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CATEGORY WIDTH OR VOCABULARY EXHAUSTION: CONTRASTED
EXPLANATIONS OF SOCIAL JUDGMENT SCALING

by

THOMAS F. HOPKINS

A dissertation submitted to the Graduate
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Abstract

CATEGORY WIDTH OR VOCABULARY EXHAUSTION:
CONTRASTED EXPLANATIONS OF SOCIAL JUDGMENT SCALING

by

Thomas F. Hopkins

This study reviews the major issues highlighting the social judgment literature. The original concern of investigators centered on the validity of Thurstone's attitude scaling procedure. Subsequent research, however, was undertaken in support of models which proposed explanations of the psychological processes underlying social judgment. These models may be classified as perceptual or semantic, based upon the variables identified to explain the operation of judgment. The most recent research has investigated a variety of issues surrounding the appropriateness of bounded category scales as the dependent measure in the social judgment literature. These issues are essentially concerned with the psychometric level of the obtained data and/or with the response language available to subjects. Vocabulary exhaustion with bounded category scales was advanced in this study as a possible explanation of previous research. Hypotheses were stated testing predictions from Hovland and Sherif's social judgment-involvement model, Upshaw's variable perspective theory, Zavalloni and Cook's acceptability model, and Eiser's evaluative consistency formulation.

Data were collected from black and white Southern college students. The main study involved 212 blacks and 184 whites judging attitude statements concerning the social position of blacks in America (anti-black, equality, and pro-black statements). The methods of equal-appearing intervals and magnitude estimation scaled in a favorable and an unfavorable direction were employed. The three scaling tasks yielded data for three ANOVA analyses on the equality statements. The independent variables were race and context. Context refers to the range of statements offered for judgment. Three levels of context were employed including a total range condition, a condition with the anti-black statements removed, and a condition with the pro-black statements removed. Data on Pettigrew's (1958) Category Width Scale were also collected for 52 blacks and 70 whites.

The results of the three ANOVA analyses revealed a highly significant race effect resulting from the blacks judging the equality statements as much more favorable than the whites for all scaling tasks. Blacks also displayed greater variability than whites in their scaling judgments for nearly all measures and in their responses to the Category Width Scale. Blacks had smaller category widths than whites.

In general, the data did not sustain the vocabulary exhaustion interpretation advanced to explain previous research; nor did they substantiate perceptual interpretations of the attitude-judgment relationship. Variable perspective theory was able to explain most of the results; in particular the concept of category width differences between blacks and whites was strongly supported. Implications of this study for attitude surveys and research, studies of black-white differences, and future studies of social judgment are considered.

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Conducting research is a cooperative effort. The rather long list of acknowledgements for this dissertation clearly underscores that reality. I am pleased to make these acknowledgements with the realization that so much of the success of this undertaking is due to others.

It was some time ago that I took a course with Professor Walter Weiss and was introduced to the area of social judgment. Given the global objectives of education, the course was obviously a significant learning experience. Professor Weiss has guided this research in the light of his own standard of excellence in social psychological research, a standard which I am still aspiring to emulate.

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Chapter I

INTRODUCTION

This chapter provides a discussion of the major issues highlighting the social judgment literature. The original concern of investigators centered on the validity of Thurstone's attitude scaling procedure. Subsequent research, however, was undertaken in support of models which proposed explanations of the psychological processes underlying social judgment. These models may be classified as perceptual or semantic, based upon the variables identified to explain judgmental results. The most recent research has investigated a variety of issues surrounding the appropriateness of bounded category scales as the dependent measure in the social judgment literature. These issues are essentially concerned with the psychometric level of the obtained data and/or with the response language available to subjects. The chapter concludes with a discussion of the present study in which hypotheses derived from a number of social judgment models are stated.

Validity of Thurstone Scaling

The area of social judgment had its beginning with the publication of Hovland and Sherif's 1952 article entitled, "Judgmental phenomena and scales of attitude measurement: item displacements in Thurstone scales." This study was very significant because (1) it brought together the findings of a psychology of judgment based on psychophysical laboratory studies and the whole area of attitude and attitude change research, (2) it underscored the paradox between the literature asserting the independence of attitude and judgment for a major scaling technique in social psychology and the literature showing the influence

of social factors on judgment and (3) it emphasized the importance of psychological factors underlying scale construction.

Attitude Scaling and L. L. Thurstone

In his 1928 article entitled "Attitudes can be measured," L. L. Thurstone outlined his rationale for attitude measurement. The concept of attitude is used to denote the sum total of a man's affective reactions and cognitive beliefs about any topic. Opinion is a verbal expression of attitude. Hence, attitude measurement is obtained by the subject's acceptance or rejection of opinion statements.

The inherent complexity of attitude, however, demands the specification of an attitude variable and the limiting of measurement to that variable; e. g. if you are interested in the social position of blacks in America, an opinion statement regarding one's aesthetic evaluation of "soul music" would not be relevant. Adhering to this conception, a frequency distribution can be obtained with the base line representing the distribution of attitudes on the specified linear continuum and the ordinate representing the amount of endorsement of any one position. An individual's or group's attitude is indicated by the average or median of the range of positions endorsed. Crucial to this approach is the choice of a unit of measurement for the baseline.

Thurstone extended the psychophysical approach to the problem of attitude scale construction. Using probability notions and making the additional assumption that responses to stimuli yield overlapping normal distributions, he constructed a psychological scale whose unit is the equally often noticed difference. The approach is based on his "law of comparative judgment," a set of equations relating scale values

of a set of stimuli to observable proportions converted to unit normal deviates (1927, 1929). The law uses the proportion (p) of judges who agree about the rank order of any two statements as a basis for measurement. For example, given three opinion statements, if $p_{a>b} = .90$ and if $p_{a>c} = .60$, then the scale separation ($a - c$) is shorter than the scale separation ($a - b$). Employing this rationale, it can be concluded that the apparent difference between any two opinion statements equals the apparent difference between any other two statements which have equal unit normal deviations.

Thurstone maintained that the ideal unit of measurement is the discriminial error, the standard deviation of the dispersion projected on the scale of attitudes by an opinion statement, chosen as a standard. Of immediate concern to the present paper is his substitution of the method of equal-appearing intervals for the discriminial error (Thurstone & Chave, 1929). The substitution was based on the consideration that the law of comparative judgment, using either the method of paired comparisons or the method of rank order, would be impractical with a large number of opinion statements; for the demands made on the subjects and the statistical labor required of the researcher would be unduly burdensome.

The first step in the construction of an attitude scale by the method of equal-appearing intervals is the collection of a large number of opinion statements, which are conceived to be related to the attitude being investigated. The statements are then submitted to a suitable number of judges, who are asked to sort them into 11 piles. The first and last piles are defined as the most unfavorable and the most favorable or vice versa, depending upon the direction of the scaling. The

sixth pile is defined as the neutral position. The subjects are asked to place the statements in the remaining piles in accordance with the degree of appreciation or depreciation they express toward the attitude object. The subject's task is completed when all of the statements have been sorted into the ordered 11 piles.

Given the 11 piles, the scale value of a statement is computed as the median position (or pile) to which it is assigned by a group of judges. A Q-value (inter-quartile range) is also determined for each statement as a measure of dispersion. Criteria were established to ensure the consistency of the individual subject and to eliminate ambiguous or irrelevant statements. Statements are chosen which have low Q-values and which are evenly spread across the scale.

A critical test of Thurstone's method is presented by the problem of whether the sorting judges' own attitudes affected their placement of the statements. In the sorting instructions the subject is told not to express his own opinions. In fact, Thurstone assumed in his original study that the sorting would be done in a similar fashion by those who favor and by those who are antagonistic to the church (Thurstone and Chave, 1929). Regarding the validity of the scale he stated,

The construction and the application of a scale for measuring attitude are two different tasks. If the scale is to be regarded as valid, the scale values of the statements should not be affected by the opinions of the people who help to construct it . . . to the extent that the present method of scale construction is affected by the opinions of the readers who help to sort out the original statements into a scale, to that extent the validity or universality of the scale may be challenged. (pg. 92)

Early tests of this assumption produced results which supported Thurstone's position (see Edwards, 1957 or Seltiz et al., 1959 for a review). An exemplar of these studies is provided by Hinckley's work (1932). He found a correlation of .98 between the scale positions assigned to 114 items expressing opinions about the Negro by Southern students and Northern students; groups believed to differ in their attitude toward the Negro. A high positive correlation (.93) was also obtained between scale values derived from judgments of the antagonistic white group and from judgments of a group of Negroes.

The Psychology of Judgment

The original research of Hovland and Sherif (1952) showed the relevance of the psychology of judgment literature to attitude scale construction using Thurstone's method. A good introduction to the established findings of this literature and a clear exposition of a seminal theoretical position is provided by Volkman (1951). Volkman was concerned with how we can gain perspective when making a judgment:

- (1) Find by abstraction a discriminable aspect, relevant for one's goal.
- (2) Given this discriminable aspect and given a response scale, e. g. low-equal-high, the particular range of stimuli determines the discriminatory responses. Both the center of the scale and the width of the category (or the width of the entire scale of categories) depends upon the range of stimuli offered for judgment. (A change in the use of the response categories brought about by a change in the range of stimuli is known as a context effect.)

(3) Therefore, it is primarily the end-stimuli that control the oscillations of the scale. Judgments are most variable and therefore most subject to error for the middle stimuli.

(4) It is possible to intensify the effect of an end stimulus by presenting an additional stimulus equal in value, and by instructing the subject that this stimulus is to represent his end category. Such an anchoring stimulus increases accuracy within a given range and decreases it outside that range. (A change in the judgment of stimuli brought about by the introduction of an additional stimulus which ties down (anchors) a specific response category is known as an anchor effect.)

(5) When an anchoring stimulus is taken out of the range of judged stimuli, the subject extends his psychological scale toward the anchor. The judgments of the other stimuli shift away from the anchor value, i. e. exhibit a contrast effect. If the anchor becomes too remote, it loses its effect upon the scale.

(6) Perspective can best be developed with an extended, well-anchored scale -- a scale anchored at the extremes and at a number of intermediate positions.

The Social Judgment-Involvement Model

Muzafer Sherif developed a major position regarding the study of attitude, attitude measurement, and the effect of communications upon attitude change (Sherif & Hovland, 1961; Sherif, Sherif & Nebergall, 1965). He maintained that since attitudinal response implies a categorization process, there should be an articulation of attitude research with the established findings of the psychology of judgment.

Pertinent to this paper is the formulation of his assimilation-contrast model of judgment (Sherif, Taub & Hovland, 1958). The results of that study confirmed the following hypotheses:

(1) Given stimuli ranging on some dimension and a category response scale, the endpoints of the series or an anchor placed immediately above or below the series caused displacement of the distribution of judgments in the direction of the anchor (assimilation effect).

(2) As the anchors are placed at increasing distances from the upper or lower ends of the series, the distribution of judgments was displaced away from the anchor and the scale was constricted to fewer categories (contrast effect).

Reviewing a large social psychological literature which indicated that judgments are greatly affected by the operation of motivational and attitudinal factors, Sherif and Hovland (1961) concluded:

(1) Anchoring may be internal as well as external.

(2) When stimuli are ambiguous, the contributions of internal factors and social influences to the formation of a scale are increased.

(3) The formation of reference scales and anchors in real life situations is the result of practice and learning.

(4) Psychosocial reference scales are formed on the basis of social reality, i. e. the stands taken by different groups in society define the positions on the scale.

(5) The individual becomes ego-involved with material that is significant for his reference groups.

(6) An individual's own stand may function as an internal anchor on an ego-involving issue.

A paradox, therefore, was presented by the fact that social psychology textbooks in one chapter said that judgments are greatly affected by an individual's attitudes and motives, while the chapter on scaling claimed that judgment of the meaning of items is unaffected by the positions of the judges who do the sorting.

Hovland and Sherif (1952) decided to replicate Hinckley's study on the social position of the Negro, taking care to include subjects with highly ego-involved stands on the issue. They attributed Hinckley's findings to his employment of Thurstone's carelessness criterion, which they hypothesized eliminated most of the ego-involved subjects. On this criterion, Hinckley had considered the placement of 30 or more of the 114 items into a single category to indicate poor discrimination or careless sorting and hence had eliminated the results of such judges from the analysis.

Hovland and Sherif sought college subjects who represented differentiated segments of the scale. They chose two Negro groups differing in their academic setting and three white groups. These included "average" whites; pro-Negro whites engaged in anti-segregationist activities; anti-Negro whites selected by the Likert Negro Scale.

The results of the study showed that:

(1) If the carelessness criterion was employed, over three-fourths of the Negro subjects and two-thirds of the pro-Negro white subjects would have been eliminated.

(2) While the "average" white subjects assigned the statements uniformly to the 11 categories, Negro subjects and pro-Negro white subjects placed a disproportionate number of statements in the extreme categories.

(3) Scale values for 11 statements spaced evenly over the scale in Hinckley's study were compared for each of the major groups. The distributions of scale values for the Negro and pro-Negro white subjects were compressed at the anti-Negro end of the scale, with a small number at the other extreme. That of the "average" white subjects closely approximated the distribution of Hinckley's subjects. Anti-Negro subjects tended to displace neutral statements to the extremes, particularly toward the pro-Negro end. The judges' own attitudes did affect their placement of the items. Hovland and Sherif noted that involved judges with extreme attitudes were highly discriminating in accepting items at their end of the scale. Conversely, they displayed a strong tendency to lump statements together at the end of the scale which they reject.

The results were quickly supported by two additional studies. Sherif and Hovland (1953) replicated the restricted use of response categories by their ego-involved subjects when all subjects selected their own number of categories. Kelley et al. (1955), employing the methods of paired comparisons, successive intervals, and equal-appearing intervals, demonstrated that the judges were able to make discriminations between the bunched, same-category items.

Finally, it should be noted that although Hovland and Sherif discussed the item placements in terms of a raised threshold of acceptance and a lowered threshold of rejection, the results can readily be interpreted by the assimilation-contrast model. It is this confluence of a theoretical position based upon established principles with clearcut results that has made the 1952 study a classic in social psychology.

Upshaw's Variable Perspective Model

Following this Sherifian assault, ten years passed before there was an adequate defense in the judgmental literature of Thurstone's assumption of the independence of judges' attitudes and their scale values. In summary, the defense rested upon the argument that Thurstone's equal-appearing intervals procedure is valid because the scaling data of the judges met the requirements of an interval scale. This defense was presented in the context of another judgmental theory which is derived from Volkman (1951) and which emphasized the significance of the range in determining perspective.

Upshaw (1962) tested four alternative explanations of the influence of judges' attitudes on equal-appearing intervals scale values. The explanations included perceptual vigilance, which is the term used by Upshaw to characterize Hovland and Sherif's (1952) rationale; assimilation-contrast; adaptation level, which is the point of neutrality partially determined by a judge's own attitude (Helson, 1964); and a model then termed "variable series." This model assumes that the range is the major determinant of item values. Judges whose own attitudes are included in the range of stimuli offered for judgment are expected to employ the categories as specified in the instructions. For out-of-range judges, their own attitudes are anchors which extend the range in their direction without an increase in the number of categories. Hence the scales adopted by in-range judges are narrower than those of out-of-range judges, leading to finer discriminations among the items by in-range judges.

The models were tested by their predictions of the results of a replication of the Hinckley (1932) and Hovland and Sherif (1952) studies.

The variables were (1) judges' attitudes (pro-Negro, neutral, and anti-Negro); and (2) the item range (a total series in which it is assumed that all of the judges' own positions are represented, and two additional ranges each aborted at opposite ends of the item series).

The results in general supported the variable series model which offered the only explanation to account for both main effects and the interaction of attitude and range. Variable series had correctly predicted that when the item series is aborted at the favorable end, the difference between the total series and the aborted favorable series is smaller for pro-Negro judges than for anti-Negro or neutral judges. In a similar fashion, when the item series is aborted at the unfavorable end, the difference between the total series and the aborted unfavorable series is smaller for anti-Negro judges than for pro-Negro or neutral judges.

The negative relationship between judges' attitudes and item values reported by Hovland and Sherif (1952) was interpreted as a result of different scales adopted by in-range and out-of-range judges. Hovland and Sherif's Negro judges and pro-Negro white judges were viewed as out of range on the Hinckley scale. Hence, the 1952 study only found that the scale was not valid for their judges.

Manis (1964a) interpreted Upshaw's 1962 data in terms of the assimilation-contrast model. Upshaw (1964) pointed out that an assimilation-contrast model implies non-linear regression (bilateral displacement). But in his study, the correlations between the groups and between each group and the control data were all highly positive (.90's) thereby demonstrating linear regression. This supports the view that the judges' perspective affects the judgment of every item in

the series in the same manner. In addition, the slopes of the regression lines indicated a tendency for the size of the judgmental unit to decrease with the favorableness of the judges' attitudes. The assimilation-contrast effects could therefore be explained by the fact that the pro-judges, having the smallest unit, assigned the highest values to moderately and extremely pro items and the lowest values to all other items (Manis, 1964 b).

Upshaw (1965) emphasized that a judge's reference scale can be described by its origin and its unit. The reference scale origin refers essentially to a point of perceived neutrality, corresponding to level of judgment; and the average judgement of a common set of items is inversely related to the origin. The variable perspective model attributes the origin of a reference scale to the sum (or average) of the end-stimuli values defining a judge's perspective. The reference scale unit refers to the stimulus range of a judge's typical response category. Unit size is attributed to the difference between the end-stimuli values which define perspective. The wider the unit, the smaller the dispersion of item values assigned to a common set of items.

Given linear regression between two sets of data, differences between the judges can be totally described in terms of the two parameters that define a straight line, namely, the intercept and slope. The intercept parameter reflects differences in origin. The slope of the regression line of y on x is defined as $r_{xy}(s_y/s_x)$, where r_{xy} is the correlation coefficient and s_y/s_x is the ratio of the two standard deviations. Upshaw interpreted the correlation between judges as indicating the degree to which the item discriminations made by one judge match those made by the other. The ratio of the standard

deviations indicates the extensiveness of the response language of one judge relative to those of another judge.

Upshaw (1965) reanalyzed his 1962 data using the 40 items that best met Thurstone's final scale criteria. Judge's attitude, item range, and scale position were the principal factors in the analysis of variance design.

Once again the results in general supported the variable-series analysis as:

(1) All of the correlations between the judges were highly positive indicating that they did not differ in their ability to discriminate between the items (see Kelley et al. 1955; Hinckley, 1932, 1963).

(2) Although the test of the attitude-range interaction failed to reach significance, inspection of these means and those for the significant main attitude effect supported the predictions that out-of-range judges maintain relatively wider perspectives when the series is aborted at their preferred end, and that origin and average placement of items are inversely related.

(3) The anticipated attitude-range-scale position interaction was not significant. However, both the attitude-scale position and the range-scale position interaction were significant. The former interaction indicated that the judges differed in judgmental language with the pro-Negro judges manifesting the smallest judgmental unit. (To be consistent with the interpretation that Hovland and Sherif's judges were out-of-range; their judges must have had the larger judgmental unit.) In either case, the significant range-scale position interaction strongly supported the variable perspective predictions that the total series

condition would have the smallest dispersion (broadest perspective) and that the other conditions would have equal dispersion.

Upshaw concluded that the evidence supported the validity of scale construction by the method of equal-appearing intervals. Judges of differing attitudes were equally astute in detecting item differences, while varying in judgmental language. Hence, the scale values obtained from two sets of judges may be equated by the linear transformation $y = mx + b$.

Models of the Attitude-Judgment Relationship: Perceptual or Semantic?

Although Upshaw's research may have provided an adequate defense of Thurstone scaling, judges' attitudes did appear to affect their scaling. A rich area of investigation was opened for exploring the psychological processes involved in a social judgment task. This section contains a discussion of a number of theories proposed to explain the attitude-judgment relationship. These formulations can be classified as hypothesizing either a perceptual change in the judgmental process or a change in the use of response language, i. e. a semantic change.

The Assimilation-Contrast Model

As previously discussed, the assimilation-contrast model was formulated on the basis of psychophysical research involving experimentally introduced anchors (Sherif, Taub, & Hovland, 1958). Sherif and Hovland (1961) interpreted the results as evidence of perceptual change, i. e. the perception of any given stimulus is displaced toward a near anchor (assimilation) and away from a remote anchor (contrast). An individual's own attitude may function as an internal anchor in social judgment. For each person assimilation and contrast effects are rela-

tive to that individual's own attitudinal position. Upshaw (1969a) stressed the fact that when comparing data from subjects whose own positions are at opposite ends of a series of attitudinal positions, the bilateral displacements representing assimilation and contrast to own position lead to a nonlinear relationship between the two sets of data. In any case, the changes that do occur are assumed to be perceptual in nature, i. e. the stimuli are perceived differently depending upon the proximity of a given stimulus to the scale position representing the judge's own position.

Zavalloni & Cook's Acceptability Model

Zavalloni and Cook (1965) were concerned with the possible use of ratings as an indirect measure of attitudes. Accordingly, they investigated whether the effect reported by Hovland and Sherif (1952) is limited to subjects with extreme positions and strong involvement, and what kind of items show the greatest and most consistent differences in ratings.

They used five criterion groups: (1) blacks working for integration, (2) whites in the same organization, (3) students assumed to have equalitarian attitudes but not actively concerned (whites taking elective courses in intergroup relations), (4) students with anti-black attitudes (members of right-wing political organizations, and (5) anti-black and actively concerned ("pledges" of fraternities campaigning against admission of blacks). In addition, there was a group of white students divided into quintiles on the basis of a self-report inventory. The same items used by Hovland and Sherif were grouped into unfavorable, intermediate, and favorable categories.

The results showed that:

(1) Hovland and Sherif's central hypothesis that ratings of the favorableness of items are influenced by raters' attitudes was confirmed.

(2) The ratings could be used as an indirect measure of attitude, since the mean ratings of the unfavorable and intermediate items were in ordinal rank for the five criterion groups; i. e. the most favorable criterion group rated the items most unfavorably, etc.

(3) Differences in the mean ratings of the favorable items were small and irregular.

(4) Favorable judges lumped items at the lowest end of the unfavorable category and placed more items in the favorable category than did the unfavorable judges. This finding has been interpreted by Upshaw (1969a) as indicating greater variability for pro-black judges.

(5) Items in the middle range were most subject to displacement. However, this was only true for separate but equal, or double-barreled statements.

Zavalloni and Cook offered the parsimonious explanation that subjects who agree with a statement see it as more favorable.

Bruvold (1971) tested four theoretical expectations regarding the relationship between judges' attitudes and their equal-appearing intervals judgments. Given a graph plotting data for anti judges (ordinate) and pro judges (abscissa), he maintained that:

(1) Hovland and Sherif's (1952) position is essentially a curvilinear prediction.

(2) Hinckley's (1932, 1963) position assumes a linear relationship with intercepts of zero and slope of one.

(3) Upshaw's (1965) position expects a linear relationship with a slope of approximately one, a y intercept greater than zero, and a y always greater than x.

(4) Zavalloni and Cook's (1965) position, assuming linearity, anticipates a line of slope less than one, y intercept greater than zero, and y not always greater than x.

Bruvold had sanitary engineers and conservationists judge statements dealing with the use of reclaimed water both for drinking and for swimming. The results of two Thurstone-type scales completed by the subjects clearly demonstrated that the engineers and conservationists had very different attitudes regarding the use of reclaimed water for either purpose.

An analysis of both graphs plotting the engineers' mean scale values (ordinate) and those of the conservationists (abscissa) gave the most support to the expectation derived from Zavalloni and Cook's research. The engineering group judged unfavorable statements higher and favorable statements lower than the conservation group for both item sets. Once again, high linear correlations were obtained ($r = .97$ for each item set).

Note that Zavalloni and Cook's formulation that subjects who agree with a statement see it as more favorable is deceptively simple, yet it can account for a considerable amount of data in the social judgment literature. This explanation is clearly classified as perceptual. The acceptance or rejection of a given statement influences the perception of that statement on the favorable-unfavorable continuum.

Upshaw's Personal Reference Scale Model

Upshaw (1969a) advanced a position paper on the nature of social judgment, emphasizing the concept of a personal reference scale.

According to this formulation:

(1) Judgment is a process by which a person measures certain of his cognitions and perceptions.

(2) A subjective quantity (cognitive or perceptual) is defined by reliable quantitative relationships among the responses to a set of stimuli, i. e. invariance in the ordering of these stimuli.

(3) The decision concerning whether a set of judgments represents the same quantity as a physical measure or as another set of judgments depends upon the equivalence of ordering.

(4) Methodologically, the criterion for the identity of quantities implies correlational analysis. The linear correlation between two measures of a single quantity is required to be high, whereas that between measures of different quantities is required to be low.

(5) Any expression of a quantity in terms of a set of magnitudes constitutes a scale.

(6) The personal reference scale is a subjective representation of a set of stimuli.

(7) The comparison of judges who respond to a common series of stimuli might reveal differences in subjective quantities or differences in reference scales.

Upshaw then presents two forms of a reference scale model. One form assumes that a reference scale and a physical scale measure the same quantity, while the other describes the relationship between two reference scales that measure the same quantity. The total variance

in his reference scale model is resolved into four additive components designated origin, unit, origin over trials, and unit over trials. The first two components are the same as those of his 1965 analysis of a reference scale. The third and fourth components refer to differences in the fluctuation of the origin and unit over repeated judgments of the same stimulus series. The comparison of two reference scales which do not measure a single quantity results in large values for the second and fourth components.

In the remainder of the article, Upshaw surveys several theoretical approaches to social judgment in light of the personal reference scale model. Theories that predict bilateral shifts or the inversion of order among some stimuli are considered theories of subjective quantities, e. g. theories of perceptual change like the assimilation-contrast model. Theories that predict differences in the central tendency and dispersion of the distribution of judgments are considered theories of reference scales. (These theories are classified as semantic in this discussion.)

Among the reference scale theories reviewed, Upshaw discussed his own variable perspective theory which is primarily concerned with differences in scale unit. Upshaw concluded after reviewing the social judgment literature that variable perspective theory received greater support from the data than did the assimilation-contrast model. Especially relevant were studies by Ostrom (1966) and Ostrom and Upshaw (1970).

Ostrom (1966) maintained that the variable perspective model predicts that each judge establishes his own perspective with what he thinks is a maximally pro-attitude statement and a maximally anti-attitude statement. In the absence of other influences, a judge tends

to adopt as his perspective anchors the end stimuli presented for judgment. In any case, the model attributes all reference scale differences among judges to differences in perspective. If degree of involvement (Sherif & Hovland, 1961) affects judgments, it must be mediated by perspective.

The following predictions were made:

- (1) As the range of items is extended, corresponding perspective end anchors would be extended.
- (2) Although differences in width of perspective may appear between involvement levels, no interaction should be obtained between item range and involvement.
- (3) Origin and unit findings should be consistent with the observed perspective end anchors.
- (4) The results for both levels of involvement should show this consistency.

Black and white students judged items representing positions from white supremacy to black supremacy within three range conditions. Subsequently, they were asked to indicate their own positions and to write an attitude statement which best described the lowest and the highest category. Another set of judges evaluated these perspective statements.

Regarding the evaluation of the perspective statements, the variable perspective model correctly predicted that the judges' perspectives were least extreme at the pro end in the range condition aborting pro end items, and least extreme at the anti end in the range condition aborting anti end items. The perspective statements written were influenced by the range of items judged. In addition, the race by item

range interaction was not significant. As predicted, each race responded in the same way to the item range variations.

An analysis of variance of the common item medians provided a test of predictions regarding origin and unit. The analysis was composed of three main effects (range, race, and scale position) and their interactions. The results indicated that:

(1) The main effects were all significant at the .01 level.

(2) The significant item range effect was as predicted. The range aborted at the pro end had the highest mean and the range aborted at the anti end had the lowest mean; i. e. the origin moves away from the aborted end of the scale.

(3) The significant race effect showed the black judges having a higher mean item placement than the white judges. This finding is contrary to the data of previous studies (Hinckley, 1932; Hovland & Sherif, 1952; Upshaw, 1962). The finding is in agreement with the results for the perspective statements in which the white judges wrote perspective statements more pro-black than those of the black judges. However, the white judges also wrote the most anti-black perspective statements. Ostrom's explanation of the significant race effect will be discussed, when the study by Ostrom and Upshaw (1970) is considered.

(4) Scale values for the two races were linearly related, and the black judges displayed the smallest unit (largest standard deviation).

(5) The predicted significant interaction between item range and scale position did not occur. The item range scatterplots were linearly related. As predicted, the total range condition had a larger unit (smaller standard deviation) than the range aborted at the anti end;

but no difference in standard deviation was obtained between the total range and the range aborted at the pro end.

(6) Since the findings of the perspective statements were not used as a basis for predicting origin and unit differences between the involvement groups, the predictions regarding consistency were not tested.

Ostrom and Upshaw (1970) examined both the development of race differences in the judgment of race-relevant attitude statements and the adequacy of the variable perspective and the assimilation-contrast models in accounting for the differences. They performed an analysis of variance upon the median scale values of 30 items common to Hinckley's 1932 study, Ostrom's 1966 study, and their study. The related factors were race, time, scale position, and their interactions. Upshaw's 1962 study was employed as supplementary evidence.

Among the findings:

(1) The significant race-time interaction was due to an inversion in the order of the reference scale origins for the two races. The data from this study and Ostrom's (1966) found the white judges rating the items as more unfavorable to the black man than did the black judges.

(2) The high linear correlations supported the interpretation that the significant race by scale position and time by scale position effects were due to differences in judgmental unit.

(3) The race by scale position interaction revealed that the black judges exhibited larger standard deviations (i. e. smaller units) than the white judges.

(4) The time by scale position interaction resulted from the units becoming smaller over time; i. e. there was greater variability of judgment over time.

In the discussion section, the assimilation-contrast model was criticized for not being able to explain the inversion findings, changes in unit over time for the white judges, and the constant race differences in reference scale unit. The variable perspective model explained the race-time interaction and consequent inversion by maintaining that the white judges in the two most recent studies took into account more pro-black considerations than their black counterparts in establishing their reference scales. All other differences were interpreted as variations in perspective.

The study merits the following comments:

(1) Procedural differences among the studies make definitive interpretations impossible.

(2) The variable perspective explanation for the obtained lower average placement for whites and the origin inversion is consistent with the data and the theory. However, the point of view that white judges have a wider perspective at the pro-black end of the scale is not in accord with social reality in the era of black power.

A Category Scaling Problem?

More recent research has centered on the appropriateness of formulations based solely on data obtained by means of the equal-appearing intervals method. Concern has been expressed regarding the measurement properties of the obtained data and the response language available to subjects with bounded category scales. Investigation of the measurement properties of equal-appearing intervals data has resulted in an articulation of the social judgment literature with S. S. Stevens's research on direct ratio scaling and in comparisons between different scaling methods. The issue of response language has led to the concept of vocabulary exhaustion for bounded scales, to research exploring the personality variable of category width, and to work on the value connotations of the verbal labels defining the endpoints of a rating scale.

In his discussion of the assimilation-contrast model, Upshaw (1969a) makes two observations which are of considerable significance to the present paper. The first concerns a comment by Manis in a 1967 article to the effect that "contrast" has been interpreted by some people as a change in quantity and by others as a change in scale. Upshaw notes that these two types of interpretations require different assumptions concerning the level of precision of the subjective scales which comprise the fundamental data. Specifically, the scale hypothesis attributes the shift in typical judgment which characterizes the contrast effect to a difference in scale origin. The claim that a difference in origin is evidence of a difference in quantity is reasonable only if it can be assumed that the two scales are ratio scales. (As previously

noted, interval scales only permit linear transformations of the form $y = mx + b$; ratio scales only permit changes in the slope, i. e. $y = mx$.) An adequate test of the assimilation-contrast formulation should therefore employ ratio scale data.

S. S. Stevens and Ratio Scaling

Stevens (1951, 1957, 1975) disagrees with the two fundamental assumptions of the Thurstone tradition in scaling. Beginning in the 1930's, he championed direct scaling techniques which accept the manifest data of the subject (Woodworth and Schlosberg, 1954, Garner and Creelman, 1967). Further, he asserts that subjects can produce by the methods of magnitude estimation (a numerical estimate of the ratio between a standard and comparison stimulus) and magnitude production (the subject adjusts a comparison stimulus to a given ratio of the standard) scales of a higher order than Thurstone interval scaling. Ratio scales are invariant up to a transformation of $y = mx$, i. e. a change in the slope of the line.

The results of many studies have led to the formulation of a new psychophysical law that equal stimulus ratios produce equal perceptual ratios. In support of his position, Stevens has massed the findings of repeated experiments (e. g. Stevens and Galanter, 1957) showing that for prothetic (intensive) continua, scales based upon traditional psychophysical assumptions are linearly related to the logarithm of magnitude scales and yield a logarithmic relationship to the empirical magnitude values. Stevens has interpreted the invariance of this relationship as indicating that, since error is relative, judges are unable to maintain equal units as you go up the just-noticeable-difference

scale. In addition, when using the method of cross modality matching, i. e. the subject matches sensations arising in one sense modality with sensations arising in another, a linear function is obtained in log-log coordinates whose slope is the ratio of the two exponents. The results of this method have consistently replicated the exponents obtained by magnitude methods.

Stevens (1966, 1968, 1975) has reviewed the extension of these direct ratio scaling methods to the realm of social stimuli. In general, studies concerning the intensity of attitudes and opinions, the seriousness of crimes, and a host of other subjective continua have demonstrated the invariance of the relationship between interval and ratio scales.

Stevens's work has not progressed without criticism:

(1) Discussions of scaling technique (Garner and Creelman, 1967, Torgerson, 1958) have pointed out that direct scaling methods do not permit an internal consistency test of the assumption that the data are ratio level.

(2) Work originally done by Garner (1954) indicates that ratio measures are clearly subject to context effects. Serious doubts have been raised that the data yield a scale with an invariant origin and equal units. (See Underwood, 1966, for a review and discussion.)

(3) Poulton (1968) has attempted to explain the magnitude data on the basis of a number of procedural variables, one being the previously discussed range of stimuli offered for judgment. His analysis indicated that these variables can account for Stevens's exponents.

Comparisons of Scaling Methods

Especially relevant to the present study is Finnie's (1964) work comparing magnitude and category scaling for nonphysical stimuli. He compared the results of three scaling methods (paired comparisons, successive intervals, and magnitude estimation) in the judgment of attitude statements about the church, adjectives and adverbs, occupational prestige, and a cynicism scale. Although some aberrant data were present, inspection of the graphs supported Stevens's position. Regarding the data on the original Thurstone and Chave (1929) statements about the church, Finnie did present some correlational evidence that own-position has no effect on the scaling tasks.

Fraser and Stacey (1973) noted that the research on social judgment comparing the assimilation-contrast, adaptation-level, and variable perspective theories has solely employed the method of equal-appearing intervals. Their study analyzed differences between five groups of subjects varying in religious attitudes on scale values of statements about the church using four measurement procedures: equal-appearing intervals, the method of successive intervals, magnitude estimation, and ratio estimation.

Three groups of six statements expressing unfavorable opinions about the church, or neutral opinions, or favorable opinions were the judgmental stimuli. Judges were British university students of which a small number were members of clubs implying a highly religious or anti-religious outlook. Based upon the results of a religious attitude scale, five groups were formed: very low scorers, low scorers (interpreted as a neutral position), medium scorers, high scorers, and very high scorers.

The results indicated that:

(1) In general, the pattern of data was similar for all scales. The very high scoring group in comparison to the low scoring group judged the unfavorable statements less favorably and judged the favorable statements more favorably.

(2) On the equal-appearing intervals task, the very high scoring group and the very low scoring group distributed their judgments bimodally, while the low group placed its judgments about equally in all categories.

(3) The very low group judged the unfavorable statements less favorably and the favorable statements more favorably than did the low group.

Fraser and Stacey concluded that their results supported more strongly the assimilation-contrast theory than the adaptation-level or variable perspective theories. (In this regard it should be pointed out that Upshaw's (1962) variable-series model was tested not his later conceptualization emphasizing the relationship between reference scale unit and stimulus range.)

Vocabulary Exhaustion

Upshaw (1969a) had a cogent insight concerning any shift in judgment due to anchor or context effects. He pointed out that Campbell, Lewis, and Hunt (1958), Harvey and Campbell (1963), and Krantz and Campbell (1961) have produced experimental evidence suggesting that the data from many judgmental studies may actually reflect the confounding variable of an inadequate response language. Vocabulary exhaustion then represents a serious problem when a restricted,

categorical response language is used. Definitive quantity vs. scale interpretations can not be made in the context of such a confounding variable. Judges sorting statements in the equal-appearing intervals procedure would be subject to this limitation. The need for an unrestricted, response language is therefore indicated.

Category Width

Upshaw's study (1969b) of the severity of moral offenses using Stevens's method of magnitude production is relevant to our category width discussion. In his review of theories emphasizing the effect of judgmental unit, Upshaw notes that the range-unit phenomenon has mainly been established in studies using a restricted, categorical response language. For example, Harvey and Campbell (1963) found that range and perspective were inversely related for a categorical language but not for judgments in ounces, an unlimited "magnitude estimation" language. In Upshaw's study subjects judged the moral severity of a series of moral offenses by placing sand in a bucket to indicate the degree of censure for a given statement. Judgments for the variable stimuli were made in comparison to a standard item represented by a glass stein, filled to one-third of its capacity. A range manipulation provided a test of three variable perspective predictions relating reference scale unit and stimulus range. Specifically, the study confirmed that the dispersion of judges' scale values over items was inversely related to stimulus range; the dispersion of individual items' scale values over judges was inversely related to stimulus range; and differences in mean judgment as a function of stimulus range were shown to be predictable from the observed differences in unit.

Previous explanations of the perspective-unit relationship assumed that the phenomenon was a process of semantic adjustments to a limited, categorical language. The results of the preceding study suggest that this formulation is incomplete. Upshaw (1970) investigated whether the range-unit size relationship is reversible. A questionnaire was constructed consisting of 20 items similar in format to the Category Width Scale (Pettigrew, 1958). Subjects judged items in both large units (e. g. feet) and small units (e. g. inches) and each item was judged in both units. As predicted, increasing unit size led to lower minimum estimates and to higher maximum estimates. The size of a person's judgmental unit can be influenced by his perspective, and perspective can also be influenced by unit size.

In view of the reversible relationship between unit size and perspective, interest has been generated in the conceptualization of category width as a personality variable, since reliable differences exist between individuals classified as broad or narrow categorizers. Murdoch (1969) investigated category width as measured by the Category Width Scale and a variable incentive for accuracy in estimating the lengths of lines in relation to the several dependent variables that are specified by the variable perspective model. Subjects judged the line lengths by the method of magnitude estimation while looking through a camera shutter. As predicted, broad categorizers displayed the smaller variance (larger unit) over scale values for stimuli in the experimental series, and broad categorizers displayed less fluctuation of both origin and unit over trials. Individual differences on the Category Width Scale may, therefore, reflect differences in perspective or differences in unit which cause differences in perspective.

Eiser's Evaluative Consistency Hypothesis

Eiser (1971) observed that Hovland and Sherif's hypothesis (the more extreme the judge's own position, the more polarized should be his ratings) has only been supported for pro-black judges. He employed a principle of categorization utilized by Tajfel (1959) to explain the findings of the judgmental literature for physical stimuli. Namely, when a classification in terms of an attribute other than the dimension being judged is superimposed on the stimuli in such a way that one part of the judged dimension tends to fall consistently into one class and the other part into the other class, increased polarization of judgment occurs. The acceptability or unacceptability of the statements to the individual judge is an example of such an additional attribute. The results for anti-black judges can be explained by realizing that the end categories of the rating scales employed carry different value connotations. The statements that anti-black judges accept are closer to the end of the rating scale that is marked by negative connotations (prejudice). Hence, the combined effect of the categorization process and the rating scale value factor inhibit each other for the anti-black judge. These factors reinforce each other for the pro-black judge and increase polarization.

Eiser had university students judge items concerning varying degrees of permissiveness or restrictiveness toward the use of drugs. Each subject rated his own attitude on an 11-point scale and expressed the extent of his agreement with the items judged. For subjects in the experimental condition, the 32 most permissive items were attributed to one fictitious newspaper, while the 32 most restrictive items were

attributed to another. For those in the control condition, the subjects were merely informed that the items were drawn from various newspapers.

The results indicated that:

(1) Subjects in the experimental condition showed greater polarization than the subjects in the control condition.

(2) Eiser, generalizing from the results of previous research concerned with the social position of the black man, had correctly predicted that the more permissive students would show greater polarization than their more restrictive peers. He discussed the relationship between attitude and polarization of judgment in terms of the judges categorizing the items on the basis of an additional dimension, their acceptability or unacceptability to the judges. (It should be noted that the experiment provided no direct evidence that this in fact did take place. Further, it is difficult to draw an analogy between anti-black judges, restrictive students on the use of drugs, and social acceptance of their respective positions.)

(3) Overall, support was generated for the hypothesis that the more permissive judges would show less permissive mean ratings than their more restrictive peers, i. e. an inverse relationship between attitude and judgment.

(4) High linear correlations were obtained between attitude groups, although additional analysis employing the interquartile ranges of each subject showed some evidence of curvilinearity. Interestingly, Eiser argues that linearity is not a problem for his interpretation if it is assumed that variation in the attribute being judged is correlated with continuous variation in the superimposed attribute.

Eiser (1973) compared various theoretical positions and noted that Sherif and Hovland's (1961) assimilation-contrast model is unable to account for the lack of polarization by anti-black judges. Variable perspective theory is unable to explain why pro-black judges have narrower perspectives than anti-black judges. Eiser asserts that these differences in polarization can be attributed to the evaluations of the judges and the implicit value connotation of the terms used to label the rating scale.

Eiser had college students judge 30 statements concerning drug use on five scales. Two of the scales' "pro-drug" extremes were labeled by terms that had relatively negative value connotations, - immoral - moral, decadent - upright. The other three scales' "pro-drug" extremes were labeled by terms that had relatively positive value connotations, permissive - restrictive, liberal - authoritarian, broadminded - narrowminded. Subjects also indicated their own agreement or disagreement with the statements and the extent of their approval of the terms defining the ends of the five rating scales. The subjects were divided into three groups on the basis of their expressed agreement with the statements.

As predicted:

(1) The most favorable group showed the greatest polarization on the three positively labeled scales, while the least favorable group showed the greatest polarization on the negatively labeled scales.

(2) In addition, the pro-drug judges showed the greatest preference for the pro-drug scale labels.

The overall value of this study's results was vitiated, however, due to the fact that the within-subject polarization on the five scales

was greater than the between-subject polarization. (Eiser analyzed the results separately for high and low polarizers.)

Eiser and White (1974) present a further explication of his position and additional supporting data in an article entitled, "Evaluative consistency and social judgment." Polarization of a person's judgments of attitude statements is a function both of his own attitude toward the issue and of the verbal labels used to define the endpoints of the rating scale. Both of these "peripheral" dimensions are assumed to be correlated with the "focal" dimension, i. e. the favorability dimension, thereby providing the judge with additional information with which to make discriminations. Subjects, therefore, are viewed as accentuating the differences between the statements they accept and those they reject. Subjects are also seen as being influenced by the connotative meaning of the terms describing the extremes of the attitude continuum. Polarization is, therefore, directly related to the degree of congruency between the judge's own evaluations of the statements and the value connotations of the judgment scale terms.

The experimental design of this study is similar to that of his 1973 experiment. Teenagers rated 10 brief paragraphs concerned with the issue of adult authority. Five advocated positions of pro-adult authority, whereas the remaining five were anti-adult authority. The task was to rate "what sort of person" asserted these positions on 10 bipolar scales with denotative labels from anti-authority to pro-authority. On five of these scales, the pro-authority term was evaluatively positive: impatient-patient, uncooperative-cooperative, hotheaded-levelheaded, illmannered-wellmannered, and disobedient-obedient. The direction

of implied evaluation was presumed to be reversed on the remainder: progressive-oldfashioned, independent-dependent, unconventional-conventional, adventurous-unadventurous, and imaginative-unimaginative. Subjects also indicated their own level of agreement with the statements and rated, "Me as I really am." "Me as I would like to be." and "The kind of person I most admire." on the 10 scales. The teenagers were divided into three groups based upon their relative agreement with the items.

The results indicated that:

(1) The pro-authority paragraphs were all seen as more positive than the anti-authority paragraphs.

(2) All of the scales showed very high intercorrelations and may be considered denotatively compatible.

(3) The evaluative aspects of the scale were seen by the judges as expected; i. e. the pro-authority group saw the evaluatively positive extremes as more positive. This was true for all scales with the exception of unconventional-conventional.

(4) The first hypothesis was supported: pro-authority judges gave more polarized ratings on those scales where the pro-authority extremes were positively labeled and vice versa for anti-authority judges.

(5) The second hypothesis correctly predicted that the items would be judged more positive on scales where the pro-authority extreme is positive than on the reverse.

(6) Overall the results supported Eiser's position, although there were some aberrant data related to the ratings for "like" and

"admire"; in addition, the significant attitude by scale group interaction showed unexplained assimilation and contrast.

Eiser interpreted his findings to imply that subjects strove for evaluative consistency between their own evaluations of the statements and the value connotation of the judgment scale terms.

The Present Task

Variables and Design

The purpose of the present study has been adumbrated in the preceding sections. Statements reflecting the social position of the black in America will be judged by the methods of magnitude estimation and equal-appearing intervals. The principal dependent measures in this study, therefore, are the scale values obtained by these two methods. The principal independent variables are own attitude and context. Own attitude will be varied by the use of criterion groups, i. e. blacks and whites. No attempt is made to identify the separate effects of attitude, involvement, or race in the main analysis. It is assumed that blacks on this issue have more extreme attitudinal positions and greater involvement. Context refers to the range of stimuli offered for judgment. This variable is manipulated by having some subjects judge the total range of stimuli and other subjects judge sub-ranges of the total.

This study is similar in research strategy to that of Kelley et al. (1955). The data obtained from relating a set of independent variables to two types of dependent measures permit the identification of generalized empirical findings. Similarly, theoretical positions achieve greater explanatory power when their interpretations apply to several dependent measures.

Major Previous Findings

Regarding those studies using the method of equal-appearing intervals, a conservative summary of the above literature indicates:

(1) Hovland and Sherif's (1952) central hypothesis that judges' own stands affect their ratings of the favorableness of opinion statements

is supported. It is the interpretation of this finding that is the central issue. Note that the direction of this finding is also currently at issue, as well as its interpretation in terms of a perceptual (Hovland & Sherif), variable perspective (Upshaw), acceptability (Zavalloni & Cook), or evaluative consistency (Eiser) model.

(2) Black judges have consistently displayed greater variability than white judges. This finding has been interpreted as a result of assimilation and contrast, as an indication of a narrower perspective for black judges, as a perceptual process involving agreement with a statement and a favorable rating of that statement, or as a polarization effect in which judges' own attitudes are consistent with the connotative value of the rating scale label nearest their own position.

(3) The correlations between the scale values of many sets of judging groups are consistently in the .90s, indicating linear relationships among these data.

Vocabulary Exhaustion

The position herein taken is that the finding of greater variability for black judges may be an artifact of an inadequate response language in category scaling, i. e. vocabulary exhaustion. Although blacks and whites are equally discriminating, the larger standard deviations for the black judges may indicate that they are more subject to the effects of vocabulary exhaustion. If the blacks in these studies are similar to involved subjects in judgmental studies investigating other issues, then this explanation of "vocabulary exhaustion" may also be in accord with the findings of Manis (1960, 1961). Further, the reversal of origins reported by Ostrom (1966) and by Ostrom and Upshaw (1970) may have

nothing to do with substantive considerations. It may simply reflect the fact that the steeper slope of the black judge with the larger standard deviation has resulted in a higher mean for him than that of his white counterpart (Upshaw, 1969a).

Hypotheses

The principal hypotheses of the present study are:

(1) The social judgment-involvement approach predicts a lower average placement of statements by black judges for the magnitude estimation data. Nonsignificance of differences between whites and blacks or a higher average placement for blacks would support the variable perspective position that the reference scales of whites and blacks are becoming similar. The social judgment involvement approach also predicts that blacks and whites will respectively show assimilation and contrast effects.

(2) Variable perspective theory predicts nonsignificant differences or a higher average placement of statements by black judges for the magnitude estimation data and greater variability by black judges for the magnitude estimation data. Confirmation of this hypothesis would tend to discount the vocabulary exhaustion interpretation of the equal-appearing intervals data. In addition, a substudy will be undertaken comparing whites and blacks on the Category Width Scale (Pettigrew, 1958). The finding of smaller units for blacks in all three sets of data (equal-appearing intervals, magnitude estimation, and an irrelevant dimension) would strongly support the variable perspective notion of unit as a cultural or style variable (Upshaw, 1969; 1970). The findings

of a larger standard deviation for blacks only in the equal-appearing intervals data will support the research of Wyer (1969) and his notion of general response style differences in using rating scales.

(3) Variable perspective theory also predicts (a) that the average median associated with the range condition having the pro statements removed will be more favorable than the average median for the total range condition, which will be more favorable than the average median for the range condition having the anti statements removed, and (b) that the total range condition will have the largest unit (smallest standard deviation) in comparison to the other range conditions.

(4) Zavalloni and Cook's position predicts a lower average placement of statements by black judges for the magnitude estimation data and that the blacks will judge unfavorable statements lower and favorable statements higher than their white counterparts. (Note that these predictions are the same as those made by the social judgment-involvement approach.)

(5) Eiser's model is not concerned with central tendency predictions. In this study two separate sets of magnitude estimation data will be collected; i. e. statements will be judged in terms of their degree of favorability and also their degree of unfavorability. Eiser's position predicts that this procedural manipulation should increase polarization for blacks using the favorable instructions (the typical finding) and increase polarization for whites using the unfavorable instructions; i. e. judging on a dimension that is consistent with one's own position enhances polarization. This prediction is made on the assumption that the favorable-unfavorable dimension employed in this study is comparable to the labels used in Eiser's previous research.

Regarding the equal-appearing intervals data, no origin predictions are made. Blacks are expected to obtain larger standard deviations. However, the interpretation of that finding is ambiguous.

The average placement of statements by whites and blacks within range conditions are also expected to be influenced by vocabulary exhaustion. It is the writer's viewpoint that the psychosocial reference scale formulation of Hovland and Sherif (1961) is basically accurate. Positions on the scale reflect the stands taken by identifiable groups in society. Hovland and Sherif assumed that the ends of the scale were the most identifiable stands. It is herein maintained that positions of equality and even more so of black superiority mean different things to different people, white and black. It is therefore predicted that:

(6) The pro-black statements, especially those asserting black superiority positions, will exhibit the greatest amount of judgmental variability.

Chapter II

METHOD

This chapter summarizes the various steps taken to implement this study. A discussion of the characteristics of the sample is provided and a description is given of the various materials employed including their sources. In the section on procedure and analysis, criteria for inclusion of subjects' data are specified in detail. Relevant coding information is presented and statistical analyses are described.

The research design in this study had different groups of white and blacks responding to nine experimental booklets. The nine booklets resulted from the combination of three context conditions and three sets of instructions for the dependent measures. Different groups of subjects were exposed to either the full range of statements or to two different subranges and to instructions for either the equal-appearing intervals task or the magnitude estimation task scaled in either the favorable or the unfavorable direction. Different groups of whites and blacks responded to the Category Width Scale. SelectABLE and a demographic questionnaire were included in the booklets for all conditions.

Subjects

In view of the previous studies in this area, it was decided that the most appropriate subjects for this research would be black and white Southern college students. The vast majority of students in previous studies were attending Southern institutions, hence the decision to restrict data collection to institutions located in the South. Note that the decision was to collect data from students attending Southern institutions; the students may have been raised in other areas of the country.

No restriction was placed on the availability of subjects (except race) other than that they were college students. Therefore, there were no restrictions regarding level, e. g. freshman or juniors nor in the type of major subject area chosen by the students.

Data were collected at the following universities: Clemson University, Florida State University, Howard University, Jack Eckerd College, Lane College, Savannah State College, Tennessee State University, Texas Southern University, the University of Georgia, the University of Missouri, and the University of South Florida. (Graduate data were eliminated from the statistical analyses.) The major study involved 212 blacks and 184 whites. In addition, an ancillary study was undertaken with 52 blacks and 70 whites.

Materials

Attitude statements. Sixty attitude statements concerning the social position of blacks in America were employed in this study. The statements were classified into twenty anti-black statements; twenty statements indicating social positions of relative equality between whites and blacks; and twenty pro-black statements indicating either positive assertions about blacks without reference to whites or positions of black superiority.

In general, statements were such which reflect positions taken by various groups in American society. Appendix A contains the statements in each category and documents their sources. (Source statements and data were obtained from the American Documentation Institute through the Library of Congress.) Regarding the sources mentioned in Appendix A, references to Hinckley relate to his 1932 attitude scale;

references to Selltiz, Edrich, and Cook relate to their 1965 Journal of Personality and Social Psychology (JPSP) article; the opinion inventory developed by Mary Evans Collins was revised by Selltiz, Edrich, and Cook and is another source employed; references to Zavalloni and Cook relate to their 1965 JPSP article. Median scale positions are provided for the Zavalloni and Cook data. The explanation of the nature of Zavalloni and Cook's groups is at the end of each set of statements. The Upshaw data refer to his 1962 study published in the Journal of Abnormal and Social Psychology. Data have been provided for both Upshaw's neutral judges' and pro-judges' total scale judgments.

Context manipulation. A major independent variable in this study is the experimental manipulation of judgmental context, e. e. the range of stimuli offered for judgment. Judgmental context is manipulated by having some subjects react to the statements with either the pro-black or the anti-black statements removed. The resulting three judgmental conditions are a total range condition, a range condition with the anti-black statements removed, and a range condition with the pro-black statements removed. The first two statements in each condition were chosen to give the subject exposure to the range of statements in that condition; e. g. the statements "I believe in white supremacy" and "Inherently, blacks and whites are equal" were used for the range condition with the pro-black statements removed. The remaining statements in each condition were presented in random order. Randomness was determined by means of a Table of Random Numbers.

Instructions. Presentation of these various range conditions to the subjects for judgment is inextricably connected with the instructions defining the judgment task. Appendix B presents the nine booklets employed in this study resulting from the combination of three levels of context and three sets of instructions. The instructions for the equal-appearing intervals task are the same as those used by Selltiz, Edrich, and Cook (1965) with minor modifications. The instructions for the magnitude estimation tasks were adapted from those used in Finnie's (1964) unpublished doctoral dissertation.

There are two sets of magnitude estimation instructions since the magnitude estimation task must be approached in a unidirectional manner. In one task the subject is asked to scale all the statements in terms of their favorableness to the social position of the black. (Higher numbers indicate more favorable statements in relation to the standard statement.) In the other task the subject is asked to scale all the statements in terms of their unfavorableness to the social position of the black. (Lower numbers indicate more favorable statements in relation to the standard statement.) As the standard statement for the magnitude estimation task, the following was judged to be appropriate since it occupies a position in the middle range of the equality statements and has a legalistic rather than an emotional appeal: "The law clearly states that segregation of any form is illegal." (Note that in order to facilitate understanding of the magnitude estimation procedure for the subject, an example involving the judgment of the length of lines was included in the instructions.)

SelectABLE. A copy of the experimental edition of SelectABLE (1974) (see Appendix C) was attached to each of the treatment booklets presented in Appendix B. SelectABLE was included in this research effort as a rapid measure of vocabulary level and reading skill. SelectABLE functioned as a control instrument to ensure that the reading comprehension level of the subjects is more than adequate for the task of reading the attitude statements employed.

Demographic questionnaire. A brief demographic questionnaire was also included with each treatment booklet (see Appendix D). Although some basic demographic information was requested, e. g. college attending, permanent address, sex, etc., the most important question involved the ethnic background of each subject. The response of the subject to this question was used to identify a subject as black or white.

Category Width Scale. Pettigrew's (1958) Category Width Scale (see Appendix E) was employed in the ancillary study. Instructions precede the scale. This instrument was chosen to determine if the smaller judgmental unit characteristic of black judges in judgmental studies may be indicative of a cultural variable, i. e. a characteristic response style difference between blacks and whites.

Procedure and Analysis

Task comprehension criterion. Since this study involves the comparison of three methods of scaling, the decision that a subject has correctly understood the task is crucial. It will be remembered

that there are 9 sets of booklets. The nine sets of booklets result from the combination of three levels of context with the three dependent measures, i. e. the three sets of instructions. Decisions were therefore made regarding the levels of the context variable and the type of task facing the subjects.

Previous research related to the social position of the black in America had only employed the equal-appearing intervals task. Further, most previously used items may be classified as unfavorable to blacks or indicating some equality relationship between whites and blacks. The range of statements in the current research includes items that are unfavorable to blacks, items indicating equality relationships between whites and blacks, and items that make positive statements about blacks without a white comparison or items that express a position of black superiority. Since previous research data have been collected for the unfavorable statements and the equality statements, those findings were used to make a judgment that the instructions for a given booklet had or had not been understood. For example, using the 1-11 scale of the equal-appearing intervals task, unfavorable statements to blacks should be consistently placed at the lower end in conformity with previous findings. In like fashion, the equality statements should be judged consistently more favorable than those expressing an unfavorable social position to blacks. Since previous data are not available on the remaining 20 statements, their positions on the scale are unknown.

The introduction of the magnitude estimation instructions creates additional problems since we do not have empirical data to guide us in judging the appropriateness of a subject's response. The assumption

was made that the findings for the equal-appearing intervals task would transfer to the magnitude estimation task. Hence, for the magnitude estimation instructions scaled in the favorable direction, a judgment was made that the directions were understood if the subject generated lower numerical values for unfavorable statements in relation to the standard than for equality statements in relation to the standard. Once again, the favorable or superiority statements "tagged along for the ride."

It will be remembered that there were two variations of the magnitude estimation instructions. The previous findings with the equal-appearing intervals task were also used to judge the "goodness" of the magnitude estimation data scaled in the unfavorable direction. In this case however, the subject generated higher numerical values for those statements that are unfavorable to blacks in relation to the standard and lower numerical values for those statements indicating equality positions in relation to the standard.

Returning to the issue of the context variable, the above procedures can be employed in the total condition, e. e. all 60 statements present, and in the condition eliminating the 20 "most favorable" statements. The procedure to be followed in the condition in which the 20 least favorable statements were not presented for judgment is problematic. The decision for this condition was based upon the appropriateness of the equality statements. Therefore, in the equal-appearing intervals task if the equality statements were not rated at the low end of the scale, a judgment was rendered that the directions had been correctly followed. Similar decisions were made for the two variations of the magnitude estimation task.

SelectABLE score criterion. Although the determination of whether a subject understood the scaling task represents the most critical decision regarding the inclusion of a subject's responses, other criteria were also employed in defining a subject's acceptability. Each subject received a copy of SelectABLE. It will be remembered that SelectABLE (see Appendix C) was included in this research effort to provide a rapid measure of vocabulary level and reading skill. SelectABLE functions as a control instrument to ensure that the reading comprehension level of the subjects is more than adequate for the task of reading the attitude statements employed.

A copy of the table entitled Vocabulary Grade Level of Dissertation Judgment Statements is found in Appendix F. The vocabulary level for the words in the statements were determined by using: Taylor, S. E., Frackenpohl, H., & White C. E. A Revised Core Vocabulary: A Basic Vocabulary for Grades 1-8 An Advanced Vocabulary for Grades 9-13. (Research and Information Bulletin #5) Huntington, New York: Educational Developmental Laboratory, 1969. An inspection of this table reveals that a subject who reads at the high school level will surely be able to comprehend the judgment statements included in this research.

As suggested by the title, SelectABLE, this instrument is used to pick the appropriate level of ABLE to test a subject. ABLE is an acronym for the Adult Basic Learning Examination (1970) published by The Psychological Corporation. There are three levels of ABLE: Level I (Grades 1-4), Level II (Grades 5-8), and Level III (Grades 9-12).

(Note that the decision to use SelectABLE to ensure the appropriate reading comprehension level among the subjects refers to the attitude

statements and not to the instructions. Obviously, understanding of the instructions is intimately related to their use.)

SelectABLE was chosen for this research in order to find an instrument that would quickly indicate that a subject was reading at the high school level. The following table gives the suggested score-ABLE level combinations:

Recommended ABLE Assignments for Various SelectABLE Scores

<u>SelectABLE Score Range</u>	<u>Suggested ABLE Level</u>
0-18	ABLE I
19-30	ABLE II
31-45	ABLE III

Since one-third of SelectABLE is composed of non-vocabulary items, the decision was made to eliminate the non-vocabulary items from the scoring. A problem then arises concerning the appropriateness of a given score on the 30 item test. An acceptable score range on the 30 item test was determined by relating it to performance on the 45 item test.

An initial sample was obtained of 22 students whose scores on the basis of 45 items were in the range of 31-45. All of the students' scores would be judged acceptable using the 45 item total. The mean and standard deviation of this group on the 30 vocabulary items were respectively 26.8 and 2.8. (These parameters denote a distribution that has a marked negative skew.) A range of 21-30 was chosen as the acceptable range on the 30 item test, i. e. approximately two standard deviations below the mean. This decision would seem relatively conservative for the 30 item test, but would yield a reasonable degree of

confidence that the subjects could read the attitude statements. All subjects included in the statistical analyses met this criterion.

Other inclusion criteria. In addition to the two preceding major criteria for inclusion in the study, some subjects were eliminated for more specific reasons. Any subject whose responses indicated reversing of the poles in the rating task or misinterpretation of the magnitude estimation task, e. g. judging the statements in the favorable direction when the instructions specified the unfavorable dimension, was eliminated from the analyses. Subjects who did not respond to SelectABLE or to the race question on the demographic questionnaire were also eliminated. Of course, only subjects denoting white or black racial backgrounds were included. In addition, subjects were eliminated if they did not respond to a substantial proportion of the items. Since the responses to the equality statements were to be used in the major analysis, subjects had to respond to at least 17 of the 20 equality statements to be included.

Coding. Subsequent to the selection of subjects for inclusion in the study, their data were coded on Optical Scanning Corporation's DS2970A General Coding Forms (see Appendix G). The data for the attitude statements in each of the instruction conditions are coded in fields of four columns. The possible range of responses in the magnitude estimation data is therefore 1 to 9999. Any subject's responses out of this range was coded as the appropriate prescribed limit. For example, a number of subjects responded with a zero to statements in the magnitude estimation task, an unacceptable response in a ratio-setting procedure. These responses were coded as 1 (see Fraser and Stacey, 1973).

Preliminary analysis. Before proceeding with the major analysis, a median score was obtained for each subject on the common equality statements. Descriptive statistics were first determined for the statements in the equal-appearing intervals total range condition for both blacks and whites. Appendix H presents medians and Q values for each item in the total range condition for each of the three sets of instructions.

Upon examination of the equal-appearing intervals data for the equality statements, 18 out of 20 statements were consistently rated as favorable by both blacks and whites. Blacks rated as very unfavorable statement #14 "It makes no difference to me whether I'm white or black" and statement #15 "Real integration can only occur when whites and blacks intermarry." As a result, these two statements were eliminated from the median calculation. (The statement numbers are keyed to the statements as given in Appendix A.) Medians were then calculated on the 18 equality statements for each of the 396 subjects who participated in the judgment study.

The following table provides the race by condition Ns for the 396 subjects:

<u>Black</u>	<u>Condition</u>	<u>White</u>
33	EAI - Total	18
48	EAI - Anti Removed	22
32	EAI - Pro Removed	21
21	ME Fav-Total	14
17	ME Fav - Anti Removed	25
22	ME Fav - Pro Removed	20
8	ME Unfav - Total	10
20	ME Unfav - Anti Removed	31
11	ME Unfav - Pro Removed	23
<u>212</u>		<u>184</u>

ANOVA. The major statistical analysis of this study involved a 2x3 analysis of variance on the data for each of the three scaling tasks: equal-appearing intervals, magnitude estimation scaled in the favorable direction, and magnitude estimation scaled in the unfavorable direction. In each ANOVA there were two levels of race and three levels of context. An ANOVA program contained in the Statistical Package of the Social Sciences was employed at City University of New York's Computer Center. The program used a least squares analysis.

Ancillary analysis. The Category Width Scale (see Appendix E) was scored by hand. For each of the questions the maximum and minimum estimates are scored by determining how far from the given mean of the category is the particular alternative chosen: +3 is assigned to the alternative farthest from the mean; +2 to the next farthest; +1 to the next; and 0 to the closest. Scores for questions a and b of each item are added together to obtain the total item score. The higher the total item score the broader is the category width.

Chapter III

RESULTS

ANOVA analysis. The major analysis of this study involved three analyses of variance on the common equality statements with two levels of race (black and white) and three levels of context (total range, anti-black items removed, pro-black items removed). A separate 2 x 3 ANOVA was undertaken for each of three sets of scaling data: equal-appearing intervals and magnitude estimation scaled in both a favorable and an unfavorable direction. Table 1 provides the means and standard deviations for each of these analyses. Table 2 summarizes the results of the three ANOVAs.

The pattern of results was the same for each analysis. There was a significant main effect for race with the equal-appearing intervals data ($F = 8.71$, p less than .004), the magnitude estimation-favorable data ($F = 7.78$, p less than .006), and the magnitude estimation-unfavorable data ($F = 7.31$, p less than .008). The results indicated that the context manipulation did not produce a significant effect on any set of scaling data. The interaction between race and context also did not produce a significant effect upon the scaling data.

Inspection of the means presented in Table 1 reveals that the three separate significant race effects resulted from the fact that the blacks judged the equality statements as much more favorable than did the whites. This was true within each context condition. The effect is most clearly demonstrated for the two sets of magnitude estimation data. Note that the means for both blacks and whites are approaching

Table 1

Means and Standard Deviations for Three 2x3 Analyses
of Variance Using Three Sets of Scaling Data

Race	Context		
	Total Range	Anti-Statements Removed	Pro-Statements Removed
Equal-Appearing Intervals Data			
Black			
Mean	10.66	10.43	10.28
SD	.59	1.18	1.70
White			
Mean	9.72	10.09	9.52
SD	1.87	1.30	1.77
Magnitude Estimation-Favorable Data			
Black			
Mean	295.23	211.88	208.54
SD	209.70	153.10	187.19
White			
Mean	162.50	147.00	158.50
SD	136.13	110.94	76.33
Magnitude Estimation-Unfavorable Data			
Black			
Mean	23.87	60.40	55.18
SD	35.11	45.26	44.54
White			
Mean	76.80	76.06	68.95
SD	34.09	34.96	42.24

Table 2

Analysis of Variance for 2 Levels of Race and 3 Levels of Context

A: Equal-Appearing Intervals Data					
Source of Variation	SS	df	MS	F	p less than
Race	16.93	1	16.93	8.71	.004
Context	3.47	2	1.73	.89	.999
R x C	2.54	2	1.27	.65	.999
Error	326.27	168	1.94		

B: Magnitude Estimation-Favorable Data					
Source of Variation	SS	df	MS	F	p less than
Race	181782.56	1	181782.56	7.78	.006
Context	66846.37	2	33423.18	1.43	.242
R x C	35055.27	2	17527.63	.75	.999
Error	2637440.00	113	23340.17		

C: Magnitude Estimation-Unfavorable Data					
Source of Variation	SS	df	MS	F	p less than
Race	11602.30	1	11602.30	7.31	.008
Context	3383.01	2	1691.50	1.06	.349
R x C	5241.94	2	2620.97	1.65	.195
Error	153797.31	97	1585.53		

the upper limit of the equal-appearing intervals scale. This would suggest that future studies in this area should employ unbounded scales to better explore the obtained race effect.

Item statistics and variability differences. As previously indicated, the medians and Q-values for each item in the total range condition on the total sample for each of the three sets of instructions are found in Appendix H. Table 3 presents summary statistics for various item groupings in the total range condition of the three dependent measures. Grouping 1-20 refers to the equality statements; grouping 21-40 refers to the anti-black statements; grouping 41-60 refers to the pro-black statements; grouping 41-50 refers to the black superiority statements while 51-60 refers to those pro-black statements independent of white reference.

A number of interesting relationships obtain from these data: for all three dependent measures the mean of the median scale positions indicates that blacks judge the entire set of 60 statements more favorably than do the whites. Note that within item groupings no consistent pattern obtains for mean performance except that overall blacks judge the pro-black statements more favorably than whites.

Furthermore, comparisons between the standard deviations of the blacks and whites for the entire set of 60 statements on the three dependent measures reveal that the blacks demonstrate greater variability. Again, no consistent pattern obtains within item groupings. In regard to the reported Q-values in Appendix H, the following is of interest: on the equal-appearing intervals task the mean black Q-value

Table 3

Summary Statistics for Various Item Groupings of the
Three Dependent Measures' Total Range Condition

Items	Race and Statistic			
	Mean		SD	
	Black	White	Black	White
Equal Appearing Intervals				
1-20	9.60	9.88	2.72	1.15
21-40	2.38	2.30	2.32	1.50
41-50	8.67	6.30	1.42	1.47
51-60	10.34	9.59	.66	.72
41-60	9.50	7.94	1.38	2.03
1-60	7.16	6.71	4.04	3.60
Magnitude Estimation-Favorable				
1-20	161.38	101.27	65.12	5.59
21-40	33.12	27.83	45.83	22.15
41-50	110.48	116.50	36.80	67.06
51-60	176.22	108.72	41.70	13.48
41-60	143.35	112.61	51.01	47.24
1-60	112.62	80.57	78.41	48.20
Magnitude Estimation-Unfavorable				
1-20	25.84	84.78	40.59	19.98
21-40	204.14	164.17	65.18	35.51
41-50	66.10	80.41	52.02	45.64
51-60	13.52	61.35	7.00	21.07
41-60	39.81	70.88	45.08	35.95
1-60	89.93	106.61	96.01	51.66

for the 60 items is 1.51, while the mean white Q-value is 1.40; for the magnitude estimation-favorable condition the mean black Q-value is 91.41, while the mean white Q-value is 55.90; for the magnitude estimation-unfavorable condition the mean black Q-value is 59.84, while the mean white Q-value is 39.96. Hence, with semi-interquartile range as the measure of dispersion, blacks again demonstrate greater within-item variability in their judgments than do their white peers.

These findings reconfirm the frequently reported phenomenon (e. g. Upshaw, 1969) that blacks demonstrate greater variability. This result was obtained for nearly all analyses and subanalyses where black and white item dispersions could be compared. Since a variety of items, tasks, time periods, and subject populations have been employed in the literature with this phenomenon being consistently reported, the finding must be interpreted as highly replicable and significant.

Correlations and supplementary analyses. Pearson product-moment correlations were calculated between the 60 statement medians for a variety of group combinations: the black-white correlation for the equal-appearing intervals data was .88; the black-white correlation for the magnitude estimation-favorable data was .61; and the black-white correlation for the magnitude estimation-unfavorable data was .82. In addition, correlations were generated between the medians for the following groups: for blacks, the correlation between equal-appearing intervals and magnitude estimation-favorable data was .88

Table 4

Mean Standard Deviation for Black and White Subjects
in each Condition on the Common Equality Statements

Condition	Race	
	Black	White
EAI - Total	2.36	1.30
EAI - Anti Removed	2.38	2.13
EAI - Pro Removed	2.63	2.94
ME Fav - Total	222.06	251.27
ME Fav - Anti Removed	104.27	181.16
ME Fav - Pro Removed	125.81	99.71
ME Unfav - Total	30.28	27.95
ME Unfav - Anti Removed	41.08	45.56
ME Unfav - Pro Removed	25.92	35.05

and between equal-appearing intervals and magnitude estimation-unfavorable data was $-.91$; for whites, the corresponding correlations were $.66$ and $-.77$, respectively.

In addition to the predictions tested in the major analysis, the variable perspective model makes a number of specific predictions regarding the effects of the context manipulation. The theory predicts that the average median associated with the range condition having the pro statements removed will be more favorable than the average median for the total range condition, which will be more favorable than the average median for the range condition having the anti statements removed. Another prediction is that the total range condition will have the largest unit (smallest standard deviation) in comparison to the other range conditions. Comparison of the appropriate means and standard deviations presented in Table 1 indicates that the first prediction was not supported, while the second received modest support in the black data.

In order to test further the prediction regarding range and unit size, the data in Table 4 were generated. The mean standard deviations were obtained by averaging the standard deviations for all subjects in each condition on the 18 common equality statements. Inspection of the tabled values reveals that the prediction was supported for both blacks and whites with the equal-appearing intervals condition, rejected for the magnitude estimation-favorable condition, and supported for the whites but not the blacks in the magnitude estimation-unfavorable condition.

Table 5

Summary Statistics for the Pettigrew Category Width
Scale Data by Race and Sex

Sum	Statistic		N
	Mean	SD	
Black			
Maximum			
Male	24.90	10.11	20
Female	25.03	10.64	32
Combined	24.98	10.44	52
Minimum			
Male	25.10	10.01	20
Female	26.56	8.70	32
Combined	26.00	9.25	52
Total			
Male	50.00	18.73	20
Female	51.59	18.29	32
Combined	50.98	18.47	52
White			
Maximum			
Male	35.56	9.00	18
Female	30.37	8.58	52
Combined	31.70	8.98	70
Minimum			
Male	32.89	7.67	18
Female	32.63	8.79	52
Combined	32.70	8.52	70
Total			
Male	67.89	15.97	18
Female	63.12	15.55	52
Combined	64.34	15.80	70

Category width data. The results of the Category Width Scale data are summarized in Table 5. Means and standard deviations are presented for the maximum, minimum, and combined sums across the 20 items in the scale. Since the original research by Pettigrew (1958) showed sex differences, the data have been tables by sex, race, and sex combined by race.

Although not directly relevant to this study, the finding that males may be classified as larger categorizers than females was supported for the whites but not the blacks. The results for the maximum and minimum estimates showed the same pattern as that of the summed total. The data strongly support the interpretation that whites have larger category widths than blacks. The implications of this finding for variable perspective theory will subsequently be discussed. Interestingly, the blacks also have larger standard deviations than the whites for this task. It is important to note that the Category Width Scale contains items that are irrelevant to any black-white social issue.

Chapter IV

DISCUSSION

In general, the data did not sustain the vocabulary exhaustion interpretation advanced to explain previous research nor did they substantiate perceptual interpretations of the attitude-judgment relationship. Most of the results are consistent with variable perspective theory; in particular the concept of category width differences between blacks and whites was strongly supported. Implications of this study for attitude surveys and research, studies of black-white differences, and future studies of social judgment are explored.

Hypotheses and results

Social judgment-involvement model. The social judgment-involvement approach predicts a lower average placement of statements by black judges for the magnitude estimation data. Nonsignificance of differences between whites and blacks or a higher average placement for blacks would support the variable perspective position that the reference scales of whites and blacks are becoming similar. The social judgment-involvement approach also predicts that blacks and whites will respectively show assimilation and contrast effects.

Although the social judgment-involvement approach anticipated a lower average placement of statements by black judges for the magnitude estimation data, the results indicated that this was not the case for either of the magnitude estimation tasks. Blacks judged the common statements more favorably than did whites. Further, this hypothesis is not supported by the summary means for the total range

condition for each of the tasks as presented in Table 3. The black mean across all 60 items is consistently more favorable than that of the whites in all conditions.

In view of the lack of support for the major social judgment-involvement hypothesis, the prediction that blacks and whites will respectively show assimilation and contrast effects presents an interpretation problem. In any case, the data in Table 3 reveal that the blacks may be judged to have assimilated the pro-black statements for all three conditions. In contrast, the results for the anti-black statements were mixed. Blacks scaled the anti-black statements in the equal-appearing intervals method and in the favorable directions method more favorably than did the whites.

Since the social judgment-involvement model postulates both assimilation and contrast effects, it is difficult to assert conclusively that the study does not support the theory. However, the results of the major analysis are not in keeping with the data or rationale of the original work (Hovland and Sherif, 1952). It could be argued that the black judges had own positions that were extreme and that the inclusion of pro-black statements interacting with the unbounded nature of the magnitude estimation scales resulted in the very strong assimilation effect. Aberrant data are still present, such as the fact that blacks scaled the anti-black statements more favorably than did the whites in the magnitude estimation-favorable instructions task (see Table 3). Overall, the data from this study are not supportive of the social judgment-involvement theory.

Zavalloni and Cook's acceptability model. Zavalloni and Cook's position predicts a lower average placement of statements by black judges for the magnitude estimation data and that the blacks will judge unfavorable statements lower and favorable statements higher than their white counterparts.

Since the predictions associated with Zavalloni and Cook's position are similar to those made from the Hovland and Sherif position, it is not surprising that these hypotheses were not confirmed. The magnitude estimation data presented no evidence of an inverse relationship between the degree of favorableness of a judge's own position (as indexed by race) and the scaling of items; blacks judged the common statements more favorably than did the whites.

Of greater significance to the Zavalloni and Cook position is the scaling of extreme statements by the judges since they have hypothesized that subjects who agree with a statement see it as more favorable. From the total range data of Table 3, it can be seen that this prediction was not supported for either the equal-appearing intervals or the favorable instructions task scaling of the anti-black statements. (Note that neither of the positions emphasizing a direct perceptual interpretation of the data were supported.)

Eiser's evaluative consistency model. Eiser's model is not concerned with central tendency predictions. In this study two separate sets of magnitude estimation data were collected, i. e. statements were judged in terms of their degree of favorability and also their degree of unfavorability. Eiser's position predicts that this procedural

manipulation should increase polarization for blacks using the favorable instructions (the typical finding) and increase polarization for whites using the unfavorable instructions; i. e. judging on a dimension that is consistent with one's own position enhances polarization.

The data contained in Table 3 again prove useful in considering Eiser's model. Considering the magnitude estimation data, Eiser's position predicts increased polarization for blacks using the favorable instructions and increased polarization for whites using the unfavorable instructions. Overall, these predictions are not supported by the data. In the favorable instructions condition, blacks judged the anti-black statements more favorably than did their white counterparts, although they judged the pro-black statements more favorably as predicted. Further, in the unfavorable instructions condition whites viewed the anti-black statements more favorably than did their black peers.

Although the hypotheses for Eiser's model were not supported, the actual relevance of this study to Eiser's original work is somewhat moot. Eiser's formulation was developed for rating scale data, especially with bipolar evaluative dimensions rather than a scale defined in terms of "favorable" "unfavorable". Hence, merely labeling the ends of the scale favorable-unfavorable may not produce the condition required by Eiser.

Upshaw's variable perspective theory. For the magnitude estimation data, variable perspective theory predicts nonsignificant differences or a higher average placement of statements by black judges and greater variability by black judges. Confirmation of this hypothesis would tend to discount the vocabulary exhaustion interpretation of the equal-appearing intervals data. In addition, a substudy was undertaken

comparing whites and blacks on the Category Width Scale (Pettigrew, 1958). The finding of smaller units for blacks in all three sets of data (equal-appearing intervals, magnitude estimation, and an irrelevant dimension) would strongly support the variable perspective notion of unit as a cultural or style variable (Upshaw, 1969, 1970). The findings of a larger standard deviation for blacks only in the equal-appearing intervals data would support the research of Wyer (1969) and his notion of general response style differences in using rating scales.

In general, the results of this study supported Upshaw's variable perspective theory more strongly than any other theory considered. The multivariate analysis clearly demonstrated a strong race effect in which blacks judged the common equality statements in both magnitude estimation tasks more favorably than did the whites. This outcome further confirmed the inversion in the order of the reference scale origins for the two races reported by Ostrom (1966) and Ostrom and Upshaw (1970).

Even more significant, the results confirmed the greater variability of the black magnitude estimation data. This finding discounts the vocabulary exhaustion interpretation advanced in explanation of the equal-appearing intervals data of former studies. As previously indicated, this phenomenon has been replicated in many studies and now can be said to have been obtained over several dependent measures. In those studies involving the equal-appearing intervals method, the finding of a larger standard deviation for blacks was interpreted as evidence of a smaller judgmental unit for blacks. The present study presents some direct evidence on this formulation.

It should be noted that the interpretation of differences in variability in terms of judgmental unit presumes comparable item discrimination between the judging groups. The correlations presented on page 59 are all substantial with the possible exceptions of the black-white correlation for the magnitude estimation-favorable data (.61) and the equal-appearing intervals white data correlation with the magnitude estimation-favorable white data (.66). These attenuated correlations may be the result of the fact that the whites in the magnitude estimation-favorable instructions condition judged so many of the statements as comparable to the standard. In any case, comparisons between the correlations in this study and those previously obtained must be viewed with the realization that most former studies employed a scale position manipulation which tends to increase the magnitude of the observed correlations. The obtained correlations in this study when evaluated in the context of the other data and the various theories give substantial support to the variable perspective formulation that any observed judgmental differences refer to reference scale differences rather than quantity differences.

Variable perspective theory also predicts (a) that the average median associated with the range condition having the pro statements removed will be more favorable than the average median for the total range condition, which will be more favorable than the average median for the range condition having the anti statements removed, and (b) that the total range condition will have the largest unit (smallest standard deviation) in comparison to the other range conditions.

Variable perspective theory did not fare well on those specific predictions relating to the context manipulation. As discussed pre-

viously, the prediction that the range manipulation will systematically order the favorability of the context conditions found no support, while the prediction that the total range condition will have the largest unit found modest support at best in the data of Table 4. The existence of aberrant data in reference to variable perspective predictions has been manifested in the literature since Upshaw's first study (1962). Although the theory has advanced in response to such data, the model leaves something to be desired.

In conformity with the finding that blacks have larger standard deviations (i. e. smaller units), the Category Width Scale data strongly support the variable perspective notion of unit as a cultural or style variable. Blacks obtained smaller units for the equal-appearing intervals task, both magnitude estimation tasks, and an irrelevant dimension. In a general way, Hovland and Sherif's original hypothesis that judges' attitudes affect their scaling of significant social statements is again supported. After approximately 25 years of research, the current formulation that the differences reflect greater variability in the judgments of blacks versus whites is again replicated. It is presently hypothesized that this result may be due to a general cultural or style variable by which blacks may be classified as narrower categorizers than whites.

Although the results in general supported the predictions of variable perspective theory, this study should not be viewed as a careful test of the competing social judgment theories. The refined information that is essential for a more precise test was not available. For example, no measure of attitude or own position was obtained from the black and white subjects. It was assumed that on this issue blacks

would have more extreme attitudinal positions and greater involvement. While this assumption is reasonable, knowledge of the exact attitude positions of the subjects would have permitted a more exact test of the implications of the theories.

Variability of pro-black statements. It was hypothesized that the pro-black statements especially the black superiority statements would exhibit the greatest amount of judgmental variability. The relevant data are displayed in Table 3. Examining the standard deviations for the various item groupings, this hypothesis is supported for the whites' data but not the blacks'.

Specifically, the hypothesis is supported for the whites' data since the largest standard deviation was obtained for the pro-black statements in the equal-appearing intervals condition, the magnitude estimation-favorable instructions condition, and the magnitude estimation-unfavorable instructions condition. A greater degree of variability among the pro-black statements was manifested for the statements independent of white reference in the equal-appearing intervals task, and for the black superiority statements in the two magnitude estimation tasks.

The hypothesis was formulated on the contention that the positions expressed in the pro-black statements would be subject to more variable interpretations than would the other statements. This contention would appear credible for whites but not for blacks, according to the data of this study. The blacks scaled the pro-black statements with less variability than one of the other groupings in each of the task conditions. The fact that the blacks judged the pro-black statements with a good degree of uniformity is evidenced by their scaling of the

statements independent of white reference (Grouping 51-60) as the most favorable grouping in all three methods. The whites, however, had more difficulty interpreting or scaling the pro-black statements.¹

Implications for future research

Rating scales are used extensively in psychology, sociology, political science, education, and industry. They are employed to obtain the attitudes, judgments, and feelings of individuals on myriad issues. The obtained data in many instances form the informational base for decisions that have broad social and corporate ramifications.

The present study is directly concerned with the psychological processes underlying responses to scaling tasks. The study provides empirical support for Upshaw's (1969b) hypothesis that category width is a cognitive style variable on which whites and blacks demonstrate reliable differences. These differences can not be explained as a consequence of vocabulary exhaustion with bounded category scales. On distinctly different issues (i. e. a presumably ego-involving one concerning statements about the social position of blacks in America and a presumably neutral one concerning maximum and minimum estimations), blacks consistently gave evidence of smaller category widths than whites. Conversely stated, blacks respond more variably to scaling tasks than do whites.

¹ Appendix I presents a detailed discussion of how the blacks and whites participating in this study judged the individual attitude statements. Comparisons are also made with the data for statements previously employed in the research literature. This appendix contains a wealth of information for future researchers investigating issues related to the social position of the black in America. Cross sectional data over several decades are available on some of the statements. This type of information is not usually available in social psychology.

This finding could have far reaching implications. To the extent that this outcome is valid, studies reporting black-white differences on a variety of affective measures may be reflecting this phenomenon. It is possible that techniques might be developed using the category width variable to adjust opinion research and attitude assessment data comparing whites and blacks. Nonetheless, category width differences are an important replicated variable to be investigated in their own right.

One potentially fruitful area of research is the relationship of category width to other cognitive or affective variables. In terms of the data available in this study, SelectABLE represents the only cognitive measure employed. An additional analysis involving the subjects who responded to the Category Width Scale found a significant difference on SelectABLE with whites achieving a higher average score, yet the correlations between the two measures for both groups showed no relationship. Since SelectABLE is only a screening instrument and the design restricted the range of scores on this measure, additional research should investigate the relationship between category width, a more appropriate cognitive measure, and other relevant variables e. g. locus of control.

The results of this study suggest that future social judgment research employing unbounded scales as dependent measures may prove very productive. In keeping with the original spirit of Hovland and Sherif's position regarding attitude and judgment, further articulation of this research tradition with a variety of judgmental theories and approaches should also be fruitful.

Upshaw (1969a, 1969b) notes that much of the reported research involving the range-unit prediction of variable perspective theory also supports Allen Parducci's range-frequency model of category judgment (1963, 1965). In this model the judgment rendered for any stimulus is assumed to represent a compromise between the range principle and the frequency principle, i. e. the judge uses the categories available for judgment with equal frequency. Future research might test whether predictions from the range-frequency model have greater explanatory power than those of variable perspective theory. Since the range-frequency model is a theory of category judgment, this research should employ an extended category scale in view of the results of the current study.

Based upon Stevens's work (1975), this study has assumed that the data obtained from the magnitude estimation procedure are "judgmentally better" than those of the equal-appearing intervals method. As noted previously, Stevens's work has not advanced without criticism especially in regard to the influence of stimulus range on the obtained exponents. (For current detractors and defenders, see Anderson (1970, 1975), Grovetter and Lockhead (1973), Ross and Di Lollo (1971), Stevens (1971), and Teghtsoonian (1971).) Another major criticism involves the fact that no internal consistency checks are available with direct scaling methods, hence, the claim that the data are ratio level remains moot (Garner and Creelman, 1970). In view of these criticisms, future research in this area is essential.

Anderson's (1970) work on functional measurement may prove the most useful line of research for the future. Functional measurement

relies on factorial designs, quantitative response measures, and a monotone rescaling procedure. The approach is concerned with the determination of a psychological law showing the combination of psychological stimuli to yield an implicit response. The question of whether a scale is of interval level can be resolved by determining whether the overt response is a linear function of the implicit response, i. e. the data from a factorial stimulus design should plot as a set of parallel lines. A test of the interval property is therefore provided and available for future studies of social judgment. Note that Anderson (1975) also provides a generalized range-frequency model based upon Parducci's work. Future studies could have the added power of investigating the range-frequency model with the methodological advantages offered by functional measurement.

Appendix A
Attitude Statements and Their Sources

Equality Items

- An interracial friendship can be just as rewarding as one between persons of similar race. (1)
 Source: Selltiz, Edrich, and Cook
 Original: A Negro can make as good a friend to a white person as can another white person.
 Performance Data: no data
- At all occupational levels blacks are as capable as whites. (2)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- People should have the right to live in whatever neighborhood they want, regardless of the color of their skin. (3)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- I wouldn't mind if my place of work hired a black to work at the same type of job that I do. (4)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- If a person, black or white, is best qualified for a particular job, he should get it. (5)
 Source: new item
 Performance Data: no data
- I look forward to the time when all people will be treated on their merits as individuals, without regard to the color of their skin. (6)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability. (7)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- I believe that black and white people are entitled to the same social privileges. (8)
 Source: Hinckley
 Original: I believe that the Negro is entitled to the same social privileges as the white man.

Equality Items

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
10.63	2.060

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
10.56	1.749

Zavalloni & Cook

Groups*

I	II	III	IV	V
10.71	10.34	10.65	9.59	10.03

Whites and blacks should enjoy the same privileges and protection provided (9)
by the law.

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
10.25	1.950

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
10.22	2.120

Zavalloni & Cook

Groups*

I	II	III	IV	V
10.60	9.95	10.53	7.66	9.09

Blacks should be given the same educational advantages as whites. (10)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
9.90	2.549

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
9.65	2.169

Zavalloni and Cook

Groups*

I	II	III	IV	V
10.59	9.80	10.16	8.00	9.09

I believe in racial integration in all areas of human life. (11)

Source: new item

Performance Data: no data

I vote for my elected officials according to their capabilities and integrity, (12)
regardless of their race.

Equality Items

Source: new item
Performance Data: no data

America will greatly benefit when it has a truly multi-racial society. (13)

Source: new item
Performance Data: no data

It makes no difference to me whether I'm black or white. (14)

Source: Revised version of opinion inventory developed by Mary Evans Collins
Performance Data: no data

Real integration can only occur when whites and blacks intermarry. (15)

Source: new item
Performance Data: no data

Inherently, blacks and whites are equal. (16)

Source: Hinckley
Performance Data: Upshaw
Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
9.92	2.169

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
10.44	2.180

Zavalloni and Cook
Groups*

I	II	III	IV	V
9.93	10.31	10.55	9.89	9.81

The black man should be given equal rights through integration. (17)

Source: Selltiz, Edrich, and Cook
Performance Data: no data

If a black family moved into my neighborhood, I would welcome them the same as I would welcome any other new family. (18)

Source: Selltiz, Edrich, and Cook
Performance Data: no data

A college educated white is likely to have more interests in common with a college educated black than with another white who has not gone beyond high school. (19)

Equality Items

Source: Selltiz, Edrich and Cook
Performance Data: no data

People should be hired on the basis of ability, regardless of race. (20)

Source: Selltiz, Edrich, and Cook
Performance Data: no data

*Identification of groups:

I - Blacks in pro-integration organizations or intergroup relations classes.

II - Whites in pro-integration organizations.

III - Whites in intergroup relations courses.

IV - Whites in right-wing political organizations.

V - "Pledges" of anti-integration fraternities.

Unfavorable Items

In view of the limited abilities of blacks, it is unfair to expect them to perform in a manner comparable to whites. (21)

Source: Selltiz, Edrich, and Cook

Performance Data: no data

I would prefer not to live in a neighborhood that includes blacks. (22)

Source: Revised version of opinion inventory developed by Mary Evans Collins

Original Item: I would rather not have Negroes live in my neighborhood.

Performance Data: no data

We should have a goal of eventual integration in every community, but the people of each community should be allowed to decide when they are ready for it. (23)

Source: Selltiz, Edrich, and Cook

Performance Data: no data

I would feel somewhat self-conscious dancing with a black in a public place. (24)

Source: Revised version of opinion inventory developed by Mary Evans Collins

Original Item: I probably would feel somewhat self-conscious dancing with a Negro in a public place.

Performance Data: no data

I would rather not be employed at a place where blacks and whites work alongside each other. (25)

Source: Revised version of opinion inventory developed by Mary Evans Collins

Original Item: I would rather not work in a place where Negroes work along side white persons.

Performance Data: no data

If I learned that a motel encouraged black guests, I would not choose to stay there in the future. (26)

A. Source: Revised version of opinion inventory developed by Mary Evans Collins

Original Item: If I learned that a motel encouraged Negro guests, I would not choose to stay there in the future.

Performance Data: no data

B. Source: Hinckley

Original Item: I would not patronize a hotel that accomodates Negroes.

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
2.75	2.599

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
2.00	1.590

Zavalloni & Cook

Groups*				
I	II	III	IV	V
1.29	1.31	1.95	2.53	3.33

I would feel ill at ease if I was invited to dinner at a black couple's home. (27)

Source: New Item

Performance Data: no data

I would rather not belong to a fraternity or sorority or social club which has black members. (28)

Source: Revised version of opinion inventory developed by Mary Evans Collins

Performance Data: no data

The white man has clearly shown the dominance of his race and should continue to exercise his power of leadership over the black man. (29)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

\bar{S}	\bar{Q}
2.59	1.759

Pro Judges' Total Condition

\bar{S}	\bar{Q}
2.71	1.990

Zavalloni & Cook

Groups*				
I	II	III	IV	V
1.26	1.35	1.50	2.20	2.29

The black man has shown himself to be incapable of taking responsibility, and should thus be classed with our irresponsible whites. (30)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

\bar{S}	\bar{Q}
2.81	1.709

Pro Judges' Total Condition

\bar{S}	\bar{Q}
2.75	2.339

Zavalloni & Cook

Groups*				
I	II	III	IV	V
1.33	1.42	1.69	2.23	2.85

I'd rather not have blacks attending the same class with my children. (31)

Source: Selltiz, Edrich, and Cook

Performance Data: no data

Blacks should only be allowed to associate with whites in the necessary business relationships. (32)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
3.86	2.809

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
3.73	1.950

Zavalloni and Cook

Groups*

I	II	III	IV	V
2.12	1.67	2.35	2.77	4.04

Blacks are capable of making a number of contributions to our society, principally in athletics and show business. (33)

Source: Selltiz, Edrich, and Cook

Performance Data: no data

Blacks should not be given equal treatment if it would have the effect of holding back the progress of the white race. (34)

Source: Hinckley

Original: Rights of the Negroes, which can be recognized only at the cost of holding back the evolution of the white race at any point, simply do not exist.

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
2.33	3.549

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
2.00	1.890

Zavalloni and Cook

Groups*

I	II	III	IV	V
3.23	1.48	2.39	2.47	4.64

The black man's genetic inferiority has predestined him to the servant class of society. (35)

Source: Hinckley

Original: Inherited qualities have predestined the Negroes to the servant class of society.

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
2.50	2.200

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
2.44	2.450

Zavalloni and Cook

Groups*

I	II	III	IV	V
1.24	1.21	1.44	1.98	1.37

Blacks should not be allowed to mingle with whites in any way.

(36)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
1.38	1.389

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
1.30	1.080

Zavalloni and Cook

Groups*

I	II	III	IV	V
1.10	1.09	1.13	1.45	1.43

Cultural and mental differences have placed a wide gap between the white and black man which will not be closed for many years.

(37)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
5.00	2.609

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
5.00	2.270

Zavalloni and Cook

Groups*

I	II	III	IV	V
4.07	3.79	3.86	4.55	4.85

The inability of blacks to develop outstanding leaders dooms them to a low place in society.

(38)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
3.43	1.549

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
3.28	1.699

Zavalloni and Cook

Groups*

I	II	III	IV	V
1.92	2.31	3.00	2.73	3.42

Under no circumstances should black children be allowed to attend
the same schools as white children.

(39)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
2.58	1.910

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
1.65	1.850

Zavalloni and Cook

Groups*

I	II	III	IV	V
1.19	1.22	1.26	2.07	2.23

I believe in white supremacy.

(40)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
1.50	2.000

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
1.28	1.139

Zavalloni and Cook

Groups *

I	II	III	IV	V
1.03	1.12	1.25	1.54	2.18

*Identification of groups:

I - Blacks in pro-integration organizations or intergroup relations classes.

II - Whites in pro-integration organizations.

III - Whites in intergroup relations courses.

IV - Whites in right-wing political organizations.

V - "Pledges" of anti-integration fraternities.

Favorable Items

- Blacks must be highly commended for the manner in which they have faced problems which other people have created for them. (51)
 Source: Selltiz, Edrich, and Cook (Modified)
 Original: The Negro should be respected for the manner in which he has faced a problem which other people have created him.
 Performance Data: no data
- The more I have come in contact with blacks, the more I am convinced that blacks are a real asset to our country. (52)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- Blacks should enjoy preferential treatment when employment decisions are being made. (50)
 Source: new item
 Performance Data: no data
- The first black students to attend desegregated schools have not only shown great courage but have done well scholastically. (53)
 Source: Selltiz, Edrich and Cook
 Performance Data: no data
- When the history books tell the whole truth, the impressive contribution of blacks to society will be realized. (54)
 Source: new item
 Performance Data: no data
- Whenever there has been black participation in community affairs, both whites and blacks have benefited greatly. (55)
 Source: Selltiz, Edrich, and Cook
 Performance Data: no data
- Blacks should work out their own destiny and avoid the corrupting influence of whites. (43)
 Source: Hinckley (Modified)
 Original: I am willing to let the Negro work out their own destiny.
 Performance Data: Upshaw
 Neutral Judges' Total Condition

$$\frac{S}{6.03} \quad \frac{Q}{1.549}$$
 Pro Judges' Total Condition

$$\frac{S}{5.93} \quad \frac{Q}{.830}$$

Zavalloni and Cook

Groups*

I	II	III	IV	V
6.05	5.51	5.98	6.30	6.15

I believe in black supremacy.

(41)

Source: new item

Performance Data: no data

The black man is not only physically superior but equal to the white man in all other ways.

(49)

Source: Hinckley

Original: A wide awake Negro is physically superior and in other respects equal to the white man.

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
9.68	2.630

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
9.88	2.330

Zavalloni and Cook

Groups*

I	II	III	IV	V
7.37	9.17	8.52	8.75	9.09

All political power which is set over blacks must be exercised by blacks and then only will blacks truly benefit.

(44)

Source: Hinckley (Modified)

Original: All political power which is set over the Negro ought to be in some way or other, exercised ultimately for their benefit.

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
8.17	3.860

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
8.85	2.859

Zavalloni and Cook

Groups*

I	II	III	IV	V
6.23	7.06	8.36	6.45	7.28

The future of America lies in the hands of the black man.

(42)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
10.66	4.880

Favorable Items

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
10.67	1.540

Zavalloni and Cook
Groups*

I	II	III	IV	V
10.00	10.22	9.97	10.72	10.26

Give the black man a high position in society and he will show himself equal to it. (56)

Source: Hinckley

Performance Data: Upshaw

Neutral Judges' Total Condition

<u>S</u>	<u>Q</u>
10.40	1.850

Pro Judges' Total Condition

<u>S</u>	<u>Q</u>
10.45	1.660

Zavalloni and Cook

Groups*				
I	II	III	IV	V
10.11	10.53	10.50	10.03	9.42

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country. (57)

Source: Selltiz, Edrich and Cook

Original: Negroes who have insisted on their right to equal treatment have benefited not only their own race but the whole country.

Performance Data: no data

Considering that their forefathers were slaves, blacks in America have advanced proportionately more than whites. (58)

Source: Selltiz, Edrich, and Cook

Performance Data: no data

True justice for blacks can only be realized through black power. (45)

Source: new item

Performance Data: no data

The twentieth century has seen many great black leaders. (59)

Source: new item

Performance Data: no data

When blacks really believe that black is beautiful, then and only then will blacks achieve the mental and emotional health necessary to achieve their true potential as human beings. (46)

Favorable Items

Source: new item
Performance Data: no data

The black politician is more closely attuned to the real problems of American society and therefore will make a better public official. (47)
Source: new item
Performance Data: no data

Because of birth rate, physical prowess, and latent abilities, blacks will someday dominate American society. (48)
Source: new item
Performance Data: no data

Today, blacks are achieving success in all occupations. (60)
Source: new item
Performance Data: no data

*Identification of groups:

- I - Blacks in pro-integration organizations or intergroup relations classes.
- II - Whites in pro-integration organizations.
- III - Whites in intergroup relations courses.
- IV - Whites in right-wing political organizations.
- V - "Pledges" of anti-integration fraternities.

Appendix B

Judgment Instructions and Booklets
Equal-Appearing Intervals Instructions and Total Range
Condition

Instructions for Rating Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implications are clear. What we are asking you to do is rate the following statements in terms of their degree of favorableness or unfavorableness toward the social position of blacks, in order to give us a basis for deciding which statements are clear enough to be used in our final scale. You may think that there are statements that are unfavorable to blacks, some may indicate positions of equality between whites and blacks, while others may be clearly favorable statements. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how favorable or unfavorable they seem to you to be. Sometimes it is hard to keep these two things separate in one's mind. For instance, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you would probably rate it 10 or 11 (that is, very favorable). In the same way, in rating the following items about blacks, please rate them in terms of their favorableness or unfavorableness toward the social position of blacks, regardless of whether or not you agree with the statement.

This booklet contains a number of statements. Under each one you will find the numbers from 1 to 11. If you think a statement is very unfavorable with regard to the social position of blacks, circle number 1. If you think that a statement is very favorable with regard to the social position of blacks, circle number 11. For statements falling between these two extremes, circle the number that seems to you to represent the relative degree of favorableness or unfavorableness of the statement. Do not skip any of the statements. Do not be concerned about how many times you circle any of the numbers; you may find that you circle some of them many times and others not at all.

You will probably find it easier to rate the statements if you look over a number of them before you actually indicate how favorable or unfavorable they are. After you have rated all the statements glance through them quickly to make sure that you rated them in the way that you intended.

I believe in black supremacy.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

I believe in white supremacy.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

At all occupational levels, blacks are as capable as whites.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

Because of birth rate, physical prowess, and latent abilities, blacks will someday dominate American society.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

The twentieth century has seen many great black leaders.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

Blacks should only be allowed to associate with whites in the necessary business relationships.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

I wouldn't mind if my place of work hired a black to work in the same type of job that I do.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

..

True justice for blacks can only be realized through black power.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The inability of blacks to develop outstanding leaders dooms them to a low place in society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Culture and mental differences have placed a wide gap between the white and black man which will not be closed for many years.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVORABLENESS TOWARD THE SOCIAL POSITION OF BLACKS, REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

The white man has clearly shown the dominance of his race and should continue to exercise his power of leadership over the black man.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Inherently, blacks and whites are equal.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black politician is more clearly attuned to the real problems of American society and therefore will make a better public official.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man is not only physically superior but equal to the white man in all other ways.

1 2 3 4 5 6 7 8 9 10 11

Give the black man a high position in society and he will show himself equal to it.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Real integration can only occur when whites and blacks intermarry.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If a black family moved into my neighborhood, I would welcome them the same as I would welcome any other new family.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should not be given equal treatment if it would have the effect of holding back the progress of the white race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

In view of the limited abilities of blacks, it is unfair to expect them to perform in a manner comparable to whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The more I come in contact with blacks, the more I am convinced that blacks are a real asset to our country.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS
ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVOR-
ABLENESS TOWARD THE SOCIAL POSITION OF BLACKS,
REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

I would rather not belong to a fraternity or sorority or social club which has black members.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I look forward to the time when all people will be treated on their merits as individuals, without regard to the color of their skin.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I would feel ill at ease if I was invited to dinner at a black couple's home.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man should be given equal rights through intergration.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

An interracial friendship can be just as rewarding as one between persons of similar race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The first black students to attend desegregated schools have not only shown great courage but have done well scholastically.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

All political power which is set over blacks must be exercised by blacks and then and only then will blacks truly benefit.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man's genetic inferiority has predestined him to the servant class of society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVORABLENESS TOWARD THE SOCIAL POSITION OF BLACKS, REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Today, blacks are achieving success in all occupations.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should work out their own destiny and avoid the corrupting influence of whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

People should have the right to live in whatever neighborhood they want, regardless of the color of their skin.

1 2 3 4 5 6 7 8 9 10 11

It makes no difference to me whether I'm black or white.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man has shown himself to be incapable of taking responsibility,
and should thus be classed with our irresponsible whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should be given the same educational advantages as whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

America will greatly benefit when it has a truly multi-racial
society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The future of America lies in the hands of the black man.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

A college educated white is likely to have more interests in common
with a college educated black than with another white who has not
gone beyond high school.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS
ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVOR-
ABLENESS TOWARD THE SOCIAL POSITION OF BLACKS,
REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM

I believe that the black and white people are entitled to the
same social privileges.

1 2 3 4 5 6 7 8 9 10 11

Blacks are capable of making a number of contributions to our society, principally in athletics and show business.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

I would prefer not to live in a neighborhood that includes blacks.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

We should have a goal of eventual integration in every community, but the people of each community should be allowed to decide when they are ready for it.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

Whites and blacks should enjoy the same privileges and protection provided by the law.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

Blacks should not be allowed to mingle with whites in any way.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

Under no circumstances should black children be allowed to attend the same schools as white children.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

If a person, black or white, is best qualified for a particular job, he should get it.

1 2 3 4 5 6 7 8 9 10 11

most unfavorable

most favorable

Considering that their forefathers were slaves, blacks in America have advanced proportionately more than whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I believe in racial integration in all areas of human life.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVORABLENESS TOWARD THE SOCIAL POSITION OF BLACKS, REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

I would rather not be employed at a place where blacks and whites work alongside each other.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Whenever there has been black participation in community affairs, both whites and blacks have benefited greatly.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I would feel somewhat self-conscious dancing with a black in a public place.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

When blacks really believe that black is beautiful, then and only then will blacks achieve the mental and emotional health necessary to achieve their true potential as human beings.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If I learned that a motel encouraged black guests, I would not choose to stay there in the future.

1 2 3 4 5 6 7 8 9 10 11

When history books tell the whole truth, the impressive contributions of blacks to society will be realized.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I'd rather not have blacks attending the same classes with my children.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should enjoy preferential treatment when employment decisions are being made.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks must be highly commended for the manner in which they have faced problems which other people have created for them.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

People should be hired on the basis of ability, regardless of race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Appendix B Continued

Equal-Appearing Intervals Instructions and Range Condition
With Anti-Black Statements Removed

Instructions for Rating Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implications are clear. What we are asking you to do is rate the following statements in terms of their degree of favorableness or unfavorableness toward the social position of blacks, in order to give us a basis for deciding which statements are clear enough to be used in our final scale. You may think that there are statements that are unfavorable to blacks, some may indicate positions of equality between whites and blacks, while others may be clearly favorable statements. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how favorable or unfavorable they seem to you to be. Sometimes it is hard to keep these two things separate in one's mind. For instance, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you would probably rate it 10 or 11 (that is, very favorable). In the same way, in rating the following items about blacks, please rate them in terms of their favorableness or unfavorableness toward the social position of blacks, regardless of whether or not you agree with the statement.

This booklet contains a number of statements. Under each one you will find the numbers from 1 to 11. If you think a statement is very unfavorable with regard to the social position of blacks, circle number 1. If you think that a statement is very favorable with regard to the social position of blacks, circle number 11. For statements falling between these two extremes, circle the number that seems to you to represent the relative degree of favorableness or unfavorableness of the statement. Do not skip any of the statements. Do not be concerned about how many times you circle any of the numbers; you may find that you circle some of them many times and others not at all.

You will probably find it easier to rate the statements if you look over a number of them before you actually indicate how favorable or unfavorable they are. After you have rated all the statements glance through them quickly to make sure that you rated them in the way that you intended.

I believe in black supremacy.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

Whites and blacks should enjoy the same privileges and protection provided by the law.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

At all occupational levels, blacks are as capable as whites.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

Because of birth rate, physical prowess, and latent abilities, blacks will someday dominate American society.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

The twentieth century has seen many great black leaders.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

Blacks should enjoy preferential treatment when employment decisions are being made.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

I wouldn't mind if my place of work hired a black to work in the same type of work that I do.

1	2	3	4	5	6	7	8	9	10	11
most unfavorable										most favorable

True justice for blacks can only be realized through black power.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Inherently, blacks and whites are equal.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black politician is more closely attuned to the real problems of American society and therefore will make a better public official.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS
ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVOR-
ABLENESS TOWARD THE SOCIAL POSITION OF BLACKS,
REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

The black man is not only physically superior but equal to the white man in all other ways.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Give the black man a high position in society and he will show himself equal to it.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If a black family moved into my neighborhood, I would welcome them the same as I would welcome any other new family.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Real integration can only occur when whites and blacks intermarry.

1 2 3 4 5 6 7 8 9 10 11

The more I come in contact with blacks, the more I am convinced that blacks are a real asset to our country.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

People should be hired on the basis of ability, regardless of race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I look forward to the time when all people will be treated on their merits as individuals, without regard to the color of their skin.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man should be given equal rights through integration.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

An interracial friendship can be just as rewarding as one between persons of similar race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

All political power which is set over blacks must be exercised by blacks and then and only then will blacks truly benefit.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVORABLENESS TOWARD THE SOCIAL POSITION OF BLACKS, REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability.

1 2 3 4 5 6 7 8 9 10 11

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Today, blacks are achieving success in all occupations.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should work out their own destiny and avoid the corrupting influence of whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

People should have the right to live in whatever neighborhood they want, regardless of the color of their skin.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

It makes no difference to me whether I'm black or white.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should be given the same educational advantages as whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

America will greatly benefit when it has a truly multi-racial society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The future of America lies in the hands of the black man.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS
ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVOR-
ABLENESS TOWARD THE SOCIAL POSITION OF BLACKS,
REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

A college educated white is likely to have more interests in common with a college educated black than with another white who has not gone beyond high school.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If a person, black or white, is best qualified for a particular job, he should get it.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Considering that their forefathers were slaves, blacks in America have advanced proportionately more than whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I believe in racial integration in all areas of human life.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Appendix B Continued

Equal-Appearing Intervals Instructions and Range Condition
With Pro-Black Statements Removed

Instructions for Rating Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implications are clear. What we are asking you to do is rate the following statements in terms of their degree of favorableness or unfavorableness toward the social position of blacks, in order to give us a basis for deciding which statements are clear enough to be used in our final scale. You may think that there are statements that are unfavorable to blacks, some may indicate positions of equality between whites and blacks, while others may be clearly favorable statements. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how favorable or unfavorable they seem to you to be. Sometimes it is hard to keep these two things separate in one's mind. For instance, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you would probably rate it 10 or 11 (that is, very favorable). In the same way, in rating the following items about blacks, please rate them in terms of their favorableness or unfavorableness toward the social position of blacks, regardless of whether or not you agree with the statement.

This booklet contains a number of statements. Under each one you will find the numbers from 1 to 11. If you think a statement is very unfavorable with regard to the social position of blacks, circle number 1. If you think that a statement is very favorable with regard to the social position of blacks, circle number 11. For statements falling between these two extremes, circle the number that seems to you to represent the relative degree of favorableness or unfavorableness of the statement. Do not skip any of the statements. Do not be concerned about how many times you circle any of the numbers; you may find that you circle some of them many times and others not at all.

You will probably find it easier to rate the statements if you look over a number of them before you actually indicate how favorable or unfavorable they are. After you have rated all the statements glance through them quickly to make sure that you rated them in the way that you intended.

Inherently, blacks and whites are equal.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I believe in white supremacy.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Whites and blacks should enjoy the same privileges and protection provided by the law.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The white man has clearly shown the dominance of his race and should continue to exercise his power of leadership over the black man.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should not be allowed to mingle with whites in any way.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Cultural and mental differences have placed a wide gap between the white and black man which will not be closed for many years.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

In view of the limited abilities of blacks, it is unfair to expect them to perform in a manner comparable to whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

At all occupational levels, blacks are as capable as whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should only be allowed to associate with whites in the necessary business relationships.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVORABLENESS TOWARD THE SOCIAL POSITION OF BLACKS, REGARDLESS OF WHETHER OF NOT YOU AGREE WITH THEM.

The inability of blacks to develop outstanding leaders dooms them to a low place in society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Real integration can only occur when whites and blacks intermarry.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If a person, black or white, is best qualified for a particular job, he should get it.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I would rather not belong to a fraternity or sorority or social club which has black members.

1 2 3 4 5 6 7 8 9 10 11

I would prefer not to live in a neighborhood that includes blacks.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

America will greatly benefit when it has a truly multi-racial society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man has shown himself to be incapable of taking responsibility and should thus be classed with our irresponsible whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

People should have the right to live in whatever neighborhood they want regardless of the color of their skin.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man should be given equal rights through integration.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

It makes no difference to me whether I'm black or white.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVORABLENESS TOWARD THE SOCIAL POSITION OF BLACKS, REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

I would feel somewhat self-conscious dancing with a black in a public place.

1 2 3 4 5 6 7 8 9 10 11

Under no circumstances should black children be allowed to attend the same schools as white children.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I believe in racial integration in all areas of human life.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If a black family moved into my neighborhood, I would welcome them the same as I would welcome any other new family.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I would feel ill at ease if I was invited to dinner at a black couple's home.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I believe that the black and white people are entitled to the same social privileges.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I would rather not be employed at a place where blacks and whites work alongside each other.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

The black man's genetic inferiority has predestined him to the servant class of society.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I look forward to the time when all people will be treated on their merits as individuals, without regard to the color of their skin.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

REMEMBER, YOU ARE ASKED TO RATE THESE STATEMENTS
ON THE BASIS OF THEIR FAVORABLENESS OR UNFAVOR-
ABLENESS TOWARD THE SOCIAL POSITION OF BLACKS,
REGARDLESS OF WHETHER OR NOT YOU AGREE WITH THEM.

I'd rather not have blacks attending the same classes with my children.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

People should be hired on the basis of ability, regardless of race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should not be given equal treatment if it would have the effect of holding back the progress of the white race.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

If I learned that a motel encouraged black guests, I would not choose to stay there in the future.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

An interracial friendship can be just as rewarding as one between persons of similar race.

1 2 3 4 5 6 7 8 9 10 11

We should have a goal of eventual integration in every community, but the people of each community should be allowed to decide when they are ready for it.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks should be given the same educational advantages as whites.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

A college educated white is likely to have more interest in common with a college educated black than with another white who has not gone beyond high school.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

I wouldn't mind if my place of work hired a black to work in the same type of job that I do.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Blacks are capable of making a number of contributions to our society, principally in athletics and show business.

1 2 3 4 5 6 7 8 9 10 11

most
unfavorable

most
favorable

Appendix B Continued

Favorable Magnitude Estimation Instructions and
Total Range Condition

Instructions for Judging Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implication are clear. What we are asking you to do is judge the following statements in terms of their degree of favorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This comparison will give us a basis for deciding which statements are clear enough to be used in our final scale. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how favorable they seem to you in comparison to the standard. Sometimes it is hard to keep those two things separate in one's mind. For instance, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. The standard statement might be Joe Williams is an average guy with a numerical value of 100 assigned to it. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you might give it a value of 500 (that is, you may think that it is five times more favorable to Joe Williams than is the standard).

Before proceeding with the statements about blacks however, we would like to give you more practice with this method of judgment using lengths of lines. The standard is the following line which has been assigned the numerical value of 100.

$$\text{—————} = 100$$

Each of the lines you are to judge will be placed above the standard to form a ratio. Your task is to assign a number to this line so that the ratio between the number you assign and 100 represent the ratio between the two lines. For example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{200}{100}$$

The numerical ratio indicates that the comparison line is twice as long as the standard. In the next example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{50}{100}$$

The ratio indicates that the comparison line was judged to be one half as long as the standard.

How about trying the next two examples yourself? Write a number in the numerator which in relationship to 100 will express the ratio in length between the 2 lines.

$$\frac{\text{---}}{\text{---}} = \frac{\quad}{100}$$

$$\frac{\text{---}}{\text{---}} = \frac{\quad}{100}$$

Now let's return to the issue of developing a scale of attitudes about the social position of blacks. What we are asking you to do is judge the following statements in terms of their degree of favorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This standard, like the one for the length of lines, is assigned the numerical value of 100. Each of the other statements will be placed above the standard to form a ratio. Your task is to assign a number to the comparison statement so that the ratio between the number you assign and 100 represents the ratio between the comparison statement and the standard. Remember our example with Joe Williams, you are asked to compare each of these statements with the standard and assign a number to the statement on the basis of their favorableness toward the social position of blacks, regardless of whether or not you agree with them.

I believe in black supremacy. = 100
 The law clearly states that segregation of any form is illegal.

I believe in white supremacy. = 100
 The law clearly states that segregation of any form is illegal.

At all occupational levels, blacks are as capable as whites.
The law clearly states that segregation of any form is illegal. = 100

Because of birth rate, physical prowess, and latent abilities, blacks will someday dominate American society.
The law clearly states that segregation of any form is illegal. = 100

The twentieth century has seen many great black leaders.
The law clearly states that segregation of any form is illegal. = 100

Blacks should only be allowed to associate with whites in the necessary business relationships.
The law clearly states that segregation of any form is illegal. = 100

I wouldn't mind if my place of work hired a black to work in the same type of job that I do.
The law clearly states that segregation of any form is illegal. = 100

True justice for blacks can only be realized through black power.
The law clearly states that segregation of any form is illegal. = 100

The inability of blacks to develop outstanding leaders dooms them to a low place in society.

The law clearly states that segregation of any form is illegal. = 100

Culture and mental differences have placed a wide gap between the white and black man which will not be closed for many years.

The law clearly states that segregation of any form is illegal. = 100

The white man has clearly shown the dominance of his race and should continue to exercise his power of leadership over the black man.

The law clearly states that segregation of any form is illegal. = 100

Inherently, blacks and whites are equal.

The law clearly states that segregation of any form is illegal. = 100

The black politician is more clearly attuned to the real problems of American society and therefore will make a better public official.

The law clearly states that segregation of any form is illegal. = 100

The black man is not only physically superior but equal to the white man in all other ways.

The law clearly states that segregation of any form is illegal. = 100

Give the black man a high position in society and he will show himself equal to it.

The law clearly states that segregation of any form is illegal. = 100

Real integration can only occur
when whites and blacks intermarry. = 100
 The law clearly states that
 segregation of any form is
 illegal.

If a black family moved into my
 neighborhood, I would welcome
 them the same as I would welcome
any other new family. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Blacks should not be given equal
 treatment if it would have the
 effect of holding back the progress
of the white race. = 100
 The law clearly states that
 segregation of any form is
 illegal.

In view of the limited abilities
 of blacks, it is unfair to expect
 them to perform in a manner compar-
able to whites. = 100
 The law clearly states that
 segregation of any form is
 illegal.

The more I come in contact with
 blacks, the more I am convinced
 that blacks are a real asset to
our country. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would rather not belong to
 a fraternity or sorority or
 social club which has black
members. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I look forward to the time
 when all people will be
 treated on their merits as
 individuals, without regard
to the color of their skin. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would feel ill at ease if I
was invited to dinner at a
black couple's home. = 100
The law clearly states that
segregation of any form is
illegal.

The black man should be given
equal rights through integration. = 100
The law clearly states that
segregation of any form is
illegal.

An interracial friendship can
be just as rewarding as one
between persons of similar
race. = 100
The law clearly states that
segregation of any form is
illegal.

The first black students to
attend desegregated schools
have not only shown great
courage but have done well
scholastically. = 100
The law clearly states that
segregation of any form is
illegal.

All political power which is
set over blacks must be exercised
by blacks and then and only
then will blacks truly benefit. = 100
The law clearly states that
segregation of any form is
illegal.

The black man's genetic inferiority
has predestined him to the servant
class of society. = 100
The law clearly states that
segregation of any form is
illegal.

If there were complete equality
of opportunity, blacks would
soon show themselves completely
equal to whites in intelligence
and ability. = 100
The law clearly states that
segregation of any form is
illegal.

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage. = 100
 The law clearly states that segregation of any form is illegal.

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country. = 100
 The law clearly states that segregation of any form is illegal.

Today blacks are achieving success in all occupations. = 100
 The law clearly states that segregation of any form is illegal.

Blacks should work out their own destiny and avoid the corrupting influence of whites. = 100
 The law clearly states that segregation of any form is illegal.

People should have the right to live in whatever neighborhood they want, regardless of the color of their skin. = 100
 The law clearly states that segregation of any form is illegal.

It makes no difference to me whether I'm black or white. = 100
 The law clearly states that segregation of any form is illegal.

The black man has shown himself to be incapable of taking responsibility, and should thus be classed with our irresponsible whites. = 100
 The law clearly states that segregation of any form is illegal.

Blacks should be given the same educational advantages as whites. = 100
 The law clearly states that segregation of any form is illegal.

America will greatly benefit when it has a truly multi-racial society. = 100
 The law clearly states that segregation of any form is illegal.

The future of America lies in the hands of the black man. = 100
 The law clearly states that segregation of any form is illegal.

A college educated white is likely to have more interests in common with a college educated black than with another white who has not gone beyond high school. = 100
 The law clearly states that segregation of any form is illegal.

I believe that the black and white people are entitled to the same social privileges. = 100
 The law clearly states that segregation of any form is illegal.

Blacks are capable of making a number of contributions to our society principally in athletics and show business. = 100
 The law clearly states that segregation of any form is illegal.

I would prefer not to live in a neighborhood that includes blacks. = 100
 The law clearly states that segregation of any form is illegal.

We should have a goal of
 eventual integration in
 every community, but the
 people of each community
 should be allowed to decide
when they are ready for it. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Whites and blacks should enjoy
 the same privileges and protec-
 tion provided by the law.
The law clearly states that = 100
 segregation of any form is
 illegal.

Blacks should not be allowed
 to mingle with whites in any
way. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Under no circumstances should
 black children be allowed to
 attend the same schools as
white children. = 100
 The law clearly states that
 segregation of any form is
 illegal.

If a person, black or white,
 is best qualified for a
particular job, he should get it. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Considering that their forefathers
 were slaves, blacks in America
 have advanced proportionately
 more than whites.
The law clearly states that = 100
 segregation of any form is
 illegal.

I believe in racial integration
in all areas of human life. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would rather not be employed
at a place where blacks and
whites worked alongside each
other.

The law clearly states that
segregation of any form is
illegal. = 100

Whenever there has been black
participation in community
affairs, both whites and blacks
have benefited greatly.

The law clearly states that
segregation of any form is
illegal. = 100

I would feel somewhat self-
conscious dancing with a black
in a public place.

The law clearly states that
segregation of any form is
illegal. = 100

When blacks really believe that
black is beautiful, then and
only then will blacks achieve
the mental and emotional health
necessary to achieve their true
potential as human beings.

The law clearly states that
segregation of any form is
illegal. = 100

If I learned that a motel
encouraged black guests, I
would not choose to stay there
in the future.

The law clearly states that
segregation of any form is
illegal. = 100

When history books tell the
whole truth, the impressive
contributions of blacks to
society will be realized.

The law clearly states that
segregation of any form is
illegal. = 100

I'd rather not have blacks
attending the same classes
with my children.

The law clearly states that
segregation of any form is
illegal. = 100

Blacks should enjoy preferential
treatment when employment decisions
are being made.

The law clearly states that = 100
segregation of any form is
illegal.

Blacks must be highly commended
for the manner in which they have
faced problems which other people
have created for them.

The law clearly states that = 100
segregation of any form is
illegal.

People should be hired on the
basis of ability, regardless
of race.

The law clearly states that = 100
segregation of any form is
illegal.

Appendix B Continued

Favorable Magnitude Estimation Instructions and
Range Condition
With Anti-Black Statements Removed

Instructions for Judging Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implication are clear. What we are asking you to do is judge the following statements in terms of their degree of favorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This comparison will give us a basis for deciding which statements are clear enough to be used in our final scale. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how favorable they seem to you in comparison to the standard. Sometimes it is hard to keep those two things separate in one's mind. For instance, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. The standard statement might be Joe Williams is an average guy with a numerical value of 100 assigned to it. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you might give it a value of 500 (that is, you may think that it is five times more favorable to Joe Williams than is the standard).

Before proceeding with the statements about blacks however, we would like to give you more practice with this method of judgment using lengths of lines. The standard is the following line which has been assigned the numerical value of 100.

$$\text{—————} = 100$$

Each of the lines you are to judge will be placed above the standard to form a ratio. Your task is to assign a number to this line so that the ratio between the number you assign and 100 represent the ratio between the two lines. For example:

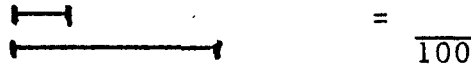
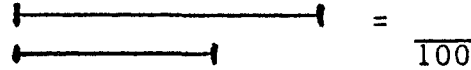
$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{200}{100}$$

The numerical ratio indicates that the comparison line is twice as long as the standard. In the next example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{50}{100}$$

The ratio indicates that the comparison line was judged to be one half as long as the standard.

How about trying the next two examples yourself? Write a number in the numerator which in relationship to 100 will express the ratio in length between the 2 lines.



Now let's return to the issue of developing a scale of attitudes about the social position of blacks. What we are asking you to do is judge the following statements in terms of their degree of favorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This standard, like the one for the length of lines, is assigned the numerical value of 100. Each of the other statements will be placed above the standard to form a ratio. Your task is to assign a number to the comparison statement so that the ratio between the number you assign and 100 represents the ratio between the comparison statement and the standard. Remember our example with Joe Williams, you are asked to compare each of these statements with the standard and assign a number to the statement on the basis of their favorableness toward the social position of blacks, regardless of whether or not you agree with them.

I believe in black supremacy. = 100
 The law clearly states that segregation of any form is illegal.

Whites and blacks should enjoy the same privileges and protection provided by the law.
The law clearly states that segregation of any form is illegal. = 100

At all occupational levels, blacks are as capable as whites. = 100
 The law clearly states that segregation of any form is illegal.

Because of birth rate, physical prowess, and latent abilities, blacks will someday dominate American society.
The law clearly states that segregation of any form is illegal. = 100

The twentieth century has seen many great black leaders.
The law clearly states that segregation of any form is illegal. = 100

Blacks should enjoy preferential treatment when employment decisions are being made.
The law clearly states that segregation of any form is illegal. = 100

I wouldn't mind if my place of work hired a black to work in the same type of work that I do.
The law clearly states that segregation of any form is illegal. = 100

True justice for blacks can only be realized through black power.
The law clearly states that segregation of any form is illegal. = 100

Inherently, blacks and whites are equal. = 100
 The law clearly states that segregation of any form is illegal.

The black politician is more closely attuned to the real problems of American society and therefore will make a better public official. = 100
 The law clearly states that segregation of any form is illegal.

The black man is not only physically superior but equal to the white man in all other ways. = 100
 The law clearly states that segregation of any form is illegal.

Give the black man a high position in society and he will show himself equal to it. = 100
 The law clearly states that segregation of any form is illegal.

If a black family moved into my neighborhood, I would welcome them the same as I would welcome any other new family. = 100
 The law clearly states that segregation of any form is illegal.

Real integration can only occur when whites and blacks intermarry. = 100
 The law clearly states that segregation of any form is illegal.

The more I come in contact with blacks, the more I am convinced that blacks are a real asset to our country. = 100
 The law clearly states that segregation of any form is illegal.

People should be hired on the basis of ability, regardless of race. = 100
 The law clearly states that segregation of any form is illegal.

I look forward to the time when all people will be treated on their merits as individuals, without regard to the color of their skin.

The law clearly states that segregation of any form is illegal. = 100

The black man should be given equal rights through intergration.

The law clearly states that segregation of any form is illegal. = 100

An interracial friendship can be just as rewarding as one between persons of similar race.

The law clearly states that segregation of any form is illegal. = 100

All political power which is set over blacks must be exercised by blacks and then and only then will blacks truly benefit.

The law clearly states that segregation of any form is illegal. = 100

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability.

The law clearly states that segregation of any form is illegal. = 100

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage.

The law clearly states that segregation of any form is illegal. = 100

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country.

The law clearly states that segregation of any form is illegal. = 100

Today, blacks are achieving success in all occupations.

The law clearly states that segregation of any form is illegal. = 100

Blacks should work out their own destiny
and avoid the corrupting influence of whites. _____
The law clearly states that segregation of any form is
illegal. 100

People should have the right to live in
whatever neighborhood they want, regardless
of the color of their skin. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

It makes no difference to me whether
I'm black or white. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

Blacks should be given the same
educational advantages as whites. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

America will greatly benefit when
it has a truly multi-racial society. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

The future of America lies in the
hands of the black man. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

A college educated white is likely to
have more interests in common with a
college educated black than with another
white who has not gone beyond high school. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

If a person, black or white, is best
qualified for a particular job, he should
get it. _____ = _____
The law clearly states that segregation of any form is
illegal. 100

Considering that their forefathers were slaves, blacks in America have advanced proportionately more than whites.

The law clearly states that segregation of any form is illegal.

= 100

I believe in racial integration in all areas of human life.

The law clearly states that segregation of any form is illegal.

= 100

The first black students to attend desegregated schools have not only shown great courage but have done well scholastically.

The law clearly states that segregation of any form is illegal.

= 100

Blacks must be highly commended for the manner in which they have faced problems which other people have created for them.

The law clearly states that segregation of any form is illegal.

= 100

When blacks really believe that black is beautiful, then and only then will blacks achieve the mental and emotional health necessary to achieve their true potential as human beings.

The law clearly states that segregation of any form is illegal.

= 100

Whenever there has been black participation in community affairs, both whites and blacks have benefited greatly.

The law clearly states that segregation of any form is illegal.

= 100

When history books tell the whole truth, the impressive contributions of blacks to society will be realized.

The law clearly states that segregation of any form is illegal.

= 100

I believe that the black and white people are entitled to the same social privileges.

The law clearly states that segregation of any form is illegal.

= 100

Appendix B Continued

Favorable Magnitude Estimation Instructions and
Range Condition
With Pro-Black Statements Removed

Instructions for Judging Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implication are clear. What we are asking you to do is judge the following statements in terms of their degree of favorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This comparison will give us a basis for deciding which statements are clear enough to be used in our final scale. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how favorable they seem to you in comparison to the standard. Sometimes it is hard to keep those two things separate in one's mind. For instance, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. The standard statement might be Joe Williams is an average guy with a numerical value of 100 assigned to it. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you might give it a value of 500 (that is, you may think that it is five times more favorable to Joe Williams than is the standard).

Before proceeding with the statements about blacks however, we would like to give you more practice with this method of judgment using lengths of lines. The standard is the following line which has been assigned the numerical value of 100.

$$\text{—————} = 100$$

Each of the lines you are to judge will be placed above the standard to form a ratio. Your task is to assign a number to this line so that the ratio between the number you assign and 100 represent the ratio between the two lines. For example:

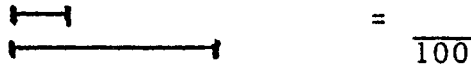
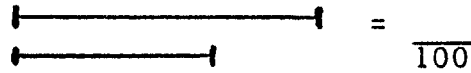
$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{200}{100}$$

The numerical ratio indicates that the comparison line is twice as long as the standard. In the next example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{50}{100}$$

The ratio indicates that the comparison line was judged to be one half as long as the standard.

How about trying the next two examples yourself? Write a number in the numerator which in relationship to 100 will express the ratio in length between the 2 lines.



Now let's return to the issue of developing a scale of attitudes about the social position of blacks. What we are asking you to do is judge the following statements in terms of their degree of favorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This standard, like the one for the length of lines, is assigned the numerical value of 100. Each of the other statements will be placed above the standard to form a ratio. Your task is to assign a number to the comparison statement so that the ratio between the number you assign and 100 represents the ratio between the comparison statement and the standard. Remember our example with Joe Williams, you are asked to compare each of these statements with the standard and assign a number to the statement on the basis of their favorableness toward the social position of blacks, regardless of whether or not you agree with them.

Inherently, blacks and whites
are equal.

The law clearly states that
segregation of any form is
illegal.

= 100

I believe in white supremacy.

The law clearly states that
segregation of any form is
illegal.

= 100

Whites and blacks should enjoy
the same privileges and protection
provided by the law.

The law clearly states that
segregation of any form is
illegal.

= 100

The white man has clearly shown
the dominance of his race and should
continue to exercise his power of
leadership over the black man.

The law clearly states that
segregation of any form is
illegal.

= 100

Blacks should not be allowed to
mingle with whites in any way.

The law clearly states that
segregation of any form is
illegal.

= 100

I vote for my elected officials
according to their capabilities
and integrity, regardless of
their racial heritage.

The law clearly states that
segregation of any form is
illegal.

= 100

Cultural and mental differences have
placed a wide gap between the white
and black man which will not be closed
for many years.

The law clearly states that
segregation of any form is
illegal.

= 100

In view of the limited abilities of
blacks, it is unfair to expect them
to perform in a manner comparable to
whites.

The law clearly states that
segregation of any form is
illegal.

= 100

At all occupational levels,
blacks are as capable as whites. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Blacks should only be allowed to
 associate with whites in the
necessary business relationships. = 100
 The law clearly states that
 segregation of any form is
 illegal.

The inability of blacks to develop
 outstanding leaders dooms them to a
low place in society. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Real integration can only occur
 when whites and blacks intermarry.
The law clearly states that = 100
 segregation of any form is
 illegal.

If a person, black or white, is best
 qualified for a particular job, he
should get it. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would rather not belong to a fraternity
 or sorority or social club which has
black members. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would prefer not to live in a
 neighborhood that includes blacks.
The law clearly states that = 100
 segregation of any form is
 illegal.

America will greatly benefit when it
 has a truly multi-racial society.
The law clearly states that = 100
 segregation of any form is
 illegal.

The black man has shown himself to be incapable of taking responsibility, and should thus be classed with our irresponsible whites. = 100
 The law clearly states that segregation of any form is illegal.

People should have the right to live in whatever neighborhood they want, regardless of the color of their skin. = 100
 The law clearly states that segregation of any form is illegal.

The black man should be given equal rights through integration. = 100
 The law clearly states that segregation of any form is illegal.

It makes no difference to me whether I'm black or white. = 100
 The law clearly states that segregation of any form is illegal.

I would feel somewhat self-conscious dancing with a black in a public place. = 100
 The law clearly states that segregation of any form is illegal.

Under no circumstances should black children be allowed to attend the same schools as white children. = 100
 The law clearly states that segregation of any form is illegal.

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability. = 100
 The law clearly states that segregation of any form is illegal.

I believe in racial integration in all areas of human life. = 100
 The law clearly states that segregation of any form is illegal.

If a black family moved into my neighborhood,
I would welcome them the same as I would
welcome any other new family.

The law clearly states that
segregation of any form is
illegal. = 100

I would feel ill at ease if I was invited
to dinner at a black couple's home.

The law clearly states that
segregation of any form is
illegal. = 100

I believe that the black and white people
are entitled to the same social privileges.

The law clearly states that
segregation of any form is
illegal. = 100

I would rather not be employed at a place
where blacks and whites work alongside
each other.

The law clearly states that
segregation of any form is
illegal. = 100

The black man's genetic inferiority has
predestined him to the servant class of
society.

The law clearly states that
segregation of any form is
illegal. = 100

I look forward to the time when all
people will be treated on their
merits as individuals, without
regard to the color of their skin.

The law clearly states that
segregation of any form is
illegal. = 100

I'd rather not have blacks attending
the same classes with my children.

The law clearly states that
segregation of any form is
illegal. = 100

People should be hired on the
basis of ability, regardless of race.

The law clearly states that
segregation of any form is
illegal. = 100

Blacks should not be given equal treatment if it would have the effect of holding back the progress of the white race.

The law clearly states that segregation of any form is illegal. = 100

If I learned that a motel encouraged black guests, I would not choose to stay there in the future.

The law clearly states that segregation of any form is illegal. = 100

An interracial friendship can be just as rewarding as one between persons of similar race.

The law clearly states that segregation of any form is illegal. = 100

We should have a goal of eventual integration in every community but the people of each community should be allowed to decide when they are ready for it.

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Blacks should be given the same educational advantages as whites.

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A college educated white is likely to have more interest in common with a college educated black than with another white who has not gone beyond high school.

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I wouldn't mind if my place of work hired a black to work in the same type of job that I do.

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Blacks are capable of making a number of contributions to our society, principally in athletics and show business.

The law clearly states that segregation of any form is illegal. = 100

Appendix B Continued

Unfavorable Magnitude Estimation Instructions and
Total Range Condition

Instructions for Judging Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implication are clear. What we are asking you to do is judge the following statements in terms of their degree of unfavorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This comparison will give us a basis of deciding which statements are clear enough to be used in our final scale. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how unfavorable they seem to you in comparison to the standard. Sometimes it is hard to keep those two things separate in one's mind. For instances, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. The standard statement might be Joe Williams is an average guy with a numerical value of 100 assigned to it. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you might give it a value of 20 (that is, you may think that it is only one fifth as unfavorable to Joe Williams as is the standard).

Before proceeding with the statements about blacks however, we would like to give you more practice with this method of judgment using lengths of lines. The standard is the following line which has been assigned the numerical value of 100.

$$\text{—————} = 100$$

Each of the lines you are to judge will be placed above the standard to form a ratio. Your task is to assign a number to this line so that the ratio between the number you assign and 100 represents the ratio between the two lines. For example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{200}{100}$$

The numerical ratio indicates that the comparison line is twice as long as the standard. In the next example:

$$\begin{array}{l} \text{————} \\ \text{—————} \end{array} = \frac{50}{100}$$

The ratio indicates that the comparison line was judged to be one half as long as the standard.

How about trying the next two examples yourself? Write a number in the numerator which in relationship to 100 will express the ratio in length between the 2 lines.

$$\frac{\text{---}}{\text{---}} = \frac{\quad}{100}$$

$$\frac{\text{---}}{\text{---}} = \frac{\quad}{100}$$

Now let's return to the issue of developing a scale of attitudes about the social position of blacks. What we are asking you to do is judge the following statements in terms of their degree of unfavorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This standard, like the one for the length of lines, is assigned the numerical value of 100. Each of the other statements will be placed above the standard to form a ratio. Your task is to assign a number to the comparison statement so that the ratio between the number you assign and 100 represents the ratio between the comparison statement and the standard. Remember our example with Joe Williams, you are asked to compare each of these statements with the standard and assign a number to the statement on the basis of their unfavorableness toward the social position of blacks, regardless of whether or not you agree with them.

I believe in black supremacy. =
 The law clearly states that
 segregation of any form is
 illegal. 100

I believe in white supremacy. =
 The law clearly states that
 segregation of any form is
 illegal. 100

At all occupational levels,
 blacks are as capable as
 whites. =
 The law clearly states that
 segregation of any form is
 illegal. 100

Because of birth rate, physical
 prowess, and latent abilities,
 blacks will someday dominate
 American society. =
 The law clearly states that
 segregation of any form is
 illegal. 100

The twentieth century has seen
 many great black leaders. =
 The law clearly states that
 segregation of any form is
 illegal. 100

Blacks should only be allowed to
 associate with whites in the
 necessary business relation-
 ships. =
 The law clearly states that
 segregation of any form is
 illegal. 100

I wouldn't mind if my place of
 work hired a black to work in
 the same type of job that I do. =
 The law clearly states that
 segregation of any form is
 illegal. 100

True justice for blacks can only
 be realized through black power. =
 The law clearly states that
 segregation of any form is
 illegal. 100

The inability of blacks to develop outstanding leaders dooms them to a low place in society. = 100
 The law clearly states that segregation of any form is illegal.

Culture and mental differences have placed a wide gap between the white and black man which will not be closed for many years. = 100
 The law clearly states that segregation of any form is illegal.

The white man has clearly shown the dominance of his race and should continue to exercise his power of leadership over the black man. = 100
 The law clearly states that segregation of any form is illegal.

Inherently, blacks and whites are equal. = 100
 The law clearly states that segregation of any form is illegal.

The black politician is more clearly attuned to the real problems of American society and therefore will make a better public official. = 100
 The law clearly states that segregation of any form is illegal.

The black man is not only physically superior but equal to the white man in all other ways. = 100
 The law clearly states that segregation of any form is illegal.

Give the black man a high position in society and he will show himself equal to it. = 100
 The law clearly states that segregation of any form is illegal.

Real integration can only occur
when whites and blacks intermarry. = 100
 The law clearly states that
 segregation of any form is
 illegal.

If a black family moved into my
 neighborhood, I would welcome
 them the same as I would welcome
any other new family. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Blacks should not be given equal
 treatment if it would have the
 effect of holding back the progress
of the white race. = 100
 The law clearly states that
 segregation of any form is
 illegal.

In view of the limited abilities
 of blacks, it is unfair to expect
 them to perform in a manner compar-
able to whites. = 100
 The law clearly states that
 segregation of any form is
 illegal.

The more I come in contact with
 blacks, the more I am convinced
 that blacks are a real asset to
our country. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would rather not belong to
 a fraternity or sorority or
 social club which has black
members. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I look forward to the time
 when all people will be
 treated on their merits as
 individuals, without regard
to the color of their skin. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would feel ill at ease if I was invited to dinner at a black couple's home. = 100
 The law clearly states that segregation of any form is illegal.

The black man should be given equal rights through integration. = 100
 The law clearly states that segregation of any form is illegal.

An interracial friendship can be just as rewarding as one between persons of similar race. = 100
 The law clearly states that segregation of any form is illegal.

The first black students to attend desegregated schools have not only shown great courage but have done well scholastically. = 100
 The law clearly states that segregation of any form is illegal.

All political power which is set over blacks must be exercised by blacks and then and only then will blacks truly benefit. = 100
 The law clearly states that segregation of any form is illegal.

The black man's genetic inferiority has predestined him to the servant class of society. = 100
 The law clearly states that segregation of any form is illegal.

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability. = 100
 The law clearly states that segregation of any form is illegal.

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage.

The law clearly states that segregation of any form is illegal. = 100

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country. The law clearly states that

segregation of any form is illegal. = 100

Today blacks are achieving success in all occupations.

The law clearly states that segregation of any form is illegal. = 100

Blacks should work out their own destiny and avoid the corrupting influence of whites.

The law clearly states that segregation of any form is illegal. = 100

People should have the right to live in whatever neighborhood they want, regardless of the color of their skin.

The law clearly states that segregation of any form is illegal. = 100

It makes no difference to me whether I'm black or white.

The law clearly states that segregation of any form is illegal. = 100

The black man has shown himself to be incapable of taking responsibility, and should thus be classed with our irresponsible whites.

The law clearly states that segregation of any form is illegal. = 100

Blacks should be given the same educational advantages as whites. = 100
 The law clearly states that segregation of any form is illegal.

America will greatly benefit when it has a truly multi-racial society. = 100
 The law clearly states that segregation of any form is illegal.

The future of America lies in the hands of the black man. = 100
 The law clearly states that segregation of any form is illegal.

A college educated white is likely to have more interests in common with a college educated black than with another white who has not gone beyond high school. = 100
 The law clearly states that segregation of any form is illegal.

I believe that the black and white people are entitled to the same social privileges. = 100
 The law clearly states that segregation of any form is illegal.

Blacks are capable of making a number of contributions to our society principally in athletics and show business. = 100
 The law clearly states that segregation of any form is illegal.

I would prefer not to live in a neighborhood that includes blacks. = 100
 The law clearly states that segregation of any form is illegal.

We should have a goal of
 eventual integration in
 every community, but the
 people of each community
 should be allowed to decide
when they are ready for it. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Whites and blacks should enjoy
 the same privileges and protec-
 tion provided by the law.
The law clearly states that = 100
 segregation of any form is
 illegal.

Blacks should not be allowed
 to mingle with whites in any
way. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Under no circumstances should
 black children be allowed to
 attend the same schools as
 white children.
The law clearly states that = 100
 segregation of any form is
 illegal.

If a person, black or white,
 is best qualified for a
particular job, he should get it. = 100
 The law clearly states that
 segregation of any form is
 illegal.

Considering that their forefathers
 were slaves, blacks in America
 have advanced proportionately
 more than whites.
The law clearly states that = 100
 segregation of any form is
 illegal.

I believe in racial integration
in all areas of human life. = 100
 The law clearly states that
 segregation of any form is
 illegal.

I would rather not be employed
at a place where blacks and
whites worked alongside each
other.

The law clearly states that
segregation of any form is
illegal. = 100

Whenever there has been black
participation in community
affairs, both whites and blacks
have benefited greatly.

The law clearly states that
segregation of any form is
illegal. = 100

I would feel somewhat self-
conscious dancing with a black
in a public place.

The law clearly states that
segregation of any form is
illegal. = 100

When blacks really believe that
black is beautiful, then and
only then will blacks achieve
the mental and emotional health
necessary to achieve their true
potential as human beings.

The law clearly states that
segregation of any form is
illegal. = 100

If I learned that a motel
encouraged black guests, I
would not choose to stay there
in the future.

The law clearly states that
segregation of any form is
illegal. = 100

When history books tell the
whole truth, the impressive
contributions of blacks to
society will be realized.

The law clearly states that
segregation of any form is
illegal. = 100

I'd rather not have blacks
attending the same classes
with my children.

The law clearly states that
segregation of any form is
illegal. = 100

Blacks should enjoy preferential treatment when employment decisions are being made.

The law clearly states that segregation of any form is illegal. = 100

Blacks must be highly commended for the manner in which they have faced problems which other people have created for them.

The law clearly states that segregation of any form is illegal. = 100

People should be hired on the basis of ability, regardless of race.

The law clearly states that segregation of any form is illegal. = 100

Appendix B Continued

Unfavorable Magnitude Estimation Instructions and
Range Condition
With Anti-Black Statements Removed

Instructions for Judging Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a **large number** of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implication are clear. What we are asking you to do is judge the following statements in terms of their degree of unfavorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This comparison will give us a basis of deciding which statements are clear enough to be used in our final scale. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how unfavorable they seem to you in comparison to the standard. Sometimes it is hard to keep those two things separate in one's mind. For instances, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. The standard statement might be Joe Williams is an average guy with a numerical value of 100 assigned to it. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you might give it a value of 20 (that is, you may think that it is only one fifth as unfavorable to Joe Williams as is the standard).

Before proceeding with the statements about blacks however, we would like to give you more practice with this method of judgment using lengths of lines. The standard is the following line which has been assigned the numerical value of 100.

$$\text{—————} = 100$$

Each of the lines you are to judge will be placed above the standard to form a ratio. Your task is to assign a number to this line so that the ratio between the number you assign and 100 represents the ratio between the two lines. For example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{200}{100}$$

The numerical ratio indicates that the comparison line is twice as long as the standard. In the next example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{50}{100}$$

The ratio indicates that the comparison line was judged to be one half as long as the standard.

How about trying the next two examples yourself? Write a number in the numerator which in relationship to 100 will express the ratio in length between the 2 lines.

$$\frac{\text{longer line}}{\text{shorter line}} = \frac{\quad}{100}$$

$$\frac{\text{shorter line}}{\text{longer line}} = \frac{\quad}{100}$$

Now let's return to the issue of developing a scale of attitudes about the social position of blacks. What we are asking you to do is judge the following statements in terms of their degree of unfavorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This standard, like the one for the length of lines, is assigned the numerical value of 100. Each of the other statements will be placed above the standard to form a ratio. Your task is to assign a number to the comparison statement so that the ratio between the number you assign and 100 represents the ratio between the comparison statement and the standard. Remember our example with Joe Williams, you are asked to compare each of these statements with the standard and assign a number to the statement on the basis of their unfavorableness toward the social position of blacks, regardless of whether or not you agree with them.

I believe in black supremacy. = 100
 The law clearly states that segregation of any form is illegal.

Whites and blacks should enjoy the same privileges and protection provided by the law.
The law clearly states that segregation of any form is illegal. = 100

At all occupational levels, blacks are as capable as whites.
The law clearly states that segregation of any form is illegal. = 100

Because of birth rate, physical prowess, and latent abilities, blacks will someday dominate American society.
The law clearly states that segregation of any form is illegal. = 100

The twentieth century has seen many great black leaders.
The law clearly states that segregation of any form is illegal. = 100

Blacks should enjoy preferential treatment when employment decisions are being made.
The law clearly states that segregation of any form is illegal. = 100

I wouldn't mind if my place of work hired a black to work in the same type of work that I do.
The law clearly states that segregation of any form is illegal. = 100

True justice for blacks can only be realized through black power.
The law clearly states that segregation of any form is illegal. = 100

Inherently, blacks and whites are equal. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

The black politician is more closely
 attuned to the real problems of
 American society and therefore will
make a better public official. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

The black man is not only physically
 superior but equal to the white man
in all other ways. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

Give the black man a high position
 in society and he will show himself
equal to it. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

If a black family moved into my neighbor-
 hood, I would welcome them the same as
I would welcome any other new family. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

Real integration can only occur when
whites and blacks intermarry. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

The more I come in contact with blacks,
 the more I am convinced that blacks are
a real asset to our country. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

People should be hired on the basis
of ability, regardless of race. = $\frac{\quad}{100}$
 The law clearly states that
 segregation of any form is
 illegal.

I look forward to the time when all people will be treated on their merits as individuals, without regard to the color of their skin. _____ = 100

The law clearly states that segregation of any form is illegal.

The black man should be given equal rights through intergration. _____ = 100

The law clearly states that segregation, of any form is illegal.

An interracial friendship can be just as rewarding as one between persons of similar race. _____ = 100

The law clearly states that segregation of any form is illegal.

All political power which is set over blacks must be exercised by blacks and then and only then will blacks truly benefit. _____ = 100

The law clearly states that segregation of any form is illegal.

If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability. _____ = 100

The law clearly states that segregation of any form is illegal.

I vote for my elected officials according to their capabilities and integrity, regardless of their racial heritage. _____ = 100

The law clearly states that segregation of any form is illegal.

Blacks who insisted on their rights to be respected have benefited not only their own race but the whole country. _____ = 100

The law clearly states that segregation of any form is illegal.

Today, blacks are achieving success in all occupations. _____ = 100

The law clearly states that segregation of any form is illegal.

Blacks should work out their own destiny
and avoid the corrupting influence of whites. _____

The law clearly states that segregation of any form is illegal. 100

People should have the right to live in
whatever neighborhood they want, regardless
of the color of their skin. = _____

The law clearly states that segregation of any form is illegal. 100

It makes no difference to me whether
I'm black or white. = _____

The law clearly states that segregation of any form is illegal. 100

Blacks should be given the same
educational advantages as whites. = _____

The law clearly states that segregation of any form is illegal. 100

America will greatly benefit when
it has a truly multi-racial society. = _____

The law clearly states that segregation of any form is illegal. 100

The future of America lies in the
hands of the black man. = _____

The law clearly states that segregation of any form is illegal. 100

A college educated white is likely to
have more interests in common with a
college educated black than with another
white who has not gone beyond high school. = _____

The law clearly states that segregation of any form is illegal. 100

If a person, black or white, is best
qualified for a particular job, he should
get it. = _____

The law clearly states that segregation of any form is illegal. 100

Considering that their forefathers were slaves, blacks in America have advanced proportionately more than whites.

The law clearly states that segregation of any form is illegal. = 100

I believe in racial integration in all areas of human life.

The law clearly states that segregation of any form is illegal. = 100

The first black students to attend desegregated schools have not only shown great courage but have done well scholastically.

The law clearly states that segregation of any form is illegal. = 100

Blacks must be highly commended for the manner in which they have faced problems which other people have created for them.

The law clearly states that segregation of any form is illegal. = 100

When blacks really believe that black is beautiful, then and only then will blacks achieve the mental and emotional health necessary to achieve their true potential as human beings.

The law clearly states that segregation of any form is illegal. = 100

Whenever there has been black participation in community affairs, both whites and blacks have benefited greatly.

The law clearly states that segregation of any form is illegal. = 100

When history books tell the whole truth, the impressive contributions of blacks to society will be realized.

The law clearly states that segregation of any form is illegal. = 100

I believe that the black and white people are entitled to the same social privileges.

The law clearly states that segregation of any form is illegal. = 100

Appendix B Continued

Unfavorable Magnitude Estimation Instructions and
Range Condition
With Pro-Black Statements Removed

Instructions for Judging Statements

We are interested in developing a scale of attitudes about the social position of blacks. In developing such a scale, one starts out with a large number of statements that have been made by many different people -- in published articles, in speeches, in private conversations.

It is important that the statements used in the final scale be those whose meaning and implication are clear. What we are asking you to do is judge the following statements in terms of their degree of unfavorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This comparison will give us a basis of deciding which statements are clear enough to be used in our final scale. We are not asking you to tell us whether you agree or disagree with the statements or whether you think they are true or false, but simply how unfavorable they seem to you in comparison to the standard. Sometimes it is hard to keep those two things separate in one's mind. For instances, suppose you were given a set of statements about a certain person, Joe Williams, whom you know. The standard statement might be Joe Williams is an average guy with a numerical value of 100 assigned to it. One of the statements might be Joe Williams is a very fine person. You may think that Joe Williams is a thief and therefore that this statement is not true; nevertheless, even though you disagree with the statement, you might give it a value of 20 (that is, you may think that it is only one fifth as unfavorable to Joe Williams as is the standard).

Before proceeding with the statements about blacks however, we would like to give you more practice with this method of judgment using lengths of lines. The standard is the following line which has been assigned the numerical value of 100.

$$\text{—————} = 100$$

Each of the lines you are to judge will be placed above the standard to form a ratio. Your task is to assign a number to this line so that the ratio between the number you assign and 100 represents the ratio between the two lines. For example:

$$\begin{array}{l} \text{—————} \\ \text{—————} \end{array} = \frac{200}{100}$$

The numerical ratio indicates that the comparison line is twice as long as the standard. In the next example:

$$\begin{array}{l} \text{————} \\ \text{—————} \end{array} = \frac{50}{100}$$

The ratio indicates that the comparison line was judged to be one half as long as the standard.

How about trying the next two examples yourself? Write a number in the numerator which in relationship to 100 will express the ratio in length between the 2 lines.

$$\frac{\text{---}}{\text{---}} = \frac{\quad}{100}$$

$$\frac{\text{---}}{\text{---}} = \frac{\quad}{100}$$

Now let's return to the issue of developing a scale of attitudes about the social position of blacks. What we are asking you to do is judge the following statements in terms of their degree of unfavorableness toward the social position of blacks, when compared to a standard statement. The standard statement is The law clearly states that segregation of any form is illegal. This standard, like the one for the length of lines, is assigned the numerical value of 100. Each of the other statements will be placed above the standard to form a ratio. Your task is to assign a number to the comparison statement so that the ratio between the number you assign and 100 represents the ratio between the comparison statement and the standard. Remember our example with Joe Williams, you are asked to compare each of these statements with the standard and assign a number to the statement on the basis of their unfavorableness toward the social position of blacks, regardless of whether or not you agree with them.

Inherently, blacks and whites
are equal.

The law clearly states that
segregation of any form is
illegal.

= 100

I believe in white supremacy.

The law clearly states that
segregation of any form is
illegal.

= 100

Whites and blacks should enjoy
the same privileges and protection
provided by the law.

The law clearly states that
segregation of any form is
illegal.

= 100

The white man has clearly shown
the dominance of his race and should
continue to exercise his power of
leadership over the black man.

The law clearly states that
segregation of any form is
illegal.

= 100

Blacks should not be allowed to
mingle with whites in any way.

The law clearly states that
segregation of any form is
illegal.

= 100

I vote for my elected officials
according to their capabilities
and integrity, regardless of
their racial heritage.

The law clearly states that
segregation of any form is
illegal.

= 100

Cultural and mental differences have
placed a wide gap between the white
and black man which will not be closed
for many years.

The law clearly states that
segregation of any form is
illegal.

= 100

In view of the limited abilities of
blacks, it is unfair to expect them
to perform in a manner comparable to
whites.

The law clearly states that
segregation of any form is
illegal.

= 100

At all occupational levels, <u>blacks are as capable as whites.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
Blacks should only be allowed to associate with whites in the <u>necessary business relationships.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
The inability of blacks to develop outstanding leaders dooms them to a <u>low place in society.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
Real integration can only occur <u>when whites and blacks intermarry.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
If a person, black or white, is best qualified for a particular job, he <u>should get it.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
I would rather not belong to a fraternity or sorority or social club which has <u>black members.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
I would prefer not to live in a <u>neighborhood that includes blacks.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		
America will greatly benefit when it <u>has a truly multi-racial society.</u>	=	<u>100</u>
The law clearly states that segregation of any form is illegal.		

The black man has shown himself
to be incapable of taking responsibility,
and should thus be classed with our
irresponsible whites. = 100

The law clearly states that
segregation of any form is
illegal. = 100

People should have the right to live
in whatever neighborhood they want,
regardless of the color of their skin. = 100
The law clearly states that
segregation of any form is
illegal.

The black man should be given equal
rights through integration. = 100
The law clearly states that
segregation of any form is
illegal.

It makes no difference to me whether
I'm black or white. = 100
The law clearly states that
segregation of any form is
illegal.

I would feel somewhat self-conscious
dancing with a black in a public
place. = 100
The law clearly states that
segregation of any form is
illegal.

Under no circumstances should black
children be allowed to attend the
same schools as white children. = 100
The law clearly states that
segregation of any form is
illegal.

If there were complete equality of
opportunity, blacks would soon show
themselves completely equal to whites
in intelligence and ability. = 100
The law clearly states that
segregation of any form is
illegal.

I believe in racial integration in all
areas of human life. = 100
The law clearly states that
segregation of any form is
illegal.

If a black family moved into my neighborhood,
I would welcome them the same as I would
welcome any other new family.

The law clearly states that
segregation of any form is
illegal. = 100

I would feel ill at ease if I was invited
to dinner at a black couple's home.

The law clearly states that
segregation of any form is
illegal. = 100

I believe that the black and white people
are entitled to the same social privileges.

The law clearly states that
segregation of any form is
illegal. = 100

I would rather not be employed at a place
where blacks and whites work alongside
each other.

The law clearly states that
segregation of any form is
illegal. = 100

The black man's genetic inferiority has
predestined him to the servant class of
society.

The law clearly states that
segregation of any form is
illegal. = 100

I look forward to the time when all
people will be treated on their
merits as individuals, without
regard to the color of their skin.

The law clearly states that
segregation of any form is
illegal. = 100

I'd rather not have blacks attending
the same classes with my children.

The law clearly states that
segregation of any form is
illegal. = 100

People should be hired on the
basis of ability, regardless of race.

The law clearly states that
segregation of any form is
illegal. = 100

Blacks should not be given equal treatment if it would have the effect of holding back the progress of the white race.

The law clearly states that segregation of any form is illegal. = 100

If I learned that a motel encouraged black guests, I would not choose to stay there in the future.

The law clearly states that segregation of any form is illegal. = 100

An interracial friendship can be just as rewarding as one between persons of similar race.

The law clearly states that segregation of any form is illegal. = 100

We should have a goal of eventual integration in every community but the people of each community should be allowed to decide when they are ready for it.

The law clearly states that segregation of any form is illegal. = 100

Blacks should be given the same educational advantages as whites.

The law clearly states that segregation of any form is illegal. = 100

A college educated white is likely to have more interest in common with a college educated black than with another white who has not gone beyond high school.

The law clearly states that segregation of any form is illegal. = 100

I wouldn't mind if my place of work hired a black to work in the same type of job that I do.

The law clearly states that segregation of any form is illegal. = 100

Blacks are capable of making a number of contributions to our society, principally in athletics and show business.

The law clearly states that segregation of any form is illegal. = 100

Appendix C
SelectABLE

Selectable Form A

Name _____

Social Security Number _____

Directions: In each of the following groups of words or numbers put a mark in the circle beside the one which in some way is *not* like the others. Study the samples. They have been marked correctly.

SAMPLES:

- A women ladies
 horses girls
- B (4, 5) (6, 8)
 (3, 4) (11, 12)
- C apple pear
 peach milk

Part I

- | | |
|---|---|
| 1 <input type="radio"/> plant <input type="radio"/> spoon | 9 <input type="radio"/> 13 - 5 <input type="radio"/> 6 + 2 |
| <input type="radio"/> fork <input type="radio"/> knife | <input type="radio"/> 5 + 3 <input type="radio"/> 12 - 3 |
| 2 <input type="radio"/> east <input type="radio"/> north | 10 <input type="radio"/> skinny <input type="radio"/> tin |
| <input type="radio"/> went <input type="radio"/> south | <input type="radio"/> narrow <input type="radio"/> slender |
| 3 <input type="radio"/> 8 ÷ 2 <input type="radio"/> 9 - 5 | 11 <input type="radio"/> slippers <input type="radio"/> sneakers |
| <input type="radio"/> 2 × 2 <input type="radio"/> 11 - 5 | <input type="radio"/> shoves <input type="radio"/> moccasins |
| 4 <input type="radio"/> snowshoes <input type="radio"/> skis | 12 <input type="radio"/> (3, 5) <input type="radio"/> (7, 9) |
| <input type="radio"/> skates <input type="radio"/> scales | <input type="radio"/> (4, 6) <input type="radio"/> (5, 8) |
| 5 <input type="radio"/> robin <input type="radio"/> eager | 13 <input type="radio"/> woman <input type="radio"/> widow |
| <input type="radio"/> sparrow <input type="radio"/> hawk | <input type="radio"/> dame <input type="radio"/> lazy |
| 6 <input type="radio"/> (3, 2) <input type="radio"/> (8, 7) | 14 <input type="radio"/> reasonable <input type="radio"/> priceless |
| <input type="radio"/> (5, 3) <input type="radio"/> (6, 5) | <input type="radio"/> expensive <input type="radio"/> costly |
| 7 <input type="radio"/> according <input type="radio"/> piano | 15 <input type="radio"/> 4 + 9 <input type="radio"/> 3 + 10 |
| <input type="radio"/> trumpet <input type="radio"/> guitar | <input type="radio"/> 5 + 8 <input type="radio"/> 8 + 6 |
| 8 <input type="radio"/> bone <input type="radio"/> muscle | 16 <input type="radio"/> collecting <input type="radio"/> education |
| <input type="radio"/> skim <input type="radio"/> nerve | <input type="radio"/> instruction <input type="radio"/> training |
| | 17 <input type="radio"/> yield <input type="radio"/> spot |
| | <input type="radio"/> slow <input type="radio"/> curve |
| | 18 <input type="radio"/> 18 ÷ 3 <input type="radio"/> 30 ÷ 5 |
| | <input type="radio"/> 15 - 9 <input type="radio"/> 17 - 12 |
| | 19 <input type="radio"/> cheek <input type="radio"/> month |
| | <input type="radio"/> nostril <input type="radio"/> teeth |
| | 20 <input type="radio"/> preference <input type="radio"/> comedian |
| | <input type="radio"/> acrobat <input type="radio"/> actor |
| | 21 <input type="radio"/> 63 ÷ 9 <input type="radio"/> 42 ÷ 6 |
| | <input type="radio"/> 56 ÷ 8 <input type="radio"/> 36 ÷ 4 |

SelectABLE Form A

Part II

- | | | | |
|---|--------------------------------------|--|---|
| 22 <input type="radio"/> expand | <input type="radio"/> enlarge | 34 <input type="radio"/> flattery | <input type="radio"/> criticism |
| <input type="radio"/> condense | <input type="radio"/> magnify | <input type="radio"/> slander | <input type="radio"/> depreciation |
| 23 <input type="radio"/> gorgeous | <input type="radio"/> grateful | 35 <input type="radio"/> occupant | <input type="radio"/> tenement |
| <input type="radio"/> beauteous | <input type="radio"/> attractive | <input type="radio"/> inhabitant | <input type="radio"/> dweller |
| 24 <input type="radio"/> (5, 10) | <input type="radio"/> (3, 8) | 36 <input type="radio"/> $(-2) + 2$ | <input type="radio"/> $3 + (-3)$ |
| <input type="radio"/> (6, 12) | <input type="radio"/> (4, 9) | <input type="radio"/> $2 - (-2)$ | <input type="radio"/> $1 + (-1)$ |
| 25 <input type="radio"/> association | <input type="radio"/> instruction | 37 <input type="radio"/> career | <input type="radio"/> occupation |
| <input type="radio"/> federation | <input type="radio"/> corporation | <input type="radio"/> vocation | <input type="radio"/> hobby |
| 26 <input type="radio"/> defer | <input type="radio"/> suspend | 38 <input type="radio"/> probation | <input type="radio"/> quandry |
| <input type="radio"/> postpone | <input type="radio"/> delegate | <input type="radio"/> dilemma | <input type="radio"/> crisis |
| 27 <input type="radio"/> 6×6 | <input type="radio"/> 3×12 | 39 <input type="radio"/> 3^3 | <input type="radio"/> 27 |
| <input type="radio"/> 8×4 | <input type="radio"/> 2×18 | <input type="radio"/> 3×9 | <input type="radio"/> $18 \div 2$ |
| 28 <input type="radio"/> dock | <input type="radio"/> veranda | 40 <input type="radio"/> inaugurate | <input type="radio"/> initiate |
| <input type="radio"/> balcony | <input type="radio"/> porch | <input type="radio"/> commence | <input type="radio"/> terminate |
| 29 <input type="radio"/> suspend | <input type="radio"/> kindle | 41 <input type="radio"/> demolish | <input type="radio"/> eradicate |
| <input type="radio"/> create | <input type="radio"/> originate | <input type="radio"/> deplore | <input type="radio"/> extinguish |
| 30 <input type="radio"/> $\frac{5}{20}$ | <input type="radio"/> $\frac{3}{12}$ | 42 <input type="radio"/> 36 | <input type="radio"/> 48 |
| <input type="radio"/> $\frac{1}{4}$ | <input type="radio"/> $\frac{4}{10}$ | <input type="radio"/> 45 | <input type="radio"/> 27 |
| 31 <input type="radio"/> chap | <input type="radio"/> lad | 43 <input type="radio"/> currency | <input type="radio"/> monarchy |
| <input type="radio"/> wife | <input type="radio"/> male | <input type="radio"/> capital | <input type="radio"/> finances |
| 32 <input type="radio"/> inventor | <input type="radio"/> roster | 44 <input type="radio"/> dissent | <input type="radio"/> concur |
| <input type="radio"/> census | <input type="radio"/> register | <input type="radio"/> concede | <input type="radio"/> endorse |
| 33 <input type="radio"/> 2^3 | <input type="radio"/> $2^2 + 2$ | 45 <input type="radio"/> $\frac{1}{8} + \frac{1}{8}$ | <input type="radio"/> $\frac{3}{8} - \frac{1}{4}$ |
| <input type="radio"/> $2 \times 2 \times 2$ | <input type="radio"/> 2×2^2 | <input type="radio"/> $\frac{1}{2} \times \frac{1}{4}$ | <input type="radio"/> $\frac{2}{16}$ |

 Number Right

Appendix D
Demographic Questionnaire

DEMOGRAPHIC QUESTIONNAIRE

Please circle the appropriate response or complete each of the following questions.

College currently attending _____.

Location of college:

Town or City _____ State _____.

Location of permanent address:

Town or City _____ State _____.

You have lived there for _____ years.

At what location have you resided the longest, if not the above?

Town or City _____ State _____.

Duration of residence: _____ years.

Sex:

Male

Female

Ethnic Background:

Black

White

Spanish Heritage (Puerto Rican, Mexican, Cuban)

Oriental

Other - please specify _____

Appendix E
Pettigrew's Category Width Scale

Instructions for Estimation Questionnaire

We are interested in determining how accurate people are in estimating maximum and minimum values when given information about an average or central value. You will be estimating values for a wide variety of phenomena, some of which will be familiar and some unfamiliar to you. The goal is to be as accurate as possible when you make your estimate. It is important that you make an estimate for each phenomenon, even if to you it seems no more than a guess.

This booklet contains a number of statements. Each statement specifies an average value of some phenomenon. Each statement is followed by a request for the minimum value of that phenomenon and then followed by a request for the maximum value. Four estimates are given under each request. You are to circle the number alongside the estimate that is closest to your best estimate.

An example should prove helpful:

In 1880 it took an average British sailing vessel 9.2 weeks to sail from Liverpool to Capetown. What do you think:

- a. was the time it took the fastest British vessel to sail from Liverpool to Capetown. . .
- | | |
|--------------|--------------|
| 1. 2.3 weeks | 3. 6.8 weeks |
| 2. 8.0 weeks | 4. 4.6 weeks |
- b. was the time it took the slowest British vessel to sail from Liverpool to Capetown. . .
- | | |
|---------------|---------------|
| 1. 12.7 weeks | 3. 15.1 weeks |
| 2. 22.9 weeks | 4. 27.4 weeks |

If your best estimate of the fastest British vessel is closest to 4.6 weeks, you would circle 4 in a. If your best estimate of the slowest British vessel is closest to 22.9 weeks, you would circle 2 in b.

Make your best estimate for a and b in the following 20 items by circling the number alongside the estimate that is closest to yours. Remember the goal is to be as accurate as possible when you make your estimates.

1. It has been estimated that the average width of windows is 36 inches. What do you think:
 - a. is the width of the widest window...
 1. 1,363 inches
 2. 341 inches
 3. 48 inches
 4. 81 inches
 - b. is the width of the narrowest window...
 1. 3 inches
 2. 18 inches
 3. 11 inches
 4. 1 inch

2. Ornithologists tell us that the best guess of the average speed of birds in flight would be about 17 m.p.h. What do you think:
 - a. is the speed in flight of the fastest bird...
 1. 25 m.p.h.
 2. 105 m.p.h.
 3. 73 m.p.h.
 4. 34 m.p.h.
 - b. is the speed in flight of the slowest bird...
 1. 10 m.p.h.
 2. 2 m.p.h.
 3. 12 m.p.h.
 4. 5 m.p.h.

3. The average length of whales in the Atlantic Ocean has been estimated by zoologists to be roughly 65 feet. What do you think:
 - a. is the length of the longest whale in the Atlantic Ocean...
 1. 120 ft
 2. 190 ft
 3. 86 ft
 4. 75 ft
 - b. is the length of the shortest whale in the Atlantic Ocean...
 1. 6 ft
 2. 43 ft
 3. 52 ft
 4. 21 ft

4. Shipping authorities have calculated that the average weight of merchant ships registered with the U.S. Maritime Commission in 1946 was 5,705 tons. What do you think:
 - a. is the weight of the heaviest ship registered with the commission...
 1. 10,500 tons
 2. 62,000 tons
 3. 23,000 tons
 4. 7,500 tons
 - b. is the weight of the lightest ship registered with the commission...
 1. 3,900 tons
 2. 1,100 tons
 3. 2,700 tons
 4. 2 tons

5. Weather officials report that during this century Washington, D.C. has received an average rain fall of 41.1 inches annually. What do you think:
 - a. is the largest amount of rain that Washington has received in a single year during this century...
 1. 82.4 inches
 2. 45.8 inches
 3. 63.7 inches
 4. 51.2 inches
 - b. is the smallest amount of rain that Washington has received in a single year during this century...
 1. 20.2 inches
 2. 36.3 inches
 3. 9.9 inches
 4. 29.7 inches

6. An average of 58 ships entered or left New York harbor daily during the period from 1950 through 1955. What do you think:

- a. was the largest number of ships to enter or leave New York in a single day during this period...
- | | |
|--------------|--------------|
| 1. 69 ships | 3. 76 ships |
| 2. 153 ships | 4. 102 ships |
- b. was the smallest number of ships to enter or leave New York in a single day during this period...
- | | |
|-------------|-------------|
| 1. 34 ships | 3. 16 ships |
| 2. 3 ships | 4. 43 ships |
7. For the past twenty years Alaska's population has increased an average 3,210 people per year. What do you think:
- a. was the greatest increase in Alaska's population in a single year during these twenty years...
- | | |
|-----------|----------|
| 1. 6,300 | 3. 3,900 |
| 2. 21,500 | 4. 4,800 |
- b. was the smallest increase in Alaska's population in a single year during these twenty years...
- | | |
|----------|----------|
| 1. 470 | 3. 980 |
| 2. 1,960 | 4. 2,520 |
8. Boating experts estimate that the average speed of all sailing craft in America is around 4.1 knots. What do you think:
- a. is the speed of the fastest sailing boat in America ...
- | | |
|---------------|---------------|
| 1. 8.2 knots | 3. 5.9 knots |
| 2. 30.7 knots | 4. 21.3 knots |
- b. is the speed of the slowest sailing boat in America...
- | | |
|--------------|--------------|
| 1. 3.3 knots | 3. 2.2 knots |
| 2. 0.6 knots | 4. 1.2 knots |
9. Book review editors guess that around 300 new American novels have appeared annually since World War II. What do you think:
- a. is the largest number of novels to be published in America in a single year during this period...
- | | |
|---------------|---------------|
| 1. 380 novels | 3. 870 novels |
| 2. 495 novels | 4. 620 novels |
- b. is the smallest number of novels published in a single year during this period...
- | | |
|---------------|---------------|
| 1. 145 novels | 3. 90 novels |
| 2. 205 novels | 4. 260 novels |
10. Between 1900 and 1940 there was an average of 48 lynchings per year in the United States. What do you think:
- a. was the largest number of lynchings in any one year during this period in the United States...
- | | |
|-------|--------|
| 1. 79 | 3. 53 |
| 2. 63 | 4. 135 |
- b. was the smallest number of lynchings in any one year during this period in the United States...
- | | |
|-------|-------|
| 1. 1 | 3. 33 |
| 2. 11 | 4. 19 |
11. It has been calculated that the average travel time for all trains in 1953 from New York City to Washington, D.C. was 285 minutes (4 hours and 45 minutes). What do you think:

- a. was the time of the slowest train from New York City to Washington in 1953...
- | | |
|-------------|-------------|
| 1. 337 min. | 3. 396 min. |
| 2. 304 min. | 4. 483 min. |
- b. was the time of the fastest train from New York City to Washington in 1953...
- | | |
|-------------|-------------|
| 1. 236 min | 3. 268 min. |
| 2. 202 min. | 4. 145 min. |
12. The average number of births in the world per day during 1955 has been computed to be 27,440. What do you think:
- a. was the largest number of births in the world in any one day during 1955...
- | | |
|-----------|-----------|
| 1. 36,501 | 3. 49,876 |
| 2. 28,207 | 4. 30,023 |
- b. was the smallest number of births in the world in any one day during 1955...
- | | |
|-----------|-----------|
| 1. 26,340 | 3. 14,330 |
| 2. 24,725 | 4. 19,704 |
13. When all the world's written languages are considered, linguists tell us that the average number of verbs per language must be somewhere around 15,000. What do you think:
- a. is the largest number of verbs in any single language...
- | | |
|-----------|-----------|
| 1. 21,000 | 3. 50,000 |
| 2. 18,000 | 4. 30,000 |
- b. is the smallest number of verbs in any single language...
- | | |
|-----------|-----------|
| 1. 1,000 | 3. 5,000 |
| 2. 13,000 | 4. 10,000 |
14. The average nose to tail length of a sample of 1,000 German Shepherd dog is 40.3 in. What do you think:
- a. is the length of the longest Shepherd dog in the sample...
- | | |
|----------------|----------------|
| 1. 60.4 inches | 3. 44.1 inches |
| 2. 47.8 inches | 4. 54.2 inches |
- b. is the length of the shortest Shepherd dog in the sample...
- | | |
|----------------|----------------|
| 1. 34.6 inches | 3. 19.7 inches |
| 2. 28.4 inches | 4. 36.9 inches |
15. The average population of South American countries is approximately 8.6 million people each. What do you think:
- a. is the population of the most populated country in South America...
- | | |
|-----------------|------------------|
| 1. 11.2 million | 3. 23.6 million |
| 2. 54.7 million | 4. 129.1 million |
- b. is the population of the least populated country in South America...
- | | |
|----------------|----------------|
| 1. 7,000 | 3. 2.4 million |
| 2. 6.2 million | 4. 29,000 |
16. A Stanford University home economist has estimated that the average American spends around 55 minutes of his day eating. What do you think:
- a. is the longest eating time of any single American...
- | | |
|----------------|----------------|
| 1. 185 minutes | 3. 245 minutes |
| 2. 125 minutes | 4. 90 minutes |

- b. is the shortest eating time of any single American...
- | | |
|---------------|---------------|
| 1. 16 minutes | 3. 38 minutes |
| 2. 4 minutes | 4. 27 minutes |
17. In 1946 the average number of births per state was 68,000, what do you think:
- a. was the highest number of births in a single state...
- | | |
|------------|------------|
| 1. 87,000 | 3. 71,000 |
| 2. 122,000 | 4. 254,000 |
- b. was the lowest number of births in a single state...
- | | |
|-----------|-----------|
| 1. 29,000 | 3. 14,000 |
| 2. 53,000 | 4. 900 |
18. Immediately after World War II, the average number of submarines owned by the largest seven navies in the world was 58. What do you think:
- a. was the largest number of submarines owned by one of these navies...
- | | |
|--------|--------|
| 1. 159 | 3. 118 |
| 2. 91 | 4. 69 |
- b. was the smallest number of submarines owned by one of these navies...
- | | |
|-------|-------|
| 1. 22 | 3. 36 |
| 2. 9 | 4. 47 |
19. The average number of churches per religious denomination in the United States is estimated to be 511. What do you think:
- a. is the largest number of churches of a single religious denomination in the U.S.A....
- | | |
|----------|-----------|
| 1. 4,833 | 3. 1,219 |
| 2. 757 | 4. 39,801 |
- b. is the smallest number of churches of a single religious denomination in the U.S.A....
- | | |
|--------|-------|
| 1. 313 | 3. 1 |
| 2. 146 | 4. 23 |
20. In the years 1916 through 1946, according to the U.S. Weather Bureau, there was an average of 140 tornadoes a year in the United States. What do you think:
- a. was the largest number of tornadoes in a single year in the United States during this period...
- | | |
|--------|--------|
| 1. 154 | 3. 312 |
| 2. 243 | 4. 197 |
- b. was the smallest number of tornadoes in a single year in the United States during this period...
- | | |
|--------|-------|
| 1. 103 | 3. 61 |
| 2. 122 | 4. 28 |

Appendix F

Vocabulary Grade Level of Dissertation Judgment Statements

Vocabulary Grade Level of Dissertation Judgment Statements

<u>Word</u>	<u>Grade</u>
are	1
asset	9
attend	5
affairs	6
avoid	4
all	1
America	3
advanced	5
achieve	5
attuned	
abilit/ies	5
achieving	5
allowed	3
along/side	1-2
attend/ing	5
associate	7
athletics	5
any	1
ability	5
advantages	5
areas	4
according	4
another	1
black/s	1
be	1
but	1
books	1
been	2
both	2
benefit	5
believe	2
beautiful	2
better	1
because	2
birth	3
belong	2
business	4
between	2
best	1
beyond	3
basis	7
commended	9
create/d	6
come	p

<u>Word</u>	<u>Grade</u>
contact	6
convinced	5
country	2
courage	3
contribut/ion	6
community	5
corrupting	8
consider/ing	5
can	p
century	5
closely	2
compar/able	5
conscious	5
choose	3
couple	4
club	3
clear/ly	3
continue	3
class/ed	3
class/es	3
children	1
capable	6
contribut/ions	6
cultural	7
close/d	2
circumstances	7
color	1
complete	7
capabil/ities	6
college	5
common	3
decisions	5
de/segregated	10
done	2
destiny	7
dominate	8*
decide	3
danc/ing	2
dinner	2
dominance	*
develop	4
dooms	6
do	p
difference	3
enjoy	3
employment	6
equal	4

<u>Word</u>	<u>Grade</u>
exercise	3
emotion/al	8
expect	3
eventual	6
every	1
each	1
employ/ed	6
encouraged	4
ease	5
effect	4
equality	8
entitled	7
education/al	5
elect/ed	5
educate/d	5
face/d	2
first	1
future	4
fore/fathers	8-p
feel	2
fraternity	9
friendship	4
forward	3
family	2
great	2
great/ly	2
give	1
goal	5
guests	4
given	3
genetic	
gap	5
gone	1
high/ly	1
have	P
history	3
has	1
hand/s	1
high	1
himself	2
health	4
human	4
home	P
hold/ing	1
hire/d	4
heritage	10
hotel	4

<u>Word</u>	<u>Grade</u>
impressive	8
influence	6
insist/ed	4
includes	5
integrat/ion	8
ill	3
invited	3
incapable	8
ir/responsible	4
inferior/ity	7
inability	8
inter/racial	2
individuals	6
intelligence	5
integrity	9
inter/marry	3
inherent/ly	11
interests	3
justice	5
just	1
job	3
lie/s	3
lead/ers	3*
latent	12
limit/ed	5
live	1
learn/ed	3
leadership	6*
low	2
level/s	4
law	3
life	2
like/ly	P
must	1
manner	4
more	1
made	1
man	1
mental	6
motel	4
members	5
making	2
mingle	7
mind	3
merits	7
moved	2

<u>Word</u>	<u>Grade</u>
not	P
necessary	4
neighborhood	4
number	2
new	1
other	1
only	2
out	1
own	2
over	1
official	5
occupations	6
outstanding	6
occupation/al	6
opportunity	5
official/s	5
occur	6
problems	4
people	1
preferent/ial	7
participat/ion	7
physical/ly	5
political	6
power	3
position	4
proportion/ately	6
potential	8
politician	8
public	5
proress	12
perform	4
prefer	6
place	2
principally	5
progress	5
pre/destined	7
place/d	2
persons	4
particular	4
privileges	6
protection	4
provided	5
qualifi/ed	6
real	2
realized	4
rights	1
respected	3
rate	6
ready	1

<u>Word</u>	<u>Grade</u>
race	2
responsibility	6
rather	3
relationship	6
racial	8
reward/ing	3
regardless	6
regard	5
should	2
students	5
schools	1
show/n	1
schola/stically	5
society	5
suprem/acy	6
superior	6
set	2
show	1
slaves	5
seen	2
some/day	1-1
success	4
somewhat	4
self/-conscious	5
stay	1
sorority	10
social	5
servant	4
same	2
similar	6
skin	3
soon	1
they	1
treatment	6
tell	1
truth	3
there	1
true	2
truly	2
their	1
that	1
through	2
twentie/th	3
today	2
tak/ing	1
thus	5
type	4

<u>Word</u>	<u>Grade</u>
time	1
treat/ed	4
treatment	6
themselves	3
un/fair	2
under	1
view	4
vote	5
which	2
well	2
whole	3
will	p
when/ever	1-2
white/s	1
work	p
who	1
would	1
way	1
wide	2
what/ever	p-2
want	p
without	1
welcome	3
years	1

Appendix G

Coding Form with Coding Pattern Indicated

(1) Ethnic Background		(3-5) ID#			(6) Context Variable			(7) Instructional Condition			18E		19E		20E			1A		2A			3A	
(2) Ed.																								
1																								
2																								
3																								
4																								
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29																								
30																								

4A			5A			6A			7A			8A			9A			10A			
31																					
32																					
33																					
34																					
35																					
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11A		12A			13A		14A			(79) Card 2	
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(1) Ethnic Background		(6) Context Variable			(7) Instructional Condition		15A	16A	17A	18A	19A	20A																	
(2) Ed.	(3-5) ID#																												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

1P			2P			3P			4P			5P			6P			7P											
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

8P		9P			10P		11P			(79) Card 3									
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

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Appendix H

Descriptive Statistics for the Attitude Statements in the Total Range
Condition for the Three Scaling Tasks

Median Scale Position and Q Values for the Attitude
Statements in the Equal-Appearing Intervals
Total Range Condition

<u>Equality Statements</u>						
		#1		#2		#3
		S	Q	S	Q	S
Black		10.5	1.44	10.7	.61	10.9
White		10.0	1.16	10.5	1.0	9.8
						Q
						1.28
						1.00
		#4		#5		#6
		S	Q	S	Q	S
Black		10.8	.33	10.9	.29	10.9
White		10.0	1.41	10.5	1.08	10.7
						Q
						1.29
						1.30
		#7		#8		#9
		S	Q	S	Q	S
Black		10.8	.33	10.7	.54	10.9
White		10.0	.85	10.5	1.00	10.2
						Q
						.28
						.96
		#10		#11		#12
		S	Q	S	Q	S
Black		10.9	.29	10.1	1.51	10.0
White		10.3	1.71	10.2	1.10	10.5
						Q
						1.33
						1.50
		#13		#14		#15
		S	Q	S	Q	S
Black		9.7	3.19	1.4	2.68	2.3
White		10.2	1.21	9.5	2.50	5.5
						Q
						3.16
						1.50
		#16		#17		#18
		S	Q	S	Q	S
Black		9.3	2.87	10.6	1.24	10.8
White		10.5	1.25	8.5	1.85	9.5
						Q
						.92
						1.06
		#19		#20		
		S	Q	S	Q	
Black		9.0	2.43	10.8	.31	
White		10.0	1.66	10.6	1.27	

Median Scale Position and Q Values for the Attitude
Statements in the Equal-Appearing Intervals
Total Range Condition

<u>Anti-Black Statements</u>						
		#21		#22		#23
		S	Q	S	Q	S
Black		2.1	3.39	1.2	.54	5.1
White		1.8	.66	2.2	1.60	4.3
						Q
						3.58
						2.43
		#24		#25		#26
		S	Q	S	Q	S
Black		1.2	1.25	1.3	1.25	1.6
White		3.6	1.21	1.6	.88	2.1
						Q
						2.61
						1.00
		#27		#28		#29
		S	Q	S	Q	S
Black		3.6	3.58	1.2	1.00	1.1
White		3.0	1.60	2.0	.96	1.3
						Q
						.24
						.58
		#30		#31		#32
		S	Q	S	Q	S
Black		1.1	.62	1.1	.20	1.2
White		1.3	.58	1.2	.37	1.8
						Q
						1.04
						.91
		#33		#34		#35
		S	Q	S	Q	S
Black		10.5	1.71	1.4	2.68	3.0
White		7.0	3.00	2.0	1.00	1.1
						Q
						3.58
						.21
		#36		#37		#38
		S	Q	S	Q	S
Black		1.1	.23	5.3	3.61	2.2
White		1.3	.45	4.5	1.25	1.5
						Q
						2.15
						1.41
		#39		#40		
		S	Q	S	Q	
Black		1.0	.19	1.3	2.08	
White		1.2	.37	1.3	1.41	

Median Scale Position and Q Values for the Attitude
Statements in the Equal-Appearing Intervals
Total Range Condition

		<u>Pro-Black Statements</u>					
		#41		#42		#43	
		S	Q	S	Q	S	Q
Black		8.7	2.46	7.7	1.86	8.8	2.00
White		4.0	3.21	6.1	2.75	5.7	2.00
		#44		#45		#46	
		S	Q	S	Q	S	Q
Black		9.3	1.33	7.4	1.91	10.5	1.76
White		7.8	2.25	6.2	2.93	7.7	1.77
		#47		#48		#49	
		S	Q	S	Q	S	Q
Black		9.0	1.96	9.0	1.93	10.5	1.25
White		8.8	2.41	6.1	2.91	6.1	2.50
		#50		#51		#52	
		S	Q	S	Q	S	Q
Black		5.8	3.38	10.7	.70	10.7	.75
White		4.5	2.60	8.0	1.75	9.8	1.04
		#53		#54		#55	
		S	Q	S	Q	S	Q
Black		9.0	1.46	10.6	.69	9.2	2.50
White		9.7	.76	10.1	.79	10.2	1.01
		#56		#57		#58	
		S	Q	S	Q	S	Q
Black		10.5	1.22	10.7	.89	10.7	.67
White		9.8	1.16	9.6	.79	8.6	1.05
		#59		#60			
		S	Q	S	Q		
Black		10.5	1.24	10.8	.51		
White		10.0	.91	10.1	1.04		

Median Scale Position and Q Values for the Attitude
Statements in the Magnitude Estimation Favorable
Total Range Condition

<u>Equality Statements</u>						
		#1		#2		#3
		S	Q	S	Q	S
Black		199.6	77.68	199.6	74.96	200.5
White		100.2	100.12	100.0	43.75	100.1
						Q
						175.08
						200.06
		#4		#5		#6
		S	Q	S	Q	S
Black		150.0	212.38	200.2	150.11	200.5
White		100.0	.40	100.0	.36	125.0
						Q
						150.26
						200.00
		#7		#8		#9
		S	Q	S	Q	S
Black		300.0	175.00	200.3	166.20	200.0
White		100.0	.40	100.1	25.15	100.1
						Q
						199.82
						75.15
		#10		#11		#12
		S	Q	S	Q	S
Black		200.3	199.96	150.0	50.32	150.5
White		100.0	.40	100.1	112.69	100.2
						Q
						125.15
						112.60
		#13		#14		#15
		S	Q	S	Q	S
Black		100.1	75.00	25.0	48.14	50.0
White		100.0	31.25	99.9	91.25	99.8
						Q
						37.38
						42.66
		#16		#17		#18
		S	Q	S	Q	S
Black		100.3	100.18	199.9	162.42	100.5
White		100.0	.33	99.8	15.19	100.0
						Q
						75.08
						.39
		#19		#20		
		S	Q	S	Q	
Black		99.9	112.62	200.3	175.05	
White		99.9	12.70	100.2	125.12	

Median Scale Position and Q Values for the Attitude
Statements in the Magnitude Estimation Favorable
Total Range Condition

<u>Anti-Black Statements</u>						
		#21		#22		#23
		S	Q	S	Q	S
Black		40.0	47.50	24.9	23.50	99.7
White		20.1	21.16	26.0	30.00	60.0
						Q
						68.75
						24.95
		#24		#25		#26
		S	Q	S	Q	S
Black		24.8	24.40	12.0	24.34	10.0
White		55.0	32.50	11.5	24.32	27.5
						Q
						24.36
						30.62
		#27		#28		#29
		S	Q	S	Q	S
Black		5.5	24.39	10.0	24.40	5.0
White		49.8	20.00	15.0	24.38	22.5
						Q
						12.02
						10.12
		#30		#31		#32
		S	Q	S	Q	S
Black		5.0	18.22	5.0	12.12	25.3
White		15.0	24.45	15.0	24.32	10.3
						Q
						18.83
						21.25
		#33		#34		#35
		S	Q	S	Q	S
Black		200.3	199.85	20.0	24.34	25.0
White		80.3	25.18	40.0	16.33	6.0
						Q
						74.34
						24.42
		#36		#37		#38
		S	Q	S	Q	S
Black		5.0	24.38	60.0	25.29	49.9
White		6.0	10.75	60.0	25.02	25.1
						Q
						43.66
						19.50
		#39		#40		
		S	Q	S	Q	
Black		10.0	18.14	25.0	27.50	
White		1.5	9.50	10.0	31.88	

Median Scale Position and Q Values for the Attitude
Statements in the Magnitude Estimation Favorable
Total Range Condition

Pro-Black Statements

		#41		#42		#43	
		S	Q	S	Q	S	Q
Black		90.0	74.90	99.6	62.44	100.0	49.96
White		250.0	248.12	50.3	112.00	49.8	47.50
		#44		#45		#46	
		S	Q	S	Q	S	Q
Black		100.5	75.25	75.0	80.00	100.2	60.00
White		50.0	50.75	200.0	147.50	90.0	83.75
		#47		#48		#49	
		S	Q	S	Q	S	Q
Black		150.0	81.25	90.0	73.84	199.8	62.50
White		125.0	93.34	100.0	118.25	149.8	84.92
		#50		#51		#52	
		S	Q	S	Q	S	Q
Black		99.7	86.38	199.9	137.62	199.7	200.04
White		100.1	124.45	99.8	87.50	112.5	33.88
		#53		#54		#55	
		S	Q	S	Q	S	Q
Black		199.9	200.04	200.0	175.00	100.2	118.75
White		137.5	150.12	95.0	56.38	100.0	27.50
		#56		#57		#58	
		S	Q	S	Q	S	Q
Black		162.5	106.25	199.9	174.95	100.3	75.25
White		112.5	45.08	105.0	55.00	99.6	32.66
		#59		#60			
		S	Q	S	Q		
Black		200.0	187.42	199.8	99.92		
White		100.3	43.92	125.0	68.75		

Median Scale Position and Q Values for the Attitude
Statements in the Magnitude Estimation Unfavorable
Total Range Condition

<u>Equality Statements</u>						
		#1		#2		#3
		S	Q	S	Q	S
Black		2.5	24.50	25.5	24.50	1.5
White		90.0	40.12	50.5	44.81	50.5
						Q
						2.25
						40.00
		#4		#5		#6
		S	Q	S	Q	S
Black		10.0	49.00	1.5	4.75	1.5
White		75.5	45.00	99.7	10.07	99.8
						Q
						9.75
						72.50
		#7		#8		#9
		S	Q	S	Q	S
Black		5.5	12.00	1.5	4.75	1.5
White		50.5	40.06	70.0	39.81	99.8
						Q
						2.75
						.31
		#10		#11		#12
		S	Q	S	Q	S
Black		5.0	4.66	6.5	22.75	10.0
White		99.6	40.04	99.8	25.12	50.0
						Q
						12.00
						44.81
		#13		#14		#15
		S	Q	S	Q	S
Black		75.5	41.00	100.5	95.25	150.5
White		80.5	39.93	99.6	37.54	100.3
						Q
						74.91
						24.97
		#16		#17		#18
		S	Q	S	Q	S
Black		50.5	35.00	5.0	24.25	10.5
White		99.7	25.07	99.8	25.12	99.9
						Q
						11.50
						10.20
		#19		#20		
		S	Q	S	Q	
Black		50.5	35.25	1.3	2.25	
White		80.5	42.43	99.7	45.07	

Median Scale Position and Q Values for the Attitude
Statements in the Magnitude Estimation Unfavorable
Total Range Condition

<u>Anti-Black Statements</u>						
		#21		#22		#23
		S	Q	S	Q	S
Black		200.0	85.00	250.0	150.00	150.0
White		180.5	24.87	170.5	25.12	150.0
						219.75
						35.00
		#24		#25		#26
		S	Q	S	Q	S
Black		200.5	112.50	250.0	187.50	200.0
White		150.0	39.87	165.5	25.06	149.8
						25.00
						27.50
		#27		#28		#29
		S	Q	S	Q	S
Black		175.0	136.25	300.1	100.00	250.0
White		120.5	20.12	175.5	37.37	200.0
						50.16
						.41
		#30		#31		#32
		S	Q	S	Q	S
Black		275.0	222.50	275.0	212.45	150.5
White		180.5	12.56	190.1	12.50	150.0
						97.50
						27.50
		#33		#34		#35
		S	Q	S	Q	S
Black		5.0	24.50	200.1	57.50	150.5
White		50.5	62.62	150.5	25.06	200.0
						62.50
						.32
		#36		#37		#38
		S	Q	S	Q	S
Black		250.0	197.50	180.5	59.75	170.5
White		199.6	50.03	150.1	29.87	150.1
						137.50
						32.50
		#39		#40		
		S	Q	S	Q	
Black		250.0	250.00	200.0	10.00	
White		200.0	.45	199.7	35.18	

Median Scale Position and Q Values for the Attitude
Statements in the Magnitude Estimation Unfavorable
Total Range Condition

Pro-Black Statements

	#41		#42		#43	
	S	Q	S	Q	S	Q
Black	20.5	22.25	80.5	37.33	90.5	74.00
White	1.5	99.37	65.0	74.31	120.5	52.37
	#44		#45		#46	
	S	Q	S	Q	S	Q
Black	100.0	75.00	30.5	32.50	175.0	112.50
White	105.5	32.50	149.8	82.50	80.5	25.16
	#47		#48		#49	
	S	Q	S	Q	S	Q
Black	30.5	20.00	30.5	30.25	5.5	12.00
White	49.8	25.00	50.5	99.20	50.5	70.12
	#50		#51		#52	
	S	Q	S	Q	S	Q
Black	97.5	56.75	10.5	12.00	10.5	24.50
White	130.5	82.50	50.5	25.16	75.5	25.12
	#53		#54		#55	
	S	Q	S	Q	S	Q
Black	15.5	24.50	5.1	2.50	22.5	32.00
White	50.5	40.00	49.8	20.00	50.5	30.00
	#56		#57		#58	
	S	Q	S	Q	S	Q
Black	20.0	44.50	5.5	24.25	20.0	34.75
White	50.5	39.83	99.7	37.72	95.5	55.00
	#59		#60			
	S	Q	S	Q		
Black	20.5	22.75	5.1	4.50		
White	40.5	44.87	50.5	40.00		

Appendix I

Comparison of Judgments of the 60 Attitude Statements
by the Blacks and Whites in the Total Range Condition
of the Three Scaling Tasks

The data discussed in this appendix are tabled in Appendix H. Data from previous studies are referenced in Chapter II.

Considering the data of the blacks and whites for the anti-black statements using the equal-appearing intervals scale, 14 of the 20 statements were rated less than three (3.0) by both subject groups (statements numbered 21, 22, 25, 26, 28, 29, 30, 31, 32, 34, 36, 38, 39, and 40). Of these 14 statements, comparable previous data were obtained in both Upshaw's and Zavalloni and Cook's studies for seven statements (numbers 26, 29, 30, 32, 36, 39, and 40). These statements have demonstrated remarkable consistency in their rating with different subject samples over a period greater than 10 years. They include assertions of white superiority e. g. number 29 "The white man has clearly shown the dominance of his race and should continue to exercise his power of leadership over the black man" and positions favoring exclusion of blacks from white association e. g. number 36 "Blacks should not be allowed to mingle with whites in any way."

Previous data were also available for statements numbered 34, 35, 37, and 38. Statement number 34 "Blacks should not be given equal treatment if it would have the effect of holding back the progress of the white race" and statement number 38 "The inability of blacks to develop outstanding leaders dooms them to a low place in society" were among those rated less than three (3.0) by the current sample of blacks and whites. Note that these statements were rated somewhat more favorably by the previous samples. Statement number 37 "Cultural and mental differences have placed a wide gap between the white and black man which will not be closed for many years" has been consistently rated as slightly to moderately unfavorable.

Statement number 35 "The black man's genetic inferiority has predestined him to the servant class of society" has been consistently rated as unfavorable to blacks, however, previous data show less discrepancy between judging groups than does the data from this study. Further, blacks now rated this item more favorably (3.0) than did the whites (1.1).

Regarding items for which previous data are not available, it was indicated that statements numbered 21, 22, 25, 28, and 31 were rated below three (3.0). All of these statements with the exception of number 21 "In view of the limited abilities of blacks, it is unfair to expect them to perform in a manner comparable to whites" emphasize the separation of whites from blacks. Item number 24 "I would feel somewhat self-conscious dancing with a black in a public place" was judged more favorably by the whites (3.6) than by the blacks (1.2). Interestingly, a similar statement, number 27 "I would feel ill at ease if I was invited to dinner at a black couple's home", was rated 3.6 by the blacks and 3.0 by the whites. Both judging groups viewed statement number 23 "We should have a goal of eventual integration in every community, but the people of each community should be allowed to decide when they are ready for it" as moderately to slightly unfavorable (blacks 5.1; whites 4.3). Item number 33 "Blacks are capable of making a number of contributions to our society, principally in athletics and show business" was judged a favorable (whites 7.0) to very favorable (blacks 10.5) statement. The statement was originally chosen as an example of a relatively sophisticated form of stereotyping. The whites appear to be more sensitive to this than do their black counterparts, but both groups placed the statement at the favorable end of the scale.

Although previous data are not available, the magnitude estimation-favorable instructions task provided interesting comparative data between the judging groups and with the equal-appearing intervals data. The magnitude estimation-favorable instructions data showed greater differentiation between the two sets of judges and among items than was obtained with the equal-appearing intervals task. (It will be remembered that the modulus of the magnitude estimation scale was set at 100 for a statement. "The law clearly states that segregation of any form is illegal", that emphasizes a legalistic, equality position.)

Very comparable judgments were rendered by the two subject groups for statements numbered 22, 25, 36, and 37. These statements were respectively judged approximately $1/4$, $1/10$, $1/20$, and $3/5$ as favorable to the social position of blacks as the standard. Although difficult to compare to the equal-appearing intervals data, the magnitude estimation-favorable instructions procedure yielded data that provide discrimination among statements (numbered 22, 25, and 36) which were all rated as very unfavorable with the equal-appearing intervals task. Interestingly, statement number 37 "Cultural and mental differences have placed a wide gap between the white and black man which will not be closed for many years" was judged as moderately unfavorable to blacks in both conditions.

Very similar judgments were obtained from the blacks and whites for statements numbered 28, 30, and 31. The whites judged each of these statements as $3/20$ as favorable as the standard, while the blacks judged items numbered 30 and 31 as $1/20$ as favorable and

item numbered 28 as $1/10$ as favorable. All three statements were rated as very unfavorable in the equal-appearing intervals task by both blacks and whites.

Statements numbered 26, 29, 32, 35, 39, and 40 were all judged as considerably less favorable to the social position of blacks than was the standard, although the two sets of judges differed somewhat in their scaling of the items. Items numbered 26 and 29 were viewed as less favorable by the black judges than by the white judges, $1/20$ to $1/5$ and $1/10$ to $3/10$, respectively. Both items were rated as very unfavorable by both sets of judges in the equal-appearing intervals condition. The reverse pattern was evident for the remaining items; whites perceived the statements as less favorable to the social position of blacks. Specifically, the blacks and whites respectively judged statements numbered 32, 35, 39, and 40 as $1/4$ to $1/10$, $1/4$ to $1/20$, $1/10$ to $1/100$, and $1/4$ to $1/10$ as favorable as the standard. (The current, social controversy regarding busing may be at the root of the extreme judgment obtained from the white subjects for statement number 39 "Under no circumstances should black children be allowed to attend the same schools as white children.") These statements were viewed by all as unfavorable in the rating task.

Items numbered 21, 24, 27, 34, and 38 showed sizable discrepancies between the blacks and whites in their judgments. Statements numbered 21 and 34 were scaled in comparable fashion; blacks judged these statements as $2/5$ and whites $1/5$ as favorable as the standard. Both were scaled as very unfavorable in the rating condition. Blacks judged items numbered 24 and 27 more severely than did the whites, $1/4$ to $1/2$ and $1/20$ to $1/2$ as favorable, respectively.

Note the similarity of statement content and the consistency of the whites' data. These items were rated moderately unfavorable in the equal-appearing intervals task. Statement numbered 38 was judged less favorable by the whites than by the blacks, $1/2$ to $1/4$ as favorable, respectively. This statement was rated very unfavorably by both judging groups.

Statement number 23 "We should have a goal of eventual integration in every community, but the people of each community should be allowed to decide when they are ready for it" was judged as $3/5$ as favorable as the standard by the whites. This placement of the statement is not too dissimilar from the scaling data obtained in the equal-appearing intervals task. The blacks, however, judged this item as comparable to the standard, an equality position. Blacks, it appears, scale a position of "gradualism" much more favorably than do whites in this condition.

Statement numbered 33 has already been discussed as atypical for the equal-appearing intervals task. The magnitude estimation-favorable instructions data are consistent with the rating data. Blacks have viewed the item very favorably (twice the standard), while whites judged the statement as $4/5$ as favorable as the standard, i. e. almost comparable to an equality position.

The most salient feature of the magnitude estimation-unfavorable instructions data is the truncated range of the obtained values given the unbounded nature of the scale. In view of the fact that the scaling task is unusual, i. e. judging along an unfavorable dimension, perhaps the judges strove to work within a narrow, more manageable per-

spective. In any case, the data are in general agreement with those obtained in the other conditions.

Very comparable judgments were rendered by both groups for statements numbered 23, 32, and 40. Statement numbered 40 was judged twice as unfavorable as the standard and statements numbered 23 and 32 were judged one and 1/2 times as unfavorable. Statement number 23 "We should have a goal of eventual integration in every community, but the people of each community should be allowed to decide when they are ready for it" was scaled unfavorably by blacks in this condition contrary to the black data for the magnitude estimation-favorable instructions task. The statement is subject to variable interpretation, however, as evinced by the reported Q values for blacks in all three conditions.

Quite similar judgments were obtained from the black and white subjects for statements numbered 21, 37, and 38. Blacks scaled item numbered 21 as twice as unfavorable as the standard, while the whites scaled the item as one and 4/5 as unfavorable. Statements numbered 37 and 38 were viewed as one and 1/2 times as unfavorable as the standard by the whites, whereas the blacks respectively perceived these statements as one and 4/5 as unfavorable and one and 7/10 as unfavorable. These data are roughly comparable to the scaling of these items in the other conditions.

Items numbered 29, 36, and 39 were judged quite unfavorably by both blacks and whites. Blacks, however, scaled these statements as 2 and 1/2 times as unfavorable as the standard, while the whites scaled them twice as unfavorable. The white data for statement

number 39 "Under no circumstances should black children be allowed to attend the same schools as white children" are more comparable to those of the equal-appearing intervals task than the other magnitude estimation task, indicating that the data for the favorable instructions are anomalous. Also of interest is the exceedingly small Q values obtained from the whites' data for items numbered 29 and 39.

Statements numbered 24, 26, and 34 yielded the same scaling pattern; blacks viewed the statements as twice as unfavorable as the standard with the whites judging these statements as one and $1/2$ times as unfavorable. These data are comparable to those of the other magnitude estimation condition. Item numbered 35 was scaled in a similar fashion, but with the pattern reversed, i. e. whites judged the statement more unfavorably. This is also in agreement with the obtained scaling using favorable instructions. Note the small Q value for item numbered 35.

Granting the truncated range employed with the magnitude estimation-unfavorable instructions, statements numbered 22, 25, 28, 30, and 31 showed sizable discrepancies between the average judgments of the blacks and whites. In all cases the blacks judged the statements as notably more unfavorable than did their white counterparts. Items numbered 22 and 25 were scaled two and $1/2$ times as unfavorable as the standard by the blacks and approximately one and $7/10$ as unfavorable by the whites. Statements numbered 30 and 31 were viewed as two and $3/4$ times as unfavorable as the standard by the blacks and one and $4/5$ as unfavorable and one and $7/10$ as unfavorable, respectively, by the whites. These items were similarly and

consistently scaled in the other magnitude estimation task. The greatest discrepancy arose with statement number 28 "I would rather not belong to a fraternity or sorority or social club which has black members." The blacks perceived this statement as most unfavorable (three times the standard), while the whites scaled it one and 3/4 times as unfavorable. The strong reaction to this statement by the blacks in this condition is not in accord with the data for the other conditions.

Statement number 27 "I would feel ill at ease if I was invited to dinner at a black couple's home" was scaled one and 3/4 times as unfavorable as the standard by the blacks; the whites scaled this assertion as only one and 1/5 as unfavorable i. e. almost comparable to the standard, equality position. A wide discrepancy was also reported for the favorable instructions task and in the same direction with this item. Statement numbered 33 again showed the same pattern; blacks scaled the item as less unfavorable than the standard (1/20), while the whites scaled it as 4/5 as unfavorable as the standard.

Turning our analysis to the equality statements, the preceding discussion in the Method Chapter indicated that 18 of the 20 items were rated very favorably. Seventeen of these items were scaled 9.0 or above by both sets of judges. Statement number 17 "The black man should be given equal rights through integration" exhibited a greater degree of discrepancy between the placements of this item by the two judging groups, yet both groups clearly judged the statement favorably. Previous data were available for statements numbered 8, 9, 10, and 16 with virtual correspondence in scaling being attained between the preceding and current data. Statement number 14 "It

makes no difference to me whether I'm white or black" yielded enormous discrepancy between its scaling by blacks and whites. Blacks viewed this item very unfavorably, even though whites perceived it as very favorable. Statement number 15 "Real integration can only occur when whites and blacks intermarry" was judged very unfavorably by the black subjects and given a borderline rating by the whites. Overall, the equality statements demonstrated a remarkable consistency in their rating by blacks and whites in the equal-appearing intervals task.

The white data for the magnitude estimation-favorable instructions condition yielded an interesting phenomenon; 19 equality statements were judged comparable to the standard statement "The law clearly states that segregation of any form is illegal." Essentially, the whites perceived all of the equality assertions to be equivalent to the standard statement in terms of the expressed degree of favorableness to the social position of blacks in America.

The black data do not display this uniformity of judgment. Items numbered 13, 16, 18, 19 were, however, scaled comparably by both blacks and whites. Items numbered 4, 11, and 12 were judged one and 1/2 times as favorable as the standard, while statements numbered 1, 2, 3, 5, 8, 9, 10, 17, and 20 were judged twice as favorable. Statement number 7 "If there were complete equality of opportunity, blacks would soon show themselves completely equal to whites in intelligence and ability" was judged three times as favorable. Blacks, therefore, have differentiated among the equality statements in this condition contrary to their white counterparts.

Three statements did not conform to the general trend as discussed. Statement number 6 "I look forward to the time when all people will be

treated on their merits as individuals, without regard to the color of their skin" was scaled as one and 1/4 times as favorable as the standard by the whites and twice as favorable by the blacks. Blacks again perceived statements numbered 14 and 15 in an unfavorable light. Number 14 was viewed as 1/4 and number 15 as 1/2 as favorable as the standard. Although seemingly egalitarian, both statements may have been judged unfavorable by blacks since their content implies the loss of black identity.

The magnitude estimation-unfavorable instructions data provide a mosaic that is different from either of the other conditions. Two salient features characterize these data. Whites show greater differentiation among the items than in the other conditions and the scaling between whites and blacks for each item is very discrepant with blacks judging these equality statements much more favorably in the magnitude estimation procedure using unfavorable instructions. (Note that both magnitude estimation tasks provide data that display greater discrimination between subjects and among items than does the equal-appearing intervals task.)

Corresponding to the favorable instructions data for whites, the whites in this condition scaled statements numbered 5, 6, 9, 10, 11, 16, 17, 18, and 20 as comparable to the standard. Illustrating the extent of discrimination among items inherent in the black data, item numbered 16 was judged 1/2 as unfavorable as the standard; item numbered 18 was judged 1/10 as unfavorable; items numbered 10, 11, and 17 were judged 1/20 as unfavorable; items numbered 5, 6, 9, and 20 were judged 1/100 as unfavorable. (The data for the two magnitude

estimation tasks differ radically for the anti-black and the equality statements. Judging equality statements, black subjects employed a wide degree of dispersion in the unfavorable directions task, whereas the reverse was true for the anti-black statements.)

Statements numbered 2, 3, 7, and 12 were scaled as $1/2$ as unfavorable as the standard by the white subjects. They were respectively judged $1/4$, $1/100$, $1/20$, and $1/10$ as unfavorable by the black subjects. Statements numbered 1, 4, 8, and 19 were scaled as less unfavorable than the standard by both judging groups, with the blacks emphasizing the difference. Specifically, whites respectively judged these items as $9/10$, $3/4$, $7/10$, and $4/5$ as unfavorable as the standard, while the blacks judged them $1/50$, $1/10$, $1/100$, and $1/2$ as unfavorable.

Statement number 13 "America will greatly benefit when it has a truly multi-racial society" was unique in this condition in that both judging groups perceived the statement in a similar fashion, i. e. $3/4$ as unfavorable by the blacks and $4/5$ as unfavorable by the whites. Items numbered 14 and 15 were again unusual with whites and blacks judging number 14 comparable to the standard. This is in contradiction to the scaling for the other conditions, nonetheless, the variable nature of this assertion is underscored by its large Q value. Number 15 is consistent in that blacks judge this statement as more unfavorable to blacks than the standard, while whites judge it as comparable.

The pro-black statements, it will be remembered, contain two types of positions; positive assertions about blacks independent of white comparison and black superiority statements. The obtained data for the equal-appearing intervals task reflect this classification. Items

numbered 51 through 60 were rated favorably by both blacks and whites. These statements are pro-black and independent of white reference. Although all items were rated favorably and most were rated comparably, blacks rated statement number 51 "Blacks must be highly commended for the manner in which they have faced problems which other people have created for them" and statement number 58 "Considering that their forefathers were slaves, blacks in America have advanced proportionately more than whites" somewhat more favorably than did the whites. Previous data were available for statement numbered 56, which performed in a similar fashion in this study. Overall, high consistency between the sets of judges was obtained for items numbered 51 through 60.

Statement numbered 41 to 50 reflect black superiority positions. The black subjects rated each of these positions more favorably than did the whites and these assertions were not scaled favorably as the other pro-black statements. Statements numbered 44, 46, and 47, however, were judged favorable by both groups of subjects. The previous data for statement number 44 "All political power which is set over blacks must be exercised by blacks and then only will blacks truly benefit" is comparable for the Upshaw study though Zavalloni and Cook's data are a little less favorable than those of the current study.

Items numbered 42, 45, 48, and 49 were all scaled with a similar pattern; blacks rated these items favorably, whites rated them in the middle of the scale, i. e. a neutral position. All four statements contain strong assertions about the "superiority" or "goodness" of blacks vis-a-vis whites. The whites' data would suggest that they had difficulty

scaling these items. Statement number 42 "The future of America lies in the hands of the black man" was not rated as favorably by the current sample as had been the outcome in the Upshaw and Zavalloni and Cook studies. Statement number 49 "The black man is not only physically superior but equal to the white man in all other ways" was judged a little more favorably by the current black sample than had previously been the case.

Statement numbered 41, 43, and 50 were scaled in a similar fashion in that one or both of the judging groups rated the items in an unfavorable manner. Statements numbered 41 and 43 follow the same pattern with the blacks rating the items favorably and the whites rating them somewhat unfavorably (number 41 as 4.0, number 43 as 5.7). Since both statements express very blatant black superiority positions, perhaps the white judges had difficulty maintaining a judgmental frame of reference and were influenced by the items' unacceptability. Statement number 43 "Blacks should work out their own destiny and avoid the corrupting influence of whites" was previously placed in the middle of the scale in agreement with the current white sample. Statement number 50 "Blacks should enjoy preferential treatment when employment decisions are being made" was rated by blacks and whites as 5.8 and 4.5, respectively, a neutral position.

Considering the data obtained in the magnitude estimation-favorable instructions condition, the reality of a standard statement may have permitted the subjects to better express the scaling of the pro-black statements. Items 51 through 60 contain positions that are favorable to blacks independent of white comparison. Both subject groups judged

items numbered 53 and 60 as more favorable to the social position of blacks in America than the standard. Blacks scaled these statements as twice as favorable, whereas the whites scaled items numbered 53 and 60 as approximately one and $\frac{2}{5}$ and one and $\frac{1}{4}$ times as favorable, respectively. Both statements contain positions asserting black achievement in our society. Statements numbered 52 and 56 were scaled a little more favorably than the standard by the whites, approximately one and $\frac{1}{10}$ as favorable. Blacks scaled item numbered 52 as twice as favorable and item numbered 56 as one and $\frac{6}{10}$ as favorable. Again, positions asserting success in our society were scaled more favorably than the standard.

Statements numbered 51, 54, 57, and 59 were all scaled in a similar fashion, whites viewed these statements as comparable to the standard, while blacks perceived them as twice as favorable. This pattern, it will be remembered, is similar to the scaling of most of the equality statements; blacks scaled the items more favorably than the whites who judged them comparable to the standard. Statements numbered 55 and 58, however, were judged comparable to the standard by both subject groups.

Turning to the black superiority statements, items numbered 47 and 49 were both judged more favorable than the standard, though their content is quite distinct. Statement number 47 "The black politician is more closely attuned to the real problems of American society and therefore will make a better public official" was judged one and $\frac{1}{2}$ times as favorable as the standard by the blacks and one and $\frac{1}{4}$ times as favorable by the whites. Statement number 49 "The black

man is not only physically superior but equal to the white man in all other ways" was scaled as twice as favorable by the blacks and one and 1/2 times as favorable by the whites.

Statements numbered 46 and 48 were viewed as approximately comparable to the standard by both blacks and whites. Interestingly, statement numbered 50 was also perceived as comparable to the standard by both blacks and whites. This statement was judged to be in the middle of the scale in the equal-appearing intervals condition. Further, since it expresses a position favoring preferential treatment, its scaling comparable to an equality position is difficult to interpret.

The data for statements numbered 42, 43, and 44 present a consistent pattern with blacks judging the items as comparable to the standard and whites scaling them as 1/2 times as favorable. Statements numbered 42 and 43 had been scaled in the neutral range by the whites in the equal-appearing intervals condition and statement numbered 44 was scaled favorably by them.

Statements numbered 41 and 45 were judged in an anomalous fashion in that the whites perceived the items as two and 1/2 times as favorable and two times as favorable as the standard, respectively. The blacks judged item numbered 41 as 9/10 as favorable and item numbered 45 as 3/4 times as favorable. Since both statements are "black power" rhetoric, this outcome in comparison to the other pro-black statements is puzzling.

The general pattern of results in the unfavorable directions condition is in broad agreement with the results obtained in the magnitude estimation-favorable directions condition. The black subjects

judged statements 51 through 60 as less unfavorable in comparison to the standard than did the whites. The whites scaled items numbered 57 and 58 as comparable to the standard, whereas the blacks scaled them $1/20$ and $1/5$ as unfavorable, respectively. Statements numbered 51, 53, 54, 55, 56, and 60 were all viewed as $1/2$ as unfavorable by the whites and $1/10$, $3/20$, $1/20$, $1/5$, and $1/20$ as unfavorable by the blacks, respectively. Statement number 52 was scaled $3/4$ as unfavorable by the whites and $1/10$ as unfavorable by the blacks, while statement number 59 was judged $2/5$ as unfavorable by the whites and $1/5$ as unfavorable by the blacks. Note that both sets of judges have scaled these statements in the same direction as the other magnitude estimation condition, but that the magnitude of the item scaling emphasizing the positive nature of these statements is more pronounced in the unfavorable instructions condition.

Turning our consideration to the black superiority statements, items numbered 41, 42, 47, 48, and 49 were judged less unfavorable than the standard by both sets of judges. Items numbered 47, 48, and 49 were scaled as $1/2$ as unfavorable as the standard by the whites and $3/10$, $3/10$, and $1/20$ as unfavorable by the blacks. Statements numbered 41 and 42 were viewed as $1/5$ and $4/5$ as unfavorable by the blacks and $1/100$ and $13/30$ as unfavorable by the whites. The results for statement number 41 "I believe in black supremacy" confirmed the direction of the whites' data for the favorable instructions condition. Note that these items are judged somewhat more favorably in this condition than in the other magnitude estimation task.

The remaining statements provide a mixed pattern. Statement number 45 "True justice for blacks can only be realized through black

power" was scaled $3/10$ as unfavorable as the standard and one and $1/2$ times as unfavorable by the blacks and whites, respectively. This outcome for the white subjects is in sharp contrast to that obtained in the favorable instructions task. Statement numbered 44 was judged comparable to the standard by both blacks and whites. Items numbered 43 and 50 were scaled in a similar fashion in that the blacks viewed these statements as approximately comparable to the standard, whereas the whites scaled them as somewhat more unfavorable (one and $1/5$ as unfavorable and one and $3/10$ as unfavorable, respectively). Statement number 46 "When blacks really believe that black is beautiful, then and only then will blacks achieve the mental and emotional health necessary to achieve their true potential as human beings" yielded anomalous results in this condition in that the blacks perceived this assertion to be one and $3/4$ times as unfavorable as the standard, while whites judged it to be $4/5$ as unfavorable. This outcome is contrary to that obtained in the other conditions.

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