1946

Testing civic information

Cote, Marie Therese

Boston University

http://hdl.handle.net/2144/15956

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

TESTING CIVIC INFORMATION

Submitted by
Marie Therese Cote
Bachelor of Science, in Education
State Teachers College at Worcester
1938

In partial fulfillment of requirements for
the degree of Master of Education
1946

First Reader: W. Linwood Chase, Professor of Education
Second Reader: Helen A. Murphy, Assistant Professor of Education
Third Reader: J. Wendell Yeo, Associate Professor of Education
ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to Dr. W. Linwood Chase, for his help and guidance throughout the planning and execution of this study; to Dr. Howard E. Wilson, for his valuable suggestion; to Dr. Helen A. Murchy, for much encouragement; to Miss Isabel Maloney, for assistance in tabulating the scores; to the Superintendents who cooperated so willingly; to those who administered the test; and to all others who contributed so much by taking the test.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td></td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td></td>
</tr>
<tr>
<td>INDEX TO TABLES</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>II</td>
<td>RELATED RESEARCH</td>
</tr>
<tr>
<td>III</td>
<td>PLAN OF EXPERIMENT</td>
</tr>
<tr>
<td>IV</td>
<td>ANALYSIS OF DATA</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY AND CONCLUSIONS</td>
</tr>
<tr>
<td>VI</td>
<td>SUGGESTIONS FOR FURTHER STUDY</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
</tbody>
</table>
INDEX TO TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>COMPARISON FOR TOWN A OF ADULT AND PUPIL CIVIC INFORMATION</td>
</tr>
<tr>
<td>II</td>
<td>COMPARISON FOR TOWN B OF ADULT AND PUPIL CIVIC INFORMATION</td>
</tr>
<tr>
<td>III</td>
<td>COMPARISON FOR TOWN C OF ADULT AND PUPIL CIVIC INFORMATION</td>
</tr>
<tr>
<td>IV</td>
<td>COMPARISON FOR TOWN D OF ADULT AND PUPIL CIVIC INFORMATION</td>
</tr>
<tr>
<td>V</td>
<td>COMPARISON FOR TOWN E OF ADULT AND PUPIL CIVIC INFORMATION</td>
</tr>
<tr>
<td>VI</td>
<td>TOTAL COMPARISON OF THE ADULTS AND PUPILS IN CIVIC INFORMATION</td>
</tr>
<tr>
<td>VII</td>
<td>TOTAL PER CENT OF CORRECT ITEMS IN EACH GROUP</td>
</tr>
<tr>
<td>VIII</td>
<td>ITEMS ADULTS THINK PUPILS SHOULD KNOW BASED ON 409 ADULTS CHECKING</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION
CHAPTER I

INTRODUCTION

This study of civic information covers the knowledge of facts derived from books and people about the method and machinery of the government. Recent civic studies do not stress factual information, but rather the habits, attitudes, ideals, and interests which are developed by the activity method.

The amount of civic information retained by any individual is not measurable. No measured amount would in any way determine the kind of a citizen he is or would be. This sampling of specific facts will show a comparison of the adults and pupils in the same area.

This survey will compare adults and pupils in the same area. Many adults will have had the same school training as the pupils. Adults have the advantage of experience in local, state, and federal government affairs. Their experience should guide them in checking the items that they think children should know.
CHAPTER II

RELATED RESEARCH
CHAPTER II

RELATED RESEARCH

Much has been written about civics. Before World War I people were becoming aware of what they did not know about their government. After the war a burst of civic activities came within the schools. This continued until World War II; again, the people became conscious of their lack of civic knowledge.

Brown refers to the first post-war period when he says in the following: "The knowledge aim during this last period has been assigned a place of equal importance with others looking towards the development of civic responsibilities, proper civic habits, and ideals, and clear thinking in the matters of citizenship." This is a specific reference to the importance of knowledge. Brown also found in his survey that some schools were not yet offering civics.

In the thirties many began to question the value of an all activity program in civics.


2/ Ibid., p. 4

3/ Survey on what was taught as civics in various schools.
Burton’s study showed the best sixth grades know only forty-five per cent of the information tested and the poorest groups know only twenty-five per cent. Burton bases the importance of learning factual information on the need of facts for individual thought and action. On this basis, the teaching and learning of facts is important.

Wilson’s much quoted study found that the pupils knew less than one half the items tested. He states, "It is possible that the kind of factual, spot-item in the test is not genuinely indicative of the true meaning of pupils in the field of civics, even at the informational level, and it is probable too that the unreality and remoteness of the items from the life of the pupils are incentives to forgetfulness. But even so, the schools apparently have been securing only "half learning" - mastery of about fifty per cent of the items tested." Wilson tests for attitudes, interests, etc. as factors in civic competence.


2/ Ibid., ix Introduction

Eckert and Marshall found, in testing for civic responsibilities, a very inadequate civic training. No helps were given to remedy this condition. No mention was made of information.

Eston Tubbs stresses, in an article on the need of better civic teaching, that "knowledge must be taught not caught." Tubbs says the answers to six simple facts were not creditable to a fifth grade. This article stresses the need for factual information rather than learning through activity.

Bassett's study in retention of history showed that "history knowledge which is concrete and personal tends to be well remembered." This, no doubt, could be said of civics.


In Mahan's quest for the characteristics needed for good citizenship, he compared an adult group with a high school group naming the duties, difficulties, and qualities of a good citizen. He concluded (1) the adults and students differed widely as to what the most important concepts were; (2) the adults varied among themselves; (3) the ranking importance of each item was different for each group.

This study is limited to civic information. It is to test the civic information of adults and pupils. The latter, one year following their school study of civics. A comparison of the groups will show the amount remembered by each and the group remembering the most. Adults will also check the information they think children should know. This checked information may give some further conclusions.

CHAPTER III

PLAN OF THE EXPERIMENT
CHAPTER III

PLAN OF THE EXPERIMENT

This experiment required testing a large group of adults and children to get the civic information needed for the comparison.

The Test.

The writer took the following into consideration in making the test. (1) The items must be factual and common in all civic study. (2) The time to do the complete test must be short because of the varied groups and the limitations of giving it to groups.

The writer found that standardized tests for high schools and colleges contained more items concerning the federal government than did the seventh, eighth, and junior high school tests. The last group had more city government items. Plans to have this test equal in city, state, and federal government items were changed to have mostly the latter when it was decided to give this test in various communities. The test items were chosen because their substance was common to standardized tests, textbooks, and courses of study.
Howard E. Wilson's suggestion of having adults check what children should know was carried out.

No time limit was placed on any group. The reading time for a like number of reading words would be less then two minutes.

A multiple choice type test was given in preference to other objective test forms because it was easy to administer and easy for large groups of adults to take in various situations.

After a preliminary trial with a small pupil group the items were refined and placed in their order of increasing difficulty. In the preliminary trials it was easily distributed, administered, and collected in ten minutes.

The instructions for giving the test were made after the writer gave the test to an adult group.

A sample of the test and test instructions follow (pg. ).

Procedure

In choosing towns for this study, communities of different economic level were secured. Superintendents in every case were very cooperative and often assisted in securing an adult group for comparison.

1/ This suggestion was given to Dr. Chase during telephone conversation on the above subject.

2/ Durrell, Donald D. Improvement of Basic Reading Abilities. New York: World Book Company, 1940, p. 143
INSTRUCTIONS

Tell both pupils and adults to cut down their first reaction for each answer. Statistics have proved first reactions are more often correct.

Remind adults that they are asked to go back and check statements which they think are essential for pupils to learn in school.

Pass out the 'Information' papers.

Have each check his classification (sex-age).

Go over the sample with the group.

Let each work at his own speed.

If convenient, pass papers in as completed.

If not, collect together, but discourage changing answers while waiting.

If possible, see that adults have checked classification and statements and pupils their classification.

Return in envelope labeled with school, grade, club or group and date.

Thank you.
CIVIC INFORMATION

Check (V) one of the following:
1. Male under 30 years of age 3. Female under 30 years of age
2. Male over 30 years of age 4. Female over 30 years of age

Directions
Place the number of the part which makes the statement true in the parenthesis before the statement.

Sample
(4) The President of the United States is
2. Lincoln 4. Truman
Truman is correct. The figure 4 is placed in the parenthesis.

-------------

( ) The post office is under the direction of the
1. city 3. nation
2. state 4. state and nation

( ) There is no executive head to the government of the
1. city 3. state
2. county 4. nation

( ) The number of Senators in Congress is
1. 48 3. 134
2. 96 4. 376

( ) A city gets most of its income from
1. sales taxes 3. income taxes
2. property taxes 4. gasoline taxes

( ) A person born in the United States becomes a citizen
1. at birth 3. at twenty-one
2. at eighteen 4. when he votes

( ) The Constitutional amendments now number
1. nineteen 3. twenty-one
2. twenty 4. twenty-two
If the President and Vice President died the next President would be
1. the Cabinet 3. Congress
2. the State Legislature 4. the Supreme Court

A law is declared unconstitutional by
1. the Cabinet 3. Congress
2. the State Legislature 4. the Supreme Court

The Bill of Rights does not guarantee the
1. right to vote 3. freedom of religion
2. right of assembly 4. freedom of speech

The federal judges receive their appointments from
1. Congress 3. voters
2. the President 4. civil service lists

In the Constitution, the delegated powers are those given to the
1. state government 3. federal government
2. city government 4. county government

The President's power to "pardon" extends only to
1. District of Columbia offences
2. state offences
3. federal offences except his own
4. all offences except his own

Voting laws are made for the people by the
1. Senators 3. Constitution
2. city 4. state

The Constitution does not provide for a
1. Cabinet 3. House of Representatives
2. Senate 4. Supreme Court

The powers of the governor are called
1. Legislative 3. Military
2. Executive 4. Judicial

The veto power of the President enables him to
1. show his power 3. stop legislation
2. check Congress 4. control Congress
( ) The Bill of Rights is the same as the
   1. "Four Freedoms"      3. Articles of Confederation
   2. Constitution        4. first ten amendments

( ) War can only be declared by
   1. the Senate       3. the President
   2. Congress         4. the people's vote

( ) Members of Congress receive yearly
   1. no pay           3. $12,000
   2. $10,000          4. $20,000

( ) The Senate has special powers to
   1. regulate money   3. govern Washington D.C.
   2. charter a bank   4. ratify treaties

( ) To become a law, a bill must always
   1. pass both houses of Congress
   2. be signed by the President
   3. please the people
   4. be accepted by 3/4 of the states

( ) The Constitution says the "electors" shall be chosen
   1. by the people
   2. by the governor
   3. as the State Legislature directs
   4. as Congress determines

ATTENTION ADULTS - Go back and place a check (V) before each statement you think children should learn in school.
When possible, the writer gave the test. In every other case, the person who administered the test to the group had received his instructions from the writer.

**Subjects of Study.**

All pupils were those who had completed the study of civics the year previous. Due to the fact that many schools vary their studies, pupils ranged from the ninth to the eleventh grades. One town, pupils were tested in grade nine, having had civics in grade eight. Three schools were tested in grade ten, having completed the course in grade nine. In one system, civics was taken in either the ninth or tenth year (depending on the pupil's course); the test was administered to pupils in their tenth or eleventh year.

The adult group for comparison was varied as follows: three Lion's Clubs, one Woman's Club, two Parent-Teacher Association groups, one dramatic club, one church group, one ex-service group pursuing further study, a high school alumni group, and a factory group. The latter was the largest.

Most groups were small and it was necessary to get more than one for a fair comparison to the pupils. These groups took the test at their regular meetings which were sometimes dinners, recreational activities, or school. All adults in every group did not choose to take the test.
Scoring and Tabulation.

The scoring was objective. Each test was tabulated for the number right and wrong by item. Adult papers had "what pupils should know" tabulated under right and wrong. This was all the information needed for the study.

1/ See Appendix for Scoring Key and Tabulation Sheet.
CHAPTER IV

ANALYSIS OF DATA
CHAPTER IV

ANALYSIS OF DATA

The data was analyzed for the following:

1. To compare the adults with the pupils in civic information in each of five communities and to compare the total adults with the total pupils of these communities.

2. To find the per cent of items that each group had correct and the largest per cent of correct items within one group.

3. To find out which items the adults thought pupils should learn in school and to find out what per cent of these answers they, themselves, had wrong.
### TABLE I

Comparison for Town A of Adult and Pupil Civic Information

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>58</td>
<td>13.69</td>
<td>4.25</td>
<td>.5580</td>
<td></td>
<td></td>
<td></td>
<td>1.10</td>
</tr>
<tr>
<td>Pupils</td>
<td>36</td>
<td>12.81</td>
<td>3.39</td>
<td>.5650</td>
<td>.88</td>
<td>.811</td>
<td>1.10</td>
<td></td>
</tr>
</tbody>
</table>

The mean score in civic information for the adult group was 13.69 as compared with a mean of 12.81 for the pupils. The difference between the means was .88 in favor of the adults.

The critical ratio being 1.10 shows this difference is not statistically significant. It indicates that there are 86 chances in 100 that the true difference between the mean scores of the two groups is somewhat greater than zero, and is in favor of the adults.
TABLE II
Comparison for Town B of Adult and Pupil Civic Information

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. m</th>
<th>S.E.</th>
<th>Diff. m</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>46</td>
<td>16.22</td>
<td>2.80</td>
<td>0.4130</td>
<td>2.28</td>
<td>0.510</td>
<td>4.47</td>
<td></td>
</tr>
<tr>
<td>Pupils</td>
<td>98</td>
<td>13.94</td>
<td>3.06</td>
<td>0.3091</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score in the civic information for the adult group was 16.22 as compared with a mean of 13.94 for the pupils. The difference between the means was 2.28 in favor of the adults.

The critical ratio being 4.47 shows this difference is statistically significant. It indicates that the adults in this study were superior in civic information to the pupils.
TABLE III
Comparison for Town C of Adult and Pupil
Civic Information

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>97</td>
<td>11.64</td>
<td>4.91</td>
<td>.4985</td>
<td>1.60</td>
<td>.670</td>
<td>2.39</td>
</tr>
<tr>
<td>Pupils</td>
<td>46</td>
<td>10.04</td>
<td>3.04</td>
<td>.4482</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores in the civic information for the adult group was 11.64 as compared with a mean of 10.04 for the pupils. The difference between the means was 1.60 in favor of the adults.

The critical ratio being 2.39 shows this difference is not statistically significant. It indicates that there are 98.9 chances in 100 that the true difference between the mean scores of the two groups is somewhat greater than zero, and is in favor of the adults.
TABLE IV
Comparison for Town D of Adult and Pupil Civic Information

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.m</th>
<th>Diff.m</th>
<th>S.E.Diff.m</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>81</td>
<td>14.04</td>
<td>3.76</td>
<td>.4177</td>
<td>4.12</td>
<td>.484</td>
<td>8.51</td>
</tr>
<tr>
<td>Pupils</td>
<td>122</td>
<td>9.92</td>
<td>2.72</td>
<td>.2464</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores in civic information of the adult group was 14.04 as compared with a mean of 9.92 for the pupils. The difference between the means was 4.12 in favor of the adults.

The critical ratio being 8.51 shows this difference is statistically significant. It indicates that the adults in this study were superior in civic information to the pupils.
The mean score for the civic information of the adult group was 14.19 as compared with a mean of 12.94 for the pupils. The difference between the means was 1.25 in favor of the adults.

The critical ratio being 2.26 shows this difference is not statistically significant. It indicates that there are 98.6 chances in 100 that the true difference between the mean scores of the two groups is somewhat greater than zero, and is in favor of the adults.
TABLE VI
Total Comparison of the Adults and the Pupils
in Civic Information

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>339</td>
<td>13.61</td>
<td>4.19</td>
<td>.2276</td>
<td>1.80</td>
<td>.292</td>
<td>6.16</td>
<td></td>
</tr>
<tr>
<td>Pupils</td>
<td>367</td>
<td>11.81</td>
<td>3.55</td>
<td>.1958</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score in the civic information of the total adults was 13.61 as compared with a mean of 11.81 for the total pupils. The difference between the means was 1.80 in favor of the adults.

The critical ratio being 6.16 shows this difference is statistically significant. It indicates that the adults in this study were superior in civic information to the pupils.
TABLE VII

Total Per cent of Correct Items
In Each Group

<table>
<thead>
<tr>
<th>Item</th>
<th>119 In Service Teachers</th>
<th>77 Student Teachers</th>
<th>339 Other Adults</th>
<th>367 Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90.7</td>
<td>63.6</td>
<td>76.4</td>
<td>57.2</td>
</tr>
<tr>
<td>2</td>
<td>97.4</td>
<td>88.1</td>
<td>74.3</td>
<td>71.1</td>
</tr>
<tr>
<td>3</td>
<td>79.7</td>
<td>80.5</td>
<td>72.3</td>
<td>80.1</td>
</tr>
<tr>
<td>4</td>
<td>96.6</td>
<td>83.1</td>
<td>75.2</td>
<td>65.3</td>
</tr>
<tr>
<td>5</td>
<td>85.7</td>
<td>92.2</td>
<td>88.2</td>
<td>81.7</td>
</tr>
<tr>
<td>6</td>
<td>45.4</td>
<td>44.2</td>
<td>39.8</td>
<td>58.5</td>
</tr>
<tr>
<td>7</td>
<td>89.9</td>
<td>94.8</td>
<td>73.4</td>
<td>77.9</td>
</tr>
<tr>
<td>8</td>
<td>85.9</td>
<td>61.8</td>
<td>62.8</td>
<td>50.5</td>
</tr>
<tr>
<td>9</td>
<td>69.9</td>
<td>59.7</td>
<td>59.8</td>
<td>46.9</td>
</tr>
<tr>
<td>10</td>
<td>81.5</td>
<td>61.0</td>
<td>70.5</td>
<td>45.5</td>
</tr>
<tr>
<td>11</td>
<td>71.6</td>
<td>68.8</td>
<td>69.6</td>
<td>62.1</td>
</tr>
<tr>
<td>12</td>
<td>55.4</td>
<td>55.7</td>
<td>52.8</td>
<td>37.6</td>
</tr>
<tr>
<td>13</td>
<td>47.9</td>
<td>46.7</td>
<td>50.7</td>
<td>39.2</td>
</tr>
<tr>
<td>14</td>
<td>74.7</td>
<td>77.9</td>
<td>94.6</td>
<td>55.4</td>
</tr>
<tr>
<td>15</td>
<td>83.1</td>
<td>75.3</td>
<td>68.7</td>
<td>47.4</td>
</tr>
<tr>
<td>16</td>
<td>64.7</td>
<td>57.2</td>
<td>53.9</td>
<td>52.4</td>
</tr>
<tr>
<td>17</td>
<td>52.9</td>
<td>68.8</td>
<td>34.9</td>
<td>56.7</td>
</tr>
<tr>
<td>18</td>
<td>60.5</td>
<td>50.6</td>
<td>56.</td>
<td>55.5</td>
</tr>
<tr>
<td>19</td>
<td>57.9</td>
<td>29.8</td>
<td>52.8</td>
<td>41.4</td>
</tr>
<tr>
<td>20</td>
<td>56.6</td>
<td>67.4</td>
<td>64.3</td>
<td>70.0</td>
</tr>
<tr>
<td>21</td>
<td>67.1</td>
<td>32.2</td>
<td>51.0</td>
<td>51.8</td>
</tr>
<tr>
<td>22</td>
<td>20.1</td>
<td>24.6</td>
<td>14.4</td>
<td>9.8</td>
</tr>
</tbody>
</table>
Table VII shows what per cent of each item the groups had correct. In service and student teachers were included in this part of the study because of their work with pupils.

No item was found to be 100 per cent right by any group; nor was any item totally wrong. One item was not found to excel with all; but number twenty-two, concerning the choice of electors, had the lowest per cent right in all groups. Item two, dealing with the lack of an executive head in the county, was 97.4 per cent correct with in service teachers. Item seven, telling when the Secretary of State becomes President, was marked right by 94.8 per cent of the student teachers; and item fourteen, about a Constitutional provision for a Cabinet, was 94.6 per cent correct by the adults. The highest per cent pupils attained was 81.7 per cent in the inquiry about the source of a city's income (item 5).

Out of the total twenty-two items, in service teachers were better than the pupils in eighteen scores; student teachers excelled over the pupils seventeen times; while the other adults did better than the pupils in sixteen individual items.

Of the twenty-two possible scores, the in service teachers ranked highest, of the four groups, twelve times. That is, they had the highest per cent right twelve times out of twenty-two. The student teachers had the highest per cent in six items and the adults and pupils, each, had a leading per cent in two items.
<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Adults Checking</th>
<th>No. of Adults Checking With Wrong Answer</th>
<th>Per cent of Checked Items Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>285</td>
<td>43</td>
<td>15.0</td>
</tr>
<tr>
<td>2</td>
<td>196</td>
<td>15</td>
<td>7.6</td>
</tr>
<tr>
<td>3</td>
<td>281</td>
<td>52</td>
<td>14.9</td>
</tr>
<tr>
<td>4</td>
<td>265</td>
<td>25</td>
<td>9.4</td>
</tr>
<tr>
<td>5</td>
<td>215</td>
<td>36</td>
<td>12.0</td>
</tr>
<tr>
<td>6</td>
<td>225</td>
<td>117</td>
<td>52.0</td>
</tr>
<tr>
<td>7</td>
<td>308</td>
<td>47</td>
<td>15.2</td>
</tr>
<tr>
<td>8</td>
<td>248</td>
<td>45</td>
<td>18.1</td>
</tr>
<tr>
<td>9</td>
<td>245</td>
<td>72</td>
<td>29.3</td>
</tr>
<tr>
<td>10</td>
<td>223</td>
<td>43</td>
<td>19.2</td>
</tr>
<tr>
<td>11</td>
<td>196</td>
<td>55</td>
<td>27.2</td>
</tr>
<tr>
<td>12</td>
<td>191</td>
<td>82</td>
<td>42.8</td>
</tr>
<tr>
<td>13</td>
<td>271</td>
<td>116</td>
<td>42.8</td>
</tr>
<tr>
<td>14</td>
<td>196</td>
<td>57</td>
<td>28.5</td>
</tr>
<tr>
<td>15</td>
<td>209</td>
<td>53</td>
<td>25.3</td>
</tr>
<tr>
<td>16</td>
<td>248</td>
<td>75</td>
<td>30.2</td>
</tr>
<tr>
<td>17</td>
<td>265</td>
<td>114</td>
<td>43.5</td>
</tr>
<tr>
<td>18</td>
<td>291</td>
<td>101</td>
<td>35.0</td>
</tr>
<tr>
<td>19</td>
<td>188</td>
<td>71</td>
<td>38.8</td>
</tr>
<tr>
<td>20</td>
<td>208</td>
<td>47</td>
<td>22.5</td>
</tr>
<tr>
<td>21</td>
<td>287</td>
<td>109</td>
<td>38.3</td>
</tr>
<tr>
<td>22</td>
<td>212</td>
<td>158</td>
<td>74.5</td>
</tr>
</tbody>
</table>
Table VIII is based on four hundred nine adult papers that were completely checked as requested. This table, of what adults think pupils should know, shows the number of times each item was checked and the number of adults checking who had the item wrong on their own paper.

The most checks one item received was three hundred eight (number seven) which deals with the Secretary of State becoming President. Out of the three hundred eight checking, forty-seven adults or 15.2 per cent had it wrong. The last item (method of choosing electors) with two hundred twelve people checking it, one hundred fifty-eight of whom had it wrong, showed 74.5 per cent did not know the right answer to a question that they thought pupils should know. This was the highest per cent not known. In contrast, the lowest per cent was in number two with one hundred ninety-six adults checking, fifteen had it wrong, giving 7.6 per cent not knowing the right answer.

1/ This item was found to be correct by 94.8 per cent of the student teachers.

2/ Found to have the lowest per cent right in any group.

3/ In service teachers had 97.4 per cent correct answers.
Items two, eleven, and fourteen were checked one hundred ninety-six times each. Items eight and sixteen were checked two hundred forty-eight times each; while item four and seventeen were checked two hundred sixty-five times each. All other items varied from one hundred eighty-eight to three hundred eight times each. This showed a great variation among a small group of adults on a very limited number of questions.
CHAPTER V

SUMMARY AND CONCLUSIONS
CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the civic information of adults with that of pupils, and to determine what items adults considered necessary for pupils to know.

The subjects for comparison were three hundred thirty-nine adults and three hundred sixty-seven pupils of five different communities. In addition, one hundred ninety-six teachers; either in service or in training, were tabulated for the percent of items correct. Some of this teacher group was included in the four hundred nine adults checking items pupils should know.

The following conclusions were made from an analysis of the data:

1. In two out of five communities the critical ratio was statistically significant, and indicated that the adults were superior to pupils in civic information. In the other three cases, the critical ratio showed 86, 98.9, 98.6 chances out of a hundred that the true difference between the mean scores of the two groups were greater than zero and in favor of the adults. The total adults were favored by a critical ratio of 6.16 which was statistically significant showing the total adults superior to the total pupils.
2. The in service teachers did better than the pupils on eighteen items, the student teachers on seventeen answers, and the other adults on sixteen. Taking the score on the twenty-two items, the in service teachers ranked highest on twelve while the student teachers followed with six and the other adults and pupils had two each. In this order, in service teachers, student teachers, and other adults out-ranked the pupils in both the number of items correct and per cent of items correct.

3. In this small group of adults, there was no agreement among themselves as to what pupils should know. They had from 7.6 per cent to 74.5 per cent of their checked items incorrect.
CHAPTER VI

SUGGESTIONS FOR FURTHER STUDY
CHAPTER VI

SUGGESTIONS FOR FURTHER STUDY

Problems for future research that came to the writer's attention are as follows:

1. Give a civic information test following the completion of the study in school and three or four follow-up tests to determine the loss of retention.

2. Give a civics test made up of four parts to both adults and pupils to compare their civic information, habits, attitudes and ideals.

3. Compare civic information with intelligence. Use an adult group if possible.

4. Evaluate methods of teaching civics for retention.

5. Compare the retention of civic information with attitudes, habits, and ideals of groups known to have excellent citizenship qualities.

1/ Some places of business have I.Q. records.
BIBLIOGRAPHY
Bibliography


Durrell, Donald D. Improvement of Basic Reading Abilities. NewYork: World Book Company, 1940.


APPENDIX
INSTRUCTIONS

Tell both pupils and adults to put down their first reaction for each answer. Statistics have proved first reactions are more often correct.

Remind adults that they are asked to go back and check statements which they think are essential for pupils to learn in school.

Pass out the 'Information' papers.
Have each check his classification (sex-age).
Go over the sample with the group.
Let each work at his own speed.

If convenient, pass papers in as completed.
If not, collect together, but discourage changing answers while waiting.
If possible, see that adults have checked classification and statements and pupils their classification.

Return in envelope labeled with school, grade, club or group and date.

Thank you.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
CIVIC INFORMATION

Check (√) one of the following:

1. Male under 30 years of age
2. Male over 30 years of age
3. Female under 30 years of age
4. Female over 30 years of age

Directions

Place in the parenthesis the number of the part which makes the statement true.

Sample

(4) The President of the United States is

2. Lincoln 4. Truman

Truman is correct. The figure 4 is placed in the parenthesis.

( ) The post office is under the direction of the

1. city 3. nation
2. state 4. state and nation

( ) There is no executive head to the government of the

1. city 3. state
2. county 4. nation

( ) The number of Senators in Congress is

1. 48 3. 134
2. 96 4. 376

( ) A city gets most of its income from

1. sales tax 3. income taxes
2. property taxes 4. gasoline taxes

( ) A person born in the United States becomes a citizen

1. at birth 3. at twenty-one
2. at eighteen 4. when he votes

( ) The Constitutional amendments now number

1. nineteen 3. twenty-one
2. twenty 4. twenty-two

( ) If the President and Vice President died the next President would be

1. one chosen by vote 3. Secretary of State
2. one chosen by Congress 4. Secretary of Interior

( ) A law is declared unconstitutional by

1. the Cabinet 3. Congress
2. the State Legislature 4. the Supreme Court

( ) The Bill of Rights does not guarantee the

1. right to vote 3. freedom of religion
2. right of assembly 4. freedom of speech

(over)
The federal judges receive their appointments from
1. Congress
2. the President
3. voters
4. civil service lists

In the Constitution the delegated powers are those given to the
1. state government
2. city government
3. federal government
4. county government

The President's power to "pardon" extends only to
1. District of Columbia offences
2. state offences
3. federal offences except his own
4. all offences except his own

Voting laws are made for the people by the
1. Senators
2. city
3. Constitution
4. state

The Constitution does not provide for a
1. Cabinet
2. Senate
3. House of Representatives
4. Supreme Court

The powers of the governor are called
1. Legislative
2. Executive
3. Military
4. Judicial

The veto power of the President enables him to
1. show his power
2. check Congress
3. stop legislation
4. control Congress

The Bill of Rights is the same as the
1. "Four Freedoms"
2. Constitution
3. Articles of Confederation
4. first ten amendments

War can only be declared by
1. the Senate
2. Congress
3. the President
4. the people's vote

Members of Congress receive yearly
1. no pay
2. $10,000
3. $12,000
4. $20,000

The Senate has special powers to
1. regulate money
2. charter a bank
3. govern Washington, D. C.
4. ratify treaties

To become a law, a bill must always
1. pass both houses of Congress
2. be signed by the President
3. please the people
4. be accepted by 3/4 of the states

The Constitution says the "electors" shall be chosen
1. by the people
2. by the governor
3. as the State Legislature directs
4. as Congress determines

ATTENTION ADULTS — Go back and place a check (✓) before each statement you think children should learn in school.
### Tabulation

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0.30</td>
<td>0.30</td>
</tr>
</tbody>
</table>

### Tabulation

<table>
<thead>
<tr>
<th></th>
<th>Wrong</th>
<th>Unanswered</th>
<th>Wrong</th>
<th>Unanswered</th>
<th>Right</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tabulation

<table>
<thead>
<tr>
<th></th>
<th>Wrong</th>
<th>Unanswered</th>
<th>Wrong</th>
<th>Unanswered</th>
<th>Right</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of children surveyed: [BLANK]

Final Totals: [BLANK]
ACCOPRESS BINDER

No. BF 25057 EMB.

MANUFACTURED BY
ACCO PRODUCTS, INC.
LONG ISLAND CITY, N.Y., U.S.A.