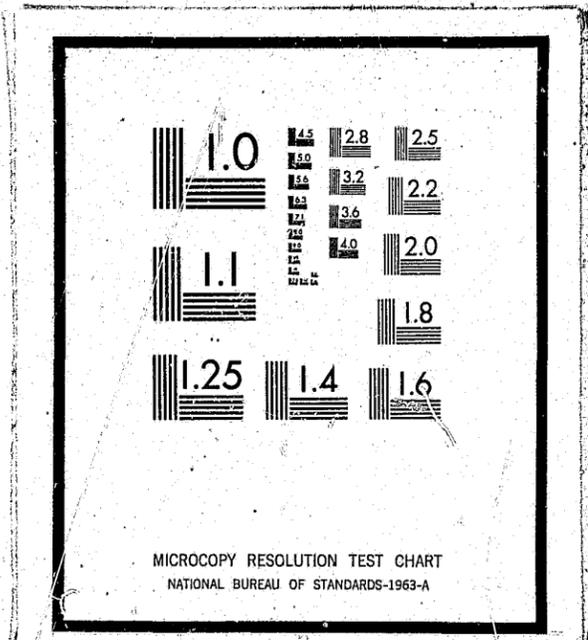


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NORTH CAROLINA YOUTH AND THE LEGAL SYSTEM

by

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PREFACE

This survey research project is funded by the Law Enforcement Assistance Administration (LEAA) through the Western Piedmont Council of Governments. Our task is to present a profile on public school student knowledge and attitudes toward the criminal justice system. To this end we have administered a questionnaire to over 3,000 students in grades 1, 3, 5, 7, 8, 9, and 11 in Alexander, Burke, Caldwell and Catawba Counties in North Carolina. The following report includes our summary of the survey.

The energy of many individuals has gone into the completion of this project. Ed Griffin, the Criminal Justice Planning Director of the Western Piedmont Council of Governments assisted us throughout the project in gaining the cooperation of everyone involved. The Watauga County school system permitted a pre-testing of the survey instruments. Particular individuals in each school system made it possible to carry out this study and our gratitude is expressed to the following administrators for cooperating fully with this project:

Mr. Dwight Isenhour, Alexander County Schools
Mr. Fred Cranford, Burke County Schools
Mr. J. C. Raburn, Burke County Schools
Mr. David Porter, Caldwell County Schools
Mr. C. H. Tuttle, Catawba County Schools
Mr. David Thrift, Hickory City Schools
Mr. J. G. Hagaman, Lenoir City Schools
Mr. N. S. Cranford, Newton-Conover City Schools

Obviously, we owe a debt to the 116 teachers in Alexander, Burke, Caldwell and Catawba County and Hickory, Lenoir and Newton City Schools for allowing us to test their students. To the graduate and

undergraduate students who contributed countless hours in administering and coding the questionnaires we only hope that what they learned through their participation is in some way compensation.

Finally, a word of indebtedness must be extended to the students who participated in the survey. Their high level of interest in the project coupled with a willingness to participate is indeed gratifying.

CHAPTER I

INTRODUCTION: OVERVIEW OF REPORT

One need not belabor the point that crime is a serious problem in contemporary American society. Recent public opinion polls show that crime is considered by Americans to be one of our nation's most critical problems.

As public concern with crime continues to increase, so does its political and governmental importance. In 1968, the United States Congress passed a Safe Streets Act establishing the Law Enforcement Assistance Administration (LEAA) to financially aid states and local communities in an attempt to reduce crime. This study represents an effort through LEAA funding to develop data on the knowledge of and attitudes of youths toward our legal system.

∩ In this respect we are attempting to develop "social indicators" as measures of the orientations of youth toward the law enforcement system. ∩ Social scientists have developed economic indicators, e.g., Gross National Product (G.N.P.) and the importance of such data for policy formations is very great. As a nation we now have data on the number of homicides, rapes, burglaries, aggravated assaults, and so forth, but we have little or no data on what Americans, young and old, know and think about our legal system. There is an equally real need for this type of information as well.

How can people obey laws when they are unfamiliar with them? How can law enforcement officials fulfill their task if people do not support the goals and procedures established by our system of laws? We do not intend to completely answer these questions in our survey; however, ∩ we hope to provide useful information that show

the extent to which North Carolina youth are familiar with certain aspects of the legal system and what they feel about that system. ∩

This project is not an isolated effort in determining the legal orientations of American youth. In fact, interest in young people and the legal system has become so significant that the American Bar Association has established a Special Committee on Youth Education for Citizenship under the direction of Joel F. Henning. Moreover, the Attorney General of North Carolina has prepared a booklet titled Youth and the Law that will soon be used to give students in that State a better comprehension of their legal system. Numerous legal education projects are in operation throughout the United States.¹

The North Carolina Youth Survey

∩ To fulfill the goal of producing information on youth legal orientations in December 1972 we devised paper-and-pencil questionnaires composed of 1) personal background questions, such as age, grade, sex, race and so forth; 2) open-ended questions, such as "What is a law?"; 3) structured knowledge questions; 4) structured attitude questions, and 5) questions on extent of television viewing. One instrument was given to first and third graders, a second to fifth graders only and another to seventh, eighth, ninth and eleventh graders. All questions asked in the lower grades were also given to students in the higher grades and the latter were given additional, more complicated questions. ∩

¹See Special Committee on Youth Education for Citizenship, Directory of Law-Related Educational Activities (Chicago, Illinois: American Bar Association, 1972). For a copy of the Directory write to Joel F. Henning, American Bar Association, 1155 E. 60th St., Chicago, Illinois 60637.

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The survey instruments were pre-tested in the Watauga County School system during January, 1973 to determine whether or not students could respond effectively in a fifty minute time period. Based on the pre-test, final instruments were prepared and administered during late February and early March, 1973 by specially instructed graduate students in political science and sociology at Appalachian State University.

Sample

[In this study our findings are based upon intensive analysis of data obtained from a sample of public school students.] Frequently social scientists must develop reliable information about a large number of units but have a finite number of resources which permit analysis of only a small number of units. Such a condition obtains in this study; it was our desire to develop data about school students in general but there was neither money nor manpower for each of the 56,000 students in our project area filling out a questionnaire in class. Nor was such a step necessary, because sampling techniques allow a simpler solution.

When employing sampling techniques one studies a sample of students who accurately represent a universe of students from which the sample was selected. If the sample is representative of the universe it is possible to reliably project data from the sample to the universe. Several times each year studies are made of the opinions which are held by some 100 million adult Americans. Such studies typically analyze data from a sample of about 1,500 adults

to represent the opinions of all adults. Similar techniques of sampling have been employed here.

[This study is based upon a multistage stratified proportional sample of all the students in grades 1, 3, 5, 7, 8, 9, and 11 in the Alexander County, Burke County, Caldwell County, Catawba County, Hickory City, Lenoir City and Newton-Conover City School systems. About 56,000 students are enrolled in those seven grades in the four county region. Our study focuses upon approximately 3,000 students whose random selection allows us to project the findings obtained herein to the 56,000 students.]

The sample drawn for this study was selected by the following methodology. Because the school systems involved are quite diverse in their student enrollments it was necessary to take steps to insure that our sample would accurately reflect the black-white and rural-urban differences in the entire student population. The process of stratification involves division of the universe into relevant subgroupings in order to insure that these subgroupings appear in the final sample in their proper proportions.

Each of the school systems is represented in the sample and the proportion of students each contributed to the sample parallels the percentage of the total student body enrolled in that school system. Thus, if for example Alexander County has 10% of the total enrollment in the four county region, then 10% of the sample will be drawn from Alexander County. The same proportional representation obtains on the grade level as well. Since about 21% of the total student body in the region is enrolled in the seventh grade, 21% of the sample is

made of seventh graders.

School officials supplied the contracting agency with data on each classroom within the grades listed above. Each student in the region was contained in one of the nearly 2,000 classrooms for which data was obtained. These classrooms were classified as to grade level, rural or urban status and nonwhite enrollment. As outlined above, percentages were obtained for the relevant categories and final selection was made.

Based upon an initial decision that about 3,000 students could be studied with the resources available, this 3,000 student figure was proportioned among the seven systems, by grade level and nonwhite enrollment. For high school students and certain junior high school students selection was based on homerooms since these students move through different classes during the day. Any other selection process would likely have increased the homogeneity of the students sampled. For example, had social studies classes been the basis of selection it is likely that a particular class might have been filled with college preparatory students. The result would have been an erroneous indication of what typical students might respond. The same problem of class homogeneity could arise had English classes been used. Therefore, although it caused certain logistic problems, homerooms were in each instance used in these grade levels.

Once the homerooms or classroom groupings were classified along the criteria listed above, each such grouping of students was given a number. The actual selection of the classes was thus a matter of random selection; within each category, the particular classes chosen

for the study was purely a matter of chance and hence the fact that any one student's opinions were solicited was also a matter of chance. Once selections were made school officials graciously made these students available for our testing. In all, 116 different classes were chosen for testing and the actual data gathering was carried out by graduate students from the project agency. In no way, were the selected students or their teachers given prior notice of the forthcoming testing on legal knowledge or attitudes.

Appendix sets out in full detail the relevant enrollment data on which classroom selection was based.

Data Analysis

The data were analyzed at the Triangle Universities Computer Center (TUCC) at the Research Triangle Park, North Carolina.² The cognitive indexes and attitude scales generated in this study were formed on a priori normative and empirical evidence, then subjected to item analysis to determine their statistical reliability. The data were analyzed in aggregate form, then selected questions, indexes and scales were disaggregated or broken down for analysis according to race (white-non-white), sex (female-male) and size of community (rural-below 2,500 population -- urban-about 2,500 population.)

Overview of Report

A special effort has been made to present the data analysis in a manner that can be easily interpretable by the layman as well as the professional researcher. While it is impossible to explain all

²Copies of the survey instruments and the coding scheme may be obtained by special request from Department of Political Science, Appalachian State University, Boone, North Carolina 28608.

the nuances of data analysis, we have given explanation definitions of important statistical measures used in this report. We have endeavored also to "present the data" with a minimum of our interpretation. It is expected that law enforcement officials, educators, professional social scientists, and other interested persons will draw their own conclusions based on the following presentation.

We do anticipate further reports of a more interpretive nature. The authors are scheduled, for example, to deliver a paper at the 1973 Annual Meeting of the Southern Political Science Association in Atlanta, Georgia.

The remainder of this report is broken down into three chapters. In Chapter Two we present the results of the knowledge questions and indexes. These data are disaggregated and presented in both tabular and graphic form. It is hoped that the figures presented will enable the reader to readily comprehend the results. Attitudinal data are presented in Chapter Three in the same fashion. In Chapter Four we examine relationships between the cognitive (knowledge) and affective (attitudes) data and attempt to see if these data are associated with selected television viewing measures.

NORTH CAROLINA STUDENT KNOWLEDGE ABOUT THE LAW

A major tenant of the American legal system is: "Ignorance of the law is no excuse." This statement indicates that knowledge of the law is a critically important possession for each citizen. This project has as a major component the documentation of the extent of knowledge about the legal system. Survey instruments included numerous questions designed to tap such cognitions.

Two types of responses were obtained from students in the survey instruments. One type was open-ended, in which responses were elicited to questions such as "What is a law?". Here the student has no set of responses from which to choose -- he simply responds in writing in whatever manner he chooses. The second type of questions pose alternative responses from which the students make a choice. An example of this question is:

A man accused of a crime

- _____ must hire his own lawyer
- _____ can be held indefinitely
- _____ has the right to a public trial
- _____ must be placed on trial immediately

These "structured response items" came after the open-ended questions in the questionnaire so that no student could use information from the former to answer the latter.¹ Students were not permitted to go back once they had completed the open-ended questions.

Response Patterns to the Open-ended Knowledge Questions

Students were asked to write down responses to a number of open-ended questions. The response patterns presented below indicate the grade and race of the respondent. Examination of the responses in Tables 1 and 2 show important differences among the students depending upon their grade level and race. Generally there are noticeable increases in correct responses as one moves from the lower to higher grades and as comparisons are made between black and white respondents. Generally blacks appear to be less knowledgeable than whites, it appears that by grade 11 black students are as knowledgeable about the law as are their white classmates. However, we must remember that the drop-out rate is higher for blacks than whites and the blacks remaining in school thru the eleventh grade may be more knowledgeable than black dropouts. Thus the apparently "poorer" performance on the

¹The open-ended questions are similar to or the same as those asked in the National Assessment. See National Assessment of Educational Progress, Citizenship: National Results, Report 2 (Washington, D. C.: Government Printing Office, 1970). Charles F. Andrain, Children and Civic Awareness: A Study in Political Education (Columbus, Ohio: Charles E. Merrill Publishing Co., 1971) was consulted on structured questions. See also the survey questionnaire used in David Easton and Jack Dennis, Children in the Political System: Origins of Political Legitimacy (New York: McGraw Hill Book Co., 1969) and Robert D. Hess and Judy V. Torney, The Development of Political Attitudes in Children (Chicago: Aldine Publishing Co., 1967). Many of the structured cognitive questions were developed on the content of Robert Morgan, Youth and the Law (Raleigh, North Carolina: The Justice Foundation of North Carolina, 1972).

part of blacks must be interpreted in view of their generally lower socioeconomic position in society as compared to whites.

In response to questions about the rights of a person accused of a crime and a person on trial, few students were unable to name any right by grade 11, but among those unable to name a single right, more of the students were black than were white.

Responses to "A man on trial has a right to:" were demonstrably different than those to "A man accused of a crime has the right to:". This indicates that fewer students (in fact 36.4 percent of the blacks in the eleventh grade) perceive the connection of legal rights to the trial situation (see Tables 1 and 2).

Table 3 sets forth the response pattern to "Name as many reasons as you can why laws are needed." It can be seen that knowledge increases as one moves from one grade level to a higher one and that a difference exists between the cognitive levels of blacks and whites. It is significant that among students as young as third graders a majority are able to give at least one acceptable reason why laws are needed. Moreover it appears that as students become older they come to understand more reasons for the necessity of laws.

There are important response patterns to "Could there be a bad law?" Table 4 demonstrates that by grade three a majority of students respond "yes." It should be noted that consistently larger percentages of blacks than whites state that there could not be a bad law, although by grade eleven 81.8 percent of the blacks and 95.2 percent of the white students indicate that bad laws could actually exist. (see Table 4).

TABLE 1- RESPONSE PATTERN TO "A MAN ACCUSED OF A CRIME HAS THE RIGHT TO:"* BY GRADE AND RACE

Correct Responses	Grade Race	Percentages of Groups According to Grade Level							
		Black	White	Black ⁸	White	Black ⁹	White	Black ¹¹	White
None		41.5	19.4	30.3	16.7	13.9	10.5	9.1	4.8
1		31.7	31.1	30.3	32.6	22.2	18.8	13.6	22.9
2		17.1	30.9	26.3	32.3	50.0	34.7	27.3	32.0
3		9.8	18.6	13.2	18.4	13.9	35.2	50.0	40.3
Total N		41	392	76	347	36	352	22	231

*Examples of correct responses are as follows: Lawyer; informed of charge; time to prepare defense; right not to be held indefinitely; jury; right to confront accusers; right to call witnesses; right to be declared "innocent" until proven guilty; right to be equal to others before the law, to post bail, and so forth

Table 2 RESPONSE PATTERN TO "A MAN ON TRIAL HAS A RIGHT TO:"* BY GRADE AND RACE

Correct Responses	Grade Race	Percentages of Groups According to Grade Level							
		Black ⁷	White ⁷	Black ⁸	White ⁸	Black ⁹	White ⁹	Black ¹¹	White ¹¹
None		51.2	35.2	50.0	39.2	38.9	31.6	36.4	19.5
1		39.0	41.3	34.2	38.6	36.1	40.3	40.9	41.1
2		9.8	18.6	13.2	17.9	22.2	17.9	9.1	23.8
3		0.0	4.8	2.6	4.3	2.8	9.9	13.6	15.6
Total N		41	392	76	347	36	351	22	231

*Examples of correct responses are as follows: Lawyer; informed of charge; time to prepare defense; right not to be held indefinitely; jury; to be declared "innocent" until proven guilty; right not to suffer cruel and unusual punishment, and so forth.

TABLE 3 RESPONSE PATTERN TO "NAME AS MANY REASONS AS YOU CAN WHY LAWS ARE NEEDED." BY GRADE AND RACE

Response	Grade Race	Percentages of Groups According to Grade Level											
		1		3		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Unacceptable*		81.8	77.1	67.5	37.6	31.7	11.0	32.9	16.1	11.1	13.9	13.6	10.4
Acceptable**	1	18.2	13.8	23.3	36.9	29.3	26.3	22.4	33.7	44.4	27.3	91.	29.4
	2	0.0	5.3	9.3	15.7	22.0	40.1	25.0	30.5	25.0	38.9	40.9	26.4
	3	0.0	2.1	0.0	8.8	12.2	14.8	15.8	11.8	13.9	14.2	22.7	23.4
	4	0.0	1.6	0.0	1.0	4.9	7.4	2.6	6.1	5.6	3.4	9.1	9.5
	5	0.0	0.0	0.0	0.0	0.0	0.3	1.3	1.2	0.0	1.1	4.5	0.9
Total N		22	188	43	306	41	392	76	347	36	352	22	231

*Examples of unacceptable responses: No response; vague response; responses which do not bear on the question (e.g., because laws are needed), and so forth.

**Examples of acceptable responses: Keep order; prevent chaos; for safety; prevent crimes; punish criminals; protect property, individual freedoms and rights; prevent injustice; get money to run the government; stop pollution and littering, and so forth.

TABLE 4 RESPONSE PATTERN TO "COULD THERE BE A BAD LAW?" BY GRADE AND RACE

Response	Grade Race	Percentages of Groups According to Grade Level											
		1		3		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
No Response		68.2	52.1	11.6	2.6	24.4	6.6	15.8	6.3	16.7	7.7	4.5	2.2
No.		18.2	28.7	23.3	40.2	14.6	10.7	18.4	8.9	8.3	5.7	13.6	2.6
Yes		13.6	19.2	65.1	57.2	61.0	83.7	65.8	84.7	75.0	86.7	81.8	95.2
Total N		22	188	43	306	41	392	76	347	36	352	22	231

Data was gathered from students on their feelings of being able to influence the law. One question asked, "What can you do about laws that you feel are bad?" Table 5 indicates that sizeable numbers even at grade eleven, could not give any acceptable response, indicated "I don't know", responded "nothing" or left the item blank. A majority of white respondents and nearly a majority of black respondents wrote down peaceful methods of changing laws and significantly, extremely few opted for violent ways to change "bad" laws. Still, these results show that many potential adult voting citizens do not know how to change a "bad" law (see Table 5). Yet, other data show that students in grade seven and above know that police do not have a right to enter their home any time they want to (refer Table 6). Moreover, there are no apparent differences related to race on this question (see Table 6).

An early question in the survey instrument was simply "Can you name a law?" Table 7 sets forth the response pattern to this question. Generally older students were able to correctly identify more laws than younger students. Still there is an important racial difference here in that blacks were generally more likely than whites to be unable to correctly name any law. In fact, even in grade 11, the most knowledgeable grade taken as a whole, over half the blacks could not identify a law while only slightly over a third of the whites were so limited. This data suggests that many North Carolina youth do not understand the concept of "law".

TABLE 5 RESPONSE PATTERN TO "WHAT CAN YOU DO ABOUT LAWS THAT YOU FEEL ARE BAD?" BY GRADE AND RACE

Response Pattern	Grade Race	Percentages of Groups According to Grade Level											
		1		3		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
No Response or I Don't Know		81.8	72.3	39.6	49.6	46.3	23.5	38.2	26.8	19.4	17.9	9.1	14.7
"Nothing"		4.5	1.6	25.6	14.4	7.3	8.2	18.4	14.4	27.8	11.4	40.9	15.2
Peaceful Action		4.5	2.1	9.3	16.3	24.4	52.0	21.1	45.0	38.9	59.4	45.5	57.6
Extra-legal Action		0.0	1.1	2.3	0.7	0.0	0.5	0.0	0.0	0.0	0.3	0.0	0.4
Ignore Law		0.0	0.5	0.0	3.9	2.4	0.8	1.3	0.3	2.8	0.6	0.0	3.0
Unacceptable* Response		9.1	22.3	23.3	24.2	19.5	14.8	21.1	13.5	11.1	10.5	4.5	9.1
Total N		22	188	43	306	41	392	76	347	36	352	22	231

*Vague response, e.g., try and change it (answer indicates an extremely low level of sophistication in how to get a law changed).

TABLE 6 RESPONSE PATTERN TO "DO THE POLICE HAVE THE RIGHT TO COME INSIDE YOUR HOUSE ANY TIME THEY WANT TO?" BY GRADE AND RACE

Response	Grade Race	Percentages of Groups According to Grade Level							
		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White
Don't know or No Response		9.7	8.4	7.9	8.1	2.8	4.3	4.5	4.3
No		78.0	79.3	80.3	82.4	86.1	89.5	90.9	90.9
Yes		12.2	12.2	11.8	9.5	11.1	6.2	4.5	4.8
Total N		41	392	76	347	36	352	22	231

TABLE 7 RESPONSE PATTERN TO "CAN YOU NAME A LAW?" BY GRADE AND RACE

Response	Grade Race	Percentages of Groups According to Grade Level											
		1		3		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
No Response or Incorrect		95.4	95.2	83.8	63.7	70.7	43.6	59.2	55.7	47.2	45.4	54.5	36.4
Correct		4.5	4.8	16.3	35.9	29.3	56.4	40.8	44.4	52.8	54.5	45.5	63.6
Total N		22	188	43	306	41	392	76	347	36	352	22	231

Another question designed to probe what students know about our legal system is "What is a law?" Building upon the work of Tapp and Kohlberg, we constructed a typology to classify student responses.² This is set forth in Figure I.

Students were coded into these categories if their response was fit in the patterns established in the typology. Note that the different levels refer to increasing abstraction on the part of student respondents. Interestingly, the response patterns are different from the Tapp and Kohlberg findings in that the modal response does not fit any of their categories and only 25.5 percent state that a law is designed to keep social order. Tapp and Kohlberg found that more youth reached the Conventional level than the Pre-conventional level and that only small minorities reach the Postconventional level. Furthermore, they apparently could fit all students into their categories. Our findings are in accord with the Tapp-Kohlberg research in that few of our respondents fall into the Postconventional category (see Table 8).

Many of the students put down a figure, e.g. "Law is the police" to "What is a law?" It is seen that "policeman" is a popular response by first and third graders but that by grade 11 "rules" becomes a more opted for response (see Table 9).

Response Patterns to the Structured Knowledge Questions

From the large number of questions used in the survey, certain items were combined to form six knowledge indexes. These indexes,

²See J. L. Tapp and L. Kohlberg, "Developing Senses of Law and Legal Justice," Journal of Social Issues, Vol. 27 (1971), pp. 65-91.

which were given grades seven, eight, nine, and eleven, are the General Law Knowledge, North Carolina Law Knowledge, Law Knowledge, Youth Law Knowledge, Business-Consumer Wrongdoing Knowledge and Government Employees Knowledge Indexes. Only the relatively simple Law Knowledge and Government Employees Knowledge indexes were given to all grades.

Each student used in this study was given a score based on the number of questions correctly answered. In the analyses which follow, we have added the scores of each individual in a particular grade together and divided this total score by the number of students in the grade in order to get a mean score for that group. The mean score is thus an indication of the typical score for that group. It may be compared with the means from another group to see if significant differences exist between the "typical" scores of the two groups. Similarly subgroups within a particular grade can be compared by examining the subgroup means. The results of each index are presented twice in this report -- once in tabular form and second in graphic form for easy visual comprehension of the results.

The items in the Government and Employees Knowledge Index are set out in Figure II while the Law Knowledge Index consisted of the following questions:

Which of these are laws? Mark an X next to Yes or No to show whether each of these things is a law.

- Brush your teeth every morning. Is this a law?
- Don't cheat in school. Is this a law?
- Cars must stop at stop signs. Is this a law?
- Get to school on time. Is this a law?

___ Yes ___ No

FIGURE 1
A TYPOLOGY OF LEGAL ORIENTATIONS BY
LEVEL OF ABSTRACTION

- I. Preconventional Level
Laws prevent violence and crime since punishment ensues. Obedience is a by-product of deprivation evasion.
- II. Conventional Level
Laws are valued because they maintain the social order. Anarchy, disorder, and chaos would ensue if laws did not exist and/or were not obeyed.
- III. Post-Conventional Level
Ethical, autonomous acting men could be guided by universal principles. Laws that violate fundamental individual rights and universal moral principles could be legitimately broken.

Source: Russell F. Farnen and Dan B. German, "The Jurisprudence of Youth and Adults: Some Research Findings," Youth and Society, Vol. 4 (June, 1973), p. 454. Derived from J. L. Tapp and L. Kohlberg, "Developing Senses of Law and Legal Justice," Journal of Social Issues, Vol. 27 (1971), pp. 65-91.

TABLE 8 RESPONSE ALONG TAPP-KOHLBERG CLASSIFICATION TO "WHAT IS A LAW?" BY GRADE AND RACE

Response	Grade Race	Percentages of Groups According to Grade Level											
		1		3		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
None		100.0	95.2	83.7	73.5	65.8	35.7	54.0	45.5	50.0	45.2	50.0	39.8
Level I: Obedience		00.0	3.7	9.3	19.9	17.1	41.8	35.5	41.2	30.6	32.4	22.7	33.8
Level II: Social Order		00.0	1.1	4.7	5.9	9.8	19.9	10.5	11.8	16.7	17.3	22.7	25.5
Level III: Principle		00.0	0.0	2.3	0.7	7.3	2.6	0.0	1.5	2.8	5.1	4.5	0.8
Total N		22	188	43	306	41	392	76	347	36	352	22	231

TABLE 9 RESPONSE AS FIGURES, CONCEPTS OR INSTITUTIONS TO "WHAT IS A LAW?" BY GRADE AND RACE

Response	Grade Race	Percentages of Groups According to Grade Level											
		1		3		7		8		9		11	
		Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
None		81.8	67.6	60.5	45.1	63.4	52.0	47.4	62.4	58.3	50.0	59.1	53.2
Policeman		13.6	20.7	20.9	19.9	2.4	0.8	2.6	2.3	0.0	2.0	0.0	11.3
President		0.0	0.0	0.0	1.0	0.0	0.5	1.3	0.3	2.8	0.9	0.0	0.4
Rules		0.0	1.1	2.3	13.1	22.0	33.7	25.0	28.2	11.1	30.1	18.2	29.0
Right or Wrong		0.0	0.0	0.0	0.7	4.9	4.3	5.3	6.1	2.8	8.8	18.2	2.6
Others		4.5	10.6	16.3	19.9	7.3	8.4	14.5	8.9	25.0	5.1	4.5	10.8
Congress		0.0	0.0	0.0	0.3	0.0	0.3	1.3	1.7	0.0	3.1	0.0	2.6
Total N		22	188	43	206	76	347	76	347	36	352	22	231

FIGURE II
GOVERNMENT EMPLOYEES INDEX

Here are some people. Which ones work for the government?



Does the MILKMAN work for the government?

Yes

No



Does the POLICEMAN work for the government?

Yes

No



Does the SOLDIER work for the government?

Yes

No



Does the JUDGE work for the government?

Yes

No



Does the POSTMAN work for the government?

Yes

No

As might be anticipated, the performance on these indexes gets better in the upper grades (see Tables 10 and 11, Figures 3 and 4). There do not appear to be major differences between blacks and whites beyond grade eight on the lawknowledge index, but, as we shall see later when more complicated questions are posed, the response rate for correct identification by blacks is lower than whites throughout all grades questioned.

The longest knowledge index used in this study is labeled simply the General Law Knowledge Index. As can be readily observed in Chapter Four of this report, this index is a critically important PREDICTOR of other legal orientations (e.g. other knowledge measures and attitude measures). A student received one point for correctly answering the following items:

46. Which of the following decides whether or not a law is constitutional?

- The United States Senate
- The President
- The United States Supreme Court
- The House of Representatives

47. The judicial branch of the American government has

- the power to make laws
- the power to interpret laws
- the power to impeach the President
- little or no power

48. The Bill of Rights guarantees

- that you will be absolutely free
- that the Senate will be elected by the direct vote of the people
- the government's protection of someone tries to injure you
- certain rights and freedoms to the people

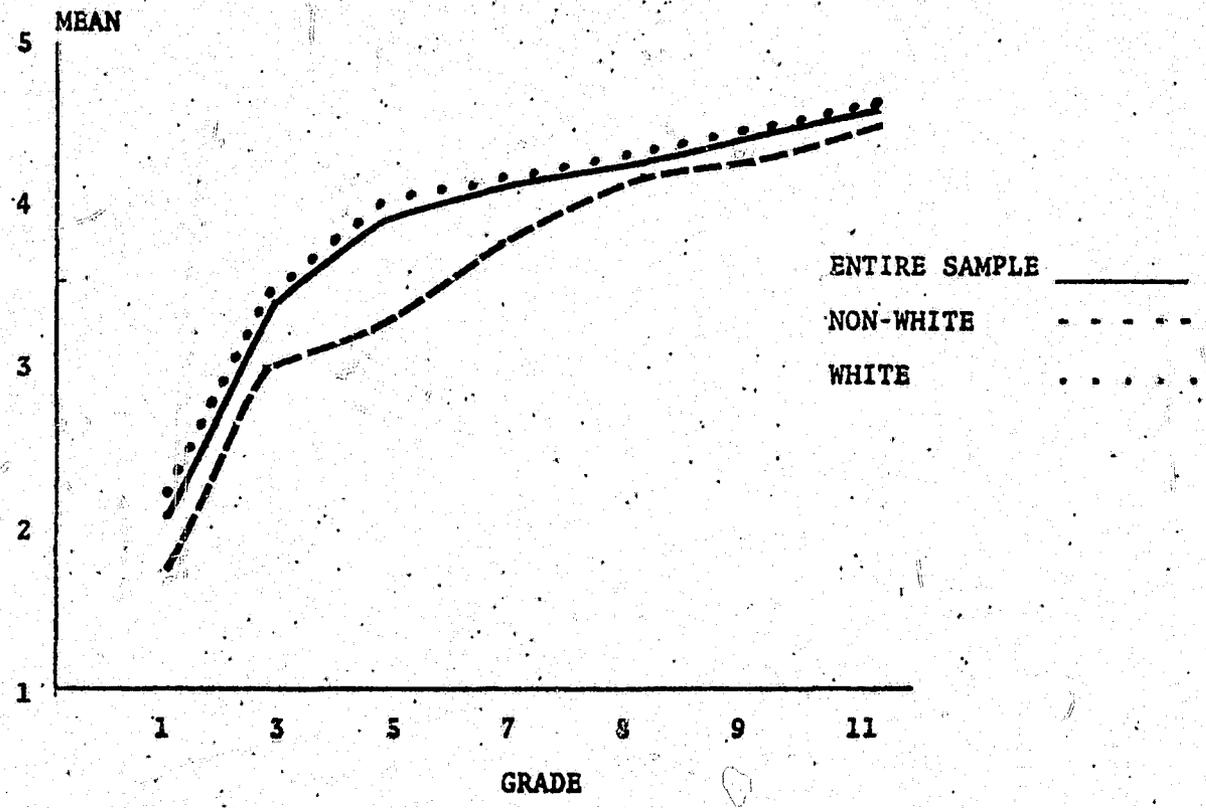
TABLE 10 LAW KNOWLEDGE INDEX BY GRADE (5 ITEMS)

	GRADE													
	(MEAN SCORE)													
	1	N	3	N	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>2.163</u> *	<u>340</u>	<u>3.420</u> *	<u>429</u>	<u>3.914</u> **	<u>405</u>	<u>4.213</u> **	<u>437</u>	<u>4.326</u>	<u>426</u>	<u>4.355</u>	<u>389</u>	<u>4.534</u>	<u>253</u>
NON-WHITE	<u>1.727</u> *	<u>22</u>	<u>3.000</u> *	<u>43</u>	<u>3.226</u> **	<u>62</u>	<u>3.780</u> **	<u>41</u>	<u>4.263</u>	<u>76</u>	<u>4.286</u>	<u>35</u>	<u>4.409</u>	<u>22</u>
WHITE	<u>2.250</u>	<u>188</u>	<u>3.451</u>	<u>306</u>	<u>4.057</u>	<u>332</u>	<u>4.258</u>	<u>392</u>	<u>4.346</u>	<u>347</u>	<u>4.358</u>	<u>352</u>	<u>4.545</u>	<u>231</u>
MALE	<u>2.220</u>	<u>173</u>	<u>3.517</u>	<u>209</u>	<u>3.869</u>	<u>213</u>	<u>4.145</u>	<u>242</u>	<u>4.327</u>	<u>220</u>	<u>4.313</u>	<u>192</u>	<u>4.588</u>	<u>131</u>
FEMALE	<u>2.096</u>	<u>166</u>	<u>3.363</u>	<u>215</u>	<u>3.974</u>	<u>190</u>	<u>4.306</u> *	<u>193</u>	<u>4.328</u>	<u>204</u>	<u>4.396</u>	<u>197</u>	<u>4.475</u>	<u>122</u>
RURAL	<u>2.095</u>	<u>84</u>	<u>3.517</u>	<u>147</u>	<u>3.959</u>	<u>98</u>	<u>4.434</u> *	<u>143</u>	<u>4.448</u>	<u>125</u>	<u>4.359</u>	<u>92</u>	<u>4.443</u>	<u>70</u>
URBAN	<u>1.922</u>	<u>102</u>	<u>3.381</u>	<u>197</u>	<u>3.839</u>	<u>161</u>	<u>4.178</u>	<u>197</u>	<u>4.219</u>	<u>183</u>	<u>4.407</u>	<u>214</u>	<u>4.605</u>	<u>162</u>
													MIDPOINT	<u>2.5</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 3 LAW KNOWLEDGE INDEX BY GRADE (5 ITEMS)



(means on scale or index)						
ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N	
1	<u>2.163</u>	<u>340</u>	<u>1.727*</u>	<u>22</u>	<u>2.250*</u>	<u>188</u>
3	<u>3.420</u>	<u>429</u>	<u>3.000*</u>	<u>43</u>	<u>3.451*</u>	<u>306</u>
5	<u>3.914</u>	<u>405</u>	<u>3.226**</u>	<u>62</u>	<u>4.057**</u>	<u>332</u>
7	<u>4.213</u>	<u>437</u>	<u>3.780**</u>	<u>41</u>	<u>4.258**</u>	<u>392</u>
8	<u>4.326</u>	<u>426</u>	<u>4.263</u>	<u>76</u>	<u>4.346</u>	<u>347</u>
9	<u>4.355</u>	<u>389</u>	<u>4.286</u>	<u>35</u>	<u>4.358</u>	<u>352</u>
11	<u>4.534</u>	<u>253</u>	<u>4.409</u>	<u>22</u>	<u>4.545</u>	<u>231</u>
					MIDPOINT	<u>2.5</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

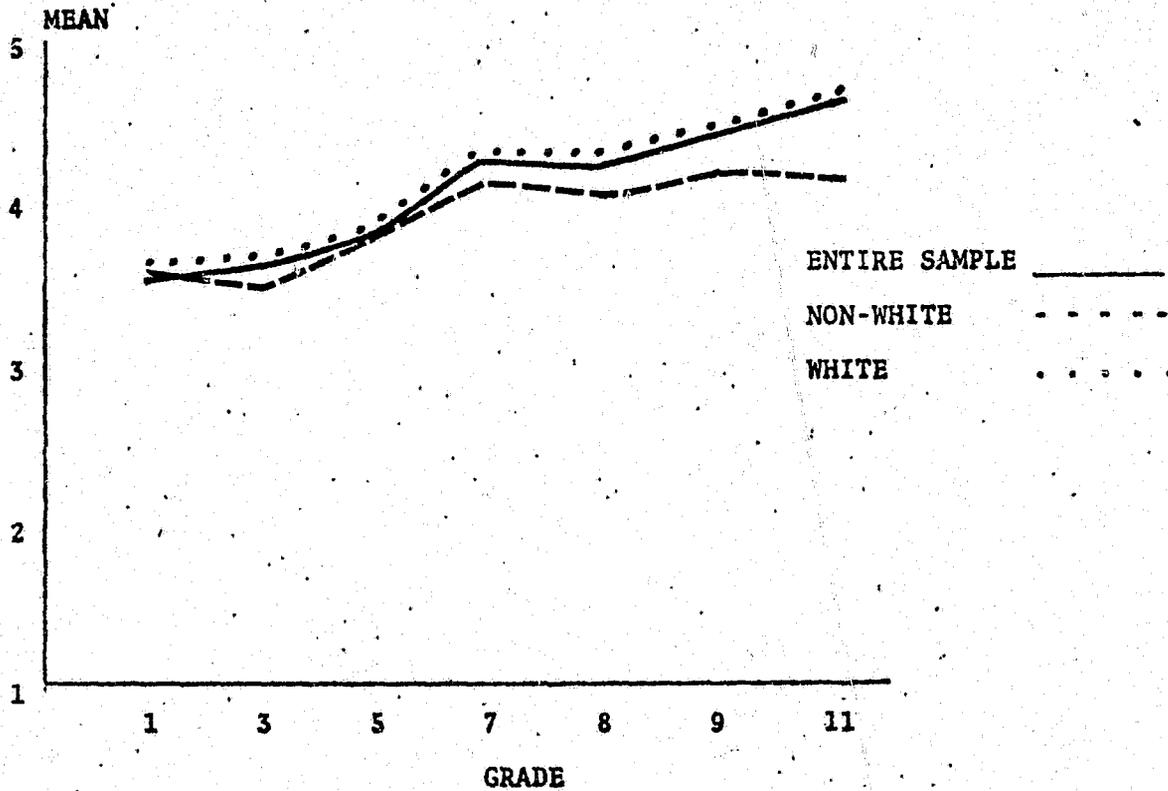
TABLE 11 GOVERNMENT EMPLOYEES KNOWLEDGE INDEX BY GRADE (5 ITEMS)

	GRADE													
	(MEAN SCORE)													
	1	N	3	N	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>3.538</u>	<u>340</u>	<u>3.627</u>	<u>429</u>	<u>3.844</u>	<u>405</u>	<u>4.281</u>	<u>437</u>	<u>4.244</u>	<u>426</u>	<u>4.414</u>	<u>389</u>	<u>4.549</u>	<u>253</u>
NON-WHITE	<u>3.545</u>	<u>22</u>	<u>3.442</u>	<u>43</u>	<u>3.839</u>	<u>62</u>	<u>4.098</u>	<u>41</u>	<u>3.961**</u>	<u>76</u>	<u>4.200</u>	<u>35</u>	<u>4.182*</u>	<u>22</u>
WHITE	<u>3.543</u>	<u>188</u>	<u>3.641</u>	<u>306</u>	<u>3.852</u>	<u>332</u>	<u>4.304</u>	<u>392</u>	<u>4.305**</u>	<u>347</u>	<u>4.432</u>	<u>352</u>	<u>4.584*</u>	<u>231</u>
MALE	<u>3.595</u>	<u>173</u>	<u>3.632</u>	<u>209</u>	<u>3.986</u>	<u>213</u>	<u>4.298</u>	<u>242</u>	<u>4.309</u>	<u>220</u>	<u>4.453</u>	<u>192</u>	<u>4.550</u>	<u>131</u>
FEMALE	<u>3.482</u>	<u>166</u>	<u>3.642</u>	<u>215</u>	<u>3.684</u>	<u>190</u>	<u>4.259</u>	<u>193</u>	<u>4.172</u>	<u>204</u>	<u>4.376</u>	<u>197</u>	<u>4.549</u>	<u>122</u>
RURAL	<u>3.583</u>	<u>84</u>	<u>3.571</u>	<u>147</u>	<u>3.878</u>	<u>98</u>	<u>4.301</u>	<u>143</u>	<u>4.352</u>	<u>125</u>	<u>4.522</u>	<u>92</u>	<u>4.729</u>	<u>70</u>
URBAN	<u>3.412</u>	<u>102</u>	<u>3.640</u>	<u>197</u>	<u>3.870</u>	<u>161</u>	<u>4.381</u>	<u>197</u>	<u>4.224</u>	<u>183</u>	<u>4.425</u>	<u>214</u>	<u>4.574</u>	<u>162</u>
													MIDPOINT	<u>2.5</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 4 GOVERNMENT EMPLOYEES KNOWLEDGE INDEX BY GRADE (5 ITEMS)



(means on scale or index)					
ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
1	<u>3.538</u>	<u>3.545</u>	<u>22</u>	<u>3.543</u>	<u>188</u>
3	<u>3.627</u>	<u>3.442</u>	<u>43</u>	<u>3.641</u>	<u>306</u>
5	<u>3.844</u>	<u>3.839</u>	<u>62</u>	<u>3.852</u>	<u>332</u>
7	<u>4.281</u>	<u>4.098</u>	<u>41</u>	<u>4.304</u>	<u>392</u>
8	<u>4.244</u>	<u>3.961**</u>	<u>76</u>	<u>4.305**</u>	<u>347</u>
9	<u>4.414</u>	<u>4.200</u>	<u>35</u>	<u>4.432</u>	<u>352</u>
11	<u>4.549</u>	<u>4.182*</u>	<u>22</u>	<u>4.584*</u>	<u>231</u>
				MIDPOINT	<u>2.5</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

60. Serious crimes, like murder or robbery are known as

- misdemeanors
- felonies
- torts
- civil suits

64. An "accessory before the fact" is a person who might be convicted of a crime because they

- assist a person in committing a crime
- were near the scene of a crime
- had knowledge of a crime being committed
- are related to the criminal

68. A man's house may be searched by the police if

- the search is reasonable
- they are careful
- they have a warrant
- the search is ordered by the mayor

71. A man accused of a crime

- must hire his own lawyer
- can be held indefinitely
- has the right to a public trial
- must be placed on trial immediately

74. Law is

- rules set by our government and enforced by the police
- punishment for those who do wrong
- what protects us from bad people
- made by the police

75. In a democracy

- the president makes the law
- the police make most laws
- laws are made by the people through elected representatives
- laws are usually voted on by everyone and enforced by each person

76. Civil law

- concerns our rights and duties with other people
- makes us do what we are told
- punishes people who are bad
- is the opposite of military law

77. Crimes are

- those actions forbidden by law
- punishment for criminals
- punished by the police
- actions committed by bad men

78. Everyone who has been convicted of a crime

- has a criminal record
- is proven to be a bad person
- goes to prison
- pleads guilty to the charges

79. A criminal is usually considered to be

- a person convicted of a crime
- a bad person
- someone who has been jailed by the police
- a poor, uneducated person

87. To be convicted of receiving stolen goods a person must

- be accused of stealing them
- be accused of larceny
- know they are stolen
- be caught trying to sell them to someone else

88. A victim is

- another word for criminal
- a person against whom a crime has been committed
- a person found guilty of a crime
- a criminal that is not in jail

89. A misdemeanor is

- a crime that is not considered as being very serious
- a very serious crime
- a light punishment
- a short prison sentence that is often suspended by the police

90. Auto theft

- is considered a misdemeanor when committed by someone under 16 years of age
- is considered petty theft
- is a felony
- must involve the taking of an automobile with the intent of permanently retaining it

91. A burglary is committed during the

- theft of property from another's person
- breaking and entering into a home at night with the intent to commit a felony
- holdup of a man in daylight
- stealing of an automobile from a parking lot

92. Shoplifting is

- willfully concealing goods which have not been purchased
- the breaking and entering of a store after business hours
- willfully destroying goods while having no intention of purchasing them
- attempting to alter the prices of merchandise before it is purchased

It is obvious in examining Table 12 and Figure 5 that highly significant differences consistently appear between whites and blacks in regard to their knowledge of the law. Statistical analysis reveals that the black students' scores are so much lower than those of white students that there is only one chance in one hundred that such gross differences could occur by chance. Parenthetically it may be noted that seventh and eight graders are quite similar in their response patterns perhaps indicating that either of these grades might be an excellent place to introduce legal education materials. Of course, these tables and figures do not present the DISPERSION of individual student responses around the mean. One should remember that we are presenting a statistical average and do not indicate the extent to which some students, black and white, fall far below and above this average.

Next, we move to questions that specifically relate to the law in North Carolina. The items in the North Carolina Law Knowledge Index are as follows:

TABLE 12 GENERAL LAW KNOWLEDGE INDEX PERFORMANCE BY GRADE (22 ITEMS)

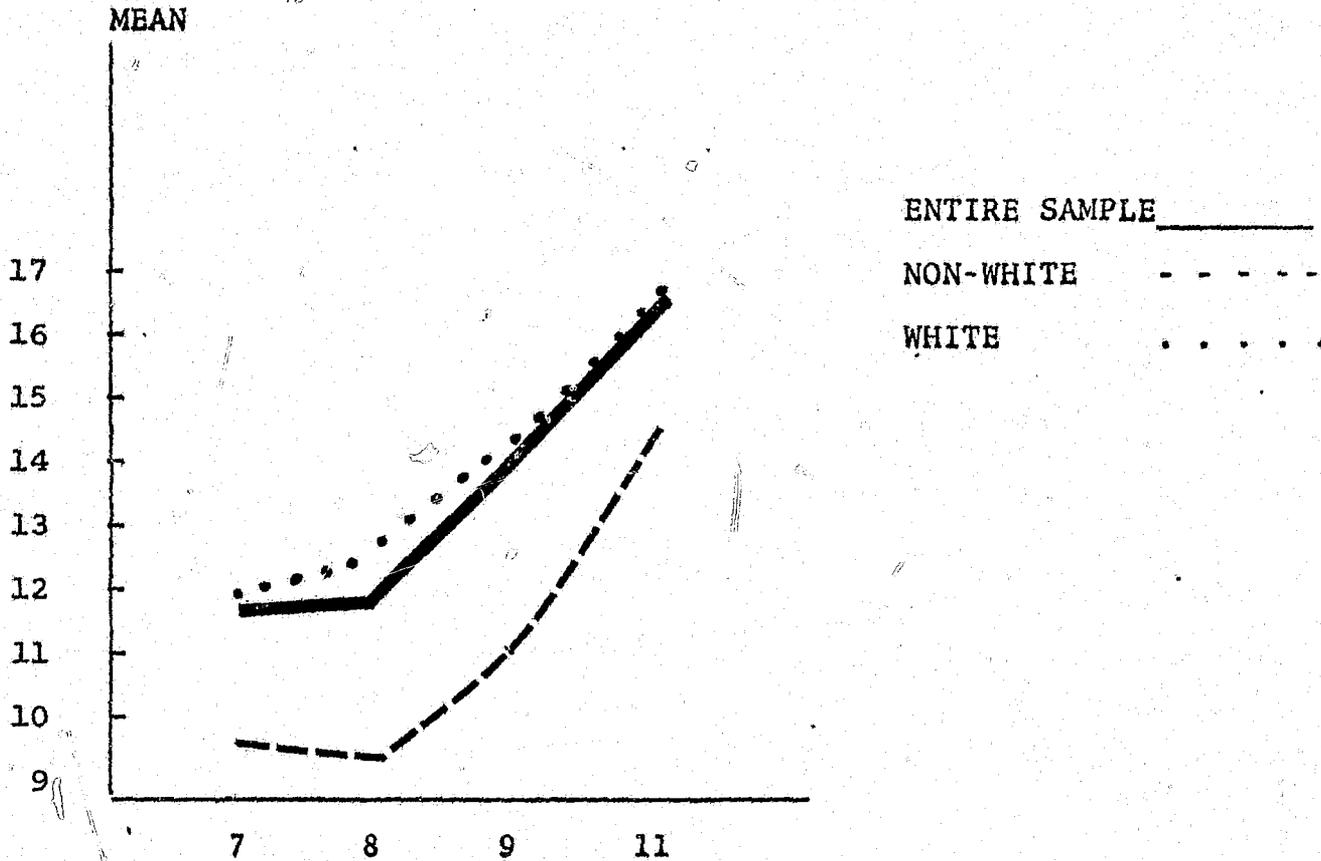
	GRADE							
	7		8		9		11	
		N		N		N		N
ENTIRE SAMPLE	<u>11.723</u> **	<u>437</u>	<u>11.838</u> **	<u>426</u>	<u>14.185</u> **	<u>389</u>	<u>16.561</u> **	<u>253</u>
NON-WHITE	<u>9.707</u> **	<u>41</u>	<u>9.539</u> **	<u>76</u>	<u>11.086</u> **	<u>35</u>	<u>14.364</u> **	<u>22</u>
WHITE	<u>11.972</u> *	<u>392</u>	<u>12.340</u>	<u>347</u>	<u>14.480</u>	<u>352</u>	<u>16.771</u>	<u>231</u>
MALE	<u>11.331</u> *	<u>242</u>	<u>11.682</u>	<u>220</u>	<u>14.031</u>	<u>192</u>	<u>16.313</u>	<u>131</u>
FEMALE	<u>12.212</u> **	<u>193</u>	<u>12.005</u>	<u>204</u>	<u>14.335</u>	<u>197</u>	<u>16.828</u>	<u>122</u>
RURAL	<u>11.161</u> **	<u>143</u>	<u>12.088</u>	<u>125</u>	<u>14.065</u>	<u>92</u>	<u>16.586</u>	<u>70</u>
URBAN	<u>12.985</u>	<u>197</u>	<u>12.257</u>	<u>185</u>	<u>14.696</u>	<u>214</u>	<u>16.895</u>	<u>162</u>
					MIDPOINT		<u>11</u>	

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 5

GENERAL LAW KNOWLEDGE INDEX
PERFORMANCE BY GRADE



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	<u>11.723</u>	<u>437</u>	<u>9.707**</u>	<u>41</u>	<u>11.972**</u>	<u>392</u>
8	<u>11.838</u>	<u>426</u>	<u>9.539**</u>	<u>76</u>	<u>12.340**</u>	<u>347</u>
9	<u>14.185</u>	<u>389</u>	<u>11.086**</u>	<u>35</u>	<u>14.480**</u>	<u>352</u>
11	<u>16.561</u>	<u>253</u>	<u>14.364**</u>	<u>22</u>	<u>16.771**</u>	<u>231</u>
					MIDPOINT	<u>11</u>

*Indicates difference significant at .05 level or less
**Indicates difference significant at .01 level or less

45. The use of indecent or profane words on the telephone
- is not punishable under law
 - may be punished by a fine up to \$10
 - constitutes "harrassment" and may receive a life imprisonment sentence
 - may be punished by imprisonment for up to 2 years, a fine, or both
61. The maximum penalty under North Carolina's narcotic law on drug distribution is
- up to 5 years imprisonment
 - no penalty
 - a fine, but no imprisonment
 - a life sentence
65. It is against the law to
- manufacture, distribute or dispense, or to possess with intent to distribute, a harmful drug
 - to create, distribute a counterfeit harmful drug
 - to have any harmful drug in your possession
 - all of the above
67. First offenders in possession of "grass" or marijuana
- are not punishable under the law
 - can get up to six months and be fined up to \$500
 - may be punished by a fine up to \$10 only
 - are "pushers" and may receive a life imprisonment sentence
68. According to North Carolina law, it is a crime for a group of three or more persons to
- sit or lie down in public buildings so as to interfere with their normal use
 - to threaten to injure persons or property
 - to create a clear and present danger of injury to person or property
 - all of the above

Again, as with the General Law Knowledge Index, there are significant differences between blacks and whites on mean score.

Averaging all the scores of the blacks and comparing this average with all the scores obtained by the white students in each grade

tested shows that the black respondents distinctively and consistently are less knowledgeable about the law than are white respondents (refer Table 13 and Figure 6).

While relative differences between blacks and whites are important, we should not lose sight of the fact that the index tells us that students are fairly knowledgeable about the law. By grade eleven the mean score for all eleventh graders tested was 4.636, a figure which indicates that typical students were answering better than four out of the seven questions correctly.

Two other knowledge indexes employed in this survey were the Youth Law Knowledge Index and the Business-Consumer Wrongdoing Knowledge Index. These short two item indexes are as follows:

Business-Consumer Wrongdoing Knowledge Index

72. In business dealings with consumers there are sometimes such offenses as

- False labelling
- False advertising
- Price-fixing
- All of the above

73. Businessmen sometimes do which of the following

- Issue a misleading financial report having the effect of encouraging people to invest in a company which is not financially sound
- Prepare false income tax reports
- Exaggerate an injury received as a result of an accident to get a higher insurance payment
- all of the above

Youth Law Knowledge Index

63. A majority of young law offenders

- are far below average intelligence
- are from broken homes
- are unemployed high school dropouts
- are from wealthy families

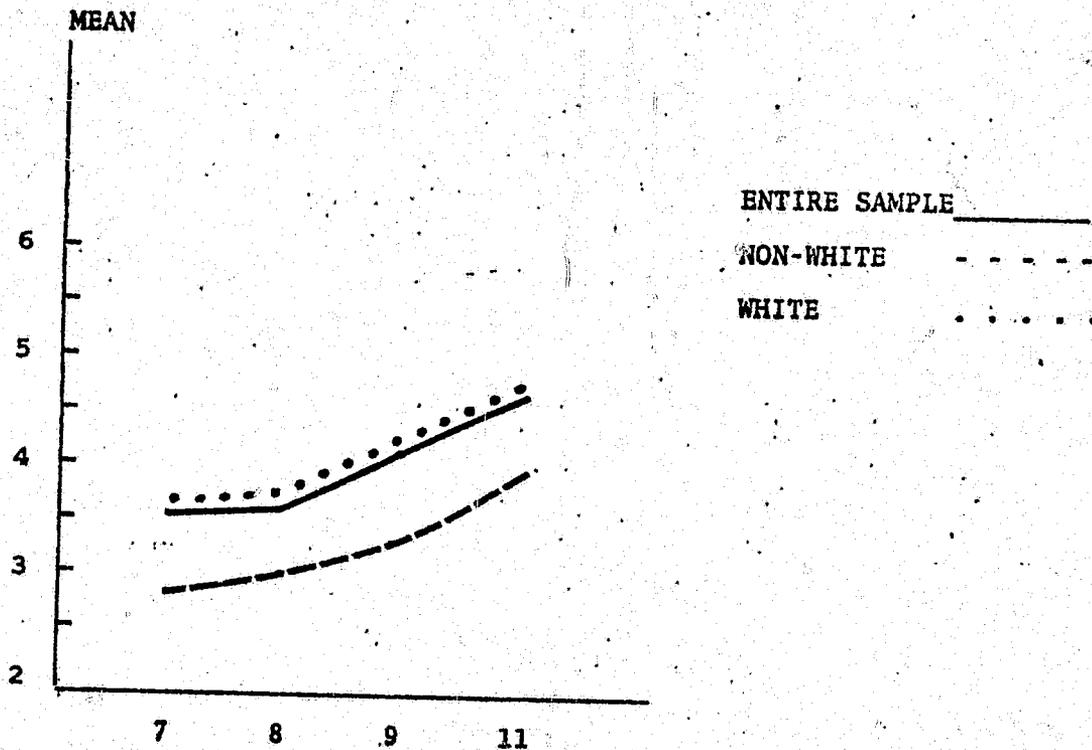
TABLE 13 North Carolina Law Knowledge
Index By Grade (7 items)

	GRADE							
	(MEAN SCORE)							
	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	3.503	437	3.599	426	4.126	389	4.636	253
NON-WHITE	2.829**	41	3.000**	76	3.314**	35	3.955*	22
WHITE	3.589**	392	3.726**	347	4.202**	352	4.701*	231
MALE	3.512	242	3.523	220	4.177	192	4.855**	131
FEMALE	3.503	193	3.681	204	4.076	197	4.402**	122
RURAL	3.266**	143	3.640	125	4.054	92	4.829	70
URBAN	3.848**	197	3.585	183	4.192	214	4.586	162
							MIDPOINT	3.5

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 6 North Carolina Law Knowledge Index By Grade (7 items)



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	<u>3.503</u>	<u>437</u>	<u>2.829**</u>	<u>41</u>	<u>3.589**</u>	<u>392</u>
8	<u>3.599</u>	<u>426</u>	<u>3.000**</u>	<u>76</u>	<u>3.726**</u>	<u>347</u>
9	<u>4.126</u>	<u>389</u>	<u>3.314**</u>	<u>35</u>	<u>4.202**</u>	<u>352</u>
11	<u>4.636</u>	<u>253</u>	<u>3.955*</u>	<u>22</u>	<u>4.701*</u>	<u>231</u>
					MIDPOINT	<u>3.5</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

86. Young people involved in court cases who are 16 years of age or under

- are considered delinquents
- are considered juveniles
- are bad children
- should be sent to reform school

The Business-Consumer Wrongdoing Knowledge Index was inserted to determine the extent to which youth are familiar or unfamiliar with the increased incidence of white-collar crime in the United States (see Table 14 and Figure 7). Although these are admittedly short scales, it appears, in looking at the mean performance at grade eleven, that the students surveyed are well aware of businessmen's wrongdoing vis-a-vis the consumer. Except for the eleventh grade, significant differences appear between black and white respondents.

Students were not as successful with the Youth Law Knowledge Index, although black-white differences are not as great (see Table 15 and Figure 8). It might be beneficial to the criminal justice system if youth were more familiar with juvenile crime and circumstances promoting it.

Summary

The above findings pertaining to North Carolina Students' knowledge of the law lead us to draw the following conclusions:

1. Generally, on the open-ended items students exhibit a low comprehension of the meaning of "law" or are unable to express their comprehension.

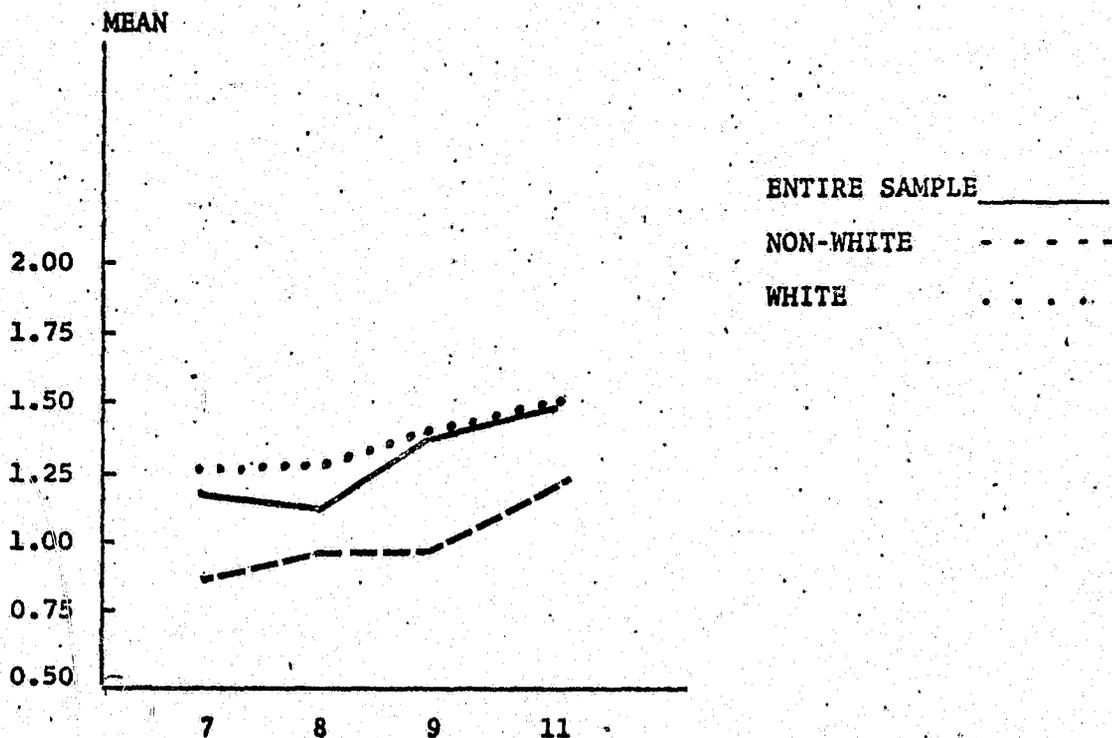
TABLE 14 Business-Consumer Wrongdoing Knowledge Index (2 items)

	GRADE							
	(MEAN SCORE)							
	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>1.220</u>	<u>437</u>	<u>1.204</u>	<u>426</u>	<u>1.344</u>	<u>389</u>	<u>1.474</u>	<u>253</u>
	**		**		**			
NON-WHITE	<u>0.878</u>	<u>41</u>	<u>0.908</u>	<u>76</u>	<u>0.943</u>	<u>35</u>	<u>1.273</u>	<u>22</u>
	**		**		**			
WHITE	<u>1.258</u>	<u>392</u>	<u>1.268</u>	<u>347</u>	<u>1.384</u>	<u>352</u>	<u>1.494</u>	<u>231</u>
	**		**		**			
MALE	<u>1.194</u>	<u>242</u>	<u>1.082</u>	<u>220</u>	<u>1.292</u>	<u>192</u>	<u>1.473</u>	<u>131</u>
	**		**		**			
FEMALE	<u>1.249</u>	<u>193</u>	<u>1.333</u>	<u>204</u>	<u>1.396</u>	<u>197</u>	<u>1.475</u>	<u>122</u>
	**		**		**			
RURAL	<u>1.210</u>	<u>143</u>	<u>1.128</u>	<u>125</u>	<u>1.315</u>	<u>92</u>	<u>1.529</u>	<u>70</u>
	**		**		**			
URBAN	<u>1.289</u>	<u>197</u>	<u>1.257</u>	<u>183</u>	<u>1.393</u>	<u>214</u>	<u>1.488</u>	<u>162</u>
	**		**		**			
							MIDPOINT	<u>1</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 7.--- Business-Consumer Wrongdoing Knowledge Index by Grade (2 items)



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	<u>1.220</u>	<u>437</u>	<u>0.878**</u>	<u>41</u>	<u>1.258**</u>	<u>392</u>
8	<u>1.204</u>	<u>426</u>	<u>0.908**</u>	<u>76</u>	<u>1.268**</u>	<u>347</u>
9	<u>1.344</u>	<u>389</u>	<u>0.943**</u>	<u>35</u>	<u>1.384**</u>	<u>352</u>
11	<u>1.474</u>	<u>253</u>	<u>1.273</u>	<u>22</u>	<u>1.494</u>	<u>231</u>
					MIDPOINT	<u>1</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

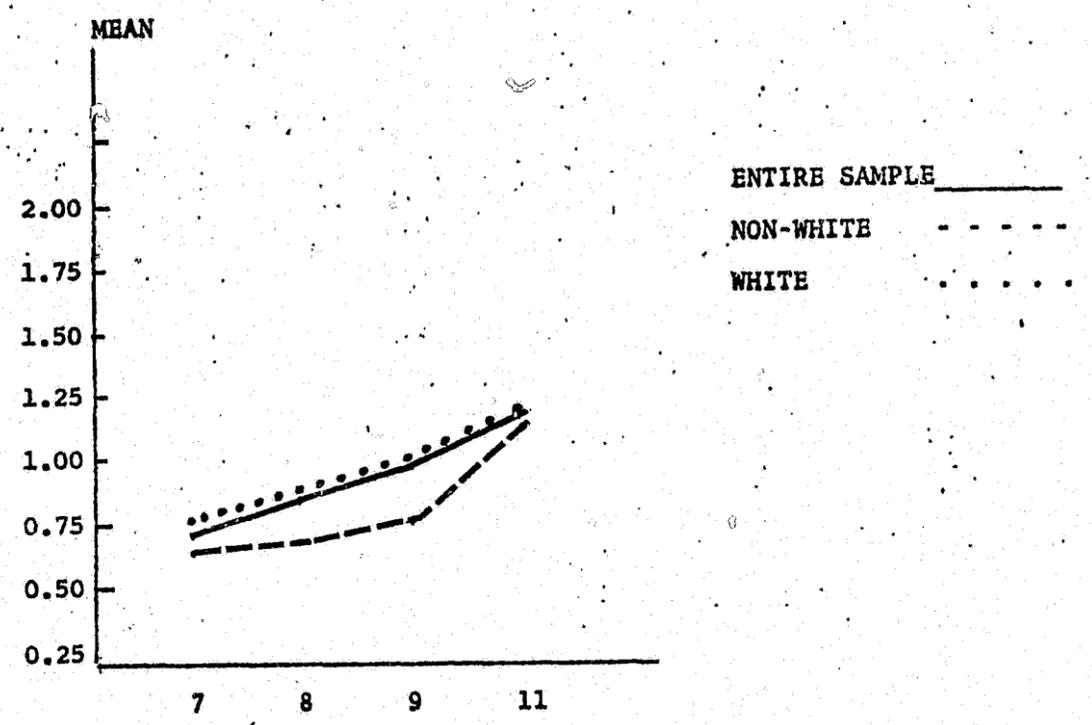
Table 15 Youth Law Knowledge Index
By Grade (2 items)

	GRADE							
	(MEAN SCORE)							
	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	0.737	437	0.836	426	0.972	389	1.142	253
NON-WHITE	0.659	41	0.684*	76	0.743*	35	1.136	22
WHITE	0.753	392	0.865*	347	0.991*	352	1.143	231
MALE	0.760	242	0.882	220	1.031	192	1.206	131
FEMALE	0.705	193	0.789	204	0.914	197	1.074	122
RURAL	0.615**	143	0.808	125	0.978	92	1.114	70
URBAN	0.924**	197	0.956	183	0.981	214	1.160	162
						MIDPOINT		1

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 8 - Youth Law Knowledge Index
By Grade (2 items)



ENTIRE SAMPLE	GRADE		(means on scale or index)		N
	N	NON-WHITE	N	WHITE	
7	437	0.659	41	0.753	392
8	426	0.684*	76	0.865*	347
9	389	0.743*	35	0.991*	352
11	253	1.136	22	1.143	231
			MIDPOINT	1	

*Indicates difference significant at .05 level or less
**Indicates difference significant at .01 level or less

2. On both the open-ended and structured questions significant racial differences are disclosed. Black student performances are generally below the white student performances on knowledge of the legal system.

3. Higher performance patterns are evident at higher grades. The trends exhibited in the tables and figures presented above will hopefully assist educators and law assistance personnel in determining when and if special attempts to tell about our legal system to juveniles are to occur.

4. The breakdown of structured indexes into male-female, and rural-urban dichotomies did not reveal any consistent and distinct differences. Sporadic differences do exist, but these other background variables do not show consistent patterns like the variable race does. In fact, upon careful examination of all the data, the black-white dichotomy appears to be the significant finding in regard to the available information on the backgrounds of students.

CHAPTER III

NORTH CAROLINA STUDENT ATTITUDES RELATED TO LAW

In this project it was considered important not only to tap into students' knowledge of the legal system, but to measure their feelings (affective orientations) about the system. We wanted to know if any serious erosions or unusually supportive attitudes exist toward the legal system. Questions were posed in a format which allow us to get at not only the direction but also the INTENSITY of legal system orientations. The possible responses form a Likert scale, which is as follows:

- Strongly agree
- Agree
- Do not know
- Disagree
- Strongly disagree

As with the structured cognitive questions, scales were formed including two or more items which measure a similar attitude. The use of multi-item scales decreases the likelihood of reaching faulty conclusions since such items often are more reliable than any single item would be. Some of the questions to which students are requested to respond are phrased positively, some negatively¹ as follows:

¹For a brief discussion of the merits of using scales in survey research see Russell F. Farnen and Dan B. German, "Youth, Politics, and Education," in Byron G. Massialas, editor, Political Youth, Traditional Schools, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), pp. 161-177.

Policemen treat all people alike.

- Strongly agree
- Agree
- Do not know
- Disagree
- Strongly disagree

The police work for rich people.

- Strongly agree
- Agree
- Do not know
- Disagree
- Strongly disagree

By such reversal of phraseology, it is possible to detect and discount responses from students who might answer identically to many questions without considering them. Thus when combined in an index one strongly agree (negative question) combined with one strongly agree (positive question) will cancel each other out.

While many of the attitude items employed in this survey are directed at legal orientations, some of the items are concerned with student's political system orientations. The purpose in gathering such information is to see whether or not relationships exist between the political and legal components of the belief systems of students. For example, does being cynical toward the police tend to occur in conjunction with being cynical toward local government in general? The interrelationships between scales and indexes are presented in Chapter Four. Many of the attitude items are original; however

a number of the items were stimulated by or come from previous studies.²

Efficacy Measures

A person is "efficacious" when he feels that his actions will influence someone or something. For example, if a person is politically efficacious he feels that his involvement in politics will be EFFECTIVE. In other words, the individual feels that his ACTIONS will receive a RESPONSE from government officials.

Our first efficacy scale measures the extent to which the students feel that their request of a policeman would receive a favorable response. The Efficacy Toward Police Attitude Scale includes the following items:

104. I don't think policemen care much about what people like me think.
107. The police do what they want no matter what people like me think.
151. The police can be a law unto themselves, with nobody to tell them what to do.

It is evident in viewing the results (refer Table 16 and Figure 9) that blacks are less efficacious toward the police than whites.

²See John P. Robinson, et al, Measures of Political Attitudes (Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1968); John P. Robinson and Phillip R. Shaver, Measures of Social Psychological Attitudes (Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1969); Robert Coles, Migrants, Sharecroppers, Mountaineers, Vol. II of "Children of Crisis" (Boston: Little, Brown and Co., 1967); Herbert McCloskey, "Consensus and Ideology in American Politics," The American Political Science Review, Vol. LVIII (June, 1964); Farnen and German, in Massialas, loc. cit.; Easton and Dennis, loc. cit.; and, Hess and Torney, loc. cit.

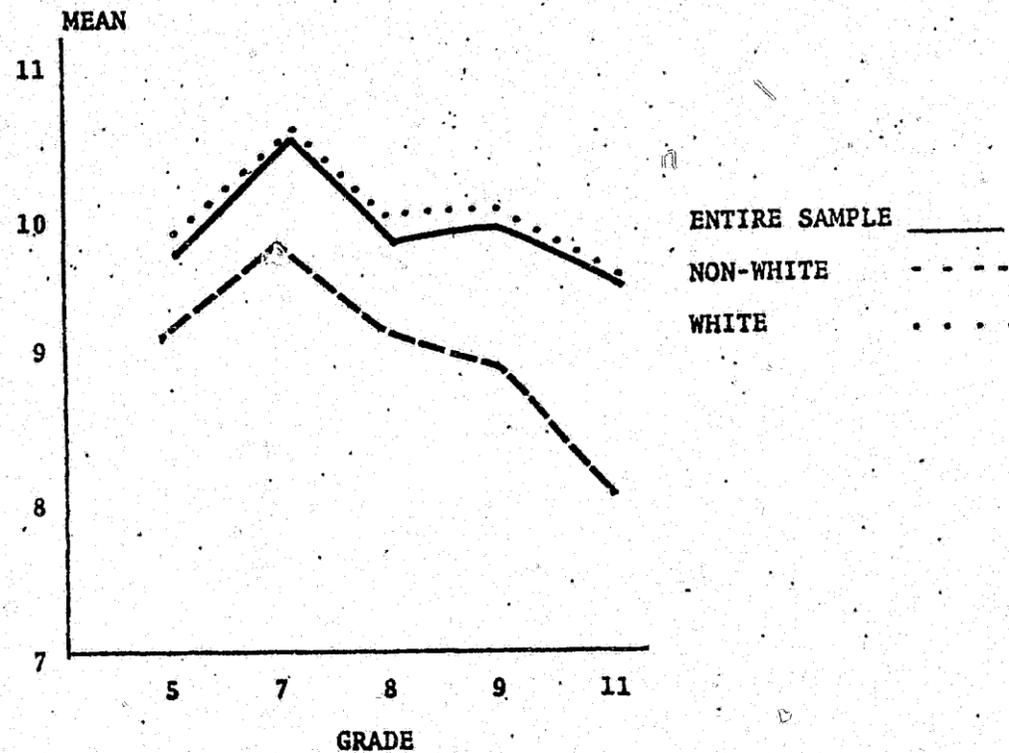
TABLE 16 EFFICACY TOWARD POLICE ATTITUDE SCALE BY GRADE (3ITEMS)

	GRADE									
	5	N	7	N	8	9	N	11	N	
ENTIRE SAMPLE	<u>9.812</u> **	<u>405</u>	<u>10.497</u>	<u>437</u>	<u>9.894</u> **	<u>426</u>	<u>9.979</u> **	<u>389</u>	<u>9.625</u> **	<u>253</u>
NON-WHITE	<u>9.129</u> **	<u>62</u>	<u>9.878</u>	<u>41</u>	<u>9.224</u> **	<u>76</u>	<u>8.943</u> **	<u>35</u>	<u>8.136</u> **	<u>27</u>
WHITE	<u>9.994</u> *	<u>332</u>	<u>10.556</u> *	<u>392</u>	<u>10.043</u>	<u>347</u>	<u>10.080</u>	<u>352</u>	<u>9.766</u> *	<u>231</u>
MALE	<u>9.822</u>	<u>213</u>	<u>10.310</u> *	<u>242</u>	<u>9.882</u>	<u>220</u>	<u>9.896</u>	<u>192</u>	<u>9.252</u> *	<u>131</u>
FEMALE	<u>9.821</u>	<u>190</u>	<u>10.777</u>	<u>193</u>	<u>9.907</u>	<u>204</u>	<u>10.061</u>	<u>197</u>	<u>10.025</u>	<u>122</u>
RURAL	<u>10.214</u>	<u>98</u>	<u>10.329</u>	<u>143</u>	<u>10.056</u>	<u>125</u>	<u>10.402</u>	<u>92</u>	<u>9.986</u>	<u>70</u>
URBAN	<u>9.938</u>	<u>161</u>	<u>10.827</u>	<u>197</u>	<u>9.716</u>	<u>183</u>	<u>9.897</u>	<u>214</u>	<u>9.593</u>	<u>162</u>
									MIDPOINT	<u>9</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 9 EFFICACY TOWARD POLICE ATTITUDE SCALE BY GRADE (3 ITEMS)



(means or scale or index)						
ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N	
5	405	9.129**	62	9.994**	332	
7	437	9.878	41	10.556	392	
8	426	9.224**	76	10.043**	347	
9	389	8.943**	35	10.080**	352	
11	253	8.136**	22	9.766**	231	
					MIDPOINT	9

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

The orientations of efficacy held by white students appear to be fairly stable across the grades, but appear to be decreasing beyond grade seven and reach the lowest point at eleventh grade. The feelings of black students that they can influence the police is always lower than those of white students and black attitudes become increasingly ineffective by grade eleven.

In Table 17 we examine students' orientations toward the legal system in general. Compared to effectiveness toward the police these attitudes appear to be slightly lower, meaning that overall students seem to feel able to influence the legal system. Perhaps the difference between the two scales is due to the generally favorable image that most children have of the police. As far as legal effectiveness is concerned there do not appear to be racial differences. The Legal Efficacy Attitude Scale is as follows:
 105. People like me don't have any say about what the law is.
 164. The best thing to do is to learn to obey the laws.

The survey also elicited from students data on their perceptions as to the effectiveness of their political activity. It is a characteristic of a Likert scale such as this one that scores close to the midpoint of a scale indicate neutrality - neither being very efficacious or feeling ineffective. Our data in Table 18 and Figure 11 show that black students generally feel ineffective while white students generally feel that they can influence the political process. While these differences do exist there is not a very intense feeling among either racial grouping.

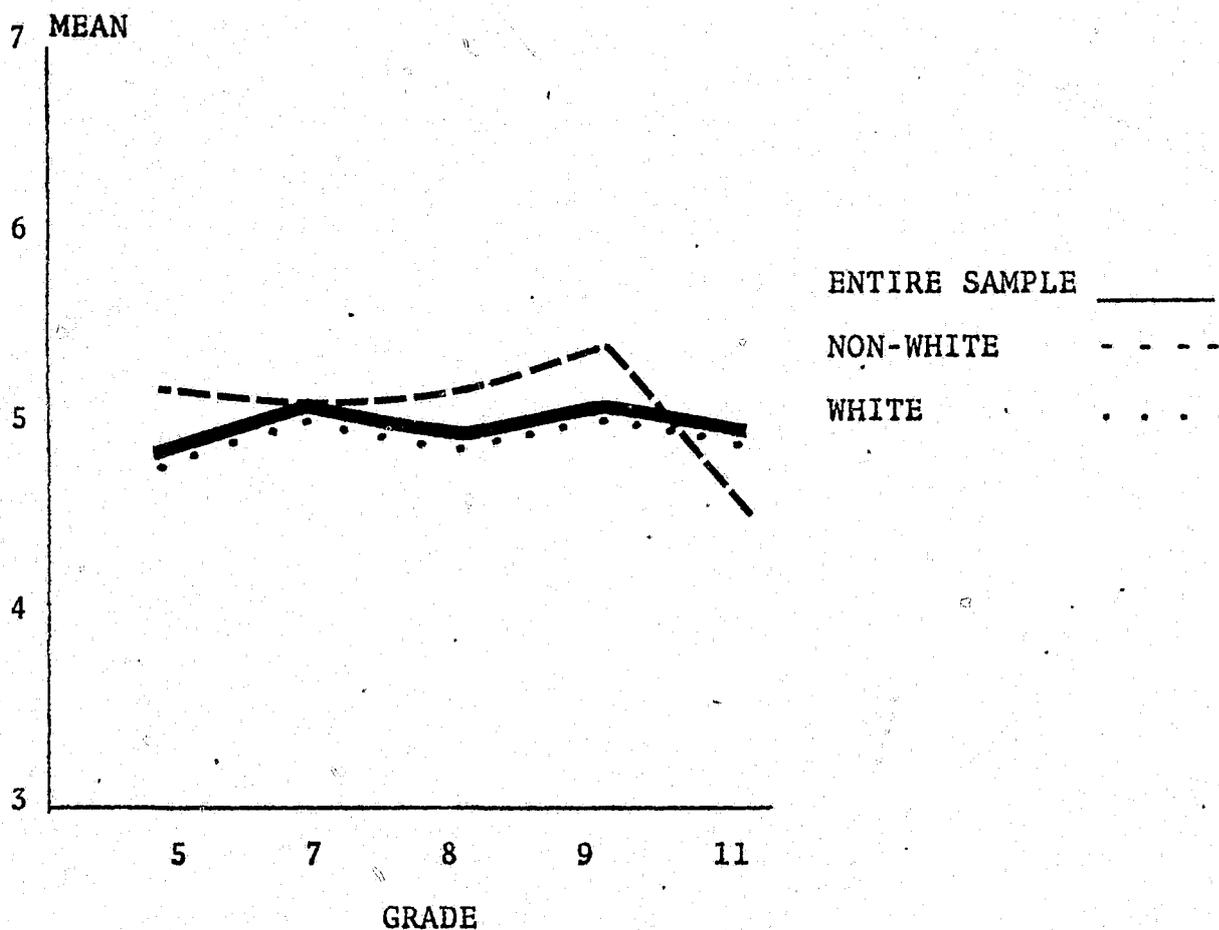
TABLE 17 LEGAL EFFICACY ATTITUDE SCALE PERFORMANCE BY GRADE (2 ITEMS)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>4.891</u>	<u>405</u>	<u>5.039</u>	<u>437</u>	<u>4.951</u>	<u>426</u>	<u>5.080</u>	<u>389</u>	<u>4.968</u>	<u>253</u>
NON-WHITE	<u>5.177</u>	<u>62</u>	<u>5.024</u>	<u>41</u>	<u>5.145</u>	<u>76</u>	<u>5.314</u>	<u>35</u>	<u>4.636</u>	<u>22</u>
WHITE	<u>4.834</u>	<u>332</u>	<u>5.033</u>	<u>392</u>	<u>4.908</u>	<u>347</u>	<u>5.051</u>	<u>352</u>	<u>5.000</u>	<u>231</u>
MALE	<u>4.962</u>	<u>213</u>	<u>5.000</u>	<u>242</u>	<u>5.032</u>	<u>220</u>	<u>5.276</u>	<u>192</u>	<u>4.954</u>	<u>131</u>
FEMALE	<u>4.811</u>	<u>190</u>	<u>5.098</u>	<u>193</u>	<u>4.848</u>	<u>204</u>	<u>4.888</u>	<u>197</u>	<u>4.984</u>	<u>122</u>
RURAL	<u>4.827</u>	<u>98</u>	<u>5.147</u>	<u>143</u>	<u>4.968</u>	<u>125</u>	<u>5.207</u>	<u>92</u>	<u>5.000</u>	<u>70</u>
URBAN	<u>4.957</u>	<u>161</u>	<u>5.025</u>	<u>197</u>	<u>4.896</u>	<u>183</u>	<u>4.930</u>	<u>214</u>	<u>4.932</u>	<u>162</u>
									MIDPOINT	<u>6</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 10
LEGAL EFFICACY ATTITUDE SCALE PERFORMANCE BY GRADE (2 ITEMS)



(means or scale or index)

	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
5	<u>4.891</u>	<u>405</u>	<u>5.177</u>	<u>62</u>	<u>4.834</u>	<u>332</u>
7	<u>5.039</u>	<u>437</u>	<u>5.024</u>	<u>41</u>	<u>5.033</u>	<u>392</u>
8	<u>4.951</u>	<u>426</u>	<u>5.145</u>	<u>76</u>	<u>4.908</u>	<u>347</u>
9	<u>5.080</u>	<u>389</u>	<u>5.314</u>	<u>35</u>	<u>5.051</u>	<u>352</u>
11	<u>4.968</u>	<u>253</u>	<u>4.636</u>	<u>22</u>	<u>5.000</u>	<u>231</u>
					MIDPOINT	<u>6</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

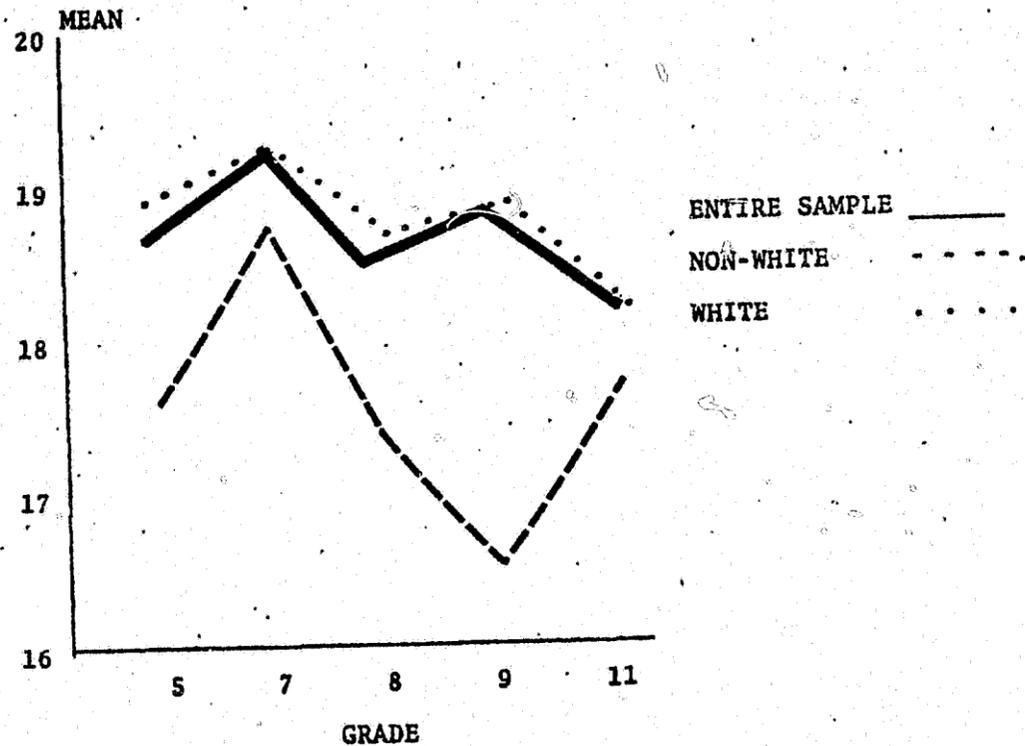
TABLE 18 POLITICAL EFFICACY ATTITUDE SCALE PERFORMANCE BY GRADE (6 ITEMS)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>18.637</u> **	<u>405</u>	<u>19.307</u>	<u>437</u>	<u>18.502</u> **	<u>426</u>	<u>18.776</u> **	<u>389</u>	<u>18.316</u>	<u>253</u>
NON-WHITE	<u>17.629</u> **	<u>62</u>	<u>18.781</u>	<u>41</u>	<u>17.500</u> **	<u>76</u>	<u>16.600</u> **	<u>35</u>	<u>17.773</u>	<u>22</u>
WHITE	<u>18.828</u>	<u>332</u>	<u>19.372</u>	<u>392</u>	<u>18.709</u>	<u>347</u>	<u>18.983</u>	<u>352</u>	<u>18.368</u>	<u>231</u>
MALE	<u>18.549</u>	<u>213</u>	<u>19.136</u>	<u>242</u>	<u>18.577</u>	<u>220</u>	<u>18.594</u>	<u>192</u>	<u>18.061</u>	<u>131</u>
FEMALE	<u>18.732</u>	<u>190</u>	<u>19.549</u>	<u>193</u>	<u>18.402</u>	<u>204</u>	<u>18.954</u>	<u>197</u>	<u>18.590</u>	<u>122</u>
RURAL	<u>19.092</u>	<u>98</u>	<u>19.063</u>	<u>143</u>	<u>18.640</u>	<u>125</u>	<u>19.076</u>	<u>92</u>	<u>18.114</u>	<u>70</u>
URBAN	<u>18.870</u>	<u>161</u>	<u>19.888</u>	<u>197</u>	<u>18.443</u>	<u>183</u>	<u>18.706</u>	<u>214</u>	<u>18.482</u>	<u>162</u>
									MIDPOINT	<u>18</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 11 POLITICAL EFFICACY ATTITUDE SCALE PERFORMANCE BY GRADE (6 ITEMS)



(means or scale or index)					
ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
5	405	17.629**	62	18.828**	332
7	437	18.781	41	19.372	392
8	426	17.500**	76	18.709**	347
9	389	16.600**	35	18.983**	352
11	253	17.773	22	18.368	231
			MIDPOINT		18

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

The political efficacy items are as follows:

- 125. Everyone's opinion matters to the decisions our national government makes.
- 126. When people like my parents vote, it is the only way they help decide how things are run in this country.
- 128. Our national government really cares about what the people think and say.
- 129. People like my family can know very little about what the government is doing because it is so big and far away.
- 144. Government decisions are like the weather. There is very little people can do about them.
- 145. There are some big powerful men in the national government who are running the whole thing. They care very little about the opinions of ordinary people like my parents.

CYNICISM MEASURES

A person who is cynical toward police does not trust them to treat him justly. We employed two cynicism measures, a Cynicism Toward Police Attitude Scale and a Local Government Cynicism Attitude Scale. The items forming the Police Cynicism scale are as follows:

- 106. If you ever go near the police, then its like asking for trouble.
- 139. Policemen are as fair to poor people as they are to rich people.
- 140. Policemen treat all people alike.
- 152. The police work for rich people.
- 162. The police, and people like that, the sheriff, are out to get people like me.
- 163. You have to watch what you are doing and where you are going or the police will pick you up.

The police cynicism measure clearly shows black students to be less trustful of policemen than are white students. A far less consistent pattern emerges in regard to local government cynicism. Blacks are significantly more cynical in grades seven and nine, but not in grades eight and eleven (see Tables 19 and 20 and Figures 12 and 13).

The significant differences between blacks and whites on this measure and on the efficacy measure (blacks are less efficacious) appears to demonstrate a serious negativism on the part of black youth when compared to white youths. This gap seems to increase with age. The following items formed the Local Government Cynicism Scale:

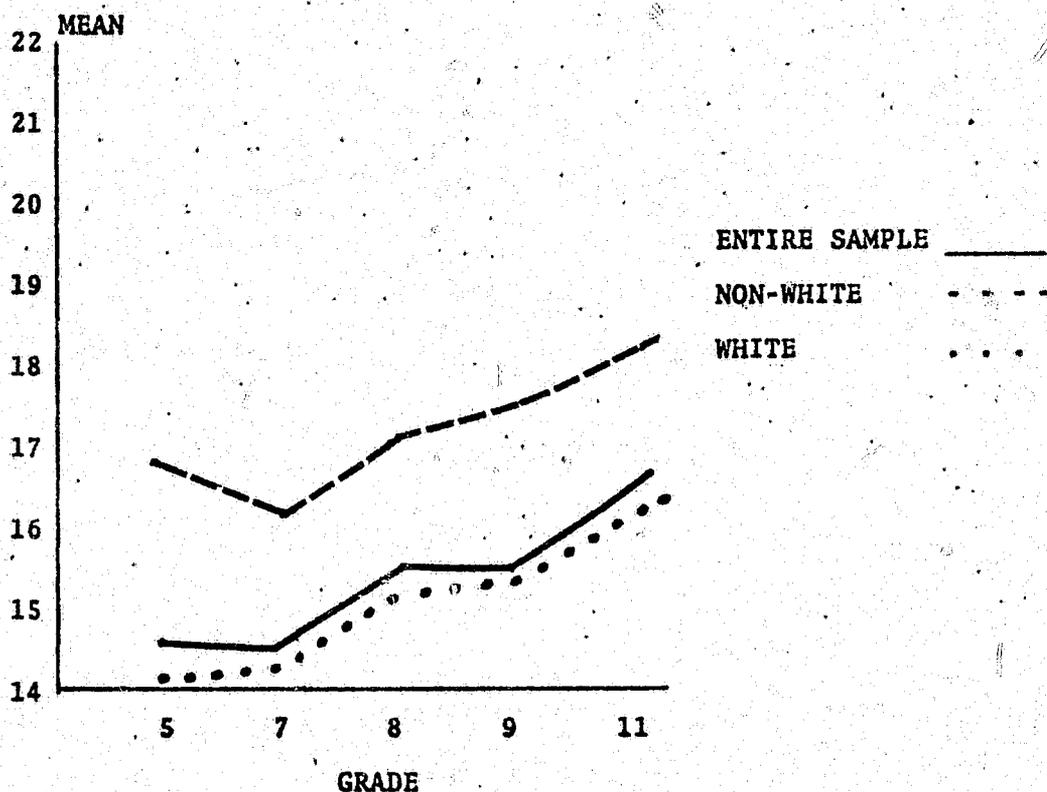
135. Most politicians can be trusted to do what they think is best for the local government.
136. I usually have confidence that the local government will do what is right.
137. The people who really "run" the local government do not even get known to the voters.
138. The laws of the local government are supposed to benefit all of us equally, but the fact is that they're almost all "richman's laws."
142. All politics is controlled by political bosses in the local government.
147. Most politicians in the local government are looking out for themselves above all else.
148. Most major parties in the local government are controlled by the wealthy and are run for their benefit.
149. Many politicians in the local government are bought off by some private interest.
150. I avoid dealing with public officials in the local government as much as I can.
166. No matter what the people think, a few people in local government will always run things anyway.

TABLE 19 CYNICISM TOWARD POLICE ATTITUDE SCALE PERFORMANCE BY GRADE (6 ITEMS)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>14.593</u> **	<u>405</u>	<u>14.570</u> **	<u>437</u>	<u>15.655</u> **	<u>426</u>	<u>15.697</u> **	<u>389</u>	<u>16.719</u> *	<u>253</u>
NON-WHITE	<u>16.952</u> **	<u>62</u>	<u>16.122</u> **	<u>41</u>	<u>17.184</u> **	<u>76</u>	<u>17.657</u> **	<u>35</u>	<u>18.409</u> *	<u>22</u>
WHITE	<u>14.111</u>	<u>332</u>	<u>14.388</u>	<u>392</u>	<u>15.323</u>	<u>347</u>	<u>15.517</u>	<u>352</u>	<u>16.558</u> *	<u>231</u>
MALE	<u>14.484</u>	<u>213</u>	<u>14.773</u>	<u>242</u>	<u>15.873</u>	<u>220</u>	<u>16.089</u> *	<u>192</u>	<u>17.191</u> *	<u>131</u>
FEMALE	<u>14.674</u>	<u>190</u>	<u>14.259</u>	<u>193</u>	<u>15.441</u>	<u>204</u>	<u>15.315</u> *	<u>197</u>	<u>16.213</u>	<u>122</u>
RURAL	<u>14.102</u>	<u>98</u>	<u>14.462</u>	<u>143</u>	<u>15.488</u>	<u>125</u>	<u>15.120</u> *	<u>92</u>	<u>16.586</u>	<u>70</u>
URBAN	<u>14.180</u>	<u>161</u>	<u>14.254</u>	<u>197</u>	<u>15.814</u>	<u>183</u>	<u>16.042</u>	<u>214</u>	<u>16.710</u>	<u>162</u>
									MIDPOINT	<u>18</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

FIGURE 12 CYNICISM TOWARD POLICE ATTITUDE SCALE PERFORMANCE BY GRADE (6 ITEMS)



(means or scale or index)

	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
5	14.593	405	16.952**	62	14.111**	332
7	14.570	437	16.122**	41	14.388**	392
8	15.655	426	17.184**	76	15.323**	347
9	15.697	389	17.657**	35	15.517**	352
11	16.719	253	18.409*	22	16.558*	231
					MIDPOINT	18

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

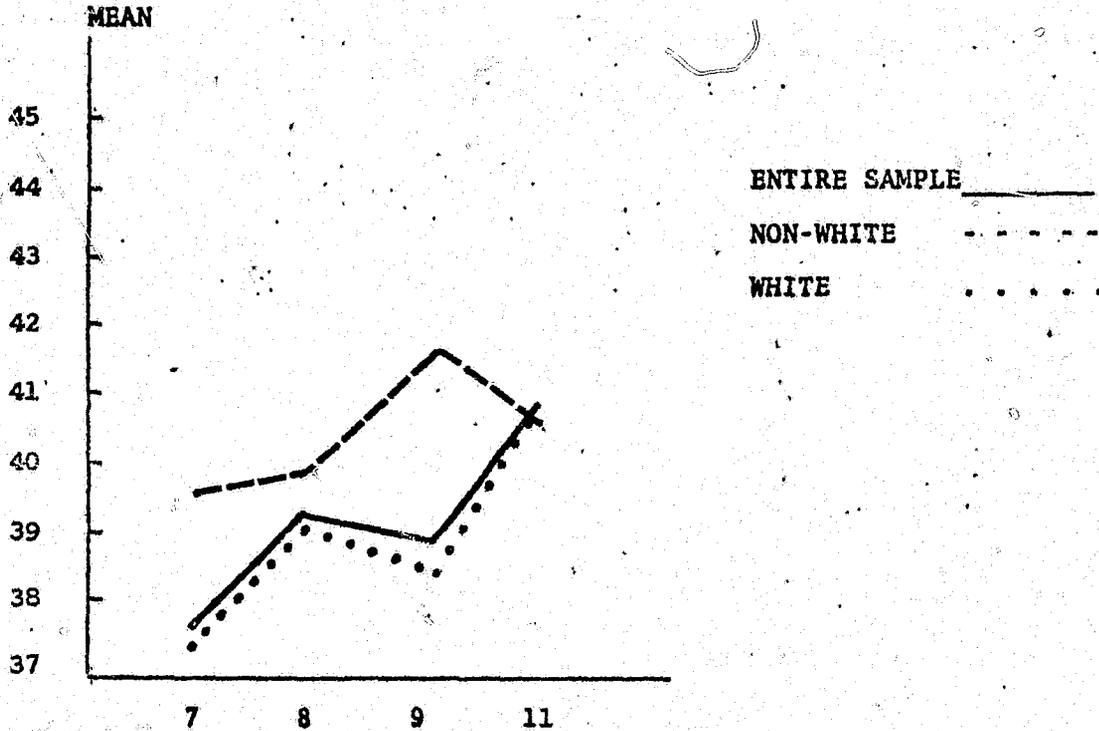
TABLE 20 Local Government Cynicism Attitude
Scale Performance by Grade (13 items)

	GRADE							
	(MEAN SCORE)							
	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	37.771	437	39.157	426	38.967	389	40.727	253
NON-WHITE	39.634*	41	39.895	76	41.686**	35	40.682	22
WHITE	37.569*	392	39.023	347	38.673**	352	40.732	231
MALE	37.963	242	39.236	220	39.583*	192	41.122	131
FEMALE	37.461	193	39.137	204	38.356*	197	40.303	122
RURAL	37.797	143	38.984	125	38.728	92	41.286	70
URBAN	37.498	197	39.328	183	38.967	214	40.352	162
							MIDPOINT	39

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 13 - Local Government Cynicism Attitude Scale Performance by Grade (13 items)



		GRADE					
		(means on scale or index)					
ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N		
7	<u>37.771</u>	<u>437</u>	<u>39.634</u> *	<u>41</u>	<u>37.569</u> *	<u>392</u>	
8	<u>39.157</u>	<u>426</u>	<u>39.895</u>	<u>76</u>	<u>39.023</u>	<u>347</u>	
9	<u>38.967</u>	<u>389</u>	<u>41.686</u> **	<u>35</u>	<u>38.673</u> **	<u>352</u>	
11	<u>40.727</u>	<u>253</u>	<u>40.682</u>	<u>22</u>	<u>40.732</u>	<u>231</u>	
						MIDPOINT	<u>39</u>

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

167. Most politicians in the local government don't seem to me to really mean what they say.
168. There is practically no connection between what a politician in the local government says and what he will do once he gets elected.
169. A poor man doesn't have the chance he deserves in the local courts.

Dissent Measures

Two measures of dissent were employed to determine the extent to which North Carolina youth would attitudinally support or not support the expression of divergent and critical viewpoints. The Legal Dissent Attitude Scale and Political Dissent Attitude Scale items are as follows:

Legal Dissent Attitude Scale

109. There are times when it might be right to break a law.
110. Obedience to laws should be guided by personal considerations not just because it is "the law."
111. When a law is unjust a person is justified in breaking that law.
121. A person should never demonstrate to protest a law.

Political Dissent Attitude Scale

123. It would be best for our country if the political parties had the same ideas.
124. It is good for the country when there is a lot of debate or disagreement about something the national government is planning to do.
127. When people in our national government argue about public police, it hurts our country.
130. Once the national government decides something, people should always support these decisions without question.
143. It would be best for our country if all the newspapers said the same thing about what was right for the government to do.

146. When most of the people want to do something, the rest of the people should not just quietly go along with them.

Turning to Tables 21 and 22 and Figures 14 and 15, it is clear there are no consistent differences between black and white students on the dissent measures. The data suggest a respect for dissent which is legal and that this acceptance of legal dissent does not vary greatly with age. The scale appears to indicate students feel that there are times when disobedience to law is justified, while the data also shows students are not excessive in support for disobedience. With respect to political dissent the data show that at grade seven students appear to shift from an orientation of conformity to neutrality towards dissent. Beyond grade seven there appears to be increasing support for divergence of opinions and respect for dissent. The racial variable does not appear significant.

Four additional attitude measures were employed. The Attitude Toward Black Police Scale is a short measure of favorable or unfavorable orientations toward black police officers. The Attitude Toward Business Wrongdoing Scale tries to measure the extent to which youth feel that businessmen engage in illegal actions. The Upholding Constitutional Guarantees Attitude Scale is designed to show the extent to which the students support or do not support specific segments of the United States Constitution. The final measure is a Shortened Fascist Attitude Scale which measures the acceptance of authoritarian principles. This was included as a benchmark indicator of cognitions and attitudes. The relationship between the

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1 OF 2

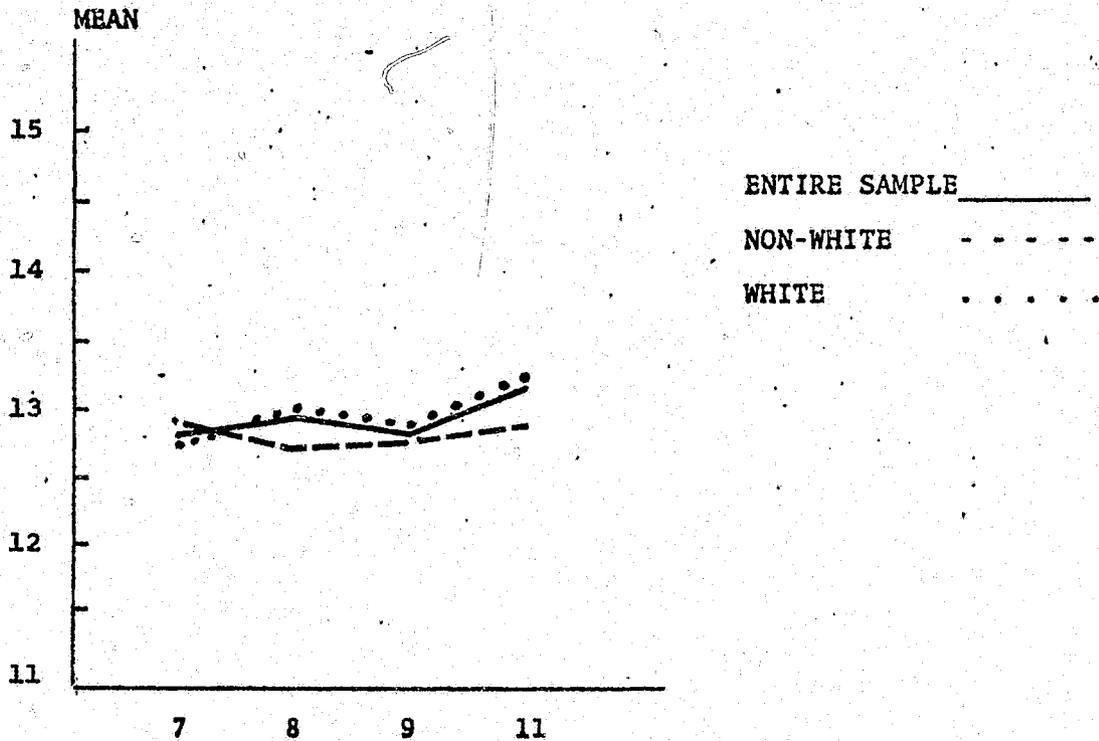
TABLE 21 Legal Dissent Attitude Scale Performance
By Grade (4 items)

	GRADE							
	(MEAN SCORE)							
	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	12.831	437	12.974	426	12.887	389	13.225	253
NON-WHITE	12.951	41	12.737	76	12.800	35	12.909	22
WHITE	12.827	392	13.017	347	12.895	352	13.255	231
MALE	13.021*	242	13.005	220	12.932	192	13.595**	131
FEMALE	12.575*	193	12.912	204	12.843	197	12.828**	122
RURAL	12.699	143	13.200	125	12.728	92	13.186	70
URBAN	13.147	197	12.989	183	13.122	214	13.315	162
						MIDPOINT	12	

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 14 Legal Dissent Attitude Scale
Performance by Grade (4 items)



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	<u>12.831</u>	431	<u>12.951</u>	41	<u>12.827</u>	392
8	<u>12.974</u>	426	<u>12.737</u>	76	<u>13.017</u>	347
9	<u>12.887</u>	315	<u>12.800</u>	35	<u>12.895</u>	352
11	<u>13.225</u>	253	<u>12.909</u>	22	<u>13.255</u>	231
					MIDPOINT	<u>12</u>

*Indicates difference significant at .05 level or less
**Indicates difference significant at .01 level or less

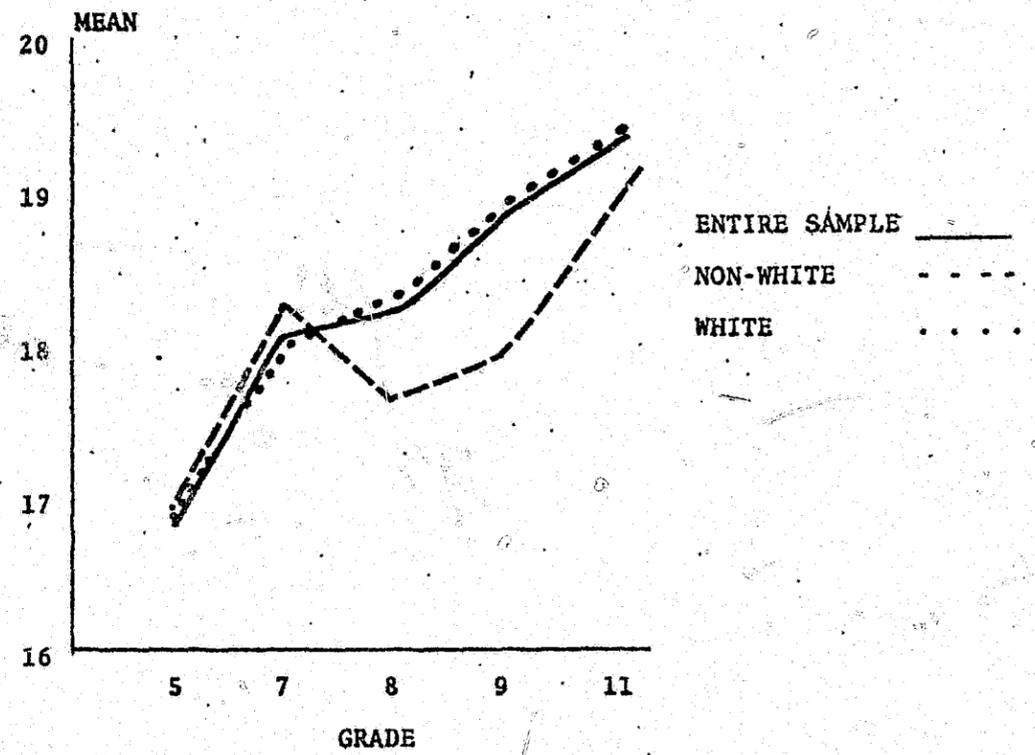
TABLE 22 POLITICAL DISSENT ATTITUDE SCALE PERFORMANCE BY GRADE (6 ITEMS)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>16.882</u>	<u>405</u>	<u>18.160</u>	<u>437</u>	<u>18.270</u>	<u>426</u>	<u>18.843</u> *	<u>389</u>	<u>19.364</u>	<u>253</u>
NON-WHITE	<u>16.936</u>	<u>62</u>	<u>18.317</u>	<u>41</u>	<u>17.737</u>	<u>76</u>	<u>17.914</u> *	<u>35</u>	<u>19.045</u>	<u>27</u>
WHITE	<u>16.910</u>	<u>332</u>	<u>18.148</u>	<u>392</u>	<u>18.369</u>	<u>347</u>	<u>18.957</u>	<u>352</u>	<u>19.394</u>	<u>231</u>
MALE	<u>16.732</u>	<u>213</u>	<u>18.058</u>	<u>242</u>	<u>18.073</u>	<u>220</u>	<u>18.823</u>	<u>192</u>	<u>19.099</u>	<u>131</u>
FEMALE	<u>17.042</u>	<u>190</u>	<u>18.306</u>	<u>193</u>	<u>18.480</u>	<u>204</u>	<u>18.863</u>	<u>197</u>	<u>19.648</u>	<u>122</u>
RURAL	<u>16.969</u>	<u>98</u>	<u>18.084</u>	<u>143</u>	<u>18.232</u>	<u>125</u>	<u>18.630</u>	<u>92</u>	<u>19.243</u>	<u>70</u>
URBAN	<u>16.503</u>	<u>161</u>	<u>18.381</u>	<u>197</u>	<u>18.437</u>	<u>183</u>	<u>19.084</u>	<u>214</u>	<u>19.691</u>	<u>162</u>
							MIDPOINT		<u>18</u>	

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 15
POLITICAL DISSENT ATTITUDE SCALE PERFORMANCE BY GRADE (6 ITEMS)



(means or scale or index)					
ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
5	405	16.936	62	16.910	332
7	437	18.317	41	18.148	392
8	426	17.737	76	18.369	347
9	389	17.914*	35	18.957*	352
11	253	19.045	22	19.394	231
MIDPOINT					18

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

fascism measure and other indexes and scales is shown in Chapter Four.

The items employed in these scales are as follows:

Attitude Toward Black Police Scale

- 141. Black policemen are as fair to white people as they are to black people.
- 153. A black policeman would be as fair as a white policeman to all people.

Attitude Toward Business Wrong-doing Scale

- 116. How often do you feel business wrongs consumers by falsely labelling products?
- 117. How often do you feel business wrongs consumers by falsely advertising products?
- 118. How often do you feel businessmen prepare false income tax reports in order to save money for themselves?
- 119. How often do you feel business generally wrongs the consumer (buyer of goods or services)?

- Very often
- Often
- Don't know
- Seldom
- Hardly ever

Upholding Constitutional Guarantees Attitude Scale

- 155. If a person is suspected of a serious crime, do you think the police should be allowed to hold him in jail, until they can get enough evidence to officially charge him?
- 156. In most criminal cases, the judge conducts the trial and a jury decides guilt or innocence. Instead of the jury, would it be better if the judge alone decided guilt or innocence?
- 157. In criminal cases, do you think the government should ever have the right to hold a secret trial?
- 158. If the police suspect that drugs, guns, or other criminal evidence is hidden in someone's house, should they be allowed to enter the house without first obtaining a search warrant?

159. At their trials, do you think suspected criminals should have the right to refuse to answer questions if they feel their answers may be used against them?
160. During court trials, do you think the government should ever be allowed to keep the identity of witnesses secret from the defendant?
- Yes
 No
 Sometimes
 Don't know

Shortened Fascism Attitude Scale

131. What young people need most of all is strict discipline by their parents.
132. Most people who don't get ahead just don't have enough will power.
133. A few strong leaders could make this country better than all the laws and talk.
134. People sometimes say that an insult to your honor should not be forgotten.

Table 23 and Figure 16 demonstrate that the mean scores tapping levels of support for black police is above the midpoint of the scale. This means that students feel positively toward black police officers. However this support declines with age for both blacks and whites. There are no consistent differences between blacks and whites on this measure. Although not graphed, data gathered in this study indicate that females appear to be more favorably oriented toward black police than males.

Student feelings that businessmen engage in illegal practices get stronger from grade seven to eleven. There are no significant

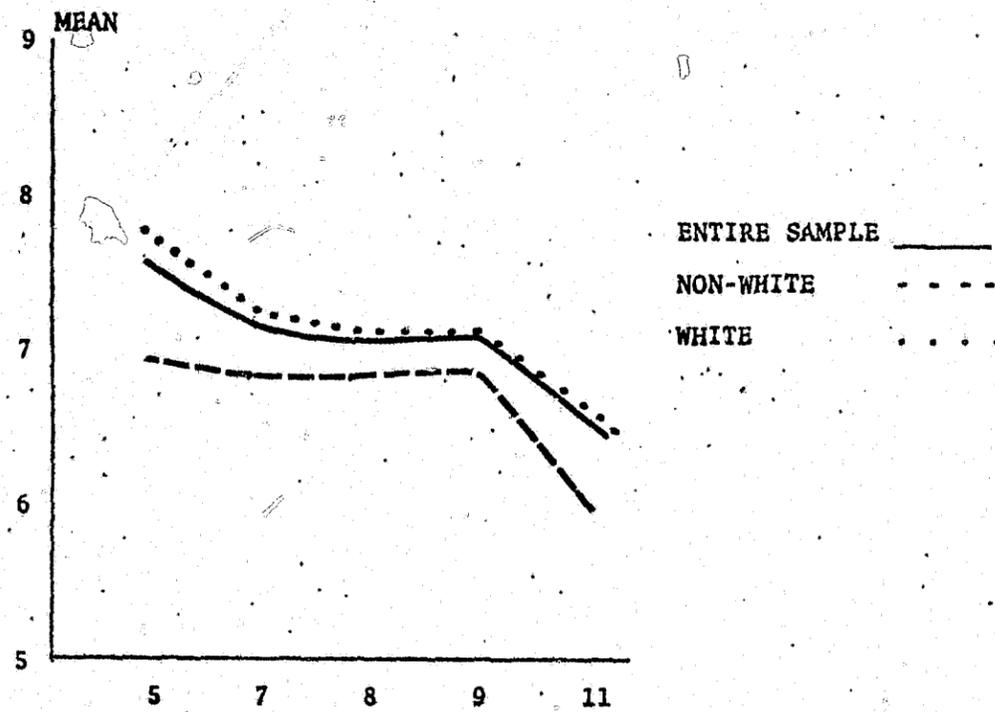
TABLE 23 ATTITUDE TOWARD BLACK POLICE SCALE PERFORMANCE BY GRADE (2 ITEMS)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>7.672</u> **	<u>405</u>	<u>7.199</u>	<u>437</u>	<u>7.106</u>	<u>426</u>	<u>7.126</u>	<u>389</u>	<u>6.455</u>	<u>253</u>
NON-WHITE	<u>6.936</u> **	<u>62</u>	<u>6.854</u>	<u>41</u>	<u>6.855</u>	<u>76</u>	<u>6.914</u>	<u>35</u>	<u>6.091</u>	<u>27</u>
WHITE	<u>7.846</u>	<u>332</u>	<u>7.245</u>	<u>392</u>	<u>7.156</u>	<u>347</u>	<u>7.139</u> **	<u>352</u>	<u>6.489</u>	<u>231</u>
MALE	<u>7.662</u>	<u>213</u>	<u>7.174</u>	<u>242</u>	<u>6.950*</u>	<u>220</u>	<u>6.833</u> **	<u>192</u>	<u>6.252*</u>	<u>131</u>
FEMALE	<u>7.674</u>	<u>190</u>	<u>7.259</u>	<u>193</u>	<u>7.255*</u>	<u>204</u>	<u>7.411</u> **	<u>197</u>	<u>6.672*</u>	<u>122</u>
RURAL	<u>7.725</u>	<u>98</u>	<u>7.294</u>	<u>143</u>	<u>7.072</u>	<u>125</u>	<u>7.391</u>	<u>92</u>	<u>6.500</u>	<u>70</u>
URBAN	<u>7.820</u>	<u>161</u>	<u>7.198</u>	<u>197</u>	<u>7.071</u>	<u>183</u>	<u>7.019</u>	<u>214</u>	<u>6.426</u>	<u>162</u>
									MIDPOINT	<u>6</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

FIGURE 16 ATTITUDE TOWARD BLACK POLICE SCALE PERFORMANCE BY GRADE
(2 ITEMS)



GRADE	(means or scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
5	7.672	405	6.936**	62	7.846**	332
7	7.199	437	6.854	41	7.245	392
8	7.106	426	6.855	76	7.156	347
9	7.126	389	6.914	35	7.139	352
11	6.455	253	6.091	22	6.489	231
			MIDPOINT	6		

*Indicates difference significant at .05 level or less
**Indicates difference significant at .01 level or less

differences between blacks and whites on this measure (see Table 24 and Figure 17).

The results on the Constitutional Guarantees Attitude Scale shows a clear tendency for students to be less supportive of individual liberties as they grow older. There are no consistent patterns of racial differences between black students and white students (refer to Table 25 and Figure 18). On the other hand blacks are more compliant to authority than whites as shown on the Shortened Fascism Attitude Scale and these differences reach statistical significance in grades seven and nine. There is remarkable stability on this measure across the grades possibly indicating that young people have reached their fascism levels earlier in life (refer to Table 26 and Figure 19).

Summary

The above findings pertaining to North Carolina students' attitudes toward the legal and political systems lead us to draw the following conclusions:

1. On the important measures of efficacy and cynicism toward police black students are significantly less efficacious and more cynical than white students.
2. On none of the scales do the various grades as a whole subscribe to extreme attitude positions.
3. Age trends disclose that efficacy toward police drops as the students get older and cynicism goes up as students get older.

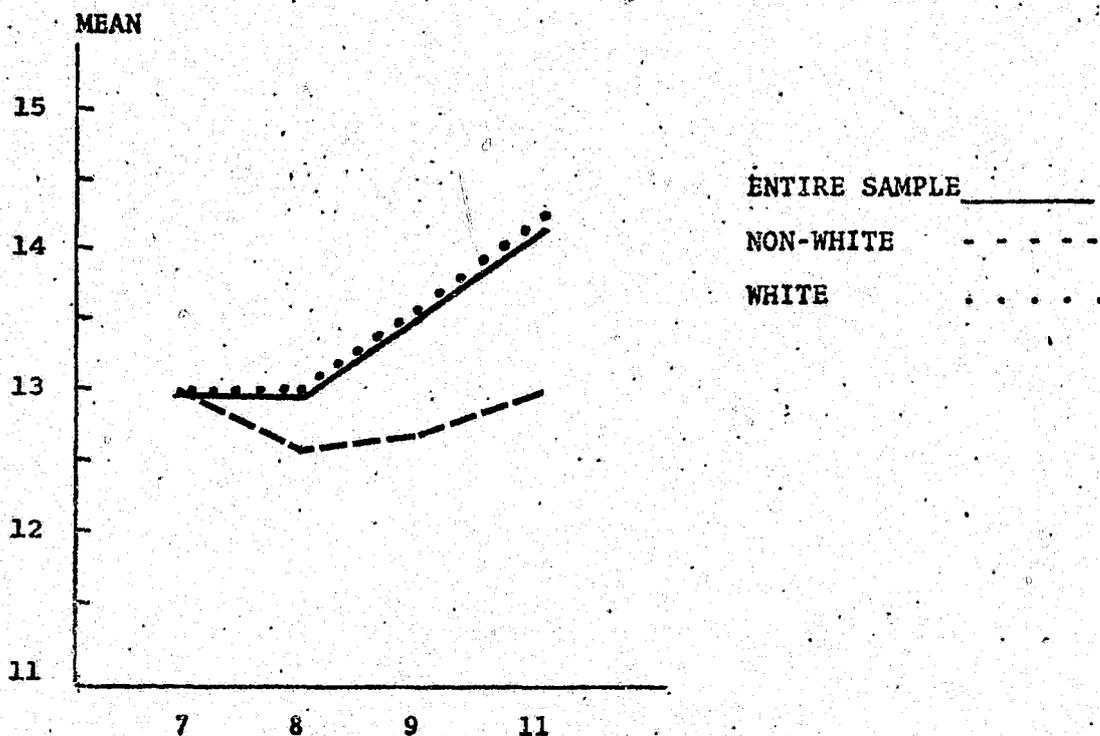
TABLE 24 Attitude Toward Business Wrong-Doing
Scale Performance by Grade (4 items)

	GRADE							
	(MEAN SCORE)							
	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	12.945	437	12.923	426	13.494	389	14.254	253
NON-WHITE	12.951	41	12.632	76	12.743	35	13.000	22
WHITE	12.944	392	13.000	347	13.574	352	14.364	231
MALE	13.269**	242	13.082	220	13.625	192	14.351	131
FEMALE	12.549**	193	12.775	204	13.366	197	14.131	122
RURAL	12.685	143	13.008	125	13.391	92	14.286	70
URBAN	13.117	197	13.131	183	13.523	214	14.173	162
							MIDPOINT	12

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 17 - Attitude Toward Business
Wrong-Doing Scale Performance
by Grade (4 items)



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	12.945	437	12.951	41	12.944	392
8	12.923	426	12.632	76	13.000	347
9	13.494	389	12.743	35	13.574	352
11	14.254	253	13.000	22	14.364	231
					MIDPOINT	12

*Indicates difference significant at .05 level or less
**Indicates difference significant at .01 level or less

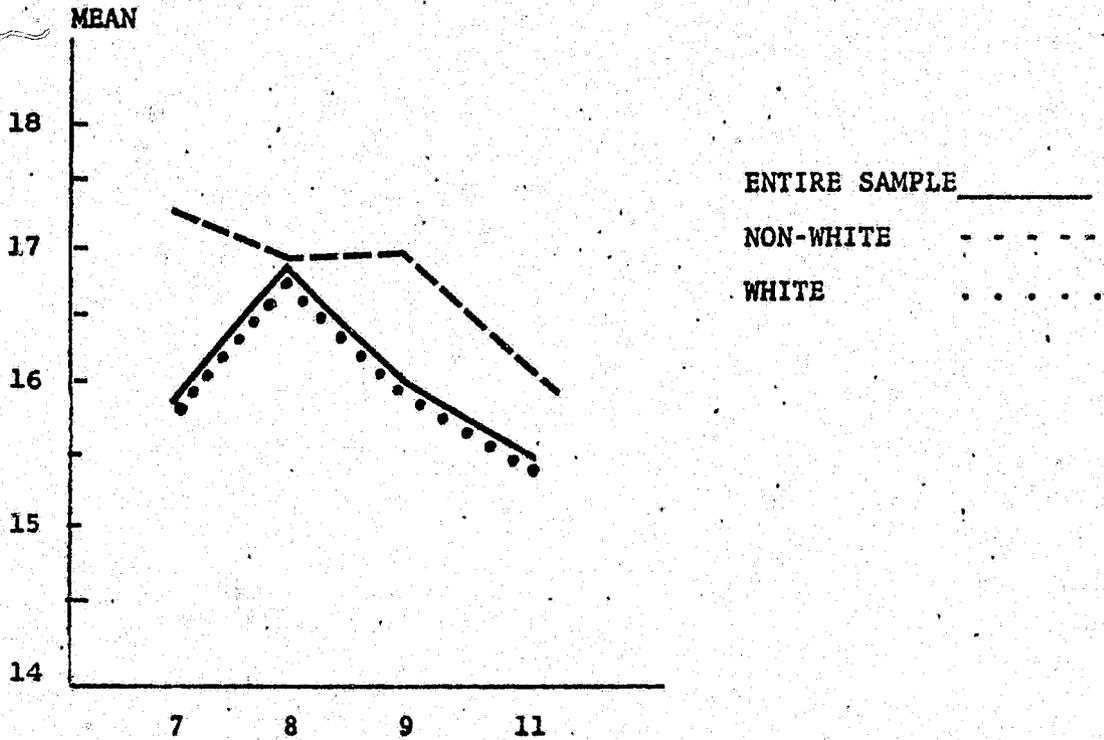
TABLE 25 -Upholding Constitutional Guarantees Attitude
Scale Performance by Grade (6 items)

	GRADE							
	7		8		9		11	
	MEAN	N	MEAN	N	MEAN	N	MEAN	N
ENTIRE SAMPLE	15.895	437	16.873	426	16.090	389	15.577	253
NON-WHITE	17.317	41	16.921	76	16.971	35	16.273	22
WHITE	15.737	392	16.865	347	16.009	352	15.511	231
MALE	16.021	242	16.291	220	16.172	192	15.695	131
FEMALE	15.689	193	17.510	204	16.010	197	15.451	122
RURAL	16.098	143	16.232	125	15.804	92	15.643	70
URBAN	15.355	197	16.355	183	16.014	214	15.549	162
							MIDPOINT	18

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 18 - Upholding Constitutional Guarantees
Attitude Scale Performance by Grade (6 items)



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	<u>15.895</u>	<u>437</u>	<u>17.317</u>	<u>41</u>	<u>15.737</u>	<u>392</u>
8	<u>16.873</u>	<u>426</u>	<u>16.921</u>	<u>76</u>	<u>16.865</u>	<u>347</u>
9	<u>16.090</u>	<u>389</u>	<u>16.971</u>	<u>35</u>	<u>16.009</u>	<u>352</u>
11	<u>15.577</u>	<u>253</u>	<u>16.273</u>	<u>22</u>	<u>15.511</u>	<u>231</u>
					MIDPOINT	<u>18</u>

*Indicates difference significant at .05 level or less
**Indicates difference significant at .01 level or less

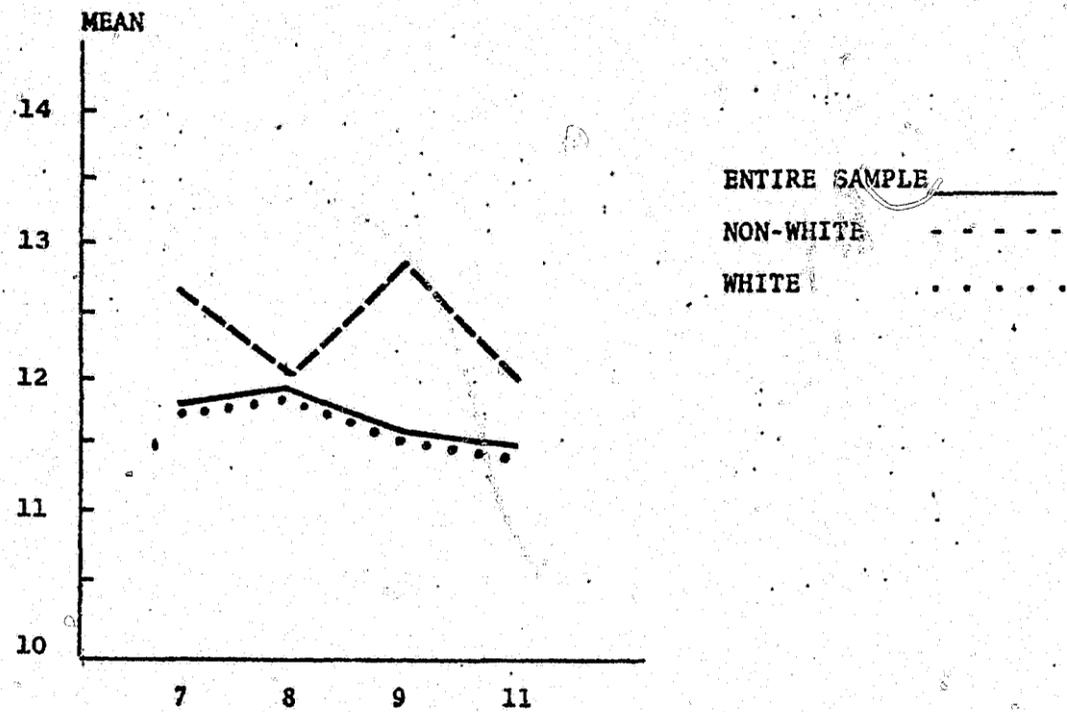
TABLE 26 Shortened Fascism Attitude Scale
Performance by Grade (4 items)

	GRADE							
	7		8		9		11	
	(MEAN SCORE)	N						
ENTIRE SAMPLE	11.858	437	11.958	426	11.681	389	11.585	253
NON-WHITE	12.707*	41	12.158	76	12.886**	35	12.182	22
WHITE	11.768*	392	11.922	347	11.546**	352	11.528	231
MALE	12.149**	242	12.546**	220	11.734	192	11.664	131
FEMALE	11.472**	193	11.353**	204	11.629	197	11.500	122
RURAL	11.881	143	12.128	125	11.804	92	12.086*	70
URBAN	11.569	197	11.743	183	11.598	214	11.241*	162
					MIDPOINT		12	

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

Figure 19 Shortened Fascism Attitude Scale Performance by Grade (4 items)



GRADE	(means on scale or index)					
	ENTIRE SAMPLE	N	NON-WHITE	N	WHITE	N
7	11.858	437	12.707*	41	11.768*	392
8	11.958	426	12.158	76	11.922	347
9	11.681	389	12.886**	35	11.546**	352
11	11.585	253	12.182	22	11.528	231
					MIDPOINT	12

*Indicates difference significant at .05 level or less
 **Indicates difference significant at .01 level or less

4. Blacks are generally less efficacious and more cynical than whites on political (as opposed to legal) measures.

5. No important differences between white and black students appear on the legal and political dissent scales.

6. Additional analyses lead us to believe that differences between students broken down on rural-urban and male female dichotomies show consistent and significant differences between males and females on the Attitude Toward Black Police Scale (males less favorably oriented) and a more sporadic set of differences on the fascism measure (males more fascistic).

RELATIONSHIPS BETWEEN KNOWLEDGE AND ATTITUDES --
NORTH CAROLINA YOUTH SURVEY

To determine the interrelationships on student knowledge and attitude performance¹ we employed a statistical association measure called the Pearson product moment correlation. The correlation coefficient represents mathematically the strength and direction of a relationship between two variables.

Actually the correlation coefficient is not a new idea, even to the nonmathematical layman. When we say that two variables are correlated we mean that the two variables behave similarly. A simple example concerns the correlation between cigarette smoking and the incidence of lung cancer. A growing body of evidence documents the finding that heavy smokers show higher rates of cancers and nonsmokers are less likely to develop lung cancer.

In statistical terms the extent of cigarette smoking is positively related to the development of cancers. This is because the two variables behave similarly: as one variable increases the second variable also increases. On the other hand, had the data shown nonsmokers to contract lung diseases more readily than heavy smokers the relationship between the two variables would be inverse. An inverse relationship involves one variable showing an increase while the other variable shows a simultaneous decrease.

¹The names of the knowledge indexes and attitude scales have been abbreviated in this Chapter in order to include the indexes and scales in a table for each grade.

Few variables in the real world are perfectly related. We know that some heavy smokers fail to contract lung disease and that some nonsmokers do fall ill to such diseases. Statistically, the fact is that there is not a perfect association between the two variables. What the correlation coefficient indicates is the degree to which two variables are related and whether the two increase simultaneously or whether they behave such that as one increases while the other decreases. This relationship is shown mathematically by a number ranging from +1.00 for perfect positive association to 0 for no relationship at all, to -1.00 to indicate perfect inverse association. Thus a correlation coefficient of -.60 would indicate a fairly strong inverse relationship between two variables.

In this study we are examining the responses of a large number of school children. While our sample is quite large, since not every student was questioned there is a very small possibility that the students selected by chance for the study do not represent accurately all of the students in the seven school systems. Accordingly, we need some way of assessing the likelihood that our findings do not truly represent the opinions and cognitions of the entire student universe.

Statisticians call this the significance of a finding. It is the percentage of time that one would be claiming a relationship truly exists when it is quite possible that chance has given us students whose attitudes are different than the remainder of the students not studied. To be on the safe side social scientists attach

significance only to those relationships which could occur fewer than five times in a hundred. This is indicated by a notation of $P < .05$ which means probability less than 5/100. An even less chancy relationship is one occurring only one time in one hundred; here $P < .01$.

A single asterisk (*) indicates significance at the .05 level and a double asterisk (**) indicates significance at the .01 level. In other words, IF NO ASTERISK APPEARS, THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN THE VARIABLES. In fact, this means that chance alone could have produced a relationship of that magnitude.

In viewing Tables One through Four some important relationships emerge. Let us focus on Table One as an illustration of the results. The twenty-two item General Law Knowledge index is positively and significantly related to all of the other knowledge measures. As the magnitude of the correlation coefficient between a variable and the General Law increases, the General Law Knowledge index becomes a better predictor of the other variable.

If we examine the relationships between the General Law Knowledge index and the attitude scales (variables six through fourteen) it is clearly seen that certain significant associations exist. This means that the higher the performance on the General Law Knowledge index:

1. the MORE the students feel that police would respond to their needs
2. the HIGHER their political efficacy
3. the LESS cynical they are toward police

TABLE 1 PEARSON CORRELATION COEFFICIENTS AND SIGNIFICANCE LEVEL ON SELECTED
COGNITIVE AND AFFECTIVE MEASURES -- 7th GRADE

	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1 GENERAL LAW KNOWLEDGE	**	**	**	**	**	**	**		**	**	**	**	**	**
2 NORTH CAROLINA LAW KNOWLEDGE	-168	-298	239	151	-257	-353	333	009	387	290	375	134	511	
3 LAW KNOWLEDGE	**	**	*	*	**	**	**		**	**	**			
4 BUSINESS CONSUMER WRONGDOING KNOWLEDGE	-118	-222	110	105	-158	-179	173	-022	217	228	318	057		
5 YOUTH LAW KNOWLEDGE	054	-016	032	-039	042	-083	-007	023	149	030	121			
6 EFFICACY TOWARD POLICE	**	**		*	*	**	**		**					
7 EFFICACY TOWARD LAW	-128	-181	031	105	-093	-179	143	-017	221	080				
8 POLITICAL EFFICACY	**	*	**	**	**	**	**							
9 CYNICISM TOWARD POLICE	-129	-112	185	141	+039	-051	054	-040	037					
10 CYNICISM TOWARD LOCAL GOVERNMENT	-047	-193	048	-135	-325	-543	399	083						
11 LEGAL DISSENT		*	**	**	**	**	**							
12 POLITICAL DISSENT	-063	-094	156	-084	-073	060	137							
13 FASCISM SCALE	-045	-223	172	-037	-611	-471								
14 CONSTITUTION GUARANTEE		**		**	**									

-82-

* Indicates significance at the .05 level
** Indicates significance at the .01 level

Note: Decimal points omitted

TABLE 2 PEARSON CORRELATION AND SIGNIFICANCE LEVEL ON SELECTED COGNITIVE AND AFFECTIVE MEASURES -- 8th GRADE

	14	13	12	11	10	9	8	7	6	5	4	3	2
1 GENERAL LAW KNOWLEDGE		**	**	**	**	**	**	**	**	**	**	**	**
2 NORTH CAROLINA LAW KNOWLEDGE	-074	-155	-285	176	-192	-255	250	-135	343	270	373	165	478
3 LAW KNOWLEDGE			**			**	*		**	**	**	**	
4 BUSINESS CONSUMER WRONGDOING KNOWLEDGE	-029	-029	182	077	-074	-168	107	-092	161	250	369	119	
5 YOUTH LAW KNOWLEDGE	020	-054	020	003	001	-098	037	-080	-005	006	074		
6 EFFICACY TOWARD POLICE		*	**	*		**	*	**	**	**			
7 EFFICACY TOWARD LAW	044	-110	163	105	-031	-190	105	-171	137	178			
8 POLITICAL EFFICACY				**	**	**	**	*	*				
9 CYNICISM TOWARD POLICE	018	-006	090	093	008	-086	100	-108	027				
10 CYNICISM TOWARD LOCAL GOVERNMENT	-036	-129	191	-137	-373	-514	342	(39					
11 LEGAL DISSENT			*	**	**	*	**						
12 POLITICAL DISSENT	038	-055	105	-120	-208	105	189						
13 FASCISM SCALE		**	**	**	**	**							
14 CONSTITUTION GUARANTEE	-010	-161	-236	-007	-531	-337							

* .05

** .01

Note: Decimal points omitted

TABLE 3 PEARSON CORRELATION AND SIGNIFICANCE LEVEL ON SELECTED COGNITIVE AND AFFECTIVE MEASURES -- 9th GRADE

	14	13	12	11	10	9	8	7	6	5	4	3	2
1 GENERAL LAW KNOWLEDGE	**	**	**	*	**	**	**		**	**	**	*	**
2 NORTH CAROLINA LAW KNOWLEDGE	-154	-233	288	116	-174	-191	231	-056	248	242	329	113	447
3 LAW KNOWLEDGE	011	-083	005	024	-035	073	024	010	-015	053	037		
4 BUSINESS CONSUMER WRONGDOING KNOWLEDGE	-023	-063	**	011	**	*	138	-065	**	181	014		
5 YOUTH LAW KNOWLEDGE	001	024	*	038	014	-096	039	-024	093				
6 EFFICACY TOWARD POLICE	-011	**	**	**	**	**	**	**	**				
7 EFFICACY TOWARD LAW	004	-138	034	-121	-203	-015	194						
8 POLITICAL EFFICACY	-048	**	**	*	**	**							
9 CYNICISM TOWARD POLICE	036	075	-070	**	**	310	485						
10 CYNICISM TOWARD LOCAL GOVERNMENT	047	**	**	**	144								
11 LEGAL DISSENT	017	-075	053										
12 POLITICAL DISSENT	042	**											
13 FASCISM SCALE	-053	-228											
14 CONSTITUTION GUARANTEE													

* .05
** .01

Note: Decimal points omitted

TABLE 4 PEARSON CORRELATION AND SIGNIFICANCE LEVEL ON SELECTED COGNITIVE AND AFFECTIVE MEASURES -- 11th GRADE

	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1 GENERAL LAW KNOWLEDGE	*	**	**	*	*	**	**		**		**	**	**	
2 NORTH CAROLINA LAW KNOWLEDGE	-155	-291	379	-87	-147	-124	232	064	277	078	287	195	364	
3 LAW KNOWLEDGE	-008	-120	220	154	-011	069	034	-085	-014	026	264	081		
4 BUSINESS CONSUMER WRONGDOING KNOWLEDGE	-041	-107	140	-014	-007	-026	041	-006	024	164	057			
5 YOUTH LAW KNOWLEDGE	-018	-103	105	150	035	053	036	-084	000	-001				
6 EFFICACY TOWARD POLICE	-026	-063	088	129	-083	-060	008	-026	102					
7 EFFICACY TOWARD LAW	**		**	**	**	**	**	**						
8 POLITICAL EFFICACY	-185	-102	180	-297	-559	-643	523	204						
9 CYNICISM TOWARD POLICE	-013	-183	015	-040	-155	-049	186							
10 CYNICISM TOWARD LOCAL GOVERNMENT	011	-192	232	-183	-581	-445								
11 LEGAL DISSENT	**		**	**	**									
12 POLITICAL DISSENT	180	008	-045	302	588									
13 FASCISM SCALE	*	*		**										
14 CONSTITUTION GUARANTEE	133	143	-003	291										

* .05
** .01

Note: Decimal points omitted

- 4. the LESS cynical they are toward local government
- 5. the MORE they support the concept of legal and political dissent
- 6. the LESS fascistic they are attitudinally
- 7. the LESS they support Constitutional guarantees.

If we select Cynicism Toward Police as a variable , we see that it is:

- 1. not significantly related to support for constitutional guarantees
- 2. positively related to fascistic attitudes
- 3. not significantly related to support of political dissent
- 4. positively related to support for legal dissent.
- 5. positively related to cynicism toward local government
- 6. inversely related to political efficacy
- 7. not significantly related to efficacy toward the law
- 8. inversely related to efficacy toward the police
- 9. not related to the Youth Law Knowledge and Law Knowledge indexes
- 10. inversely related to the Business-Consumer Wrongdoing Knowledge, North Carolina Law Knowledge, and General Law Knowledge indexes.

The above relationships are extremely important for they indicate several trends that support the logic of this survey. If a student is cynical toward police, we might also expect him to be cynical toward local government -- in fact, he tends to be. If a person is cynical toward police, we would not expect him to be efficacious toward the police -- in fact, the data show that he tends not to be.

There are variations in the above mentioned outcomes as one examines each grade; however certain trends and consistencies emerge. In all grades the General Law Knowledge index is a significant indicator (or predictor) of many other cognitions and attitudes. The North Carolina Law Knowledge and Business Wrongdoing Knowledge indexes are also associated with many other variables. However, the Law Knowledge (which is based on simple questions such as "Always vote. Is this a law?") and the Youth Law Knowledge index do not appear to be significantly associated with many other variables.

The attitude scales are all significantly associated in one way or another EXCEPT the Constitution Guarantee (14) scale which does not appear to a significant predictor of other variables. Variable seven (the Efficacy Toward Law scale) is not significantly related to the knowledge indexes. In some grades certain attitude scales are related to fewer variables (other attitude scales and the knowledge indexes) than in other grades.

The Relationship Between Television Viewing and Student Legal and Political Orientations

The relationship between television and student orientations is a final measure that we have selected for special attention. Students were asked whether or not they watched certain television programs related to our law enforcement system. The exact stimulus is as follows:

177. Here is a list of some television shows. Check how often you watch each program.

Never → Sometimes Almost Always

Saturday morning cartoons
Ironside
Columbo
Police Surgeon
McMillan and Wife
Felony Squad
Perry Mason
Hawaii Five-0
Owen Marshal-Counselor at Law
McCloud
Mannix
Madigan
Dragnet
Adam-12
Rookies
Banacek
Cannon
Mod Squad
The Advocates
N Y P D
News

Students received a score of one for "never", a two for "sometimes" and a three for "almost always". The total for all programs was computed (refer to Table 5) and compared (through the Pearson product moment correlation, explained above) to student performance on the indexes and scales. A separate tabulation was made for news viewing (refer to Table 6). The results are shown in Table Seven.

Television viewing seems to be related to General Law Knowledge, Efficacy Toward Law, Cynicism Toward Police, Constitutional Guarantee and Attitude Toward Black Police more so than other indexes and scales. News watching has more overall significant associations on these measures than viewing law related programs. The associations appear to dwindle considerably in the eleventh grade, possibly indicating that television "effects" on these measures occur earlier in life.

TABLE 5 INDEX OF LAW RELATED T. V. VIEWING BY GRADE (19 ITEMS)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	33.274	405	27.934	437	28.662	426	30.748	389	29.802	253
NON-WHITE	31.823	62	26.854	41	26.013	76	31.771	35	28.500	22
WHITE	33.587	332	28.100	392	29.213	347	30.676	352	29.926	231
MALE	33.991	213	28.364	242	28.536	220	30.719	192	30.206	131
FEMALE	32.395	190	27.212	193	28.784	204	30.777	197	29.369	122
RURAL	33.755	98	28.329	143	27.896	125	30.109	92	29.886	70
URBAN	34.180	161	28.574	197	29.623	183	31.346	214	30.006	162
									MIDPOINT	28.5

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

TABLE 6 T. V. NEWS VIEWING BY GRADE (1 ITEM)

	GRADE									
	(MEAN SCORE)									
	5	N	7	N	8	N	9	N	11	N
ENTIRE SAMPLE	<u>2.200</u>	<u>405</u>	<u>1.778</u>	<u>437</u>	<u>1.798</u> **	<u>426</u>	<u>1.956</u>	<u>389</u>	<u>2.016</u> **	<u>253</u>
NON-WHITE	<u>2.000*</u>	<u>62</u>	<u>1.683</u>	<u>41</u>	<u>1.487</u> **	<u>76</u>	<u>1.743</u>	<u>35</u>	<u>1.546</u> **	<u>22</u>
WHITE	<u>2.235*</u>	<u>332</u>	<u>1.796</u>	<u>392</u>	<u>1.865</u>	<u>347</u>	<u>1.980</u>	<u>352</u>	<u>2.061</u>	<u>231</u>
MALE	<u>2.272*</u>	<u>213</u>	<u>1.814</u>	<u>242</u>	<u>1.786</u>	<u>220</u>	<u>1.984</u>	<u>192</u>	<u>2.008</u>	<u>131</u>
FEMALE	<u>2.000*</u>	<u>190</u>	<u>1.725</u>	<u>193</u>	<u>1.819</u>	<u>204</u>	<u>1.929</u>	<u>197</u>	<u>2.025</u>	<u>122</u>
RURAL	<u>2.316</u>	<u>98</u>	<u>1.818</u>	<u>143</u>	<u>1.744</u>	<u>125</u>	<u>1.848*</u>	<u>92</u>	<u>1.929</u>	<u>70</u>
URBAN	<u>2.211</u>	<u>161</u>	<u>1.863</u>	<u>197</u>	<u>1.885</u>	<u>183</u>	<u>2.047*</u>	<u>214</u>	<u>2.068</u>	<u>162</u>
									MIDPOINT	<u>1.5</u>

*Indicates difference significant at .05 level or less

**Indicates difference significant at .01 level or less

TABLE 7

THE SIGNIFICANT RELATIONSHIPS BETWEEN TELEVISION VIEWING AND STUDENT LEGAL AND POLITICAL ORIENTATIONS BY GRADE

	GRADE							
	7		8		9		11	
	TV LAW	NEWS	TV LAW	NEWS	TV LAW	NEWS	TV LAW	NEWS
(pearson product moment correlations)								
General Law Knowledge	**	**	**	**	---	**	---	**
North Carolina Law Knowledge	1757	1530	1779	1612	---	2615	---	1482
Law Knowledge	**	---	**	---	---	**	---	---
Law Knowledge	1236	---	1110	---	---	1794	---	---
Law Knowledge	---	---	0933	1115	---	---	---	---
Business Consumer Wrongdoing Knowledge	---	**	---	**	*	*	---	---
Youth Law Knowledge	---	1187	**	1209	0997	1058	---	---
Efficacy Toward Police	---	---	1409	1639	---	---	---	---
Efficacy Toward Law	**	*	**	*	**	**	*	---
Political Efficacy	---	1144	---	---	1076	2083	---	---
Cynicism Toward Police	**	**	**	**	**	**	*	---
Cynicism Toward Local Government	-2389	-2196	-2153	-2865	-1837	-1760	-1447	---
Legal Dissent	---	1346	---	---	---	---	---	---
Political Dissent	**	**	**	**	---	**	---	---
Fascism Scale	-2136	-2563	-1660	-1417	---	-1708	---	---
Constitutional Guarantee	---	*	**	*	**	---	---	---
Black Police Attitude	---	---	1214	---	---	1419	---	1295
Black Police Attitude	**	**	**	**	**	**	*	**
Black Police Attitude	1709	1808	1620	1352	1056	1375	1310	1557

*Indicates significance at the .05 level or less
 **Indicates significance at the .01 level or less

Note: Decimal points omitted

Summary Statement

The data collected in this study could be manipulated in many other ways than are shown here. At some point researchers have to select a certain reporting procedure. Further data analysis will be presented in forthcoming reports.

END