

# The Third Annual Survey of The Public's Attitudes Toward The Public Schools, 1971

By George Gallup

## Editor's Introduction

*This is the second year in which the Kappan has been privileged to publish the full report of an attitude poll conducted by Gallup International for CFK Ltd. Although in only their third year, the CFK-Gallup education polls are already a major influence in educational policy making.*

*The reports serve two major functions. They alert educators and interested laymen to overall public reaction to many aspects of school programs and policies. And they serve as a national benchmark against which local attitudes may be measured.*

*Elsewhere in this report readers will find an invitation to write for free copies of A Look Into Your School District, a simple manual telling how local attitudes can be measured. We recommend its use. If local poll directors wish to employ some of the same questions asked in the Gallup polls, they may do so. The questions are not copyrighted. Moreover, no limitations are placed upon the use of information contained in this report, beyond customary credit to source and observance of the usual canons of accuracy and completeness of quotation. — SME*

Other issues widely debated in educational circles have been dealt with. These include the voucher system, performance contracts, discipline, accountability, and innovations.

It should be emphasized that the findings in this study apply to the nation as a whole, not necessarily to any single community.

Invaluable help in selecting the areas of interest and concern to be covered in the survey came from: B. Frank Brown, division director, Information and Services, Institute for Development of Educational Activities (I/D/E/A), Melbourne, Fla.; Senator Allen Dines, Colorado State Senate, Denver; Stanley Elam, editor, *Phi Delta Kappan*, Bloomington, Ind.; Gordon L. McAndrew, superintendent of schools, School City of Gary, Ind.; Mrs. Greta D. Murchison, principal, J. Hayden Johnson Junior High School, Washington, D.C., Public Schools; and Thomas A. Shaheen, superintendent of schools, San Francisco Unified School District, San Francisco, Calif.

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

## Purpose of the Study

**T**he survey reported here was sponsored by CFK Ltd. as part of an annual series designed to measure and to record the attitude of American citizens toward their public schools.

Each year new areas are covered, as new problems arise. Some questions are repeated from earlier years to measure trends.

The survey this year dealt at length with the problem of school finances, and particularly with possible economies that might be effected. This proved fortuitous since the survey itself brings to light the fact that in the minds of the people finance is the biggest problem facing the public schools of the nation.

## Research Procedure

**The Sample.** The sample embraced a total of 1,562 adults. It is described as a modified probability sample of the nation. Interviewing was conducted in every area of the country and in all types of communities. 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.

A separate survey was undertaken to learn the views of young men and women. This sample embraced 229 students who are presently enrolled in either the junior or senior class in high school. Demographic information about these students appears in the section entitled "Composition of the Sample."

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*The Interviewing Form.* Questions included in the questionnaire were selected after many pre-tests conducted in the interviewing center maintained by the Gallup organizations in Hopewell, N.J.

*Time of Interviewing.* The field work for this study was conducted during the period of April 20 through 25, 1971.

## Major Problems Confronting The Public Schools in 1971

The major problem facing the public schools in 1970 and in 1969, in the opinion of the American people, was discipline. In 1971, finance — how to pay for the schools — is cited most often as the biggest problem with which the local public schools must deal.

During the year, financial problems have grown with the rise in local property taxes in most areas, the increasing costs of education, and a lagging economy that has placed increased burdens on family pocketbooks.

Next in importance, in terms of number of mentions, is the problem of integration/segregation. It is in second place, as it was in 1970.

Difficulties arising out of school integration — busing and in-school troubles in getting whites and blacks to work together amicably — have been widespread enough to keep this problem in its number two position.

It is worth noting that high school juniors and seniors, and parents with children in the public schools, cite the problem of integration less often than do adults who have no children in school and who draw most of their conclusions from the press and television. This latter group believes integration to be the top problem.

Discipline has dropped from first place in 1970 and 1969 to third place in 1971 as a major problem. Undoubtedly the change in the attitude of students on college campuses during this year finds its parallel in the local schools. Also, as will be pointed out in the chapter on discipline, there is evidence that discipline has been tightened in the public schools, just as it has been in the colleges and universities.

The lack of school rooms and school facilities is considered to be the fourth major problem.

Drug taking is listed among the top five problems by adults; high school juniors and seniors cite it the most important problem.

The problem of “poor” teachers is cited often enough to place sixth in number of mentions. Lack of interest on the part of parents and pupils, the curriculum, the school administration are all mentioned as problems but not frequently enough to place them among the major concerns.

## What's Right with the Public Schools?

When citizens are asked to give their views on the biggest problems facing the public schools, they obviously think of negative factors. To give them a chance to tell what is “right,” this question was asked in this year's study:

**In your own opinion, in what ways are your local public schools particularly good?**

The response most often given to this question is, “The teachers.” The very high respect in which teachers are generally held throughout the nation is evidenced in many ways in this study.

The curriculum (courses offered) comes in for the next highest praise, followed by facilities and extracurricular activities.

Such a question provokes generalized comments; however, the answers do indicate a lack of information about the special merits of any school system.

## Cutting School Costs

In the present state of the economy and the tight squeeze on the public's financial resources, the question of where school costs can be cut takes on added importance.

Because of the current interest in finding economies in school budgets, a major part of this year's study of the public's attitudes toward the public schools was devoted to discovering which proposals for reducing costs would meet with public approval and which would be opposed.

The problem of financing the schools can be approached from many points of view. In this study a total of 16 proposals for cost cutting were presented to those included in the survey. Also, questions were added to find out the public's reactions to performance contracts and to the use of management firms to look into school costs.

The proposals for reducing school costs was introduced with these words by the interviewer:

**Suppose your local school board were “forced” to cut some things from school costs because there is not enough money. I am going to read you a list of many ways that have been suggested for reducing school costs. Will you tell me, in the case of each one, whether your opinion is favorable or unfavorable?**

The 16 proposals have been ranked in descending order on the basis of those which drew the most “unfavorable” responses:

	Unfavorable %	Favorable %	No Opinion %
1. Reduce special services such as speech, reading, and hearing therapy	80	10	10
2. Reduce the number of teachers by increasing class sizes	79	11	10
3. Cut all teachers' salaries by a set percentage	77	12	11
4. Reduce janitorial and maintenance services	72	15	13
5. Cut out kindergarten	69	19	12
6. Cut out after-school activities like bands, clubs, athletics, etc.	68	23	9

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	Unfavorable %	Favorable %	No Opinion %
7. Keep present textbooks and library books although it may mean using outdated materials	68	20	12
8. Cut out the 12th grade by covering in three years what is now covered in four	58	29	13
9. Reduce the amount of supplies and materials teachers use in classrooms	58	26	16
10. Reduce the number of subjects offered	57	30	13
11. Charge rent for all textbooks instead of providing them free	56	34	10
12. Make parents responsible for getting children to and from school	51	39	10
13. Reduce the number of counselors on the staff	49	32	19
14. Have the school run on a 12-month basis with 3-month vacations for students, one-month for teachers	38	47	15
15. Cancel any subjects that do not have the minimum number of students registered	35	52	13
16. Reduce number of administrative personnel	32	50	18

Readers of this report should be reminded that these suggestions for cost cutting by no means exhaust the list of places where economies could be made. It should be pointed out, also, that the responses do not apply to schools where there is no real need to make economies.

The findings reveal a strong reluctance to take drastic measures, or to alter in an important manner any of the current programs and practices.

As will be pointed out later, this does not mean that the public is unwilling to take a new look at school costs and to examine carefully the relationship between performance and costs.

As will be noted from the preceding table, the suggestion for cost cutting that wins the greatest support is the one that calls for a reduction in the number of administrative personnel. This reaction is undoubtedly a generalized one that springs from the belief that all institutions are subject to Parkinson's Law and acquire unneeded personnel unless halted.

Analysis of the views of the different groups included in

the survey shows that persons who have no children in the public schools tend to look more favorably upon many of the suggested economies than do those with children in the schools. For example, those without children in the schools believe that parents should be made responsible for getting their children to and from school. They would also favor reducing the number of counselors on the staff.

This group, likewise, is much more favorable to putting schools on a 12-month basis, with students having 3-month vacations and teachers one month. While the national finding on this suggestion shows more in favor than opposed, parents divide rather evenly: 47% approve, 46% oppose. In the survey conducted in 1970, a somewhat different plan — one that offered the choice of three of four quarters of the year — was voted down by a ratio of 49% to 42%.

It is still to be proved that the 12-month plan represents a real saving. If it does, then pressures will almost certainly mount to utilize school buildings and facilities the year-around.

The major groups included in this study, excepting only the students, favor canceling subjects that do not have the minimum number of students registered.

## Performance Contracts

The public wants to be sure that it is getting its money's worth, whether it is a matter of buying shoes or paying taxes for the schools.

In many communities the people are perplexed as to why school costs rise so fast. In some cities they cannot understand why their children at the third- or fourth-grade level cannot read.

In the minds of the people, performance contracts apparently satisfy both of these situations. A fixed amount of money is paid, but only if the child meets a given standard.

To see how the public responds to the idea of performance contracts, this question was included on the interviewing form:

In some public schools, educational companies are given contracts to put in new methods to teach the children in elementary schools certain basic skills, such as how to read. These are called "performance contracts." If the children don't reach a certain level of achievement, the company doesn't get paid for those children who fail to reach the standard. Would you like to have such contracts made here, in this community, if the overall school costs remain about the same?

The number who favor the idea of performance contracts outnumbers the percentage opposed by the ratio of 49% to 28%, but a very sizable group, 23%, have yet to make up their minds about such a development.

Thus the burden of proof rests upon educators who oppose this idea. Unless cogent arguments can be advanced, unless experience proves that this is not an effective way of reaching educational goals at present cost levels, this movement is likely to gain momentum.

## Management Experts

Further evidence that the public is not averse to having competent outsiders look into school costs is to be found in the results from another question bearing upon this matter. The question:

**Would you favor or oppose the idea of having your school board hire management experts to look into the costs of local schools to see if the educational goals could be achieved at less cost?**

Again, the public votes in favor: 54% like this idea, 31% are opposed, and 15% have no opinion.

Strangely enough, parents of school children support this proposal by higher percentages than do those adults who have no children in the schools.

## Accountability

Further evidence that the public wants to be sure that it is getting its money's worth for the tax dollars spent on public education and that the standards of the public schools are high comes from a third question. This one asked about national tests that permit one community's students to be compared with others of a similar kind. The 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 results: 70% favor, 21% oppose, 9% have no opinion. These findings are substantially the same as those found in last year's survey.

Many educators insist that educational achievement is difficult to measure, that communities vary to such an extent that comparisons are meaningless, and that a testing program puts undue pressures on both teachers and students to get high scores. But here again the burden of proof rests with those who oppose. The public wants some proof that their schools are good, that they are getting their money's worth. In the absence of other evidence, they will most certainly accept performance on national tests.

## Voting Tax Increases

School bond issues have fared no better in 1971 than they did in 1970. The public is reluctant to vote for additional funds; in fact, a majority of all school bond issues throughout the nation have lost out at the voting booths. The percentage of issues voted upon favorably has changed little during the year; it is still in the low forties.

To gauge voter sentiment towards voting tax increases for the public schools, this question was framed:

**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?**

When this same question was asked in the survey conducted last year, the results showed:

For raising taxes	37%
Against raising taxes	56%
No opinion	7%

When the same question was asked this year throughout the nation, the results were substantially the same:

For raising taxes	40%
Against raising taxes	52%
No opinion	8%

The pattern of those who vote favorably on tax increases for the public schools and those who vote against remains constant.

Those who are most inclined to approve tax increases are the better educated, the younger age groups, business and professional people.

The greatest opposition comes from the poorly educated, persons over 50 years of age, low-income groups, and manual laborers.

Another breakdown of the statistical data reveals the attitudes of those with and without children in the schools. In the 1970 survey, these groups voted as follows:

	1970		
	For Tax Increases %	Against Tax Increases %	No Opinion %
Public school parents	43	53	4
Parochial/private school parents	37	58	5
No children in schools	35	57	8

In 1971 the vote is as follows:

	1971		
Public school parents	44	49	7
Parochial/private school parents	37	59	4
No children in schools	37	53	10

The pattern again remains constant. Understandably, parents with children in the public schools are more favorably inclined to favor tax increases to support the public schools than those who have no children, or those who have children in parochial or private schools.

The heavy tax burden placed upon local property to support the public schools has brought the demand in many areas that the state government assume a greater share of these costs.

To see whether the public would prefer a shift to higher state taxes in return for lower real estate taxes, this question was asked:

**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?**

More persons favor than disapprove this shift, but the margin has declined during the last year. In 1970, the ratio of those in favor to those against was 54% to 34%; in 1971 the ratio is 46% to 37%.

## The Voucher System

Most state governments have had to increase taxes for other purposes. The suggestion that these state taxes be increased still further — even as an offset to real estate taxes — apparently meets with little enthusiasm.

The voucher system for allocating public funds to parochial and private schools has been widely debated during the last year. However, this discussion, as measured by the percentage of persons for and against the voucher system, has not changed attitudes to any great extent. The public was opposed to the voucher plan by a small majority in 1970. The same situation obtains in 1971.

The voucher plan was explained to those interviewed in these words in 1970:

**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?**

In 1971 one sentence was added: *"This is called the voucher system."* This sentence, it was felt, would make it clear to the person being interviewed that we were discussing the voucher system.

The national results show about the same division of opinion:

	Favor %	Oppose %	Don't Know %
1970	43	46	11
1971	38	44	18

It can be seen that the ratio of those opposed to those who favor the voucher system shows little change; the percentage of "undecideds" has gone up markedly.

Moreover, the percentage of parochial and private school parents who favor the plan has also shown a marked increase. The plan is so obviously favorable to this group that its increase in popularity is not unexpected.

## Fund Raising In the School

In low-income communities the question arises as to whether school children should be asked to bring money to school to pay for a host of things, apart from school lunches. To save embarrassment for the children of the poor, to increase equality of opportunity, and to minimize dropouts, should not the school itself pay these costs, instead of the child?

Most parents, 59% of those with children in the public schools, say their children must bring money from home to pay for supplies and activities and similar items. In the case of high school juniors and seniors, 76% claim they must bring money to pay for such things as books, insurance,

field trips, school pictures, class dues, locker fees, school newspapers and yearbooks, athletic equipment, and the like.

When asked whether the pupil or the school should pay for such things, the majority say such fees should continue to be paid for by the student, not the school.

The vote is 4-to-1 in favor of continuing the present practice.

Another aspect of this same problem has to do with fund-raising events held by teachers and students to pay for special projects such as after-school activities, school equipment, and the like. There is little opposition to these fund-raising affairs. In fact, the vote in favor is an overwhelming 84%.

The approval vote for this type of fund-raising is so high that it leads to the suggestion that the schools of the nation not only should permit, but actively encourage, this method of raising money for school activities. Yet professional educators find many drawbacks to certain fund-raising activities of this sort, often with good logic.

## Parent Accountability

Much discussion in educational circles has centered about teacher and school accountability. In the survey this year, for the first time, the matter of *parent* accountability was explored — with results so significant that a change in focus of the present debate is indicated.

The question that was designed to gather the views of the public on this matter of parent accountability, as opposed to teacher, school, and pupil accountability, was stated as follows:

**When some children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Of course, all of these things share the blame, but where would you place the *chief* blame?**

The answer given by the greatest percentage of those interviewed: the children's home life. In fact, more than half of the adults interviewed (54%) give this answer. Only 14% name children, 8% teachers, and 6% the schools.

It is significant that parents with children now in the public schools name the child's home life as the chief cause of a student's failure in school; they do not, as might be expected, shift the responsibility to the teachers or to the school or to the children.

It is equally interesting that high school juniors and seniors do not absolve themselves for doing poorly. When the same question was put to them, they said the student, himself, is to blame. Approximately one-half (51%) blame the children, 25% say "home life," only 11% blame the teachers, and only 5% the school.

To explore further the matter of parental accountability, the following question was included:

**A suggestion has been made that parents of school children attend one evening class a month to find out what they can do at home to improve their children's behavior and increase**

their interest in school work. Is it a good idea or a poor idea?

Eight in ten (81%) of all adults questioned thought this was a good idea. Most important, virtually this same ratio (80%) of the parents of school children said it was a good idea.

This very impressive percentage reveals a growing recognition of the role of parents in the educational process, and of the need for a new kind of partnership between teachers and parents.

Since an important part of the whole educational process must necessarily be carried on in the home, it is obvious that parents must be better trained to carry out their responsibilities.

Until this point in history, the schools have had to shoulder the burden — teaching discipline and how to get along with others, developing proper work habits, providing motivation, and doing a dozen other things — all in addition to teaching the basic school subjects and skills.

Other surveys have shown how important home training and motivation are in determining a child's success in school — in fact, in determining how far he is likely to go in his education.

Preparing parents to carry out their educational responsibilities is just as important as training teachers for their work. How best to do this must await the results of experiments planned in this new field of educational training.

What is of utmost importance is that parents themselves see the need for this kind of training. They are willing to devote time to learn how to do a better job of motivating their children, improving their behavior, and covering those areas of education not included in the school curriculum.

## Discipline

Because of the great concern on the part of the public about discipline in the public schools, an effort was made in the 1971 survey to probe more deeply into this problem with the hope of shedding more light on the views of parents and other groups.

This year, as last, those interviewed express their belief that discipline is "not strict enough." There has been a slight decrease in the number who hold this opinion during the last year, and, as pointed out earlier, the problem of discipline has been superseded by finance as the number one worry about the public schools; yet there has been only a slight change in views recorded.

Here is a comparison of the findings for the two years — 1970 and 1971.

	1970	1971
	%	%
Discipline is too strict	2	3
Discipline is not strict enough	53	48
Discipline is about right	31	33
Don't know/no opinion	14	16

The matter of discipline has not commanded the front-page space it did a year ago, nor as much television or

## Reprints Available

Additional copies of this third annual Gallup survey of public attitudes toward the public schools may be ordered from Phi Delta Kappa. The minimum order is 25 copies for \$2.50. Additional copies are five cents each. This price includes postage for parcel post delivery. If faster delivery is desired, please include money to cover additional mailing costs. Cash or a check must accompany orders totaling less than \$5, except when school purchase orders are used.

For comparative purposes, reprints of the second annual Gallup survey, published in the October, 1970, *Kappan*, may be ordered at the same rates.

radio time. Some evidence that the schools may be imposing stricter discipline comes from the interviews with high school juniors and seniors — who would be immediately concerned.

When they were asked a year ago whether they thought discipline was "too strict" or "not strict enough," 15% said it was "too strict," 23% said it was "not strict enough," and the remainder said it was "about right." This year almost exactly the same number say discipline is "too strict" as say it is "not strict enough" — 22% to 23%.

Since discipline means different things to different people, a question was asked this year of those who replied that discipline is "not strict enough." If they gave this response, they were then asked:

**Can you tell me what you mean? In what way is discipline not strict enough?**

Those who said that discipline was not strict enough gave answers that have been categorized as follows:

Teachers lack authority to keep order	11%
Students have too much freedom; they can get away with anything	11%
Students have no respect for their teachers; pay no attention to them	6%
Rules are not enforced	3%
Vandalism	2%
Other responses and no opinion	11%

The problem of discipline has two sides. One concerns the enforcement of rules; the other, avoiding the need to enforce rules.

The public, judging from their responses, is strongly of the opinion that "if the schools and the teachers interest the children in learning, most disciplinary problems disappear."

Every group interviewed, and by substantial majorities, agrees that the need for discipline tends to disappear when students become genuinely interested in learning.

Further evidence on this point comes from the findings on another question included in the survey. This one dealt with problem children and what should be done about them. The question was worded in this fashion:

**Some students are not interested in school. Often they keep other students from working in school. What should be done in these cases?**

Answers fall into two broad categories: "use punitive measures" (expel them, use harsher discipline, put them into a school for problem students) and "try remedial measures" (special classes, a more interesting curriculum, vocational training, etc.).

Those who fall into this latter category outnumber those who believe in punitive measures by a 2-to-1 ratio.

## Racial Integration In the Schools

The 1954 Supreme Court decision dealing with racial integration in the schools was based largely upon the assumption that black students, segregated in their own schools, were being deprived of the higher quality of education offered whites. Some 17 years have passed since that time and integration\* is far from complete.

In fact, problems arising out of school integration are cited, in this survey, as the nation's greatest public school problem, next to finance.

Some individuals doubt that integrated education is actually improving the quality of education received by the blacks, or whether it is improving the quality of education received by the whites; and whether integration actually is improving relations between the races.

To see how the public would respond to questions dealing with these aspects of school integration, the following questions were included in the present survey:

1. Do you feel it (school integration) has improved the quality of education received by black students?
2. Do you feel it (school integration) has improved the quality of education received by white students?
3. Do you feel it (school integration) has improved relations between blacks and whites or has it worked against better relations?

The national consensus, judged by survey results, is that integration has improved the quality of education received by the blacks, that it has not improved the quality of education received by white students, but that, on the whole, it has improved relations between blacks and whites.

Parents of children now enrolled in the public schools say, by a ratio of 44% to 35%, that relations have been improved; parents of children in parochial and private schools, by a ratio of 49% to 39%, believe that relations have improved. And perhaps of greatest significance, high school juniors and seniors are even more of the opinion that integration has improved relations. They hold 59% to 28% that relations have improved.

\*Not distinguished in this report from desegregation.

## Educational Innovation

The American people are almost evenly divided on the question of whether too many or not enough educational changes are being tried in the public schools.

The question asked in the survey taps generalized attitudes and, as will be pointed out later, does not apply to specific innovations contemplated. These must be considered on their own merits.

What the question does probe is the overall feeling of the public about the extent to which the schools are keeping up with the times.

In the survey of last year, this question was asked:

**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?**

The same attitude was probed this year from a slightly different direction, one dealing more with behavior. The question this year reads:

**In the schools in your community, do you think too many educational changes are being tried, or not enough?**

No matter which way attitudes are measured, the answers come back almost exactly the same, as the following findings reveal.

### 1970

**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?**

Not interested enough	20%
Too ready to try new ideas	21%
Just about right	32%
Don't know	27%

### 1971

**In the schools in your community, do you think too many educational changes are being tried, or not enough?**

Too many being tried	22%
Not enough	24%
Just about right	32%
Don't know	22%

Students do not agree with their elders on this matter. In both surveys, they vote heavily on the side that not enough innovations are being tried, that not enough interest is being displayed in trying new methods. In fact, they hold this belief by a ratio of 3-to-1.

As noted earlier, the reaction of those interviewed was to the generalized issue of change, not to specific innovations proposed.

For example:

By a very large majority all the major groups surveyed hold the opinion that not enough attention is being given to students who do not plan to go on to college.

Nationally, the findings show that 68% agree with those who believe "that too much emphasis is placed in the high schools on preparing students for college and not enough emphasis on preparing students for occupations that do not require a college degree." In contrast to the 68% who hold this view, only 23% hold the opposite view:

Another case in point concerns the amount of time spent in classrooms as opposed to the time spent in independent study. A plurality of the adults included in the survey believe the local schools should give more time for independent study, the ratio being 31% in favor to 22% opposed.

The junior and senior high school students questioned are strongly of the opinion that more time should be spent in independent study, relatively less in the classroom. Their vote is 56% in favor to 18% opposed.

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Parents are interested/ participate	2	*	3	4	—
Discipline	1	1	1	*	2
Transportation system	1	*	2	—	*
Equal opportunity for all	1	1	1	4	*
Nothing good	7	7	7	13	8
Miscellaneous	4	4	8	2	10
Don't know/no answer	27	38	12	23	10

\*Less than 1%

## The Major Problems

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

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Finances	23	22	24	21	9
Integration/segregation	21	26	16	14	17
Discipline	14	13	14	23	14
Facilities	13	10	17	20	18
Dope/drugs	12	11	13	9	19
Teachers' lack of interest/ ability	5	4	5	12	7
Teachers (general)	6	4	8	5	5
Parents' lack of interest	4	3	5	5	*
School administration	3	3	3	7	3
Curriculum	3	3	2	5	5
Pupils' lack of interest	2	2	2	—	3
Vandalism	2	2	2	*	6
Disrespect for teachers	2	2	1	*	1
School board policies	1	*	2	*	1
Using new/up-to-date methods	1	*	2	*	*
We have no problems	4	3	6	*	3
Miscellaneous	6	6	5	9	14
Don't know/no answer	12	16	8	10	2

\*Less than 1%

In your own opinion, in what ways are your local *public* schools particularly good?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Teachers	21	17	27	22	27
Curriculum	15	10	22	18	28
Facilities	9	6	13	13	10
Up-to-date teaching methods	5	4	7	3	1
Extracurricular activities	3	2	5	5	14
No racial conflicts	3	3	4	3	3
Small school/classes	2	2	3	2	3
Good administration	2	2	3	3	*
Good student/teacher relationships	2	1	3	*	4

## Cutting School Costs

Suppose your local school board were "forced" to cut some things from school costs because there is not enough money. I am going to read you a list of many ways that have been suggested for reducing school costs. Will you tell me, in the case of each one, whether your opinion is favorable or unfavorable.

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
<b>Reduce the number of teachers by increasing class sizes.</b>					
Favorable	11	12	9	14	8
Unfavorable	79	72	88	86	91
No opinion	10	16	3	—	1
	100	100	100	100	100
<b>Cut all teachers' salaries by a set percentage.</b>					
Favorable	12	13	11	14	15
Unfavorable	77	70	85	84	80
No opinion	11	17	4	2	5
	100	100	100	100	100
<b>Cut out after-school activities like bands, clubs, athletics, etc.</b>					
Favorable	23	22	23	31	8
Unfavorable	68	64	74	68	89
No opinion	9	14	3	1	3
	100	100	100	100	100

Have the schools run on a 12 month basis with three month vacations for students, one month for teachers.

Favorable	47	45	47	57	37
Unfavorable	38	33	46	34	58
No opinion	15	22	7	9	5
	100	100	100	100	100

Make parents responsible for getting children to and from school.

Favorable	39	41	36	48	27
Unfavorable	51	43	62	51	68
No opinion	10	16	2	1	5
	100	100	100	100	100

(Continued on next page)



## (Cutting School Costs — Continued)

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
<b>Cut out kindergarten.</b>					
Favorable	19	18	21	23	24
Unfavorable	69	64	75	72	71
No opinion	<u>12</u>	<u>18</u>	<u>4</u>	<u>5</u>	<u>5</u>
	100	100	100	100	100
<b>Charge rent for all textbooks instead of providing them free.</b>					
Favorable	34	33	33	47	33
Unfavorable	56	52	63	51	65
No opinion	<u>10</u>	<u>15</u>	<u>4</u>	<u>2</u>	<u>2</u>
	100	100	100	100	100
<b>Cut out the twelfth grade by covering in three years what is now covered in four.</b>					
Favorable	29	31	26	28	45
Unfavorable	58	51	69	65	53
No opinion	<u>13</u>	<u>18</u>	<u>5</u>	<u>7</u>	<u>2</u>
	100	100	100	100	100
<b>Cancel any subjects that do not have the minimum number of students registered.</b>					
Favorable	52	51	52	60	53
Unfavorable	35	31	42	35	45
No opinion	<u>13</u>	<u>18</u>	<u>6</u>	<u>5</u>	<u>2</u>
	100	100	100	100	100

## About CFK Ltd.

Founded by Charles F. Kettering II in 1967, CFK Ltd. is a Denver-based philanthropic foundation with a primary focus on improving the learning environment of elementary and secondary schools.

Because the foundation exists to be of service to public education, all its program areas are determined and developed in direct association with school districts and practicing public school educators. CFK Ltd. has appointed 25 public school and university educators throughout the nation as "associates." They assist in determining foundation policy and programs and most of them direct CFK Ltd.-related programs within their own school districts.

The foundation currently has the following program areas: individualized continuing education programs for school administrators; annual Gallup survey of the public's attitudes toward the schools; improvement of the quality of the school's environment; the principal as the school's climate leader.

Educators desiring further information about CFK Ltd. programs should contact Edward Brainard, President, CFK Ltd., 3333 S. Bannock St., Englewood, Colo. 80110.

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
<b>Reduce the number of subjects offered.</b>					
Favorable	30	30	29	32	17
Unfavorable	57	50	68	65	82
No opinion	<u>13</u>	<u>20</u>	<u>3</u>	<u>3</u>	<u>1</u>
	100	100	100	100	100
<b>Reduce janitorial and maintenance services.</b>					
Favorable	15	15	14	16	19
Unfavorable	72	67	80	78	77
No opinion	<u>13</u>	<u>18</u>	<u>6</u>	<u>6</u>	<u>4</u>
	100	100	100	100	100
<b>Keep present textbooks and library books although it may mean using outdated materials.</b>					
Favorable	20	20	20	14	16
Unfavorable	68	63	76	82	81
No opinion	<u>12</u>	<u>17</u>	<u>4</u>	<u>4</u>	<u>3</u>
	100	100	100	100	100
<b>Reduce the amount of supplies and materials teachers use in classrooms.</b>					
Favorable	26	27	22	31	26
Unfavorable	58	51	70	60	73
No opinion	<u>16</u>	<u>22</u>	<u>8</u>	<u>9</u>	<u>1</u>
	100	100	100	100	100
<b>Reduce the number of counselors on the staff.</b>					
Favorable	32	31	33	40	28
Unfavorable	49	42	58	49	70
No opinion	<u>19</u>	<u>27</u>	<u>9</u>	<u>11</u>	<u>2</u>
	100	100	100	100	100

### Reduce special services, such as speech, reading, and hearing therapy.

Favorable	10	10	9	9	13
Unfavorable	80	74	89	89	84
No opinion	<u>10</u>	<u>16</u>	<u>2</u>	<u>2</u>	<u>3</u>
	100	100	100	100	100

### Reduce the number of administrative personnel.

Favorable	50	48	50	55	43
Unfavorable	32	27	41	32	52
No opinion	<u>18</u>	<u>25</u>	<u>9</u>	<u>13</u>	<u>5</u>
	100	100	100	100	100

In some public schools, educational companies are given contracts to put in new methods to teach the children in elementary schools certain basic skills, such as how to read. These are called "performance contracts." If the children don't reach a certain level of achievement, the company doesn't get paid for those children who fail to reach the standard. Would you like to have such contracts made here, in this community, if the overall school costs remain about the same?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	49	44	55	58	57
No	28	25	33	24	33
No opinion	<u>23</u>	<u>31</u>	<u>12</u>	<u>18</u>	<u>10</u>
	100	100	100	100	100

Would you favor or oppose the idea of having your school board hire management experts to look into the costs of local schools to see if the educational goals could be achieved at less cost?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Favor	54	49	61	67	69
Oppose	31	30	33	24	23
Don't know	15	21	6	9	8
	100	100	100	100	100

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 Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	70	69	72	70	66
No	21	20	22	24	31
No opinion	9	11	6	6	3
	100	100	100	100	100

## The Voucher System

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. This is called the "voucher system." Would you like to see such an idea adopted in this country?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Favor	38	34	39	66	58
Oppose	44	40	51	31	35
No opinion	18	26	10	3	7
	100	100	100	100	100

## Voting Tax Increases

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 Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
For	40	37	44	37	45
Against	52	53	49	59	49
No opinion	8	10	7	4	6
	100	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?

	For %	Against %	Don't Know/No Answer %
<b>Sex</b>			
Men	40	53	7
Women	39	52	9
<b>Race</b>			
White	40	53	7
Nonwhite	38	49	13
<b>Education</b>			
Elementary grades	27	62	11
High school incomplete	32	60	8
High school complete	37	55	8
Technical, trade, or business school	42	49	9
College incomplete	48	46	6
College graduate	58	35	7
<b>Occupation</b>			
Business & professional	52	41	7
Clerical & sales	48	48	4
Farm	34	56	10
Skilled labor	38	54	8
Unskilled labor	35	59	6
Nonlabor force	27	60	13
<b>Age</b>			
21 to 29 years	53	40	7
30 to 49 years	43	52	5
50 years and over	31	58	11
<b>Religion</b>			
Protestant	41	51	8
Roman Catholic	34	57	9
Jewish	50	39	11
All others	42	47	11
<b>Region</b>			
East	34	58	8
Midwest	40	52	8
South	41	50	9
West	46	46	8
<b>Community Size</b>			
500,000 and over	39	51	10
50,000 to 499,999	38	52	10
25,000 to 49,999	57	36	7
Under 25,000	40	55	5

(Continued on next page)

## (Voting Tax Increases — Continued)

Income	For %	Against %	Don't Know/ No Answer %
\$15,000 and over	51	42	7
\$10,000 to \$14,999	41	51	8
\$ 7,000 to \$ 9,999	42	55	3
\$ 5,000 to \$ 6,999	38	52	10
\$ 3,000 to \$ 4,999	36	55	9
Under \$3,000	24	60	16

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 Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
For	46	43	50	46	50
Against	37	36	38	46	31
No opinion	17	21	12	8	19
	100	100	100	100	100

## Do you think such fees should be charged?

	National Totals %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	47	47	46	56
No	10	11	10	17
No opinion	2	2	-	3
	59	60	56	76

In some schools, teachers and students have fund-raising events to finance special projects for school equipment, after-school activities, and the like. Do you think it is a good idea or a poor idea for the schools to permit these events?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Good idea	84	81	88	90	97
Poor idea	11	12	10	8	3
No opinion	5	7	2	2	-
	100	100	100	100	100

## Fund Raising in The Public Schools

Does your child bring money from home to pay for anything, except lunch, in school?  
(Asked only of parents of school children)

	National Totals %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	59	60	56	76
No	39	38	37	24
Don't know	2	2	7	-
	100	100	100	100

If "YES," for what?

Books	9	19	27	30
Supplies for classes (general)	7	17	17	24
Travel expenses for field trips	5	11	11	7
Athletic fees/equipment	3	6	6	11
School newspaper/school related newspaper	3	7	2	7
Fees for special programs	3	8	5	4
Club dues/class dues	2	5	3	16
Parties/dances	2	4	3	2
Charitable contributions/ events	2	3	6	3
General school activities	1	3	4	5
Miscellaneous	9	20	12	26

## Parent Accountability

When some children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Of course, all of these things share the blame, but where would you place the *chief* blame?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Children	14	11	17	14	51
Home life	54	58	49	44	25
School	6	6	6	14	5
Teachers	8	7	10	8	11
No opinion	18	18	18	20	8
	100	100	100	100	100

A suggestion has been made that parents of school children attend one evening class a month to find out what they can do at home to improve their children's behavior and increase their interest in school work. Is it a good idea or a poor idea?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Good idea	81	82	80	81	75
Poor idea	13	11	16	15	21
No opinion	6	7	4	4	4
	100	100	100	100	100

## How To Do Your Own Survey

Do you know what people in YOUR district think of the local schools? Unless you have conducted a scientific study, your surmises may be way off the beam.

If you are interested in making such a study, a good way to start is by writing for a free copy of *A Look Into Your School District*, a simple 20-page manual issued recently by CFK Ltd.

The booklet includes these sections: Why Survey? Selection of Survey Questions. Design of the Questionnaire. Determining the Survey Sample. Recruitment of Interviewers. Training Interviewers. Interviewing Assignments. Processing the Results. Summarizing the Findings.

A local survey can be made inexpensively, using volunteer interviewers. Or it can be made expensively, with a paid survey director and staff. In either case, the CFK manual will be helpful. Request your copy from CFK Ltd., 3333 S. Bannock St., Englewood, Colo. 80110. (No charge for single copies.)

Some students are not interested in school. Often, they keep other students from working in school. What should be done in these cases?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Special classes for all who are not interested	29	26	34	27	27
Expel them	12	12	12	13	22
Offer better/more interesting: curriculum/teaching methods	11	11	10	13	14
Special counseling	9	9	10	11	13
Harsher discipline	9	9	10	7	4
Vocational training	8	8	7	9	8
Make their parents responsible	7	6	7	8	3
Put in school for problem students	6	5	7	13	3
Teachers should take more interest in such students	4	3	5	3	4
Miscellaneous	5	5	5	4	5
Don't know/no answer	18	21	16	14	14

Some people say that if the schools and the teachers interest the children in learning, most disciplinary problems disappear. Do you agree or disagree?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Agree	76	75	76	78	81
Disagree	18	17	20	20	18
No opinion	6	8	4	2	1
	100	100	100	100	100

## Discipline

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

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Too strict	3	3	3	-	22
Not strict enough	48	47	47	58	23
Just about right	33	26	46	29	53
Don't know	16	24	4	13	2
	100	100	100	100	100

If "not strict enough": Can you tell me what you mean? In what ways is discipline not strict enough?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Teachers lack authority	11	10	12	14	2
Students have too much freedom	11	11	12	15	7
Disrespect for teachers	6	7	4	8	4
Rules are not enforced	3	4	2	3	4
Dress code is too liberal	3	2	3	4	*
Vandalism	2	2	2	5	*
Parents not interested in school affairs	2	1	3	5	*
Miscellaneous	3	3	3	5	*
Don't know/no answer	3	3	4	2	*

\*Less than 1%

## Racial Integration In the Schools

How do you feel about school integration?

Do you feel it has improved the quality of education received by black students?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	43	39	48	51	56
No	31	31	31	33	31
Don't know	26	30	21	16	13
	100	100	100	100	100

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(Racial Integration—Continued)

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Do you feel it has improved the quality of education received by white students?					
Yes	23	21	26	30	35
No	51	48	54	53	47
Don't know	26	31	20	17	18
	100	100	100	100	100

Do you feel it has improved relations between blacks and whites or has it worked against better relations?

Improved relations	40	36	44	49	59
Worked against	35	35	35	39	28
No opinion	25	29	21	12	13
	100	100	100	100	100

Do you feel it (school integration) has improved relations between blacks and whites or has it worked against better relations?

	Improved Relations %	Worked Against %	No Opinion %
<b>Sex</b>			
Men	40	37	23
Women	40	33	27
<b>Race</b>			
White	37	37	26
Nonwhite	63	15	22
<b>Education</b>			
Elementary grades	26	43	31
High school incomplete	36	37	27
High school complete	37	38	25
Technical, trade, or business school	41	34	25
College incomplete	49	32	19
College graduate	51	29	20
<b>Occupation</b>			
Business & professional	49	28	23
Clerical & sales	44	31	25
Farm	29	37	34
Skilled labor	40	39	21
Unskilled labor	40	34	26
Nonlabor force	29	40	31
<b>Age</b>			
21 to 29 years	50	31	19
30 to 49 years	42	36	22
50 years and over	33	36	31
<b>Religion</b>			
Protestant	39	37	24
Roman Catholic	39	33	28
Jewish	48	35	17
All others	48	22	30
<b>Region</b>			
East	37	34	29
Midwest	40	36	24
South	41	39	20
West	42	29	29

	Improved Relations %	Worked Against %	No Opinion %
<b>Income</b>			
\$15,000 and over	44	35	21
\$10,000 to \$14,999	41	35	24
\$7,000 to \$9,999	40	37	23
\$5,000 to \$6,999	42	33	25
\$3,000 to \$4,999	38	37	25
Under \$3,000	31	35	34
<b>Community size</b>			
500,000 and over	41	37	22
50,000 to 499,999	43	33	24
25,000 to 49,999	32	61	7
Under 25,000	37	34	29

## Educational Innovation

In the schools in your community, do you think too many educational changes are being tried, or not enough?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Too many	22	21	23	24	14
Not enough	24	23	26	33	53
About right	32	24	44	28	31
Don't know	22	32	7	15	2
	100	100	100	100	100

In some schools, time spent by students in classrooms is being reduced to give more time for independent study, that is, carrying out learning projects on their own. Should the local schools give more time to independent study than they presently do, or should they give less time?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
More	31	30	31	39	56
Less	22	18	26	28	18
About right now	25	21	32	25	20
No opinion	22	31	11	8	6
	100	100	100	100	100

Some people feel that too much emphasis is placed in the high schools on preparing students for college and not enough emphasis on preparing students for occupations that do not require a college degree. Do you agree or disagree?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Agree	68	68	69	67	61
Disagree	23	21	25	27	35
No opinion	9	11	6	6	4
	100	100	100	100	100

# Composition of the Sample

Analysis of Respondents				School
		All Adults	Juniors & Seniors	
		%	%	
Adults				
No children in school	56%			
Public school parents	39%*	Region		
Parochial school parents	8%*	East	29	
		Midwest	31	
		South	28	
		West	30	
			26	
			25	
			17	
			14	
			100	
			100	
*Totals exceed 44% because some parents have children attending more than one kind of school.				
High school juniors and seniors		Community size		
Public school students	90%	500,000 and over	32	
Parochial & private school students	10%	50,000 to 499,999	32	
		25,000 to 49,999	24	
		Under 25,000	23	
			3	
			41	
			42	
			100	
			100	
	All Adults	High School Juniors & Seniors	Education	
	%	%		
Sex			Elementary grades	
Men	48	52	High school incomplete	
Women	52	48	High school complete	
	100	100	Technical, trade, or business school	
			College incomplete	
			College graduate	
			16	
			19	
			31	
			7	
			13	
			14	
			100	
			100	
			DOES NOT APPLY	
Race			Occupation (head of household)	
White	91	90	Business & professional	
Nonwhite	9	10	Clerical & sales	
	100	100	Farm	
			Skilled labor	
			Unskilled labor	
			Nonlabor force	
			Undesignated	
			24	
			11	
			5	
			18	
			21	
			19	
			2	
			100	
			100	
			100	
Religion			Income (total household)	
Protestant	64	53	\$15,000 and over	
Roman Catholic	26	33	\$10,000 to 14,999	
Jewish	3	4	\$ 7,000 to \$ 9,999	
Others	7	10	\$ 5,000 to \$ 6,999	
	100	100	\$ 4,000 to \$ 4,999	
			\$ 3,000 to \$ 3,999	
			Under \$2,999	
			Undesignated	
			17	
			26	
			18	
			15	
			15	
			5	
			5	
			12	
			2	
			100	
			100	
			100	
Age				
21 to 29 years	20			
30 to 49 years	38			
50 years and over	42			
	100			
15 years and under		10		
16 years		30		
17 years		42		
18 years and over		18		
		100		

## Design of the Sample

The Gallup Organization, Inc., maintains a national probability sample of interviewing areas that is used for all National Opinion Trends surveys. For each survey, a minimum of 1,500 individuals are personally interviewed. An independent sample of individuals is selected for each survey.

The sampling procedure is designed to produce an approximation of the adult civilian population, 18 years and older, living in the United States, except for those persons in institutions such as prisons or hospitals. Survey data can be applied to this population for the purpose of projecting percentages into numbers of people.

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. Approximately 300 sampling points, i.e., clusters of blocks or rural segments, are used in each survey. Interpenetrating samples can be provided for any given study when appropriate.

The sample design included stratification by these seven size-of-community strata: central cities of population 1,000,000 and over; 250,000 to 999,999; 50,000 to 249,000; the urbanized areas of all these central cities as a single stratum; cities 2,500 to 49,999; rural villages; rural open areas. Each of these strata was further stratified into seven geographic regions. Within each city size-regional stratum, the population was arrayed in geographic order and zoned

into equal sized groups of sampling units. From this array of data, pairs of localities were randomly selected in each zone, producing two replicated samples of localities.

Within localities so selected for which the requisite population data are reported, subdivisions were drawn with the probability of selection proportional to size of population. In all other localities, small definable geographic areas were selected with equal probability.

Separately for each survey, within each subdivision so selected for which block statistics are available, a sample of blocks is drawn with probability of selection proportional to the number of dwelling units. In all other subdivisions or areas, blocks or

segments are drawn at random or with equal probability.

In each cluster of blocks and each segment so selected, a randomly selected starting point is designated on the interviewer's map of the area. Starting at this point, interviewers are required to follow a given direction in the selection of households until their assignment is completed.

Interviewing is conducted at times when adults, in general, are most likely to be at home, which means on weekends or on weekdays after 4:00 p.m. for women and after 6:00 p.m. for men.

Allowance for persons not at home is made by a "times-at-home" technique rather than by "call-backs." This procedure is a standard method for reducing the sample bias that would otherwise result from under-representation in the sample of persons who are difficult to find at home.

The pre-stratification by regions is

routinely supplemented by fitting each obtained sample to the latest available Census Bureau estimates of the regional distribution of the population. Also minor adjustments of the sample are made by educational attainment (by men and women separately), based on the annual estimates of the Census Bureau derived from their Current Population Survey.

## 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.

Table 1 shows how much allowance should be made for the sampling error of a percentage.

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 1,500 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "1,500." The number at this point is 3, which means that 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 Table 2A - 2B the number of points which must be allowed for such comparisons is indicated.

Two tables are provided. Table 2A is for percentages near 20 or 80; Table 2B is for percentages near 50. For percentages in between, the error to be allowed for is between those 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.

Since the percentages are near 50, we consult Table 2B, 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 2A, 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.

Table 1

### Recommended Allowance for Sampling Error of a Percentage

	In Percentage Points (at 95 in 100 confidence level)* Sample Size						
	1,500	1,000	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

Table 2A-2B

### Recommended Allowance for Sampling Error of the Difference

	In Percentage Points (at 95 in 100 confidence level)*			
	Percentages near 20 or percentages near 80			
Table A Size of Sample	750	600	400	200
750	5			
600	5	6		
400	6	6	7	
200	8	8	8	10
Table B Size of Sample	Percentages near 50			
	750	600	400	200
750	6			
600	7	7		
400	7	8	8	
200	10	10	10	12

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