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GRADUATE COLLEGE

AN EXPERIMENTAL STUDY OF THE EFFECTS OF RACIAL IDENTITY ON
SOCIAL ATTITUDES AND SOCIAL PERCEPTION MEASURES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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Norman, Oklahoma

1973

AN EXPERIMENTAL STUDY OF THE EFFECTS OF RACIAL IDENTITY ON
SOCIAL ATTITUDES AND SOCIAL PERCEPTION MEASURES

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CHAPTER I

INTRODUCTION, RATIONALE, AND THEORETICAL BACKGROUND

Men have been preoccupied with understanding and predicting human behavior for centuries. Since the nineteenth century studies have employed sophisticated instruments and controlled experimentation to achieve greater confidence for prediction. Such inquiries have focused on physical, mental, and behavioral attributes as correlates of intentions, attitudes, emotions, ideas, abilities, purposes, traits, thoughts, perceptions, and memories of the other person. Whereas the Greeks concerned themselves with physiognomy which related, " . . . physical characteristics (or cues) to personal qualities, temperament, and emotions,"¹ contemporary scientists have turned to hypothetical constructs such as attitude, culture, perception, personality, and society to predict the behavior of man. One result of scientific inquiry of human behavior is increasing awareness of complex configurations of variables relevant to the behavior of persons.

The subtlety and delicacy of the process of coming to know other persons has never been underestimated, but empirical, naturalistic and theoretical evidence now available suggests that it is even more complex than one ever dreamt of. Certainly, the rather simple formulations of the early attacks on this problem have had to be discarded.²

¹Renato Tagiuri, "Person Perception," in The Handbook of Social Psychology, 2nd ed. Vol. III, ed. by Gardner Lindzey and Elliot Aronson (Reading, Mass.: Addison-Wesley Publishing Company, 1969), p. 396.

²Tagiuri, 1969, p. 432.

Regardless of the complexity we continually seek to understand and predict the behavior of others through diverse and sundry methods, disciplines, and data.

Rationale For This Study

Social attitude and social perception theories are useful conceptualizations in the study of interpersonal and speech communication behavior. Study of these personal cognitive structures and their influence may generate greater confidence in understanding and predicting the behavior of individuals.

In studying social behavior at the individual level we are mainly concerned with Mr. Anyman's social perception--how he perceives other people and social events; and with Mr. Anyman's social attitudes--his enduring emotional and motivational dispositions with respect to various aspects of his social world.³

Social attitudes and social perception point up the orientation of man to himself, other individuals, and objects that surround him.

Social attitude and social perception theories concern personality as a process influenced by an individual's dispositions and perceptions emerging within the social context.

. . . personality thought of as process is field determined
An adequate theory of personality, therefore, whether used with reference to prejudice or some other aspect of life, must be concerned with the study both of tendencies and of the situations in which they are expressed.⁴

³David Krech and Richard S. Crutchfield, Elements of Psychology (New York: Alfred A. Knopf, 1958), p. 666.

⁴George Eaton Simpson and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination, 4th ed. (New York: Harper and Row, 1972), p. 66-67.

Social attitude theories address the tendencies or dispositions of individuals and social perception theories embrace the meanings brought to the social context and their assignation by individuals.

While these two theoretical conceptualizations may promote understanding of how we form impressions of other persons, a question remains as to the influence of racial identity reflected in social attitude and social perception measures. Racial identity might strongly affect impression formation and consequently social attitude and social perception. If so, then identification of race should produce a different response in social attitude and social perception measures from conditions where no racial identity is evident. Answers to questions on impression formation through racial identity are significant as differentiation of races is poorly conceptualized in the literature.⁵

Responses of individuals to racial identity has become increasingly important as the American society has revolutionized patterns of behavior appropriate to minority sub-group members.

Changes in the structure of society--economic, political, demographic, educational--have shattered earlier patterns of accommodation and required the formation of new relationships, almost regardless of individual attitudes.⁶

These changes have created a mandate for research in the effects of racial identity upon social interaction. Earlier explanations of the effect of

⁵"A fairly large share of the writings in the field of majority-minority relations are quite uncritical of the sources of their material--the objectivity of the reporting, the extent to which it is typical, the usefulness of the concepts employed, and the kinds of causal inference that are justified." Simpson and Yinger, 1972, p. vi.

⁶Simpson and Yinger, 1972, p. vi.

racial identity may not be valid in generalizing to the contemporary American society. Social attitudes and social perceptions may contribute to an explanation of the effect of racial identity upon individuals by reflecting the structure of individuals' personality, evaluation of information, and impression formation.

Purpose of This Study

The purpose of this study was to investigate the influence of racial identity upon individuals' attitudinal and perceptual responses. Specifically, it was concerned with the combination of social attitude and social perception theories in assessing differences in individuals' responses as a result of race. Latitudes of acceptance, rejection, and noncommitment and personal constructs were combined as measures of impressions formed. Furthermore, since questions on impression formation through racial identity are poorly conceptualized, the results could possibly contribute to further understanding of the effect of race upon communication transactions.

Theoretical Background

Collins (1970) equated negative "intergroup attitude" and "ethnic attitude" with prejudice. "Prejudice is a negative attitude toward a socially defined group and toward any person perceived to be a member of that group."⁷ Our racially directed attitudes may not, by themselves, satisfactorily explain why we respond to the race of another individual as we do.

⁷Barry E. Collins, Social Psychology (Reading, Mass.: Addison-Wesley Publishing Company, 1970), p. 253.

. . . prejudice is a complicated phenomenon compounded of racial and cultural elements as well as individual personality elements. The various specialties in research, while abstracting one influence from the total, must avoid the error of reductionism--explaining the total by the abstracted part.⁸

Attitudes toward racial sub-group members are prejudicial when negative attributes are associated with members of specific racial sub-groups and when an individual is identified as a member of that group. Attitudes and perception seem to be key elements in the investigation of racially prejudicial social encounters or social encounters where racial differences exist between participants.

Social attitude and social perception theories seem to address the key elements at work in social encounters involving racial identification. Together these conceptualizations may reduce the error of reductionism discussed by Simpson and Yinger and provide a more parsimonious explanation for responses to racial identity. The combined concepts of social attitude and social perception are potentially valuable approaches in explaining the effects of racial identity. Together the concepts may provide some index of individuals' evaluation of persons. They may be compared to discover which better accounts for differences in evaluation and impressions when racial identity is manipulated. Additionally, a combination of social attitude and social perception may account for the effects of racial identity more effectively than either concept in isolation. This study compared and combined subjects' reactions to racial identification through social attitude and social perception measures.

Social Attitudes. Social attitudes are powerful influences upon interpersonal and speech communication behavior.

⁸Simpson and Yinger, 1972, p. 102.

Attitudes [social attitudes] serve many functions. Man's ability to deal in a consistent way with various psychological situations is made possible primarily by the enduring pattern of his attitudes which holds together his many diverse experiences in a sort of continuing 'superorganization.' . . . The varied functions of attitudes make it clear that many different kinds of factors shape the development of attitudes. In tracing such determinants we must examine man's cultural environment, his membership in such primary groups as his family, his personality.⁹

Social attitudes are significant insofar as various personal functions are served:¹⁰ (1) attitudes provide the context in which individuals seek out meaning and the meaning elicited is influenced by attitudinal dispositions; (2) expression of specific attitudes can achieve personal goals such as membership in esteemed groups and realization of economic goals; (3) personal defenses are possible as social attitudes may provide scapegoats and self-justification to ward off frustration, self-failure, and conflict. "Attitude change would then be a change in the organization or structure of beliefs entering into the attitude organization."¹¹ Changes in attitude involve a reorganization of the world-view or belief system of the individual. Ultimately attitudinal changes manifest themselves in interpersonal and speech communication behavior as individuals operate within a social context.

Sherif, Sherif, and Nebergall (1965) identified evaluative impressions of social phenomena as social attitudes. Social attitudes were alleged to clarify man's evaluation of his social matrix. "Through attitude formation, the individual relates himself, psychologically, to these objects [objects, institutions, and persons]. His attitudes become con-

⁹Krech and Crutchfield, 1958, pp. 673-674.

¹⁰Krech and Crutchfield, 1958, pp. 673-674.

¹¹Milton Rokeach, "Attitude Change and Behavioral Change," Public Opinion Quarterly, Vol. 30 (1967), 530.

stituent parts of his self (ego) system."¹² Social attitudes were characterized by an evaluative and ego-dimension for individuals.

Sherif, et.al. further identified three minimum requirements for assessing social attitudes.¹³

1. Indicators of the range of positions toward the object of the attitude that is encompassed by the individual's evaluative categories (i.e., acceptable, noncommitment, and objectionable).
2. Indicators of the degree of the individual's personal commitment to his own stand toward the objections; that is, of the degree of his ego-involvement with the issue.
3. Ways and means to ensure that the individual responds in terms of this attitude toward the object rather than with what he thinks the investigator or other persons conceive as a socially desirable response.

These evaluative dimensions were tested by Sherif, et.al. and the research findings confirmed this scaling method as a measure of social attitudes.

Social attitude measures seem to reflect an orientation of the person to himself, other people, and objects in the environment. Changes in social attitudes may subsequently influence the speech communication behavior of individuals within a social context.

Social Perception. The "world-view" of individuals is built from a myriad of influences that constantly impinge and affect the perception of persons. Sources of influence include physical, physiological, psychological, social, and speech communication behavior as individuals evoke meaning from the environment. Individuals must be studied with attention to the impact of social perception upon the psychological field.

¹²Carolyn W. Sherif, Muzafer Sherif, and Roger E. Nebergall, Attitude and Attitude Change (Philadelphia: W. B. Saunders, 1965), p. 20.

¹³Sherif, et.al., 1965, pp. 20-21.

Stimuli possessing potential information are observed by the organism, which extracts some of the information present, aided by the process called learning. This learning modifies the organism so that perception of the same stimuli later also will be modified Learning may lead to thinking (a manipulation of previously learned aspects); this thinking modifies the organism through the involvement of new learning, which in turn modifies the perception of the stimulus situation.¹⁴

Interpersonal behavior transpires, moreover, within a matrix of relationships that are products of the individual's history and evaluation of the stimulus situation. The construct of the individual's world-view is founded in the information extracted from the environment, previous learning, and thinking.

Heider (1958) addressed the perception of persons and the nature of personal constructs that accrue from these percepts. A naive psychology was inferred to be operating when persons evaluate and form impressions of others. The perceiver synthesizes a myriad of traits from the incoming stimuli and attributes and then forms an economical impression of the perceived person. " . . . there is a tendency to see only the positive traits in a person we like. We find again that the sentiments and perceptions arrange themselves in such a way that simple harmonious configurations result."¹⁵ Schuman and Harding (1963) observed, furthermore, that persons from non-white social groups would be perceived more sympathetically and more favorably than whites, due to "sympathetic identification." Social perception measured through personal constructs named should reflect the sympathetic identification predicted by Schuman and Harding or prejudice discussed by Collins (1970).

¹⁴Ronald H. Forgas, Perception (New York: McGraw-Hill Book Company, 1966), p. 4.

¹⁵Fritz Heider, "Perceiving the Other Person," in Person Perception and Interpersonal Behavior, ed. by Renato Tagiuri and Luigi Petrullo (Stanford, Calif.: Stanford University Press, 1958), p. 25.

The present study was an extension of conclusions drawn from Heider's and Schuman and Harding's studies. Prior research has not considered the specific questions addressed by the present study. My purpose was to clarify the relationship between racial identification and non-identification and subsequent impressions revealed by measures of social attitude and social perception. These approaches were expected to confirm latitudes of rejection and personal constructs named as measures of impression formation when racial identity was manipulated. Resulting predictions included:

1. The mean number of personal constructs should be larger when the perceiver sympathetically identifies with the person.
2. The number of personal constructs ascribed to persons from racial sub-groups should be greater than those ascribed to racially unidentified persons as a result of sympathetic identification.
3. Size of latitudes of rejection and number of personal constructs in impressions should vary together.

These are significant concerns for clarifying the influences of racial identification upon speech communication behavior and may be tested by means of the following hypotheses.

Hypotheses

1. The number of rejected statements for subjects exposed to treatments where a person's race is identified will be significantly greater than the number of rejection statements for subjects exposed to treatments where a person's race is not identified.
2. The number of personal constructs named by subjects exposed to treatments where a person's race is identified will be significantly greater than the number of personal constructs attributed by subjects where race is not identified.
3. A significant positive correlation will be found between the number of rejection statements and number of personal constructs attributed by subjects receiving experimental treatments where race is identified.

Understanding the nature and function of these personal cognitive structures

and their influence may generate greater confidence in understanding and predicting the behavior of individuals.

Speech communication behavior is influenced by impressions formed of individuals and this study investigated these impressions. Social attitudes and social perception are significant conceptual concerns in the investigation of interpersonal and speech communication behavior.

CHAPTER II

METHOD AND PROCEDURE

Chapter One considered the theoretical focus, rationale for this study, and review of relevant literature. This chapter presents the experimental design, procedures used in collecting the data, subjects employed in the experiment, and data analysis techniques.

The present study measured social attitudes and social perception theories through the size of latitudes of acceptance, rejection, and non-commitment together with the number of personal constructs named. An experimental methodology was employed to test the hypotheses. The racial identification/nonidentification of a hypothetical instructor released by the University of Wisconsin system was varied to check for the size of latitude of rejection, number of personal constructs used to describe the instructor, and the relationship between the size of latitude of rejection and number of personal constructs.

Design

Five groups were employed in the execution of this study. Identical pre- and post-test measures of social attitude were administered one week apart (see appendices). The experimental manipulation immediately preceded the post-test measures. Instructors of class sections used in this study administered the experimental treatments. Some of the class sections met at the same hour and day of the week making it impossible to use one experimenter for all experimental treatments. Lindquist (1953)

suggested that the instructors be randomly assigned to experimental treatments in such instances.

While certain group differences (Type G errors) may be unavoidable, their effects may nevertheless be randomized. For example, it may not be possible or practicable to secure equally good teachers or to use the same teacher for both treatments; but it may be possible to leave entirely to chance the assignment of teachers to treatments.¹⁶

The five experimental treatments were distributed randomly among each of the five groups of subjects. Racial identity was varied among four of the treatments; the fifth treatment consisted of the post-test measure only.

R	O_1	X_b	$O_2 O_3$
R	O_1	X_w	$O_2 O_3$
R	O_1	X_{ai}	$O_2 O_3$
R	O_1	X_{nr}	$O_2 O_3$
R	O_1		O_3

Where: X_b - Black racial identification treatment
 X_w - White racial identification treatment
 X_{ai} - American Indian racial identification treatment
 X_{nr} - No race identified treatment (control group)

The above represented levels of the independent variable, racial identity.

O_1 represents the pre-test on the social attitude scales. Dependent variables employed (O_2, O_3) were social attitude (latitude of acceptance, rejection, and noncommitment) and social perception (number of personal constructs named).

Subject Selection. Subjects in this experiment were selected from the total enrollment of the Fundamentals of Speech (94110) course

¹⁶E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education (Boston: Houghton Mifflin Company, 1953), p. 11.

at the University of Wisconsin - Whitewater, Summer Session 1973. Five sections of the Fundamentals of Speech course were randomly selected and treatments were randomly assigned within all sections.

TABLE 1
SUBJECTS' YEAR IN COLLEGE

College Class	Number	Percentage
Freshman	8	12.9
Sophomore	16	25.8
Junior	22	35.5
Senior	16	25.8

Generalizations from this population may be limited insofar as the Whitewater campus was designed to specialize in business and education within the University of Wisconsin System. Another possible limitation may result from the fact that summer session students were employed in the experiment. One may suspect that these students differ from the regular session enrollment, but it is not clear as to what dimensions may account for this difference.

TABLE 2
SUBJECTS' AGE

Age	Number	Percentage
17 or under	2	3.2
18-20	19	30.7
21-23	19	30.7
24-26	10	16.2
27-29	6	9.6
30 or over	6	9.6

Sixty-two subjects completed both pre- and post-tests in this study. Fourteen completed pre-tests but no post-test, one refused to participate in the pre-test, seven responded to post-tests but no pre-test, one refused to participate in the post-test, and two subjects neither signed nor completed the post-test booklet. Sixty of the sixty-two subjects were White with one Black and one Oriental participating.

Administration Procedure

Pre- and post-test measures were administered by the instructor of class sections used in this study. The pre-test was repeated in the post-test immediately following the experimental treatment.

Pre-test. Social attitudes were assessed in the pre-test through the measure of latitudes of acceptance, rejection, and noncommitment using Diab's (1965) adaptation of Sherif's and Hovland's social attitude scales.

The terms latitude of acceptance and latitude of rejection have been recently introduced in the social-psychological literature mainly as a result of Sherif's and Hovland's researches and publications Sherif proposes that the use of the foregoing concepts represents the individual's stand on an issue more meaningfully than the usual single score or average yielded by most of the conventional attitude scales. Consequently, a number of studies have been undertaken for the assessment of latitudes of acceptance and rejection, pointing to the usefulness of such a conceptualization of social attitudes in studying effects of communication and attitude change.¹⁷

A set of nine statements representing a continuum of clearly differentiated evaluative positions were provided for subjects to record their acceptance, rejection, and noncommitment.

¹⁷Lutfy N. Diab, "Studies in Social Attitudes: I. Variations in Latitudes of Acceptance and Rejection as a Function of Varying Position on a Controversial Social Issue," Journal of Social Psychology, Vol. 67 (1965), 283.

The pre-test consisted of a Diab-type scale which identified nine statements relative to each of sixteen issues (see Appendix I). Statements ranged from favorable to neutral to unfavorable and unfavorable to neutral to favorable. Statements beginning with the favorable category, for example, became less favorable as the subject moved toward the fifth or neutral statement. Unfavorable statements followed the fifth statement and became more unfavorable as subjects moved toward the final statement. Statements beginning with the unfavorable category became more favorable as the subject moved toward the neutral statement. Favorable statements followed the neutral statement and became more favorable as subjects moved toward the final statement. The sixteen issues were evenly divided by random assignment to begin with favorable or unfavorable statements. This procedure was followed to discourage subjects from becoming set in responding to the scales.

The experimenters read instructions on scoring a Diab-type scale and an example was provided to acquaint subjects with the procedure for marking scales. Subjects were then asked to turn to the second page if the procedure was clear to all. Page two consisted of two paragraphs describing recent executive decisions about funding the University of Wisconsin System. One minute was allowed subjects to study the paragraphs. At the end of the one minute subjects were directed to complete the scales as directed.

Post-test. Differences in impression formation were measured through the personal constructs attributed to an individual instructor having different racial identities and recently terminated by reductions in budgetary allocations to the University of Wisconsin System. The personal constructs attributed were used as measures of subjects' impressions

of the instructor.

Jones and Davis (1965) contended that the social context of behavior represent choices made by the actors and that characteristics of the actors are attributed from the social context.

Our most central assumption in considering the attribution of intentions are informative to the extent that they have emerged out of a context and reflect a selection of one among plural alternatives. When we pursue the implications of this assumption in some detail, it is apparent that the distinctiveness of the effects achieved and the extent which they do not represent stereotypic cultural values determine the likelihood that information about the actor will be extracted from an action.¹⁸

Crockett (1965) explained, furthermore, that impressions formed of others were the product of many factors and resulted in conclusions about others in the form of personal constructs.

The impressions that one person forms from observing the appearance of behavior of another is affected by an extensive array of factors. Among these determinants are the attributes that characterize the other person as a stimulus object, the relationship between perceiver and perceived, the significance of the other person in the perceiver's social world, and the cognitions, motives, beliefs, intentions, other stable personality characteristics, or transitory psychological states of the perceiver.¹⁹

Impressions influenced by racial identity were measured in constructs reflecting evaluations formed in the subjects' cognitive system.

The experimenters directed subjects to read instructions indicating that forming impressions of other people was a significant part of speech communication (see Appendix II).

¹⁸Edward E. Jones and Keith E. Davis, "From Acts to Dispositions: The Attribution Process in Person Perception," in Advances in Experimental Social Psychology, Vol. 2, ed. by Leonard Berkowitz (New York: Academic Press, 1965), p. 47.

¹⁹Walter H. Crockett, "Cognitive Complexity and Impression Formation," in Progress in Experimental Personality Research, Vol. 2, ed. by Brendan A. Maher (New York: Academic Press, 1965), p. 47.

After allowing subjects to study two paragraphs describing a university professor for one minute, experimenters instructed subjects to move to colored sheets which immediately followed. Each colored sheet was divided into six blocks each. Subjects were instructed to list as many characteristics as they needed to represent the impression they formed of the professor and place one, and only one, characteristic in each of the blocks provided. A total of thirty blocks was provided for attributing characteristics during a three minute period. This procedure was adapted from Zajonc (1960) where the degree of differentiation of attributes for a job applicant were derived from a letter of application to a prospective employer. Zajonc used 52 blank cards for recording attributed characteristics.

To obtain measures of the properties of cognitive structures the following procedure was used. Ss were issued instruction booklets to which were attached stacks of 52 blank cards marked from A to ZZ The numbers of characteristics attributed to the applicant constituted the degree of differentiation in each case.²⁰

The sheets of paper divided into blocks were selected above stacks of cards because they were easier for the experimenters and subjects to handle during the execution of the experiment. Each block containing a written response by the subject was counted as one personal construct.

Administration of Tests. Pre-tests were administered to all subjects one week prior to the experimental treatments and repeated pre-test measures were administered immediately following experimental

²⁰R. B. Zajonc, "The Process of Cognitive Tuning in Communication," Journal of Abnormal and Social Psychology, Vol. 61 (1960), 162.

treatments. Subjects receiving repeated pre-test measures only were asked to sit quietly for a few minutes. Meanwhile subjects receiving experimental treatments formed impressions of Professor _____ and listed them. The race identified was randomly assigned by the manner in which the test booklets were distributed. Approximately one-fifth of each class group responded to one of the four racial identities and one-fifth functioned as a control group, receiving repeated pre-test measures only.

Data Analysis

Hypotheses One and Two were to be tested first by means of One-Way Analyses of Variance to determine whether the F-ratio attained were significant. A significant F-ratio would justify further testing by application of Orthogonal Planned Comparison t-tests procedures to test the following statistical hypotheses:

$$H_1: \frac{\bar{X}_b + \bar{X}_w + \bar{X}_{ai}}{3} > \bar{X}_{nr}$$

$$H_2: \frac{\bar{X}_b + \bar{X}_w + \bar{X}_{ai}}{3} > \bar{X}_{nr}$$

.05 level of significance

Hypothesis Three was tested by means of a Pearson Product Moment Correlation to determine the relationship of personal constructs to the size of latitude of rejection for each of the experimental treatments. The relationship of latitude of rejection size and personal constructs named were compared for Black, White, American Indian identification, and no

race specified. Statistically, Hypothesis Three may be stated as follows:

$$H_3: \quad r > 0$$

.05 level of significance

A post hoc multiple correlation was applied as an investigation technique to identify sources of variance when personal constructs were used as criterion and social attitude measures (latitudes of acceptance, rejection, and noncommitment) as predictors.

Summary

Social attitude and social perception theories were combined in the procedure of this experiment to investigate the influence of racial identity. Latitudes of acceptance, rejection, and noncommitment and personal constructs named were used as measures of social attitude and social perception. Data were analyzed through the application of One-Way Analyses of Variance, Pearson Product Moment Correlations, and Multiple Correlations. The result of the data analysis in this study are reported in Chapter Three.

CHAPTER III

RESULTS

This chapter reports the results of the data analysis and a brief concluding statement summarizing the results of this study.

Orthogonal Planned Comparison statistical tests of Hypotheses One and Two were not necessary for One-Way Analyses of Variance were not significant. Orthogonal Planned Comparisons would not have been significant when the F-ratio was not significant at the .05 level of significance. The tenability of Hypothesis One and Hypothesis Two were not supported by the data in this study (Tables 3 and 4).

Hypothesis One

The number of rejected statements for subjects exposed to treatments where a person's race is identified will be significantly greater than the number of rejection statements for subjects exposed to treatments where a person's race is not identified.

Hypothesis Two

The number of personal constructs named by subjects exposed to treatments where a person's race is identified will be significantly greater than the number of personal constructs attributed by subjects where race is not identified.

The predicted significant differences between race identified and no race identified treatments were not confirmed for latitudes of rejection and personal constructs.

TABLE 3

ONE-WAY ANALYSIS OF VARIANCE TABLE
FOR LATITUDES OF REJECTION

Source	SS	d.f.	MS	F
Between Groups	303.875	3	101.291	0.054
Within Groups	85068.578	46	1849.316	
TOTAL	85372.453	49		

^aOne-Way Analysis of Variance, significant at the .05 level of significance.

TABLE 4

ONE-WAY ANALYSIS OF VARIANCE TABLE
FOR PERSONAL CONSTRUCTS

Source	SS	d.f.	MS	F
Between Groups	5.440	3	1.813	0.242
Within Groups	344.339	46	7.485	
TOTAL	349.780	49		

^aOne-Way Analysis of Variance, significant at the .05 level of significance.

The predicted significant positive relationship between mean latitude of rejection and mean personal constructs for each of the experimental treatments was not confirmed. The tenability of Hypothesis Three was not supported by the data in this study (see Table 5, Section e).

Hypothesis Three

A significant positive correlation will obtain between the number of rejection positions and the number of personal constructs attributed by subjects receiving experimental treatments where race is identified.

The ability to predict latitudes of rejection and mean personal constructs from one another was not significant.

Post hoc analysis of paired combinations of dependent variables provided stronger relationship than predicted in Hypothesis Three (Table 5). Pearson Product Moment Correlations indicated that latitude of rejection and latitude of non-commitment best identified sources of variance for all experimental treatments. The relationship predicted in Hypothesis Three was among the poorest combinations of dependent variables had in common.

A post hoc multiple correlation was employed to test the relationship of mean number of personal constructs upon mean latitudes of acceptance, rejection, and noncommitment for each experimental treatment where race was identified. Personal constructs were used as criterion and latitudes of acceptance, rejection and noncommitment were used as predictors. No significant relationships were revealed by this statistical test.

The percent of variance accounted for by pairing dependent variables was ranked by racial identification to discover whether the ranks of pairings was related across racial identification treatments

TABLE 5

CORRELATIONS OF DEPENDENT VARIABLES
FOR RACIAL IDENTIFICATION

	Black (N=14,df=12)	White (N=14,df=12)	American Indian (N=9,df=7)	No Race (N=13,df=11)
a. Acceptance- Rejection	$r = .02360$ $r^2 = .0005$	$r = .35281$ $r^2 = .1245$	$r = .29000$ $r^2 = .0841$	$r = .30876$ $r^2 = .0953$
b. Acceptance- Noncommitment	$r = -.33891$ $r^2 = .1148$	$r = -.31339$ $r^2 = .0982$	$r = .05331$ $r^2 = .0028$	$r = -.45643$ $r^2 = .2083$
c. Acceptance- Personal Constructs	$r = .11384$ $r^2 = .0129$	$r = .23014$ $r^2 = .0529$	$r = .66441$ $r^2 = .4414$	$r = .08663$ $r^2 = .0075$
d. Rejection- Noncommitment	$r = -.94856^a$ $r^2 = .8996$	$r = -.75007^a$ $r^2 = .5626$	$r = -.97113^a$ $r^2 = .9431$	$r = -.98721^a$ $r^2 = .9746$
e. Rejection- Personal Constructs	$r = .10048$ $r^2 = .0100$	$r = .05292$ $r^2 = .0028$	$r = -.19010$ $r^2 = .0361$	$r = .23438$ $r^2 = .0549$
f. Noncommitment- Personal Constructs	$r = -.13061$ $r^2 = .0170$	$r = -.07174$ $r^2 = .0051$	$r = .03273$ $r^2 = .0011$	$r = -.23377$ $r^2 = .0546$

^aPearson Product Moment Correlation, significant at the .05 level of significance.

(Table 6). Kendall's Coefficient of Concordance W was calculated for the ranks of paired combinations of dependent variables by race. The W value was converted to a chi square value ($\chi^2 = 11.28560$, $p > .05$). These results indicated that a significant relationship was found among the ranks of paired dependent measures in the percentage of variance identified by the Pearson- r for all experimental treatments.

TABLE 6

RANKED PAIRINGS OF DEPENDENT VARIABLES
BY PERCENT OF VARIANCE ACCOUNTED

	Combinations	Black	White	American Indian	No Race
a.	Acceptance- Rejection	6	2	3	3
b.	Acceptance- Noncommitment	2	3	5	2
c.	Acceptance- Personal Constructs	4	4	2	6
d.	Rejection- Noncommitment	1	1	1	1
e.	Rejection- Personal Constructs	5	6	4	4
f.	Noncommitment- Personal Constructs	3	5	6	5

Conclusion

The results of this study indicated that the experimental treatments had no significant effect upon latitudes of acceptance, rejection, and noncommitment, and mean number of personal constructs when race was identified. The results did not uphold the tenability of any of the hypotheses. Post hoc analyses using Pearson Product Moment Correlations

indicated that latitude of rejection and latitude of noncommitment in combination accounted for a significant amount of the variance whereas no other combination of dependent variables proved to be significant. A Kendall's Coefficient of Concordance W further indicated that a significant relationship existed among ranks of percentage of variance accounted for by all possible pairs of dependent variables.

Chapter Four will interpret the results of this study and add discussion of methodological decisions that could have influenced the results. Suggestions for further study will also be considered.

CHAPTER IV

SUMMARY, IMPLICATIONS, INTERPRETATIONS, AND CONCLUSIONS

This study was conducted to discover whether a person's race made enough difference to evoke different reactions from others. Latitudes of acceptance, rejection, and noncommitment were combined with personal constructs as measures of differences in subjects' reactions.

Summary

A review of available literature revealed that no research had combined theories of social attitude and social perception to promote understanding of how we come to respond to the racial identity of other persons. High correlation of measures from these two theoretical perspectives might have revealed that these theories were addressing the same phenomena. Previous research had concluded that the size of latitudes of rejection provided the most reliable indicator of social attitudes; research also suggested that the mean number of personal constructs was a useful measure in social perception and personality studies. If social attitude and social perception theories were addressing the same phenomena, latitudes of rejection and mean personal constructs should have reflected that relationship. Hence, Hypothesis One predicted that latitudes of rejection would be significantly greater for race identified than no race identified experimental treatments. Hypothesis Two predicted significantly greater mean personal constructs for race identified experimental treatments. Hypothesis Three predicted a significant positive

correlation between latitudes of rejection and mean personal constructs for race identified treatments.

The results of this study failed to confirm the tenability of any of the hypotheses. The inability to confirm the results predicted in this study indicated that sympathetic identification was not elicited from subjects by identifying an individual's race in experimental treatments. It is equally important to note that the nonsignificant results indicated that prejudicial attitudes toward persons with non-white racial identities were not observed either. Racial identification had no significant effect upon social attitudes measured by the size of latitudes of acceptance, rejection, and noncommitment or social perception measured by the number of personal constructs named.

Interpretation

The variance among social attitude measures was reflected in latitudes of rejection. Latitudes of acceptance, however, remained quite stable in this study as well as studies by Sherif, Sherif, and Nebergall (1965) and Clark and Stewart (1971).

. . . we found the size of latitude of acceptance a poor indicator of differences among individuals, chiefly because it varies little The rather remarkable stability in size of the latitude of acceptance from one issue to another, and with different procedures, also led to the conclusion that size of the latitude of acceptance is not a particularly differentiating measure.²¹

Social attitude theories describing latitudes of rejection as the best predictor for assessing social attitudes were reinforced by the results of this study. Post hoc analysis revealed that both latitudes of ac-

²¹Sherif, et. al., 1965, pp. 56-57.

ceptance and mean personal constructs named were not significant in accounting for variance.

Social attitude measures did yield results which were compatible with Sherif, et.al. (1965), while personal constructs proved to account for little of the variance when paired with latitudes of acceptance, rejection, and noncommitment. The fact that social perception measures proved to poorly account for the variance when combined with social attitude measures seems to suggest the following conclusions: (1) personal constructs do not reflect social perception of race; (2) social perception measures may not be appropriate when racial identity is operating within the social context; or (3) social attitudes may provide a more viable theoretical framework from which to deal with race as a variable in speech communication transactions; (4) methodological problems may have contributed to the inability to confirm the hypotheses in this study.

Social perception of an individual may not be reflected in the number of personal constructs attributed to that person. The number of personal constructs may not vary enough to sensitively reflect differences in subjects' responses to racial identification. Though racial prejudice and sympathetic identification may be measured in hypothetical situations, personal constructs may not be sensitive until other social variables and/or personal investment in the social context intervene to define the social context more vividly. Schuman and Harding (1963), for example, described a social context where a minority sub-group member was being prejudicially treated. Subjects were asked to identify how they thought this person would feel. The question was, "How do you think this person would feel given this social context?" The present study asked, "How

do you perceive this person in this social context?" Personal constructs ascribed to a person, as in the present study, might not reflect differences attributable to racial identification as well as subjects' evaluation of the social context as in Schuman and Harding's study where attention was focused upon minority sub-group members' feelings, attitudes, or perceptions of the prejudicial social encounter. The lack of salience in a hypothetical social context may reduce variability in subjects' responses and cluster personal constructs named around the mean.

Furthermore, social perception may not be appropriate to generalize to human social behavior when racial identity is operating in the social context. Percepts identified for minority sub-group members may not reflect honest responses from subjects. The racial identity revealed in experimental treatments may be too blatant and could warn subjects to compensate for what might have otherwise been revealed as prejudicial or sympathetic responses. In this way, subjects' responses may be skewed by the approach of social perception measures. Current formulations of social perception theories may be inadequate for explaining differences in subject's responses to different racial identities. Some modification of social perception research methods could improve the ability of these formulations to deal with the influence of racial identity in impression formation.

Comparatively, social attitude theories may provide a more viable framework from which to measure the effects of racial identity in hypothetical social contexts. Negative attitudes toward individuals with different racial identities constitutes race prejudice whereas positive attitudes may constitute sympathetic identification. Studies dealing with hypothetical individuals and hypothetical social contexts may be adequate

to detect generalized attitudinal dispositions toward persons from different racial sub-groups, but may also be excessively ambiguous for the social perception responses. Subjects could have a negative appraisal of Blacks in general, for example, and feel favorable toward an individual Black person identified within a social context, that, " . . . isn't like other Blacks." Evaluations of persons may be significantly altered when the subject is moved from the hypothetical to a more natural social context.

So long as we design studies around hypothetical individuals and hypothetical social contexts we may find that social attitude measures are more sensitive. But social perception measures may be equally sensitive in field studies or field experiments with less attention given to control in favor of a more "natural" ecology for subjects to form impressions of individuals with different racial identities.

Implications

There may be alternative explanations of the results of this study that do not question the predictive validity of early research in impression formation. Heider (1958) concluded that the number of personal characteristics ascribed to persons we like would be more favorable than those for people we don't like. Schuman and Harding (1963) asserted that sympathetic identification with minority group members manifested itself in more favorable assessments than for whites. I concluded that racial identification would yield significantly greater numbers of personal constructs than when no race was identified. The disconfirmation of my conclusion does not necessarily indicate that Heider and Schuman and Harding were incorrect in their description of

social perception and the assignation of personal constructs to others. The present study may not have provided a sufficiently natural social context and/or racial identification to evoke different responses resulting from different racial identifications, but used issues that were real and relevant to the subjects.

Replication of this study would be advisable, using different issues, to determine whether the relevance of the issues of non-tenured faculty reductions in the University of Wisconsin system overshadowed the racial identification in experimental treatments. The results indicated that racial identification and no racial identification treatments were not different as reflected in social attitude and social perception measures.

Contradictions of conclusions by social perception theorists should be held in abeyance until the procedures in this study have been examined critically. Certain procedural decisions may account for the disconfirmation of hypotheses in this study and apparent contradictions of earlier research.

Certain difficulties in the method and procedure may have contributed to the inability to confirm hypotheses in the study. Researchers in this area may profit from suggestions that did not become apparent until this study was completed. First, the pre- and post-test booklets were long and may have contributed to subject fatigue. This could have manifested itself in high latitudes of noncommitment. Intuitively, it was easier to leave statements blank than to read and assess all one hundred forty-four as agreeable or disagreeable.

Second, issues should have been screened to eliminate those that were meaningless to subjects. This might have reduced the size

of the test and reduced the number of issues left blank by subjects. Many subjects, for example, did not respond to "BOARD OF REGENTS." Pre-testing the issues could have avoided the possibly biasing effect of nine noncommitment evaluations which may have meant that the issue had no meaning rather than the subject was not committed to the issue.

Third, the retrieval of personal constructs following the experimental treatments may have influenced the results of this study. Spaces were provided for identifying personal constructs by dividing an 8 1/2" x 11" sheet of paper into six boxes. Content analytic methods were purposely avoided in the design of this study since counting personal constructs could have become a subjective assessment by the experimenter which may not have agreed with what the subjects might have called one personal construct. A total of thirty boxes were provided but no subject used more than eleven. Many subjects identified six constructs on the first page and stopped there. I suspect that this procedure lent itself to six only personal constructs thereby reducing the potential variability of this dependent variable. Impressions written in paragraph form would seem to be preferable as this may have been a more natural means for identifying personal constructs and may have produced greater variability.

Finally, time limits may have inhibited subjects in identifying more personal constructs which reflected their impressions formed following the experimental treatments. The time limits could have influenced the results and contributed to the reduced variability of dependent measures and disconfirmation of relationships between social attitude and social perception measures.

The focus of this study, however, lends itself to the investigation of a number of issues related to contemporary social and/or cultural movements. Differences in subjects' responses to racial identity may depend upon the social context and interact with other dimensions of the social context. The identification of variables such as sex, age, dialect, or religion of an individual could have significant effects upon subsequent social attitudes and percepts ascribed to that individual.

Social attitude and social perception theories may be avenues for learning about the influences of racial identity in speech communication interaction. The race, sex, dialect, religion, or age group of subjects could be held constant to determine whether individuals react differently to individuals that are similar or dissimilar to themselves. Reactions to racial identity in this study, for instance, might have been different if there had been a substantial representation of non-white subjects involved.

Considerable opportunity is available for further research along the design of the present study. Attention to the procedural decisions discussed here may influence the procedures of social attitude and social perception studies.

Conclusions

The influence of racial identity upon impression formation may be studied from the perspective of social attitude and social perception theories. These theories combine issues of identification, involvement, attitude assessment, and impression formation. Certain limitations have been pointed up by this study, however, in applying these theories to

the influence of racial identity upon individuals' responses. First, social perception of an individual may not be reflected in the number of personal constructs attributed to that person. Second, current theoretical formulations of social perception may not be appropriate to generalize to human social behavior when racial identity is operating in the social context. Third, social attitude theories may provide a more viable framework from which to measure the effects of racial identity in hypothetical contexts. Finally, certain difficulties in the method and procedure may have contributed to the inability to confirm hypotheses in this study.

The combination of social attitude and social perception theories remains an interesting and potentially valuable approach to the study of human behavior in the social context. The holistic response of individuals may be addressed by the synthesis of these two theories. We are warned that abstracting small segments of human behavior may lead to generalizations that commit the error of reductionism. This error may be reduced by combining social attitude and social perception theories to study variables influencing human behavior in the social context.

APPENDIX I

WEEK ONE:

1. FOR INSTRUCTOR'S EYES ONLY - Your responsibility in this project is to read the instructions that follow and assist subjects in clarifying their responsibility. If you are asked what the project will accomplish, tell the subject that the results will be forthcoming after data have been processed by the computer center.

DO NOT!

- a. Do not answer questions to the group as a whole. Answer all questions individually.
- b. Do not indicate that this is a pre-test.
- c. Do not indicate that a post-test will follow.
- d. Do not discuss the test items/issues after the test.

Please continue with routine classwork after completing the test. Draw as little attention to this project as possible. The items that follow are the instructions that you will read to your class.

2. Please print your name on the half-sheet. Identify your age, sex, race, college major that you are pursuing at this time, and year in college. Circle the appropriate year in college. Recall that your responses will be held in the strictest of confidence. We seek your honest responses to the issues to follow. Look up when you have completed this portion of the booklet. Do not turn the page.
3. Turn the page. The Speech Communication Department solicits your cooperation in responding to the following issues. Each issue is described by a list of statements. Your task in this project is to identify the statements with which you agree, disagree, and have no comment. Place a plus sign by each statement with which you agree, a minus sign by each statement with which you disagree, and place no mark by those statements for which you have no comment. For example, if you agree that the U.S. Space Program is the most valuable endeavor ever undertaken by this country, place a plus in the line to the left; if you disagree place a minus on the line; if you do not agree or disagree with this statement, leave the space blank and move to the next statement. Please read each of the statements carefully and look up when you have read them all.

If you have a question at this point, please raise your hand and I will come to your desk. It is important that you read each statement carefully before identifying your agreement, disagreement, or

no comment. The Speech Communication Department solicits your honest evaluation of these statements relative to the issues identified and appreciates your cooperation in this endeavor. If you have any questions at any time, please raise your hand and I will come to your desk.

4. Turn the page and read the two short paragraphs. You will be given one minute to study the statement. When I call time, turn the page and begin to work. Do not look back to any material you have completed. Be sure that you respond to all issues. Turn your booklet over when you have finished. Do not turn back.

NAME _____

AGE _____ SEX: M F RACE _____

COLLEGE MAJOR _____

YEAR IN COLLEGE: FRESH SOPH JR SR

The Speech Communication Department solicits your cooperation in responding to the following issues. Each issue is described by a list of statements. Your task in this project is to identify the statements with which you agree, disagree, and have no comment. Place a (+) sign by each statement with which you agree, a (-) sign by each statement with which you disagree, and place no mark by those statements for which you have no comment. For example, you might respond to the U.S. Space Program with statements as follows:

U.S. SPACE PROGRAM

_____ is the most valuable endeavor ever undertaken by this country.

_____ is one of the most valuable endeavors ever undertaken by this country.

_____ has had considerably more valuable than detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had considerably more detrimental than valuable effects.

_____ is one of the most detrimental endeavors ever undertaken by this country.

_____ is the most detrimental endeavor ever undertaken by this country.

If you have a question at this point, please raise your hand and your instructor will come to your desk. It is important that you read each statement carefully before identifying your agreement, disagreement, or no comment. The Speech Communication Department solicits your honest evaluation of these statements relative to the issues identified and appreciates your cooperation in this endeavor. Your responses will be held in the strictest confidence. If you have any questions at any time, please raise your hand and your instructor will come to your desk.

Governor Lucey has asked the University of Wisconsin System to show a 7.5 percent savings in budgetary expenditures over the next two years. Student enrollment declines, increased operating costs, and state budget deficits make the 7.5 percent savings in higher education necessary. Budgetary savings will largely be realized through the reduction of non-tenured faculty in departments with low student-teacher ratios and high student-credit costs. Criteria for evaluating instructors will be: (1) teaching ability, (2) professional publications, (3) peer evaluation, (4) earned doctorate.

Instructors will teach more students and money spent will be disbursed to departments that have high student enrollments.

GOVERNOR LUCEY

_____ is the most valuable Governor ever in the history of Wisconsin.

_____ is one of the most valuable Governors ever in the history of Wisconsin.

_____ has created considerably more valuable than detrimental effects during his term of office.

_____ has had slightly more valuable than detrimental effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had considerably more detrimental than valuable effects.

_____ is one of the most detrimental Governors ever in the history of Wisconsin.

_____ is the most detrimental Governor ever in the history of Wisconsin.

UNIVERSITY OF WISCONSIN SYSTEM

_____ is the most detrimental University system ever in the United States.

_____ is detrimental to the education of students.

_____ has had considerably more detrimental than valuable effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has created considerably more valuable than detrimental education for students.

_____ is one of the best University systems ever in the United States.

_____ is the best University system ever in the United States.

STATE BUDGET REDUCTION FOR HIGHER EDUCATION IN WISCONSIN

_____ is the most detrimental policy ever undertaken in the state of Wisconsin.

_____ is one of the most detrimental policies ever undertaken by the state of Wisconsin.

_____ has had considerably more detrimental than valuable effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has had considerably more valuable than detrimental effects.

_____ is one of the most valuable policies ever undertaken by the state of Wisconsin.

_____ is the most valuable policy ever undertaken in the state of Wisconsin.

FACULTY TENURE

_____ is the most valuable policy ever undertaken in the state of Wisconsin.

_____ is one of the most valuable policies ever undertaken by the state of Wisconsin.

_____ has had considerably more valuable than detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had considerably more detrimental than valuable effects.

_____ is one of the most detrimental policies ever undertaken by the State of Wisconsin.

_____ is the most detrimental policy ever undertaken in the State of Wisconsin.

PROFESSIONAL PUBLICATIONS

- _____ are the most valuable criteria ever for evaluating University instructors.
- _____ are one of the most valuable criteria ever for evaluating University instructors.
- _____ are sources of considerably more valuable than detrimental effects.
- _____ have had slightly more valuable than detrimental effects.
- _____ have had about an equal degree of valuable and detrimental effects.
- _____ have had slightly more detrimental than valuable effects.
- _____ have had considerably more detrimental than valuable effects.
- _____ are one of the most detrimental criteria ever for evaluating University instructors.
- _____ are the most detrimental endeavor ever in evaluating University instructors.

PEER EVALUATION BY UNIVERSITY INSTRUCTORS

- _____ is the most detrimental criteria ever for evaluating University instructors.
- _____ is one of the most detrimental criteria ever for evaluating University instructors.
- _____ can have considerably more detrimental than valuable effects.
- _____ can have slightly more detrimental than valuable effects.
- _____ can have about an equal degree of valuable and detrimental effects.
- _____ can have slightly more valuable than detrimental effects.
- _____ is a source of considerably more valuable than detrimental effects.
- _____ is one of the most valuable criteria ever for evaluating University instructors.
- _____ is the most valuable criteria ever for evaluating University instructors.

TEACHING FACULTY REDUCTIONS

_____ is the most detrimental policy ever undertaken in the state of Wisconsin.

_____ is one of the most detrimental policies ever undertaken by the state of Wisconsin.

_____ can have considerably more detrimental than valuable effects.

_____ can have slightly more detrimental than valuable effects.

_____ can have about an equal degree of valuable and detrimental effects.

_____ can have slightly more valuable than detrimental effects.

_____ can have considerably more valuable than detrimental effects.

_____ is one of the most valuable policies ever undertaken by the state of Wisconsin.

_____ is the most valuable policy ever undertaken in the state of Wisconsin.

STATE OF WISCONSIN

_____ is the most harmful state ever in the United States.

_____ is one of the most harmful states ever to its citizens.

_____ has had considerably more detrimental than valuable effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has created considerably more valuable services for its citizens.

_____ is one of the best states ever in the United States.

_____ is the best state ever in the United States.

UW-WHITEWATER

_____ is the most valuable institution ever in the University of Wisconsin system.

_____ is one of the most valuable institutions ever in the University of Wisconsin system.

_____ has had considerably more valuable than detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had considerably more detrimental than valuable effects.

_____ is one of the most detrimental institutions ever in the University of Wisconsin system.

_____ is the most detrimental institution ever in the University of Wisconsin system.

STUDENT EVALUATIONS OF INSTRUCTORS

_____ are the most valuable criteria ever for evaluating University instructors.

_____ are one of the most valuable criteria ever for evaluating University instructors.

_____ are sources of considerably more valuable than detrimental effects.

_____ can have slightly more valuable than detrimental effects.

_____ can have about an equal degree of valuable and detrimental effects.

_____ can have slightly more detrimental than valuable effects.

_____ can have considerably more detrimental than valuable effects.

_____ is one of the most detrimental criteria ever for evaluating University instructors.

_____ is the most detrimental criteria ever for evaluating University instructors.

UNIVERSITY EDUCATION

- _____ is the most detrimental endeavor ever for young people.
- _____ is one of the most detrimental endeavors ever for young people.
- _____ has had considerably more detrimental than valuable effects.
- _____ has had slightly more detrimental than valuable effects.
- _____ has had about an equal degree of valuable and detrimental effects.
- _____ has had slightly more valuable than detrimental effects.
- _____ has had considerably more valuable than detrimental effects.
- _____ is one of the most valuable endeavors ever for young people.
- _____ is the most valuable endeavor ever for young people.

TEACHING EXPERIENCE

- _____ is the most detrimental criteria ever for evaluating University instructors.
- _____ is one of the most detrimental criteria ever for evaluating University instructors.
- _____ can have considerably more detrimental than valuable effects.
- _____ can have slightly more detrimental than valuable effects.
- _____ can have about an equal degree of valuable and detrimental effects.
- _____ can have slightly more valuable than detrimental effects.
- _____ is a source for considerably more valuable than detrimental effects.
- _____ is one of the most valuable criteria ever for evaluating University instructors.
- _____ is the most valuable criteria ever for evaluating University instructors.

EARNED DOCTORATE

_____ is the most valuable criteria ever for evaluating University instructors.

_____ is one of the most valuable criteria ever for evaluating University instructors.

_____ is a source for considerably more valuable than detrimental effects.

_____ can have slightly more valuable than detrimental effects.

_____ can have about an equal degree of valuable and detrimental effects.

_____ can have slightly more detrimental than valuable effects.

_____ can have considerably more detrimental than valuable effects.

_____ is one of the most detrimental criteria ever for evaluating University instructors.

_____ is the most detrimental criteria ever for evaluating University instructors.

UW BOARD OF REGENTS

_____ is the most detrimental Board of Regents ever in the history of Wisconsin.

_____ is one of the most detrimental Board of Regents ever in the history of Wisconsin.

_____ has had considerably more detrimental than valuable effects.

_____ has had slightly more detrimental than valuable effects.

_____ has had about an equal degree of valuable and detrimental effects.

_____ has had slightly more valuable than detrimental effects.

_____ has created considerably more valuable than detrimental effects.

_____ is one of the most valuable Board of Regents ever in the history of Wisconsin.

_____ is the most valuable Board of Regents ever in the history of Wisconsin.

STUDENT-TEACHER RATIO

_____ is the most valuable criteria ever for evaluating University instructors.

_____ is one of the most valuable criteria ever for evaluating University instructors.

_____ is a source of considerably more valuable than detrimental effects.

_____ can have slightly more valuable than detrimental effects.

_____ can have about an equal degree of valuable and detrimental effects.

_____ can have slightly more detrimental than valuable effects.

_____ can have considerably more detrimental than valuable effects.

_____ is one of the most detrimental criteria ever for evaluating University instructors.

_____ is the most detrimental criteria ever for evaluating University instructors.

INCREASED TUITION FEES

_____ would be the most valuable policy ever undertaken in the state of Wisconsin.

_____ would be one of the most valuable policies ever undertaken by the state of Wisconsin.

_____ would have considerably more valuable than detrimental effects.

_____ would have slightly more valuable than detrimental effects.

_____ would have about an equal degree of valuable and detrimental effects.

_____ would have slightly more detrimental than valuable effects.

_____ would have considerably more detrimental than valuable effects.

_____ would be one of the most detrimental policies ever undertaken by the state of Wisconsin.

_____ would be the most detrimental policy ever undertaken in the state of Wisconsin.

APPENDIX II

WEEK TWO:

1. BEFORE PASSING BOOKLETS TO STUDENTS.

"Please do not begin work on your booklet immediately. We will begin our work together."

2. "Please sign your name as indicated at the top of the page. The booklets distributed among you have two sections. This should not bother you. If your booklet is covered by a half sheet of paper, please sit quietly for a few minutes. If your booklet is covered by a full sheet of paper, please read the instructions on that page silently. Do not turn the page until directed to do so. If you have questions at any time please raise your hand and I will come to your desk. Look up when you have read the instructions."

3. "Are there any questions before we begin? (If not) Turn the page."

4. GIVE YOUR STUDENTS ONE MINUTE TO STUDY PAGE TWO. "One minute has expired. Turn the page and begin work."

5. GIVE YOUR STUDENTS THREE MINUTES TO WRITE CHARACTERISTICS ON THE YELLOW SHEETS. "Please stop work and turn to the first white sheet to following the yellow sheets on which you have been working. Those of you with booklets covered by a half sheet may turn to the first full page."

6. "Read the instructions silently and look up when you have finished."

7. "Do not look back to any material you have completed. Be sure to respond to all issues. Turn your booklet over when you have finished. Turn the page and begin work."

Name _____

Forming impressions of other people is a significant part of speech communication.

The Speech Communication Department is concerned with the kinds of impressions that people form of others. You will find two short paragraphs on the next page which describe an instructor in the University of Wisconsin System. A list of characteristics describing Professor _____ by fellow faculty is also included.

Please read these two paragraphs and form an impression of Professor _____ as complete as time will allow. You will be given one minute to study these paragraphs and form your impression. At the end of one minute you will be instructed to turn to the colored sheets which are divided into blocks.

In each block separately write one characteristic which describes Professor _____. You can put down whatever comes to your mind, since there is no one list of characteristics that can be considered as either "correct" or "incorrect." Everyone sees things in a slightly different way.

You may have too many or too few blocks, but this should not bother you. Put down as many characteristics as you feel are necessary to describe Professor _____ adequately. Work rapidly.

Professor _____ is a Black non-tenured faculty member who has taught in the University of Wisconsin system for the past two years. Recent student course evaluations and review by fellow faculty members indicate that Professor _____ is doing a good job. Professor _____ has been described by faculty peers as pessimistic, intelligent, competitive, sensitive, kind, and self-centered. Professional publications include an article in a professional journal and two book reviews.

Professor _____ will not be rehired next year as one non-tenured instructor must be released from the department of which Professor _____ is a member. Governor Lucey has required a 7.5 percent reduction of higher education budgets and the reduction of non-tenured faculty is one means of realizing this savings.

Professor _____ is a White non-tenured faculty member who has taught in the University of Wisconsin system for the past years. Recent student course evaluations and review by fellow faculty members indicate that Professor _____ is doing a good job. Professor _____ has been described by faculty peers as pessimistic, intelligent, competitive, sensitive, kind, and self-centered. Professional publications include an article in a professional journal and two book reviews.

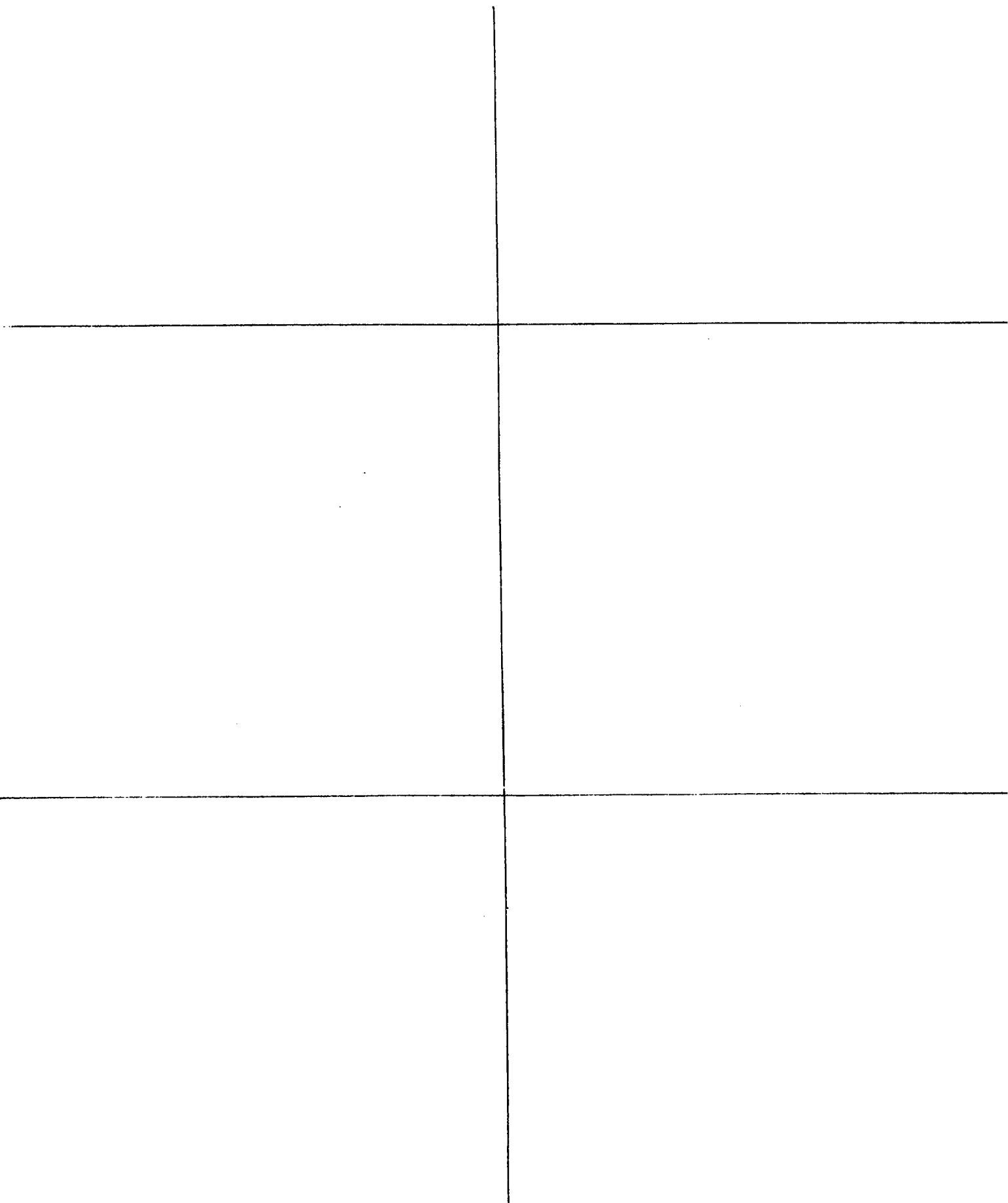
Professor _____ will not be rehired next year as one non-tenured instructor must be released from the department of which Professor _____ is a member. Governor Lucey has required a 7.5 percent reduction of higher education budgets and the reduction of non-tenured faculty is one means of realizing this savings.

Professor _____ is an American Indian non-tenured faculty member who has taught in the University of Wisconsin system for the past two years. Recent student course evaluations and review by fellow faculty members indicate that Professor _____ is doing a good job. Professor _____ has been described by faculty peers as pessimistic, intelligent, competitive, sensitive, kind, and self-centered. Professional publications include an article in a professional journal and two book reviews.

Professor _____ will not be rehired next year as one non-tenured instructor must be released from the department of which Professor _____ is a member. Governor Lucey has required a 7.5 percent reduction of higher education budgets and the reduction of non-tenured faculty is one means of realizing this savings.

Professor _____ is a non-tenured faculty member who has taught in the University of Wisconsin system for the past two years. Recent student course evaluations and review by fellow faculty members indicate that Professor _____ is doing a good job. Professor _____ has been described by faculty peers as pessimistic, intelligent, competitive, sensitive, kind, and self-centered. Professional publications include an article in a professional publications include an article in a professional journal and two book reviews.

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APPENDIX III

TABLE 7

DESCRIPTIVE STATISTICS OF MEASURES FOR BLACK RACIAL IDENTITY TREATMENTS

	N	Range	Mean	Median	Mode	Standard Deviation
Latitude of Acceptance	14	12-62	22	17.5	15	12.74
Latitude of Rejection	14	0-127	74.64	72.5	96	37.86
Latitude of Noncommitment	14	1-128	47.36	41.5	9	40.23
Personal Constructs	14	1-10	5.43	6	6	2.65

TABLE 8

DESCRIPTIVE STATISTICS OF MEASURES FOR WHITE RACIAL IDENTITY TREATMENTS

	N	Range	Mean	Median	Mode	Standard Deviation
Latitude of Acceptance	14	14-48	22.36	18.5	15,16,18	9.62
Latitude of Rejection	14	0-128	76.21	98	0.114	47.48
Latitude of Noncommitment	14	0-144	55.71	32	0	56.07
Personal Constructs	14	1-10	5.86	5	5	2.25

TABLE 9

DESCRIPTIVE STATISTICS OF MEASURES FOR
AMERICAN INDIAN RACIAL IDENTITY TREATMENTS

	N	Range	Mean	Median	Mode	Standard Deviation
Latitude of Acceptance	9	16-45	22	19	16	9.39
Latitude of Rejection	9	26-127	80.67	71	none	39.32
Latitude of Noncommitment	9	1-99	41.33	47	1	37.69
Personal Constructs	9	3-11	6.11	6	3	2.80

TABLE 10

DESCRIPTIVE STATISTICS OF MEASURES FOR
NO RACE IDENTIFIED TREATMENTS

	N	Range	Mean	Median	Mode	Standard Deviation
Latitude of Acceptance	13	12-42	20.92	18	16	8.14
Latitude of Rejection	13	0-128	79.92	99	0	45.43
Latitude of Noncommitment	13	0-132	43.15	22	0	48.56
Personal Constructs	13	0-11	5.23	6	6,8	3.22

TABLE 11

DESCRIPTIVE STATISTICS OF MEASURES FOR
CONTROL GROUP

	N	Range	Mean	Median	Mode	Standard Deviation
Latitude of Acceptance	12	15-49	22.92	18.5	17	10.29
Latitude of Rejection	12	35-128	95.92	101	128	32.02
Latitude of Noncommitment	12	0-92	25.17	13	3	31.42

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