

The effects of studying the
nature of prejudice and the
history of American minorities on
the prejudicial attitudes
of juniors and seniors at
Luther High School in
Onalaska, Wisconsin

by

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THE EFFECTS OF STUDYING THE NATURE
OF PREJUDICE AND THE HISTORY OF AMERICAN
MINORITIES ON THE PREJUDICIAL ATTITUDES OF
JUNIORS AND SENIORS AT LUTHER HIGH SCHOOL IN
ONALASKA, WISCONSIN

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The Problem

The problem dealt with in this study was to determine whether or not enrollment in a semester course dealing with the nature of prejudice and the history of American minorities would result in a change in prejudicial attitudes among the participants. In addition, it was hypothesized that the females in this course would demonstrate a significantly greater change in their prejudicial attitudes than would the males.

Procedure

Seventy-nine 11th and 12th grade students enrolled in the course under examination. The remainder of the

juniors and seniors in the student body, a total of eighty-two, were utilized as a control group. Both groups were randomly divided into two groups. One half of each group was administered a questionnaire at the beginning of the spring semester, 1974-1975, as a pre-test. The other half of each group completed the same questionnaire as a posttest at the end of the semester.

These questionnaires were scored by assessing points for each reaction to the statements in the test instrument. The larger numbers indicated higher levels of prejudice. The scores were tallied for several different categories of prejudice. These data then were analyzed in eight separate analyses of variance. Chi-square tests were also run on the response distributions on each item of the questionnaire as recorded by the experimental group.

Findings

There were no significant changes in any of the categories of prejudicial attitudes as a result of the experimental treatment. The females did not demonstrate any significantly greater change in their prejudice scores than did the males. However, in a number of cases the males demonstrated a higher level of prejudice than did the females.

The chi-square tests indicated no significant change in attitudes between the pretest and posttest experimental groups. However, the females did exhibit a significant shift to less prejudice in their response distributions on three items in the questionnaire whereas the males did not.

Conclusions

The results of this study seem to suggest that the transmission of knowledge has little or no effect upon the affective domain. If the instrument was not deficient in detecting significant changes in attitudes, the findings seem to suggest that educators must search further to determine what factors are effective in changing prejudicial attitudes.

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CHAPTER I

INTRODUCTION

Importance of the Study

Scores of evaluative studies have been done which attempt to tell how effective some type of program has been with a specific population on the reduction of prejudicial attitudes. Much of this research has been based on the premise that the teaching of facts about minority groups could do much to reduce prejudice. In fact, most Americans have a profound faith in formal education as an answer to social problems. Training the rational processes or transmitting knowledge in the cognitive domain, it has been thought, would cause people to reject the irrational or absurd or to adopt positive attitudes in the affective domain.

Common sense would seem to suggest not only that we may expect differences among people with different degrees of education, but also that the more educated probably will be less prejudiced. We think of education as liberation, a process of freeing people from narrowness and provincialism, and therefore look upon the elimination of prejudice as part of the larger goals of the educational process. And these surmises seem to be borne out by past research. Harding and

his associates, reviewing the literature in 1954, state that "the most consistent finding is a negative correlation between prejudice of all kinds and the amount of formal education" (p. 1039). Samelson in her analysis of a National Opinion Research Center study in 1944 concludes that "education does diminish prejudice" (p. 13). Allport also tends to agree with this statement (1954, p. 434). Williams in his review of the literature in 1964 states that an "overwhelming majority of the studies concerned with the relationship between education and prejudice show that higher levels of education are associated with greater tolerance of ethnic minorities" (p. 54).

If past data bear out common sense, why investigate the problem further? May it not be assumed that education inevitably reduces prejudice against minority groups? On the contrary, it should be emphasized that the influence of education on attitudes toward minorities is far from being a simple process. The reason for further study is that the data at times contradict the notion of a simple linear relationship between education and positive changes in prejudicial attitudes. Samelson states that "some aspects of prejudice....are not affected by education" (p. 13), Allport disagrees with "those enthusiasts who claim that the whole problem of prejudice is a matter of education" (p. 434), and Wil-

liams discovers that "a minority of studies find either no differences or even a positive association of education and prejudice" (p. 54). The findings are by no means unanimous.

Yet many educators today continue to believe that the affective domain is subject to change in relationship to the accumulation of cognitive knowledge. The present experimenter shares this belief and for this reason, at least in part, developed a course in the history of American minorities. A study then of attitudinal change in students who have taken this course seems valid not only because of the new descriptive material which it offers but also because this data may prove useful in further developing and revising this course or other courses designed to change prejudicial attitudes.

Purpose

The purpose of this study was to examine what changes in prejudicial attitudes might have taken place in junior and senior (11th and 12th grade) high school students after they had taken a course which dealt with the nature of prejudice and surveyed the history of different American minorities. Included in this course were units of study dealing with the following minority groups: Native Americans, Black Americans, Spanish Speaking Americans, Asian and European Immigrants, Women,

and the Poor. Because of the scope of the course the measurement of attitudinal change covered the broad spectrum of all of these minority groups.

Since the purpose of this study was to determine the effect this course might have had on attitudes, it was necessary to utilize an evaluative instrument. This instrument was developed by the experimenter to measure attitudes with responses made on a five choice Likert scale. Information on the statistical analysis of these questionnaire results may be found in Chapter IV.

Statement of the Problem

The problem of this study was to determine if the study of the history and problems of American minorities was an effective means for changing student attitudes. A secondary problem was to determine the effectiveness of this course on changing different types of attitudes among these students. A distinction was made between attitudes toward personal involvement or relationships with black Americans and those which are impersonal. Again a distinction was made between attitudes toward women which would directly affect the individual and those which one might hold without having direct consequences for the individual. Finally this study was to determine whether the course had a greater

influence upon the females than it had upon the males in the experimental group.

The following were the research hypotheses:

1. A significant difference exists between the scores and subscores of the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment.

2. A significant difference exists between the response distributions on each item in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment.

3. No significant difference exists between the scores and subscores of the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

4. No significant difference exists between the response distributions on each item in the questionnaire for the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

5. A significantly greater difference among the females than among the males exists between the scores and subscores of the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the experimental treatment.

6. A significantly greater difference among the females than among the males exists between the response

distributions on each item in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the experimental treatment.

7. No significantly greater difference among the females than among the males exists between the scores and subscores of the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

8. No significantly greater difference among the females than among the males exists between the response distributions on each item in the questionnaire for the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

In order to test these hypotheses, it was necessary to reject the following null hypotheses:

1. No significant difference exists between the scores and subscores of the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment.

2. No significant difference exists between the response distributions on each item in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment.

3. A significant difference exists between the scores and subscores of the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

4. A significant difference exists between the response distributions on each item in the questionnaire for the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

5. No significantly greater difference among the females than among the males exists between the scores and subscores of the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the experimental treatment.

6. No significantly greater difference among the females than among the males exists between the response distributions on each item in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the experimental treatment.

7. A significantly greater difference among the females than among the males exists between the scores and subscores of the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

8. A significantly greater difference among the females than among the males exists between the response distributions on each item in the questionnaire for the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment.

CHAPTER II

REVIEW OF THE LITERATURE

Specific Courses

Research on the effects of specific school courses on prejudice indicates that significant favorable changes in attitude outnumber the reports of insignificant changes or no change by about two to one (Harding et al., 1969, p. 46). It is interesting to note that the majority of these studies during the last fifty years were done for the most part during the earlier half of this time period. It seems that in more recent times the researchers generally have limited their studies to determining what factors might be interacting with the learning of cognitive knowledge to either enhance a positive change in attitudes or to reduce the possibility for such change.

Earlier studies most often found that individuals with a large amount of information about a particular group tend to have more favorable attitudes toward that group than individuals with little information (Reckless and Bringen, 1933, p. 137; Nettler, 1946, p. 189; and Russell and Robertson, 1947, p. 212). However, when Rose reviewed the literature in 1948, he reported conflicting evidence as to whether courses dealing with

race relations or social problems in general have any effect in changing students' attitudes. Summarizing eleven studies in this field, he reported a change in six of these in the direction anticipated, no change in four studies, and ambiguous results in the remaining one (pp. 5-34).

More recent studies have found a negative correlation between the accumulation of knowledge and the reduction of prejudice. For example, in a study by Greenberg and others, neither a formal debate on the desegregation decision of 1954, nor a lecture on the dynamics of prejudice, nor a single class discussion of the latter led to changes in the ethnocentrism scores of Texas college students upon retesting in the next class period (1957, p. 85). Roth found "it is quite evident that a black studies program which is aimed primarily at the cognitive domain will not be effective with segregated white children with regards to racial attitude change" (1970, p. 331). And Kleg found that "while results are mixed, they give little support to the hypothesis that increased knowledge about racial and social groups reduces negative attitudes between such groups" (1970, p. 91).

On the other hand, recent studies continue to reach the conclusion that such education will have such posi-

tive results. Litcher and Johnson reported that the use of multiethnic readers in an elementary school will result in more favorable attitudes toward Negroes (1969, p. 151). And finally Pecoraro's study revealed that special lessons concerning Indian history do have a positive effect upon the attitudes of both Indian and non-Indian children (1972, p. 71). But again the evidence is not conclusive in either direction.

Sex Differences

For this reason the more recent research has often aimed at delineating the factors which intertwine with the accumulation of knowledge to affect an individual's attitudes. Some studies have found significant differences in general persuasibility related to sex. Although Katz, Sarnoff, and McClintock found that anti-black attitudes in anxious, self-defensive white college girls were highly resistant to all influences designed to change these attitudes (Harding et al., 1969, p. 45), Crutchfield found that female college students exhibited significantly higher amounts of conformity behavior than male groups (1955, p. 196). Hayes and Conklin found that among 10th graders in their study the "girls improved more than the boys in attitudes toward Negro problems" (1953, p. 24). Janis and Field, working with high school students, found that the mean persuasibility of female

subjects to be significantly higher than that of male subjects (1966, p. 59). King, also using high school students, found a greater over-all susceptibility to influence on the part of girls than of boys (1966, pp. 213-214).

Abelson and Lesser, on the other hand, with first grade children as subjects found no significant difference between the boys and girls with respect to general level of persuasibility (1966, pp. 152-153). The fact the sex differences in degree of persuasibility do not emerge in young children is not necessarily incompatible with the findings that there are clear-cut differences between older males and females. A developmental factor may account for both sets of findings. During early childhood the social norms and verbal training which influence responsiveness to communications may be essentially the same for both sexes. But then, at a phase of development, there may be powerful social pressures, associated with sex-typing and differentiated sex roles, which could give rise to somewhat different predispositions in young men and women. The culture seems to demand of girls greater acquiescence in relation to sources of information and a pattern of frictionless social relationships, with the result that girls on the whole are more susceptible to influence. In the present study a

determination of differences in reactions between males and females was examined.

Dimensions of Prejudice

When the existing data are examined together, it appears the inconsistency of the findings may result in part from treating prejudice against a given minority as a unitary variable. The usual assumption has been that it is possible to isolate an abstraction called "prejudice" without distinguishing among its components. This is not to say that such research has not been done. Merz and Pearlin examined prejudice from the point of view that it was three-dimensional. These dimensions they identified as cognitive, emotional, and motivational (1957, p. 347). In Stember's study prejudice was investigated by dividing the data into three categories: 1) beliefs and perceptions concerning minorities; 2) attitudes toward discrimination; and 3) acceptance of personal relationships with minority group members (1961, p. XIII).

This study was based on the premise that there are two separate dimensions of prejudice, which should be measured separately, and that the relationship between accumulation of knowledge and change in attitudes might be positive in the one dimension but non-effective in the other. In other words, a person may continue to hold stereotyped beliefs and be earnestly in favor of equal

treatment of minority groups and yet desire to avoid personal association with its members or be unwilling to grant equality when it costs him personally. Thus a distinction was made in this study between those questionnaire items which might be designated as personal and impersonal in an individual's attitudes toward black Americans and sex roles.

CHAPTER III

DESCRIPTION OF PROCEDURES

Subjects

The subjects of this study were one hundred sixty-one students enrolled in the Junior and Senior (11th and 12th grades) classes at Luther High School in Onalaska, Wisconsin during the second semester of the 1974-1975 school year. Seventy-nine of these students enrolled in the course entitled "Minorities in the Land of Equality". This course was an elective offered to juniors and seniors. They met in three sections of thirty, twenty-seven, and twenty-two students. These seventy-nine students made up the experimental group. The remaining eighty-two students served as the control group.

Luther High School is operated by churches of the Wisconsin Evangelical Lutheran Synod in the LaCrosse, Wisconsin area. Its student body during the school year 1974-1975 numbered three hundred thirty-three. It was composed of students from white middle class families. It should be noted that this group of students had all the characteristics identified with White Anglo-Saxon Protestants (WASPS) who are seen as the great majority which discriminates against American minorities.

Research Design

The research design applied was the Separate-Sample Pretest-Posttest Control Group Design (design number 13) as outlined by Campbell and Stanley (1963, p. 55). This design can be represented graphically in the following manner:

R O (X)
R X O

R O
R O

In this diagram the R's denote random selection of two subgroups within both the experimental and control groups, the O's represent the times of observation, and the X's stand for the experimental treatment, with the parenthetic X indicating its irrelevance to the argument.

The external sources of validity are controlled by this design, however there is one uncontrolled internal source of invalidity. This "comes from the possibility of mistaking for an effect of the treatment a specific local trend in the experimental group which is, in fact, unrelated" (p. 55).

In order to apply the separate-sample pretest-posttest design to the experimental and control groups it was necessary to divide each of them into two groups.

The Pretest (Control) had forty-one members; the Pretest (Experimental), thirty-nine; the Posttest (Control), forty-one; and the Posttest (Experimental), forty. This was done by assigning each group member a number from one to seventy-nine for the experimental group and with a number from one to eighty-two for the control group. Then using a table of random numbers the first thirty-nine numbers from the experimental group were designated the pretest group; the first forty-one from the control group were also designated the pretest group. One female subject was lost from the posttest control group on account of illness.

Instrument

The instrument was designed by the experimenter to determine the effect of the treatment on the affective domain of those in the experimental group. The major weakness in this study was that no testing was done on this instrument prior to its use. It was necessary to develop such a questionnaire since there seemed to be no instrument developed which covered the broad scope of attitudes necessary for this study.

This instrument consisted of sixty statements with responses made on a five choice Likert scale. The degrees ranged from strongly agree to strongly disagree. The test scores were computed by giving five points for

for a strongly agreeing response, four points for an agreeing response, three points for a no opinion response, two points for a disagreeing response, and one point for a strongly disagreeing response on those items which expressed prejudice. For items expressing a lack of prejudice, points were given in an inverse order.

Randomly distributed within the questionnaire were three groups of twenty statements. One group dealt with attitudes toward black Americans; another toward sex roles; and a third measured attitudes which dealt with miscellaneous minority groups. The first group also divided into two groups. Ten of these statements measured attitudes which involved personal relationships with blacks. The other ten statements either were stereotypical beliefs or involved some form of discrimination against blacks. Finally, the twenty statements regarding attitudes toward sex roles were also divided into two groups of ten. One group measured attitudes toward situations which directly affected individuals in the age group of the subjects being studied. The other group of statements either did not apply directly to the age group of the subjects being studied or involved relationships between males and females which occurred either earlier or later in life. The instrument may be seen in Appendix A.

The questionnaires were administered to the Pretest (Control) and the Pretest (Experimental) groups during the homeroom period on Thursday, January 23, 1975. The questionnaires were administered by a homeroom supervisor from each of the two classes. This was done as part of an effort to keep the students unaware of the fact that they were taking part in a study connected with the minorities course. At the end of the semester the questionnaires were administered in a similar manner to the Posttest (Control) and the Posttest (Experimental) groups on May 22, 1975.

Treatment

Research on Communication Stimuli

For the educator part of the problem is the question of what is the most effective methodology in a course of this nature. Here the research indicates that the degree of change in attitudes toward ethnic groups depends also on the specific approach taken. For example, Hayes and Conklin used one of three methods with eighth grade students. The first was direct experience with minority group members; the second, academic instruction on the problems of prejudice; and the third, a vicarious experience approach in which students read, acted, and listened to experiences of minority group members. The last approach proved most effective (1953, p. 35). In support

of these findings, DeKock, the creator of the simulation entitled Sunshine, found that the attitudes of eleventh graders changed in a positive direction after engaging in this activity (1969, p. 183). This simulation was also used in the school course presently under examination. Both pieces of research seem to indicate that attitudes are susceptible to change when the student becomes more directly involved in the learning of cognitive knowledge or vicariously experiences minority problems.

However, some of the research can be very disconcerting for a teacher who then attempts to involve the students more in the learning process. Myers' study of discussion as a method in the classroom supported his hypothesis that this activity would enhance dominant group values between homogeneously composed groups of high, medium, and low prejudiced high school seniors. In an experimental condition group members made individual attitude judgments, discussed them, and remade judgments. Control groups discussed irrelevant materials before responding again to the attitude items. As predicted, discussion of racial attitudes significantly increased the gap between high and low prejudiced groups (1970, p. 779). In the course being examined in this study there was only limited discussion by students of their racial biases or prejudices. What discussions did occur were

student initiated.

The course did, however, include a significant amount of media: films, tapes, filmstrips, and videotapes. The research in this area seems to be limited mostly to studies on the effects of films on changing racial attitudes. Again the findings are inconsistent. For example, in an early study Peterson and Thurstone reported negative changes in attitudes toward blacks after students from sixth to twelfth grade had viewed Birth of a Nation, the "classic" film that romanticized the Ku Klux Klan, portraying Negroes as appropriate targets for aggressions (1933, pp. 35-38). Negative effects were still in evidence after five and eight months (pp. 50-51). Similarly Rosen found diminution in anti-Semitism after students were shown Gentlemen's Agreement (1948, pp. 533-534). Wilson reported significant changes in attitudes toward Negroes after students had listened to documentary radio broadcasts (1948, p. 24).

On the other hand, findings in regard to an anti-discrimination film, Don't Be a Sucker, were reported by Cooper and Dinerman on the basis of an elaborate and multi-faceted study which included the testing of approximately 1,000 high school students divided into control and experimental groups. The producers of the film "apparently believed that a good way to discourage people from prejudiced attitudes and behavior is to show, im-

PLICITLY or explicitly, that those who practice discrimination meet disaster." They accordingly provided a detailed portrayal of how Hitler had set one minority group against another, to the eventual detriment of all and "hoped that the audience would see the moral of the tale and recognize the parallel between the German scene and the American scene" (1951, p. 255). Questionnaires administered to both groups revealed that "although a notable proportion of the experimental group accepted these messages about Nazi Germany, the attitudes of the group as a whole were apparently not influenced" (p. 255). Prejudice remained as common among the test audiences as among the control group which had not seen the picture, and as common among those who accepted the messages as among those who did not.

In another study Goldberg used two types of film to study their effects. The first type represented the generalized approach to prejudice demonstrated in color, abstract design, and intensely dramatic narration and music. The other type involved realistic enactments of a social situation which involved minority conflict. His findings were that no significant reduction in prejudice resulted from the more generalized film while the realistic film achieved significant reduction in prejudice (1956, p. 390). Finally Kraus compared various versions

of a movie in an attempt to change attitudes of eleventh grade white students toward the Negro. The films dealt with the efforts of two high school teachers to get a black student into college. The versions differed only in having the teachers both white, both black, or white and black. Only after the biracial version of the film were there significantly more favorable attitudes toward Negroes (1962, p. 21).

Research on Communicator Bound Factors

But school courses involve not only the presentation of information but a relationship between the students and the teacher. It is reasonable to suppose that a course will produce favorable changes in attitudes toward ethnic groups if a positive relationship between instructor and students exists to the point that they will accept his feelings and action orientations toward the minority group in question as well as the information he presents (Harding et al., 1954, p. 1048). Research seems to bear this out. Communicators regarded by the audience as credible are more effective in inducing immediate change than are untrustworthy communicators (Rhine and Severance, 1970, pp. 182-183). However, McCrosky found that high credibility (as opposed to low credibility) increases attitude change only when the statements of either lack supporting evidence, that is, when the only support

available is the credibility of the communicator (1970, pp. 192-194). Evidence can override the credibility of the communicator.

Yet the advantage of communicators high in credibility over untrustworthy communicators tends to disappear with time. This phenomenon has been called the "sleeper effect". Thus while a source's low credibility can interfere while he is remembered, when he is forgotten, his message may have its intended impact (Hovland et al., 1966, pp. 280-281).

The affiliation of the communicator with the group membership of the recipient is also an important factor. So the communicator who is perceived as belonging to a group with which the recipient is also affiliated will be more effective than a communicator who is perceived either as an outsider or as a member of a rival group (Kelley and Volkart, 1952, pp. 461-462). And communicators who are perceived as similar in their attitudes to the audience are more effective than communicators who are seen as dissimilar. Anything that the communicator can do to lessen his audience's sense of dissimilarity from him will enhance his effectiveness. Weiss has shown, for example, that a persuasive attempt preceded by the expression of attitudes (irrelevant to the issue of persuasion) that are known to be similar to those of

the audience increases the amount of change in positive attitudes toward the issue of persuasion (1957, p. 185).

Finally the intent of the communicator is perceived differently by different members of the audience, with a consequent influence on the speaker's effectiveness. A number of studies have shown that the fairness and impartiality of the communicator is viewed quite differently by individuals with varying stands on an issue and that this in turn is related to the amount of opinion change effected (Hovland and others, 1957, p. 250).

Course Outline

This course under consideration was divided into seven units of study. As indicated earlier, in each unit a considerable amount of audiovisual material was used to supplement the text. In addition at times there were distributed printed hand outs which were assigned for reading. For example, the pamphlets produced by Foundation For Change Inc. proved useful. Each pamphlet examined either a specific minority group or a general minority problem. The text, published by Globe Book Company, was Minorities: U.S.A. (Finkelstein, Sandifer, and Wright, 1971).

The first two week unit centered around the concept of prejudice. Some relevant terminology was dealt with here such as ethnocentrism, stereotyping, discrimina-

tion, racism, and scapegoating. From the Christian perspective the theme for this unit was that prejudice has its origins in the sinful nature of humans. Because of this self-love the conclusion reached was that this is a problem that humanity will face until the end of time. Media used here included the filmstrip, We Are All Brothers, (1967) produced by the Public Affairs Committee Inc. It emphasized the common origins of all human beings. Two filmstrips from Sunburst Inc. entitled Stereotyping (1973) and Master Race Myth (1973) were used as well. Two films available at the LaCrosse Public Library were shown. Picture in Your Mind (1949) symbolically portrayed the roots of prejudice. The film, Prejudice, (1971) demonstrated in a very realistic fashion attitudes which perpetuate prejudice and discrimination.

The second unit dealt with the Native American. It also ran for two weeks. Here emphasis was placed upon the traditions and history of the American Indian and how their way of life has been disrupted by white Americans. Media used here included a videotape depicting stereotypes of Indians as they were created in Hollywood films (1973). This was produced by CBS for a Sixty Minutes program. Another broadcast by CBS on videotape was entitled Who Owns the Grand Canyon? (1973). This chronicled the problems of the Havasupai Indians who live at the bottom of the Canyon. Two filmstrips with narration

from Multi Media Productions helped portray the traditions of America's original inhabitants. They were The Earth Knowers (1974) and Words From the End of the Trail (1974).

The third unit ran for five weeks. It began with the viewing of the CBS production, Of Black America: Black History Lost, Stolen, or Strayed, (1968) narrated by Bill Cosby. This film reviewed the lost history of black Americans while noting the distortions of blacks created by white Americans especially again in Hollywood films. During four of these weeks the students engaged in a simulation entitled Sunshine (1972) produced by Interact Inc. Here students adopted roles in a racially mixed community of approximately two whites for every black. As the simulation proceeded crises arose which demanded community action. Somewhat to the surprise of the instructor, in all three sections the majority groups ignored their power in order to work out compromises with the minority groups.

In addition to this activity the students examined simultaneously the history of the black man in America. Part of this work was done by viewing the eight part filmstrip series produced by Educational Audio Visual Inc. entitled The History of the Black Man in the United States (1971). Students saw the film, I Have a Dream, (1968) a biography of Dr. Martin Luther King. This is

available from the LaCrosse Public Library. The unit ended with a three day viewing of a CBS film on videotape entitled The Autobiography of Miss Jane Pittman (1974). This moving story reviewed the hardships of blacks in American life from the days of slavery to the strife torn decade of the sixties and the civil rights movement through flashbacks into the life of a one hundred year old woman.

Following the Easter vacation the fourth quarter of the school year began with a two week unit on Spanish Speaking Americans. The emphasis was placed on the lives of Chicanos and Puerto Ricans. Here students viewed the classic Edward R. Murrow documentary, Harvest of Shame, (1960) on videotape. This film followed migrant workers through a summer's travels from field to field. Many of these people were Mexican Americans. In addition another Multi Media filmstrip was used entitled El Barrio: The Puerto Rican (1974).

The next unit was entitled "A Nation of Immigrants". It ran for two weeks. It began with the showing of the film based on John F. Kennedy's book, A Nation of Immigrants, from the LaCrosse Public Library (1969). Here numerous nationalities were considered along with Jews and Catholics as religious minorities which have suffered from discrimination during our history. The concepts of

the melting pot theory versus the pluralistic society theory received a good deal of attention. Media used during this unit were in the form of filmstrip packages. From Multi Media the instructor showed The Japanese Americans, (1971) The Chinese Americans, (1974) Italian Doesn't Mean Mafia, (1974) and A Unique Heritage: The Polish American (1974). From the Anti Defamation League of B'Nai B'Rith came another filmstrip entitled Jews in America (1974).

A four week unit on women as a minority followed. Here the basic text material was a double issue of the magazine, Synopsis, entitled Equal Rights for Women (1973). Some time was spent examining what the Bible says regarding the role of women. Once this was determined, the class could then investigate what freedoms a Christian woman has but for the pressures and sex-typing of society. The class viewed portions of the NBC three hour special from the fall of 1974 entitled Of Women and Men. In addition a series of four filmstrips from Educational Audio Visual Inc. entitled Male/Female: Changing Lifestyles (1974) was shown.

A final unit of one week dealt with America's poor. This examination began with a discussion of poverty in the world as a whole. The concept of poverty as a relative matter was emphasized. Thus the problem of deter-

mining the number of poor Americans was discussed. A filmstrip kit from Guidance Associates entitled The American Poor: A Self Portrait (1972) featured interviews with some of America's poor both in rural as well as urban areas. The filmstrip, Poverty in Our Cities, (1970) from Visual Education Consultants covered some of the statistics behind the poverty in the inner core of our cities.

CHAPTER IV

ANALYSIS OF DATA

Three-way Analysis of Variance

The first statistical procedure utilized to provide an analysis of the data collected was the three-way analysis of variance unequal cell frequencies model. An F-ratio of 3.92 was necessary for significance at the .05 level of confidence in analyzing the variants. The scores and subscores used in this analysis may be seen in Appendix B.

Number of Subjects

Table I lists the number of subjects in this analysis. The questionnaire was completed by a total of 160 subjects, 79 in the experimental group, who made up the enrollees in the minorities course under consideration, and 81 in the control group, who did not experience the treatment. The control and experimental groups were divided into two groups with the use of a table of random numbers in order to administer the questionnaire as a pretest to half of each group and as a posttest to the other half. Each of these four groups was further divided according to sex.

TABLE I
NUMBER OF SUBJECTS IN ANALYSIS

Group	<u>Experimental</u>			<u>Control</u>		
	Pretest	Posttest	Totals	Pretest	Posttest	Totals
Males	17	17	34	19	20	39
Females	22	23	45	22	20	42
Totals	39	40	79	41	40	81
Total number of subjects in analysis						160

Questionnaire as a Whole

The analysis of responses to the questionnaire was done by first of all looking at the test instrument as a whole. Table II presents the mean scores.

TABLE II
ATTITUDES TOWARD MINORITIES IN THE
QUESTIONNAIRE AS A WHOLE
CELL MEANS

Group	<u>Experimental</u>		<u>Control</u>	
	Pretest	Posttest	Pretest	Posttest
Males	161.47	157.53	163.63	155.70
Females	142.23	138.78	147.68	146.70
Totals	150.52	146.75	155.07	151.20

N.B.: Higher scores reflect a higher level of prejudice

As can be seen in Table II, in each group there was a slight diminution in the level of prejudice among the posttest groups when compared to the pretest groups. The summary of the analysis of variance results follows in Table III:

TABLE III
SUMMARY OF ANALYSIS OF VARIANCE FOR ATTITUDES
TOWARD MINORITIES IN THE QUESTIONNAIRE AS A WHOLE

Source of Variation	Sum of Squares	d.f.**	Mean Squares	F
Pretests vs. Posttests	616.00	1	616.00	1.20
Males vs. Females	9921.50	1	9921.50	19.31*
Control Groups vs. Experimental Groups	810.50	1	810.50	1.58
Interaction of Tests with Sex	190.50	1	190.50	0.37
Interaction of Tests with Groups	0.00	1	0.00	0.00
Interaction of Sex with Groups	178.50	1	178.50	0.35
Interaction of Sex, Groups, and Tests	99.50	1	99.50	0.19
Within Cell Variation	78093.02	152	513.77	—
Totals	89891.52	159	565.36	—

*significant at the .05 level

**degrees of freedom

It can be seen in Table III that it was not possible to reject the null hypotheses that there exists no

significant difference between the total scores on the questionnaire of the Pretest (Experimental) and the Posttest (Experimental) groups and that there exists no significantly greater difference among the females than among the males between the total scores on the questionnaire of the Pretest (Experimental) and the Posttest (Experimental) groups. It was possible to reject the null hypotheses that a significant difference exists between the total scores on the questionnaire of the Pretest (Control) and the Posttest (Control) groups and that a significantly greater difference among the females than among the males exists between the total scores on the questionnaire of the Pretest (Control) and the Posttest (Control) groups. A significant difference can be found between the level of prejudice within the males and females. The F-ratio of 19.31 indicates that the males were significantly more prejudiced than the females.

Attitudes toward Blacks

The next step was to analyze those responses to selected portions of the questionnaire. Twenty of the statements could be identified as expressing attitudes toward black Americans. These statement numbers were 3, 6, 7, 12, 15, 17, 19, 22, 24, 27, 30, 33, 37, 38, 44, 46, 47, 51, 54, and 59. For example statement number 33 reads: Blacks are most often exceptionally cheerful and musical

people. In Table IV it may be seen that the cell means indicate that except for the experimental males there was a slight drop in the level of prejudice among the posttest groups.

TABLE IV
ATTITUDES TOWARD BLACKS
CELL MEANS

Group	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Males	49.41	50.18	50.68	49.50
Females	46.55	45.22	48.86	48.35
Totals	47.79	47.33	49.71	48.93

N.B.: Higher scores reflect a higher level of prejudice

The analysis of variance produced the results summarized in Table V. The table reveals that the null hypotheses that no significant difference exists between the attitudes toward blacks scores of the Pretest (Experimental) and the Posttest (Experimental) groups and that no significantly greater difference among the females than among the males exists between the attitudes toward blacks scores of the Pretest (Experimental) and the Posttest (Experimental) groups could not be rejected. The null hypotheses that a significant difference exists be-

tween the attitudes toward blacks scores of the Pretest (Control) and the Posttest (Control) groups and that a significantly greater difference among the females than among the males exists between the attitudes toward blacks scores of the Pretest (Control) and the Posttest (Control) groups were rejected.

TABLE V
SUMMARY OF ANALYSIS OF VARIANCE
FOR ATTITUDES TOWARD BLACKS

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	16.88	1	16.88	0.18
Males vs. Females	300.13	1	300.13	3.20
Control Groups vs. Experimental Groups	124.44	1	124.44	1.33
Interaction of Tests with Sex	7.44	1	7.44	0.08
Interaction of Tests with Groups	0.00	1	0.00	0.00
Interaction of Sex with Groups	41.56	1	41.56	0.44
Interaction of Sex, Groups, and Tests	17.00	1	17.00	0.18
Within Cell Variation	14238.38	152	93.67	—
Totals	14745.63	159	92.74	—

Personal Relationships with Blacks

This group of twenty statements was also divided into two groups of ten. One group dealt with attitudes

which involve personal relationships with blacks. These statement numbers were 3, 8, 15, 17, 19, 24, 44, 46, 51, and 54. For example, statement number 15 reads: I would take a Negro to eat with me in a restaurant where I was well known. The individual cell means can be seen in Table VI. This table indicates that the control groups experienced a slight drop in their level of prejudice among the posttest groups. The experimental groups' level of prejudice showed little change.

TABLE VI
ATTITUDES TOWARD PERSONAL RELATIONSHIPS WITH BLACKS
CELL MEANS

Group	<u>Experimental</u>		<u>Control</u>	
	Pretest	Posttest	Pretest	Posttest
Males	23.71	24.18	25.37	24.10
Females	23.18	23.09	26.09	24.00
Totals	23.41	23.55	25.76	24.05

N.B.: Higher scores reflect a higher level of prejudice

The analysis of variance computations are reproduced in the following table:

TABLE VII
SUMMARY OF ANALYSIS OF VARIANCE FOR ATTITUDES
TOWARD PERSONAL RELATIONSHIPS WITH BLACKS

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	26.40	1	26.40	0.59
Males vs. Females	3.02	1	3.02	0.07
Control Groups vs. Experimental Groups	82.08	1	82.08	1.84
Interaction of Tests with Sex	4.75	1	4.75	0.11
Interaction of Tests with Groups	32.89	1	32.89	0.74
Interaction of Sex with Groups	12.50	1	12.50	0.28
Interaction of Sex, Groups, and Tests	0.00	1	0.00	0.00
Within Cell Variation	6793.17	152	44.69	—
Totals	6954.20	159	43.74	—

As can be seen from Table VII, it was not possible to reject the null hypothesis that there exists no significant difference between the attitudes toward personal relationships with blacks scores of the Pretest (Experimental) and the Posttest (Experimental) groups. Nor was it possible to reject the null hypothesis that there exists no significantly greater difference among the females than among the males between the attitudes toward personal relationships with blacks scores of the Pretest

(Experimental) and the Posttest (Experimental) groups. It was possible to reject the null hypotheses that a significant difference exists between the attitudes toward personal relationships with blacks scores of the Pretest (Control) and the Posttest (Control) groups and that a significantly greater difference among the females than among the males exists between the attitudes toward personal relationships with blacks scores of the Pretest (Control) and the Posttest (Control) groups.

Impersonal Relationships with Blacks

The other ten statements from among those which expressed attitudes toward blacks either expressed stereotypical beliefs or involved some form of discrimination against blacks which does not personally involve the individual reacting to the statement. These statement numbers were 7, 12, 22, 27, 30, 33, 37, 38, 47, and 59. An example of a statement which expresses a stereotyped belief would be number 59. It reads: There may be a few exceptions, but in general blacks are all pretty much alike. An example of a statement which involves discrimination would be number 37. It reads: A hotel owner ought to have the right to decide for himself whether he is going to rent rooms to black guests. Table VIII reveals that the mean scores of the control groups were slightly higher for the posttest groups indicating a

a slightly higher level of prejudice. Within the experimental groups the males indicated a slightly higher degree of prejudice while the females were the only group to demonstrate a slight decline in their level of prejudice.

TABLE VIII
ATTITUDES TOWARD
IMPERSONAL RELATIONSHIPS WITH BLACKS
CELL MEANS

Group	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Males	25.71	26.00	25.32	25.40
Females	23.32	22.13	22.77	24.35
Totals	24.36	23.78	23.95	24.88

N.B.: Higher scores reflect a higher level of prejudice

The analysis of variance is summarized in Table IX. The null hypotheses that there exists no significant difference between the attitudes toward impersonal relationships with blacks scores of the Pretest (Experimental) and the Posttest (Experimental) groups and that no significantly greater difference among the females than among the males exists between the attitudes toward impersonal relationships with blacks scores of the Pretest

(Experimental) and the Posttest (Experimental) groups could not be rejected as can be seen in the Table.

TABLE IX
SUMMARY OF ANALYSIS OF VARIANCE FOR ATTITUDES
TOWARD IMPERSONAL RELATIONSHIPS WITH BLACKS

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	1.22	1	1.22	0.06
Males vs. Females	245.23	1	245.23	11.50*
Control Groups vs. Experimental Groups	4.73	1	4.73	0.22
Interaction of Tests with Sex	0.00	1	0.00	0.00
Interaction of Tests with Groups	22.78	1	22.78	1.07
Interaction of Sex with Groups	14.03	1	14.03	0.66
Interaction of Sex, Groups, and Tests	19.09	1	19.09	0.90
Within Cell Variation	3240.27	152	21.32	—
Totals	3546.98	159	22.31	—

*significant at the .05 level

Table IX permits the rejection of the null hypotheses that there exists a significant difference between the attitudes toward impersonal relationships with blacks scores of the Pretest (Control) and the Posttest (Con-

trol) groups and that there exists a significantly greater difference among the females than among the males between the attitudes toward impersonal relationships with blacks scores of the Pretest (Control) and the Posttest (Control) groups. A significant F-ratio of 11.50 was obtained which indicated that the level of prejudice among the males was higher than that among the females.

Attitudes toward Sex Roles

Another group of twenty statements expressed attitudes toward sex roles. These statement numbers were 1, 5, 8, 10, 13, 18, 21, 23, 25, 31, 32, 36, 40, 42, 49, 52, 53, 55, 58, and 60. For example, statement number 8 reads: No real man can accept a woman as his boss. Table X presents the cell means:

TABLE X
ATTITUDES TOWARD SEX ROLES
CELL MEANS

Group	<u>Experimental</u>		<u>Control</u>	
	Pretest	Posttest	Pretest	Posttest
Males	58.53	56.41	59.16	53.95
Females	50.68	49.30	51.14	50.15
Totals	54.10	52.33	54.85	52.05

N.B.: Higher scores reflect a higher level of prejudice

Table X indicates that in all cases there was a slight drop in the level of prejudice between the pre-test and posttest groups. The analysis of variance produced the following computations:

TABLE XI
SUMMARY OF ANALYSIS OF VARIANCE FOR
ATTITUDES TOWARD SEX ROLES

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	211.63	1	211.63	2.32
Males vs. Females	1747.38	1	1747.38	19.16*
Control Groups vs. Experimental Groups	2.81	1	2.81	0.03
Interaction of Tests with Sex	80.94	1	80.94	0.89
Interaction of Tests with Groups	9.88	1	9.88	0.11
Interaction of Sex with Groups	25.00	1	25.00	0.27
Interaction of Sex, Groups, and Tests	31.44	1	31.44	0.34
Within Cell Variation	13862.75	152	91.20	—
Totals	15971.81	159	100.45	—

*significant at the .05 level

As can be seen from Table XI, the null hypotheses that no significant difference exists between the attitudes toward sex roles scores of the Pretest (Experi-

mental) and the Posttest (Experimental) groups and that no significantly greater difference among the females than among the males exists between the attitudes toward sex roles of the Pretest (Experimental) and the Posttest (Experimental) groups could not be rejected. It was possible to reject the null hypotheses that a significant difference exists between the attitudes toward sex roles scores of the Pretest (Control) and the Posttest (Control) groups and that a significantly greater difference among the females than among the males exists between the attitudes toward sex roles scores of the the Pretest (Control) and the Posttest (Control) groups. The F-ratio of 19.16 indicates that there was a significantly higher level of prejudice in the males than there was in the females.

Sex Roles with Direct Consequences

This group of twenty statements dealing with sex roles was then considered as two groups of ten. The first group of ten statements dealt with attitudes toward sex roles which would directly affect individuals in the age group being studied. These statement numbers were 1, 18, 21, 23, 32, 40, 52, 53, 55, and 58. The cell means are given in Table XII. The table demonstrates that the experimental groups experienced a slight drop in the level of prejudice among the posttest groups. The males

in the control group registered a diminution in prejudice while the females indicated a slight increase in their level of of prejudice.

TABLE XII
ATTITUDES TOWARD SEX ROLES WITH DIRECT
CONSEQUENCES FOR THE INDIVIDUAL
CELL MEANS

Group	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Males	29.29	29.00	30.74	27.30
Females	26.32	24.74	24.45	26.05
Totals	27.62	26.55	27.37	26.68

N.B.: Higher scores reflect a higher level of prejudice

The summary of the analysis of variance computations are found in Table XIII. The F-ratio of 18.70 indicates that the males were significantly more prejudiced than the females. It was not possible to reject the null hypothesis that there exists no significant difference between the attitudes toward sex roles with direct consequences for the individual scores of the Pretest (Experimental) and the Posttest (Experimental) groups. Nor was it possible to reject the null hypothesis that there exists no significantly greater dif-

ference among the females than among the males between the attitudes toward sex roles with direct consequences for the individual scores of the Pretest (Experimental) and the Posttest (Experimental) groups.

TABLE XIII

SUMMARY OF ANALYSIS OF VARIANCE FOR
ATTITUDES TOWARD SEX ROLES WITH
DIRECT CONSEQUENCES FOR THE INDIVIDUAL

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	30.63	1	30.63	1.06
Males vs. Females	539.59	1	539.59	18.70*
Control Groups vs. Experimental Groups	0.11	1	0.11	0.00
Interaction of Tests with Sex	40.52	1	40.52	1.40
Interaction of Tests with Groups	1.43	1	1.43	0.05
Interaction of Sex with Groups	2.33	1	2.33	0.08
Interaction of Sex, Groups, and Tests	97.94	1	97.94	3.39
Within Cell Variation	4385.06	152	28.85	—
Totals	5097.61	159	32.06	—

*significant at the .05 level

Table XIII indicates that it was possible to reject the null hypothesis that a significant difference exists between the attitudes toward sex roles with direct con-

sequences for the individual scores of the Pretest (Control) and the Posttest (Control) groups. It was also possible to reject the null hypothesis that there exists a significantly greater difference among the females than among the males between the attitudes toward sex roles with direct consequences for the individual scores of the Pretest (Control) and the Posttest (Control) groups.

Sex Roles with no Direct Consequences

The second group of ten statements expressing attitudes toward sex roles dealt with relationships between males and females which occur earlier or later in life than that of the age group being studied, or with stereotypical beliefs. These statements might be said to deal with attitudes toward sex roles with no direct consequences for the individual. These statement numbers were 5, 8, 10, 13, 25, 31, 36, 42, 49, and 60. For example, statement number 5 reads: There are too few women working as medical doctors and as lawyers. An example of a stereotypical belief is found in statement number 25. It reads: A man who is afraid of snakes lacks masculinity. Table XIV presents the cell means. This table demonstrates that except in the case of the females in the experimental group there was a slight drop in the level of prejudice among the posttest groups.

TABLE XIV
 ATTITUDES TOWARD SEX ROLES WITH NO DIRECT
 CONSEQUENCES FOR THE INDIVIDUAL
 CELL MEANS

Group	<u>Experimental</u>		<u>Control</u>	
	Pretest	Posttest	Pretest	Posttest
Males	29.24	27.41	28.42	26.65
Females	24.36	24.56	26.68	24.10
Totals	26.49	25.78	27.49	25.38

N.B.: Higher scores reflect a higher level of prejudice

The analysis of variance computations are given in Table XV. The F-ratio of 12.35 again indicates that the level of prejudice among the males was significantly higher than that among the females. The null hypotheses that no significant difference exists between the attitudes toward sex roles with no direct consequences for the individual scores of the Pretest (Experimental) and the Posttest (Experimental) groups and that no significantly greater difference among the females than among the males between the attitudes toward sex roles with no direct consequences for the individual scores of the Pretest (Experimental) and the Posttest (Experimental) groups could not be rejected.

TABLE XV
 SUMMARY OF ANALYSIS OF VARIANCE FOR
 ATTITUDES TOWARD SEX ROLES WITH
 NO DIRECT CONSEQUENCES FOR THE INDIVIDUAL

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	81.22	1	81.22	2.91
Males vs. Females	344.94	1	344.94	12.35*
Control Groups vs. Experimental Groups	4.05	1	4.05	0.14
Interaction of Tests with Sex	8.20	1	8.20	0.29
Interaction of Tests with Groups	19.16	1	19.16	0.69
Interaction of Sex with Groups	28.98	1	28.98	1.04
Interaction of Sex, Groups, and Tests	20.52	1	20.52	0.73
Within Cell Variation	4243.72	152	27.92	—
Totals	4750.78	159	29.88	—

*significant at the .05 level

The null hypothesis that a significant difference between the attitudes toward sex roles with no direct consequence for the individual scores exists for the Pretest (Control) and the Posttest (Control) groups was rejected. It was also possible to reject the null hypothesis that there exists a significantly greater difference

among the females than among the males between the attitudes toward sex roles with no direct consequences for the individual scores of the Pretest (Control) and the Posttest (Control) groups.

Attitudes toward Minorities excluding Blacks and Sex Roles

Finally, a third group of twenty statements was analyzed to determine whether there was any significant difference between the scores. These statements all dealt with attitudes toward minorities exclusive of attitudes toward blacks and sex roles. The statement numbers for this group were 2, 4, 9, 11, 14, 16, 20, 26, 28, 29, 34, 35, 39, 41, 43, 45, 48, 50, 56, and 57. For example, statement number 2 reads: Jews have too much power in this country. The cell means are as follows:

TABLE XVI

ATTITUDES TOWARD A VARIETY OF MINORITIES
EXCLUDING ATTITUDES TOWARD BLACKS AND SEX ROLES
CELL MEANS

Group	<u>Experimental</u>		<u>Control</u>	
	Pretest	Posttest	Pretest	Posttest
Males	52.94	50.94	53.79	52.25
Females	45.50	44.26	47.68	48.10
Totals	48.74	47.10	50.51	50.18

N.B.: Higher scores reflect a higher level of prejudice

As can be seen in Table XVI, except for the control males there was a slight drop in the level of prejudice among the posttest groups. The analysis of variance is summarized in Table XVII:

TABLE XVII
SUMMARY OF ANALYSIS OF VARIANCE FOR ATTITUDES
TOWARD A VARIETY OF MINORITIES EXCLUDING
ATTITUDES TOWARD BLACKS AND SEX ROLES

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
Pretests vs. Posttests	41.00	1	41.00	0.63
Males vs. Females	1518.50	1	1518.50	23.20*
Control Groups vs. Experimental Groups	237.00	1	237.00	3.62
Interaction of Tests with Sex	20.63	1	20.63	0.32
Interaction of Tests with Groups	14.56	1	14.56	0.22
Interaction of Sex with Groups	0.00	1	0.00	0.00
Interaction of Sex, Groups, and Tests	0.00	1	0.00	0.00
Within Cell Variation	9949.44	152	9949.44	—
Totals	11761.75	159	11761.75	—

*significant at the .05 level

Again it was not possible to reject the null hypotheses that there exists no significant difference be-

tween the attitudes toward a variety of minorities excluding attitudes toward blacks and sex roles scores of the Pretest (Experimental) and the Posttest (Experimental) groups and that no significantly greater difference among the females than among the males exists between the attitudes toward a variety of minorities excluding attitudes toward blacks and sex roles scores of the Pretest (Experimental) and the Posttest (Experimental) groups. The null hypotheses that a significant difference exists between the attitudes toward a variety of minorities excluding attitudes toward blacks and sex roles scores of the Pretest (Control) and the Posttest (Control) groups and that a significantly greater difference among the females than among the males exists between the attitudes toward a variety of minorities excluding attitudes toward blacks and sex roles scores of the Pretest (Control) and the Posttest (Control) groups was rejected. The F-ratio of 23.20 was significant. It indicates that the level of prejudice among the males was higher than that among the females.

Chi-Square Analysis

A second statistical procedure was utilized to determine whether there was a significant difference between the response distributions of the Pretest (Experimental) and the Posttest (Experimental) groups on each

individual statement in the questionnaire. This was the chi-square test. A figure of 9.488 or greater was necessary for significance at the .05 level of confidence with four degrees of freedom. With three degrees of freedom the smallest figure possible for significance was 7.815. With two degrees of freedom the figure needed for significance was 5.991. The observed response distributions of the males and females in the experimental group may be seen in Appendix C. Chi-square values for each of the sixty items in the questionnaire are found in Table XVIII:

TABLE XVIII

**χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP**

	χ^2		χ^2	
	value females	d.f.	value males	d.f.**
1. It is perfectly acceptable for a girl to ask a boy for a date.	6.455	4	1.809	4
2. Jews have too much power in this country.	1.090	2	1.091	3
3. I find it difficult to see much difference among black people. They are all pretty much alike.	2.238	4	2.686	4
4. The telling of "polack" jokes has harmful effects on the lives of Americans of Polish descent.	2.079	4	8.019	4

TABLE XVIII (Continued)

**χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP**

	χ^2		χ^2	
	value females	d.f.	value males	d.f.
5. There are too few women working as medical doctors and as lawyers.	5.709	4	7.316	4
6. If I were unattached, I would have no objection to dating a black.	4.980	4	2.188	4
7. Although social equality of the races may be the democratic way, a good many blacks are not ready to practice the self-control that goes with it.	2.337	3	1.485	3
8. No real man can accept a woman as his boss.	2.431	4	4.119	4
9. I would not mind living next door to a Chinese family.	2.038	3	0.343	3
10. Little girls should be taught to be delicate and dainty.	2.198	4	3.333	4
11. If I were in love, I would have no objections to marrying an Indian.	2.561	3	2.600	3
12. To end prejudice against black Americans the first step is for black Americans to try sincerely to get rid of their irritating faults.	6.040	3	3.450	4
13. If a woman can earn a better wage than her husband, she should be the breadwinner; he should take care of the house and children.	5.447	3	3.978	4

TABLE XVIII (Continued)

**χ² VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP**

	<u>χ²</u> value <u>females</u>	<u>d.f.</u>	<u>χ²</u> value <u>males</u>	<u>d.f.</u>
14. Give the poor more money, and they'll spend it on beer and cars.	1.890	4	3.587	4
15. I would take a Negro to eat with me in a restaurant where I was well known.	0.679	3	3.922	4
16. Jews usually like to be at the head of things.	2.437	4	3.232	4
17. I would just as readily have a black family doctor as a white family doctor.	4.847	4	0.868	4
18. Boys in a family should be given the job of shoveling snow while girls should make the beds.	7.967	4	4.040	3
19. If I were in love, I would have no objections to marrying a Negro.	2.188	4	4.363	4
20. American Indians seem to have little or no respect for the law.	1.098	2	2.862	4
21. Boys and girls should be brought up in much the same way.	10.795*	4	2.500	4
22. A person who places on his lawn a statue of a black boy with a fishing pole is degrading black people.	5.367	4	3.474	4
23. My mother's responsibilities are of lesser importance than my father's.	6.111	3	1.331	4

TABLE XVIII (Continued)

χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP

	χ^2		χ^2	
	value females	d.f.	value males	d.f.
24. I would approve of my sister or brother marrying a black.	0.565	4	0.667	4
25. A man who is afraid of snakes lacks masculinity.	2.423	4	2.807	4
26. Jews are just as honest as other businessmen.	9.427	4	2.835	4
27. Most Negroes would become overbearing and disagreeable if not kept in their place.	4.032	2	5.352	4
28. Most poor people on welfare can't get jobs despite their willingness to work.	17.027*	4	2.172	3
29. Indian dances demonstrate that most native Americans were war-like savages.	2.598	3	3.422	3
30. Private clubs should not be allowed to exclude blacks from membership.	4.883	4	3.333	4
31. Women with children belong at home.	6.716	4	4.043	3
32. Girls should be elected more often as presidents and vice presidents of classes at Luther High.	5.587	4	2.222	3
33. Blacks are most often exceptionally cheerful and musical people.	5.044	4	3.886	4
34. I am offended when I hear people use such words as spick, dago, or wop.	0.264	3	2.611	4

TABLE XVIII (Continued)

χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP

	χ^2		χ^2	
	value females	d.f.	value males	d.f.
35. Welfare mothers usually have many children in order to get more money.	6.228	4	2.672	3
36. There really aren't many jobs that a woman won't do as well as a man.	2.832	3	1.758	4
37. A hotel owner ought to have the right to decide whether he is going to rent rooms to black guests.	3.339	3	1.291	3
38. White people should not have the right to keep blacks out of their neighborhoods.	7.070	4	0.925	4
39. There may be a few exceptions, but in general Jews are all pretty much alike.	4.933	4	1.352	4
40. Boys at Luther High should be permitted along with the girls to take the business program (Typing 10, Stenography 11, Office Practice 12).	2.192	3	3.000	3
41. Chinese seem to have a sly, mysterious look in their eyes.	1.754	3	7.567	4
42. Women should hold more of the political offices that involve greater responsibility such as Secretary of State or President.	3.615	4	3.667	3

TABLE XVIII (Continued)

 χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP

	χ^2		χ^2	
	value	d.f.	value	d.f.
	<u>females</u>	<u>d.f.</u>	<u>males</u>	<u>d.f.</u>
43. The elimination of the commercial featuring the "Frito Bandito" was an example of a minority (in this case Mexican-Americans) being overly sensitive.	0.921	3	3.133	4
44. If I were being interviewed for a job, I would not mind being evaluated by a black Personnel Director.	2.252	3	1.325	3
45. If I were unattached, I would have no objection to dating an Indian.	2.013	3	2.658	4
46. I would probably feel somewhat self-conscious being with a Negro in a public place.	6.853	4	2.743	3
47. The Negro should be afforded equal rights through integration (mixing of blacks and whites in society).	2.056	3	1.483	4
48. I wouldn't mind living in a neighborhood where Mexican Americans also lived.	3.913	4	2.702	3
49. Working women should get the same pay as men doing the same job.	1.264	3	5.200	4
50. If Indians earned higher wages, they would only buy more liquor.	1.199	2	1.311	4

TABLE XVIII (continued)

 χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP

	χ^2		χ^2	
	value females	d.f.	value males	d.f.
51. I would feel uneasy competing against blacks in an athletic contest.	3.083	4	2.536	4
52. Teenage girls should be more emotional whereas boys should be more controlled about their feelings.	2.305	4	2.104	3
53. I feel a boyfriend should dominate in his relationship with his girlfriend.	12.644*	4	1.967	3
54. I would be quite comfortable if my parents invited blacks to our house for dinner.	1.312	4	8.674	4
55. Athletic budgets at Luther High School should be equally divided between the girls' and the boys' programs.	2.269	3	9.044	4
56. The American Indians' problems would be minimized if they would only accept the standards and ways followed by most Americans.	4.660	4	5.778	3
57. Most children in welfare families are illegitimate.	0.511	3	0.622	3
58. The responsibilities for boys and girls in a family should be different.	1.445	4	3.307	3
59. There may be a few exceptions, but in general blacks are lazy.	5.025	4	2.095	3

TABLE XVIII (Continued)

χ^2 VALUES FOR MALES AND FEMALES
IN THE EXPERIMENTAL GROUP

	χ^2		χ^2	
	value	d.f.	value	d.f.
60. The father should play an equal role with the mother in raising children.	1.080	3	4.591	3

*significant at the .05 level

**degrees of freedom

An examination of these data revealed that significant differences were found in only three of the sixty items in the questionnaire. These statement numbers were 21, 28, and 53. It was noted that the significant difference in response distributions occurred only among the females. In order to determine whether this difference could be attributed to the treatment rather than to history or maturation a chi-square test was run on these three statements from the response distributions of the female Pretest (Control) and Posttest (Control) groups. The observed response distributions of the females in the control group may be seen in Appendix D. The chi-square values are presented in Table XIX:

TABLE XIX

**χ^2 VALUES FOR FEMALES
IN THE CONTROL GROUP**

	<u>χ^2 value</u>	<u>d.f.*</u>
21. Boys and girls should be brought up in much the same way.	3.355	4
28. Most poor people on welfare can't get jobs despite their willingness to work.	7.655	4
53. I feel a boyfriend should dominate in his relationship with his girlfriend.	1.996	4

*degrees of freedom

As can be seen in Table XIX, there was no significant difference between the response distributions of the females in the control group on these three statements. Thus it could be concluded that the significant difference between the Pretest (Experimental) females and the Posttest (Experimental) females was attributable to the treatment rather than some other factor. By examining Tables XVIII and XIX together it was possible to reject the null hypothesis that no significantly

greater difference among the females than among the males exists between the response distributions on these three items in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the experimental treatment. However, it was not possible to reject the null hypothesis that no significant difference exists between the response distributions on each item in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study was performed to discover whether or not enrollment in a course dealing with the nature of prejudice and the history of American minorities would be a useful educational tool for changing prejudicial attitudes. The course was taken by seventy-nine students in the 11th and 12th grades at Luther High School in Onalaska, Wisconsin during the 1974-1975 school year. The rest of the juniors and seniors served as a control group. Each group was randomly divided into two groups. A testing instrument designed to measure prejudice was administered to the one half of the control and of the experimental groups as a pretest at the beginning of the semester. It was administered at the end of the semester to the other two groups as a posttest.

An analysis of variance computation was obtained on the scores and subscores accumulated by all four groups. An examination of the data showed that the null hypotheses that no significant difference exists between the scores and subscores of the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the

treatment and that no significantly greater difference among the females than among the males exists between the scores and subscores of the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment could not be rejected. It was possible to reject the null hypotheses that a significant difference exists between the scores and subscores of the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment and that a significantly greater difference among the females than among the males exists between the scores and subscores of the Pretest (Control) and the Posttest (Control) groups who were not involved in the experimental treatment. However, in a number of cases the males were found to be more prejudiced than the females.

A chi-square analysis was then run on the response distributions on each of the individual statements by the experimental pretest and posttest groups. No significant difference was found in fifty-seven of of the sixty items. For three items, numbers 21, 28, and 53, the females demonstrated a significant decline in their level of prejudice whereas the males did not. This made it possible to reject the null hypothesis that no significantly greater difference among the females than among the males exists between the response distribu-

tions on these three items in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the experimental treatment. It was not possible to reject the null hypothesis that no significant difference exists between the response distributions on each item in the questionnaire for the Pretest (Experimental) and the Posttest (Experimental) groups which is due to the treatment.

Conclusions

This study leads to the conclusion that this course dealing with the nature of prejudice and the history of American minorities had little or even no effect in changing the prejudicial attitudes of those students who participated. This seems true despite the fact that in the case of three questionnaire items the females exhibited a significant decline in their level of prejudice whereas the males did not. The irony in this seemingly obvious change in attitudes is that it may well have resulted from their own sex role identification rather than from the treatment. As has been assumed in some of the previous research, because our culture demands of females greater acquiescence to sources of information, it would be natural to assume that they would display at least verbally more change than would males. But in the

process of displaying these changes in attitude they might have been only reinforcing the sex-typed role they have been taught to play. Because the changes that did occur were only minimal, it seems that this observation might neutralize the change in prejudicial attitudes which actually did take place.

Yet the fact that there was a significant shift in the level of prejudice among the females cannot be ignored. It should be noted that two of these items dealt with the relationships between men and women while the other statement concerned an attitude toward the poor. It is interesting to note that these were the last two topics covered in the course. There may be here some evidence of a recency effect. In other words the impact on prejudicial attitudes may well be greater immediately following the transmission of knowledge but diminishes with time.

The experimenter has concluded that the failure to find change in attitudes may have resulted from an ineffective testing instrument. Its major weakness was that it was not tested before its utilization. In addition it should be noted that since there was such a broad spectrum of attitudes being measured, it was not possible to cover properly the numerous attitudes that might exist over against a certain minority group. The

questionnaire seems to lack the depth needed to examine the complexities of prejudice.

Recommendations

If educators are going to continue to accept the thought that education has a liberating effect upon narrow-minded or irrational attitudes, more research has to be done in order to determine what change actually does take place and more importantly why. The present study failed to examine the latter question. Some past researchers have found that many predispositional factors have an influence on the persuasibility of an individual. Janis and Hovland have observed that individual differences in responses to identical communications stimuli may be attributed to specific differences in personality structure (1966, pp. 6-11). Hovland and others found that hostile or aggressive personalities are less susceptible to persuasive communications (1966, p. 201). Other researchers have correlated attitudinal change to the factors of intelligence, childrearing practices, parental domination, and educational level of the parents. For example, Lombardi found that the change in attitudes among tenth graders toward Negroes was significantly related to the educational level of the mother. The higher level of education meant that favorable change was more

likely. The opposite also proved to be true. Students whose mothers had lower levels of education were more likely to show no attitudinal change (1962, p. 1414). Future studies should look at students as being heterogeneous rather than homogeneous in nature.

This study also suggests that testing shortly after the influence of the treatment may produce more evidence of attitudinal change. Future studies might test the subjects at two or three different times. This would give some indication of both the short range and long range effects of such courses on the prejudicial attitudes of students. A more detailed study of methodology and its effects is also in place.

It seems wise to limit future studies to smaller time spans. Unless the testing instrument is thorough in covering the broad range and complexities of prejudicial attitudes over against minorities, which might make the instrument too long, future studies should be limited to smaller units than a semester course. Limiting the study to attitudes over against one minority rather than many also seems prudent. The utilization of a validated testing instrument would then be possible as well.

As was observed earlier, the results from studies similar to this one are ambiguous. This study adds lit-

tle to suggest that knowledge necessarily changes attitudes. But if it doesn't, what does? Educators must continue the research which will lead to a better understanding of what factors have the greatest influence on the affective domain. Without this information the process of education lacks direction and at least in this regard may be doomed to failure.

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COURSE MATERIALS

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APPENDIXES

APPENDIX A
TESTING INSTRUMENT

Do not place your name on this questionnaire. You are being asked to complete this questionnaire as part of a study being conducted here at Luther High. Try to be as honest as possible in completing this questionnaire. Only with your cooperation can the study be valid. No one will know who has filled out any specific questionnaire.

React to each statement by determining whether you strongly agree, agree, have no opinion, disagree, or strongly disagree. Circle the abbreviation (SA, A, NO, D, SD) that best fits your reaction. Then place an X within the circle you make around the letter(s). Do not think about or study any of these statements. Please record your first or immediate reaction.

- SA A NO D SD 1. It is perfectly acceptable for a girl to ask a boy for a date.
- SA A NO D SD 2. Jews have too much power in this country.
- SA A NO D SD 3. I find it difficult to see much difference among black people. They are all pretty much alike.
- SA A NO D SD 4. The telling of "polack" jokes has harmful effects on the lives of Americans of Polish descent.
- SA A NO D SD 5. There are too few women working as medical doctors and as lawyers.
- SA A NO D SD 6. If I were unattached, I would have no objection to dating a black.
- SA A NO D SD 7. Although social equality of the races may be the democratic way, a good many blacks are not ready to practice the self-control that goes with it.
- SA A NO D SD 8. No real man can accept a woman as his boss.
- SA A NO D SD 9. I would not mind living next door to a Chinese family.
- SA A NO D SD 10. Little girls should be taught to be delicate and dainty.
- SA A NO D SD 11. If I were in love, I would have no objections to marrying an Indian.
- SA A NO D SD 12. To end prejudice against black Americans the first step is for black Americans to try sincerely to get rid of their irritating faults.
- SA A NO D SD 13. If a woman can earn a better wage than her husband, she should be the breadwinner; he should take care of the house and children.
- SA A NO D SD 14. Give the poor more money, and they'll spend it on beer and cars.
- SA A NO D SD 15. I would take a Negro to eat with me in a restaurant where I was well known.
- SA A NO D SD 16. Jews usually like to be at the head of things.
- SA A NO D SD 17. I would just as readily have a black family doctor as a white family doctor.

- SA A NO D SD 18. Boys in a family should be given the job of shoveling snow while girls should make the beds.
- SA A NO D SD 19. If I were in love, I would have no objections to marrying a Negro.
- SA A NO D SD 20. American Indians seem to have little or no respect for the law.
- SA A NO D SD 21. Boys and girls should be brought up in much the same way.
- SA A NO D SD 22. A person who places on his lawn a statue of a black boy with a fishing pole is degrading black people.
- SA A NO D SD 23. My mother's responsibilities are of lesser importance than my father's.
- SA A NO D SD 24. I would approve of my sister or brother marrying a black.
- SA A NO D SD 25. A man who is afraid of snakes lacks masculinity.
- SA A NO D SD 26. Jews are just as honest as other businessmen.
- SA A NO D SD 27. Most Negroes would become overbearing and disagreeable if not kept in their place.
- SA A NO D SD 28. Most poor people on welfare can't get jobs despite their willingness to work.
- SA A NO D SD 29. Indian dances demonstrate that most native Americans were war-like savages.
- SA A NO D SD 30. Private clubs should not be allowed to exclude blacks from membership.
- SA A NO D SD 31. Women with children belong at home.
- SA A NO D SD 32. Girls should be elected more often as presidents and vice presidents of classes at Luther High.
- SA A NO D SD 33. Blacks are most often exceptionally cheerful and musical people.
- SA A NO D SD 34. I am offended when I hear people use such words as spick, dago, or wop.
- SA A NO D SD 35. Welfare mothers usually have many children in order to get more money.

- SA A NO D SD 36. There really aren't many jobs that a woman won't do as well as a man.
- SA A NO D SD 37. A hotel owner ought to have the right to decide whether he is going to rent rooms to black guests.
- SA A NO D SD 38. White people should not have the right to keep blacks out of their neighborhoods.
- SA A NO D SD 39. There may be a few exceptions, but in general Jews are all pretty much alike.
- SA A NO D SD 40. Boys at Luther High should be permitted along with the girls to take the business program (Typing 10, Stenography 11, Office Practice 12).
- SA A NO D SD 41. Chinese seem to have a sly, mysterious look in their eyes.
- SA A NO D SD 42. Women should hold more of the political offices that involve greater responsibility such as Secretary of State or President.
- SA A NO D SD 43. The elimination of the commercial featuring the "Frito Bandito" was an example of a minority (in this case Mexican-Americans) being overly sensitive.
- SA A NO D SD 44. If I were being interviewed for a job, I would not mind being evaluated by a black Personnel Director.
- SA A NO D SD 45. If I were unattached, I would have no objection to dating an Indian.
- SA A NO D SD 46. I would probably feel somewhat self-conscious being with a Negro in a public place.
- SA A NO D SD 47. The Negro should be afforded equal rights through integration (mixing of blacks and whites in society).
- SA A NO D SD 48. I wouldn't mind living in a neighborhood where Mexican Americans also lived.
- SA A NO D SD 49. Working women should get the same pay as men doing the same job.
- SA A NO D SD 50. If Indians earned higher wages, they would only buy more liquor.

- SA A NO D SD 51. I would feel uneasy competing against blacks in an athletic contest.
- SA A NO D SD 52. Teenage girls should be more emotional whereas boys should be more controlled about their feelings.
- SA A NO D SD 53. I feel a boyfriend should dominate in his relationship with his girlfriend.
- SA A NO D SD 54. I would be quite comfortable if my parents invited blacks to our house for dinner.
- SA A NO D SD 55. Athletic budgets at Luther High School should be equally divided between the girls' and the boys' programs.
- SA A NO S SD 56. The American Indians' problems would be minimized if they would only accept the standards and ways followed by most Americans.
- SA A NO D SD 57. Most children in welfare families are illegitimate.
- SA A NO D SD 58. The responsibilities for boys and girls in a family should be different.
- SA A NO D SD 59. There may be a few exceptions, but in general blacks are lazy.
- SA A NO D SD 60. The father should play an equal role with the mother in raising children.

APPENDIX B

SCORES AND SUBSCORES OF THE CONTROL AND
EXPERIMENTAL GROUPS ON THE QUESTIONNAIRE

PRETEST - MALES - EXPERIMENTAL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
23	21	44	29	28	57	51	152
29	27	56	29	26	55	49	160
13	22	35	24	25	49	40	124
29	31	60	29	29	58	61	179
26	26	52	33	33	66	54	172
22	28	50	22	26	48	52	150
31	32	63	35	36	71	64	198
42	36	78	35	32	67	70	215
16	24	40	29	25	54	46	140
12	21	33	26	28	54	37	124
22	19	41	22	28	50	53	154
22	29	51	37	27	64	55	170
17	20	37	31	23	54	44	135
27	28	55	33	30	63	59	177
23	26	49	27	30	57	57	163
27	27	54	39	44	83	64	201

PRETEST - MALES - EXPERIMENTAL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
22	20	42	18	27	45	44	131

PRETEST - FEMALES - EXPERIMENTAL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
30	29	59	28	25	53	62	174
38	33	71	26	27	53	53	167
20	25	45	26	23	49	44	138
27	23	50	28	26	54	55	159
20	22	42	18	24	42	47	131
22	28	50	30	34	64	47	161
23	24	47	20	15	35	50	132
27	31	58	34	28	62	38	158
20	21	41	21	25	46	40	127

PRETEST - FEMALES - EXPERIMENTAL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
40	22	62	32	21	53	48	163
23	21	44	31	31	62	47	153
28	18	46	33	22	55	54	155
20	23	43	30	26	56	46	145
10	15	25	21	21	42	36	103
17	22	39	27	18	45	39	123
22	21	43	30	31	61	50	154
20	28	48	24	25	49	44	141
18	25	43	27	18	45	32	120
16	18	34	19	21	40	43	117
18	18	36	24	19	43	35	114
27	22	49	27	29	56	47	152
24	24	48	23	27	50	44	142

POSTTEST - MALES - EXPERIMENTAL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
26	27	53	25	28	53	59	165
25	22	47	25	26	51	44	142
24	26	50	25	25	50	51	151
23	21	44	23	23	46	51	141
20	22	42	23	24	47	40	129
28	23	51	37	32	69	58	178
23	23	46	34	30	64	39	149
21	28	49	27	24	51	48	148
26	29	55	32	25	57	59	171
23	33	56	33	36	69	49	174
39	32	71	36	32	68	70	209
21	24	45	26	33	59	47	151
37	31	68	33	33	66	58	192
24	31	55	27	29	56	62	173
21	26	47	24	21	45	49	141
15	18	33	23	17	40	44	117

POSTTEST - MALES - EXPERIMENTAL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
15	26	41	40	28	68	38	147

POSTTEST - FEMALES - EXPERIMENTAL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
30	19	49	33	30	63	43	155
16	21	37	23	23	46	35	118
25	27	52	20	20	40	51	143
21	23	44	22	24	46	53	143
21	20	41	32	28	60	46	147
14	22	36	15	20	35	32	103
26	22	48	31	27	58	50	156
24	12	36	27	25	52	47	135
20	23	43	21	18	39	49	131
23	23	46	26	19	45	32	123

POSTTEST - FEMALES - EXPERIMENTAL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
20	21	41	13	20	33	41	115
12	14	26	19	11	30	30	86
24	24	48	29	36	65	47	160
20	19	39	25	23	48	41	128
20	26	46	22	25	47	43	136
30	27	57	28	33	61	56	174
29	22	51	21	19	40	50	141
26	21	47	19	27	46	44	137
16	22	38	19	17	36	35	109
25	24	49	32	35	67	49	165
40	28	68	35	33	68	58	194
21	28	49	29	29	58	45	152
28	21	49	28	23	51	41	141

PRETEST - MALES - CONTROL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
20	23	43	34	25	59	50	152
28	19	47	34	27	61	49	157
22	26	48	33	30	63	57	168
22	24	46	30	29	59	43	148
21	29	50	25	19	44	55	149
14	22	36	22	16	38	36	110
30	28	58	27	28	55	53	166
24	20	44	30	26	56	56	156
21	23	44	32	30	62	54	160
32	33	65	41	32	73	54	192
20	25	45	38	36	74	57	176
31	26	57	29	29	58	55	170
22	28	50	21	20	41	55	146
33	31	64	28	28	56	61	181
27	28	55	30	30	60	52	167
13	30	43	31	27	58	59	160

PRETEST - MALES - CONTROL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
25	23	48	36	44	80	65	193
34	28	62	30	34	64	54	180
43	15	58	33	30	63	57	178

PRETEST - FEMALES - CONTROL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
27	26	53	26	28	54	51	158
17	20	37	16	15	31	42	110
27	23	50	29	28	57	48	155
31	21	52	19	26	45	42	139
28	37	65	29	34	63	50	178
28	27	55	30	33	63	52	170
22	25	47	28	29	57	49	153

PRETEST - FEMALES - CONTROL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Questionnaire	Total
34	25	59	23	27	50	66		175
24	19	43	37	31	68	50		161
14	16	30	15	28	43	35		108
29	25	54	25	18	43	42		139
25	25	50	30	34	64	51		165
47	33	80	25	30	55	73		208
25	26	51	20	17	37	49		137
23	19	42	32	31	63	48		153
32	25	57	23	26	49	52		158
19	18	37	20	17	37	38		112
28	14	42	32	27	59	40		141
22	14	36	25	31	56	39		131
33	23	56	22	25	47	50		153
16	16	32	10	23	33	35		100
23	24	47	22	29	51	47		145

POSTTEST - MALES - CONTROL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
34	29	63	31	40	71	63	197
26	19	45	31	25	56	53	154
29	27	56	35	31	66	57	179
26	27	53	27	26	53	53	159
20	31	51	23	22	45	53	149
30	26	56	26	23	49	55	160
19	14	33	23	17	40	29	102
20	21	41	34	31	65	56	162
28	31	59	19	28	47	55	161
24	27	51	34	33	67	55	173
30	21	51	24	29	53	57	161
24	23	47	34	34	68	54	169
26	28	54	31	23	54	57	165
14	23	37	21	20	41	35	113
13	21	34	26	21	47	40	121
21	25	46	21	24	45	49	140

POSTTEST - MALES - CONTROL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
30	23	53	38	32	70	62	185
20	34	54	18	24	42	65	161
18	23	41	26	27	53	35	129
30	35	65	24	23	47	62	174

POSTTEST - FEMALES - CONTROL

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
28	28	56	25	27	52	49	157
24	21	45	23	25	48	55	148
24	23	47	24	25	49	42	138
30	30	60	26	28	54	52	166
28	26	54	26	23	49	53	156
15	15	30	18	20	38	31	99

POSTTEST - FEMALES - CONTROL (Continued)

Personal Blacks	Impersonal Blacks	Total Blacks	Personal Sex-Roles	Impersonal Sex-Roles	Total Sex-Roles	Total Miscellaneous	Total Questionnaire
25	24	49	28	23	51	48	148
15	17	32	25	22	47	42	121
20	25	45	28	28	56	46	147
39	25	64	27	25	52	57	175
24	22	46	24	26	50	42	138
30	25	55	28	28	56	46	157
16	21	37	31	22	53	52	142
15	25	40	25	16	41	44	125
30	27	57	28	21	49	48	154
20	27	47	21	25	46	50	143
17	27	44	26	26	52	47	143
26	26	52	30	26	56	57	165
21	23	44	28	23	51	49	144
33	30	63	30	23	53	52	168

APPENDIX C
CONTINGENCY TABLES FOR
MALES AND FEMALES IN THE
EXPERIMENTAL GROUP

	FEMALES					MALES				
	SA	A	NO	D	SD	SA	A	NO	D	SD
1. It is perfectly acceptable for a girl to ask a boy for a date.	<u>1</u>	<u>11</u>	<u>0</u>	<u>7</u>	<u>3</u>	<u>3</u>	<u>7</u>	<u>4</u>	<u>2</u>	<u>1</u>
	0	8	5	7	3	3	7	3	4	0
2. Jews have too much power in this country.	<u>0</u>	<u>0</u>	<u>10</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>5</u>	<u>7</u>	<u>4</u>
	0	0	9	8	6	0	2	6	7	2
3. I find it difficult to see much difference among black people. They are all pretty much alike.	<u>2</u>	<u>3</u>	<u>2</u>	<u>7</u>	<u>8</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>8</u>	<u>4</u>
	1	5	4	8	5	1	6	2	5	2
4. The telling of "polack" jokes has harmful effects on the lives of Americans of Polish descent.	<u>1</u>	<u>3</u>	<u>3</u>	<u>13</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>4</u>	<u>7</u>	<u>4</u>
	1	7	3	11	1	2	5	2	8	0
5. There are too few women working as medical doctors and as lawyers.	<u>2</u>	<u>9</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>12</u>	<u>2</u>	<u>0</u>
	3	12	2	5	1	2	1	7	5	1
6. If I were unattached, I would have no objection to dating a black.	<u>2</u>	<u>13</u>	<u>4</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>7</u>	<u>4</u>	<u>1</u>	<u>3</u>
	3	13	1	3	3	2	6	5	3	1
7. Although social equality of the races may be the democratic way, a good many blacks are not ready to practice the self-control that goes with it.	<u>0</u>	<u>1</u>	<u>5</u>	<u>12</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>4</u>	<u>7</u>	<u>2</u>
	0	3	4	9	7	0	4	7	5	1
8. No real man can accept a woman as his boss.	<u>1</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>6</u>	<u>1</u>
	2	5	4	8	4	1	5	1	8	2
9. I would not mind living next door to a Chinese family.	<u>8</u>	<u>13</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>10</u>	<u>3</u>	<u>0</u>	<u>1</u>
	9	13	1	0	0	2	10	4	0	1
10. Little girls should be taught to be delicate and dainty.	<u>2</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>6</u>	<u>2</u>	<u>6</u>	<u>6</u>	<u>2</u>	<u>1</u>
	2	8	3	6	4	1	6	3	6	1

11. If I were in love, I would have no objections to marrying an Indian.
- | | | | | | | | | | |
|----|----|---|---|---|---|---|---|---|---|
| 10 | 11 | 0 | 1 | 0 | 5 | 8 | 2 | 2 | 0 |
| 8 | 14 | 1 | 0 | 0 | 7 | 7 | 3 | 0 | 0 |
12. To end prejudice against black Americans the first step is for black Americans to try sincerely to get rid of their irritating faults.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 0 | 2 | 6 | 6 | 8 | 1 | 0 | 2 | 9 | 5 |
| 0 | 0 | 2 | 12 | 9 | 0 | 2 | 3 | 7 | 5 |
13. If a woman can earn a better wage than her husband, she should be the breadwinner; he should take care of the house and children.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 1 | 2 | 0 | 11 | 8 | 0 | 1 | 5 | 7 | 4 |
| 2 | 8 | 0 | 9 | 4 | 1 | 3 | 4 | 8 | 1 |
14. Give the poor more money, and they'll spend it on beer and cars.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 0 | 2 | 5 | 11 | 4 | 1 | 4 | 3 | 9 | 0 |
| 1 | 3 | 4 | 9 | 6 | 2 | 5 | 3 | 5 | 2 |
15. I would take a Negro to eat with me in a restaurant where I was well known.
- | | | | | | | | | | |
|---|----|---|---|---|---|----|---|---|---|
| 4 | 15 | 2 | 1 | 0 | 5 | 8 | 3 | 0 | 1 |
| 4 | 14 | 4 | 1 | 0 | 3 | 10 | 2 | 2 | 0 |
16. Jews usually like to be at the head of things.
- | | | | | | | | | | |
|---|---|----|---|---|---|---|----|---|---|
| 1 | 1 | 17 | 2 | 1 | 1 | 4 | 7 | 3 | 2 |
| 0 | 2 | 15 | 4 | 2 | 1 | 3 | 11 | 2 | 0 |
17. I would just as readily have a black family doctor as a white doctor.
- | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|
| 1 | 10 | 2 | 6 | 3 | 2 | 8 | 3 | 2 | 2 |
| 3 | 14 | 3 | 2 | 1 | 1 | 9 | 4 | 2 | 1 |
18. Boys in a family should be given the job of shoveling snow while girls should make the beds.
- | | | | | | | | | | |
|---|---|---|----|---|---|----|---|---|---|
| 2 | 3 | 1 | 12 | 4 | 0 | 11 | 2 | 4 | 0 |
| 0 | 5 | 5 | 6 | 7 | 2 | 7 | 1 | 7 | 0 |
19. If I were in love, I would have no objections to marrying a Negro.
- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 4 | 9 | 4 | 1 | 4 | 4 | 6 | 4 | 0 | 3 |
| 6 | 9 | 3 | 3 | 2 | 3 | 7 | 3 | 3 | 1 |
20. American Indians seem to have little or no respect for the law.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|----|---|
| 0 | 0 | 4 | 9 | 9 | 1 | 1 | 2 | 9 | 4 |
| 0 | 0 | 3 | 13 | 7 | 0 | 0 | 4 | 10 | 3 |

21. Boys and girls should be brought up in much the same way. $\begin{array}{r} 0 \ 7 \ 0 \ 9 \ 6 \\ \hline 2 \ 11 \ 4 \ 4 \ 2 \end{array}$ $\begin{array}{r} 0 \ 6 \ 5 \ 5 \ 0 \\ \hline 1 \ 6 \ 3 \ 6 \ 1 \end{array}$
22. A person who places on his lawn a statue of a black boy with a fishing pole is degrading black people. $\begin{array}{r} 0 \ 1 \ 3 \ 15 \ 3 \\ \hline 1 \ 6 \ 2 \ 11 \ 3 \end{array}$ $\begin{array}{r} 0 \ 2 \ 3 \ 8 \ 4 \\ \hline 1 \ 2 \ 2 \ 11 \ 1 \end{array}$
23. My mother's responsibilities are of lesser importance than my father's. $\begin{array}{r} 0 \ 1 \ 0 \ 6 \ 15 \\ \hline 0 \ 3 \ 2 \ 10 \ 8 \end{array}$ $\begin{array}{r} 0 \ 3 \ 2 \ 7 \ 5 \\ \hline 1 \ 4 \ 2 \ 6 \ 4 \end{array}$
24. I would approve of my sister or brother marrying a black. $\begin{array}{r} 4 \ 10 \ 3 \ 3 \ 2 \\ \hline 5 \ 10 \ 4 \ 3 \ 1 \end{array}$ $\begin{array}{r} 2 \ 8 \ 5 \ 1 \ 1 \\ \hline 1 \ 10 \ 4 \ 1 \ 1 \end{array}$
25. A man who is afraid of snakes lacks masculinity. $\begin{array}{r} 1 \ 1 \ 1 \ 8 \ 11 \\ \hline 1 \ 2 \ 3 \ 10 \ 7 \end{array}$ $\begin{array}{r} 2 \ 1 \ 2 \ 8 \ 4 \\ \hline 0 \ 1 \ 1 \ 11 \ 4 \end{array}$
26. Jews are just as honest as other businessmen. $\begin{array}{r} 3 \ 10 \ 8 \ 0 \ 1 \\ \hline 6 \ 15 \ 1 \ 1 \ 0 \end{array}$ $\begin{array}{r} 1 \ 5 \ 9 \ 2 \ 0 \\ \hline 1 \ 8 \ 5 \ 2 \ 1 \end{array}$
27. Most Negroes would become overbearing and disagreeable if not kept in their place. $\begin{array}{r} 0 \ 0 \ 6 \ 6 \ 10 \\ \hline 0 \ 0 \ 2 \ 12 \ 9 \end{array}$ $\begin{array}{r} 2 \ 0 \ 3 \ 7 \ 5 \\ \hline 0 \ 1 \ 6 \ 8 \ 2 \end{array}$
28. Most poor people on welfare can't get jobs despite their willingness to work. $\begin{array}{r} 2 \ 4 \ 2 \ 12 \ 2 \\ \hline 2 \ 16 \ 3 \ 1 \ 1 \end{array}$ $\begin{array}{r} 0 \ 5 \ 2 \ 8 \ 2 \\ \hline 0 \ 1 \ 6 \ 8 \ 2 \end{array}$
29. Indian dances demonstrate that most native Americans were war-like savages. $\begin{array}{r} 0 \ 0 \ 1 \ 13 \ 8 \\ \hline 0 \ 2 \ 2 \ 13 \ 6 \end{array}$ $\begin{array}{r} 0 \ 0 \ 3 \ 10 \ 4 \\ \hline 0 \ 3 \ 2 \ 8 \ 4 \end{array}$
30. Private clubs should not be allowed to exclude blacks from membership. $\begin{array}{r} 8 \ 8 \ 1 \ 3 \ 2 \\ \hline 7 \ 14 \ 0 \ 2 \ 0 \end{array}$ $\begin{array}{r} 3 \ 10 \ 2 \ 1 \ 1 \\ \hline 5 \ 6 \ 1 \ 3 \ 1 \end{array}$
31. Women with children belong at home. $\begin{array}{r} 2 \ 3 \ 1 \ 10 \ 6 \\ \hline 2 \ 8 \ 4 \ 4 \ 5 \end{array}$ $\begin{array}{r} 0 \ 10 \ 2 \ 5 \ 0 \\ \hline 1 \ 5 \ 5 \ 6 \ 0 \end{array}$

32. Girls should be elected more often as presidents and vice presidents of classes at Luther High. $\begin{array}{r} 4 \quad 9 \quad 1 \quad 7 \quad 1 \\ \hline 6 \quad 12 \quad 3 \quad 2 \quad 0 \end{array}$ $\begin{array}{r} 0 \quad 3 \quad 11 \quad 1 \quad 2 \\ \hline 0 \quad 5 \quad 7 \quad 2 \quad 2 \end{array}$
33. Blacks are most often exceptionally cheerful and musical people. $\begin{array}{r} 1 \quad 12 \quad 6 \quad 2 \quad 1 \\ \hline 1 \quad 5 \quad 8 \quad 7 \quad 1 \end{array}$ $\begin{array}{r} 1 \quad 6 \quad 9 \quad 0 \quad 1 \\ \hline 0 \quad 8 \quad 5 \quad 2 \quad 1 \end{array}$
34. I am offended when I hear people use such words as spick, dago, or wop. $\begin{array}{r} 5 \quad 7 \quad 6 \quad 4 \quad 0 \\ \hline 5 \quad 8 \quad 7 \quad 3 \quad 0 \end{array}$ $\begin{array}{r} 1 \quad 4 \quad 6 \quad 3 \quad 3 \\ \hline 0 \quad 5 \quad 6 \quad 5 \quad 1 \end{array}$
35. Welfare mothers usually have many children in order to get more money. $\begin{array}{r} 0 \quad 6 \quad 4 \quad 9 \quad 3 \\ \hline 1 \quad 3 \quad 7 \quad 12 \quad 0 \end{array}$ $\begin{array}{r} 1 \quad 4 \quad 10 \quad 2 \quad 0 \\ \hline 1 \quad 3 \quad 7 \quad 6 \quad 0 \end{array}$
36. There really aren't many jobs that a woman won't do as well as a man. $\begin{array}{r} 2 \quad 11 \quad 3 \quad 6 \quad 0 \\ \hline 5 \quad 13 \quad 1 \quad 4 \quad 0 \end{array}$ $\begin{array}{r} 0 \quad 8 \quad 1 \quad 6 \quad 2 \\ \hline 1 \quad 8 \quad 2 \quad 5 \quad 1 \end{array}$
37. A hotel owner ought to have the right to decide whether he is going to rent rooms to black guests. $\begin{array}{r} 0 \quad 3 \quad 1 \quad 7 \quad 11 \\ \hline 0 \quad 3 \quad 3 \quad 11 \quad 5 \end{array}$ $\begin{array}{r} 0 \quad 3 \quad 2 \quad 7 \quad 5 \\ \hline 0 \quad 1 \quad 3 \quad 7 \quad 6 \end{array}$
38. White people should not have the right to keep blacks out of their neighborhoods. $\begin{array}{r} 12 \quad 5 \quad 1 \quad 3 \quad 1 \\ \hline 6 \quad 13 \quad 0 \quad 2 \quad 2 \end{array}$ $\begin{array}{r} 3 \quad 8 \quad 2 \quad 1 \quad 3 \\ \hline 2 \quad 9 \quad 1 \quad 2 \quad 3 \end{array}$
39. There may be a few exceptions, but in general Jews are all pretty much alike. $\begin{array}{r} 0 \quad 1 \quad 10 \quad 6 \quad 5 \\ \hline 1 \quad 3 \quad 10 \quad 8 \quad 1 \end{array}$ $\begin{array}{r} 2 \quad 2 \quad 6 \quad 6 \quad 1 \\ \hline 1 \quad 2 \quad 4 \quad 8 \quad 2 \end{array}$
40. Boys at Luther High should be permitted along with the girls to take the business program (Typing 10, Stenography 11, Office Practice 12). $\begin{array}{r} 8 \quad 12 \quad 1 \quad 0 \quad 1 \\ \hline 9 \quad 14 \quad 0 \quad 0 \quad 0 \end{array}$ $\begin{array}{r} 1 \quad 11 \quad 4 \quad 0 \quad 1 \\ \hline 4 \quad 9 \quad 4 \quad 0 \quad 0 \end{array}$
41. Chinese seem to have a sly, mysterious look in their eyes. $\begin{array}{r} 0 \quad 2 \quad 6 \quad 9 \quad 5 \\ \hline 0 \quad 5 \quad 5 \quad 9 \quad 3 \end{array}$ $\begin{array}{r} 2 \quad 0 \quad 5 \quad 8 \quad 2 \\ \hline 0 \quad 5 \quad 3 \quad 7 \quad 2 \end{array}$

42. Women should hold more of the political offices that involve greater responsibility such as Secretary of State or President.
- | | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|
| <u>2</u> | <u>3</u> | <u>7</u> | <u>5</u> | <u>5</u> | <u>0</u> | <u>1</u> | <u>10</u> | <u>4</u> | <u>2</u> |
| <u>2</u> | <u>7</u> | <u>9</u> | <u>3</u> | <u>2</u> | <u>0</u> | <u>5</u> | <u>6</u> | <u>4</u> | <u>2</u> |
43. The elimination of the commercial featuring the "Frito Bandito" was an example of a minority (in this case Mexican-Americans) being overly sensitive.
- | | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <u>0</u> | <u>4</u> | <u>6</u> | <u>9</u> | <u>3</u> | <u>0</u> | <u>6</u> | <u>7</u> | <u>4</u> | <u>0</u> |
| <u>0</u> | <u>3</u> | <u>9</u> | <u>9</u> | <u>2</u> | <u>1</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>1</u> |
44. If I were being interviewed for a job, I would not mind being evaluated by a black Personnel Director.
- | | | | | | | | | | |
|----------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|
| <u>4</u> | <u>15</u> | <u>1</u> | <u>2</u> | <u>0</u> | <u>4</u> | <u>10</u> | <u>2</u> | <u>0</u> | <u>1</u> |
| <u>4</u> | <u>18</u> | <u>1</u> | <u>0</u> | <u>0</u> | <u>3</u> | <u>12</u> | <u>2</u> | <u>0</u> | <u>0</u> |
45. If I were unattached, I would have no objection to dating an Indian.
- | | | | | | | | | | |
|----------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|
| <u>7</u> | <u>14</u> | <u>0</u> | <u>0</u> | <u>1</u> | <u>3</u> | <u>10</u> | <u>2</u> | <u>1</u> | <u>1</u> |
| <u>7</u> | <u>15</u> | <u>0</u> | <u>1</u> | <u>0</u> | <u>4</u> | <u>12</u> | <u>1</u> | <u>0</u> | <u>0</u> |
46. I would probably feel somewhat self-conscious being with a Negro in a public place.
- | | | | | | | | | | |
|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|
| <u>1</u> | <u>4</u> | <u>0</u> | <u>12</u> | <u>5</u> | <u>0</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>7</u> |
| <u>0</u> | <u>10</u> | <u>2</u> | <u>8</u> | <u>3</u> | <u>0</u> | <u>3</u> | <u>2</u> | <u>9</u> | <u>3</u> |
47. The Negro should be afforded equal rights through integration (mixing of blacks and whites in society).
- | | | | | | | | | | |
|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <u>7</u> | <u>14</u> | <u>0</u> | <u>1</u> | <u>0</u> | <u>2</u> | <u>8</u> | <u>5</u> | <u>1</u> | <u>1</u> |
| <u>6</u> | <u>14</u> | <u>2</u> | <u>1</u> | <u>0</u> | <u>1</u> | <u>9</u> | <u>6</u> | <u>0</u> | <u>1</u> |
48. I wouldn't mind living in a neighborhood where Mexican Americans also lived.
- | | | | | | | | | | |
|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <u>6</u> | <u>15</u> | <u>0</u> | <u>0</u> | <u>1</u> | <u>3</u> | <u>9</u> | <u>3</u> | <u>0</u> | <u>2</u> |
| <u>9</u> | <u>12</u> | <u>1</u> | <u>1</u> | <u>0</u> | <u>5</u> | <u>8</u> | <u>4</u> | <u>0</u> | <u>0</u> |
49. Working women should get the same pay as men doing the same job.
- | | | | | | | | | | |
|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|
| <u>14</u> | <u>6</u> | <u>1</u> | <u>1</u> | <u>0</u> | <u>2</u> | <u>11</u> | <u>3</u> | <u>0</u> | <u>1</u> |
| <u>14</u> | <u>8</u> | <u>1</u> | <u>0</u> | <u>0</u> | <u>5</u> | <u>9</u> | <u>1</u> | <u>1</u> | <u>0</u> |
50. If Indians earned higher wages, they would only buy more liquor.
- | | | | | | | | | | |
|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|
| <u>0</u> | <u>0</u> | <u>1</u> | <u>7</u> | <u>14</u> | <u>1</u> | <u>1</u> | <u>4</u> | <u>6</u> | <u>5</u> |
| <u>0</u> | <u>0</u> | <u>3</u> | <u>8</u> | <u>12</u> | <u>0</u> | <u>1</u> | <u>3</u> | <u>7</u> | <u>6</u> |

51. I would feel uneasy competing against blacks in an athletic contest.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 0 | 1 | 2 | 13 | 6 | 2 | 1 | 3 | 7 | 4 |
| 1 | 0 | 4 | 14 | 4 | 0 | 1 | 4 | 9 | 3 |
52. Teenage girls should be more emotional whereas boys should be more controlled about their feelings.
- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 6 | 9 | 1 | 4 | 0 | 6 | 7 | 2 | 2 |
| 1 | 9 | 3 | 7 | 3 | 0 | 8 | 4 | 4 | 1 |
53. I feel a boyfriend should dominate in his relationship with his girlfriend.
- | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|
| 1 | 14 | 0 | 5 | 2 | 2 | 3 | 6 | 6 | 0 |
| 6 | 4 | 3 | 7 | 3 | 4 | 5 | 4 | 4 | 0 |
54. I would be quite comfortable if my parents invited blacks to our house for dinner.
- | | | | | | | | | | |
|---|----|---|---|---|---|----|---|---|---|
| 6 | 12 | 2 | 1 | 1 | 3 | 8 | 5 | 0 | 1 |
| 6 | 12 | 1 | 3 | 1 | 2 | 11 | 0 | 3 | 1 |
55. Athletic budgets at Luther High School should be equally divided between the girls' and the boys' programs.
- | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|
| 7 | 12 | 1 | 0 | 2 | 0 | 3 | 6 | 6 | 2 |
| 9 | 13 | 1 | 0 | 0 | 2 | 8 | 3 | 1 | 3 |
56. The American Indians' problems would be minimized if they would only accept the standards and ways followed by most Americans.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 2 | 3 | 7 | 6 | 4 | 0 | 6 | 2 | 7 | 2 |
| 0 | 1 | 8 | 11 | 3 | 0 | 3 | 7 | 7 | 0 |
57. Most children in welfare families are illegitimate.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|----|---|---|
| 0 | 2 | 7 | 9 | 4 | 0 | 2 | 8 | 6 | 1 |
| 0 | 1 | 7 | 11 | 4 | 0 | 2 | 10 | 4 | 1 |
58. The responsibilities for boys and girls in a family should be different.
- | | | | | | | | | | |
|---|----|---|---|---|---|----|---|---|---|
| 2 | 11 | 2 | 7 | 0 | 0 | 10 | 5 | 2 | 0 |
| 3 | 9 | 2 | 8 | 1 | 2 | 7 | 4 | 4 | 0 |
59. There may be a few exceptions, but in general blacks are lazy.
- | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 0 | 4 | 4 | 7 | 7 | 0 | 2 | 4 | 7 | 4 |
| 1 | 1 | 5 | 12 | 4 | 0 | 5 | 3 | 7 | 2 |
60. The father should play an equal role with the mother in raising children.
- | | | | | | | | | | |
|----|---|---|---|---|---|----|---|---|---|
| 12 | 8 | 0 | 2 | 0 | 3 | 13 | 1 | 0 | 0 |
| 11 | 9 | 1 | 2 | 0 | 2 | 10 | 1 | 4 | 0 |

APPENDIX D
CONTINGENCY TABLES
FOR FEMALES IN THE
CONTROL GROUP

	<u>SA</u>	<u>A</u>	<u>NO</u>	<u>D</u>	<u>SD</u>
21. Boys and girls should be brought up in much the same way.	<u>4</u>	<u>8</u>	<u>1</u>	<u>7</u>	<u>2</u>
	<u>1</u>	<u>9</u>	<u>0</u>	<u>9</u>	<u>1</u>
28. Most poor people on welfare can't get jobs despite their willingness to work.	<u>2</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>2</u>
	<u>0</u>	<u>10</u>	<u>2</u>	<u>8</u>	<u>0</u>
53. I feel a boyfriend should dominate in his relationship with his girlfriend.	<u>4</u>	<u>7</u>	<u>1</u>	<u>6</u>	<u>4</u>
	<u>3</u>	<u>8</u>	<u>1</u>	<u>7</u>	<u>1</u>