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A Community Survey of Opinions on Some Matters of Education

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A COMMUNITY SURVEY OF OPINIONS ON SOME MATTERS OF EDUCATION

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by

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THE PROBLEM AND ITS GENERAL SCOPE

Introduction

Do the public schools in America actually operate as democratic institutions as fully sensitive to the needs and wishes of the people as well as they could? Do we have, inherent in the customs and practices of school administration, an organized education which is serving its public in only a part of its ability to serve? Education today is under fire of critics who disclaim the functions that the schools are now performing. How school people shall answer these critics is a challenge to educators.

Consideration of the role of education requires sober appraisal of society because the public school serves society and, quite as truly, is served by it. Aptly the school has been called "the American road to culture."[1] In important ways it is unique among the institutions that give pattern, direction, and meaning to society's ideals. Hence, its essential task must be seen in the light of the service and dis-service which social practice renders to these ideals.

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1. Counts, George S. The American Road to Culture New York: John Day Co., 1930 p. 194

"The conclusion that improvement of the public school is needed is based on the implicit premise that society also needs to be improved--a premise that seems amply justified by the practices of present-day America. Our culture is in a critical state. The crisis is deep and threatening because America has not more diligently and more intelligently put her ideals into practice. Perhaps, as a people, we have not always known what our ideals are.

As a means of appraising the role of education, society must seek an answer to this basic question: 'What is the distance between our daily practices and the ideals to which we subscribe?'

The public school is not good enough. The role of education must be expanded. The school program must reach out to include many people, old and young, who are not now attending schools. Furthermore, the schools must not only serve more people, but serve them better and more wisely than ever before."[2]

One of the most difficult of all critical tasks is to judge the present--the society of one's own time and place. But despite the fact that we are deeply involved in it and even though we can only shrewdly guess, rather than know with certainty, the significance for the future of present-day events, all of us do pass judgment on the

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2. Commission on The Expanding Role of Education, American Association of Twenty-Sixth Yearbook, 1948 p. 12
School Administrators. Department of N. E. A. Association of U. S., Washington, D. C.

present. Deliberately this study undertakes to do this, for the purpose of noting the distance between our schools' practices and the ideals of a democratic society.

Statement of the Problem

It was the purpose of this study (1) to select some moot matters of education in a particular community; (2) to find the opinions of a cross-section of the people of this community on these matters; (3) to find out whether any differences existed between these opinions and each of the following: general economic status, sex, size of family, and property ownership; (4) to conclude from the tabulations, whether they sustained or rejected the current practices; and (5) to suggest a further use of this technique in adjusting the school and the public to a more coordinated effort.

Importance of the Study

According to John W. Studebaker, U. S. Commissioner of Education:

"Today's educational problems are the greatest our country has ever faced. Until we solve them, it is a proved fact that we can expect our prosperity to decline, our crime rate to rise, and our proud democracy to tremble. It is easy to say that the war, the teacher shortage, the apathy of many communities, political chicanery or lack of money is to blame. But no one of these provides an answer; all in their own way are results--not causes."[3]

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3. Studebaker, John W. "THE ABC'S OF PUBLIC EDUCATION" Ladies' Home Journal, February, 1948 p. 71 Curtis Publishing Company, Philadelphia, Pennsylvania

"No one will gainsay the fact that our civilization is now much more complex, its demands more specialized, its tempo faster than it was, say, fifty years ago. 'No greater crisis,' Dr. Raymond B. Fosdick, president of the Rockefeller Foundation, and a lifelong student of America's educational problems, declared recently, 'was ever faced by any generation in history.....Whether the future is to be a nightmare without end depends on our ability to make some headway in finding the answers.' Our two world wars, our discoveries of methods of wholesale destruction, violence and disruption are evils that must be conquered if we are to live in stability and harmony. It is a major part of our schools' responsibility to make our young people at home in the world, to give them a confident sense of mastery and competence with which to counteract the already too widespread sense of insecurity and frustration."[4]

It is well to remind ourselves that, "A society can exist only when a great number of men consider a great number of things in the same point of view; when they hold the same opinions upon many subjects, and when the same occurrences suggest the same thought and impressions to their minds."[5] America meets this condition--after a fashion. The people are joined by these bonds, tenuous though they may be,

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4. Ibid., p. 98

5. Tocqueville, Alex C. de. Democracy in America Vol. I Translation by Henry Reeve. New York: Allyn & Bacon, 1899, p. 398

but less securely in time of peace than in time of war--when their "neck and hide" as well as their ideals are in peril! Somehow, we must increase the strength of these bonds and, in that process, the American public school must assume a vital role.

The American public school, by its origin, is deeply rooted in democracy. However, the battle for public education could not have been won if there had not been a real need for it.

"With our industrial awakening, the rise of cities and the needs of manufacturing for skilled labor, and with the Jacksonian decree-provision that all men had the right to vote, it became readily apparent that we could, as a nation, run neither a successful economy nor a successful democracy without a trained citizenry. The South, for instance, with its plantation life, slavery and absence of manufacturing, did not feel the need of public education for at least a half century after the bustling North. And despite some valiant leaders, the South's educational facilities still lag behind those of the North."[6]

The question arising is: "Do the American public schools fit the growing and changing concept of democracy?" In this nation, education is largely a governmental function.

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6. Studebaker, John W. op. cit., p. 98

"However, even today we have wide variance among the states as to how the schools are supported, how much schooling is supported and how much supervision is provided, how much money is spent, and how many pupils attend school. In 1946, the state of Delaware provided 87 per cent of the dollar support of its schools, while Nebraska provided only 4.7 per cent. In 1945 an Alabama child got only about $57 worth of education per year, a New Jersey pupil got $198 worth--and both states educated approximately the same number of the nation's children."[7]

The principle on which democracy exists is that the will of the majority of the governed is supreme. According to the Declaration of Independence, governments receive "their just powers from the consent of the governed." The control, then, of democracy is public opinion. As defined by James Bryce:

"Public opinion is the aggregate of the views men hold regarding matters that affect or interest the community-----. Thus understood, public opinion is a congeries of all sorts of discrepant notions, beliefs, fancies, prejudices, aspirations. It is confused, incoherent, amorphous, varying from day to day, and week to week. But in the midst of this diversity and confusion, every question as it arises into importance is subjected to a process of consolidation

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7. Ibid., p. 98

and clarification until there emerge and take place certain views or interconnected set of views, each held and advocated by common bodies of citizens. It is to the power held by any views, when held by an apparent majority of citizens, that we refer when we refer to Public Opinion as approving or disapproving a certain doctrine or proposal, and thereby becoming a guiding or ruling power."[8]

The base is thus set for a workable democracy. The problem then arises concerning how carefully government does operate to satisfy public opinion.

Bryce says further:

"The obvious weakness of government by opinion is the difficulty in ascertaining it.----------

The more completely popular sovereignty prevails in a country, so much the more important is it that the organs of opinion should be adequate to its expression, prompt, full, and unmistakable, in their utterances."[9]

Schools have been, and often justifiably, accused of living in the Past, and of being insensitive to the current needs of people. Added to this is that they are poor salesmen of their program. Little wonder that it is so, when it is so seldom they can be sure just what the public, their source of support, thinks or knows about the school. Educators confidently take in pupils, find their level of accomplishment,

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8. Bryce, James, American Commonwealth, New York: McMillan Company, 1888. Vol. 2, p. 227

9. Ibid., Vol. 2, p. 316, 232

and continue them on from that point. It follows logically that the same process should follow in their relationship with the public. In his preliminary remarks in a study similar to this, Seyfert concludes:

"Public opinion is often a handicap in the path of educational progress, but there are also many occasions when, far from being the villain of the piece, public opinion is only the misunderstood problem child that is made to bear the large share of the blame for disorderliness in the educational household. The disciplining of this problem child has tended to take the form of exhortation and intra-family quarreling. Experience indicates that educators would do well to revise their public relations plans so as to take account of that fundamental concept, the whole child.

In the last analysis it is community feeling or opinion that determines the behavior of people toward schools. To ascertain what the public know about its schools is undoubtedly important, but it is far more important to discover what the people feel about the schools."[10]

Critics of the public opinion poll have pointed out that the elections of school boards is an act of representative government, and, as Wechsler suggests, decry the

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10. Seyfert, Warren C., "What the public Thinks of its Schools," School Review, June, 1940, p. 48: 417-427.

"heresy that Mr. Milquetoast has a right to be heard between election days," thus, "imperiling the structure of representative government."[11] Elections, however, are often too far removed from the touch of the people. At such elections, it is for candidates that votes are given, and his local influence may count more than his administrative principles. The mere business of electing school board members does not mean a blanket approval of the policies the school carries on. It might mean the exact opposite to a few while supporting the majority. Such was the case in the United States according to the Gallup Poll with President Roosevelt's Supreme Court plan in particular and his administration in general. Furthermore, voting and elections are occasional, while public opinion is continuous; thus, the interval may see many changes take place in the ideas of the voters. Organized minorities often secure control of the making of policies which are against the opinion of the majority. Since these groups are usually more vigorous and voluble, each claims to represent the dominant public opinion. Often they force policies on a defenseless school organization.

The ultimate use of the opinion survey in education was ably outlined by the Report of the American Youth Commission to the National Educational Association:

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11. Wechsler, James, "Polling America," The Nation, Vol. 150, p. 65, 1940

"Education today is in no small measure the product of public opinion. It was popular demand that passed compulsory attendance laws, provided financial support through public taxation, broadened the curriculum, erected safe and sanitary building, and raised the level of teacher preparation. It is public opinion, when enlightened, that supports school authorities in initiating progressive school practices. It is this public opinion, when uninformed, that delays or destroys movements designed to make education more effective in serving the people generally.

If educators 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.

The second step is to decide what shall be done about the public opinion found to exist. If the public is favorably inclined to the proposals for the improvement of education, they can be set in motion. If the public is hostile or indifferent, it will be necessary for the school authorities to delay pressing for the 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."[12]

This study attempts to discover and analyze the public attitudes for the purpose of strengthening the educational program in a single, particular community.

Delimitations

This problem was limited to include the opinions of parents of children in the elementary schools which corresponded to the school grades Kindergarten through Eighth.

This study was further limited to include the responses of 300 Omaha Public School patrons. These patrons were selected according to a plan of stratified random sampling. They were representative of four elementary schools that were surveyed during the week of May 5 through May 9, 1947. The plan of selection as well as the numerical limitations mentioned above will be explained in another portion of this paper.

Before any study is contemplated, it has been suggested that the work of other researchers in the field should be examined and an attempt should be made to understand what they have accomplished.[13] A brief summary of this previous research is presented in the next chapter.

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12. "What the People Think about Youth and Education," Research Bulletin of the National Educational Association, Vol. 18, No. 5, pp. 189-90 (November, 1940)

13. Whitney, Frederick L., Elements of Research, p. 92, New York: Prentice Hall Inc., 1942

CHAPTER II

Review of the Literature

[1]Education, in any society, is rooted in social policy. Changing conditions in the social structure, therefore, are soon reflected in the schools. Italy and Germany afford striking examples of the way in which education reacts to trends in national policy. Due to social processes and interactions within our own society, similar if less spectacular changes are taking place from day to day in American schools. Many forces are at work. Their roots are intricately interwoven and have their origins in widely diverse areas, such as economics, religion, racial differences, health needs, governmental policies, legal prescriptions, world relationships, and changing social ideals. To these must be added that influential group who urge that the intellectual and cultural heritage of the past is the only true basis of education. So it becomes clear that current proposals for additions to and changes in school programs and services cannot be appraised apart from the social forces and processes in which they are rooted.

Controversy has always marked the course of human events. People do not readily agree on what to do or how to do it. The Reformation grew out of a conflict of religious ideas. Pilgrims and Puritans moved to

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1. Twenty-Sixth Yearbook op. cit., p. 287

America because they disagreed with the controlling powers of England. In the American Revolution, Patriots and Tories were willing to die for whichever cause they deemed to be right. Webster and Hayne eloquently debated the right of a state to nullify an Act of Congress. Louis Pasteur encountered bitter opposition to his proposals for the treatment of hydrophobia. In the recent past Progressives and Essentialists in education have been arrayed against each other in defense of hostile theories. Today we are besieged by those who offer conflicting advice on everything from foreign policy to the selection of a hair tonic.

No avenue of approach is overlooked by those engaged in these conflicts. They may seek to attain their ends by legislation, indoctrination, or persuasion. Propaganda of various types provides them with powerful tools ready to use in behalf of their respective commodities, doctrines, or ways of thinking. The ultimate aim is so to regiment the public mind that action may be taken. The schools are not overlooked,--as classroom teachers, school administrators, and school board members are well aware. Eduction is not carried on in a vacuum. The rapid growth of the propaganda movement and the marked increase in the activities of pressure groups are matters of grave concern to all who are interested in the schools. The times demand discrimination in separating the evil from the good, and courage in resolving the conflicts likely to ensue.

We live in a world of propagandas--in the sense that individuals, organizations, and pressure groups are seeking to influence people. Competition to win customers, to control men's behavior, and to manage public opinion is notable for its extent and its intensity. This is by no means a modern social development. Our forefathers gave wide public acclaim to speeches by men such as Patrick Henry and John Hancock.

There are many reasons for the volume and intensity of present-day competitive propaganda. High on the list is the vastly increased range of mass communication by means of press, radio, and motion-picture screen. This, incidentally, brings to the schools a much heavier responsibility in the matter of developing discrimination on the part of their pupils in reading newspapers, in listening to radio programs and in choosing motion pictures.

Teaching resistance to propaganda is not easy. Authorities seem to agree that one should have (a) awareness of the existence of propaganda, (b) some understanding of its devices, (c) a critical attitude in weighing evidence, (d) training in the use of available sources of information, and (e) opportunity for free discussion of controversial issues. Since there are at least two sides to most questions, it may at times be necessary to face the question, "Which propaganda shall I accept and follow?"

Arthur B. Moehlman, editor of The Nation's Schools, writes: "The leadership responsibility of educators means that the profession must always be ready to present to the people complete and unbiased information concerning the conditions and needs of their educational institutions."[2]

More sentiment favoring constructive use of propaganda is observed when we find Woodrow Wilson often quoting Edmund Burke as follows:

"Public duty demands and requires that what is right should not only be known, but made prevalent; that what is evil should not only be detected, but defeated."[3]

If propaganda creates the phenomenon known as the public mind, how is this done? Leonard W. Doob in his "Psychology of Propaganda" expresses it as follows:

"Repetition of the same or similar stimulus-situations enables the propagandist to re-arouse the desired integration of attitudes. He may vary the content by changing the stereotypes, and re-inforce integration with related attitudes. The propagandist prevents the desired integration from remaining latent or from disintegrating through the principle of re-inforcing."[4]

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2. Moehlman, Arthur B., Social Interpretation, D. Appleton-Century Company, 1938 p. 53

3. Lasswell, Harold, Democracy Through Public Opinion, George Banta Publishing Company, 1941 p. 38

4. Doob, Leonard W., Psychology of Propaganda, Henry Holt and Company, 1935 p. 137

A stereotype represents the knowledge which men imagine they possess.[5] And such stereotype lends itself nicely to the process of accurately manipulating public opinion since the degree of relationship seems high.

Routes to the public mind are many. Delimiting the study to avenues or channels of approach which lend themselves to creating public opinion regarding public schools, we find this problem treated specifically by Alexander and Theisen in their Publicity Campaigns for Better School Support.

"Avenues of approach are meetings and speakers; the press; advertising; objective demonstrations of school work; personal campaigning; school surveys; visits to the school by prominent people; endorsements of school work or policy; letters and post cards; petitions; advance polling; active workers; instructions to voters."[6]

The authors offer a psychological basis for such a campaign. "Build all on the proposition that the people of the community wish to do the right thing by the children, and that they will make any necessary sacrifices to this end if needs are clearly and convincingly shown."[7]

"Make the good of the children the paramount issue."[8]

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5. Ibid., p. 141

6. Theisen, W. W., and Carter, Alexander, Publicity Campaigns for Better School Support, World Book Company, 1921 p. 4

7. Ibid., p. 23

8. Ibid., p. 66

"Subordinate this in particular to all considerations of the cost. Let the school authorities appear to be speaking for the whole school on school matters, and not in the interests of any special class."[9]

More and more, public relations appear to be the skill of manipulating public opinion through the use of propaganda techniques. There is no single formula for discovering why people think and act as they do. Their thinking is most certainly regulated by propaganda. The advertising man knows how effective his campaign has been when the sign of the dollar looms large.

While many sociological facts lie back of the attitudes unearthed by the National Educational Association Research Division, we may at least speculate now on the nature of the public mind as related to public schools in Omaha.

The following data seem pertinent:

"Proportionately more of the better-educated favor much freedom of discussion.

On questions involving need, the benefits that may be expected apparently exert a special influence on opinions. Although a majority of groups favor educational aid for the poorer families, the lower economic groups show marked approval; the highest economic group shows relatively more opposition to the proposal.

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9. Ibid., p. 67

When it comes to questions of fact, the educational level of groups again exerts special influence upon responses.

Where respondents have no definite opinions, they are likely to state opinions colored by their attitudes toward education in general."[10]

It seems logical to assume that Omaha public will think along these lines. There is no unique status here to indicate a departure from the normal pattern, that of living, experiencing propaganda stimuli, and forming opinions.

Many factors indeed play a part in forming the public mind. Urban or rural geographic locale, economic status, age, sex, color, and political affiliation all make up the public mind. But covering these factors is a veil of propaganda which appeals to the individuals in terms of such bases. The business man checks the skill of his hired propagandist by reading sales charts and indices. The school man may check the skill of his system by noting the success or failure of any school issue when the electorate acts upon it at the polls. Too often, the school man checks infrequently, and verges on bankruptcy as a result.

To summarize, the public mind is a phenomena of propaganda. Public relations is the art of applying propaganda. And propaganda itself is any organization for the spreading of particular doctrine or system.

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10. National Education Association Research Bulletin, op. cit.

The important consideration in this study is the ability to measure accurately the public mind. The analysis of public opinion, other than in elections, is a comparatively recent development in America. As early as 1912 the magazine Farm Journal made a presidential poll and later the Literary Digest and Pathfinder made similar surveys. More recently, Fortune magazine, under the leadership of Elmo Roper, has conducted a widely varied series of polls. The American Institute of Public Opinion commonly known as the Gallup Poll because it is headed by George Gallup, came into existence in 1935.

Development of the Scientific Poll

The early polls usually were based on ballot returns, and were characterized by large numbers. As prognosticators, they were eminently successful--until the failure and collapse of the Literary Digest in 1936 when it missed the election for president. These pioneers in measuring public opinion had come in a unique period of American history when there was but little cleavage in the group opinions, regardless of the factors of age, income, or section of the nation. Consequently there were accurate barometers when they had volumes of returns. That situation was radically changed after 1932, and the mailing of ballots to telephone subscribers and automobile registrants no longer secured a cross section, but reflected the opinions of the

higher income brackets now diverging from the lower income group. Thus the failure of this technique.

The polls of Gallup and Roper first made use of the scientific sampling--taking the opinions in representative amounts from groups with divergent controlling factors in proportion to the amount they constituted in the whole. In doing so, they greatly reduced the volume needed for a pattern. Of this change in volume, Gallup says:

"Of these two major determinants of reliability--the character and the size of the cross-section------the former is, by all odds, the more important. If the cross-section is carefully selected, a sample of only a few thousand will give accuracy within limits of three or four per cent. On the other hand, if a cross-section is badly chosen, no amount of mere case piling will eliminate the error. As a general principle, a controlled sample of a given size is even more likely to be accurate than a random sample of the same size."[11]

The advanced technique of the scientific sample has given a tool to democracies which may be able to combat the lack of interest in non-election years. Frequent surveys may help to focus the attention on the important issues.

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11. Gallup, George and Rae, Saul Forbes, The Pulse of Democracy, New York: Simon and Schuster 1940 p. 100

American Youth Commission Study[12]

In 1939 the American Council on Education appointed a Committee on the Implementation of Studies in Secondary Education whose purpose was to "promote public action on educational issues." To accomplish this, the Committee decided they must begin with a knowledge of public opinion on these issues. The American Youth Commission was asked to resume responsibility. With a grant from the General Education Board and arrangements with the American Institute of Public Opinion, the national survey was made and was reported in the Bulletin of the Research Division of the National Educational Association. This report, "What the People Think about Youth and Education" was completed in October, 1940, and published in the Bulletin in November.

As defined by James Bryce,[13] "Government by public opinion exists where the wishes and views of the people prevail, even before they have been conveyed through the regular law appointed organs, and without the need of their being so conveyed." At another point in this same source Bryce asks the question, "What do we mean by public opinion?" and then says, "The simplest form in which public opinion presents itself is when a sentiment spontaneously arises in the mind and flows from the lips of the average man upon his seeing or hearing something done or said."[14]

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12. Op. Cit., Research Bulletin, National Education Bulletin p. 216

13. Bryce, James, op. cit., p. 227 (1888)

14. Ibid., p. 209

Harvard Field Study

Under the leadership of Warren C. Seyfert of Harvard, a group of graduate students of the Graduate School of Education surveyed the opinions in three small communities in New England on their attitudes toward their schools and school practices. The investigators in this study had actual contact with those whose opinions they used. In the report of the research, Seyfert says in effect that the practice usual now is merely to inform the public what is going on at school. There is little knowledge whether these facts are interesting or instructive. Schools at present lack a knowledge of what the community feels about its conduct. It is this opinion or feeling of the community which determines the behavior of the public to the school.[15]

In selecting a pattern, only a small cross-section was used, as in the Gallup technique. The reliability of the sample was questioned by Seyfert because of the possibility of imperfect methods of securing the sample.

Columbia University Field Study

In a report of a survey of the public schools of Pittsburgh, Pennsylvania, made by the Institute of Educational Research, Teachers College, Columbia University, N. L. Engelhardt revealed results. He found that

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15. Seyfert, Warren C., op. cit., p. 417

neighborhoods with poorest environmental conditions had the poorest school facilities, and the most inadequate playgrounds; the poorest districts had almost twice as many children of school age as the best neighborhood; but in 1939, the number of high school graduates from the poorest was only half that of the best, indicating a serious problem in equalization of educational opportunity at the secondary school levels; that the population density in the poorest area was three times as great as the best area; and that health conditions were much worse in the poorest area than in the best area. For example, diphtheria mortality in 1934 was four times as great in the poorest area as in the best area, and the infant death rate was twice as high. Variations in economic levels between poorest and best areas showed a ratio of seven times for average monthly rent, ten times for number of passenger cars purchased, and thirty times for proportion of overcrowded dwellings.[16]

National Opinion Research Center Survey

By a grant from the (Marshall) Field Foundation, Inc., of New York City, in association with the University of Denver, a National Opinion Research Center has been established. Through a national staff of trained investigators, representative cross-sections or samples of the entire

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16. Review of Educational Research, Vol. XII, No. 2, April 1942 p. 152

population were interviewed on questions of current importance. The findings were published in a pamphlet, The Public Looks at Education, August, 1944. This report served two purposes:

1. It revealed nation-wide attitudes regarding our public schools and their problems.

2. It exposed areas of ignorance and misinformation regarding education in the United States.

There were varying attitudes toward school finance.

Out of every 100 Americans--

54 thought the public schools need more money to "do a good job."

58 believe that teachers are "paid too little for the job they are expected to do."

68 think that public school systems should be "mostly controlled" by the state rather than by the federal government, but

69 favor having "the federal government turn over a certain amount of money to the states every year for their schools."

In order to ascertain what people thought, specifically, about public education as it functions in school rooms the National Opinion Research Center asked several questions--

"What do you think is the most important thing for children to get from their education in school?"

"Are you satisfied with what they [your children] are getting from their education in school?"

"Is there any kind of change you would like to see made in the public schools?"

Because of differences in background and experience, because of variations in personal interests, and habits of thought, people answer these questions in many different ways.

Of parents with children in the public schools, eight out of ten report satisfaction with what their children are getting out of their schoolwork.

[When asked to name the most important things children should get from their public school education, an equal number of Americans rank academic subjects and character education of first importance. Vocational training, citizenship education, and experience in making social adjustments follow in order.]

Of every 100 persons interviewed, 57 suggest no changes in the public schools as they are today. Most of these are noncommittal--replying merely "No" or "No changes" to the question, some indicate that they are definitely satisfied with the present system of education, while others feel they are too poorly informed to pass judgment regarding the schools.

Of those who do make suggestions, almost half mention changes in curriculum and teaching methods. A return to traditional subject matter emphasis and teaching methods would be more popular than more modern and "progressive" education. About a fourth of those with opinions mentioned changes in school administration and organization or the need

for improved physical equipment. Almost as many stress the necessity for more character and citizenship education. A smaller number believe the greatest need is for better qualified and better paid teachers.[17]

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17. National Opinion Research Center. The Public Looks at Education. University of Denver. Report No. 21 August, 1944 p. 2-3

CHAPTER III

Method of Procedure

Most Americans, in possession of varying degrees of information, are eager to express their opinions regarding educational problems. Some, however,--as is shown by comments on individual questions and by the rather high "Undecided" responses--are poorly informed and hesitate to voice their attitudes.

A rounded picture is presented by considering the opinions of various groups--men and women, old and young, rich and poor, white and Negroes, Democrats, Republicans--in fact, a representative sample of the population of the city, stratified according to sociological characteristics of the adult population of the United States.

In attempting to do this, a technique was employed that was developed by Gallup and his associates. This system, used successfully in nation-wide public opinion polls, was the result of extensive study and experimentation by trained investigators.

"As a result of statistical research, it is now known that a poll will not be accurate, no matter how large a sample is taken (short of a total census of the entire population), if the cross-section is not an accurate miniature of the whole population."[1]

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1. National Opinion Research Center, op. cit., p. 37

According to Hadley Cantril,

"With this method the population is divided into numerous layers or strata and the units are drawn as nearly as possible at random from each layer. The proportionate representation of each layer in the sample is the same as its proportionate representation in the whole population."[2]

This system of selection has been used so extensively that it has been recognized as the "most practical way of sampling."[3] It is to be expected that any population sample, while giving a representative picture, will show a small degree of error. "In the construction of nation-wide poll samples--the standard practice is to stratify with respect to geographical distribution, color and economic status."[4]

Among the first problems in attempting to stratify according to certain sociological characteristics of the population was the establishment of a basis for stratifying. Since this survey was already geographically limited, there remained only two other primary distinctions: color and economic status.[5] In an investigation made by Chambers and Bell,[6] it was found that stratification by economic status

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2. Cantril, Hadley, Gauging Public Opinion, p. 142

3. Ibid., p. 143

4. Ibid., p. 143

5. Cantril, Hadley, op. cit., p. 143

6. Chambers, M. M. and Bell, Howard M., "How to Make a Community Youth Survey," American Council on Education Studies, Vol. 3, January, 1939 pp. 19-20

was a more objective method. The classifications used by the Psychological Corporation were employed in the present survey and included the use of the four economic groups; A, B, C, and D.[7]

Since this study was concerned with the opinions of parents with children in the elementary grades, those opinionnaires were selected. Inasmuch as there were 12,476 families with children attending Omaha public elementary schools, according to the school census, July, 1947, it seemed necessary to impose a limitation on the number in the sample. This restriction raised an important question: How large would the sample have to be so that the results would be representative and fairly accurate?

According to Gallup:

"Actually the size of the sample is far less important as a factor in achieving reliable results in modern polling than the representatives of the persons chosen to be interviwed."[8]

In another portion of the same reference, Gallup wrote:

"Assuming that a correct cross-section of the people have been chosen, a sample which includes as few as 100 voters might provide a good prediction of an election or

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7. Link, Henry, Eighth Nation-wide Social and Experimental Survey, New York: The Psychological Corporation, 1943 p. 2

8. Gallup, George, A Guide to Public Opinion Polls, p. 13 Princeton: Princeton University Press, 1944

a referendum. When the sample is properly selected, the laws of 'probability' or of 'averages' reveal the likelihood of error at each stage, as the sample is increased in size. For example, if only 100 persons properly selected were interviewed in a national survey, the outside margin of error would be fifteen percent."[9]

Another question must be answered: "Does the size of the sample have to be a fixed percentage of the population?"[10] Gallup gives this reply:

"In some fields of commercial research it is mistakenly believed that the sample should be a fixed percentage, usually five percent of the total population. So long as the 'universe' or population sampled is many times larger than the sample, there is no fixed relationship between the two."[11]

Theoretically, the obstacles or restrictions in the survey procedure were eliminated. Permission was given by the National School Service Institute, Chicago, Illinois, to use their questionnaire for this study.

To test the reliability of this questionnaire, a group of fifty persons in the Minne Lusa district was asked to answer the questions again. These respondents were selected to represent the four economic strata recommended

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9. Ibid., p. 16

10. Ibid., p. 23

11. Ibid., p. 23

"SERVICE TO THE SCHOOL CHILDREN OF AMERICA"

National School Service Institute

AN ASSOCIATION OF MANUFACTURERS AND DISTRIBUTORS OF SCHOOL SUPPLIES AND EQUIPMENT

SHOP 307 PALMER HOUSE CHICAGO 3, ILLINOIS
Phone: CENtral 6971

Mrs. F. E. Della
6909 Minne Lusa Blvd.
Omaha, Nebraska

November 24, 1947

SUBJECT: JUST A SECOND OPINIONNAIRE

Dear Mrs. Della:

Your request to use the materials of the opinionnaire JUST A SECOND is hereby granted to you by the National School Service Institute. We would, however, not want the pamphlet itself reproduced for publication or distribution. Naturally, if you want to put it in your thesis, we will have no objection to that.

The reason we wouldn't want it reproduced for distribution is that it is still being used and will be used for a year or two in many sections of the country. Anything that would interfere with its use in other places we believe would be a detriment to its usefulness.

We are very much interested in your desire to make a thesis study on this subject and wish you all the success in the world. We certainly would like a copy of it when you have it completed.

Sincerely yours,

L E Parmenter

Executive Manager

LEP:os

by both Link[12] and Blankenship.[13] Blankenship described these groups in the following way:

"The A group is the highest ten percent of the population in terms of income. These homes will be those in the very best sections, usually having two more more cars, nine room house or larger, and servants' quarters. The persons in this group will be largely successful business men and professional people, executives, etc.

The B group comprises the next thirty percent of the population. It will generally include one family and some two family houses, containing eight rooms or less, and a few of the better class apartments will also fall within this class. Wage earners of this group will be well-paid clerical workers or skilled factory workers. This is the upper middle-class group.

The lower middle-class group is the C group, composed of the next forty percent of the families. This group will be mechanics, factory workers, and the lower-paid business, clerical, and professional persons.

There still remains the lowest twenty percent of the population and this is the D group. These people have very few autos, practically none have electric or automatic refrigerators. The slum element of your town will be included here, as well as the tenement sections. Most Negro and foreign language sections fall into this group."[14]

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13. Blankenship, Albert B., Consumer and Opinion Research, p. 103 New York: Harper Brothers Publishers, 1943

14. Blankenship, Albert B., op. cit., p. 103

Having taught in this district for a number of years, the writer was able to select enough signed questionnaires to qualify for the above classifications. The question on the form in regard to the occupations of the parents, as well as intimate knowledge, due to long acquaintance, of the author helped to determine this grouping.

Of the fifty parents selected for this survey, five were of the A group, fifteen of the B group, twenty of the C group, and ten of the D group.

A letter was sent with each blank opinionnaire explaining the purpose and reason for the second test. The original survey was made during the month of May, 1947; the second test was made in December, 1947, or approximately six months after the first. The second survey was made to test the reliability of the items on the questionnaire; that is, to see if the same parent would answer the same question in the same way. The results of these studies were tabulated.

This tabulation was divided in such a way that each item on the questionnaire was treated individually. The first and second responses of each parent were paired. Each question number was listed; and opposite each number, the following classifications were made: (1) First Answer, (2) Second Answer Same, (3) Second Answer Different. The first answer of a parent was compared with his second response. If both answers were the same, a check was made under the two headings,

Minne Lusa School
December 8, 1947

Dear Patron,

A study is being made of the reliability of the opinionnaire, Just a Second, which you filled out last May. For this research project, fifty homes in Minne Lusa School District have been selected.

As a personal favor to the undersigned will you kindly answer the questions again and return to Room 10, Minne Lusa School? For statistical purposes it is necessary that the information on this opinionnaire be obtained from the person filling the questionnaire previously sent out.

All replies will be considered entirely confidential.

Elsie K. Della

Elsie Della

TABLE I

SUMMARY OF PRELIMINARY OPINIONNAIRE, "JUST A SECOND"

No.	Question Number	First Answer	Second Answer Same	Second Answer Different	Per Cent X	Value of $t_{.05}$ = 1.96 d.f. =
1	1-a	37	37	0	100%	0
2	1-b	10	8	2	80%	.52
3	1-c	3	3	0	100%	0
4	2-a	23	23	0	100%	0
5	2-b	14	10	4	71%	.936
6	2-c	13	10	3	77%	.714
7	3-a	4	4	0	100%	0
8	3-b	46	46	0	100%	0
9	4-a	6	5	1	83%	.3205
10	4-b	24	12	12	50%	* 2.5
11	4-c	20	16	4	80%	.833
12	5-a	42	42	0	100%	0
13	5-b	2	2	0	100%	0
14	5-c	6	6	0	100%	0
15	6-a	41	39	2	95%	.5
16	6-b	7	7	0	100%	0
17	6-c	2	2	0	100%	0
18	7-a	41	41	0	100%	0
19	7-b	1	1	0	100%	0
20	7-c	8	8	0	100%	0
21	8-a	34	32	2	94%	.422
22	8-b	9	7	2	77%	.546
23	8-c	7	6	1	85%	.297
24	9-a	42	39	3	92%	.76
25	9-b	5	5	0	100%	0
26	9-c	3	3	0	100%	0
27	10-a	1	1	0	100%	0
28	10-b	49	49	0	100%	0
29	10-c	0	0	0	100%	0
30	11-a	46	45	1	97%	.349
31	11-b	1	1	0	100%	0
32	11-c	3	3	0	100%	0
		550	513	37	2981	

Reference to Page 33 of this study is suggested

$\bar{X}$ is the symbol for average percentage

2981 is Sum of X's

32 is the number in sample

$\bar{X} = \frac{S(X)}{n \text{ (in sample)}}$ or $\frac{2981}{32}$ or 93.156%

In those questions in which there was a difference between first and second answers, the following formula was used to test the significance of the difference.

$$s_{p_1 - p_2} = \sqrt{pq\left(\frac{1}{K_1} + \frac{1}{K_2}\right)}$$

Question 1-b has 10 for first answer; 8 for second answer.

$$\text{Pooled } p = \frac{10+8}{50+50} = .18 \quad q = 1-p = .82$$

$$s_{p_1 - p_2} = \sqrt{(.18)(.82)\left(\frac{1}{K_1} + \frac{1}{K_2}\right)}$$

$$s_{p_1 - p_2} = \sqrt{.1476(.02+.02)} = (.384)(.2) = .0768$$

$$t = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}} = \frac{.20 - .16}{.0768} = .52$$

d.f. $= \infty$ Therefore, $t_{.05} = 1.96$

$.52 < 1.96$ so it is not considered a significant difference.

QUESTIONS (In substance)

1. Can children read as well?

   1-a Yes 1-b No 1-c Don't know

2. How much reading today?

   2- a More 2-b As much 2-c Less

3. Should they prepare for specific job?

   3-a Yes Learn general skills 3-b

. Do today's newspapers tell you what you want to know about your schools?

   4-a Yes 4-b No 4-c Pretty well

5. Could teachers do a better job if they had better equipment?

5-a Yes 5-b No 5-c Uncertain

6. Should schools spend more on health education?

6-a Yes 6-b No 6-c Don't care

7. Do you believe better building, etc., help increase value of your property?

7-a Yes 7-b No 7-c Not sure

8. Will your children take more active interest in civic affairs?

8-a Yes 8-b No 8-c Can't decide

9. Are your children better informed in governmental affairs than you were?

9-a Yes 9-b No 9-c Doubtful

10. What kind of discipline do you prefer?

10-a Hickory Stick 10-b Self discipline 10-c Don't care

11. Does more learning usually mean more earning?

11-a Yes 11-b No 11-c Can't decide

(1) First Answer and (2) Second Answer Same. If the second response differed from the first, a check was made under (1) First Answer and (3) Second Answer Different. The percentage of variation was, then, calculated and recorded.

It was found by this method that the reliability of item 4-b was questionable; however, that is to be expected with a question dealing with opinions regarding accurate coverage of the newspapers. In a letter from L. E. Parmenter, Executive Manager, National School Service Institute, he discusses this item:

"I am familiar with the newspaper situation in Omaha and can realize the change of opinion on the news question. I believe Gallup and Elmo Roper in their polls find the same change on certain questions that are particularly annoying at one time and a few months later have cooled off."

To explain the emotional loading of the first answers of item 4-b, mention is made of the fact that in May, 1947, school-minded people in Omaha were endeavoring to increase the mill-levy for schools. At that time, some parents thought the local newspaper did not present the true facts. After a six months' period and a few sympathetic editorials, opinions varied.

The average percentage for all the items on the test questionnaire was calculated according to the formula:[15]

$\bar{X}$ equals $\frac{\text{the sum of the X's}}{\text{number in sample}}$ or by substitution;

$\bar{X}$ equals $\frac{2981}{32}$ or 93.156. In this case, 32 represented the total number of questions listed. This number was, therefore, used as the divisor rather than 50, the number of parents interviewed. The dividend, 2981, was the sum of the percentages for the thirty-two questions. Numbers in the two columns, Second Answer Same and Second Answer Different, were added and the two combined equaled the sum of the numbers listed in the row designated First Answer.

A letter was sent to the National School Service Institute, inquiring the steps they had taken to establish reliability of this opinionnaire. In their reply, they state that the staff of General Motors, who have had much experience in sampling opinions, believe that reliability is established. This opinion is based on the results of nearly 300,000 which do not vary much in different cities and localities. /See letter./

It was felt that the questionnaire would fulfil the purpose of this study, and so attention was now focused on the method to be used in selecting respondents on the basis of stratified random sampling. The economic map used by the

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15. Greene, Harry A., Work-Book in Educational Measurements, p. 14, New York: Longmans, Green and Co., C. 1937

Department of Psychology of the University of Omaha served to indicate the four economic areas or groups described by Blankenship.[16] From this map one school was selected in each of these four economic areas.

16. Blankenship, Albert B., op. cit., p. 103

National School Service Institute
AN ASSOCIATION OF MANUFACTURERS AND DISTRIBUTORS OF SCHOOL SUPPLIES AND EQUIPMENT

SHOP 307 PALMER HOUSE CHICAGO 3, ILLINOIS
Phone: CENtral 6971

February 11, 1948

Mrs. F. E. Della
6909 Minne Lusa Blvd.
Omaha 11, Nebraska

SUBJECT: "Just a Second"

Dear Mrs. Della:

In answer to your inquiry concerning the reliability of our opinionnaire and how we arrived at it, I want to say that we were really very careful. It was first conceived and written by Otis Crosby, who is the head of Public and Community Relations for the Board of Education in Detroit. He tested it out several different ways---then took it to professional opinionnaire people who went through it with a fine-tooth comb and rearranged the wording in some places. It then was again tested, after which it was printed.

Nearly 300,000 of them have been used and the reliability is thoroughly established, I believe, from the results. The percentage was that they do not vary much in the different cities and localities.

I am familiar with the newspaper situation in Omaha and can realize the change of opinion on the news question. I believe Gallup and Elmo Roper in their polls find the same change on certain questions that are particularly annoying at one time and a few months later have cooled off.

I forgot to tell you who our professional opinionnaire people were. They were the staff of General Motors who are always sampling opinions and are doing a very professional job at it.

Shall be very interested to receive a copy of your dissertation when it is completed.

Sincerely yours,

L. E. Parmenter

Executive Manager

LEP:mp

In May, 1947, the Omaha Public School Census Department reported that the total number of families with children enrolled in the city Public Elementary Schools was 12,476. Gallup[17] pointed out that there was no fixed relationship between sample size and total population. According to Dr. Leslie N. Garlough[18], however, sample size could be determined. In an explanation of his formula, Dr. Garlough indicated that a certain number of cases were required to provide results within certain accuracy limits. This formula allowed for a standard error of .05 or ninety-five percent probability as the most desirable indication of probability "A measure that will be right in 95 out of 100 cases is reasonably accurate for the usual survey."[19] As stated before, the number of opinionnaires for this study necessarily had to be limited; and consequently, the number required to be practically certain of accuracy within predetermined limits was 300. This sample size was determined by the following formula[20] and allows for a 5% range of error.

Relation between size of sample and significance of difference between two proportions.

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17. Gallup, George, op. cit., p. 23

18. Garlough, Leslie N. (Dr.), Head of Department of Science, University of Omaha Personal Communication

19. Blankenship, Albert B., op. cit., p. 115

20. Garlough, Leslie N. (Dr.), op. cit.

Using pooled values for best estimate of $\pi = p$ (in samples p_1 and p_2)

$\sigma_{p_1 - p_2}$ equals $\sqrt{pq\left(\frac{1}{k_1}+\frac{1}{k_2}\right)}$ where k_1 and k_2 are numbers in each sample.

Let the samples be (approximately) equal in size, and assume k_1 equals k_2 equals k. Then $\frac{1}{k_1}$ plus $\frac{1}{k_2}$ equals $\frac{1}{k}$ plus $\frac{1}{k}$ equals $\frac{2}{k}$. Then let p_1 minus p_2 equal d and σ_d equals $\sqrt{pq\left(\frac{2}{k}\right)}$ equals $\sqrt{\frac{2pq}{k}}$ {Compare to $sd = \sqrt{2s^2}$} $t_{.05}$ with degrees of freedom equal ∞ (since best estimate of π and σ are used) is 1.96. Round to 2

$$t_{.05} \text{ equals } \frac{d}{\sqrt{\frac{2pq}{k}}} \text{ equals 2; then}$$

$$\frac{d}{\sqrt{\frac{2pq}{k}}} \text{ equals } \frac{d}{\sqrt{\frac{2pq}{k}}} \text{ equals } \frac{\sqrt{k}\,.d}{\sqrt{2pq}} \text{ equals 2}$$

$\propto k$

Transposing: equals $\sqrt{k}\,.d$ equals $2\sqrt{2pq}$ and $\sqrt{k} = \frac{2\sqrt{2pq}}{d}$ square both sides,

k equals $4\left(\frac{2pq}{d^2}\right)$ and k equals $\frac{8pq}{d^2}$; $d^2 = \frac{8pq}{k}$

For worst conditions (in equal size samples); i.e., p equals q equals .5 and k_1 equals k_2. Standard error is largest and 8pq equals 2 (i.e. 8(.5)(.5) equals 2 so k equals $\frac{2}{d^2}$ and d^2 equals $\frac{2}{k}$, (where d is the amount of difference that is significant.

Values of 8pq when p & q equal	2 .5(.5)	1.92 .4(.6)	1.68 .3 (.7)	1.28 .2 (.8)	.72 .1 (.9)

When k_2 is twice k_1, $\frac{1}{k_1}$ plus $\frac{1}{k_2}$ equals $\frac{1}{k_1}$ plus $\frac{2}{k_1}$ equals $\frac{3}{k_1}$, and

σ_d equals $\sqrt{pq\left(\frac{3}{k}\right)}$ equals $\sqrt{\frac{3pq}{k_1}}$

and (as above) t equals $\sqrt{k_1}\,.d : \sqrt{3pq}$; $\sqrt{k_1}\,.d$ equals $\sqrt{3pq}$ equals 2;

$\sqrt{k_1}$ equals $\frac{2\sqrt{3pq}}{d}$; k_1 equals $\frac{4(3pq)}{d^2}$ equals $\frac{12pq}{d^2}$

Values of 12pq when p & q equal	3.00 .5(.5)	2.88 .4(.6)	2.52 .3(.7)	1.92 .2(.8)	1.08 .1(.9)

Example: What size sample from a supply in which p equals q equals .5 will render a difference between two proportions of .05 significance?

k equals $\frac{2}{d^2}$ equals $\frac{2}{(.05)^2}$ equals $\frac{2}{.0025}$ equals 800

If p equals .9, k equals $\frac{.72}{d^2}$ equals $\frac{.72}{.0025}$ equals 288

The p in my test of reliability was .93 so substituting p equals .9 in above formula, k equals $\frac{.72}{.0025}$ equals 288

which was rounded off to 300, size of sample.

d^2 equals $\frac{8pq}{k}$; d^2 equals $\frac{8(.9)(.1)}{300} = \frac{.72}{300} = .0024$

d equals .05

Therefore, using 300 for size of sample, allowance is made for standard error of .05

The number (300) had to be divided so that the percentage for each economic group would be correctly balanced. Harrison school was used to represent economic group A; consequently, ten percent of the 300 opinionnaires had to be selected from that school. This number was 30. Representatives from economic group B were chosen from Miller Park School. Thirty percent of 300 was 90. Forty percent of 300 represented the C group. This number was 120 and these parents were selected from Lothrop School. The fourth group included twenty percent of 300. The D group, chosen from Train School, totaled 60.

The four schools selected for the survey were geographically distributed so that most sections of Omaha were included: Harrison School, west; Miller Park School, north; Lothrop School, central and east; and Train School; south.

Having determined the required number of respondents from each school, according to pattern set for economic stratification, the next problem was centered on a practical plan for random sampling. Snedecor[21] described a method of random sampling in his book, Statistical Methods. This method was used in the selection of opinionnaires from the several schools. This procedure is as follows:

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21. Snedecor, George W., Statistical Methods, p. 10-13 Table 1.2 The Iowa State College Press, Ames, Iowa 1946

Method of Procedure in Drawing Sample[22]

A table of random number, containing 10,000 digits jumbled together presumably in random fashion was used. In this table there are 100 rows and 100 columns, each numbered from 00 to 99. Since the digits are supposed to be thoroughly mixed, with no particular order or groupings, any sequence of them may be considered random.

A pencil was placed aimlessly on a digit on the table, then this number and the subsequent three digits were used to fix the initial point for the first sample. For the A school, the number 2 in row 80, column 84 was chosen. This number, with 3 digits following, 2061, specified row 20, column 61 as the point to begin sample. The table was traversed to the right, using numbers:

Table II Taken from Ten Thousand Randomly Assorted Digits

0421 05540 43648 75888 66049 21511 47676

B School

Following previous procedure, 7 was picked in row 11, column 15. This, with three digits following, 7172 set pattern for row 71, column 72. The table was traversed to left, getting numbers:

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22. Ibid., p. 10-13

Table II, continued

255	64160	64154	83017	99005	65526	51553
31006	47786	42633	51140	84357	48946	00964
72101	42546	70408	44179	92524	26772	5872

C School

Number 5 in row 39, column 68 was next selected. This, with 3 digits following, 5947 specified row 59, column 47. In this instance, the table was traversed downward to end of column, then returned to beginning of columns 48 and 49, and procedure was repeated:

Table II, continued

9	58932	06006	50702	15822	12848	78995	14658
	21026	81701	64222	09403	98417	43641	01426
	14023	26979	34897	69615	72102	28798	84586
	92231	17810	05937	86379	16431	0556	

D School

Number 3 in row 88, column 31 was picked at random. This, with 3 digits following 3132, designated row 31, colum 32. The numbers upward to top of column, then returning to bottom of column 33, and moving upward again, were as follows:

Table II, continued

44	60609	17343	43078	42463	08526	59823	06677
	65603	62539	13150	44250	51860	29894	19

The pattern for economic stratification has been defined. Opinions of males and females were recorded separately [see Appendix] and the cross-section was divided into two groups--those owning homes and renters. A further classification was made which divided respondents intwo two classes: those with size of families above average, and below average. The basis for this division is as follows:

The enrollment in the Omaha Public Elementary Schools was 23,011 in May, 1947, at the time of this survey.

According to the school census report, July, 1947, there were 12,476 families having children in attendance at public elementary schools. The average size family was calculated according to the formula:[23] $\bar{X}$ equals $\frac{\text{the sum of children}}{\text{number of families}}$

or by substitution:

$$\bar{X} = \frac{23,011}{12,476} \text{ or } 1.84 \text{ children per family}$$

However, 1.84 children per family was not used as the $\bar{X}$ or mean, because that did not represent the actual size. In each locality all offspring were listed on the opinionnaire, regardless of age or school attendance. Some respondents reported offspring with ages as high as twenty-nine years. Many were attending secondary schools or colleges. For this reason, the average of each economic group was calculated and all above were considered "above average" and those below, "below average."

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23. Greene, Harry A., op. cit., p. 14

Table III

	A			B			C			D		
	How many children			How many children			How many children			How many children		
	No. of families	Size of family	Total	No. of Families	Size of family	Total	No. of Families	Size of family	Total	No. of Families	Size of family	Total
Below Ave.	9	have 1 =	9	21	have 1 =	21	26	have 1 =	26	6	have 1 =	6
	15	" 2 =	30	39	" 2 =	78	43	" 2 =	86	12	" 2 =	24
	5	" 3 =	15	24	" 3 =	72	24	" 3 =	72	13	" 3 =	39
	1	has 4 =	4	5	" 4 =	20	17	" 4 =	68	11	" 4 =	44
				1	has 7 =	7	3	" 5 =	15	6	" 5 =	30
Above Ave.							4	" 6 =	24	6	" 6 =	36
							1	has 7 =	7	3	" 7 =	21
							2	have 8 =	16	2	" 8 =	16
										1	has 9 =	9
	Families	Children										
Total	30	have	58	90	have	198	120	have	314	60	have	225

X equals Total Children

N equals Number of Families

$\frac{X}{N}$ equals Average number of children or $\bar{X}$

$\frac{X}{N} = \frac{58}{30} = 1.93\bar{X}$ $\frac{X}{N} = \frac{198}{90} = 2.2\bar{X}$ $\frac{X}{N} = \frac{314}{120} = 2.6\bar{X}$ $\frac{X}{N} = \frac{225}{60} = 3.75\bar{X}$

$\bar{X}$ in each school, determines the line of demarcation.

This point is shown on table by dotted line.

The tabulation and summary of the responses from each group were kept on separate sheets. [Raw data in Appendix]

In summary, this section has described many of the procedures used in making this study. In Chapter IV, an attempt is made to describe some of the results of the survey and to report cases that were of particular interest.

CHAPTER IV

A SUMMARY OF THE DATA COLLECTED IN THE SURVEY

As stated in Chapter I, the purpose of this study was to reveal city-wide attitudes regarding our public schools and their problems. What do people think, specifically, about public education as it functions in school rooms in every part of Omaha--in terms of what is taught and how it is taught, in terms of thechildren who emerge from these school rooms?

The opinionnaires from the four economic areas were selected and information tabulated. /See appendix./ This mass of data demanding interpretation must be subjected to statistical methodology necessary to research. It was not enough to say that a large percent of respondents approved or disapproved certain procedures and policies. The data in this total cross-section have been subjected to the following formula[1] which G. W. Snedecor employs to test statistical significance of difference between two proportions.

$$\sigma_{(p_1 - p_2)} = \sqrt{pq\left(\frac{1}{k_1} + \frac{1}{k_2}\right)}$$

$$t = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}}$$

d.f. equals ∞

Therefore, $-t_{.05}$ equals 1.96

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1. Snedecor, George W., Statistical Methods, p. 439, Ames, Iowa The Iowa State College Press 1946

In each case, the following symbols were used where:

k is size in subsample,

p is population mean proportion or percentage in favor,

σ is the Greek lower case sigma used to indicate the population parameter or unbiased estimate of the population standard deviation, in random subsamples of k.

q equals 1-p is the probability or proportion against.

Using pooled value for p, (p -percentage of one proportion, and p -percentage of second proportion) the following formula[2] was used in each case where reference is made of significance of difference in proportions. The t-test at the .05 level was used throughout the study.

$$\sigma_{p_1 - p_2} = \sqrt{pq\left(\frac{1}{k_1}+\frac{1}{k_2}\right)}$$

$$t = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}}$$

If a pooled value of p is used to compute the standard deviation, this test may be carried through with $t_{.05}$ or $t_{.01}$ [the probability of being misled by sample is only 0.05 or 0.01]. In other words, at the 5 per cent level, 95 per cent of values of t will fall under 1.96, which equals $t_{.05}$, degrees of freedom, infinity.

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2. Ibid., p. 439

Always bear in mind the condition involved in every statement of significance in proportion at the five percent level--it is right unless a one-in-twenty chance has occurred in the sampling. Discrepancies may be due to the vagaries of sampling. However, as mentioned previously, "a measure that will be right in 95 out of 100 cases is reasonably accurate for the usual survey."[3]

Tabulation of Opinions

As previously outlined, the total view will be presented first, with breakdowns for opinions by economic status, property ownership, sex, and size of family.

Also following, and not included in this total view, are survey results obtained by Dr. Harry Burke, Superintendent of Omaha Public Schools, in his city-wide sampling of parents of all public school children, secondary schools included.

The results obtained from a study made by E. M. Hosman, Director of Education and instructor of a class of 75 students enrolled in a course, Introduction to Education, University of Omaha, September, 1947, will be presented.

Cautions

Findings herein presented should be viewed within the limitations as outlined in previous pages of this study. Percentages are not necessarily conclusive.

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3. Blankenship, Albert B., op. cit., p. 114

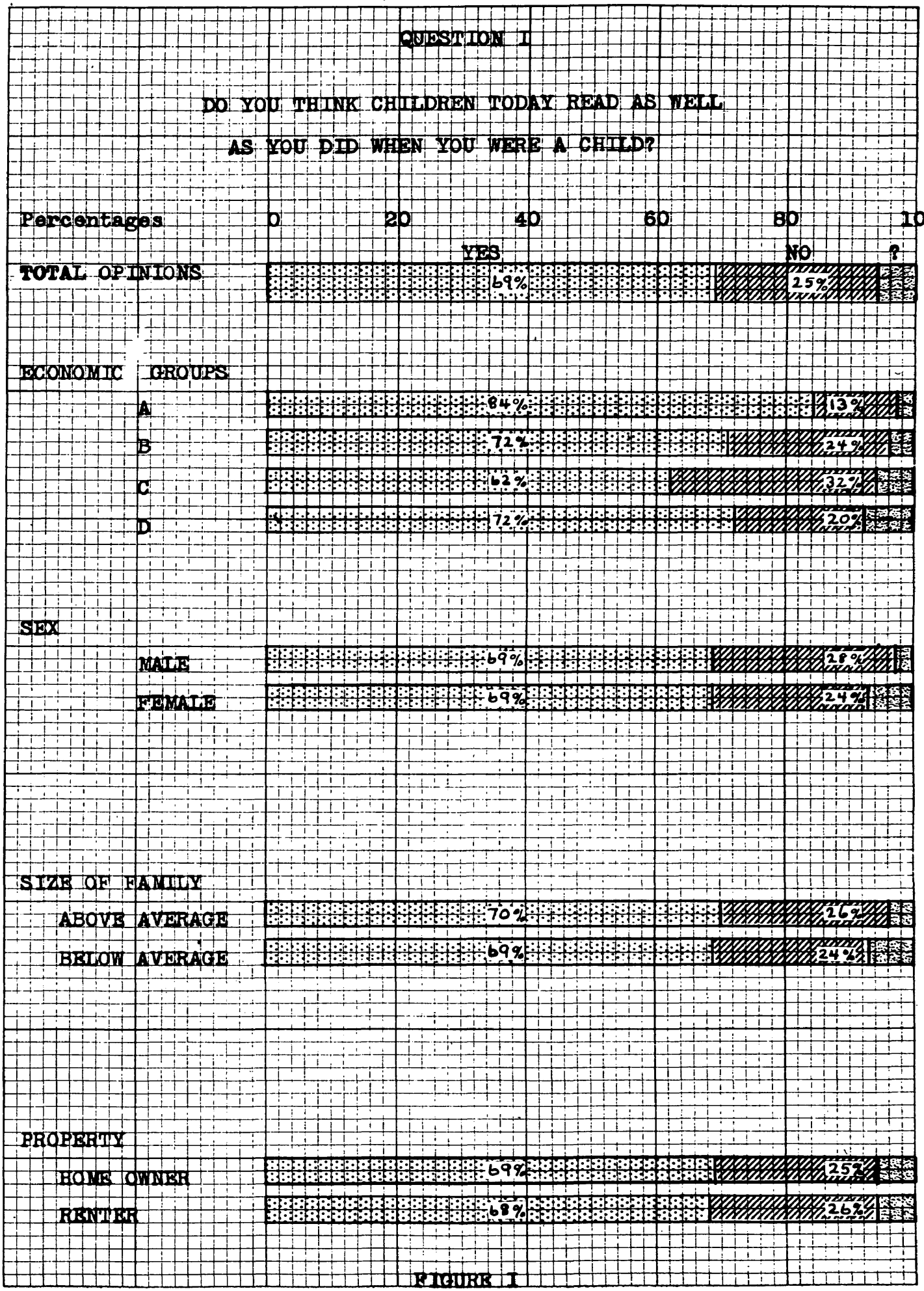

FIGURE I

The first question, "Do you think children today read as well as you did when you were a child?", was answered affirmatively by 207 respondents. Combining all four economic groups as a whole, approximately 70% of those questioned thought the children read as well as they did.

In a breakdown of the data collected for the four economic groups, a significant different was found between Group A and Group C. The highest and lowest percents on this question answering in the affirmative were Group A, 25 responses out of thirty (30) or 84% and Group C, seventy-five (75) out of one hundred-twenty (120) or 62%.

To test significance of difference between two proportions, the following statistical method was used.[4]

$$\sigma_{p_1 - p_2} = \sqrt{pq\left(\frac{1}{K} + \frac{1}{K}\right)} \qquad \text{Pool for p and q}$$

By substitution, pooled p equals $\frac{25 + 75}{30 + 120} = .67$

$$\sigma_{p_1 - p_2} = \sqrt{(.67)(.33)\left(\frac{1}{30} + \frac{1}{120}\right)} = .0955$$

$$t \text{ equals } \frac{p_1 - p_2}{\sigma_{p_1 - p_2}} \qquad \text{Substituting } t = \frac{.84 - .62}{.0955} = 2.3$$

Degrees of freedom equal ∞ . Therefore, $t_{.05} = 1.96$

$2.3 > 1.96$, so it is significant at .05 level.

A significant difference was found in same groups, Item, No. Group A--13% and Group C--32, t equaling 2.1

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4. Snedecor, George, op. cit., p. 439

An explanation of the significant difference in opinions between Groups A and C is in order to interpret these findings. Before proceeding to that, it may be well to refresh our point of view in terms of what certain educators have said regarding public opinion. Harold D. Lasswell writes:

"The level of democratic attainment depends upon public opinion, and that opinion, like democratic government, is a sociable variable of ever-shifting scope, direction, and intensity of expression. The processes of public opinion are conditioned by the total flow of private, intimate, and public experience."[5]

Edward L. Bernays, one of the high-ranking public relations counsel of today, defines public opinion in this manner:

"It is the aggregate result of individual opinions--now uniform, now conflicting--of the men and women who make up society or any group of society. In order to understand public opinion, one must go back to the individuals who make up the group. The public forms its opinion through observance of individuals who make up the group. The public forms its opinion through observance of individuals connected with any program. It might be termed an individual-individual affair, in which each is keeping an eye on the other."[6]

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5. Lasswell, Harold, op. cit., p. 18

6. Bernays, Edward L., Crystallizing Public Opinion, Liveright Publishing Corporation, 1923 p. 83

By economic grouping, an attempt was made to sample opinions in four different levels of society. Professor Burgess, in his book, The City,[7] presents graphically in the form of five concentric circles, the structure of one American city. This scheme tends to be characteristic of most cities in this country and may apply to Omaha. According to Professor Burgess's conception of the concentric zone principle of urban expansion as applied specifically to Omaha, economic Group C would correspond in locality to the zone of "Transition." "It is frequently designated the area of deterioration," assert Gist and Halbert. "As the central business district expands, gradually incorporating additional land for commercial and industrial purposes, this zone is pushed farther outward; and because of this gradual and inevitable encroachment of business the area assumes a state of "permanent impermanence." This area, for another reason, tends to be unstable: the mobility of population is usually much higher than in districts untouched by the sequences of human invasion. As a result of this ingress and egress, antagonism and sharp resentment are felt."[8]

Inasmuch as Group C corresponds to this zone, this is offered as a possible explanation for the variance of opinions. Otherwise, it merely represents one of the vagaries of sampling.

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8. Gist, Noel P. and Halbert, L. A., Urban Society, 1937 p. 120 Thomas Y. Crowell Company, Publishers, New York

QUESTION II

HOW MUCH READING DO CHILDREN DO ON THEIR OWN NOWADAYS AS COMPARED WITH YOUR READING AS A YOUNGSTER?

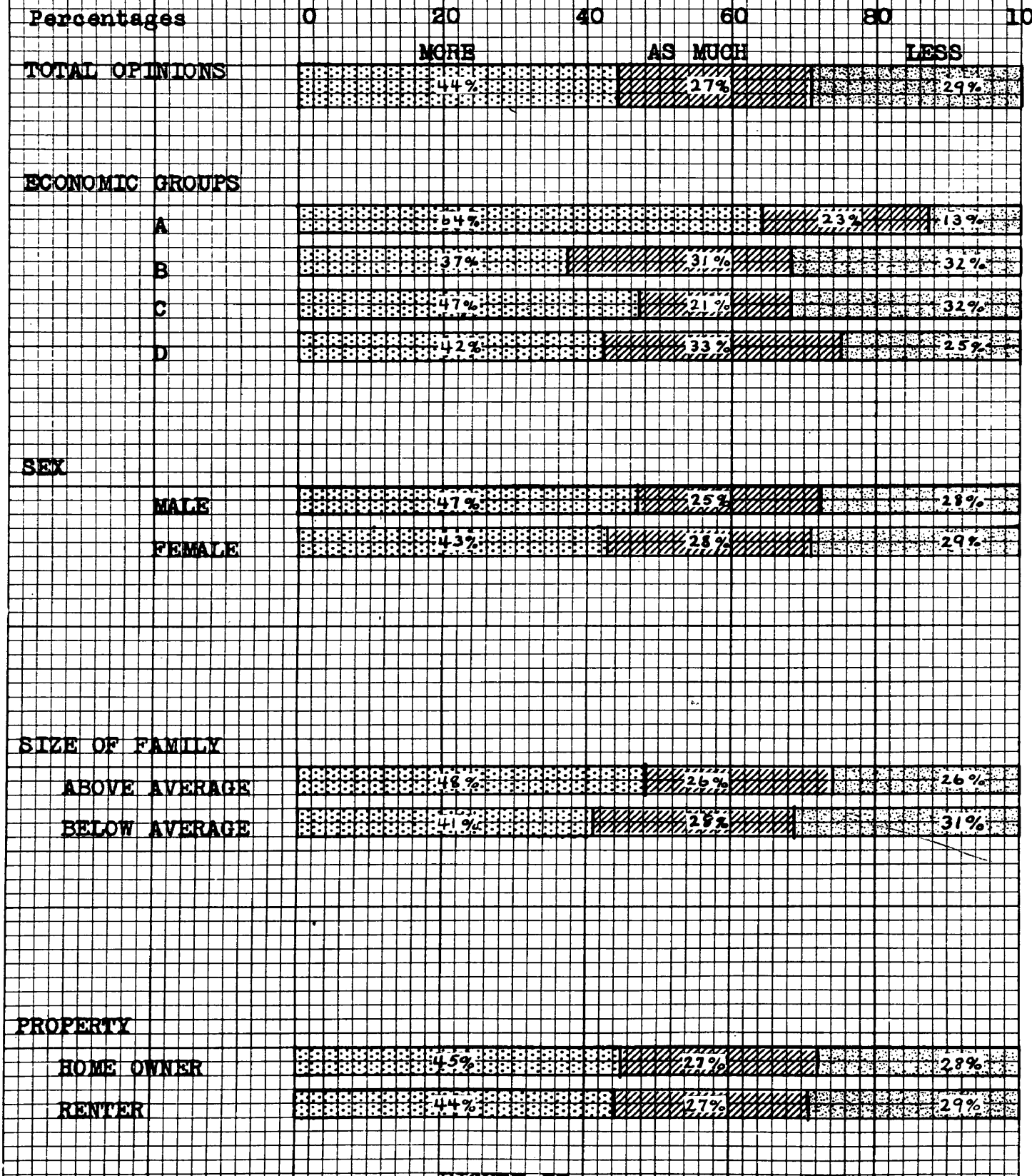

FIGURE II

The total Group Yes vs. total Group No and Don't Know, lumped together, or 69% vs. 31% = t of 9.5.

There were no significant differences among schools A, B, and D in any category.

t equals 1.33 for schools A vs. B or D.

Hereafter, significance of difference in proportions will not be shown numerically unless it is at .05 level.

Question two was, "How much reading do children do on thir own nowadays as compared with your reading as a youngster? Forty-four percent (44%) or 133 respondents thought children read more while the votes cast for b-As much, and C-Less, (27% and 29% or 81 and 86 opinions) were practically the same.

Testing the significance between 44% and 56% (b and c lumped together) the usual statistical method was employed.

$$\sigma_{p_1 - p_2} = \sqrt{pq\left(\frac{1}{k_1} + \frac{1}{k_2}\right)}$$

$$t = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}}$$

Substituting above numbers, pooled p =

$$\frac{133 + 167}{300 + 300} = \frac{300}{600} \text{ or } .5$$

$$\sigma_{p_1 - p_2} = \sqrt{(.5)(.5)(.0033 + .0033)} = .040$$

$$t = \frac{.56 - .44}{.040} = 3.0 \qquad 3.0 > 1.96_{t.05}$$

This is significant at .05 level; thus, the consensus in this population sample is that children do not read more than their parents did.

Applying same treatment to the data for the four economic groups, a significant difference was found between Groups A and B, in their opinions on, More reading today. Comparing 64% with 37%, a t of 2.6 was found. Therefore, according to the results of this sampling, people in Group B, do not think pupils read more today.

Answers in Groups A and C, on item, Less, (13% and 32%) were significantly different, the t equaling 2.1. In this sampling, there is indicated a real difference; Group A has a significantly smaller proportion than Group C, thinking children read less than they did. This was also found in comparisons of Groups A and B, t equaling 2.0.

However, this sampling indicates that more people in total sample (44%) think that children read more on their own than less (29%). In this case, t equals 3.8.

The responses to Question Three, "Should schools prepare students for a definite job or should they teach general skills for adjusting to the job that is available?" were noted with interest. The opinions were 82% for learning general skills, as contrasted with 18%, in favor of training for specific jobs. Significance of proportions is seen without

QUESTION III

SHOULD SCHOOLS PREPARE STUDENTS FOR A DEFINITE JOB OR SHOULD THEY TEACH GENERAL SKILLS FOR ADJUSTING TO THE JOB THAT IS AVAILABLE?

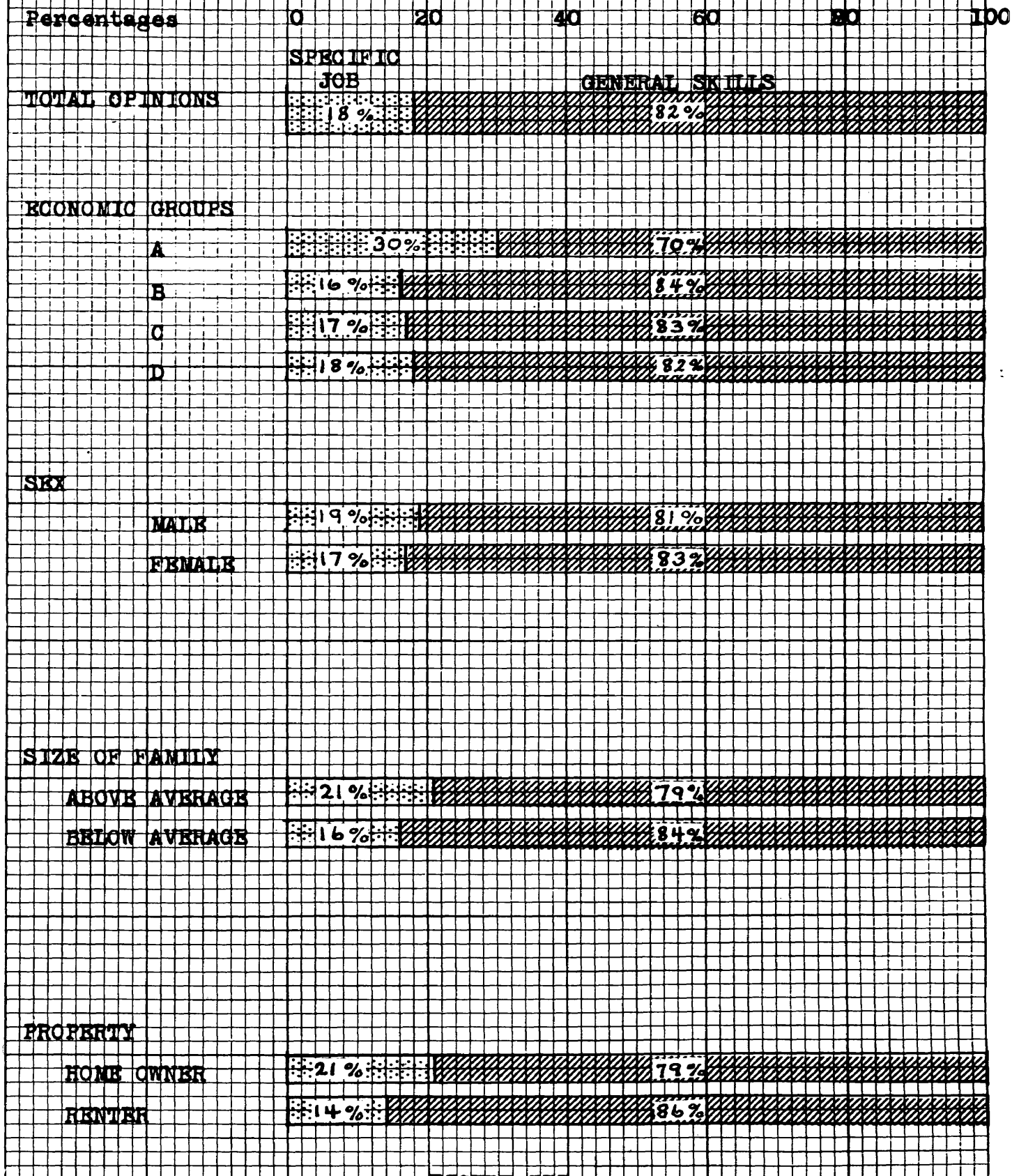

FIGURE III

use of formula but submitting data to same treatment, a t. of 16.0 is found. This indicates a high degree of difference in sample, in favor of general skills.

The other three categories of comparison reveal no significant differences.

From the 18 percent believing that preparing for a specific job is one of the important things children should gain from their schooling, some interesting comments were gathered:

"A child should be taught a trade. A trade is more essential than education."--A paint company executive.

"Either good business education or something to make a living--right now they could learn machines."--Day Laborer.

"For boy--a trade; and for a girl, if she wants to be a career woman, the same I guess. But if a girl wants to get married, she can just go along."--Department store clerk.

However, the preponderance of opinions indicates general skills--a broad background of general knowledge rather than specialization.

The most controversial question in the opinionnaire was Question IV. In the test of reliability in Chapter III, it was shown that this question provoked significant differences

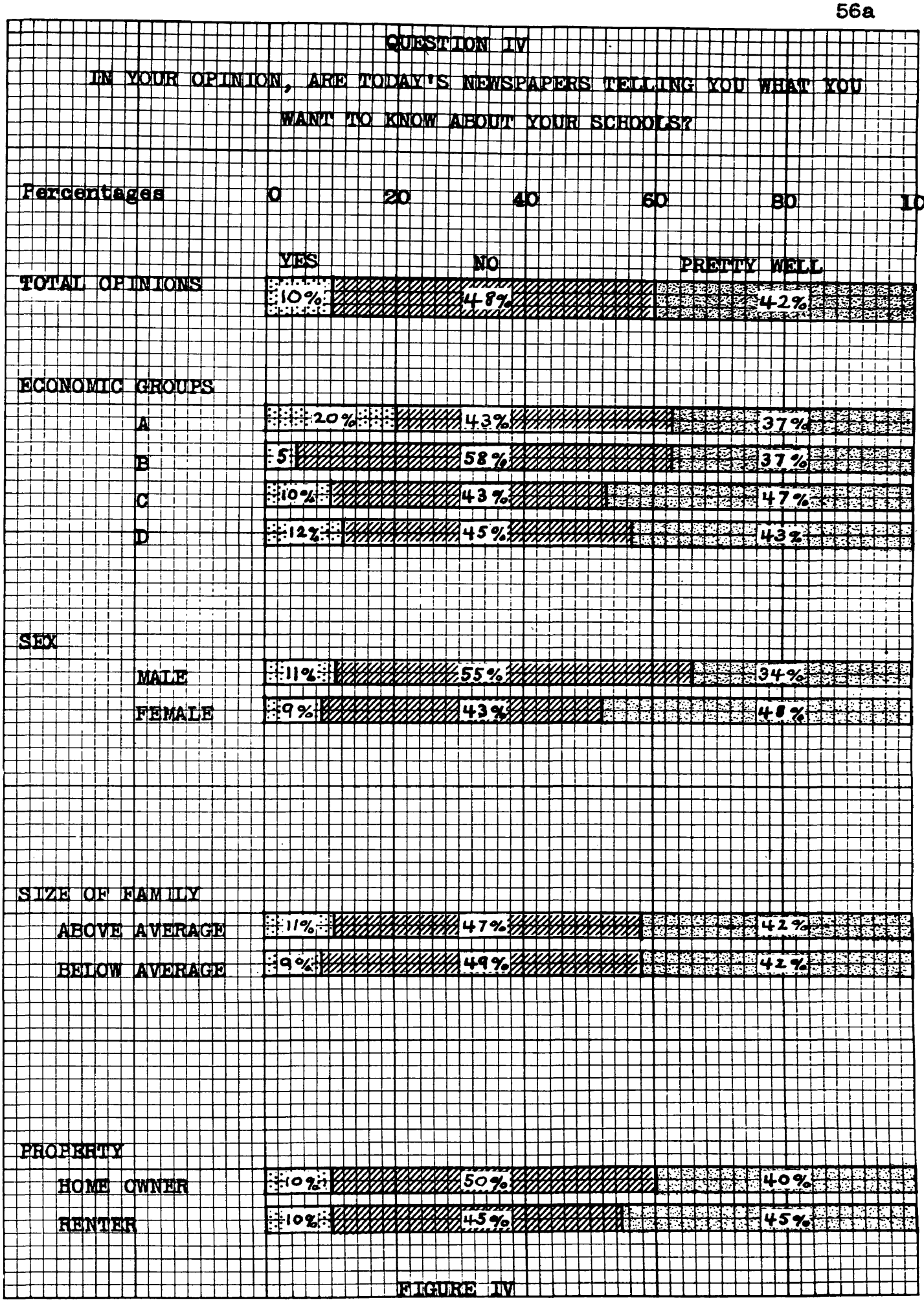

FIGURE IV

in opinions after a six-month period. The question, "In your opinion, are today's newspapers telling you what you want to know about your schools?" was answered when the schools were trying to get an increase in mill levy. The chart on Question Four was made up from the first responses and does not necessarily reflect the actual picture. However, it is included to show the opinion at the time of the original questionnaire.

In the total sample, the opinions were 10 percent in favor of complete, accurate school coverage, as contrasted with 48% saying, "No." This gives a highly significant t of 10.5. There is no significant difference between b-No (48%) and c-Pretty well (42%).

However, by rearranging the data, and lumping the answers a-Yes, 10 percent and c-Pretty well, 42%, the opinions are: 52 percent for "Yes" and "Pretty well" as against 48 percent saying "No." The difference is insignificant or approximately an even division of pros and cons.

In comparison of economic groups, a significant difference was found between schools, A, 20 percent registering "Yes" and B, 5 percent, t. equaling 2.5. No logical explanation can be offered for this difference. Perhaps, contributing factors leading to this 20 percent approval of Group A might be due to friendship or business connections with the people responsible for the policies of the local newspaper. This is merely the opinion of the writer, groping

for a solution and has no authentic substantiation.

A significant difference was found between Groups B--58% and C--43 percent on answers, "No." t=2.2 Again, no real reason is apparent but mention is made of a very active Parent-Teacher Association in Group B which might account for negative opinions. As has been mentioned previously, the school's financial status became a heated controversial issue and it was contended by some that the newspaper omitted facts which changed the true picture.

In sex comparisons, a significant difference was found between male opinions, 55 percent and female opinions 43 percent on item-No, t. equaling 2.0. The men expressed more positive opinions against correct coverage, inasmuch as a significant difference is found also, in the answers on item-Pretty well. The female opinions are not as definite and show a greater percentage of "Pretty well," rather than a definite Yes or No. t. equals 2.4.

Other comparisons, including size of family and property ownership were negligible.

The Question Five, "Do you think that teachers could do a better job of teaching if schools had more and better equipment and supplies?" was answered affirmatively by 87 percent of the population. The conclusion is that a significant proportion of the patrons sampled in this study realize the importance of better and more equipment and supplies in the schools.

QUESTION V

DO YOU THINK THAT TEACHERS COULD DO A BETTER JOB OF TEACHING IF SCHOOLS HAD MORE AND BETTER EQUIPMENT AND SUPPLIES?

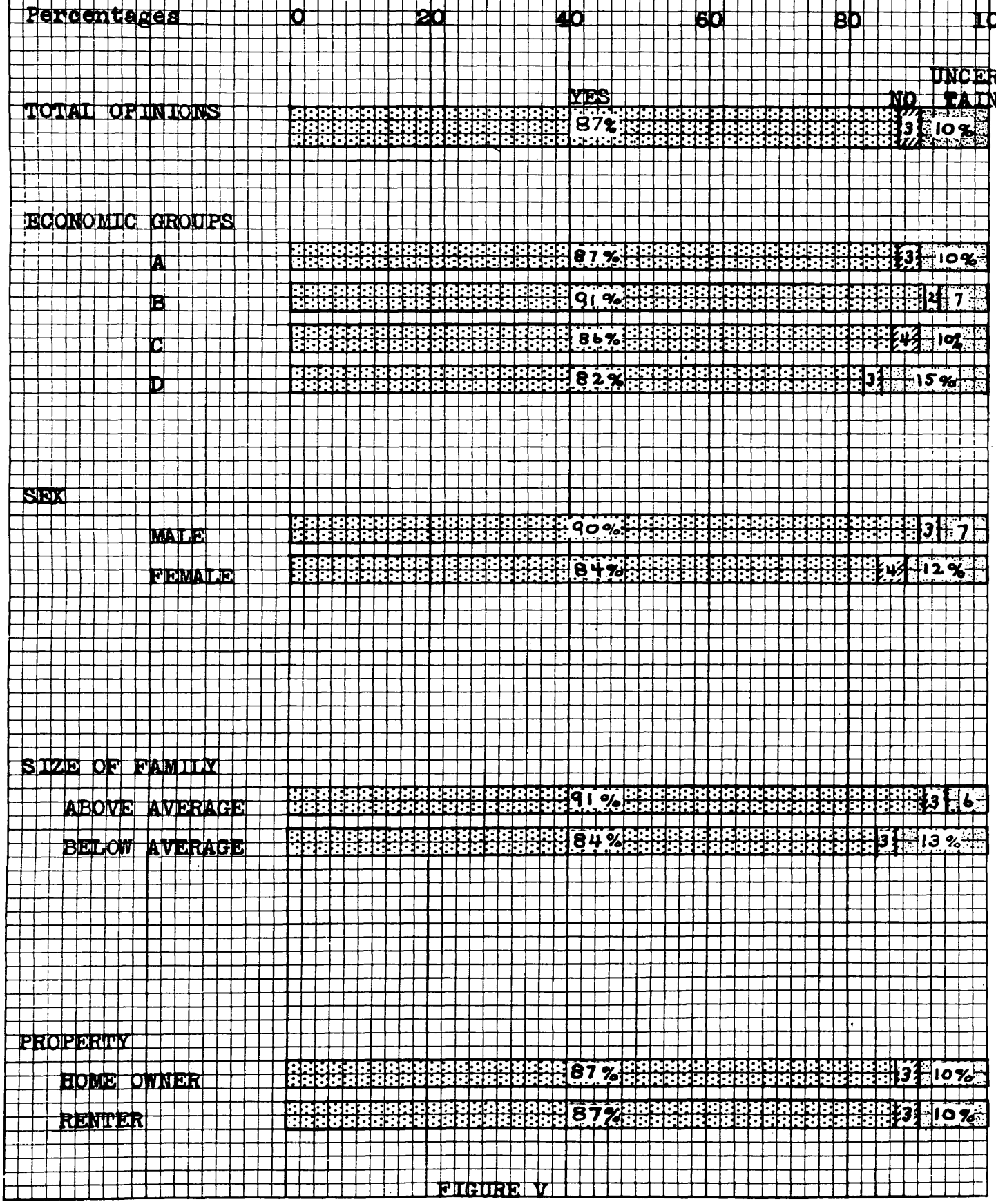

FIGURE V

In the economic grouping, the highest group, B, 91 percent, was compared with the school showing lowest percent, D, 82 percent. The difference was insignificant. However, a difference, t. 2.0, was found in the responses c-Uncertain, between groups having families above average as contrasted with families below average size. Apparently, those with below average families were not as definite in their opinions regarding the value of better equipment.

No differences were found between the groups owning homes, as contrasted with renters.

The need for better equipment and special services in the schools was expressed many times in the comments from all groups. Most frequently mentioned were up-to-date textbooks, hot lunches, and more classroom space. Other comments were:

"We need plumbing and building repair."--Housewife

"The schools are overcrowded."--Dentist's wife

"I'd like to see new textbooks. Do away with books twenty or more years old."--Salesman

"Some schools ain't got enough playground."--Veteran World War II

QUESTION VI

WOULD YOU SAY THAT THE SCHOOLS YOUR CHILDREN ATTEND SHOULD SPEND MORE ON THEIR PROGRAM OF HEALTH EDUCATION?

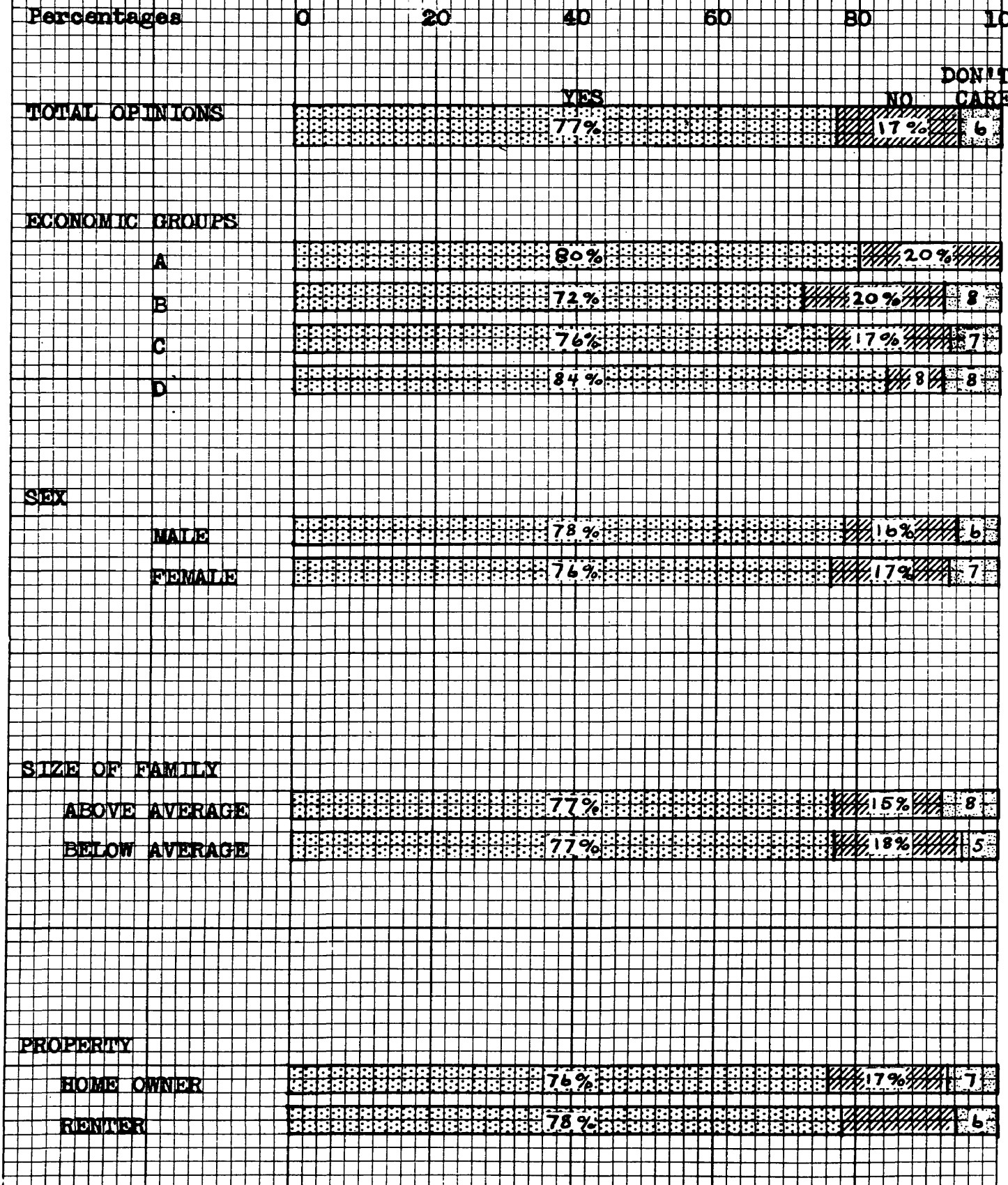

FIGURE VI

The responses to Question Six were noted with interest. This question, "Would you say that the schools your children attend should spend more on their program of health education?" received 77 percent affirmative replies to 17% negative, with six percent voting "Don't care." The answers, a-Yes, 77 percent, compared with b-No, 17 percent, and c-Don't care, lumped together making 23 percent, indicate a high significant proportion favoring more health education. t. = 13.5.

While the percents varied slightly, no significant differences were in economic groups, sex, size of family or property ownership comparisons.

In the space on questionnaire, Schools Do Best, one parent wrote:

"Schools do a good job of health instruction as it is now."

Others wrote of the need for a nurse in every school, wider health program, free dental inspection, vaccinations and regular physical checkups for all pupils semi-annually. Another comment was:

"Stress care of teeth more than they do."

Many expressed a desire for better gymnasiums and more playground space. Others would like to see the public schools do more in the field of sex education:

QUESTION VII

DO YOU BELIEVE THAT GOOD SCHOOLS, ATTRACTIVE SCHOOL BUILDINGS, AND WELL-KEPT EQUIPMENT AND GROUNDS HELP INCREASE THE VALUE OF PROPERTY IN YOUR COMMUNITY?

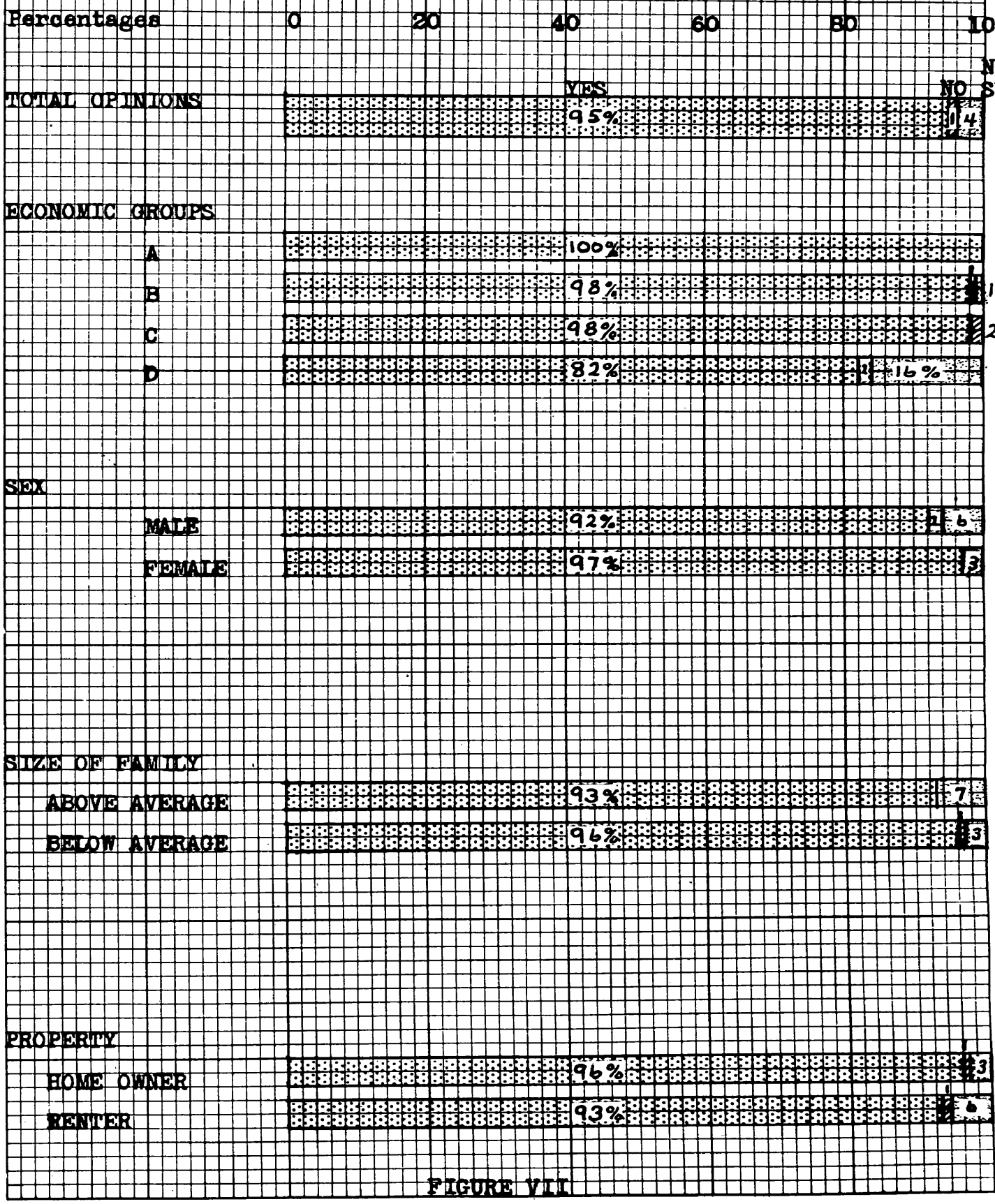

FIGURE VII

Comments:

"Sex should be taught understandingly."--Expressed by Doctor

"Children need more sex education."--Stenographer

-However-

"I don't like schools where they teach them sex. It puts wild thoughts in their heads. They can learn that from their family."--Bootblack's wife

One parent wrote: I wish there was a consulting psychologist in every school on the same basis as the nurse.

Question Seven, "Do you believe that good schools, attractive school building, and well-kept equipment and grounds help increase the value of property in your community?" received 95 per cent affirmative replies, one per cent answering, "No" and four per cent, "Not sure."

It was not necessary to use formula on these proportions to conclude that good attractive schools are public assets, considered as such by 95 per cent of the population, within this sample.

In the economic groups, Group A respondents voted 100 per cent in accord with the increased value of property as a result of good school plants while the lowest economic level, D Group, was 82 per cent in favor. Substituting data in formula, 2.5, there was indicated a significant difference

QUESTION VIIII

DO YOU THINK FROM WHAT YOU SEE OF YOUR CHILDREN'S EDUCATION TODAY THAT THEY WILL PROBABLY TAKE A MORE ACTIVE INTEREST IN VOTING AND POSSIBLY RUNNING FOR OFFICE THAN YOU HAVE?

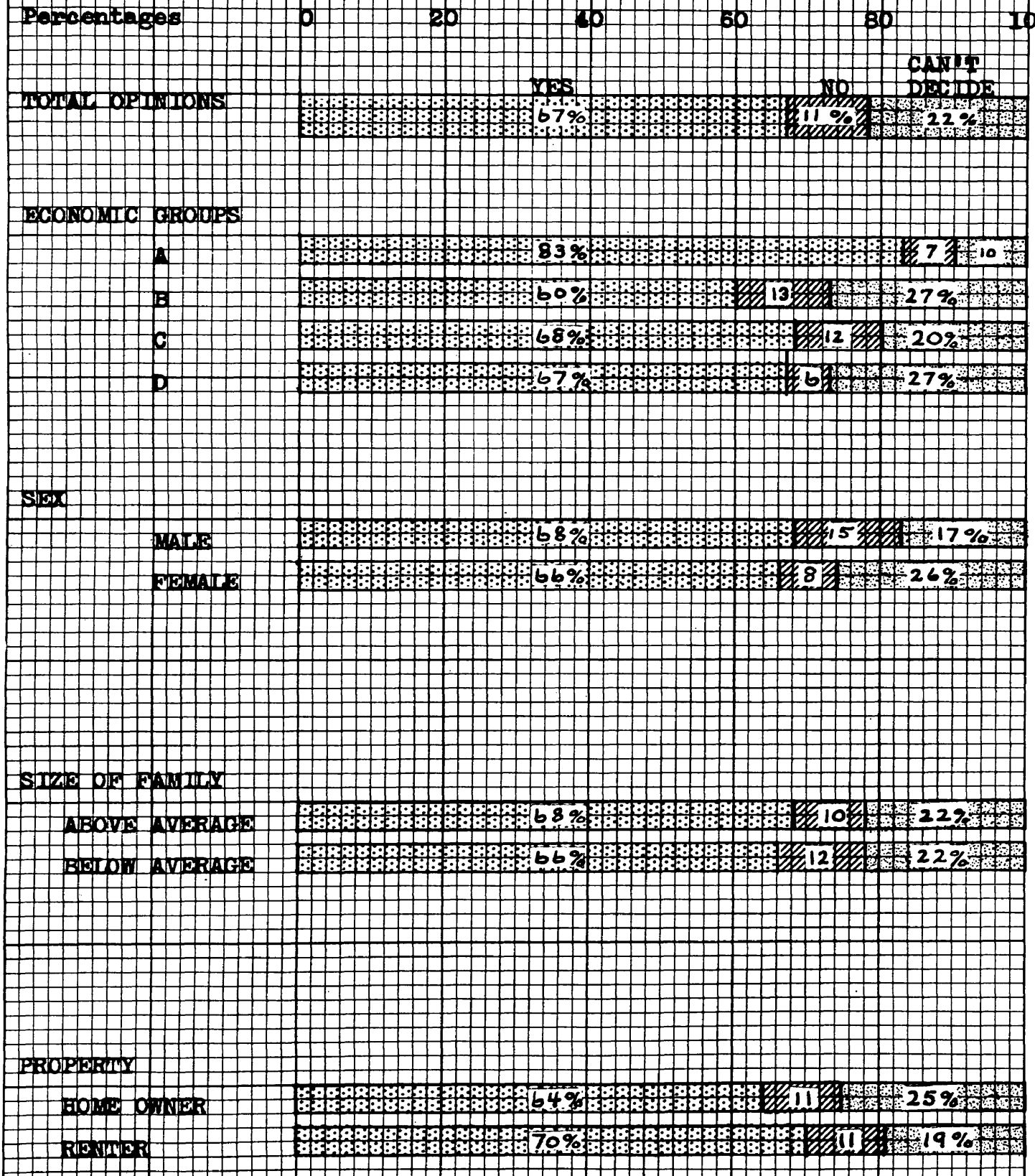

FIGURE VIIII

in proportion, t=2.5, between the two groups. While a definite majority in Group D voted in favor of benefits of good schools, they varied significantly in degree or intensity of feeling. Since this is the lowest economic group, with tenement sections and slum elements, according to Blankenship,[9] perhaps they are not in the position to see the value as well, nor do they have the same frame of reference as those in higher economic levels.

Comparing Group A and Group D on item, Not sure, zero per cent and 16 per cent, a t. of 2.3 was calculated. Also, in item, Not Sure, a t. of 3.5 was found between Groups B and D, indicating more respondents in the two higher economic groups having definite opinions favoring advantages of good schools.

No differences, large enough to be significant, were found in the other three classifications.

Question Eight, "Do you think from what you see of your children's education today that they will probably take a more active interest in voting and possibly running for office than you have?" was an attempt to measure the consensus, relative to theeffectiveness of the public school citizenship program.

All groups combined.

Using basic formula for testing significance of proportions, the affirmative answers, 67 per cent, were

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9. Blankenship, Albert B., op. cit., p. 103

compared with the negative, 11 per cent and c-Cant decide (22 per cent) which had been pooled. Substituting again:

$$\text{Pooled } p = \frac{200 \text{ plus } 100}{300 \text{ plus } 300} = \frac{300}{600} = .5$$

$$\sigma_{p_1 - p_2} = \sqrt{(.5)(.5)(.0033+.0033)} = .040$$

$$t = \frac{.67-33}{.040} = 8.5$$

$$8.5 > 1.96\ t_{.05}$$

The assumption is, then, as expressed in sample, that children of today will take a more active interest in civic affairs than their parents did.

Groups A and B were contrasted in economic comparisons, inasmuch as they represent the two extremes. A t. of 2.2 was found, indicating a significant difference in opinions. This, again, is only a measure of intensity, since Group B (60%) Yes, when contrasted with the 13% No, pooled with C - (27%) in same group, have a calculated t. of 2.7 in favor of better citizenship training.

All other comparisons on this question followed the same indication of approval of the development of desirable citizenship behavior.

A count was made of the times this subject was mentioned, in the space allotted for comments. Approximately 15 per cent of respondents stressed the development of good citizenship as a primary educational objective.

In general terms, they included:

"Fundamentals of good citizenship."--by an accountant

"Teach them how to be good Americans."--Meter reader

"Appreciation of their rights and obligations as citizens."--Carpenter

Some stressed teaching of patriotism:

"Loyalty to our country."--Storekeeper

"One thing they should get is just what this country means to them and the value of living under the American flag."--Nurse

Others felt need for more curriculum emphasis on American history and the functions of government:

"Understand the government of the United States and how they get their education--not just take it for granted."--Druggist

"Get a knowledge of the government and how it is run."--Attorney

"Learn as much as possible about handling the affairs of their own country."--Housewife

QUESTION IX

DO YOUR CHILDREN APPEAR TO BE BETTER INFORMED IN GOVERNMENTAL AFFAIRS THAN THE KIDS WHO WERE YOUR PLAYMATES?

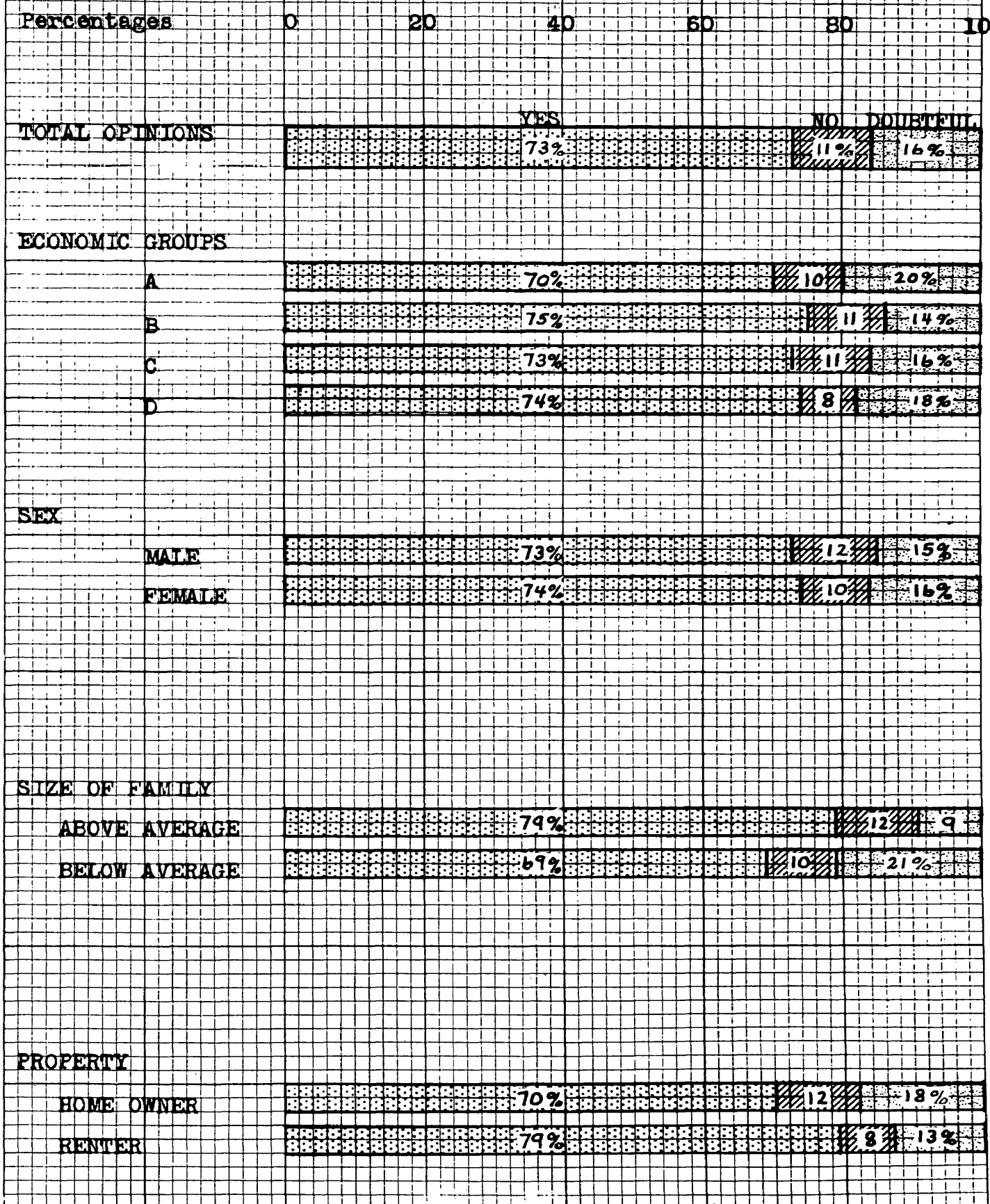

FIGURE IX

Question Nine, "Do your children appear to be better informed in governmental affairs than the kids who were your playmates?" provoked responses quite similar to those of Question Eight. By pooling item No, (11%) and c-Doubtful (16%) and contrasting it with a-Yes (73%) a t. of 11.5 was obtained, indicating a high significance in favor of superiority of governmental knowledge possessed by today's children.

An interesting bit of evidence came to light in calculating differences between above average size families and below average families, which may or may not be due to errors in sampling. According to calculations, the families above average size indicate a significantly lower per cent (9 per cent) answering item c-Doubtful, than the below average size families. (21%) - the t. in this instance being 2.7. This smaller percentage of opinions doubting more information of government affairs possessed by children today is held by the larger families. This may be due, in part, to the advantages and items of information children get from each other in the home. Often, big brothers and sisters can be far more effective, as teachers than one realizes.

Since no other real differences were found, it is assumed that the consensus of the 300 people sampled indicates <u>better</u> instruction in government.

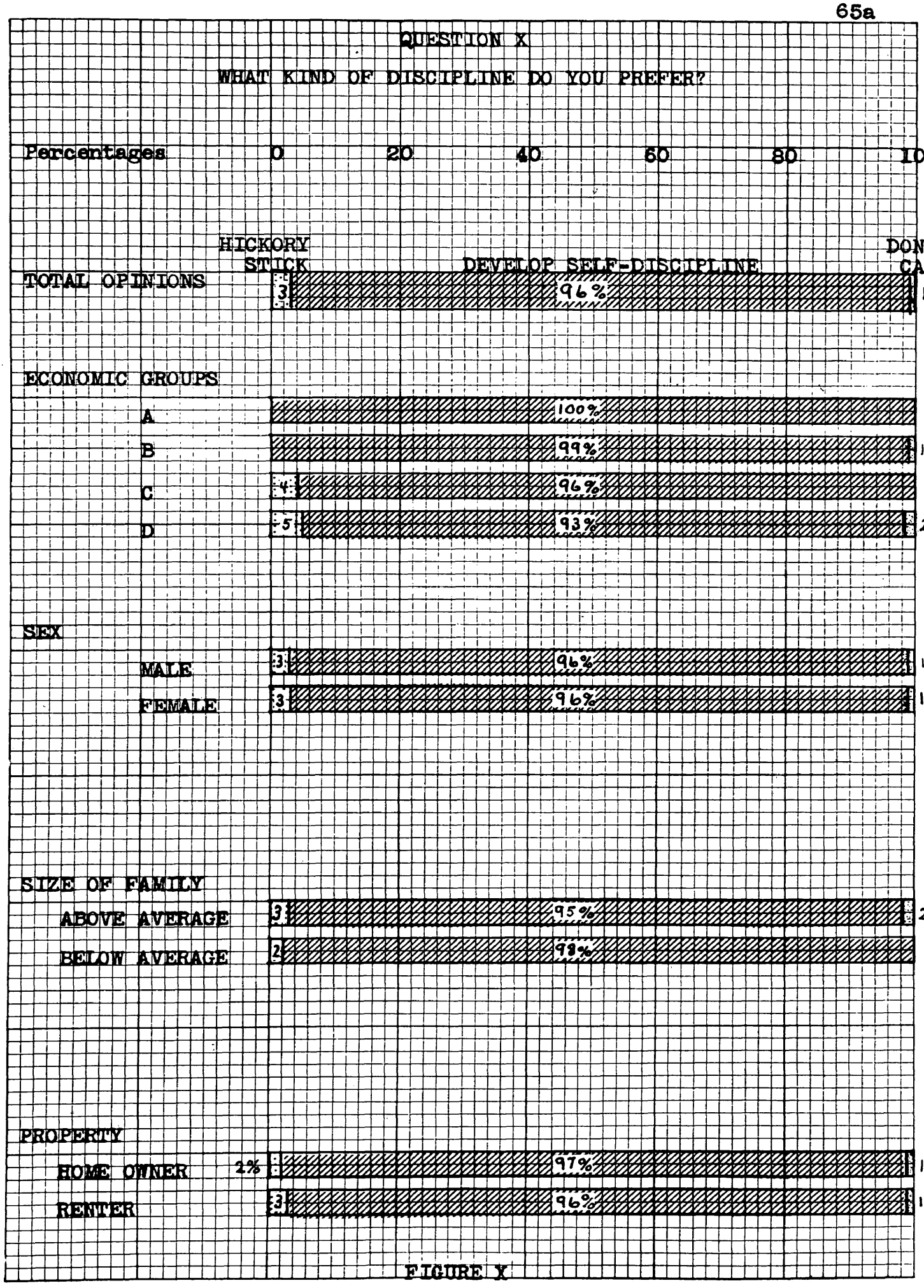

FIGURE X

In Question Ten, "What kind of discipline do you prefer?" - Hickory stick - Develop self discipline - Don't care, very little variance of opinions was displayed. The total sample indicated 96 per cent wanting children to learn to meet problems intelligently, rather than acting through fear. With use of formula, a t. of 23.0 was calculated.

Without use of basic formula, it is evident that respondents in the four economic groups desire attitudes and habits of self control developed in their children. It is interesting to note that the use of the hickory stick received no recognition in the two higher economic brackets and the few votes came from the lower economic groups exclusively.

The results in the other groupings followed the same trend as that of the economic groups.

Approximately 20% of respondents, taken from comments with opinions would like to see the public schools place greater emphasis on character education.

Most often stressed is the need for much stricter discipline. A very few (3 per cent) in sample, definitely advocate corporal punishment. Here are a few comments:

"Teach children to respect law and order."--Mechanic

"Teach them that things don't fall in their laps. They have to work to be successful in anything and to appreciate it."--Writer

"Schools are major factors in producing upright citizens and eliminating juvenile delinquency. , Children in our school are a little more unruly probably, because of their mixed nationalities and environment, and our school can and should use strict discipline in correcting these faults."--This came from a housewife in lower economic bracket.

-However-

"The teachers should not be permitted to slap the children."--Waitress

"Lead children instead of driving. Don't bribe and persuade a child. Try to reason with him."--Breadman

"Teachers should do more in regard to character building. They should teach more respect for authority."--Insurance salesman

"I'd like to see them taught more self-control."--Teacher

"Children should be taught to think for themselves--weigh values and choose."--Newspaperman

"The schools need more training to teach children to understand other people and respect their rights."--Minister

QUESTION XI

DOES IT PAY? DO YOU THINK THAT IF YOUR TOWN HAD EVEN BETTER SCHOOLS IT WOULD SOONER OR LATER MEAN A BETTER LIFE FOR YOU AND YOUR FAMILY? IN OTHER WORDS, DOES MORE LEARNING USUALLY MEAN MORE EARNING?

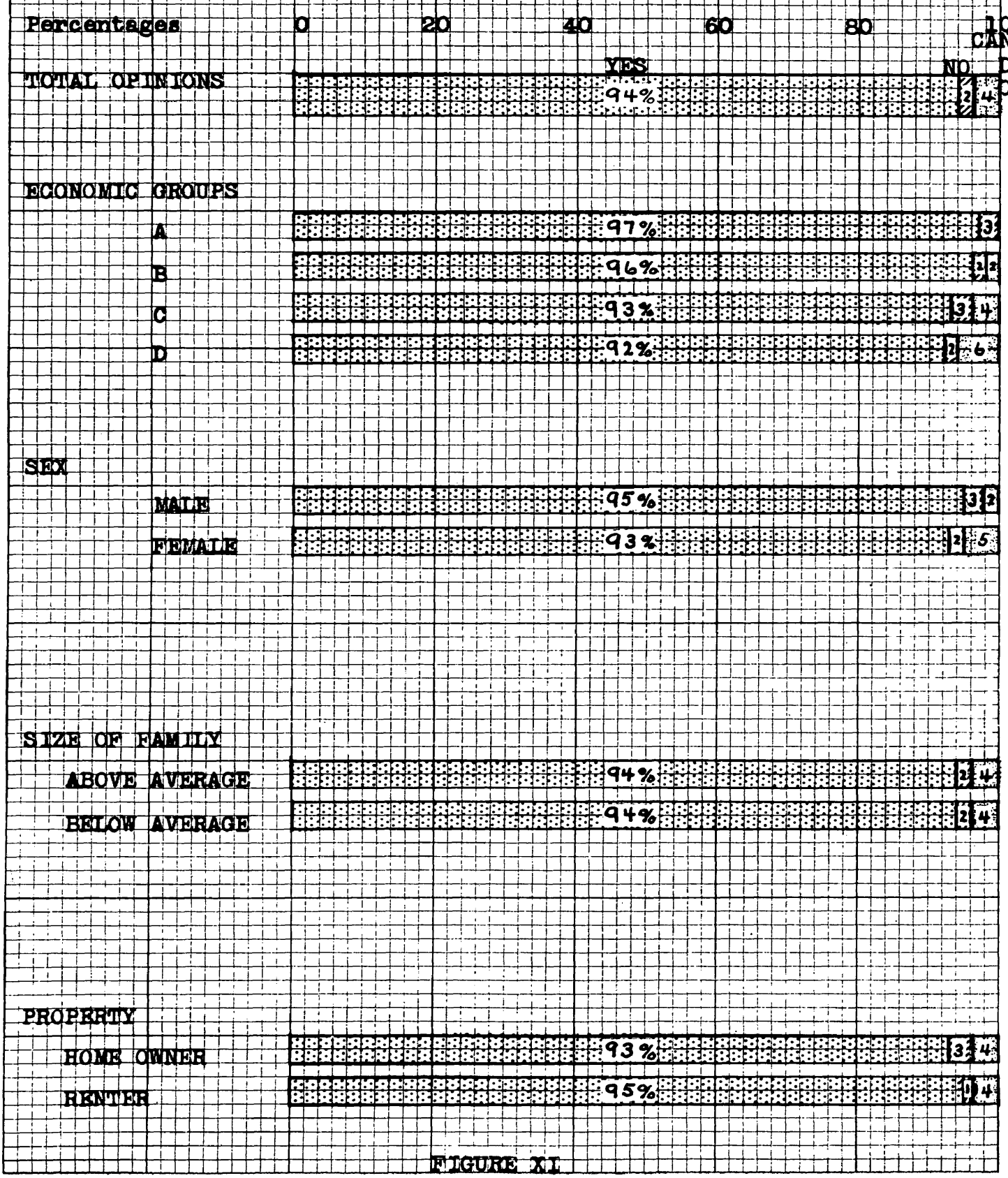

FIGURE XI

Question Eleven asks the question, "Does it pay? Do you think that if your town had even better schools it would sooner or later mean a better life for you and your family? In other words, does more learning usually mean more earning?"

The formula need not be used to portray the trend of opinion on this question. It is apparent by the high percentages in each category that the respondents appreciate the importance and value of more learning.

Judging from the comments on the opinionnaires, more respondents in the lower economic brackets are inclined to be satisfied with the status quo. That may be explained, however, to inability to clarify their thoughts in writing.

Most interesting of all the differences of opinion are those expressed in comments by persons of various economic groups. Persons within upper economic groups place twice as much emphasis on character education and five times as much emphasis on proper social adjustment as do respondents in lower economic groups. On the other hand, they are more likely to consider academic subjects and vocational training the most important phases of education. Another generalization made, after reading comments, is that seemingly the less education the individual has himself, the more likely he is to specify "the old fashioned three R's" as the most fundamental subjects of the academic curriculum.

A COMPARISON OF INTENSITIES OF OPINION

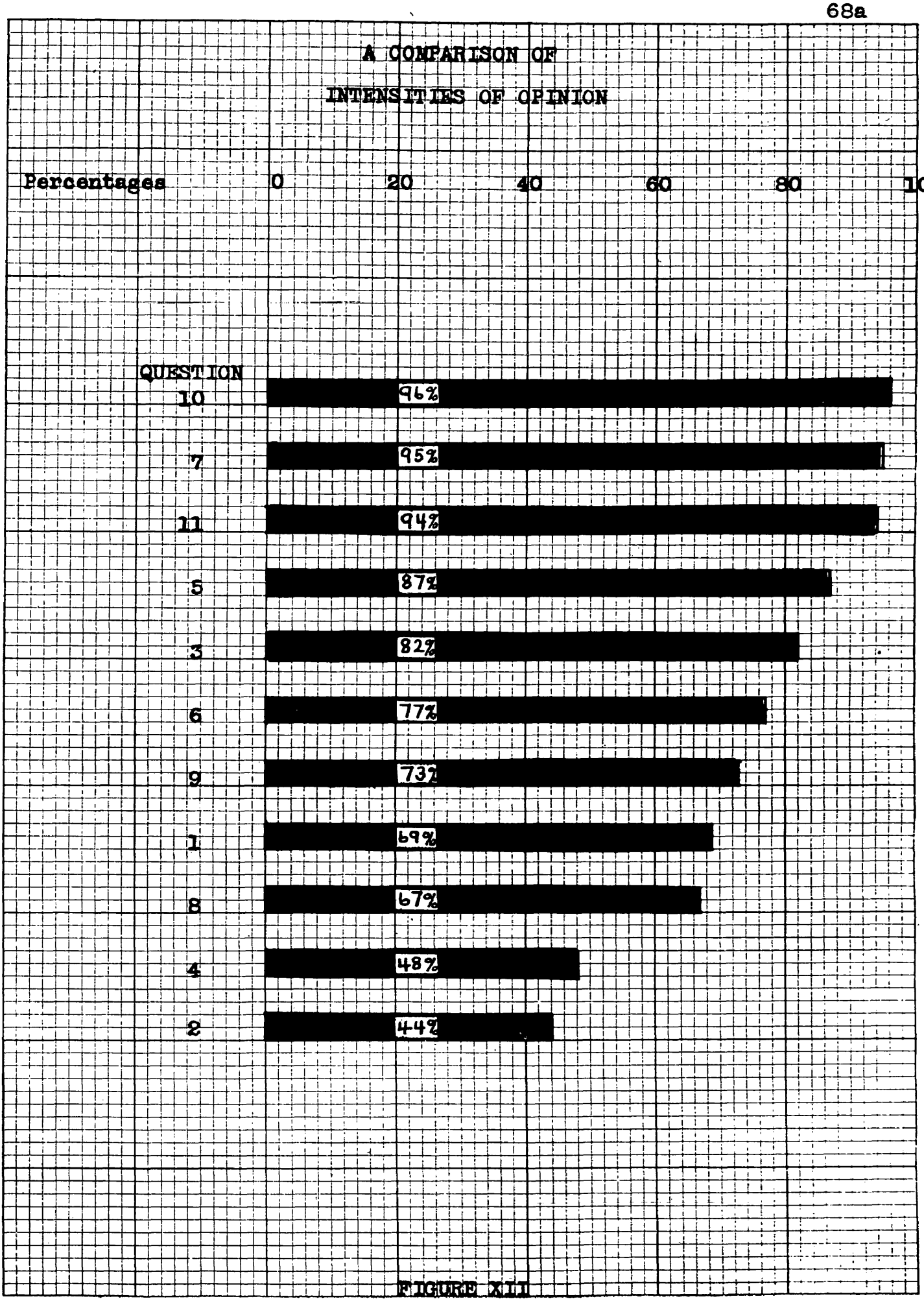

FIGURE XII

Ranking by Intensity of Reply

The questions have been re-classified in terms of the degree of intensity with which they have been answered. This listing of the actual questions in order of intensity should assist in clarifying the findings.

TABLE 4

INTENSITY OF OPINIONS

Questions (in substance)

10. What kind of discipline do you prefer?
7. Do you believe better buildings, etc., help increase value of your property?
11. Does it Pay? Does more learning usually mean more earning?
5. Could teachers do a better job if they had better equipment?
3. Should they prepare for a specific job or should they learn general skills?
6. Should schools spend more on health education?
9. Are your children better informed in governmental affairs than you were?
1. Can children read as well?
8. Will your children take more active interest in civic affairs?
4. Do today's newspapers tell you what you want to know about your schools?
2. How much reading today?

Question 10--What kind of discipline do you prefer--hickory stick - self discipline - don't care--heads the list with 96 per cent favoring self discipline. This trend of thought is expressed again on a following chart, What is the Most Important Thing Children Should Get from Their Education, compiled from the various comments taken from the opinionnaires. Among the total cross-section of responses, self discipline was as important to many people as academic curriculum.

Question 7--Do you believe better schools, attractive school buildings, and well-kept equipment and grounds help increase the value of your property?--is next with 95 per cent saying, "Yes."

Item 11--Does it Pay? Does more learning usually mean more earning?--ranks third with 94 per cent in the affirmative.

Reading from the bottom up, Question 2--How much reading do children do on their own nowadays as compared with your reading as a youngster?--and Question 4--Do today's newspapers tell you what you want to know about your schools?--are accorded 44 per cent and 48 per cent respectively. The 48 per cent represents the No replies on the newspaper question. Since 52 per cent answered Yes or Pretty well, this item seemed rather evenly divided. As has been mentioned earlier in this study, this question is not reliable and subject to change in

opinions in a short time, or easily biased by political developments. Question 2, with 44 per cent indicating Yes, to the amount of reading done by present-day children as compared to parents' reading, should provoke thought among school people. At least half or more of the number sampled think they read more than their children do now. Another item, Question 1, deals with reading also, and in this case, the affirmative answers are under 75% (69%, to be exact). Question 1, --Do you think children today read as well as you did when you were a child?--received 31% negative replies. The "three R's," of which reading is an important subject, have come in for a great deal of discussion in the past decade. Some of the votes cast may indicate a reaction against modern educational methods. However, those questions rating less than 75 per cent approval are open to critical examination and research.

Of the 11 questions, only five (7, 11, 5, 3, 6) were 75 per cent or better in favor, while less intense feelings were registered regarding the remaining six school problems.

Analysis by Question Grouping and Comparison with Other Studies

(Tabulated from comments)

In order to complete more fully the picture of the results of the opinionnaire, an analysis by questions as opposed to the group method used earlier in this chapter, is discussed. The approach by questions lends itself more readily to comparison with the [10]National Youth Survey, the [11]Harvard sponsored Study in New England Communities, and [12]The Public Looks at Education, University of Chicago.

For purposes of comparison and more facile interpretations the questions in the opinionnaire have been lumped into several groups. These groupings included the areas of (1) What is the Most Important Thing in Education; (2) School Finance; and (3) What Should Be Changed in Education.

Not all questions found a counterpart in any of the areas, so the comparisons will include only certain aspects of the results of this study.

Included in this section is recognition of many comments offered by respondents. They were enlightening and provide both thought-provoking and humorous sidelights to the study. Some questionnaires contained no comments while other respondents filled the designated spaces and finished on the margins.

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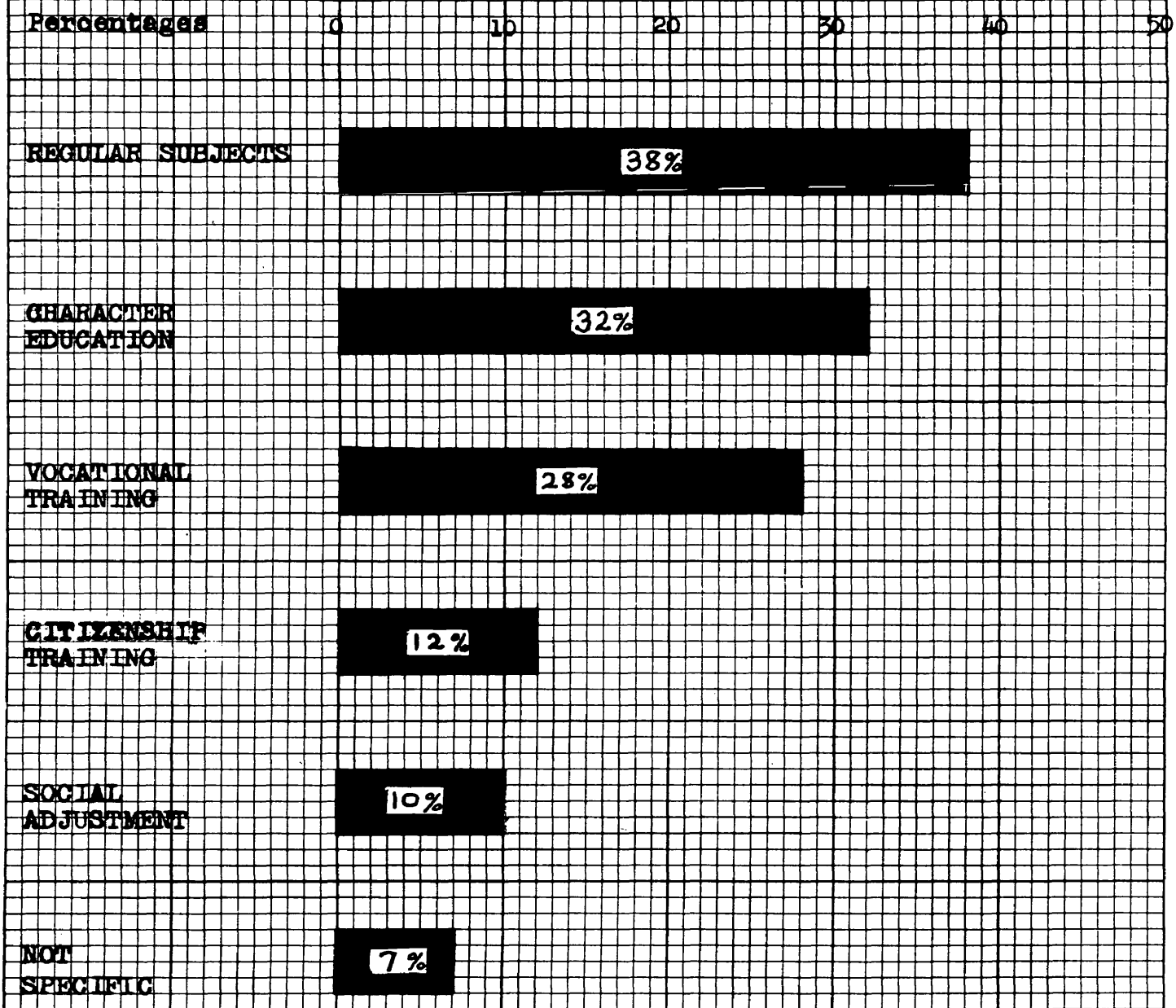
10. Research Bulletin of the National Education Association, op. cit., p. 189

11. Seyfert, Warren, op. cit., p. 421

12. National Opinion Research Center, op. cit., p. 2

WHAT IS THE MOST IMPORTANT THING CHILDREN SHOULD GET FROM THEIR EDUCATION?



(Because a number of respondents rate more than one phase of education as "most important," the percentages total to more than 100.)

FIGURE XIII

WHAT IS THE MOST IMPORTANT THING CHILDREN SHOULD GET FROM THEIR EDUCATION?

TABLE 5

Most important thing for children to get from education	Opinions of parents	Percentages
Regular school subjects	115	38%
Character education	95	32%
Vocational training	82	28%
Citizenship education	37	12%
Social adjustment	31	10%
Not specific	22	7%

Because a number of respondents rate more than one phase of education as "most important," the percentages total to more than 100.

Six questions of the study, (1, 2, 3, 8, 9, and 10) seemed to fit in this category most conveniently. The area pertain to actual procedure in school activities, both in and out of school rooms, to the results of these activities. Some of these questions will be included in category, "What should be changed in education?" also.

It is interesting to note that regular school subjects ranked very little higher than character education in this study. Most interesting of all the differences of opinion

are those expressed by persons of various economic backgrounds. The two upper groups emphasized character education and proper social adjustment while more respondents in lower two groups mentioned academic subjects and vocational training. A number of respondents mentioned the teaching of religion and others thought it had no place in the public schools.

Ten per cent of respondents stressed the development of good citizenship as a primary educational objective. In the American Youth Commission Study,[13] the participants thought that youth should be trained in knowledge of government and civic affairs. This is the consensus of the people sampled in The Harvard Study.[14] According to the National Opinion Research Center poll:

"Americans rank a mastery of academic subjects and the development of desirable character traits of first and equal importance, followed by vocational training, citizenship education, and experience in making social adjustments."[15]

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13. Research Bulletin of the National Education Association, op. cit., p. 202

14. Seyfert, Warren C., op. cit., p. 422

15. National Opinion Research Center, op. cit., p. 14

SCHOOL FINANCE

TABLE 6

	Opinions	Percentage
Better and more equipment?	260 (from opinionnaire)	87%
Should we spend more on health education?	230	77%
Do you believe better buildings help increase value of your property?	284	95%
More teachers and smaller classes for individual work. Better lighting, more playground space, and higher salaries for teachers were included	170 (in comments)	56%

Three questions were placed in this group--(5, 6, and 7) Included in this group is a tabulation of the most frequently mentioned comments. More than fifty per cent of respondents expressed dissatisfaction with the large classes, overcrowded rooms, lack of individual attention to pupils, improper lighting, small number of special teachers for art, music, etc., as well as meagre recreational facilities. One parent wrote:

"First, people are going to have to realize that in order to have the latest equipment and best methods of education for our children, more time and money are needed to provide up-to-date classrooms and well-paid teachers."

Another said:

"Let's have more and better equipment. We had better equipment in New York State 25 years ago."

A mother wrote:

"Throw away those horrid, old fashioned, torn books. New Modern books serve as an inspiration."

On the other side, a parent wrote:.

"It all depends on the teacher, not on equipment or supplies."

In the American Youth Commission Study, more than half the committee favored the amount spent for education at that time (1940). The opinions of the Harvard Study indicated a majority of the committee thinking that school costs were not excessive. The report from the National Opinion Research Center, October, 1946, is as follows:[16]

Out of every 100 Americans--

54 think the schools need more money to "do a good job."

58 believe that teachers are "paid too little for the job they are expected to do."

68 think that public school systems should be "most controlled" by the state rather than by the federal government, but

69 favor having "the federal government turn over a certain amount of money to the states every year for their schools."

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16. Ibid., p. 2

WHAT SHOULD BE CHANGED IN EDUCATION?

TABLE 7

Suggested Changes	Opinions	Percentages
1. Improve reading (From Questionnaire data) Question 1	93	31%
2. Read more widely (Question 2-questionnaire)	167	56%
3. Authentic school news coverage by press. (Question 4-questionnaire)	144	48%
Taken from comments		
4. Changes in teaching methods and additions to curriculum	112	37%
5. Better physical equipment	260	87%
6. More attention to character and citizenship education	62	21%
7. Better qualified and better paid teachers	34	11%
8. Smaller classes and more individual attention	101	33%

Interesting are the results on the first two questions in the questionnaire, pertaining to reading. Over half of the respondents are of the opinion that they read more on their own than children today.

Approximately 70% think children today read as well as they did. Approximated 50 per cent would like to have better and more accurate school news coverage by newspapers. Most

surprising were the opinions expressed for a return to traditional subjects and methods rather than increased emphasis on more modern an progressive education.

An office manager wrote:

"I'd like to have more emphasis on the basic subjects and not so much on outside activities."

The welder said:

"I think they should go back to old style education, not so many new fangled ideas."

A widow complained:

"Simplify the curriculum and get it back to essentials."

-However-

A trend to more educational methods is indicated by replies such as these:

The merchant's opinion was:

"The schools shouldn't be so concerned with only teaching subjects; they should be more concerned with teaching children."

Here is the view of the secretary:

"They shouldn't try to make all pupils in the same pattern."

The voice of the teacher's wife:

"The schools are still too academic. They should strive for a more practical curriculum."

Other comments mentioned more athletics, music, creative experiences--dancing, domestic arts, manual training.

Better physical equipment was discussed under heading, Question 5, in the first part of this Chapter. A few comments are:

"Teachers can't give their best when they have 50 kids in one room."--Florist

The fireman expressed his views:

"I'm violently opposed to two classes in one room."

Eleven per cent of those expressing an opinion say they would like to see better qualified and better paid teachers in the public schools. A few pertinent comments were:

"Teachers should get more money, so other cities won't take good teachers away from us."

"Get more competent teachers and pay them more."

"Provide more adequate salaries for teachers, so a better type of person would teach."

One parent commented:

"More pay for teachers and base it on merit and service. A degree does not always make a good teacher."

The National Opinion Research Center[17] reported that when asked specifically, more than half of the American public suggested no changes in the public schools as they

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17. Ibid., p. 21

are tody. Of those who did suggest changes, 44 per cent would like to see changes in curriculum and teaching methods, frequently in a direction away from "progressive" education. Twenty-three per cent believed improvements should be made in the administration and organization of public school education and in the physical equipment of schools. Nineteen per cent thought more attention should be given to developing desirable traits and attitudes in the areas of character and citizenship education, 10 per cent stressed the need for better qualified and better paid teachers, and 4 per cent suggested other changes.

Comments from the Opinionnaires

One of the most interesting parts of this study was the discovery of the many unusual comments. They ranged in temper from bitterness to praise. A few will be listed here, not meant to be indicative of the general opinion of the respondents, but of the temper of individual people. Under the caption, Will you be good enough to give a hint as to what you feel your schools do best? was found:

"The schools have done very well in teaching the fundamentals." (This statement repeated over and over.)

"Like the way reading is taught. (Repeated many times.)

"Music and art departments do a grand job." (Repeated frequently.)

"Our schools are doing a fine job of teaching citizenship." (Repeated often.)

"I think the Safety Patrol is a great thing."

"I have nothing but praise for my child's teacher and school."

"I feel that the visual education is a fine thing and the time spent on social studies is very important."

"I like the way race relationship is handled."

"We certainly appreciate the hot lunches." (Repeated many times.)

"I like the system of grading now in use. After all, a parent wants to know just how his child ranks with his classmates." (Very frequently mentioned.)

"Although my child is only in the second grade, I appreciate her being taught a little bit about so many things in the world about her."

Pet Ideas as to How the Schools Can Be Made to Do an Even Better Job:

"Less pupils per teacher." (Repeated many times.)

"Pupils should really know their stuff before going on to next grade."

"Teach child ABC's before reading."

"So many parents, including myself, do not understand (hence do not approve) of your method of grading students. If a child "does his best," does this mean he is equivalent to

an "A" student of by-gone years? If my child were transferred to another school, how would she be graded if she "does her best" here?"

"It seems deplorable that a city the size of Omaha will not finance her schools. Of course, the first requisite is more and better supplies and books. Personally, I would hate to touch some of the books the children have to use."

"Weed out undesirable personnel."

"Earlier retirement of teachers." (Repeated many times.)

One disgruntled parent wrote:

"Teach children the teachers' ideas are not supreme. Parents have good ideas too."

Even more vituperative was this parent, a widow on Douglas County relief program who chose to sign her name at the end of the missive:

"There is too much time spent in athletics and play. Study more and teachers help children get more lessons at school instead of at home. After all, that is what we people are paying taxes for--teachers' salaries."

Many respondents were inclined to associate incompetence with old age. Several commented:

"Get rid of the old teachers. Hire young girls."

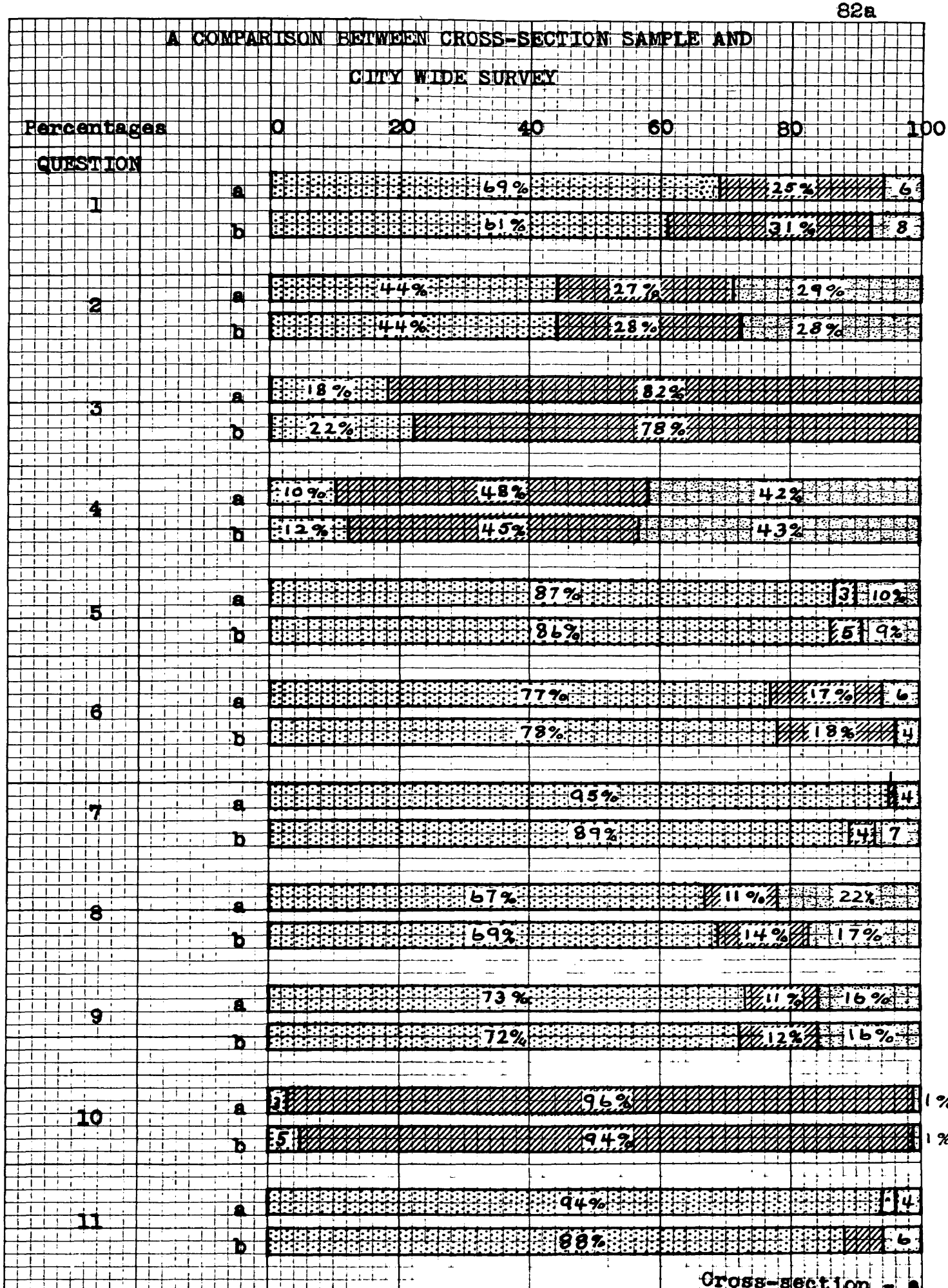

FIGURE XIV

Cross-section - a
City Wide - b

The inclusion of the comments was considered worth while, not as an indication of a trend, but because it has value in individualizing school-society relationships. They have the ability to shock a self-satisfied school personnel.

The comparisons indicate that the results obtained from this survey follow a similar trend to studies made in New England and in the United States as a whole. The writer is aware that the wordings of questions, however, have a great deal to do with the desired answer, so mere similarity of answers is not always a good criterion for comparison.

Results of Total Findings

Figure XIV shows close relationship between cross-section sample and the city wide survey. The very apparent high degree of correlation between the findings has been of great concern in this study. A careful checking of sample tabulations revealed no errors. The assumption is, then, that the population sample upon which this study was made was representative, within a small degree of error, of the city-wide population.

According to statistical research copyrighted by the President and Fellows of Harvard College:

"As a result of statistical research, it is now known that a poll will not be accurate, no matter how large a sample is taken (short of a total census of the entire

population), if the cross-section is not an accurate miniature of the whole population."[18]

In certain instances, where answers were highly qualified so as to indicate the existence of no real opinion, such replies were relegated to the "No Opinion" group.

A tabulation of this questionnaire distributed in September, 1947, to the adult students enrolled in "Introduction to Education," Education 111X at the University of Omaha, E. M. Hosman, Instructor, is included for comparison.

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18. Ibid., p. 37

BREAKDOWN AND TABULATIONS OF SURVEYS

TABLE 8

Question	Yes	%	No	%	No Opinion	%	Survey
1	207	69	76	25	17	6	a
	5182	61	2608	31	655	8	b
	47	63	15	20	13	17	111x
2	133	44	81	27	86	29	a
	3908	44	2529	28	2551	28	b
	26	35	27	36	22	29	111x
3	54	18	246	82			a
	1933	22	6779	78			b
	17	23	58	77			111x
4	30	10	144	48	126	42	a
	1030	12	4040	45	3861	43	b
	4	5	56	75	15	20	111x
5	260	87	10	3	30	10	a
	7902	86	405	5	849	9	b
	73	98	1	1	1	1	111x
6	230	77	50	17	20	6	a
	6932	78	1563	18	365	4	b
	61	81	13	18	1	1	111x
7	284	95	2	1	14	4	a
	6028	89	321	4	452	7	b
	69	92	3	4	3	4	111x
8	200	67	33	11	67	22	a
	6225	69	1231	14	1576	17	b
	47	63	17	22	11	15	111x
9	220	73	32	11	48	16	a
	6241	72	1081	12	1338	16	b
	49	66	10	13	16	21	111x

TABLE 8 -- CONTINUED

Question	Yes	%	No	%	No Opinion	%	Survey
10	8	3	290	96	2	1	a
	500	5	8710	94	67	1	b
	2	2	73	98	0	0	lllx
11	282	94	7	2	11	4	a
	7620	88	475	6	548	6	b
	68	91	6	8	1	1	lllx

a--cross-section sample (This study)

b--City-wide survey (Dr. Burke)

lllx--University of Omaha Education Course

CHAPTER V

GENERALIZATIONS AND SUGGESTIONS

There are some conclusions which can be based on a study of this nature, using scientific sampling methods. There is possible, too, a wide range of suggestions which may be made from the data in this report. Generalizations and suggestions are listed together.

It was stated that the purpose of this study was five-fold: (1) to select some moot matters of education in a particular community; (2) to find the opinions of a cross-section of the people of this community on these matters; (3) to find out whether any differences existed between these opinions and each of the following: general economic status, sex, size of family, and property ownership; (4) to conclude from these tabulations whether they sustained or rejected the current practices; and (5) to suggest a further use of this technique in adjusting the school and the public to a more coordinated effort.

The first objective, mentioned, was fulfilled by permission[1] to use the opinionnaire, "Just A Second," published by National School Service Institute - Chicago - Copyright, 1946.

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1. Photostat of original letter, p. This study

In regard to the second purpose, the technique employed in gathering the data and making this study attempted to follow the pattern used in nation-wide public opinion surveys. The respondents were parents with children enrolled in the Omaha Public Elementary Schools.

A cross-section sample of 300 parents was selected, using a system of random sampling according to Snedecor.[2] Stratification was done on the basis of economic classification and one school was chosen to represent each of the four economic groups. The same percentages of economic representation used and recommended by Gallup and other public opinion statisticians were used in the selection of respondents.

The third purpose was accomplished in the summary of the data of this study, and comparisons with other surveys.

Generalizations

1. Less than 75 per cent of the population in sample think that children today read as well as they did as children. A significant difference was found between the answers in economic groups, A and C, in the affirmative, as well as negative replies. Group A, 84% for "Yes, they read as well," and 13%, "No, they do not," indicated more approval for the present reading program than did Group C, 62% Yes and 32% No.

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2. Snedecor, George W., op. cit., p. 14

2. Approximately 55% of the respondents think children do not read more than they did. Lumping items, More, 44% and As much, 27%, together, 71% think they do not read less. Economic Group A is the only group above 50% in opinion of more reading and a significant difference is calculated between this group and Group B. Groups B and C differ significantly from Group A in more opinions for item, Less.

3. A definite opinion favoring the teaching of general skills instead of preparation for specific job was indicated.

4. While opinions on the question, "Do today's newspapers tell you what you want to know about your schools?" were shown to be variable, the approximately 50% vote on either side indicates a need for better public school relations with the press.

5. While 87 per cent of the population realizes the importance of better and more equipment in the schools, the smaller size family was not as definite in opinion.

6. Over 75 per cent of the respondents favored spending more money on the program of health education.

7. Ninety-five per cent of the respondents indicated that good schools, attractive school buildings and well-kept

equipment and grounds help increase the value of property in the community. While Group D was 82% in favor, a significant difference was found in degree or intensity of opinion from 100% in Group A. Calculations indicated more people answering, "Not Sure" in Group D, the lowest economic group, than in Groups A and B.

8. Sixty-seven per cent of the respondents thought children today will take a more active interest in voting and possibly running for office than they have.

9. Over 70 per cent of sampled population thought children are better informed in governmental affairs than they were. More people with small families were in doubt on this question, a significant difference being found between families above average size and those below average.

10. The question pertaining to discipline ranked highest in intensity of opinion. Ninety-six in sample preferred that their children be taught to take care of themselves; that is, to learn responsibility and something regarding the rights of others. To put it tersely, "Let's develop self-discipline."

11. Over 90% of the population sample thought that more schooling for the people of a community means better living. In other words, they believe that more learning usually means more earning.

Where differences existed between opinions and each of the following: economic status, sex, size of family, and property ownership, it was not recorded, in summary, unless significant.

The fourth objective:

A summary of the tabulations of this cross-section survey indicates that the citizens sampled have definite ideas regarding the most important things children should get from their education. They appreciate the value of well-kept, attractive school building and the advantages of education in terms of earning power. They expressed approval of more and better equipment and desired training in general skills rather than preparation for specific jobs. They asked for more money spent on the program of health education.

The findings on the News question, while not considered reliable, indicate a need for better understanding between schools and press. Favorable responses were less on the question of the amount of reading done by children on their own than on any other.

In the fifth objective, better adjustment of school and the public was suggested by further use of public opinion polls. The following assumptions are based on the results of this research.

1. A public opinion survey can be a useful tool in education.

2. Groups in this study tended to follow close patterns in economic status, sex, size of family, and home ownership.

3. Surveys can be used often with little expense and little disturbance of programs for testing objectives, attitudes, outputs, and other valuable items of information about public, professional, and child reactions to the educational effort.

4. Survey results may be used for analysis of causes of attitudes unfriendly to current practice.

5. Public relations may be studied by use of survey method.

6. The results of this study should be useful for local teachers in understanding their community at this time.

7. Future studies of public attitudes toward education should be made in Omaha to determine:

a. What the public knows about education.
b. What the public wants schools to do.
c. What the public's current philosophies of education are.
d. What groups should get more emphasis when the school is seeking approval for changes and other useful pointers.

Means to inform the people of these facts should be sought; moreover, their significant attitudes should be important in the program of projection of plans for and administration of the public schools of this city.

The end.

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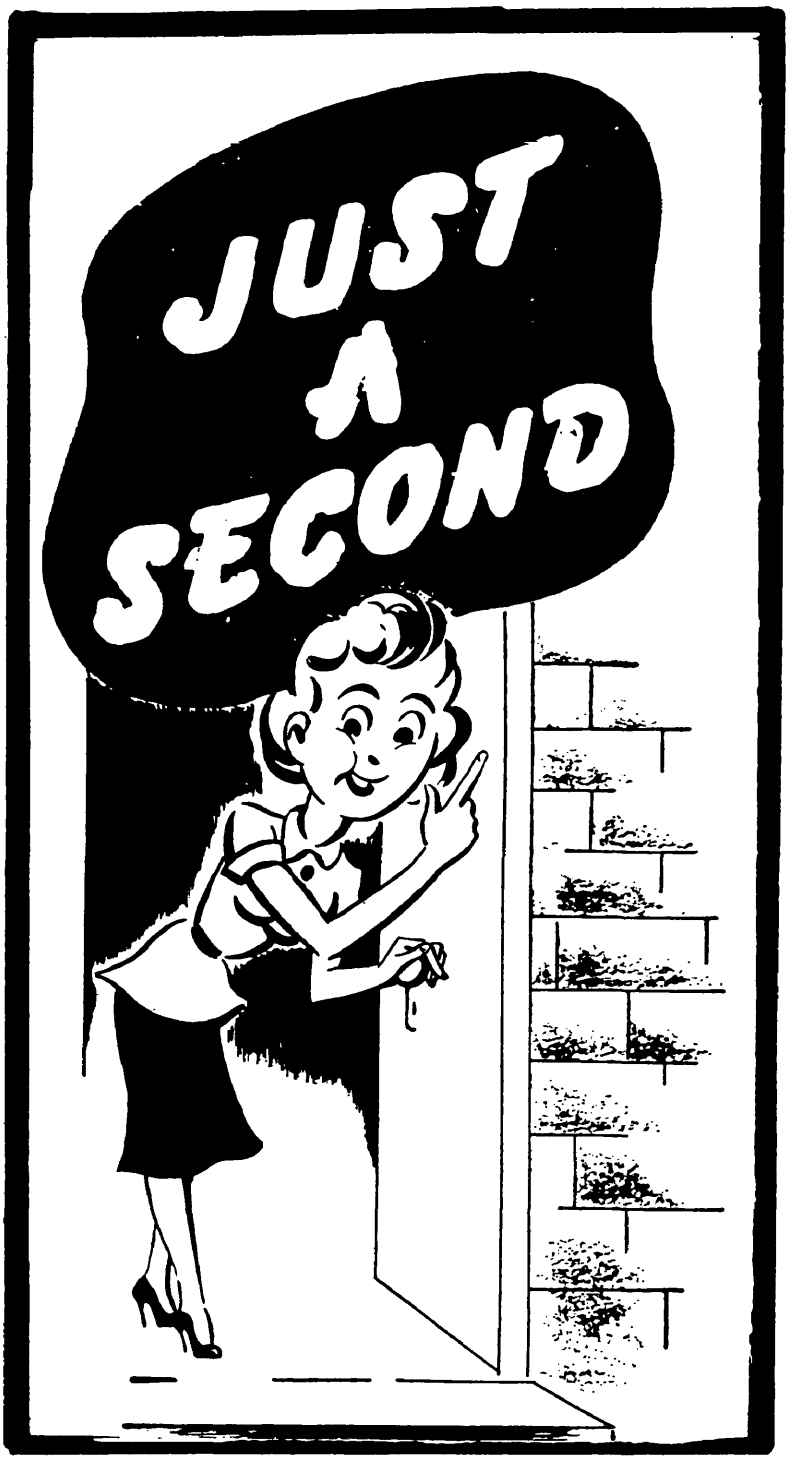
A P P E N D I X


JUST
A
SECOND

How would you do it . . .

*if you had the job of planning the very best schooling for your boys and girls?**

You can help greatly by putting down your thinking right here in black and white. (We are asking *you* personally because you know how you want your children educated in order that they can do the important jobs of tomorrow.) It'll take only three minutes time with a pencil. Your opinions will do a lot in helping us tackle the biggest job in America today—planning for a peaceful, prosperous tomorrow. For all this help kindly accept the thanks of

The Public Schools

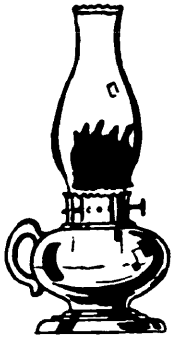
*The public schools are your schools. Tell us how you would like to have them teach your children.

Remember the

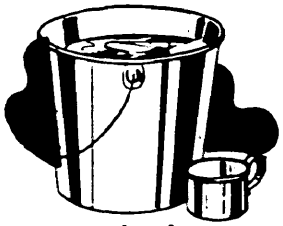
Good Old Days?

Here are a number of things common to the schools you went to in "the good old days."

☐ ***Slate***



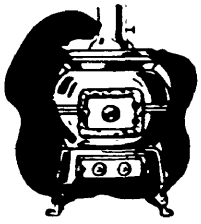
☐ ***Kerosene lamp***



☐ ***Water bucket and tin cup***

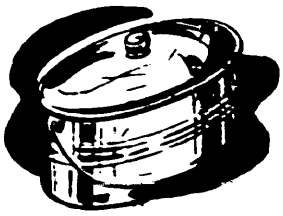
☐ ***Dunce cap***

☐ ***Outdoor toilet***



☐ ***Wood stove***

☐ ***Hickory stick***



☐ ***Lunch pail***

✓ Just check those which *you would like to see used* in today's schools.

They can't read, or can they?

1

Reading is a subject of great importance.

Do you think children today read as well as you did when you were a child?

Yes . . . ☐

No . . . ☐

Don't know . . . ☐

2

How much reading do children do on their own nowadays as compared with your reading as a youngster?

More . . . ☐

As much . . . ☐

Less . . . ☐

3

What about a job?

These rapidly changing times .

Should schools prepare students for a definite job,

or

Should today's schools teach, in addition to the 3 "R's," such subjects as will help boys and girls fit into whatever job appeals and offers employment at the time they are ready for work?

Prepare for a specific job ☐

Learn general skills for adjusting to the job that's available ☐

News 4

In your opinion, are today's newspapers telling you what you want to know about your schools?

Yes ☐ No ☐ Pretty well ☐

Help, Please 5

Do you think that teachers could do a better job of teaching if schools had more and better equipment and supplies?

Yes . . . ☐

No . . . ☐

Uncertain . . . . ☐

What would you do away with?

Perhaps there are some things you don't exactly want taught in your schools. Check the ones you'd do away with.

And maybe you have some "fondest hopes" of your own as to what the schools should teach. Let's hear about 'em!

_____

_____

_____

_____

We grow strong, we live long . . . 6

Your public schools are interested in teaching good health habits—correct exercise, adequate sleep, proper food, and good work habits. Schools aim to make sure that every child has a chance to develop good health and keep reasonably free from physical defects. *

Would you say that the schools your children attend should spend more on their program of health education?

Yes . . . ☐

No . . . ☐

Don't care . . . ☐

Question 7

Now here is an especially important point on which we need your best judgment:

Do you believe that good schools, attractive school buildings, and well-kept equipment and grounds help increase the value of property in your community?

Yes____ No____, Not sure_____

_____ _____

_____ _____ _____

❖ ❖ ❖

Good Americans. 8

Do you think from what you see of your children's education today that they will probably take a more active interest in voting and possibly running for office than you have?

Yes_____, No_____, Can't decide_____

Do your children appear to be better informed in governmental affairs than the kids who were your playmates? **9**

Yes ☐ No ☐ Doubtful ☐

Thanks for your help... 10

Now let's step over to the Department of Toeing the Mark for a moment.

What about the hickory stick and the dunce cap? Would you like to have your child thrashed or perhaps stood up before the class as "a dunce" when he is bad in school,

or

Would you prefer that your child be taught to take care of himself, that is, to learn responsibility and something regarding the rights of others?

I want the hickory stick ☐
Let's develop self-discipline ☐
Don't care ☐

❖ ❖ ❖

Does it pay? 11

It has been said that more schooling for the people of a community means better living for those people.

Do you think that if your town had even better schools it would sooner or later mean a better life for you and your family? In other words, does more learning usually mean more earning?

Yes ☐ No ☐ Can't decide ☐

This is your space . . .

Will you be good enough to give us a hint as to what you feel your schools do best?

❖ ❖ ❖

And now let's hear about your pet ideas as to how the schools can be made to do an even better job.

But what about you?

It will help a lot in our understanding of your thinking if you'll just take a second more and jot down a word or two about yourself.

Male ____ ***Female*** ____

Occupation (what do you do to earn a living)

Do you own property?

Yes _____, ***No*** ____

How many children? _____

Would you mind giving their ages?

_____, _____, _____, _____, _____, _____

❖ ❖ ❖

Don't sign this unless you would like a copy to talk over with your friends.

Name _____

Street _____

City _____ Zone _____ State _____

Thanks a million.

A COMPARISON OF OPINIONS

Question 1

Economic Groups

Group	Yes	%	No	%	Don't know	%	Number of Respondents
A	25	84	4	13	1	3	30
B	64	72	22	24	4	4	90
C	75	62	38	32	7	6	120
D	43	72	12	20	5	8	60
Total	207	69	76	25	17	6	300

Sex

Male	83	69	33	28	4	3	120
Female	124	69	43	24	13	7	180
Total	207	69	76	25	17	6	300

Size of Family

Above Avg.	91	70	35	26	5	4	131
Below Avg.	116	69	41	24	12	7	169
Total	207	69	76	25	17	6	300

Property Ownership

Home Owner	124	69	45	25	10	6	179
Renter	83	68	31	26	7	6	121
Total	207	69	76	25	17	6	300

Values of t.

$t_{.05}$ equals 1.95996 or 1.96 for degrees of freedom=

A larger value of t is considered significant, (unless a one-in-twenty chance has occurred in the sampling.)

Comparison	Item	%	Proportions--Pooled p	t
Economic Group A	Yes	84	25 / 75	
Economic Group C	Yes	62	30 / 120	2.3
Economic Group A	No	13	4 / 38	
Economic Group C	No	32	30 / 120	2.1
Total - Group	Yes	69	207 / 93	
Total - Group	Pooled No and Don't Know	31	300 / 300	9.5

A COMPARISON OF OPINIONS

Question 2

Group	More	%	As Much	%	Less	%	Number of Respondents
Economic Groups							
A	19	64	7	23	4	13	30
B	33	37	28	31	29	32	9
C	56	47	26	21	38	32	120
D	25	42	20	33	15	25	60
Total	133	44	81	27	86	29	300
Sex							
Male	56	47	30	25	34	28	120
Female	77	43	51	28	52	29	180
Total	133	44	81	27	86	29	300
Size of Family							
Above Avg.	63	48	34	26	34	26	131
Below Avg.	70	41	47	28	52	31	169
Total	133	44	81	27	86	29	300
Property Ownership							
Home Owner	80	45	48	27	51	28	179
Renter	53	44	33	27	35	29	121
Total	133	44	81	27	86	29	300

Values of t

Comparison	Item	%	Proportions--Pooled p	t
Total Group	More	44	$\frac{133 \neq 86}{300 \neq 300}$	
Total Group	Less	29		3.8
Total Group	More	44	$\frac{133 \neq 167}{300 \neq 300}$	
Total Group	As Much and Less	56		3.0
Economic Group A	More	64	$\frac{19 \neq 33}{30 \neq 90}$	
Economic Group B	More	37		2.6
Economic Group A	Less	13	$\frac{4 \neq 38}{30 \neq 120}$	
Economic Group C	Less	32		2.1
Economic Group A	Less	13	$\frac{4 \neq 29}{30 \neq 90}$	
Economic Group B	Less	32		2.0

A COMPARISON OF OPINIONS

Question 3

Group	Specific Job	%	General Skills	%	Number of Respondents
Economic Groups					
A	9	30	21	70	30
B	14	16	76	84	90
C	20	17	100	83	120
D	11	18	49	82	60
Total	54	18	246	82	300
Sex					
Male	23	19	97	81	120
Female	31	17	149	83	180
Total	54	18	246	82	300
Size of Family					
Above Average	27	21	104	79	131
Below Average	27	16	142	84	169
Total	54	18	246	82	300
Property Ownership					
Home Owner	37	21	142	79	179
Renter	17	14	104	86	121
Total	54	18	246	82	300

Values of t

Comparison	Item	%	Proportions--Pooled p	t
Total Group	Specific Job	18	$\frac{54 + 246}{300 + 300}$	
Total Group	General Skills	82		16.0

A COMPARISON OF OPINIONS

Question 4

Economic Groups

Group	Yes	%	No	%	Pretty Well	%	Number of Respondents
A	6	20	13	43	11	37	30
B	5	5	52	58	33	37	90
C	12	10	52	43	56	47	120
D	7	12	27	45	26	43	60
Total	30	10	144	48	126	42	300
Sex							
Male	13	11	66	55	41	34	120
Female	17	9	78	43	85	48	180
Total	30	10	144	48	126	42	300
Size of Family							
Above Avg.	15	11	61	47	55	42	131
Below Avg.	15	9	83	49	71	42	169
Total	30	10	144	48	126	42	300
Property Ownership							
Home Owner	18	10	90	50	71	40	179
Renter	12	10	54	45	55	45	121
Total	30	10	144	48	126	42	300

Values of t

Comparison	Item	%	Proportions--Pooled p	t
Total Group	Yes	10	$\frac{30 \neq 144}{300 \neq 300}$	10.5
Total Group	No	48		
Economic Group A	Yes	20	$\frac{6 \neq 5}{30 \neq 90}$	2.5
Economic Group B	Yes	05		
Economic Group B	No	58	$\frac{52 \neq 52}{90 \neq 120}$	2.2
Economic Group C	No	43		
Sex - Male	No	55	$\frac{66 \neq 78}{120 \neq 180}$	2.0
Sex - Female	No	43		
Sex - Male	Pretty Well	34	$\frac{41 \neq 85}{120 \neq 180}$	2.4
Sex - Female	Pretty Well	48		

A COMPARISON OF OPINIONS

Question 5

Economic Groups

Group	Yes	%	No	%	Uncertain	%	Number of Respondents
A	26	87	1	3	3	10	30
B	82	91	2	2	6	7	90
C	103	86	5	4	12	10	120
D	49	82	2	3	9	15	60
Total	260	87	10	3	30	10	300

Sex

Male	108	90	3	3	9	7	120
Female	152	84	7	4	21	12	180
Total	260	87	10	3	30	10	300

Size of Family

Above AVg.	119	91	4	3	8	6	131
Below Avg.	141	84	6	3	22	13	169
Total	260	87	10	3	30	10	300

Property Ownership

Home Owner	155	87	6	3	18	10	179
Renter	105	87	4	3	12	10	121
Total	260	87	10	3	30	10	300

Value of t

Comparison	Item	%	Proportion--Pooled p	t
Family--Above Average	Uncertain	06	$\frac{8 \neq 22}{131 \neq 169}$	2.0
Family--Below Average	Uncertain	13		

A COMPARISON OF OPINIONS

Question 6

Economic Groups

Group	Yes	%	No	%	Don't Care	%	Number of Respondents
A	24	80	6	20	-	-	30
B	65	72	18	20	7	8	90
C	91	76	21	17	8	7	120
D	50	84	5	8	5	8	60
Total	230	77	50	17	20	6	300

Sex

Male	94	78	19	16	7	6	120
Female	136	76	31	17	13	7	180
Total	230	77	50	17	20	6	300

Size of Family

Above Avg.	101	77	19	15	11	8	131
Below Avg.	129	77	31	18	9	5	169
Total	230	77	50	17	20	6	300

Property Ownership

Home Owner	136	76	31	17	12	7	179
Renter	94	78	19	16	8	6	121
Total	230	77	50	17	20	6	300

Value of t

Comparison	Item	%	Proportions--Pooled p	t
Total Question	Yes	77		
	vs.		230 / 70	
Total Question	No and Don't Care	23	300 / 300	13.5

A COMPARISON OF OPINIONS

Question 7

Economic Groups

Group	Yes	%	No	%	Not Sure	%	Number of Respondents
A	30	100	-	-	-	-	30
B	88	98	1	1	1	1	90
C	117	98	-	-	3	2	120
D	49	82	1	2	10	16	60
Total	284	95	2	1	14	4	300

Sex

Male	110	92	2	2	8	6	120
Female	174	97	-	-	6	3	180
Total	284	95	2	1	14	4	300

Size of Family

Above Avg.	122	93	-	0	9	7	131
Below Avg.	162	96	2	1	5	3	169
Total	284	95	2	1	14	4	300

Property Ownership

Home Owner	172	96	1	1	6	3	179
Renter	112	93	1	1	8	6	121
Total	284	95	2	1	14	4	300

Value of t

Comparison	Item	%	Proportions--Pooled p	t
Group A Group D	Yes vs. Yes	100 82	$\frac{30 \neq 49}{30 \neq 60}$	2.5
Group A Group D	Not Sure Not Sure	0 16	$\frac{0 \neq 10}{30 \neq 60}$	2.3
Group B Group D	Not Sure Not Sure	1 16	$\frac{1 \neq 10}{90 \neq 60}$	3.5

A COMPARISON OF OPINIONS

Question 8

Economic Groups							
Group	Yes	%	No	%	Can't Decide	%	Number of Respondents
A	25	83	2	7	3	10	30
B	54	60	12	13	24	27	90
C	81	68	15	12	24	20	120
D	40	67	4	6	16	27	60
Total	200	67	33	11	67	22	300
Sex							
Male	81	68	18	15	21	17	120
Female	119	66	15	8	46	26	180
Total	200	67	33	11	67	22	300
Size of Family							
Above Avg.	89	68	13	10	29	22	131
Below Avg.	111	66	20	12	38	22	169
Total	200	67	33	11	67	22	300
Property Ownership							
Home Owner	115	64	20	11	44	25	179
Renter	85	70	13	11	23	19	121
Total	200	67	33	11	67	22	300

Value of t

Comparison	Item	%	Proportions--Pooled p	t
Total-Economic Group	Yes	67	$\frac{200 \neq 100}{300 \neq 300}$	8.5
vs. Total-Economic Group	No and Can't Decide	33		
Group A	Yes	83	$\frac{25 \neq 54}{30 \neq 90}$	2.2
vs Group B	Yes	60		
Group B	Yes	60	$\frac{54 \neq 36}{90 \neq 90}$	2.7
Group B	No and Can't Decide	40		

A COMPARISON OF OPINIONS

Question 9

Economic Groups

Group	Yes	%	No	%	Doubtful	%	Number of Respondents
A	21	70	4	10	5	20	30
B	67	75	10	11	13	14	90
C	88	73	13	11	19	16	120
D	44	74	5	8	11	18	60
Total	220	73	32	11	48	16	300

Sex

Male	87	73	14	12	19	15	120
Female	133	74	18	10	29	16	180
Total	220	73	32	11	48	16	300

Size of Family

Above Avg.	103	79	16	12	12	9	131
Below Avg.	117	69	16	10	36	21	169
Total	220	73	32	11	48	16	300

Property Ownership

Home Owner	125	70	22	12	32	18	179
Renter	95	79	10	8	16	13	121
Total	220	73	32	11	48	16	300

Value of t

Comparison	Item	%	Proportions--Pooled p	t
Total-Economic Group	Yes vs.	73	220 ≠ 80	
Total-Economic Group	No and Doubtful	27	300 ≠ 300	11.5
Size of Family--Above Avg.	Doubtful	9	12 ≠ 36	
Size of Family--Below Avg.	Doubtful	21	131 ≠ 169	2.7

A COMPARISON OF OPINIONS

Question 10

Economic Groups

Group	Hickory Stick	%	Self Discipline	%	Don't Care	%	Number of Respondents
A	-	-	30	100	-	-	30
B	-	-	89	99	1	1	90
C	5	4	115	96	-	-	120
D	3	5	56	93	1	2	60
Total	8	3	290	96	2	1	300

Sex

Male	3	3	116	96	1	1	120
Female	5	3	174	96	1	1	180
Total	8	3	290	96	2	1	300

Size of Family

Above Avg.	4	3	125	95	2	2	131
Below Avg.	4	2	165	98	-	-	169
Total	8	3	290	96	2	1	300

Property Ownership

Home Owner	4	2	174	97	1	1	179
Renter	4	3	116	96	1	1	121
Total	8	3	290	96	2	1	300

Value of t

Comparison	Item	%	Proportions--Pooled p	t
Total-Economic Group	Self Discipline	96	290 / 10	
Total-Economic Group	Hickory Stick and Don't Care	04	300 / 300	23.0

A COMPARISON OF OPINIONS

Question 11

Economic Groups

Group	Yes	%	No	%	Can't Decide	%	Number of Respondents
A	29	97	1	3	-	-	30
B	86	96	2	2	2	2	90
C	112	93	3	3	5	4	120
D	55	92	1	2	4	6	60
Total	282	94	7	2	11	4	300

Sex

Male	114	95	3	2	3	3	120
Female	168	93	4	2	8	5	180
Total	282	94	7	2	11	4	300

Size of Family

Above Avg.	123	94	3	2	5	4	131
Below Avg.	159	94	4	2	6	4	169
Total	282	94	7	2	11	4	300

Property Ownership

Home Owner	167	93	5	3	7	4	179
Renter	115	95	2	1	4	4	121
Total	282	94	7	2	11	4	300

Value of t

Comparison	Item	%	Proportions--Pooled p	t
Total-Economic Group	Yes	94	$\frac{282 \neq 18}{300 \neq 300}$	
Total-Economic Group	No and Can't Decide	06		21.67