

## DOCUMENT RESUME

ED 088 769

SO 007 159

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TITLE The Effects of Experimental Government Units on Students' Feelings of Political Efficacy, Political Cynicism and Political Knowledge: A Tri-Ethnic Study.  
PUB DATE 5 Apr 72  
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 5, 1972)  
EDRS PRICE MF-\$0.75 HC-\$1.85  
DESCRIPTORS \*American Government (Course); \*Changing Attitudes; Classroom Research; Course Content; Data Analysis; Educational Research; \*Ethnic Groups; Mexican Americans; Negroes; Political Attitudes; \*Political Science; \*Political Socialization; Questionnaires; Secondary Education; Secondary School Students

## ABSTRACT

The purpose of this study is to determine the extent to which selected experimental curriculum units emphasizing avenues of political involvement, creative conflict, and change might influence the acquisition of political knowledge and development of feelings of political efficacy and cynicism among Anglo, Black and Mexican-American twelfth-graders. The subjects of the test were 252 Texas high school students. Four government classes were selected at each school, two experimental and two contrast groups. The experimental treatment relied on four curriculum units in government developed for this study. A political attitude and knowledge questionnaire was administered to all subjects before and after experimental treatment. Items constituting the criterion measures of political cynicism, political efficacy, and political knowledge were imbedded in the questionnaire. Results support critics of the traditional approach to political education who advocate emphasis upon political behavior, processes and conflict, rather than the usual emphasis upon government structure and institutions. The experimental units appear to be salient means of increasing feelings of political efficacy among Anglo, Black, and Mexican-American students. Discussion of the findings is followed by data tables and references. (Author/KSM)

ED 088769

THE EFFECTS OF EXPERIMENTAL GOVERNMENT UNITS ON STUDENTS' FEELINGS  
OF POLITICAL EFFICACY, POLITICAL CYNICISM AND POLITICAL  
KNOWLEDGE: A TRI-ETHNIC STUDY<sup>1, 2, 3</sup>

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The social and political unrest connected with civil rights and the war in Vietnam during the past decade has imprinted much of America's youth with deep questions about the integrity and worth of the American political system (Greenberg, 1970). As part of this ferment, riots and protest prevalent during these years appear to have given birth to a deeper political consciousness among Black, Anglo and Chicano youth -- an awareness vividly expressed in the Black Power, Brown Power, and various "student movements" (Gutierrez, Hirsch, and Garza, 1971; Keniston, 1968). Political alienation is often a large portion of this consciousness.

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<sup>1</sup>This paper is based upon the preliminary results of one portion of a research study performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare (OEC-6-71-0531(509)).

<sup>2</sup>Appreciation is expressed to O. L. Davis, Jr., Herbert Hirsch, and Edmund Emmer of The University of Texas at Austin for their assistance in this study, as well as to the administration of the school district involved in the study for permission to conduct the research.

<sup>3</sup>Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 5, 1972.

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This new political awareness, with its questions probing into the core of the American political system itself (e.g., Greenberg, 1970), is not limited to college-aged youth. Evidence of this political sophistication has been exhibited among junior high schoolers and even among some sixth-graders (J. W. Button, 1971).

Several recent works indicate that many non-Anglo adolescents are developing more negative and nonconsensual political orientations than are their Anglo<sup>4</sup>, middle-class counterparts. In his study of Philadelphia youth, in grades three through nine, Greenberg (1969) reported the development of progressively greater feelings of political cynicism and inefficacy among Black students. These conclusions are supported by data from studies of Black and Anglo adolescents in New York city (Kenyon, 1969) and in Toledo (Lyons, 1970), where being Black was found to be a much stronger predictor of a low sense of political efficacy and feelings of political cynicism than was milieu. Other research indicates that similar orientations have developed among Chicano youth (Cornbleth, 1971; Gutierrez and others, 1971) and that lower-class Anglos form one of the most politically alienated groups in this society (Hirsch, 1971).

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<sup>4</sup> In this paper, the term Anglo is used in the context of Southwestern U.S. culture. It refers to people who are "whites" and not of Mexican-American heritage.

In response to the growing evidence of increasing alienation among American youth, political education in American high schools has become the target of vigorous criticism. Most criticism has focused upon the unrealistic, ethnocentric and stagnant interpretations of government which prevail in social studies curriculum (PS, 1971; Hess and Newman, 1968). The attack concentrates on the prevalent emphasis upon government structure and institutions, while political behavior, processes, and conflict largely are ignored (e.g., PS, 1971; Davis, 1972). Langton and Jennings' research (1967) is often cited as evidence of the lack of impact political education has on secondary school students. Alternative curriculum components which are prescribed depend upon the individual critic's primary goals, but the suggested alternatives tend to cluster around teaching "reality," "involvement," and conflict as an acceptable means of change within a democratic system (e.g., Hess and Newman, 1968).

Recent research has indicated that the secondary school does have impact as an agent of political socialization. Yet, the dimensions and extent of its influence are not clear. Using a national survey sample of 1,669 high school seniors, Langton and Jennings (1967), for example, compared students who had taken courses in civics and government with those students who had not taken such courses. These researchers found no significant difference between the two groups of students in terms of a sense of political efficacy, political interest, or desire to participate in politics.

They did discover, however, that the civics curriculum had a significant effect on the political orientations of Black students in the sample and suggested as a possible explanation that the civics curriculum was less redundant for Blacks. Studies by Fisher (1968) and Seasholes (1965) further indicate the saliency of the school among Black youth. Ehman's analysis (1970) of the political socialization of high school students suggests that increased treatment of controversial issues in social studies classes is related to increased cynicism among Black students, decreased cynicism among Anglo students, and to increased feelings of efficacy among both groups. Litt (1963) concluded from his study that ". . . students in the civics education classes were more likely to endorse aspects of the democratic creed and less likely to hold chauvinistic political sentiments than students not exposed to the program." But he also found no changes in predispositions toward political participation, and noted that ". . . attitudes toward political activity are so strongly channeled through other agencies in each community that the civics education program's efforts have little independent effect."

Few curriculum programs emphasizing political socialization, political conflict, and the strategies behind effecting political change have been subjected to intensive research. The comprehensive Indiana Curriculum Project in Government represents an outstanding effort in this regard. Drawing upon current emphasis in political science and on political

socialization research and offering a "realistic" view of the American political scene, the program was found to be successful in enhancing high school students' knowledge of selected concepts and in promoting students' inquiry skills. Yet, the program did not appear to have had an effect on the political attitudes of interest to the researchers (Patrick, 1971). Other, more narrowly focused research suggests that "teaching a more sophisticated view of conflict can produce both more accepting attitudes toward conflict and greater tolerance for civil liberties," (Zellman and Sears, 1971) and that "participation-oriented" government courses might enhance students' actual participation in political affairs (Somit and others, 1970).

Obviously, additional intervention studies are needed.

The purpose of the present study was to determine the extent to which selected experimental curriculum units emphasizing avenues of political involvement, creative conflict, and change might influence the acquisition of political knowledge and development of feelings of political efficacy and cynicism among Anglo, Black and Mexican-American twelfth-graders.

Specifically, the following major hypotheses were tested:

- There are no significant differences in political efficacy, political cynicism, and political knowledge between experimental and contrast groups when post-test scores are adjusted for pre-test scores.
- There are no significant differences in political efficacy, political cynicism, and political knowledge between ethnic

groups when post-test scores are adjusted for pre-test scores.

## Procedure

### Subjects

The study population originally consisted of 252 Anglo, Black and Mexican-American twelfth-graders in two high schools located in a major central Texas city. Attrition due to student transfers, dropping out of school, and early graduation reduced the final study size to 235 (141 at School A and 121 at School B). Four twelfth-grade government classes were selected at each school; two were designated experimental and two as contrast groups. Classes were selected by school district officials in order that the desired tri-ethnic sample (1/3 Anglo, 1/3 Black, and 1/3 Mexican-American) could be obtained. Since the ethnic composition of individual classes did not approach the desired ratio, an ethnic balance was achieved by choosing four classes from School A where Anglos and Blacks predominated, and four classes from School B where Blacks and Mexican-Americans predominated.

In both schools, students were assigned to their government classes according to the computerized scheduling procedures regularly used by the school district. Students were not ability grouped. These procedures did not yield truly random groups. Yet, students enrolled in the selected classes

may be assumed to be representative of twelfth-graders as a whole in their respective schools.

### Experimental Treatment

Four experimental curriculum units in government were developed for use in this study. The units drew upon current research in political socialization and political science, emphasizing the following: 1) each student's introspective analysis of his own political socialization; 2) an exploration of elitism, political linkages between rulers and ruled, and institutional racism in the American political system; 3) analysis of historical and current case studies of political influence and change -- focusing largely on how racial and political minorities have worked to promote their goals; and 4) individual fieldwork designed to involve students in the political structure of their city (C. Button, 1972). Students in the contrast group were taught according to the school district's government curriculum guide (A.I.S.D., 1966). The experimental period lasted four months during the Fall semester, 1971.

Four teachers were involved in the study. Teacher 1, the principal investigator, and a female, taught both experimental classes at School A and Teacher 2, a male, taught both contrast classes at School A; at School B, Teacher 3, a male, taught both experimental classes and Teacher 4, a female, taught both contrast classes. All teachers were experienced high school teachers of government.



## Criterion Measures

A political attitude and political knowledge questionnaire was administered to all Ss immediately prior to and following the experimental treatment. Imbedded in the questionnaire were items constituting the criterion measures of political cynicism, political efficacy, and political knowledge.

Political cynicism has been defined as distrust relating to a basic and general evaluative posture towards government. It is roughly the converse of political trust, or the belief that government leaders will usually be honest, competent, and will usually act in the interest of the people (e.g., Jaros and Hirsch, 1967; Lyons, 1970). The concept has been operationalized by employing the following five items, identical with minor modifications to scales used in research by Jennings and Niemi (1968) and Agger and others (1961). These items constituted the criterion measure of political cynicism (CYN).

Do you think that most of the people running the government are honest, not very many are, or do you think hardly any of them are?

Do you think that people in the government waste a lot of money paid in taxes, waste some of it, or don't waste very much of it?

How much of the time do you think you can trust the government in Washington to do what is right -- just about always, most of the time, or only some of the time?

Do you feel that almost all of the people running the government are smart people who usually know what they are doing, or do you think that quite a few of them don't seem to know what they are doing?

Would you say that the government is run for the benefit of all the people or that it is usually run by a few big officials looking out for themselves?

CYN scores could range from 5-15. Test-retest reliability of this scale was computed to be  $r = .522$ .

A sense of political efficacy has been defined as

. . . a sense of the direct political potency of the individual; a belief in the responsiveness of the government to the desires of individuals; the idea of the comprehensibility of government; the availability of adequate means of influence; and a general resistance to fatalism about the tractability of government to anyone, ruler or ruled. (Easton and Dennis, 1967)

The concept has been operationalized by using both an eight-item scale (EFF8) and a five-item scale (EFF5), of which the latter is a portion of the former (Easton and Dennis, 1967). Asteriks indicate those items comprising the five item scale; all eight items are listed below. Responses to each item were in the form of selection of one out of five choices on a Likert scale -- strongly agree, agree, disagree, strongly disagree, and don't know or no opinion.

Voting is the only way that people like my mother and father can help run things.

Sometimes I can't understand what goes on in government.

\*What happens in the government will happen no matter what people do. It is like the weather, there is nothing people can do about it.

\*There are some big powerful men in the government who are running the whole thing and they do not care about us ordinary people.

\*My family doesn't have any say about what the government does.

\*I don't think people in the government care much what people like my family think.

\*Citizens don't have a chance to say what they think about running the government.

How much does the average person help decide which laws are made for our country?

Scores on EFF8 ranged from 8-32 and on EFF5 from 5-20.

A third scale to assess a sense of political efficacy (EFF2) was developed by the investigator. Responses to the two item clusters revealed Ss' perceptions of their abilities to deal with local and national problems they considered most pressing. The EFF2 scale was comprised of

(What do you think are \_\_\_\_\_'s two biggest problems?)

Do you feel that you personally can do anything to help solve these problems?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

If so, what? \_\_\_\_\_

If no, why? \_\_\_\_\_

(What do you think are America's two biggest problems?)

Do you feel that you personally can do anything to help solve these problems?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

If so, what? \_\_\_\_\_

If not, why? \_\_\_\_\_

Scoring of the EFF2 scale was as follows: four points were awarded if an S checked "yes" and gave an example of action he could take; 3 points if he

checked "yes" only; 2 points if he checked "no" only; and 1 point if he checked "no" and gave an example. The highest possible score on the scale of EFF2 was 8, with each of the item clusters contributing a maximum of 4 points each.

Test-retest reliabilities for the three measures of political efficacy were computed. Obtained coefficients were as follows: EFF8,  $r = .845$ ; EFF5,  $r = .779$ ; and EFF2,  $r = .640$ .

Political knowledge (KNOW) was measured by a 28-item objective test. Items related to objectives of the experimental units and general civic knowledge. The total number of correctly answered questions was used as the Ss score for KNOW.

#### Analyses of Data

Analyses of variance of the pre-test scores revealed no significant difference on any of the criterion measures between the experimental classes at either school, and no significant differences on these measures between the contrast classes at either school. Therefore, the classes were collapsed into a 2 x 2 analytic design (Treatment Group x Ethnic Group) with each school analyzed separately. Following the post-test, hour long taped student interviews were conducted with a randomly selected one-fourth of the study population (30 at School A and 30 at School B), with the ethnic groups and sexes approximately equally represented, but with twice as many interviews

from the experimental groups as from the contrast groups. This interview data, analyzed impressionistically, was used to aid in explaining obtained results.

The analysis of variance of the pre-test scores also revealed significant main effects for treatment and ethnicity at School A (no significant main effects or interactions were discovered at School B). Therefore, analyses of covariance of pre-test scores on post-test scores was utilized as the major statistical treatment of obtained data. All ANCOVAs utilized computer program COVARY (Veldman, 1967) for the CDC 6600 computer, The University of Texas at Austin.

## Results

Mean political cynicism, political efficacy, and political knowledge scores are summarized by treatment and ethnic group in Table 1 for School A and by Treatment, sex, and ethnic group in Table 3 for School B. Analyses of the data are reported below.

### Results of the Analyses of Covariance at School A (Anglos and Blacks)

These analyses (See Table 2) revealed a significant main effect for treatment at School A on three dependent variables: CYN, EFF8, and KNOW. Overall, CYN mean scores did increase in the contrast group, while mean scores on all three EFF measures in the experimental group increased, and

mean scores of EFF8 and EFF5 decreased in the contrast group. The main effect for ethnicity was significant on EFF2 and on KNOW. No significant main effects for sex and no interactions were revealed by the analyses of dependent variables at School A.

Differences obtained between Blacks and Anglos in the experimental group were significant on the following dependent variables: EFF5 ( $p = .0338$ ), EFF2 ( $p = .058$ ), and KNOW ( $p = .002$ ). Blacks manifested higher EFF5 scores than did Anglos in the experimental group, while Anglos' scores on EFF2 and KNOW were higher than Blacks'. No significant differences were found between the adjusted means of Blacks and Anglos in the contrast group on any of the dependent variables.

To further interpret the results of the analyses of covariance, analyses of variance of pre-test and post-test scores for each ethnicity/treatment group were performed to ascertain whether or not changes on the post-tests were significant. The following significant differences were obtained: 1) Anglos in the contrast group gained on CYN ( $p = .063$ ) and decreased on EFF8 ( $p = .100$ ); 2) experimental group Anglos gained on EFF2 ( $p = .017$ ) and KNOW ( $p = .000$ ); and 3) experimental group Blacks gained on EFF8 ( $p = .117$ ) and on EFF5 ( $p = .008$ ).

Incomplete analyses of in-depth interviews at School A indicate that Anglos' involvement in political fieldwork was especially salient in promoting feelings of political efficacy in local government. Furthermore, exposure of Anglos to Black and Mexican-American culture through readings

and discussion seemed to promote feelings of empathy.

#### Results of the Analyses of Covariance at School B (Blacks and Mexican-Americans)

Examination of Table 4 reveals that the main effect for sex was statistically significant on three criterion measures, CYN, EFF8, and EFF5. Only one significant treatment main effect, for KNOW, was obtained and neither significant main effects for ethnicity nor interactions were noted.

A series of planned comparisons comparing the adjusted means of males and females (within treatment/within ethnic group) were performed on all five dependent variables to explore the nature of the significant sex effect. A discernable pattern emerged. In every comparison, except Mexican-American males versus Mexican-American females in the contrast group, females' CYN mean scores increased whereas their three EFF scale scores decreased. For males, the findings were exactly reversed. Among both the Black and Mexican-American males, CYN mean scores decreased while the three EFF mean scores increased. For Mexican-Americans in the contrast group, mean scores of both males and females decreased on CYN and increased on the three scales of EFF.

While Black females in the experimental group scored higher on CYN and lower on EFF in the post-test than did Black males, none of these sex differences was statistically significant. In the contrast group, however, differences between Black males and females were found to be

statistically significant on three dependent variables: CYN ( $p = .104$ ), EFF8 ( $p = .041$ ), and EFF5 ( $p = .074$ ). The reverse pattern emerged among the Mexican-Americans. Here, significant differences between the sexes were found in the experimental group rather than in the contrast group. Females' scores on the post-test measures were higher on CYN ( $p = .214$ ) and lower on EFF8 ( $p = .096$ ) and on EFF5 ( $p = .069$ ). These findings indicate that the experimental units probably had a more "positive" impact on Blacks and Mexican-American males than on Mexican-American females, and that this latter group may have been "negatively" affected by the experimental curriculum. The pattern of this sex effect may have worked to mask a possible treatment effect at School B.

Again, in an effort to probe the results of the covariance analyses an analysis of variance of individuals' pre-test and post-test scores for each sex/ethnicity/treatment group was performed. While few differences were statistically significant, a pattern emerged which may be interpreted to mean that the experimental units were more salient than the contrast units in affecting the political orientations of interest.

In the contrast group, no changes on the post-test scores were significant except among Black males where CYN decreased ( $p = .097$ ) and EFF5 ( $p = .161$ ) and KNOW ( $p = .136$ ) increased. As would be expected, all sex/ethnic groups within the experimental treatment group increased their scores on KNOW ( $p = .000$ ). Beyond this, in the experimental group,



Mexican-American males increased on EFF8 ( $p = .151$ ) and EFF5 ( $p = .245$ ) and Mexican-American females increased on EFF2 ( $p = .248$ ). Among Blacks in the experimental group, males increased on EFF8 ( $p = .188$ ) and EFF5 ( $p = .178$ ), while females increased on EFF2 ( $p = .047$ ) and decreased on EFF5 ( $p = .188$ ). Hence, Mexican-American students appeared to be less affected by both the experimental and contrast units than were Black students.

Preliminary analysis of the taped student interviews at School B indicate that the experimental units were strongly salient in promoting feelings of political efficacy among the Black and Mexican-American students interviewed -- often to the point of effecting concrete political action. Such a conclusion is not evident from analysis of interviews of student from the contrast group.

### Discussion

While this research is clearly exploratory, the findings of this study support those critics of the "traditional" approach to political education who advocate emphasis upon political behavior, processes and conflict, rather than the usual emphasis upon government structure and institutions. The experimental units appeared to be salient means of increasing feelings of political efficacy among Anglo, Black, and Mexican-American students.

Blacks in the School A experimental group demonstrated increased feelings of both political cynicism and political efficacy. These findings are consistent with Ehman's (1970) conclusions that the discussion of controversial social issues does not erode the political trust of Anglos, while the feelings of political cynicism is promoted among Blacks exposed to such issues. Too, data from this study are consistent with Ehman's finding that increased treatment of controversial issues in social studies classes is related to increased feelings of political efficacy among both Black and Anglo students.

The fact that the contrast units seemed to be effective in reducing cynicism and increasing efficacy among Blacks, but had the reverse effect for Anglos, may be related to the findings by Langton and Jennings (1967) which suggest that the "traditional" twelfth grade curriculum has more "positive" impact on Blacks than among Anglos. Perhaps the lack of impact these units had on Mexican-Americans in the study was also due to a redundancy factor. Other possible explanations however, would include the existence of basic political orientations among Mexican-Americans which differ from those of Black and Anglo-Americans (Garcia, 1972), or the nature of the instrumentation itself.

Feelings of political cynicism among Anglos using the experimental materials were not increased. Hence, as was noted by Patrick (1971), the study of conflict and the "sordid realities" of the American political

system seems not necessarily to diminish feelings of political trust.

Although preliminary results from the in-depth interviews support the statistical findings that the contrast units were indeed salient in increasing Anglo students' feelings of political cynicism and in decreasing their feelings of political efficacy, these findings must be cautiously interpreted. A "traditional" government curriculum in other settings should not be assumed to increase students' feelings of political cynicism and decrease their feelings of political efficacy as the contrast units in this study appear to have done. But at the very least the data indicate that twelfth-grade government curriculum which emphasizes structure and institutions and deemphasizes patterns of political conflict and change may sometimes operate to increase negative political orientations in the student. Furthermore, these data, plus the findings that the experimental units appeared to be successful in "teaching for political efficacy," give support to those who claim that the school is a potent agent of political socialization among adolescents.

The experimental units appear to have made the Anglo students more aware of concrete actions they personally could take to "solve" the national and local problems they perceive as being most severe. Furthermore, after experiencing this curriculum they appeared to see themselves as more likely to take such action, and less likely to react with apathy. To the extent that political orientations of alienation and apathy have indeed been

decreased, changes in political behavior of these citizens can be expected in the direction of action within the political system. For Blacks and Mexican-Americans, the experimental units may have enhanced the appeal of the Black Power and Brown Power movements with their emphases on unity, organization, community power and a general "do-it-yourself" philosophy. According to Seasholes (1966; p. 65), this possibility is what educators should aim toward. While his focus is upon Blacks, his suggestions seem applicable to other oppressed minorities.

. . . While there is much other than what happens to Negroes' in school that puts them at a political disadvantage, this fact should not deter us from trying to maximize the impact the school experience can have on their later political effectiveness. I have called Negro political immobility "bad strategy." Perhaps the greatest contribution we as educators could make to the schoolage Negroes who will be tomorrow's adult citizens is to re-orient their thinking about the development and use of political strategy. This means spelling out with approval the various techniques of bargaining, forced demands, concession, and occasional retreat that are used by politically successful subgroups in our society.

For those who accept the assumption that "teaching for political efficacy" should be a major goal of political education, this study offers support to the hope that this goal is attainable.

TABLE 1

Summary of Means, Standard Deviations, and Adjusted Means of Criterion Scores  
of School A Subjects by Treatment and Ethnic Groups

Treatment	Ethnic Group											
	Blacks						Anglos					
	Pre-Test M	SD	Post-Test M	SD	Adjusted Post-Test M	Adjusted Post-Test SD	Pre-Test M	SD	Post-Test M	SD	Adjusted Post-Test M	Adjusted Post-Test SD
<b>Experimental</b> (Blacks, N=10; Anglos N=43)												
Scale												
CYN	10.20	2.25	10.40	2.01	9.87	2.01	8.84	2.38	8.63	2.47	8.75	2.47
EFF8	20.10	2.39	21.20	2.93	21.52	2.93	20.70	3.14	20.98	3.09	20.90	3.09
EFF5	13.80	1.89	15.00	2.41	15.31	2.41	14.28	2.37	14.16	2.40	14.09	2.40
EFF2	4.90	1.81	4.50	1.80	4.78	1.80	5.30	1.87	6.05	2.09	6.01	2.09
KNOW	14.80	5.93	16.70	5.97	16.08	5.97	13.37	4.96	19.70	3.76	19.84	3.76
<b>Contrast</b> (Blacks, N=7; Anglos N=54)												
Scale												
CYN	11.86	1.81	11.43	1.59	11.08	1.59	10.63	2.18	11.22	1.93	11.27	1.93
EFF8	16.14	2.70	17.14	4.82	19.98	4.82	20.65	3.14	20.07	3.34	19.71	3.34
EFF5	10.00	3.55	11.00	3.70	13.05	3.70	13.78	2.92	13.43	2.58	13.16	2.58
EFF2	3.57	1.18	4.14	1.12	4.95	1.12	5.11	2.04	5.31	2.04	5.21	2.04
KNOW	12.43	4.17	14.29	3.81	14.81	3.81	13.22	5.03	13.48	4.63	13.41	4.63

TABLE 2

Summary of Analyses of Covariance of School A Subjects' Pre-Test  
Scores for the Five Dependent Variables

Scale	Source	DF	Adjusted SS	Adjusted MS	<u>F</u>	p
CYN	Treatment	1	490.23	66.29	17.05	.000
	Ethnicity	1	429.05	5.11	1.31	.254
	Sex	1	434.24	10.31	2.65	.106
EFF8	Treatment	1	734.49	24.10	3.70	.057
	Ethnicity	1	713.30	2.91	.45	.510
	Sex	1	711.07	.68	.10	.750
EFF5	Treatment	1	401.67	7.94	2.20	.140
	Ethnicity	1	401.17	7.44	2.06	.150
	Sex	1	394.59	.86	.24	.630
EFF2	Treatment	1	325.49	6.68	2.29	.134
	Ethnicity	1	328.21	9.40	3.22	.076
	Sex	1	318.85	.05	.02	.902
KNOW	Treatment	1	1927.24	805.14	78.21	.000
	Ethnicity	1	1161.70	39.60	3.85	.052
	Sex	1	1125.49	3.39	.33	.567

N = 53 in Experimental Group

N = 61 in Contrast Group

TABLE 3

Summary of Means, Standard Deviations, and Adjusted Means of Criterion Scores  
of School B Subjects by Treatment, Ethnic Groups, and Sex

Treatment	Ethnic Group											
	Black Males						Black Females					
	Pre-Test M	SD	Post-Test M	SD	Adjusted Post-Test M	Adjusted Post-Test SD	Pre-Test M	SD	Post-Test M	SD	Adjusted Post-Test M	Adjusted Post-Test SD
<b>Experimental</b> (Males, N=8; Females N=21)												
Scale												
CYN	10.63	2.29	9.75	3.11	9.21	3.11	9.57	2.54	10.00	2.56	10.30	2.56
EFF8	17.89	2.57	19.62	1.73	19.89	1.73	18.76	3.39	18.38	3.65	18.28	3.65
EFF5	11.50	1.87	12.75	1.39	13.11	1.39	12.81	2.63	11.95	2.68	11.82	2.68
EFF2	4.38	2.00	5.38	1.41	5.35	1.41	4.24	1.23	5.05	1.79	5.06	1.79
KNOW	9.50	5.34	14.88	5.40	15.34	5.40	10.38	3.39	15.29	4.04	15.11	4.04
<b>Contrast</b> (Males, N=15; Females N=4)												
Scale												
SYN	10.47	1.93	9.20	2.32	9.23	2.32	11.00	2.35	11.50	1.12	11.38	1.12
EFF8	19.47	2.87	19.80	2.51	19.47	2.51	17.50	1.65	16.25	2.77	17.50	2.77
EFF5	12.87	2.19	13.40	1.99	13.16	1.99	11.50	1.50	10.75	2.59	11.65	2.59
EFF2	4.47	1.02	4.73	1.98	4.85	1.98	5.75	2.28	5.00	1.23	4.56	1.23
KNOW	11.67	3.89	13.13	4.62	13.25	4.62	12.25	3.77	12.50	6.10	12.08	6.10

TABLE 3 (continued)

Treatment	Mexican-American Males						Mexican-American Females						
	Pre-Test			Post-Test			Pre-Test			Post-Test			
	M	SD	M	M	SD	M	M	SD	M	SD	M	SD	
<b>Experimental</b> (Males N=14; Females N=23)													
<u>Scale</u>													
CYN	10.21	2.40	9.43	3.09	9.26	9.78	2.00	10.17	2.41	10.28			
EFF8	18.64	2.77	19.79	2.14	19.76	18.47	2.81	18.17	3.35	18.76			
EFF5	12.64	2.38	13.43	2.13	13.30	12.17	2.51	12.00	2.17	12.08			
EFF2	4.43	1.99	4.29	1.67	4.30	4.48	1.14	4.87	1.60	4.86			
KNOW	14.07	3.43	18.57	2.13	16.73	9.04	4.18	14.74	3.96	15.86			
<b>Contrast</b> (Males N=17; Females N=19)													
CYN	10.24	2.24	9.41	2.06	9.34	9.84	2.11	9.53	2.01	9.59			
EFF8	18.77	3.67	19.24	3.35	18.83	17.68	2.99	18.26	3.73	18.62			
EFF5	12.35	2.89	13.00	2.91	12.76	11.68	2.66	12.00	2.81	12.22			
EFF2	4.47	2.09	4.53	1.61	4.43	4.11	1.59	4.47	1.90	4.57			
KNOW	11.82	3.70	11.71	3.86	10.54	9.53	3.79	10.63	4.98	11.67			



TABLE 4

Summary of Analyses of Covariance of School B Subjects' Pre-Test Scores on Post-Test Scores for the Five Dependent Variables

Scale	Source	DF	Adjusted SS	Adjusted MS	F	p
CYN	Treatment	1	556.47	3.35	.70	.403
	Ethnicity	1	553.44	.32	.07	.795
	Sex	1	574.70	21.59	4.53	.035
EFF8	Treatment	1	855.06	.58	.08	.780
	Ethnicity	1	855.10	.63	.09	.771
	Sex	1	886.30	31.82	4.32	.039
EFF5	Treatment	1	492.30	4.24	.03	.865
	Ethnicity	1	494.49	2.31	.55	.462
	Sex	1	521.26	29.09	6.86	.010
EFF2	Treatment	1	308.79	2.65	.59	.445
	Ethnicity	1	311.10	3.87	1.46	.229
	Sex	1	307.39	.159	.06	.807
KNOW	Treatment	1	1639.53	519.38	53.79	.000
	Ethnicity	1	1121.08	9.66	.10	.756
	Sex	1	1120.65	.50	.05	.820

N = 66 in Experimental Group

N = 55 in Contrast Group

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