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ABSTRACT

The survey results presented in this report are based on personal interviews with a probability sample of 1,000 New Jersey residents, age 16 and over, a separate subsample of 105 Spanish-speaking residents, and an additional sample of 225 persons who have had broad exposure to those who have been or are being educated in New Jersey's elementary and secondary schools. Some of the objectives of the survey were: to determine what the general public in the State believes are the proper goals for education and what it holds to be relative priorities among these goals; to measure the level of satisfaction with the current state of public education in New Jersey; and to attempt to learn the strengths, weaknesses, and accomplishments of those who are products of the elementary and secondary schools of the State. (Author/WM)

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# Opinion Research Corporation

NORTH HARRISON STREET, PRINCETON, NEW JERSEY 08540

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# Highlights of a Survey on Educational Goals Conducted for

(Partially funded by **New Jersey School Boards Association**)

Mid March, 1972

## How Citizens Appraise Our Public School System

**People expect the public school system to accomplish a broad range of tasks.**

Very high demands are placed on the public school system — to foster growth of the individual and the well-being of society.

**The public's perspective on education is strongly influenced by personal values and concerns.**

Concern over educational matters ranks third highest for the state level only by citizens' concerns in the state. While there is a strong desire for state-level action, the public also sees a need for state-level action in many areas.

**A strong difference of opinion exists between city and suburbs and whites and blacks on the quality of public schools in the state.**

There is a strong desire for state-level action in many areas. While there is a strong desire for state-level action, the public also sees a need for state-level action in many areas.

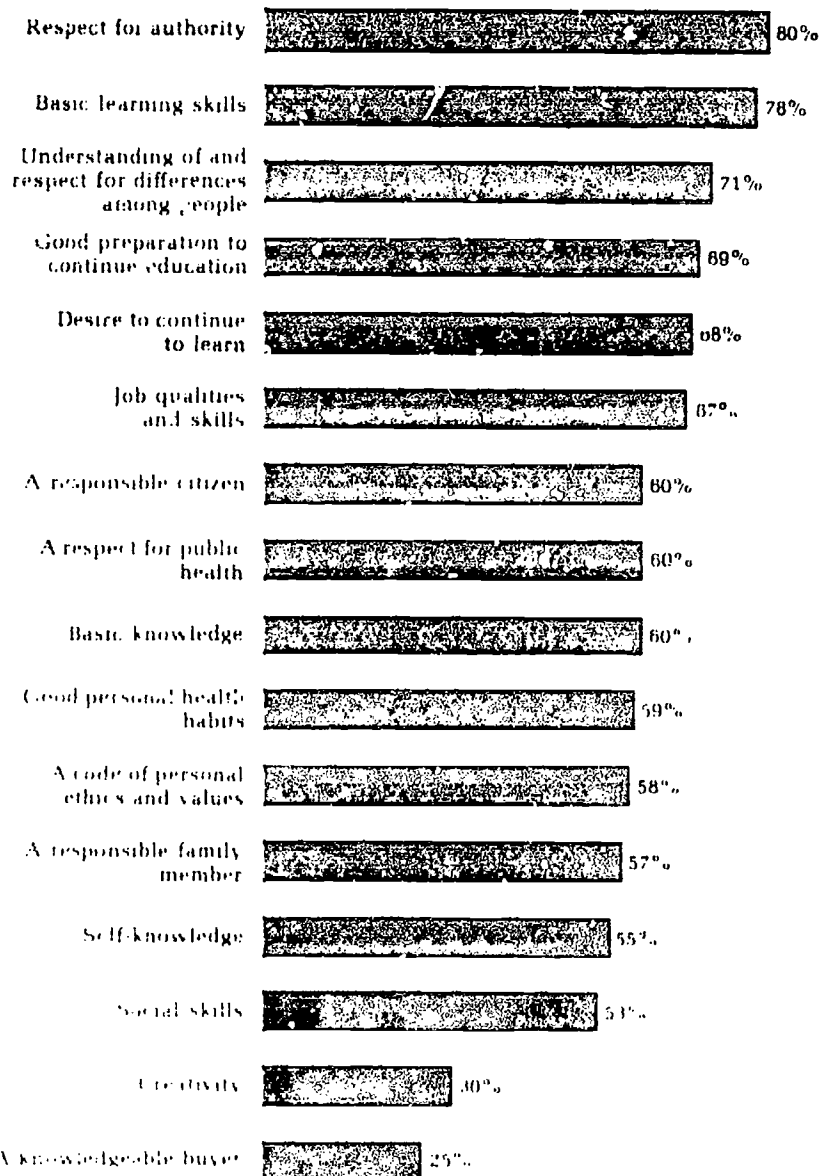
**The vast majority of the public attach great importance to having schoolchildren develop a respect for authority and acquire basic learning skills.**

These rank at the top of a list of 16 qualities or abilities which people think the public school system should help students develop. Most people also rate the following goals "very important": an understanding of and respect for differences among people (including those of other racial, social, and cultural backgrounds), a good preparation to continue one's education, the desire to continue to learn, and job qualities and skills.

Of the remaining ten goals, all but two (creativity and a knowledgeable buyer) are rated "very important" by a majority of the public, whether or not they have a child currently attending public school.

**Educational Benefits (Outcome Goals) Rated "Very Important"**

**Total Public**



All statements above are abbreviated

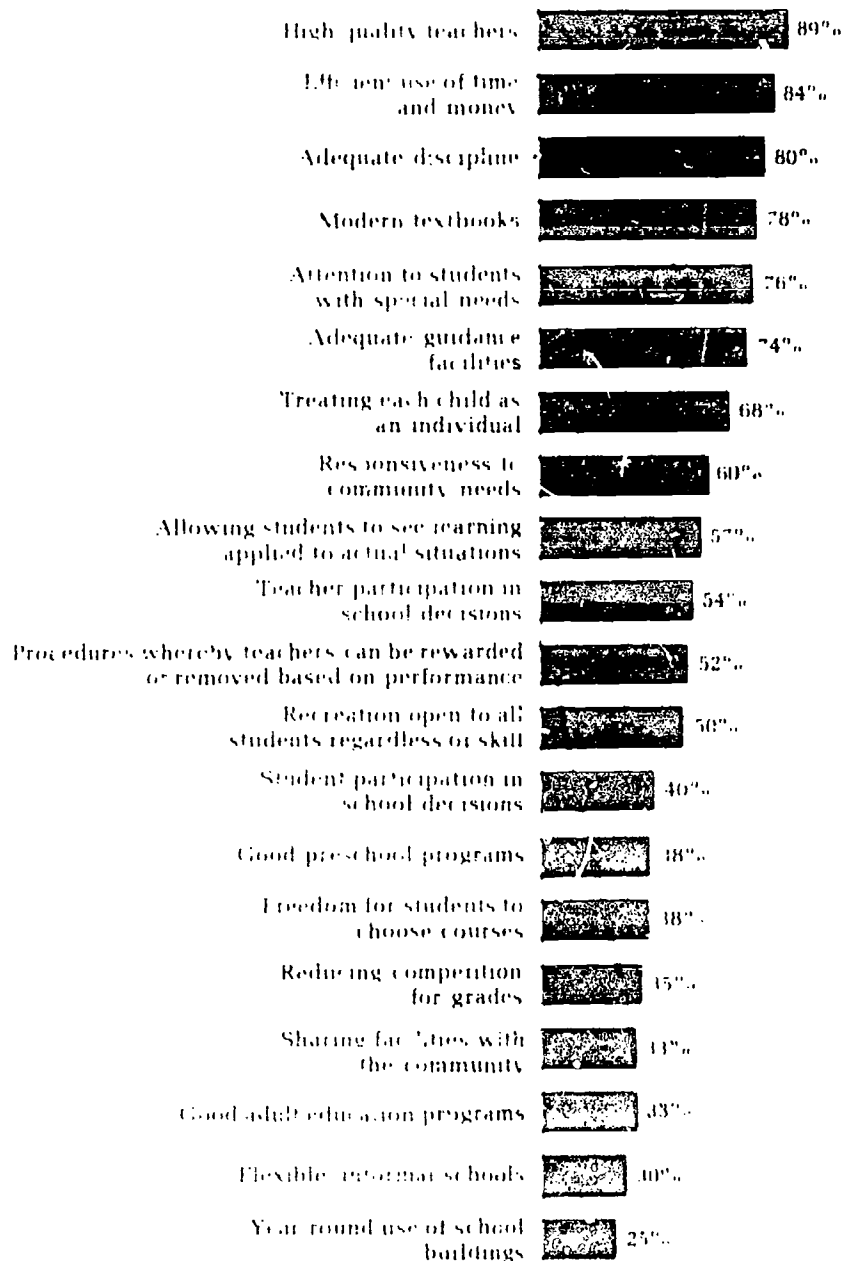
## High quality teachers remain the keystone of a good educational system, according to the public.

Other educational policies and practices on which the public places top priority are efficiency, adequate discipline, modern textbooks, attention to students with special needs, and adequate guidance facilities.

Relatively low importance is placed on adopting policies or practices that would give students more freedom and a larger role in determining the nature of their educational experience.

### Educational Policies (Process Goals) Rated "Very Important"

#### Total Public



All statements above are abbreviated

## Whites, blacks and Spanish-speaking residents express somewhat different views on educational goals.





While all three groups agree on the importance of instilling a respect for authority, blacks place greater emphasis on understanding and respect for differences among people of other racial, social, and cultural backgrounds.

The gulf between whites and blacks is not as pronounced as between Spanish-speaking and other residents of the state. As shown below, Spanish-speaking residents place high priorities on preparation to continue one's education, instilling the desire to continue to learn, and becoming a responsible citizen, as well as developing a respect for authority.

**Priorities Among Educational Benefits According To Three Groups**

Educational Benefits [Outcome Goals]	Whites	Blacks	Spanish Speaking
Respect for authority	High	Highest	High
Understanding of and respect for differences among people of other racial, social, and cultural backgrounds	Middle	Highest	High
Good preparation for continuing education	Middle	Middle	Highest
Desire to continue to learn	Middle	Middle	Highest
Good preparation for job	Middle	Middle	Middle
Good knowledge	Middle	Middle	Middle
Ability to read and to handle	Middle	Middle	Middle
Ability to be a responsible citizen	Middle	Middle	Highest
Ability to get along with family and friends	Middle	Middle	Middle
Good personal health habits	Middle	Middle	Middle
Ability to be a responsible family member	Middle	Middle	Middle
Self-knowledge	Middle	Middle	Middle
Ability to get along with neighbors	Middle	Middle	Middle
Ability to get along with people of other racial, social, and cultural backgrounds	Middle	Middle	Middle
Ability to get along with people of other ethnic backgrounds	Middle	Middle	Middle

Importance Rating:

Highest	
High	
Middle	
Low	

All statements above are abbreviated.

**Whites, blacks and Spanish-speaking residents agree on the importance of good teachers and adequate discipline, but disagree on many other aspects of educational policies.**

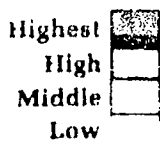
The views of whites and minority group members are particularly far apart when it comes to preschool and adult education, with blacks and Spanish-speaking people placing much higher emphasis on such programs than whites.

Spanish-speaking residents think it is of the highest importance to have teachers and other school officials who are responsive to community needs. This policy is accorded lower priority by whites and blacks alike.

**Priorities Among Educational Policies According To Three Groups**

Educational Policies (Process Goals)	Whites	Blacks	Spanish-Speaking
High quality teachers	High	High	High
Efficient use of time and money	High	High	Middle
Adequate discipline	High	High	High
Modern textbooks	High	High	Middle
Adequate guidance facilities	Middle	Middle	Middle
Attention to students with special needs	Middle	High	Middle
Treating each child as an individual	Middle	Middle	Middle
Responsiveness to community needs	Middle	Middle	High
Allowing students to see learning applied to actual situations	Middle	Middle	Middle
Procedures whereby teachers can be rewarded or removed based on performance	Middle	Middle	Middle
Teacher participation in school decisions	Middle	Middle	Middle
Recreation open to all students regardless of skill	Middle	Middle	Middle
Freedom for students to choose courses	Middle	Middle	Middle
Student participation in school decisions	Middle	Middle	Middle
Reducing competition for grades	Middle	Middle	Middle
Good preschool programs	Middle	High	High
Sharing facilities with the community	Middle	Middle	Middle
Flexible, informal schools	Middle	Middle	Middle
Good adult education programs	Middle	High	High
Year-round use of school buildings	Middle	Middle	Middle

Importance Rating:



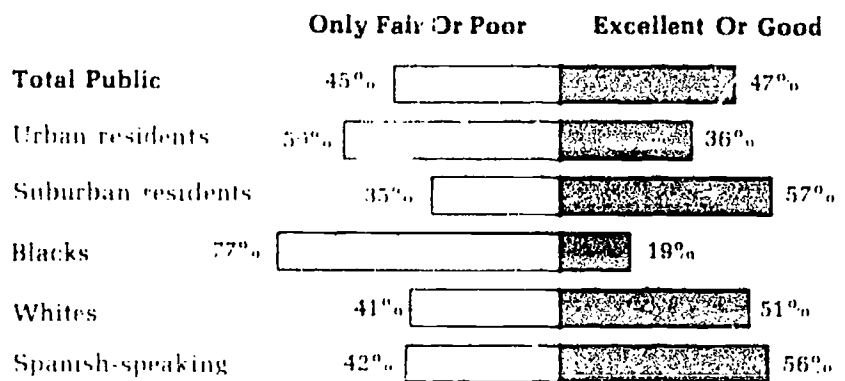
All statements above are abbreviated

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**A strong difference of opinion exists as to how good the public school system is in the state.**

About equal proportions of the total public rate the schools favorably as rate them unfavorably. Note, however, that people who live in urban areas of the state are much more critical of the school system than those who live in the suburbs. Also, blacks are far more dissatisfied than the rest of the public.

**Rating Of Public Schools**

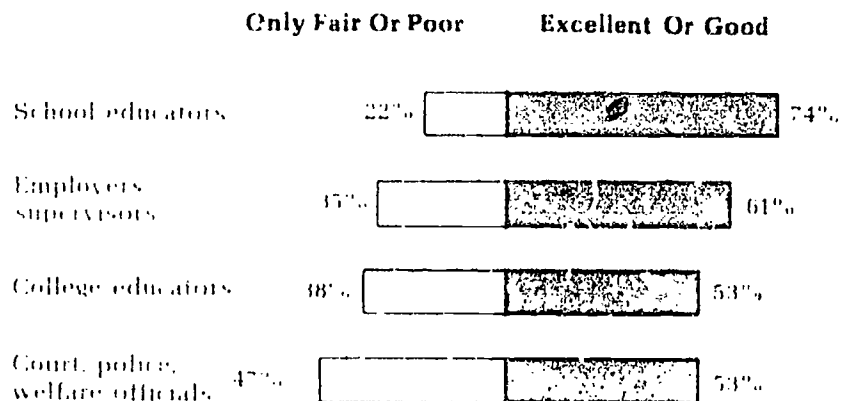


"No opinion" omitted

**People who have had broad exposure to students from the state's public school system tend to rate it favorably.**

School educators are especially positive, whereas court, police and welfare officials are more divided in their views.

**Rating Of Public Schools**



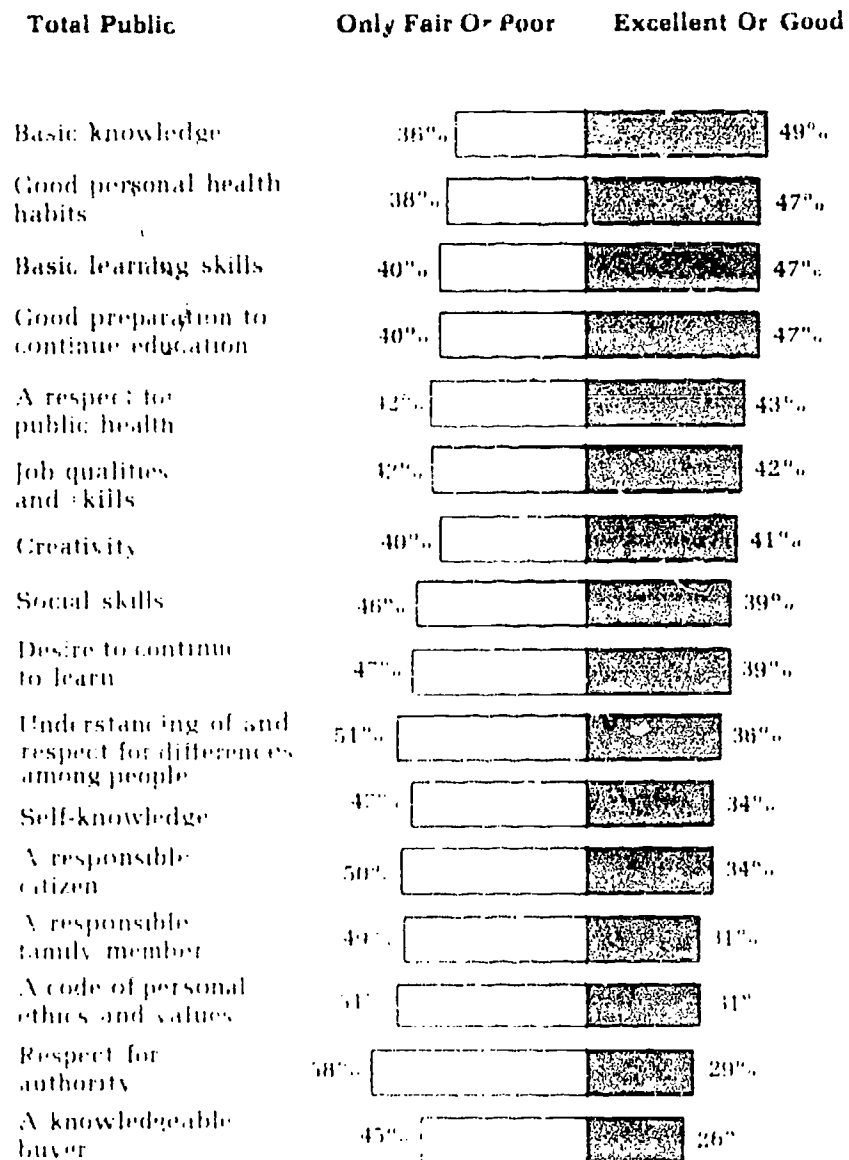
No opinion omitted



## Schools win high marks on imparting basic knowledge, but are charged with doing an unsatisfactory job of instilling respect for authority.

Many people also criticize the schools on helping students to: develop a code of personal ethics and values; become knowledgeable consumers, family members and citizens, and gain self-knowledge as well as an understanding and respect for other people.

### Rating Of Public Schools On Educational Benefits (Outcome Goals)



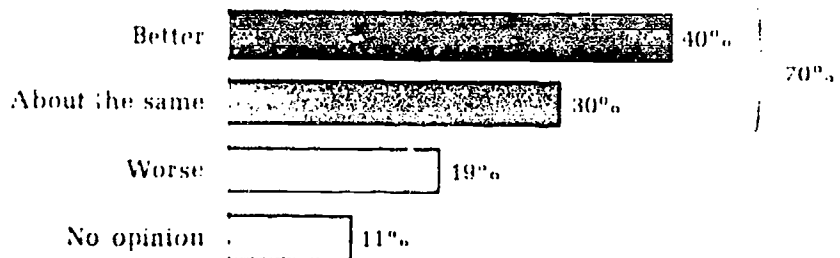
All statements above are debated.  
No opinion omitted.

## On balance, the public is optimistic about the future of education in the state.

When asked to explain why they feel the way they do, the optimists primarily cite better teachers, whereas those who are pessimistic tend to see disciplinary problems as the major factor causing things to get worse.

### Outlook For Quality Of Education In Five Years

#### Total Public



ABOUT THIS STUDY. Results in this report are based upon personal interviews with a probability sample of 1,000 New Jersey residents, age 16 and over; a separate subsample of 105 Spanish-speaking residents, and additional samples of 59 court, police, and welfare officials, 78 school educators, 56 college educators, and 114 employers.

Interviews were conducted from September 24 to November 11, 1971. Questionnaires were printed in both English and Spanish versions and the latter were administered by Spanish speaking interviewers.

This study was conducted for the Office of Planning, Division of Research and Planning, New Jersey Department of Education, 225 West State Street, Trenton, New Jersey 08625 as part of its "Our Schools" Needs Assessment Project.

Opinion Research Corporation



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GOALS FOR ELEMENTARY AND SECONDARY PUBLIC SCHOOLS IN NEW JERSEY

A Survey Among  
New Jersey Residents

A Research Report Prepared for  
NEW JERSEY DEPARTMENT OF EDUCATION

By

OPINION RESEARCH CORPORATION

This study was partially funded  
by a grant from the  
New Jersey School Boards Association

February, 1972

As required by the Code of Ethics of the American Association for Public Opinion Research, we will maintain the anonymity of our respondents. No information can be released that in any way will reveal the identity of a respondent. Also, our authorization is required for any publication of the research findings or their implications.

## FOREWORD

Responding to widespread concerns about the educational system, the New Jersey State Board of Education early in 1970 launched a project of far-reaching significance. It appointed an Advisory Council on Needs Assessment and charged it with the tasks of finding out what improvements were needed for education in the state at the preschool, elementary, secondary, vocational, and adult levels, and of making recommendations for further action.

Recognizing that successful accomplishment of its tasks depended upon broad citizen participation, the Council established a program called "Our Schools" which was to be conducted by the Office of Planning of the State Department of Education, with the help of Educational Testing Service of Princeton, New Jersey as a consultant. The purpose of the "Our Schools" program was to stimulate discussion of statewide educational goals among all segments of New Jersey's citizenry.

A series of statewide, regional, and local conferences were held and the combined judgments of the conference participants constituted, in effect, one set of recommendations about educational goals for New Jersey to be forwarded to the Advisory Council. The total project also encompassed a public opinion survey to provide the Advisory Council scientific data on the attitudes of New Jersey residents with respect to educational goals.

The State Department of Education commissioned Opinion Research Corporation to conduct the public opinion survey which serves as one of several inputs to the Advisory Council on which to base their final recommendations. This study was partially supported by a grant from the New Jersey School Boards Association. This report presents the findings of ORC's study.

ORC would like to take this opportunity to thank those who participated in the study for their cooperation and to acknowledge the support and assistance provided throughout the project by those we worked closely with in the State Department of Education and ETS.

February, 1972  
Princeton, New Jersey

Albert Westefeld  
Caroline S. Weymar

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## ABOUT THE SURVEY

The survey results presented in this report are based on personal interviews with a probability sample of 1,000 New Jersey residents, age 16 and over, a separate subsample of 105 Spanish-speaking residents, and an additional sample of 225 persons who have had broad exposure to those who have been or are being educated in New Jersey's elementary and secondary schools. All interviewing was conducted during the period of September 24 to November 11, 1971.

Briefly stated, the objectives of the survey are:

1. To determine what the general public in the state believes are the proper goals for education and what it holds to be relative priorities among these goals.
2. To measure the level of satisfaction with the current state of public education in New Jersey, particularly with respect to the progress which is being made toward specific educational goals.
3. To learn what residents of the state, who are products of the elementary and secondary public schools of New Jersey, believe the schools have or have not accomplished for them as individuals.
4. To assess the strengths and weaknesses presented by those who have been educated in New Jersey elementary and secondary public schools, as seen by those in positions to give them special knowledge.
5. To gather data that can be utilized as indications of progress toward specific educational goals and that can be obtained only through the questioning of individuals.



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### Analysis and Presentation of the Data

This report contains Opinion Research Corporation's analysis of the survey data. A summary of the results precedes the reporting of detailed findings from the study. A Technical Appendix at the end of the report provides an explanation of the sampling techniques used in the survey and a discussion of the sample reliability.

Tables presented in Chapters I and II of the report are primarily in terms of the views of the total public (including the separate sample of Spanish-speaking residents), "parents", and "total knowledgeable". In this report, "parents" are defined as those who currently have a child attending an elementary or secondary public school in New Jersey and those parents who say that they have a child who will probably enter kindergarten in a public school over the next two years. "Knowledgeables" are public officials, educators, and employers who come into contact with a wide variety of people, including students or graduates of elementary and secondary public schools in New Jersey. (See Technical Appendix for a more detailed description of who are classified as "Knowledgeables".)

Chapter III presents complete verbatim comments of those classified as "Knowledgeables" in response to Question 42 concerning their perceptions of the quality of elementary and secondary public school education in New Jersey based upon their judgment of the people they come into contact with.

Chapter IV presents data collected to serve as a benchmark to measure progress over time toward various "outcome" goals. Tables are presented primarily in terms of those who attended elementary or secondary public school in New Jersey for more than six years as compared with a second group composed of both those who did not attend public school in New Jersey and those who spent less than seven years in such a school.

Where they are considered meaningful, differences among various subgroups of respondents are discussed in this report. In those instances where data are discussed, but tabulations are not included in the report, the reader is referred to a separate book of complete computer tabulations furnished the Office of Planning. A word of caution: since strict probability sampling procedures were not used in the selection of respondents classified as "Knowledgeables", care should be taken in comparing the responses of this group with those from the general public and other subgroups. (See Technical Appendix for further details.)

Composition of the Sample

	<u>Number of Respondents</u>
Total New Jersey public	1105
Men	456
Women	649
Under 30 years of age	249
16 - 20 years	80
21 - 29 years	169
30 - 49 years	487
50 years or over	365
White	856
Black	119
Spanish speaking	113
Less than high school graduate	423
High school complete	309
Some college, other	189
4 year college or more	168
Less than \$4,000 family income	116
\$4,000 - \$6,999	140
\$7,000 - \$9,999	115
\$10,000 - \$14,999	240
\$15,000 or more	278
Professional, proprietor, managerial	355
White collar	116
Manual	436
Retired	149

Composition of the Sample (continued)

	<u>Number of Respondents</u>
Urban	416
Suburban	510
Rural	179
Northeastern New Jersey #	405
Northwestern New Jersey #	163
Southern New Jersey#	242
Central New Jersey #	295
Have a child in New Jersey public school	431
No child in New Jersey public school	674
Over 6 years in New Jersey public school	470
0 - 6 years in New Jersey public school	635
* * *	
Total knowledgeable	307
Court/police/welfare officials	59
School educators	78
College educators	56
Employers/supervisors	114

Where the number of cases in the subgroups add to less than the total respondents interviewed, it is because of nonresponse. The "Total Knowledgeable" sample includes both those who were sought out by name and address because of their occupation (a total of 225), and those interviewed in the probability sample of the New Jersey public who met the necessary criteria to be classified as "Knowledgeable".

Throughout the report, where percentages total more than 100, it is because of multiple answers on the part of some respondents.

Percentages should be read across where per cent signs (%) appear in the left-hand column. Percentages should be read down where per cent signs are shown at the top of the column.

In the tables, an asterisk (\*) is used to designate a percentage of less than 1/2 of 1%. The percentage base for the total New Jersey public is 1,105, for parents it is 431, and for total knowledgeable it is 307. Whenever data are presented for other subgroups in tabular form, the percentage base is shown in the tables.

A copy of the questionnaire used in the study is appended.

# Interviewing locations were classified geographically as follows: Union, Essex, Hudson, and Bergen counties as Northeastern New Jersey; Somerset, Morris, Passaic, Sussex, Warren, and Hunterdon counties as Northwestern New Jersey; Camden, Gloucester, Salem, Cumberland, Cape May, and Atlantic counties as Southern New Jersey; and, Burlington, Mercer, Middlesex, Monmouth, and Ocean counties as Central New Jersey.

## SUMMARY

The "Our Schools" project is a pioneering effort on the part of the New Jersey Department of Education to elicit the opinions of other educational professionals, interested citizens, and the public at large with respect to educational goals for the state as a whole.

At the present time the field of education is in considerable turmoil. Professionals are subject to increased pressures and must cope with conflicting points of view from various spokesmen for the public and contradictory theories, data, and opinions within the educational community itself. In view of these factors, the chief value of the opinion survey may well be to provide professional educators in New Jersey with insight into the perspective which the public brings to educational issues and what the views and opinions of the people themselves are, as opposed to those of their spokesmen or vocal minorities within the public.

The perspective of the public on matters concerning education is quite different from that of professionals in the field. Occasionally, it is all too easy for experts to lose sight of the fact that the public is neither as aware of, nor concerned with, various aspects of an issue or a problem as the professionals are or as it would appear that they are from listening to their representatives or outspoken individuals.

Without question, the public's views on education are colored by their attitudes toward a wide range of other social issues. At the present time (Fall, 1971) residents of New Jersey are primarily concerned at the state level with the problems of crime, drug addiction, and juvenile delinquency. The next most widespread concern is over high taxes and the tax structure, followed by problems in the area of education.

As far as educational goals themselves are concerned, the public in general places great emphasis upon students acquiring a respect for authority and basic learning skills. Relatively high priority is also placed by the public upon having the school system develop among students an understanding of and respect for differences among people, including people of other races and people of different social and cultural backgrounds.

As far as the educational process is concerned, people in general place major emphasis upon the quality of teachers; the curriculum and teaching methods; discipline in the classroom; treating each child as an individual, including providing adequate guidance and attention to students with special needs; and making efficient use of the time and money spent on education.

The public seems to be either unaware of or unconcerned with internal conflicts taking place among professional educators, such as the controversy over tenure. Also, citizens appear not to draw the distinctions between "outcome" goals and "process" goals that are made by professional educators. The data indicate that, in large measure, the public is perfectly willing to leave the means to the professionals as long as the end results are acceptable.

Accountability is an issue which concerns professional educators, but does not appear to bother the public at large. The data indicate that people judge schools primarily on the feedback that they get from students and observations they make about the qualities, abilities, and behavior of students. In much the same way that social conditions color people's expectations of what the school system should accomplish, they also affect the public's evaluation of how good a job the schools are doing.

The public places the lowest priority on having the schools develop in students the qualities which will make them knowledgeable buyers of goods and services, and creative themselves or with the ability to appreciate the creativity of others with respect to music, art, etc. Similarly, the public is not particularly concerned with whether or not school buildings are utilized on a year-round basis and whether or not school facilities are open to the community and community facilities to the students.

Even though there is widespread concern with paying attention to the individual, the public places relatively low priority upon having flexible, informal schools, giving the students freedom to choose the courses they want to take, and giving students a real say in school affairs. Also, there is relatively little emphasis placed by the public upon having good programs for pre-kindergarten children or good adult education -- two issues of particular concern to educators themselves.

The public's viewpoint is not monolithic, of course, when it comes to educational goals. On the other hand, one of the major findings of this study is that the viewpoint of parents with a child in an elementary or secondary public school is very similar to that of other residents of New Jersey.

The major attitudinal differences are among blacks, whites and Spanish-speaking people. Both blacks and Spanish-speaking people place much higher priority than whites do upon good adult education programs and programs for preschool children. Both groups are also more likely than whites to mention the need for good (or better) teachers when asked what they want the public schools in New Jersey to do for students at the elementary and secondary school levels.

It is clear from their testimony about goals that Spanish-speaking people place primary emphasis upon the school's role in disciplining their children and teaching them respect for authority. There is widespread feeling among Spanish-speaking people that schools should help their children develop into responsible citizens and responsible family members and promote a respect for public health. In this connection, it should be noted that concern about crime and drug addiction is particularly high among Spanish-speaking people and many of them see the schools as playing an important role with respect to these problems, including having specific programs on drug education. Spanish-speaking people are more concerned than blacks with providing special programs for minority groups and having school officials who are responsive to community needs.

The chief difference between the viewpoints of blacks and whites lies in the lower emphasis placed by blacks on instilling a respect for authority and, conversely, a more widespread concern that students participate in decisions affecting school affairs.

A strong difference of opinion exists among the public as to how good the public school system is in the State of New Jersey as a whole. Blacks stand out as being particularly negative on this point. With respect to local school systems, the public gives a more favorable rating to the schools where they live than they do to the system in the state as a whole. Whites and Spanish-speaking people tend to be positive in their views, whereas blacks are highly critical of their local public school system. A strong dichotomy in viewpoint also exists between urbanites and other residents of the state, with those who live in urban areas being negative toward their local school system whereas those who live in suburban or rural areas give their local schools a positive rating. On the other hand, whether people live in Northeastern, Northwestern, Central or Southern New Jersey seems to make little difference in their attitudes toward public education.

It is important to note that those who attended public school in New Jersey are quite satisfied with their own experience. Only 17% express any dissatisfaction.

When people are asked about the future of public school education in the state as a whole, people are more likely to express an optimistic viewpoint than to think the quality of education will deteriorate. The chief reason people give for thinking that conditions will improve is better teachers and better teacher training. On the other hand, the pessimists see discipline problems as the major factor causing things to get worse.

When people are asked what changes they think should be instituted to meet the needs of the future, the kinds of ideas expressed most often are that there should be more schools, more or better teachers, more discipline, and improved courses or teaching methods. On balance, the public is fairly critical of the job New Jersey's public schools are currently doing on many specific educational goals. Those who have the most favorable opinion of the schools are the Spanish-speaking people and those who are by far the most critical are the blacks.

The graph on the facing page shows the per cent of the total public who rate each outcome goal "very important" in conjunction with the per cent who rate public schools "excellent" or "good" on each goal. The importance ratings are plotted on the vertical axis of the graph. "Excellent" or "good" ratings are plotted on the horizontal axis. The purpose of the graph is to aid in making a determination as to which "outcome" goals warrant top priority.

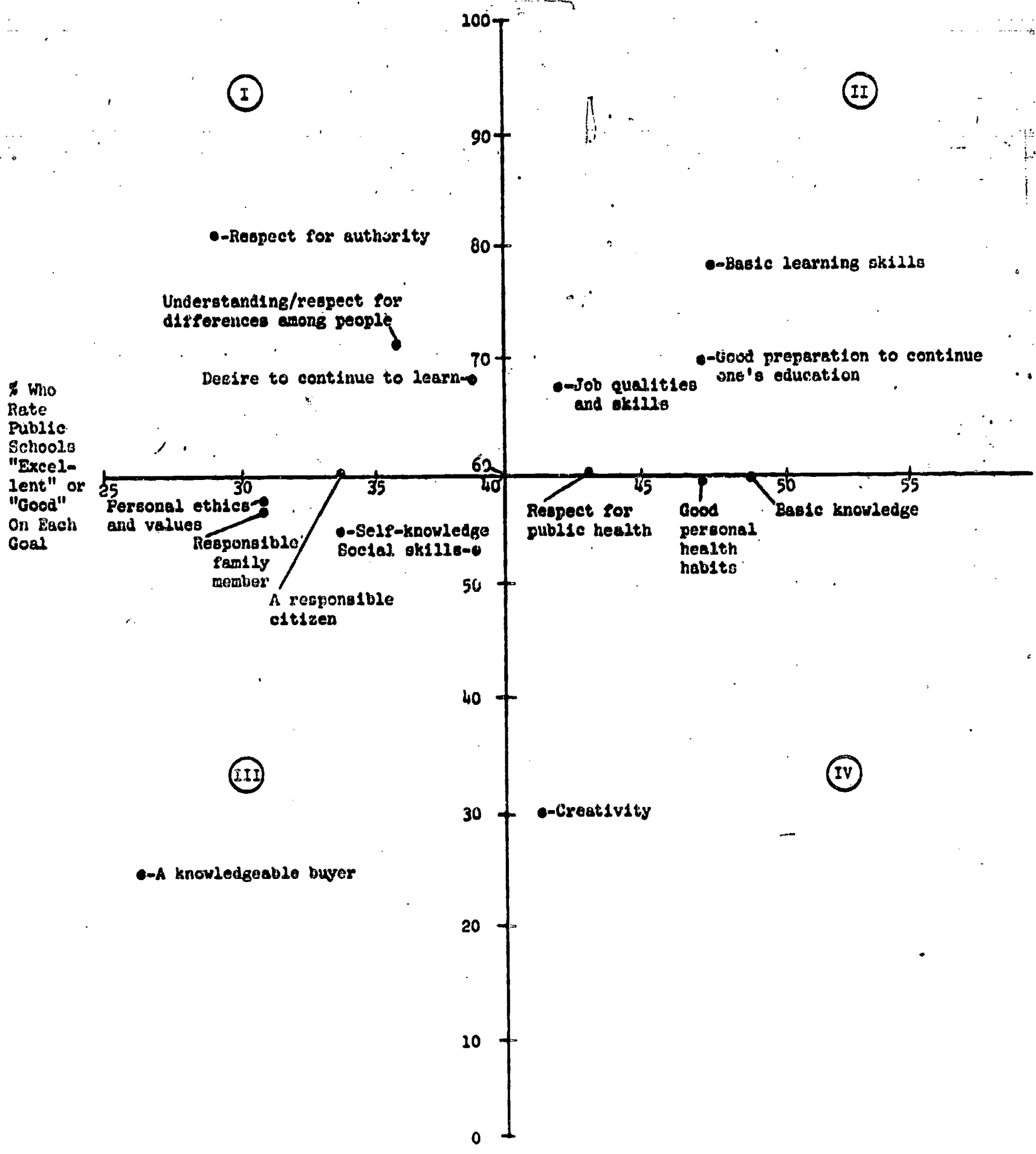
The items in the upper left-hand quadrant (I) are those rated relatively high in importance but low in performance. These are the prime candidates to receive top priority among all educational goals.

The items in the upper right-hand quadrant (II) are those rated relatively high in importance and also high on performance. These are goals toward which there should probably be a continuation of the good efforts being made at the present time.

The lower left-hand quadrant (III) includes items which are relatively low in importance and on which the schools are rated relatively poor on performance. Although efforts should be made to develop programs related to these goals, they are not perhaps deserving of as much priority as those in quadrant I.

The items in quadrant IV are those which are rated relatively low in importance, but on which the public thinks the school system is doing relatively well.

% of Total Public Who Rate Each Goal "Very Important"





With respect to the four groups of "knowledgeables", major emphasis is placed upon having the public school system impart basic knowledge to students. On balance, those classified as "knowledgeables" think the schools are doing a good job in this respect. Elementary and secondary school educators are most positive in their remarks and opinions about the school system as a whole, but even they give a negative performance rating to the public schools in New Jersey on 10 out of the 16 "outcome" goals evaluated.

Not surprisingly, law enforcement and social welfare officials express particular concern with discipline, whereas college educators place relatively low priority on instilling a respect for authority. Educators at all levels consider it particularly important to develop among students a respect for people of different races and cultural backgrounds and to devote more attention to the individual student.

For their part, elementary and secondary school educators would like to see changes made to improve courses or teaching methods, expand school facilities, and upgrade vocational education.

Supervisors and employers, on the other hand, stress the importance of the schools giving students a good preparation for adult life.

\* \* \*

The survey data show that those who have received a substantial portion of their elementary or secondary education at a public school in New Jersey are very similar to other residents of the state in terms of their status with respect to selected educational goals.

I.

SATISFACTION WITH THE  
QUALITY OF EDUCATION  
IN NEW JERSEY'S PUBLIC SCHOOLS

To place public attitudes toward education within a broader context, people were first asked what they consider to be the most important problems facing New Jersey at the present time. Thereafter, they were asked to rate public schools overall in New Jersey, their local public school system, and their local school board. This chapter also discusses people's perceptions of trends in the quality of public school education and the sources of information people now use and would prefer using to find out about what is going on in the schools.

Also included in this chapter is a discussion of how satisfied people are with the schooling that they themselves received in New Jersey's public schools.

## CRIME IS THE CHIEF PROBLEM OF CONCERN TO THE PUBLIC IN NEW JERSEY.

Nearly half the public spontaneously mention crime, drugs or juvenile delinquency when asked what they consider to be the two or three most important problems in New Jersey.

This issue is of utmost concern to Spanish-speaking residents as indicated by the fact that ideas related to the problems of crime are mentioned by 94% of this group.

Concern about crime is also more widespread among urban residents (60% mention) than among those who live in suburban (41% mention) or rural areas (42% mention).

The next most important problem, in the eyes of New Jersey residents, is high taxes or the tax structure, mentioned by about four people in ten.

The issue of taxes is of much more concern to people 30 years of age or older than it is to the younger generation. Only 22% of those under 30 mention taxes, compared with 48% of those in their 30's or 40's and 43% of those 50 or over.

As shown in the table opposite, those who have a child in New Jersey's public schools are just as concerned about taxes as they are about crime, drugs or juvenile delinquency.

Problems related to education rank third in the public's view. Not surprisingly, this issue is mentioned most often by college educators (75%) and school educators (60%) and least frequently by retired persons (16%). It should also be noted that women are more concerned about education than men (34% mention among women, versus 24% mention among men).

Another issue of concern to a sizable minority of the public in the state relates to poverty and social welfare or unemployment, mentioned by about one person in four. This is a problem which cuts more deeply among blacks (37% mention) and Spanish-speaking people (36% mention) than among whites (22% mention).

Among the public as a whole, there is no other single problem that evokes anything like the concern that exists about the four mentioned above. It should be noted, however, that there are sizable differences among various subgroups of the population with respect to the importance attached to these problems of secondary concern just as there are with respect to the top four problems.

For example, twice as many people in the youngest age group (16 - 20 years) mention pollution as one of the two or three most important problems in the state as mention taxes (30% versus 15%).

It should also be noted that housing is of much more vital concern to blacks (32% mention) and Spanish-

"To begin with, what in your opinion are the two or three most important problems in New Jersey at this time?" Q. 1

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Crime/drugs/juvenile delinquency	48%	46%	36%
High taxes/tax structure	39	46	44
Education/schools/teachers	29	34	50
Poverty and social welfare/ unemployment	24	23	18
Pollution/ecology/the environment	16	14	18
Civil rights/race relations	14	10	10
Inflation and government spending/ high prices	13	13	7
Housing/slums	13	11	10
Transportation/roads, highways, traffic	12	14	18
Government corruption	11	12	10
Urban problems/big cities (nonspecific)	9	8	15
Lottery/use of lottery funds	2	2	1
Other#	8	7	16
No opinion	5	4	2

"Includes such comments as: "a lack of parks for older children", "liquor control age limit", "business in \_\_\_\_\_", and "not enough recreational facilities".

A STRONG DIFFERENCE OF OPINION EXISTS AS TO HOW GOOD THE PUBLIC SCHOOL SYSTEM IS IN NEW JERSEY.

About the same proportion of the public give a favorable ("excellent" or "good") rating to the public schools as give them an unfavorable ("fair" or "poor") rating.

There are striking differences in the viewpoints of various subgroups of the total population. As shown below, those who are most critical are blacks and residents of urban areas. On the other hand, educators at the elementary or secondary school level take a predominantly positive view of the state's public school system.

	Percentage Base	% Of Each Group Who Rate New Jersey's Public Schools	
		Excellent Or Good	Only Fair Or Poor
Whites	(856)	51	41
Blacks	(119)	19	77
Spanish speaking	(113)	56	42
Urban	(416)	36	59
Suburban	(510)	57	35
Rural	(179)	52	36
School educators	(78)	74	22
College educators	(56)	53	38
Employers/Supervisors	(114)	61	35
Court/Police/Welfare officials	(59)	53	47

"Taking into account everything you've heard and read, how would you rate the public schools overall in the State of New Jersey -- excellent, good, only fair, or poor?"

Q. 2

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Excellent	5% } 47%	6% } 52%	9% } 61%
Good	42	46	52
Only fair	34 } 45	33 } 42	29 } 35
Poor	11	9	6
No opinion	8	6	4

PEOPLE TAKE A MORE POSITIVE ATTITUDE TOWARD THEIR OWN LOCAL SCHOOL SYSTEM THAN TO PUBLIC SCHOOLS IN THE STATE AS A WHOLE.

Over half the public rate their own local public school system "excellent" or "good". As shown opposite, parents of children in public school are much more likely to rate their local system favorably than unfavorably.##

Among blacks and people who live in urban areas, there is the same pattern of responses with respect to the local school system as there is with respect to the public school system in the state as a whole -- that is, both subgroups of the public stand out as being particularly critical. Note, however, the similarity between the views of school educators and those of other knowledgeable when it comes to their appraisal of the local public school system.

	Percentage Base	% of Each Group Who Rate Their Local Public School System	
		Excellent Or Good	Only Fair Or Poor
Whites	(856)	58	35
Blacks	(119)	25	69
Spanish speaking	(113)	54	46
Urban	(416)	37	57
Suburban	(510)	68	25
Rural	(179)	60	33
School educators	(78)	67	25
College educators	(56)	64	34
Employers/Super- visors	(114)	73	23
Court/Police/ Welfare officials	(59)	73	25

#Whites who have moved to New Jersey within the past five years from out of state are more inclined to rate their local school system favorably (70%) than are those who have lived in the state longer or moved within the state. The pattern does not hold for Spanish-speaking people, however. Since the sample included only 20 blacks who moved within the past five years, the number of cases is too small to be analyzed separately.

"How about the public school system where you live.  
Overall would you rate it excellent, good, only  
fair, or poor?"

Q. 3

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Excellent	15% } 55%	21% } 66%	24% } 70%
Good	40 }	45 }	46 }
Only fair	25% } 38	21% } 33	21% } 26
Poor	13 }	12 }	5 }
No opinion	7	1	4



**PUBLIC OPINION IS DIVIDED ON THE ISSUE OF HOW GOOD A JOB LOCAL SCHOOL BOARDS ARE DOING IN MEETING THEIR RESPONSIBILITIES.**

About as many people rate their local school board "excellent" or "good" as rate it "fair" or "poor" in meeting its responsibilities to the children of the community.

It is noteworthy that parents with children in public school are more likely to express satisfaction with their local school board (51% favorable rating) than are people who do not have a child in public school (39% favorable rating).

Conversely, criticism of local school boards is much higher among blacks (59%) and Spanish-speaking people (61%) than it is among whites (38%). The data also show more widespread negative feelings toward school boards among urban residents (54%) than among people who live in the suburbs (35%) or rural areas in the state (30%).

From respondents' comments about their local school board, it seems fairly clear that the school board serves as a focal point for sentiment either for or against the local school system. Thus, if people take a positive view of the quality of education in their local public schools, they seem inclined to think the school board is doing a good job. Conversely, the school board appears to become a target of critical sentiment if it exists in the community. Illustrative comments can be found on pages 10 and 11.

"How good a job do you think your local school board is doing in meeting its responsibilities to the children of the community -- excellent, good, only fair, or poor?"

Q. 21

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Excellent	11	15	17
Good	32	36	40
Only fair	31	29	24
Poor	10	11	10
No opinion	16	9	9

{ 43%  
 { 51%  
 { 41  
 { 40  
 { 34

"How good a job do you think your local school board is doing in meeting its responsibilities to the children of the community -- excellent, good, only fair, or poor?"

Q. 21

Favorable comments:

"They are doing a fine job with what they have. I went to a school meeting the other day and the teacher said they needed some kind of equipment to use for teaching and they don't have enough money to buy this equipment."

"They do keep us up to date with all the activities. They have conferences often and I talk with the teachers to find out about my kids."

"I see how the children are around here -- how they act, their behavior. They let you know what's going on -- there's always meetings."

"They are realizing that children need more basic skills for their jobs or to continue their education. They are emphasizing the 3R's -- reading, writing, and arithmetic. They have high standards for their teachers and the materials they use."

"They use the newest methods and they have high quality teachers."

"At the moment they are trying. With all the busing going on, this is ruining a lot of things."

"I guess they do a good job. If the children are destructive, they must punish them, so I think the schools do the best job they can."

"They are always building new schools and they have new programs for kids today, not like when I went to school. They have painting classes and political subjects. Their subjects run on a higher level than years ago."

"From what I hear, everyone is quite satisfied with the job the school board is doing. They seem to try their best for the children."

"They are doing their best under abnormal conditions."

"I think a good job is being done and I have no problems with my kids."

"They seem to care. There are good safety programs around here. They seem to teach the kids manners and I hope they are learning."

"They have a new principal at the school and it seems things are much better now. The kids line up as they should and it seems better all around."

"They have good facilities and programs. They seem to bring in qualified teachers and modern equipment."

"Children are more prepared for entering high school."

"The quality of education is good in our town. They are doing their job."

Unfavorable comments:

"I think they should check on teacher qualifications to see if teachers are doing their jobs."

"I've heard teachers speak about the school board and they say they're doing a fair job."

"They are working toward expansion programs. The board will fire teachers but not with the right reasons. They are exerting their power in the wrong places."

"I really think they don't care. Because children are poor, they want to keep them in the ghettos."

"Perhaps they should be elected for a longer term so they can get and use their experience in this work."

"They are strapped by the tax base and hindered by a lack of state aid. Most goes to suburban schools. We need teachers, textbooks, new physical plants, etc."

"I feel that the school system is doing a lousy job in its responsibilities to the children. Since they are so spoon-fed in school, they cannot function in society as free-thinking adults."

"There have been problems and it doesn't seem to be getting any better. I still think they have to have more parents involved so that some of these problems can be taken care of."

"There is less discipline than ever in the schools."

"They could do more in getting more for special cases and children's needs, i.e., visual perception."

"I believe that school board members should be more active in school matters."

"I don't feel they have any interest in the kids. They would have better quality teachers if they did."

"I do most of the work. I am educating them to my methods. I'm more at home. I'm old fashioned, not modern. I feel they become individuals when they are older and can decide more, not when they are young."

"Every time you think you read about schools being built you find nothing has been done. I've been living here 13 years and still nothing has been done. They have been building a high school for years."

"Kids aren't in school enough of the time. They are hanging around after school in the early afternoon. They should still be in school at that time."

"Too many politics enter into it. No matter how good the intentions are, you find that you are held down by politics. One of my neighbors was a school board member who went into the post with all great ideas but found that it just didn't work that way. You can't do everything the way you think you want to."

**MOST PEOPLE WHO ATTENDED PUBLIC SCHOOL IN NEW JERSEY ARE SATISFIED WITH THEIR EDUCATIONAL EXPERIENCE.**

About three-fourths of those who received at least some of their elementary or secondary education at a public school in New Jersey feel satisfied with the quality of education they received there.

Moreover, more than a third of those who attended public school in New Jersey report that they are "very satisfied".

Only a small minority (17%) express any dissatisfaction with the education they received in the state's public schools.

As shown below, the older people are, the more likely they are to say they are "very satisfied" with the quality of education they received in New Jersey's public school system. Thus a lot of the satisfaction expressed seems to refer to "the good old days".

<u>Those Who Attended Public Schools In New Jersey</u>	<u>Percentage Base</u>	<u>% Who Say They Are "Very Satisfied"</u>
Under 30 years of age	(181)	17
30 - 49 years	(203)	41
50 years or over	(193)	62

After being asked to evaluate their public school experience, people were asked, "Why do you feel that way?" Comments refer to satisfaction or dissatisfaction with such aspects of education as the amount of discipline that was used, the quality of teachers and facilities, the adequacy of the preparation for college or a job, and the amount of individual attention that was given. Illustrative comments appear on pages 14 through 17.

"Judging from your own experience, how satisfied are you with the quality of the public education you received in New Jersey at the elementary or secondary school level -- very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied?" (Asked only of those who say they attended public school in New Jersey.) Q. 29

	Those Who Attended Public <u>School in New Jersey</u>	
Percentage base	(579)	
Very satisfied	39%	} 79%
Fairly satisfied	40	
Fairly dissatisfied	10	} 17
Very dissatisfied	7	
No opinion	4	

"Judging from your own experience, how satisfied are you with the quality of the public education you received in New Jersey at the elementary or secondary school level -- very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied?" Q. 29

"Why do you feel that way?" Q. 30

Comments Of Those Who Are "Very Satisfied"  
With Their Public School Education

"It helped me get my present job."

"It was different. It wasn't so crowded. Teachers gave more attention to students."

"When I went to school, it was different. Facilities were adequate then but they aren't now."

"They taught us respect and we had to learn and no nonsense was allowed."

"Years ago you had to pay attention to the teacher, or you got the ruler. We got very good training and we were respectful to the teachers."

"I learned all that I could while I was in school. I was always a pretty good student."

"I went to school because there wasn't any place else to go. I had a nice teacher."

"I was very satisfied with the old system. I was given a good basic education. My feeling is that the type of education I received would not work today. Customs have changed, composition within the school system has changed, response to authority has changed and values have changed."

"I feel that for the time it was very good, but it was not as advanced as it is today."

"I paid attention and learned what I could until I had to quit to work for my folks."

"I was in school to get an education and was determined to learn all I could and whatever the teachers would teach."

"We had older teachers and had daily prayer and bible reading. We had teachers that told us right and wrong."

"I liked it and felt I could receive the knowledge I wanted."

"I got along well with the teachers and I learned well."

"Judging from your own experience, how satisfied are you with the quality of the public education you received in New Jersey at the elementary or secondary school level -- very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied?" Q. 29

"Why do you feel that way?" Q. 30

Comments Of Those Who Are "Fairly Satisfied"  
With Their Public School Education

"I learned well in school and was able to go on to higher education."

"They could be more advanced, especially in math."

"I feel that I learned very well. I got a good education at school. I never gave anyone trouble."

"I think they could have prepared a person who wasn't going on to college a little better."

"I met a lot of my goals, like being prepared for college and met many good friends through the school system."

"I find that I have the ability to learn something on my own. I learned how to learn. I also got into the college of my choice."

"I got a little culture and a knowledge of various subjects."

"We were taught to pay attention and mind our 'p's and 'q's in school and that's what I did. Therefore, I feel I learned all I could absorb that was taught."

"I've learned that it was the best education I could have had -- the basic 3 R's. I also learned the rest of the things in life by practical experience. No frills in school teaching is necessary."

"I guess they're trying to teach me what I should know, but sometimes I doubt it."

"I found it difficult to learn. The techniques were hard."

"I feel it is better now. They teach a lot more so children can understand."

"I had to go out to work. I went in one door and out the other. I had to work after school."

"They did the best job they could with the materials they had. I was prepared for the business world."

"I thought they did a good job and prepared you for the future."



"Judging from your own experience, how satisfied are you with the quality of the public education you received in New Jersey at the elementary or secondary school level -- very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied?"

Q. 29

"Why do you feel that way?"

Q. 30

Comments Of Those Who Are "Fairly Dissatisfied"  
With Their Public School Education

"I should have been made to continue my education, instead of having to leave school to help out in family matters. While I was in school I did well and learned a lot."

"The way they taught was not good nor was the system. They didn't have the books they have today. It wasn't as enjoyable then as it is now."

"The basic problem was that they didn't have the discipline. The classes were too disruptive."

"There are a lot of things happening in the world that students don't understand."

"All teachers don't teach very well."

"I learned more in private school. I had a hard time in public school as I was a slow learner. There wasn't enough time or patience in public school or teachers to help me learn."

"I had no interest in school and the teachers didn't inspire interest."

"The schools don't reach out to the individual needs of the students. It is a general program and in some cases doesn't work out well."

"I do not have freedom to choose my own courses. They dwell too much on facts and do not give us the freedom to express ourselves."

"I could have learned a lot more. They could have spent more time teaching us math and English."

"I didn't get what I should have gotten out of school. I feel that the schools are behind in their teaching and are not up to date in the books they use."

"The education was not individualized, nor was it designed to stimulate a theory of inquiry or thinking."

"I was unprepared to deal with both social and economic problems and I didn't fully understand the value of my education."

"My experience was in a very poor school. I am the only one of my elementary graduating class who went on to college. Students from lower working class homes have lower expectations of teachers."

"Judging from your own experience, how satisfied are you with the quality of the public education you received in New Jersey at the elementary or secondary school level -- very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied?"

Q. 29

"Why do you feel that way?"

Q. 30

Comments Of Those Who Are "Very Dissatisfied"  
With Their Public School Education

"I think there is too much emphasis on petty restrictions and not enough emphasis on learning as an enjoyment. These restrictions include conduct, attendance, rules of the school, not being allowed to go upstairs two at a time, which is a major thing in junior high school."

"I don't think you got enough guidance."

"My individual needs were not met and I wasn't encouraged to continue formal or informal education. However, New Jersey schools have changed and I feel my children are receiving an excellent education in New Jersey."

"I quit because we had paddles and the like. I had two years in fifth grade and at 16 I went out to work."

"I didn't learn anything. They just ran me through the whole 12 years. I got my education in the Air Force for four years."

"The work was too hard; discipline was very strong and they didn't waste any time suspending you from class."

"I felt the required courses were not what would later be a part of my life. The quality of teachers was very poor. Some were not interested enough in teaching and some of their personal habits were poor."

"There was poor guidance counseling for girls. They worked on a double shift because of the war. There was not a complete commercial course at the time."

"I took a college prep course but I really wanted typing and bookkeeping, but they wouldn't let me. Besides, I was on a split session."

"The way teachers worked with the students was poor. Those who were smart were in good with the teacher. Some teachers would constantly get on the other students. Other teachers couldn't care less. On the other hand, some teachers were great."

"There was too much partiality to certain students at that time."

"I didn't care much for school so I joined the Navy when I was 16."

"I didn't feel school was geared to things that I would need to find a job after graduating."

"I feel that they always group students like a flock of sheep. No interest in ability - smart and dumb students all in the same class."

ABOUT A THIRD OF THE PUBLIC THINK THE QUALITY OF PUBLIC SCHOOL EDUCATION HAS IMPROVED IN NEW JERSEY OVER THE PAST FIVE YEARS.

On balance, more people think the public school system has improved (35%) over the past five years than think it has gotten worse (23%).

Note that people who have a child currently attending public school have about the same viewpoint on this matter as the rest of the public.

In general, the younger people are, the more likely they are to say there has been some improvement over the past five years. Among people under 30, 45% say the quality of education is better, compared with 39% of those in their 30's and 40's and 23% of those 50 or over.

School educators tend to take the most positive view -- 58% of this group think the quality of education has gotten better.

On the other hand, those who are most likely to see things as having changed for the worse are blacks (36%), Spanish-speaking people (38%), and people who live in urban areas (34%).



"Do you think the quality of education in New Jersey public schools is better, worse, or about the same as it was five years ago?" Q. 4

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Better	35%	37%	42%
About the same	26	30	29
Worse	23	19	18
No opinion	16	14	11

**ON BALANCE, NEW JERSEY RESIDENTS ARE OPTIMISTIC ABOUT THE FUTURE OF PUBLIC SCHOOL EDUCATION IN THEIR STATE.**

In the state as a whole, four people in ten think the quality of public school education will be better five years from now than it is today. About half as many people take the opposite view.

Note that parents are every bit as optimistic as people who do not currently have a child enrolled in the public school system.

Whites and blacks have about the same degree of optimism when it comes to the outlook for education, but there is a striking difference between their views and those of Spanish-speaking people.

Despite the fact that a majority of Spanish-speaking people are favorable in their ratings of both the local and state-wide public school system, 62% think that the quality of education will deteriorate over the next five years. This is by far the most pessimistic view found in any subgroup of the population. (For example, urban residents are more pessimistic than those who live in suburban or rural areas, but even urbanites are optimistic on balance -- 33% say "better"; 26% say "worse".)

People were asked to explain why they are either optimistic or pessimistic about the outlook for New Jersey's public schools. People cite a variety of reasons as shown in the tables on pages 22 and 23.

Better teachers is the reason given most frequently by those who are optimistic. Those who are pessimistic about the outlook for education tend to see discipline problems as the chief stumbling block to improvement. Financial problems are cited most frequently by those knowledgeable who think the quality of education will be worse five years from now (see table, page 23).

"What about five years from now -- do you think the quality of education in New Jersey public schools will be better, worse, or about the same as it is now?"

Q. 5

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Better	40%	43%	49%
About the same	30	31	28
Worse	19	20	16
No opinion	11	6	7

"Why do you think the quality of education in New Jersey public schools will be better five years from now?"  
 (Asked only of those who say the quality of education will be better five years from now.)

Q. 6

Percentage base	<u>Total Public</u> (426)	<u>Parents</u> (189)	<u>Total Knowledgeables</u> (149)
Better teachers/teacher training	39%	42%	36%
More interest/concern among parents/the public/the community	25	28	25
Better courses/curriculum/programs	24	23	23
New teaching methods	23	27	26
More/better school buildings, facilities	15	13	12
Better financing/more money for education	13	11	24
More student participation/interest/concern	10	9	7
More interest/concern among teachers, school officials	10	7	11
Better textbooks/teaching equipment	7	7	7
Things are so bad now, they have to get better	4	5	3
Better discipline	4	3	4
Better conditions for minority groups	*	0	0
Other#	12	13	17
No opinion	3	3	2

#Includes such comments as: "nongraded schools", "free periods to study", "more aware of what is needed", "racial and minority group tension eased", and "more attention to students with learning disabilities".

"Why do you think the quality of education in New Jersey public schools will be worse five years from now?"  
 (Asked only of those who say the quality of education will be worse five years from now.)

Q. 7

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Percentage base	(236)	(90)	(50)
Discipline problems	45%	50%	22%
Overcrowding	33	32	30
Racial problems/discrimination	24	20	8
Poor/unqualified teachers	22	23	26
Poor teaching methods	20	27	8
Lack of interest/concern	17	17	20
Financial problems	10	9	10
Things are so bad now and there's little hope for anything better/ the whole system is bad/needs changing	7	7	4
Other#	17	19	24
No opinion	*	0	0

#Includes such comments as: "parents' interference in trying to run the school system", "teachers' unions -- like labor unions, not growing with the times -- not coping with modern problems", and "lack of higher education leadership".



**NEWSPAPERS CONSTITUTE AN IMPORTANT SOURCE OF INFORMATION ABOUT PUBLIC SCHOOLS.**

Over two-thirds of the public (69%) say that they get most of their information about public schools from newspapers.

As shown opposite, parents of children in public school are as likely to hear about school from their children as they are to gain information from newspapers.

Newspapers are also mentioned most frequently by the public as a source from which they would like more information.

Among the public as a whole, about one person in five selects "radio or T.V." and "school board literature or newsletters" as a preferred source of information. Among parents, there is as much demand for more information from the school board as there is from newspapers -- each mentioned by three parents in ten.

By comparison, school board meetings are mentioned by only about one parent in ten either as a primary source of information or as one of the ways they would like to get more information about schools.

"From which of these do you get most of your information about New Jersey's public schools?" Q. 19

"From which of these, if any, would you like more information about New Jersey's public schools?" Q. 20

	Get Most Information From		Preferred Source	
	Total Public	Parents	Total Public	Parents
Newspapers	69%	61%	36%	30%
Neighbors and friends	37	35	4	2
Radio or T.V.	32	23	20	15
My children	30	62	7	14
Personal acquaintance with teachers or others directly involved with the school	25	26	6	6
Visits to schools or personal conferences with teachers	19	37	11	19
Meetings of parents' organizations (PTA, PTO, etc.)	16	36	11	15
School board literature or newsletters	15	26	21	30
Personal participation directly with the school or school system	12	16	8	7
School board meetings	7	12	8	11
Political clubs and leaders	4	4	3	3
Civic groups	3	3	2	2
Other	3	1	1	*
None	2	0	14	9
Not reported	*	0	2	*

## II.

### GOALS FOR PUBLIC EDUCATION

#### AT THE

#### ELEMENTARY AND SECONDARY SCHOOL LEVELS

This chapter presents a discussion of what people think public schools should do for students at the elementary and secondary school level, how the public measures progress toward these goals, and what changes they would like to see made in the public school system so that it can meet the needs of the future.

In addition to answering these open-end questions in their own words, respondents were asked to react to specific "outcome" and "process" goals. For the most part, these goals were the ones that emerged from a series of local, regional and state conferences held as part of the "Our Schools" project. For the purposes of the general public survey, however, the precise wording of some goals has been altered slightly for purposes of clarification of the meaning, and two additional outcome goals were added, pertaining to respect for authority and preparation to continue one's education.

Specifically, respondents were asked to place priorities among various goals and to rate the importance they attach to each of both types of goals. In addition, people evaluated the job they think the public school system is doing on each of the outcome goals.

**PEOPLE CITE A WIDE VARIETY OF GOALS WHEN THEY ARE ASKED WHAT THEY WANT PUBLIC SCHOOLS IN NEW JERSEY TO DO FOR STUDENTS.**

Before asking respondents to react to a list of specific goals, they were asked an open-end question to see what ideas would be mentioned spontaneously. As shown in the table opposite, no single idea is mentioned by more than about one New Jersey resident in five.

The goals which are mentioned most often by the public are: more discipline, more attention to the individual, improved courses and teaching methods, and better teachers.

Overall, the views of parents are very similar to those of people who do not currently have a child attending public school. Note, however, that parents place primary emphasis upon providing more attention to the individual whereas others place it on providing more discipline.

Although the concern of the public at large is dispersed over a wide variety of issues, Spanish-speaking people tend to zero in on the goal of more discipline and respect. The comments of nearly three-fourths (72%) of Spanish-speaking people relate to this subject.

Spanish-speaking people are also far more likely than other subgroups of the population to say they want schools to help solve the drug problem (15% mention) and to provide special programs for minority groups (13%).

It should also be noted that both blacks and Spanish-speaking people are more likely than whites to mention the need for good (or better) teachers (24% mention among blacks, 26% among the Spanish speaking, and 12% among whites).

Among those classified as "knowledgeables", court, police, and welfare officials lay most stress upon improvement in curriculum or teaching methods (29%) and upon the need for greater discipline (24%). Employers and supervisors tend to focus on the need to give students a good preparation for adult life (23%). College educators are chiefly concerned with providing more attention to the individual (34%). With respect to school educators themselves, there is a fairly wide diversity of opinion. Top mentions are job training (28%), basic skills (27%), more attention to the individual (27%), and preparation for adult life (26%).

"What do you want the public schools in New Jersey to do for students at the elementary and secondary school levels -- that is kindergarten through 12th grade?"

Q. 8

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledge- ables</u>
Provide more discipline/teach respect	21%	18%	13%
Provide more attention to the individual	17	22	21
Improve courses/curriculum/teaching methods	15	16	16
Provide good/better teachers	14	14	11
A good/better education	11	13	6
Prepare them for adult life	10	13	22
Train them for a job	10	12	20
Teach students basic skills	10	11	18
Prepare them for college/future schooling	8	12	13
Promote interest in learning	8	9	11
New/better schools/facilities/buildings	5	7	4
Encourage social skills/cooperation	4	3	10
Encourage good citizenship	4	3	12
Maintain current high quality	3	4	1
Provide drug education/solve the dope problem	3	2	3
Emphasize recreation/physical development	2	4	1
Equalize educational opportunities	2	4	3
Eliminate racial problems	2	1	1
Provide religious/moral training	2	1	2
Special programs/opportunities for minority groups	1	3	*
No bussing	1	2	1
Stimulate creativity/appreciation of the arts	1	2	2
Transportation	1	1	0
Provide sex education	1	1	1
Other answers #	9	8	12
Don't know, no answer	9	3	3

#Includes such comments as: "The school system should look into the home and see if parents are really interested in their children progressing", "communication between teachers and parents", "pay more attention to ideas of students", and "I think kindergarten is a waste of time; I don't think extra expensive things they have in schools are necessary -- such as swimming pools -- if they did away with fancy things, they would have more time and money for the kids".

**CONTACT WITH STUDENTS THEMSELVES IS THE CHIEF WAY PEOPLE THINK OF MONITORING PROGRESS TOWARD EDUCATIONAL GOALS.**

After being asked what they think public schools should do for students, respondents were asked how they could tell if the school system was making progress toward these goals. By far the most common answer given relates to contact with students themselves.

Not surprisingly, this appears to be the chief guidepost for parents who have a child currently enrolled in the public school system (55% mention). Contact with students is also the way the rest of the public and those classified as knowledgeable tend to judge progress.

A wide variety of other ways of monitoring progress are mentioned by the public, as shown in the table opposite, but no single item is mentioned by more than one resident in ten.

Note that only 14% of parents mention PTA meetings or parent-teachers conferences as a way of measuring progress toward educational goals.

Among the public as a whole, about one person in four cannot think of any way of telling whether or not the school system is fulfilling his expectations. This feeling is very strong among Spanish-speaking people, as indicated by the fact that 72% of this group fail to mention any way of monitoring progress.

"What are some of the ways you could tell if a public school system was making progress toward meeting these goals?" Q. 9

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledge-ables</u>
Through contact with students themselves	45%	55%	46%
Observing changes in curriculum/courses/ teaching methods	10	12	17
Through PTA meetings and literature/parent- teacher conferences	8	14	9
By tests of knowledge/students' grades	7	9	10
Lack of riots in school/less dope/more social harmony	7	5	7
By the number of students who go to college	6	6	10
By student attendance at school/dropout rate	5	6	7
See new schools/facilities	4	6	3
Reading newspapers	4	4	2
By the jobs students get	4	4	7
Through talking with other people	4	3	2
Through visits to schools	2	2	2
Through the Board of Education	1	2	3
Other#	5	4	20
Don't know/no answer	25	16	9

#Includes such comments as: "If people know what the word 'respect' means and appreciate the opportunity to be able to go to school and take advantage of learning so they become educated about life and to worship God", "town council meetings", "Is the community progressing or regressing because of the students?", and "the activities that a community develops -- ball games, social activities, new business, social and recreational places for kids to learn and get along with others".

AMONG VARIOUS "OUTCOME" GOALS, THE PUBLIC AS A WHOLE PLACES TOP PRIORITY ON STUDENTS' DEVELOPING BASIC LEARNING SKILLS AND GAINING A RESPECT FOR AUTHORITY AND FOR OTHER PEOPLE.

After being asked in an open-end question what they want public schools to do for students, respondents were asked a series of questions about 16 specific "outcome" goals listed on a card -- that is, qualities or abilities which public schools might help students develop. For ease of presentation, these are shown in abridged form in the tables on the following pages. (See Technical Appendix for complete wording of each goal, as shown to respondents, and a discussion of the questioning technique used.)

The three goals which are mentioned most frequently by the public as needing attention right away are: basic learning skills, respect for authority, and respect for other people.

As shown opposite, parents of children currently attending public school are more likely to give priority to students' gaining respect for other people than is the rest of the public. In other respects their views are about the same.

Among those classified as knowledgeable, attention focuses primarily on the need for students to gain basic learning skills. In fact, this goal is selected by 80% of college educators. Conversely, college educators give relatively low priority to helping students develop a respect for authority (4% mention) and a code of personal ethics and values (7% mention). Very few college (4%) or school (8%) educators see an immediate need for action with respect to the goal of giving students a good preparation to continue their education.

The views of Spanish-speaking people are quite different from those of other people. The three goals mentioned most frequently by Spanish-speaking people are: respect for authority (54%), good personal health habits (44%), and a responsible citizen (43%).

The views of blacks and whites, on the other hand, are quite similar on this question. Where they do differ is on "respect for authority", which is mentioned by 40% of whites and only 18% of blacks.



"Suppose it were possible to do something about three of these goals right away. On which three would you like to see immediate action taken?" Q. 10

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Basic learning skills	40%	49%	62%
Respect for authority	39	37	32
A respect for people, including people of other races and people of different social and cultural backgrounds	34	40	43
A good preparation to continue education	21	21	14
The desire to continue to learn	20	18	17
Job qualities and skills	19	18	14
A respect for public health	17	18	11
A responsible citizen	16	17	16
Personal ethics and values	16	16	20
Good personal health habits	15	12	7
Basic knowledge	14	12	10
Social skills	13	9	15
Self-knowledge	12	15	23
A responsible family member	7	7	6
Creativity	6	6	7
A knowledgeable buyer	4	1	2
No opinion	2	*	1

**THE PUBLIC PLACES LOWEST PRIORITY ON HELPING STUDENTS BECOME KNOWLEDGEABLE BUYERS.**

About four New Jersey residents in ten select "a knowledgeable buyer" as one of the three goals which could best wait for attention until a later time. About half the parents and those classified as knowledgeable agree.

The goal mentioned next most frequently in this context relates to helping students develop their own creative abilities and the ability to appreciate the creativity of others.

None of the remaining goals are selected by more than 15% of the public as one which could best wait for attention.

As shown in the table opposite, about one person in five is of the opinion that action cannot be postponed on any of these goals.

Spanish-speaking people are not of one mind when it comes to deciding which goals can best wait for attention. Chief mentions among this group are the following:

A knowledgeable buyer	(24%)
Social skills	(24%)
Good personal health habits	(22%)
A responsible family member	(21%)
The desire to continue to learn	(19%)

Views of whites and blacks are essentially the same on these issues.

It should be noted that selection of a particular goal as one which can best wait for attention does not necessarily mean that the respondent considers it unimportant.

"In your opinion, which three of these goals could best wait for attention until a later time?"

Q. 11

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
A knowledgeable buyer	41%	48%	47%
Creativity	25	26	26
A responsible family member	15	18	16
Good personal health habits	14	17	16
Personal ethics and values	13	11	10
A responsible citizen	12	15	13
The desire to continue to learn	12	15	11
Self-knowledge	11	13	10
Social skills	11	13	9
Basic knowledge	11	12	10
Job qualities and skills	10	11	10
A good preparation to continue education	9	12	14
A respect for public health	6	5	9
Basic learning skills	5	4	2
Respect for authority	5	5	12
A respect for people, including people of other races and people of different social and cultural backgrounds	5	3	4
None	20	18	20
No opinion	7	2	1

**THE VAST MAJORITY OF THE PUBLIC ATTACH GREAT IMPORTANCE TO HAVING SCHOOL CHILDREN DEVELOP A RESPECT FOR AUTHORITY AND ACQUIRE BASIC LEARNING SKILLS.**

Using the same list, people were asked to rate the importance of each of 16 possible "outcome" goals for New Jersey's public schools. The two goals which emerge as of primary importance to the public at large and parents of public school children are: "respect for authority" and "basic learning skills".

Respect for authority is rated "very important" by a majority of all subgroups, except for college educators, 23% of whom rate it very important.

With regard to basic learning skills, the lowest importance rating is given by Spanish-speaking people (49%).

Most people (two-thirds or more) also rate the following goals "very important": an understanding of and respect for other people, a good preparation to continue one's education, the desire to continue to learn and job qualities and skills.

Having public schools promote an understanding of and respect for people of different races and cultural backgrounds is of great importance to blacks (82%), school educators (85%), and college educators (87%).

Of the remaining ten goals, all but two ("creativity" and "a knowledgeable buyer") are rated "very important" by a majority of the public, whether or not they have a child in public school.

Again, the views of Spanish-speaking people tend to diverge from those of other subgroups. Specifically, Spanish-speaking people attach higher importance to the schools' helping students become responsible citizens (83% "very important" rating), a responsible family member (75%), someone who has respect for the public health (74%), someone who is creative or appreciative of creativity (48%), and a knowledgeable buyer (37%). Conversely, they attach less importance to the acquisition of basic knowledge (49%).

The highest mention by the public of any of the goals listed as "not a proper goal for New Jersey's schools" is 6% for "a knowledgeable buyer".

"For each of the items on the list, please tell me whether you think it is a very important, fairly important, or not too important goal for New Jersey's public schools. If you think something on the list is not a proper goal for New Jersey's public schools, just let me know when we come to it." Q. 12

	% Who Rate Each Goal "Very Important"		
	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledge- ables</u>
Respect for authority	80	83	60
Basic learning skills	78	82	85
An understanding of and respect for differ- ences among people	71	68	75
A good preparation to continue one's education	69	67	54
The desire to continue to learn	68	69	59
Job qualities and skills	67	62	53
A responsible citizen	60	63	51
A respect for the public health	60	59	49
Basic knowledge	60	56	49
Good personal health habits	59	56	43
A code of personal ethics and values	58	60	58
A responsible family member	57	56	46
Self-knowledge	55	57	59
Social skills	53	51	50
Creativity	30	29	29
A knowledgeable buyer	25	23	19

**ON BALANCE, THE PUBLIC IS FAIRLY CRITICAL OF THE JOB NEW JERSEY'S PUBLIC SCHOOLS ARE CURRENTLY DOING ON MANY SPECIFIC EDUCATIONAL GOALS.**

Respondents were asked to rate the performance of the public school system on each of the 16 "outcome" goals#. As shown opposite, the public, as a whole, gives the schools a favorable rating on only four of the goals: basic knowledge, basic learning skills, good personal health habits, and a good preparation to continue one's education.

Opinion is divided on another three goals: respect for the public health, job qualities and skills, and creativity. On the remaining nine goals, the public as a whole tends to rate the schools "only fair" or "poor".

Note that by and large, parents have a more favorable view of the schools than do people who do not have a child currently attending public school. The goal on which the schools are thought to be doing the poorest job by both parents and the rest of the public relates to fostering a respect for authority.

Ratings of those classified as knowledgeable are favorable on two goals (basic knowledge and good personal health habits), neutral on another three goals, and unfavorable on the remaining 11. Even school educators themselves are predominantly negative toward the job schools are currently doing on ten out of the 16 goals.

Those who have the most favorable opinion of the schools are Spanish-speaking people. They rate the schools down on only two goals -- respect for authority and responsible family member. Favorable ratings from Spanish-speaking people reach as high as 74% on creativity, 71% on basic knowledge, and 70% on basic learning skills.

Conversely, blacks are very critical. They rate public schools "only fair" or "poor" on 14 out of the 16 goals. On the other two goals (good personal health habits and respect for public health) their feeling is neutral -- that is, about as many blacks give the schools favorable ratings as give them unfavorable ratings.

Additional insight is gained by looking at the public's rating of how good a job New Jersey's schools are doing on each goal in conjunction with the importance the public attaches to each. As shown on page ix of the Summary, the goals which emerge as prime candidates to receive top priority are: a respect for authority, an understanding of and respect for differences among people, and the desire to continue to learn.

#If a respondent said he did not think a particular goal is a proper one for the schools, he was not asked to rate the schools' performance on that goal.

"How good a job do you think New Jersey's public schools are now doing in helping students develop each of these qualities or abilities. First, take number \_\_\_\_\_. In your opinion, are the public schools now doing an excellent, good, only fair, or poor job on this goal?"

Q. 13

	% Who Rate Public Schools "Excellent" Or "Good" On Each Goal			% Who Rate Public Schools "Only Fair" Or "Poor" On Each Goal		
	Total Public	Parents	Total Knowledge-ables	Total Public	Parents	Total Knowledge-ables
	Basic knowledge	49	57	58	36	33
Basic learning skills	47	57	47	40	35	46
Good personal health habits	47	53	48	38	37	42
A good preparation to continue one's education	47	51	48	40	41	46
A respect for the public health	43	52	45	42	38	46
Job qualities and skills	42	42	34	42	45	57
Creativity	41	49	32	40	41	60
Social skills	39	46	33	46	44	58
The desire to continue to learn	39	41	32	47	49	61
An understanding of and respect for differences among people	36	42	39	51	48	54
A responsible citizen	34	39	34	50	48	56
Self-knowledge	34	34	24	47	50	66
A responsible family member	31	37	29	49	49	52
Personal ethics and values	31	33	21	51	54	66
Respect for authority	29	32	23	58	60	68
A knowledgeable buyer	26	25	15	45	50	62

**PEOPLE OFFER A WIDE VARIETY OF SUGGESTED CHANGES IN THE EDUCATIONAL SYSTEM TO MEET THE NEEDS OF THE FUTURE.**

When people were asked an open-end question about what changes they would like to see made, no single suggestion is given by more than about one person in five among the public as a whole.

In fact, the only ideas mentioned by more than one citizen in ten are: more school facilities to reduce overcrowding, more or better teachers, more discipline, and improved courses or teaching methods.

The change mentioned most frequently by Spanish-speaking people is a need for more discipline (58%).

Among school educators themselves attention tends to be focused on improved courses or teaching methods (28%), expanded facilities (23%), and more vocational training (22%).

It is noteworthy that "more opportunities for minority groups" is mentioned by only 2% of blacks and 3% of Spanish-speaking people.

As shown opposite, over one New Jersey resident in four fails to mention any change he would like to see made.



"Are there any changes that you would like to see made so that our public schools can meet the needs of the future -- say five or ten years from now?" Q. 14

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
More schools/more classrooms/less overcrowding	21%	24%	20%
More/better teachers	19	22	18
More discipline	19	18	13
Improve courses/curriculum/teaching methods	18	18	22
Give students specialized/individualized attention	7	7	14
More vocational training	7	7	12
Better financing/more money for education	4	5	13
Promote understanding among people	3	3	5
More involvement of parents/the public/the community	2	3	7
Teach basic skills	2	3	4
Better guidance	2	2	4
Less competitiveness	1	2	0
Bigger role for students/teachers in school affairs	1	1	4
Change in school boards	1	1	3
No bussing	1	1	0
Cut down on cost of education	1	1	0
More pre-school programs	*	*	*
Better adult education	*	*	*
More opportunities for minority groups	*	1	*
Other answers	9	9	11
Don't know, no answer	28	22	15

REACTING TO A LIST OF TWENTY "PROCESS" GOALS, THE PUBLIC GIVES TOP PRIORITY TO "HIGH QUALITY TEACHERS".

After being asked to say in their own words what changes they would like to see made in the school system, respondents were shown a list of 20 items classifiable as possible "process" goals -- that is, items pertaining to educational operations or policies#. (See Technical Appendix for complete wording of the items as shown to respondents and a discussion of questioning techniques.)

About a third of the total public, parents, and knowledgeable select "high quality teachers" as one of the three goals on which they would like to see immediate action taken.

The only subgroups of the population who attach greater importance to any other goal are 16 - 20 year olds (40% selection of freedom for students to choose their own courses), Spanish-speaking people (3. selection of adequate discipline), and school educators (42% of whom select treating each child as an individual).

As far as the public as a whole is concerned, the goal which ranks next highest in terms of urgency is adequate discipline. The older people are, the greater the tendency to stress the need for action with respect to discipline. (For example, it is selected by only 12% of 16 - 20 year olds, but by 35% of those 50 or over.)

As shown in the table opposite, there are six other goals on which about one citizen in five thinks immediate action should be taken. They are: treating each child as an individual, attention to students with special needs, efficient use of time and money spent on education, modern textbooks, procedures whereby teachers can be rewarded or removed and adequate guidance facilities. The other "process" goals listed are not very widely considered to warrant top priority.

#These are to be differentiated from the "outcome" goals which pertain to qualities or abilities developed in students, who are the products of the educational process. Naturally, respondents do not themselves always make this distinction in their answers to open-end questions.

"Suppose it were possible to do something about three of these goals right away. On which three would you like to see immediate action taken?" Q. 15

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
High quality teachers	34%	33%	32%
Adequate discipline	28	27	24
Treating each child as an individual	24	24	28
Attention to students with special needs	23	25	28
Efficient use of time and money spent on education	23	25	21
Modern textbooks	22	20	15
Procedures whereby teachers can be rewarded or removed	18	23	26
Adequate guidance facilities	17	21	20
Freedom for students to choose courses	14	7	7
Allowing students to see how what they learn is applied to actual situations	13	15	16
Reducing competition	10	14	10
Year-round use of school buildings	10	12	14
School administrators and teachers who are responsive to community needs	9	8	12
Recreational activities that give all children a chance to participate regardless of skill	8	9	3
Participation by students in decisions affecting school affairs	8	6	3
Flexible, informal schools	7	5	13
Participation by teachers in decisions affecting school operations	6	6	9
Good programs for pre-kindergarten children	5	5	4
Use of school facilities by the community and use of community facilities by the students	4	5	9
Good adult education programs	4	3	3
None, no opinion:	3	1	1

THERE IS VERY LITTLE AGREEMENT AMONG THE PUBLIC AS TO WHICH "PROCESS" GOALS COULD BEST WAIT FOR ATTENTION.

Year-round use of school buildings is the only goal considered postponable by as many as one-fourth of the public. Parents, in particular, select this as the chief candidate for postponed action.

As shown opposite, there are seven other goals which are each selected by between 15% and 22% of the public as postponable.

The views of 16 - 20-year olds diverge sharply from those of older people with respect to delaying action on having flexible, informal schools which adapt to the students rather than forcing students to adapt to the schools. This is selected by only 7% of those in the youngest age group as postponeable. Conversely, this is the top candidate of blacks (27% selection).

The three choices of Spanish-speaking people are freedom for students (24%), treating each child as an individual (23%), and use of school facilities by the community and use of community facilities by students (23%).

"In your opinion, which three of these goals could best wait for attention until a later time?" Q. 17

	<u>Total Public</u>	<u>Parents</u>	<u>Total Knowledgeables</u>
Year-round use of school buildings	25%	31%	29%
Use of school facilities by the community and use of community facilities by students	22	24	23
Flexible, informal schools	20	22	20
Good programs for pre-kindergarten children	19	21	14
Good adult education programs	19	19	22
Freedom for students to choose the courses they want to take	18	21	27
Participation by students in decisions affecting school affairs	18	20	25
Reducing competition	15	17	20
Recreational activities that give all children a chance to participate regardless of skill	8	9	11
Procedures whereby teachers can be rewarded or removed	8	9	6
Treating each child as an individual	8	9	6
School administrators and teachers who are responsive to community needs	7	7	5
Participation by teachers in decisions affecting school operations	6	7	6
Adequate discipline	6	5	7
Adequate guidance facilities	5	6	4
Allowing students to see how what they learn is applied to actual situations	5	5	5
Modern textbooks	4	4	3
Efficient use of time and money spent on education	4	3	2
Attention to students with special needs	3	2	1
High quality teachers	3	1	*
None, no opinion	23	16	16

THE VAST MAJORITY OF THE PUBLIC AGREE THAT IT IS VERY IMPORTANT TO HAVE HIGH QUALITY TEACHERS AND ALSO MAKE EFFICIENT USE OF THE RESOURCES SPENT ON EDUCATION.

Respondents were asked to rate each of the 20 "process" goals on their importance for New Jersey public schools. The two goals which stand out as being considered most important are "high quality teachers" and "efficient use of time and money spent on education".

Four other goals are also rated "very important" by at least three-quarters of the public. These goals are: adequate discipline, modern textbooks, attention to students with special needs, and adequate guidance facilities.

Note that these top ranking goals tend to be rated "very important" by more parents than people who do not currently have a child attending public school.

Of the remaining "process" goals, six are considered "very important" by at least half the public, and each of the remaining eight are rated "very important" by at least a fourth of the public. "Flexible, informal schools" is the only goal considered improper by as many as 6% of the public.

The table below points up differences in the importance whites, blacks, and Spanish-speaking people place on various "process" goals.

	% Of Each Group Who Rate Each Goal "Very Important"		
	<u>Whites</u>	<u>Blacks</u>	<u>Spanish Speaking</u>
Percentage base	(856)	(119)	(113)
Efficient use of time and money spent on education	85	85	72
Modern textbooks	79	82	54
Adequate guidance facilities	76	73	62
School officials responsive to the community	59	59	82
Participation by teachers	52	68	62
Participation by students	37	62	56
Good programs for pre-kinder- garten children	34	59	63
Use of school facilities by the community/community facilities by students	31	41	58
Good adult education programs	29	40	76
Year-round use of school buildings	27	35	27

"For each of the items on the list, please tell me whether you think it is a very important, fairly important, or not too important goal for New Jersey's public schools. If you think something on the list is not a proper goal for New Jersey's public schools, just let me know when we come to it." Q. 18

	% Who Rate Each Goal "Very Important"		
	Total Public	Parents	Total Knowledge- ables
High quality teachers	89	94	90
Efficient use of time and money spent on education	84	90	81
Adequate discipline	80	84	66
Modern textbooks	78	83	71
Attention to students with special needs	76	79	75
Adequate guidance facilities	74	77	72
Treating each child as an individual	68	72	66
School administrators and teachers who are responsive to community needs	60	59	56
Allowing students to see how what they learn is applied to actual situations	57	60	52
Participation by teachers in decisions affecting school operations	54	49	40
Procedures whereby teachers can be rewarded or removed	52	57	59
Recreational activities that give all children a chance to participate regardless of skill	50	50	36
Participation by students in decisions affecting school affairs	40	34	19
Good programs for pre-kindergarten children	38	39	36
Freedom for students to choose courses	38	32	20
Reducing competition	35	35	21
Use of school facilities by the community and use of community facilities by students	33	33	20
Good adult education programs	33	29	20
Flexible, informal schools	30	23	32
Year-round use of school buildings	29	22	24

COMMENTS OF PEOPLE WHO PLACE HIGH PRIORITY ON GOOD ADULT EDUCATION CONVEY A DESIRE FOR PROGRAMS THAT WOULD OFFER ACADEMIC OR VOCATIONAL COURSES AT LITTLE OR NO COST.

"What action would you like to see taken with respect to getting good adult education programs?" (Asked only of those who select this goal as one of the three on which they would like to see immediate action taken.) Q. 16a

All substantive comments are included on pages 48 through 50.

Little or no cost

"I think if there were more free programs available, parents would be able to attend and acquaint themselves with the needs of their children."

"It all depends on price. It's all going up so high."

"They should be taught subjects in relation to what they should know. Here in \_\_\_\_\_ there are a large percentage of uneducated people and also a great percentage of unskilled. There is a vocational school close by that pays \$1.60 per hour while people are being taught. I think it is an excellent way of teaching these people."

"I would like to see a greater awareness toward adult education (public relations) and more funds for vocational and academic courses. State colleges should have no tuition."

"School at night that the older taxpayer can have without cost."

"More programs should be included. Specialized subjects of interest that are diversified and interesting and that cost very little."

Teach subjects relevant to today's problems

"Learn things that relate to today's society and stop emphasizing and stressing facts of the past."

"I'd like to see programs that make the adults aware of today's problems such as overcrowding or the environment."

Teach the new math

"Teach parents to help their children at home with schoolwork like modern math."

"For example, I'd like to learn the new math in adult school. I'd all go to school and learn with other subjects that are new."



### Vocational training

"Technical courses whereby adults could get courses like mechanics, T.V. repairs, etc."

"Night courses through local government. They should be on vocational as well as academic subjects."

"Hobby programs -- programs for enjoyment. Manual training programs to teach carpentry or woodworking. Languages taught for fun or for a job. Remedial subjects for present job."

"Good skill programs for electrical repairs or carpentry repairs, etc. Places to learn how to make things. Language programs."

"I'd like to see them expand on the trades in adult education schools."

"Adults who are not capable of earning a living should have a school to go to where they would be taught a trade or something to enable them to make their own way in life."

"More subjects should be taught so people could use them to make a better living when they look for a job."

### Expand adult education

"I would like to see more adult education programs made available."

"Have more night classes for adults so they can go further in their education."

"I would like to see a wide selection of courses. Use the gym and all rooms in the building. Encourage young people."

"More evening classes in the high schools to help adults learn."

"More night schools."

### Give more publicity to adult education

"There needs to be an increase in funding and accountability. There should be a higher degree of communication between state and local level. There should be a higher degree of pre and inservice training and statewide publicity programs for the general public."

"Let the teachers teach the parents some of the things they are trying to teach the children so they can help at home. Most of us can't help our children because we don't know what to do. Send more literature to the parents so that they become involved."

Have a strong academic program

"Have good programs for adult; so they can learn what they missed when they were in school."

"The night school courses should be the same as the day school courses. They should make available the same diploma as a day high school graduate receives, not just a G.E.D."

"The methods of study should be harder."

"More work and more classrooms."

Better teachers

"Teachers capable of teaching."

"Teachers should speak both languages so there would be more interest."



THOSE WHO PLACE HIGH PRIORITY ON GOOD PROGRAMS FOR PRESCHOOL CHILDREN TEND TO SEE SUCH PROGRAMS AS PREPARING CHILDREN FOR SCHOOL OR GIVING THEM THE OPPORTUNITY TO LEARN AT AN EARLY AGE.

"What action would you like to see taken with respect to getting good programs for pre-kindergarten children?" Q. 16b  
(Asked only of those who select this goal as one of the three on which they would like to see immediate action taken.)

All substantive comments are included on pages 51 through 53.

Good preparation for school

"Pre-kindergarten is very important so when the children start school they will be well prepared."

"Some kind of approach to nursery and day care centers to stabilize children so they are adequately prepared for school."

"It gives them a start to get ahead to get some training before they go to regular school."

"I'd like to see a voluntary basis where the parent can decide if he wants his child to go or where a parent can take the child to school for one or two hours to get them ready for kindergarten. Stories could be read to the children."

"I think there should definitely be a program to get the child ready for school."

"Let people know what the pre-kindergarten is like. Tell them that it is designed to help young children prepare for kindergarten."

"More nursery schools, so that when I have little kids there will be schools to prepare them for school."

"If they get a good start and a good foundation, they will feel they want to go on."

"I'd like to see them be helped and prepared for school."

Give children an opportunity to learn at an early age

"They should start teaching them in that year. Their minds are so quick, and they can really learn at that age. They can nap when they come home. It's a waste of time in school."

"Give them some kind of learning."

"Start them off learning at an age earlier than kindergarten -- three years old."

"Children should learn more in kindergarten instead of playing games."

"There should be nurseries where they learn something and not just play all day."

"I really don't know, but we do pay taxes, and why shouldn't the younger children have an opportunity to learn."

"Have special classes for four-year olds because they are at the age that they can learn."

"I think children today are more advanced and should have a little head start in education because today's kids are ready."

Need more pre-kindergarten programs

"They just need more programs. There aren't any. They have to initiate schools or programs of this kind."

"We need to add more pre-kindergarten programs because there are almost none."

"More programs of this type should be set up in every community."

"Pre-school centers should be established."

"Have some sort of a nursery school for them."

"In the ghettos or large city areas, they should establish programs wherever there is room to put them."

Stimulate interest in learning

"Getting children interested early, and begin teaching them at that age."

"Make learning fun. Make the programs similar to the ones on T.V. now."

"They would have to have qualified teachers or women to instill interest in the children because their attention span is so short."

More programs like Head Start

"More emphasis taken on Head Start program."

"Head Start is a good program. In fact, it's a terrific program."

"I think that they should have something like Head Start."

Providing preschool programs at little or no cost

"I think they should use government funds more so that more is available to preschoolers, regardless of financial situations. Better programs are needed."

"I would like to see more places for pre-kindergarten -- not everyone can afford nursery schools. The city government should provide this free of charge."

"Set up pre-kindergarten classes on a public level."

Develop self-reliance

"Provide more creativity programs so that they can learn to do things for themselves."

Care of children while mothers work

"I wouldn't know how to go about it, but I think we should have it. This would be a way of getting people off welfare. If more mothers could work while their children attended school, they could go to work."

III.

COMMENTS OF KNOWLEDGEABLES

ON THE QUALITY OF

ELEMENTARY AND SECONDARY EDUCATION IN NEW JERSEY

This chapter presents a summary and complete verbatim comments of all those classified as "Knowledgeables" with respect to the quality of elementary and secondary public school education as reflected in the people they come into contact with through their work. Comments are shown separately for each group of knowledgeable.

\* \* \* \*

This section of the report presents complete verbatim comments of the four groups of knowledgeable: law enforcement officers and social welfare workers; educators at the elementary and secondary school levels; educators at the college level; and supervisors or evaluators of employees.

It should be noted that not all of those who are classified as knowledgeable made a substantive comment about the quality of elementary and secondary public school education in New Jersey. For the reader's benefit, comments of each group are summarized before they are presented. A definition of who falls into these groups and how they were selected appears in the Technical Appendix on pages T-5 and T-6.

COMMENTS OF  
LAW ENFORCEMENT OFFICERS OR  
SOCIAL WELFARE WORKERS

The comments of this group reflect a diversity in viewpoints. Some law enforcement and social welfare officials believe schools are doing the best they can, but others mention that there are problems, particularly a lack of discipline, for which schools should share responsibility with parents and society as a whole. There is some criticism of lack of vocational training, failure to teach people the 3 R's, poor teachers, and subject matter that is not relevant to later life. A few people believe the quality of education is much better in suburban schools than it is in urban schools.



Comments of Law Enforcement Officers or

Social Welfare Workers

"Through your work you are in a position to come into contact with a wide variety of people, including students or graduates of elementary and secondary public schools in New Jersey. This experience may have given you a different perspective from that of the average parent or citizen. We would like very much to have your comments on the quality of elementary and secondary public school education, here in New Jersey, as reflected in the people you come into contact with, or any other comments you might like to make on any of the topics we have been discussing."

Q. 42

All substantive comments are included on pages 58 through 62.

"I feel that the personal contact I have had has been very good. I feel the school system in \_\_\_\_\_ has a qualified superintendent and school board. I feel it is their responsibility to apply their knowledge and experience in hiring qualified instructors for our children. But I also feel that there is an element of young people, in the near future, that will become instructors in our schools that may not be as well qualified as those in the past."

"Overall the qualities are good. I don't believe public schools place enough emphasis on continuing education, formally or informally."

"Secondary employees such as clerical workers, switchboard operators, etc. are very poor. They do not comprehend what they read, they do not know how to spell and they communicate poorly. I see a failure in the schools in building up personal strength or personality development, such as reliability. Attitudes toward authority are poor. When you consider this in a job situation, the clients who have had as much as a high school education seem to be semi-illiterate. They are lost in this world. They will come in with all the bureaucratic forms that they get such as medicare notifications. However, they can't even understand them because of the complexity of life today and they are not prepared. They always find somebody to help them which creates a dependency upon public agencies."

"You have your problems of ghettos and drugs and loose discipline. From the standpoint of education it is the lack of discipline, but what are you going to do about the race problem? It is not enough to instill values in school in youngsters unless society is prepared to implement these values when the youngsters get out. In other words, don't prepare him for a job unless you can give him that job."

"When I took the recent police test out of 256 who took it, only 26 passed. Most of the men who passed had ability and also private high school education. More dedicated teachers are lacking in public schools. We desperately need good vocational high schools."

"Kids today are more intelligent. They ask more questions than I did. By asking more questions, they get more answers. In the last five years education has improved as far as teaching young people to inquire about why and the reasons. Suburban schools are better than big city school systems. I had an 11 year old kid down at the station. He came from \_\_\_\_\_, but could not spell his name."

"I think it varies from city to city. Judging from the people I come in contact with, it seems they have a very poor education."

"The type of people I come in contact with at work reflects to me the poor quality of education that so many of them have received. They lack the ability to solve most problems sensibly. Also, their almost complete misunderstanding of social and political reality. Education of citizenship, as well as books, is necessary to make people understand life better."

"We need greater interest in city schools. We need to understand the kids' problems more and their backgrounds and be able to cope with slower, retarded, illiterate kids to give them a fair chance to be able to learn to their capacity."

"I am rather satisfied with the schools here as far as my children are concerned, but I have come across many graduates who have gotten into trouble with the law. However, I don't know if you can blame the schools for this."

"In college I met a lot who were very well prepared. This is based on the schools they attended. I've also met people who were not prepared for college. This is also a reflection on the town. On the whole, New Jersey education is adequate but there is room for improvement. As New Jersey ranks 49th in education out of 50 states, I consider this a very poor statistic in a field so important to future generations."

"I come in contact with many secondary students in their junior or senior year and find many of them share a fear of attending school, this fear being based on racial incidents occurring in our local area from time to time. The students say that lack of discipline in preceding years has brought this situation in the decline that it is in today. The majority of the students I see are college-bound and feel they have succeeded in spite of handicaps placed on them by our generation. They feel they are leaving a more desolate situation behind than that which they found when entering high school. They feel their educators presently are more interested in gaining titles as quickly as possible and that they care a great deal about the students themselves."

"The lack of respect for law and order, plus the growing drug problem is continually causing petty crimes which eventually lead to more serious crimes."

"I come into contact with students from all areas of New Jersey and I find the education is generally good, especially from grades 1-12. The quality of education is improving. Children appear to be more aware of society and its problems. They have a greater interest in people and they are more individualistic. They act more on their own now than they did in the past. I consider that a good sign."

"There should be more emphasis on conceptual realization. There should be more concern with communicating what basic subjects are all about to students. The kind of teaching is an utter disgrace. They assign a chapter, give a test and then assign the next chapter. The important factor is that the student understands what it's all about. Teachers have to present a structure of what the students have to learn. There is an overemphasis on miscellaneous facts for which the student will have little or no use (how farming is organized in Switzerland). This is nice reading, but in terms of relation, it is worthless and has no meaning."

"Comparing people on a secondary and grammar school level to people with college exposure, I find there is better social interaction among college people. They are able to relate to other people's realizations and goals better. Aside from occupational benefits, there is a social interaction that is developed in college. Basically, however, the people from the system today are lacking in motivation for procurement of knowledge."

"I feel that children who do not go on to college are not prepared to enter into a job after high school. They should be geared in school to a specific type of work so that after graduation they can get a job."

"I think elementary and secondary schools are very good. However, more emphasis should be made on vocational training. We need people who can build the bridges, etc. Everyone is not college material. These children have to be guided and taught."

"I think the quality of education in the schools of New Jersey is excellent, if the child takes advantage of his opportunities. Most of the people that use drugs are unstable emotionally, and haven't taken advantage of a good education that was available to them."

"I may not report it very well in reading, writing and arithmetic. My mother graduated in 1911. Her handwriting is beautiful and the same as mine. It is equivalent to what a lot of college graduates put down. My mother's handwriting was so good that she was asked to write reports for the government. She was the only one who could write them so well. They were very good."

"The schools are by and large doing the best they can do with the amount of money available to them."

"I think the schools are doing the best they can, and I don't think people and parents are taking advantage of it. If there is a failure, the parents are just as responsible as the school system. By not instilling discipline in their children and by being tied up in their own activities and not giving their children enough time, parents throw the education of their children completely on the school."

"I think they do a pretty good job in \_\_\_\_\_. My three children went through public school there, however, I would suggest that some of the teachers don't inject their personality into their courses. They simply stick to the subject matter."

"We're going through a transition period and frankly I think better days are coming on both sides of the fence. We're getting better educated policemen. Many of them are going to college and are better trained."

"The people I see who are trained would like to go back to work if they had a babysitter. The young girls who have children by different fathers nine times out of ten don't want to work. The elderly, disabled, and blind need more help but are unable to receive it because of the present welfare list."

"There has been a tremendous improvement in the last ten years in the guidance and psychology areas -- at least in \_\_\_\_\_. There is still a need for integrating the schools in urban and suburban communities. This would be one of the ways of avoiding conflict in close communities. It is important for children in both communities to be exposed to other cultures, traditions and values."

"The school system has outdated methods of teaching. There is a lack of interest because of the old procedures of teaching."

"Most who go on and finish school here come out with a good background and go on to college. They have a good outlook on life. Naturally, being a police officer, I don't think the kids today have enough discipline."

"In order to secure a position here you must have a college degree and these are the kinds of people I come in contact with. However, the quality isn't as high because of our educational system. The stress is on getting them out. Children are just promoted in our system to make room for others coming along."

"The people I usually come in contact with generally are those that have not been properly educated. This indicates to me the inadequacies of our educational system."

"With the state I don't buy. I feel the school is not the problem, but the home and the attitude of the community. I suggest school social workers call on parents and their investigations into the home. I also see the need for a 'community guidance counselor', not a 'counselor'."

"I don't think the state's fiscal policy is equitable--cut-rate education in institutions in municipalities that can't afford better education, resulting in overall haphazard education for the state. To quote from New Jersey 'Spotlight on Government' we are 50th in state education. To quote, 'we are still operating under the State School Act of 1817.' I feel some students are getting cheated, while the students in more affluent communities are reaping the benefits."

"People we come in contact with do not have a high school education. Most of them are dropouts. The quality of education is poor because they are pushed along with social promotions. Consequently, when they leave school they are disillusioned. We are talking about the delinquent. They are also very important even though they are a small group in school. They cost the taxpayers a lot of money. They deserve more than they are getting."

"It depends on several factors. The individual, the administrators in the schools, ethnic background, parental pressure, and where a person comes from. Each school is different because of pressures due to outside influences and the lack of dedicated and devoted teachers and parents. This is not universal, however, because it depends on the area."

"I believe more could be achieved with students in the elementary and secondary school if the students were more disciplined at home and in the schools. They have to be taught to respect authority. If the poor educators in these classes were weeded out or separated from their classes, they would achieve more harmony in the school, which would make for better teaching and absorption."

"There should be greater stress on what a child really wants to do and what he is capable of doing."

"I believe the schools are doing their best."

"The schools give a good education but could stress more community responsibility. Students haven't any idea of the responsibilities of the 'citizen' in the community."

"During the past ten years people coming in contact with us, just coming out of school, leave a lot to be desired. Namely, an ability to communicate, compete, and more increasingly everyday, there is a lack of discipline. School systems are not to blame; they are only a part of an integral whole."

"There seems to be a lack of communications between the public and the police department and it is showing up in the children in their disrespect for the police. Thirty years ago when I started police work, police were respected. If children were asked to move from a corner they moved -- now they give you an argument and then the parents come in and also give you an argument. They uphold their children's rudeness. Police must tolerate being called names and other obscenities yet they sacrifice their lives for the public. I feel if a child has a good spiritual training they will have respect for their parents and subsequently respect others. I don't know where the blame lies for the total lack of respect, with the school system or the home or both. Each generation seems to be smarter than the previous generation."

COMMENTS OF  
EDUCATORS AT THE  
ELEMENTARY OR SECONDARY SCHOOL LEVELS

Many school educators voice a positive feeling toward the quality of education -- that it is good now and getting better. Nevertheless, there is considerable criticism from this group of the tax structure and the resultant level of funding for education in this state. Also, some teachers say we need to do better on vocational training, give more individual attention to students, and place more emphasis on discipline. Conversely, there is some feeling that there should be less pettiness and politics in education and more cooperation between interested parties. A few people comment on the need to focus more attention on basic skills in elementary school.

Comments of Educators at the Elementary or

Secondary School Level

"Through your work you are in a position to come into contact with a wide variety of people, including students or graduates of elementary and secondary public schools in New Jersey. This experience may have given you a different perspective from that of the average parent or citizen. We would like very much to have your comments on the quality of elementary and secondary public school education, here in New Jersey, as reflected in the people you come into contact with, or any other comments you might like to make on any of the topics we have been discussing."

Q. 42

All substantive comments are included on pages 64 through 71.

"The school program is not individualized, no matter what they say. Too much learning is done from books. They are not used as references, but are used as learning instruments. Students are not taught to think for themselves. They are not taught to use what they learn and are not taught how to prepare themselves for life. Good vocational education is necessary. The \_\_\_\_\_ vocational school in \_\_\_\_\_ is excellent, but there are not enough of these schools. The split sessions in \_\_\_\_\_ Regional is unforgivable. The school board does not spend money wisely."

"I think they do an excellent job of preparing children in adaptability to people and places. I think at a fairly early age they know what they are going to do for a vocation and what level of society they are going to operate on."

"We need a new cafeteria at \_\_\_\_\_ High. It is a fire trap -- they have 1200 students in a cafeteria which should hold much less at each sitting."

"The New Jersey school system on the whole is excellent, considering the type of children you are dealing with. In \_\_\_\_\_ the school system needs more discipline and teachers who are better qualified and more dedicated."

"I think they need more secondary schools down this way and I definitely do not approve of a regional school for this vicinity. This is cheating the kids from some activities they could go to if they could walk to school. It loses the spirit."

"The educational system is as good as it can be with a number of things. It has a number of things that are advanced that would be hard to find elsewhere, such as extracurricular, recreational, and other things that are not found in other schools. It is a good system."

"I do not think there is enough emphasis put on young people as individuals today. Up to this point, the policy in the classroom has been teaching young people as a group -- not accounting for variations in ability and interest. These abilities should be emphasized more. There is an important need to try and hold the curiosity of young people -- too many kids are turned off by the time they reach secondary school. There is also a need for teachers to be preparing themselves for better methods of teaching and to be listening to what students have to say. They need to discuss and consider controversial issues within our society today, in and outside school. They need to make history relevant to young people's lives today."

"Children are not eager to work because they do not get enough encouragement from home or from teachers. There is too much political interference and not enough cooperation with teachers."

"There should be a better parent-teacher association. There should also be a better relationship to understanding the child and his problems. Textbooks are outdated and there should be a uniformity of textbooks throughout the system."

"Most of the people I know are working in experimental programs which didn't exist when I went to school. They are very excited about them. The salary in New Jersey teaching is very good. Secondary schools are having a lot of problems."

"There are a few younger students (age 18, 19, and 20) where I go to night school, and they are much more aware than I was at that age. Young people of today are much more knowledgeable all around."

"There will be a continuing breakdown of public schools until they develop a statewide income tax and national and federal funding for the school systems or until a real, not a verbal, commitment on public schools is reached. Voucher plans and performance contracts and other plans of this nature will destroy the public schools. They are all cop outs. Industry has to gear itself to fund public schools. There is a horrendous problem in the inner city school structure that will never be solved under current funding. It does ill to blame teachers for community and government."

"Teacher certification is terrible. I've never been in a state where they didn't require a teacher to go back to school every so often. Some teachers haven't been back to school in 15 or 20 years."

"The only proof is the final product -- their ability to take care of themselves or become self-supporting members of the community."

"We have a good school system. Students receive a very well rounded education. They are taught special subjects along with basic subjects. \_\_\_\_\_ systems have remedial systems and Title I system. \_\_\_\_\_ giving impaired \_\_\_\_\_"



"Each year we get new teachers. I believe the new groups of teachers coming from New Jersey seem more dedicated and show a greater understanding of the children's needs. They are very willing to accept responsibility. In my own teaching experience since I have gone into a team situation, I find education has advanced greatly. Children think for themselves more. They seem more mature to me. The innovation of team teaching as shown in \_\_\_\_\_ has raised the level of education here."

"The people with whom I come in contact are all very interested and well rounded people since they are interested in education. The students at the high school level are very well informed in the town in which I teach."

"The local school system does an excellent job. I would like to see more done for handicapped children."

"I would like to see the board of education system changed or at least run by professional people rather than laymen who are only interested in keeping taxes down. The tax structure also needs changing as many apartment dwellers have many children but don't pay community taxes. Again I would like to emphasize the need for vocational schools to meet the needs of many students at an earlier age. I would like to see administrators take a stand on the discipline issue and tighten the reins. This problem is pathetic. Why should 29 students suffer because of one constant disruptive student? (There is always at least 1.) I would like to mention a good note or two. I think that many of the new teachers are very good, creative and often dedicated teachers who could make a great contribution to education if given the chance. Often they are discouraged because of old school philosophies. I also think a lot of good advances have been made in special education."

"Look into the child's problems. Make things more on a personal basis. Treat children as individuals, not as cattle."

"There is a power struggle between faculty and administration. It goes back to a lack of interest. Students are secondary."

"More relevant and functional courses are needed -- education in relation to basic skills. 50% of young people go to college who really don't belong there. Another 15% to 20% just don't know. Basic skills in junior high school are badly needed. None is available for the student who wants to learn, but cannot function with French or Spanish which will be of no use to him when he gets into the world. We just are not training these children for a meaningful relationship to the non-academic world and we are losing all our technical skills which so many would go into if properly trained and directed to do so. Parents are often to blame for pushing their children for college."

"Considering the confined circle in which I travel, which is with re-  
sponding to the children's needs, I would say that it would be  
difficult to make an assessment of the overall intellectual develop-  
ment of the children in the area of the town that I have not visited.  
I would say that the children in the area are generally well  
educated and that the school system is doing a good job of  
providing a quality education for all children."

"Not enough teachers care about the general well-being of the student. There is too much pettiness involved in the administration and running of a school. There is also pettiness in some classrooms. The audio-visual facilities are quite good, but there is a lot of room for improvement. Before going into a job a beginning teacher should get a 2-week primer course on the 'ins' and 'outs' of the school. There should be more secretaries to do the paper work done by teachers and administrators. Paper work takes up a lot of time."

"Property owners resent the high tax burden in support of the schools and they vote down the budget, not because they don't like the schools, but because of the tax. The tax structure has to be revised. Priorities for public education have to be decided upon. Does everyone have to go to college? There must be an improvement in the number of vocational training possibilities."

"Public education in New Jersey is not excellent, but the next notch down. The educators are doing a good job and they are well qualified. They are striving to meet the needs of the students as best as they can."

"The quality of people varies according to their interests. The people who are interested receive good educations in New Jersey. The people who are not interested cannot be motivated by the system because they do not have programs to develop interest. We need a greater diversity of extensive programs for the non-college bound student. I believe in student participation in school curriculums, but I fear that given complete freedom to attend school or not, we would lose contact with the students who need education most."

"The rise in population increases crowding in the suburbs as well as in the cities. Increases in black and Puerto Rican people increases personal problems and public relations problems. Most of them get a fairly adequate education, but they need to be more aware of the problems of the world. Most are not as well rounded as they should be. The suburbs prepare for college but students are unaware of problems in the city, especially \_\_\_\_\_ and \_\_\_\_\_. City people don't realize their potentials as education is inadequate. There is too much conflict, even in the teacher unions."

"Education is improving."

"I think education in New Jersey can be compared to any place in the world. I believe we've forced a lot of people into it."

"Our own graduates make the comment that we are deficient in communication skills. Math and science preparation are quite strong, however."

"Young people come to us quite well prepared because primarily they are from a feeder school in our district and I think our district is quite strong."

"I think the students are quite well prepared -- even better than the students in other districts."

"The quality of education is improving due to change. If this change occurs in an organized way, it is good."

"The quality of high school education seems to be good."

"Basic skills and concepts should be emphasized more in the elementary schools. This needs to be instilled in children."

"I live in a high socio-economic area. The school preparation in that area for my children has been very good. However, I find that the area is not the significant factor, but the programs available for individual differences that seem to create a succeed or failure attitude in many children."

"Many people (parents) have either openly or by their own actions, downgraded education to their children. The system at the moment is encouraging young people to expect something for nothing by promoting people who are not qualified, who have not mastered the skills for the grade level."

"It varies on where the education took place. People from more affluent communities seem to be able to deal with academic courses better because they are better equipped."

"It is extremely necessary to have better reading instruction at the earliest possible ages in the primary grades. Better math foundations are needed so that in three or four years of elementary school children will not be repeating what they had learned in lower grades. It is a shame that history is so repetitive and only a few teachers utilize outside examples to make the courses more interesting."

"I think changes are fair in New Jersey. They are constantly striving to improve conditions in schools."

"I think the education young people receive is average. Higher education is a little less adequate in some areas as compared with Pennsylvania. I also feel the medical education is inadequate in New Jersey. We need a broader base tax so that everyone is contributing to whatever the government is providing."

"Education in New Jersey is very good and improving."

"We are constantly trying to improve but often are hampered by lack of communication with the public. More individual attention is needed. More schools. We're on a split shift now. With what we have to work with, and law and financing being as it is, we do the best job we can. We could do a better job if we had more to work with."

"The quality of education is better than average compared to other sections of the country. We may be less friendly, but are better educated."

"I thought the most important object of education was missing on Card A. That is to train students to perform at their greatest potential and earn a living sufficient enough to support themselves and their families and be able to contribute to society."

"It is a fact that New Jersey does more than an average job in the elementary and secondary schools. They are up to date in their professional meetings. There are some inadequacies, though. Buildings are inferior, teachers are underpaid and there is a lack of sufficient funds."

"Many in the teaching profession didn't originally plan to be there. Some try to create better learning experiences for students, but have limited backgrounds for teaching. There are not enough cultural experiences. School personnel should not be prohibited from being on the school boards. More parental, less school responsibility for the well-being and protection of students. New Jersey colleges are inadequate. Standards are not high enough in the subject field; art, for instance."

"Many of the people who have been educated in New Jersey have done well for themselves -- socially, educationally and culturally. I feel they are people I like to mingle with and be friendly with and I would never say I was ashamed to say I was from New Jersey. They may share different views than I do on cultural and race relations, but they are entitled to their opinions as I am to mine. New Jersey has attracted many national businesses because of the people who have been educated in our state colleges and elementary and secondary schools as well. There does exist a need for further improvement in our schools because of some parent educational shortcomings. As far as being human beings, though, I think we have some pretty great people in this state."

"When students are attending high school they complain, protest, and suggest methods of instruction and complain of not having enough freedom. Ironically, however, when they return to talk to us they say we were too lazy. They say they should have had more structure or discipline. 'We are not made or pushed into thinking of the future.' As students, this is what they rebelled against. This year in particular, students wanted to change courses because they were too difficult. As soon as they meet a challenge, they don't want to face it. They would rather change to something easier. If we give in, we are not helping them prepare for the future. They completely lack any foresightedness. They think only of the present. They don't have the wisdom to use the present to shape the future."

"The graduates of public schools in New Jersey that I have seen are very diverse -- some are very well prepared, others are not. Those that are academically oriented and go to college seem well prepared in knowledge and skills. However, no major problem in education in general is that the student not bound for college has not had the program that will benefit him later. They are not prepared for anything. New Jersey public schools, as well as all schools in the country, have a major problem in that they are not preparing the kids."

"I think that we are getting teachers who are very concerned about students and want to provide them with as much as they have to give. We are also getting quite a few young people going into education because of their concern. Some things drive prospective teachers away, though. These include monetary problems, the situations in schools, filling out lists, being on duty, etc. This discourages teachers. It takes away from the stability of the system. People leave and go into other things. In some areas there is difficulty in getting materials necessary for the smooth operation of programs. However, I think the quality of education is on an upward swing. Many areas do need more time for us to see the benefits, but teachers realize that we do have needs and are willing to give of themselves to satisfy these needs."

"I think public education is missing the boat as far as learning the fundamentals, rather than teaching creative or social aspects. The kids don't have the fundamental tools when they reach the secondary level. The schools are not stressing the fundamentals. We are turning out people who can't read and write."

"Most of the people I meet in adult education have very little education. They need to be given more programs. We also are not meeting all the needs of the kids. They need to be trained for jobs and they need skills."

"I would say education in New Jersey in general is good. It has a good reputation among educators elsewhere."

"The schools have done a satisfactory job of educating the total person. I think we can attain greater heights in terms of upgrading what we have already produced."

"Generally, the education is good. One factor that varies significantly is effort and effectiveness of teachers. Some teachers work very hard. Some do not. Some school systems have a lot more equipment and better facilities. Broad based funding of education would be more equitable."

"At the present time, it is falling short of goals such as academic achievement, respect for law and order and respect for property. Unfortunately our new teachers are so self-centered in achieving their own personal goals that they often lose sight of the necessity of working together with pupils and other teachers. There is too much emphasis placed on extra curricular activities, even to the extent of parents giving unusual support to athletic and musical programs. This lends only lip service to the academic programs as often shown by voting down school budgets."

"Generally speaking, I feel quite proud of the graduates I have seen. It seems as though the students' own maturity factor is the greatest thing that we notice when they come back, compared to how they behaved in school."

"Teachers are extremely well prepared in their major fields, and I have the greatest respect for their ability to train their pupils."

"In our school we have been doing a good job, but a number of our students should be receiving vocational training. Considering the area these students come from, they should be prepared for something constructive -- something they can do with their hands. I also believe in a structured, orderly class. If you allow an informal situation to exist you cannot learn."

"We have a problem with basic skills. Too many children are too far behind in their reading level. Too many children complete high school with a general education, which prepares them for neither college or employment."

COMMENTS OF

EDUCATORS AT THE COLLEGE LEVEL

Two main ideas run through the comments of this group. One is that students in general are not adequately prepared for college and exhibit, in particular, a lack of basic skills and the ability to express themselves. Some college educators also criticize students' lack of maturity and interest in learning.

The second viewpoint is that the quality of education varies drastically and some educators specifically mention the fact that they believe it is better in suburban areas than in large cities. Some college educators think that present inequities can be eliminated either by having a change in the method of funding to bring about a broader tax base or by the state's playing a larger role in developing plans and programs that would be applied on a statewide basis. A few college educators also mention the need to upgrade vocational education for those not going on to college.

Comments of Educators at the College Level

"Through your work you are in a position to come into contact with a wide variety of people, including students or graduates of elementary and secondary public schools in New Jersey. This experience may have given you a different perspective from that of the average parent or citizen. We would like very much to have your comments on the quality of elementary and secondary public school education, here in New Jersey, as reflected in the people you come into contact with, or any other comments you might like to make on any of the topics we have been discussing." Q. 42

All substantive comments are included on pages 74 through 78.

"Parents complain and the school caters to them. School administrators should run the school. They keep trying new systems all the time."

"I find the students basically ready for the kind of training we are ready to give them, although in many instances their academic education has many gaps -- as if their guidance was not good. I find many who were impatient or disillusioned with the secondary schools and wanted to drop out."

"The students we get are not the average; we get the top and they are excellent. More state support for higher education would be desirable, also for the community college. We turn out a product (4 years education) and charge nothing for it."

"The opportunity for blacks in New Jersey is not sufficient coming from New Jersey high schools. These blacks are not really prepared for college."

"There is a sizable variety of readiness for college. You can tell just about what a student can do by the schools he attended. There is a great deal of pressure at the secondary school level to attend college, rather than in developing skills."

"There are many variations in the quality of the students I come in contact with, based on the economic status of the community in which the school is located. In addition to the inadequate higher education facilities, a broader base (tax base) for support of all education at both the elementary and secondary levels should be provided to support more students in public and private colleges."

"The youngsters I see are extremely able and well trained to do, but I'm concerned about the ones I don't see. I'm also concerned about the unevenness of educational opportunities throughout the state, that is our outstanding problem."



"The youngsters I meet here are highly selected youngsters. If they're typical, and I know they're not, that would mean very high marks for New Jersey schools. On the other hand, we have special courses for disadvantaged youngsters and they indicate that our schools are failing miserably. This is a very sad commentary on a state as wealthy as New Jersey."

"When I was going to school my parents, who were very poor, could somehow rely on the schools to do things for their children that they were unable to do. The schools could prepare the child to get out and face college or work and make it. Presently, I don't think that is happening. If the parents aren't education-oriented and can't supplement and provide the very basic skills in the home, the child will have a very rough time."

"The suburban communities by and large are doing a fairly good job of public education. However, the urban public education in New Jersey at this time is deplorable. One possible way to remedy this imbalance would be through a state program of elementary and secondary education, as opposed to community responsibility."

"I think there is a great need for a master plan implementation for our school and others like it. There should be some attempt to structure the schools at the secondary and college levels to permit logical movement in all schools for all students."

"The general preparation received in education is good. The students receive a good background. Our educators are really doing a good job. Our youngsters, however, would like to see a broader spectrum made available to them in our educational program. However, there are various programs not available because of our lack of funds. Sufficient funds must become available to our schools in order to broaden our programs. I am in favor of anything that will make these funds accessible to our educational program and so are our youngsters."

"The graduates are academically well prepared in the traditional sense. The teachers are doing a good job. However, the students feel they are being stifled because they are not given an opportunity to participate in the development of their total educational experiences. This is true of high school and college students. However, I have seen improvement in this concern over the past three years."

"My work is student personnel. The children that come here have more than adequate education to do college work. What they make of it once they are here is up to them. Since we now have a liberal arts program, they can look the field over until their junior year and then make a decision. If they find they do not want teaching, we can channel them to a different area."

"The people I come in contact with are dissatisfied. They do not feel that they are adequately prepared in the basic skills -- reading, math, and language arts. To a lesser degree, some of them feel inadequately prepared for meaningful employment or semi-professional or professional employment."

"Education has not changed since John Dewey and the students I see are a product of the old concept. They are locked in and confused. They are unaware of what is going on around them, and have little or no idea of who or what they are, and no idea of where they are going or why. They have no expression."

"Basically, students know very little about the world around them. Skills are not developed, however they have very strong family and social ties. Students are not aware of their position and are not sure why they are here. I find they are not willing to learn. Their minds are closed to most things and they don't like to think."

"The people that are working in public schools are instrumental in running an innovative program. I need some reasons to be optimistic about the philosophy of education. It is easy to become pessimistic in this state with regard to change. Remember, Big brother is watching you."

"Overall we're failing to achieve statewide equality of education. Forty-two per cent of our students are from New Jersey and I can see the inequities throughout the State."

"I think the system is extremely diverse and is good or bad, depending on the area. The poorer the area, the poorer the schools. Also, the caliber of the administrators and teachers, as well as the interest of the parents or the community as a whole, have a bearing on the quality of education in a specific area."

"I would say it is poor, especially in preparing a student for college. A fair percentage of them do not know how to read, write or do arithmetic. They do not know their basic skills."

"Education is very good. Unfortunately, the element involved, through the tax structure we use, is poor. The wealthy communities have the good schools and the poor communities have the poor schools. The idea of equal education and opportunity is ridiculous. There has been a significant improvement in the caliber of the teachers and administrators."

"Basically, it is good, but there is a trend to push students through and not emphasize the basic subjects such as reading, writing and arithmetic, especially in the lower grades where remedial help could and should be given if the work does not come up to acceptable levels."

"Students' ability to absorb the education varies widely and therefore I think that different kids react differently to the same situation. If you just judge by a small town in New Jersey, it's easier to come up with an answer, but the whole state as a whole varies. On the whole, the state is probably doing a good job. They could do a better job in the ghetto schools for the average student in high school who isn't college-bound. They should spend more time on high school students who aren't college-bound since most of the suburban high schools concentrate on college bound kids."

"Students should be encouraged to think on their own to stimulate their thirst for knowledge. There is too much emphasis on getting into college. Not everyone can go to college. They should be prepared for a job if it's necessary."

"The level of substantive knowledge they are getting is fairly adequate. I still see people coming out of high school without much curiosity. They don't have the basic skills that are so important. It seems the content should be better. I don't see children enjoying school any more than they used to. I see them learning less."

"The quality of elementary and secondary school education is uneven. There are some that are very good and some that are very bad. The preparation of black children has been poor. I see very little evidence of a tremendous amount of excellence either academically or in the initiative of the students who come here. I'm not sure our state schools are getting New Jersey's best high school graduates. We only get 50% of New Jersey high school graduates. I'm very concerned about more higher education in New Jersey. For the last two years I've been a trustee of a new state college in New Jersey. I think it's too bad we have to work so hard to do what we do. We already have 1200 students. I think New Jersey can take care of their students if they want to. It can be done in a fairly short time."

"There is a wide variation in the preparation provided by different school districts. This means that we have had better experience with some high school systems than others and have found that some private schools do a better job. The worst thing about the training students receive prior to college is that they don't learn how to express themselves effectively."

"The New Jersey schools are not doing a very good job in preparing their students to go on. They do not read or write very well. They have difficulty in reading at a college freshman level, and they have difficulty expressing themselves by writing at a college freshman level."

"People have been led to believe that the urban school is falling down and not doing its job. That has been my experience. However, the suburban schools have done almost as poorly."

"There is fair room for improvement in all areas in the public schools."

"I have no 'gripe' about quality, but there is room for improvement. The one thing that scares me is how complacent they are over the whole thing. However, I feel there are enough politically concerned people who are not willing to let the schools become complacent."

"My experiences in New Jersey have led me to believe that the many people involved in public education in New Jersey are far more capable than their perceptions of their educational rules will allow them to be. New Jersey citizens are in a stimulating environment which ought to be reflected in the process of a child's education. I see a great discrepancy between a highly charged environment and our low keyed schools. Perhaps, if educators would allow students to address themselves directly to personal concerns in their community, they would develop an excitement about education

"As a rule, I found that the suburban schools are excellent. They have the facilities-- more classes and guidance is opened to them. In the urban schools, even though they may have some of the facilities, they do not have the excellent quality of materials and books that they do in suburban schools. Vocational education should be stressed in the suburban school as well as in the urban school. Many students have no interest in college. Perhaps if vocational education was stressed, students and parents would have a different attitude concerning non-college bound students or the two year college bound students."

"Most of the students here are average -- B or C students -- who rank 400 to 500 in the S.A.T.'s. The quality of education as measured by these students is not too good. I have heard that most New Jersey graduates go outside of the state because the higher education facilities offered them are not very good or abundant here. Many bright students attend school here because of economic pressures and they couldn't afford to go outside of the county."

"Most students are immature. They lack the basic skills necessary to make it in college. They are babies. They have poor handwriting, limited vocabularies, they cannot express themselves, they cannot do simple arithmetic, they don't think, they don't try, and they have no idea of what they are going to do in life. They think jobs will just be there waiting for them when they finish college."

"Education in the suburbs is good and they try to meet the needs of the student. Urban schools are falling far short of goals by the general poor quality of education due to poor facilities in the schools. There is a lack of discipline and teachers cannot relate to the urban child."

"The state of New Jersey is in a crisis situation. The reasons for this include the quality of instruction, curriculum, badly needed finances, and conditions of schoolrooms. A non-graded system is better. Teachers' salaries should be increased. There is a scarcity of reading materials or blackboards. Not enough money is spent for the youth in schools. Children are inadequately educated because of this. Leaders will not come from them. Education should develop more physical fitness and nutrition in the classroom. There is no clear cut answer. It will take a masterful stroke to convince people of the state we are in."

"The pupils think the elementary and secondary school system is by no means the best and there is room for improvement. The elementary and high school system is trying to do the job but they have failed in succeeding. We need a complete reorganization using the systems approach. We can learn from industry about how to get the job done."

"Students entering \_\_\_\_\_ College have been from the lower portion of their high school class. They need basic skills. English skills need improving; all basic skills can be improved -- things we take for granted, in terms of knowing where they are going -- vocational and career goals. They need to know where to look for information or just start thinking about it. There is a lack of direction in so many students. Schools should reinforce the value system -- morals that began at home. They need to get across to the student why they are going to school -- many don't know why -- a respect for knowledge and learning to help them to find out who they are, come to terms with themselves, make the most

## COMMENTS OF

### SUPERVISORS OR EVALUATORS OF EMPLOYEES

Comments from this group tend to be of a critical nature, pointing up, in particular, a perceived lack of fundamental skills in the work force. There are also many complaints that people are not sufficiently motivated on the job, that they are too demanding and are not interested in learning or putting in a full day's work.

There is a feeling that more attention should be given to developing a respect for authority and several people mention that vocational training has been neglected. A few employers believe the quality of education is below par in urban areas but good in suburban schools.

There is relatively low mention among this group of the necessity to change the present tax-structure so that more funds can be allocated to education. It is interesting that a few employers see their role as taking up where schools leave off in terms of the personal development of their employees.

Comments of Supervisors or Evaluators of Employees

"Through your work you are in a position to come into contact with a wide variety of people, including students or graduates of elementary and secondary public schools in New Jersey. This experience may have given you a different perspective from that of the average parent or citizen. We would like very much to have your comments on the quality of elementary and secondary public school education, here in New Jersey, as reflected in the people you come into contact with, or any other comments you might like to make on any of the topics we have been discussing." Q. 42

All substantive comments are included on pages 80 through 89.

"\_\_\_\_\_ has two extremes -- college students or the kids pushed through school who didn't learn mechanical skills or fundamentals -- reading, writing, math. We have a difficult time sometimes training these non-college people -- they basically lack mechanical skills."

"The majority of people out of high school are not sure of themselves. Their maturity is low, they have no interest in making a living and they are only interested in having a good time, which in my opinion, is all they had in high school. This puts a burden on us because we have to get them interested in something and help them mature."

"A New York High School graduate is not on a par with the education of years ago. Years ago it was better and today it is mass promotion. Facilities are just not available. People are taught on the job, not in school. Some can't even understand English or spell correctly. I work in New York and I'm making a comparison with New Jersey schools and that's how I feel. But either in New York or New Jersey, I find that they have not learned enough from schools -- they learn on the job. They are lacking in many ways."

"Everybody I talk to considers private schools to have a better standard. They are less crowded, they have better programs, better labs and equipment. They give more homework and care more about daily work. The finished product is a learned person."

"From what I have seen of the individuals who are products of the New Jersey school system, I feel the system is better than in other states. But there is a big difference in the suburbs and the city. But from systems in this general area, you couldn't help get a good education because of what's put into it (as evidenced by the high school tax). They all have swimming pools and beautiful buildings. They ought to take some of that money and channel it into the ghetto schools. There are bad schools and teachers in the ghettos. They should start at the grass roots level -- with preschoolers."

"We have a number of people who are high school graduates who are in a clerical-typist position. The typing and other commercial courses they get do not provide preparation for conducting themselves in public. As fine as the commercial courses may be, they do not provide 'polish'. These girls are not prepared to work as receptionists and so on. There must be some way of providing both technical skill and 'polish'."

"I think it is good in this area."

"Speaking of New Jersey elementary and secondary students, I have no complaints with the ones I have had contact with. They seem to be efficient and dependable."

"I believe that New Jersey is way beyond in its free adult education facilities. They should campaign and let the public know it exists. I would go to the extent of contacting all families because by the problems that exist, you can see that the mothers are not qualified to answer the questions of their children. They should have a broader education to see the problems through the eyes of the children. They have too negative a position and should be more understanding."

"In general, the people I have hired who have graduated from 12th grade should not have graduated from 8th. They have not learned the skills they need but they still are graduated."

"People are so different. They are products of the environment, not just education."

"At times it seems our students are a lot better. We have training programs for the underprivileged and they adapt quite well."

"My company is not pleased with college material since they don't have dedication and only have textbook knowledge. We look for people who have skills in wiring and business machines. The company picks qualified people who can pass the test, regardless of whether they have a college degree or not."

"They are all very nice people. It's the coming generation I'm afraid for."

"The people I come into contact with have had vocational school training or high school training. I would have to say their schooling was poor."

"Most of the people we hire are college graduates from all over the country -- rarely from New Jersey. I work in Connecticut."

"Quality was fair to good -- oftentimes shortcomings in proper use of the English language."

"The majority of the people we hire from New Jersey are transplanted citizens of the New York metropolitan area. The students that I've come in contact with seem to have a more realistic understanding of the business world. That applies to teachers in New Jersey as well as students. I found the New York public school teachers hostile towards business. From my experience in personnel, which dates back to my previous job as well, students who were unsuccessful candidates for job opportunities with my company generally lacked a good sound understanding of basic math (division, adding subtraction, decimals, fractions). Reading and comprehension would rank a close second. I can only conclude that this is a reflection on the public school system of New Jersey."

"The only thing I don't like is that teachers are allowed to teach their own ideas. I think there should be more rigid standards they should stick to. I come in contact with engineers. A large majority of them I don't consider real engineers. The age group consists of young men between the ages of 25 and 35. During those years it was desirable to become an engineer, and this attracted a lot of unqualified people."

"We have good responses at the present time in the office, although on occasion we feel like sending some of the employees back to school to learn how to use a dictionary and read a book."

"A lot of them are not well educated because they weren't born in this country, but they do attempt to learn as they go along and many can understand English extremely well but cannot speak it sufficiently to express themselves in the right manner."

"Not very good compared to Pennsylvania."

"My contacts are with people from higher education -- i.e. college and business school. I come in contact with people from all over, not just New Jersey and I usually only think of their college qualifications and never go into the ramifications of what they may have learned in grade school or high school."

"We have an incentive plan that indicates that people in the eastern region are not willing to get ahead -- the only region in the U.S. that is behind in sales. I don't know which men that work for me were educated here in New Jersey, but they certainly are not well motivated as far as my plan to encourage them goes. I'm friends with some of my neighbors who are teachers and they say that discipline is the severest problem that they are faced with and I can see the lethargy in the programs that we set up and there have so few men that are truly interested in our incentive programs."

"Temple (where I work) is a Pennsylvania university. I don't know where people have received their education. We find that the system in \_\_\_\_\_ is far superior to the township of \_\_\_\_\_, where we lived. It is superior in its method of instruction and the ability and capability of students to select the courses they are interested in. In the trimester system they can spread out their work load, giving them a wider choice and more



"The biggest thing is that they are not interested in putting forth effort. They are very demanding as far as salary goes. There is a lack of responsibility -- children are coddled in schools. We face a problem where 'pencil-pushing' is not enough. They should try to initiate a vocational interest in the students and not just prepare all of them for college."

"I am exposed mostly to technically oriented employees -- college graduates. The New Jersey college system is lacking in that area. It does not offer enough in electrical engineering training preparation. Children from large city schools -- like New York City -- seem more competitive and aggressive. New Jersey public schools are equivalent to or better than New York City schools academically. New York City parochial students are on a par with New Jersey parochial students, though."

"My basic complaint among my employees is applicants for employment. There seems to be a reluctance to give an honest day's work for an honest day's pay. My employees are careless in the use of equipment and all they are eager for is to goof off. They just neglect to do their job. They go to the men's room or go to get a soda or have a smoking period. We make an effort to try to instill respect for values in them by instruction, training and teaching and we wind up hiring 10 people to keep one we find satisfactory. One of the best things the school can teach children is respect for property and obedience to instruction and respect of time."

"Colleges are not living up to standards. There is too much social life and drugs."

"I would think as far as colored people are concerned they should learn a trade. There should be more financial help for them. In our line of work they would like to be in it, but they don't have the money to go into nursing. There should be subsidies for the people who want to go on."

"In New Jersey the public education system is adequate, but it certainly could be improved. For females, especially, the math is lacking somehow, and for both males and females, the spelling is lacking. I find both sexes to be rather poor in correct spelling."

"In my spot here at (Company X), I conduct tours to students 10 years of age and over. In the past year I have seen more poverty in these children than in previous years -- children with no stockings, torn shoes and their behavior was unmanageable. We had one incident occur recently; we were showing a film about our plant which involved our canning and production line. There was a black teacher with his class who said right in front of his pupils, 'why don't we see any black worker on your production line?' What kind of an example does a radical teacher set for his pupils? We need teachers that can teach a child something constructive, not to teach racial unrest."

"New Jersey has a wide spectrum of communities and it is very difficult to generalize about the New Jersey school system. The students from the \_\_\_\_\_ sections haven't had the same opportunity as the students from the \_\_\_\_\_ schools. The New Jersey school system is better than the southern states, but it is not as outstanding as the neighboring states such as Pennsylvania and Delaware."

"The quality of education is good, particularly in this area. This is because it is a regional school district and participating schools and towns involved can send their children to the high school that would best suit the child's needs, which makes it a very efficient operation."

"The people we employ in this factory are uneducated and cannot even speak the language. That is the weak point. If they were forced to take courses in English it would qualify them for an advancement. These people have the ability, but not the education."

"The people that work for me are at both ends of the scale. The highly educated at the top such as engineers and the laborers at the other end. Most of these people barely speak English. They should instill the children with the desire to go on to be construction workers, carpenters, and other skilled labor, as it pays well and there is a shortage of good skilled labor in this country today."

"In our training program I can tell we are not getting the type of people we would like to have to become proficient in this trade. We train them to be jewelers or diamond setters. The youngsters we want are going for higher education because they think that is where they will be able to make more money, which incidently, isn't true. Men can earn up to \$14,000 per year at this work."

"The basics are lacking -- good spelling, good grammar. It's less stressed than it was years ago. Also, the attitudes have changed. There is a lack of eagerness and willingness to work."

"About the only people we come in contact with here are people coming for a job. They have no skills, and no education. Some can't even write. Because these people have not gone to school, I cannot comment on the school system."

"I would like to see the real basic skills taught, especially the people in \_\_\_\_\_ that have no skills, which causes a great deal of the unemployment. I am not in contact with all the schools in New Jersey, but from my own experience, being in my position, we need a great deal of improvement in the system. In \_\_\_\_\_ there is a great deal of racial friction, and I am not looking forward to sending my child there."

"The quality of the schools in New Jersey should be improved."

"Generally, I think they are missing out on a lot of basic skills. I think they stress the higher type of learning too much such as the 'new math'. Although this is important, they should stay more with the basics."

"The quality of education reflected in the students that I have been interviewing for employment is of the lowest caliber. It is a sin to say this, but a great majority of these students can't even read."

"The city has let these schools go to pot. I feel that the state has been remiss in setting up enough good college facilities. The mid-western college systems make our's look sick, and I feel that the colleges are important as this is where we are getting our teachers from, right here at home."

"Education is really very poor. The kids of today have such a serious lack of the basic skills. They have a hard job comprehending instructions. They have no incentive and are also very lazy."

"In the \_\_\_\_\_ area where I previously worked, the people couldn't perform the elementary basics. They couldn't fill out a form correctly. They couldn't tell what a typewriter looked like. In this area -- \_\_\_\_\_ -- the caliber of people is a little higher. The people seem more intelligent. Most of the people in the \_\_\_\_\_ area did not complete high school, just some crash youth courses. Some of these people did not really want employment; they were subsidized and did not have to actively seek employment. They were happy to be turned down. It was easier for them to stay home and collect. They were not motivated to work."

"The people that I have come in contact with are fairly qualified to enter the business world. Eagerness to learn (on-the-job-training) is lacking. When they come out of school, they do not know what they are actually qualified for."

"Most students that I come in contact with are below average."

"In hiring for this type of work, we come in contact with a lower element of people. These people seem to have been pushed through school just to get them out. They were not really given a good education. They didn't have to go through on their own merit -- scholastically."

"Some girls come to me and say they had the commercial course in high school and they can't even write or type better than 35 words a minute. In \_\_\_\_\_ you have to be able to type 60 words a minute or you don't pass the course. I don't know why the standards are so low in \_\_\_\_\_. Every person can learn if it is put there for him. I teach these girls more in four months that they learned in four years of high school."

"Computer programming courses are lacking which could be easily introduced in the school system, thereby turning out students who would be ready for employment."

"I feel too many teachers go into the teaching profession merely because they're interested in earning an easy living. They work only ten months out of a year and don't knock themselves out. We need more dedicated teachers. Teachers should be the type that have an earnest interest in children and in the proper development of a child's many faculties."

"I feel the situation in the New Jersey schools is the same all over New Jersey."

"It's good overall, however, the calibre of the individual is usually reflected by the area where he resides. Some communities prepare their students for living in the environment much better than others. I feel that the applicants are more prepared for the existing job openings now than they were five or ten years ago. They are learning the basics in school and are coming out prepared for the business world."

"The people that I come into contact with are quite well educated. The overall quality is good. But, I've noticed in other fields -- like math -- they're behind the times. For example, when I shopped for rolls, the clerk couldn't multiply 8¢ a roll times 12. I believe there is too much stress on higher education -- forcing students into colleges -- I believe students should be directed into other fields of interest. Mechanical skills are being overlooked as a prime example."

"Most of the people I come into contact with are older women -- aged from 40 to 60 years. We have been very fortunate with most. The women we have here are of average or above average intelligence. Most are high school graduates. From their comments and my own experience I feel schools are doing an adequate job but at the same time I believe that there is still room for improvement. What improvements are made are left for the people in the field."

"My feeling is the children coming out of school now are not motivated. They have no motivation. They are not concerned with doing or knowing about a specific job. They have an 'I don't care attitude'. They have no respect for elders. They have the basic knowledge but are not utilizing it. They have to take an interest."

"Tuition should not be raised for college enrollment. Income and expenses should be laid out for all to know. Where does the money go? We should use the California system where the state pays the tuition of all students going into state colleges. There should be an expansion of educational institutions -- there are too few now. Too many graduates go into different work than was their field of study. Projection is needed so students won't go into overcrowded fields. The U. S. government or a private organization could make a study. They should review college programs for effectiveness."

"I don't see anything unusual except their hair styles are different now, their type of dressing too. It seems to show a lack of respect for authority."

"1. Their ability to meet people could be improved. 2. People could be more interested in doing a good job; less interested in remuneration and the fringe benefits. 3. There is a lack of basic self discipline. It is lost when going from school to a job. 4. There could be an improvement in personal appearance."

"I feel the education system in New Jersey that I have had contact with tends to narrow the students' interests down to the well known disciplines that every school must provide and does little to develop the broad and varied interests and capabilities that exist in every person."

"I think today's school children are lacking the basic educational and social skills, such as reading, writing, and attitudes toward society as a whole. It's a trend that is worsening."

"I doubt that the people we deal with have graduated from high school -- they're all tradesmen. I judge them only on whether they're adaptable to the job they're applying for. I've seen some with little education who are a tremendous success. Our President has only a 4th grade education. We do try to analyze the applications and we try to pick the best applicants. We've rarely been disappointed."

"I hope they give serious consideration to a complete change in the school system. (1) A longer school period -- the lapse of time is not necessary. (2) There should be more discipline and better teaching methods."

"A very poor quality of education in the schools of New Jersey. This is not only my opinion but also the opinion of the many people I come in contact with. I hope as a result of this type of study action is going to be taken to improve this serious problem."

"I feel that the kids coming out of this school system have a great lack of knowledge of basic skills -- reading and comprehension."

"I find in working with my people that the women are much more ambitious than the men -- that is, the women have the desire to learn. They start at the bottom of the company and work their way up. Whereas the men, most of them, feel they should start higher -- without the knowledge required."

"The quality, I'm sorry to say, is really not that good. They need more of the basic skills taught!"

"Most of the people I meet with are better informed, of college level. But, I also go into the schools with a program we have here and I find the students here have a very noticeable lack of reading and understanding."

"There is a serious lack of basic learning skills reflected in the children of the urban school system. There is a large difference in the suburban school systems, where they generally have smaller classes and better students to teach!"

"The main problem is separating the curriculums. Also, from what I hear, the pre-kindergarten training of three and four year olds has been very helpful."

"The school system, rather than change, tries to tolerate the children. Children are pushed ahead chronologically. Instead of trying to teach them, they push them along until the child is old enough, then he quits. It's like sending a kid to jail until 3:00 every day. He goes when he's five and gets out when he's 16. The school system just doesn't get with it. They are teaching primarily the way they taught 30 years ago because that's the way they taught 30 years before that. The school system should be updated in every area except basics and improve the quality of the teachers."

"People should go in for vocational training at an earlier age. There should be government subsidized schools. High school should be stopped at an early age. A boy who will become a carpenter should start his training at 14 or 15 years. People look down on vocational schools and this is a stupid attitude. I feel that it is a waste of time to make someone with little inclination for the humanities and languages struggle through four years of high school."

"They are less well prepared to move into business. They could or should be educated for this -- with a more questioning attitude than they used to have. They want to know why everything is the way it is -- yet they have little of the practicality or whatever it takes to go into the business world."

"The high school graduates in this area are the cream of the crop. The large urban centers surrounding this community are not producing high school graduates that are prepared to enter the business world. They lack basic communication, grammar and mathematical skills. The person who has been out of school for ten years or so is better prepared for business. Years ago (12 to 15 years) students were better prepared to enter the business world."

"By and large the people who apply for positions are not of a very good quality. Their appearance is atrocious, their spelling is miserable, their ability to communicate their objectives is terrible, their penmanship is poor, the presentation of their application is deplorable. Their attitudes of 'what you owe me' is particularly distressing to a businessman. Throwing students in with different ethnic groups is not going to solve any of these above problems. If they get training in all these fields, they will certainly progress in any field. Educational integration is IMPORTANT. No one tells anybody the things communities are falling down in in education -- just the good things come out."

"From my experiences in \_\_\_\_\_ I found that graduates were not able to read, write or spell and the situation is almost as bad around here. Why should there be a difference in the education offered from one city or town to the next? \_\_\_\_\_ has a very high standard of education, or so I'm told, that means that kids in \_\_\_\_\_ are better educated than kids in \_\_\_\_\_."

"There is a lack of sense of responsibility. They are intelligent enough, but they don't have an incentive to learn. They feel the world owes them a living -- lack of appreciation."

"By lowering standards in the school systems they have produced poor applicants for jobs."

"I find that the younger people are particularly unequipped intellectually and lack self discipline, in many cases to handle even the most simple jobs, and as a result, as an employer, we have discriminated against young people. We seek older people to hire because they are more responsible. Older people have better attendance, an interest in their work, and the quality of work is better. It goes back to discipline. It's a combination of schools and home. I have a few friends who are administrators -- there is a lack of any authority to force a child to respond. The bright and eager child is always there, but the balance are neglected and these are the ones that have to be reached if we are to have a knowledgeable working force in the future."

"I don't feel they are doing an adequate job of promoting or creating the ability to make independent value judgements. It's an unusual problem -- our school systems are putting out committees, not individuals. The structure of the system depresses rather than stimulates true decision makers. There is probably the need for regimentation for the masses."

"The applicants I see are more interested in clerical and secretarial work and they all seem to have good skills. The courses they have been taking qualify them. Clericals on basic math tests seem to be what we are looking for and the majority are qualified. Steno and typing skills fit into what we are looking for."

"Education is fair."

"Some come with a general diploma and are not equipped for anything; on the other hand, some with the same diploma are highly qualified."

"The main problem is the inner-city educational problem which is a financial problem. It's getting worse -- it is not necessary to bus. The money should be put where it's needed. Problems must be solved by the state with money for teachers and facilities."

"Secondary education, on the whole, is second to none. I have a satisfactory opinion as it's done today, however, education in general could improve."

"The level of education is too elementary -- reading and writing."

"A respect for authority is an absolute necessity. I expect the people who work here to have a responsibility to be at the job and perform to the best of their ability. This is a quality the schools should instill."

IV.

CURRENT STATUS OF NEW JERSEY RESIDENTS

WITH RESPECT TO

EDUCATIONAL GOALS

The purpose of this chapter is twofold:

1. To determine if there are any differences at the present time between those who received a major portion of their elementary or secondary school education in the New Jersey public school system and the rest of the public in terms of their status with respect to specific educational goals.
2. To provide benchmark data on current status with respect to educational goals which can be used in conjunction with later surveys to measure progress over time.



THE DATA SHOW THAT THOSE WHO RECEIVED A SUBSTANTIAL PORTION OF THEIR ELEMENTARY OR SECONDARY EDUCATION AT A PUBLIC SCHOOL IN NEW JERSEY ARE SIMILAR TO OTHER RESIDENTS OF THE STATE IN TERMS OF THEIR CURRENT STATUS WITH RESPECT TO EDUCATIONAL GOALS.

One of the purposes of the survey was to obtain information about individuals that can reasonably be assumed to reflect their status with respect to the educational goals and that cannot be obtained from any documentary source.

The presumption was made that the best indicators of goal status are measures of actual behavior rather than beliefs or potentialities, and items were based on this presumption. Since no one behavioral indicator was deemed to be a sufficient measure of goal status, a set of items was compiled for each goal on which the status of the population was measured. Because the indicator items will also be used subsequently to measure changes in status, they were designed to be replicable at future dates. In addition, every effort was made to have items which apply equally to people at various socio-economic levels.

Behavioral measurements were developed for 11 out of the total of 16 outcome goals. Status with respect to the two goals which were added to the survey was not measured (these pertain to respect for authority and preparation to continue one's education). Further, it was deemed to be beyond the scope of this project to measure status with respect to three other goals (these pertain to a code of personal ethics and values, self-knowledge, and the acquisition of basic knowledge).

In addition to 65 individual behavioral items, respondents were asked a series of factual questions pertaining to their knowledge of nutrition and awareness of the names of the Governor of the state and its two United States Senators.

The section of the questionnaire pertaining to the frequency with which people do each of the 65 activities was self-administered. This technique was used so that a large number of items could be handled relatively quickly in the interview and to reduce possible embarrassment on the part of respondents because of the sensitive nature of some of the items.

When interpreting the data, it is important to bear in mind the purpose of the research, which is to make valid and reliable comparisons (1) between two groups at the present time and (2) between current status and status at future points in time. No claim is made that the data necessarily present a valid picture of the frequency with which people engage in each activity (particularly voting and taking hard drugs). The presumption is, however, that any bias in the present data will be present to about the same degree among the subgroups being studied and at future points in time.

The table opposite presents a summary of the data shown in subsequent pages of this chapter. To facilitate future comparisons, data are shown for the total public and all 16 - 20 year olds. Data for two other groups are shown as these groups can be compared at the present time. They are those who received more than six years of their elementary and secondary education within the New Jersey public school system and the rest of the public. Both groups include some college graduates -- in fact, the total educational attainment level of each group is very close.

People were asked how often they do each of 65 different activities, and to indicate the frequency by circling a number under the appropriate column. A four-part scale was used. If they do an activity frequently or regularly, they circled "1", if occasionally or every now and then, they circled "2", if they do it rarely or have done it only once or twice, they circled "3", and if the activity is one they have never done, they circled "4".

Average Frequently or Regularly Score for Each Goal.

The goals are listed in the order in which they are presented on subsequent pages. No conclusions can be drawn from the relative scores of various goals on how well the public school system is currently doing in meeting individual goals.

Goal	Total Public	16 - 20 Year Olds	Those Whose K-12 Education Was Mainly. . .	
			In N.J. Public Schools <sup>#</sup>	Elsewhere
Percentage base:	(1105)	(80)	(470)	(635)
Basic learning skills (6 items)	39%	36%	39%	40%
A responsible citizen (10 items)	22%	8%##	21%	22%
Job qualities and skills (5 items)	22%	21%	22%	21%
A knowledgeable buyer (4 items)	40%	21%##	40%	41%
An understanding and respect for other people (7 items)	29%	38%	30%	27%
A responsible family member (5 items)	58%	42%##	59%	58%
A respect for the public health (5 items)	40%	24%##	41%	41%
Creativity (5 items)	19%	30%	19%	20%
The desire to continue to learn (7 items)	52%	44%	52%	52%
Social skills (5 items)	47%	55%	48%	45%
Good personal health habits				
(3 positive items)	42%	41%	42%	42%
(3 negative items)	13%	15%	13%	13%

<sup>#</sup> Classified in this group are those who attended an elementary or secondary public school in New Jersey for more than six years. The comparison group includes all other respondents.

<sup>##</sup> On these goals young people score below the public as a whole. In large measure this is because people under 21 do not have as much opportunity as older people to engage in many of the activities used to measure status on these goals.

Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

Basic Learning Skills

	<u>Total Public</u>	<u>16 - 20 Year Olds</u>	<u>Those Whose K-12 Education Was Mainly. . .</u>	
			<u>In N.J. Public Schools</u>	<u>Elsewhere</u>
Discuss your point of view with others who hold different opinions	50%	57%	52%	49%
Balance your checkbook	44%	9%	42%	45%
Look up someone's number in the telephone book	42%	51%	44%	39%
Find out how to get somewhere by looking at a map	39%	37%	41%	38%
Use a dictionary	34%	28%	33%	36%
Use an encyclopedia	27%	31%	24%	30%
Average:	39%	36%	39%	40%

Proportions Who Say They  
Frequently or Regularly Do Each Activity Pertaining To  
A Responsible Citizen

	<u>Total Public</u>	<u>16 - 20 Year Olds</u>	<u>Those Whose K-12 Education Was Mainly. . .</u>	
			<u>In N.J. Public Schools</u>	<u>Elsewhere</u>
Vote in a general election	62%	14%	61%	63%
Contribute to a church or charity	59%	32%	54%	63%
Vote in a primary election, that is, an election to select candidates for the party of your choice	45%	5%	44%	47%
Do volunteer work for a civic or social organization	15%	10%	16%	14%
Serve as an officer of a political or social organi- zation	11%	11%	11%	12%
Contribute money or time to help someone get elected to political office	8%	6%	9%	5%
Attend a local school board meeting	6%	4%	6%	6%
Give blood	4%	1%	4%	5%
Send a message of support or protest to an elected public official	4%	1%	4%	4%
Write a letter to an editor of a newspaper or magazine expressing your opinion	2%	*%	2%	2%
Average:	22%	8%	21%	22%

Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

Job Qualities and Skills

	Total Public	16 - 20 Year Olds	Those Whose K-12 Education Was Mainly. . .	
			In N.J. Public Schools	Elsewhere
Put in extra hours at work	32%	27%	32%	32%
Make a suggestion for improving procedures at work	29%	19%	31%	28%
Develop or learn new job skills	24%	28%	25%	23%
Recommend your place of work to someone looking for a job similar to yours	16%	29%	16%	16%
Receive a job promotion	7%	1%	5%	8%
Average:	22%	21%	22%	21%

Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

A Knowledgeable Buyer

	<u>Total Public</u>	<u>16 - 20 Year Olds</u>	<u>Those Whose K-12 Education Was Mainly. . .</u>	
			<u>In N.J. Public Schools</u>	<u>Elsewhere</u>
Compare the advantages of different brands or manufacturers when making a large purchase, such as a car, T.V., or washing machine	53%	39%	53%	53%
Compare prices when grocery shopping	53%	26%	53%	54%
Consider the extra cost of borrowing money or using an installment plan when making a purchase	36%	14%	36%	35%
Read any specialized consumer publication, such as <u>Consumer Reports</u>	19%	6%	17%	21%
Average:	40%	21%	40%	41%

Proportions Who Say They  
Frequently or Regularly Do Each Activity Pertaining To  
An Understanding Of and Respect For Other People

	<u>Total</u> <u>Public</u>	<u>16 - 20</u> <u>Year Olds</u>	<u>Those Whose K-12</u> <u>Education Was Mainly. . .</u>	
			<u>In N.J.</u> <u>Public Schools</u>	<u>Elsewhere</u>
Listen to someone who has different ideas explain his ideas to you	53%	61%	56%	51%
Come into contact with people whose social and cultural characteristics are different from your own in church, at meetings, in recreational activities, etc.	29%	30%	32%	26%
Come into contact with members of other racial groups in church, at meetings, in recreational activities, etc.	28%	33%	29%	27%
Try to learn about people whose background and way of life is different from your own	27%	39%	25%	28%
Speak up for members of other racial or ethnic groups	23%	36%	23%	23%
Attend a social gathering where there are people whose social and cultural characteristics are different from your own	21%	33%	24%	18%
Attend a social gathering where there are members of other races	20%	34%	23%	17%
Average:	29%	38%	30%	27%

Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

A Responsible Family Member

	<u>Total Public</u>	<u>16 - 20 Year Olds</u>	<u>Those Whose K-12 Education Was Mainly. . .</u>	
			<u>In N.J. Public Schools</u>	<u>Elsewhere</u>
Celebrate an anniversary or birthday with a member of your family	75%	67%	75%	75%
Make plans to do something with other members of your family	61%	32%	62%	60%
Help a member of your family solve a problem	60%	43%	59%	61%
Keep in touch with a relative who lives away from home	58%	36%	56%	60%
Do something your family wants you to do which you wouldn't otherwise do	38%	34%	41%	35%
Average	58%	42%	59%	58%



Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

Respect For the Public Health

	<u>Total Public</u>	<u>16 - 20 Year Olds</u>	<u>Those Whose K-12 Education Was Mainly. . .</u>	
			<u>In N.J. Public Schools</u>	<u>Elsewhere</u>
Stay within the speed limit when driving a car	60%	30%	57%	64%
Stay at home or keep children at home to keep a cold or the flu from spreading to other people	52%	28%	50%	53%
Use products that help control pollution, such as low-lead gasoline or special detergent	43%	30%	43%	44%
Pick up litter on the street	28%	21%	31%	25%
Return glass, metal containers, or newspapers so that they can be recycled or used again	19%	12%	22%	17%
Average:	40%	24%	41%	41%

Proportions Who Say They  
Frequently or Regularly Do Each Activity Pertaining To  
Creativity

	<u>Total</u>	<u>16 - 20</u> <u>Year Olds</u>	<u>Those Whose K-12</u> <u>Education Was Mainly.</u>	
			<u>In N.J.</u>	<u>Elsewhere</u>
Use your creative abilities in handicrafts, such as sewing, knitting, woodworking, etc.	39%	40%	39%	39%
Use your creative abilities in such things as painting a picture, writing a story or poem, playing a musical instrument	20%	48%	21%	19%
Attend a play, concert, art exhibit or other cultural event	20%	30%	20%	21%
Go to a museum or art gallery	11%	15%	9%	12%
Sing in a chorus, perform in a play or concert, etc.	7%	19%	7%	7%
Average:	19%	30%	19%	19%

Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

The Desire To Continue To Learn

	<u>Total</u>	<u>16 - 20</u> <u>Year Olds</u>	<u>Those Whose K-12</u> <u>Education Was Mainly. . .</u>	
			<u>In N.J.</u> <u>Public Schools</u>	<u>Elsewhere</u>
Spend at least 20 minutes a day reading a newspaper or newspapers	71%	45%	71%	71%
Keep informed about current events	61%	49%	60%	63%
Read magazines or journals to get information, not just for entertainment	56%	49%	57%	56%
Watch T.V. to get information, not just for entertainment	56%	32%	56%	55%
Read books	52%	61%	52%	52%
Expand your knowledge of a subject by talking with other people	49%	48%	51%	46%
Attend a course or a lecture to further your knowledge	18%	26%	15%	20%
Average:	52%	44%	52%	52%

Proportions Who Say They

Frequently or Regularly Do Each Activity Pertaining To

Social Skills

	<u>Total Public</u>	<u>16 - 20 Year Olds</u>	<u>Those Whose K-12 Education Was Mainly. . .</u>	
			<u>In N.J. Public Schools</u>	<u>Elsewhere</u>
Have friends over to your house or apartment	58%	70%	64%	52%
Lend something to a friend or neighbor	56%	73%	57%	54%
Help a friend solve a problem	47%	68%	45%	49%
Help someone who is in trouble	44%	45%	45%	43%
Welcome someone who has just moved into the neighborhood	29%	18%	29%	29%
 Average:	 47%	 55%	 48%	 45%

Proportions Who Say They  
Frequently or Regularly Do Each Activity Pertaining To  
Good Personal Health Habits

	<u>Total</u> <u>Public</u>	<u>16 - 20</u> <u>Year Olds</u>	<u>Those Whose K-12</u> <u>Education Was Mainly. . .</u>	
			<u>In N.J.</u> <u>Public Schools</u>	<u>Elsewhere</u>
Go to a doctor for a check-up ..	45%	27%	41%	49%
Get physical exercise	41%	60%	44%	37%
Go to a dentist for a check-up	41%	35%	42%	41%
Average:	42%	41%	42%	42%
Smoke a cigarette	33%	37%	36%	30%
Be sick enough to stay in bed	6%	8%	4%	8%
Use hard drugs, such as heroin	4%	0%	0%	4%
Average:	13%	15%	13%	13%

THOSE WHO ATTENDED NEW JERSEY PUBLIC SCHOOLS FOR MORE THAN SIX YEARS DO NOT APPEAR TO BE MUCH MORE KNOWLEDGEABLE ABOUT NUTRITION THAN OTHER RESIDENTS OF THE STATE OR THE PUBLIC NATIONWIDE.

"Now on another subject, please indicate whether each selection of foods for dinner would make a balanced meal or not. Indicate your opinion by circling the number under the appropriate column for each menu."

Q. 23

	% Giving Correct Answer			
	Total Public	Total Public Nationwide#	Those Whose K-12 Education Was Mainly. . .	
			In N.J. Public Schools	Elsewhere
<u>Menu A</u>				
Corned beef, cabbage, carrots, bread and butter, milk	79	80	82	77
<u>Menu B</u>				
Macaroni, celery, bread and butter, apple pie, coffee	69	74	75	64
<u>Menu C</u>				
Fruit cup, pork and beans, cottage cheese, lettuce, corn, tea	55	64	52	58
Average:	68	73	70	66

#Results are from a nationwide sample of 1,009 respondents age 14 and over, conducted by ORC in December 1965, for CBS News.

AWARENESS OF THE NAMES OF THE GOVERNOR AND U. S. SENATORS FROM NEW JERSEY IS HIGHER AMONG THOSE WHOSE EDUCATION WAS MAINLY IN NEW JERSEY PUBLIC SCHOOLS THAN IT IS AMONG OTHER RESIDENTS OF THE STATE.

"Do you happen to know who is now Governor of New Jersey?" Q. 24

	Total Public	16 - 20 Year Olds	Those Whose K-12 Education Was Mainly. . .	
			In N.J. Public Schools	Elsewhere
Correct answer	84%	70%	88%	79%
Incorrect answer	1	1	1	2
Don't know	15	29	11	19

"Do you happen to know the names of the two U. S. Senators from New Jersey?" Q. 25

	Total Public	16 - 20 Year Olds	Those Whose K-12 Education Was Mainly. . .	
			In N.J. Public Schools	Elsewhere
Both names right	24%	14%	27%	20%
One name right	20	17	21	19
None right	9	4	8	10
Don't know, no answer	47	65	44	51

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## TECHNICAL APPENDIX

This appendix discusses in detail the sampling procedures, questionnaire design, and reliability of survey findings applicable to this study.



1. Who Was Interviewed

Three groups of people were interviewed for this study:

- a. The general public, 16 years of age or over, living in New Jersey.
- b. A separate subsample of Spanish-speaking residents, to provide enough Spanish-speaking respondents for separate analysis.
- c. "Knowledgeable" New Jersey residents, that is, people who are likely to have had greater than average exposure to students or graduates of New Jersey public schools by virtue of their experience at work.

2. Interviewing

Interviewing for this study was conducted during the period September 24 - November 11, 1971, by interviewers personally trained by Opinion Research Corporation. The interviews lasted approximately 56 minutes each.

3. General Public Sampling Design

Persons were selected for the general public sample entirely by area probability sampling procedures. In a study which employs probability sampling techniques, each person in the universe (or total population to be surveyed) has a known probability of being interviewed. Probability procedures predesignated both households to be included in the survey and specific individuals to be interviewed, removing such choices from the interviewers. The sampling steps are explained below.

a. Selection of Interviewing Locations

The State of New Jersey was divided into primary sampling units. These were the ten Standard Metropolitan Statistical Areas in the state and the five counties outside these areas.

Because of the size of their populations, seven of the Standard Metropolitan Statistical Areas were automatically included in the sample. Of the three remaining, two were selected at random, with probability proportional to population.

The remaining five counties were then ranked by size of population, and four counties were selected at random with probability proportional to population.

From among the 13 primary sampling units chosen in this way, a total of 55 interviewing locations were selected. The procedures for selecting interviewing locations were as follows:

- (1) The nine Standard Metropolitan Statistical Areas were arranged in descending order by size and 49 locations were chosen at random, with probability proportional to population. These locations were further distributed among Minor Civil Divisions, as defined by the Census.
- (2) Within the four counties comprising the remaining sampling units, six Minor Civil Divisions were selected at random, with probability proportional to population.

b. Selection of Households

The next step was to determine the largest phone book containing each of the selected locations (Minor Civil Divisions). From each of the 55 telephone books chosen in this way, two starting points were selected, using randomizing techniques to determine the households to be contacted for interviewing.

The following 14 starting points were added to the original 110 in order to ensure an adequate number of interviews for separate analysis of the geographic areas in which the starting points lie:

- (1) One each in Warren, Hunterdon, Sussex, and Somerset Counties
- (2) Two each in Burlington and Gloucester Counties
- (3) Four in Camden County
- (4) Two in Trenton and vicinity

Each starting point was used to determine a "cluster" of households (both with and without listed telephones) in which interviews were to be conducted. The first interviewing point was the household immediately to the left of the starting point. Each starting point effectively determined a neighborhood in which interviewing was to be conducted. The procedures outlined above gave to every neighborhood of any given size in the stratum equal probability of being chosen for interviewing.

Within sample households, probability procedures were used to predesignate the specific person to be interviewed. The interviewer was not permitted to make any substitutions.

To attain control of nonresponse, interviewers made one callback at each household where the designated respondent was not at home at the interviewer's first call.

#### 4. Sample of Spanish-speaking Population

In order to obtain enough interviews with the Spanish-speaking population to allow separate analysis of this subgroup, 13 areas which were known to be predominately Spanish were added to the sample.

These areas, which were defined as blocks or groups of blocks, included an estimated minimum of 80 housing units. For each area, the interviewer was provided with a detailed map and instructions for following a specific route through the area. Each interviewer was required to obtain a specific number of interviews with men and women in each area and was provided with rules for the selection of the respondent in each household contacted. No deviation from the specified procedures was permitted. Interviews were conducted in Spanish by bilingual interviewers as discussed on page T-7.

#### 5. Selection of Special Samples

Interviews were also conducted among New Jersey residents who are likely to have had greater than average exposure to students or graduates of New Jersey public schools by virtue of their experience at work. For this sample, people who fell into four classifications were interviewed:

- a. Law enforcement officers or social welfare workers, such as court officers, policemen, probation officers and social workers.

Interviews for this sample were conducted in the county seat and/or largest city of 17 New Jersey counties. Names of people in the occupational groups described above were selected from Fitzgerald's Legislative Manual of the State of New Jersey (1971). Interviewers were instructed to obtain interviews from the people selected or ask them to suggest names of eligible respondents.

A minimum of 50 interviews were obtained in this way. In addition, members of the general public sample who fell into the occupational categories described above were included in this group, bringing the total number of respondents to 59.

- b. Educators at the elementary or secondary school level, such as school administrators, guidance counselors, department chairmen and teachers.

Boards of Education were selected from The Elementary and Secondary Education Directory. Eligible respondents were administrators, guidance counselors and department chairmen in high schools or junior high schools under the jurisdiction of the selected Boards.

A minimum of 50 interviews were obtained in this way. In addition, members of the general public sample who were administrators, guidance counselors, department chairmen or teachers in either elementary or secondary schools in New Jersey were included in this group, bringing the total number of respondents to 78.

- c. College-level educators, such as administrators, deans, admissions officers, guidance counselors, department chairmen and teachers.

A list of colleges was drawn from Lovejoy's College Guide so that the number of state colleges approximately equalled the number of private and community colleges. Eligible respondents were deans, admissions officers and department chairmen in the selected colleges.

A minimum of 50 interviews were obtained in this way. In addition, members of the general public sample who were college level-educators in New Jersey were included in this group, bringing the total number of respondents to 56.

- d. Supervisors or evaluators of employees, that is, people who supervise ten or more employees or spend at least half their time evaluating the job qualifications or performance of other employees.

Businesses were selected from Dun & Bradstreet's Million Dollar Directory and from Dun & Bradstreet's Middle Market Directory. The businesses were selected so that there was a mix of large and small businesses. Eligible respondents were employees of these businesses who meet the criteria listed above.

A minimum of 75 interviews were obtained in this way. In addition, members of the general public sample who were supervisors or evaluators of employees were also included in this group, bringing the total number of respondents to 114.

Cautionary note:

Although steps were taken to obtain representative samples of each of the four groups of "Knowledgeables", results from the special samples are not projectable to the universes under study in the same statistical sense as they are in the general public sample where area probability sampling procedures were used.

6. Statistical Weighting

Statistical weighting was employed to adjust for differences in the size of households. In addition, weighting was employed to adjust the sample to correspond to the composition of the total population in terms of such factors as age, sex, education, and race.

In particular, Spanish-speaking respondents were weighted into the total results to compensate for the intentional oversampling of this group.

## 7. Questionnaire Design

The questionnaire was developed in close collaboration with representatives of the New Jersey Department of Education. The questionnaire was then tested among residents of New Jersey, first among members of the general public and then among "Knowledgeables". On the basis of these tests, changes were made in the questionnaire to ensure, insofar as possible, that the questions were unambiguous and clearly and neutrally worded.

Two rotations were used of both the "outcome" goals listed on Card A and the "process" goals listed on Card B to reduce the effects of any bias that might be introduced because of an item's position in the questioning sequence. Each of the two forms of the questionnaire were used with approximately the same number of respondents. Cards A and B used with Form I (white) list the items in numerical order, and Cards A and B used with Form II (blue) list the same items in reverse order.

The same questionnaire was used for the general public and special samples of "Knowledgeables". For Spanish-speaking respondents, the questionnaire was translated into Spanish. Bilingual interviewers conducted these interviews in whichever language the respondent felt most comfortable -- Spanish or English.

A copy of the questionnaire and the exhibit cards used during the interview is appended at the end of the report.

## 8. Sampling Tolerances

The sampling tolerances that apply to the percentage results based on the general public sampling are given in the table below. This table shows the possible variation that might be anticipated because a sample, rather than the entire population, was interviewed.

As indicated in the table below, the sampling tolerances vary with the size of the sample and the size of the percentage results.

Size of Sample on which Survey Result is Based	Approximate Sampling Tolerances For A Survey Percentage At Or Near These Levels				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
1,000 interviews	2%	3%	4%	4%	4%
700	3%	4%	4%	5%	5%
500	3%	4%	5%	5%	5%
400	4%	5%	6%	6%	6%
300	4%	6%	6%	7%	7%
200	5%	7%	8%	8%	9%
100	7%	10%	11%	12%	12%

(95 in 100 Confidence Level)

For example, on the question, "How about the public school system where you live. Overall, would you rate it excellent, good, only fair or poor?" Fifty-five per cent of respondents said that they consider their school system excellent or good. In this case, the sampling tolerance based on 1105 interviews is  $\pm 4\%$ . In other words, chances are 95 in 100 that if all residents of New Jersey had been interviewed, rather than just a sample of them, the proportion saying that their school system is excellent or good would be between 59% and 51% ( $55\% \pm 4\%$ ).

Sampling tolerances are also involved in the comparison of results from different parts of the sample. A difference, in other words, must be of at least a certain size to be considered statistically significant rather than as having occurred simply through chance. The table below is a guide to the sampling tolerances applicable to such comparisons.

Size of Samples Compared	Differences Required for Significance At Or Near These Percentage Levels				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
1,000 and 1,000	4%	4%	5%	5%	6%
500	4%	5%	6%	7%	7%
400	4%	6%	7%	7%	7%
100	8%	10%	12%	13%	13%
850 and 100	8%	10%	12%	13%	13%
650 and 450	5%	6%	7%	7%	8%
500 and 400	5%	7%	8%	8%	8%
200	6%	8%	9%	10%	10%
100	8%	11%	13%	14%	14%
400 and 300	6%	7%	9%	9%	9%
200	6%	8%	10%	10%	11%
100	8%	11%	13%	13%	14%
250 and 250	7%	8%	10%	11%	11%
100	9%	12%	13%	14%	14%
100 and 100	10%	14%	16%	17%	17%

(95 in 100 Confidence Level)

For example, 37% of New Jersey residents who live in urban areas consider their school system excellent or good, compared to 68% of New Jersey residents who live in the suburbs. The difference is statistically significant, since there are 95 chances in 100 that any difference of eight percentage points or more for these two groups of 416 and 510 interviews represents an actual difference of opinion at these levels and is not due to chance.

## NEW JERSEY SCHOOLS

I'm \_\_\_\_\_, and I'm working on a survey about important issues for Opinion Research Corporation of Princeton, New Jersey. I'd like very much to have your opinions.

1. To begin with, what in your opinion are the two or three most important problems in New Jersey at this time? (DO NOT READ CHOICES LISTED.)

- |   |  |
|---|--|
| 1 HIGH TAXES/TAX STRUCTURE                      | 9 URBAN PROBLEMS/BIG CITIES (NONSPECIFIC)  |
| 2 GOVERNMENT CORRUPTION                         | 10 TRANSPORTATION/ROADS, HIGHWAYS, TRAFFIC |
| 3 CRIME AND DRUG ADDICTION/JUVENILE DELINQUENCY | 11 HOUSING/SLUMS                           |
| 4 EDUCATION/SCHOOLS/TEACHERS                    | 12 POLLUTION/ECOLOGY/THE ENVIRONMENT       |
| 5 INFLATION AND GOVERNMENT SPENDING/HIGH PRICES | 13 OTHER (Specify): _____                  |
| 6 CIVIL RIGHTS/RACE RELATIONS                   |  |
| 7 POVERTY AND SOCIAL WELFARE/UNEMPLOYMENT       | 14 NO OPINION                              |
| 8 LOTTERY/USE OF LOTTERY FUNDS                  |  |

Now a few questions about elementary and secondary public schools in New Jersey -- that is, public schools from kindergarten through 12th grade.

2. Taking into account everything you've heard and read, how would you rate the public schools overall in the State of New Jersey -- excellent, good, only fair or poor?

- 1 EXCELLENT  
2 GOOD  
3 ONLY FAIR  
4 POOR  
5 NO OPINION

3. How about the public school system where you live. Overall would you rate it excellent, good, only fair or poor?

- 1 EXCELLENT  
2 GOOD  
3 ONLY FAIR  
4 POOR  
5 NO OPINION

4. Do you think the quality of education in New Jersey public schools is better, worse, or about the same as it was five years ago?

- 1 BETTER  
2 WORSE  
3 ABOUT THE SAME  
4 NO OPINION

5. What about five years from now -- do you think the quality of education in New Jersey public schools will be better, worse, or about the same as it is now?

- 1 BETTER → GO TO Q. 6  
2 WORSE → TO TO Q. 7  
3 ABOUT THE SAME  
4 NO OPINION



(IF "BETTER" ON Q. 5, ASK):

6. Why do you think the quality of education in New Jersey public schools will be better five years from now? (DO NOT READ CHOICES)

- 1 BETTER TEACHERS/TEACHER TRAINING
- 2 BETTER COURSES/CURRICULUM/PROGRAMS
- 3 MORE STUDENT PARTICIPATION/INTEREST/CONCERN
- 4 MORE INTEREST/CONCERN AMONG PARENTS/THE PUBLIC/THE COMMUNITY
- 5 MORE INTEREST/CONCERN AMONG TEACHERS, SCHOOL OFFICIALS
- 6 BETTER FINANCING/MORE MONEY FOR EDUCATION.
- 7 NEW TEACHING METHODS
- 8 BETTER DISCIPLINE
- 9 MORE/BETTER SCHOOL BUILDINGS, FACILITIES
- 10 BETTER TEXTBOOKS/TEACHING EQUIPMENT
- 11 THINGS ARE SO BAD NOW, THEY HAVE TO GET BETTER
- 12 OTHER (Specify): \_\_\_\_\_

13 NO OPINION

(IF "WORSE" ON Q. 5, ASK):

7. Why do you think the quality of education in New Jersey public schools will be worse five years from now? (DO NOT READ CHOICES)

- 1 DISCIPLINE PROBLEMS .
- 2 OVERCROWDING
- 3 POOR/UNQUALIFIED TEACHERS
- 4 POOR TEACHING METHODS
- 5 FINANCIAL PROBLEMS
- 6 LACK OF INTEREST/CONCERN
- 7 RACIAL PROBLEMS/DISCRIMINATION
- 8 THINGS ARE SO BAD NOW AND THERE'S LITTLE HOPE FOR ANYTHING BETTER/THE WHOLE SYSTEM IS BAD/NEEDS CHANGING
- 9 OTHER (Specify): \_\_\_\_\_

10 NO OPINION

We are interested in finding out your views as a parent or citizen about what you consider to be the most important goals of public education here in New Jersey.

8. What do you want the public school in New Jersey to do for students at the elementary and secondary school levels -- that is kindergarten through 12th grade? (PROBE: Is there anything else you think is important?)

- 9. What are some of the ways you could tell if a public school system was making progress toward meeting these goals? (PROBE: What kinds of things come to mind? Any others you can think of?)



HAND RESPONDENT CARD "A"

Here is a list of possible goals or aims of public education at the elementary and secondary school levels. These are expressed in terms of certain qualities and abilities public education might help develop in people. Please read through the items on the list so that you are familiar with them before I ask you the next question. (PAUSE.)

- 10. Suppose it were possible to do something about three of these goals right away. On which three would you like to see immediate action taken? Just tell me the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	X NONE	Y NO OPINION		

- 11. In your opinion, which three of these goals could best wait for attention until a later time? Just tell me the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	X NONE	Y NO OPINION		

Now a slightly different question.

12. For each of the items on the list, please tell me whether you think it is a very important, fairly important, or not too important goal for New Jersey's public schools. If you think something on the list is not a proper goal for New Jersey's public schools, just let me know when we come to it. (INTERVIEWER: READ EACH NUMBER IN TURN.)

	<u>VERY IMP.</u>	<u>FAIRLY IMP.</u>	<u>NOT TOO IMP.</u>	<u>NO OPINION</u>	<u>NOT A PROPER GOAL</u>
1. Basic learning skills. . .	1	2	3	4	5
2. Basic knowledge. . .	1	2	3	4	5
3. A responsible citizen. . .	1	2	3	4	5
4. The qualities and skills necessary. . .	1	2	3	4	5
5. A knowledgeable buyer. . .	1	2	3	4	5
6. An understanding of and respect for differences. . .	1	2	3	4	5
7. A responsible. . .	1	2	3	4	5
8. A respect for the public health. . .	1	2	3	4	5
9. Creativity. . .	1	2	3	4	5
10. A code of personal ethics and values. . .	1	2	3	4	5
11. Self-knowledge. . .	1	2	3	4	5
12. The desire to continue to learn. . .	1	2	3	4	5
13. Respect for authority. . .	1	2	3	4	5
14. A good preparation to con- tinue one's education. . .	1	2	3	4	5
15. Social skills. . .	1	2	3	4	5
16. Good personal health habits and awareness. . .	1	2	3	4	5

13. How good a job do you think New Jersey's public schools are now doing in helping students develop each of these qualities or abilities. First, take number \_\_\_\_\_ (READ EACH NUMBER IN TURN, OMITTING ANY RESPONDENT CONSIDERS NOT A PROPER GOAL IN Q. 12) in your opinion, are the public schools now doing an excellent, good, only fair, or poor job on this goal?

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>NO OPINION</u>
1. Basic learning skills. . .	1	2	3	4	5
2. Basic knowledge. . .	1	2	3	4	5
3. A responsible citizen. . .	1	2	3	4	5
4. The qualities and skills necessary. . .	1	2	3	4	5
5. A knowledgeable buyer. . .	1	2	3	4	5
6. An understanding of and respect for differences. . .	1	2	3	4	5
7. A responsible. . .	1	2	3	4	5
8. A respect for the public health.	1	2	3	4	5
9. Creativity. . .	1	2	3	4	5
10. A code of personal ethics and values. . .	1	2	3	4	5
11. Self-knowledge. . .	1	2	3	4	5
12. The desire to continue to learn. . .	1	2	3	4	5
13. Respect for authority. . .	1	2	3	4	5
14. A good preparation to continue one's education. . .	1	2	3	4	5
15. Social skills. . .	1	2	3	4	5
16. Good personal health habits and awareness. . .	1	2	3	4	5

TAKE BACK CARD "A"

14. Are there any changes that you would like to see made so that our public schools can meet the needs of the future -- say five or ten years from now?

1 NO/CAN'T THINK OF ANY  
NO OPINION

--	--

HAND RESPONDENT CARD "B"

Next I'd like to talk about the goals of public education at the elementary and secondary school levels in terms of certain practices and policies which affect the quality of education. Please read through the list. (PAUSE.)

15. Suppose it were possible to do something about three of these goals right away. On which three would you like to see immediate action taken? Just tell me the numbers.

- |    |    |    |    |    |    |    |    |    |    |        |              |
|----|----|----|----|----|----|----|----|----|----|--------|--------------|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |        |              |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | X NONE | Y NO OPINION |

(IF RESPONDENT CHOOSES ITEM NUMBER "13" ON Q. 15, ASK):

16a. What action would you like to see taken with respect to getting good adult education programs?

(IF RESPONDENT CHOOSES ITEM NUMBER "14" ON Q. 15, ASK):

16b. What action would you like to see taken with respect to getting good programs for pre-kindergarten children?

17. In your opinion, which three of these goals could best wait for attention until a later time? Just tell me the numbers.

- |    |    |
|----|----|
| 4  | 8  |
| 14 | 18 |

Now a slightly different question.

18. For each of the items on the list, please tell me whether you think it is a very important, fairly important, or not too important goal for New Jersey's public schools. If you think something on the list is not a proper goal for New Jersey's public schools, just let me know when we come to it. (INTERVIEWER: READ EACH NUMBER IN TURN.)

	<u>VERY IMP.</u>	<u>FAIRLY IMP.</u>	<u>NOT TOO IMP.</u>	<u>NO OPINION</u>	<u>NOT A PROPER GOAL</u>
1. Modern textbooks. . .	1	2	3	4	5
2. Freedom for students. . .	1	2	3	4	5
3. Attention to students with special needs. . .	1	2	3	4	5
4. Participation by teachers. . .	1	2	3	4	5
5. Participation by students. . .	1	2	3	4	5
6. Adequate guidance facilities. . .	1	2	3	4	5
7. Reducing competition among . . .	1	2	3	4	5
8. Recreational activities. . .	1	2	3	4	5
9. Efficient use of time and money. . .	1	2	3	4	5
10. Year-round use of school buildings. . .	1	2	3	4	5
11. High quality teachers. . .	1	2	3	4	5
12. Procedures whereby teachers can be rewarded. . .	1	2	3	4	5
13. Good adult education programs. . .	1	2	3	4	5
14. Good programs for pre-kindergarten children. . .	1	2	3	4	5
15. Adequate discipline. . .	1	2	3	4	5
16. School administrators and teachers who are responsive. . .	1	2	3	4	5
17. Educational programs that. . .	1	2	3	4	5
18. Flexible, informal schools. . .	1	2	3	4	5
19. Treating each child as an individual. . .	1	2	3	4	5
20. Use of school facilities. . .	1	2	3	4	5

TAKE BACK CARD "B", HAND RESPONDENT CARD "C"

19. From which of these do you get most of your information about New Jersey's public schools? Just tell me the numbers.

	Q. 19 Most Information	Q. 20 Preferred Source
Newspaper	1	1
My children	2	2
Neighbors and friends	3	3
School board literature or newsletters	4	4
School board meetings	5	5
Visits to schools or personal conferences with teachers	6	6
Meetings of parents' organizations (PTA, PTO, etc.)	7	7
Radio or T.V.	8	8
Political clubs and leaders	9	9
Personal acquaintance with teachers or others directly involved with the school	10	10
Personal participation directly with the school or school system	11	11
League of Women Voters or other civic groups	12	12
Other (specify): _____	13	13
None	14	14

20. From which of these, if any, would you like more information about New Jersey's public schools? Again, just tell me the numbers. \_\_\_\_\_

TAKE BACK CARD "C"

21. How good a job do you think your local school board is doing in meeting its responsibilities to the children of the community -- excellent, good, only fair, or poor?

- 1 EXCELLENT ✓
- 2 GOOD
- 3 ONLY FAIR
- 4 POOR
- 5 NO OPINION

COMMENT:

Now on an entirely different subject -- we have a list of some things people have occasion to do from time to time. Please read each one and indicate whether this is something you personally do frequently, occasionally, rarely, or never. Just circle the number under the appropriate column directly on the questionnaire.

22. HOW OFTEN DO YOU DO EACH OF THESE THINGS? CIRCLE THE NUMBER UNDER THE APPROPRIATE COLUMN TO INDICATE YOUR ANSWER.

For example, take the first item, "Use a dictionary", if this is something you do frequently or regularly, circle "1". If you do it occasionally or every now and then, circle "2", if you do it rarely or have done it only once or twice, circle "3". If this is something you have never done, circle "4".

	<u>FREQUENTLY</u>	<u>OCCASIONALLY</u>	<u>RARELY</u>	<u>NEVER</u>
1. Use a dictionary	1	2	3	4
9. Write a letter to an editor of a newspaper or magazine expressing your opinion	1	2	3	4
17. Develop or learn new job skills	1	2	3	4
26. Attend a social gathering where there are members of other races	1	2	3	4
27. Attend a social gathering where there are people whose social and cultural characteristics are different from your own	1	2	3	4
33. Make plans to do something with other members of your family	1	2	3	4
38. Use products that help control pollution, such as low-lead gasoline or special detergent	1	2	3	4
43. Attend a play, concert, art exhibit or other cultural event	1	2	3	4
48. Attend a course or a lecture to further your knowledge	1	2	3	4
55. Help a friend solve a problem	1	2	3	4
60. Go to a doctor for a check-up	1	2	3	4
2. Discuss your point of view with others who hold different opinions	1	2	3	4
7. Contribute money or time to help someone get elected to political office	1	2	3	4
16. Give blood	1	2	3	4

PLEASE GO ON TO NEXT PAGE



		<u>FREQUENTLY</u>	<u>OCCASIONALLY</u>	<u>RARELY</u>	<u>NEVER</u>
18.	Receive a job promotion	1	2	3	4
22.	Read any specialized consumer publication, such as <u>Consumer Reports</u>	1	2	3	4
28.	Try to learn about people whose background and way of life is different from your own	1	2	3	4
34.	Celebrate an anniversary or birthday with a member of your family	1	2	3	4
39.	Return glass, metal containers, or newspapers so that they can be recycled or used again	1	2	3	4
42.	Vote in a general election.	1	2	3	4
44.	Sing in a chorus, perform in a play or concert, etc.	1	2	3	4
49.	Read books	1	2	3	4
56.	Lend something to a friend or neighbor	1	2	3	4
61.	Go to a dentist for a check-up	1	2	3	4
3.	Use an encyclopedia	1	2	3	4
8.	Serve as an officer of a political or social organization	1	2	3	4
19.	Recommend your place of work to someone looking for a job similar to yours	1	2	3	4
23.	Compare prices when grocery shopping	1	2	3	4
29.	Come into contact with members of other racial groups in church, at meetings, in recreational activities, etc.	1	2	3	4
30.	Come into contact with people whose social and cultural characteristics are different from your own in church, at meetings, in recreational activities, etc.	1	2	3	4
35.	Do something your family wants you to do which you wouldn't otherwise do	1	2	3	4
40.	Pick up litter on the street	1	2	3	4
45.	Go to a museum or art gallery	1	2	3	4
50.	Spend at least 20 minutes reading a newspaper or newspapers	1	2	3	4

	<u>FREQUENTLY</u>	<u>OCCASIONALLY</u>	<u>RARELY</u>	<u>NEVER</u>
57. Have friends over to your house or apartment	1	2	3	4
62. Smoke a cigarette	1	2	3	4
4. Find out how to get somewhere by looking at a map	1	2	3	4
10. Vote in a primary election, that is, an election to select candidates for the party of your choice	1	2	3	4
20. Make a suggestion for improving procedures at work	1	2	3	4
24. Consider the extra cost of borrowing money or using an installment plan when making a purchase	1	2	3	4
31. Speak up for members of other racial or ethnic groups	1	2	3	4
36. Help a member of your family solve a problem	1	2	3	4
42. Stay at home or keep children at home to keep a cold or the flu from spreading to other people	1	2	3	4
46. Use your creative abilities in handicrafts, such as sewing, knitting, wood-working, etc.	1	2	3	4
51. Read magazines or journals to get information, not just for entertainment	1	2	3	4
63. Use hard drugs, such as heroin	1	2	3	4
5. Look up someone's number in the telephone book	1	2	3	4
11. Do volunteer work for a civic or social organization	1	2	3	4
21. Put in extra hours at work	1	2	3	4
25. Compare the advantages of different brands or manufacturers when making a large purchase, such as a car, T.V., or washing machine	1	2	3	4
32. Listen to someone who has different ideas explain his ideas to you	1	2	3	4
41. Stay within the speed limit when driving a car	1	2	3	4
52. Watch T.V. to get information, not just for entertainment	1	2	3	4
58. Welcome someone who has just moved into the neighborhood	1	2	3	4

	<u>FREQUENTLY</u>	<u>OCCASIONALLY</u>	<u>RARELY</u>	<u>NEVER</u>
64. Be sick enough to stay in bed	1	2	3	4
6. Balance your checkbook	1	2	3	4
13. Send a message of support or protest to an elected public official	1	2	3	4
53. Keep informed about current events	1	2	3	4
37. Keep in touch with a relative who lives away from home	1	2	3	4
47. Use your creative abilities in such things as painting a picture, writing a story or poem, playing a musical instrument	1	2	3	4
14. Attend a local school board meeting	1	2	3	4
54. Expand your knowledge of a subject by talking with other people	1	2	3	4
59. Help someone who is in trouble	1	2	3	4
65. Get physical exercise	1	2	3	4
15. Contribute to a church or charity	1	2	3	4

PLEASE CONTINUE →

23. Now on another subject, please indicate whether each selection of foods for dinner would make a balanced meal or not. Indicate your opinion by circling the number under the appropriate column for each menu.

	<u>BALANCED</u>	<u>NOT BALANCED</u>	<u>DON'T KNOW</u>
<u>Menu A</u>			
Corn Beef, cabbage, carrots, bread and butter, milk	1	2	3
<u>Menu B</u>			
Macaroni, celery, bread and butter, apple pie, coffee	1	2	3
<u>Menu C</u>			
Fruit cup, pork and beans, cottage cheese, lettuce, corn, tea	1	2	3

PLEASE RETURN QUESTIONNAIRE TO INTERVIEWER

24. Do you happen to know who is now Governor of New Jersey? (PROBE FOR NAME)

- 1 CORRECT ANSWER
- 2 INCORRECT ANSWER
- 3 DON'T KNOW

25. Do you happen to know the names of the two U.S. Senators from New Jersey? (PROBE FOR NAMES)

- 1 BOTH NAMES RIGHT
- 2 ONE NAME RIGHT
- 3 NONE RIGHT
- 4 DON'T KNOW

Now just a few background questions for statistical purposes.

26. In which age group do you fall?

- 1 16 - 20
- 2 21 - 29
- 3 30 - 39
- 4 40 - 49
- 5 50 - 59
- 6 60 AND OVER

27. What was the last grade you completed in school?

- 1 LESS THAN 8TH GRADE
- 2 8TH GRADE
- 3 HIGH SCHOOL - INCOMPLETE (9TH - 11TH GRADES)
- 4 HIGH SCHOOL COMPLETED (12TH GRADE)
- 5 TRADE OR VOCATIONAL SCHOOL (AFTER HIGH SCHOOL)
- 6 COLLEGE (NO DEGREE)
- 7 COLLEGE (TWO-YEAR DEGREE)
- 8 COLLEGE (FOUR-YEAR DEGREE)
- 9 GRADUATE WORK (NO DEGREE)
- 0 GRADUATE DEGREE
- X DON'T RECALL
- Y CURRENTLY ATTENDING SCHOOL

28. How many years, if any, did you go to an elementary or secondary public school in New Jersey?

- 1 \_\_\_\_\_ (YEARS)
- 2 NONE → SKIP TO Q. 31

(IF ATTENDED PUBLIC SCHOOL IN N.J., ASK):

29. Judging from your own experience, how satisfied are you with the quality of the public education you received in New Jersey at the elementary or secondary school level -- very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied.

- 1 VERY SATISFIED
- 2 FAIRLY SATISFIED
- 3 FAIRLY DISSATISFIED
- 4 VERY DISSATISFIED
- 5 NO OPINION

30. Why do you feel that way?

--	--

31. Do you have any children who will be of school age in the next two years or who are currently attending elementary or secondary school?

- 1 YES, PRESCHOOL CHILDREN ONLY
- 2 YES, CHILDREN ATTENDING ELEMENTARY OR SECONDARY SCHOOL
- 3 NO → SKIP TO Q. 34

(IF "PRESCHOOL CHILDREN ONLY" ON Q. 31, ASK):

32. When your child enters kindergarten, will this probably be at a public school in New Jersey or not?

- 1 YES
- 2 NO
- 3 DON'T KNOW

(IF "CHILDREN ATTENDING ELEMENTARY OR SECONDARY SCHOOL" ON Q. 31, ASK):

33. Are any of your children currently

- 1 YES

34. About how long have you lived in this city or town?

- 1 LESS THAN ONE YEAR
- 2 1 - 5 YEARS
- 3 6 - 10 YEARS
- 4 MORE THAN 10 YEARS

(IF 5 YEARS OR LESS ASK):

35. Did you move here from out of state or not?

- 1 OUT OF STATE
- 2 NOT OUT OF STATE

**HAND RESPONDENT CARD "D"**

36. For statistical purposes, we need to know your family income for 1970. Please give me the letter which covers your total family income for 1970, before taxes. Include your own income and that of any members of your immediate family who are living with you. Just give me the letter.

- 1 A
- 2 B
- 3 C
- 4 D
- 5 E
- 6 F
- 7 G
- 8 H
- 9 I
- 0 J
- X REFUSED
- Y DON'T KNOW

37. What kind of work does the chief wage earner in this household do? (If unemployed ( ), what is chief wage earner's usual occupation?)

\_\_\_\_\_

38. What kind of business is that? What do they make or do?

**PLEASE CIRCLE:**

- CHIEF WAGE EARNER --
- 1 OWNS BUSINESS, HIRES OTHERS
  - 2 SELF-EMPLOYED, HIRES NOBODY
  - 3 WORKS FOR SOMEONE ELSE
  - 4 OTHER: \_\_\_\_\_

39. Are you the chief wage earner in this household? 1 YES  
2 NO

(IF RESPONDENT IS NOT CHIEF WAGE EARNER, ASK):

40. What kind of work do you do? (If unemployed ( ), what is your usual occupation?)

\_\_\_\_\_

41. What kind of business is that? What do they make or do?

**PLEASE CIRCLE**

- RESPONDENT --
- 1 OWNS BUSINESS, HIRES OTHERS
  - 2 SELF-EMPLOYED, HIRES NOBODY
  - 3 WORKS FOR SOMEONE ELSE
  - 4 OTHER: \_\_\_\_\_

INTERVIEWER:

ASK QUESTION 42 OF ALL THOSE WHO THEMSELVES HOLD POSITIONS IN ANY OF THE FOLLOWING OCCUPATION AREAS OR WHO MEET THE FOLLOWING CRITERIA -- SUPERVISE 10 OR MORE EMPLOYEES OR SPEND AT LEAST HALF THEIR TIME EVALUATING THE JOB QUALIFICATIONS OR PERFORMANCE OF OTHER EMPLOYEES. DETERMINE AS NECESSARY AND CIRCLE THE APPROPRIATE CATEGORY BELOW:

- 1. LAW ENFORCEMENT OFFICER OR SOCIAL WELFARE WORKER, such as a court officer, policeman, probation officer, social worker, etc.
- 2. EDUCATOR AT THE ELEMENTARY OR SECONDARY SCHOOL LEVEL, such as a school administrator, guidance counselor, principal, teacher, department chairman, etc.
- 3. EDUCATOR AT THE COLLEGE LEVEL, such as administrator, dean, admissions officer, teacher, guidance counselor, or department chairman
- 4. SUPERVISOR OR EVALUATOR OF EMPLOYEES

42. Through your work you are in a position to come into contact with a wide variety of people, including students or graduates of elementary and secondary public schools in New Jersey. This experience may have given you a different perspective from that of the average parent or citizen. We would like very much to have your comments on the quality of elementary and secondary public school education, here in New Jersey, as reflected in the people you come into contact with, or any other comments you might like to make on any of the topics we have been discussing.

Handwritten scribbles and marks on the page.

INTERVIEWER: CIRCLE APPROPRIATE ANSWER:

- 47. 1 MAN
- 2 WOMAN

- 48. 1 WHITE
- 2 BLACK
- 3 PUERTO RICAN
- 4 CUBAN
- 5 OTHER

INTERVIEWER: BE SURE TO CIRCLE COLOR. IF YOU ARE NOT CERTAIN, YOU MAY JUDGE BY APPEARANCE OR WRITE IN YOUR BEST DESCRIPTION. DETERMINE IF RESPONDENT IS PUERTO RICAN OR CUBAN.

49. How likely are you to be away from home on a (DAY OF INTERVIEW) at this time of day (evening)? (READ CHOICES.)

- 1 CHANCES ARE 3 OUT OF 4 I'D BE AWAY FROM HOME
- 2 CHANCES ARE 2 OUT OF 4 I'D BE AWAY FROM HOME
- 3 CHANCES ARE 1 OUT OF 4 I'D BE AWAY FROM HOME
- 4 CHANCES ARE 0 OUT OF 4 (I'M ALMOST ALWAYS HOME)

THANK YOU VERY MUCH!

RESPONDENT'S NAME: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_ TELEPHONE #: \_\_\_\_\_

NAME OF INTERVIEWER: \_\_\_\_\_

LENGTH OF INTERVIEW: \_\_\_\_\_ LOCATION #: \_\_\_\_\_

I certify that this is an honest interview taken in accordance with my instructions.

\_\_\_\_\_  
(Signature)

## CARD "A"

1. Basic learning skills, that is, the power to reason, the skills necessary to find information, solve problems, and communicate with others.
2. Basic knowledge, that is, knowledge of facts and issues about the world we live in.
3. A responsible citizen, that is, an active member of the community.
4. The qualities and skills necessary to get and hold a satisfying job.
5. A knowledgeable buyer of goods and services.
6. An understanding of and respect for differences among people, including people of other races and people of different social and cultural backgrounds.
7. A responsible, contributing member of a family.
8. A respect for the public health, for preserving our natural resources, and for protecting the environment.
9. Creativity and the ability to appreciate the creativity of others with respect to music, art, etc.
10. A code of personal ethics and values that guides one's actions.
11. Self-knowledge, that is, an understanding of one's own strengths and weaknesses.
12. The desire to continue to learn throughout life.
13. Respect for authority and the ability to accept discipline.
14. A good preparation to continue one's education beyond high school.
15. Social skills, that is, the ability to get along with other people.
16. Good personal health habits and awareness of the benefits of personal hygiene, adequate nutrition, and physical exercise.



## CARD "B"

1. Modern textbooks; courses that are kept up-to-date.
2. Freedom for students to choose the courses they want to take.
3. Attention to students with special needs, such as gifted children, non-English speaking children, the handicapped, etc.
4. Participation by teachers in decisions affecting school operations.
5. Participation by students in decisions affecting school affairs.
6. Adequate guidance facilities and services.
7. Reducing competition among students by changing the practice of ranking students by their grades in school work.
8. Recreational activities that give all children a chance to participate regardless of skill.
9. Efficient use of time and money spent on education.
10. Year-round use of school buildings with only some students taking summer vacations and others taking vacations at other times of the year.
11. High quality teachers.
12. Procedures whereby teachers can be rewarded for high quality performance and removed if their performance is unacceptable.
13. Good adult education programs.
14. Good programs for pre-kindergarten children.
15. Adequate discipline in the classroom.
16. School administrators and teachers who are responsive to community needs.
17. Educational programs that allow students to see at first hand how the things they are learning are applied to actual situations.
18. Flexible, informal schools which adapt to the students rather than forcing students to adapt to the schools.
19. Treating each child as an individual rather than as a part of some group or category.
20. Use of school facilities by the community and use of community facilities by students.

CARD "C"

1. Newspaper
2. My children
3. Neighbors and friends
4. School board literature or newsletters
5. School board meetings
6. Visits to schools or personal conferences with teachers
7. Meetings of parents' organizations (PTA, PTO, etc.)
8. Radio or T.V.
9. Political clubs and leaders
10. Personal acquaintance with teachers or others directly involved with the school
11. Personal participation directly with the school or school system
12. League of Women Voters or other civic groups

## CARD "D"

- A. Under \$2,000 a year
- B. \$2,000 - \$2,999 a year
- C. \$3,000 - \$3,999 a year
- D. \$4,000 - \$4,999 a year
- E. \$5,000 - \$5,999 a year
- F. \$6,000 - \$6,999 a year
- G. \$7,000 - \$9,999 a year
- H. \$10,000 - \$14,999 a year
- I. \$15,000 - \$24,999 a year
- J. \$25,000 and over a year