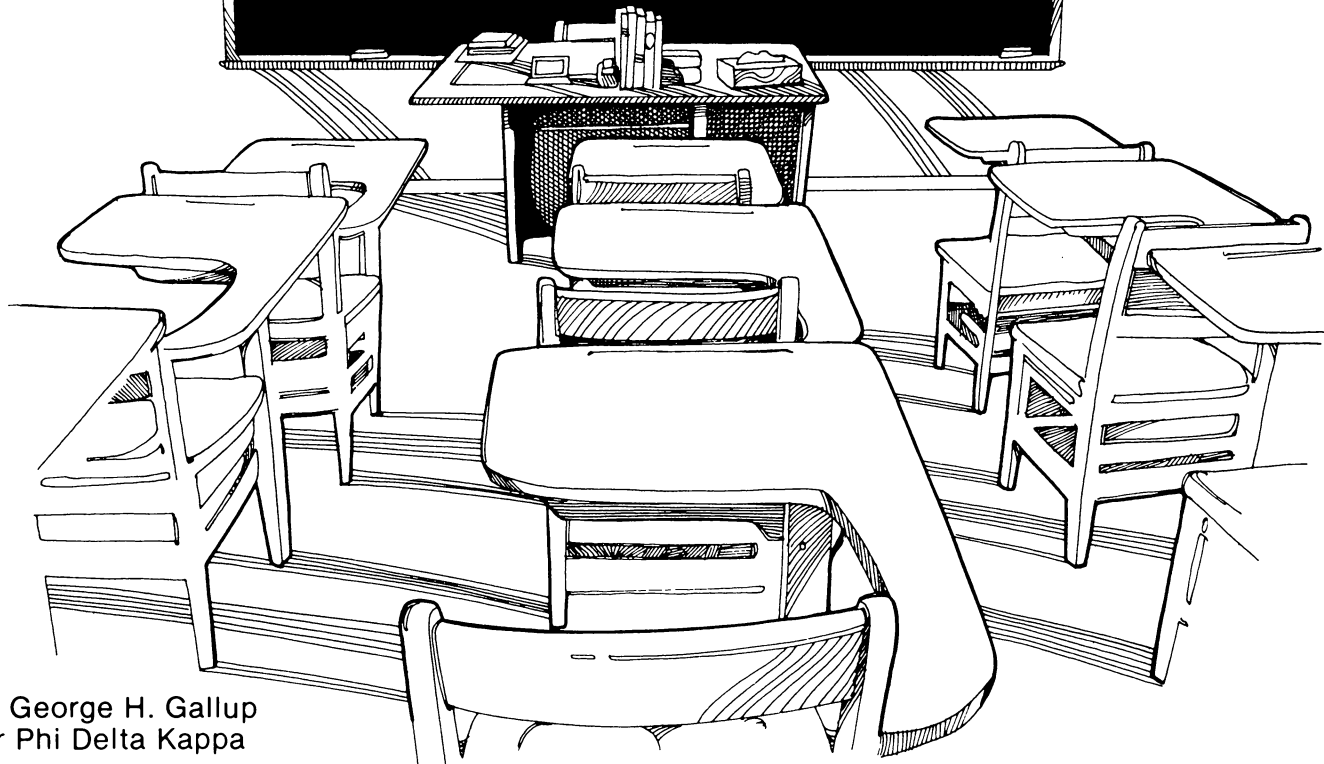


The 13th Annual

Gallup Poll of the Public's Attitudes Toward The Public Schools



by George H. Gallup
for Phi Delta Kappa

Since 1970 the Kappan has had the privilege of initial full publication of the annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Until this year other groups sponsored and financed the polls. This 13th poll was sponsored by Phi Delta Kappa and financed by the Lilly Endowment of Indianapolis.

As before, the Gallup education poll is a source of reliable information concerning trends in opinion about significant school questions. For school officials, the polls are valuable in at least two important ways: They alert decision makers to overall public reaction to a variety of school programs and policies, and they serve as a national benchmark against which local attitudes may be measured.

If local officials wish to employ questions asked in the Gallup education surveys, they are welcome to do so. The questions are not copyrighted. Moreover, no limits are placed upon the use of information contained in this report, beyond customary credit to source and observance of the canons of accuracy and completeness of quotation.

Last year Phi Delta Kappa's Dissemination Division, assisted by the Gallup Organization, prepared a package of materials to help school districts and other agencies survey local populations. For details of this service, called PACE (Polling Attitudes of the Community on Education), write or telephone Wilmer Bugher, associate executive secretary for administration, Phi Delta Kappa,

P.O. Box 789, Bloomington, IN 47402. The phone number is 812/339-1156.

In preparing for this year's poll, Phi Delta Kappa obtained suggestions from nearly 100 educators and education writers. We wish to thank them for their splendid cooperation. We are also especially grateful to 14 prominent educators and interested laypersons who served on a panel of poll advisors. They are Grace Baisinger, former president, National PTA; Edward Brainard, former director, Colorado State Committee, North Central Association, now assistant superintendent, Aurora (Colorado) Public Schools; William G. Carr, retired former executive director, National Education Association; H. Dean Evans, senior program officer and director of elementary/secondary programs, Lilly Endowment; Richard Gray, chairman, Department of Journalism, Indiana University; Brenda H. Heffner, principal, Smyser Elementary School, Chicago; Carl Marburger, senior associate, National Committee for Citizens in Education; William K. Poston, superintendent, Flowing Wells Schools, Tucson, Arizona, and president, Phi Delta Kappa; Albert Quie, governor, state of Minnesota; Lowell Rose, executive secretary, Phi Delta Kappa; Marilyn Schultz, member, General Assembly, state of Indiana; David Seeley, consultant and writer, formerly director of the Public Education Association, New York City; and Ralph Tyler, director emeritus, Center for Advanced Study in the Behavioral Sciences, and senior consultant, Science Research Associates. — Stanley Elam, coordinator, Gallup Education Poll

Purpose of the Study

This survey, which measures the attitudes of Americans toward their public schools, is the 13th annual survey in this series. Funding for this survey was provided by Phi Delta Kappa, Inc. A strong effort is made each year to deal with issues of greatest concern to both educators and to the public. New as well as trend questions are included in this and every survey.

To be sure that the survey would embrace the most important issues in the field of education, Phi Delta Kappa organized a meeting of various leaders in the field of education to discuss their ideas, evaluate proposed questions, and suggest new questions for the survey.

We wish to thank all persons who contributed their ideas to this survey.

Research Procedure

The Sample. The sample used in this survey embraced a total of 1,519 adults (18 years of age and older). It is described as a modified probability sample of the nation. Personal, in-home interviewing was conducted in all areas of the U.S. and in all types of communities. A description of the sample can be found at the end of this report.

Time of Interviewing. The fieldwork for this study was carried out during the period of 8-17 May 1981.

The Report. In the tables that follow, the heading "Nonpublic School Parents" includes parents of students who attend parochial schools and parents of students who attend private or independent schools.

Due allowance must be made for statistical variation, especially in the case of findings for small groups where relatively few respondents were interviewed, e.g., nonpublic school parents.

The findings of this report apply only to the U.S. as a whole and not to individual local communities. Local surveys, using the same questions, can be conducted to determine how local areas compare with the national norm.

Major Problems Confronting the Public Schools in 1981

Although discipline continues, as it has for many years, to be regarded as the number one problem facing the local public schools, a slight decline has been registered since last year. But this decline does not show up with parents of children now attending the public schools, and it is this group whose opinions are likely to be the best informed.

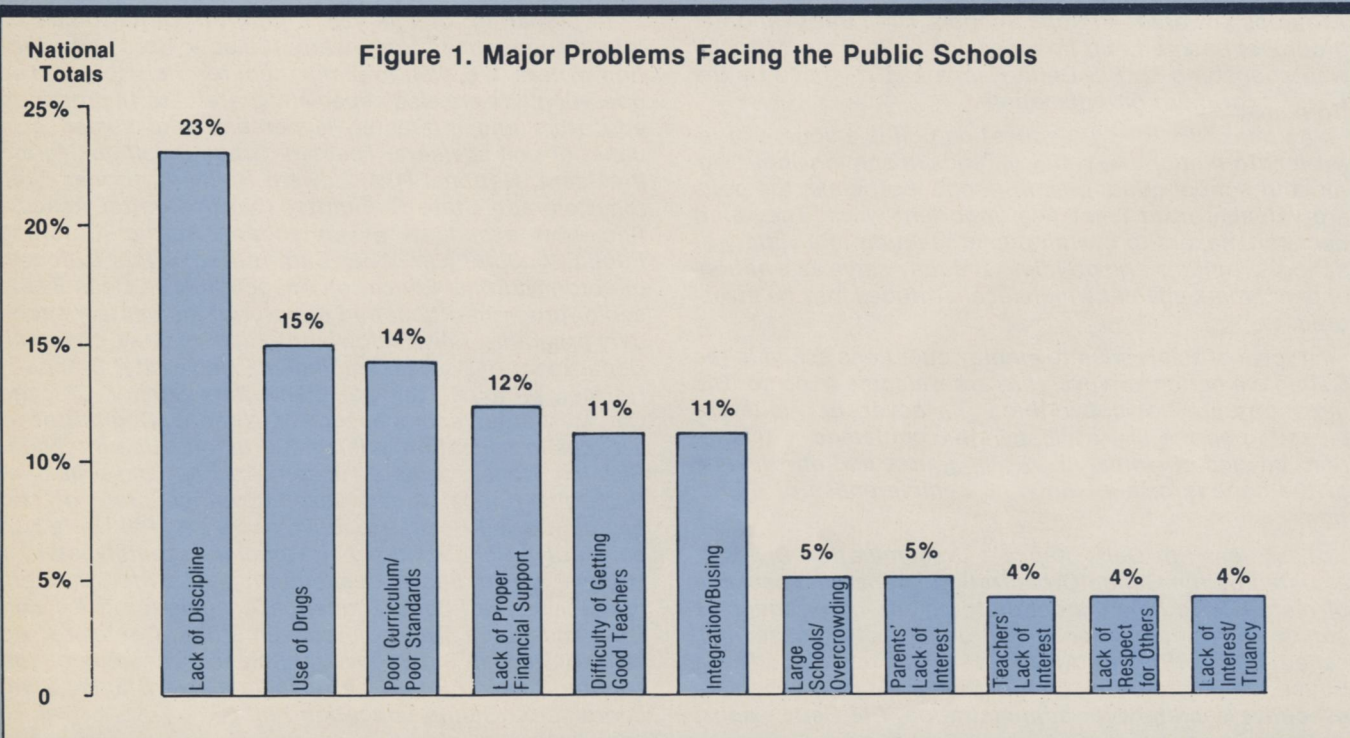
The order of the problems mentioned remains virtually the same as last year. Use of drugs received the second highest number of mentions; poor curriculum/low standards is in third place.

The question dealing with the most important problems as the public sees them is "open," which permits respondents to give their views without benefit of a list. This procedure offers the opportunity to discover new problems as they arise. Entering the list for the first time this year, and mentioned often enough to put it in the top half of the list, is "lack of respect for other students and for teachers."

Here is the question:

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

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Lack of discipline	23	21	26	29
Use of drugs	15	16	13	15
Poor curriculum/poor standards	14	13	14	12
Lack of proper financial support	12	10	16	11
Difficulty of getting good teachers	11	9	14	9
Integration/busing (combined)	11	12	9	18
Large schools/overcrowding	5	3	7	14



	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Parents' lack of interest	5	6	4	4
Teachers' lack of interest	4	4	5	5
Lack of respect for other students/teachers	4	4	6	4
Pupils' lack of interest/truancy	4	5	2	3
Crime/vandalism	3	3	2	1
Mismanagement of funds	3	2	3	6
Problems with administration	3	3	3	3
Drinking/alcoholism	2	2	1	2
Lack of proper facilities	2	2	2	3
Non-English-speaking students	1	1	1	2
Communication problems	1	1	2	1
Too many schools/declining enrollment	1	1	2	1
Moral standards	1	1	2	1
Teachers' strikes	1	1	1	1
School board policies	1	1	1	1
Government interference	1	1	2	2
Parents' involvement in school activities	1	*	*	1
Transportation	*	1	*	—
There are no problems	3	1	6	1
Miscellaneous	5	5	6	3
Don't know/no answer	12	16	5	9

(Figures add to more than 100% because of multiple answers.)
*Less than one-half of 1%.

1981 Ratings of the Public Schools

The 1981 survey provides further evidence that the decline in the ratings given by the public to the public schools in their communities has apparently come to a halt. Only slight changes have been recorded since 1976. On the other hand, evidence of an upturn in the ratings is still lacking.

The question:

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

Ratings Given The Public Schools	National Totals							
	1981 %	1980 %	1979 %	1978 %	1977 %	1976 %	1975 %	1974 %
A rating	9	10	8	9	11	13	13	18
B rating	27	25	26	27	26	29	30	30
C rating	34	29	30	30	28	28	28	21
D rating	13	12	11	11	11	10	9	6
FAIL	7	6	7	8	5	6	7	5
Don't know	10	18	18	15	19	14	13	20

Examination of the ratings given by different groups in the population reveals that younger citizens — the more recent graduates — are significantly more critical of the public schools than are their elders.

Residents of cities with fewer than 50,000 inhabitants have a much higher opinion of their public schools than persons living in cities with populations of more than 1 million.

In the present survey, as well as in earlier ones, persons living in the West rate their schools lower than persons who live in other sections of the nation. Southerners give their schools the highest grades.

Further breakdowns follow:

	A %	B %	C %	D %	FAIL %	Don't Know %
NATIONAL TOTALS	9	27	34	13	7	10
Sex						
Men	7	28	35	13	7	10
Women	10	25	33	13	8	11
Race						
White	9	27	33	13	8	10
Nonwhite	9	24	39	13	7	8
Age						
18 to 29 years	4	24	42	15	8	7
30 to 49 years	9	30	32	14	7	8
50 and over	12	25	30	11	7	15
Community Size						
1 million & over	5	25	33	17	9	11
50,000 - 999,999	11	28	29	13	11	8
50,000 - 499,999	6	22	38	16	7	11
2,500 - 49,999	15	28	31	9	7	10
Under 2,500	9	30	35	10	5	11
Central cities	5	20	38	15	12	10
Education						
Grade school	11	26	26	10	10	17
High school	7	26	36	13	8	10
College	10	28	34	15	5	8
Region						
East	7	27	33	12	9	12
Midwest	10	30	33	13	6	8
South	11	26	32	12	5	14
West	5	23	38	16	10	8

Public school educators can take some comfort from the fact that parents with children now attending the public schools give these schools a substantially higher grade than do those individuals who have no children now in school or those parents who are sending their children to nonpublic schools, as the following table shows:

By Parents with:	Rating of the Public Schools					
	A %	B %	C %	D %	FAIL %	Don't Know %
Children in public schools	11	35	34	10	6	4
Children in nonpublic schools	6	19	37	18	12	8
No children in school	8	23	34	13	8	14

Rating of Public Schools Nationally

These yearly surveys frequently give rise to the question of whether residents of a given community tend to rate *their own* schools higher or lower than they do the public schools *nationally*. To shed light on this point, this year's survey asked respondents to rate the public schools nationally as well as the schools of their own community.

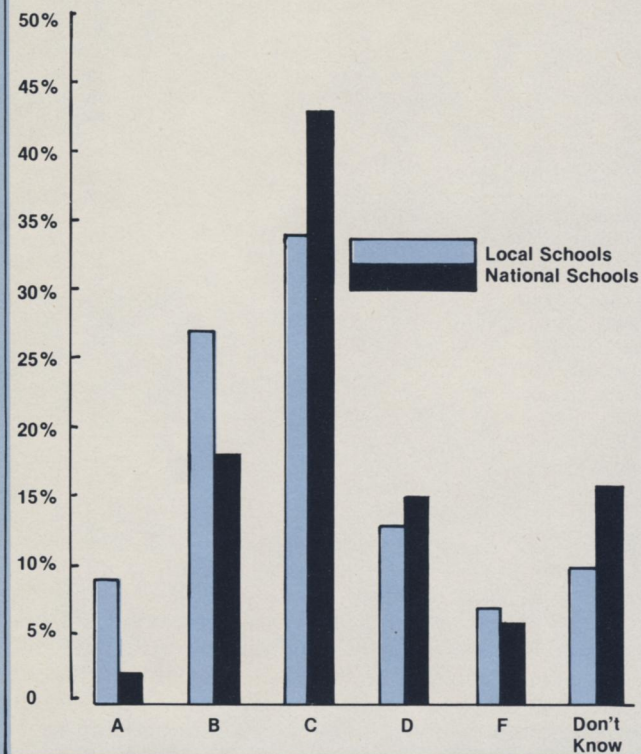
The results make the answer clear: The respondents tend to have a higher regard for their own schools than for the public schools of the nation. Whereas 36% give their own schools a rating of A or B, only 20% give the public schools of the nation as high a rating.

The question:

How about the public schools in the nation as a whole? What grade would you give the public schools nationally — A, B, C, D, or FAIL?

	A %	B %	C %	D %	FAIL %	Don't Know %
Public schools in this community	9	27	34	13	7	10
Public schools in the nation	2	18	43	15	6	16

Figure 2. Public Rating of Schools Locally vs. Schools Nationally



How the Public Grades Teachers In Their Own Community

Using the same scale as that used to rate the schools, respondents were asked to rate the teachers in the local public schools. The teachers fare slightly better than the schools themselves, as the following results indicate.

The question:

Now, what grade would you give the teachers in the public schools in this community — A, B, C, D, or FAIL?

	Rating of Teachers %	Rating of Schools %
A rating	11	9
B rating	28	27
C rating	31	34
D rating	9	13
FAIL	6	7
Don't know	15	10

The ratings given teachers and the ratings given the schools are much alike. Highest teacher ratings go to those who teach in the Midwest and South, lowest to those in the East and West. Teachers in cities of more than 1 million are rated lower than those in the smallest towns. Parents with children now attending public schools rate their teachers appreciably higher than those who do not have children in school or than those whose children attend nonpublic schools.

Further breakdowns:

Ratings of Public School Teachers

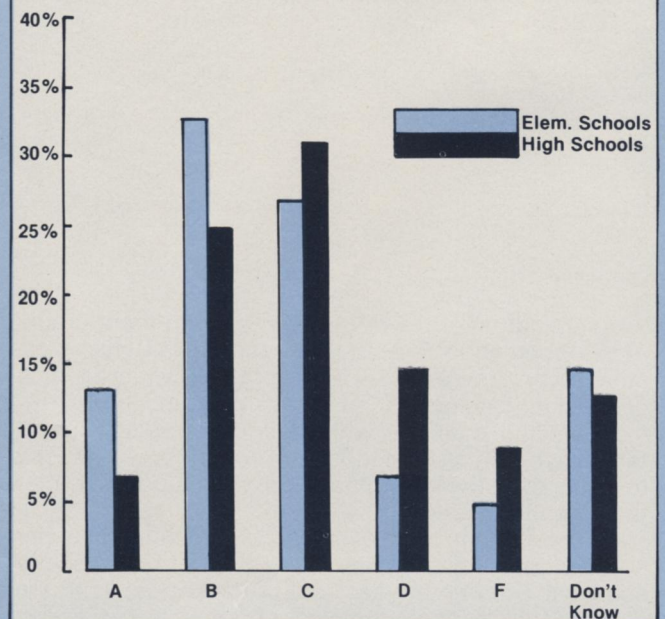
	A %	B %	C %	D %	FAIL %	Don't Know %
National Totals	11	28	31	9	6	15
Sex						
Men	10	30	32	10	6	12
Women	12	28	30	8	6	16
Race						
White	10	28	32	9	6	15
Nonwhite	14	34	26	9	9	8
Age						
18 to 29 years	7	28	35	11	7	12
30 to 49 years	13	30	31	10	7	9
50 and older	12	26	27	8	6	21
Community Size						
1 million & over	6	30	34	9	10	11
500,000 - 999,999	12	31	24	10	9	14
50,000 - 499,999	11	22	33	10	6	18
2,500 - 49,999	19	27	27	7	4	16
Under 2,500	11	32	32	9	4	12
Central cities	9	24	33	9	9	16
Education						
Grade school	16	27	20	9	8	20
High school	10	27	32	10	7	14
College	10	32	33	8	4	13
Region						
East	8	27	31	11	8	15
Midwest	13	30	33	8	5	11
South	15	29	26	8	5	17
West	7	28	32	11	8	14

Rating of Local Public Elementary Schools Versus Local Public High Schools

Do adults in the U.S. rate public elementary schools higher or lower than they do their public high schools? This question has also arisen frequently during the 13 years that these annual surveys have been conducted. Obviously the problems are quite different, but it is still important to establish baselines for future comparisons.

The survey findings show that the public rates elementary schools higher than they do high schools.

Figure 3. Public Rating of Elementary Schools vs. High Schools



The questions:

Thinking again of the public schools in this community — what grade would you give the elementary schools here — A, B, C, D, or FAIL?

What grade would you give the public high schools here — A, B, C, D, or FAIL?

Rating of Elementary Schools Versus High Schools

	Public Elementary Schools %	Public High Schools %
A rating	13	7
B rating	33	25
C rating	27	31
D rating	7	15
FAIL	5	9
Don't know	15	13

Financial Support of the Public Schools

In the first survey in this series on how the public regards the public schools, a question was included that dealt with willingness to support the schools financially in the event that they needed more funds.

The question was worded as follows:

Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?

This same question was asked in 1969, 1970, 1971, and 1972. It was repeated in the 1981 survey to measure the changes in the public's attitudes since 1972.

The results show roughly the same downward trend as the ratings given the public schools. More important, perhaps, has been the trend toward conservative fiscal policies evidenced in elections during recent years. The decline in the school population in many areas could also account in part for the lower percentage of approval on this question.

For those who are interested in school bond issues or increasing school budgets, the results are not so grim as they seem. The persons least likely to vote in elections or on bond issues are the most opposed to voting increases for the schools.

Financial Support of the Public Schools

NATIONAL RESULTS	Favor Raising Taxes %	Opposed to Raising Taxes %	Don't Know %
1981 survey	30	60	10
1972 survey	36	56	8
1971 survey	40	52	8
1970 survey	37	56	7
1969 survey	45	49	6

1981 survey	Favor %	Oppose %	Don't Know %
Parents of children attending public schools	36	58	6
Parents of children attending nonpublic schools	35	57	8
Adults with no children in school	27	60	13

When asked to give the reasons why they would vote for or against raising taxes to support the local schools, the chief reasons cited, in order of mention, by those who would vote for increases are as follows:

1. Education is so important today that any increases are warranted.
2. The schools do not have enough money to operate efficiently.
3. More money is needed to get better teachers.
4. Better/additional facilities are needed.

Those who oppose increases cite these reasons:

1. Much of the money now spent on the schools is wasted.
2. Taxes are already too high/can't afford more.
3. Teachers are not doing their job/shouldn't get increases.
4. The schools have a poor performance record.

The Public's Attitudes Toward Nonpublic Schools

The increasing number of nonpublic schools poses a threat to the public schools, in the opinion of many educators. They argue that the nonpublic schools will attract the better students chiefly from the better-educated and upper-income families and that the public schools will be left with most of the problem students.

Two questions were asked to gain insight into what people of the nation think about this issue. First, respondents were asked why they thought the number of nonpublic schools had increased in recent years. The second question asked how they themselves felt about this increase in nonpublic schools — did they think it was a good thing or a bad thing?

The first question:

In recent years the number of nonpublic schools, that is, private and church-related schools, has increased in many parts of the nation. Why do you think this has happened?

Answers to this "open" question elicited these responses, listed in order of mention:

1. Poor educational standards in the public schools. Education in nonpublic schools is superior.
2. Integration/forced busing/racial problems.
3. Greater discipline is found in nonpublic schools.
4. More attention is given to religion in nonpublic schools.
5. Too many drug and alcohol problems in the public schools.
6. Overcrowding in the public schools.

The second question asked:

In general, do you think this increase in nonpublic schools is a good thing or a bad thing for the nation?

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Increase in nonpublic schools is a good thing	49	49	44	63
Is a bad thing	30	28	36	23
No opinion	21	23	20	14

The more complete breakdowns that follow show that in the South, the section of the nation that has probably had the greatest experience with nonpublic schools, opinion is almost evenly divided on whether the increase in the number of nonpublic schools is a good or a bad thing for the nation.

Further breakdowns:

	Attitudes Toward Increase in Nonpublic Schools		
	Good Thing %	Bad Thing %	No Opinion %
NATIONAL TOTALS	49	30	21
Sex			
Men	48	32	20
Women	49	28	23
Race			
White	49	30	21
Nonwhite	46	29	25
Age			
18 to 29 years	52	29	19
30 to 49 years	46	31	23
50 and older	48	30	22
Community Size			
1 million & over	48	27	25
500,000 - 999,999	49	29	22
50,000 - 499,999	53	30	17
2,500 - 49,999	50	30	20
Under 2,500	44	32	24
Central cities	51	28	21
Education			
Grade school	46	27	27
High school	48	30	22
College	50	32	18
Region			
East	49	29	22
Midwest	56	21	23
South	38	39	23
West	52	30	18

Tax Support for Parochial Schools

The 1970 survey in this series included a question about helping parochial schools make ends meet with help from government tax money. By a small minority, a representative sample of the nation's adults voted at that time in favor of this proposal.

In the present survey, when the same question was asked, a majority *opposed* this government help from tax funds.

As reported earlier, the public opposes raising more tax money for the local public schools, and this same fiscal conservatism undoubtedly influences attitudes about helping parochial schools with financial aid. In the 1974 survey in this series, the public actually favored an amendment to the U.S. Constitution that would permit government financial aid to parochial schools.

The question:

It has been proposed that some government tax money be used to help parochial (church-related) schools make ends meet. How do you feel about this? Do you favor or oppose giving some government tax money to help parochial schools?

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
1981 Survey				
Favor tax support	40	40	37	59
Oppose	51	50	56	35
No opinion	9	10	7	6

National Results for 1970 Compared with 1981

	1970 %	1981 %
Favor tax support	48	40
Oppose	44	51
No opinion	8	9

The Amount of Attention Given To Six Educational Objectives

The public expects a great deal from the public schools, and the findings from a question concerning six objectives of education provide further proof of these high expectations.

Most studies dealing with the goals of education reveal that the public expects the public schools to assume responsibilities that in the past have been borne by the home and the church. For example, in the present survey the objective that receives the highest vote from respondents is "developing students' moral and ethical character."

The concern for "teaching students to think," shown in the results, may spur present efforts to find procedures that improve thinking ability. One nation, Venezuela, has appointed a minister of cabinet rank to help improve the thinking abilities of students in that country. And both Great Britain and the United States are mounting promising efforts to improve the problem-solving abilities of students.

The question:

I am going to read off some of the areas to which the public high schools devote attention in educating students.

As I read off these areas, one at a time, would you tell me whether you feel the high schools in your community devote too much attention, not enough attention, or about the right amount of attention to that area.

The results, listed in order of those saying "not enough" attention:

	Too Much %	Not Enough %	Right Amount %	Don't Know %
1. Developing students' moral and ethical character	2	62	21	15
2. Teaching students how to think	2	59	25	14
3. Preparing students who do not go to college for a job or career after graduation	2	56	29	13
4. Preparing students to become informed citizens prepared to vote at 18	2	55	28	15
5. Preparing students for college	3	43	39	15
6. Developing students' appreciation of art, music, and other cultural interests	7	37	41	15

The views of three different groups in the population have special significance in considering the objectives of education: parents with children now attending the public schools; the age group (18 to 29) who have had the most recent school experience; and those who have pursued their education to the college level.

Substantial agreement is found among these three groups and the general public as to the objectives that need greater attention in the high schools of the nation.

The results:

	Objectives That Receive "Not Enough" Attention in High School			
	National Totals %	Public School Parents %	18-29 Age Group %	College Educated %
1. Developing students' moral and ethical character	62	66	63	64
2. Teaching students to think	59	58	58	62
3. Preparing students who do not go to college for a job or career after graduation	56	56	56	56
4. Preparing students to become informed citizens ready to vote at 18	55	54	58	61
5. Preparing students for college	43	46	46	43
6. Developing students' appreciation of art, music, and other cultural interests	37	37	43	43

Instruction in Values

Americans would favor instruction in values and ethical behavior as part of the public school curriculum by a ratio of about four to one, 70% to 17%. Parents with public school children are slightly more likely to support such a proposal than are nonparents.

Here is the question asked and the findings:

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

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Favor	70	67	73	79
Oppose	17	18	15	16
No opinion	13	15	12	5

Analysis of the survey findings by socioeconomic groups indicates that strong majority support for instruction in values and ethical behavior exists in all population segments. It is especially high in the South (73%) and in small-town America, communities with fewer than 2,500 inhabitants (74%).

In contrast, the lowest level of support for values instruction (58%) occurs in the nation's largest metropolitan areas, i.e., cities with populations of more than 1 million.

Should Sex Education Be Included in the Public School Instructional Program?

Sex education in the public schools has long been a subject of controversy — especially the issue of whether such a program should begin in the elementary grades. Still another matter of debate has been the content of these programs — the topics that should be discussed.

In the 1970 survey respondents were asked whether they approved or disapproved of "schools giving courses in sex education." It was not specified at that time whether the courses were to be given both in high school and in elementary school. The present study includes separate questions for high school and elementary school.

Results of the 1970 survey showed 65% of the respondents approving of sex education in the schools, 28% disapproving, and 7% with no opinion.

In the present survey 70% said they thought sex education should be included in the instructional program of high schools, 22% said sex education should not be, and 8% had no opinion.

The question dealing with sex education in the elementary schools specified that instruction would be given in grades 4 through 8. The public is fairly evenly divided on the issue of sex education in the elementary schools: Forty-five percent say it should be included, 48% say it should not, and 7% have no opinion.

The question about sex education in high schools follows:

Do you feel the public high schools should or should not include sex education in their instructional program?

The results:

	Sex Education in High Schools			
	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Should	70	66	79	79
Should not	22	25	16	17
No opinion	8	9	5	4

The question dealing with sex education in elementary schools was stated as follows:

Do you feel the public elementary schools should or should not include sex education in grades 4 through 8?

The results:

	Sex Education in Elementary Schools			
	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Should	45	41	52	61
Should not	48	50	43	32
No opinion	7	9	5	7

Further analysis of the findings by groups reveals that parents with children now attending public or nonpublic schools vote overwhelmingly for sex education

for students in high school. They also favor sex instruction in elementary schools (grades 4 through 8), but by a smaller margin.

The younger age groups favor sex education both in elementary and in high schools. The older age groups hold the opposite view.

Respondents who have attended college strongly approve of sex education in the schools. The grade school educated strongly disapprove.

Persons living in the West favor sex education in the schools much more strongly than do persons living in the South.

Catholics approve of sex education in high schools and, by a slight margin, in the elementary schools. In fact, Catholics approve of sex education in both high schools and elementary schools to a slightly greater extent than do Protestants.

Further breakdowns:

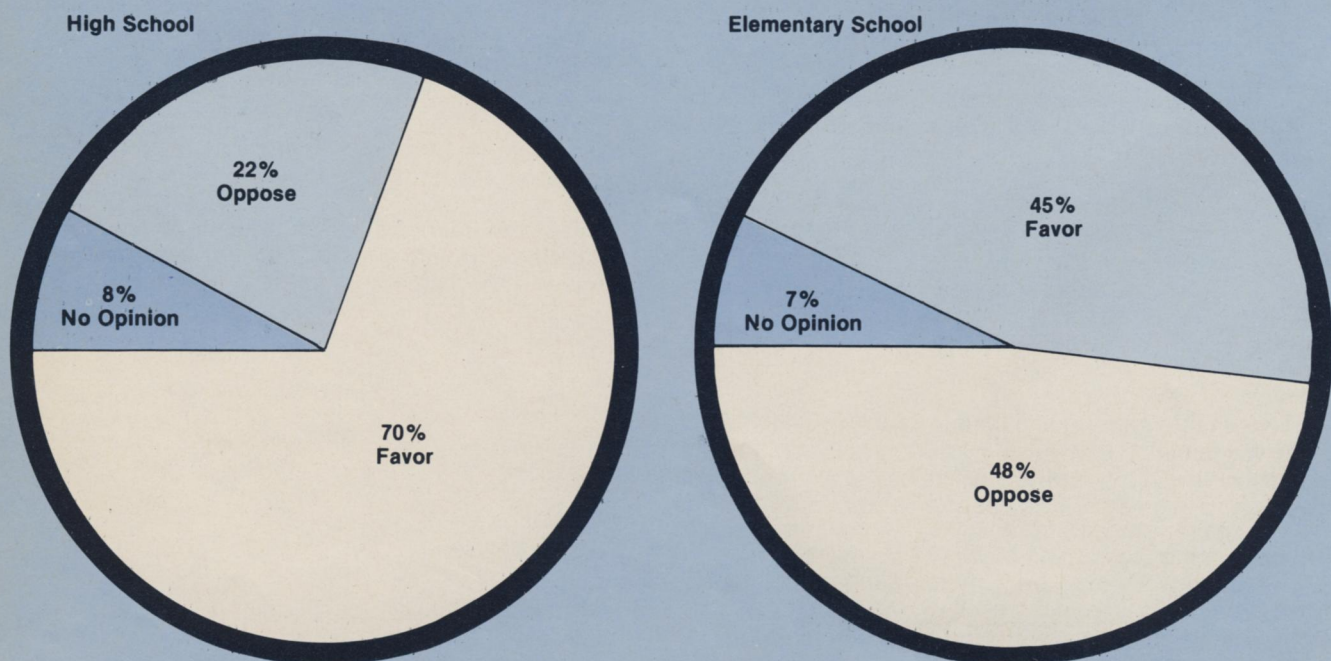
	Offer Sex Education in High Schools		
	Should %	Should Not %	Don't Know %
NATIONAL TOTALS	70	22	8
Sex			
Men	71	23	6
Women	70	22	8
Race			
White	71	22	7
Nonwhite	68	22	10
Age			
18 to 29 years	86	10	4
30 to 49 years	77	18	5
50 and older	53	35	12
Community Size			
1 million & over	72	17	11
500,000 - 999,999	78	14	8
50,000 - 499,999	74	22	4
2,500 - 49,999	64	28	8
Under 2,500	66	27	7
Central cities	71	20	9
Education			
Grade school	42	47	11
High school	71	20	9
College	83	14	3

	Offer Sex Education in High Schools		
	Should %	Should Not %	Don't Know %
Region			
East	74	18	8
Midwest	71	19	10
South	64	28	8
West	74	23	3
Religion			
Protestant	69	24	7
Catholic	72	21	7

Further breakdowns:

	Offer Sex Education in Elementary Schools (Grades 4 Through 8)		
	Should %	Should Not %	Don't Know %
NATIONAL TOTALS	45	48	7
Sex			
Men	40	53	7
Women	49	43	8
Race			
White	46	47	7
Nonwhite	40	48	12
Age			
18 to 29 years	53	42	5
30 to 49 years	52	41	7
50 and older	32	58	10
Community Size			
1 million & over	48	41	11
500,000 - 999,999	59	35	6
50,000 - 499,999	48	47	5
2,500 - 49,999	42	50	8
Under 2,500	35	58	7
Central cities	45	46	9
Education			
Grade school	23	66	11
High school	43	48	9
College	59	37	4
Region			
East	49	45	7
Midwest	45	46	9
South	38	54	8
West	51	44	5
Religion			
Protestant	44	50	6
Catholic	46	46	8

Figure 4. Should Sex Education Be Offered in the Public Schools?



Topics to Be Included in Sex Education Instruction

Interviewers asked those persons who favored sex education in the high schools to choose the topics which they thought should be included in an instructional program. Each respondent who approved of this instruction was handed a card that listed seven subjects. The same procedure was used in respect to sex education in the elementary schools.

The list of topics is not designed to be complete but is intended to shed light on the kinds of topics the public would like to have included in a program of sex education.

	Topics That Should Be Included by All Those Who Favor Sex Education	
	In High School Program	In Elementary School Program
	%	%
1. Venereal disease	84	52
2. Birth control	79	45
3. The biology of reproduction	77	83
4. Premarital sex	60	40
5. Abortion	54	26
6. Nature of sexual intercourse	53	36
7. Homosexuality	45	23

	Topics That Should Be Included by Parents Who Favor Sex Education	
	In High School Program	In Elementary School Program
	%	%
1. Venereal disease	85	46
2. Birth control	77	38
3. The biology of reproduction	78	85
4. Premarital sex	59	30
5. Abortion	52	20
6. Nature of sexual intercourse	48	35
7. Homosexuality	40	19

How Well Are the Public Schools Teaching Different Subjects?

This year's survey attempted to ascertain how parents with children now attending school regard the quality of instruction in different subject areas. Only parents with children now in school were questioned, since it was assumed that the general public is not well enough informed to pass judgment on the schools' performance in these subject areas.

The survey findings indicate that, in the absence of standardized test scores and other objective data, parents, too, find it difficult to rate the quality of instruction offered in different subject areas.

Overall attitudes toward the public schools apparently have an important influence on ratings, a fact revealed by the similarity in the ratings given different subject areas.

The most revealing ratings are those at the two extremes — the top ratings (A and B) compared with the lowest ratings (D and FAIL). These ratings are given by individuals who are most likely to be concerned and who, therefore, are most likely to transform their feelings into some type of action.

The question:

Using the A, B, C, D, and FAIL scale again, please grade the job you feel the public schools here are doing in providing education in each of the following areas.

The interviewer then read a list of nine subject areas, asking the respondents to rate each subject in turn.

	A or B Rating	D or FAIL Rating
	%	%
Physical education	61	6
Music	49	11
Reading	48	16
Mathematics	47	14
Writing	46	18
Science	44	10
Art	42	11
Social studies	42	11
Vocational training	35	21

In addition to learning how parents with children now in school rate the quality of instruction in different subjects, it is useful to examine the ratings given by two subgroups in the parent population: 1) graduates of the school system in recent years — the 18 to 34 age group — and 2) individuals who have attended college. Obviously these are not mutually exclusive groups.

Parents' Rating of the Quality of Instruction

Reading	All Parents	18 - 34	College	Public School Parents
	%	%	%	%
A	16	15	16	17
B	32	29	31	34
C	27	23	27	25
D	11	13	14	10
FAIL	5	5	5	5
Don't know	9	15	7	9

Writing	All Parents	18 - 34	College	Public School Parents
	%	%	%	%
A	12	11	10	13
B	34	34	32	36
C	27	21	31	25
D	12	11	15	12
FAIL	6	8	5	5
Don't know	9	15	7	9

Mathematics	All Parents	18 - 34	College	Public School Parents
	%	%	%	%
A	13	12	14	14
B	34	26	40	35
C	29	28	30	28
D	10	13	6	10
FAIL	4	5	3	3
Don't know	10	16	7	10

Science	All Parents	18 - 34	College	Public School Parents
	%	%	%	%
A	11	9	9	12
B	33	26	40	34
C	33	30	31	32
D	7	12	8	7
FAIL	3	2	3	2
Don't know	13	21	9	13

Parents' Rating of the Quality Of Instruction (continued)

Social Studies	All Parents %	18 - 34 %	College %	Public School Parents %
A	11	9	12	11
B	32	25	31	34
C	32	32	37	31
D	8	10	5	8
FAIL	3	4	3	3
Don't know	14	20	12	13

Music	All Parents %	18 - 34 %	College %	Public School Parents %
A	17	13	15	18
B	32	31	31	32
C	22	21	27	21
D	9	12	10	8
FAIL	3	3	2	3
Don't know	17	20	15	18

Physical Education	All Parents %	18 - 34 %	College %	Public School Parents %
A	21	17	20	22
B	41	38	45	41
C	20	18	21	19
D	4	8	5	4
FAIL	2	3	1	2
Don't know	12	16	8	12

Art	All Parents %	18 - 34 %	College %	Public School Parents %
A	12	14	13	13
B	30	27	30	32
C	28	27	33	26
D	9	12	8	9
FAIL	2	2	2	2
Don't know	19	18	14	18

Vocational or Job Training	All Parents %	18 - 34 %	College %	Public School Parents %
A	8	6	7	8
B	27	21	26	28
C	25	21	29	24
D	15	16	15	15
FAIL	6	6	7	6
Don't know	19	30	16	19

The ratings (A or B) given by respondents in different regions of the nation also provide insight in regard to parents' opinions of the quality of instruction children are receiving in different subjects.

Parents Who Give an A or B Rating to Instruction in Different Subject Areas

	East %	Midwest %	South %	West %
Reading	50	47	49	45
Writing	46	46	52	37
Mathematics	51	44	51	41
Science	54	41	44	33
Social studies	52	39	44	33
Music	54	50	49	49
Physical education	65	62	64	52
Art	50	42	39	39
Vocational education	35	36	39	29

Teachers' Salaries

The weight of public opinion seems to be that teachers' salaries are too low. Although a plurality (41%) say that teachers' salaries are about right, 29% hold that they are too low, as compared to only 10% who say that they are too high.

Teachers' salaries have increased substantially since the question of how much teachers should be paid was first asked in this series. In 1969, 43% thought salaries were about right, 33% said they were too low, and 2% said they were too high.

Those who have been out of school or college the shortest time — those 18 to 29 years of age — are the ones most likely to feel that teachers are underpaid. In this age group 42% say that teachers' salaries are too low — a view that may help explain why so many, in recent years, have decided against entering the teaching profession.

Persons with a college education, and residents of the South, where salaries tend to be lower than in other regions of the nation, are most inclined to say that salaries are too low.

The question:

Do you think salaries in this community for teachers are too high, too low, or about right?

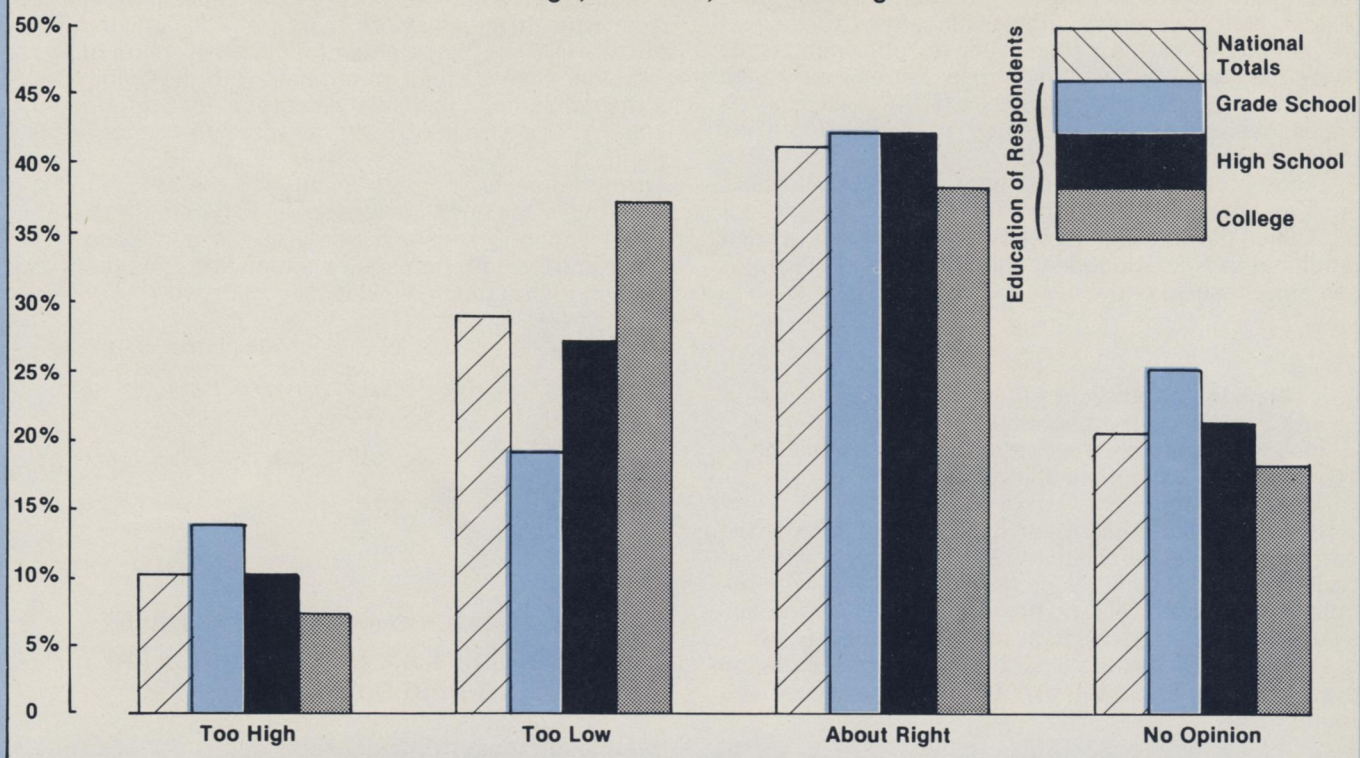
The findings:

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Salaries too high	10	11	6	9
Salaries too low	29	28	31	39
About right	41	39	46	39
No opinion	20	22	17	13

Further breakdowns:

	Teachers' Salaries			
	Too High %	Too Low %	About Right %	No Opinion %
NATIONAL TOTALS	10	29	41	20
Sex				
Men	10	28	43	19
Women	9	30	40	21
Race				
White	10	28	42	20
Nonwhite	7	37	35	21
Age				
18 to 29 years	7	42	33	18
30 to 49 years	7	30	43	20
50 and over	14	18	45	23
Community Size				
1 million & over	8	22	47	23
500,000 - 999,999	5	42	32	21
50,000 - 499,999	10	30	42	18
2,500 - 49,999	10	26	39	25
Under 2,500	12	29	41	18
Central cities	10	30	40	20
Education				
Grade school	14	19	42	25
High school	10	27	42	21
College	7	37	38	18
Region				
East	12	23	42	23
Midwest	9	23	52	16
South	8	42	28	22
West	10	27	43	20

Figure 5. Are Teachers' Salaries Too High, Too Low, or About Right?



Seniority Rights for Teachers

Performance in teaching is hard to judge — yet this is the standard that the public believes should be followed instead of seniority, when teachers must be laid off to save money in a school system.

By an overwhelming majority, the public favors performance over seniority — a view consistent with the public's attitudes toward tenure.

Every major group in the population votes heavily against seniority — even those who are themselves over the age of 50.

The question:

If teachers must be laid off to save money in a school system, do you believe that those who are to be kept should be chosen on the basis of performance or on the basis of seniority?

Seniority Rights for Teachers

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Teachers should be kept on basis of performance	78	77	80	89
Kept on basis of seniority	17	17	18	8
No opinion	5	6	2	3

Further breakdowns:

Seniority Rights for Teachers

	Kept on Basis of Performance %	Kept on Basis of Seniority %	No Opinion %
NATIONAL TOTALS	78	17	5
Sex			
Men	79	18	3
Women	78	16	6
Race			
White	81	15	4
Nonwhite	64	29	7
Age			
18 to 29 years	82	14	4
30 to 49 years	80	17	3
50 and older	74	19	7
Community Size			
1 million & over	82	13	5
500,000 - 999,999	78	16	6
50,000 - 499,999	77	18	5
2,500 - 49,999	76	21	3
Under 2,500	78	17	5
Central cities	74	21	5
Education			
Grade school	64	26	10
High school	80	16	4
College	82	15	3
Region			
East	84	11	5
Midwest	73	23	4
South	74	20	6
West	87	11	2

Parent/Teacher Conferences

Parents who have attended college and parents whose children are in the top half of their class are more likely to take advantage of conferences with their chil-

dren's teachers than those of lesser education and parents whose children are in the lower half of their class.

In the current survey parents with children now attending school were asked if they had discussed their (eldest) child's progress or problems at any time since the beginning of the school year and the number of times they had held such meetings. Parents were also asked if they thought the teacher(s) in these conferences seemed to be interested in discussing their child's schoolwork or behavior.

Since parents and teachers are more likely to hold such meetings when children are in elementary school than when they are in high school, the results have been tabulated in two categories: children under 13 years of age and those 13 and older.

The question:

Thinking about your eldest child, have you at any time since the beginning of the school year discussed your child's progress or problems with any of your child's teachers?

Results in the present survey show that 83% of the parents whose eldest child is 12 years of age or younger had discussed the child's progress or behavior with the child's teachers. This compares with 79% who answered the same question in the 1977 survey. For children 13 years of age and older the figure obtained in the present study is 55% — exactly the same percentage found in 1977.

A second question asked:

About how often since the beginning of the school year have you had discussions with your (eldest) child's teachers?

The results:

Number of Parent/Teacher Conferences Since the Beginning of School Year	Children 12 Years And Under	Children 13 Years And Older
	%	%
One meeting	18	28
Two meetings	39	32
Three meetings	17	17
Four or five meetings	15	8
Six or more	10	14
Can't recall/no answer	1	1

A third question dealing with parent/teacher conferences sought to learn whether parents who took part in these meetings felt that the teachers were interested in discussing their children's progress and problems.

On this point there is wide agreement. Parents said they believed the teachers were interested and, in a sense, invited such meetings with parents.

The question:

Thinking about the last time you spoke with your (eldest) child's teacher or teachers, did you feel that they were interested in discussing your child's work or behavior with you?

Reaction to Parent/Teacher Meetings	All Parents Having Meeting With Teacher(s) %	Education of Parents		
		Grade School %	High School %	College %
Teachers were interested	80	69	80	85
Were not interested	7	12	6	9
Don't know	13	19	14	6

Help with Homework

Children in elementary school are helped much more often with their homework than are older children. In fact, six in 10 of the parents of children 13 years of age and older say that they do not help with the homework of their children in this older age group. By contrast, only two in 10 say that they do not help their younger children.

When comparisons are made with the 1977 survey, when this same question was asked of parents with children in school, a gain appears in the percentage of those who say they help their children (those 12 years of age and under) regularly with their homework.

	Children 12 Years And Under		Children 13 Years And Over	
	1981 %	1977 %	1981 %	1977 %
Yes, help regularly with homework	49	37	14	16
No, only when needed	28	34	26	26
No, do not help	22	27	60	58
No answer	1	2	—	—

Time Limits on Television Viewing During School Week

Although there has been much discussion of the effects of television viewing on children now in school and the possible influence this viewing may have on their grades and test scores, no significant change has been found in the percentage of homes that place a definite limit on the amount of television viewing by school-age children.

A question included in the 1977 survey was repeated in the current survey. The question, asked of parents, follows:

Do you place a definite limit on the amount of time your eldest child spends viewing television during the school week?

The results of the present survey compared with the 1977 findings:

	Limit on Television Viewing		
	Parents Place Limit on TV Viewing %	Parents Do Not Place Limit %	Don't Know/No Answer %
1977 survey	35	60	5
1981 survey	36	57	7

Parents are much more likely to place a limit on television viewing when their eldest child is 12 years of age or under.

	Parents Whose Eldest Child Is 12 Years And Under %	Parents Whose Eldest Child Is 13 Years And Over %
	Parents place a definite time limit on viewing	51
No, do not	48	72
Don't know/no answer	1	1

Although it is impossible to establish cause and effect, it is interesting to note that parents of children who are in the upper half of their class are more likely to impose limits on their children's television viewing than are parents of children in the lower half of their class.

	Impose Limits On TV Viewing %	Do Not Impose Limits %	Don't Know/ No Answer %
Parents of child in upper half of class	41	58	1
Parents of child in lower half of class	34	64	2

Should Child-Care Centers Be Made Part of the Public School System?

The nation is fairly evenly divided on the proposal to make child-care centers available for all preschool children as part of the public school system. No statistically significant change has been found on this issue since the 1976 survey, when this question was last asked.

The question:

A proposal has been made to make child-care centers available for all preschool children as part of the public school system. This program would be supported by taxes. Would you favor or oppose such a program in your school district?

	Child-Care Centers as Part of The Public School System			
	Favor %	Oppose %	No Opinion %	
1976 survey	46	49	5	
1981 survey	46	47	7	
	1981 Survey			
	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Favor proposal	46	47	44	41
Oppose	47	45	51	48
No opinion	7	8	5	11

Women favor this proposal more than men by a margin of 49% to 42%. The 18 to 29 age group — the group most concerned — votes in favor of the proposal by a margin of 64% to 32%. The age group 50 and over opposes the proposal, 55% to 36%. Nonwhites favor the plan by a margin of 66% to 25%; whites oppose the plan, 51% to 42%.

	Child-Care Centers as Part of The Public School System		
	Favor %	Oppose %	No Opinion %
NATIONAL TOTALS	46	47	7
Sex			
Men	42	50	8
Women	49	45	6
Race			
White	42	51	7
Nonwhite	66	25	9
Age			
18 to 29 years	64	32	4
30 to 49 years	41	52	7
50 and over	36	55	9

Child-Care Centers as Part of The Public School System

	Favor %	Oppose %	No Opinion %
Community Size			
1 million & over	56	38	6
500,000 - 999,999	55	39	6
50,000 - 499,999	42	49	9
2,500 - 49,999	38	55	7
Under 2,500	41	53	6
Central cities	52	40	8
Education			
Grade school	43	45	12
High school	47	46	7
College	43	52	5
Region			
East	48	42	10
Midwest	37	58	5
South	52	41	7
West	45	48	7

Should Parents of Preschool Children Pay Some of the Costs of Child-Care Centers?

The public agrees that parents should pay part of the costs if their children participate in child-care centers — if and when child-care centers become part of the public school system.

Undoubtedly the proposal to make such centers part of the public school system would gain supporters if some of the tax costs were borne by parents whose children participated.

More than eight in 10 persons agreed that parents should bear part of the costs of these child-care centers — even the age group that would make the greatest use of such child-care centers, those 18 to 29 years of age.

No major group in the population holds a different view from that of the nation as a whole.

The question:

Should the parents of preschool children participating in such a program be required to pay some of the costs for this day care?

The results:

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Parents should pay some of the costs of child-care centers	83	82	85	87
Parents should not	10	10	10	7
No opinion	7	8	5	6

A U.S. Department of Education

To a marked degree the question of retaining a Department of Education in the federal government is a political issue. President Reagan has insisted that such a department is not needed and that its functions could be performed by a smaller agency or by other departments of the government. The nation agrees with the President's position by a margin of 49% to 29%. A high percentage of persons (22%) have no opinion on this question, however.

The strongly political nature of the issue can be seen from the fact that individuals who identify themselves as Republicans vote 62% to 20% with the Administration in holding that a federal Department of Education is not needed, while the vote of persons who say they are Democrats is much more evenly divided (40% agreeing, 36% disagreeing).

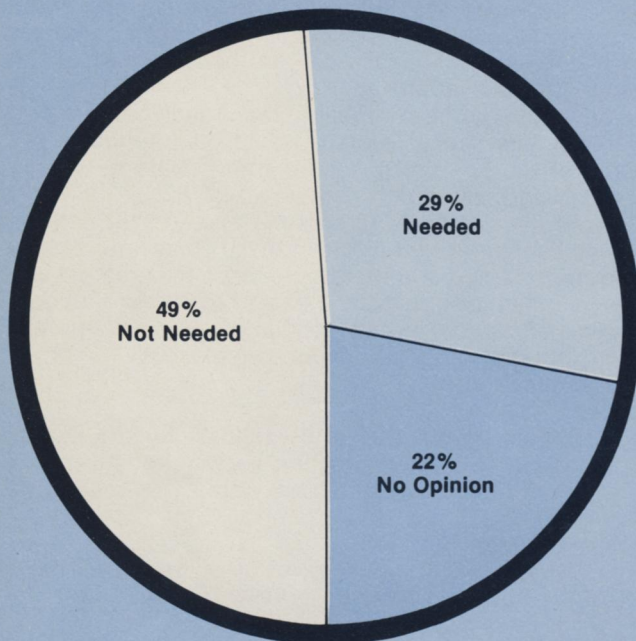
The question:

Two years ago a new Department of Education was established in the federal government in Washington, D.C. The present Administration now says such a department is not needed and that its functions should be performed by a smaller agency or by other departments of the government. Do you agree or disagree with this view?

The results:

	National Totals %	No Children In Schools %	Public School Parents %	Nonpublic School Parents %
Agree that Department of Education is not needed	49	50	48	49
Disagree	29	27	32	34
No opinion	22	23	20	17

Figure 6. Is a U.S. Department of Education Needed?



COMPOSITION OF THE SAMPLE

Analysis of Respondents

Adults	%	Jewish	2
No children in schools	65	Other	13
Public school parents	31*		
Nonpublic school parents	6*	Age	%
		18 to 24 years	17
		25 to 29 years	11
		30 to 49 years	36
		50 and over	36
		Undesignated	*
Sex	%		
Men	48		
Women	52		
Race	%	Occupation	%
White	87	Business & professional	27
Nonwhite	13	Clerical & sales	7
		Farm	3
		Skilled labor	19
Religion	%	Unskilled labor	21
Protestant	57	Non-labor force	17
Catholic	28	Undesignated	6

*Total exceeds 35% because some parents have children attending more than one kind of school.

*Less than one-half of 1%.

Political affiliation	%	South	28
Republican	25	West	19
Democrat	40		
Independent	32	Community size	%
Other	3	1 million & over	20
		500,000 — 999,999	13
Income	%	50,000 — 499,999	25
\$20,000 & over	42	2,500 — 49,999	14
\$15,000 — \$19,999	14	Under 2,500	28
\$10,000 — \$14,999	19		
\$ 7,000 — \$ 9,999	8	Education	%
\$ 5,000 — \$ 6,999	6	Elementary grades	14
\$ 3,000 — \$ 4,999	6	High school incomplete	16
Under \$3,000	4	High school graduate	34
Undesignated	1	Technical, trade, or business school	5
		College incomplete	16
Region	%	College graduate	15
East	25	Undesignated	*
Midwest	28		

*Less than one-half of 1%.

THE DESIGN OF THE SAMPLE

The sampling procedure is designed to produce an approximation of the adult civilian population, age 18 and older, living in the U. S., except for those persons in institutions such as prisons or hospitals.

The design of the sample is that of a replicated probability sample, down to the block level in the case of urban areas and to segments of townships in the case of rural areas. Approximately 300 sampling locations are used in each survey. Interpenetrating samples can be provided for any given study when appropriate.

The sample design included stratification by these four size-of-community strata, using 1970 census data: 1) cities of population 1 million and over; 2) 250,000 — 999,999; 3) 50,000 — 249,999; 4) all other

PACE Materials Available

George Gallup calls them "unique; the first time anyone has ever put together in one package complete instructions for the nonspecialist on how to conduct scientific polls of attitudes and opinion in education."

These are the PACE (Polling Attitudes of the Community on Education) materials, available through Phi Delta Kappa to school districts, regional consortia, and state agencies or groups interested in measuring opinion on vital education questions. These materials can be especially valuable to school officials because they alert decision makers to overall public reaction to a variety of school programs and policies.

Wilmer Bugher, associate executive secretary for administration of Phi Delta Kappa, worked for more than a year to assemble the PACE kit. The Gallup Organization gave advice and help at every stage of development.

The manual tells how to construct the questionnaire, select the sample, train interviewers, and analyze the data. It contains all the questions used in the past 12 annual Gallup Polls of Public Attitudes Toward the Public Schools along with the questionnaires used by the Gallup Organization in locally commissioned surveys. Other survey-related information is included.

For information about using PACE, write or call Wilmer Bugher at Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. Ph. 812/339-1156. The price of the 291-page basic kit is \$39.50. A "Handbook for Interviewers" is also available. Bugher will consult with PACE users when his schedule permits.

populations. Each of these strata was further stratified into seven geographic regions: New England, Middle Atlantic, East Central, West Central, South, Mountain, and Pacific. Within each city-size/regional stratum, the population was arrayed in geographic order and zoned into equal-sized groups of sampling units. Pairs of localities were selected in each zone, with probability of selection of each locality proportional to its population size in the 1970 census, producing two replicated samples of localities.

Within localities so selected for which the requisite population data are reported, subdivisions were drawn with the probability of selection proportional to size of population. In all other localities, small definable geographic areas were selected with equal probability.

Separately for each survey, within each subdivision so selected for which block statistics are available, a sample of blocks or block clusters is drawn with probability of selection proportional to the number of dwelling units. In all other subdivisions or areas, blocks or segments are drawn at random or with equal probability.

In each cluster of blocks and each segment so selected, a randomly selected starting point is designated on the interviewer's map of the area. Starting at this point, interviewers are required to follow a given direction in the selection of households until their assignment is completed.

Interviewing is conducted at times when adults, in general, are most likely to be at home, which means on weekends, or, if on weekdays, after 4 p.m. for women and after 6 p.m. for men.

Allowance for persons not at home is made by a "times-at-home" weighting procedure rather than by "call-backs." This procedure is a standard method for reducing the sample bias that would otherwise result from underrepresentation in the sample of persons who are difficult to find at home.

The prestratification by regions is routinely supplemented by fitting each obtained sample to the latest available Census Bureau estimates of the regional distribution of the population. Also, minor adjustments of the sample are made by educational attainment by men and women separately, based on the annual estimates of the Census Bureau (derived from their Current Population Survey) and by age.

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

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, i.e., the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary 95% of the time, assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance for Sampling Error of a Percentage

	In Percentage Points (at 95 in 100 confidence level)*						
	Sample Size						
	1,500	1,000	750	600	400	200	100
Percentages near 10	2	2	3	3	4	5	7
Percentages near 20	2	3	4	4	5	7	9
Percentages near 30	3	4	4	4	6	8	10
Percentages near 40	3	4	4	5	6	8	11
Percentages near 50	3	4	4	5	6	8	11
Percentages near 60	3	4	4	5	6	8	11
Percentages near 70	3	4	4	4	6	8	10
Percentages near 80	2	3	4	4	5	7	9
Percentages near 90	2	2	3	3	4	5	7

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

The table would be used in the following manner: Let us say a reported percentage is 33 for a group that includes 1,500 respondents. We go to the row for "percentages near 30" in the table and across to the column headed "1,500." The number at this point is 3, which means that the 33% obtained in the sample is subject to a sampling error of plus or minus three points. Another way of saying it is that very probably (95

chances out of 100) the average of repeated samplings would be somewhere between 30 and 36, with the most likely figure the 33 obtained.

In comparing survey results in two samples such as, for example, men and women, the question arises as to how large a difference between them must be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points that must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between those shown in the two tables:

Recommended Allowance for Sampling Error
Of the Difference

TABLE A	In Percentage Points (at 95 in 100 confidence level)*			
	Percentages near 20 or near 80			
Size of Sample	750	600	400	200
750	5			
600	5	6		
400	6	6	7	
200	8	8	8	10

TABLE B	Percentages near 50			
	750	600	400	200
750	6			
600	7	7		
400	7	8	8	
200	10	10	10	12

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

Here is an example of how the tables would be used: Let us say that 50% of men respond a certain way and 40% of women respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference reflects a real difference between men and women on the question? The sample contains approximately 750 men and 750 women.

Since the percentages are near 50, we consult Table B, and, since the two samples are about 750 persons each, we look for the number in the column headed "750," which is also in the row designated "750." We find the number 6 here. This means that the allowance for error should be six points and that, in concluding that the percentage among men is somewhere between four and 16 points higher than the percentage among women, we should be wrong only about 5% of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least four percentage points.

If, in another case, men's responses amount to, say, 22% and women's 24%, we consult Table A, because these percentages are near 20. We look in the column headed "750" and see that the number is 5. Obviously, then, the two-point difference is inconclusive.

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