22. How does the "truth in lending law" help consumers?

%		
53	(*)	It requires that finance charges be clearly stated so that consumers know how much interest they are paying on charge accounts.
4	( )	It requires retail stores to charge smaller amounts of interest on charge accounts.
17	( )	It saves the consumer money by pooling all charges, including purchases and interest, into one central computer account.
19	( )	It requires that lenders of money be reported to the Federal Reserve Bank when their interest rates become too high.

23. A consumer wishes to determine if a merchant has a good reputation for fair dealing in his community. One source to secure such information would be the

%		
5	( )	U.S. Department of Commerce.
1	( )	newspaper.
10	( )	Consumer Index.
77	(*)	Better Business Bureau.
3	( )	I don't know.

24. In a capitalist economic system, such as the United States, who has the most influence in deciding what will be produced?

%		
9	( )	Labor unions
22	( )	The federal government
47	(*)	Consumers
14	( )	Businessmen
5	( )	I don't know.

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #22	#23	#24
Massachusetts	100	60	54	80	47
National	-	-	-	-	-
Northeast Region	-	-	-	-	-
Mass. Region					
Boston	32	57	51	77	44
Northeast	22	61	54	76	52
Pittsfield	4	68	61	92	51
Southeast	18	60	55	79	47
Springfield	7	67	56	93	52
Worcester	17	53	49	68	41
Kind of Community					
Big City	19	54	47	78	38
Industrial Suburb	14	54	49	70	44
Residential Suburb	40	59	54	77	47
Other, Rural	28	64	58	81	53
Sex					
Female	49	59	55	78	45
Male	49	62	54	82	51
Mother's Education					
Less than HS Grad.	15	55	49	76	41
High School Grad.	47	62	57	79	51
Some College	9	63	56	82	52
College Graduate	11	65	60	84	50
Beyond College	7	63	51	87	51
Father's Education					
Less than HS Grad.	16	58	53	76	44
High School Grad.	30	60	55	78	47
Some College	11	65	61	79	55
College Graduate	14	61	54	80	50
Beyond College	15	66	58	88	53
Occup.: Household Hd.					
Unskilled worker	6	55	49	75	42
Semiskilled worker	11	62	53	81	52
Skilled worker	27	58	53	77	45
White Collar	23	59	54	85	49
Professional	22	67	62	83	55
High School Program					
General	21	54	47	74	42
Vocational	11	60	54	82	44
College-bound	57	65	59	83	53
Other Special	6	54	50	71	40
Future Plans					
Four year college	41	67	59	85	57
Two yr; community	12	59	62	78	37
Special training	14	58	57	79	39
Full time job	11	54	44	75	44
Job and School	4	60	60	77	43
Undecided	14	53	40	74	44

OBJECTIVE VIII - CONSUMER RIGHTS

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #22	#23	#24
Massachusetts	100	60	54	80	47
Attitude toward School					
Good	50	65	60	83	52
Neutral	33	57	50	78	43
Poor	14	55	47	72	45
Friendliness of School					
Friendly	76	61	55	79	48
Neutral	14	59	53	77	74
Unfriendly	4	58	49	86	39
Confidence in Opinion					
Very much	31	65	61	84	51
Much	46	62	55	80	50
Some	18	52	43	72	40
Little; very little	2	56	59	72	36
Overall talent, ability					
Much more than others	8	66	61	84	54
More than others	32	65	59	84	51
About the same	53	58	52	77	46
Less	4	55	50	70	46
Hesitant to Speak in Class					
Never	7	62	62	80	45
Rarely	29	66	58	81	58
Sometimes	44	59	53	80	43
Often; always	17	58	50	70	46
People running Govt. crooked					
Hardly any	7	33	26	45	29
Not very many	24	61	55	81	46
Quite a few	69	61	55	79	49
Money people in Govt. waste					
Not very much money	2	65	56	88	51
Some money	29	61	57	79	47
A lot of money	69	58	51	77	46
Trust Govt. in Wash. to do right					
Just about always	6	71	69	92	52
Most of the time	42	61	54	76	52
Some of the time	44	57	51	78	43
Little of the time	8	53	47	73	38
People running Govt. are smart					
Almost all of them	39	64	56	33	54
Some of them	56	56	51	74	42
Almost none of them	5	57	47	80	44
For whom is Govt. run					
The benefit of all the people	50	61	53	80	50
For a few big interests	45	61	56	80	46

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MAR 28 1977

MASSACHUSETTS EDUCATIONAL ASSESSMENT PROGRAM

CITIZENSHIP AND SOCIAL STUDIES

1975-1976

State Department of Education, Bureau of Research and Assessment, April, 1976

FOREWORD

In 1973, the Massachusetts Board of Education initiated the Statewide Educational Assessment Program to provide Massachusetts citizens with useful information about the quality of education in the Commonwealth. As a result of the first phase of the program, teachers, administrators, parents, students, public officials and employers were provided with findings which indicated patterns of performance in reading, mathematics, and occupational knowledge as well as students' occupational attitudes and decision-making skills.

This report describes the results of the Assessment of Student Skills in Social Studies/Citizenship. Information from this and other parts of the second phase of the Massachusetts Educational Assessment Program will contribute toward enhancing learning opportunities for Massachusetts students.

The program reflects the goals and objectives which the Commonwealth's public considers relevant to Massachusetts education. I am pleased to present this year's assessment findings for review by all interested citizens.

Mary Ann Hardenbergh
Chairperson
Massachusetts Board of Education

ACKNOWLEDGEMENTS

The success of the Statewide Assessment of Student Performance in Social Studies/Citizenship can be credited to the involvement and assistance of educators, citizens and students throughout the Commonwealth. Implementation of the program could not have been accomplished without the effort and support received from many concerned and committed people in the State.

The cooperation of the following groups and individuals is greatly appreciated:

- The Statewide Assessment Advisory Committee members who assisted in determining the study's design and in reviewing the report's content:
- The Massachusetts Teachers Association representatives who provided recommendations concerning the program's structure and implementation;
- The Executive Committees of the Massachusetts Association of School Superintendents, the Massachusetts Association of Secondary School Principals, the Massachusetts Association of Elementary School Principals and the Massachusetts Association of School Committees for their backing of this effort;
- The many teachers, principals, superintendents and other local district administrators who facilitated the administration of the assessment tests.

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TABLE OF CONTENTS

		Page
I.	BACKGROUND	1
	History	1
	Purpose	3
II.	CITIZENSHIP AND SOCIAL STUDIES	5
	Description	5
	The Test	5
	Descriptive Data	6
III.	SUMMARY OF FINDINGS	12
	Correlates of Student Performance	23
IV.	ANALYSIS OF INDIVIDUAL OBJECTIVES	33
	Social Studies	33
	Objective I: Have Curiosity About Human Affairs	34
	Objective II: Use Analytic-Scientific Procedures Effectively	37
	Objective III: Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition	40
	Objective IVA: Understand Some of the Distinctive Modes of Inquiry (Questions and Approaches) of Social Scientists	43
	Objective IVB: Understand Some of the Major Relationships Involving Culture, the Group and the Self	45
	Objective IVC: Understand Some of the Major Characteristics of Economic Systems, Especially the American Economic System	47

		Page
Objective IVD:	Understand Some of the Major Characteristics of the Geographic (Spatial) Distributions of Man and His Activities, and of Man's Interaction with the Physical Environment	50
Objective IVE:	Understand Some of the Major Historical Developments	50
Objective IVF:	Understand Some of the Major Characteristics of the Major Systems of Government, Particularly the Political System of the United States	53
Objective V:	Have a Reasoned Commitment to the Values that Sustain a Free Society	56
Citizenship		60
Objective I:	Respect for Diversity	61
Objective II:	Equality of Opportunity	64
Objective III:	Liberty Under Law	67
Objective IV:	Effecting Change	70
Objective V:	Responsible Economic Behavior	73
Objective VI:	Equitable Economic Structure	76
Objective VII:	Conservation	78
Objective VIII:	Consumer Rights	81
V. APPLICATION OF FINDINGS		83
VI. TECHNICAL CONSIDERATIONS		86
Instrument Design		86
The Sample		86
Administration Procedures		94
Analysis		96
VII. TEST ITEMS BY OBJECTIVES		Following Page 96

I. BACKGROUND

HISTORY

In 1971, the Massachusetts Board of Education issued "The Results Approach to Education and Educational Imperatives," outlining fourteen priorities for Department of Education attention. Of the fourteen imperatives presented in "The Results Approach to Education and Educational Imperatives," the first ten describe ways in which to improve Massachusetts public schools. The first three priorities of the document are:

- Define the educational results expected (goals).
- Measure the educational results achieved (design for assessment).
- Establish result-oriented educational standards tied to goals.

In 1972, in response to the first priority, and through an effort involving citizens throughout the state, the Board of Education published "Educational Goals for Massachusetts." This document described the ten broad goals to which the educational systems of the state should aspire.

In July 1973, in response to the second priority, the Board of Education approved the development of the statewide educational assessment program. Six regional assessment advisory committees, composed of teachers, educational administrators, employers, public officials, parents and students, were established to design the educational assessment program. Since one of the major goals of the assessment program is to provide information about the quality of education on a statewide basis, the committees decided that a sample of students could be used to measure patterns of achievement.

During 1974-75, the Massachusetts Department of Education implemented the first phase of the statewide assessment program. Performance information from samples of students throughout the Commonwealth was collected in reading, mathematics and decision-making for nine and seventeen year olds, and occupational knowledge and occupational attitudes for seventeen year olds only. In addition, a sample of citizens throughout the state was surveyed to determine their attitudes toward education and their evaluation of the Massachusetts educational goals.

After the results of the first phase of the program were released in the spring of 1975, the Statewide Assessment Advisory Committee was asked to recommend the areas to be examined in Phase II of the program. On the basis of the Committee's suggestions to the State Board of Education, the second stage of the assessment effort deals with six of the ten state educational goals -- basic communication skills, effective uses of knowledge, individual values and attitudes, respect for the community of man, citizenship in a democratic society, and understanding of the environment.

In order to measure these goals, a sample of 8,000 nine and seventeen year old students throughout the state was assessed in Writing, Citizenship and Social Studies. A separate study was also made of Foreign Language performance among secondary school students with different lengths and intensities of exposure to instruction in French or Spanish. These studies have been conducted by Educational Research Corporation under contract with the Bureau of Research and Assessment.

The statewide educational assessment program is intended to provide information for statewide decision-making as well as for local utilization. In order to assist local school systems in using the assessment findings, several activities have been conducted during the second year of the program. The Department of Education has made

available to school systems, teams comprised of personnel from the Bureau of Research and Assessment, retired school superintendents, teachers, and graduate students. These teams have helped communities analyze and interpret the findings of the first phase of the program and apply them to their local situation where appropriate. At the same time, the Department of Education has conducted regional workshops for those interested in examining programmatic responses to the first phase findings. These workshops have provided teachers, counselors, and educational administrators the opportunity to identify different types of curricular approaches that might be useful in improving student skills.

PURPOSE

The overall purpose of the assessment program is to gather information that will indicate how well the Commonwealth's educational system is meeting its goals. It is not the purpose of the assessment to determine how well individual students, schools, or school districts perform. Accordingly, the assessment was conducted on a random sample of students from all over the state. In any one school, and in many districts, a maximum of twenty students was tested in any one subject. The data in these reports come from only one year of testing and can be useful as base-line information, but the findings cannot be analyzed to show trends in the school systems of the Commonwealth. In addition, the reader should be aware that factors other than school programs influence performance. Knowledge, skills and attitudes are learned from parents, peers, and the media, as well as from teachers.

Specifically, the assessment program serves four goals: first, to provide the general citizenry, students, parents, legislators, and educators with more accurate and useful information about the quality of education in Massachusetts; second, to provide state-level decision-makers with detailed information necessary to make better

informed policy decisions and recommendations about state-wide educational activities; third, to provide citizens, school committees and school administrators with information on patterns of performance as an aid in analyzing local educational conditions and in setting local objectives; fourth, to make available to school systems assessment procedures for use in developing and implementing local assessment programs.

II. CITIZENSHIP AND SOCIAL STUDIES

DESCRIPTION

As Massachusetts youngsters enter society and are called upon to function responsibly, it is imperative that they have the awareness of social issues and knowledge of social sciences that will enable them to participate in, and contribute to, the direction of society. It is for this reason that the assessment of Social Studies and Citizenship is so important. It provides information that shows student recognition of, and commitment to, facts describing the social, political and economic environment as well as principles inherent to a democratic society.

THE TEST

The techniques used to measure patterns of performance in Social Studies and Citizenship are based on criterion-referenced tests. Criterion-referenced tests differ from the more conventional standardized tests in development and use. Standardized tests are designed to distinguish among students on such scales as percentiles and grade equivalents. Criterion-referenced tests provide information on how closely students come to meeting the performance objectives considered important by educators throughout Massachusetts.

The National Assessment of Educational Progress (N.A.E.P.) has developed criterion-referenced tests which measure five Social Studies objectives. In consultation with the Massachusetts Association of Social Studies Teachers, those N.A.E.P. objectives which represent Massachusetts concerns were identified and adapted for Massachusetts use. In order to elicit as much data on student attitudes as well as knowledge, some

of the objectives were measured through multiple choice questions but others were given in a face-to-face interview. The interviews allowed students to provide reasons as to why they answered certain questions in a particular way.

The objectives to assess Citizenship were not derived from National Assessment of Education Progress. Instead, the state objectives developed by the Massachusetts Citizenship Advisory Council were used. These include Respect for Diversity, Equality of Opportunity, Liberty Under Law, Effecting Change, Responsible Economic Behavior, Equitable Economic Structure, Conservation, and Consumer Rights. Because N.A.E.P. items did not adequately test all these Massachusetts objectives, several procedures were used. Questions from tests prepared by the Joint Council on Economic Education were chosen, new questions were constructed, and national items used to evaluate thirteen year olds were adapted for nine and seventeen year olds in Massachusetts.

Both the Social Studies and Citizenship advisory committees felt that the Massachusetts Assessment should treat the two areas not in isolation from each other. The tests therefore were constructed to reflect mutual issues addressed in Social Studies and Citizenship. Frequently an item was applicable to both disciplines and therefore was included in the two assessments. Furthermore, both groups saw a need to relate general concepts to the students' own experiences and environment. In order to make the tests relevant, several issues raised in the interviews reflected situations in youngsters' schools or communities, rather than in society at large.

DESCRIPTIVE DATA

One of the primary purposes of the assessment is to classify the findings in useful ways. Therefore, in addition to the assessment questions, all tests included

a set of descriptive questions. All students were asked their sex, the grade in which they were enrolled, their feelings about school and about themselves, the kind of atmosphere they perceived their school to have and the occupation of their parents (nine year olds) or head of household (seventeen year olds). Seventeen year olds were also asked their parents' educational level, the kind of high school program in which they were enrolled, their future plans, the different types of school and community activities in which they were involved, and some questions designed to measure cynicism.

Two other distinctions were made as to types of respondents, from information not collected from the students themselves. One was educational region--to which of the six Department of Education regions did a student belong. The other was the Kind of Community (KOC) in which their school was located. Based on information concerning its size, financial and demographic characteristics, each school district was assigned to one of four KOC's defined as: Big City, Industrial Suburb, Residential Suburb, Other.

Big Cities generally refer to communities designated as central cities according to the 1970 United States Census. Examples of Massachusetts big cities include Brockton, Haverhill, Holyoke, Lawrence, Worcester.

Industrial Suburbs generally include three types of communities: Suburbs in the inner Boston circle with below average family income and with more than 20% commercial and 7% industrial land use; Suburbs in the outer Boston circle with below average family income and with more than 20% commercial and 7% industrial land use; and Suburbs of central cities other than Boston with below average family income and with more than 20% commercial and 7% industrial land use. Examples of industrial suburbs are Cambridge, Chelsea, Medford, Quincy, Peabody, Waltham, Lee and Monson.

Residential Suburbs generally fall into three categories: Suburbs of Boston (not Industrial Suburbs) with average family incomes up to $16,000; Suburbs of Boston (not Industrial Suburbs) with average family incomes over $16,000; and Suburbs of central cities other than Boston with above average family incomes. Examples include Arlington, Braintree, Framingham, Scituate, Walpole Andover, Dover, Milton, Newton, Chelmsford, Shrewsbury, Wilbraham.

Other communities generally include the following types: Resort towns in the Cape Code area; Resort towns in the Berkshire area; Suburbs of cities other than Boston (not Industrial Suburbs) with less than average family income; Towns with below average family income and industrial/commercial land use; Towns with below average family income that are non-industrial, non-commercial and non-resort areas; and communities with a population of less than 2,500 inhabitants but not resort areas. Examples of Other communities include Barnstable, Chatham, Yarmouth, Stockbridge, Bridgewater, Hadley, Oxford, Stoughton, Newburyport, Taunton, Ayer, Kingston, Orange, Webster, Ashfield, Dunstable, Plympton.

School systems can obtain their KOC code type from a listing of all communities at the end of this report.

Table 1 shows the composition of the sample of students for the Citizenship and Social Studies Assessment according to their descriptive characteristics. No information is available that would allow identification of individual students, schools, or school system.

TABLE 1

SAMPLE COMPOSITION
(IN PERCENT)

Characteristics	Age 9	Age 17
Total Sample Size	2,025	1,948
Region		
Boston	25	32
Northeast	28	22
Pittsfield	2	4
Southeast	22	18
Springfield	8	7
Worcester	14	17
Kind of Community		
Big City	23	19
Industrial Suburb	12	14
Residential Suburb	33	40
Other	31	28
Sex		
Female	49	49
Male	50	49
Mother's Education		
Less than H.S. Graduate		15
High School Graduate		47
Some College		9
College Graduate		11
Beyond College		7
Mother's Occupation		
Unskilled	15	
Skilled	10	
White Collar	16	
Unsure, Unknown	61	

TABLE 1

SAMPLE COMPOSITION
(IN PERCENT) (CONTINUED)

Characteristics	Age 9	Age 17
Father's Education		
Less than H.S. Graduate		16
High School Graduate		30
Some College		11
College Graduate		14
Beyond College		15
Father's Occupation		
Unskilled	15	
Skilled	27	
White Collar	26	
Unsure, Unknown	32	
Occupation of Household Head		
Unskilled Worker		6
Semiskilled Worker		11
Skilled Worker		27
White Collar		23
Professional		22
High School Program		
General		21
Vocational		11
College-Bound		57
Other Special Programs		6

TABLE 1

SAMPLE COMPOSITION
(IN PERCENT) (CONTINUED)

Characteristics	Age 9	Age 17
Future Plans		
Four Year College		41
Two Year; Community		12
Special Training		14
Full-Time Job		11
Job and School		4
Undecided		14
Attitude Toward School		
Good	60	50
Neutral	25	33
Poor	15	14
Friendliness of School		
Friendly	78	76
Neutral	15	14
Unfriendly	6	4
Involvement in School Activities		
Student Government		8
School Publications		18
School Service		8
Involvement in Community Activities		
Service Work		15
Church Group		17
Political Club		4

III. SUMMARY OF FINDINGS

The same objectives were used to measure Social Studies skills among the nine and seventeen year old respondents. Table 2 shows these objectives, the type of exercises used to assess each objective at both ages, and the number of items included in each exercise.

Many of the test items used in the Social Studies Assessment have also been used by N.A.E.P. with a national sample of students. Therefore, the Massachusetts results can be compared with N.A.E.P. data for the United States and for the Northeast Region. Overall, the Massachusetts students did as well as, or better than, the national sample on 54 of the 85 test items (64%) which can be compared and as well as, or better than, the Northeast sample on 41 of the 85 comparable test items (48%). As exhibited in the table on page 15, a relatively high level of performance, especially in comparison to the national sample, occurs among both nine and seventeen year old Massachusetts youngsters.

TABLE 2

SOCIAL STUDIES OBJECTIVES AND NUMBER OF QUESTIONS

		Number of Questions			
		--- Age 9 ---		--- Age 17 ---	
	Objective	Multiple Choice	Interview	Multiple Choice	Interview
I.	Have curiosity about human affairs	7	1	8	2
II.	Use analytic-scientific procedures effectively	-	3	-	2
III.	Are sensitive to creative-intuitive methods of explaining the human condition	2	2	2	1
IVA.	Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists	1	-	1	-
IVB.	Understand some of the major relationships involving culture, the group, and the self	3	5	1	1
IVC.	Understand some of the major characteristics of economic systems, especially the American economic system	10	-	9	-

TABLE 2

SOCIAL STUDIES OBJECTIVES AND NUMBER OF QUESTIONS
(CONTINUED)

	Number of Questions			
	--- Age 9 ---		--- Age 17 ---	
	Multiple Choice	Interview	Multiple Choice	Interview
IVD. Understand some of the major characteristics (spatial) distributions of man and his activities, and of man's interaction with the physical environment IVE. Understand some of the major historical developments	9	1	7	-
IVF. Understand some of the characteristics of the major systems of government, particularly the political system of the United States	5	6	11	1
V. Have a reasoned commitment to the values that sustain a free society	4	21	-	19

Comparison	Group		
	9 Year Olds	17 Year Olds	All
1. Number of comparable items	37	48	85
2. Number (and %) of items on which Massachusetts students scored as well or better than N.A.E.P. U.S. sample	25 (68%)	29 (60%)	54 (64%)
3. Number (and %) of items on which Massachusetts students scored as well or better than N.A.E.P. Northeast sample	18 (49%)	23 (48%)	41 (48%)

Table 3 presents, for each age group, the mean performance scores by objective for the national, Northeast and Massachusetts samples, as well as for students from the four kinds of communities in the Commonwealth. The figures show that Massachusetts nine year olds demonstrate higher proficiency than their national peers in Objective III--Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition, and Objective IVD and E--Understand Some of the Major Characteristics of Man and His Activities and Man's Interaction with the Physical Environment, as well as Understand Some of the Major Historical Developments, and exhibit better performance than their national and regional counterparts on Objective IVB--Understand Some of the Major Relationships Involving Culture, the Group, and the Self, Objective IVC--Understand Some of the Major Economic Systems, Especially the American Economic System, and Objective V--Have a Reasoned Commitment to the Values that Sustain a Free Society. Seventeen year olds perform better than their national peers on Objective III and Objective IVB and as well as, or better than, the national and regional samples on Objective II--Use Analytic-Scientific Procedures Effectively and Objective V. A comparison by kind of community indicates that among Massachusetts nine and

TABLE 3

MEAN PERFORMANCE SCORES BY OBJECTIVE AND KIND OF COMMUNITY (IN PERCENT)

Age 9		Item* Type	Nat'l.	N.E.	Mass.	Kind of Community: Big City	Ind. Sub.	Res. Sub.	Other
I.	Have Curiosity About Human Affairs	Int.	89	91	89	83	91	93	90
II.	Use Analytic-Scientific Procedures Effectively	M.C.	73	77	73**	59	63	70	65
III.	Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition	M.C.	55	58	59	52	58	64	58
		Int.	73	80	75	66	82	78	77
IVA.	Understand Some of the Distinctive Modes of Inquiry (Questions and Approaches) of Social Scientists	M.C.	-	-	34	30	37	38	29
IVB.	Understand Some of the Major Relationships Involving Culture, the Group, and the Self	M.C.	36	37	40**	42	48	52	46
		Int.	85	87	88	81	89	91	91

*"M.C." stands for Multiple Choice items; "Int." for Interview Items.

**Massachusetts means include only items for which there were National and Northeast data; these means are not always comparable to Kind of Community means, which include all items.

TABLE 3

MEAN PERFORMANCE SCORES BY OBJECTIVE AND KIND OF COMMUNITY (IN PERCENT) (CONTINUED)

Age 9		Item* Type	Nat'l.	N.E.	Mass.	Kind of Community: Big City	Ind. Sub.	Res. Sub.	Other
IVC.	Understand Some of the Major Characteristics of Economic Systems, Especially the American Economic System	M.C.	72	71	74**	43	49	53	50
IVD,E.	Understand Some of the Major Characteristics (Spatial Distributions) of Man and His Activities and of Man's Interaction with the Physical Environment; Understand Some of the Major Historical Developments	M.C.	59	75	69**	51	59	64	60
		Int.	-	-	72	69	69	78	70
IVF.	Understand Some of the Characteristics of the Major Systems of Government, Particularly the Political System of the United States	M.C.	52	63	50**	36	40	46	40
		Int.	38	40	52**	37	53	51	47

*"M.C." stands for Multiple Choice items; "Int." for Interview Items.

**Massachusetts means include only items for which there were National and Northeast data; these means are not always comparable to Kind of Community means, which include all items.

TABLE 3

MEAN PERFORMANCE SCORES BY OBJECTIVE AND KIND OF COMMUNITY (IN PERCENT) (CONTINUED)

	Item* Type	Nat'l.	N.E.	Mass.	Kind of Community: Big City	Ind. Sub.	Res. Sub.	Other
Age 9								
V. Have a Reasoned Commitment to the Values that Sustain a Free Society	M.C.	77	80	81**	77	80	83	78
	Int.	70	73	75**	59	72	72	69
Age 17								
I.	Int.	84	85	88	79	89	90	90
II.	M.C.	78	82	77**	65	69	73	75
III.	M.C.	92	91	92**	90	94	88	94
IVA.	M.C.	-	-	78	76	80	79	77
IVB.	M.C.	19	21	20	17	9	21	24
	Int.	84	86	87	79	90	89	87
IVC.	M.C.	52	56	44**	45	51	53	53
IVD,E.	M.C.	62	65	61	59	59	61	62
IVF.	M.C.	81	83	79	73	80	77	80
	Int.	84	86	88	79	90	89	87
V.	Int.	88	89	91**	83	87	85	88

*"M.C." stands for Multiple Choice items; "Int." for Interview Items.

**Massachusetts means include only items for which there were National and Northeast data; these means are not always comparable to Kind of Community means, which include all items.

seventeen year olds, students from big cities tend uniformly to do worse than those from other types of communities. On the other hand, no one kind of community performs consistently better than any other on the objectives.

The objectives used to measure citizenship skills among the nine and seventeen year old respondents were identical and were derived from the prior work of the Massachusetts Coordinating Committee on Citizenship Education. Table 4 presents the objectives of the Massachusetts Coordinating Committee and the number of questions dealing with each.

Again, because several items were previously used by N.A.E.P., comparisons between Massachusetts and other students can be drawn. As shown below, Massachusetts youngsters did as well as, or better than, the national sample on 30 of the 46 test items (65%) which can be compared and as well as, or better than, the Northeast sample on 25 of the 46 comparable test items (54%). In contrast to the pattern exhibited in Social Studies, nine year olds tend to contribute much more significantly than seventeen year olds to the comparatively high level of performance exhibited in Massachusetts.

Comparison	Group		
	9 Year Olds	17 Year Olds	All
1. Number of comparable items	17	29	46
2. Number (and %) of items on which Massachusetts students scored as well or better than N.A.E.P. U.S. sample	13 (76%)	17 (59%)	30 (65%)
3. Number (and %) of items on which Massachusetts students scored as well or better than N.A.E.P. Northeast sample	11 (65%)	14 (48%)	25 (54%)

TABLE 4

CITIZENSHIP OBJECTIVES AND NUMBER OF QUESTIONS

		Number of Questions			
		--- Age 9 ---		--- Age 17 ---	
	Objective	Multiple Choice	Interview	Multiple Choice	Interview
I.	Respect for Diversity	-	8	2	11
II.	Equality of Opportunity	-	7	-	9
III.	Liberty Under Law	1	12	-	5
IV.	Effecting Change	2	7	-	10
V.	Responsible Economic Behavior	4	-	4	-
VI.	Equitable Economic Structure	3	-	3	-
VII.	Conservation	2	1	3	3
VIII.	Consumer Rights	3	-	3	-

An examination of student performance on the individual objectives can be found in Table 5. The figures show that Massachusetts nine year olds do significantly better than their national and regional peers on Objectives I--Respect for Diversity, III--Liberty Under Law and IV--Effecting Change. Massachusetts seventeen year olds, on the

TABLE 5

MEAN PERFORMANCE SCORES BY OBJECTIVE AND KIND OF COMMUNITY (IN PERCENT)

	Objective	Item* Type	Nat'l.	N.E.	Mass.	Kind of Community: Big City	Ind. Sub.	Res. Sub.	Other
Age 9									
I.	Respect for Diversity	Int.	74	77	78	66	84	84	78
II.	Equality of Opportunity	Int.	-	-	48	35	52	56	48
III.	Liberty Under Law	Int.	59	61	67**	54	64	64	61
IV.	Effecting Change	Int.	56	59	67**	52	65	65	60
V.	Responsible Economic Behavior	M.C.	44	46	45**	24	26	29	27
VI.	Equitable Economic Structure	M.C.	-	-	43	39	43	46	44
VII.	Conservation	M.C.	-	-	48	39	48	56	45
VIII.	Consumer Rights	M.C.	-	-	40	34	39	42	42

* "M.C." stands for Multiple Choice; "Int." for Interview items.

**Massachusetts means include only items for which there were National and Northeast data; these means are not always comparable to Kind of Community means, which include all items.

TABLE 5

MEAN PERFORMANCE SCORES BY OBJECTIVE AND KIND OF COMMUNITY (IN PERCENT) (CONTINUED)

	Objective	Item* Type	Nat'l.	N.E.	Mass.	Kind of Community: Big City	Ind. Sub.	Res. Sub.	Other
Age 17									
I.	Respect for Diversity	Int.	86	87	90**	86	91	89	91
II.	Equality of Opportunity	Int.	72	74	68**	54	62	68	67
III.	Liberty Under Law	Int.	91	90	92	91	91	92	92
IV.	Effecting Change	Int.	80	78	76**	66	76	72	76
V.	Responsible Economic Behavior	M.C.	67	72	54**	42	52	55	54
VI.	Equitable Economic Structure	M.C.	22	24	24**	52	54	53	55
VII.	Conservation	M.C.	-	-	75	74	76	75	76
		Int.	-	-	67	62	73	67	68
VIII.	Consumer Rights	M.C.	-	-	60	54	54	59	64

*"M.C." stands for Multiple Choice; "Int." for Interview items.

**Massachusetts means include only items for which there were National and Northeast data; these means are not always comparable to Kind of Community means, which include all items.

other hand, show only a slight advantage over their national and regional peers and on only one Objective--Respect for Diversity. On three Objectives--Equality of Opportunity, Effecting Change, and Responsible Economic Behavior--they exhibit patterns conspicuously below the N.A.E.P. samples. That seventeen year olds do not maintain the high level of performance exhibited by Massachusetts nine year olds is a finding which emerges in many components of the 1974-1975 and 1975-1976 Massachusetts statewide educational assessment program.

CORRELATES OF STUDENT PERFORMANCE

By collecting data other than responses to test items it is possible to study relationships between descriptive characteristics of students and their performance. This section describes the association between student skills in Social Studies/Citizenship and their background features, activities, self-esteem and cynicism.

Demographic Characteristics

Very often studies examining the academic performance of students report better mastery among those from higher socio-economic backgrounds. Massachusetts data in Social Studies and Citizenship show the same relationship. In addition, students from big cities tend to fall behind their peers. Students whose parents have had more education perform better than those whose parents have had less. Students in college-bound programs who plan to attend four year colleges perform best.

Activities

Good citizenship is often associated with positive attitudes toward active participation in society and to actual participation in certain activities. Among young

adults, participation can take several forms--membership in school clubs, involvement in such school activities as student government or school publications, and participation in community activities outside the school. From several questions it was possible to tally student participation in various activities. This is presented in Table 6.

While the numbers participating in each activity are small, a definite relationship exists between participation in school service and community activities and test performance. As a group, these students perform well and they exhibit strong citizenship values. The number of participants in school clubs was too small to establish any relationship with performance.

Students in student government and school publications were particularly good performers in three Citizenship Objectives. These were Objective I--Respect for Diversity, Objective V--Responsible Economic Behavior, and Objective VIII--Consumer Rights. School service workers were good performers on Objective VI--Conservation.

Students in student government and school publications also did especially well in Social Studies Objective I--Have Curiosity About Human Affairs and Objective IVF--Understand Some of the Characteristics of the Major Systems of Government.

Students participating in out-of-school activities exhibited specific patterns as well. Participants in political groups tended to show the highest levels of performance. Their superiority was most noted in Social Studies Objective IVA--Understand Some of the Distinctive Modes of Inquiry (Questions and Approaches) of Social Scientists and Objective IVA--Understand Some of the Major Relationships Involving Culture, the Group, and the Self.

TABLE 6

SEVENTEEN YEAR OLD PARTICIPATION IN ACTIVITIES (IN PERCENTS)

I. School Clubs	
English	0.9
History	1.1
Political	1.6
Debating	1.4
Ecology/Environmental	2.4
II. School Service Activities	
Student Government	7.7
School Publications	18.2
School service (office help, library help, hall monitor, etc.)	8.4
III. Community Activities	
Service work (hospitals, nursing homes, tutoring, poverty, environmental)	15.1
Church groups	16.6
Political Club or volunteer (Young Democrats or Republicans, campaigning, etc.)	3.5

Self-Esteem

While self-esteem is a difficult concept to define, there is general concurrence that students with high self-esteem are likely to be good performers. It is not clear whether self-esteem contributes to good performance or whether self-esteem is itself a result of successful achievement. In the area of citizenship, however, many consider self-esteem to be an important contributor to good social behavior. Hence, the Citizenship Advisory Council felt that it would be important to examine the relationship between indicators of self-esteem and performance on all of the citizenship and social studies objectives.

Students responded to several questions designed to assess self-esteem, and these responses have been analyzed, objective by objective, to ascertain differences in performance. Table 7 displays how students who responded differently to self-esteem questions performed on the different objectives in citizenship and social studies. This table shows that among the nine year olds there appears to be a relationship between better performance and higher esteem on only two of the five items measuring this characteristic. Furthermore, responses to one of these items (the first question) seem to measure conformity more than self-esteem, thereby making it difficult to draw any definite conclusions.

On the other hand, there appears to be a relationship among seventeen year old students between the self-esteem responses and performance on the objectives. While the pattern of relationship is quite consistent, it should be noted that those with low self-esteem are not markedly below those with high self-esteem in terms of actual

TABLE 7

COMPARISONS OF RESPONSES TO SELF-ESTEEM QUESTIONS WITH PERFORMANCE ACROSS OBJECTIVES

Age 9	Percent Giving Response	Social Studies Objvs. Above Avg.	Social Studies Objvs. Neither	Social Studies Objvs. Below Avg.	Citizenship Objvs. Above Avg.	Citizenship Objvs. Neither	Citizenship Objvs. Below Avg.
1. Which sentence best tells about you?							
I always say what my friends say; I sometimes say what I want to say no matter what my friends say	50	6	3	0	7	2	0
I always say what I want no matter what my friends say	49	0	5	4	1	0	7
2. Which sentence best tells about you?							
I think I can do everything (most things) better than other boys and girls can	13	1	3	5	1	1	6
I think I can do some things better than other boys and girls can	67	7	1	1	7	1	0
I think other boys and girls can do most things (everything) better than I can	19	0	3	6	0	0	8

TABLE 7

COMPARISONS OF RESPONSES TO SELF-ESTEEM QUESTIONS WITH PERFORMANCE ACROSS OBJECTIVES (CONTINUED)

Age 17	Percent Giving Response	Social Studies Objvs. Above Avg.	Social Studies Objvs. Neither	Social Studies Objvs. Below Avg.	Citizenship Objvs. Above Avg.	Citizenship Objvs. Neither	Citizenship Objvs. Below Avg.
1. How much confidence do you generally have in your opinions?							
Very much	31	5	4	0	7	1	0
Much	46	7	2	0	4	2	2
Some	18	0	3	6	0	1	7
Little; Very little	2	0	2	7	0	3	5
2. Compared to others your age, how much overall talent or ability would you say you have?							
Much more	8	7	2	0	5	3	0
More	32	7	2	0	7	1	0
About the same	53	1	1	6	0	4	4
Less: Much less	4	1	1	6	5	3	5
3. How often do you decide not to speak in class because you think you will say the wrong thing?							
Never	7	7	2	0	4	3	1
Rarely	29	4	4	0	7	1	0
Sometimes	44	2	4	3	1	4	3
Often; Always	17	0	3	6	0	0	8

performance level. Thus, while self-esteem is related to performance, even those with low self-esteem show enough evidence of good performance to expect that they too will be good citizens.

Cynicism

Cynicism is a basic orientation that is the opposite of trust. In the case of Social Studies/Citizenship it refers particularly to attitudes toward government and government leaders. An extreme cynical or trusting orientation is not desirable. The extreme cynic will probably not be inclined to participate in democratic processes because he or she may see such involvement as having no potential impact. The citizen with total trust, on the other hand, may have unwarranted confidence that all is well, that citizen participation is therefore not needed, and that public monitoring of government activity is unnecessary. In order to investigate the presence of cynicism among seventeen year old students, five multiple choice questions were asked each respondent. At the suggestion of the Massachusetts Citizenship Advisory Council, responses to these questions were related to performance on individual test items and to performance on both Social Studies and Citizenship objectives.

It is difficult to determine all the causes of cynicism. It is equally difficult to determine how to foster or nurture the healthy middle position between total cynicism or total trust. However, in Massachusetts there is evidence that the majority of seventeen year olds do fall in that middle with little evidence of extreme positions. In response to a question about how often the respondent feels the people in Washington will do what is right, 86% said most or some of the time; a trustful 6% said just about always, and a cynical 8% said little of the time.

Responses to the other questions did not provide as clear a picture of whether extreme attitudes exist among Massachusetts students. This may possibly be because of several recent events, most notably the so-called Watergate situation. In response to the question asking students how many people running the government they thought were a little crooked, 69% responded "quite a few". Similarly, 69% of the respondents felt that people in government waste a lot of money.

When responses to these questions are compared to performance on the tests, several patterns emerge. First, the very trustful who think that "hardly any" people running the government are a little crooked do poorly uniformly throughout the test. One possible explanation is that these students, having been oblivious to the implications of events like Watergate, have been equally oblivious to their studies. Another explanation is that these students are generally less sensitive. By contrast, these responding "quite a few" consistently perform above average, and their level of cynicism is positively related to performance.

However, on the question asking students whether they thought government can be trusted to do what is right only a "little of the time", the extreme cynics performed poorly in comparison to those with extreme trust. A similar pattern occurs when students were asked to indicate how many people running the government are smart people who usually know what they are doing.

Among the remaining questions no strong trends appear between the cynical and trustful responses, in part because of the limited number of response options available to students.

TABLE 8

COMPARISONS OF RESPONSES TO CYNICISM QUESTIONS WITH PERFORMANCE ACROSS OBJECTIVES

Age 17	Percent Giving Response	Social Studies Objvs. Above Avg.	Social Studies Objvs. Neither	Social Studies Objvs. Below Avg.	Citizenship Objvs. Above Avg.	Citizenship Objvs. Neither	Citizenship Objvs. Below Avg.
1. How many people running the government do you think are a little crooked ?							
Hardly any	7	0	2	7	0	2	6
Not very many	24	2	6	1	3	3	2
Quite a few	69	5	3	1	5	3	0
2. How much money do you think people in government waste ?							
Not very much money	2	3	2	4	3	3	2
Some money	29	5	3	1	2	3	3
A lot of money	69	0	7	2	2	4	2
3. How much of the time do you think you can trust the government in Washington to do what is right?							
Just about always	6	6	2	1	3	5	0
Most of the time	42	3	5	1	6	2	0
Some of the time	44	2	2	5	1	1	6
Little of the time	8	0	2	7	0	3	5

TABLE 8

COMPARISONS OF RESPONSES TO CYNICISM QUESTIONS WITH PERFORMANCE ACROSS OBJECTIVES (CONTINUED)

Age 17	Percent Giving Response	Social Studies Objvs.			Citizenship Objvs.		
		Above Avg.	Neither	Below Avg.	Above Avg.	Neither	Below Avg.
4. How many people running the government do you think are smart people who usually know what they are doing?							
Almost all of them	39	7	2	0	7	0	1
Some of them	56	0	3	6	0	3	5
Almost none of them	5	0	4	5	1	3	4
5. For whom would you say the government is run?							
For the benefit of all the people	50	1	4	4	1	4	3
For a few big interests	45	6	3	0	5	3	0

IV. ANALYSIS OF INDIVIDUAL OBJECTIVES

This section provides a description of the specific exercises used to measure students' performance on each objective, a presentation of the findings, and a discussion of the results. The performance of Massachusetts students is compared with the performance of students nationally and regionally, on those N.A.E.P. exercises for which data have been released. Where descriptive patterns are not reported this is because the general trends already outlined apply to the specific objective being discussed. Where the same items are used to measure more than one objective, this is due to an overlap in issues being assessed.

SOCIAL STUDIES

Among the ten Massachusetts educational goals are three - effective uses of knowledge, individual values and attitudes, respect for the community of man - that relate specifically to objectives for Social Studies. Thus it is important to assess the extent to which Massachusetts students are aware of social issues, have the knowledge of social sciences, and the values and attitudes necessary to meet these goals.

OBJECTIVE I - HAVE CURIOSITY ABOUT HUMAN AFFAIRS

Questioning, curious, understanding: these words describe those people who are open to the world around them, rather than closed in by their own limited experience. To what extent are Massachusetts students ready to reach out to find out about the world beyond? They are very ready, if we are to believe the results of the small number of items testing this objective. Figure 1 exhibits Massachusetts patterns relative to national and regional performance levels.

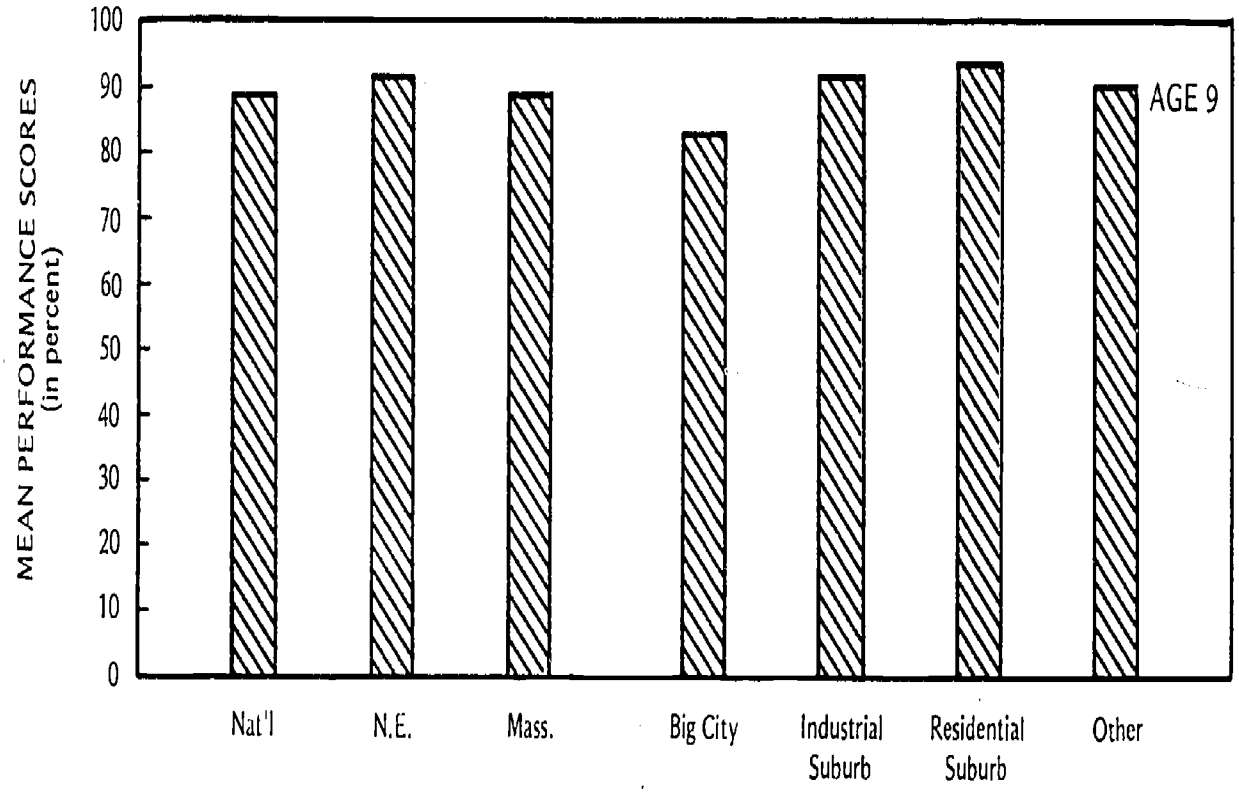
Two interview questions for the seventeen year olds, and three for the nine year old students, elicited very high levels of performance. Around ninety percent of the Massachusetts students answered acceptably, displaying curiosity about, and understanding of, other people.

Although the performance of students in the Commonwealth was comparable to both national and regional averages, specifically worth noting is that Massachusetts seventeen year olds were more willing than the national or Northeast regional samples to extend their answers to include two or three reasons, rather than just one. On one question where three reasons were requested, only twenty-four percent of the national sample gave three reasons; forty-one percent of the Massachusetts students gave three causes. This may indicate a more articulate, and perhaps more concerned, student population in the Commonwealth.

One question at each level caused large numbers of students from cities to refrain from responding or to say "I don't know". At the nine year old level, the troublesome question asked students what they would do if they found that an Indian

FIGURE 1

MEAN PERFORMANCE SCORES
OBJECTIVE I: HAVE CURIOSITY ABOUT HUMAN AFFAIRS



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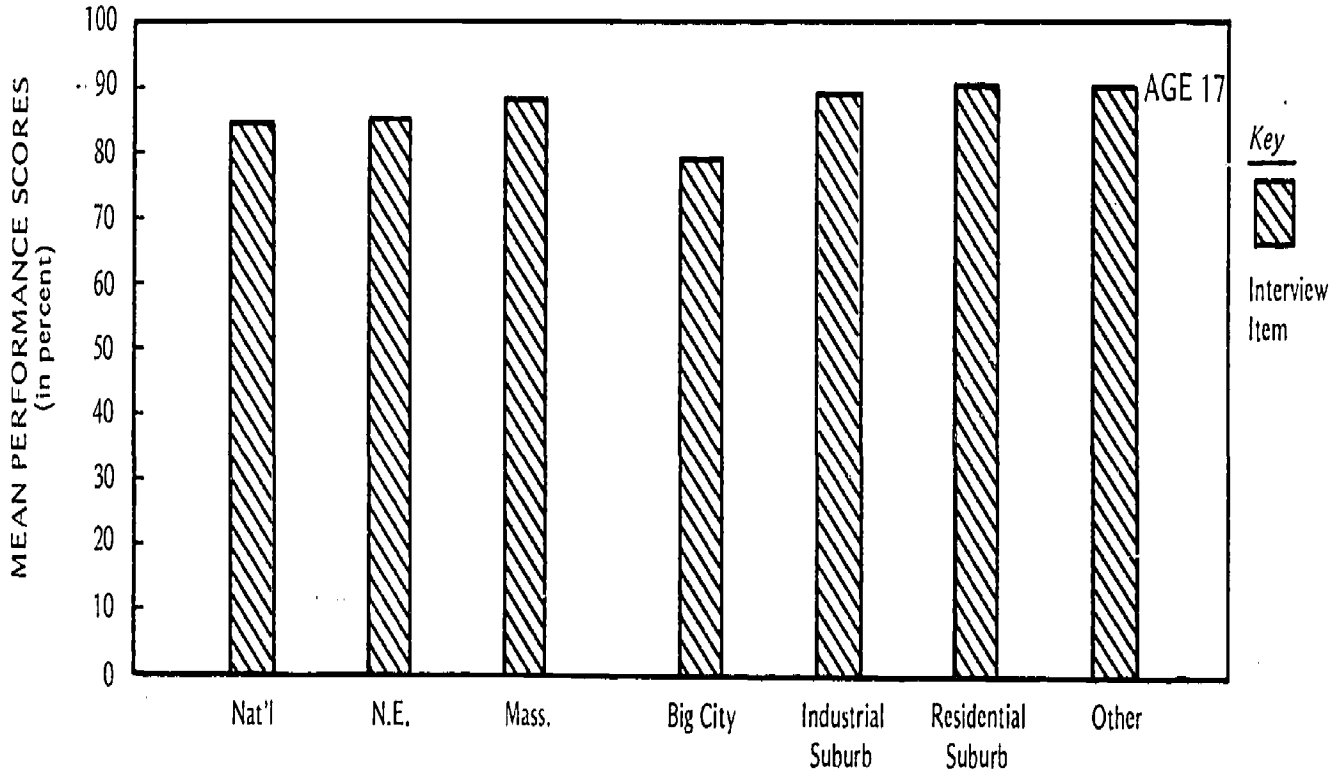


friend whom they had invited for a hamburger dinner didn't eat meat. This finding is surprising, given the greater ethnic heterogeneity which exists in cities. On the other hand, it may reflect resistance to deal with any issue of ethnic diversities among Massachusetts youngsters from cities.

OBJECTIVE II - USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY

The information explosion makes it imperative that a student be able to identify issues, test hypotheses, obtain reliable, relevant, factual information from a variety of sources, and evaluate that information for logical errors or unsupported generalizations. These skills were tested by ten items for the seventeen year olds and eight for the nine year olds. Most were multiple choice items, there being only two interview items for the seventeen year olds, and one for the nine year olds.

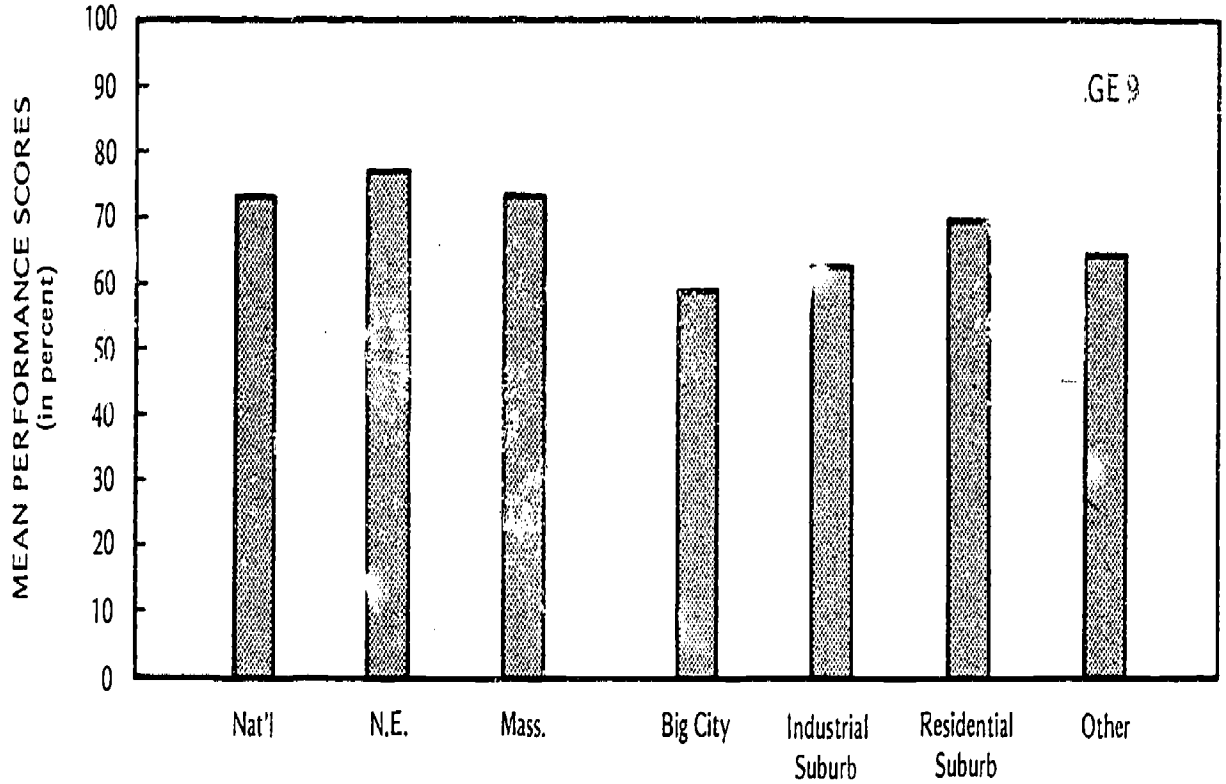
Figure 2 presents the pattern of results on Objective II for Massachusetts and for the four kinds of communities. The performance of Massachusetts nine year old students was comparable to their national peers, but seventeen year olds fell a bit short on the items for which national data were available. Both groups performed lower than those of the Northeast region on this objective.

In accordance with patterns for the entire test, the performance of students from cities was generally lower than among those from residential suburbs, especially on the questions requiring the use of logic or distinguishing fact from opinion.

These general patterns tend, however, to disregard any striking strengths or weaknesses shown on individual items comprising Objective II. For instance, seventeen year olds from metropolitan areas surpassed the national average on an interview item requiring them to "tell...three reasons why...people who live in areas where there are poor housing and living conditions don't move into better neighborhoods." Similarly, nine year old students from big cities in Massachusetts exceeded their national peers on an item requiring them to recognize whether a statement could or could not be proved

FIGURE

MEAN PERFORMANCE SCORES
OBJECTIVE II: USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY



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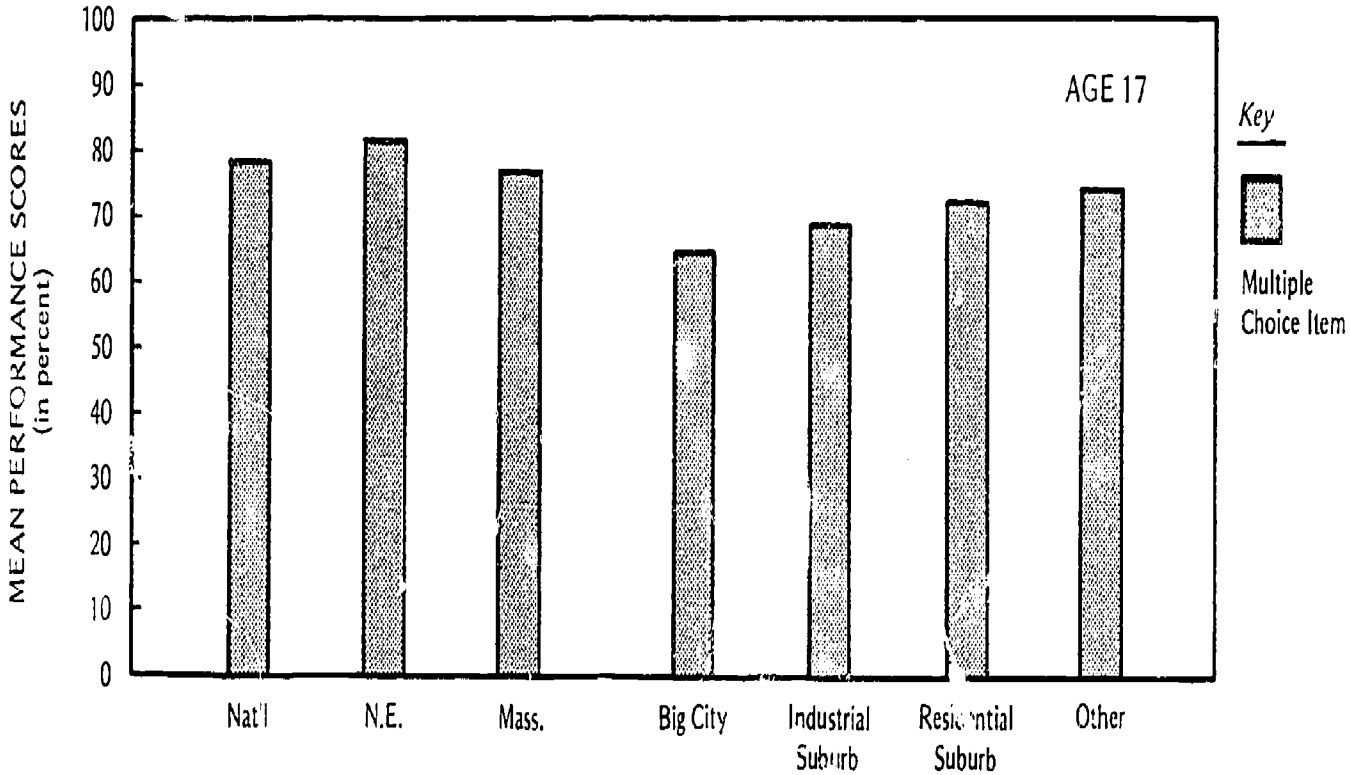


(e.g., "People from Mexico are nicer than people from Canada"). However, on an interview item asking students what they would think if their friend declared that children with black hair and blue eyes are smarter than others, nine year old performance patterns showed a different trend. While suburban children performed as well as their national counterparts, the very low performance of city students brought down the Massachusetts average. Many nine year olds from cities simply said, "I don't know" or made some vague response, perhaps reflecting their sensitivity to the racial overtones of the question.

Among the seventeen year olds, three questions were particularly susceptible to differences in students' backgrounds. Two of the questions required graph interpretation, the other the use of logic. Students with parents of less education and students with low self-esteem tended to do especially poorly on these items.

OBJECTIVE III - ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

Information and insights come to individuals in ways which are not always straightforward. A picture requires interpretation; an imagainative idea may ring true, but needs to be proved; an appealing explanation of human affairs may sound convincing, but must be appraised objectively. How well are Massachusetts students able to exhibit critical thinking?

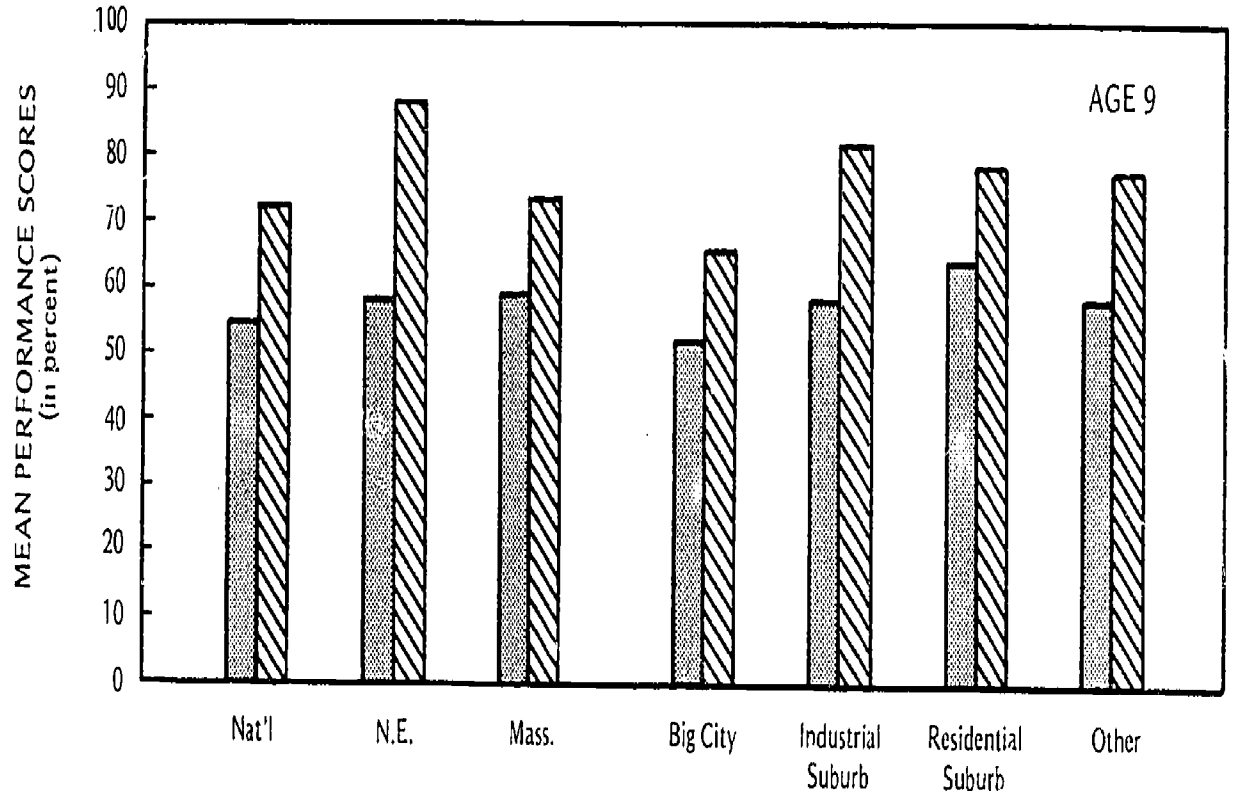
Massachusetts students responded well to test questions measuring this objective. As exhibited in Figure 3, average levels of performance for both age groups were equal to or higher than the national average, although, for the nine year olds interviewed, they were lower than Northeast regional scores. The objective was tested by two multiple choice and two interview questions at the nine year old level, two multiple choice and one interview question on the seventeen year olds' test.

Again, the tendency of nine year olds from cities to respond "I don't know" to interview questions is significant. City seventeen year olds, on the other hand, did very well, their performance approximating the state average on each item. This is particularly interesting when one notes that all of the items for the seventeen year olds required application skills rather than just knowledge.

One interview question used at both age levels required interpretation of a picture of a mother holding her children. Ideally the students were expected to describe poverty, love, or sadness in their answers. At both age levels, students from industrial suburbs did exceptionally well at seeing the social implications of the picture, reaching

FIGURE 3

MEAN PERFORMANCE SCORES
OBJECTIVE III: ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION



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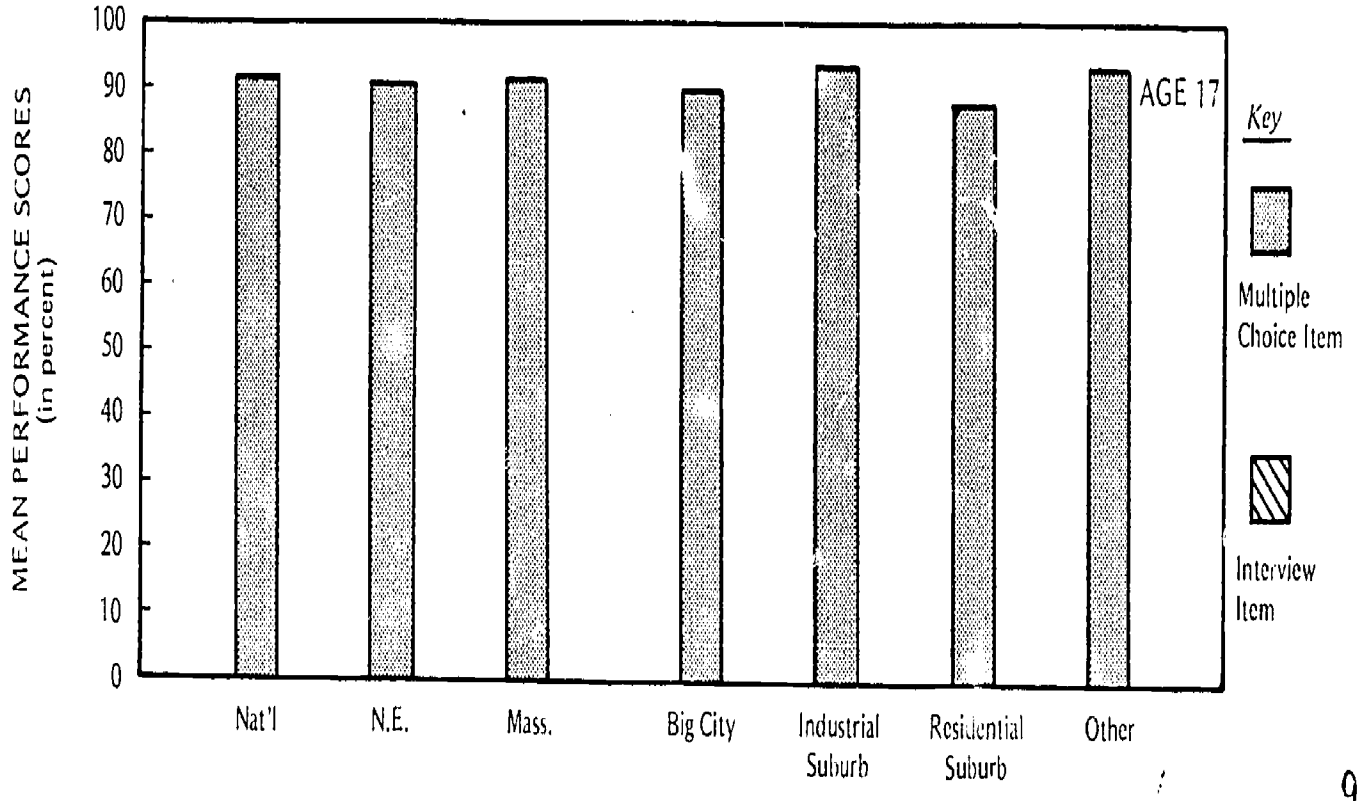


beyond the literal to interpret the scene with sensitivity.

Several of the consistent background patterns are reflected in this objective. Students in college-bound programs tend to perform better as do students who consider school to be a friendly place.

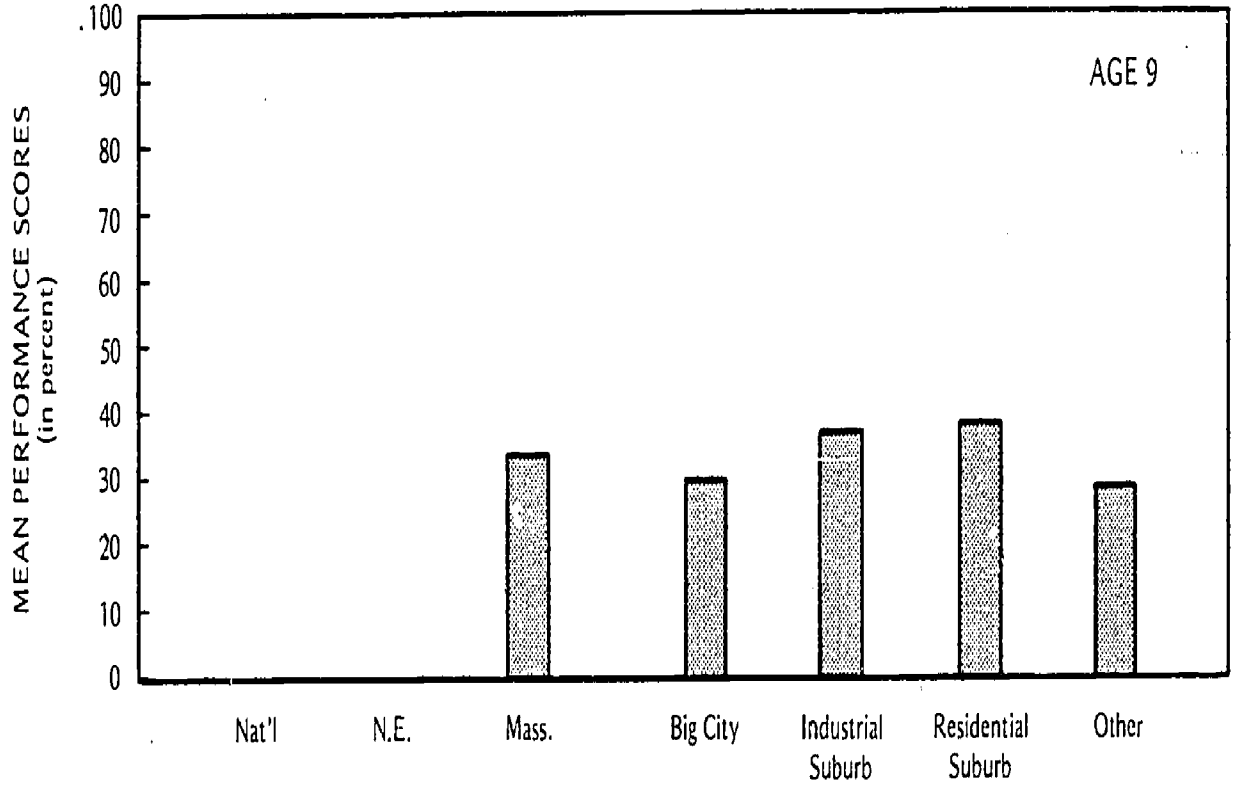
OBJECTIVE IV A - UNDERSTAND SOME OF THE DISTINCTIVE MODES OF INQUIRY (QUESTIONS AND APPROACHES) OF SOCIAL SCIENTISTS

No N.A.E.P. items existed to test this objective among nine and seventeen year old students. Therefore one item for thirteen year olds was adapted for use among both age groups in Massachusetts. The question asks, "What would a political scientist ask questions about?". Several alternatives are provided such as "How do people spend their money?", "What are good governments for most people?", "Where are mountains located?", "What kings ruled a country?".

Figure 4 provides the patterns for Massachusetts. Only 33.5% of the nine year olds chose the correct answer - "What are good governments for most people?" However, 78% of seventeen year olds knew the answer, which indicates that learning has taken place. More and better items must be developed in the future to test this objective. Seventeen year old students in college-bound high school programs and those planning to attend post-secondary institutions showed much higher performance on this item. Similarly, those with a positive attitude toward school, those who view their schools as a friendly place and those with greater self-confidence were more frequently able than others to answer the question correctly.

FIGURE 4

MEAN PERFORMANCE SCORES
OBJECTIVE IV A: UNDERSTAND SOME OF THE DISTINCTIVE MODES OF INQUIRY
(QUESTIONS AND APPROACHES) OF SOCIAL SCIENTISTS



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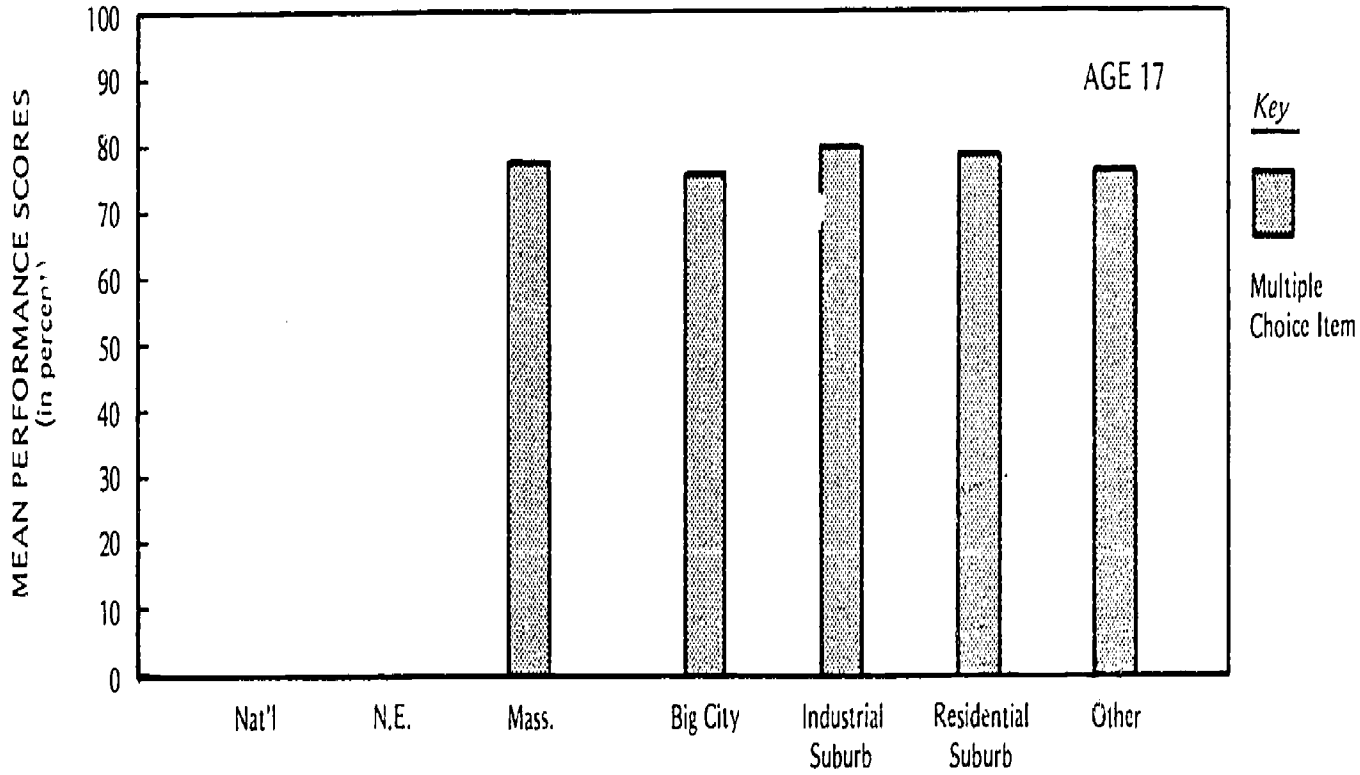


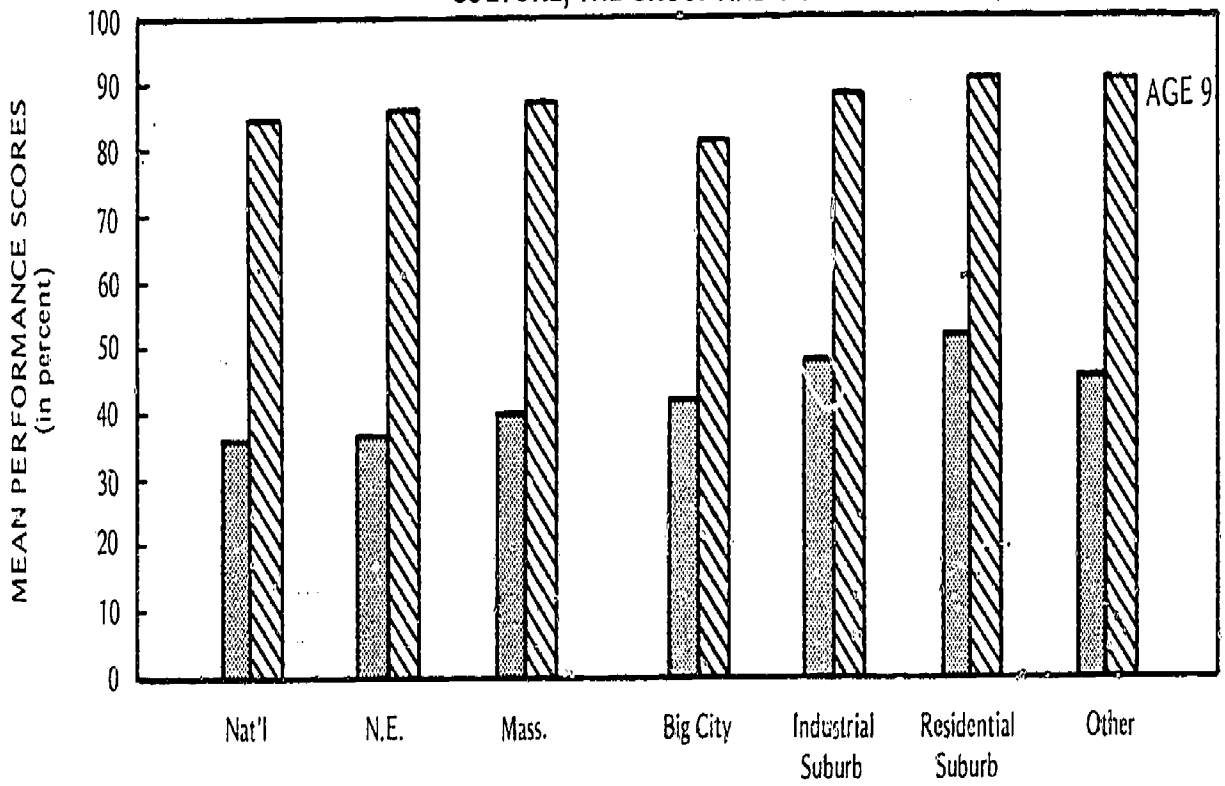
OBJECTIVE IV B - UNDERSTAND SOME OF THE MAJOR RELATIONSHIPS INVOLVING CULTURE, THE GROUP AND THE SELF

Rules, customs, division of labor - these features hold groups together. How well do Massachusetts students understand these kinds of cultural glue? Quite well: as shown in Figure 5, they surpassed both their national and Northeast regional peers in both age groups.

At the nine year old level, three multiple choice and two interview items were used to measure the objective. The seventeen year olds had just one of each kind of item.

An interesting finding in this objective is that Massachusetts students from all kinds of communities see the need for rules and regulations. This applies to situations which are relevant to them (e.g., the playground), as well as to situations which are more remote. Similarly, little difference is evident among students from varying kinds of community concerning their understanding of the need for skilled and trained workers in order to have an industrialized society.

FIGURE 5
MEAN PERFORMANCE SCORES
OBJECTIVE IV B: UNDERSTAND SOME OF THE MAJOR RELATIONSHIPS INVOLVING CULTURE, THE GROUP AND THE SELF



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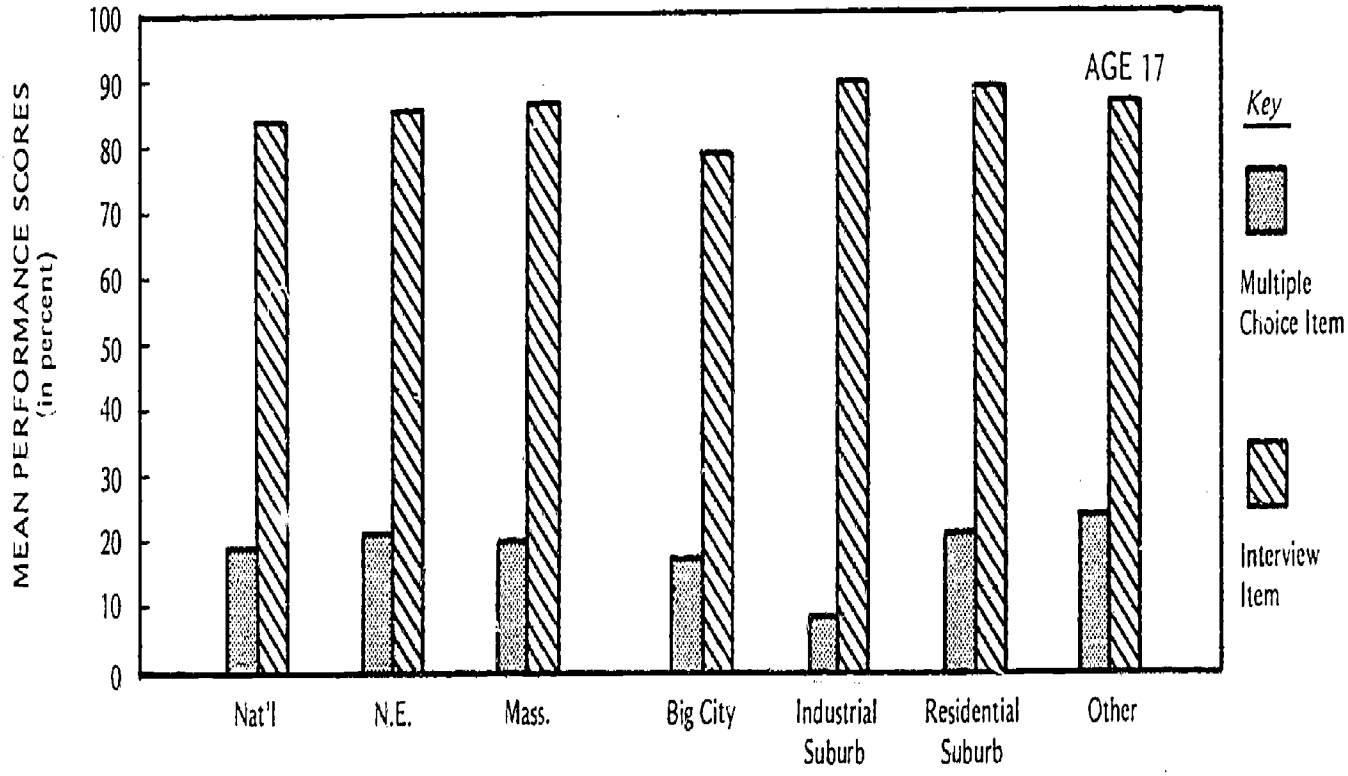


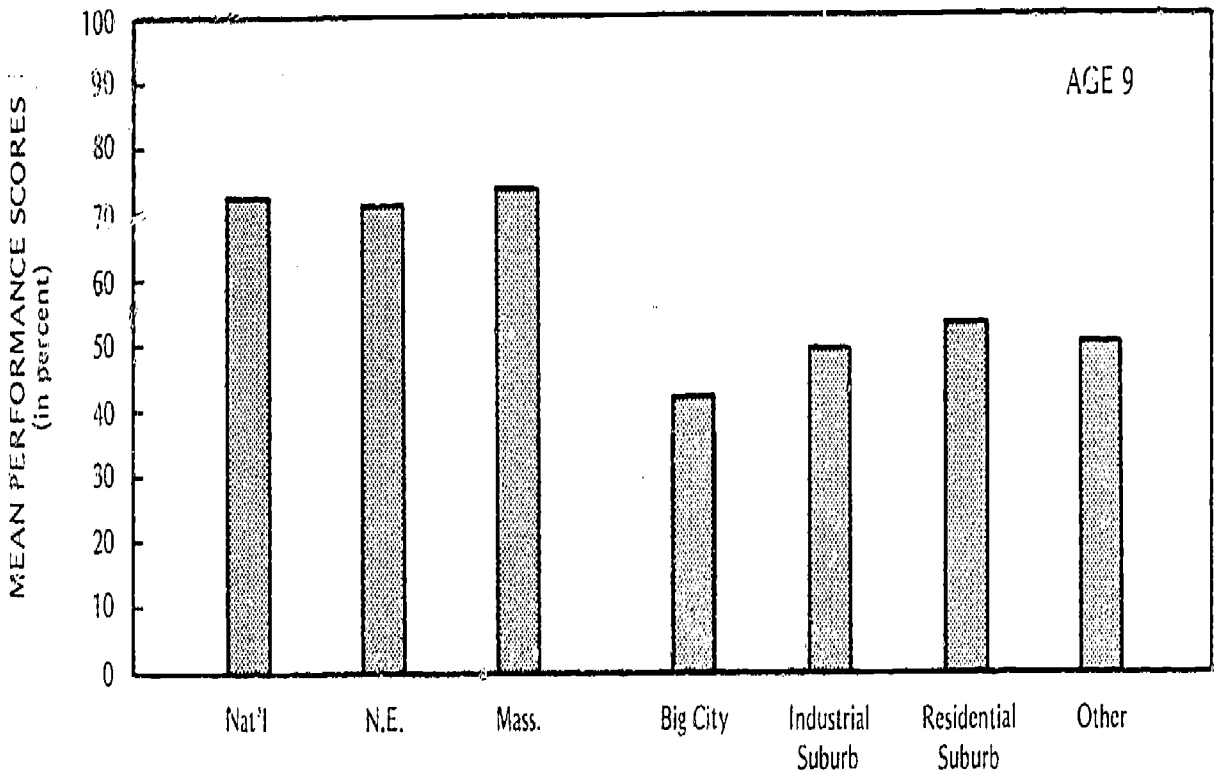
OBJECTIVE IV C - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF ECONOMIC SYSTEMS, ESPECIALLY THE AMERICAN ECONOMIC SYSTEM

In a time marked by economic uncertainty, what understandings have Massachusetts youngsters acquired which will help them to deal with the situation around them? Ten questions were asked of nine year olds; nine of seventeen year olds. These included such issues as the reasons for unemployment, the definition of monopoly, the characteristics of capitalism, the means to increase production, the allocation of limited resources.

Of the ten questions for the nine year olds and the nine for the older students, national data were available for only three items respectively. As exhibited in Figure 6, on these three nine year old Massachusetts students surpassed their national peers; seventeen year olds fell short in comparison to their counterparts.

More interesting are differences in performance among various groups. The performance of students from cities was generally lower among both age groups than students from other kinds of communities. While this reflects a trend exhibited throughout the assessment of social studies, an interesting finding emerges. On three questions requiring application skills rather than just knowledge, city seventeen year olds' scores were comparable to, or exceeded, the Massachusetts average! Poor performance on the four knowledge level items, conversely, pulled their average level of performance down. This seems to indicate that for this objective, and perhaps for the whole test, students from cities lack the ability to parrot back specifics but do not lack skills such as translation, application or analysis of knowledge. This finding is supported by the 1974-75 statewide assessment in mathematics which indicated that students from cities were more able to apply knowledge than to master specific facts.

FIGURE 6
MEAN PERFORMANCE SCORES
OBJECTIVE IV C: UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF ECONOMIC SYSTEMS, ESPECIALLY THE AMERICAN ECONOMIC SYSTEM



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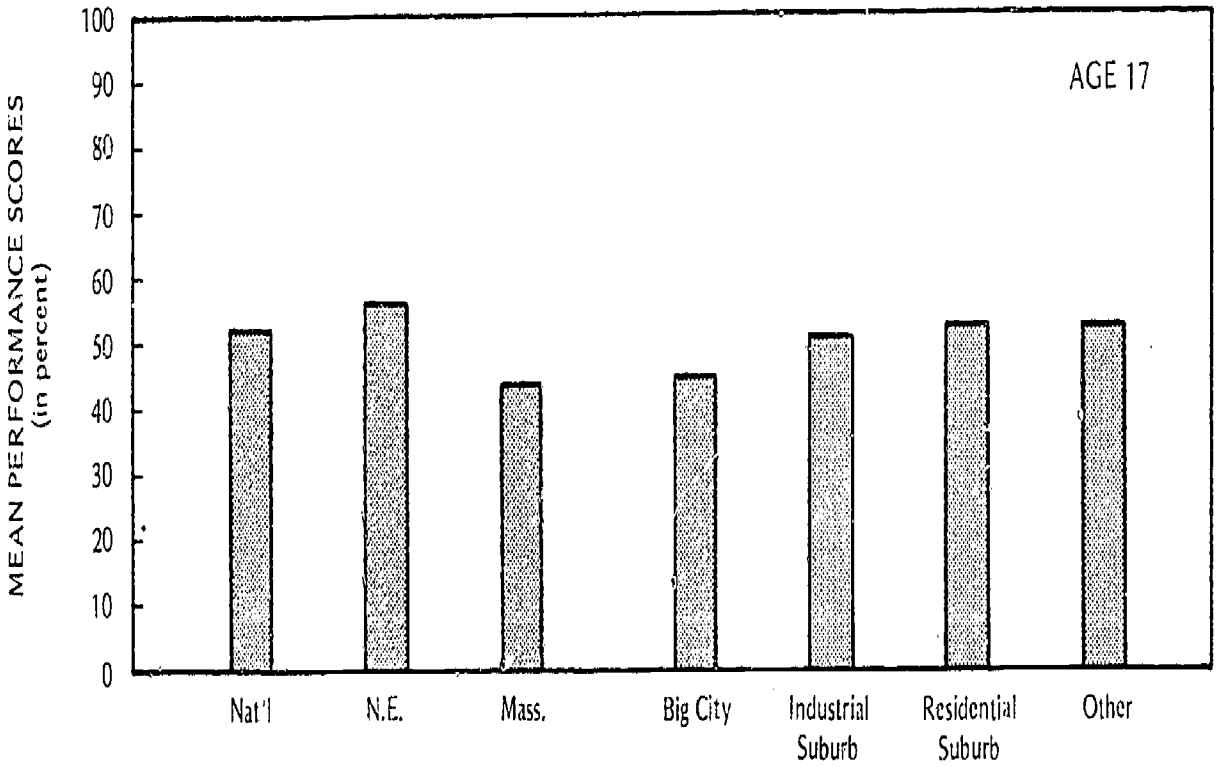


Key

Multiple Choice Item

Two questions on the nine year olds' test bear mentioning. The majority of nine year olds indicated that they think prices of most things to buy in the U.S. are determined by the government! Only 18.6% (12.6% in the city) marked the correct response, i.e., "Consumers and producers" determine prices. Equally alarming are the numbers of children who do not know why cans should be taken back to the factory to be melted down and used again. While many residential students demonstrated awareness of the need to recycle, only a little more than half of the city children did. This is an interesting finding since it is in cities, where there is a high concentration of people, that recycling efforts could be more productive.

OBJECTIVE IV D - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF THE GEOGRAPHIC (SPATIAL) DISTRIBUTIONS OF MAN AND HIS ACTIVITIES, AND OF MAN'S INTERACTION WITH THE PHYSICAL ENVIRONMENT

IV E - UNDERSTAND SOME OF THE MAJOR HISTORICAL DEVELOPMENTS

One of the objectives of social studies and citizenship education is to expose students to a wider world of space, time, and ideas. Through the study of geography, they develop a world view which helps to place local surroundings into perspective. From history, students learn to expand their world backward in time, using the experiences of past generations to intelligently plan their own futures.

Six items at the nine year level and three on the seventeen year test were designed to test the students' understanding of geography and man's interaction with his physical environment. At each age level, four items attempted to measure the students' understanding of major historical developments. Because of limited national data, the results for the two objectives are combined in Figure 7. Massachusetts nine year olds surpassed the national score levels, while seventeen year olds fell just one percentage point short. Both groups scored slightly lower than their Northeast peers.

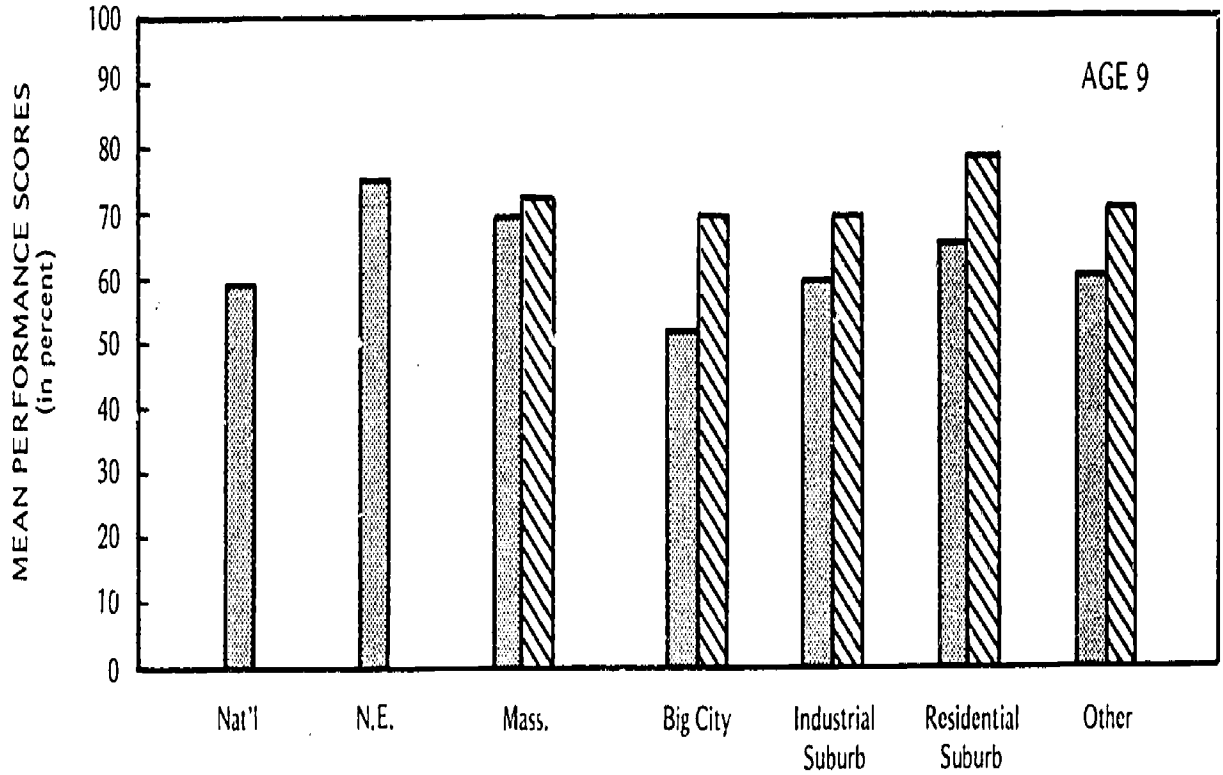
Among the three spatial questions asked of seventeen year olds, two were map items. These produced widely variable scores according to the sex of the students, parent's level of education, program in school, and level of self-esteem. Almost thirty percent more males knew which set of latitude and longitude coordinates indicated the warmest climate. The third item, which asked students to choose the society in which one would be most likely to find low birth and death rates, appears to have elicited guesses since only 19.5% chose the correct answer (a highly urbanized country). Thirty-nine percent

FIGURE 7

MEAN PERFORMANCE SCORES

OBJECTIVE IV D: UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF THE GEOGRAPHIC (SPATIAL) DISTRIBUTIONS OF MAN AND HIS ACTIVITIES, AND OF MAN'S INTERACTION WITH THE PHYSICAL ENVIRONMENT

OBJECTIVE IV E: UNDERSTAND SOME OF THE MAJOR HISTORICAL DEVELOPMENTS



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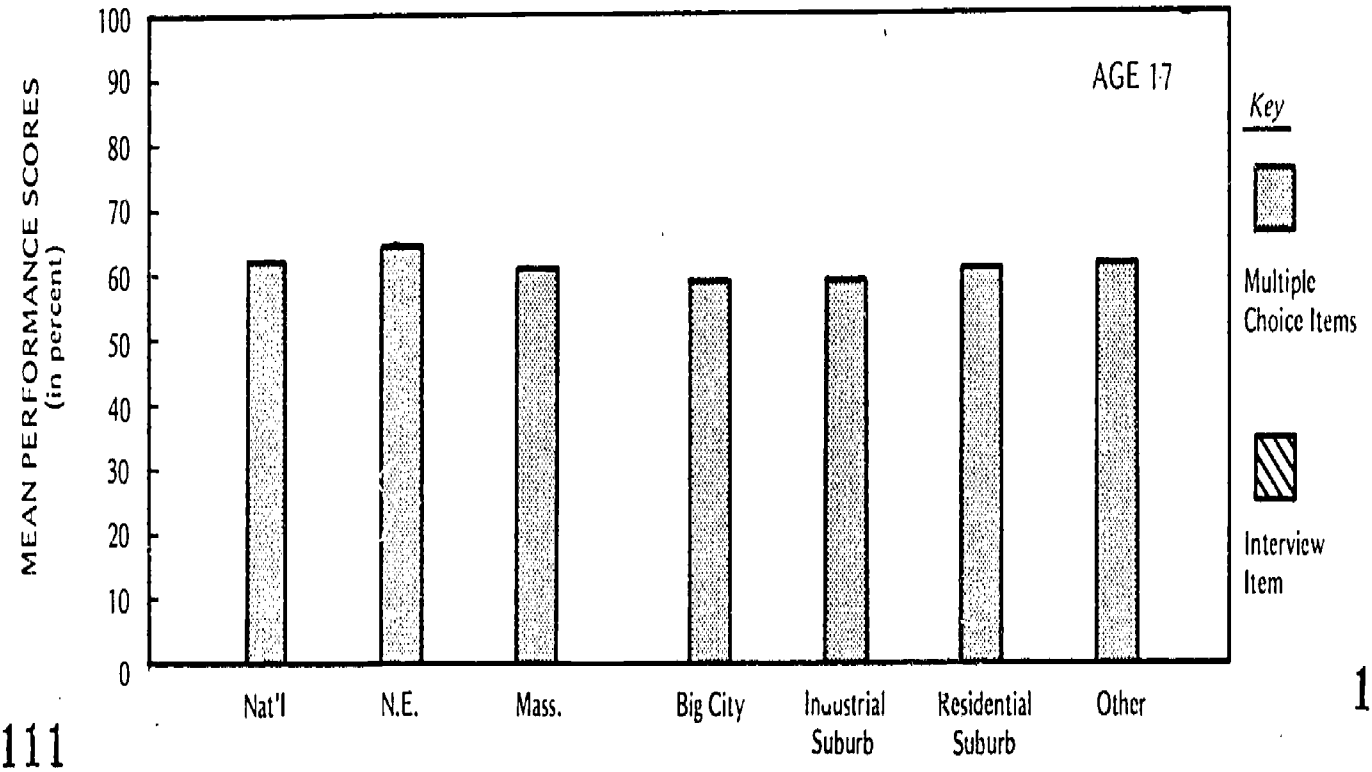


of the respondents seemed misled by vocabulary, since they chose "a group of nomadic shepherds" as the answer. Thus, the performance on this item may not adequately reflect student knowledge.

The most striking difference to be noted at the nine year level occurred between city students and those from residential suburbs. Students from cities performed very poorly and those from residential suburbs very well on a question which asked whether the Mississippi River is located in the United States and a question asking why a desert child chooses to use his camel to get to market.

Generally, males performed better than females on items concerning historical issues. However, on a question requiring interpretation of the language of the Declaration of Independence, seventeen year old girls performed nearly as well as the boys. Perhaps greater strength in language skills among females is responsible for this turnabout.

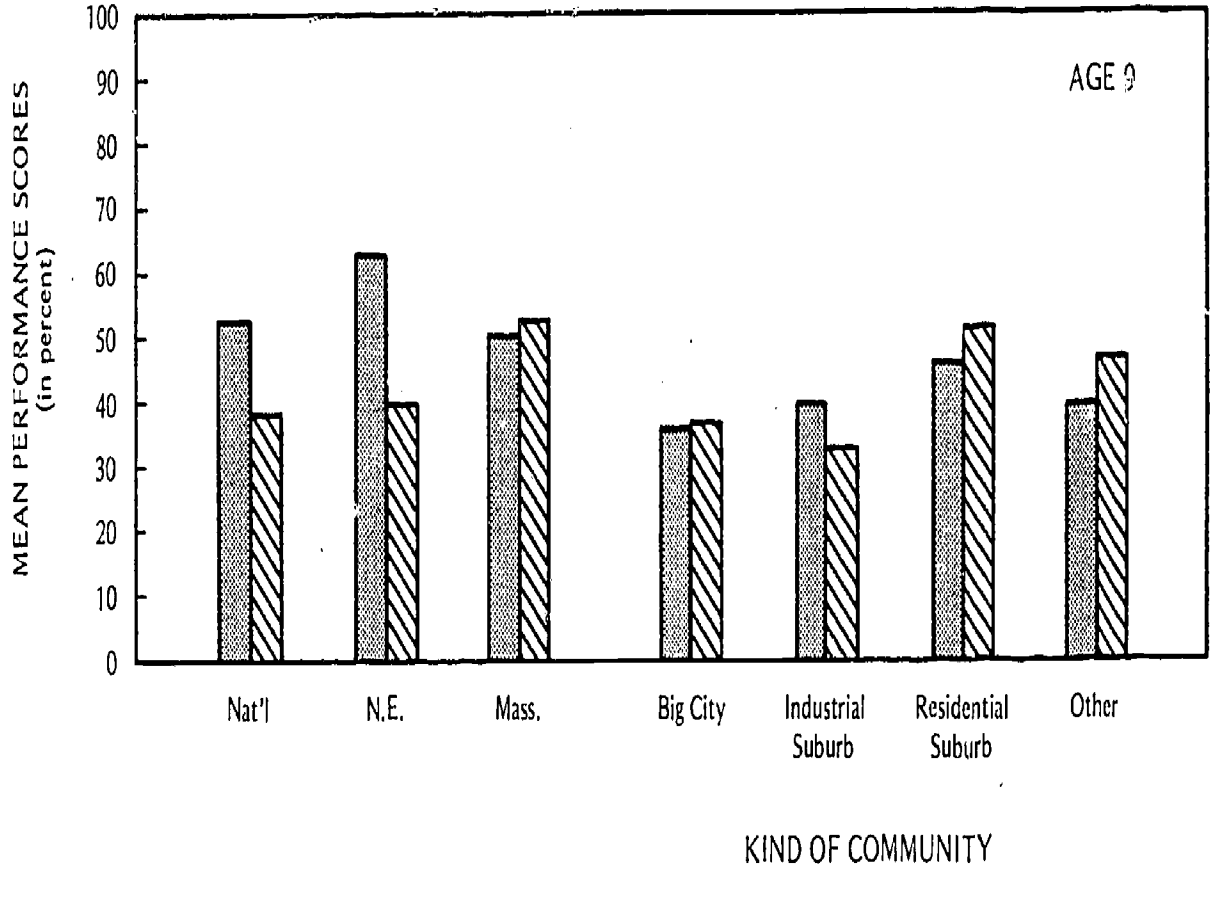
OBJECTIVE IV F - UNDERSTAND SOME OF THE CHARACTERISTICS OF THE MAJOR SYSTEMS OF GOVERNMENT, PARTICULARLY THE POLITICAL SYSTEM OF THE UNITED STATES

Responsive government is produced by responsible citizens who understand how to make it work for them. Testing this kind of understanding was the function of the items under this objective. Twelve questions at the seventeen-year-old level and ten on the nine year olds' test included practical tasks, such as marking a ballot; questions dealing with the responsibilities of various government figures (judges, health department officials); and interview questions, requiring students to explain, for example, what could be done about a man keeping minority children out of a public park.

Figure 8 shows that Massachusetts nine-year-old students performed better on the six interview questions for which national figures were available than their national peers. Seventeen year olds performed less well than their national counterparts on multiple choice items. In all cases males performed better, often much better, than females.

On the five questions requiring the seventeen year olds to exhibit understanding of a ballot, males and students from industrial suburbs or "other" types of communities performed well. As high a percentage of these students were able to answer these questions as their national peers. The performance of students from residential suburbs, usually high, was nearly as low as those of students from cities for this group of items. Students with low self-esteem also found these items particularly troublesome. The same pattern existed over the four questions requiring seventeen year olds to tell which level of government - federal, state or local - would be most likely to raise mail rates, lower import taxes, establish a central university with several branches in different cities or increase garbage collection services.

FIGURE 8
MEAN PERFORMANCE SCORES
OBJECTIVE IV F: UNDERSTAND SOME OF THE CHARACTERISTICS OF THE MAJOR SYSTEMS OF GOVERNMENT, PARTICULARLY THE POLITICAL SYSTEM OF THE UNITED STATES



It is interesting that, unlike on the questions requiring students to exhibit an understanding of a ballot, Massachusetts youngsters performed below the national sample on the items assessing their understanding of federal, state and local government's role. This might indicate an awareness of practical citizen functions but not of basic governmental concepts.

While half the students in the national sample knew why prayer has been forbidden in schools, and nearly that many Massachusetts students knew, only one third of all students coming from cities chose the correct reason.

Furthermore, the percent of acceptable responses dropped quite low on three out of four interview questions among nine year olds from Massachusetts cities. Only 17.2% (compared with 36.6% statewide) knew what to do if a governor or senator did something the student didn't like.

Just as notable are the large differences in performance among male and female students on this objective, especially at the seventeen year old level. That Massachusetts female students do not understand a ballot as well, and do not distinguish among federal, state and local government functions as well as their male peers suggests that perhaps the stereotype that major decisions should be made by men is still being perpetuated among girls.

Examination of the reasons for these various results as well as the different levels of performance on each item will be more relevant and useful when done by local communities. Is it acceptable that only 43.5% of nine year olds know that the UN's major objective is to maintain peace? Should more than two thirds of nine year olds be aware that the judge is responsible for the fairness of a trial?

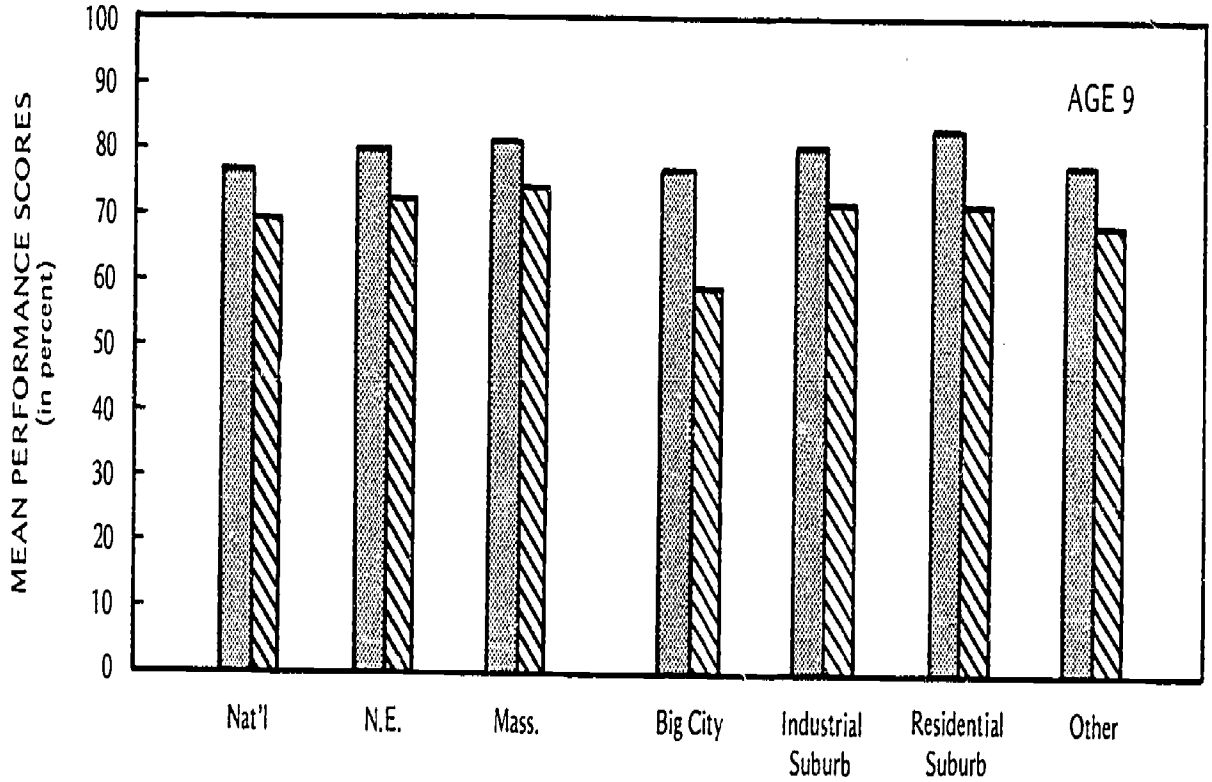
OBJECTIVE V - HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

What effect has an extended period of racial turmoil in our Commonwealth's major city had on students' values and beliefs? Most items testing this objective were interview questions. Although only three hundred students at each age received the interviews, it appears that Massachusetts students' belief in the fundamental worth of the individual is especially strong. Their performance is uniformly higher than their national peers, and often above their regional counterparts. This is shown in Figure 9.

Fourteen interview questions for the seventeen year olds, and fifteen for the nine year olds, many with two or more parts, were used to assess this objective. At both age levels, Massachusetts students excelled at explaining the need for rules or for governments. They also expressed an unusually high interest in participating in decision making relevant to their school and social lives and a high degree of willingness to act for the general interest. For example, large numbers at both age levels showed a willingness to help a new non-English speaking student in class.

The single most striking result is that nine year old students from cities tended to answer "I don't know" or to give no response to certain value-laden questions more than students from other kinds of communities. Examples of these are questions asking students what they would think if a friend told them that black-haired blue-eyed children are smarter than others; asking them what they could do to stop racial discrimination in a public park; and requiring them to explain why the police don't have the right to come inside their house any time they want to. Massachusetts students from all communities other than cities tended to surpass national and even Northeast regional performance on all these items.

FIGURE 9
MEAN PERFORMANCE SCORES
OBJECTIVE V: HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY



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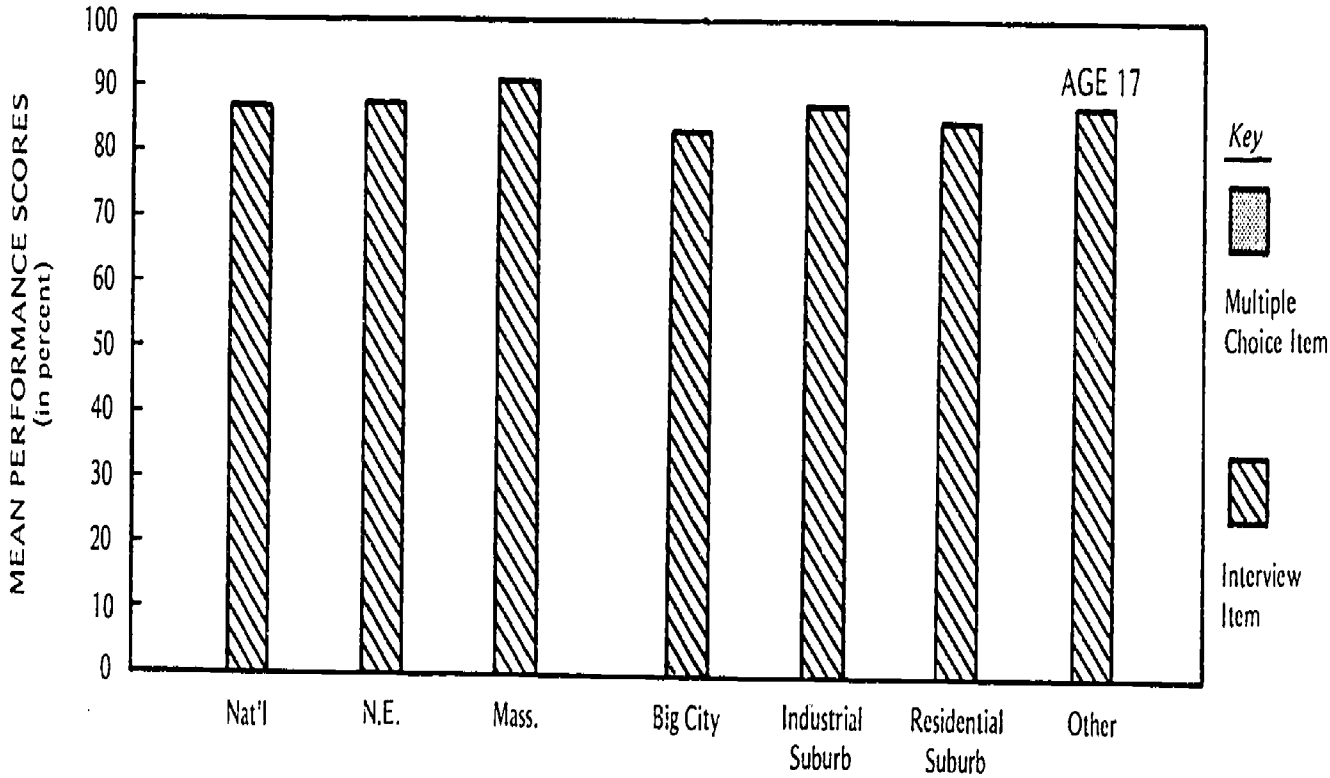


Seventeen year olds from cities were more articulate than their younger counterparts. They fell short in two questions, one having to do with public protest and the second asking the same question about discrimination in the park. However, on several items, including the above one concerning police search, they surpassed the Massachusetts average. This suggests that perhaps the increased reality of their social situation is contributing toward helping them understand the theoretical concepts of a free society.

In two cases, seventeen year olds from the "other" KOC category exhibited particularly high levels of performance. One question asked students what they would say (and why) if they observed a girl making fun of someone because his religion was different from hers. The other was the question about what students thought they could do if they saw a man keeping minority children out of a park. One might speculate that the reason for this high level of concern about social discrimination among students from smaller communities is that they are less frequently faced than their urban or suburban counterparts with real situations of this sort and thus are more idealistic about their possible reactions to them.

"Suppose you were in a city other than your own and saw a factory dumping its waste products into a river, what do you think you would do?" Almost a third of the seventeen year old interviewees said, "Nothing", with the highest degree of apathy among city students, lowest among those from industrial suburbs. About 85%, however, could think of an acceptable action for city officials to take in this case. Pollution, then, is not yet a personal affront to these students in the same way discrimination in hiring or invasion of privacy are.

It is worth noting that 80 - 100% of the students, especially among the seventeen

year old group, were able to answer the questions well. Large numbers of students profess to believe in the values on which our society is based. Students can also, in many cases, successfully appply these values to specific situations and justify them by reason. Thus, not only did Massachusetts students compare well to national averages, they also performed at a high level of competence and concern.

CITIZENSHIP

In a time when people are concerned about crumbling institutions, the central issue for each citizen is how he or she can help to keep those institutions alive and responsive to changing needs. The Massachusetts Citizenship objectives are good guidelines for a citizen. They embody the principles of our free society which must constantly be applied to new and changing situations.

Thus it is important to discover whether the state's students, its future citizens, have internalized these principles. Knowledge is not enough, for the problems which students will face will change many times in their lifetime. New facts, new balances of power, new inventions, and new customs will require their evaluation. Only if such evaluation is based on appropriate principles will society be strengthened.

Assessing Massachusetts students' performance with respect to state citizenship objectives requires that the reader realize several qualifying factors. Few national items existed which would test the state economic objectives; thus, comparative data are lacking in many cases. Variation among scores within the state will receive more emphasis in these instances. In addition, the social and political objectives were measured largely by interview items. The smaller number of students answering these items must be kept in mind.

OBJECTIVE I - RESPECT FOR DIVERSITY

A good citizen is openminded enough to recognize that many diverse groups have made, and must continue to make, valuable contributions to our society. They strengthen it by adding varying perspectives to issues and by providing variety to a wide range of situations.

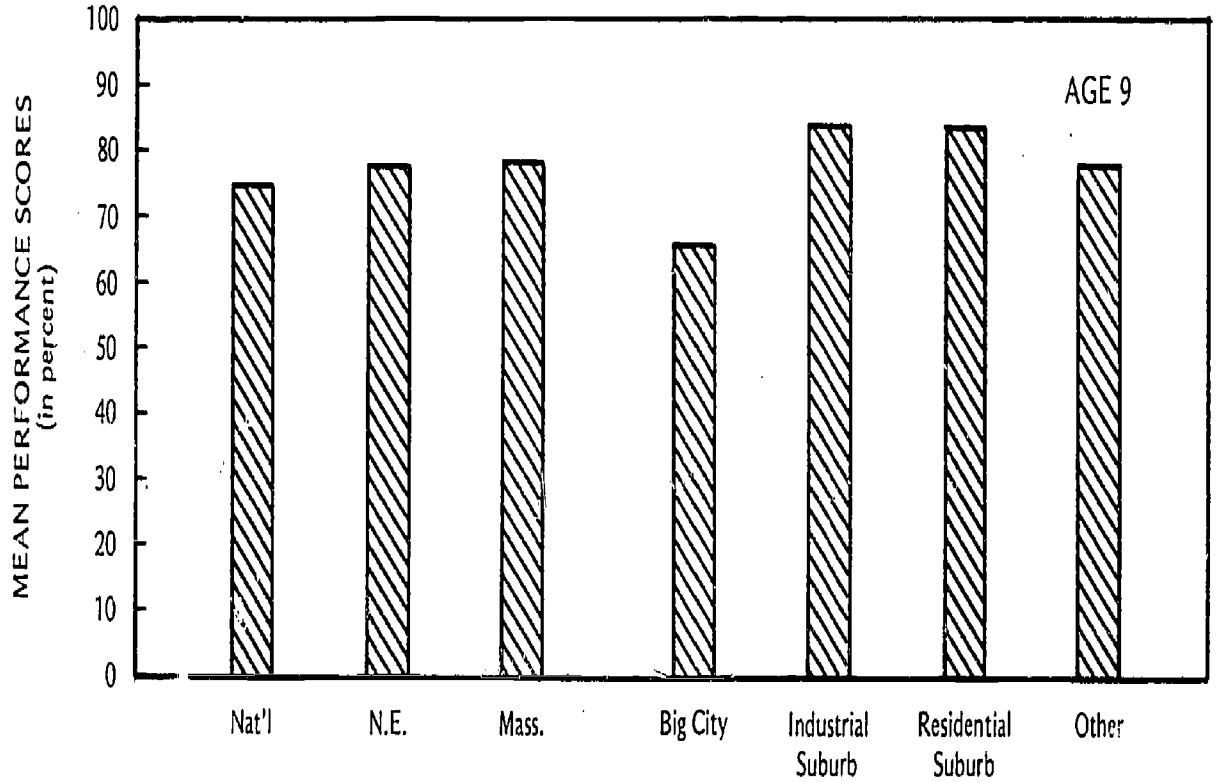
Seven interview items for each age level, plus two multiple choice items for the seventeen year olds, were used to assess the degree to which Massachusetts students respect diversity. Comparisons with national and Northeast samples shown in Figure 10 indicate that Massachusetts students have a greater respect for diversity at both age levels than do their peers.

Results do vary by kind of community, with students from cities performing much lower than students from all other kinds of communities. Among seventeen year olds, students from cities responded especially poorly to the two interview questions regarding the right to public protest. One of the questions asked if someone criticizing a U.S. military action abroad should be prohibited from expressing his views publicly. The other asked if the crowd in a picture, demanding changes with which the student did not agree, should be allowed to gather and make their demands in a public place. In both cases more than 10% fewer city students answered acceptably than students from other kinds of communities.

As on most interview questions, the city nine year olds resorted to "I don't know" as an answer much more frequently than other groups. On one question asking students whether they would want a friend whose father was put in jail for stealing to come to

FIGURE 10

MEAN PERFORMANCE SCORES
OBJECTIVE I: RESPECT FOR DIVERSITY



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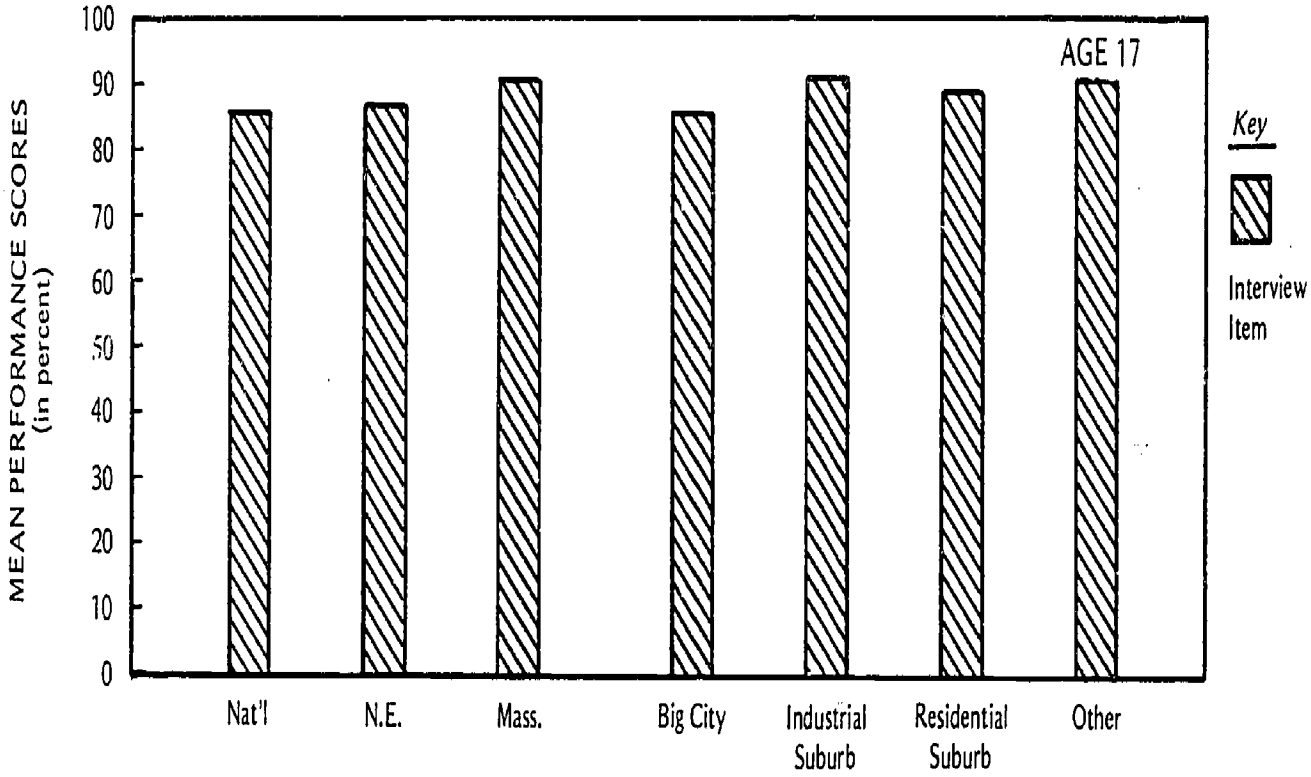


their house to play, fewer than half the city children said yes. By contrast, over three quarters of the children from residential or industrial suburbs said yes.

The fact that 80 - 90% of Massachusetts students generally performed well on the items comprising this objective indicates that, overall, students in the Commonwealth appear to be sensitive to the need for tolerance of differences in others, be they differences of religion, race, language, political belief or custom. The students' respect for diversity, over such a wide range of issues, speaks strongly for their commitment to this principle.

OBJECTIVE II - EQUALITY OF OPPORTUNITY

Citizens must not only recognize the need for equality of opportunity, they must be aware of areas where it is lacking and also know ways in which it can be promoted. Only then can they actively work to support the concept as it applies to the issues of today and those of the future.

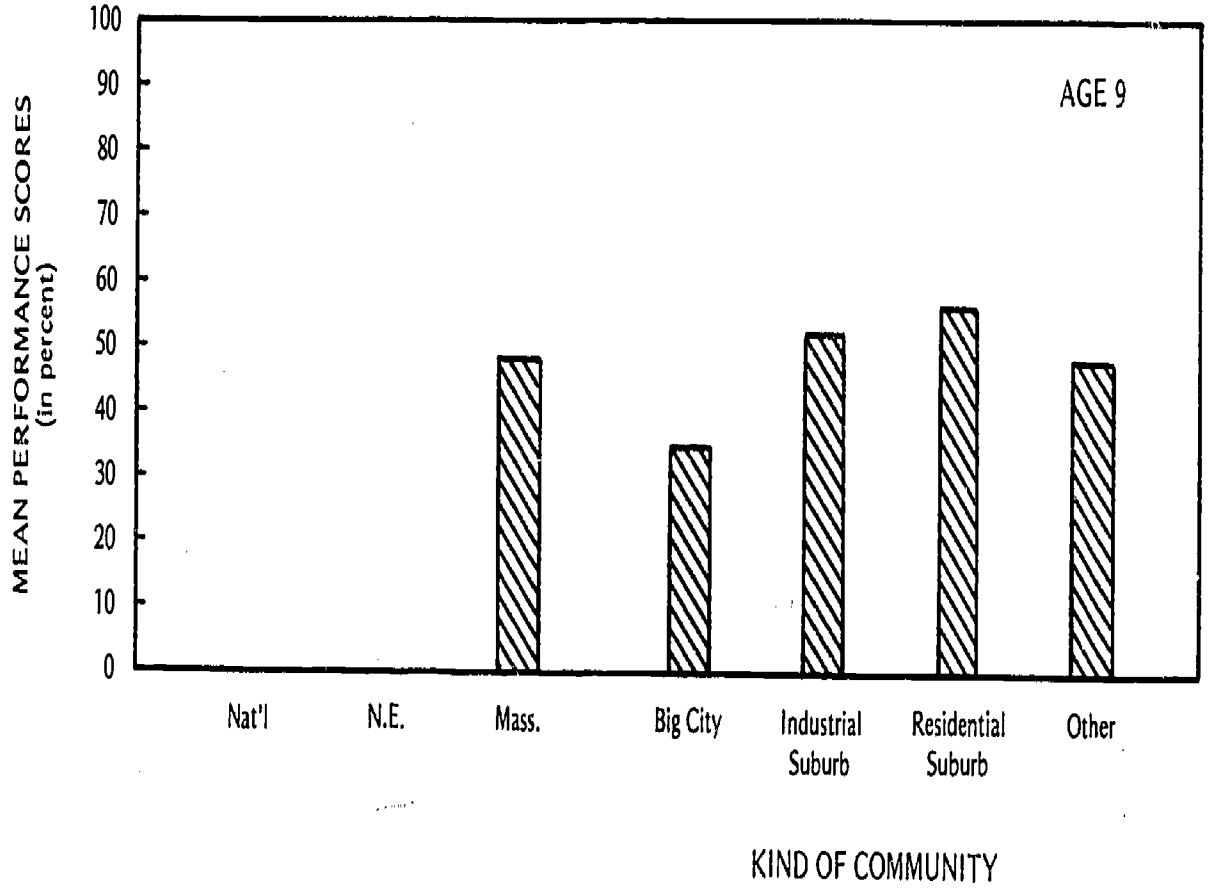
Questions testing this objective were very similar at the two age levels, which allows one to observe signs of educational progress.

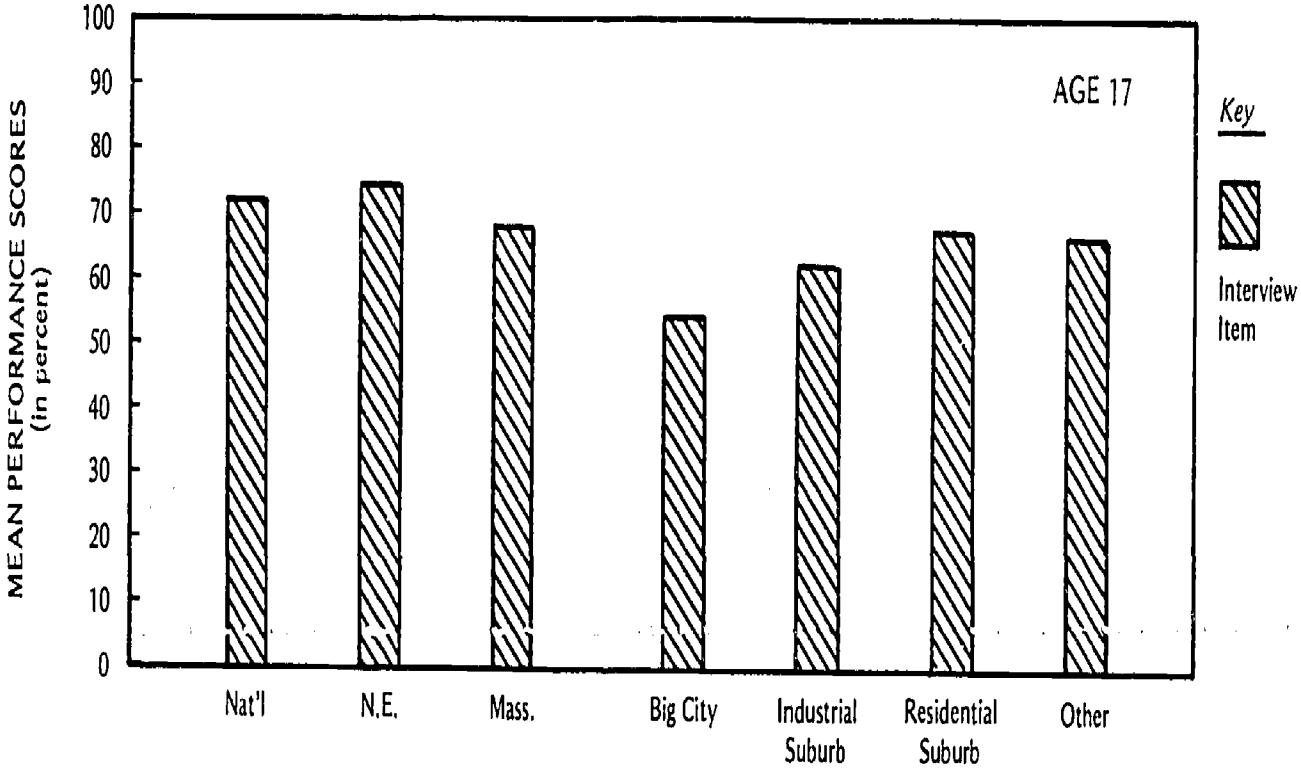
One question on each test asked students whether they should do anything and what they could do if they saw a man excluding a minority child from a public park. As on nearly all interview questions, nine year olds from the cities did poorly, and seventeen year olds from this kind of community performed somewhat lower than their peers in other communities. However, around 90% of all students at each age level agreed they should do something. This suggests that large numbers of students profess equality of opportunity as one of their values.

The second question which was similar at both age levels was a six part question asking students whether they were aware of any place in the world where people are not treated fairly because of race (religion for the seventeen year olds). In each case the question went on to ask where this occurs, what kind of unfair treatment happens there, whether it ever happens in the U.S., where in the U.S., and what kind of unfair treatment happens. These questions check the students' awareness of the denial of equal opportunity. As might be expected, older students showed significantly more of this awareness. Furthermore, at both age levels male students tested showed much greater understanding of the

FIGURE 11

MEAN PERFORMANCE SCORES
OBJECTIVE II: EQUALITY OF OPPORTUNITY





issues involved than females. However, even the seventeen year olds found it difficult in many cases to answer specifically where and how people are treated unfairly. Most nine and seventeen year olds could not give a place in the U.S. where people are treated unfairly. The students' inability to give specific answers on the last five parts of this rather complex question tended to lower the overall performance on the objective.

The last item under this objective at the seventeen-year-old level brought almost universal agreement among all students that race should not be a factor in hiring. Students in every kind of community exhibited a much higher level of performance than both their national and Northeast peers on this question.

Although this objective was tested by a limited number of items, the two which directly test whether students would support equality of opportunity show very positive results. The real numbers of students who believe in this principle are large. The figures are smaller in those cases where the students' awareness of specific instances of discrimination was tested. The central point, however, is that students at both age levels do appear to be committed to the principle of equality of opportunity, and they are generally able to apply it to an appropriate situation.

OBJECTIVE III - LIBERTY UNDER LAW

The paradox that freedom must be limited to be maintained, that liberty can exist only under law, must be clearly understood by every citizen. Four interview items at the seventeen year old level, and five interview items, plus one multiple choice question, at the nine year old level were used to measure this objective.

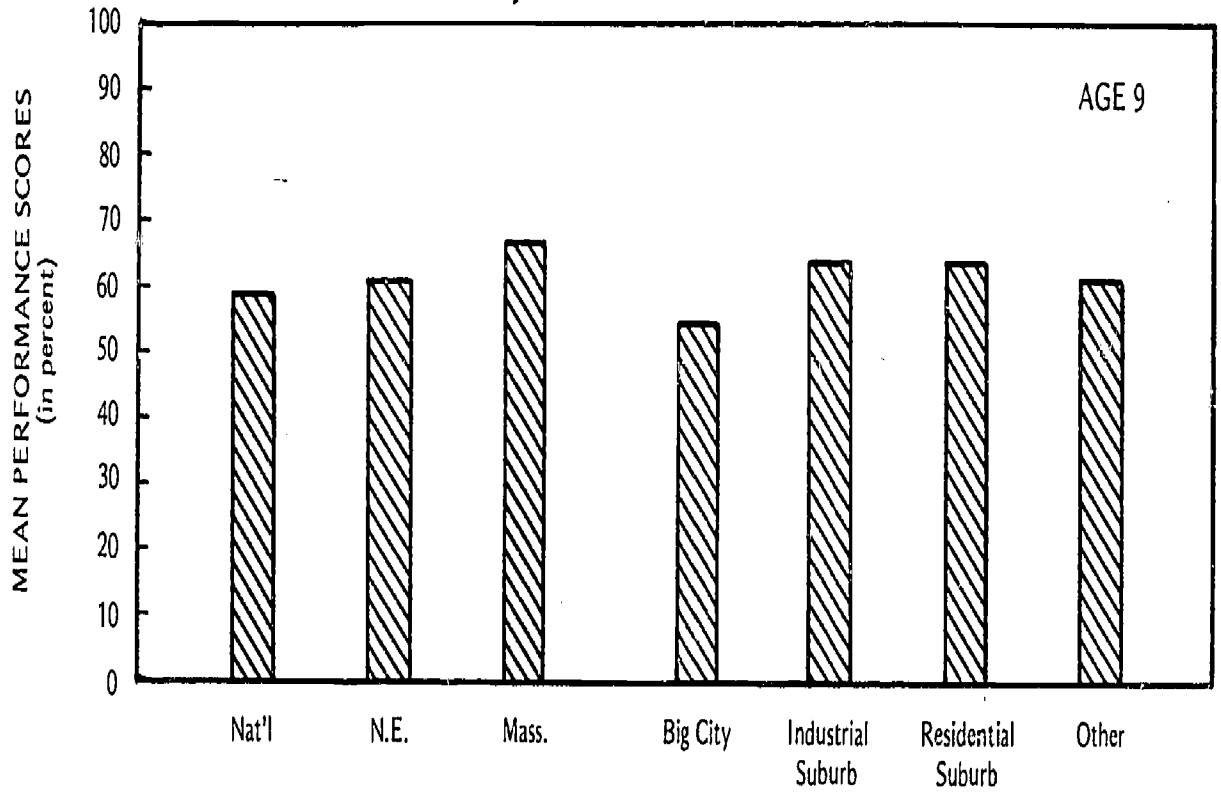
Because of a limited pool of N.A.E.P. items from which to draw, three of the interview questions were quite similar to ones previously used on each test. In addition, they were more abstract than most of the other interview items. One interviewer noted that the students often initially drew a blank on such questions as why do we have a government. Some also protested that the questions were repetitive. Nonetheless, seventeen year olds demonstrated high ability to explain the need for governments or rules. Nine year olds did well on those questions which were couched in terms of playground and grownup rules rather than on those which were more abstractly worded.

The second question which was included on both the nine and seventeen year olds' tests asked students whether the police have a right to come inside their house any time they want to. Only 61% of nine year olds knew they did not, whereas 97% of seventeen year olds (100% for big cities and industrial suburbs) knew. Furthermore, large numbers of seventeen year olds could give an acceptable reason why not; significantly fewer of the younger students could do so. At the nine year old level, children from industrial suburbs excelled on this question, with nearly half of them able to explain the reasons why police do not have the right to enter private homes any time they want to.

Looking, in Figure 12, at total performance for this objective, Massachusetts students at both age levels did well, the seventeen year olds approximating the performance of their national and Northeast counterparts; the nine year olds exceeding both. The high percentage of seventeen year olds who perform well on this objective indicates that they understand, and are committed to, the principle of liberty under law. Nine year olds, however, although they compare well to the national group, have not yet developed this commitment. A good example is the question about whether the President has a right to do anything he wants to affect the government. One third of Massachusetts nine year olds think he can. And even more think it's not all right for a person to say publicly that the President or Governor is doing a bad job. Such answers indicate that there is a fairly large group of nine year olds who do not understand that everyone is equal under the law.

FIGURE 12

MEAN PERFORMANCE SCORES
OBJECTIVE III: LIBERTY UNDER LAW



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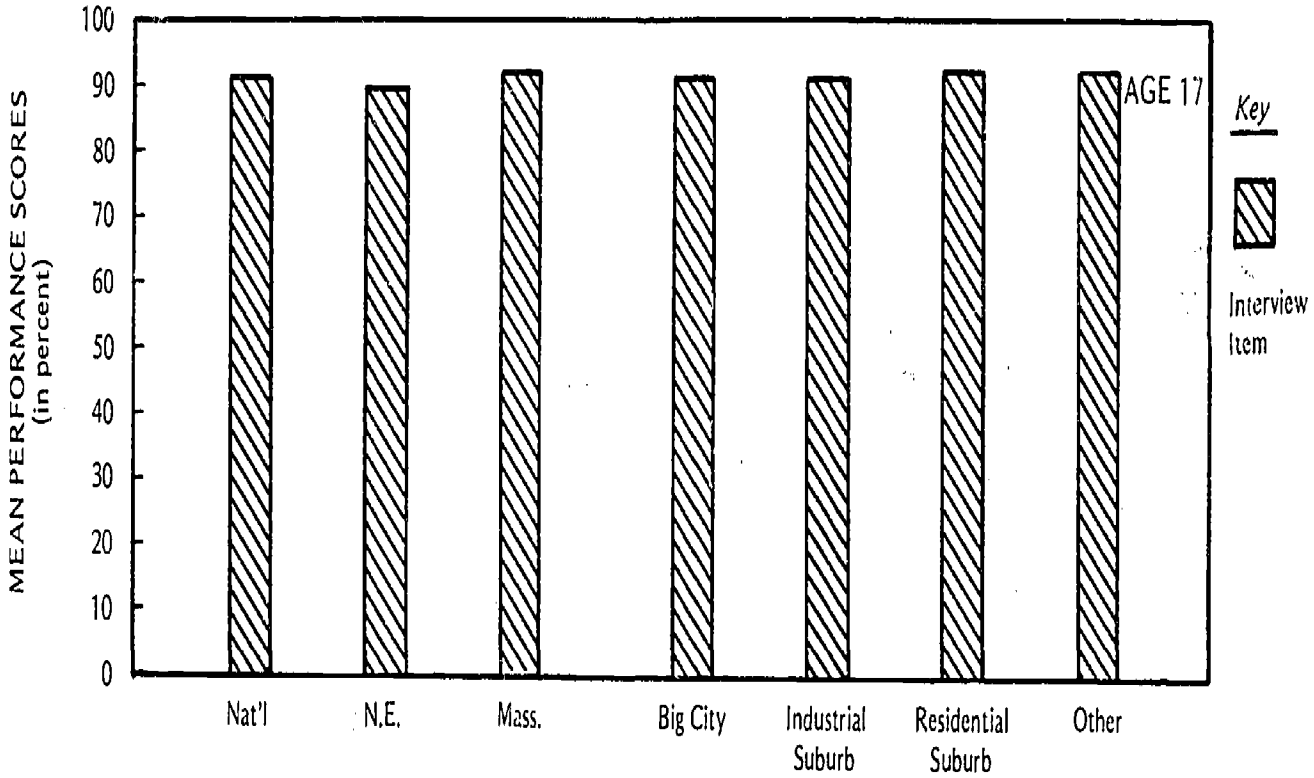


OBJECTIVE IV - EFFECTING CHANGE

Citizens have power only if they understand how they can act within the government structure to effect change.

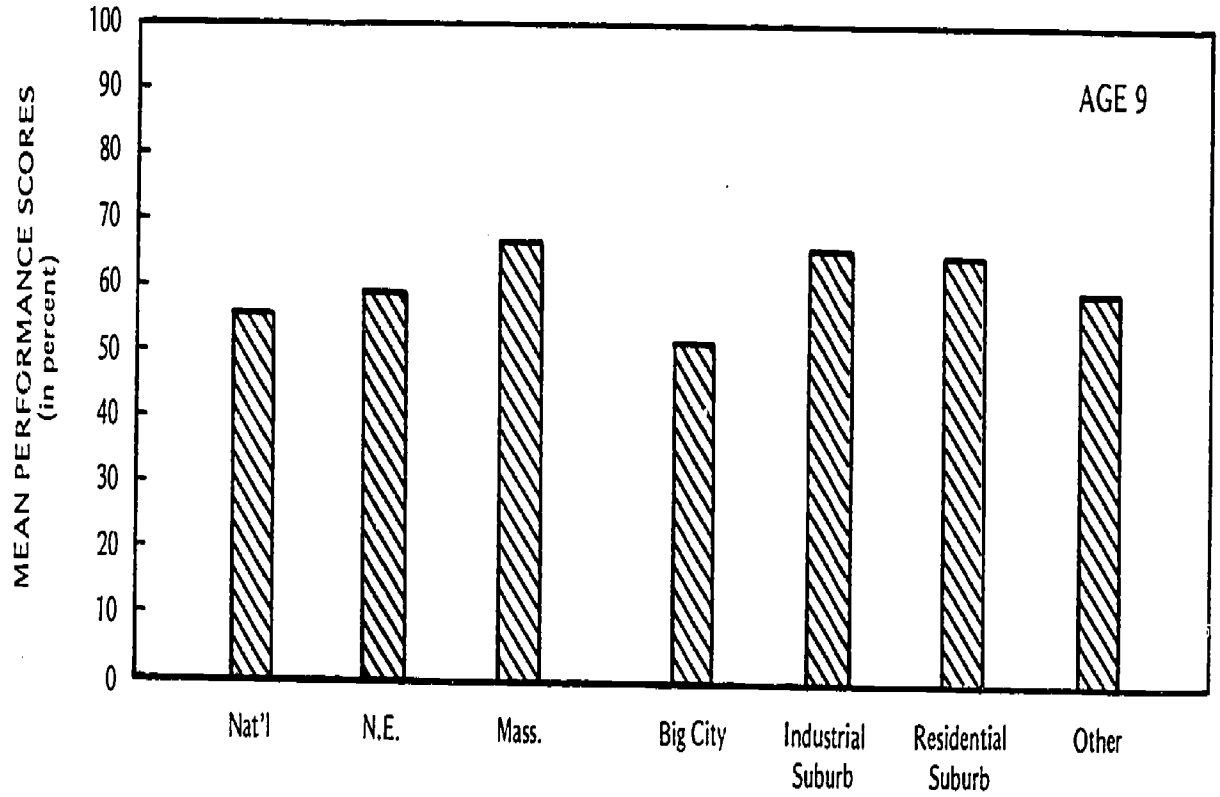
Do students believe they can do this? Fewer than half of the seventeen year olds believe they can influence state government and only 36.6% of the nine year olds know what to do if a governor or senator does something they don't like. Scores were even lower in big cities with only 23% of the seventeen year olds and 17% of the nine year olds being able to explain how they could influence their respective situations. Of course this is just one of the items testing the objective, but it is the one which most directly measures it.

In all, there were seven interview questions at the seventeen year old level and six, plus two multiple choice items, at the nine year old level. As exhibited in Figure 13, Massachusetts nine year old students performed very well in comparison to their national and Northeast counterparts, averaging ten percentage points higher than their national peers on all comparable items. Seventeen year olds, on the other hand, performed below the national sample. This was true, for instance, in the question which asked students what they could do if they saw a man keeping minority children out of a public park. While many said they felt they should do something, fewer knew an effective action that could be taken. Thus their understanding of how to effect change in the situation was low (compared with national performance).

In some other areas, seventeen year old students from Massachusetts cities performed much better than their national peers. They could, for example, easily explain why

FIGURE 13

MEAN PERFORMANCE SCORES
OBJECTIVE IV: EFFECTING CHANGE



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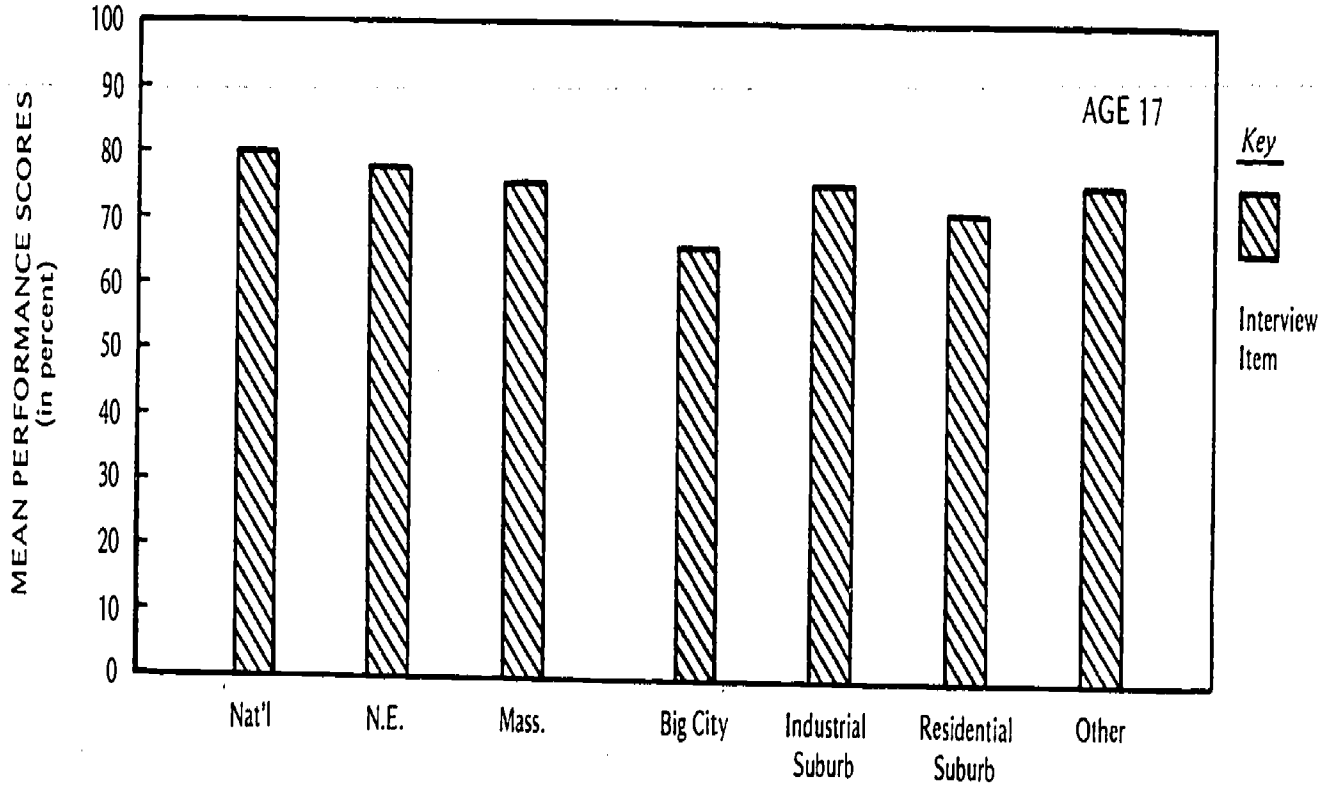


students should help decide what courses will be offered in their school system. The latter finding is particularly interesting in that it indicates the importance of student priorities on citizenship issues. That is, they appear more articulate about principles which reflect their own immediate concerns. Perhaps an attempt should be made to generalize understandings from problems relevant to students.

Nine year olds' performance, compared to their seventeen year old seniors', indicates that the younger students do not yet understand how to effect change. While performance levels are far higher than national ones, it is interesting to note that only 62.5% of Massachusetts nine year olds can give one purpose of government or that only 36.6% of them know what one can do if a governor or senator does something they don't like. Lower scores for city children, and in some cases for children from "other" kinds of communities, must be evaluated at the local level. Do these mean that the children are reluctant to deal with these issues, or does their poorer response represent a real lack of understanding of how change takes place?

OBJECTIVE V - RESPONSIBLE ECONOMIC BEHAVIOR

A commitment to responsible economic behavior which supports the free enterprise system requires a comprehensive understanding of some very complex economic concepts. The four multiple choice questions testing this objective at each age level thus centered on such concepts as supply and demand, overhead, monopoly, capitalism, and government/industry relationships. Levels of performance for both age groups were low.

In one question administered to both nine and seventeen year olds, they had to choose, from four possible reasons, why egg prices rose over a month's time. Surprisingly, seventeen year olds had little more success with this question than the nine year olds, the jump in performance being only 5%.

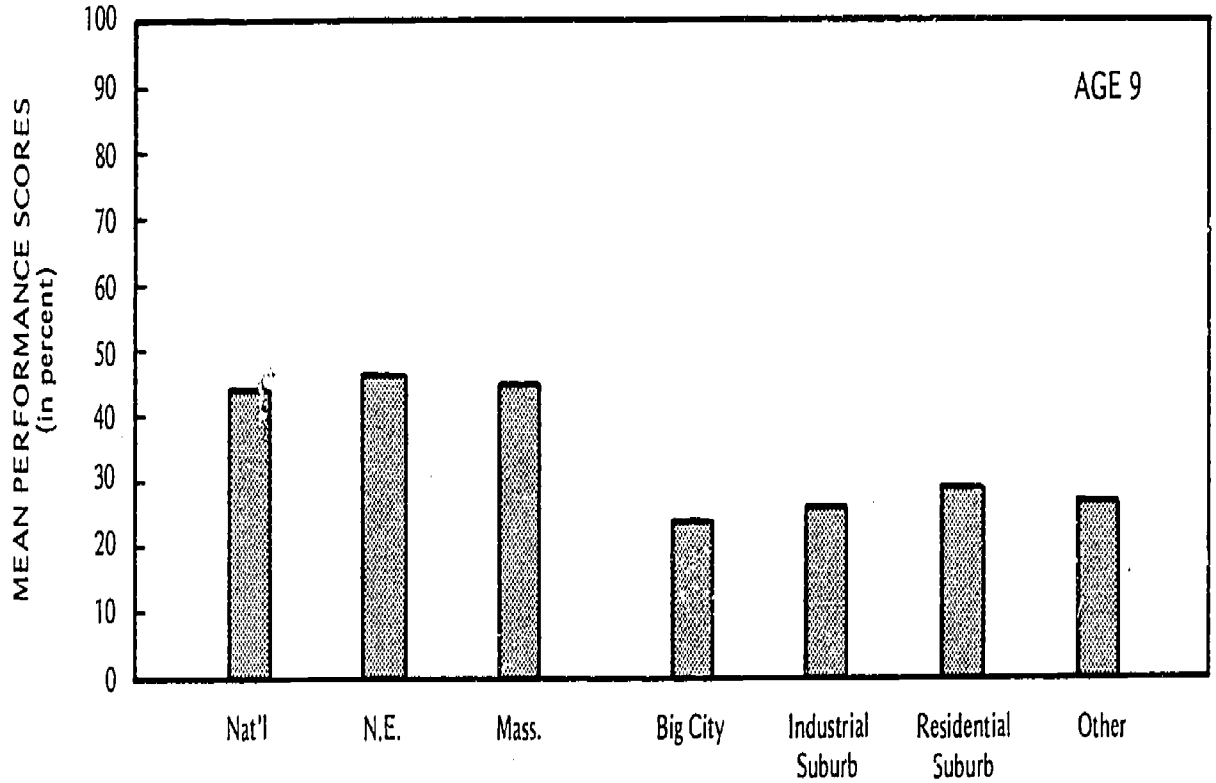
Figure 14 shows that seventeen year olds also did poorly in relation to their national peers on the two questions for which they could be compared. Fewer than half chose the correct definition of monopoly. Only about two thirds knew that the organization of industry in Russia is based on government ownership and control.

Equally distressing is the wide variation in scores for males and females. While the average score for Massachusetts seventeen year old males is more than thirteen points higher than that for females on the monopoly question the differential is twenty-three percentage points (nationally the difference was about eight points). The difference is much smaller, but still exists, at the nine year old level.

The performance of the seventeen year olds on these questions were extremely responsive to changes in demographic data. For example, about half the state's seventeen year olds

FIGURE 14

MEAN PERFORMANCE SCORES
OBJECTIVE V: RESPONSIBLE ECONOMIC BEHAVIOR



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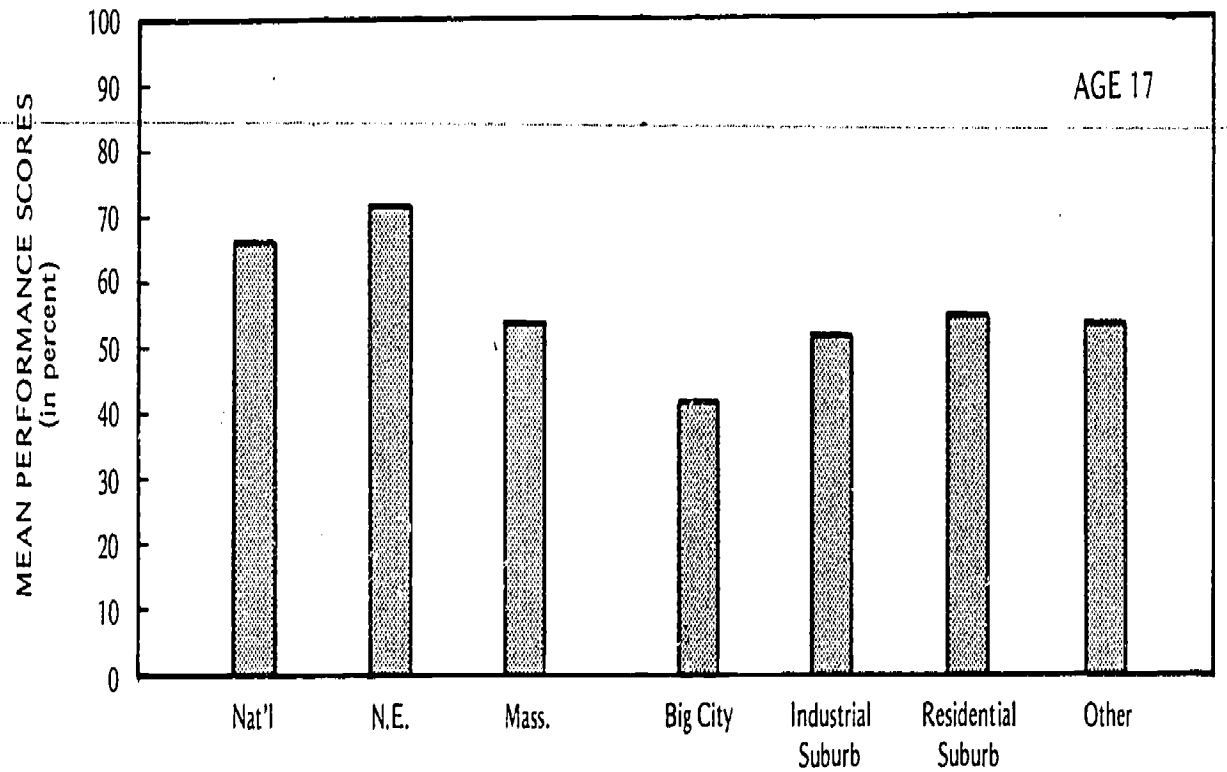


knew that two essential features of capitalism are private property and the profit motive. The figure is 35% for students in the general program, 63.5% for college bound students, 72.2% for political club activists, 31.1% for those who said they had little confidence in their opinions, and 73.5% for those whose mothers were college graduates. Communities' efforts to assess their students should be made with an awareness of the high relationship between descriptive characteristics and performance on this objective.

OBJECTIVE VI - EQUITABLE ECONOMIC STRUCTURE

As citizens strive to make their economic way in the world, they must sometimes make decisions based on the need for economic opportunity for all, rather than based strictly on personal needs. People vote for programs to create jobs for others, knowing that their taxes may go up to pay for the programs. Do students understand this complex economic structure which they will one day have to help keep in balance? The three multiple choice questions administered under this objective to each age level do not really give a clear answer. First, there are no national data for nine year olds against which to compare state performance, for national test items simply did not measure this Massachusetts objective. Second, two questions at the nine-year-old level and one at the seventeen-year-old level show that Massachusetts students operated at, or below, guessing level on these items.

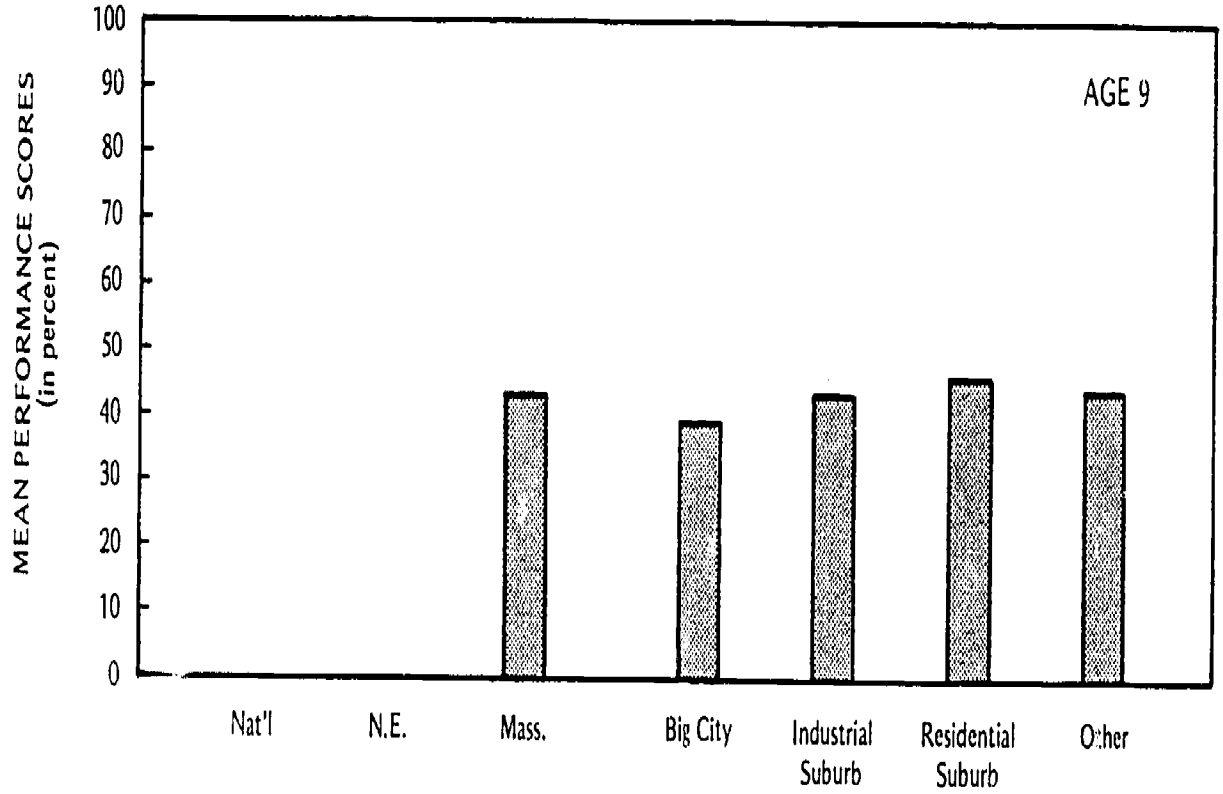
On the remaining questions for seventeen year olds, performance varied widely with demographic data. Students from cities did notably well at picking the best way of increasing the amount of goods and services the nation can produce. Females also performed better than males, in an unusual turnaround, on this same question.

Over 85% of nine year olds knew that the government does not make some people pay taxes because they are too poor. Nine year olds from cities performed somewhat more poorly than those from the other kinds of communities on this question.

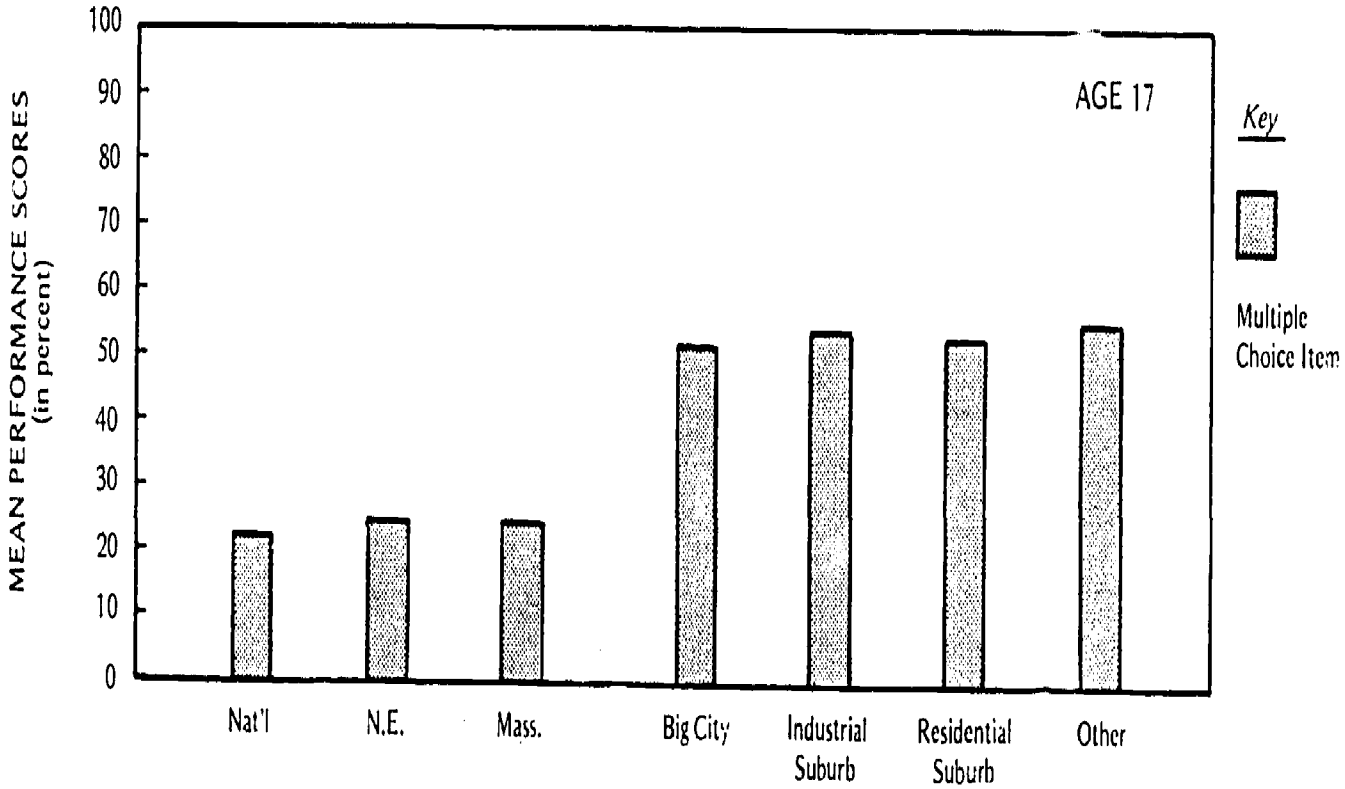
Figure 15 presents comparative data for this objective.

FIGURE 15

MEAN PERFORMANCE SCORES
OBJECTIVE VI: EQUITABLE ECONOMIC STRUCTURE



KIND OF COMMUNITY



OBJECTIVE VII - CONSERVATION

Planning the use of the dwindling resources of our planet is now essential to man's survival. Students taking these tests will be even more affected by this issue than we are now. Are we developing the necessary concern in them? Test results indicate that a qualified "yes" might appropriately answer this question. A limited number of items again makes it difficult to draw conclusions. Only three items for the nine year olds, and four for the seventeen year olds, were used to measure the objective, and none were national assessment questions.

One of these at each age level was an interview question directly requiring the student to say what he would do about a form of pollution (litter for the nine year olds, dumping industrial wastes in a river for the seventeen year olds). Perhaps because the waste dumping was set in a city other than their own, only 61% of seventeen year olds said they thought they would do something about it. On the other hand, 85% named an acceptable action for public officials to take. Among the nine year olds, 72% gave a response about their friends' having thrown litter from their car which indicated sensitivity about the environment.

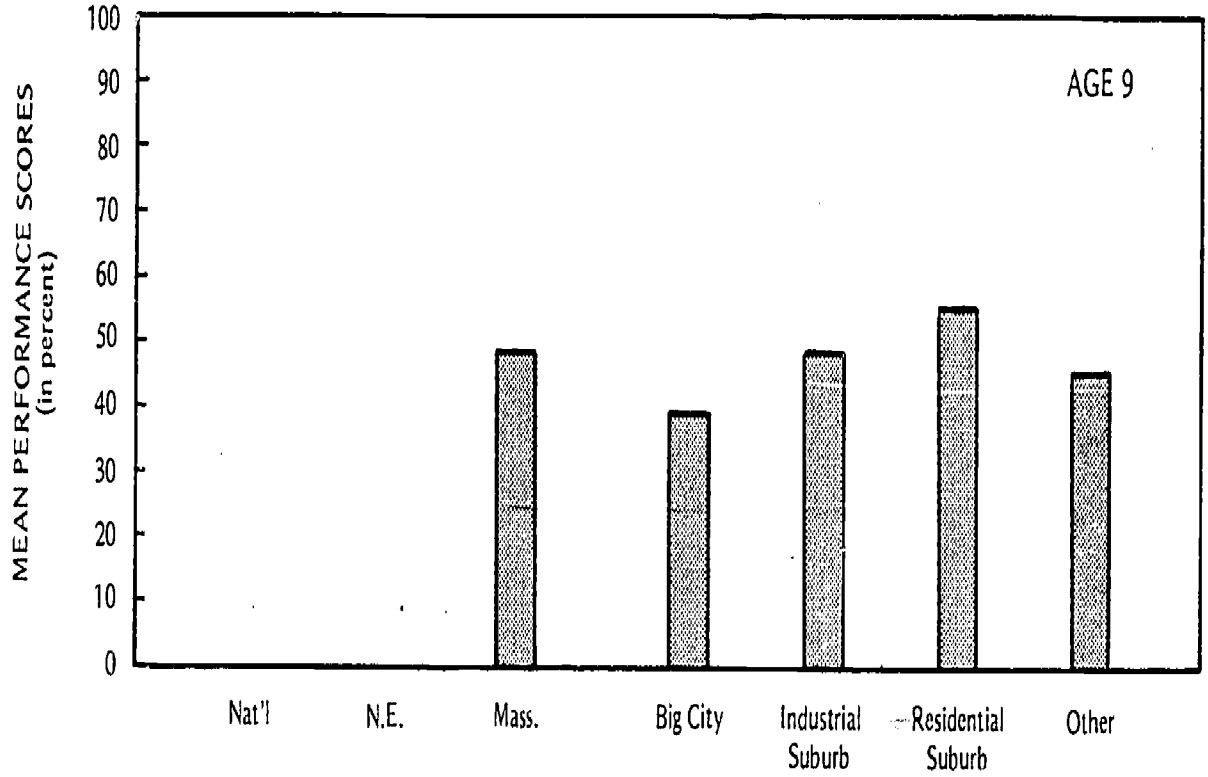
Conservation of resources, too, appears to be understood to some extent by students of both ages. When questions were expressed in abstract terms such as "scarcity" or "allocation of resources" students did not do well. But nearly 90% of the seventeen year olds showed an understanding of the substitution of coal for oil because of the oil shortage. A comparable percentage of students exhibited an understanding of the need for imaginative research to solve the energy problem. Of the nine year olds, 72% knew why cans should be collected and returned to a factory. What is distressing,however,

is that while 85% of Massachusetts students from residential suburbs answered this question correctly, only 58% of the children from cities were able to respond adequately to it.

Figure 16 presents data on Massachusetts trends for this objective.

FIGURE 16

MEAN PERFORMANCE SCORES
OBJECTIVE VII: CONSERVATION



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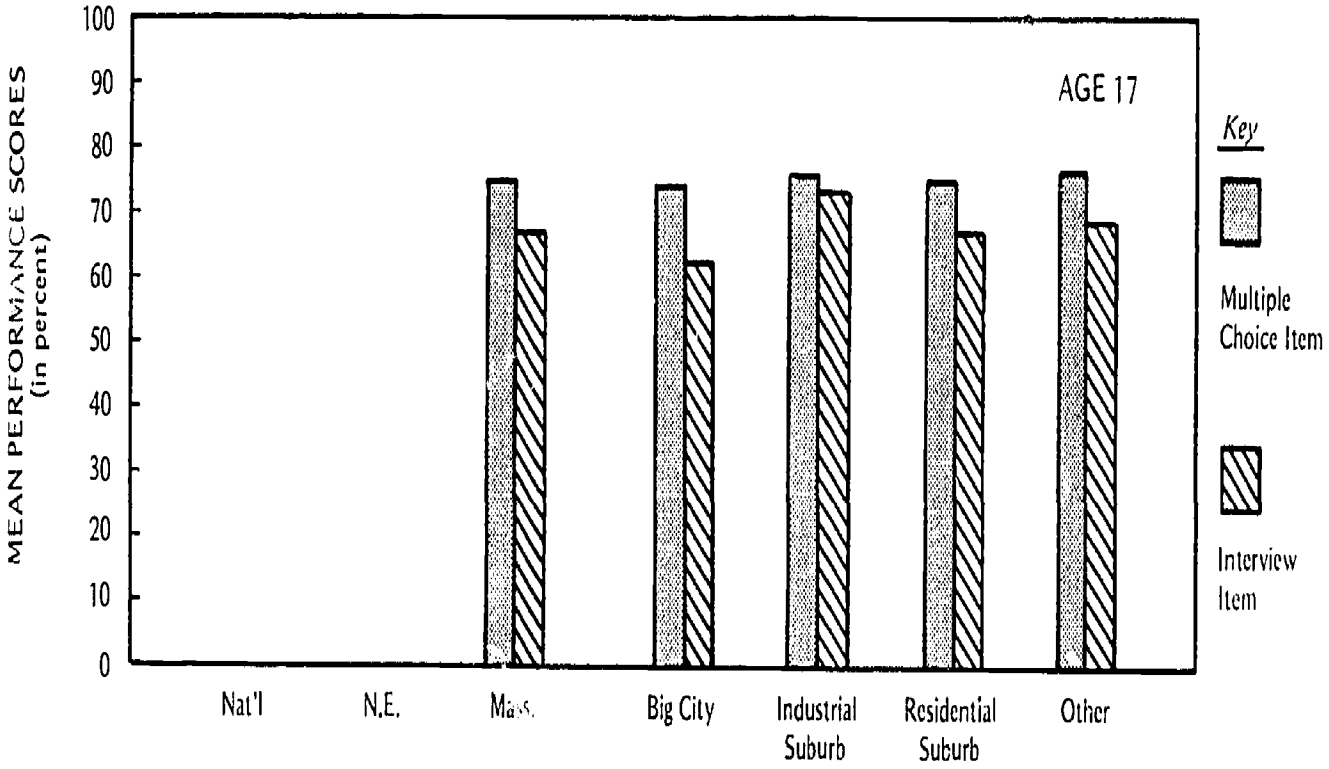


OBJECTIVE VIII - CONSUMER RIGHTS

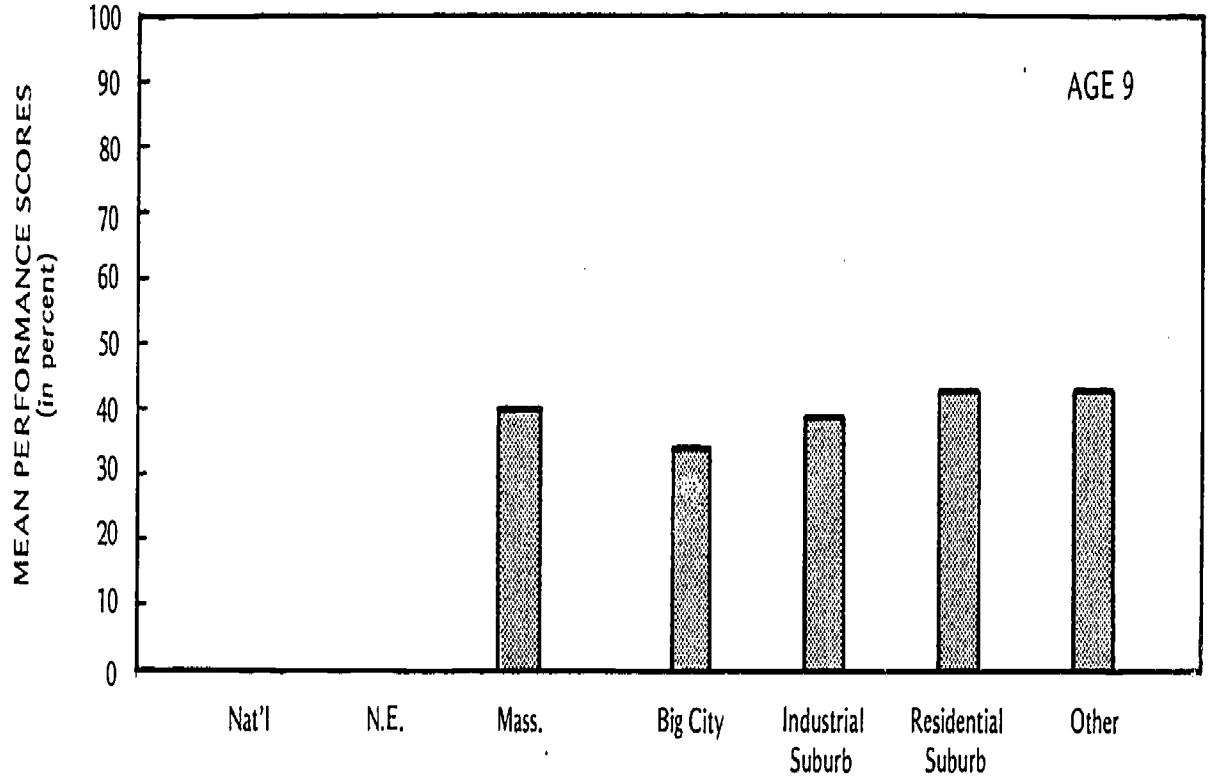
Using the laws which have been enacted to protect us is one of our responsibilities as citizens. Recently, emphasis has been placed on our responsibilities as consumers to make businesses honor guarantees or state interest charges fairly. Three multiple choice questions at each age level attempted to measure how well students understood their responsibilities and rights as consumers.

Responses to two of the questions indicate that no group of nine year olds really understands that prices for goods are largely determined by consumers and producers, not by the government (55% chose the government) or why the telephone company is regulated by the government. The third question indicates that almost three quarters of the nine year olds (65% in the city) recognize that a store which has sold a television with a year's guarantee should fix it if it does not work after two weeks.

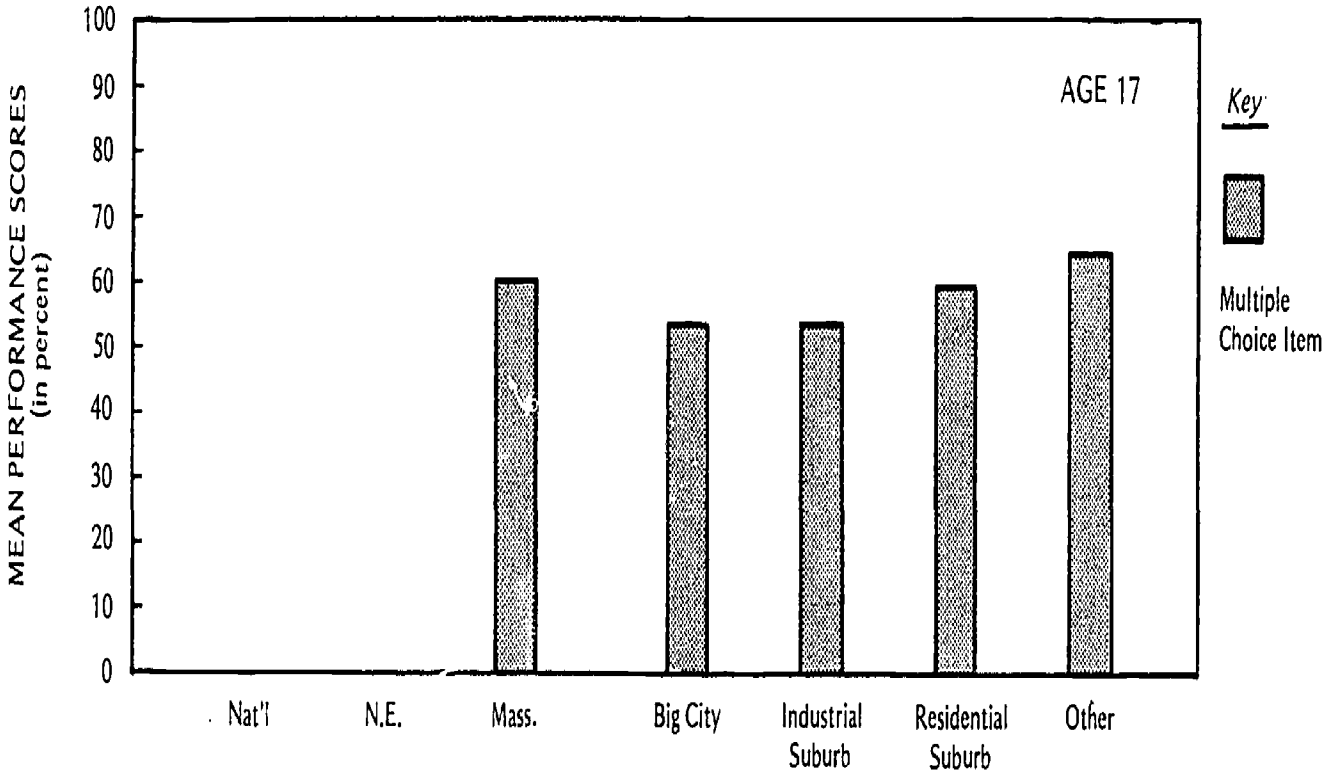
The questions for seventeen year olds required them to exhibit knowledge of how the "truth in lending law" helps consumers, awareness that the Better Business Bureau gives information about merchants' reputations, and understanding that it is consumers, rather than business, labor or government, who have the most influence in deciding what will be produced in the United States. The results shown in Figure 17 indicate that seventeen year old students from "other" kinds of communities showed more consumer savvy than did students from any other kind of community. Typically, students from cities performed the lowest. Because there are no national patterns with which to compare state performance, each community will have to decide whether it is satisfied with the extent to which its students succeeded on these questions. Should more than 53% of Massachusetts seventeen year olds understand the truth in lending law; more than 77% know about the Better Business Bureau?

FIGURE 17

MEAN PERFORMANCE SCORES
OBJECTIVE VIII: CONSUMER RIGHTS



KIND OF COMMUNITY



V. APPLICATION OF FINDINGS

If a student leaves school curious and knowing how to find and process information so as to satisfy this curiosity; if the student has acquired some understanding of his or her relationship to the world so that he or she can act responsibly from a sound base of knowledge; and if the student has become committed to the values which sustain our free society so that he or she can and does defend these values when appropriate; then one can assume that the student understands and can utilize Social Studies and Citizenship concepts.

The findings of the assessment show that Massachusetts students have an unusually strong commitment to the values which sustain our free society. They have an especially firm belief in the fundamental worth of the individual and express a high degree of willingness to act for the general interest when compared to national norms. In the knowledge areas, however, Massachusetts performance is less impressive, falling slightly below national patterns.

In interpreting the results, each community must take into account not only comparative trends but also local patterns. Can one be content that only 36% of the Commonwealth's seventeen year olds understand how to test an hypothesis experimentally? Should more than 75% of our seventeen year olds be able to answer questions about marking a ballot?

The findings reported by objective not only show general trends but also indicate differences in performance among groups. Kind of community, parents' education, sex,

self-esteem, sense of acceptance, the school program in which a student is enrolled - all of these background factors greatly influenced performance on a certain group of items, especially on the seventeen year old multiple choice test. Why should students of lower socio-economic status, why should females, why should students with poor self images, why should city students, all do poorly on this set of questions? Each community will have to decide these questions for itself in light of its own students' special circumstances.

And, finally, in examining the findings, local communities all have to decide the type of subject matter which requires greater emphasis in students' programs. Do the low scores on geographic knowledge items, for example, suggest an area which should be more strongly built into students' curricula?

During 1974-75, the Massachusetts Department of Education implemented the first phase of the Statewide Educational Assessment Program. The assessment results indicated to state and local education agencies those students' strengths which required reinforcement and those weaknesses which needed attention.

This report documents the specific areas in which Massachusetts youngsters perform better or worse in Social Studies and Citizenship. The findings of the assessment program cannot be used to imply that particular teachers, schools, or school systems are performing better than, or not as well as, others in the Commonwealth. Rather, the results can be used by Massachusetts teachers, guidance counselors and educational administrators to develop programs responsive to students' needs.

In order to assist school systems to interpret and analyze the results, the Department of Education will continue to make available assessment teams and curricular

workshops. As during 1975-76, members of the assessment teams will be carefully chosen by state professional associations and extensively trained so that they are able to provide insights, raise issues, and suggest resources necessary to diagnose local characteristics and improve appropriate conditions. In addition, technical assistance will be provided to communities so that assessment programs can be developed and implemented on the district level. Local assessment programs will allow school systems to collect information necessary to make comparisons with statewide findings.

VI. TECHNICAL CONSIDERATIONS

INSTRUMENT DESIGN

In Section II the criteria for developing the assessment tests in Citizenship and Social Studies were described. In addition to substantive considerations, certain technical issues had to be recognized. meetings with members of the Massachusetts Council for the Social Studies and the Massachusetts Coordinating Committee on Citizenship Education, the N.A.E.P. items available for use were reviewed carefully. Selections of items were made that not only reflected Massachusetts concerns and interests but also would yield a test which could be administered within 50 minutes at each age (assuming 10 minutes of additional administration time for instructions). Inasmuch as the items drawn from N.A.E.P. have been previously tested throughout the nation, it was not considered necessary to pre-test them specifically in Massachusetts. For those items which were adapted or created in Massachusetts, national pre-testing was not conducted. Nonetheless, the difficulty level was similar enough to other previously administered N.A.E.P. items so as to permit their inclusion into the instrument without extensive prior field testing.

THE SAMPLE

The assessment process was based upon selecting a random sample of students from the two age levels that would be representative of the entire state. To ensure sufficient accuracy in computing statewide results it was decided to test approximately 2,000 students at each age level. With this many students, there is 95 percent confidence that results are within three percent of what they would be if all nine and seventeen year olds had been tested.

The student respondents were selected in two stages. First, samples of elementary schools and secondary schools (111 of each) were selected randomly to be representative of the six regions of the state established by the Massachusetts Department of Education as well as to be representative of the four kinds of communities (big city, industrial suburb, residential suburb, and others). Table 9 lists the kind of community classifications of each school district in the Commonwealth.

The Massachusetts Department of Education wrote all superintendents of districts from which the sample schools came soliciting their cooperation in the assessment and informing the principals of the sample schools. Educational Research Corporation later wrote each principal about the specific details of the project. Cooperation of the local school personnel was excellent.

In the second stage all eligible students were identified in each sample school. Eligibility required that the students be born between the dates necessary to meet the age criteria* and that they not be in a bilingual program. Special students were excluded from eligibility only if their reading or English study was outside the regular classroom.

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*Nine year olds were born between November 1, 1965, and October 31, 1966, inclusive, and seventeen year olds were born between the same two dates in 1957 and 1958.

TABLE 9

IDENTIFICATION OF KIND OF COMMUNITY (KOC)* FOR MASSACHUSETTS SCHOOL DISTRICTS

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	Abington	4	Bernardston Union 18	2	Chelsea
3	Acton	3	Beverly	4	Chesterfield Union 66
4	Acushnet	4	Billerica	1	Chicopee
4	Agawam	4	Blackstone Union 44	4	Chilmark Union 19
4	Amesbury	4	Bolton Union 47	4	Clarksburg Union 43
3	Amherst Union 26	1	Boston	4	Clinton
3	Andover	4	Bourne Union 10	3	Cohasset
3	Arlington	4	Boxborough Union 42	3	Concord
4	Ashburnham Union 56	3	Boxford Union 58	4	Conway Union 38
4	Ashfield Union 65	3	Boylston Union 60	3	Danvers
3	Ashland	3	Braintree	4	Dartmouth
4	Athol	4	Brewster Union 54	3	Dedham
4	Attleboro	4	Bridgewater	4	Deerfield Union 38
2	Auburn	4	Brimfield Union 61	4	Dennis Union 11
3	Avon	1	Brockton	4	Dighton Union 37
4	Ayer	4	Brookfield Union 61	4	Douglas
4	Barnstable	3	Brookline	3	Dover Union 50
4	Barre Union 63	3	Burlington	4	Dracut
3	Bedford	2	Cambridge	4	Dunstable Union 46
4	Belchertown	3	Canton	3	Duxbury
4	Bellingham	3	Carlisle	4	East Bridgewater
3	Belmont	4	Carver Union 62	4	East Brookfield Union 7
4	Berkley Union 37	4	Chatham	4	Eastham Union 54
4	Berlin Union 60	3	Chelmsford	2	Easthampton

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE 9 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	East Longmeadow	4	Greenfield	3	Hudson
3	Easton	3	Groton Union 46	3	Hull
4	Edgartown Union 19	4	Groveland Union 53	4	Ipswich
4	Erving Union 28	4	Hadley	4	Kingston Union 31
4	Essex Union 48	4	Halifax Union 31	4	Lakeville Union 34
2	Everett	3	Hamilton Union 57	4	Lancaster
4	Fairhaven	4	Hampden	4	Lanesborough Union 69
1	Fall River	4	Hancock Union 69	1	Lawrence
4	Falmouth	3	Hanover	2	Lee Union 29
1	Fitchburg	4	Hanson	4	Leicester
4	Florida Union 43	4	Hardwick Union 63	4	Lenox
3	Foxborough	4	Harvard	1	Leominster
3	Framingham	4	Harwich	4	Leverett Union 28
4	Franklin	4	Hatfield	3	Lexington
4	Freetown Union 34	1	Haverhill	4	Leyden Union 18
4	Gardner	3	Hingham	3	Lincoln
4	Georgetown	3	Holbrook	3	Littleton
4	Gill Union 18	3	Holden Union 64	3	Longmeadow
4	Gloucester	4	Holland Union 61	1	Lowell
4	Goshen Union 66	3	Holliston	4	Ludlow
4	Gosnold Union 37	1	Holyoke	4	Lunenburg
3	Grafton	4	Hopedale	2	Lynn
4	Granby	3	Hopkinton	3	Lynnfield
4	Granville Union 39	4	Hubbardston Union 63	2	Malden

*KOC Definitions: 1 = Big City; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE 9 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	Manchester Union 48	4	Montague	4	Oak Bluffs Union 19
4	Mansfield	3	Nahant	4	Oakham Union 63
3	Marblehead	4	Nantucket	4	Orange
4	Marion Union 55	3	Natick	4	Orleans Union 54
4	Marlborough	3	Needham	4	Otis Union 29
3	Marshfield	1	New Bedford	4	Oxford
4	Mashpee Union 10	4	New Braintree Union 12	4	Palmer
4	Mattapoisett Union 55	3	Newbury Union 68	3	Paxton Union 64
4	Maynard	4	Newburyport	2	Peabody
3	Medfield	4	New Salem Union 28	4	Pelham Union 26
2	Medford	3	Newton	3	Pembroke Union 31
4	Medway	3	Norfolk	4	Petersham
3	Melrose	4	North Adams	4	Phillipston Union 1
4	Merrimac Union 53	4	Northampton	1	Pittsfield
4	Methuen	3	North Andover	4	Plainville
4	Middleborough	4	North Attleboro	4	Plymouth Union 62
3	Middleton	3	Northborough Union 3	[illegible]	Plympton Union 31
4	Milford	4	Northbridge	[illegible]	Princeton Union 64
2	Millbury	4	North Brookfield Union 7	4	Provincetown Union 14
3	Millis	4	Northfield Union 18	2	Quincy
4	Millville Union 44	3	North Reading	3	Randolph
3	Milton	4	Norton	3	Raynham
4	Monroe Union 43	3	Norwell	3	Reading
2	Monson	3	Norwood	4	Rehoboth Union 37

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE 9 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
2	Revere	4	Southampton Union 66	4	Tyringham Union 29
4	Richmond Union 69	3	Southborough Union 3	4	Uxbridge
4	Rochester Union 55	4	Southbridge	3	Wakefield
3	Rockland	4	South Hadley	4	Wales Union 61
3	Rockport	4	Southwick Union 39	3	Walpole
4	Rowe Union 65	4	Spencer	2	Waltham
4	Rowley Union 68	1	Springfield	4	Ware
4	Royalston Union 1	4	Sterling Union 64	4	Wareham
4	Rutland Union 64	3	Stoneham	2	Warren Union 12
2	Salem	4	Stoughton	4	Warwick Union 18
4	Salisbury Union 68	3	Stow Union 47	2	Watertown
4	Sandisfield Union 39	3	Sturbridge Union 61	3	Wayland
4	Sandwich Union 10	3	Sudbury	4	Webster
3	Saugus	4	Sunderland Union 38	3	Wellesley
4	Savoy Union 43	4	Sutton	4	Wellfleet Union 54
3	Scituate	3	Swampscott	4	Wendell Union 28
3	Seekonk	4	Swansea	3	Wenham Union 57
3	Sharon	4	Taunton	3	Westborough
3	Sherborn Union 50	3	Templeton Union 1	3	West Boylston
4	Shirley Union 42	3	Tewksbury	4	West Bridgewater
3	Shrewsbury	4	Tisbury Union 19	4	West Brookfield Union 12
4	Shutesbury Union 28	3	Topsfield Union 58	4	Westfield
4	Somerset	4	Truro Union 14	3	Westford
2	Somerville	4	Tyngsborough	4	Westhampton Union 66

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE 9 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
4	Westminster Union 56	4	Ashburnham-Westminster	4	Martha's Vineyard
4	West Newbury Union 53	4	Athol-Royalston	3	Masconomet
3	Weston	4	Berkshire Hills	4	Mendon-Upton
4	Westport	3	Berlin-Boylston	4	Mount Greylock
4	West Springfield	4	Blackstone-Millville	4	Mohawk Trail
4	West Tisbury Union 19	4	Bridgewater-Raynham	3	Narragansett
3	Westwood	4	Buckland-Shelburne	4	Nashoba
3	Weymouth	3	Central Berkshire	3	Northboro-Southboro
4	Whately Union 38	3	Concord-Carlisle	4	North Middlesex
4	Whitman	4	Dennis-Yarmouth	4	Old Rochester
3	Wilbraham	4	Dighton-Rehoboth	3	Pentucket
4	Williamsburg Union 66	3	Dover-Sherborn	4	Pioneer Valley
3	Williamstown	4	Dudley-Charlton Reg	4	Plymouth-Carver
3	Wilmington	4	Nauset	4	Quabbin
4	Winchendon	4	Freetown-Lakeville	4	Ralph C. Mahar
3	Winchester	4	Frontier	3	Silver Lake
3	Winthrop	4	Gateway	4	Southern Berkshire
3	Woburn	4	Gill-Montague	4	Spencer-E. Brookfield
1	Worcester	3	Hamilton-Wenham	4	Tantasqua
3	Wrentham	3	Hampden-Wilbraham	4	Triton
4	Yarmouth Union 11	4	Hampshire	3	Wachusett
3	Acton-Boxborough	4	Hawlemont	2	Warren-W. Brookfield
4	Adams-Cheshire	3	King Philip	4	Whitman-Hanson
3	Amherst-Pelham	3	Lincoln-Sudbury	3	Assabet Valley

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE 9 (CONT'D.)

KOC	SCHOOL SYSTEM
4	Blackstone Valley Reg
3	Blue Hills Voc
4	Bristol-Plymouth Voc-Tech
1	Greater Fall River
1	Greater Lawrence
3	So. Middlesex Voc-Tech Reg
4	Montachusett Voc-Tech
4	Northern Berkshire Voc
3	Nashoba Valley Tech
3	Northeast Metro Voc
4	Pathfinder Voc-Tech
3	Shawsheen Valley Voc-Tech
1	Southeastern
3	South Shore Voc-Tech
4	S. Worcester County Voc
4	Upper Cape Cod Voc-Tech
4	Whittier Voc
4	Bristol County Agr.
4	Essex Agr. Tech
4	Norfolk County Agr.

ADMINISTRATION PROCEDURES

Field administration of the assessment program was a joint responsibility of ERC and the Massachusetts Department of Education, and included the hiring, training, and supervision of those who administered tests in the field. Sixteen field administrators were selected for their ability to work effectively with school personnel, and all had had experience working in schools. Three were retired school superintendents, and the remainder were certified school teachers who had taught or who were working as substitute teachers.

The training of the field administrators required two sessions. The first session, held on October 15, 1975, provided the field personnel with an overview of the entire assessment program and a description of their responsibilities. Following that session each field administrator made appointments to visit every school to which he or she was assigned. During that visit the field administrator met with the principal and with whomever the principal had appointed as the school coordinator. During these meetings field administrators and school personnel discussed collecting the rosters of eligible students, and establishing the dates for testing. An inspection of the test site was made during this time to ensure that testing conditions would be satisfactory. Sites required desks or writing tables for up to 20 students and a functioning outlet for use of an audio tape player.

At the second training session on October 29, 1975, the field administrators and ERC personnel worked on selecting the student samples from each school. Twenty students were selected randomly from the rosters of eligible students, and ten alternates were selected for use in the event of absences on the day of testing. Among these twenty students, three were identified for individual interviews in addition to their participating in the group testing.

Actual test administration occurred between October 30, 1975, and December 19, 1975, with the exception of one school that was rescheduled for January, 1976, when school was cancelled for a snowstorm.

On a given test day in a school the twenty sample students were assembled at a single site where the trained field administrator verified the attendance, briefly explained the purposes of the assessment program, and distributed the test booklets. An audio tape recited each test item and the options for responses, and gave the same time for students to respond as had been used by NAEP. Later on that same day face-to-face interviews were held with three of the students.

A representative of the Massachusetts Department of Education made random visits during some of the test sessions to verify that the correct procedures were being used and to insure that total anonymity was maintained.

ANALYSIS

Field administrators coded the responses given by each student to the multiple choice test onto sheets for optical scanning, and these were checked by ERC personnel for accuracy. An optical scanning machine was used to produce punched cards containing codes for student responses to all test items and to the additional questions asked of each student. To these were added the Region and KOC codes as well as a weight factor that reflected the sampling design. Computers were used to produce summaries of student responses. In section VII are given items grouped by objective with percents answering each option shown beside that option. Following each group of items are summaries of analyses of correct responses to each item according to various student characteristics.

Responses to interview items were transcribed by the field administrators onto the interview booklets. These were coded and classified by ERC personnel using NAEP criteria for acceptability and kind of response given by each student. Keypunched and verified these codes were analyzed by computer as well.

1. A. What is a game that you like to play with your friends?

%	
99	Acceptable

(If respondent names a game, go to B. If respondent does not name a game after 10 seconds, go to next exercise.)

B. If you were playing this game and a new classmate wanted to play with you but said he did not know how to play, what would you do?

%	
96	Acceptable
2	Not

(Stop if no response is given in 10 seconds)

6. Suppose a friend from India comes to your house for dinner. Your mother is making hamburgers for dinner. While you are playing, your friend tells you he does not eat meat. His religion will not let him eat meat. What should you do?

%	
86	Acceptable
13	Not

(Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

14. A. Do you like to learn about how people in other lands live, work, and play?

%	
95	(*) Yes
4	( ) No
1	( ) I don't know

B. Why do you feel the way you do?

%	
86	≥ 1 Acceptable

OBJECTIVE I - HAVE CURIOSITY ABOUT HUMAN AFFAIRS

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Interview Questions #1B	#6	#14B
Massachusetts		89	96	86	86
National		89	98	87	83
Northeast Region		91	98	90	84
Mass. Region					
Boston	25	93	98	91	89
Northeast	28	92	98	89	88
Pittsfield	2	*	*	*	*
Southeast	22	90	96	86	89
Springfield	8	*	*	*	*
Worcester	14	89	100	84	82
Kind of Community					
Big City	23	83	95	74	80
Industrial Suburb	12	91	97	95	82
Residential Suburb	33	93	98	92	89
Other, Rural	31	90	94	87	88
Sex					
Female	49	90	96	87	87
Male	50	88	96	85	84
Mother Occupation					
Unskilled	13	*	*	*	*
Skilled	10	*	*	*	*
White Collar	16	95	94	96	94
Unsure, Unknown	61	88	96	83	84
Father Occupation					
Unskilled	15	92	95	88	93
Skilled	27	93	99	92	88
White Collar	26	88	94	86	83
Unsure, Unknown	32	87	96	82	83
Attitude toward School					
Good	60	92	98	89	89
Neutral	25	87	96	82	83
Poor	15	88	95	85	84
Friendliness of School					
Friendly	78	90	96	87	86
Neutral	15	*	*	*	*
Unfriendly	6	*	*	*	*
I Say What I Want					
Sometimes	50	90	96	86	88
Always	49	89	96	87	83
Self Confidence					
Better at most things	13	91	100	80	93
Better at some things	67	90	95	89	86
Worse at most things	19	86	96	82	79

SOCIAL STUDIES - OBJECTIVE I - 17 YEAR OLD — INTERVIEW

11. Tell me three reasons why you think people who live in areas where there are poor housing and living conditions don't move into better neighborhoods.

%	
99	≥ Acceptable

(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.
If respondent pauses after first response ask, "What other reasons can you think of?"

Stop after 3 responses OR when respondent answers "None" OR no response is given in 10 seconds.)

16. Suppose there are two men running for public office in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.

Tell me two things you could do to find out why each candidate thinks as he does.

%	
85	≥ 1 Acceptable

(If respondent pauses after first response ask, "Is there anything else you could do?"

Stop after 2 responses OR when respondent answers "Nothing" OR no response is given in 10 seconds.)

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Interview Questions #11 (≥ 1 ACC)	#11 (≥ 2 ACC)	#16 (≥ 1 ACC)
Massachusetts	100	88	99	81	85
National	-	84	97	69	85
Northeast Region	-	85	96	71	87
Mass. Region					
Boston	32	89	99	78	89
Northeast	22	89	99	87	82
Pittsfield	4	*	*	*	*
Southeast	18	94	100	88	95
Springfield	7	*	*	*	*
Worcester	17	85	98	78	78
Kind of Community					
Big City	19	79	100	69	69
Industrial Suburb	14	89	100	73	93
Residential Suburb	40	90	98	89	82
Other, Rural	28	90	99	82	90
Sex					
Female	49	88	99	76	89
Male	49	90	100	86	83
Mother's Education					
Less than HS Grad.	15	87	100	79	81
High School Grad.	47	87	99	78	84
Some College	9	*	*	*	*
College Graduate	11	91	98	86	88
Beyond College	7	*	*	*	*
Father's Education					
Less than HS Grad.	16	84	100	67	85
High School Grad.	30	89	99	81	86
Some College	11	*	*	*	*
College Graduate	14	91	100	88	86
Beyond College	15	90	98	86	86
Occup.: Household Hd.					
Unskilled worker	6	*	*	*	*
Semiskilled worker	11	*	*	*	*
Skilled worker	27	89	100	78	89
White Collar	23	89	99	79	89
Professional	22	90	98	89	84
High School Program					
General	21	88	100	82	83
Vocational	11	82	100	74	72
College-bound	57	91	99	83	91
Other Special	6	*	*	*	*
Future Plans					
Four year college	41	91	99	86	88
Two yr; community	12	88	100	72	91
Special training	14	88	100	80	83
Full time job	11	88	100	83	81
Job and School	4	*	*	*	*
Undecided	14	88	98	82	83

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Interview Question #11 (≥ 1 ACC)	#11 (≥ 2 ACC)	#16 (≥ 1 ACC)
Massachusetts	100	88	99	81	85
Attitude toward School					
Good	50	86	98	79	81
Neutral	33	91	100	85	89
Poor	14	*	*	*	*
Friendliness of School					
Friendly	76	89	99	82	85
Neutral	14	87	98	75	87
Unfriendly	4	*	*	*	*
Confidence in Opinion					
Very much	31	88	99	75	90
Much	46	89	99	84	85
Some	18	87	100	81	81
Little; very little	2	*	*	*	*
Overall talent, ability					
Much more than others	8	*	*	*	*
More than others	32	91	100	86	88
About the same	53	87	99	77	84
Less	4	*	*	*	*
Hesitant to Speak in Class					
Never	7	*	*	*	*
Rarely	29	90	100	82	89
Sometimes	44	86	98	77	83
Often; always	17	87	100	83	77
People running Govt. crooked					
Hardly any	7	*	*	*	*
Not very many	24	87	100	78	82
Quite a few	69	90	99	83	87
Money people in Govt. waste					
Not very much money	2	*	*	*	*
Some money	29	90	100	85	86
A lot of money	69	88	99	79	86
Trust Govt. in Wash. to do right					
Just about always	6	*	*	*	*
Most of the time	42	90	100	81	89
Some of the time	44	89	99	84	83
Little of the time	8	*	*	*	*
People running Govt. are smart					
Almost all of them	39	90	99	82	90
Some of them	56	88	100	81	82
Almost none of them	5	*	*	*	*
For whom is Govt. run					
The benefit of all the people	50	87	100	80	82
For a few big interests	45	90	98	82	89

1. Bob and Tom are playing. They have three balls, a game, and some other toys. But both Bob and Tom want to play with the same ball and they do not want to play together. So they begin to fight.

Which one of the following is the problem here?

%		
3	( )	There are not enough toys.
1	( )	Bob and Tom should be working, not playing.
1	( )	Bob and Tom should watch television instead.
94	(*)	Bob and Tom don't know how to share their toys.
1	( )	I don't know.

2. We can find information by using:

A dictionary
An encyclopedia
A globe
A map
A newspaper

Suppose you had all of these in your room. Which would be BEST to use to find the things asked below?

A. Which one of the following would be BEST to use to find how to spell a word?

%		
90	(*)	A dictionary
6	( )	An encyclopedia
1	( )	A globe
1	( )	A map
1	( )	A newspaper
1	( )	I don't know.

B. Which one of the following would be BEST to use to find information about the history of Mexico?

%		
3	( )	A dictionary
73	(*)	An encyclopedia
8	( )	A globe
11	( )	A map
2	( )	A newspaper
3	( )	I don't know

3. Which statement gives the most useful information about people moving into the United States?

%

40 ( ) The population of the country is increasing.

8 ( ) The new people in the neighborhood lived in Portugal for 4 years.

30 ( ) More than 3,600,000 Italian speaking people live in the United States.

13 (*) More Mexicans than Cubans moved into this country in the 1960's.

4. These are some things that we know about the United States.

Texas is a LARGE state.
Colorado and Kansas are MEDIUM-SIZED states.
Massachusetts is a SMALL state.

Using the above information decide which one of the following sentences is true.

%

65 (*) Texas is larger than Colorado.

4 ( ) Massachusetts is as large as Kansas.

5 ( ) Colorado is smaller than Massachusetts.

15 ( ) Kansas and Texas are about the same size.

10 ( ) I don't know.

5. Some things CAN BE proved to be true or false. Some things CANNOT BE proved to be true or false.

Read each of the statements below and decide whether it can or cannot be proved. If you think it CAN be proved, fill in the answer space beside "Can be proved". If you think it CANNOT be proved, fill in the answer space beside "Cannot be proved". If you do not know the answer, fill in the answer space beside "I don't know". An example is done for you.

Example: The earth is almost round.

(X) Can be proved
( ) Cannot be proved

( ) I don't know.

You would fill in the answer space beside "Can be proved" as is shown, because it can be proved that the earth is almost round. Now you do A and B in the same way.

A. People from Mexico are nicer than people from Canada.

%

33 ( ) Can be proved

60 (*) Cannot be proved

7 ( ) I don't know.

B. One religion is better than another religion.

%

36 ( ) Can be proved

57 (*) Cannot be proved

7 ( ) I don't know.

13. Suppose a friend of yours says children with black hair and blue eyes are smarter than others.

A. Tell me what you think about this.

*

60 Acceptable

37 Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B.)

B. Why do you feel the way you do?

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #1	#2A	#2B	#3	#4	#5A	#5B	Interview #13
Massachusetts		73 65	94	90	73	13	65	60	57	60
National		73 -	92	91	76	-	68	53	57	64
Northeast Region		77 -	95	92	82	-	74	53	63	73
Mass. Region										
Boston	25	63	94	92	72	14	58	58	53	56
Northeast	28	68	93	92	80	14	72	61	62	66
Pittsfield	2	61	94	77	55	19	59	69	53	*
Southeast	22	64	97	91	68	10	66	58	55	67
Springfield	8	57	84	82	59	16	56	53	49	*
Worcester	14	69	97	91	81	12	72	67	62	59
Kind of Community										
Big City	23	59	91	86	61	16	53	53	50	49
Industrial Suburb	12	63	92	90	75	12	56	61	54	69
Residential Suburb	33	70	95	94	82	12	76	64	64	64
Other, Rural	31	65	96	89	72	13	68	60	56	61
Sex										
Female	49	65	95	92	73	11	65	59	58	64
Male	50	65	93	89	73	15	67	61	56	56
Mother Occupation										
Unskilled	13	64	94	91	71	10	63	64	53	*
Skilled	10	67	93	93	78	11	70	64	62	*
White Collar	16	69	97	96	80	9	76	65	61	65
Unsure, Unknown	61	64	94	89	71	15	62	58	56	56
Father Occupation										
Unskilled	15	62	93	91	72	13	58	53	57	61
Skilled	27	65	96	91	74	12	67	62	55	67
White Collar	26	70	95	94	81	10	75	69	68	64
Unsure, Unknown	32	63	93	89	69	16	63	57	53	52
Attitude toward School										
Good	60	65	94	92	74	12	66	61	59	66
Neutral	25	65	94	90	75	13	65	60	59	59
Poor	15	63	96	88	69	16	66	57	52	48
Friendliness of School										
Friendly	78	66	94	91	75	13	68	59	59	61
Neutral	15	65	96	90	73	12	64	66	53	*
Unfriendly	6	59	90	87	60	15	55	57	49	*
I Say What I Want										
Sometimes	50	65	95	89	75	13	67	61	58	63
Always	49	65	94	92	72	13	64	60	57	57
Self Confidence										
Better at most things	13	64	90	90	65	21	65	58	59	59
Better at some things	67	66	95	91	77	11	70	62	58	67
Worse at most things	19	59	94	88	64	15	48	56	51	52

1. Below is a discussion that was held in 1966. As you read it, try to decide what the two speakers primarily disagree about.

Speaker I: The United States should fight a limited war in Vietnam while seeking a negotiated settlement. Winning of the war in itself won't do any good. The United States must aim instead at seeing that the South Vietnamese have improved education, democratic government, security of life, and then deal with poverty and the lack of medical care. Financial aid, advice, and technological know-how are what are really needed, but we can't make them effective while South Vietnam is being invaded.

Speaker II: Improving living conditions is a good idea, but our primary job is fighting. The United States can't permit itself to be pushed out of an area where it is committed. If we withdraw, we would be telling that part of the world threatened by Communist aggression that we either cannot or will not maintain our position. All that really matters is our power position in international affairs.

What do the two speakers primarily disagree about?

%

11 ( ) What power and poverty mean in international affairs

5 ( ) Whether the United States is actually capable of controlling South Vietnam by force

74 (*) The extent to which the United States should be involved in Vietnam and the motives for its involvement

6 ( ) Whether Communist aggression in Vietnam is worse than a lowered standard of living in the United States

2 ( ) I don't know.

2. To solve the welfare problem two political parties each proposed a different solution. The leftist party spoke for flat grants to all poor people and the rightist party wanted to ensure jobs for all poor people. How could you determine which course of action is better?

%

10 ( ) Give flat grants and jobs to all poor people.

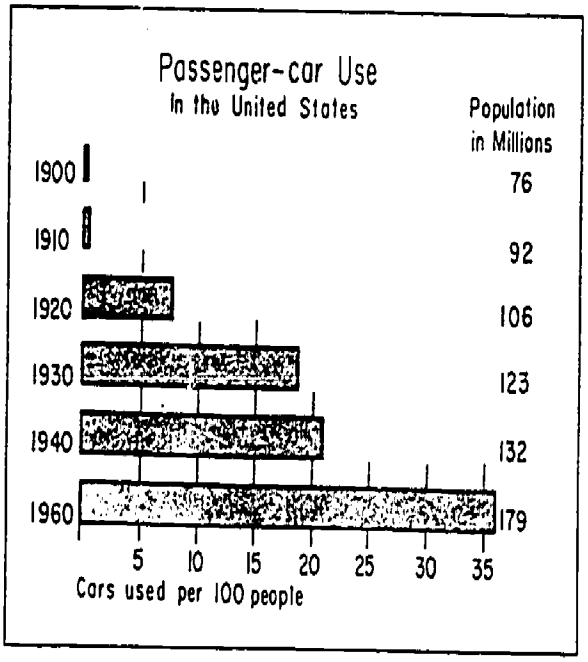
36 (*) Give jobs to one group of poor people and flat grants to another group of poor people.

1 ( ) Give better jobs to the people who are working.

47 ( ) Let the people vote to determine which course of action would work better.

3 ( ) I don't know.

3. Look at the graph and answer the question below it.



Does this graph show that more money was spent on building and improving the roads in the United States in 1960 than in 1900?

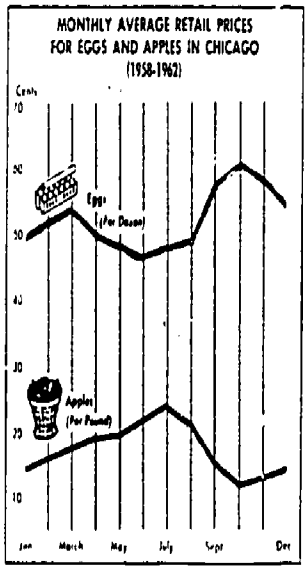
%

31 ( ) Yes

65 (*) No

2 ( ) I don't know.

4. Look at the graph, then answer the question below it.



The average retail price of apples was highest in which month?

%

1 ( ) January

94 (*) July

2 ( ) October

1 ( ) December

0 ( ) I don't know.

5. Suppose your teacher has asked all of the students in your class to find out how many people immigrated to this country in 1900. Which one of the following do you think would be the MOST dependable or reliable source for finding out how many people immigrated to the United States in 1900?

%

1 ( ) An article about immigrants in a popular magazine

1 ( ) A very old neighbor who immigrated to the United States

0 ( ) A fiction story about a young girl who came to this country and who became a citizen

94 (*) Immigration dates and figures in a book put out by the United States Census Bureau

1 ( ) I don't know.

6. Read the two statements below and then answer the question which follows them.

1. Freedom of speech is necessary to a democracy.
2. There was no freedom of speech in Nazi Germany.

Which one of the following statements is a logical conclusion to the two statements above?

%

1 ( ) Hitler made very few speeches.

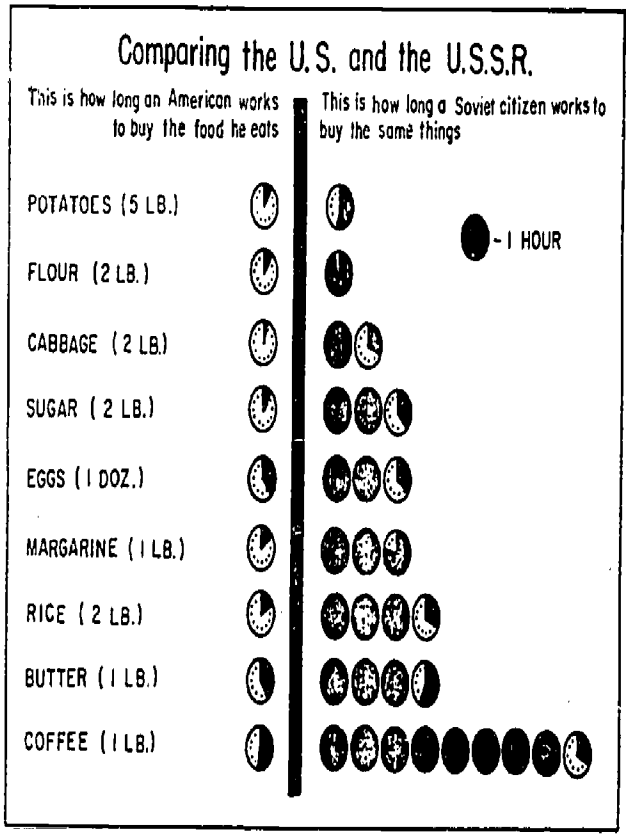
78 (*) Nazi Germany was not a democracy.

4 ( ) There were no democrats in Nazi Germany.

11 ( ) Countries which opposed Nazi Germany had freedom of speech.

3 ( ) I don't know.

7.



According to the graph above, which one of the following statements is TRUE?

%

1 ( ) Russians eat more cabbage than Americans.

42 ( ) Russians work more hours per day than Americans.

5 ( ) More coffee is grown in Russia than in the United States.

47 (*) Russians work approximately 6 times longer to buy a dozen eggs than Americans work.

3 ( ) I don't know.

8. A Peace Corps worker went to a small village in an underdeveloped country to assist its farmers. The most fertile land for raising crops was not being cultivated but instead served as the tribe's burial ground. The land where crops were planted was rather rocky and nutritionally deficient. The Peace Corps worker argued that the fertile land should be used to grow food so the villagers would have enough to eat but the village elders insisted that food had always been planted in the rocky soil and that is where it was meant to be planted. Why do you think the Peace Corps worker and the village elders disagreed?

%

2 ( ) Because the elders did not care about providing food for the villagers.

5 ( ) Because the Peace Corps worker did not really know which soil was more fertile.

82 (*) Because the value system of each was different.

5 ( ) The Peace Corps worker and the village elders did not really disagree.

4 ( ) I don't know.

11. Tell me three reasons why you think people who live in areas where there are poor housing and living conditions don't move into better neighborhoods.

%

99 ≥ Acceptable

(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.
If respondent pauses after first response ask, "What other reasons can you think of?"

Stop after 3 responses OR when respondent answers "None" OR no response is given in 10 seconds.)

16. Suppose there are two men running for public office in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.

Tell me two things you could do to find out why each candidate thinks as he does.

%

85 ≥ 1 Acceptable

(If respondent pauses after first response ask, "Is there anything else you could do?"

Stop after 2 responses OR when respondent answers "Nothing" OR no response is given in 10 seconds.)

OBJECTIVE II - USE ANALYTIC SCIENTIFIC PROCEDURES EFFECTIVELY

Performance Scores Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Multiple Choice Questions									Interview Questions			
		Mean	#1	#2	#3	#4	#5	#6	#7	#8	Mean	#11 (≥1 ACC)	#11 (≥2 ACC)	#16 (≥1 ACC)
Massachusetts	100	77 73	76	37	66	97	97	80	48	84	88	99	81	85
National	-	78 -	77	-	70	97	95	82	44	-	84	97	69	85
Northeast Region	-	82 -	82	-	78	98	97	86	48	-	85	96	71	87
Mass. Region														
Boston	32	72	74	37	65	96	97	79	44	82	89	99	78	89
Northeast	22	74	76	33	68	96	96	83	51	85	89	99	87	82
Pittsfield	4	74	76	32	68	95	97	82	60	84	*	*	*	*
Southeast	18	74	76	38	66	97	98	81	47	87	94	100	88	95
Springfield	7	69	78	37	54	97	99	74	38	78	*	*	*	*
Worcester	17	65	67	38	60	81	82	69	46	74	85	98	78	78
Kind of Community														
Big City	19	65	67	28	54	95	94	68	37	74	79	100	69	69
Industrial Suburb	14	69	68	29	61	95	96	80	40	80	89	100	73	93
Residential Suburb	40	73	76	42	69	91	92	78	51	81	90	98	89	82
Other, Rural	28	75	78	37	67	97	98	85	50	88	90	99	82	90
Sex														
Female	49	73	74	37	65	97	98	79	46	84	88	99	76	89
Male	49	74	78	38	68	96	97	82	50	84	90	100	86	83
Mother's Education														
Less than HS Grad.	15	66	67	26	57	95	98	73	31	77	87	100	79	81
High School Grad.	47	74	76	37	65	97	97	82	49	85	87	99	78	84
Some College	9	79	87	42	74	93	99	89	53	92	*	*	*	*
College Graduate	11	80	85	50	80	98	99	86	56	88	91	98	86	88
Beyond College	7	79	84	46	25	96	94	90	60	87	*	*	*	*
Father's Education														
Less than HS Grad.	16	68	68	31	61	95	95	76	38	82	84	100	67	85
High School Grad.	30	72	73	33	64	97	98	81	48	83	89	99	81	86
Some College	11	76	82	40	68	99	97	82	55	84	*	*	*	*
College Graduate	14	80	86	44	76	93	99	91	54	91	91	100	88	86
Beyond College	15	78	78	46	76	93	99	87	53	87	90	98	86	86
Occup.: Household Hd.														
Unskilled worker	6	70	70	39	64	94	95	72	38	86	*	*	*	*
Semiskilled worker	11	71	77	34	60	94	97	78	42	85	*	*	*	*
Skilled worker	27	70	70	30	62	96	97	79	46	81	89	100	78	89
White Collar	23	77	81	43	71	98	98	85	52	89	89	99	79	89
Professional	22	80	84	46	76	99	98	88	57	88	90	98	89	84
High School Program														
General	21	64	66	20	56	95	98	67	38	75	88	100	82	83
Vocational	11	67	70	25	58	98	98	69	38	77	82	100	74	72
College-bound	57	80	85	48	75	98	98	91	56	91	91	99	83	91
Other Special	6	64	57	28	53	89	94	69	40	78	*	*	*	*
Future Plans														
Four year college	41	82	86	52	76	97	98	93	60	91	91	99	86	88
Two yr; community	12	72	76	30	66	98	99	80	47	82	88	100	72	91
Special training	14	67	67	28	55	98	100	71	38	79	88	100	80	83
Full time job	11	66	69	29	60	95	93	69	36	79	88	100	83	81
Job and School	4	66	68	31	59	95	95	61	41	77	*	*	*	*
Undecided	14	64	63	19	57	94	94	70	35	76	88	98	82	83

OBJECTIVE II - USE ANALYTIC SCIENTIFIC PROCEDURES EFFECTIVELY

Performance Scores Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Multiple Choice Questions									Interview Questions			
		Mean	#1	#2	#3	#4	#5	#6	#7	#8	Mean	#11 (≥1 ACC)	#11 (≥2 ACC)	#16 (≥1 ACC)
Massachusetts	100	73	76	37	66	97	97	80	48	84	88	99	81	85
Attitude toward School														
Good	50	76	79	43	69	97	98	84	54	87	86	98	79	81
Neutral	33	71	73	33	64	97	96	78	41	82	91	100	85	89
Poor	14	68	73	27	62	93	95	73	40	79	*	*	*	*
Friendliness of School														
Friendly	76	75	78	40	68	97	98	83	50	86	89	99	82	85
Neutral	14	69	72	30	57	97	97	73	42	80	87	98	75	87
Unfriendly	4	60	61	22	58	86	86	63	28	76	*	*	*	*
Confidence in Opinion														
Very much	31	77	83	42	69	96	97	85	59	86	88	99	75	90
Much	46	75	77	37	70	98	98	84	48	86	89	99	84	85
Some	18	64	64	28	54	95	96	66	34	78	87	100	81	81
Little; very little	2	57	56	39	47	92	86	58	19	61	*	*	*	*
Overall talent, ability														
Much more than others	8	80	86	58	70	94	98	83	64	85	*	*	*	*
More than others	32	78	83	41	71	97	97	89	56	89	91	100	86	88
About the same	53	69	72	32	64	97	89	76	42	82	87	99	77	84
Less	4	62	60	33	52	94	75	72	34	73	*	*	*	*
Hesitant to Speak in Class														
Never	7	78	83	43	72	96	98	86	61	83	*	*	*	*
Rarely	29	78	81	43	71	97	98	88	55	88	90	100	82	89
Sometimes	44	73	74	37	66	97	98	78	45	85	86	98	77	83
Often; always	17	65	68	25	55	95	93	72	37	77	87	100	83	77
People running Govt. crooked														
Hardly any	7	40	42	21	37	52	52	43	23	46	*	*	*	*
Not very many	24	74	77	35	64	97	99	81	51	84	87	100	78	82
Quite a few	69	74	76	38	67	97	97	81	47	85	90	99	83	87
Money people in Govt. waste														
Not very much money	2	71	77	49	53	88	91	79	50	84	*	*	*	*
Some money	29	74	74	38	71	96	97	84	46	84	90	100	85	86
A lot of money	69	70	74	35	62	93	93	76	46	81	88	99	79	86
Trust Govt. in Wash. to do right														
Just about always	6	78	79	48	71	96	96	87	60	86	*	*	*	*
Most of the time	42	71	74	40	65	90	91	80	47	81	90	100	81	89
Some of the time	44	71	74	33	65	97	97	77	46	82	89	99	84	83
Little of the time	8	66	68	27	51	95	97	72	38	81	*	*	*	*
People running Govt. are smart														
Almost all of them	39	76	80	42	70	97	98	85	51	87	90	99	82	90
Some of them	56	68	70	33	61	91	92	74	43	79	88	100	81	82
Almost none of them	5	69	74	29	58	95	94	72	52	78	*	*	*	*
For whom is Govt. run														
The benefit of all the people	50	72	75	36	63	96	97	78	45	83	87	100	80	82
For a few big interests	45	75	77	38	69	97	98	84	51	85	90	98	82	89

5. Some things CAN BE proved to be true or false. Some things CANNOT BE proved to be true or false.

Read each of the statements below and decide whether it can or cannot be proved. If you think it CAN be proved, fill in the answer space beside "Can be proved". If you think it CANNOT be proved, fill in the answer space beside "Cannot be proved". If you do not know the answer, fill in the answer space beside "I don't know". An example is done for you.

Example: The earth is almost round.

(X) Can be proved
( ) Cannot be proved

( ) I don't know.

You would fill in the answer space beside "Can be proved" as is shown, because it can be proved that the earth is almost round. Now you do A and B in the same way.

A. People from Mexico are nicer than people from Canada.

%	
33	( ) Can be proved
60	(*) Cannot be proved
7	( ) I don't know.

B. One religion is better than another religion.

%	
36	( ) Can be proved
57	(*) Cannot be proved
7	( ) I don't know.

8. *(Before reading this exercise, give respondent picture #1.)*

This is a picture of a mother and her children. Look at it carefully and tell me as much as you can about this family.

%	
89	Acceptable
9	Not

(If respondent answers "Nothing" OR no response is given in TWENTY seconds, go to next exercise.

If respondent gives only literal interpretation of picture such as"
"There are three people."
"They are Mexicans."
"They are sitting together."
ask, "What do you think the artist wants you to think about this family?"

Stop when respondent answers "Nothing" OR no response is given in 10 seconds.

13. Suppose a friend of yours says children with black hair and blue eyes are smarter than others.

A. Tell me what you think about this.

%	
60	Acceptable
37	Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B.)

B. Why do you feel the way you do?

(Stop if no response is given in 10 seconds)

OBJECTIVE III - ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

Performance Expressed in Percent Giving Correct Response

9 YEAR OLD	Percent in Sample	Mean	Multiple Choice #5A	Multiple Choice #5B	Mean	Interview #8	Interview #13
Massachusetts		59	60	57	75	89	60
National		55	53	57	73	81	64
Northeast Region		58	53	63	80	87	73
Mass. Region							
Boston	25	56	58	53	74	92	56
Northeast	28	62	61	62	79	91	66
Pittsfield	2	61	69	53	*	*	*
Southeast	22	57	58	55	81	94	67
Springfield	8	51	53	49	*	*	*
Worcester	14	65	67	62	71	82	59
Kind of Community							
Big City	23	52	53	50	66	82	49
Industrial Suburb	12	58	61	54	82	95	69
Residential Suburb	33	64	64	64	78	91	64
Other, Rural	31	58	60	56	77	92	61
Sex							
Female	49	59	59	58	77	92	64
Male	50	59	61	56	71	85	56
Mother Occupation							
Unskilled	13	59	64	53	*	*	*
Skilled	10	63	64	62	*	*	*
White Collar	16	63	65	61	79	92	65
Unsure, Unknown	61	57	58	56	73	90	56
Father Occupation							
Unskilled	15	55	53	57	79	97	61
Skilled	27	59	62	55	78	89	67
White Collar	26	69	69	68	78	91	64
Unsure, Unknown	32	55	57	53	69	86	52
Attitude toward School							
Good	60	60	61	59	79	91	66
Neutral	25	60	60	59	72	85	59
Poor	15	55	57	52	69	90	48
Friendliness of School							
Friendly	78	59	59	59	75	89	61
Neutral	15	60	66	53	*	*	*
Unfriendly	6	53	57	49	*	*	*
I Say What I Want							
Sometimes	50	60	61	58	77	90	63
Always	49	59	60	57	73	89	57
Self Confidence							
Better at most things	13	59	58	59	72	84	59
Better at some things	67	60	62	58	79	91	67
Worse at most things	19	54	56	51	69	86	52

9. The Federal government gave a scientist $250,000 dollars so that the scientist could test his new idea of using tidal action to produce energy. Many well-known scientists in the field as well as lay people lobbied against this funding and said this was a waste of money and that tidal action could not produce energy. Why would the government give money to the scientist?

%

0 ( ) The scientist needed a job.

1 ( ) The government did not like the lobbyists so gave the money to the scientist.

6 ( ) The scientist had proven that the others were wrong.

89 (*) The government saw the idea as a creative way which might lessen the energy problem.

2 ( ) I don't know.

10. Read the following statements made by four speakers. You will be asked to tell which speaker bases his opinion on facts rather than on his personal feelings.

Speaker I: I think Hunter lost the election because members of his own political party failed to support him. I heard from Walters that the Crash Party decided at a secret meeting not to work for Hunter but to support his opponent, Pallor.

Speaker II: I don't think so. Hunter's campaign manager told me that Pallor's workers were buying votes. They were offering the people two dollars each if they would vote for Pallor. That's why Hunter lost.

Speaker III: I disagree with both of you. According to a poll taken after the election, 84 percent of the people questioned said they voted for Pallor because he promised to lower taxes. Hunter lost the election largely because of this issue.

Speaker IV: It is perfectly obvious that Hunter lost because of his religion. I've heard people all over town whispering that they would never vote for a member of that religion.

Which speaker bases his opinion more on facts than on his personal feelings?

%

1 ( ) Speaker I

1 ( ) Speaker II

92 (*) Speaker III

3 ( ) Speaker IV

0 ( ) I don't know.

5. *(Before reading this exercise, give respondent picture #1.)*

This is a picture of a mother and her children. Look at it carefully and tell me as much as you can about this family.

%

99 Acceptable

(If respondent answers "Nothing" OR no response is given in TWENTY seconds, go to next exercise.)
If respondent gives only literal interpretation of picture such as:
"There are three people."
"They are Mexicans."
"They are sitting together."
ask "What do you think the artist wants you to think about this family?"
Stop when respondent answers "Nothing" OR no response is given in 10 seconds.

OBJECTIVE III - ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Multiple Choice #9	Multiple Choice #10	Interview #5
Massachusetts	100	92 91	89	92	99
National	-	92 -	-	92	97
Northeast Region	-	91 -	-	91	98
Mass. Region					
Boston	32	93	91	95	99
Northeast	22	93	93	93	97
Pittsfield	4	93	92	94	*
Southeast	18	93	89	96	100
Springfield	7	95	91	99	*
Worcester	17	78	78	78	100
Kind of Community					
Big City	19	90	88	91	98
Industrial Suburb	14	94	93	94	100
Residential Suburb	40	88	86	89	97
Other, Rural	28	94	93	95	99
Sex					
Female	49	93	91	95	99
Male	49	93	92	93	99
Mother's Education					
Less than HS Grad.	15	92	89	94	100
High School Grad.	47	94	92	95	100
Some College	9	94	93	94	*
College Graduate	11	95	93	96	100
Beyond College	7	94	92	95	*
Father's Education					
Less than HS Grad.	16	95	93	96	100
High School Grad.	30	93	91	94	99
Some College	11	95	93	96	*
College Graduate	14	93	91	94	100
Beyond College	15	96	95	97	98
Occup.: Household Hd.					
Unskilled worker	6	90	87	93	*
Semiskilled worker	11	93	92	94	*
Skilled worker	27	93	90	95	99
White Collar	23	96	95	96	99
Professional	22	95	94	96	98
High School Program					
General	21	91	89	92	100
Vocational	11	91	88	93	100
College-bound	57	96	94	97	98
Other Special	6	89	91	86	*
Future Plans					
Four year college	41	96	94	97	98
Two yr; community	12	94	92	96	100
Special training	14	90	90	89	100
Full time job	11	91	88	93	100
Job and School	4	94	95	93	*
Undecided	14	90	87	93	98

OBJECTIVE III - ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #9	Multiple Choice #10	Interview #5
Massachusetts	100	91	89	92	99
Attitude toward School					
Good	50	95	93	97	98
Neutral	33	92	91	93	100
Poor	14	90	89	90	*
Friendliness of School					
Friendly	76	94	92	96	99
Neutral	14	88	87	89	98
Unfriendly	4	85	89	81	*
Confidence in Opinion					
Very much	31	95	94	96	100
Much	46	94	93	95	98
Some	18	89	86	91	100
Little; very little	2	81	81	81	*
Overall talent, ability					
Much more than others	8	96	96	95	*
More than others	32	94	92	96	98
About the same	53	93	92	94	100
Less	4	83	78	88	*
Hesitant to Speak in Class					
Never	7	95	95	95	*
Rarely	29	96	94	97	99
Sometimes	44	93	91	95	99
Often; always	17	88	38	88	100
People running Govt. crooked					
Hardly any	7	52	55	49	*
Not very many	24	92	90	94	99
Quite a few	69	94	92	95	99
Money people in Govt. waste					
Not very much money	2	92	95	88	*
Some money	29	94	92	95	98
A lot of money	69	90	88	91	100
Trust Govt. in Wash. to do right					
Just about always	6	93	88	97	*
Most of the time	42	89	88	90	99
Some of the time	44	93	91	94	99
Little of the time	8	88	87	89	*
People running Govt. are smart					
Almost all of them	39	95	94	96	99
Some of them	56	88	86	89	100
Almost none of them	5	91	89	92	*
For whom is Govt. run					
The benefit of all the people	50	93	92	93	99
For a few big interests	45	94	91	96	99

6. What would a political scientist ask questions about?

%		
10	( )	How do people spend their money?
34	(*)	What are good governments for most people?
26	( )	Where are mountains located?
13	( )	What kings ruled a country?
17	( )	I don't know.

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Multiple Choice #6
Massachusetts		34
National		-
Northeast Region		-
Mass. Region		
Boston	25	34
Northeast	28	35
Pittsfield	2	23
Southeast	22	34
Springfield	8	27
Worcester	14	33
Kind of Community		
Big City	23	30
Industrial Suburb	12	37
Residential Suburb	33	38
Other, Rural	31	29
Sex		
Female	49	35
Male	50	32
Mother Occupation		
Unskilled	13	37
Skilled	10	36
White Collar	16	38
Unsure, Unknown	61	31
Father Occupation		
Unskilled	15	38
Skilled	27	32
White Collar	26	35
Unsure, Unknown	32	[illegible]
Attitude toward School		
Good	60	36
Neutral	25	32
Poor	15	30
Friendliness of School		
Friendly	78	35
Neutral	15	34
Unfriendly	6	27
I Say What I Want		
Sometimes	50	35
Always	49	32
Self Confidence		
Better at most things	13	32
Better at some things	67	36
Worse at most things	19	27

26. What would a political scientist ask questions about?

%		
10	( )	How do people spend their money?
78	(*)	What are good governments for most people?
3	( )	Where are mountains located?
1	( )	What kings ruled a country?
5	( )	I don't know.

OBJECTIVE IVA - UNDERSTAND SOME OF THE DISTINCTIVE MODES OF INQUIRY (QUESTIONS AND APPROACHES) OF SOCIAL SCIENTISTS

17 YEAR OLD	Percent in Sample	Multiple Choice #26
Massachusetts	100	78
National	-	-
Northeast Region	-	-
Mass. Region		
Boston	32	85
Northeast	22	78
Pittsfield	4	70
Southeast	18	76
Springfield	7	81
Worcester	17	68
Kind of Community		
Big City	19	76
Industrial Suburb	14	80
Residential Suburb	40	79
Other, Rural	28	77
Sex		
Female	49	80
Male	49	81
Mother's Education		
Less than HS Grad.	15	75
High School Grad.	47	82
Some College	9	83
College Graduate	11	85
Beyond College	7	84
Father's Education		
Less than HS Grad.	16	74
High School Grad.	30	79
Some College	11	86
College Graduate	14	86
Beyond College	15	88
Occup.: Household Hd.		
Unskilled worker	6	69
Semiskilled worker	11	80
Skilled worker	27	78
White Collar	23	84
Professional	22	88
High School Program		
General	21	74
Vocational	11	74
College-bound	57	86
Other Special	6	79
Future Plans		
Four year college	41	89
Two yr; community	12	83
Special training	14	75
Full time job	11	69
Job and School	4	78
Undecided	14	70

OBJECTIVE IVA - UNDERSTAND SOME OF THE DISTINCTIVE MODES OF INQUIRY (QUESTIONS AND APPROACHES) OF SOCIAL SCIENTISTS

17 YEAR OLD	Percent in Sample	Multiple Choice #26
Massachusetts	100	78
Attitude toward School		
Good	50	83
Neutral	33	80
Poor	14	72
Friendliness of School		
Friendly	76	83
Neutral	14	73
Unfriendly	4	67
Confidence in Opinion		
Very much	31	86
Much	46	81
Some	18	73
Little; very little	2	53
Overall talent, ability		
Much more than others	8	83
More than others	32	85
About the same	53	79
Less	4	57
Hesitant to Speak in Class		
Never	7	82
Rarely	29	84
Sometimes	44	79
Often; always	17	77
People running Govt. crooked		
Hardly any	7	45
Not very many	24	81
Quite a few	69	80
Money people in Govt. waste		
Not very much money	2	71
Some money	29	80
A lot of money	69	78
Trust Govt. in Wash. to do right		
Just about always	6	87
Most of the time	42	75
Some of the time	44	82
Little of the time	8	70
People running Govt. are smart		
Almost all of them	39	82
Some of them	56	76
Almost none of them	5	68
For whom is Govt. run		
The benefit of all the people	50	79
For a few big interests	45	82

7. Below are listed four of the many jobs that are done in a city. Which one of the jobs is done by the health department?

%
26 ( ) Selling food
4 ( ) Directing traffic
24 ( ) Putting out fires
40 (*) Inspecting restaurants

7 ( ) I don't know.

8. Why does every society have rules and regulations?

%
2 ( ) To let everybody do what they want
74 (*) To keep order and protect people's rights
2 ( ) To make some people powerful
18 ( ) To make sure people are good

4 ( ) I don't know.

13. Before an underdeveloped nation can use modern machines, it must have

%
51 ( ) permission from the government.
28 (*) people with skill and training.
5 ( ) a large population.
11 ( ) many factories and businesses.

5 ( ) I don't know.

INTERVIEW

6. Suppose a friend from India comes to your house for dinner. Your mother is making hamburgers for dinner. While you are playing, your friend tells you he does not eat meat. His religion will not let him eat meat. What should you do?

%
86 Acceptable
13 Not

7. A. Do we need rules on the playground?

%
96 (*) Yes *(Go to B)*
4 ( ) No *(Go to C)*
0 ( ) I don't know *(Go to D)*

B. Why?

%
95 Acceptable

C. Why not?

D. Do grownups need rules of any kind?

%
88 (*) Yes *(Go to E)*
8 ( ) No *(Go to F)*
4 ( ) I don't know *(Go to next exercise)*

E. Why?

%
75 Acceptable

F. Why not?

OBJECTIVE IVB - UNDERSTAND SOME OF THE MAJOR RELATIONSHIPS INVOLVING CULTURE, THE GROUP, AND THE SELF

9 YEAR OLD	Percent in Sample	Percent Expressed in Percent Giving Correct Response: Multiple Choice Mean		#7	#8	#13	Mean	Interview #6	#7A	#7B	#7D	#7E
Massachusetts		40	47	40	74	28	88	86	96	95	88	75
National		36	-	36	-	-	85	87	99	88	88	63
Northeast Region		37	-	37	-	-	87	90	99	93	88	65
Mass. Region												
Boston	25		45	37	72	25	86	91	93	92	82	70
Northeast	28		49	42	78	27	92	89	100	99	92	82
Pittsfield	2		39	33	55	30	*	*	*	*	*	*
Southeast	22		48	44	72	28	89	86	99	96	92	74
Springfield	8		41	29	63	32	*	*	*	*	*	*
Worcester	14		54	45	82	34	90	84	98	96	92	78
Kind of Community												
Big City	23		42	29	91	27	81	74	91	89	81	68
Industrial Suburb	12		48	39	75	30	89	95	97	97	87	67
Residential Suburb	33		52	49	78	30	91	92	97	95	92	81
Other, Rural	31		46	40	72	26	91	88	99	99	90	77
Sex												
Female	49		46	36	76	26	86	87	95	93	83	73
Male	50		49	45	73	30	90	85	98	97	92	76
Mother Occupation												
Unskilled	13		47	39	76	27	*	*	*	*	*	*
Skilled	10		48	40	77	26	*	*	*	*	*	*
White Collar	16		54	45	82	35	94	96	96	94	96	90
Unsure, Unknown	61		46	39	71	27	85	83	95	93	84	72
Father Occupation												
Unskilled	15		48	41	74	29	85	88	95	95	83	64
Skilled	27		49	43	74	31	92	92	99	96	92	82
White Collar	26		53	51	79	29	90	86	95	92	92	83
Unsure, Unknown	32		44	34	73	26	85	82	95	94	84	71
Attitude toward School												
Good	60		47	40	76	26	89	89	95	95	90	78
Neutral	25		50	43	78	29	87	82	98	94	84	76
Poor	15		46	39	67	32	87	85	98	97	89	68
Friendliness of School												
Friendly	78		48	40	75	29	89	87	96	95	89	77
Neutral	15		51	50	76	27	*	*	*	*	*	*
Unfriendly	6		41	29	66	27	*	*	*	*	*	*
I Say What I Want												
Sometimes	50		48	41	76	28	88	86	97	96	88	75
Always	49		47	39	72	28	87	87	95	93	87	74
Self Confidence												
Better at most things	13		47	40	72	28	88	80	100	96	91	73
Better at some things	67		50	44	78	29	88	89	95	95	87	75
Worse at most things	19		39	29	62	27	87	82	96	94	88	76

SOCIAL STUDIES - OBJECTIVE IVB - 17 YEAR OLD **MULTIPLE CHOICE**

12. In which one of the following societies would you be MOST likely to find a relatively low birth rate and a relatively low death rate?

%		
17	( )	In an agricultural village
20	(*)	In a highly urbanized country
39	( )	Among a group of nomadic shepherds
9	( )	In a country in the process of industrialization
13	( )	I don't know.

OBJECTIVE IVB - 17 YEAR OLD **INTERVIEW**

19. Why does every society have rules and regulations?

%		
88	≥ 1	Acceptable

(Stop if no response is given in 10 seconds.)

OBJECTIVE IVB - UNDERSTAND SOME OF THE MAJOR RELATIONSHIPS INVOLVING CULTURE, THE GROUP, AND THE SELF

17 YEAR OLD	Percent in Sample	Multiple Choice #12	Interview #19 (≥ 1 ACC)
Massachusetts	100	20	87
National	-	19	84
Northeast Region	-	21	86
Mass. Region			
Boston	32	16	87
Northeast	22	22	87
Pittsfield	4	28	81
Southeast	18	20	89
Springfield	7	28	92
Worcester	17	18	87
Kind of Community			
Big City	19	17	79
Industrial Suburb	14	9	90
Residential Suburb	40	21	89
Other, Rural	28	24	87
Sex			
Female	49	20	89
Male	49	20	87
Mother's Education			
Less than HS Grad.	15	18	81
High School Grad.	47	19	88
Some College	9	22	*
College Graduate	11	23	93
Beyond College	7	27	*
Father's Education			
Less than HS Grad.	16	17	83
High School Grad.	30	18	88
Some College	11	17	*
College Graduate	14	23	91
Beyond College	15	27	92
Occup.: Household Hd.			
Unskilled worker	6	10	61
Semiskilled worker	11	19	74
Skilled worker	27	18	92
White Collar	23	19	90
Professional	22	27	92
High School Program			
General	21	18	83
Vocational	11	17	87
College-bound	57	23	91
Other Special	6	14	83
Future Plans			
Four year college	41	26	89
Two yr; community	12	14	91
Special training	14	17	80
Full time job	11	16	88
Job and School	4	12	86
Undecided	14	17	91

OBJECTIVE IVB - UNDERSTAND SOME OF THE MAJOR RELATIONSHIPS INVOLVING CULTURE, THE GROUP, AND THE SELF

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Multiple Choice #12	Interview #19 (≥ 1 ACC)
Massachusetts	100	20	88
Attitude toward School			
Good	50	22	85
Neutral	33	17	92
Poor	14	21	*
Friendliness of School			
Friendly	76	21	88
Neutral	14	20	82
Unfriendly	4	16	*
Confidence in Opinion			
Very much	31	23	86
Much	46	19	89
Some	18	19	88
Little; very little	2	11	*
Overall talent, ability			
Much more than others	8	30	*
More than others	32	22	87
About the same	53	17	87
Less	4	22	*
Hesitant to Speak in Class			
Never	7	21	*
Rarely	29	26	87
Sometimes	44	18	86
Often; always	17	15	91
People running Govt. crooked			
Hardly any	7	16	*
Not very many	24	20	82
Quite a few	69	20	89
Money people in Govt. waste			
Not very much money	2	36	*
Some money	29	18	94
A lot of money	69	20	84
Trust Govt. in Wash. to do right			
Just about always	6	26	*
Most of the time	42	19	91
Some of the time	44	19	86
Little of the time	8	16	*
People running Govt. are smart			
Almost all of them	39	24	91
Some of them	56	17	85
Almost none of them	5	17	*
For whom is Govt. run			
The benefit of all the people	50	20	84
For a few big interests	45	20	91

9. Jane went to the store with her mother. Her mother said, "Eggs cost more today than they did last month."

Which one of the following sentences gives a good reason why the eggs cost more today than they did last month?

%
7 ( ) The chickens are laying more eggs.
45 (*) The store owner is paying his workers more money.
7 ( ) There are more eggs in the store than people can buy.
34 ( ) People are not buying as many eggs as they used to buy.

8 ( ) I don't know.

10. Timmy bought a toy car for $1.50. He had to give the man $1.56. The extra six cents was probably for which one of the following?

%
2 ( ) Interest
86 (*) Taxes
6 ( ) A tip
3 ( ) Wrapping

2 ( ) I don't know.

11. People must choose among things to buy because of

%
24 ( ) government laws.
37 ( ) supply.
24 (*) limited income.
3 ( ) demand.

13 ( ) I don't know.

14. The government does not make some people pay taxes because the people

%
4 ( ) are too rich.
4 ( ) do not want to.
4 ( ) do not go to school.
86 (*) are too poor.

3 ( ) I don't know.

15. Mr. Atnas used to make toys but is now out of work. Which sentence is not a fair reason for him to be out of work?

%
27 ( ) There are too many other people who can make the same toys.
26 ( ) Not enough people want to buy his toys.
16 (*) The police do not like his toys.
27 ( ) His toys cost more than other toys.

4 ( ) I don't know.

16. All societies have the problem of "scarcity" because

%
23 (*) Societies want more goods and services than their resources are able to provide.
16 ( ) Societies cannot decide the best way to provide goods and services.
20 ( ) Some societies have less goods than other societies.
16 ( ) Some societies have more resources than other societies.

26 ( ) I don't know.

17. Terry found 30 empty metal cans of Cola in a field and took them to a factory to be melted and used again. Why was this a good thing to do?

%

72 (*) So the factory will save metal
3 ( ) So Terry's mother will be proud
16 ( ) So the factory will make a lot of money
8 ( ) So Terry will be able to drink more Cola

2 ( ) I don't know.

18. The prices of most things to buy in the United States are determined by

%

55 ( ) the government.
9 ( ) the unions.
19 (*) consumers and producers.
7 ( ) consumers.

11 ( ) I don't know.

19. There is only one company that makes telephones. The government has laws to control it so this company will not

%

28 (*) charge too much for telephones.
33 ( ) go out of business.
12 ( ) make more than one kind of phone.
21 ( ) try to lower the price of telephones.

6 ( ) I don't know.

21. Ali lives in the hot, dry desert. Ali's family lives a day's camel ride from the market.

Which one of the following is the BEST reason for Ali to use a camel to go to the market?

%

2 ( ) It is fun to ride a camel.
1 ( ) A camel listens to Ali's orders.
4 ( ) A camel's humps keep Ali from falling off.
91 (*) A camel can travel a long distance without drinking water.

2 ( ) I don't know.

OBJECTIVE IVC - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF ECONOMIC SYSTEMS, ESPECIALLY THE AMERICAN ECONOMIC SYSTEM

9 YEAR OLD	Percent in Sample	Mean	Performance Expressed in Percent Giving Correct Response — Multiple Choice Questions #9	#10	#11	#14	#15	#16	#17	#18	#19	#21
Massachusetts		74 49	45	86	24	86	16	23	72	19	28	91
National		72 -	44	83	-	-	-	-	-	-	-	89
Northeast Region		71 -	46	84	-	-	-	-	-	-	-	83
Mass. Region												
Boston	25	47	39	85	24	83	12	23	67	16	28	88
Northeast	28	50	49	86	24	87	16	23	76	15	26	93
Pittsfield	2	47	28	83	28	92	16	15	67	24	24	97
Southeast	22	52	51	88	24	88	20	20	74	22	32	96
Springfield	8	42	34	80	21	72	19	17	57	19	25	77
Worcester	14	51	44	88	28	90	13	30	74	25	28	92
Kind of Community												
Big City	23	43	41	82	18	79	12	19	58	13	25	81
Industrial Suburb	12	49	37	87	29	87	13	24	72	21	25	92
Residential Suburb	33	53	49	88	28	87	20	28	85	20	30	96
Other, Rural	31	50	46	87	23	90	15	21	68	21	30	94
Sex												
Female	49	49	44	87	23	86	16	23	72	16	26	92
Male	50	49	45	85	26	86	16	22	71	21	31	91
Mother Occupation												
Unskilled	13	50	49	89	21	86	21	18	74	19	31	91
Skilled	10	51	43	89	30	87	17	26	78	22	26	90
White Collar	16	52	51	88	29	86	16	27	78	22	28	94
Unsure, Unknown	61	48	44	85	23	86	14	22	68	18	27	91
Father Occupation												
Unskilled	15	49	40	85	27	85	15	21	78	20	27	93
Skilled	27	49	39	87	25	87	15	23	73	19	25	94
White Collar	26	53	49	88	30	89	20	33	79	19	33	93
Unsure, Unknown	32	47	47	85	20	83	15	19	66	18	28	88
Attitude toward School												
Good	60	49	44	86	25	85	15	23	74	20	28	92
Neutral	25	51	46	87	25	88	18	26	72	19	31	93
Poor	15	46	44	87	22	85	14	18	67	14	23	89
Friendliness of School												
Friendly	78	50	46	87	27	86	17	23	74	19	29	92
Neutral	15	48	41	85	19	85	14	19	74	18	28	92
Unfriendly	6	43	44	79	16	84	8	24	53	18	21	82
I Say What I Want												
Sometimes	50	50	46	86	27	85	16	25	75	22	30	91
Always	49	48	44	86	22	87	16	20	69	15	26	92
Self Confidence												
Better at most things	13	47	44	80	26	81	16	23	65	21	27	87
Better at some things	67	51	48	89	26	88	17	24	77	19	31	95
Worse at most things	19	42	34	80	19	82	10	16	58	16	21	81

13. The following statement describes various economic conditions. For the statement fill in the answer space which BEST describes where the stated condition exists. The answer may be the United States only or Russia only or BOTH the United States and Russia.

The organization of industry is based on government ownership and control.

%

6 ( ) United States only
63 (*) Russia only
22 ( ) Both the United States and Russia

5 ( ) I don't know.

14. If the United States government were to stop supporting farm prices and allow agricultural prices to seek their own level, OVER THE LONG RUN which one of the following would MOST likely take place?

%

24 ( ) There would be fewer farmers and agricultural output would fall.
24 (*) There would be fewer but larger farms and output would continue to increase.
12 ( ) The number of family-size farms would increase and they would be more mechanized.
25 ( ) There would be no reduction in the number of farms, but the income of farmers would be lower.

12 ( ) I don't know.

15. The term "monopoly" describes a situation in which the market price of goods and services is established by which one of the following?

%

5 ( ) Many sellers
15 ( ) A single buyer
31 ( ) Many buyers and sellers
44 (*) A single seller or a small group of sellers

3 ( ) I don't know.

16. Which of the following includes characteristics that are essential features of American capitalism?

%

51 (*) Private property and profit motive.
10 ( ) Public property and central planning.
15 ( ) Private property and state-controlled production.
5 ( ) Public property and no personal profits.

16 ( ) I don't know.

17. Which would be the one best way of increasing the amount of goods and services the nation can produce?

%

9 ( ) Raise everyone's income so that we all have more money to spend.
5 ( ) Have the government take over the factories.
5 ( ) Pass laws to prevent workers from going on strike.
74 (*) Provide better machinery and more education for workers.

4 ( ) I don't know.

18. Which one of the following is likely to cause more people to be out of work?

%

2 ( ) A decrease in taxes.
8 ( ) An increase in consumer spending.
61 (*) A decrease in business spending.
22 ( ) An increase in government spending.

4 ( ) I don't know.

19. Jane went to the store with her mother. Her mother said, "Eggs cost more today than they did last month."

Which one of the following sentences gives a good reason why the eggs cost more today than they did last month?

%

1 ( ) The chickens are laying more eggs.
49 (*) The store owner is paying his workers more money.
4 ( ) There are more eggs in the store than people can buy.
38 ( ) People are not buying as many eggs as they used to buy.

4 ( ) I don't know.

20. "Human wants are greater than the resources that are available to satisfy them." This implies the need for

%

2 ( ) leaving decisions to fate.
14 ( ) working harder.
46 (*) making choices to allocate resources.
28 ( ) asking for less.

7 ( ) I don't know.

24. In a capitalist economic system, such as the United States, who has the most influence in deciding what will be produced?

%

9 ( ) Labor unions
22 ( ) The federal government
47 (*) Consumers
14 ( ) Businessmen

5 ( ) I don't know.

OBJECTIVE IVC - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF ECONOMIC SYSTEMS, ESPECIALLY THE AMERICAN ECONOMIC SYSTEM

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean		Multiple Choice Questions #13	#14	#15	#16	#17	#18	#19	#20	#24
Massachusetts	100	44	51	63	24	44	51	74	61	49	46	47
National	-	52	-	81	22	53	-	-	-	-	-	-
Northeast Region	-	56	-	87	24	56	-	-	-	-	-	-
Mass. Region												
Boston	32		53	67	27	50	58	73	63	48	50	44
Northeast	22		52	61	24	46	51	80	64	49	45	52
Pittsfield	4		52	59	22	44	52	69	65	58	47	51
Southeast	18		52	68	25	38	43	77	63	56	49	47
Springfield	7		48	55	18	35	50	81	59	45	41	52
Worcester	17		41	17	23	39	46	67	54	44	41	41
Kind of Community												
Big City	19		45	50	23	30	37	78	55	49	44	38
Industrial Suburb	14		51	67	29	40	54	72	60	46	49	44
Residential Suburb	40		53	65	24	53	55	73	63	47	46	47
Other, Rural	28		53	67	23	42	52	76	65	54	47	53
Sex												
Female	49		49	58	21	34	44	79	58	50	51	45
Male	49		56	71	29	57	61	75	68	51	45	51
Mother's Education												
Less than HS Grad.	15		46	57	20	35	37	72	52	52	47	41
High School Grad.	47		53	64	26	43	50	78	66	51	47	51
Some College	9		57	71	25	64	60	80	65	49	47	52
College Graduate	11		59	72	33	54	74	77	69	54	49	50
Beyond College	7		60	77	24	57	69	75	74	53	57	51
Father's Education												
Less than HS Grad.	16		48	56	22	41	41	74	59	50	45	44
High School Grad.	30		51	63	25	38	50	78	62	49	47	47
Some College	11		57	71	31	51	57	81	70	52	49	55
College Graduate	14		59	75	30	56	61	77	70	56	53	50
Beyond College	15		57	70	24	56	65	77	68	53	48	53
Occup.: Household Hd.												
Unskilled worker	6		47	59	16	34	44	74	62	50	43	42
Semiskilled worker	11		51	66	23	39	51	73	62	47	49	52
Skilled worker	27		52	63	27	41	49	80	61	54	49	45
White Collar	23		55	68	28	51	57	79	64	50	48	49
Professional	22		58	72	26	57	63	76	71	53	50	55
High School Program												
General	21		42	50	23	27	35	70	49	43	41	42
Vocational	11		47	53	24	33	44	76	58	51	42	44
College-bound	57		59	76	27	58	64	80	71	53	51	53
Other Special	6		47	50	20	33	38	73	61	55	52	40
Future Plans												
Four year college	41		62	78	31	63	68	79	73	56	53	57
Two yr; community	12		49	61	28	39	45	81	54	49	46	37
Special training	14		45	55	16	29	40	76	58	43	45	39
Full time job	11		47	52	23	35	41	69	62	50	43	44
Job and School	4		46	54	19	34	42	83	55	44	44	43
Undecided	14		44	49	21	31	38	70	50	47	45	44

OBJECTIVE IVC - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS OF ECONOMIC SYSTEMS, ESPECIALLY THE AMERICAN ECONOMIC SYSTEM

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice Questions #13	#14	#15	#16	#17	#18	#19	#20	#24
Massachusetts	100	51	63	24	44	51	74	61	49	46	47
Attitude toward School											
Good	50	56	69	26	50	56	79	65	52	51	52
Neutral	33	49	59	26	36	49	75	61	49	43	43
Poor	14	50	61	20	48	48	70	62	51	46	45
Friendliness of School											
Friendly	76	54	66	26	46	54	78	64	51	49	48
Neutral	14	49	57	23	41	49	74	61	51	42	47
Unfriendly	4	45	61	22	40	37	66	52	43	41	39
Confidence in Opinion											
Very much	31	59	73	31	55	65	77	70	54	52	51
Much	46	53	67	23	45	51	79	65	52	47	50
Some	18	43	48	21	30	36	74	50	43	43	40
Little; very little	2	39	42	11	33	25	53	53	58	44	36
Overall talent, ability											
Much more than others	8	58	71	32	57	67	70	63	54	54	54
More than others	32	58	74	25	56	62	78	71	52	49	51
About the same	53	50	59	25	38	46	78	60	50	47	46
Less	4	42	51	21	33	34	60	43	43	39	46
Hesitant to Speak in Class											
Never	7	55	68	35	53	68	75	63	47	44	45
Rarely	29	59	73	26	55	64	76	71	56	53	58
Sometimes	44	51	61	23	42	47	80	62	50	47	43
Often; always	17	46	57	25	34	40	71	53	43	42	46
People running Govt. crooked											
Hardly any	7	27	29	18	22	26	39	28	24	28	29
Not very many	24	51	64	21	42	53	80	63	49	43	46
Quite a few	69	53	65	26	47	53	76	64	52	49	49
Money people in Govt. waste											
Not very much money	2	48	56	29	33	33	83	57	41	47	51
Some money	29	52	62	24	39	50	77	62	52	45	47
A lot of money	69	51	63	24	46	51	73	61	48	47	46
Trust Govt. in Wash. to do right											
Just about always	6	58	70	31	60	56	78	69	55	47	52
Most of the time	42	53	65	28	44	53	74	65	49	45	52
Some of the time	44	49	60	21	41	48	76	58	49	48	43
Little of the time	8	48	59	21	46	49	67	58	47	43	38
People running Govt. are smart											
Almost all of them	39	56	70	28	51	58	77	68	50	47	54
Some of them	56	48	58	22	39	46	74	57	48	45	42
Almost none of them	5	51	63	25	44	51	63	63	54	51	44
For whom is Govt. run											
The benefit of all the people	50	51	64	22	43	48	77	62	47	46	50
For a few big interests	45	54	64	27	47	56	77	64	54	49	46

21. Ali lives in the hot, dry desert. Ali's family lives a day's camel ride from the market.

Which one of the following is the BEST reason for Ali to use a camel to go to the market?

%
2 ( ) It is fun to ride a camel.
1 ( ) A camel listens to Ali's orders.
4 ( ) A camel's humps keep Ali from falling off.
91 (*) A camel can travel a long distance without drinking water.

2 ( ) I don't know.

22. It would be easiest to build roads in

%
9 ( ) mountains.
57 (*) plains.
30 ( ) forests.

4 ( ) I don't know.

23. Answer each of these questions.

A. Is the Mississippi River located in the United States?

%
66 (*) Yes
29 ( ) No

5 ( ) I don't know.

B. Is Africa north of Europe?

%
31 ( ) Yes
53 (*) No

15 ( ) I don't know.

C. Is it true that many large cities are located next to bodies of water?

%
55 (*) Yes
37 ( ) No

7 ( ) I don't know.

24. Why do we celebrate Martin Luther King day?

%
27 (*) It is the day he was born.
43 ( ) It is the day he died.
19 ( ) It is the day he led a march.

9 ( ) I don't know.

25. What was the MAIN purpose of the Declaration of Independence?

%

5 ( ) To criticize King George III
9 ( ) To declare war on Great Britain
7 ( ) To abolish the Articles of Confederation
61 (*) To declare the colonies free from Great Britain

19 ( ) I don't know.

26. Which one of the following sentences tells why Christopher Columbus first sailed westward from Europe?

%

5 ( ) To trade with Africa
40 ( ) To start a colony in the New World
34 (*) To find a water route to India or Asia
17 ( ) To bring religion to the natives of the New World

5 ( ) I don't know.

27. Who was the FIRST President of the United States?

%

2 ( ) Dwight D. Eisenhower
3 ( ) John F. Kennedy
9 ( ) Abraham Lincoln
85 (*) George Washington

1 ( ) I don't know.

5. Suppose you and your friend were riding in a car and your friend threw some papers and food out of the window.

A. What do you think you would say?

%

72 Acceptable
28 Not

(If respondent answers "nothing" OR no response is given in 10 seconds, go to next exercise.)

B. Why would you say this?

(Stop if no response is given in 10 seconds)

OBJECTIVES IVD, IVE - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS (SPATIAL) DISTRIBUTIONS OF MAN AND HIS ACTIVITIES, AND OF MAN'S INTERACTION WITH THE PHYSICAL ENVIRONMENT; UNDERSTAND SOME OF THE MAJOR HISTORICAL DEVELOPMENTS

9 YEAR OLD	Percent in Sample	Mean	Performance Expressed in Percent Giving Correct Response: Multiple Choice #21	#22	#23A	#23B	#23C	#24	#25	#26	#27	Interview #5
Massachusetts		69 59	91	57	66	53	55	27	61	34	85	72
National		59 -	89	-	88	-	-	-	-	24	36	-
Northeast Region		75 -	93	-	86	-	-	-	-	36	85	-
Mass. Region												
Boston	25	56	88	45	67	51	54	26	58	35	83	70
Northeast	28	60	93	61	68	50	56	28	65	31	86	74
Pittsfield	2	61	97	77	83	51	44	28	57	32	79	*
Southeast	22	54	96	57	62	55	58	32	59	35	87	70
Springfield	8	49	77	46	50	48	53	24	48	22	73	*
Worcester	14	65	92	75	73	66	55	21	70	43	92	84
Kind of Community												
Big City	23	51	81	42	56	50	53	29	45	28	77	69
Industrial Suburb	12	59	92	51	69	56	52	24	68	35	88	69
Residential Suburb	33	64	96	68	73	57	59	26	70	36	88	78
Other, Rural	31	60	94	60	65	51	54	28	61	36	88	70
Sex												
Female	49	57	92	54	63	51	52	27	59	31	84	73
Male	50	61	91	60	69	55	58	27	64	37	87	71
Mother Occupation												
Unskilled	13	60	91	59	67	52	55	28	60	38	88	*
Skilled	10	61	90	63	68	56	60	23	62	36	88	*
White Collar	16	62	94	62	73	60	56	22	68	36	88	73
Unsure, Unknown	61	58	91	53	63	52	56	30	59	31	84	73
Father Occupation												
Unskilled	15	58	93	53	61	55	60	27	57	35	85	70
Skilled	27	60	94	60	69	54	53	25	60	36	85	80
White Collar	26	64	93	69	74	60	57	27	69	41	89	67
Unsure, Unknown	32	56	88	52	63	49	54	29	59	30	84	73
Attitude toward School												
Good	60	59	92	56	68	54	55	27	61	34	85	72
Neutral	25	60	93	60	66	54	53	26	65	35	88	77
Poor	15	58	89	57	63	53	59	28	57	31	83	71
Friendliness of School												
Friendly	78	60	92	60	58	56	56	27	64	35	86	73
Neutral	15	58	92	56	63	48	54	29	60	32	86	*
Unfriendly	6	51	82	44	58	47	53	26	46	26	81	*
I Say What I Want												
Sometimes	50	60	91	60	67	52	56	27	64	37	86	74
Always	49	58	92	54	65	55	55	27	59	31	85	71
Self Confidence												
Better at most things	13	56	87	54	66	51	58	24	51	33	78	66
Better at some things	67	61	95	61	67	55	55	28	65	36	89	74
Worse at most things	19	53	81	45	61	48	55	28	54	26	79	71

11. The table below gives the latitude and longitude of five places which are assumed to be at the same altitude. Use the information given in the table to answer the question below it.

Place	Latitude	Longitude
A	2° N	65° W
B	46° S	171° E
C	42° N	83° W
D	48° N	14° E
E	30° S	31° E

Which one of the five places probably has the WARMEST climate?

%

34 (*) A
21 ( ) B
6 ( ) C
6 ( ) D
17 ( ) E

16 ( ) I don't know.

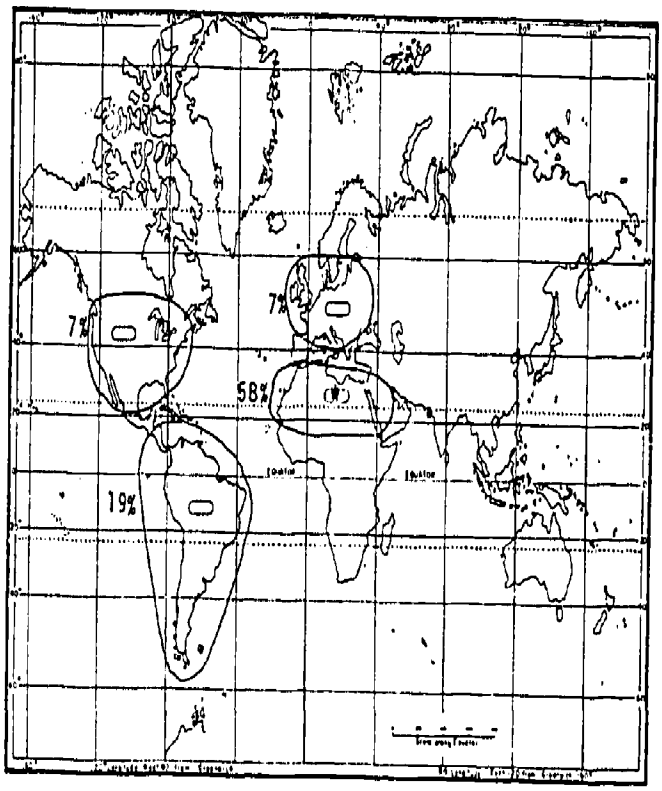
12. In which one of the following societies would you be MOST likely to find a relatively low birth rate and a relatively low death rate?

%

17 ( ) In an agricultural village
20 (*) In a highly urbanized country
39 ( ) Among a group of nomadic shepherds
9 ( ) In a country in the process of industrialization

13 ( ) I don't know.

25. On the map below, four areas of the world are outlined. Each outlined area contains a small oval. Fill in the oval inside the area which as a whole has little rainfall.



%

7 ( ) I don't know.

27. Which one of the following countries has had the MOST influence on the way of life in the United States?

%		
78	(*)	England
4	( )	France
6	( )	Germany
2	( )	Italy
3	( )	Spain
9	( )	I don't know.

28. Which one of the following is a reason the American colonies rebelled against Great Britain?

%		
2	( )	To abolish slavery
23	( )	To obtain more religious freedom
2	( )	To obtain the right to vote for all adults
65	(*)	To obtain more control over what they might produce or with whom they might trade
5	( )	I don't know.

29. The American Declaration of Independence states:

> "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness -- That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."

Do the following sentences restate ideas expressed in this quotation from the Declaration of Independence?

A. Some rights can never be rightfully taken away.

%		
84	(*)	Yes
14	( )	No
2	( )	I don't know.

B. Governments get their right to govern from the people.

%		
85	(*)	Yes
10	( )	No
2	( )	I don't know.

OBJECTIVES IVD, IVE - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS (SPATIAL) DISTRIBUTIONS OF MAN AND HIS ACTIVITIES, AND OF MAN'S INTERACTION WITH THE PHYSICAL ENVIRONMENT; UNDERSTAND SOME OF THE MAJOR HISTORICAL DEVELOPMENTS

		Performance Expressed in Percent Giving Correct Response							
			Multiple Choice Questions						
17 YEAR OLD	Percent in Sample	Mean	#11	#12	#25	#27	#28	#29A	#29B
Massachusetts	100	61	34	20	58	78	65	84	85
National	-	62	35	19	63	81	65	81	90
Northeast Region	-	65	45	21	62	82	72	84	91
Mass. Region									
Boston	32	63	36	16	60	81	70	86	90
Northeast	22	63	35	22	65	80	66	87	83
Pittsfield	4	66	37	28	60	79	73	92	93
Southeast	18	59	35	20	51	77	63	84	86
Springfield	7	64	31	28	69	77	64	83	93
Worcester	17	52	29	18	48	68	52	74	74
Kind of Community									
Big City	19	59	32	17	49	72	70	84	86
Industrial Suburb	14	59	27	9	62	78	64	83	87
Residential Suburb	40	61	39	21	59	79	64	82	82
Other, Rural	28	62	32	24	61	79	63	86	88
Sex									
Female	49	57	20	20	49	76	60	85	87
Male	49	68	50	20	69	84	73	88	89
Mother's Education									
Less than HS Grad.	15	56	22	18	49	74	54	85	88
High School Grad.	47	63	38	19	62	80	69	87	88
Some College	9	64	36	22	60	85	68	89	89
College Graduate	11	67	43	23	66	82	75	87	90
Beyond College	7	67	44	27	68	86	71	84	90
Father's Education									
Less than HS Grad.	16	60	32	17	56	73	65	88	89
High School Grad.	30	60	31	18	54	81	64	85	87
Some College	11	63	39	17	67	85	66	80	89
College Graduate	14	65	40	23	64	81	70	88	90
Beyond College	15	68	45	27	68	84	72	90	91
Occup.: Household Hd.									
Unskilled worker	6	55	25	10	48	73	59	80	89
Semiskilled worker	11	59	29	19	53	74	60	88	88
Skilled worker	27	62	32	18	59	80	68	89	86
White Collar	23	64	39	19	63	83	70	86	88
Professional	22	68	44	27	67	87	72	86	92
High School Program									
General	21	54	25	18	46	67	58	82	83
Vocational	11	57	28	17	54	79	55	84	80
College-bound	57	65	43	23	67	86	72	88	93
Other Special	6	56	13	14	50	77	68	84	83
Future Plans									
Four year college	41	69	46	26	68	88	74	89	92
Two yr; community	12	57	25	14	53	77	57	86	85
Special training	14	57	24	17	52	75	63	81	86
Full time job	11	59	35	16	62	73	62	80	85
Job and School	4	55	24	12	50	72	55	86	85
Undecided	14	57	25	17	48	73	64	85	84

OBJECTIVES IVD, IVE - UNDERSTAND SOME OF THE MAJOR CHARACTERISTICS (SPATIAL) DISTRIBUTIONS OF MAN AND HIS ACTIVITIES, AND OF MAN'S INTERACTION WITH THE PHYSICAL ENVIRONMENT; UNDERSTAND SOME OF THE MAJOR HISTORICAL DEVELOPMENTS

		Performance Expressed in Percent Giving Correct Response							
			Multiple Choice Questions						
17 YEAR OLD	Percent in Sample	Mean	#11	#12	#25	#27	#28	#29A	#29B
Massachusetts	100	61	34	20	58	78	65	84	85
Attitude toward School									
Good	50	64	39	22	62	83	67	88	90
Neutral	33	59	30	17	56	76	66	82	87
Poor	14	60	31	21	58	77	66	86	82
Friendliness of School									
Friendly	76	63	36	21	60	80	66	86	89
Neutral	14	62	31	20	58	83	69	87	84
Unfriendly	4	59	34	16	52	70	73	84	84
Confidence in Opinion									
Very much	31	68	44	23	70	86	71	87	92
Much	46	63	34	19	59	82	69	87	89
Some	18	53	24	19	45	65	55	83	80
Little; very little	2	47	11	11	42	75	44	86	61
Overall talent, ability									
Much more than others	8	69	53	30	63	84	75	88	93
More than others	32	67	44	22	67	86	74	88	91
About the same	53	59	28	17	56	77	62	86	86
Less	4	50	19	22	43	61	51	75	79
Hesitant to Speak in Class									
Never	7	64	42	21	63	80	70	84	88
Rarely	29	67	43	26	66	85	71	87	92
Sometimes	44	62	33	18	60	80	67	86	88
Often; always	17	54	24	15	47	70	55	86	81
People running Govt. crooked									
Hardly any	7	36	17	16	31	48	38	52	50
Not very many	24	63	35	20	65	80	65	84	88
Quite a few	69	62	35	20	58	80	67	87	88
Money people in Govt. waste									
Not very much money	2	63	34	36	54	88	64	82	82
Some money	29	62	35	18	62	80	65	86	86
A lot of money	69	60	33	20	56	76	65	83	85
Trust Govt. in Wash. to do right									
Just about always	6	67	44	26	58	89	72	87	90
Most of the time	42	61	37	19	61	78	66	83	85
Some of the time	44	59	31	19	55	77	63	84	87
Little of the time	8	56	23	16	54	72	64	84	77
People running Govt. are smart									
Almost all of them	39	65	41	24	62	85	68	86	9[illegible]
Some of them	56	57	29	17	54	73	63	82	8[illegible]
Almost none of them	5	60	35	17	63	75	62	85	84
For whom is Govt. run									
The benefit of all the people	50	61	34	20	58	80	65	85	88
For a few big interests	45	63	36	20	60	81	68	87	88

7. Below are listed four of the many jobs that are done in a city. Which one of the jobs is done by the health department?

%
26 ( ) Selling food
4 ( ) Directing traffic
24 ( ) Putting out fires
40 (*) Inspecting restaurants

7 ( ) I don't know.

12. If people did not pay taxes to support services, such as schools, police, parks, etc., they would

%
38 ( ) have to do without these services altogether.
9 (*) use some of the money to buy the services for themselves.
10 ( ) be given these services by private business.
30 ( ) receive less income.

12 ( ) I don't know.

28. In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?

%
67 (*) The judge
12 ( ) The lawyer
14 ( ) The jury
4 ( ) The person on trial

4 ( ) I don't know.

29. The head of government in the United States is the President. Which one of the following is usually the head of the government in a state?

%
31 ( ) The mayor
45 (*) The governor
13 ( ) The senator
5 ( ) The judge

6 ( ) I don't know.

30. Which one of the following is the MAJOR goal of the United Nation?

%
17 ( ) To fight disease
44 (*) To maintain peace
8 ( ) To spread democracy
11 ( ) To fight the Communists

20 ( ) I don't know.

9. A. Does the President have the right to do anything affecting the United States that he wants to do?

%			
28	( )	Yes	*(Go to B)*
66	(*)	No	*(Go to C)*
7	( )	I don't know	*(Go to next exercise)*

B. Why?

C. Why not?

%
27 Acceptable

(If answer to C is vague) Who or what would stop him from doing what he wants?

11. A. Can you name some things a person can do if a governor or senator does something that the person does not like?

%
36 ≥ 1 Acceptable

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)

B. Have you ever done any of these things?

%			
5	(*)	Yes	*(Go to C)*
42	( )	No	*(Go to next exercise)*
2	( )	I don't know	*(Go to next exercise)*

C. What did you do?

%
3 Acceptable

12. *(Before reading this exercise, give respondent picture #3.)*

Suppose these two children wanted to go inside a playground. As they were walking in, the guard at the gate told this girl (point to black girl) "This playground is not for kids like you."

A. If you saw this, would you feel that you should do something about it?

%		
90	(*)	Yes
8	( )	No

B. What could you do about it if you wanted to?

%
83 ≥ 1 Acceptable

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

17. Why do we have a government?

%
63 Acceptable
33 Not

(Stop if no response is given in 10 seconds)

OBJECTIVE IVF - UNDERSTAND SOME OF THE CHARACTERISTICS OF THE MAJOR SYSTEMS OF GOVERNMENT, PARTICULARLY THE POLITICAL SYSTEM OF THE UNITED STATES

Performance Expressed in Percent Giving Correct Response

9 YEAR OLD	Percent in Sample	Multiple Choice Questions						Interview Questions							
		Mean		#7	#12	#28	#29	#30	Mean		#9A	#9C	#11A	#11B	#12B	#17
Massachusetts		50	41	40	9	67	45	44	47	52	66	27	37	5	83	63
National		52	-	36	-	74	-	47	-	38	49	18	-	-	-	48
Northeast Region		63	-	37	-	94	-	59	-	40	50	23	-	-	-	48
Mass. Region																
Boston	25		40	37	10	66	43	42		45	66	26	32	2	83	59
Northeast	28		44	42	11	72	47	47		54	70	35	50	8	87	75
Pittsfield	2		37	33	11	78	35	30		*	*	*	*	*	*	*
Southeast	22		42	44	9	64	45	46		46	70	29	32	8	79	56
Springfield	8		36	29	13	65	42	31		*	*	*	*	*	*	*
Worcester	14		41	45	6	61	47	45		45	59	20	39	2	86	65
Kind of Community																
Big City	23		36	29	11	64	43	35		37	62	23	17	1	70	48
Industrial Suburb	12		40	39	12	64	39	44		53	67	31	51	5	90	74
Residential Suburb	33		46	49	9	69	50	51		51	74	32	44	5	89	63
Other, Rural	31		40	40	7	68	42	42		47	58	22	40	7	86	70
Sex																
Female	49		39	36	9	67	42	40		46	64	25	33	4	87	62
Male	50		43	45	9	67	47	47		48	67	28	40	6	80	64
Mother Occupation																
Unskilled	13		41	39	11	65	44	48		*	*	*	*	*	*	*
Skilled	10		40	40	10	65	38	46		*	*	*	*	*	*	*
White Collar	16		41	45	7	65	45	44		49	79	27	38	2	83	67
Unsure, Unknown	61		41	39	10	67	46	42		44	61	20	33	6	84	62
Father Occupation																
Unskilled	15		39	41	8	64	42	40		47	63	29	41	5	80	61
Skilled	27		43	43	9	70	49	45		51	70	32	45	3	86	70
White Collar	26		44	51	9	67	45	49		51	81	33	38	5	84	66
Unsure, Unknown	32		39	34	10	66	43	41		42	56	20	28	6	82	59
Attitude toward School																
Good	60		41	40	9	67	44	45		48	62	28	39	5	85	68
Neutral	25		43	43	11	69	45	45		46	68	27	35	3	82	62
Poor	15		39	39	8	64	46	39		45	74	23	32	5	82	53
Friendliness of School																
Friendly	78		42	40	10	67	45	46		48	65	28	38	4	84	67
Neutral	15		41	50	4	69	44	37		*	*	*	*	*	*	*
Unfriendly	6		36	29	12	65	40	36		*	*	*	*	*	*	*
I Say What I Want																
Sometimes	50		43	41	10	70	48	45		49	68	29	41	6	85	63
Always	49		39	39	9	64	42	43		45	64	24	32	3	82	63
Self Confidence																
Better at most things	13		42	40	13	68	45	44		44	66	21	41	7	71	57
Better at some things	67		43	44	8	68	46	47		49	68	30	39	4	87	66
Worse at most things	19		35	29	11	63	39	32		40	56	18	24	5	79	59

30. The Supreme Court ruled that it is unconstitutional to require prayer and formal religious instruction in public schools.

Which one of the following was the basis for its decision?

%

13 ( ) The requirements violated the right to freedom of speech.

28 ( ) There was strong pressure put on the Supreme Court by certain religious minorities.

46 (*) Religious exercises violated the principles of the separation of church and state.

3 ( ) Every moment of the valuable school time was needed to prepare students to earn a living.

6 ( ) I don't know.

31. The ballot below was used in a general election. Look at the ballot to answer the questions on this and the following page.

OFFICES	LEGISLATIVE		COUNTY		
	SENATOR IN CONGRESS (vote for one)	REPRESENTATIVE IN CONGRESS (vote for one)	COUNCILMAN (vote for two)		TAX ASSESSOR (vote for one)
DEMOCRATIC ▶	Alan F. KIRK	John G. SMITH	Martha G. DAVIS	Peter V. MOSS	
REPUBLICAN ▶	James M. JONES	Mary O'CONNOR	John RICHARDS	Michael M. MERWIN	Joseph L. LASKI

A. If you wanted to vote for Kirk for senator, could you also vote for O'Connor for member of the House of Representatives?

%

71 (*) Yes

22 ( ) No

4 ( ) I don't know.

31. B. Could you vote for both Davis and Moss for councilman?

%
83 (*) Yes
15 ( ) No

2 ( ) I don't know.

C. Could you vote for both Davis and Merwin for councilman?

%
71 (*) Yes
23 ( ) No

3 ( ) I don't know.

D. If you were registered as a member of the Democratic Party, could you vote for Laski for tax assessor?

%
62 (*) Yes
28 ( ) No

7 ( ) I don't know.

E. Could you vote for both Kirk and Jones for senator?

%
7 ( ) Yes
88 (*) No

2 ( ) I don't know.

32. Consider each of the following laws and decide which level of government (federal, state, or local) would be MOST likely to pass it. Fill in the answer space beside "Federal government" if the federal government would pass it, the space beside "State government" if a state government would pass it, or the space beside "Local government" if a local government would pass it. If you do not know the answer, fill in the space beside "I don't know".

A. Which one of the following would MOST likely pass an act to set up a central university with branches in several cities?

%
16 ( ) Federal government
78 (*) State government
4 ( ) Local government

2 ( ) I don't know.

B. Which one of the following would MOST likely pass an act to raise the rates for sending letters through the mail?

%
[illegible] (*) Federal government
[illegible] ( ) State government
3 ( ) Local government

1 ( ) I don't know.

C. Which one of the following would MOST likely pass an act to lower taxes on goods coming into the country?

%
86 (*) Federal government
8 ( ) State government
1 ( ) Local government

1 ( ) I don't know.

32. D. Which one of the following would MOST likely pass an act to increase garbage collection services?

%		
1	( )	Federal government
9	( )	State government
85	(*)	Local government
1	( )	I don't know.

33. Why is it good that we usually have at least two candidates for each office in an election?

%		
3	( )	So elections can be honest
94	(*)	So people can have a choice
1	( )	So more people can hold office
1	( )	So we can reduce the costs of elections
1	( )	I don't know.

INTERVIEW

19. Why does every society have rules and regulations?

%		
88	≥ 1	Acceptable

(Stop if no response is given in 10 seconds.)

OBJECTIVE IVF - UNDERSTAND SOME OF THE CHARACTERISTICS OF THE MAJOR SYSTEMS OF GOVERNMENT, PARTICULARLY THE POLITICAL SYSTEM OF THE UNITED STATES

Performance Scores Expressed in Percent Giving Correct Responses

17 YEAR OLD	Percent in Sample	Multiple Choice Questions												Interview Questions
		Mean	#30	#31	#31B	#31C	#31D	#31E	#32A	#32B	#32C	#32D	#33	#19 (≥1 ACC)
Massachusetts	100	79	47	73	86	72	64	91	77	89	89	88	94	88
National	-	81	50	75	84	76	64	91	85	91	91	92	94	84
Northeast Region	-	83	57	75	85	77	69	90	86	92	93	94	94	86
Mass. Region														
Boston	32	80	50	76	84	74	64	89	75	89	91	89	96	87
Northeast	22	79	49	72	88	73	62	89	78	89	87	88	92	87
Pittsfield	4	81	38	80	81	77	69	93	79	94	91	92	96	*
Southeast	18	77	43	71	81	7[illegible]	63	92	78	86	86	86	92	89
Springfield	7	79	37	70	93	63	60	94	87	86	91	90	94	*
Worcester	17	70	43	61	75	61	57	77	80	75	74	73	92	87
Kind of Community														
Big City	19	73	33	68	80	[illegible]	56	87	79	82	82	80	89	79
Industrial Suburb	14	80	47	77	86	[illegible]	62	88	75	88	90	89	99	90
Residential Suburb	40	77	51	68	81	68	63	86	78	85	86	85	95	89
Other, Rural	28	80	47	76	88	75	65	92	79	90	88	88	93	87
Sex														
Female	49	76	46	68	83	68	56	90	76	87	87	85	93	89
Male	49	82	48	79	88	77	72	91	79	91	92	90	94	87
Mother's Education														
Less than HS Grad.	15	73	37	67	81	65	51	87	73	82	82	83	92	81
High School Grad.	47	80	49	74	87	74	67	92	78	88	90	89	94	88
Some College	9	83	50	78	88	80	68	93	78	96	93	91	96	*
College Graduate	11	84	54	78	92	80	66	96	83	94	93	92	96	93
Beyond College	7	85	62	78	91	79	70	91	83	94	94	95	95	*
Father's Education														
Less than HS Grad.	16	76	39	72	84	72	58	88	74	89	86	85	94	83
High School Grad.	30	78	47	72	84	72	65	91	75	86	89	88	93	88
Some College	11	81	42	76	90	73	70	91	82	91	94	92	95	*
College Graduate	14	89	53	77	92	77	67	96	82	94	95	95	95	91
Beyond College	15	84	62	78	89	77	68	93	85	93	91	92	96	92
Occup.: Household Hd.														
Unskilled worker	6	77	35	76	86	75	60	93	72	89	85	85	95	*
Semiskilled worker	11	79	45	77	86	72	65	89	80	90	84	86	94	*
Skilled worker	27	78	44	72	86	74	61	90	73	86	87	87	95	92
White Collar	23	81	49	74	87	74	69	93	79	91	95	90	93	90
Professional	22	84	56	75	90	74	69	94	84	95	93	94	95	92
High School Program														
General	21	72	41	68	75	67	54	83	68	78	86	82	93	83
Vocational	11	75	39	69	83	67	58	90	77	83	82	86	92	82
College-bound	57	84	54	78	92	77	71	95	83	96	94	93	96	[illegible]
Other Special	6	71	37	70	79	70	49	84	66	78	75	78	91	*
Future Plans														
Four year college	41	86	57	80	93	78	73	96	85	95	95	95	96	89
Two yr; community	12	79	54	68	87	74	60	93	73	90	91	86	96	91
Special training	14	74	41	67	82	69	55	87	69	94	85	88	91	80
Full time job	11	75	35	72	82	67	57	88	77	83	85	83	92	88
Job and School	4	73	38	72	84	66	51	84	71	85	78	83	93	*
Undecided	14	71	37	69	74	67	57	81	69	78	82	79	89	91

OBJECTIVE IVF - UNDERSTAND SOME OF THE CHARACTERISTICS OF THE MAJOR SYSTEMS OF GOVERNMENT, PARTICULARLY THE POLITICAL SYSTEM OF THE UNITED STATES

17 YEAR OLD	Percent in Sample	Performance Scores Expressed in Percent Giving Correct Responses: Multiple Choice Questions												Interview Questions
		Mean	#30	#31A	#31B	#31C	#31D	#31E	#32A	#32B	#32C	#32D	#33	#19 (≥1 ACC)
Massachusetts	100	79	47	73	86	72	64	91	77	89	89	88	94	88
Attitude toward School														
Good	50	81	49	75	89	74	66	92	82	92	92	91	94	85
Neutral	33	78	47	73	83	73	62	91	76	86	86	86	94	92
Poor	14	74	43	70	84	69	63	85	65	82	85	83	90	*
Friendliness of School														
Friendly	76	80	50	74	88	74	64	92	79	90	90	90	94	88
Neutral	14	75	39	74	78	70	64	88	74	82	85	82	89	82
Unfriendly	4	70	36	61	67	63	58	80	70	88	82	75	92	*
Confidence in Opinion														
Very much	31	83	53	80	89	77	70	94	79	92	92	92	96	86
Much	46	81	51	74	87	73	68	91	79	92	92	89	95	89
Some	18	70	33	63	79	67	46	84	73	79	80	80	90	88
Little; very little	2	76	19	58	69	56	50	83	64	72	67	81	81	*
Overall talent, ability														
Much more than others	8	83	58	77	92	73	72	96	81	91	93	90	94	*
More than others	32	83	51	78	90	76	68	94	84	95	91	95	96	87
About the same	53	77	45	71	84	71	62	89	74	86	89	85	93	87
Less	4	67	30	66	67	63	51	81	66	76	78	72	82	*
Hesitant to Speak in Class														
Never	7	82	59	80	90	77	72	87	74	92	90	90	93	*
Rarely	29	83	52	76	92	74	70	95	82	94	93	92	94	87
Sometimes	44	78	46	73	84	73	63	91	77	86	88	86	94	86
Often; always	17	74	39	68	78	67	55	86	73	85	85	85	91	90
People running Govt. crooked														
Hardly any	7	53	32	40	48	43	43	55	87	49	48	46	93	*
Not very many	24	79	50	75	86	78	63	91	77	87	89	85	93	82
Quite a few	69	79	46	73	86	71	64	90	78	89	90	90	94	89
Money people in Govt. waste														
Not very much money	2	76	45	77	91	73	68	93	65	81	69	81	98	*
Some money	29	79	50	73	84	71	62	91	80	89	91	87	93	94
A lot of money	69	77	44	71	83	70	62	87	78	85	85	85	94	84
Trust Govt. in Wash. to do right														
Just about always	6	78	57	77	89	72	64	93	77	90	92	93	95	*
Most of the time	42	77	45	73	81	72	64	88	79	84	83	84	94	91
Some of the time	44	78	46	69	85	69	60	89	80	88	90	87	94	86
Little of the time	8	75	43	72	82	72	62	83	66	85	82	81	92	*
Peoole running Govt. are smart														
Almost all of them	39	81	48	76	87	76	68	95	79	91	90	90	94	91
Some of them	56	75	44	69	82	67	58	84	78	83	84	83	94	85
Almost none of them	5	74	42	68	81	69	59	84	67	82	86	84	93	*
For whom is Govt. run														
The benefit of all the people	50	78	45	72	85	71	61	91	77	88	87	87	93	84
For a few big interests	45	81	50	75	87	75	68	90	78	90	92	89	95	91

SOCIAL STUDIES - OBJECTIVE V - 9 YEAR OLD MULTIPLE CHOICE

8. Why does every society have rules and regulations?

%	
2 ( )	To let everybody do what they want
74 (*)	To keep order and protect people's rights
2 ( )	To make some people powerful
18 ( )	To make sure people are good
4 ( )	I don't know.

31. In school would you be willing to help decide the following things?

A. Would you be willing to help decide what your social studies report should be about?

%	
82 (*)	Yes
13 ( )	No
5 ( )	I don't know.

B. Would you be willing to help decide which children you should work with to do a project?

%	
81 (*)	Yes
16 ( )	No
2 ( )	I don't know.

C. Would you be willing to help decide whether you need some extra help in a subject?

%	
80 (*)	Yes
16 ( )	No
4 ( )	I don't know.

OBJECTIVE V - HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

Performance Expressed in Percent Giving Correct Response

9 YEAR OLD	Percent in Sample	Mean	Multiple Choice Questions #8	#31A	#31B	#31C
Massachusetts		81 79	74	82	81	80
National		77 -	-	73	78	81
Northeast Region		80 -	-	75	84	81
Mass. Region						
Boston	25	79	72	85	79	79
Northeast	28	82	78	82	86	81
Pittsfield	2	74	55	82	83	77
Southeast	22	79	72	81	82	79
Springfield	8	72	63	73	74	77
Worcester	14	83	82	86	80	83
Kind of Community						
Big City	23	77	71	81	76	79
Industrial Suburb	12	80	75	85	79	79
Residential Suburb	33	83	78	82	87	84
Other, Rural	31	78	72	83	80	77
Sex						
Female	49	81	76	85	83	81
Male	50	79	73	80	81	80
Mother Occupation						
Unskilled	13	79	76	83	79	79
Skilled	10	80	77	81	81	82
White Collar	16	82	82	86	82	79
Unsure, Unknown	61	79	71	82	82	80
Father Occupation						
Unskilled	15	80	74	84	80	80
Skilled	27	79	74	81	78	82
White Collar	26	82	79	84	86	80
Unsure, Unknown	32	79	73	82	82	79
Attitude toward School						
Good	60	81	76	85	83	80
Neutral	25	80	78	81	80	81
Poor	15	76	76	78	82	78
Friendliness of School						
Friendly	78	81	75	84	82	81
Neutral	15	80	76	82	79	81
Unfriendly	6	75	66	77	81	75
I Say What I Want						
Sometimes	50	80	76	81	82	79
Always	49	80	73	84	81	81
Self Confidence						
Better at most things	13	77	72	82	80	72
Better at some things	67	82	78	84	83	81
Worse at most things	19	75	62	79	78	80

1. A. What is a game that you like to play with your friends?

%
99 Acceptable

(If respondent names a game, go to B. If respondent does not name a game after 10 seconds, go to next exercise.)

B. If you were playing this game and a new classmate wanted to play with you but said he did not know how to play, what would you do?

%
96 Acceptable
2 Not

(Stop if no response is given in 10 seconds)

2. A. Suppose the father of one of your friends was put in jail for stealing. Would you want your friend to come to your house to play after you knew that the father was in jail?

%
67 (*) Yes *(go to B)*
30 ( ) No *(go to C)*

B. Why?

%
60 Acceptable

C. Why not?

%
21 Not

(Stop if no response is given in 10 seconds)

3. A. Do the police have the right to come inside your house any time they want to?

%
61 ( ) Yes *(Go to next exercise)*
33 (*) No *(Go to B)*
5 ( ) I don't know *(Go to next exercise)*

B. Why not?

%
30 Acceptable
33 Not

(The response to B should indicate that the respondent recognizes instances of the proper exercise or denial of Constitutional rights and liberties. If, in his response to B, he mentions an exception, for example, "in the case of hot pursuit police are able to enter your house without a search warrant" ask, "But what if (respondent's exception) is not the case?")

4. Suppose Jane is making fun of someone because his religion is not the same as hers.

A. What would you say to Jane?

%
74 Acceptable
21 Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B)

B. Why would you say this?

5. Suppose you and your friend were riding in a car and your friend threw some papers and food out of the window.

A. What do you think you would say?

%	
72	Acceptable
28	Not

(If respondent answers "nothing" OR no response is given in 10 seconds, go to next exercise.)

B. Why would you say this?

(Stop if no response is given in 10 seconds)

6. Suppose a friend from India comes to your house for dinner. Your mother is making hamburgers for dinner. While you are playing, your friend tells you he does not eat meat. His religion will not let him eat meat. What should you do?

%	
86	Acceptable
13	Not

(Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

7. A. Do we need rules on the playground?

%			
96	(*)	Yes	*(Go to B)*
4	( )	No	*(Go to C)*
0	( )	I don't know	*(Go to D)*

B. Why?

%	
95	Acceptable

C. Why not?

D. Do grownups need rules of any kind?

%			
88	(*)	Yes	*(Go to E)*
8	( )	No	*(Go to F)*
4	( )	I don't know	*(Go to next exercise)*

E. Why?

%	
75	Acceptable

F. Why not?

(Stop if no response is given in 10 seconds)

10. Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

%

92 ≥ 1 Acceptable

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent gives a vague statement such as:

"I would help him with his school work."

"I would help him speak English."

"I would make friends with him."

ask respondent to be more specific about HOW he would help the new classmate.

Stop if no response is given in 10 seconds.)

11. A. Can you name some things a person can do if a governor or senator does something that the person does not like?

%

36 ≥ 1 Acceptable

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)

B. Have you ever done any of these things?

%		
5	(*) Yes	*(Go to C)*
42	( ) No	*(Go to next exercise)*
2	( ) I don't know	*(Go to next exercise)*

C. What did you do?

%

3 Acceptable

12. *(Before reading this exercise, give respondent picture #3.)*

Suppose these two children wanted to go inside a playground. As they were walking in, the guard at the gate told this girl (point to black girl) "This playground is not for kids like you."

A. If you saw this, would you feel that you should do something about it?

%

90 (*) Yes

8 ( ) No

B. What could you do about it if you wanted to?

%

83 ≥ 1 Acceptable

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

13. Suppose a friend of yours says children with black hair and blue eyes are smarter than others.

A. Tell me what you think about this.

%

60 Acceptable

37 Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B.)

B. Why do you feel the way you do?

15. A. If a person thinks the Governor or President is doing a bad job, is it all right for the person to tell other people about it?

%			
59	(*)	Yes	*(Go to B)*
34	( )	No	*(Go to C)*
7	( )	I don't know	*(Go to next exercise)*

B. Why?

%	
40	Acceptable

C. Why not?

%	
30	Not

(If response to C is based on an exception, for example, "slander or libel is not permitted," ask "But what if (student's exception) is not the case?")

(Stop if no response is given in 10 seconds)

17. Why do we have a government?

%	
63	Acceptable
33	Not

(Stop if no response is given in 10 seconds)

OBJECTIVE V - HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

Performance Expressed in Percent Giving Correct Response

9 YEAR OLD	Percent in Sample	Mean	Interview Questions #1B	#2A	#2B	#3A	#3B	#4	#5	#6	#7A	#7B	#7D	#7E	#10	#11B	#12A	#12B	#13	#15A	#15B	#15C	#17
Massachusetts		75	96	67	59	61	29	74	72	86	96	95	88	75	92	5	90	83	60	59	40	30	63
National		70	98	56	48	-	20	73	-	87	99	88	88	63	80	-	-	-	64	-	-	-	48
Northeast Region		73	98	56	52	-	23	79	-	90	99	93	88	65	82	-	-	-	73	-	-	-	48
Mass. Region																							
Boston	25	67	98	69	59	73	39	74	70	91	93	92	82	70	90	2	86	83	56	49	36	37	59
Northeast	28	73	98	75	70	61	36	81	74	89	100	99	92	82	98	8	85	87	66	70	48	25	75
Pittsfield	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Southeast	22	67	96	65	58	55	24	76	70	86	99	96	92	74	96	8	89	79	67	59	35	29	56
Springfield	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Worcester	14	69	100	65	57	59	22	77	84	84	98	96	92	78	96	2	92	86	59	65	45	28	65
Kind of Community																							
Big City	23	59	95	46	33	62	18	64	69	74	91	89	81	68	86	1	82	70	[illegible]	45	23	35	48
Industrial Suburb	12	72	97	80	72	77	49	80	69	95	97	97	87	67	95	5	92	90	69	51	38	36	74
Residential Suburb	33	72	98	78	73	64	32	78	78	92	97	95	92	81	97	5	93	89	64	66	47	30	63
Other, Rural	31	69	94	68	63	50	28	75	70	87	99	99	90	77	91	7	94	86	61	68	47	22	70
Sex																							
Female	49	66	96	63	54	55	19	74	73	87	99	93	83	73	94	4	92	87	64	57	36	31	62
Male	50	69	96	71	65	67	41	74	71	85	98	97	92	76	91	6	87	80	56	62	44	28	64
Mother Occupation																							
Unskilled	13	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Skilled	10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White Collar	16	71	94	73	69	65	31	79	73	96	96	94	96	90	96	2	90	83	65	67	48	23	67
Unsure, Unknown	61	66	96	64	55	59	27	73	73	83	95	93	84	72	90	6	90	84	56	52	34	35	62
Father Occupation																							
Unskilled	15	68	95	66	61	68	36	75	70	88	95	95	83	64	95	5	88	80	61	59	46	34	61
Skilled	27	70	99	69	59	66	26	80	80	92	99	96	92	82	97	3	90	86	67	52	33	34	70
White Collar	26	70	94	75	67	66	30	75	67	86	95	92	92	83	92	5	[illegible]	84	64	73	48	20	66
Unsure, Unknown	32	65	96	61	55	53	27	69	73	82	95	94	84	71	90	6	90	82	52	55	36	30	59
Attitude toward School																							
Good	60	69	98	70	62	63	31	74	72	89	95	95	90	78	95	5	93	85	66	60	42	30	68
Neutral	25	67	96	64	57	57	24	78	77	82	98	94	84	76	90	3	87	82	59	58	38	31	62
Poor	15	66	95	68	61	60	34	71	71	85	98	97	89	68	89	5	89	82	48	63	37	24	53
Friendliness of School																							
Friendly	78	68	96	68	60	59	28	76	73	87	96	95	89	77	94	4	91	84	61	58	38	31	67
Neutral	15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Unfriendly	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
I Say What I Want																							
Sometimes	50	68	96	69	64	60	26	76	74	86	96	96	88	75	91	6	93	85	63	60	40	29	63
Always	49	67	96	65	54	62	32	73	71	87	95	93	87	74	93	3	88	82	57	59	39	29	63
Self Confidence																							
Better at most things	13	67	100	61	52	61	46	57	66	80	100	91	91	73	93	7	93	71	55	73	43	25	57
Better at some things	67	69	95	69	63	59	28	77	74	89	95	95	87	75	93	4	92	87	64	59	42	28	66
Worse at most things	19	65	96	62	55	65	23	76	7[illegible]	82	96	94	88	76	91	5	82	79	49	50	29	36	59

1. A. Do you think that teenage students should help decide what courses will be offered in their school system?

%	
97	(*) Yes
3	( ) No
0	( ) Undecided

B. Please give a reason for any answer you selected.

%	
92	Acceptable
8	Not

(Stop if no response is given in 10 seconds.)

2. A. Suppose one of your friends disagrees with the rest of the group about something. Do you think he should change his mind when he sees he is outnumbered?

%	
6	( ) Yes
90	(*) No
0	( ) Undecided
4	( ) No response (after 10 seconds, go to next exercise.)

B. Why do you think so?

%	
93	Acceptable
6	Not

(Stop if no response is given in 10 seconds.)

3. A. Indicate whether you agree or disagree with the following statement:

Anyone who criticizes the use of United States troops in military action abroad should be prohibited from expressing his views publicly.

%	
9	( ) Agree
87	(*) Disagree

B. Please explain your position.

%	
83	Acceptable
13	Not

(Stop if no response is given in 10 seconds.)

4. A. Suppose you and some friends were walking by a public park. As you went by, some children of a minority group were stopped from entering the park by a man at the gate who told them, "The park is not for kids like you." Would you feel that you should do something about it?

(If respondent does not understand "minority group", explain that a minority group is a part of the population differing from others, as in race or religion.)

%	
89	(*) Yes
9	( ) No

B. What could you do about it if you wanted to?

%	
80	Acceptable
14	Not

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

6. Name as many reasons as you can why laws are needed.

%

97 ≥ 1 Acceptable response

(If respondent pauses before five reasons are given, ask "What other reason can you give why laws are needed?" Probe for other kinds of reasons if all reasons mentioned pertain to one facet such as stealing money, cars, etc. Stop after five responses OR when student says "None" OR when no response is given in ten seconds.)

7. Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

%

90 ≥ 1 Acceptable response

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)
If respondent gives a vague statement such as:
"I would help him with his school work."
"I would help him speak English."
"I would make friends with him."
ask respondent to be more specific about HOW he would help the new classmate.

8. A. Do the police have the right to come inside your house at any time they want to?

%

3 ( ) Yes (go to next exercise)

97 (*) No (go to B)

1 ( ) I don't know. (go to next exercise)

B. Why not?

%

91 Acceptable

6 Not

(The response to B should indicate that the respondent recognizes instances of the proper exercise or denial of Constitutional rights and liberties. If, in his response to B, he mentions an exception, for example, "in the case of hot pursuit police are able to enter your house without a search warrant" ask, "But what if (respondent's exception) is not the case?")

12. Suppose Jane is making fun of someone because his religion is not the same as hers.

A. What would you say to Jane?

%

83 Acceptable

15 Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)
(If response is given, go to B.)

B. Why would you say this?

13. Why do we have a government?

%

89 Acceptable

9 Not

14. A. Suppose you were in a city other than your own and saw a factory dumping its waste products into a river, what do you think you would do?

%	
61	Acceptable
39	Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to C.)

B. Why would you do this?

%	
56	Acceptable
12	Not

(If no response is given in 10 seconds, go to C.)

C. What do you think public officials should do?

%	
85	Acceptable
10	Not

(Stop if no response is given in 10 seconds.)

15. A. Do you think the people who live in a neighborhood should be allowed to decide who can and cannot live in their neighborhood?

%	
3	( ) Yes
95	(*) No
2	( ) Undecided

B. Please explain any answer you selected.

%	
92	Acceptable
7	Not

(Stop if no response is given in 10 seconds.)

17. *(Before reading this exercise, give respondent picture #2.)*

A. In the picture, there are many people gathered together in a public park. They are demanding changes which you do not agree with. Should these people be allowed to gather and make their demands in a public place?

%	
88	(*) Yes (go to B)
8	( ) No (go to B)
3	( ) Undecided (go to B)
1	( ) No response (after 10 seconds, go to next exercise.)

B. Please explain your answer

%	
85	Acceptable
13	Not

(Stop if no response is given in 10 seconds.)

18. A. Should race be a factor in hiring someone for a job?

%	
2	( ) Yes
97	(*) No
1	( ) I don't know.

B. Please explain any answer you selected.

%	
95	Acceptable
3	Not

(Stop if no response is given in 10 seconds.)

19. Why does every society have rules and regulations?

%	
88	≥ 1 Acceptable

(Stop if no response is given in 10 seconds.)

OBJECTIVE V - HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

Performance Scores Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Interview Questions																			
		Mean	#1B	#2B	#3B	#4A	#6	#7	#8B	#12	#13	#14A	#14B	#14C	#15A	#15B	#17A	#17B	#18A	#18B	#19 (≥1 ACC)
Massachusetts	100	91 87	92	93	82	89	97	90	91	83	89	61	56	85	95	92	88	85	97	95	88
National	-	88 -	85	85	81	92	96	88	90	91	95	-	-	-	87	81	-	80	90	90	84
Northeast Region	-	89 -	88	84	88	92	97	83	87	86	95	-	-	-	89	85	-	83	91	91	86
Mass. Region																					
Boston	32	87	97	92	87	86	95	86	95	80	87	59	53	91	95	92	89	86	99	96	87
Northeast	22	85	90	86	93	92	96	95	91	78	91	53	46	85	92	89	90	85	97	96	87
Pittsfield	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Southeast	18	88	92	95	80	94	97	88	94	86	89	66	64	80	98	94	89	84	97	92	89
Springfield	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Worcester	17	88	89	96	82	86	100	93	82	87	95	67	58	78	100	98	91	87	96	96	87
Kind of Community																					
Big City	19	83	92	89	67	81	94	90	94	77	87	52	51	84	94	92	79	75	98	94	79
Industrial Suburb	14	87	93	93	80	87	93	93	87	80	87	64	63	93	97	93	90	83	97	100	90
Residential Suburb	40	85	87	93	86	85	97	86	89	80	87	62	52	86	92	88	89	89	95	92	89
Other, Rural	28	88	93	93	84	97	98	89	91	86	89	62	59	83	96	93	89	83	99	95	87
Sex																					
Female	49	87	91	93	82	90	99	92	91	87	87	59	56	86	97	95	87	82	99	96	89
Male	49	86	92	92	83	89	95	87	92	78	90	62	56	85	95	90	90	87	96	95	87
Mother's Education																					
Less than HS Grad.	15	84	92	87	72	92	93	87	94	83	79	51	51	85	98	96	83	75	100	100	81
High School Grad.	47	86	91	95	84	88	98	90	91	83	91	60	55	84	94	89	86	84	98	94	88
Some College	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
College Graduate	11	88	95	93	93	88	100	93	88	79	93	58	58	72	95	93	95	95	91	98	93
Beyond College	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Father's Education																					
Less than HS Grad.	16	85	90	90	74	91	100	88	97	85	88	54	50	85	98	98	85	79	98	97	83
High School Grad.	30	85	92	92	91	88	97	87	92	82	86	54	54	82	93	86	90	85	98	93	88
Some College	11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
College Graduate	14	88	91	93	93	91	100	93	86	86	91	58	54	84	95	88	93	95	98	95	91
Beyond College	15	90	94	94	92	96	96	92	90	82	100	70	58	86	96	96	92	88	96	98	92
Occup.: Household Hd.																					
Unskilled worker	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Semiskilled worker	11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Skilled worker	27	87	93	93	83	90	97	94	92	78	88	60	56	87	96	93	86	81	99	95	92
White Collar	23	87	92	93	93	86	100	82	92	80	90	63	56	82	96	93	90	89	96	96	90
Professional	22	89	91	94	91	94	98	92	91	89	94	60	54	87	98	94	94	89	94	97	92
High School Program																					
General	21	84	86	87	72	85	99	90	90	86	79	55	52	80	96	94	86	85	97	94	83
Vocational	11	85	96	94	66	89	98	89	92	70	85	64	66	87	87	83	77	79	100	98	87
College-bound	57	89	92	95	91	90	99	90	90	84	93	64	56	86	98	93	92	88	96	95	91
Other Special	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Future Plans																					
Four year college	41	88	91	93	91	91	99	88	90	85	92	60	53	85	97	96	94	87	96	95	89
Two yr; community	12	88	98	88	79	88	100	88	93	84	86	61	58	93	100	91	91	88	98	98	91
Special training	14	84	93	93	75	88	95	93	88	78	93	61	58	80	93	88	75	73	95	100	80
Full time job	11	87	93	93	81	91	95	91	98	83	83	69	71	76	91	88	88	91	98	91	88
Job and School	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Undecided	14	84	85	94	74	87	98	96	87	82	83	52	44	89	96	91	83	80	100	94	91

OBJECTIVE V - HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

Performance Scores Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Interview Questions #1B	#2B	#3B	#4A	#6	#7	#8B	#12	#13	#14A	#14B	#14C	#15A	#15B	#17A	#17B	#18A	#18B	#19 (≥1 ACC)
Massachusetts	100	87	92	93	82	89	97	90	91	83	89	61	56	85	95	92	88	85	97	95	88
Attitude toward School																					
Good	50	88	91	94	85	91	98	93	91	84	90	64	59	84	96	93	89	85	96	95	85
Neutral	33	86	93	89	82	89	100	87	89	80	89	59	57	83	94	89	88	87	96	95	92
Poor	14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Friendliness of School																					
Friendly	76	87	91	92	86	90	98	90	91	84	88	61	56	85	96	92	90	85	96	95	88
Neutral	14	86	93	96	71	89	100	89	93	78	93	62	60	86	95	91	84	84	100	96	82
Unfriendly	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Confidence in Opinion																					
Very much	31	88	91	91	80	91	93	93	95	85	90	63	59	87	98	96	91	88	98	95	86
Much	46	86	91	93	86	86	98	87	92	82	89	57	52	82	95	92	89	86	97	95	89
Some	18	86	86	90	76	97	100	92	85	80	85	66	61	92	92	86	83	76	97	98	88
Little; very little	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Overall talent, ability																					
Much more than others	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
More than others	32	89	95	95	90	91	95	94	91	84	92	64	60	88	98	96	94	85	98	97	87
About the same	53	86	90	92	78	89	98	89	91	81	88	61	56	83	94	90	86	84	97	95	87
Less	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hesitant to Speak in Class																					
Never	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Rarely	29	88	93	93	87	88	96	87	96	84	92	58	57	86	96	95	96	90	95	92	87
Sometimes	44	87	91	94	84	89	98	89	92	85	87	65	57	86	94	89	86	81	99	97	86
Often; always	17	84	90	83	76	90	96	90	83	71	90	60	54	85	96	90	81	85	96	98	90
People running Govt. crooked																					
Hardly any	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Not very many	24	87	94	93	84	89	96	87	93	84	90	59	57	88	96	95	87	81	96	94	82
Quite a few	69	86	91	93	82	89	99	90	91	82	88	61	56	85	95	90	89	86	97	96	89
Money people in Govt. waste																					
Not very much money	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Some money	29	86	92	93	84	84	99	88	90	80	86	60	55	83	96	93	86	81	97	98	94
A lot of money	69	87	92	93	82	92	98	90	92	84	89	61	56	86	95	91	90	87	97	94	84
Trust Govt. in Wash. to do right																					
Just about always	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Most of the time	42	88	91	96	85	91	99	86	90	84	91	62	59	84	96	94	92	86	97	95	91
Some of the time	44	86	91	87	79	86	98	91	93	81	90	60	54	84	93	87	87	87	98	95	86
Little of the time	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
People running Govt. are smart																					
Almost all of them	39	87	94	94	87	90	98	86	92	79	90	58	53	85	96	94	91	86	97	97	91
Some of them	56	86	90	92	79	89	98	92	91	85	88	61	56	86	96	91	86	84	97	94	85
Almost none of them	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
For whom is Govt. run																					
The benefit of all the people	50	86	92	92	80	89	98	87	90	80	89	60	57	91	95	93	88	81	97	96	84
For a few big interests	45	87	92	93	85	90	99	92	94	85	89	61	55	79	95	90	89	88	97	95	91

1. A. What is a game that you like to play with your friends?

%
99 Acceptable

(If respondent names a game, go to B. If respondent does not name a game after 10 seconds, go to next exercise.)

B. If you were playing this game and a new classmate wanted to play with you but said he did not know how to play, what would you do?

%
96 Acceptable
2 Not

(Stop if no response is given in 10 seconds)

2. A. Suppose the father of one of your friends was put in jail for stealing. Would you want your friend to come to your house to play after you knew that the father was in jail?

%
67 (*) Yes *(go to B)*
30 ( ) No *(go to C)*

B. Why?

%
60 Acceptable

C. Why not?

%
21 Not

(Stop if no response is given in 10 seconds)

4. Suppose Jane is making fun of someone because his religion is not the same as hers.

A. What would you say to Jane?

%
74 Acceptable
21 Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B)

B. Why would you say this?

(Stop if no response is given in 10 seconds)

6. Suppose a friend from India comes to your house for dinner. Your mother is making hamburgers for dinner. While you are playing, your friend tells you he does not eat meat. His religion will not let him eat meat. What should you do?

%
86 Acceptable
13 Not

(Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

10. Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

%

92 ≥ 1 Acceptable

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent gives a vague statement such as:

"I would help him with his school work."

"I would help him speak English."

"I would make friends with him."

ask respondent to be more specific about HOW he would help the new classmate.

Stop if no response is given in 10 seconds.)

13. Suppose a friend of yours says children with black hair and blue eyes are smarter than others.

A. Tell me what you think about this.

%

60 Acceptable

37 Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B.)

B. Why do you feel the way you do?

(Stop if no response is given in 10 seconds)

14. A. Do you like to learn about how people in other lands live, work, and play?

%

95 (*) Yes

4 ( ) No

1 ( ) I don't know

B. Why do you feel the way you do?

%

86 ≥ 1 Acceptable

(Stop if no response is given in 10 seconds)

OBJECTIVE I - RESPECT FOR DIVERSITY

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Interview #1B	#2A	#2B	#4B	#6	#10	#13B	#14B
Massachusetts		78	96	67	59	74	86	92	60	86
National		74	98	56	48	73	87	80	64	83
Northeast Region		77	98	56	52	79	90	82	73	84
Mass. Region										
Boston	25	78	98	69	59	74	91	90	56	89
Northeast	28	83	98	75	70	81	89	98	66	88
Pittsfield	2	*	*	*	*	*	*	*	*	*
Southeast	22	79	96	65	58	76	86	96	67	89
Springfield	8	*	*	*	*	*	*	*	*	*
Worcester	14	78	100	65	57	77	84	96	59	82
Kind of Community										
Big City	23	66	95	46	33	64	74	86	49	80
Industrial Suburb	12	84	97	80	72	80	95	95	69	82
Residential Suburb	33	84	98	78	73	78	92	97	64	89
Other, Rural	31	78	94	68	63	75	87	91	61	88
Sex										
Female	49	77	96	63	54	74	87	94	64	87
Male	50	78	96	71	65	74	85	91	56	84
Mother Occupation										
Unskilled	13	*	*	*	*	*	*	*	*	*
Skilled	10	*	*	*	*	*	*	*	*	*
White Collar	16	83	94	73	69	79	96	96	65	94
Unsure, Unknown	61	75	96	64	55	73	83	90	56	84
Father Occupation										
Unskilled	15	79	95	66	61	75	88	95	61	93
Skilled	27	81	99	69	59	80	92	97	67	88
White Collar	26	80	94	75	67	75	86	92	64	83
Unsure, Unknown	32	74	96	61	55	69	82	90	52	83
Attitude toward School										
Good	60	80	98	70	62	74	89	95	66	89
Neutral	25	76	96	64	57	78	82	90	59	83
Poor	15	75	95	68	61	71	85	89	48	84
Friendliness of School										
Friendly	78	79	96	68	60	76	87	94	61	86
Neutral	15	*	*	*	*	*	*	*	*	*
Unfriendly	6	*	*	*	*	*	*	*	*	*
I Say What I Want										
Sometimes	50	79	96	69	64	76	86	91	63	88
Always	49	76	96	65	54	73	87	93	57	83
Self Confidence										
Better at most things	13	74	100	61	52	57	80	93	55	93
Better at some things	67	80	95	69	63	77	89	93	64	86
Worse at most things	19	74	96	62	55	76	82	91	49	79

8. A Peace Corps worker went to a small village in an underdeveloped country to assist its farmers. The most fertile land for raising crops was not being cultivated but instead served as the tribe's burial ground. The land where crops were planted was rather rocky and nutritionally deficient. The Peace Corps worker argued that the fertile land should be used to grow food so the villagers would have enough to eat but the village elders insisted that food had always been planted in the rocky soil and that is where it was meant to be planted. Why do you think the Peace Corps worker and the village elders disagreed?

%

2 ( ) Because the elders did not care about providing food for the villagers.

5 ( ) Because the Peace Corps worker did not really know which soil was more fertile.

82 (*) Because the value system of each was different.

5 ( ) The Peace Corps worker and the village elders did not really disagree.

4 ( ) I don't know.

9. The Federal government gave a scientist $250,000 dollars so that the scientist could test his new idea of using tidal action to produce energy. Many well-known scientists in the field as well as lay people lobbied against this funding and said this was a waste of money and that tidal action could not produce energy. Why would the government give money to the scientist?

%

0 ( ) The scientist needed a job.

1 ( ) The government did not like the lobbyists so gave the money to the scientist.

6 ( ) The scientist had proven that the others were wrong.

89 (*) The government saw the idea as a creative way which might lessen the energy problem.

2 ( ) I don't know.

2. A. Suppose one of your friends disagrees with the rest of the group about something. Do you think he should change his mind when he sees he is outnumbered?

%	
6	( ) Yes
90	(*) No
0	( ) Undecided
4	( ) No response (after 10 seconds, go to next exercise.)

B. Why do you think so?

%	
93	Acceptable
6	Not

(Stop if no response is given in 10 seconds.)

3. A. Indicate whether you agree or disagree with the following statement:

Anyone who criticizes the use of United States troops in military action abroad should be prohibited from expressing his views publicly.

%	
9	( ) Agree
87	(*) Disagree

B. Please explain your position.

%	
83	Acceptable
13	Not

(Stop if no response is given in 10 seconds.)

7. Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

%	
90	≥ 1 Acceptable response

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)
If respondent gives a vague statement such as:
"I would help him with his school work."
"I would help him speak English."
"I would make friends with him."
ask respondent to be more specific about HOW he would help the new classmate.

12. Suppose Jane is making fun of someone because his religion is not the same as hers.

A. What would you say to Jane?

%	
83	Acceptable
15	Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)
(If response is given, go to B.)

B. Why would you say this?

15. A. Do you think the people who live in a neighborhood should be allowed to decide who can and cannot live in their neighborhood?

%	
3	( ) Yes
95	(*) No
2	( ) Undecided

B. Please explain any answer you selected.

%	
92	Acceptable
7	Not

(Stop if no response is given in 10 seconds.)

17. *(Before reading this exercise, give respondent picture #2.)*

A. In the picture, there are many people gathered together in a public park. They are demanding changes which you do not agree with. Should these people be allowed to gather and make their demands in a public place?

%	
88	(*) Yes (go to B)
8	( ) No (go to B)
3	( ) Undecided (go to B)
1	( ) No response (after 10 seconds, go to next exercise.)

B. Please explain your answer.

%	
85	Acceptable
13	Not

(Stop if no response is given in 10 seconds.)

18. A. Should race be a factor in hiring someone for a job?

%	
2	( ) Yes
97	(*) No
1	( ) I don't know.

B. Please explain any answer you selected.

%	
95	Acceptable
3	Not

(Stop if no response is given in 10 seconds.)

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Multiple Choice #8	Multiple Choice #9	Mean	Interview #2A	#2B	#3B	#7	#12	#15A	#15B	#17A	#17B	#18A	#18B
Massachusetts	100	87	84	89	90 90	90	93	82	90	83	95	92	88	85	97	95
National	-	-	-	-	86 -	90	85	81	88	91	87	81	-	80	90	90
Northeast Region	-	-	-	-	87 -	91	84	88	83	86	89	85	-	83	91	91
Mass. Region																
Boston	32	87	82	91	90	91	92	87	86	80	95	92	89	86	99	96
Northeast	22	89	85	93	90	90	86	93	95	78	92	89	90	85	97	96
Pittsfield	4	88	84	92	*	*	*	*	*	*	*	*	*	*	*	*
Southeast	18	88	87	89	90	88	95	80	88	86	98	94	89	84	97	92
Springfield	7	85	78	91	*	*	*	*	*	*	*	*	*	*	*	*
Worcester	17	76	74	78	93	95	96	82	93	87	100	98	91	87	96	96
Kind of Community																
Big City	19	81	74	88	86	89	89	67	90	77	94	92	79	75	98	94
Industrial Suburb	14	87	80	93	91	91	93	80	93	80	97	93	90	83	97	100
Residential Suburb	40	84	81	86	89	91	93	86	86	80	92	88	89	89	95	92
Other, Rural	28	91	88	93	91	90	93	84	89	86	96	93	89	83	99	95
Sex																
Female	49	88	84	91	91	93	93	82	92	87	97	95	87	82	99	96
Male	49	88	84	92	89	87	92	83	87	78	95	90	90	87	96	95
Mother's Education																
Less than HS Grad.	15	83	77	89	88	85	87	72	87	82	98	96	83	75	100	100
High School Grad.	47	89	85	92	90	93	95	84	90	83	94	89	86	85	98	94
Some College	9	93	92	93	*	*	*	*	*	*	*	*	*	*	*	*
College Graduate	11	91	88	93	92	86	93	93	93	79	95	93	95	95	91	98
Beyond College	7	90	87	92	*	*	*	*	*	*	*	*	*	*	*	*
Father's Education																
Less than HS Grad.	16	88	82	93	89	86	90	74	88	85	98	98	85	79	98	97
High School Grad.	30	87	83	91	90	88	92	91	87	82	93	86	90	85	98	93
Some College	11	89	84	93	*	*	*	*	*	*	*	*	*	*	*	*
College Graduate	14	91	91	91	93	91	93	93	93	86	95	88	93	95	98	95
Beyond College	15	91	87	95	93	92	94	92	92	82	96	96	92	88	96	98
Occup.: Household Hd.																
Unskilled worker	6	87	86	87	*	*	*	*	*	*	*	*	*	*	*	*
Semiskilled worker	11	89	85	92	*	*	*	*	*	*	*	*	*	*	*	*
Skilled worker	27	86	81	90	90	92	93	83	94	78	96	93	86	81	99	95
White Collar	23	92	89	95	91	88	93	93	82	80	96	93	90	89	96	96
Professional	22	91	88	94	93	94	94	91	92	89	98	94	94	89	94	97
High School Program																
General	21	82	75	89	89	89	87	72	90	86	96	94	86	85	97	94
Vocational	11	83	77	88	84	85	94	66	89	70	87	83	77	79	100	98
College-bound	57	93	91	94	92	91	95	91	90	84	98	93	92	88	96	95
Other Special	6	85	78	91	*	*	*	*	*	*	*	*	*	*	*	*
Future Plans																
Four year college	41	93	91	94	92	91	93	91	88	85	97	96	94	87	96	95
Two yr; community	12	87	82	92	91	93	88	79	88	84	100	91	91	88	98	98
Special training	14	85	79	90	86	83	93	75	93	78	93	88	75	73	95	100
Full time job	11	84	79	88	89	88	93	81	91	83	91	88	88	91	98	91
Job and School	4	86	77	95	*	*	*	*	*	*	*	*	*	*	*	*
Undecided	14	82	76	87	89	91	94	74	96	82	96	91	83	80	100	94

OBJECTIVE I - RESPECT FOR DIVERSITY

			Performance Expressed in Percent Giving Correct Response														
			Multiple Choice			Interview											
17 YEAR OLD	Percent in Sample	Mean	#8	#9	Mean	#2A	#2B	#3B	#7	#12	#15A	#15B	#17A	#17B	#18A	#18B
Massachusetts	100	87	84	89	90	90	93	82	90	83	95	92	88	85	97	95
Attitude toward School																
Good	50	90	87	93	91	92	94	85	93	84	96	93	89	85	96	95
Neutral	33	87	82	91	88	83	89	82	87	80	94	89	88	87	96	95
Poor	14	84	79	89	*	*	*	*	*	*	*	*	*	*	*	*
Friendliness of School																
Friendly	76	89	86	92	90	89	92	86	90	84	96	92	90	85	96	95
Neutral	14	84	80	87	89	95	96	71	89	78	95	91	84	84	100	96
Unfriendly	4	83	76	89	*	*	*	*	*	*	*	*	*	*	*	*
Confidence in Opinion																
Very much	31	90	86	94	92	92	91	80	93	85	98	96	91	88	98	95
Much	46	90	86	93	90	89	93	86	87	82	95	92	89	86	97	95
Some	18	82	78	86	87	90	90	76	92	80	92	86	83	76	97	98
Little; very little	2	77	72	81	*	*	*	*	*	*	*	*	*	*	*	*
Overall talent, ability																
Much more than others	8	91	85	96	*	*	*	*	*	*	*	*	*	*	*	*
More than others	32	91	89	92	93	94	95	90	94	84	98	96	94	85	98	97
About the same	53	87	82	92	89	89	92	78	89	81	94	90	86	84	97	95
Less	4	76	73	78	*	*	*	*	*	*	*	*	*	*	*	*
Hesitant to Speak in Class																
Never	7	89	83	95	*	*	*	*	*	*	*	*	*	*	*	*
Rarely	29	91	88	94	92	93	93	87	87	84	96	95	96	90	95	92
Sometimes	44	88	85	91	90	87	94	84	89	85	94	89	86	81	99	97
Often; always	17	73	77	88	87	87	83	76	90	71	96	90	81	85	96	98
People running Govt. crooked																
Hardly any	7	51	46	55	*	*	*	*	*	*	*	*	*	*	*	*
Not very many	24	87	84	90	90	94	93	84	87	84	96	95	87	81	96	94
Quite a few	69	89	85	92	90	88	93	82	90	82	95	90	89	86	97	96
Money people in Govt. waste																
Not very much money	2	90	84	95	*	*	*	*	*	*	*	*	*	*	*	*
Some money	29	88	84	92	90	94	93	84	88	80	96	93	86	81	97	98
A lot of money	69	85	81	88	90	88	93	82	90	84	95	91	90	87	97	94
Trust Govt. in Wash. to do right																
Just about always	6	87	86	88	*	*	*	*	*	*	*	*	*	*	*	*
Most of the time	42	85	81	88	91	90	96	85	86	84	96	94	92	86	97	95
Some of the time	44	87	82	91	89	89	87	79	91	81	93	87	87	89	98	95
Little of the time	8	84	81	87	*	*	*	*	*	*	*	*	*	*	*	*
People running Govt. are smart																
Almost all of them	39	91	87	94	91	90	94	87	86	79	96	94	91	86	97	97
Some of them	56	83	79	94	91	90	94	87	86	79	96	94	91	86	97	97
Almost none of them	5	84	78	89	*	*	*	*	*	*	*	*	*	*	*	*
For whom is Govt. run																
The benefit of all the people	50	88	83	92	89	91	92	80	87	80	95	93	88	81	97	96
For a few big interests	45	88	85	91	91	89	93	85	92	85	95	90	89	88	97	95

12. *(Before reading this exercise, give respondent picture #3.)*

Suppose these two children wanted to go inside a playground. As they were walking in, the guard at the gate told this girl (point to black girl) "This playground is not for kids like you."

A. If you saw this, would you feel that you should do something about it?

%		
90	(*)	Yes
8	( )	No

B. What could you do about it if you wanted to?

%	
83	≥ 1 Acceptable

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

16. A. Is there any place in the world where people are not treated fairly because of their race?

%			
52	(*)	Yes	*(Go to B)*
20	( )	No	*(Go to D)*
25	( )	I don't know	*(Go to D)*
3	( )	No response	*(After 10 seconds, go to D)*

B. Where is that?

%	
34	Acceptable

C. What kind of unfair treatment happens there?

%	
18	Acceptable

D. Does it ever happen in the United States?

%			
60	(*)	Yes	*(Go to E)*
21	( )	No	*(Go to next exercise)*
14	( )	I don't know	*(Go to next exercise)*
6	( )	No response	*(Go to next exercise)*

E. (If "Yes" to D) Where is that?

%	
36	Acceptable

F. What kind of unfair treatment happens there?

%	
23	Acceptable

(Stop if no response is given in 10 seconds)

OBJECTIVE II - EQUALITY OF OPPORTUNITY

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response							
			Interview						
		Mean	#12A	#12B	#16A	#16B	#16C	#16E	#16F
Massachusetts		48	90	83	52	34	18	36	23
National		-	-	-	-	-	-	-	-
Northeast Region		-	-	-	-	-	-	-	-
Mass. Region									
Boston	25	45	86	83	46	30	12	39	21
Northeast	28	60	95	87	67	45	29	55	43
Pittsfield	2	*	*	*	*	*	*	*	*
Southeast	22	40	89	79	44	24	12	23	12
Springfield	8	*	*	*	*	*	*	*	*
Worcester	14	51	92	86	61	49	24	29	14
Kind of Community									
Big City	23	35	82	70	32	21	8	24	10
Industrial Suburb	12	52	92	90	67	44	10	46	15
Residential Suburb	33	56	93	89	59	43	27	46	38
Other, Rural	31	48	94	86	55	32	19	30	20
Sex									
Female	49	47	92	87	48	28	12	39	22
Male	50	49	87	80	56	40	24	31	23
Mother Occupation									
Unskilled	13	*	*	*	*	*	*	*	*
Skilled	10	*	*	*	*	*	*	*	*
White Collar	16	53	90	83	56	33	23	44	42
Unsure, Unknown	61	45	90	84	50	32	15	31	16
Father Occupation									
Unskilled	15	48	88	80	51	42	22	36	20
Skilled	27	48	90	86	56	37	14	29	22
White Collar	26	52	91	84	56	36	22	42	36
Unsure, Unknown	32	45	90	82	46	27	14	36	18
Attitude toward School									
Good	60	50	93	85	56	38	18	35	25
Neutral	25	46	87	82	48	29	17	37	19
Poor	15	48	89	82	50	32	18	39	24
Friendliness of School									
Friendly	78	48	91	84	55	35	19	34	21
Neutral	15	*	*	*	*	*	*	*	*
Unfriendly	6	*	*	*	*	*	*	*	*
I Say What I Want									
Sometimes	50	50	93	85	55	35	22	32	25
Always	49	46	88	82	48	33	13	40	21
Self Confidence									
Better at most things	13	43	93	71	46	32	5	41	16
Better at some things	67	50	92	87	55	35	19	36	25
Worse at most things	19	45	82	79	56	33	21	30	21

4. A. Suppose you and some friends were walking by a public park. As you went by, some children of a minority group were stopped from entering the park by a man at the gate who told them, "The park is not for kids like you." Would you feel that you should do something about it?

(If respondent does not understand "minority group", explain that a minority group is a part of the population differing from others, as in race or religion.)

%

89 (*) Yes

9 ( ) No

B. What could you do about it if you wanted to?

%

80 Acceptable

14 Not

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

9. A. Is there any place in the world where people are not treated fairly because of their religion?

%

71 (*) Yes (go to B)

9 ( ) No (go to D)

19 ( ) I don't know (go to D)

1 ( ) No response (after 10 seconds, go to D)

B. Where is that?

%

59 Acceptable

C. What kind of unfair treatment happens there?

%

40 Acceptable

D. Does it ever happen in the United States?

%

64 (*) Yes (go to E)

20 ( ) No (go to next exercise)

13 ( ) I don't know (go to next exercise)

3 ( ) No response (after 10 seconds, go to next exercise)

E. Where is that?

%

38 Acceptable

F. What kind of unfair treatment happens there?

%

13 Acceptable

(Stop if no response is given in 10 seconds.)

18. A. Should race be a factor in hiring someone for a job?

%

2 ( ) Yes

97 (*) No

1 ( ) I don't know.

B. Please explain any answer you selected.

%

95 Acceptable

3 Not

(Stop if no response is given in 10 seconds.)

OBJECTIVE II - EQUALITY OF OPPORTUNITY

17 YEAR OLD	Percent in Sample	Mean	Performance Expressed in Percent Giving Correct Response — Interview #4A	#4B	#9A	#9B	#9C	#9E	#9F	#18A	#18B
Massachusetts	100	68 65	89	80	71	59	40	38	13	97	95
National	-	72 -	92	92	81	69	42	-	17	90	90
Northeast Region	-	74 -	92	92	85	74	49	-	21	91	91
Mass. Region											
Boston	32	66	86	77	72	64	44	40	13	99	96
Northeast	22	6[illegible]	92	86	77	64	46	51	12	97	96
Pittsfield	4	[illegible]	*	*	*	*	*	*	*	*	*
Southeast	18	68	94	83	80	64	44	38	17	97	92
Springfield	7	*	*	*	*	*	*	*	*	*	*
Worcester	17	65	86	84	69	60	40	36	15	96	96
Kind of Community											
Big City	19	54	81	69	48	42	23	25	4	98	94
Industrial Suburb	14	62	87	76	67	55	36	30	9	97	100
Residential Suburb	40	68	85	81	79	66	51	44	16	95	92
Other, Rural	28	67	97	85	74	62	39	40	14	99	95
Sex											
Female	49	64	90	82	66	53	38	37	16	99	96
Male	49	66	89	78	77	66	47	38	11	96	95
Mother's Education											
Less than HS Grad.	15	58	92	79	57	43	28	17	9	100	100
High School Grad.	47	64	88	80	67	54	38	41	12	98	94
Some College	9	*	*	*	*	*	*	*	*	*	*
College Graduate	11	69	88	77	84	74	49	42	16	91	98
Beyond College	7	*	*	*	*	*	*	*	*	*	*
Father's Education											
Less than HS Grad.	16	56	91	78	48	38	24	26	7	98	97
High School Grad.	30	65	88	76	73	62	41	43	10	98	93
Some College	11	*	*	*	*	*	*	*	*	*	*
College Graduate	14	68	91	84	81	67	47	37	14	98	95
Beyond College	15	72	96	84	86	70	50	46	24	96	90
Occup.: Household Hd.											
Unskilled worker	6	*	*	*	*	*	*	*	*	*	*
Semiskilled worker	11	*	*	*	*	*	*	*	*	*	*
Skilled worker	27	64	90	79	68	58	39	40	8	99	95
White Collar	23	68	86	84	78	63	48	43	16	96	96
Professional	22	70	94	81	83	71	46	43	21	94	97
High School Program											
General	21	59	85	76	59	41	31	32	13	97	94
Vocational	11	61	89	75	66	57	38	26	4	100	98
College-bound	57	69	90	82	79	69	47	43	16	100	95
Other Special	6	*	*	*	*	*	*	*	*	*	*
Future Plans											
Four year college	41	71	91	85	82	72	53	44	20	96	95
Two yr; community	12	63	88	81	67	51	37	37	9	98	98
Special training	14	57	88	70	58	48	30	23	-	95	98
Full time job	11	63	91	86	62	55	36	38	5	98	100
Job and School	4	*	*	*	*	*	*	*	*	*	*
Undecided	14	63	87	76	69	54	35	43	11	100	94

OBJECTIVE II - EQUALITY OF OPPORTUNITY

17 YEAR OLD	Percent in Sample	Mean	Performance Expressed in Percent Giving Correct Response — Interview #4A	#4B	#9A	#9B	#9C	#9E	#9F	#18A	#18B
Massachusetts	100	65	89	80	71	59	40	38	13	97	95
Attitude toward School											
Good	50	66	91	82	72	61	44	39	14	96	95
Neutral	33	64	89	78	70	60	37	37	10	96	95
Poor	14	*	*	*	*	*	*	*	*	*	*
Friendliness of School											
Friendly	76	66	90	80	73	62	43	38	14	96	95
Neutral	14	63	89	82	64	49	33	40	11	100	96
Unfriendly	4	*	*	*	*	*	*	*	*	*	*
Confidence in Opinion											
Very much	31	70	91	85	79	71	45	50	20	98	95
Much	46	64	86	78	69	59	42	38	10	97	95
Some	18	59	97	81	64	41	27	20	10	97	98
Little; very little	2	*	*	*	*	*	*	*	*	*	*
Overall talent, ability											
Much more than others	8	*	*	*	*	*	*	*	*	*	*
More than others	32	69	91	89	78	63	41	41	21	98	97
About the same	53	62	89	78	66	55	37	34	8	97	95
Less	4	*	*	*	*	*	*	*	*	*	*
Hesitant to Speak in Class											
Never	7	*	*	*	*	*	*	*	*	*	*
Rarely	29	68	88	81	76	65	45	50	18	95	92
Sometimes	44	64	89	79	70	62	42	31	11	99	97
Often; always	17	61	90	85	65	48	33	28	10	96	98
People running Govt. crooked											
Hardly any	7	*	*	*	*	*	*	*	*	*	*
Not very many	24	62	89	77	63	49	40	36	15	96	94
Quite a few	69	66	89	82	74	63	40	38	12	97	96
Money people in Govt. waste											
Not very much money	2	*	*	*	*	*	*	*	*	*	*
Some money	29	62	84	78	66	52	36	35	10	97	98
A lot of money	69	66	92	81	73	62	41	38	14	97	94
Trust Govt. in Wash. to do right											
Just about always	6	*	*	*	*	*	*	*	*	*	*
Most of the time	42	66	91	81	72	61	44	39	14	97	95
Some of the time	44	64	86	79	69	56	40	37	12	98	95
Little of the time	8	*	*	*	*	*	*	*	*	*	*
People running Govt. are smart											
Almost all of them	39	68	90	86	76	66	46	42	12	97	97
Some of them	56	63	89	76	68	55	38	35	14	97	94
Almost none of them	5	*	*	*	*	*	*	*	*	*	*
For whom is Govt. run											
The benefit of all the people	50	64	89	81	68	58	42	37	12	97	96
For a few big interests	45	65	90	80	75	61	39	38	14	97	95

MULTIPLE CHOICE

8. Why does every society have rules and regulations?

%		
2	( )	To let everybody do what they want
74	(*)	To keep order and protect people's rights
2	( )	To make some people powerful
18	( )	To make sure people are good
4	( )	I don't know.

INTERVIEW

3. A. Do the police have the right to come inside your house any time they want to?

%			
61	( )	Yes	*(Go to next exercise)*
33	(*)	No	*(Go to B)*
5	( )	I don't know	*(Go to next exercise)*

B. Why not?

%	
30	Acceptable
33	Not

(The response to B should indicate that the respondent recognizes instances of the proper exercise or denial of Constitutional rights and liberties. If, in his response to B, he mentions an exception, for example, "in the case of hot pursuit police are able to enter your house without a search warrant" ask, "But what if (respondent's exception) is not the case?")

INTERVIEW

7. A. Do we need rules on the playground?

%			
96	(*)	Yes	*(Go to B)*
4	( )	No	*(Go to C)*
0	( )	I don't know	*(Go to D)*

B. Why?

%	
95	Acceptable

C. Why not?

D. Do grownups need rules of any kind?

%			
88	(*)	Yes	*(Go to E)*
8	( )	No	*(Go to F)*
4	( )	I don't know	*(Go to next exercise)*

E. Why?

%	
75	Acceptable

F. Why not?

(Stop if no response is given in 10 seconds)

9. A. Does the President have the right to do anything affecting the United States that he wants to do?

%		
28	( ) Yes	*(Go to B)*
66	(*) No	*(Go to C)*
7	( ) I don't know	*(Go to next exercise)*

B. Why?

C. Why not?

%	
27	Acceptable

(If answer to C is vague) Who or what would stop him from doing what he wants?

(Stop if no response is given in 10 seconds)

15. A. If a person thinks the Governor or President is doing a bad job, is it all right for the person to tell other people about it?

%		
59	(*) Yes	*(Go to B)*
34	( ) No	*(Go to C)*
7	( ) I don't know	*(Go to next exercise)*

B. Why?

%	
40	Acceptable

C. Why not?

%	
30	Not

(If response to C is based on an exception, for example, "slander or libel is not permitted," ask "But what if (student's exception) is not the case?")

(Stop if no response is given in 10 seconds)

17. Why do we have a government?

%	
63	Acceptable
33	Not

(Stop if no response is given in 10 seconds)

OBJECTIVE III - LIBERTY UNDER LAW

Performance Expressed in Percent Giving Correct Response

9 YEAR OLD	Percent in Sample	Multiple Choice #8	Mean	Interview #3A	#3B	#7A	#7B	#7D	#7E	#9A	#9C	#15A	#15B	#15C	#17
Massachusetts		74	67 61	61	29	96	95	88	75	66	27	59	40	30	63
National		-	59 -	-	20	99	88	88	63	49	18	-	-	-	48
Northeast Region		-	61 -	-	23	99	93	88	65	50	23	-	-	-	48
Mass. Region															
Boston	25	72	60	73	39	93	92	82	70	66	26	49	36	37	59
Northeast	28	78	66	61	36	100	99	92	82	70	35	70	48	25	75
Pittsfield	2	55	*	*	*	*	*	*	*	*	*	*	*	*	*
Southeast	22	72	60	55	24	99	96	92	74	70	29	59	35	29	56
Springfield	8	63	*	*	*	*	*	*	*	*	*	*	*	*	*
Worcester	14	82	61	59	22	98	96	92	78	59	20	65	45	28	65
Kind of Community															
Big City	23	71	54	62	18	91	89	81	68	62	23	45	23	35	48
Industrial Suburb	12	75	64	77	49	97	97	87	67	67	31	51	38	36	74
Residential Suburb	33	78	64	64	32	97	95	92	81	74	32	66	47	30	63
Other, Rural	31	72	61	50	28	99	99	90	77	58	22	68	47	22	70
Sex															
Female	49	76	58	55	19	95	93	83	73	64	25	57	36	31	62
Male	50	73	64	67	41	98	97	92	76	67	28	62	44	28	64
Mother Occupation															
Unskilled	13	76	*	*	*	*	*	*	*	*	*	*	*	*	*
Skilled	10	77	*	*	*	*	*	*	*	*	*	*	*	*	*
White Collar	16	82	65	65	31	96	94	96	90	79	27	67	48	23	67
Unsure, Unknown	61	71	59	59	27	95	93	84	72	61	20	52	34	35	62
Father Occupation															
Unskilled	15	74	61	68	36	95	95	83	64	63	29	59	46	34	61
Skilled	27	74	63	66	26	99	96	92	82	70	32	52	33	34	70
White Collar	26	79	65	66	30	95	92	92	83	81	33	73	48	20	66
Unsure, Unknown	32	73	57	53	27	95	94	84	71	56	20	55	36	30	59
Attitude toward School															
Good	60	75	62	63	31	95	95	90	78	62	28	60	42	30	68
Neutral	25	78	60	57	24	98	94	84	76	68	27	58	38	31	62
Poor	15	67	60	60	34	98	97	89	68	74	23	63	37	24	53
Friendliness of School															
Friendly	78	75	61	59	28	96	95	89	77	65	28	58	38	31	67
Neutral	15	76	*	*	*	*	*	*	*	*	*	*	*	*	*
Unfriendly	6	66	*	*	*	*	*	*	*	*	*	*	*	*	*
I Say What I Want															
Sometimes	50	76	61	60	26	96	96	88	75	68	29	60	40	29	63
Always	49	73	60	62	32	95	93	87	74	64	24	59	39	29	63
Self Confidence															
Better at most things	13	72	63	61	46	100	96	91	73	66	21	73	43	25	57
Better at some things	67	78	61	59	28	95	95	87	75	68	30	59	42	28	66
Worse at most things	19	62	58	65	23	96	94	88	76	56	18	50	29	36	59

6. Name as many reasons as you can why laws are needed.

%

97 ≥ 1 Acceptable response

(If respondent pauses before five reasons are given, ask "What other reason can you give why laws are needed?" Probe for other kinds of reasons if all reasons mentioned pertain to one facet such as stealing money, cars, etc. Stop after five responses OR when student says "None" OR when no response is given in ten seconds.)

8. A. Do the police have the right to come inside your house at any time they want to?

%

3 ( ) Yes (go to next exercise)

97 (*) No (go to B)

1 ( ) I don't know. (go to next exercise)

B. Why not?

%

91 Acceptable

6 Not

(The response to B should indicate that the respondent recognizes instances of the proper exercise or denial of Constitutional rights and liberties. If, in his response to B, he mentions an exception, for example, "in the case of hot pursuit police are able to enter your house without a search warrant" ask, "But what if (respondent's exception) is not the case?")

(Stop if no response is given in 10 seconds.)

13. Why do we have a government?

%

89 Acceptable

9 Not

(Stop if no response is given in 10 seconds.)

19. Why does every society have rules and regulations?

%

88 ≥ 1 Acceptable

(Stop if no response is given in 10 seconds.)

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Interview #6	#8A	#8B	#13	#19
Massachusetts	100	92	97	97	91	89	87
National	-	91	96	90	90	95	84
Northeast Region	-	90	97	87	87	95	86
Mass. Region							
Boston	32	93	95	100	95	87	87
Northeast	22	93	96	99	91	91	87
Pittsfield	4	*	*	*	*	*	*
Southeast	18	93	97	97	94	89	89
Springfield	7	*	*	*	*	*	*
Worcester	17	91	100	89	82	95	87
Kind of Community							
Big City	19	91	94	100	94	87	79
Industrial Suburb	14	91	93	100	87	87	90
Residential Suburb	40	92	97	96	89	87	89
Other, Rural	28	92	98	96	91	89	87
Sex							
Female	49	93	99	97	91	87	89
Male	49	92	95	96	92	90	87
Mother's Education							
Less than HS Grad.	15	90	98	100	94	79	81
High School Grad.	47	93	98	96	91	91	88
Some College	9	*	*	*	*	*	*
College Graduate	11	93	100	93	88	93	93
Beyond College	7	*	*	*	*	*	*
Father's Education							
Less than HS Grad.	16	93	100	98	97	88	83
High School Grad.	30	92	97	96	92	86	88
Some College	11	*	*	*	*	*	*
College Graduate	14	93	100	98	86	91	91
Beyond College	15	95	96	96	90	100	92
Occup.: Household Hd.							
Unskilled worker	6	*	*	*	*	*	*
Semiskilled worker	11	*	*	*	*	*	*
Skilled worker	27	93	97	96	92	88	92
White Collar	23	94	100	97	92	90	90
Professional	22	94	98	97	91	94	92
High School Program							
General	21	89	99	96	90	79	83
Vocational	11	92	98	98	92	85	87
College-bound	57	94	99	96	90	93	91
Other Special	6	*	*	*	*	*	*
Future Plans							
Four year college	41	93	99	96	90	92	89
Two yr; community	12	93	100	95	93	86	91
Special training	14	91	95	98	88	93	80
Full time job	11	92	95	98	98	83	88
Job and School	4	*	*	*	*	*	*
Undecided	14	91	98	98	87	83	91

OBJECTIVE III - LIBERTY UNDER LAW

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Interview #6	#8A	#8B	#13	#19
Massachusetts	100	92	97	97	91	89	88
Attitude toward School							
Good	50	92	98	97	91	90	85
Neutral	33	93	100	96	89	89	92
Poor	14	*	*	*	*	*	*
Friendliness of School							
Friendly	76	92	98	96	91	88	88
Neutral	14	94	100	100	93	93	82
Unfriendly	4	*	*	*	*	*	*
Confidence in Opinion							
Very much	31	92	93	98	95	90	86
Much	46	93	98	96	92	89	89
Some	18	91	100	97	85	85	88
Little; very little	2	*	*	*	*	*	*
Overall talent, ability							
Much more than others	8	*	*	*	*	*	*
More than others	32	92	95	95	91	92	87
About the same	53	92	98	98	91	88	87
Less	4	*	*	*	*	*	*
Hesitant to Speak in Class							
Never	7	*	*	*	*	*	*
Rarely	29	94	96	99	96	92	87
Sometimes	44	92	98	97	92	87	86
Often; always	17	91	96	94	83	90	91
People running Govt. crooked							
Hardly any	7	*	*	*	*	*	*
Not very many	24	91	96	95	93	90	82
Quite a few	69	93	99	97	91	88	89
Money people in Govt. waste							
Not very much money	2	*	*	*	*	*	*
Some money	29	93	99	95	90	86	94
A lot of money	69	92	98	98	92	89	84
Trust Govt. in Wash. to do right							
Just about always	6	*	*	*	*	*	*
Most of the time	42	93	99	96	90	91	91
Some of the time	44	93	98	99	93	90	86
Little of the time	8	*	*	*	*	*	*
People running Govt. are smart							
Almost all of them	39	93	98	95	92	90	91
Some of them	56	92	98	98	91	88	85
Almost none of them	5	*	*	*	*	*	*
For whom is Govt. run							
The benefit of all the people	50	91	98	96	90	89	84
For a few big interests	45	94	99	99	94	89	91

13. Before an underdeveloped nation can use modern machines, it must have

%
51 ( ) permission from the government.
28 (*) people with skill and training.
5 ( ) a large population.
11 ( ) many factories and businesses.

5 ( ) I don't know.

17. Terry found 30 empty metal cans of Cola in a field and took them to a factory to be melted and used again. Why was this a good thing to do?

%
72 (*) So the factory will save metal
3 ( ) So Terry's mother will be proud
16 ( ) So the factory will make a lot of money
8 ( ) So Terry will be able to drink more Cola

2 ( ) I don't know.

6. Suppose a friend from India comes to your house for dinner. Your mother is making hamburgers for dinner. While you are playing, your friend tells you he does not eat meat. His religion will not let him eat meat. What should you do?

%
86 Acceptable
13 Not

(Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

9. A. Does the President have the right to do anything affecting the United States that he wants to do?

%
28 ( ) Yes *(Go to B)*
66 (*) No *(Go to C)*
7 ( ) I don't know *(Go to next exercise)*

B. Why?

C. Why not?

%
27 Acceptable

(If answer to C is vague) Who or what would stop him from doing what he wants?

(Stop if no response is given in 10 seconds)

10. Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

%
92 ≥ 1 Acceptable

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent gives a vague statement such as:
"I would help him with his school work."
"I would help him speak English."
"I would make friends with him."
ask respondent to be more specific about HOW he would help the new classmate.

Stop if no response is given in 10 seconds.)

11. A. Can you name some things a person can do if a governor or senator does something that the person does not like?

%
36 ≥ 1 Acceptable

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)

B. Have you ever done any of these things?

%		
5	(*) Yes	*(Go to C)*
42	( ) No	*(Go to next exercise)*
2	( ) I don't know	*(Go to next exercise)*

C. What did you do?

%
3 Acceptable

12. *(Before reading this exercise, give respondent picture #3.)*

Suppose these two children wanted to go inside a playground. As they were walking in, the guard at the gate told this girl (point to black girl) "This playground is not for kids like you."

A. If you saw this, would you feel that you should do something about it?

%
90 (*) Yes
8 ( ) No

B. What could you do about it if you wanted to?

%
83 ≥ 1 Acceptable

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

17. Why do we have a government?

%
63 Acceptable
33 Not

OBJECTIVE IV - EFFECTING CHANGE

Performance Expressed in Percent Giving Correct Response

9 YEAR OLD	Percent in Sample	Multiple Choice Mean	#13	#17	Interview Mean		#6	#9A	#9C	#10	#11B	#12B	#17
Massachusetts		50	28	72	67	60	86	66	27	92	5	83	63
National		-	-	-	56	-	87	49	18	80	-	-	48
Northeast Region		-	-	-	59	-	90	50	23	82	-	-	48
Mass. Region													
Boston	25	46	25	67		60	91	66	26	90	2	83	59
Northeast	28	52	27	76		66	89	70	35	98	8	87	75
Pittsfield	2	49	30	67		*	*	*	*	*	*	*	*
Southeast	22	51	28	74		61	89	70	29	96	8	79	56
Springfield	8	45	32	57		*	*	*	*	*	*	*	*
Worcester	14	54	34	74		59	84	59	20	96	2	86	65
Kind of Community													
Big City	23	43	27	58		52	74	62	23	86	1	70	48
Industrial Suburb	12	51	30	72		65	95	67	31	95	5	90	74
Residential Suburb	33	58	30	85		65	92	74	32	97	5	89	63
Other, Rural	31	47	26	68		60	87	58	22	91	7	86	70
Sex													
Female	49	49	26	72		60	87	64	25	94	4	87	62
Male	50	51	30	71		60	85	67	28	91	6	80	64
Mother Occupation													
Unskilled	13	51	27	74		*	*	*	*	*	*	*	*
Skilled	10	52	26	78		*	*	*	*	*	*	*	*
White Collar	16	57	35	78		64	96	79	27	96	2	83	67
Unsure, Unknown	61	48	27	68		58	83	61	20	90	6	84	62
Father Occupation													
Unskilled	15	54	29	78		60	88	63	29	95	5	80	61
Skilled	27	52	31	73		64	92	70	32	97	3	86	70
White Collar	26	54	29	79		64	86	81	33	92	5	84	66
Unsure, Unknown	32	46	26	66		56	82	56	20	90	6	82	59
Attitude toward School													
Good	60	50	26	74		62	89	62	28	65	5	85	68
Neutral	25	52	29	74		59	82	68	27	90	3	82	62
Poor	15	50	32	67		59	85	74	23	89	5	82	53
Friendliness of School													
Friendly	78	52	29	74		61	87	65	28	94	4	84	67
Neutral	15	51	27	74		*	*	*	*	*	*	*	*
Unfriendly	6	40	27	53		*	*	*	*	*	*	*	*
I Say What I Want													
Sometimes	50	52	26	75		61	86	68	29	91	6	85	63
Always	49	49	29	69		59	87	64	24	93	3	82	63
Self Confidence													
Better at most things	13	47	29	65		56	80	66	21	93	7	71	57
Better at some things	67	53	29	77		62	89	68	30	93	4	87	66
Worse at most things	19	43	27	58		56	82	56	18	91	5	79	59

1. A. Do you think that teenage students should help decide what courses will be offered in their school system?

%	
97	(*) Yes
3	( ) No
0	( ) Undecided

B. Please give a reason for any answer you selected.

%	
92	Acceptable
8	Not

(Stop if no response is given in 10 seconds.)

4. A. Suppose you and some friends were walking by a public park. As you went by, some children of a minority group were stopped from entering the park by a man at the gate who told them, "The park is not for kids like you." Would you feel that you should do something about it?

(If respondent does not understand "minority group", explain that a minority group is a part of the population differing from others, as in race or religion.)

%	
89	(*) Yes
9	( ) No

B. What could you do about it if you wanted to?

%	
80	Acceptable
14	Not

(If respondent pauses before four responses are given, ask "Is there anything else you could do?")

(Stop after four responses OR when the respondent answers "No" OR when no response is given in ten seconds.)

7. Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

%	
90	≥ 1 Acceptable response

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.)
If respondent gives a vague statement such as:
"I would help him with his school work."
"I would help him speak English."
"I would make friends with him."
ask respondent to be more specific about HOW he would help the new classmate.

10. A. Do you think you can have any influence on decisions of the state government?

%		
45	(*) Yes	(go to B)
54	( ) No	(go to C)

B. How?

%	
42	Acceptable

C. Why not?

%	
0	Acceptable

(Stop if no response is given in 10 seconds.)

14. A. Suppose you were in a city other than your own and saw a factory dumping its waste products into a river, what do you think you would do?

%	
61	Acceptable
39	Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to C.)

B. Why would you do this?

%	
56	Acceptable
12	Not

(If no response is given in 10 seconds, go to C.)

C. What do you think public officials should do?

%	
85	Acceptable
10	Not

(Stop if no response is given in 10 seconds.)

16. Suppose there are two men running for public office in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.

Tell me two things you could do to find out why each candidate thinks as he does.

%	
85	≥ 1 Acceptable

(If respondent pauses after first response ask, "Is there anything else you could do?"

Stop after 2 responses OR when respondent answers "Nothing" OR no response is given in 10 seconds.)

OBJECTIVE IV - EFFECTING CHANGE

17 YEAR OLD	Percent in Sample	Mean	Performance Expressed in Percent Giving Correct Response — Interview #1A	#1B	#4B	#7	#10A	#10B	#14A	#14B	#14C	#16
Massachusetts	100	76 73	97	92	80	90	45	42	61	56	85	85
National	-	80 -	94	85	92	88	60	56	-	-	-	85
Northeast Region	-	78 -	94	88	92	83	54	50	-	-	-	87
Mass. Region												
Boston	32	72	99	97	77	86	36	33	59	53	91	89
Northeast	22	72	96	90	86	95	46	45	53	46	85	82
Pittsfield	4	*	*	*	*	*	*	*	*	*	*	*
Southeast	18	77	98	92	83	88	56	48	66	64	80	95
Springfield	7	*	*	*	*	*	*	*	*	*	*	*
Worcester	17	74	95	89	84	93	53	49	67	58	78	78
Kind of Community												
Big City	19	66	98	92	69	90	27	23	52	51	84	69
Industrial Suburb	14	76	97	93	76	93	46	42	64	63	93	93
Residential Suburb	40	72	95	87	81	86	47	46	62	52	86	82
Other, Rural	28	76	98	93	85	89	50	46	62	59	83	90
Sex												
Female	49	74	97	91	82	92	45	42	59	56	86	89
Male	49	73	96	92	78	87	46	42	62	56	85	83
Mother's Education												
Less than HS Grad.	15	68	96	92	79	87	32	30	51	51	85	81
High School Grad.	47	63	96	91	80	90	42	39	60	55	84	84
Some College	9	*	*	*	*	*	*	*	*	*	*	*
College Graduate	11	73	95	95	77	93	49	49	58	58	72	88
Beyond College	7	*	*	*	*	*	*	*	*	*	*	*
Father's Education												
Less than HS Grad.	16	68	98	90	78	88	26	21	54	50	85	85
High School Grad.	30	72	95	92	76	87	47	45	54	54	82	86
Some College	11	*	*	*	*	*	*	*	*	*	*	*
College Graduate	14	74	93	91	84	93	47	47	58	54	84	86
Beyond College	15	80	98	94	84	92	66	64	70	58	86	86
Occup.: Household Hd.												
Unskilled worker	6	*	*	*	*	*	*	*	*	*	*	*
Semiskilled worker	11	*	*	*	*	*	*	*	*	*	*	*
Skilled worker	27	74	97	93	79	94	39	39	60	56	87	89
White Collar	23	74	96	92	84	82	49	48	63	56	82	89
Professional	22	75	95	91	81	92	51	51	60	54	87	84
High School Program												
General	21	67	96	86	76	90	27	25	55	52	80	83
Vocational	11	75	98	96	75	89	51	47	64	66	87	72
College-bound	57	76	96	92	82	90	53	50	64	56	86	91
Other Special	6	*	*	*	*	*	*	*	*	*	*	*
Future Plans												
Four year college	41	76	97	91	85	88	57	53	60	53	85	88
Two yr; community	12	76	98	98	81	88	49	47	61	58	93	91
Special training	14	71	98	93	70	93	38	33	61	58	80	83
Full time job	11	76	92	93	86	91	48	43	69	71	76	81
Job and School	4	*	*	*	*	*	*	*	*	*	*	*
Undecided	14	66	93	85	76	96	22	22	52	44	89	83

OBJECTIVE IV - EFFECTING CHANGE

17 YEAR OLD	Percent in Sample	Mean	Performance Expressed in Percent Giving Correct Response — Interview #1A	#1B	#4B	#7	#10A	#10B	#14A	#14B	#14C	#16
Massachusetts	100	73	97	92	80	90	45	42	61	56	85	85
Attitude toward School												
Good	50	75	96	91	82	93	50	47	64	59	84	81
Neutral	33	72	96	93	78	87	40	37	59	57	83	89
Poor	14	*	*	*	*	*	*	*	*	*	*	*
Friendliness of School												
Friendly	76	73	96	91	80	90	46	44	61	56	85	85
Neutral	14	74	96	93	82	89	47	40	62	60	86	87
Unfriendly	4	*	*	*	*	*	*	*	*	*	*	*
Confidence in Opinion												
Very much	31	79	99	91	85	[illegible]	[illegible]	55	63	59	87	90
Much	46	71	96	91	78	8[illegible]	41	40	57	52	82	85
Some	18	72	95	86	81	92	32	29	66	61	92	81
Little; very little	2	*	*	*	*	*	*	*	*	*	*	*
Overall talent, ability												
Much more than others	8	*	*	*	*	*	*	*	*	*	*	*
More than others	32	77	97	95	89	94	51	45	64	60	88	88
About the same	53	72	97	90	78	89	41	40	61	59	83	84
Less	4	*	*	*	*	*	*	*	*	*	*	*
Hesitant to Speak in Class												
Never	7	*	*	*	*	*	*	*	*	*	*	*
Rarely	29	75	96	93	81	87	[illegible]	51	58	57	86	89
Sometimes	44	73	98	91	79	89	39	39	65	57	86	83
Often; always	17	70	94	90	85	90	33	27	60	54	83	77
People running Govt. crooked												
Hardly any	7	*	*	*	*	*	*	*	*	*	*	*
Not very many	24	74	98	94	77	87	49	46	59	57	88	82
Quite a few	69	73	96	91	82	90	43	41	61	56	85	87
Money people in Govt. waste												
Not very much money	2	*	*	*	*	*	*	*	*	*	*	*
Some money	29	72	95	92	78	88	44	39	60	55	83	86
A lot of money	69	74	97	92	81	90	45	43	61	56	86	86
Trust Govt. in Wash. to do right												
Just about always	6	*	*	*	*	*	*	*	*	*	*	*
Most of the time	42	74	97	91	81	86	49	45	62	59	84	89
Some of the time	44	71	96	91	79	91	39	37	60	54	84	83
Little of the time	8	*	*	*	*	*	*	*	*	*	*	*
People running Govt. are smart												
Almost all of them	39	75	98	94	86	86	5[illegible]	50	58	53	85	90
Some of them	56	71	96	90	76	92	39	36	61	56	86	82
Almost none of them	5	*	*	*	*	*	*	*	*	*	*	*
For whom is Govt. run												
The benefit of all the people	30	73	97	92	81	87	45	42	60	57	91	82
For a few big interests	45	73	97	92	80	92	46	43	61	55	79	89

9. Jane went to the store with her mother. Her mother said, "Eggs cost more today than they did last month."

Which one of the following sentences gives a good reason why the eggs cost more today than they did last month?

%
7 ( ) The chickens are laying more eggs.
45 (*) The store owner is paying his workers more money.
7 ( ) There are more eggs in the store than people can buy.
34 ( ) People are not buying as many eggs as they used to buy.

8 ( ) I don't know.

11. People must choose among things to buy because of

%
24 ( ) government laws.
37 ( ) supply.
24 (*) limited income.
3 ( ) demand.

13 ( ) I don't know.

12. If people did not pay taxes to support services, such as schools, police, parks, etc., they would

%
38 ( ) have to do without these services altogether.
9 (*) use some of the money to buy the services for themselves.
10 ( ) be given these services by private business.
30 ( ) receive less income.

12 ( ) I don't know.

19. There is only one company that makes telephones. The government has laws to control it so this company will not

%
28 (*) charge too much for telephones.
33 ( ) go out of business.
12 ( ) make more than one kind of phone.
21 ( ) try to lower the price of telephones.

6 ( ) I don't know.

OBJECTIVE V - RESPONSIBLE ECONOMIC BEHAVIOR

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #9	#11	#12	#19
Massachusetts		45 27	45	24	9	28
National		44 -	44	-	-	-
Northeast Region		46 -	46	-	-	-
Mass. Region						
Boston	25	25	39	24	10	28
Northeast	28	28	49	24	11	26
Pittsfield	2	23	28	28	11	24
Southeast	22	29	51	24	9	32
Springfield	8	23	34	21	13	25
Worcester	14	27	44	28	6	28
Kind of Community						
Big City	23	24	41	18	11	25
Industrial Suburb	12	26	37	29	12	25
Residential Suburb	33	29	49	28	9	30
Other, Rural	31	27	46	23	7	30
Sex						
Female	49	26	44	23	9	26
Male	50	28	45	26	9	31
Mother Occupation						
Unskilled	13	28	49	21	11	31
Skilled	10	27	43	30	10	26
White Collar	16	29	51	29	7	28
Unsure, Unknown	61	26	44	23	10	27
Father Occupation						
Unskilled	15	26	40	27	8	27
Skilled	27	25	39	25	9	25
White Collar	26	30	49	30	9	33
Unsure, Unknown	32	26	47	20	10	28
Attitude toward School						
Good	60	27	44	25	9	28
Neutral	25	28	46	25	11	31
Poor	15	24	44	22	8	23
Friendliness of School						
Friendly	78	28	46	27	10	29
Neutral	15	23	41	19	4	28
Unfriendly	6	23	44	16	12	21
I Say What I Want						
Sometimes	50	28	46	27	10	30
Always	49	25	44	22	9	26
Self Confidence						
Better at most things	13	28	44	26	13	27
Better at some things	67	28	48	26	8	31
Worse at most things	19	25	34	19	11	21

13. The following statement describes various economic conditions. For the statement fill in the answer space which BEST describes where the stated condition exists. The answer may be the United States only or Russia only or BOTH the United States and Russia.

The organization of industry is based on government ownership and control.

%
6 ( ) United States only
63 (*) Russia only
22 ( ) Both the United States and Russia

5 ( ) I don't know.

15. The term "monopoly" describes a situation in which the market price of goods and services is established by which one of the following?

%
5 ( ) Many sellers
15 ( ) A single buyer
31 ( ) Many buyers and sellers
44 (*) A single seller or a small group of sellers

3 ( ) I don't know.

16. Which of the following includes characteristics that are essential features of American capitalism?

%
51 (*) Private property and profit motive.
10 ( ) Public property and central planning.
15 ( ) Private property and state-controlled production.
5 ( ) Public property and no personal profits.

16 ( ) I don't know.

19. Jane t to the store with her mother. Her mother said, "Eggs cost more today than they did last month."

Which one of the following sentences gives a good reason why the eggs cost more today than they did last month?

%
1 ( ) The chickens are laying more eggs.
49 (*) The store owner is paying his workers more money.
4 ( ) There are more eggs in the store than people can buy.
38 ( ) People are not buying as many eggs as they used to buy.

4 ( ) I don't know.

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean		Multiple Choice #13	#15	#16	#19
Massachusetts	100	54	52	63	44	51	49
National	-	67	-	81	53	-	-
Northeast Region	-	72	-	87	56	-	-
Mass. Region							
Boston	32		56	67	50	58	48
Northeast	22		52	61	46	51	49
Pittsfield	4		53	59	44	52	58
Southeast	18		51	68	38	43	56
Springfield	7		46	55	35	50	45
Worcester	17		37	17	39	46	44
Kind of Community							
Big City	19		42	50	30	37	49
Industrial Suburb	14		52	67	40	54	46
Residential Suburb	40		55	65	53	55	47
Other, Rural	28		54	67	42	52	54
Sex							
Female	49		47	58	34	44	50
Male	49		60	71	57	61	51
Mother's Education							
Less than HS Grad.	15		45	57	35	37	52
High School Grad.	47		52	64	43	50	51
Some College	9		61	71	64	60	49
College Graduate	11		64	72	54	74	54
Beyond College	7		64	77	57	69	53
Father's Education							
Less than HS Grad.	16		47	56	41	41	50
High School Grad.	30		50	63	38	50	49
Some College	11		58	71	51	57	52
College Graduate	14		62	75	56	61	56
Beyond College	15		61	70	56	65	53
Occup.: Household Hd.							
Unskilled worker	6		47	59	34	44	50
Semiskilled worker	11		51	66	39	51	47
Skilled worker	27		52	63	41	49	54
White Collar	23		57	68	51	57	50
Professional	22		61	72	57	63	53
High School Program							
General	21		39	50	27	35	43
Vocational	11		45	53	33	44	51
College-bound	57		63	76	58	64	53
Other Special	6		44	50	33	38	55
Future Plans							
Four year college	41		66	78	63	68	56
Two yr; community	12		49	61	39	45	49
Special training	14		42	55	29	40	43
Full time job	11		45	52	35	41	50
Job and School	4		44	54	34	42	44
Undecided	14		41	49	31	38	47

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #13	#15	#16	#19
Massachusetts	100	52	63	44	51	49
Attitude toward School						
Good	50	57	69	50	56	52
Neutral	33	48	59	36	49	49
Poor	14	52	61	48	48	51
Friendliness of School						
Friendly	76	54	66	46	54	51
Neutral	14	50	57	41	49	51
Unfriendly	4	45	61	40	37	43
Confidence in Opinion						
Very much	31	62	73	55	65	54
Much	46	54	67	45	51	52
Some	18	39	48	30	36	43
Little; very little	2	40	42	33	25	58
Overall talent, ability						
Much more than others	8	62	71	57	67	54
More than others	32	61	74	56	62	52
About the same	53	48	59	38	46	50
Less	4	40	51	33	34	43
Hesitant to Speak in Class						
Never	7	59	68	53	68	47
Rarely	29	62	73	55	64	56
Sometimes	44	50	61	42	47	50
Often; always	17	44	57	34	40	43
People running Govt. crooked						
Hardly any	7	25	29	22	26	24
Not very many	24	52	64	42	53	49
Quite a few	69	54	65	47	53	52
Money people in Govt. waste						
Not very much money	2	41	56	33	33	41
Some money	29	51	62	39	50	52
A lot of money	69	52	63	46	51	48
Trust Govt. in Wash. to do right						
Just about always	6	60	70	60	56	55
Most of the time	42	53	65	44	53	49
Some of the time	44	50	60	41	48	49
Little of the time	8	50	59	46	49	47
People running Govt. are smart						
Almost all of them	39	57	70	51	58	50
[illegible] them	56	48	58	39	46	48
[illegible] none of them	5	53	53	44	51	54
For whom Govt. run						
The benefit of all the people	50	51	64	43	48	47
For a few big interests	45	55	64	47	56	54

13. Before an underdeveloped nation can use modern machines, it must have

%
51 ( ) permission from the government.
28 (*) people with skill and training.
5 ( ) a large population.
11 ( ) many factories and businesses.

5 ( ) I don't know.

14. The government does not make some people pay taxes because the people

%
4 ( ) are too rich.
4 ( ) do not want to.
4 ( ) do not go to school.
86 (*) are too poor.

3 ( ) I don't know.

15. Mr. Atnas used to make toys but is now out of work. Which sentence is not a fair reason for him to be out of work?

%
27 ( ) There are too many other people who can make the same toys.
26 ( ) Not enough people want to buy his toys.
16 (*) The police do not like his toys.
27 ( ) His toys cost more than other toys.

4 ( ) I don't know.

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #13	#14	#15
Massachusetts		43	28	86	16
National		-	-	-	-
Northeast Region		-	-	-	-
Mass. Region					
Boston	25	40	25	83	12
Northeast	28	43	27	87	16
Pittsfield	2	45	30	92	16
Southeast	22	45	28	88	20
Springfield	8	41	32	72	19
Worcester	14	46	34	90	13
Kind of Community					
Big City	23	39	27	79	12
Industrial Suburb	12	43	30	87	13
Residential Suburb	33	46	30	87	20
Other, Rural	31	44	26	90	15
Sex					
Female	49	[illegible]	26	86	16
Male	50	44	30	86	16
Mother Occupation					
Unskilled	13	45	27	86	21
Skilled	10	43	26	87	17
White Collar	16	46	35	86	16
Unsure, Unknown	61	42	27	86	14
Father Occupation					
Unskilled	15	43	29	85	15
Skilled	27	44	31	87	15
White Collar	26	46	29	89	20
Unsure, Unknown	32	41	26	83	15
Attitude toward School					
Good	60	42	26	85	15
Neutral	25	45	29	88	18
Poor	15	44	32	85	14
Friendliness of School					
Friendly	78	44	29	86	17
Neutral	15	42	27	85	14
Unfriendly	6	40	27	84	8
I Say What I Want					
Sometimes	50	43	28	85	16
Always	49	44	28	87	16
Self Confidence					
Better at most things	13	42	28	81	16
Better at some things	67	45	29	88	17
Worse at most things	19	40	27	82	10

14. If the United States government were to stop supporting farm prices and allow agricultural prices to seek their own level, OVER THE LONG RUN which one of the following would MOST likely take place?

%

24 ( ) There would be fewer farmers and agricultural output would fall.

24 (*) There would be fewer but larger farms and output would continue to increase.

12 ( ) The number of family-size farms would increase and they would be more mechanized.

25 ( ) There would be no reduction in the number of farms, but the income of farmers would be lower.

12 ( ) I don't know.

17. Which would be the one best way of increasing the amount of goods and services the nation can produce?

%

9 ( ) Raise everyone's income so that we all have more money to spend.

5 ( ) Have the government take over the factories.

5 ( ) Pass laws to prevent workers from going on strike.

74 (*) Provide better machinery and more education for workers.

4 ( ) I don't know.

18. Which one of the following is likely to cause more people to be out of work?

%

2 ( ) A decrease in taxes.

8 ( ) An increase in consumer spending.

61 (*) A decrease in business spending.

22 ( ) An increase in government spending.

4 ( ) I don't know.

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #14	#17	#18
Massachusetts	100	24 53	24	74	61
National	-	22 -	22	-	-
Northeast Region	-	24 -	24	-	-
Mass. Region					
Boston	32	54	27	73	63
Northeast	22	56	24	80	64
Pittsfield	4	52	22	69	65
Southeast	18	55	25	77	63
Springfield	7	53	18	81	59
Worcester	17	48	23	67	54
Kind of Community					
Big City	19	52	23	78	55
Industrial Suburb	14	54	29	72	60
Residential Suburb	40	53	24	73	63
Other, Rural	28	55	23	76	65
Sex					
Female	49	53	21	79	58
Male	49	57	29	75	68
Mother's Education					
Less than HS Grad.	15	48	20	72	52
High School Grad.	47	57	25	78	66
Some College	9	57	25	80	65
College Graduate	11	60	33	77	69
Beyond College	7	58	24	75	74
Father's Education					
Less than HS Grad.	16	52	22	74	59
High School Grad.	30	55	25	78	62
Some College	11	61	31	81	70
College Graduate	14	59	30	77	70
Beyond College	15	56	24	77	68
Occup.: Household Hd.					
Unskilled worker	6	51	16	74	62
Semiskilled worker	11	53	23	73	62
Skilled worker	27	56	27	80	61
White Collar	23	57	28	79	64
Professional	22	58	26	76	71
High School Program					
General	21	47	23	70	49
Vocational	11	53	24	76	58
College-bound	57	59	27	80	71
Other Special	6	51	20	73	61
Future Plans					
Four year college	41	61	31	79	73
Two yr; community	12	54	28	81	54
Special training	14	50	16	76	58
Full time job	11	51	23	69	62
Job and School	4	52	19	83	55
Undecided	14	47	21	70	50

17 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #14	#17	#18
Massachusetts	100	53	24	74	61
Attitude toward School					
Good	50	57	26	79	65
Neutral	33	54	26	75	61
Poor	14	51	20	70	62
Friendliness of School					
Friendly	76	56	26	78	64
Neutral	14	53	23	74	61
Unfriendly	4	47	22	66	52
Confidence in Opinion					
Very much	31	59	31	77	70
Much	46	56	23	79	65
Some	18	48	21	74	50
Little; very little	2	39	11	53	53
Overall talent, ability					
Much more than others	8	55	32	70	63
More than others	32	58	25	78	71
About the same	53	54	25	78	60
Less	4	43	21	60	48
Hesitant to Speak in Class					
Never	7	58	35	75	63
Rarely	29	58	26	76	71
Sometimes	44	55	23	80	62
Often; always	17	50	25	71	53
People running Govt. crooked					
Hardly any	7	28	16	39	28
Not very many	24	55	21	80	63
Quite a few	69	55	26	76	64
Money people in Govt. waste					
Not very much money	2	56	29	83	57
Some money	29	54	24	77	62
A lot of money	69	53	24	73	61
Trust Govt. in Wash. to do right					
Just about always	6	59	31	78	69
Most of the time	42	56	28	74	65
Some of the time	44	52	21	75	58
Little of the time	8	49	21	67	58
People running Govt. are smart					
Almost all of them	39	58	28	77	68
Some of them	56	51	22	74	57
Almost none of them	5	50	25	63	63
For whom is Govt. run					
The benefit of all the people	50	54	22	77	62
For a few big interests	45	56	27	77	64

16. All societies have the problem of "scarcity" because

%

23 (*) Societies want more goods and services than their resources are able to provide.

16 ( ) Societies cannot decide the best way to provide goods and services.

20 ( ) Some societies have less goods than other societies.

16 ( ) Some societies have more resources than other societies.

26 ( ) I don't know.

17. Terry found 30 empty metal cans of Cola in a field and took them to a factory to be melted and used again. Why was this a good thing to do?

%

72 (*) So the factory will save metal

3 ( ) So Terry's mother will be proud

16 ( ) So the factory will make a lot of money

8 ( ) So Terry will be able to drink more Cola

2 ( ) I don't know.

5. Suppose you and your friend were riding in a car and your friend threw some papers and food out of the window.

A. What do you think [illegible] would say?

%

72 Acceptable

28 Not

(If respondent answers "nothing" OR no response is given in 10 seconds, go to next exercise.)

B. Why would you say this?

(Stop if no response is given in 10 seconds)

OBJECTIVE VII - CONSERVATION

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #16	Multiple Choice #17	Interview #5
Massachusetts		48	23	72	72
National		-	-	-	-
Northeast Region		-	-	-	-
Mass. Region					
Boston	25	45	23	67	70
Northeast	28	50	23	76	74
Pittsfield	2	41	15	67	*
Southeast	22	47	20	74	70
Springfield	8	37	17	57	*
Worcester	14	52	30	74	84
Kind of Community					
Big City	23	39	19	58	69
Industrial Suburb	12	48	24	72	69
Residential Suburb	33	56	27	85	78
Other, Rural	31	45	21	68	70
Sex					
Female	49	48	23	72	73
Male	50	47	22	71	71
Mother Occupation					
Unskilled	13	46	18	74	*
Skilled	10	52	26	78	*
White Collar	16	53	27	78	73
Unsure, Unknown	61	45	22	68	73
Father Occupation					
Unskilled	15	50	21	78	70
Skilled	27	48	23	73	80
White Collar	26	56	33	79	67
Unsure, Unknown	32	43	19	66	73
Attitude toward School					
Good	60	49	23	74	72
Neutral	25	49	26	72	77
Poor	15	43	18	67	71
Friendliness of School					
Friendly	78	49	23	74	73
Neutral	15	47	19	74	*
Unfriendly	6	39	24	53	*
I Say What I Want					
Sometimes	50	50	25	75	74
Always	49	45	20	69	71
Self Confidence					
Better at most things	13	44	23	65	66
Better at some things	67	51	24	77	74
Worse at most things	19	37	16	58	71

9. The Federal government gave a scientist $250,000 dollars so that the scientist could test his new idea of using tidal action to produce energy. Many well-known scientists in the field as well as lay people lobbied against this funding and said this was a waste of money and that tidal action could not produce energy. Why would the government give money to the scientist?

%

0 ( ) The scientist needed a job.

1 ( ) The government did not like the lobbyists so gave the money to the scientist.

6 ( ) The scientist had proven that the others were wrong.

89 (*) The government saw the idea as a creative way which might lessen the energy problem.

2 ( ) I don't know.

20. "Human wants are greater than the resources that are available to satisfy them." This implies the need for

%

2 ( ) leaving decisions to fate.

14 ( ) working harder.

46 (*) making choices to allocate resources.

28 ( ) asking for less.

7 ( ) I don't know.

21. Recently, many people and businesses in the United States have stopped using oil and are now using coal to provide energy. Why?

%

1 ( ) To provide jobs for the coal miners who were out of work.

89 (*) There is a shortage of oil

5 ( ) To clean up the environment, since coal is less polluting than oil.

2 ( ) The United States sold too much oil to Russia.

1 ( ) I don't know.

14. A. Suppose you were in a city other than your own and saw a factory dumping its waste products into a river, what do you think you would do?

%	
61	Acceptable
39	Not

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to C.)

B. Why would you do this?

%	
56	Acceptable
12	Not

(If no response is given in 10 seconds, go to C.)

C. What do you think public officials should do?

%	
85	Acceptable
10	Not

(Stop if no response is given in 10 seconds.)

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Multiple Choice #9	#20	#21	Mean	Interview #14A	#14B	#14C
Massachusetts	100	75	89	46	89	67	61	56	85
National	-	-	-	-	-	-	-	-	-
Northeast Region	-	-	-	-	-	-	-	-	-
Mass. Region									
Boston	32	77	91	50	90	68	59	53	91
Northeast	22	75	93	45	87	61	53	46	85
Pittsfield	4	73	92	47	81	*	*	*	*
Southeast	18	77	89	49	93	70	66	64	80
Springfield	7	73	91	41	88	*	*	*	*
Worcester	17	70	78	41	91	68	67	58	78
Kind of Community									
Big City	19	74	88	44	89	62	52	51	84
Industrial Suburb	14	76	93	49	86	73	64	63	93
Residential Suburb	40	75	86	46	93	67	62	52	86
Other, Rural	28	76	93	47	87	68	62	59	83
Sex									
Female	49	76	91	51	87	67	59	56	86
Male	49	76	92	45	92	68	62	56	85
Mother's Education									
Less than HS Grad.	15	75	89	47	88	62	51	51	85
High School Grad.	47	76	92	47	89	66	60	55	84
Some College	9	77	93	47	91	*	*	*	*
College Graduate	11	78	93	49	92	63	58	58	72
Beyond College	7	81	92	57	93	*	*	*	*
Father's Education									
Less than HS Grad.	16	75	93	45	86	63	54	50	85
High School Grad.	30	76	91	47	90	63	54	54	82
Some College	11	78	93	49	93	*	*	*	*
College Graduate	14	78	91	53	90	65	58	54	84
Beyond College	15	79	95	48	93	71	70	58	86
Occup.: Household Hd.									
Unskilled worker	6	73	87	43	89	*	*	*	*
Semiskilled worker	11	76	92	49	88	*	*	*	*
Skilled worker	27	76	90	49	90	68	60	56	87
White Collar	23	78	95	48	90	67	63	56	82
Professional	22	78	94	50	91	67	60	54	87
High School Program									
General	21	71	89	41	84	62	55	52	80
Vocational	11	72	88	42	86	72	64	66	87
College-bound	57	79	94	51	93	69	64	55	86
Other Special	6	76	91	52	84	*	*	*	*
Future Plans									
Four year college	41	80	94	53	92	66	60	53	85
Two yr; community	12	76	92	46	91	71	61	58	93
Special training	14	74	90	45	88	66	61	58	80
Full time job	11	73	88	43	87	72	69	71	76
Job and School	4	75	95	44	86	*	*	*	*
Undecided	14	72	87	45	83	62	52	44	89

Performance Expressed in Percent Giving Correct Response

17 YEAR OLD	Percent in Sample	Mean	Multiple Choice #9	#20	#21	Mean	Interview #14A	#14B	#14C
Massachusetts	100	75	89	46	89	67	61	56	85
Attitude toward School									
Good	50	78	93	51	91	69	64	59	84
Neutral	33	75	91	43	90	66	59	57	83
Poor	14	72	89	46	82	*	*	*	*
Friendliness of School									
Friendly	76	77	92	49	90	67	61	56	85
Neutral	14	72	87	42	86	69	62	60	86
Unfriendly	4	70	89	41	81	*	*	*	*
Confidence in Opinion									
Very much	31	79	94	52	91	70	63	59	87
Much	46	77	93	47	90	64	57	52	82
Some	18	72	86	43	81	73	66	61	92
Little; very little	2	67	81	44	75	*	*	*	*
Overall talent, ability									
Much more than others	8	80	96	54	89	*	*	*	*
More than others	32	77	92	49	89	71	64	60	88
About the same	53	76	92	47	90	67	61	56	83
Less	4	68	78	39	86	*	*	*	*
Hesitant to Speak in Class									
Never	7	75	95	44	87	*	*	*	*
Rarely	29	80	94	53	92	67	58	57	86
Sometimes	44	76	91	47	89	67	65	57	86
Often; always	17	73	88	42	88	66	60	54	85
People running Govt. crooked									
Hardly any	7	58	55	28	92	*	*	*	*
Not very many	24	74	90	43	90	68	59	57	88
Quite a few	69	77	92	49	89	67	61	56	85
Money people in Govt. waste									
Not very much money	2	75	95	47	83	*	*	*	*
Some money	29	77	92	45	93	66	60	55	83
A lot of money	69	74	88	47	88	68	61	56	86
Trust Govt. in Wash. to do right									
Just about always	6	76	88	47	94	*	*	*	*
Most of the time	42	76	88	45	94	68	62	59	84
Some of the time	44	75	91	48	87	66	60	54	84
Little of the time	8	70	87	43	81	*	*	*	*
People running Govt. are smart									
Almost all of them	39	78	94	47	93	65	58	53	85
Some of them	56	73	86	45	88	68	61	56	86
Almost none of them	5	74	89	51	82	*	*	*	*
For whom is Govt. run									
The benefit of all the people	50	7[illegible]	[illegible]	6	89	69	60	57	91
For a few big interests	45	76	[illegible]	49	89	65	61	55	79

MULTIPLE CHOICE

18. The prices of most things to buy in the United States are determined by

%

55 ( ) the government.

9 ( ) the unions.

19 (*) consumers and producers.

7 ( ) consumers.

11 ( ) I don't know.

19. There is only one company that makes telephones. The government has laws to control it so this company will not

%

28 (*) charge too much for telephones.

33 ( ) go out of business.

12 ( ) make more than one kind of phone.

21 ( ) try to lower the price of telephones.

6 ( ) I don't know.

20. A store sells a new television to Ralph and says it should work for at least one year. After only two weeks, it does not work. Ralph takes it back to the store. What should the store do?

%

22 ( ) Sell Ralph another television

2 ( ) Tell Ralph to go to another store to buy a television

1 ( ) Tell Ralph to come back in one year

73 (*) Fix the television

2 ( ) I don't know.

9 YEAR OLD	Percent in Sample	Performance Expressed in Percent Giving Correct Response: Mean	Multiple Choice #18	#19	#20
Massachusetts		40	19	38	73
National		-	-	-	-
Northeast Region		-	-	-	-
Mass. Region					
Boston	25	38	16	28	71
Northeast	28	39	15	26	75
Pittsfield	2	39	24	24	68
Southeast	22	43	22	32	76
Springfield	8	35	19	25	62
Worcester	14	42	25	28	74
Kind of Community					
Big City	23	34	13	25	65
Industrial Suburb	12	39	21	25	71
Residential Suburb	33	42	20	30	77
Other, Rural	31	42	21	30	75
Sex					
Female	49	38	16	26	73
Male	50	41	21	31	72
Mother Occupation					
Unskilled	13	43	19	31	79
Skilled	10	41	22	26	75
White Collar	16	41	22	28	73
Unsure, Unknown	61	39	18	27	71
Father Occupation					
Unskilled	15	39	20	27	70
Skilled	27	39	19	25	74
White Collar	26	42	19	33	73
Unsure, Unknown	32	40	18	28	73
Attitude toward School					
Good	60	41	20	28	74
Neutral	25	41	19	31	73
Poor	15	36	14	23	71
Friendliness of School					
Friendly	78	41	19	29	74
Neutral	15	39	18	28	70
Unfriendly	6	36	18	21	69
I Say What I Want					
Sometimes	50	41	22	30	70
Always	49	39	15	26	76
Self Confidence					
Better at most things	13	39	21	27	68
Better at some things	67	42	19	31	75
Worse at most things	19	36	16	21	71