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ABSTRACT

This document comprises two papers. The stated purpose of the first paper was to describe the development of the "Cultural Attitude Scales" (CAS), a pictorial measure designed to assess attitudes toward the black, Puerto Rican, and Anglo-American cultures. The development of the CAS encompassed: (1) the derivation of an item pool from interviews and discussions with parents, pupils, and teachers of each of the target cultural groups; (2) systematic selections and selections by a group of adolescent student judges representing each of the target cultures; and (3) item analysis based on the responses of 336 students in the elementary grades representing these three cultures. The end product was a scale of 15 pictorial items for each of the three cultures with Likert-type response options in the form of faces. The stated purpose of the second paper was to report a study designed to determine the reliability and validity of the CAS using a sample of 330 Anglo-American, black American, and Puerto Rican pupils in grades 1-6. Evidence of construct validity was revealed in the pattern of the mean scores for each cultural group in the same sample of pupils. Evidence of criterion validity were revealed in terms of its statistically significant relationship to the results of a teacher rating scale (r=.32 to .46). (Author/JM)

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The Validation of a Scale  
Designed to Measure Cultural Attitudes

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The need for appropriate instrumentation and psychometric studies related to the evaluation and enhancement of cultural attitudes of the pluralistic population of American public schools represents a recent trend (Cooke, 1973). Although the measurement of cultural attitudes became a point of interest prior to World War II (Shaw and Wright, 1967), most of the earlier efforts focused upon the cross-national attitudes of adults on college students.

Bogardus' Social Distance Scale (1925, 1933) was one of the first and most commonly used instruments. The Bogardus' scale requests the subjects to indicate those statements which they consider applicable to given national or religious groupings. This instrument is obviously not appropriate for young children in a school setting.

The semantic differential technique developed by Osgood, Suci, and Tannenbaum (1957) has more recently been utilized to measure cross-cultural attitudes. The use of their scale, which is based upon pairs of bipolar adjectives (ex: "good-bad," "strong-weak," and "fast-slow") is somewhat limited by the spatial and linguistic capacities of young children. Moreover, this technique tends to focus on global, abstract stimuli.

The need for more specific and tangible stimuli and response modes relevant to minority-as well as majority-group children in the school setting prompted the development by Jackson and Klinger (1971) of the Cross-Cultural Attitude Scale. This scale incorporates pictorial stimuli representing concrete components of the

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