

ranging from "very little" (*fort peu*, for French Ss) to "very much" (*beaucoup*). The traits used were: height (*taille*), good looks (*air de physique*), leadership (*apte à diriger*), sense of humor (*sens de l'humour*), intelligence (*intelligence*), religiousness (*pieux*), self-confidence (*confiance en soi*), dependability (*digne de confiance*),¹ entertainingness (*jovialité*), kindness (*bonté*), ambition (*ambition*), sociability (*sociabilité*), character (*caractère*) and general likeability (*est-ce qu'il est sympathique?*). Each voice was played once and Ss rated that voice on the scales both while it was playing and during the 90 sec. interval between voices. At the bottom of each response sheet Ss were asked to indicate in what occupation this man would likely be found.

Attached to the back of the 10 response sheets, facing down and covered by a blank sheet, were several questionnaires to be completed. This packaging of questionnaires and response sheets discouraged Ss from looking ahead in the booklet and also permitted them to answer all items anonymously. Ss were asked only their age, place of birth and religious affiliation. After the ratings were obtained on all voices, Ss were directed to turn to the first questionnaire.

Importance ranks of traits. The list of traits used to describe each voice was presented again and Ss were asked to rank the traits in terms of their desirableness in friends. It was felt that this information would offer a more personally relevant set of traits for analysis.

Prejudice scale. In view of its wide use as an index of generalized prejudice and ethnocentrism, we incorporated Forms 40 and 45 of the California F Scale (Adorno, Frenkel-Brunswick, Levinson, and Sanford, 1950) as one of the independent measures of attitude toward outgroups.

Attitude scales. Ss were asked to complete 14 incomplete sentences designed to elicit attitudes toward both their own and the other language group. Examples are: English Canadians think. . . . Children of French Canadian parents. . . . The more I get to know French Canadians. . . . French Canadians. . . . English Canadians and The more I get to know English Canadians. . . . The items were translated into French for the French speaking Ss. Two

separate scores were assigned each S on the basis of his completions: an "attitude toward English group" score and an "attitude toward French group" score each comprising the number of favorable statements made minus the number of unfavorable statements made about each group. Two judges independently scored the items for each sample and the interjudge reliabilities are, for the English sample, $r = .69$ and $r = .86$ for attitudes toward English and French respectively and for the French sample $r = .75$, and $r = .80$.

Preference scale. Ss indicated their preference for English or French Canadians as: marital partners, friends, neighbours, tenants, colleagues, and political candidates, by ranking which they would rather have for each case. Preference scores were the sum of differences in ranks given to French and English Canadians for all items.

Degree of bilingualism. We reasoned that differences in evaluational reactions to the English and French guises would be less pronounced for those Ss who had experience with both languages and presumably both linguistic communities as well. Ss checked their degree of facility in the use of the other group's language by indicating how well they could speak, read, and write, and whether they could do so: not at all, a little, fairly well, or fluently. An index of bilingualism was computed for each S by assigning zero to "not at all" 3 to "fluently." We doubled the score for ability to speak the language on the assumption that speaking experience was most important for the purpose of the study. A maximum score would be 12. A bimodal distribution of scores was obtained from both samples and both were split at the same point so that Ss with scores 0 to 7 are categorized as being less bilingual and those with scores 8 to 12 as being more bilingual.

Subjects

The English speaking sample comprised 64 students, taking the first course in Psychology at McGill University, who volunteered to participate. The average age for the group was 18.8 years and both sexes were approximately equally represented.² The introduction and procedures were presented to the group by the first two authors