

The United States of America has supported the state of Israel, both in foreign policy and with public opinion, since its creation as a sovereign state by the United Nations in 1948.¹

Support has consistently been higher in various subgroups of the electorate, including the educated.

The research hypothesis to be investigated concerns the relationship between the levels of education of the electorate and the level of support for Israel. More specifically, that education tends to increase one's support for the Jewish state. Conversely, the null hypothesis would be that no relationship exists. This paper will attempt to show that support is higher among the educated, then try to explain some of the possible reasons for this relationship.²

¹In fact, the United States was essential in the birth of the Israeli state. Paraphrasing Nadav Safran in The United States and Israel, p. 3: American pressure on Britain after World War II was "crucial" in Britain's decision to bring the Palestine question to the United Nations in 1947 and American support was "decisive" in the UN's decision.

²Many sources helped formulate my ideas and contributed to the writing of this paper. However, certain sources were noticeable helpful. First, Gerald White's thesis The Influence of the Media on United States Public Opinion Towards Israel (submitted to the faculty of the University of Utah, 1974) was a major source of information. Quest for Peace (New Brunswick:

Quoting a couple of sources:

"There is little doubt, then, that most Americans support Israel, and that support is strongest among the well-educated..."³

Transaction Books, 1977) by Bernard Reich was also helpful. As was The United States and Israel (Cambridge, Massachusetts: Harvard Books, 1963. Part of their American Foreign Policy Library). While being somewhat dated, it was helpful concerning the origin of the Israeli state. Used less but still helpful were Decade of Decision by William B. Quandt (Berkeley: University of California Press, 1977) and The United States and the Palestinians (New York: Saint Martin's Press, 1981). The booklet by Michael Suleiman entitled American Images of the Middle East Peoples: Impact of the High School (New York: Middle East Studies Association, 1977) was my main source for data concerning education's bias towards Israel. An article by Suleiman (with Shanto Iyengar) in American Politics Quarterly Vol. 8 #1, "Trends in Public Support for Egypt and Israel, 1956-1978", also was very helpful. "Carter vs. Israel: What the Polls Reveal", by William Scheidar, Commentary November '77 helped as well. The class textbook Introduction to Political Inquiry by Richard Cole helped in both with the computer data and in the fact that the paper presented in the back of the book, "A Content Analysis of Network News Coverage of Sadat's 1977 Visit to Israel", by Steven Schneider was informative concerning the media's bias towards Israel. A special thanks is given to the various people (both fellow hackers and the computer center workers) who helped me along with my computer work involving the SPSS system. Their help was invaluable to the completion of this paper.

³Lipset and Schneider, "Carter vs. Israel: What the Polls Reveal", p. 26.

"...Israel tends to be favored among whites, the more affluent, and those with a higher level of education."⁴

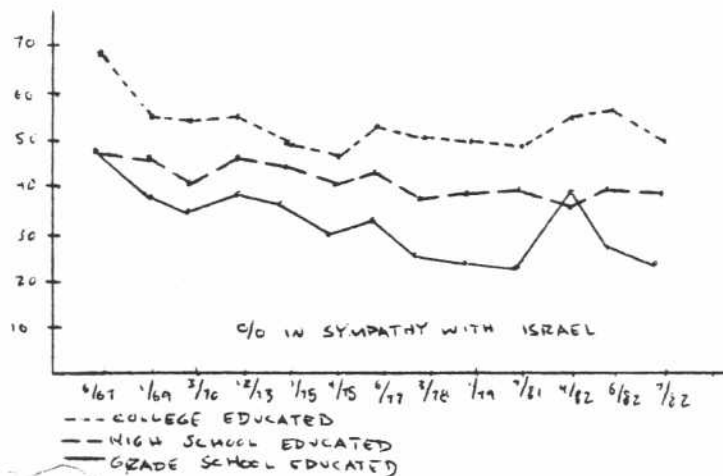
Iyengar and Suleiman, using data gathered from the '74, '75, and '77 National Opinion Research Center's Annual General Social Survey,⁵ constructed a frequency distribution of various demographic values, including level of education. (See Appendix A). Results showed that the college educated were most likely to give their support to Israel. High school respondents were likely to be next, with the grade school educated last. ~~However, this trend~~ ^{THIS TREND, HOWEVER,} is switched between the high school and grade school educated in '75. No reason is given for this switch. Presumably this is just a temporary trend.

⁴Iyengar and Suleiman, "Trends in Public Support for Egypt and Israel, 1956-1978," p. 50. It should be noted that many other factors also influence the public's opinion towards Israel. However, these are ignored during the course of this paper. This is not to suppose they are not important; rather just that this paper's purpose is to examine education and its relation with public opinion towards Israel.

⁵The surveys use the "Stapel Scalometer," a device used to gauge general evaluations of foreign nations. The difference in scores ranges from minus nine to plus nine, with positive scores favoring Israel and negative ones preferring Egypt.

Various polls have given the same results. In a survey conducted the winter of '74-'75 by Harris, it was found that of those who had attended college, 65% were "sympathetic" towards Israel. This percentage dropped to 51% for the high school educated, and still further to 47% with those who had a grade school education or less. Yankelovich's poll of March '77 also found similar results: 75% of college graduates saw "Israel as a friend and ally of the United States." 46% of the high school graduates felt the same. Only 34% of the lower educated respondents had the same opinion.⁶

Gathering data produced from the Gallop surveys from 1967 to 1982, I have constructed a frequency polygon to display the information. (See Table 1).



⁶Massively paraphrasing Lipset and Schneider, "Carter vs. Israel: What the Polls Reveal," p. 26.

The question posed by Gallop for the survey was "As far as the Middle East situation is concerned, do you feel more in sympathy with Israel or with the Arab countries?"⁷

Table 1 shows the differences in sympathy among three groups: College educated, high school educated, and the grade school educated. The college educated consistently had the highest degree of sympathy for Israel. High school was next, with grade school lagging behind.⁸

Why should a higher level of education tend to increase one's attitude favorably towards Israel? This paper will concentrate on three possible reasons. This is not to imply that there are not others that are involved in the relationship. However, I do feel that the three discussed play the largest role.

First, it is interesting to note that the United States has no formal relationship with Israel. Our support

⁷Data accuracy is of some question. The term "Arab countries" is an uncertain term when referring to the Middle East conflict.

⁸However, in 4/82 grade school educated overtook the high school educated slightly. This was a temporary happening.

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has been manifest.⁹ This is an interesting relationship in the world of international politics. Why should the United States support a small nation in a region where our oil supplies are determined by Israel's foes? This support has been constant through the years. During the administration of President Ford, seventy-one senators sent the President a statement saying, "We wish to reaffirm the commitment to the survival and integrity of the state of Israel that has been the bi-partisan basis of American policy for over twenty-six years and under five administrations."¹⁰

This "manifest" support is due to the "intrinsic bonds" between the two countries. This is our first reason for the educated support of Israel. While there is no evidence that I could find which said that "intrinsic" bonds between the two countries were stronger among the educated, I feel that it is still important enough to be included.

Israel gains support as many identify with its national style -- the presumed "congruence of values." Quoting Quandt in Decade of Decisions:

⁹Quoting Joseph Sisco, Under-Secretary of State for Political Affairs on Meet the Press, 23 February, 1975.

¹⁰Congressional Record, 18 December, 1974.

"...Americans can identify with Israel's national style - the pioneering spirit, the commitment to western style democracy, the ideals of individualism and freedom - in a way that has no parallel on the Arab side..."¹¹

Many tend to look at Israel as a "brave, small state, composed of people "like us"¹² and as a nation in the image of the United States that is advancing on a similar ideological course. The region which it occupies is seen to be filled with rich, hostile and influential neighbors, some of which cooperate with the communist world -- America's foe.

Safran discusses this "congruence of values" in The United States and Israel. He states that the United States has had a "long tradition" of sympathy for nations (and peoples) who are attempting to gain sovereign nationhood. Also that the American public tends to support persecuted peoples.¹³ Safran says that this is "likely to bring forth a friendly attitude towards the aspirations of Jewish nationalism."¹⁴

¹¹p. 16. *Handwritten: 15th Nov 1971*

¹²Lipset and Martin, "Carter vs. Israel", p. 29.

¹³Safran seems to be describing the Palestinians as well.

¹⁴p. 270-71. *Handwritten: ?*

Thus we have seen that intrinsic bonds can be held somewhat responsible for pro-Israeli views. The next factor we will look at is education itself.

As we have seen in data presented earlier in this paper, levels of support for Israel increase proportionally with the length of education.

Suleiman, in American Images of Middle East Peoples: Impact of the High School¹⁵ surveyed high school teachers randomly in several states.¹⁶ Some of the results are interesting. When asked to state how their textbooks treated the Middle East peoples (with replies being "pro", "anti", "neutral/balanced", and "not covered") the teachers replied as follows:

<u>Group</u>	<u>Pro</u>	<u>Anti</u>	<u>N/B</u>	<u>Not Covered</u>
Palestinians	4%	4	56	33
Arabs	3	5	83	6
Israelis	20	1	66	10
Jews	19	1	71	6

¹⁵American Images of the Middle East: Impact of the High Schools by Suleiman is extensively used in this paper. I could not find much information that seems to indicate a bias towards Israel in America's educational system.

¹⁶Indiana, New York, Colorado, Kansas, California, and Pennsylvania.

The Israeli/Jewish is overwhelmingly taught in a positive light. However, most felt the textbooks were neutral/balanced in their coverage. *These figures do seem to show a bias towards Israel in the textbooks used in America's educational system.*

This textbook bias seems to have some effect. Suleiman found the teacher's perceptions of student attitudes towards Middle East peoples slanted towards Israelis.¹⁷ 24% were "positive" in dealing with Israelis, while the percentage giving the Arabs a positive score was too small to be included.

Younger teachers are more likely to judge their textbook pro-Israeli,¹⁸ indicating that older teachers feel that their textbook present the Middle East in a balanced light. Thus, they may be teaching pro-Israel views without their knowledge (or awareness). This may be tied to the "intrinsic bonds" discussed earlier.

Unfortunately data was scarce on the subject concerning Israel bias in the educational system.

Next, the media's influence was investigated. The

¹⁷P. 28.

¹⁸Again from Suleiman.

major source of information on Israel for Americans is the mass media.¹⁹ ~~And~~ presumably the educated electorate would have a higher degree of exposure as they tend to use the media more. The Middle East conflict does receive high visibility in the media -- even during the late sixties the Middle East was behind only Vietnam in television foreign affairs coverage.²⁰

Considerable research has been done in order to assess if bias (if any) exists in Middle East coverage. Almost all studies have claimed that a bias does exist -- towards Israel.²¹ This favorable attitude has contributed to the public's support of the Jewish state.

"Since 1945 when the campaign for a Jewish state began in earnest and until the present, the state of Israel has enjoyed favorable media coverage in this country (America) and this, in turn, contributed to public opinion support. This has not been by accident, but rather by well-organized zionist groups in the United

¹⁹United States Public Opinion Towards Israel, p. 20.

²⁰Almaney, "International and Foreign Affairs on Network Television News," Journal of Broadcasting 14, 4 Fall, 1970, pp. 499-509.

²¹Schneider, "A Content Analysis of Network News Coverage of Sadat's 1977 Visit to Israel," Introduction to Political Inquiry (New York: Macmillan Publishing, 1980) p. 246.

States with the specific goal of insuring that American citizens receive a positive image of Israel."²²

White reviewed articles in periodicals and news magazines for their objectivity and/or bias. His findings are interesting. In the period from 1947 to 1949 sixty-one articles were favorable to the Zionists with only nineteen towards the Arabs. From 1966 until 1967, Israel received fifty favorable contrasted to thirty-five for the Arabs. 1971 to February, 1973, the Arabs received eighteen and Israel forty-seven. White states that "most of the articles that concerned the Arabs were generally unfavorable."²³

Warner, in a study of coverage in the late sixties, discovered that the New York Times, Los Angeles Times, and Washington Post's editorial showed a "generally pro-Israel tone."²⁴

However strong this bias was, it seems to have shifted to more balanced coverage in later years. The turning point is generally acknowledged to be the 1973 Yom Kippur war. Complaints were even issued that coverage was now biased towards the Arabs.²⁵

²²White, p. 1.

²³Ibid, p. 26. It must be noted that White's own biases could be influencing his findings.

²⁴Paraphrasing Schneider paraphrasing Warner, p. 247.

²⁵Schneider, p. 248.

To summarize the research stage of this paper, evidence was given to show that education tended to make one more sympathetic towards the Israeli state. Three reasons were explained to perhaps explain these feelings: what we called "intrinsic bonds", or the congruence of values between the United States and Israel; the bias of our educational system towards Israel; and the bias of the media towards Israel. While there are undoubtedly many other factors also contributing, it is hoped that this paper has perhaps made the reader examine why he or she hold the views towards Israel that he or she does.

SURVEY DATA

The data used for the following comparisons was collected in a random sampling of households within the Salt Lake County voting districts.²⁶ The respondents had to be of legal voting age to participate. The SPSS²⁷ computer program was employed to organize and compute the various tables and tests used.

While the current class (and one that I am part of) gathered the data composing the subfile entitled "Fall 83", I felt that for a more representative sample it would be best to use all the available subfiles.²⁸ I was dealing with large variances in some of the variables, so increasing the size of the sample should also increase accuracy of the sample.

Some of the subfiles were over a year old, but as most of the information collected for this paper from written

²⁶Various classes from Scopes and Methods, Political Science 201 gathered the data.

²⁷An acronym for Statistical Package for the Social Sciences.

²⁸Subfiles available were: PS202 (514 cases), Year 82 (377), Fall 82 (445), and the current Fall 83 (352) for a total of 1688 cases.

sources were pre '81, I feel that the survey data is consistent with research sources.

The first relationship to be examined is between the variables concerning the Middle East (V28) and the variable involving level of education (V75). The question asked for V28 was, "Who do you feel the U.S. should support in the Middle East?" The responses were operationalized as follows: Those who replied either "only Israel" or "Israel more than Arabs" were placed in category one, or pro-Israeli. Responses of "Arabs more than Israel" or "only Arabs" compose category two, or pro-Arab. / The response "Support both equally" were placed in category three. / Education was operationalized into three categories as well. The survey asked, "What is the last grade or year in school which you completed?" Category one includes "No Schooling" and "Grade School". Two is those who have attended some or finished high school-- "Some High school" or "Completed High School." Category three involves those who replied "Some College", "College Graduate" and "Post Graduate".

The two variables were cross tabulated. (See appendix B). The chi square test was performed on the data, and a score of .0002 was returned. This indicates a very significant relationship, and that the chance that the results were due

to sampling error were small. The contingency coefficient²⁹ was computed to be .12, or a low positive association³⁰ exists between the variables.

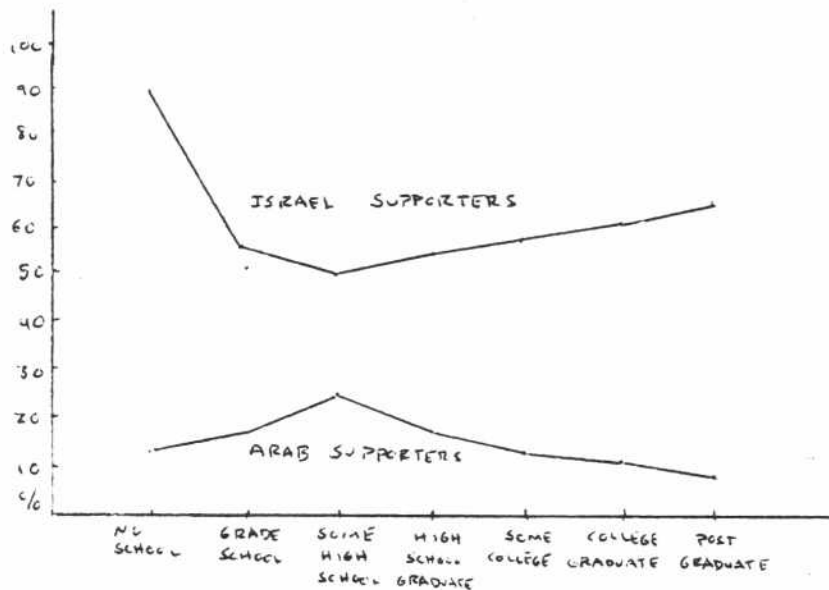
The results are encouraging. Of the college educated, 58.3 responded that they are pro-Israeli. Only 15.3 tend to favor the Arabs. 26.3 supported both equally. Among the High School educated, 51.9 were pro-Israeli, 24.5% pro Arabs, and 23.7 support both equally. As the figures indicate, a college education will tend to cause stronger pro-Israeli feeling while decreasing pro-Arab feelings at the same time. However, the figures representing the grade school educated do not follow this trend. The percents are 63.3, 22.4, and 14.3, respectively. This would seem to indicate support for Israel is strongest among the lower educated. These figures may be misleading as only 3.1% of the total sample responded to this category.

In order to examine these trends more closely, the variables were re-crosstabulated. Variable 28 was opera-

²⁹The contingency coefficient is a chi square based test of association for nominal data. It is also called Pearson's C.

³⁰Based on Table 7.12 (p. 156) of Cole's Introduction to Political Inquiry.

tionalized as before, but Variable 75 was allowed to have seven categories, ranging from no education to post college graduate. (See Appendix C). A frequency polygon was constructed to present the information. (Table 2).



TOTALS DO NOT EQUAL 100% AS THE RESPONSE
"SUPPORT BOTH EQUALLY" IS NOT INCLUDED

As the table illustrates, level of education tends to increase support for Israel while decreasing Arab support. Once again, the lower educated seem to buck this trend somewhat, but again their numbers may be too small to be significant. (15 of 1594 or .9% of the sample). Perhaps this is an

indication of success of the Utah educational system. Whatever the case, the graph seems to support the hypothesis.

In order to measure media use among Israeli and Arabs supporters with varying levels of education, some new variables had to be created. A new variable (VMED), was manufactured by combining three questions involving media use. "How often do you watch the news broadcasts on TV?", "How often do you read the newspaper", and "Do you read a magazine?" compromise this new variable. A ranking of three indicates a high use of the mass media, while a six represents low use. This was crosstabulated with another new variable, simply entitled VNEW, which combined the Middle East and Education variables, this resulted in nine categories: Grade school educated Israel supporters, High school educated Israel supporters, and College educated Israel supporters, with the same divisions existing for both the Arabs supporters and those who support both equally.

The results again seem to be somewhat inconclusive. Of the highest media users, where we would expect to find a high degree of pro-Israel feelings, we do. Support for Israel decreases as media use does. Among college supporters, the per cent shrinks from 42.9 for the highest media users to 35.2, then to 27.2 and finally down to 18.2 for low media users.

The trend for high school educated reverses this trend, however. The grade school educated are of too small of response to be of any meaning.

Among college educated Arab supporters, the per cent is stable along the media use spectrum. In the high school educated, support grows for the Arabs as media use goes down. Again the grade school educated are of too small a sample.

These figures indicate some degree of relationship between media use and Israel/Arab support among the different levels of education, but not enough to be conclusive. The trends that emerged among both the College Israel supporters and the High School Arab supporters were both what I was looking for in the entire table -- that is, Israeli support increases with media use while Arab support decreases. However, sadly, I must conclude that the results are not conclusive.

11/27
Lastly, the relationship between the Middle East and level of education variables was controlled for on the part of a third variable, in order to see if that variable played any part in the relationship. While the relationship needed to be controlled for by many variables in order to conclusively prove that the relationship was not spurious, this paper will only deal with one. A cross-tabulation was again done on V28 and V75, this time controlling for age.

The results seem to indicate that the original relationship was not spurious on the part of age.

The chi square for the original relationship was .0002. (Appendix B). As age was operationalized into three categories: Under thirty, thirty to fifty, and over fifty. The chi square when controlling for the under thirty age group was .0011, or a slight increase. Still well within acceptable limits, though. With the thirty to fifty group the chi square jumped to .0339. A possible spurious relationship exists here, but .0339 is still below the social science acceptable limit of .05, so we will assume there is none. As for the age group involving those fifty and older, the chi square again is very low: .0041. (Appendix E).

Thus, it would seem that age is not a factor when investigating the relationship between support in the Middle East and the Level of Education among the respondents.

CONCLUSIONS

In conclusion, it must be said that some relationship does exist between increased levels of education and a more pro-Israel viewpoint. The reasons cited may not be the only, nor even the main reasons explaining why this relationship is so. They are, however, important in the context of examining the relationship. The computer data showed that indeed a relationship did exist between these topics. However, it proved inconclusive in achieving causality between the variables. Age was seen not to be responsible for any spuriousness in the relationship.

Overall, it is up to the reader to decide. I do ~~feel~~ if indeed a bias does exist towards Israel, then some effect should be made to recognize it and correct it, if possible. This may already be happening, as information in recent years has showed a more equal viewpoint among the educated. If that is the case, perhaps this paper can be used to examine the time period prior to this where Israel did hold a bias, especially among the educated.

Speculation - treated as a hypothesis
to a reader
rather than a hypothesis
shall be a hypothesis
perhaps

A

APPENDIX A

Mean Difference Score Broken Down by Demographic Variables

	1974		1975		1977	
RELIGION						
Protestant	1.17		1.10		.88	
Catholic	.67	(.36)*	.83	(.30)	.54	(.30)
Jewish	6.44		7.10		6.41	
EDUCATION						
Grade School	.67		1.10		.56	
High School	1.06	(.15)	.78	(.15)	.57	(.14)
College	1.76		1.62		1.29	
INCOME						
Under \$5,000	.85		.77		.34	
\$5,000-9,999	1.38	(.15)	.94	(.15)	.77	(.12)
10,000-14,999	1.72		1.60		.95	
Above 15,000	2.02		1.47		1.09	
RACE						
White	1.39		1.33		.92	
Non-White	.07	(.14)	.80	(.09)	.19	(.15)
SEX						
Male	1.46		1.61		.88	
Female	1.04	(.14)	.94	(.02)	.72	(.03)
REGION						
Northeast	1.64		1.52		.97	
Midwest	1.09		.64		.62	
South	1.73	(.10)	.91	(.09)	.63	(.10)
West	1.51		1.13		1.21	
AGE						
18-24	.92		.70		.30	
25-34	1.34		1.05		.80	
35-44	1.16		1.29		.94	
45-54	1.53	(.09)	1.29	(.10)	1.10	(.15)
55-64	1.29		1.24		1.07	
65 or 70	1.55		1.30		.97	

*Eta coefficients shown in parentheses.

APPENDIX B

		V75					
		COUNT	I				ROW
ROW	PCT	I	GRADE	HIGH	COLLEGE		TOTAL
COL	PCT	I	SCHOOL	SCHOOL			
TOT	PCT	I	1.I	2.I	3.I		
V28		-----I-----I-----I-----I					
1.	I	31	I	250	I	620	I 901
PRO ISRAEL	I	3.4	I	27.7	I	68.8	I 56.5
	I	63.3	I	51.9	I	58.3	I
	I	1.9	I	15.7	I	38.9	I
		-I-----I-----I-----I					
2.	I	11	I	118	I	163	I 292
PRO ARAB	I	3.8	I	40.4	I	55.8	I 18.3
	I	22.4	I	24.5	I	15.3	I
	I	.7	I	7.4	I	10.2	I
		-I-----I-----I-----I					
3.	I	7	I	114	I	280	I 401
BOTH EQUALLY	I	1.7	I	28.4	I	69.8	I 25.2
	I	14.3	I	23.7	I	26.3	I
	I	.4	I	7.2	I	17.6	I
		-I-----I-----I-----I					
COLUMN		49		482		1063	1594
TOTAL		3.1		30.2		66.7	100.0

CHI SQUARE = 21.80023 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = .0002

CRAMER'S V = .08269

CONTINGENCY COEFFICIENT = .11615

LAMBDA (ASYMMETRIC) = .00000 WITH V28 DEPENDENT. = .00000 WITH V75 DEPENDENT.

LAMBDA (SYMMETRIC) = .00000

UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .00690 WITH V28 DEPENDENT. = .00916 WITH V75 DEPENDENT.

UNCERTAINTY COEFFICIENT (SYMMETRIC) = .00787

KENDALL'S TAU B = -.01666 SIGNIFICANCE = .2400

KENDALL'S TAU C = -.01299 SIGNIFICANCE = .2400

GAMMA = -.03151

SOMERS'S D (ASYMMETRIC) = -.01871 WITH V28 DEPENDENT. = -.01484 WITH V75 DEPENDENT.

SOMERS'S D (SYMMETRIC) = -.01655

ETA = .04220 WITH V28 DEPENDENT. = .10327 WITH V75 DEPENDENT.

PEARSON'S R = .00283 SIGNIFICANCE = .4551

NUMBER OF MISSING OBSERVATIONS = 94

APPENDIX C

		V75															
		COUNT	I														
		ROW PCT	I										ROW				
		COL PCT	I										TOTAL				
		TOT PCT	I	1.I	2.I	3.I	4.I	5.I	6.I	7.I	I						
V2E			I	I	I	I	I	I	I	I	I						
	1.	I	13	I	18	I	50	I	200	I	328	I	198	I	94	I	901
		I	1.4	I	2.0	I	5.5	I	22.2	I	36.4	I	22.0	I	10.4	I	56.5
		I	86.7	I	52.9	I	45.0	I	53.9	I	54.8	I	61.5	I	66.2	I	
		I	.8	I	1.1	I	3.1	I	12.5	I	20.6	I	12.4	I	5.9	I	
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	2.	I	2	I	9	I	36	I	82	I	110	I	42	I	11	I	292
		I	.7	I	3.1	I	12.3	I	28.1	I	37.7	I	14.4	I	3.8	I	18.3
		I	13.3	I	26.5	I	32.4	I	22.1	I	18.4	I	13.0	I	7.7	I	
		I	.1	I	.6	I	2.3	I	5.1	I	6.9	I	2.6	I	.7	I	
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	3.	I	0	I	7	I	25	I	89	I	161	I	82	I	37	I	401
		I	.0	I	1.7	I	6.2	I	22.2	I	40.1	I	20.4	I	9.2	I	25.2
		I	.0	I	20.6	I	22.5	I	24.0	I	26.9	I	25.5	I	26.1	I	
		I	.0	I	.4	I	1.6	I	5.6	I	10.1	I	5.1	I	2.3	I	
			I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td>I<td></td></td></td></td></td></td>	I <td>I<td>I<td>I<td>I<td></td></td></td></td></td>	I <td>I<td>I<td>I<td></td></td></td></td>	I <td>I<td>I<td></td></td></td>	I <td>I<td></td></td>	I <td></td>	
		COLUMN	15		34		111		371		599		322		142		1594
		TOTAL	.9		2.1		7.0		23.3		37.6		20.2		8.9		100.0

APPENDIX D

VMED											ROW TOTAL
	COUNT	I	HIGHEST					LOWEST			
	ROW PCT	I	MEDIA					MEDIA			
	COL PCT	I	USERS	3.I	4.I	5.I	USERS	5.I			
VNEW	TOT PCT	I									
	1.	I	27	I	3	I	1	I	0	I 31	
GRADE SCHOOL		I	87.1	I	9.7	I	3.2	I	.0	I 2.0	
ISRAELI SUPPORTERS		I	2.7	I	.7	I	.6	I	.0	I	
		I	1.7	I	.2	I	.1	I	.0	I	
	2.	I	142	I	71	I	29	I	7	I 249	
HIGH SCHOOL		I	57.0	I	28.5	I	11.6	I	2.8	I 15.7	
ISRAELI SUPPORTERS		I	14.5	I	17.2	I	18.4	I	21.2	I	
		I	9.0	I	4.5	I	1.3	I	.4	I	
	3.	I	421	I	145	I	43	I	6	I 615	
COLLEGE		I	63.5	I	23.6	I	7.0	I	1.0	I 38.8	
ISRAELI SUPPORTERS		I	42.9	I	35.2	I	27.2	I	15.2	I	
		I	26.6	I	9.1	I	2.7	I	.4	I	
	4.	I	6	I	1	I	4	I	0	I 11	
GRADE SCHOOL		I	54.5	I	9.1	I	36.4	I	.0	I .7	
ARAB SUPPORTERS		I	.6	I	.2	I	2.5	I	.0	I	
		I	.4	I	.1	I	.3	I	.0	I	
	5.	I	63	I	30	I	16	I	8	I 117	
HIGH SCHOOL		I	53.8	I	25.6	I	13.7	I	6.8	I 7.4	
ARAB SUPPORTERS		I	6.4	I	7.3	I	10.1	I	24.2	I	
		I	4.0	I	1.9	I	1.0	I	.5	I	
	6.	I	93	I	52	I	15	I	3	I 163	
COLLEGE		I	57.1	I	31.9	I	9.2	I	1.8	I 10.3	
ARAB SUPPORTERS		I	9.5	I	12.6	I	9.5	I	9.1	I	
		I	5.9	I	3.3	I	.9	I	.2	I	
	7.	I	1	I	4	I	2	I	0	I 7	
GRADE SCHOOL		I	14.3	I	57.1	I	28.6	I	.0	I .4	
NEITHER		I	.1	I	1.0	I	1.3	I	.0	I	
		I	.1	I	.3	I	.1	I	.0	I	
	8.	I	45	I	42	I	19	I	6	I 112	
HIGH SCHOOL		I	40.2	I	37.5	I	17.0	I	5.4	I 7.1	
NEITHER		I	4.6	I	10.2	I	12.0	I	18.2	I	
		I	2.8	I	2.0	I	1.2	I	.4	I	
	9.	I	184	I	64	I	29	I	3	I 280	
COLLEGE		I	65.7	I	22.9	I	10.4	I	1.1	I 17.7	
NEITHER		I	18.7	I	15.5	I	18.4	I	9.1	I	
		I	11.6	I	4.0	I	1.8	I	.2	I	
COLUMN			932		412		153		33	1585	
TOTAL			62.0		25.0		10.0		2.1	100.0	

APPENDIX E

***** CROSSTABULATION OF *****
 V28 BY V75

CONTROLLING FOR..

V72

VALUE = 1. UNDER 30

***** PAGE 1 OF 1

		V75					
		COUNT					
ROW	PCT	GRADE	HIGH	COLLEGE	ROW		
COL	PCT	SCHOOL	SCHOOL		TOTAL		
TOT	PCT	1.I	2.I	3.I			
V28		-----I-----I-----I-----I					
PRO ISRAELI	1.	I 11 I	63 I	275 I	349		
		I 3.2 I	18.1 I	78.8 I	53.7		
		I 78.6 I	42.0 I	56.6 I			
		I 1.7 I	9.7 I	42.3 I			
		-I-----I-----I-----I					
PRO ARAB	2.	I 3 I	51 I	100 I	154		
		I 1.9 I	33.1 I	64.9 I	23.7		
		I 21.4 I	34.0 I	20.6 I			
		I .5 I	7.8 I	15.4 I			
		-I-----I-----I-----I					
NEITHER	3.	I 0 I	36 I	111 I	147		
		I .0 I	24.5 I	75.5 I	22.6		
		I .0 I	24.0 I	22.8 I			
		I .0 I	5.5 I	17.1 I			
		-I-----I-----I-----I					
COLUMN		14	150	486	650		
TOTAL		2.2	23.1	74.8	100.0		

2 OUT OF 9 (22.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 3.166
 CHI SQUARE = 18.24336 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = .0011
 CRAMER'S V = .11846
 CONTINGENCY COEFFICIENT = .16523
 LAMBDA (ASYMMETRIC) = .00000 WITH V28 DEPENDENT. = .00000 WITH V75 DEPENDENT.
 LAMBDA (SYMMETRIC) = .00000
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .01581 WITH V28 DEPENDENT. = .02505 WITH V75 DEPENDENT.
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .01939
 KENDALL'S TAU B = -.05740 SIGNIFICANCE = .0603
 KENDALL'S TAU C = -.04165 SIGNIFICANCE = .0603
 GAMMA = -.11454
 SOMERS'S D (ASYMMETRIC) = -.07171 WITH V28 DEPENDENT. = -.04594 WITH V75 DEPENDENT.
 SOMERS'S D (SYMMETRIC) = -.05600
 ETA = .11836 WITH V28 DEPENDENT. = .10908 WITH V75 DEPENDENT.
 PEARSON'S R = -.02420 SIGNIFICANCE = .2690

Continued

***** CROSSTABULATION OF *****
 V28 BY V75
 CONTROLLING FOR:
 V72 VALUE = 2. AGE 30-50
 ***** PAGE 1 OF 1

		V75						
		COUNT						
		PCT						
		ROW						ROW
		COL						TOTAL
		TOT						
		PCT						
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***** CROSSTABULATION OF *****
 BY V75
 V28
 CONTROLLING FOR..
 V72
 VALUE = 3. 50 AND OVER
 PAGE 1 OF 1

		V75							
COUNT		I							
ROW	PCT	I	GRADE		HIGH		COLLEGE	ROW	
COL	PCT	I	SCHOOL		SCHOOL			TOTAL	
TOT	PCT	I	1.I		2.I		3.I		
-----		I	-----	I	-----	I	-----	I	
V28	1.	I	15	I	107	I	103	I	225
		I	6.7	I	47.6	I	45.8	I	58.9
	PRO	I	60.0	I	59.8	I	57.9	I	
	ISRAEL	I	3.9	I	28.0	I	27.0	I	
	-----		I	-----	I	-----	I	-----	I
	2.	I	5	I	30	I	11	I	46
		I	10.9	I	65.2	I	23.9	I	12.0
	PRO	I	20.0	I	16.8	I	6.2	I	
	ARAB	I	1.3	I	7.9	I	2.9	I	
	-----		I	-----	I	-----	I	-----	I
	3.	I	5	I	42	I	64	I	111
		I	4.5	I	37.8	I	57.7	I	29.1
	NEITHER	I	20.0	I	23.5	I	36.0	I	
		I	1.3	I	11.0	I	16.8	I	
	-----		I	-----	I	-----	I	-----	I
COLUMN		25		179		178		382	
TOTAL		6.5		46.9		46.6		100.0	

1 OUT OF 9 (11.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 3.010
 CHI SQUARE = 15.31179 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = .0041
 CRAMER'S V = .14157
 CONTINGENCY COEFFICIENT = .19631
 LAMBDA (ASYMMETRIC) = .00000 WITH V28 DEPENDENT, = .10837 WITH V75 DEPENDENT.
 LAMBDA (SYMMETRIC) = .06111
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .02242 WITH V28 DEPENDENT, = .02334 WITH V75 DEPENDENT.
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .02287
 KENDALL'S TAU B = .06149 SIGNIFICANCE = .1002
 KENDALL'S TAU C = .05133 SIGNIFICANCE = .1002
 GAMMA = .10922
 SOMERS'S D (ASYMMETRIC) = .06122 WITH V28 DEPENDENT, = .06176 WITH V75 DEPENDENT.
 SOMERS'S D (SYMMETRIC) = .06149
 ETA = .08393 WITH V28 DEPENDENT, = .19303 WITH V75 DEPENDENT.
 PEARSON'S R = .08053 SIGNIFICANCE = .0580
 NUMBER OF MISSING OBSERVATIONS = 98