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**What People Think
about Youth and Education**

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CONTENTS

	Page
FOREWORD	188
INTRODUCTION	189
Public Opinion and Democracy	189
Public Opinion and Education	189
The Measurement of Public Opinion	190
The Present Survey of Opinion on Youth and Education	191
IS EDUCATION OVEREMPHASIZED?	193
HAS EDUCATION IMPROVED?	195
DO HIGH SCHOOLS PREPARE ONLY FOR COLLEGE?	196
SHOULD YOUTH DISCUSS ISSUES?	197
SHOULD TEACHERS DISCUSS ISSUES?	198
DO TEACHERS FAVOR THE WEALTHY?	199
SHOULD PHYSICAL EXAMINATIONS BE REQUIRED?	200
IS TOO MUCH SPENT FOR SCHOOLS?	201
SHOULD THE POORER STATES BE HELPED?	202
SHOULD POOR FAMILIES BE HELPED TO EDUCATE THEIR CHILDREN?	203
WHAT SHOULD BE SPENT FOR NEGRO EDUCATION?	204
SHOULD MANY HIGH-SCHOOL STUDENTS STOP SCHOOL AND GO TO WORK?	205
SHOULD GOVERNMENT PROVIDE WORK FOR YOUTH?	206
GENERAL CONCLUSIONS	208
SELECTED REFERENCES	210
APPENDIX	211

FOREWORD

ABRAM LINCOLN once said: "Give the people light and they will find the way." If the publication of large quantities of professional literature could give light, then the American people would be well informed with regard to educational problems. But does the mere publication of a report or study "give light" to the average citizen? Or must he read the material, think about it, debate it with his fellows, participate in appropriate action, and finally rethink the whole matter in terms of progress?

Because of the belief that publication of recommendations must be followed by study and action, the American Council on Education in 1939 appointed a Committee on Implementation of Studies in Secondary Education. To promote public action on educational issues a committee must begin with a knowledge of public opinion concerning these issues. Plans were therefore discussed for making a study of public opinion with regard to youth and education.

After the decision was made to obtain such a survey of public opinion the Committee on Implementation asked the American Youth Commission to assume responsibility for the project. Floyd W. Reeves, director of the American Youth Commission, appointed the undersigned as a committee to take charge of the proposed poll. This Committee made arrangements whereby the American Institute of Public Opinion would collect and tabulate the necessary facts. Funds for this purpose were obtained by the American Youth Commission from the General Education Board.

The results of the poll were completely tabulated early in the fall of 1940. The Committee then requested the Research Division of the National Education Association to prepare its report for publication as an issue of the *RESEARCH BULLETIN*.

This report should be of value not only for the results which it contains but also as an example of a type of inquiry which should be made with increasing frequency. Public opinion is not a fixed quantity. It varies from place to place and from time to time. Several of the most significant inquiries here reported might well be repeated periodically on a national basis, in order that trends may be observed and reported. Local surveys of public opinion would also serve many purposes of interest to educational authorities and could readily be managed within the resources available to most school systems. Where public opinion is shown to be receptive, new programs can be initiated. Where public opinion is indifferent or hostile, public consideration of the merits of specific proposals must be encouraged.

WILLIAM G. CARR, *Educational Policies Commission, Chairman*
HADLEY CANTRIL, *Princeton University*
PAUL T. DAVID, *American Youth Commission*

Introduction

Why do plans for improving education so frequently remain between the protective covers of reports? It cannot be because many of such proposals are not socially constructive. It cannot be because there are no leaders capable of taking appropriate action. Rather, from observation, it seems that plans do not become reality because of the lack of public support. Active support in turn arises from information about and understanding of any new proposal. Failure to build this intelligent public understanding results in hostility or indifference and consequent failure to secure the desired changes.

Public Opinion and Democracy

A fundamental principle of American democracy is that the will of the people should be supreme. As expressed in the Declaration of Independence, governments derive "their just powers from the consent of the governed." Later the federal and state constitutions reiterated the principle in the words, "We, the People . . . do ordain and establish. . . ." Still later the principle was well stated by Abraham Lincoln as "government of the people, by the people, for the people. . . ."

The moving force behind popular government is public opinion. One of the clearest statements of this fact has been made by the British political observer, James Bryce:

Public opinion is a congeries of all sorts of discrepant notions, beliefs, fancies, prejudices, aspirations. . . .

It is to the power exerted by any such views or set of views, when held by an apparent majority of citizens, that we refer when we talk of Public Opinion as approving or disapproving a certain doctrine or proposal, and thereby becoming a guiding or ruling power.¹

In the early days of the Republic, public opinion was formed thru public oratory, committees of correspondence, newspaper articles, pamphlets, and particularly thru the debates in town meetings. Thru the years of American history, the press, the pulpit, the public assembly, and the school have been among the means whereby attitudes have been formed and the resulting emotional drive directed into specific action. In time, political parties and other pressure groups developed as agencies

in the formation of public opinion. Today the radio has become a factor, ranging from the disinterestedness of the "Town Meeting of the Air" to the bias of the professional propagandist. In a thousand crude or subtle ways the American people are told what and how to think and act about many questions.

On public questions the will of the people is usually made manifest thru local, state, and national elections. Where the referendum is used, questions of public policy are submitted directly to the vote of the electorate. In most instances, however, voting is upon candidates who in turn stand upon their own or party platforms. Public opinion is crystallized thru campaigns in which it is often difficult to distinguish between issues and men. Victory is usually taken to mean public approval of the general policies of the candidate. Approval or disapproval of the candidate's subsequent official acts is registered by the people at the next election. But, back of all the means used in forming and expressing public opinion is the social or civic literacy of the people.

Public Opinion and Education

Schools are supported by taxation because of the realization that no democracy is safe unless sustained by an intelligent and enlightened electorate. In schools youth learn the rights and duties of citizenship. They learn to recognize and to abide by the accepted rules of the game as it should be played in a democratic society.

From Colonial days to the present, public opinion has exerted a guiding influence upon public education. In the New England town meeting the teacher and all his activities were reviewed by the adults of the community. Later this public will was exerted thru school inspectors appointed by the town meeting. Gradually the pattern thru which the public will was exercised assumed the form of committees of trustees or boards of education chosen chiefly at popular elections. Public opinion also exercises its influence thru elections on bond issues and tax levies and by the general "climate of opinion" operating within a given community.

Education today is in no small measure the

¹ Bryce, James. *American Commonwealth*. 2 vols. New York: Macmillan Co., 1888.

product of public opinion. It was popular demand that passed compulsory attendance laws, provided financial support thru public taxation, broadened the curriculum, erected safe and sanitary buildings, and raised the level of professional preparation of teachers. It is public opinion, when enlightened, that supports school authorities in initiating progressive educational practices. It is this public opinion, when uninformed, that delays or destroys movements designed to make education more effective in serving the people generally.

It needs to be clearly realized, however, that public opinion does not crystallize in a vacuum. It forms in a given time and place under the stimulation of social forces. Among these forces are individuals and groups with special interests, who tend to align themselves either for or against a specific issue, to maintain their own alignments, and to add to their own strength by enlistment of those who have formed no strong opinions. If, therefore, educational authorities are realistic, they will seek to understand how public opinion is formed and how it may be influenced toward socially constructive ends.

One of the first steps in understanding public opinion as related to education is to ascertain the attitudes and information of the citizens. This has been done in specific communities by conferences with individual parents, by the formation of special lay committees to advise the board of education, by public meetings, and by contacts with groups such as the parent-teacher associations. To these technics has been added the scientifically directed poll of public opinion, of which the present report is an example.

The second step is to decide what shall be done about the public opinion found to exist. If the public is favorably inclined toward proposals for the improvement of education, experimental procedures can be set in motion. If the public is hostile or indifferent it will be necessary for school authorities to delay pressing for change. This delay does not necessarily mean the abandonment of the proposed project but rather the inauguration of plans designed to educate adults as to values, conditions, and needs.

The Measurement of Public Opinion

Many procedures have been used to determine prevailing public sentiment on specific issues. The most common measure in our democratic way of life is the public election. Since issues are sometimes obscured and public opinion fluctuates rapidly between elections, there has been a need for a more rapid means of ascertaining popular views. This need has led to the development of the scientific poll or sampling referendum.²

For more than thirty years newspapers, such as the *Columbus Dispatch*, have made polls covering states or regions. In 1912 the magazine *Farm Journal* began a series of presidential polls. Later the *Literary Digest* and the *Pathfinder* made other national surveys. In recent years polls have become a regular feature of *Fortune* magazine.

In 1935 George Gallup founded the American Institute of Public Opinion at Princeton, New Jersey.³ The Institute is a fact-finding organization whose purpose is to measure public opinion on political and social issues of the day, and to report the facts for the benefit of all. Because of its record and experience the Institute's aid was enlisted in making the poll reported in this bulletin.

The early surveys of public opinion were characterized by the use of ballots, distributed thru either newspapers or the mails, and by the tabulation of a random sampling of numerous replies. While many of these pioneer studies were remarkably informing, certain necessary scientific safeguards were lacking. In contrast, the recent surveys have taken account of two fundamental considerations:

- (1) The sampling must include all the significant elements present in the total group.
- (2) Moreover, the elements must be represented in the sample in approximately the same proportion as they exist in the total population.

Both experience and statistical theory point to the conclusion that no nationwide poll has ever gone wrong because too few persons were selected. In fact, a survey predicting an election within 5 percent can be attained with not more than 900 ballots. Accuracy within 3 percent is possible with a random selection of

² For further details see: *The Pulse of Democracy* by George Gallup and Saul Forbes Rae, published by Simon and Schuster, New York, 1940. 335 p.

³ American Institute of Public Opinion. *The New Science of Public Opinion Measurement*. Princeton, N. J.: the Institute, (no date). 16 p.

2500 cases.⁴ To insure this accuracy it is necessary to deal properly with three problems:

(1) *The selection of population groups in the correct proportions*—Experience is checked from time to time by including questions in the ballots with regard to racial derivation, religious affiliation, and education. It is possible thru this means to check the returns against the federal census and other comprehensive analyses of the total population. Account must be taken also of factors such as age, income, occupation, geographical residence, and sex.

(2) *The wording of the questions*—Every question must be stated clearly, simply, and without bias. Two wordings of a question may be tried with representative samplings of the population. Where unusual differences in the two tabulations result, a new and neutral phrasing must be found.

(3) *The timing of the survey*—In predicting election results it is desirable to conduct polls up to within a few hours of election. In this way account is taken of dramatic events which may cause large shifts in sentiment. This problem was not a serious factor in the present survey concerned generally with continuing educational problems.

Surveys of the American Institute of Public Opinion are conducted with the assistance of eleven hundred field reporters strategically located in cities and rural areas thruout the nation. Answers to the ballot questions are obtained by interviewing people at home, on the streets, in offices, and on farms. Most of the field reporters are college graduates who work part-time on surveys for a fee based upon an hourly rate. Definite methods are used to check upon the quality and honesty of the field work. The completed ballots are returned to the Institute's statistical office in Princeton, New Jersey, where the vote is tabulated by machine. The results are then interpreted by an editorial staff.

In December 1939 the Michigan Education Association published the results of a public opinion survey made in that state.⁵ The poll was made by a technical agency using the methods developed by the American Institute of Public Opinion. The educational questions asked dealt chiefly with financial support. Fully 70 percent of the respondents condemned curtailment of school funds and indicated a willingness to pay more in taxes if assured that the additional revenue would be used for school purposes. A second survey made in 1940 will soon be published.⁶

A report is now available of a poll of public

opinion on school financing made in connection with the Pittsburgh School Survey.⁷ The research was under the direction of the Division of Field Studies, Teachers College, Columbia University. More than 77 percent of those interviewed thought that the Pittsburgh school system was doing a good job; 68 percent thought that the public should provide enough money to make a high-school education possible for children of parents who could not afford the cost of educating them.

The Present Survey of Opinion on Youth and Education

In the fall of 1939 the Committee on Implementation of Studies in Secondary Education of the American Council on Education devoted considerable attention to plans for a proposed poll of public opinion in regard to youth and education. The Committee on Implementation arrived at the opinion that such a poll should be made and a tentative list of questions was prepared by Newton Edwards.

In January 1940, when the Committee on Implementation requested the American Youth Commission to furnish the necessary secretariat for the operation of the Committee, it also voted to turn over to the Commission the project for a poll of public opinion "with the expressed wish that it be carried out."

In accordance with this request, the Director of the American Youth Commission appointed a committee to take charge of plans for the proposed poll. A meeting of this committee was held at Princeton on May 2, 1940. Robert J. Havighurst of the General Education Board and Lawrence Benson of the American Institute of Public Opinion also were present. A tentative agreement was reached on plans for the proposed poll. To finance the project, the American Youth Commission requested and received a grant-in-aid, amounting to \$6000, from the General Education Board.

The formulation of questions for the proposed study of public opinion began with the assumption that certain basic social changes are running their course and that secondary education among other things should be designed to assist our society to adjust to those changes with a maximum of benefit and a minimum of avoidable social friction. On the

⁴ American Institute of Public Opinion, *op. cit.*, p. 5-6.

⁵ Michigan Education Association, "The Public Speaks Out," *Michigan Education Journal* 17: 267; December 1939.

⁶ Unpublished report, Michigan Education Association, Lansing, Mich. News release available.

⁷ Rope, Frederick T. *Opinion Conflict and School Support*. New York: Teachers College, Columbia University, (in press).

basis of this assumption, lists were made of the social changes that seemed most certain, of the values which might be maintained or achieved thru adjusting young people to these social changes, and of the educational policies and procedures that experts believe would help to maintain or achieve those values in the face of social change. From each of these three lists, topics have been selected concerning which there was real doubt as to the probable state of public opinion and on which information concerning public opinion would seem likely to be of greatest assistance. It was thought desirable to know: (a) How much information does the public possess about the social changes on our list? (b) To what extent does the public agree with the statement of values on our list? (c) What opinion does the public have about the educational policies and procedures on our list?

A better knowledge of the extent to which the public is informed will help greatly in planning programs for the dissemination of information on matters such as youth unemployment, rural youth migration, and the expansion of secondary-school enrolments. A better knowledge of public opinion concerning social values and proposed educational policies and procedures will indicate how rapidly educational authorities can move in the adoption of such policies and procedures. Where public opinion is already receptive, new programs can be actively initiated and demonstrated.

In the light of these purposes and along the lines of the procedure outlined for the selection of topics, the committee selected a list of about twenty proposed questions which were discussed with Mr. Benson at the meeting on May 2. It was indicated that the cooperation of the American Institute of Public Opinion would be available for a poll using this question list in revised form and covering a sufficient sample of individuals to be representative of the entire population of the United States.

After preliminary testing of the ballot in the field the questions were put into final form for the field reporters who collected the answers. Tabulations made in July 1940 were forwarded to the American Youth Commission. In September a preliminary summary was reported to the Educational Policies Commission. Further tabulations and analyses were prepared by Hadley Cantril. The pres-

ent RESEARCH BULLETIN was prepared in October under the direction of Frank W. Hubbard, director, Research Division, National Education Association.

A total of 3819 persons were interviewed. In commenting upon the survey Edward Benson, director of the project, wrote as follows: "We have carefully analyzed the cross-section as regards every important control with regard to which we have information, and I am sure that I can say without the slightest hesitation that the cross-section is one that accurately represents the adult population of this country." The specific classifications of the 3819 persons interviewed is given in Table 1.

TABLE 1.—CLASSIFICATION OF 3,819 PERSONS INTERVIEWED

Characteristic	Number of persons
1	2
<i>Geographical section</i>	
New England and Mid-Atlantic.....	1,111
East Central states.....	732
West Central states.....	527
Southern states.....	974
Western states.....	475
<i>Income groups</i>	
Upper.....	438
Middle.....	1,933
Lower.....	1,448
<i>Age groups</i>	
21-29 years.....	785
30-49 years.....	1,871
50 years and over.....	1,163
<i>Racial</i>	
White.....	3,451
Negro.....	368
<i>Sex</i>	
Men.....	1,941
Women.....	1,878
<i>Urban-rural</i>	
Cities 10,000 and over.....	1,757
Cities 2,500 to 10,000.....	469
Rural nonfarm (towns under 2,500).....	673
Farm.....	920
<i>Education (as reported by those interviewed)</i>	
Those who attended college.....	881
High-school graduates who did not attend college.....	681
All others.....	2,257
<i>Parental status</i>	
Parents.....	2,237
Nonparents.....	1,582

The original inquiry form consisted of sixteen main questions, several of which were subdivided (see forms, pages 217-18). Two questions, dealing with the characteristics of the persons interviewed, are summarized in Table 1. Three questions are reported only in the Appendix. The replies to the remainder of the questions are summarized on pages 193-207 with detailed groupings given in the Appendix. Copies of the interview blank may be obtained from the American Youth Commission as long as the limited supply lasts.

Is Education Overemphasized?

Many people say there is too much importance placed on education these days. Do you agree or disagree?

Seventy-three percent of the population do not think that education is overemphasized today; 21 percent think it is overemphasized; 6 percent have no opinion. (For further details on this and other questions see the Appendix.)

From the detailed analysis of the replies, one fact clearly emerges: The most favorable attitude toward education is found among former college and high-school students. Of those who attended high school and college, 82 percent do not believe that too much importance is placed on education, as compared with 68 percent of the group who did not attend high school. In other words, the higher the level of formal education attained the higher is the percent of those convinced that education is not overemphasized today.

Perhaps many people at the lower levels of educational attainment are inclined to say: "There's too much importance placed on education these days." From the statistical analysis this appears to be particularly true of the older people who did not graduate from high school and of those in the lower income bracket. Their greater inclination to be critical may be explained as an effort to justify their own status. Yet *even in these groups* a majority subscribe to the idea that education fully deserves all the emphasis now being given to it.

At all ages, the former high-school and college students in the middle and upper income groups are least often critical of the present emphasis on education. Within both the educational and income classifications, the younger voters consistently believe that education is not receiving too much emphasis. Young college graduates strongly oppose (84 percent) the idea that education is considered too important.

Regional and sex distributions did not reveal significant differences in attitude. But, as might be expected, there were differences among the groups classified on the basis of their knowledge of certain educational matters.

Eighty percent of the well-informed said that education was not overemphasized as contrasted with 76 percent of the partly-informed and 68 percent of the ill-informed.¹

A second part of the question asked respondents for reasons why they agreed or disagreed with the statement that too much importance was placed on education today. The 21 percent who thought that education is overemphasized gave the following reasons:

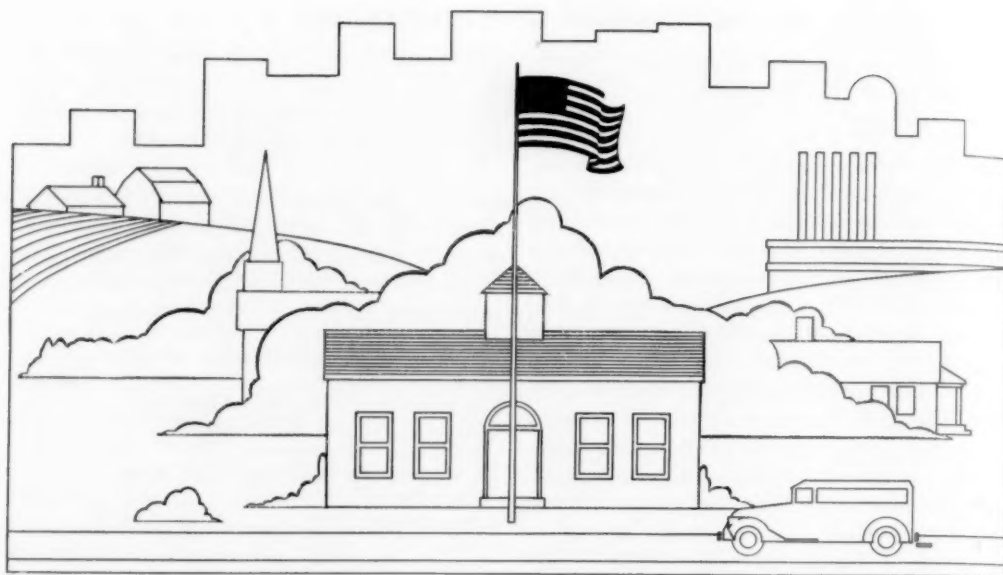
Education does not provide enough practical knowledge	10 percent
Too many people are being educated ..	4
Employers pay too much attention to an individual's education	1
Gives people radical ideas and makes them dissatisfied	1
Other reasons given	5
	21 percent

The reasons given by the 73 percent who do not believe that too much importance is placed on education these days were:

Importance of education cannot be overemphasized	41 percent
Education is needed today to attain success	15
One of the greatest assets for meeting the complex civilization of today	7
Education is necessary for the country to advance as a democracy	6
Education helps to raise the standard of living	1
Other reasons given	3
	73 percent

These reasons have significance for the planning and interpretation of public education today. It is the belief of some citizens that education is an impractical experience because school graduates are said to be unprepared for successful employment. Even some of those who would place no less importance upon education gave illuminating reasons in support of their position. For example, 41 percent merely had a general idea that education could not be overemphasized. In spite of the recent discussion of the need for educated citizens in a democracy, only 6 percent have been so impressed as to cite this as a reason.

¹ In this survey the term "well-informed" indicates a respondent who answered correctly three or four of the four factual questions on the ballot; "partly-informed" applies to those who answered two factual questions correctly; "ill-informed" are those who could not give more than one correct answer. One of these factual questions was stated as follows: "As far as you know, is the NYA a part of the government, or not connected with the government?" The other three questions, summarized only in the Appendix, asked respondents to estimate the proportion of all youth who attend high school, how many of the unemployed are young people, and the number of farm youth who would eventually leave the farm (see page 211).



IS EDUCATION OVER EMPHASIZED TODAY ? *

NO



YES



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

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Has Education Improved?

Do you think young people today are getting a better education in school than their parents got?

Eighty-five percent of the population answer "yes—better" to this question; 6 percent answer "about the same"; 7 percent think it is poorer; 2 percent have no opinion.

When the replies are classified in terms of sex, economic level, and the other factors, only minor differences are revealed. Briefly, these differences indicate that a higher opinion of education today is held by those under 50 years of age and by the well-informed (as defined in footnote 1 of the previous section).

Significant differences appear when the answers to Question 1 (present emphasis upon education) are related to this question on the quality of education. Of those who approve the presentday emphasis on education, 90 percent think it is better than it was; 4 percent think it is poorer. On the other hand, of those who think too much importance is placed on education, 74 percent feel that education today is better; 15 percent think it is actually worse.

Opportunity was provided in connection with this question for respondents to say why they thought education today was better or poorer than it had been. Those who thought

education had improved gave the following reasons:

Have more schools and better equipment	27 percent
Have better trained teachers	17
Have a variety of subjects and better course material	14
Have greater advantages and opportunities	13
Children are required to go to school longer	9
More money is spent on education	2
Other reasons given	3
	85 percent

No tabulation was made of the few reasons given by those who thought education had not changed. The 7 percent who thought education was poorer were distributed as follows:

Not enough emphasis on fundamentals—too many frills	4 percent
Children used to get more out of school for the time spent	1
Other reasons given	2
	7 percent

From the reasons given, it appears that six in ten adults think that more schools, better equipment, better prepared teachers, and a broader curriculum result in a higher type of education.

HAS EDUCATION IMPROVED ?*

YES



ABOUT SAME



POORER



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Do High Schools Prepare Only for College?

Do you think that our present high-school programs are planned mainly for the students who are going on to college, or for those who are not going on to college?

Thirty-nine percent of the total population think that secondary-school programs are planned *both* for those who go to college and for those who do not; 34 percent said for "college only"; 8 percent believe that high schools are planned for those *not* going to college; 19 percent have no opinion to express.

Apparently, then, 73 percent of the citizens recognize the college preparatory function of high schools. Combining the percents another way—47 percent recognize that high-school programs are planned to include those who do not go beyond high-school graduation.

One of the most striking facts is the great proportion of indecision. Nearly one person in five is not sure of the purpose of the high-school program. Those with higher educational status are less likely to be undecided—only 2 percent of the former college students under 30 years of age have no opinion. One person in six has no opinion among those over 50 years of age in the high-school group; nearly one-third of those who had less than high-school experience are undecided as to the main purpose of existing secondary schools.

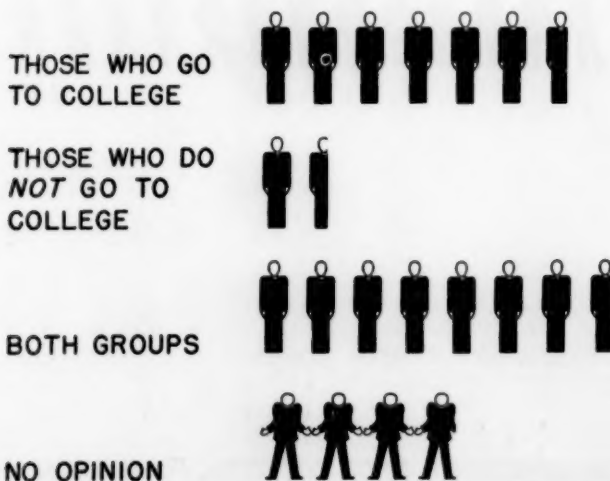
In all educational classifications, young people are more likely to express a definite opinion. In general, youth divide about equally as to whether high-school programs are planned solely for college preparation or for both college and noncollege students.

Adults who have not attended high school and are also in the lower economic group show marked indecision. In both groups those over 50 years of age are most likely not to have an opinion.

More people from the Western states than from the other regions believe that high school is mainly college preparatory. This may be explained by the existence of many public colleges and universities in the Western states.

There are no significant differences between the opinions of parents and nonparents or between those who think education is overemphasized and those who do not (see first question). It is a significant fact for educators that so many people think that high-school programs are solely college preparatory. Perhaps most adults tend to think of present school functions in terms of their own experience many years ago. Also many high schools continue to impress the public by their emphasis on college preparation and neglect to publicize their other activities.

FOR WHOM ARE HIGH-SCHOOL PROGRAMS PLANNED ?*



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Should Youth Discuss Issues?

Among the general public there are usually differences of opinion on such questions as labor unions, war, and government policy. Do you think that young people in church groups, social groups, and other youth organizations should discuss such questions among themselves?

Seventy-two percent of the general public believe that young people should discuss controversial topics among themselves; 18 percent are opposed to such discussion; 10 percent had no opinion.

In the South only 64 percent favor discussion by youth as compared with 84 percent in the Western states. Among the economic groups, 87 percent of the upper income level approve of freedom of discussion, as compared with 78 percent of the middle and 61 percent of the lowest economic level.

The age of respondents is also reflected in their attitudes. Young people are more in favor of freedom of discussion than are older people. In general also, urban dwellers are more favorable than are farmers (of the latter 65 percent favor free discussion). College graduates of all ages, particularly those under 50 years of age, are emphatically in favor of free discussion of issues; 83 percent of high-school grad-

uates agree. Those who have not graduated from high school are least inclined to favor freedom (only 62 percent) and are also the most undecided.

Further relationship between education and a favorable attitude toward discussion is demonstrated by a comparison of the responses to the present question and the one on the importance of education. Eighty-eight percent of those who attended high school or college and who also value education favor free discussion. On the other hand, only 66 percent of the non-high-school graduates who approve of the present emphasis on education favor free discussion by young people.

On the basis of information possessed by respondents, the proportions favorable to free discussion were: 83 percent among the well-informed; 78 percent, the partly-informed; 62 percent, the ill-informed. Relatively more of the ill-informed said that they had no opinion.

The freedom of students to learn is today a fundamental issue in the field of public policy. It is significant, therefore, that a majority in *all* groups favor a free consideration of controversial topics by youth groups. For the specific reasons given for and against freedom of discussion among young people consult page 213.

SHOULD YOUTH DISCUSS CONTROVERSIAL TOPICS ? *

YES



NO



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association.

Should Teachers Discuss Issues?

Do you think that teachers ought to discuss such questions in high school? This question was preceded by the following statement: Among the general public there are usually differences of opinion on such questions as labor unions, war, and government policy.

Sixty-seven percent of the public favor such discussion by teachers; 23 percent oppose; 10 percent have no opinion.

Analysis of the data yields a general pattern similar to that reported on the question of freedom of discussion among youth. In general, college graduation, youth, economic security, and possession of information tend to produce a favorable attitude. Regionally, the New England and Mid-Atlantic area is most favorable to free discussion by teachers; the South is both less favorable and more undecided.

The preceding question was followed by a second related question: *If questions about which there are differences of opinion are discussed in high school, do you think most teachers give only their own ideas, or do you think they are reasonably fair to all sides?*

Forty-seven percent of the population think that teachers are fair to all sides; 26 percent believe that teachers give only their own ideas;

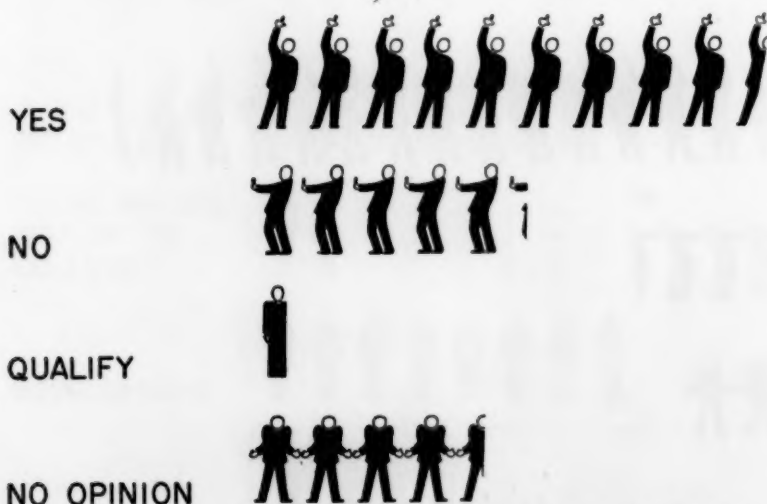
4 percent qualified their answers ("about as many teachers are fair as are not"); 23 percent said they did not know. The large percent who have no opinion is striking.

Young people (under 30 years) who attended college are more critical of the fairness of teachers than are their contemporaries who attended high school only. Thirty-eight percent of the former said "give own ideas" as compared with 27 percent of those who attended high school only. Older college people and older high-school graduates took about the same attitude toward the fairness of teachers. The less education one has the more likely he is not to have an opinion.

On the basis of the information possessed by respondents the study shows that the well-informed are most skeptical of the fairness of teachers. The percents doubtful as to teacher fairness are: 31 percent, well-informed; 26 percent, partly-informed; and 23 percent, ill-informed. Here again the ill-informed had a higher degree of indecision.

Two persons in three favor free discussion of controversial topics by teachers. Nearly half the public believes that in such discussions teachers are fair; only one in four is skeptical. See page 213 for the specific reasons given.

DO TEACHERS DISCUSS ISSUES FAIRLY ? *



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Do Teachers Favor the Wealthy?

Some people say that teachers favor the children of parents who have the most money or the best position in the community. Do you agree?

Forty-seven percent of the total do not think teachers are biased in this respect; 40 percent think they are; 13 percent have no opinion.

When classified on the basis of educational status, the replies show that 57 percent of those with a college education reject any idea of favoritism by teachers; 35 percent think it is true; 8 percent are undecided. Those who have had less than a high-school education are less certain: 43 percent disagree with the statement; 42 percent agree; and 15 percent have no opinion.

Regionally, the South is most inclined (46 percent) to agree with the statement that teachers favor the children of parents with the most money and the best community status. Greatest opposition to the statement is found in the New England and Mid-Atlantic area where 55 percent disagree with it.

Urban dwellers are less inclined to think teachers are biased than are those who live in small towns and on farms. A majority of the farmers with definite opinions believe that teachers favor the well-to-do.

Further analysis in which factors are held constant are of interest. For example, of the persons over 50 years of age, those in the lower economic group are most likely to think that teachers favor the children of the well-to-do. Young people under 30 in the upper economic group are relatively more certain of the existence of discriminations than are their elders (over 50) in the same economic group.

When classified by rural-urban groups and by economic groups, again the lower economic levels have a consistently higher percent agreeing that a bias exists. In the upper economic groups, those who have attended college are far more likely to *reject* the suggestion of discrimination than are those who have less than a high-school education.

The present survey shows that the public is about evenly divided on the question of whether or not teachers favor the children of the upper economic levels. In specific groups, that attitude may arise from ignorance. Whatever the reason, the belief exists among many adults (but less than a majority) that some teachers act in variance with the American principle of equal opportunity for all. This is a problem for further study. Why do four people in ten think that teachers show bias?

DO TEACHERS FAVOR THE UPPER ECONOMIC GROUPS ?*

NO



YES



NO OPINION



•EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Should Physical Examinations Be Required?

Do you think that all children and young people in grade school and high school should receive complete physical examinations by qualified doctors every two or three years at public expense?

Eighty-six percent of the population favor such physical examinations; 10 percent oppose; 4 percent had no opinion. No other question in this poll received a higher or more uniform degree of public support.

The reasons given for favoring physical examinations at public expense were as follows:

Many would not be examined otherwise	23 percent
To safeguard public health	21
Children should be checked for deficiencies	15
Would raise health standards of the nation	12
Health is important part of child's success	6
To insure that children are physically fit to be in school	1
Other reasons given	8
	86 percent

The reasons given in opposition to physical examinations were as follows:

Should be parents' responsibility	3 percent
Taxes are too high now	2

Should be available only to those whose families cannot afford such examinations	1 percent
Not necessary—a waste of money	1
Opposed to any trend toward socialized medicine	1
Insuring competent examiners and adequate supervision would be difficult ..	1
Other reasons given	1
	10 percent

Regionally, the New England and Mid-Atlantic area is slightly more inclined to be favorable, particularly as compared with the Western states.

In comparisons of economic groups, the lower levels are found to be most favorably inclined. Ninety percent of the youth between 21 and 29 years of age are favorable as compared with 82 percent favorable among persons past 50 years of age. The well-informed are somewhat more in favor of physical examinations than are the ill-informed.

Almost nine persons in ten approve of the proposal that physical examinations at public expense should be given regularly to all school children. Only 4 percent have no opinion to express. This overwhelming attitude of approval is significant in view of the current discussion of physical fitness for defense.

SHOULD SCHOOL CHILDREN HAVE PHYSICAL EXAMINATIONS AT PUBLIC EXPENSE ? *

YES



NO



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Is Too Much Spent for Schools?

How do you feel about the amount of tax money now being spent for schools here—would you say it is too much or not enough?

Nineteen percent of the public say "not enough"; 47 percent, "about right"; 14 percent, "too much"; and 20 percent have no opinion.

The "no opinion" vote was fairly large in all groups. Young people are especially reluctant to express an opinion on this question, possibly because of their lack of experience in paying taxes. Taxpayers show some hesitation in making a definite statement, perhaps because of the general lack of knowledge as to the specific allocation of tax funds.

The regional classifications show that adults of the Southern states are relatively more certain than those in other areas that not enough is being spent. Only 9 percent in the South feel that too much tax money is used for schools.

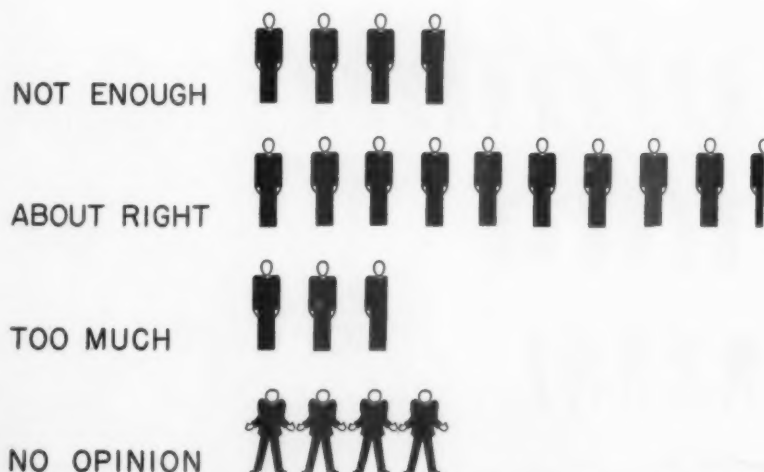
Those who attended college are the most emphatic of the educational groups that more money should be spent for schools. This was particularly true of the young college people (under 30) where 41 percent want more money for education. Among those who attended high school only is found the highest percent who approve the present allotment of

taxes. Within each of the educational groups it is the older people who feel that too much is being spent today, and who, at the same time, are most decided in their opinions.

In the economic groups the factor of age is again important. The young people are most critical of the smallness of present expenditures for education and the older people most sure that too much is being spent. The lower income level shows the most indecision, particularly among the younger people.

When responses to this question are compared with those given to the first question (Is too much importance placed on education today?) certain significant relationships appear. Most of those who think education is overemphasized want to decrease the amount spent. This is particularly true of those who did not attend high school. Most of those who approve the present emphasis upon education either approve present expenditures or wish to see the expenditures increased. Apparently those with a higher standard of education, possibly because they are better equipped to realize the deficiencies, value education most and want to see it improved thru the expenditure of more tax money even tho they can expect their taxes to be increased.

IS TOO MUCH MONEY SPENT FOR EDUCATION ? *



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Should the Poorer States Be Helped?

Some people claim that certain states are so poor that they cannot afford schools as good as those in other parts of the country. Do you agree or disagree?

Fifty percent of the public agree with the statement; 27 percent disagree; 23 percent are undecided.

Greatest agreement comes from those who attended college in the age groups under 50 and from the upper economic level. Least agreement is found among people who did not attend high school and from the lower economic groups.

Interestingly enough, it is not the people in the South who stress the relative differences in educational standards. The persons most inclined to agree with the statement as given are those who live in the Western states where schools are usually better supported than are those in the South. In general, it is not those directly affected by the poverty of certain states, the less well educated, and the economically insecure who are acutely aware of state differences but rather the wealthier and more fortunate citizens in other regions.

The second question was worded as follows: *Would you be willing to pay higher taxes so that the federal government could give*

these poorer states the money to make their schools as good as the schools in the rest of the country?

Only the 50 percent of the respondents who agreed to the first question were asked this question. Their replies divide as follows:

Willing to pay higher federal taxes	28 percent
Unwilling to pay higher federal taxes . .	18
Undecided	4
	50 percent

For further details see pages 211-12.

The specific breakdowns reveal that college people and youth (of those who agree that the condition exists) are more willing to pay higher taxes than are other specific groups.

Three conclusions appear to be warranted: (a) among those with definite opinions two in every three agree that certain states are so poor that they cannot afford schools as good as those in other parts of the country; (b) many citizens do not have an opinion and need to be informed of the differences in the ability of states to provide adequate programs of education; (c) in conducting a campaign to establish the fact that differences really exist, proportionally greater effort would have to be directed to the Southern states.

ARE SOME STATES UNABLE TO AFFORD GOOD SCHOOLS ?*

YES



NO



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Should Poor Families Be Helped To Educate Their Children?

If a family is so poor that they have to keep their children out of high school, do you think that they should be given aid by the government so that the children can attend high school?

Seventy-two percent approve the idea of government support to poor families for educational purposes; 12 percent qualify their answers; 12 percent oppose the proposal; and 4 percent have no opinion.

The outstanding feature of the classified replies is the relative unwillingness of the wealthy young persons to support the proposal as compared with poorer young people. Eighty-one percent of the youth in the lowest income group and only 57 percent of the young people in the upper income group approve the scheme. In general, the opposition of the minority comes from those who attended college and from the upper income levels, particularly the older voters in both categories.

In contrast, the chief support of the proposal to subsidize poor families for the education of children is among the less well-educated and the lower economic level. Also, greatest support on a regional basis comes from the South. The ill-informed (see page 193) are more in favor of the idea than the well-informed.

The 72 percent who agreed to the proposal were asked the question: *Would you favor this if it meant that you had to pay an increase in your taxes?* The 72 percent favorably inclined (see page 212) divide as follows:

Willing to pay higher taxes	58 percent
Unwilling to pay higher taxes	7
Undecided	7
	72 percent

Not only do seven in ten favor the proposal, but six of the seven are willing to back their support by paying taxes. Further analysis shows that, while the wealthy and the better educated are least in favor of public aid to families, those who are favorable in these groups are more willing than other groups to pay the necessary taxes. For example, of the wealthy young voters who favor the scheme, 96 percent are willing to pay the necessary taxes, as against 86 percent of the young voters in the middle-income group and 82 percent of the youth in the lower group. In the entire middle-income group, despite the possibility of having to pay higher taxes, 80 percent of those who approved the family aid scheme were willing to continue their support.

SHOULD SCHOOL AID BE GIVEN TO POOR FAMILIES ?*

YES



NO



QUALIFY



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

What Should Be Spent for Negro Education?

Do you think that the same amount of tax money should be spent in this state for the education of a Negro child as for a white child?

Seventy-eight percent of the public think that an equal amount of tax money should be spent for Negro children; 16 percent oppose the proposition; 6 percent have no opinion.

In the special classifications of the replies, the most significant differences are regional. In the Southern states 56 percent are prepared to spend equal amounts on the education of Negroes and whites; 10 percent are undecided. When only white Southern adults are considered they divide evenly between those in favor (45 percent) and those who oppose the proposition (46 percent). In the North, however, 86 percent of the white respondents favor equality of education; 10 percent oppose; and 4 percent do not know.

When only Negro voters are considered, the poll shows 78 percent of the Southern Negroes favoring equal support for Negro schools as compared with 96 percent among those who live in the North. This difference may reflect in part the difference between the educational levels of Northern and Southern Negroes.

Between the various educational and economic groups the tabulations show little difference of opinion. In general, in the higher edu-

cational levels and economic groups the tendency is slightly greater to favor equality of expenditures. Nonparents also are more willing to spend equal money on Negro education than are parents.

The degree of information possessed seems to result in slight but significant differences with regard to attitudes on the equalization of school costs. Of the well-informed, 83 percent favor equality in educational expenditures as compared with 77 percent of the partly-informed and 75 percent of the badly-informed.

City dwellers are more likely to favor spending equal amounts on the education of whites and Negroes than are those who live in small towns and on farms.

The real differences on this question appear, however, when the issue is translated from abstract theory into an immediate social problem. Altho the inequalities in education for Negroes are most apparent in the South, there does not exist in that region an overwhelming popular opinion in favor of such discriminations. On the contrary, 45 percent of the white Southerners favor equal support for Negro education. The proportion with "no opinion" is almost as large among Southern whites (9 percent) as among Southern Negroes (11 percent).

SHOULD PER PUPIL SCHOOL EXPENDITURES FOR NEGRO AND WHITE CHILDREN BE EQUAL ?*

YES



NO



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

Should Many High-School Students Stop School and Go to Work?

Do you think there are quite a few boys and girls now in high school who would be better off at work?

Fifty-four percent of the public believe that quite a few high-school students should be at work instead of at school; 39 percent disagree with this idea; and 7 percent are not able to say definitely.

The reasons given by those who favor work for some students were as follows:

Education of no benefit to some	38 percent
Not enough vocational training provided—be better off learning a trade ..	9
Some families need the additional income their children might earn	3
Education causes many to be dissatisfied with the job they ultimately hold	1
Other reasons given	3
	54 percent

Reasons given by those who oppose placing high-school students in gainful employment were as follows:

Importance of education	28 percent
Too many young people out of work now—better off in school	5
They are not old enough to work	3
Should go to school until they know definitely what they want to do	1
Other reasons given	2
	39 percent

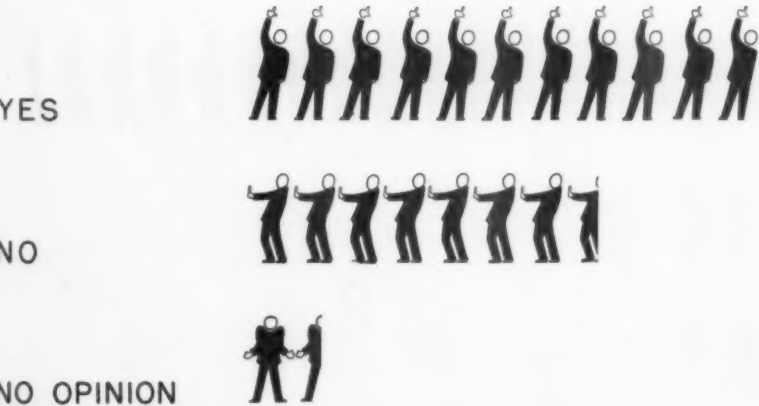
Regionally, 58 percent of the adults in the Southern states think that a number of youth would be better off in gainful employment as compared with a regional low of 45 percent in the Western states. Farmers are least enthusiastic about high-school attendance—57 percent favoring work.

Those who have not attended high school are more inclined to recommend the advantages of work than are those who attended high school.

Fewer parents than nonparents believe that employment would be better than high school for quite a few students who are now enrolled. Of those who have not attended high school and have no children, 60 percent favor the work idea as compared with 54 percent in the same educational group who have children. Of those who went to high school, 54 percent of the nonparents and only 48 percent of the parents favor work for some students.

Relating the replies on this question to the replies on the first question (Is too much importance placed on education?) reveals certain differences. Of those who feel that education is overemphasized, 71 percent favor work for many high-school students as compared with 48 percent among those who do not think education is given too much emphasis today.

WOULD QUITE A FEW HIGH-SCHOOL STUDENTS BE BETTER OFF AT WORK ?*



• EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question. Research Division, National Education Association.

Should Government Provide Work for Youth?

The National Youth Administration illustrates one of the government's part-time work and training programs. How well informed people are concerning this program and their attitudes toward the plan were brought out by several questions. First, the entire population sample of 3819 persons was asked: *Have you heard of the NYA—the National Youth Administration?*

Seventy-nine percent of the public say they have heard of the National Youth Administration; 21 percent have not.

When the replies are examined in terms of the special groups, several marked differences appear. For example, while most regions report having heard of the NYA, the proportion is lowest in the Southern states. Ninety percent of the upper income group have heard about the program as compared with 83 percent of the middle-income group and only 69 percent of the lowest income group. More youth under 30 have heard of the NYA (85 percent) than have persons over 50 years of age (72 percent). Persons who have attended college, particularly the young ones, are more likely to know about the NYA than are those who have had less than college training.

The 2980 persons (79 percent) saying that they had heard of the NYA in response to the

first question were asked: *As far as you know, is the NYA a part of the government, or not connected with the government?* Seventy-two percent thought the NYA was a part of the government; 9 percent said "not connected"; 19 percent had no opinion.

On the basis of the next question, *What do you think the NYA is?* only 1174 persons gave definite indications of being familiar with the program. These 1174 persons were asked: *So far as you know, does the NYA at present provide part-time work and training for unemployed young people?* Seventy-two percent said that part-time work and training were included; 9 percent replied in the negative; 19 percent did not know. Greatest familiarity with the work-training program is found in the Southern area, the lower-income group, and in particular among the youth of all groups. In spite of wide publicity there are areas where many people, even tho they have heard of the NYA, show little knowledge of either its function or ultimate purposes.

The 1174 persons "familiar" with the NYA were also asked: *Do you think the NYA should be continued as a regular department of the government?* Eighty-two percent thought that the NYA should continue as a regular governmental activity; 10 percent said,

SHOULD THE NYA BE CONTINUED AS A REGULAR PART OF GOVERNMENT ?*

YES



NO



NO OPINION



• EACH SYMBOL REPRESENTS 5% OF THE PUBLIC WHO WERE FAMILIAR WITH THE NYA.

*See text for exact wording of the question.

Research Division, National Education Association

"No"; 8 percent did not have an opinion. Of those familiar with the NYA, the support for its continuance comes especially from certain groups. Young people particularly approve the continuance of the program, as do the lower economic groups. The amount of education of respondents seems to make no significant difference in attitudes for people of the same age. Opposition is highest from the wealthier voters and from the older people within each of the economic groups.

In brief, this survey reveals certain facts with regard to the NYA: (a) that one person in four has never heard of the NYA; (b) that of those who have heard of NYA, most people think it is part of the government, but only one in three is able to describe accurately what it is; (c) that of those really familiar with the NYA, four in five think it should be continued as a regular part of the government.

For the purpose of ascertaining public opinion with regard to a government work-training program for youth, without specific reference to the NYA, the following question was asked of the 3819 persons comprising the total population sample: *Would you favor a special government program to provide part-time work and training for young people who have left school and are not able to find work?*

Eighty-two percent of the respondents approve of a special part-time work and training program for youth; 11 percent do not; and 7 percent have no opinion.

The lower income group favors the proposal in greater proportion (85 percent) than the upper income level (73 percent). Regionally, the most support comes from the New England and Mid-Atlantic area and the East Central states where at least 83 percent said "yes" as compared with the regional low of 78 percent in the West Central states.

Dwellers in the largest cities are more likely to approve the idea (84 percent) than are those who live in small towns or on farms where 80 percent expressed approval.

While all groups support the idea of government work programs, approval is greatest among younger persons under 50 years of age and least among the older adults. It is greatest among the well-informed and least among the ill-informed. Like similar proposals the question usually enlists the interest of the groups most apt to be directly affected by the enactment of the plan. The older and wealthier groups who are confronted with the possibility of higher taxes show least approval of special governmental programs designed to provide part-time work and training for young people.

SHOULD THE GOVERNMENT PROVIDE A WORK-TRAINING PROGRAM FOR UNEMPLOYED YOUTH ?*

YES



NO



NO OPINION



•EACH SYMBOL REPRESENTS 5% OF THE TOTAL POPULATION.

* See text for exact wording of the question.

Research Division, National Education Association

General Conclusions

There is no single formula for discovering why people think as they do. On the basis of the data presented in this bulletin there might be extensive speculation, for example, as to the reasons why elderly people on meager incomes feel that too much importance is placed on education today. Attitudes toward Negro education might be traced to beliefs associated with the economic and social development of particular regions. While no simple answer can be given to the question, *What determines opinions on educational issues?* the following tentative conclusions merit further consideration:

(1) There are marked differences in attitudes on cultural questions between the better-educated and well-informed groups and less well-educated and ill-informed groups. For example, while all groups think that education is *not* overemphasized, relatively more of the better-educated groups are likely to take this position. In general, the same tendency holds with regard to the freedom of youth in discussing controversial subjects. Proportionately more of the better-educated favor freedom of discussion.

(2) On questions involving *need*, the benefits that may be expected apparently exert a special influence upon opinions. For example, altho a majority of all groups favor educational aid for poorer families, the lower economic group shows marked approval; the highest economic group shows relatively more opposition to the proposal.

(3) When it comes to questions of *fact*, the educational level of groups appears to exert special influence upon responses. For example, while many persons in all groups know of the differences in the ability of the states to support good schools, this knowledge is most characteristic of the better-educated groups. Relatively more of the lower educational groups have no opinion. Also, the better-educated are more likely to be informed as to the NYA.

(4) On some questions, where respondents have no definite opinions, they are likely to state opinions colored by their attitudes toward education in general or their feeling on another specific educational issue. For example, those who think that education is overemphasized are most likely to be critical of the educational program and are most willing to take some students out of high school in order that they may be employed.

It is obvious that the foregoing statements merely suggest some of the possible relationships between factors which shape opinions. It is equally clear that no single factor indicates why people think as they do on educational issues. Back of all of the factors suggested there undoubtedly lie other influences

which help to crystallize the expressed attitudes and opinions. It is, however, from speculation about these underlying influences that guides may be obtained for planning and interpreting an educational program.

From a broad view of the results of the present poll, as indicated by predominant opinions on specific questions, the following general conclusions can be stated:

1. *The American public has a generally favorable point of view toward the present-day program of public education.* Most people reject the idea that education is overemphasized. They feel that education has improved in the past generation.

2. *The public believes that the public school should offer fair and equal opportunities to all youth.* A majority think that high schools now offer opportunity both to those planning to undertake higher education and to those who will not go to college. The public approves of equal treatment of children regardless of social position or race. It favors aid to poorer families in order that all children may have the opportunity of a high-school education, even tho this means higher taxes. Half the people believe that certain states are so poor that they cannot afford to have good schools.

3. *The public favors a special program for unemployed youth who are not in school.* The National Youth Administration is favored by a majority of the people who know about it and they would like to see it continued as a regular part of the government. Even those who are not familiar with the NYA urge that unemployed youth be given work-training opportunities under governmental sponsorship.

4. *The public is for freedom in teaching and in learning.* Altho divided as to whether or not teachers may favor a particular point of view, the public wants both youth groups and teachers to have freedom in discussing controversial topics.

5. *The public will not be satisfied with a static educational program.* In overwhelming numbers the public approves of physical examinations at public expense for all school children. Only one person in seven said that too much money is being spent for schools. Of those who know the facts, six persons in ten are willing to pay higher taxes so that the federal government can help the poorer states provide more adequate educational programs.

Some of the areas of activity for educators, as suggested by these general conclusions, may be stated briefly as follows:

Educational objectives—Many citizens are apparently unaware of the objectives receiving major emphasis in schools today. The special attention given to democratic living and the high-school opportunities in noncollege preparatory fields are recognized by relatively few laymen.

Finance—The public generally is not raising objections to school expenditures. In fact a substantial number, particularly among the younger people, favor increasing the amounts of tax money allotted to educational purposes. Equal school expenditures for white and Negro children are approved. There is, however, considerable indecision based undoubtedly upon a lack of information of school and public finance.

Federal aid—Half the public is aware that many states are too poor to provide good school programs. A majority of those who know the facts are willing to pay higher taxes to overcome this condition. Many of those least-informed as to the need are in areas of the country most likely to benefit from federal aid.

Youth opportunities—While the public is generally convinced that most young people belong in high school, there is appreciation of the need for a part-time work and training program for unem-

ployed, nonschool youth. Also, the public believes that the school program should include a realistic approach to learning by providing opportunity for the discussion of genuine problems even tho they may be controversial in nature.

Public relations—Whatever the reasons, a portion of the public is skeptical as to the fairness of teachers in discussion and in their treatment of children from different economic groups. Possibly this is a problem for both prior-service and in-service teacher education. More likely the public attitude arises from a lack of constructive educational interpretation and of wise public relations.

From a study of this bulletin and further similar analysis in particular local situations, educators and laymen will find ways to cooperate in developing appropriate next steps in public policy and action.

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Presents results of a survey of public opinion in Michigan in 1939. The poll reveals a united front in defense of public education. Economic, religious, political, and other groups agreed that public education should be guaranteed more adequate financial support.
- ROPE, FREDERICK T. *Opinion Conflict and School Support*. New York: Teachers College, Columbia University (in press).
From preliminary data supplied by the author: more than 77 percent of those interviewed in Pittsburgh, Pennsylvania, think that the city schools are doing a good job; 68 percent think that the public should provide enough money to make a high-school education possible for children of parents who could not afford the cost of educating them.
- ROPER, ELMO. "Classifying Respondents by Economic Status." *Public Opinion Quarterly* 4: 270-72; June 1940.
Explains the "scale of living" classifications used in appraising economic levels of respondents.
- UPDEGRAFF, ROBERT R. "Democracy's New Mirror." *Forum and Century* 103: 11-14; January 1940.
Summarizes the value of polls in weighing public opinion at frequent intervals.
- VAN TIL, WILLIAM. "The Making of Their Modern Minds: the Study of Public Opinion." *Social Education* 3: 467-72; October 1939.
Describes an instructional activity at the twelfth-grade level in which students attempted to understand why they believed what they did. Urges that the study of public opinion is an important phase of education.
- WECHSLER, JAMES. "Interviews and Interviewers." *Public Opinion Quarterly* 4: 258-60; June 1940.
Indicates some of the special skills and abilities necessary in interviewers.
- WECHSLER, JAMES. "Polling America." *The Nation* 150: 64-67; January 20, 1940.
Discusses the evidence that public opinion surveys offer authentic glimpses into the American mind. Concludes that polls are likely to grow rather than diminish in significance.
- WILKS, S. S. "Representative Sampling and Poll Reliability." *Public Opinion Quarterly* 4: 261-69.
Discusses some of the difficulties and methods used in the representative sampling procedure.

APPENDIX

As indicated in the Introduction, three questions asked of respondents are not summarized in the main sections of this bulletin. These questions (numbered 6, 12, and 15, see interview blank, pages 217-18) dealt with factual information. The most significant fact brought out by the answers is that from four to seven persons in ten have "no opinion" on these three factual questions regarding the status of youth.

Replies to Question 6

The proportion of all young people in this country who go to high school is between 65 and 70 percent. The median percent of the estimates given in answer to the following question was 66 percent.

Of all young people in this country, fourteen to seventeen years of age, about what proportion (how many in every hundred) do you think actually goes to high school?

Estimates:	Percent of total respondents
Less than 25 percent	3
25-49 percent	8
50-74 percent	24
75 percent and over	25
Indefinite answers	3
Don't know	37
	100

Replies to Question 12

It has been estimated that a little over one-third of the total unemployed are youth. The median percent of the estimates given in answer to the following question was 43 percent.

There are about 11 million unemployed of all ages in this country. Do you have any idea how many of these 11 million unemployed are between the ages of sixteen and twenty-five?

Estimates:	Percent of total respondents
Less than 25 percent	4
25-49 percent	13
50-74 percent	11
75 percent and over	2
Indefinite answers	2
Don't know	68
	100

Replies to Question 15

Estimates have been made that about 50 percent of farm youth will find employment in urban areas. The median percent of the esti-

mates given in answer to the following question was 50 percent.

Have you any idea what proportion (how many out of 100) of the boys and girls now living on farms will leave the farm in order to take up their life work?

Estimates:	Percent of total respondents
Less than 25 percent	3
25-49 percent	7
50-74 percent	17
75 percent and over	11
Indefinite answers	4
Don't know	58
	100

Replies to Question 4b

(Continued from page 202)

Fifty percent of the respondents agreed that certain poorer states cannot afford schools as good as those in other parts of the country. When these persons were asked (Question 4b on blank) whether or not they were willing to pay higher taxes so as to provide federal aid for these poorer states, 28 percent said, "yes"; 18 percent, "no"; and 4 percent had no opinion. The distribution of these replies was as follows:

Characteristic	Percent willing to pay more taxes	Percent not willing to pay more taxes	Percent having no opinion
Total (50 percent of 3,819 respondents)	28	18	4
Geographic section			
New England—Mid-Atlantic	28	18	5
East Central states	26	18	3
West Central states	27	22	5
Southern states	30	13	4
Western states	32	21	4
Income group			
Upper	32	21	4
Middle	28	19	4
Lower	28	15	5
Age groups			
21-29 years	30	17	6
30-49 years	29	17	4
50 years and over	27	19	4
Sex			
Men	30	18	3
Women	26	18	5
Urban-rural			
Cities 10,000 and over ..	30	19	4
Cities 2,500-10,000	26	17	4
Towns under 2,500	29	15	5
Farm	25	16	5

Characteristic	Percent		
	Percent willing to pay more taxes	Percent not willing to pay more taxes	Percent having no opinion
Education (as reported by respondents)			
Those who attended college	36	19	4
High-school graduates (noncollege)	30	15	4
All others	26	17	5

The reasons given for favoring higher taxes, among those who admit the inequalities between states, were as follows:

All young people should have equal educational opportunity	17 percent
Uniform education would be for the welfare of our country as a whole	4
We must share the burdens of those who need help	3
Education is too important to neglect	2
No one would be overburdened by the additional tax	1
Other reasons given	1
	28 percent

The reasons given by those unwilling to pay higher taxes were the following:

Taxes are high enough now	6 percent
Each state should be responsible for its own schools	5
Present funds adequate if properly administered	4
I couldn't afford more taxes	2
Other reasons given	1
	18 percent

Replies to Question 5a

(Continued from page 203)

The 12 percent who qualified their answers mentioned the following items:

Only for children who display application and ambition	5 percent
Only for best students	2
Only for those who can maintain their grades	1
In special cases (not specific)	1
For vocational training only	1
Miscellaneous	2
	12 percent

Replies to Question 5b

(Continued from page 203)

Seventy-two percent of the sample population approved giving government aid to poor families so that children could attend high school. These persons were then asked if they would favor the scheme even if it meant that they would have to pay higher taxes. The answers of the 72 percent were grouped as follows:

Characteristic	Percent		
	Percent willing to pay more taxes	Percent not willing to pay more taxes	Percent having no opinion
Total (72 percent of 3,819 respondents)	58	7	7
Geographic section			
New England—Mid-Atlantic	52	7	8
East Central states	59	10	6
West Central states	53	7	6
Southern states	68	6	6
Western states	56	7	6
Income groups			
Upper	52	5	3
Middle	59	6	6
Lower	59	10	8
Age groups			
21-29 years	63	6	8
30-49 years	59	7	6
50 years and over	54	9	6
Sex			
Men	59	7	5
Women	57	8	8
Urban-rural			
Cities 10,000 and over ..	58	8	6
Cities 2,500-10,000	60	7	6
Towns under 2,500	57	5	8
Farm	58	9	6
Education (as reported by respondents)			
Those who attended college	58	3	3
High-school graduates (noncollege)	61	4	7
All others	58	10	8

Replies to Question 9c

(Continued from page 206)

In order to determine whether or not respondents were really familiar with the NYA, the question (9c) was asked: "What do you think the NYA is?" The answers to this question were grouped as follows:

Those who gave definite indication of being familiar with the NYA...	30 percent
Those who gave indication of knowing about the NYA, but not enough to make it definite	16
Those who indicated no familiarity with the NYA (including those who said they had never heard of the NYA)	54
	100 percent

Replies to Question 10a

(Continued from page 197)

The reasons given by those favoring discussion by youth groups were as follows:

An opportunity for young people to become informed	42 percent
Broader views developed among young people	11
Such discussion helps young people learn to think	5
They should be free to discuss what they wish	5
Can see no harm in it	4
To arouse their interest in current problems	1
Other reasons given	4
	72 percent

The reasons given for opposition to free discussion by young people were as follows:

Most young people not well enough informed on such questions—nothing to be gained	8 percent
Ill feeling caused among them	3
Discussion of such questions should be left to older people	2
Likely to give them radical ideas	2
Church is not the place for such discussions	1
They should have competent guidance	1
Other reasons given	1
	18 percent

Replies to Question 10b

(Continued from page 198)

The reasons given for favoring teacher discussion of issues were as follows:

An opportunity for young people to become informed	35 percent
Part of education	23
Broader views developed among students	4
Gives young people an opportunity to express themselves	1
Teachers should be free to discuss what they wish	1
Other reasons given	3
	67 percent

Among those opposing discussion of issues in the schools the following reasons were given:

It is not the teacher's job nor the purpose of the school	8 percent
They might be biased and try to influence their pupils	8
Controversial subjects should not be discussed in school	2
Ill feeling caused among pupils	2
Discussion of such questions should be left to older people	1
Most teachers are not well enough informed to discuss them intelligently	1
Other reasons given	1
	23 percent

Replies to Question 11

(Continued from page 204)

Further details on Question 11 not reported in the text or in Table 2 are as follows:

Do you think that the same amount of tax money should be spent in this state for the education of a Negro child as for a white child?

	Percent yes	Percent no	Percent no opinion
All whites	78	17	5
Northern whites	86	10	4
Southern whites	45	46	9
All Negroes	82	9	9
Northern Negroes	96	2	2
Southern Negroes	78	11	11

For further details consult Table 2, pages 214-16 of this Appendix. Question 16 on the interview blank (see p. 218) was not tabulated for this report since it dealt with the federal census.

TABLE 2.—ANSWERS TO QUESTIONS TABULATED BY CERTAIN CHARACTERISTICS OF SAMPLE POPULATION (PERCENT)*

Characteristic	Num- ber of persons	Is education overemphasized? (1) ^b				Has education improved? (2a)			Do high-schools prepare only for college? (7)				Should youth discuss issues? (10a)				Should teachers discuss issues? (10b)			
		Yes	No	No opinion	Better	Same	Poorer	No opinion	For college	For non- college	For both	No opinion	Yes	No	No opinion	Yes	No	No opinion		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
<i>National adult population</i>	3,819	21	73	6	85	6	7	2	34	8	39	19	72	18	10	67	23	10		
<i>Geographic section</i>																				
New England-Mid-Atlantic.	1,111	20	74	6	87	5	6	2	33	8	45	14	75	16	9	72	20	8		
East Central states.	732	17	77	6	81	8	8	3	31	8	42	19	73	21	6	62	30	8		
West Central states.	527	24	71	5	86	5	7	2	34	8	38	20	72	19	9	67	23	10		
Southern states.	974	21	72	7	88	4	6	2	31	11	31	27	64	20	16	64	21	15		
Western states.	475	24	74	2	85	6	7	2	43	6	34	17	84	12	4	71	23	6		
<i>Income groups</i>																				
Upper.	438	21	77	2	86	4	8	2	35	9	43	13	87	11	2	77	20	3		
Middle.	1,933	19	78	3	87	5	7	1	37	8	41	14	78	15	7	71	21	8		
Lower.	1,448	24	67	9	83	7	7	3	29	9	33	29	61	23	16	59	26	15		
<i>Age groups</i>																				
21-29 years.	785	17	77	6	88	6	5	1	35	13	42	10	77	14	9	72	19	9		
30-49 years.	1,871	20	75	5	87	5	6	2	35	7	40	18	74	17	9	70	21	9		
50 years and over.	1,163	25	69	6	82	6	9	3	29	8	34	29	68	21	11	59	29	12		
<i>Sex</i>																				
Men.	1,941	23	71	6	85	6	7	2	34	8	37	21	73	19	8	65	25	10		
Women.	1,878	18	77	5	86	6	6	2	33	8	40	19	72	16	12	69	20	11		
<i>Urban-rural</i>																				
Cities 10,000 and over.	1,757	20	75	5	83	6	8	3	34	9	38	19	76	16	8	67	25	8		
Cities 2,500-10,000.	469	21	70	9	87	5	6	2	33	8	40	19	70	19	11	66	22	12		
Towns under 2,500.	673	19	78	3	89	4	5	2	37	8	40	15	75	15	10	70	19	11		
Farm.	920	24	70	6	86	6	6	2	30	8	36	26	65	21	14	65	22	13		
<i>Education (as reported by those interviewed)</i>																				
Those who attended college.	881	16	82	2	86	5	7	2	44	9	42	5	91	7	2	81	16	3		
High-school graduates who did not attend college.	681	16	82	2	87	5	6	2	35	8	46	11	83	11	6	77	17	6		
All others.	2,257	24	68	8	85	6	7	2	29	8	35	28	62	24	14	59	27	14		

a For exact wording of each question consult text of bulletin or facsimile of interview blank, pages 217-18.
b Numbers and letters in parentheses refer to the number of the question on interview blank, pages 217-18.

* For exact wording of each question consult text of bulletin or facsimile of interview blank, pages 217-18.
 b Numbers and letters in parentheses refer to the number of the question on interview blank, pages 217-18.

TABLE 2.—ANSWERS TO QUESTIONS TABULATED BY CERTAIN CHARACTERISTICS OF SAMPLE POPULATION
(PERCENT)^a—(CONTINUED)

Characteristic ^b	In discussions, would teachers give only own ideas or be fair to all sides? (10c)				Do teachers favor the wealthy? (14)				Should physical examinations be required? (13)				Do we spend too much for schools? (3)				Are some states so poor that they cannot afford good schools? (4a)				Should poorer families be helped? (5a)				
	Own ideas		Quali- fied answer	No opin- ion	Yes	No	7	8	9	10	No opin- ion	Not enough	12	13	14	15	Yes	No	17	18	19	20	21	No opin- ion	22
	2	3	4	5	6																				
1																									
National adult population	26	47	4	23	40	47	13	86	10	4	19	47	14	20	50	27	23	72	12	12	4				
Geographic section																									
New England-Mid-Atlantic.	25	48	4	23	33	55	12	90	7	3	17	49	15	19	51	27	22	67	15	13	5				
East Central states.	29	46	3	22	39	51	10	84	13	3	15	46	16	23	47	29	24	75	12	11	2				
West Central states.	30	44	4	22	46	44	10	85	11	4	11	59	14	16	54	23	23	66	14	15	5				
Southern states.	24	47	4	25	46	39	15	89	6	5	29	39	9	23	47	29	24	80	7	9	4				
Western states.	26	45	6	23	37	47	16	83	13	4	15	52	15	18	57	26	17	69	13	15	3				
Income groups																									
Upper.	30	45	5	20	35	56	9	83	14	3	18	50	16	16	57	23	20	60	17	18	5				
Middle.	28	48	4	20	38	52	10	87	10	3	21	50	12	17	51	29	20	71	13	12	4				
Lower.	23	45	4	28	44	40	16	88	7	5	16	44	15	25	48	25	27	77	9	9	5				
Age groups																									
21-29 years.	26	52	5	17	39	51	10	90	7	3	21	46	7	26	53	28	19	77	9	10	4				
30-49 years.	26	49	4	21	40	49	11	88	9	3	19	48	13	20	50	28	22	72	13	11	4				
50 years and over.	28	39	4	29	41	43	16	82	12	6	17	48	19	16	50	24	26	69	13	14	4				
Sex																									
Men.	29	44	4	23	40	47	13	86	10	4	20	49	17	14	52	29	19	71	11	14	4				
Women.	23	49	4	24	40	48	12	87	9	4	17	47	10	26	49	25	26	73	13	10	4				
Urban-rural																									
Cities 10,000 and over.	29	45	4	22	36	51	13	86	10	4	18	45	14	23	53	24	23	72	12	12	4				
Cities 2,500-10,000.	22	49	4	25	40	47	13	88	8	4	19	48	11	22	47	31	22	73	10	11	6				
Towns under 2,500.	25	48	4	23	42	47	11	87	9	4	22	51	10	17	49	31	20	70	13	12	5				
Farm.	25	45	4	26	46	42	12	85	10	5	17	50	16	17	46	28	26	73	11	12	4				
Education (as reported by those interviewed)																									
Those who attended college.	31	52	5	12	35	57	8	88	11	1	30	46	10	14	59	30	11	64	18	15	3				
High-school graduates (non-college).	26	55	3	16	39	52	9	88	10	2	18	51	10	21	49	29	22	72	11	13	4				
All others.	25	41	4	30	43	42	15	85	10	5	14	47	16	23	48	25	27	76	10	10	4				

^a See footnotes on page 214.

^b For number of cases see column 2, page 214.

TABLE 2.—ANSWERS TO QUESTIONS TABULATED BY CERTAIN CHARACTERISTICS OF SAMPLE POPULATION (PERCENT).—(CONTINUED)

Characteristic ^b	Should same amount be spent for education of Negro and white children (11)				Would quite a few high-school students be better off at work? (8)				Have you heard of the NYA? (9a)				(Asked of 2980 who heard of NYA)				Does NYA have a work-training program? (9f)				(Asked of 1174 who were familiar with the NYA)				Should NYA be continued as a regular part of government? (9d)				Do you favor a governmental part-time work and training program for unemployed youth? (9e)			
	Yes	No	opinion		Yes	No	opinion		Yes	No	opinion		Yes	No	opinion		Yes	No	opinion		Yes	No	opinion		Yes	No	opinion		Yes	No	opinion	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
<i>National adult population</i>	78	16	6	54	39	7	79	21	72	9	19	72	9	19	82	10	8	82	11	7												
<i>Geographic section</i>																																
New England-Mid-Atlantic.....	89	8	3	56	37	7	77	23	68	12	20	69	11	20	84	9	7	83	11	6												
East Central states.....	83	11	6	50	42	8	80	20	70	12	18	67	12	21	84	9	7	84	10	6												
West Central states.....	85	10	5	52	41	7	79	21	79	6	15	73	8	19	76	13	11	78	13	9												
Southern states.....	86	34	10	58	34	8	76	24	75	5	20	79	6	15	85	8	7	82	8	10												
Western states.....	87	10	3	45	49	6	81	19	73	8	19	72	7	21	79	11	10	82	14	4												
<i>Income groups</i>																																
Upper.....	82	14	4	53	42	5	90	10	73	14	13	65	8	27	77	13	10	73	19	8												
Middle.....	80	15	5	52	42	6	83	17	74	10	16	70	11	19	81	10	9	82	12	6												
Lower.....	76	17	7	56	35	9	69	31	69	6	25	80	5	15	87	6	7	85	6	9												
<i>Age groups</i>																																
21-29 years.....	80	14	6	51	44	5	85	15	79	8	13	73	11	16	85	8	7	83	12	5												
30-49 years.....	78	17	5	52	41	7	79	21	73	9	18	72	8	20	82	10	8	84	9	7												
50 years and over.....	79	15	6	57	34	9	72	28	66	10	24	71	8	21	80	10	10	78	12	10												
<i>Sex</i>																																
Men.....	77	17	6	57	36	7	80	20	72	10	18	72	9	19	82	10	8	81	12	7												
Women.....	79	16	5	50	43	7	77	23	72	8	20	73	9	18	83	9	8	83	10	7												
<i>Urban-rural</i>																																
Cities 10,000 and over.....	82	14	4	54	39	7	79	21	70	12	18	69	12	19	83	9	8	84	11	5												
Cities 2,500-10,000.....	83	12	5	53	41	6	81	19	78	7	15	75	5	20	79	12	9	81	10	9												
Towns under 2,500.....	74	20	6	50	42	8	82	18	73	7	20	75	7	18	82	13	5	80	11	9												
Farm.....	71	21	8	57	36	7	73	27	73	4	23	75	6	19	83	6	11	80	11	9												
<i>Education (as reported by those interviewed)</i>																																
Those who attended college.....	80	16	4	52	44	4	96	4	82	10	8	69	12	19	81	12	7	77	18	5												
High-school graduates (noncol- lege).....	81	13	6	47	46	7	89	11	74	11	15	70	8	22	80	11	9	83	12	5												
All others.....	76	18	6	56	36	8	69	31	66	8	26	77	6	17	86	6	8	84	7	9												

^a See footnotes on page 214.

^b For number of cases see column 1, page 214.



301-J-7-10-40

--THE GALLUP POLL--
THE AMERICAN INSTITUTE OF PUBLIC OPINION
Survey on Youth and Education

1. Many people say there is too much importance placed on education these days. Do you agree or disagree? ☐ Agree ☐ Disagree ☐ No Opinion

WHY?

2. a. Do you think young people today are getting a better education in school than their parents got? ☐ Yes—better ☐ About the same ☐ No—poorer ☐ No Opinion

WHY?

We are trying to find out how much time the average American spent in school.

b. How far did you go in grade school? _____

c. If respondent finished grade school, ask: Did you go to high school or did you have other plans?

☐ Went to high school Years completed _____ ☐ Had other plans

Ask high school graduates:

d. Did you go to college or did you decide to do something else?

☐ Went to college, years _____ ☐ Graduated ☐ Did graduate study ☐ Did something else

3. How do you feel about the amount of tax money now being spent for schools here—would you say it is too much or not enough?

☐ Too much ☐ About right ☐ Not enough ☐ Don't Know

4. a. Some people claim that certain states are so poor that they cannot afford schools as good as those in other parts of the country. Do you agree or disagree?

☐ Agree ☐ Disagree ☐ No Opinion

b. If "Agree", ask: Would you be willing to pay higher taxes so that the federal government could give these poorer states the money to make their schools as good as the schools in the rest of the country? ☐ Yes ☐ No ☐ No Opinion

WHY?

5. a. If a family is so poor that they have to keep their children out of high school, do you think that they should be given aid by the government so that the children can attend high school?

☐ Yes Qualified answer _____ ☐ No ☐ No Opinion

b. If "yes", ask: Would you favor this if it meant that you had to pay an increase in your taxes?

☐ Yes ☐ No ☐ Undecided

6. Of all young people in this country, 14 to 17 years of age, about what proportion (how many in every hundred) do you think actually goes to high school? _____ ☐ Don't Know

7. Do you think that our present high school programs are planned mainly for the students who are going on to college, or for those who are not going on to college?

☐ For those going to college ☐ For those not going to college ☐ Both ☐ Don't Know

8. Do you think there are quite a few boys and girls now in high school who would be better off at work? ☐ Yes ☐ No ☐ Don't Know

WHY?

9. a. Have you heard of the NYA—the National Youth Administration? ☐ Yes ☐ No

If "yes", ask b, c, and d:

b. As far as you know, is the NYA a part of the government, or not connected with the government? ☐ Part of the government ☐ Not connected ☐ Don't Know

c. What do you think the NYA is? _____

d. Do you think the NYA should be continued as a regular department of the government?

☐ Yes ☐ No ☐ No Opinion

e. ASK EVERYONE: Would you favor a special government program to provide part-time work and training for young people who have left school and are not able to find work?

☐ Yes ☐ No ☐ No Opinion

If "Yes" on a, ask:

f. So far as you know, does the NYA at present provide part-time work and training for unemployed young people? ☐ Yes ☐ No ☐ Don't Know

[OVER]

10. Among the general public there are usually differences of opinion on such questions as labor unions, war, and government policy.

a. Do you think that young people in church groups, social groups and other youth organizations should discuss such questions among themselves?

☐ Yes ☐ No ☐ No Opinion

WHY? _____

b. Do you think that teachers ought to discuss such questions in high school?

☐ Yes ☐ No ☐ No Opinion

WHY? _____

c. If questions about which there are differences of opinion are discussed in high school, do you think most teachers give only their own ideas, or do you think they are reasonably fair to all sides?

☐ Only own ideas ☐ Fair to all sides ☐ Don't Know

Qualified answer _____

11. Do you think that the same amount of tax money should be spent in this state for the education of a negro child as for a white child? ☐ Yes ☐ No ☐ No Opinion

If "No", WHY? _____

12. There are about 11 million unemployed of all ages in this country. Do you have any idea how many of these 11 million unemployed are between the ages of 16 and 25?

☐ Yes ☐ No idea

How many? _____

13. Do you think that all children and young people in grade school and high school should receive complete physical examinations by qualified doctors every two or three years at public expense?

☐ Yes ☐ No ☐ No Opinion

WHY? _____

14. Some people say that teachers favor the children of parents who have the most money or the best position in the community. Do you agree? ☐ Yes ☐ No ☐ No Opinion

15. Have you any idea what proportion (how many out of 100) of boys and girls now living on farms will leave the farm in order to take up their life work?

☐ Yes ☐ No idea

How many? _____

16. Has a government census taker called at your home and obtained the census information about you?

☐ Yes ☐ Called but didn't get information ☐ No ☐ Don't Know

TO THE INTERVIEWER—IMPORTANT! It is essential to get **absolutely correct** information on this question. If respondent answers "Called but didn't get information", "No", or "Don't know", ask him to check up with his family and then telephone or interview him later to find out whether or not he was included in the census. In all such cases write the respondent's name, address and telephone number on the side of the ballot and keep a record of them yourself.

☐ Wealthy ☐ Av ☐ P ☐ OR-WPA ☐ Car ☐ Man ☐ White
☐ AV+ ☐ P+ ☐ OAA ☐ OR-Home ☐ No Car ☐ Woman ☐ Colored

SPECIFIC OCCUPATION _____

ESTIMATE AGE _____

STREET _____

CITY _____

What means of telephoning do you have when you are at home?

☐ Have telephone in own home ☐ Do not have telephone in own home

Are you a member of a church? ☐ Yes ☐ No Denomination _____

Are you married or single? ☐ Married ☐ Single ☐ Divorced ☐ Widowed

If married, divorced, or widowed, ask: Have you any children? (record only living children)

☐ Yes ☐ No

If "Yes", ask and record below separately the sex of each child and also whether working, in school, or unoccupied, the type of school attended for each child *still in school*, and whether married or single, in the respective columns.

Sex	Age	Working or in School?	Type of School Attended Public, Parochial, Private	Married or Single?
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Interviewer _____

Date This Interview Was Made _____

Nº 1421

RELATED PUBLICATIONS . . .

By the American Youth Commission:

How Fare American Youth? Homer P. Rainey and others. 1937. 186 p. \$1.50.

Youth Tell Their Story. Howard M. Bell. 1938. 273 p. Cloth bound, \$2; paper bound, \$1.50.

Equal Educational Opportunity for Youth. Newton Edwards. 1939. 189 p. \$2.

Negro Youth at the Crossways. Franklin Frazier. 1940. 301 p. \$2.25.

How To Make a Community Youth Survey. M. M. Chambers and Howard M. Bell. 1939. 45 p. 25¢.

The Community and Its Young People. M. M. Chambers. 1940. 36 p. 15¢.

More information about the foregoing studies and about forthcoming publications will be sent upon request by the American Youth Commission, American Council on Education, 744 Jackson Place, Washington, D. C.

By the National Education Association:

Youth Education Today. American Association of School Administrators. 1938. 512 p. \$2.

The Unique Function of Education in American Democracy. Educational Policies Commission. 1937. 129 p. 50¢.

The Purposes of Education in American Democracy. Educational Policies Commission. 1938. 157 p. 50¢.

Learning the Ways of Democracy. Educational Policies Commission. 1940. 486 p. \$1.

"Federal Support for Education: The Issues and the Facts." *Research Bulletin*, September 1937. 32 p. 25¢.

"Why Schools Cost More." *Research Bulletin*, May 1938. 56 p. 25¢.

"Population Trends and Their Educational Implications." *Research Bulletin*, January 1938. 60 p. 50¢.

A price list of publications of the National Education Association will be sent upon request. Discounts allowed for quantity orders.

NO GOVERNMENT can create the human touch and self-sacrifice which the individual teacher gives to the process of education. But what government can do is to provide financial support and to protect from interference the freedom to learn.—*Franklin D. Roosevelt.*
