

in English. All Ss used English as their school and primary social language, and all but nine who were born in Europe learned English as their first language.

The French speaking sample was made up of 66 male students in their final year at a classical French college in Montreal who were at approximately the same educational level as the English sample, with an average age for the group of 18.2 years. The study was presented to the students by a professor of the college and Wallace Lambert, in French. The experiment took the place of a regular lecture. All but one of these Ss were born in Canada and all but four in the province of Quebec. All used French as their home, school, and primary social language. The faculty and students speak grammatically correct French, of course, but in general they have a distinctive French Canadian accent.

Speakers

Much care was taken to select appropriate speakers who could take on both French and English guises (in the sense of habitual manners of speaking). We chose from acquaintances in the English speaking community three bilinguals (Bla, Cou, and Leo) who spoke faultless English and yet were trained in French schools in Canada through the graduate level and used French in their homes, or, in the case of Leo, in social or work situations. Several recordings had to be made of each speaker to have errorless readings and in the case of Bla to perfect the pronunciation of a few English words. The final recordings of all four speakers were judged to be spoken in perfect French and English by three bilingual judges. The judges agreed that speakers Bla and Cou spoke with French Canadian accents and that Leo spoke with a marked French Canadian accent characteristic of those who work "in the bush" where, in fact, his style of pronunciation was acquired. The fourth speaker, Tri, spoke French with an accent that was judged as indistinguishable from that used in France. It was felt that these variations in accent and style would not only make the task more interesting for Ss but would also lead to new aspects of the problem for further study, e.g., the reactions of both samples to Parisian French (Tri) and to caricatured French Canadian French (Leo). However, since the present study was not

TABLE 1
t Values for Significance of Differences in Evaluations of English and French Guises of Speakers

Trait	English Ss' Judgment of Speakers			French Ss' Judgments of Speakers		
	Cou	Bla	Leo	Cou	Bla	Leo
Height	4.67**	4.03**	2.59*	5.50**	2.32*	2.41*
Good Looks	7.16**	4.10**	2.66**	7.50**	6.00**	7.26**
Leadership	1.72	.69	-1.41	4.05**	9.32**	12.10**
Sense of Humor	-1.58	-1.4	2.25*	2.67**	.58	.64
Intelligence	1.44	.11	2.25*	4.54**	9.17**	11.73**
Religiosity	-1.67	-1.33	-1.26	-1.79	-3.11**	-1.60
Self-confidence	-1.50	-1.47	1.13	5.37**	7.56**	10.00**
Dependability	1.61	-1.15	3.51**	2.89**	4.36**	7.50**
Entertainingness	1.77	1.67	.00	.44	-.27	.81
Kindness	2.40*	2.47*	1.67	.10	-4.12**	-2.65*
Ambition	.45	2.43*	2.33*	3.06**	4.64**	7.53**
Sociability	.24	-.16	-.17	3.44**	2.10*	3.47**
Character	3.07**	1.00	3.17**	3.95**	6.81**	8.68**
Likability	2.38*	.26	1.38	1.83	.80	2.05*

Note.—Positive entries indicate that English guises are evaluated more favorably than French, and minus entries indicate a more favorable evaluation for French guises. This is so for both French and English Ss' judgments.
*Significant at .05 level.
**Significant at .01 level, two-tailed tests.