standard deviations, and adjusted means for all the groups of the study. Since the means and standard deviations of the Blacks and Whites in both the Detroit group and the Education 429 group were approximately the same, all the Blacks were combined and all the Whites were combined and treated in further statistical analyses as one Black group and one White group in testing the substantive hypotheses. They were considered separately in the item analyses procedures.

Correlational Statistics

The CDC MDSTAT program (Ruble & Rafter, 1966) was also used for the tremendous amount of other information it provides other than that listed above. Most of the item analyses procedures came from this program which runs "item-to-total scores" on each of the separate six levels or sub-scales and "level-to-level-scores" on the whole scale. This program was used to obtain the correlations between the original 14 items in order to select two items that were statistically working and then these items were used to form one composite scale (see Appendix C). The "level-to-level-scores" procedure is the simplex correlation structure which allows a check on whether or not the simplex was approximated.

A variation of the CDC MDSTAT program was used to obtain the inter-variable correlation matrixes. The adapted program prints out, immediately adjacent to each other, the correlation, sample size, and significance level (see Tables 35-48 in Appendix D).

Multidimensional/Multivariate Statistics¹

Until recently only one type of profile analysis has been in general use, i.e., scalogram analysis

¹Since this type of data analysis is central to Guttman's current emphasis on facet theory scale construction, it is included here for informational purposes even though it was not used herein since the computer program is not yet fully operational at Michigan State University.

(Guttman, 1950). Scalogram analysis has frequently been employed to investigate whether the profiles of individual subjects form a particular kind of unidimensional structure. For data which do not render such a scale, an appropriate technique of analysis has been developed only recently. The program, called the Guttman-Lingoes Multidimensional Scalogram Analysis I (G-L MSA-I), is now operational on the electronic computers of the University of Michigan and the Hebrew University in Israel (Lingoes, 1966).

The MSA-I renders a space in which subjects are represented as points, variables as partitions, and categories of the variables as regions of the partitions. The program calculates coordinates for each point in a space with the smallest possible number of dimensions.

Consider the scale of Table 14. The five subjects may be represented as five points along a straight line, and the four variables may be regarded as four partitions, each of which divides this one dimensional space into two contiguous regions as in Figure 6.

When several lines cross each other at the same point in a space diagram, it will generally be the case that the relationship is closer between those variables whose lines are closer to each other. In Figures 6 and 7, for example, Variable I will be closer to II than to III, and closer to III than to IV.

TABLE 14.--A perfect scale for four dichotomous variables.

Subject	Variables			
	I	II	III	IV
1	+	+	+	+
2	+	+	+	-
3	+	+	-	-
4	+	-	-	-
5	-	-	-	-

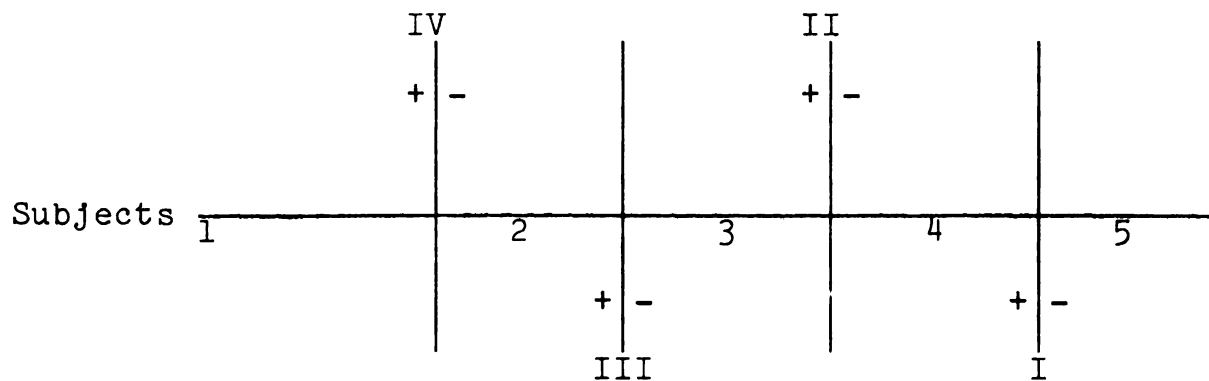


Figure 6.--The five profiles of Table 14 represented in a uni-dimensional space.

The MSA-I is a useful tool for describing typologies when there are a great number of variables and profiles; the samples given here are quite simple and can be worked out by hand. In practice, the data will usually reveal some deviation from the n-dimensional representation given by the MSA-I. The degree of deviation is indicated by the Coefficient of Contiguity (Lingoes, 1966), which may vary in principle from 0 (no fit) to 1 (perfect fit).

The investigator who is faced with a space diagram (which is printed out by the computer, see Jordan, 1968 for examples) is sometimes left with some freedom in deciding exactly where to draw the boundary lines, especially where there is no dense collection of points in the space. There is always the problem of interpreting the space and for this an a priori facet theory of content is useful. Even in the absence of a sharp content theory, MSA-I is a powerful tool for testing certain kinds of hypotheses concerning typologies and their relationships to each other. When there is no theory on which such hypotheses can be based beforehand, the MSA is suggestive of new hypotheses and further kinds of analysis.

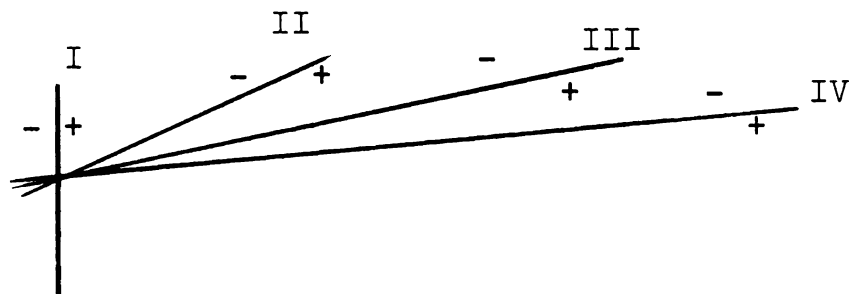


Figure 7.--Schematized two-space diagram of five dichotomous variables.

CHAPTER IV

ANALYSIS OF THE DATA

Most of the data were analyzed using item analysis procedures since the basic intent of the research was of a test construction nature. These procedures were employed mainly to select two items from each of the seven attitude scale areas and then to combine these selected items into one composite scale that could be used in further research.

Two groups¹--Detroit and Education 429--were used in the present study and these groups were divided into three categories in reference to the way they were analyzed. Since each group contained both Black and White subjects, the responses of both the Blacks and the Whites were analyzed separately, thus forming two of the categories for item analysis procedures. The third category used for the item analysis was formed by combining Blacks and Whites in each group, i.e., Detroit and Education 429,

¹A third group was used in the study (Education 450) but only partial analyses were conducted with this group and those results will be indicated where applicable.

together to form what was labeled a "total" category. In summary, there were two main groups--Detroit and the Education 429 group--and three categories or ways the item analysis procedures were applied to these two groups.

Inter-Item Analysis

The MDSTAT computer program (Ruble & Rafter, 1966) of the Michigan State University computer center was used to produce inter-item correlation matrixes for all six levels or sub-scales for each of the seven attitude content scale areas. Inter-item correlation matrixes were obtained for both the Detroit group and the Education 429 group using the three categories of White, Black, and total for each group. Altogether, 252 tables of this type were generated from the data in the present study. Because the tables were so numerous and of secondary importance, they were deposited with NAPS.¹

The inter-item correlation matrixes were used to ascertain whether the items in a level or sub-scale were measuring or "tapping" the same thing or whether they were differentially contributing to the total score. Optimally, low inter-item correlations and high item-to-total correlations are desired (Anastasi, 1968; Magnusson,

¹The 252 tables will be sent for deposit with NAPS. Order NAPS Document _____ from ASIS National Auxiliary Publications Service, c/o CCM Information Sciences, Inc., 22 West 34th Street, New York, New York 1001; remitting \$ _____ for microfilm or \$ _____ for photocopies. If they are not accepted by NAPS, contact one of the authors for copies.

1966). Validity of a test, or level as in the present case, can be enhanced by including items with low inter-item correlations. Magnusson (1966) states that the validity of a test can be increased by making the test more heterogeneous. This is done by replacing items which correlate highly with other items by items with low correlations with each other. These latter items, however, must correlate positively and significantly with the total score to be useful.

Items chosen for inclusion in the composite final scale had low inter-item correlations. These items dealt with different concepts or relations even though the disjoint struction was constant for the individual scale area.

Item-to-total Analysis

Most of the research results were concerned with the item-to-total correlations. This type of analysis provided the basis for item selection for the final composite scale as well as providing indices of reliability and validity. In this procedure, items that correlate highly with the total score are retained while those items that have low or negative correlations with the total score are discarded. Magnusson (1966) avers that this type of analysis relies heavily on the contribution of the items to the reliability of the test. He states: "The greater the correlation between the test measurement and the

measurement made with the item, the greater is this contribution" (p. 207). Several attitudinal and other studies have employed this approach in test construction (Likert, 1932; Bray, 1950; Guttman, 1966; and Smith & Inkles, 1966).

In the present study, each level or sub-scale was considered as a total score. Items were then correlated with the total score of the particular level in which they were contained. Consequently for each of the seven scales (Characteristics, Education, Housing, Job, Law and Order, Political Activism, and War and Military) there were six totals computed--one for each of the six levels.

As has been previously discussed in Chapter III, each item in every scale area was repeated in all six levels of that scale. These items remained the same in content--i.e., the disjoint struction was held constant--but were altered on each of the six levels according to the specifications of the attitude structure paradigm--i.e., conjoint struction--as detailed by Guttman (1959) and refined by Jordan (1968). Each attitude scale as a result contained 14 items that were repeated in each of the six levels in the same order thus yielding a total of 84 items per scale.

The 14 items in each scale appeared in the same sequence on all six levels. For example, on the

ABS: WN/BW Characteristics Scale the first item in level (section) 1 deals with "cleanliness." This item is also the first item to appear in levels 2 through 6 on this scale. The same is true for the rest of the 13 items. On the seven attitude scales content items were numbered consecutively. They were also numbered alternately (odd numbers) since each item had an intensity question that was related to it.¹ In Tables 19 to 32 (see Appendix D) the items are listed from 1 to 14 on each of the six levels for all seven attitude scales. In using these tables it is then necessary to make the transition from the original item numbers used in the scales (see Appendix A for the instruments) to the new scale numbers 1-14 used in Tables 19-32. In level 1 on the original scales, the numbers: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, and 27 are the numbers used for the content items. These numbers are then translated from 1-27 to the new scale numbers of 1-14 since the items are in the same order on each level of the scale. For example, on level 1, item 1 remains item 1, item 3 becomes item 2, item 5 becomes item 3, item 7 becomes item 4, item 9 becomes item 5, item 11 becomes item 6, item 13 becomes item 7, item 15 becomes item 8, item 17 becomes item 9, item 19 becomes item 10,

¹In relation to the example given above, the first content item would be number 1 in level 1, 29 in level 2, 57 in level 3, 85 in level 4, 113 in level 5, and 141 in level 6.

item 21 becomes item 11, item 23 becomes item 12, item 25 becomes item 13, and finally item 27 becomes item 14. This is done in the same manner for all the levels of the scale. Table 15 is presented here using the new scale numbers (1-14) and illustrating the procedures used in item selection. Tables 19-32 (see Appendix D) should be used concomitantly with the seven original scales (see Appendix A) to avoid confusion.

Tables 19-32 together indicate that item-to-total analyses were run on all six levels of each of the seven attitude scales for both the Detroit group and the Education 429 group. In both groups, item-to-total results were computed for the three categories of: Blacks, Whites, and total (both Blacks and Whites together). Altogether 36 separate measures were computed for each item in the item-to-total analyses. To select the items to be included in the final composite scale, the criterion was established that each item had to have a high positive correlation (.50 or above)¹ across all six levels for both groups and for the three categories with both groups. This criterion was quite stringent since each item would have to pass through 36 successive "sieves" to be considered for

When the criterion of .50 or above was applied to the item-to-total correlations approximately 25 per cent of the items were below the level desired. When the criterion was lowered to .45 for the items selected approximately 20 per cent of the items were below this point and when .40 was used approximately 15 per cent of the correlations were below this level.

Scale Levels

Note: Whenever a double dash (--) appears in a cell in this table or any of the following tables it indicates that the variable is approximately constant and not that data are missing.

^bSee Appendix A for the scale.

d_T = Total Education 429 Group, Blacks and Whites.

e_B = Black sample.

inclusion in the final composite scale. For each of the seven attitude scale areas, four items from each group were selected and then matched with the items selected from the other group. From these items, two items per each of the seven attitude scale areas were selected for the final composite scale which then contained these 14 items across the six levels. Tables 19 through 32 contain the results of the item-to-total analyses (see Appendix D).

Using the criterion of .50 or above and the average item-to-total correlations (Anastasi, 1968), two items were selected from each of the seven attitude scale areas after each item was examined. The items selected for inclusion in the final composite scale were: items 3 and 23 on the Characteristics Scale, items 1 and 7 on the Education Scale, items 19 and 27 on the Housing Scale, items 7 and 11 on the Job Scale, items 15 and 27 on the Law and Order Scale, items 11 and 15 on the Political Activism Scale, and items 11 and 19 on the War and Military Scale. The final composite scale containing these 14 items across the six levels is included in Appendix C.¹ Table 16 presents the final items selected and their order of appearance in the final scale as well as the new scale numbers.

¹The final composite scale is entitled the Attitude Behavior Scale: BW/WN-G.

TABLE 16.--Items for revised ABS: WN/BW-G.^a

New Scale No.	Area and Original ^b No.	Items for Revised General ^a (G) Scale ^c
1	C (3)	--can be trusted with money
2	C(23)	--families are closely knit
3	E(1)	--intellectual ability
4	E(7)	--desire a higher education
5	H(19)	--help their neighbors
6	H(27)	--neighborhoods are safe
7	J(7)	--obey job rules and regulations
8	J(11)	--enjoy working with . . .
9	L(15)	--resist arrest
10	L(27)	--are the victims of "police brutality"
11	P(11)	--misuse trial-by-jury
12	P(15)	--vote for . . . candidates for public office
13	W(11)	--desire draft deferments
14	W(19)	--are careful with their weapons

^aSee Appendix C for revised "G" scale. G = a general overall measure composed of two items from each of the seven attitude scale areas.

^bSee Appendix A for original scale and item numbers.

^cCopyrighted by Hamersma and Jordan.

Simplex Analysis

Hypothesis 1 deals with the simplex analysis part of the study. The hypothesis states: There will be a positive relationship (correlational) between the conceptual theory (facet design) and the statistical structure (simplex) on all seven attitude content areas. A corollary to this hypothesis specifies this statistical structure by stating: The size of the correlation coefficient will increase with the increase in the number of contiguous facets in the variables. Guttman defines a simplex (1954-55) as "sets of scores that have an implicit order from 'least complex' to 'most complex'" (p. 400). Guttman's earlier comments on the simplex were concerned with a simplex produced by an additive model. His latter work (1959) and the results of the present study are concerned with simplexes produced by a non-additive model but retaining the same statistical structure because of the use of facet design and the theory behind the attitude item construction paradigm as proposed by Guttman (1959) and adapted by Jordan (1968).

Interpretation of the simplexes obtained in the present study (see Figures 8-51) do not lend themselves to direct tests of significance as has been pointed out in Chapter III. Kaiser (1962) has worked out a method whereby the obtained simplex is submitted to a procedure that arranges the correlations in the best possible

simplex order and also computes a value for this which he labels Q^2 . However, the distribution¹ of Q^2 has not been obtained so that tests of significance or likelihood probabilities are still lacking. Mukherjee (1966), in a later article, deals with the problem of a likelihood-ratio test for Guttman quasi-simplexes and suggests the use of covariance structures to provide an answer to the problem. No computer programs of the type suggested by Mukherjee are yet available to the author's knowledge.

In the present study, the 44 obtained simplexes are examined in relation to what a "perfect" simplex structure would be like (see Table 4). Guttman (1954, 1959) states that a "perfect" simplex is not to be expected in actual research but that one can hope for close approximations. The simplexes in Figures 8-51 are arranged in a 6 x 6 correlation matrix representing the six levels of each scale. In these matrixes, there are 15 entries containing one complete half of the matrix. According to a simplex model, each entry in these matrixes has a specified order of ascending or descending correlations in relation to the level it represents, i.e., level 1 should correlate higher with level 2 than with level 3 (see Table 4). The order of each correlation is specified by both row and column, thus there is the possibility of 15 errors in each

¹See Maierle (1969) for an example of how Q^2 may be used to indicate a simplex approximation.

simplex of that each of the entries is "out of place." Errors in Figures 8-51 are indicated by being underlined, i.e., the underlined entries show where the simplex structure has not been maintained. In some cases there are negative correlations in the simplexes. Negative correlations are not desired in the simplex structure and may be interpreted in several ways. Kaiser¹ (1962) suggests reflecting the correlations and then treating them as positive. He also suggests they may be treated as missing data. Guttman (1959) indicates that slight errors may be accounted for by sampling errors or fluctuations. Negative correlations in the present study are reflected so that a $-.05$ for example would be interpreted as $.05$. There are however some large negative correlations that do appear and these cases will receive a more elaborate treatment in Chapter V.

Because there is presently no specific statistical procedure for ascertaining the "goodness" of an obtained simplex the practices used by Guttman and Jordan were followed. In Figures 8-51 the simplex is accepted as "approximated" if there are no more than six reversals. Using the six-reversal criteria, 26 of the 44 simplexes were accepted as being approximated. It is instructive to note that less reversals were contained in the larger samples. In most cases the Black samples were smaller and contained a larger number of reversals as can be seen in Figures 8-51.

¹Personal communication.

CORRELATION MATRICES FOR THE AGE: BROWN SIMPLEX DATA

1	2	3	4	5	6
1					
2	65				
3	13	10			
4	12	07	65		
5	-03	-01	39	42	
6	09	17	30	36	21
Scale Level					

Figure 8

Characteristics--White
Ed. 450 (N=359)

1	2	3	4	5	6
1					
2	61				
3	09	-02			
4	03	-01	60		
5	-01	-02	40	40	
6	15	02	31	37	34
Scale Level					

Figure 9

Education--White
Ed. 450 (N=421)

1	2	3	4	5	6
1					
2	64				
3	-12	-19			
4	00	-09	60		
5	-01	06	40	44	
6	-17	-11	32	53	11
Scale Level					

Figure 10

Characteristics--Total
Ed. 429 (N=65)

1	2	3	4	5	6
1					
2	48				
3	01	-06			
4	17	-05	68		
5	-06	-11	54	53	
6	-03	13	22	17	19
Scale Level					

Figure 11

Education--Total
Ed. 429 (N=49)

1	2	3	4	5	6
1					
2	71				
3	-27	-05			
4	-16	02	60		
5	-02	19	61	46	
6	-11	-10	33	43	22
Scale Level					

Figure 12

Housing--Total
Ed. 429 (N=38)

1	2	3	4	5	6
1					
2	77				
3	-13	-27			
4	01	-04	48		
5	15	01	15	40	
6	20	17	18	-03	07
Scale Level					

Figure 13

Job--Total
Ed. 429 (N=46)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRIXES FOR THE ABS: BW/WH SIMPLEX DATA

Scale Level	1	2	3	4	5	6
1						
2		88				
3		<u>-31</u>	<u>-26</u>			
4		<u>-18</u>	<u>-03</u>	66		
5		<u>-15</u>	<u>-12</u>	64	<u>47</u>	
6		<u>19</u>	<u>22</u>	02	15	<u>03</u>

Figure 14

Law and Order--Total
Ed. 429 (N=34)

Scale Level	1	2	3	4	5	6
1						
2		66				
3		04	<u>-01</u>			
4		<u>12</u>	<u>08</u>	69		
5		<u>06</u>	<u>22</u>	37	69	
6		<u>12</u>	<u>16</u>	34	34	37

Figure 15

Political Activism--Total
Ed. 429 (N=60)

Scale Level	1	2	3	4	5	6
1						
2		73				
3		09	<u>01</u>			
4		<u>16</u>	<u>09</u>	65		
5		00	<u>-08</u>	57	62	
6		<u>-18</u>	<u>-19</u>	<u>-19</u>	<u>-05</u>	<u>-04</u>

Figure 16

War and Military--Total
Ed. 429 (N=42)

Scale Level	1	2	3	4	5	6
1						
2		64				
3		<u>-07</u>	<u>-14</u>			
4		02	<u>-05</u>	60		
5		<u>-05</u>	<u>-00</u>	42	<u>41</u>	
6		<u>-20</u>	<u>-08</u>	41	52	<u>09</u>

Figure 17

Characteristics--White
Ed. 429 (N=60)

Scale Level	1	2	3	4	5	6
1						
2		61				
3		<u>-02</u>	<u>-05</u>			
4		<u>-02</u>	<u>-34</u>	49		
5		19	<u>21</u>	40	63	
6		08	<u>05</u>	11	45	<u>31</u>

Figure 18

Characteristics--Black
Ed. 429 (N=19)

Scale Level	1	2	3	4	5	6
1						
2		53				
3		<u>05</u>	<u>-14</u>			
4		<u>12</u>	<u>-10</u>	72		
5		<u>-10</u>	<u>-13</u>	60	<u>54</u>	
6		<u>-09</u>	11	25	<u>16</u>	<u>17</u>

Figure 19

Education--White
Ed. 429 (N=44)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRICES FOR THE ABC: BW/WH: SIMPLEX DATA

1	2	3	4	5	6
57					
31	<u>30</u>				
42	24	85			
04	<u>-04</u>	72	78		
<u>60</u>	<u>35</u>	69	<u>63</u>	<u>46</u>	
1	2	3	4	5	6

Figure 20

Education--Black
Ed. 429 (N=14)

1	2	3	4	5	6
61					
<u>-18</u>	22				
<u>-12</u>	<u>-02</u>	83			
<u>-05</u>	<u>00</u>	61	57		
<u>-05</u>	<u>-15</u>	46	42	<u>24</u>	
1	2	3	4	5	6

Figure 21

Housing--White
Ed. 429 (N=32)

1	2	3	4	5	6
90					
<u>-52</u>	<u>-27</u>				
12	40	<u>30</u>			
<u>12</u>	<u>22</u>	70	<u>23</u>		
<u>-04</u>	<u>-26</u>	37	52	<u>41</u>	
1	2	3	4	5	6

Figure 22

Housing--Black
Ed. 429 (N=6)

1	2	3	4	5	6
65					
<u>-02</u>	<u>-23</u>				
<u>13</u>	09	37			
27	<u>10</u>	<u>12</u>	40		
15	<u>10</u>	20	<u>-01</u>	<u>08</u>	
1	2	3	4	5	6

Figure 23

Job--White
Ed. 429 (N=42)

1	2	3	4	5	6
60					
<u>-58</u>	<u>-78</u>				
<u>-21</u>	<u>-22</u>	47			
<u>-75</u>	<u>-53</u>	72	<u>21</u>		
<u>64</u>	<u>06</u>	<u>00</u>	<u>00</u>	<u>-53</u>	
1	2	3	4	5	6

Figure 24

Job--Black
Ed. 429 (N=4)

1	2	3	4	5	6
33					
<u>-25</u>	<u>-28</u>				
<u>31</u>	30	37			
05	<u>-01</u>	<u>57</u>	<u>22</u>		
04	15	<u>-03</u>	26	<u>-06</u>	
1	2	3	4	5	6

Figure 25

Law and Order--White
Ed. 429 (N=28)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRIXES FOR THE ABC: BW/WH SIMPLEX DATA

Scale Level	1	2	3	4	5	6
1						
2	82					
3	69	71				
4	51	<u>45</u>	93			
5	14	<u>11</u>	<u>71</u>	86		
6	<u>31</u>	17	73	79	91	

Figure 26

Law and Order--Black
Ed. 429 (N=6)

Scale Level	1	2	3	4	5	6
1						
2	62					
3	<u>63</u>	<u>14</u>				
4	50	<u>29</u>	54			
5	<u>51</u>	<u>58</u>	<u>30</u>	<u>30</u>		
6	<u>24</u>	<u>41</u>	<u>27</u>	<u>16</u>	<u>14</u>	

Figure 28

Political Activism--Black
Ed. 429 (N=6)

Scale Level	1	2	3	4	5	6
1						
2	75					
3	09	11				
4	02	06	71			
5	<u>06</u>	<u>05</u>	<u>67</u>	73		
6	<u>12</u>	<u>12</u>	<u>16</u>	<u>05</u>	<u>01</u>	

Figure 29

War and Military--White
Ed. 429 (N=36)

Scale Level	1	2	3	4	5	6
1						
2	11					
3	<u>10</u>	<u>10</u>				
4	40	20	29			
5	<u>04</u>	<u>13</u>	<u>59</u>	<u>40</u>		
6	<u>50</u>	<u>51</u>	<u>23</u>	10	12	

Figure 30

War and Military--Black
Ed. 429 (N=6)

Scale Level	1	2	3	4	5	6
1						
2	10					
3	<u>17</u>	<u>21</u>				
4	<u>17</u>	<u>17</u>	80			
5	<u>06</u>	<u>23</u>	76	75		
6	<u>24</u>	<u>42</u>	43	<u>37</u>	75	

Figure 31

Characteristics--Total
Detroit (N=22)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRIXES FOR THE ABS: BW/WM SIMPLEX DATA

1	2	3	4	5	6
1					
2	72				
3	<u>-56</u>	<u>-46</u>			
4	<u>-16</u>	<u>-29</u>	53		
5	<u>-42</u>	<u>-47</u>	46	52	
6	22	12	12	13	<u>-16</u>

Figure 32

Education--Total
Detroit (N=42)

1	2	3	4	5	6
1					
2	73				
3	<u>-53</u>	<u>-37</u>			
4	<u>-33</u>	<u>-40</u>	78		
5	<u>-33</u>	<u>-37</u>	45	65	
6	10	<u>-22</u>	<u>-26</u>	14	11

Figure 33

Housing--Total
Detroit (N=31)

1	2	3	4	5	6
1					
2	77				
3	<u>-24</u>	<u>-44</u>			
4	<u>-18</u>	<u>-30</u>	67		
5	<u>-34</u>	<u>-40</u>	57	67	
6	24	27	<u>-06</u>	<u>04</u>	<u>-16</u>

Figure 34

Jobs--Total
Detroit (N=40)

1	2	3	4	5	6
1					
2	90				
3	<u>-80</u>	<u>-71</u>			
4	<u>-52</u>	<u>-49</u>	77		
5	<u>-69</u>	<u>-65</u>	70	74	
6	19	06	<u>-05</u>	11	27

Figure 35

Law and Order--Total
Detroit (N=23)

1	2	3	4	5	6
1					
2	77				
3	<u>05</u>	42			
4	14	29	76		
5	<u>-07</u>	26	69	<u>50</u>	
6	16	<u>08</u>	41	68	38

Figure 36

Political Activism--Total
Detroit (N=22)

1	2	3	4	5	6
1					
2	55				
3	<u>-08</u>	<u>-19</u>			
4	<u>03</u>	04	73		
5	<u>-41</u>	<u>-37</u>	32	41	
6	27	27	<u>-14</u>	<u>-11</u>	<u>-59</u>

Figure 37

War and Military--Total
Detroit (N=24)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRIXES FOR THE ABS: BW/WW SIMPLEX DATA

1	2	3	4	5	6
1					
2	82				
3	18	34			
4	03	26	<u>63</u>		
5	<u>19</u>	20	76	82	
6	<u>34</u>	-06	20	-14	08
Scale Level					

Figure 38

Characteristics--White
Detroit (N=11)

1	2	3	4	5	6
1					
2	76				
3	-32	<u>-31</u>			
4	-18	-32	65		
5	-02	-27	73	<u>62</u>	
6	-59	-60	63	70	<u>40</u>
Scale Level					

Figure 39

Characteristics--Black
Detroit (N=11)

1	2	3	4	5	6
1					
2	57				
3	-04	<u>-12</u>			
4	-03	23	45		
5	01	07	44	57	
6	<u>23</u>	05	-01	-20	<u>-19</u>
Scale Level					

Figure 40

Education--White
Detroit (N=23)

1	2	3	4	5	6
1					
2	53				
3	-38	<u>-28</u>			
4	-28	-50	60		
5	-19	-52	27	55	
6	10	03	<u>47</u>	44	<u>-01</u>
Scale Level					

Figure 41

Education--Black
Detroit (N=19)

1	2	3	4	5	6
1					
2	66				
3	-20	<u>-02</u>			
4	27	-03	47		
5	08	06	-13	-01	
6	21	-13	30	61	<u>-18</u>
Scale Level					

Figure 42

Housing--White
Detroit (N=15)

1	2	3	4	5	6
1					
2	88				
3	-26	-37			
4	-19	-47	82		
5	-31	-49	54	77	
6	-51	-58	06	20	48
Scale Level					

Figure 43

Housing--Black
Detroit (N=16)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRICES FOR THE ABS: BW/WH SIMPLEX DATA

1	2	3	4	5	6
1					
2	54				
3	31	22			
4	17	25	45		
5	-02	01	-01	56	
6	16	11	-03	03	-16
Scale Level					

Figure 44

Job--White
Detroit (N=21)

1	2	3	4	5	6
1					
2	87				
3	-05	-10			
4	94	08	91		
5	-26	-14	64	66	
6	11	27	29	51	15
Scale Level					

Figure 45

Job--Black
Detroit (N=19)

1	2	3	4	5	6
1					
2	68				
3	-70	60			
4	92	61	88		
5	-04	-06	-03	-14	
6	04	05	34	19	49
Scale Level					

Figure 46

Law and Order--White
Detroit (N=13)

1	2	3	4	5	6
1					
2	81				
3	-68	-68			
4	-08	-25	13		
5	-51	-50	39	71	
6	-10	-45	49	53	63
Scale Level					

Figure 47

Law and Order--Black
Detroit (N=10)

1	2	3	4	5	6
1					
2	74				
3	40	54			
4	23	21	77		
5	56	59	71	65	
6	22	12	52	86	62
Scale Level					

Figure 48

Political Activism--White
Detroit (N=12)

1	2	3	4	5	6
1					
2	82				
3	-27	22			
4	01	34	79		
5	-76	-30	72	32	
6	23	30	60	58	13
Scale Level					

Figure 49

Political Activism--Black
Detroit (N=11)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

CORRELATION MATRIXES FOR THE ABS: BW/WH SIMPLEX DATA

1					
2	89				
3	-45	-50			
4	13	36	<u>-03</u>		
5	06	00	01	30	
6	12	36	<u>05</u>	18	-73
	1	2	3	4	5
	6				

Figure 50

War and Military--White
Detroit (N=13)

1					
2	84				
3	45	66			
4	33	48	78		
5	<u>-49</u>	-31	<u>-14</u>	<u>13</u>	
6	31	<u>05</u>	<u>-01</u>	<u>-12</u>	-49
	1	2	3	4	5
	6				

Figure 51

War and Military--Black
Detroit (N=11)

NOTE: Underlined correlations indicate instances in which simplex was not maintained. Negative correlations are reflected and decimal points are omitted.

The work of Maierle (1969), while not yet completed, indicates that the simplex order is obtained even when the attitude subscales or levels are administered randomly. His research also randomly controlled item direction (positiveness-negativeness) and subject-verb position of the attitude object and subject. Maierle's data gives added support to the position that the six-level structure imposed by the facet design does order the respondents in a simplex fashion.

Analysis of the simplexes in the present study is concerned mainly with the conjoint struction, i.e., the six levels of the attitude paradigm, although the disjoint struction¹ is also involved. The simplex structure can be looked at as a measure of construct validity since it is concerned with providing a measure of a theoretical construct--conjoint struction. Because the simplex structure was approximated in 26 of the 44 simplexes obtained in the study--and in each instance was obtained in the largest samples--this was taken as providing an additional measure of reliability. As mentioned previously, no precise statistical measure yielding a likelihood ratio for simplexes obtained from attitude scales is yet available. The best method of evaluating them is to determine if the

¹Disjoint struction is specifically concerned with content validity in this study. The seven attitude content areas represented in this study deal with inter-racial interaction.

predicted simplex order has been maintained by underlining the errors in the order by visual inspection. In this inspection, the general overall pattern is more important than the simple correlations. Also in the visual inspection of the simplexes, the overall pattern with as few errors or exceptions as possible when using either an ascending or descending order was the method used in Figures 8-51.

In Figures 8-51, the average number of errors or exceptions to the simplex order is approximately six. By comparison, the average number of errors Jordan (1968) obtained in three separate samples (see Table 10) was four. In both Jordan's work and in the present study likelihood ratios or any other statistically comparative methods were not applied. There were many instances in the present research, however, where the simplex order was closely maintained (see Figures 8, 26, 36, 38 and 48) and in other cases where the overall pattern was in the direction indicated.

Some of the simplex computation in the present study was done on exceptionally small size samples. In some cases the N used was 10 or less (six cases) while in several others, the number of subjects used in computing a simplex was less than 30 (26 cases). As in most statistical computation, the use of large number of subjects lends stability to the measures used because chance fluctuations are less likely to make a difference.

Substantive Hypotheses

Major emphasis of the present study was on the construction of a single composite racial attitude scale utilizing a particular attitude paradigm. In addition to the composite scale, seven eight-item in-depth scales were also refined from the original 14 item scales (see Table 18).

However, six substantive hypotheses were tested to ascertain the 'favorableness' or 'unfavorableness' of Whites' attitudes toward Blacks and Blacks' attitudes toward Whites. Each of the six substantive hypotheses dealt with all seven of the attitude content scale areas (Characteristics, Education, Housing, Job, Law and Order, Political Activism, and War and Military). For each of the seven attitude content scale areas, the total score of the six levels on specific content (variable 7, see Table 13) was used as the dependent variable for all of the six substantive hypotheses.

Every hypothesis was tested twice; once for the Black group and once for the White group on all seven attitude content scales. This was essential since the design of the scales was to assess the attitudes of one racial group towards the opposite racial group. In testing the hypotheses, all the Blacks in the study were combined (Ed. 429, Detroit, and Ed. 450)¹ and all the

¹Seven Black subjects were included from the Ed. 450 course only on the Characteristics Scale and the Education Scale.

Whites were combined (Ed. 429 and Detroit) because the means for each sample were approximately the same in each content area and the nature of the hypotheses were concerned with all members of each racial group used in the study.

All the hypotheses in the present study were tested with a variation of the CDC MDSTAT program. This adapted program prints out, immediately adjacent to each other, the correlation, sample size, and significance level.

The data for hypotheses H-2 through H-7 are presented in Table 17 as well as in Tables 33-48 in Appendix D. Relationships that are significant on these tables (Tables 35-48) are circled so as to aid in interpretation. Tables 33 and 34 present the: means, correlations, and sample sizes for all the hypotheses included in the study plus providing additional information.

H-2: Efficacy and Favorable Attitudes

This hypothesis stated that persons who score high in efficacy (variable 15, see Table 13) would have favorable attitudes towards the opposite racial group on each of the seven attitude content scales (ABS: BW/WN). For the White group, this relationship was significant (Table 17) on the Characteristics (ABS: WN-C) and Political Activism Scale (ABS: WN-P). While not significant on the Job Scale (ABS: WN-J), the sample difference was in

the direction opposite to that hypothesized and large enough to have been significant if a non-directional test had been used. For the Black group, this relationship was significant (see Table 17) on the Education (ABS: BW-E) and Job Scale (ABS: BW-J). In two of the seven content area scales the data indicate a positive relationship between scores on the efficacy variable and favorable attitudes toward the opposite racial group.

H-3: Importance of Religion and Favorable Attitudes

This hypothesis stated that persons who score high on stated importance of religion (variable 26, see Table 13) would have unfavorable attitudes towards the opposite racial group on each of the seven attitude content scales (ABS: BW/WN), i.e., a negative relationship was predicted. For the White group, on only one scale, the Job Scale (ABS: WN-J), was the relationship significant (see Table 17). For the Black group, there were no significant relationships (see Table 17) found; in fact, the sample difference was in the direction opposite to that hypothesized on the Job Scale (ABS: BW-J) and large enough to have been significant if a non-directional test had been used.

The review of literature indicated that the "importance of religion" appeared to be a crucial variable in predicting attitudes. In the present study,

however, only one comparison was significant although the samples differences were in the predicted direction for several other comparisons but they were not large enough to be used as evidence of population differences.

H-4: Methods of Child Rearing
and Favorable Attitudes

This hypothesis stated that persons who score high on new methods of child rearing (variable 29, see Table 13) would also score high on favorable attitudes towards the opposite racial group on each of the seven attitude content scales (ABS: BW/WN). The child rearing variable was not clearly related to favorable attitudes toward the opposite racial group (see Table 17). For the White group, only on the Characteristics Scale (ABS: WN-C) was there a significant relationship (see Table 17). For the Black group, there were no significant relationships (see Table 17) found; in fact, the sample difference was in the direction opposite to that hypothesized on the War and Military Scale (ABS: BW-W) and large enough to have been significant if a non-directional test had been used.

H-5: Automation and
Favorable Attitudes

The relationship in this hypothesis stated that persons who agree that automation (variable 31, see Table 13) should be encouraged would have favorable

attitudes toward the opposite racial group on each of the seven attitude content scales (ABS: BW/WN). This hypothesis as well, as the preceding hypothesis, dealt with the change orientation of the person (see Chapter III). For the White group, there were no significant statistical relationships for the population on any of the seven scales (see Table 17). For the Black group, this relationship was significant (see Table 17) on the Characteristics (ABS: BW-C) and the Law and Order Scale (ABS: BW-L).

Data generated from this hypothesis seems to indicate for the Black group that people who state that automation should be encouraged are inclined to have favorable attitudes towards the opposite racial group.

H-6: Age and Favorable Attitudes

Age (variable 23, see Table 13), like the importance of religion, when used as an independent or predictor variable has produced ambiguous and contradictory results (see Chapter II). This hypothesis stated that age would be negatively related to favorable attitudes of Blacks and Whites toward each other on the seven attitude content scales (ABS: BW/WN). For the White group, only on the Education Scales (ABS: WN-E) was the hypothesized relationship significant (see Table 17) and

for the Black group there were no significant relationships found (see Table 17). H-6 was not supported.

H-7: Local Government Aid to
Education and Favorable
Attitudes

Agreement that more local government aid is necessary for education even if this meant raising the amount of taxes received support in only one case in relation to favorable attitudes on the seven attitude content scales (ABS: BW/WN). H-7 was significant only for the White group (see Table 17) on the Housing Scale (ABS: WN-H). For the Black group, no relationship was found to be significant (see Table 17).

Summary of the Substantive
Hypotheses

Table 17 presents a summary of the substantive hypotheses giving for each attitude content scale and for each racial group the: N's (sample sizes), the means, and the size of the correlation. Relationships that were found to be significant were marked on this table with an asterisk indicating that the relationship was significant at the .05 level.

Table 17 represents only a partial condensation of data available from the 14 correlation matrixes (Tables 35-48) generated in the present study. Each of the 14 matrixes was a 36 x 36 representation of the

TABLE 17.---Summary^a of hypotheses 2-7 indicating N's, means, and size of correlation.

Hypotheses	Attitude Scale Areas															
	C				E				H				J			
	Nb	Mc	rd		N	M	r		N	M	r		N	H	r	
H-2 Efficacy ^e	70	24.43	.24*		67	23.90	.20		47	24.33	.09		63	24.03	-.27	
B ^f	29	23.03	.21		32	22.25	.38*		22	23.31	.35		23	22.73	.43*	
H-3 Rel. Imp.	71	4.12	.02		67	4.08	-.20		47	4.02	.04		63	4.07	-.25*	
B	30	3.93	.00		33	3.88	.00		22	4.18	.16		23	4.08	.49	
H-4 Child Rearing	71	2.81	.03		67	2.84	-.08		47	2.74	.11		62	2.80	-.19	
B	30	2.97	.44*		33	3.00	.15		22	3.13	.35		23	3.18	.23	
H-5 Automation	71	3.26	.07		67	3.33	.00		47	3.33	.18		63	3.33	.05	
B	30	3.03	.46*		33	2.97	.24		22	3.13	.27		23	3.17	.21	
H-6 Age	71	2.87	-.03		67	2.90	-.23*		47	3.06	.01		63	2.92	-.05	
B	30	2.33	.04		33	2.67	.10		22	3.63	.23		23	2.65	.19	
H-7 Local Aid	71	2.81	.21		67	2.93	.12		47	2.79	.30*		63	2.95	.02	
B	30	2.67	-.14		33	2.88	-.11		22	2.77	-.43		23	2.87	-.09	

^aSee Tables 33-48 for original data from which these data were taken.^bSample size.^cMeans.^dCorrelation size.^eWhite group.^fBlack group.

* p < .05.

variables listed in Table 13 (only the first 36 variables were used). Seven of these matrixes dealt with the attitudes of the Blacks towards the Whites on each of the seven attitude content scales, and seven of the matrixes dealt with the attitudes of the Whites towards the Blacks on each of the seven attitude content scales using the 36 variables listed in Table 13. Correlations that were significant at the .05 level are circled in Tables 35-48 and are marked with an asterisk on Table 17. Proceeding the 14 correlation matrixes, Tables 35-48, are Tables 33 and 34; all of which are in Appendix D. Tables 33 and 34 present the N's, means, and standard deviations for the White group and for the Black group and thus aid in the interpretation of the data in Tables 35-48.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Emphasis in the first four chapters has been on the methodological nature of the study and on a description of the study from its beginning phases to the results of the statistical analyses and the testing of the substantive hypotheses. The following three topics will be reviewed in this chapter: (a) a short summary of the study, (b) conclusions based on the methodology of the study, and (c) recommendations for further study or research.

Summary of the Study

The present study was concerned with two major purposes: (a) to replicate Jordan's six-level attitude scale construction using Guttman facet design and analysis and to test that construction; (b) to construct, according to the formulations of Guttman and Jordan, a single composite attitude scale dealing with attitudes of Blacks and Whites toward each other in seven "specific" attitude content areas. Some ancillary purposes were also included in the study which dealt with: (a) attitude item writing format, (b) the 'favorableness' or 'unfavorableness' of

Blacks' attitudes toward Whites and Whites' attitudes toward Blacks using six substantive hypotheses, and (c) to compare the results (statistical structure) with previous work of Jordan which used the mentally retarded as the attitude object.

Previously constructed racial attitude scales have usually only dealt with Whites' attitudes in relation to Negroes, i.e., few scales were constructed to assess Negroes' attitudes toward Whites. In the present study, however, seven scales were constructed that were amenable for use with either White or Black subjects. In the version of the scales that the White subject used, the word 'Negro' was used to refer to the opposite racial group, whereas in the scales that the Negroes used, the word 'Black' was used to refer to their racial group. This was done since the usage of the word Black was preferred and has received pervasive use among the Blacks themselves, while the word Negro was still the most commonly used and understood word among the White group at the time the study commenced.

Another concern of the study was the inconclusive and contradictory evidence about the predictor variables used in previous attitude research. Jordan (1968) suggests that the reason for these results might very well be attributed to the fact that the attitude scales were composed of different levels, i.e., they used different

sub-scales within the Guttman paradigm. Most of the scales previous to this research considered only the stereotypic level in item writing.

Guttman's facet design and attitude item paradigm (1959) for intergroup situations and adaptations to this paradigm by Jordan (1968) were employed and tested in the present study. Facet design and analysis enables the researcher to construct a scale by semantic, logical, a priori method and to predict the statistical structure which would result from empirical observation. The data indicate that facet theory can order semantic meaning and that the obtained statistical structure approximates the semantic input.

Guttman (1950a) started by operationally defining an attitude as "a delimited totality of behavior with respect to something." Guttman, in later work (1959), proceeded to name the relevant facets and their respective elements that are germane to an attitude paradigm dealing with intergroup situations. Guttman then related these facets and their respective elements to four levels or sub-scales: Stereotype, Norm, Hypothetical Interaction, and Personal Interaction. These levels, for Guttman, depicted the totality of behavior represented in a complete attitude paradigm for intergroup situations. Theorizing that additional facets were needed, but accepting the ones that

Guttman did identify as appropriate, Jordan (1968) expanded facet analysis for attitude items dealing with intergroup situations to include five-facets and hence six levels (see Tables 7 and 8). Jordan constructed a scale using the six-level paradigm which dealt with the "mentally retarded" as the attitude object. The present study used this six-level approach to construct an instrument dealing with racial attitudes.

Seven attitude content areas of crucial importance for interracial interaction were identified: Characteristics (personal), Education, Housing, Job, Law and Order, Political Activism (racial), and War and Military. A separate scale containing the six levels used by Jordan (1968) was constructed for each of the seven attitude content areas. Fourteen items were selected for each of the seven attitude content scales. These 14 items were represented in each of the six levels in the same sequence but modified to meet the specifications of the attitude paradigm (see Tables 7 and 8). Different versions were constructed for use with the Black group and White group. The only alteration needed for the different versions was the interchanging of the words 'Black' and 'White' when they appeared in the items and directions. Every scale was identified by the initials ABS (Attitude Behavior Scale) and was further identified by the use of BW if meant for

the Black group or WN if meant for the White group.¹ A single letter was also attached at the end of each title to refer to the specific attitude content (C, E, H, J, L, P, or W). Besides the seven basic scales used in the study, another instrument entitled the "Personal Data Questionnaire" was included. It contained all the Independent variables used in the study.

After the seven scales were administered to both the Black group and the White group, the bulk of the analysis centered on item analysis procedures. Two items were culled statistically from each of the seven attitude content scales and then put together in one final composite scale which was entitled the "Attitude Behavior Scale: Black White/White Negro-General (ABS: BW/WN-G)." This scale was the primary objective of the study (see Appendix C).

Two populations were involved in the study. The first population included subjects enrolled winter quarter, 1969, in Education 429 (Medical Information) at Michigan State University. The second population consisted of subjects of a Wayne State University course in social problems and subjects interested in the Urban Dault Institute in Detroit where the Wayne State University course was held and who were for the most part college educated (this population is referred to as the Detroit group).

¹The title of ABS: BW/WN indicates the capacity of the scale to be used with either Black or White subjects.

Another population of students enrolled in Education 450 winter quarter, 1969, in Education 450 (Teacher and Society) at Michigan State University was included but only partial analysis was conducted with this group. Each population contained both Black and White subjects. Samples from both populations were selected to complete all seven attitude content scales.

In addition to the test construction and item analysis portion of the study, six substantive hypotheses were formulated and tested. Scores on the seven attitude content scale served as the dependent variable, and items in the Personal Data Questionnaire served as the independent or predictor variables of the study. H-2, Efficacy--mans' sense of control over his environment and H-5, Automation--seeing change in industry as beneficial, received some support as predictors of favorable or unfavorable attitudes on one race towards the other. Other hypotheses included in the study received varying support across the seven scales.

Conclusions

Most of the data were analyzed using item analysis procedures since the major focus of the research was of a test construction nature. As previously stated, two items were culled statistically from each of the seven attitude content scales and combined to form one composite scale

(see Appendix C). Inter-item analysis and item-to-total analysis were the main procedures used for this purpose.

Inter-item correlation matrixes were employed mainly to assure that the two items selected from each attitude content scale were not measuring or "tapping" the same thing. Magnusson (1966) states that the validity of a test can be increased by a procedure of this nature.

Item-to-total analyses were conducted on all six levels of each of the seven attitude scales for both the Detroit group and the Education 429 group. In both groups, item-to-total results were computed for three categories of: Blacks, Whites, and total (both Blacks and Whites combined). Altogether, 36 separate measures were computed for each item in the item-to-total analyses. Items selected for inclusion in the final composite scale had to pass through 36 successive "sieves" with a high positive correlations (see Chapter IV). The final composite scale entitled, ABS: BW/WN-G, is located in Appendix C (see also Table 16). In addition to this composite scale, seven eight-item in-depth scales were also refined from the original 14 item scales using the same criteria utilized in selecting items for the single composite scale. Table 18 presents the revised scales for the seven attitude scale areas.

Traditional reliability and validity estimates were not established on the seven original attitude content

TABLE 18.--Items for revised ABS: BW/WN by attitude scale areas.^a

New Scale No.	Scale Content Area							War & b Military
	Characteristics ^b	Education ^b	Housing ^b	Jobs ^b	Law & Order ^b	Political Activism ^b		
1	(3) ^c money/trusted	(1) ^c I.Q.	(1) house clean	(1) desire job	(1) law & order	(1) demenstrations	(1) bravery	
2	(5) eating habits	(3) disci- pline	(3) good tenants	(3) willing to work	(3) police treatment	(3) keep as are	(3) good officers	
3	(7) good looking	(5) desire to work	(7) segregated housing	(5) dependable	(7) police prejudice	(9) politics and race	(5) desire "service"	
4	(1) interracial marriage	(7) ^c desire higher education	(11) crime rate and race	(7) ^c obey job rules	(11) police enemies	(11) ^c trial-by- jury	(7) racial prejudice	
5	(15) listen/ problems	(9) school work done	(19) ^c help neighbors	(11) ^c enjoy work together	(15) ^c resist arrest	(13) jail for cause	(11) ^c draft deferments	
6	(19) interracial dating	(11) concern ed. future	(21) fair housing laws	(13) job ability	(19) ignore rights	(15) ^c vote/race	(13) like soldiering	
7	(23) ^c close family	(15) school inte- gration	(23) obey housing rules	(19) ability support family	(23) drink and drive	(19) propose civil rights	(19) ^c careful/ weapons	
8	(27) religious	(27) homes for education	(27) ^c safe neighbor- hood	(27) promotions	(27) ^c police brutality	(23) political groups	(23) civilian/ readjust	

^aCopyrighted by Jordan and Hamersma.^bSee Appendix A for scales and original item numbers enclosed in parentheses.^cItem also in "G" scale. See Table 16.

scales for the two main groups of the study since these scales were constructed solely to be reduced in length to form one composite scale after analysis of the study data. Reliability estimates were done, however, on the Education 450 group on the Characteristics and Education Scales. Hoyt's procedure was used in obtaining these estimates which were .84 for the Characteristics Scale and .88 for the Education Scale. Results obtained using Hoyt's procedure are identical to those obtained using the Kuder-Richardson formula #20 (Thorndike, 1951) and this procedure generally yields a minimal estimate of reliability (Borg, 1963) as compared to other procedures for estimating reliability. Erb (1969) reports the same reliability estimates with these two scales. Care was also exercised in the beginning stages of construction to ensure content and construct validity of the items (see Chapters III and IV) although no numerical estimates (coefficients) were computed. Considerations of validity for items included in the final composite scale were: inter-item correlations, content validity (disjoint struction), and construct validity (see Chapters III and IV). Reliability measures of the items in the final composite scale relied almost entirely on the item-to-total analysis procedures used although emphasis was also put on conjoint struction (simplex analysis in Chapter IV). Indices of reliability and validity gathered via these methods evince that the

final composite scale is adequate, in these terms, to be used in further research.

Analysis of the simplexes (H-1) obtained from the data constituted another aspect of the study. Although interpretation of a simplex, at present, does not lend itself to direct tests of significance, a method of inspection has been worked out (Jordan, 1968) that indicates whether or not the simplex pattern has been approximated. In respect to the present study, it was asserted that the overall simplex pattern was maintained (see especially Figures 8, 26, 36, 38, and 48) since 26 of 44 simplexes were approximated, and especially so in the large samples. These results also compare favorably with previous work of Guttman and Jordan (1968).

There were nevertheless instances where large negative correlations were present and where the pattern was not clear like Jordan's work. Most of these exceptions occurred on levels 1 and 2 of the scales and with the Black samples. Negative correlations can be reflected (Kaiser, 1962) but exceptions of this magnitude indicate an error in structure is present. Levels 1 and 2 represent situations where the subject is required to report on the attitudes of "others." This type of response might have confused some subjected although the instances in which the simplex pattern was not maintained did not always involve these two levels.

Another more plausible explanation to account for the discrepancies is that the N used in generating some of the simplexes was extremely small which allows chance fluctuations to have more of an effect than if larger samples were used. Tables like those produced in the book by Walker and Lev (1953) indicate the increase of the stability of the correlations with a concomitant increase in the sample size.

Six substantive hypotheses were also analyzed in the present study. From the analyses of these hypotheses, it was concluded that high scores on both the independent variables of efficacy (H-2) and automation (H-5) are "fair" predictors of favorable attitudes of one race toward the other. Other hypotheses received varying levels of support (see Table 17). The total score of the six levels of content (variable 7) of each of the seven scales served as the dependent variable of the study.

Other studies utilizing the Guttman attitude paradigm, have used different levels of a scale as dependent variables (Erb, 1969; Gottlieb, 1969; Harrelson, 1969; and Jordan, 1968). Numerous situations are present in these studies where comparisons are significant on one level and not on another or where several of the levels show significant results but the total score of the levels shows no difference. Tables 35-48 allow comparisons of this nature to be examined in the present



study. From a perusal of these tables, it is apparent that differences are found on separate levels dealing with the hypotheses of the study, but that these differences "wash out" when the total content score of all levels is used.

Recommendations

In pursuit of this study, several limitations and areas of interest were present which may be recommended as worthy of further investigation. Included in these are:

1. Use of the final composite scale (ABS: BW/WN-G) in assessing attitudes of Blacks toward Whites and Whites toward Blacks. No independent estimates of reliability and validity were obtained with the final composite scale of the study because the scale was an end-product of the study. Reliability formulas such as: Kuder-Richardson, Spearman-Brown, and Hoyt are recommended. Validity techniques such as: the known group method, and the criterion method are also recommended.
2. The eight-item scales reduced from the original seven attitude content scales are recommended for research for specific purposes, e.g., researchers interested only in the area of racial attitudes in Education would use only

the eight-item Education Scale. Like the final composite scale, however, reliability and validity procedures were applied in the writing and selection of items but no study or research has submitted these reduced scales to independent measures of reliability and validity.

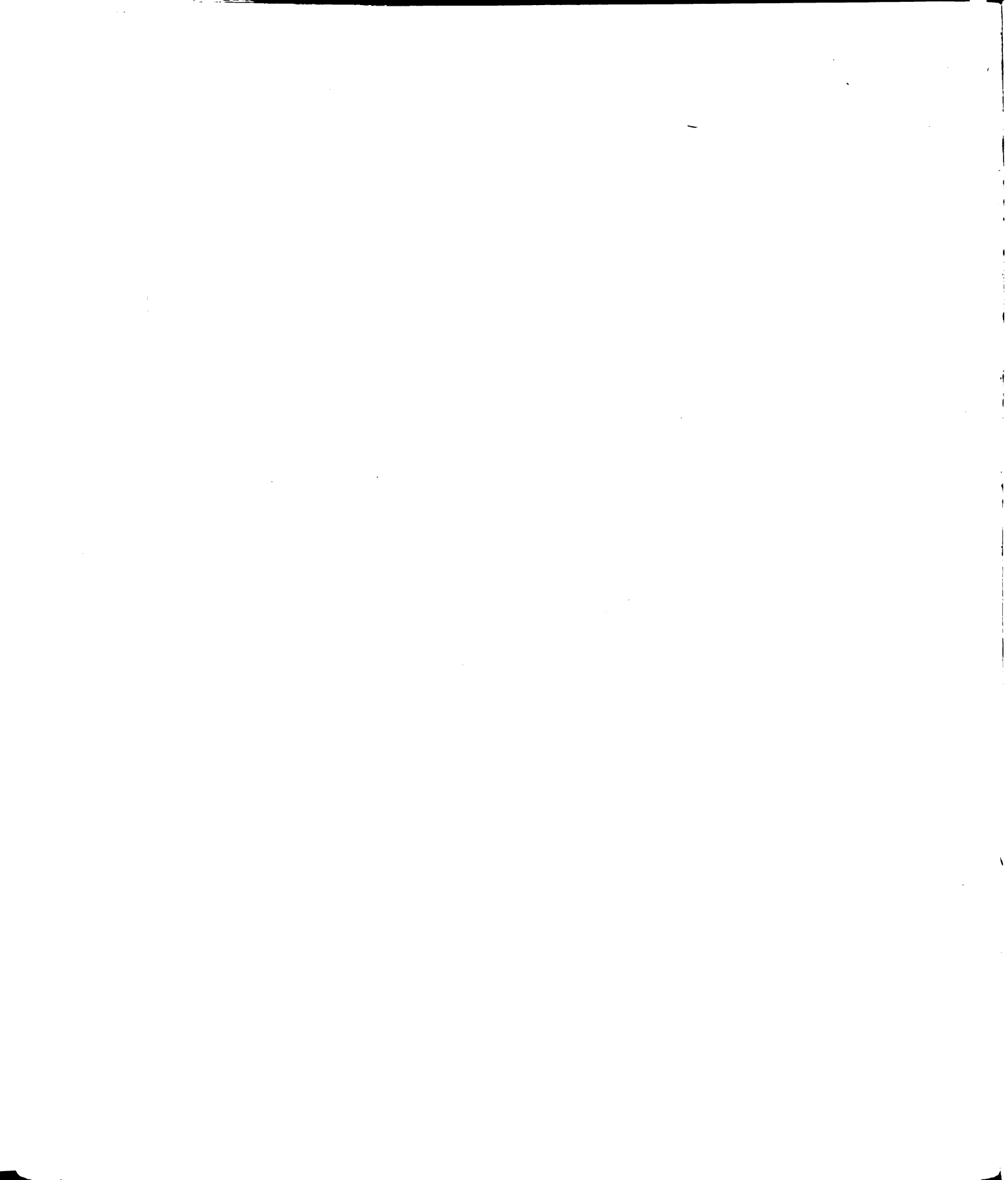
3. Separate levels of the six-level scale should be used as dependent variables such as the Stereotype level or the Personal Hypothetical Behavior level. Tables 35-48 suggest other variables included in the 36 x 36 correlation matrixes that are worthy of consideration as independent variables. Different sub-groups and analyses procedures are also recommended for further research.
4. Larger sample size and random sampling methods are recommended for use in the further study. Emphasis in the present study reflected the logic of a methodological study in terms of sample selection and procedures.
5. The final recommendation of the study is that the final composite scale that came out of the study be administered and the simplex obtained from these results be compared with previous research and the results of this study. If

available, new methods of simplex evaluation, like the method suggested by Mukherjee (1966), should be used in this evaluation as well as the methods employed here. Larger samples should also be employed so that the pattern obtained from these samples will not be affected by chance fluctuations.

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APPENDICES

APPENDIX A

THE PERSONAL DATA QUESTIONNAIRE AND THE SEVEN ATTITUDE CONTENT SCALES

PERSONAL DATA QUESTIONNAIRE

ANS-U.S.

Attitude Behavior Scale-ABS-WN

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

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

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

1. Please indicate your sex.
 1. Female
 2. Male
2. Please indicate your age as follows:
 1. Under 20
 2. 21-30
 3. 31-40
 4. 41-50
 5. 51-over
3. What is your marital status?
 1. Married
 2. Single
 3. Divorced
 4. Widowed
 5. Separated

ABS-WN-ANS-US

4. What is your religion? (See also No. 5)
 1. I prefer not to answer
 2. Catholic
 3. Protestant
 4. Jewish
 5. Church of England
5. Religion (continued)
 1. Anglican
 2. Quaker
 3. Buddhist
 4. Black Muslim
 5. Other
6. About how important is your religion to you in your daily life?
 1. I prefer not to answer
 2. I have no religion
 3. Not very important
 4. Fairly important
 5. Very important
7. About how much education do you have?
 1. 6 years of school or less
 2. Between 7 and 9 years of school
 3. Graduated from high school
 4. Some college or university
 5. A college or university degree
8. Some people are more set in their ways than others. How would you rate yourself?
 1. I find it very difficult to change
 2. I find it slightly difficult to change
 3. I find it somewhat easy to change
 4. I find it very easy to change
9. Some people feel that in bringing up children, new ways and methods should be tried whenever possible. Others feel that trying out new methods is dangerous. What is your feeling about the following statement?
"New methods of raising children should be tried whenever possible."
 1. Strongly disagree
 2. Slightly disagree
 3. Slightly agree
 4. Strongly agree

ABS-WN-ANS-US

10. Family planning on birth control has been discussed by many people. What is your feeling about a married couple practicing birth control? Do you think they are doing something good or bad? If you had to decide, would you say they are doing wrong, or that they are doing right?
1. It is always wrong
 2. It is usually wrong
 3. It is probably all right
 4. It is always right
11. People have different ideas about what should be done concerning automation and other new ways of doing things. How do you feel about the following statement?
- "Automation and similar new procedures should be encouraged (in government, business, and industry) since it eventually creates new jobs and raises the standard of living."
1. Strongly disagree
 2. Slightly disagree
 3. Slightly agree
 4. Strongly agree
12. Some people believe that more local government income should be used for education even if doing so means raising the amount you pay in taxes. What are your feelings on this?
1. Strongly disagree
 2. Slightly disagree
 3. Slightly agree
 4. Strongly agree
13. Some people believe that more federal government income should be used for education even if doing so means raising the amount you pay in taxes. What are your feelings on this?
1. Strongly disagree
 2. Slightly disagree
 3. Slightly agree
 4. Strongly agree

ABS-WN-ANS-US

14. People have different ideas about planning for education in their nation. Which one of the following do you believe is the best way?
1. Educational planning should be primarily directed by the church
 2. Planning for education should be left entirely to the parents
 3. Educational planning should be primarily directed by the individual city or other local government
 4. Educational planning should be primarily directed by the national government
15. In respect to your religion, about what extent do you observe the rules and regulations of your religion?
1. I prefer not to answer
 2. I have no religion
 3. Sometimes
 4. Usually
 5. Almost always
16. I find it easier to follow rules than to do things on my own.
1. Agree strongly
 2. Agree slightly
 3. Disagree slightly
 4. Disagree strongly
17. The following questions have to do with the kinds of experiences you have had with Negroes. If more than one experience applies, please choose the answer with the highest number.
1. I have read or studied about Negroes through reading, movies, lecture, or observation.
 2. A friend or relative is a Negro person
 3. I have personally worked with Negroes as a teacher, counselor, volunteer, child care, etc.
 4. Close friend or relative is married to a Negro
 5. I am married to a Negro

ABS-WN-ANS-US

18. Considering all of the times you have talked, worked, or in some other way had personal contact with Negroes, about how much has it been altogether?
1. Only a few casual contacts
 2. Between one and three months
 3. Between three and six months
 4. Between six months and one year
 5. More than one year of contact
19. When you have been in contact with Negroes, how easy for you, in general would you say it would have been to have avoided being with them?
1. I have had no contact
 2. I could generally have avoided these personal contacts only at great cost or difficulty
 3. I could generally have avoided these personal contacts only with considerable difficulty
 4. I could generally have avoided these personal contacts but with some inconvenience
 5. I could generally have avoided these personal contacts without any difficulty or inconvenience.
20. During the contact with Negroes, did you gain materially in any way through these contacts, such as being paid, or gaining academic credit, or some such gain?
1. No, I have never received money, credit, or any other material gain
 2. Yes, I have been paid for working with Negroes.
 3. Yes, I have received academic credit or other material gain
 4. Yes, I have both been paid and received academic credit.
21. If you have been paid for working with Negroes, about what per cent of your income was derived from contact with Negroes during the actual period when working with them?
1. No work experience
 2. Less than 25%
 3. Between 26 and 50%
 4. Between 51 and 75%
 5. More than 76%

ABS-WN-ANS-US

22. If you have ever worked with Negroes for personal gain (for example, for money or some other gain) what opportunities did you have (or do you have) to work at something else instead; that is, something else that was (is) acceptable to you as a job?
1. No such experience
 2. No other job available
 3. Other jobs available not at all acceptable to me
 4. Other jobs available were not quite acceptable to me
 5. Other jobs available were fully acceptable to me
23. How have you generally felt about your experiences with Negroes?
1. No experience
 2. I definitely dislike it
 3. I did not like it very much
 4. I like it somewhat
 5. I definitely enjoyed it
24. Which if the following do you think would have the effect of reducing racial prejudice in America? Circle only one or mark only one on the IBM answer sheet.
1. Integration of schools
 2. Publicity campaigns to promote integration
 3. Fair employment legislation
 4. Open housing legislation
 5. Direct, personal contact between members of various racial groups
25. What is your approximate annual income?
1. Less than \$4,000
 2. \$4,001 to \$10,000
 3. \$10,001 to \$15,000
 4. \$15,001 to \$25,000
 5. More than \$25,000
26. What political affiliation do you hold?
1. Republican
 2. Democrat
 3. Independent
 4. Other

ABS-WN-ANS-US

27. How would you rate your own racial attitudes as compared to the average person?
1. Very much more prejudiced
 2. Somewhat more prejudiced
 3. About the same
 4. Somewhat less prejudiced
 5. Very much less prejudiced
28. To which racial group do you belong?
1. Prefer not to answer
 2. White
 3. Negro
 4. Oriental
 5. Other

Life Situations

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

29. It should be possible to eliminate war once and for all
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
30. How sure do you feel about your answer?
1. not sure at all
 2. not very sure
 3. fairly sure
 4. very sure
31. Success depends to a large part on luck and fate
1. strongly agree
 2. agree
 3. disagree
 4. strongly disagree
32. How sure do you feel about your answer?
1. not sure at all
 2. not very sure
 3. fairly sure
 4. very sure

ABS-WN-ANS-US

33. Someday most of the mysteries of the world will be revealed by science
1. strongly disagree
2. disagree
3. agree
4. strongly agree
34. How sure do you feel about your answer?
1. not sure at all
2. not very sure
3. fairly sure
4. very sure
35. By improving industrial and agricultural methods, poverty can be eliminated in the world
1. strongly disagree
2. disagree
3. agree
4. strongly agree
36. How sure do you feel about your answer?
1. not very sure at all
2. not very sure
3. fairly sure
4. very sure
37. With increased medical knowledge, it should be possible to lengthen the average life span to 100 years or more
1. strongly disagree
2. disagree
3. agree
4. strongly agree
38. How sure do you feel about your answer?
1. not very sure at all
2. not very sure
3. fairly sure
4. very sure
39. Someday the deserts will be converted into good farming land by the application of engineering and science
1. strongly disagree
2. disagree
3. agree
4. strongly agree

ABS-WN-ANS-US

40. How sure do you feel about your answer?
1. not sure at all
2. not very sure
3. fairly sure
4. very sure
41. Education can only help people develop their natural abilities; it cannot change people in any fundamental way
1. strongly agree
2. agree
3. disagree
4. strongly disagree
42. How sure do you feel about your answer?
1. not sure at all
2. not very sure
3. fairly sure
4. very sure
43. With hard work anyone can succeed.
1. strongly disagree
2. disagree
3. agree
4. strongly agree
44. How sure do you feel about your answer?
1. not sure at all
2. not very sure
3. fairly sure
4. very sure
45. Almost every present human problem will be solved in the future.
1. strongly disagree
2. disagree
3. agree
4. strongly agree
46. How sure do you feel about your answer?
1. not sure at all
2. not very sure
3. fairly sure
4. very sure

ATTITUDE BEHAVIOR SCALE--WN: C

Directions

This booklet contains statements of how people feel about certain things. In this booklet you are asked to indicate for each of these statements how most other Whites believe that Whites compare or interact with Negroes. After each statement you are also asked to indicate how sure you are of your answer to each statement. Here is a sample statement:

SAMPLE I

1. Chance of being taller \longleftrightarrow 2. How sure are you of this answer?
- ① less chance 1. not sure
 2. about the same 2. fairly sure
 3. more chance ③ sure

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

1. 1 ===== 2 ===== 3 ===== 4 ===== 5 =====

You are also asked to indicate how sure you felt about this answer. If, like in question 2 of sample 1, you felt sure of this answer you should circle or black in the number 3 as is shown above. Again if you are using an IBM answer sheet, make a heavy dark line on the answer sheet between the two lines after the number that corresponds to your answer for that question as follows:

2. 1 ===== 2 ===== 3 ===== 4 ===== 5 =====

DO NOT PUT YOUR NAME ON THE BOOKLET

By: John E. Jordan Richard J. Hamersma College of Education Michigan State University
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ABS-I-WN-C

Directions: Section 1

In the following statements circle or black in the number that indicates how other Whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

- | | |
|-------------------------------------|--------------------------------------|
| 1. Whites keep themselves clean | 2. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 3. Whites can be trusted with money | 4. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 5. Whites' eating habits are | 6. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 7. Whites are good looking | 8. How sure are you of this answer? |
| 1. more often than Negroes | 1. not sure |
| 2. about as often as Negroes | 2. fairly sure |
| 3. less often than Negroes | 3. sure |
| 9. Whites are friendly | 10. How sure are you of this answer? |
| 1. more often than Negroes | 1. not sure |
| 2. about as often as Negroes | 2. fairly sure |
| 3. less often than Negroes | 3. sure |

ABS-I-WN-C

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

- | | |
|--|--------------------------------------|
| 11. Whites believe in interracial marriage | 12. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 13. Whites are good team participants | 14. How sure are you of this answer? |
| 1. more often than Negroes | 1. not sure |
| 2. about as often as Negroes | 2. fairly sure |
| 3. less often than Negroes | 3. sure |
| 15. Whites listen to each other's problems | 16. How sure are you of this answer? |
| 1. more often than Negroes | 1. not sure |
| 2. about as often as Negroes | 2. fairly sure |
| 3. less often than Negroes | 3. sure |
| 17. Whites maintain good marriages | 18. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 19. Whites approve of inter-racial dating | 20. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 21. Whites use good conduct in public | 22. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |

ABS-I-WN-C

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

- | | |
|--------------------------------------|--------------------------------------|
| 23. Whites families are closely knit | 24. How sure are you of this answer? |
| 1. more often than Negroes | 1. not sure |
| 2. about as often as Negroes | 2. fairly sure |
| 3. less often than Negroes | 3. sure |
| 25. Whites are lazy | 26. How sure are you of this answer? |
| 1. less than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. more than Negroes | 3. sure |
| 27. Whites are religious | 28. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |

ABS-II-WN-C

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|--|--------------------------------------|
| 29. For Whites to keep themselves as clean as Negroes | 30. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 31. For Whites to trust Negroes with money | 32. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 33. For Whites to have the same eating habits as Negroes | 34. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 35. For Whites to be better looking than Negroes | 36. How sure are you of this answer? |
| 1. usually approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually not approved | 3. sure |
| 37. For Whites to be friendly with Negroes | 38. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |

ABS-II-WN-C

Other Whites generally believe the following about interacting with Negroes:

- | | |
|--|--------------------------------------|
| 39. For Whites to believe in interracial marriage | 40. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 41. For Whites to be team participants with Negroes | 42. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 43. For Whites to listen to the problems that Negroes have | 44. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 45. For Whites to maintain as good marriages as Negroes | 46. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 47. For Whites to approve of interracial dating | 48. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 49. For Whites to use good conduct in public with Negroes | 50. How sure are you of this answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |

ABS-II-WN-C

Other Whites generally believe
the following about interacting
with Negroes:

- | | |
|---|---|
| 51. For White families to be as
closely knit as Negro ones | 52. How sure are you of this
answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |
| 53. For Whites to be lazy when
with Negroes | 54. How sure are you of this
answer? |
| 1. usually approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually not approved | 3. sure |
| 55. For Whites to be as religious
as Negroes | 56. How sure are you of this
answer? |
| 1. usually not approved | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually approved | 3. sure |

ABS-III-WN-C

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about your answer.

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

- | | |
|---|---|
| 57. To expect Whites to keep them-
selves as clean as Negroes is | 58. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 59. To expect Whites to trust
Negroes with money is | 60. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 61. To expect Whites to have the
same eating habits as
Negroes is | 62. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 63. To expect Whites to be
better looking than Negroes
is | 64. How sure are you of this
answer? |
| 1. usually right | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually wrong | 3. sure |
| 65. To expect Whites to be
friendly with Negroes is | 66. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |

ABS-III-WN-C

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

- | | |
|---|---|
| 67. To expect Whites to believe
in interracial marriage is | 68. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 69. To expect Whites to be team
participants with Negroes is | 70. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 71. To expect Whites to listen
to the problems that Negroes
have is | 72. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 73. To expect Whites to maintain
as good marriages as Negroes
is | 74. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 75. To expect Whites to approve
of interracial dating is | 76. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 77. To expect Whites to use
good conduct in public with
Negroes is | 78. How sure are you of this
answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |

ABS-III-WN-C

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

79. To expect White families
to be as closely knit as
Negroes families is

1. usually wrong
2. undecided
3. usually right

81. To expect Whites to be
lazy when with Negroes is

1. usually right
2. undecided
3. usually wrong

83. To expect Whites to be as
religious as Negroes is

1. usually wrong
2. undecided
3. usually right

80. How sure are you of this
answer?

1. not sure
2. fairly sure
3. sure

82. How sure are you of this
answer?

1. not sure
2. fairly sure
3. sure

84. How sure are you of this
answer?

1. not sure
2. fairly sure
3. sure

ABS-IV-WN-C

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person
would you yourself:

- | | |
|--|--------------------------------------|
| 85. Would you keep yourself as clean as you think Negroes keep themselves? | 86. How sure are you of this answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 87. Would you trust Negroes with money? | 88. How sure are you of this answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 89. Would you eat with Negroes? | 90. How sure are you of this answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 91. Would you consider yourself better looking than Negroes? | 92. How sure are you of this answer? |
| 1. yes | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. no | 3. sure |
| 93. Would you be friendly with Negroes? | 94. How sure are you of this answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |

ABS-IV-WN-C

In respect to a Negro person
would you yourself:

- | | |
|--|--|
| 95. Would you marry a
Negro person? | 96. How sure are you of this
answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 97. Would you participate as
a team member with Negroes? | 98. How sure are you of this
answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 99. Would you listen to pro-
blems that Negroes have? | 100. How sure are you of this
answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 101. Would you maintain as good
a marriage as most Negroes
have? | 102. How sure are you of this
answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 103. Would you approve of inter-
racial dating? | 104. How sure are you of this
answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |
| 105. Would you be polite to
Negroes in public? | 106. How sure are you of this
answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |

ABS-IV-WN-C

In respect to a Negro person
would you yourself:

- | | |
|--|---------------------------------------|
| 107. Would you want your family to be as closely knit as you think Negro families are? | 108. How sure are you of this answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. yes |
| 109. Would you be lazy when with Negroes? | 110. How sure are you of this answer? |
| 1. yes | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. no | 3. sure |
| 111. Would you worship in the same churches as Negroes? | 112. How sure are you of this answer? |
| 1. no | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. yes | 3. sure |

ABS-V-WN-C

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel
toward Negroes:

- | | |
|--|--|
| <p>113. When Negroes keep themselves as clean as Whites I feel</p> <p>1. bad
2. indifferent
3. good</p> | <p>114. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |
| <p>115. When Negroes trust Whites with money I feel</p> <p>1. bad
2. indifferent
3. good</p> | <p>116. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |
| <p>117. When Negroes have the same eating habits as Whites I feel</p> <p>1. dissatisfied
2. indifferent
3. satisfied</p> | <p>118. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |
| <p>119. When Negroes are better looking than Whites I feel</p> <p>1. bad
2. indifferent
3. good</p> | <p>120. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |
| <p>121. When Negroes are friendly with Whites I feel</p> <p>1. bad
2. indifferent
3. good</p> | <p>122. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |

ABS-V-WN-C

How do you actually feel
toward Negroes:

- | | |
|--|---------------------------------------|
| 123. When Negroes believe in inter-racial marriage I feel | 124. How sure are you of this answer? |
| 1. dissatisfied | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. satisfied | 3. sure |
| 125. When Negroes participate as team members with Whites I feel | 126. How sure are you of this answer? |
| 1. angry | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. happy | 3. sure |
| 127. When Negroes listen to the problems that Whites have I feel | 128. How sure are you of this answer? |
| 1. bad | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. good | 3. sure |
| 129. When Negroes maintain as good marriages as Whites I feel | 130. How sure are you of this answer? |
| 1. dissatisfied | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. satisfied | 3. sure |
| 131. When Negroes approve of interracial dating I feel | 132. How sure are you of this answer? |
| 1. angry | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. happy | 3. sure |
| 133. When Negroes are polite to Whites in public I feel | 134. How sure are you of this answer? |
| 1. bad | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. good | 3. sure |

ABS-V-WN-C

How do you actually feel
toward Negroes:

- | | |
|---|---------------------------------------|
| 135. When White families are as closely knit as I think Negro families are I feel | 136. How sure are you of this answer? |
| 1. bad | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. good | 3. sure |
| 137. When Negroes are lazy when with Whites I feel | 138. How sure are you of this answer? |
| 1. good | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. bad | 3. sure |
| 139. When Negroes attend the same churches as Whites I feel | 140. How sure are you of this answer? |
| 1. angry | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. happy | 3. sure |

ABS-VI-WN-C

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes:

- | | |
|---|--|
| 141. From my experiences I see that I keep myself as clean as Negroes | 142. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 143. I have trusted Negroes with money | 144. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 145. I have eaten with Negroes | 146. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 147. I consider myself better looking than Negroes | 148. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. yes | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. no | 4. pleasant |

ABS-VI-WN-C

Experiences or contacts with Negroes:

- | | |
|--|--|
| 149. I have been friendly with Negroes | 150. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 151. I have known Negroes who believe in interracial marriage | 152. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 153. I have participated as a team member with Negroes | 154. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 155. I have listened to the problems of Negroes | 156. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 157. I have seen that Whites maintain as good a marriage as Negroes do | 158. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |

ABS-VI-WN-C

Experiences or contacts with Negroes:

- | | |
|--|--|
| 159. I have dated a Negro person | 160. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 161. I have been polite to Negroes in public | 162. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 163. I have seen that White families are as closely knit as Negro ones | 164. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |
| 165. I have seen that Negroes are lazy when with Whites | 166. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. yes | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. no | 4. pleasant |
| 167. I have gone to church with Negroes | 168. Have your experiences been mostly pleasant or unpleasant? |
| 1. no experience | 1. no experience |
| 2. no | 2. unpleasant |
| 3. uncertain | 3. uncertain |
| 4. yes | 4. pleasant |

ABS-I-WN-E

Directions: Section 1

In the following statements circle or black in the number that indicates how other whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

- | | |
|---|-------------------------------------|
| 1. Whites' intellectual ability is | 2. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 3. In school Whites are disciplined foils* = | |
| 1. less 2. same 3. more | |
| 5. In school Whites desire to work | |
| 1. more 2. same 3. less | |
| 7. Whites desire a higher education | |
| 1. more 2. same 3. less | |
| 9. Whites desire to get their school work done | |
| 1. more 2. same 3. less | |
| 11. Whites' concern for their educational future is | |
| 1. more 2. same 3. less | |
| 13. White students disrupt the class | |
| 1. less 2. same 3. more | |
| 15. Whites believe in public school integration | |
| 1. more 2. same 3. less | |
| 17. White students respect teachers | |
| 1. more 2. same 3. less | |

*Foils indicate "directionality" of items.

19. Whites desire to be school board members
1. more 2. same 3. less
21. Whites desire to attend good schools
1. more 2. same 3. less
23. Whites deserve government aid for their schooling
1. more 2. same 3. less
25. White teachers expect White students' homework to be
1. better 2. same 3. worse
27. The homes that White students come from favor education
1. more 2. same 3. less

ABS-II-WN-E

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|---|---|
| <p>29. For Whites' intellectual ability to be the same as Negroes</p> <p>1. usually not approved</p> <p>2. undecided</p> <p>3. usually approved</p> | <p>30. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>31. For Whites to be treated and disciplined the same as Negroes foils*</p> <p>1. usually not 2. undecided 3. usually</p> | |
| <p>33. For Whites to desire to work with Negroes in school</p> <p>1. usually not 2. undecided 3. usually</p> | |
| <p>35. For Whites to desire a higher education with Negroes</p> <p>1. usually not 2. undecided 3. usually</p> | |
| <p>37. For Whites to do their school work with Negroes</p> <p>1. usually not 2. undecided 3. usually</p> | |
| <p>39. For Whites to share their concern for their educational future with Negroes</p> <p>1. usually not 2. undecided 3. usually</p> | |
| <p>41. For Whites to disrupt the class with Negroes present</p> <p>1. usually 2. undecided 3. usually not</p> | |
| <p>43. For Whites to believe in public school integration</p> <p>1. usually not 2. undecided 3. usually</p> | |
| <p>45. For White students to respect Negro teachers</p> <p>1. usually not 2. undecided 3. usually</p> | |

*Foils indicate "directionality" of items.

47. For Whites to be school board members with Negroes
1. usually not 2. undecided 3. usually
49. For Whites to have the opportunities to attend good schools with Negroes
1. usually not 2. undecided 3. usually
51. For Whites to deserve government aid for their schooling as much as Negroes do
1. usually not 2. undecided 3. usually
53. For White teachers to expect White students' homework to be better than Negro students
1. usually 2. undecided 3. usually not
55. For the homes of White students to favor education as much as Negro homes do
1. usually not 2. undecided 3. usually

ABS-III-WN-E

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about your answer.

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

- | | |
|---|---|
| <p>57. To expect Whites' intellectual ability to be the same as Negroes is</p> <p>1. usually wrong</p> <p>2. undecided</p> <p>3. usually right</p> | <p>58. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>59. To expect Whites' intellectual ability to be the same as Negroes is foils* =</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>61. To expect Whites to work the same as Negroes in school is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>63. To expect Whites to desire a higher education as much as Negroes do is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>65. To expect Whites to do their school work with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>67. To expect Whites to share their concern for their educational future with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>69. To expect Whites to disrupt the class with Negroes present is</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |

*Foils indicate "directionality" of items.

71. To expect Whites to believe in public school integration is
1. usually wrong 2. undecided 3. usually right
73. To expect Whites to respect Negro teachers is
1. usually wrong 2. undecided 3. usually right
75. To expect Whites to want to be school board members with Negroes is
1. usually wrong 2. undecided 3. usually right
77. To expect Whites to have the opportunities to attend good schools with Negroes is
1. usually wrong 2. undecided 3. usually right
79. To expect Whites to deserve government aid for their schooling as much as Negroes is
1. usually wrong 2. undecided 3. usually right
81. To expect that White teachers expect White students' homework to be better than Negro students is
1. usually right 2. undecided 3. usually wrong
83. To expect that the homes of White students favor education as much as Negro homes is
1. usually wrong 2. undecided 3. usually right

ABS-IV-WN-E

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person
would you yourself:

- | | |
|--|---|
| <p>85. Would you want the same intellectual ability as Negroes?</p> <p>1. no
2. undecided
3. yes</p> | <p>86. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |
| <p>87. Would you want to be treated the way Negroes are treated in school? foils* =</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>89. Would you desire to work in school with Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>91. Would you want to have the same desire Negroes do for a higher education?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>93. Would you want to do your schoolwork as well as Negroes do theirs?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>95. Would you discuss your concern for your educational future with Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>97. Would you disrupt the class if Negroes were in the room?</p> <p>1. yes 2. undecided 3. no</p> | |
| <p>99. Would you want public school integration?</p> <p>1. no 2. undecided 3. yes</p> | |

*Foils indicate "directionality" of items.

101. Would you respect Negro teachers?
1. no 2. undecided 3. yes
103. Would you want to serve on the same school board as Negroes?
1. no 2. undecided 3. yes
105. Would you want the same opportunities that Negroes have to attend good schools?
1. no 2. undecided 3. yes
107. Would you want Whites to receive as much government aid for their schooling as Negroes?
1. no 2. undecided 3. yes
109. If you were a teacher would you want White students' homework to be better than Negroes?
1. yes 2. undecided 3. no
111. Would you want the homes that White students come from to favor education as much as Negroes' homes?
1. no 2. undecided 3. yes

ABS-V-WN-E

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel toward Negroes:

- | | |
|---|--|
| <p>113. When Whites' intellectual ability is the same as Negroes I feel:</p> <p>1. discontent</p> <p>2. indifferent</p> <p>3. content</p> | <p>114. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>115. When I am treated and disciplined the same as Negroes in school I feel: foils* =</p> <p>1. bad 2. indifferent 3. good</p> | |
| <p>117. When Whites work as hard as Negroes do in school I feel:</p> <p>1. discontent 2. indifferent 3. content</p> | |
| <p>119. When Whites do their school work with Negroes I feel:</p> <p>1. bad 2. indifferent 3. good</p> | |
| <p>121. When Whites desire a higher education as much as Negroes do I feel:</p> <p>1. discontent 2. indifferent 3. content</p> | |
| <p>123. When I have the same concern for my educational future as Negroes have for theirs I feel:</p> <p>1. angry 2. indifferent 3. happy</p> | |
| <p>125. When White students disrupt the class with Negro students present I feel:</p> <p>1. happy 2. indifferent 3. angry</p> | |
| <p>127. When Whites believe in public school integration I feel:</p> <p>1. bad 2. indifferent 3. good</p> | |

*Foils indicate "directionality" of items.

129. When White students respect Negro teachers I feel:
1. angry 2. indifferent 3. happy
131. When Whites are school board members with Negroes
I feel:
1. bad 2. indifferent 3. good
133. When Whites have the opportunities to attend good
schools with Negroes I feel:
1. bad 2. indifferent 3. good
135. I feel that Whites deserve academie scholarships
more than Negroes:
1. yes 2. don't know 3. no
137. When White teachers want White students' homework
to be better than Negro students I feel:
1. good 2. indifferent 3. bad
139. When the homes that White students come from are
homes that favor education as much as Negro homes
I feel:
1. discontent 2. indifferent 3. content

ABS-VI-WN-E

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes:

- | | |
|--|---|
| <p>141. My intellectual ability is equal to the Negroes I know
 1. no experience
 2. no
 3. uncertain
 4. yes</p> | <p>142. Have your experiences been mostly pleasant or unpleasant?
 1. no experience
 2. unpleasant
 3. uncertain
 4. pleasant</p> |
| <p>143. I have been treated as well as Negroes in school foils* =
 1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>145. I have worked as hard as Negroes I have known in school
 1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>147. I have wanted a higher education as much as the Negroes I have known
 1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>149. In school I did my homework as well as Negroes did theirs
 1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>151. I have seen that my concern for my educational future is the same as Negroes I have known
 1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>153. I have disrupted the class when Negroes were present
 1. no experience 2. yes 3. uncertain 4. no</p> | |

*Foils indicate "directionality" of items.

155. I believe in public school integration
1. no experience 2. no 3. uncertain 4. yes
157. I have respected Negro teachers
1. no experience 2. no 3. uncertain 4. yes
159. I have been a school board member with Negroes
1. no experience 2. no 3. uncertain 4. yes
161. I have had the opportunities to attend good schools
with Negroes
1. no experience 2. no 3. uncertain 4. yes
163. From my experiences Whites deserve government aid
for their schooling as much as Negroes
1. no experience 2. no 3. uncertain 4. yes
165. I have known White teachers who expect White stu-
dents' homework to be better than Negro students
1. no experience 2. yes 3. uncertain 4. no
167. I have seen that the homes that White students come
from favor education as much as Negro homes
1. no experience 2. no 3. uncertain 4. yes

ABS-I-WN-H

Directions: Section 1

In the following statements circle or black in the number that indicates how other Whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

- | | |
|--|-------------------------------------|
| 1. Whites keep their houses clean | 2. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
| 3. Whites are good tenants foils* = | |
| 1. more than Negroes | 2. about the same as Negroes |
| 3. less than Negroes | |
| 5. Whites pay for their housing | |
| 1. more than Negroes | 2. about the same as Negroes |
| 3. less than | |
| 7. Whites believe in segregated housing | |
| 1. less often than Negroes | 2. about as often |
| 3. more often | |
| 9. Whites maintain their houses | |
| 1. more than Negroes | 2. about the same |
| 3. less than Negroes | |
| 11. Whites believe that the crime rate goes up when Negroes move into a White neighborhood | |
| 1. agree | 2. stays about the same 3. disagree |
| 13. Whites believe that hotels should be integrated | |
| 1. more often than Negroes | 2. about as often |
| 3. less often | |

*Foils indicate "directionality" of items.

15. Whites are noisy neighbors
 1. less than Negroes
 2. about the same as Negroes
 3. more than
17. Whites are eager to meet Negro neighbors
 1. more often
 2. about as often
 3. less often
19. Whites help their neighbors
 1. more than Negroes
 2. about the same
 3. less than
21. Whites support "fair housing laws"
 1. more often
 2. about as often
 3. less often
23. Whites obey community housing rules
 1. more often
 2. about as often
 3. less often
25. Whites believe in being absentee landlords
 1. less than Negroes
 2. about the same
 3. more than
27. White neighborhoods are safe
 1. more often
 2. about as often
 3. less often

ABS-II-WN-H

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|--|---|
| <p>29. For Whites to clean their houses the way Negroes do</p> <p>1. usually not approved</p> <p>2. undecided</p> <p>3. usually approved</p> | <p>30. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>31. For Whites to live next to Negro tenants foils* =</p> <p>1. usually not approved 2. undecided</p> <p>3. usually approved</p> | |
| <p>33. For Whites to pay the same as Negroes for their housing</p> <p>1. usually not approved 2. undecided</p> <p>3. usually approved</p> | |
| <p>35. For Whites to believe in segregated housing</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>37. For Whites to maintain their homes like Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>39. For Whites to believe that the crime rate goes up when Negroes move into a White neighborhood</p> <p>1. usually 2. undecided 3. usually not</p> | |
| <p>41. For Whites to believe that hotels should be integrated</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>43. For Whites to interact with noisy Negro neighbors</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |

*Foils indicate "directionality" of items.

- 45. For Whites to be eager to meet Negro neighbors
1. usually not approved 2. undecided 3. usually approved
- 47. For Whites to help Negro neighbors
1. usually not approved 2. undecided 3. usually approved
- 49. For Whites to support "fair housing laws"
1. usually not approved 2. undecided 3. usually approved
- 51. For Whites to obey community housing rules with Negroes
1. usually not approved 2. undecided 3. usually approved
- 53. For Whites to be absentee landlords where Negroes live
1. usually approved 2. undecided 3. usually not approved
- 55. For Whites to believe that Negro neighborhoods are safe for them
1. usually not approved 2. undecided 3. usually approved

ABS-III-WN-H

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about your answer.

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

- | | |
|---|---|
| <p>57. To expect Whites to clean their houses the way Negroes do is</p> <p>1. usually wrong</p> <p>2. undecided</p> <p>3. usually right</p> | <p>58. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>59. To expect Whites to live next to Negro tenants is foils* =</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>61. To expect Whites to pay the same as Negroes for their housing is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>63. To expect Whites to believe in segregated housing is</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>65. To expect Whites to maintain their houses like Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>67. To expect Whites to believe that the crime rate goes up when Negroes move into a White neighborhood is</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>69. To expect Whites to believe that hotels should be integrated is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |

*Foils indicate "directionality" of items.

71. To expect Whites to interact with noisy Negro neighbors is
1. usually wrong 2. undecided 3. usually right
73. To expect Whites to be eager to meet Negro neighbors is
1. usually wrong 2. undecided 3. usually right
75. To expect Whites to help Negro neighbors is
1. usually wrong 2. undecided 3. usually right
77. To expect Whites to support "fair housing laws" is
1. usually wrong 2. undecided 3. usually right
79. To expect Whites to obey community housing rules with Negroes is
1. usually wrong 2. undecided 3. usually right
81. To expect Whites to be absentee landlords where Negroes live is
1. usually right 2. undecided 3. usually wrong
83. To expect Whites to believe that Negro neighborhoods are safe for them is
1. usually wrong 2. undecided 3. usually right

ABS-IV-WN-H

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person
would you yourself:

- | | |
|---|---|
| <p>85. Would you keep your house
as clean as you think
Negroes keep theirs?
1. no
2. undecided
3. yes</p> | <p>86. How sure are you of
this answer?

1. not sure
2. fairly sure
3. sure</p> |
|---|---|
87. Would you live next to a Negro tenant? foils* =
1. no 2. undecided 3. yes
89. Would you pay as much as Negroes for housing?
1. no 2. undecided 3. yes
91. Would you want segregated housing?
1. yes 2. undecided 3. no
93. Would you maintain your house like Negroes maintain
theirs:
1. no 2. undecided 3. yes
95. Would you believe that the crime rate goes up when
Negroes move into a White neighborhood?
1. yes 2. undecided 3. no
97. Would you want hotels to be integrated?
1. no 2. undecided 3. yes
99. Would you interact with noisy Negro neighbors?
1. no 2. undecided 3. yes
101. Would you be eager to meet Negro neighbors?
1. no 2. undecided 3. yes

*Foils indicate "directionality" of items.

103. Would you help Negro neighbors?
1. no 2. undecided 3. yes
105. Would you support "fair housing laws"?
1. no 2. undecided 3. yes
107. Would you obey community housing rules if Negroes
were in your community?
1. no 2. undecided 3. yes
109. Would you be an absentee landlord where Negroes live?
1. yes 2. undecided 3. no
111. Would you want White neighborhoods to be as safe
as you believe Negro ones are?
1. no 2. undecided 3. yes

ABS-V-WN-H

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel toward Negroes:

- | | |
|--|--|
| <p>113. When Negroes clean their houses the way Whites do
I feel
1. bad
2. indifferent
3. good</p> | <p>114. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure</p> |
| <p>115. When Whites and Negroes are tenants together I feel
foils* =
1. discontent 2. indifferent 3. content</p> | |
| <p>117. When Negroes pay the same for housing as Whites do
I feel
1. dissatisfied 2. indifferent 3. satisfied</p> | |
| <p>119. When Negroes believe in segregated housing I feel
1. good 2. indifferent 3. bad</p> | |
| <p>121. When Negroes maintain their houses like Whites do
I feel
1. dissatisfied 2. indifferent 3. satisfied</p> | |
| <p>123. I feel that the crime rate goes up when Negroes move
into a White neighborhood
1. agree 2. indifferent 3. disagree</p> | |
| <p>125. When Negroes believe that hotels should be inte-
grated I feel
1. sad 2. indifferent 3. happy</p> | |
| <p>127. When Negroes are noisier neighbors than Whites I
feel
1. happy 2. indifferent 3. angry</p> | |

*Foids indicate "directionality" of items.

129. When Negroes are eager to meet White neighbors I feel
1. bad 2. indifferent 3. good
131. When Negroes help White neighbors I feel
1. bad 2. indifferent 3. good
133. When Negroes support "fair housing laws" I feel
1. angry 2. indifferent 3. happy
135. When Negroes obey community housing rules when
Whites are in the community I feel
1. bad 2. indifferent 3. good
137. When Negroes are absentee landlords where Whites
live I feel
1. good 2. indifferent 3. bad
139. When Whites are safe in Negro neighborhoods I feel
1. bad 2. indifferent 3. good

ABS-VI-WN-H

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes.

- | | |
|---|--|
| <p>141. I have seen clean Negro houses</p> <p>1. no experience
2. no
3. uncertain
4. yes</p> | <p>142. Have your experiences been mostly pleasant or unpleasant?</p> <p>1. no experience
2. unpleasant
3. uncertain
4. pleasant</p> |
| <p>143. I have lived next to Negro tenants foils* =
1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>145. I have seen that Negroes pay the same for their housing as Whites
1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>147. I have seen that Negroes prefer segregated housing
1. no experience 2. yes 3. uncertain 4. no</p> | |
| <p>149. From my experience, Whites maintain their houses like Negroes
1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>151. I have seen the crime rate go up when Negroes come into a White neighborhood to live
1. no experience 2. yes 3. uncertain 4. no</p> | |
| <p>153. I have known Negroes who believe hotels should be integrated
1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>155. I have had noisy Negro neighbors
1. no experience 2. yes 3. uncertain 4. no</p> | |

*Foils indicate "directionality" of items.

157. I have seen Negroes who are eager to meet White neighbors
1. no experience 2. no 3. uncertain 4. yes
159. I have been helped by a Negro neighbor
1. no experience 2. no 3. uncertain 4. yes
161. I have known Negroes who have supported "fair housing laws"
1. no experience 2. no 3. uncertain 4. yes
163. I have seen that Negroes obey community housing rules when Whites are in the community
1. no experience 2. no 3. uncertain 4. yes
165. I have known Negroes who are absentee landlords where Whites live
1. no experience 2. yes 3. uncertain 4. no
167. I have felt safe when in Negro neighborhoods
1. no experience 2. no 3. uncertain 4. yes

ABS-I-WN-J

Directions: Section 1

In the following statements circle or black in the number that indicates how other Whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

- | | |
|------------------------------|-------------------------------------|
| 1. Whites desire a job | 2. How sure are you of this answer? |
| 1. more than Negroes | 1. not sure |
| 2. about the same as Negroes | 2. fairly sure |
| 3. less than Negroes | 3. sure |
3. Whites are willing to work foils* =
- | | | |
|----------------------|-------------------|----------------------|
| 1. more than Negroes | 2. about the same | 3. less than Negroes |
|----------------------|-------------------|----------------------|
5. Whites do steady and dependable work
- | | |
|----------------------------|-------------------|
| 1. more often than Negroes | 2. about as often |
| 3. less often | |
7. Whites obey job rules and regulations
- | | |
|----------------------|------------------------------|
| 1. more than Negroes | 2. about the same as Negroes |
| 3. less than Negroes | |
9. Whites believe that all jobs should be integrated
- | | | |
|----------------------|-------------------|----------------------|
| 1. more than Negroes | 2. about the same | 3. less than Negroes |
|----------------------|-------------------|----------------------|
11. Whites enjoy working with Negroes
- | | | |
|-------------------------|-------------------|--------------|
| 1. less than Negroes do | 2. about the same | 3. more than |
|-------------------------|-------------------|--------------|
13. Whites' ability to do many jobs is
- | | | |
|----------------------|-------------------|----------------------|
| 1. more than Negroes | 2. about the same | 3. less than Negroes |
|----------------------|-------------------|----------------------|

*Foils indicate "directionality" of items.

15. Whites believe that employers are their enemies
1. less often 2. about as often 3. more often
17. Whites work hard
1. more often than Negroes 2. about as often
3. less often
19. Whites' ability to support a family is
1. more than Negroes 2. about the same 3. less
than Negroes
21. Whites hold supervisory positions
1. more often than Negroes 2. about as often
3. less often
23. Whites are on time for their jobs
1. more often than Negroes 2. about as often
3. less often
25. Whites treat their fellow workers fairly
1. more often than Negroes do 2. about as often
3. less often
27. Whites get promotions
1. more often than Negroes 2. about as often
3. less often

ABS-II-WN-J

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|---|---|
| <p>29. For Whites to desire to work with Negroes</p> <p>1. usually not approved</p> <p>2. undecided</p> <p>3. usually approved</p> | <p>30. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>31. For Whites to be willing to work with Negroes</p> <p>foils* =</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>33. For Whites to do steady and dependable work with Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>35. For Whites to obey job rules and regulations with Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>37. For Whites to believe that all jobs should be integrated</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>39. For Whites to enjoy working with Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>41. For Whites to believe their ability to do many jobs is less than Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |

*Foils indicate "directionality" of items.

43. For Whites as much as Negroes to believe that employers are their enemies
1. usually not approved 2. undecided 3. usually approved
45. For Whites to work hard with Negroes
1. usually not approved 2. undecided 3. usually approved
47. For Whites' ability to support a family to be equal to Negroes' ability
1. usually not approved 2. undecided 3. usually approved
49. For Whites to hold supervisory positions with Negroes
1. usually not approved 2. undecided 3. usually approved
51. For Whites to be on time for their jobs more than Negroes
1. usually approved 2. undecided 3. usually not approved
53. For Whites to treat their fellow Negro workers fairly
1. usually not approved 2. undecided 3. usually approved
55. For Whites to get promotions with Negroes
1. usually not approved 2. undecided 3. usually approved

ABS-III-WN-J

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about your answer.

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

- | | |
|---|---|
| <p>57. To expect Whites to desire to work with Negroes is</p> <p>1. usually wrong</p> <p>2. undecided</p> <p>3. usually right</p> | <p>58. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>59. To expect Whites to be willing to work with Negroes is foils* =</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>61. To expect Whites to do steady and dependable work with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>63. To expect Whites to obey job rules and regulations with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>65. To expect Whites to believe that all jobs should be integrated is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>67. To expect Whites to enjoy working with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>69. To expect Whites to have less ability than Negroes to do many jobs is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>71. To expect Whites as much as Negroes to believe that employers are their enemies is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |

*Foils indicate "directionality" of items.

73. To expect Whites to work hard with Negroes is
1. usually wrong 2. undecided 3. usually right
75. To expect that Whites' ability to support a family
is equal to Negroes' ability is
1. usually wrong 2. undecided 3. usually right
77. To expect Whites to hold supervisory positions
with Negroes is
1. usually wrong 2. undecided 3. usually right
79. To expect Whites to be on time for their jobs more
than Negroes is
1. usually right 2. undecided 3. usually wrong
81. To expect Whites to treat their fellow Negro worker
fairly is
1. usually wrong 2. undecided 3. usually right
83. To expect Whites to get promotions with Negroes is
1. usually wrong 2. undecided 3. usually right

ABS-IV-WN-J

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person
would you yourself:

- | | |
|---|---|
| <p>85. Would you desire a job with Negroes?</p> <p>1. no</p> <p>2. undecided</p> <p>3. yes</p> | <p>86. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>87. Would you be willing to work with Negroes? foils* =</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>89. Would you do steady and dependable work with Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>91. Would you obey job rules and regulations with Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>93. Would you want all jobs to be integrated?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>95. Would you enjoy working with Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>97. Would you want to have more ability than Negroes to do many jobs?</p> <p>1. yes 2. undecided 3. no</p> | |
| <p>99. Would you prefer that Negroes see employers as their enemies as much as you do?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>101. Would you work hard with Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |

*Foils indicate "directionality" of items.

103. Would you want to have the ability that Negroes do to support a family?
1. no 2. undecided 3. yes
105. Would you want to supervise Negroes?
1. no 2. undecided 3. yes
107. Would you want Whites to be on time for their jobs more than Negroes?
1. yes 2. undecided 3. no
109. Would you treat fellow Negro workers as you treat White ones?
1. no 2. undecided 3. yes
111. Would you want to be able to get promotions as often as Negroes do?
1. no 2. undecided 3. yes

ABS-V-WN-J

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel toward Negroes:

- | | |
|--|---|
| 113. When Negroes desire to work with Whites I feel
1. bad
2. indifferent
3. good | 114. How sure are you of this answer?
1. not sure
2. fairly sure
3. sure |
| 115. When Negroes are willing to work with Whites I feel
foils* =
1. bad 2. indifferent 3. good | |
| 117. When Negroes do steady and dependable work with Whites I feel
1. dissatisfied 2. indifferent 3. satisfied | |
| 119. When Negroes obey job rules and regulations with Whites I feel
1. dissatisfied 2. indifferent 3. satisfied | |
| 121. When Negroes believe that all jobs should be integrated I feel
1. bad 2. indifferent 3. good | |
| 123. When Negroes enjoy working with Whites I feel
1. bad 2. indifferent 3. good | |
| 125. When Negroes' ability to do many jobs is less than Whites I feel
1. good 2. indifferent 3. bad | |
| 127. When Negroes believe that employers are their enemies as much as they are of Whites I feel
1. discontent 2. indifferent 3. content | |

*Foils indicate "directionality" of items.

129. When Negroes work hard on the job with Whites I feel
1. bad 2. indifferent 3. good
131. When Negroes' ability to support a family is equal to Whites' ability I feel
1. discontent 2. indifferent 3. content
133. When Negroes supervise Whites I feel
1. bad 2. indifferent 3. good
135. When Negroes are on time for their jobs more than Whites are I feel
1. bad 2. indifferent 3. good
137. When Negroes treat their fellow White worker as they treat Negroes I feel
1. sad 2. indifferent 3. happy
139. When Negroes get promotions as often as Whites do I feel
1. dissatisfied 2. indifferent 3. satisfied

ABS-VI-WN-J

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes:

- | | |
|---|---|
| <p>141. I have desired to work with Negroes on the job</p> <p>1. no experience</p> <p>2. no</p> <p>3. uncertain</p> <p>4. yes</p> | <p>142. Have your experiences been mostly pleasant or unpleasant?</p> <p>1. no experience</p> <p>2. unpleasant</p> <p>3. uncertain</p> <p>4. pleasant</p> |
|---|---|
143. I have been willing to work with Negroes foils* =
1. no experience 2. no 3. uncertain 4. yes
145. I have done steady and dependable work with Negroes
1. no experience 2. no 3. uncertain 4. yes
147. I have seen that Negroes obey job rules and regulations when working with Whites
1. no experience 2. no 3. uncertain 4. yes
149. I have known Negroes who believe that all jobs should be integrated
1. no experience 2. no 3. uncertain 4. yes
151. I have enjoyed working with Negroes
1. no experience 2. no 3. uncertain 4. yes
153. I have seen that Whites' ability to do many jobs is equal to that of Negroes
1. no experience 2. no 3. uncertain 4. yes
155. From my experiences Negroes believe that employers are their enemies as much as they are of Whites
1. no experience 2. no 3. uncertain 4. yes

*Foils indicate "directionality" of items.

157. I have worked hard with Negroes on the job
1. no experience 2. no 3. uncertain 4. yes
159. I have seen that Negroes' ability to support a family is equal to that of Whites
1. no experience 2. no 3. uncertain 4. yes
161. I have held a supervisory position over Negroes
1. no experience 2. no 3. uncertain 4. yes
163. I am on time for my job more than Negroes are for theirs
1. no experience 2. yes 3. uncertain 4. no
165. I have treated my fellow Negro workers as fairly as my fellow White
1. no experience 2. no 3. uncertain 4. yes
167. I have been promoted as much as Negroes I have known
1. no experience 2. no 3. uncertain 4. yes

ABS-I-WN-L

Directions: Section 1

In the following statements circle or black in the number that indicates how other Whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

1. Whites believe in law and order
 1. more than Negroes
 2. about the same as Negroes
 3. less than Negroes
2. How sure are you of this answer?
 1. not sure
 2. fairly sure
 3. sure
3. Whites believe that Negro policemen treat them foils* = 1. fairer than they treat Negroes
 2. about the same
 3. less fair
5. When Whites get into trouble with the law they receive
 1. easier sentences
 2. about the same
 3. worse sentences
7. White policemen are prejudiced
 1. less than Negro policemen
 2. about the same
 3. more
9. Whites break the law
 1. less often than Negroes
 2. about the same
 3. more often
11. Whites believe that the police are their enemies
 1. less often
 2. about as often
 3. more often
13. Whites believe that laws are made to protect
 1. Whites more than Negroes
 2. both equally
 3. Negroes more

*Foil indicates "directionality" of items.

15. Whites resist arrest
 1. less than Negroes
 2. about the same
 3. more than Negroes
17. When Whites get into trouble they have
 1. better lawyers than Negroes
 2. the same
 3. poorer lawyers
19. Whites ignore the rights of others
 1. less than Negroes
 2. about the same
 3. more than Negroes
21. Whites respect property rights
 1. more than Negroes
 2. about the same
 3. less than Negroes
23. Whites drink when driving
 1. less than Negroes
 2. about the same
 3. more than Negroes
25. Whites carry guns
 1. less than Negroes
 2. about the same
 3. more than Negroes
27. Whites are the victims of "police brutality"
 1. less than Negroes
 2. about the same
 3. more than Negroes

ABS-II-WN-L

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|---|---|
| <p>29. For Whites to believe in law and order with Negroes</p> <p>1. usually not approved</p> <p>2. undecided</p> <p>3. usually approved</p> | <p>30. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>31. For Whites to believe that Negro policemen treat them less fairly than they treat Negroes foils* =</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>33. For Whites to believe they receive worse sentences than Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>35. For Whites to believe that Negro policemen are prejudiced</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>37. For Whites to break the law when with Negroes</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>39. For Whites to believe that police are their enemies more than they are of Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>41. For Whites to believe that laws are made to protect them as much as Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>43. For Whites to resist arrest from Negro officials</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>45. For Whites to have better lawyers than Negroes</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |

*Foils indicate "directionality" of items.

- 47. For Whites to ignore the rights of Negroes
1. usually approved 2. undecided 3. usually not approved
- 49. For Whites to respect property rights of Negroes
1. usually not approved 2. undecided 3. usually approved
- 51. For Whites to drink when driving with Negroes
1. usually approved 2. undecided 3. usually not approved
- 53. For Whites to carry guns when with Negroes
1. usually approved 2. undecided 3. usually not approved
- 55. For Whites to be the victims of "police brutality" from
Negroes
1. usually approved 2. undecided 3. usually not approved

ABS-III-WN-L

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about your answer.

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

- | | |
|--|---|
| <p>57. To expect Whites to believe in law and order with Negroes is</p> <p>1. usually wrong</p> <p>2. undecided</p> <p>3. usually right</p> | <p>58. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>59. To expect Whites to believe that Negro policemen treat them less fairly than they treat Negroes is foils*</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>61. To expect Whites to believe they receive worse sentences than Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>63. To expect Whites to believe that Negro policemen are prejudiced is</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>65. To expect Whites to break the law when with Negroes is</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>67. To expect Whites to believe that police are their enemies more than they are of Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>69. To expect Whites to believe that laws are made to protect them as much as Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |

*Foils indicate "directionality" of items.

71. To expect Whites to resist arrest from Negro officials is
1. usually right 2. undecided 3. usually wrong
73. To expect Whites to have better lawyers than Negroes is
1. usually right 2. undecided 3. usually wrong
75. To expect Whites to ignore the rights of Negroes is
1. usually right 2. undecided 3. usually wrong
77. To expect Whites to respect property rights of
Negroes is
1. usually wrong 2. undecided 3. usually right
79. To expect Whites to drink when driving with Negroes is
1. usually right 2. undecided 3. usually wrong
81. To expect Whites to carry guns when with Negroes is
1. usually right 2. undecided 3. usually wrong
83. To expect Whites to be the victims of "police
brutality" from Negroes is
1. usually right 2. undecided 3. usually wrong

ABS-IV-WN-L

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person
would you yourself:

- | | |
|--|---|
| <p>85. Would you respect law and order if maintained by Negroes?</p> <p>1. no
2. undecided
3. yes</p> | <p>86. How sure are you of this answer?</p> <p>1. not sure
2. fairly sure
3. sure</p> |
| <p>87. Would you want Negro policemen to treat you the same as they treat Negroes?</p> <p>foils* = 1. no 2. undecided 3. yes</p> | |
| <p>89. Would you want Negroes to sentence you if you got into trouble?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>91. Would you feel as safe with a Negro policeman as a White policeman?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>93. Would you break the law as often as you think Negroes do?</p> <p>1. no 2. undecided 3. yes</p> | |
| <p>95. Would you believe that the police were your enemies if they were Negroes?</p> <p>1. yes 2. undecided 3. no</p> | |
| <p>97. Would you believe that laws were meant to protect you if they were made by Negroes?</p> <p>1. no 2. undecided 3. yes</p> | |

*Foils indicate "directionality" of items.

99. Would you resist arrest if arrested by Negroes?
1. yes 2. undecided 3. no
101. Would you use a Negro lawyer?
1. no 2. undecided 3. yes
103. Would you ignore the rights of Negroes?
1. yes 2. undecided 3. no
105. Would you respect the property rights of Negroes?
1. no 2. undecided 3. yes
107. Would you drink when driving with Negroes?
1. yes 2. undecided 3. no
109. Would you carry a gun when with Negroes?
1. yes 2. undecided 3. no
111. Would you expect "police brutality" from Negroes?
1. yes 2. undecided 3. no

ABS-V-WN-L

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel toward Negroes:

- | | |
|---|---------------------------------------|
| 113. When Negroes believe in law and order with Whites I feel | 114. How sure are you of this answer? |
| 1. bad | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. good | 3. sure |
| 115. When Negro policemen treat Whites differently than they treat Negroes I feel foils* = | |
| 1. satisfied 2. indifferent 3. dissatisfied | |
| 117. When Negroes receive easier sentences than Whites I feel | |
| 1. dissatisfied 2. indifferent 3. satisfied | |
| 119. When Whites believe that Negro policemen are prejudiced I feel | |
| 1. good 2. indifferent 3. bad | |
| 121. When Negroes break the law less than Whites I feel | |
| 1. bad 2. indifferent 3. good | |
| 123. When Negroes believe that the police are their enemies less than they are of Whites I feel | |
| 1. discontent 2. indifferent 3. content | |
| 125. When Negroes believe that laws are made to protect them as much as Whites I feel | |
| 1. dissatisfied 2. indifferent 3. satisfied | |
| 127. When Negroes resist arrest less than Whites I feel | |
| 1. discontent 2. indifferent 3. content | |

*Foils indicate "directionality" of items.

129. When Negroes have poorer lawyers than Whites I feel
1. good 2. indifferent 3. bad
131. When the rights of Negroes are ignored by Whites I feel
1. good 2. indifferent 3. bad
133. When Negroes respect property rights with Whites I feel
1. dissatisfied 2. indifferent 3. satisfied
135. When Negroes drink when driving with Whites I feel
1. good 2. indifferent 3. bad
137. When Negroes carry a gun when with Whites I feel
1. good 2. indifferent 3. bad
139. When Negroes use "police brutality" with Whites I feel
1. happy 2. indifferent 3. angry

ABS-VI-WN-L

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes:

- | | |
|--|---|
| <p>141. I have obeyed laws that
were maintained by Negroes:
1. no experience
2. no
3. uncertain
4. yes</p> | <p>142. Have your experiences
been mostly pleasant
or unpleasant?
1. no experience
2. unpleasant
3. uncertain
4. pleasant</p> |
|--|---|
143. I have received unfair treatment from Negro policemen
foils* =
1. no experience 2. yes 3. uncertain 4. no
145. I have received harder sentences for the same thing
that Negroes did
1. no experience 2. yes 3. uncertain 4. no
147. I have seen that Negro policemen are prejudiced
1. no experience 2. yes 3. uncertain 4. no
149. I have seen that Whites break the law more than Negroes
1. no experience 2. no 3. uncertain 4. yes
151. From my experiences I believe that police are my
enemies more than they are of Negroes
1. no experience 2. no 3. uncertain 4. yes
153. I have seen the laws protect me the same as they
protect Negroes
1. no experience 2. 3. uncertain 4. yes

*Folds indicate "directionality" of items.

155. I have resisted arrest by Negroes
1. no experience 2. yes 3. uncertain 4. no
157. I have had better lawyers than Negroes
1. no experience 2. yes 3. uncertain 4. no
159. I have seen that Whites ignore the rights of Negroes
1. no experience 2. yes 3. uncertain 4. no
161. I have respect for the property rights of Negroes
1. no experience 2. no 3. uncertain 4. yes
163. I have been drunk while driving with Negroes
1. no experience 2. yes 3. uncertain 4. no
165. I have carried a gun when with Negroes
1. no experience 2. yes 3. uncertain 4. no
167. I have been the victim of "police brutality" from Negroes
1. no experience 2. yes 3. uncertain 4. no

ABS-I-WN-P

Directions: Section I

In the following statements circle or black in the number that indicates how other Whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

1. Whites participate in social protest demonstrations
 1. more than Negroes
 2. about the same as Negroes
 3. less than Negroes
2. How sure are you of this answer?
 1. not sure
 2. fairly sure
 3. sure
3. Whites try to keep things as they are foils* =
 1. less often than Negroes
 2. about as often
 3. more often
5. Whites abide by integration laws
 1. more than Negroes
 2. about the same
 3. less than Negroes
7. Whites exercise their voting rights
 1. more often than Negroes
 2. about as often
 3. less often
9. Whites have faith in politics for solving race issues
 1. more than Negroes
 2. about the same
 3. less than Negroes
11. Whites misuse trial-by-jury
 1. less often than Negroes
 2. about as often
 3. more often

*Foils indicate "directionality" of items.

13. Whites will go to jail for a "cause"
 1. more often than Negroes
 2. about as often
 3. less often
15. Whites vote for Negro candidates for public office
 1. more than Negroes
 2. about the same
 3. less than Negroes
17. Whites vote for "fair housing laws"
 1. more often
 2. about as often
 3. less often
19. White public officials propose Civil Rights laws
 1. more often
 2. about as often
 3. less often
21. Whites believe in equal public transportation
 1. more often
 2. about as often
 3. less often
23. Whites form separate political groups to gain equal rights
 1. more than Negroes
 2. about the same
 3. less than Negroes
25. Whites believe in laws against interracial marriage
 1. less than Negroes
 2. about the same
 3. more than Negroes
27. Whites have equal respect for White or Negro political candidates
 1. more often
 2. about as often
 3. less often

ABS-II-WN-P

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|--|---|
| <p>29. For whites to participate in social protest demonstrations with Negroes</p> <p>1. usually not approved</p> <p>2. undecided</p> <p>3. usually approved</p> | <p>30. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>31. For Whites to cooperate with Negroes to keep things as they are foils* =</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>33. For Whites and Negroes to abide equally by integration laws</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>35. For Whites to exercise their voting rights with Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>37. For Whites to have as much faith as Negroes that politics can solve race issues</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>39. For Whites to misuse trial-by-jury when they deal with Negroes</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |

*Foils indicate "directionality" of items.

- 41. For Whites to go to jail for a "cause" with Negroes
1. usually not approved 2. undecided 3. usually approved
- 43. For Whites to vote with Negroes for Negro candidates for public office
1. usually not approved 2. undecided 3. usually approved
- 45. For Whites to vote with Negroes for "fair housing laws"
1. usually not approved 2. undecided 3. usually approved
- 47. For White public officials to propose Civil Rights laws for Whites and Negroes
1. usually not approved 2. undecided 3. usually approved
- 49. For Whites to share the same public transportation with Negroes
1. usually not approved 2. undecided 3. usually approved
- 51. For Whites to form political groups with Negroes to gain equal rights
1. usually not approved 2. undecided 3. usually approved
- 53. For Whites to believe in laws against interracial marriage
1. usually approved 2. undecided 3. usually not approved
- 55. For Whites to have equal respect for White and Negro political candidates
1. usually not approved 2. undecided 3. usually approved

ABS-III-WN-P

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about answer.

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

- | | |
|---|---|
| <p>57. To expect Whites to participate in social protest demonstrations with Negroes is</p> <p>1. usually wrong</p> <p>2. undecided</p> <p>3. usually right</p> | <p>58. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>59. To expect Whites to try to keep things as they are in relation to Negroes is foils* =</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>61. To expect Whites to abide by integration laws with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>63. To expect Whites to exercise their voting rights with Negroes is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>65. To expect Whites to believe with Negroes that politics can solve race issues is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |
| <p>67. To expect Whites to misuse trial-by-jury when they deal with Negroes is</p> <p>1. usually right 2. undecided 3. usually wrong</p> | |
| <p>69. To expect Whites will go to jail with Negroes for a "cause" is</p> <p>1. usually wrong 2. undecided 3. usually right</p> | |

*Foils indicate "directionality" of items.



71. To expect Whites to vote with Negroes for Negro candidates for public office is
1. usually wrong 2. undecided 3. usually right
73. To expect Whites to vote with Negroes for "fair housing laws" is
1. usually wrong 2. undecided 3. usually right
75. To expect White public officials to propose Civil Rights laws for Whites and Negroes is
1. usually wrong 2. undecided 3. usually right
77. To expect Whites to share the same public transportation with Negroes is
1. usually wrong 2. undecided 3. usually right
79. To expect Whites to form political groups with Negroes to gain equal rights is
1. usually wrong 2. undecided 3. usually right
81. To expect Whites to believe in laws against interracial marriage is
1. usually right 2. undecided 3. usually wrong
83. To expect Whites to have equal respect for White and Negro political candidates is
1. usually wrong 2. undecided 3. usually right

ABS-IV-WN-P

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person would you yourself:

- | | |
|---|---|
| <p>85. Would you participate in social protest demonstrations with Negroes:
 1. no
 2. undecided
 3. yes</p> | <p>86. How sure are you of this answer?
 1. not sure
 2. fairly sure
 3. sure</p> |
| <p>87. Would you work with Negroes to keep things as they are? foils* =
 1. yes 2. undecided 3. no</p> | |
| <p>89. Would you abide by integration laws with Negroes?
 1. no 2. undecided 3. yes</p> | |
| <p>91. Would you work with Negroes to encourage people to exercise their voting rights?
 1. no 2. undecided 3. yes</p> | |
| <p>93. If politics were dominated by Negroes would you have faith in their ability to solve race issues?
 1. no 2. undecided 3. yes</p> | |
| <p>95. Would you misuse trial-by-jury when dealing with Negroes?
 1. yes 2. undecided 3. no</p> | |
| <p>97. Would you go to jail with Negroes for a "cause"?
 1. no 2. undecided 3. yes</p> | |
| <p>99. Would you vote for a Negro candidate for public office?
 1. no 2. undecided 3. yes</p> | |
| <p>101. Would you vote for "fair housing laws" that favored Negroes as well as Whites?
 1. no 2. undecided 3. yes</p> | |

*Foils indicate "directionality" of items.

103. If you were a public official would you propose Civil Rights laws that favored Negroes?
1. no 2. undecided 3. yes
105. Would you support equal public transportation for all?
1. no 2. undecided 3. yes
107. Would you participate with Negro political groups to gain equal rights?
1. no 2. undecided 3. yes
109. Would you favor laws against interracial marriage?
1. yes 2. undecided 3. no
111. Would you respect Negro political candidates as much as White ones?
1. no 2. undecided 3. yes

ABS-V-WN-P

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel toward Negroes:

- | | |
|---|--|
| <p>113. When Negroes participate in social protest demonstrations with Whites I feel</p> <p>1. bad</p> <p>2. indifferent</p> <p>3. good</p> | <p>114. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>115. When Negroes try to keep things as they are I feel foils* =</p> <p>1. content 2. indifferent 3. discontent</p> | |
| <p>117. When Negroes abide by integration laws I feel</p> <p>1. angry 2. indifferent 3. content</p> | |
| <p>119. When Negroes exercise their voting rights and encourage Whites to vote I feel</p> <p>1. discontent 2. indifferent 3. content</p> | |
| <p>121. When Negroes have more faith in politics for solving issues than Whites I feel</p> <p>1. bad 2. indifferent 3. good</p> | |
| <p>123. When Negroes misuse trial-by-jury in relation to Whites I feel</p> <p>1. happy 2. indifferent 3. angry</p> | |
| <p>125. When Negroes will go to jail for a cause that involves Whites I feel</p> <p>1. bad 2. indifferent 3. good</p> | |

*Foils indicate "directionality" of items.

127. When Negroes vote for White candidates for public office I feel
1. bad 2. indifferent 3. good
129. When Negroes vote for "fair housing laws" I feel
1. dissatisfied 2. indifferent 3. satisfied
131. When Negro public officials propose Civil Rights laws I feel
1. discontent 2. indifferent 3. content
133. When Negroes are for equal public transportation for all I feel
1. bad 2. indifferent 3. good
135. When Negroes join Whites in forming political groups to gain equal rights I feel
1. angry 2. indifferent 3. happy
137. When Negroes are against interracial marriage I feel
1. good 2. indifferent 3. bad
139. When Negroes respect White political candidates I feel
1. bad 2. indifferent 3. good

ABS-VI-WN-P

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes:

- | | |
|--|---|
| <p>141. I have participated in social protest demonstrations with Negroes</p> <p>1. no experience</p> <p>2. no</p> <p>3. uncertain</p> <p>4. yes</p> | <p>142. Have your experiences been mostly pleasant or unpleasant?</p> <p>1. no experience</p> <p>2. unpleasant</p> <p>3. uncertain</p> <p>4. pleasant</p> |
| <p>143. I have known Negroes who try to keep things as they are foils* =</p> <p>1. no experience 2. yes 3. uncertain 4. no</p> | |
| <p>145. I have seen Negroes abide by integration laws</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>147. I have seen that Negroes exercise their voting rights more than Whites</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>149. I have known Negroes who have faith in politics for solving race issues</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>151. I have seen Negroes misuse trial-by-jury with Whites</p> <p>1. no experience 2. yes 3. uncertain 4. no</p> | |
| <p>153. I have seen Negroes go to jail for a "cause" that involves Whites</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |

*Foils indicate "directionality" of items.

155. I have seen that Negroes vote for White candidates for public office
1. no experience 2. no 3. uncertain 4. yes
157. I have known Negroes who voted for "fair housing laws"
1. no experience 2. no 3. uncertain 4. yes
159. I have known Negro public officials who have proposed Civil Rights laws
1. no experience 2. no 3. uncertain 4. yes
161. I have known Negroes who believe in equal public transportation
1. no experience 2. no 3. uncertain 4. yes
163. I have seen Negroes join Whites in forming political groups to gain equal rights
1. no experience 2. no 3. uncertain 4. yes
165. I have known Negroes who believe in laws against interracial marriage
1. no experience 2. yes 3. uncertain 4. no
167. I have seen that Negroes respect White or Negro political candidates
1. no experience 2. no 3. uncertain 4. yes

ABS-I-WN-W

Directions: Section I

In the following statements circle or black in the number that indicates how other Whites compare themselves to Negroes and then state how sure you feel about your answer. Usually people are sure of their answers to some questions and not sure about others. It is important to answer all questions even though you may have to guess at some.

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

- | | |
|------------------------------|---------------------|
| 1. Whites are brave soldiers | 2. How sure are you |
| 1. more often than Negroes | of this answer? |
| 2. about as often as Negroes | 1. not sure |
| 3. less often than Negroes | 2. fairly sure |
| | 3. sure |
-
- | | |
|-------------------------------------|-------------------|
| 3. Whites are good army officers | |
| foils* = 1. more often than Negroes | 2. about as often |
| 3. less often | |
-
- | | |
|--------------------------------|-------------------|
| 5. Whites desire to be drafted | |
| 1. more often | 2. about as often |
| | 3. less often |
-
- | | |
|--|-------------------|
| 7. White officers have racial prejudices | |
| 1. less than Negroes do | 2. about as often |
| 3. more than | |
-
- | | |
|----------------------|-------------------|
| 9. Whites favor war | |
| 1. less than Negroes | 2. about the same |
| 3. more than Negroes | |
-
- | | |
|------------------------------------|-------------------|
| 11. Whites desire draft deferments | |
| 1. more often | 2. about as often |
| | 3. less often |
-
- | | |
|--------------------------------|-------------------|
| 13. Whites like to be soldiers | |
| 1. more than Negroes | 2. about the same |
| 3. more than Negroes | |
-
- | | |
|---|-------------------|
| 15. White officers treat Negroes fairly | |
| 1. more often | 2. about as often |
| | 3. less often |

*Folds indicate "directionality" of items.

17. Whites volunteer for front line duty
1. more than Negroes 2. about the same 3. less than Negroes
19. Whites are careful with their weapons
1. more often 2. about as often 3. less often
21. Whites follow orders
1. more than Negroes 2. about the same 3. less than Negroes
23. Whites readjust to civilian life well
1. more often 2. about the same 3. less often
25. Whites like killing
1. less than Negroes 2. about the same 3. more than Negroes
27. Whites are cowards
1. less than Negroes 2. about the same 3. more than Negroes

ABS-II-WN-W

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes. Then indicate how sure you feel about your answer.

Other Whites generally believe the following about interacting with Negroes:

- | | |
|---|---|
| <p>29. For Whites to be brave soldiers with Negroes</p> <p>1. usually not approved</p> <p>2. undecided</p> <p>3. usually approved</p> | <p>30. How sure are you of this answer?</p> <p>1. not sure</p> <p>2. fairly sure</p> <p>3. sure</p> |
| <p>31. For Whites to make good army officers with Negroes</p> <p>foils* = 1. usually not approved 2. undecided</p> <p>3. usually approved</p> | |
| <p>33. For Whites to be drafted with Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>35. For White officers to have racial prejudices</p> <p>1. usually approved 2. undecided 3. usually not approved</p> | |
| <p>37. For Whites to favor war as much as Negroes do</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>39. For Whites to be given draft deferments as much as Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |
| <p>41. For Whites to like to be soldiers with Negroes</p> <p>1. usually not approved 2. undecided 3. usually approved</p> | |

*Foils indicate "directionality" of items.

- 43. For White officers to treat Negroes fairly
1. usually not approved 2. undecided 3. usually approved
- 45. For Whites to volunteer for front line duty with Negroes
1. usually not approved 2. undecided 3. usually approved
- 47. For Whites to be as careful with their weapons as Negroes are
1. usually not approved 2. undecided 3. usually approved
- 49. For Whites to follow orders from Negroes
1. usually not approved 2. undecided 3. usually approved
- 51. For Whites to readjust to civilian life better than Negroes do after army life
1. usually approved 2. undecided 3. usually not approved
- 53. For Whites to like killing less than Negroes
1. usually approved 2. undecided 3. usually not approved
- 55. For Whites to be cowards more than Negroes
1. usually not approved 2. undecided 3. usually approved

ABS-III-WN-W

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes. Then mark how sure you feel about your answer.

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

- | | |
|---|--|
| <p>57. To expect Whites to be
brave soldiers with
Negroes is
1. usually wrong
2. undecided
3. usually right</p> | <p>58. How sure are you
of this answer?
1. not sure
2. fairly sure
3. sure</p> |
|---|--|
59. To expect Whites to be good army officers with
Negroes is foils* =
1. usually wrong 2. undecided 3. usually right
61. To expect Whites to be drafted with Negroes is
1. usually wrong 2. undecided 3. usually right
63. To expect White officers to have racial prejudices is
1. usually right 2. undecided 3. usually wrong
65. To expect Whites to favor war as much as Negroes do is
1. usually wrong 2. undecided 3. usually right
67. To expect Whites to be given draft deferments with
Negroes is
1. usually wrong 2. undecided 3. usually right
69. To expect Whites to like to be soldiers with Negroes is
1. usually wrong 2. undecided 3. usually right
71. To expect Whites to treat Negroes as they do Whites is
1. usually wrong 2. undecided 3. usually right

*Foils indicate "directionality" of items.

73. To expect Whites to volunteer for front line duty with Negroes is
1. usually wrong 2. undecided 3. usually right
75. To expect Whites to be as careful with their weapons as Negroes are is
1. usually wrong 2. undecided 3. usually right
77. To expect Whites to follow orders from Negroes is
1. usually wrong 2. undecided 3. usually right
79. To expect Whites to readjust to civilian life better than Negroes after the army is
1. usually right 2. undecided 3. usually wrong
81. To expect Whites to like killing less than Negroes is
1. usually right 2. undecided 3. usually wrong
83. To expect Whites to be cowards more than Negroes when together is
1. usually wrong 2. undecided 3. usually right

ABS-IV-WN-W

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations. Indicate how sure you feel about your answer.

In respect to a Negro person would you yourself:

- | | |
|---|---|
| <p>85. Would you want White soldiers to be braver than Negro soldiers?
 1. yes
 2. undecided
 3. no</p> | <p>86. How sure are you of this answer?
 1. not sure
 2. fairly sure
 3. sure</p> |
|---|---|
87. Would you want to be an army officer with Negroes?
 foils* = 1. no 2. undecided 3. yes
89. Would you want Whites to be drafted with Negroes?
 1. no 2. undecided 3. yes
91. Would you have racial prejudices if you were an army officer?
 1. yes 2. undecided 3. no
93. Would you favor war as much as you think Negroes do?
 1. no 2. undecided 3. yes
95. Would you want Whites to be given draft deferments as much as Negroes?
 1. no 2. undecided 3. yes
97. Would you like to be a soldier with Negroes?
 1. no 2. undecided 3. yes
99. If you were an officer would you treat Negroes the same as Whites?
 1. no 2. undecided 3. yes
101. Would you volunteer for front line duty with Negroes?
 1. no 2. undecided 3. yes

*Foils indicate "directionality" of items.

103. Would you be as careful with weapons as you think
Negroes are?
1. no 2. undecided 3. yes
105. Would you follow orders from Negroes?
1. no 2. undecided 3. yes
107. Would you want Whites to readjust to civilian life
better than Negroes after the army?
1. yes 2. undecided 3. no
109. Would you want Whites to like killing less than
Negroes do?
1. yes 2. undecided 3. no
111. Would you want Whites to be cowards more than
Negroes are?
1. no 2. undecided 3. yes

ABS-V-WN-W

Directions: Section V

This section concerns actual feelings that White people may have about Negroes. You are asked to indicate how you feel about the following statements and then mark how sure you are of your answer.

How do you actually feel toward Negroes:

- | | |
|---|---------------------------------------|
| 113. When Negroes are not as brave as Whites I feel | 114. How sure are you of this answer? |
| 1. good | 1. not sure |
| 2. indifferent | 2. fairly sure |
| 3. bad | 3. sure |
115. When Negroes are good army officers with Whites I feel foils* =
1. bad 2. indifferent 3. good
117. When Negroes are drafted with Whites I feel
1. discontent 2. indifferent 3. content
119. When Negro officers have racial prejudice I feel
1. happy 2. indifferent 3. angry
121. When Negroes favor war as much as Whites do I feel
1. dissatisfied 2. indifferent 3. satisfied
123. When Negroes are given draft deferments as much as Whites I feel
1. discontent 2. indifferent 3. content
125. When Negroes like to be soldiers as much as Whites I feel
1. bad 2. indifferent 3. good
127. When Negro officers treat Whites the same as Negroes I feel
1. bad 2. indifferent 3. good

*Foils indicate "directionality" of items.

129. When Negroes volunteer for front line duty with Whites I feel
1. bad 2. indifferent 3. good
131. When Negroes are careful with their weapons as Whites are I feel
1. dissatisfied 2. indifferent 3. satisfied
133. When Negroes follow orders with Whites I feel
1. dissatisfied 2. indifferent 3. satisfied
135. When Negroes readjust to civilian life worse than Whites after the army I feel
1. good 2. indifferent 3. bad
137. When Negroes like killing more than Whites I feel
1. good 2. indifferent 3. bad
139. When Negroes are cowards less than Whites are I feel
1. bad 2. indifferent 3. good

ABS-VI-WN-W

Directions: Section VI

This section concerns actual experiences you have had with Negroes. Try to answer the following questions from the knowledge of your experiences and then indicate if the experience was pleasant or unpleasant.

Experiences or contacts with Negroes:

- | | |
|---|--|
| <p>141. I have seen that Whites are braver soldiers than Negroes</p> <p>1. no experience</p> <p>2. yes</p> <p>3. uncertain</p> <p>4. no</p> | <p>142. Have your experiences been mostly pleasant or unpleasant</p> <p>1. no experience</p> <p>2. unpleasant</p> <p>3. uncertain</p> <p>4. pleasant</p> |
| <p>143. I have seen that Negroes are good army officers with Whites foils* =</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>145. I have seen that Negroes are drafted with Whites</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>147. I have known Negro officers who were racially prejudiced</p> <p>1. no experience 2. yes 3. uncertain 4. no</p> | |
| <p>151. I have seen that Negroes are given draft deferments as much as Whites</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>153. From my experiences Negroes enjoy being soldiers with Whites</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |
| <p>155. I have seen that Negro officers treat Whites as they treat Negroes</p> <p>1. no experience 2. no 3. uncertain 4. yes</p> | |

*Foil indicates "directionality" of items.

157. I have known that Negroes volunteer for front line duty with Whites
1. no experience 2. no 3. uncertain 4. yes
159. I have seen that Negroes are as careful with their weapons as Whites
1. no experience 2. no 3. uncertain 4. yes
161. I have followed orders from Negroes
1. no experience 2. no 3. uncertain 4. yes
163. From my experiences Whites readjust to civilian life better than Negroes I have known
1. no experience 2. yes 3. uncertain 4. no
165. I have seen that Whites like killing less than Negroes
1. no experience 2. yes 3. uncertain 4. no
167. I have seen that Whites are cowards more than Negroes
1. no experience 2. no 3. uncertain 4. yes

APPENDIX B

CODE BOOK FOR THE RESEARCH

REVISED
1/20/69

CODE BOOK¹

Attitudes of Blacks (Negroes) and Whites
Toward Each Other: Content², Structure, and Determinants

ABS-BW/WN

John E. Jordan
College of Education
Michigan State University
November 22, 1968

INSTRUCTIONS FOR USE OF THIS CODE BOOK

1. Code 0 for a one column no response, or 00 for a two column no response, or 000 for a three column no response will mean there was No Information, Respondent did not answer, or not Applicable, unless otherwise specified.
2. In each case in the following pages the column to the left contains the column number of the IBM card; the second column contains the question number from the questionnaire; the third column (item detail) contains an abbreviated form of the item; and the fourth column contains the code within each column of the IBM card with an explanation of the code.
3. Coder instructions always follow a line across the page and are clearly stated.

¹This code book contains directions for scoring the U. S. 112268 version of the Attitude Behavior Scale: Black/White (ABS:BW and ABS:WN). It is specifically for the United States samples and limited modifications and/or additions are made in certain nations and/or states. Special Instructions are devised for each study and must be consulted before scoring that sample.

²There is a separate scale for each of the seven content areas with six sub-scales within each scale area as well as a separate questionnaire combining the demographic data and related independent or predictor variables.

Code Book - ABS-BW/WN

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IBM Card¹/Columns

Cards	1-9	10-18	19-47	48-75	76-80
1-6	Identity	Control	Subscale 1-6	Predictor Data	Empty

Card	1-9	10-18	19-37	38-47	48-75	76-80
7	Identity	Control	Efficacy Scale	Empty	Predictor Data	Empty

¹ There are 6 Cards per person per attitude area; i.e. if one person takes all seven of the above scales and the general questionnaire containing the demographic data and the Efficacy Scale there would be 43 Cards for the person.

-3-

Rationale of the ABS: BW/WN

1. Each of the seven scale areas may be scored separately for each of the six subscales and by total area.

<u>Subscale level</u>	<u>Content score</u>	<u>Intensity score</u>
1	14 thru 42	14 thru 42
2	14 " 42	14 thru 42
3	14 " 42	14 thru 42
4	14 " 42	14 thru 42
5	14 " 42	14 thru 42
6	14 " 56	14 thru 56
Total Scale	84 " 266	84 thru 266

2. Each attitude item is repeated across all six subscales or Levels. In this manner the item content or Disjoint Struction (See Tables 1 & 2; Figure 1) is held constant and the attitude structure or Conjoint Struction is assessed.
3. The content scores (i.e. even numbered items) of the six subscales as well as the total score for an area (e.g. attitudes toward education are obtained by summing the numbers of the item categories. The range of scores are indicated above. A high score indicates an attitude of "favorableness" or "over favorableness" toward the attitude object (Black or White) on one of the seven attitude areas.
4. The intensity scores (i.e. odd numbered items) are obtained in the same manner as the content scores and indicate "certainty or intensity" of feeling about the content of the attitude item.
5. The "goodness of fit" of the empirically obtained simplex is currently being derived by inspection (see examples in Table 4). New procedures are being investigated and may be obtained from the author.

Table 1

Basic Facets¹ Used to Determine Conjoint Struction²
of an Attitude Universe

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

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

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

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Michigan State University
Louis Guttman
Israel Institute of
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March 7, 1968

Table 2

Conjoint¹ Level, Profile Composition²
and Labels for Six Types² of Attitude Struction

Type-Level	Struction Profile ²	Descriptive Conjoint Term
1	$a_1 b_1 c_1 b_1 e_1$	Societal Stereotype
2	$a_1 b_1 c_1 b_1 e_2$	Societal Norm
3	$a_1 b_1 c_1 b_2 e_2$	Personal Moral Evaluation
4	$a_1 b_1 c_2 b_2 e_2$	Personal Hypothetical Behavior
5	$a_1 b_2 c_2 b_2 e_2$	Personal Feelings
6	$a_2 b_2 c_2 b_2 e_2$	Personal Action

¹Conjoint order: Level 1 < level 6 and $a_1 < a_2$; $b_1 < b_2$; $c_1 < c_2$; $d_1 < d_2$; $e_1 < e_2$.

²Based on facet order of March 7, 1968 (Table 1).

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March 7, 1968

Fig. 1

Hypothetical¹ Correlation Matrix Illustrating
Expected Simplex Ordering of Items Constructed on
Basis of Tables 1 and 2.

1	---					
2	.60	---				
3	.50	.60	---			
4	.40	.50	.60	---		
5	.30	.40	.50	.60	---	
6	.20	.30	.40	.50	.60	---
	1	2	3	4	5	6

LEVELS

¹ Assuming that a maximum r between two components is in the nature of .60; with four elements in common.

² As structured on May 15, 1967

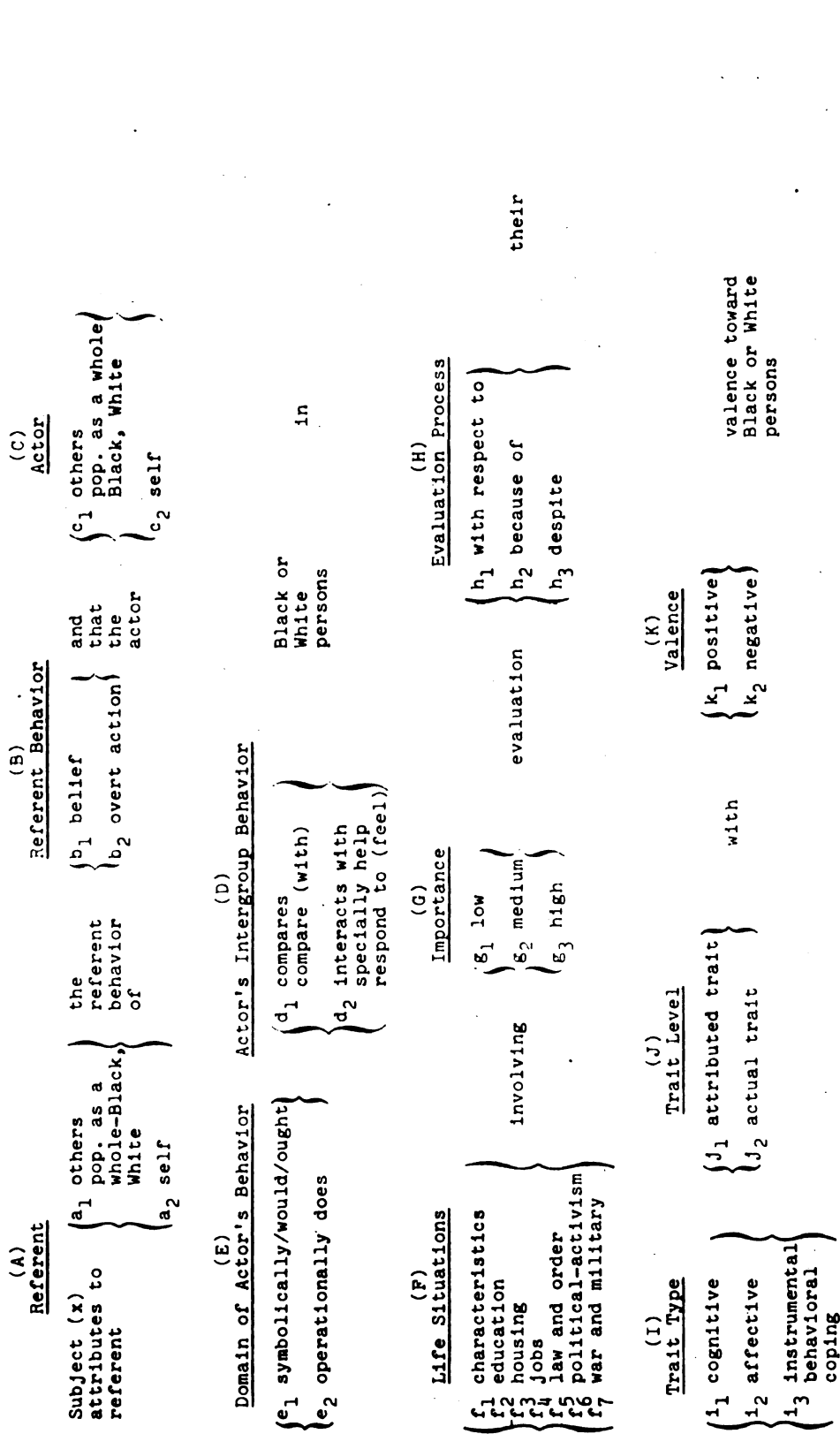


Figure 1-A.--A mapping sentence^a for the facet analysis of conjoint^b and disjoint^c structure of Blacks' and Whites' attitudes toward each other.

^a Evolved by Hamersma and Jordan.

^b Conjoint structure involves facets "A" through "E."

^c Disjoint structure involves facets "F" through "K."

Five-Facet Six-Level System of Attitude Verbalizations:
Levels, Facet Profiles, and Definitional
Statements for Twelve Logical Permutations

Level	Facet Profile ¹	Strong Elements	Definitional Statements ²	Descriptive Name ³
1	1 1 1 1 1	0	We believe we compare symbolically*	Societal Stereotype (group-assigned group status)
2	2 1 1 1 1	1	I believe we compare symbolically	Personally-assigned group status
	1 1 1 2 1	1	We believe we interact symbolically*	Societal Norm
	1 1 2 1 1	1	We believe I compare symbolically	Group-assigned personal status
3	2 1 1 2 1	2	I believe we interact symbolically*	Personal Moral Evaluation (perceived values)
	2 1 2 1 1	2	I believe I compare symbolically	Self-concept (personally-assigned personal status)
	1 1 2 2 1	2	We believe I interact symbolically	Proclaimed laws (group expectations)
	1 2 1 2 1	2	(We act) we interact symbolically	Group identity (actual group feeling)
4	2 1 2 2 1	3	I believe I interact symbolically*	Personal Hypothetical Behavior
	1 2 1 2 2	3	(We act) we interact operationally	Actual group behavior
5	(2)2 2 2 1	4	(I act) I interact symbolically*	Personal Feelings
6	(2)2 2 2 2	5	(I act) I interact operationally*	Personal Action

¹Number of subscript "2's" indicate strong elements. See Table 1 for meaning of the subscripts within a facet.

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

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

*Permutations used in the ABS-BW/WN scale (See Table 2).

Table 4

Correlation¹ Matrices Illustrating Expected Simplex² Ordering of
Attitude Items from the ABS-MR Scale³: Constructed on Basis⁴ of Tables 1 & 2

Descriptive Term	Level	M.S.U. Grad, ⁵ Students						M.S.U. ED. 200 ⁶ Students						Belize ⁷ Teachers				
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
Societal Stereotype	1	--						--						--				
Societal Norm	2	56	--					44	--					22	--			
Personal Moral Evaluation	3	17	34	--				05	21	--				11	32	--		
Personal Hypothetical Behavior	4	10	12	48	--			15	21	55	--			21	28	39	--	
Personal Feelings	5	04	13	08	24	--		17	12	19	38	--		17	06	19	31	
Personal Action	6	00	05	04	13	21	--	01	04	05	19	22	--	13	10	15	32	16

¹Decimals omitted

²Underlined correlations indicate instances in which the simplex ordering was not maintained.

³ABS-MR = Attitude Behavior Scale: Mental Retardation (Jordan, 1968)

⁴As structured on March 7, 1968

⁵Graduate students in special education and rehabilitation, September, 1967 (N-88).

⁶Sophomore education majors, January, 1968 (N-633).

⁷Elementary school teachers, Belize (British Honduras), January, 1968 (N-523).

ABS-E¹-BW/WN²: Card 1

<u>Col.</u>	<u>Scale Item</u>	<u>Item Content</u>	<u>Code</u>
		<u>IDENTITY DATA</u>	
1 - 3	Face Sheet	Nation/State	<u>001 - 050 United States/Canada</u> 001 - Michigan 002 - Ohio 003 - Georgia 004 - Maryland 005 - West Virginia 006 - Texas 007 - Colorado 008 - California 009 - Kentucky 010 - Canada <u>051 - 059 Western Europe</u> 051 - England 052 - France <u>060 - 069 Eastern Europe</u> 060 - Yugoslavia 061 - Poland 062 - Czechoslovakia <u>070 - 079 Middle East</u> 070 - Israel 071 - Iran 072 - Turkey <u>080 - 089 Far East</u> 080 - India 081 - Japan <u>090 - 120 Latin America</u> 090 - Belize (British Honduras) 091 - Colombia 092 - Brazil 093 - Venezuela 094 - Costa Rica 095 - Argentina 096 - Uruguay <u>121 - 150 Africa</u> 121 - Kenya

¹Education; i.e. attitudes toward education scale.

²There are two versions of the scale: BW denotes attitudes of Blacks toward Whites and WN denotes attitudes of Whites toward Negroes; i.e. concerning one of the seven areas. The scale item is the same in both versions of the scale, only the attitude object labels of Whites and Blacks/Negroes are interchanged. See the U.S. 112268 version of the scales for examples.

ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
4, 5	Face Sheet	Interest Group ¹	01 - Elem. Teachers 02 - Sec. Teachers 03 - University Students 04 - Managers, Executives 05 - Law Officers 06 - Political Leaders (Congressmen, etc.)
6-8	Face Sheet	Subject No.	001 Assign at to time of 999 Administration
9	Face Sheet	Card No.	1 - Scale 1 plus constants ² 2 - Scale 2 plus constants 3 - Scale 3 plus constants 4 - Scale 4 plus constants 5 - Scale 5 plus constants 6 - Scale 6 plus constants 7 - Efficacy Scale plus constants
<u>CONTROL DATA</u>			
10, 11	Face Sheet	Administration Group ³	01 - Assign to as 99 - needed
12, 13	Face Sheet	Administrator	01 - Jordan 02 - Jordan and Hamersma 03 - Hamersma 04 - Himmelwait 05 - Taylor 06 - Roulhac 07 - Cochran
14	Face Sheet	Race of Administrator	1 - White 2 - Negro 3 - Oriental

¹This group number is intended to be a more general one than the one in columns 10; 11; i.e. column 4, 5 might be university students and columns 10, 11 be the type of class or subject like history or math.

²Constants refer to first 18 columns for all seven cards per person per attitude scale area. See Card 1 for nature of the first 18 columns.

³Might be class sections or type of class (history, math) in a university, a Lions Club, a labor union meeting, or type of occupation like bus driver, clerks, etc.

ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
<u>CONTROL DATA</u> (Con't)			
15	Face Sheet	Type of Administration	1 - Group 2 - Individual (supervised) 3 - Take Home 4 - Interview
16	Face Sheet	Attitude Area (content)	1 - Characteristics - Personal 2 - Education 3 - Housing 4 - Jobs 5 - Law and Order 6 - Political Activism 7 - War and Military 8 - Efficacy scale and demographic
17	Face Sheet	Attitude Area (administration order)	0 - Not applicable 1 - Assign no, in order to scales are administrated. 8 - Code same as above
18	Face Sheet	Attitude Subscale (administration order)	0 - Not applicable 1 - Assign no. in order to the six subscales 6 - are taken.
<u>ATTITUDE DATA</u>			
19	Constant No. (i.e. No. 1) required here re machine processing purposes.		
20	ABS-E-BW/WN Subscale I-Q1	Intellectual ability - C ²	1 - More than 2 - Same 3 - Less than
21	ABS-E-BW/WN Subscale I-Q2	Intellectual ability - I	1 - Not sure 2 - Fairly sure 3 - Sure
22	ABS-E-BW/WN Subscale I-Q3	School discipline - C	1 - Less 2 - Same 3 - More

¹For example, if subscale or Level VI were given first it would be coded as 1. This allows for random order of administration of subscale levels if desired or needed by research design.

²The letters "C" and "I" refer to content and intensity respectively, or differentiate the two answers to each question.

ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
23	ABS-E-BW/WN Subscale I-Q4	School discipline - I	1 - Not sure 2 - Fairly sure 3 - Sure
24	ABS-E-BW/WN Subscale I-Q5	School work - C (desire)	1 - More 2 - Same 3 - Less
25	ABS-E-BW/WN Subscale I-Q6	School work - I (desire)	1 - Not sure 2 - Fairly sure 3 - Less
26	ABS-E-BW/WN Subscale I-Q7	Higher Education - C (desire)	1 - More 2 - Same 3 - Less
27	ABS-E-BW/WN Subscale I-Q8	Higher Education - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
28	ABS-E-BW/WN Subscale I-Q9	School work - C (desire)	1 - More often 2 - Same 3 - Less often
29	ABS-E-BW/WN Subscale I-10	School work - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
30	ABS-E-BW/WN Subscale I-Q11	Education Future - C	1 - More 2 - Same 3 - Less
31	ABS-E-BW/WN Subscale I-Q12	Education Future - I	1 - Not sure 2 - Fairly sure 3 - Sure
32	ABS-E-BW/WN Subscale I-Q13	Disrupt class - C	1 - Less 2 - Same 3 - More
33	ABS-E-BW/WN Subscale I-Q14	Disrupt class - I	1 - Not sure 2 - Fairly sure 3 - Sure
34	ABS-E-BW/WN Subscale I-Q15	School integration - C (belief)	1 - More 2 - Same 3 - Less

ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
35	ABS-E-BW/WN Subscale I-Q16	School integration - I (belief)	1 - Not sure 2 - Fairly sure 3 - Sure
36	ABS-E-BW/WN Subscale I-Q17	Respect teacher - C	1 - More 2 - Same 3 - Less
37	ABS-E-BW/WN Subscale I-Q18	Respect teachers - I	1 - Not sure 2 - Fairly sure 3 - Sure
38	ABS-E-BW/WN Subscale I-Q19	School board - C members (desire)	1 - More 2 - Same 3 - Less
39	ABS-E-BW/WN Subscale I-Q20	School board - I members (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
40	ABS-E-BW/WN Subscale I-Q21	Attend good schools - C (desire)	1 - More 2 - Same 3 - Less
41	ABS-E-BW/WN Subscale I-Q22	Attend good schools - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
42	ABS-E-BW/WN Subscale I-Q23	Deserve gov. aid - C	1 - More 2 - Same 3 - Less
43	ABS-E-BW/WN Subscale I-Q24	Deserve gov. aid - I	1 - Not sure 2 - Fairly sure 3 - Sure
44	ABS-E-BW/WN Subscale I-Q25	Teachers expect homework - C	1 - Better 2 - Same 3 - Worse
45	ABS-E-BW/WN Subscale I-Q26	Teachers expect homework - I	1 - Not sure 2 - Fairly sure 3 - Sure
46	ABS-E-BW/WN Subscale I-Q27	Homes favor education - C	1 - More 2 - Same 3 - Less

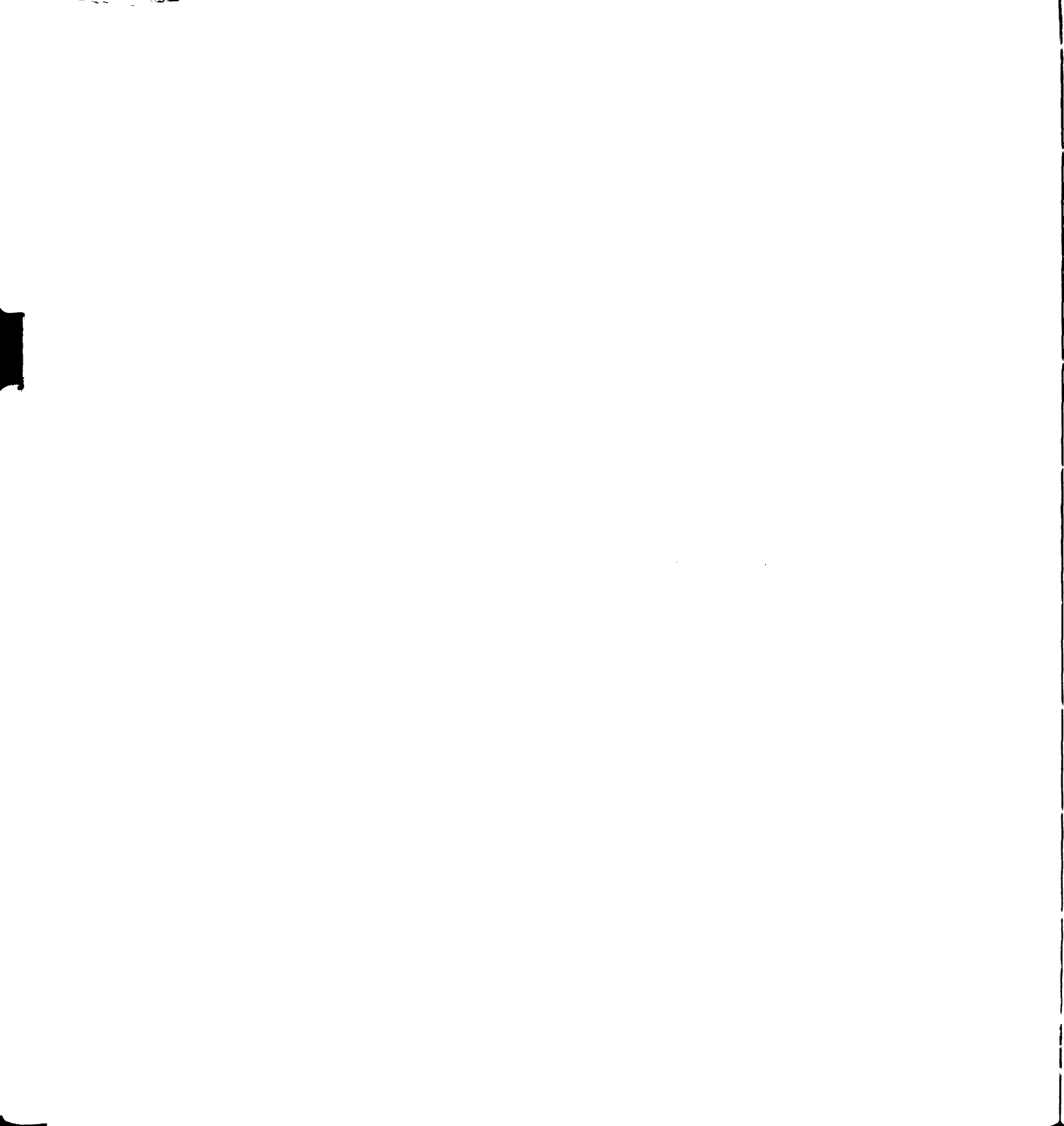
ABS-E-BW-WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
47	ABS-E-BW/WN Subscale I-Q28	Homes favor education - I	1 - Not sure 2 - Same 3 - Less
<u>PREDICTOR VARIABLES</u>			
48	ABS-BW/WN ¹ Q 1	Sex	1 - Female 2 - Male
49	ABS-BW/WN Q 2	Age	1 - Under 20 2 - 21-30 3 - 31-40 4 - 41-50 5 - 51-over
50	ABS-BW/WN Q 3	Marital status	1 - Married 2 - Single 3 - Divorced 4 - Widowed 5 - Separated
51	ABS-BW/WN Q 4	Religion (affiliation)	1 - Refuse 2 - Catholic 3 - Protestant 4 - Jewish 5 - Church of England
52	ABS-BW/WN Q 5	Religion (affiliation)	1 - Anglican 2 - Quaker 3 - Buddhist 4 - Black Muslim 5 - Other
53	ABS-BW/WN Q 6	Religion (importance)	1 - Refuse 2 - None 3 - Not very 4 - Fairly 5 - Very
54	ABS-BW/WN Q 7	Education (amount)	1 - 6 years/less 2 - 7-9 years 3 - high school 4 - Some University 5 - Degree

¹The question number 1 will be either the BW or the WN demographic questionnaire depending on the race of the respondent.

ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
55	ABS-BW/WN Q 8	Self Change	1 - Very difficult 2 - Slightly difficult 3 - Easy 4 - Very easy
56	ABS-BW/WN Q 9	Child rearing Practices	1 - Strongly disagree 2 - Slightly disagree 3 - Slightly agree 4 - Strongly agree
57	ABS-BW/WN Q 10	Birth Control	1 - Always wrong 2 - Usually wrong 3 - Probably right 4 - Always right
58	ABS-BW/WN Q 11	Automation	1 - Strongly disagree 2 - Slightly disagree 3 - Slightly agree 4 - Strongly agree
59	ABS-BW/WN Q 12	Aid Education (local)	1 - Strongly disagree 2 - Slightly disagree 3 - Slightly agree 4 - Strongly agree
60	ABS-BW/WN Q 13	Aid Education (national)	1 - Strongly disagree 2 - Slightly disagree 3 - Slightly agree 4 - Strongly agree
61	ABS-BW/WN Q 14	Education Plan	1 - Church 2 - Parents 3 - Local 4 - National
62	ABS-BW/WN Q 15	Religion (adherence)	1 - Refuse 2 - None 3 - Sometimes 4 - Usually 5 - Almost always
63	ABS-BW/WN Q 16	Rules (follow)	1 - Strongly agree 2 - Slightly agree 3 - Slightly disagree 4 - Strongly disagree



ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
64	ABS-BW/WN Q 17	Negro/White Contact (nature of)	1 - Studied 2 - Relative 3 - Worked with 4 - Relative married to 5 - Self married to
65	ABS-BW/WN Q 18	Negro/White Contact (amount)	1 - Casual 2 - 1 to 3 months 3 - 3 to 6 months 4 - 6 to 12 months 5 - Year plus
66	ABS-BW/WN Q 19	Negro/White Contact (avoid)	1 - No contact 2 - Very difficult 3 - Considerably difficult 4 - Inconvenient 5 - Could avoid
67	ABS-BW/WN Q 20	Negro/White Contact (gain)	1 - No 2 - Paid 3 - Credit 4 - Paid and credit
68	ABS-BW/WN Q 21	Negro/White Contact (% income)	1 - No work 2 - Less 25% 3 - 26 - 50% 4 - 51 - 75% 5 - 76% - over
69	ABS-BW/WN Q 22	Negro/White Contact (alternatives)	1 - No experience 2 - None available 3 - Not acceptable 4 - Not quite acceptable 5 - Acceptable
70	ABS-BW/WN Q 23	Negro/White Contact (enjoy)	1 - No experience 2 - Disliked 3 - Not liked much 4 - Liked some 5 - Enjoyed
71	ABS-BW/WN Q 24	Racial Prejudice (reduce)	1 - School integration 2 - Publicity campaigns 3 - Job legislation 4 - Housing legislation 5 - Personal contact

ABS-E-BW/WN: Card 1

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
72	ABS-BW/WN Q 25	Income (annual)	1 - Less \$4,000 2 - \$4,001 - \$10,000 3 - \$10,001 - \$15,000 4 - \$15,001 - \$25,000 5 - \$25,001 - plus
73	ABS-BW/WN Q 26	Political Affiliation	1 - Republican 2 - Democrat 3 - Independent 4 - Other
74	ABS-BW/WN Q 27	Racial Attitude (self comparative)	1 - Very prejudiced 2 - Some prejudice 3 - About same 4 - Less prejudice 5 - Much less prejudiced
75	ABS-BW/WN Q 28	Racial Group	1 - Refuse 2 - White 3 - Negro 4 - Oriental 5 - Other

ABS-E-BW/WN: Card 2

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
First <u>18 Columns Same</u> as Card 1 except for Col. 9, Card No.			
19	Constant No. (i.e. No. 1) required here re machine processing purposes.		
	<u>ATTITUDE DATA</u>		
20	ABS-E-BW/WN Subscale II-Q29	Intellectual ability - C	1 - Usually not approved 2 - Undecided 3 - Approved
21	ABS-E-BW/WN Subscale II-Q30	Intellectual ability - I	1 - Not sure 2 - Fairly sure 3 - Sure
22	ABS-E-BW/WN Subscale II-Q31	Discipline - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
23	ABS-E-BW/WN Subscale II-Q32	Discipline - I	1 - Not sure 2 - Fairly sure 3 - Sure
24	ABS-E-BW/WN Subscale II-Q33	School work - C (desire)	1 - Usually not approved 2 - Undecided 3 - Usually approved
25	ABS-E-BW/WN Subscale II-Q34	School work - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
26	ABS-E-BW/WN Subscale II-Q35	Higher education - C (desire)	1 - Usually not approved 2 - Undecided 3 - Usually approved
27	ABS-E-BW/WN Subscale II-Q36	Higher education - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
28	ABS-E-BW/WN Subscale II-Q37	School work - C (with)	1 - Usually not approved 2 - Undecided 3 - Usually approved
29	ABS-E-BW/WN Subscale II-Q38	School work - I (with)	1 - Not sure 2 - Fairly sure 3 - Sure

ABS-E-BW/WN: Card 2

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
30	ABS-E-BW/WN Subscale II-Q39	Education future - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
31	ABS-E-BW/WN Subscale II-Q40	Education future - I	1 - Not sure 2 - Fairly sure 3 - Sure
32	ABS-E-BW/WN Subscale II-Q41	Disrupt class - C	1 - Usually approved 2 - Undecided 3 - Usually not approved
33	ABS-E-BW/WN Subscale II-Q42	Disrupt class - I	1 - Not sure 2 - Fairly sure 3 - Sure
34	ABS-E-BW/WN Subscale II-Q43	School integration - C (belief)	1 - Usually not approved 2 - Undecided 3 - Usually approved
35	ABS-E-BW/WN Subscale II-Q44	School integration - I (belief)	1 - Not sure 2 - Fairly sure 3 - Sure
36	ABS-E-BW/WN Subscale II-Q45	Respect teachers - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
37	ABS-E-BW/WN Subscale II-Q46	Respect teachers - I	1 - Not sure 2 - Fairly sure 3 - Sure
38	ABS-E-BW/WN Subscale II-Q47	School board - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
39	ABS-E-BW/WN Subscale II-Q48	School board - I	1 - Not sure 2 - Fairly sure 3 - Sure
40	ABS-E-BW/WN Subscale II-Q49	Attend good school - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
41	ABS-E-BW/WN Subscale II-Q50	Attend good school - I	1 - Not sure 2 - Fairly sure 3 - Sure

ABS-E-BW/WN: Card 2

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
42	ABS-E-BW/WN Subscale II-Q51	Deserve gov. aid - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
43	ABS-E-BW/WN Subscale II-Q52	Deserve gov. aid - I	1 - Not sure 2 - Fairly sure 3 - Sure
44	ABS-E-BW/WN Subscale II-Q53	Teachers expect - C	1 - Usually approved 2 - Undecided 3 - Usually not approved
45	ABS-E-BW/WN Subscale II-Q54	Teachers expect - I	1 - Not sure 2 - Fairly sure 3 - Sure
46	ABS-E-BW/WN Subscale II-Q55	Homes favor education - C	1 - Usually not approved 2 - Undecided 3 - Usually approved
47	ABS-E-BW/WN Subscale II-Q56	Homes favor education - I	1 - Not sure 2 - Fairly sure 3 - Sure
48-75	SAME AS CARD 1 - PREDICTOR VARIABLES		

ABS-E-BW/WN: Card 3

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
First <u>18 Columns Same</u> as Card 1 except for Col. 9, Card No.			
19	Constant No. (i.e. No. 1) required here re machine processing purposes.		
		<u>ATTITUDE DATA</u>	
20	ABS-E-BW/WN Subscale III-Q57	Intellectual ability - C	1 - Usually wrong 2 - Undecided 3 - Usually right
21	ABS-E-BW/WN Subscale III-Q58	Intellectual ability - I	1 - Not sure 2 - Fairly sure 3 - Sure
22	ABS-E-BW/WN Subscale III-Q59	Discipline - C	1 - Usually wrong 2 - Undecided 3 - Usually right
23	ABS-E-BW/WN Subscale III-Q60	Discipline - I	1 - Not sure 2 - Fairly sure 3 - Sure
24	ABS-E-BW/WN Subscale III-Q61	School work - C	1 - Usually wrong 2 - Undecided 3 - Usually right
25	ABS-E-BW/WN Subscale III-Q62	School work - I	1 - Not sure 2 - Fairly sure 3 - Sure
26	ABS-E-BW/WN Subscale III-Q63	Higher education - C	1 - Usually wrong 2 - Undecided 3 - Usually right
27	ABS-E-BW/WN Subscale III-Q64	Higher education - I	1 - Not sure 2 - Fairly sure 3 - Sure
28	ABS-E-BW/WN Subscale III-Q65	School work - C	1 - Usually wrong 2 - Undecided 3 - Usually right
29	ABS-E-BW/WN Subscale III-Q66	School work - I	1 - Not sure 2 - Fairly sure 3 - Sure

ABS-E-BW/WN: Card 3

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
30	ABS-E-BW/WN Subscale III-Q67	Education future - C	1 - Usually wrong 2 - Undecided 3 - Usually right
31	ABS-E-BW/WN Subscale III-Q68	Education future - I	1 - Not sure 2 - Fairly sure 3 - Sure
32	ABS-E-BW/WN Subscale III-Q69	Disrupt class - C	1 - Usually right 2 - Undecided 3 - Usually wrong
33	ABS-E-BW/WN Subscale III-Q70	Disrupt class - I	1 - Not sure 2 - Fairly sure 3 - Sure
34	ABS-E-BW/WN Subscale III-Q71	School integration - C	1 - Usually wrong 2 - Undecided 3 - Usually right
35	ABS-E-BW/WN Subscale III-Q72	School integration - I	1 - Not sure 2 - Fairly sure 3 - Sure
36	ABS-E-BW/WN Subscale III-Q73	Respect teacher - C	1 - Usually wrong 2 - Undecided 3 - Usually right
37	ABS-E-BW/WN Subscale III-Q74	Respect teacher - I	1 - Not sure 2 - Fairly sure 3 - Sure
38	ABS-E-BW/WN Subscale III-Q75	School board - C	1 - Usually wrong 2 - Undecided 3 - Usually right
39	ABS-E-BW/WN Subscale III-Q76	School board - I	1 - Not sure 2 - Fairly sure 3 - Sure
40	ABS-E-BW/WN Subscale III-Q77	Attend good school - C	1 - Usually wrong 2 - Undecided 3 - Usually right
41	ABS-E-BW/WN Subscale III-Q78	Attend good school - I	1 - Not sure 2 - Fairly sure 3 - Sure

ABS-E-BW/WN: Card 3

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
42	ABS-E-BW/WN Subscale III-Q79	Deserve gov. aid - C	1 - Usually wrong 2 - Undecided 3 - Usually right
43	ABS-E-BW/WN Subscale III-Q80	Deserve gov. aid - I	1 - Not sure 2 - Fairly sure 3 - Sure
44	ABS-E-BW/WN Subscale III-Q81	Teachers expect - C	1 - Usually right 2 - Undecided 3 - Usually wrong
45	ABS-E-BW/WN Subscale III-Q82	Teachers expect - I	1 - Not sure 2 - Fairly sure 3 - Sure
46	ABS-E-BW/WN Subscale III-Q83	Homes favor education - C	1 - Usually wrong 2 - Undecided 3 - Usually right
47	ABS-E-BW/WN Subscale III-Q84	Homes favor education - I	1 - Not sure 2 - Fairly sure 3 - Sure
48-75	SAME AS CARD 1 PREDICTOR VARIABLES.		

ABS-E-BW/WN: Card 4

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
First 18 Columns Same as Card 1 except for Col. 9, Card No.			
19	Constant No. (i.e. No. 1) required here re machine processing purposes.		
<u>ATTITUDE DATA</u>			
20	ABS-E-BW/WN Subscale IV-Q85	Intellectual ability - C	1 - No 2 - Undecided 3 - Yes
21	ABS-E-BW/WN Subscale IV-Q86	Intellectual ability - I	1 - Not sure 2 - Fairly sure 3 - Yes
22	ABS-E-BW/WN Subscale IV-Q87	School discipline - C	1 - No 2 - Undecided 3 - Yes
23	ABS-E-BW/WN Subscale IV-Q88	School discipline - I	1 - Not sure 2 - Fairly sure 3 - Sure
24	ABS-E-BW/WN Subscale IV-Q89	School work - C	1 - No 2 - Undecided 3 - Yes
25	ABS-E-BW/WN Subscale IV-Q90	School work - I	1 - Not sure 2 - Fairly sure 3 - Sure
26	ABS-E-BW/WN Subscale IV-Q91	Higher education - C (desire)	1 - No 2 - Undecided 3 - Yes
27	ABS-E-BW/WN Subscale IV-Q92	Higher education - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure
28	ABS-E-BW/WN Subscale IV-Q93	School work - C	1 - No 2 - Undecided 3 - Yes
29	ABS-E-BW/WN Subscale IV-Q94	School work - I	1 - Not sure 2 - Fairly sure 3 - Sure

ABS-E-BW/WN: Card 4

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
30	ABS-E-BW/WN Subscale IV-Q95	Education future - C	1 - No 2 - Undecided 3 - Yes
31	ABS-E-BW/WN Subscale IV-Q96	Education future - I	1 - Not sure 2 - Fairly sure 3 - Sure
32	ABS-E-BW/WN Subscale IV-Q97	Disrupt class - C	1 - Yes 2 - Undecided 3 - No
33	ABS-E-BW/WN Subscale IV-Q98	Disrupt class - I	1 - Not sure 2 - Fairly sure 3 - Sure
34	ABS-E-BW/WN Subscale IV-Q99	School integration - C	1 - No 2 - Undecided 3 - Yes
35	ABS-E-BW/WN Subscale IV-Q100	School integration - I	1 - Not sure 2 - Fairly sure 3 - Sure
36	ABS-E-BW/WN Subscale IV-Q101	Respect teachers - C	1 - No 2 - Undecided 3 - Yes
37	ABS-E-BW/WN Subscale IV-Q102	Respect teachers - I	1 - Not sure 2 - Fairly sure 3 - Sure
38	ABS-E-BW/WN Subscale IV-Q103	School board - C	1 - No 2 - Undecided 3 - Yes
39	ABS-E-BW/WN Subscale IV-Q104	School board - I	1 - Not sure 2 - Fairly sure 3 - Sure
40	ABS-E-BW/WN Subscale IV-Q105	Attend good school - C	1 - No 2 - Undecided 3 - Yes
41	ABS-E-BW/WN Subscale IV-Q106	Attend good school - I	1 - Not sure 2 - Fairly sure 3 - Sure

ABS-E-BW/WN: Card 4

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
42	ABS-E-BW/WN Subscale IV-Q107	Deserve gov. aid - C	1 - No 2 - Undecided 3 - Yes
43	ABS-E-BW/WN Subscale IV-Q108	Deserve gov. aid - I	1 - Not sure 2 - Fairly sure 3 - Sure
44	ABS-E-BW/WN Subscale IV-Q109	Teachers expect - C	1 - Yes 2 - Undecided 3 - No
45	ABS-E-BW/WN Subscale IV-Q110	Teachers expect - I	1 - Not sure 2 - Fairly sure 3 - Sure
46	ABS-E-BW/WN Subscale IV-Q111	Homes favor education - C	1 - No 2 - Undecided 3 - Yes
47	ABS-E-BW/WN Subscale IV-Q112	Homes favor education - I	1 - Not sure 2 - Fairly sure 3 - Sure
48-75	SAME AS CARD 1 - PREDICTOR VARIABLES		

ABS-E-BW/WN: Card 5

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
<u>First 18 Columns Same</u> as Card 1 except for Col. 9, Card No.			
19	Constant No. (i.e. No. 1) required here re machine processing purposes.		

ATTITUDE DATA

20	ABS-E-BW/WN Subscale V-Q113	Intellectual ability - C	1 - Discontent 2 - Indifferent 3 - Content
21	ABS-E-BW/WN Subscale V-Q114	Intellectual ability - I	1 - Not sure 2 - Fairly sure 3 - Sure
22	ABS-E-BW/WN Subscale V-Q115	Discipline - C	1 - Bad 2 - Indifferent 3 - Good
23	ABS-E-BW/WN Subscale V-Q116	Discipline - I	1 - Not sure 2 - Fairly sure 3 - Sure
24	ABS-E-BW/WN Subscale V-Q117	School work - C (work hard)	1 - Discontent 2 - Indifferent 3 - Content
25	ABS-E-BW/WN Subscale V-Q118	School work - I (work hard)	1 - Not sure 2 - Fairly sure 3 - Sure
26	ABS-E-BW/WN ¹ Subscale V-Q119 ¹	School work - C (with opposite)	1 - Bad 2 - Indifferent 3 - Good
27	ABS-E-BW/WN ¹ Subscale V-Q120 ¹	School work - I (with opposite)	1 - Not sure 2 - Fairly sure 3 - Sure
28	ABS-E-BW/WN Subscale V-Q121	Higher education - C (desire)	1 - Discontent 2 - Indifferent 3 - Content
29	ABS-E-BW/WN Subscale V-Q122	Higher education - I (desire)	1 - Not sure 2 - Fairly sure 3 - Sure

¹ In other scales this question comes after the next one on higher education.

ABS-E-BW/WN: Card 5

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
30	ABS-E-BW/WN Subscale V-Q123	Education future - C	1 - Angry 2 - Indifferent 3 - Happy
31	ABS-E-BW/WN Subscale V-Q124	Education future - I	1 - Not sure 2 - Fairly sure 3 - Sure
32	ABS-E-BW/WN Subscale V-Q125	Disrupt class - C	1 - Happy 2 - Indifferent 3 - Angry
33	ABS-E-BW/WN Subscale V-Q126	Disrupt class - I	1 - Not sure 2 - Fairly sure 3 - Sure
34	ABS-E-BW/WN Subscale V-Q127	School integration - C (belief)	1 - Bad 2 - Indifferent 3 - Good
35	ABS-E-BW/WN Subscale V-Q128	School integration - I (belief)	1 - Not sure 2 - Fairly sure 3 - Sure
36	ABS-E-BW/WN Subscale V-Q129	Respect teachers - C	1 - Angry 2 - Indifferent 3 - Happy
37	ABS-E-BW/WN Subscale V-Q130	Respect teachers - I	1 - Not sure 2 - Fairly sure 3 - Sure
38	ABS-E-BW/WN Subscale V-Q131	School board - C members	1 - Bad 2 - Indifferent 3 - Good
39	ABS-E-BW/WN Subscale V-132	School board - I members	1 - Not sure 2 - Fairly sure 3 - Sure
40	ABS-E-BW/WN Subscale V-Q133	Attend good school - C	1 - Bad 2 - Indifferent 3 - Good
41	ABS-E-BW/WN Subscale V-Q134	Attend good school - I	1 - Not sure 2 - Indifferent 3 - Good

ABS-E-BW/WN: Card 5

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
42	ABS-E-BW/WN Subscale V-Q135	Deserve academic - C scholarships	1 - Yes 2 - Don't know 3 - No
43	ABS-E-BW/WN Subscale V-Q136	Deserve academic - I scholarship	1 - Not sure 2 - Fairly sure 3 - Sure
44	ABS-E-BW/WN Subscale V-Q137	Teachers expect - C homework	1 - Good 2 - Indifferent 3 - Bad
45	ABS-E-BW/WN Subscale V-Q138	Teachers expect - I homework	1 - Not sure 2 - Fairly sure 3 - Good
46	ABS-E-BW/WN Subscale V-Q139	Homes favor education - C	1 - Discontent 2 - Indifferent 3 - Content
47	ABS-E-BW/WN Subscale V-Q140	Homes favor education - I	1 - Not sure 2 - Indifferent 3 - Content
48-75	SAME AS CARD 1 - PREDICTOR VARIABLES.		

ABS-E-BW/WN: Card 6

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
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First 18 Columns Same as Card 1 except for Col. 9, Card No.

19 Constant No. (i.e. No.1) required here re machine processing purposes.

ATTITUDE DATA

20	ABS-E-BW/WN Subscale VI-Q141	Intellectual ability - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
21	ABS-E-BW/WN Subscale VI-Q142	Intellectual - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
22	ABS-E-BW/WN Subscale VI-Q143	Discipline - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
23	ABS-E-BW/WN Subscale VI-Q144	Discipline - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
24	ABS-E-BW/WN Subscale VI-Q145	School work - C (work hard)	1 - No experience 2 - No 3 - Uncertain 4 - Yes
25	ABS-E-BW/WN Subscale VI-Q146	School work - I (work hard)	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
26	ABS-E-BW/WN Subscale VI-Q147	Higher Education - C (desire)	1 - No experience 2 - No 3 - Uncertain 4 - Yes
27	ABS-E-BW/WN Subscale VI-Q148	Higher education - I (desire)	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant

ABS-E-BW/WN: Card 6

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
28	ABS-E-BW/WN Subscale VI-Q149	School work - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
29	ABS-E-BW/WN Subscale VI-Q150	School work - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
30	ABS-E-BW/WN Subscale VI-Q151	Educ. future - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
31	ABS-E-BW/WN Subscale VI-Q152	Educ. future - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
32	ABS-E-BW/WN Subscale VI-Q153	Disrupt class - C	1 - No experience 2 - Yes 3 - Uncertain 4 - No
33	ABS-E-BW/WN Subscale VI-Q154	Disrupt class - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
34	ABS-E-BW/WN Subscale VI-Q155	School integration - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
35	ABS-E-BW/WN Subscale VI-Q156	School integration - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
36	ABS-E-BW/WN Subscale VI-Q157	Respect teachers - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
37	ABS-E-BW/WN Subscale VI-Q158	Respect teachers - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant

ABS-E-BW/WN: Card 6

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
38	ABS-E-BW/WN Subscale VI-Q159	School board - C members	1 - No experience 2 - No 3 - Uncertain 4 - Yes
39	ABS-E-BW/WN Subscale VI-Q160	School board - I members	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
40	ABS-E-BW/WN Subscale VI-Q161	Attend good school - I	1 - No experience 2 - No 3 - Uncertain 4 - Yes
41	ABS-E-BW/WN Subscale VI-Q162	Attend good school - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
42	ABS-E-BW/WN Subscale VI-Q163	Deserve gov. aid - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
43	ABS-E-BW/WN Subscale VI-Q164	Deserve gov. aid - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
44	ABS-E-BW/WN Subscale VI-Q165	Teachers expect - C homework	1 - No experience 2 - Yes 3 - Uncertain 4 - No
45	ABS-E-BW/WN Subscale VI-Q166	Teachers expect - I homework	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
46	ABS-E-BW/WN Subscale VI-Q167	Homes favor education - C	1 - No experience 2 - No 3 - Uncertain 4 - Yes
47	ABS-E-BW/WN Subscale VI-Q168	Homes favor education - I	1 - No experience 2 - Unpleasant 3 - Uncertain 4 - Pleasant
48-75	SAME AS CARD 1 - PREDICTOR VARIABLES.		

ABS-E-BW/WN: Card 7

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
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First 18 Columns Same as Card 1 except for Col. 9, Card No.

Life Situations Scale¹

19 Constant No. (i.e., No. 1) required here re machine processing purposes.

ATTITUDE DATA

20	ABS-EF-BW/WN Life - Q29	Eliminate War - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
21	ABS-EF-BW/WN Life - Q30	Eliminate War - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
22	ABS-EF-BW/WN Life - Q31	Luck/Fate - C	1 - Strongly agree 2 - Agree 3 - Disagree 4 - Strongly disagree
23	ABS-EF-BW/WN Life - Q32	Luck/Fate - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure

¹See Page 9-10 of the U.S. 112268 version of the general questionnaire. This scale is intended to measure Efficacy of man's sense of control over his environment. See Husen, J. (Ed.) International Study of Achievement in Mathematics, Vol. 1, New York: John Wiley and Sons, 1967.

ABS-E-BW/WN: Card 7

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
24	ABS-E-BW/WN Life Q33	Mysteries/Science - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
25	ABS-E-BW/WN Life Q34	Mysteries/Science - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
26	ABS-E-BW/WN Life Q35	Poverty eliminated - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
27	ABS-E-BW/WN Life Q36	Poverty eliminated - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
28	ABS-E-BW/WN Life Q37	Life - Length - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
29	ABS-E-BW/WN Life Q38	Life - Length - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
30	ABS-E-BW/WN Life Q39	Deserts - Farming - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
31	ABS-E-BW/WN Life Q40	Deserts - Farming - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
32	ABS-EF-BW/WN Life Q41	Education and Fundamental change - C	1 - Strongly agree 2 - Agree 3 - Disagree 4 - Strongly disagree
33	ABS-EF-BW/WN Life Q42	Education and Fundamental change - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure

ABS-E-BW/WN: Card 7

<u>Col.</u>	<u>Scale/Item</u>	<u>Item Content</u>	<u>Code</u>
34	ABS-EF-BW/WN Life Q43	Hard work - Succeed - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
35	ABS-EF-BW/WN Life Q44	Hard work - Succeed - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
36	ABS-EF-BW/WN Life Q45	Problems Solved - C	1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree
37	ABS-EF-BW/WN Life Q46	Problems Solved - I	1 - Not sure 2 - Not very sure 3 - Fairly sure 4 - Very sure
38-47	LEAVE THESE COLUMNS BLANK.		
48-75	SAME AS CARD 1 - PREDICTOR VARIABLES.		

ABS-BW/WN: Cards 1 - 7

The preceding pages have given detailed instructions for scoring each item of the Education (E) scale of the ABS-BW/WN. The other six attitude areas (i.e., Personal Characteristics (C), Housing (H), Jobs (J), Law and Order (L), Political Activism (P), and War and Military (W) are scored similarly.

The specific item content of the other six scale areas is easily ascertained from examination of the items in the respective attitude scales. All seven attitude scales¹ are constructed via the rationale in Tables 1 - 4 and Figure 1.

1

In the total battery there are seven attitude scales with six subscales within each, as well as, a separate questionnaire combining the demographic data and related independent or predictor variables.

APPENDIX C

THE FINAL COMPOSITE SCALE--ATTITUDE BEHAVIOR SCALE:

BLACK WHITE/WHITE NEGRO-GENERAL (ABS: BW/WN-G)

ATTITUDE BEHAVIOR SCALE--WN:G

Directions

This booklet contains statements of how people feel about certain things. In this booklet you are asked to indicate for each of these statements how most other Whites believe that Whites compare or interact with Negroes. Here is a sample statement:

SAMPLE

1. Chance of being taller

- ① less chance
- 2. about the same
- 3. more chance

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

1 2 3 4 5

DO NOT PUT YOUR NAME ON THE BOOKLET

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

ABS-I-WN¹-GDirections: Section 1

In the following statements circle the number or fill in the space that indicates how other Whites compare themselves to Negroes. It is important to answer all questions even though you may have to guess at some.

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

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

¹By substituting the word Blacks for Whites, throughout the scale, the scale becomes one for Blacks, i.e., ABS-I-BW-G.

ABS-I-WN-G

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

7. Whites obey job rules and regulations
 1. more than Negroes
 2. about the same as Negroes
 3. less than Negroes
8. Whites enjoy working with Negroes
 1. less than Negroes do
 2. about the same as Negroes
 3. more than Negroes do
9. Whites resist arrest
 1. less than Negroes
 2. about the same as Negroes
 3. more than Negroes
10. Whites are victims of "police brutality"
 1. less than Negroes
 2. about the same as Negroes
 3. more than Negroes
11. Whites misuse trial-by-jury
 1. less often than Negroes
 2. about as often as Negroes
 3. more often than Negroes
12. Whites vote for Negro candidates for public office
 1. more than Negroes
 2. about the same as Negroes
 3. less than Negroes
13. Whites desire draft deferments
 1. more often than Negroes
 2. about as often as Negroes
 3. less often than Negroes
14. Whites are careful with their weapons
 1. more often than Negroes
 2. about as often as Negroes
 3. less often than Negroes

ABS-II-WN-G

Directions: Section II

In this section you are asked what other Whites believe about interacting with Negroes.

Other Whites generally believe the following about interacting with Negroes

15. For Whites to trust Negroes with money
 1. usually not approved
 2. undecided
 3. usually approved
16. For White families to be as closely knit as Negro ones
 1. usually not approved
 2. undecided
 3. usually approved
17. For Whites' intellectual ability to be the same as Negroes
 1. usually not approved
 2. undecided
 3. usually approved
18. For Whites to desire a higher education with Negroes
 1. usually not approved
 2. undecided
 3. usually approved
19. For Whites to help Negro neighbors
 1. usually not approved
 2. undecided
 3. usually approved
20. For Whites to believe that Negro neighborhoods are safe for them
 1. usually not approved
 2. undecided
 3. usually approved

ABS-II-WN-G

Other Whites generally believe the following about inter-acting with Negroes:

21. For Whites to obey job rules and regulations with Negroes
 1. usually not approved
 2. undecided
 3. usually approved
22. For Whites to enjoy working with Negroes
 1. usually not approved
 2. undecided
 3. usually approved
23. For Whites to resist arrest from Negro officials
 1. usually approved
 2. undecided
 3. usually not approved
24. For Whites to be the victims of "police brutality" from Negroes
 1. usually approved
 2. undecided
 3. usually not approved
25. For Whites to misuse trial-by-jury when they deal with Negroes
 1. usually approved
 2. undecided
 3. usually not approved
26. For Whites to vote with Negroes for Negro candidates for public office
 1. usually not approved
 2. undecided
 3. usually approved
27. For Whites to be given draft deferments as much as Negroes
 1. usually not approved
 2. undecided
 3. usually approved
28. For Whites to be as careful with their weapons as Negroes are
 1. usually not approved
 2. undecided
 3. usually approved

ABS-III-WN-G

Directions: Section III

This section is concerned with the "right" or "moral" way of acting. Indicate how you personally think you ought to act when in contact with Negroes.

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

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

ABS-III-WN-G

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

35. To expect Whites to obey job rules and regulations with Negroes is
 1. usually wrong
 2. undecided
 3. usually right
36. To expect Whites to enjoy working with Negroes is
 1. usually wrong
 2. undecided
 3. usually right
37. To expect Whites to resist arrest from Negro officials is
 1. usually right
 2. undecided
 3. usually wrong
38. To expect Whites to be the victims of "police brutality" from Negroes is
 1. usually right
 2. undecided
 3. usually wrong
39. To expect Whites to misuse trial-by-jury when they deal with Negroes is
 1. usually right
 2. undecided
 3. usually wrong
40. To expect Whites to vote with Negroes for Negro candidates for public office is
 1. usually wrong
 2. undecided
 3. usually right
41. To expect Whites to be given draft deferments with Negroes is
 1. usually wrong
 2. undecided
 3. usually right

ABS-III-WN-G

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

42. To expect Whites to be as careful with their weapons as Negroes are is

1. usually wrong
2. undecided
3. usually right

ABS-IV-WN-G

Directions: Section IV

In this section you are asked how you personally would act toward Negroes in certain situations.

In respect to a Negro person would you yourself:

43. Would you trust Negroes with money?
1. no
 2. undecided
 3. yes
44. Would you want your family to be as closely knit as you think Negro families are?
1. no
 2. undecided
 3. yes
45. Would you want the same intellectual ability as Negroes?
1. no
 2. undecided
 3. yes
46. Would you want to have the same desire Negroes do for a higher education?
1. no
 2. undecided
 3. yes
47. Would you help Negro neighbors?
1. no
 2. undecided
 3. yes
48. Would you want White neighborhoods to be as safe as you believe Negro ones are?
1. no
 2. undecided
 3. yes

ABS-IV-WN-G

In respect to a Negro person would you yourself:

49. Would you obey job rules and regulations with Negroes?
1. no
 2. undecided
 3. yes
50. Would you enjoy working with Negroes?
1. no
 2. undecided
 3. yes
51. Would you resist arrest if arrested by Negroes?
1. yes
 2. undecided
 3. no
52. Would you expect "police brutality" from Negroes?
1. yes
 2. undecided
 3. no
53. Would you misuse trial-by-jury when dealing with Negroes?
1. yes
 2. undecided
 3. no
54. Would you vote for a Negro candidate for public office?
1. no
 2. undecided
 3. yes
55. Would you want Whites to be given draft deferments as much as Negroes?
1. no
 2. undecided
 3. yes
56. Would you be as careful with weapons as you think Negroes are?
1. no
 2. undecided
 3. yes

ABS-V-WN-G

Directions: Section V

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

How do you actually feel toward Negroes:

57. When Negroes trust Whites with money I feel
1. bad
 2. indifferent
 3. good
58. When White families are as closely knit as I think Negro families are I feel
1. bad
 2. indifferent
 3. good
59. When Whites' intellectual ability is the same as Negroes I feel
1. discontent
 2. indifferent
 3. content
60. When Whites desire a higher education as much as Negroes do, I feel
1. discontent
 2. indifferent
 3. content
61. When Negroes help White neighbors I feel
1. bad
 2. indifferent
 3. good
62. When Whites are safe in Negro neighborhoods I feel
1. bad
 2. indifferent
 3. good

ABS-V-WN-G

How do you actually feel toward Negroes:

63. When Negroes obey job rules and regulations with Whites
I feel

1. dissatisfied
2. indifferent
3. satisfied

64. When Negroes enjoy working with Whites, I feel

1. bad
2. indifferent
3. good

65. When Negroes resist arrest less than Whites I feel

1. discontent
2. indifferent
3. content

66. When Negroes use "police brutality" with Whites I feel

1. happy
2. indifferent
3. angry

67. When Negroes misuse trial-by-jury in relation to Whites
I feel

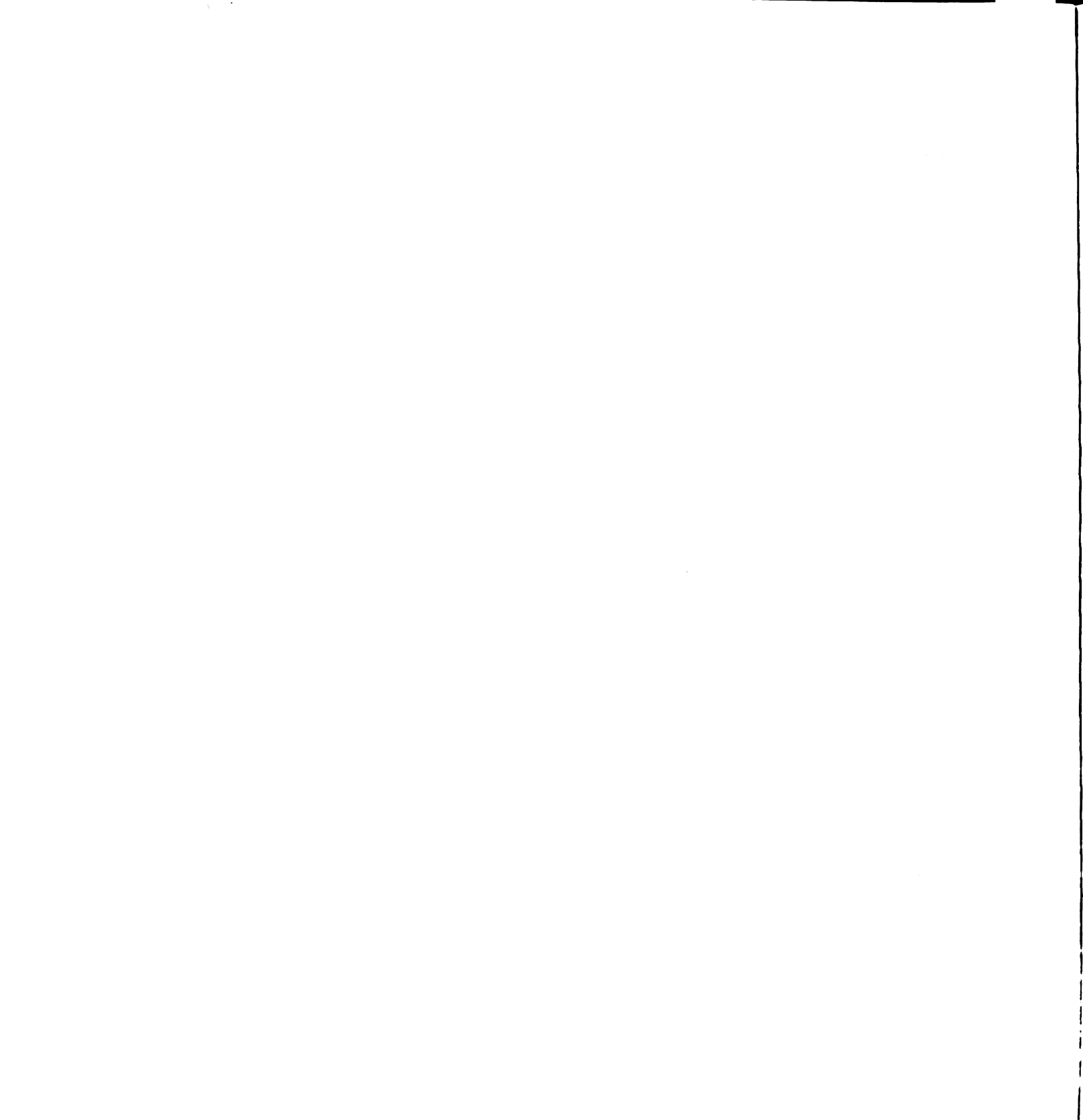
1. happy
2. indifferent
3. angry

68. When Negroes vote for White candidates for public
office I feel

1. bad
2. indifferent
3. good

69. When Negroes are given draft deferments as much as
Whites I feel

1. discontent
2. indifferent
3. content



ABS-V-WN-G

How do you actually feel toward Negroes:

70. When Negroes are careful with their weapons as Whites
are I feel
1. dissatisfied
 2. indifferent
 3. satisfied



ABS-VI-WN-G

Directions: Section VI

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

Experiences or contacts with Negroes:

71. I have trusted Negroes with money

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

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

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

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

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

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

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

75. I have been helped by a Negro neighbor

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

ABS-VI-WN-G

Experiences or contacts with Negroes:

76. I have felt safe when in Negro neighborhoods

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

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

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

78. I have enjoyed working with Negroes

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

79. I have resisted arrest by Negroes

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

80. I have been the victim of "police brutality" from Negroes

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

81. I have seen Negroes misuse trial-by-jury with Whites

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

ABS-VI-WN-G

Experiences or contacts with Negroes:

82. I have seen that Negroes vote for White candidates for public office
1. no experience
 2. no
 3. uncertain
 4. yes
83. I have seen that Negroes are given draft deferments as much as Whites
1. no experience
 2. no
 3. uncertain
 4. yes
84. I have seen that Negroes are as careful with their weapons as Whites
1. no experience
 2. no
 3. uncertain
 4. yes

APPENDIX D

STATISTICAL DATA

TABLE 19.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Characteristics content area for the Education 429 group.

Items ^c	Scale Levels											
	1		2		3		4		5		6	
	T ^d	B ^e	T ^f	B	T	B	T	B	T	B	T	B
1	17	45	20	03	07	07	07	07	07	07	07	07
2	33	15	38	46	69	69	69	69	69	69	69	69
3	36	-06	46	27	43	43	43	43	43	43	43	43
4	51	61	49	41	61	61	61	61	61	61	61	61
5	21	06	34	10	50	-05	50	50	50	50	50	50
6	69	58	68	60	53	61	53	53	53	53	53	53
7	33	15	36	13	08	19	08	08	08	08	08	08
8	40	66	38	57	61	56	61	61	61	61	61	61
9	03	29	04	33	53	35	53	53	53	53	53	53
10	60	54	61	58	56	58	56	56	56	56	56	56
11	01	08	-06	26	27	32	27	27	27	27	27	27
12	47	70	43	68	70	66	70	70	70	70	70	70
13	24	31	18	33	23	42	23	23	23	23	23	23
14	41	57	42	68	59	68	59	59	59	59	59	59

Note: Whenever a double dash (--) appears in a cell in this table or any of the following tables it indicates that the variable is approximately constant and not that data are missing.

^aCorrelations are between the individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

^cThe items are numbered serially above; see Appendix A for the actual scale. Item 1 is number 1 on Level 1; Number 29 on Level 2; Number 57 on Level 3; Number 85 on Level 4; Number 113 on Level 5; and Number 141 on Level 6.

^dT = Total Education 429 Group, Blacks and Whites.

^eB = Black sample. ^fW = White sample.

TABLE 20.---Correlations of item-to-total^a scores for the ABS-BW/WN on the Education^b content area for the Education 429 group.

Items ^c	Scale Levels														
	1		2		3		4		5		6				
	T ^d	B ^e	W ^f	T	B	W	T	B	W	T	B	W	T	B	W
1	55	79	31	22	33	25	76	66	74	54	55	53	62	72	66
2	51	47	35	62	79	61	38	85	42	42	60	44	50	75	51
3	43	38	39	04	-06	09	44	92	49	50	62	53	75	75	77
4	50	40	54	63	43	66	66	45	66	76	75	77	59	67	66
5	34	48	21	07	-30	18	41	51	54	68	42	70	55	66	56
6	43	40	51	58	48	60	38	48	42	33	32	43	68	66	70
7	53	77	37	15	01	17	34	39	32	27	36	22	22	19	20
8	39	26	51	70	60	71	79	86	76	54	55	56	61	25	62
9	52	70	37	07	16	-00	33	56	--	23	25	20	33	73	33
10	54	24	62	52	57	53	45	85	35	15	57	18	68	87	69
11	47	67	29	03	-07	05	58	78	64	58	15	60	34	26	35
12	52	16	68	62	64	60	40	45	45	32	57	33	24	48	29
13	33	57	28	08	31	09	31	63	31	23	25	23	31	22	39
14	49	31	61	61	81	60	30	07	37	64	39	66	52	55	53
															65

^aCorrelations are between the individual item and the total score of the scale levels.

^bSee Appendix A for the scale. ^cSee Table 15.

^dT = Total Education 429 group, Blacks and Whites.

^eB = Black sample. ^fW = White sample.

TABLE 21.---Correlations of item-to-total^a scores for the ABS-BW/WN on the Housing content area for the Education 429 group.

Items ^c	Scale Levels											
	1		2		3		4		5		6	
	T ^d	B ^e	W ^f	T	B	W	T	B	W	T	B	W
1	26	78	-19	18	75	01	59	41	60	64	97	67
2	53	47	48	62	94	60	72	43	77	71	--	74
3	38	-54	50	-02	-75	18	48	--	55	51	-29	56
4	71	99	70	55	91	45	10	--	16	59	-29	68
5	34	28	26	18	60	05	64	60	64	63	97	64
6	61	73	65	63	95	51	63	57	63	57	-29	62
7	10	86	06	38	68	40	53	09	62	04	-04	04
8	68	71	67	63	75	65	47	05	52	49	44	58
9	34	05	31	33	56	23	60	22	61	63	52	73
10	65	82	64	62	71	58	28	62	14	02	--	03
11	29	60	09	21	47	27	67	26	73	63	--	65
12	53	91	51	63	75	62	24	43	13	04	-18	07
13	01	82	-06	10	81	-26	62	-09	65	41	34	43
14	64	72	62	56	91	52	56	54	60	51	97	52

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

d_T = Total Education 429 group, Blacks and Whites.

e_B = Black sample.
 f^W = White sample.

TABLE 22.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Job^b content area for the Education 429 group.

Items ^c	Scale Levels																	
	1			2			3			4			5			6		
	T ^d	B ^e	W ^f	T	B	W	T	B	W	T	B	W	T	B	W	T	B	W
1	48	--	13	41	00	10	67	-25	74	44	37	45	70	10	74	76	69	76
2	56	--	49	46	97	48	69	98	68	--	--	--	24	--	25	68	--	68
3	54	--	51	42	17	36	65	98	61	17	--	18	53	88	53	89	--	89
4	59	88	52	46	42	56	52	--	55	13	37	09	44	85	44	81	93	83
5	47	--	38	64	51	43	85	98	84	59	--	62	44	--	47	65	93	65
6	53	88	48	51	97	60	67	25	69	40	--	42	59	--	61	88	93	88
7	50	40	35	73	--	51	07	-98	12	56	-37	60	31	-97	46	59	--	58
8	59	88	54	41	--	40	35	-39	44	42	89	39	60	96	58	45	23	43
9	-07	--	36	41	70	23	78	98	76	17	--	18	42	--	44	90	--	90
10	61	--	57	42	-17	63	50	75	47	44	--	50	37	--	38	48	-66	48
11	-14	88	-25	06	--	02	68	98	64	42	--	47	62	--	63	55	-22	57
12	49	99	47	57	42	68	65	26	69	41	95	36	38	88	41	74	-13	78
13	47	60	32	64	--	25	79	98	78	18	--	19	49	88	47	91	--	90
14	49	24	50	55	--	50	63	98	59	44	--	46	58	--	60	74	--	78

^aCorrelations are between the individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

d_T = Total Education 429, Blacks and Whites.

e_B = Black sample.
 f^W = White sample.

TABLE 23.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Law and Order^b content area for the Education 429 group.

Items ^c	Scale Levels											
	1		2		3		4		5		6	
	T ^d	B ^e	W ^f	T	B	W	T	B	W	T	B	W
1	59	-63	58	29	-87	37	54	28	68	58	79	30
2	58	45	48	66	87	75	54	30	63	37	-16	67
3	50	--	33	59	--	50	-28	-03	-17	71	65	74
4	74	13	69	53	94	53	65	58	64	59	35	82
5	47	-63	43	43	56	34	55	61	52	42	03	54
6	62	13	57	76	88	78	-15	18	07	69	89	34
7	-09	79	-11	52	-16	45	75	77	67	61	09	62
8	60	55	73	58	96	70	70	58	68	50	70	14
9	30	52	13	09	-62	25	66	44	65	65	40	78
10	34	55	46	66	88	63	61	61	67	70	85	--
11	61	00	46	27	-47	38	63	61	69	61	73	--
12	54	65	54	70	47	70	74	71	69	30	09	20
13	60	70	36	38	56	34	60	71	52	60	68	21
14	57	74	63	64	44	61	61	27	80	86	88	72

^aCorrelations are between the individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

^cSee Table 15.

d_T = Total Education 429, Blacks and Whites.

e_B = Black sample.
 f^W = White sample.

TABLE 24.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Political Activism^b content area for the Education 429 group.

[illegible]

^aCorrelations are between the individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

d_T = Total Education 429, Blacks and Whites.

$$e_B = \text{Black sample.} \quad f_W = \text{White sample.}$$

TABLE 25.---Correlations of item-to-total^a scores for the ABS-BW/WN on the War and Military^b content area for the Education 429 group.

Items ^c	Scale Levels																	
	1		2		3		4		5		6							
	T ^d	B ^e	T ^f	B	T ^f	B	T ^f	B	T ^f	B	T ^f	B						
1	43	-70	53	17	-72	31	77	96	56	72	73	66	68	87	63	72	93	72
2	21	-67	26	56	86	53	63	88	28	66	84	56	52	-27	65	80	76	80
3	36	-66	47	48	10	52	77	96	56	42	-02	53	82	91	82	48	-38	48
4	69	67	71	59	86	57	33	20	36	60	-04	74	68	77	67	66	50	66
5	22	23	21	22	-86	37	63	52	58	67	49	64	43	-57	57	64	20	64
6	77	96	77	74	86	73	10	--	20	24	--	37	67	83	69	52	20	52
7	25	-66	27	36	-10	42	75	80	65	69	77	62	78	90	75	87	72	87
8	55	89	51	77	86	77	57	88	26	50	--	69	58	87	55	69	62	69
9	11	-28	07	15	41	09	76	80	65	72	56	73	74	91	70	56	61	55
10	82	92	82	56	98	52	63	88	28	59	63	47	61	23	71	83	76	85
11	01	79	05	65	-10	74	58	88	44	53	47	47	63	23	72	81	36	84
12	75	89	75	70	91	68	21	-33	50	76	79	71	52	-27	58	56	-04	60
13	-15	-29	-12	37	-66	53	24	-22	45	73	-19	77	35	-42	44	65	39	68
14	69	96	67	62	98	57	35	33	39	14	73	04	34	-90	47	73	79	77

^aCorrelations are between the individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

^cSee Table 15.

d_T = Total Education 429, Blacks and Whites.

f^W = White sample.
 f^B = Black sample.

TABLE 26.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Characteristics^b content area for the Detroit group.

Items ^c	Scale Levels																	
	1		2		3		4		5		6							
	T ^d	B ^e	W ^f	T	B	W	T	B	W	T	B	W						
1	15	57	36	10	17	09	72	79	--	62	81	22	65	54	76	68	93	28
2	55	51	56	74	60	88	53	49	33	42	48	12	75	70	75	71	69	75
3	55	47	55	43	18	25	53	61	46	68	81	--	64	46	67	64	93	18
4	63	62	57	74	95	73	44	24	70	52	35	71	41	-25	73	25	61	01
5	36	36	41	-22	31	-09	56	54	48	68	81	--	65	76	18	--	--	--
6	66	81	40	72	60	82	08	16	60	26	12	69	11	14	42	49	82	03
7	20	18	-10	27	-36	30	49	48	--	68	81	--	71	63	75	22	-31	53
8	68	71	57	84	95	77	46	41	--	53	61	--	72	71	64	38	--	61
9	17	43	-04	52	53	29	58	51	70	74	72	80	58	57	40	11	15	04
10	64	81	37	78	81	77	17	23	77	24	07	76	23	57	36	58	62	48
11	-18	42	-47	34	31	05	62	64	--	61	72	--	63	83	18	-12	-11	--
12	51	71	06	77	81	82	61	64	39	70	83	88	69	83	82	31	--	49
13	32	18	52	06	73	11	72	79	--	64	73	71	58	67	28	62	67	59
14	68	67	61	71	55	88	58	58	33	68	81	--	66	58	64	--	--	--

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

d_T = Total Detroit groups, Blacks and Whites.

e_B = Black sample.
 f_W = White sample.

TABLE 27.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Education^b content area for the Detroit group.

[illegible]

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

d_T = Total Detroit group, Blacks and Whites.

e_B = Black sample.
 f_W = White sample.

TABLE 28.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Housing^b content area for the Detroit group.

Items ^c	Scale Levels													
	1		2		3		4		5		6			
	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e
1	64	30	48	40	33	38	62	69	72	69	53	44	48	43
2	36	00	17	84	91	83	62	63	67	79	43	56	74	43
3	56	19	31	36	50	73	56	40	50	84	01	39	35	74
4	79	75	69	86	87	83	59	72	46	49	55	53	69	46
5	36	03	24	22	44	28	52	58	59	66	61	51	56	11
6	67	50	64	73	69	83	44	46	65	70	38	39	57	55
7	-05	58	26	02	31	56	48	37	67	64	47	45	40	76
8	69	66	75	59	40	74	51	06	19	-20	33	40	44	28
9	54	44	31	-11	-39	-18	62	36	61	47	53	50	64	67
10	76	72	66	68	72	56	59	52	74	77	47	73	73	47
11	39	06	-60	24	65	23	57	64	79	84	55	72	78	83
12	66	74	26	67	54	73	61	58	70	75	--	59	50	73
13	-03	52	55	29	09	23	32	37	52	36	76	20	33	59
14	76	70	38	76	78	70	50	27	58	68	72	80	89	66

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale. ^cSee Table 15.

^dT = Total Detroit group, Blacks and Whites.

^eB = Black sample. ^fW = White sample.

TABLE 29.---Correlations of item-to-total^a scores for the ABS-BW/WN on the Job^b content area for the Detroit group.

Items ^c	Scale Levels																	
	1			2			3			4			5			6		
	T ^d	B ^e	W ^f	T	B	W	T	B	W	T	B	W	T	B	W	T	B	W
1	53	-02	33	60	-27	-03	82	81	53	76	81	45	91	90	88	77	45	87
2	30	36	07	80	72	82	74	85	11	71	74	--	88	85	88	72	66	71
3	46	48	52	23	32	39	74	73	--	73	75	--	81	74	82	87	69	89
4	61	68	66	63	60	80	87	89	--	68	78	19	80	75	82	61	37	67
5	52	38	28	65	09	23	70	70	16	76	84	16	75	79	73	72	39	74
6	73	75	75	61	70	39	62	55	25	58	56	51	89	89	85	81	65	87
7	35	61	-04	78	16	-24	24	26	59	52	42	44	67	57	58	86	50	89
8	68	60	77	59	71	52	-07	00	36	42	54	30	20	63	26	61	15	79
9	-12	38	47	27	34	-19	68	66	36	77	78	--	73	60	79	89	73	97
10	74	63	72	64	51	49	30	08	48	55	74	67	78	71	79	68	24	83
11	01	-11	-15	-07	22	23	71	67	--	23	37	44	64	47	62	50	23	64
12	68	60	48	76	65	67	14	01	28	31	10	42	38	61	48	71	04	87
13	41	29	23	75	16	14	54	63	11	55	48	--	80	65	88	87	53	98
14	82	58	86	74	83	58	51	43	36	35	49	40	66	47	85	60	30	68

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

^cSee Table 15.

d_T = Total Detroit group, Blacks and Whites.

e_B = Black sample.
 f_W = White sample.

TABLE 30.---Correlations of item-to-total^a scores for the ABS-BW/WN on the Law and Order^b content area for the Detroit group.

Items ^c	Scale Levels											
	1		2		3		4		5		6	
	T ^d	B ^e	T	B	T	B	T	B	T	B	T	B
1	84	57	55	63	35	67	59	62	72	72	57	70
2	63	00	62	68	66	62	31	42	-03	14	73	68
3	57	--	-12	75	-05	31	80	82	--	39	61	67
4	63	82	46	54	53	25	-44	43	36	61	77	71
5	81	72	54	27	00	32	-47	32	22	57	55	59
6	51	85	34	77	84	65	52	67	-13	33	56	62
7	-16	-49	24	53	-25	37	87	80	64	70	41	57
8	80	86	31	53	66	34	82	70	18	54	85	84
9	78	12	42	43	27	40	62	51	44	71	53	57
10	47	69	59	78	87	72	72	67	77	76	64	81
11	86	52	49	27	55	36	66	60	76	72	50	67
12	41	86	52	82	84	72	48	58	46	60	83	87
13	55	-03	-21	76	58	36	42	58	78	75	82	88
14	57	86	12	65	55	59	52	79	76	72	81	77
												80

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

^cSee Table 15.

^dT = Total Detroit group, Blacks and Whites.

^eB = Black sample. ^fW = White sample.

TABLE 31.--Correlations of item-to-total^a scores for the ABS-BW/WN on the Political Activism^b content area for the Detroit group.

Items ^c	Scale Levels													
	1		2		3		4		5		6			
	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e	T ^d	B ^e
1	54	38	63	33	18	61	58	73	45	56	52	70	62	81
2	31	48	-05	49	60	57	89	26	69	82	56	70	80	60
3	23	35	-15	38	19	23	--	64	67	64	73	76	71	82
4	51	50	60	38	65	-06	--	01	53	56	54	51	75	--
5	50	85	19	56	59	60	62	53	29	23	35	47	20	61
6	71	78	79	20	24	82	96	35	03	-15	20	65	54	78
7	-18	14	-09	55	63	61	60	74	78	87	70	69	58	80
8	77	92	70	52	65	68	78	23	55	66	44	77	73	87
9	-10	-01	03	43	39	48	57	23	--	--	--	68	90	48
10	52	58	76	41	65	46	41	51	20	38	-01	49	51	48
11	63	76	41	47	51	51	56	--	--	--	--	59	76	47
12	47	39	86	19	33	42	31	46	60	53	79	51	20	82
13	50	57	47	69	73	30	28	53	36	66	39	41	61	52
14	56	74	51	31	31	50	50	--	25	08	44	46	75	19

^aCorrelations are between individual item and the total score of the scale levels.

^bSee Appendix A for the scale.

^cSee Table 15.

^dT = Total Detroit group, Blacks and Whites.

^eB = Black sample. ^fW = White sample.

TABLE 33.--Sample size, means, and standard deviations for the total White sample on the ABS: WN content scale areas.

Variable	C			E			H			J			L & O			P			W & M		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
1. Stereotype	71	25.66	3.29	67	21.67	3.35	63	21.14	3.26	41	22.68	4.00	73	31.01	3.37	49	25.93	3.33	49	31.30	3.33
2. Normative	71	30.79	4.23	67	32.28	6.54	63	23.88	6.13	41	32.68	4.75	73	31.43	5.65	49	31.30	5.65	49	31.30	5.65
3. Moral Eval.	71	37.93	3.10	67	39.85	4.09	63	36.76	4.42	41	37.21	2.31	73	38.11	3.26	49	38.34	3.26	49	38.34	3.26
4. Hypothetical	71	37.93	3.10	67	39.85	4.09	63	36.76	4.42	41	37.21	2.31	73	38.11	3.26	49	38.34	3.26	49	38.34	3.26
5. Feeling	71	37.09	3.67	67	38.05	3.74	63	37.84	3.72	41	37.22	3.85	73	36.39	3.77	49	37.61	3.77	49	37.61	3.77
6. Action	71	45.16	7.65	67	42.06	9.02	63	41.52	13.65	41	37.22	3.85	73	36.39	3.77	49	37.61	3.77	49	37.61	3.77
7. Total	71	214.39	15.66	67	210.72	17.63	63	205.19	19.09	41	196.78	14.61	73	207.72	20.10	49	196.51	15.01	49	196.51	15.01
8. Stereotype	71	30.79	5.78	67	30.09	6.35	63	29.74	6.09	41	30.85	6.60	73	30.01	6.22	49	28.98	6.42	49	28.98	6.42
9. Normative	71	31.76	6.43	67	29.31	7.05	63	18.77	7.00	41	30.85	6.60	73	30.38	6.22	49	28.98	6.42	49	28.98	6.42
10. Moral Eval.	71	37.04	4.63	67	38.93	4.24	63	37.68	4.35	41	38.36	5.07	73	37.13	4.79	49	37.73	5.08	49	37.73	5.08
11. Hypothetical	71	38.75	2.93	67	37.90	4.23	63	37.30	4.48	41	37.80	5.19	73	36.80	4.79	49	37.73	5.08	49	37.73	5.08
12. Feeling	71	38.74	3.81	67	38.21	4.71	63	38.44	4.05	41	38.04	4.35	73	36.80	4.79	49	37.73	5.08	49	37.73	5.08
13. Action	71	44.09	7.65	67	41.69	10.01	63	40.60	13.81	41	38.04	4.35	73	36.80	4.79	49	37.73	5.08	49	37.73	5.08
14. Total	71	221.18	21.55	67	216.12	24.76	63	212.55	26.03	41	201.73	26.22	73	202.91	29.00	49	195.24	27.50	49	195.24	27.50
15. Efficacy-Cont.	70	24.43	4.27	67	23.90	4.17	63	24.03	4.18	41	24.24	4.25	73	24.63	4.30	49	23.93	4.29	49	23.93	4.29
16. Efficacy-Int.	71	28.77	3.52	67	28.94	3.62	63	28.68	3.50	41	28.61	3.47	73	28.70	3.55	49	28.81	3.61	49	28.81	3.61
17. Mature	71	2.83	.82	67	2.69	.74	63	2.73	.74	41	2.78	.61	73	2.82	.69	49	2.75	.63	49	2.75	.63
18. Amount	71	4.40	1.23	67	4.13	1.13	63	4.36	1.26	41	4.51	1.07	73	4.38	1.20	49	4.44	1.11	49	4.44	1.11
19. Avoidance	71	3.90	1.16	67	3.94	1.17	63	4.00	1.08	41	3.92	1.10	73	4.38	1.20	49	4.44	1.11	49	4.44	1.11
20. Income	68	3.90	1.16	67	3.94	1.17	63	4.00	1.08	41	3.92	1.10	73	4.38	1.20	49	4.44	1.11	49	4.44	1.11
21. Alternatives	66	2.11	1.45	64	2.03	1.52	61	2.03	1.44	40	2.00	1.41	70	2.08	1.42	48	2.16	1.50	48	2.16	1.50
22. Employment	71	4.46	.96	67	4.52	.89	63	4.54	.91	41	4.56	.74	73	4.49	1.89	47	2.70	1.81	47	2.70	1.81
23. Age	71	2.87	.99	67	2.90	.97	63	2.92	.98	41	3.02	1.08	73	2.89	.95	49	2.91	.86	49	2.91	.86
24. Educ. Amount	71	4.76	.54	67	4.69	.61	63	4.68	.61	41	4.65	.65	73	4.59	1.00	49	4.55	.86	49	4.55	.86
25. Income-Amt.	71	2.23	1.04	67	2.36	.97	63	2.34	.97	41	2.34	1.01	73	2.24	.54	49	2.91	1.03	49	2.91	1.03
26. Rel. Impor.	71	4.12	1.02	67	4.02	1.11	63	4.07	1.03	41	4.00	1.11	73	2.24	.54	49	2.91	1.03	49	2.91	1.03
27. Self Adher.	71	3.95	1.21	67	3.96	1.12	63	4.00	1.12	41	4.02	1.15	73	3.97	1.20	49	4.06	1.08	49	4.06	1.08
28. Child Rearing	71	2.69	.76	67	2.82	.77	63	2.82	.84	41	2.65	.72	73	3.97	1.20	49	4.06	1.08	49	4.06	1.08
29. Rule Control	71	2.81	.74	67	2.84	.65	63	2.80	.69	41	2.75	.79	73	2.69	.77	49	2.73	.73	49	2.73	.73
30. Automat.	71	3.47	.65	67	3.54	.71	63	3.50	.69	41	3.41	.86	73	2.69	.77	49	2.73	.73	49	2.73	.73
31. Local Aid	71	2.80	.84	67	3.33	.81	63	3.33	.84	41	3.24	.79	73	3.46	.66	49	3.38	.67	49	3.38	.67
32. Fed. Aid	71	2.81	.78	67	2.78	.81	63	2.69	.81	41	2.65	.79	73	3.46	.66	49	3.38	.67	49	3.38	.67
33. Planning	71	2.81	1.04	67	2.93	.95	63	2.95	.95	41	2.90	.97	73	2.83	.78	49	2.89	.98	49	2.89	.98
34. Prejud. Amt.	71	3.15	.66	67	3.21	1.03	63	3.17	1.03	41	3.09	.66	73	2.71	.67	49	3.09	.66	49	3.09	.66
35. Planning	71	3.15	.66	67	3.21	1.03	63	3.17	1.03	41	3.09	.66	73	2.71	.67	49	3.09	.66	49	3.09	.66
36. Prejud. Amt.	71	4.26	.79	67	4.34	.52	63	4.33	.64	41	4.29	.64	73	4.30	.77	49	4.30	.65	49	4.30	.65

TABLE 34.--Sample size, means, and standard deviations for the total Black sample on the AFS: BW content scale areas.

Variable	C			E			H			J			L & O			P			W & M		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
1. Stereotype	30	25.03	3.69	33	26.95	5.29	22	26.36	3.71	33	28.87	3.46	16	32.43	2.55	18	22.83	3.22	17	25.23	2.84
2. Normative	30	31.00	5.93	33	31.00	7.47	22	32.00	3.96	33	31.73	6.58	16	30.00	4.36	18	35.11	5.23	17	31.52	5.26
3. Moral Eval.	30	31.97	4.37	33	31.49	5.67	22	32.00	4.73	33	31.04	6.03	16	31.12	3.91	18	36.38	4.56	17	31.88	5.34
4. Hypothetical	30	33.60	4.37	33	34.00	6.21	22	34.63	6.08	33	34.21	5.27	16	32.31	4.43	18	36.83	3.32	17	31.52	4.28
5. Feeling	30	34.20	4.37	33	34.00	5.19	22	34.63	6.19	33	33.47	5.21	16	32.06	5.06	18	37.44	3.80	17	33.82	4.15
6. Action	30	35.77	6.48	33	35.00	7.59	22	35.31	6.41	33	34.36	4.60	16	31.37	12.61	18	40.61	8.37	17	36.76	9.49
7. Total	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
8. Stereotype	30	27.70	19.55	33	27.00	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
9. Normative	30	31.70	6.22	33	31.00	7.47	22	32.00	4.73	33	31.04	6.03	16	31.12	3.91	18	36.38	4.56	17	31.52	5.26
10. Moral Eval.	30	34.70	6.22	33	34.00	7.47	22	34.63	6.08	33	33.13	7.36	16	32.43	5.54	18	36.44	6.44	17	33.52	7.51
11. Hypothetical	30	37.00	5.00	33	36.00	6.00	22	36.00	5.00	33	35.26	6.00	16	35.12	6.14	18	37.44	5.41	17	38.22	5.92
12. Feeling	30	37.00	5.00	33	36.00	6.00	22	36.00	5.00	33	35.26	6.00	16	35.12	6.14	18	37.44	5.41	17	38.22	5.92
13. Action	30	37.00	5.00	33	36.00	6.00	22	36.00	5.00	33	35.26	6.00	16	35.12	6.14	18	37.44	5.41	17	38.22	5.92
14. Total	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
15. Efficacy-Cont.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
16. Efficacy-Int.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
17. Mature	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
18. Avolance	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
19. Aesthetic	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
20. Income	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
21. Alternatives	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
22. Enjoyment	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
23. Age	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
24. Educ. Amount	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
25. Income-Amt.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
26. Rel. Inter.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
27. Rel. Alter.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
28. Self	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
29. Child Rearing	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
30. Birth Control	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
31. Automat.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
32. Rule Alter.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
33. Local All.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
34. Fed. All.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
35. Planning	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43
36. Prevail. Amt.	30	27.57	19.55	33	26.58	25.00	22	27.81	22.90	33	26.99	27.75	16	19.31	24.02	18	209.22	19.09	17	180.76	14.43

1	ATTITUDE COMPONENT	STEREOTYPE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		</
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for the White group on the Characteristics Scale.

FOOTNOTES :

*SEE VARIABLE LIST FOR COMPLETE NAME.

^bPHOTO REDUCED FROM COMPUTER PRINT-OUT.

*INTERPRETATION:
CORRELATION
SAMPLE SIZE
SIGNIFICANCE LEVEL

[illegible]

TABLE 36.--Correlation matrix

VARIABLES ^a	ATTITUDE CONTEXT														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 STEREOTYPE															
2 NORMATIVE															
3 MORAL EVALUATION															
4 HYPOTHETICAL															
5 FEELING															
6 ACTION															
7 TOTAL															
8 STEREOTYPE															
9 NORMATIVE															
10 MORAL EVALUATION															
11 HYPOTHETICAL															
12 FEELING															
13 ACTION															
14 TOTAL															
15 EFFICACY - CONT.															
16 EFFICACY - INT.															
17 NATURE OF															
18 AMOUNT OF															
19 AVOIDANCE															
20 INCOME															
21 ALTERNATIVES															
22 EMPLOYMENT															
23 AGE															
24 EDUC. AMOUNT															
25 INCOME AMOUNT															
26 RELIGION IMPROV.															
27 RELIGION ADVIS.															
28 SELF															
29 CHILD BEARING															
30 BIRTH CONTROL															
31 ADOPTION															
32 BIRTH ADVIS.															
33 LOCAL AID															
34 FEDERAL AID															
35 PLANTING															
36 PRACTICE AMOUNT															

AGE: 18-24

for the Black group on the Characteristics Scale.

[illegible]

TABLE 37.--Correlation matrix

TABLE 37.--Correlation matrix

for the White group on the Education Scale.

[illegible]

TABLE 38.--Correlation matrix

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
1	STEREOTYPE																																					
2	NORMATIVE	.473																																				
3	NORMAL EVALUATION	.117	.318																																			
4	HYPOTHETICAL	.249	.454	.695																																		
5	FEELING	.211	.281	.488	.687																																	
6	ACTION	.431	.182	.555	.498	.146																																
7	TOTAL	.349	.551	.761	.885	.848	.788																															
8	STEREOTYPE	.249	.551	.761	.885	.848	.788	.249																														
9	NORMATIVE	.117	.318	.454	.695	.687	.688	.117	.318																													
10	NORMAL EVALUATION	.249	.454	.695	.885	.848	.849	.249	.454	.695																												
11	HYPOTHETICAL	.117	.318	.454	.695	.687	.688	.117	.318	.454	.695																											
12	FEELING	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688																										
13	ACTION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147																									
14	TOTAL	.349	.551	.761	.885	.848	.849	.349	.551	.761	.885	.848	.849	.349																								
15	EFFICACY - COMF.	.184	.219	.318	.434	.459	.459	.184	.219	.318	.434	.459	.459	.184																								
16	EFFICACY - INT.	.119	.189	.242	.318	.318	.318	.119	.189	.242	.318	.318	.318	.119	.189																							
17	NATURE OF	.249	.454	.695	.885	.848	.849	.249	.454	.695	.885	.848	.849	.249	.454	.695																						
18	AMOUNT OF	.117	.318	.454	.695	.687	.688	.117	.318	.454	.695	.687	.688	.117	.318	.454	.695																					
19	AVOIDANCE	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688																				
20	INCOME	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147																			
21	ALTERNATIVES	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211																		
22	SELF-REPLY	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182																	
23	AGE	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281																	
24	EDUC. AMOUNT	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431																
25	INCOME AMOUNT	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182															
26	RELIGION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431														
27	RELIGION ADHER.	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182													
28	SELF	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182													
29	CHILD REARING	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431												
30	SEXUAL CONTROL	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431												
31	APPROPRIATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182											
32	WILE ADHER.	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182											
33	LOCAL AID	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431										
34	FEDERAL AID	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431										
35	PLANNING	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182									
36	PRE-ORICE AMOUNT	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182									
37	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431								
38	VALUATION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182	.431								
39	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
40	VALUATION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
41	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
42	VALUATION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
43	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
44	VALUATION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
45	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
46	VALUATION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
47	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
48	VALUATION	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.555	.498	.146	.147	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
49	VALUATION	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.488	.687	.688	.689	.211	.281	.431	.182	.431	.182	.431	.182	.431	.182	.431	.182							
50	VALUATION	.431	.182	.555	.498	.146																																

for the Black group on the Education Scale.

[illegible]

for the White group on the Housing Scale.

[illegible]

TABLE 40.--Correlation matrix

1	STEREOTYPE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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for the Black group on the Housing Scale.

[illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	1																																																																																								

for the White group on the Job Scale.

.547																		
.000 .107																		
.02 .62																		
.92/.109																		
.011 .000 -.154																		
.01 .01 .08																		
.010 .017 .233																		
.014 .200 -.107 .018																		
.01 .01 .59																		
.011 .015 .150 .01																		
.012 .499 .329 .106 .272																		
.01 .01 .01 .01 .01																		
.014 .011 -.049 -.129 -.110 -.005																		
.03 .03 .02 .01 .00 .03																		
.910 .933 .722 .320 .303 .900																		
.022 .027 -.024 .007 .122 -.120 -.227																		
.03 .03 .02 .01 .00 .03 .03																		
.115 .031 .049 .000 .345 .340 .069																		
-.114 -.000 -.019 -.219 -.116 -.016 .467 -.139																		
.03 .03 .02 .01 .00 .03 .03																		
.670 .997 .904 .005 .370 .000 .011 .203																		
-.129 -.097 .233 -.100 -.253 -.000 .274 -.026 .030																		
.03 .03 .02 .01 .00 .03 .03 .03																		
.270 .444 .004 .434 .017 .920 .017 .770 .775																		
-.110 -.091 .220 -.259 -.267 -.095 .364 .000 .104 .000																		
.03 .03 .02 .01 .00 .03 .03 .03 .03																		
.320 .470 .071 .011 .011 .011 .011 .011 .011																		
.021 .070 .109 .054 -.055 .023 .070 -.101 .042 .217 .230																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03																		
.009 .570 .411 .076 .072 .050 .500 .201 .740 .011 .011																		
-.171 -.133 -.170 -.000 -.110 -.034 -.097 -.152 .050 -.120 -.295 .207																		
.02 .02 .01 .00 .59 .02 .02 .02 .02 .02 .02																		
.170 .293 .167 .049 .364 .700 .448 .231 .047 .314 .011 .100																		
-.105 -.105 -.022 .010 .105 -.211 -.034 -.032 .104 -.237 -.200 -.077 .004																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03																		
.404 .406 .005 .000 .149 .002 .706 .002 .192 .011 .007 .943 .511																		
-.006 -.101 -.161 .000 .000 -.112 .265 .003 .200 .025 .034 .122 .120																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03 .02 .03																		
.407 .422 .209 .041 .043 .375 .011 .513 .011 .046 .707 .332 .214 .342																		
.225 .320 .010 .204 .102 .200 .150 .095 -.171 -.040 -.000 .343 .012 .007 .102																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03 .02 .03																		
.011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011																		
.220 .001 .000 .037 .054 .002 .217 .003 -.051 .106 .105 .057 -.012 .134 .000 .126																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03 .02 .03 .03																		
.005 .519 .100 .776 .079 .022 .002 .010 .009 .105 .409 .051 .927 .006 .017 .010																		
.120 .112 .117 .110 -.146 .043 .001 .107 .130 .020 .020 .000 .170 .047 .001 .110 .200																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03 .02 .03 .03																		
.004 .374 .359 .067 .250 .731 .029 .135 .102 .003 .027 .011 .170 .700 .007 .003 .110																		
.250 .093 .090 .020 .100 .200 .051 .057 .009 .270 .042 .062 .004 .116 .019 .211 .002 .033																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03 .02 .03 .03																		
.070 .403 .401 .010 .102 .011 .009 .051 .200 .740 .004 .072 .002 .003 .001 .023 .709																		
.169 .006 -.117 .271 .217 .230 .067 .027 -.034 .000 .067 .091 -.034 .040 .030 .205 .104 .040																		
.03 .03 .02 .01 .00 .03 .03 .03 .03 .03 .03 .02 .03 .03																		
.131 .009 .009 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011 .011																		
BI/WH CONTACT																		
DEMOGRAPHIC																		
RELIGION																		
CHANGE ORIENTATION																		
EDUCATION																		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

TABLE 42.--Correlation matrix

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
1	STEREOTYPE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

for the Black group on the Job Scale.

[illegible]

TABLE 43.--Correlation matrix

VARIABLES ^a	ATTITUDE INTENSITY															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 STEAROTYPE																
2 NORMATIVE																
3 MORAL EVALUATION																
4 HYPOTHETICAL																
5 FEELING																
6 ACTION																
7 TOTAL																
8 STEAROTYPE																
9 NORMATIVE																
10 MORAL EVALUATION																
11 HYPOTHETICAL																
12 FEELING																
13 ACTION																
14 TOTAL																
15 EFFICACY - CONT.																
16 EFFICACY - INT.																
17 NATURE OF																
18 AMOUNT OF																
19 AVOIDANCE																
20 INCOME																
21 ALTERNATIVES																
22 EMPLOYMENT																
23 SEX																
24 EDUC. AMOUNT																
25 INCOME AMOUNT																
26 RELIGION IMPOR.																
27 RELIGION ADHER.																
28 SELF																
29 CHILD REARING																
30 BIRTH CONTROL																
31 AUTOMATION																
32 ROLE ADHER.																
33 LOCAL AID																
34 FEDERAL AID																
35 PLANNING																
36 PRES. VOICE AMOUNT																

VARIABLES^a

AMR - MB-LAO

for the White group on the Law and Order Scale.

31 /																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								</
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TABLE 44.--Correlation matrix

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
STEREOTYPE																																						
NORMATIVE	.221																																					
MORAL EVALUATION	-.139	.511																																				
HYPOTHETICAL	-.048	-.179	.481																																			
FEELING	-.040	-.109	.441	.762																																		
ACTION	-.040	-.003	.539	.570	.712																																	
TOTAL	-.219	.457	.722	.733	.826	.912																																
STEREOTYPE	-.285	-.057	-.010	-.280	-.227	-.259	-.280																															
NORMATIVE	-.323	.219	.187	.232	-.232	-.230	-.140	.910																														
MORAL EVALUATION	-.400	.110	.015	.194	-.224	-.311	-.170	.913	.955																													
HYPOTHETICAL	-.372	-.047	-.134	-.002	-.243	-.411	-.395	.792	.811	.834																												
FEELING	-.254	.074	.042	.322	-.055	-.070	.000	.754	.766	.787	.676																											
ACTION	-.351	.059	.531	.550	.699	.772	.741	-.140	-.232	-.191	-.181	.944																										
TOTAL	-.373	.157	.207	.400	.601	-.012	.083	.867	.889	.889	.886	.850	.217																									
STEREOTYPE	-.427	-.411	-.104	.299	.254	.344	.277	.109	.849	.195	.828	.336	.864	-.231																								
EFFICACY - COMF.	-.070	.001	.075	.220	.320	.163	.240	.066	.640	.539	.912	.182	.870	.10	.357																							
EFFICACY - INT.	-.289	.165	-.228	.140	.018	-.292	-.136	.215	.336	.187	.150	.241	-.249	.157	-.156																							
STEREOTYPE	-.243	.212	.352	.557	.742	.318	.323	.282	.174	.457	.353	.336	.226	.236																								
NATURE OF	-.412	.094	.510	.377	.199	.170	.332	.202	.294	.226	.299	.290	.446	.687	-.171	-.148																						
AMOUNT OF	-.287	.146	.146	.146	.146	.146	.146	.146	.146	.146	.146	.146	.146	.146	.146	.146																						
AVOIDANCE	-.092	.047	.298	.040	-.032	.040	.001	.457	.000	.169	.212	.070	.089	.089	.089	.089																						
INCOME	-.089	1.000	.370	.299	.244	.171	.132	.277	.000	.622	.586	.610	-.249	.935	.210	.340																						
ALTERNATIVES	-.080	.100	.404	.511	.593	.574	.609	.421	-.213	-.402	-.282	-.095	.330	-.282	.007	-.002																						
EMPLOYMENT	-.039	-.043	.185	.120	.039	-.043	.185	.120	.039	-.043	.185	.120	.039	-.043	.185	.120																						
STEREOTYPE	-.420	.184	.244	.579	.354	.093	.215	.426	.330	.211	.242	.150	.380	-.012	.012																							
AGE	-.071	.274	.295	.312	.217	.317	.325	.291	.278	.287	.287	.287	.287	.287	.287	.287																						
INCOME AMOUNT	-.359	.112	.010	.090	.250	.300	.282	.400	.319	.289	.280	.031	.809	-.271	.012	.141																						
INCOME AMOUNT	-.149	.057	.043	.780	.310	.212	.230	.197	.212	.202	.002	.720	.270	.270	.270	.270																						
RELIGION	-.212	.170	.500	.183	.244	.143	.199	.014	.070	-.092	-.111	.050	.040	-.010	-.171	.141																						
RELIGION AMOUNT	-.074	.040	.18	.003	.082	.071	.030	.059	.059	.132	.001	.010	.007	.070	.070	.070																						
RELIGION EXPON.	-.030	-.264	-.247	.254	.239	.204	.109	.051	.100	.152	.029	.032	.304	.007	.007	.007																						
RELIGION AMOUNT	-.059	.043	.222	.387	.078	.292	.050	.327	.077	.358	.317	.078	.187	.187	.187	.187																						
SELF	-.040	.119	.204	.180	.009	-.101	.012	.005	.099	.420	.219	.002	-.380	.200	.200	.200																						
CHILD REARING	-.000	.010	.290	.075	.071	.572	.901	.114	.002	.302	.000	.114	.000	.114	.000	.114																						
BIRTH CONTROL	-.094	-.012	-.036	.317	.007	-.000	.010	.571	.645	.789	.920	.545	-.170	.575	.575	.575																						
ATTORNEY	-.204	.003	.092	.231	.070	.720	.950	.000	.000	.000	.000	.000	.000	.000	.000	.000																						
WIFE ADHER.	-.140	-.003	-.287	-.035	-.219	-.184	-.270	-.021	-.000	.012	.015	.040	.020	.000	.000	.000																						
CHILD REARING	-.007	.000	.232	.170	.100	.044	.122	.039	.074	.003	.202	.005	.006	.006	.006	.006																						
BIRTH CONTROL	-.170	-.010	.105	.022	.003	.004	.207	.010	.054	.091	-.005	.377	.034	.205	.414	.141																						
ATTORNEY	-.052	.010	.070	.001	.117	.150	.950	.031	.719	.003	.123	.072	.000	.000	.000	.000																						
WIFE ADHER.	-.152	.040	-.042	.220	-.135	-.134	.000	.303	.377	.237	.120	.095	-.207	.207	.207	.207																						
LOCAL AID	-.004	.049	.332	.300	.563	.597	.070	.221	.173	.243	.039	.709	.123	.000	.000	.000																						
FEDERAL AID	-.090	.002	.306	.029	.722	.003	.055	-.005	.077	.000	-.004	.117	.405	.205	.205	.205																						
PLANNING	-.009	.000	.217	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000																						
RELIGIOUS AMOUNT	-.170	.174	.202	.079	-.034	.171	.125	.184	.170	.099	.050	.100	.074	.000	.000	.000																						
RELIGIOUS AMOUNT	-.154	.027	-.229	-.250	-.330	-.347	-.395	-.120	-.059	-.004	.107	-.000	-.245	-.245	-.245	-.245																						
RELIGIOUS AMOUNT	-.040	.044	.360	.010	.171	.159	.105	.013	.015	.029	.074	.753	.000	.000	.000	.000																						
RELIGIOUS AMOUNT	-.154	-.004	-.013	-.147	-.214	-.200	.007	.047	.044	.036	.292	-.109	-.140	.007	.007	.007																						
RELIGIOUS AMOUNT	-.040	.001	.050	.500	.204	.205	.204	.052	.002	.007	.013	.000	.300	.000	.000	.000																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						
RELIGIOUS AMOUNT	-.094	.210	-.104	.172	-.200	-.200	.276	.379	.442	.007	.300	.150	-.200	.200	.200	.200																						

for the Black group on the Law and Order Scale.

BM/MS CONTACT													DEMOGRAPHIC				RELIGION		CHANCE ORIENTATION				EDUCATION			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35								
.249	10	.489																								
-.288	.239																									
10	10																									
.412	.340																									
.359	.211	-.949																								
10	10																									
-.143	.491																									
10	10																									
-.288	.215	-.942	.788																							
10	10																									
.492	.392																									
10	10																									
-.287	.814	.899	.231	.344																						
10	10	10	10	10																						
-.249																										
10	10	10	10	10																						
-.220	.184	-.391	.712	.916	.135																					
10	10	10	10	10	10																					
.380/	.464	.152																								
10	10	10	10	10	10																					
-.217	.543	-.878	.219	.295	.223	.055																				
10	10	10	10	10	10	10																				
.489																										
10	10	10	10	10	10	10																				
-.170	.872	-.282	.820	.821	0.880	-.110	-.191																			
10	10	10	10	10	10	10	10																			
.051	.778	.421	.882	.924	1.088	.884	.448																			
10	10	10	10	10	10	10	10																			
-.152	.313	.859	0.880	-.165	.294	-.173	.823	-.326																		
10	10	10	10	10	10	10	10	10																		
.948	.286	.816	1.888	.513	.236	.492	.375	-.172																		
10	10	10	10	10	10	10	10	10																		
-.280	.674	.195	-.813	-.236	.325	.130	-.811	-.814	.905																	
10	10	10	10	10	10	10	10	10	10																	
-.238																										
10	10	10	10	10	10	10	10	10	10																	
-.870	.258	.348	-.348	0.802	.243	-.879	0.880	.277	-.242	-.856																
10	10	10	10</																							

TABLE 45.--Correlation matrix

1	STEREOTYPE															
2	NOMINATIVE	$\begin{pmatrix} .259 \\ .179 \end{pmatrix}$														
3	NOMAL EVALUATION	$\begin{pmatrix} .087 & .275 \\ .569 & .571 \end{pmatrix}$														
4	HYPOTHETICAL	$\begin{pmatrix} -.040 & .148 & .739 \\ .73 & .73 & .73 \\ .009 & .001 & .775 \end{pmatrix}$														
5	FEELING	$\begin{pmatrix} -.049 & .158 & .637 & .044 \\ .73 & .73 & .73 & .73 \\ .009 & .177 & .575 & .575 \end{pmatrix}$														
6	ACTION	$\begin{pmatrix} .079 & .074 & .410 & .437 & .384 \\ .73 & .73 & .73 & .73 & .73 \\ .573 & .526 & .575 & .575 & .575 \end{pmatrix}$														
7	TOTAL	$\begin{pmatrix} .109 & .371 & .744 & .728 & .692 & .831 \\ .73 & .73 & .73 & .73 & .73 & .73 \\ .581 & .581 & .581 & .581 & .581 & .581 \end{pmatrix}$														
8	STEREOTYPE	$\begin{pmatrix} .047 & -.081 & .100 & .210 & .323 & .244 \\ .73 & .73 & .73 & .73 & .73 & .73 \\ .051 & .170 & .266 & .080 & .055 & .111 \end{pmatrix}$														
9	NOMINATIVE	$\begin{pmatrix} -.110 & .084 & .319 & .255 & .421 & .267 & .350 & .107 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .574 & .505 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
10	NOMAL EVALUATION	$\begin{pmatrix} .108 & .011 & .501 & .442 & .519 & .354 & .517 & .009 & .017 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .110 & .945 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
11	HYPOTHETICAL	$\begin{pmatrix} .073 & .029 & .416 & .321 & .386 & .452 & .508 & .005 & .546 & .766 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .574 & .941 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
12	FEELING	$\begin{pmatrix} .108 & .001 & .446 & .021 & .342 & .375 & .517 & .427 & .010 & .776 & .783 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .110 & .075 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
13	ACTION	$\begin{pmatrix} .140 & .074 & .462 & .475 & .427 & .043 & .030 & .204 & .320 & .043 & .447 & .387 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .067 & .443 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
14	TOTAL	$\begin{pmatrix} .070 & .100 & .510 & .520 & .561 & .002 & .090 & .710 & .799 & .702 & .022 & .044 & .702 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .574 & .076 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
15	EFFICACY - CONT.	$\begin{pmatrix} -.212 & -.044 & .310 & .262 & .409 & .075 & .267 & .104 & .297 & .208 & .025 & .070 & .154 & .293 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 \end{pmatrix}$														
16	EFFICACY - EXT.	$\begin{pmatrix} .075 & .014 & .187 & .044 & .408 & .001 & .179 & .014 & .190 & .020 & .202 & .305 & .130 & .055 & .384 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .574 & .910 & .110 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
17	NATURE OF	$\begin{pmatrix} .040 & -.008 & .164 & .186 & .077 & .327 & .241 & .076 & .019 & .133 & .229 & .043 & .209 & .100 & .022 & .605 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .070 & .463 & .284 & .100 & .513 & .73 & .575 & .517 & .070 & .057 & .73 & .717 &amp .73 & .73 & .73 & .73 \end{pmatrix}$														
18	AMOUNT OF	$\begin{pmatrix} -.072 & -.001 & .040 & .032 & .011 & .395 & .234 & .003 & .050 & .004 & .093 & .024 & .392 & .190 & .103 & .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .574 & .906 & .017 & .783 & .924 & .73 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 & .575 \end{pmatrix}$														
19	AVOIDANCE	$\begin{pmatrix} .073 & .023 & .095 & .073 & .115 & .141 & .049 & .031 & .081 & .004 & .004 & .049 & .091 & .004 & .190 & .130 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .072 & .081 & .071 & .040 & .030 & .131 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 & .070 \end{pmatrix}$														
20	INCOME	$\begin{pmatrix} .139 & .164 & .214 & .212 & .159 & .368 & .324 & .045 & .050 & .250 & .200 & .103 & .402 & .204 & .007 & .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .103 & .913 & .076 & .074 & .103 & .73 & .575 & .706 & .046 & .575 & .717 & .123 & .011 & .73 & .953 & .070 \end{pmatrix}$														
21	ALTERNATIVES	$\begin{pmatrix} .114 & .171 & .076 & .050 & .145 > .070 & .074 & .033 & .009 > .070 & .070 & .070 & .070 & .070 & .070 & .070 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .249 & .312 & .427 & .060 & .300 & .747 & .549 & .787 & .464 & .000 & .030 & .004 & .708 & .921 & .000 & .570 \end{pmatrix}$														
22	ENDOWMENT	$\begin{pmatrix} .011 & .010 & .209 > .190 & .000 & .310 > .240 & .072 & .112 > .175 > .204 & .000 & .202 > .021 > .010 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .027 & .075 > .028 > .074 > .054 > .051 > .077 > .045 > .327 > .134 > .077 > .075 > .113 > .073 > .770 \end{pmatrix}$														
23	AGE	$\begin{pmatrix} .045 > .077 > .003 > .078 > .050 > .001 > .056 > .014 > .106 > .224 > .204 > .054 > .007 > .067 > .055 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .075 > .000 > .000 > .574 > .007 > .000 > .031 > .009 > .111 > .000 > .000 > .000 > .000 > .000 > .000 \end{pmatrix}$														
24	INCOME AMOUNT	$\begin{pmatrix} .092 > .084 > .095 > .030 > .005 > .078 > .018 > .032 > .013 > .191 > .109 > .191 > .047 > .009 > .000 > .070 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 > .075 \end{pmatrix}$														
25	INCOME AMOUNT	$\begin{pmatrix} .076 > .157 > .120 > .086 > .016 > .000 > .017 > .079 > .014 > .003 > .000 > .000 > .000 > .000 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .022 > .104 > .724 > .054 > .012 > .452 > .002 > .222 > .003 > .703 > .043 > .973 > .058 > .084 > .000 > .070 \end{pmatrix}$														
26	RELIGION IMPROV.	$\begin{pmatrix} .041 > .006 > .043 > .164 > .140 > .036 > .070 > .021 > .105 > .140 > .126 > .103 > .031 > .171 > .000 > .007 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .774 > .940 > .714 > .101 > .212 > .708 > .592 > .081 > .114 > .200 > .003 > .001 > .791 > .148 > .007 > .000 \end{pmatrix}$														
27	RELIGION AMER.	$\begin{pmatrix} .100 > .000 > .175 > .000 > .002 > .123 > .100 > .170 > .267 > .057 > .075 > .000 > .124 > .039 > .102 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .100 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 \end{pmatrix}$														
28	SELF	$\begin{pmatrix} .119 > .051 > .079 > .091 > .070 > .147 > .110 > .217 > .197 > .071 > .069 > .276 > .198 > .002 > .033 > .070 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .029 > .439 > .020 > .437 > .078 > .378 > .148 > .002 > .001 > .049 > .73 > .73 > .73 > .73 > .73 > .73 \end{pmatrix}$														
29	CHILD READING	$\begin{pmatrix} .114 > .019 > .072 > .172 > .159 > .170 > .192 > .004 > .206 > .076 > .002 > .100 > .249 > .000 > .778 > .010 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .024 > .000 > .570 > .139 > .174 > .176 > .109 > .076 > .076 > .076 > .076 > .076 > .076 > .076 > .076 \end{pmatrix}$														
30	SIXTH CONTROL	$\begin{pmatrix} .129 > .045 > .259 > .003 > .002 > .001 > .012 > .042 > .090 > .027 > .044 > .056 > .011 > .002 > .136 > .110 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .235 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 > .071 \end{pmatrix}$														
31	AUTOMATION	$\begin{pmatrix} .110 > .119 > .071 > .017 > .001 > .071 > .003 > .097 > .014 > .039 > .000 > .050 > .007 > .046 > .100 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .203 > .070 > .000 > .019 > .100 > .543 > .077 > .027 > .002 > .737 > .000 > .000 > .000 > .000 > .000 > .000 \end{pmatrix}$														
32	ROLE AMER.	$\begin{pmatrix} .091 > .039 > .008 > .000 > .143 > .203 > .211 > .021 > .001 > .000 > .202 > .242 > .003 > .096 > .190 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .002 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 > .000 \end{pmatrix}$														
33	LOCAL AID	$\begin{pmatrix} .100 > .000 > .032 > .110 > .009 > .009 > .000 > .000 > .000 > .000 > .111 > .104 > .070 > .000 > .000 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .149 > .911 > .059 > .050 > .078 > .000 > .002 > .078 > .710 > .730 > .309 > .001 > .000 > .000 > .000 > .000 \end{pmatrix}$														
34	FEDERAL AID	$\begin{pmatrix} .119 > .110 > .039 > .001 > .102 > .059 > .010 > .013 > .019 > .073 > .007 > .139 > .101 > .113 > .001 > .100 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .200 > .199 > .706 > .077 > .430 > .000 > .010 > .010 > .010 > .010 > .010 > .010 > .010 > .010 > .010 > .010 \end{pmatrix}$														
35	PLANNING	$\begin{pmatrix} .000 > .000 > .025 > .044 > .004 > .151 > .004 > .150 > .211 > .174 > .023 > .000 > .110 > .001 > .000 > .000 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 > .001 \end{pmatrix}$														
36	PREJUDICE AMOUNT	$\begin{pmatrix} .091 > .121 > .173 > .231 > .110 > .097 > .108 > .170 > .105 > .002 > .120 > .049 > .074 > .007 > .104 > .000 > .000 \\ .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 & .73 \\ .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 > .003 \end{pmatrix}$														
VARIABLES		ATTITUDE COMIT	ATTITUDE EPIDIT	VALUES												
AS: 00-7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

for the White group on the Political Activism Scale.

.359																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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TABLE 46.--Correlation matrix

VARIABLE	ATTITUDE INTENSITY	ATTITUDE CONTENT											VALUE
		1	2	3	4	5	6	7	8	9	10	11	
1	STEREOTYPE												
2	NORMATIVE	-.027											
3	MORAL EVALUATION	-.011											
4	HYPOTHETICAL	-.042	.076										
5	FEELING	-.267	.070	.016	.320								
6	ACTION	-.040	.340	.001	.414	.185							
7	TOTAL	-.005	.262	.057	.763	.587	.767						
8	STEREOTYPE	-.071	-.071	-.230	-.096	-.347	.145	-.052					
9	NORMATIVE	-.141	.448	-.043	-.028	-.210	.129	.092	.063				
10	MORAL EVALUATION	-.071	.274	-.240	-.143	-.014	.450	-.286	.039	.577			
11	HYPOTHETICAL	-.079	.420	.257	.284	-.004	.515	.434	.594	.012	.740		
12	FEELING	-.173	.461	.190	.197	-.055	.237	.201	.045	.673	.064	.770	
13	ACTION	-.148	.451	.024	.463	.314	.755	.762	-.146	-.113	.093	.247	
14	TOTAL	-.204	.344	.260	.211	-.040	.518	.432	.767	.780	.014	.097	.200
15	EFFICACY - CONT.	-.071	.140	-.190	-.123	-.176	.410	.292	.021	.046	-.312	.284	.440
16	EFFICACY - INT.	-.049	.174	-.245	-.174	-.179	-.427	.417	.382	.014	-.180	.073	.070
17	NATURE OF	-.149	-.040	-.138	-.017	-.092	-.251	.124	.337	-.141	.250	.195	-.017
18	AMOUNT OF	-.202	-.208	-.108	-.073	-.103	.043	-.094	.267	.047	.009	-.130	.000
19	AVOIDANCE	-.292	-.149	-.093	-.154	-.333	.371	-.207	.520	.390	.110	.286	.002
20	INCOME	-.099	-.001	-.210	.518	.017	-.292	.390	.001	.401	.353	.209	.330
21	ALTERNATIVES	-.040	.200	-.080	.514	.521	.200	.390	.000	.193	.203	.323	.000
22	DISCOUNT	-.140	-.045	.224	.186	.302	-.291	.001	.380	-.003	-.342	-.383	-.100
23	AGE	-.277	-.018	-.228	-.320	-.186	-.017	-.425	-.272	-.435	-.222	-.214	-.182
24	EDUC. AMOUNT	-.174	.044	-.314	.350	.196	.146	.184	.267	.047	.040	.040	.040
25	INCOME AMOUNT	-.042	.161	-.138	.043	-.105	.224	.143	-.240	-.141	.286	.129	-.194
26	RELIGION INCOME	-.102	-.206	-.096	-.057	-.026	-.073	-.035	.186	.236	-.010	.146	.211
27	RELIGION ADHER.	-.176	-.200	-.093	-.213	-.213	.177	-.083	.453	.349	.597	.477	.591
28	SELF	-.079	-.171	-.013	.016	-.076	.321	.054	.045	.180	.097	.074	.097
29	CHILD REARING	-.072	-.242	.184	.000	-.114	.344	.178	-.215	-.386	.002	.009	.183
30	ELDER CONTROL	-.040	.003	.437	.711	.022	.137	.743	.063	.189	.093	.789	.000
31	AUTOMATION	-.140	-.117	-.191	-.078	-.205	-.158	-.214	.191	.079	.410	.073	.389
32	ROLE ADHER.	-.140	-.212	-.171	-.259	.146	-.275	-.230	-.037	-.101	.036	.091	.120
33	LOCAL AID	-.071	-.040	-.096	-.057	-.250	.090	-.049	.411	.165	.350	.130	.140
34	FEDERAL AID	-.071	-.040	-.096	-.057	-.250	.090	-.049	.411	.165	.350	.130	.140
35	PLANNING	-.140	-.105	-.123	-.180	-.162	-.086	.086	.086	.086	.086	.086	.086
36	PREJUDICE AMOUNT	-.012	-.126	-.009	-.073	-.213	-.292	-.173	.079	.037	.099	.102	.102

for the Black group on the Political Activism Scale.

[illegible]

TABLE 47.--Correlation matrix

1	STEREOTYPE	
2	NORMATIVE	
3	MORAL EVALUATION	
4	HYPERMETICAL	
5	FEELING	
6	ACTION	
7	TOTAL	
8	STEREOTYPE	
9	NORMATIVE	
10	MORAL EVALUATION	
11	HYPERMETICAL	
12	FEELING	
13	ACTION	
14	TOTAL	
15	EFFICACY - COMF.	
16	EFFICACY - EXT.	
17	NATURE OF	
18	AMOUNT OF	
19	AVOIDANCE	
20	INCOME	
21	ALTERNATIVES	
22	EMPLOYMENT	
23	AGE	
24	EDUC. AMOUNT	
25	INCOME AMOUNT	
26	RELIGION EXPON.	
27	RELIGION ADHER.	
28	DEP.	
29	CHILD REARING	
30	BIRTH CONTROL	
31	AUTOMATION	
32	ROLE ADHER.	
33	LOCAL	
34	FEDERAL AID	
35	PLANNING	
36	PREVIOUS AMOUNT	
VARIABLES		
ATTITUDE INTENSITY		
ATTITUDE INTENSITY		
VALUE		

for the White group on the War and Military Scale.

IN/WH CONTACT																																	DEMOGRAPHIC					RELIGION		CHARGE ORIENTATION					EDUCATION		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35																													

TABLE 48.--Correlation matrix

for the Black group on the War and Military Scale.

[illegible]

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