

For the fourth consecutive year, the Kappan is privileged to publish the full report of an attitude survey conducted by Gallup International for CFK Ltd. The first of the five-year series was published in full by the Institute for Development of Educational Activities (I/D/E/A). All five are being brought together this fall in a book to be published by Phi Delta Kappa. (See details on page 83.)

The primary focus of the poll is still public attitudes. However, beginning last year, a sample of professional educators was included among respondents, to reveal differences in professional and lay opinion, if any. (The professional educators interviewed do not constitute a valid statistical sample.)

The CFK-Gallup education polls 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 against which local attitudes can be measured.

For as long as the supply lasts, Phi Delta Kappa and CFK Ltd. will send schoolmen free copies of A Look Into Your School District, a simple manual telling how local attitudes can be measured. We recommend its use. The material in the manual is being updated for inclusion in the Phi Delta Kappa book, mentioned above, which brings all of the five Gallup surveys together. If local poll directors wish to employ 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

Fifth 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 fifth 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 come forth. Some questions are repeated from earlier years in order to measure trends.

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 interests and concern to be included in the survey came from: Medill Bair, superintendent of schools, Hartford, Conn. (now director, Educational Collaboratory of Greater Boston, Harvard University); B. Frank Brown, director, Information and Services, I/D/E/A, Melbourne, Fla.; George L. Brown, state senator, Colorado, and executive director, Metro Denver Urban Coalition; Stanley Elam, editor, *Phi Delta Kappan*, Bloomington, Ind.; Richard Koepp, superintendent, Cherry

Creek School District No. 5, Englewood, Colo.; Etta Lee Powell, principal, North Bethesda Junior High School, Bethesda, Md.; Donald Waldrip, superintendent of schools, Cincinnati, O.

Research Procedure

The Sample. The sample embraced a total of 1,627 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 306 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 questionnaire were selected after several pretests conducted by the field staff maintained by the Gallup organizations.

Time of Interviewing. The field work for this study was conducted during the period of May 11 through 13, 1973.

Major Problems Confronting The Public Schools in 1973

When the public is asked to name the most important problems confronting the public schools in their community, discipline leads the list — as it has four out of the last five years.

There has been a slight change, however. The percentage of respondents naming discipline is not quite so high as it was in 1969, a period of turmoil in the colleges and universities. But rising in the list, and now in second place, is the complex of problems arising from integration/segregation. Five years ago these racial issues were fifth on the list of problems.

In the 1969 survey, the use of drugs by students was mentioned by very few. In the 1973 survey, drug use is mentioned by enough respondents to place it fifth in the list of problems. In 1969 lack of proper school facilities was second in the list; now this problem has dropped to ninth place.

Problems do change, it can be seen, even in a relatively short period of time. Unfortunately, the two problems which head the list today — discipline and racial disorder — are the very stuff from which front-page newspaper articles are born. This bad publicity has had a marked influence on the public, as survey results show, and especially on those persons who do not have children in the schools and who must rely to a greater extent, therefore, on the media for their information about the public schools.

Here is the list of problems confronting the public schools, in order of mentions for 1973:

1. Lack of discipline
2. Integration/segregation problems
3. Lack of proper financial support
4. Difficulty of getting "good" teachers
5. Use of drugs
6. Size of school/classes
7. Poor curriculum
8. Parents' lack of interest
9. Lack of proper facilities
10. School board policies

When professional educators were asked the same question, their replies in general agree with the public's, with a few notable differences. For example, lack of proper financial support rates as the number one problem with this group, and the lack of good teachers number eight. The educators would include pupils' lack of interest along with parents' lack of interest among the top 10 problems.

In What Ways Are the Local Public Schools Particularly Good?

Having directed the thinking of respondents to the problems — to what is wrong with the public schools — it was only proper to ask those included in the survey to tell what they thought was right. Here are their answers, listed in order of mentions:

1. The curriculum
2. The teachers
3. School facilities
4. Extracurricular activities
5. Up-to-date teaching methods
6. Absence of racial conflicts
7. Good administration

Professional educators name the good points about the public schools in about this same order. They head their list with "good teachers" and place both up-to-date teaching methods and good administration higher on their lists.

In an earlier survey report the absence of objective criteria in judging the public schools was noted. The same observation holds for the present study. Factors that would be important in a program of accountability are seldom, if ever, mentioned.

Changes of Attitude in Recent Years

Included in the present survey was one of the most revealing questions asked in this series of annual surveys:

In recent years has your overall attitude toward the public schools in your community become more favorable or less favorable?

Replies to this question, and analysis of the reasons why respondents feel more favorably or less favorably toward the schools, reveal a basic fact: The more respondents know at firsthand about the public schools, the more favorable are their views; the less interested and less well informed, the less favorable. Most important is the fact that persons who depend on the media for their information are most critical of the schools.

Parents with children now in the public schools say they have become more favorable in their views of the public schools in recent years; those who have no children in school hold the reverse opinion.

Professional educators are about evenly divided between those whose views have become more favorable and those whose views have become less favorable.

Here are the results by groups:

	National Totals N= 1,627 %	No Children In Schools 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Attitudes Toward Schools					
Becoming more favorable	32	25	42	31	39
Becoming less favorable	36	38	31	46	41
No change/ no opinion	32	37	27	23	20
	100	100	100	100	100

It can be argued that, of the groups named above, the best judge of the public schools should be the parents of children who are now attending these schools. And the weight of their opinion is clearly on the favorable side.

From this, it might be assumed that an information program that gives the public a better idea of what the schools are doing, and trying to do, would have an important impact on the general public's views.

Sources of Information About the Schools

For the general public, the best source of information about the public schools in their communities is the students themselves. Of the media, the best source of

information is clearly the newspapers. The broadcast media – radio and television – are cited by only half as many.

Parents of students rank second as a source of information, with teachers and the school board receiving the same number of mentions. What the survey findings seem to indicate, therefore, is that attitudes about the quality of the local schools are based upon information gained from many sources: the firsthand experience of students and teachers and from other parents, as well as from the media of communication, especially newspapers. The question:

What are the sources of information you use to judge the quality of schools in your community; that is, where do you get your information about the schools?

The results:

	National Totals N= 1,627 %	No Children In Schools 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Sources of Information					
Students	43	35	56	48	48
Newspapers	38	42	33	41	34
School board/ faculty	33	24	45	46	82
Parents of students	33	31	35	41	39
Other adults in community	23	24	22	20	27
Radio and/or television	20	25	14	18	21
Other	12	12	13	15	20
PTA	3	--	7	5	1
Undesignated	4	6	2	2	1

(Totals exceed 100% because of multiple responses.)

Discipline

Because discipline so regularly leads the public's list of "problems" of the public schools, an attempt was made to probe into the meaning attached to this word by the public. Respondents were therefore asked this open-ended question:

When we talk about "discipline" in the schools, just what does this mean to you?

The following statements convey some idea of the wide range of views:

"Discipline is respect for the teacher on the part of the child; and respect for the child on the part of the teacher."

"Learning taking place without confusion."

"Keeping children so interested in what they are learning that obeying the rules is almost automatic."

"Discipline is self-control and a proper respect for other students, for those in authority."

"Without discipline neither school nor society can exist. The world would be bedlam."

"Proper discipline makes children happier. When they run wild, they are undone by the confusion they create."

Most respondents see discipline as a matter of obeying

rules, respecting views of parents, teachers, and others in authority, and being considerate of fellow students who wish to learn in a peaceful atmosphere.

While law and order have become almost code words for the conservative viewpoint in politics, the basic concept is held in high regard by the public. In fact, in the 1972 survey, when asked to choose from a list of nine goals of education, the public placed "teaching students to respect law and authority" as the top goal for students in grades 7-12.

Are High Schools Getting Too Large?

In the 1950s James Conant argued persuasively that high schools should be large because only the large high schools could afford to have special courses in special subjects, since small high schools would not have enough students interested in these fields to warrant separate classes.

Apparently the tide has turned. Today all groups, including professional educators, are of the opinion that schools are too large; only a relatively small percentage hold that they are not big enough.

The ideal size of a school usually gets related in the typical person's mind to the size of school that he attended. To minimize this factor, a question was designed that sought to remove the issue at least one step from the respondent's own experience. The question that proved best, after testing, is as follows:

In some areas of the U.S., new towns and cities are being built. This gives city planners the opportunity to build school facilities that are "just right" in size. What do you think would be the "ideal" number of students in a high school?

After this question was asked, a second question sought to elicit opinions on the general issue of whether high schools are too large or not large enough. Replies to the latter question show that major groups making up the public agree quite closely. Professional educators show even a larger proportion holding the view that schools are too large.

Here is the question:

Do you think high schools today are getting too large or aren't they large enough?

	National Totals N= 1,627 %	No Children In Schools 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Getting too large	57	55	60	61	76
Not large enough	13	12	14	12	5
Just right	15	15	15	15	9
No opinion	15	18	11	12	9
	100	100	100	100	99*

(*Where sum of percentages in columns does not total 100%, it is due to rounding of the figures.)

When the views of all persons who gave a figure which represented, for them, the ideal size of a high school in a "new city," the median figure turns out to be 500.

Does Class Size Make a Difference?

While recent research findings point to the fact that, within certain limits, size of class makes little difference in student achievement, the general public is still convinced that smaller classes make "a great deal of difference" — a view shared by the professional educators who participated in this survey.

Every major group in the population holds the belief that student achievement is related to class size. The question asked respondents was this:

In some school districts, the typical class has as many as 35 students; in other districts, only 20. In regard to the achievement or progress of students, do you think small classes make a great deal of difference, little difference, or no difference at all?

	National Totals N= 1,627 %	No Children In Schools 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
A great deal of difference	79	75	83	87	85
Little difference	11	11	11	7	11
No difference	6	8	4	4	1
No opinion	4	6	2	2	2
	100	100	100	100	99*

(*Due to rounding)

Money Spent Related to Student Achievement

Just as some studies have shown that student achievement is not closely related to class size, so other studies have shown that the amount of money spent per child on his education — again within certain limits — bears little relationship to the child's progress in school. Since this research will almost certainly be a factor in future consideration of the financial needs of the public schools, it is important to discover how the public feels on this issue. Is quality of education closely correlated in the public's thinking with the amount a school district spends on the educational program per child?

The answers bring to light a number of interesting differences between the general public and the educators — and reveal some inconsistency in the thinking of the average citizen on this matter.

Professional educators say that the additional expenditure of money per child makes a "great difference." The public is evenly divided as to whether it makes a "great difference" or "little difference." If those who answer "no difference" are added to those who say "little difference," then a plurality of the public could be said to hold the view that additional expenditures by school districts make little or no difference. And yet these same respondents, in a related question, held that small classes were important to educational quality and to student achievement.

What this means, it seems reasonable to assume, is that the public has not yet connected school expenditures per child to class size.

The question was stated in this fashion:

In some school districts, about \$600 is spent per child per school year; some school districts spend

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 problem areas are determined and developed in direct association with school districts and practicing public school educators. CFK Ltd. has appointed 57 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 climate.

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

more than \$1,200. Do you think this additional expenditure of money makes a great deal of difference in the achievement or progress of students — or little difference?

Here are the answers:

	National Totals N= 1,627 %	No Children In Schools 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Great deal of difference	39	35	45	40	59
Little difference	38	39	36	39	25
No difference	10	11	8	10	6
Don't know	13	15	11	11	10
	100	100	100	100	100

State Financial Help to Schools

The suggestion that state governments increase taxes to pay more of the cost of local schools is voted down by the public by a 5:4 ratio. Professional educators, on the other hand, like the idea, and cast a vote of more than 2 to 1 in favor of the proposal.

In last year's survey it was discovered that if a definite promise is made that local property taxes will be reduced, the public would favor shifting more of the costs of operating the local schools to the state government. But without such a promise, the public opposes the plan.

The question this year was stated as follows:

It has been suggested that state government through increased taxes pay more of the cost of local school expenses. Would you favor or oppose an increase in state taxes for this purpose?

	National Totals	No Children In Schools	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,627	928	620	124	306
	%	%	%	%	%
Favor increase	40	38	44	41	65
Oppose increase	50	51	49	52	29
No opinion	10	11	7	7	6
	100	100	100	100	100

The 1972 question was:

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?

The results:

	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
	100	100	100	100	100

Satisfaction with Curriculum

Parents of school children — both those whose children are now attending the public schools and those with children in private or parochial schools — say they are satisfied with their children's courses. When asked if their sons and daughters are "learning the things you believe [they] should," more than eight in 10 parents of children in the public schools say yes. Parents with children in private or independent schools express their satisfaction at an even higher level.

The question:

Now, thinking about your oldest child in school (elementary, junior or senior high — not college): Do you think he (she) is learning the things you believe he (she) should be learning?

	National Totals	Public School Parents	Private School Parents
N=	699	620	124
	%	%	%
Yes	82	81	86
No	13	14	10
Don't know	5	5	4
	100	100	100

A second question asked if the child (the oldest one in public school) is happy going to school, or whether he (or she) attends school simply because he (she) is required to

do so. Equally high percentages of parents say yes to this question. Only one parent in seven (14%) reports that the child in question goes to school only because he must. These results need to be interpreted carefully. There are many degrees of liking; if a parent does not meet active resistance from the child, he is likely to assume that the child likes school.

But even taking the results at face value, the fact that one child in seven goes to school only because he is required to presents a major problem for the schools, especially if children in this category are disruptive and the source of many discipline problems.

The question:

Is he (she) happy to go to school — that is, does he (she) go to school because he (she) wants to go or simply because he (she) is required to attend?

	National Totals	Public School Parents	Private School Parents
N=	699	620	124
	%	%	%
Wants to go	83	83	83
Goes because it is required	14	15	12
No opinion	3	2	5
	100	100	100

More Emphasis to Career Education

Few proposals receive such overwhelming approval today as the suggestion that schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Nine in 10 persons in all major groups sampled in this survey say they would like to have the schools give more emphasis to this part of the educational program.

And most of those who vote for this greater emphasis say that this program should start with junior and senior high school, although many professional educators think it should start even earlier — in the elementary grades.

The question:

Should public schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers?

	National Totals	No Children In School	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,627	928	620	124	306
	%	%	%	%	%
Yes, more emphasis	90	90	90	89	90
No	7	7	7	9	9
No opinion	3	3	3	2	1
	100	100	100	100	100

Alternative Schools

The surveys conducted in this five-year series have indicated that the public is usually sympathetic to new educational ideas, especially if these innovations represent a solution, in whole or in part, to a situation that needs correcting. The public's attitude can be summed up in a

statement which comes frequently from respondents who are being asked to express their views on a new proposal: "Something must be done and nothing will be lost in giving this [plan or proposal] a try."

The American public, it has been found in countless surveys, is pragmatic. If a plan works, that's fine; if it doesn't, get rid of it. And the people want to be the judge as to whether or not it works.

Throughout the nation the press reports the difficulties schools are having with racial problems, school dropouts, discipline, and juvenile delinquency; the public is ready to try any solution that gives hope in solving these problems. One of the solutions is the alternative school, and the public seems ready to give it a try — and to judge later how well it works.

The plans now being tried in various areas of the nation all vary in some manner; for this reason the question put to the public in describing the alternative school had to be stated in a very generalized form. It was stated as follows:

For students who are not interested in, or are bored with, the usual kind of education, it has been proposed that new kinds of local schools be established. They usually place more responsibility upon the student for what he learns and how he learns it. Some use the community as their laboratory and do not use the usual kind of classrooms. Do you think this is a good idea or a poor idea?

	National Totals N= 1,627	No Children In Schools 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Good idea	62	62	62	61	80
Poor idea	26	24	28	27	15
No opinion	12	14	10	12	5
	100	100	100	100	100

From the above table it can be seen that professional educators, who are much more familiar with this idea than the general public, give it an even higher vote of approval.

Parents' Right To Sue

At least one suit has been filed against a U.S. school district by the parents of a student who had not been taught to read after a number of years in school.

The question arises as to whether the public believes that some kind of accountability should be imposed by legal action.

Fortunately, at least for those in charge of school financing, the public votes no on this issue by a substantial majority. Least in favor, as one might expect, are professional educators, who vote the suggestion down 5-1.

However, if even one parent in 100 holds to this view, future trouble may be in store for the schools. Parents of children now in the public schools vote 28% in favor of this idea to 64% against.

The question:

Do you think parents should have the right to sue a school district if a student of normal intelligence and without physical disabilities reaches the sixth grade without being able to read?

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Yes, should have right	27	26	28	35	16
No	64	65	64	60	80
No opinion	9	9	8	5	4
	100	100	100	100	100

Attitudes Toward School Integration

Professional educators and parents with one or more children now attending public school are more inclined than other respondents to say that not enough is being done to integrate the schools throughout the nation.

While the overall vote shows slightly more holding the view that less should be done to integrate the schools, it is worth noting that attitudes toward integration are far less antagonistic than attitudes toward busing. The two — integration and busing — should not be confused. While busing is one way to bring about integration, polls have consistently shown an overwhelming majority of Americans opposed to achieving integration in this manner. Far too many persons considering this problem confuse ends with means.

The question asked:

Now, a question about how you feel about school integration. Do you believe more should be done — or less should be done — to integrate the schools throughout the nation?

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
More should be done	30	29	31	26	41
Less should be done	38	40	36	36	29
No change from present	23	21	25	27	22
No opinion	9	10	8	11	8
	100	100	100	100	100

All respondents were asked if they felt differently about integration now than they did a few years ago. Most said their views hadn't changed; only one person in six said he had changed his views in recent years. When the views of persons in this group are examined, responses show a slight change against integration.

Should Children Start School at Age 4?

The proposal to have children start school at age 4 arises with increasing frequency. Such a plan would, according to some authorities, make it possible to end schooling at the age of 17 for the typical student, thus permitting him to go to work or enter college a year earlier. But generally it is defended on other grounds.

The proposal still does not meet with majority approval

on the part of the public – or, for that matter, of professional educators.

Moreover, there is no survey evidence to indicate a trend in the direction of support for such a plan. In the survey conducted in 1972, the vote in favor of this proposal was 32%, with 64% opposed and 4% with no opinion. Comparable figures for this year are: 30% in favor, 64% opposed, and 6% with no opinion.

The question:

Some educators have proposed that children start school one year earlier, that is, at age 4. Would you approve or disapprove of such a plan in this community?

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Favor	30	29	31	40	32
Oppose	64	64	64	55	63
No opinion	6	7	5	5	5
	100	100	100	100	100

In private schools, where the practice of starting children at age 4 is more common, the idea of introducing this plan in the public schools receives a higher approval vote.

Why Do Families Move to the Suburbs?

One of the most pronounced changes in America is the continued shift of population from the inner cities to the suburbs. Are the residents of big cities moving to suburbia because of the schools, the crime and drug problems, or what? If it is primarily to obtain a better education, then, in theory at least, the shift in population might be halted by improvement in the quality of city schools.

To discover the reasons, an open question was framed that offered respondents freedom to answer in terms of the motivations of other people, but which actually can be presumed to fit their own thinking.

Interestingly, education does not emerge as the prime motive. In fact, it is relatively far down the list, even with parents of school children.

The reasons most often cited for this population shift largely concern congestion – the desire to escape to places less affected by the pollution and crowded living conditions found in large cities.

Other studies have shown that the century-old trend from country to city has been reversed, and that the public not only wants to move from large cities to suburban areas, but from medium-size cities to smaller cities, and from smaller cities to the open countryside.

Parents of children now in the public schools give the following reasons for the shift from the big cities to the suburban communities, listed in order of mention:

1. Congestion/noise/pollution
2. Fear of crime
3. To get away from minorities
4. More desirable housing
5. Better educational opportunities

Professional educators, on the other hand, rate educa-

tion higher on their list of reasons why people are moving from the big cities to the suburbs.

The Importance of Education to Success

For decades the American public has regarded education as the royal road to success. There is little evidence that this attitude is changing, despite some current theories that genetics and home environment are the controlling factors. The group that shows most evidence of growing doubt is the group made up of professional educators. Some of their disillusionment can be explained, perhaps, by the lack of interest on the part of some students who stay in school only because the law requires it.

The question:

How important are schools to one's future success – extremely important, fairly important, not too important?

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Extremely important	76	71	81	84	69
Fairly important	19	22	16	13	28
Not too important	4	5	2	2	2
No opinion	1	2	--	1	1
	100	100	99*	100	100

(*Due to rounding)

When asked if their feelings had changed over the years about the importance of education, only one in five replied in the affirmative. However, in the case of professional educators the proportion is nearly three in 10, and among this group the majority feel that education is *less important* today. By contrast, fewer members of the general public say their views on the importance of education have changed. Of those whose views have changed, the great majority say it has been to *strengthen* their belief in education as a key to one's future success.

Is Education Better or Worse Than in Your Day?

Solid agreement is registered by all groups on the question of whether children today get a better education than their parents did. The answer is "better" by a substantial margin. Those who are in a position to be best informed – those parents who have one or more children in the public schools – vote more than 3 to 1 that schools are better today than in their time. Even those who report that in *recent* years their attitudes have become less favorable are still inclined to say that the schools are better than they were when they attended.

The question:

As you look on your own elementary and high school education, is it your impression that children

today get a better — or worse — education than you did?

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Better	61	56	69	62	67
Worse	20	22	17	23	16
No difference	11	13	9	8	11
No opinion	8	9	5	7	6
	100	100	100	100	100

When asked to give reasons why they think children today get a better — or worse — education than in earlier years, those who have children now in the public schools gave these reasons, which are listed in order of mentions:

1. Wider variety of subjects offered
2. Better facilities/equipment
3. Better teaching methods
4. Better qualified teachers
5. Equal opportunities for all students

When those who say that education today is inferior to that received in earlier years, the reasons offered for this view are:

1. Less discipline
2. Lower education standards and requirements
3. Less interest on the part of students
4. Less interest on the part of teachers
5. Too many irrelevant subjects offered

Further Breakdowns

Detailed and different breakdowns of some of the responses to 1973 poll questions are provided in this section as a supplement to tables already presented.

The Major Problems

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

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Lack of discipline	22	20	24	32	24
Integration/segregation	18	22	14	15	19
Lack of proper financial support	16	14	20	10	35
Difficulty in getting "good" teachers	13	9	16	21	8
Use of drugs	10	11	8	12	4

	National Totals N= 1,627	No Children In Schools 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
Size of school/classes	9	7	10	17	13
Poor curriculum	7	7	7	10	16
Lack of proper facilities	4	3	5	4	9
Parents' lack of interest	4	4	5	2	11
School board policies	4	4	5	2	5
Pupils' lack of interest	3	4	2	2	9
Communication problems	1	1	1	1	3
Transportation	--	--	--	--	--
There are no problems	4	3	6	2	2
Miscellaneous	4	3	5	3	7
Don't know	13	16	7	8	1

What's Right with the Schools?

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

	National Totals N= 1,627	No Children In School 928	Public School Parents 620	Private School Parents 124	Profes- sional Educators 306
	%	%	%	%	%
The curriculum	26	21	34	28	34
The teachers	23	17	32	23	38
School facilities	8	7	9	7	16
Extracurricular activities	7	7	6	5	7
Up-to-date teaching methods	5	5	6	4	15
No racial conflicts	4	4	3	1	5
Good administration	4	3	4	4	8
Small school/classes	3	3	3	2	8
Good student-teacher relationships	3	3	3	3	3
Equal opportunity for all	3	4	1	4	5
Parental interest/participation	2	2	3	2	7
Good discipline	2	2	3	3	3
Close to home	1	1	1	1	--
Good lunch program	1	1	2	2	1
Kids are kept off the street	1	1	1	--	1
Transportation system	--	--	--	--	--
Nothing is good	6	5	6	15	4
Miscellaneous	2	1	2	1	2
Don't know	28	37	15	22	4

Changes in Attitudes in Recent Years

The basic table indicating whether public attitudes toward the schools have become more or less favorable

appears earlier. The following table provides a different kind of breakdown: by city size and area of the country.

Overall Attitude Toward Schools

	Percent Totals	More Favor- able	Less Favor- able	No Change	Don't Know
	100 %	32 %	36 %	23 %	9 %
City Size					
500,000 and over	100	28	37	26	9
50,000 to 499,999	100	30	44	20	6
25,000 to 49,999	100	48	27	21	5
Under 25,000	100	33	32	24	11
Area of Country					
East	100	27	37	26	10
Midwest	100	35	34	22	9
South	100	34	35	23	8
West	100	30	41	23	6

The table below indicates sources of school information identified by *those who said their opinions about school quality have changed in recent years*. It supplements the earlier table reporting attitude changes of all respondents.

Attitude Change in Recent Years

	National Totals N= 1,627 %	More Favor- able 515 %	Less Favor- able 589 %	No Change 380 %	Don't Know 143 %
Sources of information					
Newspapers	38	40	38	38	36
Radio and/or television	20	19	24	19	17
Students	43	45	47	41	23
School board/ faculty	33	40	31	33	15
Parents of students	33	35	36	32	23
Other adults in community	23	23	24	22	17
Other	12	13	14	10	6
PTA	3	5	2	3	2
Undesignated	4	2	2	3	20

Are High Schools Getting Too Large?

Responses to the question of ideal size for high schools were reported earlier. A different kind of breakdown is presented below.

Size of Today's Schools

	Percent Totals	Getting Too Large	Not Large Enough	Just Right	Don't Know
	100 %	57 %	13 %	15 %	15 %
City Size					
500,000 and over	100	58	11	14	17

	Percent Totals 100 %	Getting Too Large 57 %	Not Large Enough 13 %	Just Right 15 %	Don't Know 15 %
50,000 to 499,999	100	57	12	17	14
25,000 to 49,999	100	56	15	17	12
Under 25,000	100	56	15	14	15

Money Spent Related to Student Achievement

The public's perception of the effects on pupil achievement of different school spending levels was treated earlier. Here is a different kind of breakdown, suggesting that the public believes added finances help most at the high school and college levels.

Additional Expenditure of Money Helps

	Percent Totals 100 %	Great Deal 39 %	Little 38 %	None 10 %	Don't Know 13 %
Education					
Elementary grades	100	24	35	13	28
High school incomplete	100	39	39	12	10
High school complete	100	39	42	9	28
Technical, trade, or business	100	28	43	15	14
College incom- plete	100	48	33	8	11
College graduate	100	48	38	5	9

More Emphasis to Career Education

Respondents who agreed that career education should receive more emphasis in school – and this included 90% of the total (see earlier table) – were asked, "When should this education begin?" Their answers:

	National Totals N= 1,464 %	No Children In School 833 %	Public School Parents 561 %	Private School Parents 110 %	Profes- sional Educators 276 %
During elemen- tary school	21	21	21	23	40
During junior and senior high school	76 3	75 3	77 2	77 --	59 1
Don't know	100	99*	100	100	100

(*Due to rounding)

Alternative Schools

People in cities of medium size seem particularly favorable to the alternative schools idea:

Establishment of New Kinds of Schools

	Percent Totals	Good Idea	Poor Idea	Don't Know
	100 %	62 %	26 %	12 %
City Size				
500,000 and over	100	65	22	13
50,000 to 499,999	100	65	26	9
25,000 to 49,999	100	74	14	12
Under 25,000	100	57	30	13

Attitudes Toward School Integration

Responses to the integration question by various categories are shown below. The importance of integration to nonwhite respondents and to the young is apparent. Regional differences appear to be less pronounced than they once were.

School Integration

	Percent Totals	More Should Be Done	Less Should Be Done	No Change	Don't Know
	100 %	30 %	38 %	23 %	9 %
Sex/race					
Men	100	30	37	25	8
Women	100	30	39	21	10
White	100	26	42	23	9
Nonwhite	100	58	12	23	7
Age					
18 to 20 years	100	46	34	15	5
21 to 29 years	100	42	35	19	4
30 to 49 years	100	31	37	24	8
50 years and older	100	21	42	25	12
Religion					
Protestant	100	27	41	24	8
Roman Catholic	100	34	35	22	9
Jewish	100	35	29	26	10
All others	100	41	32	18	9
Region					
East	100	36	33	22	9
Midwest	100	25	39	27	9
South	100	28	42	20	10
West	100	33	37	22	8
Community size					
500,000 and over	100	37	36	21	6
50,000 to 499,999	100	26	44	23	7
25,000 to 49,999	100	36	27	26	11
Under 25,000	100	26	38	24	12
Education					
Elementary grades	100	24	34	25	17
High school incomplete	100	26	38	26	10
High school complete	100	27	41	22	9
Technical, trade, or business	100	35	46	16	3
College incomplete	100	35	41	19	5
College graduate	100	40	31	24	5
Occupation					
Business and professional	100	35	38	22	5
Clerical and sales	100	33	39	20	7
Farm	100	19	43	28	10
Skilled labor	100	25	42	24	9
Unskilled labor	100	35	31	25	9
Non-labor force	100	23	42	22	13
Undesignated	100	37	31	13	19

	Percent Totals	More Should Be Done	Less Should Be Done	No Change	Don't Know
Income					
\$15,000 and over	100	29	40	25	6
\$10,000 to \$14,999	100	30	40	22	8
\$ 7,000 to \$ 9,999	100	31	41	21	7
\$ 5,000 to \$ 6,999	100	32	38	23	7
\$ 4,000 to \$ 4,999	100	30	33	22	15
\$ 3,000 to \$ 3,999	100	21	31	31	17
Under \$3,000	100	34	37	19	10
Undesignated	100	25	21	21	33

Why Do Families Move to the Suburbs?

The question and a detailed breakdown of the responses follow:

As you know, many families living in the big cities of the nation are moving to the suburbs. Why, in your opinion, are they doing this?

	National Totals N = 1,627 %	No Children In School 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Reasons for Moving					
Big-city congestion*	37	37	37	42	23
Fear of high crime level	24	24	23	23	28
Less pollution*	17	16	18	18	14
To get away from minorities	14	14	14	15	29
Better educational opportunities	12	12	12	19	27
More open spaces	11	10	12	10	12
More desirable housing	11	9	13	19	12
Better environment for children	9	8	10	8	8
Cities are too noisy	7	8	6	5	5
High city taxes	6	6	4	9	5
Deterioration of the big cities	4	3	4	7	4
Lack of privacy	3	4	3	1	1
To create friendships	3	3	2	4	3
Improve one's standard of living	3	3	4	3	7
Lower rental costs	2	2	1	2	1
Lower cost of living in suburbs	2	3	2	1	3
Better employment opportunities	1	1	1	1	2
Children get in more trouble in cities	1	2	1	3	1
Drug problem	1	2	1	2	3
Status symbol	1	1	1	1	5
Miscellaneous	4	4	4	4	8
Don't know	6	6	5	4	-

*Combined in summary, p. 44.

The Importance of Education to Success

Differential responses by various categories to the question concerning the relation of schooling and success appear below.

Importance of Schooling

	Percent Totals	Extremely Important	Fairly Important	Not Too Important	No Opinion
N=	100	76	19	4	2
	%	%	%	%	%
Sex/race					
Men	100	72	21	5	2
Women	100	79	18	3	—
White	100	74	20	4	2
Nonwhite	100	84	13	—	2
Age					
18 to 20 years	100	63	34	3	—
21 to 29 years	100	72	22	5	1
30 to 49 years	100	79	18	2	1
50 years and older	100	75	17	5	3
Religion					
Protestant	100	78	18	3	1
Roman Catholic	100	74	21	3	2
Jewish	100	79	18	3	—
All others	100	63	24	8	5
Region					
East	100	74	20	5	1
Midwest	100	76	19	4	1
South	100	78	18	2	2
West	100	74	20	5	1
Community size					
500,000 and over	100	77	19	3	1
50,000 to 499,999	100	75	19	6	—
25,000 to 49,999	100	76	22	1	1
Under 25,000	100	75	20	3	2
Education					
Elementary grades	100	72	20	4	4
High school incomplete	100	73	19	7	1
High school complete	100	81	16	2	1
Technical, trade, or business	100	82	15	2	1
College incomplete	100	71	23	4	2
College graduate	100	71	23	4	2
Occupation					
Business and professional	100	73	22	3	2
Clerical and sales	100	79	16	3	2
Farm	100	77	17	3	3
Skilled labor	100	77	19	3	1
Unskilled labor	100	76	19	4	1
Non-labor force	100	73	20	4	3
Undesignated	100	80	9	7	4
Income					
\$15,000 and over	100	75	20	4	1
\$10,000 to \$14,999	100	79	18	2	1
\$7,000 to \$9,999	100	76	19	3	2
\$5,000 to \$6,999	100	78	17	3	2
\$4,000 to \$4,999	100	70	22	4	4
\$3,000 to \$3,999	100	77	16	4	3
Under \$3,000	100	67	22	5	6
Undesignated	100	71	17	10	2

Is Education Better or Worse Than in Your Day?

Additional breakdowns of the response to a question concerning the quality of education, past compared with present, appear below.

Today's Education

	Percent Totals	Better	Worse	No Difference	Better/Worse	Don't Know
N=	100	61	20	11	3	5
	%	%	%	%	%	%
Sex/race						
Men	100	60	21	11	2	6
Women	100	61	20	11	4	4
White	100	61	21	11	3	4
Nonwhite	100	59	17	14	3	7
Age						
18 to 20 years	100	57	16	22	1	4
21 to 29 years	100	58	22	11	2	7
30 to 49 years	100	67	18	9	3	3
50 years and older	100	56	23	11	3	7
Religion						
Protestant	100	62	20	10	4	4
Roman Catholic	100	62	20	12	1	5
Jewish	100	53	29	15	—	3
All others	100	52	24	13	2	9
Region						
East	100	59	22	11	2	6
Midwest	100	61	20	13	3	3
South	100	66	17	10	2	5
West	100	54	25	11	3	7
Community size						
500,000 and over	100	56	23	13	2	7
50,000 to 499,999	100	63	21	10	2	4
25,000 to 49,999	100	66	12	10	7	5
Under 25,000	100	62	19	10	3	5
Education						
Elementary grades	100	62	17	10	2	9
High school incomplete	100	57	23	11	3	6
High school complete	100	62	20	12	3	3
Technical, trade, or business	100	56	25	10	2	7
College incomplete	100	62	18	13	3	4
College graduate	100	60	24	10	3	3
Occupation						
Business and professional	100	64	17	12	4	3
Clerical and sales	100	63	22	9	3	3
Farm	100	58	23	12	3	4
Skilled labor	100	65	19	10	2	4
Unskilled labor	100	61	20	12	2	5
Non-labor force	100	51	26	12	2	9

Ways in Which Today's Education Is Better

An earlier table shows that 61% of all respondents thought elementary and secondary school children today get a better education than the respondents themselves did. Asked in what ways the schools are now better, they replied as follows:

	National Totals	No Children In School	Public School Parents	Private School Parents	Profes- sional Educators
N=	1,627	928	620	124	306
	%	%	%	%	%
Better					
Wider variety of subjects offered	33	30	38	35	37
Better facilities/equipment	21	19	25	19	26
Better qualified teachers	13	13	12	10	21

	National Totals N= 1,627 %	No Children In School 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Up-to-date teach- ing methods*	11	10	12	15	9
Less structured teaching*	4	4	4	5	14
Equal opportu- nities for all	3	3	3	2	2
Special help available	1	--	2	2	5
Educational sys- tem is better (general)	1	1	1	1	--
Miscellaneous	2	2	3	1	4
Don't know	2	2	2	2	1
* Combined in earlier table as "better teaching methods."					
Those who answered that education is worse today gave these reasons:					
	National Totals N= 1,627 %	No Children In School 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Worse					
Less discipline	7	8	7	5	7

	National Totals N= 1,627 %	No Children In School 928 %	Public School Parents 620 %	Private School Parents 124 %	Profes- sional Educators 306 %
Educational requirements are lower	5	5	4	3	5
Lack of stu- dent interest	4	5	3	4	4
Lack of interest by teachers	3	3	3	5	1
Too many irrelevant sub- jects offered	3	3	3	3	1
Lack of qualified teachers	2	2	3	2	1
Larger school, classes too large	2	3	2	3	3
Too many edu- cational ex- periments	1	1	1	1	2
Poor student/ teacher re- lationships	--	--	1	1	--
Educational sys- tem is worse (general)	--	--	--	2	--
Miscellaneous	2	2	1	4	3
Don't know	--	1	--	1	1

COMPOSITION OF THE SAMPLE

Analysis of Respondents		Race
		White
		Nonwhite
National Adults		Age
No children in school	57%	18-20 years
Public school parents	38%*	21-29 years
Parochial and private school parents	8%*	30-49 years
		50 years and over
*Totals exceed 43% because some parents have children attending more than one kind of school.		Religion
		Protestant
		Roman Catholic
		Jewish
		Others
		Region
		East
		Midwest
		South
		West
		Community size
		500,000 and over
		50,000 to 499,999
		25,000 to 49,999
		Under 25,000
Sex	%	
Men	49	
Women	51	
	100	

Education	
88	Elementary grades
12	High school incomplete
100	High school complete
	Technical, trade, or business school
5	College incomplete
18	College graduate
40	
37	
100	
Occupation	
61	Business and professional
27	Clerical and sales
2	Farm
10	Skilled labor
100	Unskilled labor
	Non-labor force
	Undesignated
	100
Income	
18	\$15,000 and over
100	\$10,000 - \$14,999
	\$ 7,000 - \$ 9,999
	\$ 5,000 - \$ 6,999
31	\$ 4,000 - \$ 4,999
25	\$ 3,000 - \$ 3,999
4	Under \$2,999
40	Undesignated
100	

DESIGN OF THE SAMPLE

The Gallup Organization, Inc., maintains a national probability sample of interviewing areas that is used for all *Trends* surveys. *Trends* is the Gallup "omnibus" service. 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.

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 locations are used in each survey. Interpenetrating samples can be provided for any given study when appropriate.

The sample design included stratification by these four size-of-community strata, using 1970 census data: 1) cities of population 1,000,000 and over; 2) 250,000 to 999,999; 3) 50,000 to 249,999; 4) all other population. Each of these strata was further stratified into seven geographic regions: New England, Middle Atlantic, East Central, West Central, South, Mountain, and Pacific. Within each city size/regional stratum, the population was arrayed in geographic order and zoned into equal-sized groups of sampling units. Pairs of localities were selected in each zone, with probability of selection of each locality proportional to its population size in the 1970 census, 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 geo-

graphic 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 or block clusters 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 if 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" weighting* procedure rather than by "call-backs." This procedure is a standard method for reducing the sample bias that would otherwise result from underrepresentation in the sample of persons who are difficult to find at home.

The prestratification 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) and by age.

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 that 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.

*A. Politz and W. Simmons, "An Attempt To Get the 'Not-at-Homes' into the Sample Without Callbacks," *Journal of the American Statistical Association*, March, 1949, pp. 9-31.

Table 1

Recommended Allowance for Sampling Error of a Percentage

Size of Sample	In Percentage Points (at 95 in 100 confidence level)*						
	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
750 750		5	--	--	--
600 600		5	6	--	--
400 400		6	6	7	--
200 200		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.

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 the 33% obtained in the sample is subject to a sampling error of plus or minus 3 points. Another way of saying it is that very probably (95 chances out of 100) the average of repeated samplings would be somewhere between 30 and 36, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, men and women, the question arises as to how large must a difference between them be before

one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. 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 two-point difference is inconclusive. □

Joyce Fadem and Charles A. Duffy

THE CTA PROVES THAT TEACHERS CAN WIN AT POLITICS

Yes. The California Teachers Association proved, in elections last spring, that planning and effort will pay off handsomely.

In an unprecedented outpouring of political energy, teachers belonging to the California Teachers Association backed some 335 candidates in over 185 districts before the April, 1973, school board elections. Teacher-supported candidates won some 68% of the election races in which they engaged.

There are implications of this event which make it important for educators everywhere. What happened and why?

The CTA Political Education Department was created in 1971 in response to a mandate from the membership to seek a more effective voice in California politics. Teacher leaders wanted open and large-scale involvement in the California political process, searching for solutions in the complex problems that beset education.

Of this goal, they said:

JOYCE A. FADEM is the political education executive, California Teachers Association. CHARLES A. DUFFY is assistant dean of instruction at Laney Community College, Oakland, Calif.

We call for the change we need in the highest traditions of citizenship. We accept the challenge of honest and open participation in politics. As teachers we welcome the responsibility of being a profession in service to the communities of California, and we intend to be involved in the legitimate process of law making, both in Sacramento and in the electoral districts. We believe that it is in the best interests of California and California's children that we do so.¹

The constitutional right of teachers to engage in politics had been clearly established. Teachers are specifically excluded from the purview of the Federal Hatch Act. Moreover, protection of political activity by teachers in school board elections has been clarified by court decisions and dicta during the last decade. Decisions most often cited in this connection are *Pickering v. Board of Education*,² *Montgomery v. White*,³ and *L.A. Teachers Union v. L.A. City Board of Education*.⁴ In light of this

judicial trend, CTA leaders could see no legal obstacle to normal off-duty involvement of teachers in political activity.

CTA attention to school board elections was founded on a rationale expressed in the School Board Election Program Proposal of August, 1972:

Irrespective of changes in state law with regard to school finance, teacher credentialing, or collective bargaining, we will always need school boards which seek to make the local school district an effective instrument for education and which respond to the needs of the children of this state. In the long run, no law is better than its local application. . . .

In the past, few teachers have addressed themselves to the task of electing good school board members in their respective districts through professionally assisted and organized teacher action. Current practices of random and uncoordinated efforts are wasteful of local and state