

THE EFFECTS OF RAPE EDUCATION ON MALE ATTITUDES
TOWARD RAPE AND WOMEN

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The Effects of Rape Education on Male Attitudes
toward Rape and Women

A prominent and frequently supported idea in psychological literature is that people hold a coherent system of thoughts and attitudes that are subjectively and psychologically consistent and stable over time. This idea is central to cognitive consistency theories, such as balance theory (Heider, 1958) and cognitive dissonance theory (Festinger, 1957, 1964). These theories hold that conflicting attitudes are intolerable and that inconsistency stimulates change (Abelson, Aronson, McGuire, Newcomb, Rosenberg, & Tannenbaum, 1968). Humans, being rational and rationalizing animals, seem compelled to eliminate illogical or conflicting attitudes. Festinger formulated the hypothetical construct of cognitive dissonance in order to account for the phenomenon of attitude change stimulated by cognitive incongruence (Wicklund & Brehm, 1976). Cognitive dissonance is the state of tension that results when an individual holds two or more cognitive elements (or sets) whose implications are psychologically inconsistent. Since a state of dissonance is uncomfortable, the individual is motivated to reduce the discomfort. In so doing, an

individual may change attitudes, and/or create new cognitions (i.e., in the form of justifications).

According to this "face saving theory," the individual is motivated to modify or distort both internal and external reality in order to make them appear consistent with her/his cognitions. Dissonance, the dynamic or motivating force of the theory, "can be ascribed to the (apparently) culturally learned need for internal consistency among behavior, attitudes, values, and beliefs, as well as to perceived pressures toward uniformity of these cognitions with social reality" (Zimbardo, 1969, p. 15). Furthermore, dissonance as a cognitive drive can be defined as a ratio between cognitions which are inconsistent with an attitude (or decision) and commitment to cognitions which support the attitude (or decision) (Zimbardo, 1969).

The strength of the human need for cognitive consistency is evidenced by studies which show that individuals will deny or distort the amount of pain or hunger they experience under conditions of dissonance (i.e., when they have chosen to undergo a painful experience or to refrain from eating). In one study (Zimbardo, Cohen, Weisenberg, Dworkin, & Firestone, 1969), subjects not only reported less change in subjective pain when they had volunteered to suffer painful exposure, but also the psychophysiological

indicator (GSR) agreed with their self-report. Thus the human need for cognitive consistency is powerful.

Perhaps there are individual differences in need for cognitive consistency which vary in somewhat predictable ways as a function of personality variables and behavioral context. For example, in studies on social motives and interpersonal behavior, the extent to which a subject experiences dissonance and the manner in which she/he resolves aroused dissonance would seem to depend upon her/his orientation toward other people. For example, subjects in an experiment on rape who become personally involved or identified with the victim (as a person who is the victim of assault) would be expected to experience more dissonance than subjects in the experiment who cannot become involved with other individuals because of an asocial, instrumental orientation which prompts exploitation and manipulation of people.

Bogart, Geis, Levy, and Zimbardo (1969) investigated the behavioral responses (cheating encouraged by peers) and attitude change (moral evaluation of self) of subjects who were either high or low on the personality characteristic of Machiavellianism (a pragmatic, rational approach to situations where emotional response to people is minimal) in an interpersonal context (a two-person task). These investigators did find significant differences between high and

low Machiavellian subjects. They found that high Machiavellians, or "individuals who have adopted an interpersonal response style of manipulating others and resisting attempts by others to manipulate them, avoid dissonant behavior by refusing to be 'conned' into it" (Bogart et al., 1969, p. 261). Their justifications were cognitive, where low Machiavellian subjects were partially emotional. When high Machiavellians did behave irrationally, they did not try to achieve the hypothesized homeostasis (i.e., defining themselves as less moral), as did the low Machiavellians. High Machiavellians' observed behavior was the opposite of theoretical predictions; they changed their attitudes to make them even more inconsistent with their behavior, thus defining themselves as even more moral after having cheated without justification. Regarding this study, Zimbardo (1969) challenges future researchers to uncover the psychological process by which stimulus variables (e.g., cheating with or without sufficient justification) interact with subject dispositional variables (e.g., Machiavellian personality) to produce change.

The present study seeks to investigate the interaction between the stimulus variables of viewing four films in succession (rape education or drug education) and the subject dispositional or classification variables of sex-role identity (androgynous vs masculine) and Machiavellian

personality (high vs low) in relation to change in attitudes toward rape and women (more conservative vs more liberal vs no change). Perhaps low Machiavellian and/or androgynous males will show more change in attitudes toward rape and women as attitudes toward rape conflict with actual visual/auditory stimuli presented in rape films than will high Machiavellian and/or masculine stereotyped males. A review of pertinent literature on male sex-role identity and the Machiavellian personality characteristics associated with attitudes toward people in general and women in particular will allow substantiation of this hypothesized relationship.

Machiavellianism

Machiavellianism (Mach) is a personality variable that can be operationally defined by scores on the Mach Scales (Christie & Geis, 1970). The Mach Scales are attitude scales consisting of statements which expound a Machiavellian philosophy (see Appendix B for Mach IV scale items). The Machiavellian philosophy is one of pragmatism, which advocates behavior inconsistent with private belief when such behavior is beneficial to the person (e.g., telling people what they want to hear). Thus, it might be expected that high scorers on the Mach Scales (i.e., high Machs) would be better able to tolerate cognitive inconsistency than low Mach scorers; and such, as mentioned previously,

has been found to be the case (Bogart et al., 1969). An additional personality variable that has not been studied in dissonance research, but seems worthy of investigation, is that of sex-role identity. The evaluation of sex-role identity in males seems especially pertinent in regard to an investigation of the male's cognitive response to rape education films.

Sex-Role Identity

Sex-role identity is a personality variable operationally defined by scores on the Bem Sex-Role Inventory (BSRI; Bem, 1974). The BSRI is composed of socially desirable personality characteristics which are classified as either masculine, feminine, or neutral (see Appendix B for BSRI items). An examinee may be found to be masculine (i.e., rating masculine descriptors more heavily than feminine); feminine (i.e., rating feminine descriptors more heavily than masculine); cross-sexed (i.e., rating descriptors of the sex opposite to his/her gender more heavily than descriptors of his/her own gender); androgynous (i.e., rating both masculine and feminine descriptors heavily and approximately equally); or "undifferentiated" ("nebbish") (Spence, Helmreich, & Stapp, 1975) (i.e., rating both masculine and feminine descriptors low and approximately equally) in sex-role identity.

Sex-role identity has been found to be a personality variable with predictive value and to be associated with other personality characteristics. For example, androgynous persons have been found to be more flexible and adaptable across situations (Bem, 1975) and less anxious about performing cross-sexed behaviors (Bem & Lenny, 1976) than masculine- or feminine-stereotyped persons. Men highly identified with the masculine sex-role stereotype have been found to be limited in their ability to accept their own vulnerability and to relate to women as persons (Doyle, 1975). Block (1973) suggested that masculine identity discourages sensitivity in interpersonal relationships and in the expression of tender emotions. Thus, sex-role identity appears to be a personality variable which would be related to a male's orientation toward women as well as his attitudes toward rape.

Attitudes toward Women

Attitudes may be conceptualized as predispositions to responding positively or negatively to an object or event. The present study is concerned in part with male attitudes toward women and how these attitudes may predispose them to various attitudes about the rape of females. Male subjects' attitudes toward women were measured in this study by a short version of the Attitudes toward Women Scale (AWS)

(Spence, Helmreich, & Stapp, 1973). The AWS (Spence & Helmreich, 1972) contains 55 statements about the rights and roles of women, and uses a 4-point Likert-type response option. Areas such as vocation, education, intelligence, dating, etiquette, marital relationships, and sexual behaviors are included in AWS statements. An examinee's score may represent, at one extreme, the most traditional/conservative attitudes toward women, and at the other extreme, the most contemporary profeminist/liberal response.

When Spence and Helmreich (1972) factor analyzed AWS data from male college students using the original 55-item form, the following three factors emerged: (1) traditional notions about masculine superiority and the patriarchal family; (2) equality of opportunity for women; and (3) beliefs about socio-sexual relationships between women and men and what behaviors are/are not "lady-like." Scores reflecting factors 1 and 3 in particular may be related to attitudes toward rape in that traditional notions about masculine superiority, the patriarchal family, and "lady-like" behavior tap into male aggression and female passivity--aspects of sex-role socialization which have been hypothesized to promote the rape of females by males (Brownmiller, 1975). This possibility will not be assessed in the present study in that the short form of the AWS will

be used and this form cannot be appropriately studied by necessary factorial statistics.

Rape

Rape is defined as carnal knowledge of a person by force or against her will (Evrard, 1971). Rape as a crime carries a heavy ". . . social and attitudinal component." As Svalastoga (1962) has stated, the act of rape itself is not a sufficient criterion--"The act must be interpreted as rape by the female actee (victim), and her interpretation must be similarly evaluated by a number of officials and agencies before the official designation of 'rape' can be legitimately applied" (p. 48). It has been suggested that our society at large appears to hold some mythical ideas about rape which perpetuate its existence as a social and legal problem and obstruct reporting by victims and prosecution by courts of law (Landau, 1974). Hilberman (1976; 1977) reviewed medical research and legal actions on rape and concluded that ". . . medical institutions, law enforcement authorities, and the prosecutory system reflect the same mythology which society at large (with variance, of course, among social classes, geographic regions, etc.) perpetuates about rape" (p. 33). The following myriad of myths about rape were suggested by Hilberman (1977):

. . . most victims have been in trouble with the law in the past; only women in the lower social

classes get raped; women are raped because they ask for it by dressing seductively, walking provocatively, etc.; women cannot be raped unless they want to be (a corollary of this might be that women actually enjoy rape). (p. 33)

Other mythical notions frequently cited by contemporary writers include: the victim is a responsible party to the crime; most rapes are committed on impulse without prior plan; rape is primarily a sexual and not a violent act; a woman has not been raped unless she has received visible physical injuries; nice girls do not get raped; a woman cannot be raped against her will; rapists are sex-starved men who wait for their victims in dark alleys (Bernstein & Rommel, 1975).

These mythical ideas appear to reflect opinions and, to some extent, attitudes within our society which ". . . may on the one hand discourage women from resisting rape and on the other encourage men to commit it" (Viano, Note 1). Indeed, Weis and Weis (1975) have eloquently described the sex-role socialization process in our society which actually prepares males for the role of rapist and females for the role of victim. Campbell (Note 2) stated that we have traditionally ". . . given men and women very different messages about their sexuality . . ." (p. 1). Specifically, women have been taught to be passive in sexual word, thought and deed. Additionally women have been told that they are solely responsible for sexual control. Men learn that their

sexual responsibility is to be the aggressor and that ". . . women always say no when they mean yes" (Campbell, Note 2, p. 2). Furthermore, honest communication between the sexes about sexual needs and wants is discouraged by our society. As Campbell (Note 2) has stated, the stage is set for ". . . misunderstanding and misinterpretation of behavior. And misinterpretations of behaviors are a primary cause for many rapes and attempted rapes that are done by dates and friends" (p. 2). Additionally, recent research (Lief, 1978) has suggested that rapists have heard messages about aggression more strongly than the messages about sexuality. In reporting the work of Groth and Burgess (1977), Lief (1978) stated that ". . . 26 of the 58 rapists with sexual dysfunction had ejaculatory incompetence--an inability to ejaculate--a rate far in excess of the 1 in 700 found in the general population" (p. 55). Although other writers (e.g., Brownmiller, 1975) have also pointed out the contributions of sex-role conditioning (aggression for the male and passivity for the female) to rape, the causal links between rape and socialization have yet to be thoroughly studied.

Given the mythical attitudes toward rape which prevail in our society and the hypothesized contribution of sex-role conditioning practices, the present rate of rape incidence in our society is somewhat anticipated, yet still alarming.

More than 56,000 reported rapes occurred in 1975 (U.S. Uniform Crime Reports, 1975). This figure represents a 41% increase in the rate of reported crimes from 1969 to 1975, ". . . making rape the fastest rising crime of violence among the four most frequently reported crimes of violence" (Rape Prevention--A New National Center, 1975). N.I.M.H. Director Bertram S. Brown has stated that this rise ". . . is not merely attributable to a higher percentage of victims reporting attacks" (Prevention Said Priority of Rape Control Center, 1977, p. 24). In the context of viewing rape as a political act, Shorter (1977) has speculated that the recent increase is a function of the ". . . new-style rapists, especially the late-adolescent lower-class white . . ." youths' response to ". . . women's cry for a fresh deal" (p. 481). Similar to Shorter's (1977) idea, Viano (Note 1) has hypothesized that the reasons for the recent increase in the rate of reported rapes are a function of not only the consciousness-raising of women accomplished by the Women's Liberation Movement, but also the result of sexual liberation of women in a society where the attitudes of males in general have not changed at the same pace as have those of women. As long as men continue to use ". . . inability to control their passion . . ." as a justification for sexual assault, the sexual liberation of

women will only increase their likelihood of being raped (Viano, Note 1).

As our society has been confronted more frequently with the sociolegal problems of rape, researchers have turned their attention to the study of rape. The aspects of rape which have been studied include the psychological effects of rape upon the victims; characteristics and rehabilitation of the rapist; delivery of medical, legal and psychological services to the victim, and the nature of the victim-offender relationship, to name a few. The present review will concentrate on studies about attitudes toward rape in general and sex differences in attitudes toward rape in particular.

Attitudes toward rape. One way of studying attitudes toward rape is to look at the attitudes implied by simulated or actual juries. Barber (1974) used actual rape convictions in Queensland, Australia, from 1957 to 1967 as the data in his study. He found that males were treated most leniently by both juries and judges in cases where the female was found to be of less than ". . . good moral conduct . . ." or, if single, to be nonvirgin. These judgments may be seen as reflecting an object/property and object/sex orientation toward women. Thus, people's attitudes toward rape may be influenced by their attitudes toward women.

Krulewitz (Note 3) found that one's sex-role attitudes as well as one's gender and a rape assailant's use of force were related to one's perception of sexual assault. She used the Attitudes Toward Feminism (FEM) Scale (Smith, Feree, & Miller, 1975) as a measure of sex-role attitudes. Women with traditional attitudes were found to become increasingly certain that rape had occurred as use of force increased; however, profeminist women maintained a relatively high level of certainty at all levels of physical force. This difference did not emerge for men. Profeminist and traditional men did not differ significantly in their certainty of rape ratings as degree of force increased. Regarding causes of the rape incident and attributions to the victim, the following findings resulted: (a) female and male profeminists were more likely than nonfeminist subjects to give societal encouragement of sex-role stereotypes as causes for the rape ($p < .05$ for women; $p < .01$ for men); (b) women, regardless of sex-role attitudes, attributed greater "respectability" and "responsibility" to the victim than did men ($p < .05$); (c) women were more likely than men to identify male sex-role socialization as a cause for the attack ($p < .05$) (Krulewitz, Note 3). Thus, there is an empirical basis to the notions that (1) men and women differ in their perceptions of rape, and (2) sex-role attitudes are related to attitudes toward rape.

Several other investigators have reported sex differences in attribution of responsibility for and perception of rape. Heim, Malamuth, and Feshback (Note 4) found significant sex differences in the ways the history of the rapist/victim relationship affected judgements of rape (hypothetical sentencing of rapists). For example, female subjects recommended sentences proportional to the extent or degree of previous rapist/victim relationship, whereas male subjects tended to recommend reduced sentences in all conditions where rapist and victim were not strangers. Heim et al. (Note 4) suggested that these differences reflect sex differences in conceptions of the "good" or respectable woman. An additional and somewhat surprising finding in this study was that a rather high proportion of men and women attributed greater responsibility to victims in corroborated conditions (i.e., when graphic descriptions of screaming and bruises were given).

L'Armand and Pepitone (Note 5) designed an experiment to explore the information people use in reacting to rape and to help clarify whether people view rape according to the Just World theory (the more severe/painful the rape, the more the victim is blamed and the less the offender is punished) (Jones & Aronson, 1973; Smith, Keating, Hester, & Mitchell, 1976), or Attribution theory (punishment is related to intent and secondary outcome). These researchers

interpreted findings regarding perceptions of the victim to be associated with the Just World theory (i.e., pain cues and attribution of blame to the victim). On the other hand, findings regarding assignment of punishment were seen as supportive of Attribution theory (i.e., intent was associated with punishment). Obtained significant sex differences in perception of rape were explained as revolving around differential attention to outcome and intent. Females, identifying with the victim, focus on outcome effects (e.g., pain, danger) and evidence a stronger, more punitive reaction to rape than do males. Males, who were more likely to identify with the assailant ($p < .005$), used pain cues to infer intent and, to the investigators' surprise, punished planned rape less than unintentional rape (L'Armand & Pepitone, Note 5).

Sex differences in attitudes toward rape have implications for the criminal justice system as well as for society as a whole. Male jurists may discount the severity of rape and be less likely to convict rapists. This concern is intensified when laws concerning jury duty and composition are considered--women were not allowed to serve on juries in three states as recently as 1965; women continue to be exempted from jury duty on the basis of sex or care of children in a number of states (Mead & Kaplan, 1965). Furthermore, as suggested by L'Armand and Pepitone (Note 5),

convicted rapists may be lightly punished since most judges are males.

Rape education. Preventive education efforts are needed in order to correct mythical attitudes toward rape, and thus, to alleviate the societal and individual stress associated with the increasingly apparent and extensive sociolegal problem of rape. It appears that development of educational strategies are frequently geared toward women. The importance of development and assessment of educational programs for men cannot be underestimated. Most judges, jurists, attorneys, physicians, legislators, psychologists, psychiatrists, and police officers are men. And, as Viano (Note 1) has succinctly stated, it is men who must stop raping. For these reasons as well as the previously cited research documenting the gender-related aspects of the male response to rape, this study will attempt to explore the male's response to rape education stimuli (i.e., films which are readily available and in current usage).

A number of rape education films have been developed in order to fulfill the need for rape education. Where some of these films focus upon educating the female in a way that she learns to be less vulnerable to rape (e.g., Rape Alert), others (e.g., Rape Culture) analyze the societal attitudes which provide subtle sanctions for rape.

While there is quite a lot of research on the relationships between motion picture viewing and attitude change in a general sense, there is no research available on rape education film viewing and attitude change. Additionally, there is no evaluative information from the viewers' perspectives regarding the clarity, age appropriateness, technical expertise, etc. of rape films.

Purposes and Hypotheses

The purposes of the present study were threefold. This study first proposed to obtain evaluative information on four rape education films and four drug education films from the perspective of male college students who belonged to fraternities (a group of students on the campus where the study was conducted who were willing to participate, and who constitute a sizable proportion of the student body on many campuses). Secondly, this study proposed to evaluate effects of viewing four rape education films on subjects' attitudes toward rape and women. Finally, this study proposed to evaluate the status of Machiavellianism and sex-role identity as personality variables which were hypothesized to be related to differential change in attitudes toward rape and/or women among subjects viewing the rape education films and those viewing drug education films.

The hypotheses of the study were:

1. Subjects' attitudes toward rape and women will be positively correlated (i.e., liberal scores on one scale will be associated with liberal scores on the other).
2. Subjects who view the rape education films will change more in attitudes toward rape and/or women (on post and delayed post measures) than subjects who view the drug education films (i.e., subjects in the placebo control group condition).
3. High Machiavellian subjects will be less likely to change in attitudes toward rape and/or women than low Machiavellian subjects (on immediate posttest measures).
4. Masculine-stereotyped subjects will be less likely to change in attitudes toward rape and/or women than androgynous subjects (on immediate posttest measures).

Method

Subjects

One hundred and three Caucasian male college student fraternity members served as subjects for this experiment. They were recruited as volunteers by the experimenter and by presidents of 26 fraternities and three colonies at a mid-sized, Midwestern university. Use of fraternity men as subjects in this study has resulted in limited generalizability of findings. Greeks, in comparison with other

students have been found ". . . to come from higher social and economic backgrounds, to be more gregarious personally and active in campus affairs, and to be more self-confident and self-assertive" (Feldman & Newcomb, 1969, p. 222). Greeks, in comparison with Independents, have also been found in some studies to be more economically, politically, and socially conservative, more prejudiced and authoritarian, and less intellectually and academically oriented; however, such differences have not emerged in other studies (Feldman & Newcomb, 1969). While some of these findings may hold true for the present sample of fraternity men, others probably do not. The inclusion of men from local colonies (i.e., organized male living groups which have no national affiliation) may be said to slightly strengthen the generalizability of findings to male college students in general.

Measures

Mach IV. The Mach IV version of the Machiavellian scales (Christie & Geis, 1968; Appendix A) was used in the present study to classify subjects as either strong or weak adherents to (or high or low supporters of) the Machiavellian philosophy expounded by the scale. The Machiavellian philosophy is one of pragmatism, which advocates behavior inconsistent with private belief when such behavior is beneficial to the person (e.g., telling people what they want to

hear). The 20 items on the Mach IV scale are counter-balanced; 10 endorsing Machiavellian attitudes (e.g., Anyone who completely trusts anyone else is asking for trouble), and 10 endorsing non-Machiavellian attitudes (e.g., One should take action only when sure it is morally right).

The mean item-whole correlation on the Mach IV has been reported to be .38 (Christie, 1970). Mean item-whole correlation for the three content areas were: tactic, .41; views of human nature, .35; abstract morality, .38 (Christie, 1970). A split-half reliability of .79 was found for 9 samples tested on the Mach IV. The Mach IV has been found to have some predictive validity with regards to subjects' behavior in experimental situations. The behavior of low Mach subjects is more adequately predicted by dissonance theory than is the behavior of high Mach subjects (Bogart et al., 1969).

In the present study, a subject's Mach IV score was obtained by summing the response scale values for each item and then adding a constant of 20 (Christie, 1970). Items were scored on a 7-point scale, "strongly agree, somewhat agree, slightly agree, no opinion, slightly disagree, somewhat disagree, strongly disagree" (Christie, 1970, p. 27). Since scale value for items worded in the Machiavellian direction ranged from 1 (strong disagreement) to 7 (strong

agreement), and scoring was reversed for items worded in the opposite direction, the magnitude of a subject's score reflects the degree to which his attitudes are supportive of a Machiavellian philosophy. The range of possible scores on the Mach IV is from 40 (maximum low Mach) to 160 (maximum high Mach) (Christie, 1970). Christie (1970) obtained a mean of 90.65 and standard deviation of 14.33 from a sample of 1782 students in 14 different colleges in 1964. A median split (present sample median = 89.75) procedure was used on scores in the present sample in obtaining high/low classifications of subjects.

Bem Sex-Role Inventory (BSRI). The BSRI (Bem, 1974) (see Appendix B) was used in the present study to classify subjects on the basis of sex-role identity as masculine, feminine, nebbish, or androgynous. Only subjects classified as masculine or androgynous were used in the three-way Anova tests. The BSRI is composed of 20 masculine adjectives; 20 feminine adjectives; and 20 items that are not sex-typed. They were selected from adjectives given by college students to describe masculinity, femininity, and desirable unsex-typed characteristics. All items, sex-typed and neutral, represent socially desirable characteristics.

The 60-item BSRI uses a 7-point Likert-type response option--"never or almost never true, usually not true, sometimes but infrequently true, occasionally true,

often true, usually true, always or almost always true" (Bem, 1974). Each item is scored according to its response value (i.e., never or almost never true = 1; always or almost always true = 7). The Masculinity score is the mean of the response values given to masculine items; the Femininity score, the mean of feminine item response values. The range of possible scores on each of the subscales is from 1 (low Masculinity, or low Femininity) to 7 (high Masculinity, or high Femininity).

The procedure used in the present study for classifying subjects as Masculine, Feminine, Androgynous, or Undifferentiated used median splits on Masculinity and Femininity scores (Bem, Note 6; Spence & Helmreich, 1975). Subjects with scores above the median on both Masculinity and Femininity scales were classified as androgynous; subjects with scores above the median on Masculinity and below the median on Femininity were classified as Masculine; etc. This procedure is illustrated in the following contingency table (reproduced from Bem & Watson, Note 7, p. 4).

Masculinity Score

		Masculinity Score	
		Above Median	Below Median
Femininity Score	Above Median	Androgynous	Feminine
	Below Median	Masculine	Undifferentiated

When using the median split procedure, medians are obtained from the Masculinity and Femininity Scores of the total sample, sexes combined. Thus, data from both males and females need to be included with equal representation in a sample (Bem & Watson, Note 7). This procedure was not possible in the present study where all subjects were males. A median split approach to BSRI data obtained from all male subjects would probably have resulted in skewed distributions and questionable classifications.

The most viable solution to this dilemma appeared to be to use Masculinity and Femininity medians obtained in an independent study of 59 female and 54 male college students at the same mid-sized Midwestern university where subjects for the present study were selected (Astley & Downey, Note 8). The students represented in this independent study were selected from a group of approximately 180 students who were enrolled in a class designed to help freshman and sophomore students adjust to life in a large university. The class participants were largely self-selected. Both academically poor and good students were represented (Astley & Downey, Note 8).

Astley and Downey (Note 8) reported a Femininity median of 4.80 and a Masculinity median of 4.70. The median Masculinity and Femininity scores obtained in Bem's 1975 sample of 375 male and 290 female Stanford

undergraduates were 4.89 and 4.76, respectively (Bem & Watson, Note 8). The consistency in obtained medians between the Astley and Downey (Note 8) sample and the Bem sample (Note 9) further justified the viability of the chosen solution to the classification dilemma encountered in this all-male-subjects study.

The reliability and validity of the BSRI have been demonstrated. High internal consistency and reliability over a 4-week period have been reported for both Masculinity ($\underline{r} = .86; .86$), and Femininity ($\underline{r} = .80; .82$) scales (Bem, 1974). The predictive validity of the BSRI has been reported in recent studies demonstrating androgynous persons to be more adaptive or flexible across situations (Bem, 1975), and to avoid cross-sex behaviors less often than stereotyped persons (Bem & Lenny, 1976).

Attitudes Toward Women Scale (AWS). A short, 25-item version of the AWS (Spence, Helmreich, & Stapp, 1973) (see Appendix C) was used in this study to determine subjects' attitudes toward women before, after, and 1 month after experimental manipulations. This instrument is composed of statements about the roles, privileges, and rights which women should be permitted to have (e.g., Intoxication among women is worse than intoxication among men; A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man). The conceptual range

of attitudes on the AWS is from a traditional perspective (i.e., conservative) to an attitude of egalitarianism (i.e., liberal).

The AWS uses a 4-point Likert-type response scale-- "agree strongly, agree mildly, disagree mildly, disagree strongly" (Spence, Helmreich, & Stapp, 1973). Items are counterbalanced; 13 stated in a proconservative manner, 12 in a profeminist manner. Since each item is scored from 0 (most traditional) to 3 (most contemporary/profeminist), the range of possible scores is from 0 to 75 (Spence, Helmreich, & Stapp, 1973). In order to facilitate computer programming, a scale of 1 to 4 was used in the present study, with the resulting range of 25 to 100.

Normative data on the shortened AWS indicated that the mean for female students (mean = 75.3; standard deviation = 11.7; n = 241) is significantly higher (more liberal) than for male students (mean = 69.8; standard deviation = 11.7; n = 286) ($p < .001$). Additionally, the mean score for mothers (mean = 66.9) was higher than for fathers (mean = 64.2); and students were higher than parents (Spence, Helmreich, & Stapp, 1973). (Means reported in this paragraph have had the constant of 25 added to make them comparable to results obtained in the present study.)

Descriptive data for both male and female college students and their parents indicate an almost perfect

correlation between scores on the 25-item form and the original 55-item AWS form (Spence & Helmreich, 1972). For example, the correlation for college males was .968. Part-whole correlations for male and female students range from .31 to .73. The short-form of the AWS (25-item) has been shown to be essentially unifactorial (Spence, Helmreich, & Stapp, 1973).

Attitudes Toward Rape Scale (ATRS). The ATRS (Johnson, Reed, & Sinnett, Note 10) was developed for the measurement of college students' attitudes toward rape. It was used in this study to assess attitudes before, after, and 1 month after experimental manipulations. The instrument consisted of statements about rape, rape victims, rapists, and male-female relationships. The conceptual range of attitudes on the ATRS is from most conservative to most liberal. The Experimental Form consisted of 28 items, 16 worded in a pro-conservative fashion, 12 in a proliberal manner. A Likert-type 4-point response scale was used, identical to the AWS. The most liberal response, whether "agree strongly" or "disagree strongly," was scored 4. The range of possible scores was from 28 to 112. (For technical details, data, and description of the development of the ATRS, see Appendix D.)

Film Appraisal Scale (FAS). A film appraisal scale developed by the author (see Appendix E) was used in the

present study as a means of obtaining evaluative information about the rape education films. A film appraisal scale can be distinguished from a film evaluation measure in that the former is a "systematic rating procedure, usually employing a detailed rating form" (p. 3); while the latter is more likely to be based upon a combination of subjective and objective information (Jones, 1967). An appraisal scale approach allowed quantifiable assessment of subjects' responses as a group.

In designing this instrument, efforts were made to construct a general form that could be used for appraisal of both rape and drug films, as well as other educational films dealing with social problems. The American Film Festival Rating Scale, developed and used by the Educational Film Library Association (EFLA) (Jones, 1967), served as a model for development of the present instrument. This rating scale was considered to be the most credible model in that the EFLA has had a great deal of experience in the area, having carried on a program of film evaluation since 1946. In addition to construction of a general form applicable to both rape and drug education films, the following concerns served as guidelines: scale brevity; item clarity and conciseness; objectivity and quantifiability of information; and relevancy of obtained information to persons who purchase, rent, or produce films.

Several efforts were made to assess the FAS prior to its use in the present study. Consultation with the Health Educator at a mid-size Midwestern university (who may be considered to be an expert on educational/mental health films and film evaluation) was sought and obtained. The scale was then revised to its present form and used with no difficulties in a modest "pilot" testing session by several male students, and in all experimental sessions of the present study. The within subject variability and among films variability on the FAS ratings of the present study suggested that a number of factors rather than one contributed to subjects' evaluative judgements.

General Information Form. A General Information Form (see Appendix F) developed by the author was used to obtain information needed to describe the sample. Responses to this form provided information about subjects' major field of study; classification; age; geographic location of childhood homes; population density of childhood communities; educational level of parents; siblings; religious affiliation, and social class identification.

Procedure

Subject selection. Subject selection and other areas of experimental procedure were identical in each of the four data collection sessions, conducted in the winter of 1978.

As volunteering subjects congregated in a large meeting room, they were given yellow and green cards containing subject-identifying numbers in a random fashion (i.e., every other person was given a yellow card). When all subjects were present, the experimenter asked subjects holding yellow subject-identifying cards to go to one room, and subjects holding green cards to proceed to another room. In this way subjects were randomly assigned to the treatment/rape education film (green card) and the placebo control/drug education film (yellow card) viewing groups.

Administration of measures. Measurement instrument packages and pencils were distributed to control and treatment group subjects by matching subjects identifying numbers on packages and on green and yellow cards. First, subjects were asked to read and sign an informed consent form, indicating their voluntary participation in the study (see Appendix G for a copy of the informed consent form). In order to assure confidentiality of subjects' responses, informed consent forms were then collected. Subjects were asked to use their subject-identifying number on all other measures to insure correspondence necessary for later data analyses linking measures.

In addition to the informed consent form, measurement packages contained single copies of the General Information

Form; the Mach IV Scale; the Bem Sex-Role Inventory (BSRI); the Attitudes toward Women Scale (AWS); the Attitudes Toward Rape Scale (ATRS); and the Film Appraisal Scale (FAS). One IBM--OMR card was attached to the Mach IV (measured on pretest only); two IBM--OMR cards to the AWS and ATRS (pretest and posttest); and four to the FAS (one for each of the four films). Packages also contained a handout entitled "Film Evaluation Procedure" (see Appendix H).

Subjects were told that information about some of their traits, as a group of film evaluators, was needed. They were asked to complete several short questionnaires. Specific directions were given regarding each of the pretest measures (i.e., Mach IV; AWS; BSRI; ATRS). The order in which these tests were taken by subjects was randomly determined, and subjects' instrument packages were arranged accordingly (four counterbalanced presentation orders were used, one-per-group-per-evening). Completion of these four scales required no more than 45 minutes on any occasion. IBM--OMR cards were collected from subjects after completion of each of the pretest instruments.

Subjects were then asked to refer to their "Film Evaluation Procedure" handout (see Appendix H) as issues of evaluation were discussed with them. Preparing subjects for use of the FAS required 5 to 10 minutes. Use of the scale after each film required less than 10 minutes per

film. IBM-OMR cards were collected after each film evaluation period.

A 10-minute stretch-break was given to subjects after their completion of the evaluation of the second film shown. Subjects were asked to save their comments about the films and procedures for the discussion period which would follow completion of all evaluations. It was hoped that such a break would lessen the risk of evoking counter-attitudes, a risk always run in experiments where a great deal of energy and time is asked of subjects.

When the final FAS response card was collected, subjects were told that an integral part of film evaluation is the evaluation of the impact of the films on the evaluators themselves. Subjects were then given specific directions for responding to the AWS and ATRS, the order of administration of which was counterbalanced, and response cards were collected after completion of each scale.

Administration of treatments. The two conditions in the present experiment were the viewing of four rape education films (treatment) and the viewing of four drug education films (placebo control). Various criteria were used in selection of the films to be used. Three of the four rape films were films selected by a Rape Education Committee at a mid-sized Midwestern university (out of 10 films previewed by the committee). This committee included: a

psychologist, a health educator, a dean of students, and a university rape consultant. Descriptive information on each of the four films (Reality of Rape, Rape Alert, and No Pat Answer selected by the committee; and Rape Culture, considered positively by the committee but not purchased) is presented in Appendix I.

Drug education films were selected from the Social Seminar Series (National Institute of Mental Health, 1972). Criteria used in the selection of these films included: length; comprehensive coverage of the subject matter; solitary nature of purpose (i.e., drug education); and suitability for college-age audiences. The films chosen were: Drug Talk: Some Current Drug Programs; Drugs and Beyond; and (in the Youth Culture Series) Bunny and Tom. Appendix J contains descriptive information on these films.

The following procedural aspects of treatment administration are considered important. Immediately prior to presentation of the first film in each condition, subjects were told either that they would be viewing rape education films (green card group) or drug education films (yellow card group). The two principal experimenters (i.e., one with the rape group; one with the drug group) also informed subjects that they could attend a film viewing session at a later date where they could view the films excluded from the

present evening of viewing, and where testing or evaluation would not be requested.

Other treatment procedure issues were those of the assignment of principal investigators to treatment and control groups and the order in which films were shown. The two female principal investigators (who were present throughout the procedure and assisted by one male and one female in each condition) were assigned to treatment and control groups on an alternating basis. Order in which films were shown was an important issue since stimulus films were not equivalent in length, comprehensiveness, intensity, etc. The rape and drug education films were shown separately in a random order, different for each of the four groups of subjects. Control over simple order effects, which might affect both film evaluations (by way of intrasubjects' comparison of films) and general implosiveness of the film viewing (in that a hierarchical arrangement of films on the basis of emotional intensity could have been arranged) was thus attempted.

A discussion period after the collection of posttest data was included. The purposes served by this discussion period were fourfold. The discussion period provided time for subjects to ask questions about the films and to express their individual points of view. Such discussion may have acted to maximize subjects' retention of information and to

allay any anxiety experienced by subjects in viewing the films. Such discussion may have provided subjects with a more creative avenue for evaluation of films. Finally, the experimenter closed the discussion with a mention of locally available resources for subjects who might want to talk at greater length about rape or drug abuse with a mental health professional.

The following time table is offered to facilitate the reader's efforts to conceptualize the organization and time requirements of the experimental procedures used in the treatment and placebo control groups.

<u>Activity</u>	<u>Time Required</u>
Pretest period	40-45 minutes
Film evaluation period	112-124 minutes
Explanation of the FAS (5 minutes)	
Use of scale (35-40 minutes)	
Viewing of films	
Rape education films (79 minutes)	
Drug education films (75 minutes)	
Posttesting period	15-20 minutes
Discussion period	10-15 minutes
Total Time	177-194 minutes

Thus, the entire experimental procedure in both treatment and control groups involved approximately 3 hours of subject time.

Delayed Posttest. The ATRS and AWS measures were mailed to subjects 1 month after their participation in the experimental session. Along with these measures, subjects received a letter asking (1) if they had participated in a rape education program subsequent to the experimental session; and (2) what they believed the purpose of the study had been. They were asked to provide summer addresses so that results could be sent to them and to return their responses in an enclosed stamped and addressed envelope. A second mailing was made in order to obtain a 75% return rate.

Design and Analysis

Design. This study used a 2 x 2 x 2 design (Machiavellianism x Sex-role identity x Film). Subjects were classified as high or low Machiavellians using a median split. Subjects were classified as masculine, feminine, nebbish, or androgynous using a median split on BSRI Masculinity and Femininity scores, and only masculine- and androgynous-classified subjects were included in the three-way Anova tests. Subjects viewed one of two types of films, rape education (treatment condition) or drug education

(placebo control condition). This design appears as follows:

		C. Film			
		Rape Education		Drug Education	
A. Machiavellianism		High	Low	High	Low
B. Sex-role Identity	Masculine				
	Androgynous				

A minimum of 7 subjects per cell was desired and obtained.

The dependent variables of the study were subjects' ATRS and AWS scores. A gain score procedure (posttest-pretest; delayed posttest-pretest) as indicated by Huck and McLean (1975) was used to analyze pretest/posttest and pretest/delayed posttest scores on the ATRS and AWS.

Statistical analyses. The following null hypotheses (transformed from the research hypotheses on page 19) were tested using analyses of variance:

1. There will be no differences between treatment and control group subjects on the ATRS posttest-pretest or delayed posttest-pretest gain scores and/or the AWS posttest-pretest or delayed posttest-pretest gain scores.

2. There will be no differences between high and low Machiavellians on the ATRS and/or AWS posttest-pretest gain scores.

3. There will be no differences between androgynous and masculine subjects on the ATRS and/or AWS posttest-pretest gain scores.

These three hypotheses were tested as main effects of film treatment. Alpha was set at .05.

Since all comparisons were between two groups, no post hoc statistical testing was necessary. A simple comparison of cell means indicated the nature of differences between groups.

The first research hypothesis stated on page 19 was stated as a null hypothesis (i.e., Subjects' AWS and ATRS scores will be uncorrelated). This was tested by the Pearson product moment correlation technique (Dayton, 1970).

Mean ratings for each item on the FAS are presented for each of the four rape education and drug education films in the form of summary tables, which allow for easy evaluation by persons interested in renting, purchasing, distributing or producing films.

Results

The 103 Caucasian male college student fraternity members who volunteered to participate in the present study ranged from 18 through 23 years (mean = 20.0). Most subjects grew up in Midwestern (93%), rural (39%), or suburban (46%) communities. The majority had siblings (97%), and most had at least one sister (75%). Most were Protestant (55.3%) and identified with the middle class (89%). The subjects were somewhat evenly distributed among the four undergraduate classes (see Table 1). A wide range of academic curricula were being pursued by the men; however, technical fields were most heavily represented.

The subjects participated in one of four evaluation sessions which occurred in February and March of 1978. The subjects were randomly assigned to one of two groups at the beginning of each session. They were pretested on dependent (ATRS and AWS) and classification (Mach IV and BSRI) variables and then evaluated either four rape (preselected by a committee of specialists) or drug education films by use of the FAS. Subjects were then posttested on the dependent variables. One month later, dependent variable scales were mailed to subjects. A second mailing yielded a return rate of 75.7%. Of those responding to the delayed posttest mailing, most could accurately state the purposes of the study

Table 1
Descriptive Information on Subject Sample in Percentages*

0. Age:	18 years 10.8	19 years 27.5	20 years 33.3	21 years 15.7	22 years 9.8	23 years 2.9
1. Classification:	Fresh- man 22.3	Sopho- more 29.1	Junior 28.2	Senior 20.4		
2. Grew up in:	East 1.9	North 1.0	Midwest 93.2	South 3.9		
3. Community grew up in:	Rural 39.2	Suburban 46.1	Urban 14.7			
4. Parents' Highest Level of Educa- tion:	Ele- mentary 2.9	High School 31.1	Tech- Vocat 7.8	College 47.6	Post- Grad 10.7	
5. Only Child:	Yes 2.9	No 97.1				
6. Sisters:	Yes 74.5	No 25.5				
7. Religion:	Catho- lic 31.1	Jewish 1.9	Protes- tant 55.3	Other 8.7	Non- Denom 2.9	
8. Social Class:	Upper 6.8	Middle 89.3	Lower 3.9			

*Data from General Information Form (see Appendix F).

and none had participated in a rape education program subsequent to the experimental evaluation sessions. A rape trial involving a female coed and several male student athletes intervened between collection of pretest and delayed posttest data. The trial received a great deal of publicity in the university newspaper and may have influenced subjects' attitudes.

Results of Statistical Tests of Hypotheses

Treatment (Rape Education film viewers) and control (Drug Education film viewers) groups were found to differ significantly in posttest-pretest ("gain score 1") attitudes toward rape in both the one-way Anova test ($F(1, 101) = 36.01, p < .001$) (see Table 2) and the $2 \times 2 \times 2$ Anova test ($F(1, 82) = 28.36, p < .001$) (see Table 3). The null hypothesis of no difference between treatment and control subjects on the ATRS posttest-pretest gain scores can be rejected with confidence. Computed omega squared ($\hat{\omega}^2 =$ correlation ratio of variability due to treatment/total variability in experiment; Keppel, 1973) indicated that 34% of the total variability in the one-way Anova was accounted for by film treatment effects ($\hat{\omega}^2 = .340$). In the $2 \times 2 \times 2$ Anova, 23% of the total variability was found to be attributable to film treatment main effects ($\hat{\omega}^2 = .234$). Examination of ATRS gain score 1 means

Table 2

Results of One-Way Anova Tests on ATRS Gain Scores
1 and 2 and AWS Gain Scores 1 and 2

Gain Score	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	\underline{p}
ATRS Gain Score 1	Film	839.93	1	839.93	36.03	$\underline{p} < .0001^*$
	Residual	2354.66	101	23.31		
	Total	3194.59	102	31.32		
ATRS Gain Score 2	Film	132.54	1	132.54	3.56	n.s.
	Residual	2832.94	76	37.28		
	Total	2965.48	77	38.51		
AWS Gain Score 1	Film	18.90	1	18.90	1.04	n.s.
	Residual	1827.69	101	18.10		
	Total	1846.59	102	18.10		
AWS Gain Score 2	Film	27.82	1	27.82	0.85	n.s.
	Residual	2499.97	76	32.89		
	Total	2527.79	77	32.83		

* $\hat{\omega}^2 = .34$.

Table 3

Results of 2 x 2 x 2 Anova Test on ATRS Gain Score 1

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	p
Film Class	670.40	1	670.40	28.36	p < .0001*
BSRI Class	73.12	1	73.12	3.09	n.s.
Mach Class	0.19	1	0.19	0.00	n.s.
2-Way Interactions	143.03	3	47.67	2.02	n.s.
Film - BSRI Class	0.90	1	0.90	0.04	n.s.
Film - Mach Class	51.12	1	51.12	2.16	n.s.
BSRI Class - Mach Class	78.92	1	78.92	3.34	n.s.
3-Way Interactions					
Film - BSRI Class - Mach Class	0.45	1	0.45	0.02	n.s.
Residual	1938.26	82	23.64		
Total	2858.61	89	23.12		

* $\hat{\omega}^2$ film = .234

presented in Table 4 and ATRS score means presented in Table 5 indicates that treatment group subjects became more liberal (i.e., profeminist, egalitarian) in attitudes toward rape (pretest mean = 74.06; posttest mean = 78.79), while control group subjects became slightly more conservative (i.e., antifeminist, nonegalitarian) (pretest mean = 76.46; posttest mean = 75.35). These findings supported the research hypothesis, which suggested the plausibility of treatment group subjects' movement toward more liberal beliefs as a function of the treatment experience.

The null hypothesis which stated no difference between treatment and control group subjects in ATRS delayed posttest-pretest gain scores (i.e., "gain score 2") cannot be rejected ($p > .05$). A "wash out" effect can be observed in comparing ATRS gain score 1 and 2 one-way Anova results presented in Table 2. Findings reported in tables of gain score and scale score means (Tables 4 and 5, respectively) suggest that both the treatment group subjects and the control group subjects contributed to the "wash out." Treatment group subjects became slightly more conservative in attitudes toward rape (pretest mean = 74.06; posttest mean = 78.79; delayed posttest mean = 77.76), while control group subjects became more liberal (pretest mean = 75.84; posttest mean = 74.82; delayed posttest mean = 77.17).

Table 4

Cell Means from One-Way Anova Tests on ATRS
and AWS Gain Scores 1 and 2

Anova Test on	Rape	Drug
ATRS Gain Score 1	4.73	-1.02
ATRS Gain Score 2	4.16	1.55
AWS Gain Score 1	0.23	-0.55
AWS Gain Score 2	-0.55	0.30

Table 5

ATRS and AWS Pretest, Posttest, and Delayed
Posttest Mean Scores, Standard
Deviations, and Cell Sizes*

Instrument	Group	Session		
		Pretest n = 103	Posttest n = 103	Delayed Posttest n = 78
ATRS	Rape	74.06 (8.73) n = 52	78.79 (8.92) n = 52	77.66 (9.89) n = 38
	Drug	75.84 (7.29) n = 51	74.82 (7.63) n = 51	77.17 (7.87) n = 40
AWS	Rape	68.33 (9.43) n = 52	68.56 (8.60) n = 52	67.39 (9.54) n = 38
	Drug	69.49 (8.99) n = 51	68.94 (9.06) n = 51	70.10 (8.30) n = 40

*Note: All data are from one-way Anova cells.

Treatment and control group subjects were not found to differ significantly in attitudes toward women. The one-way Anova test (see Table 2) of the null hypothesis of no significant differences between treatment and control groups in AWS posttest-pretest gain scores (i.e., "gain score 1") was not significant ($p > .05$). Thus, the null hypothesis of no difference among groups in posttest-pretest AWS scores is acceptable in both the one-way and main effects three-way Anovas. The null hypothesis of no difference between treatment and control groups in AWS delayed posttest-pretest gain scores ("gain score 2," see Table 6) must also be accepted ($p > .05$). As can be seen from AWS gain score means presented in Table 4, variation among groups was modest (means ranged from 2.54 to 0.92). Scale score means and standard deviations presented in Table 5 further demonstrate the generally equivalent variation among groups in AWS scores. Three-way Anova tests on AWS and ATRS delayed posttest-pretest gain scores yielded no significant results.

AWS means presented in Table 5 are comparable to the mean of 69.8 obtained for the subsample of 286 male college students included in the normative sample (Spence, Helmreich, & Stapp, 1973). A t -test comparing the normative mean of 69.8 with 67.39 (the most discrepant mean obtained for a subgrouping in the present sample) yielded no

Table 6

Results of 2 x 2 x 2 Anova Test on AWS Gain Score 1

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Film	5.65	1	5.65	0.35	n.s.
BSRI Class	6.01	1	6.01	0.38	n.s.
Mach Class	1.83	1	1.83	0.12	n.s.
2-Way Interactions	19.74	3	6.58	0.41	n.s.
Film - BSRI Class	12.98	1	12.98	0.81	n.s.
Film - Mach Class	0.19	1	0.19	0.01	n.s.
BSRI - Mach Class	2.92	1	2.92	0.18	n.s.
3-Way Interaction					
Film - BSRI - Mach Class	104.63	1	104.63	6.55	$p < .01$
Residual	1309.44	82	15.97		
Total	1450.05	89	16.29		

significant differences between normative group subjects and subjects of the present study ($t = 1.42$, $df = 322$, $p > .05$). A one-sample chi-square variance test resulted in acceptance of the null hypothesis of no significant differences between the variability in the normative group ($SD = 11.7$; Spence, Helmreich, & Stapp, 1973) and that of the present sample (largest variability obtained for a subgrouping = 8.30) ($\chi^2 = 19.63$, $df = 35$, $p > .05$).

Pearson product moment correlations between ATRS and AWS scores were computed. As can be seen from Table 7, correlations varied among subgroups. Although most correlations were significant, they were moderate in magnitude. The null hypothesis of no correlation between ATRS and AWS scores can be rejected ($p < .01$). Apparently, subjects' attitudes toward rape and women were positively related; however, only attitudes toward rape were affected by the treatment procedure.

The two classification variables used to expand the one-way Anova into a three-way Anova did not, in general, prove to be significant predictor variables. The main effect of Machiavellian classification (high vs low, based upon a median split) was not significant in the three-way Anova tests on ATRS and AWS posttest-pretest gain scores ($p > .05$). The null hypothesis of no difference between high and low Machiavellian treatment group subjects was

Table 7

Correlational Data between ATRS and AWS Scores

Group	Session		
	Pretest	Posttest	Delayed Posttest
Rape	0.55 n = 52 p < .001	0.44 n = 52 p < .001	0.50 n = 38 p < .001
Drug	0.18 n = 51 n.s.	0.21 n = 51 n.s.	0.36 n = 40 p < .01
Combined	0.39 n = 103 p < .001	0.32 n = 103 p < .001	0.43 n = 78 p < .001

accepted. BSRI classification (masculine vs androgynous classifications, yielded by median splits on BSRI femininity and masculinity scale scores) was also not a significant main effect in the three-way Anova tests on ATRS and AWS posttest-pretest gain scores. The null hypothesis of no difference between masculine and androgynous subjects was also accepted ($p > .05$). Additionally, no significant findings resulted when three-way Anova tests were run on treatment group subjects alone (in all Anova tests on the reduced sample, $p > .05$).

Means presented in Table 8 indicate that, as predicted, low Machiavellian, androgynous subjects' attitudes toward rape were influenced more by the treatment experiences than any other subgrouping in the treatment sample, and that influence was in the predicted direction (i.e., more liberal). The only significant result from the three-way Anova tests on AWS posttest-pretest gain scores was a three-way interaction between film, BSRI classification, and Mach IV classification ($F(1, 82) = 6.55, p < .01$) (see Table 6). Low Machiavellian, androgynous subjects demonstrated the most positive degree of change in attitudes toward women when exposed to the treatment experience (cell mean gain score = .91), and the most negative when exposed to control group experience (cell mean gain score = -2.54) (see Table 8). Low Machiavellian, masculine subjects

Table 8

Cell Means of 2 x 2 x 2 Anova Tests on ATRS
Gain Score 1 and AWS Gain Score 1

		Film				
		Rape		Drug		
		Mach	Low	High	Low	High
ATRS	Androgynous	7.00	3.44	0.31	-0.43	
	Masculine	3.71	3.76	-3.69	-0.23	
===== BSRI						
AWS	Androgynous	0.91	-0.78	-2.54	0.86	
	Masculine	-1.71	0.53	0.92	-0.77	

evidenced the most negative degree of change in attitudes toward women when exposed to the treatment experience (cell mean gain score = -1.71), and the most positive when exposed to control group experience (cell mean = .92) (see Table 8). Changes were more moderate among high Machiavellian androgynous and high Machiavellian masculine subjects. High Machiavellian, masculine subjects evidenced the same pattern as low Machiavellian, androgynous subjects (i.e., positive gain score means among treatment subjects, negative among control subjects). High Machiavellian, androgynous subjects demonstrated a more moderate version of the pattern found to hold for low Machiavellian, masculine subjects.

Descriptive information on the Mach IV Scale and the BSRI is presented in Table 9. The Mach IV mean and median scores (89.32 and 89.75, respectively) are comparable to the normative mean of 90.65 obtained from a sample of 1782 students in 14 different colleges in 1964 (Christie, 1970). No significant differences between normative and sample medians were indicated by a t-test ($t = .97$, $df = 1883$, $p > .05$). BSRI data cannot be compared to normative data which included both males and females. Medians from an independent study of a sample similar to the present sample (Astley & Downey, Note 9) which included both females and males were used to obtain classifications for the subjects in this study. Results indicated that 39% of the subjects

Table 9

Descriptive Information on 2 x 2 x 2 Anova Classification Variables--Machiavellianism and Sex-Role Identity

Test/Variable		Mean	Standard Deviation	Range
Mach IV / Machiavellianism (n = 103)		89.32	13.46	56 (63-119)
BSRI / Sex-Role Identity (n = 103)	Femininity Scale	4.61	0.47	2.15 (3.35-5.50)
	Masculinity Scale	5.29	0.61	3.25 (3.10-6.35)

were classified as androgynous ($n = 40$); 49% as masculine ($n = 50$), and 12% as either feminine or undifferentiated ($n = 13$). The percentages of men classified as masculine and androgynous in the present study appear to be somewhat higher than those obtained in the normative group (21% androgynous, 37% masculine; Bem, Note 10). These differences were found to be significant ($\chi^2 = 27.27$, $df 2$, $p < .001$).

Additional tables are presented in Appendix K. Summary tables presenting mean FAS item responses to rape (Tables 12 and 13) and drug films (Tables 14 and 15) are found in Appendix K. Complete data on the $2 \times 2 \times 2$ Anova tests on ATRS and AWS gain scores are presented in Table 16. Table 17 presents a listing of all scores by subjects identifying number. Additionally, a list of raw score data on the FAS is presented in Table 18 of Appendix K.

Discussion

The present study sought to ascertain male college student fraternity men's responses (both in attitude change and evaluative ratings) to rape and drug education films. Men viewing rape films were found to differ significantly from men viewing drug films in their attitudes toward rape measured immediately after film viewing. Men viewing the rape films changed their attitudes in the predicted

direction (i.e., more liberal/profeminist/egalitarian). According to dissonance theory, a person in a state of dissonance will act to reduce dissonance by discrediting the dissonance-arousing stimuli, changing ideas which conflict with the dissonance-arousing stimuli, and/or form new concepts less conflictual with the dissonance-arousing stimuli. Theoretically speaking, treatment subjects in the present study can be said to have considered the films as creditable sources of information (see Appendix K); to have experienced dissonance in regards to pretest attitudes toward rape and social reality as presented by the films; and to have reduced their dissonance by adopting new and/or modifying old attitudes. However, these attitudinal changes weakened during the following month, which is a common finding in attitude studies, and reasons for lack of enduring influence are difficult to establish.

The attenuation of changes in attitudes toward rape among treatment subjects during the 1-month following film viewing may be related to the level of attitude change which occurred immediately. Could this change have been reflected more by changed responses to ATRS "semi-educational/informational" items (e.g., Most rapists appear to lead unconventional lives) than to ATRS "attitudinal" items (e.g., Men cannot be raped) (see Appendix D)? Suppose

that the measured pretest to posttest changes in attitudes toward rape among treatment subjects did reflect belief or information level change. One would not necessarily expect concomitant changes in attitudes toward women which may exist at a deeper value level. Such was the finding of the present study. Treatment subjects' attitudes toward women were not affected by film viewing immediately or 1 month later. However, subjects' attitudes toward women were found to be moderately positively correlated with their attitudes toward rape. Perhaps the ATRS and AWS are tapping different sets of attitudes at several levels. The type of change measured by ATRS pretest-posttest may not be assessed by the AWS (see Figure 1).

The relationship between attitudes toward rape and attitudes toward women cannot be decided definitively by the data of the present study. Future research needs to be addressed to the question: Are attitudes toward rape a subset of attitudes toward women? Factor analyses of the AWS (original form) and ATRS data would result in identification of subsets, which could be compared and assessed. Such a study would require a large number of subjects.

The hypotheses regarding Machiavellianism and sex-role identity were not statistically supported. However, there is support to be found in the data of the present study for the contention that low Machiavellian, androgynous men were

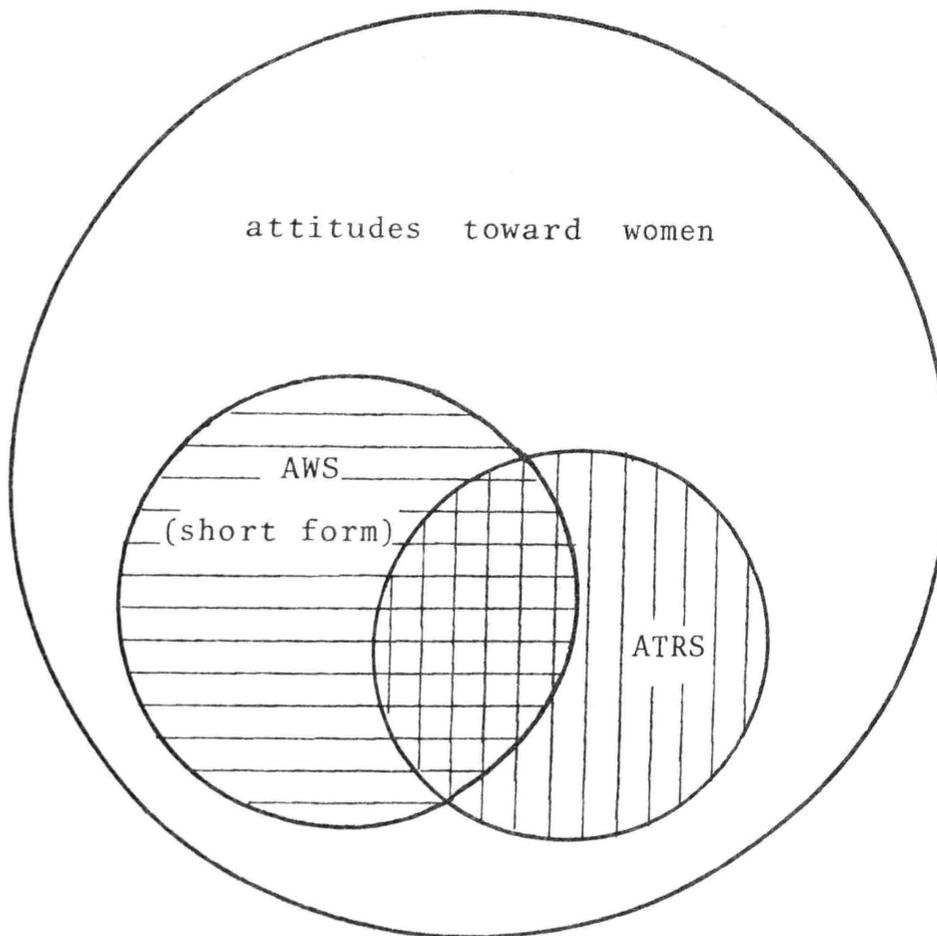


Figure 1. Venn diagram suggesting relationship between ATRS and AWS scores of the present study. Checkered area is indicative of correlations obtained between ATRS and AWS scores of the present study. Seven out of nine correlations were significant ($p < .01$; see Table 7).

the most dissonance-prone subjects. Examination of the significant three-way Anova interaction test elucidates this support. Low Machiavellian, androgynous subjects not only demonstrated the most positive degree of change in attitudes toward women (i.e., most liberal/profeminist/egalitarian) when exposed to the treatment experience, but also the most negative degree of change when exposed to the control group experience. Perhaps low Machiavellian, androgynous control group subjects, wanting to see the rape films, experienced more dissonance than other subjects and resolved it by changing their attitudes toward women. The principal experimenters were after all women.

Several other results can be interpreted from an examination of the cell means of the AWS three-way Anova. Low Machiavellian, masculine subjects evidenced changes nearly directly opposite to the low Machiavellian, androgynous subjects. Low Machiavellian, masculine subjects became more negative (i.e., traditional/conservative/nonegalitarian) in attitudes toward women after viewing the rape films and more positive (i.e., profeminist/liberal/egalitarian) after viewing the drug films. A more anticipated finding from this interaction was that high Machiavellian, androgynous and high Machiavellian, masculine subjects were more moderate than the two low Machiavellian groupings in changes in attitudes toward women. This finding agrees with the

results of Bogart et al. (1969), which suggested high Machiavellian subjects' responses to be predicted less well than low Machiavellian subjects' responses by dissonance theory.

The finding of significant differences between the present sample and men in the normative group in number of subjects falling into masculine and androgynous vs other BSRI classifications was somewhat anticipated. The greater percentage of subjects classified as androgynous and masculine in the present sample as opposed to the normative sample is possibly due to differences between the two subject pools. Fraternity men, as mentioned previously, have been found to be more assertive, gregarious, active, and self-confident than college students in general (Feldman & Newcomb, 1969). Thus, one might expect to obtain more androgynous and masculine men among a sample of fraternity men than in a sample of college men in general.

The evaluative information obtained on the rape and drug education films is a substantial contribution of this study. Information obtained on films has been passed on in a technical report to appropriate persons at the university where the study was conducted and to film producing and distributing companies. The potential impact of health/moral education films will most likely be increased when film companies start to identify target populations and obtain evaluative information on films from these target

populations, and when film renters or purchasers start to request and utilize such evaluative information.

Rape education for men is a completely new frontier. The adoption of progressive, feminist attitudes toward rape appears to be facilitated by rape education film viewing, but regular and repeated programming efforts will probably be required to deepen and maintain attitudinal changes. The manner in which dissonance (aroused in relation to rape film viewing) is resolved may be a key to strengthening or deepening immediate changes in attitudes. For example, a group of male honors students were recently shown a group of rape films. They related having experienced dissonance in regards to the film viewing, and the evolved resolution included not only adoption of new attitudes, but also the commitment to act as a group to bring rape education programs to male university living groups. Thus, the opportunity to act upon immediate awarenesses resulting from rape film viewing-produced dissonance is seen as a critical step in maintaining and strengthening attitude change.

Future investigations need to consider the impact of rape education films, individually, on men and women-- separately and collectively. More specifically, a future study needs to compare both the male and female attitudinal response to the feminist approach to rape education films (exemplified in Rape Culture) vs the more traditional

approach to rape education films, where emphasis is placed on the female's behavior rather than sex-role attitudes (illustrated by Rape Alert and No Pat Answer) (see Appendix I). The question of the relationship between attitudes toward rape and women needs to be answered more definitively by future studies. The significant film by Machiavellianism by sex-role identity interaction suggests that Machiavellianism and sex-role identity are variables worthy of future investigation in regards to rape education for men. Significant findings of main effects might result from a replication study which used a larger sample group and, thus, allowed for deletion of subjects within one standard deviation of the mean on Machiavellianism, and BSRI Masculinity and Femininity Scores. Additionally, replication and related studies need to utilize subjects which differ from the present sample in social class affiliation, age, and geographical location. Only through the slow and tedious scientific process can our society develop effective, efficient strategies for preventing the cruelties of rape.

APPENDICES

Appendix A

The Mach IV Scale and Its Scoring Key*

Please express the way you feel about the following statements by using the following rating scale:

- A. Strongly Agree
- B. Somewhat Agree
- C. Slightly Agree
- D. No Opinion
- E. Slightly Disagree
- F. Somewhat Disagree
- G. Strongly Disagree

Thus, if you "strongly disagree" with a statement, you will mark the "G" space on your IBM answer card. You mark "B" if you "somewhat agree" with an item, etc. Please be sure to mark all of your responses on your IBM answer card.

Response keyed 7

- SA** 1. Never tell anyone the real reason you did something unless it is useful to do so.
- SA 2. The best way to handle people is to tell them what they want to hear.
- SD*** 3. One should take action only when sure it is morally right.
- SD 4. Most people are basically good and kind.

*The most Machiavellian alternative, scored 7, is shown.

**Strongly agree.

***Strongly disagree.

- SA 5. It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.
- SD 6. Honesty is the best policy in all cases.
- SD 7. There is no excuse for lying to someone else.
- SA 8. Generally speaking, men won't work hard unless they're forced to do so.
- SD 9. All in all, it is better to be humble and honest than important and dishonest.
- SD 10. When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons which might carry more weight.
- SD 11. Most people who get ahead in the world lead clean, moral lives.
- SA 12. Anyone who completely trusts anyone else is asking for trouble.
- SA 13. The biggest difference between most criminals and other people is that criminals are stupid enough to get caught.
- SD 14. Most men are brave.
- SA 15. It is wise to flatter important people.
- SD 16. It is possible to be good in all respects.
- SD 17. Barnum was very wrong when he said there's a sucker born every minute.
- SA 18. It is hard to get ahead without cutting corners here and there.
- SA 19. People suffering from incurable diseases should have the choice of being put painlessly to death.
- SA 20. Most men forget more easily the death of their father than the loss of their property.

Appendix B

The Bem Sex-Role Inventory and Its Scoring Key*

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly.

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

*The first and every third item thereafter is scored on the Masculinity scale. The second item and every third item thereafter is scored on the Femininity scale. The third item and every third item thereafter is neutral and can be scored on the Social Desirability Scale.

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

Bem Questionnaire

--	--	--	--	--

Subject I.D. No.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
NEVER OR ALMOST NEVER TRUE	USUALLY NOT TRUE	SOMETIMES BUT INFREQUENTLY TRUE	OCCASIONALLY TRUE	OFTEN TRUE	USUALLY TRUE	ALWAYS OR ALMOST ALWAYS TRUE

Self reliant	
Yielding	
Helpful	
Defends own beliefs	
Cheerful	
Moody	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	
Masculine	

Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use harsh language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	

Appendix C

Twenty-Five Item Form of the AWS and Its Scoring Key*

The statements listed below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by blackening either A, B, C, or D on the answer sheet for each item.

Response keyed 0

- AS** 1. Swearing and obscenity are more repulsive in the speech of a woman than of a man.
- DS*** 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
- DS 3. Both husband and wife should be allowed the same grounds for divorce.
- AS 4. Telling dirty jokes should be mostly a masculine prerogative.

*The most conservative alternative, scored 1, is shown.

**Strongly agree.

***Strongly disagree.

- AS 5. Intoxication among women is worse than intoxication among men.
- DS 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
- DS 7. It is insulting to women to have the "obey" clause remain in the marriage service.
- DS 8. There should be a strict merit system in job appointment and promotion without regard to sex.
- DS 9. A woman should be as free as a man to propose marriage.
- AS 10. Women should worry less about their rights and more about becoming good wives and mothers.
- DS 11. Women earning as much as their dates should bear equally the expense when they go out together.
- DS 12. Women should assume their rightful place in business and all the professions along with men.
- AS 13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
- AS 14. Sons in a family should be given more encouragement to go to college than daughters.
- AS 15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
- AS 16. In general, the father should have greater authority than the mother in the bringing up of children.
- AS 17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.
- DS 18. The husband should not be favored by law over the wife in the disposal of family property or income.

- AS 19. Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.
- AS 20. The intellectual leadership of a community should be largely in the hands of men.
- DS 21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.
- AS 22. On the average, women should be regarded as less capable of contributing to economic production than are men.
- AS 23. There are many jobs in which men should be given preference over women in being hired or promoted.
- DS 24. Women should be given equal opportunity with men for apprenticeship in the various trades.
- DS 25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

Appendix D

Development of the Attitudes Toward Rape Scale (ATRS)

The initial form of the instrument (Form 1) consisted of 46 items composed by the authors, based on a review of literature dealing with attitudes toward rape. Several resources proved especially helpful (Bernstein & Rommel, 1975; Brownmiller, 1975; Hilberman, 1976, 1977). Items were written as statements about rape, rape victims, rapists, and male-female relationships (e.g., Rape can occur in a marriage relationship; Women who dress skimpily invite rape). Efforts were made to develop items which were (a) concise, containing a single idea (Oppenheim, 1966); (b) either moderately positively or moderately negatively phrased (Nunnally, 1967); and (c) somewhat emotionally laden (Lemon, 1973).

The conceptual range of attitudes was from most conservative to most liberal. Twenty-three items were worded in a proliberal fashion, and 23 in a proconservative direction. A 4-point, Likert-type response scale was used--strongly agree, mildly agree, mildly disagree, strongly disagree. Items were scored from 1 to 4, with the most

liberal response, whether agree strongly, or disagree strongly, scored 4 points. The range of possible scores on Form 1 was from 46 (most conservative) to 184 (most liberal).

Form 1 was administered to 144 general psychology students in a mid-sized Midwestern state university in Fall 1977. On the basis of data from this preliminary sample several items were dropped on the basis of poor response splits (i.e., more than 90% of the sample responded by either agreeing, or else disagreeing with the item), indicating a lack of discriminability of the item. Additionally, a number of experts were consulted, and on the basis of their recommendations, several new items were added, many re-worded, and a few deleted.

The Revised Form of the ATRS consisted of 42 counter-balanced items (see following). Thirty-four items were attitudinal, while eight informational items were included to heighten subjects' perceptions of instrument credibility. In all other respects, this form was identical to Form 1. It was anticipated that the ATRS-Revised Form would tap the following aspects, or dimensions, of rape: (1) male-female relationships; (2) preparation of women to deal with rape; (3) circumstances of rape; (4) emotional responses of women; (5) victim characteristics; (6) handling and treatment of rape victims; (7) rapists' characteristics; (8) treatment

and handling of rapists; (9) cultural norms related to rape; and (10) information about rape.

The revised 42-item ATRS was administered to 217 general psychology students at a mid-sized Midwestern state university. The mean score, standard deviation, response split (percentage responding 1 or 2 vs 3 or 4), and male and female subsample means for each item are shown in Table 10. A principal axis factor analysis with communalities on the diagonal, using a varimax rotation was computed. Factor loadings greater than .30 and their appropriate factors are shown in Table 11. Item-total coefficient alpha with the item deleted, and the multiple correlation squared, are reported for each item in Table 11. Items were rank ordered by percentage split, standard deviation, R^2 , and absolute distance from the theoretical scale midpoint (2.5) prior to decisions regarding item retention-deletion. Eighteen items rank ordered in the top 20 on at least 3 of 4 criteria (response split, standard deviation, R^2 , and deviation from scale mean) were automatically retained. An additional 10 items were retained for conceptualization-theoretical reasons (face validity and representation of the possible range of concerns). Several items (15, 18, 24) were revised to make them more neutral. Items retained for the ATRS-Experimental Form are starred in Tables 10 and 11.

The final form of the scale, ATRS-Experimental Form, consisted of 28 items, 16 of which were worded in a conservative direction, 12 of which were worded in a liberal direction; presented in random order (see following). The ATRS was found to have a split-half reliability of .507 ($p < .001$) according to an odd/even split on all pretest ATRS scores in the present study ($n = 103$). Subjects' ATRS scores were also found to be moderately positively correlated with AWS scores (Johnson, Reed, & Sinnett, Note 10).

The Attitudes Toward Rape Scale (ATRS) and
Its Scoring Key* (Revised Form)

The statements listed below are statements about rape. They express attitudes toward rape that are held by different people in our society. Please express your feelings about each statement by choosing from the following responses: (a) strongly agree, (b) mildly agree, (c) mildly disagree, (d) strongly disagree. Thus, if you strongly agree with the statement "Rape is a crime," you should select response "a" and mark it on your IBM answer card. Please be sure to mark all of your responses on your IBM answer card. Remember, your personal opinion is important.

Response
keyed 4

Male-Female Relationships

- | | | | |
|------|--------|----|---|
| 13** | DS*** | 1. | Men should not be expected to understand the feelings of a raped woman. |
| 20 | AS**** | 2. | Husbands can rape their wives. |
| 40 | AS | 3. | Male domination of females promotes rape. |
| 33 | AS | 4. | Rape can occur in a dating relationship. |

*The most liberal alternative, scored 4, is shown.

**This is the number assigned to the item in the randomization process. These are the item numbers for which data are presented in Tables 10 and 11.

***Disagree strongly.

****Agree strongly.

- 4 AS 5. Rape is fostered by society's stereotype of the aggressive male.
- 14 AS 6. Women should not feel obligated to have intercourse with men they are dating.

Preparation of Women

- 8 AS 7. In order to avoid rape, women should learn to be less kind and trusting.
- 1 DS 8. Women who allow themselves to be in the wrong place at the wrong time are often raped.
- 16 DS 9. If a woman resists, she cannot be raped.
- 32 DS 10. The report of a rape is more convincing if the woman has been physically injured.
- 25 AS 11. Men should be prepared to handle an attempted rape.

Emotional Responses of Women

- 19 DS 12. Women's fear of being raped is exaggerated.
- 9 DS 13. Many women probably enjoy being raped.
- 26 DS 14. Rape victims highly exaggerate their reports of fearing for their lives during the rape.

Victim Characteristics

- 22 DS 15. Many rapes are caused by a woman's inappropriate social behavior.
- 39 DS 16. A woman's manner of dress may provoke rape.
- 5 DS 17. Women who go to bars alone are inviting rape.
- 23 DS 18. Sexually permissive women are more likely to be raped.

- 21 DS 19. Prior to being raped, most victims have been in trouble with the law.

Treatment and Handling of Rape Victims

- 42 DS 20. One should expect rape victims to recover in a short time, both physically and psychologically.
- 2 AS 21. A woman's statement should be all that is needed to justify police investigation of a reported rape.
- 7 AS 22. The identity of rape victims should not be a matter of public record open to everyone.
- 6 AS 23. Rape victims should not have to pay for the medical or psychological treatment they receive.

Rapist Characteristics

- 11 DS 24. Men are subject to sudden uncontrollable sexual urges.
- 27 AS 25. Rape is not a crime of sexual passion.
- 10 AS 26. The media should portray rapists as violent men.

Treatment and Handling of Rapists

- 29 AS 27. Laws dealing with rape should be reformed.
- 17 AS 28. Judges should not be lenient with rapists committing their first offense.

Cultural Norms Related to Rape

- 18 AS 29. Rape should not be romanticized in movies and on television.
- 15 AS 30. A raped woman should not be rejected as "damaged goods."

- 35 AS 31. Short of homicide, rape is the ultimate crime.
- 41 DS 32. If sex were readily available to all men, there would not be any rape.
- 34 DS 33. Many women make false reports of rape.
- 3 DS 34. A judge was justified in saying that it is "normal for impressionable juveniles to react violently to some women's clothing."

Information/Filler Items

- 31 DS 35. Most rapists are strangers to their victims.
- 12 DS 36. Rape occurs mostly between people of different races.
- 38 DS 37. Men cannot be raped.
- 14 DS 38. Most women have rape fantasies.
- 30 AS 39. People should be concerned about rape.
- 36 AS 40. Rape happens to women of all social classes.
- 37 DS 41. Most rapists appear to lead unconventional lives.
- 28 AS 42. Community supported rape crisis centers should be available to all rape victims.

The Attitudes Toward Rape Scale (ATRS) and
Its Scoring Key* (Experimental Form)

The statements listed below describe attitudes toward rape held by different people in our society. There are no right or wrong answers, only opinions. Express your feelings about each statement by selecting from the following response options: (1) agree strongly; (2) agree mildly; (3) disagree mildly; (4) Disagree strongly. Please indicate your opinion by blackening either response 1, 2, 3, or 4, on your IBM answer card for each statement.

Response
keyed 4

- DS** 1. Rape can be romanticized in movies and on television.
- DS 2. Men cannot be raped.
- AS*** 3. Male domination of females promotes rape.
- AS 4. A woman should not feel obligated to kiss a man she is dating.
- AS 5. In order to avoid rape, women should learn to be less kind and trusting.
- DS 6. Sexually permissive women are more likely to be raped.
- DS 7. Women who go to bars alone are inviting rape.

*The most liberal alternative, scored 4, is shown.

**Disagree strongly.

***Agree strongly.

- DS 8. A woman's manner of dress may provoke rape.
- DS 9. Rape is fostered by society's stereotype of the aggressive male.
- DS 10. Rape victims highly exaggerate their reports of fearing for their lives during the rape.
- DS 11. Rape is not a crime of sexual passion.
- AS 12. Victims should not have to pay for the medical or psychological treatment they receive following a rape.
- DS 13. If sex were readily available to all men, there would not be any rape.
- AS 14. The media should portray rapists as violent men.
- DS 15. Most women have rape fantasies.
- DS 16. Most rapists are strangers to their victims.
- DS 17. The report of a rape is more convincing if the woman has been physically injured.
- DS 18. Many women make false reports of rape.
- AS 19. Rape can occur in a dating relationship.
- DS 20. Women who allow themselves to be in the wrong place at the wrong time are often raped.
- DS 21. Many rapes are caused by a woman's inappropriate social behavior.
- AS 22. Short of homicide, rape is the ultimate crime.
- AS 23. A woman's statement should be all that is needed to justify police investigation of a reported rape.
- AS 24. A raped woman should not be rejected as an "undesirable companion."
- DS 25. Most rapists appear to lead unconventional lives.
- AS 26. Husbands can rape their wives.

- DS 27. Men are subject to sudden uncontrollable sexual urges.
- DS 28. Women's fear of being raped is exaggerated.

Table 10
 ATRS-Revised Form Descriptive Data and Univariate Analyses

Item	Overall Mean	Overall S.D.	Percent with Liberal Response	Sex Group Means		Anova (Sex)
				Male	Female	
1.*	2.66	.89	62	2.52	2.81	5.9 a
2.*	2.67	1.07	43	2.73	2.60	b
3.	1.79	.92	24	1.85	1.72	b
4.*	2.70	.91	48	2.72	2.68	b
5.*	1.88	.93	26	1.78	1.99	2.9
6.*	1.80	.89	80	1.89	1.70	2.4
7.	1.53	.93	87	1.49	1.57	b
8.*	3.07	.97	27	3.16	2.97	2.1
9.	1.43	.81	11	1.53	1.33	3.1
10.*	2.28	1.05	58	2.29	2.27	b
11.*	1.96	.95	31	1.94	1.98	b
12.	1.70	.78	12	1.68	1.72	b
13.	1.62	.88	15	1.68	1.55	b
14.*	2.79	.96	61	2.68	2.89	2.6
15.*	1.31	.78	91	1.35	1.26	b
16.	1.56	.89	14	1.69	1.43	4.7 a
17.	1.73	1.06	77	1.84	1.62	2.4
18.*	1.44	.82	88	1.59	1.28	8.2 a
19.*	1.92	.89	29	2.06	1.78	5.6 a
20.*	2.08	1.07	71	2.14	2.03	b
21.	1.57	.83	15	1.56	1.57	b
22.*	2.02	.89	30	2.03	2.01	b
23.*	2.32	1.00	45	2.42	2.22	2.2
24.*	1.34	.66	95	1.52	1.15	18.1 a
25.	1.72	.84	83	1.71	1.74	b
26.*	1.97	1.01	31	2.17	1.75	9.4 a
27.*	2.47	1.23	49	2.65	2.27	5.1 a
28.	1.24	.53	97	1.34	1.12	9.5 a
29.	1.63	.78	89	1.77	1.48	7.7 a
30.	1.16	.47	98	1.22	1.09	4.8 a
31.*	2.71	.98	60	2.62	2.80	1.8
32.*	3.30	.78	88	3.25	3.36	1.1
33.*	1.53	.64	95	1.61	1.45	3.2
34.*	2.39	.84	44	2.42	2.36	b
35.*	2.04	.90	69	2.29	1.77	19.4 a
36.	1.36	.64	94	1.39	1.32	b
37.*	2.47	.84	49	2.50	2.43	b
38.*	1.95	.95	25	1.85	2.06	2.6
39.*	2.98	.82	79	3.04	2.91	1.8
40.*	2.30	.87	63	2.37	2.23	1.3
41.*	1.81	.96	22	1.94	1.68	4.1 a
42.	1.48	.82	11	1.47	1.48	b

* Items retained for inclusion in ATRS-Experimental Form.

a Significance of F-test, $p < .05$

b $F < 1.0$

Table 11
 ATRS-Revised Form Multivariate Data Analyses

Item	Factor Analysis Results			Squared Multiple	Coefficient alpha
	Factor	Loading	Communality	Correlation	(item deleted)
1.*	1	.57	.53	.41	.73
2.*	6	.63	.46	.30	.74
3.	4	.39	.36	.34	.73
4.*	15	-.51	.32	.25	.75
5.*	1	.42	.30	.33	.73
6.*	5	.54	.31	.32	.74
7.	5	.37	.31	.25	.74
8.*	16	-.57	.40	.19	.75
9.	8	.59	.41	.37	.73
10.*				.25	.74
11.*	4	.53	.50	.42	.73
12.	7	.39	.31	.35	.73
13.	9	.73	.57	.24	.74
14.*	3	-.42	.48	.36	.76
15.*	2	.57	.55	.39	.73
16.	8	.34	.32	.30	.73
17.	2	.31	.36	.30	.74
18.*	2	.46	.38	.36	.73
19.*	3	.45	.38	.35	.73
20.*	5 & 10	.32, .35	.40	.33	.73
21.	14	.47	.28	.29	.73
22.*	1	.75	.70	.56	.72
23.*	1	.58	.40	.45	.73
24.*			.35	.33	.73
25.	11	.34	.22	.22	.74
26.*	1	.30	.48	.41	.72
27.*	1	.33	.25	.29	.73
28.	4 & 8 & 12	-.32, .37, .34	.57	.32	.74
29.	12	.68	.63	.42	.74
30.	2	.70	.57	.42	.74
31.*	13	.57	.38	.27	.74
32.*	11	-.59	.39	.27	.75
33.*	10	.68	.55	.34	.74
34.*	8	.31	.32	.35	.73
35.*	3	.54	.49	.43	.74
36.	14	.36	.33	.30	.74
37.*	4	.51	.43	.36	.73
38.*	7	.66	.50	.28	.74
39.*	1 & 4	.43, .31	.44	.41	.73
40.*	11 & 15	.33, -.39	.58	.43	.75
41.*	4	.34	.50	.43	.73
42.	3	.34	.45	.40	.73

* Items retained for inclusion in ATRS-Experimental Form.

Only Factor Loadings $\geq .30$ (absolute magnitude) have been included.

Appendix E

Film Appraisal Scale

Please use the following rating scale in responding to items 1-16. Mark your responses on your IBM answer card.

1	2	3	4
Disagree Strongly	Disagree	Agree	Agree Strongly

1. Photography is excellent.
2. Sound quality is excellent.
3. Film and contents are current (not dated or obsolete).
4. Settings and costumes contribute to the mood of the film.
5. Film is free of stereotypes.
6. Information presented is accurate.
7. Film is appropriate length (not too short or long).
8. Film holds the viewer's attention.
9. Main objective is presented clearly and concisely.
10. Film stimulates interest.
11. Film is educational.
12. Film promotes motivation in viewers.
13. Film stimulates discussion.
14. Film is constructive (i.e., promotes a feeling of responsibility toward humanity).
15. Viewers are not shocked or morally offended by the film.

16. Viewers are not made uncomfortable or tense by viewing the film.

Please choose one of the response alternatives in the following items and record the number of your choice on your IBM answer card.

17. Given the purpose of the film, it is:

1. too short.
2. just right in length.
3. too long.

18. Film is most appropriate for use with:

1. females.
2. males and females, equally.
3. males.

19. Film as a whole is:

1. poor.
2. fair.
3. good.
4. very good.
5. excellent.

You may choose one or more than one of the following response alternatives in the following question. Please record the number(s) of your chosen alternative(s) on your IBM answer card.

20. Film is appropriate for use with:

1. elementary students.
2. junior high students.
3. high school students.
4. college students.
5. adults in general.

Appendix F

General Information Form

* Please record all information on your IBM answer card. *

SUBJECT I.D. NUMBER: In the section marked: "STUDENT NUMBER," mark your Subject I.D. number in columns 1-5.

AGE: Record your age in the "OPTIONAL" section, using columns 1 & 2.

FRATERNITY OR DORMITORY: In the first (left) half of the "NAME" section, write your fraternity affiliation.

ACADEMIC MAJOR: In the second (right) half of the "NAME" section, write your major.

* Answer the following questions, marking your responses *
* on the IBM answer card, by selecting and blackening the *
* appropriate space. For example, if your answer to ques- *
* tion #1, "What is your classification?" is "junior," you *
* should select and mark response 3 in pencil, as shown *
* below: *

(1) (2) (3) (4) (5)

1. What is your classification?
1. Freshman 2. Sophomore 3. Junior
4. Senior 5. Graduate Student
2. In what area of the country did you grow up?
1. East 2. North 3. Midwest
4. South 5. West
3. In what kind of community did you grow up?
1. Rural 2. Suburban 3. Urban

4. What is the highest educational level that either your mother or father completed?
 1. Elementary School Graduate
 2. High School Graduate
 3. Technical/Business/Vocational School Graduate
 4. College Graduate
 5. Postgraduate Degree (e.g., Master, Doctors)
5. Are you an only child? 1. Yes 2. No
6. Do you have any sisters? 1. Yes 2. No
7. What is your religious affiliation? (OPTIONAL)
 1. Catholic 2. Jewish 3. Protestant
 4. Other 5. Nondenominational
8. With which social class do you most identify?
 1. Upper class 2. Middle class 3. Lower class

Appendix G

Informed Consent Form

Dear K-State Fraternity Member:

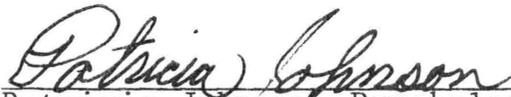
Evaluation of educational films is essential in selecting films on rape and drug abuse which are most meaningful to the college student. Part of evaluation of films involves gaining information about the evaluators. Therefore, you will be asked to complete some measures both before and after your viewing and evaluation of the four films. You will be asked to give your opinions about the "politics of life," the role of women, yourself as a person, and rape.

This research is being conducted under guidelines established by Kansas State University and Texas Woman's University. Your cooperation will help provide needed information on important social problems confronting our society. However, your participation is strictly voluntary and may be terminated at any point. Some scenes in some of the films may make you feel uncomfortable. Please feel free to express your questions and feelings in the discussion which will follow the research period. You may also feel free to omit any questions which you feel invade your

privacy unduly, or which you find offensive. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

Thank you in advance for your help in this research.

Sincerely,



Patricia Johnson, Psychology Intern
Mental Health Section
Lafene Student Health Center

APPROVAL FORM

I, _____, have carefully
Print Name

read and fully understand the above information about this

project. I give my consent to serve as a subject in this

experiment on _____. I am aware that I can ask
Date

questions or terminate my cooperation at any point.

Signature

Appendix H

Film Evaluation Procedure

The film appraisal scale that you will be using to evaluate all films is attached to this procedure page. Please take time now to familiarize yourself with the 20 items on the scale, and feel free to ask questions about unclear items.

As you can see, you will be using a rating scale in responding to items 1 through 16. On items 17 through 19, you will choose one response from a set of alternatives. On item 20, you may choose more than one alternative; however, you do not have to choose more than one alternative.

Mark the number that corresponds to your response choice on your IBM answer card. For example: If you believe strongly that Photography is excellent (item #1), you will mark 4 ("agree strongly") on your IBM answer card.

You will use 4 IBM answer cards in responding to the 4 films--1 IBM answer card for each of the 4 films.

You will be told the title of each film before you view it. After the title of the films is announced, please indicate the title of the film on your IBM card by use of a code number. The code numbers for the films are:

<u>Title</u>	<u>Code No.</u>
1. Rape Alert / (Bunny)	123 / (234)
2. Rape Culture / (Drug Talk)	345 / (456)
3. No Pat Answer / (Tom)	567 / (678)
4. Reality of Rape / (Drugs and Beyond)	789 / (891)

Mark the code number on your IBM answer card, in columns 1, 2, & 3 under "Optional."

You will then be shown the film. Please take your time in evaluating the films. A 10-minute evaluation period will follow each of the films. Your IBM answer card will be collected after every evaluation period.

There will be a time for discussion after all films have been shown and all evaluations and measures have been completed. Please feel free to express your ideas and feelings in this discussion period.

Questions?

Thank you,

Patricia Johnson
 Patricia Johnson, Psychology Intern
 Mental Health Section
 Lafene Student Health Center

Appendix I

Rape Film Descriptions

RAPE CULTURE

Year: 1976
Producer: Cambridge Documentary Films
P.O. Box 385
Cambridge, MD
Details: 35 minutes, color, 16 mm, sound
Summary: This film attempts to establish connections between sex, "normal" patterns of male-female behavior (aggression-passivity), and rape by examination of (1) popular films, advertising, music, and adult entertainment, and (2) insightful reports from rapists, victims, rape crisis workers, prisoners, and authors/philosophers.

RAPE ALERT

Year: 1975
Producer: Aims Instructional Media Services
626 Justin Avenue
Glendale, CA
Details: 17 minutes, color, 16 mm, sound
Summary: This film presents three rape scenes: the rape of a pregnant woman; the sadomasochistic rape of a young woman by a man she met in a bar, and the rape/murder of a female hitchhiker. Prevention (e.g., remaining alert) as well as methods of escape/defense (e.g., use of weapons, subterfuge, etc.) are emphasized.

THE REALITY OF RAPE

Year: 1975
Producer: Motorola Teleprograms Inc.
4825 N. Scott St., Suite 23
Schiller Park, IL
Details: 10 minutes, color, 16 mm, sound

Summary: This film describes a rape incident and demonstrates an effective police interview of a rape victim. The objective of the film is to present to viewers behavioral skills needed for sensitive crisis management.

RAPE PREVENTION: NO PAT ANSWER

Year: 1976

Producer: Radio-Television-Film
217 Flint Hall
University of Kansas
Lawrence, KS

Details: 17 minutes, color, 16 mm, sound

Summary: This film deals with the rape of an older woman, her subsequent efforts to prevent further abuse. The vulnerability of kind and trusting women is emphasized. A young woman discusses preventive efforts and self-defense methods. Ways of preventing and dealing with sexual abuse of children are also suggested.

RAPE: A PREVENTATIVE INQUIRY

Year: 1974

Producer: (can be ordered from)
State Department of Health
Topeka, KS

Details: 18 minutes, color, 16 mm, sound

Summary: This film depicts the rape of a housewife, a secretary, a businesswoman, and a student. Preventative strategies are suggested. Additionally, convicted rapists relate their feelings from behind prison walls.

Appendix J

Drug Film Descriptions*

DRUG TALK: SOME CURRENT DRUG PROBLEMS

Details: 25 minutes, color, 16 mm, sound

Summary: This film focuses on student response to several types of drug education programs, all offered within the school situation (e.g., lecture with slides and exhibits by police officer; discussions with ex-addicts; establishment of a "rap room" on a campus). Educational "don'ts" of drug education are presented, e.g., don't preach, frighten, or simplify; don't expect too much too soon with too little.

DRUG AND BEYOND

Details: 30 minutes, color, 16 mm, sound

Summary: This film explores the idea of using drugs for expansion of one's consciousness. A number of alternative avenues to greater self-awareness are presented (i.e., meditation, alpha training). Furthermore, the question of ethical responsibility is raised as scientific ventures into mind expansion are presented (i.e., electrical brain stimulation, a study of rats on a schedule of unavoidable punishment and their use of barbiturates, etc.).

BUNNY

Details: 16 minutes, color, 16 mm, sound

Summary: This film explores the life of "Bunny," a college junior who could be "the girl next door." Drugs are just one aspect of her life

*Note: All of these films were produced in 1972 by the National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD.

as an academically and interpersonally ambivalent student in quest of an identity.

TOM

Details: 15 minutes, color, 16 mm, sound

Summary: This film introduces the viewer to "Tom," a young man who has allowed hallucinogenic drugs to become an important aspect of his life. He lives as a free-working carpenter and potter in a "hippy" type of community in California.

Appendix K

Additional Tables

Table

- 12 Ratings of Rape Education Films on Film Appraisal Scale Items 1 - 16
- 13 Ratings of Rape Education Films on Film Appraisal Scale Items 17 - 20
- 14 Ratings of Drug Education Films on Film Appraisal Scale Items 1 - 16
- 15 Ratings of Drug Education Films on Film Appraisal Scale Items 17 - 20
- 16 Descriptive Data on Subpopulations in One-Way Anova Tests on ATRS and AWS Gain Scores 1 and 2
- 17 Summary Measures and Group Classifications for All Variables
- 18 Film Evaluation Raw Data

Table 12

Ratings of Rape Education Films on Film Appraisal Scale Items 1 - 16

Question	Rape Culture (n=52)		Rape Alert (n=52)		Reality of Rape (n=52)		No Pat Answer (n=40)		Preventative Inquiry (n=12)	
	Mean*	S.D.**	Mean*	S.D.**	Mean*	S.D.**	Mean*	S.D.**	Mean*	S.D.**
1. Photography is excellent.	2.40	.87	1.60	.77	1.52	.54	1.78	.66	1.92	1.00
2. Sound quality is excellent.	2.56	.96	1.85	.80	1.83	.83	2.45	1.13	1.92	.90
3. Film & contents are current.	1.73	.72	1.67	.76	1.27	.49	1.48	.64	1.58	.79
4. Settings & costumes contribute to the mood of the film.	2.08	.90	1.60	.72	1.48	.64	1.85	.62	1.67	.65
5. Film is free of stereotypes.	2.52	.87	1.96	.88	2.06	.94	2.18	.98	2.25	.96
6. Information presented is accurate.	2.08	.80	1.54	.64	1.65	.65	1.68	.62	1.75	.75
7. Film is appropriate length.	3.21	.75	1.65	.84	1.81	.86	1.58	.64	2.67	.78
8. Film holds the viewer's attention.	2.65	.99	1.60	.75	1.19	.40	1.70	.69	2.08	1.00
9. Main objective is presented clearly.	2.52	.87	1.54	.54	1.83	.94	1.80	.85	2.25	.75
10. Film stimulates interest.	2.48	.80	1.79	.75	1.62	.72	1.95	.68	1.92	.79
11. Film is educational.	2.25	.81	1.52	.70	2.14	.89	1.70	.72	1.58	.52
12. Film promotes motivation in viewers.	2.69	.80	1.92	.74	2.19	.82	2.25	.71	2.17	.58
13. Film stimulates discussion.	2.36	.86	1.96	.71	2.06	.78	2.25	.67	2.00	.74
14. Film is constructive.	2.44	.83	1.71	.64	2.02	.78	1.88	.65	1.83	.84
15. Viewers are not shocked or morally offended by the film.	2.02	.83	1.52	.78	2.35	.91	1.32	.62	1.42	.67
16. Viewers are not made uncomfortable or tense by viewing the film.	2.00	.79	1.54	.78	2.19	.72	1.35	.53	1.33	.49

* Mean = Average rating for the question.

** S.D. = Standard deviation of ratings for the question.

Rating Scale Used: 1 = Agree Strongly 2 = Agree Mildly 3 = Disagree Mildly 4 = Disagree Strongly
 (Thus, the lower the average rating on a question, the more favorable the evaluation of the film.)

Table 13

Ratings of Rape Education Films on Film Appraisal Scale Items 17 - 20

17. Length of the Film (given its purpose):

<u>Film Name</u>	<u>Percent Responding</u>			<u>Overall Response</u>	
	<u>1=Too Short</u>	<u>2=Just Right</u>	<u>3=Too Long</u>	<u>Mean</u>	<u>S.D.</u>
Rape Culture (n = 52)	2.0	9.8	88.2	2.86	.40
Rape Alert (n = 52)	3.8	76.9	19.2	2.15	.46
Reality of Rape (n = 52)	38.5	61.5	0.0	1.62	.49
No Pat Answer (n = 40)	12.5	82.5	5.0	1.92	.42
A Preventative Inquiry (n = 12)	0.0	50.0	50.0	2.50	.52

18. Most Appropriate Sex Audience for the film:

	<u>Percent Responding</u>			<u>Overall Response</u>	
	<u>1=Females</u>	<u>2=Males & Females</u>	<u>3=Males</u>	<u>Mean</u>	<u>S.D.</u>
Rape Culture (n = 52)	1.9	90.4	7.7	2.06	.31
Rape Alert (n = 52)	53.8	42.3	3.8	1.50	.58
Reality of Rape (n = 52)	17.6	76.5	5.9	1.88	.48
No Pat Answer (n = 40)	53.8	43.6	2.6	1.49	.56
A Preventative Inquiry (n = 12)	41.7	58.3	0.0	1.58	.52

20. Appropriate Ages as Audience for film:

	<u>Percent Responding "Yes"</u>				
	<u>Elementary School Students</u>	<u>Junior High School Students</u>	<u>Senior High School Students</u>	<u>College Students</u>	<u>Adults in General</u>
Rape Culture (n = 52)	1.9	9.6	51.9	84.6	65.4
Rape Alert (n = 52)	1.9	42.3	76.9	78.8	69.2
Reality of Rape (n = 52)	1.9	15.4	50.0	67.3	65.4
No Pat Answer (n = 40)	10.0	70.0	90.0	77.5	77.5
A Preventative Inquiry (n = 12)	16.7	50.0	75.0	58.3	75.0

19. Overall Evaluation of the film:

	<u>Percent Responding</u>					<u>Overall Response</u>	
	<u>1=Poor</u>	<u>2=Fair</u>	<u>3=Good</u>	<u>4=Very G.</u>	<u>5=Excellent</u>	<u>Mean</u>	<u>S.D.</u>
Rape Culture (n = 52)	21.1	28.8	34.6	15.4	0.0	2.44	1.00
Rape Alert (n = 52)	1.9	15.4	30.8	28.8	23.1	3.56	1.07
Reality of Rape (n = 52)	9.6	15.4	28.8	30.8	15.4	3.27	1.19
No Pat Answer (n = 40)	0.0	32.5	32.5	32.5	2.5	3.05	.88
A Preventative Inquiry (n = 12)	8.3	8.3	75.0	0.0	8.3	2.92	.90

Table 14

Ratings of Drug Education Films on Film Appraisal Scale Items 1 - 16

Question	Drugs & Beyond (n=51)		Drug Talk (n=51)		Bunny (n=51)		Tom (n=51)	
	Mean*	S.D.**	Mean*	S.D.**	Mean*	S.D.**	Mean*	S.D.**
1. Photography is excellent.	2.04	.72	2.14	.72	2.14	.78	2.14	.92
2. Sound quality is excellent.	2.51	.99	2.35	.74	2.59	.94	2.43	.94
3. Film & contents are current.	1.73	.80	2.29	.81	2.18	.71	1.94	.11
4. Settings & costumes contribute to the mood of the film.	2.16	.78	2.16	.81	1.86	.72	1.71	.67
5. Film is free of stereotypes.	2.30	.90	2.57	1.03	2.63	.82	2.74	1.03
6. Information presented is accurate.	1.77	.68	1.90	.70	2.10	.78	2.16	.83
7. Film is appropriate length.	2.00	.75	1.92	.72	2.14	.78	2.14	.98
8. Film holds the viewer's attention.	2.30	.94	2.22	.78	2.43	.86	2.57	.92
9. Main objective is presented clearly.	2.71	.92	2.35	.96	3.18	.71	3.06	.88
10. Film stimulates interest.	2.33	.93	2.43	.81	2.90	.76	2.80	.90
11. Film is educational.	2.22	.92	2.31	.88	2.86	.83	2.96	.82
12. Film promotes motivation in viewers.	2.88	.74	2.67	.84	3.06	.71	3.12	.68
13. Film stimulates discussion.	2.55	.95	2.39	.80	2.55	.81	2.53	.97
14. Film is constructive.	2.37	.89	2.28	.83	3.04	.82	2.90	.88
15. Viewers are not shocked or morally offended by the film.	1.47	.73	1.47	.70	1.63	.77	1.84	.86
16. Viewers are not made uncomfortable or tense by viewing the film.	1.39	.66	1.47	.78	1.63	.82	1.80	.83

* Mean = Average rating for the question.
 ** S.D. = Standard deviation of ratings for the question.

Rating Scale Used: 1 = Agree Strongly 2 = Agree Mildly 3 = Disagree Mildly 4 = Disagree Strongly
 (Thus, the lower the average rating on a question, the more favorable the evaluation of the film.)

Table 15

Ratings of Drug Education Films on Film Appraisal Scale Items 17 - 20

17. <u>Length of the Film (given its purpose):</u>						
<u>Film Name</u>	<u>Percent Responding</u>			<u>Overall Response</u>		
	<u>1=Too Short</u>	<u>2=Just Right</u>	<u>3=Too Long</u>	<u>Mean</u>	<u>S.D.</u>	
Drugs & Beyond (n = 51)	16.3	65.3	18.4	2.02	.60	
Drug Talk (n = 51)	2.0	78.0	20.0	2.18	.44	
Bunny (n = 51)	8.0	70.0	22.0	2.14	.54	
Tom (n = 51)	5.9	52.9	41.2	2.35	.59	

18. <u>Most Appropriate Sex Audience for the film:</u>						
<u>Film Name</u>	<u>Percent Responding</u>			<u>Overall Response</u>		
	<u>1=Females</u>	<u>2=Males & Females</u>	<u>3=Males</u>	<u>Mean</u>	<u>S.D.</u>	
Drugs & Beyond (n = 51)	0.0	95.9	4.1	2.04	.20	
Drug Talk (n = 51)	0.0	100.0	0.0	2.00	.00	
Bunny (n = 51)	8.0	92.0	0.0	1.92	.27	
Tom (n = 51)	2.0	96.0	2.0	2.00	.20	

20. <u>Appropriate Ages as Audience for film:</u>						
<u>Film Name</u>	<u>Percent Responding "Yes"</u>				<u>Adults in General</u>	
	<u>Elementary School</u>	<u>Junior High School</u>	<u>Senior High School</u>	<u>College</u>		
	<u>Students</u>	<u>Students</u>	<u>Students</u>	<u>Students</u>		
Drugs & Beyond (n = 51)	2.1	9.3	28.9	32.1	27.8	
Drug Talk (n = 51)	14.1	33.7	35.9	9.8	6.5	
Bunny (n = 51)	3.7	7.3	28.0	34.1	26.8	
Tom (n = 51)	0.0	4.9	23.2	43.9	28.0	

19. <u>Overall Evaluation of the film:</u>							
<u>Film Name</u>	<u>Percent Responding</u>					<u>Overall Response</u>	
	<u>1=Poor</u>	<u>2=Fair</u>	<u>3=Good</u>	<u>4=Very G.</u>	<u>5=Excellent</u>	<u>Mean</u>	<u>S.D.</u>
Drugs & Beyond (n = 51)	14.6	33.3	27.1	20.8	4.2	2.67	1.10
Drug Talk (n = 51)	16.0	36.0	30.0	16.0	2.0	2.52	1.02
Bunny (n = 51)	24.0	44.0	22.0	6.0	4.0	2.22	1.02
Tom (n = 51)	23.5	37.3	21.6	15.7	2.0	2.53	1.07

Table 16

Descriptive Data on Subpopulations in One-Way Anova Tests
on ATRS and AWS Gain Scores 1 and 2

Gain Score	Group	Mean Gain Score	Standard Deviation	Variance	N
ATRS Gain Score 1	Treatment	4.71	5.01	25.11	52
	Control	-1.00	4.63	21.48	51
	Combined	1.88	5.60	31.32	103
ATRS Gain Score 2	Treatment	4.16	6.61	43.70	38
	Control	1.55	5.58	31.18	40
	Combined	2.82	6.21	38.51	78
AWS Gain Score 1	Treatment	0.31	4.28	18.33	52
	Control	-0.55	4.23	17.85	51
	Combined	-0.12	4.25	18.10	103
AWS Gain Score 2	Treatment	-0.89	5.08	25.77	38
	Control	0.30	6.30	39.65	40
	Combined	-0.28	5.73	32.83	78

Table 17

Summary Measures and Group Classifications for All Variables

>>> DISSERTATION DATA <<<															
>>> JOHNSON, P. J. R. <<<															
>>> SUMMARY MEASURES AND GROUP CLASSIFICATIONS															
>>> FOR ALL VARIABLES. <<<															
>>> DATA FORMAT <<<															
>>> COL. 1. FILM GROUP: RAPE VS. DRUG															
>>> COL. 2-5. SUBJECT ID NUMBER															
>>> COL. 11-12. ATRS-PRETEST															
>>> COL. 14-15. ATRS-POSTTEST															
>>> COL. 17-19. ATRS-DIFFERENCE SCORE 1															
>>> COL. 21-22. ATRS-DELAYED POSTTEST															
>>> COL. 24-26. ATRS-DIFFERENCE SCORE 2															
>>> COL. 28-29. AWS-PRETEST															
>>> COL. 31-32. AWS-PCSTTEST															
>>> COL. 34-36. AWS-DIFFERENCE SCORE 1															
>>> COL. 38-39. AWS-DELAYED PCSTTEST															
>>> COL. 41-43. AWS-DIFFERENCE SCORE 2															
>>> COL. 45-47. MACHIAVELLIANISM															
>>> COL. 49. MACH CLASSIFICATION															
>>> COL. 51-54. BEM SEX ROLE: FEMININE SCORE															
>>> COL. 56-59. BEM SEX ROLE: MASCULINE SCORE															
>>> COL. 61. BEM SEX ROLE: CLASSIFICATION <<<															
11001	55	52	-3	54	-1	61	61	0	54	-7	94	2	3.55	6.25	2
11002	83	85	2999	999	77	76	-1999	999	91	2	5.25	4.95	1		
11003	64	64	0	63	-1	64	59	-5	63	-1	87	1	4.45	4.55	4
11004	85	89	4	85	0	78	79	1	77	-1	94	2	4.75	5.80	2
11005	86	88	2	82	-4	80	84	4	81	1	102	2	5.20	4.90	1
11006	62	67	5	60	-2	58	61	3	61	3	77	1	3.35	4.15	4
11007	73	71	-2	69	-4	68	71	3	67	-1	75	1	4.60	6.35	2
11008	80	82	2999	999	82	78	-4999	999	107	2	4.50	4.80	2		
12001	72	80	8	80	8	52	55	3	53	1	103	2	4.25	5.85	2
12002	84	93	9	92	8	80	78	-2	74	-6	111	2	4.65	6.35	2
12003	63	72	9	76	13	73	80	7	77	4	106	2	4.55	5.20	2
12004	72	86	14	74	2	66	68	2	66	0	115	2	4.15	3.10	4
12005	80	80	0999	999	66	66	0999	999	88	1	5.10	6.30	1		
12006	79	79	0	86	7	68	66	-2	78	10	97	2	5.20	5.95	1
12007	84	90	6999	999	76	72	-4999	999	101	2	4.50	5.90	2		
12008	60	72	12	65	9	62	74	12	70	-8	93	2	4.50	3.60	4
12009	76	75	-1	68	-8	58	60	2	51	-7	94	2	4.15	5.15	2
12011	65	75	10999	999	69	66	-3999	999	118	2	4.10	4.70	2		
12012	73	79	6999	999	70	78	8999	999	119	2	4.55	5.50	2		
13001	70	82	12999	999	76	65	-11999	999	93	2	4.90	5.60	1		
13002	72	72	0999	999	51	52	1999	999	103	2	4.05	5.10	2		
13004	80	76	-4999	999	84	83	-1999	999	93	2	3.50	5.55	2		
13005	67	80	13	75	8	64	66	2	59	-5	73	1	5.05	5.05	1
13006	83	80	-3	80	-3	81	78	3	74	-7	91	2	4.80	5.15	1
13007	71	86	15	87	16	75	69	-6	80	-5	65	1	4.55	6.35	2
13009	80	84	4999	999	73	70	-3999	999	105	2	4.20	4.95	2		
13010	73	79	5999	999	63	64	1999	999	94	2	4.90	5.15	1		
13011	77	82	5999	999	59	56	-3999	999	111	2	4.65	5.90	2		
13012	83	81	-2	72	-11	80	81	1	76	-4	104	2	4.80	6.05	1
13013	69	72	3999	999	64	67	3999	999	85	1	4.50	4.10	4		
13050	56	62	6	68	12	46	48	2	47	1	74	1	5.20	6.15	1

14001	57 61	4 59	2 51 53	2 50	-1	90	2	4.65	5.15	2
14002	79 79	0 79	0 72 66	-6 63	-9	72	1	3.70	5.30	2
14003	79 83	4 91	12 58 69	9 68	10	92	2	4.50	4.65	4
14004	67 68	1 68	1 58 63	5 61	3	110	2	4.45	5.05	2
14005	68 73	5 72	4 70 71	1 70	0	98	2	4.80	6.00	1
14006	72 83	11 85	13 78 75	-3 75	1	79	1	4.30	5.70	2
14007	75 83	8 76	1 63 70	7 64	1	82	1	4.90	5.20	1
14008	75 81	6 77	2 74 75	1 79	5	87	1	5.00	5.20	1
14009	68 70	2 74	6 62 63	1 64	2	63	1	3.55	5.20	2
14010	72 79	7 86	14 55 58	3 53	-2	78	1	5.00	5.15	1
14011	84 94	10 90	6 68 65	-3 69	1	91	2	5.00	6.00	1
14012	84 93	9 91	7 63 61	-2 64	1	76	1	5.10	5.20	1
14013	71 74	3 75	4 70 67	-3 70	0	75	1	4.65	5.30	2
14014	78 82	4 85	7 68 68	0 63	-5	54	2	4.10	5.20	2
14015	72 76	4999	999 74 72	-2999	999	83	1	5.30	5.70	1
14016	68 86	18 86	18 59 59	0 70	11	83	1	5.00	4.85	1
14017	96 94	-3 92	-4 84 86	2 85	1	74	1	4.70	6.20	2
14018	78 81	3 84	6 75 75	0 75	0	86	1	4.00	4.65	4
14019	91 95	4 91	0 68 72	4 64	-4	76	1	5.00	4.85	1
14020	71 77	6 76	5 82 74	-8 75	-7	91	2	3.90	4.60	4
14021	69 71	2 74	5 77 72	-5 67	-10	86	1	4.80	5.50	1
21001	87 86	-1999	999 63 62	-1999	999	74	1	4.90	5.50	1
21002	72 75	3 71	-1 68 64	-4 63	-5	80	1	4.50	4.65	4
21003	73 74	1 74	1 65 72	3 70	1	107	2	4.60	5.40	2
21004	74 75	1 80	6 69 70	1 65	-4	80	1	4.05	4.05	4
21005	79 73	-6 85	6 64 66	2 67	3	74	1	5.15	5.00	1
21006	86 81	-5999	999 85 85	0999	999	91	2	5.15	5.05	1
21007	79 78	-1999	999 91 91	0999	999	77	1	4.60	6.30	2
21008	81 75	-6 82	1 81 75	-6 80	-1	76	1	4.00	5.10	2
21009	79 75	-4 81	2 74 78	4 72	-2	87	1	4.50	4.70	2
22001	87 83	-4 86	-1 67 68	1 68	1	97	2	4.40	5.20	2
22002	79 76	-3 74	-5 70 70	0 71	1	82	1	4.35	5.35	2
22003	80 83	3 85	5 84 85	1 89	5	109	2	5.10	5.50	1
22005	71 68	-3 89	18 69 66	-3 77	8	94	2	4.60	5.40	2
22006	92 95	3 92	0 80 78	-2 72	-8	114	2	5.15	6.10	1
22007	78 77	-1 86	8 68 77	9 78	10	74	1	5.20	4.80	1
22008	78 81	3 85	7 66 64	-2 62	-4	87	1	4.40	5.20	2
22009	67 67	0 77	10 61 61	0 67	6	65	1	4.50	4.80	2
22010	75 71	-4999	999 70 64	-6999	999	91	2	4.20	6.10	2
22011	75 72	-3 74	-1 70 65	-5 64	-6	74	1	5.05	4.40	3
22012	78 78	0 82	4 75 76	1 76	1	87	1	4.30	4.95	2
22013	81 86	5999	999 68 66	-2999	999	93	2	3.75	5.75	2
23001	82 71	-11999	999 58 55	-3999	999	85	1	4.00	5.70	2
23002	78 77	-1999	999 67 71	4999	999	79	1	4.25	4.70	2
23003	84 77	-7 81	-3 64 66	2 70	6	54	2	4.40	5.20	2
23004	76 82	6 81	5 64 56	-8 61	-3	65	1	4.55	5.30	1
23005	63 65	2 61	-2 72 74	2 59	-13	102	2	3.90	5.15	2
23006	63 61	-2999	999 66 69	3999	999	50	2	4.40	5.45	2
23007	63 61	-2 60	-3 66 69	3 69	3	97	2	4.75	4.10	4
23009	74 77	4 72	-2 74 73	-1 79	5	104	2	3.90	4.85	2
23010	62 65	3999	999 56 52	-4999	999	53	2	5.00	5.40	1
23011	83 83	0 84	1 63 68	5 70	7	119	2	4.90	6.05	1
23012	76 75	-1999	999 62 64	2999	999	101	2	3.50	5.50	2
23014	62 65	3 62	0 80 72	-8 80	0	82	1	5.15	5.45	1
24001	84 76	-8 78	-6 56 53	-3 61	5	80	1	5.50	5.50	1
24002	80 79	-1 82	2 74 69	-5 74	0	114	2	4.60	5.60	2
24003	71 84	13 80	9 78 64	-14 79	1	73	1	5.30	6.05	1
24004	67 67	0 74	7 65 71	2 71	2	96	2	4.55	4.50	3
24005	75 70	-5 71	-4 58 62	4 59	1	89	1	4.60	4.90	2
24006	74 72	-2 80	6 79 73	-6 74	-5	74	1	5.00	4.95	1

Table 18

Film Evaluation Raw Data

>>> FILM APPRAISAL SCALE <<<
>>> FILM EVALUATION RAW DATA <<<

>>> DATA FORMAT:
>>> COL. 1-5 SUBJECT ID #.
>>> COL. 10-12 FILM ID #.
>>> COL. 19-37 F.A.S. RESPONSES TO ITEMS 1-19. <<<

>>> RAPE FILMS <<<

>>> RAPE ALERT: ID # 123

11001	---123--	8311111111111121112123
11002	---123--	562211211111122242140
11003	---123--	922232322223222323130
11004	---123--	10022112112121122112140
11005	---123--	921121211221123222140
11006	---123--	562222322222221112120
11007	---123--	561111111111111112230
11008	---123--	5611222111111212112150
12001	---123--	8311112211111211112255
12002	---123--	921121312121112222150
12003	---123--	8322132111232332221233
12004	---123--	921322221121222232130
12005	---123--	964343324424443113340
12006	---123--	9611112111111111122150
12007	---123--	9222343121222221322320
12008	---123--	8822111222122221112130
12009	---123--	833222122223233112133
12011	---123--	8343221233333312333124
12012	---123--	8322324433232322113213
13001	---123--	922223312222122222240
13002	---123--	923332332223233222220
13004	---123--	8333334222223323113122
13005	---123--	831111112111111112252
13006	---123--	8822221111221332112150
13007	---123--	5611113243221221113130
13009	---123--	561112122212222223230
13010	---123--	881121323222222113120
13011	---123--	8311114111111211112155
13012	---123--	9222112232111121123240
13013	---123--	9611121211111222112150
13050	---123--	9311111111111131111153
14001	---123--	8311111111121211122244
14002	---123--	9211211211112222222130
14003	---123--	882322322222221222130
14004	---123--	8312222232231233322134
14005	---123--	8322222113221221112233
14006	---123--	9611112111121322212240
14007	---123--	5611112211121112112240
14008	---123--	922211211122222112240
14009	---123--	9213111111122232112150
14010	---123--	9223221112222131112220
14011	---123--	8313121133221322443235
14012	---123--	961122222222222223130
14013	---123--	9613322111221221222240
14014	---123--	962321221221222112230
14015	---123--	83232222221112222144
14016	---123--	9211111111111111112150

14017	---123--	921111111111111111112250
14018	---123--	9612112211122222112140
14019	---123--	962321111111111111112240
14020	---123--	9212112111213122112240
14021	---12300	9222222221111222212230

>>> RAPE CULTURE: ID # 345

11001	---345--	7922111323243433113220
11002	---345--	8822123233123232113220
11003	---345--	883332334333333233220
11004	---345--	9211112122122232123230
11005	---345--	8822132122132321223340
11006	---345--	8333333344343333223214
11007	---345--	9243234423223312111220
11008	---345--	8844243334443343124310
12001	---345--	8322112022223332213230
12002	---345--	8811112132211312333240
12003	---345--	884222322232233222230
12004	---345--	882232334333333223220
12005	---345--	924422324424444222230
12006	---345--	9221112121222211122230
12007	---345--	8844222344332333233210
12008	---345--	8822223243321222113230
12009	---345--	8843333243333433113210
12011	---345--	8322113232111211413244
12012	---345--	8821111231211112113240
13001	---345--	9633223242222223323220
13002	---345--	8344332244433443113215
13004	---345--	8333212233322333323133
13005	---345--	882112233343232233220
13006	---345--	8822222233332332113230
13007	---345--	8811113132222223333240
13009	---345--	9611121131121222223230
13010	---345--	8822112442221112223230
13011	---345--	8322134333322223223225
13012	---345--	9233334344443334113210
13013	---345--	9222334244442334333210
13050	---345--	8332241343434313113225
14001	---345--	8322233244332423223324
14002	---345--	9222224121222223223230
14003	---345--	883312224222221223230
14004	---345--	832234224333333443214
14005	---345--	832222231222322223234
14006	---345--	9223223344332332223220
14007	---345--	9222223221221111222240
14008	---345--	7524112131222222223220
14009	---345--	8824234244443442223210
14010	---345--	884421314343443333210
14011	0000345--	8833122133221322223230
14012	---345--	922222222222222112240
14013	---345--	9223223233322222333230
14014	---345--	9223222333222223333220
14015	---345--	8833222233222322333230
14016	---345--	8814114231333444113310
14017	---345--	8824111132222322233230
14018	---345--	8823113233222223233240
14019	---345--	882412114332222213220
14020	---345--	8823143244221324323220

14021---345-- 923322223222221333230

>>> NO PAT ANSWER: ID # 567

11001	---	567--	8322111112111222422223
11002	---	567--	9622112111111121112240
11003	---	567--	922233433323233232120
11004	---	567--	9611121212121332112140
11005	---	567--	9222234312223333112120
11006	---	567--	9222222212223332112120
11007	---	567--	9632224311111211112130
11008	---	567--	5611122211111223112140
12001	---	567--	8811111112211111112140
12002	---	567--	961112112111122222150
12003	---	567--	8322111122221222221245
12004	---	567--	7122132211121211122420
12005	---	567--	561112121112313112240
12006	---	567--	10011112111111121112240
12007	---	567--	10011123211122222122240
12008	---	567--	921111212222222212130
12009	---	567--	9211222222222223222240
12011	---	567--	8322124222122222222223
12012	---	567--	962222323322222113230
14001	---	567--	9222111222331222112230
14002	---	567--	9222121211122221112140
14003	---	567--	882322222322232222120
14004	---	567--	8334321111231323121123
14005	---	567--	8324222233232342213222
14006	---	567--	9624123113323232112120
14007	---	567--	5622213221112222112230
14008	---	567--	922422222433322112230
14009	---	567--	9614221221122332112130
14010	---	567--	7524121122332321121230
14011	---	567--	7913123112432443112120
14012	---	567--	9612222222221222112240
14013	---	567--	9624132111221222112240
14014	---	567--	9623122212221222112130
14015	---	567--	5623222222232322221130
14016	---	567--	8812112121221221111120
14017	---	567--	9623112111111222112240
14018	---	567--	10024222212122221112130
14019	---	567--	924411312122122212330
14020	---	567--	5624124121113432112120
14021	---	567--	962433322222221122120

>>> REALITY OF RAPE: ID # 789

11001	---	789--	8323111111111212112233
11002	---	789--	832222222111333232134
11003	---	789--	882222223222222221230
11004	---	789--	9222113122322321221230
11005	---	789--	8811122231111121231240
11006	---	789--	9222112121112122111240
11007	---	789--	9211113331112322221230
11008	---	789--	8822112441412311441220
12001	---	789--	8811111131222222211230
12002	---	789--	9211111121312311331250
12003	---	789--	882112422112222232240

12004	---789--	8322121222223232321233
12005	---789--	832333312234444112134
12006	---789--	9211111111111111132250
12007	---789--	8811122121112212421250
12008	---789--	8811112221222222221130
12009	---789--	83112222222333322225
12011	---789--	833213122232333122222
12012	---789--	8811112111111112222250
13001	---789--	922222322111321332240
13002	---789--	8322233321223333332314
13004	---789--	8322114211213332221133
13005	---789--	8321111221113131432215
13006	---789--	8822121131234333221220
13007	---789--	8311113212112222222245
13009	---789--	882112321122222332230
13010	---789--	8822124231323212221130
13011	---789--	8323113241413311111245
13012	---789--	8821114211122232322340
13013	---789--	9213223222123322222220
13050	---789--	8312111121111131111245
14001	---789--	7111111111122222322440
14002	---789--	921121221112222222130
14003	---789--	921222321122222222240
14004	---789--	7911111111332322332113
14005	---789--	8323222211223333222223
14006	---789--	8322112211322221432234
14007	---789--	9211111211111112332240
14008	---789--	8811121122333332221240
14009	---789--	8813112231323232221320
14010	---789--	7911113231113224422250
14011	---789--	8313112111111222222244
14012	---789--	9611111111111111112250
14013	---789--	882311212122223332240
14014	---789--	9612212111111222222250
14015	---789--	792322223233333332220
14016	---789--	7911132111424424421110
14017	---789--	88121111111111112232210
14018	---789--	9624113211111212232150
14019	---789--	5223111111111112112240
14020	---789--	8813111111211121331240
14021	---789--	9222222211112222332230

>>> A PREVENTATIVE INQUIRY: ID # 555

13001	---555--	922211212222222322230
13002	---555--	8332333233332333213230
13004	---555--	832322322211332122132
13005	---555--	10011112321221211112230
13006	---555--	9211221121211221112150
13007	---555--	10011112233222221113120
13009	---555--	9611122122122221112230
13010	---555--	9211121131111111113230
13011	---555--	8322124221311213112135
13012	---555--	883331324332222223230
13013	---555--	9243223344332323223110
13050	---555--	8323111132332232113235

>>> DRUG FILMS <<<

>>> DRUG TALK: ID # 456

21001	---	456	--	1002233222333333213222
21002	---	456	--	1002233322223332112222
21003	---	456	--	1002244222233333143211
21004	---	456	--	9523232123121322112230
21005	---	456	--	8033324232233333110000
21006	---	456	--	9523224233323344113220
21007	---	456	--	9544424433332434113210
21008	---	456	--	9522334222323323222220
21009	---	456	--	9521212221221223212240
22001	---	456	--	9511111111111111112240
22002	---	456	--	9522323323332322222220
22003	---	456	--	9522124223233322112230
22005	---	456	--	1002224343332323113223
22006	---	456	--	9522332223323332112220
22007	---	456	--	9511111121111111112240
22008	---	456	--	9522323111222311112230
22009	---	456	--	100332222223323232233
22010	---	456	--	10023233323221332233213
22011	---	456	--	9511111111111111112240
22012	---	456	--	952223223223212112220
22013	---	456	--	1003223223322322112233
23001	---	456	--	952322121223232112230
23002	---	456	--	10012222121122222112243
23003	---	456	--	952223222222222112230
23004	---	456	--	9523122223322322223230
23005	---	456	--	9522122222434443112230
23006	---	456	--	9523213212211121222240
23007	---	456	--	1002323223322223112233
23009	---	456	--	9522333223444324222210
23010	---	456	--	10022332112122322112233
23011	---	456	--	9514212212222222112230
23012	---	456	--	9513223223232322222230
23014	---	456	--	953323423343233213210
24001	---	456	--	9522212111121122232230
24002	---	456	--	9522223222424442142220
24003	---	456	--	9532334423333333222220
24004	---	456	--	100323222333332222223
24005	---	456	--	10022212222123232112234
24006	---	456	--	951221222233322112220
24007	---	456	--	952233422223333222220
24008	---	456	--	10034321112343433112225
24009	---	456	--	9532131111111121112240
24010	---	456	--	10034444334344444413211
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>>> TOM: ID # 678

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22001	---678--	100222433333232322324
22002	---678--	953222432333333222220

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