1953

The extent to which the North Carolina social studies teachers exercise their voting right as compared with the voting population of the state.

https://hdl.handle.net/2144/11175
Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE EXTENT TO WHICH THE NORTH CAROLINA SOCIAL STUDIES
TEACHERS EXERCISE THEIR VOTING RIGHT AS COMPARED
WITH THE VOTING POPULATION OF THE STATE

Submitted by

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(A.B., Pembroke State College, 1943)

In Partial Fulfillment of Requirements for
the Degree of Master of Education
1953
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CHAPTER I

CHARACTERISTICS OF THE STUDY

Introduction to the problem.-- The degree of success with which a democracy functions depends upon the degree of participation in elections - the bulwark of democracy. Since early times it has been the moral obligation of all democratic people to cast their vote for those they thought best fitted for the position.

Teachers in general - social studies teachers in particular - should be concerned with the qualities that make good citizens. The social studies teachers advocate voting so that there may be a government by the majority of the people. The laws of this country are made by representatives elected by the people. Many Americans have thought little about the small percentage of voters in this democracy with its 155,000,000 people, yet they call it the best democracy in the world. The average American knows there are many reasons for not voting, but there is a question in the mind of the writer as to whether these reasons are based on sound judgment or indifference.

Purpose of the study.-- This study will endeavor to determine the extent to which the social studies teachers in North Carolina exercise their voting rights, as compared with the total population of the state.
Statement of the problem.-- It should be the duty of every citizen to vote in public elections. It is supposed that the teacher of social studies, as a citizen, would be more concerned with the subject than would teachers in other fields. The obligation to vote rests more heavily upon the social studies teacher; however, there is a question as to whether they constitute a larger percentage of votes than do citizens from various other occupational fields.

Scope and limitations of the study.-- The trend toward the failure of many to accept the obligation of their citizen status began shortly after the beginning of the twentieth century. Therefore, it seems profitable to study the duties of the social studies teachers, and to determine how well they conform to the pattern of good citizenship.

This study will compare the voting regularity of the social studies teachers with the voting of the total population in the state of North Carolina. The investigator is a native of, also a social studies teacher in, North Carolina. This study is limited to the state of North Carolina.

The voting regularity of social studies teachers, undoubtedly, vary slightly between states. The results of this study might be a valid indication of existing voting practices in other states. It is assumed that there is no great difference in teachers voting in various states.

A sample of the social studies teachers in North Carolina was randomly selected for this study.

The need for this study.-- The United States is thought of as a democracy, and the people are proud of the many freedoms and privileges they enjoy—yet they do not vote. It is the belief of the writer that social studies teachers, who daily discuss America's advantages, should constitute a larger percentage of votes than the whole population. This study will show the percentage of North Carolina social studies teachers votes as compared with the population of the state.

The most important business in the United States is to produce good citizens. Our schools may turn out big businessmen, lawyers, doctors, and scores of other professional men; but if they fail to make good citizens of them, the real aim of education has failed. There is no guarantee that a newly elected member of Phi Beta Kappa will turn out to be a good citizen. The responsibility rests on the teachers of American schools to teach citizenship. Almost everyone will agree that he has been taught something about citizenship, but perhaps has failed to apply the principles involved when it is time to go to the polls and choose the people who will make the laws by which the country is governed. To what extent is the following definition of democracy, as stated by Mahoney, met?

1/John J. Mahoney, For Us the Living, Harper and Brothers, New York, 1945, p. 73.
"Democracy is a kind of society in which free men, fraternally minded, voluntarily and persistently strive for the elimination and exclusion of inequalities (political, social and economic) to the end that all men may share equitably in the rights, privileges and satisfactions that our life in common affords."

Although we teach citizenship, there appears to exist a lack of interest in the subject of voting. It should be the duty of every teacher to develop a keen interest in political thinking. The teacher may be able to develop the pupils' habits of voting by (1) following politics in the newspaper; (2) directing the attention to periodicals that give facts and opinions in a colorful way; (3) encouraging the students to get acquainted with books dealing with political happenings; and (4) showing the students that anyone who follows politics will land, once in a while, on a choice bit of humor.

If the schools develop a program of political thinking, it will probably encourage the students to become voting citizens. The teachers will feel that it is their grave responsibility to vote after directing a program on political thinking.

Summary.-- Teachers in general and social studies teachers in particular should be concerned with the qualities that make good citizens. One important step in becoming a good citizen is for the individual to cast his vote on the day of election. Many citizens fail to vote. The social studies

teachers teach citizenship, but there is a question as to whether they exercise their voting rights more than the average citizen. This study will deal with the voting regularity of the social studies teachers of North Carolina as compared with the percentage of the voting public in general.
CHAPTER II

RESEARCH RELATED TO THE PROBLEM

Related research.-- There are numerous reasons for non-voting in the United States. America is the best educated electorate, yet the proportion of citizens who take the trouble to vote is the smallest of any other real democracy. As of July 1, 1946, the United States Bureau of the Census estimated 91,634,472 persons were twenty-one years of age or older. However, many were not qualified to vote because of short residence, poll tax requirements, and failure to register. In the national election of 1944, only 35,000,000 bothered to go to the polls - revealing an appalling lack of interest in national affairs.

Perhaps the situation described above has two main causes. The first is that our schools and colleges have failed to give students even a rudimentary knowledge of their government or arouse their interest in public affairs. A survey by the Gallup Poll shows lack of interest and ignorance where voting is concerned.

"In January of 1944, only thirty-one percent of all voters knew that elections were to be held in November. Only four voters out of ten could name both senators from their own state; only half could


2/George H. Gallup, "Why Don't More Americans Vote?", The Reader's Digest, (April, 1947), pp. 76-78.
give the name of their representatives in Congress. At the end of the 1944 campaign only two-thirds of the voters could name the Republican Vice-Presidential candidate and fewer than this could name his Democratic opponent. Even in January, 1945, two months after the election, only sixty-eight percent of all voting could name the man who was Vice-President."

The second important reason for non-voting seems to be the incredibly low plane on which our campaigns are fought. The campaigns are fought for victory - using any kind of method, scrupulous or not, to achieve political goals. In order to achieve victory campaigners call their opponents liars and thieves. If the incumbent leaves an opening for criticism, the opponent blames every known ill of the government on him. The next step is to bribe the minority with glorified promises - higher wages for the working man, big bonuses for veterans, higher salaries for teachers, and high prices for the farmers. The only solution for good voting appears to be to educate the voters. The Gallup Poll in 1952 shows that of the people who vote, fifty percent have attended college. Sixty percent of the total have attended high school, and forty percent of the total have only grade school education. The study seems to indicate that the more years of formal schooling, the greater percent of voters.

According to a study made by Cook the percent of the


electorate voting in 1880 was higher than in 1948. Cook found the following in his study:

"In the election of 1880 approximately 87 percent of the electorate of the United States went to the polls and voted. Thereafter appeared a gradual decline in the percentage in the electorate voting until 1920, when the all-time low of 48 was reached for a presidential election. Including the election of 1940, when 60 percent voted, the percentage of the electorate exercising the right of suffrage has remained at an alarmingly low level. In the election of 1948 only 51 percent of the electorate exercised their right of suffrage. In the nonpresidential elections the picture is even more dismal. In 1926, 46 percent of the electorate voted; in 1934 the figure was 42 percent. In the more recent elections of 1946 and 1950, the percentage of the electorate voting was 38 and 41 respectively. In these two elections great efforts were made by the major political parties and numerous national, state and local groups to get out a large vote."

Although citizenship is taught, there is a limit to the teacher's expression on politics. A teacher's expression on political issues provides a convenient weapon for any politician. Parents are also likely to protest if a teacher's politics differs from their own. Every teacher must tread softly on political issues. Perhaps a greater percent of teachers would vote if they felt they had absolute political freedom. According to Beale there are forces that tend to destroy the freedom of teachers - the outstanding one being the economic factor. Every teacher must make a living; if he lives in a community where politics hinder him, the chances

are that he may not vote. It is safe to say that there are many restraints placed upon teachers when it is time to cast their votes.

A committee appointed by the Executive Secretary of the National Council for the Social Studies summarizes the characteristics of a good democratic citizen. A good citizen will exercise his right to vote; reject emotional appeals when appeals have little relation to the issues discussed; realize in many communities where voters are apathetic, a small minority may hold the power to govern; vote habitually in primaries, recognizing the importance of the primaries in selecting candidates; avoid issues; study the main issue in each bond issue, referendum on public questions, and other issues to be decided by the electorate at the polls.

Ben A. Arneson and William H. Ellis of Ohio Wesleyan University made a study to compare the voting behavior of the electorate in a typical Ohio community in 1924 with their behavior in 1948. The survey reveals the best voting behavior occurred in 1924.

The best voters are:

1. Voters in the fifties and sixties.
2. Those living in the best neighborhoods.
3. Persons who have been to college.
4. Those engaged in banking and real estate.

---

5. Professional men including teachers.
6. Persons engaged in clerical occupations.

The survey shows poor voting records among:
1. Voters in the twenties.
2. Those living in the poorest neighborhoods.
3. Those with no religious affiliation.

The following table by Arneson and Ellis compares percentages voting in 1924 and 1948 according to background, residence, sex and age.

Table 1. Percentages Voting in 1924 and 1948

<table>
<thead>
<tr>
<th>Classification of Voters</th>
<th>1924</th>
<th>1948</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>64.3</td>
<td>62.2</td>
</tr>
<tr>
<td>Native</td>
<td>64.8</td>
<td>60.8</td>
</tr>
<tr>
<td>Mixed</td>
<td>69.1</td>
<td>69.1</td>
</tr>
<tr>
<td>Foreign</td>
<td>37.4</td>
<td>62.6</td>
</tr>
<tr>
<td>RESIDENCE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over two years</td>
<td>65.9</td>
<td>62.4</td>
</tr>
<tr>
<td>Two years or less</td>
<td>48.6</td>
<td>44.6</td>
</tr>
<tr>
<td>SEX:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>72.9</td>
<td>63.1</td>
</tr>
<tr>
<td>Female</td>
<td>57.1</td>
<td>61.5</td>
</tr>
<tr>
<td>AGE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-29</td>
<td>59.1</td>
<td>61.4</td>
</tr>
<tr>
<td>30-39</td>
<td>64.0</td>
<td>65.5</td>
</tr>
<tr>
<td>50-59</td>
<td>69.8</td>
<td>69.9</td>
</tr>
</tbody>
</table>


2/ Ibid., p. 432.
A study based on a representative sample of five hundred New Yorkers chosen on the basis of such factors as residence within the city, rental payments, religion, sex and age reveals that social status effects the political behavior of individuals. Social status determined by income and religion largely decides a person's vote and other aspects of his political behavior. The voting trend in New York City over a long period seems to be an outcome of social status. Group membership is more important than party platforms or exposure to propaganda in determining the voter's choice. Where the voter's opinion conflicts with the party line, the party program is interpreted in terms of individual needs. Those least aware of differences between the parties and least convinced the outcome will effect them personally are most likely to be susceptible to chance parties. The writer is concerned more with the voting of social studies teachers specifically than voting in general. Research shows that no other work has been done in this field other than a Detroit survey by Collings and Dimond. The specific problems of their study were to compare the voting regularity of high school teachers with voters in general. The conclusions from the study were:

1. Social studies teachers vote with greater regularity than non-social studies teachers.

2. Teachers vote more regularly than the general public in all elections.

3. Men teachers vote more regularly than women teachers.

4. Teachers vote more than twice as regularly as voters in general in elections of lesser public interest.

5. Teachers consistently are more interested in voting and election outcomes than the public in general.  

Since the Detroit survey deals with the voting behavior of social studies teachers, the writer deems it important to show the voting comparison with non-social studies teachers, social studies teachers and the city-wide population.

Table 2. Voting Behavior of Detroit Social Studies Teachers, Non-Social Studies Teachers, and City Wide Population

<table>
<thead>
<tr>
<th>Elections Polled</th>
<th>Average Voting Percentages of Social Studies Teachers</th>
<th>Average Voting Percentages of Non-Social Studies Teachers</th>
<th>Average Voting Percentages of City Wide Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five elections of greater public interest</td>
<td>86.64</td>
<td>83.65</td>
<td>60.45</td>
</tr>
<tr>
<td>Five elections of lesser public interest</td>
<td>43.05</td>
<td>36.06</td>
<td>16.78</td>
</tr>
</tbody>
</table>


2/Ibid., p. 268.
What these studies indicate.--It seems obvious that the United States is thought of as a democracy; that the people consider it important to vote but neglect it for various reasons. Those with the best economic security, which in turn enables them to live in better neighborhoods, seem to be more interested in voting, but the educators themselves refrain from voting when it concerns themselves. Teachers vote with more regularity than non-teachers, but like the whole population they also fall down in elections of minor importance. The teacher of social studies votes more regularly than teachers of other fields, but only by a slight difference of five percent. Since it is an accepted fact that people acquire wisdom with the passing of years and wisdom imitates the previous acquisition of interest, then it might follow that older people vote more regularly than younger ones, because they have acquired the interest necessary for good voting habits. Research reveals that the average voter is politically ignorant. In many cases the voter fails to know the candidates of lesser importance - but still votes for them while voting for the major candidates.

The problems of this survey are to determine the political behavior of the voters in general, but to deal more specifically with the voting behavior of North Carolina social studies teachers. It is hoped that the analysis of this survey will contribute needed information to the field of

Summary. — America seems to be the best educated electorate in the world, but the percentage of people voting is smaller than any real democracy. People often fail to know when elections are to be held and the candidate seeking office. In many presidential elections in the twentieth century less than fifty percent of the electorate voted. However, in the election of 1980, 87 percent of the electorate voted. The voting frequency of a citizen increases as he grows older; and decreases after sixty. Males vote more regularly than do females. Social studies teachers vote more regularly than non-social studies teachers. Teachers vote more regularly than the public in general.
CHAPTER III
RESEARCH PROCEDURE

Methods used in collecting data.-- The survey procedure was used to make this study. The addresses of all the social studies teachers in North Carolina were obtained from the records in the statistical section of the state department of public instruction. The total number obtained included 1300 white and 357 negro social studies teachers.

From this total of 1657 social studies teachers, a sample of 513 was randomly selected to be included in this study.

Concerning sampling Lindquist states:

"Nearly all research studies in education and psychology are of the type known as sampling studies in which measurements or observations are made of a limited number or 'sample' of individuals in order that generalizations may be established about the still larger groups or 'populations' of individuals that these samples are supposed to represent."

Concerning random sampling Guilford states:

"The best definition of random sampling is that it is selection of cases from the population in such a manner that every individual in the population has an equal chance of being chosen."

A closed form questionnaire was sent to each teacher included in this sample. A formal letter explaining the study


was sent with each questionnaire. (See Appendix.) Within 21 days, 75.4 percent of the questionnaires were returned to the investigator. It is felt that 75.4 percent is an excellent return for the questionnaire type of survey. All social studies teachers included in the sample, resided within a radius of 300 miles of the post office of the investigator. This radius covered the entire state. This might account for the most returns arriving on the fourth day, from the time they were mailed. Most questionnaires were returned within ten days. This may indicate to some degree that social studies teachers are civic minded citizens. (See Table 3.)

Respondents frequently regard questionnaires as unnecessary meddling and an imposition on their time. However, many investigators feel that questionnaires are able to eliminate personal influence upon the subject, thereby achieving a greater amount of objectivity. The latter might be true of this study. The questionnaire used in this study provides for the obtaining, in a minimum length of time, information that concerns the entire state. (See Appendix.)

Table 3. Returns Arranged in Chronological Order by the Date Returned in Relation to the Mailing Date.

<table>
<thead>
<tr>
<th>Day Returns Were Received</th>
<th>No. of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>0</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
</tr>
<tr>
<td>Third</td>
<td>68</td>
</tr>
</tbody>
</table>

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Table 3. (concluded)

<table>
<thead>
<tr>
<th>Day Returns Were Received</th>
<th>No. of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Fourth</td>
<td>139</td>
</tr>
<tr>
<td>Fifth</td>
<td>68</td>
</tr>
<tr>
<td>Sixth</td>
<td>27</td>
</tr>
<tr>
<td>Seventh</td>
<td>14</td>
</tr>
<tr>
<td>Eighth</td>
<td>16</td>
</tr>
<tr>
<td>Ninth</td>
<td>10</td>
</tr>
<tr>
<td>Tenth</td>
<td>8</td>
</tr>
<tr>
<td>Eleventh</td>
<td>6</td>
</tr>
<tr>
<td>Twelfth</td>
<td>7</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>0</td>
</tr>
<tr>
<td>Fourteenth</td>
<td>4</td>
</tr>
<tr>
<td>Fifteenth</td>
<td>4</td>
</tr>
<tr>
<td>Sixteenth</td>
<td>3</td>
</tr>
<tr>
<td>Seventeenth</td>
<td>4</td>
</tr>
<tr>
<td>Eighteenth</td>
<td>5</td>
</tr>
<tr>
<td>Nineteenth</td>
<td>4</td>
</tr>
<tr>
<td>Twentieth</td>
<td>4</td>
</tr>
<tr>
<td>Twenty-First</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>387</strong></td>
</tr>
</tbody>
</table>

The questionnaire is undoubtedly advantageous in many respects, although it is recognized as having many disadvantages. According to Young and Schmid the following errors may appear in questionnaires: "Interviewer's bias, bias of the auspices, imperfections in the design of the questionnaire, unrepresented selection of respondents, misinterpretations of situations and events, variability in response, and others."

Because a selected group was chosen for this study, it would appear that some of the common errors found in questionnaires might be eliminated.

All questions were formulated for a yes or no answer other than race, age, sex, residence, and teaching.

It is felt that from the 75.4 percent returns, the voting regularity of remaining 24.6 percent probably would be lower. The investigator feels that negligence was the dominating factor in the failure to return the questionnaires. It is highly possible that negligence is an important factor influencing the number voting on the day of elections. It is felt that some of the individuals failing to return the questionnaire may not have voted in the past elections. Being honest persons they did not wish to report this. This perhaps is a biased feeling on the part of the investigator, but nevertheless merits mention.

Negligence of voting among the average Negro citizens was probably due to the biased wording of the North Carolina voting laws. This, of course, might not be true among the selected sample of social studies teachers. The laws read as follows:

"Voters must be able to read and write; exception: Every person presenting himself for registration shall be able to read and write any section of the constitution in the English language and show to the satisfaction of the registrar, his ability to read and write any such section when he applies for registration and before he is registered: Provided, however, that no male person who was on January first, one thousand eight hundred and sixty-seven or at any time prior thereto, entitled to vote under the laws of any state in the United

1/North Carolina Election Laws, including Laws of 1951 and Article 6 of the State Constitution, issued from the Office of the State Board of Elections, Raleigh, North Carolina."
States where he then resided, and no lineal decen-
dent of such person shall be denied the right to
register and vote at any election in this state
by reason of his failure to possess the education-
al qualifications asforesaid: Provided that said
elector shall have registered prior to December
first, 1908, in accordance with article six, sec-
tion four of the Constitution and the laws made
in pursuance thereto."

In the state of North Carolina, the investigator has
neither known nor heard of any case where this law has been
enforced in recent years. However, this may not be said of
all southern states.

This study deals with the primary and general elections
of 1952, and the last municipal election held in the respon-
dent's district. The reader should note that there are no
Republican primaries held in the state of North Carolina. They
use the convention method for the selection of their candi-
dates. Any citizen may offer himself for office in the pri-
mary election. The results of this primary election will
eliminate those receiving only a few votes. A second primary
election may be held to insure that the candidate elected has
a majority of the votes. These conflicting methods alone
may cause the average citizen to have a repulsive attitude
toward voting.

Summary.-- This survey includes a random sampling of 512
North Carolina social studies teachers from a total of 1657
(white and negro). Seventy-five and four tenths of the 512
North Carolina social studies teachers returned the question-
naires within 21 days. All questions used in the
questionnaires were formulated to require a yes or no answer other than questions on race, age, sex, residence and teaching experience. Chapter IV deals with the analysis of North Carolina social studies teachers voting.
CHAPTER IV

ANALYSIS OF SOCIAL STUDIES TEACHERS
VOTING IN NORTH CAROLINA

North Carolina population statistics.-- Statistics used in this study are based on the United States Census taken in 1940 and 1950 for the state of North Carolina. Since the study involves the voting of North Carolina citizens in 1952, it is necessary to make an estimate of the increase in population from 1950 to 1952 based upon the increase in population from 1940 to 1950.

The census for 1940 shows a population of 3,371,623 for the state of North Carolina; for 1950 the population was 4,061,929. The average increase in population per year for the state from 1940 to 1950 was 69,030. From 1950 to 1952 the estimate increase in population was 138,060. This increase added to the 1950 census indicates an estimated 1952 population for North Carolina of 4,199,989.

A citizen must be twenty-one years of age to vote in the state of North Carolina. The United States official census for 1950 shows that North Carolina had a population of 2,311,071 twenty-one years of age or over. There were 1,130,024 males and 1,181,047 females. Estimating the

2/Ibid., p. 389.
Increase in population from 1950 to 1952, based on the increase from 1940 to 1950, shows an approximate increase of 20,000 males and 18,300 females. This shows the voting population for 1952 in North Carolina as 2,349,371. This figure will be used in this study to compute the voting percentages of the population in North Carolina. Since there is no available information on the total number of males and females voting separately, the above figures will be used collectively.

Voting in the general elections for 1952.-- The information obtained from the social studies teachers consisted of their age, sex, residence, teaching experience, and marital status. A complete analysis of the returns is shown in Table 4.

Table 4. Classification of 387 North Carolina Social Studies Teachers, Grouped According to Individual Characteristics

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age (yrs.)</th>
<th>Degree</th>
<th>Marital Status</th>
<th>State Residence</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21-29</td>
<td>30-39</td>
<td>40-49</td>
<td>over 49</td>
<td>Bachelors</td>
</tr>
<tr>
<td>M</td>
<td>76</td>
<td>65</td>
<td>45</td>
<td>20</td>
<td>128</td>
</tr>
<tr>
<td>F</td>
<td>49</td>
<td>51</td>
<td>46</td>
<td>35</td>
<td>137</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>116</td>
<td>91</td>
<td>55</td>
<td>265</td>
</tr>
</tbody>
</table>

The social studies teachers of North Carolina went to the polls and proved they were good voting citizens. There were
1,210,910 votes cast from a total voting population of 2,349,371. This represents 51.9 percent of the total voting population, as compared with 91.7 percent of the social studies teachers of the state voting. The figure 51.9 percent is rather low for a country with such a good democratic system of government. It may readily be seen why the social scientist has been wondering for some time and the practical politician for even longer why the general public refrains from voting.

Table 5. Percentage Voting of 387 Social Studies Teachers of North Carolina, in the General Election of 1952

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age (years)</th>
<th>State Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21-29</td>
<td>30-39</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>Male</td>
<td>88.3</td>
<td>96.0</td>
</tr>
<tr>
<td>Female</td>
<td>93.3</td>
<td>95.6</td>
</tr>
<tr>
<td>Average Percentage</td>
<td>85.8</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Note: The report of the Executive Secretary of the State Board of Elections, states that 51.9 percent of the total voting population of the state of North Carolina voted in the general election of 1952.

For the social studies teachers, the male voting regularity was slightly greater than that of the females. The voting percentage of the males was 93.9, the voting percentage of the females was 93.8. This was a high voting percentage for both and their percentage difference was not significant.
The highest percentage of voters among social studies teachers in the general election according to age grouping were those teachers between the ages of 40-49, the lowest between the ages of 21-29. It is felt that this was due probably to late registration, poll tax requirements, insufficient legal residence and immaturity in politics; while those teachers over 40 years of age are settled, registered, probable home owners and have families. The analysis of Table 5 shows an increase in the voting percentage from ages 21-50. It is felt that those teachers over 50 years of age may not relish the idea of standing in line to vote and they perhaps feel that their vote will not change the results of the ballot.

Table 5 shows that the males in the 20-29 age group vote more regularly than do the females. The males appear to become interested in politics at an earlier age than do females. As shown in Table 5, those teachers who had residence in the state for more than five years voted more regularly than those who had residence in the state five years or less. According to residence classification, the males voted more regularly than did the females. The reader should note (Table 4) that most of the social studies teachers have been residents of the state more than five years. Perhaps those with residence of five years or less are in the 21-29 age group. For this reason residence is not as significant as it may appear in this study.
Voting in the state primary in 1952.-- The total number voting in the State Democratic Primary was 564,505. This was 24.4 percent of the total voting population. There are undoubtedly two reasons for this low percentage of the population voting. (1) The state primary in North Carolina does not create as much interest as the general election.

Table 6. Percentage Voting of 387 Social Studies Teachers of North Carolina in the Primary Election of 1952

| Sex | Age (yrs.) | | State Residence |
|-----|------------|---|---|---|---|---|
|     | 21-29      | 30-39 | 40-49 | over 49 | 5 years or less | over 5 years |
| (1) | (2)        | (3)   | (4)   | (5)     | (6)           | (7)         |
| M   | 79.2       | 80.6  | 97.6  | 88.8    | 60.0          | 87.9        |
| F   | 71.3       | 91.5  | 90.6  | 91.2    | 63.5          | 84.7        |
| Total | 75.2     | 86.3  | 94.1  | 90.0    | 61.7          | 86.3        |

The fact that 51.9 percent of the total voting population of the state voted in the 1952 general election as compared with 24.4 percent in the 1952 primary is proof that there was less interest in the primary election. (2) The Republicans do not hold a primary election, therefore, their vote is not included in a Democratic primary election. They select their candidates by the convention type method.

The highest percentage voting according to age among the social studies teachers in the state primary election

1/Report by the Executive Secretary of the State Board of Elections, 1952, Raleigh, North Carolina.
were those included in the 40-49 age group. As has been stated, this held true in the state general election. The percentage of males voting was greater than that of the females in the state 1952 primary. (See Table 6.) There was 86.5 percent of the males voting as compared with 86.1 percent for the females. However, for the age group over 49, the females voted more regularly than the males. A brief glance at Table 6 indicates that the older the social studies teacher, the more often he votes, but actually those included in the 40-49 age group proved to be the best voters. The investigator feels that there may be a logical solution for this, but so far he has not determined why this happened. It is felt that the over 49 age group would vote more consistently. However, the best voters among the social studies teachers of North Carolina in the general election, primary and municipal elections were those in the 40-49 age groups. The factor of age plays an important part when it is considered that 75.2 percent of those in the 21-29 age group voted as compared with 94.1 percent of those in the 40-49 age group.

Municipal elections.— In this study a municipal election is considered on the same level of importance as other elections. However, the general population indicates that they feel that the municipal election is of less importance. The percentage of social studies teachers voting in the municipal elections is less than the percentage voting in the general and primary elections. Since the State Board of Elections
has no statistics on the voting in the municipal elections, it is therefore pertinent to consider separately the voting of the social studies teachers. For the above reason they may not be compared with the rating of the entire state in this particular case. Males as usual voted more regularly than females. There was 92.3 percent of the males in the 40-49 age group in the 1952 municipal elections held in the respondent's district. In this particular age group the female voting percentage was 0.7 percent higher than that of the males. However the voting regularity in the overall population, the males voting percentage was 87.7 percent as compared with 81.1 percent for the females.

Table 7. Percentage Voting of 387 North Carolina Social Studies Teachers in 1952 Municipal Elections According to Age

<table>
<thead>
<tr>
<th></th>
<th>21-29</th>
<th>30-39</th>
<th>40-49</th>
<th>over 49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>75.0</td>
<td>91.5</td>
<td>92.3</td>
<td>89.5</td>
</tr>
<tr>
<td>F</td>
<td>65.3</td>
<td>84.8</td>
<td>93.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Average</td>
<td>69.1</td>
<td>88.1</td>
<td>92.6</td>
<td>86.4</td>
</tr>
</tbody>
</table>

In the capital city of North Carolina February 24, 1953, the citizens of Raleigh demonstrated a good example of poor voting. They were voting on a bond issue. Perhaps many considered the election of little importance or remained at home because they felt that the bond issue would pass anyway. This
procedure is very dangerous in a democracy. The citizens of Raleigh, North Carolina, were made aware of this fact when the following article appeared in the daily newspaper:

"Eighty percent of the people stayed home, but the 20 percent that did go to the polls in Wake County yesterday said 'Give our children better school facilities.'"

"By a thumping margin of about 8-1 Wake voters approved a $5.5 million dollar bond issue for expansion and improvement of the city and county school systems. The final vote from the county's 55 precincts showed: For; 8,093 - Against; 1,004.

There is no record of the social studies teachers voting in the above bond issue. Table 7 indicates that they may have voted well.

Comparisons in voting in national, state, and municipal elections.-- The voting percentage of social studies teachers of North Carolina and the total population of the state was greater in the general election than in the primary or municipal elections in 1952. In the general election 94.1 percent of the social studies teachers of North Carolina voted for a presidential candidate. The percentage voting of the total voting public was 51.8 percent. The voting in the primary was slightly less for the social studies teachers. They showed a percentage of 67.0. For the total voting populations for the state, only 24.4 percent voted. In state

social studies teachers voted with about three
times the regularity as do the average voting citizen as based
on these data. There were 84.4 percent of the social studies
voting in the municipal elections.

Table 8. Comparison of Voting Behavior of 337 North Car-
olina Social Studies Teachers in General Elec-
tion Primary, Municipal Elections and State-
Wide Population in 1952.

<table>
<thead>
<tr>
<th>Elections</th>
<th>% of Males Voting</th>
<th>% of Females Voting</th>
<th>Total % of Social Studies Teachers Voting</th>
<th>% of State-Wide Population Voting</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>93.2</td>
<td>95.0</td>
<td>94.1</td>
<td>51.3</td>
</tr>
<tr>
<td>Primary</td>
<td>86.4</td>
<td>88.7</td>
<td>87.6</td>
<td>24.4</td>
</tr>
<tr>
<td>Municipal</td>
<td>87.7</td>
<td>81.1</td>
<td>84.4</td>
<td>*</td>
</tr>
</tbody>
</table>

* No Statistics

No statistics are available for the voting regularity of the
total voting population of the state in municipal elections.
Based on the above information, it is probably lower than
the primary and much lower than the general election. As
shown in Table 8, the social studies teachers of the state
voted well in major and minor elections.

Voting according to marital status.-- It was found that
married voters voted more regularly than did the single voters.
Married males vote more regularly than do married females.
This is probably due to the fact that husbands usually assume
the responsibility of the family from a social and economic
viewpoint. Single males also vote more regularly than do
single females. For centuries the male has been considered
the head of the house. This may account for the fact that
married people are the best voters. Although the unmarried
males have less responsibilities than do the married males,
it must be noticed that they are probably thinking in terms
of male impervious ruling to a small degree.

Table 9. Voting Behavior of 387 North Carolina Social Studies
Teachers, According to Marital Status

<table>
<thead>
<tr>
<th>Elections</th>
<th>% of Married Males Voting</th>
<th>% of Unmarried Males Voting</th>
<th>Total % of Males Voting</th>
<th>% of Married Females Voting</th>
<th>% of Unmarried Females Voting</th>
<th>Total % of Females Voting</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>96.4</td>
<td>92.3</td>
<td>94.3</td>
<td>95.1</td>
<td>92.0</td>
<td>93.5</td>
</tr>
<tr>
<td>Primary</td>
<td>89.2</td>
<td>76.9</td>
<td>83.0</td>
<td>86.6</td>
<td>78.0</td>
<td>82.3</td>
</tr>
<tr>
<td>Municipal</td>
<td>85.5</td>
<td>70.2</td>
<td>77.8</td>
<td>90.3</td>
<td>74.3</td>
<td>82.3</td>
</tr>
</tbody>
</table>

The overall result in this study indicates that married
social studies teachers vote more regularly than do the single,
regardless of age, residence or sex. As shown in Table 9 the
percentage range in voting among both married and single soc-
ial studies teachers of the state increases in almost a direct
ratio to the size of the election, that is, municipal, pri-
mary or general elections. For example in Column (2) of
Table 9, 96.4 percent of the married males voted in the
general election while 89.2 percent of them voted in the
primary election and 85.5 percent voted in the municipal
elections. This is a range of 10.9 percent from small elec-
tions to large elections. These same findings held true for
the married and single females.

Voting according to teaching experience.-- If we assume that knowledge increases with the passing years, we may understand why teachers with five or more years of teaching experience vote more regularly than teachers with less experience. In all the elections considered in this study those social studies teachers with more than five years experience voted more regularly than did those teachers with less experience.

Table 10. Comparison of 387 North Carolina Social Studies Teachers' Voting According to Teaching Experience in General Election, Primary, and Municipal Elections in 1952.

<table>
<thead>
<tr>
<th>Elections</th>
<th>Teaching Experience</th>
<th>% of Males Voting</th>
<th>% of Females Voting</th>
<th>Total % Voting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>General</td>
<td>Over 5 years</td>
<td>95.7</td>
<td>97.3</td>
<td>96.7</td>
</tr>
<tr>
<td></td>
<td>5 years or less</td>
<td>91.6</td>
<td>82.0</td>
<td>86.8</td>
</tr>
<tr>
<td>Primary</td>
<td>Over 5 years</td>
<td>91.4</td>
<td>89.7</td>
<td>85.5</td>
</tr>
<tr>
<td></td>
<td>5 years or less</td>
<td>77.7</td>
<td>55.0</td>
<td>66.3</td>
</tr>
<tr>
<td>Municipal</td>
<td>Over 5 years</td>
<td>88.7</td>
<td>89.5</td>
<td>89.1</td>
</tr>
<tr>
<td></td>
<td>5 years or less</td>
<td>67.4</td>
<td>57.7</td>
<td>62.5</td>
</tr>
</tbody>
</table>

Table 10 indicates the range in voting percentage according to teaching experience increases as the scope and public interest surrounding the election increases. In the general election 96.7 percent of the social studies teachers who had over five years teaching experience went to the polls and voted. In the same election only 86.8 percent of those having less than five years of teaching experience voted.
In the primary election these same percentage figures decreased from 96.7 percent to 85.5 for those teachers with five years or more teaching experience, and from 86.8 percent to 66.3 percent for those less experienced teachers.

In the municipal elections the percentage voting range according to teaching experience is greater than that of the general or primary elections. As shown in Table 10, the social studies teachers with five or more years teaching experience voted 89.1 percent as compared with 62.5 percent for those with less than five years experience. As already stated, age also is an important factor in the classification of teaching experience. Probably a greater percent of the social studies teachers with less than five years experience may be in the 21-29 age group. It is obvious that a teacher cannot have many teaching years before he is out of this age group.

Summary.—The estimated population of North Carolina for 1952 based on the United States census taken in 1940 and 1950 was 4,199,989. The estimated population for those who were of voting age in 1952 was 2,349,371.

In the general election in 1952, 51.9 percent of the total voting population voted. In the same election according to this survey 93.3 percent of the state’s social studies teachers voted. In the state primary in 1952, 24.4 percent of the total voting population voted. The average for the social studies teachers was 86.3 percent. In the municipal elections 84.4 percent of the social studies teachers voted.
There are no statistics available for the average voting percentage of the entire state in municipal elections. The range of voting increases as the scope and public interest surrounding the election increases. The percentage voting also increases as one grows older. Married social studies teachers vote more regularly than those who are single.
CHAPTER V

SUMMARY

Previous studies in voting behavior.-- Since early times it has been the moral obligation of all democratic people to cast their votes for the candidate whom they thought best fitted for the position. Teachers in general, particularly social studies teachers, should be concerned with the qualities that make good citizens. Social studies teachers advocate voting so the country may be governed by representatives elected by the people. They not only advocate voting but vote more regularly than the average citizens. The average citizen not only neglects voting, but in many instances does not know the date for which elections are scheduled, and does not know the candidates for office.

Candidates often campaign on an incredibly low plane, using various kinds of methods, scrupulous or not, to achieve political goals. They often bribe the minority with exaggerated promises and high profits.

Although social studies teachers teach citizenship, there is a limit to the teachers' expression on politics. Perhaps a greater percentage of teachers would vote in all elections if they felt they had absolute political freedom.

A study made by Ben A. Arneson and William H. Ellis

of Ohio Wesleyan University found that the best voters are:

1. Voters in the fifties and sixties.
2. Those living in the best neighborhoods.
3. Persons who have been to college.
4. Those engaged in banking and real estate.
5. Professional men including teachers.
6. Persons engaged in clerical occupations.

The survey shows poor voting records among:

1. Voters who had resided in the city for less than two years.
2. Voters in the twenties.
3. Those living in the poorest neighborhood.
4. Those with no religious affiliations.

A Detroit survey dealing with the voting behavior of social studies teachers found the following:

1. Social studies teachers vote with greater regularity than non-social studies teachers.
2. Teachers vote more regularly than the general public.
3. Men social studies teachers vote more regularly than women social studies teachers.
4. Social studies teachers vote with more than twice the regularity of voters in general in elections of lesser public interest.
5. Teachers consistently are more interested in voting and election outcomes than the public in general.

1/Miller R. Collings and Stanley E. Dimond, op. cit., p. 9.
North Carolina social studies teachers voting behavior.--

The teachers in North Carolina who daily teach the role in citizenship are good voters. The best voters among the North Carolina social studies teachers are:

1. Voters in the 40-49 age range.
2. Those who are married.
3. Those who have resided in the state for more than five years.
4. Those with over five years teaching experience.
5. Male voters.

The survey shows the poorest voting among:

1. Social studies teachers in the 21-29 age range.
2. Teachers with short state residence.
3. Those with little teaching experience.

The highest percentage of voting among the social studies teachers in North Carolina according to this survey was in the general elections, primary and municipal elections respectively.

American democracy in the international league.-- There seems to be one important box score which does not appear in the newspapers very often. It is the one that shows where American democracy stands in the international league in terms of people who actually go out and vote. Here are the percentages of eligible voters who went to the polls in past
In Belgium freed from wartime Nazi totalitarianism, 90 percent went to the polls. In the crucial Italian election following World War II the people voted 72 percent. In the British election which returned Churchill to power-32 percent; in France after nearly four years of Nazi rule-75 percent; in Japan immediately after World War II-70 percent; in the United States in the Truman-Dewey election of 1948-51 percent, of the people voted.

The world's greatest republic with its American heritage of free elections trails somewhere behind emperor-worshiping Japanese when it comes to getting the public out to vote. During the past decade, moreover, an increasing percentage of registered American voters have not voted. Perhaps in the future more of the American people will vote regularly.

It is the opinion of the investigator that the average American citizen fails to vote because he is often satisfied with the general political situation. There have been no wars on American soil for the past century to cause as much dissatisfaction as there has been in many foreign lands.


2/Ibid., p. 10.
Below is a sample letter sent to the social studies teachers of North Carolina, which was used in this study.

Adolph Dial  
P.O. Box 111  
Pembroke, N. C.  
February 7, 1953

Mr. John Doe  
Oak Ridge High School  
Sutten, North Carolina

Dear Mr. Doe:

I am doing graduate work at Boston University. I have selected for my thesis, the problem, "A Study of the Voting Regularity of the Social Studies Teachers in North Carolina."

In order to find out about this it is necessary to request your co-operation. I hope that you will be kind enough to fill out and return to me promptly the enclosed questionnaire. This will take but a few moments of your time and will be greatly helpful to me.

If you would like a copy of the findings of this study, please indicate this by enclosing your name and address with the returned questionnaire. Your kindness in answering the questionnaire is highly appreciated.

Sincerely yours,

Adolph Dial
Below is a sample questionnaire sent to the social studies teachers of North Carolina, used in this survey.

Do not put your name on this questionnaire.

1. Race ___ White ___ Colored ___ Others ___
2. Sex M ___ F ___ Age ___
3. Are you married? Yes ___ No ___
4. How long have you been a resident of North Carolina? ___ yrs.
5. What degree do you now hold? No degree ___ Bachelor's degree ___ Master's degree ___ Doctor's degree ___
6. Do you live in the City ___ Town ___ Township ___?
7. Are 50% or more of the subjects that you teach in the social studies field? Yes ___ No ___
8. How many years teaching experience do you have? ___ yrs.
9. Did you vote in the last municipal election? Yes ___ No ___
10. Did you vote in the Primary in 1952? Yes ___ No ___
11. Did you vote in the General election of 1952? Yes ___ No ___
12. Do you think social studies teachers should vote in all public elections if they are qualified to do so? Yes ___ No ___
BIBLIOGRAPHY


