

REFERENCES

- Brotherson, M. (1994). Interactive focus group interviewing: A qualitative research method in early intervention. *Topics in Early Childhood Special Education, 14*, 101-119.
- Bryk, A. S., Lee, V. E., & Holland, P. B. (1993). *Catholic schools and the common good*. Cambridge, MA: Harvard University Press.
- Coleman, J. S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared*. New York: Basic Books.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research*. White Plains, NY: Longman.
- Gamoran, A. (1996). Student achievement in public magnet, public comprehensive, and private city high schools. *Educational Evaluation & Policy Analysis, 18*(1), 1-18.
- Goetz, J. P., & LeCompte, M. D. (1984). *Ethnography and qualitative design in educational research*. San Diego, CA: Academic Press, Inc.
- Greeley, A. (1982). *Catholic high schools and minority students*. New Brunswick, NJ: Transaction Books.
- Groome, T. H. (1996). What makes a school Catholic? In T. McLaughlin, J. O'Keefe, & B. O'Keefe (Eds.), *The contemporary Catholic school: Context, identity and diversity* (pp. 107-125). London: The Falmer Press.
- Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology Journal, 31*, 233-252.
- Hesburgh, T. (1986, October). Catholic education in America. *America*, pp. 160-163.
- Incey, D. F. (1993). *Qualitative research in education*. White Plains, NY: Longman.
- Lincoln, Y. S., & Guba, E. S. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Morgan, D. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage.
- Moustakas, C. (1990). *Heuristic research*. Newbury Park, CA: Sage.
- National Catholic Educational Association. (1996-1997). *United States Catholic elementary and secondary schools, 1996-1997: Annual statistical report on schools, enrollment, and staffing*. Washington, DC: Author.
- Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. Carbondale, IL: Southern Illinois University Press.
- O'Brien, D. J. (1994). *From the heart of the American church: Catholic higher education and American culture*. Maryknoll, NY: Orbis Books.
- Rossman, G. B., Corbett, H. D., & Firestone, W. A. (1988). *Change and effectiveness in schools: A cultural perspective*. Albany, NY: SUNY Press.
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart, & Winston.
- Trauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park, CA: Sage.
- Udlesco, J. (1977). *Quotations from Marianist and Catholic Church sources*. Dayton, OH: North American Center for Marianist Studies.
- van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: SUNY Press.
- Vilson, E. K. (1971). *Sociology: Rules, roles, and relationships*. Homewood, IL: Dorsey.
- Wolcott, S. Rideman, Ed.D., is professor in the Department of Educational Administration, Alon Dominick, D., is assistant professor in the Department of Counselor Education and Human Services, and Jill L. Underwood, Ph.D., recently completed research on spirituality and creativity. All are in the School of Education and Allied Professions at the University of Dayton. Correspondence concerning this article should be addressed to Dr. Carolyn Rideman, Department of Educational Administration, University of Dayton, 300 College Park, Dayton, Ohio 45469-0534.

PRIVATE SCHOOLS AND THE PUBLIC GOOD: THE EFFECT OF PRIVATE EDUCATION ON POLITICAL PARTICIPATION AND TOLERANCE IN THE TEXAS POLL

JAY P. GREENE
NICOLE MELLOW
JOSEPH GIAMMO
University of Texas at Austin

Private schools make an undeniable contribution to the public good. Nevertheless, many critics argue that public schools do a better job of instilling civic values in students. This article examines the effect of public and private education on political participation and tolerance and demonstrates that private schools excel in promoting civic values.

The development of the public school system was prompted in part by the fear that private education would not adequately socialize students to the values required to function in a democratic system. Private, especially Catholic, schools were thought not to be well suited to instilling norms of participation and tolerance in the waves of immigrants arriving from Ireland and Italy. Much of this anxiety was nothing more than thinly disguised anti-Catholicism and xenophobia. Nevertheless, the belief that public schools are better at imparting desired civic values persists despite conscious efforts on the part of Catholic and other private schools to provide a quality civic education and despite a lack of an empirical basis for this belief. It is still widely held that public goals in civic education are best served by public schools, while private schools operate for the benefit of parochial interests.

In this paper, the researchers test these hypotheses by examining the effect of public and private education on political participation and tolerance. Specifically, survey data are drawn from a representative sample of Texas residents to determine whether type of education influences political attitudes