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ABSTRACT
        This summary describes the results of a survey that
served as a needs assessment, preceding the development of a
curriculum for both Arab and Jewish elementary schools in Israel. The
curriculum's goals were to educate children to create interethnic
contacts on a basis of mutual equality and respect for each other and
their cultures. Previous attitudinal research, along with personal
and intermediate culture contact studies, were described. This study
tested the effect of direct contact with Jews on the attitudes of
Arab children, as well as Arab children's readiness for contact with
Jewish youth, and the effect of stereotypes on that readiness. The
sample population included 268 seventh grade students in Arab schools
located in two Arab villages, two Arab cities, and two cities of
mixed Arab and Jewish populations. Results indicated that: (1)
previous contact did increase readiness for further social contacts,
and programs that involve actual contacts between children from the
two societies should be encouraged; (2) the designed curriculum
should have special preparation activities for those Arab children
who come from Arab settlements and do not have the required readiness
for social contacts; and (3) curricula for interethnic groups should
develop activities that stress direct contact, rather than the
current emphasis which focuses on changing stereotypes. Tables are
included. (JHP)

THE EFFECT OF DIRECT CONTACT WITH JEWS ON ATTITUDES

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ON DESIGNING A NEW CURRICULUM

by

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THE EFFECT OF DIRECT CONTACT WITH JEWS ON ATTITUDES
OF ISRAELI ARAB YOUTH AND ITS IMPLICATIONS
ON DESIGNING A NEW CURRICULUM

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This expanded summary describes the results of a survey that served as a need assessment, preceeding the design of a curriculum for the upper grades of both the Arab and Jewish elementary schools in Israel. This curriculum's goal is to educate the younger generation to be able to create interethnic contacts on a basis of mutual equality and respect for one another. This contact will hopefully lead to a greater openness and willingness to become acquainted with each other's culture, as well as to understand and respect it.

Curriculum specialists (Tyler, 1954, Bloom, 1965, Schwab, 1969) have all emphasized the importance of knowing the target population of the planned curriculum at the stage when the curriculum's intentions and activities are set and designed. Finding out the learners' needs, interests and attitudes are important in designing curricula and is one of the purposes of need assessment (Suarez, 1981). Its importance lies namely in both the design of learning materials according to the target learners, and also in what can be expected from the learners at the end of their study. Activities that are designed along the learners' interests and which . ~ond to some of their real needs are more likely to realize the program's i. ~tions.

In recent years, due various reasons which include the encouragement of the Ministry of Education, an increasing number of

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interethnic meetings are taking place between youth groups hoping to improve the relationship between Arabs and Jews in Israel. Most of the studies that have been carried out on these meetings examined the attitude of the majority toward the ethnic minorities living among them, and were conducted among high school students (Zemach, 1984) and others. However, this study investigates the attitude of the Israeli elementary school Arab minority in encounters with their peers of the Jewish majority.

The Israeli Arabs compose between 15-20% of the total Israeli population. They are concentrated in three major areas: in the north, in the Galilee; in the center, in the small triangle; and in the south, in the northern Negev -- creating an ethnic ghetto. Only 10% of this minority live in mixed Arab-Jewish cities. Most of the Arabs are under 15 years of age. It is assumed that the attitudes of the minority youth towards the majority of the state will affect the former's way of functioning as future citizens. It is, therefore, important to learn what their attitudes are and the factors affecting them earlier than at the high school level.

Contacts Between Ethnic Groups

Studies carried out on the contacts between the majority and the minority populations, emphasize their influence, but the results vary as to their value and contribution (Amir, 1976). Some report on an anmelioration of relations as a result of the contacts (Ichilov & Even-Dar, 1982; Eyal, 1984). Others report that, due to more intensive contact, a negative attitude has been created (Nicholas & McAndrew, 1984). One of the reasons for these contradictory findings stems from the difficulty in defininhg "contact".

Contacts between minority and majority groups may have various characters. Components, such as relative status, dependency between the individuals exposed to the contact, the existing norms within the

groups, may all influence the contact. In addition, the effects of the contact on members of the majority will normally vary from those on the minority (Amir, 1977).

There are two basic forms of contact between groups: personal contact and intermediate contact. In the latter, information on the other group arrives through the mass media, talks with parents and with the peer group (Katz, 1976). In intermediate contact, information on the other group is always coupled with interpretation, either negative or positive (Ashmore & Del Boca, 1976). Due to the territorial separation in Israel (which is one of the characteristics of a pluralistic society (Smooha, 1976)), most contacts between the two groups are intermediate. This is true generally about contacts between Arabs and Jews, but in particular about contacts between the youth of both groups.

A study that was carried out in 1980 reports that 63% of the Arabs have personal contact with Jews, which are mainly technical-vocational, through work (Smooha, 1984). It is assumed that with Arab youth who almost always study in Arab schools, the percentage of personal contact is much lower. However, Arabs are exposed to a constant flow of information about the Jews through the mass media and consumer products. Smooha found, in his study, that exposure to the mass media is one of the two good indices with which one can infer the attitudes of Arabs towards the State of Israel.

In this study we will deal only with direct contact. We tested the effect of direct contact with Jews on the attitudes of Arab youth, as well as their readiness for contact with Jewish youth, and the effect their stereotypes had on that readiness, while controlling the sociodemographic variables.

METHOD

Sample and Data

For testing direct contact, a questionnaire was designed. The questionnaire was administered to Arab children in the 7th grade in their homeroom classes, under the instruction of their homeroom teacher. The sample population included 268 students in Arab schools located in two Arab villages, two Arab cities and two cities of mixed Arab and Jewish populations.

The questionnaire included background items: measures of exposure to Jews, stereotypes about Jews, readiness for social contact, and a self-image measure.

The Research Model

This study attempts to find out if there is a relationship between the various types of contacts Arabs have made with Israeli Jewish society, the Jewish stereotypes held by Arab youth, and their readiness for further social contacts -- which was the goal of the designed curriculum. Indices to measure the attitude of Israeli Arab Youth toward Jews are: the ethnic image of Jews and readiness for social contact. The relationship will be checked while controlling the following background variables about the respondent: (1) father's education; (2) the family's extent of religiosity; (3) the type of settlement (Arab village, Arab city, mixed settlement with Jews); (4) sex.

The model depicted in Figure 1 has five exogenous variables: the background variables. These variables are expected to effect the respondent's extent of previous contact with Jews. The latter will presumably affect the respondent's stereotypes about the Jews. The previous contact will also affect the respondent's readiness for further contacts. This model enables the estimation of direct effects exerted by previous contact on the readiness for further contacts and
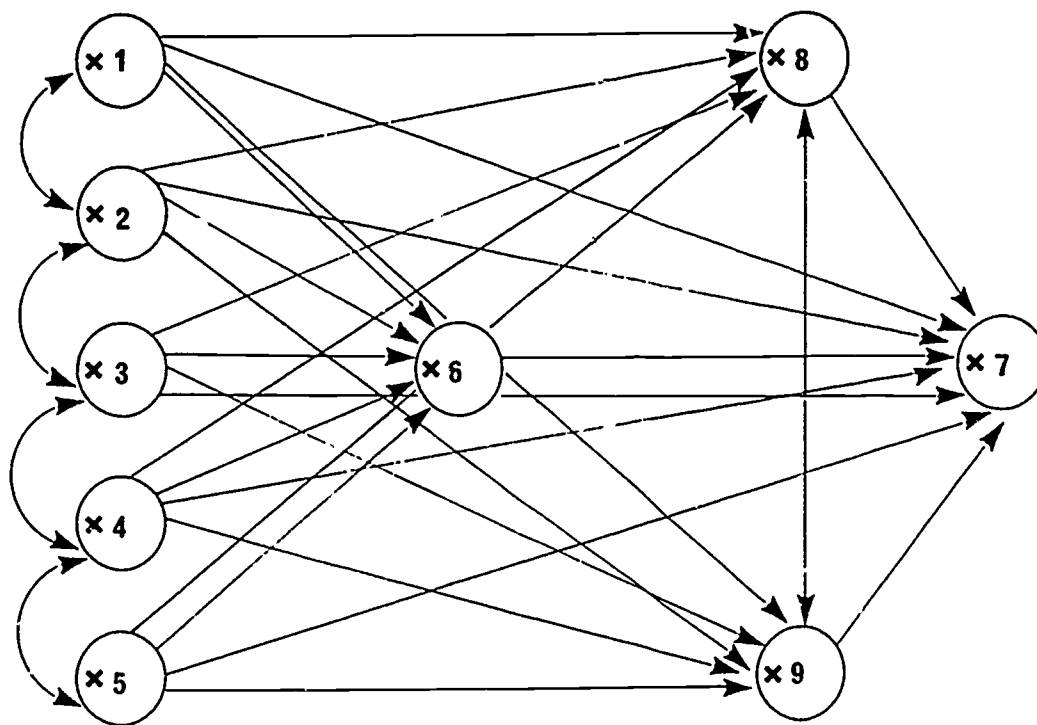
on the stereotypes regarding Jews.

Figure 1: Path model depicting determinants of readiness for contact

Variables and Measurements

The variables used for the construction of the path model and their specific measurements are as follows (see Table 1) - respondent's background variables:

X1   Mixed Settlement.   Only 10% of the Arab population lives in settlements together with Jews.   This dummy variable of mixed (coded 1) versus pure Arab settlement (coded 0) may effect the readiness for contact.

X2   Urban.   The type of settlement: village (0) or town (1).   This variable reflects standard of living.

X3   Religiosity.   This variable is trichotomized according to whether their families fulfill religious dictates completely, partially, or not at all.

X4   Sex. This variable was coded 1 for males and 0 for females, since girls tend to extend hospitality, and thus contact, more than boys. However, girls in Arab families have smaller chances for contacts.

X5   Fathers' education. Father's schooling, the only direct indicator of socioeconomic status available, was measured by years of schooling.

X6   Direct contact.   This index is an intervening variable. It was measured by the factor-weighted standardized scores on four items: visits of Jews in the respondent's home, number of Jewish friends the respondent has, whether he/she had visited a Jewish settlement, and visited a home.

X7   Readiness for contact. The first of three dependent variables, was measured by the enumeration of the factor-weighted standardized scores on six items, reflecting readiness for participation in a joint Jewish-Arab summer camp, for learning in a mixed school, and for other types of contact with Jewish children.

X8   Personal stereotypes. Self-image constructed according to a semantic differential scale. A factor analysis in which "personal" and "social" attributes were found to load on two different factors, resulted in the construction of the "personal" stereotypes scale out of the following attributes: clean-dirty; truthful-liar; courageous-coward; kind-unkind; honest-dishonest; modest-arrogant.

X9   Social stereotype. Reflects attitudes toward Jews as an ethnic group, constructed as X8 from the following attributes: learned-ignorant; rich-poor; successful-unsuccessful; modern-conservative.

The first part examines the path model which depicts the determinants of readiness for contact (see fig. 1). The second part was a multiple regression in which at the first stage: (a) the background independent variables were implemented on the dependent variable 'readiness for contact'; (b) the intermediate variable of direct contacts X6 was added. Stage two: (a) background variables were implemented on the dependable variable 'personal stereotype'; (b) adding the intermediate variable of 'direct contact'. In stage three: (a) the independent variables were implemented on the social stereotype; and (b) the intermediate variable of 'direct contact' was added.

Based on the literature, it is conceivable that the background variations exist in the determination of readiness to several contacts. The regressions were, therefore, recomputed for each of the background variables separately.

Table 2 shows that when the dependent variable was 'type of contact' (X6) the background of the respondents' variables that affected it significantly were only the settlement's compositon of mixed population Arabs and Jews (X1), 00 < .005; and father's education (X5) 002 < .005.

The percentage of explained variance is only .14. However, when the dependent variable was readiness for contact, Table 2, only the independent variable of settlement with mixed population had a significant effect .003 < .005 on the readiness for social contacts, when adding the variable of contact (X6) to the other background variables it does have a significant effect; .001 > .005 on the readiness for contact. Apparently the effect on the readiness for social contact expected by some independent background variables was a direct effect, not going through either of the stereotypes. Our results show that the direct contact has an effect only on the readiness for contact and not on either kind of stereotypes. Because

of space limitations, we do not present this data here.

Implications

The major implications from our results can be summarized:

a) Previous contact does increase readiness for further social contacts, so programs that involve actual contacts between youth from the two societies should be encouraged.

b) The designed curriculum should have special preparation activities for those Arab youth who come from all Arab settlements (which is the majority of all Arabs) and do not have the required readiness for social contacts.

c) Curricula for interethnic groups should develop activities that call for direct contact rather than the great emphasis which is currently focusing around changing stereotypes.

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Table 1:   Intercorrelations: Means and Standard Deviations of Variables
(N=268)

	X1	X2	X3	X4	X5	X6	X7	X8	X9
X1 Mixed Settlement	--	.128	-.043	.017	.103	.318	.202	.062	.043
X2 Village "		--	-.134	-.051	.096	.098	.100	-.044	-.044
X3 Religious			--	-.095	-.092	-.060	-.073	.086	.065
X4 Sex				--	.039	.073	-.055	-.130	-.096
X5 Father's education					--	.200	.069	-.035	-.058
X6 Direct contact						--	.260	.069	.092
X7 Readiness for contact							--	.275	.277
X8 Personal stereotype								--	.837
X9 Social stereotype									--
$\bar{X}$	.233	.402	2.345	5.639	5.578	-.002	-.006	.334	.001
S.D.	.423	.491	.628	.496	3.376	1.749	2.898	3.620	2.731

Table 2. Standard Regression Coefficients for the Path Model

				Dependent Variables			
Independent Variables	X6	X7	X7	X8	X8	X9	X9
X1 Mixed Settlement	.290***	.185**	.122*	.076	.050	.058	.022
X2 Urbanization	.080	.074	.056	-.054	-.061	-.055	-.065
X3 Religiosity	.030	-.047	-.040	.092	.094	.064	.068
X4 Sex	.092	-.042	-.062	-.142*	-.150*	-.107	-.118
X5 Father's education	.178**	.052	.013	-.045	.061	-.068	-.089
X6 Direct contact			.215***		.088		.122
X7 Readiness for contact							
R^2	.144	.054	.094	.035	.042	.023	.036

*   p < .05

** p < .01

*** p < .001