

#### **GEORGE GALLUP**

George Gallup, founder and chairman of the American Institute of Public Opinion, earned B. A. and Ph. D. degrees from the University of Iowa and has been awarded seven honorary degrees.

He has taught courses in journalism and psychology at the University of Iowa, Drake University, Northwestern, and Columbia. At the University of Iowa, Mr. Gallup developed a method for measuring reader interest in the news, features, and advertising of newspapers and magazines. This method is now the most widely used procedure for this purpose.

In 1935, Mr. Gallup founded the American Institute of Public Opinion to measure the public's attitudes on social, political, and economic issues of the day. He is currently chairman of the American Institute of Public Opinion, chairman emeritus of Gallup & Robinson, Inc. (advertising and marketing research), and chairman of the board of The Gallup Organization, Inc. (marketing and attitude research).

Mr. Gallup is the author of many articles on public opinion and advertising research and has published the following books:

The Pulse of Democracy (1940), A Guidebook to Public Opinion Polls (1944), The Gallup Political Almanac (1952), Secrets of Long Life (1960), and The Miracle Ahead (1964), in which Mr. Gallup describes how we can bring about a breakthrough for mankind comparable to the extraordinary achievement of the ancient Greeks.

# Second Annual Survey of The Public's Attitude Toward the Public Schools

By GEORGE GALLUP
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## **EDITOR'S INTRODUCTION**

EADERS in American education must possess a keen awareness of public attitudes toward what is going on in the schools. They must be sensitive to changes in these attitudes, for change there is and it is surprisingly rapid.

For this reason, Kappan editors have been working for more than a year with CFK Ltd., the Denver-based foundation initiated by Charles F. Kettering II, to sample and report attitudes toward the schools. We published a sizable portion of the first annual attitude survey in the November, 1969, Kappan and helped frame questions for the second. Gallup International of Princeton, N.J., has conducted both surveys and analyzed the findings.

Mr. Kettering, CFK Ltd. board chairman, Edward Brainard, CFK Ltd. president, and B. Frank Brown, a CFK Ltd. director, invited Phi Delta Kappa to publish the full report of the second survey in the current form, so that it would reach a large number of schoolmen responsible for the formation and administration of educational policy. At about the same time this *Kappan* reaches its audience (now numbering more than 80,000 Phi Delta Kappans and nearly 7,000 non-member subscribers), the report will be released to the public press through I/D/E/A (the Institute for Development of Educational Activities), an affiliate of the Dayton-based Charles F. Kettering Foundation.

A CFK Ltd. associate is developing a model which school districts may use in the future to survey local opinion. While this project is still being tested, it is

anticipated that a manual will be developed and made available. The manual will suggest survey procedures usuable by school personnel in developing reliable bases for decision making which are less dependent on pressure groups, telephone feedback, and random discussions with constitutents than is often the case today. When the proposed manual is fully developed, CFK Ltd. (3333 S. Bannock, Englewood, Colorado 80110) will provide additional information through the *Kappan* and other media.

It is our belief that this report will serve two major functions. First, it will alert educators and interested laymen to overall public reaction to many aspects of school programs and policies. Second, it will serve as a national benchmark against which local attitudes may be measured.

The first Gallup poll of the public's attitude toward the public schools, conducted in February, 1969, was widely reported in the nation's popular and professional media. A CFK Ltd. special report providing the complete text of the first poll, titled *How the Nation Views the Public Schools*, may be ordered for \$3 from I/D/E/A, P. O. Box 446, Melbourne, Florida 32901.

Some Kappan readers may wish to make a less ambitious local survey. For this reason, the questions listed in the following report are not copyrighted and no limitations are placed upon the use of information contained therein, beyond customary credit to source, accuracy and completeness of quotation, etc.

## PURPOSE OF THE STUDY

HE PURPOSE of the survey reported in the following pages is to measure and record the attitudes of the American public toward the public schools in the year 1970. Benchmarks have been set to enable change to be measured in the years ahead. Also, some questions have been asked that were asked in the 1969 survey in order to see if any changes have occurred within the year.

The survey is national in scope and is based upon a representative sample of all adults. Results, it should be pointed out, do not apply to any single community, although they do provide a norm for comparison purposes.

As in our 1969 survey, we are pointing out that a realistic measure of the public's attitude toward their schools is the willingness of the people in a community to vote tax increases when there is need for greater financial assistance. A detailed analysis of the results obtained on a series of questions dealing with taxes and financial aid to public and parochial schools is included in this report. Since school bond issues are being defeated with greater frequency across the nation, the survey results shed light on those groups in the nation most likely to support and to oppose bond issues calling for greater tax increases.

Other areas covered in this survey deal with attitudes of the public toward holding educators accountable for the progress of students, toward giving students a voice in school policies and procedures, toward sex education in the schools, and toward change and innovation.

This study represents the joint planning of the staff of CFK Ltd. and the staff of Gallup International.

Spring, 1970 — George Gallup

#### RESEARCH PROCEDURE

The Sample. The sample embraced a total of 1,592 adults. It is described as a modified probability sample of the nation. The work was done in every area of the country and in all types of communities, selected by random methods. These communities, taken together, represent a true microcosm of the nation. A full description of the adult sample will be found at the end of this report.

The sample also included a total of 299 students. These were boys and girls, one from almost every community included in the adult sample, who were enrolled in either the junior or senior classes in high school in April, 1970. Demographic information about these students appears in the section of the report entitled "Composition of the Sample."

The Interviewing Form. Questions included in the adult questionnaire were selected after many pre-tests were conducted in the Interviewing Center maintained by the Gallup organizations in Hopewell, New Jersey. Questions included in the high school student questionnaire were selected from the adult questionnaire, where applicable. When questions on the adult questionnaire were not applicable to the students, questions appearing on question-

naires previously administered to college freshmen in another survey were used.

Time of Interviewing. The field work for this study was conducted during the period of April 15 through 20, 1970.

#### OBSERVATIONS AND CONCLUSIONS

The 1970 survey of the public's attitudes toward the public schools, in addition to covering many areas not embraced in the 1969 study, offers some important clues to the future.

People continue to have a high regard for the schools of their community and they believe firmly that education is the royal road to success in America. Yet there is undeniably a new mood in the nation with which educators must reckon.

Student protests, both at the high school and college level, have, in the case of the curricula, opened the whole issue of whether education in America is reality-related. Students as well as adults are beginning to question the judgment of educators — the experts.

Budgets and bond issues are being voted down in increasing number. Evidence of this trend is to be found in the results of the present study. The U.S. Office of Education reports that in the last year (fiscal 1969) school bond issues were voted down by voters at a record rate. By dollar value, voters approved less than 44% of the \$3.9 billion in bond issues put to the electorate. The \$1.7 billion that passed comprised the lowest total since 1962. A decade ago 80% of such bond issues were approved.

The costs of education, as is true of everything else, increase constantly, and it is perhaps inevitable that as these costs mount, taxpayers are likely to become increasingly critical of educational policies.

When people read or hear about the lack of discipline in the schoolrooms of their own community — and the inability of administrators to cope with these and other problems — they see their tax money being wasted and the whole purpose of the schools perverted.

Few citizens take the time and trouble to inquire into the causes of these difficulties, or to appraise objectively the merits of the case from the educators' point of view. The end result, consequently, is likely to be another vote cast against the new bond issue, or next year's budget.

Up to this point in history, the majority of citizens have been quite willing to take the word of the school board and of the teachers and administrators that the schools are doing a good job. They have looked with pride on the community's school buildings and its winning football or basketball teams. These have been good enough to convince many that the local schools are good. But evidence in the present study indicates that this way of judging the quality of education may be in for a change.

Most would like to have more objective data on student achievement. In fact, the proportion who would like to have national tests administered in the local schools as a way to measure student progress and achievement and to compare progress with other schools is at a high level, as reported in this study.

One other fact needs to be pointed out. More than half of all parents of children in the schools today have had the advantage of some high school or college education. They can fall back on their own educational experience as a way to judge the progress of their children, something that was not possible a generation or two ago.

The well-educated parent is pro-education. He is the one most likely to vote in a school election, and he is most likely to vote "yes" on financial issues. Yet he is also likely to be more critical of school policies and the achievement or lack of achievement shown by his own children.

The public has an appetite for more information about the schools and what they are doing or trying to do. If the schools hope to avoid financial difficulties in the years ahead, they need to give far greater attention to this task of informing the public. And it isn't simply a matter of "selling" present policies. Public relations is a two-way street. It is important to tell the public about the schools, but it is also incumbent upon the schools to listen to the public's views and after serious examination take steps to meet just criticisms.

## THE PUBLIC NAMES THE BIGGEST PROBLEM FACING THE PUBLIC SCHOOLS

The public again, in 1970, cites discipline as the greatest problem of the schools in their own communities. Next in order of mention come the problems of integration-segregation (busing), the problem of getting financial support for the schools, "good" teachers, and improving school buildings and facilities. The use of drugs and dope by students is mentioned often enough to place this relatively new problem in sixth place.

When those interviewed are asked specifically about discipline, only 2% say that discipline is "too strict." Slightly more than half (53%) say that discipline is "not strict enough." Another 31% say it is "just about right" and the remainder (14%) say they "do not know."

During the year the percentage of those saying that discipline is "not strict enough" has climbed four points. Parents of children enrolled in public schools are evenly divided between saying that discipline is "not strict enough" and that it is "just about right." Persons who have no children in school and parents of students enrolled in parochial schools are of the belief that discipline is not strict enough in the public schools. Negro parents are even more critical of the public schools on the point of discipline.

Surprisingly, more students say that discipline is "not strict enough" than say it is "too strict." The majority (60%) say that discipline is "just about right."

Who should assume more responsibility for correcting this situation?

When those who say that discipline is "not strict enough" are asked this question, a plurality of the adults say "the school" — teachers, administrators, or the school board. Slightly fewer adults say the parents should assume more responsibility. When the same question is put to the high school juniors and seniors who say that discipline is "not strict enough," the majority hold the teachers and

school administrators responsible – not the parents.

In the report on discipline which was included in the First Annual Audit of Education in 1969, it was pointed out that overall attitudes toward the schools are likely to be prejudiced by what the public believes is too much laxity or permissiveness in the matters of discipline.

Parents are even more in favor of spanking than are teachers. When the National Education Association Research Division surveyed classroom teachers recently, it was found that 57% favor spanking. When parents of public school students were interviewed in this Second Annual Survey, 66% were in favor of spanking. A total of 29% disapproved, 5% had "no opinion." The issue of corporal punishment is becoming more widely discussed chiefly because of the lack of discipline and the increased disruption of the classrooms by students. Every one of the 50 states, with the exception of New Jersey, permits corporal punishment, although many schools have banned the practice. In many communities teachers have insisted that spanking rights be retained in order to maintain discipline.

#### TEACHER AND ADMINISTRATOR ACCOUNTABILITY

With the cost of maintaining the public schools rising year by year, the public's demand for some kind of measurement of student progress is certain to grow. There are obviously many factors that cannot be taken fully into account in the rating of schools. However, the argument that communities differ so greatly and that the home environment of students varies so much that comparisons are impossible can be answered to a large extent by present research techniques which permit the matching of samples. The computer can overcome many of the earlier problems of comparing one community with another and one school system with another.

Included in the interviewing form in the present survey were several questions designed to approach the subject of accountability in various ways.

The first question asked:

Would you like to see the students in the local schools be given national tests so that their educational achievement could be compared with students in other communities?

The adult public approves this idea. In fact, the vote on this question was 75% in favor, 16% opposed.

Another question presented the issue of greater accountability more directly:

Would you favor or oppose a system that would hold teachers and administrators more accountable for the progress of students?

The result was very much the same. A total of 67% of the adults voted in favor, 21% opposed the idea, and the remaining 12% had "no opinion."

Going one step further, another question asked:

Should each teacher be paid on the basis of the quality of his work or should all teachers be paid on a standard scale basis?

This question, of course, assumes that "quality of work" of a teacher can be determined in an objective manner — which many doubt. The principle of paying anyone on a standard basis — and overlooking his individual effort and success — runs counter to the prevailing ethos of the nation, especially in occupations that are regarded as professional. The results of this question indicate that adults regard teachers as they do other professional groups — 58% believe teachers should be paid on the "quality of work" and 36% believe teachers should be paid on a "standard scale basis."

A question about "tenure" probed this same area. The question asked was designed chiefly to gauge reactions to the general principle of tenure:

Many states have "tenure" laws which means that a teacher cannot be fired except by some kind of court procedure. Are you for giving teachers tenure or are you against tenure?"

In reply to this question, 35% of the adults said they favored tenure laws, 53% opposed them.

In recent years, teacher organizations have become active in their own interest in many cities and sections of the nation. The adult public was asked this question:

Have teacher organizations gained too much power over their own salaries and working conditions?

The response throughout the nation was 26% "yes," 53% "no."

#### STUDENT POWER

Parents and high school juniors and seniors hold widely differing views on the role students should play in determining such matters as curriculum, teachers, school rules, and school dress. Most parents, in each instance, believe that students "should not have more say" about what goes on within the school. Students, on the other hand, believe they should. The nearest the two groups come to agreeing is in the case of teachers — but even there the spread is 31 percentage points in their views.

The differences are revealed in the following results:

"Should high school students have more say about what goes on within the school on matters such as curriculum? teachers? school rules? student dress?"

	Yes	No	No Opinion
	%	%	%
Curriculum?			
Parents of children in public schools	40	55	5
High school juniors and seniors	83	15	2
Teachers?			
Parents of children in public schools	22	74	4

	Yes	No	No Opinion
High school juniors and seniors	53	43	4
School Rules?		-	
Parents of children in public schools	38	58	4
High school juniors and seniors	77	22	1
Student Dress?			
Parents of children in public schools	40	56	4
High school juniors and seniors	76	23	1

Also, in the matter of awareness of student protests, a wide difference is found between students and parents. When asked if there have been any student protests in the schools during the present year (that is, between September, 1969, and April, 1970) nearly four in 10 of the students interviewed said "yes," whereas only two in 10 of parents said there had been such protests.

#### FINANCIAL SUPPORT FOR THE PUBLIC SCHOOLS

Opposition to voting more taxes for the local public schools increased during the year. This, of course, must be interpreted against a background of many developments in the economy — higher real estate taxes, inflation, and a greater struggle on the part of most families to make ends meet.

How to obtain adequate financial support is perhaps the most serious problem of the public schools in the United States, and a problem that needs more attention on the part of school administrators and school board members.

Persons in the lowest income and education levels are found to be most opposed to meeting new financial needs. On the other hand, these are the persons least likely to get to the polls on election day. Even so, opposition to paying more taxes for the schools is apparently growing even among those who normally could be expected to vote on this issue.

The vote by age levels, by level of education, and by those who have children in the public schools as opposed to those who do not, is instructive.

Results:

Suppose the local *public* schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?

	For	Against	Opinion
	%	%	%
Age of Respondents			
21 - 29 years	44	49	7
30-49 years	40	56	4
50 years and over	32	60	8
<b>Education of Respondents</b>			
Elementary grades	28	63	9
High school incomplete	33	60	7

	For	Against	Opinion
High school complete	33	61	6
Technical, trade, or business school	48	48	4
College incomplete	47	48	5
College graduate	61	33	6
Children in School			
Public school parents	43	54	3
Parochial school parents	37	58	5
No children in school	35	57	8

A majority of those questioned across the nation would like to transfer some of the burden of supporting the local schools from local real estate taxes to the state government. Whether this attitude springs from a genuine concern for the property owner or from the belief that respondents, as taxpayers, have to pay less if the state pays more is not apparent in the data. The vote in favor of asking the state government to bear a greater share of local school expenses is 54% to 34%.

In the poorer communities, where education costs per child are likely to be almost as great as in the richer communities, the shift would come as welcome and needed relief. It appears then, that the long-term trend is likely to be in the direction of lessening the burden on real estate to provide the financial needs of the public school system.

#### TAX AID FOR PAROCHIAL SCHOOLS

A hotly debated issue in many states is the extent to which parochial schools should be given financial aid by government sources. The Supreme Court has still to rule on important aspects of this issue. But at the present time, the public is willing to give favorable consideration to those who claim that such financial aid is needed to help the parochial schools make ends meet.

The question asked:

It has been proposed that some government tax money be used to help parochial schools make ends meet. How do you feel about this? Do you favor or oppose giving some government tax money to help parochial schools?

The vote on this issue was fairly close, with 48% in favor of giving some government tax money to parochial schools and 44% opposed.

When the vote is analyzed by groups, it is seen that parents of children in the public schools are evenly divided; parochial school parents are understandably in favor — but not to the extent that one might expect.

## THE ALLOTMENT (VOUCHER) SYSTEM

Some nations follow a plan of alloting a certain sum of money for the education of each child. The parents can then decide whether to send the child to a public, a private, or a parochial school. This proposal, now referred to in the United States as the "voucher plan," will actually be tried experimentally during the next few years in test communities, according to present plans.

Sentiment is rather evenly divided on adopting this proposal here in the United States, with a slight majority opposed. The national figures last spring were 46% opposed, 43% in favor. Parents of children in the public schools opposed by a vote of 49 to 41; those whose children were enrolled in parochial schools favored this plan by a vote of 48 to 40.

The vote was close enough to give real concern to those who believe the voucher plan carries with it a real threat to the quality of public school education.

## SEX EDUCATION IN THE SCHOOLS

By an overwhelming majority, parents expressed their approval of sex education in the public schools. The vote of parents was 72% in favor to 22% opposed. Lowest approval was found among those who had no children of school age, yet even in this group the favorable vote was two to one.

In the opinion of a majority of parents with children enrolled in the public schools, sex education should include a discussion of birth control. The vote in favor was nearly two to one – actually 60% to 32%.

The same liberal viewpoint came to light in the results of a question which asked if married girls who attend high school and who are pregnant should be permitted to attend. In the case of parents, the vote was 49% in favor to 46% opposed. For all groups, including those who did not have children in school, the vote was almost a standoff -46% in favor, 47% opposed.

The same three questions were put to high school juniors and seniors. Predictably, they were even more liberal in their views than were their parents. A total of 89% favored sex education courses; 82% approved of discussions of birth control; and 57% believed married pregnant high school girls should be permitted to attend classes.

## **USE OF DRUGS**

The American public has become aware of a serious drug problem in their own public schools.

Even in the less densely populated areas of the country, there is increasing recognition of drug usage among school children. The figures for different areas of the country and for different sizes of communities are instructive.

Marijuana and other drugs are increasingly being used by students. Do you think it is a serious problem in your public schools?

	Yes	No	Don t Know
	%	%	%
Area of Country			
East	69	19	12
Midwest	55	28	17

	Yes	No .	Don't Know
South	60	25	15
West	78	12	10
Size of Community			
500,000 and over	77	11	12
50,000 - 499,999	76	11	13
25,000 - 49,999	<b>7</b> 5	10	15
Under 25,000	48	36	16

Interestingly, students differed somewhat with their parents as to the seriousness of the problem in their own schools. While two out of three adults (actually 64%) said the problem is serious, only 39% of high school juniors and seniors agreed.

There was not much conviction on the part of either adults or students that the schools are "doing a good job of teaching the bad effects of drug use." In the case of adults, the number who said the schools are not doing a good job, or have no opinion, adds up to 61%.

High school juniors and seniors were about evenly divided on this issue, 49% saying the schools are doing a good job of teaching the bad effects of drugs, 45% saying they are not.

#### CHANGE AND INNOVATION

Students were far more critical of the curriculum than were their parents. A clear majority of high school juniors and seniors believed that the school curriculum in their own community "needs to be changed to meet today's needs." Parents by almost the same percentage said the curriculum is alright as it is. Stated in percentages, the students by a vote of 58 to 40 said the curriculum needs to be changed; their parents by a vote of 59 to 33 said it is satisfactory as it is.

The same generation gap came to light on a question which dealt specifically with innovation. Forty-three percent of students interviewed expressed the opinion that "the local public schools are not interested enough in trying new ways and methods," while only 19% believed that the local schools are "too ready to try new ideas." In the case of parents of public school children the vote was nearly even, 20% saying the schools are not interested enough in trying new ideas, 21% saying they are "too ready." The remainder had no opinion or said that the schools, in respect to trying new ideas, are "just about right."

#### YEAR-AROUND SCHOOLS

The question of keeping the schools open the year around to utilize school buildings and facilities to the full extent did not receive majority support either on the part of parents or of high school students. Yet it should be pointed out that, with educational costs mounting yearly, there is an important part of the population who do believe this idea has merit.

The favorable vote on this idea last April was rather

considerable. A total of 42% of all adults favored it; 50% opposed; 9% had no opinion.

Rather surprisingly, 40% of the students themselves liked the idea; 58% opposed it.

In an earlier study, it was found that many parents oppose the idea of year-around schools chiefly because they believe such a change would interfere with their own vacation plans. With more and more parents taking winter vacations — or choosing some time of the year other than July and August — opposition to this plan can be expected to decline, especially if it can be substantiated that real economies will ensue.

## The Major Problems

What do you think are the biggest problems with which the public schools in this community must deal?

High

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Discipline	18	18	18	20	17
Integration/segregation	17	19	14	14	21
Finances	17	14	20	23	12
Teachers	12	11	15	12	21
Facilities	11	8	14	11	24
Dope/drugs	11	10	12	12	13
Curriculum	6	5	8	4	11
Parents' lack of interest	3	3	3	3	1
Transportation	2	3	2	2	3
School board policies	<b>2</b>	2	3	1	
School administration	1	*	2	1	3
Pupils' lack of interest	*	*	1	2	5
Miscellaneous	3	3	3	<b>2</b>	8
There are no problems	5	3	7	5	2
Don't know/no answer	18	21	11	18	5
	126*	120*	133*	130*	146*

\*Totals exceed 100% because some respondents gave more than one answer.

How do you feel about the discipline in the local public schools — is it to strict, not strict enough, or just about right?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Too strict	2	2	2	2	15
Not strict enough	53	57	48	50	23
Just about right	31	21	47	37	60
Don't know/no answer	14	20	3	11	2
				_	
	100	100	100	100	100

How do you feel about the discipline in the local public schools — is it too strict, not strict enough, or just about right?

If (discipline) "not strict enough," ask: Who should assume more responsibility for correcting this situation?

enough, or just about rigi	ht?	· · · · · · · · · · · · · · · · · · ·			ing this situation?	100p	01101011	,		n
	Too Strict	Not Strict Enough	Just About Right	Don't Know/ No Answer		National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
NATIONAL	%	%	%	%		%	%	%	%	%
SEX	70	70	70	%	Teachers	16	16	16	17	12
Men	2	54	31	13	School administration	16	17	16	12	7
Women	. 2	52	31	15	Parents	30	33	24	29	4
***************************************	_	-								_
RACE					School board	6	6	5	8	2
White	2	52	32	14	Students	2	2	2	3	5
Non-white	4	62	21	13	Others	2	. 3	1	*	
					Don't know	2	2	*	2	1
EDUCATION										
Elementary grades	1	55	28	16		74*	79*	64*	71*	31*
High school incomplete	2	56 50	32	10	*Totals exceed percentage is questions because some resp					
High school complete	2	50	35	13			•			
Technical, trade, or business school	1	62	16	21						
College incomplete	3	55	26	16	Spanking and					
College graduate	2	47	39	12	punishment are p					
OCCUPATION					of some schools respond to other	forms	of disci	ipline.		
Business and professional	1	52	32	15	approve or disappr	ove of	this pra	ctice?		
Clerical and sales	3	52	34	11						High
Farm	3	42	51	4			No Children	Public School	Parochial School	School Juniors &
Skilled labor	2	54	31	13		Totals	In School	Parents	Parents	Seniors
Unskilled labor	3	57	30	10		%	%	%	%	%
Non-labor force	*	53	24	23	Approve	62	60	66	66	40
					Disapprove	33	34	29	31	56
AGE	,	41	òr	-00	No opinion	5	6	5	3	4
21 to 29 years	4	41	35	20	ito opinion	_	_	_	_	_
30 to 49 years	2	51 61	38 24	9 15		100	100	100	100	100
50 years and over	·	01	24	15						
RELIGION					Marijuana and					
Protestant	2	53	33	12	being used by st					a
Roman Catholic	2	56	27	15	serious problem in	your p	ublic sc	hools?		
Jewish		54	25	21						High
All others	3	44	31	22			No l Children	Public School	Parochia School	l School Juniors &
REGION						Totals	In School	Parents	Parents	Seniors
East	2	54	28	16		%	%	%	%	%
Midwest	*	58	31	11	Yes	64	69	56	69	39
South	3	48	36	13	No	22	16	31	18	59
West	1	<b>52</b>	29	18	Don't know	14	15	13	13	2
INCOME			•			100	100	100	100	100
\$15,000 and over	*	47	40	13		_00				
\$10,000 to \$14,999	2	58	27	13						
\$ 7,000 to \$ 9,999	2	52	34	12	Do you feel th					
\$ 5,000 to \$ 6,999 \$ 4,000 to \$ 4,999	1 3	56	30	13 14	doing a good job	of teacl	hing the	e bad e	ffects o	of
\$ 3,000 to \$ 4,999 \$ 3,000 to \$ 3,999	3	47 54	36 37	14 9	drug use?					11:-h
Under \$2,999	3	5 <del>1</del>	21	25		N-+:-	No d Children	Public		
	Ū	01		-0		Totals	In School	School Parents	School Parents	Juniors & Séniors
COMMUNITY SIZE	1	<i>Q</i> 1	คว	15		%	%	%	%	%
500,000 and over 50,000 to 499,999	1 1	61 58	23 26	15 15	Yes	39	34	47	39	49
25,000 to 49,999		70	22	8	No	25	26	24	24	45
Under 25,000	3	44	40	13	Don't know	36	40	29	37	6
-,	-			-	DOIL C WHOW					
*Less than 1%						100	100	100	100	100

Have there been any demonstrations protesting school policies or procedures in your public schools during this present school year?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Yes	19	18	19	18	39
No	64	56	75	74	59
Don't know	17	26	6	8	2
	_	_	_	_	
	100	100	100	100	100

## Would you favor or oppose a system that would hold teachers and administrators more accountable for the progress of students?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Favor	67	66	68	71	65
Oppose	21	21	21	19	29
No opinion	12	13	11	10	6
	_				_
	100	100	100	100	100

## Teacher and Administrator Accountability

Would you like to see the students in the local schools be given national tests so that their educational achievement could be compared with students in other communities?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Yes	75	74	<b>7</b> 5	80	76
No	16	14	19	15	23
No opinion	9	12	6	5	1
	_	_			
	100	100	100	100	100

Do you think the students here would get higher scores than students in similar communities, or not so high?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Our students higher	21	18	25	21	26
Our students not so high	15	15	18	14	19
About the same	44	44	40	49	47
Don't know	20	23	17	16	8
		_	_	_	_
	100	100	100	100	100

Should each teacher be paid on the basis of the quality of his work or should all teachers be paid on a standard scale basis?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Quality of work	58	57	61	<b>52</b>	59
Standard scale basis	36	36	35	43	39
No opinion	6	7	4	5	2
	-	_	_	_	_
	100	100	100	100	100

Many states have 'tenure' laws which means that a teacher cannot be fired except by some kind of court procedure. Are you for giving teachers tenure or are you against tenure?

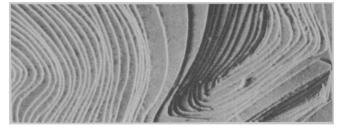
	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors	
	%	%	%	%	%	
For	35	38	29	28	30	
Against	53	48	60	62	61	
No opinion	12	14	11	10	9	
	_					
	100	100	100	100	100	

Have teacher organizations gained too much power over their own salaries and working conditions?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Yes	26	27	<b>25</b>	24	17
No	53	49	58	57	72
No opinion	21	24	17	19	11
	100	100	100	100	100

How do you feel about having guidance counselors in the public schools? Do you think they are worth the added cost?

•	National Totals	No Children In School	Public School Parents	Parochia School Parents	High l School Juniors & Seniors
	%	%	%	%	%
Yes, worth it	73	69	79	79	83
No, not worth it	16	17	14	12	16
No opinion	11	14	7	9	1
	100	100	100	100	— 100
	100	-50	_ 50		



## **Student Power**

Should high school students have more say about what goes on within the school on matters such as curriculum? teachers? school rules? student dress?

	National Totals	No Children In School	Public School Parents	Parochia School Parents	High School Juniors Seniors
	%	%	%	%	%
CURRICULUM					
Yes	38	36	40	42	83
No	53	53	55	51	15
No opinion	9	11	5	7	2
	100	100	100	100	100
TEACHERS					
Yes	22	22	22	20	53
No	72	70	74	76	43
No opinion	6	8	4	4	4
	_	_		_	
	100	100	100	100	100
SCHOOL RULES					
Yes	36	34	38	39	77
No	58	58	58	58	22
No opinion	6	8	4	3	1
	_		_		
	100	100	100	100	100
STUDENT DRESS					
Yes	37	35	40	32	76
No	57	57	56	64	23
No opinion	6	8	4	4	1
					_
	100	100	100	100	100

## **Financial Support**

Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?

	National Totals	No Children In School	Public School Parents	Parochial School Parents
	%	%	%	%
For	37	35	43	37
Against	56	57	53	58
Don't know/no answer	7	8	4	5
	_			-
	100	100	100	100

Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?

NATIONAL	For	Against	Don't Know/ No Answer
	%	%	%
SEX			
Men Women	38	56	6
.,	37	56	7
RACE			
White	38	56	6
Non-white	35	58	7
EDUCATION			
Elementary grades	28	63	9
High school incomplete	33	60	7
High school complete Technical, trade, or business school	33 48	61 48	6 4
College incomplete	47	48	5
College graduate	61	33	6
OCCUPATION	01	00	·
Business and professional	54	40	6
Clerical and sales	38	58	4
Farm	32	65	3
Skilled labor	34	61	5
Unskilled labor	29	63	8
Non-labor force	32	59	9
AGE			
21 to 29 years	45	48	7
30 to 49 years	40	56	4
50 years and over	32	60	8
RELIGION			
Protestant	36	57	7
Roman Catholic	36	59	5
Jewish	59	41	
All others	45	43	12
REGION			
East	41	<b>54</b>	5
Midwest	34	58	8
South	36	57	7
West	39	55	6
INCOME			
\$15,000 and over	49	47	4
\$10,000 to \$14,999	41	55	4
\$ 7,000 to \$ 9,999	40	55 50	5 10
\$ 5,000 to \$ 6,999 \$ 4,000 to \$ 4,999	31 33	59 56	10 11
\$ 3,000 to \$ 3,999	27	66	7
Under \$2,999	27	64	9
COMMUNITY SIZE	_ •		_
500,000 and over	38	56	6
50,000 to 499,999	36	50 57	7
25,000 to 49,999	49	49	2
Under 25,000	37	57	6
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October, 1970

It has been suggested that state taxes be increased for everyone in order to let the state government pay a greater share of school expense and to reduce local property taxes. Would you favor an increase in state taxes so that real estate taxes could be lowered on local property?

	National Totals	No Children In School	Public School Parents	Parochial School Parents
	%	%	%	%
For	54	54	53	61
Against	34	34	36	32
No opinion	12	12	11	7
				_
	100	100	100	100

# Tax Aid for Parochial and Private Schools

It has been proposed that some government tax money be used to help parochial schools make ends meet. How do you feel about this? Do you favor or oppose giving some government tax money to help parochial schools?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Favor	48	47	47	59	56
Oppose	44	44	47	33	36
No opinion	8	9	6	8	8
				_	
	100	100	100	100	100

In some nations, the government allots a certain amount of money for each child for his education. The parents can then send the child to any public, parochial, or private school they choose. Would you like to see such an idea adopted in this country?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Favor	43	43	41	48	66
Oppose	46	46	48	40	27
No opinion	11	11	11	12	7
	_			—	_
	100	100	100	100	100

# Sex Education in the Schools

Do you approve or disapprove of schools giving courses in sex education?

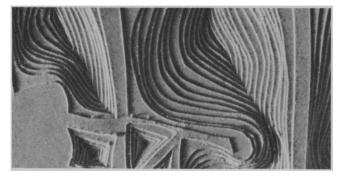
	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Approve	65	61	72	71	89
Disapprove	28	32	22	22	8
No opinion	7	7	6	7	3
				_	
	100	100	100	100	100

Would you approve or disapprove if these courses discussed birth control?

	National Totals %	No Children In School %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Approve	56	<b>52</b>	60	63	82
Disapprove	35	38	32	28	12
No opinion	9	10	8	9	6
		_	_	_	
	100	100	100	100	100

Some girls get married before they are through high school. If they become pregnant, should they be permitted to attend?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Yes	46	45	49	46	57
No	47	47	46	48	38
No opinion	7	8	5	6	5
		_	_	_	_
	100	100	100	100	100



....

## **Change and Innovation**

Do you feel that the local public schools are not interested enough in trying new ways and methods or are they too ready to try new ideas?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Not interested enough	20	21	20	16	43
Too ready to try new ideas	21	20	21	25	19
Just about right	32	25	42	36	34
Don't know	27	34	17	23	4
	100	100	100	100	100

Do you think the school curriculum in your community needs to be changed to meet today's needs or do you think it already meets today's needs?

High

	National Totals	No Children In School	Public School Parents	Parochial School Parents	School Juniors & Seniors
	%	%	%	%	%
Needs to be changed	31	31	33	28	58
Already meets needs	46	36	59	57	41
No opinion	23	33	8	15	1
	_				-
	100	100	100	100	100

## **Year-Around Schools**

To utilize school buildings to the full extent, would you favor keeping the schools open the year around? Parents could choose which three of the four quarters of the year their children would attend. Do you approve or disapprove of this idea?

	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Approve	42	44	39	36	40
Disapprove	49	45	56	57	58
No opinion	9	11	5	7	2
	-				
	100	100	100	100	100

## Attitudes Toward Getting More Information About the Public Schools

Would you like to know more about the public schools in this community?\*

	National Totals	No Children In School	Public School Parents	Parochial School Parents	High School Juniors & Seniors
	%	%	%	%	%
Yes	54	48	62	54	51
No	44	50	36	41	48
Don't know/no answer	2	2	2	5	1
		_			
	100	100	100	100	100

Would you like to know more about the public schools in this community?\*

NATIONAL	For	Against	Don't Know/ No Answer
SEX	%	%	%
Men	49	49	2
Women	58	40	2
RACE			
White	53	45	2
Non-white	66	31	3
EDUCATION			
Elementary grades	46	50	4
High school incomplete	53	44	3
High school complete	62	38	
Technical, trade, or business school	54	45	1
College incomplete	58	40	2
College graduate	43	52	5
OCCUPATION			
Business and professional	56	42	2
Clerical and sales	55	43	2
Farm	57	41	2
Skilled labor	51	47	2
Unskilled labor	62	36	2
Non-labor force	42	54	4
AGE			
21 to 29 years	66	31	3
30 to 49 years	61	37	<b>2</b>
50 years and over	41	<b>56</b>	3

(continued-)

<sup>\*</sup>Note: These percentages cannot be compared with the responses to a similar question asked in the 1969 study because the 1969 question did not include the word "public."

RELIGION Protestant Roman Catholic Jewish All others	For 53 51 73 60	Against 45 47 25 37	Don't Know/ No Answer  2 2 2 3	How would you convey your thoug speed and compre fluently, effectively solutions?	hts in hension	writing ? spec	g? reac ak cor	d with rectly, s, new	
REGION						A bove		Below	
East	56	42	2		Excellent	Average	Average	Average	Poor
Midwest	49	49	2		%	%	%	%	%
South	59	37	4	Convey your thoughts					
West	48	51	1	in writing	7	28	60	4	1
INCOME \$15,000 and over	45	51	4	Read with speed and comprehension	5	34	48	12	1
\$10,000 to \$14,999	58	41	î	Speak correctly,					
\$ 7,000 to \$ 9,999	59	40	1	fluently, effectively	7	28	57	8	_
\$ 5,000 to \$ 6,999	57	43	_	Develop new ideas,	•	0=		_	
\$ 4,000 to \$ 4,999	46	52	2	new solutions	8	35	50	7	
\$ 3,000 to \$ 3,999	47	47	6						
Under <b>\$2,999</b>	46	49	5	W14	414		<b>1</b>		
COMMUNITY SIZE				Would you say excellent, above a				•	
500,000 and over	55	43	2	erage, poor?	verage,	averag	e, ber	ow av-	
50,000 to 499,999	53	46	1	ciage, poor :					
25,000 to 49,999	56	44							
Under 25,000	53	44	3	All students	4	26	62	8	

## **Composition of the Sample**

ANALYSIS OF RESPONDE	ENTS				High School Juniors &
ADULTS				All Adults	Seniors
No children in schools		56%	RELIGION		
Public school parents		36%*	Protestant	64	54
Parochial school parenets		13%*	Roman Catholic	26	31 3
*Totals exceed 44% because some parents hav	o children	attending	Jewish Others	3 7	12
more than one kind of school.	e children	attenumy	Others		
				100	100
HIGH SCHOOL JUNIORS AND SENIOR	RS		AGE		
Public school students		93%	21 to 29 years	20	
Parochial school students		6%	30 to 49 years	38	
Private school students		1%	50 years and over	42	
		High School		100	
	All Adults	Juniors & Seniors	Under 15 years	100	4
	%	Seniors %	16 years		24
SEX	70	70	17 years		49
Men	48	49	18 years		20
Women	52	51	19 years and over		3
	100	100			100
·	100	100	OCCUPATION		100
RACE	01	89	Business and professional	23	28
White Non-white	91 9	. 11	Clerical and sales	11	12
14011-MITTE			Farm	6	9
	100	100	Skilled labor	19	22

	All Adults	High School Juniors & Seniors		All Adults	High School Juniors & Seniors
Unskilled labor	20	19	South	26	26
Non-labor force	19	7	West	16	15
Undesignated	2	3			
		<del></del>		100	100
	100	100	COMMUNITY SIZE		
INCOME			500,000 and over	32	29
\$15,000 and over	13	13	50,000 to 499,999	23	22
\$10,000 to \$14,999	26	36	25,000 to 49,999	2	3
\$ 7,000 to \$ 9,999	19	16	Under 25,000	43	46
\$ 5,000 to \$ 6,999	18	20			
\$ 4,000 to \$ 4,999	6	5		100	100
\$ 3,000 to 3,999	6	4	EDUCATION		
Under \$2,999	11	3	Elementary grades	25	
Undesignated	1	3	High school incomplete	16	oly
		<del></del> ,	High school complete	30	apply
	100	100	Technical, trade, or busineess school	5	
			College incomplete	12	not
REGION			College graduate	10	, S
East	29	29	Undesignated	2	Does
Midwest	29	30			
				100	

## **Design of the Sample**

The design of the sample is that of a replicated probability sample down to the block level in the case of urban areas, and to segments of townships in the case of rural areas.

After stratifying the nation geographically and by size of community in order to insure conformity of the sample with the latest available estimate of the Census Bureau of the distribution of the adult population, sampling locations or areas were selected on a strictly random basis. The interviewers had no choice whatsoever concerning the part of the city or county in which they conducted their interviews.

Interviewers were given maps of the area to which they were assigned, with a starting point indicated, and required to follow a specified direction. At each occupied dwelling unit, interviewers were instructed to select respondents by following a prescribed systematic method and by a male-female assignment. This procedure was followed until the assigned number of interviews was completed.

Since this sampling procedure is designed to produce a sample which

approximates the adult civilian population (21 and older) living in private households in the United States (that is, excluding those in prisons and hospitals, hotels, religious and educational institutions, and on military reservations), the survey results can be applied to this population for the purpose of projecting percentages into number of people. The manner in which the sample is drawn also produces a sample which approximates the population of private households in the United States. Therefore, survey results can also be projected in terms of number of households when appropriate.

Since the percentages are near 50, we consult Table B, and since the two samples are about 750 persons each, we look for the number in the column headed "750" which is also in the row designated "750." We find the number 6 here. This means that the allowance for error should be 6 points, and that in concluding that the percentage among men is somewhere between 4 and 16 points higher than the percentage among women we should be wrong only about 5% of the time. In other

words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least 4 percentage points.

If, in another case, men's responses amount to 22%, say, and women's 24%, we consult Table A because these percentages are near 20. We look in the column headed "750" and see that the number is 5. Obviously, then, the 2-point difference is inconclusive.

## SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design

upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95% of the time,

assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

## Recommended Allowance for Sampling Error of a Percentage

In Percentage Points
(at 95 in 100 confidence level)\*

#### Sample Size

	1500	1000	750	600	400	200	100
Percentages near 10	2	2	3	3	4	5	7
Percentages near 20	2	3	4	4	5	7	9
Percentages near 30	3	4	4	4	6	8	10
Percentages near 40	3	4	4	5	6	8	11
Percentages near 50	3	4	4	5	6	8	11
Percentages near 60	3	4	4	5	6	8	11
Percentages near 70	3	4	4	4	6	8	10
Percentages near 80	2	3	4	4	5	7	9
Percentages near 90	2	2	3	3	4	5	7

## Recommended Allowance for Sampling Error of the Difference

## In Percentage Points

(at 95 in 100 confidence level)\*

TABLE A	Percenta	percentages n	ear 80	
Size of Sample	750	600	400	200
750	5	-	<del></del>	
600	5	6		
400	6	6	7	
200	8	8	8	10
TABLE B		Percentage:	s near 50	
Size of Sample	750	600	400	200
750	6			
600	7	7		
400	7	8	8	
200	10	10	10	12

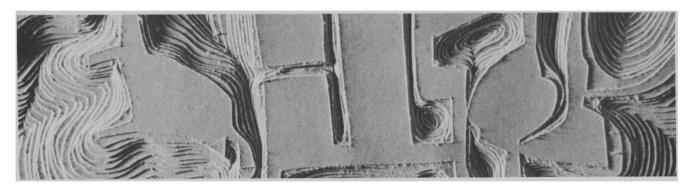
<sup>\*</sup>The chances are 95 in 100 that the sampling error is not larger than the figures shown.

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 1500 respondents. Then we go to row "Percentages near 30" in the table and go across to the column headed "1500." The number at this point is 3, which means that the 33% obtained in the sample is subject to a sampling error of plus or minus 3 points. Another way of saying it is that very probably (95 chances out of 100) the average of repeated samplings would be somewhere between 30 and 36, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, men and women, the question arises as to how large must a difference between them be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between that shown in the two tables.

Here is an example of how the tables would be used: Let us say that 50% of men respond a certain way and 40% of women respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference reflects a real difference between men and women on the question? The sample contains approximately 750 men and 750 women. Table B shows a sampling error of no more than 6 points in 95 out of 100 cases. Thus, if the error for women were plus 6 and for men minus 6, the difference between the two groups would actually be in a direction opposite from that indicated.



Additional copies of the Gallup survey of the public's attitude toward the public schools can be ordered from Phi Delta Kappa for classroom use. The minimum order is 25 copies at \$2.50. Additional copies are five cents. This price includes postage for parcel post delivery. If faster delivery is required, please add money for additional postage. Submit orders with cash to PHI DELTA KAPPA, 8th and Union, Bloomington, Indiana 47401.