

For the fifth 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 six-year series was published in full by the Institute for Development of Educational Activities (I/D/E/A). A compilation of the first five polls is now available as a Phi Delta Kappa paperback, *The Gallup Polls of Attitudes Toward Education, 1969-1973* (address Director of Administrative Services, Phi Delta Kappa, Eighth & Union, Bloomington, Ind. 47401. Price \$2.25 postpaid; \$2 if five or more ordered).

The CFK-Gallup education polls are an established 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.

The paperback noted above includes a chapter titled "A Look into Your School District" telling how local attitudes can be measured. If local poll directors wish to employ the same questions asked in the Gallup surveys, they are welcome to 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

SIXTH ANNUAL GALLUP POLL OF PUBLIC ATTITUDES TOWARD EDUCATION

BY GEORGE H. GALLUP

Purpose of the Study

The present survey is the sixth annual survey sponsored by CFK Ltd. The series has sought to measure and to record the attitudes of citizens of the nation in respect to their public schools.

Each year effort has been made to probe opinions on those issues which seem to be of greatest concern to educators and to the general public. The six-year record thus reflects the changing problems that confront schools.

To assure that the survey did embrace areas of major interest, the staff of CFK Ltd. sought guidance from leading educators of the nation. This year the group included T.H. Bell, superintendent, Granite School District, Salt Lake City, Utah*; Earl W. Brakken, superintendent, Independent School District 381, Lake County, Two Harbors, Minn.; B. Frank Brown, division director, I/D/E/A, Melbourne, Fla.; George L. Brown, executive director, Metro Denver Urban Coalition, Denver, Colo., and member, Colorado State Senate; Ramon C. Cortines, superintendent, Pasadena Unified School District, Pasadena, Calif.; Stanley M. Elam, editor, *Phi Delta Kappan*, Bloomington, Ind.; William J. Ellena, superintendent, Charlottesville Public Schools, Charlottesville, Va.; Ernest Jones, deputy superintendent, St. Louis Public Schools, St. Louis,

*Now U.S. commissioner of education.

Mo.; Richard Koeppel, superintendent, Cherry Creek School District, Denver, Colo.; and William Maynard, principal, Cleveland High School, Seattle Public Schools, Seattle, Wash.

The staffs of CFK Ltd. and the Gallup organization thank the participants cited above for their valuable suggestions.

Research Procedure

The Sample. As in earlier studies, the sample used in this survey is described as a modified probability sample of the nation. A total of 1,702 adults (18 years and older) comprised the cross-section. Personal interviewing was conducted in all areas of the nation and in proportion to population size. A total of 335 interviewers in as many areas — selected by strict random sampling techniques — took part in the survey.

This year a separate survey was undertaken to gather views of high school juniors and seniors. The sample consisted of 250 students, one young man or woman selected in this number of the interviewing areas described above. Since this sample is relatively small, greater allowance must obviously be made for variation due to sample size. Many of the same questions asked of the adults were

asked of these students. Therefore, comparisons can be made of their views and those of the general public.

Time of Interviewing. The field work for the present survey was carried out during the period of May 10 through May 12, 1974.

All questions suggested for the survey went through a screening process. Early in the year a questionnaire was prepared and pretested with typical citizens. Five such tests were undertaken before the interviewing form employed in the national study was sent to the nationwide interviewing organization maintained by the Gallup group.

It is essential to point out that findings apply to the nation as a whole and not to any state or local community. Local surveys, employing the same questions, can be made to determine how any single community compares with the national norm.*

A report of how different groups within the population responded to certain questions is included in the findings, particularly when statistical breakdowns by groups shed additional light on the public's thinking.

*Suggestions for such a local survey are outlined in *The Gallup Polls of Attitudes Toward Education, 1969-1973*, Chapter 7, "A Look into Your School District." Available from Phi Delta Kappa, Eighth & Union, Bloomington, Ind. 47401, \$2.25 postpaid.

**Major Problems Confronting
The Public Schools in 1974**

Lack of discipline in the public schools again heads the list of problems cited most often by survey respondents. Discipline has, in fact, been named the number one problem of the schools in five of the last six years. New evidence of its importance comes from the special survey of high school juniors and seniors. An even higher percentage of this group names discipline as the leading problem faced by the local schools.

No statistically significant change is found in the problems cited in 1973 and those in 1974, although there are a few changes in the ranking of the first 10 problems. Here, in order of mentions, are the first 10 for the year 1974:

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

It is noteworthy that three of the top four problems relate in various ways to the problem of student behavior — the kind of trouble that makes the front pages of the newspapers. In fact, slightly more than half of all mentions fall into this category, as opposed to mentions of concerns traditionally associated with education and the schools.

Students themselves name the same three problems: discipline, racial problems, and drug use.

Crime Within the School

Those who participated in the planning of the present survey expressed the concern that a growing problem within the school is crime. Two questions, therefore, were added to the present study to determine the impressions of the public in this matter.

The first question asked:

From what you have heard or read, is it your impression that stealing (money, clothes, lunches, books, etc.) goes on a great deal, some, or very little in the local public schools?

The second question asked:

Are student gangs that disrupt the school or bother other students a big problem, somewhat of a problem, or not a problem in the local public schools?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Stealing					
Goes on a great deal	33	30	35	50	37
Some	34	31	39	29	47
Very little	15	13	18	5	15
Don't know/ no answer	18	26	8	16	1
Student Gangs					
Yes, a big problem	17	18	14	21	14
Somewhat of a problem	31	29	33	36	40
Not a problem	32	26	44	28	45
Don't know/ no answer	20	27	9	15	1

The findings are disturbing, and suggest that something must be done if the public's confidence and respect for the school is to remain at a high level. Critics will almost certainly point to the schools as a breeding ground for crime and violence and for future Watergates.

Analysis of the finding by areas of the nation and by size of city sheds further light on the problem of crime within the schools.

The question:

From what you have heard or read, is it your impression that stealing (money, clothes, lunches, books, etc.) goes on a great deal, some, or very little in the local public schools?

	Great Deal %	Some %	Very Little %	Don't Know/ No Answer %
NATIONAL				
Sex				
Men	29	35	17	19
Women	36	34	12	18
Race				
White	32	36	14	18
Nonwhite	35	26	21	18

	Great Deal %	Some %	Very Little %	Don't Know/No Answer %
Education				
Elementary grades	31	25	20	24
High school	34	33	15	18
College	31	42	12	15
Region				
East	31	33	16	20
Midwest	31	39	14	16
South	30	32	16	22
West	40	31	13	16
Community Size				
500,000 and over	38	32	12	18
50,000 to 499,999	35	37	13	15
2,500 to 49,999	33	35	12	20
Under 2,500	23	34	22	21

Are student gangs that disrupt the school or bother other students a big problem, somewhat of a problem, or not a problem in the local public schools?

	Big Problem %	Somewhat Of a Problem %	Not a Problem %	Don't Know/No Answer %
NATIONAL	17	31	32	20
Sex				
Men	18	29	35	18
Women	16	33	31	20
Race				
White	15	31	34	20
Nonwhite	26	28	28	18
Education				
Elementary grades	21	27	29	23
High school	19	31	31	19
College	12	32	38	18
Region				
East	18	30	35	17
Midwest	14	34	33	19
South	14	31	34	21
West	23	29	27	21
Community Size				
500,000 and over	23	32	26	19
50,000 to 499,999	21	39	21	19
2,500 to 49,999	14	29	34	23
Under 2,500	7	23	51	19
Central city	30	38	12	20
Central city suburbs	15	32	35	18
Non-central cities	10	25	45	20

What To Do with the Noninterested Student

Important in dealing with discipline is the question of what to do with the student who is not interested in school work and who, consequently, is prone to be a trouble-maker. Many educators have suggested that such students be permitted to leave school rather than waste their time — and that of other students — by remaining in school.

The public has not accepted this point of view, chiefly because no agency is prepared to take responsibility for those released from school.

The main question:

Some students have no interest in school work as now offered in junior and senior high school and they become a problem. Here are some ways that have

been proposed for dealing with these students. Will you tell me in the case of each proposal whether or not you approve of it?

The subquestion:

Permit these students to quit school?

	National Totals %
Approve	18
Disapprove	78
No answer	4
	100

When the same question was put to the special sample of high school juniors and seniors, a significantly different response was obtained. More than twice as many high school juniors and seniors would permit a student to quit school — 44%, to be exact. Moreover, 22% of those interviewed say they would prefer to take a full-time job rather than to continue in school.

The question:

If you could get a good full-time job, would you prefer taking the job or would you prefer to continue going to school?

	High School Juniors & Seniors %
Prefer full-time job	22
Prefer to continue school	78
	100

The burden, therefore, rests with the school to develop ways to deal with this problem. In the present survey, five different proposals for dealing with these students were offered — in addition to one which would permit the student to quit school. Interestingly, the public approves of each of the five proposals by a heavy majority.

Of the five proposals offered, the one receiving the highest favorable vote calls for special courses which would train students for jobs.

Another plan that both students and their elders favor offers a middle ground. This plan would have "business and industries" provide on-the-job training as a substitute for regular school. Presumably, under this plan the school would keep a close check on the student.

A plan that would offer a work-study program with one-half day spent in school and the other half at training on the job produces a favorable response from 86% of the general public, 90% of high school juniors and seniors.

Giving school credit for volunteer work done during the school day — with an approved organization, such as a local hospital, day-care center, and the like — appeals to a large majority, as do special school programs designed especially for students with out-of-the-ordinary interests and talents.

The conclusion that seems warranted, at least from the public's viewpoint, is that the schools of the nation have a green light to devise programs that will permit high school students to spend a great deal of their time outside the school with on-the-job training or doing the kind of volunteer work that will lead to a job. But the schools must be responsible for executing the plan and seeing to it that students don't use the plan as a way of escaping from work — either in school or on the job.

The main question:

Some students have no interest in school work as now offered in junior and senior high school and they become a problem. Here are some ways that have been proposed for dealing with these students. Will you tell me in the case of each proposal whether or not you approve of it?

The subquestion:

Have businesses and industries provide on-the-job training as a substitute for regular school.

	National Totals %	High School Juniors & Seniors %
Approve	74	82
Disapprove	21	14
Don't know/no answer	5	4
	100	100

The subquestion:

Have special training courses which would prepare them for jobs.

	National Totals %	High School Juniors & Seniors %
Approve	94	97
Disapprove	4	1
Don't know/no answer	2	2
	100	100

The subquestion:

Have a work-study program (½ day at school, ½ day on-the-job training).

	National Totals %	High School Juniors & Seniors %
Approve	86	90
Disapprove	9	10
Don't know/no answer	5	
	100	100

The subquestion:

Give school credit for volunteer work during the school day with an approved organization such as a local hospital, day-care center, and the like.

	National Totals %	High School Juniors & Seniors %
Approve	77	83
Disapprove	17	15
Don't know/no answer	6	2
	100	100

The subquestion:

Have separate programs for students with out-of-the-ordinary interests and talents.

	National Totals %	High School Juniors & Seniors %
Approve	79	83
Disapprove	14	13
Don't know/no answer	7	4
	100	100

Automatic Promotion

The policy of automatic promotion finds little support throughout the nation. A slightly higher percentage of high school juniors and seniors than adults support this idea, but even among this group only 10% favor automatic promotion as opposed to 87% who favor a plan that would require a student to repeat courses that he failed but permit him to go on to the next year in the subjects that he passed.

The question:

Some students are not able to keep up with their classmates and therefore fail their work. Which of these two ways of dealing with this problem do you prefer?

	National Totals %	High School Juniors & Seniors %
Automatic promotion	7	10
Repeat failed courses	90	87
No opinion	3	3
	100	100

How To Handle the Recalcitrant Student

While the noninterested student poses a special problem, what to do with the recalcitrant student presents a more vexing discipline issue. Complicating matters, the courts and school boards have set guidelines in many communities, with the result that teachers and administrators are at a loss to know how to deal with a student who consistently refuses to obey orders. Obviously, disciplinary action must take account of community attitudes.

Reprints Available

Additional copies of this sixth annual Gallup survey of public attitudes toward the public schools may be ordered from Phi Delta Kappa. The minimum order is 25 copies for \$3.50. Additional copies are 10 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 should accompany orders totaling less than \$5, except when school purchase orders are used. (A \$1 shipping and handling charge will be made if cash does not accompany an order totaling less than \$5.)

Copies of earlier Gallup surveys are available only in the form of a volume published last year by Phi Delta Kappa: *The Gallup Polls of Attitudes Toward Education, 1969-1973*. These are available for \$2.25 each, or \$2 each for five or more copies.

With this fact in mind, an effort was made in the present study to gain some insight into the public's views. The question was posed: "What should be done with a high school student who refuses to obey his teachers?"

Oddly enough, parents of school children and high school juniors and seniors take a more punitive attitude than do persons who have no children in school. Slightly more than half (57%) of the parents of school children interviewed said they would expel the student, see that he spent extra time in school, or recommended that he be paddled. Those who opted for a type of rehabilitation ("counsel," "work-study program," "change of teachers or courses," "transfer to another school," "discussions with teachers and principals," "involvement of parents," and similar remedial measures) constitute 59%.

Participation in Sports by Girls

A majority of the general public sees nothing wrong with permitting girls to participate in noncontact sports on the same teams with boys. Noncontact sports, our interviewers explained, are such sports as track, tennis, golf, baseball, and the like.

Moreover, the public votes favorably (88%) on giving girls' athletics the same kind of financial support as that given boys.

High school juniors and seniors are even more in favor of allowing girls to participate in noncontact sports on the same teams with boys than their elders.

The question:

Should girls be permitted to participate in non-contact sports — track, tennis, golf, baseball and the like — on the same teams with boys?

	National Totals %	High School Juniors & Seniors %
Yes, in favor	59	76
No, opposed	35	22
Don't know/no answer	6	2
	<u>100</u>	<u>100</u>

Educational Innovation

Attitudes toward innovations being introduced in the local schools have been probed in four national CFK Ltd. surveys. In two surveys questions have measured a generalized view about innovations; in two other surveys questions were designed to reflect the public's attitudes about changes that have actually been effected in the local schools.

The two approaches bring almost identical results for the nation as a whole. At the same time, it should be emphasized that findings would almost certainly vary from community to community. In the present survey, this question was asked:

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

The results, compared with 1970, the last time this same question was asked, show a slight shift. In the earlier

survey, 20% reported that the local schools were "not interested enough," 21% said they were "too ready" to try new ideas. A total of 32% said the schools were "just about right" in this respect and 27% had no opinion.

In the present survey, 24% say they believe the schools are not interested enough in trying new ways and methods, 20% say they are too ready, 32% say the position of the schools in this respect is "about right," and 24% have no opinion.

Examination of the findings by groups points to interesting differences. Parents with children in the public schools are more inclined to say that the schools are *too ready* to try new ideas. The two other major groups, those without children in the schools and parents of children in parochial/private schools, are inclined to say the schools are *not interested enough* in new ways and methods. High school juniors and seniors, interviewed in the present study, are far more likely to complain that the schools are not interested enough in new ideas.

The question:

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

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Not interested enough	24	25	21	26	48
Too ready to try new ideas	20	17	26	23	13
Just about right	32	25	42	27	34
Don't know/no answer	24	33	11	24	5
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Teacher Tenure

With the supply of teachers now greater than the demand in many regions and specialties, pressures on local schools to change policies regarding tenure have increased. The general public has generally opposed the principle of tenure, although, judging from the most recent survey, the margin has narrowed.

The same tenure question asked in the present survey was included in a comparable survey in 1972. An increase of three percentage points in the number favoring tenure was found in the present study, and a decline of five percentage points in those opposed.

The question:

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 %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Approve	31	32	31	34
Disapprove	56	52	61	59
Don't know/no answer	13	16	8	7
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Information About the Schools

Parents of children in the public schools and in parochial/private schools would like to have more information about the schools in the community. Current journalistic practice in most parts of the nation is to give preference to "hard" news, that is, to events or happenings that usually relate to vandalism, racial troubles, discipline problems, protests, teacher strikes, and similar news, which most laymen would describe as "bad" news.

In some cities reporters make a serious effort to find good news. The interest of parents, however, is in information which probably fits neither category, but which enables them to make better judgments about the schools and the education of their children. Newsletters from the school *may* be the only way to supply this need.

To discover the interest of the different groups in the schools, the present survey included this question:

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

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes	54	45	64	61
No	38	44	31	34
Don't know/ no answer	8	11	5	5
	100	100	100	100

When those who answered yes were asked, "What kind of information would be of particular interest to you?" the responses, in order of frequency, were:

1. The curriculum
2. Qualifications of teachers
3. Current methods of teaching
4. How the schools are administered
5. The problem of discipline
6. The financial status of the schools
7. Extracurricular activities
8. Academic ratings of the schools
9. Student attitudes toward the schools
10. More information about "my child"
11. Handling of students with special problems
12. Information about the grading system
13. Problems of integration
14. How parents can become involved in school activities

Constitutional Amendments Affecting the Schools

Four suggested amendments to the U.S. Constitution deal with these matters: busing to achieve racial integration, equalization of funds to narrow the gap between schools in poor and well-to-do communities, government financial aid to parochial schools, and an amendment that would permit prayers to be said in the public schools.

If these amendments were made the subject of nationwide referenda at the present time, these majorities would likely be found:

1. An amendment to permit prayers: in favor 77%, opposed 17%, no opinion 6%.
2. An amendment to permit government financial aid to

parochial schools: in favor 52%, opposed 35%, no opinion 13%.

3. An amendment to equalize amounts spent within a state on school children: in favor 66%, opposed 22%, no opinion 12%.

4. An amendment to forbid busing to achieve racial integration: in favor of busing 18%, opposed 72%, no opinion 10%.

Prayers in the Public Schools

This issue is a hardy perennial. The courts have consistently opposed any effort to breach church-state prohibitions now written into the Constitution. Earlier surveys on this issue have shown that a majority of the American people favor, by large majorities, permitting prayers in the schools.*

The question:

These proposals are being suggested to amend the U.S. Constitution. As I read each one, will you tell me if you favor or oppose it:

An amendment to the Constitution that would permit prayers to be said in the public schools.

	National Totals %	No Children In School %	Public School Parents %	Parochial School Parents %
Favor	77	75	79	78
Oppose	17	18	17	19
Don't know/ no answer	6	7	4	3
	100	100	100	100

*Supreme Court rulings actually prohibit only "official" prayers.
— The Editor

Government Aid for Church-Related Schools

The Supreme Court has consistently ruled against government aid to church-related schools. Only an amendment to the Constitution can change this situation. Public sentiment in favor of government aid to parochial schools has been rather evenly divided in past surveys.

When this question was asked in the 1970 survey, "It has been proposed that some government tax money be used to help parochial schools make ends meet. How do you feel about this? Do you favor or oppose giving some government tax money to help parochial schools?" the findings were: in favor of aid 48%, opposed 44%, no opinion 8%.

The 1974 question:

These proposals are being suggested to amend the U.S. Constitution. As I read each one, will you tell me if you favor or oppose it.

	National Totals %	No Children In School %	Public School Parents %	Parochial School Parents %
Favor	52	52	51	66
Oppose	35	35	37	26
Don't know/ no answer	13	13	12	8
	100	100	100	100

Equalization of Money Spent by School Districts

Americans have long professed to believe that all children ought to be given more or less equal opportunity for a basic education. But the system of financing the schools which has grown up in the U.S. does not effect this. For example, there is a spread of over \$1,000 in the average cost of educating a pupil in New York State (\$1,809) and in Alabama (\$716), and differences among districts within many states are even greater.

In recent years several court cases challenging such financial unevenness have been considered. In 1973 the U.S. Supreme Court held, 5-4, that the U.S. Constitution in no way guarantees equality of educational opportunity, nor even that education is a "fundamental right" of children under our Constitution. This ruling has led some educators to advocate that a provision be added to the Constitution which would encourage nationwide equalization of expenditures between rich and poor districts. To elicit the public's views on this issue, the following question was asked:

At present some public school districts spend less than others per child in school. Would you favor or oppose a constitutional amendment to reduce these differences?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Favor	66	68	64	63
Oppose	22	17	27	27
Don't know/ no answer	12	15	9	10
	100	100	100	100

Busing to Achieve Racial Integration

This highly controversial issue has been debated for a number of years. Sentiment opposed to busing has remained surprisingly constant. For example, a survey on this issue conducted in 1971 by the Gallup Poll showed 76% of the nation's eligible voters opposed to busing and 18% in favor, with 6% having no opinion.

In other surveys it has been discovered that the public favors integration, but opposes busing of school children as a means to this end.

The question:

Do you favor busing of school children for the purpose of racial integration or should busing for this purpose be prohibited through a constitutional amendment?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Favor	18	19	17	22
Prohibit	72	70	75	66
Don't know/ no answer	10	11	8	12
	100	100	100	100

How the Public Schools Rate

The public schools represent one of the two or three American institutions which have held the respect and confidence of a majority of citizens in a period of widespread cynicism and disillusionment. To measure the quality of education available in the public schools in a new approach, this question was asked:

Students are often given the grades A,B,C,D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here — A,B,C,D, or FAIL?

Wide variations are found by segments of the population, but one comforting fact is that the people who probably know their local schools best — the parents of children in the public schools — give them the highest rating.

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
A rating	18	16	22	12	9
B rating	30	22	42	28	41
C rating	21	19	24	22	35
D rating	6	7	4	9	10
Fail	5	4	3	15	2
Don't know/ no answer	20	32	5	14	3
	100	100	100	100	100

The Public's Perceptions of a 'Good' School

Educators often ask how the public reaches a judgment that a school is "good." To shed light on the reasons, this question was asked:

If you could send a child of yours to any school in this area, to what school would you send him?

Those who responded were then asked to tell exactly why they selected this school. Their answers, summarized, can be stated as follows:

The good school has . . . teachers who are interested in their work and in their students; teachers who make their classes interesting; enough variety in the curriculum to interest students who are not college-bound; good discipline, respect for authority; good student/teacher relationships; and good student-to-student relationships.

Many other things are mentioned: modern equipment, small classes, good administration, up-to-date teaching methods, religious training, etc.

Training for Citizenship

The failure of many young people to register and to vote in the presidential election of 1972 has led some critics to question the wisdom of letting young persons vote at the age of 18. Since the schools must bear much of the

responsibility for preparing young people for citizenship, an important point arises as to whether high school juniors and seniors know enough about the Constitution, government, and the political process to enable them to cast a reasonably intelligent vote.

To obtain the views of the public — and of high school juniors and seniors themselves — this question was included in the survey:

The question:

Young people who reach the age of 18 now have the right to vote. The question arises as to whether high school courses give students enough information about the Constitution, about government and the political process, to enable them to vote intelligently. What is your impression — how good a job do the schools perform in this respect: good, fair, or poor?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Good	33	28	39	38	47
Fair	33	32	35	36	34
Poor	16	18	13	15	16
Don't know/ no answer	18	22	13	11	3
	100	100	100	100	100

Time Spent on Four Activities by Better Versus Poorer Students

Parents who are concerned about their children's progress in school can gain some guidance from facts gathered in the survey indicating how students with higher grades spend their out-of-school hours in contrast to students with lower grades.

The time spent on four activities was recorded for a typical day: reading not connected with school work, homework, listening to radio, and viewing television. The results, when analyzed, show that students at the top of their class, and students with above-average grades, spend markedly more time reading for pleasure than do the poorer students.

Students at the top of their class actually devote nearly twice as much time to reading not connected with their school work as do the students in the lower half of their classes. Also, they spend more time on homework and far less time watching television.

This finding confirms the results reported in other studies made in the United States and Great Britain. Students who do less well in their school work tend to spend more time on television and less on reading than do the students at the top of their classes.

Persons who grew up in an earlier generation may be shocked by the small amount of time students of today spend on reading. And, judging from the information obtained from high school juniors and seniors, the years spent in school have little apparent effect in encouraging greater time spent in reading.

High school juniors and seniors in the upper half of their classes spent only 17 minutes, the median, on a given day reading for pleasure. Those in the lower half

spent only five minutes. A total of 30% of those in the upper half read nothing not required; more than half (53%) of those in the lower half read nothing.

No significant differences were found in respect to radio listening. About the same percentage of all three groups listened, and the amount of time spent averaged about the same for those at the top as for those at the bottom.

The parents who want to see their children improve their grades might follow this time schedule for their out-of-school activities:

Reading for pleasure — 30 minutes to one hour

Doing homework — one hour

Listening to radio — 30 minutes to one hour

Viewing television — not more than one and one-half hours

The Most Important Things Juniors & Seniors Say They Are Getting Out of School

When high school juniors and seniors are asked this question,

What do you feel are the most important things you are getting out of school?

the answers that come up most frequently are "making friends," and "learning to get along with people." These reasons are cited even more often than "gaining a general education" or "preparing for a job after high school." Fourth in frequency of mentions is "preparation for college."

Very few students mention goals usually cited by educators: "personal development," "acquiring a sense of values," "widening one's outlook," "becoming more mature." Some students say they have developed a greater sense of responsibility, more self-reliance, and that they have learned to cope better with people and problems; but very few juniors and seniors say that the most important thing they are getting out of school is the development of their individual capabilities.

The Goals of Education as Seen by High School Juniors & Seniors

When high school juniors and seniors were asked, "What are the overall educational goals of the school you attend?" their answers fell chiefly into three categories:

1. To prepare students for college, 43%.
2. To prepare students for jobs, 25%.
3. To graduate students and get them out of school, 10%.

Few cite, as a goal of education, the development of the individual student.

Importance of College Education

The following question, asked of the high school juniors and seniors, provides interesting views when considered in the context of the many discussions during recent years of the "relevance of college education."

The question:

How important is a college education today: extremely important, fairly important, not too important, or not important at all?

	High School Juniors & Seniors %
Extremely	36
Fairly	51
Not too	10
Not at all	2
Don't know/no answer	1
	<hr/> 100

Further Breakdowns

Detailed and different breakdowns of some of the responses to 1974 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 %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Lack of discipline	23	21	25	29	32
Integration/segregation problems	16	17	14	17	14
Lack of proper financial support	13	11	15	17	9
Use of drugs	13	13	12	15	13
Difficulty of getting "good" teachers	11	10	13	15	11
Size of school/classes	6	4	9	8	8
Parents' lack of interest	6	6	6	4	2
School board policies	4	3	6	7	2
Poor curriculum	3	4	3	3	7
Lack of proper facilities	3	2	5	3	6
Pupils' lack of interest	2	2	2	*	14
Poor communication	*	*	1	1	4
Miscellaneous	4	3	6	7	3
There are no problems	3	3	3	-	2
Don't know/no answer	17	23	9	7	7

*Less than 1%

What to Do with the Noninterested Student

Some students have no interest in school work as now offered in junior and senior high school and they become a problem. Here are some ways that have been proposed for dealing with these students. Will you tell me in the case of each proposal whether or not you approve of it.

A. Permit these students to quit school.

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Approve	18	21	14	12	44
Disapprove	78	74	82	84	53
Don't know/no answer	4	5	4	4	3
	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100

B. Have businesses and industries provide on-the-job training as a substitute for regular school.

Approve	74	77	70	67	82
Disapprove	21	17	26	31	14
Don't know/no answer	5	6	4	2	4
	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100

C. Have special training courses which would prepare them for jobs.

Approve	94	93	94	95	97
Disapprove	4	3	5	3	1
Don't know/no answer	2	4	1	2	2
	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100

D. Have a work-study program (½ day at school, ½ day on-the-job training).

Approve	86	85	89	86	90
Disapprove	9	9	9	12	10
Don't know/no answer	5	6	2	2	*
	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100

E. Give school credit for volunteer work during the school day with an approved organization, such as a local hospital, day-care center, and the like.

Approve	77	77	77	74	83
Disapprove	17	15	20	24	15
Don't know/no answer	6	8	3	2	2
	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100

F. Have separate programs for students with out-of-the-ordinary interests and talents.

Approve	79	76	82	82	83
Disapprove	14	14	13	15	13
Don't know/no answer	7	10	5	3	4
	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100	<hr/> 100

*Less than 1%

What would make school more interesting and useful to you?

	High School Juniors & Seniors %
Wider variety of subjects	35
Better/more interested teachers	14
Extracurricular activities	10
Freedom to choose courses	8
Better preparation for non-college students	8
Better facilities	6
More free time	6
Better student/teacher relationships	3
Open classrooms	2
Better relationships between students	1
Miscellaneous	6
Nothing — it's all right now	8
Don't know/no answer	10
	117*

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

Automatic Promotion

Some students are not able to keep up with their classmates and therefore fail their work. Which of these two ways of dealing with this problem do you prefer?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Promote them anyway	7	6	8	7	10
Hold them back	90	90	89	88	87
Don't know/ no answer	3	4	3	5	3
	100	100	100	100	100

How To Handle the Recalcitrant Student

What should be done with a high school student who refuses to obey his teachers?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Punitive Action					
Suspend/expel	31	30	32	33	41
Punish	11	11	11	6	4
Detention time	4	3	6	5	8
Paddle	7	7	8	3	3
Rehabilitation					
Counsel	13	13	14	15	17
Provide work/ study pro- gram	1	1	1	2	2
Discussions with princi- pal, teachers, juvenile authorities	8	8	7	9	18
Involve parents	22	19	26	30	13
Provide special curriculum/ teachers	10	9	11	12	3

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Miscellaneous	3	3	2	*	6
Don't know/ no answer	10	12	7	11	7

*Less than 1%

Participation in Sports by Girls

Should girls be permitted to participate in non-contact sports — track, tennis, golf, baseball, and the like — on the same teams with boys?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	59	58	59	66	76
No	35	34	37	30	22
Don't know/ no answer	6	8	4	4	2
	100	100	100	100	100

Should girls have equal financial support for their athletic activities as boys?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %	High School Juniors & Seniors %
Yes	88	87	88	96	89
No	7	7	8	4	9
Don't know/ no answer	5	6	4		2
	100	100	100	100	100

Constitutional Amendments Affecting The Schools

These proposals are being suggested to amend the U.S. Constitution. As I read each one, will you tell me if you favor or oppose it?

A. An amendment to the Constitution that would permit prayers to be said in the public schools.

	Favor %	Oppose %	Don't Know/ No Answer %
NATIONAL	77	17	6
Sex			
Men	75	20	5
Women	80	15	5
Race			
White	77	18	5
Nonwhite	78	16	6
Education			
Elementary grades	84	9	7
High school	81	14	5
College	67	28	5
Age			
18 to 29 years	69	25	6
30 to 49 years	79	16	5
50 years and over	80	13	7

	Favor %	Oppose %	Don't Know/ No Answer %
Religion			
Protestant	82	13	5
Roman Catholic	79	15	6
Jewish	34	61	5
All others	50	41	9
Region			
East	75	19	6
Midwest	77	17	6
South	86	10	4
West	68	26	6
Political affiliation			
Republican	81	13	6
Democrat	77	17	6
Independent	74	21	5

B. An amendment to the Constitution that would permit government financial aid to parochial schools.

	Favor %	Oppose %	Don't Know/ No Answer %
NATIONAL	52	35	13
Sex			
Men	50	39	11
Women	55	31	14
Race			
White	53	35	12
Nonwhite	50	29	21
Education			
Elementary grades	51	28	21
High school	56	31	13
College	48	44	8
Age			
18 to 29 years	56	33	11
30 to 49 years	54	35	11
50 years and over	50	35	15
Religion			
Protestant	44	41	15
Roman Catholic	76	15	9
Jewish	27	66	7
All others	39	48	13
Region			
East	59	30	11
Midwest	59	32	9
South	45	36	19
West	46	43	11
Political affiliation			
Republican	49	39	12
Democrat	54	32	14
Independent	53	35	12

C. At present some public school districts spend less than others per child in school. Would you favor or oppose a constitutional amendment to reduce these differences?

	Favor %	Oppose %	Don't Know/ No Answer %
NATIONAL	66	22	12
Sex			
Men	66	24	10
Women	67	19	14
Race			
White	65	23	12
Nonwhite	75	13	12
Education			
Elementary grades	69	12	19
High school	66	21	13
College	65	28	7
Age			
18 to 29 years	73	17	10
30 to 49 years	64	27	9
50 years and over	65	19	16

	Favor %	Oppose %	Don't Know/ No Answer %
Religion			
Protestant	65	22	13
Roman Catholic	67	22	11
Jewish	84	9	7
All others	71	18	11
Region			
East	64	20	16
Midwest	65	24	11
South	67	22	11
West	71	21	8
Political affiliation			
Republican	56	29	15
Democrat	71	18	11
Independent	67	22	11

D. Do you favor busing of school children for the purpose of racial integration or should busing for this purpose be prohibited through a constitutional amendment?

	Favor %	Prohibit %	Don't Know/ No Answer %
NATIONAL	18	72	10
Sex			
Men	19	73	8
Women	18	71	11
Race			
White	15	75	10
Nonwhite	40	47	13
Education			
Elementary grades	21	70	9
High school	15	75	10
College	22	67	11
Age			
18 to 29 years	22	67	11
30 to 49 years	16	74	10
50 years and over	18	72	10
Religion			
Protestant	16	75	9
Roman Catholic	19	70	11
Jewish	21	68	11
All others	30	55	15
Region			
East	17	70	13
Midwest	18	74	8
South	20	73	7
West	17	70	13
Political affiliation			
Republican	13	78	9
Democrat	22	69	9
Independent	16	72	12

How the Public Schools Rate

Students are often given the grades A,B,C,D, and FAIL to denote the quality of their work. Suppose the *public* schools themselves, in this community, were graded in the same way. What grade would you give the public schools here — A,B,C,D, or FAIL?

	A %	B %	C %	D %	FAIL %	Don't Know/ No Answer %
NATIONAL	18	30	21	6	5	20
Sex						
Men	18	30	21	7	5	19
Women	18	30	20	6	4	22
Race						
White	18	30	21	6	4	21
Nonwhite	18	31	17	5	10	19

	A %	B %	C %	D %	FAIL %	Don't Know/ No Answer %
Education						
Elementary grades	25	24	13	5	4	29
High school	19	28	22	6	4	21
College	13	38	22	7	4	16
Age						
18 to 24 years	11	24	34	10	4	17
25 to 29 years	18	29	20	9	4	20
30 to 49 years	18	37	21	5	5	14
50 years and over	21	24	17	5	4	29
Community size						
1 million and over	13	27	20	7	8	25
500,000 to 999,999	20	21	22	9	5	23
50,000 to 499,999	16	33	23	6	4	18
2,500 to 49,999	25	34	16	2	4	19
Under 2,500	18	31	21	6	3	21

If you could send a child of yours to *any* school in this area, to what school would you send him?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Replied	68	60	76	87
No reply given	18	26	8	10
There is no other school in area	14	14	16	3
	100	100	100	100

Training for Citizenship

Young people who reach the age of 18 now have the right to vote. The question arises as to whether high school courses give students enough information about the Constitution, about government and the political process to enable them to vote intelligently. What is your impression — how good a job do the schools perform in this respect — good, fair, or poor?

	Good %	Fair %	Poor %	Don't Know/ No Answer %
NATIONAL	33	33	16	18
Sex				
Men	32	34	18	16
Women	33	32	15	20
Race				
White	32	33	17	18
Nonwhite	38	32	14	16
Education				
Elementary grades	30	28	14	28
High school	34	33	16	17
College	33	36	17	14
Age				
18 to 29 years	33	37	19	11
30 to 49 years	38	32	14	16
50 years and over	28	31	17	24
Community size				
500,000 and over	29	34	18	19
50,000 to 499,999	37	34	12	17
2,500 to 49,999	39	29	15	17
Under 2,500	30	34	18	18

Time Spent on Four Activities by Better Versus Poorer Students

Is this child at the top of his/her class, above average, average, or below average in his/her grades?

(Asked of parents, who responded for their oldest child in school)

Where do you stand academically in your class — near the top, above average, average, or below average? (Asked of high school juniors and seniors)

	Parents of School Children %	High School Juniors & Seniors %
Near top	20	23
Above average	34	30
Average	40	45
Below average	4	2
Don't know/no answer	2	-
	100	100

In reply to this question, "Thinking now about this child, how much time does this child spend in these various ways on a typical school day in the hours when he/she is not in school?," parents of public school children reported:

	None %	Minutes Spent (Median)	Minutes Spent (Mean)
AMOUNT OF TIME SPENT			
Reading Not Connected			
With Homework			
Top of class	11	35	53
Above average	26	29	44
Lower half	34	20	28
Doing homework			
Top of class	15	57	68
Above average	22	40	57
Lower half	27	30	39
Looking at television			
Top of class	10	97	97
Above average	8	94	94
Lower half	9	127	145
Listening to radio			
Top of class	39	27	59
Above average	43	28	56
Lower half	40	29	53

In reply to this question, "Thinking only of the

About CFK Ltd.

Six years ago CFK Ltd. inaugurated this series of annual Gallup Polls on education. This year's edition marks the end of the sponsorship and leadership provided by CFK Ltd.

CFK Ltd. was founded by the late Charles F. Kettering II in 1967 as a philanthropic foundation dedicated to improving administrative leadership and the learning climate of elementary and secondary schools.

Having accomplished its goals, in mid-1974 CFK Ltd. concluded its activities. A professional organization continues many of the foundation's endeavors. It is the Collegial Association for the Development and Renewal of Educators — CADRE.

The *Kappan* acknowledges the leadership provided this series by CFK Ltd.; its president, Edward Brainard; and its board of directors, Jean S. Kettering, chairwoman, B. Frank Brown, George L. Brown, and Leo C. McKenna.

last school day, which you mentioned above, how much time did you spend?," high school juniors and seniors reported:

	None %	Minutes Spent (Median)	Minutes Spent (Mean)
AMOUNT OF TIME SPENT			
Reading Not Connected			
With Homework			
Top of class	30	17	29
Above average	53	5	24
Doing homework			
Top of class	32	30	52
Above average	43	29	44
Looking at television			
Top of class	31	50	80
Above average	23	100	102
Listening to radio			
Top of class	23	41	70
Above average	22	50	85

COMPOSITION OF THE SAMPLES

Adults

No children in schools	55%
Public school parents	39%*
Parochial school parents	8%*

*The combined total of public and parochial school parents exceeds 45% because some parents have children attending more than one kind of school.

High School Juniors and Seniors

Public school students	92%
Parochial and private school students	8%

	All Adults %	High School Juniors & Seniors %
Sex		
Men	50	42
Women	50	58
	100	100
Race		
White	88	Did not query
Nonwhite	12	
	100	
Religion		
Protestant	60	Did not query
Roman Catholic	28	
Jewish	3	
Others	9	
	100	
Age		
18 to 24 years	11	
25 to 29 years	12	
30 to 49 years	40	
50 years and over	37	
	100	
Occupation		
Business and professional	23	Did not query
Clerical and sales	11	
Farm	4	
Skilled labor	19	
Unskilled labor	21	
Nonlabor force	20	
Undesignated	2	
	100	
Income		
\$20,000 and over	15	Did not query
\$15,000 to \$19,999	15	

(Income — continued)

\$10,000 to \$14,999	26
\$7,000 to \$9,999	12
\$5,000 to \$6,999	11
\$3,000 to \$4,999	11
Under \$2,999	8
Undesignated	2
	100

Political affiliation

Republican	24	Did not query
Democrat	44	
Independent	29	
Other	3	
	100	

Region

East	26	Did not query
Midwest	28	
South	28	
West	18	
	100	

Community size

500,000 and over	30	Did not query
50,000 to 499,999	25	
2,500 to 49,999	18	
Under 2,500	27	
	100	

Education

Elementary grades	16
High school incomplete	18
High school complete	30
Technical, trade, or business school	6
College incomplete	16
College graduate	14
	100

Juniors	51
Seniors	37
No answer	12
	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.

For a detailed description of the sample design, including the method of stratification, interviewing schedules, sampling tolerances, etc., see the last section of the "Fifth Annual Gallup Poll of Public Attitudes Toward Education," which appeared in the September, 1973, *Phi Delta Kappan*. The design of the sample is also described in the Phi Delta Kappa volume compiling the first five polls of public attitudes toward education noted earlier in this article.