

CONTACT AND ITS INFLUENCE ON
ATTITUDES TOWARDS NEGROES

BY

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A RESEARCH PROJECT

Submitted to

Michigan State University

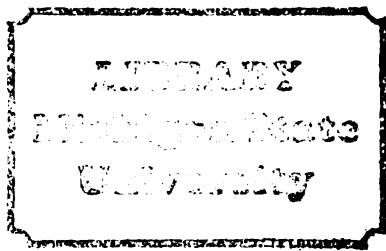
in partial fulfillment of the requirements

for the degree of

MASTER OF SOCIAL WORK

School of Social Work

1968



THIS IS

ABSTRACT

This study sought to determine the favorable and unfavorable attitudes of junior high school students relative to their contact with Negroes.

The hypothesis of this research project states that white persons in contact with Negroes will develop more favorable attitudes toward Negroes than those not having such contact.

This position was endorsed because it was believed that contact between whites and Negroes is the most influencing factor in determining one's attitude toward Negroes.

A Thurstone attitude scale was administered to 121 eighth grade students in order to obtain an individual attitude scale value for each student which would reflect the student's favorable or unfavorable attitudes toward Negroes. At the same time a questionnaire was given to the students in order to gain additional data which was then used to test against the attitude scale.

Although the statistical data gathered failed to support the major hypothesis, two other variables, sex and age, were found to be significant at the .05 level or less. In this study it was found that white persons in contact with Negroes do not necessarily have more favorable attitudes toward Negroes than those not having this contact.

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TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	iv
REVIEW OF THE LITERATURE	1
Hypothesis	3
METHOD AND PROCEDURE	7
Null-Hypothesis	7
Other Variables	7
Dependent Variable	8
DATA COLLECTION PROCEDURE	16
COMPUTER CODING	17
Statistical Test Used	17
DATA ANALYSIS AND RESULTS	20
Other Variables	21
Independent Variables	31
CONCLUSIONS AND DISCUSSIONS	40
IMPLICATIONS AND LIMITATIONS	41
APPENDICES	
Appendix A - Questionnaire: Other Variables	
Appendix B - Questionnaire: Independent Variables	
Appendix C - Thurstone Scale Analysis	
Appendix D - Attitude Statements	
Appendix E - Response Sheet	
Appendix F - Directions for Sorting Statements	
Appendix G - Attitude Scale	
Appendix H - Computer Coding	
Appendix J - Frequency Distribution - Individual Student Attitude Scores	

FOOT NOTES

BIBLIOGRAPHY

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Calculation of Scale Values	9
2	Example of Distribution of Judges' Responses	10
3	Distribution of Scale Value by Scale Categories	10
4	Frequency Distribution of Students' Attitude Scores	13
5	Attitude Test: Judges' Scale Values and Adjusted Scale Values	16
6	Scale Value X School (Attitude Mean Score)	20
7	Scale Value X Sex	21
8	Scale Value X Age	22
9	Scale Value X Father's Birth Place	23
10	Scale Value X Father's Nationality	24
11	Scale Value X Father's Occupation	25
12	Scale Value X Father's Education	26
13	Scale Value X Mother's Birth Place	27
14	Scale Value X Mother's Nationality	28
15	Scale Value X Mother's Occupation	29
16	Scale Value X Mother's Education	30
17	Scale Value X Contact in Neighborhood	31
18	Scale Value X Actual Number of Contacts in Neighborhood	32
19	Scale Value X Contact in Church	33
20	Scale Value X Actual Number of Contacts in Church	34
21	Scale Value X Contact in School	35
22	Scale Value X Actual Number of Contacts in Schools	36
23	Scale Value X Contact in Play Activities	37
24	Scale Value X Actual Number of Contacts in Play Activities	38
25	Scale Value X Overall Contact	39

REVIEW OF THE LITERATURE

The purpose of this research project is to measure the favorable and unfavorable attitudes of junior high school students relative to their contact with Negroes.

It is believed that such an investigation is timely and beneficial because of its relevance to current unrest and trends in social interaction among Negroes and whites. It is hoped that this research project will be a contribution to sociological research and theory and lead to a better understanding of Negro-white relations.

The measurement of attitudes has been of continued interest and discussion both within the literature and the University community. According to Robin Williams Jr., a knowledgeable and respected writer on intergroup relations, one feasible project worthy of extensive repetition is a comparative study of intergroup relations in segregated and mixed areas of the same community. ¹

In the literature, contact among Negro and white persons is often mentioned as an important variable in the determination and measurement of favorable and/or unfavorable racial attitudes. The relationship between a person's contact with Negroes and his attitude towards Negroes is unclear and indefinite. Many studies have been done by a variety of authors, but the results and inferences have varied, as some of the following excerpts indicate.

Robin Williams Jr., in his book Stranger Next Door, writes:

Out of hundreds of tabulations, there emerges the major finding that in all the surveys in all communities and for all groups, majority and minorities, the greater the frequency of interaction, the lower the prevalence of ethnic prejudice. ²

He also writes:

It is evident at the same time that the more

prejudiced persons are those who are less likely to find themselves in situations containing out-group persons. ³

It should be noted at this time that in the discussions that follow, the words "unfavorable attitudes" will be used as a substitute for the word "prejudice."

Paul Horton and Gerald Leslie in their book, The Sociology of Social Problems, present two views:

It is firmly established that there is very little relationship between the amount of contact one has with a particular group and his attitude towards that group. Although in certain cases the kind of contact has an important bearing upon attitudes. It is safe to say, in general, race attitudes are based far more on contact with the attitudes of others around us than upon contact with the other race. ⁴

Also, the authors write that:

Contact between persons produces a variety of attitudes, depending upon the kind of contact. A mere "getting-together" of whites and Negroes does not automatically reduce prejudices; it may even increase them. ⁵

Berelson and Steiner hypothesize that personal contact with members of ethnic minorities does not automatically increase or reduce tension; it can do either or neither. They report a study in which unfavorable attitudes among children regarding Negroes were measured. The researchers found that the children's attitudes toward Negroes did not vary significantly with their degree of contact with Negroes. ⁶

Kenneth Clark writes that most students of the problem now generally accept the view that children's attitudes toward Negroes are determined chiefly not by contact with Negroes, but

by contacts with the prevailing attitudes toward Negroes. ⁷

Charles Loomis and S. Allan Bugle report that several paradoxical assumptions have arisen in connection with the concept of prejudice (unfavorable attitudes) in intergroup relations. One theory assumes that a small number of minorities present mitigates against the development of prejudice (unfavorable attitudes) in intergroup relations. Another theory assumes that lack of contact with members of minority groups contributes to increased distrust and inter-group conflict. ⁸

Several authors write that contact between persons of different racial backgrounds is an important consideration in the determination of a person's favorable and/or unfavorable attitude toward Negroes. Given this assumption, the following hypothesis has been developed:

White persons in contact with Negroes will develop more favorable attitudes toward Negroes than those not having such contact.

This position was endorsed because it was believed that contact between whites and Negroes is the most influential factor in determining one's attitude toward Negroes. Contact implies some sort of interaction among people. Certainly there has to be some sort of contact between contending or inimical parties, some exchange of views, some give and take between them before one can label the contact significant. This study is basically concerned with the quantity of contact, rather than the quality of contact.

The dependent variable in this hypothesis is the student's attitude toward Negroes. This is measured by an attitude scale

designed by the researchers using the suggested method of L.L. Thurstone. Each student receives a scale value which indicates his favorable or unfavorable attitude toward Negroes.

Several other variables had to be controlled for in this study. It was felt by the researchers, and substantiated in the literature, that variables other than contact often have an important influence upon the student's attitude toward Negroes. It is possible that favorable and unfavorable attitudes are not determined by one single factor, but by all of the variables effecting a child's experiences. While reviewing the literature, many propositions and hypotheses were discovered regarding such variables. It was decided by the researchers to measure the influences of some of these variables as possible determinants of student attitudes. Thus in an attempt to give the purest correlation between the independent and the dependent variables, the following variables had to be controlled.

Sex

Robin Williams Jr. writes that females are slightly more likely than males to be prejudiced against Negroes.⁹ Margret Hayes, on the other hand, suggests that girls on the average had a more favorable attitude towards Negroes than did boys.¹⁰

Age

Marget Hayes writes that children of normal age for their grade level show more favorable attitudes towards Negroes than did those who are above normal age for their grade.¹¹

Race

Since the researchers were primarily interested in the attitudes of white students, Negro students had to be excluded from the tabulation.

Religion

Kenneth Clark writes:

Studies of the influence of religious training on racial attitudes have revealed a paradox. They show that individuals who profess strong religious affiliations or attend church frequently are more likely to be prejudiced than those who do not. Although these results are not entirely conclusive, consistent evidence from independent studies strongly suggests that religious training in itself does not make the individual more tolerant toward other races. There is even some suggestion that under the present pattern of religious training it might tend to make him more prejudiced. ¹²

Robin Williams Jr. writes that religious training in itself does not lessen prejudice. But religious training which successfully stresses tolerance and brotherhood does tend to lessen prejudice. ¹³ Bettelheim and Janowitz write that in their opinion, religion is statistically unrelated to a person's unfavorable attitude toward Negroes. ¹⁴

Birthplace of Parents

It is believed by the researchers that the geographical birthplace (city, state, country) of a child's parents might influence the attitude of the child regarding Negroes. For example, parents migrating from the Southern states might have retained many unfavorable attitudes regarding Negroes and might have transmitted them to their children.

Nationality of Parents

It is believed by the researchers that the parents' nationality, with its particular norms and sub-culture, might have a favorable

or unfavorable influence upon the child's attitude toward Negroes.

Parental Occupation

Robin Williams Jr. reports that the higher one's occupational status, the higher one's attitude toward minority groups.¹⁵ He also writes that it is clear that unfavorable attitudes toward Negroes are more frequently held by white persons in the less well-paid and prestigious types of occupations.¹⁶

Bettleheim and Janowitz report that using the Alba Edwards scale, of the total sample, those in the Blue Collar category significantly indicated unfavorable attitudes toward Negroes, while those of the White Collar category yielded results not significantly related to unfavorable attitudes toward Negroes.¹⁷

Parental Education

Berelson and Steiner write that the higher the level of education, the less unfavorable will be the attitudes one has regarding Negroes.¹⁸ Robin Williams Jr. writes that the educational level of persons is significantly associated with the degree of unfavorable attitudes toward Negroes; the higher the educational level, the less frequent are unfavorable attitudes toward Negroes.¹⁹ Bettleheim and Janowitz believe that education is statistically unrelated to unfavorable attitudes toward Negroes.²⁰

Parents Living

The researchers believe that if one (or both) of a child's parents is deceased, this might have an important influence on the child's tolerance and acceptance of a minority group member.

Parents Living Together

Robin Williams Jr. writes that individuals who are either divorced, separated, or widowed tend to show slightly more

unfavorable attitudes toward Negroes than those who are married. ²¹
Bettleheim and Janowitz report that family composition is not
associated with one's unfavorable attitude toward Negroes. ²²

Because of the scope of this study, many other variables such
as Intelligence Quotient, and those concerning personalities of the
students and their parents could not be controlled or measured.

METHOD AND PROCEDURE

The hypothesis developed for this study states that white
persons in contact with Negroes will develop more favorable atti-
tudes toward Negroes than those not having such contact.

The null hypothesis of this study states that white persons
in contact with Negroes will not develop more favorable attitudes
towards Negroes than those not having this contact.

To operationalize the hypothesis the researchers designed a
questionnaire and an attitude scale. The other variables (age,
sex, father's nationality. . .) are operationalized as shown in
pages 1-3 of the questionnaire in Appendix A.

The hypothesis in this study is that white persons in contact
with Negroes will develop more favorable attitudes toward Negroes
than those not having such contact. Possible areas of contact
between Negro and white persons might be residential, casual,
occupational, recreational, in religious organizations and in
goodwill integrated activities.

The researchers postulated that junior high students have most
contact with Negroes in four significant areas; neighborhood, church,

school and in play activities. Sections regarding each of these four types of contact were included in the questionnaire. The researchers believe that it is especially important to measure the number of times a junior high student has these contacts (quantity) and also the quality of these contacts. As mentioned previously, more weight is to be put on the quantity of contacts than the quality of such contacts, for it is believed by the researchers that the quality of contact is directly reflected in the attitude scale of each student.

The independent variable (contact) is operationalized as shown on pages 4-7 of the questionnaire in Appendix B.

The primary problem in developing the questionnaire was in the measurement of attitude (the dependent variable). The researchers used a modification of the method developed by L.L. Thurstone (1929) in order to design this section. Appendix C describes this method and late modification of it.

A modification of the Thurstone scale was used and the same methods of gathering and distributing the statements was employed. One hundred thirty-eight (138) statements were collected (Appendix D) and were passed out to thirty (30) judges all of whom are professional social workers. The judges were allowed to evaluate the statements individually in their own time. The judges were asked to classify the statements about Negroes from 1 (most unfavorable) to 9 (most favorable) with 5 set as the neutral point. There is nothing magical about 11 scale positions; the researchers felt that 9 were sufficient. Scale intervals were given a numerical value to emphasize the equality of all intervals. Instead of asking judges to clip pieces of paper together, the researchers

provided a response sheet with 9 boxes on which the judges could record the numbers of each statement (Appendix E). Also, an instruction sheet with proper directions regarding the sorting of statements was given to each judge (Appendix F).

One response sheet was eliminated because all the statements were rated between 1 and 5 only. Another was eliminated since the judge was Negro. Three response sheets were not returned.

Scale values are calculated as in this example for one item:

1		= 1 X 0	=0
2		= 2 X 0	=0
3		= 3 X 0	=0
4		= 4 X 0	=0
5		= 5 X 0	=0
6		= 6 X 0	=0
7	////	= 7 X 4	=28
8	////// //	= 8 X 14	=112
9	////// //	= 9 X 7	=63
25 responses			<u>=203</u>

$$\text{scale value} = \frac{203}{25} = 8.12$$

corrected to one significant place of decimals = 8.1

Table I

This method was employed because the number of judges was relatively small.

The distribution for each statement was examined and those which spread over a wide range were discarded. Some statements had a narrow distribution with the exception of one or two responses; e.g., Number 10, "Negroes have nothing about them that I can admire."

1 / / / / / / / / / / / / / / / / /
 2 / / / /
 3
 4
 5
 6
 7
 8
 9 / (ignored)

Table 2

The loose response was ignored and was felt to indicate that one judge had misread the statement. With a small number of judges it only takes a few invalid responses to alter the scale value quite markedly. Careful examination of the distribution of responses, to eliminate loose responses and to discard statements with wide distributions, functioned in the same way as Thurstone's scale Q (measure of ambiguity).

Although scale values were calculated for all the statements, only those which had a narrow distribution of evaluations were considered acceptable. About 90 statements were found to be acceptable and they were distributed as below: (C)

Distribution of Scale Values by Scale Categories:

<u>Scale</u>	<u>Adjusted Scale</u>	<u>First Selection of Statements</u>	<u>Approximate Final Selection</u>	<u>Final Selection of Statements</u>
(A)	(B)	(C)	(D)	(E)
1	1 - 1.4	17	5	4
2	1.5 - 2.4	31	10	7
3	2.5 - 3.4	10	3	3
4	3.5 - 4.4	1	1	1
5	4.5 - 5.4	0	0	0
6	5.5 - 6.4	3	3	2
7	6.5 - 7.4	14	3	3
8	7.5 - 8.4	36	11	8
9	8.5 - 9.0	2	2	2

Table 3

Since 30 statements were needed for the final attitude scale, one-third ($1/3$) of the above (C) were selected proportionally from each category to give (D). Because categories 4, 6, and 9 were under represented, all statements in these categories were kept.

The distribution was rounded out (E) such that exactly 15 statements were taken from either side of the midpoint.

Unfortunately, no statements had a scale value in the 5th (neutral) category: thus our scale 'broke in two.' We had tried to avoid this, but evidently our manufactured statements were not considered neutral enough!

The number of each statement in the first category was recorded, and each statement checked to ensure that it had a narrow distribution of evaluations. Those statements which had a narrow distribution and were closest to the midpoint of the category were chosen. This process was repeated with all the other categories.

Finally, the chosen statements were cross-checked to eliminate those which had duplicate wording; e.g., in category 8 (7.5 - 8.4) we looked for statements that had score values most heavily weighed on choice 8 in an effort to avoid using statements equally distributed over 7, 8, 9. As an extra measure the mode was also calculated.

The numbers of the 30 statements finally chosen for the attitude scale were drawn at random from a container and their order recorded. The random ordering was only ignored in one instance; 112 and 92 were adjacent, and coincidentally on very similar topics, so to avoid contamination, 92 was exchanged in order with 8.

The scale values of the 30 statements were considered in relation to the neutral midpoint 5.0. Five (5.0) was considered as the origin

of the bipolar scale. Therefore, deviations ranged in value from 0 to 4.0, eliminating plus or minus values. We considered that if an individual agreed with a very unfavorable statement with a value of, e.g. 1.2, he had an equally unfavorable attitude to someone who disagreed with a most favorable statement with a value of 8.8 on the previous method of scaling. Yet their scores would not indicate their equal degree of unfavorable attitude unless scores were considered as deviations from the neutral midpoint. This provided an equally balanced scale which facilitated calculation of an individual's score. For example, an unfavorable statement with a scale value of 3.1 would be given a value of 1.9 ($5.0 - 3.1 = 1.9$), and a favorable statement with a scale value of 8.5 would be given a value of 3.5 ($8.5 - 5.0 = 3.5$). In analyzing each student's attitude test the statements which were answered contrary to the judges' decisions were 'indicated.' Next, the deviant value of the 'indicated' statements for each student's test were added together. The result being a final attitude test score value for each student.

Thus low scores indicate favorable attitudes toward Negroes, and high scores indicate unfavorable attitudes toward Negroes. The possible range of scale values when added together was a minimum of 0 (most favorable) to a maximum of 81.3 (most unfavorable). For example, student 64 "missed" two questions on the attitude test, statements 1 and 15. Question 1 has an adjusted scale value of 2.5 and question 15 has an adjusted scale value of 3.0. Added together, this student has a final attitude scale score of 5.5. The overall frequency range of the student's attitude test scores ranged from .8 (favorable) to a high of 54.3 (unfavorable).

FREQUENCY DISTRIBUTION OF STUDENTS' ATTITUDE SCORES

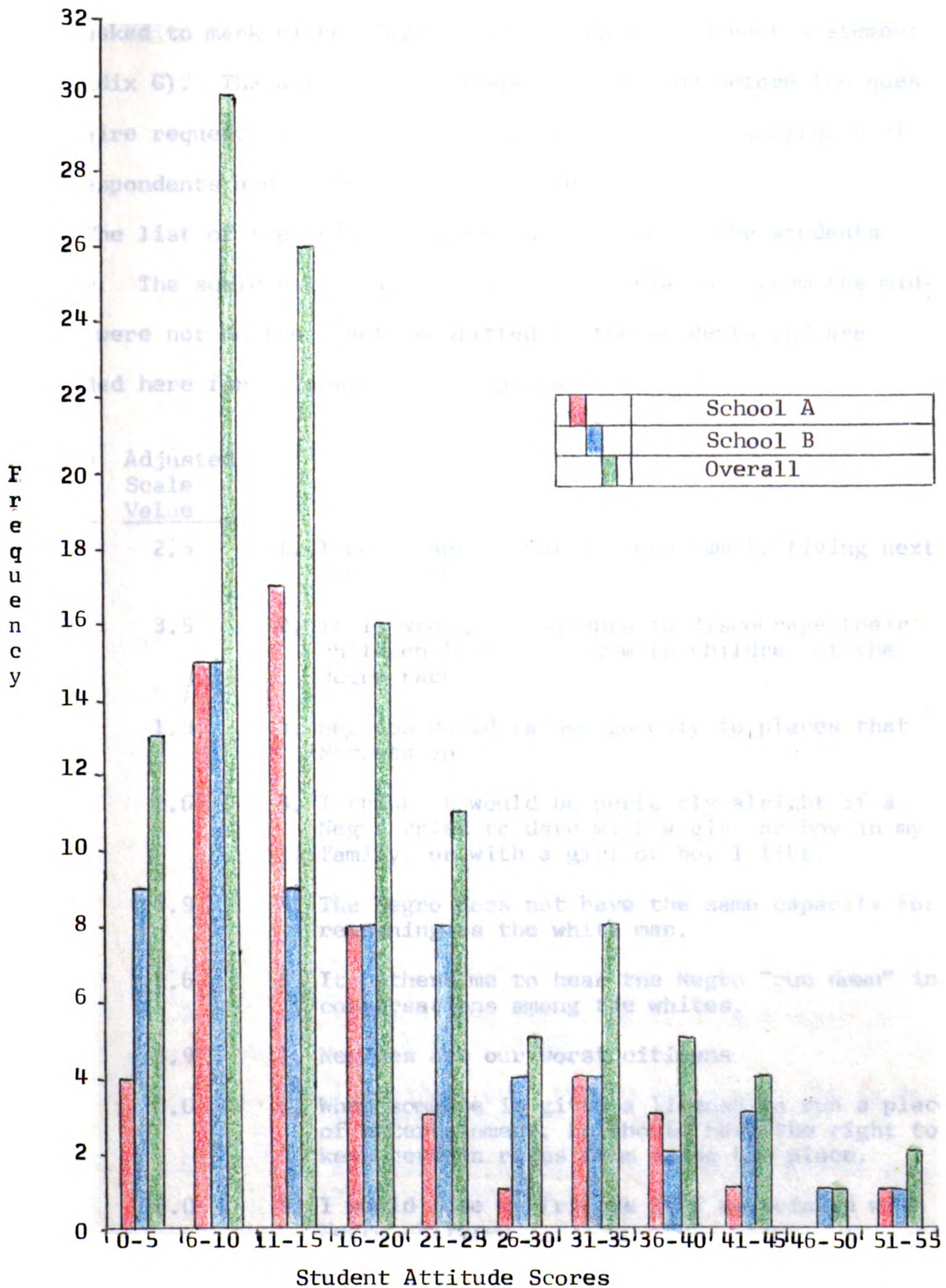


Table 4

(Frequency Distribution-
Individual Student Attitude
Scores - See Appendix J)

The final list of 30 statements was duplicated and the subjects were asked to mark either "agree" or "disagree" for each statement (Appendix G). The attitude scale was administered before the questionnaire requesting personal information on family background of the respondents and their contact with Negroes.

The list of the thirty statements as given to the students follow. The scale values and the adjusted deviations from the mid-point were not on the sheets submitted to the students and are included here for informational purposes.

<u>Judges</u> <u>Scale</u> <u>Value</u>	<u>Adjusted</u> <u>Scale</u> <u>Value</u>	
7.5	2.5	1. I would approve of a Negro family living next door to me.
8.5	3.5	2. It is wrong for parents to discourage their children from playing with children of the Negro race.
3.7	1.3	3. Negroes would rather go only to places that Negroes go.
7.6	2.6	4. I think it would be perfectly alright if a Negro tried to date with a girl or boy in my family, or with a girl or boy I like.
1.1	3.9	5. The Negro does not have the same capacity for reasoning as the white man.
7.6	2.6	6. It bothers me to hear the Negro "run down" in conversations among the whites.
1.1	3.9	7. Negroes are our worst citizens
2.0	3.0	8. When someone is given a license to run a place of entertainment, he should have the right to keep certain races from using his place.
2.0	3.0	9. I would lose my friends if I associated with Negro children.
1.9	3.1	10. Negroes would rather drive a flashy car than live in a decent home.

<u>Judges Scale Value</u>	<u>Adjusted Scale Value</u>	
7.9	2.9	11. You cannot condemn the entire black race because of the actions of some of its members.
5.8	.8	12. The education of the Negro will solve the race problem.
2.0	3.0	13. The presence of Negroes in a white neighborhood causes the property values to decline.
8.1	3.1	14. I consider that the white man is neglecting to do his duty by not doing more to improve the lot of the Negro.
8.0	3.0	15. If a Negro was a candidate for class president, and I felt he deserved my vote, I would vote for him without hesitation.
7.9	2.9	16. Negroes take pride in themselves.
2.0	3.0	17. I would be unhappy if a Negro family moved next door to me.
3.1	1.9	18. Negroes are superstitious.
3.0	2.0	19. I feel that Negroes in the United States have just as good a chance as white people to get any kind of job.
1.9	3.1	20. I have no objection to the Negro, provided that he keeps his proper place.
6.9	1.9	21. It is altogether proper for parents to permit their children to play with children of the Negro race.
2.9	2.1	22. Negroes don't save much money.
1.0	4.0	23. Negroes have different ways, and carry on just like wild men.
1.0	4.0	24. I consider that the Negro is only fit to do the dirty work of the white community.
5.6	.6	25. Negroes would just as soon go to places where white people go.
8.5	3.5	26. Negroes are honest and can be depended upon.
2.0	3.0	27. If Negroes move into a neighborhood, the value of the houses goes down.

<u>Judges Scale Value</u>	<u>Adjusted Scale Value</u>	
7.4	2.4	28. Negroes take care of the nice things, such as new houses, when they have them.
6.7	1.7	29. It would help if the white men knew more about the Negro and his problems.
8.0	3.0	30. I think that the Negro can contribute as much to society as other groups, once given the chance.

Table 5

DATA COLLECTION PROCEDURE

Unfortunately, the researchers were unable to obtain permission to test children in the Lansing Public School System which forced the researchers to accept a secondary plan; testing children in two church affiliated schools of another city.

The questionnaire was designed primarily for the public school system and required some adaptation for administration. Certain of the variables which the researchers felt might have a bearing on attitudes of children were now useless. These included religion and nationality of both mother and father. The vast majority of the participants were of the same nationality and all were of the same faith.

The actual administration of the test was handled by the members of this research team; both schools were tested on the same day. School A was located in a middle to high class neighborhood where there was minimal contact with Negroes. Two eighth grade classes consisting of fifty-seven students were tested. School B was located in a transition neighborhood which afforded maximum

contact with Negroes. As in School A, two eighth grade classes consisting of sixty-four students were tested. Eighth grade students were chosen for the testing of the hypothesis because at this stage of development an adolescent is beginning to develop and understand his attitudes, feelings and beliefs which he has towards others. Yet, at this grade level, students are more willing to communicate their attitudes, feelings, and beliefs than those of higher grade levels.

One member of the testing team read the directions to all participants, in order to be as consistent in the administrative procedure as possible. The students were told that if they had any questions they should raise their hands and one of the testers would help them. The attitude scale was administered to the students first, followed by the questionnaire.

The researchers requested that the participants not write their names on the test material, and informed the students that their papers would not be read or discussed with any of their instructors or school officials. The researchers stressed that the material was to be anonymous and that each student was to answer the questions as truthfully as possible.

The research team received excellent cooperation from both of the schools' administrators and students.

COMPUTER CODING

The research project was designed to permit the use of the one-way analysis of variance statistical test. "It is apparent that a design which permits an analysis of variance makes possible a study of complex interrelationships. It also results in an efficient

design; that is, it permits more reliable conclusions about more hypotheses with fewer cases than if the hypotheses were tested in separate studies." ²³

The one-way analysis of variance is a method of computing the degree of significance in the variations of a particular characteristic among comparable groups or classes of data. This method uses the average of all the squared deviations possible in a population weighted in accordance with their probability of occurrence.

In order for the researchers to use the one-way analysis of variance, the students had to be classified into groups on a single characteristic. Each student was classified according to twenty-seven categories. The researchers were able to run a one-way analysis of variance on nineteen of these categories.

A one-way analysis of variance was not run on four of the variables because of the very small number of subjects in the various categories.

Religion was not a valid variable because all of the subjects were Protestants. This occurred because the sample population was drawn from a church affiliated school system.

The variables, father living, mother living, and parents living together, were disregarded because of the small number of subjects in the various sub-categories.

In addition to these variables, the four categories related to quality of contact were disregarded because it is believed by the researchers that the quality of contact is directly reflected in the attitude scale in each of the related categories.

All data obtained from the questionnaire and attitude scale

was coded on data coding forms for computer processing. The methodology used in the coding procedure is further explained in Appendix H.

DATA ANALYSIS AND RESULTS

For the purpose of this research project the independent variable and the other variables were computed against the dependent variable (attitude scale of each of the students.) Other than the first test (Table 4) wherein the researchers compared the mean scale value of School A against the mean scale value of School B, all remaining categories were computed against the overall mean score. The overall mean score (16.918) was determined by the scale values from the total number of subjects tested.

ANALYSIS OF VARIANCE: SCALE VALUE X SCHOOL

<u>School</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. School A	57	16.075	10.882
2. School B	64	17.668	13.287

Degree of Freedom	1
F Statistic	0.51297
Approximate Significance Probability .	0.475

Non-Significant

Table 6

Other Variables

Sex

The sex of the students tested was found to be of significance when related to the students attitude scores. Test results show that girls on the average have a more favorable attitude toward Negroes than do the boys in the sample. This finding disagrees with Robin Williams Jr. who states that females are slightly more likely than males to have more unfavorable attitudes toward Negroes. ²⁴ However, the test results agree with Margret Hayes and others who observed the same phenomena. ²⁵

ANALYSIS OF VARIANCE: SCALE VALUE X SEX

<u>Sex</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Male	51	20.343	13.738
2. Female	70	14.422	10.328
Degrees of Freedom			1
F Statistic			7.32604
Approximate Significance Probability			0.008

Significant

Table 7

Age

A large number of students from the sample were of average age for their grade. Those who were above average age for their grade tended to have a less favorable attitude toward Negroes. This agrees with Margret Hayes who writes that children of normal age for their grade level, showed more favorable attitudes toward Negroes than those who were above normal age for their grade. ²⁶

ANALYSIS OF VARIANCE: SCALE VALUE X AGE

<u>Age</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. 12 years old	25	17.352	13.274
2. 13 years old	88	15.687	11.138
3. 14 years old	8	29.100	14.567
Degrees of Freedom			2
F Statistic			4.736
Approximate Significance Probability			0.011

Significant

Table 8

Father's Birth Place

It was believed by the researchers that the geographical birth place of a child's father might influence the attitude of the child regarding Negroes. Three of the categories (East-South-West) had an insignificant number of responses for data analysis.

The remaining two categories, Midwest and Foreign Born, were relatively close to the overall mean.

ANALYSIS OF VARIANCE: SCALE VALUE X FATHER'S BIRTH PLACE

<u>Father's Birth Place</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Midwest	95	17.013	12.387
2. East	2	9.200	3.394
3. South	0	-0-	-0-
4. West	3	13.166	3.818
5. Foreign	21	17.757	12.626
Degrees of Freedom			3
F Statistic			0.39102
Approximate Significance Probability			0.760

Non-significant

Table 9

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Father's Nationality

It was believed by the researchers that the nationality of the child's father, with its particular norms and subcultures might have a favorable or unfavorable influence upon a child's attitude toward Negroes.

The Dutch-American category mean was similar to the overall mean, with a slightly higher mean for non-Dutch-Americans.

ANALYSIS OF VARIANCE: SCALE VALUE X FATHER'S NATIONALITY

<u>Father's Nationality</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Dutch-American	106	16.424	11.812
2. Non-Dutch-American	15	20.406	14.571
Degrees of Freedom	 1		
F Statistic	 1.407		
Approximate Significance Probability	 0.238		

Non-significant

Table 10

Father's Occupation

It was believed by the researchers that the higher the father's occupational status, the more favorable will be the child's attitude toward Negroes. According to the literature, it was inferred that the occupation of the child's father might influence the child's attitude (favorable or unfavorable) toward Negroes. ²⁷

Even though the results were non-significant, there is a tendency for children of white collar workers to have more favorable attitudes toward Negroes than those of blue collar workers.

ANALYSIS OF VARIANCE: SCALE VALUE X FATHER'S OCCUPATION

<u>Father's Occupation</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. White collar	76	15.771	12.564
2. Blue collar	42	18.747	11.752
3. Other	3	20.366	5.148
Degrees of Freedom			2
F Statistic			0.928
Approximate Significance Probability			0.398
Non-Significant			

Table 11

Father's Education

Berelson and Steiner write that the higher the level of the education of the child's father, the less unfavorable attitudes a child might have regarding Negroes.²⁸ According to the sample results the higher the father's education, the more favorable the child's attitude toward Negroes. Category one had an insignificant number of responses for data analysis.

Although the probability is higher than that accepted by the researchers, there is a strong trend toward significance. It should be noted that 19 of the students did not know the educational achievement of their fathers. These students mean scores tended to be considerably higher than those students who knew their father's education.

ANALYSIS OF VARIANCE: SCALE VALUE X FATHER'S EDUCATION

<u>Father's Education</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. 8th grade or less	4	8.125	5.533
2. Completed 9, 10, 11 or 12th grade	37	19.243	13.256
3. Some years of College	22	16.290	10.119
4. College or University	39	13.833	11.212
5. I do not know	19	21.300	13.398
Degrees of Freedom	4		
F Statistic	2.193		
Approximate Significance Probability	0.074		

Non-Significant, however:

Strong trend towards significance even though the level is higher than the established level of significance (0.05)

Table 12

Mother's Birth Place

It was believed by the researchers that the geographical birth place of a child's mother might influence the attitude of the child regarding Negroes. Two of the categories, East and South, had an insignificant number of responses for data analysis. Two of the remaining three categories, Midwest and Foreign, were relatively close to the overall mean. The remaining category, West, indicated more favorable child attitudes toward Negroes.

ANALYSIS OF VARIANCE: SCALE VALUE X MOTHER'S BIRTH PLACE

<u>Mother's Birth Place</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Midwest	93	17.806	12.468
2. East	33	5.566	4.375
3. South	1	8.900	-0-
4. West	5	11.120	7.097
5. Foreign	19	16.310	11.997

Degrees of Freedom	4
F Statistic	1.183
Approximate Significance Probability	0.322

Non-Significant

Table 13

Mother's Nationality

It was believed by the researchers that the nationality of the child's mother with its particular norms and sub-cultures might have a favorable or unfavorable influence upon the child, thus effecting the child's attitude toward Negroes. The Dutch-American category mean was similar to the overall mean with a slightly higher mean for non-Dutch-Americans.

ANALYSIS OF VARIANCE: SCALE VALUE X MOTHER'S NATIONALITY

Mother's <u>Nationality</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Dutch-American	109	16.625	12.043
2. Non-Dutch- American	12	19.525	14.209
Degrees of Freedom	 2		
F. Statistic	 0.302		
Approximate Significance Probability	 0.740		
Non-Significant			

Table 14

Mother's Occupation

It was believed by the researchers that the higher the mother's occupational status, the more favorable would be the child's attitude toward Negroes. According to the literature it was inferred that the occupation of the child's mother might influence the child's attitude (favorable or unfavorable) toward Negroes.²⁹ Even though the results were non-significant, there is a tendency for children of white collar workers and children whose mothers are house-wives to have a more favorable attitude toward Negroes than those of blue collar families.

ANALYSIS OF VARIANCE: SCALE VALUE X MOTHER'S OCCUPATION

<u>Mother's Occupation</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. White-Collar	18	16.427	12.123
2. Blue-Collar	25	18.852	11.548
3. Housewife	78	16.411	12.491
Degrees of Freedom			2
F Statistic			0.392
Approximate Significance Probability			0.676

Non-Significant

Table 15

Mother's Education

Berelson and Steiner write that the higher the level of the education of the child's mother, the less unfavorable attitudes a child might have regarding Negroes.³⁰ According to the sample results, the higher the mother's education, the more favorable the child's attitudes toward Negroes. Although the probability level is higher than that accepted by the researchers, there is a trend toward significance. It should be noted that 22 of the students did not know the educational achievement of their mothers. The mean scores of the students tended to be slightly higher than those students who knew their mother's educational level.

ANALYSIS OF VARIANCE: SCALE VALUE X MOTHER'S EDUCATION

<u>Mother's Education</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:	8	12.500	6.910
1. 8th grade or less			
2. Completed 9, 10, 11 or 12th grade	55	19.007	12.788
3. Some years in college	19	12.115	9.283
4. College or University Degree	17	14.476	12.788
5. I do not know	22	19.336	13.175

Degrees of Freedom	4
F Statistic	1.840
Approximate Significance Probability	0.126

Non-Significant, however:

There is a trend towards significance even though the F Statistic is higher than that accepted as significant (0.05)

INDEPENDENT VARIABLES

NEIGHBORHOOD

Contact In the Neighborhood

One important area of contact is the subject's neighborhood. Subjects were divided into two categories; those who had contact, and those who had no contact with Negroes in their neighborhood. The mean score is indicated for each group.

It was felt that those subjects having contact would be more favorable in their attitudes toward Negroes than those reporting no contact. We based this hypothesis on our survey of the literature. Although the mean scores in this category are not significant, there appears to be a trend in the direction of supporting our hypothesis.

ANALYSIS OF VARIANCE: SCALE VALUE X CONTACT IN NEIGHBORHOOD

<u>Contact in Neighborhood</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Had contact	51	15.076	11.994
2. Did not have contact	70	18.260	12.240

Degree of Freedom	1
F Statistic	2.029
Approximate Significance Probability	0.157

Non-Significant, however:
Trend towards significance

Table 17

Actual Number of Contacts with Negroes in the Neighborhood

The researchers believed that the actual number of contacts was an important independent variable and would have essential significance for this study. A survey of the literature presented some diverse opinions. Horton and Leslie write that there appears to be very little relationship between the amount of contact one has with a particular group, and one's attitude toward that group.³¹ On the other hand, Robin W. Williams Jr. in Stranger Next Door presents the view that "the greater the frequency of interaction, the lower the prevalence of ethnic prejudices."³² As the results indicate, actual number of contacts appears to make no significant difference in this category of the study.

ANALYSIS OF VARIANCE: SCALE VALUE X NUMBER OF CONTACTS IN NEIGHBORHOOD

<u>Number of Contacts In Neighborhood</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. No contact	70	18.260	12.240
2. 1-10	12	18.050	11.721
3. 10-50	14	16.507	14.184
4. 50-100	18	11.862	8.457
5. 100-500	6	17.733	16.241
6. More than 500	11	10.900	8.918
Degree of Freedom			5
F Statistic			1.010
Approximate Significance Probability			0.415
Non-Significant			

Table 18

CHURCH

Contact in the Church

A second important area of contact is the subject's church. We felt that this would have increased relevancy since all our subjects attended a church-affiliated school. The literature reveals controversy. Kenneth Clark writes that those individuals who profess strong religious affiliations are frequently likely to have strong racial prejudice.³³ On the other hand, Robin W. Williams Jr. writes that religious training which successfully stresses tolerance and brotherhood tends to lessen prejudice.³⁴ The researchers believed that those subjects having contact with Negroes in their church would have more favorable attitudes toward Negroes than those not having contact. The subjects were divided into two categories; those who had contact with Negroes in their church, and those who did not. Although the mean scores in this area of contact are not significant, they do however, support our original hypothesis that contact lends itself to more favorable attitudes toward Negroes.

ANALYSIS OF VARIANCE: SCALE VALUE X CONTACT IN CHURCH

<u>Contact in Church</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Had Contact	28	15.571	12.762
2. Did not have contact	93	17.323	12.054
Degree of Freedom			1
F Statistic			0.442
Approximate Significance Probability			0.507
Non-Significance			

Table 19

Actual Number of Contacts with Negroes in Church

The researchers believed that the actual number of contacts in church is an important independent variable and would have significance for this study. The researchers further felt that this would have increased relevancy since all the subjects attended church affiliated schools. The results only indicated a trend in the predicted direction, namely that of more favorable attitudes with increased contact.

ANALYSIS OF VARIANCE: SCALE VALUE X NUMBER OF CONTACTS IN CHURCH

<u>Number of Contacts in Church</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. No contact	93	17.323	12.054
2. 1-10	11	22.054	13.476
3. 10-50	7	12.214	10.035
4. 50-100	5	14.320	14.968
5. 100-500	5	7.260	6.831
6. More than 500	0	-0-	-0-
Degree of Freedom			4
F Statistic			1.651
Approximate Significance Probability			0.166

Non-Significant, however:
Trend towards significance

Table 20

SCHOOL

Contact in the School

A third important area of contact is the subject's school. It was believed by the researchers that the school was the major socializing agent outside the home. Thus, those subjects coming into contact with Negroes in this area would have more favorable attitudes than those not having this contact. As the sample results indicate, our prediction was invalid, however, the mean scores are relatively close to the overall mean.

ANALYSIS OF VARIANCE: SCALE VALUE X CONTACT IN SCHOOL

<u>Contact in School</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Had Contact	62	17.482	13.383
2. Did not have contact	59	16.325	10.879

Degree of Freedom	1
F Statistic	0.270
Approximate Significance Probability	0.604

Non-Significant

Table 21

Actual Number of Contacts with Negroes in School

As the results indicate, actual number of contacts with Negroes in school was not found to be significant in shaping attitudes.

ANALYSIS OF VARIANCE: SCALE VALUE X NUMBER OF CONTACTS IN SCHOOL

<u>Number of Contacts in School</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. No Contact	59	16.325	10.879
2. 1-10	10	24.580	16.172
3. 10-50	22	17.368	14.031
4. 50-100	8	19.012	14.363
5. 100-500	13	15.000	11.198
6. More than 500	9	12.100	8.835

Degree of Freedom	5
F Statistic	1.228
Approximate Significance Probability	0.300

Non-Significant

Table 22

PLAY ACTIVITIES

Contact in Play Activities

Our final area for testing contact is the subject's leisure time activities. The subjects were divided into two categories; those who had contact with Negroes, and those who did not have contact in their leisure time activities. Below, the mean scores are indicated for each group. It was believed that those subjects having more contact would be more favorable in their attitudes toward Negroes than those lacking this contact. Although the mean score in this category is not significant, there appears to be a trend in the direction of supporting the hypothesis.

ANALYSIS OF VARIANCE: SCALE VALUE X CONTACT IN PLAY

<u>Contact in Play</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Had contact	57	14.984	10.758
2. Did not have contact	64	18.640	13.181
Degree of Freedom			1
F Statistic			2.752
Approximate Significance Probability			0.100

Non-Significance, however:
Trend towards significance

Table 23

Actual Number of Contacts with Negroes in Play Activities

As the results indicate, actual number of contact with Negroes in play activities was not found to be significant in shaping attitudes.

ANALYSIS OF VARIANCE: SCALE VALUE X NUMBER OF CONTACTS IN PLAY

<u>Number of Contacts in Play</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. No Contact	64	18.640	13.181
2. 1-10	14	14.964	9.730
3. 10-50	18	15.688	11.617
4. 50-100	11	18.000	13.467
5. 100-500	6	14.716	10.797
6. More than 500	8	9.487	5.465
Degree of Freedom			5
F Statistic			1.015
Approximate Significance Probability			0.412

Non-Significant

Table 24

OVERALL CONTACT

In the category of overall contact each of the four major areas of contact were combined. Subjects were sub-divided into those having high contact and those having minimal contact. (See Appendix H, column 34) These scores were then compared with the attitude scale scores. This category was essential to the research project as the results would either support or reject the central hypothesis.

The hypothesis of this study states:

White persons in contact with Negroes will develop more favorable attitudes toward Negroes than those not having such contact.

As the test results indicate, this hypothesis is not substantiated. Although the probability level is higher than that accepted by the researchers there is a trend towards significance.

ANALYSIS OF VARIANCE: SCALE VALUE X OVERALL CONTACT

<u>Contact</u>	<u>Frequency</u>	<u>Mean</u>	<u>Standard Deviation</u>
Overall	121	16.918	12.190
Category:			
1. Minimal contact	51	18.639	12.124
2. High contact	70	15.664	12.170
Degree of Freedom			1
F Statistic			1.768
Approximate Significance Probability			0.186

Non-Significant, however:
Trend Towards Significance

Table 25

CONCLUSIONS AND DISCUSSION

Two variables were found to be significant when related to the attitudes scale: sex of the subject and his (or her) age upon entering the eighth grade. Males had less favorable attitudes toward Negroes than females. One explanation is that girls are thought to be more sensitive to peoples' feelings and the processes of human interaction. Females tend to be more "person-orientated" while males tend to be more "object-orientated." If this is true, females should be better able to empathize with the feelings of others, and thus have less unfavorable attitudes.

A large number of students from the sample were of average age for the eighth grade. Those who were above average age for the eighth grade tended to have a less favorable attitude toward Negroes. A possible explanation for this is that those children not of average age for their class were in a minority and being a grade behind in school, projected their own feelings of inadequacies.

Education of parents was found to be non-significant, however, statistical results indicated there is a trend toward education being an influential factor. The trend revealed that the higher the parents' education, the more favorable the child's attitude toward Negroes.

The independent variable, contact, was essential to this study and it was felt by the researchers that contact would give one a more favorable attitude toward Negroes. Although the probability

level is higher than that accepted by the researchers, there is a trend toward significance.

The hypothesis of this study states:

White persons in contact with Negroes will develop more favorable attitudes toward Negroes than those not having such contact.

This hypothesis is not substantiated by the results of this study. Therefore the null hypothesis of this study is accepted:

White persons in contact with Negroes will not develop more favorable attitudes than those not having this contact.

IMPLICATIONS AND LIMITATIONS

It is evident from this study that there is something else besides contact which influences one's attitude toward Negroes. Horton and Leslie write that in general, race attitudes are based far more on contact with the attitudes of others around us than upon contact with other race groups.³⁵ Although this study was not designed to control for the attitudes of others around us it is believed that this is a possible explanation and would be a beneficial area for further research.

The scope of this study was limited due to the necessity of confining our study to a church affiliated school. The researchers believe a similar test administered to public school children could offer a more heterogeneous population. Unfortunately, many of our variables were designed and intended for just such a group.

PLEASE READ INSTRUCTIONS CAREFULLY

The following list of questions asks how young people of your age get along together. There are no right or wrong answers. Your answer will have no effect on your marks in school. You can help us very much if you will answer all the questions as best you can. Your answers will be kept in confidence, and will not be read by your teacher or anyone else in your school.

Do NOT write your name on this questionnaire.

In all questions which have two or more possible answers, circle the letter of the answer which you think is best.

EXAMPLE:

Which grade are you in? (Circle one)

Fifth a

Sixth b

Seventh c

Eighth (d)

Ninth e

If the instructions are not clear to you, ask your question now.

1. What is your sex? (Circle one)

Boy a

Girl b

2. What was your age when you started school this year? _____

3. What is your race? (Circle one)

Negro a

White b

4. What is your religion? (Circle one)

I prefer not to answer a

Catholic b

Protestant c

Jewish d

None, or other e

5. Where was your father born? _____
(Name of city)

(Name of country or state)

6. What is your father's nationality? (Circle one)

Dutch-American - - - - K

English-American a

French-American b

German-American c

Irish-American d

Italian-American e

Negro-American f

Polish-American g

Spanish-American h

Other j

14. What is the highest grade your mother completed in school? (Circle one)

8th grade or less a

completed 9, 10, 11 or 12 grade b

some years in college c

college or university degree d

I do not know e

15. Is your father living? (Circle one)

yes a

no b

16. Is your mother living? (Circle one)

yes a

no b

17. If both of your parents are living, are they living together in your home?
(Circle one)

yes a

no b

The following questions relate to your contact with Negroes.

18. I have had contact with Negroes in my neighborhood. (Circle one)

yes a (If your answer is yes, answer all questions on this page.)

no b (If your answer is no, do not answer questions 19 and 20 on this page -- go directly to the next page and begin answering question 21.)

19. Considering all the times you have talked, played or in some other way had personal contact with Negroes in your neighborhood, about how many times has it been altogether? (Circle one)

less than 10 times a

10 to 50 times b

50 to 100 times c

100 to 500 times d

more than 500 times e

20. Generally, have these contacts with Negroes been: (Circle one)

very good a

good b

fair c

bad d

very bad e

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound perspective on the future.

2. The second part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound perspective on the future.

3. The third part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound perspective on the future.

21. I have had contact with Negroes in my church. (Circle one)

yes a (If your answer is yes, answer all questions on this page.)

no b (If your answer is no, do not answer questions 22 and 23 on this page -- go directly to the next page and begin answering question 24.)

22. Considering all the times you have talked, played or in some other way had personal contact with Negroes in your church, about how many times has it been altogether? (circle one)

less than 10 times a

10 to 50 times b

50 to 100 times c

100 to 500 times d

more than 500 times e

23. Generally, have these contacts with Negroes been: (Circle one)

very good a

good b

fair c

bad d

very bad e

24. I have had contact with Negroes in my school. (Circle one)

yes a (If your answer is yes, answer all questions on this page.)

no b (If your answer is no, do not answer questions 25 and 26 on this page -- go directly to the next page and begin answering question 27.)

25. Considering all the times you have talked, played or in some other way had personal contact with Negroes in your school, about how many times has it been altogether? (Circle one)

less than 10 times a

10 to 50 times b

50 to 100 times c

100 to 500 times d

more than 500 times e

26. Generally, have these contacts with Negroes been: (Circle one)

very good a

good b

fair c

bad d

very bad e

27. I have had contact with Negroes in my play, or in clubs such as Boy Scouts, Girl Scouts, YMCA, YWCA, etc. (Circle one)

yes a (If your answer is yes, answer all questions on this page)

no b (If your answer is no, do not answer questions 28 and 29 on this page -- go directly to the next page and begin answering question 30.)

28. Considering all the times you have talked, played or in some other way had personal contact with Negroes in your play or clubs, about how many times has it been altogether? (Circle one)

less than 10 times a

10 to 50 times b

50 to 100 times c

100 to 500 times d

more than 500 times e

29. Generally, have these contacts with Negroes been: (Circle one)

very good a

good b

fair c

bad d

very bad e

30. Is there anything else that you would like to add about your contacts with Negroes? _____

31. Are there any comments you would like to add about this questionnaire, or the purpose for filling it out? _____

Thank you for helping us by filling out this questionnaire.

THURSTONE SCALE ANALYSIS

Thurstone used the method of equal-appearing intervals to construct an attitude scale. The scale consists of a linear continuum having three main points; the neutral position in the middle, and the ends of the scale for the opposite extremes of attitude. The exact usage and theory is further expalined below.

In measuring attitudes, we must first consider what we mean by "attitude." Thurstone wrote that attitude denotes the "sum-total of a man's inclinations and feelings; prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic." These attitudes are expressed as opinions - - "A verbal expression of attitude." Because opinions are symbols of attitudes they can be used for measuring attitudes. However, even when opinions are measured, it cannot be implied that they will be a reliable guide to the actions of the subjects involved.³⁶

Attitudes have associated variables depending upon the type of attitude and the context of enquiry. In measuring attitudes it is important to specify the attitude to be measured, and to limit measurement to that alone. For example, when measuring attitudes towards the Negroes as a minority group, any mention of Jews as a minority group must be excluded from the scale. Variables should be presented so that they can be considered in terms of more or less of that variable, for example, just how much restriction should be imposed on the sale of cigaretts. The variation in this example can range from prohibition of all sales to unrestricted sales. When a large number of subjects are asked

to rank a series of attitude statements, their ratings of each statement will show a range of concensus and discensus. A frequency distribution for the ranking of each statement along a given continuum can then be calculated. It is important to understand that Thurstone was asking his subjects to rank the statements on a continuum - he did not ask for their opinions on the statement's content.

When subjects are asked to rank a series of attitudes along a continuum, four descriptive factors can be deduced. Firstly, each individual's mean or average attitude on the issue under study can be calculated on the scale. Secondly, we can also find just how much latitude of opinion he can accept or tolerate. Thirdly, the relative popularity of each attitude as it is rated by a group of subjects can be found from studying the frequency distribution of the attitude. Lastly, the degree of concensus within the group concerning their attitudes on an issue can be found from the degree of dispersion of the frequency distribution.³⁷

In Thurstone's original study, he selected 130 statements from various persons and from current literature. His study was concerned with opinions about the church, and was done in collaboration with E.J. Chave at the University of Chicago. Their findings were published in 1929. Thurstone suggested the following criteria for selecting statements. Statements should be brief, and should not be double-barrelled. They should be written so that subjects can endorse or reject them in accordance with their own attitude. Also, the statements must be constructed so

that accepting or rejecting them reveals something of the attitude of the subject about the issue at hand.

The 130 statements were each duplicated on slips of paper. Three hundred and forty-one subjects* were given 130 slips, each with one statement on it. The subjects were asked to sort the statements into 11 piles, ranging from those statements most antagonistic to the church, to those most favorable to the church. "It should be noted that in sorting the statements the subject did not express his own opinion about the church." He was only asked to sort and rank the statements presented to him. Only three of the 11 designated piles were labelled. The first - "highest appreciation of the church;" the eleventh - "strongest depreciation of the church;" the sixth - "this pile contains only neutral expressions." It is important not to label the other piles for the subjects. Without labelling, the subjects each perceive the

* Other researchers have gained good results with fewer judges. Uhrbrock (1934) used two groups of 50 judges to judge 279 statements. The correlation between scale values obtained independently from the two groups was .99 . Rosander (1936) obtained a correlation of .99 using the same method, but with groups of 15 judges rather than 50.³⁹

** Several other methods have been tried to facilitate the recording of judgements. Ballin and Farnsworth (1941) gave judges an 11" line for each statement, and instructed judges to mark the line where they felt the statement belonged in relation to the labelled end-points and neutral mid-point. Seashore and Hevner (1933) printed statements in booklets, each statement having an 11 point scale printed beside it. Judges were asked to circle the appropriate number. Edwards and Kilpatrick (1948) used a further modification. They had judges sort all the statements into three piles: favorable, unfavorable and neutral. The favorable pile was then subdivided into: most favorable, least

remaining piles to be equi-distant. This would be destroyed by arbitrary labelling. ** 38

To eliminate careless subjects, or those who had misunderstood the instructions, Thurstone eliminated those who had placed 30 or more statements in one of the 11 piles.⁴¹ In his entire study, only 41 of the subjects were excluded. In discussing Thurstone's method, Edwards clarifies this procedure and states that it was necessary to eliminate the judges who responded in "terms of their own agreement or disagreement with the statements rather than in terms of the judged degree of favorableness-unfavorableness." ⁴²

Thurstone tabulated his results in a table of accumulative proportions. (see table 1). He then constructed a separate graph for each statement. (see figure 1). The assigned scale value of the statement is located where the curve of the graph intersects with the fifty centile point. Where the curve intersects with the 25 and 75 centile points (quartile points) the values are noted, and the difference between them is the measure of the ambiguity of the statement (Q). ⁴³

Those statements which had a high Q value were discarded. From those remaining, 45 were chosen which had low Q values, and which were evenly spaced along the entire scale. The 45 statements were arranged in random order and presented to the subjects

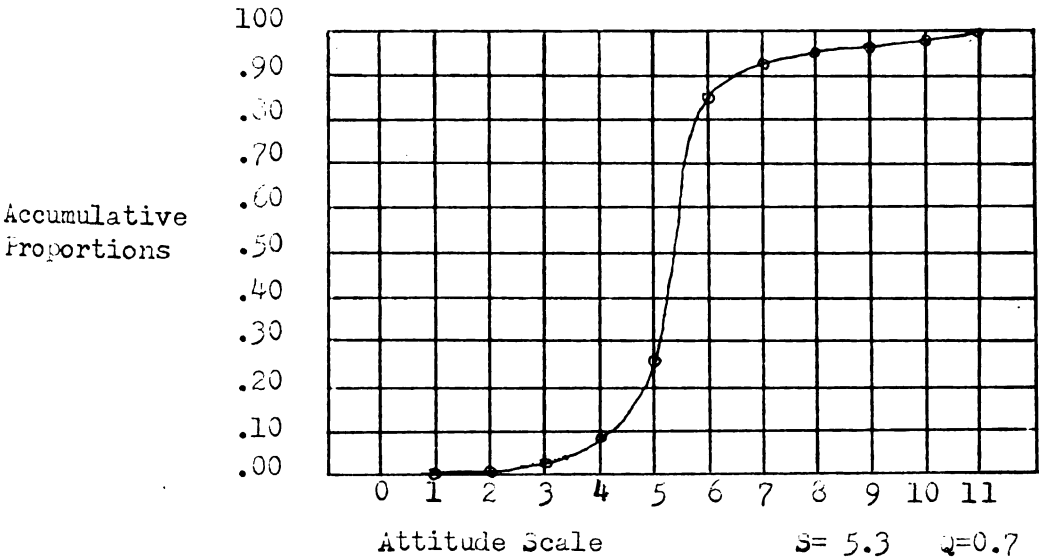
favorable and a middle group. The unfavorable pile was divided into: most unfavorable, least unfavorable, and a middle group. The neutral pile was sub-divided into: slight degree of favorableness, slight degree of unfavorableness and neutral. Judges were allowed to shift statements between piles until they were satisfied. ⁴⁰

SUMMARY OF SORTING OF 130 STATEMENTS BY 300 PERSONS

Figure 1

State- ment	Scale Value	Accumulative Proportions											
		Q	A	B	C	D	E	F	G	H	I	J	K
		0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	
1	9.9	2.4	.00	.00	.00	.00	.00	.08	.17	.23	.33	.52	1.00
2	3.4	1.3	.02	.13	.35	.72	.93	.97	.98	.99	1.00	1.00	1.00
3	7.6	1.9	.00	.00	.01	.01	.01	.00	.33	.60	.84	.98	1.00
4	2.7	1.5	.06	.26	.60	.91	.98	.99	1.00	1.00	1.00	1.00	1.00
5	6.4	2.4	.01	.02	.03	.11	.29	.39	.64	.86	.96	.99	1.00
6	2.0	1.7	.21	.51	.76	.86	.96	.98	.99	.99	.99	1.00	1.00
7	8.2	2.0	.00	.00	.00	.01	.01	.03	.20	.45	.71	.94	1.00
8	6.7	3.6	.00	.01	.02	.09	.27	.41	.54	.67	.81	.93	1.00
9	5.3	0.7	.01	.02	.03	.06	.25	.87	.93	.96	.98	1.00	1.00
10	8.6	3.0	.00	.00	.00	.00	.00	.14	.27	.41	.58	.79	1.00

44



45

Graph showing accumulative proportions and distribution on attitude scale for Thurstone's statement no. 9

whose attitudes were to be recorded. Subjects were instructed to check the statements which they could endorse.⁴⁶

Edwards used a slightly different, but more direct way to obtain scale values and the values of Q. Firstly, Edwards used a modified way of numbering his 11 point scale. This makes no difference in results, but it does make for easy reading.⁴⁷

A	B	C	D	E	F	G	H	I	J	K	
0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	
0	1	2	3	4	5	6	7	8	9	10	11

Thurstone's equal-appearing interval continuum

A	B	C	D	E	F	G	H	I	J	K
1	2	3	4	5	6	7	8	9	10	11

Edwards equal-appearing interval continuum

Instead of plotting individual graphs for each statement, a time consuming practice, Edwards summarized the frequency, proportions and accumulated proportions in one table. Using the formula below the table, scale value, median, 25 and 75 centiles as well as Q (75-25 centile) can quickly be calculated.

The Method of Equal-Appearing Intervals

TABLE 4.1

Summary table for judgments obtained by the method of equal-appearing intervals

48

Statements	Sorting Categories											Scale Value	Q Value
	A	B	C	D	E	F	G	H	I	J	K		
	1	2	3	4	5	6	7	8	9	10	11		
1 f	2	2	6	2	6	62	64	26	18	8	4	6.8	1.7
1 p	.01	.01	.03	.01	.03	.31	.32	.13	.09	.04	.02		
1 cp	.01	.02	.05	.06	.09	.40	.72	.85	.94	.98	1.00		
2 f	0	0	0	10	40	28	50	26	28	14	4	6.9	2.8
2 p	.00	.00	.00	.05	.20	.14	.25	.13	.14	.07	.02		
2 cp	.00	.00	.00	.05	.25	.39	.64	.77	.91	.98	1.00		
3 f	0	0	0	2	8	6	26	44	56	44	14	8.7	2.0
3 p	.00	.00	.00	.01	.04	.03	.13	.22	.28	.22	.07		
3 cp	.00	.00	.00	.01	.05	.08	.21	.43	.71	.93	1.00		

If the median of the distribution of judgments for statement is taken as the scale value of the statement, then the scale values can be found from the data arranged in the manner of Table 4.1 by means of the following formula

$$S = l + \left(\frac{.50 - \sum P_b}{p_w} \right) i$$

where S = the median or scale value of the statement

l = the lower limit of the interval in which the median falls

$\sum P_b$ = the sum of the proportions below the interval in which the median falls

p_w = the proportion within the interval in which the median falls

i = the width of the interval and is assumed to be equal to 1.0

To find 25 centile substitute 25 centile throughout the above formula. Proceed similarly for the 75 centile.

Thurstone suggested two methods of obtaining a score for each respondent. Both methods considered only those statements endorsed by the respondent.

In the first method, the sum of the scale values divided by the number endorsed gives the score. (arithmetic mean). The second method considers all statements in a rank order. Each statement receives a rank order number. Again the arithmetic mean is calculated, but in this instance, it is the mean of the rank numbers of endorsed statements. This method, however, is only valid when statements are equally distributed throughout the 45 statement scale.

Thurstone checked the reliability of the scale values as follows: ⁴⁹

Ambiguity value $Q = 2 \times$ quartile deviation of the distribution of each opinion on scale
 $Q = 2q$

Average Q value of the opinions = e.g. 1.67
 thus
 $q = Q/2 = .84$

Standard deviation of the distribution of scale values on average
 $\sigma_{\text{distribution}} = q/.67 = 1.25 \text{ scale units}$

scale value is the median of its distribution

$\sigma_{\text{median}} = 1.25 \frac{\sigma}{\sqrt{n}} = 0.09 \text{ (when } n=300)$

probable error of scale value = $0.67 \times 0.09 = 0.06 \text{ scale units}$

Edwards does not mention a particular method for checking the error of the scale value, but he has a statistical method for checking the reliability of the scales used, i.e., the equal-appearing interval attitude scales. From the initial group of statements,

Edwards selected two groups, the actual attitude scale, and a second group having fairly low Q values and a fairly even distribution of scale values. Both sets of statements were administered to the same group of subjects. The results were correlated, giving a measure of the reliability of the scales used. The reliability coefficient was usually above .85 .⁵⁰

In The Measurement of Values, Thurstone recommended that every effort be made to avoid the scale breaking in two. All gradations need to be equally represented even if this requires editing to produce neutral statements.⁵¹

He also noted that "the scale must transcend the group measured." That is, the process of evaluating statements will be equally as difficult or easy for persons holding all gradations of values and attitude. The validity of a statement, i.e., whether or not its evaluation shifts with the bias of the evaluator, can be tested. The scale values for statements relating to military action evaluated by a group of "war hawks" can be compared with scale values of the same statements evaluated by "peace doves." If the scale values obtained from the two groups are almost identical then this is evidence that this method of measuring values or attitudes is valid.⁵²

Thurstone lists two objective criteria which he used to discriminate between valid and invalid statements.⁵³ The criterion of ambiguity considers the deviation from the mean. The greater the deviation of evaluations from the mean evaluation, the more ambiguous the statement, and its diminished utility as an instrument for gauging values or attitudes. The criterion of irrelevance

is applied as follows. Two statements with identical scale values are submitted to subjects. If both statements are equally endorsed this is an indication that both statements are being evaluated by the same criteria. However, if a statement with a very different scale value is equally as often endorsed, this suggests that extraneous factors are intervening and invalidating the statement.

Thurstone himself criticized the use of judges saying that the scale values were dependent on the character and number of judges chosen. Later researchers demonstrated that the number of judges need not interfere with the process.⁵⁴

Gardner Murphy and ~~Benis~~ Likert in Public Opinion and the Individual (1938) and Edward A. Rundquist and Raymond Sletto in Personality in the Depression (1936), went beyond Thurstone's original study. Likert developed his own modified scale. In his modified Thurstone scale it was necessary that all subjects respond to all items, instead of merely checking the statements they could endorse. This necessitated allowing for responses of disagreement. Since it is not practical to expect persons to be categorically in agreement or disagreement with all statements, a third category of "doubtful" was added. This three point scale was broadened to introduce a measure of intensity from "strongly agree" through "agree," "uncertain," and "disagree," to "strongly disagree."

This type of scale is scored by arbitrarily assigning the values 1-5 to the response categories. The order will have to be reversed

on some statements depending on the form of the statement. For example, 1 must always be paired with "strongly agree" with a statement favorable to (Negroes), and "strongly disagree" with a statement unfavorable to (Negroes).⁵⁵

The Likert scale can be further refined, but discussion of this goes beyond the scope of this present study.

ATTITUDE STATEMENTS

1. Negroes are honest and can be depended upon.
2. Negroes are fine people.
3. Negroes are not very patriotic.
4. Negroes should be permitted to marry people of other races.
5. Negroes command the respect of any group.
6. Negroes take pride in themselves.
7. Negroes are superstitious.
8. Negroes would rather drive a flashy car than live in a decent house.
9. Negroes have many undesirable habits.
10. Negroes have nothing about them that I can admire.
11. Negroes respect only brute force.
12. Negroes are our worst citizens.
13. I don't think that Negroes can ever get along with whites.
14. If Negroes move into a neighborhood the values of the homes go down.
15. The only trouble with colored people is the way they increase.
16. Negroes don't care how they live.
17. The majority of Negroes are lazy.
18. Negroes have different ways, and carry on just like wild men.
19. Negroes are slow in education.
20. Negroes should have an equal chance to get good jobs.
21. There are a lot of Negro people who are cleaner and neater than some white people.
22. Negroes are good workers and can earn a living just like anybody else.
23. Negroes and whites might have better relationships if more were to intermarry.
24. When Negroes move in, the property values go down.
25. Some Negroes are very smart, and they should not be hindered just because they are colored.
26. Some Negroes are good guys.
27. Negroes don't save much money.
28. I would have just as much fun if Negro kids went to the same parties that I go to.

29. I would be just as satisfied if I were in a class which had a Negro school teacher.
30. It would make no difference to me if I took a job where I had to take orders from a Negro.
31. Negroes should be allowed to eat in the same restaurants with white people.
32. I think our family should allow a Negro family to move in next door to our house.
33. It would be better for everybody if Negroes and whites were allowed to go to the same churches.
34. I think it would be perfectly alright if a Negro tried to date with a girl or boy in my family, or with a girl or boy I like.
35. The Negro people are just as honest and warm and friendly as other people.
36. The black race should be given as much chance to rule the world as the white race.
37. Sending the Negroes back to Africa is a poor way to improve American civilization.
38. It would be a mistake to ever have Negroes for foremen and leaders over whites.
39. Negroes have their rights, but it is best to keep them in their own districts and schools, and best to prevent too much contact with whites.
40. Negro musicians may sometimes be as good as white musicians.
41. The people who raise up all the talk about putting Negroes on the same level as whites are mostly radical agitators trying to stir up conflict.
42. Most Negroes would become overbearing and disagreeable if not kept in their place.
43. to 49.; No Attitude Statements listed.
50. Black Power is un-american.
51. I would not live in the same apartment building with Negroes.
52. Negroes should have the same chance as white people in having the opportunity to get a good education.
53. Manual labor and unskilled jobs seem to fit the Negro mentality and ability better than more skilled and responsible work.
54. I believe that there should be separate sections in this city for Negroes to live in.

55. The presence of Negroes in a white neighborhood causes the property values to decline.
56. Negroes have a higher criminal rate than whites.
57. Negroes can be trusted as whites.
58. The Negro does not have the same capacity for reasoning as the white man.
59. Negro children usually stop school at an earlier age than white children because they are less intelligent.
60. Negroes are as capable of profiting from education as are whites.
61. I consider that the Negro is only fit to do the dirty work of the white community.
62. Colored people are equal to white people in potential ability, but have lacked equal opportunity.
63. A Negro would make just as good an airplane pilot as a white man if they both had the same education and training.
64. The average Negro makes as good a soldier as the average white soldier.
65. Negroes would rather have someone tell them what to do than make decisions themselves.
66. Negro leaders should encourage Negroes to be less demanding and to keep out of public notice because they usually ask for more than they deserve.
67. If Negroes were treated any better than they are now, soon they would start making impossible demands.
68. Negroes would rather go only to places that Negroes go.
69. Negroes would just as soon go to places where white people go.
70. It is hard to get a Negro to stick to a job because he is naturally lazy.
71. Negroes are ambitious and will work hard to get ahead in the world.
72. Negroes take care of the nice things, such as new houses, when they have them.
73. All Negroes are pretty much alike.
74. I would say that there are more ill-mannered Negroes in the total population than there are poor ill-mannered whites.
75. You cannot condemn the entire black race because of the actions of some of its members.
76. The Negro problem will settle itself without my worrying about it.

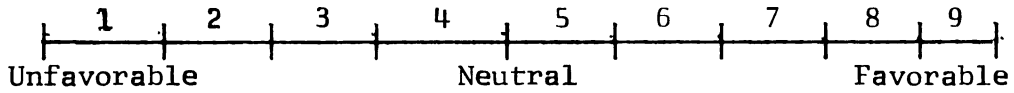
77. The present social system is not unjust to the Negro.
78. The present social system is unjust to the Negro.
79. I feel that the Negro is not getting a square deal.
80. I feel that the Negro has a lot to be thankfull for.
81. I consider that the Negro has been unjustly deprived of his rights by the white man.
82. I feel that a better relationship between Negroes and whites is desireable.
83. I feel that the Negro in the United States has just as good a chance as the white person.
84. I am afraid to walk through a Negro neighborhood alone.
85. I would approve of a Negro family living next-door to me.
86. Racial intermarriage should be permitted by law.
87. Racial intermarriage should not be permitted by law.
88. I would permitt a Negro to be a close friend.
89. I would never allow a Negro to be a close friend.
90. When someone is given a license to run a place of entertainment he should have the right to keep certain races from using his place.
91. No person should have the right to prohibit certain races from using his place of public entertainment.
92. It is wrong for parents to discourage their children from playing with children of the Negro race.
93. It is all together proper for parents to permitt their children to play with children of the Negro race.
94. I think that white students and Negro students should go to the same schools.
95. I disapprove of Negro marches and demonstrations.
96. Riots and looting will hinder the Negro cause.
97. Both Negroes and whites are created in God's image.
98. The Negroes are innately superior but the white race has kept them down.
99. I am always uneasy in the presence of Negroes.
100. Negroes and whites should not attend separate schools.
101. Every possible means, including laws should be used to give equal social status and rights to the Negro.
102. It would be a mistake to have Negroes as foremen; and leaders over whites.

103. The people who raise all the talk about putting Negroes on the same level are mostly radical agitators trying to stir up conflict.
104. I would rather see the white people lose their position in this country than to keep it at the expense of injustice to the Negro.
105. I think that the Negro can contribute as much to society as other groups once given the chance.
106. I would be afraid if I were the only person in a large group of individuals.
107. It would help if the white man knew more about the Negro and his problems.
108. If a Negro was a candidate for class president, and I felt he deserved my vote, I would vote for him without hesitation.
109. It bothers me to hear the Negro 'run-down' in conversations among the whites.
110. Negroes make the best maids and butlers.
111. Negroes are bad housekeepers and do not know how to raise children.
112. I would lose my friends if I associated with Negro children.
113. I regard the Negroes as a specially bad group.
114. I believe that most Negro couples do not bother about getting married legally,
115. I see nothing wrong with intermarriage.
116. Intermarriage is wrong and should not be talked about.
117. It is unamerican to feel hatred toward the Negro or any other minority group.
118. It is up to the community to solve the Negro problem.
119. The federal government is correct in passing legislation to aid the Negro.
120. I disapprove of the use of the word 'nigger.'
121. The education of the Negro will solve the race problem.
122. I consider that the white man is neglecting to do his duty by not doing more to improve the lot of the Negro.
123. I have no objection to the Negro provided that he keeps his proper place.
124. Negroes should never be placed in authority over white people.

125. It is the Negroes own fault that he is in the situation that he is in today.
126. Negroes are demanding more than they have a right to.
127. I would be happy if a Negro family moved next door to me.
128. I would be unhappy if a Negro family moved next door to me.
129. The Negro should be kept out of politics.
130. A Negro has the right to a fair trial in court regardless of what he has done.
131. I feel that Negroes in the United States have just as good a chance as white people to get any kind of job.
132. It is hard to get a Negro to stick to a job because he is natu^rally lazy.
133. Negroes are ambitious and will work hard to get ahead in the world.
134. Give the Negro a high position in society and he will show himself equal to it.
135. Negroes can be trusted by white people.
136. I would stop swimming at a public pool if Negroes started swimming there.
137. I deplore the injustice that the Negro receives in this country.
138. I would be willing to invite a Negro friend into my home to meet my parents.

THE THURSTONE TYPE SCALE

Example:



1		UNFAVORABLE
2		
3		
4		
5		NEUTRAL
6		
7		
8		
9		FAVORABLE

DIRECTIONS FOR SORTING STATEMENTS

1. The 138 slips contain statements regarding the positions of Negroes in American society. These statements were compiled from the writings of professionals and from case materials.
2. In making a scale to be used in a test of opinions relating to Negroes in American society, we want a number of persons to sort these slips into nine categories.
3. You are given a sheet with numbers on it; 1 through 9. In space 1 write the numbers of those statements which you believe express the most unfavorable opinion about Negroes. In space 5 write the numbers of those statements which you believe express a neutral position. In space 9 write the numbers of those statements which you believe express the most favorable opinion about Negroes. Arrange the rest of the statements in accordance with the degree of opinion favorable or unfavorable to Negroes, and record these numbers in spaces 2,3,4,6,7,8 as you believe appropriate.
4. This means that when you are through sorting you will probably have statements in all nine spaces arranged in order of value estimation from 1, the most unfavorable, to 9, the most favorable.
5. Do not try to get the same number of responses in each space. They are not evenly distributed.
6. The numbers on the slips are code numbers for identification only, and do NOT imply any kind of rank order.
7. You will find it easier to sort them if you look over a number of slips, chosen at random, before you begin to sort.
8. It will probably take you about forty-five minutes to sort them.
9. When you are through sorting, and have recorded each slip in the space where you believe it best belongs, replace all the slips in the envelope provided, and return everything to the investigator.

THANK YOU FOR YOUR ASSISTANCE ON OUR PROJECT.

Below are thirty (30) statements; please circle A (Agree) if you agree with the statement, or D (Disagree) if you disagree with the statement.

Please answer each statement.

- A D 1. I would approve of a Negro family living next door to me.
- A D 2. It is wrong for parents to discourage their children from playing with children of the Negro race.
- A D 3. Negroes would rather go only to places that Negroes go.
- A D 4. I think it would be perfectly alright if a Negro tried to date with a girl or boy in my family, or with a girl or boy I like.
- A D 5. The Negro does not have the same capacity for reasoning as the white man.
- A D 6. It bothers me to hear the Negro 'run down' in conversations among the whites.
- A D 7. Negroes are our worst citizens.
- A D 8. When someone is given a license to run a place of entertainment, he should have the right to keep certain races from using his place.
- A D 9. I would lose my friends if I associated with Negro children.
- A D 10. Negroes would rather drive a flashy car than live in a decent home.
- A D 11. You cannot condemn the entire black race because of the actions of some of its members.
- A D 12. The education of the Negro will solve the race problem.
- A D 13. The presence of Negroes in a white neighborhood causes the property values to decline.
- A D 14. I consider that the white man is neglecting to do his duty by not doing more to improve the lot of the Negro.
- A D 15. If a Negro was a candidate for class president, and I felt he deserved my vote, I would vote for him without hesitation.
- A D 16. Negroes take pride in themselves.
- A D 17. I would be unhappy if a Negro family moved next door to me.
- A D 18. Negroes are superstitious.
- A D 19. I feel that Negroes in the United States have just as good a chance as white people to get any kind of job.

A = Agree
D = Disagree

-2-

- A D 20. I have no objection to the Negro, provided that he keeps his proper place.
- A D 21. It is altogether proper for parents to permit their children to play with children of the Negro race.
- A D 22. Negroes don't save much money.
- A D 23. Negroes have different ways, and carry on just like wild men.
- A D 24. I consider that the Negro is only fit to do the dirty work of the white community.
- A D 25. Negroes would just as soon go to places where white people go.
- A D 26. Negroes are honest and can be depended upon.
- A D 27. If Negroes move into a neighborhood, the value of the houses goes down.
- A D 28. Negroes take care of the nice things, such as new houses, when they have them.
- A D 29. It would help if the white men knew more about the Negro and his problems.
- A D 30. I think that the Negro can contribute as much to society as other groups, once given the chance.

Columns	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
Example I (School A)	1	0	4	1	0	6	5	1	2	1	1	1	2	3	2	1	3	4	1	1	1	1	5	1	1	4	2	2	0	0	1	5	1	2
Example 2 (School B)	2	0	6	2	0	8	0	2	2	1	5	2	1	4	5	2	2	2	1	1	1	1	4	1	1	2	1	1	5	1	1	2	1	2

All data obtained from questionnaire and attitude scale was then coded on data coding forms for computer processing. Above is an example of actual coding procedure for student 41 from school A and for student 62 from school B. Below is an explanation of coding procedure.

Column 1 Identifies the school. 1 signifies school A (located in an isolated area with minimal contact with Negroes); 2 signifies school B (located in an area where maximum contact with Negroes was possible.)

Column 2-3-4 were used for identifying code for each participant.

Column 5-6-7 Attitude scale values for each participant.

Column 8 Sex identification. 1 signifies males, 2 signifies females.

Column 9 Age at beginning of school year. 1 signifies 12 years old; 2 signifies 13 years old; 3 signifies 14 years old.

Column 10 Religion. 1 signifies Protestant; 2 signifies non-Protestant.

Column 11 Father's birthplace. 1 signifies Midwest; 2 signifies East; 3 signifies South; 4 signifies West and 4 signifies Foreign.

Column 12 Father's nationality. 1 signifies Dutch-American; 2 signifies non-Dutch American.

Column 13 Father's occupation. (Edwards Occupation Scale Blue Collar or White Collar).⁵⁶ 1 signifies White Collar; 2 Blue Collar; 3 signifies other (used for those who wished not to answer or whose father was deceased.)

Column 14 Father's education. 1 signifies 8th grad or less; 2 signifies completed 9, 10, 11 or 12 grades; 3 signifies some years of college; 4 signifies college or university degree; 5 signifies did not know.

Column 15 Mother's birthplace. 1 signifies Midwest; 2 signifies East; 3 signifies South; 4 signifies West; 5 signifies Foreign born.

Column 16 Mother's nationality. 1 signifies Dutch-American; 2 signifies non-Dutch-American.

Column 17 Mother's occupation (Edwards Occupation Scale - Blue Collar or White Collar). 1 signifies White Collar; 2 signifies Blue Collar; 3 signifies housewife.

Column 18 Mother's education. 1 signifies 8th grade or less; 2 signifies completed 9, 10, 11 or 12 grades; 3 signifies some years of college; 4 signifies college or university degree; 5 signifies did not know.

Column 19 Father living. 1 signifies yes; 2 signifies no.

Column 20 Mother living. 1 signifies yes; 2 signifies no.

Column 21 Parents living together. 1 signifies yes; 2 signifies no.

Column 22 Contact with Negroes in the neighborhood. 1 signifies yes; 2 signifies no. (if no contacts in the neighborhood, participants were directed not to answer questions 23 and 24 but to go direct to question 25. If answered yes, participants were requested to complete questions 23 and 24.)

Column 23 Number of contacts with Negroes in the neighborhood. 1 signifies less than 10 times; 2 signifies 10 to 50 times; 3 signifies 50 to 100 times; 4 signifies 100 to 500 times; 5 signifies more than 500 times. 0 signifies no contact.

Column 24 Quality of the above contacts. 1 signifies very good; 2 signifies good; 3 signifies fair; 4 signifies bad; 5 signifies very bad.

Column 25 Contacts with Negroes in Church. 1 signifies yes; 2 signifies no. (If no contacts in Church, participants were directed not to answer questions 26 and 27 but to go directly to question 28. If answered yes, participants were requested to complete questions 26 and 27.)

Column 26 Number of contacts with Negroes in Church. 1 signifies less than 10 times; 2 signifies 10 to 50 times; 3 signifies 50 to 100 times; 4 signifies 100 to 500 times; 5 signifies more than 500 times. 0 signifies no contact.

- Column 27 Quality of above contacts. 1 signifies very good; 2 signifies good; 3 signifies fair; 4 signifies bad; 5 signifies very bad.
- Column 28 Contacts with Negroes in school. 1 signifies yes; 2 signifies no. (If no contacts in school, participants were directed not to answer questions 29 and 30, but to go directly to question 31. If answered yes, participants were requested to complete questions 29 and 30.)
- Column 29 Number of contacts with Negroes in school. 1 signifies less than 10 times; 2 signifies 10 to 50 times; 3 signifies 50 to 100 times; 4 signifies 100 to 500 times; 5 signifies more than 500 times. 0 signifies no contact.
- Column 30 Quality of the above contacts. 1 signifies very good; 2 signifies good; 3 signifies fair; 4 signifies bad; 5 signifies very bad.
- Column 31 Contacts with Negroes in play or clubs. 1 signifies yes; 2 signifies no; (If no contacts in play or clubs, participants were directed not to answer questions 32 and 33, but go directly to question 34. If answered yes, participants were requested to complete questions 32 and 33.
- Column 32 Number of contacts with Negroes in play activities or clubs. 1 signifies less than 10 times; 2 signifies 10 to 50 times; 3 signifies 50 to 100 times; 4 signifies 100 to 500 times; 5 signifies more than 500 times. 0 signifies no contact.
- Column 33 Quality of the above contacts. 1 signifies very good; 2 signifies good; 3 signifies fair; 4 signifies bad; 5 signifies very bad.
- Column 34 Total number of contacts determined from combining Columns 23, 26, 29 and 32. 1 signifies minimal or low contact with Negroes (less than 10 contacts); 2 signifies maximum or high contact with Negroes (more than 10 contacts).

Since our hypothesis states; white persons in contact with Negroes will develop more favorable attitudes towards Negroes than the person not having this contact, we felt a combined or total number of contacts was necessary in order to test this hypothesis. The total number of contacts was determined by adding the mean of the four contact areas. No contacts or less than 10 contacts were considered minimal contacts. More than 10 contacts were considered maximum contacts.

By computing the independent variable, contact against the dependent variable, attitudes, we were then in a position to reject or accept our hypothesis.

FREQUENCY DISTRIBUTION - INDIVIDUAL STUDENT ATTITUDE SCORES

<u>School A</u>		<u>School B</u>	
.8	13.0	.8	14.6
2.6	13.0	.8	15.7
2.8	13.5	.8	16.1
3.8	13.6	.8	16.5
6.3	14.8	1.4	17.2
6.3	14.8	2.0	18.3
6.4	14.9	2.9	18.7
6.5	16.8	3.2	18.9
6.8	17.0	3.4	19.3
7.5	17.4	5.9	21.1
7.6	17.6	6.0	21.2
8.2	18.1	6.1	22.0
8.3	18.4	6.8	22.7
8.6	18.4	6.8	23.9
8.7	18.9	7.2	24.5
8.9	22.0	7.3	24.8
9.4	22.5	7.7	25.3
9.7	24.8	8.0	27.5
9.7	26.2	8.2	28.2
10.9	30.7	8.5	29.4
11.3	31.4	9.0	30.2
11.4	31.9	9.0	31.0
11.5	32.6	9.1	33.5
11.6	35.8	9.4	34.8
11.8	36.3	10.5	35.2
12.1	39.4	10.6	39.5
12.4	42.9	10.6	39.8
12.4	52.6	11.8	41.2
12.7		12.5	43.8
		13.4	45.2
		13.6	48.0
		14.0	54.6

Mean Score

School A: 16.07543860

School B: 17.66875000

Overall: 16.91818182

FOOTNOTES

1 Robin Williams Jr., The Reduction of Intergroup Tensions (New York, 1965), p. 91.

2 Robin Williams Jr., Strangers Next Door, (New Jersey, 1964), p. 168.

3 Williams, Strangers Next Door, p. 157.

4 Paul Horton and G. Leslie, The Sociology of Social Problems, (New York, 1960), p. 344.

5 Horton and Leslie, p. 370.

6 Bernard Berelson and Gary A. Steiner, Human Behavior: An Inventory of Scientific Findings, (New York, 1964), p. 510.

7 Kenneth Clark, Prejudice and Your Child, (Boston, 1963), p. 25.

8 Charles Loomis and Allan Bugle, "The Spread of German Nazism in Rural Areas," American Sociological Review, XI (1946), 724-734.

9 Williams, Strangers Next Door, p. 617.

10 Margaret Hayes, "Attitudes of High School Students Towards Negroes," Journal of Educational Research, XLVI (April, 1953), 619.

11 Hayes, p. 617.

12 Clark, p. 34.

13. Williams, The Reduction of Intergroup Tensions, p. 68.

14 Bruno Bettelheim and Morris Janowitz, Dynamics of Prejudice, (New York, 1950), pp. 148-149.

15 Williams, The Reduction of Intergroup Tensions, p. 12.

16 Williams, Strangers Next Door, p. 537.

17 Bettelheim and Janowitz, p. 151.

18 Berelson and Steiner, p. 515.

19. Williams, Strangers Next Door, p. 65.

20 Bettelheim and Janowitz, pp. 148-149.

21 Williams, Strangers Next Door, p. 66.

22 Bettelheim and Janowitz, pp. 148-149.

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24 Williams, Strangers Next Door, p. 617.

25 Hayes, p. 617.

26 Ibid., p. 617.

27 Williams, The Reduction of Intergroup Tensions, p. 12.

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31 Horton and Leslie, p. 344.

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35 Horton and Leslie, p. 344.

36 L.L. Thurstone and E.J. Chave, The Measurement of Attitudes, (Chicago, 1929), pp. 1-10.

37 Ibid., p. 16.

38 Ibid., pp. 22-30.

39 Alba Edwards, Techniques of Attitude Scale Construction, (New York, 1957), pp. 94-95.

40 Edwards, pp. 95-96.

41 Thurstone, pp. 32-36.

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43 Thurstone, pp. 36-41.

44 Ibid., p. 33.

45 Ibid., p. 38.

46 Ibid., pp. 60-65.

47 Edwards, pp. 84-89.

48 Ibid., pp. 86-88.

49 Thurstone, p. 42.

50 Edwards, p. 94.

51 L.L. Thurstone, The Measurement of Values, (Chicago, 1963), pp. 225-226.

52 Ibid., pp. 228-229.

53 Ibid., p. 229.

54 Edwards, pp. 94-95.

55 William Goode and Paul Hatt, Methods in Social Research, (New York, 1952), pp. 270-273.

56 Theodore Caplow, The Sociology of Work, (Minneapolis, 1954), p. 33.

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