

11340494431  
599

1

AN EXPLORATORY STUDY OF THE MEASUREMENT OF SELECTED  
CIVIL LIBERTIES ATTITUDES AND KNOWLEDGE OF  
PUBLIC SCHOOL TEACHERS

Shirley A. Merritt

Submitted in partial fulfillment of  
the requirements for the degree of  
Master of Arts

BOWLING GREEN STATE UNIVERSITY

BOWLING GREEN, OHIO

February, 1958

UNIVERSITY LIBRARY  
BOWLING GREEN, OHIO

378.771  
B7E  
no. 599  
cop. 2

157295

00  
11

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The Problem . . . . .	1
Statement of the problem . . . . .	1
Importance of the study . . . . .	1
Definition of Terms Used . . . . .	2
Attitude . . . . .	2
Selected civil liberties issues . . . . .	3
Organization of the Remainder of the Thesis . . . . .	4
II. REVIEW OF THE LITERATURE . . . . .	5
III. METHOD AND PROCEDURE . . . . .	12
Assumptions . . . . .	12
Methods . . . . .	13
Sampling . . . . .	16
The Pre-Tests . . . . .	18
Pre-test one . . . . .	18
Pre-test two . . . . .	20
Pre-test three . . . . .	21
Pre-test four . . . . .	22
Final Form Questionnaires . . . . .	23
Form I . . . . .	23
Form II . . . . .	24
Method of analysis of Forms I and II . . . . .	25

CHAPTER	PAGE
IV. PRESENTATION AND INTERPRETATION OF RESULTS . . . . .	28
Results of the Pre-tests . . . . .	28
Pre-test one . . . . .	28
Pre-test two . . . . .	42
Pre-test three . . . . .	52
Pre-test four . . . . .	63
The Final Forms Questionnaire . . . . .	70
Statistical methods . . . . .	70
Form I . . . . .	71
Form II . . . . .	88
V. SUMMARY AND CONCLUSIONS . . . . .	107
Summary . . . . .	107
Conclusions . . . . .	109
Suggestions for Future Research . . . . .	121
BIBLIOGRAPHY . . . . .	125
APPENDIX A. Pre-test One . . . . .	127
APPENDIX B. Pre-test Two . . . . .	141
APPENDIX C. Pre-test Three . . . . .	148
APPENDIX D. Pre-test Four . . . . .	156
APPENDIX E. Form I . . . . .	162
APPENDIX F. Form II . . . . .	172

LIST OF TABLES

TABLE	PAGE
I. Total Number and Percentage Distribution of Approve and Disapprove Responses with Standard Deviations of Legally Approved Responses to Each of Fifteen Items, by Students and Teachers on Pre-test I . . . . .	30
II. Total Number Distribution of Approve and Disapprove Responses and Percentage with Standard Deviations of Legally Approved Responses to Each of Ten Items, by Teachers on Pre-test II . . . . .	43
III. Number Distribution of Selected Responses to Each of Ten Items and Percentage Distribution of Legally Approved Responses with Standard Deviations, by Students on Pre-test III . . . . .	54
IV. Number and Percentage Distribution of Selected Responses to Each of Sixteen Items and Percentage Distribution of Legally Approved Responses with Standard Deviations, by Students and Teachers on Form I . . . . .	72
V. Number and Percentage Distribution of Selected Responses to Each of Sixteen Items and Percentage Distribution of Legally Approved Responses with Standard Deviations, by Students and Teachers, on Form II . . . . .	89

TABLE	PAGE
VI. Information in the Categories: Age, Sex, Amount of Education, Marital Status, Political Preference, Religious Preference, and Population of Home Town, by Number and Percentage Distribution of Students on Pre-test I . . . . .	136
VII. Information in the Categories: Age, Sex, Amount of Education, Marital Status, Political Preference, Religious Preference, Population of Home Town, Teaching Experience, and Grades Taught, by Number and Percentage Distribution of Teachers on Pre-test I . . . . .	137
VIII. Number and Percentage Distribution of Selected Responses to Each of Fifteen Items, by Students on Pre-test I . . . . .	138
IX. Number and Percentage Distribution of Selected Responses to Each of Fifteen Items, by Teachers on Pre-test I . . . . .	139
X. Information in the Categories: Age, Sex, Amount of Education, Marital Status, Political Preference, Religious Preference, Population of Home Town, Teaching Experience, and Grades Taught, by Number Distribution of Teachers on Pre-test II . . . . .	146
XI. Information in the Categories: Age, Sex, Race, Marital Status, Amount of Education, State Residence, Political Preference, Religious Preference, and Population of Home Town, by Number Distribution of Students on Pre-test III . . . . .	154

## TABLE

## PAGE

XII.	Information in the Categories: Age, Sex, Race, Marital Status, Amount of Education, State Residence, Political Preference, Religious Preference, and Population of Home Town, by Number Distribution of Students on Pre-test IV . . . . .	160
XIII.	Information in the Categories: Age, Sex, Race, Marital Status, Amount of Education, State Residence, Political Preference, Religious Preference, and Population of Home Town, by Number and Percentage Distribution of Students on Form I . . . . .	169
XIV.	Information in the Categories: Age, Sex, Race, Amount of Education, Marital Status, Political Preference, Religious Preference, Population of Home Town, Teaching Experience, Grades Taught, and Administrative Responsibilities, by Number and Percentage Distribution of Teachers on Form I . . . . .	170
XV.	Information in the Categories: Age, Sex, Race, Marital Status, Amount of Education, State Residence, Political Preference, Religious Preference, and Population of Home Town, by Number and Percentage Distribution of Students on Form II . . . . .	179

TABLE

PAGE

XVI. Information in the Categories: Age, Sex, Race, Amount of Education, Marital Status, Political Preference, Religious Preference, Population of Home Town, Teaching Experience, Grades Taught, and Administrative Responsibilities, by Number and Percentage Distribution of Teachers on Form II . . . . . 180

LIST OF FIGURES

FIGURE	PAGE
1. Standard Deviation Values of Legally Approved Responses Given to Fifteen Items, by Students and Teachers on Pre-test I . . . . .	32
2. Standard Deviation Values of Legally Approved Responses to Ten Items, by Students and Teachers on Pre-test II . . . .	44
3. Standard Deviation Values of Legally Approved Responses Given to Fifteen Items, by Students on Pre-test III . . . .	55
4. Standard Deviation Values of Legally Approved Responses Given to Sixteen Items, by Students and Teachers on Form I . . . . .	75
5. Standard Deviation Values of Legally Approved Responses Given to Sixteen Items, by Students and Teachers on Form II . . . . .	92



## CHAPTER I

### INTRODUCTION

The system of public education which seeks to equip the nation's youth for effective participation in the matrix of a complex society cannot be indifferent to the political attitudes held by its teachers. Few people have denied that the deliberate endeavor to shape a pupil's outlook in the approved political directions is a proper function of the American school. Oddly enough, though pupils' behavior has been carefully scrutinized via scientific measures, the attitudes of teachers have been much less a matter of investigative concern. There has been very little research directed toward the political attitudes of public school teachers, especially in the area of civil liberties.

#### I. THE PROBLEM

Statement of the problem. The purpose of this investigation is an undertaking of an exploratory study to seek information concerning whether a testing device can be constructed to measure selected civil liberties attitudes and knowledge of public school teachers, and to analyze the methodology of developing such a scale.

Importance of the study. Many educators and political leaders are voicing increasing concern relative to the status of civil liberties in the United States--toward both the denial of their invocation at times, and seemingly, a public apathy toward the concept of the status

of civil liberties which people have accepted more or less unconsciously as a component of the structure of American democracy.

We are cognizant of the probability that the political attitudes of the teacher will influence to some presently unknown degree these of the pupils who interact with him. Therefore, any insight which may be gained concerning civil liberties attitudes of teachers would aid in the understanding of the human behavior process, and practically, in the educational program.

The present study might be considered to be an exploratory study, since it is an attempt to determine whether item situations on a questionnaire measure facets of civil liberties attitudes and knowledge, and further, what the characteristics of those items deemed usable are found to be.

## II. DEFINITION OF TERMS

Attitude. In this study, the word attitude will denote a subject's inclinations and feelings about a specific topic.<sup>1</sup> This definition, in concurrence with others, suggests a common theme--that is--a concept of attitude, a latent variable, as a consistency among responses to a specified set of stimuli or social objects.<sup>2</sup> Thus,

---

<sup>1</sup>L.L. Thurstone, E.J. Chave, The Measurement of Attitude (Chicago: The University of Chicago Press, 1929), pp. 1-5.

<sup>2</sup>Bert F. Green in Gardner Lindzey (ed.), Handbook of Social Psychology (Cambridge, Mass.: Addison-Wesley Publishing Company, 1954), p. 335.

in conjunction with the definition, the assumption is made that the selection of one of several stated alternatives to a stimulus statement yields a reasonable summation of the respondent's inclinations and feelings about the topic, since he has selected that particular response. The measurement of attitude consists in assessing an individual's responses to a set of social objects or situations, this being done by observing a sample of behavior from an attitude universe.

Selected civil liberties issues. Because the scope of a study of this nature is necessarily narrow and intensive, the writer chose only one civil liberty to be examined, that is, the right of free speech established in the Bill of Rights to the United States Constitution. However, it must be stated that since the various civil liberties do not manifest themselves in separate entity when observed in practice, but exist in configurations, extraneous issues such as freedom of thought, assembly, the press, and of religious choice were not exempted from use in the situation items when it seemed impossible to dissociate them from their relation to the right of free speech. Other than the necessity to delimit the study area for expediency, the right of free speech was chosen because experts feel it is more closely related to forms of verbal behavior associated with teaching, i.e., the presentation of political issues, the dissemination of facts and beliefs, and the concept of academic freedom.

### III. ORGANIZATION

A brief review of related and peripheral studies follows in Chapter II. The method and procedures chapter, Chapter III, consists of these sections: Assumptions, Method, Sampling, Pre-test Forms, and Questionnaire Forms. The thesis presentation centers on Chapter IV which presents the statistical methodology employed, the data, and interprets the data as to trends and patterns. The final chapter, V, also focuses upon Chapter IV, for it summarizes the material previously presented, draws conclusions from the salient findings, and offers suggestions for future research as indicated by this study.

## CHAPTER II

## REVIEW OF THE LITERATURE

Factual evidence in the realm of current opinion concerning political ideology is rather limited in character. It is unfortunate that many hundreds of ephemeral issues have been studied while only a few questions have been directed toward the fundamental problem of attitude ideology. The studies discussed which follow are peripheral studies, considered from the standpoint of their relation to this thesis, for they largely contain discrete sentiments of the general population. It should be noted that only the research of Hartman was closely associated with this problem. However, because teachers and college students who comprise the pre-test and the comparison samples of this study are groups within the general population, this review will consider the peripheral studies conducted by Hyman and Sheatsley, Stouffer, Hartman, and others.

First to be considered is Herbert Hyman and Paul Sheatsley's "Trends in Public Opinion in Civil Liberties,"<sup>1</sup> which points to educational institutions as a sensitive area. They point out that in June of 1937 Gallup pollsters found that 41 per cent of the national sample approved that "college teachers should not be free to express their own views in the classroom on all subjects, including government

---

<sup>1</sup>Herbert Hyman and Paul Sheatsley, "Trends in Public Opinion in Civil Liberties," Journal of Social Issues, 9:6-16, Number 3, 1953.

and religion."<sup>2</sup> In September, 1946, Gallup pollsters found that 58 per cent of the national sample approved "legislation requiring teachers in your state to take special oaths of loyalty."<sup>3</sup> And Gallup pollsters in September of 1949 found that 70 per cent of the national sample approved of the University of California's action in instituting the special loyalty oath.<sup>4</sup> Hyman and Sheatsley thus concluded that there is persistent public support for restrictions upon the full exercise of academic and other freedoms, and even of the growth of such support in recent years. They conclude that "if this trend is indicative of national feeling, such general sentiments must become a grave concern to those charged with an educative responsibility."<sup>5</sup>

One of the most important events of 1955 in the field of attitude and opinion measurement was the publication of Samuel A. Stouffer's Communism, Conformity, and the Civil Liberties.<sup>6</sup> This investigation constituted an improvement over previous investigations in that (a) there was rigorous pre-testing of questionnaires, (b) the measurement used scaled attitudes, which are more general and presumably deeper set than the specific responses called opinions, (c) Stouffer

---

<sup>2</sup>Hyman and Sheatsley, p. 10.

<sup>3</sup>Ibid., p. 10.

<sup>4</sup>Ibid., p. 11.

<sup>5</sup>Ibid., p. 14.

<sup>6</sup>Samuel A. Stouffer, Communism, Conformity and the Civil Liberties, (New York: Doubleday and Company, 1955).

used probability sampling with the particularly unique feature of having two organizations each independently collect half the data, and (d) the range of data collected was broad.<sup>7</sup> In addition, a special feature of Stouffer's research was the development of a special sample of selected community leaders which could be systematically compared to the probability sample.

In discussing whether people think their own freedom of speech is endangered, Stouffer feels that the fact that so few people list threats to civil liberties among either their primary worries or their secondary concerns does not mean that these liberties are not valued highly. He found that some people have been aroused because they think the actions to repress the Communist threat have generated a climate that puts civil rights in jeopardy; however, these people only number a few. He further probed by asking whether people felt their own right to speak their mind has been abridged. Of the National Cross-section, 56 per cent thought all people in this country feel as free to say what they think as they used to, 31 per cent thought some people do not feel as free to say what they think as they used to, and 10 per cent thought hardly anybody feels as free to say what he thinks as he used to.<sup>8</sup> Of the representative sample, the respondents almost unanimously agreed that abridgement of speech was a bad thing

---

<sup>7</sup>Edgar F. Borgatta and Jeanne Hulquist, "A Reanalysis of Some Data from Stouffer's Communism, Conformity, and the Civil Liberties," Public Opinion Quarterly, 20:926, 1956-1957.

<sup>8</sup>Stouffer, pp. 80-82.

for the country, but some noted exceptions.

Other general findings gleaned by Stouffer were the following: many would allow nonconformists to make speeches and circulate their writings, but far fewer would permit them to teach in colleges and universities. The readiness of most of the American public to limit the civil rights of Communists and the readiness of substantial minorities to restrict the liberties of Socialists, atheists, and other deviant radical groups finds ample support in past survey findings.

Two investigations led by George W. Hartman will be considered as their findings relate to this study. One, conducted in Pennsylvania, and titled the Pennsylvania Study, centered about the comparison of teachers in training, College of Education students, with other undergraduates on a General Culture Test covering the common curricular content of the traditional liberal arts course. On both test of abstract intelligence and the more omnibus measure of learning, the teachers in training stood below the average of college students as a whole.<sup>9</sup> Necessarily, one cannot generalize from a study of one institution.

The other investigation which George W. Hartman conducted in the spring of 1936 was sponsored by the John Dewey Society for the Study of Education and Culture. The reader will note that this study

---

<sup>9</sup>George W. Hartman, "A Critical Appraisal of Teachers' Social Attitudes and Information," Harvard Educational Review, 9:296-306, 1939.



is rather antiquated with reference to present application of attitudes so that interpretation must be qualified due to the time differential. Hartman felt that "the most direct way of studying the 'mind of the American teacher' is to discover the precise content of the major beliefs, preferences, and purposes that animate a representative group from this profession."<sup>10</sup> To this end a special testing instrument was devised consisting of more than one hundred positions judged by an expert jury to belong to the realm of conservative issues. Each statement was so phrased that an assenting or dissenting answer could be unambiguously classified as either a conservative response or a liberal-progressive-radical one. The total additive score itself yielded a convenient index of liberalism for each participant. Questionnaires were returned by 3,700 teachers in forty-five states.<sup>11</sup>

The conclusions based on an interpretation were rather enlightening. Relative to the response scale, Hartman concluded that the great mass of teachers are middle-of-the-road, neither extremely conservative nor extremely liberal. One of the most important findings of this survey was the correlation of .41, although not highly significant, between liberal social attitudes and the score on the public problems information test, which meant that the most scholarly teachers are the most likely to be progressive in their opinions and vice

---

<sup>10</sup>Hartman, p. 298.

<sup>11</sup>George W. Hartman, "The Social Attitudes and Information of American School Teachers," The Teacher and Society, William Kilpatrick, editor (New York: Appleton-Century Company, 1937), p. 1.

versa. Certain socio-geographic forces were also thought to be operative.<sup>12</sup> The teachers and their attitude scores suggest that at least for this professional group there is only a chance connection between social opinions and the number of years the teacher had lived.<sup>13</sup>

A final observation on the status of American public opinion was expressed succinctly by Daniel Katz in Public Opinion and Propaganda:

It is clear that this profile of American public reveals many contradictions and inconsistencies. People often express approval of two ideas which are quite incompatible with one another and they frequently uphold a general principle while denying its specific application. But to a great extent, such inconsistency is natural and not surprising. When the determinants of opinions, beliefs, and values are so complex, it would be naive to expect each of us to have a thoroughly integrated, logical structure of attitudes.<sup>14</sup>

In the literature selected for review, observations by some noted researchers were made on the status of civil liberties opinion and upon the methodology employed to derive this information. Hyman and Sheatsley noted a national trend toward approval of restriction of academic freedom; Stouffer noted a seeming unconcern for the status of the civil liberties; Hartman concluded that teachers are moderate--neither conservative nor liberal, that there are some

---

<sup>12</sup>Hartman, "The Social Attitudes and Information of American School Teachers," p. 212.

<sup>13</sup>Ibid., p. 217.

<sup>14</sup>Daniel Katz, Darwin Cartwright, Samuel Eldersveld, Alfred McClung Lee (editors), Public Opinion and Propaganda, (New York: The Dryden Press, 1954), p. 48.

indications that social attitudes and knowledge of public problems are related, and there appeared to be no relationship between age and conservative response. As a whole these conclusions must be stated cautiously in order to be justifiable. Most of the material was not of definite pertinence to this study.

## CHAPTER III

### METHOD AND PROCEDURE

This chapter consists of five major sections each of which was written to provide background data essential for comprehension of the main study groups.

In undertaking this investigation, a series of testing devices possessing ten to seventeen items consisting of situations related to freedom of speech and related freedoms were constructed and pre-tested with small groups of students and teachers. The purpose of the pre-tests was to discover characteristics indicating usable and non-usable items, and possible revisions of items, on the basis of the analysis of pre-test results.

#### I. ASSUMPTIONS

The purpose of research is to discover answers to meaningful questions through the application of scientific procedures. The investigator undertaking research observes the behavior patterns pertinent to his hypothesis and upon his observations makes assumptions which enable him to undertake his study. With reference to this exploratory study, with its prime purpose of the establishment of priorities for further research certain assumptions were made to be tested by the findings of the study. These preliminary assumptions were:

1. That the additional open-end questions will provide an indicator

of the factors which are prominent in the thinking of the individual about selected civil liberties issues.

2. That attitudes toward civil liberties issues are indirectly measurable through employment of the various questionnaire techniques in this study.

## II. THE METHOD

Having made two assumptions explicit, the next step is the consideration of theory which forms the basis for the construction of the measuring devices used in this study.

A basic tenet in the theory of attitude measurement is that there are degrees of intensity of attitude. This degree of intensity is measured by observing a sample of behavior from an attitude universe. Each behavioral element in the attitude universe is the response to a particular situation. In this study the particular situation that evokes the response, together with a specific set of response categories, is an item, and the percentage of respondents who give a certain response to an item determine the popularity of that response. The collection of related items is called the questionnaire.

A respondent's beliefs about appropriate behavior in various situations are of interest both as a reflection of opinion and as a prediction of his probable behavior in such situations. According to Jahoda, Deutsch, and Cook, two components of beliefs about appropriateness of action are: moral standards as to what should be done,

and practical considerations of what it is feasible to do.<sup>1</sup> The content of questions may be directed toward either of these aspects. Thus the "should" or "ought" question whether phrased in terms of "I," "they," "he," or "we," provides an indication of the idealized policies of the respondent, of the action he would favor in a given situation. However, because a respondent's behavior toward any person or group is determined not only by his beliefs and feelings, but also by what he considers to be the feasible behavior in the existing social situation, the "would" question is used. This then involves a personal prediction with respect to one's behavior in a given situation. However, the investigator realizes that personal prediction by a respondent in response to a "would" question may be a hazardous affair unless his prediction is solidly based on past behavior.

Concerning intensity or degree of attitude relative to scale construction, the Likert method is examined. This technique consists of a series of statements to which respondents are asked to react in terms of several degrees of agreement and disagreement, support and opposition, and approval and disapproval.<sup>2</sup> Each individual's score is computed by summing his responses to all items. Before summing, the item responses are scored in such a way that a response which is indicative of a favorable attitude is given the highest score

---

<sup>1</sup>Marie Jahoda, Morton Deutsch, and Stuart Cook, Research Methods in Social Relations (New York: The Dryden Press, 1951), p. 167.

<sup>2</sup>Ibid., pp. 194-195.

or vice versa, the more important thing being that the responses be consistently scored in terms of attitudinal direction of response.

A scaling method which is a kind of projective technique is the story interview, in which items are not mere statements, but stories and no answer is provided the respondents. A variation of this technique allows the scale to be self-administering. The purpose of the brief stories is to explain the story stimulus very fully in order to avoid difficulties of decisions which sometimes attach to single and simple statements.<sup>3</sup> It must be said that such a story method runs the risk of introducing stereotypes and also increases the probability of ambiguity of terms as will be noted in the pre-test analysis.

Alfred W. Jones utilized the story interview technique in his research which was concerned with attitudes toward the Fifth Amendment of the Constitution specifically with incidents related to economic problems in Akron, Ohio. Following a particular story interview, Jones posed a leading question and followed it with a five-point answer choice sequence which was somewhat modified from one story to another, in general appearance as follows:

- I approve
- I approve but with qualifications
- I cannot decide
- I disapprove in general but I find points in favor of this action
- I disapprove<sup>4</sup>

---

<sup>3</sup>William Goode, and Paul Hatt, Methods in Social Research (New York: McGraw-Hill Book Company, 1952), pp. 278-280.

<sup>4</sup>Alfred W. Jones, Life, Liberty and Property (New York: Lippencott Book Company, 1941), p. 395.

Each of the five choices within the sequence was weighted, i.e., assessed numerical values in the manner of a gradient, to summate in a total cumulative score.

### III. THE SAMPLING

The respondents for this study were composed of individuals enrolled in eighteen academic classes at Bowling Green State University. Eleven of these classes, which were sociology or education, were composed of a totality or a majority of public school teachers working either toward a baccalaureate degree or a master's degree and the remaining classes were fulltime undergraduate students in residence on the university campus. Five of the classes were extension, that is, conducted away from the campus, thus making an effort to include as respondents, teachers in the northwestern Ohio area.

The present study does not constitute a sample, but a number of universes in themselves. Thus, the investigation will confine interpretations and generalizations to these universes and not to a general population of teachers and students. This study may be used as a basis for further study, if the fact that it probably is neither representative nor a random sample of a larger population is kept in mind. The results of the study may be applicable to the population tested as it was at the time of testing in April, May, October, November, and December of 1957.

The last four groups of teachers and students utilized in the testing of the final revised forms I and II of the questionnaires



were composed of 146 students and teachers. The analysis and interpretations of their testing results will be presented in the next chapter.

The procedure of administration of the tests varied slightly within limits from one group to another. In the first pre-test groups, the questionnaires were given to the teachers in two extension classes with the minimum of introduction by the instructors. The investigator attempted to make all parts of the questionnaire clearly self-administering, to decrease the variable of the amount of subjective interaction between instructor and students. The students involved in the initial pre-test group were seniors in the College of Education selected at random by choosing every fourth name from the Registrar's record of June 1957 commencement candidates. Those respondents received questionnaires through the campus mails with a note of introduction and a return envelope; returns were approximately 44 per cent. In the remaining test groups, questionnaires were introduced either by the class instructor and/or the investigator. In six of the classes, directions were given for the questionnaires to be completed at home and returned the following week because of the time factor. When this procedure was utilized, returns were not high. The remaining twelve groups were administered the questionnaires during a regular class period, insuring 100 per cent returns. The questionnaires were anonymous in the hopes that the respondents' answers would reflect "actual opinions and responses." Time necessary to complete the questionnaire forms varied from fifteen to thirty minutes.

## IV. THE PRE-TESTS

Because this thesis is an exploratory study of an attempt to develop a device to measure selected civil liberties attitudes and not to standardize a known instrument, each of the tests may be considered actually a pre-test, and hence, the study itself is a series of pre-tests, or an evolution of questionnaire forms. In conducting pre-tests the investigator tabulates the data from each test, in order to detect the weaknesses present, and if possible, to rectify the defects in the reasoning and in the measuring device, and to reject unsuitable items. Analysis and interpretation of the results of the pre-test forms will be the subject of the next chapter.

Pre-test one. The initial pre-test questionnaire form was made up of fifteen story interview items selected from factual material concerning judicial decisions in free speech cases and actual occurrences of the free speech principle applied in the United States.<sup>5</sup> In modified form most names and details were omitted from the true situations, but the principle was left intact. The purpose in doing this was to rid the respondent of some loaded words which would in some way allow respondents to categorize specific happenings, and not focus on the principle involved.<sup>6</sup> Each story interview was

---

<sup>5</sup>See Appendix A for copy of the initial pre-test.

<sup>6</sup>Thus an item clearly recognized by respondents as a statement of the Dave Beck case was deleted because responses strongly suggested a reaction to Beck rather than to the principle involved.

followed by a modified five-point continuum response similar to the Jones study. Two responses of the five were open-end, which invited the respondent to qualify his response with remarks, further providing qualitative data. An example of the construction of the items and response sequence used in this questionnaire form is given as follows:

11. A meeting of Jehovah's Witnesses in a public park was attacked by a hostile mob of veterans. A riot followed. The following night as the Witnesses attempted to meet again, the town police and one hundred deputized persons blockaded the highway leading to the town refusing to allow the Witnesses a permit to use the park, in order to prevent an outbreak of violence.

What do you think of the action of this council ?

- I approve
- I approve but with qualifications
- I cannot decide
- I disapprove in general but I find points in favor of this action
- I disapprove<sup>7</sup>

Part I of the questionnaire was a construction to elicit factual data. Information sought from the two respondent groups, teachers and students, was: age, sex, marital status, amount of college education, home state, population of home town, political and religious preferences, length of teaching experiences, and grades and subjects taught. These data were sought to enable the investigator to employ statistical procedures in determining attitudes as inter- and intra-group relationships between these factors.

Analysis of the initial pre-test, involving story interviews

---

<sup>7</sup>The remaining fourteen items of the first pre-test are in Appendix A.

presented to students and teachers showed that all items were too lengthy and complicated in nature. However, a few of these items seemed to possess usable qualities and were revised for use in future questionnaire forms. General criteria for rejection of item situations were: unclear legality themes, complexity of presentation, and presence of ambiguities.

Pre-test two. The second pre-test questionnaire form was administered in October of 1957 to two groups, thirty-six respondents, the majority of whom were teachers.<sup>8</sup> Because of the comparative homogeneity and smallness of these groups they were considered together in the analysis.

This questionnaire contained shorter and more simple directions, a reduction of items from fifteen to ten, revised and newly added shorter item story interviews followed by an open-end question in the attempt to determine what factors were salient to the respondent. An example of item construction and response sequence follows:

4. A state law held peaceful picketing to constitute a misdemeanor. A higher court decided this state law was unconstitutional, for picketing was an effective means to enlighten the public as to the facts of a labor dispute.

What do you think of the initial state law ?

- \_\_\_\_\_ I approve  
 \_\_\_\_\_ I approve but with qualifications  
 \_\_\_\_\_ I cannot decide

---

<sup>8</sup> See Appendix B for copy of the second pre-test form.

\_\_\_\_\_ I disapprove in general but find points in favor of this  
 \_\_\_\_\_ I disapprove

Why did you select that choice ?<sup>9</sup>

Analysis of the second pre-test questionnaire indicated that some items possessed unsatisfactory characteristics and must be reconstructed for future use, that other items were of questionable use, and the remaining ones seemed in satisfactory form to warrant retesting.

Pre-test three. The third pre-test questionnaire was administered in October of 1957 to one group of students.<sup>10</sup> This questionnaire resembled the second pre-test questionnaire in that Part I, Factual Information, remained the same, however, in Part II, The Questionnaire, there were added fifteen short story interviews, each of which embodied the free speech principle in application, followed by the leading opinion question "What would you do . . . ?" or "What do you think . . . ?" etc. In this pre-test form, the five point answer choice sequence was a continuum of practical solutions arbitrarily established by the investigator but based on the constitution, in an attempt to discern the respondents' knowledge of free speech applications more specifically. These were alternated to lessen response set. Following is an example of item construction and response sequence:

2. A state is known to make school buildings available for public meetings. An objectionable but legal group seeks the

---

<sup>9</sup>The remaining nine items of the second pre-test form may be found in Appendix B.

<sup>10</sup>See Appendix C for a copy of the third pre-test form.

use of a school auditorium.

What should the School Board do ?

- flatly deny the request
- deny the request explaining that only large groups may use it
- grant facilities but have police present should members antagonize the audience
- grant facilities but add plainclothes policemen to the audience
- grant the facilities

Why did you select that choice ?<sup>11</sup>

Analysis of this form indicated the usable and non-usable qualities of the items and further considered the nature of the association between the response checked and the open-end statement. The importance of this association in the development of the scope of the study will be treated in the next chapter.

Pre-test four. The fourth pre-test questionnaire form was administered to a class of sociology students, numbering twenty-six respondents.<sup>12</sup> This questionnaire form differed in many characteristics from the three prior forms upon which its development hinged, the most noticeable difference being that of type of construction. The story interview situation was presented briefly in a sentence or two, and followed by two open-end questions, the "What should" or "What would" leads, and then second, "Why ?." An example of this type of item and response construction follows:

---

<sup>11</sup>The remaining fourteen items of this questionnaire may be found in Appendix C.

<sup>12</sup>See Appendix D for a copy of the fourth pre-test form.

4. During a Presidential election, a socialist, legally qualified for the candidacy, requested to buy time on the air.

What should station operators do ?

Why ?<sup>13</sup>

It was felt that the unstructured responses of this group of respondents would aid in establishing and rechecking categories to the situations presented in the other forms of the questionnaire.

The four pre-test forms considered culminated through successive revisions into the two final forms which are considered more extensively in the analysis presented in the next chapter.

## V. FINAL FORM QUESTIONNAIRE

Form I. Form I, which was administered to a group of public school teachers numbering fifty-one respondents, and a group of college students numbering seventy-five respondents, was composed of two parts.<sup>14</sup> Part I, Personal Data, sought information relative to sex, age, race, marital status, political and religious preferences, amount of college education, population of home town, and for teachers additionally, length of teaching experience, and data as to grades and subjects teaching or taught. Part II, The Questionnaire, consisted of sixteen short story interview situations embodying civil liberties principles, some of which were new, followed by a lead or opinion

---

<sup>13</sup>The remaining items of this form may be found in Appendix D.

<sup>14</sup>See Appendix E for Copy of Form I.

question and a five-choice answer sequence:

5. The mayor of an eastern city declared there would be no abridgement of free speech there after he received many telegrams from citizens protesting the scheduled appearance of a foreigner for a lecture. The telegrams asserted that the Lutheran minister was a "known Nazi collaborator" and protested his talk.

What do you think of the mayor's decision in this instance ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide<sup>15</sup>

Following the sequence was the open-end question "Why did you select that choice ?" to contribute data to associate with the checked response.

Form II. Form II, which was also administered to a group of public school teachers numbering fifty-seven respondents and a group of college students numbering seventy-three respondents, was composed of two parts.<sup>16</sup> The construction of Part I, Personal Data, was exactly that as found in Form I. Part II of Form II varied from Part II of Form I in that the short story interview situations embodying free speech principles were followed by a lead, opinion question and a five point arbitrary choice continuum. The purpose of this type of construction was to determine more specifically the respondents' knowledge of a principle applied rather than his attitude only. These arbitrary solutions were alternated to lessen response

---

<sup>15</sup>The remaining fifteen items of this form may be found in Appendix E.

<sup>16</sup>See Appendix F for a copy of Form II.



set. An example of this type of item construction follows:

1. Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be taken by the school administrators ?

- none at all
- reprimand the students in the office
- talk to the parents
- force them to submit to the practice of the majority
- suspend them from school and seek legal counsel<sup>17</sup>

Following the answer continuum was posed the question, "Why did you select that choice ?" to elicit associative data from the respondent.

Method of analysis of Forms I and II. These final forms were administered each to two groups of students and teachers to determine whether there could be found a significant difference in response between the means of the two groups tested on each form above that of chance expectancy, for if it could be shown that there was very little difference in response between the two groups, then the easily accessible, large groups of students might feasibly be tested in the development of a measuring device to test the attitudes and knowledge of teachers. A null hypothesis was established stating there would be no significant difference in response at a high level of confidence between the occurrence of similar response choice of teachers and students, above that expected by chance. When a high level of confidence is found, the means of the two test groups are

---

<sup>17</sup>The remaining fifteen items of this form may be found in Appendix F.

so closely aligned, that variation between the responses of the group is very largely chance. This suggests a highly significant level of similarity, but it should be interpreted cautiously because of the somewhat abnormal distribution of the response choices.

Such a hypothesis was set up for each questionnaire, Form I and Form II. The formula for testing the significance of a difference between means of two large, uncorrelated groups reads:

$$t = \frac{\text{Diff.}}{\sigma \text{ diff.}} = \frac{M1 - M2}{\pm m1 - \pm m2} \quad 18$$

Statisticians have shown that  $t$ , the critical ratio or the ratio of the difference, tends to be distributed in a pattern which follows the normal probability curve, provided the combined number of cases in the two samples is not less than about thirty cases. The use of  $t$  scores as a test of significance is employed with caution and a high confidence level set as a criterion of acceptability. The number of cases or respondents in this exploratory investigation on which this technique was utilized exceeded that for both forms of the questionnaire administration.

Inspection of the tables of numbers and percentages, and consideration of the open-end responses seemed to be sufficient for adequate interpretation. A more complete statistical interpre-

---

<sup>18</sup>Albert E. Waugh, Elements of Statistical Method (New York: McGraw-Hill Book Company, 1952), p. 256.

tation was not attempted for the following reasons. First, the sizes of the universes tested were small. Second, many of the items within each pre-test questionnaire were rejected because qualitative data indicated presentation was too complex, the legality themes were highly unclear, or other ambiguities were inherent. Third, the highly skewed nature of these universes indicated that only an analysis of skewing can be methodologically meaningful. Fourth, the preliminary nature of the findings is merely that of guideposts for future study. As the items mature in their rationality, more elaborate statistical analysis should be made.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF RESULTS

This exploratory study was designed to seek information whether a testing device could be constructed to measure selected civil liberties attitudes and knowledge of public school teachers and to analyze the methodology in developing such a scale.

I. RESULTS OF THE PRE-TESTS

Pre-test one. Table I, showing the total number and per cent of students and teachers in the initial pre-test selecting choices on each of fifteen items, is indicative of response to the initial pre-test questionnaire, for the number of respondents is eighty-four.<sup>1</sup> Figure 1 indicates the standard deviation values of the legally approved, i.e., supported by judicial decision and for the principle as stated in the Constitution, responses to each item placed on a response continuum.<sup>2</sup> Each questionnaire item will be appraised in the analysis.

1. This item from pre-test one reads as follows:

---

<sup>1</sup>See Appendix A for personal data concerning students and teachers and number and percentage distributions of selected responses to fifteen items by students and teachers respectively, given in tabular form.

<sup>2</sup>The z-score or standard score is a convenient term or common unit into which scores may be converted expressing given distribution with respect to the mean. G. Milton Smith, A Simplified Guide to Statistics (New York: Rinehart and Company, 1946), p. 60.

An alumni committee of a famous old university sent a letter to other alumni charging that "our university has been the target of Communists and subversive infiltration." The letter was preceded by the announcement that a well-known scientist had been scheduled to deliver a series of lectures at the university. Earlier, this man had been declared by the Atomic Energy Commission security board to be a "loyal citizen," but not a good security risk. Thus the alumni committee attempted to revoke the appointment of this scientist as a lecturer.

What do you think of the action of this committee ?

Table I is to be read as follows. In response to item one, 12 per cent of the students and teachers approved, 9.5 per cent approved with qualifications, 4.7 per cent were undecided, 29.8 per cent disapproved with qualifications, and 44.1 per cent disapproved. The total selecting the legally approved response, with and without qualifications, was 73.9 per cent of the eighty-four persons responding to the item, giving the item a standard deviation value of  $\pm .64$  on the response continuum. The principle of the item seemed to stand out clearly, but was cluttered with details, thus for future use it should be summarized.

2. The second item from pre-test one reads as follows:

The regulations of the Federal Communications Commission say that equal opportunities to speak over the air be given to all legally qualified candidates for the same office. During a Presidential election, a Communist candidate for president spoke over a national hookup using his rights under this regulation. Even though a storm of protest arose over his being allowed to buy time on the air, the station operators allowed this candidate to broadcast--despite public criticism.

What do you think of allowing him to speak ?

In response to item two, 45.2 per cent of the students and teachers approved, 15.4 per cent approved with qualifications, 1.2 per cent

TABLE I

TOTAL NUMBER AND PERCENTAGE DISTRIBUTION OF APPROVE AND  
DISAPPROVE RESPONSES WITH STANDARD DEVIATIONS OF  
LEGALLY APPROVED RESPONSES TO EACH OF FIFTEEN  
ITEMS, BY STUDENTS AND TEACHERS  
ON PRE-TEST I

Item	Number	Per cent			Item	Number	Per cent		
		Per cent	legally approved	Standard deviation			Per cent	legally approved	Standard Deviation
1. a	10	12.			7. a	7	8.3		
b	8	9.5			b	8	9.5		
c	4	4.7			c	12	14.2		
*d	25	29.8	73.9	+.64	*d	12	14.2	67.7	+.46
e	37	44.1			e	45	53.5		
2.*a	38	45.2	60.6	+.27	8. a	34	40.4		
b	13	15.4			b	10	12.		
c	1	1.2			c	5	5.9		
d	17	20.2			*d	11	13.1	41.6	-.21
e	15	17.8			e	24	28.5		
3.*a	13	15.4	20.1	-.84	9.*a	14	16.6	27.3	-.6
b	4	4.7			b	9	10.7		
c	4	4.7			c	31	36.9		
d	13	15.4			d	8	9.5		
e	50	59.3			e	22	26.2		
4. a	31	36.9			10.*a	30	35.7	48.8	-.03
b	12	14.2			b	11	13.1		
c	6	7.1			c	11	13.1		
*d	16	19.	41.6	-.21	d	12	14.2		
e	19	22.6			e	20	23.7		
5.*a	52	61.9	71.4	+.56	11. a	23	27.3		
b	8	9.5			b	10	12.		
c	7	8.3			c	3	3.5		
d	7	8.3			*d	9	10.7	57.1	+.18
e	10	12.			e	39	46.4		
6.*a	11	13.1	29.7	-.54	12.*a	21	25.	45.2	-.12
b	14	16.6			b	17	20.2		
c	7	8.3			c	6	7.1		
d	18	21.9			d	18	21.9		
e	34	40.4			e	22	26.2		

TABLE I (continued)

Item	Number	Per cent			Item	Number	Per cent		
		Per cent	legally approved	Standard deviation			Per cent	legally approved	Standard deviation
13.	a	2	2.4		15.	a	6	7.1	
	b	1	1.2			b	1	1.2	
	c	8	9.5			c	5	5.9	
	*d	5	5.9	86.8	+1.12	*d	9	10.7	85.7
	e	68	80.9			e	63	75.	+1.04
14.*	a	30	35.7	48.8	-.03				
	b	11	13.1						
	c	10	12.						
	d	16	19.						
	e	17	20.2						

NOTE: The letters to the right of the item number should be read as follows:

- a. I approve
- b. I approve but with qualifications
- c. I cannot decide
- d. I disapprove in general, but I find points in favor of this
- e. I disapprove

\*This indicates the legally approved response.

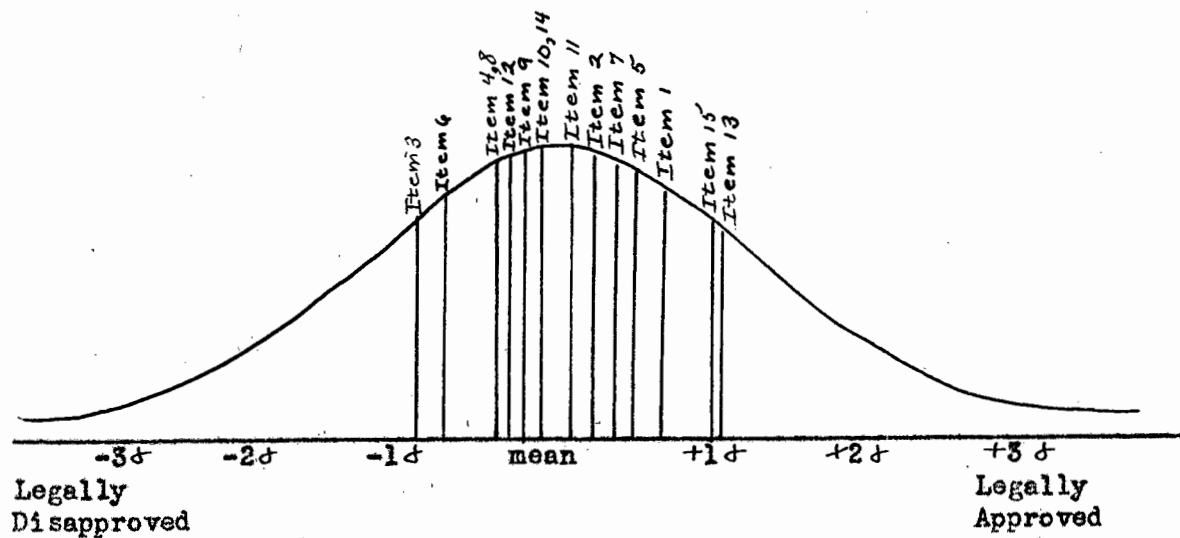


FIGURE 1

STANDARD DEVIATION VALUES OF LEGALLY APPROVED  
 RESPONSES GIVEN TO FIFTEEN ITEMS, BY  
 STUDENTS AND TEACHERS ON  
 PRE-TEST I



was undecided, and 20.2 per cent disapproved with qualifications, and 17.8 per cent disapproved. The total registering the legally approved response, with and without qualifications, was 60.6 per cent of the eighty-four persons responding to the item, giving the item a standard deviation value of .27 on the response continuum. The usefulness of the item is questioned due to the presently unlawful status of the Communist party in the United States.

3. The third item from pre-test one reads as follows:

A socialist labor union used the following tactics to speak in many communities in the Pacific coastal area. When a union member was arrested for speaking, the other members descended upon the town in large numbers and forced the authorities to arrest them until the expense to the town became so great that the right to speak had to be conceded. In one instance over four hundred members went to jail.

What do you think of the action of this union ?

In response to item three, 15.4 per cent of students and teachers approved, 4.7 per cent approved with qualifications, 4.7 per cent were undecided, 15.4 per cent disapproved with qualifications, and 59.3 per cent disapproved. The total approving the legally approved response, with and without qualifications, was 20.1 per cent of the eighty-four persons answering this item, giving the item a standard deviation value of -.84 on the response continuum. This item seemed poor and was rejected, for many wrote that they would concede free speech rights to the socialists, but didn't approve the tactics of the group in obtaining these rights, hence the item lacked clarity, and a dual principle was involved.

4. The fourth item from pre-test one reads as follows:

Thousands of copies of a pamphlet entitled "So You Want A Better Job ?" written by a personnel officer of an oil company, have been distributed to college students through their placement offices. In a section headed "Personal Views," this was written, "Personal views can cause a lot of trouble. Remember then to keep them always conservative. The 'isms' are out. Business being what it is, it naturally looks with disfavor on the wild-eyed radical or even the moderate pink. On the other hand, I think you will find very few business organizations who will attempt to dictate the political party of the employees."

What do you think of this type of attitude taken by business ?

Responding to this item, 36.9 per cent of students and teachers approved, 14.2 per cent approved with qualifications. Seven and one tenth per cent were undecided, 19 per cent disapproved with qualifications, and 22.6 per cent disapproved. The total selecting the legally approved response, with and without qualifications, was 41.6 per cent of the eighty-four persons answering this item, giving the item a standard deviation value of  $-.21$  on the response continuum. It was felt that this item ought to be simplified and retested.

5. The fifth item from pre-test one reads as follows:

A man spoke in a crowded auditorium which was filled with his friends. It appeared that an angry mob outside the meeting threatened riots and violence and incited the people to action. In this tense situation, the man delivered a long speech filled with accounts of alleged Jewish misdeeds, and he also referred to the same group as "slimy scum," and used other terms calculated to stir the audience. As a result, the speaker after a jury trial was found guilty of disorderly conduct and was fined.

What do you think of this jury's action ?

In response to this item, 61.9 per cent of students and teachers approved, 9.5 per cent approved with qualifications, 8.3 per cent were undecided, 8.3 per cent disapproved with qualifications, and

12 per cent disapproved. The total approving the legally approved response, with or without qualifications, was 71.4 per cent of the eighty-four persons answering the item, giving the item a standard deviation value of  $+ .56$  on the response continuum. The item was rejected for it was felt to be quite complicated.

6. The sixth item from pre-test one reads as follows:

Recently, the U.S. watched Senate investigators unfold a picture of corruption and abuse in a powerful national labor union. The focus of attention was on the president of this large union, who refused to answer a Senate Committee's questions about misconduct and misuse of union funds that overlay the implications of abuse of power. The response of this man to relentless questioning by the Committee was consistently, "I decline to answer because of my rights and privileges granted by the Constitution as supplemented by the Fourth and Fifth Amendments are violated."

What do you think of his decline to answer on these grounds ?

In response to this item, 13.1 per cent of students and teachers approved, 16.6 per cent approved with qualifications, 81.3 per cent were undecided, 21.9 per cent disapproved with qualifications, and 40.4 per cent disapproved. The total approving, with and without qualifications, the legally approved response, was 29.7 per cent of the eighty-four persons answering the item, giving the item a standard deviation value of  $-.54$  on the response continuum. Further analysis revealed that probably the respondents were reacting emotionally to the figure whom they recognized as Dave Beck, rather than they were to the principle involved.

7. The seventh item from pre-test one reads as follows:

An Ohio county's "informal citizens group" decided to sponsor a workshop to discuss issues centering around peace--specifically, world disarmament. One of their speakers was to be a man from

the University of California and another was to be the Executive Director of the Cleveland Council on World Affairs. In a nearby city, the Keep America Free, Inc. Organization attacked the proposed workshop. It centered its fire on these two speakers, charging that they had been associated with organizations cited as "communist fronts" by the House Un-American Activities Committee.

What do you think of the action of Keep America Free, Inc. ?

In response to this item, 8.3 per cent of the students and teachers approved, 9.5 per cent approved with qualifications, 14.2 per cent were undecided, 14.2 per cent disapproved with qualifications, and 53.3 per cent disapproved. The total disapproving, with and without qualifications, the legally approved response, was 67.7 per cent of the eighty-four persons responding to this item, giving the item a standard deviation value of  $+ .46$  on the response continuum. Because of the complexity of the item and the high percentage of those unable to decide, one suspects some inherent ambiguity in this presentation, and rejects it on those grounds.

8. The eighth item from pre-test one reads as follows:

A bitter academic situation involved a violent struggle between the faculty and the Regents of a western university. The Regents decided that in addition to the oath required of all public officials by the state, the employment of a professor would depend upon his declaring in a letter accepting the appointment that he was "not a member of the Communist party or of any other organizations which advocated the overthrow of the government by force or violence." Eighteen professors who refused to sign such a declaration were dismissed. Other members resigned.

What do you think of the Regents' requirements ?

Responding to this item, 40.4 per cent of the students and teachers approved, 12 per cent approved with qualifications, 5.9 per cent were undecided, 13.1 per cent disapproved with qualifications, and

28.5 per cent disapproved. The total disapproving, with and without qualifications, the legally approved response, was 41.6 per cent of the eighty-four persons answering this item, giving the item a standard deviation value of  $-.21$  on the response continuum. Concerning item differences between students and teachers, it was interesting to note that a majority of teachers approved this requirement. It was decided that because the item subject matter concerned teachers so pertinently, the item presentation should be shortened by omission of unnecessary details.

9. The ninth item from pre-test one reads as follows:

The Supreme Court held that since Congress had the power to inquire into the subjects of Communism and the Communist party, it had the power to identify those individuals who believe in Communism and in the Party. The Court held the view that a union officer might remain silent and not be required to state whether he is a Communist, hence the law involved no violation of the officer's freedom of speech, but consequently his union loses the statutory benefits of collective bargaining.

What do you think of this consequent loss of benefits of collective bargaining ?

In response to this item, 16.6 per cent of the students and teachers approved, 10.7 per cent approved with qualifications, 36.9 per cent were undecided, 9.5 per cent disapproved with qualifications, and 26.2 per cent disapproved. The total selecting the legally approved response, with and without qualifications, was 27.3 per cent of the eighty-four persons answering the item, giving the item a standard deviation value of  $-.6$  on the response continuum. This item was rejected as being unsuitable for future use, for since 36.9 per cent were unable to make a decision, the item was probably too ambiguous

and/or complex.

10. The tenth item from pre-test one reads as follows:

Before an election, union funds were expended for advertisements in a newspaper of general circulation and over a commercial radio station, both of which advocated the defeat of certain congressional and presidential candidates. The court ruled that it was within congressional power to regulate elections, which included the power to curb the political power of groups, where they interrupted free elections. The union felt their freedom of speech was being violated.

What do you think of this court ruling ?

Responding to this item, 35.7 per cent of teachers and students approved, 13.1 per cent approved with qualifications, 13.1 per cent were unable to decide, 14.2 per cent disapproved with qualifications, and 23.7 per cent disapproved. The total approving the legally approved response, with and without qualifications, was 48.8 per cent of the eighty-four persons responding to the item, giving the item a standard deviation value of  $-.03$ , or falling close to the center of the response continuum. Since 13.1 per cent were unable to decide, and written comments indicated that the item was ambiguous and/or detailed to follow, the item was rejected.

11. The eleventh item from pre-test one reads as follows:

A meeting of Jehovah's Witnesses in a public park was attacked by a hostile mob of veterans. A riot followed. The following night as the Witnesses attempted to meet again, the town police and one hundred deputized persons blockaded the highways leading to the town, refusing to allow the Witnesses to enter. This action was taken by the town council which also denied the Witnesses a permit to use the park, in order to prevent an outbreak of violence.

What do you think of the action of this council ?

In response to this item, 27.3 per cent of the students and teachers

approved, 12 per cent approved with qualifications, 3.5 per cent were unable to decide, 10.7 per cent disapproved with qualifications, and 46.4 per cent disapproved. The total disapproving, with and without qualifications, the legally approved response, was 57.1 per cent of the eighty-four persons responding to this item, thus giving the item a standard deviation value of  $+1.18$  on the response continuum. It appeared that this item was clearly understood by the respondents and thus was recommended for revision for use on future test forms.

12. The twelfth item from pre-test one reads as follows:

A speaker was addressing an open-air meeting on a street corner of a city. A sizable crowd composed of both Negroes and white people were becoming restless as the speaker made derogatory remarks about officials and organizations and urged Negroes to fight for equal rights. Consequently, the city police arrested the speaker to "preserve the order and protect the general welfare." A city court upheld the validity of the arrest and sentenced and convicted the speaker.

What do you think of the arrest and conviction ?

Item twelve by similar interpretation showed that 25 per cent of the students and teachers approved, 20.2 per cent approved with qualifications, 7.1 per cent were undecided, 21.9 per cent disapproved with qualifications, and 26.2 per cent disapproved. The total selecting the legally approved response, with and without qualifications, was 45.2 per cent of the eighty-four persons responding to this item, giving the item a standard deviation value of  $-.12$  on the response continuum. It was felt this item should be summarized and retested.

13. The thirteenth item from pre-test one reads as follows:

The mayor of an eastern city speaking before his Chamber of Commerce stated: "As long as I am Mayor of this city, the great industries of the city are secure. We hear about constitutional rights, free speech, and the free press. Every time I hear these words I say to myself, that man is a Red, that man is a Communist. You never hear a real American talk in that manner."

What do you think about his attitude ?

In response to this item, 2.4 per cent of the students and teachers approved, 1.2 per cent approved with qualifications, 9.5 per cent were unable to decide, 5.9 per cent disapproved with qualifications, and 80.9 per cent disapproved. The total selecting the legally approved response, with and without qualifications, was 86.8 per cent of the eighty-four persons responding to this item, giving the item a standard deviation value of +1.12 on the response continuum. The item appeared to be simple and clear and deemed usable.

14. The fourteenth item from pre-test one reads as follows:

While at play, an eleven year old girl was stabbed to death. Two days later while the people of the community were in a state of excitement, and during the time of the trial, three local radio stations broadcast news dispatches related to the arrest of the man charged with murder, his confession of the crime, his past criminal record, plus a statement that he had reenacted the crime at the scene. The man was indicted, found guilty, and sentenced to capital punishment. In the meantime, citations for contempt had been issued by the trial court against the three radio stations and a criminal court found them guilty of contempt.

What do you think of the verdict of contempt ?

Responding to this item, 35.7 per cent of the students and teachers approved, 13.1 per cent approved with qualifications, 12 per cent were undecided, 19 per cent disapproved with qualifications, and 20.2 per cent disapproved. The total choosing the legally approved



response, with and without qualifications, was 48.8 per cent of the eighty-four persons responding to this item, giving the item a standard deviation value of  $-.03$  on the continuum, or falling to the center of the continuum. Upon examination, the item was rejected as unsuitable for further testing, for it seemed rather complex and the principle was not apparent enough.

15. The last item from the initial pre-test reads as follows:

Students at a large university recently attended a symposium entitled "The Relation of Socialism and Democracy." The meeting was held despite rather vehement protests on the part of two powerful groups in the area. A chairman of an anti-subversive committee in protest stated, "We loyal citizens view as a disgrace a meeting of this kind to be held on the campus and further as an insult to the local members of the faculty and student body.

What do you think of this chairman's attitude ?

By similar interpretation, 7.1 per cent of students and teachers approved, 1.2 per cent approved with qualifications, 5.9 per cent were undecided, 10.7 per cent disapproved with qualifications, and 75 per cent disapproved. The total selecting the legally approved response, with and without qualifications, was 85.7 per cent of the eighty-four persons responding to this item, giving the item a standard deviation value of  $+1.04$  on the response continuum. The item, although rather detailed, appeared to be understood by both groups and hence was selected for retesting.

Summarizing then, the initial pre-test, involving story interviews presented to students and teachers, showed that all items were too lengthy, and too involved. However, despite this general and pervading defect, items one, eight, eleven, twelve, thirteen, and

fifteen, seem to possess usable qualities, that is, more or less clearly discernable principle, and were revised for use in future questionnaire forms, while items two, three, four, five, six, seven, nine, ten, and fourteen were discarded or rejected as unsuitable, since they possessed unclear legality themes, complexity of presentation, and other ambiguities. Too, it is concluded that the inability of a respondent to make a choice or decide concerning his attitude relative to an item indicates in most instances that the situation presentation was not understood by him. The qualitative data also aided in ascertaining ambiguous characteristics of an item.

Analysis of the responses of the student group and the teacher group revealed slight item response differences on items one, two, four, six, eight, eleven, and twelve. This may have been due to the smallness of the test groups, or to some other factor; differences seem, as a configuration, negligible. It will be noted that with the exception of item thirteen and fifteen, all items fell within the standard deviations of +1 and -1. An objective of future testing then becomes to compose items which would fall toward the extremes of the continuum.

Pre-test Two. Table II shows the total number distribution of approve and disapprove responses and percentages with standard deviations of legally approved responses to each of ten items, by

TABLE II

TOTAL NUMBER DISTRIBUTION OF APPROVE AND DISAPPROVE RESPONSES  
AND PERCENTAGE WITH STANDARD DEVIATIONS OF LEGALLY  
APPROVED RESPONSES TO EACH OF TEN ITEMS  
BY TEACHERS ON PRE-TEST II

Item	Number	Per cent legally approved	Standard deviation	Item	Number	Per cent legally approved	Standard deviation
1. a	2			6.*a	7	25.	-.67
b	5			b	2		
c	0			c	3		
*d	16	80.55	+.86	d	4		
e	14			e	20		
2.*a	3	16.66	-.97	7.*a	14	47.2	-.07
b	3			b	3		
c	8			c	10		
d	4			d	5		
e	18			e	4		
3. a	4			8.*a	16	58.33	+.21
b	3			b	5		
c	8			c	1		
*d	6	58.33	+.21	d	3		
e	15			e	11		
4. a	12			9.*a	28	83.33	+.97
b	2			b	2		
c	2			c	1		
*d	5	55.55	+.14	d	1		
e	15			e	4		
5.*a	6	36.11	-.36	10.*a	16	47.2	-.07
b	7			b	1		
c	2			c	7		
d	6			d	4		
e	15			e	8		

NOTE: The letters to the right of the item number should be read as follows: a. I approve  
b. I approve but with qualifications  
c. I cannot decide  
d. I disapprove in general but I find points in favor of this  
e. I disapprove

\*This indicates the legally approved response.

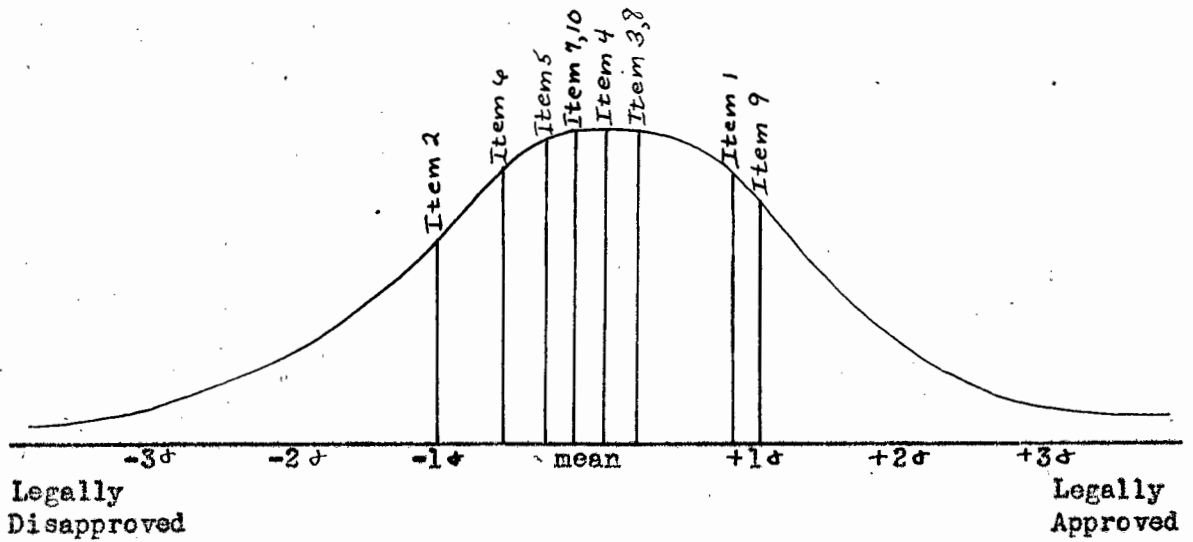


FIGURE 2

STANDARD DEVIATION VALUES OF LEGALLY APPROVED  
 RESPONSES TO TEN ITEMS, BY STUDENTS AND  
 TEACHERS ON PRE-TEST II

teachers on pre-test two.<sup>3</sup> From the percentage of legally approved responses, the standard deviations were computed and placed in Figure 2 in an attempt to determine where the difficulty of the item would fall on the base line of the normal curve, and further, what the distance between the items would be. All of the ten items constituting the second pre-test were new items, that is, they were not found on the initial form. These story interviews were based on judicial decisions; it was hoped that some items would fall toward the ends of the continuum. Following the response sequence of every item, the question "Why did you select that choice?" was posed, to draw qualitative data from the respondents. Each questionnaire item will be appraised in the following analysis.

1. This item from pre-test two reads as follows:

Two youths, Jehovah's Witnesses, refused to salute the flag in school ceremonies due to religious convictions. Many Americans felt that this refusal indicated a patriotic disloyalty and that it should be constitutional to force a person, contrary to his religious belief, to salute the flag.

What do you think of forcing such an individual to salute the flag?

Table II is to be read as follows: In response to item one, two persons approved, five approved with qualifications, none were undecided, fifteen disapproved with qualifications, and fourteen disapproved. The total disapproving, with and without qualifications,

---

<sup>3</sup>See Appendix B for personal data concerning the teacher respondents.

the legally approved response, was 80.55 per cent of the thirty-six persons responding to this item, giving the item a standard deviation value of  $+1.86$  on the response continuum. Those who completely disapproved this commented upon the religious priority, whereas those qualifying their disapproval vacillated between dislike of "force" and "loyalty to this country." The item was apparently understood, the legal status clear, and hence the item was accepted for future testing.

2. The second item from pre-test two reads as follows:

A federal employee, a skilled laborer in the Philadelphia mint, had served as a ward committeeman of the Democratic Party and was politically active on election day as a polls worker. As required by provisions of the Hatch Act, he was removed from his position for having been so politically active.

What do you think of this provision of the Hatch Act ?

Responding to this item, three approved, three approved with qualifications, eight were undecided, four disapproved with qualifications, and eighteen disapproved. The total approving, with and without qualifications, the legally approved response, was 16.66 per cent of the thirty-six persons responding to this item, giving the item a standard deviation value of  $-.97$  on the response continuum. There has been some question as to possible infringement of the Hatch Act upon free speech rights. Yet the item was included because it emulates the present uncertainty of the status of civil liberties. Most who disapproved felt that "He was entitled to his political beliefs and I can't see how it interfered with performing his job." The item, though questionable, was selected for future testing.

3. The third item from pre-test two reads as follows:

Eleven Communist party leaders were convicted of violation of the Smith Act. In the appeal to the Supreme Court, it was conceded that the Communist leaders had violated the Act by the teaching of revolution. The Communists felt the Smith Act violated their free speech rights.

What do you think of the accusation of the Communists ?

By similar interpretation, four approved, three approved with qualifications, eight were undecided, six disapproved with qualifications, and fifteen disapproved. The total disapproving, with and without qualifications, the legally approved response, was 58.33 per cent of the thirty-six responding to this item, giving the item a standard deviation value of  $\pm .21$  on the response continuum. For re-use, the item must be revised, for several of the respondents chose the "I approve" response which was incongruous with their response to the open-end question.

4. The fourth item from pre-test two reads as follows:

A state law held peaceful picketing to constitute a misdemeanor. A higher court decided this state law was unconstitutional, for picketing was an effective means to enlighten the public as to the facts of a labor dispute.

What do you think of the initial state law ?

In response to this item, twelve approved, two approved with qualifications, two were undecided, five disapproved with qualifications, and fifteen disapproved. The total selecting the legally approved response, with and without qualifications, was 55.55 per cent of the thirty-six persons responding to the item, giving the item a standard deviation value of  $\pm .14$  on the response continuum. This item was

rejected for many of the open-end responses were incongruous with the responses checked. It was felt the construction of the item caused some respondents to respond in an unintentioned way.

5. The fifth item from pre-test two reads as follows:

Two members of a religious sect were convicted on a disorderly conduct charge in a Maryland town for using a local park for a Bible talk without permission of the authorities. In the trial they charged that since the officials had formulated no licensing standards, they were acting as absolute censors and violated free speech rights.

What do you think of this charge ?

Responding to this item, six approved, seven approved with qualifications, two were undecided, six disapproved with qualifications, and fifteen disapproved. The total approving, with and without qualifications, the legally approved response was 36.11 per cent of the thirty-six persons answering this item, giving the item a standard deviation value of  $-.36$  on the response continuum. Nine respondents indicated definite inconsistency between their checked responses and written explanations. Thus, if the item is re-used, it must be revised and clarified to rule out the ambiguity of interpretation.

6. The sixth item from pre-test two reads as follows:

A superintendent of schools in a western state said, "At my first teachers meeting I had a number of persons spotted through the audience to watch the expressions on the faces of the teachers as I made certain statements so I could tell what they were thinking." He was later charged with abusing freedom of thought.

What do you think of the charge made against the superintendent ?

By similar interpretation, on item six, seven approved, two approved



with qualifications, three were undecided, four disapproved with qualifications, and twenty disapproved. The total approving, with and without qualifications, the legally approved response, was 25 per cent of the thirty-six persons answering this item, giving the item a standard deviation value of  $-.67$  on the response continuum. The qualitative data is particularly interesting, for respondents disapproving generally felt that because he could not really determine what they were thinking, such behavior on his part was perfectly ethical. However, a few who approved were adamant in their views condemning his action. The item was selected for future testing.

7. The seventh item from pre-test two reads as follows:

The mayor of an eastern city declared there would be no abridgement of free speech there after he received many telegrams from citizens protesting the scheduled appearance of a foreigner for a lecture. The telegrams asserted that the Lutheran minister was a "known Nazi collaborator" and protested his talk.

What do you think of the mayor's decision in this instance ?

In response to this item, fourteen approved, three approved with qualifications, ten were undecided, five disapproved with qualifications, and four disapproved. The total approving, with and without qualifications, the legally approved response, was 47.2 per cent of the thirty-six persons responding to the item, giving a standard deviation value of  $-.07$  on the response continuum. Many of the respondents were deterred by the implication that the minister was a subversive element. The item was accepted for revision.

8. The eighth item from pre-test two reads as follows:

During the last war, 15,000 leaflets were sent by the Socialist

Party to men who had been called to duty by their draft boards. The leaflet asserted that the draft was unconstitutional and it made a "monstrous wrong against humanity in the interests of Wall Street's chosen few."

How do you feel about forbidding this type of written expression during wartime ?

Responding to this item, sixteen approved, five approved with qualifications, one was unable to decide, three disapproved with qualifications, and eleven disapproved. The total approving, with and without qualifications, the legally approved response was 58.33 per cent of the thirty-six persons responding to this item, giving the item a standard deviation value of  $\pm .21$  on the response continuum. It was felt this item was suitable for retesting purposes.

9. The ninth item from pre-test two reads as follows:

A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist." As a result of these direct accusations the speaker was arrested for tending to cause a breach of the peace.

What do you think of this arrest ?

In response to this item, twenty-eight approved, two approved with qualifications, one was undecided, one disapproved with qualifications, and four disapproved. The total approving, with and without qualifications, the legally approved response, was 83.33 per cent of the thirty-six persons responding to the item, giving the item a standard deviation value of  $\pm .97$  on the response continuum. The teachers were generally emphatic in that "we must have respect for law, and law enforcement agencies." The item was selected as suitable for future testing.

10. The final item from pre-test two reads as follows:

An ordinance of a small Ohio city forbade knocking on the door or ringing the doorbell of a residence in order to deliver a handbill. Reasons given for having such an ordinance were held insufficient by the court to justify it in the case of the handbills distributed by a religious sect.

What do you think of the decision of the court ?

By similar interpretation, sixteen approved, one approved with qualifications, seven were undecided, four disapproved with qualifications, and eight disapproved. The total approving with and without qualifications, the legally approved response, was 47.2 per cent of the thirty-six persons responding to the item, giving the item a standard deviation value of  $-.07$  on the response continuum. Of the seventeen respondents who expressed approval of the action of the court, only five exhibited written unqualified approval, of the twelve disapproving the court action, seven agreed that this manner of distribution was a nuisance. The item was accepted for future testing.

In summarizing then, we note that items four and five have unsatisfactory characteristics and must be rejected or reconstructed for future use; items two and three are questionable, and the remaining items seem to be in satisfactory form for further testing. It will be noted that all of the items fell within  $+1$  and  $-1$  standard deviations on the continuum--none fell toward the extremes as had been hoped.

One is confronted with the frequent dissociation between response checked and the open-end response, seemingly the attitude or opinion is not always in agreement with the individual's possession

of knowledge. That is, though the response checked may be the one which is legally approved, the statement supplied to "Why did you select that choice?" did not necessarily furnish support of the principle with knowledge relevant to it.

Pre-test three. Table III depicts the number of respondents selecting choices on each of fifteen items and also indicates the percentage selecting the answer which is legally approved.<sup>4</sup> This test form differed in construction from the two prior forms in that the answer sequence was composed of five arbitrary solutions established by the investigator. This type of form was utilized because it appeared on the initial pre-tests that attitude and knowledge were not always corresponding. This construction was then applied to determine more specifically the knowledge of the respondent toward the civil liberties issue. Following the answer choice continuum of each item the question, "Why did you select that choice?" was posed to draw qualitative data from the respondents to associate with the choices selected. Four of the fifteen items, two, eight, fourteen, and fifteen had not appeared on prior forms, but were hypothetical constructions based upon the judicial decisions or the application of the principle. The other remaining eleven items were those recommended for re-use which had been clarified and shortened.

---

<sup>4</sup>See Appendix C for personal data relative to the student respondents as presented in the table.

From the percentage of correct legal responses, the standard deviations were computed to determine where the difficulty of the item would be. These are displayed in Figure e.

With reference to Table III, an analysis of each item and a consideration of the open-end response, it is hoped, will provide a measure for determining usable characteristics of these items.

1. The first item from pre-test three reads as follows:

Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be taken by the school administrator ?

The letters placed to the right of the item numbers shown in Table III are to be read as follows:

- a. 0 reprimand the students in the office
- b. 11 talk to the parents
- c. 19 none at all
- d. 0 force them to submit to the practice of the majority
- e. 0 suspend them from school and seek legal counsel

To the legally approved response, c., nineteen persons or 63.33 per cent of the students responded, giving the standard deviation value of  $\pm .34$  on the response continuum. Of those choosing that response, religious freedom was generally cited as the basis for selection, of those choosing the b. response only four were concerned with establishing understanding through the parents whereas seven felt that the parents could insist that the children salute the flag. The item was deemed acceptable for re-use.

2. The second item from pre-test three reads as follows:

TABLE III

NUMBER DISTRIBUTION OF SELECTED RESPONSES TO EACH OF  
TEN ITEMS AND PERCENTAGE DISTRIBUTION OF LEGALLY  
APPROVED RESPONSES WITH STANDARD DEVIATIONS,  
BY STUDENTS ON PRE-TEST III

Item No.	Per cent	Standard deviation	Item No.	Per cent	Standard deviation	Item No.	Per cent	Standard deviation
1. a	0		6.*a	20 66.66	+.43	11. a	12	
b	11		b	3		b	6	
*c	19 63.33	+.34	c	0		c	3	
d	0		d	0		d	0	
e	0		e	7		*e	9 30.	-.52
2. a	4		7. a	5		12. a	2	
b	0		b	4		*b	9 30.	-.52
c	1		c	0		c	17	
d	6		*d	16 53.33	+.08	d	0	
*e	19 63.33	+.34	e	5		e	2	
3. a	1		8. a	1		13.*a	16 53.33	+.08
b	19		b	2		b	4	
c	1		c	2		c	6	
*d	8 26.66	-.63	d	1		d	1	
e	1		*e	24 80.	+.84	e	3	
4. a	6		9. a	12		14. a	0	
b	1		b	2		b	8	
c	3		c	2		c	1	
*d	15 50.	.0	d	8		d	0	
e	5	(mean)	*e	6 20.	-.84	*e	21 70.	+.52
5. a	10		10. a	6		15.*a	21 70.	+.52
b	5		b	5		b	2	
c	1		c	0		c	1	
d	1		*d	19 63.33	+.34	d	5	
*e	13 43.33	-.17	e	0		e	1	

\*This indicates the legally approved response.

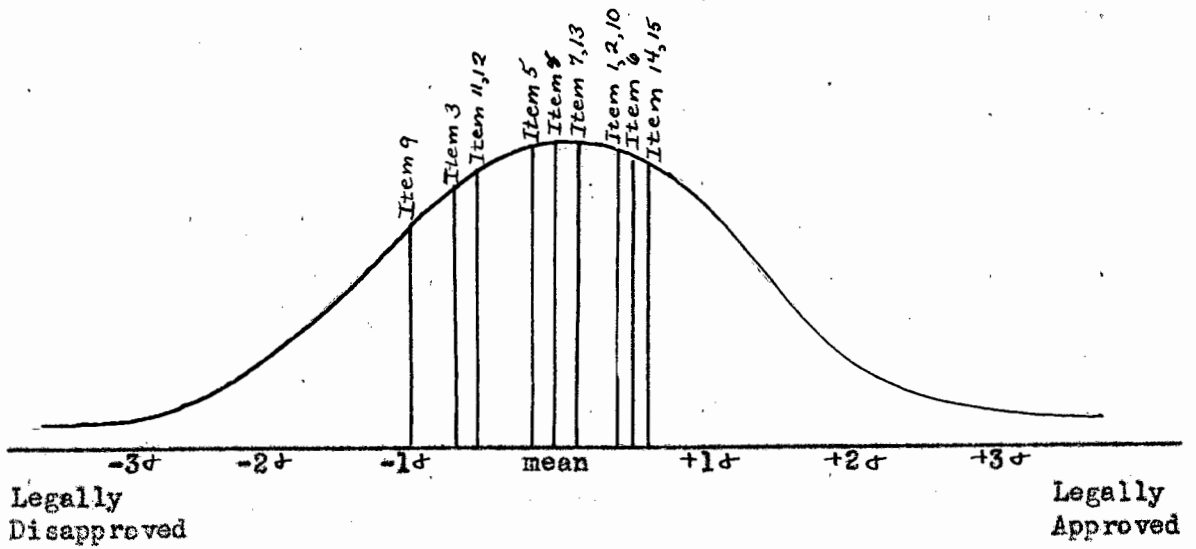


FIGURE 3

STANDARD DEVIATION VALUES OF LEGALLY APPROVED  
 RESPONSES GIVEN TO FIFTEEN ITEMS, BY  
 STUDENTS ON PRE-TEST III

A state is known to make school buildings available for public meetings. An objectionable but legal group seeks the use of a school auditorium.

What should the School Board do ?

- a. 4 flatly deny the request
- b. 0 deny the request explaining that only large groups may use it
- c. 1 grant facilities but have police present should members antagonize the audience
- d. 6 grant facilities but add plainclothes policemen to the audience
- e. 19 grant the use of facilities

To the legally approved response, e., nineteen persons or 63.33 per cent of the thirty persons responded, giving the item a standard deviation value of  $+0.34$  on the response continuum. Generally the feeling was "This group is legal, and so it has its right under the constitution," however, some added that groups must behave in an orderly manner. The item was accepted for retesting.

3. The third item from pre-test three reads as follows:

A municipality enacted a law which required a license to make speeches in public parks. An alleged subversive decided to make a test case of the law by giving a speech without a license and was consequently arrested.

What do you think the court should do ?

- a. 1 severely punish the offender for an example
- b. 19 uphold the law
- c. 1 order the municipality to set up criteria for licensing
- d. 8 declare the law unconstitutional
- e. 1 affirm the officials right to act as censors

In response to this item, 26.66 per cent of the thirty persons responding to this item chose d., the legally approved answer, giving the item a standard deviation value of  $-0.63$  on the response continuum. Analysis of this item referring to lack of consistency in municipal



licensing requirements for public speech making, revealed that it was paradoxical in nature, and hence not re-usable since it was impossible to obtain consistent legal support of the solutions to the situation. Thus this item was discarded for its inherent defective nature.

4. The fourth item from pre-test three reads as follows:

An alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the Mayor do ?

- a. 6 bring the issue to popular vote
- b. 1 refuse to allow the speaking facilities
- c. 3 ask the governor for his opinion
- d. 15 accord the individual facilities to speak
- e. 5 grant facilities, but have plainclothes police present to protect the crowd

Responding to this item, 50 per cent of the thirty persons chose d., the legally approved response, giving the item a standard deviation value of approximately zero, falling at the mean of the response continuum. Generally the respondents were in accord that, "If people protest, let them stay away as their reaction to the protest." The item was selected for future use.

5. The fifth item from pre-test three reads as follows:

During a Presidential election, a communist candidate legally qualified for the candidacy requested to buy time on the air.

What should the station operators do ?

- a. 10 flatly refuse the request
- b. 5 refuse because public criticism would lose listeners
- c. 1 explain that only candidates from pro-democratic parties are given time
- d. 1 allow him only half as much time as other candidates
- e. 13 allow him to buy time on the air

By similar interpretation, 43.33 per cent of the thirty persons responded to the legally approved choice, e., giving this item a standard deviation value of  $-.17$  on the response continuum. Because qualitative responses indicated emotionality with reference to the word "communist" and considerable confusion regarding the extent of limitation of communist activity due to the presently outlawed status, the investigator decided that "socialist" would be used in the next questionnaire form to reduce this emotionality of response yet maintain the principle of the minority party rights.

6. The sixth item from pre-test three reads as follows:

An announcement was made that a well-known scientist had been scheduled to deliver a series of lectures at the university. Earlier this scientist had been declared a poor security risk.

What should interested alumni do ?

- a. 20 accept the scientist as a lecturer
- b. 3 attempt to revoke the appointment
- c. 0 demand an immediate revocation
- d. 0 send protest letters to arouse all other alumni
- e. 7 request that the lectures be censored before presentation

In response to this item, 66.66 per cent of the thirty persons responded to the legally approved choice, a., giving the item a standard deviation value of  $+.43$  on the response continuum. The item seemed to be clearly understood by the respondents, and thus was accepted for future testing.

7. The seventh item from pre-test three reads as follows:

Pamphlets have been circulated to college placement offices stating that employees in business organizations should carefully keep personal views conservative and definitely not radical.

What do you think of this view ?

- a. 5 personal views can cause trouble
- b. 4 business organizations have a right to require conservatism
- c. 0 employees should acquiesce to popular viewpoints
- d. 16 business organizations have no right to dictate personal views
- e. 5 business organizations may suggest political viewpoints

In response to this item, 53.33 per cent of the thirty persons responded to the legally approved choice, d., giving the item a standard deviation value of  $\pm .08$  on the response continuum. Analysis of qualitative data revealed that the choice continuum contained inconsistencies and need be revised for future use.

8. The eighth item from pre-test three reads as follows:

Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. The local Socialist candidate then asks for the same privilege.

What should the principal do ?

- a. 1 refuse on the grounds that he doesn't represent a major party
- b. 2 grant the facilities at an undesirable hour
- c. 2 flatly refuse the facilities
- d. 1 grant the facilities but publically urge people not to attend
- e. 24 grant this candidate the same privilege

By similar interpretation, 80 per cent of the thirty persons responded to the legally approved choice, e., giving this item a standard deviation value of  $\pm .84$  on the response continuum. The item seemed lucid to the respondents and was selected for re-testing.

9. The ninth item from pre-test three reads as follows:

The regents of a university decided to impose upon faculty members a mandatory loyalty oath in addition to state and federal loyalty oaths.

What action should the faculty take ?

- a. 12 sign the oath as an expression of loyalty
- b. 2 sign the oath but issue a professional protest
- c. 8 sign the oath but seek legal counsel
- d. 8 ask for another way to declare loyalty
- e. 6 refuse to sign the oath, and seek legal counsel

In response to this item, 20 per cent of the thirty persons responded to the legally approved choice, e., giving the item a standard deviation value of  $-.84$  on the response continuum. Examination of the responses revealed that most felt that since they, the faculty, had already signed two oaths, "one more wouldn't hurt." It was decided that the information that the alternative of dismissal for failure to sign should be given the respondents in future testing to aid their thinking.

10. The tenth item from pre-test three reads as follows:

A meeting of a religious sect in a public park was attacked by a hostile mob; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ?

- a. 6 deny the sect a permit to use the park
- b. 5 suggest that the sect meet in another town
- c. 0 have town police blockade the highway refusing entrance to the sect
- d. 19 protect the meeting from attack
- e. 0 allow the meeting but ask police to arrest any unpopular speakers

Responding to this item, 63.33 per cent of the thirty persons selected the legally approved response, d., giving the item a standard deviation value of  $+.34$  on the response continuum. It was felt the item was clear, so it was selected for re-testing.

11. The eleventh item from pre-test three reads as follows:

A street corner speaker addressed a crowd composed of both Negro and white people. They became restless as he made derogatory remarks about officials and urged Negroes to fight for equal rights.

What should police do ?

- a. 12 simply halt the speech
- b. 6 suggest that the speaker change the subject
- c. 3 protect the speaker's right to express himself
- d. 0 arrest the Negroes who were becoming restless
- e. 9 arrest the speaker for exciting the crowd

In response to this item, 30 per cent of the thirty persons responded to this item choosing the legally approved response, e., giving the item a standard deviation value of  $-.52$  on the response continuum.

The item was to be re-tested, even though it did not seem too explicit in its description of a crowd which had been incited to action.

12. The twelfth item from pre-test three reads as follows:

A symposium concerning the relation of socialism and democracy was scheduled at a large university. Two powerful groups in the area protested strongly.

What should university administrators do ?

- a. 2 cancel the symposium completely
- b. 9 proceed with the symposium as planned
- c. 17 hold the symposium, cautioning students as to the nature of the controversial topic
- d. 0 hold the symposium, but allow only upperclassmen to attend
- e. 2 cancel the symposium to appease these groups, but consider it again in the near future

In response to this item, 30 per cent of the thirty persons responded to the legally approved choice, b., giving the item a standard deviation value of  $-.52$  on the response continuum. The item seemed clear to the respondents from their comments, and was selected for re-testing.

13. The thirteenth item from pre-test three reads as follows:

A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist."

What should the policeman do ?

- a. 16 arrest him for direct accusation of an individual present
- b. 4 force the speaker to terminate his speech
- c. 6 ask him to refrain from using such terminology
- d. 1 suggest that he choose a less controversial topic
- e. 3 ignore the speaker's remarks

Responding to this item, 53.33 per cent of the thirty persons responded to the legally approved choice, a., giving the item a standard deviation value of  $+.08$  on the response continuum. The suitability of this item is questioned for many of the comments revealed that concern was more with the terminology than with the content of the accusations.

14. The fourteenth item from pre-test three reads as follows:

Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do ?

- a. 0 support the validity of your own views
- b. 8 act rigorously neutral in expression, in class and out
- c. 1 aid the students in influencing their parents' vote
- d. 0 suggest that one party may be superior to all others
- e. 21 act rigorously neutral in expression in class, pursuing your own convictions in private

In response to this item, 70 per cent of the thirty persons chose the legally approved response, e., giving the item a standard deviation value of  $+.52$  on the response continuum. The item seemed to clearly present the principle, and was selected for future testing.

15. The fifteenth item from pre-test three reads as follows:

A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should the police do ?

- a. 21 arrest him for inciting violence
- b. 2 force him to terminate his address
- c. 1 arrest the most hostile members of the audience
- d. 5 proceed against the crowd and disperse the group
- e. 1 protect his right to speak

By similar interpretation on item fifteen, 70 per cent of the thirty persons responded to the legally approved choice, a., giving the item a standard deviation value of  $\pm 52$  on the response continuum. The reality of the limitation of this principle apparently was more lucid than the similar situation in item eleven.

Summarizing then, it is noted that all items fell with  $+1$  and  $-1$  standard deviations on the response continuum, that no item fell toward the extremes and most clustered about the mean. It was felt that item three was wholly unsatisfactory in presentation and choice sequence as determined by responses elicited, and that items five, seven, nine, and eleven must be clarified and improved for future testing purposes. Items one, two, four, six, eight, ten, thirteen, fourteen, and fifteen were felt to be satisfactory in construction and recommended for future testing. Analysis of the qualitative data generally revealed bases for selection that corresponded to the choice; however, many comments placed qualifications upon the free speech principle as specifically applied.

Pre-test four. It will be noted that pre-test four differed from the other pre-test forms in that it was totally open-end in construction. There were two major reasons for adopting the open-end

construction for this scale: first, to determine whether the open-end presentation would be a more suitable technique than the ones previously utilized to measure civil liberties attitudes, and second, to seek reaffirmation of the suitability of the choice sequences established previously to these items on pre-test three. Only items fifteen, sixteen, and seventeen were new hypothetical situations, the remaining items were adaptations from previous forms. A brief analysis of each of the seventeen items and interpretation of open-end responses follows relative to the appraisal of the questionnaire construction.<sup>5</sup>

1. The initial item of this pre-test four reads as follows:

Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be taken by the school administrator ?  
. . . Why ?

On this item twenty-three respondents felt that no action should be taken against individuals who refuse to salute the flag, whereas three recommended some type of action be taken against the student. Most felt the students should not be drastically treated, but practically all indicated that some explanation of this deviance should be made to the other students.

2. The second item from the pre-test four reads as follows:

---

<sup>5</sup> See Appendix D for table of personal data of the student respondents.



A state is known to make school buildings available for public meetings. An unpopular but legal group seeks the use of a school auditorium.

What should the school board do ? . . . Why ?

Twenty-two respondents wrote that the school board should grant facilities to the unpopular but legal group whereas four reasoned that facilities should not be granted.

3. The third item from pre-test four reads as follows:

An alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the Mayor do ? . . . Why ?

In response to this query, eighteen respondents indicated that the alleged pro-Nazi German minister be allowed to speak, whereas eight thought the individual ought not speak. The general feeling was that as long as the charge could not be proven the man should speak.

4. The fourth item from pre-test four reads as follows:

During a Presidential election, a socialist, legally qualified for the candidacy, requested to buy time on the air.

What should station operators do ? . . . Why ?

Twenty-two felt this candidate should be allowed to buy time, whereas four thought his request should be refused.

5. The fifth item from pre-test four reads as follows:

An announcement was made that a well-known scientist had been scheduled to deliver a series of scientific lectures at the university. Earlier this scientist had been declared a poor security risk.

What should interested alumni do ? . . . Why ?

Nineteen respondents held that interested alumni should take no action

against the scheduling of a famous scientist as a university lecturer, whereas seven felt some action should be taken against this appointment, i.e., that of inspecting the lecture prior to delivery to determine whether there were subversive comments within.

6. The sixth item from pre-test four reads as follows:

Pamphlets have been circulated to college placement offices by a private corporation stating that employees in business organizations should carefully keep personal views conservative and definitely not radical.

What do you think of such a view ? . . . Why ?

Thirteen respondents approved of such a view, ten disapproved, and three were undecided.

7. The seventh item from pre-test four reads as follows:

Preceding an election, both democratic and republican candidates are granted permission to speak in the high school auditorium. The socialist candidate then asks for the same privilege.

What should the principal do ? . . . Why ?

Twenty-five wrote that he should accord speaking facilities, none felt the facilities ought to be refused and one was unable to decide.

8. The eighth item from pre-test four reads as follows:

The trustees of a university decided to impose upon faculty members a mandatory loyalty oath in addition to state and federal loyalty oaths, with the alternative of dismissal.

What action should the faculty take ? . . . Why ?

Nine respondents felt the oath should be taken, while fifteen thought the faculty should refuse to take the oath, and two remained undecided. One was unable to discern from the data that the general feeling "one more doesn't matter" prevailed among those who approved

the measure.

9. The ninth item from the pre-test four reads as follows:

A meeting of a religious sect in a public park was attacked by a hostile mob; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ? . . . Why ?

Twenty-one felt that the council should protect the meeting of the group, four thought they should not be allowed to meet there again, and one was unable to decide.

10. The tenth item from pre-test four reads as follows:

A street corner speaker addressed a racially mixed crowd. They became restless as he made derogatory remarks about the government and urged Negroes to bargain for better jobs and equal rights.

What should police do ? . . . Why ?

Fifteen thought police should terminate the address, while eleven felt he should protect the individual's right to speak. Students indicated that the man actually had incited violence, though this implication was not stated in the item per se. Further, one might speculate as to the possible influence of the Negro-white tensions in the fall of 1957 upon the conservative response of many of these students.

11. The eleventh item from pre-test four reads as follows:

A symposium concerning the relationship of democracy and socialism was scheduled at a large university. Two powerful groups in the area protested strongly.

What should the university administrators do ? . . . Why ?

Twenty responded that they should proceed with the symposium, whereas three felt the symposium should be cancelled and three were undecided.

Throughout the data there ran a theme of appeasing the protesting groups, indicating the concern of these respondents relative to university-area relationships.

12. The twelfth item from pre-test four reads as follows:

A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist."

What should police do ? . . . Why ?

Seventeen respondents felt he should stop and/or arrest the speaker, eight felt he should ignore the remarks and one was unable to decide.

13. The thirteenth item from pre-test four reads as follows:

A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should the police do ? . . . Why ?

Twenty-six felt that they should stop and/or arrest the speaker, indicating a clear understanding in this instance of a limitation upon the free speech principle.

14. The fourteenth item from pre-test four reads as follows:

Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do with regard to your own views ? . . . Why ?

Twenty-two of the twenty-six felt that personal views should be kept to yourself, whereas only four thought you should express your own political views to the students.

15. The fifteenth item from pre-test four reads as follows:

Speaking in a public place, an individual exaggerated happenings, spoke of city officials in derogatory terms, expressed radical

political opinions, and generally stimulated the crowd.

What should the police do ? . . . Why ?

Significantly, seventeen thought the police should stop and/or arrest the speaker while only nine would allow the speaker to continue, indicating a lack of recognition that a speaker is legally free to express unpopular ideas.

16. The sixteenth item from pre-test four reads as follows:

You are a school superintendent. One of your high school teachers, when asked by a pupil whether he believed in God, answered, "No," and explained why to those interested.

What would you do ? . . . Why ?

Seven felt that they should warn and/or dismiss the teacher whereas a majority or eighteen would permit him to hold his beliefs and one was undecided. Many commented that the teacher should not express any religious views in the classroom. This item was reconstructed for use in the final questionnaire forms.

17. The last item from pre-test four reads as follows:

In order that academic integrity be not destroyed by subversive teaching, government agents should occasionally be planted in social science classes in large universities.

What do you think of this practice ? . . . Why ?

Four approved of the practice, twenty-one disapproved, and one was undecided. This final item was also selected for use on the final forms.

In concluding the discussion of the fourth pre-test, one is cognizant that the open-end construction elicits rich qualitative data given in an individual frame of reference, but that in this type

of study the disadvantage of subjective analysis and the fact that the open-end question requires respondents strongly motivated to cooperate in the particular study, lessens its utility. Evaluation of the responses is a highly subjective procedure. This test required a minimum of thirty minutes to complete, which constituted an additional disadvantage. Nevertheless, this administration did furnish a recheck of previously established response categories and supplied suggestions for the categories to be included in the final forms. Items fifteen, sixteen, and seventeen were recommended, with some alterations in construction for use in future questionnaire forms. It seemed that this construction is usable for a recheck of response categories.

## II. THE FINAL FORMS QUESTIONNAIRE

The four pre-test forms presented and analyzed in this chapter culminated through successive revisions and additions into two tentative questionnaire forms, Form I and Form II, to measure the attitudes and knowledge of public school teachers toward selected civil liberties issues.

Statistical method. The ratio of the difference between the means to the standard error of this difference was computed to determine, on Form I and Form II, whether there would be found a significant difference between the means of the two test groups of teachers and students used for each form, above that of chance expectancy. A

null hypothesis was set up stating there would be no significant difference at a high level of confidence, between the occurrence of similar response choice of teachers and students above that of chance expectancy. If it could be determined that the null hypothesis could be accepted with a slight change of meaningful difference, then large groups of students could be expediently tested and the results applied to the improvement of scales to measure teachers' attitudes and knowledge. Between the many small groups of teachers tested for each of the final forms there appeared wide differences in response; for example, one small extension class responded in a very conservative manner, while a class of teachers on the graduate level responded in a more liberal manner to the form. Because of this response variation, it may be feasible to use students in spite of the t scores found.

Other than the computation of the critical ratio, inspection of the tables of numbers and percentages and consideration of the open-end response data seemed sufficient for adequate interpretation.

Form I. Table IV indicates the number and percentage distribution of the student group and teacher group selecting the approve-disapprove choices on Form I.<sup>6</sup> Two of the sixteen items, number ten and thirteen, were newly created hypothetical constructs based upon application of the free speech principle. The remaining fourteen

---

<sup>6</sup> See Appendix E for personal data concerning the students and teachers which is presented in tables.

TABLE IV

NUMBER AND PERCENTAGE DISTRIBUTION OF SELECTED RESPONSES TO EACH OF SIXTEEN ITEMS AND PERCENTAGE DISTRIBUTION OF LEGALLY APPROVED RESPONSES WITH STANDARD DEVIATIONS, BY STUDENTS AND TEACHERS, ON FORM I

Item	STUDENTS				TEACHERS			
	No.	Per cent	Per cent legally approved	Standard deviation	No.	Per cent	Per cent legally approved	Standard deviation
1. a	7	9.3			6	11.8		
b	10	13.3			14	27.5		
c	21	28.			12	23.5		
*d	37	49.3	77.3	+ .75	18	35.3	58.8	+ .22
e	0	.0			1	1.96		
2. a	8	10.3			9	17.6		
*b	6	8.	18.3	-.91	8	15.7	33.3	-.43
c	17	22.6			8	15.7		
d	29	38.6			20	39.2		
e	15	20.			6	11.8		
3. a	15	20.			11	21.6		
b	8	10.			3	5.9		
*c	7	9.5			5	9.8		
d	36	48.	57.3	+ .18	30	58.8	68.6	+ .47
e	9	12.			2	3.9		
4. a	9	12.			14	27.5		
*b	7	9.3	21.3	-.8	6	11.8	39.3	-.27
c	5	6.6			6	11.8		
d	50	66.6			21	41.2		
e	4	5.3			4	7.8		
5. a	38	50.6			24	47.1		
*b	8	10.3	60.9	+ .28	10	19.7	66.8	+ .43
c	5	6.6			5	9.8		
d	11	14.6			3	5.9		
e	13	17.3			9	17.6		



TABLE IV (continued)

Item	STUDENTS				TEACHERS			
	No.	Per cent	Per cent legally approved	Standard deviation	No.	Per cent	Per cent legally approved	Standard deviation
6.*a	44	58.6	61.2	+.28	26	50.98	62.8	+.33
b	2	2.6						
c	10	13.3						
d	13	17.3						
e	6	8.						
7.*a	36	48.	72.	+.57	31	60.8	74.5	+.66
b	18	24.						
c	8	10.3						
d	7	9.3						
e	6	8.						
8.*a	19	25.3	35.6	-.37	12	25.5	29.4	-.54
b	8	10.3						
c	9	12.						
d	27	36.						
e	12	16.						
9.*a	7	9.3	82.6	+.94	4	7.8	78.4	+.79
b	3	3.						
*c	18	24.						
d	44	58.6						
e	3	3.						
10.*a	41	54.6	27.	-.61	31	60.8	19.6	-.86
b	11	14.6						
*c	3	3.						
d	18	24.						
e	2	2.6						
11.*a	6	8.	61.2	+.28	9	17.6	68.6	+.47
b	8	10.3						
*c	5	6.6						
d	41	54.6						
e	15	20.						

TABLE IV (continued)

Item	STUDENTS				TEACHERS			
	No.	Per cent	Per cent legally approved	Standard deviation	No.	Per cent	Per cent legally approved	Standard deviation
12. a	5	6.6			17	33.3		
b	3	3.			6	11.8		
*c	24	32.	89.	+ 1.23	9	17.3	52.6	+ .07
d	43	57.			18	35.3		
e	0	0.			1	1.96		
13. a	9	12.			8	15.7		
b	10	13.3			9	17.6		
*c	17	22.6	69.2	+ .5	8	15.7	66.68	+ .43
d	35	46.6			26	50.98		
e	4	4.6			0	.0		
14. a	16	21.3			4	7.8		
b	8	10.3			8	15.7		
*c	7	9.3	54.6	+ .12	3	5.9	56.78	+ .17
d	34	45.3			26	20.98		
e	10	13.3			10	19.6		
15. a	1	1.3			3	5.9		
b	2	2.6			4	7.8		
*c	9	12.	78.6	+ .79	7	13.7	82.3	+ .93
d	50	66.6			35	68.6		
e	13	17.3			2	3.9		
16. a	11	14.6			6	11.8		
b	3	3.			4	7.9		
*c	9	12.	70.6	+ .54	9	17.6	76.4	+ .72
d	44	58.6			30	58.8		
e	8	10.3			2	3.9		

NOTE: The letters to the right of the item number should be read as follows:

- a. I approve
- b. I approve but with qualifications
- c. I disapprove in general but I find points in favor of this
- d. I disapprove
- e. I cannot decide

\*This indicates the legally approved response

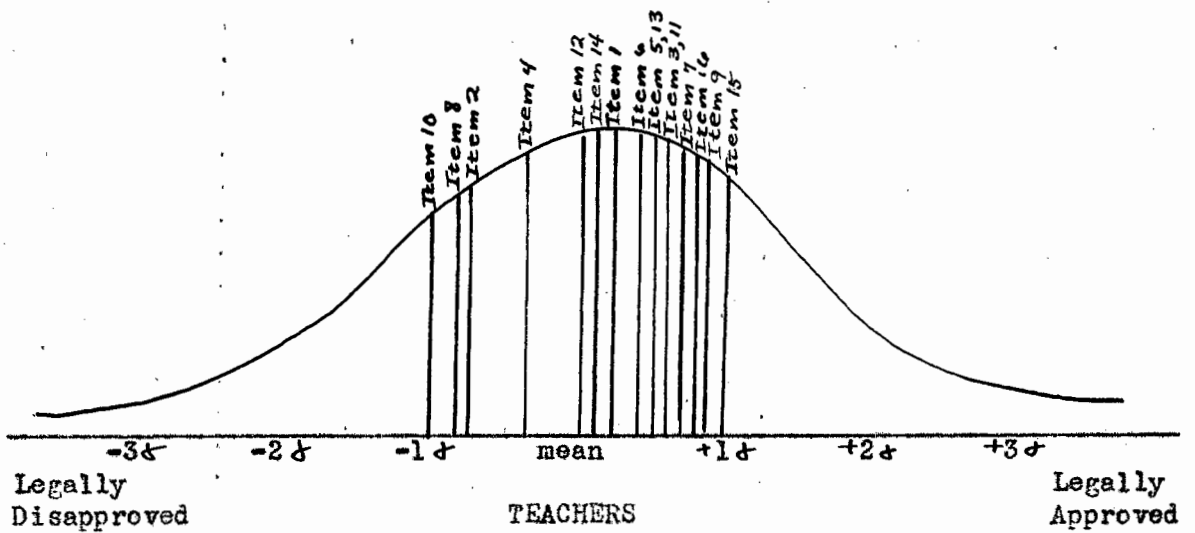
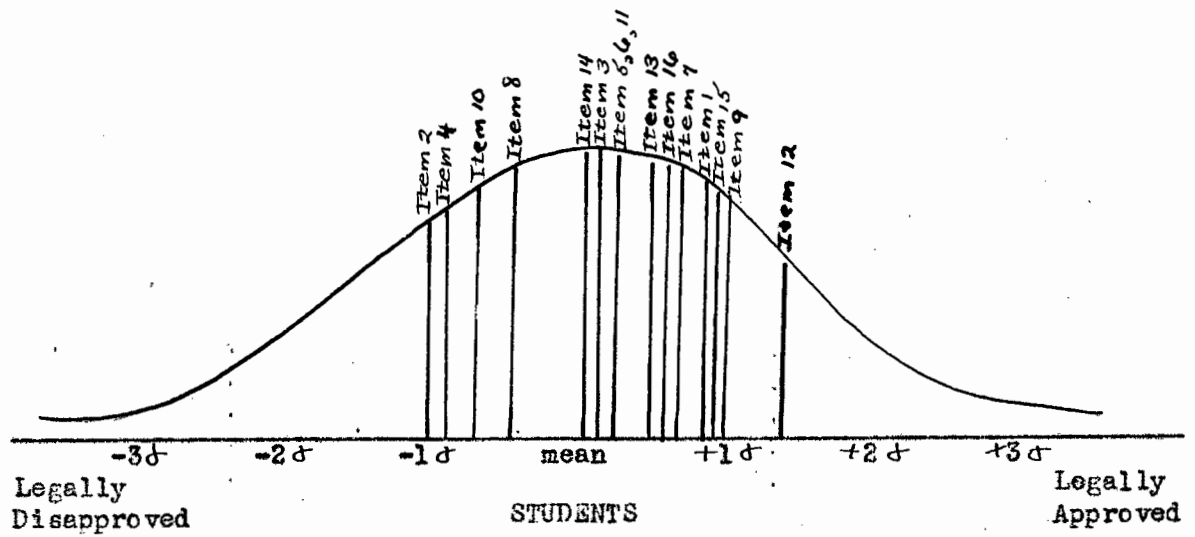


FIGURE 4

STANDARD DEVIATION VALUES OF LEGALLY APPROVED RESPONSES  
GIVEN TO SIXTEEN ITEMS, BY STUDENTS AND  
TEACHERS ON FORM I

items had been selected and accepted or revised from the four prior questionnaire forms. From the percentage of legally correct responses, the standard deviations were computed to determine where the difficulty of the item would fall on the response continuum.<sup>7</sup> These standard deviations are displayed in Figure 4. In the following analysis, presentation of the item situation will be made, and results and interpretations will succeed it.

1. The first item from Form I reads as follows:

Two youths, Jehovah's Witnesses, refused to salute the flag in school ceremonies due to religious convictions. Many Americans felt that this refusal indicated a patriotic disloyalty and that it should be constitutional to force a person, contrary to his religious beliefs to salute the flag.

What do you think of forcing such an individual to salute the flag ?

Table IV is to be read as follows: Of the seventy-five students, 9.3 per cent approved, 13.3 per cent approved with qualifications, 28 per cent disapproved with qualifications, 49.3 per cent disapproved, and none were undecided. The total percentage choosing the legally approved response with and without qualifications was 77.3 per cent, giving the item a standard deviation value of  $+.75$  on the continuum. By similar interpretation, of the fifty-one teachers responding to the item, 11.8 per cent approved, 27.5 per cent approved with qualifications, 23.5 per cent disapproved with qualifications, 35.3 per

---

<sup>7</sup>Difficulty is interpreted as the position of the item with respect to the mean of an assumed normal distribution.

cent disapproved, and 1.96 per cent was undecided. For the teachers the item was given a standard deviation of  $+.22$  on the continuum. Qualitative data from both groups revealed that those choosing approve and disapprove responses with qualifications indicated confusion as to the dichotomy between religious freedom and patriotic loyalty and were unable to resolve it. The item seemed clearly understood, and hence satisfactory for re-testing.

2. The second item from Form I reads as follows:

A federal employee, a skilled laborer in the Philadelphia mint, had served as a ward committeeman of the Democratic Party and was politically active on election day as a polls worker. As required by provisions of the Hatch Act, he was removed from his position for having been so politically active.

What do you think of this provision of the Hatch Act ?

Of the seventy-five students responding to this item, 10.3 per cent approved, 8 per cent approved with qualifications, 22.6 per cent disapproved with qualifications, 38.6 per cent disapproved, and 20 per cent were undecided. The total choosing the legally approved response, with and without qualifications, was 18.3 per cent, giving the item a standard deviation value of  $-.91$  on the continuum. By similar interpretation, of the fifty-one teachers responding to the item, 17.6 per cent approved. Fifteen and seven tenths per cent approved with qualifications, 15.7 per cent disapproved with qualifications, 39.2 per cent disapproved, and 11.8 per cent were undecided; 33.33 per cent chose the legally approved response giving the item a standard deviation value of  $-.48$  on the continuum. It is interesting to note that greater numbers of both students and teachers disapproved

of the presently legal Hatch Act than did they disapprove. Those who chose the responses with qualifications indicated a wavering between the political rights of the individual and the protection of a democratic government. The investigator felt that responses indicated that attitudes had not been solidified relative to the constitutionality of the Act. Thus, the item probably does measure attitude and knowledge concerning the Act but is a difficult one to score with relation to legal status or liberal response--which may in this instance be opposing characteristics. Thus the item should be rejected.

3. The third item from Form I reads as follows:

Eleven Communist leaders were convicted of violation of the Smith Act. In the appeal to the Supreme Court, it was conceded that the Communist leaders had violated the Act by the teaching of revolution. The Communists felt the Smith Act had violated their free speech rights.

What do you think of this accusation by the Communists ?

Note that the table is to be interpreted as in items one and two, but the detailed analysis is omitted here. To this question, 57.3 per cent of the seventy-five students, and 68.6 per cent of the fifty-one teachers disapproved, with and without qualifications, giving the legally approved response a standard deviation value of  $+ .18$  on the continuum for the students, and a standard deviation value of  $+ .47$  on the continuum for the teachers. This item proved to be unclear to many of the respondents. Apparently, the phrase "by the Communists," was interpreted by several as "of the Communists," which made a difference in the response selected. Generally it was apparent that

the students and teachers would limit free speech rights when teaching or advocating overthrow of the government was in question. Thus it is concluded that this item is unsatisfactory in its presentation and should be made clearer to minimize misinterpretation, or rejected entirely.

4. The fourth item from Form I reads as follows:

A superintendent of schools in a western state said, "At my first teachers meeting I had a number of persons spotted through the audience to watch the expressions on the faces of the teachers as I made certain statements so I could tell what they were thinking." He was later charged with abusing freedom of thought.

What do you think of the charge made against the superintendent ?

Responding to this question, 21.3 per cent of the students and 39.3 per cent of the teachers approved, selecting the legally approved response, and giving the item a standard deviation value of  $-.80$  on the continuum for the students and a standard deviation value of  $-.27$  on the continuum for the teachers. The groups seemed to respond in terms of disapproval of this charge. The general expression was "no one can really tell what a person is really thinking by the expression of his face" and most seemed to ignore completely the implication this had with reference to abuse of freedom of thought. The item should be tested further.

5. The fifth item from Form I reads as follows:

The mayor of an eastern city declared there would be no abridgement of free speech there after he received many telegrams from citizens protesting the scheduled appearance of a foreigner for a lecture. The telegrams asserted that the Lutheran minister was a "known Nazi collaborator" and protested his talk.

What do you think of the mayor's decision in this instance ?

To this question, 60.9 per cent of the students and 66.8 per cent of the teachers approved, giving the legally approved response a standard deviation value of  $+.28$  on the continuum for students and a value of  $+.43$  on the continuum for the teachers. A large number of respondents were unable to make a decision on the question.

Perhaps this was due to the fact that the item was not specific as to whether the incident occurred in peacetime or wartime. The item should be rewritten to specify that the time of the event was peacetime, so that it may be re-tested.

6. The sixth item from Form I reads as follows:

During the last war, 15,000 leaflets were sent by the Socialist Party to men who had been called to duty by their draft boards. The leaflets asserted that the draft was unconstitutional and "it made a monstrous wrong against humanity in the interests of Wall Street's chosen few."

How do you feel about forbidding this type of written expression during wartime ?

By similar interpretation, 61.2 per cent of the students and 62.8 per cent of the teachers selected the legally approved response, by approving the forbidding of this type of literature during wartime. The standard deviation value of the item was  $+.28$  for the students, and  $+.33$  for the teachers. The item seemed understood and seemed to measure attitude, for those who disapproved did not lack knowledge of the principle but simply held an opposing attitude. This disparity of attitude and knowledge was noted in the preceding tests. Therefore this item is suitable for placement on a scale of attitude.

7. The seventh item from Form I reads as follows:



A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist." As a result of these direct accusations the speaker was arrested for tending to cause a breach of the peace.

What do you think of this arrest ?

Seventy-two per cent of the students and 74.5 per cent of the teachers selected the legally approved response, approving with and without qualifications, the arrest, giving the standard deviation value of  $\pm 1.58$  for the students, and  $\pm 1.66$  for the teachers on the response continuum. From the qualitative comments, the investigator concluded that at least two factors were involved in the response, one, that free speech is limited when the realm of slander is penetrated, and two, one must respect the law and its representatives. The item should be retested.

8. The eighth item from Form I reads as follows:

An ordinance of a small Ohio city forbade knocking on the door or ringing a doorbell of a residence in order to deliver a handbill. Reasons given for having such an ordinance were held insufficient by the court to justify it in the case of the handbills distributed by a religious sect.

What do you think of the decision of the court ?

To this question, 35.6 per cent of the students, and 29.4 per cent of the teachers selected the legally approved response, that the decision of the court should be upheld. The standard deviation of the item for the students was  $-.37$ , and  $-.54$  for the teachers. The qualitative data revealed that the disapprove responses were of at least two types; one, some felt that the distribution of handbills in this manner was a nuisance and the other, the item was misinter-

preted as meaning that only religious sects could engage in this type of activity. The item proved unsuitable in its presentation, and was rejected.

9. The ninth item from Form I reads as follows:

Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. A socialist candidate then asked for the same privilege. The principal refused to even consider the request.

What do you think of this action by the principal ?

Responding to this item, 82.6 per cent of the students and 78.4 per cent of the teachers chose the legally approved response, disapprove--with and without qualifications, giving the item a standard deviation value of  $\pm .94$  on the continuum for the students and a standard deviation value of  $\pm .79$  for the teachers. The general feeling among the groups was critical of the principal and was typified as "in our country the minority or opposition party has equal right." The groups upheld this principle more so than any other. Their comments indicated a clear understanding of it as presented, thus the item should be re-tested.

10. The tenth item from Form I reads as follows:

A known criminal is suspected of subversive activity. The federal government uses the method of wiretapping to gather evidence to use against the individual on trial for his alleged behavior.

What do you think of wiretapping for this purpose ?

Choosing the legally approved response, that of disapproving with and without qualifications, were 27 per cent of the students and 19.6 per cent of the teachers, giving the item a standard deviation

value of  $-.61$  for the students, and a value of  $-.86$  for the teachers. The investigator felt the attitudes toward general unqualified use of wiretapping, approved by the majority had alarming connotations relative to limitations of free speech rights. The item was recommended for re-testing.

11. The eleventh item from Form I reads as follows:

The ordinance of a small Ohio city gives local officers absolute authority issuing permits to religious sects and speakers with controversial views who seek to use the public park. No standards for the licensing have ever been established.

What do you think of this type of licensing practice ?

Responding to this item, 61.2 per cent of the students and 68.6 per cent of the teachers selected the legally approved response, that of disapproving of the licensing practice, giving the item a standard deviation value of  $+ .28$  for the students, and  $+ .47$  for the teachers. In both groups of students and teachers, the qualitative data for the "approve" response indicated the reason given and the choices are not the same. Responses of those who disapproved centered about violation of free speech rights and the establishment of criteria for licensing. This item should be re-tested.

12. The twelfth item from Form I reads as follows:

A high school science teacher, when asked by a pupil whether he believed in God, answered, "No." Consequently, the teacher was dismissed.

How do you feel about dismissal for atheistic beliefs ?

To this item, 89 per cent of the students and 52.6 per cent of the teachers selected the legally approved response, disapproval, giving

UNIVERSITY LIBRARY  
BOWLING GREEN, OHIO

the item a standard deviation value of +1.23 for the students and +.07 for the teachers. Many who chose approve or disapprove with qualifications felt that everyone has a right to his own beliefs but an atheist should not express his views in the classroom where he has considerable influence. A few stated that no religious beliefs should be stated in the classroom. The item seemed unambiguous to both groups, and should be tested further.

13. The thirteenth item from Form I reads as follows:

A speaker mounted a platform in a public park and sought to harangue all who would listen to his speech. A policeman, sensing that the speaker's views were unpopular beliefs arrested him.

What do you think of this action by the policeman ?

By similar interpretation, 69.2 per cent of the students and 66.68 per cent of the teachers chose the legally approved response, disapprove--with and without qualifications, giving the item a standard deviation value of +.5 for the students, and -.43 for the teachers. Those who qualified responses were concerned with whether or not the man was in the process of inciting a riot. The item was apparently clear to both groups, and thus should be re-tested.

14. The fourteenth item from Form I reads as follows:

Some people hold that college teachers who refuse to take special loyalty oaths, in addition to state and federal loyalty oaths, ought to be dismissed.

How do you feel about this view ?

The legally approved response was to disapprove of this view; 54.6 per cent of the students and 56.88 per cent of the teachers did so,

giving the item a standard deviation value of  $+ .12$  for the students, and  $+ .17$  for the teachers. Generally those who disapproved felt that an oath in itself is worthless and could lead to further restrictions. The groups indicated understanding of the item presentation, though a few students felt they knew too little of such loyalty oaths to make a decision. The item should be accepted for re-testing.

15. The fifteenth item from Form I reads as follows:

A city official states that those who constantly concern themselves with constitutional rights and free speech are pro-communist, for real Americans do not talk in that manner.

How do you feel about his views ?

In response to this item, 78.6 per cent of the students and 82.3 per cent of the teachers selected the legally approved response, that of disapproving of his views, giving the item a standard deviation of  $+ .79$  on the response continuum for the students, and a standard deviation value of  $+ .93$  for the teachers. This item was apparently understood clearly and should be re-tested.

16. The last item from Form I reads as follows:

In order that academic integrity is not destroyed by subversive teaching, government agents should occasionally be planted in social science classes in large universities.

What do you think of this practice ?

Responding to this item, 70.6 per cent of the students and 76.4 per cent of the teachers chose the legally approved response, disapprove-- with and without qualifications, giving the item a standard deviation value of  $+ .54$  on the continuum for the students, and a value of  $+ .72$  for the teachers. The open-end question provided interesting

qualitative data. While the general teachers feeling was centered about abridgement of freedom of thought, the students with confidence in themselves as a group, felt that subversive thinking would be ferreted out by the students in the classes. The item should be re-tested.

Summarizing then, it appears from the analysis of the data that items two, three, and eight, should be rejected as possessing unsatisfactory characteristics, item five should be revised as explained in its analysis, and the remaining twelve items should be recommended for purposes of re-testing to further refine their characteristics. From Figure 4, it is seen that the items, even at this point, cluster around the mean of the response continuum, and that thus far attempts to create items which would fall to either extreme are not yet successful.

It has been previously established that a null hypothesis was set up stating there would be no significant difference at a high level of confidence between the occurrence of similar response choice of teachers and students above that of chance expectancy, i.e., in order to accept the null hypothesis, a t score or critical ratio of less than one should be found. Relative to this, the standard error of this difference of response between the two groups, students and teachers, on Form I was compared.

Preliminary steps resultant in this involved coding and tabulation of the data, then assessment of points per response or weighting of the response. To facilitate the computation of the critical ratio,

the response choice continuums were arbitrarily weighted, assessing the high score which was in this instance, five, to the response which was the most liberal, that is, maximized the freedom of the individual with equity. It must be reiterated, the goal of such assessment was not made to determine whether the student group or the teacher group was more liberal in response, but rather to facilitate quantification of the responses in order to determine whether there was a significant difference in the responses of students and teachers as groups.

The mean of the students was found to be 39.7 and the standard deviation from the, 3.8052. For the teachers, the mean was 39.6764 and the standard deviation or sigma, 3.5338. Thus the critical ratio of the difference between the means to the standard error of this difference was found to be .0353. The null hypothesis is accepted for the critical ratio was found at a high level of confidence. It is concluded that because the difference of response does not appear to be significant between the two groups, it would seem that other large groups of students may be tested in the further development of such a scale for measuring the attitudes and knowledge of teachers toward selected civil liberties issues. Heterogeneity between groups of teachers seemed to be as great as that between teachers and students, therefore considering the preliminary nature of this study where concern is largely with analyzing the qualitative nature of the responses it seems feasible to use students as respondents, providing extreme caution is used in interpretation.

Form II. Table V indicates the number and percentage distribution of selected responses to each of sixteen items and percentage distribution of legally approved responses with standard deviations, given by the students and teachers to the arbitrary choices on Form II.<sup>8</sup> All of the items on this questionnaire form were items which had appeared on prior test forms and were accepted and revised. The arbitrary answer choice sequence was a technique developed in the attempt to obtain greater specificity of response and determine more definitely the knowledge of the respondent relative to the principle involved. Following the choice continuum, the question "Why did you select that choice?" was posed to associate qualitative responses with the choice checked. From the percentage of legally approved responses, the standard deviations were computed to determine where the difficulty of the item would fall on the continuum. The standard deviations are displayed in Figure 5. In the following analysis, presentation of the item situation will be made, percentages of students and teachers selecting choices will be given, and an interpretation will follow.

1. The first item from Form II reads as follows:

Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be undertaken by the school administrator ?

---

<sup>8</sup>See Appendix F for personal data concerning the students and teachers which is presented in tables.



TABLE V

NUMBER AND PERCENTAGE DISTRIBUTION OF SELECTED RESPONSES TO  
EACH OF SIXTEEN ITEMS AND PERCENTAGE DISTRIBUTION OF  
LEGALLY APPROVED RESPONSES WITH STANDARD  
DEVIATIONS, BY STUDENTS AND TEACHERS,  
ON FORM II

Item	STUDENTS				TEACHERS			
	No.	Per cent	Per cent legally approved	Standard deviation	No.	Per cent	Per cent legally approved	Standard deviation
1.*a	50	68.5	68.5	+ .47	33	57.9	57.9	+ .18
b	2	2.7			4	7.		
c	20	27.3			18	31.6		
d	1	1.3			0	.0		
e	0	.0			2	3.5		
2. a	3	4.1			7	12.2		
b	6	8.2			1	1.8		
c	2	2.7			2	3.5		
d	11	15.			12	21.1		
*e	51	69.8	69.8	+ .52	35	61.4	61.4	+ .28
3. a	11	15.			10	17.5		
b	13	17.8			6	10.6		
*c	31	42.4	42.4	- .19	31	54.4	54.4	+ .11
d	6	8.2			3	5.3		
e	12	16.4			5	8.8		
					(2 - no choice)			
4. a	1	1.3			1	1.8		
b	2	2.7			1	1.8		
c	4	5.4			2	3.5		
*d	65	89.	89.	+ 1.23	51	89.5	89.5	+ 1.23
e	1	1.3			2	3.5		
5. a	14	19.9			17	29.8		
b	3	4.1			0	.0		
c	2	2.7			1	1.8		
*d	48	65.7	65.7	+ .4	36	63.2	63.2	+ .33
e	6	8.2			2	3.5		
					(1 - no choice)			

TABLE V (continued)

STUDENTS					TEACHERS			
Item	No.	Per cent	Per cent legally approved	Standard deviation	No.	Per cent	Per cent legally approved	Standard deviation
6. a	10	15.6			9	15.8		
b	3	4.1			0	.0		
c	2	2.7			0	.0		
*d	55	75.3	75.3	+.68	43	75.4	75.4	+.69
e	3	4.1			4	7.		
					(1 - no choice)			
7. a	4	5.4			1	1.8		
b	2	2.7			1	1.8		
c	0	.0			0	.0		
d	1	1.3			1	1.8		
*e	66	90.4	90.4	+1.31	53	92.9	92.9	+1.47
					(1 - no choice)			
8. a	20	27.3			13	22.7		
b	8	10.9			7	12.2		
*c	24	32.8	32.8	-.45	6	10.6	10.6	-1.25
d	17	23.2			26	45.6		
e	4	5.4			4	7.		
					(1 - no choice)			
9. a	0	.0			1	1.8		
b	8	10.9			4	7.		
c	17	23.2			6	10.6		
d	3	4.1			1	1.8		
*e	45	61.6	61.6	+.3	43	75.4	75.4	+.69
					(2 - no choice)			
10. a	7	9.5			9	15.8		
b	19	26.			10	17.5		
c	27	36.9			22	38.6		
d	0	.0			2	3.5		
*e	20	27.3	27.3	-.6	14	24.5	24.5	-.69
11. a	33	43.8			21	36.8		
b	1	1.3			3	5.3		
c	9	12.3			0	.0		
*d	27	36.9	36.9	-.34	32	56.1	56.1	+.16
e	3	4.1			1	1.8		

TABLE V (continued)

STUDENTS					TEACHERS			
Item	No.	Per cent	Per cent legally approved	Standard deviation	No.	Per cent	Per cent legally approved	Standard deviation
12. a	1	1.3			6	10.6		
b	36	49.3			21	36.8		
c	2	2.7			7	12.2		
d	1	1.3			3	5.3		
*e	33	43.8	43.8	-.15	20	35.1	35.1	-.38
13.*a	51	69.8	69.8	+.52	45	78.9	78.9	+.81
b	7	9.5			5	8.8		
c	1	1.3			0	.0		
d	13	17.8			7	12.2		
e	1	1.3			0	.0		
14. a	3	4.1			3	5.3		
*b	57	78.	78.	+.77	42	73.7	73.7	+.64
c	13	17.8			7	12.2		
d	0	.0			2	3.5		
e	0	.0			3	5.3		
15. a	17	23.2			7	12.2		
b	19	26.			5	8.8		
c	10	13.6			11	19.3		
*d	18	24.6	24.6	-.69	20	35.1	35.1	-.37
e	9	12.3			13	22.7		
					(1 - no choice)			
16.*a	36	49.3	49.3	-.02	20	35.1	35.1	-.38
b	9	12.3			11	19.3		
c	3	4.1			1	1.8		
d	16	21.9			16	28.1		
e	9	12.3			9	15.8		

\*This indicates the legally approved response.

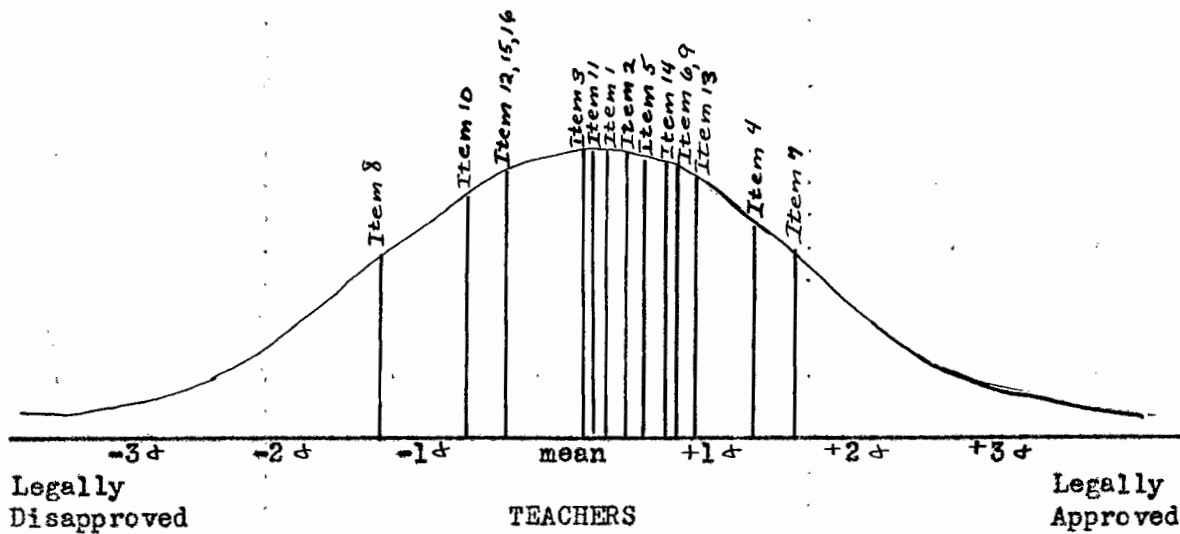
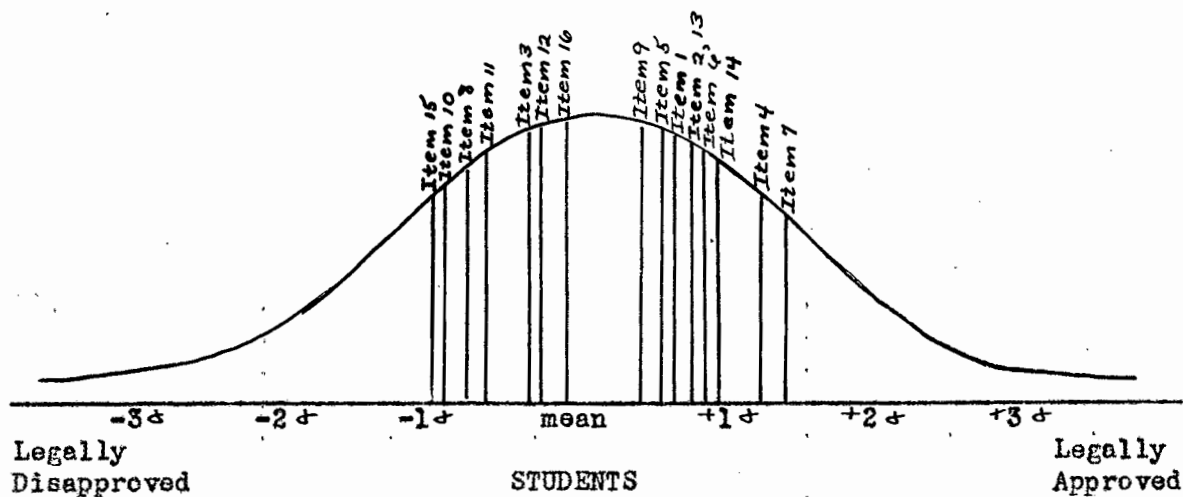


FIGURE 5

STANDARD DEVIATION VALUES OF LEGALLY APPROVED RESPONSES  
GIVEN TO SIXTEEN ITEMS, BY STUDENTS AND  
TEACHERS ON FORM II

	students	teachers	
a.	68.5	57.9	none at all
b.	2.7	7.	reprimand the students in the office
c.	27.3	31.6	talk to the parents
d.	1.3	.0	force them to submit to the practice of the majority
e.	.0	3.5	suspend them from school and seek legal counsel

In addition to the presentation of group choice selection, Table V is to be read as follows: Of the seventy-three student respondents, 68.5 per cent chose a., the legally approved response, giving the item a standard deviation value of +.47 on the response continuum. By similar interpretation, of the fifty-seven teachers, 57.9 per cent chose the legally approved response, a., giving the item a standard deviation value of +.18 on the continuum. The qualitative data indicated that those making the selection of choice a., felt "It is their right to practice freedom of religion." The item seemed to be clearly understood by the respondents, and is recommended for future testing.

2. The second item from Form II reads as follows:

A state is known to make school buildings available for public meetings. An unpopular but legal group seeks the use of a school auditorium.

What should the school board do ?

	students	teachers	
a.	4.1	12.2	flatly deny the request
b.	8.2	1.8	deny the request explaining that only large groups use it
c.	2.7	3.5	grant facilities but have police present should members antagonize the audience
d.	15.	21.1	grant facilities but add plainclothes policemen to the audience
e.	69.8	61.4	grant the use of facilities

Of the seventy-three student respondents, 69.8 per cent selected e., the legally approved response, giving the item a standard deviation value of  $\pm 52$  on the response continuum. By similar interpretation, 61.4 per cent of the fifty-seven teachers responding to the item chose a., the legally approved response, giving the item a standard deviation value of  $\pm 28$  on the continuum. The qualitative data reveals at least two major thought trends: one, "Schools are the property of the community and are to be used by all groups," and two, "The legal group leaves no choice, but the school board exercises the right from future requests of the said group if trouble arises." The first trend was more general of students, the second of teachers. It is also shown that some who selected the e. response, selected the legally approved choice, but did not actually hold a favorable attitude toward such action. The item is not acceptable for future testing because the status of the principle involved is not clear--a few judicial decisions have favored the school board's denial of facilities to particularly objectionable groups.

3. The third item from Form II reads as follows:

An alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the mayor do ?

	students	teachers	
a.	15.	17.5	refuse to grant the speaking facilities
b.	17.8	10.6	grant facilities, but have plainclothes police present to protect the crowd
c.	42.2	54.4	accord the individual facilities to speak
d.	8.2	5.3	ask the governor for his opinion
e.	16.4	8.8	bring the issue to popular vote

Of the seventy-three students responding to the form, 42.2 per cent

selected c., the legally approved response, giving the item a standard deviation value of  $-.19$  on the continuum; 54.4 per cent of the teachers chose c., the legally approved response, giving the item a standard deviation value of  $+.11$  on the continuum. There was some question as to whether this occurred in peacetime or during World War II. Such a differentiation should be made for re-testing the item.

4. The fourth item from Form II reads as follows:

During a presidential election, a socialist, legally qualified for the candidacy, requested to buy time on the air.

What should station operators do ?

	students	teachers	
a.	1.3	1.8	allow him to buy half as much time as the other candidates
b.	2.7	1.8	explain that only candidates from pro-democratic parties are allotted time
c.	5.4	3.5	refuse because public criticism would lose listeners
d.	89.	89.5	allow him to buy time on the air
e.	1.3	3.5	flatly refuse the request

Eighty-nine per cent of the seventy-three students chose the legally approved response, d., giving the item a standard deviation value of  $+1.23$  on the response continuum; 89.5 per cent of the teachers chose the approved response, giving the item a standard deviation value of  $+1.23$  on the response continuum. The feeling among the respondents was emphatically "He has as much right on the air as anyone else and if the people don't care to listen, they won't." However, some implied that socialists advocate the overthrow of the government by revolution, indicating lack of knowledge of the

concept of socialism. The item is accepted; note that for groups, it falls beyond 1 standard deviation on the continuum.

5. The fifth item from Form II reads as follows:

An announcement had been made that a well-known scientist had been scheduled to deliver a series of scientific lectures at the university. Earlier this scientist had been declared a poor security risk.

	students	teachers	
a.	19.9	29.8	request that the lectures be censored before presentation
b.	4.1	.0	send protest letters to arouse all other alumni
c.	2.7	1.8	demand an immediate revocation
d.	65.7	63.2	accept the scientist as lecturer
e.	8.2	3.5	attempt to revoke the appointment

Of the seventy-three student respondents, 65.7 per cent chose the legally approved response, d., giving the item a standard deviation of  $\pm 4.4$  on the response continuum; of the fifty-seven teachers, 63.2 per cent selected the approved response giving the item a standard deviation of  $\pm 3.33$  on the response continuum. The item seemed to be clearly understood, and was accepted for future testing.

6. The sixth item from Form II reads as follows:

Pamphlets have been circulated to college placement offices by a private corporation stating that employees in business organizations should carefully keep personal political views conservative and definitely not radical.

What do you think of such a view ?

	students	teachers	
a.	13.6	15.8	business organizations have a right to require conservatism on and off the job
b.	4.1	.0	the employee should reflect the political views of the employer
c.	2.7	.0	employees should acquiesce to popular viewpoints



	students	teachers	
d.	75.3	75.4	business organizations have no right to dictate personal views
e.	4.1	7.	business organizations may suggest political party membership

Of the seventy-three students responding to this item, 75.3 per cent selected the approved legal response, d., giving the item a standard deviation value of  $+ .68$  on the continuum; of the fifty-seven teachers responding to this item, 75.4 per cent selected the legally approved response, d., giving the item a standard deviation a value of  $+ .69$  on the continuum. Many wrote that if the employee knows what is expected of him when he is hired, he should fulfill his contract. The item was accepted for future testing.

7. The seventh item from Form II reads as follows:

Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. The socialist candidate then asks for the same privilege.

What should the principal do ?

	students	teachers	
a.	5.4	1.8	refuse on the ground that he doesn't represent a major party
b.	2.7	1.8	grant the facilities at an unreasonable hour
c.	.0	.0	grant facilities but urge people not to attend
d.	1.3	1.8	flatly refuse the facilities
e.	90.4	92.9	grant this candidate the same privilege

Of the seventy-three students responding to this item, 90.4 per cent selected the legally approved response, e., giving the item a standard deviation value of  $+ 1.31$  on the response continuum; of the fifty-seven teachers responding, 92.9 per cent selected the legally approved response, giving the item a standard deviation value of  $+ 1.47$  on the response continuum. The respondents clearly indicated an understanding

of the underlying principle that "If he is legally qualified, he is following democratic procedures within the framework of our laws."

The item should be accepted for future testing, note that the standard deviation value is further from the mean of the continuum than was true of any other item.

8. The eighth item from Form II reads as follows:

The trustees of a university decided to impose upon faculty members a mandatory loyalty oath in addition to state and federal loyalty oaths, with the alternative of dismissal.

What action should the faculty take ?

	students	teachers	
a.	27.3	22.7	ask for another way to declare loyalty
b.	10.9	12.2	sign the oath, but issue a professional protest
c.	32.8	10.6	refuse to sign the oath, and seek legal counsel
d.	23.2	45.6	sign the oath as an expression of loyalty
e.	5.4	7.	sign the oath but seek legal counsel

In response to this item, only 32.8 per cent of the students, and 10.6 per cent of the teachers selected the legally approved response, c., giving the item a standard deviation value of  $-.45$  for the students, and  $-1.25$  for the teachers. Among the teachers who would sign the oath, the attitude was "A loyal person should have no objection to taking the oath, mandatory or otherwise," and very few expressed skepticism regarding the legality of such action, but rather approved such a restriction of rights. The item should be tested again.

9. The ninth item from Form II reads as follows:

A meeting of a religious sect in a public park was attacked by a hostile mob; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ?

	students	teachers	
a.	.0	1.8	have the town police blockade the highway refusing entrance to the sect
b.	10.9	7.	deny the sect a permit to use the park
c.	23.2	10.6	suggest the sect meet in another town
d.	4.1	1.8	allow the meeting but ask police to arrest any unpopular speakers
e.	61.6	75.4	protect the meeting from attack

Responding to this item, 61.6 per cent of the students, and 75.4 per cent of the teachers chose the legally approved response, e., giving the item a standard deviation of  $\pm .3$  for the students and  $\pm .69$  for the teachers. Most of those who approved protection of the sect meeting indicated religious freedom as the basis for this selection. The item should be used in future tests.

10. The tenth item from Form II reads as follows:

A street corner speaker addressed a crowd composed of both Negro and white people. They became restless as he made derogatory remarks about the government and urged Negroes to bargain for better jobs and equal rights.

What should police do ?

	students	teachers	
a.	9.5	15.8	arrest the speaker for his controversial comments
b.	26.	17.5	order the man to stop speaking
c.	36.9	38.6	suggest that the speaker change the subject
d.	.0	3.5	arrest the Negroes who were becoming excited
e.	27.3	24.5	protect the speaker's right to express himself

In response to this item, of the seventy-three students responding, 27.3 per cent selected the legally approved response, e., giving the item a standard deviation value of  $-.61$  on the continuum; of the fifty-seven teachers responding, 24.5 per cent chose the legally

approved response, giving the item a standard deviation value of  $-.69$  on the continuum. Data indicated uncertainty as to whether the speaker had incited the crowd to action. The item should be revised to plainly indicate that the crowd was not aroused to action, or it should be consequently be rejected.

11. The eleventh item from Form II reads as follows:

A symposium concerning the relationship of democracy and socialism was scheduled at a large university. Two powerful groups in the area protested strongly.

What should university administrators do ?

	students	teachers	
a.	43.8	36.8	hold the symposium, cautioning students as to the controversial topic
b.	1.3	5.3	cancel the symposium completely
c.	12.3	.0	cancel the symposium to appease these groups, but consider it again
d.	36.9	56.1	proceed with the symposium as planned
e.	4.1	1.8	hold the symposium allowing only upperclassmen to attend

Responding to this item, 36.9 per cent of the students and 56.1 per cent of the teachers selected the legally approved response, d., giving the item a standard deviation value of  $-.34$  for the students and a standard deviation value of  $+.16$  for the teachers. It is interesting to note that students appeared to respond more conservatively to this item than did the teachers. The item should be used on future tests.

12. The twelfth item from Form I reads as follows:

You are a school superintendent. One of your high school science teachers, when asked by a pupil whether he believed in God, answered, "No," and explained why to those interested.

What would you do ?

	students	teachers	
a.	1.3	10.6	dismiss the teacher
b.	49.3	36.8	warn the teacher that he must not declare such beliefs again
c.	2.7	12.2	ask your minister to talk with him
d.	1.3	5.3	suggest that he join a liberal protestant church
e.	43.8	35.1	permit him to hold his atheistic beliefs

In response to this item, of the seventy-three students, 43.8 per cent chose the legally approved response, e., giving the item a standard deviation value of  $-.15$  on the continuum; of the fifty-seven teachers, 35.1 per cent selected the legally approved response, giving the item a standard deviation value of  $-.38$  on the continuum. It was evident from the open-end responses that those who would "permit him to hold his atheistic beliefs felt he should be conceded the right although they did not approve of his beliefs and many suggested warnings and other restrictions relative to his teaching. Most choosing the b. response related that "townspeople won't tolerate that--maybe they would pressure the teacher into being fired" and that "our democracy is founded on God." Thus many seemingly would impose restrictions upon the rights of the deviant atheists. The item should be used on future tests.

13. The thirteenth item from Form II reads as follows:

A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should police do ?

	students	teachers	
a.	69.8	78.9	arrest him for inciting violence
b.	9.5	8.8	force him to terminate his address until the crowd quiets down
c.	1.3	.0	arrest the most hostile members of the audience

	students	teachers	
d.	17.8	12.2	proceed against the crowd and disperse the group
e.	1.3	.0	protect his right to speak

In response to this item, 69.8 per cent of the students and 78.9 per cent of the teachers selected the legally approved response, a., giving the item a standard deviation of  $\pm .52$  on the response continuum for the students, and a value of  $\pm .81$  for the teachers. Those who selected the legally approved response gave definite indications that they clearly understood what constituted an abuse of the freedom of speech--the knowledge presented was synonymous with the response chosen. The item was accepted for re-testing.

14. The fourteenth item from Form II reads as follows:

Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do ?

	students	teachers	
a.	4.1	5.3	support the validity of your own views
b.	78.	73.7	act rigorously neutral in expression in class, pursuing own convictions in private
c.	17.8	12.2	act rigorously neutral in expression in class, and out
d.	.0	3.5	aid students in influencing their parents' vote
e.	.0	5.3	suggest one party may be superior to all others

Responding to this item, of the seventy-three students, 78 per cent selected the legally approved response, b., giving the item a standard deviation of  $\pm .77$  on the response continuum. By similar interpretation, of the fifty-seven teachers, 73.7 per cent selected the legally approved response, giving the item a standard deviation of  $\pm .64$ . The qualitative

data clearly indicated that the respondents understood this item.

It should be used on future tests.

15. The fifteenth item from Form II reads as follows:

Speaking in a public place, an individual exaggerated happenings, spoke of city officials in derogatory terms, expressed radical political opinions, and generally stimulated the crowd.

What should police do ?

	students	teachers	
a.	23.2	12.2	simply halt the speech
b.	26.	8.8	order the crowd to disperse
c.	13.6	19.3	ask him to speak in a more conservative manner
d.	24.6	35.1	protect the speaker's right to express himself
e.	12.3	22.7	arrest this speaker for his unlawful behavior

In response to this item, 24.6 per cent of the students chose the legally approved response, d., giving the item a standard deviation value of  $-.69$  on the continuum; 35.1 per cent of the teachers chose the legally approved response giving the item a standard deviation value of  $-.38$  on the continuum. The respondents generally were unwilling to grant freedom of speech in this event. The item should be used again.

16. The last item from Form II reads as follows:

In order that academic integrity be not destroyed by subversive teaching, government agents should occasionally be planted in social science classes in large universities.

What do you think of such a practice ?

	students	teachers	
a.	49.3	35.1	it is an assault on academic freedom and should not be tolerated
b.	12.3	19.3	such a practice inhibits free discussion
c.	4.1	1.8	a teacher should conform to the accepted opinions, so what harm could be done

	students	teachers	
d.	21.9	28.1	teachers must exercise care in what they say
e.	12.3	15.8	teachers must be held accountable for their unorthodox statements

Of the seventy-three students responding to this item, 49.3 per cent chose the legally approved response, a., giving the item a standard deviation of  $-.02$  on the continuum; of the fifty-seven teachers, 35.1 per cent chose the legally approved response, giving the item a standard deviation value of  $-.38$  on the continuum. The item was evidently understood by the test groups and should be used in future tests.

Summarizing then, it appears that this construction possessed items further from the mean of the continuum, than had any other test; it is to be noted on Figure 5 that the items fell within 1.31 and  $-.69$  on the response continuum for the students, and that the items fell within  $+1.47$  and  $-1.25$  for the teachers. From the analysis, it was determined that items two and ten should be rejected, for the principle is unclear, and item five should be slightly revised. The remaining items were deemed in satisfactory condition for future testing, and should be incorporated on future test forms. Further, an attempt should be made to discern whether the arbitrary solutions of the choice sequence are distributed at spatially equal intervals along the continuum of response, or whether other solutions might be more satisfactory. Generally it may be said that the open-end response enhanced the choice selected as to an indication of the attitude and knowledge of the subject, which were not compatible on



all items.

A null hypothesis was established stating there would be no significant difference at a high level of confidence between the occurrence of similar response choice of teachers and students above that of chance expectancy. Relative to this, the standard error of this difference of response between the two groups, students and teachers, on Form II was computed.

Preliminary steps resultant in this involved coding and tabulation of the data, and assessment of points per response or response weighting. The choices on the response continuums were arbitrarily weighted, assessing the high score of five to the response which was most legally approved, i.e. supported by principle and/or court decisions, and one point to the response which was least approved. The responses which fell between the extremes were assessed scores of four, three, and two points in the manner of a gradient. The purpose of weighting was simply to facilitate quantification of the response in order to determine whether there was a significant difference in the responses of students and teachers as groups.

The mean of the students was 63.7465 and the standard deviation was equivalent to 3.3219. For the teachers, the mean was 63.0087 and the standard deviation, 4.1023. The critical ratio, that is, the ratio of the difference between the means to the standard error of this difference was found to be 1.095. A critical ratio or a t score equivalent to one indicates that the probability that a value of t as large as the obtained value or larger, could occur on the

basis of chance variations in sampling is only thirty-two in one hundred.<sup>9</sup> This means that there would be sixty-eight chances in one hundred that the response differences between the two groups, students and teachers, were real or true differences. Thus in further development of a scale to test the civil liberties knowledge of public school teachers, on the basis of this analysis, because there appears to be some difference in response, students should not be used in test groups involving the refinement of this Form II to test teachers unless future research indicates that such a procedure is acceptable. The questionnaires of the student group were used in this initial analysis, for it was felt that qualitative data from that group would reveal gross item ambiguities.

---

<sup>9</sup>Smith, p. 59.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

## I. SUMMARY

The purpose of this investigation was the undertaking of an exploratory study to examine whether a testing device could be constructed to measure selected civil liberties attitudes and knowledge of public school teachers, and to analyze the methodology of developing such a scale. At the inception of the study, two assumptions were made to be tested by the findings of the study: one, that the additional open-end questions would provide an indicator of factors which were salient in the thinking of the individual about civil liberties issues, specifically freedom of speech, and secondly, that attitudes toward civil liberties issues were indirectly measurable through employment of the various questionnaire techniques used in the study.

Proceeding from these preliminary assumptions, a series of testing devices consisting of ten to seventeen items each were constructed and pre-tested with small groups, or universes of students and teachers. The purpose of the pre-tests was to discover characteristics indicating possible usable and non-usable items, on the basis of the analysis of the pre-tests. Essentially three major types of questionnaires were utilized though all three were similar in that a kind of projective technique, the story interview situation embodying a free speech principle in application, was typical of item construction.

One questionnaire form utilized a modified Jones type response continuum in an approve to disapprove sequence.<sup>1</sup> In another questionnaire form, the item situation was followed by open-end questions to elicit an unstructured response, and in the third variation, the response continuum following the story situation was an arbitrary choice sequence containing legally approved to legally disapproved practical or theoretical solutions.

The respondents for the study were composed of individuals enrolled in classes at Bowling Green State University. Over half of the classes were public school teachers, some of whom were taking degree work in conjunction with an in-service training program, others were graduate students. The remaining respondents were undergraduates in residence.

Following the presentation of each of the four pre-test questionnaires and the final forms, was an item analysis and an interpretation of responses, the objective of which was to isolate usable and non-usable characteristics, and determine possible revisions to improve and evolve items for re-testing, and reject totally unsatisfactory items. In most cases, inspection of the tables of number and percentage distribution of response proved to be sufficient for interpretation of the results; due to the smallness of the universes, the material elicited on the personal data sections of the questionnaire could not be correlated with responses and a statistical analysis

---

<sup>1</sup>Jones, p. 395.

was not attempted.

Following the analysis of each of the five questionnaire forms; pre-tests one, two, three, and Forms I and II, the standard deviations of each item were computed in order to determine where the difficulty of the item would fall on the response continuum. Figure 1 indicated that all of the initial items fell within  $+1.12$  and  $-1$  standard deviation, Figure 2 indicated that items on pre-test two fell within  $+1$  and  $-1$  standard deviation. Figure 3 displayed standard deviations of items within  $+1$  and  $-1$  values. No improvement was shown with the items in Figure 4, insofar as the attempt to create and isolate items which would fall to the extremes of the continuums was concerned, but in Figure 5, referent to Form II, a slight tendency for expansion beyond the  $+1$  and  $-1$  standard deviation values was shown.

The purpose of the construction of the two final questionnaire forms I and II was to test the former primarily as an attitude scale and the latter primarily as a knowledge scale. Each was administered to two groups, students and teachers, and the critical ratio computed from the weighting of the results to determine whether easily accessible student groups could be utilized in the evolution of a scale for measuring teachers' attitudes. Results of the analysis of these two scales are presented in the next section.

## II. CONCLUSIONS

Any conclusion made on the basis of the findings of this study should be considered only as tentative hypotheses pending further

investigation. This qualified and cautious approach to the study's conclusions is justified in the light of the smallness of the series of pre-test samples, the conspicuous lack of a random sampling technique though in this study small groups considered to universes in themselves were utilized, and the fact that no reliability or validity measures were established for any of the questionnaire forms.

One of the assumptions established to be tested was that attitudes toward civil liberties issues were indirectly measurable through employment of the various questionnaire techniques in the study. Relative to this, three approaches were used in the investigation. The Jones type<sup>2</sup> of response continuum utilized in the first and second pre-tests and Form I seemed to elicit attitudes in various degrees of intensity; further, the qualitative data revealed the related knowledge in association with the response chosen. The open-end construction of the fourth pre-test elicited unstructured data given in the respondent's own frame of reference and it served as a check against the arbitrarily established answer continuums of the third type of questionnaire used in pre-tests three and Form II. The advantage of the last questionnaire construction type was that it, in providing a gradient of specific choices, was able to elicit the respondent's knowledge in addition to his attitude concerning various civil liberties situations. However, it was disadvantageous in that the respondent was forced to select one of five specific choices,

---

<sup>2</sup>Jones, p. 395.

none of which may have been appropriate to the respondent's behavior or standards of action, and there is a possibility that the sequences may not have contained choices distributed at spatially equal distances along the theoretical continuum.

Relative to item construction, it was learned that respondents seemed to experience less difficulty and confusion with story interview situations which were terse, but inclusive insofar as presentation of the principle was concerned. Further, simplicity and clarity of item presentation style resulted in fewer selections of the "cannot decide" responses.

The other assumption tested was that the additional open-end questions would provide an indicator of factors which were salient in the thinking of the individual about civil liberties issues. Not only did these qualitative statements furnish subjective attitudes and feelings but they served as a check against which it was usually possible to discern the relationship of attitudes and knowledge to differ occasionally on certain items was noted. Thus it would seem that attitudes and knowledge which are intellectually incompatible, can be retained in thought patterns and acted upon in response to social stimuli. It is concluded that at times, attitudes held and knowledge expressed were inconsistent and unintegrated. This phenomena has been suggested by public opinion and attitude researchers.<sup>3</sup>

---

<sup>3</sup>Katz, Cartwright, Eldersveld, and Lee, (editors) Public Opinion and Propaganda, p. 48.

Important conclusions with implications for future research concern the testing of questionnaire Forms I and II, given to teachers and students. With reference to Form I, a critical ratio of the difference between the means to the standard error of this difference was found to be .0353. Thus the null hypothesis was accepted, for the critical ratio was found at a high level of confidence; it was concluded that large groups of students could be tested in the further development of such a scale. It was noted too, that differences between groups of teachers was sometimes quite marked, for example, the responses of an extension class in sociology were found to appear more conservative than those of a graduate class in education at the university. Thus one cannot assume that groups of public school teachers will be homogeneous in response. From the Analysis of Form II, given the teachers and students, a critical ratio of 1.095 was found. The null hypothesis was rejected, for the difference was still high enough that one must not disregard it. Thus for the second form, Form II, groups of students should not be used in test refinement until future research indicates that such a procedure is acceptable.

Two embryonic scales follow which include the items which were accepted for future testing from the analysis of Forms I and II. Scale I is primarily a scale for the measurement of attitudes toward selected civil liberties issues. Scale II is the construction which seeks more specifically to measure knowledge of the principle as well as the attitude toward it.



## SCALE I

1. Two youths, Jehovah's Witnesses, refused to salute the flag in school ceremonies due to religious convictions. Many Americans felt that this refusal indicated a patriotic disloyalty and that it should be constitutional to force a person, contrary to his religious beliefs to salute the flag.

What do you think of forcing such an individual to salute the flag ?

- I approve  
 I approve but with qualifications  
 I disapprove but with qualifications  
 I disapprove  
 I cannot decide

Why did you select that choice ?

2. A superintendent of schools in a western state said, "At my first teachers meeting I had a number of persons spotted through the audience to watch the expressions on the faces of the teachers as I made certain statements so I could tell what they were thinking." He was later charged with abusing freedom of thought.

What do you think of the charge made against the superintendent ?

- I approve  
 I approve but with qualifications  
 I disapprove but with qualifications  
 I disapprove  
 I cannot decide

Why did you select that choice ?

3. Following World War II, the mayor of an eastern city declared there would be no abridgement of free speech there after he received many telegrams from citizens protesting the scheduled appearance of a foreigner for a lecture. The telegrams asserted that the Lutheran minister was a "known Nazi collaborator" and protested his talk.

What do you think of the mayor's decision in this instance ?

- I approve  
 I approve but with qualifications  
 I disapprove but with qualifications  
 I disapprove  
 I cannot decide

Why did you select that choice ?

4. A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist." As a result of these direct accusations the speaker was arrested for tending to cause a breach of the peace.

What do you think of this arrest ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

5. Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. A socialist candidate then asked for the same privilege. The principal refused to even consider the request.

What do you think of this action by the principal ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

6. A known criminal is suspected of subversive activity. The federal government uses the method of wiretapping to gather evidence to use against the individual on trial for his alleged behavior.

What do you think of wiretapping for this purpose ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

7. During the last war, 15,000 leaflets were sent by the Socialist Party to men who had been called to duty by their draft boards. The leaflets asserted that the draft was unconstitutional and "it made a monstrous wrong against humanity in the interests of Wall Street's chosen few."

How do you feel about forbidding this type of written expression during wartime ?

- I approve  
 I approve but with qualifications  
 I disapprove but with qualifications  
 I disapprove  
 I cannot decide

Why did you select that choice ?

8. The ordinance of a small Ohio city gives local officers absolute authority issuing permits to religious sects and speakers with controversial views who seek to use the public park. No standards for the licensing have been established.

What do you think of this type of licensing practice ?

- I approve  
 I approve but with qualifications  
 I disapprove but with qualifications  
 I disapprove  
 I cannot decide

Why did you select that choice ?

9. A high school science teacher, when asked by a pupil whether he believed in God, answered, "No." Consequently, the teacher was dismissed.

How do you feel about dismissal for atheistic beliefs ?

- I approve  
 I approve but with qualifications  
 I disapprove but with qualifications  
 I disapprove  
 I cannot decide

Why did you select that choice ?

10. A speaker mounted a platform in a public park and sought to harangue all who would listen to his speech. A policeman, sensing that the speaker's views were unpopular beliefs arrested him.

What do you think of this action by the policeman ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

11. Some people hold that college teachers who refuse to take special loyalty oaths, in addition to state and federal loyalty oaths, ought to be dismissed.

How do you feel about this view ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

12. A city official states that those who constantly concern themselves with constitutional rights and free speech are pro-communist, for real Americans do not talk in that manner.

How do you feel about his views ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

13. In order that academic integrity is not destroyed by subversive teaching government agents should occasionally be planted in social science classes in large universities.

What do you think of this practice ?

- I approve
- I approve but with qualifications
- I disapprove but with qualifications
- I disapprove
- I cannot decide

Why did you select that choice ?

#### SCALE II

1. Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be undertaken by the school administrator ?

- none at all
- reprimand the students in the office
- talk to the parents
- force them to submit to the practice of the majority
- suspend them from school and seek legal counsel

Why did you select that choice ?

2. Following World War II, an alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the mayor do ?

- refuse to grant the speaking facilities
- grant facilities, but have plainclothes police present to protect the crowd
- accord the individual facilities to speak
- ask the governor for his opinion
- bring the issue to popular vote

Why did you select that choice ?

3. During a presidential election, a socialist, legally qualified for the candidacy, requested to buy time on the air.

What should station operators do ?

- allow him to buy half as much time as the other candidates
- explain that only candidates from pro-democratic parties are allotted time

- refuse because public criticism would lose listeners
- allow him to buy time on the air
- flatly refuse the request

Why did you select that choice ?

4. An announcement had been made that a well known scientist had been scheduled to deliver a series of scientific lectures at the university. Earlier this scientist had been declared a poor security risk.

What should interested alumni do ?

- request that the lectures be censored before presentation
- send protest letters to arouse all other alumni
- demand an immediate revocation
- accept the scientist as a lecturer
- attempt to revoke the appointment

Why did you select that choice ?

5. Pamphlets have been circulated to college placement offices by a private corporation stating that employees in business organizations should carefully keep personal political views conservative and definitely not radical.

What do you think of such a view ?

- business organizations have a right to require conservatism on and off the job
- the employee should reflect the political views of the employer
- employees should acquiesce to popular viewpoints
- business organizations have no right to dictate personal views
- business organizations may suggest political party membership

Why did you select that choice ?

6. Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. The socialist candidate then asks for the same privilege.

What should the principal do ?

- refuse on the ground that he doesn't represent a major party
- grant the facilities at an unreasonable hour
- grant facilities but urge people not to attend

- flatly deny the facilities
- grant this candidate the same privilege

Why did you select that choice ?

7. The trustees of a university decided to impose upon faculty members a mandatory loyalty oath in addition to state and federal loyalty oaths, with the alternative of dismissal.

What action should the faculty take ?

- ask for another way to declare loyalty
- sign the oath, but issue a professional protest
- refuse to sign the oath, and seek legal counsel
- sign the oath as an expression of loyalty
- sign the oath, but seek legal counsel

Why did you select that choice ?

8. A meeting of a religious sect in a public park was attacked by a hostile mob; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ?

- Have the town police blockade the highway refusing entrance to the sect
- deny the sect a permit to use the park
- suggest the sect meet in another town
- allow the meeting but ask police to arrest any unpopular speakers
- protect the meeting from attack

Why did you select that choice ?

9. A symposium concerning the relationship of democracy and socialism was scheduled at a large university. Two powerful groups in the area protested strongly.

What should university administrators do ?

- hold the symposium, cautioning students as to the controversial topic
- cancel the symposium completely
- cancel the symposium to appease these groups, but consider it again
- proceed with the symposium as planned

\_\_\_\_\_ hold the symposium allowing only upperclassmen to attend

Why did you select that choice ?

10. You are a school superintendent. One of your high school science teachers, when asked by a pupil whether he believed in God, answered, "No," and explained why to those interested.

What would you do ?

- \_\_\_\_\_ dismiss the teacher
- \_\_\_\_\_ warn the teacher that he must not declare such beliefs again
- \_\_\_\_\_ ask your minister to talk with him
- \_\_\_\_\_ suggest that he join a liberal protestant church
- \_\_\_\_\_ permit him to hold his atheistic beliefs

Why did you select that choice ?

11. A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should police do ?

- \_\_\_\_\_ arrest him for inciting violence
- \_\_\_\_\_ force him to terminate his address until the crowd quiets down
- \_\_\_\_\_ arrest the most hostile members of the audience
- \_\_\_\_\_ proceed against the crowd and disperse the group
- \_\_\_\_\_ protect his right to speak

Why did you select that choice ?

12. Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do ?

- \_\_\_\_\_ support the validity of your own views
- \_\_\_\_\_ act rigorously neutral in expression in class, pursuing own convictions in private
- \_\_\_\_\_ act rigorously neutral in expression in class and out
- \_\_\_\_\_ aid students in influencing their parents vote
- \_\_\_\_\_ suggest one party may be superior to all others

Why did you select that choice ?



13. Speaking in a public place, an individual exaggerated happenings, spoke of city officials in derogatory terms, expressed radical political opinions, and generally stimulated the crowd.

What should police do ?

- simply halt the speech
- order the crowd to disperse
- ask him to speak in a more conservative manner
- protect the speaker's right to express himself
- arrest this speaker for his unlawful behavior

Why did you select that choice ?

14. In order that academic integrity be not destroyed by subversive teaching, government agents should occasionally be planted in social science classrooms in large universities.

What do you think of such a practice ?

- it is an assault on academic freedom and should not be tolerated
- such a practice inhibits free discussion
- a teacher should conform to the accepted opinions, so what harm could be done
- teachers must exercise care in what they say
- teachers must be held accountable for their unorthodox statements

Why did you select that choice ?

### III. SUGGESTIONS FOR FUTURE RESEARCH

The embryonic scales presented in the last section should be re-tested and augmented with newly created situation items which would fall towards the extremes of the continuum, so that some of these items which seem to possess approximately the same standard deviation values may be deleted from the scales. Future research may well have as a goal the creation of items which are so simple, even ridiculously so, that practically all respondents will readily discern the principle, and items which are so difficult that few

respondents will select the legally approved response.

The use of a large sample or samples of students and teachers which would permit generalization to a larger universe would be more acceptable. Other statistical procedures employed such as various weighting techniques and analysis of variance and covariance might then yield more information relative to the similarity or difference of student and teacher response, and hence to the possible use of student groups in the development and refinement of a testing device to measure the attitudes and knowledge of public school teachers toward civil liberties issues. Use of larger, more diverse groups of teachers from other regions would aid the researcher in establishing how much of the response variance is due to the questionnaire items and how much is due to the particular respondent. Note that the teachers tested in this investigation were predominantly Republican, protestant, and Ohioans.

Other civil liberties issues should be investigated with reference to teachers' attitudes and knowledge. The value of the Likert technique, the Thurstone technique, and various open-end questionnaire devices, as well as structured interviews might feasibly be considered.

The use of larger samples would permit use of correlation techniques enabling comparisons to be made between the background factors of the respondents as to age, sex, race, marital status, political and religious preferences, amount of education, rural and urban residence area, length of teaching experience, elementary and

secondary teaching, and the holding of administrative responsibilities.

In summary, the use of larger samples permitting generalizations to larger populations and refinement of the story interview items, the investigation of other civil liberties issues, the employment of other types of test construction, and the comparison of background factors would be of value in future research.

BIBLIOGRAPHY

## SELECTED BIBLIOGRAPHY

- Borgatta, Edgar F., and Jeanne Hurlquist. "A Reanalysis of Some Data From Stouffer's Communism, Conformity, and the Civil Liberties," Public Opinion Quarterly, 20:926, 1956-1957.
- Goode, William, and Paul Hatt. Methods in Social Research. New York: McGraw-Hill Book Company, 1952.
- Green, Bert F. "The Measurement of Attitudes," Handbook of Social Psychology. Gardner Lindzey, editor. Cambridge, Massachusetts: Addison-Wesley Publishing Company, 1954.
- Hartman, George W. "A Critical Appraisal of Teachers' Social Attitudes and Information," Harvard Educational Review, 9:296-306, 1939.
- Hartman, George W. "The Social Attitudes and Information of American School Teachers," The Teacher and Society. William Kilpatrick, editor. New York: Appleton-Century Company, 1937.
- Hyman, Herbert, and Paul B. Sheatsley. "Trends in Public Opinion in Civil Liberties," Journal of Social Issues, 9:6-16, 1953.
- Jahoda, Marie, Morton Deutsch, and Stuart Cook. Research Methods in Social Relations. New York: The Dryden Press, 1951.
- Jones, Alfred W. Life, Liberty, and Property. New York: Lippencott Book Company, 1941.
- Katz, Daniel, Darwin Cartwright, Samuel Eldersveld, and Alfred McClung Lee (editors). Public Opinion and Propaganda. New York: The Dryden Press, 1954.
- Smith, G. Milton. A Simplified Guide to Statistics. New York: Rinehart and Company, 1946.
- Stouffer, Samuel A. Communism, Conformity, and the Civil Liberties. New York: Doubleday and Company, 1955.
- Thurstone, L.L., and E.J. Chave. The Measurement of Attitude. Chicago: The University of Chicago Press, 1929.
- Waugh, Albert E. Elements of Statistical Method. New York: McGraw-Hill Book Company, 1952.

APPENDIX A

## PRE-TEST I

I am a graduate student at Bowling Green State University, making a sociological study attempting to measure civil liberties attitudes of students at B.G.S.U. and public school teachers enrolled in B.G.S.U. courses.

Because this is a study of attitudes as they exist, your actual opinions and responses will be appreciated. No responses will be judged correct or incorrect, i.e., one persons judgement is as good as another's. All questionnaires will be anonymous and all responses kept confidential.

Your cooperation and participation in this study is greatly appreciated.

Shirley Merritt

## I. FACTUAL INFORMATION

Please check or fill in the desired information.

Sex: Male _____	Age _____	Race: White _____
Female _____		Negro _____
		Other _____
Marital: Single _____	Amount of college education 2 years or less _____	
Married _____	(completed or presently in) 3 years _____	
Divorced _____	4 years _____	
Widowed _____	graduate _____	
	Degree expected _____	
Home State _____	Approximate population of Home Town _____	
	Live in rural area _____	
Political Preference: Democratic _____	Religious Preference: Protestant _____	
Republican _____	Catholic _____	
Other _____	Jewish _____	
	Other _____	
Length of teaching experience (teachers only) _____ years		
Elementary education	Secondary Education	
Grades teaching or taught	Subjects teaching or taught	
_____	_____	
_____	_____	
_____	_____	

## II. QUESTIONNAIRE

Instructions: Read the problem carefully, then check your response following the problem..

1. An alumni committee of a famous old university sent a letter to other alumni charging that "our university has been the target of Communists and subversive infiltration." The letter was preceded by the announcement that a well-known scientist had been scheduled to deliver a series of lectures at the university. Earlier, this man had been declared by the Atomic Energy Commission security board to be a "loyal citizen," but not a good security risk. Thus the alumni committee attempted to revoke the appointment of this scientist as a lecturer.

What do you think of the action of this committee ?

- I approve  
 I approve but with qualifications (you may state them)  
 I cannot decide  
 I disapprove in general, but I find points in favor of this action (again you may state them)  
 I disapprove

2. The regulations of the Federal Communications Commission say that equal opportunities to speak over the air be given to all legally qualified candidates for the same office. During a Presidential election, a Communist candidate for president spoke over a national hookup, using his rights under this regulation. Even though a storm of protest arose against his being allowed to buy time on the air, the station operators allowed this candidate to broadcast--despite public criticism.

What do you think of their action in allowing him to speak ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove



3. A Socialist labor union used the following tactics to speak in many communities in the Pacific coastal area. When a union member was arrested for speaking, the other members descended upon the town in large numbers and forced the authorities to arrest them until the expense to the town became so great that the right to speak had to be conceded. In one instance over 400 members went to jail.

What do you think of the action of this union ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

4. Thousands of copies of a pamphlet entitled "So You Want a Better Job ?," written by a personnel officer of an oil company, have been distributed to college students through their placement offices. In a section headed "Personal Views," this was written, "Personal views can cause a lot of trouble. Remember then to keep them always conservative. The 'isms' are out. Business being what it is, it naturally looks with disfavor on the wild-eyed radical or even the moderate pink. On the other hand, I think you will find very few business organizations who will attempt to dictate the political party of the employees."

What do you think of this attitude taken by business ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

5. A man spoke in a crowded auditorium which was filled with his friends. It appeared that an angry mob outside the meeting threatened riots and violence and incited the people to action. In this tense situation, the man delivered a long speech filled with accounts of alleged Jewish misdeeds, and he also referred to the same group as "slimy scum," and used other terms calculated to stir the audience. As a result, the speaker after a jury trial was found guilty of disorderly conduct and was fined.

What do you think of this jury's action ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

6. Recently, the U.S. watched Senate investigators unfold a picture of corruption and abuse in a powerful national labor union. The focus of attention was on the president of this large union, who refused to answer a Senate Committee's questions about misconduct and misuse of union funds that overlay the implications of abuse of power. The response of this man to relentless questioning by the Committee was consistently, "I decline to answer because my rights and privileges granted by the Constitution as supplemented by the Fourth and Fifth Amendments are violated."

What do you think of his decline to answer on these grounds ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove but I find points in favor of this action  
 I disapprove

7. An Ohio county's "informal citizens group" decided to sponsor a workshop to discuss issues centering around peace--specifically, world disarmament. One of their speakers was to be a man from the University of California and another was to be the Executive Director of the Cleveland Council on World Affairs. In a nearby city, the Keep America Free, Inc. organization attacked the proposed workshop. It centered its fire on these two speakers, charging that they had been associated with organizations cited as "communist fronts" by the House Un-American Activities Committee.

What do you think of the action of Keep America Free, Inc. ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

8. A bitter academic situation involved a violent struggle between the faculty and the Regents of a western university. The Regents decided that in addition to the oath required of all public officials by the state, the employment of a professor would depend on his declaring in a letter accepting the appointment that he was "Not a member of the Communist party or of any other organization which advocated the overthrow of the government by force or violence." Eighteen professors who refused to sign such a declaration were dismissed. Other members resigned.

What do you think of the Regents' requirements ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

9. The Supreme Court held that since Congress had the power to inquire into the subjects of Communism and the Communist party, it had the power to identify those individuals who believe in Communism and in the Party. The Court held the view that a union officer might remain silent and not be required to state whether he is a Communist, hence the law involved no violation of the officer's freedom of speech, but consequently his union loses the statutory benefits of collective bargaining.

What do you think of consequent loss of benefits of collective bargaining ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

10. Before an election, union funds were expended for advertisements in a newspaper of general circulation and over a commercial radio station, both of which advocated the defeat of certain congressional and presidential candidates. The court ruled that it was within congressional power to regulate election, which included the power to curb the political power of groups, where they interrupted free elections. The union felt their freedom of speech was being violated.

What do you think of this court ruling ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

11. A meeting of Jehovah's Witnesses in a public park was attacked by a hostile mob of veterans. A riot followed. The following night as the Witnesses attempted to meet again, the town police and one hundred deputized persons blockaded the highways leading to the town, refusing to allow the Witnesses to enter. This action was taken by the town council which also denied the Witnesses a permit to use the park, in order to prevent an outbreak of violence.

What do you think of the action of this council ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

12. A speaker was addressing an open-air meeting on a street corner of a city. A sizable crowd composed of both Negro and white people were becoming restless as the speaker made derogatory remarks about officials and organizations and urged the Negroes to fight for equal rights. Consequently, the city police arrested the speaker to "preserve order and protect the general welfare." A city court upheld the validity of the arrest and convicted and sentenced the speaker.

What do you think of the arrest and conviction ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

13. The mayor of an eastern city speaking before his Chamber of Commerce stated: "As long as I am Mayor of this city, the great industries of the city are secure. We hear about constitutional rights, free speech, and the free press. Every time I hear these words I say to myself, that man is a Red, that man is a Communist. You never hear a real American talk in that manner."

What do you think about his attitude ?

I approve

I approve but with qualifications

I cannot decide

I disapprove in general but I find points in favor of this action

I disapprove

14. While at play, an eleven year old girl was stabbed to death. Two days later while the people of the community were in a state of excitement, and during the time of the trial, three local radio stations broadcast news dispatches related to the arrest of the man charged with murder, his confession of the crime, his past criminal record, plus a statement that he had reenacted the crime at the scene. The man was indicted, found guilty, and sentenced to capital punishment. In the meantime, citations for contempt had been issued by the trial court against the three radio stations and a criminal court found them guilty of contempt.

What do you think of this verdict of contempt ?

I approve

I approve but with qualifications

I cannot decide

I disapprove in general but I find points in favor of this action

I disapprove

15. Students at a large university recently attended a symposium entitled "The Relation of Socialism and Democracy." The meeting was held despite rather vehement protests on the part of two powerful groups in the area. A chairman of an anti-subversive committee in protest stated "We loyal citizens view as a disgrace a meeting of this kind to be held on the campus and further as an insult to the local members of the faculty and student body."

What do you think of this chairman's attitude ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but I find points in favor of this action  
 I disapprove

TABLE VI

INFORMATION IN THE CATEGORIES: AGE, SEX, AMOUNT OF EDUCATION, MARITAL STATUS, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, AND POPULATION OF HOME TOWN, BY NUMBER AND PERCENTAGE  
DISTRIBUTION OF STUDENTS ON PRE-TEST I

CATEGORIES	NUMBER	PER CENT
AGE		
20-24	35	100.
SEX		
male	2	5.7
female	33	94.3
AMOUNT OF EDUCATION		
4 years	35	100.
MARITAL STATUS		
single	35	100.
POLITICAL PREFERENCE		
Republican	27	77.7
Democratic	8	22.8
other	00	.0
RELIGIOUS PREFERENCE		
Protestant	30	85.7
Catholic	5	14.2
Jewish	0	.0
other	0	.0
POPULATION OF HOME TOWN		
rural	4	11.4
10,000 or less	11	31.4
11,000 to 50,000	10	28.5
51,000 to 100,000	5	14.2
over 100,000	5	14.2



TABLE VII

INFORMATION IN THE CATEGORIES: AGE, SEX, AMOUNT OF EDUCATION, MARITAL STATUS, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, POPULATION OF HOME TOWN, TEACHING EXPERIENCE, AND GRADES TAUGHT, BY NUMBER AND PERCENTAGE DISTRIBUTION OF TEACHERS ON PRE-TEST I

CATEGORIES	NO.	PER CENT	CATEGORIES	NO.	PER CENT
AGE			RELIGIOUS PREFERENCE		
20-24	13	26.5	Protestant	41	83.6
25-29	3	6.1	Catholic	7	14.3
30-34	3	6.1	Jewish	1	2.
35-39	3	6.1			
40-44	8	16.3	POPULATION OF		
45-49	7	14.8	HOME TOWN		
50-54	9	18.3	rural	25	51.
55-59	3	6.1	10,000 or less	2	4.
			11,000 to 50,000	9	18.3
SEX			51,000 to 100,000	5	10.2
male	3	6.1	over 100,000	8	16.3
female	46	93.9			
			TEACHING EXPERIENCE		
AMOUNT OF COLLEGE			0-4 years	15	30.6
EDUCATION			5-9 years	9	18.3
2 years or less	3	6.1	10-14 years	6	12.2
3 years	34	69.3	15-19 years	9	18.6
4 years	6	12.2	20-24 years	6	12.2
graduate	6	12.2	25-29 years	2	4.
			30-34 years	2	4.
MARITAL STATUS					
single	15	30.6	GRADES TAUGHT		
married	31	63.2	k.g. -3	19	38.7
divorced	1	2.	4-6	23	46.7
widowed	2	4.	7-9	3	6.1
			10-12	4	8.1
POLITICAL PREFERENCE					
Republican	32	65.3			
Democratic	16	32.6			
other	1	2.			

TABLE VIII  
 NUMBER AND PERCENTAGE DISTRIBUTION OF SELECTED  
 RESPONSES TO EACH OF FIFTEEN ITEMS, BY  
 STUDENTS ON PRE-TEST I

Item	Number	Per cent	Item	Number	Per cent	Item	Number	Per cent
1. a	1	2.8	6. a	7	20.	11. a	3	8.5
b	2	5.7	b	9	25.7	b	4	11.4
c	0	.0	c	2	5.7	c	1	2.8
d	12	34.2	d	7	20.	d	8	22.8
e	20	57.1	e	10	28.5	e	19	54.2
2. a	18	51.4	7. a	0	.0	12. a	12	34.2
b	8	22.8	b	6	17.1	b	11	31.4
c	0	.0	c	4	11.4	c	2	5.7
d	4	11.4	d	6	17.1	d	5	14.2
e	5	14.2	e	19	54.2	e	5	14.2
3. a	6	17.1	8. a	10	28.5	13. a	1	2.8
b	0	.0	b	4	11.4	b	1	2.8
c	1	2.8	c	1	2.8	c	2	5.7
d	8	22.8	d	4	11.4	d	0	.0
e	20	57.1	e	16	45.7	e	31	88.5
4. a	6	17.1	9. a	3	8.5	14. a	10	28.5
b	6	17.1	b	4	11.4	b	6	17.1
c	3	8.5	c	14	40.	c	9	25.7
d	9	25.7	d	4	11.4	d	3	8.5
e	11	31.4	e	10	28.5	e	7	20.
5. a	24	68.5	10. a	13	37.1	15. a	0	.0
b	2	5.7	b	6	17.6	b	0	.0
c	5	14.2	c	3	8.5	c	2	5.7
d	2	5.7	d	5	14.2	d	3	8.5
e	2	5.7	e	8	22.8	e	30	85.6

NOTE: The letters to the right of the item number should be read as follows:

- a. I approve
- b. I approve but with qualifications
- c. I cannot decide
- d. I disapprove in general, but I find points in favor of this action
- e. I disapprove

TABLE IX  
 NUMBER AND PERCENTAGE DISTRIBUTION OF SELECTED  
 RESPONSES TO EACH OF FIFTEEN ITEMS, BY  
 TEACHERS ON PRE-TEST I

Item	Number	Per cent	Item	Number	Per cent	Item	Number	Per cent
1. a	9	18.3	6. a	4	8.1	11. a	20	40.8
b	6	12.2	b	5	10.2	b	6	12.2
c	4	8.1	c	5	10.2	c	2	4.
d	13	26.5	d	11	22.4	d	1	2.
e	17	34.6	e	24	49.	e	20	40.9
2. a	20	40.8	7. a	7	14.3	12. a	9	18.3
b	5	10.2	b	2	4.	b	6	12.2
c	1	2.	c	8	16.3	c	4	8.1
d	13	26.5	d	6	12.2	d	13	26.5
e	10	20.4	e	26	53.	e	17	34.6
3. a	7	14.3	8. a	24	49.	13. a	1	2.
b	4	8.1	b	6	12.2	b	0	.0
c	3	6.1	c	4	8.1	c	6	12.2
d	5	10.2	d	7	14.3	d	5	10.2
e	30	61.2	e	8	16.3	e	37	75.5
4. a	25	51.	9. a	11	22.4	14. a	20	40.8
b	6	12.2	b	5	10.2	b	5	10.2
c	3	4.	c	17	34.6	c	1	2.
d	7	10.2	d	4	8.1	d	13	26.5
e	8	16.3	e	12	24.5	e	10	20.4
5. a	28	57.1	10. a	17	34.6	15. a	6	12.2
b	6	12.2	b	5	10.2	b	1	2.
c	2	4.	c	8	16.3	c	3	6.1
d	5	10.2	d	7	14.3	d	6	12.2
e	8	16.3	e	12	24.5	e	33	67.3

NOTE: The letters to the right of the item number should be read as follows:

- a. I approve
- b. I approve but with qualifications
- c. I cannot decide
- d. I disapprove in general, but I find points in favor of this
- e. I disapprove

APPENDIX B

## PRE-TEST II

This is a study of attitudes toward civil liberties issues. Your actual opinions and responses will be appreciated, for no answers will be judged correct or incorrect. All responses will be kept confidential.

## I. FACTUAL INFORMATION

Please check or fill in the desired information

Sex: Male \_\_\_\_\_ Age \_\_\_\_\_ Race: White \_\_\_\_\_  
 Female \_\_\_\_\_ Negro \_\_\_\_\_  
 Other \_\_\_\_\_

Marital: Single \_\_\_\_\_ Amount of college education (completed  
 Married \_\_\_\_\_ or presently in)  
 Divorced \_\_\_\_\_ 2 years or less \_\_\_\_\_  
 Widowed \_\_\_\_\_ 3 years \_\_\_\_\_  
 4 years \_\_\_\_\_  
 graduate \_\_\_\_\_  
 Degree expected \_\_\_\_\_

Home State \_\_\_\_\_ Approximate population of  
 home town \_\_\_\_\_  
 Live in a rural area \_\_\_\_\_

Political Preference: Democratic \_\_\_\_\_  
 Republican \_\_\_\_\_  
 Other \_\_\_\_\_

Religious Preference: Protestant \_\_\_\_\_  
 Catholic \_\_\_\_\_  
 Jewish \_\_\_\_\_  
 Other \_\_\_\_\_

Length of teaching experience (teachers only) \_\_\_\_\_ years.

Elementary Education  
 Grades teaching or taught

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Secondary Education  
 Subjects teaching or taught

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II. QUESTIONNAIRE

Instructions: Read the problem carefully, then check your response.

1. Two youths, Jehovah's Witnesses, refused to salute the flag in school ceremonies due to religious convictions. Many Americans felt that this refusal indicated a patriotic disloyalty and that it should be constitutional to force a person, contrary to his religious beliefs to salute the flag.

What do you think of forcing such an individual to salute the flag ?

- I approve  
 I approve but with qualifications (you may state them)  
 I cannot decide  
 I disapprove in general but I find points in favor of this  
 I disapprove

Why did you select that choice ?

2. A federal employee, a skilled laborer in the Philadelphia mint, had served as a ward committee man of the Democratic Party and was politically active on election day as a polls worker. As required by provisions of the Hatch Act he was removed from his position for having been so politically active.

What do you think of this provision of the Hatch Act ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove but with qualifications  
 I disapprove

Why did you select that choice ?

3. Eleven Communist party leaders were convicted of violation of the Smith Act. In the appeal to the Supreme Court, it was conceded that the Communist leaders had violated the Act by the teaching of revolution. The Communists felt the Smith Act violated their free speech rights.

What do you think of the accusation of the Communists ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but find points in favor of this  
 I disapprove

Why did you select that choice ?

4. A state law held peaceful picketing to constitute a misdemeanor. A higher court decided this state law was unconstitutional, for picketing was an effective means to enlighten the public as to the facts of a labor dispute.

What do you think of the initial state law ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but find points in favor of this  
 I disapprove

5. Two members of a religious sect were convicted on a disorderly conduct charge in a Maryland town for using a local park for a Bible talk without permission of the authorities. In the trial they charged that since the officials had formulated no licensing standards, they were acting as absolute censors and violated free speech rights.

What do you think of this charge ?

- I approve  
 I approve but with qualifications  
 I cannot decide  
 I disapprove in general but find points in favor of this  
 I disapprove

Why did you select that choice ?

6. A superintendent of schools in a western state said, "At my first teachers meeting I had a number of persons spotted through the audience to watch the expressions on the faces of the teachers as I made certain statements so I could tell what they were thinking." He was later charged with abusing freedom of thought.

What do you think of the charge made against the superintendent ?

I approve

I approve but with qualifications

I cannot decide

I disapprove in general but I find points in favor of this

I disapprove

Why did you select that choice ?

7. The mayor of an eastern city declared there would be no abridgement of free speech there after he received many telegrams from citizens protesting the scheduled appearance of a foreigner for a lecture. The telegrams asserted that the Lutheran minister was a "known Nazi collaborator" and protested his talk.

What do you think of the mayor's decision in this instance ?

I approve

I approve but with qualifications

I cannot decide

I disapprove in general but find points in favor

I disapprove

Why did you select that choice ?

8. During the last war, 15,000 leaflets were sent by the Socialist Party to men who had been called to duty by their draft boards. The leaflet asserted that the draft was unconstitutional and it made "a monstrous wrong against humanity in the interests of Wall Street's chosen few."

How do you feel about forbidding this type of written expression during wartime ?

I approve

I approve but with qualifications

I cannot decide

I disapprove in general but find points in favor

I disapprove

Why did you select that choice ?



9. A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist." As a result of these direct accusations the speaker was arrested for tending to cause a breach of the peace.

What do you think of this arrest ?

I approve

I approve in general but with qualifications

I cannot decide

I disapprove in general but find points in favor

I disapprove

Why did you select that choice ?

10. An ordinance of a small Ohio city forbade knocking on the door or ringing the doorbell of a residence in order to deliver a handbill. Reasons given for having such an ordinance were held insufficient by the court to justify it in the case of the handbills distributed by a religious sect.

What do you think of the decision of the court ?

I approve

I approve in general but with qualifications

I cannot decide

I disapprove in general but find points in favor

I disapprove

Why did you select that choice ?

TABLE X

INFORMATION IN THE CATEGORIES: AGE, SEX, AMOUNT OF EDUCATION, MARITAL STATUS, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, POPULATION OF HOME TOWN, TEACHING EXPERIENCE, AND GRADES TAUGHT, BY NUMBER DISTRIBUTION OF TEACHERS ON PRE-TEST I

CATEGORIES	NO.	CATEGORIES	NO.
AGE		RELIGIOUS PREFERENCE	
20-24	18	Protestant	33
25-29	0	Catholic	3
30-34	0	Jewish	0
35-39	3	other	0
40-44	2		
45-49	4	POPULATION OF HOME TOWN	
50-54	4	rural	9
55-59	5	10,000 or less	10
SEX		10,000 - 49,000	13
male	6	50,000 - 100,000	0
female	30	over 100,000	4
AMOUNT OF COLLEGE EDUCATION		TEACHING EXPERIENCE	
2 years or less	10	0-4	14
3 years	14	5-9	7
4 years	11	10-14	2
graduate	1	15-19	2
MARITAL STATUS		20-24	1
single	16	25-29	0
married	17	30-34	1
divorced	1	GRADES TAUGHT	
widowed	2	k.g. - 3	14
POLITICAL PREFERENCE		4 - 6	9
Republican	21	7 - 9	2
Democratic	14	10 - 12	1
other	1		

APPENDIX C

## PRE-TEST III

This is a study of attitudes toward civil liberties issues. Your actual opinions and responses will be appreciated for no responses will be judged correct or incorrect. All responses will be kept confidential.

## I. FACTUAL INFORMATION

Please check or fill in the desired information.

Sex: Male \_\_\_\_\_ Age \_\_\_\_\_ Race: White \_\_\_\_\_  
 Female \_\_\_\_\_ Negro \_\_\_\_\_  
 Other \_\_\_\_\_

Marital: Single \_\_\_\_\_ Amount of college education (completed  
 Married \_\_\_\_\_ or presently in): 2 years or less \_\_\_\_\_  
 Divorced \_\_\_\_\_ 3 years \_\_\_\_\_  
 Widowed \_\_\_\_\_ 4 years \_\_\_\_\_  
 Degree expected \_\_\_\_\_

Home State \_\_\_\_\_ Approximate population of home town \_\_\_\_\_

Live in a rural area \_\_\_\_\_

Political Preference: Democratic \_\_\_\_\_  
 Republican \_\_\_\_\_  
 Other \_\_\_\_\_

Religious Preference: Protestant \_\_\_\_\_  
 Catholic \_\_\_\_\_  
 Jewish \_\_\_\_\_  
 Other \_\_\_\_\_

Length of teaching experience (teachers only) \_\_\_\_\_ years.

Elementary Education  
 Grades teaching or taught

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Secondary Education  
 Subjects teaching or taught

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II. QUESTIONNAIRE

Instructions: Read the question carefully, then check one of the choices following.

1. Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be taken by the school administrator ?

- reprimand the students in the office
- talk to the parents
- none at all
- force them to submit to the practice of the majority
- suspend them from school and seek legal counsel

Why did you select that choice ?

2. A state is known to make school buildings available for public meetings. An objectionable but legal group seeks the use of a school auditorium.

What should the School Board do ?

- flatly deny the request
- deny the request explaining that only large groups may use it
- grant facilities but have police present should members antagonize the audience
- grant facilities but add plainclothes policemen to the audience
- grant the facilities

3. A municipality enacted a law which required a license to make speeches in public parks. An alleged subversive decided to make a test case of the law by giving a speech without a license and was consequently arrested.

What do you think the court should do ?

- severely punish the offender for an example
- uphold the law
- order the municipality to set up criteria for licensing
- declare the law unconstitutional
- affirm the officials right to act as censors

Why did you select that choice ?

4. An alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the Mayor do ?

- bring the issue to popular vote
- refuse to allow the speaking facilities
- ask the governor for his opinion
- accord the individual facilities to speak
- grant facilities, but have plainclothes police present to protect the crowd

Why did you select that choice ?

5. During a Presidential election, a Communist candidate legally qualified for the candidacy requested to buy time on the air.

What should the station operators do ?

- flatly refuse the request
- refuse because public criticism would lose listeners
- explain that only candidates from pro-democratic parties are given time
- allow him only half as much time as the other candidates
- allow him to buy time on the air

Why did you select that choice ?

6. An announcement was made that a well-known scientist had been scheduled to deliver a series of lectures at the university. Earlier this scientist had been declared a poor security risk.

What should interested alumni do ?

- accept the scientist as a lecturer
- attempt to revoke the appointment
- demand an immediate revocation
- send protest letters to arouse all other alumni
- request that the lectures be censored before presentation

Why did you select that choice ?

7. Pamphlets have been circulated to college placement offices stating that employees in business organizations should carefully keep personal political views conservative and definitely not radical.

What do you think of this view ?

- personal views can cause trouble
- business organizations have a right to require conservatism
- employees should acquiesce to popular viewpoints
- business organizations have no right to dictate personal views
- business organizations may suggest political viewpoints

Why did you select that choice ?

8. Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. The local socialist candidate then asks for the same privilege.

What should the principal do ?

- refuse on the grounds that he doesn't represent a major political party
- grant the facilities at an undesirable hour
- flatly refuse the facilities
- grant the facilities but publicly urge people not to attend
- grant this candidate the same privilege

Why did you select that choice ?

9. The Regents of a university decided to impose upon faculty members a mandatory loyalty oath in addition to state and federal loyalty oaths.

What action should the faculty take ?

- sign the oath as an expression of loyalty
- sign the oath but issue a professional protest
- sign the oath but seek legal counsel
- ask for another way to declare loyalty
- refuse to sign the oath, and seek legal counsel

Why did you select that choice ?

10. A meeting of a religious sect in a public park was attacked by a hostile mob; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ?

- deny the sect a permit to use the park
- suggest that the sect meet in another town
- have town police blockade the highway refusing entrance to the sect
- protect the meeting from attack
- allow the meeting but ask police to arrest any unpopular speakers.

Why did you select that choice ?

11. A street corner speaker addressed a crowd composed of both Negro and white people. They became restless as he made derogatory remarks about officials and urged Negroes to fight for equal rights.

What should police do ?

- simply halt the speech
- suggest that the speaker change the subject
- protect the speaker's right to express himself
- arrest the Negroes who were becoming restless
- arrest the speaker for exciting the crowd

Why did you select that choice ?

12. A symposium concerning the relation of socialism and democracy was scheduled at a large university. Two powerful groups in the area protested strongly.

What should university administrators do ?

- cancel the symposium completely
- proceed with the symposium as planned
- hold the symposium, cautioning students as to the nature of the controversial topic
- hold the symposium, but allow only upperclassmen to attend
- cancel the symposium to appease these groups, but consider it again in the near future

Why did you select that choice ?

13. A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist."

What should the policeman do ?

- arrest him for direct accusation of an individual present
- force the speaker to terminate his speech
- ask him to refrain from using such terminology
- suggest that he choose a less controversial topic
- ignore the speaker's remarks

Why did you select that choice ?



14. Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do ?

- support the validity of your own views
- act rigorously neutral in expression, in class and out
- aid the students in influencing their parents' vote
- suggest that one party may be superior to all others
- act rigorously neutral in expression in class, pursuing own convictions in private

Why did you select that choice ?

15. A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should the police do ?

- arrest him for inciting violence
- force him to terminate his address
- arrest the most hostile members of the audience
- proceed against the crowd and disperse the group
- protect his right to speak

Why did you select that choice ?

TABLE XI

INFORMATION IN THE CATEGORIES: AGE, SEX, RACE, MARITAL STATUS, AMOUNT OF  
EDUCATION, STATE RESIDENCE, POLITICAL PREFERENCE, RELIGIOUS  
PREFERENCE, AND POPULATION OF HOME TOWN, BY NUMBER  
DISTRIBUTION OF STUDENTS ON PRE-TEST III

CATEGORIES	NUMBER
AGE	
18-20	22
20-24	8
SEX	
male	18
female	12
RACE	
white	30
Negro	0
other	0
MARITAL STATUS	
single	28
married	2
STATE RESIDENCE	
out of state	2
POLITICAL PREFERENCE	
Republican	19
Democratic	8
other	3
RELIGIOUS PREFERENCE	
Protestant	23
Catholic	6
Jewish	1
other	0
POPULATION OF HOME TOWN	
rural	5
10,000 or less	4
10,000 - 49,000	10
50,000 - 100,000	2
over 100,000	9
AMOUNT OF COLLEGE EDUCATION	
2 years or less	27
3 years	3

APPENDIX D

## PRE-TEST IV

This is a study of attitudes toward civil liberties issues. Your actual opinions and responses will be appreciated for no answers will be judged correct or incorrect. All responses will be kept confidential. Your participation is greatly appreciated.

## I. Personal Data

Please check or write in the desired information.

1. Sex	a. male _____	b. female _____
2. Age	a. 18-20 _____	d. 41-50 _____
	b. 21-30 _____	e. 51-60 _____
	c. 31-40 _____	f. 61 or older _____
3. Race	a. white _____	c. other _____
	b. Negro _____	
4. Marital Status	a. single _____	c. divorced _____
	b. married _____	d. widowed _____
5. Political Preference	a. Democratic _____	
	b. Republican _____	
	c. other _____	
6. Religious Preference	a. Protestant _____	c. Jewish _____
	b. Catholic _____	d. other _____
7. Amount of College Education (completed or presently in)	a. 2 years or less _____	
	b. 3 years _____	
	c. 4 years _____	
	d. graduate _____	
8. Home State	a. _____	
9. Approximate Population of Home Town	a. _____	
10. Live in a Rural Area	a. yes _____	b. no _____
FOR EDUCATORS ONLY		
11. Length of Teaching Experience	a. 1 year _____	d. 11-15 yrs _____
	b. 2-4 years _____	e. 16 yrs or more _____
	c. 5-10 yrs _____	
12. Elementary Education Grades Teaching or Taught	Grades	
	a. kg. _____	c. 4 - 6 _____
	b. 1 - 3 _____	d. 7 - 8 _____
13. Secondary Education Subjects Teaching or Taught	a. _____	
	b. _____	
	c. _____	

## II. QUESTIONNAIRE

Instructions: Read the question carefully, then answer with brief statements.

1. Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action would be taken by the school administrator ?

Why ?

2. A state is known to make school buildings available for public meetings. An unpopular but legal group seeks the use of a school auditorium.

What should the School Board do ?

Why ?

3. An alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the Mayor do ?

Why ?

4. During a presidential election, a socialist, legally qualified for the candidacy, requested to buy time on the air.

What should station operators do ?

Why ?

5. An announcement was made that a well-known scientist had been scheduled to deliver a series of scientific lectures at the university. Earlier this scientist had been declared a poor security risk.

What should interested alumni do ?

Why ?

6. Pamphlets have been circulated to college placement offices by a private corporation stating that employees in business organizations should carefully keep personal views conservative and definitely not radical.

What do you think of such a view ?

Why ?

7. Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. The socialist candidate then asks for the same privilege.

What should the principal do ?

Why ?

8. The trustees of a university decided to impose upon faculty members a mandatory oath in addition to state and federal loyalty oaths, with the alternative of dismissal.

What action should the faculty take ?

Why ?

9. A meeting of a religious sect in a public park was attacked by a hostile mob of veterans; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ?

Why ?

10. A street corner speaker addressed a crowd composed of both Negro and white people. They became restless as he made derogatory remarks about the government and urged Negroes to bargain for better jobs and equal rights.

What should police do ?

Why ?

11. A symposium concerning the relationship of democracy and socialism was scheduled at a large university. Two powerful groups in the area protested strongly.

What should the university administrators do ?

12. A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist."

What should the policeman do ?

Why ?

13. A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should the police do ?

Why ?

14. Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do with regard to your own views ?

15. Speaking in a public place an individual exaggerated happenings, spoke of city officials in derogatory terms, expressed radical political opinions, and generally stimulated the crowd.

What should the police do ?

Why ?

16. You are a school superintendent. One of your high school science teachers, when asked by a pupil whether he believed in God, answered, "No," and explained why to those interested.

What would you do ?

Why ?

17. In order that academic integrity be not destroyed by subversive teaching, government agents should occasionally be planted in social science classes in large universities.

What do you think of this practice ?

Why ?

TABLE XII

INFORMATION IN THE CATEGORIES: AGE, SEX, RACE, MARITAL STATUS, AMOUNT OF EDUCATION, STATE RESIDENCE, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, AND POPULATION OF HOME TOWN, BY NUMBER  
DISTRIBUTION OF STUDENTS ON PRE-TEST IV

CATEGORIES	NUMBER
AGE	
18-20	20
21-30	6
SEX	
male	17
female	9
RACE	
white	25
Negro	1
other	0
MARITAL STATUS	
single	23
married	3
AMOUNT OF COLLEGE EDUCATION	
2 years or less	17
3 years	9
STATE RESIDENCE	
out of state	0
POLITICAL PREFERENCE	
Republican	17
Democratic	5
other	4
RELIGIOUS PREFERENCE	
Protestant	18
Catholic	8
Jewish	0
other	0
POPULATION OF HOME TOWN	
rural	8
10,000 or less	5
10,000 - 49,000	3
50,000 - 100,000	2
over 100,000	8



APPENDIX E

## FORM I

This is a study of attitudes toward civil liberties issues. Your actual opinions and responses will be appreciated for no answers will be judged correct or incorrect. All responses will be kept confidential. Your participation in this study is greatly appreciated.

## I. PERSONAL DATA

Please check or write in the desire information.

1. Sex	a. male _____	b. female _____
2. Age	a. 18-20 _____	d. 40-50 _____
	b. 21-30 _____	e. 50-60 _____
	c. 30-40 _____	f. over 60 _____
3. Race	a. white _____	c. other _____
	b. Negro _____	
4. Marital Status	a. single _____	c. divorced _____
	b. married _____	d. widowed _____
5. Political Preference	a. Democratic _____	
	b. Republican _____	
	c. other _____	
6. Religious Preference	a. Protestant _____	
	b. Catholic _____	
	c. Jewish _____	
	d. other _____	
7. Amount of College Education (completed or presently in)	a. 2 years or less _____	
	b. 3 years _____	
	c. 4 years _____	
	d. graduate _____	
8. Home State	a. _____	
9. Approximate Population of Home Town	a. _____	
10. Live in a Rural Area	a. yes _____	b. no _____
FOR EDUCATORS ONLY:		
11. Length of Teaching Experience	a. 1 year _____	d. 11-15 yrs _____
	b. 2-4 yrs _____	e. more than 15 yrs _____
	c. 5-10 yrs _____	
12. Elementary Education Grades Teaching or Taught	a. k.g. _____	c. 4-6 _____
	b. 1-3 _____	d. 7-8 _____
13. Secondary Education Subjects Teaching or Taught	a. _____	
	b. _____	
	c. _____	

## II. QUESTIONNAIRE

Instructions: Read the question carefully, then check one of the choices following. Write a short statement to explain selection.

1. Two youths, Jehovah's Witnesses, refused to salute the flag in school ceremonies due to religious convictions. Many Americans felt that this refusal indicated a patriotic disloyalty and that it should be constitutional to force a person, contrary to his religious beliefs, to salute the flag.

What do you think of forcing such an individual to salute the flag ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

2. A federal employee, a skilled laborer in the Philadelphia mint, had served as a ward committeeman of the Democratic Party and was politically active on election day as a polls worker. As required by provisions of the Hatch Act, he was removed from his position for having been so politically active.

What do you think of this provision of the Hatch Act ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

3. Eleven Communist party leaders were convicted of violation of the Smith Act. In the appeal to the Supreme Court, it was conceded that the Communists leaders had violated the Act by the teaching of revolution. The Communists felt the Smith Act violated their free speech rights.

What do you think of the accusation by the Communists ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

4. A superintendent of schools in a western state said, "At my first teachers meeting I had a number of persons spotted through the audience to watch the expressions on the faces of the teachers as I made certain statements so I could tell what they were thinking." He was later charged with abusing freedom of thought.

What do you think of the charge made against the superintendent ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

5. The mayor of an eastern city declared there would be no abridgement of free speech there after he received many telegrams from citizens protesting the scheduled appearance of a foreigner for a lecture. The telegrams asserted that the Lutheran minister was a "known Nazi collaborator" and protested his talk.

What do you think of the mayor's decision in this instance ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

6. During the last war, 15,000 leaflets were sent by the Socialist Party to men who had been called to duty by their draft boards. The leaflet asserted that the draft was unconstitutional and it made "a monstrous wrong against humanity in the interests of Wall Street's chosen few."

How do you feel about forbidding this type of written expression during wartime ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

7. A speaker making an address on the street called a policeman who was present a "damned racketeer" and a "damned fascist." As a result of these direct accusations the speaker was arrested for tending to cause a breach of the peace.

What do you think of this arrest ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

8. An ordinance of a small Ohio city forbade knocking on the door or ringing the doorbell of a residence in order to deliver a handbill. Reasons given for having such an ordinance were held insufficient by the court to justify it in the case of the handbills distributed by a religious sect.

What do you think of the decision of the court ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

9. Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. A socialist candidate then asked for the same privilege. The principal flatly refused to even consider the request.

What do you think of this action by the principal ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

10. A known criminal is suspected of subversive activity. The federal government uses the method of wiretapping to gather evidence to use against the individual on trial for his alleged behavior.

What do you think of wiretapping for this purpose ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

11. The ordinance of a small city gives local officers absolute authority in issuing permits to religious sects and speakers with controversial views who seek to use the public park. No standards for the licensing have ever been established.

What do you think about this type of licensing practice ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

12. A high school science teacher, when asked by a pupil whether he believed in God, answered, "No." Consequently the teacher was dismissed.

How do you feel about dismissal for atheistic beliefs ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

13. A speaker mounted a platform in a public park and sought to harangue all who would listen to his speech. A policeman, sensing that the speaker's views were unpopular beliefs, arrested him.

What do you think of this action by the policeman ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

14. Some people hold that college teachers who refuse to take special loyalty oaths, in addition to state and federal loyalty oaths, ought to be dismissed.

How do you feel about this view ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

15. A city official states that those who constantly concern themselves with constitutional rights and free speech are pro-Communist, for real Americans do not talk in that manner.

How do you feel about his views ?

- I approve  
 I approve in general but with qualifications  
 I disapprove in general but I find points in favor of this  
 I disapprove  
 I cannot decide

Why did you select that choice ?

16. In order that academic integrity is not destroyed by subversive teaching, government agents should occasionally be planted in social science classes in large universities.

What do you think of this practice ?

- I approve
- I approve in general but with qualifications
- I disapprove in general but I find points in favor of this
- I disapprove
- I cannot decide

Why did you select that choice ?



TABLE XIII

INFORMATION IN THE CATEGORIES: AGE, SEX, RACE, MARITAL STATUS, AMOUNT OF EDUCATION, STATE RESIDENCE, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, AND POPULATION OF HOME TOWN, BY NUMBER AND PERCENTAGE DISTRIBUTION OF STUDENTS ON FORM I

CATEGORIES	NUMBER	PER CENT
AGE		
18-20	56	74.1
21-30	18	24.
30-40	1	1.3
SEX		
male	47	62.7
female	28	37.3
RACE		
white	75	100.
Negro	0	.0
other	0	.0
MARITAL STATUS		
single	69	92.
married	6	8.
AMOUNT OF COLLEGE EDUCATION		
2 years or less	57	76.
3 years	16	21.3
4 years	2	2.6
STATE RESIDENCE		
out of state	12	18.6
POLITICAL PREFERENCE		
Republican	49	65.3
Democratic	16	21.3
other	10	13.3
RELIGIOUS PREFERENCE		
Protestant	45	60.
Catholic	15	20.
Jewish	3	3.
other	2	2.6
POPULATION OF HOME TOWN		
rural	18	24.
10,000 or less	15	20.
10,000 - 49,000	17	27.7
50,000 - 100,000	6	8.
over 100,000	19	25.3

TABLE XIV

INFORMATION IN THE CATEGORIES: AGE, SEX, RACE, AMOUNT OF EDUCATION, MARITAL STATUS, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, POPULATION OF HOME TOWN, TEACHING EXPERIENCE, GRADES TAUGHT, AND ADMINISTRATIVE RESPONSIBILITIES, BY NUMBER AND PERCENTAGE DISTRIBUTION OF TEACHERS ON FORM I

CATEGORIES	NO.	PER CENT	CATEGORIES	NO.	PER CENT
AGE			RELIGIOUS PREFERENCE		
18-20	3	5.9	Protestant	38	74.6
21-30	12	23.5	Catholic	10	19.7
31-40	19	37.2	Jewish	0	.0
41-50	11	21.6	other	3	5.9
51-60	6	11.8			
over 60	0	.0	POPULATION OF HOME TOWN		
SEX			rural	19	37.2
male	28	54.9	less than 10,000	15	29.4
female	23	45.1	10,000-50,000	11	21.6
RACE			51,000-100,000	1	1.96
white	51	100.	over 100,000	5	9.8
Negro	0	.0	TEACHING EXPERIENCE		
other	0	.0	1 year	9	17.6
AMOUNT OF COLLEGE EDUCATION			2-4 years	10	19.7
2 years or less	6	11.8	5-10 years	11	21.6
3 years	14	27.5	11-15 years	11	21.6
4 years	1	1.96	more than 15 years	10	19.7
graduate	30	58.8	GRADES TAUGHT		
MARITAL STATUS			K.G.	0	.0
single	9	17.6	1-3	10	19.7
married	38	74.6	4-6	12	23.5
divorced	2	3.9	7-8	7	13.7
widowed	2	3.9	all of above	4	7.9
POLITICAL PREFERENCE			secondary	18	35.3
Republican	34	66.7	ADMINISTRATIVE RESPONSIBILITIES	10	19.7
Democratic	11	21.6			
other	6	11.8			

APPENDIX F

## FORM II

This is a study of attitudes toward civil liberties issues. Your actual opinions and responses will be appreciated for no answers will be judged correct or incorrect. All responses will be kept confidential. Your participation in this study is greatly appreciated.

## I. PERSONAL DATA

Please check or write in the desired information.

1. Sex	a. male _____	b. female _____
2. Age	a. 18-20 _____	d. 41-50 _____
	b. 21-30 _____	e. 51-60 _____
	c. 31-40 _____	f. over 60 _____
3. Race	a. white _____	c. other _____
	b. Negro _____	
4. Marital Status	a. single _____	c. divorced _____
	b. married _____	d. widowed _____
5. Political Preference	a. Democratic _____	
	b. Republican _____	
	c. other _____	
6. Religious Preference	a. Protestant _____	
	b. Catholic _____	
	c. Jewish _____	
	d. other _____	
7. Amount of College Education (completed or presently in)	a. 2 years or less _____	
	b. 3 years _____	
	c. 4 years _____	
	d. graduate _____	
8. Home State	a. _____	
9. Approximate Population of Home Town	a. _____	
10. Live in a Rural Area	a. yes _____	b. no _____
<b>FOR EDUCATORS ONLY:</b>		
11. Length of Teaching Experience	a. 1 year _____	d. 11-15 yrs _____
	b. 2-4 years _____	e. more than _____
	c. 5-10 yrs _____	15 years _____
12. Elementary Education Grades Teaching or Taught	a. k.g. _____	c. 4-6 _____
	b. 1-3 _____	d. 7-8 _____
13. Secondary Education Subjects Teaching or Taught	a. _____	
	b. _____	
	c. _____	

## II. QUESTIONNAIRE

**Instruction:** Read the question carefully, then check one of the choices following. Write a brief statement to explain selection.

1. Certain individuals hold religious beliefs which involve refusal to salute the flag. They are students in a public school classroom.

What action should be taken by the school administrator ?

- none at all
- reprimand the students in the office
- talk to the parents
- force them to submit to the practice of the majority
- suspend them from school and seek legal counsel

Why did you select that choice ?

2. A state is known to make school buildings available for public meetings. An unpopular but legal group seeks the use of a school auditorium.

What should the school board do ?

- flatly deny the request
- deny the request explaining that only large groups may use it
- grant facilities but have police present should members antagonize the audience
- grant facilities but add plainclothes policemen to the audience
- grant use of the facilities

Why did you select that choice ?

3. An alleged pro-Nazi German minister was scheduled to speak in an eastern city. Many citizens protested.

What should the Mayor do ?

- refuse to allow the speaking facilities
- grant facilities, but have plainclothes police present to protect the crowd
- accord the individual facilities to speak
- ask the governor for his opinion
- bring the issue to popular vote

Why did you select that choice ?

4. During a presidential election, a socialist, legally qualified for the candidacy, requested to buy time on the air.

What should the station operators do ?

- allow him to buy half as much time as the other candidates
- explain that only candidates from pro-democratic parties are allotted time
- refuse him because public criticism would lose listeners
- allow him to buy time on the air
- flatly refuse the request

Why did you select that choice ?

5. An announcement was made that a well-known scientist had been scheduled to deliver a series of scientific lectures at the university. Earlier this scientist had been declared a poor security risk.

What should interested alumni do ?

- request that the lectures be censored before presentation
- send protest letters to arouse all other alumni
- demand an immediate revocation
- accept the scientist as a lecturer
- attempt to revoke the appointment

Why did you select that choice ?

6. Pamphlets have been circulated to college placement offices by a private corporation stating that employees in business organizations should carefully keep personal political views conservative and definitely not radical.

What do you think of such a view ?

- business organizations have a right to require conservatism on and off the job
- the employee should reflect the political views of the employer
- employees should reflect the political view of the employer
- business organizations have no right to dictate personal views
- business organizations may suggest political party membership

Why did you select that choice ?

7. Preceding an election, both Democratic and Republican candidates are granted permission to speak in the high school auditorium. The socialist candidate then asks for the same privilege.

What should the principal do ?

- refuse on the grounds that he doesn't represent a major party
- grant facilities at an undesirable hour
- grant facilities but urge people not to attend
- flatly refuse the facilities
- grant this candidate the same privilege

Why did you select that choice ?

8. The trustees of a university decided to impose upon faculty members a mandatory loyalty oath in addition to state and federal loyalty oaths, with the alternative of dismissal.

What action should the faculty take ?

- ask for another way to declare loyalty
- sign the oath but issue a professional protest
- refuse to sign the oath, and seek legal counsel
- sign the oath as an expression of loyalty
- sign the oath but seek legal counsel

Why did you select that choice ?

9. A meeting of a religious sect in a public park was attacked by a hostile mob; a riot followed. The sect planned to meet the following night in the same park.

What action should the town council take ?

- have town police blockade the highway refusing entrance to the sect
- deny the sect a permit to use the park
- suggest the sect meet in another town
- allow the meeting but ask police to arrest any unpopular speakers
- protect the meeting from attack

Why did you select that choice ?

10. A street corner speaker addressed a crowd composed of both Negro and white people. They became restless as he made derogatory remarks about the government and urged Negroes to bargain for better jobs and equal rights.

What should police do ?

- arrest the speaker for his controversial comments
- order the man to stop speaking
- suggest that the speaker change the subject
- arrest the Negroes who were becoming excited
- protect the speaker's right to express himself

Why did you select that choice ?

11. A symposium concerning the relationship of democracy and socialism was scheduled at a large university. Two powerful groups in the area protested strongly.

What should university administrators do ?

- hold the symposium, cautioning students as to the controversial topic
- cancel the symposium completely
- cancel the symposium to appease these groups but consider it again
- proceed with the symposium as planned
- hold the symposium but allow only upperclassmen to attend

Why did you select that choice ?

12. You are a school superintendent. One of your high school science teachers, when asked by a pupil whether he believed in God, answered, "No," and explained why to those interested.

What would you do ?

- dismiss the teacher
- warn the teacher that he must not declare such beliefs again
- ask your minister to talk with him
- suggest that he join a liberal protestant church
- permit him to hold his atheistic beliefs

Why did you select that choice ?



13. A street corner speaker has aroused an audience into hostile camps and deliberately incited the crowd to action.

What should the police do ?

- arrest him for inciting violence
- force him to terminate his address until the crowd quiets
- arrest the most hostile members of the audience
- proceed against the crowd and disperse the group
- protect his right to speak

Why did you select that choice ?

14. Election day approaches. You are the teacher of a high school civics class which is currently involved in a study of debatable political issues.

What would you do ?

- support the validity of your own views
- act rigorously neutral in expression in class, pursuing your own convictions as a citizen in private
- act rigorously neutral in expression, in class and out
- aid the students in influencing their parents' votes
- suggest that one party may be superior to all others

Why did you select that choice ?

15. Speaking in a public place an individual exaggerated happenings, spoke of city officials in derogatory terms, expressed radical political opinions, and generally stimulated the crowd.

What should police do ?

- simply halt the speech
- order the crowd to disperse
- ask him to speak in a more conservative manner
- protect the speaker's right to express himself
- arrest this speaker for his unlawful behavior

Why did you select that choice ?

16. In order that academic integrity be not destroyed by subversive teaching, government agents should occasionally be planted in social science classes in large universities.

What do you think of such a practice ?

- it is an assault on academic freedom and should not be tolerated
- such a practice inhibits free discussion
- a teacher should conform to the accepted opinions, so what harm could be done
- teachers should exercise care in what they say
- teachers must be held accountable for their unorthodox statements

Why did you select that choice ?

TABLE XV

INFORMATION IN THE CATEGORIES: AGE, SEX, RACE, MARITAL STATUS, AMOUNT OF EDUCATION, STATE RESIDENCE, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, AND POPULATION OF HOME TOWN, BY NUMBER AND PERCENTAGE DISTRIBUTION OF STUDENTS ON FORM II

CATEGORIES	NUMBER	PER CENT
AGE		
18-20	60	82.
21-30	12	16.4
31-40	0	.0
41-50	1	1.3
SEX		
male	27	36.9
female	46	63.
RACE		
white	72	98.3
Negro	1	1.3
MARITAL STATUS		
single	66	90.4
married	7	9.5
AMOUNT OF COLLEGE EDUCATION		
2 years or less	40	54.7
3 years	28	38.3
4 years	5	6.8
STATE RESIDENCE		
out of state	7	9.5
POLITICAL PREFERENCE		
Republican	53	72.6
Democratic	14	19.1
other	6	8.2
RELIGIOUS PREFERENCE		
Protestant	56	76.7
Catholic	14	19.1
Jewish	1	1.3
other	2	2.7
POPULATION OF HOME TOWN		
rural	33	45.2
10,000 or less	6	8.2
10,000 - 49,000	17	23.2
50,000 - 100,000	4	5.4
over 100,000	13	17.8

TABLE XVI

INFORMATION IN THE CATEGORIES: AGE, SEX, RACE, AMOUNT OF EDUCATION, MARITAL STATUS, POLITICAL PREFERENCE, RELIGIOUS PREFERENCE, POPULATION OF HOME TOWN, TEACHING EXPERIENCE, GRADES TAUGHT, AND ADMINISTRATIVE RESPONSIBILITIES, BY NUMBER AND PERCENTAGE  
DISTRIBUTION OF TEACHERS ON FORM II

CATEGORIES	NO.	PER CENT	CATEGORIES	NO.	PER CENT
AGE			RELIGIOUS PREFERENCE		
18-20	4	7.	Protestant	50	87.7
21-30	15	26.	Catholic	4	7.
31-40	13	22.7	Jewish	1	1.8
41-50	16	28.1	other	2	3.5
51-60	8	14.	POPULATION OF HOME TOWN		
over 60	1	1.8	rural	27	47.4
SEX			less than 10,000	10	17.5
male	29	50.9	10,000-50,000	11	19.3
female	28	49.1	51,000-100,000	2	3.5
RACE			over 100,000	7	12.2
white	56	98.2	TEACHING EXPERIENCE		
Negro	0	.0	1 year	4	7.
other	1	1.8	2-4 years	12	21.1
AMOUNT OF COLLEGE EDUCATION			5-10 years	13	22.7
2 years or less	0	.0	11-15 years	8	14.
3 years	13	22.7	more than 15 years	20	35.1
4 years	6	10.6	GRADES TAUGHT		
graduate	38	66.6	k.g.	1	1.8
MARITAL STATUS			1-3	6	10.6
single	15	26.3	4-6	15	26.3
married	37	22.7	7-8	14	24.5
divorced	2	3.5	all of above	4	7.
widowed	3	5.3	secondary	19	33.3
POLITICAL PREFERENCE			ADMINISTRATIVE RESPONSIBILITIES	5	8.8
Republican	32	56.1			
Democratic	19	33.3			
other	6	10.6			