

For the sixth consecutive year, the Kappan is privileged to publish the full report of an attitude survey conducted by Gallup International. The first report in the seven-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 available as a Phi Delta Kappa paperback: The Gallup Polls of Attitudes Toward Education, 1969-1973. Reprints of the sixth poll can be obtained from Phi Delta Kappa.

The Gallup education polls are now an established source of reliable information concerning trends in 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.

The Gallup education polls were financed during the first six years of their existence by CFK Ltd., a small, Denver-based foundation. When CFK Ltd. was disbanded following the death of its founder, Charles F. Kettering II, the Ford Foundation consented to support it for one year, until another sponsor could be found. We are grateful to Ford officials, and particularly program officer Ralph Bohrson, both for funds and for aid in organizing the panel which selected issues and framed questions for use by the Gallup organization. Finally, great credit is due Edward Brainard, former president of CFK Ltd., whose interest in the polls is undiminished. Mr. Brainard secured Ford Foundation support, organized the poll panel, and served as coordinator. He has also assured continuation of the series, having obtained funds for the next poll from the Kettering Foundation of Dayton, Ohio, as an I/D/E/A project. — SME

SEVENTH ANNUAL GALLUP POLL OF PUBLIC ATTITUDES TOWARD EDUCATION

BY GEORGE H. GALLUP

The Purpose of the Study

The present survey has sought to discover the views of American citizens toward their public schools. It is the seventh annual survey in the series launched in 1969. This year the survey was funded by the Ford Foundation. Previous surveys were sponsored by CFK Ltd.

An effort is made each year to deal with new and emerging problems which confront public school education. A number of questions in the survey are repeated from earlier surveys in order to measure trends.

As in earlier surveys, all the data are analyzed by four groups: the total public sampled, parents who have children now attending public schools, parents with children now attending nonpublic schools, and adults who have no children either in public or nonpublic schools.

To assure that the survey embraced issues of current

importance to the educational world, Phi Delta Kappa brought together in Atlanta a panel of citizens to make suggestions in the planning stage of the present study. Expenses were paid by the Ford Foundation.

These participants were: Edward Brainard, director, Leadership Development, Colorado Department of Education, Denver; B. Frank Brown, division director, I/D/E/A, Melbourne, Florida; George Brown, lieutenant governor, State of Colorado, Denver; Albert Burstein, assemblyman, State of New Jersey, Jersey City; Alan K. Campbell, dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University; Anne Campbell, state commissioner of education, Lincoln, Nebraska; Eugene P. Connell, president, Board of Education, Clarkstown Central School District No. 1, New City, New York; Alonzo Crim, superintendent of schools, Atlanta, Georgia; Stanley M. Elam, editor, *Phi Delta Kappan*, Bloomington, Indiana; Hope Kading, vice-chairperson, Education Commission of the States, Denver,

Colorado; William A. Mitchell, superintendent, School District No. 6, Greeley, Colorado; Margery Tabankin, director, The Youth Project, Washington, D.C.

We wish to thank these individuals for their many valuable suggestions.

Research Procedure

The Sample. This year the sample — described as a modified probability sample — included a total of 1,558 adults (18 years and older). All interviewing was done by a trained staff of interviewers, maintained by the Gallup organization, who conducted personal, in-home interviews in all areas of the country and in all types of local communities. A complete analysis of the respondents appears at the end of this report.

Time of Interviewing. The fieldwork for the study was conducted during the period of June 25 through June 30, 1975.

The Interviewing Form. All questions were put through a series of pretests conducted prior to the final question selection and actual fieldwork.

Findings from this report apply only to the country as a whole and not to specific local areas. Local surveys, using the same questions, can be conducted in order to compare local communities to the national norm.*

*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 and Union Streets, Bloomington, IN 47401, \$2.25 postpaid.

Major Problems Confronting The Public Schools in 1975

Respondents have been asked each year in the seven surveys in this series to cite the most important problems of the public schools in their own communities.

In six of these seven surveys, including the present one, the problem most frequently mentioned is "lack of discipline." The percentage of those interviewed who cite discipline has not differed significantly from the first survey: Approximately one person in four names discipline as the most important problem.

The major problems which the public names this year, 1975, are substantially the same as those mentioned in the 1974 survey, with one exception. This year, for the first time, the number of respondents mentioning "crime" (vandalism, stealing, etc.) is great enough to place this problem among the top 10. Actually, in number of mentions, it ranks in eighth place. And this year, for the first time, "drinking" (use of alcohol) is mentioned by enough respondents to establish a new category, although it is not one of the top 10.

Comparing this year's findings with those of 1969, the first survey, brings to light a significant drop in the number who say that "lack of proper facilities" is a major problem in their local schools.

Below, in order of mentions, is the list of the top 10 problems of the public schools, as viewed by the public, in the year 1975:

1. Lack of discipline
2. Integration/segregation/busing

3. Lack of proper financial support
4. Difficulty of getting "good" teachers
5. Size of school/classes
6. Use of drugs
7. Poor curriculum
8. Crime/vandalism/stealing
9. Lack of proper facilities
10. Pupils' lack of interest

Rating of the Public Schools

In the 1974 survey, an effort was made to establish a rating of the public schools that would provide a base for future comparisons. A five-point scale was used, one which the schools themselves have employed historically. 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?

During the year, a significant drop has been registered in the number of persons giving the schools a grade of A. The change is from 18% last year to 13% this year.

The lowest ratings of the public schools come, understandably, from parents whose children are now attending independent/parochial schools. In this group, only 5% give the public schools an A rating; 34% give them a rating of either D or FAIL.

The public's rating of the schools may be influenced by the general loss of confidence in and respect for all American institutions. Education and the church, it should be pointed out, still have much higher confidence ratings than Congress, the Supreme Court, organized labor, or big business. A Gallup Poll released in July, 1975 shows that the public gives a high confidence rating of 67% to the schools as opposed to a 40% confidence rating for Congress, a 38% confidence rating for organized labor, and a 34% rating for big business.

Apart from this, it should be pointed out, the media have given wide publicity this year to the increasing crime and vandalism in the schools throughout the nation and to the declining test scores as reported by national college entrance examinations.

Ratings given to the public schools in 1974 and those given in 1975 indicate these changes during this period:

Ratings Given the Public Schools	National Totals	
	1974 %	1975 %
A rating	18	13
B rating	30	30
C rating	21	28
D rating	6	9
FAIL	5	7
Don't know/no answer	20	13

Parents with children in the public schools — the group in the best position to judge the quality of education in the schools — give the schools a higher rating than do those who have no children in the public schools.

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
A rating	13	11	17	5
B rating	30	26	36	25
C rating	28	27	29	24
D rating	9	9	8	16
FAIL	7	7	7	18
Don't know/ no answer	13	20	3	12

When the results are analyzed by the socioeconomic groups in the population, a fact important to the educational profession comes to light. The two bellwether groups — the college educated and the young adults — give the public schools the lowest ratings. Clearly, this should be regarded as a warning signal.

In 1974, 40% of the 18-29 age group gave the public schools an A or B rating. This year only 32% of this age group gave the schools an A or B rating. Last year, 51% of those who had attended college gave the schools an A or B rating. In 1975 this proportion has dropped to 43%. In the present survey, 41% of those who attended college gave the schools a C or D rating, compared to 29% who gave the schools a C or D last year.

	A %	B %	C %	D %	FAIL %	Don't Know/ No Answer %
NATIONAL TOTALS	13	30	28	9	7	13
Sex						
Men	11	30	28	10	8	13
Women	14	30	28	8	7	13
Race						
White	13	31	28	9	7	12
Nonwhite	14	23	28	11	10	14
Age						
18 to 29 years	6	26	37	12	7	12
30 to 49 years	13	33	29	11	8	6
50 years and over	18	29	19	5	7	22
Education						
Elementary grades	21	25	17	7	9	21
High school	12	29	30	9	8	12
College	9	34	31	10	6	10
Community size						
1 million and over	11	29	23	9	9	19
500,000 to 999,999	14	27	27	11	8	13
50,000 to 499,999	10	28	30	12	7	13
2,500 to 49,999	17	30	30	5	5	13
Under 2,500	13	32	28	9	8	10
Region						
East	14	32	24	7	7	16
Midwest	14	30	29	8	8	11
South	12	30	29	9	7	13
West	10	26	29	15	8	12

Use of Drugs and Alcohol

The use of drugs by young people is regarded as a serious problem in all areas of the nation, in cities and towns from the largest to the smallest. In fact, the use of drugs in small communities appears to have reached the same level as in the largest cities, a change which represents a marked difference from five years ago (1970).

A total of 59% of the parents who have children now attending public schools say that the use of drugs by young people locally is a serious problem.

Alcohol, which many regard as another kind of drug, has

Reprints Available

Reprints of this seventh annual Gallup survey of public attitudes toward the public schools may be ordered from Phi Delta Kappa. The minimum order is 25 copies for \$4. 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 the first five Gallup surveys are available only in the form of a volume published in 1973 by Phi Delta Kappa: *The Gallup Polls of Attitudes Toward Education, 1969-1973*. These are priced at \$2.25 each, or \$2 each for five or more copies. Reprints of the 1974 poll report are available at the prices noted above for 1975 reprints. Use this address in ordering: Director of Administrative Services, Phi Delta Kappa, Box 789, Eighth & Union, Bloomington, IN 47401.

become a relatively new problem at a time when the use of marijuana and hard drugs has leveled off. As in the case of other drugs, alcohol is as much a problem in the small communities as in the large.

The first question asked: Is the use of drugs by young people a serious problem in this community?

The second question asked: What about alcoholic drinks?

	Drugs a Serious Local Youth Problem		
	Yes %	No %	Don't Know/ No Answer %
NATIONAL TOTALS	58	27	15
Sex			
Men	56	29	15
Women	60	25	15
Race			
White	57	28	15
Nonwhite	64	21	15
Age			
18 to 29 years	56	32	12
30 to 49 years	61	27	12
50 years and over	57	22	21
Education			
Elementary grades	62	21	17
High school	59	27	14
College	53	31	16
Community size			
1 million and over	54	26	20
500,000 to 999,999	57	25	18
50,000 to 499,999	62	23	15
2,500 to 49,999	69	21	10
Under 2,500	51	35	14
Region			
East	51	31	18
Midwest	63	24	13
South	59	27	14
West	60	24	16

Alcohol a Serious Local Youth Problem

	Yes %	No %	Don't Know/ No Answer %
NATIONAL TOTALS	55	27	18
Sex			
Men	53	31	16
Women	56	24	20
Race			
White	54	28	18
Nonwhite	59	25	16
Age			
18 to 29 years	60	27	13
30 to 49 years	53	32	15
50 years and over	54	21	25
Education			
Elementary grades	57	23	20
High school	56	27	17
College	50	31	19
Community size			
1 million and over	53	26	21
500,000 to 999,999	57	23	20
50,000 to 499,999	55	25	20
2,500 to 49,999	61	26	13
Under 2,500	52	32	16
Region			
East	49	30	21
Midwest	61	25	14
South	53	28	19
West	56	25	19

Program on Effects of Drugs and Alcohol

Every major group in the population, by overwhelming majorities, would require students to attend a program on the effects of drugs and alcohol.

The success of such required programs has been spotty in the places in which they have been tried. On the other hand, many citizens believe that it is important that students who try drugs and alcohol, or who persist in their use, know all the dangers they risk.

The question:

Should the schools in this community require students to attend a program on the effects of drugs and alcohol?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes	84	81	87	88
No	11	12	10	8
Don't know/ no answer	5	7	3	4

Public Awareness and Attitudes With Respect to the Supreme Court's Ruling on Suspensions

Although only four in 10 (41%) of the persons included in this survey had heard of the U.S. Supreme Court's ruling regarding the suspension of students, a majority of those who were aware of this decision hold the view that the Court did not go too far in making its ruling.

The Court, it will be recalled, now requires school principals to give written notice to a student and his parents

and to hold a hearing when a student is suspended from school.

Some educators and school board members have objected to this ruling, believing that it, along with others, has added to the difficulties of operating the school system. The public, judging from the findings of this survey, accepts the Court's decision as being a fair one.

The question:

A U.S. Supreme Court decision requires school principals to give written notice to a student and his parents and to hold a hearing when the student is suspended from school. Have you heard or read about this ruling?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes, have heard	41	39	44	47
No, have not heard	55	56	54	50
Don't know/ no answer	4	5	2	3

The second question (asked only of those who had heard or read about the ruling):

Do you think the Court went too far in making this ruling?

	Yes, Court Went Too Far %	No, Court Did Not %	Don't Know/ No Answer %
NATIONAL TOTALS	26	67	7
Sex			
Men	33	60	7
Women	21	73	6
Race			
White	29	66	5
Nonwhite	8	77	15
Age			
18 to 29 years	22	71	7
30 to 49 years	25	68	7
50 years and over	31	62	7
Education			
Elementary grades	31	55	14
High school	24	70	6
College	28	68	4
Community size			
1 million and over	18	71	11
500,000 to 999,999	27	67	6
50,000 to 499,999	27	65	8
2,500 to 49,999	24	71	5
Under 2,500	31	64	5
Region			
East	25	69	6
Midwest	30	65	5
South	25	65	10
West	25	69	6

Attitudes Toward Student Rights

Although the Supreme Court has upheld rights of students in recent rulings, the weight of opinion in the nation is that students have too many rights and privileges. Those who say students, generally speaking, have "too many" rights and privileges comprise 45%; those who say "not enough" or who say these rights and privileges are

about right total 37%.

When the same question was asked in the 1972 survey, 41% said that students had "too many" rights. This compares with the 45% in the present study. More important, parents of children in the schools are increasingly of the opinion that students have too many rights. The percentage of parents with children in the public schools who say "too many" has increased from 40% to 47%; those with children in parochial/private schools, from 40% to 56%.

The question:

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

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Too many	45	43	47	56
Just right	27	22	35	22
Not enough	10	10	11	9
No opinion	18	25	7	13

Schools with More Strict Behavior Standards

The growing reaction against low standards of behavior in the public schools is reflected in the responses to a question asking where respondents would like to send their children to school. The option offered was a special public school that had strict discipline, a strict dress code, and placed emphasis on the three Rs.

The special school with more strict behavior standards appeals to all groups, even the group composed of parents of children now attending public school.

The growing attraction of independent schools, which, generally speaking, are more strict in their standards than the public schools, is reflected in the findings. Whereas the national percentage who say they would send their children to such a school is 57%, the comparable figure for parents whose children are now attending parochial or private schools is 70%.

When respondents were asked why they chose the special school, they gave as their reason the fact that children need discipline, strict rules, and respect for others. The next reason, in number of mentions, is the superiority of this type of education to the present public schools in their community. And third is the need for a more strict dress code.

Those who would not send their children to such a school gave as their reasons for holding this view the fact that such a school would stifle the child, that strict discipline is not the answer to the present problems of schools, and that a dress code is not important. Others stated that the present schools were entirely satisfactory.

The question:

In some U.S. cities, parents of schoolchildren are being given the choice of sending their children to a special public school that has strict discipline, including a dress code, and that puts emphasis on the three Rs. If you lived in one of these cities, and had children of school age, would you send them to such a school or not?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes, would send children to special school	57	56	56	70
No, would not	33	32	36	22
Don't know/no answer	10	12	8	8

More Work for Students

Further evidence of the public's negative attitude toward what they regard as the too-great permissiveness of the public schools comes from answers to another question. This one asked respondents if children in the elementary schools of their communities and in the high schools were required to work too hard, or not hard enough.

Parents of children now attending public school say that students are not being given enough work to do — both in the elementary grades and in high school. A negligible number — 5% in the case of elementary students and only 2% in the case of high school students — report that students are made to work "too hard."

Those parents who now have children attending private/parochial schools are even more of the opinion that children in the public high schools are not made to work hard enough. Two-thirds of those in this group say that public high school students are not made to work hard enough.

The first question: In general, do you think elementary schoolchildren in the public schools here are made to work too hard in school and on homework, or not hard enough?

The second question: What about students in the public high schools here — in general, are they required to work too hard or not hard enough?

Elementary School Students

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Too hard	5	5	5	6
Not hard enough	49	46	53	53
About right amount	28	25	35	23
Don't know/no answer	18	24	7	18

High School Students

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Too hard	3	4	2	3
Not hard enough	54	53	54	66
About right amount	22	21	24	13
Don't know/no answer	21	22	20	18

Minimum Requirements for Graduation

Educators and laymen interested in the nation's educational system have sought, in many recent studies, to define the goals of education for the present generation of students.

From a research viewpoint, most attempts to obtain the public's views on the goals of education encounter a whole series of difficulties. First of all, there is the problem of separating the goals of life from the specific goals of the educational system. For example, "concern for the rights of others" is obviously a laudable goal, but the difficulty lies in its implementation. Is there a body of knowledge surrounding this goal and do teaching skills exist for developing this attitude?

Of course, the question also arises as to whether it is the primary function of the school, of the home, or of the church to develop in students "concern for the rights of others." And finally, is there any way to determine the success of a school system in reaching this goal?

Many other goals, such as "developing a positive attitude toward learning," are equally nebulous. Nevertheless, these do not constitute sufficient reason to ignore these goals. They are important, and certainly anything that teachers and schools can do to further these ends should be pursued, but not — judging from present survey findings — at the neglect of essential communication and mathematical skills and certain basic knowledge.

With these problems in mind, we sought, in the present study, to approach the problem from a different vantage point. We wanted to obtain the public's views on the minimum requirements that should be set for graduation for those students who do not plan to go to college and who propose to take a job or acquire job training immediately following their graduation from high school.

The attainment of these goals falls almost entirely within the province of the school as opposed to the home or to other institutions. The goals are specific and performance can be determined objectively.

Again, it should be stated that these are minimum requirements for students who are ending their formal education. If the schools can develop a greater sense of social responsibility on the part of these students, if they can encourage them to carry on the learning process, if they can help them to get more out of life, then these values represent a clear and added gain.

Findings from this survey approach reveal what earlier survey results have shown about the pragmatic philosophy of the American people. The priorities they set reflect their attitudes about the chief purpose of the school system — to prepare students to get jobs and to advance in the business and professional world.

The question was asked:

What requirements, if any, would you set for graduation from high school for those students *who do not plan to go on to college* but who plan to take a job or job training following graduation? I'll read off a number of requirements, and then you tell me how important each one is as a requirement for graduation for these students. We would like to know whether you think it is very important, fairly important, or not important.

The results below show the percentage of the public who describe each of the nine requirements as being "very important," "fairly important," etc. Percentages are shown in descending order.

Reading Requirements	Very Important %	Fairly Important %	Not Important %	Don't Know/ No Answer %
How important is it that these students be able to read well enough to follow an instruction manual?	96	3	-	1
... be able to write a letter of application using correct grammar and correct spelling?	92	6	1	1
... know enough arithmetic to be able to figure out such a problem as the total square feet in a room?	87	10	2	1
... have a salable skill, such as typing, auto mechanics, nurse's aide, business machines?	85	12	2	1
... know something about the U.S. government, the political parties, voting procedures?	75	21	3	1
... know something about the history of the U.S., such as the Constitution, Bill of Rights, and the like?	68	27	4	1
... know something about the major nations of the world today, their kind of government, and their way of life?	49	40	10	1
... know something about the history of mankind, the great leaders in art, literature?	33	44	21	2
... know a foreign language?	18	28	51	3

Close agreement is found in the views of all major groups regarding these minimum requirements. Those who do not have children now attending school agree almost exactly with those who do.

Federal Aid for the Public Schools

Resistance to higher property taxes and to other state and local taxes has led many educators to the belief that the educational system must rely to a greater extent in the future on the federal government for needed funds.

Since the federal government itself is besieged for increased appropriations by all departments and agencies of government, and for a host of social programs, the question arises as to where the public schools stand vis-a-vis these other claimants for federal revenue.

The present contribution of the federal government to typical school districts is minor, and half of those questioned in the present survey were unaware that the federal government provides money for their local schools. Even in the case of those who were aware that the federal government does provide some money, there is much confusion as to the size of the federal contribution.

The need for greater financial assistance to the schools is found throughout the nation. When the public is asked to name the greatest problems which their local public schools face, the need for greater financing is typically cited among the first three needs or problems of the local schools.

To discover the strength of the public school's case relative to 10 other programs that call for sizable amounts from the federal treasury, respondents were asked to state which one of these programs should be given first consideration when additional federal money becomes avail-

able. Survey participants were asked also for their second and third choices.

When all of these choices are combined for each program, the order of priorities that the public would establish looks like this:

- 1. Health care
- 2. Public school education
- 3. Law enforcement
- 4. Welfare and aid to poor
- 5. Public housing
- 6. Pollution, conservation
- 7. Mass transit (trains, buses)
- 8. Military defense
- 9. Agricultural aid
- 10. Highway improvement
- 11. Foreign aid

If future Congresses were to follow these priorities, then the public schools should look forward to substantial increases in federal financing. By the same token, military defense, which presently takes almost a third of the federal budget, would get proportionately less.

While the public schools stand near the top of the list, it should be pointed out that no single program of the 11 listed obtains more than 18% of the first choices and only one, health care, gets more than half of all choices — first, second, and third.

Public school education receives 16% of the first choices and a total of 48% of the three choices combined.

The question:

If and when more federal money from Washington is available, which *one* of the areas on this card do you think should be given first consideration when these funds are distributed? And which *one* of these areas do you think should be given *second* consideration? And which *one* of these areas do you think should be given *third* consideration?

NATIONAL TOTALS				
	First Choice	Second Choice	Third Choice	Combined Choices
	%	%	%	%
Health care	18	19	16	53
Public school education	16	15	17	48
Law enforcement	11	14	16	41
Welfare and aid to poor	14	11	7	32
Public housing	10	9	7	26
Pollution, conservation	8	8	8	24
Mass transit (trains, buses)	6	7	6	19
Military defense	6	5	5	16
Agricultural aid	4	4	7	15
Highway improvement	4	4	5	13
Foreign aid	1	1	1	3
No opinion	2	3	5	10

Training Programs Planned
By the Public Schools

In most of the seven annual surveys in this series, questions have been asked about training programs for students who are not interested in the usual curricular subjects and who stay on in school only because they are required to by law.

The public has favored by large majorities all the proposals for dealing with these young people — all except

the plan to let them quit school and go it alone without supervision.

While the public has recognized the problem presented by students who are wholly uninterested in academic work, still no program has emerged or been put into effect on a national scale.

The public schools, if they follow the public's wishes, have an opportunity to work out a special program that will combine educational and vocational training. The public favors giving the schools this responsibility by an overwhelming vote of 86%.

Most European nations have wrestled with this same problem and have devised programs that are successful. And, as a matter of fact, so have some public school systems in the United States.

Many of these programs call for a combination of technical training and on-the-job experience, with attention given to communication and mathematical skills that are deemed essential.

If experiments with this kind of program are devised and tested, almost certainly a way will be found to deal with students in the 15- to 18-year age group who are uninterested in academic subjects and who all too often become troublemakers in school.

The question:

It has been suggested that the public schools be given the responsibility to set up special job training programs for young people, age 15 to 18, who are out of work and out of school. Would you favor or oppose such a plan?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Favor giving schools this responsibility	86	87	85	84
Oppose	11	9	12	15
Don't know/ no answer	3	4	3	1

The Nongraded School

The nongraded school concept has wide appeal. In fact, all major groups of the public favor the idea by margins of more than two to one. The high percentage favoring nongraded schools indicates that the public is ready to accept innovations in a period when many persons are inclined to blame new methods and new viewpoints in the educational world for an apparent decline in student performance.

When the same question was asked of the general public in 1972, a slightly higher favorable figure was obtained. In that year, the national totals showed 71% favoring the nongraded school concept as opposed to 64% in the present survey. In the earlier study, 22% were opposed, which compares with 28% today.

The question:

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

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Favor	64	62	66	73
Oppose	28	28	28	25
No opinion	8	10	6	2

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
A great deal	33	31	37	38
Some	43	44	42	36
Little	12	11	13	14
None	7	7	6	9
Don't know/ no answer	5	7	2	3

Instruction in Morals and Moral Behavior

Presumably, the home and the church are the proper places to give children instruction in morals and moral behavior. But in the absence of such instruction in many homes, the responsibility shifts, unfairly perhaps, to the schools. At least to meet the present need, an overwhelming majority of all major groups in the population would like to see such instruction provided by the schools. And, significantly, one of the groups most in favor is that composed of parents of children now attending public schools.

The constitutional prohibition against religious instruction in the public schools could lead to legal difficulties in the teaching of morals and moral behavior. It has been suggested, however, that one effective and legal way to deal with moral behavior is by the case-history method. Dealing with true instances of children who have been confronted with specific problems could provide a better understanding of the law and why moral behavior is important. Equally important, preaching and moralizing could be avoided if this method were followed.

The question:

Would you favor or oppose instruction in the schools that would deal with morals and moral behavior?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Favor instruction in morals/moral behavior	79	76	84	85
Oppose	15	17	12	13
Don't know/ no answer	6	7	4	2

Textbook Censorship

The weight that should be attached to parental objections to books that students are assigned to read has become a controversial issue in some states.

To shed light on the public's viewpoint on this matter, the following question was asked:

When parents object to books or material in textbooks on grounds of religion, politics, race or sex discrimination, how much consideration should be given to the parents' views in deciding whether to keep these books in the school — a great deal, some, little, or none?

Should Public School Teachers Be Permitted To Strike?

A plurality of all citizens opposes permitting teachers to strike, but the margin of those opposing to those favoring has decreased in recent years.

In the first survey in this series (1969), two questions dealt with this situation: "How do you feel about teachers joining labor unions? Do you think teachers should have the right to strike?" The public, at that time, by a small margin, held that teachers should be permitted to join labor unions, but opposed the right to strike by a ratio of 59% to 37%.

In the years since, more teachers have joined teacher associations and unions, and strikes have, likewise, increased.

Today, a plurality of all citizens in the sample still opposes the right to strike by a margin of 48% to 45%, but important differences are found by age groups, by education, and by community size.

The question:

Should public school teachers be permitted to strike or not?

	Yes %	No %	Don't Know/ No Answer %
NATIONAL TOTALS	45	48	7
Sex			
Men	49	46	5
Women	42	49	9
Race			
White	44	50	6
Nonwhite	57	28	15
Age			
18 to 29 years	58	36	6
30 to 49 years	46	48	6
50 years and over	35	57	8
Education			
Elementary grades	36	53	11
High school	45	48	7
College	52	44	4
Community size			
1 million and over	46	44	10
500,000 to 999,999	53	42	5
50,000 to 499,999	53	43	4
2,500 to 49,999	42	53	5
Under 2,500	36	55	9
Region			
East	46	46	8
Midwest	46	49	5
South	42	49	9
West	47	48	5

Compulsory Arbitration

The public is almost evenly divided today on the issue of the right to strike by teachers in the public schools. At the same time, a large majority of all major groups in the population favors settling disputes by compulsory arbitration.

The question:

In case an agreement cannot be reached between a teachers union (or association) and the school board, would you favor or oppose a plan that would require the dispute to be settled by the decision of an arbitrator or panel acceptable to both the union and school board?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Favor compulsory arbitration	84	83	86	85
Oppose	7	6	7	9
Don't know/ no answer	9	11	7	6

Principals as a Part of Management

The question of whether principals should be regarded as a part of management or as employees — and therefore, with an employee's right to strike — is not really an issue insofar as the general public is concerned. Principals are a part of management, in their view.

Eight in every 10 persons in the sample say principals are a part of management; only one in nine holds an opposing view.

The question:

Should principals be considered a part of management?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes, they should	80	78	81	86
No, they should not	11	11	13	8
Don't know/ no answer	9	11	6	6

Preference for Men Versus Women Principals

The proportion of men serving as principals has increased at the expense of women in recent years. Now, with the new equality laws in effect, the situation may change again. With this in mind, the following question was put to the respondents in the sample.

The question:

The law may require hiring as many women school principals as men. Which would you personally prefer for this job — a man or a woman?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Prefer man as principal	39	38	41	50
Prefer woman	7	8	5	6
Makes no difference	52	52	53	44
Don't know/ no answer	2	2	1	

Awareness and Attitudes with Respect To Open Education

The open concept of education, which came originally from England and which has been adopted in many schools throughout the United States in recent years, is still relatively unknown to a majority of Americans and even to parents whose children now attend the public schools.

Slightly more than one-fourth (27%) of all individuals questioned in the survey said that they knew what is meant by the "open" education concept or idea. And when asked to describe, in their own words, what an "open" school is, most of these proved their familiarity with the concept. Only a negligible few said that it meant "schools open to all."

In the case of parents with children in private or parochial schools, a higher proportion (33%) claimed familiarity with the "open" school concept and, significantly, a higher proportion of this group approved of open education.

These questions were asked:

Do you happen to know what is meant by the "open" school concept or idea?

If yes:

In your own words, how would you describe an "open" school?

How do you feel about "open" schools? Do you approve or disapprove of them?

Awareness of Open Education

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Said they knew what is meant by open schools	27	24	30	33
Didn't know	60	63	56	54
Weren't sure	13	13	14	13

Attitudes Toward Open Education*

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Approve of open schools	13	12	14	18
Disapprove	10	8	12	11
Don't know/ no answer	4	4	4	4
	27	24	30	33

*Percentages of those who said they knew what is meant by open education.

The Decline in National Test Scores

Educators have cited many reasons for declining national test scores reported in recent years, particularly in the case of the SAT tests given to high school seniors who are interested in going on to college.

Do parents and the general public hold the same opinions as educators? To find out, an "open" question dealing with this problem was included in the survey.

Analysis of the public's verbatim responses shows that the reason offered most often for declining test scores is lack of student interest and motivation. The public offers one explanation seldom stressed by professional educators. In earlier years, competition to find places in college proved to be a powerful incentive to work hard and to get good grades. Now students know that, even if they do poorly in school, they can still find some college that will admit them. Moreover, a college education is not deemed as important as it once was in finding a job. Many respondents point out that college graduates are having a hard time getting jobs. The net effect of this has been to remove some of the drive to work hard and to excel.

Nearly the same percentage of respondents cite the lack of discipline in the home and in the school. Some typical comments are: "Parents no longer insist that their children apply themselves and get their work done." "They let their children run wild in the streets." "Teachers are too lenient and don't require adequate performance." "Teachers spend too much time trying to keep order in class."

Next in frequency of mention are those responses which cite the curriculum as being too easy. Examples of these are: "Students have been allowed to learn what they want to learn and not what they need to learn." "Too many soft subjects." "Not enough attention to basic subjects."

Approximately one response in five blames the teachers and their lack of interest. Respondents say, "Teachers do not require students to learn anymore." "Teachers at each level pass the buck back to the previous level and say 'You didn't do your work well.'" "All teachers are interested in is more money."

Many other causes for the declining scores of students were offered, among them the idea that television occupies too much of young peoples' time and that outside activities draw too much of their interest. Respondents also cited overcrowding, drugs, and such other reasons as "the complete breakdown of the public school system" and "the disintegration of the family." The question:

The national tests that have been given to students throughout the nation indicate that students today do not have as high scores as they had a few years ago in many subject areas. What do you think is the reason for this?

Students' lack of interest/motivation	29%
Lack of discipline in the home and school	28%
Poor curriculum (too easy, not enough emphasis on basics)	22%
Inadequate teachers, uninterested teachers	21%
Too many outside interests, including TV	8%
Miscellaneous, including integration, overcrowding, drugs, etc.	13%
No opinion	13%

(Figures add to more than 100% because of multiple answers.)

Further Breakdowns

Detailed and different breakdowns of some of the responses to the 1975 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 %
Lack of discipline	23	23	23	21
Integration/segregation/busing	15	17	11	16
Lack of proper financial support	14	13	15	13
Difficulty of getting "good" teachers	11	11	12	12
Size of school/classes	10	7	13	5
Use of drugs	9	10	9	10
Poor curriculum	5	4	7	5
Crime/vandalism/stealing	4	5	4	-
Lack of proper facilities	3	2	3	4
Pupils' lack of interest	3	4	2	2
Parents' lack of interest	2	2	3	3
School board policies	1	1	1	2
There are no problems	5	4	6	5
Miscellaneous	12	11	13	24
Don't know/no answer	10	13	6	5

(Totals add to more than 100% because of multiple answers.)

Use of Drugs and Alcohol

Is the use of drugs by young people a serious problem in this community?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes	58	56	59	78
No	27	25	31	14
Don't know/no answer	15	19	10	8

What about alcoholic drinks?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes	55	56	53	64
No	27	23	33	27
Don't know/no answer	18	21	14	9

Should the schools in this community require

students to attend a program on the effects of drugs and alcohol?

	Yes %	No %	Don't Know/ No Answer %
NATIONAL TOTALS	84	11	5
Sex			
Men	80	14	6
Women	87	9	4
Race			
White	84	11	5
Nonwhite	81	13	6
Age			
18 to 29 years	80	17	3
30 to 49 years	87	10	3
50 years and over	82	9	9
Education			
Elementary grades	81	11	8
High school	85	10	5
College	84	13	3
Community size			
1 million and over	84	9	7
500,000 to 999,999	86	10	4
50,000 to 499,999	83	12	5
2,500 to 49,999	84	10	6
Under 2,500	83	13	4
Region			
East	83	10	7
Midwest	82	13	5
South	85	10	5
West	83	13	4

Suspension from School

A U.S. Supreme Court decision requires school principals to give written notice to a student and his parents and hold a hearing when the student is suspended from school. Have you heard or read about this ruling?

	Have Heard or Read %	Have Not Heard or Read %	Don't Know/ No Answer %
NATIONAL TOTALS	41	55	4
Sex			
Men	41	55	4
Women	42	55	3
Race			
White	42	55	3
Nonwhite	40	53	7
Age			
18 to 29 years	40	57	3
30 to 49 years	44	53	3
50 years and over	39	56	5
Education			
Elementary grades	39	55	6
High school	39	58	3
College	49	49	2
Community size			
1 million and over	36	59	5
500,000 to 999,999	44	54	2
50,000 to 499,999	44	53	3
2,500 to 49,999	39	59	2
Under 2,500	43	52	5
Region			
East	40	57	3
Midwest	40	56	4
South	40	55	5
West	47	51	2

Alternative Public Schools

In some U.S. cities, parents of schoolchildren are being given the choice of sending their children to a special public school that has strict discipline, including a dress code, and that puts emphasis on the three Rs. If you lived in one of these cities and had children of school age, would you send them to such a school or not?

	Yes %	No %	Don't Know/ No Answer %
NATIONAL TOTALS	57	33	10
Sex			
Men	54	35	11
Women	60	31	9
Race			
White	57	33	10
Nonwhite	57	29	14
Age			
18 to 29 years	43	51	6
30 to 49 years	59	31	10
50 years and over	65	21	14
Education			
Elementary grades	58	25	17
High school	58	34	8
College	54	37	9
Community size			
1 million and over	61	28	11
500,000 to 999,999	55	40	5
50,000 to 499,999	58	34	8
2,500 to 49,999	53	37	10
Under 2,500	57	30	13
Region			
East	55	33	12
Midwest	57	36	7
South	60	28	12
West	56	35	9

Do Students Work Hard Enough in School?

In general, do you think elementary school children in the public schools here are made to work too hard in school and on homework, or not hard enough?

	Too Hard %	Not Hard Enough %	About Right Amount %	Don't Know/ No Answer %
NATIONAL TOTALS	5	49	28	18
Sex				
Men	4	51	27	18
Women	6	47	30	17
Race				
White	5	47	30	18
Nonwhite	4	65	19	12
Age				
18 to 29 years	6	46	29	19
30 to 49 years	6	52	32	10
50 years and over	5	47	23	25
Education				
Elementary grades	7	49	24	20
High school	5	48	30	17
College	4	51	28	17
Community size				
1 million and over	4	52	20	24
500,000 to 999,999	3	54	20	23
50,000 to 499,999	5	47	31	17
2,500 to 49,999	6	44	33	17
Under 2,500	6	48	34	12

Region	Too Hard %	Not Hard Enough %	About Right Amount %	Don't Know/No Answer %
East	5	48	27	20
Midwest	7	44	31	18
South	5	52	30	13
West	3	54	23	20

What about students in the public high schools here — in general, are they required to work too hard or not hard enough?

	Too Hard %	Not Hard Enough %	About Right Amount %	Don't Know/No Answer %
NATIONAL TOTALS	3	54	22	21
Sex				
Men	3	54	20	23
Women	3	54	23	20
Race				
White	3	53	22	22
Nonwhite	5	62	16	17
Age				
18 to 29 years	3	54	22	21
30 to 49 years	3	56	22	19
50 years and over	4	51	22	23
Education				
Elementary grades	7	49	21	23
High school	2	53	24	21
College	3	58	18	21
Community size				
1 million and over	2	57	20	21
500,000 to 999,999	4	56	15	25
50,000 to 499,999	3	53	21	23
2,500 to 49,999	4	50	28	18
Under 2,500	3	53	24	20
Region				
East	2	53	23	22
Midwest	4	54	23	19
South	3	50	25	22
West	3	61	14	22

Federal Aid

Do you happen to know whether the schools in your school district receive any money from the federal government (the government in Washington)?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes, they do	50	42	59	57
No, they do not	6	7	6	5
Don't know/no answer	44	51	35	38

Do you happen to know whether the schools in your school district receive any money from the federal government (the government in Washington)?

	Yes, They Do %	No, They Do Not %	Don't Know/No Answer %
NATIONAL TOTALS	50	6	44
Sex			
Men	50	7	43
Women	49	5	46

	Yes, They Do %	No, They Do Not %	Don't Know/No Answer %
Race			
White	51	6	43
Nonwhite	36	8	56
Age			
18 to 29 years	44	7	49
30 to 49 years	58	6	36
50 years and over	43	6	51
Education			
Elementary grades	31	5	64
High school	48	7	45
College	66	6	28
Community size			
1 million and over	40	8	52
500,000 to 999,999	44	10	46
50,000 to 499,999	52	6	42
2,500 to 49,999	53	3	44
Under 2,500	54	6	40
Region			
East	45	11	44
Midwest	49	6	45
South	49	3	48
West	57	5	38

What part of the school budget in your district do you think this federal money represents — a small part, a fairly sizable part, or a very large part of the budget? (Asked of those who said the schools in their school district receive money from the federal government.)

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Small part	17	15	22	20
Fairly sizable part	18	16	20	16
Very large part	6	4	7	10
Don't know/no answer	9	7	10	11

If and when more federal money from Washington is available, which *one* of the areas on this card do you think should be given first consideration when these funds are distributed?

Areas Shown on Card

	Health Care %	Public School Education %	Welfare and Aid to Poor %	Law Enforcement %	Public Housing %	Pollution, Conservation %
NATIONAL TOTALS	18	16	14	11	10	8
Sex						
Men	16	13	12	12	11	9
Women	20	19	16	10	8	7
Race						
White	19	16	11	12	9	9
Nonwhite	14	14	38	3	17	2
Age						
18 to 29 years	15	18	16	8	8	13
30 to 49 years	17	20	13	9	8	8
50 years and over	23	9	15	14	12	5
Education						
Elementary grades	19	12	24	9	12	2
High school	19	14	16	11	11	8
College	15	24	5	12	4	13

	Health Care %	Public School Education %	Welfare and Aid to Poor %	Law Enforcement %	Public Housing %	Pollution, Conservation %
Community size						
1 million and over	21	17	10	12	13	9
500,000 to 999,999	20	9	19	14	8	11
50,000 to 499,999	17	18	15	10	12	9
2,500 to 49,999	18	16	18	6	11	8
Under 2,500	16	17	12	12	5	5
Region						
East	23	15	12	10	13	8
Midwest	21	14	14	14	6	9
South	15	18	17	9	9	7
West	11	19	14	9	10	9

Areas Shown on Card (Cont.)

	Mass Transit %	Military Defense %	Agricultural Aid %	Highway Improvement %	Foreign Aid %	No Opinion %
NATIONAL TOTALS	6	6	4	4	1	2
Sex						
Men	7	8	5	4	1	2
Women	5	5	3	3	1	3
Race						
White	6	7	4	4	1	2
Nonwhite	2	1	4	1	2	2
Age						
18 to 29 years	5	4	5	5	1	2
30 to 49 years	6	8	5	3	1	2
50 years and over	6	6	4	2	1	3
Education						
Elementary grades	2	5	4	4	2	5
High school	5	5	4	4	1	2
College	9	9	4	2	1	2
Community size						
1 million and over	7	5	*	2	*	4
500,000 to 999,999	6	7	2	2	1	1
50,000 to 499,999	6	7	3	1	1	1
2,500 to 49,999	4	5	6	4	1	3
Under 2,500	6	7	9	8	*	3
Region						
East	5	5	2	4	*	3
Midwest	6	4	6	5	*	1
South	4	8	6	3	2	2
West	9	9	3	2	1	4

* Less than 1%

Job Training

It has been suggested that the public schools be given the responsibility to set up special job training programs for young people, age 15 to 18, who are out of work and out of school. Would you favor or oppose such a plan?

	Favor %	Oppose %	Don't Know/ No Answer %
NATIONAL TOTALS	86	11	3
Sex			
Men	84	13	3
Women	88	8	4

	Favor %	Oppose %	Don't Know/ No Answer %
Race			
White	85	11	4
Nonwhite	93	5	2
Age			
18 to 29 years	89	9	2
30 to 49 years	83	13	4
50 years and over	87	9	4
Education			
Elementary grades	88	7	5
High school	86	10	4
College	84	14	2
Community size			
1 million and over	84	10	6
500,000 to 999,999	87	10	3
50,000 to 499,999	89	9	2
2,500 to 49,999	88	10	2
Under 2,500	82	13	5
Region			
East	86	10	4
Midwest	83	15	2
South	90	6	4
West	84	11	5

Nongraded Schools

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

	Favor %	Oppose %	No Opinion %
NATIONAL TOTALS	64	28	8
Sex			
Men	62	30	8
Women	65	27	8
Race			
White	64	28	8
Nonwhite	62	32	6
Age			
18 to 29 years	65	28	7
30 to 49 years	65	29	6
50 years and over	61	28	11
Education			
Elementary grades	55	32	13
High school	64	28	8
College	69	26	5
Community size			
1 million and over	70	24	6
500,000 to 999,999	74	23	3
50,000 to 499,999	66	28	6
2,500 to 49,999	56	35	9
Under 2,500	58	29	13
Region			
East	65	28	7
Midwest	61	33	6
South	62	27	11
West	68	24	8

Instruction in Morals

Would you favor or oppose instruction in the schools that would deal with morals and moral behavior?

	Favor %	Oppose %	Don't Know/ No Answer %		Yes %	No %	Not Sure %
NATIONAL TOTALS	79	15	6	2,500 to 49,999	26	59	15
Sex				Under 2,500	24	61	15
Men	77	16	7	Region			
Women	82	13	5	East	33	57	10
Race				Midwest	26	58	16
White	79	16	5	South	19	68	13
Nonwhite	84	9	7	West	28	58	14
Age							
18 to 29 years	68	26	6				
30 to 49 years	84	12	4				
50 years and over	83	10	7				
Education							
Elementary grades	82	10	8				
High school	81	14	5				
College	73	21	6				
Community size							
1 million and over	78	17	5				
500,000 to 999,999	84	11	5				
50,000 to 499,999	79	16	5				
2,500 to 49,999	75	17	8				
Under 2,500	81	13	6				
Region							
East	74	19	7				
Midwest	81	15	4				
South	84	10	6				
West	78	15	7				

COMPOSITION OF THE SAMPLE

	%
No children in schools	57
Public school parents	39*
Parochial school parents	7*

*Totals exceed 43% because some parents have children attending more than one kind of school.

Sex	%	\$3,000 to \$4,999	11
Men	48	Under \$2,999	7
Women	52	Undesignated	2
	100		100
Race	%	Political Affiliation	%
White	88	Republican	22
Nonwhite	12	Democrat	42
	100	Independent	34
		Other	2
Religion	%		100
Protestant	62		
Roman Catholic	26	Region	%
Jewish	2	East	27
Others	10	Midwest	28
	100	South	27
Age	%	West	18
18 to 24 years	16		100
25 to 29 years	10		
30 to 49 years	40	Community size	%
50 years and over	34	1 million and over	18
	100	500,000 to 999,999	13
Occupation	%	50,000 to 499,999	25
Business & professional	22	2,500 to 49,999	17
Clerical & sales	11	Under 2,500	27
Farm	3		100
Skilled labor	18	Education	%
Unskilled labor	24	Elementary grades	19
Non-labor force	18	High school incomplete	16
Undesignated	4	High school complete	34
	100	Technical, trade, or business school	5
Income	%	College incomplete	14
\$20,000 and over	17	College graduate	12
\$15,000 to \$19,999	15	Undesignated	*
\$10,000 to \$14,999	26		100
\$7,000 to \$9,999	12		
\$5,000 to \$6,999	10		

* Less than 1%

Teacher Strikes

Should public school teachers be permitted to strike or not?

	National Totals %	No Children In Schools %	Public School Parents %	Parochial School Parents %
Yes, they should	45	45	45	42
No, they should not	48	47	49	52
Don't know/ no answer	7	8	6	6

Open School Concept

Do you happen to know what is meant by the "open" school concept or idea?

	Yes %	No %	Not Sure %
NATIONAL TOTALS	27	60	13
Sex			
Men	23	62	15
Women	30	58	12
Race			
White	28	58	14
Nonwhite	14	78	8
Age			
18 to 29 years	32	56	12
30 to 49 years	30	56	14
50 years and over	18	68	14
Education			
Elementary grades	7	82	11
High school	21	64	15
College	52	36	12
Community size			
1 million and over	25	61	14
500,000 to 999,999	28	61	11
50,000 to 499,999	30	59	11

The Design of the Sample

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

The sampling procedure is designed to produce an approximation of the adult civilian population, 18 years of age 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 geographic areas were selected with equal probability.

Separately for each survey, within each subdivision so selected for which block statistics are available, a sample of blocks 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.

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.

Readers interested in determining the approximate size of sampling error for any percentage given in this report should obtain a copy of *The Gallup Polls of Attitudes Toward Education, 1969-1973*, which provides tables and instructions permitting such calculations for all the Gallup polls published in the *Kappan*. (Order from Director of Administrative Services, Phi Delta Kappa, P.O. Box 789, Eighth and Union, Bloomington, IN 47401. Price, \$2.25 each or \$2 each for five or more copies.)

What Do You Really Know About Behavioral Objectives?

By John F. Newport

In this age of performance- or competency-based education and accountability, the term *behavioral objectives* is frequently encountered. What do you really know about behavioral objectives? Below is a test designed to measure precisely the extent to which both advocates and critics have grasped the concept of behavioral objectives. Place *true* or *false* on the line to the left of each item.

- _____ 1. If probed with a sharp object, behavioral objectives bleed.
- _____ 2. The first streaker to be arrested for indecent exposure was actually a behavioral objective in disguise.
- _____ 3. When covered with milk, behavioral objectives go "snap," "crackle," and "pop."
- _____ 4. Behavioral objectives can leap over tall buildings and stop runaway trains.
- _____ 5. When used according to directions, behavioral objectives can be used to clear a clogged drain.
- _____ 6. Behavioral objectives force teachers (especially college teachers) to emphasize trivial, easy-to-measure learnings.
- _____ 7. Behavioral objectives physically restrain teachers (especially college teachers) when they wish to take advantage of unexpected "teachable moments."
- _____ 8. By lobbying effectively in state legislatures, behavioral objectives are hastening the day when accountability will become a way of life for teachers.
- _____ 9. A behavioral objective is a

lifeless, powerless statement, usually found on paper, which reflects the ability and creativity of its maker.

- _____ 10. Behavioral objectives are simply one small component of an approach to education that is available for use by any teacher who is interested in continually improving his instruction.

Correct Responses

If you are an advocate of behavioral objectives, you should have marked Items 1-8 *false* and Items 9 and 10 *true*.

If you are a critic of behavioral objectives, you should have marked Items 1,2,4,5,6, and 8 *true* and Items 3,5,9, and 10 *false*. It is not likely, but possible according to your way of thinking, that Item 2 is true. To show how humanistic the author-expert is, you may count Item 2 true.

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