

Trends & TudesSM

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Keeping you informed of current topics in youth and education research.

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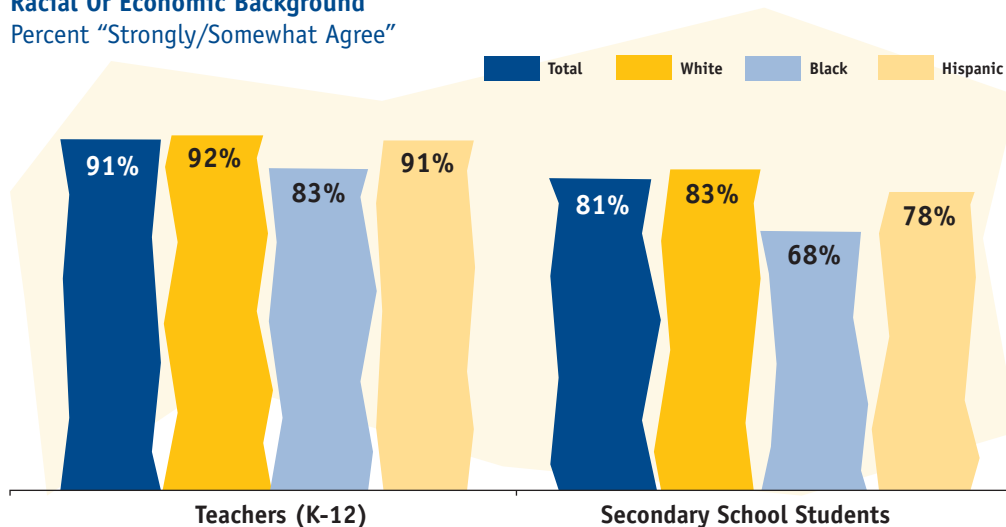
Brown vs. Board of Education: Fifty Years Later

Harris Interactive was recently commissioned by *Education Week* to conduct a survey of public school teachers and students. The purpose of this survey was to examine issues of race and equality within the schools, half a century after the landmark *Brown v. Board of Education* ruling was handed down by the United States Supreme Court in 1954. This ruling declared racially segregated schools to be unconstitutional. This month, nearing the 50th anniversary of this ruling, we would like to share with you some of the results of this research.

School Atmosphere

Less than half of teachers and less than one-quarter of students give their schools excellent ratings, although 9 in 10 teachers and 8 in 10 students believe that students are treated fairly in their schools. Black and Hispanic teachers and students are less likely than white teachers and students to give their schools excellent ratings, to believe that all students are treated fairly, and to believe that black and Hispanic students are disciplined fairly.

FIGURE 1
Students Get Fair Treatment From Teachers And Administrators Regardless Of Student's Racial Or Economic Background
Percent "Strongly/Somewhat Agree"



Source: "Brown v. Board of Education:" Fifty Years Later, May 2004. Study conducted by Harris Interactive on behalf of "Education Week"

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Editorial: Our Take On It

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We are 50 years farther down the road with many more miles to travel. That is the message of some recent Harris Polls that have examined the impact of the *Brown v. Board of Education* legal decision, half a century after this ruling was handed down by the U.S. Supreme Court in 1954. These polls indicate a perception that the racial equality in education that was sought fifty years ago has not yet been fully achieved.

In analyzing survey data related to racial issues in the United States, it is important to closely compare the responses from white respondents with the responses from black and Hispanic respondents. Simply examining the responses of all Americans misses a big piece of the puzzle. Since a majority of Americans (and an even more disproportionate number of teachers) are white, American majority opinions are overly influenced by whites. In addition, we see substantial differences between whites and minorities on educational equality polling questions. By comparing the opinions of various racial groups, we can gain a clearer picture of the true nature of

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Race and Relationships in School

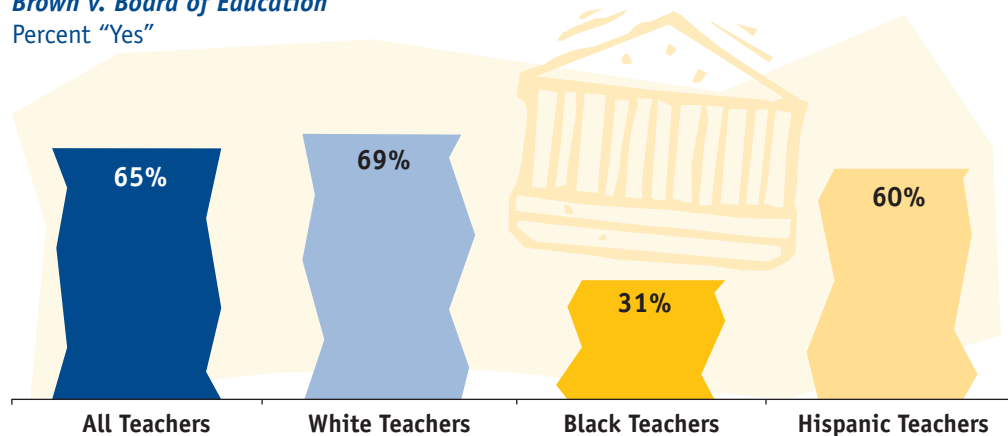
Almost all teachers and about 9 in 10 secondary students believe that it is important for students of different racial or ethnic backgrounds to interact together within schools. That said, opinions regarding the frequency of inter-racial student interaction are divided along racial lines. Black and Hispanic teachers and students are less likely than white teachers and students to believe that inter-racial student interaction is common. In addition, black and Hispanic students are less likely than white students to believe that teachers encourage students of different races to work together.

The quality of inter-racial student relations within the school appears to have room for improvement. Only 3 in 10 students give excellent ratings in evaluating the quality of inter-racial student relations. In addition, black and Hispanic students are more likely than white students to report inter-racial conflicts in the school.

Racial/Ethnic Diversity and Integration

The survey examined familiarity with the *Brown v. Board of Education* decision as well as evaluations regarding the extent to which the original goals of this decision have been met. Currently, teachers in mostly black and Hispanic schools, and teachers who are black or Hispanic, are more likely than other teachers to be familiar with the *Brown v. Board of Education* legal decision. These teachers are also less likely to believe that goals of this ruling have been met.

FIGURE 2
Public Education In The United States Has Met the Racial Integration Goal Of *Brown v. Board of Education*
Percent "Yes"



Source: "Brown v. Board of Education: Fifty Years Later, May 2004. Study conducted by Harris Interactive on behalf of "Education Week"

In addition, half of teachers and three-quarters of students believe that racially diverse classes have either a **negligible or negative impact** on student achievement. These opinions are also divided along racial lines, as white teachers and students are more likely than black and Hispanic teachers and students to believe that diverse classes have either a **negligible or negative impact** on student achievement.

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race relations in our country. Black and Hispanic opinions on racial issues are an excellent gauge of our progress, or lack thereof.

When asked about the current state of education in the United States, black and Hispanic teachers, students and members of the general public are more likely than white teachers, students and members of the general public to say that black and Hispanic students do not have the same educational opportunities as white students. Those who are most meant to benefit from the *Brown v. Board of Education* ruling tell us that we still have a long way to go to achieve educational equality in the United States.

The goal of the Civil Rights movement of the 20th century in the United States was to place all American citizens on equal footing. Racial equality would allow us to benefit from the contributions that all citizens have to offer. If this goal of equality is to be achieved, equal access to education will be a cornerstone. As the plaintiffs in *Brown v. Board of Education* argued, a segregated and unequal student body naturally leads to a segregated and unequal society. Separate is inherently not equal. To achieve an equal and integrated society, we need to plant the seeds while students are in school. To this end, it is

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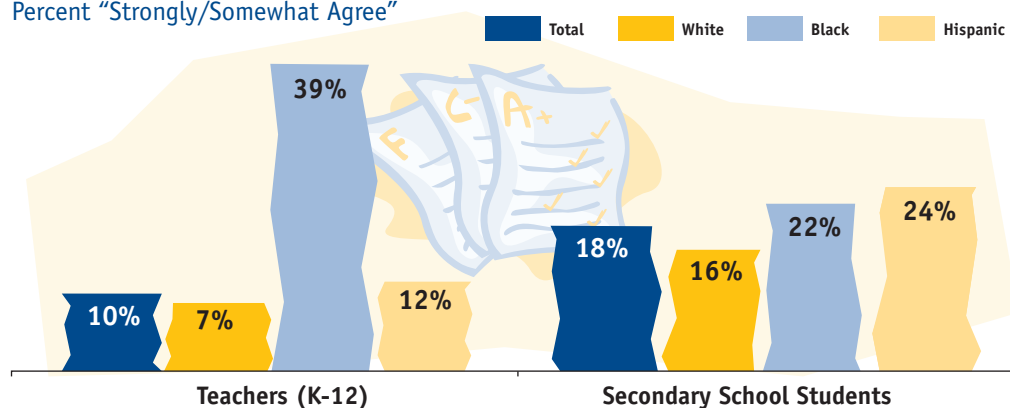
The Achievement Gap

There is a well-documented difference when comparing the average standardized test scores earned by white students to the average scores earned by black/Hispanic students. This difference is often referred to as “the achievement gap.”

In order to bridge the achievement gap, it is helpful if students of all races have access to challenging coursework. The survey compared the racial composition of schools to the racial composition within advanced classes, such as honors, AP or gifted courses. This analysis indicated that black and Hispanic students are under-represented in advanced classes. Interestingly, only one-quarter of all teachers agree that black or Hispanic students are under-represented within advanced classes in their school.

Opinions regarding representation and the achievement gap are divided along racial lines. Black and Hispanic teachers are more likely than white teachers to believe that black and Hispanic students are under-represented in advanced classes, or that an achievement gap exists between students who are white and those who are black or Hispanic. In addition, black and Hispanic teachers and students are more likely than white teachers and students to believe that teachers have lower expectations for black or Hispanic students than they do for white students.

FIGURE 3
Teachers Have Lower Expectations For Black Or Hispanic Students Than They Do For White Students
Percent “Strongly/Somewhat Agree”



Source: “*Brown v. Board of Education: Fifty Years Later*,” May 2004. Study conducted by Harris Interactive on behalf of “*Education Week*”

Finally, the survey examined opinions regarding the causes of and solutions for the achievement gap. Black and Hispanic teachers and students are more likely than white teachers and students to cite school or societal factors as explanations of and solutions for the achievement gap. White teachers and students are more likely than black and Hispanic teachers and students to cite student factors as explanations of and solutions for this gap. Finally, black and Hispanic teachers are more likely than white teachers to believe that the achievement gap can be solved by schools.

Find out more

To learn more about the study, please read the article “Survey Probes Views on Race” in the May 12, 2004 issue of *Education Week*. The article, as well as the full report, is available at www.edweek.org/brown.

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helpful to target the academic and social components of education.

One of the main goals of education is teaching and learning. Empirical evidence illustrates that white students routinely get higher scores on tests than do black or Hispanic students, on average. In addition, white students frequently have more access to challenging coursework than do black or Hispanic students. If racial equality is to be achieved, all students will need to have equal educational opportunities, as well as equal access to challenging coursework and post-secondary education. Such opportunities in school should, in theory, lead to expanded opportunities in the workforce.

A second goal of education is socialization; students need to learn the ways and rules of society, as well as learn how to get along with a diverse group of other students. The earlier students interact with others who are different from themselves, the easier it will be for them to get along with diverse groups of people, and view other people as equals. However, despite *Brown v. Board of Education*, many students attend racially homogeneous schools, and many students who attend heterogeneous schools end up in homogeneous classes. If students are segregated in

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Ask a Question...

Have a burning question you would like to ask kids and teens? Here's your chance to submit a free question for our upcoming YouthQuerySM youth omnibus. Just send us an email with your suggestion. We will pick one question each month and then publish the results in the next issue of the newsletter.

...Get an Answer

Ginger Thomson from Youth Noise submitted the following question:

If it were up to you, at what age would you allow people to begin voting in elections?

	Male	Female
8-9 years old	1%	1%
10-12 years old	6%	6%
13-15 years old	10%	8%
16-18 years old	64%	70%
19-21 years old	6%	6%
Over 21	2%	*

Source: Harris Interactive May 2004 YouthQuerySM, Boys and Girls ages 8-18

*Less than 0.5%

Recent Research for Public Release

From time to time, the Harris Interactive Youth Research team is fortunate to work with media, leading foundations and nonprofit organizations, and often we are able to release the results of some of these studies publicly.

Opinions Regarding the Condition of Public Education are Split Down Racial Lines

Majority Of The Adults Nationwide Believes African American Or Hispanic Students Just As Likely As White Students To Get A Good Education.

A majority of adult Americans (60%) believes that African American or Hispanic students are just as likely as white students to get a good education in the United States. However, the public's view is deeply divided across the lines of race and ethnicity.

Only a third (34%) of African Americans believe that minority and white students in the United States are equally likely to get a good education. In contrast, twice as many whites (65%) believe this to be true. Hispanics' views fall in between, with half (52%) reporting that African-American and Hispanic students are just as likely as white students to get a good education.

These are some of the results of a nationwide Harris Poll conducted online by Harris Interactive among 3,698 U.S. adults between March 18 and 29, 2004.

For more information, please visit

http://www.harrisinteractive.com/harris_poll/index.asp?PID=461

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school, they will have a difficult time integrating into a diverse society and workforce.

The *Brown v. Board of Education* ruling was supposed to open the doors for racial minority students, not just to schoolhouses, but also to educational, vocational and social opportunities, equal to those available to whites. However, on many levels, racial inequalities for students in the United States remain. The results of recent surveys can be interpreted as evidence that the original goals of *Brown v. Board of Education* have not yet been fully achieved. Still, recent results spotlight aspects of knowledge, behavior and attitudes that can be targeted for improvement over the next 50 years, if we believe that racial equality in society is still a worthy and achievable goal.

Many ideas have recently been proposed in an attempt to bridge current racial gaps in schools. Admittedly, most of these proposed solutions are controversial and will be challenging to implement. It seems that there are no easy answers, but one thing is clear: Until these problems are candidly recognized and concertedly addressed, it will be difficult to fully achieve the original racial equality goals of the *Brown v. Board of Education* legal decision.

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College Students to Spend Nearly \$15 Billion on Cars in 2004

360 Youth College Explorer Survey Reports 1.5 Million Students Will Buy Vehicles This Year.

Gone are the days of borrowing your roommate's car. The annual 360 Youth College Explorer study, powered by Harris Interactive, revealed findings in May 2004 indicating that nearly three of every four college students (72%) aged 18 to 30 own or have access to a car for personal use. Over the past two years alone, students spent \$30.9 billion* on automobiles, and one in every eight students (13%) is expected to buy a car in the next year, dispelling the image of the student in perpetual need of a ride. A significant force in the automotive market, college students are expected to buy one-and-a-half million cars this year, with projected spending totaling \$14.8 billion*.

Though traditionally known as the drivers of old jalopies, most students today are not satisfied driving hand-me-downs and old clunkers. Survey results show that of all cars purchased or leased by college students in the last two years, thirty-nine percent (39%), or nearly 1.2 million cars, came from a new car dealer. Another thirty-two percent (32%), or one million vehicles, were bought from a used-car dealer. Forty-nine percent (49%) of car users purchased or leased their car by themselves, and one-quarter (26%) had a car purchased or leased by a family member for their use. The survey found college students, on average, spend \$9,860 on individual car purchases.

For more information, please visit:

<http://www.harrisinteractive.com/news/allnewsbydate.asp?NewsID=801>

** Note: Figures based on Oct. 2003 College Explorer study data that is projected to the overall U.S. population of 11.61 million college students aged 18 to 30 years old, according to the National Center for Education Statistics (NCES).*

Majority of Youth Understand "Copyright," But Many Continue To Download Illegally

New Poll Indicates More Education, Parental Supervision Needed.

An understanding of copyright law is not enough to stop kids from downloading copyrighted software, games, music and other digital media through illegal, online file-sharing networks, according to a new Harris Interactive poll conducted for the Business Software Alliance (BSA).

A majority of youth are aware that digital media files are copyrighted (91 percent of young people are aware that books are copyrighted; 88 percent, movies; 88 percent, music; 86 percent, software; 83 percent, games and 64 percent, Web sites), yet many of them admit to downloading files anyway. Just over half say they download music (53 percent) and a third download games (32 percent), while fewer kids say they download larger digital files such as commercial software (22 percent) and movies (17 percent).

The nationwide opinion poll asked more than 1,100 youth, ages eight to 18, about their attitudes toward copyright law and Internet behavior, including uploading and downloading copyrighted files through online peer-to-peer (P2P) sites.

"Unfortunately, many kids and teens continue to download copyrighted works illegally even though more than half of them think there are laws against downloading digital works," said Diane Smirolfo, vice president of public affairs for BSA.

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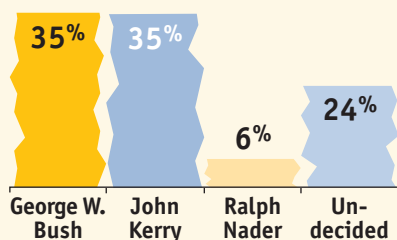
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Election Update

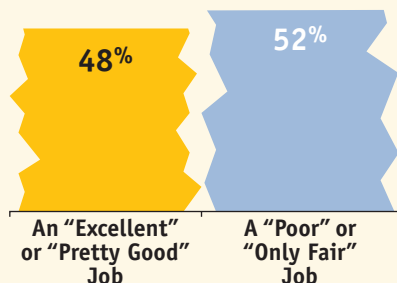
Until the Presidential election in November, Harris Interactive will report on our election poll that we are conducting among 8- to 18- year olds.

In May 2004, this study found that if the election were held today and these respondents could vote, 35% would vote for George W. Bush, 35% for John Kerry, 6% would vote for Ralph Nader and 24% would be undecided. Slightly less than half (48%) said that President Bush is doing an excellent or pretty good job as president, while 52% said that he is doing a poor or only fair job.

Presidential Candidate Preference Among 8- to 18-Year-Olds



Satisfaction with President's Performance Among 8- to 18-Year-Olds



“What’s most alarming is that eight out of 10 kids and teens understand the definition of copyright and nearly all of them, especially teens, are aware that software, music and movies are protected by copyright. The fact that kids know stealing software is wrong, and yet they behave like it’s okay, clearly illustrates a challenging ethical dilemma.”

For more information, please visit: <http://www.bsa.org/usa/press/newsreleases/Majority-of-Youth-Understand-Copyright.cfm>

New Survey Shows that Teens Are More Likely to Illegally Download Than Tweens

Teaching Respect For Digital Copyrighted Works Is Critical As Young People Grow Up.

Tweens are less likely than teens to download copyrighted commercial software and other digital media (music, movies and games) through illegal, online file-sharing networks, according to results of a new Harris Interactive poll conducted for the Business Software Alliance (BSA). Three percent of tweens said they have illegally downloaded software while 33 percent of teens admitted to the practice. The results indicate that ethical attitudes toward copyright law are significantly weaker among teenagers, pointing to a need for more education.

The nationwide opinion poll asked more than 1,000 youth, ages eight to 18, about their attitudes toward copyright laws and Internet behavior, including uploading and downloading copyrighted files through online peer-to-peer (P2P) sites.

In comparing the tween (ages eight to 12) and teen (ages 13 to 18) age groups, the behaviors and ethical attitudes toward illegally downloading software are strikingly different:

- Tweens are less likely than teens to believe that it is okay to download (16 percent vs. 38 percent) or upload (18 percent vs. 37 percent) software.
- Tweens are more likely than teens to worry about getting in trouble with their parents (50 percent vs. 11 percent) for illegally downloading copyrighted files.
- Tweens are less likely than teens to say that they know people who have downloaded files for free that they could have bought in a store or online (51 percent vs. 90 percent).

“The gap in behaviors and ethical attitudes from the tween to teen years indicates a critical need to educate younger kids even earlier and provide them with guidance that will positively influence their growth as good cyber citizens and their respect for digital copyrighted works,” says Diane Smiroldo, vice president of public affairs for BSA.

For more information, please visit: <http://www.bsa.org/usa/press/newsreleases/New-Survey-Shows-that-Teens-Are-More-Likely-to-Illegally-Download.cfm>



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To view previous issues of *Trends & Tudes*, please visit our website at http://www.harrisinteractive.com/news/newsletters_k12.asp

Contact Us

To make suggestions regarding this newsletter or to discuss a business issue involving youth or the people and issues that influence today's youth, please contact our Information Desk at 877.919.4765 or info@harrisinteractive.com.

You received this newsletter because you provided your contact information to a member of our youth research team. If you would prefer to be removed from our distribution list, please send an email to HI_youth_research@harrisinteractive.net and write the word "Remove" in the subject line. If others in your organization are interested in receiving our information, please have them forward their email address to HI_youth_research@harrisinteractive.net.

Come See Us...

Tween and Teen Power!

June 22-24, 2004 at The Catamaran Resort in San Diego, CA. This event focuses on these two booming consumer groups (twens 8-12 year olds and teens 13-19 year olds). For more information, go to: www.kidpowerx.com



IIR's Youth Marketing Mega-Event!

We will also be presenting, along with our colleagues from Yahoo!®, at the IIR's Youth Marketing Mega-Event, June 27-30, in Anaheim, California. This session will present the results of the "Born to Be Wired: A New Media Landscape Comes of Age" project, which we conducted for Yahoo! and Carat Interactive in June 2003. More information is available at <http://www.iirusa.com/youth/>

360 Youth College Explorer: 2003-2004

Powered by Harris Interactive is Now Available!

You can now subscribe to 360 Youth College Explorer, the annual study of college students powered by Harris Interactive. This is the only study of its kind to provide marketers with insights about the entire college market of 18- to 30-year-olds, including: full- and part-time students, students at 2- and 4-year institutions, and undergraduate and graduate students. This year's topics cover income and spending, financial services, online behavior, technology and wireless, entertainment, food and dining, and much more. Contact us at 877.919.4765 or info@harrisinteractive.com for details.

