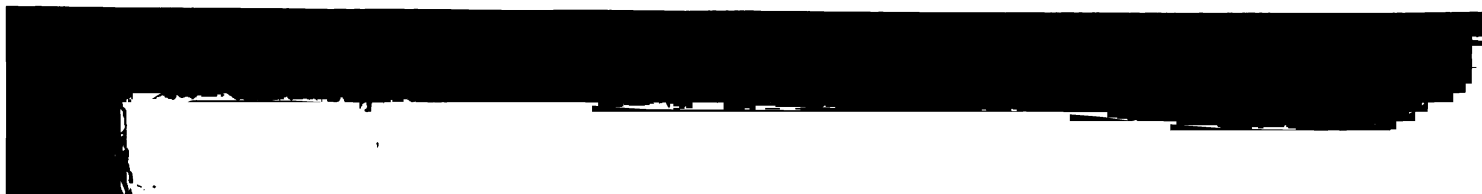
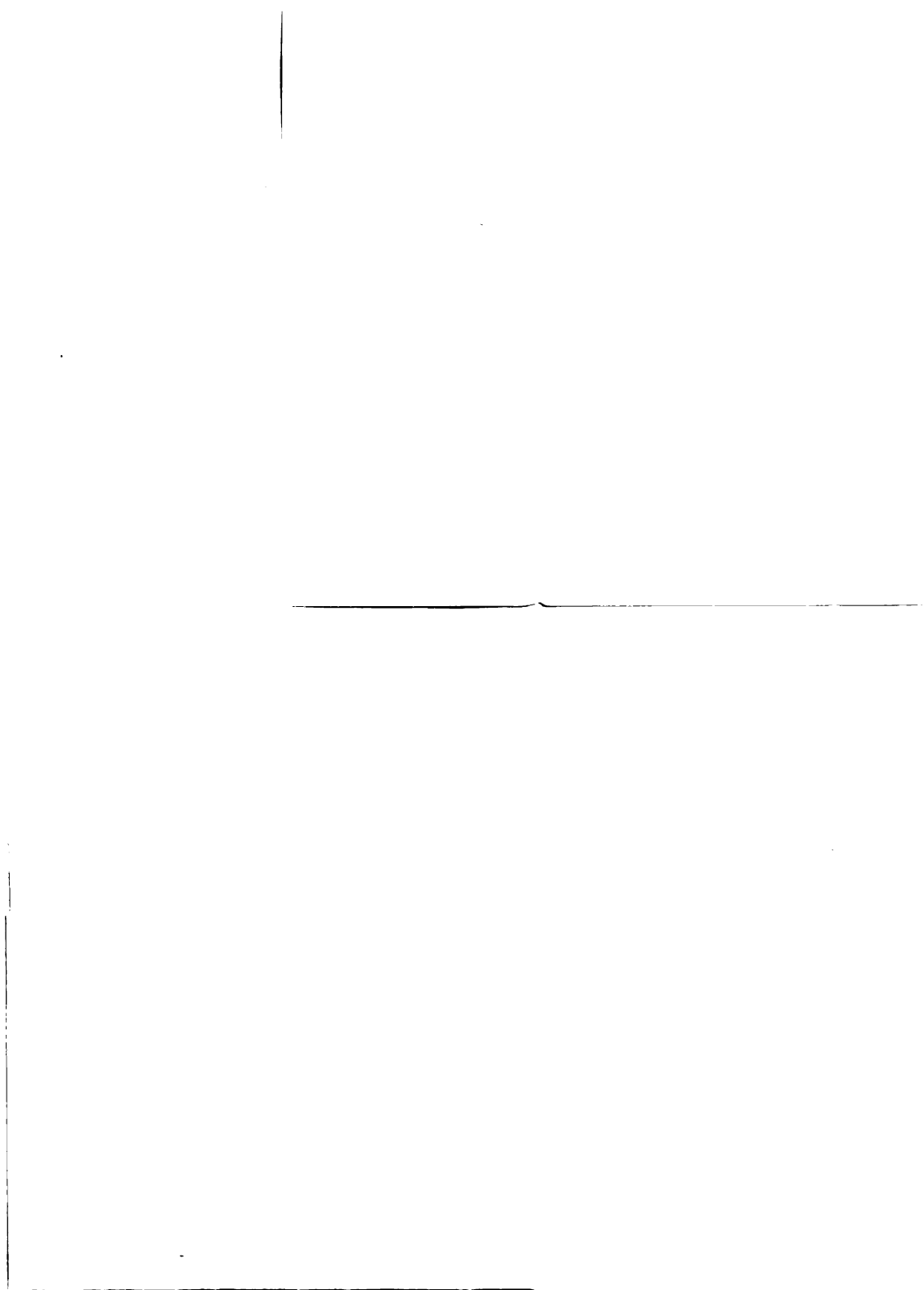




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POLITICAL ORIENTATIONS OF MICHIGAN PUBLIC SCHOOL TEACHERS
RELEVANT TO CITIZENSHIP EDUCATION

By
Patricia H. Shumate

A THESIS

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POLITICAL ORIENTATIONS OF MICHIGAN PUBLIC SCHOOL TEACHERS
RELEVANT TO CITIZENSHIP EDUCATION

An Abstract

Patricia H. Shumate

This is a pilot study of the political orientations of Michigan public school teachers as they pertain to citizenship education. All too little is known about the attitudes, values, and beliefs of teachers generally; this is certainly true when it comes to their specific political orientations, their concepts of citizenship, and their feelings of responsibility for training students to be good citizens. The citizenship education function of the school and of its teachers is emphasized when professional education groups are formally stating the objectives of the school, but no one knows how teachers themselves regard this. The important role teachers play in determining educational policy makes it particularly desirable that more be known or, at least, interpreted about the persons who enter the teaching profession, or about those who stay.

To obtain such information about public school teachers, a fifty-six item questionnaire was distributed to: (1) teachers in Michigan State University extension courses; (2) Michigan social studies teachers listed with the Institute of Local Governments; (3) social studies teachers who are members of the National and Michigan Councils of Social Studies; and, (4) Michigan State University student teachers. A total

of 646 elementary and secondary teachers completed the questionnaire.

The form contains questions about the teacher's school and its community, his citizenship education policies and practices, his personal characteristics, and the nature and extent of his political and community activities.

The study is directed toward two objectives: (1) a description of teachers' concepts of the good citizen and citizenship training; and (2) an investigation of the personal and professional characteristics of teachers which might relate to their citizenship education orientations.

The data reveal that teachers consider citizenship education part of their professional role, ranking second only to that of instructing students in basic subjects and skills. They report that schools are emphasizing all the traits of a good citizen which the questionnaire mentioned. Furthermore, teachers would not alter these emphases; if anything, they would stress each trait a little more to students.

Whatever type of citizenship training teachers might recommend, that of preparing students to be interested and active in the political life of the country is consistently the least desirable to them. However, teachers have favorable orientations toward political affairs. They are also more involved in political activities than are members

of the general population. They are more interested in political campaigns; they are less likely to think it makes no difference to the country which party wins; more of them contribute money to campaigns; they attend a greater number of rallies and meetings; they personally campaign more; and, they engage in more party work than do those of the general population.

The general pattern of teachers' political activities does not differ, however, from that of the population as a whole. The tendency of teachers to designate party membership but without great identification; their preference to campaign but not to take part in continuing party work; their feelings that it does not make much difference which party is victorious in any election -- are all phenomena other studies have observed in the general population.

The size of a teacher's school community, his estimate of the amount of the community's intolerance, the freedom he feels in the classroom from outside criticism, all influence a teacher's idea of the good citizen.

One of the most significant observations of the study is that high school, social studies, and politically active teachers exhibit more concern than their colleagues that a good citizen participate in public affairs, be well-informed on current events, knowledgeable about the operations of government, and possess personal political convictions.


Approved

Professor Ralph M. Goldman
Major Professor

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CHAPTER I

WHO WAS STUDIED, WHY, AND HOW

A. Introduction

Numerous political philosophers have addressed their thoughts and writings to the relationship between the form of government and the character, behavior and attitudes of its citizens. Aristotle, for example, wrote: "The type of character appropriate to the constitution is the power which continues to sustain it, as it is also the force which originally creates it."¹ In our own time, Professor Harold Lasswell, has outlined the character necessary for the citizen of a democratic society and community.²

If it is important for a society to foster a citizen type to perpetuate its form of government, then its leaders, at least, and certainly those responsible for the education of the young, should be constantly evaluating the country's citizen training.

In the United States there is not only a lack of adequate evaluation, but also a lack of consensus about the ideal citizen.

¹Aristotle, Politics, trans. Benjamin Jowett, introd. Max Lerner (New York: Random House, 1943), p. 320.

²See "Democratic Character," in The Political Writings of Harold D. Lasswell (Glencoe, Illinois: The Free Press, 1951), pp. 465-525.

Each group concerned with education for citizenship, whether it is a professional education organization, a university research project, or a privately supported organization, has developed or adopted its own concept of citizenship.

The most extensive research project undertaken to date in the area of citizenship education is the Citizenship Education Study sponsored by the Detroit Public Schools and Wayne State University. This five year study was intended to be "a combined cooperative attack on the citizenship problems of several pilot schools with an attempt to evaluate the effects of specific citizenship education procedures."³ The good citizen, according to this Study, "is aware of the importance of meeting basic human needs and is concerned with the extension of the essentials of life to more individuals; gives allegiance to the ideals of democracy; practices the kind of human relationships that are consistent with a democratic society; recognizes and endeavors to help in the solution of the social problems of the times; possesses and uses knowledge, skills, and abilities to facilitate the process of democratic living."⁴

The major conclusion of the Study was that the missing ingredient in citizenship education programs is a course of action capable of bringing about the satisfactory emotional adjustment of all children. Educators need to recognize

³ Stanley E. Dimond, Schools and the Development of Good Citizens (Detroit: Wayne University Press, 1953), pp. ix, x.

⁴ Ibid., p. 37.

that in developing good citizenship a "hopeful" approach is to aid children and youth to be emotionally well-adjusted. Although the Citizenship Education Project did not characterize the good citizen as merely emotionally well-adjusted, it considered this quality the first and foremost requirement for good citizenship practices. Perhaps the Study assumed emotionally maladjusted children could be taught relatively little about democracy or good citizenship; i.e., students have to be in a certain frame of mind or conform to certain standards of behavior before they are receptive to citizenship training.

For almost a decade Teachers College at Columbia University has sponsored a program entitled the Citizenship Education Project. Among other things, it has designed a specific teaching procedure that takes advantage of the "ready-made citizenship laboratory provided in schools and communities."⁵ The Project aims to develop a deep and active interest in public affairs to guarantee our free way of life. Thus, by their basic definition, a good citizen is alert and willing to participate actively in public life in order to maintain human freedom.

Another university program is the Civic Education Center at Tufts University which is operated jointly by the Trustees of Tufts University and the Civic Education Foundation

⁵ Columbia University, Teachers College, Citizenship Education Project, Premises of American Liberty (New York: n.d.).

of Cambridge, Massachusetts. The Center was founded "to assist the schools of America in their never-ending task of helping students to become responsible citizens -- citizens who are not only aware of such dangers to our country as political apathy, economic ignorance, and intergroup ill will but who are prepared to combat them."⁶ Thus, the good citizen is aware of social, political, and economic problems and seeks to solve them.

The Citizenship Clearing House, an affiliate of the New York University Law Center, is another well-known organization concerned with citizenship education. It views citizenship as enlightened participation in the two-party system. The basic assumptions of the Citizenship Clearing House are that: "politics is the inescapable mechanism by which government is accomplished; action through political participation is necessary if public policy is to be developed in a democratic and responsible manner and if the majority is to be effective politically; political independence is ineffective because it often exercises only a negative influence on the selection of issues and candidates; the two-party system best fits the American political genius."⁷ Thus, the Citizenship Clearing House also emphasizes activity on the part of the citizen,

⁶Civic Education Center, The Civic Education Center (Medford, Massachusetts: n.d.).

⁷Citizenship Clearing House, The Action Program of the Citizenship Clearing House (New York: n.d.).

but confined more narrowly to political parties.

Various professional education associations add their understandings of citizenship to the list. The Educational Policies Commission, a deliberative body created jointly by the National Education Association and the American Association of School Administrators, has described the citizen as one who "seeks to understand social structures and procedures, is sensitive to the disparities of human circumstances, acts to correct unsatisfactory conditions, has ways of analyzing propaganda, respects honest differences of opinion, obeys the law, accepts his civic duties, is a cooperative member of a world community, and acts upon an unswerving loyalty to democratic ideals."⁸ So, by their definition, a citizen is an informed and reasoning person seeking to reduce disparities and conflict.

These organizations and programs are certainly not the only ones in the country involved with citizenship education. However, their concepts are representative of those qualities which are most often attributed to good citizens today.

Consequently, good citizenship tends to be defined both as a condition and as an act; i.e., the good citizen has certain characteristics and traits, and is active in various ways. He is: (1) informed about such things as current events,

⁸ Roald F. Campbell and John A. Ramseyer, The Dynamics of School-Community Relationships (New York: Allyn and Bacon, Inc., 1955), pp. 60-61.

social, economic, and political problems and disparities; (2) loyal to democratic ideals or the American way; (3) of good character -- just, obedient to laws, cooperative with others; and (4) emotionally well-adjusted. He acts to: (1) maintain human freedom; (2) reduce economic disparities; (3) reduce social conflict; and, (4) support the two-party system.

Clearly, no one set of attributes, attitudes, actions, or understandings characterizes the good citizen in our political system. However, various factors may influence the concept an organization, group, or individual holds. If so, it would be more pertinent, if one is studying organizations or groups expected to have citizenship training responsibilities, to describe not only their concepts of a good citizen, but also to investigate whether different factors, environmental or personal, have any relationship to their citizenship concepts.

It was with this in mind that the researcher turned to an institution which purports to have much to do with educating our citizenry -- the school. Since a study of the impact of the school as an institution of citizenship training would constitute a major research project, the focus of this study is further limited to those educators who, in the last analysis, interpret the meaning of citizenship to the young -- namely, teachers, particularly those responsible for social studies.

All too little is known of the attitudes, values, and beliefs of teachers, as Professor Wilbur Brookover points out.⁹ The important role they play in determining educational policy makes it particularly desirable that more be known or, at least, interpreted about the persons who enter the teaching profession, or about those who stay.

Teachers' attitudes, values, professional backgrounds, personal lives, and the characteristics of their school communities relate to their concept of citizenship education and its place in the school. Thus, this survey is directed toward two objectives: (1) a description of teachers' concepts of the good citizen and citizenship training, and (2) an investigation of the personal and professional characteristics of teachers which might relate to their citizenship education orientations.

The study seeks information about teachers with respect to the following topics:

1) Perception of role as a teacher. -- Teachers' feelings about their professional duties undoubtedly influence classroom programs and procedures. If teachers regard citizenship education a major facet of their professional duties, they are more likely to be conscious of citizenship training than if they feel that this training is unimportant, unnecessary, or, at least, that it should be left to another institution.

⁹ Wilbur Brookover, A Sociology of Education (New York: American Book Company, 1955), p. 70.

The citizenship education function of the school and of its teachers is emphasized when professional education groups are formally stating the objectives of the school,¹⁰ but no one knows how teachers themselves regard this.

2) Concept of the good citizen. -- Teachers can emphasize several of a wide range of citizenship qualities. They can interpret a good citizen to be a generally good person and stress in the classroom such virtues as morality, justice, and cooperation. They may prefer to define a good citizen as one keeping abreast of current events and aware of social problems. Some teachers might consider personal activity more important than other citizenship qualities, and, thus, would define a good citizen as one participating in non-controversial community activities or partisan political affairs.

3) School community factors. -- The nature of teachers' school communities might also influence the type of citizen schools prepare. Size is the most obvious difference and also an important factor in determining the community's way of life. Teachers from smaller communities, for example, might stress such citizenship qualities as character, goodness, honesty and such traits as are valued in personal relationships

¹⁰ See the Educational Policies Commission Report as cited above, and the article by the Citizenship Committee of the National Education Association entitled, "Teachers Are Citizens," in the National Education Association Journal, Vol. 41, No. 8 (November 1952), pp. 504-505.

or face-to-face contact. Larger communities, on the other hand, might desire and need a different type of citizen, a condition teachers might reflect in their concept of citizenship.

Socially and racially heterogeneous communities might be expected also to differ from homogeneous communities in their concept of good citizenship. Since heterogeneous communities with their numerous social and economic groups tend to generate more conflict than do the homogeneous, the former might either consider the good citizen to be dedicated to the maintenance of community peace, or willing to enter into conflict in order to implement his own personal convictions and policies, or both.

The amount of community pressure perceived by a teacher might also influence what he is willing to say, or consider possible. Teachers, feeling that members of the community are constantly criticizing their classroom programs and policies, might be very hesitant to discuss controversial issues in the classroom. Perhaps they also would be unwilling to encourage students to hold and to advocate personal political convictions and policies.

4) Personal activities. -- The teachers' activities outside the classroom might have some bearing on their citizenship views. Perhaps those active in widely supported activities consider the good citizen also active in public service organizations. Furthermore, teachers active in political affairs might share the objectives of the Citizenship

Clearing House. They may very well encourage students to hold their own political convictions and policies, to participate actively in political parties, and to help make community decisions through compromise and conflict between opposing points of view. The first Reed report, a study of higher education curricula, suggested that college and university courses do not appear to be adequately preparing students for their political responsibilities.¹¹ If this is true, it is even more unlikely public schools are encouraging politically oriented citizens. Perhaps the most politically active teachers are more concerned than the inactive that schools stress this phase of citizenship.

5) Professional preparation, teaching level and field. -- Such factors as teachers' preparation, teaching level, and field might further relate to their view of citizenship. Whether teachers' professional training emphasizes methods, subject matter, or the child's social adjustment may also be pertinent. Those whose preparation stressed social adjustment might think that a good citizen is mentally healthy and happy. Teachers whose preparation emphasized subject matter competence might approach the topic of citizenship with different understandings.

The grades one is teaching could also influence citizenship orientation of teachers. Teachers of grade school

¹¹ Thomas H. and Doris D. Reed, Evaluation of Citizenship Training and Incentive in American Colleges and Universities (New York: The Citizenship Clearing House, 1950).

students might stress character and patriotism rather than participation and personal convictions because younger children might not be expected to grasp the latter.

As for the teaching field, social studies teachers, supposedly more responsible for, and involved in, students' citizenship training, might have different thoughts about this training than teachers of other subjects.

Also teachers who have taught for many years might vary in their citizenship views from those who have only recently begun their teaching careers.

Chapters II, III and IV report the findings of the survey which sought answers to the question: Which teachers hold what concept of citizenship and why?

B. The Questionnaire

Gathering the desired information was secured by means of a questionnaire composed of fifty-six items. The questionnaire covers three major areas: the School and Community; Educational Policies and Practices; and Personal Data and Activities.

The School and Community section contains questions about the size and location of the school community, its racial and social composition, the teacher's perception of community pressure and intolerance, classroom topics which are possibly community problems or to which some members of the community might object, and the political climate of the community.

Under the Educational Policies and Practices heading are questions relating to the primary responsibilities of teachers; the citizenship qualities teachers feel the schools are, and should be, emphasizing; and, institutions which should be, and are, the most influential sources of children's values.

The Personal Data and Activities section contains questions about the subjects and grades for which a teacher is responsible, the number of years he has taught, his involvements in civic and political activities, and various other questions designed to collect descriptive information about a teacher such as his age, marital status, and educational background.

A copy of the questionnaire, which was sponsored jointly by the Civic Education Research Program and the Bureau of Social and Political Research at Michigan State University, can be found in the Appendix.

The final form of the questionnaire was adopted in April 1958, after having been pre-tested at three different stages on public school teachers in East Lansing and surrounding areas.

C. Selection of the Respondents

This research is a pilot study. Therefore, the demands of respondent selection were less stringent than if the study had been a sample survey. However, the problem of reaching teachers was ever-present during the total planning period,

and most difficult to resolve. Access to school systems and teachers is difficult because they are constantly approached by persons and organizations engaged in educational research. As a result, the systems contacted most frequently, as are certainly those in university areas, have set up means to screen and discourage the incoming research requests.

Lists of the names and addresses of Michigan teachers unfortunately were not available either from the State Department of Public Instruction or the Michigan Education Association. And, of course, the budget always has to be considered as it limits the range of possible choices and means by which data can be gathered.

The problem was finally met more or less successfully by (1) utilizing a mail questionnaire, (2) asking Michigan State University extension instructors to have the public school teachers taking their courses to fill out forms, and (3) having the Teacher Education Department distribute questionnaires to undergraduates doing student teaching in public schools throughout Michigan.

The names and addresses for the mailings were obtained from three sources: (1) Mr. D. Hale Brake, Director of the Michigan Institute of Local Government, (2) Mr. Vernon R. Potts, a public school teacher and past membership chairman for Michigan of the National Council of Social Studies, and (3) Professor John Hanson of the Michigan State University staff who is the research director of the Michigan Council of Social Studies.

The Michigan Institute of Local Government supplied names of public school social studies teachers. Their listing is brought up to date every fall by correspondence with schools throughout the state about their staffs. The number of names and addresses drawn totaled 556.¹²

Mr. Potts' and Professor Hanson's lists contained those Michigan teachers who belong to the National Council of Social Studies and the Michigan Council of Social Studies, respectively. These listings accounted for 164 names and addresses.

These two lists of 720 names comprised the mailings. Three waves of questionnaires were sent out which netted a total of 361 completed questionnaires or a 50.1 per cent return. The number of questionnaires sent out in each of the mailings and the number and percentage returned are shown in Table 1.

Four hundred and forty-five questionnaires were distributed to public school teachers through Michigan State University extension courses. Of these, 211 or 47.4 per cent were completed and returned before the coding deadline. In addition, 75 questionnaires, filled out by Michigan State University student teachers, were received from the Teacher Education Department of the College of Education Department of the College of Education.

Thus, approximately one-half of the questionnaires which were sent out both by mail and through extension course instructors were completed. Although a greater return was desired, the

¹²The Institute's file contained approximately 2,350 names alphabetized by city and then by name. Every fourth entry or name was drawn to obtain around 575 addresses. Some of these, however, were duplicated by Dr. Hanson's and Mr. Potts' lists and were discarded.

TABLE 1
MAILED AND RETURNED QUESTIONNAIRES

Wave	Number Mailed	Returns					
		Completed		Incomplete*		Total	
		No.	Per cent	No.	Per cent	No.	Per cent
First	720	209	29.0	10	.01	219	30.4
Second	501	74	14.7	8	.02	82	16.4
Third	419	78	18.6	20	.05	98	23.4
Total		361	50.1	38	5.27	399	55.4

*Incompleted forms are those which were misaddressed or returned with a note from the respondent stating that he had completed the questionnaire as an extension teacher, or that he did not have sufficient time, or other reasons.

response is not unreasonable considering the length of the questionnaire and the time of year it was sent. The questionnaire required half an hour at the very minimum to fill out; this is unusually long for a mail questionnaire. Furthermore, it was distributed at the end of the school year, the busiest time for teachers.

The number of teachers in each group who responded is as follows:

1) Teachers in Michigan State University extension courses	211
2) Teachers listed with the Institute of Local Government	275
3) Teachers on the social studies organ- izations' membership lists . . .	85
4) Michigan State University student teachers	75
Total	646

Thus, 646 elementary and secondary teachers provided the data on which the following chapters are based. However,

the student teacher group will be excluded in the discussions of the data unless it is specifically stated their responses are included. Teaching experience or the holding of a regular teaching position were necessary prerequisites for answering most of the questionnaire items.

D. Respondents' Socio-Economic Characteristics, Educational and Teaching Backgrounds

In many instances, the respondents constitute a homogeneous group.¹³ Most are married, adherents of a Protestant religion, and teaching in communities of 10,000 people or less. Teachers in highly urban or metropolitan areas are under-represented in the sample. However, since teachers from populous areas do not appear to differ in their citizenship education concepts from those teaching in smaller communities, there is no imperative reason why more of them should have been reached by the study.

The percentage of men answering the questionnaire is slightly higher than that for women; 55 and 42 per cent, respectively. The ages of the teachers are fairly evenly distributed between 26 and 55.

More of the respondents are high school teachers than grade school, and more of them are social studies teachers than teachers of other subjects. This may be due in part, at least, to two factors: (1) the questionnaire was constructed more with the teaching situation of the high school social studies teacher in mind than that of other teachers; (2) the questionnaire was distributed to more teachers in this group than it was to others.

¹³See Table 2 for the percentage breakdowns of the socio-economic characteristics, educational and teaching backgrounds of the various groups of respondents.

The respondents are well-educated, if degrees are any indication. There is almost an even split between those holding only Bachelor's degrees, and those who have their Master's (44 and 41 per cent, respectively). Furthermore, over three-fourths of the respondents have continued to take formal course work since obtaining their last degree. Forty-one per cent majored in education and twenty-nine per cent in the social sciences.

State colleges and universities in Michigan and other mid-western states are the alma maters of nearly all the teachers.

TABLE 2

PERCENTAGE DISTRIBUTION OF TEACHERS' SOCIO-ECONOMIC
CHARACTERISTICS, TEACHING AND EDUCATIONAL
BACKGROUNDS

Age	Ext. ^a	Gov't. ^b	Soc. ^c Stud.	Stud. ^d	Total Sample
18-25	9	8	2	77	7
26-30	15	20	18	11	17
31-35	8	18	19	3	14
36-40	11	11	11	1	11
41-45	17	10	8	1	12
46-50	17	12	15	3	14
51-55	10	9	15	..	11
56-60	9	8	6	..	8
61-65	1	3	6	..	3
Over 65	1	1	..	..	1
Not ascertained	3	1	..	4	1
Sex					
Male	35	71	59	42	55
Female	60	28	40	53	42
Not ascertained	5	1	1	5	3
Marital Status					
Single	11	25	39	61	23
Divorced	1	2	6	..	2
Married	78	70	55	35	70
Widowed	6	2	..	..	3
Not ascertained	4	1	..	4	2
Religion					
Protestant.	78	65	73	73	71
Catholic	14	25	13	17	19
Jewish	1	2	5	..	2
Other	1	3	5	3	3
None	1	3	5	1	2
Not ascertained	5	1	..	6	2

TABLE 2--Continued

Size of Community	Ext. ^a	Gov't. ^b	Soc. ^c Stud.	Stud. ^d	Total Sample
Unincorporated to 10,000.	68	48	14	23	50
10,000--100,000	22	32	39	77	29
100,000 and over	10	20	37	..	21
Amount of Formal Education					
Some college work	26	1	..	53	10
College degree	71	98	100	41	88
Not ascertained	3	1	..	6	2
Highest Degree Held					
Certifications less than BA	9	1	..	..	4
Bachelor of Arts or Science	58	43	20	93	44
Master of Arts or Science	13	52	78	7	41
Doctor of Philosophy . . . . .	..	1	..	..	1
Doctor of Education . . . . .	..	..	1	..	1
Other	1	1	1	..	1
Not ascertained	18	2	..	..	8
Major Field of Study					
Education	35	45	45	62	41
Social Science	16	36	44	13	29
Fine Arts	7	1	2	9	4
Science	7	2	1	8	4
Business	3	1	1	3	2
Public Service	1	1	..	..	1
Home Economics	2	1	..	2	1
Liberal Arts	4	9	7	3	7
Not ascertained	25	4	..	..	11

TABLE 2 -- Continued

Type of College or University Attended	Ext. a	Gov't. b	Soc. Stud. c	Stud. d	Total Sample
Private	6	10	4	...	8
State	64	75	89	100	73
Catholic	2	8	2	...	5
Protestant	8	4	4	...	6
Other	1	1	..	...	1
Not ascertained	18	2	1	...	7
Grades Taught					
Grade school (K-6, K-9, ^f K-12 ^f) .	71	11	39	43	38
High school (7-12).	22	88	59	52	59
Not ascertained	7	1	2	5	4
Subjects					
Social studies (entirely or partly).	14	85	85	20	59
Academic, vocational, or athletic	77	2	12	71	36
Not ascertained	9	13	3	9	5
Years of Teaching Experience					
0 (Student teachers). . . . .	..	..	..	70	10
0-10	56	50	41	5	46
11-50	37	49	56	..	40
Not ascertained	7	1	3	..	4
Course Work Beyond Degree					
Yes	76	75	85	27	77
No	6	24	15	48	16
Not ascertained	18	1	..	25	7

TABLE 2--Continued

Region of College or University Attended ^e	Total Sample
New England	1
Maine, Vt., NH, Mass., Conn., RI	
Middle Atlantic	2
NY, NJ, Pa.	
South Atlantic	1
Del., Md., W.Va, Va., NC, SC, Ga., Fla.	
East South Central	1
Ky., Tenn., Miss., Ala.	
East North Central	81
Mich., Ohio, Ind., Ill., Wisc.	
West North Central	2
ND, SD, Neb., Kan., Minn., Iowa, Mo.	
West South Central	1
Okla., Ark., La., Texas	
Mountain	2
Mont., Id., Nev., Wyo., Utah, Colo., Ariz., N.M.	
Pacific	1
Wash., Oreg., Calif.	
Not ascertained	8

^aTeachers in Michigan State University extension courses.

^bGovernment teachers listed with the Institute of Local Government.

^cTeachers who are members of the Michigan and National Council of Social Studies.

^dMichigan State University student teachers.

^eDesignated by U. S. Census.

^fThese are one-room schools arbitrarily placed in the grade school category.

CHAPTER II

TEACHER CONCEPTS AND VIEWS OF CITIZENSHIP EDUCATION

One of the major foci of this research project is the public school teacher's concept of citizenship education. The questionnaire was sent to both elementary and secondary teachers since civic and political education is very much a part of the socialization of the young, not just of high school adolescents. That citizenship education can be or is a function of grade schools is substantiated by the respondents. When asked at what age they think children begin to become aware of elections, campaigns, political issues, and parties, teachers generally answered between nine and ten years, an observation with which Arnold Gesell and Frances L. Ilg concur.¹

However, it is a thesis of this study that teachers do not think of civic and political training as synonymous with the term citizenship education. Furthermore, if citizenship education were strictly defined as being political education and training, teachers probably would not consider it their

¹In their book, The Child from Five to Ten (New York: Harper and Bros., 1946), pp. 213-14, they state that the ten year old is receptive to social information, to broadening ideas, and to prejudices, and is ready to participate in elementary discussions of social problems. They further observe that perceptive teachers are aware of the great power which they can wield through suggestion and through social science studies of the fifth grade.

concern or the concern of the schools. So little is known about the political and civic attitudes of teachers, that substantiation of these statements is virtually impossible. However, a recent nation-wide study of teachers by the National Education Association tends to give some support to this statement. The study reported teachers do not think discussions of political and campaign subjects belong in the classroom, nor should teachers participate in such activities.²

If the findings of the National Education Association are reliable, and if the data of this research project substantiates the above thesis, then we may have some evidence that the preparation and training of the young for their place in their communities and the political life of their country is being seriously neglected.

A. Sources of Children's Values

The pluralistic nature of American society with its multitude of institutions and groups is such that children's values and ideals can be influenced by many sources -- family, peers, schools, political parties, mass media, et cetera.

The questionnaire presented teachers with a list of eight such primary and secondary institutions. They were asked to rank each of the items: (1) in the order in which they are most influential as sources of values and ideals for

² See the pamphlet published by the Research Division of the National Education Association entitled, The Status of the American Public-School Teacher, February 1957.

children; and (2) the order in which the teachers' would prefer them to be influential.

Three of the choices -- schools, public officials, and political parties -- were more important to the study than were the others. Teachers were expected to regard family, church, and school as the institutions which are, and should be, influencing the values of children, while political groups have little bearing on the young, and rightfully so, in their opinions. If responses of teachers bear out these expectations they will be reflecting the views that are generally held in our society. Family, school, and church are widely regarded and accepted as the institutions which should shape the values of the young. On the other hand, political institutions and affairs in this country do not have the aura of respectability and prestige about them that they might.³

The average rankings which teachers give to the possible sources of children's values are shown in Table 3.

As anticipated, the institutions of family, church, and school are highly regarded by teachers as proper sources of children's values. However, there is a greater discrepancy between perception of the church's present and desired contribution than that of the family or school.

³For a reference to the prevailing attitude toward politics, see Thomas H. and Doris D. Reed, Preparing College Men and Women for Politics, A Report to the Citizenship Clearing House, 1952; and, V. O. Key, Jr., Politics, Parties and Pressure Groups, 3rd ed. (New York: Thomas Y. Crowell Company, 1953), p. 11.

TABLE 3

TEACHERS' PERCEPTIONS AND PREFERENCES
OF INSTITUTIONS INFLUENCING CHILDREN'S
VALUES, IN PER CENT
AND RANKINGS

Institution	Average Rankings	
	Perceptions (Are)	Preferences (Should be)
Family.	2.18	1.31
Church.	4.10	2.52
School.	3.43	2.75
Youth organizations.	4.82	4.83
Peers	2.66	5.21
Mass media.	3.55	5.60
Public leaders and officials. . . .	6.68	6.02
Political parties	7.37	7.25

Another response reflects high regard for the church. Teachers ranked six types of organizations according to the degree of encouragement they would give students for the contribution of time and money. Churches and religious organizations were the most highly recommended.⁴

An obvious explanation of these responses is that teachers would like another institution to share their responsibilities, duties, and the expectations placed upon them. Thus, they single out the church as a highly regarded institution with a position and status most comparable to that of the school.

As anticipated, teachers do not think political organizations do, or should, play an important part in

⁴ See Table 11.

shaping children's values. It would also be more to their liking if peer groups and the mass media would have less influence on the values of the young than teachers think they have.

B. Perception of Teacher Role

Five tasks are generally ascribed to teachers: (1) instructing students in basic subjects; (2) emphasizing the value of the social heritage; (3) helping students to get along with their peers and others; (4) assisting students to understand the nature and importance of citizenship; and (5) aiding students to be free and creative individuals.

Respondents were asked to rank these tasks in the order they should be assumed by teachers. Obviously these are not mutually exclusive. But they provide a means of comparing **how** teachers feel about responsibility for citizenship education with that of their other duties.

School citizenship programs seem to be catch-alls for most any teachings or activities. If it can be assumed that these programs reflect a lack of serious attention to citizenship, then teachers certainly would not be expected to indicate they think citizenship training is part of their major role. However, this expectation was not borne out. Table 4 shows the average rankings of the five tasks by teachers.

Contrary to expectations, teachers consider their duty to train students for citizenship second only to that of teaching basic subjects and skills. It is possible they ranked the

TABLE 4

TEACHERS' PERCEPTION OF THEIR ROLE

Role	Average Ranking
Instructing student in basic subjects, skills. . . .	1.95
Helping student understand role of citizen. . . .	2.64
Helping student learn to share with others. . . .	2.69
Helping student free mind of preconceived ideas. . .	3.32
Impressing student with value of social institutions and heritage	4.00

citizenship duty so high because the questionnaire was part of a citizenship education study, and they considered this the desired response. However, it is hoped that these rankings indicate their actual thoughts on the matter. Perhaps teachers are very conscious of their citizenship education duties, and, consequently, they have defined and distinct concepts of what this education is, and should be.

C. Concept and Views of Citizenship Education

A question designed to elicit teachers' concepts of citizenship and their views of citizenship education programs listed eight characteristics of the good citizen: (1) patriotism; (2) knowledge of government; (3) awareness of current events; (4) good character; (5) participation in community activities; (6) respect for public decisions; (7) personal political convictions; and (8) maintenance of community peace.

Respondents were asked to rate the characteristics according to (1) the emphasis they think the schools are giving them, and (2) the emphasis teachers recommend. The ratings ranged from 1 to 5, with the numeral one indicating the greatest emphasis, and five the least. Rankings as a means of answering

the question were rejected because it was thought to be too difficult. The respondent would have had to keep all the items in mind while deciding on his ranking order. However, perhaps rankings would have been better than ratings; teachers would have been forced to designate preferences among the qualities. With ratings, it is possible not to indicate much difference between the items, as the teachers did not.

The researcher anticipated teachers would indicate that some of the qualities are being emphasized by schools, while others are not, and that they, personally would emphasize some of the qualities in the classroom in preference to others. On the assumption that teachers are basically apolitical, it was also expected that encouraging students to formulate personal political convictions would not be named as a major component of school citizenship goals nor as a preferred emphasis by teachers.

The qualities and the average ratings given them on both counts--those being emphasized by the schools, and those teachers recommend--are presented in Table 5.

Teachers report schools are giving a great deal of emphasis to all the citizenship qualities. An average rating of 5 would indicate that a quality is receiving the least emphasis possible. No quality had a rating of 5, or even the next lowest rating of 4. The lowest rating an item received was 3, and this was given to only one quality, personal political convictions.

Teachers also recommend schools emphasize all qualities.

TABLE 5

TEACHERS' PERCEPTIONS AND PREFERENCES
OF CITIZENSHIP QUALITY EMPHASES

Quality	Average Ratings	
	Perceptions (Are)	Preferences (Should be)
Tolerance, morality, and generally excellent character	2.17	1.28
High level of information on current events and public policy	2.09	1.41
Knowledge of functioning of government	1.99	1.42
Loyalty, patriotism, willingness to defend the American way	1.97	1.46
Respect for decisions of public authorities	2.80	1.64
Dedication to maintenance of community peace	2.46	1.66
High participation in widely supported community activities.	2.56	1.93
Active advocacy of personal political convictions . . .	3.26	2.53

They gave no item even a rating of 3 which would indicate an "average" amount of emphasis. Thus, it appears that either teachers do not discriminate between the various definitions of the good citizen, or that the wording and conception of these choices in the questionnaire could have been improved. Each of the items was intended to describe a different kind of citizen--a well informed person, a patriotic person, a person familiar with the machinery of government, a person with good character, a person valuing community peace over conflict, a person active in community affairs, a lawful person, or a person with political ideas willing to enter into

conflict over them. However, teachers endorse all those concepts although it is doubtful even the model citizen would possess all these qualities.

Perhaps the teachers who responded to the questionnaire have not really given any thought to this matter. If they had, perhaps they would have been more discriminating in rating the question items, unless, of course, the fault lies with the items themselves.

Although all citizenship qualities receive relatively high recommendations from teachers, that receiving the lowest rating was the item describing the political person -- one concerned with public policy, has his own ideas about changes to be made, and is willing to enter into conflict situations to effect these changes. Thus, it appears that whatever type of citizen training teachers might recommend, it is least likely to be that of preparing students to be members of a political community.

Instead, teachers appear to think of a citizen as a good or patriotic person, knowledgeable about the functioning of government and current events, or active in community affairs, rather than a political person.

D. Teachers' Dissatisfaction with School Policies

It is very likely that the teachers who answered the questionnaire are also those most interested in citizenship

education. Thus, perhaps they might have proposals about new or different goals for this training.

For these reasons it was considered likely that the respondents might evince some dissatisfaction or discordance with the citizenship qualities they perceive schools to be emphasizing. However, they did not. Evidence of teachers' accord with school policies is seen in Table 5. Teachers perceive schools to be emphasizing all the citizenship qualities. Their only recommendation is that schools emphasize everything a little more.

To calculate more exactly teachers' dissatisfaction with the school's objectives in citizenship training, the rating indicating the respondent's recommendation for school emphasis of each citizenship quality was subtracted from the rating the individual respondent reported the school is currently giving. If the result was negative, it indicated the teacher prefers the quality be emphasized less by the school. If the result of the subtraction was positive, the interpretation was that the teacher thinks the school should be giving more important consideration to the specific citizenship quality. The negative and positive scores were added separately, and then totaled. All three numbers were recorded for each respondent.

For purposes of presentation, the negative, positive, and total scores of the respondents were averaged. Overall, the teachers' average negative score is 1.1; the average positive score is 6.8; the total being 7.9. In view of

the fact that the highest negative and positive scores could each have been 32, and the total 64, it can hardly be said teachers are dissatisfied with the emphasis they perceive schools to be giving the citizenship traits. On the contrary, teachers seem to approve of their perceptions of the school's citizenship training. If teachers were to make adjustments, they would have schools slightly increase the emphasis each of the citizenship characteristics are now receiving.

Even if teachers could change present educational policies in the area of citizenship education, they would not make any major changes in the existing policies. Apparently most teachers either consider the present programs sound or, if not, they do little independent thinking about citizenship training.

E. Topics for Classroom Discussion

Classroom discussions are important in the citizenship training of students. Students presumably should hear community, national, and international issues of the day aired, and they should be given opportunities to state and discuss their own questions and views. Free discussion of these issues and topics seems to be necessary if schools are to encourage students to be aware of political, social, or economic problem areas, to develop and adopt their own positions concerning controversial questions, and to be, as heretofore described, political persons.

To estimate the amount of free discussions teachers might encourage in the classroom, a list of eighteen topics was presented to the respondents. The topics ranged from local problems of zoning, taxes, housing, parking, and annexation; to timely subjects of unemployment and segregation; to political issues of qualifications of candidates, revision of the state constitution, and the main issue facing the state legislature; to social questions of juvenile delinquency, religion, alcoholism, and sex education; and, to broad national or international topics including federal aid to education, organization of the federal government, and communist and socialist principles.⁵

Teachers were to check: (1) those topics which should be discussed in the classroom because they are pertinent to citizenship training; (2) those which are current problems in the local school community; and (3) those topics which, if discussed, might lead to objections on the part of members of the school administration or the public.

Teachers were not expected to exhibit a great deal of willingness to discuss controversial issues in the classroom for two reasons. First, teachers do not consider the function of citizenship education to be that of developing persons to have awareness of, and positions on, public policy. Secondly, members of the school and community -- parents, private

⁵ These topics are more appropriate for high school than grade school students. The value of the interpretations of the data would be greatly increased if the responses of grade and high school teachers had been separated.

citizens, and the school administration -- might bring pressure to bear on teachers who allow or encourage such discussions in the classroom. Such pressure might discourage teachers from going beyond conventional and neutral classroom discussions.

Whether or not for the above reasons, teachers do show a propensity toward not discussing topics perceived to be community problems or objectionable to some member of the school or community. See Tables 6 and 7.

TABLE 6

PERCENTAGE OF ALL TOPICS TEACHERS RECOMMEND
FOR CLASSROOM DISCUSSION

Pctg. of Topics	Pctg. of Teachers
0-80	32
90	39
100	29

Note: The percentage of all topics (16) recommended for discussion was computed for each respondent. The data was then combined for presentation in this Table.

TABLE 7

TEACHERS' PERCEPTIONS: COMMUNITY PROBLEMS AND HAZARDOUS
TOPICS RECOMMENDED FOR CLASSROOM DISCUSSION

Item	(I) Per cent of all suggested topics	(II) Per cent of I recommended for discussion in classroom
(1) Topics perceived to be community problems . . . . .	.35	85
(2) Topics someone might find objectionable, if discussed . . . . .	.20	49

Teachers are more inclined than not to recommend excluding some of the listed topics from classroom discussions. Twenty-nine per cent of the respondents recommend that all the topics be discussed. Thus, a little more than one-fourth of the teachers took a liberal position on this phase of educational policy.

However, when the percentage of topics perceived to be community problems, but also suitable for classroom discussion, is compared, in this regard, with the percentage of possible hazardous topics, a greater difference is seen. Teachers recommend discussing 85 per cent of those subjects they identify as community problems, but less than half (or 49 per cent) of those designated as hazardous. Therefore, teachers are much less willing to converse in the classroom about subjects which certain individuals might find objectionable, than about those topics recognized as community problems.

However, why should they not be cautious about what they do and what they discuss in the classroom? To do anything else would risk, at the very least, unfavorable publicity, a point Professor David Riesman makes in his book, Constraint and Variety in American Education.⁶ Riesman observes that "today, especially in the larger places, the teacher is much freer to lead her own private life, but what we might term her academic freedom is under a great deal of pressure The teacher has become more closely

⁶David Riesman, Constraint and Variety in American Education (New York: Doubleday and Co., 1958), pp.125-27.

intertwined with the subjects taught. The high schools, which could remain fairly remote from immediate community preoccupations when attended only by a few, are now under a service-minded pressure to teach the social studies. . . . Teaching these topics, which contain more obvious dynamite than the limited traditional curriculum did, however, both draws on what is in the papers and risks getting into them. High school teachers can become labeled by their students as 'controversial' as soon as any discussion in the social area gets at all heated or comes close to home."⁷ He goes on to say, "I cannot comfortably resign myself to a dilemma in which teachers are forced, in a setting far less protected than that even of relatively unfree colleges, to take positions. . . . that may get them into trouble with vigilante groups on the one side or their own consciences on the other. . . . I have nothing but praise for those who willingly take the risks involved in intrepid social studies teaching. But no school system can count on possessing even a minority of such teachers--for perhaps the majority, in fact, the dilemmas I have been discussing will scarcely exist, so encapsulated are they in the uncriticized values of their local communities."⁸ This is an observation about teachers which also pertains to respondents of this study.

⁷Ibid., pp. 125-26.

⁸Ibid., p. 132.

In addition to their choice of suitable classroom topics, respondents demonstrated a further reluctance to take any actions on school matters which might place them in an unfavorable position. When asked what they would do if they discovered a communist front group in their high school they gave the answers shown in Table 8.

Sixty-one per cent would notify school or government authorities and some would try to get these authorities "to do something"; 33 per cent would take some action of their own; 1 per cent would do nothing; and, 8 per cent either did not answer or did not know what their reaction would be.

It is reasonable to expect they would notify the school principal and others, but most of the teachers would take no further action. Seventy-nine per cent did not mention anything else; 1 per cent added they would take no other step; but, 7 per cent, after notifying the authorities, would try to get them "to do something," and 11 per cent further mention taking some unspecified action of their own.

Significantly, only 11 per cent of the teachers considered discussing political values or ideologies in the classroom, or with the students involved in the communist activities. Evidently, the thoughts occurring to most teachers as they contemplated their response to the event of finding such a group in the school, was along other lines--inform someone else, try to get rid of the students or the communist front group, or investigate the situation. Again there is some evidence that teachers do not see themselves as responsible for the political values of

TABLE 8
TEACHERS' REACTIONS TO SCHOOL COMMUNIST
FRONT GROUP, IN PER CENT

Reaction	Teachers
Notify school authorities	35
Notify government authorities	21
Try to get school to punish those involved	1
Try to get government to punish	1
Take actions of an ideological nature ^a	11
Keep informed, aware, investigate	10
Publicize the situation	6
Try to get school to publicize the matter	1
Try to banish from the community	2
Try to get school to banish	1
Tolerate the situation with qualifications	1
Notify the parents	1
Do something, unspecified	1
Do nothing	1
Do not know what reaction would be	1
Not ascertained	6

^aContrast and compare political ideologies with the students, as well as discuss the significance of their activities.

students; that they make no direct connection between political education and citizenship training.

Teachers were also asked what recommendations they would make to the school superintendent in such a case. Table 9 contains their answers.

Thirty-seven per cent of the teachers would recommend to the school superintendent that he notify other school authorities or the government, or that he try to get the government to handle the situation, while 52 per cent suggested he take some action of his own.

Thus, more teachers recommend the school superintendent take action than suggest that they personally should-- 52 and 33 per cent, respectively. However, a considerable number of

TABLE 9

TEACHERS' RECOMMENDATIONS TO SCHOOL SUPERINTENDENTS
REGARDING COMMUNIST FRONT GROUP, IN PER CENT

Recommendation	Teachers
Notify other school authorities	7
Notify government authorities	26
Get government authorities to do something, unspecified	1
Get government authorities to keep informed, investigate	1
Get government authorities to banish from community	1
Get government authorities to punish those involved	4
Punish those involved	13
Take actions of an ideological nature ^a	14
Keep informed, aware, investigate	5
Publicize the situation	1
Protect teacher so he will not be called a communist	9
Try to get rid of, banish from community	1
Tolerate the situation with qualifications	5
Do something, unspecified	1
Do not have a recommendation	10
Not ascertained	

^aSee note a, Table 8.

teachers, 37 per cent, still mention that the matter not be acted upon by school personnel but taken to someone else, namely, governmental authorities.

Judging by the frequency of the answer "take the problem to someone else", teachers apparently would be bewildered if faced with political "deviancy". Evidently they have given such little thought to political values, that they have never had to contemplate, even as an academic question, the subject of their students evincing "different" political ideas.

CHAPTER III

TEACHERS' POLITICAL ORIENTATIONS

Since teachers hesitate to characterize a good citizen as a political person, one might well wonder how they evaluate political organizations and activities. If they have little regard for political affairs, then this would explain their low rating of personal political convictions and actions in comparison with other citizenship qualities. However, this is not entirely the case.

It was hypothesized that teachers would indicate by their responses to the questionnaire that they do not think highly of political organizations and affairs; that they do not identify strongly with political parties; or that they are not very active in political campaigns and activities. This was expected for the two following reasons.

First: If teachers have any personal inclinations toward political activity, they might well be discouraged, particularly if Professor Wilbur Brookover's comments about community disapproval of such activity are valid. In his book, A Sociology of Education, he observes: "The curious thing about teachers' expected presence in the community is that their participation in community activities is very narrowly prescribed. The teacher is expected to be in the community, but not a full member of it. The activities in which the teacher

may openly and approvedly engage are frequently limited to school functions, church affairs, and the work of certain other acceptable organizations. He is not expected to function in political life or to associate freely with other citizens in such social affairs as dancing, visiting, or attending clubs. . . . The manner in which the teacher is excluded from full identification with the community may vary. As a rule, he is barred from many roles in which other members of the community find their most complete participation and sense of belonging to the group. In most localities, a teacher's activity in the local political party or similar organization would certainly be interpreted as a cause for dismissal."¹

Perhaps Dr. Brookover over-states the case, but his observations of community views toward political activity on the part of teachers would lead one to expect that most teachers are not politically active.

Second: Politics is not generally considered the most honorable vocation or avocation in the country. There is no evidence that teachers' attitudes are exceptions to this widely held view.²

However, the expectations that teachers are apolitical were not entirely borne out as the following data will show.

¹Wilbur Brookover, op. cit., pp. 238-40.

²See pp. 23-25.

A. Attitudes toward Political Organizations and Affairs

Since political parties are the backbone of the American political system, teachers' regard of parties is an important clue to their political attitudes. The data reveal that teachers' attitudes toward political parties are decidedly positive. Eighty-six per cent of the respondents consider parties either essential or useful, as the Table below indicates.

TABLE 10

TEACHERS' OPINIONS OF POLITICAL PARTIES, IN PER CENT

Opinion	Teachers
Essential	65
Useful	21
Necessary evils	7
Dispensable	1
Not ascertained	5

Teachers' evaluations of parties perhaps reflect their socio-economic characteristics. Recent studies of voting behavior and political participation demonstrate that persons with college educations are more likely to participate in political activities than those with less education.³ Thus, it stands to reason that these persons with bachelors and

³See Julian Woodward and Elmo Roper, "Political Activity of American Citizens," American Political Science Review, Vol. 44, No. 4 (December 1950), pp. 876-77; Robert A. Agger and Vincent Ostrom, "Political Participation in a Small Community," Political Behavior, ed. Heinz Eulau, Samuel J. Eldersveld, and Morris Janowitz (Glencoe, Illinois: The Free Press, 1956), p. 138; Angus Campbell, Gerald Gurin, Warren E. Miller, The Voter Decides (Evanston, Illinois: Row, Peterson, and Company, 1954), p. 187.

advanced degrees, would also regard political parties in a favorable light. However, if students were to ask to what organizations they should contribute their time and money when they are adults, teachers would not recommend political parties very strongly. See Table 11.

TABLE 11

AVERAGE RANKS OF ORGANIZATIONS TEACHERS WOULD
RECOMMEND TO STUDENTS

Organization	Average Rank
Churches and religious organizations . . .	2.00
Community and public service organizations.	2.47
Educational organizations	2.60
Charitable and welfare organizations	3.31
Political parties	4.65
Social, fraternal, nationality groups . . .	4.97

Teachers indicate, then, that political parties are essential and useful, but students should devote their time to other organizations first when they are adults. Perhaps teachers feel political parties serve a purpose in the political system, but that it is the responsibility of "someone else" to give them time and effort; other organizations are more worthy of their service, and the service of their students. Another possible explanation of teachers' recommendations of non-political activities for students is the difference in opportunity for participation between political and other community affairs, and not a rejection of political activities per se.

Teachers evince interest in political campaigns as one would expect in view of their socio-economic characteristics. (See Table 12). Indeed, it might be psychologically difficult

for a person with a college background who is teaching to admit he has no interest in public affairs.

TABLE 12

TEACHERS' INTEREST IN POLITICAL CAMPAIGNS, IN PER CENT

Amount of Interest	Teachers
Much	59
Some	35
Not much	4
Not ascertained	1

More teachers appear to be interested in political campaigns than are members of the general population. The Survey Research Center, in its study of the 1952 presidential election, reports that 37 per cent of its sample of the general population indicated "very much interest," 34 per cent "some", and 28 per cent "not much."⁴ Perhaps even more of a difference would be apparent between the two groups--teachers and the general population--had teachers also been questioned on the eve of an exciting presidential campaign.

Even though teachers are interested in political campaigns, over half of them think that it makes little or no difference to the country which party wins. (See Table 13).

However, the percentage of teachers who think it makes little or no difference which party is in power is smaller than the percentage the Survey Research Center reports for the general population. Seventy-two per cent of the Center's

⁴August Campbell, Gerald Gurin, Warren E. Miller, op. cit., p. 34.

TABLE 13

TEACHERS' PERCEPTIONS OF AMOUNT OF DIFFERENCE IT MAKES
WHICH PARTY IS IN POWER, IN PER CENT

Amount of Difference	Teachers
Good deal	38
Not much	53
None	6
Not ascertained	2

sample indicated these attitudes compared to 59 per cent of the teachers.

The more or less general feeling both samples revealed --that political parties are more alike than different, that it really matters little which party is in power--has been prevalent in this country for some time, and is of such magnitude that the American Political Science Association has addressed itself to the task of suggesting solutions.⁵ That a majority of teachers have this attitude toward parties is not out-of-keeping with generally held attitudes. Thus, teachers' responses again reflect prevailing views of the general public.

B. Political Party Preferences and Identification

Teachers, as reported above, regard political parties favorably, and are interested in political campaigns. The following data show teachers also declare themselves members of political parties, but they do not strongly identify with the party of their choice.

⁵See "Toward a More Responsible Two-Party System", American Political Science Review, Vol. 44 (1950), Supplement.

Almost three-fourths (72 per cent) of the teachers profess a political party preference. The majority are Republicans, as seen by the following Table.

TABLE 14
TEACHERS' POLITICAL PARTY PREFERENCES,
IN PER CENT

Regular Republican	65
Regular Democrat	7
Independent	21
Independent Republican . . .	1
Independent Democrat	0
Other	5

Whether teachers in general are Republican is difficult to say. Perhaps the respondents lean to the Republican party because the majority are from non-metropolitan areas in Michigan, which have been traditionally Republican.

The socio-economic characteristics of teachers also tend to make them Republican. Angus Campbell and Robert L. Kahn, in a study of voting behavior in 1948, observed that professional and managerial persons tend to be Republican.⁶ They also found that the chances are three to one that those having some college education will be Republicans. Teachers fall in both categories: their work is considered professional,⁷ and they are college educated. It is not surprising, then, to find respondents to be more Republican than Democrat.

⁶Angus Campbell and Robert L. Kahn, The People Elect a President (Ann Arbor: University of Michigan Press, 1952), pp. 24, 28-29, 31-32.

⁷The U. S. Census places teachers in the professional, technical, or kindred occupational group.

Teachers, however, do not identify very strongly with the party of their choice. If they dislike their party's candidate for some reason, they will vote for the other party's candidate; if they vote for their party's nominee for president, they do not feel they also need to vote for the same party's nominees for senator and congressman. See Tables 15 and 16.

TABLE 15

TEACHERS' VOTING DECISION IF THEY DISLIKE THEIR
PARTY'S CANDIDATE, IN PER CENT

Decision	Teachers
Probably vote for the candidate anyway	9
Probably vote for the other candidate	71
Probably not vote for either candidate	16
Not ascertained	4

TABLE 16

TEACHERS' OPINION OF VOTING FOR SAME PARTY'S
NATIONAL NOMINEES, IN PER CENT

Opinion	
Should	24
Need not	74
Not ascertained	2

Further evidence of teachers' lack of partisan feelings is exhibited in their choice of voting decision bases. Only 4 per cent of the respondents would give first consideration to the political party endorsement; 71 per cent would weigh the candidate's qualifications. See Table 17.

TABLE 17
TEACHERS' CHOICE OF VOTING DECISION
BASIS, IN PER CENT

Basis	Teachers giving basis first rank
Issues of campaign	25
Candidates' qualifications . . .	71
Endorsement of political party .	4

Placing an emphasis on the qualifications of individual candidates rather than on their political party affiliations is not an unusual phenomenon on the American scene today. Rather, it is another indication that teachers' attitudes follow and reflect those of the general population.

C. Political Activity

To assess the extent of teachers' political activity, the respondents were asked: have they ever campaigned for a candidate or party; contributed financially to political campaigns; attended party meetings, rallies, dinners, and the like; tried to convince others of their political ideas; or been asked their advice on political questions. Their answers formed a Guttman Scale⁸ with the coefficient of reproducibility being 93.4.⁹

⁸For scaling procedure, see Matilda White Riley, John W. Riley, Jr., and Jackson Toby, Sociological Studies in Scale Analysis (New Brunswick, N.J.: Rutgers U. Press, 1954), pp. 285-289.

⁹Ideally, each respondent with a score of 4 should have answered all the questions positively. However, not all the respondents, of course, are wholly consistent. The degree of consistency in responses is measured by a coefficient of reproducibility, which, by convention, must be at least 90.

The scores of the Guttman Scale formed a political activity index for teachers ranging from 0 to 4 and referring to the activities listed in Table 18.¹⁰

TABLE 18
TEACHERS' POLITICAL ACTIVITY AND INDEX SCORES,
IN PER CENT

Activity	Score	Teachers
None	0	. . 26
1) Been asked political advice. . . .	1	. . 21
1 and 2) Contributed financially. . .	2	. . 14
1, 2, and 3) Attended party meetings	3	. . 17
1, 2, 3, and 4) Campaigned	4	. . 22

Over half (53 per cent) of the respondents have attended party meetings, and contributed both time and money to the campaigns of a party or candidate. When those teachers who have recently been asked their advice on a political question are added to this group, the percentage of those who have engaged in one political activity or another rises to 74 per cent. Only 26 per cent of the respondents gave negative answers to all four questions.

When the political activity indices are even roughly compared to those the Survey Research Center developed for the general population, it is apparent that teachers are more politically active than is the general population. The authors of the Survey Research Center study based their index on the act of voting which, except in uncommon circum-

¹⁰ During the scoring, the question concerning "convincing others" did not meet conditions and had to be dropped from computations.

stances, they considered the sine qua non of political participation for the ordinary citizen. Consequently, they defined "high" political activity as voting, plus any other activity such as attending political meetings, campaigning, or making financial contributions to parties or candidates. "Medium" activity was attributed to those persons in their sample who voted, but did not engage in other activities. Those in the "low" political category did not vote, nor engage in any party work. Of their sample, 27 per cent were classified as having "high" participation, 47 per cent as "medium", and 26 per cent as "low".¹¹

If the same criteria for "high" political participation were imposed on teachers of this research project, the 53 per cent with scores of 2, 3, and 4 (those who have campaigned, given money, and/or attended political meetings) could, in all probability, be classified as "high" political activists within the definition used by the Center. Since the Center defined "high" participation as including these party activities plus voting, it need only be demonstrated that these teachers most likely vote, and have voted in presidential elections. That they do vote seems to be a safe assumption for two reasons. First: when questioned about their likelihood of voting in elections at the various levels of government, teachers showed a very high propensity to exercise their right at the polls, particularly in presidential elections. See Table 19.

¹¹ Augus Campbell et. al., op. cit., p. 29.

TABLE 19

TEACHERS' PROPENSITIES TO VOTE IN VARIOUS
ELECTIONS, IN PER CENT

Propensity	City	State	Presidential
Almost certain . . .	80 . . .	94 . . .	97
Uncertain	11 . . .	4 . . .	1
Won't	1 . . .	1 . . .	1
Can't	7 . . .	1 . . .	..
Not ascertained. . .	1 . . .	1 . . .	1

Second: a study of a nation-wide sample of teachers by the Research Division of the National Education Association made in April and May of 1956, stated that 86 per cent of their respondents reported they had voted in the most recent election.¹² In view of the dates of the study this must have been a state or local election. This percentage is much higher than the 1952 country-wide record vote for a national election (62.7 per cent). Since teachers as a group could be expected to have a greater turn-out, because of their socioeconomic characteristics, it is very possible that as many as 90 per cent of Michigan teachers tend to vote in presidential elections.

If teachers tend to vote in much greater percentages than do members of the general population; if the respondents to this study exhibit a high propensity to vote; then, it is reasonable to assume that those 53 per cent of the teachers in this project who have campaigned, given money, and attended meetings, also vote in presidential elections.

¹²See Research Division, National Education Association, The Status of the American Public-School Teacher (Washington, D. C; February 1953).

On this assumption, 53 per cent of the respondents are "high" in political activity as are 27 per cent of the general population, under the definition of the Survey Research Center.

These rough comparisons suggest that twice as many teachers display high political activity than do members of the general population.

Although the political activity indices of the Center and this research project are based on general political activities -- campaigning, giving money, attending meetings -- a comparison of those teachers with members of the general population who have participated in the specific activities demonstrate dramatically the differences between the two samples.¹³

TABLE 20

POLITICAL ACTIVITIES OF TEACHERS AND THE
GENERAL POPULATION, IN PER CENT

Activity	Teachers	Genl. pop.
Financial contributions	53	4
Attendance at meetings	39	7
Campaigning	22	3

It is strikingly apparent from Table 20 that significantly more teachers than the general population have contributed money to campaigns; attended meetings, rallies, and the like; and campaigned for a party or candidate.

The Survey Research Center further observed that

¹³The general population percentages are reported in Augus Campbell et. al., op. cit., p. 31.

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many more persons were involved in general campaign activities than took part in organized party work.¹⁴ This appears to be true also of teachers. Only ten per cent indicate they are members of a political party (see Table 21), in contrast to the per cent in Table 20, who have campaigned in one form or another.

TABLE 21

TEACHERS' PAST OR PRESENT ACTIVITY IN POLITICAL
PARTIES IN PER CENT

	Presently	In Past
Active	10	22
Not active	87	75
Not ascertained	3	3

One wonders why more teachers have been active in a political party in the past, than are presently active. Perhaps they tend to be more active during presidential years. Thus, they were not so involved at the time the questionnaire was distributed in 1958.

Teachers, as a group, are more active in party work than is the general population. The Survey Research Center question, "Do you belong to any political club or organization?", produced too few affirmative responses to support statistical analysis, but was approximately 2 per cent of the total sample.¹⁵ However, two per cent of the teachers hold party offices, the same per cent of the general population indicating only party

¹⁴Ibid., p. 29.

¹⁵Ibid., footnote, p. 29.

membership.

D. Political Orientations and Activities of Social Studies Teachers

Social studies teachers were expected to possess more political interest and engage in more political activity than were teachers of other subjects, since political affairs are more within the sphere of their subject matter. Apparently these teachers, who are supposedly more involved in, and responsible for, the citizenship education of students are more predisposed toward, and active in, political affairs.

Seventy-four per cent of the social studies teachers consider political parties essential, compared to 56 per cent of the non-social studies respondents. The former also have more interest in political campaigns. Seventy-one per cent have "much" interest compared to only 45 per cent of the other teachers.

Social studies teachers are generally twice as active in party affairs as their colleagues, the following table shows.

TABLE 22

POLITICAL PARTY ACTIVITIES OF SOCIAL STUDIES AND OTHER TEACHERS, IN PER CENT

Activity	Social Studies		Others	
Presently active in party	12		6	
Active in party in past	27		14	
Hold a party office	3		1	
Have held an office	8		4	
Political activity indices:	0	15	42	
	4	25	13	

Social studies teachers not only have more positive political orientations than do teachers of other subjects, but they also exhibit a greater tendency to conceive of citizenship training as political education, as Chapter IV will relate.

E. Community Activity

Teachers were expected to display more interest in community affairs than in political activities, both in terms of their own activity and in their recommendations to students. It was also expected they would perceive their communities as sanctioning this preference.

Community affairs are defined, for the purpose of this study, as organizational efforts widely supported and generally aimed at improving the community and the nation. Political activities are those dealing with the nomination and election of candidates for public office, and the discussion and formulation of public decisions.

Teachers evince a high degree of activity in community type associations. Almost half the respondents are active in six or more community organizations of one type or another. (See Table 23). This appears to be an unusually high degree of activity. Most probably teachers counted those organizations in which they are members, but do not play an active role, even though the questionnaire tried to minimize this happening.

TABLE 23

TEACHERS' ACTIVITY IN COMMUNITY ORGANIZATIONS,
IN PER CENT

Number of Organizations	Teachers
0-2	19
3-5	36
6-9	29
10-24	11
Not ascertained	5

Teachers further believe that people in their community like to see them contribute time to civic affairs rather than to political activities. See Table 24.

TABLE 24

TEACHERS' PERCEPTIONS OF COMMUNITY PREFERENCES
CONCERNING POLITICAL AND CIVIC ACTIVITIES
OF TEACHERS, IN PER CENT

Perception	Political	Civic
Highly desirable	8	55
Not objectionable	72	42
Undesirable	17	1
Not ascertained	3	1

While only 8 per cent of the teachers think their communities view political activities as highly desirable, compared to 55 per cent for civic affairs, 72 per cent do not think their communities object to them participating in political affairs.

Teachers may have been projecting upon their communities their own feelings about political activity. Teachers may feel they can engage in the sort of political activity any responsible member of the community should

undertake -- contribute money and time to a candidate or a party campaign, attend political rallies, and generally show interest in political affairs. However, they would not want to align themselves strongly or permanently with one political part or point of view. Taking the chance of being called a "party hack" might well be looked upon with some disfavor by the community or the school administration.

CHAPTER IV

INFLUENCE OF COMMUNITY, TEACHING BACKGROUND, AND PERSONAL
ACTIVITY FACTORS UPON TEACHER CITIZENSHIP
EDUCATION CONCEPTS

Various groups and organizations in the United States hold widely varying ideas of what the good citizen and citizenship education is, and ought to be. Perhaps certain groups within the teaching profession also hold divergent concepts of citizenship. Such factors as the nature of a teacher's community, his professional background, or his personal involvement in public affairs, possibly have a bearing upon a teacher's ideas about the proper training of a citizen.

This was the reasoning and purpose which underlay the search for relationships between these several factors and teachers' citizenship concepts. However, the search was not generally fruitful; few relationships were found to be significant. Those that were significant are reported in the following pages.¹

¹Decisions of whether or not percentage differences in responses are significant were based on Vernon Davies' table in the pamphlet, Table Showing Significance of Differences Between Percentages and Between Means (For Uncorrelated Data), (Pullman: The State College of Washington, Department of Rural Sociology, June, 1951), Stations Circular No. 151.

Evidently teachers' concepts of citizenship education are not sufficiently developed or formalized to be influenced by outside factors.

A. Community Factors

Homogeneous and heterogeneous communities.--School communities were designated as homogeneous or heterogeneous on the basis of teachers' estimates of the percentage of their students who come from various occupational environments and racial groups. Those communities showing the greatest percentage differences between these several groups were designated socially homogeneous or racially homogeneous, respectively, and those with the smallest differences, heterogeneous.²

There were strong expectations that the social and racial composition of the community would influence the citizenship education concepts of teachers. Teachers in heterogeneous areas were thought more likely than their colleagues in homogeneous communities to characterize a citizen as one trying to maintain community peace among all persons and groups, or possessing tolerance and good character. However, teachers' responses gave no indication

²For example, a respondent estimates that approximately 10 per cent of his students come from professional occupational environments and 90 per cent from white collar occupational groups. The result of subtracting these percentages is greater, than if 20 per cent were from professional groups, 40 per cent from white collar, 30 per cent from skilled labor, and 10 per cent from unskilled labor groups. For purposes of this study, the first example designates a socially homogeneous school community, and the second a heterogeneous one.

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that the social or racial nature of a community influences their attitudes and ideas about the proper training of young students for citizenship.

Community size.--The size of a community, of course, has some bearing upon the number or variety of social and racial groups within it; that is, the larger the community the more likely it is to be heterogeneous. As stated in the above section, the homo-heterogeneous character of a community was not found to relate significantly to teachers' citizenship concepts. Yet, the data reveal some correlation between community size and the respondents' views of a good citizen.

Teachers in communities of 10,000 population or over reported schools to be emphasizing such citizenship qualities as character, respect for, and obedience to, public decisions, and knowledge of the functioning of government, more than did teachers in communities with populations of 10,000 or under.³ See Table 25.⁴

Teachers in communities with populations of 10,000 or more, perceive schools to be more concerned about training good, law-abiding citizens, knowledgeable about government organization, than do teachers from smaller communities of

³ These statements are based on the percentage of teachers giving the citizenship quality a rating of 1, which they were instructed to give those qualities they believed to be emphasized most by schools.

⁴ The data for communities with populations from 10,000 to 100,000 are given in the Table. However, they are not discussed in the text because they do not differ significantly from those of the other two groups.

10,000 people or less. A partial explanation for this emphasis might be the greater threat of juvenile delinquency in large, urban areas than in small rural communities.

TABLE 25

TEACHERS' PERCEPTIONS OF CITIZENSHIP QUALITIES SCHOOLS
IN VARIOUS SIZED COMMUNITIES EMPHASIZE,
IN PER CENT

Quality	Un.-10*	10-100*	Over 100*
Generally excellent character . . .	17	27	29
Respect for public decisions . . .	21	24	30
Knowledge of government operations	28	37	38

* In thousands

Furthermore, teachers in larger communities more highly recommend, than do those in smaller communities, that schools emphasize a high level of information on current events and issues of public policy, knowledge of the functioning of government, and a dedication to the maintenance of community peace in citizenship training. See Table 26.

TABLE 26

CITIZENSHIP QUALITY RECOMMENDATIONS OF TEACHERS
IN VARIOUS SIZE COMMUNITIES, IN PER CENT

	Un.-10*	10-100*	Over 100*
Information on current events and issues	52	61	69
Knowledge of functioning of government	59	60	71
Dedication to maintenance of community peace.	42	45	54
Loyalty to the American Way. . .	63	62	51

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Perhaps teachers in populous areas are more likely to stress these citizenship qualities than are their counterparts in smaller places because the machinery of government is more overwhelming, and life is generally more organized and circumscribed in larger communities. If a person is to keep abreast of public events, if he is to effect his own desires and policies, he must make a greater effort to learn about the functions and operations of government and governing bodies than would a person in a small community.

The greater amount of conflict and tension in larger communities (due, in part at least, to the greater number of racial and social groups) might have been the reason these teachers place such an emphasis on maintaining community peace as an important role of a citizen. However, teachers also could have shown a strong preference to have students prepare themselves for resolving conflict in order to reach community decisions and "peace". Teachers possibly view a person with political convictions, who is seeking to implement them, as a person contributing to conflict in the community, rather than as one who is helping to meet problems and resolve issues.

Loyalty, patriotism, readiness and willingness to defend the American way of life as a citizenship trait is more often preferred by teachers in smaller than in larger communities. Teachers in smaller towns and villages perhaps are more provincial and isolationist than are their colleagues in the city.

Perception of community intolerance.--An index of teachers' perceptions of community intolerance was calculated on the basis of their responses to seven questions. These questions inquired if members of their school community: would be in favor of allowing someone, known to be against churches and religion, to make a speech in the community; would be inclined to fire a high school teacher whose loyalty had been questioned by a legislative committee, but who swears he has never been a communist; would be in favor of allowing a man, who had admitted he was a communist, to make a speech in the community; and so on.

Teachers' responses to these questions resembled a Guttman scale.⁵ Eight scores, 0 to 7, composed the scale. Teachers with a score of 0 do not think their communities would be intolerant in any of the given situations. Those with a score of 7, however, believe their communities would be intolerant on every count. Table 27 relates the scores and the accompanying percentage of teachers.

For purposes of comparison, only the responses of teachers perceiving their school communities to be the most and the least intolerant (the 0 and 7 score groups) are discussed.

It was anticipated that teachers in communities regarded as highly intolerant would suggest that citizenship programs

⁵The coefficient of reproducibility of the scale is 85.2. If the coefficient were 90.0 or more, it would be a Guttman scale.

TABLE 27

PERCENTAGE DISTRIBUTION OF TEACHERS' COMMUNITY
INTOLERANCE SCORES

Score	Pctg.
0	21
1	13
2	29
3	10
4	6
5	5
6	7
7	9

not emphasize tolerance, a high level of information, or or classroom discussions of hazardous topics. These expectations were based on the assumption that teachers reflect, and generally agree with, the values of their communities. The data, however, do not always bear out these expectations.

Teachers think that developing informed students is emphasized more in schools in the most intolerant communities than it is in the least intolerant. Twenty-two per cent of the teachers in the least intolerant communities gave this trait a rating of 1, indicating that it is receiving the most stress possible, while 39 per cent of the teachers in the most intolerant communities felt that this was the case.

Furthermore, a larger percentage of teachers (88 per cent) who feel their communities to be very intolerant recommended that tolerance, morality, and generally good character be given greater emphasis in school programs than did teachers who see little intolerance around them (67 per cent).

As for breadth of classroom discussion: teachers in the

least intolerant communities recommend that 42.7 percent of those topics thought to be hazardous should be aired in the classroom; teachers in the most intolerant communities think 58.6 per cent of these hazardous topics should be discussed.

It appears from this that teachers in intolerant communities are, or would like to be, somewhat of a self-correcting force. The more intolerant they think the community is: (1) the more they stress that students should be well-informed and tolerant as adult citizens; and, (2) the more they recommend that hazardous and controversial topics be discussed in the classroom.

Another response tending to support this thesis is found in respondents' views of the teachers' duties: to help students free their minds from any pre-conceived notions, and to be free and creative individuals. Fourteen per cent of the teachers viewing their communities to be very intolerant ranked this task first among all others. This compares to two per cent among those teachers believing their communities to be the least intolerant.

Further evidence that teachers do not always reflect the community's wishes is seen in their reactions to community pressure.

Perception of community pressure.--Teachers were asked how free they felt to teach without apprehension that persons or groups in the community might subject them to criticism. Forty-three per cent feel free to teach as they wish; 43 per cent reported that occasionally parents or others feel impelled

to voice objections; and, 10 per cent of the teachers think certain parents or groups are constantly on the lookout for anything that might not conform to a traditional pattern; 4 per cent did not answer the question.

Each group of teachers, as they feel an increased likelihood of pressure: (1) think more of the topics suggested in the questionnaire for classroom discussions are hazardous; and, (2) recommend that a greater percentage of these hazardous topics should be discussed in the classroom. See Table 28.

TABLE 28

TEACHERS' PERCEPTIONS: COMMUNITY PRESSURE RELATED TO
TOPICS DEEMED OBJECTIONABLE, IN PER CENT

	Feel Free	Occasional pressure	Constant pressure
Percentage of topics considered objectionable	26.2	.36.0	.52.6
Percentage of these topics recommended for classroom discussion	43.1	.53.9	.62.2

Although teachers may reflect some of the common-sense notions about citizenship education held by the community at large, the data reveal they do not conform to perceived intolerance and to community pressure on them concerning classroom affairs.

B. Educational and Teaching Backgrounds

The number of years a respondent has taught, the grades and subjects he teaches, and the nature of his training were thought likely to relate to his concept of citizenship. Of these, the one which relates most significantly is the subject being taught; i.e., social studies or non-social studies.

Years of teaching experience.--It was anticipated that the era in which a teacher was trained, or the number of years of teaching experience would have a bearing upon his views of citizenship training. It was also thought that perhaps those, whose years of experience were comparable, would hold separate and distinguishable citizenship views from other teacher groups.

Respondents were divided into three groups on the basis of their teaching experience. The first group contains 75 student teachers preparing to enter the profession. They comprise 10 per cent of the respondents. The second group consists of 297 persons (or 46 per cent of the sample) who have taught ten years or less. The third group contains 259 teachers (or 40 per cent) who have taught eleven years or more. Twenty-five teachers (or 4 per cent) did not indicate the extent of their teaching experience.

The number of years a person has been teaching has a slight influence on the qualities he would recommend that schools stress for the citizens of tomorrow. The few significant differences between the three groups' responses are seen in the following Table.

TABLE 29

TEACHER CITIZENSHIP QUALITY PREFERENCES RELATED TO
TEACHING EXPERIENCE, IN PER CENT

		Students 0-10	11+
Generally good character.	58	69	79
Knowledge of functioning of gov't .	46	63	63
Patriotism	58	53	70
Respect for public decisions. . . .	43	44	63

The data show that: (1) the longer one teaches, the more he considers generally good character as an important trait; (2) those just preparing to teach place less emphasis upon knowledge of government organization and operation than do those with teaching experience; and (3) student teachers and those teaching ten years or less regard patriotism, willingness to defend the American way, and **obedience** to public decisions as less important than do those teachers who have taught for eleven years or more.

The more experience teachers have the less they feel that objectionable and hazardous topics should be discussed in the classroom. This is revealing. Student teachers recommend 60.6 per cent of such topics for classroom discussion while teachers who have taught ten years or less only 54.7 per cent, and those with more than ten years' experience only 40.1 per cent.

Perhaps the longer one teaches the more he realizes the penalties which the community and the school administration can inflict upon him for airing hazardous, objectionable or controversial subjects in the classroom. Furthermore, the longer a person teaches, the more he may come to internalize, reflect,

and agree with the values and positions of his community; he no longer sees any reason to disagree or resist. Probably both of these explanations contribute to the attitudes of the more experienced teachers.

Teacher training emphasis.--The major emphases in a teacher's training may have been teaching methodology, or competence in a subject matter, or in the social adjustment processes of children. The questionnaire asked teachers about the major thrust of their own training. Table 30 gives their answers.

TABLE 30
TEACHERS' TRAINING EMPHASIS, IN PER CENT

Emphasis	Teachers
Teaching methods	43
Subject matter	32
Children's social adjustment .	19
Not ascertained	6

The nature of a teacher's training was expected to relate to his concept of citizenship. The only significant difference found, however, was in connection with the trait: high participation in widely supported organizations and activities aiming at improving the community and the nation. Teachers whose training emphasized a child's social adjustment considered, more than did the others, that schools are, and should be, stressing as much as possible high participation as a quality of citizenship. See Table 31.

Perhaps those whose training has emphasized children's social adjustment, feel that community participation is a means of making a person feel that he belongs; that being a

part of a group is showing good social adjustment.

TABLE 31

TRAINING EMPHASES OF TEACHERS REPORTING SCHOOLS ARE
AND SHOULD BE STRESSING COMMUNITY PARTICIPATION
TO STUDENTS, IN PER CENT

Teachers' Perception of School's Stress of Community Part- icipation	Training Emphases		
	Teaching Methods	Subject Matter	Child's Social Adjust- ment
Should be	28	30	41
Are	11	15	23

Grades.--For purposes of comparison, the respondents were divided into groups of grade and high school teachers. The grade school group consists of those teaching in schools of K-6, K-9, or K-12. The high school teachers have grades 7 through 12. Thirty-seven per cent of the respondents (or 213 persons) were grade school teachers, and 59 per cent (or 338) high school. Four per cent (20 teachers) did not state the grades they are teaching.

A greater percentage of high school than grade school teachers report that their schools are (37 and 27 per cent, respectively), and should be (67 and 23 per cent), giving students a knowledge of the functioning of government the most emphasis possible. Also, 56 per cent of high school teachers compared to only 11 per cent of those in grade schools, recommend that advocacy of personal political convictions be given much stress.

This data reveal the important differences and possibilities of citizenship training in grade and high schools. Grade school teachers can legitimately concern themselves with the political education of their students since children evidently become politically aware between nine and ten years of age (see page 22). However, their age and development dictate the type and limitations of possible citizenship programs appropriate for them. Personal political convictions and awarenesses of community power structures are much more within the grasp of, and in tune with, the level of intellectual development of high school students than that of younger children.

Subjects.--Since citizenship education is more closely related to the subject matter of social studies courses, and is generally regarded to be a concern of these teachers themselves, it was anticipated that social studies teachers more than those of other subjects, would be more likely to think of a citizen as a political person. The data substantiates this hypothesis.

Of the respondents, 338 (fifty-nine per cent) teach all or some social studies courses, and 213 (thirty-eight per cent) teach other subjects. Four per cent (20 persons) did not designate their teaching fields.

Social studies teachers think such qualities as a high information level, knowledge of the functioning of government, and advocacy of personal political convictions are more important for school citizenship programs than do teachers of

other subjects. See Table 32.

TABLE 32

CITIZENSHIP QUALITY RECOMMENDATIONS OF SOCIAL STUDIES
AND OTHER TEACHERS, IN PER CENT

Quality	Social Studies	Others
Patriotism	57	67
High level of information	67	47
Knowledge of government	67	55
Personal political convictions .	23	11

Social studies teachers, consequently, prefer to see schools training well-informed citizens, familiar with the processes of government, and with their own ideas about what the government should do or refrain from doing. Other teachers view a citizen as a patriotic person, willing to defend the American way of life.

Although advocacy of political convictions receives the least support of all the qualities from both groups of teachers, more social studies than teachers of other subjects want this quality emphasized as much as possible by schools.

Obviously, social studies teachers are somewhat more specialized and professional in their concept of citizenship and citizenship training than are teachers of other subjects. However, this still leaves much to be desired. As a group, the percentage of social studies teachers advocating political education for students is still a minority.

C. Personal Activity Factors

A teacher's activity in political and community affairs was expected to relate to his ideas of citizenship training; i.e., the political activist would be more interested than his politically inactive colleague in training a political person while the civic oriented teacher would be more interested in encouraging students to be community activists.

Political activity.--Politically inactive teachers differ significantly from active ones⁶ in their recommendations for school citizenship training programs. See Table 33.

TABLE 33

CITIZENSHIP QUALITY RECOMMENDATIONS OF POLITICALLY ACTIVE AND INACTIVE TEACHERS, IN PER CENT

Quality	Active	Inactive
Knowledge of government	75	52
High level of information	68	47
Dedication to community peace	56	37
Community participation	44	29
Personal political convictions	32	11

A greater percentage of teachers highly active in political affairs than of inactives recommend schools stress information, dedication to community peace, advocacy of personal political convictions, understanding of government functions, and activity in community affairs. Thus, as

⁶These teachers are those who have the lowest and the highest scores of the political activity index. For an explanation of the index, see p. 52ff.

expected, those most active in political affairs are more eager than inactives that students be politically prepared.

The active teachers also recommend more than do the inactives that students participate in community and public service affairs when they are adults. Thirty-five per cent of the actives ranked community or public service organizations as the first consideration of students, compared to 19 per cent of the inactive teachers.

On the other hand, more inactive teachers prefer that students devote their time and money to religious organizations than did activists. Religious organizations are ranked first by 46 per cent of the inactive, and 35 per cent of the active teachers. In view of the regard of teachers generally for religious organizations, (see page 46), it is interesting to note that active teachers are less enthusiastic about them than are the politically inactive.

Community activity.--Community activism relates significantly only to one citizenship education quality-- participation in community affairs. Those teachers most active in the community report more than do the inactives, that schools are emphasizing participation in community organizations and activities, and to approve of this emphasis. Thirty per cent of the actives see schools emphasizing this quality in contrast to 16 per cent of the inactive teachers. Forty-five per cent of the actives and twenty-five per cent of the inactives agree with the school's position.

CHAPTER V

SUMMARY AND CONCLUSIONS

A. Summary

Teachers think family, church, and school are the most important sources of children's values. However, they would like to see the church's influence increase, and that of peer groups and mass media to diminish. They feel that political parties and officials, of the institutions listed in the questionnaire, have the least influence on children, and rightly so. Of the organizations teachers consider worthy of their students time when they become adults, political parties ranked last, while churches and religious organizations ranked first.

Teachers think citizenship education is part of their professional role, ranking second only to that of instructing students in basic subjects and skills. Furthermore, teachers report that schools are barring nothing in the citizenship training of students; all suggested citizenship qualities are being emphasized in school programs. Nor would teachers alter these emphases. If anything, they would give each quality a little more stress. Thus, teachers registered no dissatisfaction with existing school programs.

In each instance, training political persons is the least desirable of the citizenship qualities. Whatever type of citizen training teachers recommend, that of politically preparing students is consistently the least preferred.

Teachers are willing to discuss a range of subjects and topics in the classroom. There is some hesitancy, however, to air recognized community problems, and even more reluctance to discuss topics considered hazardous; i.e., those which persons in the community or the school administration might find objectionable.

When speculating about their responses were they to discover a communist front group in their school, teachers demonstrated a further reluctance to take any steps which might place them in an unfavorable position. Most of them would simply notify school or government authorities. Less than one-fifth of the respondents said they would discuss political values or ideologies with those students involved in the communist activity.

Teachers are favorably inclined toward political parties; they are interested and active in campaigns; they consider themselves members of a party although their identifications are not strong.

Teachers are also more favorably oriented toward political affairs and are more involved in political activities than is the general population. They are more interested in political campaigns; they are less likely to think it makes no difference which party wins; they contribute more money to campaigns; they

attend a greater number of rallies, meetings, and dinners; they personally campaign more; and, they engage in more party work than do those in the general population.

The general pattern of teachers' political activities does not differ, however, from that of the population as a whole. The tendency of teachers to designate party membership but without great identification; their preference to campaign but not to take part in continuing party work; their feelings that it does not make much or any difference which party is victorious in an election -- are all phenomena observed also in the general population, as the Survey Research Center studies point out.

Social studies teachers, supposedly more involved in, and responsible for, the citizenship training of students display a greater interest and activity in political affairs than do teachers of other subjects.

Teachers are active in community affairs. They see no community objections to political activity on the part of teachers. However, they report communities would prefer to see teachers devote their efforts to civic affairs.

Personal and environmental factors, such as the nature of a teacher's school community, his professional background, or personal activity, do not relate generally or consistently with teacher concepts of citizenship or citizenship training. Whether a teacher's community is heterogeneous or homogeneous has no bearing at all. But the size of the community (which, of course, is not unrelated to social and racial composition)

correlates somewhat to a teacher's citizenship concept. Teachers in communities with 100,000 populations or more recommend that schools emphasize such qualities as: (1) a high level of information on current events and issues of public policy, (2) knowledge of the functioning of government, and (3) dedication to the maintenance of community peace. On the other hand, loyalty, patriotism, and a willingness to defend the American way of life are preferred by teachers in smaller communities.

Teachers' reactions to perceived community intolerance appear to be somewhat of a self-correcting force. The more intolerant they think their communities are: (1) the more they stress students be well-informed and tolerant; and, (2) the more they recommend hazardous topics be discussed in the classroom.

Further evidence that teachers do not always respond to their communities' wishes is seen in their reactions to perceived community pressure. The more teachers feel persons or groups in the community are ready to criticize their teaching or their activities in the classroom: (1) the more topics they perceive to be hazardous; and, (2) the more they think these topics should be discussed in the classroom.

The number of years a respondent has taught, the grades and subjects he teaches, and the nature of his training have varying degrees of influence on teachers' citizenship concepts. It is revealing to note that the more experience teachers have, the less they recommend hazardous topics be

discussed in the classroom.

High school teachers more than their colleagues in grade schools consider a citizen knowledgeable about the processes of government, and possessing personal political convictions. The nature of existing grade and high school curricula is the most likely explanation for this difference.

The emphasis of a teacher's training has almost no relation whatsoever to good citizen concepts. The only correlation involves those teachers whose training emphasized children's social adjustment. They, more than the others, report schools are, and should be, stressing to students the importance of a citizen participating in community affairs.

Social studies and other teachers exhibit different concepts of a citizen. Social studies teachers, more than teachers of other subjects, consider such qualities as: (1) a high information level, (2) knowledge of the functioning of government, and (3) advocacy of personal political convictions to be those of a citizen. Non-social studies teachers view the citizen as a patriotic person, willing to defend the American way of life. Although advocacy of political convictions, as a citizenship trait, receives the least support from both groups of teachers, more social studies than teachers of other subjects strongly recommend this quality for school citizenship programs. A minority of the social studies teachers, as a group, however, advocate political education for students.

A teacher's activity in political affairs influences his ideas of citizenship training. A greater percentage

of politically active teachers than of the inactive ones recommend that schools stress students be well informed, dedicated to community peace, active in community affairs, possess personal political convictions, and aware of government operations. Political activists are, thus, more eager than inactive teachers that students be politically prepared.

Teacher community activism relates significantly to only one citizenship quality, participation in community affairs. The most active teachers in community-type organizations report that schools are, and should be, emphasizing the citizen's duty to participate in community activities, more than do the inactives.

B. Conclusions

Teachers consider citizenship training of students a major component of their professional role. They display wide and varying views of the good citizen, as do the various organizations and research groups throughout the country.

Perhaps in a pluralistic and democratic society, it is desirable to have, and to encourage, numerous concepts of citizenship. However, in light of today's ideological conflict, and the Korean war experience of American soldiers interned by the Chinese Communists,¹ how long can we afford not to

¹See Eugene Kinkead, "The Study of Something New in History", The New Yorker, October 26, 1957, pp. 114ff. Also "Why Did Many GI Captives Cave In?", Interview with Major William E. Mayer, U. S. Army Expert, U. S. News and World Report, February 24, 1956, pp. 56-72.

decide upon, or to pinpoint the essential qualities of democratic citizenship?

Perhaps the ultimate decision of the citizen-type this country needs is not one for teachers to make. The formulation of such policy -- whether we should be permissive and let come what may, or whether we should take an extreme view and approach the job as totalitarians, or settle somewhere in-between -- is in the realm of public policy.

Classical philosophers have ardently argued this point. Aristotle wrote in the Politics: "No one will doubt that the legislator should direct his attention above all to the education of youth; for the neglect of education does harm to the constitution. The citizen should be molded to suit the form of government under which he lives. For each government has a peculiar character which originally formed and which continues to preserve it. The character of democracy creates democracy, and the character of oligarchy creates oligarchy; and always the better the character, the better the government."²

Assuming that this choice of designating the preferred citizen is left to legislators, the problem still is not solved. Who is going to educate the legislators?

The task of educating students -- young people who in time will become adults and legislators -- still falls on

²Aristotle, Politics, trans. Benjamin Jowett, introd. Max Lerner (New York: Random House, 1943), p. 320.

our teachers at every school level. Fortunately, in view of today's needs, perhaps the opportunity lies most of all in the hands of social studies teachers; this study shows that they are more concerned than other teachers that citizens participate in public affairs, be aware of current events, informed about the operations of government, and possess personal political convictions.

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APPENDIX

QUESTIONNAIRE FOR EDUCATORS

Michigan State University
East Lansing, Michigan
April 1958

Civic Education Research Program
in Cooperation With the
Governmental Research Bureau

I. THE SCHOOL AND THE COMMUNITY

The following questions deal with both the composition of the school and the community, and with some of the feelings members of the community have about the schools and civic matters.

1a. In what city or village or unincorporated area is your school located? _____ County? _____

1b. What is the approximate population of the city, village, or unincorporated area? _____

2. Please give a rough estimate of the percentage of students of the following origins in your school.

- ____ % Of recent European derivation (either children of immigrants, or from largely unassimilated groups)
- ____ % Of non-European derivation (Chinese, etc.)
- ____ % American parentage (at least three generations)
- ____ % Recent white migrants from other parts of the U.S. (the South, the border states)
- ____ % Negro

3. Please give a rough estimate of the percentage of students in your school who come from the following occupational groups.

- ____ % Independent farmers and tenants
- ____ % Farm laborers
- ____ % Blue collar workers (skilled and unskilled)
- ____ % White collar workers (including sales personnel)
- ____ % Independent business and business managers
- ____ % Professionals
- ____ % Service occupations (servicemen, mail carriers)

4. What sort of relation does your school and its teachers have with members and groups in the community? Check the one which comes closest to describing your situation.

- ☐ Teachers feel free to teach and advise as they see fit without fear that at any time any persons or groups in the community might criticize them either directly or by contacting the school administration.
- ☐ Occasionally parents or other persons or groups feel impelled to take action on some point or school incident.
- ☐ Certain parents or other groups are constantly on the lookout for anything that might not conform to a traditional pattern.

5a. Suppose someone was known to be against churches and religion, and this person wanted to make a speech in your school's community. Would the members of the community be in favor of allowing him to speak, or not?
____ In favor ____ Not in favor ____ Don't know

5b. If he had written a book against churches and religion that was in the public library, would the members of the community be in favor of removing the book, or not?
____ In favor ____ Not in favor ____ Don't know

6a. Suppose a man's loyalty has been questioned before a legislative committee, but he swears under oath he has never been a communist. This man happens to be a high school teacher. Would the community be in favor of firing him, or not?
____ In favor ____ Not in favor ____ Don't know

6b. Suppose he is a defense plant worker. Would the community want him fired, or not?
____ Yes ____ No ____ Don't know

6c. Suppose he is a clerk in a store. Would the community want him fired, or not?
____ Yes ____ No ____ Don't know

6d. Suppose he wrote a book which is in your public library. Would the community be in favor of removing the book, or not?
____ Yes ____ No ____ Don't know

7a. Suppose a man admits he is a communist, and he wants to make a speech in your school's community. Would the community feel that he should be allowed to, or not?
____ Should be allowed ____ Should not be allowed ____ Don't know

7b. Suppose he wrote a book which is in the public library. Would the community be in favor of keeping the book in the library, or of removing it?
____ In favor ____ Not in favor ____ Don't know

8. How does your school's community generally view civic activity on the part of teachers?
____ Highly desirable ____ Not objectionable ____ Undesirable

9. How does your school's community generally view political activity on the part of teachers?
____ Highly desirable ____ Not objectionable ____ Undesirable

10. Below is a list of topics which might be discussed in class. (1) Do you believe that each of the topics should be discussed because knowledge about it makes for good citizenship? Please check yes or no in Column I. (2) Is this a current problem in the local school community at this time? Please check yes or no in Column II. (3) Do you think the discussion of a given topic would lead to objection on the part of the school administration or of the public? Please check Column III. Be sure to check all three columns for each topic.

	I Should be discussed in class Yes No	II Presently a community problem Yes No	III May lead to objection Yes No
Juvenile delinquency			
Formal organization of the federal government			
Zoning			
Collection and allocation of public taxes			
Housing			
Religious issues			
Solutions to the urban parking problem			
Annexation			
Basic principles underlying communism, socialism			
Main current issue facing the state legislature			
Alcoholism			
Unemployment			
Segregation and integration			
Restriction of the consumption of alcoholic beverages			
Revision of the constitution of the State of Michigan			
Qualifications of the candidates in a local election			
Sex education			
Federal aid to education			

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44	45	46
47	48	49
50	51	52
53	54	55
56	57	58

11. Would you say that most voters in your school's community are predominantly Republican, Democratic, or evenly divided between the two major parties?

☐ Republican ☒ Democratic ☐ Evenly divided

12. What is your estimate of the amount of controversy between the political parties in your school's community?

☐ Much ☒ Some ☐ Little ☐ None

13. Would you say that the voting turn-outs in your school's community on election day is high, medium, or low?

☐ High ☒ Medium ☐ Low

II. EDUCATIONAL POLICIES AND PRACTICES

14. The following are various qualities which people think are characteristic of good adult citizens. Educators today consider some of these qualities very desirable for their students to possess once they have become full-fledged citizens? How much over-all emphasis would you say the schools are giving to each of the following qualities? Please check the appropriate column to indicate the degree of emphasis you think each is receiving. The **++** column is for those qualities receiving the most emphasis, the **--** column for those receiving the least emphasis, and the other columns for the various intermediate degree of emphasis.

	++	+	-	--
A high level of information on current events and issues of public policy				
Tolerance, morality and generally excellent character				
High participation in widely supported organizations and activities aiming at improving the community and the nation				
Active advocacy of personal political convictions and policies and attempts to implement them even in the face of strong opposition				
Knowledge of the functioning of the government and other political institutions				
Loyalty, patriotism, readiness and willingness to defend the American way of life				
Respect for and obedience to the decisions of public authorities				
Dedication to the maintenance of community peace among all persons and groups				

15. If you were in a position to formulate educational policy, what characteristic citizenship qualities would you recommend that the schools be developing in the citizen of the future? Considering the limitation of school time, which of the qualities do you think should receive the most emphasis and which the least? Again the **++** column is for those qualities receiving the most emphasis, the **--** column for those receiving the least emphasis, and the other columns for the various intermediate degrees of emphasis.

	++	+	-	--
A high level of information on current events and issues of public policy				
Tolerance, morality, and generally good character				
High participation in widely supported organizations and activities aiming at improving the community and the nation				
Active advocacy of personal political convictions and policies and attempts to implement them even in the face of strong opposition				
Knowledge of the functioning of the government and other political institutions				
Loyalty, patriotism, readiness and willingness to defend the American way of life				
Respect for and obedience to the decisions of public authorities				
Dedication to the maintenance of community peace among all persons and groups				

- 16a. Which of the following do you think should be the most influential sources of values and ideals for children? Rank all of the following in the order of their importance, with 1 representing the source which you think should be the most influential and so on until the eight have been ranked.

☐ Churches ☐ Public schools
☐ Own age groups ☐ Political parties
☐ Youth organizations ☐ Public leaders and officials
☐ Radio, newspapers, ☐ Family
☐ television

- 16b. Which of the following do you think actually are the most influential sources of values and ideals for children? Rank all of the following in the order you think they are important, with 1 representing the most influential source and so on.

☐ Churches ☐ Public schools
☐ Own age groups ☐ Political parties
☐ Youth organizations ☐ Public leaders and officials
☐ Radio, newspapers, ☐ Family
☐ television

- 17a. How active in civic and political affairs would you prefer most students now in school to be once they become adult citizens?

☐ Very active ☒ Moderately active
☐ Not very active ☐ Inactive

- 17b. Given present educational policies, do you think students now in school will be as active in civic and political affairs, once they become adults, as people are nowadays?

☐ As active ☒ More active ☐ Less active

18. To which of the following types of organizations would you wholeheartedly encourage your students to contribute their time and money once they have become adults? Please rank the following from 1 to 6, giving 1 to the type of organization you would most encourage, 2 to the next and so on.

☐ Charitable and welfare organizations
☐ Community or public service organizations
☐ Social, fraternal, or nationality groups
☐ Churches and religious organizations
☐ Political parties and similar groups
☐ Educational organizations

19. Assume that you discover a communist front group in a high school in which you are teaching.

(a) What would you do?

(b) What would you recommend that the school superintendent do?

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20. There is no over-all consensus today about what responsibilities teachers should assume. Here is a list of several that people mention. Rank the ones you think should be assumed by teachers, give 1 to the most crucial task, 2 to the next, and so on until all have been ranked.

- ___ Instructing the students in basic subjects and skills such as spelling, reading, geography, history.
- ___ Helping the student learn to share and to get along with his fellow students and others around him.
- ___ Impressing upon the child the value of such things as social institutions and social heritage.
- ___ Helping the student to understand the nature and importance of his coming role as a citizen.
- ___ Helping the students to free their minds from any pre-conceived notions and to be free and creative individuals.

21a. How many semesters of social studies are students required to take in your school? _____

21b. How many semesters do you think they should be required to take as a minimum? _____

22a. In discussing with students the topic of making voting decisions, what would you tell them are the most essential ingredients in making these decisions? On what basis do you think these decisions should be made? Rank each of the following, giving 1 to the basis you most highly recommend, 2 to the next, and so on.

- ___ Issues of the campaign
- ___ Qualifications and backgrounds of the individual candidates
- ___ Endorsement of a political party

22b. What sources of information about the election, the candidates, and the issues would you recommend to students? Indicate your first four choices by giving 1 to the source you consider most valuable, 2 to the next and so on until you have ranked four.

- 1 ___ Magazines
- 2 ___ Immediate neighbors
- 3 ___ Husband or wife
- 4 ___ Members of your family
- 5 ___ Television
- 6 ___ Radio
- 7 ___ Newspapers
- 8 ___ Some special person whose opinion you value
- 9 ___ People with whom you work

23. If you were to teach students the subject of civic and political activities, what would you tell them are the most important means by which people influence public decisions? Which three of the following would you emphasize? Check the three.

- 1 ___ Active membership in community service organizations
- 2 ___ Exercise of a careful and thoughtful vote
- 3 ___ Active membership in church and the religious activities
- 4 ___ Establishment of friendly relationships with the community's leading citizens
- 5 ___ Active membership in one of the political parties
- 6 ___ Possession of personal wealth
- 7 ___ A management position with the community's largest business or industrial concern
- 8 ___ Holding public office

24a. At what age do you think children begin to become aware of elections, campaigns, political issues, and parties? _____

24b. What would you say are the major sources of this awareness? Rank the following, giving 1 to the choice you think is most stimulating to a child's awareness, and so on until all are ranked.

- ___ Own age groups
- ___ Family
- ___ Public leaders and officials
- ___ Churches
- ___ Youth organizations
- ___ Political parties
- ___ Public schools
- ___ Radio, newspapers, television

III. PERSONAL DATA AND ACTIVITIES

The questions in this section deal with your attitudes and feelings toward American political practices and with certain subjects relating to your own personal background.

25. How many years have you taught? _____

26a. What grades are you teaching now? _____

26b. What grades have you taught most frequently in the past? _____

27a. What subjects are you teaching now? _____

27b. What subjects have you taught most frequently in the past? _____

28. Teachers find themselves involved in more school activities than just classroom teaching. Rate the following types of activities in which you are involved either as a member, supervisor, or in some other capacity, by writing 0 if you are not involved at all, 1 if you have a few responsibilities, 2 if you have several responsibilities, and 3 if you are heavily involved in activities in the area. Also indicate in the second column whether the activity was assigned to you or one for which you volunteered.

Type of Activity	Rating	Assigned or volunteered
School administration (home room, assistant to the principal, etc.)	_____	_____
School faculty groups (project committees, etc.)	_____	_____
Student counseling	_____	_____
School student clubs (dramatic clubs, stamp clubs, etc.)	_____	_____
Student government (class officers, councils, etc.)	_____	_____
Parent-faculty groups (PTA, mother clubs)	_____	_____
Faculty-community groups (Mayor's Safety Committee, School Board Committees, etc.)	_____	_____

29. The following is a list of different kinds of organizations to which people can belong. Please go over this list and indicate the number or organizations in which you are active, and the number in which you are a member but inactive.

Type of Organization	Number in which active	Number in which inactive
Professional groups	_____	_____
Parent-teacher associations	_____	_____
Church-connected groups	_____	_____
Community or civic service	_____	_____
Charitable and welfare	_____	_____
Neighborhood or community clubs	_____	_____
Fraternal or nationality organizations	_____	_____
Informal social groups	_____	_____

30. What do you think of political parties?

- 1 ___ Essential
- 2 ___ Necessary evils
- 3 ___ Useful
- 4 ___ Dispensable

31. What do you usually consider yourself in politics today?

- 1 ___ Regular Republican
- 2 ___ Regular Democrat
- 3 ___ Independent
- 4 ___ Independent Republican
- 5 ___ Independent Democrat
- 6 ___ Other

32a. Are you active in a political party now? 1 ___ Yes 2 ___ No

32b. Have you been active in past years? 1 ___ Yes 2 ___ No

33a. Do you hold party offices now? 1 ___ Yes 2 ___ No

33b. Have you held party offices in the past? 1 ___ Yes 2 ___ No

34. Have you ever campaigned for a candidate or a party? 1 ___ Yes 2 ___ No

35. Do you buy tickets, give money, or make other such contributions to the campaigns of one of the parties or candidates?

- 1 ___ Frequently
- 2 ___ Occasionally
- 3 ___ Never

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36. Do you attend party meetings, dinners, or rallies?
5. 1 Frequently 2 Occasionally 3 Never
- 37a. Have you tried recently to convince anyone of your political ideas?
6. 1 Yes 2 No
- 37b. Has anyone asked your advice recently on a political question?
7. 1 Yes 2 No
38. Suppose there was an election in which the party of your preference was running a candidate whom you did not like or with whom you did not agree. Which of the following comes closest to what you think you would do?
8. 1 Probably vote for the candidate anyway
2 Probably vote for the other candidate
3 Probably not vote for either candidate in that election
39. In your opinion if a voter votes for one party's nominee for president, should he also vote for the same party's nominees for senator and congressman, or not?
9. 1 Should 2 Need not
40. How much interest would you say you usually have in political campaigns?
10. 1 Much 2 Some 3 Not much
41. How much difference do you think it makes to the country whether the Democrats or Republicans win?
11. 1 Good deal 2 Not much 3 None
42. How likely are you to vote in city elections?
12. 1 Almost certain 2 Uncertain 3 Won't vote 4 Can't vote
43. How likely are you to vote in state elections?
13. 1 Almost certain 2 Uncertain 3 Won't vote 4 Can't vote
44. How likely are you to vote in presidential elections?
14. 1 Almost certain 2 Uncertain 3 Won't vote 4 Can't vote
- 45a. What do you think of lobbyists and their activities?
15. 1 Essential 2 Useful 3 Necessary evils 4 Dispensable
- 45b. How would your attitude change if the law required all lobbyists to register, to publicize their finances, and to state their stands on public issues?
16. 1 No change in attitude 2 More favorable 3 Less favorable
46. If you wanted to change the official public policy for dealing with some issue, for instance, the housing problem, which two of the following things would you most likely do? Put 1 by your first choice and 2 by your second.
17. 1 Discuss your proposal for change with your neighbors
2 Circulate a petition
3 Join private interest groups dealing with housing
4 Look for proposals by the leading spokesman on the topic
5 Write directly to a public official
6 Take no immediate action because of lack of influence
7 Run for office
47. Do you receive suggested curriculum materials from any of the following types of organizations? Mark 1 if receive materials often, 2 if intermittently, and 3 if never.
17. 1 Research organizations
2 Civic organizations
3 Political parties
4 Business corporations
5 Professional education associations
- 48a. Are you a Michigan resident by birth or did you move to the state?
20. 1 Birth 2 Moved in
- 48b. If moved in, at what age?
25. _____
- 48c. If moved in, what was your last state of residence?
26. _____
27. _____

49. What is your sex? 1 Male 2 Female 21
50. What is your age? Check the approximate category.
1 18 to 25 4 46 to 50
2 26 to 30 7 51 to 55
3 31 to 35 8 56 to 60
4 36 to 40 9 61 to 65
5 41 to 45 0 Over 65 22
51. What is your marital status?
1 Single 2 Married 31
3 Divorced 4 Widowed
52. What is your religious preference?
1 Protestant 4 Other 21
2 Catholic 5 None
3 Jewish
- 53a. How much formal education have you had?
1 High school diploma 31
2 Some college training
3 College degree
- 53b. If you have a college degree or degrees, what was the last one you received, in what field, and where?
Highest degree attained _____ 21
Major field _____
School _____ 21
City _____ State _____ 21
- 53c. What type of school was it?
1 State college or university
2 Private college or university 21
3 Denominational college or university
4 Catholic
5 Protestant
6 Other
- 53d. Have you taken, or are you taking, additional work beyond your last degree?
1 Yes 2 No 21
54. What would you say was the major emphasis in the teacher training you have received? Check one.
1 Teaching methods 21
2 Subject matter
3 Children's social adjustment
55. What are or were your parent's preferences?

Father	Mother
<u>1</u> Republican	<u>1</u> Republican 21
<u>2</u> Democrat	<u>2</u> Democrat
<u>3</u> Independent	<u>3</u> Independent 22
<u>4</u> Independent Republican	<u>4</u> Independent Republican
<u>5</u> Independent Democrat	<u>5</u> Independent Democrat
<u>6</u> Other	<u>6</u> Other

- 56a. Do other members of the family contribute to the family income?
21. 1 Yes 2 No

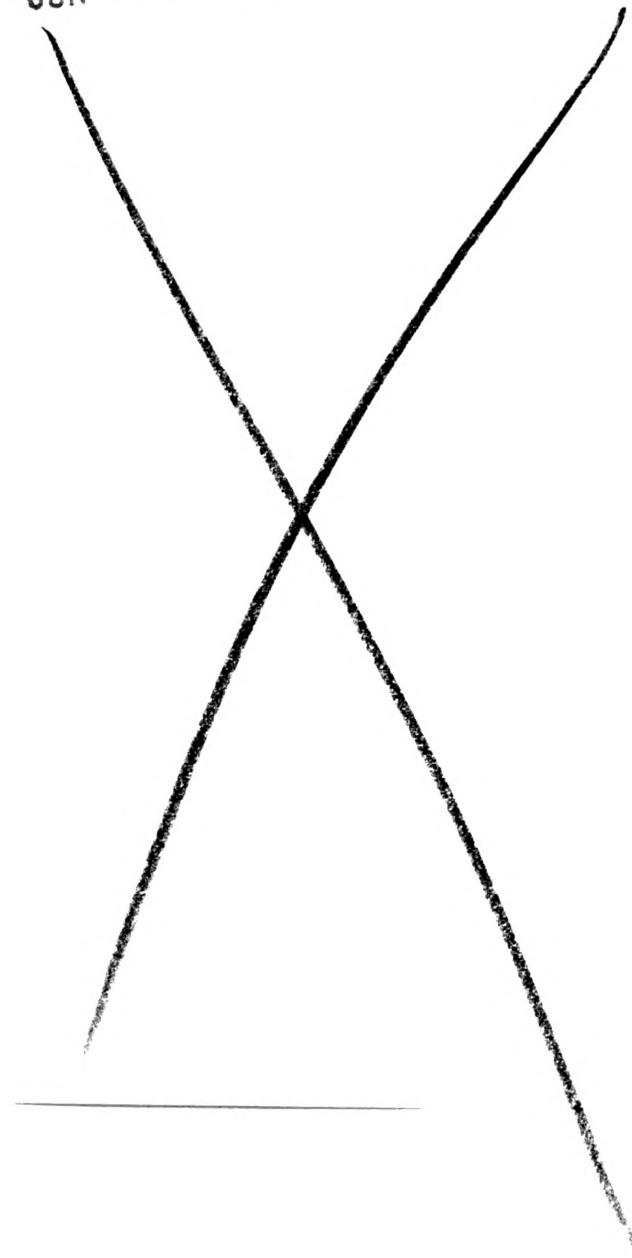
- 56b. If so, what is their relationship to you and what are their occupations?
22. _____
23. _____
24. _____

Relationship Occupations

Thank you for your time, cooperation and attention. They are very much appreciated.

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