

For the third consecutive year, the Kappan is privileged to publish a full report of an attitude survey conducted by Gallup International for CFK Ltd. The CFK-Gallup education surveys are now established as a major source of information concerning the status and trends of opinion about significant school questions.

For school officials the polls can be valuable in two important ways. They alert decision makers to overall public reaction to a variety of school programs and policies. And they serve as a national benchmark with which local attitudes can be compared.

Elsewhere in this report the reader will find an invitation to write for a free copy 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 surveys, 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

Fourth Annual Gallup Poll Of Public Attitudes Toward Education

BY GEORGE H. GALLUP

Purpose of the Study

The survey reported in the following pages was sponsored by CFK Ltd. and is the fourth in an annual series designed to measure and record the attitude of American citizens toward their public schools.

Each year new areas are covered as new problems become salient. Some questions are repeated from earlier years in order to measure trends.

The survey this year emphasized various ways of providing funds for the operation of public schools in the United States. Other issues which provoke discussion in the educational world were included: the goals of education, accountability, compulsory attendance, teacher tenure, alternative ways for students to learn, the public's attitudes towards school boards and teachers.

The findings of this study apply to the nation as a whole and not necessarily to any single community. These findings do, however, permit local communities to compare results of surveys conducted within their own community with the results of the national survey.

The study represents the joint planning of the staff of CFK Ltd. and the staff of Gallup International. Valuable help in selection of the areas of interest and concern to be included in the survey came from: Forbes Bottomly, superintendent of schools, Seattle, Wash.; B. Frank Brown,

director, Information and Services Division, Institute for Development of Educational Activities (I/D/E/A), Melbourne, Fla., and member, CFK Ltd. Board of Directors; Stanley Elam, editor, *Phi Delta Kappan*, Bloomington, Ind.; Ernest Jones, acting superintendent of schools, St. Louis, Mo.; Carl L. Marburger, state commissioner of education, Trenton, N.J.; and Kenneth Schoonover, superintendent, Arapahoe County School District Six, Littleton, Colo.

Research Procedure

The Sample. The sample embraced a total of 1,614 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 professional educators. This sample embraced 270 educators (teachers, assistant principals, principals, administrators, superintendents). These persons also were interviewed in every area of the country and in all types of communities.

The Interviewing Form. Questions included in the

(Research Procedure — continued)

questionnaire were selected after many pretests conducted in the interviewing center maintained by the Gallup organizations in Hopewell, New Jersey.

Time of Interviewing. The field work for this study was done from April 21 through 23, 1972.

Major Problems Confronting The Public Schools in 1972

Discipline again ranks as the number one problem of the public schools, in the minds of the citizens of the nation. For one brief year, 1971, it dropped to third place in the list. This year discipline is restored to the top position held in earlier years.

Based upon the number of mentions to the open question, "What do you think are the biggest problems with which the *public* schools in this community must deal?," the top problems are as follows:

1. Lack of discipline
2. Lack of proper financial support
3. Integration-segregation problems
4. Difficulty of getting "good" teachers
5. Large school, too large classes
6. Parents' lack of interest
7. Lack of proper facilities
8. Poor curriculum
9. Use of dope, drugs

Since last year the number of times the use of dope and drugs was mentioned as a serious problem of the schools has dropped significantly — from fifth place in 1971 to ninth place in 1972.

The professional educators interviewed in this same survey regard school finances as the number one problem, followed in order by integration/segregation, discipline, parents' lack of interest, quality of teaching, curriculum, use of dope and drugs, and lack of proper school facilities.

The public's desire for stricter school policies bearing on discipline has been manifested in many ways in the years since these annual CFK Ltd. surveys were established. The present survey adds further evidence.

The question of "student rights" was probed in the present survey. The question:

Generally speaking, do the local public school students in this community have too many rights and privileges, or not enough?

The general public replied:

Too many	41%
Not enough	11%
Just right	33%
No opinion	15%

Since 18-year-olds now have the right to vote, the question has arisen as to whether, as full-fledged citizens, they should not have more rights than other students. The public says "no" in resounding fashion. The question:

Should students who are 18 years of age, and now have the right to vote, have more rights and privileges than other students?

Yes	21%
No	73%
No opinion	6%

It is worth noting again that in the 1971 survey the public agreed, by a substantial majority, that while discipline is a major concern, "if the schools and teachers interest the children in learning, most disciplinary problems disappear."

In What Ways Are the Local Public Schools Particularly Good?

Relatively few citizens ever stop to think about the good things the public schools are doing. It is much easier to complain. To find out just what the typical citizen thinks his own schools are "doing right," this question has been included in all CFK Ltd. surveys:

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

The responses, in order of mention, follow:

1. The curriculum
2. The teachers
3. School facilities
4. Equal opportunity for all
5. No racial conflicts
6. Extracurricular activities
7. Up-to-date teaching methods
8. Good student-teacher relationships
9. Good administration
10. Small school or small classes

Because of the absence of objective data by which to judge local schools, responses are almost never stated in terms of achievement, of success in reaching educational goals, or the product itself — the graduates.

Even professional educators are unlikely to judge the schools by results. When they were asked this same question, they named, in order: curriculum, teachers, equal opportunity for all students, school facilities, up-to-date teaching methods, no racial conflicts, good student-teacher relationships, extracurricular activities, good administration, small school or small classes.

The Goals of Education As the Public Sees Them

Most efforts to discover the public's ideas on the goals of education have ended in questionable findings because researchers have failed to distinguish between ends and means.

To avoid this, the present survey has attempted to make a separation, dealing with ends first and with means later.

An open question (with two probes) was utilized to get

at the public's ideas of the ultimate goals of education. This was the question asked:

People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

After the person interviewed had answered this question, he was asked if he could think of anything else. One further attempt was made to see if he could add to his list.

Here are the responses and the percentages of respondents mentioning each in some form:

- | | |
|---|-----|
| 1. To get better jobs | 44% |
| 2. To get along better with people at all levels of society | 43% |
| 3. To make more money — achieve financial success | 38% |
| 4. To attain self-satisfaction | 21% |
| 5. To stimulate their minds | 15% |
| 6. Miscellaneous reasons | 11% |

These responses show that the public thinks of education largely in a pragmatic way. But this heavy emphasis on material goals, at the expense of those concerned with intellectual and artistic development, should come as no shock. Americans are a practical people who believe firmly that education is the royal road to success in life.

Is there a wide chasm between the educational programs followed in the public schools and the programs to which the public attaches great importance? Some will view these tabulations as evidence that there is. Yet we have already seen that the public does not regard curricular problems as particularly serious. In fact curriculum ranked at the top in our tabulation of school strengths.

After having sought to learn the public's views on the ultimate goals of education, our interviewers handed each respondent a card on which were listed nine specific programs for reaching educational goals.

Respondents were asked first about elementary school children, then about junior and senior high school students. Below are ratings of these programs based upon the number of mentions. The question was:

Which three of these educational programs [card list] would you like your local elementary schools (grades 1-6) to give more attention to:

1. Teaching students the skills of reading, writing, and arithmetic
2. Teaching students how to solve problems and think for themselves
3. Teaching students to respect law and authority
4. Teaching students how to get along with others
5. Teaching students the skills of speaking and listening
6. Teaching students vocational skills
7. Teaching students health and physical education
8. Teaching students about the world of today and yesterday (that is, history, geography, and civics)
9. Teaching students how to compete with others

Respondents were then asked the same question in relation to junior and senior high schools (grades 7-12). In order of mentions:

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.

1. Teaching students to respect law and authority
2. Teaching students how to solve problems and think for themselves
3. Teaching students vocational skills
4. Teaching students how to get along with others
5. Teaching students the skills of speaking and listening
6. Teaching students about the world of today and yesterday (that is, history, geography, and civics)
7. Teaching students the skills of reading, writing, and arithmetic
8. Teaching students health and physical education
9. Teaching students how to compete with others

Voting Financial Help for Schools

School bond issues are still having their difficulties. Throughout the nation more are voted down than are approved.

To shed light on the attitude of voters toward the financial needs and problems of the public schools, this question has been asked in each national survey beginning with 1969:

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?

The national results again show a greater number voting against rather than for.

For raising taxes	36%
Against raising taxes	56%
No opinion	8%

The pattern of those favoring tax increases and those opposed remains constant from year to year. Those most in favor come from these groups: the better educated, the younger age levels, business and professional people, and white-collar workers.

The most opposed to voting tax increases come from these groups: the poorly educated, persons over 50 years of age, low income groups, and manual workers.

Interestingly enough, the persons who have suffered most from not having had a good education are the ones most opposed to meeting present needs. Or perhaps a more accurate statement is that the well-educated appreciate more fully how important a good education is.

Shifting the Tax Burden

During the year there has been much discussion of reducing the burden placed on local property to support the schools. Suggestions have been made to shift more of the burden to state governments or to the federal government or both.

To test sentiment in favor of shifting more of the burden to the state government, 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?

For	55%
Against	34%
No opinion	11%

The Value-Added Tax

Still another way of helping to finance the public schools of the nation is the value-added tax, much debated in financial circles.

But the value-added tax fails to arouse much enthusiasm at this time, particularly since it is widely regarded as a regressive tax, falling more heavily on lower-income than on higher-income groups.

The question asked was this:

It has been suggested that a new kind of national sales tax, sometimes called a value-added tax, should be adopted to help reduce local property taxes that now support public schools. Do you favor or oppose such a tax?

Results for the nation:

Favor	34%
Oppose	51%
No opinion	15%

Are New School Buildings More Expensive Than They Need Be?

A majority of citizens (53%) agree that new schools are

more expensive than they need be. Thirty-five percent take the opposite view; 12% have no opinion. The professional educators interviewed agreed with the majority viewpoint but by a narrower margin.

To shed light on the public's thinking about building costs, verbatim comments were recorded. They reveal the wide variety of reasons why the public believes that new schools are too expensive:

"I think they are putting too much fancy stuff in these new schools that kids don't need and don't appreciate."

"Far too much goes to architects for designing frills and not enough for basic needs."

"School boards want to build monuments. They forget that changes are going on all the time in education and that schools built today will be obsolete in 20 years. Why not build for 20 years instead of a century?"

"Unfortunately, schools are designed by people who make more money by making them elaborate; they are not designed by those who use them."

"The cost per foot of floor space for new schools here is higher than the cost of good office space. This proves to me that there is graft."

"Why not temporary and portable buildings? These can satisfy educational needs. All you need is a roof over your head and four walls."

"Our schools have a lot of things they don't need: rooms where teachers sit and smoke, wall-to-wall carpeting, air conditioners when the schools are not used in summer."

Those who hold the opposite view — that new school buildings are not too expensive — express their views in these typical comments:

"The extras spent on buildings are a good investment. They make the kids proud of their school."

"Poor children need to spend part of their day in nice surroundings. The extras spent on buildings are good for their morale."

"Part of the process of education depends on physical environment. In this respect beautiful buildings are important."

"Because of inflation and high construction costs, all buildings built today are too expensive."

Tenure

Increasingly, the public disapproves of the idea of tenure for teachers. As the salaries of educators become comparable with those in other fields, as teachers through their unions and similar organizations develop more clout, and as the supply of teachers begins to exceed the demand, public pressure to give up tenure will almost certainly intensify.

In the present survey, here is how the nation votes on the issue of tenure, as stated in these words:

Most public school teachers have tenure, that is, after a two- or three-year trial period, they receive what amounts to a lifetime contract. Do you approve or disapprove of this policy?

The results for the nation and for two key groups are as follows:

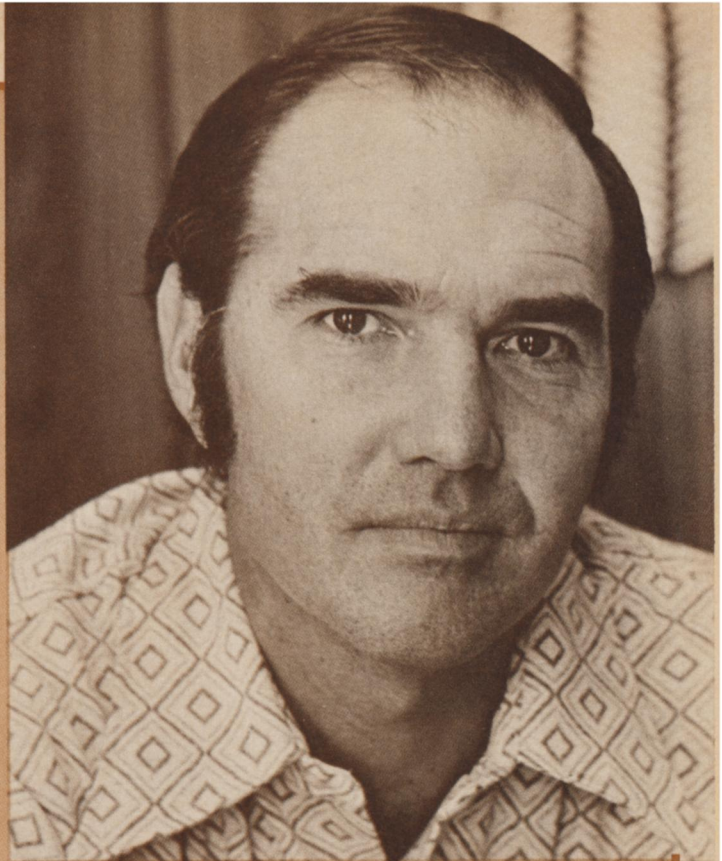
Charles F. Kettering II, 1931-1971

The Gallup Polls of Public Attitudes Toward Education were the brainchild of one man: the late Charles F. Kettering II. Chuck Kettering, grandson of one of the great American automotive geniuses, found his life work in striving to rectify inequities and indignities. Convinced early that education is a major instrument in social improvement, he was indefatigable in stimulating and guiding the educational projects of the Charles F. Kettering Foundation and of CFK Ltd., which he himself founded and chaired. Frequently, however, he would go beyond the reach of any institution to personally extend his support and understanding. A certificated teacher in the state of Colorado, he was perhaps the most insightful of the committee members who helped George Gallup frame questions for this poll.

Early last December Chuck Kettering called the first session to plan the 1972 poll and presided over the meeting near Newark, New Jersey. Less than a week later he was fatally struck by a car on a street near his Denver home.

The editors of the *Phi Delta Kappan* dedicate this issue to the memory of Charles F. Kettering II, a man of courage, energy, imagination, and dedication to the noblest goals of education.

The 33rd Biennial Council of Phi Delta Kappa extended its sympathy to the widow and family of Mr. Kettering last December and unanimously adopted a resolution naming proposed PDK Research Service Center internships in his honor. Competition for the first two internships, funded by the council for the current biennium, will be announced after the first of the year. Kappans at the doctoral level



who best exemplify Chuck Kettering's constructive spirit, enthusiastic approach, and practical good sense will be chosen for the awards. Kettering interns will synthesize and interpret research findings to determine what is known and what can be done in selected areas of education. Their work will be reported in PDK monographs.

Do you approve or disapprove of tenure?

	National Survey %	Parents of School Children %	Professional Educators %
Approve	28	27	53
Disapprove	61	64	42
No opinion	11	9	5

Two years ago, in the 1970 CFK Ltd. survey, a substantially similar question produced these results: In favor of tenure, 35%; opposed, 53%; no opinion, 12%.

Placing the Blame For Poor School Work

When a child does poorly in school, who or what is chiefly to blame? The consensus: the child's home life.

To try to find out where the typical citizen places the blame for school failure, this question was asked of all those who participated in the survey, including the professional educators:

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 results below show how the nation votes and how this compares with the vote of parents with children now in public school and with the vote of the professional educators.

	National Survey %	Parents of School Children %	Professional Educators %
On the children	14	20	8
On the children's home life	57	53	67
On the school	6	7	9
On the teachers	12	13	7

With such wide agreement that home factors are responsible for educational failure, one wonders why so little attention is being given to the solution of this problem. Neither the schools nor the teachers can be expected to re-order the home life of children, yet many surveys have shown that parents are eager for help and suggestions. This is true of the highly educated as well as the poorly educated. Certainly, if a child's success in school is largely dependent upon his home life, more time and effort should be devoted to finding out ways to deal with these home factors.

Parent-School Liaison

Many schools are now making an effort to bridge the gap between school and home but their efforts are often casual and misdirected.

Only slightly more than a third of the parents with children enrolled in the public schools had attended any meeting (from September, 1971, through April, 1972) whose purpose was to show how they, as parents, can increase the interest of their children in school work, teach them how and when to do school work, and help in other ways to promote school success.

Year-Around Schools

The proposal that schools be kept open the year around is gaining acceptance throughout the nation. When parents discover that this plan need not interfere with family vacations, some of the opposition is removed.

The percentage of citizens favoring the year-around plan has now reached a clear majority. This question was asked in the latest survey:

To utilize school buildings to the full extent, would you favor keeping the school open year around? Each student would attend school for nine months over the course of a year. Do you approve or disapprove?

For the nation, the results show:

Approve	53%
Disapprove	41%
No opinion	6%

The professional educator group is even more favorably inclined towards this proposal, as revealed by the following figures:

Approve	66%
Disapprove	30%
No opinion	4%

The trend in favor of the year-around concept is evidenced by comparing the 1970 figures with the present. In the survey two years ago, a total of 42% of the nation's adults approved, 50% disapproved, and 4% had no opinion.

Making School More Interesting

Most parents say their children like to go to school. At the same time they have many ideas about how to make school more interesting. Here, in their verbatim comments, are some of their suggestions:

"Teachers could try much harder to interest students in the subjects they teach. Children can't judge how important something is. They must be told — and sold."

"I have found that if a teacher is enthusiastic about his subject the students will also be enthusiastic. And you can be sure if he isn't the students will be bored."

"More field trips, extra work, doing things they enjoy doing. You learn by doing."

Reprints of This Poll Report

Additional copies of this fourth annual Gallup survey may be ordered from Phi Delta Kappa, Eighth and Union Streets, Bloomington, Ind. 47401. 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.

To date more than 100,000 reprints of Gallup surveys published by Phi Delta Kappa have been sold.

"More discipline is needed to control the hoodlum element. Students can't be expected to learn when the school is in a state of chaos."

"There should be better communication between the teacher and the parent in order to make the parent more effective. The parent could then show more interest in the work the child is doing, and the child, as a result, would take more interest in school."

"My recipe would be to give more responsibility to the student and to select livelier teachers."

"Give the students more study freedom, better access to books. Let students decide what their interests are and then encourage them to follow up these interests."

"Some teachers are just plain boring. There should be some way to reward, with higher salaries, those who are able to interest students."

"Since sports have been cut out of our schools to save money, my son has lost interest in the school and in his work."

"Keep up the creative challenge all the time. School should expect more of every student — the poor as well as the good."

"In this community the kids are afraid to go to school. The bullies and problem makers should be put together and not allowed to bother other students."

"Schools should plan a whole series of special talks to get students to understand and appreciate the importance of what the school is trying to teach them."

Starting Age for School

The proposal that young children start school at the age of 4 does not arouse much enthusiasm from the American public at this time.

Interesting differences are found among different groups, however, as revealed in the percentages below:

	National %	Parents of Public School Children %	Parents of Private School Children %	Profes- sional Educators %
Favor	32	32	41	40
Oppose	64	65	58	54
No opinion	4	3	1	6

The question asked:

Some educators have proposed that young children start school a year earlier — at the age of 4. Does this sound like a good idea or not?

Compulsory Attendance

A growing viewpoint among professional educators is that it makes little sense to require students to attend school when they are totally uninterested, get little of value from their school work, and all too often become a disrupting factor for other students.

This view, the findings reveal, is largely confined to educators. The public still thinks of the schools in a custodial sense. This question was asked:

In each state children are required to go to school until they reach a certain age. If you were the one to decide, what would be the age in this state? Do you believe those youngsters not interested in school should be forced to attend elementary school (grades 1-6)? Junior and senior high school (grades 7-12)?

The public and the professional educators vote this way:

Leave School at Age:	Public	Professional Educators
	%	%
14 years	2	7
15 years	1	3
16 years	28	42
17 years	11	8
18 years	42	23
19 years	8	4
No minimum age	—	4

Compulsory attendance at elementary school is universally approved. The public votes 91% in favor of this policy.

Compulsory attendance at junior and senior high school is also favored, by 73% in the case of the public, by 56% in the case of professional educators.

Making Better Use of Outside Opportunities

The public likes the idea of permitting students to make greater use of educational opportunities found outside the school. Professional educators are even more in favor of the idea.

This is the question:

In most communities students can learn many things outside the school. Would you approve or disapprove if the schools here reduced the amount of classroom instruction to allow students to make greater use of the educational opportunities outside the school?

The results:

	Public	Professional Educators
	%	%
Approve	56	72
Disapprove	35	26
No opinion	9	2

Least enthusiastic about the idea are the parents with

children now enrolled in the public schools. They vote in favor of the idea but by a narrower margin — 49% to 43%.

Nongraded Schools

The public approves of the nongraded school concept by the very substantial margin of 71% to 22%, with 7% expressing no opinion. Professional educators interviewed approve nongraded schools by the ratio of 87% to 11%.

The question asked was this:

Should a student be able to progress through the school system at his own speed and without regard to the usual grade levels? This would mean that he might study seventh-grade math but only fifth-grade English. Would you favor or oppose such a plan in the local schools?

Approval of this idea is so high throughout the nation that the movement toward nongraded schools will undoubtedly accelerate over the next decade.

Attitudes Toward Local School Boards

Nationally, school boards get high marks from the public for their efforts to improve the quality of education. And those who are in the best position to know — parents who have children now enrolled in the public schools and professional educators — give them the highest marks.

This question was put to those included in the present survey:

Now, a question about the local school board. . . . Does it work hard to improve the quality of education?

The national result is:

Yes	59%
No	19%
No opinion	22%

The professional educators, in response to the same question, say:

Yes	67%
No	25%
No opinion	8%

In the case of parents with children now attending public schools, the vote is:

Yes	66%
No	21%
No opinion	13%

Teaching as a Career

The public's high regard for teachers and for the teaching profession has been evidenced in many ways in these annual surveys. In the present study, two out of every three citizens interviewed said they would like to have a

child of theirs take up teaching as a career. The vote:

Yes	67%
No	22%
No opinion	11%

While this percentage is very high, it is worth noting that it was higher in earlier surveys. Comments by those interviewed shed light on the drop. Many are aware that teaching jobs are scarce and that supply in many areas exceeds demand. Another reason, frequently voiced, is that teaching has become "dangerous," with children permitted to run "wild" in many schools.

Detailed Breakdowns

The Major Problems

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

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Discipline	23	23	23	26	20
Integration/ segregation	18	20	14	17	23
Finances	19	17	22	16	35
Teachers	14	14	14	16	13
Facilities	5	4	7	4	11
Curriculum	5	4	5	4	12
Parents' lack of interest	6	6	6	3	18
Large school, large classes	10	9	10	15	5
Dope, drugs	4	4	4	3	11
There are no problems	2	3	2	2	8
Miscellaneous	9	8	11	12	12
Don't know/ no answer	12	13	12	9	4

What's Right With the Schools

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

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Teachers	19	15	28	13	29
Curriculum	21	16	28	15	42
Facilities	8	7	9	8	16
Up-to-date teaching method	5	4	8	6	12
Extra curricu- lar activities	5	3	8	8	6
No racial conflicts	7	7	6	4	11
Small school- small classes	3	2	5	1	4
Good adminis- tration	3	2	5	3	6

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Good student/ teacher rela- tionships	4	2	6	4	6
Parents are interested, participate	2	1	3	3	3
Discipline	2	1	2	—	2
Transportation system		1	1	2	1
Equal oppor- tunities for all	8	8	8	7	19
Close to home	1	1	2	3	1
Nothing is good	7	7	6	15	5
Miscellaneous	1	1	1	—	1
Don't know/ no answer	33	43	19	35	5

Student Rights and Privileges

Generally speaking, do the local public school students in this community have too many rights and privileges, or not enough?

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Too many	41	41	40	40	33
Not enough	11	12	9	12	17
Just right	33	28	42	28	42
No opinion	15	19	9	20	8
	100	100	100	100	100

Rights of Older Students

Should students who are 18 years of age, and now have the right to vote, have more rights and privileges than other students?

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Yes	21	24	17	19	24
No	73	71	77	76	73
Don't know	6	5	6	5	3
	100	100	100	100	100

School Starting Age

Some educators have proposed that young children start school a year earlier — at the age of 4. Does this sound like a good idea or not?

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Good idea	32	31	32	41	40
Poor idea	64	64	65	58	54
No opinion	4	5	3	1	6
% totals	100	100	100	100	100

Same question, answers by other categories.

	Percent Totals	Good Idea %	Poor Idea %	Don't Know/ No Answer %
Sex				
Men	100	33	63	4
Women	100	31	65	4
Race				
White	100	28	68	4
Nonwhite	100	63	34	3
Education				
Elementary grades	100	24	72	4
High school incomplete	100	29	67	4
High school complete	100	34	63	3
Technical, trade, or business school	100	38	61	1
College incomplete	100	37	56	7
College graduate	100	33	63	4
Occupation				
Business & professional	100	33	61	6
Clerical & sales	100	42	56	2
Farm	100	14	82	4
Skilled labor	100	29	69	2
Unskilled labor	100	36	61	3
Nonlabor force	100	27	68	5
Age				
Under 21 years	100	39	54	7
21 to 29 years	100	47	51	2
30 to 49 years	100	32	64	4
50 years and over	100	24	72	4
Religion				
Protestant	100	28	69	3
Roman Catholic	100	33	63	4
Jewish	100	54	34	12
All others	100	48	46	6
Region				
East	100	36	59	5
Midwest	100	28	70	2
South	100	29	68	3
West	100	37	59	4
Income				
\$15,000 and over	100	34	62	4
\$10,000 to \$14,999	100	36	61	3
\$ 7,000 to \$ 9,999	100	30	67	3
\$ 5,000 to \$ 6,999	100	33	62	5
\$ 3,000 to \$ 4,999	100	29	67	4
Under \$3,000	100	23	72	5
Community size				
500,000 and over	100	45	49	6
50,000 to 499,999	100	33	64	3
25,000 to 49,999	100	29	67	4
Under 25,000	100	22	75	3

Teacher Tenure

Most public school teachers have tenure; that is, after a two- or three-year trial period, they receive what amounts to a lifetime contract. Do you approve or disapprove of this policy?

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
Approve	28	28	27	28	53
Disapprove	61	59	64	63	42
No opinion	11	13	9	9	5
% totals	100	100	100	100	100

Compulsory Attendance, Upper Age Limits

In each state children are required to go to school until they reach a certain age. If you were the one to decide, what would be the age?

	National Totals N= 1,790 %	No Children In Schools 996 %	Public School Parents 698 %	Private School Parents 144 %	Profes- sional Educators 270 %
14 years & under	2	2	0	1	7
15 years	1	2	1	1	3
16 years	28	29	28	18	42
Over 16 years	61	60	64	65	35
Don't know	8	7	7	15	9
% totals	100	100	100	100	96*

*Four percent of the professional educators opted for no minimum age; that is, they do not believe in compulsory education.

Same question, answers by other categories.

	Per- cent Totals	14 Yrs. %	15 Yrs. %	16 Yrs. %	Over 16 Yrs. %	Don't Know/ No Answer %
Sex						
Men	100	2	2	31	57	8
Women	100	1	1	26	65	7
Race						
White	100	2	2	30	59	7
Nonwhite	100	1	0	11	77	11

How To Do Your Own Survey

A Look Into Your School District is a simple 20-page manual issued last year by CFK Ltd. It helps school officials plan and conduct a scientific study of what people think in a local district, in much the same way the Gallup organization conducted this nationwide survey.

Since the booklet was announced in the September, 1971, *Kappan* over 6,000 copies have been distributed by CFK Ltd., 3333 S. Bannock Street, Englewood, Colo. 80110. It has been reprinted and will again be distributed without charge for single copies.

The booklet includes sections on the reasons for making surveys, the selection of survey questions, design of the questionnaire, how to determine the survey sample, recruitment and training of interviewers, interviewing assignments, processing the results, and 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, *A Look Into Your School District* will be helpful. Write CFK Ltd. for your copy.

	Per- cent Totals	14 Yrs. %	15 Yrs. %	16 Yrs. %	Over 16 Yrs. %	Don't Know/ No Answer %
Education						
Elementary grades	100	1	1	28	59	11
High school incom- plete	100	1	1	21	70	7
High school complete	100	1	1	25	67	6
Technical, trade, or business school	100	2	2	35	59	2
College incomplete	100	2	2	36	53	7
College graduate	100	5	3	36	46	10
Occupation						
Business & pro- fessional	100	3	2	33	54	8
Clerical & sales	100	1	2	25	64	8
Farm	100	0	1	26	72	1
Skilled labor	100	1	0	25	66	8
Unskilled labor	100	1	1	23	67	8
Nonlabor force	100	2	3	31	56	8
Age						
Under 21 years	100	1	1	29	61	8
21 to 29 years	100	3	1	26	62	8
30 to 49 years	100	1	1	27	63	8
50 years and over	100	2	2	30	61	5
Religion						
Protestant	100	2	1	28	63	6
Roman Catholic	100	1	1	24	67	7
Jewish	100	3	6	35	39	7
All others	100	3	2	37	47	11
Region						
East	100	3	2	28	59	8
Midwest	100	1	1	31	62	5
South	100	1	1	22	67	9
West	100	2	3	32	57	6
Income						
\$15,000 and over	100	3	3	35	52	7
\$10,000 to \$14,999	100	0	1	29	65	5
\$ 7,000 to \$ 9,999	100	1	0	26	66	7
\$ 5,000 to \$ 6,999	100	1	1	23	67	8
\$ 3,000 to \$ 4,999	100	3	2	27	61	6
Under \$3,000	100	3	3	25	58	11
Community size						
500,000 and over	100	2	2	24	64	8
50,000 to 499,999	100	2	3	31	59	5
25,000 to 49,999	100	2	0	13	84	1
Under 25,000	100	2	2	30	60	6
Compulsory Attendance, Lower Age Limits						
Do you believe those youngsters not in- terested in school should be forced to attend elementary school (grades 1 to 6)?						
	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators	
N=	1,790	996	698	144	270	
	%	%	%	%	%	
Yes	91	91	92	93	91	
No	7	7	7	6	9	
Don't know	2	2	1	1	0	
% totals	100	100	100	100	100	
Junior and senior high school (grades 7 to 12)?						
Yes	73	71	75	76	56	
No	24	25	23	18	38	
Don't know	3	4	2	6	6	
% totals	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	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
For	36	35	37	38	67
Against	56	56	56	55	29
No opinion	8	9	7	7	4
% totals	100	100	100	100	100

Same question, answers by other categories.

	Percent Totals	For %	Against %	Don't Know/ No Answer %
Sex				
Men	100	37	56	7
Women	100	35	57	8
Race				
White	100	35	57	8
Nonwhite	100	41	48	11
Education				
Elementary grades	100	27	64	9
High school incomplete	100	32	61	7
High school complete	100	33	60	7
Technical, trade, or business school	100	38	59	3
College incomplete	100	45	45	10
College graduate	100	50	41	9
Occupation				
Business & professional	100	43	50	7
Clerical & sales	100	47	47	6
Farm	100	26	65	9
Skilled labor	100	33	60	7
Unskilled labor	100	30	61	9
Nonlabor force	100	30	62	8
Age				
Under 21 years	100	45	42	13
21-29 years	100	41	49	10
30-49 years	100	36	57	7
50 years and older	100	32	61	7
Religion				
Protestant	100	36	57	7
Roman Catholic	100	32	59	9
Jewish	100	55	39	6
All others	100	35	52	13
Region				
East	100	33	58	9
Midwest	100	37	58	5
South	100	37	53	10
West	100	36	55	9
Income				
\$15,000 and over	100	39	54	7
\$10,000 to \$14,999	100	40	52	8
\$ 7,000 to \$ 9,999	100	34	59	7
\$ 5,000 to \$ 6,999	100	36	58	6
\$ 3,000 to \$ 4,999	100	27	64	9
Under \$3,000	100	27	58	15
Community size				
500,000 and over	100	37	54	9
50,000 to 499,999	100	37	55	8
25,000 to 49,999	100	22	78	0
Under 25,000	100	35	57	8

Higher State Taxes, Lower Property Taxes

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	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
For	55	56	54	51	68
Against	34	33	36	37	27
No opinion	11	11	10	12	5
% totals	100	100	100	100	100

Same question, answers by other categories.

	Percent Totals	For %	Against %	Don't Know/ No Answer %
Sex				
Men	100	55	35	10
Women	100	55	33	12
Race				
White	100	55	35	10
Nonwhite	100	56	30	14
Education				
Elementary grades	100	49	35	16
High school incomplete	100	56	34	10
High school complete	100	57	31	12
Technical, trade, or business school	100	48	41	11
College incomplete	100	56	36	8
College graduate	100	58	35	7
Occupation				
Business & professional	100	57	35	8
Clerical & sales	100	53	29	18
Farm	100	59	26	15
Skilled labor	100	52	40	8
Unskilled labor	100	58	34	8
Nonlabor force	100	52	33	15
Age				
Under 21 years	100	63	24	13
21-29 years	100	55	35	10
30-49 years	100	55	35	10
50 years and over	100	54	34	12
Religion				
Protestant	100	55	34	11
Roman Catholic	100	57	33	10
Jewish	100	54	37	9
All others	100	49	38	13
Region				
East	100	54	35	11
Midwest	100	58	32	10
South	100	48	38	14
West	100	61	31	8
Income				
\$15,000 and over	100	55	35	10
\$10,000 to \$14,999	100	54	36	10
\$ 7,000 to \$ 9,999	100	55	37	8
\$ 5,000 to \$ 6,999	100	56	32	12
\$ 3,000 to \$ 4,999	100	60	27	13
Under \$3,000	100	51	31	18

Percent
Totals

For
%

Against
%

Don't Know/
No Answer
%

Community size				
500,000 and over	100	55	33	12
50,000 to 499,999	100	52	36	12
25,000 to 49,999	100	58	36	6
Under 25,000	100	56	34	10

The Value-Added Tax

It has been suggested that a new kind of national sales tax, sometimes called a value-added tax, should be adopted to help reduce local property taxes that now support public schools. Do you favor or oppose such a tax?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
Favor	35	35	30	37	38
Oppose	51	50	54	51	53
No opinion	14	15	16	12	9
% totals	100	100	100	100	100

Increasing the Child's Interest in School

Can anything be done by the school to increase your child's interest in going to school?

	Public School Parents	Private School Parents
N=	698	144
	%	%
Yes	42	30
No	46	51
Don't know	12	19
% totals	100	100

Placing Blame for Poor School Work

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	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
On children	14	11	20	12	8
On children's home life	57	61	53	58	67
On schools	6	5	7	10	9
On teachers	12	11	13	12	7
No opinion	13	15	12	14	10

Note: Columns add to more than 100% because of some multiple responses.

Teaching as a Career

Would you like to have a child of yours take up teaching in the public schools as a career?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
Yes	67	65	71	61	72
No	22	21	21	31	22
Don't know	11	14	8	8	6
% totals	100	100	100	100	100

The Nongraded School

Should a student be able to progress through the school system at his own speed and without regard to the usual grade levels? This would mean that he might study seventh-grade math but only fifth-grade English. Would you favor or oppose such a plan in the local schools?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
Favor	71	69	74	73	87
Oppose	22	22	22	22	11
No opinion	7	9	4	5	2
% totals	100	100	100	100	100

The Year-Around School

To utilize school buildings to the full extent, would you favor keeping the school open year around? Each student would attend school for nine months over the course of a year. Do you approve or disapprove?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
Approve	53	56	50	52	66
Disapprove	41	37	47	43	30
Don't know	6	7	3	5	4
% total	100	100	100	100	100

Parents' Meetings

Have you attended *any* meeting since last September where the chief topic was how you, as a parent, could increase the interest of your child(ren) in his (their) school work, how and when to do homework, and other such matters that show what can be done at home to help the child in school?

	Public School Parents	Private School Parents
N=	698	144
	%	%
Yes	37	41
No	61	56
Can't recall	2	3
% totals	100	100

The School Without Walls

In most communities students can learn many things outside the school. Would you approve or disapprove if the schools here reduced the amount of classroom instruction to allow students to make greater use of the educational opportunities outside the school?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
Approve	56	60	49	63	72
Disapprove	34	29	43	29	26
No opinion	10	11	8	8	2
% totals	100	100	100	100	100

Rating the School Board

Now, a question about the local school board. Does it work hard to improve the quality of education?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,790	996	698	144	270
	%	%	%	%	%
Yes	59	54	66	58	67
No	19	18	21	19	25
No opinion	22	28	13	23	8
% totals	100	100	100	100	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

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				
	Percentages near 50			
Size of Sample	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.

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.

COMPOSITION OF THE SAMPLE

Analysis of Respondents

National adults

No children in school	56%
Public school parents	39%*
Parochial and private school parents	8%*

*Totals exceed 44% because some parents have children attending more than one kind of school.

A key element in making comparisons with earlier years is to keep constant the number of persons with *no children in school*. This has been done by a simple weighting process carried out by use of the computer.

	%
Sex	
Men	48
Women	52
	100
Race	
White	89
Nonwhite	11
	100
Age	
18-20 years	5
21-29 years	19
30-49 years	39
50 years and over	37
	100
Religion	
Protestant	61
Roman Catholic	26
Jewish	4
Others	9
	100

Region	
East	29
Midwest	27
South	26
West	18
	100
Community size	
500,000 and over	33
50,000 to 499,999	22
25,000 to 49,999	2
Under 25,000	43
	100
Education	
Elementary grades	16
High school incomplete	20
High school complete	32
Technical, trade, or business school	5
College incomplete	14
College graduate	13
	100
Occupation	
Business & professional	26
Clerical & sales	11
Farm	5
Skilled labor	17
Unskilled labor	21
Nonlabor force	18
Undesignated	2
	100
Income	
\$15,000 and over	21
\$10,000 - \$14,999	26
\$ 7,000 - \$ 9,999	17
\$ 5,000 - \$ 6,999	15
\$ 4,000 - \$ 4,999	6
\$ 3,000 - \$ 3,999	5
Under \$2,999	8
Undesignated	2
	100

This survey is dedicated to the memory of Charles F. Kettering II, whose untimely death at the age of 40 deprived public education of one of its staunchest friends. "Chuck" initiated this series of surveys to help bridge the communication gap between the public and professional educators. He sought to provide a better guide to public thinking about the public schools. As tribute to his pioneering zeal in this field, this series will be continued.

—George Gallup