A Comparison of Student Achievement in Traditional and Modern Methods of Teaching Civics as Proposed by the Louisiana State Department of Education.

Morris Joseph Knapp

Louisiana State University and Agricultural & Mechanical College

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A COMPARISON OF STUDENT ACHIEVEMENT IN TRADITIONAL AND MODERN METHODS OF TEACHING CIVICS AS PROPOSED BY THE LOUISIANA STATE DEPARTMENT OF EDUCATION

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in

The Department of Education

by

Morris Joseph Knapp
B.S., Louisiana State University, 1969
M.Ed., Louisiana State University, 1972
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December, 1977
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ABSTRACT

In recent years, Louisiana educators have been concerned with declining scores in the area of social studies. In 1973, the Louisiana State Department of Education dropped the civics requirement for high school graduation. The Louisiana State Legislature in 1975, however, adopted a resolution requiring that civics be reinstated as a graduation requirement.

To carry out the resolution of the legislature, the Louisiana State Department of Education developed a new civics course of study. The new course went beyond that which was traditionally taught in civics. The major concern of the new program, in addition to imparting knowledge and assisting in skills development, was the development of favorable attitudes, appreciation, and critical thinking.

The concern of this study was two-fold: firstly, was there an advantage in teaching civics at the high school level, and secondly, if civics at the high school level was advantageous, which of the two methods currently in use better fulfilled the needs of the students?

There were three groups of students tested in the study. These groups consisted of students enrolled in modern civics, traditional civics, and students of the same age not enrolled in any civics class.
The selected classes were administered a fifty-point multiple-choice test, developed by the researcher, in September, 1976. The groups were administered the same test in May, 1977.

The post-test scores indicated that the modern civics program developed a higher level of competence than did the traditional civics program. The difference in the mean post-test scores (4.20) of the modern program was significantly higher than that of the traditional program (0.72), which indicated a higher level of achievement among students enrolled in the modern civics program. The difference in the mean post-test scores of the traditional program (0.72) was lower than that of non-civics students (1.13), which indicated that the students not enrolled in civics had a greater gain in knowledge than those enrolled in traditional civics.

Three conclusions have been reached in this study:
1. Modern civics seemed to be working better than other forms of civics instruction, especially in the areas of American heritage and structure and function of the three levels of government.
2. Modern civics had little advantage over traditional civics in the areas of law, economics, and sociology.
3. Students in modern civics were better informed on current events.
Chapter 1

INTRODUCTION

The social studies curriculum encompasses the study of various factors relating to the duties and responsibilities one should possess in order to become an integral part of any society. In particular, civics education should provide one with knowledge and competences to become an objective and rational part of the society and government which one forms.

Various assessment programs have indicated the urgency of improving social studies education (Education Commission of the States, 1972: 1-4). In regard to these needs, such assessment programs indicated a very low level of achievement for students in Louisiana schools in the area of social studies with particular emphasis on government studies.

Nicolosi (1974: 1) stated that civics education is one of the more controversial areas in the field of social studies. Civics as a requirement for graduation from Louisiana schools was introduced in 1943 and remained a requirement until 1973 when the Louisiana State Department of Education made civics an elective. Some parishes, however, chose to keep civics as a graduation requirement while some parishes accepted the guidelines of the State Department of Education in dropping civics.

In June of 1975, a resolution was adopted in the
Louisiana State Legislature requiring that civics be re-instated as a requirement for graduation, beginning with the school year 1976-1977. This requirement did not change the previous course content and teaching methods which had previously been in use in Louisiana schools. The law made civics mandatory with no provisions to strengthen social studies and increase the basic requirements for civics education.

With the emphasis on the expanding role of the federal government and the encroachment of Communism and Socialism, the Louisiana Senate (1975:1) reported that civics education is more essential than at any time in our history. Since eighteen-year-olds have been allowed to vote, the youth of today has become more active in political and community affairs. Thus, as was mandated by the legislature, civics education must provide better content so as to meet the needs and challenges of youth today.

With the objectives in mind, the Louisiana State Department of Education had attempted to implement a new civics program in Louisiana schools. Earlier methods of teacher training, guidelines and objectives for teachers, and the methods of classroom teaching of civics have proven inadequate. Baughman (1975:18) stated that current methods of teaching civic competences have incorporated a negative attitude in many adolescents towards political participation and civic affairs.
The modern civics program, as outlined by the State Department of Education and adopted on a voluntary basis by secondary schools in Louisiana in 1976-1977, provided the impetus for all schools to adopt the new program and to not offer the former methods, procedures, and content solely in compliance with Louisiana's new state resolution. The modern program was designed to promote positive attitudes in student minds to develop patriotism, desire to vote, and to keep current with political trends and issues.

THE PROBLEM

Statement of the problem

What is the level of achievement acquired by students after having had the basic civics course in relation to those students who have not had civics? This question is set within the limits of these questions:

1. What is the differential learning value which takes place in the teaching of modern civics in Louisiana schools?

2. What is the differential learning value that takes place in the teaching of traditional civics in Louisiana schools?

3. What is the differential learning value that takes place in students not enrolled in any civics class?

Delimitation of the study

The population of this study was limited to approxi-
mately two hundred students from randomly selected rural schools in West Feliciana, West Baton Rouge, and Iberville Parishes. The classes were randomly chosen by the researcher with approval of the administrations. The sample for this study was further delimitated to approximately 65 students in each of the categories studied, i.e. modern civics, traditional civics, and students not enrolled in any form of civics instruction.

The first treatment consisted of students not enrolled in any civics program. The knowledge development of this group was defined as one year of maturation and association with the community and the new media. The development was then statistically compared with the students enrolled in the two civics programs to determine whether there was an advantage in not taking civics and in gaining political and community sense of responsibility through, maturity, community association, and family life.

The second treatment consisted of students enrolled in the traditional civics course. The data of the traditional civics program were statistically compared in relation to the modern program to determine what teaching methods and/or content presented were lacking in relation to the modern proposed course offerings.

This study was a controlled experiment utilizing experimental research. The data gathered for this study were the test scores obtained from the administration of a
pre-test and a post-test developed by the researcher from the following tests:

- Political Efficacy Scale
- Political Interest Scale
- Political Understanding Test, Form A
- National Assessment Test
- National Citizenship Test

The test was constructed from test items that were related to the proposed new course content as defined by the State Department of Education. These items were revised in terms of vocabulary (except political science terms) and structure suitable to grade nine students. The final instrument was reviewed by a panel of authorities in the fields of political science, history, and social studies education (Appendix B).

The t-test was used to measure the differences among the means of the three groups involved, i.e. among the non-civics students and both civics groups, and between the modern and traditional civics groups. The summaries of the statistical data are presented in chapter 4 of the study.

**Importance of the Study**

The literature revealed that there appeared to be a positive relationship among various aspects of civics education. Studies indicated that other areas of civics instruction such as law, economics, and sociology had potential for further growth based on new content development and
methods of classroom instruction. According to the *Pilot Guide: Citizenship Education* (1976:2), textbook reading, answering textbook questions, and listening to teachers' lectures are no longer acceptable techniques to be used in today's social studies classes.

The literature also indicated the need for more research to reveal and develop new patterns of teaching and content development in civics education. The function of political education is to assist in the development of an individual's attitudes and appreciation along with his knowledge and skill development according to the One Hundred Man Curriculum Study Committee (1966:3-4).

Today's adolescents will be charged with the responsibility of meeting the problems of American society. Ancient educators realized that society was a reflection of ideals which were taught in the schools (Duggan, 1948:31). Wesley and Wronski (1964:483-484) contended that in developing positive attitudes and beliefs in youth towards civic matters, the need existed to instill socially acceptable ideals in our schools, especially in civics and other social studies classes.

**DEFINITION OF THE PROBLEM**

*Civics*: the basic civics course in citizenship and government is usually offered at the grade nine level to fourteen-year-olds. Civics is only introductory and is a prerequisite for more advanced courses in American government,
problems in American democracy, and economics. **Differential learning:** the difference between the pre-test and post-test scores is defined as differential learning. This difference gives the change in each subject area over the period of study rather than giving an absolute value. **Modern civics:** the modern civics course incorporates twenty-five objectives as outlined by the Louisiana State Department of Education in order to increase civic and community competences of students enrolled in special civics classes beginning in Fall, 1976. **National Assessment Test:** the National Assessment Test is designed to indicate the level of performance of students aged nine, thirteen, and seventeen in the areas of civic competence and historical concepts of American freedoms. **National Citizenship Test:** the National Citizenship Test is used to evaluate basic civic and legal competences of an individual desiring to become a citizen of the United States. Materials presented relate to basic principles of freedom such as freedom of speech, freedom of the press, and the right to bear arms. The test further presents material relating to the responsibilities and duties which a good citizen should possess. **Non-civics:** non-civics refers to those grade nine students who did not enroll in civics, but who elected to take the course in grade ten.
Political Efficacy Scale: the Political Efficacy Scale is used to determine civic attitudes of adolescents in an introductory civics class.

Political Interest Scale: the Interest Scale is designed to measure interests of adolescents, usually in the more advanced government courses such as American government, at the senior high school level.

Political Understanding Test, Form A: Form A of the Political Understanding Test is designed to measure relationships gained in the introductory civics course.

Rural: a rural school is defined as a school which enrolls students from a town and surrounding areas having a total population of 8,000 or less.

Terminal knowledge: the terminal knowledge point is where the student is as defined by the post-test. These results are determined by the influence of one year of civics instruction.

Traditional civics: textbook reading, lectures, and tests were the usual methods used to teach civics prior to 1976. These classes were taught by instructors who did not officially participate in the state's new civics program and who did not use the new state outlines and guides. These instructors had little or no access to the state's new teaching guides or materials.
ORGANIZATION OF THE STUDY

Chapter One of this study gives an historical background of the current status of civics education in Louisiana. The problem for the study is based upon the hypothesis that there were no significant differences in civic knowledge among grade nine students after one year of civics instruction, either in modern civics, traditional civics, or in non-civics students.

A review of the literature is presented in Chapter Two. Chapter Three outlines the general design and procedures used in the study.

Chapter Four presents the analysis of the data. This chapter is concerned with the results of the pre-test in determining civic knowledge of grade nine students prior to any instruction. The final conclusions are presented at the end of the chapter.

Conclusions and recommendations are presented in Chapter Five. In addition to the summary and observations made by the researcher, a set of recommendations concerning a recommended program for teaching civics, based on the researcher's observations and teaching experiences, is presented.

The appendix to the study includes, in addition to the test materials, lists of all scores from the tests plus the complete t-tests.
Chapter 2

REVIEW OF THE LITERATURE

INTRODUCTION

The curriculum was one of the major instruments of instilling political attitudes and beliefs in adolescents. Anderson and Fisher (1967) stated that its importance as an indicator and reinforcer of cultural and political values was of prime concern to society and educators, and that

...the school curriculum that lies in the heart of the educational system of western societies is one of the great cultural forms of human history. Its content embraces diverse cultural traits believed to be requisite for participation in the society...many of the basic values of the society are to be reinforced (if not originally transmitted to the pupils) by means of the choice of materials placed before them in society.

During the twentieth century, citizenship has been a prime concern of educators. In 1918, the Commission on the Reorganization of Education set up seven objectives for secondary education which became the Seven Cardinal Principles of Secondary Education. One of these objectives, citizenship, has been discussed by other groups and commissions until the present.

In 1924, Frank Bobbitt, in How to Make a Curriculum, analyzed and classified human behavior into ten activities which formed the basis of curriculum planning. In addition to physical fitness, social activities, and other major
aspects of our lives, Bobbitt concluded that citizenship was a separate and distinct category, worthy to build into a curriculum. These ideas were later condensed in 1938 by the Educational Policies Commission. Although the Commission was able to condense the Seven Cardinal Principles and Bobbitt's ten categories into four basic objectives, only citizenship and civic responsibility remained as a separate and distinct goal.

OBJECTIVES

The objectives of civics education were many and varied. Perhaps the most fundamental objectives were given by Dimond and Pflieger (1963:5) when they stated that citizenship education has four basic fundamentals:

1. to stimulate an interest in our governmental structure, i.e. federal, state, and local organization;
2. to provide essential understanding of the operations of our government;
3. to promote careful and critical thinking about the affairs of government;
4. to encourage participation in governmental activities.

Closely related to the problem of the objectives of citizenship and its fundamental goals was the use of reinforcers in attempting to meet these objectives. Bailey (1972) stated that reinforcers do not affect the performance
of students in any way.

Many critics of the objectives and methods of teaching civics education have stated that citizenship education has become obsolete. Taylor (1974:446) stated that citizenship education was not obsolete, but rather formed the basis of social studies education. To understand the historical, sociological, and economic history of the United States, an understanding of the concepts of America's governmental and political systems must be developed. Further, he stated (1974:447-448) that social studies was a blend of all disciplines and was a primary ingredient in any type of general education. Taylor (1974:448) then outlined the basic goals of social studies as

1. Socialization
2. Decision making
3. Values and valuing
4. Citizenship
5. Knowledge acquisition

Cain (1972:218) noted that the major problem facing citizenship education was that civics has become too conventional and has not met any goals or objectives; further, he (1972:219-220) outlined four problem areas related to the ineffectiveness of civics education:

1. too much emphasis has been placed on government structure and memorization of facts. Teachers were only concerned with parts, structure, and government hierarchy;
too little attention has been paid to outcomes, purposes, and relationships.

2. political science has been stretched too far and has become too philosophical. Many teachers attempted to teach government philosophy in the belief that they were teaching goals and fundamentals of American democracy.

3. there was too much dissection and shredding of American historical documents. In order to understand American ideals and beliefs, some teachers felt the need to take American documents apart for a word-by-word analysis to arrive at the truth.

4. too much emphasis was being placed on the pleasant side of America. Many considered it unpatriotic to teach about the nation's weaknesses or failures, therefore students often reached the wrong conclusions about our heritage.

Although civics education was not obsolete, Taylor (1974:449) stated that civics has failed in promoting good citizenship. Civics has not succeeded because it has failed to bring together a useful body of knowledge, has not improved civic skills, and has failed to inculcate normative political values.

TEACHER PREPARATION AND TEACHING METHODS

Patrick (1972) concluded from his textbook survey that a major problem with the current civics program was texts and teacher orientation towards these texts. He concluded
that texts are too fact-oriented and do not present any type of frame or reference for students to guide their thinking. He stated that

...as long as such textual materials constitute the base of the civics curriculum, civics will not have any significant effect on attitudinal values of adolescents and formal instruction in public schools is unlikely to directly accomplish significant large scale changes in political attitudes...

Almond and Verba (1963) found that the classroom climate was a very important factor in the development of civic competence. Ehman (1969:680) further concluded that teaching of certain issues in a closed classroom climate produced better results than if taught in an open setting. He further stated that the open classroom was best for an open two-sided discussion in which the teacher did not participate, as the students then felt free to give their own ideas and opinions in the absence of the teacher.

Almond and Verba (1963) also found that formal, structural content should be reduced in the classroom. According to the One Hundred Man Curriculum Study (1966:97-98), conducted by the Louisiana State Department of Education, knowledge, understanding, and appreciation should form the foundation of civics education. In developing objectives for a course in American government, the Committee (1966:98) again stressed the need for teachers to abandon formal and traditional methods of teaching. While knowledge was the basis for goals of learning, they emphasized again the
importance of conceptual understanding and appreciation.

Byrnes (1972:89-90) concluded that teachers do not have the formal training necessary to accomplish the objectives of civics education. According to Byrnes (1972:91-92) teachers were lacking in course preparation and professional training necessary to teach citizenship. He (1972:92) concluded that teachers do not know how to teach patriotism, can not relate foreign problems and situations, and can not see the weaknesses of our political system.

Most studies involving civics education have found the course to be redundant and of little value since attitudes and habits were well established by grade five. Baughman (1975:18) finally concluded that while he found the impact of civics on grade nine students to be negligible, all groups -- black-white, rural-urban, and high-low socioeconomic -- were affected differently, although none of them was affected to the degree desired by faculty and administrators.

In preparing civics teachers, course content seemed to be major problem affecting Louisiana civics teachers. The two weakest areas in the social studies curriculum as offered by Louisiana universities were economics and local government (State Times; May 25, 1977:1B).

In a survey of eight Louisiana state universities for 1974-1975, it was found that two universities did not require course work in state and local government. Only three universities required two courses in sociology and four
required two courses in economics, although both courses in economics and sociology were only introductory, while law education was totally lacking (Table 1).

Table 1

Three-Hour Course Requirements for Teacher Preparation of Universities in the State of Louisiana

<table>
<thead>
<tr>
<th>University</th>
<th>Government</th>
<th>Sociology</th>
<th>Economics</th>
<th>Law</th>
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<td>Grambling University</td>
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<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Louisiana State University</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>McNeese State University</td>
<td>2*</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Northeast State University</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Southeastern University</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Southern University</td>
<td>1*</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>University of Southeastern Louisiana</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Does not include study of state or local government.
SOCIOLOGICAL CONSIDERATIONS

Hess and Torney (1970:54) reinforced the ideas of early philosophers that we should teach in our schools the ideas and attitudes which we want in our society. Hess (1970:55) found that political socialization occurred mainly in schools, little if any was developed in the home. Although the objective of the schools was to develop these attributes, favorable input must be initiated and further developed in the classrooms.

Age was found to be another factor in political and civic growth. Baughman (1975:10) stated that civic competence began to develop by age three and was essentially complete by age thirteen, although the major thrust of development did not occur until age eight. By grade five, the child has had enough social interaction to have essentially completed his civic and social personality. After age thirteen, the child only learnt facts about the government and acceptable ways of civic behavior.

This did not mean that a child could not relearn or modify his established traits. Although Easton and Hess (1968:246) concluded that formal instruction in civics and government have little impact on a student, Langton and Jennings (1968:867) found some positive impact, though small, on the political and civics thinking and attitudes
of adolescents. They found after examining several groups that the greatest change occurred in the attitudes of black students, and their positive attitude was markedly higher than that of white students of the same age and socio-economic background.

The ideals and philosophy of the school were found to have an important effect on adolescents. Schools, according to Grannis (1967:17) which had rigid discipline and conformity, failed to enhance and encourage civic competence and favorable political attitudes, since youth seemed to equate the particular school with society and the American government and concluded that they were synonymous. In such schools, critical thinking, enquiry, initiative, and the opportunity to participate were almost totally lacking, hence, growth was lacking proportionately.

Faculty and administrative attitudes were also contributors of poor civic development. Most faculty and administrators stressed discipline and authority as Gaskin and Gaskin (1970:154) concluded. The school, therefore, had little effect, and in some cases had a negative effect on youth.

Although the problem of objectives and desirable outcomes has been a major concern of civics teachers, a parallel problem concerns who should set objectives and on what level should these objectives be set. Fair (1974:10-11) stated that no goals or objectives can be set for social
studies, especially civics. The community, however, does have a vital role in setting objectives and placing emphasis on outcomes it deems necessary and desirable.

What has been the role of the community in its relationship with the school? Stockhaus (1976) concluded that community involvement with the school and teachers does not enhance to any degree the student's self-esteem, his sense of social and community responsibility, and his political efficacy. Therefore, the community has only a minor role in a student's civic development, and this development was left to the school, home, and to some degree, the church.

LAW EDUCATION

Law education was perhaps the weakest area in the education of civics teachers. Many critics have claimed that the major obstacle in teaching law to potential civics teachers was that there was no definite and concise body of knowledge that was useful to all civics teachers. Koelling and Fehrle (1977) reported that in addition to general education requirements as offered through electives, teachers needed training in various aspects of the law such as criminology, due process, the Bill of Rights, and commercial law.

The teaching of law has had a minor role in the civics class as teachers were inadequately trained and also felt insecure in teaching law. White (1977,74) stated that teacher preparation in the field of law should not have as
its main objective the production of lawyers, but only the training of qualified educators in general areas of knowledge which a competent educator should possess. With this basic knowledge, teachers and administrators could work together to strengthen civics education through expanded units in law.

White (1977:76) also suggested the teaching of law in high school as a separate course. He suggested a one-year course in which the first semester would be devoted to criminal law, with the second semester devoted to individual study. He also suggested that law could be substituted for American history or civics.

Koelling and Fehrle (1977) seemed to agree on the necessity of law education in secondary schools. This, they contended, in conjunction with history, economics, and government, would develop better citizens in the future.

**SUMMARY**

The review of the literature indicated that schools have failed in trying to promote civic and political attitudes. Schools, according to Litt (1963:75), proceeded on the assumption that formal instruction in civics and advanced courses in government instilled a desire in adolescents to become better citizens and that civic education affected the civic life of the student. While these assumptions appeared to be logical, the literature does not support such beliefs.
Chapter 3

METHOD OF PROCEDURE

GENERAL DESIGN

The type of research used in this study was the controlled experiment. The controlled experiment is defined as a situation in which factors other than the experimental factors are controlled or held constant for the experimental groups (Good, 1973:228).

The study followed the characteristics of the controlled experiment as closely as possible. The problem for this study was stated as follows:

1. What is the differential learning value which takes place in the teaching of modern civics in Louisiana schools?

2. What is the differential learning value which takes place in the teaching of traditional civics in Louisiana schools?

3. What is the differential learning value which takes place in students not enrolled in any civics class?

The hypothesis that there were no significant differences in civic knowledge among grade nine students after one year of civics instruction, either in modern civics, traditional civics, or in non-civics students, was then tested at the 0.5 level of significance.
POPULATION AND SAMPLING

The population for the study consisted of one hundred ninety-one students. These students were selected from grade nine civics classes and also from world geography and English I classes in West Feliciana, West Baton Rouge, and Iberville Parishes.

The sample for this study was limited to grade nine students, and only the fourteen and fifteen-year-old age groups were tested. These restrictions were included in the study.

There were three treatments in the study. The first group consisted of sixty students who were not enrolled in any civics class. This group was used to test whether or not there is any value in the teaching of civics. These students were on the same grade level and in the same age group so as to determine whether or not growth and development, as opposed to formal instruction, contributed to civic knowledge and understanding.

The second treatment consisted of those students who were enrolled in the traditional civics class, and the third treatment consisted of those students who were enrolled in the modern civics class. These two civics groups were compared in order to determine the following:

1. Was the modern civics education program more
effective than traditional methods?

2. If the modern civics methods were more effective, what elements in the modern program contributed to and developed civic competence?

Each of the groups comprised approximately sixty-five students, size being determined chiefly by class size at the schools studied.

The test was first administered to one civics class which was not included in the study. The researcher attempted to test an average or below average class to determine if the test items were clearly understood by grade nine students. This class was chosen on the recommendation of the Superintendent of West Baton Rouge Parish. The students were then asked to answer the questions and to make written comments or ask questions about the test items. The test was then revised and administered to the selected classes.

The pre-test was administered in September, 1976, and the post-test followed in May, 1977. The researcher visited the schools in April, 1977, to discuss with the teachers involved the material taught, new methods of teaching, and any special problems that may have been encountered by teachers or students.

Data gathered for the study were derived from scores obtained from the pre-test and post-test administrations of the test developed by the researcher. This instrument was also administered by the researcher in the classroom.
ANALYSIS OF DATA

Data for the study were obtained from the scores obtained from the two tests. The tests were scored by the researcher and the scores will be presented in Appendix E of the final report. The sums and means of the pre-test and the post-test with the sums and means for the differences between the tests will also be found in Appendix E.

The t-test was used to test the difference between the means of the groups involved, i.e. modern civics, traditional civics and non-civics students. The analysis of these data will be found in Appendix F of the final report.

The 0.05 level of significance was used in the study to test the following hypothesis: there were no significant differences in civic knowledge among grade nine students after one year of civics instruction, in modern civics, traditional civics, or as non-civics students.
Chapter 4

PRESENTATION AND ANALYSIS OF DATA

This study was designed to investigate the differences of achievement among grade nine students enrolled in traditional and modern civics and those grade nine students not enrolled in civics classes. The control group consisted of those students enrolled in classes whose teachers followed the new outline and methods of instructions as outlined by the Louisiana State Department of Education in the *Pilot Guide, Citizenship Education*, released in 1976. The second group consisted of those students enrolled in the traditional method of civics instruction, and the third group consisted of students who were not enrolled in any form of civics instruction and who had decided to enroll in civics in the sophomore year. Data gathered in the study were derived from the pre-test administered in September, 1976, and the post-test which was administered to the same groups in May, 1977.

THE HYPOTHESIS

The hypothesis for the study, stated in the null, was that there would be no significant differences in civic knowledge among grade nine students, either in civics students or non-enrollees. This hypothesis was further
refined into two major questions:

1. Was there any definite advantage to teaching civics, or do maturity, a developing sense of responsibility, and community association further develop a student's civic knowledge and sense of responsibility?

2. If civics education was essential in a student's civic development, which of the current methods -- modern or traditional -- worked better in the classroom?

RESULTS AND CONCLUSIONS OF THE PRE-TEST

The pre-test was administered to selected classes in West Baton Rouge, West Feliciana, and Iberville Parishes in September, 1976. The test consisted of fifty multiple-choice items, with a possible range of zero to fifty. A summary of the scores is presented in Table 2.

Table 2

Analysis of Pre-test Scores, Range, Mean, and Sum for Non-civics, Traditional Civics, and Modern Civics Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Low</th>
<th>High</th>
<th>Range</th>
<th>Mean</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-civics</td>
<td>5</td>
<td>29</td>
<td>24</td>
<td>18.08</td>
<td>1,085</td>
</tr>
<tr>
<td>Traditional</td>
<td>9</td>
<td>28</td>
<td>19</td>
<td>20.00</td>
<td>1,220</td>
</tr>
<tr>
<td>Modern</td>
<td>7</td>
<td>34</td>
<td>27</td>
<td>19.72</td>
<td>1,360</td>
</tr>
</tbody>
</table>

Rural schools were selected to assure a more homogeneous background of students. According to age, only the fourteen to fifteen-year age group was tested in order to
eliminate the age and maturity factors.

According to test results, the means of the three groups indicated that the students were essentially equal in knowledge and comprehension of the material tested. The traditional group seemed somewhat more homogeneous with the lowest range of nineteen.

RESULTS AND CONCLUSIONS OF THE STUDY

The post-test was administered to the same classes in May, 1977. The data will be presented in summary form in Table 3 and 4.

Table 3

Analysis of Post-test Scores, Range, Mean, and Sum for Non-civics, Traditional Civics, and Modern Civics Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Low</th>
<th>High</th>
<th>Range</th>
<th>Mean</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-civics</td>
<td>9</td>
<td>30</td>
<td>21</td>
<td>19.21</td>
<td>1,153</td>
</tr>
<tr>
<td>Traditional</td>
<td>12</td>
<td>37</td>
<td>25</td>
<td>20.72</td>
<td>1,265</td>
</tr>
<tr>
<td>Modern</td>
<td>14</td>
<td>37</td>
<td>23</td>
<td>23.92</td>
<td>1,651</td>
</tr>
</tbody>
</table>

The test indicated that the modern group was significantly ahead of the other two groups at the end of the 1976-1977 school year. Both the score and the mean score were significantly higher that the non-civics and the traditional civics classes, with the smallest increase occurring between the non-civics and the traditional civics groups. Data shown.
in Table 4 indicated the increase in the score and mean score of each group.

Table 4

Analysis of Pre-test and Post-test Data
Differences Between Scores and Mean Scores for Non-civics, Traditional Civics, and Modern Civics Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-civics</td>
<td>1,085</td>
<td>1,153</td>
<td>68</td>
</tr>
<tr>
<td>(Mean)</td>
<td>18.08</td>
<td>19.21</td>
<td>1.13</td>
</tr>
<tr>
<td>Traditional</td>
<td>1,220</td>
<td>1,265</td>
<td>45</td>
</tr>
<tr>
<td>(Score)</td>
<td>20.00</td>
<td>20.72</td>
<td>0.72</td>
</tr>
<tr>
<td>(Mean)</td>
<td>1,360</td>
<td>1,651</td>
<td>291</td>
</tr>
<tr>
<td>Modern</td>
<td>19.72</td>
<td>23.92</td>
<td>4.20</td>
</tr>
</tbody>
</table>

The difference of the scores and mean scores indicated a higher level of achievement among the students enrolled in the modern civics groups. The differences of scores for the modern civics classes (291) and the mean scores (4.20) were significantly higher than either of the two groups involved. Further analysis of the data revealed that the non-civics students, as demonstrated through their interest in the test, had a greater difference in scores and mean scores than students enrolled in traditional civics, which indicated to some degree that maturity and community and family associations had a definite and significant impact on an adolescent’s civic attitude and knowledge development.
The study employed the t-test as an indicator of the significance of the test scores. The test indicated that the null hypothesis would be accepted only in consideration of the non-civics group in relation to the traditional civics course. Data shown in Table 5 are a summary of the t-scores.

Table 5

The t-Test
Indicating Standard Error of the Difference, Degrees of Freedom, t-Scores, and Critical Rations as Among the Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>$\sigma_D$</th>
<th>Df</th>
<th>t</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-civics vs Traditional</td>
<td>0.724</td>
<td>119</td>
<td>1.98</td>
<td>0.552</td>
</tr>
<tr>
<td>Modern vs Non-civics</td>
<td>0.901</td>
<td>127</td>
<td>1.98</td>
<td>3.418*</td>
</tr>
<tr>
<td>Modern vs Traditional</td>
<td>1.089</td>
<td>128</td>
<td>1.98</td>
<td>3.190*</td>
</tr>
</tbody>
</table>

*Significant at the 0.05 level of confidence

The t-test indicated, as the previous differences in scores and mean indicated, that the modern civics course is significantly advantageous over both the traditional course and age or maturation. Further indications suggested that the traditional course served little purpose in that the non-civics students had achieved more in terms of net gain than did the traditional group.
Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF RESULTS

A number of conclusions and recommendations have been derived from the evidence presented in the study by summarizing the data obtained from the post-test scores. Observations have also been made regarding course content as currently offered in grade nine civics classes.

The statistics indicated that civics instruction was beneficial at the high school level. According to the post-test scores, students in both traditional and modern methods gained significantly over those students not enrolled in civics, although the traditional method had less impact than the modern method.

Secondly, there was a distinct advantage in scores gained by the modern classes over the traditional classes. According to the *Pilot Guide Citizenship Education* (1976:1), all civics classes must impart knowledge and assist in skill development. Civics classes must develop, however, other areas of competences such as development of favorable attitudes and appreciations, and especially the development of critical thinking.
FACTORS AFFECTING GENERALIZATIONS

Certain factors have limited the degree to which the results and conclusions of this study can be generalized in relation to grade nine civics students: (1) limited numbers, (2) students' ages, (3) absenteeism, (4) use of pre-existing classes, and (5) student interest in the test.

Of the 255 grade nine students in the nine classes who participated in the study, 49 were disqualified because they were absent on test days, with 16 being disqualified for other factors such as age or interest. One can only speculate regarding the outcomes of the entire group or a larger group tested. Secondly, were both the traditional and modern civics groups given the same treatment in order to arrive at the same level of accomplishment at the end of the school term? Further study in the area of content and teaching methods will be necessary to derive conclusive results between the two methods of teaching civics.

OBSERVATIONS

The investigator worked with school administrators and teachers to overcome several difficulties encountered during the study. There were two major problems paramount in the study:

1. Lack of cooperation and in some cases hostility from teachers who participated in the study;
2. Lack of interest in many students, especially among those in the traditional civics classes.

For several weeks, administrators, teachers, and the researcher met to discuss scheduling problems, methods of testing procedures, test content, and ultimate use of the results of the study. This developed the sense of awareness in the researcher about developing friendly relationships and persuasiveness with teachers in planning and conducting the experiment with minimal disruption of school and instructional procedures.

The researcher noted several problems associated with teachers and students in the traditional civics classes. The researcher felt that these problems had a direct relationship to the achievement of students in traditional civics. Such observations included the following:

1. Teachers in the traditional program seemed to have had little interest in teaching civics;
2. Discipline problems were more apparent in traditional civics classes;
3. Traditional civics classes seemed more formal than modern civics classes;
4. Greater likelihood of failure existed among students of traditional civics;
5. Less apathy existed among students enrolled in modern civics.
CONCLUSIONS AND RECOMMENDATIONS

According to the results of the test scores, there were significant differences in gain scores made by students in the modern civics classes over the traditional civics classes. Further, there was little gain made by the traditional civics students over those students not enrolled in civics. Other conclusions reached by the researcher were:

1. modern civics seemed to be working better than traditional civics, especially in the areas of American heritage, and structure and function of the three government levels;

2. modern civics had little advantage over traditional civics in the areas of law, economics, and sociology;

3. students in modern civics were better informed concerning current events.

In scoring the tests, the researcher realized the weaknesses of teaching civics as a one-year required course. In the areas of law, economics, and sociology, all groups tested seemed equally weak, indicating that age and maturity were the factors producing low scores.

The researcher felt that grade nine students were not able to fully grasp the basic concepts of economics, sociology, and law pertaining to the Bill of Rights; concepts of law, economics, and sociology were better grasped by older students who had completed at least one course in basic civics instruction.
The researcher felt that a two-year required civics program, with an optional third year of study, is needed if schools are to develop better informed citizens with the ability to develop critical thinking. Such a program could consist of the following:

**Basic year:**
1. Introduction to government and American democracy
2. Structure and functions of local, state, and national governments
3. Introduction to economics and sociology

**Second year:**
1. Analysis and relationships among the various government levels
2. Principles of economics and sociology
3. Basic American law based on the Bill of Rights

**Third year:**
1. Study of western democracies
2. Communism and Socialism
3. International law and economics
REFERENCES CITED

BOOKS


GOVERNMENT PUBLICATIONS


PERIODICALS


**UNPUBLISHED WORKS**


NEWSPAPERS


State Times [Baton Rouge], March 26, 1976, Sec. IV, p.16.


LEGISLATIVE RESOLUTIONS


LETTERS

APPENDIX A

CIVICS OUTLINE

UNIT ONE

YOU AND CITIZENSHIP

2 weeks

I. The family in our democratic society

A. Ethnic background of Americans
   1. immigration trends
   2. U. S. immigration policies

B. Role of family members
   1. freedoms and limitations
   2. goals and values

C. Changing family patterns
   1. marriage laws
   2. family size
   3. divorce and one-parent families
   4. protection for minors
   5. economic needs

II. The school community

A. Political process
   1. decision makers
   2. student organization
   3. role of the individual student

B. Economic patterns and problems
   1. budgets
   2. fund-raising activities
III. Community environments

A. Nature of communities
   1. population trends: urban, rural, suburban
   2. economic trends: income distribution, industry

B. Communications and the community
   1. news media
   2. public opinion

C. Institutional functions
   1. religious
   2. industrial and commercial
   3. civic
   4. others

UNIT TWO
THE AMERICAN HERITAGE
2 weeks

I. Origins of the philosophy of freedom: men and their ideas

A. Locke
B. Rousseau
C. Montesquieu
D. Voltaire

II. Documents that influenced American ideas about government

A. Magna Carta
B. Petition of Rights
C. English Bill of Rights
D. Mayflower Compact

III. The framing of the U.S. Constitution

A. American Declaration of Independence
B. Articles of Confederation
   1. problems
   2. contributions

C. U.S. Constitution
   1. convention
   2. preamble
   3. articles
   4. ratification
   5. amendment

IV. Major principles of constitutional government
   A. Republican form
   B. Federalism
   C. Separation of powers: limitations of checks and balances
      D. Judicial review

UNIT THREE
YOU AND THE POLITICAL PROCESS
4 weeks

I. Political parties
   A. History of parties
      1. Democrats
      2. Republicans
      3. third parties
   B. Functions of political parties
      1. operation of the Electoral College
      2. enhancing citizen participation in politics
   C. Party organization
      1. national
      2. state
      3. local

II. Interest groups
A. History

B. Functions

C. Important resources of groups
   1. money
   2. status
   3. numbers
   4. contacts

D. Strategies of interest groups
   1. lobbying
   2. use of judicial process
   3. fund-raising

III. Election process in Louisiana

A. Qualifications for voting

B. Voter registration

C. Nominating methods
   1. open primary
   2. closed primary
   3. caucus
   4. convention

D. Qualifications for office in Louisiana

IV. Voting behavior

A. Profile of the party voter

B. Profile of the independent voter

UNIT FOUR
YOU AND YOUR NATIONAL GOVERNMENT
8 weeks

I. How the U.S. national government is organized

A. Legislative branch: Congress
   1. functions & powers
2. structures & institutions
   a. bicameral
   b. life of a Congress
   c. sessions
   d. majority & minority parties
   e. committee system
   f. Congressional Record
   g. compensation
   h. privileges & restrictions
   i. employees and legislative aides

3. the Senate
   a. membership
   b. qualifications
   c. election and term of office
   d. officers and organization
   e. special powers
   f. U.S. Senators from Louisiana

4. the House of Representatives
   a. membership
   b. qualifications
   c. election and term of office
   d. officers and organization
   e. special powers
   f. U.S. Representatives from Louisiana

5. lobbyists and pressure groups

6. the law-making process

B. Executive branch

1. President and Vice-President
   a. qualifications
      (1) constitutional
      (2) unwritten
   b. methods of selection and removal
      (1) nomination
      (2) campaign
      (3) Electoral College
   c. term of office and compensation
d. powers and duties of President
   (1) constitutional roles
      (a) Commander-in-Chief
      (b) foreign relations director
      (c) chief legislator
      (d) chief executive
      (e) head of state
   (2) political rôle: party leader
   (3) traditional
   (4) limitations

e. Vice-President's powers and duties

f. succession to the Presidency

2. Executive office of the President

3. the Cabinet
   a. composition
   b. department's structure & function

4. independent regulatory commissions & agencies

C. Judicial branch

1. qualifications

2. methods of selection and removal

3. compensation

4. federal judiciary organization & operation
   a. district courts
   b. courts of appeal
   c. Supreme Court
   d. special courts

II. Financing our U.S. government

A. Kinds of taxes

B. Managing our nation's money
I. Common features of U.S. state governments
   A. constitutions
   B. separation of powers

II. Louisiana constitutions
   A. past political history
   B. Constitution of 1974

III. Executive branch
   A. Governor and Lieut-Governor
      1. qualifications
      2. methods of selection and removal
      3. terms of office and compensation
      4. powers and duties
         a. constitutional
         b. political
         c. traditional
         d. limitations to the executive power
   B. Other elected officials
      1. Attorney-General
      2. Treasurer
      3. Secretary of State
      4. Superintendent of Education
      5. Commissioner of Agriculture
      6. Commissioner of Elections

IV. Legislative branch
   A. Responsibilities
   B. Sessions
   C. Compensations
   D. State Senate
      1. membership
      2. qualifications
      3. election and term of office
      4. officer & organizations
      5. special powers
      6. Senators from your district
E. State House of Representatives
1. membership
2. qualifications
3. election & term of office
4. officers & organization
5. special powers
6. State Representatives from your district

F. Lobbyists and pressure groups

G. Law-making process

V. Judicial branch
A. Qualifications
B. Methods of selection and removal
C. Compensation
D. State judiciary organization and operation
   1. district courts
   2. courts of appeal
   3. Supreme Court
E. Duties and functions of state courts

VI. Current problems and issues in state government

UNIT SIX
YOU AND YOUR LOCAL GOVERNMENT
4 weeks

I. Units of local government
A. Parishes
   1. forms used in Louisiana
      (a) police jury
      (b) city-parish council
      (c) parish council
   2. your parish government
3. school board

B. Cities, towns and villages

1. forms
   (a) city manager
   (b) mayor-council
   (c) commissioner

2. your local government

C. Special districts

II. Local government officials

A. Qualifications

B. Methods of selection and removal

C. Terms of office and compensation

D. Powers and duties

III. Functions and services of local government

IV. Current problems and issues of your local government

UNIT SEVEN
YOU AND THE LAW
3 weeks

I. The need for laws

II. The meaning of due process

A. Crime

B. Investigation

C. Arrest

D. Booking

E. Initial appearance
F. Preliminary hearing
G. Complaint or indictment
H. Arraignment
I. Trial
J. Sentencing
K. Possible outcomes
   1. appeal
   2. probation
   3. correctional institution

III. Case studies
A. Civil
B. Criminal

UNIT EIGHT
YOU AND THE AMERICAN ECONOMY
7 weeks

I. The economic problem: scarcity and choice

II. Economic systems
A. Types
   1. command
   2. market
   3. traditional

B. Three fundamental questions
   1. what to produce?
   2. how to produce?
   3. how to distribute output?

III. Basic institutions of the American economy
A. Private property
B. Freedom of choice and enterprise
C. The market system
D. Competition
E. Business organizations, corporations, the stock market
F. Money and banking
G. Other financial institutions
H. Labor organizations & collective bargaining

IV. Measures of performance of the American economy
A. Gross National Product
B. Consumer Price Index
C. Unemployment rate
D. Distribution of income

V. The economic functions of government
A. Legal foundations and social environment conducive to the operation of the market system
B. Social goods and services (national defence, roads, highways, education)
C. Regulatory agencies
D. Taxation policies
E. Subsidies
F. Monetary policies
G. Fiscal policies
H. Welfare
I. Social institution

VI. Consumer economics
A. Budgeting
B. Credit
C. Insurance
D. Intelligent shopping
E. Advertising
F. Saving and investing
G. Government protection of consumer

UNIT NINE
YOU, YOUR GOVERNMENT, AND THE FUTURE
2 weeks

I. Contemporary problems
   A. Problems of representative democracy
   B. The American economy in an age of change
   C. Population and environment in the future
   D. Other

II. Career opportunities
   A. Occupational distribution of the labor force
   B. Relationship between education and jobs
   C. Expected future trends
      1. changing age composition
      2. technology
      3. changes in demand-supply relationships for certain goods and services.
APPENDIX B

MEMBERS OF THE VALIDATION JURY

Dr. James J. Bolner  
Professor of Political Science  
Louisiana State University  
Baton Rouge, Louisiana

Mr. L. C. Lutz  
Superintendent  
West Baton Rouge Parish Schools  
Port Allen, Louisiana

Mr. Donald B. McKeon  
Louisiana State University Library  
Formerly of University of Manitoba  
Winnipeg, Canada

Mr. Louis J. Nicolosi  
State Supervisor: Social Studies  
Louisiana State Department of Education  
Baton Rouge, Louisiana

Dr. David W. Smith  
Associate Professor of Experimental Statistics  
Louisiana State University  
Baton Rouge, Louisiana
<table>
<thead>
<tr>
<th>Unit</th>
<th>%</th>
<th>Questions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The present:</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>A. the family</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>B. the school</td>
<td>10</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>C. the community</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2. The American heritage:</td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>A. philosophy</td>
<td>12</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>B. principles of constitutional government</td>
<td>12</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>C. documents that influenced American ideas</td>
<td>12</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>D. framing of the U.S.</td>
<td>12</td>
<td>1</td>
<td>6</td>
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<tr>
<td>Constitution</td>
<td>12</td>
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<td>6</td>
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<tr>
<td>3. The national government</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>A. Congress</td>
<td>10</td>
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APPENDIX D
TEST

Student Number________

Age________

Have you had Civics?_____ Are you currently enrolled in Civics?______

DIRECTIONS: Read each of the following statements and questions carefully. Check the answer that you believe best answers each item.

1. How often do you support the actions and decision of community leaders?

   ___ Always
   ___ Sometimes
   ___ Never
   ___ No comment

2. How often do you participate in community activities such as clubs, sporting events, or celebrations?

   ___ As often as possible
   ___ Sometimes
   ___ Never
   ___ No comment

3. The major objective or goal of education is to educate young people in the basic skills of reading, writing, mathematics, and science.

   ___ Agree
   ___ Disagree
   ___ Undecided

4. How often do you discuss political and community events with your parents or guardians?

   ___ Frequently
   ___ Sometimes
   ___ Never
   ___ No comment
5. If you felt that you needed permission to do something (for example, attend a movie), would you ask your parents or guardians?

____ Yes  
____ No  
____ Undecided  
____ No comment

6. The American Declaration of Independence states: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these rights are life, liberty, and the pursuit of happiness -- that to secure these rights, governments are instituted among men deriving their just powers from the consent of the governed..."

The idea underlying these statements is that these rights cannot be taken from us without due process of law.

____ True  
____ False  
____ Undecided

7. A basic principle of constitutional government is that the will of the people is expressed by majority vote in which the minority can do nothing.

____ True  
____ False  
____ Undecided

8. Constitutionalism is the opposite of unlimited political power.

____ True  
____ False  
____ Undecided

9. Although the United States won its independence from Great Britain, British and European ideas influenced the writing of the U.S. Constitution.

____ True  
____ False  
____ Undecided
10. From 1783 to 1789, the United States operated under the Articles of Confederation. Since these Articles had serious weaknesses, the U.S. Constitution was adopted because it gave greater authority to the federal government and established the present office of the President of the United States.

___ True  ___ False  ___ Undecided

11. A major principle of constitutional government is the separation of powers in the American system with the limitations of checks and balances. The groups that make up this system of checks and balances as identified by the U.S. Constitution are:

___ the two major political parties  ___ the Senate and the House of Representatives
___ federal, state, and local governments  ___ the President, the Congress, and the Supreme Court
___ Uncertain

12. A basic idea of the framers of the U.S. Constitution was that government should be representative, that is, representation according to population. Therefore, the Congress is structured so that all of its members are elected according to the population of the states.

___ True  ___ False  ___ Uncertain

13. As a leader, a major function of the President of the United States is political leadership. At any level of leadership (President, governor, or mayor), which one of the following is not an example of political leadership?

___ the President of the U.S. signing a bill into law  ___ a policeman writing a parking ticket
___ the governor attending a political rally  ___ the city council appointing a new city manager
___ Uncertain

14. The major function of the U.S. Supreme Court is judicial review. Which of the following is an example of judicial review?

___ appointing ambassadors  ___ enforcing tax laws
establishing the constitutionality of federal and state laws

passing federal laws

Uncertain

15. The veto power is

__ a power given only to Congress
__ a method of checks and balances incorporated into the federal and state government
__ an example of judicial review
__ the relationship between the federal and state governments

Uncertain

16. Lobbying is a process by which a group tries to influence lawmakers. This is a serious weakness of our governmental system and should be abolished.

__ True
__ False
__ Uncertain

17. In relation to other states, bicameralism is an unique feature of the Louisiana legislature.

__ True
__ False
__ Uncertain

18. Within his own state, a governor has generally the same powers as those given to the President of the United States, only on a smaller scale.

__ True
__ False
__ Uncertain

19. The final authority in reviewing convictions for any crime committed in a state is the state supreme court.

__ True
__ False
__ Uncertain

20. Interest groups usually have an unfavorable effect on state legislatures.

__ True
__ False
__ Uncertain

21. Concurrent powers are those powers which belong to both the federal and state governments. Which one of the following is an example of concurrent powers?

__ regulation of intrastate commerce
__ regulation of interstate commerce
__ education
22. Wards and precincts are our smallest political subdivisions. Many criticisms, however, have been aimed at these divisions. A chief criticism concerns overlapping of jurisdictions; therefore, we have no need for our smallest political subdivisions.
_____ True
_____ False
_____ Uncertain

23. John was interested in finding out how his city government makes a decision. Which one of the following would NOT be a good thing for John to do to get the necessary information?
_____ go through the city council reports in back issues of the local newspaper
_____ look in the encyclopaedia
_____ talk to members of the city council
_____ talk to the city council recorder who attends all the meetings
_____ Uncertain

24. Voting is a privilege in our society. Voting is more frequent in state and local elections than in national elections as state and local elections affect our lives to a greater extent than do national elections.
_____ True
_____ False
_____ Uncertain

25. A major problem faced by our local governments today is revenue. This problem is especially hard to overcome because
_____ local governments have less authenticity to levy and collect taxes
_____ the state never gives the local government any money
_____ there is more opposition to local taxes than to state or federal taxes
_____ the local government has a smaller tax base
_____ Uncertain

26. Local governments provide many services to their citizens; some of these services (police protection, health, or education) are shared with the state and federal governments. Many of these services are overlapping and expensive, therefore, according to the liberal position, the state and federal governments should completely take over some of these services as more tax money would be available.
27. A basic institution of the American economy is the right of competition. This right is upheld in American courts and monopolistic practices cannot legally exist in our country.

___ True
___ False
___ Uncertain

28. Buying on credit plays a major role in our lives. Because, however, of the problems involved [establishing credit, poor credit risks, and rising interest rates], credit has served its usefulness and should be abolished.

___ True
___ False
___ Uncertain

29. There is a direct relationship between unemployment and inflation. Recently the President of the United States refused to sign a bill into law, which would have given more jobs to the unemployed, and stated that by lowering the unemployment rate, inflation would increase. Was he justified in his actions and beliefs?

___ Yes
___ No
___ Uncertain

30. The basic philosophy or idea of Communism states: "From each according to his ability, to each according to his need." This implies an equal distribution of income in which everyone is equal. This is not true in the United States, where there are extremes from the very rich to the very poor. Although the idea of Communism is considered against American principles, the United States could learn some principles of equal distribution of income and goods from the Communists.

___ True
___ False
___ Uncertain

31. A major economic function of the government in the American economy appears in the form of taxation. Some people have said that taxation is not necessary and that the federal government can increase its money supply by simply raising the limits on the Federal Reserve. They further say that before 1913 (with a few exceptions) there was no income tax. Therefore, some taxes such as the income tax are not necessary and should be abolished.
32. A subsidy is a grant of public money to aid in promoting private enterprise. Many people have voiced their opposition to the giving of public money to private firms. They say that this is wasteful of tax money and that it is in violation of the beliefs of non-interference of the government in the private sector. Therefore, the subsidy should be abolished.

True
False
Uncertain

33. Three fundamental questions in our economic system are:
1) what to produce
2) how to produce it
3) how to distribute the goods
Of these questions, the basic problem seems to be concerned with what to produce. Since we live in a free enterprise system, this question should be answered by producers and consumers only.

True
False
Undecided

34. Political primaries in a state serve to indicate the political views of the people in that state as to whom we should choose to run for President of the United States. Some people feel that these primaries are useless and cost the taxpayers too much and should be abolished. Therefore, these primaries serve no useful function and should be abolished.

True
False
Uncertain

35. The election of the President of the United States is by indirect vote (the Electoral College). The founders of our government believed that the average citizen was not well informed and that he should elect electors to choose a President. This idea that the public is not well informed is still true today, and therefore we should retain the Electoral College.

True
False
Uncertain
36. The United States has always had two major political parties and a number of third parties. Since a candidate from a major party always wins in a Presidential election, these third parties serve no useful function.
___True
___False
___Uncertain

37. You are running for a seat in the United States House of Representatives. There are several controversial issues to deal with in your campaign. To determine how voters feel on these issues, which one of the following methods would provide you with the most accurate information?
___appearing on a television talk show and counting the number of people who call in to voice their opinions
___having your aides do a survey of the people in that district
___standing on a street corner and asking for the opinions of the first 50 passers-by
___asking the local party leaders how the people feel about these various issues
___Uncertain

38. The new Louisiana constitution provides that public funds shall be used for "dissemination of factual information relative to a proposition appearing on an election ballot." Should tax money be used to promote such an activity?
___Yes
___No
___Uncertain

39. From earliest times, some form of law has been necessary for men to live together in society. Man's earliest laws were unwritten. Today we have a form of unwritten law called regulations. Do these laws have the same effect and force as those laws promulgated by the legislature?
___Yes
___No
___Undecided

40. Consider the following case:
Ed has been accused of embezzling a large sum of money. The company for which Ed works prosecutes him, but he is found innocent of the charges. A month later, papers are found with forged signatures which Ed himself had forged. The company wants to prosecute Ed again. With
this new evidence, can this be done?

Yes
No
this is left up to the judge
this is left up to the court
Uncertain

41. The Second Amendment to the U.S. Constitution guarantees the right to bear arms. Consider the following:
Ben heard a noise in his front yard late one afternoon. When he went to see what had happened, he saw three men trespassing. Ben immediately got his gun and fired a warning shot when one of the men called him an obscene name. Ben was arrested. Was Ben's arrest in violation of his right to bear arms?

Yes
No
this is left up to the judge
this is left up to the court
Uncertain

42. Sam attends Joe's trial in which Joe is charged with murder. After the evidence has been presented, and while the jury is retiring to consider the verdict, Sam says the following: "You had better find him guilty. We have long memories in this community."
Under freedom of speech, does Sam have the right to express these feelings?

Yes
No
this is left up to the judge
this is left up to the court
Uncertain

43. Judy, a leader of the Communist Party, is attempting to promote Communism in our community. At the rally, she passes out leaflets which state the following: "America is corrupt. The U.S. government must be and will be overthrown!"
Under freedom of the press, does Judy have the right to publish such materials?

Yes
No
this is left up to the judge
this is left up to the court
Undecided

44. Mr. Jones has been arrested in connection with a bank robbery because he was at the scene when the robbery
occurred. Although innocent, he has been in jail for 48 hours with no indication given as to why he is being held. Can Mr. Jones continue to be held without charge as the evidence seems to indicate that he had taken part in the robbery?

___ Yes
___ No
___ this is left up to the judge
___ this is left up to the court
___ Undecided

45. The First Amendment to the U.S. Constitution guarantees the right of the people to assemble peacefully. Consider the following case:
A local citizens' group has been petitioning the city to install a traffic light on a potentially dangerous intersection near the school. The light was never installed. Finally, a pupil was injured. The people then decided to picket city hall with signs; their pickets remained in place for a week. Was their act constitutional?

___ Yes
___ No
___ this is left up to the judge
___ this is left up to the court
___ Undecided

46. The Fifth Amendment to the U.S. Constitution provides that one does not have to answer questions that would tend to be incriminating. Consider the following case:
Ken is a key witness in a trial; his information is vital. The judge has given him immunity from prosecution. The district attorney asks: "Ken, did you participate in the robbery?" Since Ken did have a part in this action, must he answer the question?

___ Yes
___ No
___ this is left up to the judge
___ this is left up to the court
___ Undecided

47. A major problem facing society today is pollution of the environment. Laws have been passed that regulate the amount of pollution that can enter our water system and atmosphere. Manufacturers, however, argue that costs are too great for pollution control devices and that pollution can not be adequately controlled. Therefore, it is reasonable to assume that pollution can only be slowed down, not controlled.

___ True
___ False
___ Uncertain
48. The American economy is in a period of change. Inflation is gradually destroying the value of the dollar. Therefore, price and wage restrictions must be instituted by the federal government in order to preserve our economic system.

___ True
___ False
___ Undecided

49. It has been said that there is a definite relationship between education and career opportunities. Hence, the government should require longer periods of education so that an American citizen would have a better career opportunity in the future.

___ True
___ False
___ Undecided

50. International relations between the United States and other countries have caused problems within recent years. This is partially due to American involvement in foreign wars and the opening of diplomatic relations with hostile powers. In view of these recent developments, should the United States backtrack and adopt its former policy of isolationism?

___ Yes
___ No
___ Undecided
APPENDIX E

TEST SCORES: NON-CIVICS STUDENTS

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Σ: 1,085  \[\bar{y}_{pre} = 19.21\]  \[\bar{y}_{post} = 18.08\]  \[\bar{y}_{difference} = 1.13\]

Σ differences squared = 1,268  \[\sigma = 2.11\]
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$$\Sigma = 1,220 \quad \Sigma = 1,265 \quad \Sigma = 45$$

$$M = 20.0 \quad M = 20.72 \quad M = 0.73$$

\(\Sigma\) Differences Squared = 1,675 \quad \sigma = 5.24
## TEST SCORES: MODERN CIVICS

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\[ \Sigma = 1,360 \quad \Sigma = 1,651 \quad \Sigma = 291 \]
\[ M = 19.72 \quad M = 23.92 \quad M = 4.21 \]

\[ \Sigma \text{ Differences Squared} = 3,509 \quad \sigma = 7.13 \]
APPENDIX F

THE t-TEST: NON-CIVICS & TRADITIONAL CIVICS

\[ \sigma_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}} \]

\[ \sigma_D = \sqrt{(2.11)^2 + (5.24)^2 / 61} \]

\[ \sigma_D = \sqrt{4.452 / 60 + 27.458 / 61} \]

\[ \sigma_D = \sqrt{0.074 + 0.45} \]

\[ \sigma_D = \sqrt{0.524} \]

\[ \sigma_D = 0.724 \]

Difference of Means:

1.13 - 0.73 = 0.4

Critical ratio:

\[ CR = \frac{D}{\sigma_D} \]

\[ CR = \frac{0.4}{0.724} \]

\[ CR = 0.552 \]

Table D: Level 0.05

\[ Df = 119 \]

\[ t = 1.98 \]
THE t-TEST: MODERN CIVICS & TRADITIONAL CIVICS

\[
\sigma_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}
\]

\[
\sigma_D = \sqrt{(7.13)^2/69 + (5.24)^2/61}
\]

\[
\sigma_D = \sqrt{50.837/69 + 27.458/61}
\]

\[
\sigma_D = \sqrt{0.737 + 0.45}
\]

\[
\sigma_D = 1.187
\]

\[
\sigma_D = 1.089
\]

Difference of Means:

\[
4.21 - 0.73 = 3.48
\]

Critical Ratio:

\[
CR = \frac{D}{\sigma_D}
\]

\[
CR = 3.48/1.089
\]

\[
CR = 3.19
\]

Table D: Level 0.05

\[
Df = 128
\]

\[
t = 1.98
\]
THE $t$-TEST: MODERN CIVICS & NON-CIVICS

\[ \sigma_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}} \]

\[ \sigma_D = \sqrt{\frac{(2.11)^2}{60} + \frac{(7.13)^2}{69}} \]

\[ \sigma_D = \sqrt{\frac{4.452}{60} + \frac{50.837}{69}} \]

\[ \sigma_D = \sqrt{0.074 + 0.737} \]

\[ \sigma_D = \sqrt{0.811} \]

\[ \sigma_D = 0.901 \]

Difference of Means:

\[ 4.21 - 1.13 = 3.08 \]

Critical Ratio:

\[ CR = \frac{D}{\sigma_D} \]

\[ CR = \frac{3.08}{0.901} \]

\[ CR = 3.418 \]

Table D: Level 0.05

Df = 127

\[ t = 1.98 \]
VITA

Morris Joseph Knapp, son of Jules J. Knapp and Doris D. Knapp, was born in New Orleans, Louisiana on January 6th, 1945. The family moved to Port Allen, Louisiana in 1946, and he completed his elementary and secondary education in the schools of West Baton Rouge Parish.

He received a Bachelor of Science degree in 1969, a Master of Education degree in 1972, and a Master of Library Science degree in 1974, all from Louisiana State University. At the present time, he is completing requirements for the degree of Doctor of Philosophy at Louisiana State University.

His professional experience includes teaching in the high school and junior high schools of Ascension Parish and teaching civics and American history in private schools in East Baton Rouge Parish. For two years, he was a library trainee in the Louisiana State University Library.

He is a member of Phi Delta Kappa, the Association for Educational Communications and Technology; and the Louisiana Association for Educational Communications and Technology.

He is married to the former Eva M. Rockco of Franklinton, Louisiana.
Candidate: MORRIS J. KNAPP

Major Field: EDUCATION

Title of Thesis: A COMPARISON OF STUDENT ACHIEVEMENT IN TRADITIONAL AND MODERN METHODS OF TEACHING CIVICS AS PROPOSED BY THE LOUISIANA STATE DEPARTMENT OF EDUCATION

Approved:

Charlie W. Roberts Jr.
Major Professor and Chairman

James C. Traynham
Dean of the Graduate School

EXAMINING COMMITTEE:

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Date of Examination:

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