AUTHORITARIANISM IN THE NEO-RO MIDDLE CLASS, EMPLOYING
A GELLERMANN CHANCE ORDER AND A COUNTERBALANCED
RESPONSE TECHNIQUE

A Thesis
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Psychology

by
Arlene A. Morris
June 1967
AUTHORITARIANISM IN THE NEGRO MIDDLE CLASS, EMPLOYING
A GELLERMANN CHANCE ORDER AND A COUNTERBALANCED
RESPONSE TECHNIQUE

by

Arlene R. Morris

Approved by Committee:

[Signatures]

Dean of the Graduate Division
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM</td>
<td>5</td>
</tr>
<tr>
<td>The Purpose of the Present Study</td>
<td></td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>10</td>
</tr>
<tr>
<td>Importance of the study</td>
<td>11</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>12</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>16</td>
</tr>
<tr>
<td>Background Research</td>
<td></td>
</tr>
<tr>
<td>Construction of the Fascism Scale</td>
<td>20</td>
</tr>
<tr>
<td>Personality variables</td>
<td>21</td>
</tr>
<tr>
<td>Validation of personality patterns</td>
<td>22</td>
</tr>
<tr>
<td>Criticisms of the F Scale</td>
<td>23</td>
</tr>
<tr>
<td>Authoritarianism in Minority Groups</td>
<td>24</td>
</tr>
<tr>
<td>III. THE DEVELOPMENT OF THE STUDY</td>
<td>28</td>
</tr>
<tr>
<td>Construction of the Questionnaire</td>
<td>29</td>
</tr>
<tr>
<td>Formulation of Negro Ideology Scale items</td>
<td>29</td>
</tr>
<tr>
<td>Response technique</td>
<td>29</td>
</tr>
<tr>
<td>Hypotheses and Procedure</td>
<td>30</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>30</td>
</tr>
<tr>
<td>Procedure</td>
<td>30</td>
</tr>
<tr>
<td>IV. THE QUESTIONNAIRE FINDINGS</td>
<td>31</td>
</tr>
<tr>
<td>Group I Results</td>
<td>31</td>
</tr>
<tr>
<td>Relationship to other variables</td>
<td>31</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Group II Results</td>
<td>33</td>
</tr>
<tr>
<td>Relationship to other variables</td>
<td>34</td>
</tr>
<tr>
<td>Comparison of Group I and Group II</td>
<td>39</td>
</tr>
<tr>
<td>Relationship to other variables</td>
<td>43</td>
</tr>
<tr>
<td>V. SUMMARY</td>
<td>45</td>
</tr>
<tr>
<td>Conclusions</td>
<td>47</td>
</tr>
<tr>
<td>Discussion</td>
<td>48</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>49</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>53</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Discriminatory Power and Rank of Negro Ideology Items</td>
</tr>
<tr>
<td>II.</td>
<td>Group I. Fact Sheet Variables of High and Low Quartiles</td>
</tr>
<tr>
<td>III.</td>
<td>Group II. Fact Sheet Variables of High and Low Quartiles</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relationship Between the Fascism Scale and the Negro Ideology Scale According to the Responses of Group I</td>
<td>30</td>
</tr>
<tr>
<td>2. Relationship Between the Fascism Scale and the Negro Ideology Scale According to the Responses of Group II</td>
<td>35</td>
</tr>
</tbody>
</table>
CHAPTER I
THE PROBLEM

A significant scientific effort conducted by T. W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, and R. Nevitt Sandford, culminated in the publication of The Authoritarian Personality. An attempt was made to measure anti-democratic characteristics of individuals and groups at the level of personality. The investigators sought to devise and validate a technique for assessing fascistic or anti-democratic behavior potentials within the personalities of individuals without allowing the subjects themselves to know what was being sought. This was done by constructing a series of statements which would elicit the general personality orientation of the individual regarding these values without his awareness.

The original study was followed by measurements of this personality syndrome in minority groups—to find the mode of adjustment used by the minority authoritarian within his own group. The scales constructed to measure this tendency within the Negro group used mainly Negro college student samples. Many attempts were made to alleviate the main criticism of the instrument itself—response set. None were

---

limited to the use of the scale items and response procedure make-up as created for the original standardization group of the Fascism scale.¹

I. THE PURPOSE OF THE PRESENT STUDY

Statement of the problem. The present study attempted to measure the authoritarian personality in the middle-class, middle-age negro group in Des Moines, Iowa. A negro ideology scale (hereafter referred to as the NI scale), consisting of twenty-one items, was constructed to be administered along with the Fascism scale (hereafter referred to as the F scale). In an effort to release the instrument from a response set, a response technique was developed which employs Hellermann's chance order² and a counterbalanced model.

Importance of the study. The NI scale was developed to measure the identification processes of the authoritarian negro within his own racial group--those attitudes based upon an uncertain social position and stressing conforrity to the middle-class norms and values of the white majority group. Parker and Cleiner (1934) refer in their study of

¹Ibid., pp. 255-57.
ethnic identification to Herton's reference group theory:

The marginal man pattern represents the special case in a relatively closed social system in which the members of one group [the "black bourgeoise"] take as a positive frame of reference the norms of a group from which they are excluded in principle [non-acceptance by the white middle class]. Within such a social structure anticipatory socialization [expectation of acceptance by the white middle class] becomes dysfunctional [acceptance of negative stereotypes about Negroes and of white middle-class values and goals] for the individual who becomes the victim of aspirations he cannot achieve and hopes he cannot satisfy.

The Clarks (1939), using a wide assortment of projective and direct techniques in a variety of segregated southern and integrated northern nursery and school settings, found that racial recognition in both white and Negro children appears by the third year and rapidly sharpens in the ensuing years. Special attention is called to the tendency of Negro children to prefer white skin, frequently choosing white dolls and white friends—perhaps either identifying themselves as white or showing reluctance over admitting that they are Negro. This is identified as a direct manifestation of "self-hate."

Pettingrew (1964), in his study of Negro American personality, refers to the analysis of Glanzer, wherein it is maintained:

---

The full awareness of his social devaluation does not usually impinge on the Negro until early adolescence. Just how he bears up under this severe emotional stress is largely a function of the degree of ego-strength that he has developed in his earlier, family-centered years. The ego-strong Negro may come out of this stressful encounter harboring some self-hatred, but he generally manages to dissociate his basic personality from his socially-defined role of "Negro." By contrast, the "psychologically vulnerable" Negro, crippled by weak ego development from earlier family disorganization, is more likely to fall prey to mental illness, drug addiction, or crime, depending on his particular life history.¹

Allport (1954), in his work on the effects of prejudice, advances the idea that the key variable affecting a Negro's reaction to "self-hate" is the individual's typical means of handling blame. One Negro, in reacting to frustration from racism, will follow his basic personality leanings toward directing blame outward and react with such extrapunitive responses as aggressiveness, obsessive suspicion, or prejudice against other groups. Another, directing blame inward, will react with such intrapunitive responses as withdrawal, clowning, or sympathy with all victims of misfortune.²

Another area of special concern is the high


percentage of mother-dominated lower-class negro homes, and the sizable proportion of negro youth growing up without a stable father-figure present. This could make for less sex role differentiation for these boys. Many middle-class negro males have grown up in such father-absent environments. Veroff et al. (1960), in a survey using Thematic Apperception Techniques, found negro males to have an unusually high need for power and dominance—which may be a compensatory reaction to their usually low status and fear of weakness from lack of father identification.

The before-mentioned findings reveal a socio-psychological potential for the development of the authoritarian personality syndrome—that complex of variables which the 
and II scales seek to elicit.

II. DEFINITIONS OF TERMS USED

Authoritarianism. Authoritarianism is a complex of personality variables involving: rigid conventionalism, submission to ingroup norms and values, and hostility towards outgroups.

Gollerman's chance order. As used in the response procedure, Gollerman's chance order is an alternation of the agreement-disagreement subdivisions on the basis of
placing them in a top-bottom order as follows: TTTTETETEB.

**Counterbalanced model.** The counterbalanced model effect involves counterposing the gradation order of slightly, moderately and strongly, to offset their specific positional influences.
CHAPTER II

REVIEW OF THE LITERATURE

The original research of the Adorno et al. group, which resulted in a two-volume publication, is the main source for later studies of F scale content, instrument effectiveness and the construction of other scales to measure the authoritarian syndrome.

I. BACKGROUND RESEARCH

The major hypothesis of the Adorno et al. study was that "the political, economic, and social convictions of an individual often form a broad and coherent pattern, as if bound together by a 'mentality' or 'spirit,' and that this pattern is an expression of deep-lying trends in his personality." The major interest centered upon that person who is potentially fascist--whose personality structure allows him to acquiesce to anti-democratic opinions. A preponderance of individuals of this tendency within a population, according to the authors, could predispose this country to fascism in the event that these views were openly counteranced.

Freud's theory of personality structure was used in

1 Adorno et al., op. cit., p. 1.
this study; academic psychology was utilized for the more
directly measurable and observable facets of personality.
Since the basis of personality structure is need, the ideolo-
gical orientation of the individual will reflect these
needs. A critical area of research was to discover what
patterns of socio-economic factors are connected with the
attraction to, or avoidance of, anti-democratic propaganda.

The methodology of the original research consisted
of several approaches.

1. Individual studies, utilizing interviews, case
   studies and special clinical techniques--such
   as The Thematic Apperception Test and projective
   questions--for revealing underlying wishes, fears
   and defenses.

2. Group studies, using questionnaires.

3. Integrating clinical and group studies, utilizing
   extensive individual research to serve as a base
   for designing questions for group use, and
   extracting patterns of factors from group question-
   naire responses as a basis for selecting individu-
   als for clinical study.

Beginning with college students as subjects, the expansion
of the study later allowed the use of a wide variety of
adults in the general population.

Starting with the premise that prejudice is one of
the most clearly anti-democratic manifestations of social ideology, the first opinion-attitude scale constructed was based upon anti-Semitism (hereafter referred to as the AS scale). The general rules for item formulation established with this initial scale were followed in the development of later scales. Only negative items were used, the advantage being that they tend not only to be more discriminating but can also be so worded as to "express subtle hostility without seeming to offend the democratic values which most prejudiced people feel they must maintain."\(^1\)

The Adorno et al. study investigated the problem of more broadly conceived prejudice, and the term "ethnocentrism" became preferable. The authors stated:

"Ethnocentrism is based on a pervasive and rigid in-group-out-group distinction; it involves stereotyped negative imagery and hostile attitudes regarding out-groups, stereotyped positive imagery and submissive attitudes regarding ingroups, and a hierarchical, authoritarian view of group interaction in which ingroups are rightly dominant, outgroups subordinate."\(^2\)

The Ethnocentrism Scale (hereafter referred to as the E scale) made use of many minority groups in the item content. As patterns of ideological orientations emerged from the more old opinion scales, supported by clinical study and the interplay of each upon the other, the researchers

---

\(^1\)Ibid., p. 59.

\(^2\)Ibid., p. 150.
turned next to the development of a politico-economic Conservatism scale (hereafter referred to as a PEC scale), as they saw "evidence suggesting a psychological affinity between conservatism and ethnocentrism, liberalism and anti-ethnocentrism." The AS and E scales, the primary measures of anti-democratic trends, showed positive relationships with the right-left dimension of the PEC scale, but the correlation \( r = .5 \) indicated further work was needed to break down the complexity of the right-left dimension.

II. CONSTRUCTION OF THE FASCISM SCALE

After considerable experience with the AS, E and PEC scales, the authors made plans for the formulation of a scale which would measure prejudice without this as its obvious aim, thereby serving as a substitute. This scale could be used with "mixed groups" or for measuring prejudice among minority group members.

The construction of the fascism scale was based upon a hypothesis for every item—a hypothesis explaining the character of the item's relation to prejudice. The main source of the hypothesis was the already performed research. The initial phrasing of items was many times cleansed from ordinary conversations, newspapers or something said by an

\[1\text{Ibid., p. 152.}\]
interviewee. The actual formulation of F scale items followed certain rules.

1. The item should have a maximum of indirectness.
2. Each item should achieve a proper balance between irrationality and objective truth.
3. It was required that each item contribute to the structural unity of the scale as a whole.

The final F scale correlated about .75 with the E scale, but varies from group to group depending upon the reliability of the scales themselves. With the PEC scale, it averaged about .57.

**Personality Variables**

The final F scale items pertain to the following characteristics which are designated as the authoritarian syndrome.

- **Conventionalism.** Rigid adherence to conventional, middle-class values.
- **Authoritarian submission.** Submissive, uncritical attitude toward idealized moral authorities of the ingroup.
- **Authoritarian aggression.** Tendency to be on the lookout for, and to condemn, reject and punish people who violate conventional values.
- **Anti-intraception.** Opposition to the subjective, the

\[\text{ibid., pp. 241-242.}\]
imaginative, the tender-minded.

**Superstition and stereotypy.** The belief in mystical determinants of the individual's fate; the disposition to think in rigid categories.

**Power and "toughness."** Preoccupation with the dominance-submission, strong-weak, leader-follower dimension; identification with power figures; overemphasis upon the conventionalized attributes of the ego; exaggerated assertion of strength and toughness.

**Destructiveness and cynicism.** Generalized hostility, vilification of the human.

**Projectivity.** The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.

**Sex.** Exaggerated concern with sexual "goings-on." ¹

---

**Validation of Personality Patterns**

To validate the item content of the F scale, 100 persons were interviewed and the material evaluated in terms of an extensive set of scoring categories. Subjects were selected on the basis of high, low and atypical F scale scores.

¹ Ibid., pp. 255-57.
scores. Balance was sought in terms of sex, age, political and religious affiliations and national or regional background. Patients made "blind" diagnoses. Information was sought in several areas.

**Vocation.** How much genuine interest and libido does the subject have for his work? Does his work represent for him a gratifying and constructive form of self-expression and achievement, or does he consider his work as "drudgery" and as a mere means to some end such as attaining money, status or power?

**Income.** What is the subject's degree of "money-mindedness," the aspirations and fantasies centering around money? Of relevance here is the emphasis on status as narcissistic enhancement of one's own person, own power, or own security, which can be realistic or exaggerated. Psychoanalysts have claimed that the attitude towards money reveals early instinctual fixations and anxieties and the way of dealing with them, e.g., anal retention or expulsion, or money as a symbol of potency.

**Religion.** Does religion represent to the subject a further effort toward belonging to a privileged group and the explicit acceptance of a set of conventionalized mores and rules of behavior prevalent in the majority group.
(external authority), or whether religion represents a system of more internalized, genuine experiences and values.

**Family background and figures.** What is the national origin of the parents, their group memberships, socio-economic status and status achieved as well as aspired to? What is the subject's conception of parent figures? Was the relationship more authoritarian or democratic? Does the subject appraise his parents objectively? What was the sibling situation?

**Childhood.** What was the structure of emotional attachment to parents? For males, was there recollection or passive submission to the father? Was there identification with the father? What was the degree of identification with the mother? Was it sublimated and accepted by the ego, or rejected on the conscious level because mother symbolized not only something "admirable" but at the same time something weak and therefore contemptible? There is a link of failure to resolve the Oedipal conflict with homosexuality.

Attitudes towards authority are crucial for psychological syndromes related to social and political attitudes. A person with a mature, integrated and internalized conscience will take a different stand on moral and social issues than a person with an underdeveloped, defective or over-sensitive conscience, or a person who still, as in childhood, sticks...
to a set of rules and values only as they are reinforced by an external authority, be it public opinion or be it a leader.

Sex. The conception of the masculine and feminine roles by men and women, the rigidity versus flexibility of the conception of these roles, and the intolerance versus tolerance towards tendencies of the opposite sex in oneself are of crucial importance for the problem, since these attitudes tend to become generalized and projected into the social sphere.

Social relationships. This question concerns the degree of social libido invested in personal relationships as contrasted with emphasis on utilitarian and manipulative aims.

Politics. This is a question of finding the degree to which the political beliefs of the subject are merely projections of his personal needs and anxieties and the degree to which they were based on information and objective situational requirements. Were political opinions taken over from parents, uncritically or critically?

Minorities and "race." What is the cognitive and emotional line drawn by the subject between ingroup and
outgroup and the characteristics he specifically ascribed to each? How far are the accusations against the minority group completely generalized stereotypes and how far is the specific content of these accusations conditioned by the personal problems of the accuser?\(^1\)

The authors, in summing up the personality patterns derived from the interviews, emphasized that the findings were based on analysis of group trends within statistical samples and do not mean that every individual will show a large proportion of the characteristics in either the "high" or "low" syndrome. Both patterns may be exhibited by some subjects along with a noticeable leaning in either direction. The authors also cautioned that the results were from a study of the extreme ends of the sampling distribution. The sample is urban and confined geographically to the west coast of the United States.

Further validation of F scale item content included intensive case studies of Jack and Larry, a "high" and a "low" scorer; administration of the Thematic Apperception test to forty "high" and forty "low" scorers and the use of Projective Questions.

III. CRITICISMS OF THE F SCALE

The publication of the F scale has been followed by

\(^{1}\text{Ibid., pp. 304-325.}\)
a proliferation of research on the instrument itself. One of the major criticisms, first advanced by Cohn (1953), was that acquiescence—the tendency to concur with any statement—could account for some of the variance of the scale. His data suggested that more intelligent people are able to penetrate the meaning of the scale and thereby respond in the "proper manner." Cohn felt that the F scale scores reflected a composite of content and response style rather than ideological orientation alone. His findings led to a series of attempts to develop and test reversals of the original scale items. Bass (1955) and Christie et al. (1955) contributed to this effort. An F scale comprising both straight and reversed statements would theoretically make possible the independent study of ideological organization on the one hand and response set on the other. Berkowitz and Holton (1960) submitted a Forced-Choice Christie Form (henceforth referred to as FCC) of response procedure in an effort to eliminate response set. Raising the counterbalanced statements, all answer categories involve agreement. The authoritarian persons are differentiated by which half of the paired statements they select. FCC correlated .72

---


2M. S. Cohn, "The Relation of the F Scale to a Response Set to Answer Positively," American Psychologist, VIII (August, 1953), 335.
with Christie's reversed scale and .64 with the original F scale as based upon the scores of a liberal arts college sample.

Chapman and Rock (1958), basing their study on the logic that if use of positive and negatively phrased scales eliminates acquiescence they should correlate positively at a level approaching their reliabilities, found F positive score variance significantly greater ($p < .01$) than that for F negative scores. Korar (1960) supported this contention that the original F scale statements are a better predictor than are either the reversals alone or the counterbalanced scale. Klein (1965), using factor analysis on Christie's ten straight F ($F^+$) and ten reversed F ($F^-$) statements, revealed that they are independent.

IV. AUTHORITARIANISM IN MINORITY GROUPS

Joseph Adelson (1953), noting that the various studies of prejudice had drawn their samples from native-born, white Christians, turned his attention to the presence of this feature within the Jewish minority. He stated that, "Given minority group members disposed to the authoritarian orientation, what attitudes may we expect them to maintain concerning, for example, the significant aspects of minority
group membership?"¹ Even though the authoritarian minority member has prejudice directed against him, it is assumed that his way of political and social definitions will be significantly different from those of a non-authoritarian ethnic. Adelson's Jewish Authoritarian scale (hereafter referred to as JA scale) probed identification processes in a Jewish college sample and found the higher scorers among Greek letter organizations, Reformed Jews, Republicans, those whose parents were American born, and an ingroup-outgroup cleavage based upon middle-class standards.

Smith and Prothro (1957) compared the P scale responses of Negro and white college freshmen in the South, finding the Negro group scoring significantly higher (p<.05), the authors ascribed this to "the pattern of race relations, typified by segregation and discrimination, in the South is of primary importance in contributing to the relatively high degree of susceptibility to authoritarian values demonstrated by the Negro subgroup."²

Steckler (1957) sought to find the ideological manifestations of the Negro's dilemma of frustration due to

discrimination, feelings of aggression towards the majority group, and fear of retaliation. He devised an Anti-Negro scale and an Anti-White scale, administering them along with the California F, E, and PEC scales to psychology classes in several predominantly Negro-attended colleges. Steckler found an identification with and conformity to values and norms of the white majority, and a proneness to consider prejudice as caused by the deviant behavior of the Negro masses.

Kelman and Barclay (1963) approached the F scale as a measure of the "breadth of a person's perspective--the breadth of his orbits of tolerance," finding an F scale score mean of 4.54 for a sample of 262 freshmen at a Negro state college in Maryland. Using Walk's eight-item A scale to measure intolerance of ambiguity as an index of capacity, a correlation of .43 was found between the A scores and F scores. The authors interpreted their findings on the basis that sex (male), age (20 and over), social class (father a professional or business man) and region of high school attendance (border states) are variables that lend themselves to a lower F scale score, or opportunity for broadening perspectives.

CHAPTER III

THE DEVELOPMENT OF THE STUDY

Eliciting the authoritarian personality syndrome in the middle-age, middle-class Negro group required the drawing up of statements containing the appropriate ideological content. These NI scale statements were placed after the F scale statements on all questionnaires. On one-half of the questionnaires each scale statement was followed by an experimental response complex.

I. CONSTRUCTION OF THE QUESTIONNAIRE

Formulation of Negro Ideology scale items. The items of the NI scale were closely aligned to those constructed by Adelson to measure Jewish authoritarianism.\(^1\) The content was derived from literature on the American Negro and through experimenter observation of spontaneous remarks made by Negroes in social gatherings. The items were constructed to promote indirectness, a balance between objective truth and irrationality and to make each item contribute to the total scale unity. All items were worded to lean toward relativism.

Response technique. The experimental response

\(^1\)Adelson, op. cit., p. 481.
procedure is based upon the assumption that submission to ingroup norms is a factor in the personality syndrome of the authoritarian, and thus the possibility of acquiescence to the unilateral wording of the F and NI scales is a variable which needs control. According to Hull, Postulate 8, Corollary III: "For a response in a chain, the greater the delay in reinforcement, the weaker the reaction potential leading to that response."\(^1\) Based upon the assumption that submission to ingroup authority has been rewarded in the authoritarian personality, the entire response complex was placed after each statement, varying the agreement-disagreement subdivisions according to Sellermann's chance order,\(^2\) while shifting the gradation order by a counterbalanced model—thus facing the respondent with a changed response complex after each statement. This was done to increase the average interval between stimulus-response, thereby weakening the tendency to acquiesce to the unilateral wording of the statements, and strengthening the chance of eliciting a response to only the ideological nature of the statements. Sellermann found that human subjects manifest pure trial-and-error behavior in facing a double alternation temporal maze problem before solving it. The present


\(^2\)Hull, *op. cit.*
assumption is that by placing this double alternation problem and a counterbalanced model in a response complex—a complex which is not serving the role of a problem—the subject will not concentrate on solving the order, but will instead allow it to interfere with a tendency to memorize response order procedure—a habit which fosters close correspondence between stimulus-response.

II. HYPOTHESES AND PROCEDURE

Hypotheses. This study presented the following hypotheses:

1. The negro-Ideology scale, with item content based upon the premises set forth by Adelson, and studies of negro group identification, will tap indirectly the personality syndrome defined as authoritarianism in a middle-age, middle-class sample of negroes in Des Moines, Iowa.

2. The experimental response technique, based upon placing a response complex after each statement and varied according to Beckermann's chance order and a counterbalanced model, will result in a significant difference in responses between two sample groups.

Procedure. A list of middle-age, middle-class Des Moines negroes was compiled with the aid of the Des Moines
Human Rights Commission, an official city agency. As this list came to only 103—a married couple being considered as one unit—the entire list was utilized. The list was divided to allow equal distribution between sexes, and then divided into two groups for purposes of control and experimental response. Group I received the P and LI scales with the original method of response procedure. Group II received the scales with the experimental response technique.

A fact sheet accompanied all scales. This sheet recorded data as to sex, age range, education, income range, state in which respondent attended elementary school and state in which high school was completed. The respondents were anonymous. Seventy of the mailed questionnaires were returned.

The success of the Negro Ideology scale was judged by its reliability, internal consistency and validity.

For reliability, the odd-even coefficient was established as corrected by the Spearman-Brown formula.

The internal consistency of the scale was established by using the "Discriminatory Power" technique (hereafter referred to as D.P.) of item analysis, as introduced by Likert.¹ A comparison was made between item means of the

extreme high and low quartile groups. The greater the difference in mean score, the more does that item correlate with the total scale. For items scored by the seven-point Likert system, the difference between the extreme quartile means should amount to at least two points in order to indicate acceptable significance. The use of this method permits a great saving in computational time, as compared to item score-scale score intercorrelation. It also provides a close approximation of this correlation.

The validity of the Negro Ideology scale was established by correlation with the Fascism scale, which measures general authoritarianism. An effective item on the NI scale discriminates the extreme quartiles on both scales.

To test the significance of the experimental response procedure in eliminating response set, a t-test for means was computed between Group I and Group II in regard to four subgroup comparisons:

1. The extreme quartile mean differences on the items of the F scale.
2. The extreme quartile F scale scorers mean differences on the I scale items.
3. The extreme quartile mean differences on the items of the NI scale.
4. The extreme quartile NI scale scorers mean differences on the F scale items.
CHAPTER IV

THE QUESTIONNAIRE FINDINGS

In order to test the premise of Hypothesis I—that the Negro ideology scale is able to tap indirectly the personality syndrome defined as authoritarianism—the questionnaire results were first studied for Group I, the control group. This was followed by a careful appraisal of the findings of Group II, the experimental group.

To find the effect of the experimental response technique, based upon placing a response complex after each statement and varying each complex according to Sellermann's chance order and a counterbalanced model, a comparison was made between the responses of Group I and Group II.

The complete questionnaires, as sent to the Group I and Group II samples, are found in the Appendix.

I. GROUP I RESULTS

The odd-even coefficient of reliability for the LI scale (when corrected by the Spearman-Brown formula) was 0.79.

The Likert scale method of item analysis was applied to the questionnaire answers of the thirty-six respondents of Group I. Each item was scored from one to seven, with four, the unseen midpoint, used for omissions. The
"strongly agree" response received the high score of seven, the "strongly disagree" response received one. Table I presents the relevant item analysis data for the scale. The columns headed H.Q. and L.Q. are the item means of the high quartile and low quartile scorers on the NI scale. The column headed $D_{\text{NI}}$ lists the differences in scores between the extreme quartiles on the NI scale, and the $D_{\text{F}}$ column does the same for the extreme F scale scorers on the NI scale. It is assumed that the inter-quartile ranges are reliable.

Examining the Group I $D_{\text{NI}}$ column, it is discovered that five items have Discriminatory Power (hereafter referred to as D.P.) of 3.0 or above; nine have D.P. between 2.0 and 3.0; four are between 1.0 and 2.0; two are under 1.0, while one shows a reversal of -12 between the extreme quartiles.

Examining the table more closely, it is noted that four of the five items with D.P. above 3.0 share a rating of out-group hoaxes, while item 46 (D.P. of 3.0) expresses the "strength-weakness" dimension. The authoritarian Negro displaces the hostility of the white majority onto "those others" who cause the animosity through deviant behavior, but at the same time he clarifies Negroes as a group for their strength in enduring persecution. Conformity to white middle-class norms is reflected in items 30, 32, 34, 36, 38, 40, 50, 52 and 70, all of which have a D.P. between 2.0 and 3.0.
# Table I

## Discriminatory Power and Rank of Negro Ideology Items

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>I.Q.</th>
<th>L.Q.</th>
<th>DPNI</th>
<th>DPF</th>
<th>I</th>
<th>F</th>
<th>NI</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. weakness of character</td>
<td>5.00</td>
<td>4.38</td>
<td>3.22</td>
<td>2.13</td>
<td>1.78</td>
<td>2.25</td>
<td>1.22</td>
<td>2.00</td>
</tr>
<tr>
<td>30. conscious behavior</td>
<td>3.67</td>
<td>4.08</td>
<td>1.14</td>
<td>3.00</td>
<td>2.23</td>
<td>3.00</td>
<td>1.56</td>
<td>4.50</td>
</tr>
<tr>
<td>31. Africa forceful</td>
<td>6.56</td>
<td>5.25</td>
<td>5.33</td>
<td>4.75</td>
<td>1.23</td>
<td>.50</td>
<td>0.30</td>
<td>2.38</td>
</tr>
<tr>
<td>32. like other people</td>
<td>6.78</td>
<td>5.38</td>
<td>4.11</td>
<td>3.08</td>
<td>2.67</td>
<td>1.50</td>
<td>1.12</td>
<td>2.38</td>
</tr>
<tr>
<td>33. talk quietly</td>
<td>2.50</td>
<td>4.25</td>
<td>1.11</td>
<td>1.00</td>
<td>1.45</td>
<td>3.25</td>
<td>1.11</td>
<td>2.75</td>
</tr>
<tr>
<td>34. good breeding</td>
<td>6.23</td>
<td>5.25</td>
<td>3.77</td>
<td>4.50</td>
<td>2.56</td>
<td>2.13</td>
<td>2.67</td>
<td>2.25</td>
</tr>
<tr>
<td>35. televised lottoes</td>
<td>2.14</td>
<td>5.00</td>
<td>2.36</td>
<td>1.38</td>
<td>-1.12</td>
<td>4.25</td>
<td>0.00</td>
<td>3.75</td>
</tr>
<tr>
<td>36. If I were white</td>
<td>4.99</td>
<td>4.75</td>
<td>2.56</td>
<td>1.03</td>
<td>2.33</td>
<td>3.12</td>
<td>.45</td>
<td>3.13</td>
</tr>
<tr>
<td>37. powerful groups</td>
<td>6.00</td>
<td>6.00</td>
<td>3.97</td>
<td>4.50</td>
<td>2.33</td>
<td>1.50</td>
<td>1.67</td>
<td>1.50</td>
</tr>
<tr>
<td>38. more careful</td>
<td>6.11</td>
<td>4.38</td>
<td>3.78</td>
<td>4.08</td>
<td>2.33</td>
<td>1.50</td>
<td>1.67</td>
<td>1.50</td>
</tr>
<tr>
<td>39. class system</td>
<td>5.22</td>
<td>5.00</td>
<td>2.00</td>
<td>2.75</td>
<td>3.22</td>
<td>3.13</td>
<td>1.33</td>
<td>2.50</td>
</tr>
<tr>
<td>40. middle class ways</td>
<td>6.22</td>
<td>6.22</td>
<td>2.22</td>
<td>3.00</td>
<td>4.00</td>
<td>3.25</td>
<td>2.45</td>
<td>2.75</td>
</tr>
<tr>
<td>41. Negro radicals</td>
<td>4.67</td>
<td>6.38</td>
<td>2.78</td>
<td>2.08</td>
<td>1.89</td>
<td>3.50</td>
<td>0.00</td>
<td>3.50</td>
</tr>
<tr>
<td>42. public life</td>
<td>6.33</td>
<td>6.30</td>
<td>4.11</td>
<td>3.38</td>
<td>2.22</td>
<td>3.00</td>
<td>.78</td>
<td>2.36</td>
</tr>
<tr>
<td>43. educated whites</td>
<td>5.78</td>
<td>6.03</td>
<td>4.09</td>
<td>3.25</td>
<td>.89</td>
<td>2.38</td>
<td>0.00</td>
<td>1.13</td>
</tr>
<tr>
<td>44. intrude</td>
<td>4.56</td>
<td>5.00</td>
<td>2.22</td>
<td>3.13</td>
<td>2.34</td>
<td>3.87</td>
<td>1.67</td>
<td>3.00</td>
</tr>
<tr>
<td>45. bad acting negroes</td>
<td>2.00</td>
<td>4.13</td>
<td>1.22</td>
<td>1.00</td>
<td>.78</td>
<td>3.13</td>
<td>.78</td>
<td>2.63</td>
</tr>
<tr>
<td>46. enduring persecution</td>
<td>6.33</td>
<td>6.68</td>
<td>3.33</td>
<td>3.75</td>
<td>3.00</td>
<td>3.13</td>
<td>1.22</td>
<td>3.13</td>
</tr>
<tr>
<td>47. flooding neighborhoods</td>
<td>5.41</td>
<td>5.50</td>
<td>2.22</td>
<td>2.00</td>
<td>3.22</td>
<td>3.50</td>
<td>1.22</td>
<td>3.38</td>
</tr>
<tr>
<td>49. statements do apply</td>
<td>6.22</td>
<td>6.00</td>
<td>3.56</td>
<td>3.50</td>
<td>2.66</td>
<td>2.50</td>
<td>2.22</td>
<td>2.13</td>
</tr>
</tbody>
</table>

**Mean** | 5.23 | 5.54 | 3.00 | 2.83 | 2.23 | 2.76 | 1.19 | 2.54
A desire to placate the white majority is reflected through items 38, 42, 44 and 46. Suspiciousness is revealed in item 37. It should be noted that items 33 and 41 are not, in Group I, as effective in probing the Negro authoritarian's desire to keep anti-discrimination activity discreet and out of the limelight for fear of retaliation from the majority group. In this same area, item 35, concerning television accounts of Negro ghetto life, was an attempt to allow the authoritarian to reveal his need to hide, or keep quiet, that part of Negro life which he blames for hostility and stereotypes from the white majority. In this instance the low quartile group reacted slightly more in the affirmative.

**Relationship to other variables.** The relationship of the HI scale with its measure of validity, the F scale, was found by using the item means of the entire Group I sample. The Pearson product moment coefficient was 0.57. This positive correlation is illustrated in Figure 1. The HI group mean is 3.09, the F group mean 3.77.

Returning to Table I, it can be observed that in the DQ column only four HI items show a significant D.P. of 2.0 or over. All four of these items reveal the adherence to white middle-class views and a projection of anti-white hostility onto the lower-class Negro out-group. In the Groups I, T and F columns under the heading of work, it can
Figure 1. Relationship between the Fascism scale and the Negro Ideology scale according to the responses of Group I.
be seen, however, that items 35 and 45, also constructed to characterize this projection of hostility, reveal their ineffectiveness in ranking among the lowest. Item 31, which was meant to depict the need for power, is quite neutral in this regard. The belief that the better class of white people are more tolerant (item 43) is another of low rank. The before-mentioned items of lowest rank display a close alignment between the NI and P columns. It will be brought out in the following section on Group II that some of these same items are highly significant. The ranked items in Table I also show that the first and second highest ranked items of the NI column (40 and 48) can be compared favorably with the second and third ranks given these same items in the P column.

The mean DP is 1.19 and the mean DPNI is 2.23. It must be remembered that the D.P. of the NI items is that difference between the means of the extreme quartiles, while the validity of the NI scale is established through comparing total item score means of the NI and P scales for the entire Group I sample.

Table II presents the fact sheet data for the extreme quartile subjects of Group I. The education column records the basic level of high school education. Educational levels are fairly well distributed in the high quartiles of I and P columns, while the low quartiles give post
### TABLE II

**GROUP I. VAC. S.**
**variables of high and low quartiles**

<table>
<thead>
<tr>
<th>SEX</th>
<th>EDUCATION</th>
<th>STATE ELLI</th>
<th>ED.</th>
<th>STATE I. S</th>
<th>D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>F</td>
<td>h.s. grad.</td>
<td>h.s. grad.</td>
<td>Ia.</td>
<td>Ia.</td>
</tr>
<tr>
<td>F</td>
<td>M</td>
<td>h.s. grad.</td>
<td>h.s. grad.</td>
<td>Ia.</td>
<td>Ia.</td>
</tr>
<tr>
<td>F</td>
<td>M</td>
<td>h.s. grad.</td>
<td>h.s. grad.</td>
<td>Ia.</td>
<td>Ia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
graduate training for four out of nine subjects. The column
headed State of Elementary Education shows the majority of
subjects in both quartiles of the MI and F columns received
this experience in integrated school areas. The sex popula-
tion of the entire Group I sample was composed of nineteen
males and seventeen females. The distribution of education
varied between six high school graduates, four high school
graduates with specialized training, ten subjects with some
college background, six college graduates and ten with post
graduate training.

II. GROUP II RESULTS

The odd-even coefficient of reliability for the MI
scale (when corrected by the Spearman-Brown formula) is 0.63.
There were thirty-four subjects in Group II.

Table I again gives the relevant item analysis data.
It is seen that the DMI column contains thirteen items with
D.r. of 5.0 or over; four with D.P. between 3.0 and 5.0; two
between 1.0 and 2.0, and two under 1.0. Of those items with
a D.r. of 5.0 or over, ten elicit the Negro authoritarianism's
displacement of hostility onto the outgroup Negro. These
are items 30, 35, 36, 39, 40, 41, 42, 45, 47 and 48. Other
items with D.r. of over 3.0, 33 and 53, reveal the anxiety
to placate the white majority—to gain favor by "being good."
Item 33 indicates the glorification of endurance. The items
of least effectiveness, 31 and 38, display a lack of identification with Africa as a show of strength for the black man, and a consensus of opinion in both the DP\textsubscript{NI} and DP\textsubscript{P} columns that they do not feel the need to be more careful in their behavior.

**Relationship to other variables.** The NI scale shows a Pearson product moment coefficient of 0.84 with its measure of validity, the F scale. This correlation is illustrated in Figure 2. The NI group mean is 4.33 and the F group mean is 4.09.

In the DP\textsubscript{P} column of Table 1, there are eight items with a D.P. of 3.0 or over; nine with D.P. between 2.0 and 3.0; two between 1.0 and 2.0, and two items under 1.0. Looking at the rank of items in the NI and F columns of Group II, it can be seen that the majority of the items are closely aligned. This alignment reflects the correlation between the NI and F scales for Group II.

Table III presents the fact sheet data for the extreme quartiles of Group II. The education column shows a non-high school graduate in the NI and F high quartiles. All other respondents are of at least high school graduate level. The top quartile of the NI and F columns displays a variation of educational levels. The column headed State of Literary Education places the majority of high variable
<table>
<thead>
<tr>
<th>ASCIS SCALE</th>
<th>1.00-1.49</th>
<th>1.50-1.99</th>
<th>2.00-2.49</th>
<th>2.50-2.99</th>
<th>3.00-3.49</th>
<th>3.50-3.99</th>
<th>4.00-4.49</th>
<th>4.50-4.99</th>
<th>5.00-5.49</th>
<th>5.50-5.99</th>
<th>6.00-6.49</th>
<th>6.50-6.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.50-6.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.00-6.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.50-5.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.00-5.49</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.50-4.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00-4.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.50-3.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3.00-3.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00-2.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.50-1.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00-1.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2.** Relationship between the Fascism scale and the Negro Ideology scale according to the responses of Group II.
### TABLE III

**ROI II: ACT SIFT VARIABLES OF HIGH AND LOW QUARTILES**

<table>
<thead>
<tr>
<th>SEX</th>
<th>EDUCATION</th>
<th>STATE ELEM. ED.</th>
<th>STATE H.S. ED.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NI</td>
<td>F</td>
<td>NI</td>
<td>F</td>
</tr>
<tr>
<td><strong>HIGH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>h.s. &amp;</td>
<td>h.s. grad.</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>h.s. grad.</td>
<td>h.s. grad.</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>h.s. not</td>
<td>h.s. not</td>
</tr>
<tr>
<td><strong>LOW</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>M</td>
<td>p. grad.</td>
<td>p. grad.</td>
</tr>
</tbody>
</table>
HI scale subjects in integrated schools, while the F scale subjects appear to be more equally divided between integrated and segregated school areas. The column headed State of High School Education places five out of the eight high quartile subjects in integrated school areas in both HI and F scale groups.

The low quartiles of both the HI and F scales reveal a preponderance of subjects of post graduate educational levels. The HI scale section shows five subjects of segregated elementary school systems, two questionable and one of integrated elementary training. The F scale section lists four segregated elementary school backgrounds, two questionable and two of integrated school systems. In the State of High School Education column, the low quartile HI scale group contains five subjects from segregated schools, one questionable and two from integrated areas. The F scale section lists four segregated, one questionable and three integrated high school backgrounds.

The sex population of the entire Group II sample was made up of sixteen males and eighteen females. The distribution of education varied between one non-graduate of high school, eight high school graduates, one with special training, nine with some college, two college graduates and thirteen subjects with post graduate training.

Based upon the assumption that the critical period
for the formation of self-concept is between three and seven years, the segregated elementary school child would more likely form a stronger self-concept (other variables held constant) than would the integrated elementary school child who is daily associated with peers of different physical appearance, and who is more likely to accept the norms of the majority group. The research behind the development of the authoritarian personality concept relied heavily upon the Freudian personality theory of the permeating qualities of the individual's early developmental years. The person of segregated school background, moving into the freer environment of the north, is able to maintain a more ego-integrated outlook than his counterpart of integrated school background who is still within the social milieu which did not allow the earlier stronger self-concept formation and is more likely to be ego-alien in his continuous adjustment to the nebulous discriminatory patterns of the north. As Group II provides an almost equal distribution of subjects on the integrated-segregated school background continuum, the extreme quartiles of the AI scale reflect the ego-alien outlook of the high quartile where the majority of respondents are from integrated schools, whereas the low quartile contains a majority of subjects from segregated schools.

The educational level of the respondents reveals a
strong prevalence of higher educated subjects in the low quartiles of the HI and F scale groups, as seen in Table III. This has been noted in several previous studies of the F scale, and has been criticized on the basis that more sophisticated subjects can penetrate the meaning of the scale. However, this could also be interpreted in light of the type of education, and that personality is not so inflexible as to be unresponsive to new knowledge.

III. COMPARISON OF GROUP I AND GROUP II

To find the effect of the experimental response technique in eliminating a response set to the unilateral wording of the HI and F scales, a t-test of means was computed between the extreme quartiles of the two independent samples. This required a comparison of four subgroups.

1. As computed for the F scale items D.R. mean, a t of 3.21 with 54 df yielded a p < .01. This means the ability of the experimental response technique to elicit a difference between the responses of Group I and Group II on the F scale.

2. As computed for the extreme quartile HI scale score mean differences on the F scale, a t of 5.61 with 54 df resulted in a significance beyond the .01 level. This measures the experimental response technique in its relationship to the
correlation of the discriminatory power of the NI and F scale items when the extreme quartiles of the NI scale respond to the F scale.

3. As computed for the extreme quartile F scale scorers mean differences on the NI scale, a t of 4.65 with 40 df yielded a p < .01. This measures the experimental response technique in its relationship to the correlation of the discriminatory power of the F and NI scale items when the extreme quartiles of the F scale respond to the NI scale.

4. As computed for the NI scale items D.P. mean, a t of 1.71 with 40 df yielded no significant difference. This was a measure of the ability of the experimental response technique to elicit a difference between the responses of Group I and Group II on the NI scale.

With three out of four subgroups evidencing a significant difference beyond the .01 level between the responses of the extreme quartiles of Group I and Group II, the question was why the fourth subgroup deviated from this trend. What was being dealt with here were the extreme quartile scorers of the NI scale in both groups. Although the mean D.P. for Group II, the experimental group, was higher (2.78) than that for Group I (2.23), the difference was not significant. The experimental response mechanism appeared to be
useful enough to prevent response set on the F scale, a
general measure of authoritarianism, on the performance of
the extreme F scale scorers on the HI scale, and on the
responses of the extreme HI scale scorers to the F scale.
By further observation, it was found that this response
technique is also successful in discriminating the extreme
quartile responses on the HI scale for Group II--as a mean
D.P. of 2.76 was produced. The source of explanation seemed
to lie in the deviation of the extreme quartile responses of
the Group I HI scale.

A way of interpreting the extreme HI scale scorers' failure to produce a significant difference on the basis of
the experimental response technique, is the greater shift
of high quartile subjects between the F scale and HI scale
of Group I. Six of the eight extreme quartiles involved in
the item D.P. of Group I and Group II had, at the most, a
count of two subjects between the F scale and HI scale. In
contrast to this, the high quartiles of the F and HI scales
of Group I had a shift of five subjects. While the extreme
F scale scorers produced a significant difference between
Group I and Group II on the basis of the response procedure,
the extreme HI scale scorers did not. The five high quar-
tile subjects on the HI scale, not among the high quartile
of the F scale, had F scale means ranging from 3.54 to
4.43--which did not place them in the high F scale quartile.
Two of these five shift subjects had the highest NI means of 5.86 and 5.62. Since this change in subjects involved five out of the total of nine in the high quartile, the effect on the D.P. mean of the Group I NI scale could have been due less to response set and more to the Negro ideology content of the items, thus measuring a truer Negro authoritarian pattern in this subgroup than in any other subgroup of Group I. This would result in less difference between Group I and Group II.

Table I shows that item 35, concerning televised ghetto life, reveals a startling difference in D.P. between Group I and Group II in both the DN1 and DPp columns. A highly effective item for the experimental group, it is the least effective item for Group I. Other items with noticeable disparities in effectiveness between the two groups are items 41 and 45. In the DN1 column of Group II there are seventeen significant items, while there are fourteen in the DN1 column of Group I. This reflects the lack of a significant difference. In the DPp column of Group II there are seventeen significant items, while there are only four in the DPp column of Group I. This reflects the difference in correlation between the NI and F scales in Group I and Group II. The columns under the heading of Rank display a much closer alignment of NI and F items for Group II than for Group I.
Relationship to other variables. The Group II NI scale responses are more highly correlated to the F scale (0.84), than are the responses of Group I (0.57).

To present a fair analysis of the foregoing data, the results of compiling the fact sheet information show that Group I contained twenty-six subjects who had integrated elementary school experiences, and twenty-eight who received integrated high school training, while six to seven were in segregated school areas. Three elementary school experiences were questionable. Group II contained fourteen to sixteen subjects who received elementary and high school training in integrated school areas, and sixteen in segregated school systems. Four elementary and one high school experience were questionable. This almost equal distribution of subjects from integrated and segregated areas in Group II may possibly have influenced the more pronounced effectiveness of the F and NI scales in discriminating the high and low quartiles, if the premise is accepted that subjects from segregated school backgrounds would be less likely to exhibit the ego-alien attributes of the authoritarian than their counterparts from integrated experiences.

Sex and levels of education appeared to be fairly equally distributed in both groups. The mean range for Group I F scale scores was 1.66 to 5.00; for the NI scale, from 2.28 to 5.60. The mean range for Group II F scale
scores was 1.71 to 6.29; for the H1 scale, from 2.24 to 6.62.

This chapter has brought out some interesting results of the H1 scale and the experimental response procedure. In the following chapter these results will be summarized and the final conclusions will be drawn from this study.
CHAPTER V

SUMMARY

Two related problems were undertaken in the present study. The first involved the elicitation, by way of indirect unilaterally worded questionnaire statements, of the authoritarian syndrome within a middle-class, middle-age Negro sample. The second problem centered on the elimination of response set—a by-product of the negatively worded scale items.

To draw out the authoritarian-oriented responses, a twenty-one item Negro Ideology scale was constructed, based upon literature of the American Negro and closely aligned with Adelson's scale which was designed to elicit the responses of the Jewish authoritarian person. The purpose of the present scale was to tap the identification processes of the authoritarian Negro within his own racial group.

The method used to eliminate acquiescence was based upon Hull's postulate 8, Corollary iii, regarding reaction potential, and the utilization of Sellermann's chance order and a counterbalanced model. The response complex

1Adelson, op. cit., p. 47.
2Hillard, op. cit., p. 135.
was varied after each statement. To test the effectiveness of the experimental response technique, the sample was divided into two groups. Group I received the original response procedure as drawn up by Adorno et al. in constructing the Fascism scale. Group II received the experimental response treatment.

To validate the Negro Ideology scale as a measure of the authoritarian syndrome, the sample also received the Fascism scale, a general measure of authoritarianism. A fact sheet recorded data as to sex, level of education, income range and states in which elementary and high school training were received.

One-hundred-three questionnaires were sent out and seventy were returned. There were thirty-four experimental and thirty-six control group responses.

Statistical extractions were facilitated by the use of Pearson product moment correlation for validation of the Negro Ideology scale; the odd-even reliability method (as corrected by the Spearman-Brown formula) for response consistency; the Likert method of analysis for effectiveness of item content and the t-test of means for finding the significance of the experimental response mechanism.

Adorno et al., op. cit., pp. 255-57.
I. CONCLUSIONS

The following conclusions were drawn from the findings of the present study.

1. The responses of Group II, the experimental group, as measured by the Likert method, were significantly different beyond the .01 level from those of Group I, the control group, in three out of four subgroup comparisons. The experimental response mechanism thus appears to be a useful technique to curb response set. This result confirmed hypothesis 2.

2. The Negro Ideology scale responses of Group II were adequately correlated (r .61) with the Fascism scale, its measure of validity. This testified to the success of the Negro Ideology scale as an indirect method for eliciting the authoritarian syndrome in a middle-class, middle-age, midwestern Negro sample. Hypothesis 1 was confirmed by this result.

3. The odd-even reliability of responses to the Negro Ideology scale for Group II (r.03), rejected adequate consistency and supported the confirmation of hypothesis 1.

4. Over and above the confirmation of the two hypotheses of this study, an examination of the data
further suggests that the Negro subject educated in integrated schools is more likely to have authoritarian leanings than his counterpart who was educated in segregated schools.

II. DISCUSSION

In interpreting the findings of this study, it should be remembered that the effectiveness of the Negro ideology content and the significance of the response technique are based upon the scores of the extreme ends of the sampling distribution. It should also be considered that these findings are group trends within the statistical sample and do not imply that each person in either the high or low quartile is representative of a large part of the characteristic personality patterns of that quartile.

In revising the Negro Ideology scale for future use, items with less than a Discriminatory Power of 2.0 should be reworded, deleted or replaced. It is also recommended that a larger scale be utilized for a more accurate measure of the meaningfulness of the Negro Ideology scale and the experimental response technique.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


Cohn, T. S. "Is the F Scale Indirect?" Journal of Abnormal and Social Psychology, XLVII (July, 1952), 732.


Landreth, C. and R. E. Johnson. "Young Children's Responses to a Picture and Inset Test Designed to Reveal Reactions to Persons of Different Skin Color," Child Development, XXIV (March, 1953), 63-60.


APPENDIX
January, 1967

Dear addresssee,

You are one of the many middle-class heroes randomly selected to respond to our questionnaire. It is vital to the purpose of this opinion study that you answer each statement by marking that answer closest to your feelings. We do not want your name. All respondents will be anonymous.

Please do not discuss this questionnaire with anyone. We are interested only in your feelings. It is important to return the completed questionnaire (including this page) within a week from the day you receive it. Take use of the return envelope.

Thank you for your kind consideration.

Very truly yours,

Arlene R. Morris

---

FOR GENERAL INFORMATION--PLEASE ANSWER THE FOLLOWING:
Check (X) each line which applies to you.

SEX: male — female — ALL RACE: over 29 & under 55 — 55 years and over —

ANNUAL INCOME: under $6000 yearly — $6000 or over yearly —

EDUCATION: high school graduate —
specialized training —
some college —
college graduate —
post graduate —

STATE (or states) in which you attended grade school.

STATE in which you completed high school.
MARK EACH STATEMENT IN THE LEFT-HAND MARGIN ACCORDING TO YOUR AGREEMENT OR DISAGREEMENT, AS FOLLOWS:

<table>
<thead>
<tr>
<th>+1: slight agreement</th>
<th>-1: slight disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>+2: moderate agreement</td>
<td>-2: moderate disagreement</td>
</tr>
<tr>
<td>+3: strong agreement</td>
<td>-3: strong disagreement</td>
</tr>
</tbody>
</table>

1. Obedience and respect for authority are the most important virtues children should learn.

2. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

3. If people would talk less and work more, everyone would be better off.

4. The businessman and the manufacturer are more important to society than the artist and the professor.

5. Science has its place, but there are many important things that can never possibly be understood by the human mind.

6. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

7. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

8. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom people can put their faith.

9. No sane, normal, decent person could ever think of hurting a close friend or relative.

10. Nobody ever learned anything really important except through suffering.

11. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

12. An insult to our honor should always be punished.
13. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

14. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

15. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.

16. Homosexuals are hardly better than criminals and ought to be severely punished.

17. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

18. Nowadays more and more people are prying into matters that should remain personal and private.

19. Some people are born with an urge to jump from high places.

20. People can be divided into two distinct classes: the weak and the strong.

21. Some day it will probably be shown that astrology can explain a lot of things.

22. Wars and social troubles may some day be ended by an earthquake or flood that will destroy the whole world.

23. No weakness or difficulty can hold us back if we have enough will power.

24. Most people don’t realize how much our lives are controlled by plots hatched in secret places.

25. Human nature being what it is, there will always be war and conflict.

26. Familiarity breeds contempt.

27. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.
28. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.

29. Negroes who pass for other races do so out of a weakness of character.

30. Most Negroes who meet a great deal of anti-Negro prejudice bring it about by their own obnoxious behavior.

31. I am proud of the establishment of the independent nations of Africa, mainly because it showed that the black man can be as strong and as forceful as anyone.

32. Negroes can combat prejudice by showing white people they can behave like any other people.

33. Negro organizations, such as Dr. Martin Luther King's Southern Christian Leadership Conference, should do their work quietly and without stirring up public attention.

34. A Negro with good breeding and manners will be much more accepted by white people.

35. Television accounts of Negro ghetto life do more harm than good in that they give people anti-Negro ideas they did not have before.

36. Considering the coarse behavior of certain Negroes, if I were white I would probably be prejudiced.

37. Anti-Negro prejudice is fostered by powerful groups to divert attention from social and economic injustice.

38. Because I am a Negro, I feel I have to be a bit more careful about what I do and say.

39. Negroes should have a class system like white people do, so that those who have raised their standards are not lumped in with those who have not.

40. Anti-Negro prejudice would decrease if more Negroes would make an effort to adopt middle-
41. A lot of anti-Negro prejudice is caused by the number of Negro radicals.

42. I have often been embarrassed by the anti-social conduct of certain Negroes in public life.

43. Well-educated white people are much less prejudiced.

44. Too many Negroes try to intrude themselves into circles where they're not wanted.

45. Anti-Negro prejudice could be practically eliminated if there were no loud, bad-acting Negroes.

46. I am most proud of Negroes for their strength in enduring persecution.

47. The Negroes in this country would get along much better if they'd stop flooding integrated neighborhoods.

48. I feel personally ashamed when I see Negroes making themselves conspicuous in public places.

49. There are many Negroes to whom anti-Negro statements do apply.
January, 1967

Dear addressee,

You are one of the many middle-class Negroes randomly selected to respond to our questionnaire. It is vital to the purpose of this opinion study that you answer each statement by marking that answer closest to your feelings. We do not want your name. All respondents will be anonymous.

Please do not discuss this questionnaire with anyone. We are interested only in your feelings. It is important to return the completed questionnaire (including this page) within a week from the day you receive it. Make use of the return envelope.

Thank you for your kind consideration.

Very truly yours,

Arlene A. Morris

---

FOR GENERAL INFORMATION—PLEASE ANSWER THE FOLLOWING:
Check (X) each line which applies to you.

SEX: male ___ female ___ : AGE RANGE: over 29 & under 55 ___

55 years and over ___

FAMILY INCOME: under $6000 yrly. ___: $6000 or over yrly. ___

EDUCATION: high school graduate ___
specialized training ___
some college ___
college graduate ___
post graduate ___

STATE (or states) in which you attended grade school. ___

STATE in which you completed high school. ___
1. Obedience and respect for authority are the most important virtues children should learn.
   - Slightly agree
   - Moderately agree
   - Strongly agree
   - Slightly disagree
   - Moderately disagree
   - Strongly disagree

2. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
   - Moderately disagree
   - Strongly disagree
   - Slightly disagree
   - Moderately agree
   - Strongly agree
   - Slightly agree

3. If people would talk less and work more, everyone would be better off.
   - Strongly disagree
   - Slightly disagree
   - Moderately disagree
   - Strongly agree
   - Slightly agree
   - Moderately agree

4. The businessman and the manufacturer are more important to society than the artist and the professor.
   - Slightly agree
   - Moderately agree
   - Strongly agree
   - Slightly disagree
   - Moderately disagree
   - Strongly disagree

5. Science has its place, but there are many important things that can never possibly be understood by the human mind.
   - Moderately agree
   - Strongly agree
   - Slightly agree
   - Moderately disagree
   - Strongly disagree
   - Slightly disagree
6. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree

7. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

- slightly agree
- moderately agree
- strongly agree
- slightly disagree
- moderately disagree
- strongly disagree

8. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom people can put their faith.

- moderately agree
- strongly agree
- slightly agree
- moderately disagree
- strongly disagree
- slightly disagree

9. No sane, normal, decent person could ever think of hurting a close friend or relative.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree

10. Almost everyone learned anything really important except through suffering.

- slightly disagree
- moderately disagree
- strongly disagree
- slightly agree
- moderately agree
- strongly agree
11. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

- moderately agree
- strongly agree
- slightly agree
- moderately disagree
- strongly disagree
- slightly disagree

12. An insult to our honor should always be punished.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree

13. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

- slightly disagree
- moderately disagree
- strongly disagree
- slightly agree
- moderately agree
- strongly agree

14. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

- moderately agree
- strongly agree
- slightly agree
- moderately disagree
- strongly disagree
- slightly disagree

15. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.

- strongly agree
- slightly agree
- moderately agree
- strongly disagree
- slightly disagree
- moderately disagree
16. Homosexuals are hardly better than criminals and ought to be severely punished.

- slightly disagree
- moderately disagree
- strongly disagree
- slightly agree
- moderately agree
- strongly agree

17. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

- moderately agree
- strongly agree
- slightly agree
- moderately disagree
- strongly disagree
- slightly disagree

18. Nowadays more and more people are prying into matters that should remain personal and private.

- strongly agree
- slightly agree
- moderately agree
- strongly disagree
- slightly disagree
- moderately disagree

19. Some people are born with an urge to jump from high places.

- slightly disagree
- moderately disagree
- strongly disagree
- slightly agree
- moderately agree
- strongly agree

20. People can be divided into two distinct classes: the weak and the strong.

- moderately disagree
- strongly disagree
- slightly disagree
- moderately agree
- strongly agree
- slightly agree
21. Some day it will probably be shown that astrology can explain a lot of things.

- strongly agree  
- slightly agree  
- moderately agree  
- strongly disagree  
- slightly disagree  
- moderately disagree

22. Wars and social troubles may some day be ended by an earthquake or flood that will destroy the whole world.

- slightly disagree  
- moderately disagree  
- strongly disagree  
- slightly agree  
- moderately agree  
- strongly agree

23. No weakness or difficulty can hold us back if we have enough will power.

- moderately disagree  
- strongly disagree  
- slightly disagree  
- moderately agree  
- strongly agree  
- slightly agree

24. Most people don't realize how much our lives are controlled by plots hatched in secret places.

- strongly agree  
- slightly agree  
- moderately agree  
- strongly disagree  
- slightly disagree  
- moderately disagree

25. Human nature being what it is, there will always be war and conflict.

- slightly agree  
- moderately agree  
- strongly agree  
- slightly disagree  
- moderately disagree  
- strongly disagree
26. Familiarity breeds contempt.

- moderately disagree
- strongly disagree
- slightly disagree
- moderately agree
- strongly agree
- slightly agree

27. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.

- strongly agree
- slightly agree
- moderately agree
- strongly disagree
- slightly disagree
- moderately disagree

28. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.

- slightly agree
- moderately agree
- strongly agree
- slightly disagree
- moderately disagree
- strongly disagree

29. Negroes who pass for other races do so out of a weakness of character.

- moderately disagree
- strongly disagree
- slightly disagree
- moderately agree
- strongly agree
- slightly agree

30. Most Negroes who meet a great deal of anti-Negro prejudice bring it about by their own obnoxious behavior.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree
31. I am proud of the establishment of the independent nations of Africa, mainly because it showed that the black man can be as strong and forceful as anyone.

- slightly agree
- moderately agree
- strongly agree
- slightly disagree
- moderately disagree
- strongly disagree

32. Negroes can combat prejudice by showing white people they can behave like any other people.

- moderately disagree
- strongly disagree
- slightly disagree
- moderately agree
- strongly agree
- slightly agree

33. Negro organizations, such as Dr. Martin Luther King's Southern Christian Leadership Conference, should do their work quietly and without stirring up public attention.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree

34. A Negro with good breeding and manners will be much more accepted by white people.

- slightly agree
- moderately agree
- strongly agree
- slightly disagree
- moderately disagree
- strongly disagree

35. Television accounts of Negro ghetto life do more harm than good in that they give people anti-Negro ideas they did not have before.

- moderately agree
- strongly agree
- slightly agree
- moderately disagree
- strongly disagree
- slightly disagree
36. Considering the coarse behavior of certain Negroes, if I were white I would probably be prejudiced.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree

37. Anti-Negro prejudice is fostered by powerful groups to divert attention from social and economic injustice.

- slightly agree
- moderately agree
- strongly agree
- slightly disagree
- moderately disagree
- strongly disagree

38. Because I am a Negro I feel I have to be a bit more careful about what I do and say.

- moderately agree
- strongly agree
- slightly agree
- moderately disagree
- strongly disagree
- slightly disagree

39. Negroes should have a class system like white people do, so that those who have raised their standards are not isolated in with those who have not.

- strongly disagree
- slightly disagree
- moderately disagree
- strongly agree
- slightly agree
- moderately agree

40. Anti-Negro prejudice would decrease if more Negroes would make an effort to adopt middle-class ways.

- slightly disagree
- moderately disagree
- strongly disagree
- slightly agree
- moderately agree
- strongly agree
41. A lot of anti-Negro prejudice is caused by the number of Negro radicals.

- ___ moderately agree
- ___ strongly agree
- ___ slightly agree
- ___ moderately disagree
- ___ strongly disagree
- ___ slightly disagree

42. I have often been embarrassed by the anti-social conduct of certain Negroes in public life.

- ___ strongly disagree
- ___ slightly disagree
- ___ moderately disagree
- ___ strongly agree
- ___ slightly agree
- ___ moderately agree

43. Well-educated white people are much less prejudiced.

- ___ slightly disagree
- ___ moderately disagree
- ___ strongly disagree
- ___ slightly agree
- ___ moderately agree
- ___ strongly agree

44. Too many Negroes try to intrude themselves into circles where they're not wanted.

- ___ moderately agree
- ___ strongly agree
- ___ slightly agree
- ___ moderately disagree
- ___ strongly disagree
- ___ slightly disagree

45. Anti-Negro prejudice could be practically eliminated if there were no loud, bad-acting Negroes.

- ___ strongly agree
- ___ slightly agree
- ___ moderately agree
- ___ strongly disagree
- ___ slightly disagree
- ___ moderately disagree
46. I am most proud of Negroes for their strength in enduring persecution.

____ slightly disagree
____ moderately disagree
____ strongly disagree
____ slightly agree
____ moderately agree
____ strongly agree

47. The Negroes in this country would get along much better if they'd stop flooding integrated neighborhoods.

____ moderately agree
____ strongly agree
____ slightly agree
____ moderately disagree
____ strongly disagree
____ slightly disagree

48. I feel personally ashamed when I see Negroes making themselves conspicuous in public places.

____ strongly agree
____ slightly agree
____ moderately agree
____ strongly disagree
____ slightly disagree
____ moderately disagree

49. There are many Negroes to whom anti-Negro statements do apply.

____ slightly disagree
____ moderately disagree
____ strongly disagree
____ slightly agree
____ moderately agree
____ strongly agree