**AN ANALYSIS OF THE RELATIONSHIPS BETWEEN SELECTED
FACTORS AND THE CIVIC INTERESTS
OF HIGH SCHOOL STUDENTS**

by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study was to ascertain the extent to which selected factors were associated with interest in participation in adult civic activities among high school students. A related problem was to determine the degree to which the interests of students in participation in adult civic activities changed during their high school years. Answers to the following questions were sought:

1. Does the interest of students in participation in adult civic activities change during their high school years?
2. Are there any adult civic activities in which students particularly develop an interest during high school?
3. What is the relationship between interest in participation in adult civic activities and general academic achievement?
4. What is the relationship between interest in participation in adult civic activities and achievement in social studies?
5. What is the relationship between interest in participation in adult civic activities and mental ability?
6. What is the relationship between interest in participation in adult civic activities and participation in high school activities?
7. What is the relationship between interest in participation in adult civic activities and interest in the social service occupations?

8. What is the relationship between the interest of students in participation in adult civic activities and the civic participation of their parents?

9. What is the relationship between students' interest in participation in adult civic activities and the social status of their parents?

10. What do students believe contributed to their interest in participation in adult civic activities?

Scope and Limitations of the Study

The phrase "adult civic activities" was used in this study to include only those activities listed on the interest scale administered to the sample. These activities included voting, attending political and community meetings, assisting with community programs, working to influence elections and legislation, and education for more effective participation in such activities.

The study was limited to the students in the tenth, eleventh, and twelfth grades in the public high schools of Lubbock, Texas. Students who had attended a high school other than those in Lubbock were excluded from the study, leaving a population of approximately 4,000 who were sampled.

The study attempted to assess the degree of interest of students in participation in a variety of adult civic activities and to ascertain the extent to which selected factors were associated with this degree of interest. Observations were limited to comparisons between

the degree of interest and the selected factors; no attempt was made to identify a degree of interest as being high or low, desirable or undesirable. Since it was obviously impossible to examine all the phenomena that influence the interests of students, no claim is made that an exhaustive study was made of the factors that may have affected the development of students' interests. The factors studied were grade level, general academic achievement, social studies achievement, civic activities of parents, social status of parents, intelligence, participation in high school activities, and scores on a standardized interest test.

Purposes of the Study

The general objective of the study was to discover information which could be used as a basis for suggesting improvements in a high school program of citizenship education. A secondary objective was to determine whether the high school program contributed to students' interest in adult civic participation. Although the investigation was concerned with such aspects of the high school program as over-all grades and co-curricular activities, improvements in the social studies program were of special interest.

It was assumed that if no appreciable improvement in civic attitude was found to occur during the high school years, suggestions pertaining to this objective might be in order. Or, if improvement occurred only in some types of participation, areas of concern might be pointed out. A lack of positive relationship between civic interest

and social studies achievement would indicate that the learning taking place did not necessarily affect the students' interest in participation in adult civic activities.

Related Studies

Although citizenship education is a generally accepted objective of the high school, few schools, according to Smith and Tyler (1:xvii), seriously attempt to find out what changes schooling brings about in students. The paucity of research concerning the effectiveness of citizenship education tends to substantiate their statement.

The few attempts to measure the contributions of formal education to citizenship interests and attitudes have yielded conflicting results. During the Kansas Study of Education for Citizenship (2:37), students were given a test of social beliefs and an interest and activity checklist at their entrance to high school and again at the end of their senior year. The findings of this study indicated that high schools influenced the citizenship attitudes of students who entered without strong convictions about civic matters but did not significantly change the attitudes of those who had already developed strong opinions.

Somit (3:32) tested the attitude toward politicians and toward personal participation in politics of sophomore college students before and after a course in American government. He found no significant change in student attitude and concluded that any contribution of social science courses to active citizenship cannot be taken for granted. A study by Pace (4:289) determined that college graduates who were social

science majors engaged significantly in more political activities than did graduates who majored in other subjects. Paces' findings, however, possibly may indicate that students who chose to major in social science were already more interested in political activities instead of indicating that the subject matter of the social sciences contributed to their political interests.

In a recent doctoral dissertation, Horton (5:23) investigated high school students' attitudes toward the freedoms guaranteed by the Bill of Rights of the United States Constitution. After comparing the attitudes of students who had studied civics or government with those who had not studied civics or government, he concluded that these courses had little or no effect upon the students' attitude toward the freedoms of the Bill of Rights. Since Horton did not examine the students' knowledge of the Bill of Rights, it is not possible to determine whether the students failed to learn much about this document in their civics or government courses or whether their knowledge of the document failed to influence their attitudes.

Jacob (6:1), in his extensive summary of investigations of the values of college students, reported findings about the ineffectiveness of instruction in the social sciences. After comparing students who had taken several social science courses with students who had not taken these courses, he concluded that the beliefs and interests of students were little affected by instruction in the social sciences. He also learned that most of the students expect to obey the law and to discharge the obligations demanded of them, but most plan to confine

their political participation to voting. Jacob decided that the majority of American college students "shun civic responsibilities and have little interest in public affairs."

Some contribution by the high school program toward developing an interest in civic participation was indicated by the findings of two other investigations. Gates (7:533) compared the scores made by high school seniors on a test of civic information with four measures of active citizenship: (1) teacher rating on the basis of student classroom behavior; (2) participation in high school activities; (3) citizenship rating by fellow students; and (4) citizenship rating by employers. He found a "distinct connection" between knowledge of civic information and willingness to accept civic responsibility.

Questionnaires returned by a national sample of high school students provided the information for "The Citizenship Attitudes of High School Youth," a Purdue opinion poll reported by Remmers and others (8:13). Because it was learned that twelfth graders showed a slightly greater interest in civic participation than did tenth graders, the authors concluded that the high schools were making some progress in their efforts to educate for citizenship. It seems possible, however, that the increased interest could have been a result of the normal maturation of students from the tenth to the twelfth grades. Some serious deficiencies were discovered in the civic attitudes of these students. Fifty-seven per cent of the sample indicated that they would dodge their political responsibilities where corruptness was known to exist, and 41 per cent rejected the effectiveness of writing to congressmen to influence legislation.

Because this study is concerned with the interests of high school students in participation in adult civic activities, it seems pertinent to consider some studies of the actual civic participation of adults. Only about 65 per cent of the eligible voters participated in the 1960 national presidential elections, and the percentage was much smaller for state and local elections (9:87). Voting, however, is just one of the many civic duties. Dahl (10:57) estimated that not more than 20 to 25 per cent of all adult Americans engage in any political activity beyond the act of voting, and DeGraza (11:130) found that only 2 to 3 per cent of the adult Americans participate fairly consistently in politics.

A similar lack of civic participation was exhibited by the 951 former University of Minnesota students who were investigated by Pace (4:120). The leisure activities of these adults were almost entirely passive, and few engaged in any civic activities other than voting. Although they professed to be concerned about civic problems, they demonstrated a general lack of participation in community affairs.

The Need for the Study

Although it is generally acknowledged that an active, enlightened citizenry is requisite to good democratic government and that schools should attempt to educate for good citizenship, a review of research on civic education reveals little or no information to guide the conscientious teacher who is concerned about such matters. Indeed, little effort is made by schools to measure the results of teaching

in terms of how pupils' behavior is changed, although most educators would undoubtedly agree with Melby (12:218) that "true teaching must result not only in knowledge and skill, but in altered behavior." This study attempts to discover pertinent information about one facet of the broad area of good citizenship, participation in civic activities.

The civic indifference of millions of American, as established by research described in "Related Studies," reveals the need for more effective citizenship education. This study was planned to discover information that could be used as a basis for suggesting a need for improvements in a high school program of citizenship education.

Suggestions for further research that have been made by authorities in public education have indicated a need for information that might be disclosed by this study. Hagen and Thorndike (13:485) urged that a greater attempt be made to measure the end products of education instead of merely appraising the structure of the school system. Melby (12:218) and Gross (14:24) both recommended that a greater effort be made to measure instruction in terms of changes in the behavior of pupils. Ayer (15:231) suggested two areas of inquiry: (1) the personality characteristics of those who participate in governmental activities, and (2) the relationship between achievement in social studies and participation in civic activities.

Asking for student opinion of what contributed to their interest in civic participation was suggested by three authorities. Gross and Badger (16:1310) believed the student to be a source of information frequently overlooked when appraising and modifying secondary school

social studies programs, and Jacob (6:130) recommended "personal evaluation by students of educational experiences that have influenced their values."

Assumptions

The validity of this study is dependent upon the following assumptions:

1. Increased participation by American citizens in the civic activities with which this study is concerned would result in a more effective citizenry.
2. Increased interest among high school students in participation in adult civic activities would result in an increase in their participation in such activities as adults.
3. The development of an interest among high school students in participation in adult civic activities is an important and a feasible objective of the high school and particularly of the social studies program.
4. It is possible to assess the differentiations in levels of interest in participation in adult civic activities.

The first assumption, that increased civic participation by Americans would benefit the nation, can be challenged only by those who do not firmly believe in democratic government, for democracy is based upon a faith that decisions by all the citizens are normally superior to decisions by a few. Furthermore, according to Simon (17:28),

there is considerable evidence to support the hypothesis that "significant changes in human behavior can be brought about rapidly only if the persons who are expected to change participate in deciding what the change shall be and how it shall be made."

The short duration of many republics in the past, such as the German Republic after World War I and numerous Latin American republics, is a possible indication that an active and alert citizenry is necessary to preserve freedom and democratic government. Appalled by the lack of participation among the college graduates he surveyed, Pace warned that "Democracy is indeed in danger if its intelligent citizens are complacent" (4:131).

Evidence of a positive relationship between the measured interests and the actual activities of individuals tends to support the assumption that an increased interest in civic participation among high school students would result in a greater participation by these students as adults. After extensive studies of interest test results, Strong (18:23) concluded that interests are generally consistent and even become stronger with increasing age. In another study, Strong (19:140) found that students were likely to be engaged in occupations for which they had indicated a preference eighteen years before. Campbell and others (20:105), who designed a scale to measure interest in voting and administered it to adult citizens, found a close relationship between measured interest in voting and actual participation at the polls.

From the many authorities who agree that the development of an interest in civic participation is an important objective of the high school, the following sampling should be sufficient to substantiate the third assumption. Citizenship was one of the seven Cardinal Principles of Secondary Education prepared by the Commission on Reorganization of Secondary Education (21:171). The Civic Education Project of Cambridge (22:33) listed among its major objectives of citizenship education a "keen interest in things political," and Hutchins (23:83) stated that citizenship education should be a primary objective of the secondary school.

That the social studies program of the high school should make a particular contribution toward the development of interest in civic participation is substantiated by the opinions of authorities. The Texas Commission on Social Studies (24:viii) recommended that social studies courses give the student "an appreciation of his responsibilities as well as his rights as a citizen." Best (25:113) stated that the study of history was essential as a guide to civic action and that students should be stimulated toward civic action by the inspiring examples from history of individual action to alleviate social problems. The objectives of American history recommended by the National Society for the Study of Education (26:357) included "the individual responsibilities which are involved in participation in a democratic society," and the promotion of "interest in civic participation" is a stated objective of American history in the Lubbock Public Schools (27:11).

The fourth assumption, that the degree of interest in participation in adult civic activities can be assessed, is supported by the successful measurement of this interest in previous investigations. Both the Kansas Study of Education for Citizenship (2:11) and the Purdue Opinion Poll (8:13) assessed students' interest in civic participation, and Somit (3:32) measured attitude toward personal participation in politics. The construction of an instrument to measure the interest of students in participation in adult civic activities is described in Chapter II; and evidence of validity and reliability, including data from the responses of three hundred students to the instrument, is presented in the same chapter.

CHAPTER II

METHODS AND PROCEDURES

Introduction

In general, the procedures of this study consisted of the following: (1) construction of an instrument to measure students' interest in participation in civic activities when they become adults and construction or location of various instruments to measure factors that may have influenced the development of this interest; (2) selection of a sample to be investigated; (3) collection of the data; (4) tabulation and statistical treatment of the data; and (5) interpretation of the findings.

The Instruments

The basic instrument used in the study was a scale to measure the interests of students in participation in adult civic activities (See Appendix A). The items for this scale were selected from instruments used in similar studies, the most useful source being the Socio-Civic Affairs section of a questionnaire administered by C. Robert Pace to graduates of the University of Minnesota (4:17). The thirty-nine items gleaned from previous research were made into a Likert-type scale on which the respondents indicated the extent to which they expected to participate in each of the activities when they became

adult citizens. The degrees of participation to be checked were "Never," "Rarely," "Occasionally," "Frequently," and "Regularly" for one-half the items. Because of the nature of the statements, "Always" was substituted for "Regularly" on the other items. The five degrees of interest on the scale were assigned values of 0, 1, 2, 3, and 4, the larger numbers representing the higher degree of interest.

A pilot study was conducted by administering the scale to fifty-one tenth and eleventh grade students in high school history classes. The total scores from the 51 students ranged from 36 to 132, with a mean of 91, a median of 94.9, and a standard deviation of 21. An item analysis revealed that the mean score made by the highest 27 per cent of the students was greater on every item than the mean score made by the lowest 27 per cent. The differences between the scores of the two groups was slight for some items, however, indicating a low level of discrimination. The standard error of the mean for the two groups was calculated, and the items which did not discriminate between differences at the .01 level of significance were rejected. The scale was further refined by eliminating items which were found to be vague or ambiguous. Because of the high discriminatory power exhibited by the remaining items, it was believed that the final instrument of thirty items was an adequate measure of interest in participation in adult civic activities.

The content validity of the instrument was contributed to by the selection of the items from previous studies of civic participation.

The construct validity of the instrument was evinced by the general agreement of social studies teachers that the promotion of interest in participation in the thirty activities should be an objective of the social studies. Of the responses of the twenty-seven teachers to the activities, 67 per cent were checked under "Should be an objective," 19 per cent were under "Should not be an objective," and 14 per cent were under "Undecided." Every activity was considered a legitimate objective by a majority of the teachers.

Further evidence regarding construct validity appeared after the scale was completed by the three hundred high school students of the sample. A correlation coefficient of .40 was found between the students' scores and their home room teachers' estimates of their probable participation. According to Garrett (28:201), this correlation is significant at the .01 level of confidence. A list of criteria for the construction of attitude scale statements (29:13) was consulted in regard to the wording and arrangement of the items.

Evidence of the reliability of the instrument was obtained by calculating the coefficient of correlation between the odd-numbered and the even-numbered items on the scale. This resulted in a reliability coefficient of .812, which was adjusted to .90 by the Spearman-Brown Prophecy formula. Garrett (28:360) considers a reliability coefficient of .90 to be satisfactory, and he states that a "highly reliable test is always a valid measure of some function."

The same thirty activities listed on this instrument were used to obtain a measure of the civic participation of parents. The

instructions were changed to read "Please indicate the extent to which you participate in the following activities," whereas the students had been asked to indicate the extent to which they expected to participate in the activities when they became adults (See Appendix B for the instrument as used for parents).

Items for the rating scale used to measure students' participation in high school activities were obtained by asking various high school officials and outstanding students to suggest items in which students engaged which were of benefit to the school. A tentative list made up of these items was then administered to the students in five history classes, and the items were revised according to the students' responses and comments. This scale is presented in Appendix C.

The students in the five history classes made suggestions and comments in regard to the construction of a scale to get the students' evaluation of activities that influenced their interest in civic participation. The students suggested some activities, and others were recommended by the writer's advisory committee (See Appendix D for the scale).

Another scale was designed to get an estimate from the home room teacher of the probable adult civic participation of each student in the sample. For this instrument, the thirty items from the measure of students' interest in civic participation were divided into three groups, and the teacher was asked to rate the students' probable participation in each area. This check list was broken down

into these areas because it was doubtful that teachers could estimate students' probable participation in such detail as presented by the thirty items, but it seemed reasonable for them to estimate the students' probable participation in a general way as presented in the three areas (See Appendix E).

To obtain a reaction of social studies teachers to the activities used to measure student interest in civic participation, the thirty items on the students' scale were made into a check list for teachers. The teachers were asked to indicate whether they believed it should be an objective of the social studies to develop interest in each activity (See Appendix F).

Grades made during the spring semester of 1963 by students in the sample were used as a measure of general academic achievement. Only grades in those subjects designated by the schools as one-half credit courses were considered, omitting such one-fourth credit activities as marching band, working in school offices, and physical education (except competitive athletics, which is considered a one-half credit course). Each student was given a weighted score according to the following values: A--5 points, B--4 points, C--3 points, D--2 points, and F--0 points. Although each teacher in the Lubbock schools is free to devise his own system of averaging grades, it seemed that this method was most commonly used.

Two measures of social studies achievement were considered. One was the grade each student made in his social studies course during

the spring semester of 1963, or, if he took no social studies that semester, the grade from his last social studies course. Two hundred sixty-nine of the three hundred students took a social studies course during the spring semester. The other measure of social studies achievement employed was the Background of Social Studies section of the Iowa Tests of Educational Development. The results of these tests were not available for sophomores, however, as the tests are administered during the junior year.

Two standardized tests, the California Test of Mental Maturity and the Kuder Preference Record, were used to obtain a measure of mental ability and a measure of interest in social service. The California test, taken by students during the seventh grade, from three to five years before this study, was not an ideal measurement, but it was the only test from which scores were available for most of the sample. This lapse of time was believed to weaken the conclusions based on the California test scores. Scores were taken from the Social Service section of the Kuder Preference Record-Vocational (Form C), which most students had taken during the ninth grade.

The social status of parents was determined through the use of the Two Factor Index of Social Position developed by Hollingshead (30:2-11). Occupation and Education are the two factors considered in this index, and Hollingshead provides very detailed instructions for rating a family according to each of these factors. The head of the household is assigned a numerical rating for his occupation and a rating for his years of formal education. The rating for occupation

is then multiplied by seven, and the rating for education is multiplied by four, resulting in a numerical score for social position. These weights were determined by Hollingshead through multiple correlation techniques (30:9). The assumption of a meaningful relationship between estimated class position and social behavior was validated by the use of factor analysis by Hollingshead and Redlich (31:398).

The Sample

A systematic sample of one hundred students was chosen from each grade in the public high schools of Lubbock, Texas. The percentage of the total school enrollment for each of the three high schools was calculated, and the same percentage from each school was chosen for the sample. Likewise, the number of each sex chosen was proportionate to the number of each sex in the total enrollment. Information about the sample is presented in Table 1.

As a check on the adequacy of the sample, the mean-grade point average for each grade was calculated on the basis of A--5, B--4, C--3, D--2, and F--0; and the mean I.Q. for each grade from the California Test of Mental Maturity was calculated. As illustrated in Table 1, a slight but continuous increase in both grade point average and I.Q. was found from the tenth to the twelfth grade. These differences, however, were not significant at the .05 level of confidence, so the students from the three grades may be considered equal in respect to I.Q. and grade point average.

TABLE 1
DISTRIBUTION OF 300 HIGH SCHOOL STUDENTS
ACCORDING TO GRADE, SEX, SCHOOL, GRADE
POINT AVERAGE, AND I.Q.

Grade	Sex		School			Mean Grade Point Average	Mean I.Q. (California Test)
	M	F	1	2	3		
10	51	49	50	43	7	3.2	105.6
11	53	47	50	43	7	3.4	106.5
12	54	46	50	44	6	3.6	106.0
Total	158	142	150	130	20	3.4	106.3
Grand Total		300		300			

For a further check on the adequacy of the sample, the distribution of the social classes of the parents was tabulated and compared with the normal distribution for the nation as estimated by Havighurst and Neugarten (29:18). As presented in Table 2, the percentage of the parents in Classes II, IV, and V were within the range of a normal distribution. Classes I and III contained a slightly higher percentage than normal. Class I is made up of people with college degrees and high incomes or those with advanced degrees and responsible positions. The majority of Class I people in this group were either physicians or college professors. A relatively large percentage of parents fall

into this group because Lubbock is both the educational and the medical center for its geographical area.

TABLE 2

THE DISTRIBUTION OF THE PARENTS OF THE STUDENTS IN
THE SAMPLE ACCORDING TO SOCIAL CLASS COMPARED
WITH THE NORMAL DISTRIBUTION OF
SOCIAL CLASSES IN THE NATION*

Class	I	II	III	IV	V	Total
Percentage	7.8%	10.2%	37.3%	27.8%	16.9%	100%
Normal Percentage Range	1-3%	7-12%	20-35%	25-40%	15-25%	

*Based on 295 parents, as the information was unavailable for parents of 5 sample members.

Collection of the Data

All the instruments for the study were completed by the students, teachers, and parents during the last month of the 1962-63 school year. After permission to conduct the study had been received from the administration of the Lubbock Public Schools, the necessary forms were placed in the mail boxes of the home room teachers of the students of the sample. Included with the forms was a letter to the home room teachers (Appendix G) soliciting their cooperation and giving instructions for administering the scales to the sample members and their parents and

for supplying the information required of home room teachers. To avoid the possibility of the students' being influenced by opinions expressed by their classmates, teachers were asked to prohibit classroom discussion of the civic activities until all forms were returned by both students and parents.

At an in-service meeting of secondary social studies teachers, the high school teachers present completed the check list on which they indicated whether they believed it should be an objective of social studies courses to encourage participation in each of the thirty activities. Teachers not present at this meeting were contacted later, all twenty-seven full-time social studies teachers eventually completing the check list.

The permanent records of the sample students were consulted to obtain grades from the spring semester, and scores on the Background of Social Studies section of the Iowa Tests of Educational Development were supplied by school counselors. Scores from the California Test of Mental Maturity and scores from the Social Service section of the Kuder Preference Record were given by the home room teachers.

Tabulation and Statistical Treatment of the Data

The completed forms were separated according to grade level, and a number of different computations were made on the various instruments. A total score for each student on the measure of interest in civic participation (See Appendix A) was computed on the basis of

0--"Never," 1--"Rarely," 2--"Occasionally," 3--"Frequently," and 4--"Regularly" or "Always." The mean, median, standard deviation and standard error of the mean were then calculated for each grade and for the entire sample. The significance of the difference between the means of the sophomores and juniors, the sophomores and seniors, and the juniors and seniors was calculated. The same numerical values used for student responses were applied to the teacher estimates of the probable participation of students (See Appendix C).

The total numerical value given each of the thirty items by each grade and the total given each item by all three hundred students were also computed. Then the mean score on each item by each grade was determined and the significance of the differences between these means was calculated.

Two scores were calculated from the instrument completed by parents (See Index B). A total score for participation in civic activities was computed with the same values used in computing the students' scores for interest in participation. A score for social position was obtained by combining the weighted values assigned education and occupation.

The student evaluations of the activities that influenced their interest in civic participation (See Appendix D) were computed on the basis of 0--"No influence," 1--"Little influence," 2--"Considerable influence" and 3--"Great influence." The column, "Have not had or participated in," was not assigned a value. The total possible

score was then determined by multiplying the total responses by three, the maximum value assigned a response. This calculation was necessary because many students had not taken some of the courses or participated in some of the activities listed; so the number of responses varied considerably from item to item. The total weighted value of the responses to each item was computed, and divided by the total possible score to obtain a weighted percentage. The sixteen items on the scale were then ranked according to this weighted percentage.

The social studies teachers' responses to the thirty civic activities on the scale (See Appendix F) were tabulated on the basis of 0--"Should not be an objective," 1--"Undecided," and 2--"Should be an objective." The product-moment coefficient of correlation was computed between the total scores given each item by the students and the total score given each item by the teachers, and the significance of this coefficient was determined.

After these preliminary calculations, a master table was constructed which gave each student's name, grade, school, sex, and ten different numerical scores: (1) degree of interest in participation in adult civic activities; (2) participation in high school activities; (3) I.Q., (4) Social Service score from the Kuder Preference Record; (5) teacher estimate of student's probable civic participation; (6) civic participation of parent; (7) social position of parent; (8) score on the Background of Social Studies section of the Iowa Tests of Educational Development; (9) last social studies course grade; and (10) overall grade point average. From this table a number of calculations were

made. The product-moment coefficient of correlation was computed between the students' interest in participation in adult civic activities scores and each of the students' nine other scores, and the significance of these coefficients was determined.

It was decided, however, that the product-moment correlation was not suitable to apply to the scores from the measure of participation in high school activities. The range of these scores was from 0 to 258, with a mean of 28, a median of 15, and .95 degrees of positive skewness. Because of this non-linear distribution, the eta coefficient, or correlation ratio, was calculated between high school participation and interest in participation in adult civic activities, a procedure recommended by Guilford (33:295) for highly-skewed distributions. A scatter diagram was constructed to illustrate further the relationship between the scores.

The scores from the Kuder Preference Record also had to be given additional statistical treatment. Since the norms for this record are different for each sex, the scores for the boys and the girls were correlated separately with the scores from the interest in civic participation scale. The two product-moment coefficients were combined by converting them into Fisher's z function, taking the arithmetic average of the z scores, and converting this average back to Pearson r scores. These computations are prescribed by Garrett (28:173) for averaging coefficients of correlations.

CHAPTER III

FINDINGS

The purpose of this chapter is to present the information obtained from a sample of three hundred high school students about their interests in participation in adult civic activities. The chapter is divided into four main sections: (1) a general analysis of the students' interest in participation in adult civic activities; (2) a comparison of the interest in participation in adult civic activities of tenth, eleventh, and twelfth grade students; (3) an examination of the relationships between selected factors and interest in participation in adult civic activities (the factors examined are general academic achievement, social studies achievement, mental ability, participation in high school activities, scores on a standardized interest test, civic participation of parents, and social position of parents); and (4) the students' opinions of what contributed to their interest in participating in adult civic activities.

A General Analysis of the Students' Interest in Participation in Adult Civic Activities

As explained in Chapter II, the students' responses to the scale to measure interest in participation in adult civic activities were assigned values of 0--"Never," 1--"Rarely," 2--"Occasionally," 3--"Frequently," and 4--"Regularly" or "Always." On the basis of these values, a numerical score was computed for each student in the sample

according to his responses to the thirty items. The possible range of these scores was 120; the range of the 300 respondents was 109, from 7 to 116. The mean score of the sample was 62.13, the median was 62.07, the standard deviation was 18.5, and the standard error of the mean was 1.07. These statistics indicated a wide range and a normal distribution of interest among the sample members.

The total score given each item by the three hundred students and the total score given each item by the twenty-seven social studies teachers were also computed. Table 2 presents the thirty items ranked according to the total values assigned them by the students and by the teachers. It should be mentioned that, whereas students were asked to indicate the extent to which they expected to participate in the activities, teachers were asked to indicate whether they believed it should be an objective of the social studies to encourage interest in participation in the activities. Presumably, a teacher may have considered one of the activities to be of great importance but not within the realm of the social studies. However, the comparison was presented on the assumption that the opinions of the teachers in regard to the activities may have influenced the development of the students' interest in the activities.

Some of the greater differences between the rankings in Table 3 were worthy of comment. Although students and teachers agreed on the first-ranked item, only five of the top ten items as ranked by students were ranked in the top ten by teachers. Six of the items ranked in the bottom ten by the students were ranked in the bottom ten by the

TABLE 3

A COMPARISON BETWEEN THE RESPONSES OF 300 HIGH SCHOOL STUDENTS AND
27 SOCIAL STUDIES TEACHERS TO THE LIST OF CIVIC ACTIVITIES

Activity	Rank by Students	Rank by Teachers
Vote in national elections for Senators and Representatives	1	1
Sign a petition to be presented to a public official when you agree with the petition	2	9.5
Serve as a witness for the defense in a court trial	3	2.5
Give money to charity	4	18.5
Vote in elections for school board members	5	18.5
Discuss political or civic problems with my family	6	18.5
Listen to political speeches on radio or television	7	2.5
Serve as a witness for the prosecution in a court trial	8.5	16.
Serve on a jury	8.5	6
Support an organization to promote justice and equality among racial or religious groups	10	24

TABLE 3--Continued

Activity	Rank by Students	Rank by Teachers
Read a weekly news magazine thoroughly	11	4.5
Discuss political or civic problems with a house guest	12	29
Visit a public school	13	13.5
Discuss political problems or civic problems with people where you work	14	26
Work on a charity drive	15	22.5
Attend community meetings to discuss plans or problems	16	7.5
Try to influence the passage or defeat of a law or ordinance	17	24
Listen to political speeches in a public auditorium	18	9.5
Read a book on politics or foreign policy	19	7.5
Serve as chairman of a charity drive	20	4.5
Attend meetings of your political party	21	27.5
Write letters to make suggestions to public officials	22	15

TABLE 3--Continued

Activity	Rank by Students	Rank by Teachers
Attend a court trial as a spectator	23	11.5
Report a traffic law violator to the Traffic Commission	24	27.5
Attend a city commission meeting as a spectator	25	11.5
Ring doorbells and pass out literature in support of a political candidate whom you favor	26	30
Give speeches about civic or community problems	27	25
Give speeches in support of a political candidate whom you favor	28	21
Attend night classes to improve your ability as a citizen	29	22.5
Run for public office	30	18.5

teachers. Three of the activities having to do with politics, "Sign a petition to be presented to a public official . . .," "Vote in elections for school board members," and "Discuss political or civic problems with my family," were ranked 2, 4, and 5 by students and 9.5, 18.5, and 18.5 by teachers. Of interest, also, was the ranking of 10 by students and 24 by teachers of the item, "Support an organization to promote justice and equality among racial and religious groups."

The ranks assigned three other political activities, however, illustrate interests which the teachers thought should be encouraged. "Read a weekly news magazine thoroughly," "Attend community meetings to discuss plans or problems," and "Read a book on politics or foreign policy," were ranked 4.5, 7.5, and 7.5 respectively by teachers and 11, 16, and 19 by students.

The activity, "Serve as chairman of a charity drive," was also given a high rank of 4.5 by teachers and only 20 by students. "Give money to charity," which might be expected to elicit a similar response, was ranked 4 by students and only 18.5 by teachers.

Despite these disagreements in ranking, a correlation of .43 was found between the weighted scores given the items by the teachers and the students. Considering the N of 30 (28 degrees of freedom), this coefficient was significant at the .01 level of confidence.

A Comparison of the Interest in Participation in Adult
Civic Activities of Tenth, Eleventh, and
Twelfth Grade Students

One of the basic questions of the study was "Does the interest of students in participation in adult civic activities change during their high school years?" In an attempt to find information about this question, the total score on the interest scale was calculated for each student; then the mean, median, range, standard deviation, and standard error of the mean, were determined for the scores of each grade. This information is presented in Table 4.

TABLE 4

A COMPARISON OF THE INTEREST IN PARTICIPATION IN ADULT
CIVIC ACTIVITIES EXPRESSED BY TENTH, ELEVENTH, AND
TWELFTH GRADE STUDENTS

Grade	N	Mean	Median	Range	σ	σM
10	100	62.6	63.4	82	17.1	1.71
11	100	62.6	63.2	102	18.5	1.85
12	100	61.2	60.2	109	18.2	1.82
Total	300	62.1	62.1	109	18.5	1.07

This table shows the mean scores of the tenth and eleventh grades to be the same and the mean score of the twelfth grade to be slightly lower. The three means may be considered equal; however, for

their differences were not significant at the .05 level of confidence. Nor were the differences between the medians or standard deviations significant at that level. Therefore, the evidence indicated that no difference in level of interest in participation in adult civic activities existed between grades ten, eleven, and twelve.

Another problem of the study was to determine whether there were any adult civic activities in which students particularly develop an interest during high school. In order to find evidence relevant to this problem, the mean response of each grade to each of the thirty civic activities was tabulated, and the differences between these means was determined and subjected to a test of significance. The thirty activities are presented in Table 5, ranked according to the numbers in the last column, the mean scores given them by the entire sample of three hundred students. The other columns show the mean scores given each item by each grade, and the last line of the table gives the mean response to all the items by each grade and the mean response by all three hundred students.

Only one of the differences between the mean responses of each grade to each item was found to be significant at the .05 level of confidence, and it was also significant at the .01 level. This was the difference of $-.41$ between the mean responses by the tenth and the twelfth grades to the item ranked 26. According to this statistic, tenth graders were more interested than twelfth graders in ringing doorbells and passing out literature in support of a political candidate

TABLE 5

INTEREST IN PARTICIPATION IN ADULT CIVIC ACTIVITIES
AS EXPRESSED BY 300 HIGH SCHOOL STUDENTS

Activities	Mean Score			
	Grade 10	Grade 11	Grade 12	Entire Sample
1. Vote in national elections for Senators and Representatives	3.38	3.19	3.30	3.29
2. Sign a petition to be presented to a public official when you agree with the petition	2.76	2.84	2.86	2.82
3. Serve as a witness for the defense in a court trial	2.75	2.82	2.77	2.78
4. Give money to charity	2.60	2.87	2.84	2.77
5. Vote in elections for school board members	2.72	2.58	2.63	2.64
6. Discuss political or civic problems with my family	2.56	2.59	2.66	2.603
7. Listen to political speeches on radio or television	2.55	2.63	2.62	2.60
8.5 Serve as a witness for the prosecution in a court trial	2.63	2.50	2.64	2.59

TABLE 5--Continued

Activities	Mean Score			
	Grade 10	Grade 11	Grade 12	Entire Sample
8.5 Serve on a jury	2.46	2.54	2.77	2.59
10. Support an organization to promote justice and equality among racial or religious groups	2.62	2.71	2.40	2.58
11. Read a weekly news magazine thoroughly	2.45	2.50	2.46	2.47
12. Discuss political or civic problems with a house guest	2.29	2.32	2.53	2.38
13. Visit a public school	2.27	2.33	2.43	2.34
14. Discuss political or civic problems with people where you work	2.10	2.04	2.19	2.11
15. Work on a charity drive	2.05	2.15	2.12	2.17
16. Attend community meetings to discuss plans or problems	2.08	2.02	2.02	2.04
17. Try to influence the passage or defeat of a law or ordinance	2.08	2.07	1.96	2.037

TABLE 5--Continued

Activities	Mean Score			Entire Sample
	Grade 10	Grade 11	Grade 12	
18. Listen to political speeches in a public auditorium	1.88	2.20	1.89	1.95
19. Read a book on politics or foreign policy	1.82	1.85	1.71	1.79
20. Serve as chairman of a charity drive	1.73	1.80	1.74	1.76
21. Attend meetings of your political party	1.81	1.64	1.57	1.68
22. Write letters to make suggestions to public officials	1.67	1.72	1.56	1.65
23. Attend a court trial as a spectator	1.58	1.52	1.50	1.53
24. Report a traffic law violator to the Traffic Commission	1.56	1.57	1.39	1.51
25. Attend a city commission meeting as a spectator	1.55	1.41	1.33	1.43
26. Ring doorbells and pass out literature in support of a political candidate whom you favor	1.55	1.38	1.11	1.35

TABLE 5--Continued

	Activities	Mean Score			
		Grade 10	Grade 11	Grade 12	Entire Sample
27.	Give speeches about civic or community problems	1.31	1.35	1.20	1.29
28.	Give speeches in support of a political candidate whom you favor	1.26	1.27	1.16	1.23
29.	Attend night classes to improve your ability as a citizen	1.21	1.24	1.06	1.17
30.	Run for public office	.93	.89	.74	.85
Mean Score for 30 Items		2.09	2.09	2.04	2.07

whom they favor. Eleventh graders also indicated less interest in this activity than did tenth graders, but this difference (.17) was not significant at the .05 level. Nor was the difference of .27 between the responses of eleventh and twelfth graders significant at the .05 level of confidence. The findings imply that students during high school do not develop a significant interest in any of these adult civic activities.

An Examination of the Relationship Between Selected
Factors and Interest in Participation in
Adult Civic Activities

The main problem of the study was to determine factors that are associated with interest in participation in adult civic activities among high school students. In an attempt to gather information about this problem, instruments to measure various factors were administered to students; and the results were compared with the results of measuring the students' interest in participation in adult civic activities. The product-moment coefficients of correlation between students' scores on these factors and their measured interest in participation in adult civic activities were presented in Table 6.

Since these correlations varied from .14 to .46, it was pertinent to include some general observations concerning the significance of correlations as they applied to this study. According to Garrett (28:176), a coefficient of correlation must be judged in regard to the nature of the data being related. In some investigations, the

TABLE 6
COEFFICIENTS OF CORRELATION BETWEEN SELECTED FACTORS
AND INTEREST IN PARTICIPATION IN
ADULT CIVIC ACTIVITIES

Factor	r	Level of Significance
Over-all grade point average	.17	.01
Social studies grade	.30	.01
Background of Social Studies section of the Iowa Test of Educational development	.14	.05
Participation in High School Activities	.33	.01
California Test of Mental Ability	.19	.01
Social Service section of the Kuder Preference Record	boys .26	.01
	girls .32	.01
	mean .29	.01
Civic Participation of parents	.46	.01
Social position of parents	.17	.01

relationships being examined are between variables that are known generally to result in positive correlations; in such investigations, only high correlations would be significant. In the present study, however, it was not known whether a positive relationship would be found to exist between the variables being considered. Therefore, it was decided that any correlation which was significant at the .05 level

of confidence would be considered of some importance. The significance of the coefficients of correlation was determined from a table of correlation coefficients by Garrett (28:201). According to this table, a correlation problem in which N is 300 would possess 298 degrees of freedom; therefore, a coefficient of .114 would be significant at the .05 level, and one of .149 would be significant at the .01 level.

General Academic Achievement

For a measure of general academic achievement, the students' grades were recorded from the spring semester of 1963. Each student was given a weighted score for grades, as described in Chapter II, and these scores were correlated with the scores of interest in participation in adult civic activities. This resulted in the coefficient of .17 shown in Table 6. Considering the N of 300 and 298 degrees of freedom, this correlation was significant at the .01 level of confidence.

Social Studies Achievement

The two measures of social studies achievement used were: (1) grades in the students' last social studies course and (2) scores on the Background in Social Studies section of the Iowa Tests of Educational Development. As shown in Table 6, the correlation for social studies grades was .30, which was significant at the .01 level; and the correlation for the Iowa test score was .14, which was significant at only the .05 level.

To determine which of these correlations was more indicative of the true relationship between the two variables, the reliability of the two measures of social studies achievement must be considered. Science Research Associates, publishers of the Iowa tests, report a median reliability coefficient of .90 for the form used in this study (34:20). Of course, no reliability coefficient is available for the grades used, but it is unlikely that they are as reliable as the Iowa tests. Also, the social studies questions on the Iowa test appeared to be more a measure of the understanding of social concepts and less a mere measure of memorized facts than are most examinations given by teachers. It seems reasonable, therefore, to consider the correlation with the Iowa test scores to be the more accurate indicator of the true relationship between interest in civic participation and social studies achievement.

Mental Ability

The only test of intelligence for which results were available for the sample was the California Test of Mental Maturity, which 280 of these 300 students had taken during the seventh grade. The correlation between these scores and interest in civic participation was .19, which was significant at the .01 level. However, two factors regarding the California test tend to decrease the reliability of its scores: the students took the test from three to five years before the present study, and twenty of the students had not taken the test.

Participation in High School Activities

The checklist used to measure students' participation in high school activities is shown in Appendix C. The total number of hours which the student estimated he had devoted to these activities during the school year was used as the measure of his participation in high school activities. The objective was to determine the relationship between actual service to the school and interest in service to the community and the nation.

A product-moment correlation of .33 was found between degree of participation in high school activities and measured interest in participation in adult civic activities. This correlation is significant at the .01 level, indicating a definite positive relationship. Because of the apparent non-linear distribution of the data, however, the correlation ratio, or eta coefficient, was also calculated, resulting in an xy correlation ratio of .42 and a yx correlation ratio of .40. These ratios indicate a slightly higher relationship between the variables than was shown by the product-moment coefficient of .33.

Perhaps a better understanding of the relationship between the variables can be gained from an inspection of the scatter diagram in Table 7. Because the median is less affected by a wide range of scores than is the mean, relationships to the median rather than to the mean were pointed out in regard to this table. Of the 10 students scoring 120 or above on participation in high school activities,

8 scored above the median on interest in participation in adult civic activities, 1 scored on the interval containing the median, and only 1 scored below the median. Twenty-eight students scored 70 or above on high school participation, 16 of whom scored above the median on interest in participation in adult civic activities, 4 scored on the interval containing the median, and 8 were below the median. Nine of the 10 students who rated below 30 on interest in participation in adult civic activities were below the median on participation in high school activities; the other student was on the interval containing the median. All the 7 students who rated highest on interest in participation in civic activities were above the median on participation in high school activities.

Social Service

Scores from the Social Service section of the Kuder Preference Record were obtained for 120 boys and 116 girls. The coefficient of correlation between these scores and the scores on the interest in civic participation scale was .26 for boys and .32 for girls; the difference between these coefficients was not significant at the .05 level of confidence. The combined coefficient for boys and girls was .29, which was significant at the .01 level of confidence.

Civic Participation of Parents

A measure of the civic participation of parents was obtained by asking one parent of each student in the sample to indicate his

participation in each of the thirty civic activities which were listed on the scale for students. The participation scores for the 294 parents who responded were tabulated in the same manner as those for students. As presented in Table 6, a correlation of .46 was found between the responses of parents and the responses of students to the thirty civic activities. This correlation was significant beyond the .01 level, indicating a definite positive relationship between the civic participation of parents and the interest in participation in adult civic activities of their children.

The responses of parents and their children were similar, but some outstanding differences were noted. Although the students and their parents responded to the same list of civic activities and the scores were tabulated exactly the same, the mean score for parents was 44.1; and the mean score for students was 62.1, 41 per cent higher than their parents. The parents indicated their actual participation, and the students indicated their proposed participation in the activities.

Another difference between the responses of students and parents was in the range of their scores. Whereas the students' scores ranged 109 points, from 7 to 116, the parents' scores ranged only 97 points, from 8 to 105. Standard deviations for the two sets of scores were 18.5 for students and 18.1 for parents.

Social Position of Parents

The Two Factor Index of Social Position was used to get a numerical rating of the parents' social position. This index is

described in Chapter II, and the distribution of the parents according to social class is presented in Table 2. The rating of social position was obtained for 295 of the 300 families represented by the sample members.

A correlation between the interest in participation in adult civic activities of students and the social position of their parents resulted in the coefficient of .17 shown in Table 6. Although this is not a high correlation, it is significant at the .01 level, indicating a definite positive relationship between the civic interests of students and the social position of their parents.

The Students' Opinions of What Contributed to
Their Interest in Participating in
Adult Civic Activities

To answer the question, "What do students believe contributed to their interest in participation in adult civic activities?" the results obtained from administering the checklist presented in Appendix D were tabulated. The sixteen items on this checklist, ranked according to total percentages, are presented in Table 8.

To facilitate an examination of the activities that influenced students, the items were discussed according to four different groups: (1) school courses; (2) other school activities, (3) organized youth activities outside of school, and (4) miscellaneous. The three greatest influences were school courses--government, 1st, debate, 2nd; and American problems, 3rd. There was little difference in percentage points between the first three choices. It is interesting to

TABLE 8

THE OPINIONS OF 300 STUDENTS ON WHAT INFLUENCED THEIR INTEREST
IN PARTICIPATING IN ADULT CIVIC ACTIVITIES

Item	Considerable				N	Total Value	Possible Score	Percentage	Rank
	None	Little	2	3					
Government course	3	12	28	53	96	227	288	78.8	1
Debate course	7	19	14	15	40	92	120	76.7	2
American problems course	1	5	6	14	26	59	78	75.6	3
One particular teacher	22	42	83	142	289	634	867	73.1	4
Your parents	20	54	83	136	296	634	888	71.4	5
Reading that was not part of your school work	11	71	120	88	290	575	870	66.1	6
American history course	7	43	92	53	195	386	585	66.0	7

TABLE 8--Continued

Item	Considerable				N	Total Value	Possible Score	Percentage	Rank
	None	Little	2	3					
Young Democrats or Young Republicans	5	15	35	20	75	145	225	64.4	8
School assembly programs	28	71	111	81	291	536	873	61.4	9
Television and radio programs	38	61	106	73	278	492	834	59.0	10
Camp Fire Girls	5	8	11	10	34	60	102	58.8	11
Student Council	11	27	29	24	91	157	273	57.5	12
World history course	29	91	120	51	291	484	873	55.4	13
Boy Scouts	17	33	23	23	101	163	303	53.8	14
Girl Scouts	8	29	17	16	70	111	210	52.9	15
School clubs	38	87	74	46	245	373	735	50.7	16

observe the percentage of students who designated these courses to be of "great influence." The percentages were: government, 55 per cent, American problems, 54 per cent; and debate, only 38 per cent. Although debate was considered a greater influence according to responses along the total scale, American problems was designated a "great" influence by a larger percentage of the students. Furthermore, debate was considered to be of no influence by 18 per cent of the students, compared with 4 per cent and 3 per cent respectively of "none" responses for American problems and government. The other two school courses were American history and world history, ranked 7th and 13th respectively, and designated a "great" influence by 27 per cent and 18 per cent of the students.

School activities other than courses were given the following rankings: school assembly programs, 9th; student council, 12th; and school clubs, 16th. Because the school assembly programs had featured Americanism lectures during the 1961-62 school year, the responses were examined to determine whether the students in school at that time had accorded a higher rating to assembly programs. It was discovered, however, that school assemblies were rated slightly lower by eleventh and twelfth graders than by tenth graders.

The organized youth activities outside of school and their rankings were: Young Democrats or Young Republicans, 8th; Camp Fire Girls, 11th; Boy Scouts, 14th, and Girl Scouts, 15th. An unexpected finding was the large number of students who had participated in the youth activities outside of school. Of the 300 students, 101 had

participated in Boy Scouts, 104 had participated in either Camp Fire Girls or Girl Scouts, and 75 had participated in Young Democrats or Young Republicans. It must be remembered, however, that many of these students may have participated in these organizations for only a short time, perhaps attending just one meeting.

The miscellaneous activities, as ranked by the students, were: one particular teacher, 4th; your parents, 5th; reading that was not part of your school work, 6th; and television and radio programs, 10th. The comparatively low rank given "reading that was not part of your school work" seemed significant. However, many students who indicated participation in this activity had probably participated in it to a very small extent. Only 10 of the 300 students indicated that they had done no reading other than for their school work. Thirty per cent of the students who had read outside of school considered it to have been a "great" influence.

Below the sixteen items listed on the checklist, students were asked to list other activities which had influenced them to be more interested in participating in adult civic activities. These activities are listed in Table 9 according to frequency of mention. "Friends," which was stated by some as "friends and co-workers," was mentioned with the greatest frequency, being named by 24 of the students. "Church" was second with a frequency of 16, and the other activities listed were named by 3 students or fewer.

TABLE 9
ITEMS WHICH WERE ADDED TO THE CHECKLIST OF INFLUENCES ON
STUDENTS' INTEREST IN PARTICIPATING IN
ADULT CIVIC ACTIVITIES

Item	Frequency
Friends	24
Church	16
Speech course	3
School politics	3
World geography course	3
The study of music	2
Travel	2
Movies	2
Writing English themes	2
National Junior Honor Society	1
Foreign language course	1

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Problems and Purposes of the Study

The problem of this study was to ascertain the extent to which selected factors were associated with interest in participation in adult civic activities among high school students. A related problem was to determine the degree to which the interests of students in participation in adult civic activities changed during high school. The general objective of the study was to discover information that could be used as a basis for suggesting the need for improvements in a high school program of citizenship education, particularly in the social studies.

Limitations of the Study

The study was limited to students in the tenth, eleventh, and twelfth grades of the public high schools of Lubbock, Texas, excluding students who had attended a high school other than those in Lubbock. Among the many factors that might be related to the interests of students in participation in adult civic activities, only the following were examined: grade level, general academic achievement, social studies achievement, interest in social service, mental ability, participation in high school activities, social status of parents, and civic participation of parents.

Assumptions

The validity of the study is dependent upon the following assumptions:

1. Increased participation by American citizens in the civic activities with which this study is concerned would result in a more effective citizenry.
2. Increased interest among high school students in participation in adult civic activities would result in an increase in their participation in such activities as adults.
3. The development of an interest among high school students in participation in adult civic activities is an important and a feasible objective of the high school and particularly of the social studies program.
4. It is possible to assess the degree of interest in participation in adult civic activities.

Procedures

The following procedures were employed to collect data for the study:

1. An instrument was constructed to assess the degree of interest of students in participation in adult civic activities.
2. Instruments were located or constructed to measure various factors that might be associated with interest in civic participation.

3. A systematic sample of three hundred high school students was selected.

4. The instruments were completed by students, teachers, and parents, additional information about the students was obtained from school records.

5. The completed forms were separated according to grade level, and ten different numerical scores were obtained for each student: (1) interest in participation in adult civic activities; (2) participation in high school activities; (3) I.Q.; (4) Social Service score from the Kuder Preference Record; (5) teacher estimate of student's probable civic participation; (6) civic participation of parent; (7) social position of parent; (8) score on the Background of Social Studies section of the Iowa Test of Educational Development; (9) last social studies course grade, and (10) over-all grade point average.

6. The reliability coefficient of the instrument to measure the interest of students in participation in adult civic activities was calculated by determining the correlation between the responses to the odd-numbered and the even-numbered items on the scale.

7. Product-moment coefficients of correlation were computed between degree of interest in participation in adult civic activities and each of the other nine scores. In addition, the eta correlation ratios were calculated, and a scatter diagram was constructed to illustrate the relationship between interest in participation in adult civic activities and hours of participation in high school activities.

8. Correlation coefficients were also calculated between the students' scores on interest in participation in adult civic activities and the social studies teachers' responses to the list of civic activities.

9. For the responses to the measure of interest in participation in adult civic activities, the mean, median, standard deviation, and standard error of the mean were calculated for each grade and for the entire sample. The significance of the differences between the means of the sophomores and juniors, the sophomores and the seniors, and the juniors and seniors was determined. The total numerical value assigned each of the thirty civic activities by each grade and the total assigned each activity by all three hundred students were also computed. Then the mean score assigned each activity by each grade was determined, and the significance of the differences between these means was calculated.

10. A total value was computed for the responses to each item on the students' evaluation of the activities that influenced their interest in civic participation. The sixteen items on this scale were then ranked according to a percentage derived from this total value. "Other influences" listed by the respondents were ranked according to frequency of mention.

Findings

The findings of the study were summarized under eleven headings:
"A general analysis of the interest of students in participation in

adult civic activities," and the ten questions listed in the Introduction.

A general analysis of the interest of students in participation in adult civic activities.--The sample members manifested a wide range and a normal distribution of interest in participation in adult civic activities. Some insight into the interests of the students was gained by comparing the highest and lowest activities, ranked according to the responses of the entire sample. The five highest were:

1. Vote in national elections for Senators and Representatives
2. Sign a petition to be presented to a public official when you agree with the petition
3. Serve as witness for the defense in a court trial
4. Give money to charity
5. Vote in elections for school board members.

The five lowest were:

26. Ring doorbells and pass out literature in support of a political candidate whom you favor
27. Give speeches about civic or community problems
28. Give speeches in support of a political candidate whom you favor
29. Attend night classes to improve your ability as a citizen
30. Run for public office.

The students revealed a preference for voting and for activities that seemed to require comparatively little effort or preparation. They were inclined to avoid activities that demanded a relatively high degree of skill or training.

A comparison between the responses of students and social studies teachers to the list of civic activities revealed some noteworthy disagreements. Students indicated the extent to which they expected to participate in each activity, and teachers indicated whether they believed each activity should be an objective of social studies instruction.

Four possible explanations were suggested for the much higher rank assigned by students than teachers to the item "Support an organization to promote justice and equality among racial and religious groups": (1) teachers believed this activity was too controversial to be encouraged in the classroom, (2) teachers considered the activity important but not a legitimate objective of the social studies, (3) teachers were less tolerant than students of racial or religious minorities, and (4) teachers were less concerned than students about this type of social injustice. The rank of 5 by students and 18.5 by teachers of the item "Vote in elections for school board members," was surprising, since it was expected that teachers would be more convinced than students of the importance of an activity so vital to the public schools.

Three items, "Read a weekly news magazine thoroughly," "Attend community meetings to discuss plans or problems," and "Read a book on politics or foreign policy," were ranked substantially higher by teachers than by students. The teachers believed that interest in these activities should be encouraged, but their instruction apparently

had not stimulated the students toward participation in the activities.

The activity, "Serve as chairman of a charity drive," also was given a much higher rank by teachers than by students. It seems likely, however, that students may have been influenced by a lack of confidence in their ability to participate at this level of responsibility.

"Give money to charity," which might be expected to elicit a similar response, was ranked higher by students than by teachers. This activity possibly is one that the teachers considered important but not necessarily a legitimate objective of the social studies.

Despite the disagreements pointed out above, a significant positive correlation was found between the responses of students and teachers to the list of civic activities. This positive relationship may be an indication that teachers are influencing the interests of students in participation in activities which the teachers regard as important objectives of the social studies.

Does the interest of students in participation in adult civic activities change during their high school years?--No significant difference in degree of interest in participation in adult civic activities was found among grades ten, eleven, and twelve. This finding disagreed with the results of a questionnaire study by Remmers and others (8:13), who reported a slightly greater interest in civic participation among twelfth graders than tenth graders. Furthermore, this finding appeared to be incongruous with another finding of the present study: the sample members indicated that their parents, various school

courses, and teachers had exerted strong positive influences upon their interests in participation in adult civic activities. If the opinions of the students are valid, these influences may tend to raise the students' levels of interest during high school. The absence of any such increase in interest level suggested the existence of some factor or factors not considered in this study that tended to counteract the positive influences during high school.

Are there any civic activities in which students particularly develop an interest during high school?--The evidence indicated that students did not significantly develop an interest during high school in any of the thirty civic activities. This finding tended to substantiate the disclosure reported above--that the interest of students in participation in adult civic activities does not change during high school, but one piece of contradictory evidence appeared. A significant decrease in interest in one of the thirty activities was found between the tenth and the twelfth grades. This decrease in interest, however, tended to support the suggestion above of the influence of some negative factor during high school. No previous research was discovered that attempted to determine whether there were any particular civic activities in which students developed an interest during high school.

What is the relationship between interest in participation in adult civic activities and general academic achievement?--A significant positive relationship was discovered between interest in participation in adult civic activities and general academic achievement.

This finding had two possible implications: (1) students who make good grades assimilate information and develop attitudes that result in their becoming more interested in civic participation; or (2) the same personal characteristics that cause students to make good grades also tend to make them more interested in civic participation. No previous attempt to examine the relationship between interest in civic participation and academic achievement was found.

What is the relationship between interest in participating in adult civic activities and achievement in the social studies?--A significant positive correlation was found between degree of interest in civic participation and scores on the social studies section of the Iowa tests. Moreover, the correlation between social studies grades and civic interest was .30, compared to a correlation of only .17 between all grades and civic interest. These positive relationships, plus the opinions of students regarding the strong influence of social studies courses, indicated a definite relationship between civic interest and achievement in social studies. It seems possible that the social studies made a positive contribution toward interest in participation in adult civic activities, although no increase in interest was found to occur during high school.

Only one of the investigations described in "Related Studies" compared actual achievement in social studies with interest in civic participation. Gates (7:533) found a "distinct connection" between the knowledge of civic information of high school seniors and their willingness to accept civic responsibility.

Four other investigations compared students who had taken social studies courses with those who had not taken the courses. Somit (3:32) reported no change in the attitude toward personal participation in politics of sophomore college students after a course in American government. Jacob (6:1), from a comparison between students who had taken several social science courses and students who had not taken the courses, concluded that the civic interests of students were little affected by instruction in the social sciences. Horton (5:23) demonstrated that a civics or a government course had little or no effect upon students' attitudes toward the freedoms guaranteed by the Bill of Rights of the United States Constitution. Pace (4:289), however, determined that college graduates who were social science majors engaged significantly in more political activities than did graduates who majored in other subjects.

The only investigation that compared achievement in social studies with interest in civic participation agreed with the findings of this study. Of the four investigations that compared students who had taken social studies courses with those who had not taken the courses, three reported negative findings concerning the influence of social studies. Whether the findings of these three studies indicated a lack of influence of social studies achievement or a lack of student achievement during the courses was not reported.

What is the relationship between interest in participation in adult civic activities and mental ability? --A positive relationship

was demonstrated between interest in civic participation and mental ability. Since research has established that interests are generally consistent and lasting (18:23, 19:140), civic affairs apparently are usually managed by people of above average intelligence. No previous attempts to relate interest in civic participation with mental ability were discovered.

What is the relationship between interest in participation in adult civic activities and participation in high school activities? --

A positive relationship was found between interest in civic participation and extent of participation in high school activities. In their rating of activities that influenced their interests, however, students gave comparatively low scores to the three non-academic high school activities on the scale. It is quite possible that the same type of student who is active in school affairs is also interested in civic participation, although these activities exert no appreciable influence upon his interests.

No previous research was found that considered the relationship between participation in high school activities and interest in civic participation. Gates (7:533), however, used "participation in high school activities" as one of four criteria to measure the characteristic he termed "willingness to accept civic responsibility." He apparently assumed that a positive relationship existed between participation in high school activities and willingness to accept civic responsibility.

What is the relationship between interest in participation in adult civic activities and interest in the social service occupations? --

A positive relationship was demonstrated between interest in civic participation and interest in social service occupations as measured by the Kuder Preference Record. Since the Kuder has been demonstrated to possess a relatively high stability (35:863), the implication is that adults who engage in social service occupations are probably above average in the extent of their participation in civic activities. Kuder scores have been the subject of a large amount of research, but no study was found that compared Kuder scores with citizenship interests.

What is the relationship between the interest of students in participation in adult civic activities and the civic participation of their parents? --The closest relationship found between any of the factors examined was demonstrated by the correlation coefficient of .46 between the responses of students and parents to the list of civic activities. A possible causal relationship between these two factors is suggested by the comparatively high rank given "your parents" when students expressed their opinions on what had influenced their interests in participation in civic affairs.

The finding that the mean response of students to the list of civic activities was 41 per cent higher than the mean response of parents has interesting connotations. Perhaps the students were optimistic in estimating future participation in civic affairs, or possibly they actually will participate to a greater extent than their parents do. Since it is suspected that some negative influence prevented the students' interest in civic affairs from increasing during high school, the possibility is suggested that perhaps this negative

influence continues to operate between high school and adulthood. No previous research was found that examined the relationship between the civic interest of students and the civic participation of their parents.

What is the relationship between the interest of students in participation in adult civic activities and the social status of their parents?--A positive relationship was found between the interest of students in civic participation and the social status of their parents. No previous study of this relationship was found; however, an investigation by Campbell and others (20:476) revealed a positive relationship between number of years of formal education and regularity of voting among adults. Education was one of the two factors considered in establishing the social position of parents.

What do students believe contributed to their interest in participation in adult civic activities?--According to the students themselves, the strongest influences upon their interests in civic participation were school courses, implying a possible influence of the school upon the development of civic interests. It is noteworthy that students ranked the American problems course below the government course and the debate course, as the content of American problems is directly concerned with civic matters. There were, however, only slight numerical differences among the first three choices. Of interest, also, was the comparatively low rank accorded world history, which is generally believed to promote civic interest and patriotism.

The rank of 2 given debate, compared to a rank of 7 given American history by the students, was of particular interest, because debate is designated by the schools as a speech course rather than a social studies course. The promotion of interest in civic participation is not included among the objectives of the debate course (36:1), but it is a stated objective of American history in the Lubbock schools (27:11). Although this objective is not mentioned in the course of study for debate, it is quite possible that many debate teachers consider the development of an interest in civic participation to be a secondary objective of their courses. It is still remarkable, however, that debate was considered a greater influence upon the development of interest in participation in adult civic activities than American history. Evidently, the interest of students in civic participation was stimulated by the preparation and interchange of ideas on the debate topics, which usually are current social or economic problems. The strong motivation of competitive debate may be an additional stimulus. The influence of debate tends to indicate the value of individual research and the exchange of ideas as effective methods of stimulating interest in participation in civic activities.

The sample students did not believe that school activities other than courses, often termed co-curricular activities, had contributed much to the development of their civic interests. Nor did they consider Young Democrats or Young Republicans to have been important influences, although it is a main objective of these organizations

to promote an interest in political participation among young people. The activities classified as organized youth activities outside of school were generally given low ranks.

The high rank given "one particular teacher" supported the belief in the great influence of teachers that is asserted by most educators and philosophers, perhaps best stated by Henry Adams, "A teacher affects eternity: he can never tell where his influence stops" (37:300). Since "friends" and "church" were added to the list by a number of students, it is possible that these two items would have received substantial ratings if they had been included on the rating scale.

Conclusions

1. The evidence indicated that the interest of students in participation in adult civic activities does not change during their high school years.

2. There were no civic activities studied in which students particularly developed an interest during high school.

3. The students revealed a preference for participation in activities that seemed to require comparatively little effort or preparation.

4. Significant positive relationships were demonstrated between the interest of students in participation in adult civic activities and each of the factors studied. These factors, ranked according to the significance of the relationship, were: (1) civic participation

of parents, (2) participation in high school activities, (3) social studies achievement (course grade), (4) interest in social service occupations, (5) I.Q., (6) general academic achievement, (7) social position of parents, and (8) social studies achievement (Iowa Test).

5. The students believed that their parents, certain school courses, and "one particular teacher" had contributed substantially to their interests in participation in adult civic activities.

6. If the opinions of students are accepted as valid, several factors during high school are positive influences upon the development of interest in participation in adult civic activities the absence of an increase in interest level suggests the existence of some factor or factors not considered in this study that tend to counteract the positive influences during high school.

7. The students rated world history substantially lower than the other social studies courses as an influence upon their interests in civic participation.

8. The expected participation indicated by students in the civic activities studied was much higher than the actual civic participation of their parents.

Recommendations

Recommendations for Public Schools

1. Schools should make a greater attempt to measure the contributions of formal education to civic interests.

2. Schools should make a greater attempt to stimulate the interests of students in participation in adult civic activities.

3. Teachers should be educated to teach their students generalizations from history that indicate the necessity of widespread participation in civic activities.

Recommendations for Further Research

1. An investigation of the relationships between interest in participation in adult civic activities and factors not considered in this study (i.e. extroversion-introversion, reading habits, participation in social activities).

2. A longitudinal study of the development of the civic interests of students from grade ten through twelve, and into adulthood, if possible.

3. A more thorough investigation of the opinions of students regarding the influence of various school courses and activities upon their civic interests.

4. An attempt to identify specific learnings from the social studies that tend to stimulate the interest of students in participation in civic activities.

5. A study of the development of the civic interests of students in different schools and in different sections of the nation.

6. A study of relationships between the civic participation of adults and their achievement and interests during high school.

7. An attempt to evaluate the influence of teachers by comparing the civic interests of students and their teachers before and after social studies courses.

8. An attempt to determine whether the development of interest in participation in adult civic activities is a feasible objective of the high school.

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APPENDIX

- A. Scale to Measure the Interest of Students in Participation in Adult Civic Activities**
- B. Scale to Measure the Civic Participation of Parents**
- C. Scale to Measure Participation in High School Activities**
- D. Scale for Students' Evaluation of the Activities that Influenced Their Interest in Civic Participation**
- E. Scale for Home Room Teachers**
- F. Scale for Social Studies Teachers**
- G. Letter to Home Room Teachers**

APPENDIX A

SCALE TO MEASURE THE INTEREST OF STUDENTS IN PARTICIPATION IN ADULT CIVIC ACTIVITIES

Name _____ Grade: 10__ 11__ 12__

PLEASE INDICATE THE EXTENT TO WHICH YOU EXPECT TO PARTICIPATE IN THE FOLLOWING ACTIVITIES WHEN YOU BECOME AN ADULT CITIZEN. PLEASE MAKE AN X IN ONE OF THE COLUMNS AFTER EVERY ITEM.

	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	REGULARLY
1. Listen to political speeches on radio or television					
2. Vote in national elections for Senators and Representatives					
3. Discuss political or civic problems with a house guest					
4. Vote in elections for school board members					
5. Read a weekly news magazine thoroughly					
6. Visit a public school					
7. Discuss political or civic problems with my family					
8. Attend community meetings to discuss plans or problems					
9. Discuss political or civic problems with people where you work					
10. Listen to political speeches in a public auditorium					
11. Attend a City Commission meeting as a spectator					
12. Attend a court trial as a spectator					
13. Attend meetings of your political party					
14. Read a book on politics or foreign policy					
15. Attend night classes to improve your ability as a citizen					

APPENDIX A--Continued

THE FOLLOWING ARE ACTIVITIES IN WHICH YOU MAY NOT OFTEN HAVE AN OPPORTUNITY TO PARTICIPATE. PLEASE INDICATE THE EXTENT TO WHICH YOU EXPECT TO PARTICIPATE IN THESE ACTIVITIES WHEN THE OCCASION ARISES.

	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	ALWAYS
16. Sign a petition to be presented to a public official when you agree with the petition					
17. Serve as a witness for the defense in a court trial					
18. Serve as a witness for the prosecution in a court trial					
19. Serve on a jury					
20. Give money to charity					
21. Support an organization to promote justice and equality among racial or religious groups					
22. Report a traffic law violator to the Traffic Commission					
23. Work on a charity drive					
24. Try to influence the passage or defeat of a law or ordinance					
25. Serve as chairman of a charity drive					
26. Write letters to make suggestions to public officials					
27. Ring doorbells and pass out literature in support of a political candidate whom you favor					
28. Run for public office					
29. Give speeches in support of a political candidate whom you favor					
30. Give speeches about civic or community problems					

APPENDIX B

SCALE TO MEASURE THE CIVIC PARTICIPATION OF PARENTS

Dear Parent:

The administration of the Lubbock Public Schools has granted permission for this research project on the civic interests of high school students. As part of the study, we are asking one parent of each student to complete the check list below. I am the only person who will read your answers, and you will not be identified in any way in the findings of the study. I shall be very grateful for your cooperation in completing this form.

Name of pupil who brought this form home _____
 Address _____
 Occupation of father or head of household _____
 Name of business firm _____

Please circle the highest grade completed by father or head of household.

Elementary: 1 2 3 4 5 6 7 8 High School: 1 2 3 4
 College: 1 2 3 4 5 6 7 8 College degrees: _____

Who completed this form? Father __, Mother __, Guardian __

PLEASE INDICATE THE EXTENT TO WHICH YOU PARTICIPATE
 IN THE FOLLOWING ACTIVITIES. MAKE AN X IN ONE OF
 THE COLUMNS AFTER EVERY ITEM.

	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	REGULARLY
1. Listen to political speeches on radio or television					
2. Vote in national elections for Senators and Representatives					
3. Discuss political or civic problems with a house guest					
4. Vote in elections for school board members					
5. Read a weekly news magazine thoroughly					
6. Visit a public school					

APPENDIX B--Continued

	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	REGULARLY
7. Discuss political or civic problems with my family					
8. Attend community meetings to discuss plans or problems					
9. Discuss political or civic problems with people where you work					
10. Listen to political speeches in a public auditorium					
11. Attend a City Commission meeting as a spectator					
12. Attend a court trial as a spectator					
13. Attend meetings of your political party					
14. Read a book on politics of foreign policy					
15. Attend night classes to improve your ability as a citizen					
THE FOLLOWING ARE ACTIVITIES IN WHICH YOU MAY NOT OFTEN HAVE AN OPPORTUNITY TO PARTICIPATE. PLEASE INDICATE THE EXTENT TO WHICH YOU PARTICIPATE IN THESE ACTIVITIES WHEN THE OCCASION ARISES.	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	ALWAYS
16. Sign a petition to be presented to a public official when you agree with the petition					
17. Serve as a witness for the defense in a court trial					
18. Serve as a witness for the prosecution in a court trial					

APPENDIX B--Continued

	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	ALWAYS
19. Serve on a jury					
20. Give money to charity					
21. Support an organization to promote justice and equality among racial or religious groups					
22. Report a traffic law violator to the Traffic Commission					
23. Work on a charity drive					
24. Try to influence the passage or defeat of a law or ordinance					
25. Serve as chairman of a charity drive					
26. Write letters to make suggestions to public officials					
27. Ring doorbells and pass out literature in support of a political candidate whom you favor					
28. Run for public office					
29. Give speeches in support of a political candidate whom you favor					
30. Give speeches about civic or community problems					

APPENDIX C

**SCALE TO MEASURE PARTICIPATION IN
HIGH SCHOOL ACTIVITIES**

**PLEASE ESTIMATE THE NUMBER OF HOURS YOU HAVE SPENT ON THE FOLLOWING
ACTIVITIES DURING THIS SCHOOL YEAR. WRITE THE NUMBER OF HOURS AT THE
RIGHT AND THE TOTAL AT THE BOTTOM.**

	HOURS
Decorating your school room or the school building for holidays, parties, and pep rallies	_____
Meetings of the Student Council or other school committees	_____
Home Room committee meetings or preparing and presenting Home Room programs	_____
Preparing or helping with school assembly programs	_____
Working on bulletin boards in classrooms and halls	_____
Serving as a guide or helper at open house and other school functions	_____
Planning or presenting programs for clubs and Morning Watch	_____
TOTAL HOURS FOR THE YEAR	_____

APPENDIX D

SCALE FOR STUDENTS' EVALUATION OF THE ACTIVITIES THAT INFLUENCED THEIR INTEREST IN CIVIC PARTICIPATION

PLEASE RATE EACH OF THE FOLLOWING ACCORDING TO THE INFLUENCE IT HAD ON DEVELOPING YOUR INTEREST IN PARTICIPATING IN THE ACTIVITIES YOU CHECKED ON THE PREVIOUS PAGE. MAKE AN X IN ONE OF THE COLUMNS AFTER EVERY ITEM.

	HAVE NOT HAD OR PARTICIPATED IN	NO INFLUENCE	LITTLE INFLUENCE	CONSIDERABLE INFLUENCE	GREAT INFLUENCE
1. World history course					
2. American history course					
3. Government course					
4. American political course					
5. Debate					
6. Student Council					
7. School clubs					
8. Boy Scouts					
9. Girl Scouts					
10. Camp Fire Girls					
11. Young Democrats or Young Republicans					
12. School assembly programs					
13. One particular teacher					
14. Your parents					
15. Reading that was not part of your school work					
16. Television and radio programs					
17. Others (list any other influences)					

APPENDIX E

SCALE FOR HOME ROOM TEACHERS

Student's name _____ Grade _____ Sex _____

I.Q. (California Test) _____ Kuder score (Social Service) _____
(From student's cumulative folder)

We are interested in your judgment of this student's interest in participation in adult civic activities. Will you please estimate on the following scale the extent to which he is likely to participate in the following activities when he becomes an adult citizen.

MAKE AN X IN ONE OF THE COLUMNS AFTER EACH NUMBER

	NEVER	RARELY	OCCASIONALLY	FREQUENTLY	REGULARLY
1. Vote, attend political and community meetings, campaign for issues or candidates, support law enforcement, work on community projects, write letters to Congressmen or to newspapers.					
2. Run for public office, make speeches to support a candidate or a community project, serve as chairman of a charity drive.					
3. Listen to speeches, read books and periodicals on civic affairs, discuss political and community problems, visit schools and government agencies, attend classes to improve his ability as a citizen.					

APPENDIX F

SCALE FOR SOCIAL STUDIES TEACHERS

FOLLOWING IS A LIST OF CIVIC ACTIVITIES IN WHICH MANY ADULT CITIZENS PARTICIPATE. WILL YOU PLEASE INDICATE ON THE SCALE BELOW WHETHER YOU BELIEVE IT SHOULD BE AN OBJECTIVE OF THE SOCIAL STUDIES TO ENCOURAGE INTEREST IN PARTICIPATION IN THESE ACTIVITIES.

	UNDECIDED	SHOULD NOT BE AN OBJECTIVE	SHOULD BE AN OBJECTIVE
1. Listen to political speeches on radio or television			
2. Vote in national elections for Senators and Representatives			
3. Discuss political or civic problems with a house guest			
4. Vote in elections for school board members			
5. Read a weekly news magazine thoroughly			
6. Visit a public school			
7. Discuss political or civic problems with my family			
8. Attend community meetings to discuss plans or problems			
9. Discuss political or civic problems with people where you work			
10. Listen to political speeches in a public auditorium			
11. Attend a City Commission meeting as a spectator			
12. Attend a court trial as a spectator			
13. Attend meetings of your political party			
14. Read a book on politics or foreign policy			
15. Attend night classes to improve your ability as a citizen			
16. Sign a petition to be presented to a public official when you agree with the petition			

APPENDIX F--Continued

	UNDECIDED	SHOULD NOT BE AN OBJECTIVE	SHOULD BE AN OBJECTIVE
17. Serve as a witness for the defense in a court trial			
18. Serve as a witness for the prosecution in a court trial			
19. Serve on a jury			
20. Give money to charity			
21. Support an organization to promote justice and equality among racial or religious groups			
22. Report a traffic law violator to the Traffic Commission			
23. Work on a charity drive			
24. Try to influence the passage or defeat of a law or ordinance			
25. Serve as chairman of a charity drive			
26. Write letters to make suggestions to public officials			
27. Ring doorbells and pass out literature in support of a political candidate whom you favor			
28. Run for public office			
29. Give speeches in support of a political candidate whom you favor			
30. Give speeches about civic or community problems			

APPENDIX G

LETTER TO HOME ROOM TEACHERS

Dear Colleague:

The administration of Lubbock Public Schools has granted permission for this research project on the civic interests of high school students. The findings of the study will be used in my doctor's dissertation, and it is hoped that the findings will be of benefit to the Lubbock schools. The study will be possible only with your help and cooperation. At your convenience, will you please:

1. Tell your home room pupils, "I am going to ask a few of you to complete a check list about your future activities as a citizen. Please answer each question carefully and honestly. Your answers will not become a part of your school record; they will be read only by the teacher who is making the study. Do not talk to any other student while you are completing the check list." Have the pupils whose names appear on the check lists complete the forms in the classroom and hand them in.
2. Ask each pupil who filled in a check list to get a Check List for Parents completed by one of his parents or by a guardian.
3. Complete a Scale for Home Room Teachers for each pupil who filled in a check list.
4. Return to your principal's office the completed check lists from pupils and parents and the scale that you completed.

It is possible that your pupils might be interested in basing a home room program on a discussion of the civic activities on the check list. I would appreciate it, however, if you would postpone any such discussion until the check lists have been completed by pupils and parents.

Thank you very much,

Bill Trenfield
Monterey High School