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ABSTRACT

A two-volume report of a survey to identify current school activities and interests in 16 program areas related to citizenship education in Delaware is presented. These program areas include environmental studies, inviting community members to speak and work in the schools, developing citizen-related social and cognitive skills, law-related education, family life education (for students and parents), moral/ethical/values education, student involvement in school governance, student activities in the community, measures of social development, global education, analysis of the mass media, and conducting inservice training for staff on students' social development. Other items of interest were environmental studies and involvement of community members (elementary schools), legal rights and responsibilities and involvement of students in school governance (junior high schools), and social/cognitive skills and family life (senior high schools). Low interest items include student activities in the community, workshops for parents of junior high school students on family life, and global education. Volume II of the report contains statistical tables to which the text of Volume I refers. (KC)

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A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS  
IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS

IN  
DELAWARE

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FINAL REPORT

TO THE EDUCATIONAL RESOURCES  
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VOLUME 1: PURPOSE, PROCEDURES, AND RESULTS

Submitted to  
National Institute of Education

by

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Suite 1700/1700 Market Street  
Philadelphia, Pennsylvania 19103

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TABLE OF CONTENTS

	Page
List of Tables . . . . .	ix
List of Figures . . . . .	xi
Preface . . . . .	xiii
Introduction . . . . .	1
Conception of Citizen Education . . . . .	1
Purpose of the Survey . . . . .	3
Major Questions . . . . .	4
Procedures . . . . .	5
Survey Population . . . . .	5
Survey Questionnaire . . . . .	8
Citizen education items . . . . .	8
Demographic items . . . . .	15
Format of the questionnaire . . . . .	15
Pilot tests of the questionnaire . . . . .	17
Questionnaire reproduction . . . . .	20
Data Collection Procedures . . . . .	21
Initial contact with school principals . . . . .	21
Distribution of mail questionnaires . . . . .	21
Follow-up procedures . . . . .	23
Telephone interview process . . . . .	23
Further contact with school principals . . . . .	25

	Page
Data Processing Procedures . . . . .	26
Coding . . . . .	26
Summarization of the data . . . . .	29
Other analyses . . . . .	31
Outside Reviews of Survey Procedures . . . . .	33
Delaware Department of Public Instruction . . . . .	33
Research for Better Schools, Inc., Institutional Review Board . . . . .	34
Dr. Leonard L. LoSciuto, Director, Institute for Survey Research, Temple University . . . . .	35
Results . . . . .	37
Item 1: Environmental Studies . . . . .	38
Elementary schools . . . . .	38
Middle/junior high schools . . . . .	40
Senior high schools . . . . .	40
Item 2: Community Members at School . . . . .	42
Elementary schools . . . . .	42
Middle/junior high schools . . . . .	44
Senior high schools . . . . .	45
Item 3: Multicultural Education . . . . .	47
Elementary schools . . . . .	47
Middle/junior high schools . . . . .	48
Senior high schools . . . . .	49

	Page
Item 4: Citizen-Related Social and/or Cognitive Skills . . . . .	51
Elementary schools . . . . .	51
Middle/junior high schools . . . . .	52
Senior high schools . . . . .	53
Item 5: Law-Related Education . . . . .	55
Elementary schools . . . . .	55
Middle/junior high schools . . . . .	56
Senior high schools . . . . .	57
Item 6: Social Action . . . . .	59
Elementary schools . . . . .	59
Middle/junior high schools . . . . .	60
Senior high schools . . . . .	61
Item 7: Economics Education . . . . .	63
Elementary schools . . . . .	63
Middle/junior high schools . . . . .	64
Senior high schools . . . . .	65
Item 8: Family Life Education . . . . .	67
Elementary schools . . . . .	67
Middle/junior high schools . . . . .	68
Senior high schools . . . . .	69
Item 9: Family Life Education for Parents . . . . .	71
Elementary schools . . . . .	71

	Page
Middle/junior high schools . . . . .	72
Senior high schools . . . . .	73
Item 10: Moral/Ethical/Values Education . . . . .	75
Elementary schools . . . . .	75
Middle/junior high schools . . . . .	76
Senior high schools . . . . .	77
Item 11: Student Involvement in School Governance . . . . .	79
Elementary schools . . . . .	79
Middle/junior high schools . . . . .	80
Senior high schools . . . . .	81
Item 12: Student Activities in the Community . . . . .	83
Elementary schools . . . . .	83
Middle/junior high schools . . . . .	84
Senior high schools . . . . .	85
Item 13: Measures of Social Development . . . . .	87
Elementary schools . . . . .	87
Middle/junior high schools . . . . .	88
Senior high schools . . . . .	90
Item 14: Global Education . . . . .	92
Elementary schools . . . . .	92
Middle/junior high schools . . . . .	93
Senior high schools . . . . .	94

	Page
Item 15: Analysis of the Mass Media . . . . .	96
Elementary schools . . . . .	96
Middle/junior high schools . . . . .	97
Senior high schools . . . . .	98
Item 16: In-Service Students' Social Development . . . . .	100
Elementary schools . . . . .	100
Middle/junior high schools . . . . .	101
Senior high schools . . . . .	102
Summary . . . . .	104
Elementary school level . . . . .	105
Middle/junior high school level . . . . .	106
Senior high school level . . . . .	107
Similarities and differences among school levels . . . . .	107
References . . . . .	111
Appendices . . . . .	115
A: Survey Questionnaire . . . . .	115
B: Data Collection Materials: Correspondence with School Principals . . . . .	137
C: Data Processing: Lists of Topics Counted and Not Counted with Each Citizen Education Item . . . . .	147
D: Letter from Delaware Department of Public Instruction . . . . .	167
E: Certificate of Approval, Research for Better Schools, Inc., Institutional Review Board . . . . .	171

LIST OF TABLES

Table

Page

1. Number of Schools in Recommended Population,  
and Per Cent of Schools Responding, by  
School Level . . . . . 7



LIST OF FIGURES

Figure	Page
1. Example of Citizen Education Content Area Item . . . . .	ii
2. Example of Citizen Education Activity Item . . . . .	12

A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS  
IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS

IN DELAWARE:

FINAL REPORT

VOLUME 1: PURPOSE, PROCEDURES, AND RESULTS

Preface

In the spring of 1978, the Citizen Education component of Research for Better Schools, Inc. (RBS) conducted a survey of citizen education activities and interests in elementary, middle/junior high, and senior high schools in Delaware, New Jersey, and Pennsylvania. RBS carried out the survey in cooperation with the Department of Education in each state to obtain information about current practices and interests in citizen education.

The results of the survey, in conjunction with other information regarding student needs and school programs, will be used to further collaborative improvement efforts in citizen education in the tri-state region. These efforts will be coordinated with ongoing improvement programs in each state. RBS is working with the Department of Education and schools in each state to set goals, to define student needs, and to develop and implement model programs in citizen education in that state. RBS and a statewide citizen education planning group in each state will use survey information to coordinate model program development and to plan site research in citizen education. RBS will be working with

educators, students, and community members to formulate citizen education programs for local sites that can ultimately be shared across the state. The citizen education survey will assist both the statewide planning effort and model program development at the local level in each state of the tri-state region.

RBS has prepared three survey reports, one report for each of the three states that participated in the survey. Each report consists of two volumes. The first volume describes the purpose of the survey, the procedures followed to conduct the survey, and the results of the survey in the given state. Appendices to the first volume contain documents related to conducting the survey in the state, in terms of exchanges with both the state Department of Education and the specific respondent population. Volume 2 of each report contains tables of data which report current citizen education activities and interests in elementary, middle/junior high, and senior high schools by school level, school enrollment size, and regional location.

## Introduction

This section reports the conception of citizen education upon which the citizen education survey design was based, the purpose of the survey, and the major questions posed by the survey.

### Conception of Citizen Education

Traditionally schools in the United States have fostered the development of good citizenship by conducting civics courses, American government classes, and observances of national holidays. Recently, however, with the emergence of renewed interest in citizen education, the field has taken on new dimensions. Practitioners, scholars, and citizens-at-large have recommended that content areas reflecting diverse societal concerns and needs be included in citizenship programs.

For example, a national task force co-sponsored by the Kettering Foundation and the Danforth Foundation recommended that citizen education programs include the study of constitutional rights and freedoms, the environment, ethical and moral values, and the interdependence of peoples (Education for Responsible Citizenship, 1977). Other authorities in the field have suggested the inclusion of such areas as law-related education, global perspectives education, multicultural studies, political behavior, and social action learning (Ramos, 1977). In 1976, participants at a national conference on education and citizenship sponsored by the U.S. Office of Education and the Council of Chief State School Officers added economics education and family life education to the content areas encompassed by citizen education (Education and Citizenship, 1977). A

national survey of state education agencies' goals and practices identified further directions for citizen education such as community education, personal development, and consumer education (Blum, 1977).

In designing the citizen education survey, RBS studied the recommendations of these varied sources and focused on certain content areas and types of activities as being included in the most representative expression of the citizen education domain. The content areas included in this conception were: civics, community education, ecology, economics education, energy, environmental education, equity education, family education, global perspectives education, government, history, interpersonal skills, law-related education, moral/ethical/values education, multicultural education, organizational development, personal development, political participation, problems of democracy, social development, and social science.

In addition to the content areas listed above, various types of activities were viewed as integral to sound citizen education programs, viz., student action and participation in community life as well as parent and community member involvement in school affairs. From this perspective, the citizen education domain was conceived to encompass such activities as social action by students serving citizen interests, student participation in school governance, and the analysis of the impact of media on personal and social development, as well as family education programs for parents, bringing community members into the classroom, and involving parents and community members in policy development related to

citizen education (Hill, 1978).

Thus, in designing and developing the survey, RBS incorporated both a content area dimension and varied types of classroom and school activities into the survey questionnaire. The section "Survey Questionnaire" and Appendix C report the particular content areas selected, the types of activities included, and the variety of topics covered in the survey design. These pieces reflect the conception of citizen education which underlies the survey and the project of which it is a part.

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#### Purpose of the Survey

Given the above perspective, the purpose of the tri-state survey was to identify current school activities and interests in the program areas conceived of as part of citizen education. The survey focused on obtaining baseline information regarding the content and processes of citizen education activities within each school level, viz., elementary schools, middle/junior high schools, and senior high schools of all three states. The survey also investigated the degree of interest among schools in developing, or further developing, activities in the domain of citizen education.

Survey results, in conjunction with other information regarding student needs and school programs in citizen education, will guide a collaborative school improvement effort in Delaware. RBS and the Delaware Citizen Education Planning Group will use the results and other available information for planning model program development in citizen education and for coordinating citizen education projects with Delaware's

statewide school improvement efforts.

### Major Questions

For each content area and type of activity included in the domain of citizen education, the survey posed the following questions:

1. What citizen education courses, seminars, units, etc., have elementary, middle/junior high, and senior high schools conducted during the 1977-1978 school year?

2. How interested are elementary, middle/junior high, and senior high schools in developing, or developing further, citizen education activities?

## Procedures

This section reports the procedures used to conduct the citizen education survey. It describes the survey population, the questionnaire, data collection and data processing procedures, and outside reviews of survey procedures and materials.

### Survey Population

This section reports information regarding the number and classification of schools that participated in the survey in Delaware.

The Delaware Department of Public Instruction requested that RBS survey schools in nine recommended school districts rather than randomly select a sample of schools throughout the state. RBS had designated elementary, middle/junior high, and senior high schools as the unit to be contacted because citizen education activities ordinarily occur at school and classroom levels. RBS had selected the school principal as the survey respondent on the assumption that a school's chief administrator would have the most comprehensive knowledge of activities and interests operative at every level of the school organization.

Within the districts recommended by the State Department, RBS contacted all schools classified as follows:

1. Elementary, i.e., schools housing grades K-2, K-4, K-5, K-6, Readiness-3, 1-5, 3-4, 2-6, 4-6, 5-6, and K, 3, 5, 6.
2. Middle or junior high, i.e., schools housing grades 5-8, 6-8, 7-8, and 7-9.
3. Senior high, i.e., schools housing grades 9-12 and 10-12.



Table 1 reports the number of schools in the recommended population, the number of responding schools, and the percent response by school level. Tables A.1, A.2, and A.3 in Volume 2 of this report present the number of schools responding by school level and enrollment, the number of schools responding by school level and nature of region, and the number of respondents by school level and professional position respectively.

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TABLE 1  
 NUMBER OF SCHOOLS IN RECOMMENDED POPULATION,  
 AND PER CENT OF SCHOOLS RESPONDING,  
 BY SCHOOL LEVEL

Group	School level			
	Elementary	Middle or junior high	Senior high	All levels
Recommended population	45	15	12	72
Responding schools <sup>a</sup>	40	13	11	64
Per cent response <sup>b</sup>	89.0	87.0	92.0	89.0

<sup>a</sup> Responses comprise the total number of completed questionnaires obtained by both mail and interview.

<sup>b</sup> This is computed as the number of responding schools as a percentage of the recommended population.

## Survey Questionnaire

The survey questionnaire was designed to obtain information regarding current school activities and interests in citizen education as well as demographic information about the nature of the schools that participated in the survey. During the development of the survey, RBS tested and revised early versions of the questionnaire to improve its efficiency and effectiveness in eliciting information regarding citizen education.

This section describes the final version of the citizen education and demographic items<sup>1</sup> on the questionnaire, the format of the questionnaire, the pilot tests and subsequent revisions of the questionnaire, and reproduction of the questionnaire. Appendix A contains a copy of the survey questionnaire.

Citizen education items. The final version of the questionnaire contained 17 items about current citizen education activities and interests in elementary, middle/junior high, and senior high schools.

The first 16 items about citizen education are similar in content and format. As a group, they request information about current school courses, units, seminars, etc., and interests in the following content areas and types of activities included in the citizen education domain.

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<sup>1</sup>In this report, the term 'item' is used in place of the term 'question' for items 1 through 18 in the questionnaire.

### Content Areas

1. Environmental studies, Item 1.
2. Multicultural education, Item 3.
3. Citizen-related social and/or cognitive skills, e.g., planning, decision-making, inquiry, critical thinking, Item 4.
4. Law-related education, Item 5.
5. American economic system, Item 7.
6. Family life and/or parenting (programs for students), Item 8.
7. Family life and/or parenting (programs for parents), Item 9.
8. Moral/ethical/values education, Item 10.
9. International relations and/or global perspectives, Item 14.

### Types of Activities

1. Community members at school, Item 2.
2. Social action serving citizen interests, Item 6.
3. Student involvement in school governance, Item 11.
4. Student work-study/internship/volunteer activities in community agencies, Item 12.
5. Formal tests of students' social growth, skills and development, Item 13.
6. Critical analysis of mass media, Item 15.
7. Inservice education on students' social development, Item 16.

As a group, the content areas and types of activities listed above include the traditional focus of citizen education on civics and government as well as recently developed areas and interests in the field, e.g.,

political participation, environmental studies, values education. They cover the range of interest reported in the previous section, "Conception of Citizen Education." Some types of activities indicate the emphasis on action and community participation viewed as integral to citizen education. Two types of activities, namely, testing and inservice education on social development, reveal RBS' interest in using data-based, systematic processes for improving citizen education programs.

Each citizen education item, 1 through 16, contains three parts: (1) an initial question about current activities; (2) a few follow-up questions about current activities; and (3) a question about interest in developing activities in citizen education. Examples of items 1 through 16, namely, items 1 and 2, appear in Figure 1 and Figure 2. Item 1 is an example of an item that focuses on a particular content area. Item 2 is an example of an item that focuses on a particular type of activity.

The following text describes the three parts of each item.

The first part of each item (1 through 16) asks whether or not the school currently either offers any non-required courses, seminars, units, etc., in a given content area or conducts a given type of activity. Instructions printed on the questionnaire ask the respondent to circle YES or NO in response.

The second part of each item (1 through 16) presents follow-up questions to be answered if the response to part one was YES. Part two (labeled "1a," "2a," "3a," etc.) contains the following questions about each given content area:

Figure 1: Example of Citizen Education Content Area Item

## Part One

**ENVIRONMENTAL STUDIES**

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandatory, the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. Circle YES or NO below. If you answer YES, please make sure that you answer both item 1a and item 1b.

YES Go on to both items 1a and 1b.                      NO Go on to item 1b.

## Part Two

1a

What course(s), seminar(s), unit(s), etc., the school has conducted this year	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

## Part Three

1b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

<b>VERY INTERESTED</b>	<b>INTERESTED</b>	<b>SOMEWHAT INTERESTED</b>	<b>NOT INTERESTED</b>
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Figure 2: Example of Citizen Education Activity Item

### Part One

#### COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite **COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION**, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? Circle YES or NO below. If you answer YES, please make sure that you answer both items 2a and item 2b.

YES Go on to both items 2a and 2b.

NO Go on to item 2b.

### Part Two

2a

What community members have come to school this year?	What topics have community members presented?	How often have community members come to school this year?	In what grade(s) are the students?	Approximately what percent of students within each grade participate?

### Part Three

- 2b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

1. Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.
2. What topics have pupils studied this year?
3. How often has the school conducted the course(s), unit(s), etc., this year?
4. In what grade(s) are the students?
5. Roughly, what percent of students within each grade participate?

In the second part of items that present types of activities rather than content areas, some of the follow-up questions differ for each type of activity. In item 2, which asks whether or not community members present citizen education activities at school, for example, one follow-up question asks "What community members have come to school this year?" In item 15, which asks whether or not students critically analyze mass media, one follow-up question asks "What issues have students analyzed this year?" Three additional follow-up questions are the same in all items which ask about types of activities:

1. How often has the activity occurred?
2. In what grade(s) are the students who participate?
3. Roughly, what percent of the students within each grade participate?

The third part of each item (labeled "1b," "2b," "3b," etc.) asks how interested the school is in developing, or further developing, a given type of citizen education activity or content area. The following



response choices accompany items referring to citizen education content areas:

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

The following response choices accompany items referring to types of activities:

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Instructions printed on the questionnaire ask each respondent to answer part one and part three of each item, 1 through 16. Respondents who answer YES to part one are also asked to respond to part two. The question format in part one and part three is closed; each part presents fixed response choices. These closed-ended questions provide uniform information about current activities and school interests in citizen education and facilitate data processing procedures. The format of all questions in part two is open-ended because it was assumed that school programs which offer the range of content areas or types of activities included in citizen education vary extensively. An open-ended format frees each respondent to report a variety of program information about each citizen education activity at his or her school.

Item 17 is the last item about citizen education on the questionnaire. It is an open-ended question which requests information about any other citizen education activities not previously reported. Item 17 asks, "What other citizen education activities, courses, units, etc., does your school currently conduct that you have not previously mentioned or described?"

Demographic items. The questionnaire contained four demographic items that seek information about the professional position of the respondent, the number of students enrolled at the school, the grades of the students who attend the school, and the nature of the region in which the school is located. The demographic items appear below:

18. Please provide the following information:

- a. Your professional position: \_\_\_\_\_
- b. Approximate number of students at your school: \_\_\_\_\_
- c. Grade(s) of the students who attend your school: *Circle all that apply.*  
K 1 2 3 4 5 6 7 8 9 10 11 12
- d. Is the region served by your school predominantly:  
\_\_\_\_\_ urban, \_\_\_\_\_ suburban, or  rural?

Format of the questionnaire. The questionnaire is formatted for self-administration by an individual respondent. The questionnaire contains an introduction which describes the purpose of the survey and gives examples of citizen education activities. Each citizen education item, 1 through 16, appears on a single page. The format of the items is

consistent throughout the questionnaire. Instructions for responding are included with each part of each item. The last citizen education item, 17, and the demographic items are on the last page of the questionnaire.

Pilot tests of the questionnaire. RBS conducted two pilot tests of the questionnaire to determine its efficiency and effectiveness in eliciting information regarding current activities and interests in citizen education at elementary, middle/junior high, and senior high schools.

The principals of three elementary and two secondary schools participated in the first pilot test. Pilot test schools represented the school levels included in the survey population, but were not part of the population reported in this study. Student enrollment and the grades in the pilot test schools were:

Type of school	Number of students	Grades
1. Elementary school	400	K-5
2. Elementary school	300	K-5
3. Elementary school	265	Pre-K, K-5
4. Middle school	410	6-7
5. Senior high school	2500	10-12

An RBS staff member met each principal at his or her school and explained the purpose of the survey and the principal's role as a pilot test participant. During this meeting, each principal responded to the questionnaire.

On the average, principals completed the questionnaire in about 30 minutes. All the principals reported that the items were clearly presented. An analysis of the responses revealed that the items were effective in eliciting a broad range of program information regarding

current citizen education activities and interests, but that there was some overlap among the content areas and types of activities to which the items referred. Also, respondents needed more space to record their replies.

As a result of the first pilot test, the following revisions were made in the questionnaire:

1. To eliminate overlap among the items, a few citizen education content areas and types of activities were combined with other content areas and activities similar in focus or nature. As a result, the number of citizen education items was reduced from 20 to 16.

2. Changes in the format of each citizen education item resulted in a separate, boxed response space for each follow-up question about a citizen education content area or type of activity, i.e., follow-up questions concerning the names of courses, seminars, etc., the topics that pupils have studied, the frequency of the activity, and the grades and percent of students who have participated.

3. To give further explanation to various degrees of interest in developing citizen education content areas and types of activities, RBS added definitions to the positions on the interest scale in each item, "1b," "2b," "3b," etc., as follows:

**VERY INTERESTED**  
Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**  
Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**  
Like to know more about this.

**NOT INTERESTED**

Following the revisions described above, RBS conducted a second pilot test of the questionnaire to confirm its clarity and effectiveness. The principals of one elementary and two secondary schools participated in this second test. Pilot test schools were not part of the survey population. Student enrollment and the grades in the pilot test schools were:

Type of school	Number of students	Grades
1. Elementary school	300	Pre-K, K-6
2. Junior high school	860	7-8
3. Senior high school	1750	9-10

An RBS staff member met with each principal at his school and explained the purpose of the survey and the principal's role in the pilot test. During this meeting, each principal responded to the questionnaire.

On the average, principals completed the revised questionnaire in about 30 minutes. All the principals reported that the items were clearly presented. An analysis of the responses revealed that the revised questionnaire, in particular the structured response spaces, tended to yield more detailed information about school activities in citizen education. The second pilot test resulted in minor changes in the wording of three items on the questionnaire.

Following the second pilot test and additional in-house reviews, RBS added one more item to the questionnaire, namely, Moral/Ethical/Values Education. In earlier versions of the questionnaire, this content area was included in one item with other similar content areas.

Since moral/ethical/values education is considered by many to be a major area of citizen education, a decision was made to elicit separate information concerning school practices and interests in this area (Bell, 1976; Fenton, 1977). This change increased the number of citizen education items from 16 to 17, the number in the final version of the questionnaire.

Questionnaire reproduction. RBS typeset and printed the survey questionnaire and prepared bound copies for distribution to elementary, middle/junior high, and senior high school principals. An identification number was stamped on the back of each questionnaire for data collection and data processing purposes. This procedure, i.e., numbering each questionnaire rather than recording school names or respondents' names on questionnaires, is in accordance with RBS' research policy to protect the confidentiality of survey information.

### Data Collection Procedures

RBS carried out a four-stage data collection process to obtain information concerning current citizen education activities and interests in elementary, middle/junior high, and senior high schools. The next sections report each stage in the process including (1) initial contact with school principals, (2) the distribution of mail questionnaires, (3) follow-up procedures, and (4) the telephone interview process.

Initial contact with school principals. During the second week of April, 1978, RBS sent the principal of each school in the recommended population a letter about the citizen education survey. Research on stimulating responses to mail questionnaires indicates that pre-contacting respondents before they receive a questionnaire appears to increase response rates (Linsky, 1975). The initial contact letter to principals identified RBS, and explained the purpose of the survey, survey procedures, and the role of school principals in the survey. The letter also pointed out that RBS was conducting the survey under a grant from the National Institute of Education and in cooperation with the Delaware Department of Public Instruction. The letter indicated that each principal would receive a questionnaire in a few days. Appendix B contains a copy of the initial contact letter (Document 1).

Distribution of mail questionnaires. During the third week of April, 1978, RBS mailed a copy of the survey questionnaire to the principal of each school in the population. RBS sent a cover letter



with the questionnaire as well as a survey endorsement memorandum from Dr. Donald H. H. Wachter, State Director of Instruction. RBS also enclosed a self-addressed, return envelope for each principal's use in returning the questionnaire to RBS.

The cover letter identified RBS, explained the purpose of the survey, noted the reasons for the identification number on the questionnaire, and provided instructions for filling out the questionnaire. Dr. Wachter's memorandum informed school principals that the Delaware Department of Public Instruction was cooperating with RBS in the survey project, indicated that survey results would be used to prepare model proposals for citizen education, requested that principals complete and return the questionnaire to RBS, and thanked the principals for their cooperation. Appendix B contains a copy of RBS' cover letter (Document 2) and Dr. Wachter's memorandum (Document 3).

On the same day that RBS mailed the questionnaire to the schools in the recommended population, RBS also wrote a letter to the superintendent of each school district in which the schools are located. The letter explained that RBS was conducting a tri-state survey of citizen education and that the Department of Public Instruction had recommended that we contact school principals in the superintendent's district to participate in the survey. RBS sent each superintendent a copy of Dr. Wachter's memorandum, noted that he would receive a summary statement of survey results when the study is complete, and thanked him for his cooperation.

Follow-up procedures. During April, May, and June, RBS kept a record of questionnaire returns and carried out follow-up steps to increase response rates.

As a first follow-up step, RBS mailed a postcard reminder to the principal of each school in the population. The postcard requested the prompt return of the questionnaire, asked principals who had not received a copy of the questionnaire to contact RBS for a copy, and thanked principals who had already returned the questionnaire.

Appendix B contains a copy of the postcard reminder (Document 4).

As a second follow-up step, RBS mailed a second copy of the questionnaire with a cover letter to those school principals who requested it.

The major follow-up step RBS then carried out was a telephone interview with principals who had not returned the mail questionnaire. The next section reports interview procedures which RBS carried out to increase response rates.

Telephone interview process. In May and June RBS staff interviewed mail non-respondent principals using essentially the same questions about citizen education that the mail questionnaire contained. This section reports the purpose of the interview process, the participants, and the activities that RBS carried out.

The major purpose of conducting interviews with these principals was to increase the number of respondents to the questionnaire. The

participants in the interview process were all those principals of elementary, middle/junior high, and senior high schools in the population who had not returned the questionnaire by mail and who agreed to participate in a telephone interview.

RBS carried out a number of activities to prepare for interviews with school principals. The activities included recruiting and hiring temporary interview personnel, designing interview materials and a training program for interviewers, and training interviewers to interview school principals in as bias-free a manner as possible. RBS prepared a telephone script and step-by-step instructions which interviewers used to establish contact with each principal, to schedule an interview, to ask survey questions, to obtain responses, and to report responses. RBS adapted the mail questionnaire for use during a telephone interview by adding introductory information, follow-up and probe questions, and transition statements between items on the questionnaire. RBS also changed the wording or phrases in some items, where necessary, to increase the clarity of the items.

Interview personnel conducted interviews with principals by telephone, using facilities at RBS. An interviewer called each principal and scheduled an interview appointment and then called back or, if a principal agreed, an interviewer immediately conducted an interview. Interviews were completed in May and June. Since these are very busy months at the end of the school year, some principals did not wish to take the time to participate and refused to schedule an interview

appointment. Some principals did not participate because they said that they had already returned the questionnaire by mail or that clearance from the central office in the school district was required before responding. Also, rather than participate in a telephone interview, several principals said that, if they had time, they would try to return the questionnaire by mail, or they requested that a second copy of the questionnaire be sent.

Further contact with school principals. RBS sent a thank-you letter to each school principal who returned a completed questionnaire. The letter thanked the principal for taking the time to report citizen education activities and interests at his or her school. RBS also responded to requests from some principals for more information about RBS' work in citizen education by sending brochures and other printed information describing the activities of the Citizen Education component. In the future, RBS will be mailing a summary statement of survey results to each school principal who responded to the questionnaire.

## Data Processing Procedures

This section describes data processing procedures carried out by RBS to analyze and report survey results. The procedures included coding responses to the questionnaire and analyzing the data through the use of appropriate computer programs.

Coding. The purpose of coding was to convert responses to the items on the questionnaire to a form that could be analyzed through the use of a computer. This section describes the process that RBS staff used to code responses to the questionnaire.

RBS established a coding scheme for the following survey information: School number, state name, and data collection method; responses concerning school level, professional position of respondent, number of students enrolled at school, grades of students attending school, and nature of region in which school is located; and responses to all three parts of items 1 through 16. RBS staff assigned designated code numbers to each response on a questionnaire and then transferred assigned code numbers to IBM FORTRAN sheets in preparation for keypunching the data onto IBM cards. RBS used a double-check system throughout the coding process. That is, staff worked in pairs, and one person checked the work of a second person at every stage of the process.

Regarding items 1 through 16, for part one of each item, staff used a single digit to code "yes" and "no" responses as well as "no response" to the question about whether or not a school conducted or offered

courses or activities in a given program area. For part two, staff counted and coded from 0 to 9 the number of school activities belonging to the content area or type of activity each item presented. For part three, staff coded the degree of interest in developing a given content area or type of activity by using a scale value from 4 for "very interested" to 1 for "not interested."

Since parts one and three of items 1-16 presented fixed response choices, a single numerical code was sufficient for reporting responses to these parts of each item. Part two, however, contained open-ended questions concerning current school activities and required, in addition to a numerical code, a set of rules that staff could follow to establish the number of activities belonging to each item. Therefore, to guide decisions regarding the number of activities belonging to each item, RBS prepared a list of topics that were to be counted and ones that were not to be counted for each item. The list was based on RBS' working definition of citizen education (Hill, 1978). Appendix C contains the list of topics for each item, 1-16. The next section (numbers 2 and 3 below) explains the use of the lists of topics.

To count and code responses to part two, items 1-16, staff carried out the following steps:

1. Staff first decided whether or not a given response to an item counted as an activity. To be counted as an activity, a response had to name a distinct course, program, unit, set of exercises, project, workshop, etc., that a school offered or conducted. RBS staff only

counted a response that named a separate, concrete entity. For example, the response "Environment and Man," the name of a course in the area of environmental studies, item 1, and the response "alternate energy project through architectural design," the name of a project in environmental studies, each named a separate, concrete activity. Staff counted and coded this set of responses as two activities. The response "our school teaches environmental science throughout the year in several different courses" did not name a separate, concrete entity and RBS did not, therefore, count the response as an activity a school conducted.

2. If a response did count as an activity, staff next decided whether or not the named activity belonged to the citizen education item where it was reported. To make each decision, staff referred to the list of topics to be counted and those not to be counted for each item. Each list names topics that belong and do not belong to each item and to the conception of citizen education which guided the development of the survey. For example, the list of topics for environmental studies, item 1, excludes such courses as general science, zoology, and biology from citizen education because science as science is not included in the citizen education domain (Hill, 1978). The topics "conservation," "pollution," and "beautification," on the other hand, are included because they suggest the study of ecological and social issues integral to the conception of citizen education on which the survey design was based. The list of topics for each item specifies the content areas and types of activities in citizen education that RBS reported in this survey.

3. If a named activity appeared to belong to citizen education but did not belong to the item where a school reported it, RBS staff reviewed the 16 citizen education items and the list of topics for each item to determine where an activity belonged. For example, the response to item 1, "students survey local energy use in the community" focuses on student activity in the community; it was judged to belong to item 6, "social action groups of students who initiate and carry out studies and activities serving citizen interests." Even though the response referred to "energy," a topic on the list for item 1, environmental studies, RBS counted and coded the response with item 6 because the response described student action that serves citizen interests in the community, the central theme of item 6.

RBS used the double-check process, referred to previously to make all decisions regarding (1) counting a response as an activity, (2) deciding that a response belonged or did not belong to the citizen education item where it was reported, and (3) deciding to which item a response belonged. One person made an original judgment, and a second person reviewed and verified original judgments. Where there was a difference in judgment, a third party reviewed both positions and made the final decision.

Summarization of the data. The coded and punched data were analyzed using subprograms of the Statistical Package for the Social Sciences (SPSS), a package of computer programs intended for use in analysis of educational and other kinds of social data. Two of the



package's subprograms, CROSSTABS and BREAKDOWN, were used for the analysis.

Essentially, the analysis computed for each item the number and percent of schools conducting a specified number of activities, and the number and percent of schools with a specified degree of interest in developing, or developing further, the kind of activities covered by each item. The analysis also computed the mean number of activities and the mean degree of interest for each item. Results were reported for school levels and for all levels combined.

For each of the sixteen items, the analysis first found how many activities each school conducted and then reported the number and percent of schools conducting no activities, or conducting from one up to nine or more activities. Since there were almost no schools conducting over nine activities for any one item, the category "9 or more" was set so as to include any school conducting more than nine activities. The number and percent of schools conducting a specified number of activities were reported separately for three levels (i.e., elementary, middle or junior high, and senior high) and for all levels combined. The mean, or average number, of activities was computed for each school level and for all levels combined. The calculation of this mean included schools which reported that they conducted no activities.

The analysis then found, for each of the 16 items, how many responding schools had checked a specified degree of interest in developing, or developing further, activities in the area covered by the item.

The number and percent of schools checking "very interested," "interested," "somewhat interested," and "not interested" were calculated, along with a mean interest value for each of three school levels and all levels combined. In computing the mean, the four possible responses were assigned values along a four-point scale, ranging from 4 for "very interested" to 1 for "not interested."

Other analyses. Other analyses of the data were also performed for each item with respect to a school's level of enrollment and the nature of the region in which it is located.

Schools were asked to report the number of students attending their school. Five enrollment intervals were selected for categorizing schools: fewer than 500 students, 501 to 750 students, 751 to 1,000 students, 1,001 to 1,500 students, and over 1,500 students. The analysis reported the number of schools in each enrollment category, for each school level and for all levels, which conducted one or more activities. Both enrollment and the presence or absence of activities could be considered to be ordinal level variables. Thus, a non-parametric test of significance called Kendall's Tau C, designed to test for a systematic relationship between two ordinal-level variables, was computed for each school level and all school levels combined.

A similar procedure was used for the nature of the region. Schools were asked to report the nature of the region in which they were located, either urban, suburban, or rural. Since a few schools checked more than one category, a fourth category called "combination" was formed. Again

the analysis found the number of schools in each regional category which conducted one or more activities, by school level and all levels combined. A chi-square was computed to test whether a systematic relationship existed between the nature of the region and whether or not schools conducted activities for a particular item.

The mean degree of interest for each item was also computed in each enrollment and school level category, and in each region and school level category. A one-way analysis of variance was computed for each school level and all levels combined in order to test whether the means for the enrollment or region categories into which the data were broken were significantly different from each other.

## Outside Reviews of Survey Procedures

RBS submitted a report on proposed survey procedures and copies of survey materials to three parties for review. The next sections report the participants, purposes, and outcomes of these reviews.

Delaware Department of Public Instruction. RBS conducted the survey of citizen education in the tri-state region in cooperation with the Department of Education in each state. In Delaware, Mr. Donald R. Knouse, Instruction Division, serves as Chairperson of the State Citizen Education Planning Group which is cooperating with RBS in planning and developing citizen education improvement efforts. Mr. Knouse assisted RBS with this survey by reviewing proposed procedures and survey materials, and by obtaining authorization from the Department for RBS to conduct the survey in Delaware. Appendix D contains a copy of the letter from Dr. Donald H. H. Wachter, State Director of Instruction, which authorizes RBS to carry out the survey in Delaware.

With regard to survey procedures, Mr. Knouse and Dr. Wachter recommended that the survey questionnaire be edited for length and that RBS conduct the survey in schools located in nine school districts designated by the Department rather than in randomly selected schools located throughout the state. RBS did edit the questionnaire to reduce its length and later surveyed schools located in the districts recommended by the Department.

Mr. Knouse and Dr. Wachter further assisted RBS with the survey

by providing a survey endorsement memorandum for school principals in the recommended population. The memorandum indicated that the Department was cooperating with RBS on the survey project, explained that survey results would be used to prepare model proposals for citizen education, and requested that principals complete the questionnaire and return it to RBS. RBS distributed a copy of the memorandum with the survey questionnaire to each school principal in the survey population. Appendix B contains a copy of the memorandum (Document 3).

RBS Institutional Review Board. In accordance with RBS corporate policy, in April the Citizen Education component submitted a proposal concerning the citizen education survey to RBS' Institutional Review Board for the Protection of Human Subjects (IRB). The purpose of the review was to verify the adequacy of survey procedures and materials, especially with regard to maintaining the confidentiality of survey information and protecting subjects against unwarranted risk. The survey proposal described the purpose of the survey, the questionnaire, the population, data collection procedures, and procedures for maintaining the confidentiality of information. The proposal included copies of proposed correspondence with school principals.

RBS proposed and carried out the following procedures to maintain confidentiality of survey information. Survey staff assigned an identification number to each school name on a master list of elementary, middle/junior high, and senior high schools included in the survey

population, mailed a questionnaire marked with a corresponding number to each school, used the number on returned questionnaires in recording data collection progress, and maintained the master list of schools by number in a locked cabinet. RBS also explained the purpose of the number on the questionnaire in correspondence with school principals.

The IRB judged the risks to subjects responding to a mail questionnaire or telephone interview as minimal. On April 17, 1978, the IRB approved all survey procedures and materials as proposed. Appendix E contains a copy of the Certificate of Approval which the IRB issued for the citizen education survey.

Dr. Leonard LoSciuto, Director, Institute for Survey Research, Temple University, Philadelphia. Dr. Leonard LoSciuto, a specialist in survey research, has served as a technical consultant to the Citizen Education component for the survey. In this capacity, he reviewed all survey procedures and materials, including the survey questionnaire and data collection procedures. The purpose of his reviews was to verify and/or improve the technical adequacy of intended procedures and materials.

With regard to the survey questionnaire, Dr. LoSciuto suggested minor revisions in the instructions for respondents, the format of follow-up questions, and the numbering system for items on the questionnaire. Dr. LoSciuto reviewed data collection procedures and materials for both the mail questionnaire and telephone interview process. He

gave helpful suggestions regarding each stage in the data collection process and the letters that were sent to school principals. Dr. LoSciuto also contributed to the development of a telephone script for interviewers who were calling principals to collect survey information.

Dr. LoSciuto's review of survey procedures and materials led to improvements in the design of the questionnaire and data collection processes. His assistance helped to assure the technical adequacy of survey procedures.

## Results

This section reports survey results concerning citizen education activities and interests at elementary, middle/junior high, and senior high schools in Delaware. The section presents results for each item on the survey questionnaire, 1 through 16, and comparisons of results among the 16 items. Volume 2 of this report contains the tables to which the text in this section refers.



Item 1: Environmental Studies

This section reports survey results concerning current activities and interests in environmental studies at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 1, reports the topics which school activities in this content area cover.

The first part of Item 1, as it appeared on the questionnaire, is given below:

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding?

Tables 1.1 through 1.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 1.1, Column 1, shows that 28 of the 40 responding elementary schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in environmental studies which elementary schools reported was not significantly related to the number of students enrolled.

The number of activities in environmental studies which elementary schools reported was significantly related to the nature of the region in which the schools are located. Three out of three urban schools,

seven out of 22 suburban schools, and two out of 13 rural schools reported that they conducted activities in this area. A smaller percent of rural than urban and suburban schools reported that they conducted activities in this area. Table 1.3, Column 1, shows the number of schools in each region which reported that they conduct activities in environmental studies.

Table 1.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of environmental studies: five of the 38 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 12 were "Interested, Want to discuss needs . . . ." Of the remainder, eight said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in environmental studies was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities in environmental studies was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the degree of interest the schools reported. Urban schools reported a higher degree of interest than both suburban and rural schools, and suburban schools reported a higher degree of interest than rural schools. Table 1.6, Column 1, shows the degree of interest in developing activities in this area among schools in each region.

Middle/junior high schools. Table 1.1, Column 2, shows that seven of the 13 responding middle/junior high schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in environmental studies which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of environmental studies: none of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" six were "Interested, Want to discuss needs . . . ." Of the remainder, one was "Not Interested."

The degree of interest among middle/junior high schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 1.1, Column 3, shows that three of the 11 responding senior high schools reported that they conducted no

activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to environmental studies was not conducted because the number of senior high schools, 10, was too small. The number of activities in environmental studies which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of environmental studies: none of the eight respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" three were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

## Item 2: Community Members at School

This section reports survey results concerning current activities and interests in inviting community members to school to work or speak with students on citizen education-related topics at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 2, reports the topics which activities of this type cover.

The first part of Item 2, as it appeared on the questionnaire, is given below:

2. In curricular or extracurricular programs, does your school currently invite **COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION**, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project?

Tables 2.1 through 2.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 2.1, Column 1, shows that nine of the 40 responding elementary schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which elementary schools reported was significantly related to the number of students enrolled. Eighteen out of 19 schools with an enrollment of 500

or fewer, ten out of 15 schools with an enrollment ranging from 501 to 750, and two out of five schools with an enrollment ranging from 751 to 1000 reported that they conduct one or more activities of this type. A greater percent of small schools than middle-size schools reported that they conduct activities of this type. Table 2.2, Column 1, shows the number of schools which reported that they conduct one or more activities of this type.

The number of activities in which community members work with students on citizen education-related topics which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 1, reports the degree of interest among elementary schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: Six of the 36 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 21 were "Interested, Want to discuss needs . . . ." Of the remainder, five said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools

are located.

Middle/junior high schools. Table 2.1, Column 2, shows that four of the 13 responding middle/junior high schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted two activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: two of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and two were "Interested, Want to discuss needs . . . ." Of the remainder, three said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. Also, the degree

of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 2.1, Column 3, shows that two of the 11 responding senior high schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, there was a considerable range in the number of activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities in which community members work with students on citizen education-related topics was not conducted because the number of senior high schools, 10, was too small. The number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 3, reports the degree of interest among senior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: two of the ten respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and two were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing



activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

### Item 3: Multicultural Education

This section reports survey results concerning current activities and interests in multicultural education at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 3, reports the topics which school activities in this content area cover.

The first part of Item 3, as it appeared on the questionnaire is given below:

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY?

Tables 3.1 through 3.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 3.1, Column 1, shows that 31 of the 40 responding elementary schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in multicultural education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in multicultural education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 1, reports the degree of interest among elementary

schools in developing activities in the area of multicultural education: three of the 38 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 16 were "Interested, Want to discuss needs . . . ." Of the remainder, nine said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 3.1, Column 2, shows that eight of the 13 responding middle/junior high schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in multicultural education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in multicultural education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of multicultural education: two of the ten respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and two were

"Interested, Want to discuss needs . . . ." Of the remainder, three said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 3.1, Column 3, shows that three of the 11 responding senior high schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to multicultural education was not conducted because the number of senior high schools, 10, was too small. The number of activities in multicultural education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of multicultural education: one of the nine respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and four were "Interested, Want to discuss needs . . . ." Of the remainder, two said

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that they were "Not Interested."

The degree of interest among senior high schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

#### Item 4: Citizen-Related Social and/or Cognitive Skills

This section reports survey results concerning current activities and interests in the development and study of citizen-related social and/or cognitive skills at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 4, reports the topics which school activities in this content area cover.

The first part of Item 4, as it appeared on the questionnaire, is given below:

4. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN-RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills?

Tables 4.1 through 4.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 4.1, Column 1, shows that 34 of the 40 responding elementary schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities devoted to citizen-related social and/or cognitive skills which elementary schools reported was not significantly related to the nature

of the region in which the schools are located.

Table 4.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills: six of the 34 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and five were "Interested, Want to discuss needs . . . ." Of the remainder, ten said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the degree of interest in developing activities in this area. Urban schools reported a higher degree of interest than suburban and rural schools, and suburban schools reported a higher degree of interest than rural schools. Table 4.6, Column 1, shows the mean degree of interest among schools in each region.

Middle/junior high schools. Table 4.1, Column 2, shows that nine of the 13 responding middle/junior high schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which middle/junior high schools reported was not significantly related to the number of students enrolled.

The number of activities devoted to citizen-related social and/or cognitive skills which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. Only schools located in rural and "combination" regions reported that they conduct activities in this area. Table 4.3, Column 2, shows the number of schools in each region which reported that they conduct activities in this area.

Table 4.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills: none of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and five were "Interested, Want to discuss needs . . . ." Of the remainder, three said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 4.1, Column 3, shows that four of the



11 responding senior high schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities was not conducted because the number of senior high schools, 10, was too small. The number of activities devoted to citizen-related social and/or cognitive skills which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills: three of the ten respondents indicated that they were "Very Interested, Ready to consider assigning resources . . .," and four were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the nature of the region in which the schools are located.

Item 5: Law-Related Education

This section reports survey results concerning current activities and interests in law-related education at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 5, reports the topics which school activities in this content area cover.

The first part of Item 5, as it appeared on the questionnaire, is given below:

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state?

Tables 5.1 through 5.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 5.1, Column 1, shows that 38 of the 40 responding elementary schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, both conducted one activity.

The number of activities in law-related education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in law-related education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of law-related education: three of the 37 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and five were "Interested, Want to discuss needs . . . ." Of the remainder, 19 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 5.1, Column 2, shows that six of the 13 responding middle/junior high schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in law-related education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in law-related education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of law-related

education: three of the ten respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and three were "Interested, Want to discuss needs . . . ." Of the remainder, one was "Not Interested."

The degree of interest among middle/junior high schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 5.1, Column 3, shows that three of the 11 responding senior high schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to law-related education was not conducted because the number of senior high schools, 10, was too small. The number of activities in law-related education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of law-related

education: two of the nine respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and three were "Interested, Want to discuss needs . . . ." Of the remainder, one was "Not Interested."

The degree of interest among senior high schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Item 6: Social Action

This section reports survey results concerning current activities and interests in organizing social action groups of students at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 6, reports the topics which activities of this type cover.

The first part of Item 6, as it appeared on the questionnaire is given below:

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud?

Tables 6.1 through 6.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 6.1, Column 1, shows that 34 of the 40 responding elementary schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to social action which elementary schools reported was significantly related to the number of students enrolled. Small-size schools reported that they conducted activities of this type. Five out of 19 schools with an enrollment of 500 or fewer and one out of 15 schools with an enrollment ranging from 501 to 750

students reported that they conducted activities devoted to social action. No larger schools reported that they conducted activities of this type.

The number of activities devoted to social action which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to social action: one of the 39 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and four were "Interested, Want to discuss needs . . . ." Of the remainder, 22 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 6.1, Column 2, shows that eight of the 13 responding middle/junior high schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to social action which middle/junior high schools reported was not significantly related to the number

of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to social action. Two of the 11 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and two were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 6.1, Column 3, shows that seven of the 11 responding senior high schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, two schools conducted one activity, one school conducted two activities, and one school conducted five activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to social action was not conducted because the number of senior high schools,



10, was too small. The number of activities devoted to social action which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to social action: three of the seven respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and one was "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

## Item 7: Economics Education

This section reports survey results concerning current activities and interests in economics education at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 7, reports the topics which school activities in this content area cover.

The first part of Item 7, as it appeared on the questionnaire, is given below:

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.?

Tables 7.1 through 7.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 7.1, Column 1, shows that 28 of the 40 responding elementary schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in economics education which elementary schools reported was not significantly related to the number of students enrolled.

The number of activities in economics education which elementary schools reported was significantly related to the nature of the region in which the schools are located. Three out of three urban schools, and

eight out of 22 suburban schools, reported that they conducted activities in this area, but no rural schools reported that they conducted activities in economics education. Table 7.3, Column 1, shows the number of schools in each region which reported that they conducted activities in this area.

Table 7.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of economics education: four of the 37 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . .," and 12 were "Interested, Want to discuss needs . . ." Of the remainder, nine said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in economics education was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities in economics education was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the degree of interest in developing activities in this area the schools reported. Urban schools reported a higher degree of interest in development than suburban and rural schools, and suburban schools reported a higher degree of interest than rural schools. Table 7.6, Column 1, shows the mean degree of interest among schools in each region.

Middle/junior high schools. Table 7.1, Column 2, shows that nine

of the 13 responding middle/junior high schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, all conducted one activity.

The number of activities in economics education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in economics education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of economics education: one of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ." and five were "Interested, Want to discuss needs . . . ." Of the remainder, three said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 7.1, Column 3, shows that two of the 11 responding senior high schools reported that they conducted no activities in the area of economics education. Of those schools which reported

that they did conduct activities in this area, most conducted three activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to economics education was not conducted because the number of senior high schools, 10, was too small. The number of activities in economics education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of economics education: one of the nine respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and four were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

## Item 8: Family Life Education

This section reports survey results concerning current activities and interests in family life education for students at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 8, reports the topics which school activities in this content area cover.

The first part of Item 8, as it appeared on the questionnaire, is given below:

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING?

Tables 8.1 through 8.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 8.1, Column 1, shows that 33 of the 40 responding elementary schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, all conducted one activity.

The number of activities for students in family life education which elementary schools reported was not significantly related to the number of students enrolled.

The number of activities for students in family life education which elementary schools reported was significantly related to the

nature of the region in which the schools are located. Two out of three urban schools and five out of 22 suburban schools reported that they conducted activities in family life education for students, but no rural schools reported that they conducted activities in this area.

Table 8.3, Column 1, shows the number of schools in each region which reported that they conducted activities in this area.

Table 8.4, Column 1, reports the degree of interest among elementary schools in developing activities for students in the area of family life education: three of the 39 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and five were "Interested, Want to discuss needs . . . ." Of the remainder, 15 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities for students in family life education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 8.1, Column 2, shows that eight of the 13 responding middle/junior high schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, all conducted one activity.

The number of activities for students in family life education

which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities for students in the area of family life education: one of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . .," and one was "Interested, Want to discuss needs . . ." Of the remainder, four said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 8.1, Column 3, shows that one of the 11 responding senior high schools reported that the school conducted no activities in the area of family life education. Of those schools which reported that they did conduct activities in this area, all conducted one, two, or three activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to



family life education was not conducted because the number of senior high schools, 10, was too small. The number of activities for students in family life education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 3, reports the degree of interest among senior high schools in developing activities for students in the area of family life education: two of the eight respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and four were "Interested, Want to discuss needs . . . ." Two schools were "Somewhat Interested, Like to know more about this." No school was "Not Interested."

The degree of interest among senior high schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

## Item 9: Family Life Education for Parents

This section reports survey results concerning current activities and interests in family life education for parents at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 9, reports the topics which school activities in this content area cover.

The first part of Item 9, as it appeared on the questionnaire, is given below:

9. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING?

Tables 9.1 through 9.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 9.1, Column 1, shows that 33 of the 40 responding elementary schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 1, reports the degree of interest among elementary

schools in developing activities for parents in the area of family life education: eight of the 38 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . .," and ten were "Interested, Want to discuss needs . . .." Of the remainder, 12 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 9.1, Column 2, shows that all of the 13 responding middle/junior high schools reported that they conducted no activities for parents in the area of family life education. Since no schools reported that they conducted activities in this area, no statistical tests were computed to determine relationships between number of activities and enrollment or region.

Table 9.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities for parents in the area of family life education: none of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . .;" three were "Interested, Want to discuss needs . . .." Of the remainder, five said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing

activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 9.1, Column 3, shows that nine of the 11 responding senior high schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, both conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to family life education was not conducted because the number of senior high schools 10, was too small. The number activities for parents in family life education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 3, reports the degree of interest among senior high schools in developing activities for parents in the area of family life education: none of the eight respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" three were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing

activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

## Item 10: Moral/Ethical/Values Education

This section reports survey results concerning current activities and interests in moral/ethical/values education at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 10, reports the topics which school activities in this content area cover.

The first part of Item 10, as it appeared on the questionnaire, is given below:

10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others?

Tables 10.1 through 10.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 10.1, Column 1, shows that 36 of the 40 responding elementary schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, all conducted one activity.

The number of activities in moral/ethical/values education which elementary schools reported is not significantly related to the number of students enrolled. Also, the number of activities in moral/ethical values education which elementary schools reported was not significantly

related to the nature of the region in which the schools are located.

Table 10.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of moral/ethical/values education: five of the 38 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 12 were "Interested, Want to discuss needs . . . ." Of the remainder, 21 said that they were "Not interested."

The degree of interest among elementary schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities in moral/ethical/values education was significantly related to the nature of the region in which the schools are located. Suburban schools reported a higher degree of interest in developing activities in this area than both urban and rural schools. Table 10.6, Column 1, reports the mean degree of interest among schools in each region.

Middle/junior high schools. Table 10.1, Column 2, shows that 11 of the 13 responding middle/junior high schools reported that they conducted no activities in the area of moral/ethical/values education. Of the two schools which reported that they did conduct activities in this area, both conducted one activity.

The number of activities in moral/ethical/values education which middle/junior high schools reported was not significantly related to the number of students enrolled.

The number of activities in moral/ethical/values education which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. Both schools which reported that they conduct activities in this area are located in "combination" regions. Table 10.3, Column 2, shows the number of schools in each region which reported that they conduct activities in moral/ethical/values education.

Table 10.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of moral/ethical/values education: two of the 12 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ." and three were "Interested, Want to discuss needs . . . ." Of the remainder, four said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 10.1, Column 3, shows that five of the 11 responding senior high schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.



The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to moral/ethical/values education was not conducted because the number of senior high schools, 10, was too small. The number of activities in moral/ethical/values education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 10.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of moral/ethical/values education: one of the eight respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and two were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Item 11: Student Involvement in School Governance

This section reports survey results concerning current activities and interests in student involvement in school governance at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 11, reports the topics which activities of this type cover.

The first part of Item 11, as it appeared on the questionnaire is given below:

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures?

Tables 11.1 through 11.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 11.1, Column 1, shows that 29 of the 40 responding elementary schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted two activities.

The number of activities devoted to student involvement in school governance which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to student involvement in school governance: two of the 38 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ;" and 13 were "Interested, Want to discuss needs . . . ." Of the remainder, 15 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 11.1, Column 2, shows that six of the 13 responding middle/junior high schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, there was a considerable range in the number of activities.

The number of activities devoted to student involvement in school governance which middle/junior high schools reported was not significantly related to the number of students enrolled.

The number of activities devoted to student involvement in school governance which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located.

All the schools located in rural (three out of three) and "combination" (two out of two) regions reported that they conducted activities of this type, but only two out of eight suburban schools reported that they conducted activities devoted to student involvement in school governance. Table 11.3, Column 2, shows the number of schools in each region which reported that they conducted activities of this type.

Table 11.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student involvement in school governance: one of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" and seven were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 11.1, Column 3, shows that five of the 11 responding senior high schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, there was a considerable range in the number of activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to student involvement in school governance was not conducted because the number of senior high schools, 10, was too small. The number of activities devoted to student involvement in school governance which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to student involvement in school governance: none of the eight respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" four were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Item 12: Student Activities in the Community

This section reports survey results concerning current activities and interests in conducting student internship or volunteer work in the community at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 12, reports the topics which activities of this type cover.

The first part of Item 12, as it appeared on the questionnaire is given below:

12. In curricular or extracurricular programs, does your school currently conduct or facilitate **STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS**, e.g., municipal government, public welfare office, day care center?

Tables 12.1 through 12.6 in Volume 2 of this report present the data to which the following text refers.

Elementary Schools. Table 12.1, Column 1, shows that 38 of the 40 responding elementary schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those which reported that they did conduct activities of this type, one school conducted one activity, and one school conducted two activities.

The number of activities devoted to student internships or volunteer work in the community which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the

schools are located.

Table 12.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to student internships or volunteer work in the community: none of the 39 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and no schools were "Interested, Want to discuss needs . . . ." Eight schools were "Somewhat Interested, Like to know more about this," and 31 schools said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 12.1, Column 2, shows that 12 of the 13 responding middle/junior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. One respondent reported that the school did conduct one activity of this type.

The number of activities devoted to student internships or volunteer work in the community which middle/junior high schools reported was significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools

reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community: one of the 11 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and one was "Interested, Want to discuss needs . . . ." Of the remainder, six said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 12.1, Column 3, shows that five of the 11 responding senior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to student internships or volunteer work in the community was not conducted because the number of senior high schools, 10, was too small. The



reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community: one of the 11 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and one was "Interested, Want to discuss needs . . . ." Of the remainder, six said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 12.1, Column 3, shows that five of the 11 responding senior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to student internships or volunteer work in the community was not conducted because the number of senior high schools, 10, was too small. The

number of activities devoted to student internships or volunteer work in the community which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to student internships or volunteer work in the community: none of the nine respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . .;" six were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Item 13: Measures of Social Development

This section reports survey results concerning current activities and interests in using formal tests to measure students' social skills, growth, or development at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 13, reports the topics which activities of this type cover.

The first part of Item 13, as it appeared on the questionnaire is given below:

13. Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test?

Tables 13.1 through 13.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 13.1, Column 1, shows that 34 of the 40 responding elementary schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, all conducted one activity.

The number of activities devoted to formally measuring students' social development which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not

significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to formally measuring students' social development: one of the 37 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and 10 were "Interested, Want to discuss needs . . . ." Of the remainder, 20 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities devoted to formally measuring students' social development was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the degree of interest in developing activities of this type the schools reported. Urban schools reported a higher degree of interest than suburban and rural schools, and suburban schools reported a higher degree of interest than rural schools. Table 13.6, Column 1, shows the mean degree of interest among schools in each region.

Middle/junior high schools. Table 13.1, Column 2, shows that 12 of the 13 responding middle/junior high schools reported that they conducted no activities devoted to formally measuring students' social development. One school reported that it did conduct one activity of this type.

The number of activities devoted to formally measuring students' social development which middle/junior high schools reported was significantly related to the number of students enrolled. One large school with an enrollment ranging from 1001 to 1500 reported that it did conduct one activity of this type. None of the seven schools with an enrollment ranging from 501 to 750 and none of the four schools with an enrollment ranging from 751 to 1000 reported that they conducted activities of this type. Table 13.2, Column 2, shows the number of schools in each size category which reported that they conducted activities of this type.

The number of activities devoted to formally measuring students' social development which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development: one of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . ." and three were "Interested, Want to discuss needs . . ." Of the remainder, four said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled.

The degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development was significantly related to the nature of the region in which the schools are located. Schools located in "combination" regions reported a higher degree of interest in development than rural and suburban schools, and rural schools reported a higher degree of interest than suburban schools. There were no urban middle or junior high schools in the population in this study. Table 13.6, Column 2, shows the mean degree of interest among schools in each region.

Senior high schools. Table 13.1, Column 3, shows that nine of the 11 responding senior high schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, both conducted one activity.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to formally measuring students' social development was not conducted because the number of senior high schools, 10, was too small. The number of activities devoted to formally measuring students' social development which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to formally measuring students' social development: none of the six respondents indicated

that the school was "Very Interested, Ready to consider assigning resources . . . ;" two were "Interested, Want to discuss needs . . . ." Of the remainder, one was "Not Interested."

The degree of interest among senior high schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Item 14: Global Education

This section reports survey results concerning current activities and interests in global education at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 14, reports the topics which school activities in this content area cover.

The first part of Item 14, as it appeared on the questionnaire, is given below:

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES?

Tables 14.1 through 14.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools: Table 14.1, Column 1, shows that 36 of the 40 responding elementary schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in global education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in global education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of global



education: none of the 37 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" six were "Interested, Want to discuss needs . . . ." Of the remainder, 22 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 14.1, Column 2, shows that seven of the 13 responding middle/junior high schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, the number of activities conducted ranged from one to three.

The number of activities in global education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in global education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of global education: none of the 12 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" five

were "Interested, Want to discuss needs . . . ." Of the remainder, four said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 14.1, Column 3, shows that five of the 11 responding senior high schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, there was a considerable range in the number of activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to global education was not conducted because the number of senior high schools, 10, was too small. The number of activities in global education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of global education: one of the eight respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ;" two were "Interested, Want to discuss needs . . . ." Of the remainder, three

said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

### Item 15: Analysis of the Mass Media

This section reports survey results concerning current activities and interests in analysis of the mass media at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 15, reports the topics which activities of this type cover.

The first part of Item 15, as it appeared on the questionnaire is given below:

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event?

Tables 15.1 through 15.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 15.1, Column 1, shows that 33 of the 40 responding elementary schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to analysis of mass media which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 15.4, Column 1, reports the degree of interest among

elementary schools in developing activities devoted to analysis of mass media: one of the 38 respondents indicated that the school was "Very Interested, Ready to consider assigning resources . . . ," and 10 were "Interested, Want to discuss needs . . . ." Of the remainder, 15 said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 15.1, Column 2, shows that six of the 13 responding middle/junior-high schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted two activities.

The number of activities devoted to analysis of mass media which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 15.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to analysis of mass media: one of the 12 respondents indicated that the school was "Very

Interested, Ready to consider assigning resources . . . ," and five were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 15.1, Column 3, shows that five of the 11 responding senior high schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, there was a considerable range in the number of activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to analysis of mass media was not conducted because the number of senior high schools, 10, was too small. The number of activities devoted to analysis of mass media which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 15.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to analysis of mass media: none of the nine respondents indicated that the school was "Very

Interested, Ready to consider assigning resources . . . ;" five were "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

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Item 16: In-Service on Students' Social Development

This section reports survey results concerning current activities and interests in conducting in-service education for staff on students' social development at elementary, middle/junior high, and senior high schools in Delaware. Appendix C, Document 16, reports the topics which activities of this type cover.

The first part of Item 16, as it appeared on the questionnaire, is given below:

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem?

Tables 16.1 through 16.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 16.1, Column 1, shows that 31 of the 40 responding elementary schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to in-service education on students' social development which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was



not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to in-service education on students' social development: seven of the 38 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 15 were "Interested, Want to discuss needs . . . ." Of the remainder, nine said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities devoted to in-service education on students' social development was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the degree of interest in development that the schools reported. Urban schools reported a higher degree of interest than suburban and rural schools, and suburban schools reported a higher degree of interest than rural schools. Table 16.6, Column 1, shows the mean degree of interest among schools in each region.

Middle/junior high schools. Table 16.1, Column 2, shows that eight of the 13 responding middle/junior high schools reported that they conducted no activities devoted to in-service education on students'

social development. Of those schools which reported that they did conduct activities of this type, two schools conducted one activity and three schools conducted two activities.

The number of activities devoted to in-service education on students' social development which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development: three of the 10 respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and four were "Interested, Want to discuss needs . . . ." Of the remainder, one was "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 16.1, Column 3, shows that nine of the 11 responding senior high schools reported that they conducted no activities devoted to in-service education on students' social develop-

ment. Of those schools which reported that they did conduct activities of this type, one school conducted one activity and one school conducted two activities.

The statistical test concerning the relationship between enrollment size and the number of schools with one or more activities devoted to in-service education on students' social development was not conducted because the number of senior high schools, 10, was too small. The number of activities devoted to in-service education on students' social development which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to in-service education on students' social development: three of the seven respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and one was "Interested, Want to discuss needs . . . ." Of the remainder, two said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

### Summary

In this section, comparisons of results are made among the 16 items. The purpose of the comparison is to enable more informed decision making about directions for the citizen education improvement effort in the Delaware public schools. However, the reader should be aware that the following comparisons are not proposed as the only, or even the major, basis for making such decisions. Instead, they are presented as one of the bases for decision making that should be considered by the citizen education planning group.

It is assumed that the items about which respondents indicated the greatest degree of interest are to be considered as citizen education areas of greatest emphasis, especially if there was relatively little current activity reported for that item. Those items about which respondents indicated least interest should be considered as areas of least emphasis in citizen education.

The implied comparisons were made by ranking the item results on interest within each of the three school levels. For each school level the three items with the highest level of interest were chosen to be presented in this summary as being of greatest citizen education emphasis. Similarly, the three items with the lowest level of interest

are presented as being of least emphasis.<sup>1</sup> For the three items of greatest interest, the results concerning current level of activity were reviewed. Those topics on which a majority of schools within a school level report no activities are presented as especially important, in that there is both a relatively high level of interest with a relatively low level of present activity.

The comparisons among items are presented for each of the school levels. Following the comparisons for each school level, there is a discussion of the similarities and differences among the three school levels.

Elementary school levels. The three items ranking highest in degree of interest expressed in the elementary school sample were:

- environmental studies (item 1);
- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2);
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the first and the last are especially noteworthy as potential emphases for further effort in that a majority of the

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<sup>1</sup>The top items were separated from the bottom three items by about a one-point interval on the four-point scale of interest, where a scale value of "1" indicated "Not Interested" and "4" indicated "Very Interested." At the elementary school level the top items received average degrees of interest of 2.5, while the bottom items were about 1.5. For the middle/junior high school level, the respective scale values were 2.75 and 1.75. At the senior high school level, 3.0 and 2.0 were the respective values.

schools surveyed reported no activity in those areas.

The three items of least interest to respondents in elementary schools were:

- organizing or facilitating social action groups of students who initiate and carry out studies and activities serving citizen interests (item 6);
- conducting or facilitating student work-study/internship/volunteer activities in agencies that serve citizen interests (item 12); and
- studying international relations and/or global perspectives (item 14).

Middle/junior high school level. At the middle/junior high school level the three most highly rated items were:

- studying individual and/or public legal rights and responsibilities in a democratic society (item 5);
- involving students in making decisions that apply to all students in the school (item 11);
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the last one is especially worth emphasizing because a majority of the respondents in this sample said they had no such activities.

The three items in which respondents were least interested were:

- studying family life and/or parenting (item 8);
- conducting workshops for parents in the study of family life and/or parenting (item 9); and
- conducting or facilitating student work-study/internship/volunteer activities in agencies that serve citizen interests (item 12).

Senior high school level. In the senior high school sample, the three items of greatest interest were:

- studying citizen-related social and/or cognitive process skills (item 4);
- studying family life and/or parenting (item 8);
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the last one is especially noteworthy as a potential emphasis for future efforts because the majority of respondents reported that no such activities are now being conducted.

The three items of least interest in the senior high schools were:

- environmental studies (item 1);
- conducting workshops for parents in the study of family life and/or parenting (item 9);
- studying international relations and/or global perspectives (item 14).

It should be noted that, in contrast to the other school levels, senior high school level respondents indicated greater interest in most topics. In particular, the three items with the lowest rankings still had relatively high average ratings, being midway between "Interested" and "Somewhat Interested."

Similarities and differences among school levels. The single item among the top three of interest at all school levels is the one concerning in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development. In

addition to being of high interest at all school levels, this type of activity is also one for which the overwhelming majority of respondents at all three school levels indicated no current activities, and, therefore, may be an activity especially worthy of further development.

None of the other items occurring among the top three at any one school level occurred in that grouping at the other school levels. That is, each school level differed from the others regarding which other items were of greatest interest. The top items at each school level are:

(1) environmental studies, at the elementary school level, (2) involvement of community members for citizen education at the school, at the elementary school level, (3) legal rights and responsibilities, at the middle/junior high school level, (4) involvement of students in school governance, at the middle/junior high school level, (5) social and/or cognitive skills, at the senior high school level, and (6) family life and/or parenting, at the senior high school level.

Among the items which were ranked low in interest, none was among the bottom three for all of the three school levels. Three items were among the bottom three in interest at two of the school levels.

They are: (1) student work-study/internships/volunteer activities in the community, at elementary and middle/junior high school levels; (2) workshops for parents on family life and/or parenting, at middle/junior high and senior high school levels; and (3) global education, at elementary and senior high school levels. The remaining three items which were among the bottom three in interest in one of the school levels are:



(1) social action projects, at the elementary school level; (2) family life education for students, at the middle/junior high school level; and (3) environmental studies, at the senior high school level.

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APPENDIX A

Survey Questionnaire

A Survey of Citizen Education Activities and Interests  
in Elementary and Secondary Schools in  
Delaware, New Jersey, and Pennsylvania

APPENDIX A

A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS  
IN ELEMENTARY AND SECONDARY SCHOOLS IN  
DELAWARE, NEW JERSEY, AND PENNSYLVANIA

in cooperation with the

Delaware Department of Public Instruction  
New Jersey Department of Education  
Pennsylvania Department of Education

April, 1978



Research for Better Schools, Inc.  
1700 Market Street  
Philadelphia, Pennsylvania 19103

## INTRODUCTION

This is a survey of citizen education activities and interests in elementary and secondary schools in Delaware, New Jersey, and Pennsylvania. We are interested in learning what citizen education activities, courses, or projects your school currently conducts, e.g., civics courses, work-study activities in municipal agencies, planting trees in the community, study of conservation of energy resources, courses on the culture of different ethnic groups in our society, etc. Instructions for completing each question are given on the following pages.

Thank you for your cooperation in making your responses as complete as possible.

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. Circle YES or NO below. If you answer YES, please make sure that you answer both item 1a and item 1b.

YES Go on to both items 1a and 1b.

NO Go on to item 1b.

1a.

Name the course(s), seminar(s) unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

611

1b: How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 1b before going on to the next question.



COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules; a stock broker explains the stock exchange, an ecologist assists students with a conservation project? Circle YES or NO below. If you answer YES, please make sure that you answer both item 2a and item 2b.

YES Go on to both items 2a and 2b.

NO Go on to item 2b.

2a.

What community members have come to school this year?	What topics have community members presented?	How often have community members come to school this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

2b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

VERY INTERESTED.

Ready to consider assigning resources to the development of this type of activity at my school.

INTERESTED

Want to discuss needs and interests at my school that this type of activity addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 2b before going on to the next question.

CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY? Circle YES or NO below. If you answer YES, please make sure that you answer both item 3a and item 3b.

YES Go on to both items 3a and 3b.

NO Go on to item 3b.

3a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

121

3b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 3b before going on to the next question.

4. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN-RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills? Circle YES or NO below. If you answer YES, please make sure that you answer both item 4a and item 4b.

YES Go on to both items 4a and 4b.

NO Go on to item 4b.

4a.

Name the course(s), unit(s), etc., the school has conducted this year.	What skills have the course(s), unit(s), etc., helped students develop?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

122

4b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 4b before going on to the next question.

INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES  
IN A DEMOCRATIC SOCIETY

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state? Circle YES or NO below. If you answer YES, please make sure that you answer both item 5a and item 5b.

YES Go on to both items 5a and 5b.

NO Go on to item 5b.

5a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

123

5b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 5b before going on to the next question.

**SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS**

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud? Circle YES or NO below. If you answer YES, please make sure that you answer both item 6a and item 6b.

YES Go on to both items 6a and 6b.

NO Go on to item 6b.

6a.

What studies or activities have pupils carried out this year?	How often have pupils carried out a study or activity this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

124

6b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

Please make sure that you have answered item 6b before going on to the next question.

AMERICAN ECONOMIC SYSTEM

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.? Circle YES or NO below. If you answer YES, please make sure that you answer both item 7a and item 7b.

YES Go on to both items 7a and 7b.

NO Go on to item 7b.

7a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

125

7b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 7b before going on to the next question.

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING? Circle YES or NO below. If you answer YES, please make sure that you answer both item 8a and item 8b.

YES Go on to both items 8a and 8b.

NO Go on to item 8b.

8a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

126

8b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 8b before going on to the next question.

FAMILY LIFE AND/OR PARENTING FOR PARENTS

9. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING? Circle YES or NO below. If you answer YES, please make sure that you answer both item 9a and item 9b.

YES Go on to both items 9a and 9b.

NO Go on to item 9b.

9a.

Name the course(s), seminar(s), etc., the school has conducted this year.	What topics have parents studied this year?	How often has the school conducted the course(s), seminar(s), etc., this year?	In what grade(s) are the children of the parents who participated?	Roughly, what percent of parents within each grade participated?

127

9b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 9b before going on to the next question.



10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others. Circle YES or NO below. If you answer YES, please make sure that you answer both item 10a and item 10b.

YES Go on to both items 10a and 10b.

NO Go on to item 10b.

10a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

128

10b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 10b before going on to the next question.

STUDENT INVOLVEMENT IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures? Circle YES or NO below. If you answer YES, please make sure that you answer both item 11a and item 11b.

YES Go on to both items 11a and 11b.

NO Go on to item 11b.

11a.

What decisions have students been involved in making this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

129

11b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this type of activity at my school.

INTERESTED

Want to discuss needs and interests at my school that this type of activity addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 11b before going on to the next question.

STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS

12. In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS,\* e.g., municipal government, public welfare office, day care center? Circle YES or NO below. If you answer YES, please make sure that you answer both item 12a and item 12b.

YES Go on to both items 12a and 12b.

NO Go on to item 12b.

12a.

What agencies have students worked at this year?	What activities have students carried out this year?	How many hours in all has the average student given to an activity or study this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

130

12b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this type of activity at my school.

INTERESTED

Want to discuss needs and interests at my school that this type of activity addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 12b before going on to the next question.

\*Excluding business or commercial organizations.

**SCHOOL USES A FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT**

13. Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test? Circle YES or NO below. If you answer YES, please make sure that you answer both item 13a and item 13b.

YES Go on to both items 13a and 13b.

NO Go on to item 13b.

13a.

What is the name or the nature of the test(s)?	How often has the school administered the test this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

131

13b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

Please make sure that you have answered item 13b before going on to the next question.

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES? Circle YES or NO below. If you answer YES, please make sure that you answer both item 14a and item 14b.

YES Go on to both items 14a and 14b.

NO Go on to item 14b.

14b.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

132

14b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 14b before going on to the next question.

STUDENTS CRITICALLY ANALYZE LOCAL AND NATIONAL MASS MEDIA

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event? Circle YES or NO below. If you answer YES, please make sure that you answer both item 15a and item 15b.

YES Go on to both items 15a and 15b.

NO Go on to item 15b.

15a.

What issues have students analyzed this year?	What media were involved?	How often has an assignment been given this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

133

15b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this type of activity at my school.

INTERESTED

Want to discuss needs and interests at my school that this type of activity addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 15b before going on to the next question.

APPENDIX A

IN-SERVICE WORKSHOPS ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem. Circle YES or NO below. If you answer YES, please make sure that you answer both item 16a and item 16b.

YES Go on to both items 16a and 16b.

NO Go on to item 16b.

16a.

What topics have been presented and discussed at workshop(s) this year?	How often have the workshop(s) been conducted this year?	What grades do participating teachers teach?	Roughly, what percent of teachers within each grade participated?

16b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

VERY INTERESTED

Ready to consider assigning resources to the development of this type of activity at my school.

INTERESTED

Want to discuss needs and interests at my school that this type of activity addresses.

SOMEWHAT INTERESTED

Like to know more about this.

NOT INTERESTED

Please make sure that you have answered item 16b before going on to the next question.

APPENDIX A

17. What other citizen education activities, courses, units, etc., does your school currently conduct that you have not previously mentioned or described?

135

18. Please provide the following information:

a. Your professional position: \_\_\_\_\_

b. Approximate number of students at your school: \_\_\_\_\_

c. Grade(s) of the students who attend your school: *Circle all that apply.*

K 1 2 3 4 5 6 7 8 9 10 11 12

d. Is the region served by your school predominantly:

\_\_\_\_\_ urban, \_\_\_\_\_ suburban, or \_\_\_\_\_ rural?



APPENDIX B

Data Collection Materials

- Document 1: Initial Contact Letter from RBS to School Principals
- Document 2: Cover Letter Accompanying Questionnaire
- Document 3: Memorandum to School Principals from Dr. Donald H. H. Wachter, State Director of Instruction, Delaware
- Document 4: Postcard Reminder Concerning the Return of the Questionnaire

APPENDIX B: Document 1

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

April 12, 1978

What kinds of citizen education activities do you have at your school? Are your students debating consumers' rights? Do they study part-time at an environmental lab? Would courses on leadership or decision-making address student needs at your school? Are you interested in developing student projects in the mayor's office or other agencies serving citizen interests?

Research for Better Schools (RBS), an educational laboratory in Philadelphia, is looking for answers to these and other questions. At the present time, an information gap exists with respect to citizen education activities in schools across the nation. Under a grant from the National Institute of Education in Washington, RBS is surveying elementary and secondary school principals in Delaware, New Jersey, and Pennsylvania about citizen education activities at their schools. RBS is conducting the survey in cooperation with the Department of Education in each of these three states.

Principals of elementary, junior high/middle, and senior high schools in the tri-state region are participating in the survey. You have been selected as one of the participants. Each participant will be asked to respond (by mail) to questions about citizen education activities that his or her school currently conducts or is interested in developing. RBS will share a general statement of the findings with the participants and will use survey results, in conjunction with other information, in planning alternative models of citizen education.

During the week of April 17, we will send you a survey questionnaire. We look forward to your participation in this tri-state survey, and thank you for your assistance. If you have any questions, please call me collect (215 561-4100, ext. 259).

Sincerely,

*Suzanne Root*

Suzanne Root, Ed.D.  
Survey Coordinator  
Citizen Education

APPENDIX B: Document 2

ENCLOSED TO BE OPENED IN SEPARATE

April 17, 1978

Enclosed please find the survey questionnaire we wrote you about on April 12, 1978. As we indicated, Research for Better Schools (RBS), an educational laboratory in Philadelphia, has a grant from the National Institute of Education to survey citizen education activities and interests in elementary and secondary schools in Delaware, New Jersey, and Pennsylvania. RBS is conducting the survey in cooperation with the Department of Education in each of these three states. The purpose of the survey is to identify citizen education activities that schools are currently conducting and also to determine what activities and subject areas in citizen education schools are interested in developing. RBS will use survey results, in conjunction with other information, in planning alternative models of citizen education.

The enclosed questionnaire asks you about citizen education activities that your school currently conducts as well as activities you might be interested in developing at your school. The questions include examples of citizen education activities that we have learned about. It is important to note that we do not expect that your school will have every activity mentioned in our questions. We include these examples merely for your consideration. We are interested in learning about the activities that you do have at your school, as well as activities you might be interested in developing.

The enclosed questionnaire has a code number. Please note that this number is for data collection and data processing purposes. We will use the code number to process the data. In reporting survey results, we will not report the names of any schools or school districts included in the survey, or associate any individual school with any data.

We are asking you, as chief administrator of your school, to fill out the questionnaire because you are familiar with school activities, courses, projects, etc., at all grade levels, and you have a summative perspective of your school program. In filling out the questionnaire, you may wish to consult with someone on your staff who is also familiar with citizen education activities and interests at your school.

If you have any questions about the survey, please call me collect (215/561-4100, ext. 259). I'd be happy to speak with you. Kindly use the enclosed envelope to return your completed questionnaire at your earliest convenience.

Many thanks for helping us carry out this tri-state survey. We appreciate your giving us your time.

Sincerely,

*Suzanne Root*

Suzanne Root, Ed.D.  
Survey Coordinator  
Citizen Education

SR:th  
Encl.



DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING  
DOVER, DELAWARE 19901

KENNETH C. MADDEN  
STATE SUPERINTENDENT

RANDALL L. BROYLES  
HOWARD E. ROW  
JOHN J. RYAN  
ASSISTANT SUPERINTENDENTS

April 13, 1978

TO: Chief School Officers

FOR: Elementary, Junior High/Middle and  
High School Principals

FROM: Donald H. H. Wachter  
State Director of Instruction

SUBJECT: RESEARCH FOR BETTER SCHOOLS CITIZEN  
EDUCATION SURVEY

Research for Better Schools (RBS), in cooperation with the Department of Public Instruction, is sending survey forms to Delaware elementary, junior high/middle and senior high school principals who represent urban, suburban and rural settings.

RBS is involved in an effort to assist Pennsylvania, New Jersey and Delaware in developing instructional programs in citizen education. In order to proceed with this effort, they have developed a survey questionnaire to (1) identify the status of present citizen education activities and (2) determine the activities and areas of citizen education that schools are interested in developing or furthering. No schools will be identified by name in the final report.

A general statement of the findings will be shared with all respondents, while more detailed findings will be used by the citizen education task force in the tri-state areas to prepare model proposals for citizen education.

Principals should complete the RBS survey and return it to the person indicated from Research for Better Schools. Thank you for the cooperation.

DHHW/nt

CC: Dr. Kenneth C. Madden  
Dr. Randall L. Broyles

Postcard Reminder Concerning the  
Return of the Questionnaire

April 21, 1978

Dear Principal:

Recently we sent you a questionnaire concerning citizen education activities and projects at your school. We would appreciate your returning this questionnaire as soon as possible.

If you have already returned your completed questionnaire, please disregard this notice. Many thanks for your prompt response.

If you have not received a questionnaire, will you please call me collect (215/561-4100, ext. 259). We will send you another copy.

Thank you for your cooperation and assistance.

Sincerely,

*Suzanne Root*

Suzanne Root, Ed.D.  
Survey Coordinator

APPENDIX C

Data Processing: Lists of Topics Counted and Not  
Counted with Each Citizen Education Item

- Document 1: Item 1: Environmental Studies
- Document 2: Item 2: Community Members at School
- Document 3: Item 3: Multicultural Education
- Document 4: Item 4: Citizen-Related Education
- Document 5: Item 5: Law-Related Education
- Document 6: Item 6: Social Action
- Document 7: Item 7: Economics Education
- Document 8/9: Item 8/9: Family Life Education
- Document 10: Item 10: Moral/Ethical/Values Education
- Document 11: Item 11: Student Involvement in School Governance
- Document 12: Item 12: Student Activities in the Community
- Document 13: Item 13: Measures of Social Development
- Document 14: Item 14: Global Education
- Document 15: Item 15: Analysis of Mass Media
- Document 16: Item 16: In-Service on Students' Social Development

## Environmental Studies

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---

List of topics that were  
counted in this content area

List of topics that were not  
counted in this content area

---



---

environment  
 environmental studies  
 ecology  
 land use  
 resource use  
 interrelationships among  
 people, physical environ-  
 ment, and social/political/  
 economic institutions in  
 American culture  
 energy  
 nuclear power  
 electric power  
 water power  
 oil  
 off-shore drilling  
 relationship between energy  
 production and consumption  
 and America's social/politi-  
 cal/economic activity  
 conservation  
 preservation  
 recycling  
 soil erosion  
 surroundings  
 habitat  
 beautification  
 reforestation  
 pollution (water, air, noise,  
 traffic, industrial, urban)  
 man-made pollution  
 urban studies  
 history of city growth  
 urban development  
 slums  
 zoning  
 city planning  
 urban renewal

general science  
 botany  
 zoology  
 life sciences  
 marine science  
 forestry  
 biology  
 physics  
 geology  
 geography  
 earth science  
 space science  
 science careers  
 vocational education-related  
 environmental education



Environmental Studies

---

---

List of topics that were  
counted in this content area

List of topics that were not  
counted in this content area

---

---

city neighborhood study  
population  
crowding  
housing patterns

APPENDIX C: Document 2

Item 2

Community Members at School

---

---

List of topics that were  
counted in this type of activity

List of topics that were not  
counted in this type of activity

---

interchange between students/  
schools and community mem-  
bers on some issue/problem  
of community or citizen in-  
terest  
educational experiences focus-  
ing on issues of citizen or  
community interest, struc-  
tured and presented by com-  
munity members  
ecology  
energy  
environment  
community health  
health care system  
community poison control  
first aid  
drugs  
multicultural within American  
society  
safety (bike, fire, traffic,  
school bus)  
legal rights and responsibi-  
lities  
law  
crime  
criminal justice system  
city government  
government  
non-American cultures  
specific foreign countries  
world affairs  
student exchange programs  
consumerism  
consumer rights  
free enterprise  
taxes  
American economics

art goes to school  
community members' presentations  
on their careers or jobs  
basic skills  
medicine  
mental health  
personal health  
dental health  
physiology  
disease  
anatomy  
medical careers/health careers

Community Members at School

---

---

List of topics that were  
counted in this type of activity.

List of topics that were not  
counted in this type of activity

---

family life  
marriage  
child abuse  
child development  
adoption

## Multicultural Education

---



---

List of topics that were counted in this content area

---



---

contributions of various racial and ethnic groups to American society  
 Black studies  
 Afro-American studies  
 American Indian  
 Eskimo  
 Navajo tribe  
 any Indian tribe native to North America  
 Oriental studies  
 Asian-Americans  
 Chinese in America  
 Chinatown in community  
 Hispanic  
 Spanish  
 Puerto Rican  
 Cuban  
 Mexican  
 Chicano  
 ethnic holidays  
 ethnic foods  
 ethnic customs, rituals  
 ethnic music  
 minorities  
 religious minorities  
 ethnic minorities  
 white ethnic minorities  
 multi-ethnic

---



---

List of topics that were not counted in this content area

---



---

international relations  
 foreign cultures  
 history of western civilization  
 world civilization  
 student exchange program abroad  
 Africa  
 African culture  
 Aztecs  
 Mayans  
 Incas  
 South American Indian tribes

## Citizen related social and/or cognitive skills

---



---

List of topics that were  
counted in this content area

List of topics that were not  
counted in this content area

---

inquiry  
 research  
 select/organize information  
 collect data  
 read tables/graphs/maps  
 interpersonal skills  
 group process/discussion  
 parliamentary procedures  
 listening skills  
 conflict resolution  
 leadership  
 handling anger  
 self control  
 public speaking  
 debates  
 formulate problems  
 test hypotheses  
 plan  
 forecast  
 set goals  
 generate alternatives  
 critical thinking  
 evaluation of data  
 analysis  
 synthesis  
 assessing  
 recognize propaganda  
 consider consequences  
 evaluate alternative courses  
 of action  
 interpret information/events/  
 conditions (make judgments,  
 making inferences, draw  
 conclusions)  
 decision-making  
 problem-solving  
 course selection

basic skills  
 reading  
 writing  
 arithmetic  
 communication arts  
 language arts  
 science-based skills (e.g.,  
 dissection, meal planning)  
 values clarification

---

APPENDIX C: Document 5

Item 5

Law-related Education

---

List of topics that were  
counted in this content area

---

exploration of law  
government  
politics  
civics: exploration of formal  
structure and operations of  
American government (municipal,  
state, federal) and  
formal rights and responsibilities  
of citizens  
American history: exploration  
of past political/economic/  
social events and people involved  
in those events  
law-related: exploration of  
American legal system, how  
to use the system, seeking  
justice through the system  
problems of democracy: exploration  
of how formal and  
informal structures and activities  
in democratic systems mediate or  
resolve competing interests,  
political/economic/social  
dysfunctions, and changes in  
social and moral makeup of the  
population  
American/U.S. government/political  
science  
community history/organization  
elections  
voting  
resolution of social/economic/  
political issues  
politics  
political participation  
lobbying  
influencing executive and  
decisions

List of topics that were not  
counted in this content area

political science/foreign country  
world government  
world history  
comparative political systems  
ideology  
international politics  
political theory/philosophy

APPENDIX C: Document 5

Item 5 continued

Law-related Education

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---

List of topics that were  
counted in this content area

Lists of topics that were not  
counted in this content area

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organizing to elect candidates  
collecting signatures for petitions  
judicial rights  
constitutional rights  
civil rights  
legal responsibilities  
student rights  
juvenile justice

Social Action Serving Citizen Interest

---

List of topics that were counted in this type of activity

organization/facilitation of groups of students who initiate and carry out studies and activities that serve citizen interests  
environment/ecology projects  
tree planting  
recycling  
collecting tin cans/bottles/newspapers  
surveying community energy use or water pollution in the community  
community service/action project  
visiting elderly  
providing day care  
planning and carrying out recreation activities with kids  
assistance project for special groups (senior citizens, disadvantaged, exceptional children/adults)  
food distribution projects  
charity  
fund-raising  
bike-a-thon  
walk-a-thon  
walk-a-mile  
March of Dimes march  
school fair  
social/political action for community improvement

List of topics that were not counted in this type of activity

political action  
lobbying  
campaigning  
career/job-related action  
peer tutoring  
action that serves self-purpose or leads to self-aggrandizement or personal gain



## American Economic System

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List of topics that were  
counted in this content area

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List of topics that were not  
counted in this content area

introduction to principles  
of American economics  
free enterprise  
inflation  
banking  
law of supply and demand  
production/distribution of  
goods and services  
agriculture  
manufacturing  
industry  
consumerism  
consumer rights  
right to redress for alleged  
fraud  
credit policies  
sales practices  
labor-unions  
labor-management relations  
government influence on  
economy  
social security  
understanding our welfare  
system  
taxes  
medicare  
medicaid  
critical analysis of ad-  
vertising  
influence of ads

comparative economic systems  
communism  
coins/currency/money  
career education-related eco-  
nomics

Family Life Education

List of topics that were counted in this content area

List of topics that were not counted in this content area

compositions and functions of different types of families  
 responsibilities of different family members  
 development of skills necessary to assume a role as a parent  
 dating  
 engagement  
 marriage  
 sibling relationships  
 infidelity  
 divorce  
 dying  
 death  
 parenting  
 human/child development  
 home-family problems  
 family planning, e.g., budget planning, career planning  
 studies or family life  
 extended family  
 single-parent family  
 family member roles  
 male-female roles

home economics  
 health  
 reproduction  
 VD  
 sex education  
 sexual behavior  
 birth control  
 planned parenthood

Moral/Ethical/Values Education

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---

List of topics that were  
counted in this content area

List of topics that were not  
counted in this content area

---

---

exploration of the moral as-  
pects of political, social,  
and economic activities and  
the values underlying those  
activities

only critical thinking  
mental health  
only decision-making

exploration of different mo-  
dels for developing and/or  
analyzing moral positions  
and values systems

exploration of changes in the  
roles and stereotypes of  
American men and women and  
the political, social, and  
economic implications of  
those changes

values clarification

values analysis

study of Bible/religion

moral development

respect

caring for others

helping others

equity

justice

impartial treatment

moral issues

cheating

honesty

## Student Involvement in School Governance

---

List of topics that were counted in this type of activity

---

involvement of students in making decisions that affect all the students in the school, beyond participation in making decisions regarding individual classroom activities or plans

decisions concerning rules that govern routine ongoing school activities, e.g., personal conduct in the halls and on stairways

rules regarding discipline playground conduct cafeteria

bus conduct

conduct in study hall or study

hall procedures

decisions that concern special events/single time events or extra-curricular activities, e.g., inter-school competitions, school fundraising events, school-wide assemblies, school dances, schoolwide field trip

decisions concerning school-wide dress code

decisions concerning space/facilities utilization, e.g., decisions re: traffic/parking, school/hall bulletin boards

decisions concerning school-wide curriculum

---

List of topics that were not counted in this type of activity

---

student decisions affecting one class only  
 decisions regarding single class curriculum plan  
 decisions regarding single class bulletin board  
 decisions regarding single class field trip

## Student Work-Study/Internship/Volunteer Activities in Community Agencies

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---

List of topics that were counted in this type of activity

List of topics that were not counted in this type of activity

---

organization/facilitation of activities in the community that develop a sense of responsibility toward, involvement in, and impact on the local community

educational experiences involving active participation in agencies serving citizen interest, e.g., ecology lab, day center care center, community health office

volunteer services in hospitals

health care center

health care homes for aged or exceptional people

internship/volunteer activities in law-related agencies, e.g., mayor's office, D.A.'s office, court, police station

activities in social service agencies, e.g., public welfare office, community recreation center

activities in education agencies, e.g., tutoring, kindergarten aide

Career education/vocational education  
work-study activity  
student activity in business or commercial organization in community

## Formal Tests of Social Skills, Growth Development

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
pre-planned, school-administered, structured instrument that measures indices development and may or may not yield a score	achievement tests
social development portion of Educational Quality Assessment	IQ tests
Kindergarten Social Readiness Test	Metropolitan Achievement Test
Mooney Problem Check List	Scholastic Aptitude Test
inventory of personal/social aptitudes	California Achievement Test
measures of social attitudes	Differential Aptitude Test
self-concept measure	Kuhlmann-Anderson Intelligence Test
DUSO: development of understanding self and others	Otis-Lennon Mental Ability Test
	auditory/perceptual-motor/visual measures
	speech tests
	measures of reading attitudes
	personality tests

## International Relations and/or Global Perspectives Education

---

List of topics that were  
counted in this content area

---

implications of any single  
event or act for human  
conditions beyond U.S.  
boundaries  
interdependence of all cul-  
tures and societies  
American foreign policy  
study of specifically named  
foreign country(ies), for-  
eign cultures, cities in  
other countries  
world cultures  
world trade  
world affairs  
world history  
model U.N.  
interdependence issues  
world civilization  
international relations  
international affairs  
current events on in-  
ternational topics  
international news topics  
historical geography/foreign  
country  
problems of developing coun-  
tries, e.g., hunger, popu-  
lation, technology, agr-  
culture  
international cultural ex-  
change (e.g., student ex-  
change, band competition)

---

List of topics that were not  
counted in this content area

---

American history  
American civics  
American culture  
U.S. geography  
multiethnic within the U.S.  
(e.g., Polish-American)  
historical geography in America

## Critical Analysis of Mass Media

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List of topics that were  
counted in this type of activity

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---

List of topics that were not  
counted in this type of activity

---

assignments that ask students  
to critically analyze local  
and national mass media

media alone  
hardware  
technology

assignments that seek to de-  
velop awareness of media tech-  
niques that are used to in-  
fluence thought and behavior

environmental issues

nuclear energy

social issues

busing

abortion

social security

gun control

prison reform

capital punishment

crime rate

multi-ethnic issues

evaluating effects of media  
on thinking/behavior

law

government-related issues

elections

constitution

courts

legislation

judicial/constitutional

rights and responsibili-  
ties

political participation

Bill of Rights

global/foreign affairs

Panama Canal

economic issues

job opportunities

supply and demand

advertising

analyze/evaluate mass media



In-Service Education on Students' Social Development

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List of topics that were  
counted in this type of activity

List of topics that were not  
counted in this type of activity

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---

in service workshops, confer-  
ences, training sessions on  
the effects of interaction  
between teachers and stu-  
dents and between adminis-  
trators and students on  
students' social develop-  
ment  
social development  
classroom management  
classroom student discipline  
child abuse  
communications  
interactions

in-service training for academic  
subjects

APPENDIX D

Letter from Delaware Department of Public Instruction

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## DEPARTMENT OF PUBLIC INSTRUCTION

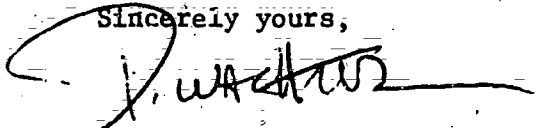
THE TOWNSEND BUILDING  
DOVER, DELAWARE 19901KENNETH C. MADDEN  
STATE SUPERINTENDENTRANDALL L. BROYLES  
EDWARD E. ROW  
JOHN J. RYAN  
ASSISTANT SUPERINTENDENTSApril  
4th  
1978Dr. Suzanne Root  
Survey Coordinator  
Citizen Education  
Development Division  
Research for Better Schools, Inc.  
1700 Market St., Suite 1700  
Philadelphia, Pennsylvania 19103

Dear Dr. Root:

This letter shall serve to acknowledge that the Delaware State Department of Public Instruction will cooperate with Research for Better Schools and support a survey of CITIZEN EDUCATION in Delaware. Mr. Donald R. Knouse, State Supervisor of Social Studies, is authorized to work with you to identify the potential sample.

In conversation regarding support, it was recommended that the survey form, if possible, be edited for length. It was further recommended that a sample of districts be selected not to exceed 25%.

Sincerely yours,

  
Donald H. H. Wachter  
State Director of Instruction

DHHW:ehc

cc: Dr. Broyles  
Mr. Knouse  
Ms. Presseisen

APPENDIX E

Certificate of Approval

Research for Better Schools, Inc.

Institutional Review Board

APPENDIX F

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

CERTIFICATE OF APPROVAL  
INSTITUTIONAL REVIEW BOARD

OF

RESEARCH FOR BETTER SCHOOLS, INC.

As members of the Institutional Review Board for the Protection of Human Subjects, we reviewed and approved the Tri-State Citizen Education Survey. This certificate is signed in accordance with the July 25, 1975 Institutional Assurance approved by the Department of Health, Education and Welfare.

*J. Helmstaedt*  
*Lester L. Nett*  
*Henry M. Briles*

Member(s) of the Review Board

*6/28/78*  
Date

This survey was approved during an April 17th conference call with review board members.

189

173

UNIVERSITY OF DELAWARE

**A SURVEY OF CITIZEN EDUCATION ACTIVITIES  
AND INTERESTS IN ELEMENTARY, MIDDLE/JUNIOR  
HIGH, AND SENIOR HIGH SCHOOLS IN DELAWARE**

**FINAL REPORT**

**VOLUME 2: TABLES**

TABLE OF CONTENTS

	<u>Page</u>
Demographic Tables . . . . .	1
Item 1 - Environmental Studies . . . . .	5
Item 2 - Community Members at School . . . . .	12
Item 3 - Multicultural Education . . . . .	19
Item 4 - Citizen-Related Social and/or Cognitive Skills. . . . .	26
Item 5 - Law-Related Education . . . . .	33
Item 6 - Social Action.. . . .	40
Item 7 - Economics Education . . . . .	47
Item 8 - Family Life Education . . . . .	54
Item 9 - Family Life Education for Parents . . . . .	61
Item 10 - Moral/Ethical/Values Education . . . . .	68
Item 11 - Student Involvement in School Governance . . . . .	75
Item 12 - Student Activities in the Community. . . . .	82
Item 13 - Measures of Social Development . . . . .	89
Item 14 - Global Education . . . . .	96
Item 15 - Analysis of the Mass Media . . . . .	103
Item 16 - In-Service on Students' Social Development . . . . .	110

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DEMOGRAPHIC TABLES



TABLE A.1

NUMBER OF SCHOOLS RESPONDING  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle junior hi	Senior high	All levels
500 or fewer	19	0	0	19
501 - 750	15	7	1	23
751 - 1000	5	4	3	12
1001 - 1500	0	1	3	4
Over 1500	0	0	3	3
Data not available	1	1	1	3
Total	40	13	11	64

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

TABLE A.2

NUMBER OF SCHOOLS RESPONDING  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3	0	0	3
Suburban	22	8	3	33
Rural	13	3	5	21
Combination	1	2	2	5
Data not available	1	0	1	2
Total	40	13	11	64

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

TABLE A.3

NUMBER OF RESPONDENTS BY SCHOOL LEVEL  
AND PROFESSIONAL POSITION

Professional position	School level			
	Elementary	Middle or junior high	Senior high	All levels
Principal	39	13	10	62
Assistant principal	0	0	0	0
Teacher	0	0	0	0
Guidance counselor	1	0	0	1
Chairperson, social studies department	0	0	0	0
Other	0	0	0	0
Data not available	0	0	1	1
Total	40	13	11	64

# BEST COPY AVAILABLE

## ITEM 1

### ENVIRONMENTAL STUDIES

#### ENVIRONMENTAL STUDIES

In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. Circle YES or NO below. If you answer YES, please make sure that you answer both item 1a and item 1b.

YES Go on to both items 1a and 1b.

NO Go on to item 1b.

1a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

1b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 1.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
ENVIRONMENTAL STUDIES,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	28	7	3	38
One	4	2	3	9
Two	6	3	3	12
Three	2	1	2	5
Four	0	0	0	0
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.55	0.85	1.36	0.75
Standard error of the mean.....	0.15	0.30	0.34	0.13

<sup>a</sup>For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 1.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
ENVIRONMENTAL STUDIES,  
BY SCHOOL LEVEL AND ENROLLMENT.

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	7	1	0	7
501 - 750	4	3	1	8
751 - 1000	1	1	2	4
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	12	6	8	26
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	no

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 1.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
ENVIRONMENTAL STUDIES,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3	0	0	3
Suburban	7	3	2	12
Rural	2	1	4	7
Combination	0	2	2	4
All regions.....	12	6	8	26
Number of schools responding.....	39	13	10	62
Chi square <sup>b</sup> significance.....	yes	no	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 1.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
ENVIRONMENTAL STUDIES,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	5	0	0	5
Interested	12	6	3	21
Somewhat interested	13	5	3	21
Not interested	8	1	2	11
Number of schools responding.....	38	12	8	58
Mean degree of interest <sup>a</sup> .....	2.37	2.42	2.13	2.34
Standard error of the mean.....	0.16	0.19	0.29	0.12

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1



TABLE 1.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
ENVIRONMENTAL STUDIES,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.44	-	-	2.44
501 - 750	2.50	2.17	-	2.40
751 - 1000	1.80	2.50	2.00	2.08
1001 - 1500	-	3.00	2.67	2.75
Over 1500	-	-	1.50	1.50
All enrollments.....	2.38	2.36	2.13	2.34
Number of schools responding.....	37	11	8	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 1.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.33	-	-	3.33
Suburban	2.62	2.29	2.33	2.51
Rural	1.77	2.33	2.00	1.90
Combination	2.00	3.00	2.00	2.50
All regions.....	2.37	2.42	2.13	2.34
Number of schools responding.....	38	12	8	58
Analysis of variance significance.....	yes	no	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

- Very interested = 4
- Interested = 3
- Somewhat interested = 2
- Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 2

### COMMUNITY MEMBERS AT SCHOOL

#### COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? Circle YES or NO below. If you answer YES, please make sure that you answer both item 2a and item 2b.

YES Go on to both items 2a and 2b.

NO Go on to item 2b.

2a.

What community members have come to school this year?	What topics have community members presented?	How often have community members come to school this year?	In what grade(s) are the students?	ROUGHLY, what percent of students within each grade participate?

- 2b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Really to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 2.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
COMMUNITY MEMBERS AT SCHOOL,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	9	4	2	15
One	7	2	0	9
Two	15	6	0	21
Three	7	0	2	9
Four	2	1	3	6
Five	0	0	0	0
Six	0	0	1	1
Seven	0	0	1	1
Eight	0	0	2	2
None or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	1.65	1.38	4.27	2.05
Standard error of the mean.....	0.18	0.33	0.84	0.23

<sup>a</sup> For this item, the number of activities was the number of community members who came to school during the year to speak or work with students on topics related to citizen education.

TABLE 2.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
COMMUNITY MEMBERS AT SCHOOL,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	18	1	0	18
501 - 750	10	5	1	16
751 - 1000	2	2	3	7
1001 - 1500	0	1	3	4
Over 1500	0	0	1	1
All enrollments....	30	9	8	47
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	yes	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 2.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
COMMUNITY MEMBERS AT SCHOOL,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3	0	0	3
Suburban	17	5	2	24
Rural	10	2	5	17
Combination	0	2	1	3
All regions.....	30	9	8	47
Number of schools responding.....	39	13	10	62
Chi square <sup>b</sup> significance.....	no	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 2.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
COMMUNITY MEMBERS AT SCHOOL,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	6	2	2	10
Interested	21	2	2	25
Somewhat interested	4	3	4	11
Not interested	5	3	2	10
Number of schools responding.....	36	10	10	56
Mean degree of interest <sup>a</sup> .....	2.78	2.30	2.40	2.63
Standard error of the mean.....	0.15	0.37	0.34	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

TABLE 2.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
COMMUNITY MEMBERS AT SCHOOL,<sup>a</sup>  
BY SCHOOL LEVEL AND ENROLLMENT<sup>b</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.50	-	-	2.50
501 - 750	3.07	2.25	2.00	2.85
751 - 1000	2.80	2.50	2.67	2.67
1001 - 1500	-	2.00	2.00	2.00
Over 1500	-	-	2.00	2.00
All enrollments.....	2.78	2.33	2.22	2.61
Number of schools responding.....	36	9	9	54
Analysis of variance significance..... <sup>c</sup>	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.



TABLE 2.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
COMMUNITY MEMBERS AT SCHOOL,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.00	-	-	3.00
Suburban	2.90	2.60	1.67	2.71
Rural	2.59	2.00	2.40	2.45
Combination	2.00	2.00	3.00	2.25
All regions.....	2.78	2.30	2.22	2.60
Number of schools responding.....	36	10	9	55
Analysis of variance significance..... <sup>c</sup>	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 3

### MULTICULTURAL EDUCATION

#### CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the **CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY**? Circle YES or NO below. If you answer YES, please make sure that you answer both item 3a and item 3b.

YES Go on to both items 3a and 3b.

NO Go on to item 3b.

3a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

- 3b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 3.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
MULTICULTURAL EDUCATION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	31	8	3	42
One	6	3	4	13
Two	2	2	2	6
Three	1	0	1	2
Four	0	0	0	0
Five	0	0	1	1
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.33	0.54	1.45	0.56
Standard error of the mean.....	0.11	0.22	0.45	0.12

<sup>a</sup>For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 3.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
MULTICULTURAL EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	3	1	0	3
501 - 750	5	2	0	7
751 - 1000	0	1	3	4
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	8	5	8	21
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 3.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
MULTICULTURAL EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	0	0	0	0
Suburban	8	2	2	12
Rural	1	1	4	6
Combination	0	2	2	4
All regions.....	9	5	8	22
Number of schools responding.....	39	13	10	62
Chi square <sup>b</sup> significance.....	no	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 3.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
MULTICULTURAL EDUCATION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	3	2	1	6
Interested	16	2	4	22
Somewhat interested	10	3	2	15
Not interested	9	3	2	14
Number of schools responding.....	38	10	9	57
Mean degree of interest <sup>a</sup> .....	2.34	2.30	2.44	2.35
Standard error of the mean.....	0.15	0.37	0.34	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 3.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
MULTICULTURAL EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.28	-	-	2.28
501 - 750	2.20	1.75	-	2.11
751 - 1000	3.00	3.00	2.33	2.83
1001 - 1500	-	2.00	2.33	2.25
Over 1500	-	-	2.50	2.50
All enrollments.....	2.34	2.33	2.38	2.35
Number of schools responding.....	38	9	8	55
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 3.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
 MULTICULTURAL EDUCATION,  
 BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.00	-	-	2.00
Suburban	2.52	2.80	2.00	2.52
Rural	2.08	1.67	2.25	2.05
Combination	3.00	2.00	4.00	2.75
All regions.....	2.34	2.30	2.33	2.34
Number of schools responding.....	38	10	8	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
 Interested = 3  
 Somewhat interested = 2  
 Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.



## ITEM 4

### CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS

#### CITIZEN-RELATED PROCESS SKILLS

4 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills? Circle YES or NO below. If you answer YES, please make sure that you answer both item 4a and item 4b.

YES Go on to both items 4a and 4b.

NO Go on to item 4b.

4a.

Name the course(s), unit(s), etc., the school has conducted this year	What skills have the course(s), unit(s), etc., helped students develop?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

4b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 4:1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	34	9	4	47
One	5	3	4	12
Two	1	1	1	3
Three	0	0	0	0
Four	0	0	0	0
Five	0	0	2	2
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.18	0.38	1.45	0.44
Standard error of the mean.....	0.07	0.18	0.56	0.12

<sup>a</sup> For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 4.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2	1	0	2
501 - 700	3	2	1	6
751 - 1000	1	0	2	3
1001 - 1500	0	1	2	3
Over 1500	0	0	2	2
All enrollments.....	6	4	7	17
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 4.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	0	0	0	0
Suburban	5	0	1	6
Rural	1	2	4	7
Combination	0	2	2	4
All regions.....	6	4	7	17
Number of schools responding.....	39	13	10	62
Chi square significance..... <sup>b</sup>	no	yes	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 4.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	6	0	3	9
Interested	5	5	4	14
Somewhat interested	13	4	1	18
Not interested	10	3	2	15
Number of schools responding.....	34	12	10	56
Mean degree of interest <sup>a</sup> .....	2.21	2.17	2.80	2.30
Standard error of the mean.....	0.18	0.24	0.36	0.14

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 4.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.18	-	-	2.18
501 - 750	2.31	2.00	4.00	2.30
751 - 1000	2.00	2.00	2.67	2.18
1001 - 1500	-	3.00	2.67	2.75
Over 1500	-	-	2.00	2.00
All enrollments.....	2.21	2.09	2.67	2.30
Number of schools responding.....	34	11	9	54
Analysis of variance significance..... <sup>c</sup>	no	no	no	no

<sup>a</sup> The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup> For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 4.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.33	-	-	3.33
Suburban	2.50	1.71	2.33	2.29
Rural	1.63	2.67	2.80	2.71
Combination	1.00	3.00	3.00	2.50
All regions.....	2.24	2.17	2.67	2.30
Number of schools responding.....	33	12	9	54
Analysis of variance significance.....	yes	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

**ITEM 5**

**LAW-RELATED EDUCATION**

**INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES  
IN A DEMOCRATIC SOCIETY**

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of **INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY**, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state? *Circle YES or NO below. If you answer YES, please make sure that you answer both item 5a and item 5b.*

**YES** Go on to both items 5a and 5b.

**NO** Go on to item 5b.

5a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

- 5b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**



TABLE 5.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
LAW-RELATED EDUCATION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	38	6	3	47
One	2	5	6	13
Two	0	2	0	2
Three	0	0	0	0
Four	0	0	1	1
Five	0	0	1	1
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.05	0.69	1.36	0.41
Standard error of the mean.....	0.03	0.21	0.49	0.11

<sup>a</sup>For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 5.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
LAW-RELATED EDUCATION  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1	1	0	1
501 - 750	1	3	1	5
751 - 1000	0	2	1	3
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments.....	2	7	7	16
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 5.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
LAW-RELATED EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	1	4	2	7
Rural	0	1	3	4
Combination	0	2	2	4
All regions.....	2	7	7	16
Number of schools responding.....	39	13	10	62
Chi square <sup>b</sup> significance.....	no	no	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 5.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
LAW-RELATED EDUCATION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	3	3	2	8
Interested	5	3	3	11
Somewhat interested	10	3	3	16
Not interested	19	1	1	21
Number of schools responding.....	37	10	9	56
Mean degree of interest <sup>a</sup> .....	1.79	2.80	2.67	2.11
Standard error of the mean.....	0.16	0.33	0.33	0.14

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

TABLE 5.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
LAW-RELATED EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1.72	-	-	1.72
501 - 750	2.08	2.40	2.00	2.16
751 - 1000	1.20	2.67	2.00	1.80
1001 - 1500	-	4.00	3.00	3.25
Over 1500	-	-	2.50	2.50
All enrollments.....	1.78	2.67	2.50	2.11
Number of schools responding.....	36	9	8	53
Analysis of variance significance <sup>c</sup> .....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 5.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
LAW-RELATED EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1.67	-	-	1.67
Suburban	2.06	2.60	3.00	2.26
Rural	1.53	2.33	2.00	1.75
Combination	1.00	4.00	3.00	3.00
All regions.....	1.81	2.80	2.50	2.09
Number of schools responding.....	36	10	8	54
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 6

### SOCIAL ACTION

#### SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS

6 In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud? Circle YES or NO below. If you answer YES, please make sure that you answer both item 6a and item 6b.

YES Go on to both items 6a and 6b.

NO Go on to item 6b.

6a

What studies or activities have pupils carried out this year?	How often have pupils carried out a study or activity this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

6b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

#### VERY INTERESTED

Ready to consider assigning resources to the development of this type of activity at my school.

#### INTERESTED

Want to discuss needs and interests at my school that this type of activity addresses.

#### SOMEWHAT INTERESTED

Like to know more about this.

#### NOT INTERESTED

TABLE 6.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
SOCIAL ACTION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	34	8	7	49
One	4	3	2	9
Two	2	2	1	5
Three	0	0	0	0
Four	0	0	0	0
Five	0	0	1	1
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.20	0.54	0.82	0.38
Standard error of the mean.....	0.08	0.22	0.46	0.11

<sup>a</sup> For this item, the number of activities was the number of studies or activities which pupils carried out this year.



TABLE 6.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
SOCIAL ACTION,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	5	1	0	5
501 - 750	1	3	0	4
751 - 1000	0	1	1	2
1001 - 1500	0	0	1	1
Over 1500	0	0	2	2
All enrollments....	6	5	4	15
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	yes	no	-	no

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 6.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
SOCIAL ACTION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2	0	0	2
Suburban	3	3	0	6
Rural	1	1	2	4
Combination	0	1	2	3
All regions.....	6	5	4	15
Number of schools responding.....	39	13	10	62
Chi square significance..... <sup>b</sup>	no	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 6.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
SOCIAL ACTION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	1	2	3	6
Interested	4	2	1	7
Somewhat interested	12	5	1	18
Not interested	22	2	2	26
Number of schools responding.....	39	11	7	57
Mean degree of interest <sup>a</sup> .....	1.59	2.36	2.71	1.88
Standard error of the mean.....	0.13	0.31	0.52	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 6.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
SOCIAL ACTION,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1.47	-	-	1.47
501 - 750	1.86	2.20	-	1.95
751 - 1000	1.20	2.75	2.50	2.00
1001 - 1500	-	2.00	3.00	2.75
Over 1500	-	-	2.50	2.50
All enrollments.....	1.58	2.40	2.71	1.88
Number of schools responding.....	38	10	7	55
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 6.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
SOCIAL ACTION,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1.67	-	-	1.67
Suburban	1.67	2.50	2.67	1.93
Rural	1.54	2.33	2.33	1.79
Combination	1.00	2.00	4.00	2.25
All regions.....	1.61	2.36	2.71	1.89
Number of schools responding.....	38	11	7	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

- Very interested = 4
- Interested = 3
- Somewhat interested = 2
- Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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**ITEM 7**

**ECONOMICS EDUCATION**

**AMERICAN ECONOMIC SYSTEM**

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the **AMERICAN ECONOMIC SYSTEM**, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.? *Circle YES or NO below. If you answer YES, please make sure that you answer both item 7a and item 7b.*

**YES** Go on to both items 7a and 7b.

**NO** Go on to item 7b.

7a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

7b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 7.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
ECONOMICS EDUCATION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	28	9	2	39
One	11	4	2	17
Two	1	0	1	2
Three	0	0	5	5
Four	0	0	1	1
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.33	0.31	2.09	0.63
Standard error of the mean.....	0.08	0.13	0.41	0.12

<sup>a</sup> For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 7.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
ECONOMICS EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	7	0	0	7
501 - 750	4	2	1	7
751 - 1000	1	2	2	5
1001 - 1500	0	0	3	3
Over 1500	0	0	2	2
All enrollments....	12	4	8	24
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.



TABLE 7.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
ECONOMICS EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3	0	0	3
Suburban	8	4	2	14
Rural	0	0	4	4
Combination	0	0	2	2
All regions.....	11	4	8	23
Number of schools responding.....	39	13	10	62
Chi square significance <sup>b</sup> .....	yes	no	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 7.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
ECONOMICS EDUCATION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	4	1	1	6
Interested	12	5	4	21
Somewhat interested	12	3	2	17
Not interested	9	3	2	14
Number of schools responding.....	37	12	9	58
Mean degree of interest <sup>a</sup> .....	2.30	2.33	2.44	2.33
Standard error of the mean.....	0.16	0.28	0.34	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

- Very interested = 4
- Interested = 3
- Somewhat interested = 2
- Not interested = 1

TABLE 7.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
ECONOMICS EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.47	-	-	2.47
501 - 750	2.21	2.00	2.00	2.14
751 - 1000	2.00	2.50	2.00	2.18
1001 - 1500	-	3.00	3.00	3.00
Over 1500	-	-	2.00	2.00
All enrollments.....	2.31	2.27	2.38	2.33
Number of schools responding.....	36	11	8	55
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 7.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
ECONOMICS EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.33	-	-	3.33
Suburban	2.55	2.29	2.67	2.50
Rural	1.77	2.00	2.00	1.85
Combination	1.00	3.00	3.00	2.50
All regions.....	2.30	2.33	2.38	2.32
Number of schools responding.....	37	12	8	57
Analysis of variance significance..... <sup>c</sup>	yes	no	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 8

### FAMILY LIFE EDUCATION

#### FAMILY LIFE AND/OR PARENTING

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING? Circle YES or NO below. If you answer YES, please make sure that you answer both item 8a and item 8b.

YES Go on to both items 8a and 8b.

NO Go on to item 8b.

8a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

8b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

#### VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

#### INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

#### SOMEWHAT INTERESTED

Like to know more about this.

#### NOT INTERESTED

TABLE 8.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	33	8	1	42
One	7	5	3	15
Two	0	0	3	3
Three	0	0	4	4
Four	0	0	0	0
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.18	0.38	1.91	0.52
Standard error of the mean.....	0.06	0.14	0.31	0.11

<sup>a</sup> For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 8.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	4	1	0	4
501 - 750	3	2	1	6
751 - 1000	0	1	3	4
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	7	5	9	21
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup>For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 8.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2	0	0	2
Suburban	5	3	2	10
Rural	0	0	5	5
Combination	0	2	2	4
All regions.....	7	5	9	21
Number of schools responding.....	39	13	10	62
Chi square significance..... <sup>b</sup>	yes	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.



TABLE 8.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	3	1	2	6
Interested	5	1	4	10
Somewhat interested	16	6	2	24
Not interested	15	4	0	19
Number of schools responding.....	39	12	8	59
Mean degree of interest <sup>a</sup> .....	1.90	1.92	3.00	2.05
Standard error of the mean.....	0.15	0.26	0.27	0.12

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 8.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
 FAMILY LIFE EDUCATION,  
 BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.33	-	-	2.33
Suburban	1.95	2.00	2.67	2.03
Rural	1.85	1.67	3.00	2.00
Combination	1.00	2.00	3.00	2.00
All regions.....	1.92	1.92	2.86	2.04
Number of schools responding.....	38	12	7	57
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

- Very interested = 4
- Interested = 3
- Somewhat interested = 2
- Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 8.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high <sup>c</sup>	Senior high	All levels
500 or fewer	1.79	-	-	1.79
501 - 750	2.14	1.83	-	2.05
751 - 1000	1.60	2.00	3.50	2.09
1001 - 1500	-	2.00	2.67	2.50
Over 1500	-	-	2.50	2.50
All enrollments.....	1.89	1.91	2.86	2.02
Number of schools responding.....	38	11	7	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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**ITEM 9**

**FAMILY LIFE EDUCATION FOR PARENTS**

**FAMILY LIFE AND/OR PARENTING FOR PARENTS**

9 Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING? Circle YES or NO below. If you answer YES, please make sure that you answer both item 9a and item 9b.

YES Go on to both items 9a and 9b.

NO Go on to item 9b.

9a.

Have the course(s), seminar(s), etc., the school has conducted this year.	What topics have parents studied this year?	How often has the school conducted the course(s), seminar(s), etc., this year?	In what grade(s) are the children of the parents who participated?	How often, what percent of parents within each grade participated?

9b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 9.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION FOR PARENTS,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	33	13	9	55
One	6	0	2	8
Two	1	0	0	1
Three	0	0	0	0
Four	0	0	0	0
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.20	0.00	0.18	0.16
Standard error of the mean.....	0.07	0.00	0.12	0.05

<sup>a</sup> For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 9.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION FOR PARENTS,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2	0	0	2
501 - 750	3	0	0	3
751 - 1000	2	0	0	2
1001 - 1500	0	0	2	2
Over 1500	0	0	0	0
All enrollments....	7	0	2	9
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	-	-	no

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 9.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION FOR PARENTS,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	5	0	1	6
Rural	1	0	1	2
Combination	0	0	0	0
All regions.....	7	0	2	9
Number of schools responding.....	39	13	10	62
Chi square significance.....	no	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 9.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
FAMILY LIFE EDUCATION FOR PARENTS,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	8	0	0	8
Interested	10	3	3	16
Somewhat interested	8	4	3	15
Not interested	12	5	2	19
Number of schools responding.....	38	12	8	58
Mean degree of interest <sup>a</sup> .....	2.37	1.83	2.13	2.22
Standard error of the mean.....	0.19	0.24	0.30	0.14

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1



TABLE 9.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
 FAMILY LIFE EDUCATION FOR PARENTS,<sup>a</sup>  
 BY SCHOOL LEVEL AND ENROLLMENT<sup>b</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.32	-	-	2.32
501 - 750	2.46	1.67	2.00	2.20
751 - 1000	2.40	1.75	2.00	2.09
1001 - 1500	-	2.00	2.67	2.50
Over 1500	-	-	1.00	1.00
All enrollments.....	2.38	1.73	2.14	2.22
Number of schools responding.....	37	11	7	55
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 9.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
 FAMILY LIFE EDUCATION FOR PARENTS,<sup>a</sup>  
 BY SCHOOL LEVEL AND NATURE OF REGION<sup>b</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.33	-	-	3.33
Suburban	2.52	1.86	2.33	2.35
Rural	2.08	1.33	2.00	1.95
Combination	1.00	2.50	-	2.00
All regions.....	2.40	1.83	2.14	2.25
Number of schools responding.....	37	12	7	56
Analysis of variance significance <sup>c</sup> .....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 10

### MORAL/ETHICAL/VALUES EDUCATION

#### MORAL/ETHICAL/VALUES EDUCATION

10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others. Circle YES or NO below. If you answer YES, please make sure that you answer both item 10a and item 10b.

YES Go on to both items 10a and 10b.

NO Go on to item 10b.

10a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

10b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this subject area at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this subject area addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 10.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
MORAL/ETHICAL/VALUES EDUCATION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	36	11	5	52
One	4	2	5	11
Two	0	0	0	0
Three	0	0	0	0
Four	0	0	0	0
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	1	1
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.10	0.15	1.09	0.28
Standard error of the mean.....	0.05	0.10	0.61	0.12

<sup>a</sup> For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 10.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
MORAL/ETHICAL/VALUES EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2	1	0	2
501 - 750	2	0	0	2
751 - 1000	0	0	1	1
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	4	2	6	12
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance.....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 10.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
MORAL/ETHICAL/VALUES EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	3	0	2	5
Rural	0	0	2	2
Combination	0	2	2	4
All regions.....	4	2	4	12
Number of schools responding.....	39	13	10	62
Chi square <sup>b</sup> significance.....	no	yes	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 10.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
MORAL/ETHICAL/VALUES EDUCATION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	5	2	1	8
Interested	12	3	2	17
Somewhat interested	12	3	3	18
Not interested	9	4	2	15
Number of schools responding.....	38	12	8	58
Mean degree of interest <sup>a</sup> .....	2.34	2.25	2.25	2.31
Standard error of the mean.....	0.16	0.23	0.37	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

TABLE 10.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
MORAL/ETHICAL/VALUES EDUCATION,<sup>a</sup>  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.17	-	-	2.17
501 - 750	2.57	2.17	2.00	2.43
751 - 1000	2.40	2.50	1.50	2.27
1001 - 1500	-	2.00	3.00	2.75
Over 1500	-	-	2.00	2.00
All enrollments.....	2.35	2.27	2.25	2.32
Number of schools responding.....	37	11	8	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.



TABLE 10.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
MORAL/ETHICAL/VALUES EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.00	-	-	2.00
Suburban	2.80	2.43	2.67	2.70
Rural	1.85	2.00	1.75	1.85
Combination	2.00	2.00	3.00	2.25
All regions.....	2.38	2.25	2.25	2.33
Number of schools responding.....	37	12	8	57
Analysis of variance significance <sup>c</sup> .....	yes	no	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

- Very interested : = 4
- Interested = 3
- Somewhat interested = 2
- Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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**ITEM 11**

**STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE**

**STUDENT INVOLVEMENT IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL**

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures? Circle YES or NO below. If you answer YES, please make sure that you answer both item 11a and item 11b.

YES Go on to both items 11a and 11b.

NO Go on to item 11b.

11a.

What decisions have students been involved in making this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

11b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 11.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	29	6	5	40
One	2	2	1	5
Two	6	2	1	9
Three	1	0	2	3
Four	1	2	1	4
Five	0	1	1	2
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	1	0	0	1
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.75	1.46	1.64	1.05
Standard error of the mean.....	0.25	0.50	0.56	0.22

<sup>a</sup> For this item, the number of activities was the number of decisions which students had been involved in making this year.

TABLE 11.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	7	1	0	7
501 - 750	4	3	0	7
751 - 1000	0	2	1	3
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	11	7	6	24
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	no

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 11.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	0	0	0	0
Suburban	8	2	2	12
Rural	2	3	2	7
Combination	0	2	2	4
All regions.....	10	7	6	23
Number of schools responding.....	39	13	10	62
Chi square significance..... <sup>b</sup>	no	yes	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 11.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
PARENT INVOLVEMENT IN SCHOOL GOVERNANCE,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	2	1	0	3
Interested	13	7	4	24
Somewhat interested	8	2	2	12
Not interested	15	2	2	19
Number of schools responding.....	38	12	8	58
Mean degree of interest <sup>a</sup> .....	2.05	2.58	2.25	2.19
Standard error of the mean.....	0.13	0.26	0.31	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

TABLE 11.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 <sup>a</sup> or fewer	2.32	-	-	2.32
501 - 750	1.92	2.83	1.00	2.15
751 - 1000	1.60	2.00	2.00	1.81
1001 - 1500	-	3.00	3.00	3.00
Over 1500	-	-	2.00	2.00
All enrollments.....	2.08	2.55	2.25	2.20
Number of schools responding.....	37	11	8	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup> The mean degree of interest was calculated using the following scale values:

- Very interested = 4
- Interested = 3
- Somewhat interested = 2
- Not interested = 1

<sup>b</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup> For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 11.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.33	-	-	2.33
Suburban	2.19	2.29	2.33	2.23
Rural	1.67	3.00	2.00	1.95
Combination	2.00	3.00	3.00	2.75
All regions.....	2.03	2.58	2.25	2.18
Number of schools responding.....	37	12	8	57
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.



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## ITEM 12

### STUDENT ACTIVITIES IN THE COMMUNITY

#### STUDENT WORK STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS

12) In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK STUDY, INTERNSHIP, VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS, e.g., municipal government, public welfare office, day care center? Circle YES or NO below. If you answer YES, please make sure that you answer both item 12a and item 12b.

YES Go on to both items 12a and 12b.

NO Go on to item 12b.

12a

What agencies have students worked at this year?	What activities have students carried out this year?	How many hours in all have been given to an activity or study by each student in a year?	In what grades are the students?	Approximately what percent of students within each grade participate?

12b How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

12c In business or commercial organizations

TABLE 12.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
STUDENT ACTIVITIES IN THE COMMUNITY,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	38	12	5	55
One	1	1	4	6
Two	1	0	1	2
Three	0	0	1	1
Four	0	0	0	0
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0		0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.08	0.08	0.32	0.20
Standard error of the mean.....	0.06	0.08	0.30	0.07

<sup>a</sup>For this item, the number of activities was the number of agencies students worked with or the number of activities they carried out this year.

TABLE 12.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
STUDENT ACTIVITIES IN THE COMMUNITY,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1	0	0	1
501 - 750	1	1	0	2
751 - 1000	0	0	2	2
1001 - 1500	0	0	2	2
Over 1500	0	0	2	2
All enrollments....	2	1	6	9
Number of schools responding.....	3	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 12.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
STUDENT ACTIVITIES IN THE COMMUNITY,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	1	1	1	3
Rural	0	0	3	3
Combination	0	0	2	2
All regions.....	2	1	6	9
Number of schools responding.....	39	13	10	62
Chi square <sup>b</sup> significance.....	no	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 12.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
STUDENT ACTIVITIES IN THE COMMUNITY,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	0	1	0	1
Interested	0	1	6	7
Somewhat interested	8	3	1	12
Not interested	31	6	2	39
Number of schools responding.....	39	11	9	59
Mean degree <sup>a</sup> of interest.....	1.21	1.73	2.44	1.49
Standard error of the mean.....	0.07	0.30	0.29	0.10

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

TABLE 12.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
STUDENT ACTIVITIES IN THE COMMUNITY,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1.16	-	-	1.16
501 - 750	1.29	1.60	2.00	1.40
751 - 1000	1.20	2.25	2.33	1.83
1001 - 1500	-	1.00	3.00	2.50
Over 1500	-	-	2.00	2.00
All enrollments.....	1.21	1.80	2.44	1.51
Number of schools responding.....	38	10	9	57
Analysis of variance <sup>c</sup> significance.....	no	no	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 12.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
STUDENT ACTIVITIES IN THE COMMUNITY  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1.33	-	-	1.33
Suburban	1.14	1.83	2.33	1.40
Rural	1.31	2.00	2.40	1.67
Combination	1.00	1.00	3.00	1.50
All regions.....	1.21	1.73	2.44	1.50
Number of schools responding.....	38	11	9	58
Analysis of variance significance <sup>c</sup> .....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 13

### MEASURES OF SOCIAL DEVELOPMENT

#### SCHOOL USES A FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT

13 Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test? Circle YES or NO below. If you answer YES, please make sure that you answer both item 13a and item 13b.

YES Go on to both items 13a and 13b.

NO Go on to item 13b

13a

What is the name of the test(s) and the nature of the test(s)?	How often has the school administered the test this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

13b How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**



TABLE 13.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
MEASURES OF SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	34	12	9	55
One	6	1	2	9
Two	0	0	0	0
Three	0	0	0	0
Four	0	0	0	0
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.15	0.08	0.18	0.14
Standard error of the mean.....	0.06	0.08	0.12	0.04

<sup>a</sup> For this item, the number of activities was the number of tests to measure students' social skills, growth, or development administered this year.

TABLE 13.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
MEASURES OF SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	3	0	0	3
501 - 750	1	0	0	1
751 - 1000	2	0	2	4
1001 - 1500	0	1	0	1
Over 1500	0	0	0	0
All enrollments....	6	1	2	9
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	yes	-	no

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 13.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
MEASURES OF SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	2	0	0	2
Rural	3	0	2	5
Combination	0	1	0	1
All regions.....	6	1	2	9
Number of schools responding.....	39	13	10	62
Chi square significance <sup>b</sup> .....	no	no	no	no

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 13.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
MEASURES OF SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	1	1	0	2
Interested	10	3	2	15
Somewhat interested	6	4	3	13
Not interested	20	4	1	25
Number of schools responding.....	37	12	6	55
Mean degree of interest <sup>a</sup> .....	1.78	2.08	2.17	1.89
Standard error of the mean.....	0.16	0.29	0.31	0.13

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

TABLE 13.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
MEASURES OF SOCIAL DEVELOPMENT,<sup>a</sup>  
BY SCHOOL LEVEL AND ENROLLMENT<sup>b</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1.79	-	-	1.79
501 - 750	1.79	2.00	2.00	1.86
751 - 1000	1.67	1.50	1.00	1.63
1001 - 1500	-	3.00	2.67	2.75
Over 1500	-	-	1.00	1.00
All enrollments.....	1.78	1.91	2.17	1.85
Number of schools responding.....	36	11	6	53
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 13.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
MEASURES OF SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.33	-	-	3.33
Suburban	1.76	1.43	2.33	1.74
Rural	1.50	2.67	2.00	1.78
Combination	-	3.50	-	3.50
All regions.....	1.81	2.08	2.17	1.91
Number of schools responding.....	36	12	6	54
Analysis of variance significance.....	yes	yes	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 14

### GLOBAL EDUCATION

#### INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES? Circle YES or NO below. If you answer YES, please make sure that you answer both item 14a and item 14b.

YES Go on to both items 14a and 14b.

NO Go on to item 14b.

14b.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

- 14b. How interested are you in developing, or developing further, this subject area at your school? Circle one.

#### VERY INTERESTED

Ready to consider assigning resources to the development of this subject area at my school.

#### INTERESTED

Want to discuss needs and interests at my school that this subject area addresses.

#### SOMEWHAT INTERESTED

Like to know more about this.

#### NOT INTERESTED

TABLE 14.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
GLOBAL EDUCATION,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	36	7	5	48
One	3	2	1	6
Two	1	2	0	3
Three	0	2	2	4
Four	0	0	2	2
Five	0	0	1	1
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	0	0
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.13	0.92	1.82	0.58
Standard error of the mean.....	0.06	0.33	0.60	0.15

<sup>a</sup>For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.



TABLE 14.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
GLOBAL EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2	1	0	2
501 - 750	2	3	0	5
751 - 1000	0	1	1	2
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	4	6	6	16
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 14.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
GLOBAL EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	3	2	2	7
Rural	0	2	2	4
Combination	0	2	2	4
All regions.....	4	6	6	16
Number of schools responding.....	39	13	10	62
Chi square significance..... <sup>b</sup>	no	no	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 14.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
GLOBAL EDUCATION,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	0	0	1	1
Interested	6	5	2	13
Somewhat interested	9	3	2	14
Not interested	22	4	3	29
Number of schools responding.....	37	12	8	57
Mean degree <sup>a</sup> of interest.....	1.57	2.08	2.13	1.75
Standard error of the mean.....	0.13	0.26	0.40	0.12

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 14.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
GLOBAL EDUCATION,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1.65	-	-	1.65
501 - 750	1.50	2.00	2.00	1.67
751 - 1000	1.40	1.75	1.00	1.45
1001 - 1500	-	3.00	3.00	3.00
Over 1500	-	-	2.00	2.00
All enrollments.....	1.56	2.00	2.13	1.73
Number of schools responding.....	36	11	8	55
Analysis of variance significance <sup>c</sup> .....	no	no	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 14.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
GLOBAL EDUCATION,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.33	-	-	2.33
Suburban	1.58	2.00	2.67	1.79
Rural	1.46	1.67	1.50	1.50
Combination	1.00	3.00	3.00	2.50
All regions.....	1.58	2.08	2.12	1.77
Number of schools responding.....	36	12	8	56
Analysis of variance significance.....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 15

### ANALYSIS OF THE MASS MEDIA

#### STUDENTS CRITICALLY ANALYZE LOCAL AND NATIONAL MASS MEDIA

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event? Circle YES or NO below. If you answer YES, please make sure that you answer both item 15a and item 15b.

YES Go on to both items 15a and 15b.

NO Go on to item 15b.

15a.

What issues have students analyzed this year?	What media were involved?	How often has an assignment been given this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

- 15b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 15.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
ANALYSIS OF THE MASS MEDIA,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	33	6	5	44
One	3	2	2	7
Two	3	4	1	8
Three	1	0	1	2
Four	0	1	1	2
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	0	0	1	1
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.30	1.08	1.82	0.72
Standard error of the mean.....	0.11	0.35	0.83	0.18

<sup>a</sup>For this item, the number of activities was the number of issues which students had analyzed this year.

TABLE 15.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
ANALYSIS OF THE MASS MEDIA,  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	3	1	0	3
501 - 750	2	4	0	6
751 - 1000	2	1	0	3
1001 - 1500	0	1	3	4
Over 1500	0	0	2	2
All enrollments....	7	7	5	19
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	-	yes

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.



TABLE 15.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
ANALYSIS OF THE MASS MEDIA,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level <sup>1</sup>			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2	0	0	2
Suburban	4	3	2	9
Rural	1	2	1	4
Combination	0	2	2	4
All regions.....	7	7	5	19
Number of schools responding.....	39	13	10	62
Chi square significance..... <sup>b</sup>	no	no	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 15.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
ANALYSIS OF THE MASS MEDIA,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	1	1	0	2
Interested	10	5	5	20
Somewhat interested	12	4	2	18
Not interested	15	2	2	19
Number of schools responding.....	38	12	9	59
Mean degree of interest <sup>a</sup> .....	1.92	2.42	2.33	2.08
Standard error of the mean.....	0.14	0.26	0.29	0.12

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 15.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
ANALYSIS OF THE MASS MEDIA,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.11	-	-	2.11
501 - 750	1.71	2.33	2.00	1.90
751 - 1000	2.00	2.75	2.00	2.30
1001 - 1500	-	2.00	2.67	2.50
Over 1500	-	-	2.00	2.00
All enrollments.....	1.95	2.45	2.25	2.09
Number of schools responding.....	37	11	8	56
Analysis of variance significance <sup>c</sup> .....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 15.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
ANALYSIS OF THE MASS MEDIA,  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.67	-	-	2.67
Suburban	1.86	2.43	2.33	2.03
Rural	2.00	2.67	2.00	2.10
Combination	1.00	2.00	3.00	2.00
All regions.....	1.95	2.42	2.25	2.09
Number of schools responding.....	37	12	8	57
Analysis of variance significance <sup>c</sup> .....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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## ITEM 16

### IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT

#### IN-SERVICE WORKSHOPS ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem. Circle YES or NO below. If you answer YES, please make sure that you answer both item 16a and item 16b.

YES Go on to both items 16a and 16b.

NO Go on to item 16b.

16a.

What topics have been presented and discussed at workshop(s) this year?	How often have the workshop(s) been conducted this year?	What grades do participating teachers teach?	Roughly, what percent of teachers within each grade participated?

- 16b. How interested are you in developing, or developing further, this type of activity at your school? Circle one.

**VERY INTERESTED**

Ready to consider assigning resources to the development of this type of activity at my school.

**INTERESTED**

Want to discuss needs and interests at my school that this type of activity addresses.

**SOMEWHAT INTERESTED**

Like to know more about this.

**NOT INTERESTED**

TABLE 16.1

NUMBER OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO  
IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL

Number of activities <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	31	8	9	48
One	4	2	1	7
Two	3	3	1	7
Three	0	0	0	0
Four	1	0	0	1
Five	0	0	0	0
Six	0	0	0	0
Seven	0	0	0	0
Eight	0	0	0	0
Nine or more	1	0	0	1
Number of schools responding.....	40	13	11	64
Mean number of activities.....	0.58	0.62	0.27	0.53
Standard error of the mean.....	0.25	0.24	0.19	0.17

<sup>a</sup>For this item, the number of activities was the number of topics which had been presented and discussed at teacher and administrator workshops this year.

TABLE 16.2

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT  
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	5	0	0	5
501 - 750	3	2	0	5
751 - 1000	1	3	1	5
1001 - 1500	0	0	1	1
Over 1500	0	0	0	0
All enrollments....	9	5	2	16
Number of schools responding.....	39	13	10	62
Kendall's Tau C significance <sup>b</sup> .....	no	no	=	no

<sup>a</sup> Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>b</sup> For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report. Kendall's Tau C significance is not computed for 10 cases or fewer.

TABLE 16.3

NUMBER OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO  
IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region <sup>a</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	1	0	0	1
Suburban	7	5	1	13
Rural	0	0	1	1
Combination	0	0	0	0
All regions.....	8	5	2	15
Number of schools responding.....	39	13	10	62
Chi square significance.....	no	no	no	yes

<sup>a</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>b</sup>For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.



TABLE 16.4

NUMBER OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST  
IN DEVELOPING ACTIVITIES DEVOTED TO  
IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	7	3	3	13
Interested	15	4	1	20
Somewhat interested	7	2	1	10
Not interested	9	1	2	12
Number of schools responding.....	38	10	7	55
Mean degree of interest <sup>a</sup> .....	2.53	2.90	2.71	2.62
Standard error of the mean.....	0.17	0.31	0.52	0.15

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested	= 4
Interested	= 3
Somewhat interested	= 2
Not interested	= 1

TABLE 16.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
IN SERVICE ON STUDENTS' SOCIAL DEVELOPMENT,  
BY SCHOOL LEVEL AND ENROLLMENT<sup>a</sup>

Enrollment <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.61	-	-	2.61
501 - 750	2.50	2.50	2.00	2.47
751 - 1000	2.40	3.25	2.50	2.73
1001 - 1500	-	3.00	3.61	3.50
Over 1500	-	-	1.00	1.00
All enrollments.....	2.54	2.89	2.71	2.62
Number of schools responding.....	37	9	7	53
Analysis of variance significance <sup>c</sup> .....	no	no	no	no

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 16.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO  
IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT  
BY SCHOOL LEVEL AND NATURE OF REGION<sup>a</sup>

Nature of region <sup>b</sup>	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	3.33	-	-	3.33
Suburban	2.90	3.20	3.00	2.97
Rural	2.00	2.33	2.50	2.15
Combination	1.00	3.00	-	2.33
All regions.....	2.57	2.90	2.71	2.65
Number of schools responding.....	37	10	7	54
Analysis of variance significance <sup>c</sup> .....	yes	no	no	yes

<sup>a</sup>The mean degree of interest was calculated using the following scale values:

Very interested = 4  
Interested = 3  
Somewhat interested = 2  
Not interested = 1

<sup>b</sup>The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

<sup>c</sup>For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.