

THE SERIAL TRANSMISSION OF NEED-RELEVANT AND NON-NEED-RELEVANT
INFORMATION IN GROUPS OF AUTHORITARIANS AND NONAUTHORITARIANS:
A STUDY OF RUMOR

A Thesis

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts

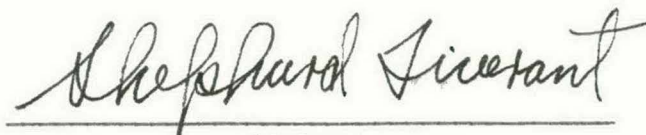
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Rumour is a pipe
Blown by surmises, jealousies, conjectures,
And of so easy and so plain a stop
That the blunt monster with uncounted heads,
The still-discordant wavering multitude,
Can play upon it.

Even such a man, so faint, so spiritless,
So dull, so dead in look, so woe-begone,
Drew Priam's curtain in the dead of night,
And would have told him, half his Troy was burn'd.

William Shakespeare
King Henry IV, Part II, I. i. 70.

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CHAPTER I

INTRODUCTION

Since the formulation of the concept of "authoritarianism" (Adorno et al., 1950), a considerable body of literature has been developed, designed to further validate and extend the theoretical ramifications of this particular pattern of personality organization. Actually having its beginnings in an extensive study of anti-Semitism, the authoritarian or "pre-fascistic" personality emerged as a con-structural mode of explaining the consistency with which a rather specific constellation of psychosocial attitudes, certain clinically demonstrable personality traits, and certain cognitive and perceptual processes were seen to be functionally related. The literature pertinent to an understanding of authoritarianism and its relationship to the present study is reviewed in the next chapter.

Of even greater longevity and volume than the research investigating the authoritarian syndrome is the extensive body of literature dealing with the effects which individual needs, attitudes, and sets have upon perception and memory. The general thesis of work of this sort is that the person's needs, prejudices, and expectancies selectively modify or determine what will or will not be perceived or recalled.

While several experimental efforts have been successful in predictively relating certain kinds and modes of perception and recall to authoritarianism, one method of studying the perceptual and memoric processes of the "high F" (i.e., authoritarian) character has been neglected—viz., the rumor.

The method of simulating rumor transmission by having persons relate information one to another in serial fashion was first developed by Bartlett (1932). As later employed by Allport and Postman (1947) and others, this "Method of Serial Reproduction" was seen to be a particularly fit technique for observing and assessing the selectivity which persons use with respect to attending, perceiving, and recalling. Given the facts of the need- and value-relevancy of human perception and memory within the context of the rumor situation, it is theoretically plausible that—for homogeneous groups of "like-minded" people—the transmitted information would undergo certain changes which would characteristically differ from one group to another. In Bartlett's words:

In the actual remembering of daily life the importance of these social factors is greatly intensified. The form which a rumor, or a story, or a decorative design, finally assumes within a given social group is the work of many different successive social reactions. Elements of culture, or cultural complexes, pass from person to person within a group, or from group to group, and eventually reaching a thoroughly conventionalised form, may take an established place in the general mass of culture possessed by a specific group. Whether we deal with an institution, a mode of conduct, a story, or an art-form, the conventionalised product varies from group to group, so that it may come to the very characteristic we use when we wish

most sharply to differentiate one social group from another. (op. cit., p. 118)

The present study, an application of the rumor model to the authoritarian personality, is based upon several assumptions which have considerable support:

(a) that the values, expectancies, needs, attitudes and beliefs which a person maintains as functions of his personality organization exert a determining effect upon subsequent perceptions and recall;

(b) that the Method of Serial Reproduction as a laboratory analog to the rumor situation constitutes a model wherein the mechanisms of need- and value-relevant perception and recall are particularly operative, influencing the transitional distortions which occur as information is serially passed from person to person;

(c) that the "authoritarian personality" as measured by the California F(ascism) Scale is a particular personality organization which maintains more or less fairly predictable characteristics, including a basic "intolerance of ambiguity," memorial rigidity, deferent submission to parental authority, ethnocentric attitudes, and a tendency toward politico-economic conservatism which includes marked hostility to "left-wing" belief systems.

These assumptions are more clearly explicated and supported in the chapter reviewing the pertinent literature.

The hypotheses of this study refer to an experimental design which employs the Method of Serial Reproduction as an experimental

analog to rumor (see Methodology). The original stimulus material which was presented for the purpose of serial transmission from one person to another was designed to be either need-engaging or not need-engaging to authoritarian attitudes and values. A more specific understanding of these referents for the hypotheses to follow can be found in Chapter III.

Using groups of authoritarians and nonauthoritarians (as measured by the California F-scale) in a simulated rumor situation, and designating as the basic data the final end product of a group's efforts upon "neutral" and need-relevant material, the following predictions were made:

Hypothesis 1: Due to an assumed intolerance of ambiguity and a memorial rigidity, for both need-relevant and non-need-relevant themes, groups of authoritarians will produce final reproductions which are significantly more distorted and less faithful to the original stimulus material than will groups of nonauthoritarians.

Hypothesis 2: On need-relevant themes, groups of authoritarians will produce final reproductions which will be biased in specific directions—i.e., which will distort the original stimulus material in authoritarian directions.

It was further hypothesized that individual authoritarian subjects would respond in certain ways to a post-rumor questionnaire:

Hypothesis 3: Authoritarian subjects will show a greater tendency than nonauthoritarian subjects to identify certain characters

portrayed in the thematic material—viz., those characters who stood on the authoritarian side of the controversy—as being "more clear or strong in their character and arguments."

Hypothesis 4: Authoritarian subjects will show a greater tendency than nonauthoritarian subjects to identify certain characters portrayed in the thematic material—again, those on the authoritarian side of the controversy—as being "more in the right."

CHAPTER II

REVIEW OF THE LITERATURE

Two bodies of research obviously relevant to this study are those portions of the literature dealing with rumor study and the authoritarian personality, respectively. However, because the hypotheses formulated concerning the relationship between authoritarianism and rumor transmission are predicated upon the more general notion of the need-relevance of perception and recall, the literature pertinent to this latter area is viewed as a relevant precursor. The present study is conceived as a study of the need-relatedness of human perception and memory, and the vehicle through which these phenomena are studied is the laboratory rumor. The content of this rumor model includes some of the outstanding values, attitudes, needs and sets of the authoritarian personality.

The Need-Relevance of Human Perception and Memory. Pioneering in the areas of need-relevant perception and recall, the monumental work of Bartlett (1932) was the first research to effectively demonstrate remembering to be more than a mere reproductive function of the organism. This early work experimentally showed that memory is rather a constructive operation whereby the person selectively attends to various aspects of incoming stimuli, thereafter reshaping and ordering them into meaningful categories according to the "schemata"

by which he regulates his life. For Bartlett, every cognitive function is conditioned by a central "effort after meaning," an attempt on the part of the individual to make sense of his experiences. Furthermore, aside from the initial selectivity in attending to and recognizing only part of the stimulus field, memories change—immediately following perception—in accord with the person's habits, needs, sets and cultural conventions. Thus, Bartlett rejects a simple "trace" theory of memory as being grossly inadequate.

Emphasizing the importance of the individual's general personality makeup on perceptual and memoric functions, Bartlett states:

For what is presented at once stirs up in the subject some preformed bias, interest, or some persistent temperamental factors, and he at once adopts toward the situation some fairly specific attitude. Within limits, the more structurally complex is the material, the more ambiguous it is in outline, the more certain features of the whole are salient, and the more it contains 'dynamic' or movement features, the more definite and varied are the attitudes it evokes, and the more diverse the interpretations. (p. 44)

And later:

It now seems certain that attitudes, springing up upon a basis of some not very well-defined perceptual pattern, may strongly influence recall, and may tend in particular to produce stereotyped and conventional reproductions which adequately serve all normal needs, though they are very unfaithful to the originals. (p. 55)

Much more importance has been given the determining effects of personal needs upon the processes of perceiving and remembering in the years following the research cited above. Levine, Chein, and Murphy (1942) demonstrated the effect of bodily needs upon perception

by experimentally manipulating the hunger drive. For periods of abstinence up to six hours, subjects who were deprived of food showed significantly more of a tendency to identify ambiguous drawings as food objects than did subjects not deprived of food. Similar research also employing the hunger need as an independent variable has been done by Atkinson and McClelland (1948) and McClelland and Atkinson (1948), yielding comparable findings. Earlier work questioning the relationship between abstinence from food upon imaginal processes is reported by Sanford (1936, 1937), who shows prolonged food deprivation to be related to an increase in food-related images and percepts.

One study by Proshansky and Murphy (1942) concludes that previously rewarded or punished perceptions may have an effect in determining later perceptions. During a training period, subjects asked to judge the length of lines were positively reinforced (i.e., given a small sum of money) when presented with a "long" line and negatively reinforced (i.e., had money taken from them) when presented with a "short" line. During the test series, it was found that the reinforced subjects identified more lines as "long" lines than did controls who were not so reinforced.

The classical study often cited as exemplary of the relationship between the individual's personal needs and values and his perceptions is the study of Bruner and Goodman (1947). Utilizing coins of

different values, and requiring of the subjects that they adjust a circular spot of light to be subjectively equal to a designated coin, the most significant finding of this study was that groups of "poor" children overestimated the size of coins significantly more than did groups of "rich" children. Carter and Schooler (1949) criticized the Bruner and Goodman design on methodological grounds, and found upon replication that the findings thereof held true only when the subjects estimated the size of an absent, recalled coin. Employing the same basic task, Ashley, Harper, and Runyon (1951) attempted to simulate different economic states within subjects by means of hypnotic suggestion. They report that subjects in a non-hypnotic state adjusted the light approximately equal to the size of the designated coins; subjects in hypnotically-induced "poor" and "rich" economic states adjusted the light significantly larger and significantly smaller, respectively.

Correlating associative reaction time (a measure of the "emotional value" of stimulus words) with the speed of recognition for the same words presented tachistoscopically, Bruner and Postman (1947) concluded that the two measures were significantly related. The writers invoked the concepts of "perceptual defense" and "perceptual sensitization" (see below) in explaining the apparent contradiction of the presence of both significantly long and significantly short speeds of recognition of "emotional" stimulus material. In another

effort, the same investigators (1948) enjoined subjects to adjust a variable patch of light until it was subjectively equal to circular discs, each of which was inscribed with one of three symbols. The discs bearing the "positive" symbol (dollar sign) were judged largest, those bearing the "negative" symbol (swastika) were judged second largest, and the "neutral" discs bearing two diagonal lines were judged smallest. The results were interpreted that value, whether of a positive or negative valence, leads to perceptual accentuation.

In a study more amenable to interpretation in terms of generalized expectancies, Postman, Bruner, and McGinnies (1948) found a significant relationship between the rank of a subject's value on the Allport-Vernon Study of Values and his speed of recognition of tachistoscopically-presented words relevant to that value. Here again, in discussing their results, the authors forward the hypotheses of "perceptual defense" (that subjects will block or defend against unacceptable stimuli) and "selective sensitization" (that stimuli which reflect positive values will be recognized more readily than neutral stimuli). Repeating this study and partialling out the effects of the frequency of words in ordinary language usage, Solomon and Howes (1951) found that the relationship posited by Postman et al., was much more pronounced for infrequent words, and statistically significant for the highest and lowest values on the Allport-Vernon profile.

While not especially pertinent to the present study, it is worthy of note that much of the later experimentation in the area of need-relevant perception has focused on various aspects of "perceptual defense." McGinnies (1949) found that both recognition threshold and galvanic skin response were higher for culturally unacceptable words than for neutral words. Usually interpreting their findings through the mediation of such concepts as repression or some unconscious screening process which blocks the perception of negatively valued or need-conflictual stimuli, other researchers have employed similar methodologies and have obtained closely related results: Lazarus and McCleary (1951); Eriksen (1951, 1956a, 1956b); Postman (1953); Blum (1955); and Lazarus (1956). Some students of the same area (e.g., Howes and Solomon, 1950) have rejected the notion of perceptual defense as an unconscious repressive process, electing to interpret the results of these studies in terms of conscious response withholding. Barthel (1961) presents evidence to support this latter interpretation, when he shows higher recognition thresholds for culturally taboo words to be related to a high need on the part of the subject for social approval.

Turning now from perception to memory, the research dealing with the relationship of needs and values to recall has produced conclusions very much compatible with and complementary to the findings of studies of need-relevant perception. While not completely free of methodological

criticism, two earlier studies have ostensibly attempted to verify the Freudian concept of repression and Thorndike's Law of Effect and their influence upon recall. Using the report of examination grades to college students as the independent variable, and later testing for recall of these grades, Koch (1930) found that grades which students reported as "pleasant" were recalled more accurately than were grades reported as "unpleasant." Both "pleasant" and "unpleasant" grades tended to be better remembered than those reported as stimulating no affective reaction. Meltzer (1930) asked students to report their personal experiences during a short vacation, and to mark each experience as "pleasant" or "unpleasant." On a test of recall, he reports that the forgetting of "unpleasant" experiences was significantly greater than that of "pleasant" experiences. Moreover, of those experiences reported on the test of recall which were not included in the original task, there were significantly more new reports of "pleasant" experiences.

Much of the work done on need-relevant memory consistently indicates that material which is assimilable into the subject's frame of reference or which is consonant with his attitudes is more readily retained than material which conflicts with his frame of reference or his attitudes. Watson and Hartmann (1939) compared the recall of atheistic and theistic material for subjects with strong atheistic or theistic beliefs. It was found that material which supported any

given subject's attitude was recalled much more effectively than material which opposed his attitude. Edwards (1941) presented a spoken prose passage containing statements both approving and disapproving of the New Deal to subjects who held either of the same two attitudes. He found that the subject tended to perceive the content of the speech as conforming to his own attitudes. Most significantly, on a later test of recall, the subject tended to recognize from the passage material which harmonized with his own frame of reference significantly more than material which conflicted with his frame of reference. Similar results, supporting the hypothesis that subjects tend to remember that with which they agree, have been reported by Wallin (1942). Levine and Murphy (1943) have also demonstrated this, in addition to verifying their hypothesis that subjects tend to learn faster material with which they agree than that with which they disagree.

In a replication of the Postman, Bruner and McGinnies study, Postman and Schneider (1951) extended the same basic design to accommodate the relationship of value rank on the Allport-Vernon profile to the recall of words relevant to these values. The relationship found was in a U-shaped curve, there being a statistically significant relationship between recalled words and the highest and lowest values on the profile.

Alper and Korchin (1952) utilized Bartlett's Method of Serial Reproduction (described in the next section) with male and female subjects. The material to be recalled concerned the comparative abilities of male and female students in higher education. The most interesting finding to emerge was the statistically significant differential recall of "partisan" items between the sexes, males generally favoring the case for the males, females generally favoring the case for the females.

On a task demanding the recall of names assigned to pictures of Negroes and whites, Rokeach (1952) discovered that highly ethnocentric subjects recalled less accurately than nonethnocentric subjects, not only for the recall of Negroes' names, but also for those of whites.

Taft (1954) presented Negro and white delinquent boys with a prose passage concerning a Negro baseball player. The passage contained items which were neutral, favorable, and unfavorable to the Negro. On the basis of immediate recall, the Negro subjects recalled more favorable and unfavorable material than did the white subjects. On delayed recall, the Negroes were even more superior to the whites with respect to the recall of favorable items. On the whole, the white subjects distorted more items. The author contends that the Negroes were "vigilant" during the immediate recall, and therefore sensitized to the material. However, before the delayed recall series, they had repressed unfavorable items.

Garber (1955) attempted to separate the cognitive (belief) and affective (attitude) aspects of subjects' reactions to various statements regarding present-day Russia. The strongest findings of this study are that: belief tends to enhance the likelihood of retention more than does approving attitude; when belief and attitude reinforce each other positively, retention is facilitated; when belief and attitude reinforce each other negatively, there is an inhibition of retention; when the inhibiting and facilitating effects of belief and attitude conflict, the attitude appears to dominate over the belief structure in determining what is recalled.

The Methodology of Rumor Study. Studies of the rumor process have characteristically been of two sorts—"field" studies and experimental (laboratory) studies. Field research attempts to study the changes made in information as it is transmitted from person to person in "real life situations." Occasionally, these researches "plant" the seeds of rumor within a group of people and attempt to assess the direction, the channels of communication, and the forms of the rumor by the methods of participant observation and/or post-rumor interviews. Studying the spread of a spontaneous rumor of "Communist" throughout a housing project, Festinger, et al., (1948) conclude that rumors tend to rise where developments relevant to people's interests appear to lie largely outside their control and where there is a good deal of cognitive unclarity. These investigators report that once a rumor's

central theme is accepted, specific items tend to be reorganized and distorted to become consistent with it. Schall, Levy, and Tresselt (1950) utilized a sociometric approach in the analysis of the channels of rumor transmission in a fraternity situation and found that, contrary to their expectations, rumor was not passed more quickly and distorted more by the social isolate. The crucial determinant of rumor spread rather seemed to be some dynamic interplay between the internal personal values of the subjects and the rumor situation itself. Dealing with the outcome of a "planted" rumor, Schachter and Burdick (1955) offer further evidence that under conditions of widespread cognitive unclarity, there is more extensive transmission and more speculation involving rumor material. Similar work has been done by Back, Festinger and Hymovitch (1950), and an early partial summary of the dynamics of rumor has been offered by Knapp (1948).

Allport and Postman (1947) present perhaps the most comprehensive analysis of the conditions and mechanics of rumor of various sorts—spontaneous or "planted," in the field or in the laboratory. Consonant with the implications of need-relevant perception and recall, and giving substance to the findings of other rumor researchers, the authors posit that:

....the amount of rumor in circulation will vary with the importance of the subject to the individuals concerned times the ambiguity of the evidence pertaining to the topic at issue. (p. 34)

Thus, need-engagment and cognitive ambiguity are seen as multiplicative functions of rumor transmission.

Later, in the same work, the three processes of rumor are conceived of as levelling, sharpening, and assimilation. Levelling refers to the tendency for the information in transmission to become shorter, more concise, and more easily grasped as details are gradually dropped out. Sharpening refers to the tendency for certain limited details to be selectively retained out of the larger context, to be given a greater importance in later stages of the transmission process. Sharpening is defined as the reciprocal process of levelling—thus, one cannot exist without the other. Assimilation refers to the process whereby the changes occurring in the rumor transmission take place in essential conformity to the past experiences and the present attitudes of the rumor spreaders. It is the assimilative process which—in the face of levelling and sharpening—reorganizes the presented information into a format which is congruent with the person's needs, values and expectancies.

The processes of levelling, sharpening, and assimilation are found by these investigators to operate in any situation involving information transmission, whether in the veridical order or in the laboratory. Giving due credit to the work of Bartlett (from whom they adopted their laboratory technique), Allport and Postman assert that these three processes reflect the rumor agents' "effort after meaning."

Most exemplary of the early attempts to simulate the conditions of rumor in the laboratory, the studies of Bartlett (1932) on memory have been of great import. Of this investigator's numerous experimental methods, only one requires mention here, being peculiarly amenable to an artificially induced rumor situation:

In the Method of Serial Reproduction, a text is presented to one subject for his reading. He later reports what he remembers from the text to a second subject, who later reports to a third, etc. The intervals between subjects may or may not be long. Each successive reproduction is recorded.

For several of his methods of testing memory—including the method just described—Bartlett comes to similar conclusions regarding the changes made in the information. Over time and/or across individuals, the story or theme tends to become shorter and many omissions are made, especially of incidental detail. The disappearance of items usually means the gradual construction of a new whole which organizes around other details, with a tendency toward making good intrinsic sense. Details unfamiliar to the subjects are readily transformed into details more familiar to them. Proper names and titles are the most unstable elements in a story, in that they are the first to be transformed. There is generally a bias toward the concrete, with a rapid transformation and omission of abstract elements, arguments, or reasoning. Stories ultimately lose their individualizing features,

deviate strongly from the original text, and often take on a sort of "stamp" characteristic of the person or group reporting.

The work of Allport and Postman, cited above, reports conclusions highly corroborative of those of Bartlett. Later studies employing the Method of Serial Reproduction have also confirmed many of Bartlett's general observations. Higham (1951) employed "neutral" and "ego-involving" stories with this method, and concluded that fewer details are levelled in the ego-involving stories. Tresselt and Spragg (1941) found that the reading of a "mental set" passage prior to the hearing of the original stimulus material exerted a definitive effect on the changes later occurring in the reproductions given. Alper and Korchin (1952) showed that groups of males and groups of females differentially transmitted certain partisan information from one subject to another when the original stimulus was sex-relevant.

The findings of these studies suggest that the Method of Serial Reproduction specifically and the rumor situation generally are tried modes for investigating the social perceptions and the communication processes of groups of like-minded people. This is the intent of the present study, and the population investigated are subjects characterized as "authoritarian" and "nonauthoritarian" on the well-known California F(ascist) Scale.

The Concept of the Authoritarian Personality. The mention of the "California group" is perhaps as familiar to behavioral scientists as

is mention of the "authoritarian" personality upon which this group initiated investigation. Interested primarily in the etiological, psychodynamic, attitudinal, and sociological correlates of what they considered to be "pre-fascistic" tendencies in the personality structure of certain individuals, this group of investigators undertook an intensive study which culminated in one of the most massive collections of carefully collated case material in present-day psychological literature (Adorno et al., op. cit.). Their work is depicted summarily by Christie and Garcia (1951) as follows:

Individuals with a history of strict treatment in childhood and subjected to great social pressures toward conformity are characterized as tending to be rigid and intolerant of ambiguity as adults (Frenkel-Brunswik, 1951). These individuals perceive the world as a constant source of threat and tend to identify with conventional values for security. Their emphasis on conformity and power has earned them the soubriquet of "authoritarian," and the California investigators have found that these individuals are also ethnocentric and characteristically project their aggressive tendencies onto outgroups, authoritarianism and ethnocentrism being interwoven.

Apparently just as basic to the dynamics of authoritarianism as the specific content of the belief-attitudinal system (see below) are certain structural aspects of the manner in which the authoritarian functions, both affectively and cognitively. Originating in a theoretically posited strong ambivalence toward authority, the resolution of ambivalence which employs repression of the negative affect and overemphasis of positive affect is said to be so uncompromisingly rigid that a similar dynamic is operative in other aspects of

functioning as well. For example, in a manner similar to his inability to tolerate opposing feelings within himself, there is some evidence that the authoritarian is also intolerant of ambiguity in the cognitive and perceptual areas as well (Frenkel-Brunswik, op. cit.). The "high F" character is said to grossly oversimplify complicated problems, especially social and psychological issues (Adorno et al., op. cit.). There is a strong tendency to dichotomize perceptions and cognitions into elementally simple categories—"good" versus "bad," "weak" versus "strong," "ingroup" versus "outgroup," "right" versus "wrong."

It has been the contention of the California group that there is a more or less well-defined syndrome of authoritarianism, in that the various attributes which would incline a person toward susceptibility to anti-democratic propaganda "hang" rather closely together. Indeed, as the concept of the personality under study has become more clearly delineated, specific and fairly predictable relationships have become discernible between the attitudinal and emotional components of the syndrome. Aside from the intolerance of ambiguity, the stereotypical conventionality, the power orientation, and the ethnocentrism of the potentially "fascistic" personality, the findings of the original study depict the syndrome as: maintaining a complexus of conservative politico-economic attitudes; overly deferent to authority figures, submitting out of a respect based on fear; anti-intraceptive and hostile to "out" belief systems; moralistic in sexual attitudes; scornful

of all weakness in others, et al. Many of these original formulations have been verified by later experimentation, and the pertinent literature through 1956 has been comprehensively reviewed by Christie and Cook (1958).

Only several researches need be mentioned to illustrate that authoritarians perceive certain situations in ways different than do nonauthoritarians. Scodel and Mussen (1953), Scodel and Freedman (1956), and Lipetz (1960) have concluded that authoritarians tend to see others more like themselves (and more incorrectly so) than do nonauthoritarians see others like themselves. Authoritarians were found to be more insensitive than nonauthoritarians to the personality characteristics of others in a study by Jones (1954), who also confirmed that authoritarians show a greater tendency to differentiate the social environment in terms of power-related concepts. Kogan (1956) supported the contention of the California studies that authoritarians tend to defend against sexual and aggressive stimuli. A more recent work by Rothstein (1960) confirms that authoritarians project onto semi-structured stimuli their own unacceptable sexuality. Barnes (1961) demonstrated higher perceptual thresholds for authoritarians in the areas of dependency, sexuality, and exclusion to an outgroup.

Three specific studies are seen to be especially relevant to this study, insofar as they have successfully related ethnocentrism

(a component of authoritarianism) to certain characteristics of memory.

One of these three researches is directly related to need-relevant distortion of recall in prejudiced individuals. In this study (Frenkel-Brunswik, 1949), children who fell along the entire range of measured ethnocentrism were presented with a fictional story of young pupils in a school, to which their reactions were evaluated. The passage included brief characterizations of eleven students—including one Jew and one Negro—and incorporated the reactions of the students to these newcomers, including aggression and protectiveness. After a short interval, the children were asked to reproduce the story in writing. Frenkel-Brunswik reports that the highly prejudiced children tended to mention the Negro boy more often in an unfavorable light—moreover, all negative ethnic imputations were subjective elaborations upon the actual thematic material. Without reference to minority groups—i.e., generically—prejudiced children placed greater emphasis than nonprejudiced children on the story's negative, hostile, or catastrophic features. Moreover, the distortions of high scorers were not only more frequent, but also of a cruder nature. Finally, for the recall of the prejudiced children, the story became more simplified and less diverse than for that of the nonprejudiced children.

The previously mentioned study of Rokeach (1952) presented pictures of Negroes and whites to prejudiced and nonprejudiced subjects,

and asked for the recall of names which had been initially associated with each. The finding that ethnocentric subjects recalled names less accurately for both the Negro and white stimulus pictures in the study was interpreted to mean that ethnocentrism is a function of a more general and pervasive misanthropy.

Earlier, Fisher (1951) conducted a somewhat comparable experiment and obtained similar results, but interpreted his findings in terms of a more structural characteristic of the cognitive processes of prejudiced individuals. Using both high- and low-scorers on the California E(thnocentrism) Scale, this study presented the subjects with a neutral (i.e., not related to ethnocentric needs) prose passage for memorization. In testing memory over time by using several repeated measures of recall, Fisher concluded that highly prejudiced subjects had a greater tendency to drop out details and to oversimplify the material in a distorted fashion, having a greater tendency toward levelling and a greater need for symmetry than had non-prejudiced subjects. Depicting the ethnocentric individuals as being "memorially rigid", Fisher thus offers an explanation more general and inclusive than that of Rokeach.

The postulated intolerance of ambiguity and the memorial distortion found in such studies as those above (Fisher, 1951; Frenkel-Brunswik, 1949; Rokeach, 1952) led to the first hypothesis of this

study; i.e., that authoritarians would distort rumor material significantly more than would nonauthoritarians.

Several attitudes, values and needs of authoritarianism as indicated in the general literature cited above—viz., deference to parental authority, ethnocentrism, hostility to left-wing ideology—led to the remaining hypotheses formed; i.e., that authoritarians would distort the rumor material in certain predicted directions.

CHAPTER III

METHODOLOGY

The Original Stimulus Material. Four tape recordings of several minutes' duration were prepared in the form of dramatized scenes involving dialogues between various parties. Three of the recordings were deliberately constructed to be "need-relevant" to the authoritarian syndrome inasmuch as it would be theoretically expected that these tapes would elicit specific attitudes, values and feelings from authoritarian people upon their hearing the recordings. A fourth recording, a "non-need-relevant" or neutral tape, was constructed so as to be free as possible from material which would have theoretical relevance to the authoritarian personality and his interests. Transcriptions of these original recordings will be found in Appendix A.

In keeping with Allport and Postman's conclusion that a certain degree of ambiguity is a necessary condition for distortion in rumor (1947)—and also mindful that a certain "intolerance of ambiguity" is characteristic of the authoritarian personality—each of the four recordings were constructed around a specific problem which presented itself to the characters portrayed on the tapes, and for which problem there was some degree of indefiniteness of solution, some equivocation, several alternatives, or some quality of "pro" and "con." Each of the

three need-relevant recordings, moreover, involved a rather sharply defined controversy which centered around an authoritarian issue and which included interpersonal disagreements over material toward which the authoritarian subject would be expected to maintain fairly predictable attitudes. The authoritarian-centered controversy on these three need-relevant recordings consisted of charge and counter-charge, argument and rebuttal, fact versus value, from one side of the controversy to the other. These three need-relevant tapes, while simulating natural situations, attempted to present disagreements which were sufficiently "balanced" in weight that the truly fair observer would have to report that there was no definitive way in which to determine which side of any controversy was more "correct" or "in the right." In addition, the three need-relevant tapes included sufficient detail and sub-argumentation as to allow ample opportunity for distortion in any of a number of ways.

Theme A, the neutral recording, depicts a situation wherein two college students, a boy and a girl, are discussing the problems involved when they discover that they have no place to hold a picnic which they and a group of friends have arranged.

Theme B, a need-relevant recording dealing with the authoritarian problem of deference to parental authority, involves a discussion between a young man and his wife, when the latter receives news that her father wishes to live in her home. The woman is essentially hostile

to the idea of her father taking up residence with her family, and the husband appears to be more sympathetic to this arrangement, to the point of being somewhat puzzled and disappointed by his wife's attitude. Arguments pro and con are given.

Theme C, centering around material which would be expected to elicit ethnocentric attitudes and values, portrays a scene in a southern police station. Some Negro picketers have been arrested for allegedly disturbing the peace before a segregated theater. The white theater owner and a spokesman for the pickets present different versions of the event and make various charges against each other.

Theme D was constructed with the view in mind that the authoritarian's specific attitudes toward unpopular left-wing political philosophies would be elicited by the recording. It simulates a few minutes of questioning and testimony before a congressional committee which is interested in the alleged Communist Party affiliations of a New York newspaperman. The witness refuses to cooperate and attacks the committee's legality and intentions, and the chairman of the committee argues that the man's performance is evidence which corroborates his being identified as subversive.

Selection of Subjects. Twenty-eight items of Form 40-45 of the California F-scale (Appendix B) were administered to 253 male and female Psychology 401 students at The Ohio State University during the summer session of 1961. The scale was administered along with several others

as a routine procedure on the first day of class, and the students were informed that the psychologists using the scales were interested in their scale performance only as members of a large group, not as individual respondents. There was no connection drawn between the administration of the F-scale and any later performance in psychological experiments.

Due to the great number of older students enrolled in the course during the summer session, it was decided that the possible effects of age should be ruled out by setting an upper age limit of twenty-five years for participants in the rumor study. Also, because of the importance of language to the communication process, foreign students were not considered for inclusion. Subjects' scores on the Ohio State Psychological Examination were collected as a measure of intelligence.

The F-scales were scored and prospective subjects from the upper and lower quartiles were contacted at their homes by telephone or in their respective classes. The prospects were informed that their names had been selected on a purely random basis from the Psychology 401 roster for possible participation in a group experiment in "social communication" along with three other students. They were told that participation in the experiment would earn them two credits toward the four experimental credits required by the course. Those subjects who showed unwillingness or hesitancy in signing up for the

study were slightly pressured into doing so, on the ruse that the "random selection procedure" was one which the experimenters preferred to retain inviolate for statistical reasons, and any replacements of the names chosen would destroy the "pure" nature of the random selection.

Beyond this, the skeptical few who further questioned how the purity of a random group would be altered by the change of one subject were told another fabrication: that in past years, psychological researchers had discovered that whenever subjects were allowed to volunteer for an experiment at their own leisure, certain psychological differences were found to be reflected in the experimental performances of those who volunteered early in the quarter and those who volunteered late. Accordingly, since the present study in "social communication" had to be completely run within the first few weeks of the quarter (another deception), the experimenters wanted to be sure that their results were in no way attributable to the fact that the study included only early volunteers. For those students who seemed to understand the above reasoning, it appeared to make a genuine impression; for those who did not, it nonetheless must have appeared to have a certain "ring" of scientificity. Ultimately, the several people who refused to participate did so due to insurmountable difficulties such as demanding job schedules, etc. The few students who asked whether there was any relationship between selection for the study and the personality inventories given in class were answered in the negative.

Once a prospect had committed himself to serve as a subject at a definite time, he was reminded that in order for any one "run" of the experiment to be successful, all four subjects were required to be present. Thus, the other three members of his experimental group were relying upon him to honor his commitment. All subjects were informed that in the event any one member of a group did not appear at the appointed time, the entire group of four would have to be reassigned another time.

Experimental Design and Procedure. According to the above method, each subject was assigned to one of four types of experimental groups, according to sex and F-scale classification: either to a "High F" Male, "High F" Female, "Low F" Male, or "Low F" Female group. Five of each of these four types of group were formed, yielding a total of twenty experimental groups of four subjects each, as illustrated in Table 1.

Table 1

Assignment of Subjects to Experimental Groups
According to Sex and F-Scale Classification

Sex	Authoritarian	Nonauthoritarian
Male	Five groups of four subjects each	Five groups of four subjects each
Female	Five groups of four subjects each	Five groups of four subjects each

The experimental method utilized a procedure identical to Bartlett's Method of Serial Reproduction, wherein the first subject to be exposed to the stimulus material reports all he recalls as accurately as he can to the second subject, who in turn reports to the third subject, etc. Each sequential phase is recorded. In the present study, this same procedure was used for all four themes, each group being required to transmit from person to person the information of all four tapes.

Some attempt was made to control for theme sequence effects by altering the sequence of the three need-relevant themes. Theme A, describing the neutral situation, was the first recording presented to all groups, but Themes B, C, and D were randomly shifted in order to minimize any possible effects one emotionally-charged recording may have upon the reproduction of the recordings to follow. Accordingly, six separate copies of the master tape were prepared, utilizing sequences ABCD, ABDC, ACBD, ACDB, ADBC, and ADCB. These varying sequences were given a fair and random distribution over the four different types of experimental groups.

The possibility of subject sequence effects was also met by an attempt to vary the sequence of subjects within each group. The names of the persons in each group were alphabetized, then each was randomly assigned a subject designation of a number from one to four. Thus, for any one given group, the sequence for the different themes

always began and ended with different persons, giving each subject the opportunity to both listen to one original stimulus tape and also be the final respondent in one series.

Thus, for the first theme (always Theme A), S_1 heard the original stimulus material; S_2 was then called into the room and S_1 related the information to S_2 ; S_1 left the room and S_3 entered, to be relayed the information by S_2 ; S_2 left and S_4 was given the information by S_3 ; finally, when S_3 left the recording room, S_4 relayed the information back to E. For each of the following three themes, the procedure was identical, except for the second theme, the sequence started with S_2 and terminated with S_1 , for the third theme, the sequence started with S_3 , etc.

The experimental recording room contained four chairs, a table and two tape recorders. One recorder contained the master tape with both instructions to the subjects (below) and the original stimulus material of all four themes. This recorder was supplied with a set of headphones so that the initial subject of any series could listen to the original stimulus without the latter being audible to the subjects who were waiting in other rooms. The second recorder contained a blank tape for the purpose of recording the stories in all phases of their reproduction—i.e., as they passed from person to person.

For each group, the four subjects were brought into the recording room, seated comfortably, and asked to listen to the taped instructions for the experimental procedure (Appendix C). The purpose of taping the instructions was to further ensure clarity of presentation and to standardize the procedure. While cautioning the respondents to listen to the stimulus material carefully and to "strive for reliable reporting," in order to minimize the possibilities that any subject might suspect that the study was specifically concerned with prejudicial reporting, the instructions attempted to distract the subjects' attention from this essential by stating that the important variables under consideration were vocabulary, length, emotional tone of the speakers, etc. In other words, while content would be obviously important in relating any given theme, should the subjects believe that the factual content was the all-important variable, they may have suspected that the study dealt with prejudicial reporting and may have made efforts to "bend over backwards" in order not to distort in a specifically prejudiced direction.

When the taped instructions terminated, the experimenter answered any questions raised, and the four subjects were then shown to the separate rooms in which they were to remain until their respective turns for the four sequences.

In summary, the experiment proper utilized Bartlett's Method of Serial Reproduction, whereby each group dealt with each of the four

themes. The procedure included counterbalancing for theme and subject sequence. There was a time lapse of approximately thirty seconds between subjects. This major part of the experiment, including instructions, room arrangements, and the actual transmission of the four themes along the group of four persons, took approximately forty-five to fifty minutes.

The experimental groups were run "blind" by the experimenter, his not knowing whether any given group was an authoritarian or a nonauthoritarian group. Out of the twenty groups, there were two unavoidable violations of this precaution, conditioned by two separate incidents wherein only three persons represented their group. Under these special circumstances, using three subjects working upon four themes, a variation of subject sequence was the inevitable result. The two missing subjects were finally contacted, the experiment was explained to them as it had been to the other group members, and these two individuals functioned as the last person in each of the four series by listening to the taped reproduction of the third person in each sequence as their given stimulus.

The Post-Experimental Questionnaire. Following the administration of the experiment proper, a short questionnaire was given to all subjects (Appendix D). The purpose of this questionnaire was mainly to assess the subject's general reaction to the experiment, his perception as to the purpose of the experiment, and his evaluation of

the success of his performance and that of his group. However, two questions (Questions 3 and 4) were included with the intention that they might further reflect attitudes and values which would discriminate between authoritarians and nonauthoritarians. Question 3 asks the subject to state what he would or would not have done or said had he been involved in any of the four situations in any way. Question 4 asks the subject to consider the three need-relevant themes with respect to two judgments for each theme: (a) those parties whose character or arguments were most clearly or strongly presented; and (b) those parties who were probably more in the right. Since each of these questions asks the subject to once again recall the thematic material, they should be expected to reflect the same basic processes of selective perception, integration and memory as did the actual experimental sequence itself. As such, it was predicted that Questions 3 and 4 would reflect attitude, value, and prejudice in a manner as predicted by our major hypothesis concerning the directionality of authoritarian distortion.

The questionnaire concluded with a short pledge which the subject was asked to sign, promising not to discuss the experiment with other students for a period of two weeks, within which time all experimental groups would have been run.

While several interesting findings emerged from other questions on this form, these findings were in no way anticipated and no

specific predictions had been made prior to statistical analysis.

The Basic Data. Each of the final reproductions for each theme—i.e., the final rendition for each theme as it was related by the last subject in the sequence—was transcribed, thereby yielding twenty final reproductions for each of the four themes. These eighty transcriptions constitute the basic experimental data upon which judgments along several dimensions were later made.

As a further safeguard against bias in later judgments, the transcription of this material was also completed without reference to the designation (authoritarian or nonauthoritarian) of those groups from which the final reproductions came.

For each of the four themes, the transcribed final reproductions were randomly assigned a number from one to twenty in order to achieve a systematic designation which would allow assigning the data to judges without revealing the type of group from which they were derived. There is thus no necessary correspondence between the numbered designation of a final reproduction on one theme and that of another—for example, Final Reproduction A-18 is not necessarily a product of the same group of subjects which produced Final Reproduction B-18, etc.

All eighty final reproductions, including their numbered designation, the number of the particular experimental group which produced them, and the type of experimental group (male or female, authoritarian or nonauthoritarian) which produced them, are included in Appendix E.

Construction of the Judge's Manual. The variables as defined in the detailed Judge's Manual constitute the major dependent variables of this study. For a comprehensive description of the meaning and structure of these dimensions, see Appendix F. Briefly, the ten scales are entitled as follows:

Scale I: Overall Coherence

Scale II: Comprehension of the Essential Problem

Scale III: Reproduction of the Outcome

Scale IV: Exaggeration and Projection

Scale V: Minimization and Deletion

Scale VI: Cross-controversy "Shifts" in Role

Scale VII: Contradictions through Pure Projection

Scale VIII: Overall Comprehension

Scale IX: Directionality of Distortion

"Scale" X: Forced-Choice Authoritarian/Nonauthoritarian "Typing"

These scoring categories for rating the final reproductions were constructed on an a priori basis, being formulated and developed on logical grounds of what might be expected to occur to a theme in transmission. As already mentioned, Bartlett (1932) and Allport and Postman (1947) describe in great detail the various forms which distortion takes as information is relayed from one individual to another. Upon the findings of these writers—as well as upon one's natural expectancies—one would expect all distortion in the rumor

situation to be readily subsumable under the three general classifications of addition, deletion, and the conversion of elements of one form into elements of another. In accord with this notion, the six most specific and least global scales (II, IIIb, IV, V, VIb, VIIb) can readily be seen to logically reduce to some form of this triple classification: addition, deletion, conversion.

Scale I and "Scale" X are the only questions which are rated independent of the matter of accuracy of the final reproduction. Scale I asks the judge to rate a final rendition with respect to its overall coherence, and without regard to the fidelity it maintains in resembling the original stimulus material. Question X asks the judge to decide whether the final reproduction being rated was produced by an authoritarian or a nonauthoritarian group. The remaining eight scales are all "accuracy" scales which attempt to measure various aspects of distortion.

Scale VIII, a measure of overall comprehension, is the most global of the accuracy measures.

Of the eight accuracy scales, Scale IXa is the only measure which purports to deal with assessing the directionality of prejudicial distortion. This is a prejudice measure per se, and is designed to determine which side of the controversies on the three need-relevant themes any final reproduction may seem to favor, and the extent of that bias.

Scale IXb, not dealt with explicitly as such by the judges, was constructed by a simple conversion of the ratings made on Scale IXa. In order to test for differences between authoritarians and nonauthoritarians with respect to prejudice in general, without any reference to the direction this prejudice may take, the midpoint of Scale IXa (representing a "balanced" production) was considered as zero, and scoring for blanket, non-specific prejudicial distortion was measured by counting outward in either direction.

In converting the scale ratings into numerical values, a general method was adopted whereby the "worst" ratings—e.g., the least coherent, the most distorted, the most prejudiced in either direction—were given the higher numerical value. (Examination of the scales shows that the "worst" scores on the various scales vary from one end to another.) In this manner, mathematicizing the scales so that the predicted relationship between high ratings on the rating scales and groups of subjects scoring high on the authoritarian dimension served the purposes of simplification and consistency. Such a procedure also enabled the several ratings for any given final reproduction to be considered additively, thus yielding a Total Score for every rendition. The Total Score was thus calculated by summing up the individual scale scores for each final reproduction. However, because Scales VIb and IXa were not relevant to Theme A, it was decided to exclude these scores from the Total Scores for all themes. Hence,

the Total Score is the sum of Scales I, II, IIIb, IV, V, VIIb, and VIII.

Twenty samples, non-experimental final reproductions—five for each theme—were invented by the author to illustrate the manner in which he would apply the ten rating scales to various types of distortion found in the final renditions. These twenty experimental samples were constructed independently of the actual basic data and were prepared in such a fashion as to represent as many kinds of distortion and as many degrees of quality of reproduction as possible—again, on an a priori basis. Great care was taken to use as sparsely as possible examples of deviations similar to actual deviations found in the basic data; where this was impossible, the context and "flavor" of the reproduction in question was constructed so as to be completely different from all others. Each of the twenty experimenter's samples were scored, a rationale for many of the separate ratings was appended, and this information was incorporated into the Judge's Manual.

Experimenter's Ratings, Training Judges and Determining Reliability. The experimenter rated all eighty final reproductions three times over—once again, blindly—each rating period separated by a period of two days. In this manner, comparisons of the three separate ratings ensured a careful, well thought-out body of ratings for all the basic data. Ultimately, due to the experimenter's greater familiarity with the scoring system and his greater opportunity to

devote much time to the ratings, it was reasoned that the experimenter's ratings should constitute the raw data for the study.

The three judges who served in the study were graduate students beyond the master's degree in clinical psychology at The Ohio State University. From the basic data, each judge was randomly assigned five final reproductions for each of the four themes—twenty final reproductions per judge, sixty final renditions in all.

The method of determining reliability was effected in several steps, and some detailed consideration of this method should be given here.

Before proceeding to rate the basic data assigned them, the judges were required to carefully study the Judge's Manual and to follow its instructions. It was felt that the detailed instructions of the Manual and the included Experimenter's Samples would adequately prepare the judges for their ratings.

As a pre-check on the reliability between the judges' and the experimenter's ratings, each Manual contained eight of the remaining unassigned final reproductions, which the judges were asked to rate and present to the experimenter before they went on to the twenty renditions assigned them. An "agreement" between judge and experimenter was defined as agreement within one rating point in either direction on the rating scale. When a judge achieved an agreement with the experimenter on eighty per cent or more of the ratings made on the

eight pre-check reproductions, he was allowed to proceed rating his twenty assigned reproductions. When agreement fell short of eighty per cent, the two raters discussed the various discrepancies in their ratings in a re-training period. When a high degree of verbal agreement had been reached in the re-training, and several of the scoring principles had been elucidated to the judge, the latter went on to rate the actual reproductions assigned to him.

The actual rating of the assigned reproductions was carried out in two steps: The judge rated his twenty final reproductions independently, in a "first run-through." When these ratings were completed, they were compared to those made by the experimenter on the same twenty renditions. Once again, "agreement" was defined as agreement within one rating point in either direction on the scale in question.

In the "second run-through" the experimenter re-presented to the judge the latter's basic data and his ratings, pointing out to him those specific ratings whereupon the criterion of agreement had not been achieved. Without informing the judge how the experimenter had rated the particular item, the latter merely asked the judge to re-examine the final reproduction carefully, question his own particular rating, and change it or not change it, as he saw fit. Thus, the only information supplied to the judge at this point was that the experimenter and he did not agree on a particular item; neither the direction nor the extent of the disagreement was revealed.

Statistical Analyses. Reliability between the experimenter and the three judges on the rating scales was computed in the form of Pearson product-moment correlation coefficients. Except those of Scale IXb—the "derived" scale mentioned above—the ratings of each judge on each scale were correlated with those of the experimenter. These were done separately for each of the first and second runs-through. The Pearson r 's were then converted into Fisher's z -scores, and mean z -scores were calculated for each scale (across judges) and for each judge (across scales), thereby yielding Pearson r 's for the ratings of each judge and the ratings of each scale, as correlated with the ratings of the experimenter.

As more global reliability measures, Pearson r 's were also computed between the experimenter's and judges' additive Total Scores for each final reproduction. These coefficients were done for each judge and for each theme, as well as for the total pool.

Reliability of ratings on the YES-NO questions accompanying Scales III, VI, and VII was determined by pooling the judgments of the three judges—without regard for theme—and relating them to the experimenter's judgments in a chi square frequency table. Tetrachoric correlations were thus determined separately for the three scale questions.

As the main effects of authoritarianism, sex, and theme were to be isolated for each of Scales I through IXb, ten three-way analyses

were performed upon the data (experimenter's ratings) obtained in the present study. Three additional analyses of variance were done on the Total Score—one using the pooled data of all four raters as obtained in the first run-through, a second using the pooled data as obtained in the second run-through, and a third using the experimenter's rating. Aside from being one additional technique from which to infer reliability, it was reasoned that this treatment of the Total Score would give some indication as to the amount of change—or perhaps the extent of bias—concomitant to the experimenter's prompting of the judges to reconsider certain of their ratings.

Thus, thirteen three-way analyses of variance were performed upon the numerical ratings (Lindquist, 1956).

The experimenter's judgments on the YES-NO questions of Scales III, VI, and VII were cast into two-by-two grids, relating the dichotomous presence of absence of the particular distortions to authoritarianism or nonauthoritarianism. The chi square statistics were determined for each theme and each scale separately.

"Scale" X—Authoritarian vs. Nonauthoritarian "Typing"—was similarly analyzed by the chi square, relating actual authoritarian group to predicted authoritarian group. Pooling the judgments of all four raters, separate chi squares were calculated for each judge and for each theme, as well as a total pooled measure.

The subjects' individual responses to Question 4 of the Post-Experimental Questionnaire were also analyzed by means of chi square, relating actual authoritarianism to authoritarian bias as predicted by Hypothesis 2.

The remaining statistical analyses (e.g., Questions 2, 5, 6, and 7 on the Questionnaire, mean differences of OSPE scores for authoritarians and nonauthoritarians) were accomplished in the form of t-tests.

CHAPTER IV

RESULTS

The entire body of raw data, including the experimenter's and judges' complete sets of ratings on all scales and questions, subjects' responses to the Post-Experimental Questionnaire, OSPE scores, etc., can be found in Appendix G.

Interjudge Reliability. Because it was originally hypothesized that, in a rumor situation, authoritarian groups would generically—i.e., on an overall basis—distort thematic material significantly more than would nonauthoritarian groups, the derived Total Score for each final reproduction was taken as the most appropriate measure of general distortion. Accordingly, the more important reliability measures are those statistics relating E's Total Scores to those of the three judges. Table 2 shows the first-run-through reliability between

Table 2

First Run-Through Reliability Between E and Three Judges
on Total Score

	Judge 1	Judge 2	Judge 3	Total Pool
N	20	20	20	60
r	.829	.685	.748	.728
F	39.51***	15.89***	22.82***	65.13***

***p < .001

E and each of the judges on the Total Scores of each of the three sets of twenty assigned themes, as well as a pooled (cross-judge) reliability. The correlations presented show that a high degree of agreement ($p < .001$) was achieved between E and each judge, even on the first run-through. A finer breakdown with respect to reliability with each judge on each individual scale is seen in Table 3. From examination of Table 3, it can be seen that the first judgments of all judges on the individual scales correlate moderately high with those of E, with the exception of Scale VIIb, "Pure Projection." Moreover, it is the usual case that in those few instances where one judge fails to achieve reliability with E on any given scale, the other two judges succeed in doing so. This finer analysis gives further support to the major reliability measures as computed from the Total Score.

A rather detailed and complete representation of the reliabilities between E and each judge on each scale—for each of the first and second runs-through—will be found in Appendix H.

While all possible precautions were taken to keep the individual rating scales conceptually distinct, these respective variables are not actually "independent." A considerable degree of overlap and interdependence was expected, inasmuch as distortion as assessed by one specific scale would often imply (and occasionally dictate) distortion as measured by another. Similar to Allport and Postman's observation that the processes of levelling, sharpening, and

Table 3

First Run-Through Reliability Between E and Three Judges on
Nine Rating Scales, Regardless of Theme

Scale		Judge 1	Judge 2	Judge 3	Mean r (\bar{r})
I	N	20	20	20	60
	r	.854***	.540*	.563**	.681***
II	N	20	20	20	60
	r	.638**	.713***	.380	.5915***
IIIb	N	20	20	20	60
	r	.448*	.413	.834***	.604***
IV	N	20	20	20	60
	r	.781***	.680***	.674**	.711***
V	N	20	20	20	60
	r	.616**	.742***	.762***	.711***
VIb	N	15	15	15	45
	r	1.00***	.936***	.735**	.953***
VIIb	N	20	20	20	60
	r	-.136	.3784	.493*	.254
VIII	N	20	20	20	60
	r	.818***	.509*	.680***	.691***
IXa	N	15	15	15	45
	r	.641**	.583*	.800***	.686***
Mean r (\bar{r})	N	170	170	170	510
	r	.706***	.604***	.691***	.670***

*p < .05

**p < .01

***p < .001

assimilation are reciprocal and interdependent processes, it is contended here that even were the individual scales mechanically independent, one would reasonably predict that groups of subjects which would distort a theme in one particular manner would also distort that theme in other ways. That the several variables measured by the specific rating scales are not independent, but rather contribute to any one overall distortion effect, can be seen from the intercorrelations obtained among E's ratings upon six of the more important individual scales. These results are presented in Table 4.

Table 4

Matrix of Intercorrelations among E's Ratings
on Six Major Rating Scales

Scale		I	II	IIIb	IV	V	VIII
II	r	.415	-	-	-	-	-
	F	16.28***	-	-	-	-	-
IIIb	r	.596	.539	-	-	-	-
	F	42.97***	31.85***	-	-	-	-
IV	r	.337	.399	.366	-	-	-
	F	9.95**	14.73***	12.06***	-	-	-
V	r	.621	.646	.653	.358	-	-
	F	48.95***	55.84***	57.96***	11.47*	-	-
VIII	r	.678	.663	.690	.538	.816	-
	F	66.50***	61.28***	70.77***	31.84***	155.18***	-

*p < .05

**p < .01

***p < .001

The significant correlations among these six scales are further evidence that the separate scales measure aspects of a general distortion factor, and give further credence to the notion that the Total Score is a reasonably adequate measure of overall distortion. (Note that the highest correlations are obtained with Scale VIII, Overall Comprehension, as though the distortions as measured by the other scales are readily reflected in this measure of "general understanding" of a theme.)

Analysis of Overall Distortion: Total Score. Having demonstrated that the Total Score is an adequate measure of general distortion, and having already shown a moderate to high extent of agreement with unbiased judges, E's Total Score ratings on the eighty final reproductions were taken as the principal data from which to determine the extent of thematic distortion as produced by authoritarians and nonauthoritarians. Table 5 gives the sums of E's Total Scores as they fall into an analysis of variance format which tests for the possible effects of authoritarianism, sex, and theme upon overall distortion. Table 6 embodies the actual analysis of variance table with its tests for significance of effects.

The most powerful finding of this major analysis of variance upon Total Scores lies in the difference in overall distortion which is due to authoritarian grouping, high F groups distorting significantly more than low F groups ($p < .001$), thereby confirming Hypothesis 1.

Table 5

Sums of Three-Way Classification (Sex x Theme x Authoritarianism)
for E's Total Score Ratings

Classification	Theme				Total
	A	B	C	D	
Authoritarian Males	117	124	141	118	500
Authoritarian Females	132	101	145	125	503
Sum, Authoritarians	249	225	286	243	1003
Nonauthoritarian Males	86	58	100	70	314
Nonauthoritarian Females	92	56	81	100	329
Sum, Nonauthoritarians	178	114	181	170	643
Sum, Males	203	182	241	188	814
Sum, Females	224	157	226	225	832
Total	427	339	467	413	1646

Table 6

Analysis of Variance of the Effects of Authoritarianism,
Sex, and Theme upon E's Total Score Ratings

Source	df	MS	F
Sex	1	4.05	.062
Authoritarianism ("F")	1	1620.00	25.170***
Sex x "F"	1	1.80	.027
Between (error)	16	64.35	—
Theme	3	142.98	4.482**
Sex x Theme	3	42.98	1.347
"F" x Theme	3	21.93	.687
Sex x "F" x Theme	3	25.73	.806
Within (error)	48	31.89	—
Total	79	—	—

**p < .01

***p < .001

Another source of variance is found in distinct theme differences—certain stimulus material being more distorted than other stimulus material ($p < .01$) for both authoritarian and nonauthoritarian groups. The subsequent t-tests performed on the mean differences of the four themes are presented in Table 7 and pictorially represented in Figure 1.

Table 7

t-Tests for Theme Differences on Total Score Analysis of Variance

Theme	Theme Mean Total Score	A 21.35	B 17.00	C 23.45	D 20.65
B	Difference	4.35	-	-	-
	t	3.43**	-	-	-
C	Difference	2.10	6.45	-	-
	t	1.66	5.09***	-	-
D	Difference	.70	3.65	2.80	-
	t	.55	2.88**	2.21*	-

* $p < .05$ ** $p < .01$ *** $p < .001$

The pattern of significant differences between theme means may be summarized as follows: Theme C (Ethnocentrism) is the theme maintaining the highest overall distortion, being significantly more distorted ($p < .001$) than the very least distorted theme, Theme B (Deference to Parental Authority). However, Themes A ("Neutral") and D (Hostility to Left-Wing Ideology) are also significantly more distorted than Theme B, falling closer to Theme C. It seems that the principal source of theme effect lies in Theme B being significantly less distorted than all other themes.

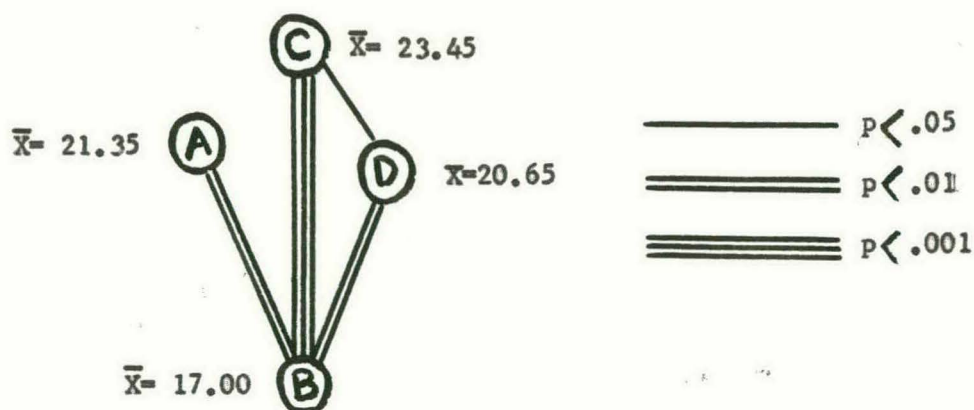


Figure 1. Diagrammatic representation of theme differences of Total Score analysis of variance.

Appendix I incorporates the results of three different analyses of variance upon the Total Score: first, the accumulation of all four raters' respectively assigned themes into a pool of eighty renditions as given Total Scores on the first run-through; second, a similar pool using the Total Scores as derived on the second run-through; and finally, E's Total Scores as already given in Table 6. In all three analyses, the same two effects—authoritarianism and theme—emerge as significant. This is taken as additional justification for the use of E's ratings as the raw data of this study, inasmuch as the comparison of the three analyses render comparable findings.

Analyses of Individual Scales. Table 8 is a composite table containing the calculated F tests and resultant levels of significance for similar three-way analyses of variance which were performed on each of the rating scales from I through VIII—i.e., including all the component scales of the Total Score, plus Scale VIb (Cross-Controversy Shifts). The striking finding of each of these eight individual

Table 8

F-Tests on Three-Way Analyses of Variance, Scales I-IXb

	Sex	"F"'	Sex x "F"'	Theme	Sex x Theme	"F" x Theme	Sex x "F" x Theme
Scale I	.06	25.20 ^{***}	.51	2.02	1.93	.37	.18
Scale II	.04	11.74 ^{**}	.04	4.50 ^{**}	1.58	.47	2.67
Scale IIIb	3.07	12.73 ^{**}	.00	.66	.98	.96	.17
Scale IV	4.85 [*]	13.46 ^{**}	3.18	5.42 ^{**}	.64	1.84	1.74
Scale V	1.91	28.45 ^{***}	1.40	5.15 ^{**}	.24	1.22	.71
Scale VIb	.23	4.77 [*]	.01	3.00	.21	2.11	.59
Scale VIIb	5.22 [*]	13.08 ^{**}	2.32	5.09 ^{**}	3.46 [*]	.65	.16
Scale VIII	.85	21.18 ^{***}	.13	4.64 ^{**}	2.86 [*]	1.56	.57
Scale IXa	.13	16.25 ^{***}	.02	.52	1.20	.49	.68
Scale IXb	.02	4.69 [*]	4.69 [*]	.27	.27	2.44	.19

* p .05

** p .01

*** p .001

Between effects: df=1/16, all scales.

Within effects: df=3/48, Scales I, II, IIIb, IV, V, VIIb, VIII.
df=2/32, Scales VIb, IXa, IXb.

analyses of variance is the consistent emergence of one main effect as a statistically significant contributor to overall variance: on each of these scales, authoritarians receive higher scores (i.e., authoritarians produce more incoherent or more specifically distorted final renditions) than do nonauthoritarians, the p levels ranging from .05 to .01. This consistent "across the board" distortion is taken as further support for Hypothesis 1.

Five of these eight individual scale analyses produce significant theme differences: Scales II, IV, V, VIIb, and VIII. The tables of subsequent t-tests for mean theme differences are too extensive to produce here, but can be found in Appendix J. Overall, the theme differences can be summarized briefly: Theme B is consistently low, never achieving a distortion score greater than those of the other themes. Theme C is generally high, being significantly higher than all other three themes ($p < .001$) on Scales IV (Exaggeration and Projection) and VIII (Overall Comprehension). These two findings support the theme differences which were seen in the analysis of variance on the Total Score. Only on Scale V (Minimization and Deletion) is Theme C ever distorted less than another—here, Theme D is distorted more.

The main effect of sex is seen to be a significant source of variance on only two of these specific scales, males acquiring higher scores than females on Scale IV (Exaggeration and Projection) and on

Scale VIIb (Pure Projection), both at the .05 level of significance.

Finally, two interaction effects emerged from the eight individual analyses of variance: Sex by theme interaction effects were significant ($p < .05$) on two scales: on Scale VIIb (Pure Projection), the interaction was due to males distorting Theme C significantly more than females; on Scale VIII (Overall Comprehension), females misunderstood Theme D more than did males.

Amount and Direction of Partisan Distortion. Of all the scales, Scales IXa and IXb deal with a specific aspect of distortion—namely, distortion which biases a final reproduction in a partisan direction, i.e., to favor either of the two sides of the controversies of Themes B, C, and D. Scale IXa (Directionality of Distortion) is immediately related to Hypothesis 2, that authoritarian groups would bias final reproductions in specified authoritarian directions, and to an extent greater than would nonauthoritarians. On this scale, higher numbers (poorer scores) were assigned to the more authoritarian-biased renditions. Scale IXb (Biased Distortion without Reference to Direction) is derived from the ratings made on Scale IXa, and higher scores are assigned to renditions which are biased in either of the two partisan directions; thus, this scale attempts to measure both authoritarian and nonauthoritarian biasing. Table 9 contains the F tests of three-way analyses of variance performed upon the ratings of both scales, IXa and IXb, and Table 10 shows the mean differences between

Table 9

Analysis of Variance of the Effects of Authoritarianism, Sex, and Theme upon E's Ratings on Scales IXa (Directionality of Distortion) and IXb (Biased Distortion without Reference to Direction)

Source	df	Scale IXa		Scale IXb	
		MS	F	MS	F
Sex	1	.150	.134	.016	.020
Authoritarianism	1	18.150	16.253***	3.749	4.688*
Sex x "F"	1	.017	.015	3.750	4.688*
Between (error)	16	1.117	—	.799	—
Theme	2	1.317	.518	.216	.271
Sex x Theme	2	3.050	1.200	.217	.271
"F" x Theme	2	1.250	.492	1.950	2.438
Sex x "F" x Theme	2	1.717	.675	.150	.187
Within (error)	32	2.542	—	.800	—

*p < .05

***p < .001

authoritarians and nonauthoritarians on the same two scales.

From the analysis of Scale IXa, the only significant source of variation is authoritarianism—authoritarians biasing all three need-relevant themes in an authoritarian direction, to a degree greater than nonauthoritarians ($p < .001$), thus supporting Hypothesis 2 in its entirety—i.e., confirming Hypotheses 2a, 2b, and 2c. Of further interest on Scale IXa are the mean scores (Table 10) for authoritarians

Table 10

Mean Differences between Authoritarians and Nonauthoritarians on Scales IXa and IXb

Scale	Group	N	\bar{X}	Diff.	F	p
IXa	Auth.	30	4.767	1.100	16.253	.001
	Nonauth.	30	3.667			
IXb	Auth.	30	1.433	.500	4.688	.05
	Nonauth.	30	.933			

and nonauthoritarians, with respect to the midpoint value of four, which denotes a "balanced" or unbiased rendition: the nonauthoritarian mean falls lower than the midpoint, indicating partisan biasing in a non-authoritarian direction; the authoritarian mean is higher than the midpoint value, indicating partisan biasing in an authoritarian direction. The significance of the difference is derived from the analysis of variance, and, as cited, is at the .001 level.

Furthermore, the analysis of variance upon Scale IXb shows that when distortions in either of the two partisan directions are given comparably high scores (i.e., ratings receive higher scores counting outward in either direction from the midpoint), authoritarian groups bias in partisan directions significantly more than do nonauthoritarian groups ($p < .05$), regardless of the direction of this biasing.

Interpreted jointly, the analyses of Scales IXa and IXb indicate that authoritarians prejudicially distort thematic rumor material in authoritarian directions to an extent greater than do nonauthoritarians, who tend to prejudice themes in nonauthoritarian directions. Moreover, authoritarians bias in an authoritarian manner significantly more than do nonauthoritarians bias in a nonauthoritarian manner.

On the derived Scale IXb, Table 9 shows a sex by authoritarianism interaction effect which reaches the .05 level of significance. Subsequent t-tests (see Appendix J) indicate that virtually all the variance is due to the males, authoritarian males biasing more than any other

group, nonauthoritarian males biasing less than any other group, with no significant difference between female groups.

Auxilliary Ratings. Turning now to the YES-NO questions accompanying Scales IIIb (Reproduction of Outcome), VIb (Cross-Controversy Shifts), and VIIb (Pure Projection), the tetrachoric reliability between E and the three judges on these questions is dealt with in Table 11, which cites the frequency of agreement and disagreement for each of the three scale questions without regard to theme or individual judge.

Table 11

Pooled Reliability (Cross-Theme and Cross-Judge) Between E and Judges on Dichotomous Yes-No Questions IIIa, VIa, VIIa

Question	E's Ratings	Judges' Ratings		chi ²	df	p
		Yes	No			
IIIa	Yes	8	3	9.42	1	.01
	No	12	37			
VIa	Yes	6	2	32.02	1	.001
	No	0	37			
VIIa	Yes	16	5	.09	1	.80 (appr.)
	No	14	25			

The statistics show a substantial degree of inter-rater agreement on the questions dealing with Reproduction of Outcome ($p < .01$) and Cross-Controversy Shifts ($p < .001$) but Question VIIa, similar to its scaled counterpart Scale VIIb (Pure Projection), fails to reach any significant degree of reliability. Relating E's YES-NO judgments on these three questions to authoritarianism (Table 12), authoritarian groups

are seen to produce more marked changes in theme outcome and to introduce into final renditions more cross-controversy shifts ($p < .05$ for both) than do nonauthoritarians. With respect to "pure" projection, while there is a notable tendency in the predicted direction ($p < .10$), no statistically significant difference was noted between high and low authoritarians.

Table 12

Frequency of E's Yes-No Judgements on Scale Questions IIIa, VIa, and VIIa, Related to Authoritarianism

Question	E's Rating	Authoritarian Group		chi ²	df	p
		High	Low			
IIIa	Yes	7	1	4.50	1	.05
	No	23	29			
VIa	Yes	10	3	5.18	1	.05
	No	30	37			
VIIa	Yes	17	10	2.74	1	.10
	No	23	30			

The analysis of "Scale" X—Authoritarian-Nonauthoritarian "Typing"—involved massing the "high" and "low" judgments of all four raters upon their respectively assigned themes into a common pool of eighty judgments. As seen in Table 13, when "typed" (predicted) authoritarian group is related to actual authoritarian group, the four raters on the whole can successfully discriminate between the final renditions of high and low authoritarian groups ($p < .001$). However, when this grand pool of eighty renditions is further broken down in

order to determine how well each individual judge can so discriminate (regardless of theme) and how well each individual theme can discriminate (regardless of judge), the findings appear to be not as powerful

Table 13

Predicted Authoritarian Group Related to Actual Authoritarian Group:
Question X, with Raters and Themes Pooled

Actual Group	Predicted Group		chi ²	df	p
	High	Low			
High	30	11	17.77	1	.001
Low	14	25			

(Appendix K). According to this finer breakdown, the accurate prediction of authoritarianism reaches statistical significance for only one rater and for only one theme: Judge 2 accurately discriminates authoritarian and nonauthoritarian renditions at the .05 level, and forced choice judgments made on Theme B (Deference to Parental Authority) predict authoritarianism at the .001 level. There are, however, tendencies in the direction of statistical significance for two other raters (E and Judge L) and for two other themes (the neutral theme and Hostility to Left-Wing Ideology)—tendencies which, when pooled, doubtlessly contribute to the powerful .001 significance level of the overall, grand chi square.

Questionnaire Responses. The individual subjects' responses to the Post-Experimental Questionnaire were then statistically analyzed.

With respect to Question 2, wherein each subject was asked to rank the four themes in the order in which he best remembered them, each subject's ranking of themes was compared to his position in the actual experimental sequence for each theme—i.e., whether he was first, second, etc., in being exposed to any one theme. Thus, the correspondence between S's ranking of each theme and his actual position with respect to that theme's particular subject sequence could be compared. For each S, the algebraic difference ("discrepancy") between his ranking of a theme and his numerical position with respect to that theme was computed and the sum of each of the four algebraic differences (one for each theme) was determined, thereby yielding a "Total Discrepancy Score." (See Appendix L.)

Table 14 shows the mean difference between this Total Discrepancy Score for authoritarian and nonauthoritarian Ss. At the .025 level, there is a significantly greater correspondence between memory-ranking of themes and actual position with respect to themes for nonauthoritarian Ss.

Table 14

Mean Difference Between Total Discrepancy Scores of Authoritarian and Nonauthoritarian Subjects (P-E Question 2)

Group	N	\bar{X}	Diff.	t	p
Authoritarian	39	14.05			
Nonauthoritarian	30	12.87	1.18	2.09	.025

It was thought that Question 3, which asks the subject what he would or would not have done or said had he been involved in the three need-relevant situations of Themes B, C, and D, would elicit reactions which could be classified as authoritarian- or nonauthoritarian-biased. However, the wide range of variability of response to this item made it impossible to formulate some consistent rationale for classifying the many types of response. Apparently, the question was worded too broadly to elicit clearly need-engaging responses. Accordingly, this question was not included for analysis.

The subjects' responses to Question 4, however, were more readily amenable to a classification with respect to bias toward either the authoritarian or the nonauthoritarian sides of the controversies of Themes B, C, and D. For both parts of this question—viz., identifying those parties whose character or arguments were more clearly or strongly presented (4a); and identifying those parties who were "more in the right" (4b)—responses were quite easily placed in one of the categories "authoritarian" (e.g., identifying the husband, the theater owner, the committee), "nonauthoritarian" (e.g., identifying the wife, the Negroes, the witness), or "inappropriate" (e.g., no response, "both," "either," etc.).

Table 15 shows the tetrachoric relationship between actual authoritarian group membership and authoritarian or nonauthoritarian responses to Question 4a, and Table 16 contains similar information

for Question 4b. Both analyses consider each theme separately. There appears to be no relationship between authoritarianism and a tendency to identify either side of any of the three controversies as having character or arguments which are perceived more clearly or strongly.

Table 15

Authoritarian- and Nonauthoritarian-Biased Responses to P-E
Question 4a, as Related to Actual Authoritarianism

Theme	Actual Group	Type of Bias		chi ²	df	p
		Auth.	Nonauth.			
B	Auth.	10	20	1.99	1	ns
	Nonauth.	7	31			
C	Auth.	18	10	1.42	1	ns
	Nonauth.	28	8			
D	Auth.	7	21	.00	1	ns
	Nonauth.	9	27			

Table 16

Authoritarian- and Nonauthoritarian-Biased Responses to P-E
Question 4b, as Related to Actual Authoritarianism

Theme	Actual Group	Type of Bias		chi ²	df	p
		Auth.	Nonauth.			
B	Auth.	21	11	-.007	1	ns
	Nonauth.	24	13			
C	Auth.	15	16	7.80	1	.01
	Nonauth.	5	27			
D	Auth.	20	10	7.28	1	.01
	Nonauth.	12	24			

However, on Question 4b, Themes C and D (the theater problem and the congressional investigation, respectively) show statistically significant differences between high and low authoritarians with respect to those theme characters identified as "more in the right": On Theme C, the difference is almost exclusively due to a tendency for the low F subjects to side with the Negroes rather than with the white parties. On Theme D, the differences between high and low F subjects are more clearly in accord with expectations: authoritarians tend to identify the committee as being more in the right, while nonauthoritarians tend to identify the witness.

On items 5, 6, and 7 of the Questionnaire—scales which call for the subject to give a rating indicating his estimates of how accurately he was able to convey information in the experiment, how accurately the person preceding him was able to do the same, and how accurately his group performed as a whole, authoritarian Ss gave significantly lower accuracy ratings than did nonauthoritarians (Table 17).

Table 17

Mean Differences Between Authoritarian and Nonauthoritarian Ss
on Post-Experimental Questions 5, 6, and 7

Question	Group	N	\bar{X}	Diff.	t	p
5	Authoritarian	40	4.88	.875	2.59	.025
	Nonauthoritarian	38	5.75			
6	Authoritarian	40	4.80	1.28	3.57	.001
	Nonauthoritarian	38	6.08			
7	Authoritarian	39	4.82	.98	3.66	.001
	Nonauthoritarian	38	5.80			

Ohio State Psychological Examination. Table 18 shows that the nonauthoritarian subjects achieved significantly higher scores than authoritarian subjects ($p < .001$) on the Ohio State Psychological Examination, a general measure of intelligence.

Table 18

Mean Differences Between Authoritarian and Nonauthoritarian Ss
on Ohio State Psychological Examination (OSPE)

Group	N	\bar{X}	Diff.	t	p
Authoritarian	37	46.68			
Nonauthoritarian	38	73.76	27.08	4.58	.001

CHAPTER V

DISCUSSION

In the interest of clarity, the discussion to follow will first deal with each of the four hypotheses separately, and later with the more secondary results of the experiment.

Hypothesis 1

The results which emerge from the preceding statistical analyses are sufficiently straightforward as to quite strongly support the first major hypothesis. Specifically, it was confirmed that groups of authoritarians would distort thematic rumor material to an extent greater than would nonauthoritarians. Each individual scale from I through VIII shows this greater tendency toward distortion, as well as does the additive Total Score.

Authoritarian groups are found to distort even "neutral" or non-need-relevant material (Theme A) more than groups of nonauthoritarians. That much of the authoritarians' distortion on all other themes is not specifically related to authoritarian partisan bias is seen as quite similar to the respective findings of Rokeach (op. cit.) and Fisher (op. cit.), that the ethnocentric—by inference, the authoritarian—distorts material not pertinent to ethnocentric needs. Such "across the board" distortions are demonstrably produced more by

authoritarians. Why this occurs, however, is something which demands interpretation.

One explanation which might be offered for the impressive differences between the overall rumor distortions of high and low authoritarian groups is the noted difference in aptitude test scores. The inverse relationship between F-score and intelligence test score has previously been reported by Adorno *et al.*, *op. cit.*; Cohn, 1952; and Gough, 1951. One could argue that the lesser intellectual abilities of the more authoritarian subjects is the principal factor which accounts for the greater distortion which these subjects produce. Indeed, one might go one step farther and argue that the concept of "authoritarianism" to which this study continually refers is little more than a lower level of intellectual endowment.

However, we need not go beyond the present study for evidence that the F-scale measures something other than intelligence. The finding that groups of authoritarians distort rumor material in specifically partisan directions (see discussion below) is taken as direct confirmation of otherwise well-supported relationships found between performance on this scale and certain psychosocial attitudes. It is upon the finding that the F-scale appears to be related to two distinct phenomena—intelligence and certain social attitudes—that our entire reasoning rests.

Since authoritarianism (as indicated by pre-defined "authoritarian attitudes") and intelligence are negatively related, which has antecedent priority? Does low intelligence make for authoritarianism or does authoritarianism make for low intelligence? As implied above, we would be most hard put to logically demonstrate, to any satisfactorily predictable degree, precisely how a given level of intelligence alone could produce specific social attitudes. Conversely, to adequately explain a directly causal relationship between antecedent attitudes alone and consequential intellectual level would be an equally impossible task.

The basic fallacy in restricting the problem to these two alternative explanations is essentially the same error committed when one assumes that, of two variables which have been found to correlate, the operation of one variable directly causes that of the other. The finding of this strong relationship between F-scale scores and aptitude test scores dictates nothing other than that the two instruments measure variables which are in some way functionally related. There need be no direct causal connection between the two.

One manner in which to deal with the functionality of this relationship is to invoke a third variable or system of variables which is antecedent to both of them. Such an additional system of variables is explicated in the original conceptualization of the theory of authoritarianism.

A great deal of the psychoanalytically-directed efforts of the California group have been expended in explicating the relationship of reported social, interpersonal, and politico-economic views of authoritarian individuals to the more or less specific manner in which these individuals had been reared. Raised in homes which demand rigid conformity to external and superficial standards of behavior, and relatively deprived of the warmer and closer affectionate relationships of less authoritarian homes, the individual reared in such an environment is said to be unable to adequately handle the hostility which he feels toward parental authority—moreover, he has learned to be overly deferent to authority in general. Furthermore, there is a tendency to identify with conventional morality and to unconsciously elect scapegoats upon which to project unacceptable impulses. Within the context of this classical psychoanalytic conceptualization of authoritarian development, it is postulated that certain patterns of child-rearing produce deep-seated conflicts, especially in the areas of hostility, dependency, and sexuality, and that the maintenance of specific attitudes toward the world and the self is very often directed toward the resolution of these conflicts. This is rather completely explicated in the original work.

That the intellectual processes, too, cannot be viewed as distinctly separate from and independent of the idiography of personality organization and of the pattern of child-rearing which exerts

determining effects upon that organization is not a particularly novel thesis. Frenkel-Brunswik (1948, 1949), for example, maintains that tendencies "deeper" within the personality largely modify the more "surface" cognitive processes whereby the person engages with his environment. Wechsler (1950) points out that "general intelligence cannot be equated with intellectual ability however broadly defined, but must be regarded as a manifestation of the personality as a whole" (p. 78), i.e., that intelligence is determined by emotional and conative factors as well as intellectual processes. A recent paper by Liverant (1960) argues that much of our traditional thinking with respect to the antecedents to and concomitants of—indeed, the very problem of the definition of—intelligence is fraught with oversimplification and misunderstanding. Not the least of Liverant's contentions is that situational variation—i.e., the life-experiences of the organism—is a source of considerable variance with respect to the problem-solving efficiency ("intellectual" or otherwise) of the organism.

It is hypothesized that the authoritarian pattern of child-rearing tends to produce individuals who are personally conflicted in several areas of life-adjustment, and that the authoritarian character employs inadequate—one might say "stupid"—methods of dealing with problems. The reliance upon displacement, projection, and denial of specific affect are viewed as distorted and unintelligent manners of dealing with life problems. Given these assumptions, it is not

surprising that the personality development of the authoritarian has strongly conditioned his cognitive processes in terms of producing a generic less adaptive or less "intelligent" style of dealing with the world. From this type of child-rearing experience emerges a learned, environmentally conditioned complexus of cognitive processes which place great reliance upon distortion and oversimplification—processes which are more determined by personal needs and fears than by the reality of given situations.

Summarily, the author chooses to interpret the inverse relationship found between estimated intelligence and the holding of authoritarian attitudes by invoking a theoretically postulated history of "authoritarian" child-rearing which contributes to both. The finding that authoritarian subjects perform more inadequately than nonauthoritarians even on non-need-relevant tasks is taken as evidence that extensive history of learning to deal with complex interpersonal and social phenomena in inefficient ways can generalize to problems and experiences which are non-conflictual, in that they do not appear to be immediately related to the original, more need-relevant experiences.

Theme Differences. Of the nine analyses of variance performed to test Hypothesis 1 (on Scales I through VIII and on Total Score), the main effect of theme emerged as a significant source of variance several times.

On Scales II, IV, VIIb, and VIII and on the Total Score, Theme C is distorted most and Theme B the least. These differences can be readily reduced to differences in the composition of the original stimulus material. Inspection of the original material suggests that in the Negro-white controversy of Theme C, the situation is much more complicated than those of the other themes, the back-and-forth character of the argumentation is much more rapid, and there is a greater indefiniteness with respect to the veracity of the major parties (inasmuch as they quite vociferously accuse each other of falsehood). Theme B, relevant to deference to parental authority, while it involves a basic disagreement, nevertheless presents a much simpler problem the issues of which appear to be better defined than those of the other themes.

Only one exception occurs to the general finding of Theme C being the most distorted. On Scale V, Minimization and Deletion, Theme D suffers the most distortion. The most plausible explanation as to why more information should be dropped out of the theme dealing with the congressional hearing seems to be that the tape of this situation is a full minute longer than all other tapes. Perhaps a further reason why so much material was forgotten for this theme is similar to the observation of Bartlett that the more highly abstract features of thematic material are most readily forgotten; the major controversies of the other three themes dealt with more concrete and particular situations.

Sex Differences. The main effect of sex was significant on only two of the analyses pertinent to Hypothesis 1. On Scales IV, Exaggeration and Projection, and VIIb, Pure Projection, males distorted more than females on all four themes. Interestingly, the one aspect which these two scales have in common is the projective aspect—they both seek to measure the extent to which addition of information not found in the original stimulus serves to distort the meaning of a theme. One possible explanation as to why males distort more than females in this respect lies in the nature of projection. As defined by the scoring manual and by examination of the basic data, the projections made appear to be the most aggressive mode of changing the stimulus material. Assuming a greater social aggressiveness on the part of the males, it is not contradictory to find a greater willingness or propensity on the part of males to be aggressive with the distortions made in social stimulus material.

Interaction Effects. The only two interaction effects to appear in the same nine analyses of variance are sex by theme interactions.

On Scale VIIb, Pure Projection, males distorted Theme C, the ethnocentric theme significantly more than did females. This finding is obviously related to the last finding reported above, but further specifies that most of the sex differences on this Scale emerge from Theme C. The most likely explanation of this interaction lies in the congruence of the theme effects and sex effects pointed out above:

on Scale VIIb, Theme C is the most distorted; on this same scale, males distort more than females.

The second sex by theme interaction is found in the analysis of Scale VIII, Overall Comprehension, where female groups misunderstood Theme D, the congressional hearing, more than males. Since this scale attempts to measure the "general understanding" of a theme, it is not unusual that females should fare more poorly than males on a topic of such a political nature.

Hypothesis 2

The analysis of variance performed on Scale IXa, Directionality of Distortion, directly supports the second major hypothesis of this study. Specifically, it was confirmed that authoritarian subjects would distort thematic rumor material in specified "authoritarian" directions, so that the final renditions of a transmitted rumor would favor the parties on the "authoritarian" sides of the controversies.

It is the confirmation of this hypothesis which is taken as further validation of the need-relevance of human perception and recall and as offering further validity to the use of the rumor model as a method of investigating the cognitive and communicative processes of groups of "like-minded" people.

Moreover—perhaps most importantly—the present study gives further indication that the theoretical authoritarian personality does indeed maintain the several attitudes which were designed to play a

part in the execution of the experiment: deference to parental authority, ethnocentrism, and hostility to left-wing ideology. (Or, perhaps the last-mentioned item would be more accurately depicted as a specific tendency to support such conservative American institutions as the House Committee on Un-American Activities.)

In addition, when "bias" is defined as a particular form of distortion which prejudices the rumor to favor one or the other side of a partisan controversy, it was found that authoritarians not only bias more in an authoritarian direction, but they bias more in this direction than do nonauthoritarians bias in a nonauthoritarian direction. That is, irrespective of the direction of bias, authoritarians distort in a partisan fashion significantly more than do nonauthoritarians. This secondary and unpredicted finding gives further support to the more general Hypothesis 1. The fact that authoritarians are seen to bias to the "right" more than do nonauthoritarians bias to the "left" may be taken as evidence that the authoritarians' perceptions and cognitions are much more determined by existent personality variables than are those of nonauthoritarians. It might be said that the social perceptions and social responses of authoritarians tend to be more determined by the need-relevance of partisan issues, while those of the nonauthoritarians appear to be more directed by the realities of the given situation.

Interaction effect. Other than authoritarianism, the only source of variance to emerge significant in testing out Hypothesis 2 is a sex by authoritarianism interaction in the analysis of Scale IXb, Biased Distortion without Reference to Direction. On this scale, the entire variance seems to be due to males—authoritarian males biasing the most, nonauthoritarian males biasing the least, with no difference between the female groups. Once again, the difference may be reflective of a greater tendency for the authoritarian males to be "aggressive" with the stimulus material, but this explanation does not accommodate the difference between nonauthoritarian males and females. Why authoritarian and nonauthoritarian females do not differ on this variable is a curious finding, suggesting possible qualitative differences between the responses of males and females to the F Scale. However, such authoritarian-relevant sex differences are seen on no other scale, and the literature makes no reference to such sex differences.

Hypothesis 3

As measured by Post-Experimental Question 4a, there were no significant differences between authoritarians and nonauthoritarians with respect to identifying either side of the controversies of Themes B, C, and D as having "character or arguments more clearly or strongly presented." While it was theorized that the authoritarian subjects would tend to perceive and remember the arguments, postures, and character of the authoritarians as being more clear, such was not the case.

While there were no significant authoritarian-group differences, there were, however, differences with respect to both types of group tending to identify one partisan side of each of the three issues. For Theme B, most subjects selected the wife as having clearer or stronger arguments or character; for Theme C, most subjects selected the theater owner; and for Theme D, the witness was chosen more often than the committee chairman. These findings may indicate something of the nature of the construction of the original taped material, either in terms of content or enactment. Such a finding has implications for similar research, inasmuch as greater precautions appear necessary to present a truly "balanced" bipartisan presentation.

Hypothesis 4

As measured by Post-Experimental Question 4b, there was partial support for the prediction that authoritarians would show a greater tendency than nonauthoritarians to identify specified "authoritarian" characters on Themes B, C, and D as being "more in the right."

For Theme B, there were no significant differences between groups with respect to which side of the controversy was judged "more in the right;" here, both groups of subjects tended to identify the husband as being more in the right. For Theme C, authoritarians selected the theater owner and the Negro party about equally, but nonauthoritarians favored the Negro overwhelmingly—here the difference is almost exclusively due to the nonauthoritarians. For Theme D, authoritarian

subjects selected the congressional committees as being more in the right, while nonauthoritarians chose the witness. The mentioned differences on Themes C and D reached statistical significance.

The difficulty with this question with respect to Theme B (the young husband and wife discussing her father) may have been avoided had the question itself been further clarified. "More in the right" may have meant different things to different subjects. To some, it may have referred to the wife's hostile feelings toward her father; to others, it may have referred to her overt action of refusing to allow him in her home. It is conceivable, for instance, that nonauthoritarian subjects could sympathize with the woman's feelings, yet not condone the severity of her action. At any rate, it appears that most subjects perceive the husband as being more justified. It is interesting to note, however, that despite the fact that both high and low authoritarians sided against the wife on this question, it is nonetheless the authoritarian groups which predominantly biased material against her in the actual transmission of the theme.

The analysis of Theme C shows nonauthoritarians biasing more distinctly than authoritarians, albeit in a nonauthoritarian direction. One would expect a higher proportion of the high authoritarians to choose the theater manager as being more in the right. One tentative explanation as to why the theater manager was not selected by more authoritarian subjects is that some authoritarians may have responded

to this question in a manner which they considered to be more socially acceptable—i.e., in a manner not completely in accord with their actual attitudes. Schwarz (1960) found that authoritarians who manifest a lower need for social approval on the Marlowe-Crowne Social Desirability Scale (1961) are much franker about their anti-Negro prejudices than are authoritarians with a higher need for such approval.

The analysis of Theme D with respect to this question supports Hypothesis 4 quite clearly.

Secondary Findings

"Scale" X: Authoritarian-Nonauthoritarian Typing. Not related to any prediction, little can be said regarding the general finding that experienced judges can identify the final reproductions of high and low authoritarian groups at a level significantly beyond chance.

One might argue that the judges based their typology on the amount of distortion found in the final renditions, and that this finding is further support for Hypotheses 1 and 2. One equally plausible explanation, however, might be some stylistic manner of speech used by either of the two types of experimental group. Also, the judges may have responded to the apparent level of "verbalness" of the respondents, thereby actually separating groups into "more intelligent" and "less intelligent" groups. These possibilities cannot be dealt with, as no provisions were made for determining the exact criteria which the judges employed in making their discriminations.

The more interesting findings of the more specific analyses (by individual judge and by individual theme) upon responses to this question are other than the more general one cited above. Theme B, pertinent to deference to parental authority, is the only statistically significant discriminator between the final renditions of high and low F groups. Even more surprising is that the judges had the very least success in identifying authoritarianism from Theme C, the ethnocentric theme.

The fact that the Theme B renditions are the best discriminators with respect to this forced-choice typing appears to stand in opposition to the finding that on Post-Experimental Question 4b ("more in the right"), there were no noted differences between high and low authoritarian subjects. This difficulty is probably more apparent than real, inasmuch as Question 4b asks the subject for an expressed opinion—i.e., it asks him to reveal his bias. It is assumed, however, that the final rendition of a theme which has gone through the rumor transmission process reveals bias in a radically different manner, in that the rumor-carriers were ostensibly not aware that their efforts might betray their attitudes.

Some determination of the criteria with which the judges addressed Theme C would be necessary in order to explain why the renditions pertinent to this theme did not discriminate between groups. The fact that this ethnocentric theme was the thematic material most distorted by all

groups in the rumor transmission—males and females, authoritarians and nonauthoritarians—may have some significance in this respect.

Post-Experimental Question 2. As previously explained, the Total Discrepancy Score was intended as a measure of the degree to which a subject's memory-rankings of the four themes corresponds to his position in each subject-sequence for those themes. It was reasoned that, all other things being equal, a subject should remember best—in terms of the saliency and vividness of any theme—that theme to which he was first in his group to be exposed (i.e., for which he was the subject to hear the original tape), and remember least the theme for which he was last in the sequence. The higher the Total Discrepancy Score, the less is the correspondence between his memory for themes and his position for hearing these themes.

The conclusion that nonauthoritarian subjects obtain significantly lower Total Discrepancy Scores on Question 2 is taken to indicate that these subjects show a greater correspondence between their memory-ranking of themes and their actual position in the subject sequences.

One obvious interpretation of this difference is that the memory-rankings of authoritarians are determined by something other than their actual subject-position. In one sense, it appears that the rankings of the low F subjects are more logical, less determined by extraneous or random factors. It is quite plausible that authoritarian subjects produce this higher Total Discrepancy Score because certain themes had

certain "interest value" or "pull" for these subjects. If this is true, it is further indication that the authoritarian's needs and values exert characteristic effects upon his perception and recall.

Post-Experimental Questions 5, 6, and 7. On all three rating scales (Questions 5, 6, and 7), authoritarians gave significantly lower ratings than did nonauthoritarians. That is, in estimating the accuracy with which (respectively) he, the person preceding him, and his group as a whole conveyed information in the experiment, the authoritarian subject gave significantly lower estimates than the nonauthoritarian subject.

Although no prediction was made with respect to expected differences in performance upon these scales, it might have been predicted that authoritarians would tend to give the higher ratings, inasmuch as the authoritarian is said to have the higher need to be "correct" and the greater tendency toward dogmatism and general defensiveness.

The most parsimonious interpretation of the direction of significant differences found upon these scales is simply that, on the whole, subjects tended to give accuracy ratings which correspond to actual performance—those doing well giving higher ratings, those doing poorly giving lower ones.

CHAPTER VI

SUMMARY

The present study was designed to assess the effects of right-wing authoritarianism upon the distortions occurring in a rumor situation. The Method of Serial Reproduction, wherein information is serially and unilaterally transmitted from person to person, was employed as the experimental analog to rumor. Experimental groups of four subjects each were formed, groups being composed of either authoritarians or nonauthoritarians, males or females. This arrangement allowed for analysis of the differential effects of authoritarianism and sex upon rumor distortion.

The thematic material which was designed to be transmitted from person to person consisted of four brief tape recordings of enacted fictional social interactions. One recording was designated as "neutral," inasmuch as it was constructed to be as free as possible from needs theoretically attributed to the authoritarian syndrome. The three other recordings were designed to center around bipartisan controversies which were relevant to authoritarian needs—namely, deference to parental authority, ethnocentrism, and politico-economic conservatism with an attendant hostility to left-wing belief systems. Attempts were made to construct the three need-relevant tapes so as to include some degree of "pro" and "con" between the two sides—

authoritarian and nonauthoritarian—of each controversy. All groups were required to transmit all four themes in a rumor-like fashion.

The final rendition—i.e., the reproduction of any theme as rendered by the last person in the sequence of subjects—was taken as the basic data upon which all judgments concerning distortion were to be made. A multivariate scoring system was devised which provided for several different types of distortion.

Hypothesis 1 predicted that groups of authoritarian subjects would generically distort rumor material—even non-need-relevant material—more than would groups of nonauthoritarians.

Hypothesis 2 predicted that, on the three need-relevant themes, authoritarians would produce final renditions which were distorted such that they would bias the themes in partisan directions—i.e., which would bias the thematic rumor material to favor the (pre-defined) authoritarian sides of the three need-relevant controversies.

Two secondary hypotheses predicted that, on a post-experimental questionnaire, authoritarian subjects would show the greater tendency to identify the authoritarian characters of the three need-relevant themes as being (Hypothesis 3) "more clear or strong of argument or character" and as being (Hypothesis 4) "more in the right."

Results of three way analyses of variance (authoritarianism x sex x theme) gave strong support to both major predictions, Hypotheses 1 and 2.

With respect to Hypothesis 1, on all relevant distortion scales, authoritarian groups were seen to distort thematic rumor material significantly greater than nonauthoritarians. The final reproductions of authoritarian groups were at once more incoherent, less faithful to the originally posited thematic problem, and less true in reproduction of outcome. Authoritarian groups showed greater tendencies to exaggerate, project, minimize, and delete essential or "critical" thematic information. In addition, authoritarian renditions contained significantly greater "shifts" in role across the bipartisan controversies, and more information was projected which flatly contradicted or obviated information given in the original stimulus material. Overall, authoritarians comprehended the general "gist" of the original material significantly less accurately than nonauthoritarians.

The findings confirming Hypothesis 1 were explained by assuming that the traditionally postulated personality development of the authoritarian includes a learned tendency to resolve deep personality conflicts by distorting social and interpersonal stimuli in such ways as to justify need-relevant attitudes, and that this learned tendency toward distortion has generalizability to non-conflictual situations as well.

Hypothesis 2 was supported in its entirety, with the additional finding that not only did the authoritarian groups bias the rumor material in authoritarian-partisan directions, but that they

It was further determined that nonauthoritarian subjects tended to remember the various themes in a ranked order which more closely corresponded to their position in the subject sequence with respect to these themes. That is, they tended to remember best that theme for which they were the subject to hear the original tape, etc. Authoritarians, on the other hand, tended to memory-rank themes with less correspondence to actual subject sequence. A possible interpretation was offered that this difference might reflect a certain need-engaging "pull" of certain thematic material for the authoritarian subjects.

Finally, there appeared to be some relationship between actual degree of success in accurately conveying information in the rumor situation and the degree to which a subject estimated success. Post-experimentally, the authoritarian subject tended to give lower accuracy ratings to himself, to the person preceding him, and to his group as a whole than did the nonauthoritarian subject.

APPENDIX A

ORIGINAL STIMULUS MATERIAL

THEME A (NEUTRAL)

NARRATOR: The following exchange occurred between two college students.

GIRL: Jack, what are we going to do about the picnic? Has anyone located a place yet?

BOY: I'm not even sure there's going to be a picnic, Julie. So far, all we've been running into are complications. Most of the places have been booked for that weekend—unless we decide we really feel like travelling.

GIRL: But it's only a little more than a week away. I can't see how a group of over twenty people could let such a thing slide for so long. Weren't there any committees appointed to make arrangements? What happened?

BOY: Well, it seems as though even before we decided to have our picnic, all the local places were already filled up. I guess they've been sold out before we even started to consider the possibilities of going on a picnic. And, as I've said, most of the other parks are more than seventy miles away. Now of course, there is a possibility of our being able to have Rocky Glen all to ourselves for that day. But there's no place to play ball—because of the stones and all—and the swimming's dangerous.

So, Julie, I don't know what's going to happen. If something doesn't turn up soon, I suppose we'll have to call the whole thing off.

GIRL: I suppose Rocky Glen is the only picnic area which is close by—and probably no one else was hard up enough to even consider taking it for the day.

BOY: That's right, Julie.

GIRL: Jack, I've got an idea.

BOY: What's that?

GIRL: Well, remember that Sunday you and I went out to Rocky Glen to look for mushrooms? And then we followed the river about a

half mile past the Glen?

BOY: Yeah?

GIRL: Well, remember that place where the river narrowed and went over the falls? I'm sure there was a pool deep enough to dive there. Perhaps we could still go to Rocky Glen, have our picnic in the park, and then hike down past the falls to the pool where we could go swimming. And I even think there's a large field just beyond the pool where we could play baseball.

BOY: Hmmm—but the pool and the lot aren't on Rocky Glen property. What do we do about that?

GIRL: Well, if I remember correctly, the signs we saw on the way down the river said that the same people who own the land own the Glen itself. If we called them, or maybe took a ride out there, we might talk them into letting us use the Glen and the pool and the field. Maybe we can have our outing after all.

BOY: Sounds like a good idea. They'd probably be glad to get the business, anyway. The place isn't very popular. I wonder why the owners never thought of that. I'll get the car out, and you try to contact some of the kids and let them in on it.

GIRL: Okay, let's do it!

THEME B (DEFERENCE TO PARENTAL AUTHORITY)

NARRATOR: The following dialogue was exchanged between a young husband and wife, in their home.

HUSBAND: Honey, was that letter from your dad?

WIFE: (With mild sarcasm.) Yes, Frank. It's the same old story. He wants to come and live with us. The same general theme—he wants to get to know his grandchildren in his old age. He keeps saying it will be like old times again. Huh! That's what I'm afraid of!

HUSBAND: Boy, I sure feel sorry for the old guy—he's really been a lost soul since your mother died. You must be hearing from him three times a week. How are you going to answer it this time?

WIFE: Three times a week now, compared to twice a year, before, when he didn't need anything. This time? The same way, Frank—the answer is no. I do not want him living in our home.

(Almost defensively.) Well, what's eating you?

HUSBAND: (Cautiously.) I don't know, sweetheart. It's just that—well, I really don't understand how you can be so down on the father who raised you, provided you with all the necessities, and even sacrificed to send you through college. He can't be that bad a guy, especially after how nice he was, helping when the baby got sick. His letters sound—well, pained, I guess the word would be.

WIFE: Look, Frank, please remember that you don't know my dad, and I do. And providing one with material matters doesn't necessarily constitute performing decently as a parent. For a lot of reasons I don't particularly care to mention, I will not tolerate my father in this house, upsetting our family and jeopardizing our happiness.

HUSBAND: I can't help but get the feeling you're being grossly ungrateful and disrespectful—I'm sorry, honey, but he's still your father, regardless of the grievances you've held in the past. He's your father. (Slight pause.) Frankly, I think you're exaggerating his faults for some petty reasons of your own. I'm sorry, honey, but that's the way it seems.

WIFE: If you only knew how miserable he made our entire family all those years, you wouldn't talk about my 'ingratitude' and 'disrespect.' For years he alienated us, one by one, by his constant criticism and correction, by his insisting that he was always right—never giving anyone any credit for decency, never accepting anyone's intelligence. He is suspicious, sensitive, and hateful. And for years I could

hardly wait until I got away from him. Well, my sisters have said no, and I say no—if he couldn't find the time to give us a little respect, I can't see how he deserves it now.

HUSBAND: I've never heard you sound so cold as when you talk about your father. It's not like you, honey.

WIFE: I've had twenty years at home learning to be that cold, Frank. I'm sorry, too, but the less I have to do with him, the better. And that's that!

THEME C (ETHNOCENTRISM)

- NARRATOR: The following exchange took place in the police station of a small Southern town.
- OFFICER: All right, I'll hear it from you one at a time—you first, what is your name, sir, and just where do you fit in, in all this?
- MANAGER: (Authoritatively.) Mah name is George Brown, managuh of the Little Art Theatuh, officuh, and Ah am the party who called you to take care of these heah rowdy colored folks—that's them over theah.
- OFFICER: What precisely is your complaint, Mister Brown?
- MANAGER: Well, suh, these young Nigras heah were paradin' up and down in front of my theatuh, carryin' these signs and just generally disturbin' the public.
- YOUTH: (Quickly.) We were not creating a disturbance, suh. We were exercizing our legal right to peacefully protest a segregated public establishment.
- OFFICER: What do you have to do with this?
- YOUTH: I'm the spokesman for our group of pickets, suh, and I wish to state we were not causing any disturbance.
- MANAGER: Officuh, Ah see nothing wrong with any citizen—even Nigras—expressin' his feelin's on anything. Howevuh, these rowdy colored folk were not only paradin' in front of the theatuh, but they caused so much noise outside with their raucous shoutin' and singin' that the audience couldn't hear the film. They deliberately blocked passage so that respectable theatuh-goers had one hell of a time gainin' entry. And on several occasions these thugs directed obscene and abusive language at our patrons.
- YOUTH: That's not true! We did nothing like that! We may have been a bit loud in our singing, but we did nothing like what he says, suh. Suh, this man is not only a bigot, he's lying!
- MANAGER: Hold on there, boy, where do you get off, callin' me a liah?
- OFFICER: (Interrupting.) All right, all right—knock it off!
- YOUTH: Officer, this is the same man—a well-known member of the White Citizens Council—who was seen kicking and spitting at Negro students at a lunch counter sit-in demonstration last year!
- MANAGER: That is not true, su, and theah is no proof of it. Ah challenge this boy to establish proof of that claim. As Ah said befoah, Ah see nothing wrong with any person—
- OFFICER: (Interrupting.) You're right, Mister Brown, I can see that

you're perfectly in the right. You colored people—I'm going to have to lock you up until the judge can handle this. I've heard of Mister Brown's fine reputation in this fair city, and I know that Mister Brown is one of our most respected citizens. I have no reason to doubt his word. Especially in light of how Nigra agitators have been acting disorderly and illegally in our city the past few years, I have to say—without prejudice, mind you—that Mister Brown's description sounds very much like the other upsets you people have been giving us. And your denying it only sounds like the other denials we've been hearing from you people.

YOUTH: But, officer, we were not doing—

OFFICER: That's enough! You can tell it all to the judge in the morning!

MANAGER: Thank you, officuh!

THEME D (HOSTILITY TO LEFT-WING IDEOLOGY)

NARRATOR: The dialogue you are about to hear has been duplicated from tapes of hearings before the House Un-American Activities Committee.

CHAIRMAN: Will the witness please identify himself with a few remarks about his background?

WITNESS: (With some sarcasm.) Sir, my name is Frank Simpson, I am forty-four years of age, I am an author, lecturer, and—until I was subpoenaed to appear before your illustrious committee last year, I was employed as a news correspondent for a well-known New York paper.

CHAIRMAN: Mr. Simpson, I realize this question has been put to you in the past, but once again—are you now or have you ever been a member of the Communist Party?

WITNESS: Sir, the First Amendment to the United States Constitution provides that Congress shall not legislate in matters of belief or association. And—if such is the case—Congress cannot investigate in these matters. Accordingly, if I were not connected with the Party, I would not tell you, and if I were, I most assuredly would not tell you. My political beliefs, whatever they may be, are not the business of this Committee.

My work has continually been in the public eye, I have clearly broken no laws, and in no way can be judged to have engaged in subversion. And if I had, the FBI would have a thorough record of my activities. Your going into it would merely serve to harass me. I shall not answer that question, sir.

CHAIRMAN: Surely, Mr. Simpson, if you have not engaged in treasonable work, if you have in no way conspired against this government, you would have no fear of answering that question. To be sure, if you are indeed blameless, your stating so under oath will serve to refute those who have identified you.

WITNESS: (Breaking in rapidly.) Mr. Chairman—your nefarious committee has an ugly reputation for ruining innocent people's lives. I accuse you of persecuting loyal Americans for your own petty political reasons, I accuse you of smearing for the sake of smearing, I accuse you of deliberately standing in the way of social progress in this country. And for me to cooperate in any way with your—holy inquisitions would merely serve to perpetuate this monstrous ignorance. On principle alone I cannot answer that question or any other question pertaining to my beliefs and associations. Someone must protect our constitutional freedoms, and if Congress does not see fit to do so, it is the responsibility of private citizens.

The American people are becoming aware of the real purposes of this Committee, and the time will come when they will no longer tolerate it.

No, I shall not answer your question, sir.

CHAIRMAN: This is no time for a propoganda statement, Mr. Simpson.

Let the witness's remarks remain in the record as example of the abuse and vilification that these conspirators heap upon this duly constituted body, in order to discredit and undermine its attempts to assure our national security. Let the record reaffirm that Mr. Simpson has a rather questionable background—has been identified by unimpeachable sources as having dubious associations. And yet he refuses to clear himself of these charges, preferring instead to insult this government and to make a mockery of the United States Constitution.

The record will show that Mr. Simpson has been cited for contempt of Congress.

WITNESS: Sir, as a free citizen of the United States, I stand firmly on the First Amendment.

APPENDIX B

CALIFORNIA F(ASCISM) SCALE

STUDENT OPINION QUESTIONNAIRE

NAME _____

The following statements refer to opinions regarding a number of issues. You are asked to indicate the extent of your agreement or disagreement with each item. Whatever you may feel about a particular item, you can be sure that a lot of other people feel the same way you do. It is important that all data are filled in accurately.

The items are to be answered in this way:

Strong agreement	+3
Moderate agreement	+2
Mild agreement	+1
Mild disagreement	-1
Moderate disagreement	-2
Strong disagreement	-3

Do not leave any items blank. Please answer every item.

- ___ 1. Nobody ever learned anything really important except through suffering.
- ___ 2. Homosexuals are hardly better than criminals and ought to be severely punished.
- ___ 3. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
- ___ 4. If people would talk less and work more, everybody would be better off.
- ___ 5. People can be divided into two distinct classes: the weak and the strong.
- ___ 6. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.
- ___ 7. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

- ___ 8. 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.
- ___ 9. Most people don't realize how much our lives are controlled by plots hatched in secret places.
- ___ 10. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
- ___ 11. Familiarity breeds contempt.
- ___ 12. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.
- ___ 13. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
- ___ 14. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.
- ___ 15. Some people are born with an urge to jump from high places.
- ___ 16. 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.
- ___ 17. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.
- ___ 18. Someday it will probably be shown that astrology can explain a lot of things.
- ___ 19. Obedience and respect for authority are the most important virtues children should learn.
- ___ 20. No sane, normal, decent person could ever think of hurting a close friend or relative.
- ___ 21. No weakness or difficulty can hold us back if we have enough will power.
- ___ 22. Human nature being what it is, there will always be war and conflict.
- ___ 23. Wars and social troubles may some day be ended by an earthquake or flood that will destroy the whole world.

- ___ 24. Nowadays more and more people are prying into matters that should remain personal and private.
- ___ 25. Science has its place, but there are many important things that can never possibly be understood by the human mind.
- ___ 26. An insult to our honor should always be punished.
- ___ 27. When a person has a worry, it is best for him not to think about it, but to keep busy with more cheerful things.
- ___ 28. The businessman and the manufacturer are much more important to society than the artist and the professor.

APPENDIX C

INSTRUCTIONS TO SUBJECTS

The first part of this experiment is designed to study the transmission of information from one person to another. Previous studies of the transmission of information along a series of people have always shown that it is quite normal for some of the information to be dropped out and some to be retained by the end of the series. However, here we are interested not so much in whether any alterations do occur in the transmitted information—since we know that such changes are bound to occur—as we are interested in the effects that different aspects of the information itself have upon its transmission. More specifically, we are interested in finding out which aspects—for example, clarity, vocabulary, brevity, and so forth—appear to be more essential than others in the communication process.

We have prepared four tape recordings of four different real-life situations. Each tape differs in the vocabulary used, the clarity with which the information is presented, the emotional tone of the speakers, and other aspects. These are the important variables under consideration.

The manner in which we will conduct the experiment will be as follows: Each of you has been given a number from one to four. If the situation permits, in a few minutes, your experimenter will take you to separate rooms while he sets up the recording apparatus. The experimenter will then call for person number one, who will come into the recording room and for whom the experimenter will play the tape for the first situation. The tape will be played only once. Then the experimenter will call for person number two, and number one will repeat to number two the information as he remembers it, while the experimenter records what he says. Number one will leave the room, number three will be called into the room, and number two will relate to number three as much of the information as he can, while the experimenter records that. This will continue until person number three relates the information to person number four, and number four finally relates it back to the experimenter and the recorder.

To repeat briefly: The information will be played from the tape only once to number one and will be relayed by word of mouth from one subject to another until person number four relates it back to the experimenter. Each step will be recorded.

The method will be the same for each of the four tapes, except that for the second tape we will start with person number two first

and finish with number one, in the order two-three-four-one. For the third tape, we will start with person number three, and finish with number two, in the order three-four-one-two. Et cetera.

There are two important points we must mention before we start. First of all, you are not expected to remember the information word-for-word as you hear it from the tape or as it is related to you by the person preceding you; this would be impossible. The important thing is to listen to what you hear carefully, and try to relate as much of it as you can as accurately as you can. Strive for reliable reporting, but don't expect perfection.

Secondly, it is very important that you do not communicate with each other in any way outside the recording room during any of the sequence. This is the purpose of the separate rooms. Should the situation not permit your being separated, we are asking you not to speak or write to each other during the experimental period. We are asking this only so that we may be positive that there has been no exchange of information outside the recording room—an exchange which could adversely affect our results. This is very important, and we would greatly appreciate your cooperation on this point.

This should be sufficient information for you on the first and major part of the experiment. If you have any questions, your experimenter will now try to answer them for you.

APPENDIX D

POST-EXPERIMENTAL QUESTIONNAIRE

Name _____

1. What do you think was the purpose of this experiment? Just write a sentence or two.
2. Which situations do you remember best? Rank them by placing the numbers one to four in the parentheses: "1" for the situation you recall the best, "2" for the situation you recall second best, etc.

- () planning the picnic
- () the congressional investigation
- () the police station
- () man and woman discussing father

3. If you were involved in the above situations and had complete freedom to do or say as you wished, what, if anything, would you have done or said? Or, if you wish, what would you have avoided doing or saying? Answer briefly.

- a. planning the picnic:
- b. the congressional investigation:
- c. the police station:
- d. man and woman discussing father:

4. In three of the four tapes there was evidence of some disagreement or controversy. For each case, fill in the boxes below, identifying (a) those parties whose character or arguments were most clearly or strongly presented, and (b) those parties who were probably more in the right.

	character or arguments more clear, strong	more in the right
investigation		
police		
man and woman		

5. Indicate the degree to which you feel you were successful in accurately conveying information in this experiment. Do this by placing a circle around the appropriate number on the following scale:

extremely inaccurate	moderately accurate	extremely accurate
1 2 3 4 5 6 7 8 9 10		

6. Do the same for the degree to which you think the person who generally preceded you was successful in this respect:

extremely inaccurate	moderately accurate	extremely accurate
1 2 3 4 5 6 7 8 9 10		

7. Now do the same for your group as a whole:

extremely inaccurate	moderately accurate	extremely accurate
1 2 3 4 5 6 7 8 9 10		

8. Due to the especially "sensitive" nature of experiments such as this when prospective subjects have some prior notions, whether true or false, about the experiment, we are asking you not to discuss this experiment with other possible subjects. We do this merely to insure the confidence we can put in our results.

I promise not to discuss this experiment with
any other Psychology 401 students for a period
of at least two weeks.

Subject's signature

APPENDIX E

BASIC DATA

AUTHORITARIAN MALE GROUPS, THEME A

Final Reproduction A-12, Group I

There was this group of boys and girls who belonged to a particular type of club—he didn't say what kind—they wanted to have a picnic of some kind, and they didn't have anyplace to go. They—(very long pause)—didn't have anyplace to go to have this picnic, so they heard about this man who had two areas, one was private, for his own use, he said—a lake just for his own private use—and the other was a public picnicking area. So they—these kids, I guess—wrote him a letter and they asked if they could use the public and also his private part of the area for going swimming and all that. That's about all.

Final Reproduction A-10, Group VIII

There is a group of people that intended to go on a picnic, and they didn't know where to go, so they finally picked out this place called Rocky Forks. And they went down there and there was a girl there and she wanted to go over this bluff on this hill to play ball. So they went down, I guess, and didn't particularly like the place, so they went off somewhere else. That's all.

Final Reproduction A-9, Group X

A group of college students were trying to figure out where they were going—they wanted to go on a picnic. They wanted to go someplace where they could swim and play softball. And one of the girls knew of a picnic grounds named Rocky Cliff, where at one end of the place, I guess, there was a swimming pool and there was a rough softball field. So one of the boys called up the proprietor and asked him if they could use the facilities, and one of the girls called up the rest of the gang to tell them it was okay. And that's it.

Final Reproduction A-20, Group XV

Well, there's these two couples, two boys and two girls. They seem to feel that they want to go on a picnic and they can't find anyplace

that's available at the time. They also want to play—they want to have a place where they can play ball during the course of the picnic. They hear of this place called—I think it's Rocky Grove—and they look into that. It seems like they also want to go swimming, but this Rocky Grove doesn't have any facilities for them to go swimming and play baseball and also have the picnic. They went there by some means and the two girls were picking some type of flowers by the stream. They noticed a waterfall. And they went up there and they thought that there was some kind of a possibility where they could do all these events. And they thought they would get in contact with the man that had charge of that particular part of the water area, for their activities for the day. That's it.

Final Reproduction A-5, Group XVIII

It seems that there were these group of college boys, a fraternity, that wanted to have a social function. And they'd picked out two places. One was about seventy miles away and the other was called Rocky Glen. This seemed adequate for what they wanted to do. It had a waterfall and a picnic area. And underneath this waterfall was a place that they could swim and dive. And these two college students, their names were Jackie and—Jackie and—and Jack. Yeah. And that's the end of the story.

AUTHORITARIAN FEMALE GROUPS, THEME A

Final Reproduction A-15, Group III

Jack and Jill went on a picnic to—they couldn't—it was—they were deciding—(short pause). Well, anyway, it was two weeks ago, I think. And they were trying to decide where to go and they went to this place called Glen Cove, but they didn't have anyplace to do any of their activities. So they decided to go on to another place and they found another place. And I guess there were about twenty in the group. And that's about it.

Final Reproduction A-11, Group VI

This girl and this boy were trying to find—trying to decide—they were going to have a picnic for twenty members, and they were going to this Rocky Grove or Cove. And finally they decided to go to this picnic, I guess, that they were having, and they were having a pretty rough time deciding where to go. And finally they decided to go to this Rocky Cove. There was a little joke there. That's all she told me, I guess.

Final Reproduction A-17, Group XII

Well, this class wanted to have a picnic and they had a problem—they wanted to find a place to have the picnic and they finally found this park called Rocky Glen. But they also had a problem there because there's no place to go swimming or to play baseball. And the way they solved their problem was, they found this place near the park to play baseball and go swimming. I'm finished.

Final Reproduction A-14, Group XIII

Well, the situation begins where these four college girls want to go on a picnic. But they waited kind of long and they didn't know where they want to go. So, they decided to go to this place called Rocky Glen, but there isn't anything they wanted to do there, like play basketball or anything—you can't do that. But this one boy said that he'd been there before and then this girl said, "Well, there's a place to go swimming." And then they were going to call up this owner and ask her if she really owns this Rocky Glen or something. The situation ends when they—they're still talking about calling up the owner and asking her if she owns Rocky Glen. That's all.

Final Reproduction A-16, Group XVII

There were two college students named Jack and Julie who were looking for a place to have a picnic and they were having trouble finding a suitable place. Finally they found one which they thought would be suitable because it had a swimming pool and they could look for mushrooms. That's all I remember.

NONAUTHORITARIAN MALE GROUPS, THEME A

Final Reproduction A-7, Group II

A boy and a girl were planning a picnic. The boy was in charge of finding a place where the picnic would be held. The girl asked him if he had found a place and he said he hadn't. The girl suggested a rocky glen, and he said that wasn't good because it didn't have any facilities for baseball or swimming. She said there was a place to go swimming a half mile away and he said that would be okay. That's it.

Final Reproduction A-13, Group VII

It seems twenty students were planning a picnic—were getting together to plan a picnic. And two of them, Jack and Judy, suggested going to a ravine—I can't remember the name of the ravine—for the

picnic. But Jack was against it because there wasn't any place to swim. And then, later on, during the discussion they found out that the people who owned the ravine had a—there was a pool on their property in which they could swim. And so they decided to go ahead and have the picnic then. That's about all I can remember.

Final Reproduction A-1, Group IX

A boy and a girl wanted to go on a picnic. And they wanted to go somewhere nearby, but they could not find any place nearby. So they submitted it to some kind of committee to decide upon a place where they might go for their picnic. And the feature of this is that they wanted to play volleyball, and they weren't sure where they might be able to set up—find the set-up for volleyball. The girl asks some questions of the committee, but they finally found this place by the name of Rocky Glen. However, they found that there were no facilities for volleyball there. And, so, they looked around, and adjoining was another kind of park called Rocky Fork. And they were concerned about possibly having to pay a fee at Rocky Fork, but they checked into it and found—and they were concerned whether or not the same man owned these two pieces of property, perhaps having paid already for the use of Rocky Glen. But they found that the same man did own Rocky Fork and that there was no charge for the use of that. That's all.

Final Reproduction A-3, Group XVI

I was told of a conversation between two college students, a boy and a girl, who were planning to go on a picnic. They were having some conversation about this, because they couldn't determine exactly which park to go to. The boy wanted to go to a park where they could swim and play ball. They thought of the parks that they knew of, and it was suggested that most of these parks would be overly crowded. So there was a problem. The girl, however, remembered a park or a woodsy area which was near a lake, called Rocky Glen. She had been there at some time before and remembered it. It was privately owned, but upon calling the owner, they were informed that they could have their picnic there.

Final Reproduction A-4, Group XX

This is a dialogue between George and Julia, and they decided to—one was a boy, the other was a girl—they decided to have a picnic. And so when they got to the picnic area, they found out that all the picnic tables were taken. So George tells Julia of another place where they could have a picnic that's a little bit further up the road. And they had talked about it earlier, but they had decided against it, because they couldn't play ball there, or other things, because there were no facilities. So, since there weren't any picnic tables available at the place, they decided they would go to Rocky Glen—which was the place they had talked about earlier. So they went to Rocky Glen—and

when they got there they saw this waterfall, so they decided to go in swimming. And, so, when they were down swimming, they saw a field that was near the waterfall. And that was the reason they didn't go there in the first place, because they didn't think there was a field where they could play ball and do other things. So they decided to go find out if they could play ball in this field. So they went to the owners of Rocky Glen and asked them if they could play ball in this field. And the owner said, yes, they could. So they had a picnic on the hill and played ball down in the field. And I'm finished.

NONAUTHORITARIAN FEMALE GROUPS, THEME A

Final Reproduction A-19, Group IV

A group of students decided to have a picnic. Apparently they were from Ohio State. The majors' names were Jack and Julie and there were approximately twenty other people along. They decided that they wanted to have a picnic, they wanted to play baseball, and the girls wanted to swim. They were driving around and all of them were trying to figure out a place—somewhere they could go and do all the different sports and activities—the picnicking, the baseball, and the swimming. And so they drove along. Julie—the girl—finally became a little irritated. She started thinking and finally she thought of a place she knew of called Rocky Glen. And she thought that there might be a possibility that they could do everything there. She knew that you could picnic and she was rather sure that you could swim. And she knew that there was a large lot next door the spot that was Rocky Glen, and she wasn't sure if it was part of the park or not. But she wanted to find out. So, they decided that they would do some investigation and Jack was to do the calling and she was to go ahead and find about it first. And they went ahead and called and supposedly had the picnic, I don't know. That's all.

Final Reproduction A-8, Group V

This is about a boy and a girl discussing going on a picnic and they don't know exactly where to have it. They have gone before to a place called Rocky Glen, but they want to go swimming, and you can't go swimming there. So they were thinking of this other place—another park—where it has a pool at the bottom of a falls where they could go swimming, but there's no place where they could have a picnic except a field which doesn't belong to the park itself. And so they don't know whether they're going to have the picnic there or not.

Final Reproduction A-6, Group XI

The tape involves Jack and—hmm, let's see—Jack and—well, I

can't remember her name. But they were looking for a place to have a picnic and they wanted activities. And Glen knows of a place, but the place doesn't involve many activities. But the girl knows of another place near it that's privately owned, and she's going to call up the man and ask him if it's all right if she uses their facilities. I'm through.

Final Reproduction A-2, Group XIV

There were two students—two college students—Jack and Sally. And they wanted to go someplace, but it was late—wanted to go someplace, but most of the places were filled up. But they decided to go to a place called Rocky Inn, which Sally had heard of. They went out there and they wanted to play ball. And—(long pause)—I think Jack and Sally went to—behind Rocky Inn to make sure it was okay before telling their friends. That's all I remember.

Final Reproduction A-18, Group XIX

This was a conversation between two young people, a boy named Jack and a girl named Julie, and they were discussing a picnic that they had planned. The only—the nearest park where they were thinking about going to was about seventy miles away, it was Rocky Glen. And the girl was hesitant about going there, because the park was rocky and she was afraid the swimming would be dangerous, because it was dangerous there. But Jack had been there before, and he walked up the river and he found—he had seen a place where they could play ball. And he found that up there, the swimming wouldn't be dangerous. So he wanted to—so they wanted to—he wanted to go up there. And so they called some friends of theirs to go with them. And that's all that I can recall.

AUTHORITARIAN MALE GROUPS, THEME B

Final Reproduction B-7, Group I

Well, it's a conversation between a wife and a husband concerning the wife's father. The father has written before, but now he's written and asked if he can come and live with them. And she doesn't want him to come. First of all, this stems from a conversation between the husband and wife over the father, and the conversation proceeds and reveals that she doesn't want him to come, whereas the husband more or less states that he's willing to let him come. But the factor that the wife uses to refuse him coming is, I think, selfish, and somewhere I learned that her father isn't really selfish in one way—I guess he sent her through college and must have spent quite a bit of money doing that and he couldn't be too selfish if he did that for

her. Nevertheless, she uses that as a determinant. So—let's see— I think it finally ends up that the father isn't going to come then. That's it.

Final Reproduction B-3, Group VIII

Well, the way I get it, Frank and his wife have been quarrelling and his wife's father had been evidently sending her letters and providing for her. And when she hadn't received a letter for several days or several weeks—I didn't catch exactly which—she became angry and Frank told her that he didn't believe that she should be so angry because of how much her father had given her. And that's about it.

Final Reproduction B-8, Group X

This was a dialogue of a husband and wife arguing or discussing a family problem. The husband wanted his father to come—the father wanted to come live with them. And of course this man's wife did not want him to come. And the husband's mother was dead, so that left his father alone without anyone to care for him, and he gets probably lonely. And—(long pause)—there was no—(long pause). She argued against it and one of the facts mentioned was that she—that his father put him and four sisters through school. And that was, that's about it.

Final Reproduction B-14, Group XV

Well, there's this married couple—and her husband, his name is Frank—got a letter from her father, asking him to come and stay with him. Well, she didn't want him to go for various reasons—because there are certain material things in life, they have the kids and everything, and—. Well, her father's wife died, seems that he's getting a little out of hand, because her sisters didn't want to come and stay with him, either. And various complications are arising. And I couldn't figure out whether Frank wanted to go or not. That's about it.

Final Reproduction B-12, Group XVIII

Well, this is a discussion between John and his wife. And his wife has just received a letter. The letter comes and John asks his wife if the letter is for her. And she says it is—it's from her father. He wants to come and live with them. And John asks his wife if that is what she wants, and she says, no, it isn't. Then he asks her, well, why doesn't she want her father to come and live with them? And she says that she's lived with him and knows what he's like and she lived with him for twenty years and she didn't want him to come. And her husband puts up the argument that he had taken care of her and put her through school and seen that she had everything, why couldn't she take care of

him now? And he asked her specifically why her father wanted to come and live with them. She said her father wanted to be nearer the grandchildren. And she still insisted she didn't want her father to come and live with her. And she was looking for more support, she asked—she told her husband if he wanted more—another story from the same angle, to ask her sister and what she thought about her father coming to live with her. The story winds up unresolved. She still doesn't want her father to come and live with her. That's it.

AUTHORITARIAN FEMALE GROUPS, THEME B

Final Reproduction B-15, Group III

The scene took place between a husband and his wife and the wife's father wanted to come and live with them. But he hadn't written very much to them, only three or four times a year and now he was writing much more often. And his wife had already died. So she—the wife was kind of hesitant about letting him come and live with them, because of the—. And the husband, her husband wanted him to. But—That's all.

Final Reproduction B-4, Group VI

Well, this concerns a man and his wife and the man's name is Frank and the woman is not named. And the woman got a letter from her father saying that she—saying that he wanted to come and live with them, because he wanted to see his grandchildren and everything. And I guess the wife didn't go along with her husband right along. The woman said that she—that he, the husband—was the meanest man she'd ever known, and somehow it turned out at the end that—(long pause)—the grandfather finally did come to live with them, after a long, hot argument. That's about all.

Final Reproduction B-9, Group XII

It was a dialogue between a husband and a wife and the wife's father wanted to come and visit them. But the wife's father was this very domineering person. And the wife said that if the father was allowed to come that she would leave. I guess that's all.

Final Reproduction B-10, Group XIII

This situation takes place in the home, between the husband and wife. And the wife's father wants to come live with them in their home. And the husband asks her how she would feel about it if her father came and lived with her. And she said that she didn't want him to come to live with her because she had lived with him for ten years, and she

knew what he was like. And her husband threw up the question to her that since all of the other relatives had—didn't want him to come and live with them—and that her father had written her frequently, that it was her place to take him in. But she still stuck to her opinion, that she had lived with him for ten years and she knew what he was like and she didn't want him to come and live with them. And that's all.

Final Reproduction B-16, Group XVII

That was a dialogue between a husband and a wife. And the husband came home and saw the wife had a letter and he asked her who it was from and she said it was from her father and that he wanted to come and live with them. And—but she didn't want her father to. And the husband said, "Well, why?" And she said, well, her sisters didn't want him and she didn't, either. That's all.

NONAUTHORITARIAN MALE GROUPS, THEME B

Final Reproduction B-13, Group II

This is a husband and wife relationship and the father of the wife requests to live at their home. And the husband and they start out discussing it and actually end up arguing about it. And the husband wants this, but the wife is disagreeable. And again, it's the father of the wife. And they argue about it. And it's brought out that her two sisters would not accept the father and she also says that her relationship with her father was never good. And—let me see—was never good—and—it's hard to remember. That's it.

Final Reproduction B-2, Group VII

This is a story of a couple, a man and a wife, concerning the wife's father. The wife's father apparently wrote a letter to her, asking if he could come and live with them. He used to write only two letters a year, but since his wife had died, he apparently was writing more frequently. Now this woman's husband is for the older gentleman living with them, but the wife is against. Apparently, the wife knows of some trait or some characteristics she doesn't think desirable in the gentleman, or for some other reason, thinks it undesirable for him to live with them. But the husband still thinks it would be all right. I think he is referring to the time when they got some money or some help—when one of their children were born—from this older gentleman. And therefore he thinks it would be all right for him to come and live with them, although the wife still doesn't think that it would work out. That's all.

Final Reproduction B-17, Group IX

This is a conversation between a husband and wife, and they have just received a letter from the wife's father. And his wife had just died and he was looking for a place to live, and he wanted to be near his children and his grandchildren. So, he wanted to know if he could come—I guess the implication in the letter was that he wanted to come and live with them. And the wife was very much against this. She said that her father was domineering and very set in his ways. And the husband took an opposite view of this. He said that the father, her father, should be able to come live with them, since he had provided for her earlier in her life, that he had sent her through college and provided for her—clothes and food and a place to live—when she was younger. Well, she came up with the statement that though he did provide for her earlier, he was not a very good father. And the husband didn't like this, and was very disappointed in his wife's response to her father's letter. That's all.

Final Reproduction B-11, Group XVI

This is a conversation between a man and his wife. They had just received a letter from the wife's father, who was requesting to come and live with them. They were having an argument over this. The wife stated that her husband—I mean, her father had caused her misery for quite a few years and that the less she saw of him, the better it would be. Her husband didn't—couldn't understand this. He was more or less, I guess, for the father coming to live with them. That's it.

Final Reproduction B-18, Group XX

This is a story about Frank and his wife—or at least, it's a dialogue between Frank and his wife. The situation occurs when Frank's wife's mother dies and her father—Frank's wife's father—wants to come and live with them. They find this out because he is—has said repeatedly that he is interested in coming to live with them, in his letters. Before this situation occurred, they had heard from him maybe twice a year, but after this situation occurred, he wrote constantly, indicating in his letters that he did want to come and live with them. Frank's wife didn't want her father to come live with them. Frank couldn't understand this. He said to her, "I can't understand why you don't want him to come live with us. He provided for you for twenty years, and I think that you owe him something now." And she said, "Well, I realize that he did provide for me for twenty years, but the fact is that he has certain characteristics that I don't care for, some of them being, he claims he is never wrong. Also he is very dominant." So Frank said to his wife, "I understand this, or at least I realize you have a point there, but I still don't see why you don't want him to come live with us, because he did provide for you." She said, well, that her sisters felt the same way, and that this was her justification. That's the end.

NONAUTHORITARIAN FEMALE GROUPS, THEME B

Final Reproduction B-20, Group IV

This scene takes place in a fairly young household, and this woman, her name is Lynn, is about twenty. And she has just received a letter and her husband is home at the time and she's reading the letter and her husband asks who it is from and she replies that it's from her father. And he says, "Well, isn't that a—you've been getting quite a few letters from him lately," or something, and she says, yes, that she'd gotten about three letters a week from him for over a year. And so her husband asks what is it her father wanted and she said that he wanted to come and live with them. But she doesn't think too much of this idea because he had lived with other members of her family, and since he was a very domineering person, that he'd probably disrupted their family life. So apparently she doesn't think too much of this idea. And I don't know any more of it.

Final Reproduction B-6, Group V

It's concerning a young married couple who have been having some troubles, and it's over their—the girl's father. His wife has died recently and he wants to come live with them. And previous to this time he has not communicated with her very much, but now he's writing several letters a week, saying that he wants to come stay with them and that he wants to get to know his grandchildren better. Well, the girl does not want the father there with them, and she says that during all the years that she was home he hadn't paid too much attention to her and that he hadn't written to her very often and that she didn't want him to come there. And she also said that none of her sisters wanted him, either, and that she didn't want him. And her husband said that he had put her through college and raised her for—kept her for twenty years and everything, and that she should have him come stay there. And—that's about it.

Final Reproduction B-5, Group XI

Well, this tape is about Jane and Frank, a married couple. Jane has just received a letter from her father, asking if he may come and live with Jane and Frank and their children. Jane does not—Jane talks it over with her husband and decides that she would rather not have her father live with them, because he is mean and hateful and so forth. Her husband replies that he can't see why she doesn't want him to live with them, since he raised her and educated her and he was her father and so on and so forth. Jane talks to her sister and discovers that her father has also written to her sister, asking if he may come and live with her and this definitely convince Jane that she does not want her father living with her. That's all.

Final Reproduction B-19, Group XIV

The episode takes place between two married couples—um, between a married couple. And the wife received a letter from her father saying he wants to come live with her so that he could watch her children grow up. And she protested. And the husband wondered why, because usually she was so sweet and nice. But she said that he had written all of the other sisters and they had rejected him and that she wanted to do the same. And the husband said that he doesn't think she should, because he sent her through college and had cared for her for twenty years and had done so much. But she still didn't want him to come and live with her. That's all.

Final Reproduction B-1, Group XIX

This is a heated discussion between a husband and his wife. The husband's name is Frank. The wife had gotten a letter from her father saying that he wished to come and live with them. And she argued with her husband that this wouldn't work, that it would disrupt the family life, and that previously, when she had lived at home with him—dated twenty years—that they hadn't gotten along. And that since she would be home with him most of the time, she might not get along with him now, either. And it would be her that would be having to put up with this most of the time. And then he—the husband argued that before, when their child was sick, he had come through and helped. And he thought—he must have thought that her father was a pretty nice person—or at least he didn't think that he would disrupt the family life as much as she did. And again, she argued that she had several sisters, and none of them felt that they should bear the responsibility of having their father come and live with them, and that she didn't see why she should be the one that would have to take this responsibility. And That's all that I can remember.

AUTHORITARIAN MALE GROUPS, THEME C

Final Reproduction C-11, Group I

This is a courtroom scene and the two participants are a group of Negroes and a theater manager named Mr. Brown. And it seems that this Mr. Brown has these boys in the court for disturbing the peace in front of the show. And these boys say that it isn't true, that they didn't make any noise in front of the theater. And they go farther and tell that one time, that this Mr. Brown owned a lunch counter, which he wouldn't serve them or anything. And all through these—the court hearing, the—Mr. Brown spit on these Negro boys and I guess called them names and cusses at them. So the judge could not come to any decision whether they were guilty or not and said they'd have to go to a higher court. And while, while he said—while

they were waiting for the decision to go to a higher court, the Negroes would have to be locked up. And that's it.

Final Reproduction C-12, Group VIII

Well, this situation takes place in a Southern town and it seems that there's this Mr. Brown who has an establishment in this town, and he brings a lawsuit, I guess you'd call it, against Negroes who he said were demonstrating in front of his store. So they take this to court. And Mr. Brown is awarded the decision, because they had found out that Mr. Brown had previously molested Negroes who were known as demonstrators or who had set in on—at a lunch counter. And it was also known that the Negroes in this particular situation had previously demonstrated and were known for it. That's all.

Final Reproduction C-14, Group X

There was a trial and the—(long pause)—in the theater. (long pause.) The case in the trial—Mr. Brown was bringing the complaint that several Negroes were picketing in front of his theater and making too much noise and they caused quite a bit of confusion in the theater—people couldn't hear. So the—one of the Negroes, which was a defendant, said that they had only been walking in front of the theater and they hadn't been making much noise. Also he stated that Mr. Brown was seen in a segregated restaurant, beating up on a Negro. And Mr. Brown defied (sic) this. But a sheriff—the sheriff—had seen this and confirmed that he was. And so they put Mr. Brown in jail. That's it.

Final Reproduction C-4, Group XV

This situation takes place in the Southern states, in a jail. There is a sheriff, Mr. Brown, a theater owner, and some Negroes. And the Negroes were picketing Mr. Brown's theater and—hmm—causing a disturbance, I suppose. I think that's why they were in the jail—at the jail. But anyway, because Mr. Brown was respectable, they let him off the hook. I don't know what kind of a hook he was on. And they told the Negroes that they weren't supposed to picket there anymore. And they could take it to a court if they wanted to do anything about it. That's all I can think of.

Final Reproduction C-9, Group XVIII

This dialogue takes place between a policeman and a Negro boy who was picketing outside a local theater. It seems that Mr. Braun who runs the theater called a policeman and told him that there were Negro boys out front picketing and they were using abusive language and becoming unruly. The policeman came and asked the leader of the boys—he talked to the leader of the boys. And the leader said that

they weren't using abusive language and they weren't unruly, but they were singing loudly. And Mr. Braun said that they was using—was disrupting the theater so that people inside couldn't understand the movie. The boys denied this. They said that the reason they were picketing was—the reason that they were picketing, according to one of the boys, was that Mr. Braun had kicked and beaten one of the Negro boys. And the—Mr. Braun said that—denied this and said that—asked that the boys produce evidence. The policeman then said that this argument couldn't be settled there, and that he would take the boys to jail for the night, and it would be settled in court the next day. The policeman believed that Mr. Braun, the theater operator, wouldn't do such a thing to the Negro boys, because he was a fine, outstanding citizen, person. That's it.

AUTHORITARIAN FEMALE GROUPS, THEME C

Final Reproduction C-8, Group III

The scene takes place in a courtroom in the South. The case is Mr. Brown versus a group of about twenty Negroes. Mr. Brown has said to the judge that the Negroes—by the way, Mr. Brown owns the theater, the local theater—and his case against the Negroes is that they have been picketing and making all kinds of noise and foul language in front of the theater. But the leader of the Negroes said to the judge that Mr. Brown himself was—participated in a sit-down demonstration and spat upon the Negroes. And so that in the end the judge decided—well, the Negroes first said that Mr. Brown was prejudiced against them as a group and it wasn't just their behavior in front of the theater, but it's just that his, of his general prejudice. In the end the judge decided to prosecute the group of Negroes—found them guilty.

Final Reproduction C-19, Group VI

A group—there are a group of Negroes outside a movie theater and there is a segregation problem and they apparently are starting to riot—kicking, spitting, just being generally obnoxious. They are then taken into court and are sentenced to a jail term. But a Mr. Brown, who was the leader of the group, tried to talk the policeman out of putting them in jail, but they go to jail anyway.

Final Reproduction C-7, Group XII

The story was a dialogue between two men in a police station. The one man owned an art gallery, and he complained to the police that some Negro boys were in his art gallery, cutting up and using obscene language and making it unbearable for the people who were there. And so the Negro boys said they weren't using obscene language, they were singing. They argued that they didn't think they should be arrested.

Final Reproduction C-20, Group XIII

This situation takes place in a small town, and this Mr. Brown is a theater owner and he brings in these colored people to the police station and they argue over something. And it ends up that they decided that the colored people are all right, that they're just common, ordinary people, and they put them in jail.

Final Reproduction C-5, Group XVII

There were two Negroes who lived in a Southern town, they were in a movie. And they got into some trouble there and there was a judge called in. And the movie was owned by a Mr. Brown, who was a white man. And—I remember somebody spit on somebody, but I don't remember who, which, how it was. But anyhow, they called this judge in and he took the case. And that's all I remember.

NONAUTHORITARIAN MALE GROUPS, THEME C

Final Reproduction C-1, Group II

This scene takes place in a courtroom. It considers a Mr. Brown, who's a theater owner, against two Negroes who were outside the theater causing a ruckus and disturbing the people who were inside the theater from watching the movie. And the Negroes said that the reason they did this was because Mr. Brown was against Negroes and that he had been seen kicking a Negro outside this theater, which was supposedly had brought on this incident of ruckus. And the policeman in this scene was supposedly favoring Mr. Brown's side, but he said that he would leave it up to the judge to decide the rest of the matter.

Final Reproduction C-6, Group VII

This is a case of a segregation problem. Mr. Brown is in the police station before the police sergeant. Along with him are a group of students. The students have called Mr. Brown a liar. They said that Mr. Brown even—by the way, Mr. Brown is a theater owner—Mr. Brown has even beaten up one of the students there in the group. I believe that's it.

Final Reproduction C-15, Group IX

There were three main people involved. One was a theater owner by the name of Brown. Some Negro pickets had been picketing his theater. He was aroused by this and went to talk with the head of the Negro pickets. The pickets—or Mr. Brown was complaining that the pickets' noise disturbed some patrons in the rear of his theater—and also, and that

by their demonstrations in front of the theater they prevented customers from entering. The head of the pickets denied this, and he in turn accused Mr.—the theater owner, Mr. Brown, of being a member of a White Citizens Council. He also stated that one of the members of this White Citizens Council had spit on one of the demonstrators. This fuss—all this fuss brought a policeman to the scene, and his judgment was that he was going to have to take in the people, and they would have to tell their story to the judge—they'd have to face a judge. This antagonized the colored picket—picketers—but was a source of satisfaction to Mr. Brown. End.

Final Reproduction C-13, Group XVI

Well, this took place in a Southern community, in a jail. And it was between Mr. Brown and some Negroes who had brought a charge against him for something. No, Mr. Brown had brought a charge against the Negroes for picketing his theater and causing his patrons to have a hard time hearing the movie. And they also said that Mr. Brown had once forced some Negroes to leave a lunch counter somewhere. And Mr. Brown said that he was a good member of the White Citizens Committee. And the desk sergeant confirmed that, said he was. And the desk sergeant said that the case would be delayed until they could look into it further. That's all.

Final Reproduction C-18, Group XX

This takes place in a Southern courtroom. There are three parties there. The first party is a Mr. Brown, who is a theater owner. The second party is a group of Negroes who are charged with—who are picketing in front of Mr. Brown's theater. And the third party is, of course, the judge. Mr. Brown charges that the Negroes were—he said he didn't mind them picketing in front of his theater, but the fact was that they were making a lot of noise and they were using profane language, which he dislikes. And, in fact, when they were making this loud noise, they were bothering the patrons that were inside the theater. The Negroes' lawyer, who seemed to be a very sincere and honest man, said that this was not so, that all they were doing was singing when they were outside—when they were picketing—and they were not making enough noise to bother the patrons inside the theater. And also he said that Mr. Brown was—he accused Mr. Brown of being one of the persons who took part in agitation against sit-in demonstrations about a year earlier. Mr. Brown then denies that this is so. And it appears that Mr. Brown, who is a member of many of the higher class clubs or committees in the town—groups—would not be lying, since he is a member of these groups. And the judge who rules on this figures that Mr. Brown—that this is so, that Mr. Brown is a member of these higher class committees and groups. So he decided also that Mr. Brown could not be lying. So he decides to let Mr. Brown go free until there is further evidence in the case, and he keeps the Negroes there.

NONAUTHORITARIAN FEMALE GROUPS, THEME C

Final Reproduction C-17, Group IV

Well, the setting is in a Southern town and there is a man named Mr. Brown who owns a movie theater. And a Negro group has been demonstrating, apparently out in front of the theater. And there's been a lot of noise, and I guess obscene language. And Mr. Brown is protesting to someone about these demonstrations, saying that they prevented other customers from coming into his movies. And there had been some talk, apparently, that Mr. Brown had taken part in some demon—in some sit-in demonstrations of some sort, but there was no proof of this. And the officer to whom Mr. Brown is protesting apparently accused the Negro group of demonstrating in front of the theater. And they were taken to court and they had a—had their own lawyer there, but he wasn't able to prove anything himself. I guess that's all.

Final Reproduction C-10, Group V

Well, the location is a Southern town and the problem which arises is that a movie house owner has had a group of Negroes arrested, accusing them of disturbing the peace, specifically saying that they had been singing loudly—so loudly that the movie-goers in the theater could not enjoy the picture. And the—one of the Negroes, a spokesman for the group, tried to explain that they were merely picketing the theater to bring forth their—oh, to stand up for their rights or something—in other words, picketing against segregation. And the police officer who is involved in the—who has been called because of the disturbance states that he thinks that the movie owner is a reputable man whose word can be trusted and that—tells the owner that the judge will hear the case in the morning and take care of it. That's it.

Final Reproduction C-3, Group XI

This takes place in the South in a courtroom, and there are three people involved—a policeman, Mr. Brown, who is a theater owner, and a Negro man. And Mr. Brown is bringing charges against the Negro man for picketing outside his theater and using obscene language, he claims. And he claims that this disturbed the people in his theater so they couldn't watch the program. The policeman was on the side of Mr. Brown, because evidently Mr. Brown was an influential man in the town. And in the end Mr. Brown won the case.

Final Reproduction C-2, Group XIV

This takes place in the South and Mr. Brown is the owner of a theater. And while the movie is being shown, these colored people are out in front making a disturbance and causing a lot of—making a lot of

noise. And he went out there and he felt like he was in the right because he thought they were disturbing the people that were inside watching the show. And they said, well, they felt like they were in the right because he had been against them in sit-down strikes. So then a policeman came along and they explained the situation to him. And he took up for Mr. Brown and arrested them and they were taken to court and tried for disturbing the peace. That's it.

Final Reproduction C-16, Group XIX

This is a discussion between three people—a theater owner, Mr. Brown, a Negro man, and the desk sergeant in the police station. And the theater owner is registering a complaint against the Negro for picketing in front of his theater. And the largest part of the discussion takes place between Mr. Brown and the Negro man. And Mr. Brown accuses the Negro of disturbing the peace. And the Negro retorts with an accusation that Mr. Brown is prejudiced against the Negro race. The sergeant then decides to hold the Negro, to arrest him. And he's going to take Mr. Brown's word for what's happened, because in past years, previously he's had a lot of trouble with the Negroes and the picketing and other activities, not only in front of his theater—in front of this theater, but he's had complaints from other businessmen. And that's all that I can remember.

AUTHORITARIAN MALE GROUPS, THEME D

Final Reproduction D-6, Group I

This was a story about a man named Mr. Simpson and he was to go in front of the House and he was charged with—as being a Communist or having been a—. He had been associated with Communists. And they asked him if he was a Communist or had ever associated with them and he said that he stands on the First Amendment. And the put down that he was uncooperative. That's all.

Final Reproduction D-15, Group VIII

It's an excerpt from the General Assembly meeting, and it's a meeting of the House Un-American Activities, and they've asked this fellow, Doria Simpson, to come in to testify. And the first question they ask him, he invokes the First Amendment or something like that, and states briefly that he doesn't have to testify, because it will incriminate him or something. And briefly he says that he doesn't know why they asked him to testify in the first place. That's all that I can remember.

Final Reproduction D-9, Group X

This recording was a recording in a Supreme Courtroom, and a man was being questioned, he was being on trial, and one of the questions asked, was he a member of the Communist Party? And he said he didn't have to answer this question, on the grounds of the First Amendment. And the person that was asking the question said that there was no grounds for this, he had to answer them, the First Amendment wasn't any grounds. And he asked the Court that would they please hold this against him for not answering the question. That was all.

Final Reproduction D-20, Group XV

The situation is a trial and the House Committee is trying a Harry Simpson who's forty-four years old and a newspaper figure, for being a Communist, for having communistic beliefs. And he's being tried by the House Committee and he takes his stand on the Fifth Amendment. And the judge says that this should be an example to all Communists. But I believe I didn't get the decision. That's all I remember.

Final Reproduction D-17, Group XVIII

The House of Un-American Activities was having a questioning period and they were—over the questioning, was Jack Simmons a member of the Russian or Communist Party? In this questioning period, Jack repeatedly said that no, he was not a member of the Communist Party. And when asked a question, "Are you a member of the Communist Party?" he would reply that he didn't have to answer the question. And he would not say, yes, he was a member of the Communist Party. And when asked if he was not a member of the Communist Party, he again would not answer the question. The judge in this case hearing commented that Jack was of unquestionable—had unquestionable character. And he would not reply by admitting one way or the other, that he was a member or not a member of the Communist Party. This is what I remember.

AUTHORITARIAN FEMALE GROUPS, THEME D

Final Reproduction D-14, Group III

Mr. Simpson, age forty-four, was subpoenaed to the Supreme Court on the grounds he was a Communist. He used the Fifth Amendment—he did not state whether he was or was not a Communist. And the judge of the Supreme Court said that this was an insult to the country. And that's all I remember.

Final Reproduction D-2, Group VI

This takes place in the Supreme Court, and a man, Frank Simpson, age forty-one, is accused of being a Communist here in the states. He pleads the First Amendment, and it says—, That's it.

Final Reproduction D-4, Group XII

This man named Simpson, he was forty-four years old, and he got a subpoena to appear before the court. It was about Communist activities. And he just decided that he didn't have to say anything he didn't want to. That's about all.

Final Reproduction D-3, Group XIII

It was about—the incident was about a Mr. Simms, who was—oh! It was about the House Un-American Activities, and Mr. Simms was on the stand and they were asking him all sorts of questions. And he wouldn't answer them, because he stood on the grounds of the First Amendment. And it ended up that—oh! He said that he didn't think that they should bother him like that. And—(long pause)—something about contempt of court. (Laughs.) I don't—that's all.

Final Reproduction D-5, Group XVII

The tape recorder is about John Simpson who's forty-four years old, and he's before the Committee for Un-American Activities because he's supposed to be a Communist. And he denies the charge and says that if he were a Communist he wouldn't admit it. And they argue among themselves and that's it.

NONAUTHORITARIAN MALE GROUPS, THEME D

Final Reproduction D-18, Group II

This Mr. Simpson was up again—up with the Un-American Activities Committee, and when he was in the meeting, he pleaded the Fifth Amendment. And the chairman of the Committee said that he was in contempt of court for not answering the question, because if he would have answered it, he would not have—(long pause)—have nothing to hide—I can't remember how he said it. And then—Mr. Simpson still stood behind the Fifth Amendment and the chairman of the Committee—(laughs)—arrested him, I believe, on contempt of court. I can't understand the whole thing. That's about it.

Final Reproduction D-13, Group VII

This is about Frank Simmons, and he was in front of the House Subcommittee on Un-American Activities. And he was asked whether or not he was a Communist and he pleaded the First Amendment, which I don't understand—I don't know if that's the right one—but he pleaded the First Amendment, he said. And he said that he didn't have to answer whether or not he was a Communist, because he thought that the FBI and other government agencies could figure it out if he was, and he wouldn't have to waste his time answering the question. I guess I told you his name was Frank Simmons. Okay, that's all I know.

Final Reproduction D-7, Group IX

The exchange on the tape—a conversation, actually—concerns the House Un-American Activities group—Committee. A newspaperman is being questioned by the chairman of the Committee. The newspaperman, in his report or in his testimony, he implies that because he is under observation by the House Un-American Activities, that he has lost his job. The chairman of this Committee, therefore, is trying to get him to commit himself as to whether he is or he isn't a Communist. But the newspaperman—the witness—says that this infringes upon his political rights as assured by the First Amendment to the Constitution. And he says he will not—he says, he also implies—accuses, actually, the Committee of not having any purpose, any function. And he says that if he were a Communist, he would not tell them, testify that he was. And if he were not a Communist, then he shouldn't have to defend himself—his position. The chairman of the Committee then stands up to defend his position. An exchange follows between the two. That's all I can remember.

Final Reproduction D-19, Group XVI

The scene of this conversation is a Senate subcommittee and one of the members is directing a question to a Mr. Simpson. And the question is, "Were you ever, or are you, a member of the Communist Party?" And Mr. Simpson replies that he doesn't have to answer the question, that he's—and he stated part of the Constitution, saying that he did not have to answer the question, and even if the government could compel him to answer the question, that he wouldn't answer it. The member of the committee asks him again, states that the government is compelling him to answer the question. And he asks him the question again, and he says that he refuses to reply. And he said that the government cannot make him answer the question.

Final Reproduction D-16, Group XX

The story concerns a New York newspaperman named Frank Simpson. He is charged with being a Communist by the House Un-American Activities Committee. And he is brought before this Committee, and either directly or indirectly, he is charged with being a Communist. He refuses to answer, of course, on the grounds—on grounds based on the Constitution. He says—he further says that if he was a Communist, he would of course say that he wasn't a Communist. And if he was not a Communist, he would also say that he wasn't a Communist. So no matter what he says, it would be taken—it would be that he was not a Communist, and they would not believe him anyway. And to this he adds the fact that he doesn't believe in the—in what the Un-American Activities stands for, anyway. I guess that's all.

NONAUTHORITARIAN FEMALE GROUPS, THEME D

Final Reproduction D-1, Group IV

Okay, this is about a Mr. Simpson who was called before the House Un-American Activities Committee. It was stated before that he was a respectable member in the community, his occupation being that of a reporter. Before the committee he testified—well, he was asked the question whether he was a Communist, and he refused to answer on the grounds of the First Amendment that states that the government cannot question an individual regarding his beliefs. And he refused to answer all other questions put before him on the same grounds. Evidently, this questioning goes on for a while, and the member—that would be the chairman of the Committee, I imagine—stated that it should be entered into the Committee's record that Mr. Simpson called the Committee a certain name, which I didn't get. And that's about it.

Final Reproduction D-10, Group V

This man's name was Frank Simpson, and he was connected with a New York newspaper, and he was in front of an investigating committee in Congress. And he was asked whether or not he had communistic beliefs, and he said that that was his own personal beliefs, he wasn't saying that he was—did have communistic beliefs or not. He said that it was up to the individual to decide on his own beliefs and that Congress should not be interfering, in other words, with the man's beliefs. And that it was also up to the individual to tell or not to tell if he was associated with Communists. I don't remember.

Final Reproduction D-11, Group XI

The tape was about a man named Frank Smith who was being tried. And he was first asked his name and he told his name. And he was then forty-four years old—evidently, they asked the question. And the second question was, "Do you believe in the Communist Party?"—she believed it was the prosecutor who asked this question. And he refused to answer on the Fifth Amendment. And the next question was, "Since you do not wish to answer, you refuse to answer, does that mean you're guilty?" And she said that that was all she could remember.

Final Reproduction D-12, Group XIV

This is—a trial on un-American activities and a man named Simpson—name of Harry Simpson—was being tried. And when they questioned him he refused to answer because of the First Amendment. They looked into his background—he had no record of communism, I guess. And this was some kind of an FBI record, or some of the FBI must have looked into it. He complained because he said they were doing the wrong thing and making good Americans look bad—meaning, I guess, that they made them look like Communists or cast doubt on them. And that's all I get out of her story.

Final Reproduction D-8, Group XIX

This situation is a congressional hearing on un-American activities and it supposedly—this prominent newspaperman and author was called before the committee and was accused of being a Communist. And he retorted very sarcastically—impudently—that his beliefs were his own and they weren't anyone else's business—and that this was undermining the American principle, in not letting people believe whatever they wished to. And the judge was very—was angered by his sarcastic remarks and that he didn't have any intention of cooperating with the hearing, the Senate hearing—and that his remarks would be kept on record to show his attitude. And that's all that I can remember.

APPENDIX F
JUDGE'S MANUAL

A. MATERIALS:

You have been provided with:

1. a copy tape-recording of the ORIGINAL STIMULUS MATERIAL for all four themes;
2. a gray manual containing accurate transcriptions of all of the ORIGINAL STIMULUS MATERIAL and of all eighty FINAL REPRODUCTIONS;
3. this black JUDGE'S MANUAL containing general instructions, explanations of the rating scales, samples of the experimenter's method of scoring, and several samples for you to score as a pre-judgment reliability check; and
4. twenty detached transcripts of the FINAL REPRODUCTIONS assigned to you (five renditions for each of four themes), each attached to its own scoring sheet with the rating scales for scoring each FINAL REPRODUCTION.

B. METHOD:

The preferred method for your completing your judgments is as follows:

1. Listen to the recordings of the ORIGINAL STIMULUS MATERIAL. Since each theme is relatively short, it may be advisable to listen to the tape several times—at least twice attending to the recordings alone and at least twice while reading the transcript of the ORIGINAL STIMULUS MATERIAL along with the recording.
2. Read over the transcriptions of all eighty FINAL REPRODUCTIONS in order to get a general idea of what sorts of things happen to the themes in transmission. Each FINAL REPRODUCTION is quite brief and this perusal may be an interesting venture in itself. You are encouraged to continually refer back to the transcript of the original theme in order to more accurately assess the nature of the deviations you will encounter.

3. Having thus familiarized yourself rather well with all the material involved, you should now be prepared to decide for yourself what the principal issues are for each theme as it is presented on the original tape. Specifically, resolve for yourself the following:

What is the presenting problem, dilemma, or controversy?

How does the situation develop? And—especially for Themes B, C, and D—what are the arguments on both sides?

What is the final outcome?

By now you should be able to readily discriminate the essential from the less essential and nonessential aspects of each theme. Note that one can detect such things as: major argument as contrasted to minor argument; claim as opposed to fact; charge as opposed to countercharge.

Put briefly, all you are being asked to do here is to come to a solid understanding—based on your "clinical" impressions, if you will—of the meaning of each theme. That is, "What is really going on here?"

4. Examine carefully the complete explanation of the ten rating scales in this manual. As you study the definitions of the rating scales you will be reminded of various deviations you encountered while reading the eighty FINAL REPRODUCTIONS. Note (a) that several of the scales apply only to Themes B, C, and D, and (b) three of the scales are accompanied by a simple "forced-choice" YES-NO question.
5. Look at the several samples of the experimenter's method of scoring, along with the accompanying rationale.
6. Try the samples supplied you in this manual, employing the rating scales.

DO NOT GO ON TO STEP 7 (RATING THE TWENTY FINAL REPRODUCTIONS ASSIGNED YOU) UNTIL THE SAMPLES YOU HAVE SCORED YOURSELF HAVE BEEN COMPARED TO THE EXPERIMENTER'S RATINGS ON THE SAME SAMPLES, AS A PRE-JUDGMENT RELIABILITY CHECK.

7. Finally, the twenty FINAL REPRODUCTIONS assigned you have been duplicated separately, each attached to its own rating sheet. These rating sheets contain all the rating scales in abbreviated form and have been assembled separately from the JUDGE'S MANUAL for your convenience.


SCALE I. OVERALL COHERENCE

This first rating scale is the only scale which involves scoring a reproduction absolutely independently of reference to the original stimulus material. This scale is NOT intended to be a measure of accuracy, comprehension or distortion; rather, it is an attempt to determine how much sense each final reproduction holds all on its own.

Does the final story make sense, in isolation? Does it "hang together"? If you were to hear this isolated account, would you feel that there were peculiarities about it? that something really vital was left unexplained? Are there intrinsic contradictions in it? Is the resolution of the story clear and definite and warranted by what went before? etc.

Briefly, WITHOUT REFERENCE TO THE ORIGINAL THEME, DOES THIS FINAL RENDITION MAKE GOOD INTRINSIC SENSE? HOW "FINISHED" IS IT?

EXTREMELY INCOHERENT MODERATELY INCOHERENT MILDLY INCOHERENT MILDLY COHERENT MODERATELY COHERENT EXTREMELY COHERENT




SCALE II. COMPREHENSION OF THE ESSENTIAL PROBLEM

Assign a score to each final reproduction to represent the degree of clarity with which the essential problem--the situational dilemma or the "core" disagreement--was presented for each theme.

HOW WELL WAS THE ESSENTIAL PROBLEM, DILEMMA, DISAGREEMENT PRESENTED?

EXTREMELY POORLY MODERATELY POORLY MILDLY POORLY MILDLY WELL MODERATELY WELL EXTREMELY WELL



SCALE III. REPRODUCTION OF THE OUTCOME


NOT including indefinite or vague endings, were there any extreme or marked alterations in the resolution or outcome of the theme?

YES

NO

Give a score to indicate the degree of comprehension of, or the accuracy of reproduction of, the outcome of the original theme:

EXTREMELY POOR MODERATELY POOR SLIGHTLY POOR SLIGHTLY GOOD MODERATELY GOOD EXTREMELY GOOD



SCALE IV. EXAGGERATION AND PROJECTION

This scale attempts to measure the degree to which the overall comprehension and accuracy of the theme reproduction were altered by the introduction of information not found in the original stimulus material. Sources of such alteration would include exaggeration, overstatement, or "blowing up" of information actually present in the original theme, or projection of information into the theme.

This score is to be made with respect to your judgment of the importance to the essential theme of the information exaggerated or projected, and is to be made irrespective of which side of a controversy may be favored by such distortion.

Briefly, HOW MUCH WAS "HEAVY", SIGNIFICANT OR CRITICAL MATERIAL EXAGGERATED OR PROJECTED INTO EITHER SIDE OF THE THEME, JUDGED BY THE DEGREE TO WHICH THE OVERALL MEANING OF THE THEME WAS AFFECTED?



SCALE V. MINIMIZATION AND DELETION

This scale attempts to measure the degree to which the overall comprehension and accuracy of the theme reproduction were altered by the omission of information found in the original stimulus material. Sources of such alteration would include minimization, understatement, or "soft-pedalling" of information present in the stimulus material, or complete deletion of information present in the original theme.

This score is to be made with respect to your judgment of the importance to the essential theme of the information minimized or deleted, and is to be made irrespective of which side of a controversy may be favored by such distortion.

Briefly, HOW MUCH WAS "HEAVY", SIGNIFICANT OR CRITICAL MATERIAL MINIMIZED OR DELETED FROM EITHER SIDE OF THE THEME, JUDGED BY THE DEGREE TO WHICH THE OVERALL MEANING OF THE THEME WAS AFFECTED?



SCALE VI. CROSS-CONTROVERSY "SHIFTS" IN ROLE (ONLY THEMES B,C,D)

Comparing a final reproduction to the original stimulus material, are there any "shifts" from one side of the controversy to the other, with respect to arguments, motivations, or actions? That is, for any one reproduction, ask the question: Was a character or agency on one side of the controversy erroneously credited with a motive, argument, statement, action or experience which actually should have been credited to a character or agency on the other side of the controversy?

 YES

 NO

If YES, give a score indicating the degree to which such an alteration affected the overall comprehension of the theme:



SCALE VII. CONTRADICTIONS THROUGH PURE PROJECTION

Aside from marked alterations in outcome (III) and cross-controversy "shifts" (VI), was there anything presented in the final reproduction which clearly obviated or flatly contradicted information which was clearly presented in the original stimulus material?

Note that this scale question seeks to locate a particular species of projection: projected material which goes beyond additions and exaggerations per se which may prejudice or distort a theme—projected material which flatly contradicts, not merely distorts, given information in the stimulus material.

 YES

 NO

If YES, give a score indicating the degree to which such an alteration affected the overall comprehension of the theme:

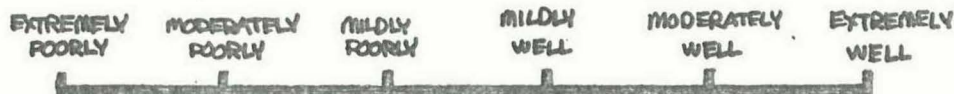


SCALE VIII. OVERALL COMPREHENSION (GENERAL ACCURACY, DISTORTION)

This very important scale is a global rating of the relative accuracy of thematic reproduction, and the principal items under consideration are: (a) the presenting problem; (b) the major issues in the development of the situation (including major issues in any controversy); and (c) the resolution of the problem or the outcome. Naturally, the presence or absence of finer accuracies of detail and of minor issues can enhance or detract from the OVERALL COMPREHENSION score, but these are secondary.

This scale attempts to measure the quality of comprehension of the "gist" or overall meaning of the theme presented. Other matters, such as directionality of distortion, or such as information projected into or deleted from the original theme have been accommodated by other scales which may be considered subscales of this OVERALL COMPREHENSION scale.

Briefly, HOW WELL DOES THE OVERALL ESSENTIAL MEANING ("GIST") OF THE FINAL REPRODUCTION REFLECT THE OVERALL ESSENTIAL MEANING ("GIST") OF THE STIMULUS MATERIAL?

SCALE IX. DIRECTIONALITY OF DISTORTION (ONLY THEMES B, C, D)

This is a measure of prejudicial distortion, and is scored with respect to which of the two "camps" in each of Themes B, C, and D (camps being specified on the scales themselves) that each reproduction favors. Aside from directionality, the scale also attempts to determine the approximate degree of that distortion in that direction--i.e., the degree of a final reproduction's playing down or weakening one side against the other.

While this scale is the only to employ a ^{zero} midpoint, you are cautioned not to indiscriminately fall into the error of assigning reproductions with the midpoint value merely because it is "easy".

Note also that a reproduction can achieve a relatively "balanced" score on this scale and still maintain a poor OVERALL COMPREHENSION score; i.e., a reproduction may seriously distort both sides of a theme issue, without appearing to favor one of the other side.



"SCALE" I. FORCED-CHOICE AUTHORITARIAN/NONAUTHORITARIAN "TYPING"

From your knowledge of the theory of authoritarian personality (authoritarian types maintaining: intolerance for ambiguity, rigid deference to authority, ethnocentrism, disdain and distrust for alien belief systems), place each final reproduction assigned you (i.e., including final renditions of Theme A) into one of two groups: reproductions produced by authoritarian and by nonauthoritarian subjects.

You may feel you have little basis for "typing" the reproductions for Theme A, as this theme has the least relevance to authoritarian problems. However, you are nonetheless being asked to examine all twenty assigned reproductions for whatever cues you consider important.

WAS THIS RENDITION PRODUCED BY A GROUP OF AUTHORITARIAN OR BY A GROUP OF NONAUTHORITARIAN SUBJECTS?

AUTHORITARIAN

NONAUTHORITARIAN

A group of students were going on a picnic. During the course of preparations, it turns out that as shortly as a week before the picnic, no one in the group has found a place because every place has already been leased out for that day. Then someone in the group remembers an area close by which isn't very popular because it is filled with rocks, but they can have their picnic there. The group finally has its picnic, but they have to sacrifice the ball-playing and swimming they originally planned.

<p>I. OVERALL COHERENCE</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. MODER. EXTREME. INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>every place <u>close by</u> has been leased</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POOR POOR POOR GOOD GOOD GOOD</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>sacrificing activities a serious change, but still retained notion of still intending picnic</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>sacrifice of activities</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>other places available at farther distance, underplayed importance of sports, idea of adjoining properties with one owner</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p> <p style="text-align: center;">NOT RELEVANT</p>	
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>while an extreme "pure" projection, ending accomodated by SCALE III</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>underplayed importance of activities, half-changed ending.</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p style="text-align: center;">← NOT RELEVANT →</p> <p>OUTRAGE. MODER. SLIGHT. BALANCED SLIGHT. MODER. EXTREME</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <input checked="" type="checkbox"/> nonauthoritarian</p>	<p>no "signs"</p>

Two college students—a boy and a girl—were talking about going on a picnic, they were going with about twenty other people their age. But the girl wanted swimming for an activity and the boy wanted to play ball. So they couldn't decide where to go, because no place close by had facilities for both. Then the girl remembered a park called Rocky Point which had a picnic area, and on another area close by was a field and a pool. She thought that the same person owned both. The boy became angry because he felt that if there was a field there, then there wouldn't be enough to go swimming. But he finally gave in and the girl decided to see if these two places were owned by the same man.

<p>I. <u>OVERALL COHERENCE</u></p> <p>EXTREME. INCOHER. MODER. INCOHER. MILDLY INCOHER. MILDLY COHER. MODER. COHER. EXTREME. COHER.</p>	<p>contradictions in boy's wishes; also, second last sentence unclear</p>
<p>II. <u>COMPREHENSION OF ESSENTIAL PROBLEM</u></p> <p>EXTREME. POORLY MODER. POORLY MILDLY POORLY MILDLY WELL MODER. WELL EXTREME. WELL</p>	<p>major problem is <u>availability</u> of places—disagreement over activities spuriously presented as basic problem</p>
<p>III. <u>REPRODUCTION OF OUTCOME</u> YES NO</p> <p>EXTREME. POOR MODER. POOR MILDLY POOR MILDLY GOOD MODER. GOOD EXTREME. GOOD</p>	<p>retained idea of resolving some problem of sports by using two adjacent areas with one owner; "spoiled" by disagreement.</p>
<p>IV. <u>EXAGGERATION AND PROJECTION</u></p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>projection of disagreement changed basic problem; his anger and "giving in"; no place close by had facilities for <u>either</u> activity, actually</p>
<p>V. <u>MINIMIZATION AND DELETION</u></p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>change in problem minimizes importance of no place close by having <u>any</u> facilities</p>
<p>VI. <u>CROSS-CONTROVERSY SHIFTS</u> YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p> <p>NOT RELEVANT</p>	
<p>VII. <u>PURE PROJECTION</u> YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>projected disagreement is serious, contradicts tape</p>
<p>VIII. <u>OVERALL COMPREHENSION</u></p> <p>EXTREME. POORLY MODER. POORLY MILDLY POORLY MILDLY WELL MODER. WELL EXTREME. WELL</p>	<p>change in problem rather serious; "saved" by notion of one owner, two areas as some solution; resolution not too bad</p>
<p>IX. <u>DIRECTIONALITY OF DISTORTION</u></p> <p>NOT RELEVANT</p> <p>EXTREME. MODER. SLIGHT. BALANCED SLIGHT. MODER. EXTREME</p>	
<p>X. <u>FORCED-CHOICE "TIPPING"</u></p> <p><u>authoritarian</u> nonauthoritarian</p>	<p>introduction of struggle for dominance</p>

This young couple was looking for a place to swim, but all the spots they went to were privately owned. The way I got it, it was in the summer, and in order to swim they would have to travel over seventy miles, so they decided it wasn't worth it. They changed their minds and decided to go to Rocky Glen because it has mushrooms. That's it.

I. OVERALL COHERENCE EXTREME. MODER. MILDLY MODER. MILDLY MODER. MODER. MODER. EXTREME. INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.	what about mushrooms?
II. COMPREHENSION OF ESSENTIAL PROBLEM EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL	"saved" by retaining essential notion of unavailability of nearby places for outdoors summer activities—i.e., could be worse
III. REPRODUCTION OF OUTCOME YES NO EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POOR POOR POOR GOOD GOOD GOOD	complete change of plans
IV. EXAGGERATION AND PROJECTION NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	complete change of problem and outcome; resolution itself is serious projection; mushrooms "blown up" out of proportion
V. MINIMIZATION AND DELETION NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	almost all important information dropped
VI. CROSS-CONTRIVERSY SHIFTS YES NO NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH NOT RELEVANT	
VII. PURE PROJECTION YES NO NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	change in basic problem, notion of private ownership serious, contradicts tape (switch in ending does not apply here)
VIII. OVERALL COMPREHENSION EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL	problem, development, resolution <u>all</u> seriously distorted
IX. DIRECTIONALITY OF DISTORTION ← NOT RELEVANT → EXTREME. MODER. SLIGHT. BALANCED SLIGHT. MODER. EXTREME	
X. FORCED-CHOICE "TIPPING" authoritarian nonauthoritarian	on the assumption that high F's tend to <u>grossly</u> oversimplify complex situations.

A group of college students were trying to find a place to have a picnic, but most picnic parks were already accomodated or filled up. But--actually, it's a conversation between a boy and a girl, about this picnic--either the boy or the girl remembers a place they had been to, a place close by, which was available, but it wasn't too satisfactory and they were in a pinch. Then one of them remembers some additional land close by to this picnic area, so they wondered whether they could use both the picnic area and this other adjoining property. What they wanted the other property for was to play ball and swim--they couldn't have these activities in the picnic area. So they went to find out if they could use both parts. That's all I remember.

<p>I. OVERALL COHERENCE</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY. POORLY. POORLY. WELL. WELL. WELL.</p>	<p>negligible tendency to poor organization</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY. POORLY. POORLY. WELL. WELL. WELL.</p>	<p>essential problem of activities developed later in rendition, despite omission of idea that there are places farther away</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POOR. POOR. POOR. GOOD. GOOD. GOOD.</p>	<p>resolution tends toward EXTREMELY GOOD, in that it accounts for a favorable combination of adjacent areas; idea of a single owner omitted</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	<p>minor details, one ownership</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p> <p>NOT RELEVANT</p>	
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY. POORLY. POORLY. WELL. WELL. WELL.</p>	<p>"gist" excellent, despit omission of minor details and complications</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← NOT RELEVANT →</p> <p>EXTREME. MODER. SLIGHT. BALANCE SLIGHT MODER. EXTREME</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <u>nonauthoritarian</u></p>	<p>no "signs"</p>

EXPERIMENTER'S SAMPLE #5: THEME A

Some college kids were looking for a place to have a wainer roast, but they couldn't find one close by where they could also play ball. Finally, one of the students—her name was Julie—found a place where they could play ball, but they would have to find out if the owner of this place—uh, if the owner of this place would play ball with them, I think. There was some indecision whether the owner would cooperate in playing ball with them. So, they packed up their baskets and decided that if the owner wouldn't play ball, they would go ahead and swim on his property. And—I guess that's all I know.

<p>I. OVERALL COHERENCE</p> <p>EXTREME INCOHER. MODER. INCOHER. SLIGHTLY INCOHER. SLIGHTLY COHER. MODER. COHER. EXTREME COHER.</p>	<p>entire matter about owner playing ball</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME POORLY MODER. POORLY SLIGHTLY POORLY SLIGHTLY WELL MODER. WELL EXTREME WELL</p>	<p>a fairly good summary of incompatibility of available closeby "picnic" areas with some desired sports activity</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREME POOR MODER. POOR SLIGHTLY POOR SLIGHTLY GOOD MODER. GOOD EXTREME GOOD</p>	<p>severe distortion</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>bizarre content about owner playing ball</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>very sparse and poor development and outcome; all relevant information dropped</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p> <p>NOT RELEVANT</p>	
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>aside from ending (swimming), projection concerning owner's playing ball seriously distorts information given on tape</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME POORLY MODER. POORLY SLIGHTLY POORLY SLIGHTLY WELL MODER. WELL EXTREME WELL</p>	<p>(as results of I, III, IV, V, VII)</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← NOT RELEVANT →</p> <p>EXTREME MODER. SLIGHTLY BALANCED SLIGHTLY MODER. EXTREME</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p><u>authoritarian</u> nonauthoritarian</p>	<p>a lot of displacement of hostility toward authority figures in the threat to swim on the man's property</p>

This married couple were discussing the woman's father, and the--her father wanted them to visit his home. But the woman didn't want to go because--she said that she and her father didn't get along very well. They had been getting letters from her father quite often, asking them to come, but she said that he was only writing because he needed something and in years past when he didn't need her, the only time he would write was when he wanted to annoy her. And her husband said that her father was just lonely because his wife--the woman's mother--had just died. So the woman said, let her sisters write to him, because she didn't care what happened. The peratin before me said that the woman was letting her feelings run away with her and getting all upset over nothing. That's it.

<p>I. OVERALL COHERENCE</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>incoherent in parts: specifics on father-daughter relationship? "wanted to annoy her"? how does writing her sisters take the place of the proposed visit?</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>"saved" by retaining notion of her family spending some time with father in the same home--the same conflict would apparently obtain under these conditions</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POOR POOR POOR GOOD GOOD GOOD</p>	<p>Despite change in basic problem, retained idea of woman refusing this contact between her father and her family</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	<p>change in basic problem is serious projection; evaluative statement at end; letter-writing "blown up" at end.</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	<p>"lost" the initial problem, some of outcome; basic arguments on both sides; "saved" by retaining notion of wife being against some sort of contact with father</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	<p>"visits" switched; idea that contact would make for trouble still present, would be more serious without this</p>
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL</p>	<p>change in basic problem</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME. MODER. MILDLY MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>despite change in problem, omission of minor arguments, some of "gist" filters through</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← wife husband →</p> <p>EXTREME. MODER. SLIGHT. BALANCED SLIGHT. MODER. EXTREME. NOT AT ALL</p>	<p>feeling conveyed that wife may be cold without adequate reason; also, last evaluative statement</p>
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian nonauthoritarian</p>	<p>woman's hostility to father not accepted, seen as emotionalism (ego-alien to Ss?)</p>

EXPERIMENTER'S SAMPLE #7: THEME B

This tape is about a man and wife who are arguing about whether the wife's father should come and live with them. And the husband is for it, because--there was something about his being glad that his wife could go to college, so he figured her father could live with them. But the wife said that her father was a bum--and the husband said that would a bum take care of their sick child, and she said no, he wouldn't. And the wife was for it and the hus--no, the wife was against her father coming and the husband was for it. And it ends up she insists he won't come.

<p>I. OVERALL COHERENCE</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>how does college fit in? reference to "bum taking care of sick child" very confusing; S's indecision at end; poor organization</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>good summary of problem, even without mention of father's circumstances, requests to come; problem does <u>not</u> include arguments taken on either side</p>
<p>III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POOR POOR POOR GOOD GOOD GOOD</p>	<p>almost literal</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>references to "college" and "sick child" blown up out of proportion</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>major arguments on both sides.</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	
<p>VII. PURE PROJECTION YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>none of the projection contradicts the tape</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>"saved" by accurate presentation of the essential problem and resolution</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← wife husband →</p> <p>EXTREME MODER. SLIGHT. BALANCED SLIGHT MODER. EXTREME POORLY POORLY POORLY WELL WELL WELL</p>	<p>it seems that the husband has more arguments, incoherent as they may be</p>
<p>X. FORCED-CHOICE "TYPING"</p> <p><input checked="" type="radio"/> authoritarian <input type="radio"/> nonauthoritarian</p>	<p>slight favoring of father's position</p>

There was a man and wife who were discussing the merit's of the wife's father coming to live in their home. It seems that the wife did not want her father there because of his temperamental ways and--well, it seems that her dad did not treat her right when she was younger and he was very difficult to get along with. So, I don't know--she felt his presence might harm their marriage, but she may have been a bit spiteful in her attitude. The husband sided with the father. It sounded as though he didn't know the old man very well--or at least didn't see him the same way, because he mentioned some things that she owed her father for raising her. The situation ended that--oh, and the father helped take care of the couple's baby when it was ill, and the husband thought this was in her father's favor. But she still insisted that her father was extremely difficult, and that she wouldn't have him. That's about it.

<p>I. OVERALL COHERENCE</p> <p>EXTREME INCOHER. MODER. INCOHER. MILDLY INCOHER. MILDLY COHER. MODER. COHER. EXTREME COHER. <input checked="" type="checkbox"/></p>	<p>despite fact that rendition could be slightly better organized</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME POORLY MODER. POORLY MILDLY POORLY MILDLY WELL MODER. WELL EXTREME WELL <input checked="" type="checkbox"/></p>	<p>could be improved by mentioning the father's circumstances, that he was asking to come</p>
<p>III. REPRODUCTION OF OUTCOME YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>EXTREME POOR MODER. POOR MILDLY POOR MILDLY GOOD MODER. GOOD EXTREME GOOD <input checked="" type="checkbox"/></p>	
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH <input checked="" type="checkbox"/></p>	<p>her possible "spite", his possible "not knowing" father are hinted at on tape</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH <input checked="" type="checkbox"/></p>	<p>minor arguments on either side</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH <input checked="" type="checkbox"/></p>	
<p>VII. PURE PROJECTION YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH <input checked="" type="checkbox"/></p>	
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME POORLY MODER. POORLY MILDLY POORLY MILDLY WELL MODER. WELL EXTREME WELL <input checked="" type="checkbox"/></p>	
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← wife husband →</p> <p>EXTREME MODER. SLIGHT BALANCED SLIGHT MODER. EXTREME <input checked="" type="checkbox"/></p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <input checked="" type="checkbox"/> nonauthoritarian</p>	<p>no "signs"</p>

A young married couple—his name is Frank—seem to be discussing some letters they have received from the woman's father, asking if he could stay over with them some evening. The woman doesn't feel it would work out, because of her experiences with him in the past. But the husband reminds her that her father has been very considerate in raising her, in giving her all the necessities, and helping once when one of their children became sick. On top of that, she wouldn't've had a college education without her father's help. But the woman sticks to her guns and doesn't want him there. Finds.

I. OVERALL COHERENCE EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. INCORP. INCORP. INCORP. CORP. CORP. CORP.	"experiences with him in the past"?
II. COMPREHENSION OF ESSENTIAL PROBLEM EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL	a big distortion—but kept idea of father being in her home, which is what wife is against
III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POOR POOR POOR GOOD GOOD GOOD	
IV. EXAGGERATION AND PROJECTION NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL	change in basic problem is obviously an understatement, but also a serious projection, due to its psychological meaning
V. MINIMIZATION AND DELETION NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL	woman's arguments not well presented; the understatement of the basic problem makes her arguments all the weaker
VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL	
VII. PURE PROJECTION YES <input checked="" type="radio"/> NO NEGLEG. SLIGHTLY MODERATELY MUCH VERY MUCH NOT AT ALL	psychological meaning of the change in the problem contradicts point of the entire tape, is almost an essentially different problem, psychologically
VIII. OVERALL COMPREHENSION EXTREME. MODER. MILDLY MODER. MILDLY MODER. EXTREME. POORLY POORLY POORLY WELL WELL WELL	despite change in problem, some good arguments presented, good ending
IX. DIRECTIONALITY OF DISTORTION ← wife husband → EXTREME. MODER. SLIGHT. "BANKED" SLIGHT. MODER. EXTREME. NOT AT ALL	husband's side better presented
X. FORCED-CHOICE "TYPING" <input checked="" type="radio"/> authoritarian nonauthoritarian	emphasis upon woman's obligations to her father, deletion of objections to his presence.

A woman and man are fighting over whether her father could live in their home with them and their two children, because he had no one else and was getting old. And the woman naturally wanted her father there and the man didn't. They had an extremely heated argument over whether her father should come. The husband said that he wouldn't let her father in the house with the children, but he didn't explain why. So he finally talks his wife out of it and the old man doesn't get to come, he writes letters to his sisters instead. That's all there was to it.

<p>I. OVERALL COHERENCE</p> <p>EXTREME, INCOHER. MODER. INCOHER. MILDLY INCOHER. MILDLY COHER. MODER. COHER. EXTREME, COHER.</p>	<p>a "confident" rendition, but: what about the children? how does writing sisters replace the visit?</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME, POORLY MODER. POORLY MILDLY POORLY MILDLY WELL MODER. WELL EXTREME, WELL</p>	<p>father's circumstances well presented, even though no mention made of his request to come</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREME, POOR MODER. POOR MILDLY POOR MILDLY GOOD MODER. GOOD EXTREME, GOOD</p>	<p>"saved" by the mere fact that someone insists that the father won't come; all else in resolution is seriously distorted.</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>the only thing well presented, without exaggeration or minimization, was the basic problem</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>(ditto)</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>complete switch of roles in controversy</p>
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>the "pure" projection which so violently contradicts the tape is completely taken care of by SCALE VI</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME, POORLY MODER. POORLY MILDLY POORLY MILDLY WELL MODER. WELL EXTREME, WELL</p>	<p>(due to III, IV, V, VI).</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← wife husband →</p> <p>EXTREME, MODER. SLIGHT. BALANCED SLIGHT MODER. EXTREME.</p>	<p>N.B.: The general "gist", "feel", has the father abused, neglected. THIS WOULD BE A BIAS TOWARD THE HUSBANDS POSITION AS IT IS REPRESENTED ON THE ORIGINAL TAPE.</p>
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian nonauthoritarian</p>	<p>the obvious attempt to deny the wife's hostility toward her father.</p>

This art theater complained that some Negroes were picketing and causing a disturbance outside the theater. When the police questioned the theater owner and the picketers, they told different stories. The Negroes said that the owner was prejudiced and he was lying, because he belonged to some white citizen's group, and the owner said that the students—the Negroes were students—were really yelling and blocking the entrance to the show and people inside couldn't hear—but neither side proved anything. There was something said about the soundtrack on the film, but it wasn't clear. Ultimately, the policeman believed the owner and held the students until it could be cleared in court. That's all, I think.

<p>I. OVERALL COHERENCE</p> <p>EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>reference to soundtrack is interesting, makes one curious</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, POORLY POORLY POORLY WELL WELL WELL</p>	<p>omitted the idea of segregation; kept disagreement, before police, over alleged disturbance on part of Negro picketers</p>
<p>III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO</p> <p>EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, POOR POOR POOR GOOD GOOD GOOD</p>	<p>even though reasons not mentioned for policeman's agreeing with owner</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>reference to soundtrack does no great injustice to overall comprehension</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>segregation problem not mentioned; also, minor, corroborative arguments on both sides</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	
<p>VII. PURE PROJECTION YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, POORLY POORLY POORLY WELL WELL WELL</p>	<p>had protest over segregation been cited, would have rated EXTREMELY WELL</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← Negroes — Brown →</p> <p>EXTREME, MODER., SLIGHT, BALANCED, SLIGHT, MODER., EXTREME.</p>	<p>especially in light of "but neither side proved anything"</p>
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <u>nonauthoritarian</u></p>	<p>no signs</p>

EXPERIMENTER'S SAMPLE #12: THEME C

This takes place in a police station. A Mr. Brown has asserted that a group of colored students were creating a disturbance in his theater so that people couldn't hear and they were blocking the aisles, singing. The students claimed that they weren't doing these things, but they were demonstrating in the theater against integration—or against segregation, rather. And a spokesman for—a spokesman for Mr. Brown, I guess, told the policeman that Mr. Brown wasn't in the theater when all this was supposed to have happened, so his word didn't count, but there were other witnesses who could swear this was true, that the Negroes really did do all this. And they called the witnesses in, but Mr. Brown wouldn't let them speak, I guess, because—I think he recognized one of the witnesses and knew that this witness wouldn't really side with him. But Mr. Brown had some other kind of evidence that was supposed to prove that the Negroes were rowdy, and the policeman agreed that the colored people in town were always starting something, so he locked the students up for the judge to handle it or something like that in court. I don't know who was right, though.

<p>I. OVERALL COHERENCE</p> <p>EXTREME, MODER., MILDLY, BALANCED, MODER., EXTREME. INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>who was right, though demonstration inside? why would spokesman say Brown's word doesn't count? why one witness not side with him? what evidence did Brown present?</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME, MODER., MILDLY, BALANCED, MODER., EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>while change in locale is drastic and biases situation against Negroes, retained idea of allegedly rowdy segregation demonstration</p>
<p>III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO</p> <p>EXTREME, MODER., MILDLY, BALANCED, MODER., EXTREME. POOR POOR POOR GOOD GOOD GOOD</p>	<p>policeman's agreeing with Brown is almost literal; ending excellent</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL, SLIGHTLY, MODERATELY, MUCH, VERY MUCH</p>	<p>severe distortion of entire situation's development, except for ending</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL, SLIGHTLY, MODERATELY, MUCH, VERY MUCH</p>	<p>almost all information in situation's development deleted, especially arguments on both sides</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. NOT AT ALL, SLIGHTLY, MODERATELY, MUCH, VERY MUCH</p>	
<p>VII. PURE PROJECTION <input checked="" type="radio"/> YES <input type="radio"/> NO</p> <p>NEGLEG. NOT AT ALL, SLIGHTLY, MODERATELY, MUCH, VERY MUCH</p>	<p>aside from resolution (SCALE III), almost entire text of rendition contradicts or replaces events on tape</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME, MODER., MILDLY, BALANCED, MODER., EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>despite excellent ending, some vestige of basic problem, rendition grossly distorted</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← Negroes — Brown →</p> <p>EXTREME, MODER., SLIGHT, BALANCED, SLIGHT, MODER., EXTREME.</p>	<p>despite "don't know who was right", no mention of Brown's possible prejudice, Negroes' arguments almost completely absent</p>
<p>X. FORCED-CHOICE "TYPING"</p> <p><input checked="" type="radio"/> authoritarian <input type="radio"/> nonauthoritarian</p>	<p>despite "don't know who was right", an ethnocentric distortion filters through</p>

The scene described to me was a southern town where some Negroes have been brought into court for disturbing the peace. This Mr. Brown, who is the prosecuting attorney, says that the Negroes were tearing down posters in front of a movie theater and spitting on the sidewalks, using foul language and giving everyone a hard time. But the Negroes prove that Mr. Brown—or Mr. Brown's client, I believe—is framing the students because he is prejudiced against the Negro race. The judge believes Negro people and dismisses the charges because Brown is lying—Brown's client is lying—and he lets the Negroes go. And he tells the white man, the client, not to come back again, because he is a disgrace to the white community. That's all I remember of what he told me.

<p>I. OVERALL COHERENCE</p> <p>EXTREM. HIGHLY COHER. MODER. COHER. SLIGHTLY COHER. BALANC. SLIGHTLY COHER. MODER. COHER. EXTREM. COHER.</p>	<p>why did client "frame" Negroes? how prove this? does judge believe "Negro people" categorically? ending is curious</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREM. POORLY MODER. POORLY SLIGHTLY POORLY BALANC. WELL MODER. WELL EXTREM. WELL</p>	<p>marked change, no mention of segregation protest; "saved" by defining situation as one of alleged disturbing of peace before theater</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREM. POOR MODER. POOR SLIGHTLY POOR BALANC. GOOD MODER. GOOD EXTREM. GOOD</p>	<p>complete reversal</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>Brown's charges, proof that Brown is lying, general changes of a radical nature</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>most important information "pushed out" by major exaggerations and projections</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>that "judge" sides with Negroes is gross "shift", but part of outcome (SCALE III)</p>
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>aside from outcome, projections and exaggerations definitely obviate stimulus material.</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREM. POORLY MODER. POORLY SLIGHTLY POORLY BALANC. WELL MODER. WELL EXTREM. WELL</p>	<p>(due to II, III, IV, V, VII)</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← Negroes — Brown →</p> <p>EXTREM. MODER. SLIGHT. BALANC. SLIGHT. MODER. EXTREM.</p>	
<p>X. FORCED-CHOICE "TIPPING"</p> <p>authoritarian nonauthoritarian</p>	<p>despite bias for Negroes, strong need to resolve tape's ambiguity is reminiscent of high F's intolerance for ambiguity</p>

EXPERIMENTER'S SAMPLE #14: THEME C

Some Negroes were demonstrating in front of an empty movie lot—I don't understand that, but anyway, it was an empty movie lot in a segregated town. Well, a Mr. Johnson has then arrested for making some sort of mess, but it turns out that this Mr. Johnson—oh, by the way, the one before me seemed to feel it was very important to say that Mr. Johnson did not own the lot—this Mr. Johnson managed some committee that didn't believe in Negroes, and it turned out that he was a notorious liar and that the Negroes weren't even there. The Negroes were innocent and Mr. Johnson became irate—I think that was the word she used, irate. I'm finished.

<p>I. OVERALL COHERENCE</p> <p>EXTREME. MODER. AILDN. AILDN. MODER. EXTREME. WONER. WONER. WONER. COHER. COHER. COHER.</p>	<p>empty movie lot? mess? so what, Johnson not owner? "didn't believe in Negroes"? Negroes demonstrated, but weren't there? irate over what?</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME. MODER. AILDN. AILDN. MODER. EXTREME. POORLY. POORLY. POORLY. WELL. WELL. WELL.</p>	<p>not only a marked change, but nonsense; even though retained notion of allegedly disturbing demonstration</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREME. MODER. AILDN. AILDN. MODER. EXTREME. POOR. POOR. POOR. GOOD. GOOD. GOOD.</p>	<p>a complete reversal</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>almost entire rendition</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>almost all essential information dropped</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>that Johnson was "proved" wrong is psychologically similar to the Negroes' being held in jail while Brown goes free, on tape</p>
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>aside from ending, the development of Johnson as a proven villain contradicts the pros and cons of both sides of the issue as presented on the original tape</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME. MODER. AILDN. AILDN. MODER. EXTREME. POORLY. POORLY. POORLY. WELL. WELL. WELL.</p>	<p>(due to II, III, IV, V, VI, VII)</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← Negroes — Brown →</p> <p>EXTREME. MODER. SLIGHT. "BANKED" SLIGHT. MODER. EXTREME.</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian nonauthoritarian</p>	<p>again, despite bias for Negroes, rendition bespeaks a strong need to resolve ambiguity</p>

Some colored picketers were picketing a movie and making a lot of noise. When they were arrested for breaking a law and when they were brought into the police station they were found guilty because the theater owner knew a lot about them. And someone had seen the whole thing and proved it. So they were put in jail and the movie opened up again. That's about it.

<p>I. OVERALL COHERENCE</p> <p>EXTREM. INCOHER. MODER. INCOHER. SLIGHT. INCOHER. BALANCED COHER. MODER. COHER. EXTREM. COHER.</p>	<p>picketing for what? breaking which law? theater owner knew what? who saw and proved what? movie opened up again?</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREM. POORLY MODER. POORLY SLIGHT. POORLY BALANCED WELL MODER. WELL EXTREM. WELL</p>	<p>assumed Negroes' guilt in statement of basic problem</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREM. POOR MODER. POOR SLIGHT. POOR BALANCED GOOD MODER. GOOD EXTREM. GOOD</p>	<p>Negroes are detained as punishment for an already-established guilt</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>making much noise stated as fact; guilt is "proven"; offense made more serious by closing (implied) the theater</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>practically all of the arguments deleted from both sides of controversy</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>things "proven" and guilt established goes beyond exaggeration—contradicts tape</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREM. POORLY MODER. POORLY SLIGHT. POORLY BALANCED WELL MODER. WELL EXTREM. WELL</p>	<p>some remnants reproduced: rendition "saved" by mentioning a noise problem involving Negroes picketing a theater, ending with the Negroes staying at jail</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← Negroes — Brown →</p> <p>EXTREM. MODER. SLIGHT. BALANCED SLIGHT. MODER. EXTREM.</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p><u>authoritarian</u> nonauthoritarian</p>	<p>ethnocentric distortion</p>

EXPERIMENTER'S SAMPLE #16: THESE D

That was a tape about how the House Committee on Un-American Actions questioned a Frank Simpson about his Communist Party membership and how he refused to cooperate. I guess the Committee asked the usual questions and Simpson hid behind the Fifth. And the chairman cited him for contempt of Congress because he read some speech against the Committee right in the hearing room. Simpson tried to confuse the Committee by accusing the chairman of having some sort of subversive leanings, that the chairman was a Communist. But they never got Simpson to give any straight answers. That's it.

I. OVERALL COHERENCE EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, INCORR. INCORR. INCORR. CORR. CORR. CORR.	witness's accusation against chairman is unusual
II. COMPREHENSION OF ESSENTIAL PROBLEM EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, POORLY POORLY POORLY WELL WELL WELL	that the witness is actually C.P. is not implied until later; actually, committee is questioning him as to "his" C.P. membership
III. REPRODUCTION OF OUTCOME YES (NO) EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, POOR POOR POOR GOOD GOOD GOOD	witness's stubbornness, contempt citation both mentioned.
IV. EXAGGERATION AND PROJECTION NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	witness's guilt assumed; accusation against chairman
V. MINIMIZATION AND DELETION NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	major contentions on both sides
VI. CROSS-CONTROVERSY SHIFTS YES (NO) NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	witness's accusation is actually HUAC's accusation against him
VII. PURE PROJECTION YES (NO) NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH	First changed to Fifth—has some relevance to Simpson's arguments
VIII. OVERALL COMPREHENSION EXTREME, MODER., MILDLY, MILDLY, MODER., EXTREME, POORLY POORLY POORLY WELL WELL WELL	"gist" tends toward poor quality
IX. DIRECTIONALITY OF DISTORTION ← witness — HUAC → EXTREME, MODER., SLIGHT, ENLARGED, SLIGHT, MODER., EXTREME.	witness presented as trouble-maker, with guilt assumed.
X. FORCED-CHOICE "TYPING" authoritarian nonauthoritarian	prejudicial treatment of a (possibly) "out" belief system.

This is an investigation of a congressional committee who was asking this Mr. Simpson if he was a Communist or if he had Communist tendencies. And all through the hearing the leader—the chairman of the committee acted as though it were already proved that this Simpson was a Communist. He claimed that Simpson was a known Communist and had been identified—he didn't say by who. But Mr. Simpson refused to answer the question and he pleaded the First Amendment, that Congress had no right to question his beliefs and if he had broken any law, they should arrest him instead of trying to embarrass him in public. And he accused the committee of all sorts of abuses—constitutional abuses, I think he said. And the chairman called him a propogandist and entered it in the record that Simpson was a traitor—but I can't see how he could have said that.

<p>I. OVERALL COHERENCE</p> <p>EXTREME, MODER., MILDLY, FULLY, MODER., EXTREME. INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>hangs together very well, poses no major questions</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME, MODER., MILDLY, FULLY, MODER., EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>first sentence a good summary</p>
<p>III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO</p> <p>EXTREME, MODER., MILDLY, FULLY, MODER., EXTREME. POOR POOR POOR GOOD GOOD GOOD</p>	<p>only implied that witness never replied; contempt citation omitted, but HUAC's conclusions fairly represented, at end.</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>evaluative statement (end) exaggerates no data, but directs "spirit" of rendition: "can't see how he could have said that"</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>minor points on both sides</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	
<p>VII. PURE PROJECTION YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME, MODER., MILDLY, FULLY, MODER., EXTREME. POORLY POORLY POORLY WELL WELL WELL</p>	<p>"gist" very well reproduced</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← witness — HUAC →</p> <p>EXTREME, MODER., SLIGHT, BALANCED, SLIGHT, MODER., EXTREME.</p>	<p>more of the witness's statements recalled than committee's; evaluation at end.</p>
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <input checked="" type="radio"/> nonauthoritarian</p>	<p>bias toward political "left"—no signs of high F.</p>

EXPERIMENTER'S SAMPLE #16: THEME D

A New York newspaper editor is being questioned about his Communist affiliations--his alleged Communist affiliations--by some investigating body of government. But he stands on the First Amendment and refuses to cooperate. They ask him some more questions, but he refuses to answer. And the witness said that these questions are an insult to the government. That's all I remember.

<p>I. OVERALL COHERENCE</p> <p>EXTREM. MODER. MILDLY MODER. MILDLY MODER. MODER. EXTREM. INCOHER. INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>First Amend. deserves elaboration; how an "insult to the government"? would like to ask questions concerning this rendition</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREM. MODER. MILDLY MILDLY MODER. EXTREM. POORLY POORLY POORLY WELL WELL WELL</p>	<p>"investigating body of government" suffices</p>
<p>III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO</p> <p>EXTREM. MODER. MILDLY MILDLY MODER. EXTREM. POOR POOR POOR GOOD GOOD GOOD</p>	<p>witness's continued refusal implied, somewhat obfuscated by last statement; no citation or final criticism by committee</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>"insult to government"</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>major contentions of both sides omitted</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>witness's statement, "insult to government", taken from chairman's statement</p>
<p>VII. PURE PROJECTION YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>one "pure" projection accounted for by SCALE VI</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREM. MODER. MILDLY MILDLY MODER. EXTREM. POORLY POORLY POORLY WELL WELL WELL</p>	<p>fairly good "gist", but needs more filling in</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← witness — HUAC →</p> <p>EXTREM. MODER. SLIGHT. BALANCED SLIGHT. MODER. EXTREM. DISTORTION DISTORTION DISTORTION DISTORTION DISTORTION DISTORTION</p>	<p></p>
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <input checked="" type="radio"/> nonauthoritarian</p>	<p>no special "signs"</p>

This Un-American Activities Committee was questioning a known Communist newspaperman, a Frank Sisson, about his Communist activities and his Russian associations. But all Sisson did was give the Committee a hard way to go, insulting the government and refusing to cooperate. And the Committee stated that it was good that such stupid behavior could be seen by the public. And Sisson made a big thing of the Committee having the FBI follow him, but he wasn't telling the truth, because the Committee doesn't work like that. So the Committee presented evidence that Sisson was really a Communist and they pressed some charge against him.

<p>I. OVERALL COHERENCE</p> <p>EXTREM. INCOHER. MODER. INCOHER. SLIGHT. INCOHER. SLIGHT. COHER. MODER. COHER. EXTREM. COHER.</p>	<p>reference to FBI not clear; presented what sort of evidence?</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREM. POORLY MODER. POORLY SLIGHT. POORLY SLIGHT. WELL MODER. WELL EXTREM. WELL</p>	<p>projected guilt does not do extreme injustice to basic problem of HUAC questioning a man concerning "subversive" activities.</p>
<p>III. REPRODUCTION OF OUTCOME YES NO</p> <p>EXTREM. POOR MODER. POOR SLIGHT. POOR SLIGHT. GOOD MODER. GOOD EXTREM. GOOD</p>	<p>serious distortion, that evidence was produced; however, retained witness's continued refusal</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>exaggerated committee's claims to the point of being true; reference to FBI</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>all of witness's arguments, much of the committee's actual reasoning</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	
<p>VII. PURE PROJECTION YES NO</p> <p>NEGLEG. NOT AT ALL SLIGHTLY MODERATELY MUCH VERY MUCH</p>	<p>reference to FBI obviates statements concerning FBI on tape</p>
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREM. POORLY MODER. POORLY SLIGHT. POORLY SLIGHT. WELL MODER. WELL EXTREM. WELL</p>	<p>almost "EXTREMELY POORLY"; retained basic problem, some semblance of ending</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← witness — HUAC</p> <p>EXTREM. MODER. SLIGHT. BIANDED SLIGHT. MODER. EXTREM.</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <u>nonauthoritarian</u></p>	<p>due to bias for HUAC</p>

A certain man is brought up before a committee in Congress and accused of being a Communist. And the man—I think his name was Simms—said he couldn't understand why he was being questioned, because he had a clean record. He didn't believe in these investigations on principle, and said he couldn't answer their questions. The court—the committee, rather—the committee tried to imply that if he were innocent, he would answer the question. But Simms said that this committee was not proper under law and that they weren't interested in helping the country, but they wanted to harass certain people in order to save their own political skins or something. And then Simms said that he had lost a job because of these investigations. The head of the committee said that if he had cooperated, he would not have lost the job if he was innocent. Then Simms really let the committee have it and showed them how the Amendments were on his side. It ended up that he still wouldn't answer their questions.

<p>I. OVERALL COHERENCE</p> <p>EXTREME MODER. MILDLY MODER. MODER. EXTREME INCOHER. INCOHER. COHER. COHER. COHER.</p>	<p>organized quite well, poses no major problems</p>
<p>II. COMPREHENSION OF ESSENTIAL PROBLEM</p> <p>EXTREME MODER. MILDLY MODER. MODER. EXTREME POORLY POORLY WELL WELL WELL</p>	<p>basic problem well presented, throughout the rendition</p>
<p>III. REPRODUCTION OF OUTCOME YES <input checked="" type="radio"/> NO</p> <p>EXTREME MODER. MILDLY MODER. MODER. EXTREME POOR POOR GOOD GOOD GOOD</p>	<p>no mention of citation or committee's last statement; however, mentions the witness's persistence</p>
<p>IV. EXAGGERATION AND PROJECTION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>"really let the committee have it" tends to bolster witness's position; actually, the committee "really let him have it", too.</p>
<p>V. MINIMIZATION AND DELETION</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	<p>points on both sides, but some of the important charges and statements made by the committee are deleted.</p>
<p>VI. CROSS-CONTROVERSY SHIFTS YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	
<p>VII. PURE PROJECTION YES <input checked="" type="radio"/> NO</p> <p>NEGLEG. SLIGHTLY MODERATELY MUCH VERY NOT AT ALL MUCH MUCH MUCH MUCH</p>	
<p>VIII. OVERALL COMPREHENSION</p> <p>EXTREME MODER. MILDLY MODER. MODER. EXTREME POORLY POORLY WELL WELL WELL</p>	<p>"gist" good, but biased for witness</p>
<p>IX. DIRECTIONALITY OF DISTORTION</p> <p>← witness — HUAC →</p> <p>EXTREME MODER. SLIGHT. "BIASED" SLIGHT. MODER. EXTREME.</p>	
<p>X. FORCED-CHOICE "TYPING"</p> <p>authoritarian <input checked="" type="radio"/> nonauthoritarian</p>	<p>this rendition has the flavor of an overt rebellion against an authoritative group</p>

APPENDIX G

RAW DATA

Tables 19 through 27

Table 19

Experimenter's and Judges' Ratings on Scales I through IXa and Total Score,
for Final Reproductions of Theme A

Class	Theme	Judge	I		II		IIIb		IV		V		VIb		VIIb		VIII		IXa		Total	
			E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J
High Males	A12	E	1	-	2	-	2	-	2	-	3	-	-	-	1	-	2	-	-	-	13	--
	A10	3	4	3	5	5	6	6	5	4	5	5	-	-	4	5	6	5	-	-	35	33
	A9	2	2	1	3	2	4	3	3	2	4	2/4	-	-	4	1/3	4	2/3	-	-	24	13/18
	A20	3	2	2	1	3/1	2	3	3	3	3	3	-	-	1	3/4	3	4	-	-	15	21/20
	A5	E	2	-	5	-	5	-	3	-	5	-	-	-	4	-	6	-	-	-	30	--
High Females	A15	2	5	3/5	5	3/4	6	3/5	2	2	5	3/5	-	-	4	1/4	6	4/5	-	-	33	19/29
	A11	1	4	5	5	6	4	6/4	1	2	4	5	-	-	1	1	4	5	-	-	23	30/28
	A17	E	2	-	5	-	3	-	1	-	4	-	-	-	1	-	3	-	-	-	19	--
	A14	2	4	4	4	3	5	2/4	3	3	5	2/3	-	-	3	1/3	4	2/4	-	-	28	17/24
	A16	3	2	1	3	2	6	4/6	3	2	5	4	-	-	4	2/1	6	2/4	-	-	29	17/22
Low Males	A7	1	1	1	3	4	3	5/4	2	2	3	3	-	-	1	1	3	3	-	-	16	19/18
	A13	E	2	-	4	-	2	-	2	-	4	-	-	-	1	-	3	-	-	-	18	--
	A1	E	2	-	3	-	2	-	3	-	3	-	-	-	1	-	3	-	-	-	17	--
	A3	3	1	1	2	1	4	2/3	2	1	3	2	-	-	2	1	3	1/3	-	-	17	9/12
	A4	2	2	2	3	2	2	3	3	2	3	2	-	-	2	1	3	2	-	-	18	14
Low Females	A19	2	2	2	2	2	2	2	2	1	2	1	-	-	3	1/1	3	2	-	-	16	11/11
	A8	1	1	2	2	2	4	5	2	1	3	4	-	-	2	1	3	2	-	-	17	17
	A2	1	4	5	4	3	6	6	3	2	4	5	-	-	1	1	4	5	-	-	26	26
	A6	1	1	2	3	5/3	1	3/2	1	1	3	4	-	-	1	1	3	3	-	-	13	19/16
	A18	3	1	2	3	3	4	5	3	4	3	3	-	-	2	4/2	3	5/3	-	-	19	26/22

(In Tables 19 through 22, numbers to the left of a diagonal indicate the judge's rating on the first run-through; those to the left, ratings made on the second run-through.)

Table 20

Experimenter's and Judges' Ratings on Scales I through IXa and Total Score,
for Final Reproductions of Theme B

Class	Theme	Judge	I		II		IIIb		IV		V		VIb		VIIb		VIII		IXa		Total	
			E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J
High Males	B7	E	3	-	2	-	2	-	2	-	3	-	1	-	1	-	2	-	5	-	15	--
	B3	2	2	1	6	5	6	3/5	4	2/4	5	5	1	1	4	2/4	6	6	6	6	33	24/30
	B8	2	3	3	6	3/5	6	3/3	4	3	4	3	5	4	4	3	6	3/5	7	6	33	21/25
	B14	1	5	5	6	6	5	6	5	5	4	5	5	5	1	5/1	6	6	3	4	32	38/34
	B12	2	2	1	1	1	1	1	2	1	2	2	1	1	1	1	2	1	5	5	11	9
High Females	B15	1	4	5	1	5/2	3	2	1	1	4	4	1	1	1	1	3	4	4	4	17	22/19
	B4	3	5	3/5	1	4/4	6	6	5	2/4	5	5	5	1/4	1	4/2	6	6	7	5/6	29	30/33
	B9	1	2	1	5	5	5	2/4	3	4	5	5	1	1	1	1	4	5	2	1	25	23/25
	B10	E	2	-	2	-	1	-	2	-	3	-	1	-	1	-	2	-	5	-	13	--
	B16	E	2	-	2	-	3	-	1	-	5	-	1	-	1	-	4	-	3	-	18	--
Low Males	B13	E	4	-	2	-	5	-	1	-	4	-	1	-	1	-	4	-	3	-	21	--
	B2	E	1	-	1	-	1	-	1	-	2	-	1	-	1	-	1	-	4	-	8	--
	B17	3	1	2	1	2	1	2	1	2	1	3/2	1	1	1	1	1	1	4	5	7	13/12
	B11	3	2	1	2	1	2	1	1	1	3	2	1	1	1	1	2	1	3	4	13	8
	B18	1	1	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	3	4	9	8
Low Females	B20	2	1	2	2	3	2	1	2	2	2	3	1	1	1	2	2	3	2	3	12	16
	B6	1	1	1	1	1	4	5	2	1	1	1	1	1	1	1	1	1	4	3	11	11
	B5	2	1	1	1	1	2	1	2	1	2	1	1	1	1	1	1	2	4	3	10	8
	B19	3	2	1	1	1	1	1	2	1	3	3	1	1	1	1	2	2	6	6	12	10
	B1	3	1	2	2	1	1	2	2	2	2	3	1	1	1	1	1	1	3	4	10	12

Table 21

Experimenter's and Judges' Ratings on Scales I through IXa and Total Score,
for Final Reproductions of Theme C

Class	Theme	Judge	I		II		IIIb		IV		V		VIb		VIIb		VIII		IXa		Total	
			E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J
High Males	C11	E	4	-	4	-	2	-	4	-	4	-	3	-	4	-	4	-	2	-	26	--
	C12	3	6	2/5	5	2/5	6	5	5	4	5	4	1	1	4	3	6	3/6	7	6	37	23/32
	C14	3	6	2/4	1	2	6	6	5	3/4	3	2	5	1/3	5	4	5	5	1	2	31	24/29
	C4	3	4	2/5	4	5	5	5	4	3	5	4	1	1	4	4	5	3/5	6	6	31	26/31
	C9	E	2	-	2	-	1	-	3	-	2	-	1	-	4	-	3	-	5	-	17	--
High Females	C8	1	2	3	1	2	4	5	4	3	3	1/1	1	1	1	3/1	3	2	5	4	18	19/17
	C19	2	2	2	5	4/6	5	4	5	3/5	5	4	4	5	4	4	6	5	7	6	32	26/30
	C7	2	2	2	5	4	6	3/6	3	2	5	4	1	1	4	3	5	2/5	6	6	30	20/26
	C20	E	6	-	6	-	6	-	4	-	5	-	5	-	1	-	6	-	5	-	34	--
	C5	1	5	5	6	5	5	5	3	4	5	5	1	1	1	1	6	5	4	6/6	31	30
Low Males	C1	1	2	2	4	5	1	1	5	3/3	4	4	1	1	5	1/2	5	3/3	4	6/5	26	19/20
	C6	E	5	-	5	-	6	-	3	-	5	-	1	-	4	-	6	-	2	-	34	--
	C15	3	1	2	3	3	1	2	3	2	3	2	1	1	2	1	2	2	4	5	15	14
	C13	2	3	3	2	2	1	3/3	3	2	3	3	3	2	1	1	4	4	4	4	17	18/18
	C18	2	1	2	1	1	1	2	2	2	1	1	1	1	1	1	1	3/3	5	5	8	12/12
Low Females	C17	1	2	2	2	5/1	4	5	3	3	4	4	1	1	1	2	4	3	6	7	20	23/19
	C10	1	1	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	4	4	9	8
	C3	2	2	2	3	3	4	3	1	1	4	4	1	1	1	2	3	4	3	3	18	19
	C2	3	2	3	5	5	1	4/5	4	3	4	4	1	1	1	4/6	4	5	5	6	21	28/31
	C16	E	1	-	3	-	2	-	1	-	3	-	1	-	1	-	2	-	5	-	13	--

Table 22

Experimenter's and Judges' Ratings on Scales I through IXa and Total Score,
for Final Reproductions of Theme D

Class	Theme	Judge	I		II		IIIb		IV		V		VIb		VIIb		VIII		IXa		Total	
			E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J	E	J
High Males	D6	E	2	-	2	-	2	-	3	-	5	-	1	-	1	-	3	-	5	-	18	--
	D15	1	4	4	4	3	4	4	3	2	5	5	1	1	4	1/2	4	4	5	2/3	28	23/24
	D9	1	2	1	4	1/3	3	5/4	3	2	4	4	1	1	1	1	4	2/5	5	4	21	16/20
	D20	2	4	5	4	5	5	4	2	2	5	4	1	1	2	2	4	5	6	6	26	27
	D17	2	5	5	2	2	2	3	4	2/3	4	4	1	1	4	1/4	4	3	3	5/4	25	20/23
High Females	D14	E	2	-	3	-	2	-	2	-	5	-	1	-	2	-	4	-	5	-	20	--
	D2	3	6	5	2	6/5	6	5	1	1	5	5	1	1	1	1	6	6	4	5	27	29/28
	D4	2	4	5	3	5/4	3	3	1	1	5	5	1	1	1	2	5	4	5	5	22	25/24
	D3	1	6	4/5	4	3	6	1/4	1	2	5	5	1	1	1	1	6	5	5	4	29	21/25
	D5	3	4	3	1	5/3	4	5	4	5	5	5	1	1	4	4	5	6	5	6	27	33/31
Low Males	D18	E	4	-	2	-	1	-	2	-	4	-	1	-	2	-	3	-	5	-	18	--
	D13	2	2	3	1	3/2	3	4	1	2	3	3	1	1	1	1	2	4/4	4	6/3	13	20/19
	D7	2	1	3/1	1	1	2	4/4	2	2	3	2	1	1	1	1	2	2	2	6/4	12	15/13
	D19	3	1	2	1	2	3	3	3	3	4	4	1	1	1	2	3	3	4	5	15	19
	D16	3	1	2	1	2	2	2	2	1	2	2	1	1	1	1	3	1/3	3	2	12	11/13
Low Females	D1	1	2	3	1	1	2	3	2	2	3	3	1	1	1	1	3	2	3	2	14	15
	D10	1	2	2	2	1	4	4	1	1	4	4	1	1	1	1	3	3	1	1	17	16
	D11	3	5	3/5	4	4	6	6	2	3	4	4	1	1	1	4/1	5	5	5	6	27	29/28
	D12	E	2	-	3	-	6	-	4	-	4	-	1	-	4	-	5	-	1	-	28	--
	D8	E	1	-	1	-	2	-	1	-	3	-	1	-	1	-	5	-	4	-	14	--

Table 23

Experimenter's and Judges' Ratings on Scales IIIa, VIa, VIIa, and X.

Class	IIIa					VIa					VIIa					X																
	Theme	E	J	E	J	Theme	E	J	E	J	Theme	E	J	E	J	Theme	E	J	E	J	X											
High Males	A12	N	-	-	-	N	-	A	B7	N	-	N	-	N	-	A	C11	N	-	Y	-	Y	-	N	D6	N	-	N	-	N	-	N
	A10	Y	Y	-	-	Y	Y	A	B3	N	N	N	N	Y	Y	A	C12	Y	Y	N	N	Y	Y	A	D15	N	N	N	N	Y	Y	A
	A9	N	N	-	-	Y	N	A	B8	N	N	Y	Y	N	Y	N	C14	Y	Y	N	N	Y	Y	N	D9	N	N	N	N	N	N	N
	A20	N	N	-	-	N	Y	N	B14	N	Y	Y	Y	N	Y	A	C4	Y	Y	N	N	Y	Y	A	D20	N	Y	N	N	Y	Y	A
	A5	N	-	-	-	N	-	A	B12	N	N	N	N	N	N	A	C9	N	-	N	-	Y	-	N	D17	N	N	Y	N	Y	Y	A
High Females	A15	Y	Y	-	-	N	Y	A	B15	N	N	N	N	N	A	C8	Y	N	N	N	N	Y	N	N	D14	N	-	N	-	Y	-	A
	A11	Y	Y	-	-	N	Y	A	B4	Y	Y	Y	N	N	Y	A	C19	N	N	Y	Y	Y	Y	A	D2	N	Y	N	N	N	Y	A
	A17	N	-	-	-	N	-	A	B9	Y	N	N	N	N	A	C7	N	N	N	N	Y	Y	A	D4	N	N	N	N	N	Y	N	
	A14	N	N	-	-	Y	Y	A	B10	N	-	N	-	N	-	A	C20	Y	-	Y	-	N	-	A	D3	N	N	N	N	N	N	A
	A16	Y	N	-	-	Y	Y	N	B16	N	-	N	-	N	-	A	C5	N	N	N	N	N	N	A	D5	N	Y	N	N	Y	Y	A
Low Males	A7	N	N	-	-	N	N	N	B13	N	-	N	-	N	-	N	C1	N	N	N	N	Y	N	A	D18	N	-	N	-	Y	-	A
	A13	N	-	-	-	N	-	A	B2	N	-	N	-	N	-	N	C6	N	-	N	-	Y	-	A	D13	N	N	N	N	N	N	N
	A1	N	-	-	-	N	-	N	B17	N	N	N	N	N	N	C15	N	N	N	N	Y	Y	A	D7	N	N	N	N	N	N	A	
	A3	N	Y	-	-	Y	N	N	B11	N	N	N	N	N	N	C13	N	N	Y	Y	N	N	N	N	D19	N	Y	N	N	N	Y	N
	A4	N	N	-	-	Y	N	N	B18	N	N	N	N	N	N	C18	N	N	N	N	N	N	A	D16	N	Y	N	N	N	N	N	
	A19	N	N	-	-	Y	Y	N	B20	N	N	N	N	Y	N	C17	N	Y	N	N	N	Y	A	D1	N	N	N	N	N	N	N	
	A8	Y	Y	-	-	N	N	A	B6	N	N	N	N	N	N	C10	N	N	N	N	N	N	N	D10	N	N	N	N	N	N	N	
	A6	N	N	-	-	N	N	N	B5	N	N	N	N	Y	N	C3	N	N	N	N	N	Y	A	D11	N	Y	N	N	N	Y	A	
	A2	Y	Y	-	-	N	N	A	B19	N	N	N	N	N	A	C2	N	Y	N	N	N	Y	A	D12	Y	-	N	-	Y	-	N	
	A18	N	Y	-	-	Y	Y	A	B1	N	N	N	N	N	N	C16	N	-	N	-	N	-	N	D8	N	-	N	-	N	-	N	

(For columns headed E and J, "Y"=Yes and "N"=No. For columns headed X, "A"= Authoritarian and "N"=Nonauthoritarian.)

Table 24

Authoritarian Males' Scores on California F(ascism) Scale, Ohio State Psychological Examination, and Responses to Post-Experimental Questions 2, 4a, 4b, 5, 6, 7

S	F	OSPE	Post-Experimental Question No. 2												4a			4b			5 6 7			
			Rank				Position				Discrep.				Total	B	C	D	B	C	D	8	9	10
			A	B	C	D	A	B	C	D	A	B	C	D	4									
1	137	49	1	2	4	3	1	4	3	2	0	2	1	1	4	wife	Negro	HUAC	wife	Negro	witn	8	7	-
2	125	33	3	4	1	2	2	1	4	3	1	3	3	1	8	-	-	-	-	-	-	4	4	5
3	135	16	3	4	1	2	3	2	1	4	0	2	0	2	4	wife	white	HUAC	-	white	witn	4	5	6
4	130	24	4	3	2	1	4	3	2	1	0	0	0	0	0	wife	white	witn	husb	-	HUAC	5	5	5
5	138	55	1	4	2	3	1	3	4	2	0	1	2	1	4	wife	white	witn	husb	Negro	HUAC	4	5	5
6	121	7	2	3	1	4	2	4	1	3	0	1	0	1	2	-	Negro	witn	-	Negro	HUAC	5	5	3
7	137	36	1	4	3	2	3	1	2	4	2	3	1	2	8	-	white	witn	husb	white	-	5	6	5
8	124	38	1	4	2	3	4	2	3	1	3	2	1	2	8	wife	Negro	witn	husb	white	HUAC	4	5	4
9	129	18	1	4	2	3	1	4	3	2	0	0	1	1	2	-	-	-	-	-	-	4	4	5
10	118	74	4	1	2	3	2	1	4	3	2	0	2	0	4	wife	white	-	husb	white	HUAC	4	3	2
11	130	59	3	2	1	4	3	2	1	4	0	0	0	0	0	-	-	-	husb	Negro	-	7	4	6
12	127	41	-	-	-	-	-	-	-	-	-	-	-	-	-	husb	Negro	HUAC	wife	white	witn	6	7	6
13	127	26	3	4	1	2	1	4	2	3	2	0	1	1	4	-	-	-	husb	white	HUAC	6	5	5
14	125	79	4	1	2	3	2	1	3	4	2	0	1	1	4	husb	-	-	husb	white	-	4	4	5
15	127	52	3	2	4	1	3	2	4	1	0	0	0	0	0	husb	Negro	witn	husb	Negro	HUAC	6	5	7
16	124	74	4	3	2	1	4	3	1	2	0	0	1	1	2	-	white	-	-	white	HUAC	7	5	5
17	121	--	1	2	3	4	1	3	2	4	0	1	1	0	2	husb	white	witn	wife	Negro	-	3	4	2
18	127	65	4	2	1	3	2	4	3	1	2	2	2	2	8	husb	white	witn	husb	white	-	4	2	3
19	124	74	4	1	2	3	3	1	4	2	1	0	2	1	4	wife	Negro	witn	wife	Negro	HUAC	5	5	4
20	122	13	3	4	2	1	4	2	1	3	1	2	1	2	6	wife	white	-	wife	Negro	HUAC	4	6	5

Table 25

Authoritarian Females' Scores on California F(ascism) Scale, Ohio State Psychological Examination, and Responses to Post-Experimental Questions 2, 4a, 4b, 5, 6, 7

S	F	OSPE	Post-Experimental Question No. 2												Total	4a			4b			5	6	7
			Rank				Position				Discrep.					B	C	D	B	C	D			
			A	B	C	D	A	B	C	D	A	B	C	D										
21	131	79	4	1	3	2	1	3	4	2	3	2	1	0	6	wife	-	HUAC	wife	-	HUAC	10	7	6
22	127	22	3	2	1	4	2	4	1	3	1	2	0	1	4	-	-	-	wife	Negro	HUAC	5	5	5
23	130	--	4	2	1	3	3	1	2	4	1	1	1	1	4	wife	-	witn	husb	-	HUAC	4	4	5
24	135	84	2	1	4	3	4	2	3	1	2	1	1	2	6	husb	Negro	witn	husb	Negro	HUAC	3	5	5
25	122	10	1	2	3	4	1	2	3	4	0	0	0	0	0	wife	white	witn	husb	Negro	HUAC	6	3	5
26	125	89	2	1	3	4	2	3	4	1	0	2	1	3	6	wife	-	HUAC	husb	-	HUAC	5	6	4
27	136	30	3	1	2	4	3	4	1	2	0	3	1	2	6	-	-	-	-	-	-	4	5	5
28	138	34	2	1	3	4	4	1	2	3	2	0	1	1	4	wife	white	witn	husb	Negro	witn	5	3	5
29	123	73	1	3	4	2	1	3	2	4	0	0	2	2	4	wife	white	witn	wife	Negro	witn	3	7	5
30	143	69	3	2	1	4	2	4	3	1	1	2	2	3	8	wife	Negro	witn	husb	white	HUAC	3	4	6
31	133	87	3	1	2	4	3	1	4	2	0	0	2	2	4	husb	white	HUAC	husb	white	witn	4	4	5
32	121	15	1	2	4	3	4	2	1	3	3	0	3	0	6	wife	white	witn	husb	Negro	HUAC	6	4	5
33	125	46	1	2	3	4	1	2	4	3	0	0	1	1	2	wife	Negro	witn	husb	Negro	HUAC	6	5	6
34	143	67	2	3	1	4	2	3	1	4	0	0	0	0	0	husb	white	-	wife	Negro	-	5	7	5
35	124	66	3	4	2	1	3	4	2	1	0	0	0	0	0	-	-	-	-	-	-	5	5	5
36	120	9	2	1	3	4	4	1	3	2	2	0	0	2	4	wife	white	HUAC	wife	white	witn	4	3	5
37	125	52	1	3	4	2	1	2	4	3	0	1	0	1	2	wife	-	witn	-	-	witn	3	5	5
38	129	16	3	2	4	1	2	3	1	4	1	1	3	3	8	husb	Negro	witn	wife	white	HUAC	5	6	5
39	117	--	4	2	1	3	3	4	2	1	1	2	1	2	6	wife	white	witn	husb	Negro	HUAC	5	3	5
40	124	46	2	1	3	4	4	1	3	2	2	0	0	2	4	husb	white	witn	husb	Negro	witn	5	5	5

Table 26

Nonauthoritarian Males' Scores on California F(ascism) Scale, Ohio State Psychological Examination, and Responses to Post-Experimental Questions 2, 4a, 4b, 5, 6, 7

S	F	OSPE	Post-Experimental Question No. 2												4a			4b			5	6	7	
			Rank				Position				Discrep.				Total	B	C	D	B	C				D
			A	B	C	D	A	B	C	D	A	B	C	D										
41	55	98	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	witn	husb	Negro	witn	7	5	4
42	72	64	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	witn	husb	Negro	HUAC	4	9	5
43	57	87	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	Negro	witn	wife	Negro	witn	5	7	5
44	42	94	-	-	-	-	-	-	-	-	-	-	-	-	-	husb	Negro	witn	wife	Negro	witn	-	-	-
45	76	90	1	2	3	4	1	3	4	2	0	1	1	2	4	wife	Negro	witn	husb	-	witn	7	7	7
46	74	84	2	4	1	3	2	4	1	3	0	0	0	0	0	wife	white	witn	husb	Negro	witn	7	6	7
47	56	58	3	1	2	4	3	1	2	4	0	0	0	0	0	wife	Negro	HUAC	husb	Negro	HUAC	6½	5	7½
48	60	66	4	2	3	1	4	2	3	1	0	0	0	0	0	husb	white	witn	wife	Negro	witn	5	4	4
49	59	20	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	Negro	HUAC	wife	Negro	HUAC	5	5	5
50	75	22	1	2	3	4	2	1	3	4	1	1	0	0	2	wife	white	HUAC	husb	-	witn	5	5	5
51	71	87	3	2	4	1	3	2	4	1	0	0	0	0	0	wife	white	witn	husb	Negro	witn	6	4	5
52	82	36	3	4	1	2	4	3	1	2	1	1	0	0	2	wife	white	witn	wife	Negro	witn	6	7	6
53	70	99	1	2	4	3	1	3	2	4	0	1	2	1	4	husb	Negro	HUAC	husb	Negro	witn	8	7	8
54	79	81	3	4	1	2	2	4	3	1	1	0	2	1	4	wife	white	witn	wife	white	HUAC	8	9	7
55	73	65	3	4	1	2	3	1	4	2	0	3	3	0	6	wife	white	witn	husb	Negro	HUAC	5	7	6
56	67	99	1	4	2	3	4	2	1	3	3	2	1	0	6	wife	white	HUAC	husb	Negro	witn	7	3	5
57	80	99	1	2	4	3	1	2	4	3	0	0	0	0	0	wife	white	witn	wife	white	witn	8	9	8
58	81	86	4	2	1	3	2	3	1	4	2	1	0	1	4	wife	white	witn	husb	Negro	witn	5	4	5
59	78	69	4	3	2	1	3	4	2	1	1	1	0	0	2	-	white	-	husb	Negro	HUAC	6	4	6
60	70	--	4	1	2	3	4	1	3	2	0	0	1	1	2	husb	Negro	witn	husb	Negro	HUAC	7	6	6

Table 27

Nonauthoritarian Females' Scores on California F(ascism) Scale, Ohio State Psychological Examination, and Responses to Post-Experimental Questions 2, 4a, 4b, 5, 6, 7

S	F	OSPE	Post-Experimental Question No. 2												4a			4b			5	6	7															
			Rank				Position				Discrep.				Total	B	C	D	B	C				D														
			A	B	C	D	A	B	C	D	A	B	C	D																								
61	77	99	1	2	4	3	1	2	4	3	0	0	0	0	0	wife	-	witn	wife	Negro	witn	8	8	8														
62	41	59	3	4	2	1	2	3	1	4	1	1	1	3	6	-	-	-	-	-	-	8	8	8														
63	60	89	3	2	4	1	3	4	2	1	0	2	2	0	4	wife	white	witn	wife	Negro	witn	5	5	5														
64	56	--	2	4	3	1	4	1	3	2	2	3	0	1	6	wife	white	witn	-	-	witn	7	7	7														
65	48	98	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	witn	husb	-	HUAC	6	4	4														
66	58	70	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	witn	husb	Negro	witn	5	7	6														
67	80	69	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	witn	husb	white	HUAC	5	8	5														
68	71	92	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	witn	-	-	witn	-	-	-														
69	55	74	1	2	3	4	1	2	3	4	0	0	0	0	0	husb	-	-	wife	-	-	7	7	7														
70	81	99	-	-	-	-	-	-	-	-	-	-	-	-	-	wife	white	HUAC	husb	Negro	witn	6	5	5														
71	72	99	4	2	3	1	3	4	1	2	1	2	2	1	6	wife	white	witn	husb	Negro	witn	4	8	6														
72	54	6	2	1	3	4	4	1	2	3	2	0	1	1	4	husb	-	HUAC	husb	Negro	witn	2	5	7														
73	68	40	1	2	4	3	1	3	2	4	0	1	2	1	4	wife	white	witn	husb	Negro	HUAC	5	7	5														
74	43	85	2	3	4	1	2	4	3	1	0	1	1	0	2	wife	white	HUAC	husb	Negro	witn	4	5	5														
75	75	96	4	1	3	2	3	1	4	2	1	0	1	0	2	wife	white	witn	husb	Negro	witn	6	8	6														
76	78	59	3	2	1	4	4	2	1	3	1	0	0	1	2	husb	white	witn	husb	-	HUAC	6	7	6														
77	81	20	1	2	3	4	1	4	3	2	0	2	0	2	4	wife	white	HUAC	wife	white	-	4	5	5														
78	77	92	2	1	3	4	2	1	4	3	0	0	1	1	2	wife	white	-	wife	white	-	7	4	4														
79	50	67	4	2	1	3	3	2	1	4	1	0	0	1	2	wife	white	witn	wife	Negro	HUAC	2	2	3														
80	81	86	3	1	2	4	4	3	2	1	1	2	0	3	6	wife	Negro	witn	husb	Negro	HUAC	4	8	7														

APPENDIX H

Table 28

Reliability Coefficients Between E and Each Judge
on Rating Scales I through IXa, for First and
Second Runthrough

Judges Runthrough	J1		J2		J3		Mean	
	1	2	1	2	1	2	1	2
Scale I	N	20	20	20	20	20	60	60
	r	.85 ^c	.89 ^c	.54 ^a	.90 ^c	.56 ^b	.86 ^c	.68 ^c
Scale II	N	20	20	20	20	20	60	60
	r	.64 ^b	.91 ^c	.71 ^c	.89 ^c	.38	.55 ^b	.59 ^c
Scale IIIb	N	20	20	20	20	20	60	60
	r	.45 ^a	.82 ^c	.41	.74 ^c	.83 ^c	.85 ^c	.60 ^c
Scale IV	N	20	20	20	20	20	60	60
	r	.78 ^c	.78 ^c	.68 ^c	.85 ^c	.67 ^b	.81 ^c	.71 ^c
Scale V	N	20	20	20	20	20	60	60
	r	.62 ^b	.62 ^b	.74 ^c	.77 ^c	.76 ^c	.83 ^c	.71 ^c
Scale VIb	N	15	15	15	15	15	45	45
	r	1.00 ^c	1.00 ^c	.94 ^c	.94 ^c	.74 ^c	.97 ^c	.95 ^c
Scale VIIb	N	20	20	20	20	20	60	60
	r	-.14	.76 ^c	.38	.84 ^c	.49 ^a	.46 ^a	.25
Scale VIII	N	20	20	20	20	20	60	60
	r	.82 ^c	.84 ^c	.51 ^a	.78 ^c	.68 ^c	.92 ^c	.69 ^c
Scale IXa	N	15	15	15	15	15	45	45
	r	.64 ^b	.73 ^b	.58 ^a	.86 ^c	.80 ^c	.86 ^c	.69 ^c

a=.05, b=.01, c=.001

APPENDIX I

Table 29

Comparative F-Tests of Three Analyses of Variance upon Total Score:
Pooled Ratings on First Runthrough, Pooled Ratings on Second Runthrough,
and E's Ratings

Source	df	Pool 1	Pool 2	E's Ratings
Sex	1	.72**	.43**	.06***
Authoritarianism ("F")	1	12.45**	18.28**	25.17***
Sex x "F"	1	.04	.00	.03
Between (error)	16	--	--	--
Theme	3	3.25*	4.13*	4.48**
Sex x Theme	3	.40	.50	1.35
"F" x Theme	3	.94	.72	.69
Sex x "F" x Theme	3	.65	.01	.81
Within (error)	48	--	--	--
Total	79	--	--	--

* p=.05 level

** p=.01 level

*** p=.001 level

APPENDIX J

Table 30

t-Tests for Theme Differences on Analyses of Variance of Scales II, IV, V, VIIb, and VIII

Scale	Theme	A	B	C	D
II	B	3.59 ^{***}	-	-	-
	C	.17	3.42 ^{**}	-	-
	D	3.59 ^{***}	.00	3.42 ^{**}	-
III	B	1.12	-	-	-
	C	3.79 ^{***}	4.91 ^{***}	-	-
	D	1.12	.00	4.91 ^{***}	-
V	B	3.42 ^{**}	-	-	-
	C	.29	3.71 ^{***}	-	-
	D	1.99 [*]	5.42 ^{***}	1.71 [*]	-
VIIb	B	3.71 ^{***}	-	-	-
	C	1.53	5.23 ^{***}	-	-
	D	1.74	1.96	3.27 ^{**}	-
VIII	B	3.71 ^{***}	-	-	-
	C	.98	4.69 ^{***}	-	-
	D	.59	4.30 ^{***}	.39	-

* p= .05 level
 ** p= .01 level
 *** p=.001 level

df = 38 for all t-tests

Table 31

t-Tests Upon R x C Interaction of Scale VIII

Sex	Theme	Male				Female			
		A	B	C	D	A	B	C	D
Male	A	-	-	-	-	-	-	-	-
	B	.98	-	-	-	-	-	-	-
	C	.98	1.95	-	-	-	-	-	-
	D	.78	.20	1.76	-	-	-	-	-
Female	A	.78	1.76	.20	1.56	-	-	-	-
	B	1.95	.98	2.93 ^b	1.17	2.73 ^a	-	-	-
	C	.78	1.76	.20	1.56	.00	2.73	-	-
	D	2.15 ^a	3.13 ^b	1.17	2.93 ^b	1.37	4.10 ^c	1.37	-

a = .05 level

b = .01 level

c = .001 level

df = 18 for all t-tests

Table 32

t-Tests Upon R x C Interaction of Scale VII

Sex	Theme	Male				Female			
		A	B	C	D	A	B	C	D
	A	-	-	-	-	-	-	-	-
	B	1.12	-	-	-	-	-	-	-
	C	2.90 ^a	4.02 ^c	-	-	-	-	-	-
	D	.67	.45	3.57 ^b	-	-	-	-	-
	A	.22	1.34	2.68 ^a	.89	-	-	-	-
	B	2.46 ^a	1.34	5.36 ^c	1.79	2.68 ^a	-	-	-
	C	1.12	.00	4.02 ^c	.45	1.34	1.34	-	-
	D	.89	.22	3.80 ^b	.22	1.12	1.56	.22	-

a = .05 level

b = .01 level

c = .001 level

df = 18 for all t-tests

Table 33

t-Tests Upon Sex x "F" Interaction, Scale IXb

Group	High Males	High Females	Low Males	Low Females
High Males	-	-	-	-
High Females	.17	-	-	-
Low Males	3.54 ^c	1.89	-	-
Low Females	1.65	.00	1.89	-

c = .001 level

df = 28 for all t-tests

APPENDIX K

Table 34

Predicted Authoritarian Group ("Scale" X) Related to Actual Authoritarian Group, with Respect to Each Theme (Cross-Judge) and Each Judge (Cross-Theme)

Class	Actual Groups	Predicted Groups		chi ²	df	p
		High	Low			
Theme A	High	8	2	3.33	1	.10
	Low	4	6			
Theme B	High	9	1	12.80	1	.001
	Low	1	9			
Theme C	High	6	5	.20	1	.70
	Low	6	3			
Theme D	High	7	3	3.20	1	.10
	Low	3	7			
Exper.	High	8	3	3.10	1	.10
	Low	3	6			
Judge 1	High	7	4	3.42	1	.10
	Low	2	7			
Judge 2	High	9	2	4.85	1	.05
	Low	3	6			
Judge 3	High	6	3	.90	1	.40
	Low	5	6			

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