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Young Men in High School and Beyond: A Summary of Findings from the Youth in Transition Project, 1966-1974

Volume I: Documentation Manual

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ICPSR 3505

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March 2002

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YOUTH IN TRANSITION

(ICPSR 3505)

Documentation Manual

VOLUME I

Principal Investigator

Jerald G. Bachman

Survey Research Center
Institute for Social Research
The University of Michigan

Fall, 1966
Spring, 1968
Spring, 1969
Summer, 1970

Distributed
1975

Inter-university Consortium for Political and Social Research
P.O. Box 1248
Ann Arbor, Michigan 48106

ISBN 0-87944-189-5

STUDY DESCRIPTION

A four-wave longitudinal study which collected individual interview and group-administered questionnaire data from a nationwide sample of young men, beginning in the fall of 1966 when they entered tenth grade, and continuing for nearly four years. The 2213 panel members at the time of the initial survey were clustered in 87 schools. The schools and boys were selected through use of multi-stage probability sampling to provide an essentially bias-free representation of tenth-grade boys in public high schools throughout the United States. Subsequent data collections were carried out with 1886 young men in the spring of 1968, the end of the eleventh grade for most; with 1799 young men in the spring of 1969, just before most were graduated; and with 1620 in June and July 1970. The initial data collection included tests of ability and academic skills, measures of family background characteristics, and a large number of "criterion" dimensions: affective states, self-concepts, values and attitudes, plans and behaviors. Most of the criterion dimensions were repeated in all four data collections. A dataset comprised of 516 selected variables, primarily indices based on longitudinal data, is also available.

Five datasets are available: the item-level dataset contains over 4500 variables. It is comprised of: Wave I - 2213 respondents, 24 cards of data per respondent, 1128 variables: Wave II - 1886 respondents, 23 cards of data per respondent, 1117 variables: Wave III - 1799 respondents 15 cards of data per respondent, 839 variables: and Wave IV - 1620 respondents, 29 cards of data per respondent, 1429 variables.

PROCESSING INFORMATION

These data and documentation are distributed in the form received by the archive from the original investigator. Thus the ICPSR can take no responsibility for the technical condition of the data or for the accuracy of the codebook.

NOV - 5 1974

NOTE
From the Principal Investigator

It is extremely important that researchers dealing with racial differences in these data be aware of severe limitations. The following excerpts from Volume II of the Youth in Transition series (Bachman, 1970) point to these limitations (repeatedly).

> Despite the contemporary importance of racial differences and the confirmation of them provided in our own data, there was some question as to how best to deal with them in the study. (p. 25)
>
> It would be tempting to make rather broad generalizations from some of our findings concerning racial differences. However, our sample was not designed primarily for this purpose, and the number and distribution of black respondents is not adequate for it. Our overall sampling plan clustered respondents in 87 schools, thus facilitating the study of school effects and providing a reasonably accurate description of the total population of boys in tenth grade. The sample design is less well suited, however, to the description and comparison of small subsets of the population, particularly when the subset is located in a small number of schools. Only 256 of our 2213 respondents are black; more serious from a sampling standpoint is the fact that over two-thirds of them are concentrated in only nine of our sampled schools (with the remaining third scattered in 25 other schools). In short, our ability to generalize accurately from the black subsample is severely limited, and this argued against a strong concentration on racial differences. (p 25-26)
>
> More than two-thirds of our black respondents are in schools which are predominantly or entirely black; virtually all of our white respondents are students in schools which are predominantly or entirely white. Thus the different racial subgroups are served primarily by different schools, and a clear danger exists that much of what appears to be racial differences may in fact be the result of school differences. (p. 26)
>
> Racial differences appear in our data, and in spite of limitations in a sampling design that was not intended to study racial subgroups, we felt compelled to report our findings in this area. (p. 197)
>
> Probably our most basic finding is the fact that the 256 black respondents in this study cannot be studied as a single subgroup. No less than three groups of blacks must be considered, based on different school (and community) environments: blacks in integrated schools, blacks in northern segregated schools, and blacks in southern segregated schools. Our reasons for reaching this conclusion are documented extensively in Chapter 4. [of Volume II]. In brief, we first found in preliminary analyses that black students in integrated schools are very different from those in segregated schools in terms of test scores and socioeconomic level; we then found that those in southern segregated schools are quite different from those in northern segregated schools.

> Given these differences in socioeconomic level and test scores, we decided that these three black subgroups would be examined separately throughout the monograph. (p. 197-198)
>
> We cannot leave this summary discussion of race as a background factor without stressing two points made in earlier chapters. The first point is methodological, the second is substantive.
>
> The sample for this study was not designed primarily to study racial differences. Indeed, the fact that our sample is clustered in a limited number of schools means that most of our black respondents are located in a handful of segregated schools (9 out of the total 87). We consider our findings based on this sample to be limited, . . . (p.200)

One important implication of the excerpts is that the black respondents should not be analyzed as a single group without careful consideration of the differences <u>within</u> this group, especially with respect to region and school integration. Another implication is that any discussion of racial differences should make very clear the considerable limitations of the sample for these purposes.

ERRATA SHEET

There is an error in the weight variable for five respondents in the Wave 1 data. The five respondents involved have a value of "2" in the weight variable (variable 5), while the correct value should be "1". These five identified by School Code (variable 3) and Student ID (variable 4) are: 032-07, 045-24, 051-04, 069-02, and 069-08. Both the School code and the Student ID number must be used to properly identify the respondents.

INTRODUCTION

A. THE YOUTH IN TRANSITION STUDY

In June of 1965 a longitudinal study of high school age boys was launched by The University of Michigan's Survey Research Center under the sponsorship of the United States Office of Education. The study deals with the effects of different high school environments, and the loss of such environments in the case of high school dropouts, on changes taking place in the attitudes, plans, and behaviors of adolescent boys. Thus, the study in the broadest sense, is an exploration of the effects of social environments on adolescent boys.

The basic design is a panel survey, combining the depth of a longitudinal design with the breadth of a nationwide sample. The study begins with a cross-section of boys starting tenth grade in public high schools throughout the United States, and follows them for nearly four years. During this period the majority have completed high school and entered the labor force or gone on to higher education; others have left school, become unemployed, and remain unemployed. The study is designed to measure important changes which occur in boys during this period, and to relate these changes to the environments in which they occur. (See Figure 1.)

National Sample

The design in centered around a national cross-section of about 2200 boys starting tenth grade in 87 public high schools in the Fall of 1966. A stratified random sample of 88 schools was originally sampled from across the United States, of which 81 agreed to participate. Replacements, which were matched for region and school size, were secured for all but one of the non-participating schools. In each school, a number of boys specified by the sampling design, usually around 25, was then invited to participate. Only three percent failed to complete the necessary instruments or refused entirely. Next, some corrective weighting of responses to increase sample accuracy was performed, resulting in a representative national sample of boys who were beginning their tenth grade of public high school in the United States in the Fall of 1966. Table 1 summarizes the weighting procedures used to correct the sample biases.

Data Collection from Subjects

Time 1 (T1): October - November 1966. This initial data collection involved a personal interview and a battery of group-administered tests and questionnaires. Interviews lasted an average of just over two hours. (For a summary comparison of instruments used in each data collection, see Table 2.) The interviewing was carried out in the school during

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[1] For a complete description of the study, see Bachman, J.G., Kahn, R. L., Mednich, M. T., Davidson, T. N., and Johnston, L. D. Youth in Transition: Volume I — Blueprint for a Longitudinal Study of Adolescent Boys. Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, 1967.

Figure 1

Overview of Research Design:

School Effects on Student Growth

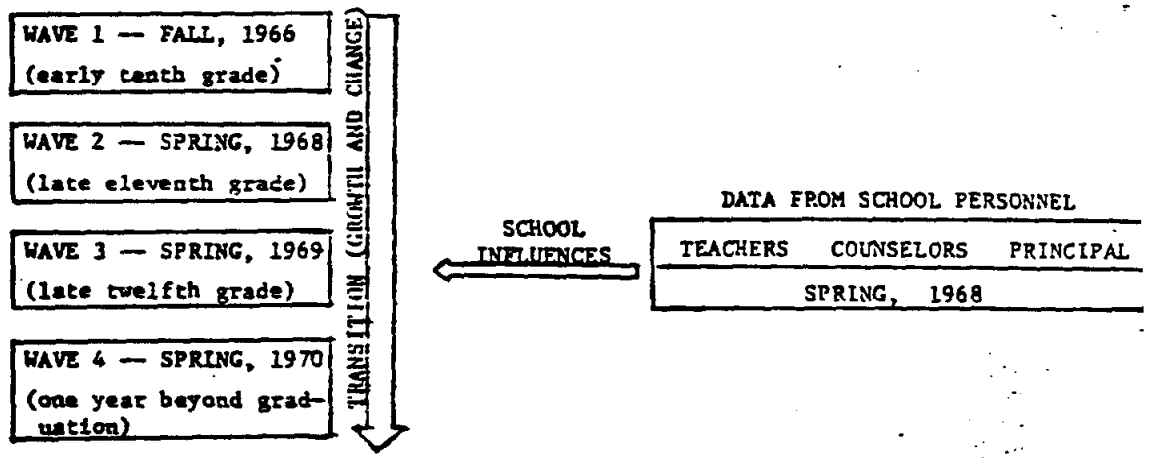


Table 1

Weighting Procedure to Correct for Sample Biases

Number of Participants (unweighted)				Weight	Number of Weighted Cases			
T1	T2	T3	T4		T1	T2	T3	T4
1913	1611	1541	1383	1	1913	1611	1541	1383
299	274	257	237	2	598	548	514	474
1	1	1	0	3	3	3	3	0
2213	1886	1799	1620		2514	2162	2058	1857

Table 2

Summary of Instruments and Administration of Times 1 - 4 Data Collections

	Type of instruments and sequence of administration*	Length of instruments (in pages)
Time 1 (administered in school R attended)	1. Interview	62
	2. Test battery**	47
	3. Questionnaire**	56
	4. Confidential information**	3
Time 2 ("neutral" location)	1. Interview	73
	2. Questionnaire	60
Time 3 ("neutral" location)	1. Part 1 questionnaire**	49
	2. Part 2 questionnaire**	55
Time 4 ("neutral" location)	1. Interview	64
	2. Questionnaire	51
	3. Confidential information	8
	4. Closing interview	14
	5. Closing questionnaire	7

*Instruments called "interviews" were administered individually to each respondent with the interviewer reading the questions and recording the respondent's answers; all other instruments were self-administered.

**Group-administered session.

school hours, by the Survey Research Center's staff of trained interviewers. One or two interviewers were assigned to each school.

After all interviewing had been completed in a school, the participants as a group spent a morning or afternoon during school hours to complete a battery of tests and questionnaires. These group sessions were conducted by the interviewers, following standardized instructions. The response rates for the session are presented in Table 3.

Time 2 (T2): April - May 1968. The second data collection employed again the personal interview situation and the self-administered questionnaire. The test battery was not re-administered.

The most notable difference between the Time 1 and the Time 2 data collections is found in the location of the sessions. At Time 2, a number of respondents were no longer participating in the high school environment and since it was important to have the interviewing conditions as similar as possible for dropouts and "stay-ins", it was desirable to conduct interviews in "neutral" locations. Following standardized instructions, interviewers arranged for the use of space in a community building other than the school, where, by appointment, the interview and questionnaire were administered individually to each participant.

As shown in Table 3, a total of 1886 respondents in our national sample participated in the second data collection in the spring of 1968; this represents 85.2 percent of the 2213 who took part in the first data collection and 82.8 percent of the initial sample who had been invited to participate at the start of the study.

Time 3 (T3): April - May 1969. A third data collection, not part of our original design, was carried out in the spring of 1969. Its purpose was to obtain information from our subjects just before most of them made the transition out of high school and into some other major environment.

This data collection consisted of two group-administered questionnaires using again a "neutral" location. Part 1 contained only questions related to the on-going study and taken almost intact from instruments used in previous data collections.[1] The average time to complete this was somewhat less than an hour. Part 2, with the exception of the first three pages, was devoted entirely to questions about military service and related matters.[2] This instrument also took just under one hour to complete. These questionnaires were administered in groups no larger that 12 boys. A total of 1799 respondents in the national sample participated in the third data collection, representing 81.3 percent of the original participants and 79.0 percent of the initial sample.

Time 4 (T4): May - June 1970. The fourth contact with the panel came nearly a year after most of the young men left high school, and, for about a year, had been experiencing a variety of different environments -- full-time work, college or vocational school, military service, or unemployment. It was expected that the decisions facing our panel after completing or terminating the high school experience would be the ultimate test of the field contact procedures. A look at Table 3 shows

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[1] This printing presents only the Part 1 Questionnaire.

[2] For analysis of these data, see Johnston, J. and Bachman, J.G. Young Men and Military Service. Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, 1972.

Table 3

Probability Sample Response Rates
Initial sample invited to participate = 2277

	Time 1	Time 2	Time 3	Time 4
Actual number of respondents	2213	1886	1799	1620
Percent of initial sample	97.2	82.8	79.0	71.1
Percent of Time 1 respondents	100.0	85.2	81.3	73.2

that the interviewers were diligent in their attempts to locate the panel members and were successful in assuring us a respectable response rate.

Again the neutral location procedure was used in the field operation. Table 2 shows that the data collection consisted of questions contained in five booklets, three of which were quite brief. Most of the Time 2 interview and self-administered questionnaire items were remeasured with several new sections added to explore the areas of national problems, drug use, population control, and plans for a family. Another much shorter personal interview and self-administered questionnaire were taken to follow up and to develop further the information collected at Time 3 about military service and related matters.

B. Introduction to Tables

This manual documents at the descriptive level the data collected from the Youth in Transition panel of young men. The data presented are limited to univariate statistics -- means, standard deviations, and frequency distributions.

Organization

The presentation of variables measured in the Youth in Transition Study follows a conceptual organization rather than the order in which they were administered in the interview session. The conceptual framework is based on Table 4-1 of the first monograph of this study.[1]

One exception to an absolute conceptual organization of the variables lies in the distinction made between self-administered questionnaire data and personal interview data. All self-administered questionnaire data are found on pages with page numbers prefaced by a "Q", and all interview data where a trained Survey Research Center interviewer read the questions and recorded the answers, are found on pages numbers prefaced by "I".

It should be noted that the distinction between questionnaire and interview data does not apply to the Time 3 data collection. Since this data collection was not an original part of the overall research design, it was not possible to conduct a personal interview. Therefore, most of the Time 1 and Time 2 interview data were not remeasured. However, a few interview questions critical to the remeasurement of key variables were converted to questionnaire format and they are presented contiguous to their Time 1 and Time 2 counterparts in the interview section.

Another very short section, pages 368-371, contains test battery data obtained only at Time 1.

Statistics

Percentage frequencies. Without exception percentage rather than numeric frequencies were used to describe each variable. They were calculated on the weighted number of cases in the national sample at each point in time. As shown on the right hand side of Table 1 the weighted N for the first data collection is 2514, for the second 2162, for the third 2058 and for the fourth 1857.

Certain conventions were used consistently in presenting the percentage frequencies:

1. Whole percents were judged sufficient to describe most questions; five tenths of a percent and greater were rounded up and four tenths and less were rounded down.

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[1] Bachman, J. G., Kahn, R.L., Mednick, M.T., Davidson, T.N., and Johnston, L. Youth in Transition: Volume I -- Blueprint for a Longitudinal Study of Adolescent Boys. Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, 1967, 131-189.

2. For some questions where the N was small because of branching instructions (e.g., a set of questions appropriate to high school dropouts only) or for a very few questions where the responses were judged to be better described, percents to the nearest tenth were entered.

3. Another convention was used exclusively for the presentation of nominal codes in the interview section. There were a number of long, two-column codes developed to capture responses to open-ended interview items; often the tens digit of the code was used to make conceptual breaks by which as many as ten different responses might be categorized. The unit enteries under the tens-digit category were shown only if they received two percent or more (or in effect, using the rounding convention, 1.5 percent).

4. Some items with ordinal scales (e.g., questions asking for the number of hours spent or the amount of pay received on a particular job) were bracketed for presentation and the sum percent for the range was entered.

5. Finally, for a very limited set of items using a continuous response scale, the mean and standard deviation were entered rather than the marginals for the variable, (e.g., the total money a respondent has saved or the respondent's weight).

Means and standard deviations. Statistics of this type are found most frequently in the questionnaire section, to describe the index construction and data reduction phase of the study. Most of the index scores were calculated by finding the arithmetic mean of the scores attained by a respondent on a number of items which were designed to measure a common characteristic; in a few cases the individual's index score was the sum of the "correct" items. Statistics for an index are presented in a box immediately following the items which comprise it; they include the mean and standard deviation of the index scores based on the number of individuals who answered a required number of the items. Table 4 below shows the number of missing data cases allowed for the calculation of any given index score. For example, an index score based on 14 items was not calculated for an individual if more than three of those items had missing data values.

Table 4

Number of Items in Index	Permissible Number of Missing Data Cases
2 - 4	0
5 - 8	1
9 - 12	2
13 - 16	3
17 - 20	4
21 - 24	5
25 - 28	6
29 - 32	7

Format

The simplest way to describe the table format and conventions used to present the data is to reproduce a section of tables and to key a legend to the parts of the tables. The first example table is from the questionnaire section.

Table 5

Sample of Questionnaire Table

P.66
[1] Q-66

[2] Item Number		[3] Item Content	[4] Percentage Frequencies			
		[5] PERSON	T1	T2	T3	T4
		[5] Attitudes: Towards government/authority				
		[6] POLITICAL ALIENATION				
[7] VAR						
T1 384 C85R		Do you think the government wastes much of the money we pay in taxes [9]				
T2 326 B72R		(1) Nearly all tax money is wasted . . .	5	4	4	5
T3 308 B72R		(2) A lot of tax money is wasted	25	34	42	51
T4 313 B75R		(3) Some tax money is wasted	40	43	39	35
	[8]	(4) A little tax money is wasted	23	17	13	7
		(5) No tax money is wasted	5	3	2	1
		8-0 Missing data	2	1	1	6
T1 387	[10] Index*	POLITICAL ALIENATION				
		Minimum # of items upon which index calculated	3 out of 3			
		# of cases upon which statistics are based .	2457	2140	2042	1874
		Mean	2.33	2.48	2.53	2.74
		Standard deviation	.66	.62	.60	.61

1. The pagination for the questionnaire section is preceded by a "Q" which indicates the content is "questionnaire" data.

2. The entries under this underscored column heading correspond to the question numbers assigned in the original questionnaire. They may be used to return the reader to the specific question in the instrument.

3. The conceptual categories (see 5) and the actual questionnaire items (including their response scales) are entered under this underscored column heading.

4. This column contains the univariate statistics which for the most part are percentage frequencies, but may also be index statistics.

5. The centered, upper-case entry refers to one of the six parts of the conceptual framework used to classify all variables in the Youth in Transition study; the following underscored entry refers to categories within the conceptual framework.

6. This indented entry refers to another level of categorization in the conceptual framework, but more importantly, the use of upper case indicates that the items shown under this concept comprise an index. Items which are not index ingredients come under a lower-case conceptual heading and are identified parenthetically as " individual items."

7. The entries made here tell, at first glance, at how many points in time a variable was measured. An entry for each time is always made; if an item was not measured, then No T1 or No T2, etc. will appear. The four entries here are interpreted as follows: C85R is the 85th question in the "C" section of the Time 1 questionnaire and the item was "Reversed" before it was entered in the index score calculation (that is, the high value of the response scale was made to reflect possession of the uppercase concept, POLITICAL ALIENATION); similarly, B72R is the 72nd question in the "B" section of the Time 2 questionnaire and the item was "Reversed"; the question was remeasured at Time 3 and came at the same place in the questionnaire as in the Time 2 instrument; finally, the item is also the 75th question in the "B" section of the Time 4 questionnaire.

A special note is necessary about the Time 3 item number entries. In the questionnaire section all entries indicate questions located in the Part 1 Questionnaire; those Time 3 items which have a lead character or 2, for example, 2A8, are found in the Part 2 Questionnaire.

8. Here the actual question is reproduced along with its response scale which appeared with it in the questionnaire. The parenthetical numbers are the values assigned to each response. In summary, the question, "Do you think...we pay in taxes" was asked at Times 1, 2, 3, and 4. Furthermore, it was repeated in the same way at all four times; if it had not been, notes to that effect would have been entered.

9. The percentage frequencies received for each response value are listed for each time of measurement, Time 1 (T1), Time 2 (T2), and Time 3 (T3), and Time 4 (T4).

10. The information presented in the boxes labeled "index" is a basic description of the index scores and the parameters of their construction. Together with the "R" conventions used with the item numbers, the reader can reconstruct the index formula. The upper-case heading inside the box is the exact variable name of the index used in the dictionary portion of our data tapes; this explains the sometimes strange abbreviations found in other index boxes. The other entries shown in the box are described above in the "Statistics -- Means and standard deviations" section.

The next table is an example from the interview section. As can be seen, the general format is very much like the questionnaire section. Most of the difference occurs because of the difference in the method of administration. In the personal interview, most of the information requested was asked in an open-ended form requiring elaborate construction of nominal codes. Furthermore,

in the interview, some information was coded from interviewer observations, an example of which appears below.

Table 6

Sample of Interview Table

1 p.149 I 5

2 Item Number		3 Item Content	4 Percentage Frequencies	
		5 PAST AND PRESENT ENVIRONMENTAL STATUS		
		5 Job environment		
	No T1	INTERVIEWER CHECKS THE APPROPRIATE BOX:		
6 T2 601	E9	1. R HAS NEVER HAD A JOB 19		
	No T3	2. R HAS OR HAS HAD A JOB 81		
		7 0,9. Missing data		
T1 679	E2	(Time 1, E2) Have you had (other) jobs in the past?		
8 T2 611	E2			
T2 611	E8			
T3 408	Pt.1, F1	(Time 2, E8) have you had any (other jobs since the start of your tenth grade year?	T1 E2	T2 E8
	No T4	2. undocumented code 1. Yes	70	58
		5. No	30	41
		9. Missing data		
		9 (Time 3, F1) Did you have a job last summer?		T3 F1
		1. No, I did not have a job last summer		20
		2. I had a job last summer that took less than 10 hours a week .		7
		3. I had a job last summer that took 10 hours or more a week . .		70
		0,9. Missing data		3

The pagination for the interview section is preceded by an "I" which indicates the content is interview data.

2-5. Without exception these entries serve the same purposes as stated for Table 5.

6 & 8. These entries were made using the same rules as for questionnaire item numbers.

7. This entry is an example of where an interviewer's observation becomes a variable; the upper-case type is used throughout the interview section to identify this type of variable and to separate inverviewer instructions or branching instructions from the actual question which was read to the respondent.

9. Here is an example of three different questions which ask for the same information. Furthermore, the responses are different. The commensurateness of this variable across time is questionable, but at least the analyst can see why and to what degree. There are many variables of this type in the interview section; either the wording of the questions has changed, or the structure of the codes, or both.

DATA LOCATIONS

Youth in Transition Longitudinal File Deck and Column Locations
DICTIONARY CORRESPONDING TO OUTPUT: DECK AND COLUMN NUMBERS GIVEN

*****DECK= 1

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE
1 - 2	IS THE CONSTANT: '01'					
3 - 5	SCHL CODE	1	1	3	0	0
6 - 7	STUDENT ID	2	1	2	0	0
8 - 8	WT CODE	3	1	1	0	0
9 - 9	1IB14(1) EVER HELD BACK	4	1	1	0	0
10 - 10	1IB15(1) TIMES SKIPPED	5	1	1	0	0
11 - 11	DROPOUT OR NOT 1,0 3	6	1	1	0	0
12 - 12	DROPOUT=1,?=2,COL=? 4	7	1	1	0	0
13 - 13	NR PART=1 NONPART=0 2	8	1	1	0	0
14 - 14	NR PART=1 NONPART=0 3	9	1	1	0	0
15 - 15	NR PART=1 NONPART=0 4	10	1	1	0	0
16 - 16	1II17 OWN SCHOOL PROGRAM	11	1	1	0	0
17 - 17	2II14CURRCLM R TAKES I17	12	1	1	0	0
18 - 18	COURSE OF STUDY(RECD)3	13	1	1	0	0
19 - 19	2III3 CHNGD SCHOOLS?	14	1	1	0	0
20 - 20	30G01 IN SAME SCHOOL?	15	1	1	0	0
21 - 21	20F1 IN SCHOOL (1=Y)	16	1	1	0	0
22 - 22	2IF1 EVER LEFT SCH?NT1	17	1	1	0	0
23 - 24	2IF1#MOS OUT OF SCH NT1	18	1	2	0	0
25 - 25	2IF PRES STATUS OF RNT1	19	1	1	0	0
26 - 26	30G13 MGHT PTRN H.S.?	20	1	1	0	0
27 - 27	1IE1 IS R WORKING NOW	21	1	1	0	0
28 - 28	2IE1 IS R WORKING NOW	22	1	1	0	0
29 - 29	R WORKING NOW? 3	23	1	1	0	0
30 - 30	30F37 JOB/WRK-STDY=1	24	1	1	0	0
31 - 31	30F36 JOB/CLSS ON JOB?	25	1	1	0	0
32 - 32	ENV STATUS-DETAILED 4	26	1	1	0	0

33 - 33	ENV:1WK/2MS/3COL/7,8/4	27	1	1	0	0
34 - 34	ENV STATUS(3)	28	1	1	0	0
35 - 35	TYPE OF SCHL E4+E4A 4	29	1	1	0	0
36 - 36	POST HS EDUC-TYPE 4	30	1	1	0	0
37 - 38	4IE18 ACADEMIC MAJOR	31	1	2	0	0
39 - 39	REGION CODE--COLLAPSED	32	1	1	0	0
40 - 41	1III2 HOW LONG LIVE HERE	33	1	2	0	0
42 - 42	2III2SAME RSONCE ASTINTI	34	1	1	0	0
43 - 44	2III2 #MOS AGO MOVED	35	1	2	0	0
45 - 45	2III2#MOVES SNCE TINTI	36	1	1	0	0
46 - 48	1I QUICK TEST	37	1	3	0	0
49 - 50	1T MATRICES	38	1	2	0	0
51 - 52	1T GATB-J	39	1	2	0	0
53 - 54	1T GATB-I	40	1	2	0	0
55 - 56	1T GATES	41	1	2	0	0
57 - 59	1T HIDDEN PATTERNS	42	1	3	0	0
60 - 61	JOB INFO TOTAL	43	1	2	0	0
62 - 63	JOB INFO TOTAL 2	44	1	2	0	0
64 - 65	JOB INFO TOTAL 3	45	1	2	0	0
66 - 67	JOB INFO TOTAL 4	46	1	2	0	0
68 - 68	POLITICAL KNOWLEDGE	47	1	1	0	0
69 - 69	POLIT KNOWLEDGE-REV 2	48	1	1	0	0
70 - 70	POLITICAL KNOWLEDGE 3	49	1	1	0	0
71 - 71	POLITICAL KNOWLEDGE 4	50	1	1	0	0
72 - 73	1I ACH TOTAL	51	1	2	0	0
74 - 75	1I AFF TOTAL	52	1	2	0	0
76 - 79	SCH MOTIV INTRINSIC	53	1	4	0	0
80 - 80	ARE BLANK					

*****DECK= 2

COLUMNS	VARIABLE NAME	VAR #	NOFESP	WIDTH	NODEC	CTYPE	V
1 - 2	IS THE CONSTANT: '02'						
3 - 5	SCHL CODE	1	1	3	0	0	
6 - 7	STUDENT ID	2	1	2	0	0	
8 - 10	SCH MOTIV INTRINSIC 2	54	1	3	0	0	
11 - 13	SCH MOTIV INTRINSIC 3	55	1	3	0	0	
14 - 17	SCH MOTIV EXTRINSIC	56	1	4	0	0	
18 - 20	SCH MOTIV EXTRINSIC 2	57	1	3	0	0	
21 - 23	SCH MOTIV EXTRINSIC 3	58	1	3	0	0	
24 - 27	N SOC APPROVAL APPROACH	59	1	4	0	0	
28 - 31	N SOC APPROVAL AVE AGG	60	1	4	0	0	
32 - 34	N SOC APPROV AVD AGG 4	61	1	3	0	0	
35 - 38	N SOC APPROV AVOID	62	1	4	0	0	
39 - 42	N SOC APPROVAL TOTAL	63	1	4	0	0	
43 - 46	TEST ANXIETY-14 ITEM	64	1	4	0	0	
47 - 49	TEST ANXIETY 2	65	1	3	0	0	
50 - 53	N SELF DEV APPR	66	1	4	0	0	
54 - 56	N SELF DEV APPR 2	67	1	3	0	0	
57 - 59	N SELF DEV APPR 3	68	1	3	0	0	
60 - 62	N SELF DEV APPR 4	69	1	3	0	0	
63 - 66	N SELF DEV AVOID	70	1	4	0	0	
67 - 69	N SELF DEV AVOID 2	71	1	3	0	0	
70 - 72	N SELF DEV AVOID 3	72	1	3	0	0	
73 - 75	N SELF DEV AVOID 4	73	1	3	0	0	
76 - 79	TOT NEED SELF DEVELOP	74	1	4	0	0	
80 - 80	ARE BLANK						

*****DECK= 3

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE
1 - 2	IS THE CONSTANT: '03'					
3 - 5	SCHL CODE	1	1	3	0	0
6 - 7	STUDENT ID	2	1	2	0	0
8 - 10	TOT NEED SELF DEVELOP2	75	1	3	0	0
11 - 13	TOT NEED SELF DEVELOP3	76	1	3	0	0
14 - 16	TOT NEED SELF DEVELOP4	77	1	3	0	0
17 - 20	N SELF UTILIZ APPR	78	1	4	0	0
21 - 23	N SELF UTILIZ APPR 2	79	1	3	0	0
24 - 26	N SELF UTILIZ APPR 3	80	1	3	0	0
27 - 29	N SELF UTILIZ APPR 4	81	1	3	0	0
30 - 33	N SELF UTILIZ AVOID	82	1	4	0	0
34 - 36	N SELF UTILIZ AVOID 2	83	1	3	0	0
37 - 39	N SELF UTILIZ AVOID 3	84	1	3	0	0
40 - 42	N SELF UTILIZ AVOID 4	85	1	3	0	0
43 - 46	TOT NEED SELF UTILIZ	86	1	4	0	0
47 - 49	TOT NEED SELF UTILIZ 2	87	1	3	0	0
50 - 52	TOT NEED SELF UTILIZ 3	88	1	3	0	0
53 - 55	TOT NEED SELF UTILITZ4	89	1	3	0	0
56 - 59	NEW SELF ESTEEM 1/24/69	90	1	4	0	0
60 - 62	SELF ESTEEM 1/24/69 2	91	1	3	0	0
63 - 65	SELF ESTEEM 1/24/69 3	92	1	3	0	0
66 - 68	SELF ESTEEM 1/24/69 4	93	1	3	0	0
69 - 72	STABILITY OF SELF ESTEEM	94	1	4	0	0
73 - 75	STAB OF SELF ESTEEM 2	95	1	3	0	0
76 - 78	STAB OF SELF ESTEEM 3	96	1	3	0	0
79 - 80	ARE BLANK					

*****DECK= 4

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYP
1 - 2	IS THE CONSTANT: '04'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 10	STAB OF SELF ESTEEM 4	97	1	3	0	0	0
11 - 14	LEVEL OF INDEPENDENCE	98	1	4	0	0	0
15 - 17	LEVEL OF INDEPENDENCE2	99	1	3	0	0	0
18 - 20	LEVEL OF INDEPENDENCE3	100	1	3	0	0	0
21 - 23	LEVEL OF INDEPENDENCE4	101	1	3	0	0	0
24 - 27	EMOTIONAL DEPENDENCE	102	1	4	0	0	0
28 - 30	EMOTIONAL DEPENDENCE 2	103	1	3	0	0	0
31 - 33	EMOTIONAL DEPENDENCE 3	104	1	3	0	0	0
34 - 36	EMOTIONAL DEPENDENCE 4	105	1	3	0	0	0
37 - 40	IMPULSE TO AGGRESSION	106	1	4	0	0	0
41 - 43	IMPULSE TO AGGRESSION2	107	1	3	0	0	0
44 - 46	IMPULSE TO AGGRESSION3	108	1	3	0	0	0
47 - 49	IMPULSE TO AGGRESSION4	109	1	3	0	0	0
50 - 53	OVERT AGGRESSION	110	1	4	0	0	0
54 - 56	OVERT AGGRESSION 2	111	1	3	0	0	0
57 - 59	OVERT AGGRESSION 3	112	1	3	0	0	0
60 - 62	OVERT AGGRESSION 4	113	1	3	0	0	0
63 - 66	DEPRESSION	114	1	4	0	0	0
67 - 69	DEPRESSION 2	115	1	3	0	0	0
70 - 72	DEPRESSION 3	116	1	3	0	0	0
73 - 75	DEPRESSION 4	117	1	3	0	0	0
76 - 79	ANOMIE	118	1	4	0	0	0
80 - 80	ARE BLANK						

*****DECK= 5

COLUMNS	VARIABLE NAME		VAR #	NORESP	WIDTH	NODEC	CTYPE	VT
1 - 2	IS THE CONSTANT: 'C5'							
3 - 5	SCHL CODE		1	1	3	0	0	
6 - 7	STUDENT ID		2	1	2	0	0	
8 - 10	ANOMIE	2	119	1	3	0	0	
11 - 13	ANOMIE	3	120	1	3	0	0	
14 - 16	ANOMIE	4	121	1	3	0	0	
17 - 20	GENERAL ANXIETY		122	1	4	0	0	
21 - 23	GENERAL ANXIETY	2	123	1	3	0	0	
24 - 26	GENERAL ANXIETY	3	124	1	3	0	0	
27 - 29	GENERAL ANXIETY	4	125	1	3	0	0	
30 - 33	RESENTMENT		126	1	4	0	0	
34 - 36	RESENTMENT	2	127	1	3	0	0	
37 - 39	RESENTMENT	3	128	1	3	0	0	
40 - 42	RESENTMENT	4	129	1	3	0	0	
43 - 46	ANXIETY AND TENSION		130	1	4	0	0	
47 - 49	ANXIETY AND TENSION	2	131	1	3	0	0	
50 - 52	ANXIETY AND TENSION	3	132	1	3	0	0	
53 - 55	ANXIETY AND TENSION	4	133	1	3	0	0	
56 - 59	NEW IRRITABILITY 1/24/69		134	1	4	0	0	
60 - 62	IRRITABILITY 1/24/69	2	135	1	3	0	0	
63 - 65	IRRITABILITY 1/24/69	3	136	1	3	0	0	
66 - 68	IRRITABILITY 1/24/69	4	137	1	3	0	0	
69 - 72	GUILT		138	1	4	0	0	
73 - 75	GUILT	2	139	1	3	0	0	
76 - 78	GUILT	3	140	1	3	0	0	
79 - 80	ARE BLANK							

*****DECK= 6

COLUMNS	VARIABLE NAME	VAR #	NOPRESP	WIDTH	NODEC	CTYPE	VTYPE
1 - 2	IS THE CONSTANT: 'D6'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 10	GUILT 4	141	1	3	0	0	0
11 - 14	NEW SOC SUPPORT 1/24/69	142	1	4	0	0	0
15 - 17	SOC SUPPORT 1/24/69 2	143	1	3	0	0	0
18 - 20	SOC SUPPORT 1/24/69 3	144	1	3	0	0	0
21 - 23	SOC SUPPORT 1/24/69 4	145	1	3	0	0	0
24 - 27	NEW HAPPINESS CORRECTED	146	1	4	0	0	0
28 - 30	HAPPINESS CORRECTED 2	147	1	3	0	0	0
31 - 33	HAPPINESS CORRECTED 3	148	1	3	0	0	0
34 - 36	HAPPINESS CORRECTED 4	149	1	3	0	0	0
37 - 40	PHYSICAL HEALTH	150	1	4	0	0	0
41 - 43	PHYSICAL HEALTH 2	151	1	3	0	0	0
44 - 46	PHYSICAL HEALTH 3	152	1	3	0	0	0
47 - 49	PHYSICAL HEALTH 4	153	1	3	0	0	0
50 - 52	SOMATIC SYMPTOMS	154	1	3	0	0	0
53 - 55	SOMATIC SYMPTOMS 2	155	1	3	0	0	0
56 - 58	SOMATIC SYMPTOMS 3	156	1	3	0	0	0
59 - 61	SOMATIC SYMPTOMS 4	157	1	3	0	0	0
62 - 65	NEG AFF ST CLSTR 4/11/69	158	1	4	0	0	0
66 - 68	NEG AFF ST CLSTR 2	159	1	3	0	0	0
69 - 71	NEG AFF ST CLSTR 3	160	1	3	0	0	0
72 - 74	NEG AFF ST CLSTR 4	161	1	3	0	0	0
75 - 75	11C4 HOW HAPPY IN FUTURE	162	1	1	0	0	0
76 - 76	21D4 HOW HAPPY FUTURE C4	163	1	1	0	0	0
77 - 77	1191 SCH ABILITY SLF RPT	164	1	1	0	0	0

78 - 78	21B65CH ABLT SLERPT 91	165	1	1	0	0
79 - 79	1182 HOW CLOSE REST WORK	166	1	1	0	0
80 - 80	ARE BLANK					

*****DECK= 7

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYPE
1 - 2	IS THE CONSTANT: 'C7'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 8	2IB7HW CLOSE PST WRK B2	167	1	1	0	0	0
9 - 9	1IB3 WORK COMP W OTHERS	168	1	1	0	0	0
10 - 10	2IB8WRK COMP W OTHRS B3	169	1	1	0	0	0
11 - 11	1IB4 SATIS W OWN SCH WRK	170	1	1	0	0	0
12 - 12	2IB9SAT W OWN SCHWRK B4	171	1	1	0	0	0
13 - 16	KINDNESS VALUE	172	1	4	0	0	0
17 - 19	KINDNESS VALUE 2	173	1	3	0	0	0
20 - 22	KINDNESS VALUE 3	174	1	3	0	0	0
23 - 25	KINDNESS VALUE 4	175	1	3	0	0	0
26 - 29	HONESTY VALUE	176	1	4	0	0	0
30 - 32	HONESTY VALUE 2	177	1	3	0	0	0
33 - 35	HONESTY VALUE 3	178	1	3	0	0	0
36 - 38	HONESTY VALUE 4	179	1	3	0	0	0
39 - 42	SOCIAL RESPONSIB VALUE	180	1	4	0	0	0
43 - 45	SOC RESPONSIB VALUE 2	181	1	3	0	0	0
46 - 48	SOC RESPONSIB VALUE 3	182	1	3	0	0	0
49 - 51	SOC RESPONSIB VALUE 4	183	1	3	0	0	0
52 - 55	RECIPROCITY VALUE	184	1	4	0	0	0
56 - 58	RECIPROCITY VALUE 2	185	1	3	0	0	0
59 - 61	RECIPROCITY VALUE 3	186	1	3	0	0	0
62 - 64	RECIPROCITY VALUE 4	187	1	3	0	0	0
65 - 68	SOC SKILLS VALUE	188	1	4	0	0	0
69 - 71	SOC SKILLS VALUE 2	189	1	3	0	0	0
72 - 74	SOC SKILLS VALUE 3	190	1	3	0	0	0

75 - 77	SCC SKILLS VALUE	4	191	1	3	0	0	0
78 - 80	ARE BLANK							

*****DECK= 8

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYP
1 - 2	IS THE CONSTANT: '08'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 11	ACAD ACHIEVE VALUE	192	1	4	0	0	0
12 - 14	ACAD ACHIEVE VALUE 2	193	1	3	0	0	0
15 - 17	ACAD ACHIEVE VALUE 4	194	1	3	0	0	0
18 - 20	ACAD ACHIEVE VALUE 3	195	1	3	0	0	0
21 - 24	PHYS DEVELOP VALUE	196	1	4	0	0	0
25 - 27	PHYS DEVELOP VALUE 2	197	1	3	0	0	0
28 - 30	PHYS DEVELOP VALUE 3	198	1	3	0	0	0
31 - 33	PHYS DEVELOP VALUE 4	199	1	3	0	0	0
34 - 37	RELIGIOUSNESS VALUE	200	1	4	0	0	0
38 - 40	RELIGIOUSNESS VALUE 2	201	1	3	0	0	0
41 - 43	RELIGIOUSNESS VALUE 3	202	1	3	0	0	0
44 - 46	RELIGIOUSNESS VALUE 4	203	1	3	0	0	0
47 - 50	SELF CONTROL VALUE	204	1	4	0	0	0
51 - 53	SELF CONTROL VALUE 2	205	1	3	0	0	0
54 - 56	SELF CONTROL VALUE 3	206	1	3	0	0	0
57 - 59	SELF CONTROL VALUE 4	207	1	3	0	0	0
60 - 63	INDEPENDENCE VALUE	208	1	4	0	0	0
64 - 66	INDEPENDENCE VALUE 2	209	1	3	0	0	0
67 - 69	INDEPENDENCE VALUE 3	210	1	3	0	0	0
70 - 72	INDEPENDENCE VALUE 4	211	1	3	0	0	0
73 - 76	SOCIAL VALUES CLUSTER	212	1	4	0	0	0
77 - 79	SOCIAL VALUES CLSTR 2	213	1	3	0	0	0
80 - 80	ARE BLANK						

*****DECK= 9

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VT
1 - 2	IS THE CONSTANT: '09'						
3 - 5	SCHL CODE	1	1	3	0	0	
6 - 7	STUDENT ID	2	1	2	0	0	
8 - 10	SOCIAL VALUES CLSTR 3	214	1	3	0	0	
11 - 13	SOCIAL VALUES CLSTR 4	215	1	3	0	0	
14 - 14	REVISED RELIG PREF	216	1	1	0	0	
15 - 15	REVISED RELIG PREF 2	217	1	1	0	0	
16 - 16	R'S POLIT PREF(RP/DM)	218	1	1	0	0	
17 - 17	R'S POLIT PREF(RP/DM)2	219	1	1	0	0	
18 - 18	R'S POLIT PRF(RP-DM) 3	220	1	1	0	0	
19 - 19	R'S POLIT PREF(RP/DM)4	221	1	1	0	0	
20 - 23	INT CNTRL-1ST P-5 ITEM	222	1	4	0	0	0
24 - 26	INT CNTRL-1ST P-5ITEM2	223	1	3	0	0	0
27 - 29	INT CNTRL-1ST P-5 ITM3	224	1	3	0	0	0
30 - 32	INT CNTRL-1ST P-5ITEM4	225	1	3	0	0	0
33 - 36	INT CNTRL-3RD P-7 ITEM	226	1	4	0	0	0
37 - 39	INT CNTRL-3RD P-7ITEM2	227	1	3	0	0	0
40 - 42	INT CNTRL-3RD P-7 ITM3	228	1	3	0	0	0
43 - 45	INT CNTRL-3RD P-7ITEM4	229	1	3	0	0	0
46 - 49	TOT INT CNTRL-12 ITEM	230	1	4	0	0	0
50 - 52	TOT INT CNTRL-12 ITEM2	231	1	3	0	0	0
53 - 55	TOT INT CNTRL-12 ITEM3	232	1	3	0	0	0
56 - 58	TOT INT CNTRL-12 ITEM4	233	1	3	0	0	0
59 - 62	FAITH IN OTHERS	234	1	4	0	0	0
63 - 65	FAITH IN OTHERS 2	235	1	3	0	0	0
66 - 68	FAITH IN OTHERS 3	236	1	3	0	0	0
69 - 71	FAITH IN OTHERS 4	237	1	3	0	0	0

72 - 72	TRUST IN PEOPLE		238	1	1	0	0	0
73 - 73	TRUST IN PEOPLE	2	239	1	1	0	0	0
74 - 74	TRUST IN PEOPLE	3	240	1	1	0	0	0
75 - 75	TRUST IN PEOPLE	4	241	1	1	0	0	0
76 - 79	FLEXIBILITY		242	1	4	0	0	0
80 - 80	ARE BLANK							

*****DECK=10

COLUMNS	VARIABLE NAME		VAR #	NORESP	WIDTH	NODEC	CTYPE
1 - 2	IS THE CONSTANT: '10'						
3 - 5	SCHL CODE		1	1	3	0	0
6 - 7	STUDENT ID		2	1	2	0	0
8 - 10	FLEXIBILITY	4	243	1	3	0	0
11 - 13	PACIFISM	3	244	1	3	0	0
14 - 16	ANTI-PACIFISM	3	245	1	3	0	0
17 - 19	ANTI-VIETNAM	3	246	1	3	0	0
20 - 22	ANTI-VIETNAM	4	247	1	3	0	0
23 - 26	POLITICAL ALIENATION		248	1	4	0	0
27 - 29	POLITICAL ALIENATION	2	249	1	3	0	0
30 - 32	POLITICAL ALIENATION	3	250	1	3	0	0
33 - 35	POLITICAL ALIENATION	4	251	1	3	0	0
36 - 38	TRUST IN GOVT		252	1	3	0	0
39 - 41	TRUST IN GOVT	2	253	1	3	0	0
42 - 44	TRUST IN GOVT	3	254	1	3	0	0
45 - 47	TRUST IN GOVT	4	255	1	3	0	0
48 - 50	RACE:GOVT STRNG ROLE	3	256	1	3	0	0
51 - 53	RACE: GOVT STRNG ROLE	4	257	1	3	0	0
54 - 56	RACE:INDIV RTS	3	258	1	3	0	0
57 - 59	RACE: INDIV RTS	4	259	1	3	0	0
60 - 62	RACE:SOCIAL DIST	3	260	1	3	0	0
63 - 65	RACE: SOCIAL DIST	4	261	1	3	0	0
66 - 68	RACE:PERCVD DISCRIM	3	262	1	3	0	0
69 - 71	RACE: PRCVD DISCRIM	4	263	1	3	0	0
72 - 75	JOB THAT PAYS OFF		264	1	4	0	0
76 - 78	JOB THAT PAYS OFF	2	265	1	3	0	0
79 - 80	ARE BLANK						

*****DECK=11

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYP
1 - 2	IS THE CONSTANT: '11'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 10	JOB THAT PAYS OFF 3	266	1	3	0	0	0
11 - 13	JOB THAT PAYS OFF 4	267	1	3	0	0	0
14 - 17	JOB THAT DOES NOT BUG ME	268	1	4	0	0	0
18 - 20	JOB THAT DSN'T BUG ME2	269	1	3	0	0	0
21 - 23	JOB THT DON'T BUG ME 3	270	1	3	0	0	0
24 - 26	JOB THAT DSN'T BUG ME4	271	1	3	0	0	0
27 - 30	RELATIVE JOB AMBITION	272	1	4	0	0	0
31 - 33	RELATIVE JOB AMBITION2	273	1	3	0	0	0
34 - 36	RELATIVE JOB AMBITION3	274	1	3	0	0	0
37 - 39	RELATIVE JOB AMBITION4	275	1	3	0	0	0
40 - 40	30F25*JOB-IMPRT LTR LF	276	1	1	0	0	0
41 - 41	40H18*JOB-IMPRT LTR LF	277	1	1	0	0	0
42 - 42	30F26*JOB/FEEL ADULT	278	1	1	0	0	0
43 - 43	40H19*JOB/FEEL ADULT	279	1	1	0	0	0
44 - 44	30F27*JOB/INTRER WACT	280	1	1	0	0	0
45 - 45	40H20*JOB/INTRER W ACT	281	1	1	0	0	0
46 - 46	30F28*JOB/HS LRNG HLP	282	1	1	0	0	0
47 - 47	40H21*JOB/HS LRNG HLP	283	1	1	0	0	0
48 - 49	30F29*JOB/INCR STATUS	284	1	1	0	0	0
49 - 49	40H22*JOB/INCR STATUS	285	1	1	0	0	0
50 - 50	30F30*JOB/INTRER STDY	286	1	1	0	0	0
51 - 51	30F31*JOB/ED NT NECESS	287	1	1	0	0	0
52 - 52	40H23*JOB/ED NT NECESS	288	1	1	0	0	0
53 - 53	30F32*JOB/OPPOR S-U	289	1	1	0	0	0

54 - 54	3QF33*JOB/OPPOR S-O	290	1	1	0	0
55 - 55	4QH24*JOB/OPPOR S-O	291	1	1	0	0
56 - 56	2QF53*LRNG IMP LATR LF	292	1	1	0	0
57 - 57	3QH06*LRNG IMP LATR LF	293	1	1	0	0
58 - 58	3QH08*SCH/OPP S-U	294	1	1	0	0
59 - 59	3QHC9*SCH/OPP S-O	295	1	1	0	0
60 - 60	2QF13 SCH REPUTATION	296	1	1	0	0
61 - 62	BOYS OCC PLN 1-ONCN	297	1	2	0	0
63 - 64	BOYS CCC PLN 1-ONCN 2	298	1	2	0	0
65 - 66	BOYS CCC PLN 1-ONCN 3	299	1	2	0	0
67 - 68	BOYS CCC PLN 1-ONCN 4	300	1	2	0	0
69 - 69	2QC2 L(JOB TRAINING)	301	1	1	0	0
70 - 70	3MA9 L(JOB TRAINING)	302	1	1	0	0
71 - 71	2QC3 L(TRNG IN MILIT)	303	1	1	0	0
72 - 72	3MA10 L(TRNG IN MILIT)	304	1	1	0	0
73 - 73	2QC4 L(GO TECH/VOCAT)	305	1	1	0	0
74 - 74	3MA11 L(GO TECH/VOCAT)	306	1	1	0	0
75 - 75	2QC5 L(ATTEND COLLEG)	307	1	1	0	0
76 - 76	3MA12 L(ATTEND COLLEG)	308	1	1	0	0
77 - 77	2QC6 L(POST GRAD)	309	1	1	0	0
78 - 78	3MA13 L(POST GRAD)	310	1	1	0	0
79 - 79	2QC1 L(FINISH H.S.)	311	1	1	0	0
80 - 80	ARE BLANK					

*****DECK=12

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYP-
1 - 2	IS THE CONSTANT: '12'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 8	3MA8 L(FINISH H.S.)	312	1	1	0	0	0
9 - 12	PROBABILITY OF DROPPING	313	1	4	0	0	0
13 - 15	PROB OF DROPPING 2	314	1	3	0	0	0
16 - 16	COLLEGE PLANS(1=YES)	315	1	1	0	0	0
17 - 17	COLLEGE PLANS(1=YES) 2	316	1	1	0	0	0
18 - 18	COLLEGE PLANS(1=YES) 3	317	1	1	0	0	0
19 - 20	11813 AVG GRADE LAST YR	318	1	2	0	0	0
21 - 22	21811 AVERGE GRADE 813	319	1	2	0	0	0
23 - 24	AVE GRADE(MATCH T1,213	320	1	2	0	0	0
25 - 26	AVE GRADE (RECODED) 4	321	1	2	0	0	0
27 - 30	SOC/DATING BEHAVIOR	322	1	4	0	0	0
31 - 33	SOC/DATING BEHAVIOR 2	323	1	3	0	0	0
34 - 34	2005 SATIS W GIRLS	324	1	1	0	0	0
35 - 36	11858 HRS HMWRK IN SCH	325	1	2	0	0	0
37 - 38	21810AHRS HMWK IN SCH	326	1	2	0	0	0
39 - 40	11855 TOTAL HRS HOMEWORK	327	1	2	0	0	0
41 - 42	21810 TOT HRS HMWRK 85	328	1	2	0	0	0
43 - 44	21822TOT EXTR ACTVS NOT1	329	1	2	0	0	0
45 - 46	TOT NO. XTRACURR'LS 3	330	1	2	0	0	0
47 - 50	REBEL BEHAVIOR IN SCHOOL	331	1	4	0	0	0
51 - 53	REBEL BEHAV IN SCH 2	332	1	3	0	0	0
54 - 57	AGGRESSION IN SCHOOL	333	1	4	0	0	0
58 - 60	AGGRESSION IN SCHOOL 2	334	1	3	0	0	0
61 - 64	RULE BREAKING	335	1	4	0	0	0

65 - 67	RULE BREAKING	2	336	1	3	0	0
68 - 71	POOR SCHL WORK		337	1	4	0	0
72 - 74	POOR SCHOOL WORK	2	338	1	3	0	0
75 - 78	DELINQ BEH IN SCHOOL		339	1	4	0	0
79 - 80	ARE BLANK						

*****DECK=13

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYP
1 - 2	IS THE CONSTANT: '13'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 10	DELINQ BEH IN SCHOOL 2	340	1	3	0	0	0
11 - 13	DELINQ BEH IN SCHOOL 3	341	1	3	0	0	0
14 - 17	FREQ OF DELINQ BEHAVIOR	342	1	4	0	0	0
18 - 20	FREQ OF DELINQ BEH 2	343	1	3	0	0	0
21 - 23	FREQ OF DELINQ BEH 3	344	1	3	0	0	0
24 - 26	FREQ OF DELINQ BEH 4	345	1	3	0	0	0
27 - 30	SERIOUSNESS OF DELINQ	346	1	4	0	0	0
31 - 33	SERIOUSNS OF DELINQ 2	347	1	3	0	0	0
34 - 36	SERIOUSNS OF DELINQ 3	348	1	3	0	0	0
37 - 39	SERIOUSNS OF DELINQ 4	349	1	3	0	0	0
40 - 43	TROUBLE WITH PARENTS	350	1	4	0	0	0
44 - 46	TROUBLE WITH PARENTS 2	351	1	3	0	0	0
47 - 49	TROUBLE WITH PARENTS 3	352	1	3	0	0	0
50 - 52	TROUBLE WITH PARENTS 4	353	1	3	0	0	0
53 - 55	INTERPERS AGGRESSION	354	1	4	0	0	0
57 - 59	INTERPERS AGGRESSION 2	355	1	3	0	0	0
60 - 62	INTERPERS AGGRESSION 3	356	1	3	0	0	0
63 - 65	INTERPERS AGGRESSION 4	357	1	3	0	0	0
66 - 69	THEFT/VANDALISM	358	1	4	0	0	0
70 - 72	THEFT/VANDALISM 2	359	1	3	0	0	0
73 - 75	THEFT/VANDALISM 3	360	1	3	0	0	0
76 - 78	THEFT/VANDALISM 4	361	1	3	0	0	0
79 - 80	ARE BLANK						

*****DECK=14

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VT
1 - 2	IS THE CONSTANT: '14'						
3 - 5	SCHL CODE	1	1	3	0	C	
6 - 7	STUDENT ID	2	1	2	0	0	
8 - 11	TOTAL DELINQ UNWTD	362	1	4	0	0	
12 - 14	TOTAL DELINQ UNWTD 2	363	1	3	0	0	
15 - 17	TOTAL DELINQ UNWTD 3	364	1	3	0	0	
18 - 18	4QC1*L(FINISH H.S.)	365	1	1	C	0	
19 - 19	4QC2*L(JOB TRAINING)	366	1	1	0	0	
20 - 20	4QC3*L(TRNG IN MILIT)	367	1	1	0	0	
21 - 21	4QC4*L(GO TECH/VOCAT)	368	1	1	0	0	
22 - 22	4QC5*L(ATTEND COLLEG)	369	1	1	0	0	
23 - 23	4QC6*L(GRADUATE COLG)	370	1	1	0	0	
24 - 24	4QC7*L(POST GRAD)	371	1	1	0	0	
25 - 25	1=WHITE,2=NEGRO,5=OTHER	372	1	1	C	0	
26 - 26	1=W,2=INT,3=SG-N,4=SG-S	373	1	1	0	0	
27 - 27	1IPOST INT INFO 1 RACE	374	1	1	C	0	
28 - 28	RACE OF RESP 2	375	1	1	0	C	
29 - 29	RACE OF RESP 4	376	1	1	0	0	
30 - 32	1QD61 HEIGHT	377	1	3	0	0	
33 - 35	2QD64 HEIGHT	378	1	3	0	0	
36 - 39	3QD21 OWN HEIGHT	379	1	3	0	0	
39 - 41	4QD21 OWN HEIGHT	380	1	3	0	0	
42 - 42	1QD62 SATIS W HEIGHT	381	1	1	C	0	
43 - 43	2QD65 SATIS W HEIGHT	382	1	1	0	0	
44 - 44	3QD22 TOO SHORT/TALL	383	1	1	0	C	
45 - 45	4QD22 TOO SHORT/TALL	384	1	1	C	0	
46 - 48	1QD63 WEIGHT	385	1	3	0	C	

49 - 51	20D66 WEIGHT	386	1	3	0	0	0
52 - 54	30D23 OWN WEIGHT	387	1	3	0	0	0
55 - 57	40D23 OWN WEIGHT	388	1	3	0	0	0
58 - 58	10D64 SATIS W WEIGHT	389	1	1	0	0	0
59 - 59	20D67 SATIS W WEIGHT	390	1	1	0	0	0
60 - 60	30D24 TOO LIGHT/HEAVY	391	1	1	0	0	0
61 - 61	40D24 TOO LIGHT/HEAVY	392	1	1	0	0	0
62 - 65	RICH PAST EXPERIENCE	393	1	4	0	0	0
66 - 66	1II13A N ELEMENTRY SCH	394	1	1	0	0	0
67 - 67	1II13B N JR HIGH SCH	395	1	1	0	0	0
68 - 68	1II13C N HIGH SCHOOLS	396	1	1	0	0	0
69 - 69	10B28 HW INTREST COURSES	397	1	1	0	0	0
70 - 70	20F49 HW INTREST COURSES	398	1	1	0	0	0
71 - 71	30H05 HW INTREST COURSES	399	1	1	0	0	0
72 - 72	20G18*JOB-HOW INTRSTNG	400	1	1	0	0	0
73 - 73	30F23*JOB-HOW INTRSTNG	401	1	1	0	0	0
74 - 74	40H16*JOB-HOW INTRSTNG	402	1	1	0	0	0
75 - 75	10BP*TCHRS PERS INTRST	403	1	1	0	0	0
76 - 76	20F37*TCHR PERS INTRST	404	1	1	0	0	0
77 - 77	20F36*SCHLWK-HW MNGFUL	405	1	1	0	0	0
78 - 78	20F10E TCHR EXPT POWER	406	1	1	0	0	0
79 - 79	20F10A TCHR REPNT PWER	407	1	1	0	0	0
80 - 80	ARE BLANK						

*****DECK=15

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	V
1 - 2	IS THE CONSTANT: '15'						
3 - 5	SCHL CODE	1	1	3	0	0	
6 - 7	STUDENT ID	2	1	2	0	0	
8 - 8	URBANICITY RECODE 6 CAT	408	1	1	0	0	
9 - 12	POS FAM REL'S-19 ITEM	409	1	4	0	0	
13 - 15	POS FAM REL'S CLSTR 2	410	1	3	0	0	
16 - 19	CLOSENESS TO FATHER	411	1	4	0	0	
20 - 23	CLOSENESS TO MOTHER	412	1	4	0	0	
24 - 27	PARENTAL CONTROL	413	1	4	0	0	
28 - 31	LACK REASONING W SON	414	1	4	0	0	
32 - 35	PARENTAL PUNITIVENESS	415	1	4	0	0	
36 - 39	TROUBLE WITH PARENTS	416	1	4	0	0	
40 - 40	FAMILY POLITICAL PREFERE	417	1	1	0	0	
41 - 41	LIVING WITH PARENTS-MCA	418	1	1	0	0	
42 - 42	LIVING W PARENTS-BRKT2	419	1	1	0	0	
43 - 43	NO. SIBS-0 TO 7& OVER	420	1	1	0	0	
44 - 45	TOT NO. OF SIBS 2	421	1	2	0	0	
46 - 47	TOT NO. SIBS 4	422	1	2	0	0	
48 - 50	SIX ITEM S.E.S.	423	1	3	0	0	
51 - 52	FTHRS OCC-DNCN	424	1	2	0	0	
53 - 54	MTHRS OCC-DNCN	425	1	2	0	0	
55 - 55	1111FATHER EDUCATION	426	1	1	0	0	
56 - 56	1111BMOTHER EDUCATION	427	1	1	0	0	
57 - 60	RICH HOME ENVIRONMENT	428	1	4	0	0	
61 - 61	10077AC BOOKS IN HOME	429	1	1	0	0	
62 - 65	RMS PER PERSON	430	1	4	0	0	
66 - 66	1IGIA NEED INDEPENDENCE	431	1	1	0	0	

67 - 67	2IG1A NEED INDEPENDENC	432	1	1	0	0	0
68 - 68	4IJ1A*IMPORT INDEPNDNC	433	1	1	0	0	0
69 - 69	1IG2A NEED AFFIL FRIENDS	434	1	1	0	0	0
70 - 70	2IG2A NEED AFFIL FRNDS	435	1	1	0	0	0
71 - 71	4IJ3A*IMPORT FRIENDS	436	1	1	0	0	0
72 - 72	1IG2B CHANCE AFFIL FRNDS	437	1	1	0	0	0
73 - 73	2IG2B CHNC FRIENDS SCH	438	1	1	0	0	0
74 - 74	4IJ3B*CHNC FRIENDS SCH	439	1	1	0	0	0
75 - 75	1IG2C FIT AFFIL FRIENDS	440	1	1	0	0	0
76 - 76	2IG2C P-E FIT FRNDS SCH	441	1	1	0	0	0
77 - 77	4IJ3C*P-E FIT FRNC SCH	442	1	1	0	0	0
78 - 78	2IG2D CHNC FRNDS JOB NTI	443	1	1	0	0	0
79 - 79	4IJ3D*CHNC FRIENDS JOB	444	1	1	0	0	0
80 - 80	ARE BLANK						

*****DECK=16

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	V
1 - 2	IS THE CONSTANT: '16'						
3 - 5	SCHL CODE	1	1	3	0	0	
6 - 7	STUDENT ID	2	1	2	0	0	
8 - 8	2IG2E P-EFIT FRNDSJOBNT1	445	1	1	0	0	
9 - 9	4IJ3E*P-E FIT FRND JOB	446	1	1	0	0	
10 - 10	1IG3A NEED ACH SUCCESS	447	1	1	0	0	
11 - 11	2IG3A NEED ACH SUCCESS	448	1	1	0	0	
12 - 12	4IJ2A*IMPORT ACHIEVE	449	1	1	0	0	
13 - 13	1IG4A NEED AFFIL ADULTS	450	1	1	0	0	
14 - 14	2IG4A NEED AFFIL ADULT	451	1	1	0	0	
15 - 15	1IG5A NEED AVOID FAILURE	452	1	1	0	0	
16 - 16	2IG5A NEED AVD FAILURE	453	1	1	0	0	
17 - 17	4IJ4A*IMPORT AVD FAIL	454	1	1	0	0	
18 - 19	1IG6A NEED SELF IMPROVE	455	1	1	0	0	
19 - 19	2IG6A NEED SELF IMPROV	456	1	1	0	0	
20 - 20	4IJ5A*IMPORT SELF-IMPR	457	1	1	0	0	
21 - 21	1IG7A NEED SELF UTILIZE	458	1	1	0	0	
22 - 22	2IG7A NEED SELF UTILIZ	459	1	1	0	0	
23 - 23	4IJ6A*IMPORT SELF-UTIL	460	1	1	0	0	
24 - 24	1IG8A S RATING INTELLIG	461	1	1	0	0	
25 - 25	2IG8A SLFRATNG INTELL	462	1	1	0	0	
26 - 26	4IJ7A*SLF RATING INTEL	463	1	1	0	0	
27 - 27	1IG8B NEED USE INTELLIG	464	1	1	0	0	
28 - 28	2IG8B NEED USE INTLLIG	465	1	1	0	0	
29 - 29	4IJ7B*IMPORT USE INTEL	466	1	1	0	0	
30 - 30	1IG9C CHANCE USE INTELIG	467	1	1	0	0	
31 - 31	2IG9C CHNC USEINTELL SCH	468	1	1	0	0	

32 - 32	4IJ7C*CHNC USE INT SCH	469	1	1	C	0	0
33 - 33	1IG8D REQUIRE INTELLIG	470	1	1	0	0	0
34 - 34	2IG8DREQU USEINTELL SCH	471	1	1	0	0	0
35 - 35	4IJ7D*REQU USE INT SCH	472	1	1	0	0	0
36 - 36	1IG8E FIT INTELLIGENCE	473	1	1	0	0	0
37 - 37	2IG8EP-E FIT USEINTEL SC	474	1	1	C	0	0
38 - 38	4IJ7E*P-E FIT INTL SCH	475	1	1	0	0	0
39 - 39	2IG8F OPP USE INT(JOB)	476	1	1	0	0	0
40 - 40	4IJ7F*CHNC USE INT JOB	477	1	1	0	0	0
41 - 41	2IG8G REQ USE INT(JOB)	478	1	1	0	0	0
42 - 42	4IJ7G*REQU USE INT JOB	479	1	1	0	0	0
43 - 43	2IG8H P-E FIT INT(JOB)	480	1	1	0	0	0
44 - 44	4IJ7H*P-E FIT INTL JOB	481	1	1	0	0	0
45 - 45	1IG9A S RATING READING	482	1	1	0	0	0
46 - 46	2IG9A SLF RATNG READING	483	1	1	0	0	0
47 - 47	4IJ8A*SELF RATING READ	484	1	1	0	0	0
48 - 49	1IG9B NEED FOR READING	485	1	1	0	0	0
49 - 49	2IG9B NEED FOR READING	486	1	1	0	0	0
50 - 50	4IJ8B*IMPORT READ	487	1	1	0	0	0
51 - 51	1IG9C CHANCE FOR READING	488	1	1	0	0	0
52 - 52	2IG9C CHNC TO READ SCH	489	1	1	0	0	0
53 - 53	4IJ8C*CHNC READ SCH	490	1	1	0	0	0
54 - 54	1IG9D REQUIRE READING	491	1	1	0	0	0
55 - 55	2IG9D REQU TO READ SCH	492	1	1	0	0	0
56 - 56	4IJ8D*REQU READ SCH	493	1	1	0	0	0
57 - 57	1IG9E FIT READING SKILL	494	1	1	0	0	0
58 - 58	2IG9EP-E FIT TO READ SCH	495	1	1	0	0	0
59 - 59	4IJ8E*P-E FIT READ SCH	496	1	1	0	0	0
60 - 60	2IG9F CHNC TO READJOBNT1	497	1	1	0	0	0
61 - 61	4IJ8F*CHNC READ JOB	498	1	1	0	0	0
62 - 62	2IG9GREQU TO READJOB NT1	499	1	1	0	0	0

63 - 63	4IJ9G*REQU READ JOB	500	1	1	0	0
64 - 64	2IG9HP-E FIT READ JOBNTI	501	1	1	0	0
65 - 65	4IJ8H*P-E FIT READ JOB	502	1	1	0	0
66 - 66	1IG10B NEED PHYS DEVEL	503	1	1	0	0
67 - 67	20062 NEED PHYS DEVEL	504	1	1	0	0
68 - 68	30019 NEED PHYS DEVEL	505	1	1	0	0
69 - 69	40019*IMPORT OF EXECS	506	1	1	0	0
70 - 73	P-E FIT DIRECTION INDEX	507	1	4	0	0
74 - 76	P-E FIT(SCH) DIRECTN 2	508	1	3	0	0
77 - 79	P-E FIT SCH DIR 8-ITM4	509	1	3	0	0
80 - 80	ARE BLANK					

*****DECK=17

COLUMNS	VARIABLE NAME	VAR #	NORESP	WIDTH	NODEC	CTYPE	VTYPE
1 - 2	IS THE CONSTANT: '17'						
3 - 5	SCHL CODE	1	1	3	0	0	0
6 - 7	STUDENT ID	2	1	2	0	0	0
8 - 11	P-E FIT GOODNESS INDEX	510	1	4	0	0	0
12 - 14	P-E FIT(SCH) GOODNESS2	511	1	3	0	0	0
15 - 17	P-E FIT SCH GOOD 8-IT4	512	1	3	0	0	0
18 - 20	P-E FIT JOB DIR 8-ITM4	513	1	3	0	0	0
21 - 23	P-E FIT JOB GOOD 8-IT4	514	1	3	0	0	0
24 - 24	10D66	515	1	1	0	0	0
25 - 25	10D67	516	1	1	0	0	0
26 - 80	ARE BLANK						

OUTPUT LRECL= 80
OUTPUT BLKSIZE= 1360

***NUMBER OF OUTPUT RECORDS= 2213
***NUMBER OF CARDS/RECORD= 17

ALL INPUT DATA HAS BEEN PROCESSED

TABLE OF CONTENTS BY VARIABLE NAME

Variable Numbers					Page
T1	T2	T3	T4		
1	1	1	1	Survey Research Center Study Number.	1
2	2	2	2	Social Science Archive Study Number	
3	3	3	3	School code	
4	4	4	4	Student ID number	
5	5	5	5	Weight code	
6	6	6	6	Job information test total score	
7-31	7-31	7-31	7-31	Job information test (twenty-five questions)	
				Political Knowledge Test	
32	32	32	32	Who is the President of the United States?.	2
33	33	33	33	Who is the Secretary of State?	
34	34	34	34	Who is the Secretary of Defense?	
35	35	35	35	Who are the Senators from R's State/First mention	
36	36	36	36	Who are the Senators from R's State/Second mention	
37	37	37	37	Political Knowledge - Index	
				Positive School Attitudes	
Motives					
38	38	38	x	R satisfied with school - learns what he wants to know. .	3
39	39	39	x	R values education - feels knowing a lot is important	
40	40	40	x	R feels school makes a real difference in life	
41	41	41	x	R would stay in school over taking a good job	
42	42	42	x	R has an area of special interest in school	
43	43	43	x	R enjoys school - learns interesting things	
44	44	44	x	R likes school because of social opportunities.	4
45	45	45	x	R values school - learning itself is worthwhile	
46	46	46	x	R feels all should have high school education	
47	47	47	x	R enjoys school - is doing something worthwhile	
48	48	48	x	R feels education worthwhile regardless of job value	
49	49	49	x	R enjoys school - improves thinking, problem solving	
50	50	50	x	R feels education will aid him in becoming mature.	5
51	51	51	x	R enjoys school - learns to be a good citizen	
52	52	52	x	R receives sense of accomplishment from school	
53	53	53	x	Positive School Attitudes - Index	
				Negative School Attitudes	
54	54	54	x	R would rather work than be in school.	5
55	55	55	x	R bored by school - not learning what is important	
56	56	56	x	R would quit school for a good job.	6
57	57	57	x	R feels education comes from experience, not from school	
58	58	58	x	R attends school just to get a job	
59	59	59	x	R could satisfy curiosity better outside school	
60	60	60	x	R would learn more from a good job	
61	61	61	x	R feels school is a waste of time	

Variable Numbers					Page
T1	T2	T3	T4		
62	62	62	x	Negative School Attitudes - Index.	7
				School Motivation (Individual items)	
63	63	63	x	R has nothing to lose by attending school	
64	64	64	x	R feels education is to help one get ahead	
65	65	65	x	R feels high school diploma is only way to get ahead	
66	66	66	x	R feels practical situations are what teach problem-solving	
				Need for Social Approval-Approach	
67	x	x	x	R is always a good listener.	7
68	x	x	x	R always goes out of way to help person in trouble	
69	x	x	x	R needs encouragement with work	8
70	x	x	x	R sometimes doubts ability to succeed	
71	x	x	x	R always careful about dress	
72	x	x	x	R's home table manners are as good as restaurant manners	
73	x	x	x	R always willing to admit mistakes	
74	x	x	x	R always practices what he preaches	
75	x	x	x	R can handle obnoxious people	
76	x	x	x	R will admit not knowing something	
77	x	x	x	R always courteous, even to disagreeable persons.	9
78	x	x	x	Need for Social Approval - Approach - Index	
				Need for Social Approval-Avoid Agression	
79	x	x	38	R has never intensely disliked anyone.	9
80	x	x	39	R sometimes feels resentful when doesnt get his way	
81	x	x	40	R sometimes feels like rebelling against authority	
82	x	x	41	R sometimes tries to get even	
83	x	x	42	R sometimes feels like smashing things	
84	x	x	43	R never resents being asked to return favor.	10
85	x	x	44	R never irked when people express different ideas	
86	x	x	45	R sometimes jealous of others good fortune	
87	x	x	46	R never felt like telling someone off	
88	x	x	47	R sometimes irritated by people asking favors	
89	x	x	48	R never felt punished without cause	
90	x	x	49	R sometimes thinks unfortunate people get what they deserve	
91	x	x	50	R has never deliberately said something to hurt someone	
92	x	x	51	Need for Social Approval-Avoid Aggression - Index	
				Need for Social Approval-Avoid	
93	x	x	x	R would sneak into a movie	11
94	x	x	x	R sometimes gives up, feels lack of ability	
95	x	x	x	R sometimes likes to gossip	
96	x	x	x	R remembers "playing sick" to avoid something	
97	x	x	x	R sometimes takes advantage of people	
98	x	x	x	R sometimes insists on having own way	

Variable Numbers					Page
T1	T2	T3	T4		
99	x	x	x	R wouldn't let other be punished for R's acts.	11
100	x	x	x	Need for Social Approval-Avoid - Index	
101	x	x	x	Need for Social Approval-Total - Index	12
				Avoid Failure: Test Anxiety	
102	67	x	x	R perspires a lot during important exams.	12
103	68	x	x	R panics over surprise exams	
104	69	x	x	R worries about failing during exam	
105	70	x	x	R's stomach upset after important exam	
106	71	x	x	R feels inferior to others during exam	
107	72	x	x	R freezes up on finals, intelligence tests	
108	x	x	x	R worries before taking intelligence tests.	13
109	73	x	x	R's mind wanders during final exams	
110	74	x	x	R forgets facts during final exams	
111	x	x	x	R feels relaxed before taking intelligence tests	
112	75	x	x	R gets depressed after taking tests	
113	76	x	x	R has uneasy feeling before taking final exams	
114	77	x	x	R's emotions don't interfere with taking tests	
115	78	x	x	R's confidence not boosted by past success	
116	79	x	x	After tests R feels he could have done better.	14
117	80	x	x	R's heartbeat sometimes speeds up during tests	
118	81	x	x	Avoid Failure-Test Anxiety - Index	
119	x	x	x	Avoid Failure-Test Anxiety - Index (14 item)	
				Self-Development - Approach	
120	82	67	52	R likes to set goals when learning new stuff.	14
121	83	68	53	R would be unhappy in an undemanding job	
122	84	69	54	R looks for opportunities to better self	
123	85	70	55	R feels "More you succeed, more you should try"	15
124	86	71	56	R continues to set higher levels for self	
125	87	72	57	R tries to improve sport skills	
126	88	73	58	R would like job that teaches new things	
127	89	74	59	R doesn't admire athlete who breaks training	
128	90	75	60	Self-Development-Approach - Index	
				Self-Development - Avoid	
129	91	76	61	R avoids unprogressive situations	16
130	92	77	62	R tries twice as hard if not making progress	
131	93	78	63	R feels no accomplishment from staying same	
132	94	79	64	R would be unhappy in job where he didn't grow	
133	95	80	65	R doesnt like feeling of standing still	
134	96	81	66	R would be upset by finishing second.	17
135	97	82	67	R would be hurt by having to lower goals	
136	98	83	68	Self-Development-Avoid - Index	
137	99	84	69	Total Need for Self-Development - Index	

Variable Numbers					Page
T1	T2	T3	T4		
				Self-Utilization-Approach	
138	100	85	70	R likes to use what he has learned	17
139	101	86	71	R wants more chances to use skills	18
140	102	87	72	R would like job doing what he is good at	
141	103	88	73	R tries to keep in practice	
142	104	89	74	R would like to bring usual performance to level of best	
143	105	90	75	Self-utilization-Approach - Index	
				Self-Utilization-Avoid	
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431	395	x	x	R would drop out if bossed too much	
432	396	x	x	R would drop out if weren't learning new things	
433	397	x	x	R would drop out if could get a good job	
434	398	x	x	R would drop out if didn't have enough money	
435	399	x	x	R would drop out if never did things liked	
436	400	x	x	R would drop out if had no close friends at school	84
437	401	x	x	R would drop out if friends quit school	
438	402	x	x	R would drop out if teachers said R couldn't do work	
439	403	x	x	R would drop out if couldn't do what good at	
440	404	x	x	R would drop out if teacher pushed R around	
441	405	x	x	R would drop out if got in trouble	
442	406	x	x	R would drop out if failed too many subjects	
443	407	x	x	R would drop out if falsely blamed for things	85
444	408	x	x	R would drop out if parents didn't care	
445	409	x	x	R would drop out if school didn't help R develop skills	
446	410	x	x	R would drop out if got low marks	
447	411	x	x	R would drop out if couldn't understand reading	
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462	425	x	x	How often does R argue with teachers	
463	426	x	x	How often does R do best work in school	
464	427	x	x	How often does R goof off in class	
465	428	x	x	How often does R arrive late at school	
466	429	x	x	How often is R late to class	90
467	430	x	x	How often does R skip classes	
468	431	x	x	How often does R come to classes unprepared	
469	432	x	x	How often does R make teachers angry	
470	433	x	x	How often does R cheat on tests	
471	434	x	x	How often does R turn in sloppy assignments	91
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503	x	x	371	Driven a car	
504	x	x	372	Taken a taxi	
505	x	x	373	Bought a book	
506	x	x	374	Visited a zoo	
507	x	x	375	Cashed a check	
508	x	x	376	Attended a summer camp	
509	x	x	377	Visited Europe	
510	x	x	378	Played ping pong	
511	x	x	379	Bought a magazine	
512	x	x	380	Visited a museum	
513	x	x	381	Flown on an airplane	
514	x	x	382	Gone alone to a different city	
515	x	x	383	Attended a live opera	
516	x	x	x	Attended a live ballet	
517	x	x	x	Seen a live circus	
518	x	x	x	Visited a farm	
519	x	x	x	Ridden on a merry-go-round	
520	x	x	x	Stayed overnight in a hotel	
521	x	x	x	Worked part-time	
522	x	x	x	Worked full-time	
523	x	x	x	Owned a wrist watch	
524	x	x	x	Had a bank account	
525	x	x	x	Made minor house repairs	
526	x	x	x	Had a driver's lincense	
527	x	x	x	Heard a live symphony	
528	x	x	x	Acted in a play	
529	x	x	x	Sent an entry blank to a contest	
530	x	x	x	Put together a picture puzzle	
531	x	x	x	Belonged to a sports team	
532	x	x	x	Sent away for a radio offer	
533	x	x	x	Collected stamps or coins	

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534	x	x	x	Attended a professional sporting event	107
535	x	x	x	Bought a phonograph record	
536	x	x	x	Ridden in a rowboat	
537	x	x	x	Ridden a horse or pony	
538	x	x	x	Baby-sat for a neighbor	
539	x	x	x	Had a friend who attended college	
540	x	x	x	Taken out a library book	108
541	x	x	x	Belonged to scouts or other club	
542	x	x	x	Played a musical instrument	
543	x	x	x	Written letter to someone	
544	x	x	x	Rich Past Experience - Index	
				Actual Control with Principal	
545	464	x	x	How much control has principal over how school is run .	109
546	465	x	x	How much control has principal over student conduct	
547	466	x	x	How much control has principal over clubs, social life	
548	467	x	x	Actual Control with Principal - Index	
				Actual Control with Teachers	
549	468	x	x	How much control have teachers over how school is run	
550	469	x	x	How much control have teachers over student conduct . .	110
551	470	x	x	How much control have teachers over clubs, social life	
552	471	x	x	Actual Control with Teachers - Index	
				Actual Control with Students	
553	472	x	x	How much control have students over how school is run	
554	473	x	x	How much control have students over student conduct	
555	474	x	x	How much control have students over clubs, social life .	111
556	475	x	x	Actual Control with Students - Index	
				Actual Control with Parents	
557	476	x	x	How much control have parents over how school is run	
558	477	x	x	How much control have parents over student conduct	
559	478	x	x	How much control have parents over clubs, social life	
560	479	x	x	Actual Control with Parents - Index	112
561	480	x	x	Actual Control How School Is Run - Index	
562	481	x	x	Actual Control Over Student Conduct - Index	
563	482	x	x	Actual Control Over Student Clubs - Index	
564	483	x	x	Actual Control Mean Total	113
				Personal Relations with Teachers	
565	484	378	385	Do teachers take a personal interest in R	114
566	485	x	386	How often does R talk privately with teachers about school	
567	486	x	387	How often does R talk privately with teachers about other things	
568	487	x	x	Does R or teacher initiate talks	

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T1	T2	T3	T4		
569	488	x	x	Do R's teachers make positive/negative comments.	115
570	489	x	388	Do R's teachers work with students in making plans	
571	490	x	389	Would R like more chance to make plans	
572	491	x	390	Does R get chance to choose work	
573	492	x	391	Would R like more chance to choose work	
574	493	x	x	How often are teachers easy to approach.	116
575	494	x	x	How often do teachers like students to view opinions	
576	495	x	x	How often do teachers lose tempers	
577	496	x	x	How often do teachers get best work without threats	
578	497	x	x	How often do teachers talk down to students	
579	498	x	x	How often are teachers willing to listen to problems	117
580	499	x	x	How often do teachers like students to work together	
581	500	x	x	How often do teachers encourage extra effort	
582	501	x	x	How often do teachers ask students to work in groups	
583	502	x	392	How often are teachers excited, enjoy teaching	
584	503	x	393	How many teachers really know their subjects well.	118
585	504	379	394	How interesting are R's courses	
586	505	x	395	How often does R have discussions with friends about courses	
587	506	x	396	How often does R do more reading than course requires	
x	507	x	x	How often does R do things teachers suggest	
x	508	x	x	Importance of R's respect for teachers in motivating him . . .	119
x	509	x	x	Importance of rewards from teachers in motivating R	
x	510	x	x	Importance of teachers' authority in motivating R	
x	511	x	x	Importance of fear of punishment in motivating R	
x	512	x	x	Importance of teachers' knowledge in motivating R	
x	513	x	x	What is the subject area of teacher most helpful to R	
x	514	x	x	(With helpful teacher) Importance of respect	120
x	515	x	x	(With helpful teacher) Importance of rewards	
x	516	x	x	(With helpful teacher) Importance of authority	
x	517	x	x	(With helpful teacher) Importance of fear	
x	518	x	x	(With helpful teacher) Importance of knowledge	
x	519	x	x	How often are teachers fair on papers expressing ideas different from theirs	121
x	520	x	x	How often is knowledge for its own sake encouraged	
x	521	x	x	How often are independent projects encouraged	
x	522	x	x	How often do teachers repeat only	
x	523	x	x	How often are teachers defensive to questions	
x	524	x	x	How often is clear thinking valuable in getting grades	
x	525	x	x	How often are assignments adjusted to individual student	
x	526	x	x	How often do students compare grades	122
x	527	x	x	How often are grades posted	
x	528	x	x	How often do teachers trust students	
x	529	x	x	How often do teachers treat students as adults	
x	530	x	x	How often in school work meaningful	
x	531	x	x	How much do teachers like students	
x	532	x	x	How often do friends tempt R	

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				Personal Relations with Supervisors	
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x	534	x	x	Importance of respect in motivating R to work	
x	535	x	x	Importance of rewards in motivating R to work	
x	536	x	x	Importance of authority in motivating R to work	
x	537	x	x	Importance of fear of punishment in motivating R to work	
x	538	x	x	Importance of knowledge in motivating R to work	
x	539	380	397	How often is R's supervisor friendly	124
x	540	381	398	How often does R's supervisor lose temper	
x	541	382	399	How often can R's supervisor get work without threats	
x	542	383	400	How often does R's supervisor talk down to workers	
x	543	384	401	How often does R's supervisor listen to problems	
x	544	385	402	How often does R's supervisor encourage extra effort . .	125
x	545	386	403	How often does R's supervisor ask people to work as team	
x	546	387	404	How often does R feel work is meaningful	
x	547	388	405	How often does R talk with supervisor about work	
x	548	389	406	How often does R talk with supervisor about other things	
x	549	390	407	How often is it supervisors ides to have talk with R . .	126
x	550	391	408	Does supervisor give positive/negative feedback	
x	551	392	409	How often does R get chance to plan work	
x	552	393	410	Would R like more chances to plan work	
x	553	394	411	How interesting is job to R	
x	554	395	412	How often does R do more because work is interesting . .	127
				Other Characteristics of Schools	
x	x	396	413	Did anyone at school help R to get present job	128
x	x	397	414	Would R have gotten job without school help	
x	x	398	x	Does R have class that discusses jobs	
x	x	399	x	Is R involved in work-study program	
				Closeness to Father	
588	x	x	x	How did R feel about father's affection when growing up.	129
589	555	x	x	How often does R do things with father	
590	556	x	x	How close does R feel to father	
591	557	x	x	How much does R want to be like father	
592	558	x	x	Closeness to Father - Index	
				Closeness to Mother	
593	x	x	x	How did R feel about mother's affection when growing up.	130
594	559	x	x	How close does R feel to mother	
595	560	x	x	How much does R want to be like mother	
596	561	x	x	Closeness to Mother- Index	

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				Parental Control	
597	562	x	x	Do parents decide how late R can stay out	131
598	563	x	x	Do parents decide how much spending money R has	
599	564	x	x	Do parents decide what friends R can see	
600	565	x	x	Do parents decide what entertainment R can have	
601	566	x	x	Do parents decide what activities R can do	
602	567	x	x	Parental Control - Index	132
				Lack of Reasoning with Son	
603	568	x	x	How much influence does R have on family decisions	
604	569	x	x	Do parents listen to R's side of things	
605	570	x	x	Do parents talk over important decisions with R	
606	571	x	x	Are parents fair and reasonable in demands on R	
607	572	x	x	Lack of Reasoning with Son - Index	133
				Parental Punitiveness	
608	573	x	x	How often do parents ignore R after wrongdoing	
609	574	x	x	How often do parents act as if they didn't care about R	
610	575	x	x	How often do parents disagree about raising R	
611	576	x	x	How often do parents slap R	
612	577	x	x	How often do parents take away privileges of R.	134
613	578	x	x	How often do parents give out undeserved blame to R	
614	579	x	x	How often do parents threaten to slap R	
615	580	x	x	How often do parents yell, shout or scream at R	
616	581	x	x	How often do parents disagree about punishing R	
617	582	x	x	How often do parents nag R.	135
618	583	x	x	Parental Punitiveness - Index	
619	584	x	x	Positive Family Relationships - Index	
				Family Relationships (Individual)	
620	585	x	x	How often does R's whole family do things together. . . .	136
x	586	x	x	Is R's father living	
621	587	x	x	How strict is R's father	
622	588	x	x	How often does R feel free to disagree with father	
623	589	x	x	How much of the time does R obey father	
624	590	x	x	Does R get along better with father than before	137
625	591	x	x	Who manages money in R's family	
626	592	x	x	Which parent has final say over R	
x	593	x	x	Is R's mother living	
627	594	x	x	How strict is R's mother	
628	595	x	x	How often does R feel free to disagree with mother. . . .	138
629	596	x	x	How much of the time does R obey mother	
630	597	x	x	Does R get along better with mother than before	
631	598	x	x	Do R's parents praise him for pleasing them	

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				Parental Characteristics	
632	x	x	x	R's father's age.	139
633	x	x	x	R's mother's age	
634	x	x	x	Does R's family have same church preference	
635	x	x	x	Church preference of member who differs	
636	x	x	x	R's father's political preference	140
637	x	x	x	R's mother's political preference	
				Richness of Home Environment	
				Does R's home have ...	
638	x	x	x	A radio	141
639	x	x	x	A telephone	
640	x	x	x	A television	
641	x	x	x	A bicycle	
642	x	x	x	A phonograph	
643	x	x	x	A Bible	
644	x	x	x	A dictionary	
645	x	x	x	A set of encyclopedias	
646	x	x	x	30 other books or more	
647	x	x	x	A family car	
648	x	x	x	A camera	
649	x	x	x	A typewriter	
650	x	x	x	A dog or cat	
651	x	x	x	A fish in a tank	
652	x	x	x	A newspaper delivered daily	
653	x	x	x	A magazine subscription	
654	x	x	x	A pair of binoculars	
655	x	x	x	More than 10 phonograph records	
656	x	x	x	A map or globe of the world	
657	x	x	x	Rich Home Environment - Index	
658	x	x	x	How many different homes has R's family lived in in last three years	
659	x	x	x	Description of R's current home	142
660	x	x	x	Description of R's family's finances	
661	x	x	x	How many books in R's home	
662	x	x	x	How many rooms in R's home	
663	x	x	x	How many people live in R's home.	143
664	x	x	x	Income of R's father	
665	x	x	x	Total income of R's family	
x	x	400	x	Father's income for year.	144

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T1	T2	T3	T4		
				School Environment	
666	x	x	x	Did R attend nursery school.	145
667	x	x	x	Did R attend kindergarten	
668	x	x	x	Was R ever held back a grade	
669	x	x	x	Did R ever skip a grade	
670	x	x	x	How often was R held back	
671	x	x	x	How often did R skip	
672	x	x	x	First grade R held back	
673	x	x	x	Second grade R held back	
674	x	x	x	What grade did R skip	
x	599	x	x	Is R attending high school	
x	x	401	x	R's current status	
x	600	x	x	Has R changed high schools since Time 1.	146
x	x	402	x	R's school status	
x	601	x	x	Has R ever left school	
x	602	x	x	Length of time R out of school	
x	603	x	x	R's present environment	
675	x	x	x	Has R ever attended a non-public school.	147
676	x	x	x	Type of non-public school R attended	
x	604	x	x	What type of school is R in	
677	605	403	x	What type of program is R taking	
x	606	x	x	Has R seen counselor this year	
x	607	404	x	Total number of times R has seen counselor	148
x	608	x	x	Has R ever been in a work-study program	
x	x	405	x	Does R have class where work experiences are discussed	
x	x	406	x	Does R get school credit for job	
				Job Environment	
678	609	407	x	Is R working now	149
x	610	x	x	Has R ever had a job	
679	x	x	x	Has R worked in past	
x	611	x	x	Has R had job since tenth grade	
x	x	408	x	Did R have job last summer	
				Home and Community Environment	
680	x	x	x	How long has R lived in locality	150
x	612	x	x	R's present environment	
681	613	x	x	Environment R brought up in	
x	614	x	x	Does R live in same place as in Time 1	
x	615	x	x	How often has R moved since Time 1	
x	616	x	x	How long ago did R move	
x	x	409	x	Did R move between Time 1 and Time 2	151
x	x	410	x	Did R move between Time 2 and Time 3	
x	x	411	x	Did R move at sometime	
x	x	412	x	R's region of residence	

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T1	T2	T3	T4		
				Aptitudes and abilities	
682	x	x	x	Quick Test score	153
683-685	x	x	x	Thematic Apperception Tests: Achievement	154
686-688	x	x	x	Thematic Apperception Tests: Affiliation	
				Affective States: General Happiness	
689	617	x	415	Things that make R happy - 1st mention	155
690	618	x	416	Things that make R happy - 2nd mention	
691	619	x	417	Things that make R happy - 3rd mention	
692	620	x	418	Things that make R unhappy - 1st mention	157
693	621	x	419	Things that make R unhappy - 2nd mention	
694	622	x	420	Things that make R unhappy - 3rd mention	
695	623	x	421	How happy is R, all things together	159
696	624	x	422	Will R be happier in the future	
697	625	x	423	On what does future happiness/unhappiness depend	
x	x	x	424	On what does future happiness/unhappiness depend - second mention	
698	626	x	425	Reasons for R's future happiness/unhappiness - first mention	
699	627	x	426	Reasons for R's future happiness/unhappiness - second mention	
700	628	x	427	Reasons for R's future happiness/unhappiness - third mention	
701	629	x	428	Problems R worries about - first mention	161
702	630	x	429	Problems R worries about - second mention	
703	631	x	430	Problems R worries about - third mention	
704	632	x	431	Future problems R worries about - first mention	163
705	633	x	432	Future problems R worries about - second mention	
x	x	x	433	Future problems R worries about - third mention	
706	634	x	434	Present problems R worries about - first mention	164
x	x	x	435	Present problems R worries about - second mention	
x	x	x	436	Present problems R worries about - third mention	
				Self-Concept: School Ability	
707	635	x	x	How does R rate in school ability compared to others	166
708	636	x	x	How close does R come to doing best work in school	
709	637	x	x	How hard does R work in school compared to others	
710	638	x	x	How satisfied is R with school performance	
711	639	x	x	School Ability Self Concept - Index	167
				Self-concept: Self-development	
712	640	x	437	Ways R would like to improve self - first mention	168
713	641	x	438	Ways R would like to improve self - second mention	
714	642	x	439	Ways R would like to improve self - third mention	
715	643	x	x	Things R will do to improve self - first mention (1)	170
716	644	x	x	Things R will do to improve self - first mention (2)	
717	645	x	x	Things R will do to improve self - second mention (1)	
718	646	x	x	Things R will do to improve self - second mention (2)	
719	647	x	x	Things R will do to improve self - third mention (1)	

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				Self-concept: Self-utilization	
720	648	x	440	Things R is good at - first mention	173
721	649	x	441	Things R is good at - second mention	
722	650	x	442	Things R is good at - third mention	
723	651	x	443	How much chance does R have for using skills - first skill.	175
724	652	x	x	How much chance does R have for using skills - second skill	
725	653	x	x	How much chance does R have for using skills - third skill	
726	654	x	444	When does R have chance to use skills - first skill (1) . .	176
727	655	x	445	When does R have chance to use skills - first skill (2)	
728	656	x	x	When does R have chance to use skills - second skill (1)	
729	657	x	x	When does R have chance to use skills - second skill (2)	
730	658	x	x	When does R have chance to use skills - third skill (1)	
731	659	x	x	When does R have chance to use skills - third skill (2)	
732	660	x	446	Does R get enough chances to use skills- first skill. . . .	177
733	661	x	x	Does R get enough chances to use skills - second skill	
734	662	x	x	Does R get enough chances to use skills - third skill	
735	663	x	447	(If not enough chances) What gets in R's way - first mention	
736	664	x	448	(If not enough chances) What gets in R's way - second mention	
737	665	x	449	(If not enough chances) What gets in R's way - third mention	
				Self-concept: Dissatisfaction with Self	
738	x	x	x	What would R like to change about self - first mention. . .	178
739	x	x	x	What would R like to change about self - second mention	
740	x	x	x	What would R like to change about self - third mention	
741	x	x	x	How would R like son to be different - first mention. . . .	179
742	x	x	x	How would R like son to be different - second mention	
743	x	x	x	How would R like son to be different - third mention	
				Attitudes Towards School	
744	666	x	x	What does R need to do well in school - first mention . . .	180
745	667	x	x	What does R need to do well in school - second mention	
746	668	x	x	What does R need to do well in school - third mention	
747	669	x	x	What does it take to get along with teachers - first mention	181
748	670	x	x	What does it take to get along with teachers - second mention	
749	671	x	x	What does it take to get along with teachers -third mention	
750	672	x	x	What does R like about school - first mention	182
751	673	x	x	What does R like about school - second mention	
752	674	x	x	What does R like about school - third mention	
753	675	x	x	What doesn't R like about school - first mention.	183
754	676	x	x	What doesn't R like about school - second mention	
755	677	x	x	How would R change school - first mention	185
756	678	x	x	How would R change school - second mention	

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				Attitudes Towards Jobs	
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758	x	x	x	Why do some have trouble getting jobs - second mention	
759	x	x	x	What would R do if he inherited money - first mention	
760	x	x	x	What would R do if he inherited money - second mention	
761	x	x	x	Would R work at all	189
762	x	x	x	Why would R work	
x	679	x	x	What does it take to do well on the job - first mention	
x	680	x	x	What does it take to do well on the job - second mention	
x	681	x	x	What does it take to get along with boss - first mention	
x	682	x	x	What does it take to get along with boss - second mention	
x	683	x	x	What does R like about job - first mention.	190
x	684	x	x	What does R like about job - second mention	
x	685	x	x	What does R dislike about job	191
x	686	x	x	How would R make job better	192
x	687	x	x	Why does R have job - first mention	
x	688	x	x	Why does R have job - second mention	
				Attitudes: Dropping Out	
763	689	x	x	Why do boys drop out of school - first mention	194
764	690	x	x	Why do boys drop out of school - second mention	
765	691	x	x	Why do boys drop out of school - third mention	
766	692	x	x	Does R know someone who has left school	196
767	693	x	x	Why did they leave - first mention	197
768	694	x	x	Why did they leave - second mention	
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770	695	413	450	R's occupational plans, ISR code - first mention	
771	696	414	451	R's occupational plans, ISR code - second mention	
x	x	415	x	R's occupational plans - type of work	
x	x	416	452	R's occupational plans, Census Bureau code - first mention	
x	x	417	453	R's occupational plans, Census Bureau code - second mention	
772	697	418	454	Duncan ranking - first mention.	200
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773	x	x	x	R's plans after high school - filter variable	202
774	x	x	x	R's plans after high school - first mention	
775	x	x	x	R's plans after high school - second mention	
776	x	x	x	R's plans after high school - third mention	
777	x	x	x	How will R enter first mentioned occupation (1 col code)	
778	x	x	x	How will R enter second mentioned occupation (1 col code)	
779	x	x	x	How will R enter first mentioned occupation (2 col code)	
780	x	x	x	How will R enter second mentioned occupation (2 col code)	
x	699	x	456	Status of R's occupational plans.	204
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x	x	x	458	Does R have definite idea of order of steps	
x	701	x	459	How will R realize plans - first step	
x	702	x	460	How will R realize plans - second step	

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x	x	x	462	How will R realize plans - fourth step	
x	x	x	463	How will R realize plans - fifth step	
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x	705	x	465	Number of steps in R's plans	
781	x	420	x	How likely is it R's plans will work out	206
x	706	x	466	How likely is it R's plans will work out-occupation step	
x	707	x	467	How likely is it R's plans will work out- first step	
x	708	x	468	How likely is it R's plans will work out - second step	
x	709	x	469	How likely is it R's plans will work out - third step	
x	x	x	470	How likely is it R's plans will work out - fourth step	
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782	x	421	x	What could prevent or interfere with R's plans	207
x	710	x	472	What could interfere with R's plans - occupation step	
x	711	x	473	What could interfere with R's plans - first step	
x	712	x	474	What could interfere with R's plans - second step	
x	713	x	475	What could interfere with R's plans - third step	
x	x	x	476	What could interfere with R's plans - fourth step	
x	x	x	477	What could interfere with R's plans - fifth step	
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x	717	x	481	Interference temporary or permanent - third step	
x	x	x	482	Interference temporary or permanent - fourth step	
x	x	x	483	Interference temporary or permanent - fifth step	
783	x	x	x	How important are R's high school grades to plans	
x	718	x	x	How important are R's high school grades - occupational step	
x	719	x	x	How important are R's high school grades - first step	
x	720	x	x	How important are R's high school grades - second step	
x	721	x	x	How important are R's high school grades - third step	
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785	x	x	485	How did R become interested in occupation - second mention	
x	x	x	486	How did R become interested in occupation - third mention	
786	722	x	x	How did R become interested - first mention (2 col code)	
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x	725	423	488	How satisfying does R think this work will be	
x	726	x	489	Why would R find work not satisfying - first mention	
x	x	x	490	Why would R find work not satisfying - second mention	
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789	728	x	x	Why doesn't R plan to finish high school	
790	729	x	x	When does R plan to drop out of high school	
791	730	x	x	How certain is R of graduating	
792	731	x	x	What might keep R from graduating	
793	732	x	x	Has R ever thought of dropping out of school	213

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794	733	x	x	Does R still think of dropping out.	213
795	734	x	x	When does R think he will drop out	
796	735	x	x	Why does R want to leave school	
797	736	x	x	What could influence R to stay in school	214
798	737	x	x	What grade did R first think of leaving school	
799	738	x	x	What was happening then that made R want to leave	215
800	739	x	x	What changed R's mind about dropping out.	216
x	740	x	x	Does R expect to have part-time job while in high school. . .	217
801	741	x	x	What sort of job does R expect to have	
x	742	x	x	Does R expect to have a summer job	
802	743	x	x	What sort of summer job does R expect to have	
x	x	426	x	How likely will R receive on-the-job training	218
x	x	427	x	How likely will R receive job training in the military	
x	x	428	x	How likely will R attend vocational school	
x	x	429	x	How likely will R attend college	
x	x	430	x	How likely will R attend graduate school	
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x	x	435	x	Did R check with public employment office to find job	
x	x	436	x	Did R check with private employment agency to find job	
x	x	437	x	Did R check directly with employers to find job	
x	x	438	x	Did R place or answer newspaper ads to find job	
x	x	439	x	Did R check with friends or relatives to find job	
x	x	440	x	Did R do something else to find job	
x	x	441	x	Is R's current job on a farm or business owned by family	
x	x	442	x	(New job) Has R checked with school employment service. . . .	221
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x	x	444	x	(New job) Has R checked with private employment agency	
x	x	445	x	(New job) Has R checked with employers	
x	x	446	x	(New job) Has R placed or answered newspaper ads	
x	x	447	x	(New job) Has R checked with friends or relatives	
x	x	448	x	(New job) Has R done something else	
x	x	449	x	Does R intend to check with school employment service	
x	x	450	x	Does R intend to check with public employment office	
x	x	451	x	Does R intend to check with private employment office	
x	x	452	x	Does R intend to check with employers	
x	x	453	x	Does R intend to place or answer newspaper ads	
x	x	454	x	Does R intend to check with friends or relatives	
x	x	455	x	Does R intend to do something else	
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x	x	457	x	What kind of work does R expect to have in fall, ISR code . .	222
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x	x	459	x	Duncan ranking full-time fall job	
x	x	460	x	What kind of work does R expect to have in fall, CB code	
x	x	461	x	How likely is it R will be working full time in fall.	223
x	x	462	x	How much does R expect to earn	
x	x	463	x	What would R do if couldn't get job	
x	x	464	x	What might keep R from getting job	

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x	x	466	x	How does R expect to enter service	
x	x	467	x	Has R done anything towards enlisting	
x	x	468	x	Has R talked with a recruiter	
x	x	469	x	Has R completed an enlistment application	
x	x	470	x	Has R taken a physical exam	
x	x	471	x	Has R signed to enter service	
x	x	472	x	Has R done something else	225
x	x	473	x	How likely is it that R will be in military in fall	
x	x	474	x	If R doesn't get in military, then what will R do	
x	744	x	x	Has R made preparations for going to college	226
x	x	x	492	R's college plans	
x	745	x	493	Is R planning to attend college	
x	746	475	494	Preparations R has made for attending college - first mention	
x	x	x	495	Preparations R has made for attending college - second mention	
x	x	476	x	How many years does R plan to continue schooling	227
x	x	477	x	How likely is it R will attend college in fall	
x	x	478	x	College R plans to attend	
x	x	479	x	Does R plan attending school full-time/part-time	
x	x	480	x	Where does R plan to live while at school	228
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x	x	482	x	Would R participate in ROTC	
x	x	483	x	Is R receiving or hoping to receive an ROTC scholarship	229
x	x	484	x	What will R do if he is unable to attend college	
x	x	485	x	How likely is it R would attend school without draft	
x	x	486	x	How likely is it R will marry next year	
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803	747	487	x	R's average grade past year	230
804	x	x	x	R's highest grade past year	
805	x	x	x	R's lowest grade past year	
806	x	x	x	Subject of R's highest grade - first mention	231
807	x	x	x	Subject of R's highest grade - second mention	
808	x	x	x	Subject of R's lowest grade - first mention	
809	x	x	x	Subject of R's lowest grade - second mention	
810	748	488	x	Average number of hours R spends on all homework	232
811	749	489	x	Hours of homework R does at school	
x	x	490	x	Hours of homework R does outside school	
812	750	x	x	Would R like to take subjects he doesn't take now	233
813	751	x	x	What subjects are they - first mention	
814	752	x	x	What subjects are they - second mention	
815	753	x	x	Why isn't R taking subjects he wants	234
816	754	x	x	Are there subjects not offered by school that R wants	
817	755	x	x	What subject not offered by school does R want	
x	756	x	x	R's extracurricular activities - first mention	235
x	757	x	x	R's extracurricular activities - second mention	
x	758	x	x	R's extracurricular activities - third mention	
x	759	x	x	R's extracurricular activities - fourth mention	

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x	x	492	x	R participate in varsity basketball	
x	x	493	x	R participate in varsity baseball	
x	x	494	x	R participate in other varsity sports	
x	x	495	x	R participate in intramural sports	
x	x	496	x	R participate in other school athletic activities	
x	x	497	x	R participate in band	
x	x	498	x	R participate in orchestra	
x	x	499	x	R participate in choir, chorus or glee club	
x	x	500	x	R participate in other school music group	
x	x	501	x	R participate in school newspaper	
x	x	502	x	R participate in school yearbook; literary magazine	
x	x	503	x	R participate in school dramatics or drama club	
x	x	504	x	R participate in other school speech activities	
x	x	505	x	R participate in student government	
x	x	506	x	R participate in language clubs	
x	x	507	x	R participate in other student club or organization	
x	x	508	x	R participate in other student club or organization	
x	760	509	x	Total number of extracurricular activities R mentioned	
x	761	x	x	Has R held an office - first activity mentioned.	237
x	762	x	x	Has R held an office - second activity mentioned	
x	763	x	x	Has R held an office - third activity mentioned	
x	764	x	x	Has R held an office - fourth activity mentioned	
x	765	x	x	Total number of offices R has held	
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x	x	510	x	Is R a dropout	240
x	766	x	x	Why did R leave school - first mention	241
x	767	x	x	Why did R leave school - second mention	
x	x	511	x	Did R find school boring	
x	x	512	x	Did R think school wasn't preparing him for right kind of work	
x	x	513	x	Was R not doing well in school	
x	x	514	x	Did R have a good job.	242
x	x	515	x	Did R think he could get a good job	
x	x	516	x	Was R more interested in work than in school	
x	x	517	x	Did R have serious financial problems	
x	x	518	x	Did R have problems at home	
x	x	519	x	Did R not get along with school personnel	
x	x	520	x	Did R get in trouble with school authorities	
x	x	521	x	Did R not get along with other students	
x	x	522	x	Single most important reason why R left school	243
x	768	x	x	When did R leave school	
x	769	x	x	When did R leave school - four month period code	244
x	x	523	x	When did R leave school - month	
x	x	524	x	When did R leave school - year	
x	x	525	x	When did R leave school - grade	
x	770	526	x	Did R leave school by choice/asked to leave.	245
x	771	x	x	(Asked to leave) Did R think before of leaving	
x	772	x	x	(Left by choice) When did R first think of leaving	
x	773	x	x	(Asked to leave) When did R first think of leaving	

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x	775	x	x	(Asked to leave) What grade did R think of leaving	
x	776	x	x	(Left by choice) Time lapse on R's decision to leave	
x	777	x	x	(Asked to leave) Time lapse on R's decision to leave	
x	778	x	x	(Left by choice) Why did R leave school	247
x	779	x	x	(Asked to leave) Why was R asked to leave	
x	780	x	x	(Left by choice) Might R ever return to school	
x	781	527	x	(Asked to leave) Might R ever return to school	
x	782	x	x	(Left by choice) Why might R return	248
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x	784	x	x	(Left by choice) When might R return - date	
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x	786	x	x	(Left by choice) When might R return - circumstance	249
x	787	x	x	(Asked to leave) When might R return - circumstance	
x	788	x	x	(Left by choice) Did any school official urge R to leave	
x	789	x	x	(Asked to leave) What school official told R to leave	
x	x	528	x	Was R urged to leave school by teacher	
x	x	529	x	Was R urged to leave school by counselor	
x	x	530	x	Was R urged to leave school by principal	
x	x	531	x	Was R urged to leave school by assistant principal	
x	x	532	x	Was R urged to leave school by other school official	
x	790	x	x	(Left by choice) Did any school official urge R to stay	250
x	791	x	x	(Asked to leave) Did anyone try to let R stay	
x	x	533	x	Was R urged to stay by a teacher	
x	x	534	x	Was R urged to stay by a counselor	
x	x	535	x	Was R urged to stay by the principal	
x	x	536	x	Was R urged to stay by the assistant principal	
x	x	537	x	Was R urged to stay by other school official	
x	x	538	x	Was R urged to stay by father	
x	x	539	x	Was R urged to stay by mother	
x	x	540	x	Was R urged to stay by brother or sister	
x	x	541	x	Was R urged to stay by friend	
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x	x	543	x	Was R urged to stay by some other person	
x	792	x	x	(Left by choice) Would R have been asked to leave anyway. . . .	251
x	793	x	x	(Left by choice) Who would have asked R to leave	
x	794	x	x	(Present dropout) How does R's father feel about this	
x	795	x	x	(Former dropout) How did R's father feel about this	
x	x	544	x	How does father feel about R's being out of school.	252
x	796	x	x	(Present dropout) How does R's mother feel about this	
x	797	x	x	(Former dropout) How did R's mother feel about this	
x	x	545	x	How does mother feel about R's being out of school	
x	798	x	x	(Present dropout) How do R's siblings feel about this	253
x	799	x	x	(Former dropout) How did R's siblings feel about this	
x	x	546	x	How do siblings feel about R's being out of school	
x	800	x	x	(Present dropout) How do R's friends feel about this	
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x	x	547	x	How do friends feel about R's being out of school	254

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x	803	x	x	(Former dropout) Is anyone trying to get R to go back	
x	804	x	x	(Present dropout) Who is trying - first mention	
x	805	x	x	(Present dropout) Who is trying - second mention	
x	806	x	x	(Former dropout) Who is trying - first mention	
x	807	x	x	(Former dropout) Who is trying - second mention	
x	808	x	x	(Former dropout) How important were these influences	255
x	809	x	x	(Present dropout) Does R expect to have job in next year	
x	810	x	x	(Present dropout) What sort of job might R have	
x	811	x	x	(Present dropout) What has R done to get job - 2-col code	256
x	812	x	x	(Present dropout) What has R done to get job - 1-col code	
x	813	x	xx	(Present dropout) How long has R been after job	
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819	815	x	497	R's appearance	
820	816	x	498	R's complexion	
821	817	x	499	R's physical maturity	
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823	x	x	x	R's birthplace	258
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824	818	548	x	Has R worked in past	259
825	819	x	x	R's last job - description	
826	820	x	x	R's next to last job - description	
827	821	x	x	R's second to last job - description	
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829	823	x	x	Pay on R's next to last job	
830	824	x	x	Pay on R's second to last job	
831	825	550	x	Hours R worked a week on last job	
832	826	x	x	Hours R worked a week on next to last job	
833	827	x	x	Hours R worked a week on second to last job	
834	828	x	x	How long did R work last job	261
835	829	x	x	How long did R work next to last job	
836	830	x	x	How long did R work second to last job	
837	831	x	x	How did R find out about last job	
838	832	x	x	How did R find out about next to last job	
839	833	x	x	How did R find out about second to last job	
840	x	x	x	Why did R leave last job	262
841	x	x	x	Why did R leave next to last job	
842	x	x	x	Why did R leave second to last job	
843	834	x	x	Why did R leave last job - 2-col code	
844	835	x	x	Why did R leave next to last job - 2-col code	
845	836	x	x	Why did R leave second to last job - 2-col code	
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x	838	x	x	Time span R was in work-study program	
x	839	x	x	What kind of work does/did R do	

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x	842	x	x	How many hours did R spend on school part of program	
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846	x	x	x	Number of grade schools R attended	266
847	x	x	x	Number of junior high schools R attended	
848	x	x	x	Number of high schools R attended	
x	843	x	x	How many times has R changed schools since Time 1	
849	844	x	x	Why did R change schools	
850	x	x	x	Why is R taking present program at school	267
x	845	x	x	What kind of program is R taking at school	
x	846	x	x	Is R happy with program he is in	
x	847	x	x	What other program does R want to be in	
x	848	x	x	Why does R want to be in a different program	268
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x	851	x	x	Amount of R's money that went towards school expenses	269
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853	853	x	502	Reason R would like more money - first mention	270
854	854	x	503	Reason R would like more money - second mention	
855	855	x	504	Amount of money R would like to have (per week)	271
x	856	x	505	Amount of money R would like to have (total)	
856	857	x	506	Does R have money saved	
857	858	x	507	Amount of money R has saved	
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x	861	x	xx	Reason for R's rating of school facilities	
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859	862	551	x	R's first job	275
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x	x	552	x	Duncan ranking of R's present job	
x	x	553	x	R's present job - Census Bureau code	
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862	865	x	x	R's pay per hour - second job	
863	866	555	x	Hours R works a week - first job	
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865	868	x	x	How long has R held first job	277
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867	870	x	x	How did R find out about first job	
868	871	x	x	How did R find out about second job	

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870	873	x	x	Is R satisfied with work - second job	
x	874	x	x	Does R plan to change work - first job	
x	875	x	x	Does R plan to change work - second job	
x	876	x	x	How much security does R have - first job	
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x	880	x	x	Did any job influence R's school plans	
x	881	x	x	What jobs influenced R's school plans	
x	882	x	x	In what way did job influence R's school plans	281
x	883	x	x	Have any jobs affected R's family relations	
x	884	x	x	How have jobs affected R's family relations	282
x	885	x	x	Have any jobs affected R's relations with friends	
x	886	x	x	How have jobs affected R's relations with friends	
x	887	x	x	Have any jobs affected R's schoolwork.	283
x	888	x	x	How have jobs affected R's schoolwork	
				Peer Group Structure	
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872	890	x	511	Age of first friend	
873	891	x	512	Sex of first friend	
874	892	x	513	Age of second friend	
875	893	x	514	Sex of second friend	
876	894	x	515	Age of third friend	
877	895	x	516	Sex of third friend	
878	896	x	517	Age of fourth friend	
879	897	x	518	Sex of fourth friend	
880	898	x	519	Age of fifth friend	
881	899	x	520	Sex of fifth friend	
882	900	x	x	Grade first friend is in	285
883	901	x	x	Grade second friend is in	
884	902	x	x	Grade third friend is in	
885	903	x	x	Grade fourth friend is in	
886	904	x	x	Grade fifth friend is in	
887	905	x	x	Did first friend dropout/graduate	
888	906	x	x	Did second friend dropout/graduate	
889	907	x	x	Did third friend dropout/graduate	
890	908	x	x	Did fourth friend dropout/graduate	
891	909	x	x	Did fifth friend dropout/graduate	
892	910	x	x	What does first friend do	
893	911	x	x	What does second friend do	
894	912	x	x	What does third friend do	
895	913	x	x	What does fourth friend do	
896	914	x	x	What does fifth friend do	
897	915	x	x	Occupation of first friend	
898	916	x	x	Occupation of second friend	
899	917	x	x	Occupation of third friend	

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901	919	x	x	Occupation of fifth friend	
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902	921	x	521	How important are friends in R's life	
903	922	x	x	In what ways are friends important to R - first mention	
904	923	x	x	In what ways are friends important to R - second mention	
905	924	x	x	In what ways are friends important to R - third mention	
x	925	x	x	Does R have a particular group of friends	288
x	926	x	x	Is R in same group now as a year ago	
906	x	x	x	What kinds of students attend R's school - first mention . .	289
907	x	x	x	What kinds of students attend R's school - second mention	
908	x	x	x	What kinds of students attend R's school - third mention	
909	x	x	x	What kinds of students attend R's school - fourth mention	
910	x	x	x	What kinds of students attend R's school - fifth mention . .	290
911	x	x	x	Do some types dislike school	
912	x	x	x	Do some types like school	
913	x	x	x	What types are closest to R - first mention	
914	x	x	x	What types are closest to R - second mention	
915	x	x	x	What types dislike school - first mention	
916	x	x	x	What types dislike school - second mention	
917	x	x	x	What types like school - first mention	
918	x	x	x	What types like school - second mention	
919	x	x	x	What types don't get along, first pair - first mention	
920	x	x	x	What types don't get along, first pair - second mention	
921	x	x	x	What types don't get along, second pair - first mention	
922	x	x	x	What types don't get along, second pair - second mention	
923	x	x	x	How don't these types get along - first pair	293
924	x	x	x	How don't these types get along - second pair	
925	927	x	x	Criteria for popularity at R's school - first mention. . . .	294
926	928	x	x	Criteria for popularity at R's school - second mention	
927	929	x	x	Criteria for popularity at R's school - third mention	
928	930	x	x	What types are looked up to - first mention.	296
929	931	x	x	What types are looked up to - second mention	
930	932	x	x	What types are looked down on - first mention	
931	933	x	x	What types are looked down on - second mention	
932	934	x	x	Types whoose status depends on their program of study	
x	935	x	x	How satisfied is R with students who attend school	300
				Other School Characteristics	
x	936	x	x	What ways can students change things at R's school - first mention	301
x	937	x	x	What ways can students change things - second mention	
x	938	x	x	Has R used any ways to make changes - first mention	
x	939	x	x	Has R used any ways to make changes - second mention	
x	940	x	x	Would R see teacher about school complaint	302
x	941	x	x	Would R see coach about school complaint	
x	942	x	x	Would R see counselor about school complaint	
x	943	x	x	Would R see principal about school complaint	
x	944	x	x	Would R see someone else about school complaint	
x	945	x	x	Number of in-school personnel mentioned	
x	946	x	x	Number of extra-school personnel mentioned	

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x	947	x	x	Total number of people R has mentioned	302
x	948	x	x	Any school adult that cares about R's education - first mention	303
x	949	x	x	Any school adult that cares about R's education - second mention	
x	950	x	x	How much does R like counselors at school	
x	951	x	x	Why doesn't R like counselors at school	
x	952	x	x	Does R trust counselors to keep things confidential.	304
x	953	x	x	Has R seen a counselor for any reason this year	
x	954	x	x	How often has R seen counselor because required to go	
x	955	x	x	How often has R seen counselor because of counselors request	
x	956	x	x	....because school official made R go.	305
x	957	x	x	....because R chose to go	
x	958	x	x	....because of other reasons	
x	959	556	x	Total number of times R has seen counselor	
x	x	557	x	Would R have preferred to see counselor more or less	306
x	960	x	x	Total amount of time R has spent with counselor	
x	x	558	x	How helpful to R have sessions with counselor been	
x	961	559	x	Time spent choosing courses.	307
x	962	x	x	How helpful was this to R (time spent choosing courses)	308
x	963	560	x	Would R have preferred more/less this type of counseling	
x	964	561	x	Time spent discussing course work problems	309
x	965	x	x	How helpful was this to R (time spent discussing schoolwork)	
x	966	562	x	Would R have preferred more/less this type of counseling	
x	967	563	x	Time spent because of R's getting into trouble	310
x	968	x	x	How helpful was this to R (time spent because of trouble)	
x	969	564	x	Would R have preferred more/less this type of counseling	311
x	970	565	x	Time spent discussing military plans	
x	971	x	x	How helpful was this to R (time spent discussing military)	
x	972	566	x	Would R have preferred more/less this type of counseling	312
x	973	567	x	How much time spent on discussing R's future education	
x	974	x	x	How helpful was this to R (time spent discussing education) . . .	313
x	975	568	x	Would R have preferred more/less this type of counseling	
x	976	569	x	Time spent discussing R's career or job choice	
x	977	x	x	How helpful was this to R (time spent discussing career)	314
x	978	570	x	Would R have preferred more/less this type of counseling	
x	979	571	x	Time spent discussing R's personal problems	
x	980	x	x	How helpful was this to R (time spent discussing personal problems)	315
x	981	572	x	Would R have preferred more/less this type of counseling	
x	x	573	x	Time spent on preparing for R's future job	
x	x	574	x	Would R have preferred more/less this type of counseling	
x	982	x	x	Would R feel comfortable discussing personal problem with counselor	316
x	983	x	x	Would R feel comfortable discussing future plans with counselor	

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				Parental Characteristics	
933	984	x	522	Are both of R's natural parents living	317
x	985	x	523	(Father dead) When did R's father die	
x	986	x	524	(Both parents dead) When did R's father die	
x	987	x	525	(Both parents dead) When did R's mother die	
x	988	x	526	(Mother dead) When did R's mother die	
934	989	x	x	Does R live with own mother and father	
935	990	x	x	Are R's parents divorced or separated.	318
x	991	x	x	When did divorce/separation occur	
936	992	x	x	With whom does R live now	
x	993	x	x	How long has R lived with step-parents	319
937	x	x	x	Father's birthplace	
938	x	x	x	Mother's birthplace	
x	994	x	x	Broken home index	
939	x	x	x	Father's education	320
940	x	x	x	Mother's education	
x	x	x	527	How far did R's father go in his schooling	
x	x	x	528	Did R's father have other schooling	
x	x	x	529	How far did R's mother go in her schooling	
x	x	x	530	Did R's mother have other schooling	
x	995	x	x	Stepfather's occupation, ISR code.	321
941	996	x	x	Father's occupation, ISR code	
942	997	x	x	Mother's occupation, ISR code	
x	998	x	x	Stepfather's occupation, Duncan ranking.	322
x	999	x	x	Father's occupation, Duncan ranking	
x	1000	x	x	Stepfather's occupation, Duncan ranking	
x	1001	x	x	Has stepfather changed jobs since Time 1	325
x	1002	x	531	Has father changed jobs since Time 1	
x	1003	x	x	Has mother changed jobs since Time 1	
x	1004	x	x	Was R's stepfather unemployed	
x	1005	x	532	Was R's father unemployed	
x	1006	x	x	Was R's mother unemployed	
x	1007	x	x	Effect of stepfather's unemployment on R's family	
x	1008	x	533	Effect of father's unemployment on R's family	
x	x	x	534	Effect of father's unemployment - second mention	
x	1009	x	x	Effect of mother's unemployment on R's family	
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x	1011	x	535	Why did R's father change jobs	
x	1012	x	x	Why did R's mother change jobs	
x	x	x	536	When did father change jobs	
x	x	x	537	Length of father's unemployment	
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944	1014	x	x	Does R have any sisters	
945	1015	x	x	Number of brothers R has	
946	1016	x	x	Number of sisters R has	
x	1017	x	538	Total number of siblings	

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948	x	x	x	Second brother's age	
949	x	x	x	Third brother's age	
950	x	x	x	Fourth brother's age	
951	x	x	x	Fifth brother's age	
952	x	x	x	Sixth brother's age	
953	x	x	x	First sister's age	
954	x	x	x	Second sister's age	
955	x	x	x	Third sister's age	
956	x	x	x	Fourth sister's age	
957	x	x	x	Fifth sister's age	
958	x	x	x	Sixth sister's age	
959	x	x	x	Does first brother live at home	
960	x	x	x	Does second brother live at home	
961	x	x	x	Does third brother live at home	
962	x	x	x	Does fourth brother live at home	
963	x	x	x	Does fifth brother live at home	
964	x	x	x	Does sixth brother live at home	
965	x	x	x	Does first sister live at home	
966	x	x	x	Does second sister live at home	
967	x	x	x	Does third sister live at home	
968	x	x	x	Does fourth sister live at home	
969	x	x	x	Does fifth sister live at home	
970	x	x	x	Does sixth sister live at home	
971	x	x	x	What grade is first brother in	
972	x	x	x	What grade is second brother in	
973	x	x	x	What grade is third brother in	
974	x	x	x	What grade is fourth brother in	
975	x	x	x	What grade is fifth brother in	
976	x	x	x	What grade is sixth brother in	
977	x	x	x	What grade is first sister in	
978	x	x	x	What grade is second sister in	
979	x	x	x	What grade is third sister in	
980	x	x	x	What grade is fourth sister in	
981	x	x	x	What grade is fifth sister in	
982	x	x	x	What grade is sixth sister in	
983	x	x	x	Did first brother dropout or graduate	
984	x	x	x	Did second brother dropout or graduate	
985	x	x	x	Did third brother dropout or graduate	
986	x	x	x	Did fourth brother dropout or graduate	
987	x	x	x	Did fifth brother dropout or graduate	
988	x	x	x	Did sixth brother dropout or graduate	
989	x	x	x	Did first sister dropout or graduate	
990	x	x	x	Did second sister dropout or graduate	
991	x	x	x	Did third sister dropout or graduate	
992	x	x	x	Did fourth sister dropout or graduate	
993	x	x	x	Did fifth sister dropout or graduate	
994	x	x	x	Did sixth sister dropout or graduate	

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T1	T2	T3	T4		
995	x	x	x	Did first brother have any further schooling	329
996	x	x	x	Did second brother have any further schooling	
997	x	x	x	Did third brother have any further schooling	
998	x	x	x	Did fourth brother have any further schooling	
999	x	x	x	Did first sister have any further schooling	
1000	x	x	x	Did second sister have any further schooling	
1001	x	x	x	Did third sister have any further schooling	
1002	x	x	x	Did fourth sister have any further schooling	
1003	x	x	x	Occupation of first brother	
1004	x	x	x	Occupation of second brother	
1005	x	x	x	Occupation of third brother	
1006	x	x	x	Occupation of fourth brother	
x	1018	x	x	Have any of R's brothers dropped out of school	
x	1019	x	x	Have any of R's sisters dropped out of school	
x	1020	x	x	How many of R's brothers have dropped out of school	
x	1021	x	x	How many of R's sisters have dropped out of school	
				Additional People in the Home	
1011	x	x	x	Are there any additional people living in R's home . . .	330
1012	x	x	x	Number of additional people living in R's home	
1013	x	x	x	Relationship of first additional person to R	
1014	x	x	x	Relationship of second addtional person to R	
1015	x	x	x	Sex of first additional person	
1016	x	x	x	Sex of second additional person	
1017	x	x	x	Age of first additional person	
1018	x	x	x	Age of second additional person	
1019	x	x	x	How long has first person lived with R's family.	331
1020	x	x	x	How long has second person lived with R's family	
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1021	x	x	x	Socioeconomic level - Index.	332
x	1022	x	539	Has R's family's standard of living been stable.	333
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1023	x	x	x	How would mother feel if R dropped out of school	
1024	x	x	x	How would brothers feel if R dropped out of school	
1025	x	x	x	How would sisters feel if R dropped out of school	
1026	x	x	x	How would teachers feel if R dropped out of school	
1027	x	x	x	How would friends feel if R dropped out of school	
1028	x	x	x	How would relatives feel if R dropped out of school	
1029	x	x	x	How would others feel if R dropped out of school	
1030	x	x	x	How would father feel if R got bad grades	
1031	x	x	x	How would mother feel if R got bad grades	
1032	x	x	x	How would brothers feel if R got bad grades	
1033	x	x	x	How would sisters feel if R got bad grades	
1034	x	x	x	How would teachers feel if R got bad grades	
1035	x	x	x	How would friends feel if R got bad grades	
1036	x	x	x	How would relatives feel if R got bad grades	

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1038	x	x	x	How would father feel if R got into trouble	
1039	x	x	x	How would mother feel if R got into trouble	
1040	x	x	x	How would brother feel if R got into trouble	
1041	x	x	x	How would sisters feel if R got into trouble	
1042	x	x	x	How would teachers feel if R got into trouble	
1043	x	x	x	How would friends feel if R got into trouble	
1044	x	x	x	How would relatives feel if R got into trouble	
1045	x	x	x	How would others feel if R got into trouble	
1046	x	x	x	Who else would care if R dropped out	335
1047	x	x	x	Who else would care if R got low grades	
1048	x	x	x	Who else would care if R got into trouble	
1049	1023	x	540	Has R talked to parents about future plans	
1050	1024	x	541	What does R think his parents want him to do	
x	x	x	542	What does R think his parents want him to do - second mention	
1051	1025	x	543	What do R's parents want him to do	
x	x	x	544	What do R's parents want him to do - second mention	
1052	1026	x	545	Who else has R talked to about plans - first mention	337
1053	1027	x	x	Who else has R talked to about plans - second mention	
x	1028	x	x	Has R talked with school person(s) about plans	
1054	1029	x	x	Total number of people R has discussed future with	338
x	1030	x	x	Total number of school personnel R has discussed future with	
1055	x	x	x	Does father feel R should go to college	
1056	x	x	x	Does mother feel R should go to college	
1057	x	x	x	Does brother(s) feel R should go to college	
1058	x	x	x	Does sister(s) feel R should go to college	
1059	x	x	x	Does teacher(s) feel R should go to college	
1060	x	x	x	Does friend(s) feel R should go to college	
1061	x	x	x	Do other relatives feel R should go to college	
1062	x	x	x	Does anyone else feel R should go to college	
1063	x	x	x	Is R being encouraged to go to college	
1064	x	x	x	How would father feel if R didn't go to college	339
1065	x	x	x	How would mother feel if R didn't go to college	
1066	x	x	x	How would brother(s) feel if R didn't go to college	
1067	x	x	x	How would sister(s) feel if R didn't go to college	
1068	x	x	x	How would teacher(s) feel if R didn't go to college	
1069	x	x	x	How would friend(s) feel if R didn't go to college	
1070	x	x	x	How would other relatives feel if R didn't go to college	
1071	x	x	x	How would other non-relatives feel if R didn't go to college	
				Adult Models	
1072	1031	x	546	Who is adult R admires most	340
1073	1032	x	551	Who is non-relative adult R admires most	
1074	1033	x	547	Occupation of adult R admires most	341
1075	1034	x	552	Occupation of non-relative adult R admires most	
1076	1035	x	548	What does R admire about this person - first mention	342
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1078	1037	x	550	What does R admire about this person - third mention	
1079	1038	x	553	What does R admire about this person (non-relative)- first mention	344

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1081	1040	x	555	What does R admire about this person (non-relative) - third mention	
1082	1041	x	x	How important is this person to R	34
1083	1042	x	x	How important is this person (non-relative) to R	
x	1043	x	x	What school person did R admire	
x	1044	x	x	Occupation of school person R admired	
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x	1052	x	x	Summary of "Admired Qualities" - second mention	
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x	1060	x	560	Does R get enough independent on the job	
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1087	1061	x	561	How important is it for R to spend time with friends	
1088	1062	x	562	How much chance does school give R to spend time with friends	352
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1092	1068	x	568	Is this enough success for R	
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1094	1072	x	572	How much does school give R a chance to know adults	
1095	1073	x	573	Is R satisfied with chances to know adults at school	
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x	1080	x	575	How much does work give R a chance to fail	356
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1102	1085	x	580	How much does school require R to improve himself	
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x	1087	x	582	How much does work give R a chance to improve himself	358
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1080	What plan does R prefer for dealing with Vietnam war	531
1081	(If none) Which plan does R most prefer	
1082	Are there any other things R feels should be done about Vietnam	
1083	How likely is it R will be drafted	532
1084	Why is it likely/unlikely R will be drafted	
1085-1086	Has presence of draft affected R's life	.533
1087	Has R been classified by draft board	534
1088	What is R's current draft classification	
1089	Does R expect classification will change	
1090	What does R expect classification will change to	535
1091	When does R expect classification to change-month	
1092	When does R expect classification to change-year	
1093	R's birthdate-month	
1094	R's birthdate-day	.536
1095	R's birthdate-year	
1096	Did receive a number in December (1969) lottery	
1097	What is R's lottery number	
1098	Has R changed plans because of lottery number he received	
1099-1100	How has R changed plans	.537
1101	Does R feel new draft lottery fairer/less fair than old system	
1102	Why does R feel this way	
	Section T	
1103-1222	In Section T five questions were asked R. For each he was to answer for some 24 people including father, mother, brothers sisters, friends and others. The four questions were	
	How would each of these people react if R entered the military	538
	Have any of these people served in the military	.540
	How did these people enter the service	541
	Have any of these people served in Vietnam	542
	Were any of these people seriously wounded in Vietnam	
	Each response for each person was coded as a separate variable.	

Variable Number		Page
T4		
	ROTC	
1223	Is R a student.	543
1224	Is there a ROTC program at school R attended	
1225	If there were a program at R's school, would he participate	
1226	Why or why not would R participate in ROTC	
1227	Is R enrolled in a ROTC program.	.544
1228-1229	Why isn't R enrolled in a ROTC program	
1230-1231	Why is R enrolled in a ROTC program.	.545
1232	In what branch of the service is R's ROTC program	
1233	Does R have a ROTC scholarship	
1234	How much assistance does R receive from scholarship	
1235	How important was the money as a reason for R joining ROTC	
1236	How do most of students at R's school view joining ROTC.	.546
1237-1240	Master code on problems related to military	
1241	Total number of mentions of military related matters	.547
	Plans for the Future	
1242	With whom has R talked about his plans for the future -first mention	
1243-1244	What does this person think about R's plans	
1245	With whom has R talked about his plans-second mention	.549
1246-1247	What does this person think about R's plans	
1248	With whom has R talked about his plans-third mention	
1249-1250	What does this person think about R's plans	
1251	With whom has R talked about his plans-fourth mention	
1252-1253	What does this person think about R's plans	
	Pressures	
1254	What has R been doing	
1255	Appropriateness of activity-special code	
1256-1258	What are some of the pressures that have led R into present situation	.550
1259-1260	Have there been pressures to do something different	.552
1261	Did girl friend, fiance, or wife encourage or discourage R to do what he has been doing	
1262	Have close friends encouraged/discouraged R	
1263	Have parents encouraged/discouraged R	
1264	Have brothers and sisters encouraged/discouraged R	
1265	Have high school teachers encouraged/discouraged R	
1266	Have high school counselors encouraged/discouraged R	
1267	Was there anyone else whose opinion was important	.553
1268	Did they encourage or discourage R	
1269	Was there anyone else whose opinion was important-second mention	
1270	Did they encourage or discourage R	

Variable Number		Page
T4		
1271	Were any of these people especially influential	553
1272-1273	Who was especially influential	
1274	Is R doing what he is because he wants to	
1275	Is R doing what he thought he would be doing last year	554
1276	What had R planned to do this past year	
1277-1279	What changed R's plans	
	Own Car or Motorcycle	
1280	Does R currently have use of a motor vehicle	555
1281	What sort of motor vehicle does R have the use of	
1282	Does R own motor vehicle personally	
1283	Is motor vehicle paid for	
1284	How much is R's motor vehicle worth	
1285-1287	What does it mean to R to own a motor vehicle	556
1288	Who owns motor vehicle R uses	
1289	Does R need to ask permission to use motor vehicle	
1290-1291	What does R use motor vehicle for	
1292	Does R plan to buy a motor vehicle in the near future	557
1293	On what does R's decision to buy a motor vehicle depend	
	Family	
1294	Number of older brothers R has	558
1295	Number of older sisters R has	
1296	Number of younger brothers R has	
1297	Number of younger sisters R has	
1298	Is R married	
1299	Does R have any children	
1300	Age of first child	559
1301	Sex of first child	
1302	Age of second child	
1303	Sex of second child	
1304	Age of third child	
1305	Sex of third child	
1306	Age of fourth child	
1307	Sex of fourth child	
1308	Is R's wife pregnant	
1309	R's status in regards to marriage	560
1310-1311	Why wouldn't R ever marry	
1312	How likely is it R will get married in next year	
1313	How likely is it R will get married in next three or four years	
1314	How likely is it R will get married in next ten years	561
1315	Has R thought about having children	
1316	How many children would R like to have	
1317	Has R talked to anyone about how many children to have	
1318	Who has R talked with about having children-first mention	
1319	What is their opinion	566
1320	Who has R talked with about having children-second mention	
1321	What is their opinion	
1322	Who has R talked with about having children-third mention	
1323	What is their opinion	

Variable Number		Page
T4		
1324	What is the largest number of children R would have	562
1325	How certain is R that this is the largest number	563
1326-1327	Why does R feel this is the largest number of children	
1328	What is the smallest number of children R would have	566
1329	How certain is R that this is the smallest number	
1330-1331	Why does R feel this is the smallest number of children	
1332	How many girls would R have before giving up on a boy	
1333	How many boys would R have before giving up on a girl	
1334	What is the exact number of children R wants	
1335	Number of boys R wants	
1336	Number of girls R wants	
1337-1339	What advantages does R see in having this number of children	567
1340-1342	What disadvantages does R see in having this number of children	
1343	Does R think his mother was satisfied with number of children she had	
1344-1345	Why was R's mother satisfied/dissatisfied	
1346	Does R think his father was satisfied with number of children	
1347-1348	Why was R's father satisfied/dissatisfied	
	Miscellaneous Questions	
1349	How many hours does R spend a day watching television	568
1350-1353	What are R's four favorite television programs	
1354	Number of violent programs mentioned	570
1355	Number of news and education programs mentioned	571
1356	Does R feel television or school teaches more about life	
1357-1359	What are R's three favorite records	
1360	Number of protest and psychedelic records mentioned	
1361	Have R's views on religion changed much in last year or two	572
1362	Change in R's religion	
1363	Has R completed high school	
1364	Has R received on-the-job training	
1365	Has R received job training in military service	
1366	Has R attended a technical or vocational school	
1367	Has R attended college	573
1368	Has R graduated from college	
1369	Has R attended graduate or professional school	
1370	How much does R depend on other people for money	
1371	How much does it bother R to depend on others for money	
1372	Does R feel he depends on others for money more than others do	
1373	Since last January or February has R been a student	574
1374-1383	R's friends-How long has R known them and Where did R first become friends with them. Answers coded separately for each question for five friends	
1384-1386	Are there skills that R uses often	575
1387	Where has R been living since time 3	
1388	Does R live at parents home some of the year	
1389	How many months of the year does R reside at parents' home	576
1390	Does R know when he will be leaving parents' home for good	

Variable Number		Page
T4		
1391	P-E fit job direction 8 item	577
1392	P-E fit job good 8 item	
1393	Region code - collapsed	
1394	Average grade recoded	
1395	Dropout Status	578
1396	Present full-time job, Census Bureau code	
1397	Environmental status - detailed	
1398	R's race	
1399	Dropout groups/others	579
1400	R's political preference	
	Interviewer Comments	
1401	R's degree of cooperation	580
1402	Was anyone else present during the interview	
1403	Who was present during the interview	
1404	How long was this person present	
1405	How well did R understand interview items	
1406	Comprehension comments	
1407	Any unusual problem with interview	581
1408	Where was the interview given	
1409	How well did the location work out	
1410	Any problems in using this site	
1411	What day of the week was the interview given	
1412	What was the length of the interview	582
1413	Total administration time of interview	
1414	Did interviewer collect data from R before	
1415	Did interviewer collect data from R at time 1	
1416	Did interviewer collect data from R at time 2	
1417	Did interviewer collect data from R at time 3	
1418	Did interviewer remember R	
1419	Did R remember interviewer	583
1420	Did remembrance have any important effects	
1421	If R had it to do over, would he participate in study like this	
1422	Even if the study staff didn't pay R	
	Military Mail-out Respondents	
1423	Did R enter military service directly out of high school	584
1424	What did R do first	
1425	Month R began activity	
1426	Year R began activity	
1427	Month R ended activity	
1428	Year R ended activity	
1429	Was R a mail-out respondent	

CODEBOOK

Cross-Time Frequency Distributions

YOUTH IN TRANSITION

VARIABLE NO.				
T1	T2	T3	T4	
1	1	1	1	Survey Research Center Study Number (333)
2	2	2	2	Social Science Archive Study Number (3505)
3	3	3	3	School Identification Number 001-011. 013-088.
4	4	4	4	Student Identification Number Sequentially from 01 to 49 for each school
5	5	5	5	Weight Code 1 - single weight 2 - double weight 3 - triple weight

Item Number	Item Content	Percentage Frequencies* T1	T2	T3
	PERSON			
	Aptitudes and abilities			
VAR	**JOB INFORMATION TEST****			
T1 6 T2 6 T3 6 T4 6	The score is the number of items answered correctly. The respondent is not penalized for guessing. A perfect score is 25.			
	Number of cases upon which statistics are based	2503	2162	2057	1857
	Mean	16.68	17.71	18.52	19.19
T1 7-31 T2 7-31 T3 7-31 T4 7-31	Standard deviation	3.38	3.68	3.59	3.78
	Items Correct				
	0-5	—	0.6	0.4	1
	6-10	4.5	3.6	2.8	3
	11	2.9	2.0	1.8	1
	12	3.9	2.7	2.6	1
	13	6.2	4.1	1.9	2
	14	7.4	4.3	3.2	3
	15	9.2	5.9	4.0	3
	16	10.7	6.9	6.6	5
	17	11.3	10.0	8.0	7
	18	11.6	10.5	10.8	8
	19	10.3	13.6	12.2	11
	20	8.8	13.9	12.5	14
	21	6.2	9.3	12.9	15
	22	3.9	6.8	10.9	12
	23	1.8	3.5	6.3	10
	24	0.6	2.1	2.4	5
	25	0.1	—	0.5	1
	Missing data	0.4	0.1	—	—

Variable 6 is the Job Information score. Variables 7-31 are for the individual test items. Question text and codes for these are given in the Job Test, reproduced in Appendix C, page 586.

*See Introduction to Tables

**For a detailed description of this test, see Bachman, J. G., Kahn, R. L., Mednick, M. T., Davidson, T. N., & Johnston, L. D. Youth in transition: Volume I. Ann Arbor, Mich.: The University of Michigan, 1967, 68.

Item Number	Item Content		Percentage Frequencies*			
	PERSON		T1	T2	T3	T4
	Aptitudes and abilities					
	POLITICAL KNOWLEDGE					
VAR						
T1 32 C89	Who is the president of the United States					
T2 32 B76						
T3 32 B76		Correct answer	97	99	97	97
T4 32 B79		Incorrect answer	-	-	1	1
		Missing data	3	1	2	2
T1 33 C90	Who is the U. S. Secretary of State					
T2 33 B77						
T3 33 B77		Correct answer	48	53	12	15
T4 33 B80		Incorrect answer	9	8	21	19
		Missing data	43	39	67	67
T1 34 C91	Who is the U. S. Secretary of Defense					
T2 34 B78						
T3 34 B78		Correct answer	58	8	23	33
T4 34 B81		Incorrect answer	4	39	15	9
		Missing data	38	53	62	58
T1 35 C92	Who are the two U. S. Senators from your state					
T2 35 B79						
T3 35 B79	1st Mention:	Correct answer	38	47	46	
T4 35 B82		Incorrect answer	15	12	13	
		Missing data	47	42	41	43
T1 36	2nd Mention:	Correct answer	24	28	32	31
T2 36		Incorrect answer	9	8	10	8
T3 36		Missing data	67	64	58	60
T4 36						
	The POLITICAL KNOWLEDGE score is the sum of the correct answers given to the questions above.					
T1 37	A perfect score is 5. No missing data restrictions.					
T2 37						
T3 37	Number correct	Mean	2.61	2.35	2.10	2.23
T4 37	was coded.	Standard deviation	1.46	1.23	1.29	1.35
	9 = NA	# of cases	2514	2162	2058	1857

Coding for Variables 32-36

1. correct answer - (correct spelling of last name)
2. correct answer - (correct phonetic spelling)
3. correct answer - (obvious similarity)
5. incorrect answer
8. DK
9. NA
7. undocumented code (T4)
0. Inap.

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*		
	PERSON	T1	T2	T3
	Motives			
VAR	POSITIVE SCHOOL ATTITUDES			
T1 38 B33R T2 38 F56R T3 38 H13R No T4	I feel satisfied with school because I learn more about things I want to know			
	(1) Very much	37	27	18
	(2) Pretty much	41	44	41
	(3) A little	17	18	23
	(4) Not at all	4	4	5
	0,9 Missing data	1	7	13
T1 39 B34R T2 39 F57R T3 39 H14R No T4	Education has a high value because knowing a lot is important to me			
	(1) Very much	56	43	35
	(2) Pretty much	32	36	36
	(3) A little	9	13	15
	(4) Not at all	2	2	2
	0,9 Missing data	2	7	13
T1 40 B35R T2 40 F58R T3 40 H15R No T4	I think this school is a real chance for me; it can make a real difference in my life			
	(1) Very much	48	39	27
	(2) Pretty much	34	36	36
	(3) A little	13	16	19
	(4) Not at all	4	3	5
	0,9 Missing data	1	6	13
T1 41 B36R T2 41 F59R T3 41 H16R No T4	Even if I could get a very good job at present, I'd still choose to stay in school and get my education			
	(1) Very much	60	56	51
	(2) Pretty much	25	25	24
	(3) A little	10	10	9
	(4) Not at all	5	3	3
	0,9 Missing data	1	6	13
T1 42 B37R T2 42 F60R T3 42 H17R No T4	I have put a great deal of myself into some things at school because they have special meaning or interest for me			
	(1) Very much	32	30	27
	(2) Pretty much	42	40	33
	(3) A little	21	21	22
	(4) Not at all	3	3	4
	0,9 Missing data	1	6	13
T1 43 B38R T2 43 F61R T3 43 H18R No T4	I enjoy school because it gives me a chance to learn many interesting things			
	(1) Very much	31	28	19
	(2) Pretty much	45	42	38
	(3) A little	20	21	25
	(4) Not at all	3	3	5
	0,9 Missing data	1	7	13

*See Introduction to Tables

Q-4 Item Number | Item Content | Percentage Frequencies*

PERSON

		T1	T2	T3
Motives (continued)				
VAR	POSITIVE SCHOOL ATTITUDES (continued)			
T1 44 B40R T2 44 F63R T3 44 H20R No T4	School gives me a chance to be with people my own age and do a lot of things that are fun			
	(1) Very much	45	36	29
	(2) Pretty much	38	40	40
	(3) A little	13	15	16
	(4) Not at all	2	2	2
	0,9 Missing data	1	7	13
T1 45 B41R T2 45 F64R T3 45 H21R No T4	I think school is important, not only for the practical value, but because learning itself is very worthwhile			
	(1) Very much	50	40	34
	(2) Pretty much	36	40	38
	(3) A little	11	12	13
	(4) Not at all	2	1	2
	0,9 Missing data	1	7	13
T1 46 B46R T2 46 F69R T3 46 H26R No T4	All people should have at least a high school education			
	(1) Very much	69	61	55
	(2) Pretty much	22	24	23
	(3) A little	5	7	7
	(4) Not at all	2	2	2
	0,9 Missing data	2	7	14
T1 47 B47R T2 47 F70R T3 47 H27R No T4	I enjoy being in school because I feel I'm doing something that is really worthwhile			
	(1) Very much	41	34	24
	(2) Pretty much	37	39	38
	(3) A little	18	18	22
	(4) Not at all	3	3	4
	0,9 Missing data	1	6	13
T1 48 B48R T2 48 F71R T3 48 H28R No T4	An education is a worthwhile thing in life, even if it doesn't help you get a job			
	(1) Very much	45	35	32
	(2) Pretty much	34	39	38
	(3) A little	14	16	14
	(4) Not at all	6	4	3
	0,9 Missing data	1	6	13
T1 49 B50R T2 49 F73R T3 49 H30R No T4	I like school because I am improving my ability to think and solve problems			
	(1) Very much	39	33	22
	(2) Pretty much	42	43	41
	(3) A little	15	16	22
	(4) Not at all	3	2	3
	0,9 Missing data	1	6	13

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2	T3
	Motives (continued)			
VAR	POSITIVE SCHOOL ATTITUDES (continued)			
T1 50 B52R T2 50 F75R T3 50 H32R No T4	I believe an education will help me to be a mature adult			
	(1) Very much	53	43	36
	(2) Pretty much	32	37	34
	(3) A little	10	11	14
	(4) Not at all	3	2	2
	0,9 Missing data	2	7	13
T1 51 B54R T2 51 F77R T3 51 H34R No T4	I like school because I am learning the things I will need to know to be a good citizen			
	(1) Very much	36	30	19
	(2) Pretty much	41	41	37
	(3) A little	18	19	26
	(4) Not at all	4	4	6
	0,9 Missing data	2	6	13
T1 52 B56R T2 52 F79R T3 52 H36R No T4	School is satisfying to me because it gives me a sense of accomplishment			
	(1) Very much	32	28	20
	(2) Pretty much	42	42	38
	(3) A little	21	21	25
	(4) Not at all	3	3	4
	0,9 Missing data	2	7	13
T1 53 Index* T2 53 T3 53	POSITIVE SCHOOL ATTITUDES Minimum # of items for which index was calculated: 12 out of 15			
	# of cases upon which statistics are based	2491	2027	1798
	Mean	3.25	3.18	3.06
	Standard deviation	.53	.54	.55
	NEGATIVE SCHOOL ATTITUDES			
T1 54 B31R T2 54 F54R T3 54 H11R No T4	Instead of being in this school, I wish I were out working			
	(1) Very much	6	3	2
	(2) Pretty much	9	6	8
	(3) A little	32	26	30
	(4) Not at all	52	59	48
	0,9 Missing data	1	6	13
T1 55 B43R T2 55 F66R T3 55 H23R No T4	School is very boring for me, and I'm not learning what I feel is important			
	(1) Very much	8	6	6
	(2) Pretty much	14	12	14
	(3) A little	37	37	38
	(4) Not at all	40	38	29
	0,9 Missing data	1	6	13

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2	T3
	PERSON			
	Motives (continued)			
	NEGATIVE SCHOOL ATTITUDES (continued)			
VAR				
T1 56 B44R T2 56 F67R T3 56 H24R No T4	If I could get the job I wanted, I'd quit school without hesitating			
	(1) Very much	9	5	6
	(2) Pretty much	10	7	6
	(3) A little	19	17	16
	(4) Not at all	61	65	60
	0,9 Missing data	1	6	13
T1 57 B45R T2 57 F68R T3 57 H25R No T4	A real education comes from your own experience and not from the things you learn in school			
	(1) Very much	11	8	7
	(2) Pretty much	21	20	20
	(3) A little	44	46	46
	(4) Not at all	22	19	14
	0,9 Missing data	2	7	13
T1 58 B51R T2 58 F74R T3 58 H31R No T4	I am in school in order to get a job; I don't need the education and training			
	(1) Very much	9	6	6
	(2) Pretty much	11	12	12
	(3) A little	28	31	30
	(4) Not at all	51	44	39
	0,9 Missing data	1	6	13
T1 59 B53R T2 59 F76R T3 59 H33R No T4	I can satisfy my curiosity better by the things I learn outside of school than by the things I learn here at school			
	(1) Very much	13	10	9
	(2) Pretty much	25	23	24
	(3) A little	42	40	42
	(4) Not at all	19	20	12
	0,9 Missing data	2	6	13
T1 60 B55R T2 60 F78R T3 60 H35R No T4	I feel I can learn more from a very good job than I can here at school			
	(1) Very much	8	7	6
	(2) Pretty much	14	13	16
	(3) A little	37	34	34
	(4) Not at all	40	39	31
	0,9 Missing data	2	7	13
T1 61 B57R T2 61 F80R T3 61 H37R No T4	I feel the things I do at school waste my time more than the things I do outside of school			
	(1) Very much	7	5	5
	(2) Pretty much	12	12	11
	(3) A little	34	33	38
	(4) Not at all	46	45	34
	0,9 Missing data	1	0	13

*See Introduction to Tables

VAR	Index*	Item Number	Item Content	Percentage Frequencies* T1	T2	T3
			PERSON			
			Motives (continued)			
			NEGATIVE SCHOOL ATTITUDES (continued)			
T1 62	Index*		NEGATIVE SCHOOL ATTITUDES			
T2 62			Minimum # of items for which index was calculated . . .		7 out of 8	
T3 62			# of cases upon which statistics are based	2475	2029	1797
			Mean	1.91	1.84	1.91
			Standard deviation	.61	.58	.55
			School motivation (individual items)			
T1 63	B32		May be I won't get anything out of school but I have nothing to lose			
T2 63	F55					
T3 63	H12					
	No T4		(1) Very much	16	8	9
			(2) Pretty much	16	15	14
			(3) A little	20	26	24
			(4) Not at all	47	45	40
			0,9 Missing data	1	6	13
T1 64	B39		There is no real value in getting an education unless it helps you get ahead in life			
T2 64	F62					
T3 64	H19					
	No T4		(1) Very much	33	17	15
			(2) Pretty much	28	29	27
			(3) A little	17	26	24
			(4) Not at all	21	22	21
			0,9 Missing data	1	7	13
T1 65	B42		A high school diploma is the only way to get ahead			
T2 65	F65					
T3 65	H22					
	No T4		(1) Very much	49	41	41
			(2) Pretty much	30	33	29
			(3) A little	14	15	12
			(4) Not at all	6	5	4
			0,9 Missing data	1	7	13
T1 66	B49		Practical situations teach me more about solving problems than school does			
T2 66	F72					
T3 66	H29					
	No T4		(1) Very much	16	11	11
			(2) Pretty much	31	29	32
			(3) A little	42	45	39
			(4) Not at all	9	9	5
			0,9 Missing data	2	6	13
			NEED FOR SOCIAL APPROVAL—APPROACH			
T1 67	A117R		No matter who I'm talking to, I'm always a good listener			
	No T2					
	No T3		(1) True	59		
	No T4		(2) False	40		
			0,9 Missing data	1		
T1 68	A118R		I never hesitate to go out of my way to help someone in trouble			
	No T2					
	No T3					
	No T4		(1) True	60		
			(2) False	39		
	*See Introduction to Tables		0,9 Missing data	1		

Q-8

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	T1
		Motives (continued)	
		NEED FOR SOCIAL APPROVAL—APPROACH (continued)	
T1 69	A120	It is sometimes hard for me to go on with my work if I am not encouraged	
	No T2		
	No T3		
	No T4		
		(1) True	67
		(2) False	33
		0,9 Missing data	1
T1 70	A124	On occasion I have had doubts about my ability to succeed in life	
	No T2		
	No T3		
	No T4		
		(1) True	68
		(2) False	31
		0,9 Missing data	1
T1 71	A128R	I am always careful about my manner of dress	
	No T2		
	No T3		
	No T4		
		(1) True	82
		(2) False	17
		0,9 Missing data	1
T1 72	A130R	My table manners at home are as good as when I eat out in a restaurant	
	No T2		
	No T3		
	No T4		
		(1) True	56
		(2) False	43
		0,9 Missing data	1
T1 73	A144R	I'm always willing to admit it when I make a mistake	
	No T2		
	No T3		
	No T4		
		(1) True	54
		(2) False	44
		0,9 Missing data	2
T1 74	A146R	I always try to practice what I preach	
	No T2		
	No T3		
	No T4		
		(1) True	68
		(2) False	31
		0,9 Missing data	2
T1 75	A148R	I don't find it particularly difficult to get along with loudmouthed, obnoxious people	
	No T2		
	No T3		
	No T4		
		(1) True	42
		(2) False	57
		0,9 Missing data	2
T1 76	A152R	When I don't know something, I don't mind admitting it	
	No T2		
	No T3		
	No T4		
		(1) True	70
		(2) False	29
		0,9 Missing data	2

*See Introduction to Tables

VAR	Item Number	Item Content		Percentage Frequencies* T1	T4
		PERSON			
		Motives (continued)			
		NEED FOR SOCIAL APPROVAL--APPROACH (continued)			
T1 77	A154R	I am always courteous, even to people who are disagreeable			
	No T2		(1) True	53	
	No T3		(2) False	46	
	No T4		0,9 Missing data	2	
T1 78	Index*	N SOC APPROVAL APPROACH			
		Minimum # of items for which index was calculated		9 out of 11	
		# of cases upon which statistics are based		2483	
		Mean		1.56	
		Standard deviation		.21	
		NEED FOR SOCIAL APPROVAL--AVOID AGGRESSION			
T1 79	A122R	I have never intensely disliked anyone			
	No T2		(1) True	48	46
	No T3		(2) False	50	53
T4 38	A118R		8-0 Missing data	1	2
T1 80	A126	I sometimes feel resentful when I don't get my way			
	No T2		(1) True	53	53
	No T3		(2) False	46	46
T4 39	A120		8-0 Missing data	1	2
T1 81	A138	There have been times when I felt like rebelling against people in authority even though I knew they were right			
	No T2		(1) True	61	55
	No T3		(2) False	38	43
T4 40	A124		8-0 Missing data	1	2
T1 82	A150	I sometimes try to get even, rather than forgive and forget			
	No T2		(1) True	66	41
	No T3		(2) False	33	57
T4 41	A128		8-0 Missing data	1	2
T1 83	A158	There have been occasions when I felt like smashing things			
	No T2		(1) True	64	48
	No T3		(2) False	35	50
T4 42	A131		8-0 Missing data	1	2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T4
		PERSON		
		Motives (continued)		
		NEED FOR SOCIAL APPROVAL--AVOID AGGRESSION (continued)		
T1 84	A162R	I never resent being asked to return a favor		
	No T2			
	No T3	(1) True	81	81
T4 43	A133R	(2) False	18	17
		8-0 Missing data	2	2
T1 85	A164R	I have never been irked when people expressed ideas very different from my own		
	No T2			
	No T3			
T4 44	A135R	(1) True	54	48
		(2) False	44	51
		8-0 Missing data	2	1
T1 86	A166	There have been times when I was quite jealous of the good fortune of others		
	No T2			
	No T3			
T4 45	A136	(1) True	66	63
		(2) False	33	37
		8-0 Missing data	2	1
T1 87	A168R	I have almost never felt the urge to tell someone off		
	No T2			
	No T3	(1) True	23	20
T4 46	A138R	(2) False	75	79
		8-0 Missing data	2	1
T1 88	A170	I am sometimes irritated by people who ask favors of me		
	No T2			
	No T3	(1) True	44	43
T4 47	A139	(2) False	54	56
		8-0 Missing data	2	1
T1 89	A172R	I have never felt that I was punished without cause		
	No T2			
	No T3	(1) True	41	50
T4 48	A141R	(2) False	58	49
		8-0 Missing data	1	1
T1 90	A174	I sometimes think when people have a misfortune they only got what they deserved		
	No T2			
	No T3			
T4 49	A142	(1) True	50	43
		(2) False	50	56
		8-0 Missing data	1	1
T1 91	A176R	I have never deliberately said something that hurt someone's feelings		
	No T2			
	No T3			
T4 50	A144R	(1) True	44	41
		(2) False	55	58
		8-0 Missing data	1	1

*See Introduction to Tables

			T4
T1 92	Index*	N SOC APPROVAL AVD AGG	
		Minimum # of items upon which index was calculated . 10 out of 13	
T4 51		# of cases upon which statistics are based 2480	18
		Mean 1.45	1.
		Standard deviation 20	.2

VAR	Item Number	Item Content	Percentage Frequencies* T1
		PERSON	
		Motives (continued)	
VAR		NEED FOR SOCIAL APPROVAL--AVOID	
T1 93	A132 No T2 No T3 No T4	If I could get into a movie without paying and be sure I was not seen, I would probably do it	
		(1) True	56
		(2) False	43
		0,9 Missing data	1
T1 94	A134 No T2 No T3 No T4	On a few occasions, I have given up doing something because I thought too little of my ability	
		(1) True	53
		(2) False	46
		0,9 Missing data	1
T1 95	A136 No T2 No T3 No T4	I like to gossip at times	
		(1) True	56
		(2) False	43
		0,9 Missing data	1
T1 96	A140 No T2 No T3 No T4	I can remember "playing sick" to get out of something	
		(1) True	63
		(2) False	36
		0,9 Missing data	1
T1 97	A142 No T2 No T3 No T4	There have been occasions when I took advantage of someone	
		(1) True	74
		(2) False	24
		0,9 Missing data	2
T1 98	A156 No T2 No T3 No T4	At times I have really insisted on having things my own way	
		(1) True	80
		(2) False	19
		0,9 Missing data	1
T1 99	A160R No T2 No T3 No T4	I would never think of letting someone else be punished for my wrongdoings	
		(1) True	74
		(2) False	25
		0,9 Missing data	1
T1 100	Index*	N SOC APPROV AVOID	
		Minimum # of items upon which index was calculated. .	6 out of 7
		# of cases upon which statistics are based	2471
		Mean	1.41
		Standard deviation	.22

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	PERSON		
	Motives (continued)		
VAR	**NEED FOR SOCIAL APPROVAL--TOTAL**		
No T2 No T3	Items A117, then even numbers A118 thru A176		
T1 101 Index*	N SOC APPROVAL TOTAL		
	Minimum # of items for which index was calculated . .	24 out of 31	
	# of cases upon which statistics are based.	2479	
	Mean	1.48	
	Standard deviation	.17	
	AVOID FAILURE: TEST ANXIETY		
T1 102 A121R T2 67 F119R No T3 No T4	While taking an important examination, I perspire a great deal		
	(1) True	31	34
	(2) False	68	60
	0,9 Missing data	1	6
T1 103 A125R T2 68 F120R No T3 No T4	I get to feel very panicky when I have to take a surprise exam		
	(1) True	48	41
	(2) False	51	53
	0,9 Missing data	1	6
T1 104 A129R T2 69 F121R No T3 No T4	During tests, I find myself thinking about what it would mean to fail		
	(1) True	71	50
	(2) False	28	44
	0,9 Missing data	1	6
T1 105 A133R T2 70 F122R No T3 No T4	After important tests, I am frequently so tense that my stomach gets upset		
	(1) True	27	18
	(2) False	72	76
	0,9 Missing data	1	6
T1 106 A137R T2 71 F123R No T3 No T4	While taking an important exam, I find myself thinking about how much smarter the other students are than I am		
	(1) True	53	37
	(2) False	46	57
	0,9 Missing data	1	6
T1 107 A141R T2 72 F124R No T3 No T4	I freeze up on things like intelligence tests and final exams		
	(1) True	33	28
	(2) False	65	66
	0,9 Missing data	2	6

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Motives (continued)		
		AVOID FAILURE: TEST ANXIETY (continued)		
T1 108	A145 R	If I were to take an intelligence test, I would worry a great deal before taking it		
	No T2			
	No T3			
	No T4	(1) True	40	
		(2) False	59	
		0,9 Missing data	1	
T1 109	A149R	During final exams, I find myself thinking of things		
T2 73	F125R	that have nothing to do with actual course material		
	No T3			
	No T4	(1) True	67	53
		(2) False	31	41
		0,9 Missing data	1	6
T1 110	A153R	During a final exam, I often get so nervous that I		
T2 74	F126R	forget facts that I really know		
	No T3			
	No T4	(1) True	53	44
		(2) False	46	50
		0,9 Missing data	2	6
T1 111	A157	If I knew I was going to take an intelligence test, I		
	No T2	would feel confident and relaxed beforehand		
	No T3			
	No T4	(1) True	55	
		(2) False	43	
		0,9 Missing data	1	
T1 112	A161R	I usually get depressed after taking a test		
T2 75	F127R			
	No T3	(1) True	35	29
	No T4	(2) False	63	65
		0,9 Missing data	1	6
T1 113	A165R	I have an uneasy, upset feeling before taking a final		
T2 76	F128R	exam		
	No T3	(1) True	46	44
	No T4	(2) False	52	50
		0,9 Missing data	2	6
T1 114	A169	When taking a test, my emotional feelings do not		
T2 77	F129	interfere with my performance		
	No T3			
	No T4	(1) True	55	48
		(2) False	43	46
		0,9 Missing data	2	6
T1 115	A173R	Getting a good grade on one test doesn't seem to		
T2 78	F130R	increase my confidence on the second		
	No T3			
	No T4	(1) True	40	38
		(2) False	60	56
		0,9 Missing data	1	6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Motives (continued)				
VAR	AVOID FAILURE: TEST ANXIETY (continued)				
T1 116 A177R T2 79 F131R No T3 No T4	After taking a test, I always feel that I could have done better than I actually did				
	(1) True	83	76		
	(2) False	16	18		
	0,9 Missing data	1	6		
T1 117 A179R T2 80 F132R No T3 No T4	I sometimes feel my heart beating very fast during important tests				
	(1) True	55	37		
	(2) False	44	57		
	0,9 Missing data	1	6		
T1 118-19 Index* T2 81	TEST ANXIETY				
	Minimum # of items upon which index calculated	13/16	11/14	—	
	# of cases upon which statistics are based	2476	2035		
	Mean	1.49	1.44		
	Standard deviation	.24	.24		
	SELF-DEVELOPMENT--APPROACH				
T1 120 A17R T2 82 A17R T3 67 A17R T4 52 A17R	When I am learning something new, I like to set a goal for myself and try to reach it				
	(1) Almost always true	20	20	19	20
	(2) Often true	40	43	44	49
	(3) Sometimes true	30	30	30	26
	(4) Seldom true	9	6	6	4
	(5) Never true	2	1	1	—
	8-0 Missing data	—	—	—	1
T1 121 A22R T2 83 A22R T3 68 A22R T4 53 A22R	I would be unhappy in a job that didn't ask much of me				
	(1) Almost always true	21	17	19	17
	(2) Often true	32	38	38	42
	(3) Sometimes true	29	31	31	30
	(4) Seldom true	12	11	9	9
	(5) Never true	6	4	3	2
	8-0 Missing data	1	1	1	1
T1 122 A26R T2 84 A26R T3 69 A26R T4 54 A26R	I look for opportunities to better myself				
	(1) Almost always true	32	29	30	29
	(2) Often true	44	48	50	50
	(3) Sometimes true	19	20	17	18
	(4) Seldom true	4	2	2	2
	(5) Never true	1	—	—	—
	8-0 Missing data	1	1	1	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Motives (continued)				
		SELF-DEVELOPMENT--APPROACH (continued)				
T1 123	A38R	I believe the more you succeed, the more you should try				
T2 85	A38R					
T3 70	A38R	(1) Almost always true	33	24	26	21
T4 55	A38R	(2) Often true	39	46	48	47
		(3) Sometimes true	23	25	22	27
		(4) Seldom true	3	3	3	3
		(5) Never true	1	1	1	—
		8-0 Missing data	1	1	—	2
T1 124	A55R	When I have reached a certain level in anything I do,				
T2 86	A55R	I set myself a higher level and try to reach it				
T3 71	A55R					
T4 56	A55R	(1) Almost always true	16	13	13	13
		(2) Often true	33	34	36	39
		(3) Sometimes true	39	42	42	39
		(4) Seldom true	9	8	8	6
		(5) Never true	2	1	1	1
		8-0 Missing data	1	1	1	2
T1 125	A74R	In sports, I try to improve my skill, rather than				
T2 87	A74R	just having a good time				
T3 72	A74R					
T4 57	A74R	(1) Almost always true	35	30	27	24
		(2) Often true	32	33	32	33
		(3) Sometimes true	22	25	28	31
		(4) Seldom true	8	8	10	10
		(5) Never true	2	3	3	2
		8-0 Missing data	1	1	1	1
T1 126	A84R	I would like to be in a job where I can learn new things				
T2 88	A84R					
T3 73	A84R	(1) Almost always true	32	31	30	27
T4 58	A84R	(2) Often true	42	45	47	48
		(3) Sometimes true	20	20	19	21
		(4) Seldom true	3	3	2	3
		(5) Never true	1	1	—	1
		8-0 Missing data	1	1	1	1
T1 127	A109R	I don't admire the athlete who breaks training				
T2 89	A109R					
T3 74	A109R	(1) Almost always true	23	23	20	16
T4 59	A109R	(2) Often true	28	28	27	25
		(3) Sometimes true	27	27	30	33
		(4) Seldom true	14	15	17	18
		(5) Never true	7	6	6	6
		8-0 Missing data	1	1	1	2

T1 128	Index*	N SELF DEV APPR				
T2 90		Minimum # of items upon which index calculated . . .	7 out of 8			
T3 75		# of cases upon which statistics are based	2489	2129	2028	1820
T4 60		Mean	3.77	3.76	3.76	3.74
		Standard deviation	.58	.56	.55	.55

*See Introduction to Tables

VAR	Q-16 Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Motives (continued)				
		SELF-DEVELOPMENT--AVOID				
T1 129	A7R	I try to stay out of situations where I don't see any chance for progress or advancement				
T2 91	A7R					
T3 76	A7R					
T4 61	A7R					
		(1) Almost always true	20	17	16	14
		(2) Often true	27	32	35	34
		(3) Sometimes true	30	30	30	32
		(4) Seldom true	16	15	14	14
		(5) Never true	6	6	4	5
		8-0 Missing data	1	1	1	1
T1 130	A34R	When I feel I'm not making any progress toward what I'm aiming for, I try twice as hard				
T2 92	A34R					
T3 77	A34R					
T4 62	A34R					
		(1) Almost always true	16	12	10	11
		(2) Often true	33	36	38	41
		(3) Sometimes true	38	42	43	41
		(4) Seldom true	10	9	8	6
		(5) Never true	3	1	1	1
		8-0 Missing data	1	1	—	1
T1 131	A47R	I get no sense of accomplishment from just keeping up the same level of performance				
T2 93	A47R					
T3 78	A47R					
T4 63	A47R					
		(1) Almost always true	16	12	12	12
		(2) Often true	29	35	33	36
		(3) Sometimes true	37	38	40	40
		(4) Seldom true	13	11	12	9
		(5) Never true	4	3	2	1
		8-0 Missing data	1	1	1	2
T1 132	A64R	I would be unhappy in a job where I didn't grow and develop				
T2 94	A64R					
T3 79	A64R					
T4 64	A64R					
		(1) Almost always true	31	27	28	23
		(2) Often true	35	38	41	43
		(3) Sometimes true	19	20	18	22
		(4) Seldom true	7	6	7	5
		(5) Never true	7	7	5	5
		8-0 Missing data	2	1	1	2
T1 133	A79R	I don't like to have the feeling I'm just standing still				
T2 95	A79R					
T3 80	A79R					
T4 65	A79R					
		(1) Almost always true	21	20	18	18
		(2) Often true	33	39	42	41
		(3) Sometimes true	27	26	26	29
		(4) Seldom true	12	10	10	8
		(5) Never true	6	4	3	3
		8-0 Missing data	1	1	2	1

*See Introduction to Tables

VAR	Number		Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Motives (continued)				
			SELF-DEVELOPMENT--AVOID (continued)				
T1	134	A94R	If I were aiming high and then had to settle for second choice, that would really bother me				
T2	96	A94R					
T3	81	A94R					
T4	66	A94R					
			(1) Almost always true	12	11	10	8
			(2) Often true	25	26	28	27
			(3) Sometimes true	36	41	41	44
			(4) Seldom true	21	17	18	17
			(5) Never true	5	5	2	3
			8-0 Missing data	1	1	1	1
T1	135	A104R	If I had to lower my goals because I just couldn't make it, that would really hurt				
T2	97	A104R					
T3	82	A104R					
T4	67	A104R					
			(1) Almost always true	19	17	13	14
			(2) Often true	28	32	30	30
			(3) Sometimes true	34	33	39	39
			(4) Seldom true	14	14	15	14
			(5) Never true	4	3	2	2
			8-0 Missing data	1	1	1	1
T1	136	Index*	N SELF DEV AVOID				
T2	98						
T3	83						
T4	68						
			Minimum # of items upon which index calculated . .	6 out of 7			
			# of cases upon which statistics are based	2492	2131	2030	1825
			Mean	3.46	3.48	3.49	3.49
			Standard deviation	.60	.56	.54	.54
			TOTAL NEED FOR SELF-DEVELOPMENT				
			This index includes items in SELF-DEVELOPMENT--APPROACH and SELF-DEVELOPMENT--AVOID indexes presented above.				
T1	137	Index*	TOT NEED SELF DEVELOP				
T2	99						
T3	84						
T4	69						
			Minimum # of items upon which index calculated . .	12 out of 15			
			# of cases upon which statistics are based	2496	2133	2033	1826
			Mean	3.62	3.63	3.63	3.62
			Standard deviation	.53	.50	.49	.50
			SELF-UTILIZATION--APPROACH				
T1	138	A3R	When I have mastered something, I look for opportunities to do it				
T2	100	A3R					
T3	85	A3R					
T4	70	A3R					
			(1) Almost always true	31	31	35	30
			(2) Often true	40	44	44	48
			(3) Sometimes true	22	21	17	18
			(4) Seldom true	5	3	2	2
			(5) Never true	1	1	—	—
			8-0 Missing data	1	1	1	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3
		PERSON			
		Motives (continued)			
		SELF-UTILIZATION--APPROACH (continued)			
T1 139	A30R	I wish I had more chance to use some of my skills			
T2 101	A30R	(1) Almost always true	30	23	26
T3 86	A30R	(2) Often true	39	45	46
T4 71	A30R	(3) Sometimes true	24	28	25
		(4) Seldom true	5	3	3
		(5) Never true	1	1	—
		8-0 Missing data	1	1	1
T1 140	A43R	The job I would like to have is one where I am			
T2 102	A43R	doing what I'm good at			
T3 87	A43R	(1) Almost always true	57	47	51
T4 72	A43R	(2) Often true	29	37	35
		(3) Sometimes true	10	12	11
		(4) Seldom true	2	3	2
		(5) Never true	1	—	1
		8-0 Missing data	1	1	—
T1 141	A60R	When I have reached a certain level in anything I do,			
T2 103	A60R	I try to keep in practice and not fall down on it			
T3 88	A60R	(1) Almost always true	22	18	
T4 73	A60R	(2) Often true	43	47	
		(3) Sometimes true	27	28	32
		(4) Seldom true	5	4	5
		(5) Never true	2	1	1
		8-0 Missing data	2	1	—
T1 142	A115R	I'd like to bring my usual performance in line with			
T2 104	A115R	the best I've ever done			
T3 89	A115R	(1) Almost always true	28	28	28
T4 74	A115R	(2) Often true	37	39	42
		(3) Sometimes true	28	26	25
		(4) Seldom true	8	4	3
		(5) Never true	2	1	1
		8-0 Missing data	1	1	—

		N SELF UTILIZ APPR			4 out of 5	
T1 143	Index*	Minimum # of items upon which index calculated				
T2 105		# of cases upon which statistics are based	2514	2138	2051	1
T3 90		Mean	4.06	3.97	4.02	3
T4 75		Standard deviation	.63	.55	.53	

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Motives (continued)				
VAR	SELF-UTILIZATION--AVOID				
T1 144 A12R T2 106 A12R T3 91 A12R T4 76 A12R	When the work I'm doing doesn't give me the chance to do the things I'm good at, I am dissatisfied				
	(1) Almost always true	18	11	12	10
	(2) Often true	28	28	35	31
	(3) Sometimes true	35	40	38	42
	(4) Seldom true	15	17	12	15
	(5) Never true	4	3	2	2
	8-0 Missing data	1	1	1	1
T1 145 A50R T2 107 A50R T3 92 A50R T4 77 A50R	I don't like to see somebody who used to be a good athlete and has just let himself go				
	(1) Almost always true	34	33	31	23
	(2) Often true	30	32	30	32
	(3) Sometimes true	21	21	24	29
	(4) Seldom true	9	9	10	12
	(5) Never true	5	4	4	3
	8-0 Missing data	1	1	—	2
T1 146 A69R T2 108 A69R T3 93 A69R T4 78 A69R	It upsets me when I get worse at something I was once good at				
	(1) Almost always true	39	33	30	25
	(2) Often true	37	39	42	43
	(3) Sometimes true	17	21	22	23
	(4) Seldom true	5	6	6	7
	(5) Never true	1	2	1	1
	8-0 Missing data	1	1	—	1
T1 147 A99R T2 109 A99R T3 94 A99R T4 79 A99R	I am afraid that if I don't keep in practice I will lose my skills				
	(1) Almost always true	15	13	10	9
	(2) Often true	29	31	29	28
	(3) Sometimes true	34	35	38	41
	(4) Seldom true	16	17	18	19
	(5) Never true	5	4	3	4
	8-0 Missing data	1	1	1	1

T1 148 T2 110 T3 95 T4 80	Index* N SELF UTILIZ AVOID				
	Minimum # of items upon which index calculated . .	4 out of 4			
	# of cases upon which statistics are based	2430	2106	2016	1814
	Mean	3.66	3.59	3.59	3.49
	Standard deviation	.66	.64	.63	.62

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Motives (continued)				
	TOTAL NEED SELF-UTILIZATION				
	This index includes items in SELF-UTILIZATION--APPROACH and SELF-UTILIZATION--AVOID indexes presented above				
VAR					
T1 149	Index* TOT NEED SELF UTILIZ				
T2 111					
T3 96					
T4 81					
	Minimum # of items upon which index calculated . . .		7 out of 9		
	# cases upon which statistics are based	2503	2141	2051	1830
	Mean	3.85	3.80	3.83	3.74
	Standard deviation	.53	.51	.50	.50

VAR		Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states				
			SELF ESTEEM				
T1	150	A5R	I feel that I'm a person of worth, at least on an equal plane with others				
T2	112	A5R					
T3	97	A5R					
T4	82	A5R					
			(1) Almost always true	29	27	32	27
			(2) Often true	38	41	43	49
			(3) Sometimes true	26	27	21	21
			(4) Seldom true	5	3	3	3
			(5) Never true	1	1	1	1
			8-0 Missing data	2	1	1	1
T1	151	A9R	I feel that I have a number of good qualities				
T2	113	A9R					
T3	98	A9R					
T4	83	A9R					
			(1) Almost always true	18	16	19	16
			(2) Often true	42	49	51	58
			(3) Sometimes true	33	30	26	23
			(4) Seldom true	5	3	2	2
			(5) Never true	1	—	—	—
			8-0 Missing data	2	1	1	1
T1	152	A19R	I am able to do things as well as most other people				
T2	114	A19R					
T3	99	A19R					
T4	84	A19R					
			(1) Almost always true	17	15	16	14
			(2) Often true	47	50	51	56
			(3) Sometimes true	31	31	29	27
			(4) Seldom true	5	3	3	2
			(5) Never true	-	—	—	—
			8-0 Missing data	1	1	1	1
T1	153	A24	I feel I do not have much to be proud of				
T2	115	A24					
T3	100	A24					
T4	85	A24					
			(1) Almost always true	5	3	3	4
			(2) Often true	9	7	7	7
			(3) Sometimes true	17	17	17	17
			(4) Seldom true	30	38	40	39
			(5) Never true	37	35	34	32
			8-0 Missing data	2	1	1	1
T1	154	A29R	I take a positive attitude toward myself				
T2	116	A29R					
T3	101	A29R					
T4	86	A29R					
			(1) Almost always true	18	19	20	19
			(2) Often true	38	45	45	49
			(3) Sometimes true	34	29	29	26
			(4) Seldom true	8	6	5	5
			(5) Never true	1	1	1	—
			8-0 Missing data	1	1	—	1
T1	155	A39	Sometimes I think I am no good at all				
T2	117	A39					
T3	102	A39					
T4	87	A39					
			(1) Almost always true	5	2	2	1
			(2) Often true	12	9	8	7
			(3) Sometimes true	30	27	24	22
			(4) Seldom true	35	41	44	45
			(5) Never true	18	20	22	24
			8-0 Missing data	1	1	—	2

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
			SELF ESTEEM (continued)				
	VAR						
T1	156	A1R	I am a useful guy to have around				
T2	118	A1R					
T3	103	A1R	(1) Almost always true	17	18	21	18
T4	88	A1R	(2) Often true	41	49	50	54
			(3) Sometimes true	39	32	27	26
			(4) Seldom true	2	1	1	2
			(5) Never true	–	—	—	—
			8-0 Missing data	–	—	—	1
T1	157	A13	I feel that I can't do anything right				
T2	119	A13					
T3	104	A13	(1) Almost always true	4	2	1	1
T4	89	A13	(2) Often true	8	6	5	4
			(3) Sometimes true	22	20	20	20
			(4) Seldom true	37	44	47	47
			(5) Never true	29	27	26	27
			8-0 Missing data	1	1	1	1
T1	158	A48R	When I do a job, I do it well				
T2	120	A48R					
T3	105	A48R	(1) Almost always true	17	18	20	20
T4	90	A48R	(2) Often true	41	47	47	53
			(3) Sometimes true	36	31	2[illegible]	24
			(4) Seldom true	4	2	-	1
			(5) Never true	1	—	—	—
			8-0 Missing data	1	1	1	2
T1	159	A63	I feel that my life is not very useful				
T2	121	A63					
T3	106	A63	(1) Almost always true	4	2	2	2
T4	91	A63	(2) Often true	6	6	6	5
			(3) Sometimes true	20	21	20	21
			(4) Seldom true	34	38	41	41
			(5) Never true	34	32	31	30
			8-0 Missing data	2	1	1	2
T1	160-62	Index*	SELF ESTEEM 1/24/69				
T2	122						
T3	107		Minimum # of items upon which index calculated . . .		8 out of 10		
T4	92		# of cases upon which statistics are based	2500	2139	2048	1831
			Mean	3.75	3.83	3.86	3.89
			Standard deviation	.52	.49	.50	.48
			Self esteem (individual items)				
T1	163	A15	As a person I do a good job these days				
T2	123	A15					
T3	108	A15	(1) Almost always true	14	14	15	10
T4	93	A15	(2) Often true	43	48	54	55
			(3) Sometimes true	37	34	28	25
			(4) Seldom true	5	3	2	2
			(5) Never true	1	—	—	—
			8-0 Missing data	2	1	—	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Affective states (continued)				
		Self esteem (individual items continued)				
T1 164 T2 124 T3 109 T4 94	A44	I feel I do a good job as a student [person] [person]				
		(1) Almost always true	11	18	21	20
		(2) Often true	31	47	50	51
		(3) Sometimes true	42	31	26	25
		(4) Seldom true	12	2	3	2
		(5) Never true	3	1	—	—
		8-0 Missing data	2	1	1	2
		STABILITY OF SELF ESTEEM				
T1 165 T2 125 T3 110 T4 95	A52	My opinion of myself tends to change a good deal instead of always remaining the same				
		(1) Almost always true	20	13	12	9
		(2) Often true	34	33	34	27
		(3) Sometimes true	32	37	36	41
		(4) Seldom true	10	14	16	19
		(5) Never true	3	3	2	3
		8-0 Missing data	1	1	—	2
T1 166 T2 126 T3 111 T4 96	A57	I find that on one day I have one opinion of myself and on another day I have a different opinion				
		(1) Almost always true	11	6	6	4
		(2) Often true	23	21	24	18
		(3) Sometimes true	36	39	37	39
		(4) Seldom true	22	24	28	29
		(5) Never true	7	8	7	8
		8-0 Missing data	1	1	—	2
T1 167 T2 127 T3 112 T4 97	A62	I change from a very good opinion of myself to a very poor opinion of myself				
		(1) Almost always true	5	3	3	2
		(2) Often true	10	12	11	9
		(3) Sometimes true	29	27	28	29
		(4) Seldom true	36	38	40	40
		(5) Never true	18	19	18	18
		8-0 Missing data	2	1	1	2
T1 168 T2 128 T3 113 T4 98	A66	I have noticed that my ideas about myself seem to change very quickly				
		(1) Almost always true	10	7	5	3
		(2) Often true	22	20	19	17
		(3) Sometimes true	37	37	37	37
		(4) Seldom true	24	28	31	34
		(5) Never true	7	8	7	9
		8-0 Missing data	1	1	—	2

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
			STABILITY OF SELF ESTEEM (continued)				
	VAR						
T1	169	A71R	I feel that nothing can change the opinion I currently hold of myself				
T2	129	A71R					
T3	114	A71R					
T4	99	A71R					
			(1) Almost always true	8	7	5	7
			(2) Often true	19	21	22	22
			(3) Sometimes true	37	41	36	38
			(4) Seldom true	25	24	28	26
			(5) Never true	10	6	8	6
			8-0 Missing data	1	1	1	1
T1	170	Index*	STAB OF SELF ESTEEM				
T2	130		Minimum # of items upon which index calculated . . .		4 out of 5		
T3	115		# of cases upon which statistics are based	2493	2145	2052	1832
T4	100		Mean	2.94	3.07	3.06	3.17
			Standard deviation	.68	.69	.69	.69
			LEVEL OF INDEPENDENCE				
T1	171	A2R	I demand freedom and independence above everything				
T2	131	A2R					
T3	116	A2R					
T4	101	A2R					
			(1) Almost always true	27	20	27	24
			(2) Often true	28	29	33	35
			(3) Sometimes true	30	37	31	30
			(4) Seldom true	11	14	8	8
			(5) Never true	2	3	1	1
			8-0 Missing data	1	1	--	1
T1	172	A10R	I become stubborn when others try to force me to do something				
T2	132	A10R					
T3	117	A10R					
T4	102	A10R					
			(1) Almost always true	20	14	14	14
			(2) Often true	25	27	30	32
			(3) Sometimes true	32	35	35	34
			(4) Seldom true	17	19	17	16
			(5) Never true	5	4	3	3
			8-0 Missing data	1	1	1	1
T1	173	A14R	I like to be on my own and be my own boss				
T2	133	A14R					
T3	118	A14R					
T4	103	A14R					
			(1) Almost always true	28	19	24	2
			(2) Often true	30	32	38	4
			(3) Sometimes true	28	33	28	2
			(4) Seldom true	11	11	7	
			(5) Never true	3	4	2	
			8-0 Missing data	1	1	1	

*See Introduction to Tables

VAR	Item Number		Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			LEVEL OF INDEPENDENCE (continued)				
T1	174	A16R	I argue against people who try to boss me around				
T2	134	A16R					
T3	119	A16R					
T4	104	A16R					
			(1) Almost always true	16	11	10	9
			(2) Often true	29	27	28	28
			(3) Sometimes true	37	40	40	39
			(4) Seldom true	15	19	18	22
			(5) Never true	3	3	3	3
			8-0 Missing data	-	1	—	1
T1	175	A25R	One of my goals in life is to be free of the control of others				
T2	135	A25R					
T3	120	A25R					
T4	105	A25R					
			(1) Almost always true	23	16	16	17
			(2) Often true	25	26	27	29
			(3) Sometimes true	30	32	37	34
			(4) Seldom true	16	20	16	16
			(5) Never true	6	6	5	3
			8-0 Missing data	1	1	—	1
T1	176	A112R	I go my own way in spite of what others think				
T2	136	A112R					
T3	121	A112R					
T4	106	A112R					
			(1) Almost always true	11	10	12	12
			(2) Often true	27	30	35	35
			(3) Sometimes true	40	40	37	38
			(4) Seldom true	16	16	14	11
			(5) Never true	4	4	2	2
			8-0 Missing data	2	1	—	2
T1	177	Index*	LEVEL OF INDEPENDENCE				
T2	137		Minimum # of items upon which index calculated	5 out of 6			
T3	122		# of cases upon which statistics are based	2505	2151	2051	1841
T4	107		Mean	3.48	3.34	3.48	3.48
			Standard deviation	.66	.67	.63	.65
			EMOTIONAL DEPENDENCE				
T1	178	A4R	I complain about my sufferings and hardships				
T2	138	A4R					
T3	123	A4R					
T4	108	A4R					
			(1) Almost always true	6	3	3	2
			(2) Often true	13	10	9	8
			(3) Sometimes true	36	35	36	37
			(4) Seldom true	37	43	47	46
			(5) Never true	7	7	5	7
			8-0 Missing data	2	1	1	1

*See Introduction to Tables

Q-26 Item Number	VAR		Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			EMOTIONAL DEPENDENCE (continued)				
T1	179	A8R	I am discouraged when things go wrong				
T2	139	A8R					
T3	124	A8R					
T4	109	A8R					
			(1) Almost always true	15	7	6	5
			(2) Often true	27	25	25	24
			(3) Sometimes true	36	45	46	48
			(4) Seldom true	17	20	19	19
			(5) Never true	4	3	3	3
			8-0 Missing data	1	1	1	1
T1	180	A11R	When I have a problem, I try to get help from others				
T2	140	A11R					
T3	125	A11R					
T4	110	A11R					
			(1) Almost always true	15	12	11	8
			(2) Often true	32	38	34	38
			(3) Sometimes true	34	35	38	39
			(4) Seldom true	15	12	15	13
			(5) Never true	5	2	2	2
			8-0 Missing data	1	1	1	1
T1	181	A32R	I like to have people to lean on when things go badly for me				
T2	141	A32R					
T3	126	A32R					
T4	111	A32R					
			(1) Almost always true	13	6	6	3
			(2) Often true	20	19	18	15
			(3) Sometimes true	32	37	37	2
			(4) Seldom true	25	29	31	1
			(5) Never true	11	9	8	8
			8-0 Missing data	1	1	—	1
T1	182	A100R	I tell my friends about my problems and troubles				
T2	142	A100R					
T3	127	A100R					
T4	112	A100R					
			(1) Almost always true	6	7	5	4
			(2) Often true	15	19	18	20
			(3) Sometimes true	33	46	37	39
			(4) Seldom true	30	25	32	28
			(5) Never true	16	9	7	7
			8-0 Missing data	1	1	2	1
T1	183	A114R	Instead of insisting on my own way, I accept suggestions from others				
T2	142	A114R					
T3	128	A114R					
T4	113	A114R					
			(1) Almost always true	7	7	7	7
			(2) Often true	30	34	35	37
			(3) Sometimes true	46	46	47	45
			(4) Seldom true	13	9	9	9
			(5) Never true	3	3	2	1
			8-0 Missing data	1	1	1	2
T1	184	Index*	EMOTIONAL DEPENDENCE				
T2	144		Minimum # of items upon which index calculated . . .		5 out of 6		
T3	129		# of cases upon which statistics are based	2499	2143	2049	1840
T4	114		Mean	3.05	3.04	3.02	2.99
			Standard deviation	.55	.51	.48	.48

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
			IMPULSE TO AGGRESSION				
VAR							
T1	185	A18R	I feel like swearing				
T2	145	A18R					
T3	130	A18R					
T4	115	A18R					
			(1) Almost always true	7	3	4	3
			(2) Often true	15	14	16	14
			(3) Sometimes true	31	36	38	38
			(4) Seldom true	32	30	34	37
			(5) Never true	14	11	8	8
			8-0 Missing data	1	1	1	1
T1	186	A21R	I feel like losing my temper at my teachers [people]				
T2	146	A21R					
T3	131	A21R					
T4	116	A21R					
			(1) Almost always true	10	2	1	1
			(2) Often true	14	10	9	9
			(3) Sometimes true	30	40	36	57
			(4) Seldom true	32	38	46	44
			(5) Never true	13	8	8	9
			8-0 Missing data	1	1	1	1
T1	187	A81R	I feel like being a little rude to my teachers [people]				
T2	147	A81R					
T3	132	A81R					
T4	117	A81R					
			(1) Almost always true	6	2	2	1
			(2) Often true	13	9	8	7
			(3) Sometimes true	28	29	31	29
			(4) Seldom true	34	40	43	45
			(5) Never true	19	19	16	18
			8-0 Missing data	1	1	1	1
T1	188	A97R	I feel like picking a fight or arguing with my parents				
T2	148	A97R					
T3	133	A97R					
T4	118	A97R					
			(1) Almost always true	3	2	2	1
			(2) Often true	9	7	6	5
			(3) Sometimes true	22	25	24	17
			(4) Seldom true	37	42	42	48
			(5) Never true	28	24	24	28
			8-0 Missing data	1	1	1	1
T1	189	Index*	IMPULSE TO AGGRESSION				
T2	149		Minimum # of items upon which index calculated . . .		4 out of 4		
T3	134		# of cases upon which statistics are based	2433	2110	1996	1810
T4	119		Mean	2.54	2.44	2.45	2.36
			Standard deviation	.82	.68	.67	.62

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
			OVERT AGGRESSION				
VAR							
T1	190	A6R	I get angry and smash things				
T2	150	A6R	(1) Almost always true	3	1	2	1
T3	135	A6R	(2) Often true	6	5	4	3
T4	120	A6R	(3) Sometimes true	13	10	10	11
			(4) Seldom true	35	36	40	40
			(5) Never true	42	46	43	44
			8-0 Missing data	1	1	1	1
T1	191	A91R	I am a little rude to my teachers				
T2	151	A91R	[people]				
T3	136	A91R	[people]				
T4	121	A91R	(1) Almost always true	4	1	1	1
			(2) Often true	8	6	7	3
			(3) Sometimes true	26	32	32	30
			(4) Seldom true	38	45	45	50
			(5) Never true	24	16	13	14
			8-0 Missing data	1	1	1	1
T1	192	A113R	I lose my temper at my teachers				
T2	152	A113R	[people]				
T3	137	A113R	[people]				
T4	122	A113R	(1) Almost always true	4	2	2	1
			(2) Often true	6	9	7	7
			(3) Sometimes true	20	31	30	30
			(4) Seldom true	40	44	49	49
			(5) Never true	28	11	11	11
			8-0 Missing data	2	2	1	2
T1	193	Index*	OVERT AGGRESSION				
T2	153		Minimum # of items upon which index calculated . . .		3 out of 3		
T3	138		# of cases upon which statistics are based	2428	2090	2000	1802
T4	123		Mean	2.13	2.19	2.19	2.12
			Standard deviation	.79	.67	.67	.62
			DEPRESSION				
T1	194	A70	I feel the future looks bright				
T2	154	A70	(1) Almost always true	23	22	23	22
T3	139	A70	(2) Often true	36	41	43	41
T4	124	A70	(3) Sometimes true	30	28	27	28
			(4) Seldom true	8	6	6	6
			(5) Never true	2	2	1	3
			8-0 Missing data	1	1	—	2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Affective states (continued)				
		DEPRESSION (continued)				
T1 195	A88R	Things seem hopeless				
T2 155	A88R					
T3 140	A88R					
T4 125	A88R					
		(1) Almost always true	3	2	1	1
		(2) Often true	6	5	5	4
		(3) Sometimes true	22	22	20	20
		(4) Seldom true	39	41	43	44
		(5) Never true	30	30	30	30
		8-0 Missing data	1	1	1	1
T1 196	A89R	I feel bored				
T2 156	A89R					
T3 141	A89R					
T4 126	A89R					
		(1) Almost always true	5	3	3	2
		(2) Often true	12	13	11	11
		(3) Sometimes true	33	35	37	37
		(4) Seldom true	35	33	34	34
		(5) Never true	14	15	14	15
		8-0 Missing data	1	1	2	1
T1 197	A93R	I feel down in the dumps				
T2 157	A93R					
T3 142	A93R					
T4 127	A93R					
		(1) Almost always true	4	3	2	2
		(2) Often true	8	8	8	7
		(3) Sometimes true	29	34	34	33
		(4) Seldom true	40	40	42	44
		(5) Never true	18	16	14	14
		8-0 Missing data	2	1	1	1
T1 198	A96R	I feel depressed				
T2 158	A96R					
T3 143	A96R					
T4 128	A96R					
		(1) Almost always true	3	3	2	2
		(2) Often true	9	8	10	8
		(3) Sometimes true	31	31	29	31
		(4) Seldom true	40	42	44	45
		(5) Never true	17	15	14	14
		8-0 Missing data	1	1	1	1
T1 199	A111R	I am bothered by noise				
T2 159	A111R					
T3 144	A111R					
T4 129	A111R					
		(1) Almost always true	5	4	3	2
		(2) Often true	13	11	12	10
		(3) Sometimes true	33	37	35	36
		(4) Seldom true	34	35	37	38
		(5) Never true	14	13	13	12
		8-0 Missing data	1	1	—	1
T1 200	Index*	DEPRESSION				
T2 160						
T3 145						
T4 130						
		Minimum # of items upon which index calculated . .		5 out of 6		
		# of cases upon which statistics are based	2491	2139	2037	1837
		Mean	2.40	2.37	2.36	2.34
		Standard deviation	.68	.66	.65	.62

*See Introduction to Tables

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Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Affective states (continued)				
	ANOMIE				
VAR					
T1 201 A23R T2 161 A23R T3 146 A23R T4 131 A23R	No one cares what happens, when you get right down to it				
	(1) Almost always true	6	3	3	2
	(2) Often true	11	10	12	11
	(3) Sometimes true	25	24	28	29
	(4) Seldom true	32	39	38	38
	(5) Never true	24	24	19	18
	8-0 Missing data	1	1	—	1
T1 202 A31R T2 162 A31R T3 147 A31R T4 132 A31R	The life of the average man is getting worse, not better				
	(1) Almost always true	13	7	8	7
	(2) Often true	19	20	19	22
	(3) Sometimes true	26	30	31	35
	(4) Seldom true	26	31	32	29
	(5) Never true	15	11	9	6
	8-0 Missing data	1	1	—	1
T1 203 A36R T2 163 A36R T3 148 A36R T4 133 A36R	People don't really care what happens to the next fellow				
	(1) Almost always true	7	4		3
	(2) Often true	23	20	2.	21
	(3) Sometimes true	36	39	41	42
	(4) Seldom true	27	30	28	27
	(5) Never true	7	6	5	5
	8-0 Missing data	1	1	—	2
T1 204 A41R T2 164 A41R T3 149 A41R T4 134 A41R	I get the feeling that life is not very useful				
	(1) Almost always true	4	2	3	1
	(2) Often true	7	8	7	7
	(3) Sometimes true	19	22	23	25
	(4) Seldom true	35	39	41	42
	(5) Never true	34	28	26	24
	8-0 Missing data	2	2	1	2
T1 205 A45R T2 165 A45R T3 150 A45R T4 135 A45R	These days I get the feeling that I'm just not a part of things				
	(1) Almost always true	5	2	2	2
	(2) Often true	14	11	11	9
	(3) Sometimes true	35	34	32	34
	(4) Seldom true	32	38	43	41
	(5) Never true	12	13	11	12
	8-0 Missing data	1	2	1	2

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
	PERSON				
	Affective states (continued)				
	ANOMIE (continued)				
VAR					
T1 206 A53R T2 166 A53R T3 151 A53R T4 136 A53R	These days I don't know who I can depend on				
	(1) Almost always true	7	4	4	3
	(2) Often true	19	16	17	14
	(3) Sometimes true	33	32	36	35
	(4) Seldom true	28	36	33	35
	(5) Never true	12	12	10	11
	8-0 Missing data	1	1	—	1
T1 207 A98R T2 167 A98R T3 152 A98R T4 137 A98R	It is hardly fair to bring a child into the world the way things look now				
	(1) Almost always true	7	5	6	5
	(2) Often true	12	12	12	12
	(3) Sometimes true	25	26	28	33
	(4) Seldom true	31	33	32	31
	(5) Never true	25	24	21	18
	8-0 Missing data	1	1	1	1
T1 208 A107R T2 168 A107R T3 153 A107R T4 138 A107R	I feel no one really cares much about what happens to me				
	(1) Almost always true	4	3	2	1
	(2) Often true	9	7	7	7
	(3) Sometimes true	25	25	27	24
	(4) Seldom true	36	39	40	43
	(5) Never true	25	25	23	24
	8-0 Missing data	1	1	1	1
T1 209 Index* T2 169 T3 154 T4 139	ANOMIE				
	Minimum # of items upon which index calculated . .	7 out of 8			
	# of cases upon which statistics are based	2492	2126	2031	1821
	Mean	2.58	2.49	2.54	2.53
	Standard deviation	.67	.64	.65	.62
	GENERAL ANXIETY				
T1 210 A42R T2 170 A42R T3 155 A42R T4 140 A42R	I worry about whether my body is growing the way it should				
	(1) Almost always true	13	7	7	5
	(2) Often true	22	19	15	13
	(3) Sometimes true	26	27	26	25
	(4) Seldom true	22	28	30	33
	(5) Never true	16	17	22	24
	8-0 Missing data	1	1	1	2

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
			GENERAL ANXIETY (continued)				
	VAR						
T1	211	A59R	I worry about what other people think of me				
T2	171	A59R					
T3	156	A59R					
T4	141	A59R					
			(1) Almost always true	20	16	14	9
			(2) Often true	30	31	28	24
			(3) Sometimes true	28	30	30	37
			(4) Seldom true	15	15	20	22
			(5) Never true	7	7	7	7
			8-0 Missing data	2	1	1	2
T1	212	A67R	When I am in bed at night trying to go to sleep, I				
T2	172	A67R	find that I am worrying about something				
T3	157	A67R					
T4	142	A67R					
			(1) Almost always true	17	13	10	7
			(2) Often true	24	24	24	19
			(3) Sometimes true	29	34	34	35
			(4) Seldom true	22	23	26	31
			(5) Never true	6	6	6	7
			8-0 Missing data	1	1	1	2
T1	213	A80R	I think I worry more than other students my age				
T2	173	A80R					
T3	158	A80R					
T4	143	A80R					
			(1) Almost always true	8	8	7	7
			(2) Often true	16	19	17	10
			(3) Sometimes true	28	29	2	10
			(4) Seldom true	32	31	3	32
			(5) Never true	15	12	14	11
			8-0 Missing data	1	1	1	1
T1	214	A87R	I worry that I might get hurt in some accident				
T2	174	A87R					
T3	159	A87R					
T4	144	A87R					
			(1) Almost always true	7	6	5	4
			(2) Often true	15	13	12	11
			(3) Sometimes true	27	29	28	28
			(4) Seldom true	34	37	36	38
			(5) Never true	17	15	19	18
			8-0 Missing data	1	1	1	1
T1	215	A95R	Without knowing why, I get a funny feeling in my				
T2	175	A95R	stomach				
T3	160	A95R					
T4	145	A95R					
			(1) Almost always true	6	4	3	2
			(2) Often true	15	12	10	9
			(3) Sometimes true	37	33	31	30
			(4) Seldom true	28	34	39	41
			(5) Never true	14	16	15	17
			8-0 Missing data	1	1	1	1

*See Introduction to Tables

VAR		Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			GENERAL ANXIETY (continued)				
T1	216	A106R	I get the feeling that something bad is going to happen to me				
T2	176	A106R					
T3	161	A106R					
T4	146	A106R					
			(1) Almost always true	6	5	4	3
			(2) Often true	14	11	10	9
			(3) Sometimes true	32	32	28	27
			(4) Seldom true	33	37	41	42
			(5) Never true	13	14	16	19
			8-0 Missing data	2	1	1	1
T1	217	Index*	GENERAL ANXIETY				
T2	177		Minimum # of items upon which index calculated .	6 out of 7			
T3	162		# of cases upon which statistics are based . . .	2477	2130	2031	1829
T4	147		Mean	2.89	2.81	2.69	2.60
			Standard deviation	.70	.70	.70	.66
			RESENTMENT				
T1	218	A56R	Although I don't show it, I am very jealous				
T2	178	A56R					
T3	163	A56R					
T4	148	A56R					
			(1) Almost always true	9	8	10	8
			(2) Often true	13	17	20	20
			(3) Sometimes true	24	28	30	30
			(4) Seldom true	34	32	30	29
			(5) Never true	18	13	10	11
			8-0 Missing data	2	2	1	2
T1	219	A72R	I am likely to hold a grudge				
T2	179	A72R					
T3	164	A72R					
T4	149	A72R					
			(1) Almost always true	5	2	2	2
			(2) Often true	10	10	9	8
			(3) Sometimes true	25	27	26	26
			(4) Seldom true	43	44	46	47
			(5) Never true	17	17	16	16
			8-0 Missing data	1	1	1	1
T1	220	A75R	When I look back on what's happened to me, I feel cheated				
T2	180	A75R					
T3	165	A75R					
T4	150	A75R					
			(1) Almost always true	5	3	3	3
			(2) Often true	10	8	7	7
			(3) Sometimes true	30	28	29	26
			(4) Seldom true	37	43	42	45
			(5) Never true	18	17	18	19
			8-0 Missing data	1	1	1	1

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
			RESENTMENT (continued)				
VAR							
T1	221	A76R	I don't seem to get what is coming to me				
T2	181	A76R					
T3	166	A76R	(1) Almost always true	4	2	2	1
T4	151	A76R	(2) Often true	10	8	8	6
			(3) Sometimes true	33	29	30	30
			(4) Seldom true	37	43	43	45
			(5) Never true	15	16	16	17
			8-0 Missing data	1	1	1	1
T1	222	A78R	I feel I get a raw deal out of life				
T2	182	A78R					
T3	167	A78R	(1) Almost always true	4	2	2	2
T4	152	A78R	(2) Often true	7	6	7	4
			(3) Sometimes true	23	22	23	21
			(4) Seldom true	41	46	46	48
			(5) Never true	25	24	22	24
			8-0 Missing data	1	1	1	1
T1	223	A83R	If I let people see the way I really feel, they				
T2	183	A83R	would think I was hard to get along with				
T3	168	A83R					
T4	153	A83R	(1) Almost always true	9	6	[illegible]	3
			(2) Often true	12	14	1[illegible]	.2
			(3) Sometimes true	28	28	29	30
			(4) Seldom true	34	36	36	39
			(5) Never true	15	16	15	14
			8-0 Missing data	1	1	1	1
T1	224	A85R	Other people always seem to get the breaks				
T2	184	A85R					
T3	169	A85R	(1) Almost always true	10	5	4	2
T4	154	A85R	(2) Often true	21	15	14	11
			(3) Sometimes true	43	45	46	45
			(4) Seldom true	21	28	29	35
			(5) Never true	4	6	6	6
			8-0 Missing data	1	1	1	1
T1	225	Index*	RESENTMENT				
T2	185		Minimum # of items upon which index calculated . .	6 out of 7			
T3	170		# of cases upon which statistics are based	2490	2139	2035	1843
T4	155		Mean	2.57	2.48	2.51	2.43
			Standard deviation	.70	.66	.65	.62

*See Introduction to Tables

	VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			ANXIETY AND TENSION				
T1	226	A27R	I feel jittery				
T2	186	A27R					
T3	171	A27R	(1) Almost always true	5	3	2	2
T4	156	A27R	(2) Often true	12	11	10	9
			(3) Sometimes true	34	36	34	31
			(4) Seldom true	37	38	43	44
			(5) Never true	12	11	11	12
			8-0 Missing data	1	1	—	1
T1	227	A33R	I feel tense				
T2	187	A33R					
T3	172	A33R	(1) Almost always true	4	3	2	2
T4	157	A33R	(2) Often true	11	11	10	9
			(3) Sometimes true	35	37	36	35
			(4) Seldom true	38	38	42	42
			(5) Never true	12	11	10	11
			8-0 Missing data	1	1	—	1
T1	228	A68	These days I am quite relaxed				
T2	188	A68					
T3	173	A68	(1) Almost always true	9	9	9	10
T4	158	A68	(2) Often true	24	29	31	31
			(3) Sometimes true	41	40	40	40
			(4) Seldom true	19	17	17	16
			(5) Never true	5	4	3	2
			8-0 Missing data	2	1	—	1
T1	229	A77R	I am worried				
T2	189	A77R					
T3	174	A77R	(1) Almost always true	7	6	5	4
T4	159	A77R	(2) Often true	14	13	13	12
			(3) Sometimes true	32	36	32	34
			(4) Seldom true	34	33	39	38
			(5) Never true	13	12	10	11
			8-0 Missing data	1	1	1	1
T1	230	A92R	I feel nervous				
T2	190	A92R					
T3	175	A92R	(1) Almost always true	5	4	4	2
T4	160	A92R	(2) Often true	11	11	10	10
			(3) Sometimes true	33	37	33	35
			(4) Seldom true	36	35	39	39
			(5) Never true	14	13	13	13
			8-0 Missing data	1	1	1	1
T1	231	Index*	ANXIETY AND TENSION				
T2	191		Minimum # of items upon which index calculated	4 out of 5			
T3	176		# of cases upon which statistics are based	2492	2143	2036	1840
T4	161		Mean	2.65	2.62	2.58	2.54
			Standard deviation	.73	.73	.73	.71

*See Introduction to Tables

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Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Affective states (continued)				
VAR			**IRRITABILITY**				
T1	232	A37R	I lose my temper easily				
T2	192	A37R					
T3	177	A37R	(1) Almost always true	10	5	3	3
T4	162	A37R	(2) Often true	15	13	11	10
			(3) Sometimes true	28	28	29	27
			(4) Seldom true	34	40	44	45
			(5) Never true	13	12	13	13
			8-0 Missing data	1	1	1	2
T1	233	A40	I am usually patient with others				
T2	193	A40					
T3	178	A40	(1) Almost always true	12	12	14	12
T4	163	A40	(2) Often true	37	43	45	49
			(3) Sometimes true	35	35	32	31
			(4) Seldom true	12	7	8	5
			(5) Never true	2	2	1	1
			8-0 Missing data	2	1	1	2
T1	234	A46R	If someone doesn't treat me right, it annoys me				
T2	194	A46R					
T3	179	A46R	(1) Almost always true	12	10	10	9
T4	164	A46R	(2) Often true	24	27	2[illegible]	28
			(3) Sometimes true	34	37	3	8
			(4) Seldom true	22	21	19	20
			(5) Never true	6	5	4	3
			8-0 Missing data	2	1	1	2
T1	235	A49R	I get irritated a lot more than people know about				
T2	195	A49R					
T3	180	A49R	(1) Almost always true	13	13	13	10
T4	165	A49R	(2) Often true	31	31	33	29
			(3) Sometimes true	29	31	30	35
			(4) Seldom true	19	19	20	19
			(5) Never true	6	5	3	4
			8-0 Missing data	1	1	1	2
T1	236	A54R	I carry a chip on my shoulder				
T2	196	A54R					
T3	181	A54R	(1) Almost always true	2	1	1	1
T4	166	A54R	(2) Often true	5	4	4	3
			(3) Sometimes true	18	15	16	16
			(4) Seldom true	39	44	44	47
			(5) Never true	35	34	35	32
			8-0 Missing data	1	1	—	1

*See Introduction to Tables

	VAR	Item Number	Item Content	T1	T2	T3	T4
			PERSON		Percentage Frequencies*		
			Affective states (continued)				
			IRRITABILITY (continued)				
T1	237	A58R	Even small things irritate me				
T2	197	A58R					
T3	182	A58R					
T4	167	A58R					
			(1) Almost always true	5	4	3	2
			(2) Often true	10	10	12	10
			(3) Sometimes true	23	26	27	28
			(4) Seldom true	41	42	43	46
			(5) Never true	20	18	15	14
			8-0 Missing data	1	1	1	2
T1	238	A61R	I feel like a powder keg ready to explode				
T2	198	A61R					
T3	183	A61R					
T4	168	A61R					
			(1) Almost always true	5	3	2	2
			(2) Often true	8	7	7	6
			(3) Sometimes true	24	23	21	19
			(4) Seldom true	38	42	44	45
			(5) Never true	25	25	25	26
			8-0 Missing data	1	1	1	2
T1	239	Index*	IRRITABILITY 1/24/69				
T2	199		Minimum # of items upon which index calculated . . .		6 out of 7		
T3	184		# of cases upon which statistics are based	2484	2140	2048	1824
T4	169		Mean	2.62	2.57	2.55	2.51
			Standard deviation	.63	.62	.60	.59
			Irritability (individual item)				
T1	240	A51	I am very satisfied with life				
T2	200	A51					
T3	185	A51					
T4	170	A51					
			(1) Almost always true	23	22	17	15
			(2) Often true	33	35	37	40
			(3) Sometimes true	29	30	31	31
			(4) Seldom true	11	10	12	11
			(5) Never true	4	3	3	2
			8-0 Missing data	1	1	1	2
			GUILT				
T1	241	A86R	I feel bad about my mistakes				
T2	201	A86R					
T3	186	A86R					
T4	171	A86R					
			(1) Almost always true	22	18	17	13
			(2) Often true	38	40	40	41
			(3) Sometimes true	27	30	31	35
			(4) Seldom true	9	9	9	8
			(5) Never true	3	2	2	2
			8-0 Missing data	1	1	1	1
T1	242	A102R	I blame myself when things go wrong				
T2	202	A102R					
T3	187	A102R					
T4	172	A102R					
			(1) Almost always true	11	9	8	8
			(2) Often true	26	29	29	26
			(3) Sometimes true	46	47	48	52
			(4) Seldom true	14	11	13	11
			(5) Never true	3	3	2	2
			8-0 Missing data	1	1	1	1

*See Introduction to Tables

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	VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			GUILT (continued)				
T1	243	A103R	I do things that I feel guilty about afterwards				
T2	203	A103R	(1) Almost always true	8	6	5	3
T3	188	A103R	(2) Often true	22	20	18	15
T4	173	A103R	(3) Sometimes true	41	44	45	43
			(4) Seldom true	23	24	26	32
			(5) Never true	5	5	6	6
			8-0 Missing data	1	1	1	1
T1	244	A105R	When I do wrong, my conscience punishes me				
T2	204	A105R	(1) Almost always true	19	20	16	14
T3	189	A105R	(2) Often true	31	33	32	32
T4	174	A105R	(3) Sometimes true	30	29	31	33
			(4) Seldom true	13	13	15	16
			(5) Never true	6	4	4	4
			8-0 Missing data		1	2	2
T1	245	A108R	I do things that make me feel sorry afterwards				
T2	205	A108R	(1) Almost always true	6	4	3	3
T3	190	A108R	(2) Often true	16	16	14	11
T4	175	A108R	(3) Sometimes true	43	41	40	38
			(4) Seldom true	27	31	35	38
			(5) Never true	8	8	7	9
			8-0 Missing data	1	1	1	1
T1	246	Index*	GUILT				
T2	206		Minimum # of items upon which index calculated		4 out of 5		
T3	191		# of cases upon which statistics are based	2499	2147	2039	1841
T4	176		Mean	3.26	3.25	3.19	3.11
			Standard deviation	.66	.63	.61	.59
			SOCIAL SUPPORT				
T1	247	A73R	I feel that nobody wants me				
T2	207	A73R	(1) Almost always true	4	2	2	1
T3	192	A73R	(2) Often true	6	5	6	5
T4	177	A73R	(3) Sometimes true	22	22	21	20
			(4) Seldom true	36	41	42	42
			(5) Never true	31	29	28	31
			8-0 Missing data	2	1	1	1

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			SOCIAL SUPPORT (continued)				
	VAR						
T1	248	A82R	I feel lonesome				
T2	208	A82R					
T3	193	A82R					
T4	178	A82R					
			(1) Almost always true	6	6	4	4
			(2) Often true	11	11	12	12
			(3) Sometimes true	28	33	32	35
			(4) Seldom true	34	31	35	32
			(5) Never true	20	18	16	15
			8-0 Missing data	1	1	1	1
T1	249	A101	I feel loved				
T2	209	A101					
T3	194	A101					
T4	179	A101					
			(1) Almost always true	20	23	26	27
			(2) Often true	29	32	34	36
			(3) Sometimes true	35	34	31	28
			(4) Seldom true	12	8	7	6
			(5) Never true	3	2	2	1
			8-0 Missing data	1	1	1	1
T1	250	Index*	SOC SUPPORT 1/24/69				
T2	210		Minimum # of items upon which index calculated . . .		3 out of 3		
T3	195		# of cases upon which statistics are based	2445	2124	2024	1831
T4	180		Mean	2.36	2.33	2.28	2.25
			Standard deviation	.80	.78	.76	.73
			Social support (individual item)				
T1	251	A90	These days my parents really help out; they don't let me down				
T2	211	A90					
T3	196	A90					
T4	181	A90					
			(1) Almost always true	25	23	21	21
			(2) Often true	30	32	31	33
			(3) Sometimes true	30	31	31	32
			(4) Seldom true	11	10	12	10
			(5) Never true	7	3	3	3
			8-0 Missing data	1	1	1	1
			HAPPINESS				
T1	252	A28R	I generally feel in good spirits				
T2	212	A28R					
T3	197	A28R					
T4	182	A28R					
			(1) Almost always true	23	22	22	18
			(2) Often true	49	53	53	56
			(3) Sometimes true	22	21	21	22
			(4) Seldom true	5	3	3	3
			(5) Never true	1	1	1	—
			8-0 Missing data	1	1	—	1

*See Introduction to Tables

Q-40 Item Number			Item Content	Percentage Frequencies* T1	T2	T3	T4
			PERSON				
			Affective states (continued)				
			HAPPINESS (continued)				
VAR							
T1	253	A51R	I am very satisfied with life				
T2	213	A51R	(1) Almost always true	23	22	17	15
T3	198	A51R	(2) Often true	33	35	37	40
T4	183	A51R	(3) Sometimes true	29	30	31	31
			(4) Seldom true	11	10	12	11
			(5) Never true	4	3	3	2
			8-0 Missing data	1	1	1	2
T1	254	A65R	I find a good deal of happiness in life				
T2	214	A65R	(1) Almost always true	30	29	27	24
T3	199	A65R	(2) Often true	39	42	44	46
T4	184	A65R	(3) Sometimes true	23	22	22	24
			(4) Seldom true	5	5	5	5
			(5) Never true	2	1	1	1
			8-0 Missing data	2	2	1	2
T1	255	A20R	I feel like smiling				
T2	215	A20R	(1) Almost always true	21	20	19	18
T3	200	A20R	(2) Often true	41	49	47	54
T4	185	A20R	(3) Sometimes true	29	26	28	21
			(4) Seldom true	6	4	4	4
			(5) Never true	1	1	1	1
			8-0 Missing data	1	1	—	2
T1	256	A35R	I feel happy				
T2	216	A35R	(1) Almost always true	25	24	21	21
T3	201	A35R	(2) Often true	47	52	53	52
T4	186	A35R	(3) Sometimes true	24	21	23	22
			(4) Seldom true	4	3	3	3
			(5) Never true	1	1	1	—
			8-0 Missing data	1	1	—	1
T1	257	A110	I feel sad				
T2	217	A110	(1) Almost always true	3	3	2	2
T3	202	A110	(2) Often true	8	6	6	6
T4	187	A110	(3) Sometimes true	33	35	34	34
			(4) Seldom true	41	42	45	45
			(5) Never true	15	13	13	12
			8-0 Missing data	1	1	—	1
T1	258	Index*	HAPPINESS CORRECTED				
T2	218		Minimum # of items upon which index calculated	5 out of 6			
T3	203		# of cases upon which statistics are based	2499	2137	2050	1839
T4	188		Mean	3.77	3.82	3.79	3.77
			Standard deviation	.61	.60	.59	.59

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Affective states (continued)				
		PHYSICAL HEALTH				
T1 259 T2 219 T3 204 T4 189	D44 D44 D1 D1	Have you ever been bothered by nervousness, feeling fidgety and tense				
		(1) Always	4	4	2	2
		(2) Often	13	12	12	11
		(3) Sometimes	34	37	34	36
		(4) Seldom	29	30	37	35
		(5) Never	18	17	14	15
		8-0 Missing data	2	1	1	1
T1 260 T2 220 T3 205 T4 190	D45 D45 D2 D2	Are you ever troubled by headaches or pains in the head				
		(1) Always	3	2	1	1
		(2) Often	11	10	7	7
		(3) Sometimes	33	29	31	30
		(4) Seldom	34	39	44	42
		(5) Never	17	20	15	19
		8-0 Missing	2	1	1	1
T1 261 T2 221 T3 206 T4 191	D46 D46 D3 D3	Do you have loss of appetite				
		(1) Always	3	2	1	1
		(2) Often	7	7	7	7
		(3) Sometimes	23	23	24	27
		(4) Seldom	34	36	42	42
		(5) Never	31	31	24	21
		8-0 Missing data	3	2	2	2
T1 262 T2 222 T3 207 T4 192	D47 D47 D4 D4	How often are you bothered by having an upset stomach				
		(1) Always	2	1	1	1
		(2) Often	7	6	6	6
		(3) Sometimes	23	20	22	23
		(4) Seldom	53	55	58	55
		(5) Never	13	16	12	14
		8-0 Missing data	3	2	1	1
T1 263 T2 223 T3 208 T4 193	D48 D48 D5 D5	Do you find it difficult to get up in the morning				
		(1) Always	14	14	12	8
		(2) Often	22	23	25	24
		(3) Sometimes	32	37	39	40
		(4) Seldom	20	18	18	22
		(5) Never	9	7	6	6
		8-0 Missing data	3	1	1	2

*See Introduction to Tables

Q-42 Item Number	Item Content		Percentage Frequencies*			
	PERSON		T1	T2	T3	T4
	Affective states (continued)					
VAR	PHYSICAL HEALTH					
T1 264 D49 T2 224 D49 T3 209 D6 T4 194 D6	Has any ill health affected the amount of work you do					
		(1) Always	2	2	2	1
		(2) Often	7	4	5	4
		(3) Sometimes	20	15	19	18
		(4) Seldom	32	40	44	48
		(5) Never	37	38	29	28
		8-0 Missing data	3	2	1	2
T1 265 D50 T2 225 D50 T3 210 D7 T4 195 D7	Have you ever been bothered by shortness of breath when you were not exercising or working hard					
		(1) Always	3	2	2	1
		(2) Often	7	7	6	6
		(3) Sometimes	17	15	17	18
		(4) Seldom	24	28	33	34
		(5) Never	47	47	41	40
		8-0 Missing data	3	1	1	2
T1 266 D51 T2 226 D51 T3 211 D8 T4 196 D8	Have you ever been bothered by your heart beating hard					
		(1) Always	2	1		1
		(2) Often	6	6		5
		(3) Sometimes	19	17	18	17
		(4) Seldom	27	30	35	37
		(5) Never	44	45	39	38
		8-0 Missing data	3	1	1	2
T1 267 D52 T2 227 D52 T3 212 D9 T4 197 D9	Have you ever had spells of dizziness					
		(1) Always	2	1	1	1
		(2) Often	8	6	7	5
		(3) Sometimes	22	23	21	20
		(4) Seldom	29	33	35	38
		(5) Never	37	36	35	34
		Missing data	3	2	1	1
T1 268 D53 T2 228 D53 T3 213 D10 T4 198 D10	Are you ever bothered by nightmares					
		(1) Always	2	2	1	1
		(2) Often	5	4	4	3
		(3) Sometimes	16	13	10	12
		(4) Seldom	35	36	38	38
		(5) Never	40	44	46	44
		8-0 Missing data	2	1	1	2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Affective states (continued)				
		PHYSICAL HEALTH				
T1 269	D54	Do you tend to lose weight when you have something important bothering you				
T2 229	D54					
T3 214	D11					
T4 199	D11					
		(1) Always	2	2	2	2
		(2) Often	6	5	5	5
		(3) Sometimes	12	11	15	18
		(4) Seldom	25	30	33	33
		(5) Never	54	50	44	41
		8-0 Missing data	3	2	1	2
T1 270	D55	Do your hands ever tremble enough to bother you				
T2 230	D55					
T3 215	D12					
T4 200	D12					
		(1) Always	2	1	2	1
		(2) Often	5	4	5	5
		(3) Sometimes	17	14	15	15
		(4) Seldom	25	29	30	30
		(5) Never	49	50	48	47
		8-0 Missing data	3	1	1	2
T1 271	D56	Are you troubled by your hands sweating so that you feel damp and clammy				
T2 231	D56					
T3 216	D13					
T4 201	D13					
		(1) Always	3	2	2	2
		(2) Often	11	10	9	8
		(3) Sometimes	27	27	25	23
		(4) Seldom	31	32	36	38
		(5) Never	26	28	27	29
		8-0 Missing data	2	1	1	1
T1 272	D57	Have there ever been times when you couldn't take care of things because you just couldn't get going				
T2 232	D57					
T3 217	D14					
T4 202	D14					
		(1) Always	2	1	1	1
		(2) Often	8	6	7	5
		(3) Sometimes	35	34	36	33
		(4) Seldom	35	40	39	41
		(5) Never	18	17	16	18
		8-0 Missing data	3	2	1	1
T1 273	D58R	How often do you feel you are in good health				
T2 233	D58R					
T3 218	D15R					
T4 203	D15R					
		(1) Always	25	25	27	26
		(2) Often	48	54	52	53
		(3) Sometimes	16	13	13	13
		(4) Seldom	5	4	5	4
		(5) Never	2	1	1	1
		8-0 Missing data	3	2	2	3

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Affective states (continued)				
		PHYSICAL HEALTH				
T1 274 T2 234 T3 219 T4 204	D59 D59 D16 D16	How often would you say you had a cold during the year				
		(1) Always	3	2	3	1
		(2) Often	14	13	9	7
		(3) Sometimes	37	37	35	33
		(4) Seldom	40	41	48	52
		(5) Never	4	3	4	5
		8-0 Missing data	3	2	2	2
T1 275 T2 235 T3 220 T4 205	D60 D60 D17 D17	Do you ever have any trouble getting to sleep or staying asleep				
		(1) Always	4	4	3	3
		(2) Often	12	11	11	10
		(3) Sometimes	30	31	30	29
		(4) Seldom	34	36	39	39
		(5) Never	19	16	16	17
		8-0 Missing data	2	1	1	2
T1 276	D60aR	About how many days a month are you absent or sent home from school because of illness				
T2 236 T3 221 T4 206	D61R D18R D18R	On the average, about how many days a month are you ill				
		(1) Less than 1 day per month	72	64		70
		(2) 1 day per month	10	17	16	15
		(3) 2 days per month	8	8	9	7
		(4) 3 days per month	4	6	5	3
		(5) 4 or 5 days per month	2	2	1	1
		(6) More than 5 days per month	1	1	1	1
		8-0 Missing data	3	1	2	3
T1 277 T2 237 T3 222 T4 207	Index*	PHYSICAL HEALTH Minimum # of items upon which index calculated . . .	14 out of 18			
		# of cases upon which statistics are based	2463	2139	2044	183
		Mean	3.86	3.90	3.88	3.9
		Standard deviation	.60	.57	.55	.5

NEGATIVE AFFECTIVE STATES CLUSTER

This variable is a grand measure of the negative affective states dimension measured in six indexes presented above— IRRITABILITY, GENERAL ANXIETY, ANXIETY AND TENSION, DEPRESSION, ANOMIE, and RESENTMENT. The value for this cluster is a mean of the means of the six ingredients.

T1 278 T2 238 T3 223 T4 208	Cluster*	NEG AFF ST CLSTR Minimum # of items upon which cluster calculated . .	5 out of 6			
		# of cases upon which statistics are based	2481	2124	2025	182
		Mean	2.62	2.56	2.54	2.4
		Standard deviation	.55	.55	.54	.5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Values - Is this a good thing for people to do?				
		KINDNESS				
T1 279	C1R	Being kind to people even if they do things against one's own beliefs				
T2 239	B1R					
T3 224	B1R					
T4 209	B1R					
		(1) Very good	31	30	31	31
		(2) Good	32	37	40	38
		(3) Fairly good	26	25	23	24
		(4) Fairly bad	5	5	4	4
		(5) Bad	4	2	1	2
		(6) Very bad	1	—	1	—
		8-0 Missing data	1	1	—	1
T1 280	C17R	Turning the other cheek, and forgiving others when they harm you				
T2 240	B17R					
T3 225	B17R					
T4 210	B17R					
		(1) Very good	26	24	24	24
		(2) Good	26	28	29	32
		(3) Fairly good	28	30	30	30
		(4) Fairly bad	12	11	10	10
		(5) Bad	4	4	4	2
		(6) Very bad	4	2	2	1
		8-0 Missing data	1	2	1	1
T1 281	C31R	Helping another person feel more secure, even if you don't like him				
T2 241	B31R					
T3 226	B31R					
T4 211	B31R					
		(1) Very good	25	25	22	24
		(2) Good	33	39	41	36
		(3) Fairly good	31	29	30	34
		(4) Fairly bad	7	5	5	4
		(5) Bad	2	1	1	1
		(6) Very bad	1	1	1	—
		8-0 Missing data	2	1	1	1
T1 282	C43R	Helping another achieve his goals, even if it might interfere with your own				
T2 242	B43R					
T3 227	B43R					
T4 212	B43R					
		(1) Very good	18	15	14	15
		(2) Good	27	31	33	31
		(3) Fairly good	35	38	38	37
		(4) Fairly bad	12	11	11	12
		(5) Bad	3	3	3	2
		(6) Very bad	2	1	1	1
		8-0 Missing data	2	1	1	2
T1 283	Index*	KINDNESS VALUE				
T2 243						
T3 228						
T4 213						
		Minimum # of items upon which index calculated . .		4 out of 4		
		# of cases upon which statistics are based	2436	2103	2021	1813
		Mean	4.61	4.66	4.67	4.68
		Standard deviation	.79	.72	.71	.70

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Values (continued)				
		HONESTY				
T1 284 T2 244 T3 229 T4 214	C5R B5R B5R B5R	Always telling the truth, even though it may hurt oneself or others				
		(1) Very good	33	30	27	22
		(2) Good	28	30	31	30
		(3) Fairly good	26	28	29	34
		(4) Fairly bad	8	8	10	11
		(5) Bad	2	2	2	2
		(6) Very bad	1	1	1	—
		8-0 Missing data	2	1	1	1
T1 285 T2 245 T3 230 T4 215	C13R B13R B13R B13R	Never telling a lie, even though to do so would make the situation more comfortable				
		(1) Very good	32	27	22	21
		(2) Good	30	32	35	30
		(3) Fairly good	24	27	29	33
		(4) Fairly bad	9	10	9	12
		(5) Bad	3	2	2	2
		(6) Very bad	1	1	1	1
		8-0 Missing data	1	1	1	1
T1 286 T2 246 T3 231 T4 216	C21R B21R B21R B21R	Never cheating or having anything to do with cheating situations, even for a friend				
		(1) Very good	35	34	30	28
		(2) Good	32	32	33	34
		(3) Fairly good	23	23	27	29
		(4) Fairly bad	6	6	7	6
		(5) Bad	2	1	2	1
		(6) Very bad	1	1	1	1
		8-0 Missing data	2	1	1	1
T1 287 T2 247 T3 232 T4 217	C28 B28 B28 B28	Helping a close friend get by a tight situation, even though you may have to stretch the truth a bit to do it				
		(1) Very good	14	11	9	8
		(2) Good	26	23	22	22
		(3) Fairly good	33	36	38	42
		(4) Fairly bad	18	21	22	21
		(5) Bad	5	5	6	4
		(6) Very bad	2	3	2	2
		8-0 Missing data	2	1	1	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Values (continued)				
		HONESTY (continued)				
T1 288 T2 248 T3 233 T4 218	C34 B34 B34 B34	Telling a lie to spare someone's feelings				
		(1) Very good	7	7	4	3
		(2) Good	15	14	13	14
		(3) Fairly good	32	34	37	39
		(4) Fairly bad	24	26	28	27
		(5) Bad	12	11	10	8
		(6) Very bad	8	7	6	6
		8-0 Missing data	3	2	1	2
T1 289 T2 249 T3 234 T4 219	C38R B38R B38R B38R	Not copying during a test even though others in the class are copying				
		(1) Very good	40	38	32	27
		(2) Good	31	30	35	34
		(3) Fairly good	18	20	24	29
		(4) Fairly bad	5	6	6	6
		(5) Bad	2	3	2	2
		(6) Very bad	2	2	2	1
		8-0 Missing data	3	2	1	1
T1 290 T2 250 T3 235 T4 220	C47 B47 B47 B47	Getting hold of a copy of a coming final exam				
		(1) Very good	6	4	3	2
		(2) Good	7	5	5	5
		(3) Fairly good	10	8	9	11
		(4) Fairly bad	18	20	25	31
		(5) Bad	25	31	31	27
		(6) Very bad	33	31	26	22
		8-0 Missing data	3	1	1	2
T1 291 T2 251 T3 236 T4 221	Index*	HONESTY VALUE				
		Minimum # of items upon which index calculated	6 out of 7			
		# of cases upon which statistics are based	2461	2127	2037	1828
		Mean	4.32	4.33	4.29	4.22
		Standard deviation	.72	.71	.71	.67
		SOCIAL RESPONSIBILITY				
T1 292 T2 252 T3 237 T4 222	C9R B9R B9R B9R	Being careful of a borrowed book				
		(1) Very good	36	35	34	34
		(2) Good	38	40	43	41
		(3) Fairly good	20	20	21	21
		(4) Fairly bad	3	2	2	3
		(5) Bad	1	1	1	1
		(6) Very bad	1	—	0	—
		8-0 Missing data	1	2	—	1

*See Introduction to Tables

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VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Values (continued)				
		SOCIAL RESPONSIBILITY (continued)				
T1 293 T2 253 T3 238 T4 223	C25 B25 B25 B25	Borrowing money and not expecting to pay it back				
		(1) Very good	5	3	2	1
		(2) Good	7	4	3	3
		(3) Fairly good	8	5	4	4
		(4) Fairly bad	15	14	13	14
		(5) Bad	25	30	31	31
		(6) Very bad	38	44	47	46
		8-0 Missing data	2	2	1	2
T1 294 T2 254 T3 239 T4 224	C29 B29 B29 B29	Holding a reserve library book needed by another student				
		(1) Very good	4	3	2	1
		(2) Good	10	5	5	4
		(3) Fairly good	12	8	6	6
		(4) Fairly bad	34	39	44	43
		(5) Bad	26	31	31	30
		(6) Very bad	11	13	13	15
		8-0 Missing data	2	1	1	1
T1 295 T2 255 T3 240 T4 225	C41 B41 B41 B41	Charging bills without knowing how to pay them				
		(1) Very good	4	2	2	1
		(2) Good	6	4	3	3
		(3) Fairly good	8	5	5	4
		(4) Fairly bad	28	26	25	26
		(5) Bad	29	35	35	36
		(6) Very bad	22	27	29	29
		8-0 Missing data	3	2	1	2
T1 296 T2 256 T3 241 T4 226	Index*	SOC RESPONSIB VALUE				
		Minimum # of items upon which index calculated		4 out of 4		
		# of cases upon which statistics are based	2382	2078	2013	18(
		Mean	4.57	4.78	4.83	4.8
		Standard deviation	.92	.80	.75	.7
		RECIPROCITY				
T1 297 T2 257 T3 242 T4 227	C10R B10R B10R B10R	Doing a favor for someone who has done one for you				
		(1) Very good	45	49	45	39
		(2) Good	36	36	40	42
		(3) Fairly good	14	11	13	16
		(4) Fairly bad	3	1	1	2
		(5) Bad	1	1	—	—
		(6) Very bad	-	-	—	—
		8-0 Missing data	2	1	—	1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Values (continued)				
	RECIPROCITY (continued)				
VAR					
T1 298 C16R T2 258 B16R T3 243 B16R T4 228 B16R	Helping a person who has helped you				
	(1) Very good	44	51	47	43
	(2) Good	40	36	42	43
	(3) Fairly good	12	10	9	11
	(4) Fairly bad	2	1	1	1
	(5) Bad	1	—	1	—
	(6) Very bad	1	—	—	—
	8-0 Missing data	2	2	1	1
T1 299 C26R T2 259 B26R T3 244 B26R T4 229 B26R	Sticking up for someone who once stuck up for you				
	(1) Very good	25	24	21	18
	(2) Good	32	32	34	32
	(3) Fairly good	29	32	34	39
	(4) Fairly bad	7	7	7	7
	(5) Bad	3	3	3	2
	(6) Very bad	2	2	1	2
	8-0 Missing data	2	2	1	2
T1 300 C30R T2 260 B30R T3 245 B30R T4 230 B30R	Going out of your way to pay people back for being kind				
	(1) Very good	34	36	34	32
	(2) Good	37	40	43	42
	(3) Fairly good	20	19	19	21
	(4) Fairly bad	4	3	2	2
	(5) Bad	1	1	1	1
	(6) Very bad	1	—	—	—
	8-0 Missing data	2	2	1	1
T1 301 C36R T2 261 B36R T3 246 B36R T4 231 B36R	People paying their debts no matter what				
	(1) Very good	31	32	31	29
	(2) Good	35	37	40	39
	(3) Fairly good	26	24	24	27
	(4) Fairly bad	5	4	3	4
	(5) Bad	1	1	1	1
	(6) Very bad	1	—	—	—
	8-0 Missing data	3	2	1	1
T1 302 C42R T2 262 B42R T3 247 B42R T4 232 B42R	People returning favors you have done them				
	(1) Very good	28	26	23	19
	(2) Good	39	43	45	42
	(3) Fairly good	24	26	28	34
	(4) Fairly bad	3	2	2	3
	(5) Bad	2	1	1	1
	(6) Very bad	1	1	1	—
	8-0 Missing data	3	2	1	1

*See Introduction to Tables

VAR	Item Number	Item Content		Percentage Frequencies* T1	T2	T3
		PERSON				
		Values (continued)				
		RECIPROCITY (continued)				
T1 303 T2 263 T3 248 T4 233	C51R B51R B51R B51R	People helping you when you have helped them				
			(1) Very good	34	30	28
			(2) Good	40	46	45
			(3) Fairly good	20	22	24
			(4) Fairly bad	3	2	2
			(5) Bad	1	1	1
			(6) Very bad	1	—	—
			8-0 Missing data	3	1	—
T1 304 T2 264 T3 249 T4 234	Index*	RECIPROCITY VALUE				
		Minimum # of items upon which index calculated . .			6 out of 7	
		# of cases upon which statistics are based		2463	2137	2044 1
		Mean		4.99	5.04	5.02 4
		Standard deviation		.65	.58	.56
		SOCIAL SKILLS				
T1 305 T2 265 T3 250 T4 235	C2R B2R B2R B2R	Being able to get along with all kinds of people, whether or not they are worthwhile				
			(1) Very good	32	32	34
			(2) Good	34	37	43
			(3) Fairly good	26	26	19
			(4) Fairly bad	6	3	3
			(5) Bad	1	1	1
			(6) Very bad	-	—	—
			8-0 Missing data	1	1	—
T1 306 T2 266 T3 251 T4 236	C11R B11R B11R B11R	Being poised, gracious, and charming no matter where you are				
			(1) Very good	32	28	25
			(2) Good	35	40	41
			(3) Fairly good	26	26	29
			(4) Fairly bad	3	3	3
			(5) Bad	1	1	1
			(6) Very bad	1	—	—
			8-0 Missing data	1	1	1
T1 307 T2 267 T3 252 T4 237	C18R B18R B18R B18R	Being the person in the group who is most popular with the girls				
			(1) Very good	22	16	14
			(2) Good	27	30	27
			(3) Fairly good	41	46	52
			(4) Fairly bad	5	6	5
			(5) Bad	2	1	1
			(6) Very bad	1	—	1
			8-0 Missing data	2	1	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Values (continued)				
		SOCIAL SKILLS (continued)				
T1 308 T2 268 T3 253 T4 238	C27R B27R B27R B27R	Being well-mannered and behaving properly in social situations				
		(1) Very good	41	43	35	30
		(2) Good	37	39	44	42
		(3) Fairly good	18	15	18	24
		(4) Fairly bad	2	2	2	3
		(5) Bad	1	1	1	—
		(6) Very bad	-	—	—	—
		8-0 Missing data	1	1	1	1
T1 309 T2 269 T3 254 T4 239	C32R B32R B32R B32R	Dressing and acting in a way that is appropriate to the occasion				
		(1) Very good	35	33	27	2
		(2) Good	39	43	46	3
		(3) Fairly good	20	20	22	3
		(4) Fairly bad	3	2	3	
		(5) Bad	1	1	1	
		(6) Very bad	-	—	—	—
		8-0 Missing data	2	1	1	
T1 310 T2 270 T3 255 T4 240	C44R B44R B44R B44R	Being able to get people to cooperate with you				
		(1) Very good	29	28	26	2
		(2) Good	45	47	51	4
		(3) Fairly good	22	24	23	2
		(4) Fairly bad	1	1	1	
		(5) Bad	-	—	—	—
		(6) Very bad	-	—	—	—
		8-0 Missing data	2	1	—	
T1 311 T2 271 T3 256 T4 241	Index*	SOC SKILLS VALUE				
		Minimum # of items upon which index calculated . .		5 out of 6		
		# of cases upon which statistics are based	2475	2138	2046	182
		Mean	4.94	4.95	4.90	4.8
		Standard deviation	.60	.54	.53	.5

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*		
			PERSON	T1	T2	T3
			Values (continued)			
			ACADEMIC ACHIEVEMENT			
VAR						
T1	312	C3R	Studying constantly in order to become a well-educated person			
T2	272	B3R				
T3	257	B3R				
T4	242	B3R				
			(1) Very good	42	34	32
			(2) Good	29	32	35
			(3) Fairly good	21	24	24
			(4) Fairly bad	5	6	6
			(5) Bad	2	1	2
			(6) Very bad	1	1	—
			8-0 Missing data	2	1	1
T1	313	C19R	Working hard to achieve academic honors			
T2	273	B19R				
T3	258	B19R				
T4	243	B19R				
			(1) Very good	44	39	33
			(2) Good	34	37	42
			(3) Fairly good	14	19	21
			(4) Fairly bad	4	3	2
			(5) Bad	1	1	1
			(6) Very bad	1	—	—
			8-0 Missing data	2	1	1
T1	314	C37R	Striving to get the top grade-point average in the group			
T2	274	B37R				
T3	259	B37R				
T4	244	B37R				
			(1) Very good	36	29	•
			(2) Good	36	38	40
			(3) Fairly good	19	26	30
			(4) Fairly bad	5	4	5
			(5) Bad	1	1	1
			(6) Very bad	1	1	—
			8-0 Missing data	2	2	1
T1	315	C45R	Studying hard to get good grades in school			
T2	275	B45R				
T3	260	B45R				
T4	245	B45R				
			(1) Very good	44	38	29
			(2) Good	38	42	47
			(3) Fairly good	12	16	21
			(4) Fairly bad	2	2	3
			(5) Bad	1	1	—
			(6) Very bad	1	1	—
			8-0 Missing data	2	1	1

			ACAD ACHIEVE VALUE			
T1	316	Index*	Minimum # of items upon which index calculated		4 out of 4	
T2	276		# of cases upon which statistics are based	2398	2089	2009 1
T3	261		Mean	5.13	5.02	4.95 4
T4	246		Standard deviation	.76	.72	.71

*See Introduction to Tables

	VAR	Item Number	Item Content			Percentage Frequencies* T1	T2	T3	T4
			PERSON						
			Values (continued)						
			PHYSICAL DEVELOPMENT						
T1	317	C4R	Being good in some form of sport						
T2	277	B4R							
T3	262	B4R		(1)	Very good	36	34	29	20
T4	247	B4R		(2)	Good	37	37	40	36
				(3)	Fairly good	21	26	28	40
				(4)	Fairly bad	3	2	2	3
				(5)	Bad	1	1	1	1
				(6)	Very bad	-	—	—	—
				8-0	Missing data	2	1	1	1
T1	318	C12R	Developing physical strength and agility						
T2	278	B12R							
T3	263	B12R		(1)	Very good	38	37	32	23
T4	248	B12R		(2)	Good	38	40	40	42
				(3)	Fairly good	19	20	25	32
				(4)	Fairly bad	3	1	2	2
				(5)	Bad	1	1	—	—
				(6)	Very bad	-	—	—	—
				8-0	Missing data	2	1	1	1
T1	319	C20R	Taking good care of one's physical self, so that one is always healthy						
T2	279	B20R							
T3	264	B20R							
T4	249	B20R		(1)	Very good	48	52	47	39
				(2)	Good	35	34	38	42
				(3)	Fairly good	12	11	13	16
				(4)	Fairly bad	2	1	1	1
				(5)	Bad	1	—	—	—
				(6)	Very bad	-	—	—	—
				8-0	Missing data	2	1	1	1
T1	320	C33R	Developing an attractive body that others will admire						
T2	280	B33R							
T3	265	B33R							
T4	250	B33R		(1)	Very good	28	23	19	15
				(2)	Good	32	35	33	29
				(3)	Fairly good	32	36	41	48
				(4)	Fairly bad	4	3	4	5
				(5)	Bad	1	1	1	1
				(6)	Very bad	1	—	1	1
				8-0	Missing data	3	2	2	2
T1	321	C46R	Being graceful and well-coordinated in physical movements						
T2	281	B46R							
T3	266	B46R							
T4	251	B46R		(1)	Very good	34	32	27	22
				(2)	Good	38	41	43	40
				(3)	Fairly good	22	23	27	35
				(4)	Fairly bad	2	2	2	1
				(5)	Bad	1	1	—	—
				(6)	Very bad	-	—	—	—
				8-0	Missing data	2	2	1	2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	
		PERSON				
		Values (continued)				
		PHYSICAL DEVELOPMENT (continued)				
T1 322 T2 282 T3 267 T4 252	Index*	PHYS DEVELOP VALUE				
		Minimum # of items upon which index calculated . .		4 out of 5		
		# of cases upon which statistics are based	2468	2132	2042	18
		Mean	5.06	5.06	4.97	4.
		Standard deviation	.67	.63	.63	.
		RELIGIOUSNESS (Optional)				
T1 323 T2 283 T3 268 T4 253	C6R B6R B6R B6R	Being devout in one's religious faith				
		(1) Very good	34	33	34	
		(2) Good	25	29	30	
		(3) Fairly good	20	21	19	
		(4) Fairly bad	6	4	4	
		(5) Bad	3	2	2	
		(6) Very bad	2	1	1	
		8-0 Missing data	10	11	10	
T1 324 T2 284 T3 269 T4 254	C22R B22R B22R B22R	Always attending religious services regularly nad faithfully				
		(1) Very good	38	34	29	
		(2) Good	29	29	29	
		(3) Fairly good	19	24	26	
		(4) Fairly bad	4	3	3	
		(5) Bad	1	1	2	
		(6) Very bad	1	1	1	
		8-0 Missing data	7	9	10	
T1 325 T2 285 T3 270 T4 255	C35R B35R B35R B35R	Always living one's religion in his daily life				
		(1) Very good	29	27	27	
		(2) Good	25	27	28	
		(3) Fairly good	27	27	28	
		(4) Fairly bad	6	5	4	
		(5) Bad	2	1	1	
		(6) Very bad	1	1	1	
		8-0 Missing data	11	12	11	
T1 326 T2 286 T3 271 T4 256	C48R B48R B48R B48R	Encouraging others to attend services and lead religious lives				
		(1) Very good	28	24	22	
		(2) Good	26	24	25	
		(3) Fairly good	25	30	29	
		(4) Fairly bad	6	6	8	
		(5) Bad	2	3	3	
		(6) Very bad	2	2	3	
		8-0 Missing data	11	11	12	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3
		PERSON			
		Values (continued)			
		RELIGIOUSNESS (continued)			
T1 327 T2 287 T3 272 T4 257	Index*	RELIGIOUSNESS VALUE Minimum # of items upon which index calculated . .		4 out of 4	
		# of cases upon which statistics are based	2078	1803	1722 1
		Mean	4.86	4.85	4.81 4
		Standard deviation	.87	.86	.89
		SELF CONTROL			
T1 328 T2 288 T3 273 T4 258	C7R B7R B7R B7R	Always being patient with people			
		(1) Very good	30	33	32
		(2) Good	39	42	45
		(3) Fairly good	23	20	20
		(4) Fairly bad	4	3	2
		(5) Bad	1	—	1
		(6) Very bad	1	—	—
		8-0 Missing data	2	2	1
T1 329 T2 289 T3 274 T4 259	C14R B14R B14R B14R	Never losing one's temper, no matter what the reason			
		(1) Very good	25	23	19 1
		(2) Good	30	29	32 3
		(3) Fairly good	26	28	30 3
		(4) Fairly bad	11	12	12 1
		(5) Bad	3	5	5
		(6) Very bad	2	2	2
		8-0 Missing data	2	2	1
T1 330 T2 290 T3 275 T4 260	C23R B23R B23R B23R	Practicing self-control			
		(1) Very good	37	38	38 3
		(2) Good	38	42	42 4
		(3) Fairly good	19	16	16 1
		(4) Fairly bad	3	2	2 2
		(5) Bad	1	1	— —
		(6) Very bad	1	—	— —
		8-0 Missing data	2	2	2 2
T1 331 T2 291 T3 276 T4 261	C39R B39R B39R B39R	Replying to anger with gentleness			
		(1) Very good	25	27	25 24
		(2) Good	32	32	35 33
		(3) Fairly good	26	29	28 30
		(4) Fairly bad	9	7	8 7
		(5) Bad	3	3	2 2
		(6) Very bad	2	1	1 1
		8-0 Missing data	3	2	1 2

*See Introduction to Tables

	VAR	Item Number	Item Content			Percentage Frequencies* T1	T2	T3	T4
			PERSON						
			Values (continued)						
			SELF CONTROL (continued)						
T1	332	C49R	Not expressing anger, even when you have a reason for doing so						
T2	292	B49R							
T3	277	B49R							
T4	262	B49R		(1)	Very good	21	19	16	14
				(2)	Good	31	28	29	27
				(3)	Fairly good	30	32	33	33
				(4)	Fairly bad	11	13	15	17
				(5)	Bad	4	5	5	4
				(6)	Very bad	2	3	2	2
				8-0	Missing data	2	1	1	2
T1	333	Index*	**SELF CONTROL VALUE**						
T2	293		Minimum # of items upon which index calculated . .			4 out of 5			
T3	278		# of cases upon which statistics are based			2469	2133	2042	1836
T4	263		Mean			4.74	4.74	4.73	4.70
			Standard deviation			.79	.74	.72	.71
			INDEPENDENCE						
T1	334	C8	Conforming to the requirements of any situation and doing what is expected of me						
T2	294	B8							
T3	279	B8							
T4	264	B8		(1)	Very good	28	26	24	23
				(2)	Good	39	42	44	39
				(3)	Fairly good	24	25	25	27
				(4)	Fairly bad	5	4	5	7
				(5)	Bad	1	1	1	2
				(6)	Very bad	1	1	1	1
				8-0	Missing data	2	1	1	2
T1	335	C15	Working and living in harmony with other people						
T2	295	B15							
T3	280	B15							
T4	265	B15		(1)	Very good	36	40	42	41
				(2)	Good	37	39	40	38
				(3)	Fairly good	21	16	15	17
				(4)	Fairly bad	3	3	2	2
				(5)	Bad	1	1	1	1
				(6)	Very bad	-	—	—	—
				8-0	Missing data	2	2	1	1
T1	336	C24R	Being outspoken and frank in expressing one's likes and dislikes						
T2	296	B24R							
T3	281	B24R							
T4	266	B24R		(1)	Very good	18	18	17	16
				(2)	Good	30	30	30	33
				(3)	Fairly good	32	35	35	34
				(4)	Fairly bad	12	11	14	12
				(5)	Bad	4	3	3	2
				(6)	Very bad	2	2	1	1
				8-0	Missing data	2	2	1	2

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2	T3
	PERSON			
	Values (continued)			
	INDEPENDENCE (continued)			
VAR				
T1 337 C40R T2 297 B40R T3 282 B40R T4 267 B40R	Thinking and acting freely, without social restraints, and encouraging others to do likewise			
	(1) Very good	22	21	20
	(2) Good	33	32	33
	(3) Fairly good	27	29	29
	(4) Fairly bad	10	12	12
	(5) Bad	3	3	4
	(6) Very bad	2	1	1
	8-0 Missing data	3	2	1
T1 338 C50R T2 298 B50R T3 283 B50R T4 268 B50R	Being independent, original, non-conformist, different from other people			
	(1) Very good	19	18	17
	(2) Good	25	25	28
	(3) Fairly good	34	37	37
	(4) Fairly bad	14	13	12
	(5) Bad	4	4	4
	(6) Very bad	3	1	1
	8-0 Missing data	2	2	1
T1 339 Index* T2 299 T3 284 T4 269	INDEPENDENCE VALUE			
	Minimum # of items upon which index calculated	4 out of 5		
	# of cases upon which statistics are based	2468	2135	2041
	Mean	3.48	3.46	3.46
	Standard deviation	.51	.50	.52
	Church preference (Optional individual items)			
T1 340 D68 T2 300 D71 No T3 No T4 For complete code see appendix C, pages 590-91	What is your present church preference?			
	Roman Catholic, Eastern Orthodox	19	20	
	Methodist	14	14	
	Baptist	22	22	
	Lutheran	8	8	
	Presbyterian	7	7	
	Episcopal	2	2	
	Jewish	3	3	
	Other Protestant	8	4	
	Latter-Day Saints	1	1	
	Churches of Christ, Disciples of Christ, United Church of Christ	1	5	
	No preference	—	5	
	Agnostic	—	—	
	Atheist	—	—	
	0,98-99 Missing data	13	9	

*See Introduction to Tables

Item Number	VAR	Item Content	Percentage Frequencies* T1	T2	T3	T4
		Values (continued) PERSON				
		Church preference (continued)				
T1	341 D70	How often do you go to church?				
T2	301 D69					
	No T3					
T4	270 B69					
		(1) About once a week or more . . .	53	45		26
		(2) Once or twice a month	16	18		19
		(3) A few times a year	19	21		30
		(4) Never	5	10		16
		8-0 Missing data	7	6		9
T1	342 D71	How important is religion in your life?				
T2	302 D70					
	No T3					
T4	271 B70					
		(1) Very important to me	29	25		23
		(2) Pretty important to me	37	35		31
		(3) A little important to me . . .	22	27		24
		(4) Not important to me	6	7		12
		8-0 Missing data	7	6		10
		Political preference (individual item)				
T1	343 D65	(Optional) How would you describe your political				
T2	303 D68	preference				
T3	285 B80	(7) American Independent (AIP)				—
T4	272 B83	(8) Non-partisan; R votes for best qualified candidate				14
		(1) Strongly Republican	9	7		5
		(2) Mildly Republican	14	16		16
		(3) Mildly Democrat	22	24		
		(4) Strongly Democrat	15	10		
		(5) Other	4	6		6
		(6) Haven't thought about it . . .	25	26		20
		8-0 Missing data	11	11		7

T3 code was expanded and is as follows:

(1)	Strongly Republican	8
(2)	Mildly Republican	19
(3)	Mildly Democrat	22
(4)	Strongly Democrat	16
(5)	Other	5
(6)	Haven't thought about it	17
(7)	Unambiguously specified Amer. Independent Party	1
(8)	Neutral, votes for best man, independent . . .	8
0,9	Missing data	4

SOCIAL VALUES CLUSTER

This variable is a grand measure of the social values dimension as measured in six indexes presented above--KINDNESS, SOCIAL SKILLS, HONESTY, SELF CONTROL, SOCIAL RESPONSIBILITY, and RECIPROCITY. The value for this cluster is a mean of the means of the six ingredients.

T1	344 Cluster*	SOCIAL VALUES CLSTR				
T2	304	Minimum # of items upon which cluster calculated . .	5 out of 6			
T3	286	# of cases upon which statistics are based	2456	2123	2033	1820
T4	273	Mean	4.70	4.75	4.74	4.70
		Standard deviation	.56	.50	.48	.49

*See Introduction to Tables

VAR		Item Number	Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Attitudes: General				
			INTERNAL VS. EXTERNAL CONTROL (1st PERSON)				
T1	345	C66	(1) I have often found that what is going to happen will happen	42	41	39	37
T2	305	B53					
T3	287	B53	(2) Trusting to fate has never turned out as well for me as making a decision to take a definite course of action	56	58	61	62
T4	274	B53					
			8-0 Missing data	2	1	—	1
T1	346	C69R	(1) When I make plans, I am almost certain that I can make them work	47	51	56	61
T2	306	B56R					
T3	288	B56R	(2) It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune	51	48	43	38
T4	275	B56R					
			8-0 Missing data	2	1	—	2
T1	347	C70R	(1) In my case, getting what I want has little or nothing to do with luck	70	75	78	79
T2	307	B57R					
T3	289	B57R	(2) Many times we might just as well decide what to do by flipping a coin	28	24	22	20
T4	276	B57R					
			8-0 Missing data	2	1	—	2

*See Introduction to Tables

Items Number		Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Attitudes: General (continued)				
		INTERNAL VS. EXTERNAL CONTROL (1st PERSON) continued				
VAR						
T1 348	C74	(1) Many times I feel that I have little influence				
T2 308	B61	over the things that happen to me	46	42	41	38
T3 290	B61	(2) It is impossible for me to believe that chance or				
T4 271	B61	luck play an important role in my life	52	57	58	61
		8-0 Missing data	2	1	1	1
T1 349	C75R	(1) What happens to me is my own doing	67	72	73	77
T2 309	B62R	(2) Sometimes I feel that I don't have enough control				
T3 291	B62R	over the direction my life is taking	31	27	27	21
T4 278	B62R	8-0 Missing data	2	1	1	1
T1 350	Index*	INT CNTRL-1ST P-5 ITEM				
T2 310		Minimum # of items upon which index calculated . . .		4 out of 5		
T3 292		# of cases upon which statistics are based	2458	2136	2047	1833
T4 279		Mean	1.60	1.63	1.66	1.68
		Standard deviation	.24	.26	.26	.26
		INTERNAL VS. EXTERNAL CONTROL (3rd PERSON)				
T1 351	C65	(1) Without the right breaks one cannot be an				
T2 311	B52	effective leader	29	26	25	25
T3 293	B52	(2) Capable people who fail to become leaders have				
T4 280	B52	not taken advantage of their opportunities . . .	69	73	75	74
		8-0 Missing data	2	1	—	2
T1 352	C68R	(1) Becoming a success is a matter of hard work; luck				
T2 312	B55R	has little or nothing to do with it	75	79	77	74
T3 294	B55R	(2) Getting a good job depends mainly on being in the				
T4 281	B55R	right place at the right time	23	21	23	24
		8-0 Missing data	2	1	—	2
T1 353	C71	(1) Who gets to be the boss often depends on who was				
T2 313	B58	lucky enough to be in the right place first . . .	19	14	16	19
T3 295	B58	(2) Who gets to be boss depends on who has the skill				
T4 282	B58	and ability; luck has little or nothing to do				
		with it	79	80	84	79
		8-0 Missing data	2	1	—	2
T1 354	C72	(1) Without the right breaks, one cannot be an				
T2 314	B59	effective leader	22	16	18	17
T3 296	B59	(2) Getting people to do the right thing depends upon				
T4 283	B59	ability; luck has little or nothing to do with				
		it	76	83	82	81
		8-0 Missing data	2	1	—	

*See Introduction to Tables

	VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T
			PERSON				
			Attitudes: General (continued)				
			INTERNAL VS. EXTERNAL CONTROL (3rd PERSON) continued				
T1	355	C76	(1) Knowing the right people is important in deciding				
T2	315	B63	whether a person will get ahead	37	37	37	3
T3	297	B63	(2) People will get ahead in life if they have the				
T4	284	B63	good and do a good job; knowing the right people				
			has little to do with it	61	62	62	5
			8-0 Missing data	2	1	1	
T1	356	C77R	(1) Leadership positions tend to go to capable people				
T2	316	B64R	who deserve being chosen	70	75	73	7
T3	298	B64R	(2) It's hard to know why some people get leadership				
T4	285	B64R	positions and others don't; ability doesn't seem				
			to be the important factor	28	24	26	2
			8-0 Missing data	2	2	1	
T1	357	C78	(1) People who don't do well in life often work hard,				
T2	317	B65	but the breaks just don't come their way	45	40	41	44
T3	299	B65	(2) Some people just don't use the breaks that come				
T4	286	B65	their way. If they don't do well, it's their				
			own fault	52	59	59	55
			8-0 Missing data	2	2	—	2
T1	358	Index*	INT CNTRL-3RD P-7 ITEM				
T2	318		Minimum # of items upon which index calculated . . .	6 out of 7			
T3	300		# of cases upon which statistics are based	2456	2131	2046	182
T4	287		Mean	1.70	1.74	1.73	1.7
			Standard deviation	.24	.23	.25	.2
			INTERNAL VS. EXTERNAL CONTROL TOTAL				
			The items comprising this index are those found above in the 1ST and 3RD PERSON indexes.				
T1	359	Index*	TOT INT CNTRL-12 ITEM				
T2	319		Minimum # of items upon which index calculated . . .	10 out of 12			
T3	301		# of cases upon which statistics are based	2458	2132	2044	1832
T4	288		Mean	1.66	1.70	1.70	1.70
			Standard deviation	.19	.20	.21	.22

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*			
			PERSON	T1	T2	T3	T4
			Attitudes: General (continued)				
			Internal vs. external control (individual items)				
VAR							
T1	360	C73	(1) Sometimes I can't understand how teachers arrive at the grades they give	36	32	32	26
T2	320	B60					
T3	302	B60					
T4	289	B60	(2) There is a direct connection between how hard I study and the grades I get	63	67	67	73
			8-0 Missing data	2	1	—	2
T1	361	C67	(1) In the case of the well prepared student there is rarely if ever such a thing as an unfair test . .	70	69	69	67
T2	321	B54					
T3	303	B54					
T4	290	B54	(2) Many times exam questions tend to be so unrelated to course work that studying is really useless . .	28	30	31	32
			8-0 Missing data	2	1	—	2
			TRUST IN PEOPLE				
T1	362	C79R	(1) Most people can be trusted	43	46	46	51
T2	322	B66R					
T3	304	B66R	(2) You have to be very careful before trusting people	54	53	53	48
T4	291	B66R	8-0 Missing data	3	1	1	2
T1	363	C80R	(1) Most people try to be helpful	53	55	5	
T2	323	B67R	(2) Most people are just looking out for themselves .	45	43	48	4
T3	305	B67R	8-0 Missing data	3	1	1	2
T4	292	B67R					
T1	364	C81	(1) Most people would take advantage of you if they had a chance	46	43	46	45
T2	324	B68					
T3	306	B68					
T4	293	B68	(2) Most people try to be fair, even when they wouldn't have to be	52	56	53	53
			8-0 Missing data	2	1	1	1
T1	365	Index*	TRUST IN PEOPLE				
T2	325		Minimum # of items upon which index calculated . . .		3 out of 3		
T3	307		# of cases upon which statistics are based	2431	2123	2036	18
T4	294		Mean	1.51	1.53	1.51	1.5
			Standard deviation	.37	.39	.40	.4

*See Introduction to Tables

	VAR	Item Number	Item Content	Percentage Frequencies* T1	T4
			PERSON		
			Attitudes: General (continued)		
			FLEXIBILITY		
T1	366	A116	I am known as a hard and steady worker		
		No T2			
		No T3	(1) True	64	85
T4	295	A116	(2) False	35	14
			8-0 Missing data	1	1
T1	367	A119	I often wish people would be more definite about		
		No T2	things		
		No T3	(1) True	89	92
T4	296	A117	(2) False	10	6
			8-0 Missing data	1	1
T1	368	A123R	I often start things I never finish		
		No T2			
		No T3	(1) True	51	41
T4	297	A119	(2) False	48	58
			8-0 Missing data	1	2
T1	369	A127	I never make judgments about people until I'm sure of		
		No T2	the facts		
		No T3	(1) True	60	60
T4	298	A121	(2) False	39	38
			8-0 Missing data	1	2
T1	370	A131	A strong person will be able to make up his mind even		
		No T2	on the most difficult questions		
		No T3	(1) True	70	73
T4	299	A122	(2) False	29	26
			8-0 Missing data	1	2
T1	371	A135	For most questions there is just one right answer,		
		No T2	once a person is able to get all the facts		
		No T3	(1) True	76	58
T4	300	A123	(2) False	23	40
			8-0 Missing data	1	2
T1	372	A139	I like to have a place for everything and everything		
		No T2	in its place		
		No T3	(1) True	77	77
T4	301	A125	(2) False	22	21
			8-0 Missing data	1	2
T1	373	A143	It bothers me when something unexpected interrupts my		
		No T2	daily routine		
		No T3	(1) True	52	48
T4	362	A126	(2) False	47	51
			8-0 Missing data	1	2

*See Introduction to Tables

VAR	Item Number	Item Content		Percentage Frequencies* T1	T4
		PERSON			
		Attitudes : General (continued)			
		FLEXIBILITY (continued)			
T1 374	A147	Most of the arguments or quarrels I get into are over matters of principle			
	No T2				
	No T3				
T4 303	A127	(1)	True	63	63
		(2)	False	35	35
		8-0	Missing data	2	2
T1 375	A151	I don't like things to be uncertain and unpredictable			
	No T2				
	No T3	(1)	True	73	71
T4 304	A129	(2)	False	25	27
		8-0	Missing data	2	2
T1 376	A155	Once I have made my mind up I seldom change it			
	No T2				
	No T3	(1)	True	58	50
T4 305	A130	(2)	False	41	48
		8-0	Missing data	1	2
T1 377	A159	I think I am stricter about right and wrong than most people			
	No T2				
	No T3	(1)	True	44	52
T4 306	A132	(2)	False	55	46
		8-0	Missing data	2	2
T1 378	A163	I am in favor of a very strict enforcement of all laws, no matter what the consequences			
	No T2				
	No T3	(1)	True	50	46
T4 307	A134	(2)	False	49	53
		8-0	Missing data	2	2
T1 379	A167	I always see to it that my work is carefully planned and organized			
	No T2				
	No T3	(1)	True	45	54
T4 308	A137	(2)	False	53	45
		8-0	Missing data	2	1
T1 380	A171	The trouble with many people is that they don't take things seriously enough			
	No T2				
	No T3	(1)	True	81	75
T4 309	A140	(2)	False	18	24
		8-0	Missing data	1	1

*See Introduction to Tables

VAR	Item Number	Item Content	T1	T4
		PERSON		
		Attitudes: General (continued)		
		FLEXIBILITY (continued)		
T1 381	A175	I set a high standard for myself and I feel others should do the same		
	No T2			
	No T3			
T4 310	A143	(1) True	66	72
		(2) False	33	26
		8-0 Missing data	1	1
T1 382	A178	People who seem unsure and uncertain about things make me feel uncomfortable		
	No T2			
	No T3			
T4 311	A145	(1) True	61	62
		(2) False	38	37
		8-0 Missing data	1	1
T1 383	Index*	FLEXIBILITY		
		Minimum # of items for which index calculated		13 out of 17
T4 312		# of cases upon which statistics are based	2478	1828
		Mean	1.36	1.34
		Standard deviation	.17	.18

Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
	PERSON				
	Attitudes: Towards government/authority				
VAR	POLITICAL ALIENATION				
T1 384 C85R T2 326 B72R T3 308 B72R T4 313 B75R	Do you think the government wastes much of the money we pay in taxes				
	(1) Nearly all tax money is wasted . . .	5	4	4	5
	(2) A lot of tax money is wasted	25	34	42	51
	(3) Some tax money is wasted	40	43	39	35
	(4) A little tax money is wasted	23	17	13	7
	(5) No tax money is wasted	5	3	2	1
	8-0 Missing data	2	1	1	6
T1 385 C86 T2 327 B73 T3 304 B73 T4 314 B76	How much of the time do you think you can trust the government in Washington to do what is right				
	(1) Almost always	28	19	18	11
	(2) Often	44	47	48	42
	(3) Sometimes	23	29	28	37
	(4) Seldom	3	4	5	7
	(5) Never	1	—	1	1
	8-0 Missing data	2	1	—	1
T1 386 C87 T2 328 B74 T3 310 B74 T4 315 B77	Do you feel that the people running the government are smart people who usually know what they are doing				
	(1) They almost always know what they are doing	30	22	22	13
	(2) They usually know what they are doing	48	56	57	53
	(3) They sometimes know what they are doing	17	19	17	28
	(4) They seldom know what they are doing	3	3	3	4
	(5) They never know what they are doing	1	1	1	1
	8-0 Missing data	2	1	—	1
T1 387 Index* T2 329 T3 311 T4 316	POLITICAL ALIENATION				
	Minimum # of items upon which index calculated . . .	3 out of 3			
	# of cases upon which statistics are based	2457	2140	2042	1874
	Mean	2.33	2.48	2.53	2.74
	Standard deviation	.66	.62	.60	.61

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Attitudes: Towards government/authority (continued)				
		Political attitudes (individual items)				
T1 388 C82 T2 220 B69 T3 312 B69 T4 317 B72		Some people think about what's going on in government very often, and others are not that interested. How much of an interest do you take in government and current events				
		(1) A very great interest	14	16	16	19
		(2) A lot of interest	27	33	32	37
		(3) Some interest	44	42	43	35
		(4) Very little interest	12	8	8	6
		(5) No interest at all	1	1	1	1
		8-0 Missing data	2	1	1	1
T1 389 C83 T2 331 B70 T3 313 B70 T4 318 B73		Over the years, how much attention do you feel the government pays to what the people think when it decides what to do				
		(1) It pays very much attention to what people think	16	12	10	6
		(2) It pays a lot of attention to what people think	36	35	37	26
		(3) It pays some attention to what people think	35	41	39	45
		(4) It pays a little attention to what people think	10	11	13	20
		(5) It pays no attention to what people think	1	1	1	2
		8-0 Missing data	2	1	—	1
T1 390 C84 T2 332 B71 T3 314 B71 T4 319 B74		Do you think some of the people running the government are crooked or dishonest				
		(1) Most of them are crooked or dishonest	5	3	5	6
		(2) Quite a few are	18	18	22	26
		(3) Some are	48	53	55	56
		(4) Hardly any are	25	23	16	11
		(5) None at all are crooked or dishonest	4	2	1	1
		8-0 Missing data	2	1	1	1
T1 391 C88 T2 333 B75 T3 315 B75 T4 320 B78		Would you say the government is pretty much run for a few big interests looking out for themselves, or is it run for the benefit of all the people				
		(1) Nearly always run for a few big interests	9	6	5	7
		(2) Usually run for a few big interests	20	15	16	22
		(3) Run some for the big interests, some for the people	27	34	38	43
		(4) Usually run for the benefit of all the people	29	33	32	23
		(5) Nearly always for the benefit of all the people	13	11	8	5
		8-0 Missing data	2	1	1	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T3	T4
		PERSON		
		Attitudes: Towards government/authority (continued)		
		Political attitudes (individual items continued)		
	No T1 No T2	Do you believe that eighteen year olds should be allowed to vote		
T3 316 T4 321	B81 B84	(1) Yes	80	78
		(2) No	19	20
		8-0 Missing Data	1	2
	No T1 No T2	What <u>three</u> things about a person are most important in showing that he is a good citizen		
T3 317-322 T4 322-327	B82 B85	(a) He obeys the laws	77	72
		(b) He goes to church	15	11
		(c) He is proud of his country	68	62
		(d) He minds his own business	10	11
		(e) He doesn't think he is better than people of other races, nationalities, or religions	60	67
		(f) He votes in elections	38	44

Coding for above variables:
1. checked as important
0. Not checked
8-9. Missing data

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*		
	PERSON	T1	T2	T3
	Attitudes: Towards a job			
VAR	**PREFERENCE FOR "A JOB THAT PAYS OFF"**			
T1 392 C53R T2 334 C8R T3 323 C2R T4 328 C9R	A job that is steady, no chance of being laid of			
	(1) Very important	61	65	59
	(2) Pretty important	31	29	32
	(3) A little important	5	5	6
	(4) Not important	1	1	1
	8-0 Missing data	1	1	2
T1 393 C54R T2 335 C9R T3 324 C3R T4 329 C10R	A job where I can learn new things, learn new skills			
	(1) Very important	57	55	51
	(2) Pretty important	32	36	39
	(3) A little important	8	7	7
	(4) Not important	1	1	1
	8-0 Missing data	2	1	2
T1 394 C57R T2 336 C12R T3 325 C6R T4 330 C13R	A job with good chances for getting ahead			
	(1) Very important	67	64	61
	(2) Pretty important	25	28	31
	(3) A little important	5	6	4
	(4) Not important	1	1	1
	8-0 Missing data	2	2	3
T1 395 C60R T2 337 C15R T3 326 C9R T4 331 C16R	A job where the pay is good			
	(1) Very important	64	57	56
	(2) Pretty important	29	35	35
	(3) A little important	4	5	5
	(4) Not important	1	1	1
	8-0 Missing data	2	2	2
T1 396 C62R T2 338 C17R T3 327 C11R T4 332 C18R	A job that uses my skill and abilities--lets me do the things I can do best			
	(1) Very important	62	59	57
	(2) Pretty important	30	33	33
	(3) A little important	5	6	7
	(4) Not important	1	1	1
	8-0 Missing data	2	1	2
T1 397 C63R T2 339 C18R T3 328 C12R T3 333 C19R	A job that has nice friendly people to work with			
	(1) Very important	49	48	45
	(2) Pretty important	39	40	43
	(3) A little important	9	10	9
	(4) Not important	1	1	1
	8-0 Missing data	2	1	2

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Attitudes: Towards a job (continued)				
	PREFERENCE FOR "A JOB THAT PAYS OFF" (continued)				
VAR					
T1 398 Index*	JOB THAT PAYS OFF				
T2 340	Minimum # of items upon which index calculated . .		5 out of 6		
T3 329	# of cases upon which statistics are based	2479	2132	2011	1831
T4 334	Mean	3.52	3.51	3.48	3.47
	Standard deviation	.42	.41	.41	.43
	PREFERENCE FOR "A JOB THAT DOESN"T BUG ME"				
T1 399 C52R	A job where there's no one to boss me on the work				
T2 341 C7R					
T3 330 C1R	(1) Very important	16	14	12	15
T4 335 C8R	(2) Pretty important	42	36	40	43
	(3) A little important	27	33	34	31
	(4) Not important	14	16	12	10
	8-0 Missing data	1	1	2	1
T1 400 C55R	A job where I don't have to work too hard				
T2 342 C10R					
T3 331 C4R	(1) Very important	13	8	7	[illegible]
T4 336 C11R	(2) Pretty important	31	27	24	
	(3) A little important	36	41	44	[illegible]
	(4) Not important	18	23	23	21
	8-0 Missing data	2	1	2	2
T1 401 C56R	A clean job, where I don't get dirty				
T2 343 C11R					
T3 332 C5R	(1) Very important	16	12	10	11
T4 337 C12R	(2) Pretty important	28	25	24	24
	(3) A little important	30	34	36	37
	(4) Not important	25	29	28	26
	8-0 Missing data	2	1	2	2
T1 402 C58R	A job where I don't have to take a lot of responsibility				
T2 344 C13R					
T3 333 C7R	(1) Very important	12	7	6	8
T4 338 C14R	(2) Pretty important	29	21	20	17
	(3) A little important	35	37	40	37
	(4) Not important	23	33	33	40
	8-0 Missing data	2	1	2	2
T1 403 C59R	A job that leaves me a lot of free time to do what I want to do				
T2 345 C14R					
T3 334 C8R	(1) Very important	24	17	15	17
T4 339 C15R	(2) Pretty important	38	39	38	42
	(3) A little important	28	32	36	31
	(4) Not important	9	12	10	9
	8-0 Missing data	2	1	2	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Attitudes: Towards a job (continued)				
		PREFERENCE FOR "A JOB THAT DOESN'T BUG ME" (continued)				
T1 404	C61R	A job that my friends think a lot of--has class				
T2 346	C16R					
T3 335	C10R					
T4 340	C17R					
		(1) Very important	25	16	12	13
		(2) Pretty important	35	27	28	28
		(3) A little important	25	35	38	34
		(4) Not important	13	21	21	24
		8-0 Missing data	2	1	2	2
T1 405	C64R	A job that doesn't make me learn a lot of new things				
T2 347	C19R					
T3 336	C13R					
T4 341	C20R					
		(1) Very important	11	7	5	5
		(2) Pretty important	18	15	12	12
		(3) A little important	33	34	34	30
		(4) Not important	37	44	47	52
		8-0 Missing data	1	1	2	2
T1 406	Index*	JOB THAT DSN'T BUG ME				
T2 348						
T3 337						
T4 342						
		Minimum # of items upon which index calculated		6 out of 7		
		# of cases upon which statistics are based	2477	2140	2020	1831
		Mean	2.46	2.25	2.21	2.23
		Standard deviation	.62	.60	.55	.56

T1 407
T2 349
T3 338
T4 343

RELATIVE JOB AMBITION definition: This variable was constructed by taking the mean value of the index, JOB THAT PAYS OFF minus the mean value of the index, JOB THAT DSN'T BUG ME and adding the value of 4. Missing data out = 999.

	T1	T2	T3	T4
# of cases upon which statistics are based	2473	2130	2011	1827
Mean	5.06	5.26	5.27	5.24
Standard deviation	.70	.67	.67	.65

VAR	Item Number	Item Content	Percentage Frequencies* T2	T3	T4
		PERSON			
		Attitudes: Towards a job (continued)			
		Individual items			
	No T1	How important do you think the things you are learning			
T2 350	G20	in your job are going to be for your later life?			
T3 339	F25				
T4 344	H18	(1) Very important	8	7	8
		(2) Quite important	10	11	11
		(3) Fairly important	9	12	11
		(4) Slightly important	6	10	8
		(5) Not at all important	3	4	4
		8-0 Missing data	64	56	58
	No T1	Having a job like this makes me feel more like an			
	No T2	adult			
T3 340	F26				
T4 345	H19	(1) Very true		16	17
		(2) Somewhat true		24	20
		(3) Not at all true		5	4
		8-0 Missing data		56	58
	No T1	My job gets in the way of other things I enjoy			
	No T2				
T3 341	F27	(1) Very true		8	7
T4 346	H20	(2) Somewhat true		29	25
		(3) Not at all true		8	
		8-0 Missing data		56	4

VAR	Item Number	Item Content	Percentage Frequencies* T3	T
		PERSON		
		Attitudes: Towards a job (continued)		
		Individual Items (continued)		
	No T1 No T2	What I have learned in high school helps me do better on my job		
T3 342	F26			
T4 347	H21	(1) Very true	9	
		(2) Somewhat true	20	2
		(3) Not at all true	15	1
		8-0 Missing data	56	5
	No T1 No T2	Having this job gives me higher status among my friends		
T3 343	F29			
T4 348	H22	(1) Very true	7	
		(2) Somewhat true	22	1
		(3) Not at all true	15	1
		8-0 Missing data	56	5
	No T1 No T2	My job interferes with my school work and studying		
T3 344	F30			
	No T4	(1) Very true	4	
		(2) Somewhat true	19	
		(3) Not at all true	22	
		0,9 Missing data	56	
	No T1 No T2	I could do my present job just as well without any high school education		
T3 345	F31			
T4 349	H23	(1) Very true	19	1
		(2) Somewhat true	15	1
		(3) Not at all true	11	1
		8-0 Missing data	56	5
	No T1 No T2	My job gives me a good chance to use my skills and abilities		
T3 346	F32			
	No T4	(1) Very true	10	
		(2) Somewhat true	22	
		(3) Not at all true	13	
		0,9 Missing data	56	
	No T1 No T2	My job gives me a good chance to learn new things and improve myself		
T3 347	F33			
T4 350	H24	(1) Very true	15	18
		(2) Somewhat true	22	17
		(3) Not at all true	8	7
		8-0 Missing data	56	58

*See Introduction to Tables

	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Attitudes : Towards school		
		IDEAL CONTROL WITH PRINCIPAL		
VAR				
T1 408	B4a	Ideally, how much say or influence do you feel the		
T2 351	F5a	principal should have on how your school is run		
	No T3			
	No T4	(1) Little or no influence	4	4
		(2) Some influence	5	6
		(3) Moderate influence	12	15
		(4) Considerable influence	28	30
		(5) A great deal of influence	50	40
		0,9 Missing data	1	6
T1 409	B5a	Ideally, how much say or influence do you feel the		
T2 352	F6a	principal should have in making up and carrying out		
	No T3	rules about student conduct		
	No T4			
		(1) Little or no influence	4	3
		(2) Some influence	6	5
		(3) Moderate influence	13	15
		(4) Considerable influence	27	28
		(5) A great deal of influence	49	42
		0,9 Missing data	1	7
T1 410	B6a	Ideally, how much say or influence do you feel the		
T2 353	F7a	principal should have over student clubs and social		
	No T3	events at your school		
	No T4			
		(1) Little or no influence	11	8
		(2) Some influence	13	13
		(3) Moderate influence	26	26
		(4) Considerable influence	25	24
		(5) A great deal of influence	24	21
		0,9 Missing data	1	7
T1 411	Index*	IDEAL CONT PRINCIPAL		
T2 354		Minimum # of items for which index was calculated:	3 out of 3	
		# of cases upon which statistics are based . .	2475	1995
		Mean	3.88	3.84
		Standard deviation	.97	.97

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Attitudes: Towards school (continued)		
		IDEAL CONTROL WITH TEACHERS		
VAR				
T1 412 T2 355	B4b F5b	Ideally, how much say or influence do you feel the teachers should have on how your school is run		
	No T3 No T4	(1) Little or no influence	4	2
		(2) Some influence	9	9
		(3) Moderate influence	26	27
		(4) Considerable influence	38	39
		(5) A great deal of influence	22	16
		0,9 Missing data	1	8
T1 413 T2 356	B5b F6b	Ideally, how much say or influence do you feel the teachers should have in making up and carrying out rules about student conduct		
	No T3 No T4	(1) Little or no influence	4	3
		(2) Some influence	8	8
		(3) Moderate influence	23	25
		(4) Considerable influence	34	34
		(5) A great deal of influence	30	24
		0,9 Missing data	1	7
T1 414 T2 357	B6b F7b	Ideally, how much say or influence do you feel the teachers should have over student clubs and social events at your school		
	No T3 No T4	(1) Little or no influence	10	7
		(2) Some influence	15	15
		(3) Moderate influence	31	30
		(4) Considerable influence	27	27
		(5) A great deal of influence	16	14
		0,9 Missing data	1	7

T1 415 T2 358	Index*	IDEAL CONT TEACHERS		
		Minimum # of items for which index calculated . .		3 out of 3
		# of cases upon which statistics are based . . .	2470	1984
		Mean	3.58	3.54
		Standard deviation	.90	.88

*See Introduction to Tables

VAR	Item Number	Item Content	T1	T2
		PERSON	Percentage Frequencies*	
		Attitudes: Towards school (continued)		
		IDEAL CONTROL WITH STUDENTS		
T1 416 T2 359	B4c F5c No T3 No T4	Ideally, how much say or influence do you feel the students should have on how your school is run		
		(1) Little or no influence	4	3
		(2) Some influence	12	12
		(3) Moderate influence	31	32
		(4) Considerable influence	28	29
		(5) A great deal of influence	24	17
		0,9 Missing data	1	7
T1 417 T2 360	B5c F6c No T3 No T4	Ideally, how much say or influence do you feel the students should have in making up and carrying out rules about student conduct		
		(1) Little or no influence	6	5
		(2) Some influence	13	12
		(3) Moderate influence	27	30
		(4) Considerable influence	26	26
		(5) A great deal of influence	27	20
		0,9 Missing data	1	8
T1 418 T2 361	B6c F7c No T3 No T4	Ideally, how much say or influence do you feel the students should have over student clubs and social events at your school		
		(1) Little or no influence	2	2
		(2) Some influence	6	7
		(3) Moderate influence	15	15
		(4) Considerable influence	30	31
		(5) A great deal of influence	47	38
		0,9 Missing data	1	7
T1 419 T2 362	Index*	IDEAL CONT STUDENTS		
		Minimum # of items for which index calculated . .		3 out of 3
		# of cases upon which statistics are based . . .	2474	1984
		Mean	3.76	3.66
		Standard deviation	.88	.88

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Attitudes: Towards school (continued)		
		IDEAL CONTROL WITH PARENTS		
VAR				
T1 420 T2 363	B4d F5d	Ideally, how much say or influence do you feel parents should have on how your school is run		
	No T3 No T4	(1) Little or no influence	11	10
		(2) Some influence	21	22
		(3) Moderate influence	27	29
		(4) Considerable influence	24	19
		(5) A great deal of influence	16	12
		0,9 Missing data	1	8
T1 421 T2 364	B5d F6d	Ideally, how much say or influence do you feel parents should have in making up and carrying out rules about student conduct		
	No T3 No T4	(1) Little or no influence	14	12
		(2) Some influence	21	23
		(3) Moderate influence	26	25
		(4) Considerable influence	22	19
		(5) A great deal of influence	17	14
		0,9 Missing data	1	8
T1 422 T2 365	B6d F7d	Ideally, how much say or influence do you feel parents should have over student clubs and social events at your school		
	No T3 No T4	(1) Little or no influence	19	17
		(2) Some influence	22	23
		(3) Moderate influence	27	27
		(4) Considerable influence	19	16
		(5) A great deal of influence	12	10
		0,9 Missing data	1	7
T1 423 T2 366	Index*	IDEAL CONT PARENTS Minimum # of items for which index calculated . .		3 out of 3
		# of cases upon which statistics are based . . .	2472	1979
		Mean	3.01	2.92
		Standard deviation	1.07	1.06
		IDEAL CONTROL "HOW SCHOOL IS RUN"		
		This index includes Time 1 items B4(a-d) and Time 2 items F5(a-d). This variable was not measured at Time 3.		
T1 424 T2 367	Index*	IDEAL CONT HW SCH RUN Minimum # of items for which index calculated . .		4 out of 4
		# of cases upon which statistics are based . . .	2479	1985
		Mean	3.63	3.54
		Standard deviation	.76	.74

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*	
	PERSON	T1	T2

Attitudes : Towards school (continued)

IDEAL CONTROL "RULES ABOUT STUDENT CONDUCT"

This index includes Time 1 items B5(a-d) and Time 2 items (F6(a-d) above. This variable was not measured at Time 3.

VAR

T1 425 Index*
T2 368

ID CONT RULES STDNT CNDT

Minimum # of items for which index calculated . .		4 out of 4
# of cases upon which statistics are based . . .	2472	1983
Mean	3.64	3.57
Standard deviation	.77	.77

IDEAL CONTROL "STUDENT CLUBS AND SOCIAL EVENTS"

This index includes Time 1 items B6(a-d) and Time 2 items F7(a-d) above. This variable was not measured at Time 3.

T1 426 Index*
T2 369

ID CONT STDNT CLUBS ETC

Minimum # of items for which index calculated . .		4 out of 4
# of cases upon which statistics are based . . .	2476	1987
Mean	3.40	3.37
Standard deviation	.79	.78

MEAN TOTAL IDEAL CONTROL

This index includes Time 1 items B4(a-d), B5(a-d), B6(a-d) and Time 2 items F5(a-d), F6(a-d), and F7(a-d). This variable was not measured at Time 3.

T1 427 Index*
T2 370

MEAN TOTAL IDEAL CONTROL

Minimum # of items for which index calculated . .		10 out of 12
# of cases upon which statistics are based . . .	2478	1992
Mean	3.56	3.49
Standard deviation	.68	.69

*See Introduction to Tables

VAR	Item Number	Item Content	PERSON	T1	T2
		Attitudes: Towards school (continued)			
T1 428 T2 371	B7 F8 No T3 No T4	Suppose your school were run just the way you would like it to be ideally -- do you think your teachers would like it much:			
			(1) They would like it much better than the way things are now	9	8
			(2) A little better	17	20
			(3) About the same	25	28
			(4) A little less	26	26
			(5) They would like it much less than the way things are now	23	12
			0,9 Missing data	1	6
T2 372	No T1 F13 No T3 No T4	In comparison with other high schools, what kind of a reputation does your high school have			
			(1) A poor reputation		6
			(2) A fair reputation		17
			(3) A good reputation		30
			(4) A very good reputation		29
			(5) An excellent reputation		12
			0,9 Missing data		6
T2 373	No T1 F14 No T3 No T4	How much competition for grades is there among students at your school			
			(1) None		2
			(2) A little		10
			(3) Some		29
			(4) Quite a bit		42
			(5) A great deal		11
			0,9 Missing data		6
T2 374	No T1 F15 No T3 No T4	How important is it in your school to be on the honor roll			
			(1) Not at all important		5
			(2) A little important		18
			(3) Somewhat important		38
			(4) Quite important		25
			(5) Very important		8
			0,9 Missing data		6
T2 375	No T1 F16 No T3 No T4	How do you think most of the students in your classes would feel if you cheated on a test			
			(1) They would like it very much		2
			(2) They would like it		4
			(3) They would not care		53
			(4) They would dislike it		28
			(5) They would dislike it very much		8
			0,9 Missing data		6

*See Introduction to Tables

Variable Numbers					Page
T1	T2	T3	T4		
x	947	x	x	Total number of people R has mentioned	302
x	948	x	x	Any school adult that cares about R's education - first mention	303
x	949	x	x	Any school adult that cares about R's education - second mention	
x	950	x	x	How much does R like counselors at school	
x	951	x	x	Why doesn't R like counselors at school	
x	952	x	x	Does R trust counselors to keep things confidential	304
x	953	x	x	Has R seen a counselor for any reason this year	
x	954	x	x	How often has R seen counselor because required to go	
x	955	x	x	How often has R seen counselor because of counselors request	
x	956	x	x	....because school official made R go	305
x	957	x	x	....because R chose to go	
x	958	x	x	....because of other reasons	
x	959	556	x	Total number of times R has seen counselor	
x	[illegible]	557	x	Would R have preferred to see counselor more or less	306
x	960	x	x	Total amount of time R has spent with counselor	
x	x	558	x	How helpful to R have sessions with counselor been	
x	961	559	x	Time spent choosing courses	307
x	962	x	x	How helpful was this to R (time spent choosing courses)	308
x	963	560	x	Would R have preferred more/less this type of counseling	
x	964	561	x	Time spent discussing course work problems	309
x	965	x	x	How helpful was this to R (time spent discussing schoolwork)	
x	966	562	x	Would R have preferred more/less this type of counseling	
x	967	563	x	Time spent because of R's getting into trouble	310
x	968	x	x	How helpful was this to R (time spent because of trouble)	
x	969	564	x	Would R have preferred more/less this type of counseling	311
x	970	565	x	Time spent discussing military plans	
x	971	x	x	How helpful was this to R (time spent discussing military)	
x	972	566	x	Would R have preferred more/less this type of counseling	312
x	973	567	x	How much time spent on discussing R's future education	
x	974	x	x	How helpful was this to R (time spent discussing education)	313
x	975	568	x	Would R have preferred more/less this type of counseling	
x	976	569	x	Time spent discussing R's career or job choice	
x	977	x	x	How helpful was this to R (time spent discussing career)	314
x	978	570	x	Would R have preferred more/less this type of counseling	
x	979	571	x	Time spent discussing R's personal problems	
x	980	x	x	How helpful was this to R (time spent discussing personal problems)	315
x	981	572	x	Would R have preferred more/less this type of counseling	
x	x	573	x	Time spent on preparing for R's future job	
x	x	574	x	Would R have preferred more/less this type of counseling	
x	982	x	x	Would R feel comfortable discussing personal problem with counselor	316
x	983	x	x	Would R feel comfortable discussing future plans with counselor	

Variable Numbers					Page
T1	T2	T3	T4		
				Parental Characteristics	
933	984	x	522	Are both of R's natural parents living	317
x	985	x	523	(Father dead) When did R's father die	
x	986	x	524	(Both parents dead) When did R's father die	
x	987	x	525	(Both parents dead) When did R's mother die	
x	988	x	526	(Mother dead) When did R's mother die	
934	989	x	x	Does R live with own mother and father	
935	990	x	x	Are R's parents divorced or separated.	318
x	991	x	x	When did divorce/separation occur	
936	992	x	x	With whom does R live now	
x	993	x	x	How long has R lived with step-parents	319
937	x	x	x	Father's birthplace	
938	x	x	x	Mother's birthplace	
x	994	x	x	Broken home index	
939	x	x	x	Father's education	320
940	x	x	x	Mother's education	
x	x	x	527	How far did R's father go in his schooling	
x	x	x	528	Did R's father have other schooling	
x	x	x	529	How far did R's mother go in her schooling	
x	x	x	530	Did R's mother have other schooling	
x	995	x	x	Stepfather's occupation, ISR code.	321
941	996	x	x	Father's occupation, ISR code	
942	997	x	x	Mother's occupation, ISR code	
x	998	x	x	Stepfather's occupation, Duncan ranking.	322
x	999	x	x	Father's occupation, Duncan ranking	
x	1000	x	x	Stepfather's occupation, Duncan ranking	
x	1001	x	x	Has stepfather changed jobs since Time 1	325
x	1002	x	531	Has father changed jobs since Time 1	
x	1003	x	x	Has mother changed jobs since Time 1	
x	1004	x	x	Was R's stepfather unemployed	
x	1005	x	532	Was R's father unemployed	
x	1006	x	x	Was R's mother unemployed	
x	1007	x	x	Effect of stepfather's unemployment on R's family	
x	1008	x	533	Effect of father's unemployment on R's family	
x	x	x	534	Effect of father's unemployment - second mention	
x	1009	x	x	Effect of mother's unemployment on R's family	
x	1010	x	x	Why did R's stepfather change jobs	326
x	1011	x	535	Why did R's father change jobs	
x	1012	x	x	Why did R's mother change jobs	
x	x	x	536	When did father change jobs	
x	x	x	537	Length of father's unemployment	
				Sibling Characteristics	
943	1013	x	x	Does R have any brothers	327
944	1014	x	x	Does R have any sisters	
945	1015	x	x	Number of brothers R has	
946	1016	x	x	Number of sisters R has	
x	1017	x	538	Total number of siblings	

Variable Numbers					Page
T1	T2	T3	T4		
947	x	x	x	First brother's age	328
948	x	x	x	Second brother's age	
949	x	x	x	Third brother's age	
950	x	x	x	Fourth brother's age	
951	x	x	x	Fifth brother's age	
952	x	x	x	Sixth brother's age	
953	x	x	x	First sister's age	
954	x	x	x	Second sister's age	
955	x	x	x	Third sister's age	
956	x	x	x	Fourth sister's age	
957	x	x	x	Fifth sister's age	
958	x	x	x	Sixth sister's age	
959	x	x	x	Does first brother live at home	
960	x	x	x	Does second brother live at home	
961	x	x	x	Does third brother live at home	
962	x	x	x	Does fourth brother live at home	
963	x	x	x	Does fifth brother live at home	
964	x	x	x	Does sixth brother live at home	
965	x	x	x	Does first sister live at home	
966	x	x	x	Does second sister live at home	
967	x	x	x	Does third sister live at home	
968	x	x	x	Does fourth sister live at home	
969	x	x	x	Does fifth sister live at home	
970	x	x	x	Does sixth sister live at home	
971	x	x	x	What grade is first brother in	
972	x	x	x	What grade is second brother in	
973	x	x	x	What grade is third brother in	
974	x	x	x	What grade is fourth brother in	
975	x	x	x	What grade is fifth brother in	
976	x	x	x	What grade is sixth brother in	
977	x	x	x	What grade is first sister in	
978	x	x	x	What grade is second sister in	
979	x	x	x	What grade is third sister in	
980	x	x	x	What grade is fourth sister in	
981	x	x	x	What grade is fifth sister in	
982	x	x	x	What grade is sixth sister in	
983	x	x	x	Did first brother dropout or graduate	
984	x	x	x	Did second brother dropout or graduate	
985	x	x	x	Did third brother dropout or graduate	
986	x	x	x	Did fourth brother dropout or graduate	
987	x	x	x	Did fifth brother dropout or graduate	
988	x	x	x	Did sixth brother dropout or graduate	
989	x	x	x	Did first sister dropout or graduate	
990	x	x	x	Did second sister dropout or graduate	
991	x	x	x	Did third sister dropout or graduate	
992	x	x	x	Did fourth sister dropout or graduate	
993	x	x	x	Did fifth sister dropout or graduate	
994	x	x	x	Did sixth sister dropout or graduate	

Variable Numbers					Page
T1	T2	T3	T4		
995	x	x	x	Did first brother have any further schooling	329
996	x	x	x	Did second brother have any further schooling	
997	x	x	x	Did third brother have any further schooling	
998	x	x	x	Did fourth brother have any further schooling	
999	x	x	x	Did first sister have any further schooling	
1000	x	x	x	Did second sister have any further schooling	
1001	x	x	x	Did third sister have any further schooling	
1002	x	x	x	Did fourth sister have any further schooling	
1003	x	x	x	Occupation of first brother	
1004	x	x	x	Occupation of second brother	
1005	x	x	x	Occupation of third brother	
1006	x	x	x	Occupation of fourth brother	
x	1018	x	x	Have any of R's brothers dropped out of school	
x	1019	x	x	Have any of R's sisters dropped out of school	
x	1020	x	x	How many of R's brothers have dropped out of school	
x	1021	x	x	How many of R's sisters have dropped out of school	
				Additional People in the Home	
1011	x	x	x	Are there any additional people living in R's home . . .	330
1012	x	x	x	Number of additional people living in R's home	
1013	x	x	x	Relationship of first additional person to R	
1014	x	x	x	Relationship of second addtional person to R	
1015	x	x	x	Sex of first additional person	
1016	x	x	x	Sex of second additional person	
1017	x	x	x	Age of first additional person	
1018	x	x	x	Age of second additional person	
1019	x	x	x	How long has first person lived with R's family.	331
1020	x	x	x	How long has second person lived with R's family	
				Socioeconomic Level	
1021	x	x	x	Socioeconomic level - Index.	332
x	1022	x	539	Has R's family's standard of living been stable.	333
				Interpersonal Influence	
1022	x	x	x	How would father feel if R dropped out of school	334
1023	x	x	x	How would mother feel if R dropped out of school	
1024	x	x	x	How would brothers feel if R dropped out of school	
1025	x	x	x	How would sisters feel if R dropped out of school	
1026	x	x	x	How would teachers feel if R dropped out of school	
1027	x	x	x	How would friends feel if R dropped out of school	
1028	x	x	x	How would relatives feel if R dropped out of school	
1029	x	x	x	How would others feel if R dropped out of school	
1030	x	x	x	How would father feel if R got bad grades	
1031	x	x	x	How would mother feel if R got bad grades	
1032	x	x	x	How would brothers feel if R got bad grades	
1033	x	x	x	How would sisters feel if R got bad grades	
1034	x	x	x	How would teachers feel if R got bad grades	
1035	x	x	x	How would friends feel if R got bad grades	
1036	x	x	x	How would relatives feel if R got bad grades	

	Item Number	Item Content	Percentage Frequencies*
		PERSON	T2
		Attitudes: Towards school (continued)	
VAR			
	No T1	How do you think most of the students in your classes	
T2 376	F17	would feel if you were rude to your teachers	
	No T3		
	No T4	(1) They would like it very much	3
		(2) They would like it	9
		(3) They would not care	42
		(4) They would dislike it	35
		(5) They would dislike it very much	5
		0,9 Missing data	6
	No T1	How do you think most of the students in your classes	
T2 377	F18	would feel if you goofed off in class so that others	
	No T3	couldn't work	
	No T4		
		(1) They would like it very much	2
		(2) They would like it	7
		(3) They would not care	26
		(4) They would dislike it	49
		(5) They would dislike it very much	10
		0,9 Missing data	6
	No T1	How do you think most of the students in your classes	
T2 378	F19	would feel if you copied assignments from other	
	No T3	students	
	No T4		
		(1) They would like it very much	1
		(2) They would like it	3
		(3) They would not care	63
		(4) They would dislike it	44
		(5) They would dislike it very much	3
		0,9 Missing data	6
	No T1	How do you think most of the students in your classes	
T2 379	F20	would feel if you intentionally did things to make	
	No T3	your teachers angry	
	No T4		
		(1) They would like it very much	3
		(2) They would like it	11
		(3) They would not care	33
		(4) They would dislike it	41
		(5) They would dislike it very much	6
		0,9 Missing data	6
	No T1	How important is each of the following for being	
T2 380	F21	looked up to or having high status in your school	
	No T3		
	No T4	A. Coming from the right family	
		(1) No importance	15
		(2) Little importance	23
		(3) Moderate importance	32
		(4) Great importance	12
		(5) Very great importance	11
		0,9 Missing data	6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T2	T3
	PERSON		
VAR	Attitudes: Towards school (continued)		
	No T1 B. Being a leader in student activities		
T2 381	F21 Continued		
	No T3 (1) No importance	3	
	No T4 (2) Little importance	10	
	(3) Moderate importance	29	
	(4) Great importance	35	
	(5) Very great importance	16	
	0,9 Missing data	7	
T2 382	C. Having a nice car		
	(1) No importance	10	
	(2) Little importance	24	
	(3) Moderate importance	34	
	(4) Great importance	17	
	(5) Very great importance	7	
	0,9 Missing data	7	
T2 383	D. Getting high grades		
	(1) No importance	3	
	(2) Little importance	10	
	(3) Moderate importance	34	
	(4) Great importance	31	
	(5) Very great importance	16	
	0,9 Missing data	7	
T2 384	E. Being a good athlete		
	(1) No importance	2	
	(2) Little importance	6	
	(3) Moderate importance	26	
	(4) Great importance	37	
	(5) Very great importance	22	
	0,9 Missing data	7	
T2 385	F. Knowing a lot about intellectual matters		
	(1) No importance	4	
	(2) Little importance	16	
	(3) Moderate importance	40	
	(4) Great importance	23	
	(5) Very great importance	10	
	0,9 Missing data	7	
	No T1 My school work gives me a good chance to use my		
	No T2 skills and abilities		
T3 348	H8		
	No T4 (1) Very true		18
	(2) Somewhat true		59
	(3) Not at all true		11
	0,9 Missing data		12

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T2	T3	T4
		PERSON			
		Attitudes: Towards school (continued)			
	No T1	My school work gives me a good chance to learn			
	No T2	new things and improve myself			
T3 349	H9				
	No T4	(1) Very true		34	
		(2) Somewhat true		48	
		(3) Not at all true		6	
		0,9 Missing data		12	
	No T1	Planning to go to college is important for being			
	No T2	looked up to by other students in my school			
T3 350	H10				
	No T4	(1) Very true		21	
		(2) Somewhat true		42	
		(3) Not at all true		25	
		0,9 Missing data		12	
	No T1	How important do you think the things you are			
T2 386	P53	learning in school are going to be for your later			
T3 351	H6	life			
T4 351	I15				
		(1) Very important	30	27	17
		(2) Quite important	34	31	19
		(3) Fairly important	22	22	10
		(4) Slightly important	7	7	4
		(5) Not at all important	1	1	—
		8-0 Missing data	7	12	1

T4 - Asked of those who have been primarily a student since January or February 1970 and who plan to be a student again in the fall

*See Introduction to Tables

Q-82

VAR	Item Number	Item Content	Percentage Frequencies* T2	T3
		PERSON		
		Plans -- Short Range -- Next Few Years		
	No T1	**Complete high school**		
T2 387	C1			
T3 352	2A8			
		(1) I definitely will	88	87
		(2) I probably will	8	5
		(3) I probably will not	2	2
		(4) I definitely will not	1	2
		0,9 Missing data	1	4
	No T1	**Receive on-the-job training**		
T2 388	C2			
T3 353	2A9			
		(1) I definitely will	12	15
		(2) I probably will	43	38
		(3) I probably will not	36	28
		(4) I definitely will not	7	15
		0,9 Missing data	2	5
	No T1	**Receive job training in the military service**		
T2 389	C3			
T3 354	2A10			
		(1) I definitely will	10	11
		(2) I probably will	37	27
		(3) I probably will not	41	35
		(4) I definitely will not	10	23
		0,9 Missing data	2	5
	No T1	**Attend technical or vocational school**		
T2 390	C4			
T3 355	2A11			
		(1) I definitely will	11	12
		(2) I probably will	23	16
		(3) I probably will not	44	34
		(4) I definitely will not	20	33
		0,9 Missing data	2	5
	No T1	**Attend college**		
T2 391	C5			
T3 356	2A12			
		(1) I definitely will	37	47
		(2) I probably will	31	19
		(3) I probably will not	18	15
		(4) I definitely will not	12	15
		0,9 Missing data	1	3
	No T1	**Attend graduate or professional school <u>after college</u>**		
T2 392	C6			
T3 357	2A13			
		(1) I definitely will	9	10
		(2) I probably will	27	25
		(3) I probably will not	42	37
		(4) I definitely will not	21	24
		0,9 Missing data	1	4

These same questions were asked at T4. However, as the coding differs they have been included in Appendix B, on pages 592-593.

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	PERSON		
	Plans — short range		
	PROBABILITY OF DROPPING OUT		
VAR			
T1 429 B58R T2 393 F81R No T3 No T4	If I had a lot of trouble learning what they were trying to teach me		
	(1) I would probably quit	6	6
	(2) I might quit	38	38
	(3) I am sure I would stay	55	50
	0,9 Missing data	1	6
T1 430 B59R T2 394 F82R No T3 No T4	If the classes were really dull and boring		
	(1) I would probably quit	8	4
	(2) I might quit	38	38
	(3) I am sure I would stay	53	52
	0,9 Missing data	1	6
T1 431 B60R T2 395 F83R No T3 No T4	If they tried to boss me around too much and tell me what to do		
	(1) I would probably quit	13	10
	(2) I might quit	37	35
	(3) I am sure I would stay	49	48
	0,9 Missing data	1	7
T1 432 B61R T2 396 F84R No T3 No T4	If I weren't learning anything (new)		
	(1) I would probably quit	13	9
	(2) I might quit	37	35
	(3) I am sure I would stay	49	49
	0,9 Missing data	1	7
T1 433 B62R T2 397 F85R No T3 No T4	If I could get a good job		
	(1) I would probably quit	10	6
	(2) I might quit	26	26
	(3) I am sure I would stay	62	62
	0,9 Missing data	2	7
T1 434 B63R T2 398 F86R No T3 No T4	If I couldn't manage on the money I got each week. If I couldn't make ends meet		
	(1) I would probably quit	11	9
	(2) I might quit	33	33
	(3) I am sure I would stay	55	51
	0,9 Missing data	1	7
T1 435 B64R T2 399 F87R No T3 No T4	If I never got a chance to do things I like		
	(1) I would probably quit	9	6
	(2) I might quit	36	34
	(3) I am sure I would stay	54	53
	0,9 Missing data	1	7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	PERSON		
	Plans -- short range (continued)		
	PROBABILITY OF DROPPING OUT (continued)		
VAR			
T1 436 B65R T2 400 F88R No T3 No T4	If I had no close friends in this school .		
	(1) I probably would quit	9	8
	(2) I might quit	30	29
	(3) I am sure I would stay	60	57
	0,9 Missing data	1	7
T1 437 B66R T2 401 F89R No T3 No T4	If all my friends quit school		
	(1) I probably would quit	9	6
	(2) I might quit	24	25
	(3) I am sure I would stay	66	62
	0,9 Missing data	1	7
T1 438 B67R T2 402 F90R No T3 No T4	If my teachers thought I couldn't do the work		
	(1) I probably would quit	9	6
	(2) I might quit	35	35
	(3) I am sure I would stay	55	52
	0,9 Missing data	2	7
T1 439 B68R T2 403 F91R No T3 No T4	If I never got a chance to do what I'm good at		
	(1) I probably would quit	8	6
	(2) I might quit	36	34
	(3) I am sure I would stay	54	53
	0,9 Missing data	2	7
T1 440 B69R T2 404 F92R No T3 No T4	If a teacher didn't like me or pushed me around all the time		
	(1) I probably would quit	13	9
	(2) I might quit	35	31
	(3) I am sure I would stay	51	54
	0,9 Missing data	1	7
T1 441 B70R T2 405 F93R No T3 No T4	If I got into trouble with the school authorities		
	(1) I probably would quit	11	8
	(2) I might quit	39	33
	(3) I am sure I would stay	48	52
	0,9 Missing data	2	7
T1 442 B71R T2 406 F94R No T3 No T4	If I got left back because I failed too many subjects		
	(1) I probably would quit	13	11
	(2) I might quit	34	33
	(3) I am sure I would stay	53	50
	0,9 Missing data	1	7

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Plans -- short range (continued)		
		PROBABILITY OF DROPPING OUT (continued)		
T1 443 T2 407	B72R F95R No T3 No T4	If I got blamed for things I didn't do--because of my reputation		
		(1) I probably would quit	14	9
		(2) I might quit	42	39
		(3) I am sure I would stay	43	45
		0,9 Missing data	1	6
T1 444 T2 408	B73R F96R No T3 No T4	If I thought my parents didn't care about my education		
		(1) I probably would quit	11	8
		(2) I might quit	36	30
		(3) I am sure I would stay	52	55
		0,9 Missing data	1	7
T1 445 T2 409	B74R F97R No T3 No T4	If school didn't help me develop the skills I want to have		
		(1) I probably would quit	12	8
		(2) I might quit	46	40
		(3) I am sure I would stay	41	45
		0,9 Missing data	1	7
T1 446 T2 410	B75R F98R No T3 No T4	If I got all low marks in school, even though I tried to do well		
		(1) I probably would quit	8	6
		(2) I might quit	28	29
		(3) I am sure I would stay	62	59
		0,9 Missing data	1	6
T1 447 T2 411	B76R F99R No T3 No T4	If there were a lot of reading to do and I couldn't understand it		
		(1) I probably would quit	4	4
		(2) I might quit	27	25
		(3) I am sure I would stay	68	65
		0,9 Missing data	1	6
T1 448 T2 412	B77R F100R No T3 No T4	If school didn't help me learn things I want to know		
		(1) I probably would quit	9	7
		(2) I might quit	41	38
		(3) I am sure I would stay	49	49
		0,9 Missing data	2	7
T1 449 T2 413	B78R F101R No T3 No T4	If I felt there was a lot of prejudice in this school		
		(1) I probably would quit	10	7
		(2) I might quit	40	34
		(3) I am sure I would stay	48	51
		0,9 Missing data	2	7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	PERSON		
	Plans -- short range (continued)		
VAR	PROBABILITY OF DROPPING OUT (continued)		
T1 450 B79R T2 414 F102R No T3 No T4	If my parents wanted me to leave school and get a job		
	(1) I probably would quit	20	14
	(2) I might quit	41	42
	(3) I am sure I would stay	38	38
	0,9 Missing data	1	7
T1 451 B80R T2 415 F103R No T3 No T4	If the school had very tough rules and things were very strict		
	(1) I probably would quit	7	5
	(2) I might quit	26	25
	(3) I am sure I would stay	65	64
	0,9 Missing data	1	7
T1 452 B81R T2 416 F104R No T3 No T4	If people avoided me and I felt out of it		
	(1) I probably would quit	10	6
	(2) I might quit	35	31
	(3) I am sure I would stay	54	56
	0,9 Missing data	1	7
T1 453 B82R T2 417 F105R No T3 No T4	If staying in school would <u>not</u> help me get a better job		
	(1) I probably would quit	23	19
	(2) I might quit	41	38
	(3) I am sure I would stay	34	37
	0,9 Missing data	1	6
T1 454 Index* T2 418	PROB OF DROPPING		
	Minimum # of items upon which index calculated . . .	13 out of 17	
	# of cases upon which statistics are based	2478	2017
	Mean	1.58	1.52
	Standard deviation	.44	.42

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Behaviors		
		SOCIAL AND DATING BEHAVIORS		
T1 455	D1	On the average, how many evenings a week during		
T2 419	D2	the school year do you usually go out for fun		
	No T3	and recreation		
	No T4			
		(1) Less than one	10	7
		(2) One	17	15
		(3) Two	26	29
		(4) Three	21	25
		(5) Four or five	14	14
		(6) Six or seven	11	7
		0,9 Missing data	1	4
T1 456	D2	During the school year, on what days are you		
T2 420	D3	usually permitted to go out in the evening		
	No T3	for fun (staying out until 10p.m. or later)		
	No T4			
		(1) Never	4	2
		(2) Only for very special occasions .	10	5
		(3) Saturdays only	5	3
		(4) Fridays and Saturdays only . . .	41	38
		(5) Fridays, Saturdays and Sundays only	17	17
		(6) Any day	22	31
		0,9 Missing data	2	4
T1 457	D4	On the average, how often do you go out on		
T2 421	D4	dates		
	No T3			
	No T4			
		(1) Never	31	14
		(2) Once a month or less	24	19
		(3) 2 or 3 times a month	19	21
		(4) Once a week	15	22
		(5) 2 or 3 times a week	8	17
		(6) More than 3 times a week	2	3
		0,9 Missing data	2	3
T1 458	Index*	SOC/DATING BEHAVIOR		
T2 422		Minimum # of items upon which index calculated .	3 out of 3	
		# of cases upon which statistics are based . . .	2449	2068
		Mean	3.41	3.76
		Standard deviation	1.00	.96

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Behaviors (continued)		
		Social and dating behaviors (individual items)		
T1 459	D3 No T2 No T3 No T4	How old were you when you first went out on a date		
		(1) I have never had a date	25	
		(2) 12 or younger	11	
		(3) 13	20	
		(4) 14	23	
		(5) 15	16	
		(6) 16	3	
		(7) 17 or older	1	
		0,9 Missing data	2	
T1 460	D5 No T2 No T3 No T4	How many times have you gone "steady" in the past three years		
		(1) None	45	
		(2) Once	18	
		(3) Twice	15	
		(4) Three times	8	
		(5) Four times	5	
		(6) Five or more times	8	
		0,9 Missing data	2	
T1 461	No T1 D5 No T3 No T4	On the whole, how satisfied are you with your relationships with girls		
		(1) Not at all satisfied		8
		(2) Not very satisfied		13
		(3) Somewhat satisfied		27
		(4) Quite satisfied		31
		(5) Very satisfied		18
		0,9 Missing data		3

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Behaviors (continued)		
		REBELLIOUS BEHAVIORS IN SCHOOL		
T1 461 T1 424	B83R F106R No T3 No T4	How often do you fight or argue with other students		
		(1) Almost always	2	1
		(2) Often	6	3
		(3) Sometimes	29	21
		(4) Seldom	51	52
		(5) Never	11	18
		0,9 Missing data	1	6
T1 462 T2 425	B84R F107R No T3 No T4	How often do you argue with your teachers		
		(1) Almost always	1	1
		(2) Often	6	5
		(3) Sometimes	19	21
		(4) Seldom	45	45
		(5) Never	28	24
		0,9 Missing data	2	6
T1 463 T2 426	B85 F108 No T3 No T4	How often do you do your best work in school		
		(1) Almost always	12	7
		(2) Often	39	32
		(3) Sometimes	34	38
		(4) Seldom	12	14
		(5) Never	2	3
		0,9 Missing data	2	6
T1 464 T2 427	B86R F109R No T3 No T4	How often do you goof-off in class so others can't work		
		(1) Almost always	2	1
		(2) Often	8	8
		(3) Sometimes	29	31
		(4) Seldom	40	40
		(5) Never	20	15
		0,9 Missing data	1	6
T1 465 T2 428	B87R F110R No T3 No T4	How often do you come late to school		
		(1) Almost always	1	1
		(2) Often	3	6
		(3) Sometimes	10	15
		(4) Seldom	36	39
		(5) Never	48	34
		0,9 Missing data	2	6

*See Introduction to Tables

Q-90 Item Number	VAR	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Behaviors (continued)		
		REBELLIOUS BEHAVIORS IN SCHOOL (continued)		
	T1 466 B88R T2 429 F111R No T3 No T4	How often are you late to class		
		(1) Almost always	1	1
		(2) Often	4	5
		(3) Sometimes	12	16
		(4) Seldom	41	45
		(5) Never	41	26
		0,9 Missing data	2	6
	T1 467 B89R T2 430 F112R No T3 No T4	How often do you skip classes (when against the school rules)		
		(1) Almost always	1	1
		(2) Often	3	5
		(3) Sometimes	8	15
		(4) Seldom	18	27
		(5) Never	68	46
		0,9 Missing data	2	6
	T1 468 B90R T2 431 F113R No T3 No T4	How often do you come to class unprepared		
		(1) Almost always	2	2
		(2) Often	7	10
		(3) Sometimes	31	35
		(4) Seldom	45	38
		(5) Never	13	9
		0,9 Missing data	2	6
	T1 469 B91R T2 432 F114R No T3 No T4	How often do you do things that you know will make the teacher angry		
		(1) Almost always	2	1
		(2) Often	7	4
		(3) Sometimes	24	24
		(4) Seldom	45	45
		(5) Never	22	20
		0,9 Missing data	1	6
	T1 470 B92R T2 433 F115R No T3 No T4	How often do you cheat on tests		
		(1) Almost always	2	1
		(2) Often	4	4
		(3) Sometimes	15	15
		(4) Seldom	38	39
		(5) Never	40	34
		0,9 Missing data	2	6

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Behaviors (continued)		
		REBELLIOUS BEHAVIORS IN SCHOOL (continued)		
T1 471 T2 434	B93R F116R No T3 No T4	How often do you turn in sloppy or incomplete assignments		
		(1) Almost always	1	1
		(2) Often	6	6
		(3) Sometimes	28	26
		(4) Seldom	44	45
		(5) Never	19	16
		0,9 Missing data	2	6
T1 472 T2 435	B94R F117R No T3 No T4	How often do you copy someone else's assignments		
		(1) Almost always	2	1
		(2) Often	6	7
		(3) Sometimes	24	24
		(4) Seldom	42	44
		(5) Never	25	19
		0,9 Missing data	1	6
T1 473 T2 436	B95R F118R No T3 No T4	How often are you kept after school		
		(1) Almost always	1	1
		(2) Often	3	2
		(3) Sometimes	6	6
		(4) Seldom	27	24
		(5) Never	62	62
		0,9 Missing data	1	6
T1 474 T2 437	Index*	REBEL BEHAV IN SCH		
		Minimum # of items upon which index calculated		10 out of 13
		# of cases upon which statistics are based	2485	2036
		Mean	2.05	2.13
		Standard deviation	.55	.54

AGGRESSION IN SCHOOL

The T1 index includes items B83R, B84R, and B91R above.
The T2 index includes items F106R, F107R and F114R above.
This index was not measured at T3.

T1 475 T2 438	Index*	AGGRESSION IN SCHOOL		
		Minimum # of items upon which index calculated		3 out of 3
		# of cases upon which statistics are based	2471	2020
		Mean	2.21	2.11
		Standard deviation	.72	.65

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4

Behaviors (continued)

RULE BREAKING IN SCHOOL

The T1 index includes items B87R, B88R, B89R, B92R, and B94R. The T2 index includes items F110R, F111R, F112R, F115R, and F117R. This index was not measured at T3.

VAR					
T1 476 T2 439	Index*	RULE BREAKING			
		Minimum # of items upon which index calculated . .	4 out of 5		
		# of cases upon which statistics are based	2482	2035	
		Mean	1.81	1.99	
		Standard deviation	.65	.67	

POOR SCHOOL WORK

The T1 index includes items B85, B90R, and B93R. The T2 index includes items F108, F113R, and F116R. This index was not measured at T3.

T1 477 T2 440	Index*	POOR SCHL WORK			
		Minimum # of items upon which index calculated . .	3 out of 3		
		# of cases upon which statistics are based	2448	2013	
		Mean	2.39	2.50	
		Standard deviation	.68	.67	

DELINQUENT BEHAVIORS IN SCHOOL

Not Available	E2R	Got into a serious fight with a student in school (or at work - T4)				
	E2R	(1) 5 or more times	7	2	2	2
	E2R	(2) 3 or 4 times	9	4	3	3
	J1R	(3) Twice	13	7	6	6
		(4) Once	22	18	15	16
		(5) Never	46	67	74	69
		0,9 Missing data	4	1	1	4
T1 478	E7R	Been suspended or expelled from school				
T2 441	E7R	(1) 5 or more times	1	2	1	
T3 358	E7R	(2) 3 or 4 times	1	2	2	
	No T4	(3) Twice	2	3	4	
		(4) Once	8	7	10	
		(5) Never	84	84	82	
		0,9 Missing data	4	1	1	

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Behaviors (continued)				
VAR		DELINQUENT BEHAVIORS IN SCHOOL (continued)				
Not Available	E12R	Damaged school property on purpose				
	E12R	(1) 5 or more times	2	2	2	1
	E12R	(2) 3 or 4 times	3	3	2	3
	J10R	(3) Twice	6	5	5	4
		(4) Once	13	9	9	9
		(5) Never	72	80	82	79
		0,9 Missing data	4	1	1	4
Not Available	E14R	Hit a teacher (an instructor or supervisor - T4)				
	E14R	(1) 5 or more times	1	1	0	--
	E14R	(2) 3 or 4 times	1	1	1	1
	J12R	(3) Twice	1	1	1	1
		(4) Once	5	3	3	4
		(5) Never	89	93	95	89
		0,9 Missing data	4	1	1	4
Not Available	E16R	Smoked in school (against the rules)				
	E16R	(1) 5 or more times	8	16	17	
	E16R	(2) 3 or 4 times	2	3	4	
	No T4	(3) Twice	3	3	3	
		(4) Once	5	4	4	
		(5) Never	79	73	72	
		0,9 Missing data	4	1	1	
Not Available	E23R	Had to bring your parents to school because of something you did				
	E23R	(1) 5 or more times	2	1	1	
	E23R	(2) 3 or 4 times	2	2	2	
	No T4	(3) Twice	5	3	3	
		(4) Once	12	10	11	
		(5) Never	77	83	83	
		0,9 Missing data	4	1	1	
T1 479	E25R	Skipped a day of school without a real excuse				
T2 442	E25R	(1) 5 or more times	10	17	25	
T3 359	E25R	(2) 3 or 4 times	6	11	13	
	No T4	(3) Twice	9	12	15	
		(4) Once	15	16	14	
		(5) Never	57	42	32	
		0,9 Missing data	4	1	1	
T1 480	Index*	DELINQ BEH IN SCHOOL				
T2 443		Minimum # of items upon which index calculated	6 out of 7			
T3 360		# of cases upon which statistics are based	2425	2135	2049	
		Mean	1.52	1.55	1.59	
		Standard deviation	.64	.66	.62	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Behaviors (continued)				
		FREQUENCY OF DELINQUENT BEHAVIOR				
T1 483 T2 446 T3 363 T4 354	E3R E3R E3R J7R	Run away from home				
		(1) 5 or more times	1	1	1	1
		(2) 3 or 4 times	1	1	1	2
		(3) Twice	2	3	2	2
		(4) Once	7	5	5	6
		(5) Never	85	89	90	85
		8-0 Missing data	4	2	1	4
Not Available	E5R E5R E5R J3R	Went onto someone's land or into some house or building when you weren't supposed to be there				
		(1) 5 or more times	15	7	5	7
		(2) 3 or 4 times	13	8	9	11
		(3) Twice	15	12	14	13
		(4) Once	21	21	19	20
		(5) Never	33	51	53	45
		0,9 Missing data	4	1	1	4
Not Available	E11R E11R E11R J9R	Hurt someone badly enough to need bandages or a doctor				
		(1) 5 or more times	2	1	1	1
		(2) 3 or 4 times	2	2	2	3
		(3) Twice	6	4	4	4
		(4) Once	16	11	10	11
		(5) Never	70	80	83	77
		0,9 Missing data	4	1	1	4
Not Available	E13R E13R E13R J11R	Taken something from a store without paying for it				
		(1) 5 or more times	10	7	6	8
		(2) 3 or 4 times	7	5	5	7
		(3) Twice	11	8	9	9
		(4) Once	21	15	14	15
		(5) Never	43	63	66	56
		0,9 Missing data	4	1	1	4
T1 484 T2 447 T3 364 T4 355	E17R E17R E17R J14R	Hit your father				
		(1) 5 or more times	2	1	1	1
		(2) 3 or 4 times	1	1	1	--
		(3) Twice	1	2	1	1
		(4) Once	5	3	4	4
		(5) Never	88	92	94	80
		8-0 Missing data	4	1	1	4

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Behaviors (continued)				
		FREQUENCY OF DELINQUENT BEHAVIOR (continued)				
Not Available	E18R E18R E18R J15R	Taken a car that didn't belong to someone in your family without permission of the owner				
		(1) 5 or more times	1	1	1	1
		(2) 3 or 4 times	2	1	1	1
		(3) Twice	2	2	1	2
		(4) Once	4	3	3	3
		(5) Never	88	93	94	90
		0,9 Missing data	4	1	1	4
T1 485 T2 448 T3 365 T4 356	E21R E21R E21R J18R	Hit your mother				
		(1) 5 or more times	2	—	—	—
		(2) 3 or 4 times	1	1	—	1
		(3) Twice	1	1	1	—
		(4) Once	5	2	2	2
		(5) Never	91	94	96	93
		8–0 Missing data	4	1	1	4
Not Available	E15R E15R E15R J13R	Drunk beer or liquor without parents' permission				
		(1) 5 or more times	19	32	42	31
		(2) 3 or 4 times	7	12	12	7
		(3) Twice	7	8	8	6
		(4) Once	14	11	9	5
		(5) Never	50	36	28	27
		0,9 Missing data	4	1	1	4
Not Available	E20R E20R E20R J17R	Taken part in a fight where a bunch of your friends are against another bunch				
		(1) 5 or more times	4	3	2	3
		(2) 3 or 4 times	4	3	2	3
		(3) Twice	8	6	7	6
		(4) Once	17	9	10	10
		(5) Never	65	78	78	75
		0,9 Missing data	3	1	1	4
T1 481 T2 444 T3 361 T4 352	Index*	FREQ OF DELINQ BEH				
		Minimum # of items upon which index calculated		7 out of 9		
		# of cases upon which statistics are based	2430	2139	2049	1786
		Mean	1.62	1.55	1.56	1.64
		Standard deviation	.58	.56	.49	.52

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Behaviors (continued)				
VAR		SERIOUSNESS INDEX OF DELINQUENCY				
Not Available	E4R E4R E4R J2R	Taken something not belonging to you worth under $50				
		(1) 5 or more times	9	7	7	8
		(2) 3 or 4 times	6	6	6	8
		(3) Twice	9	8	9	10
		(4) Once	21	16	17	18
		(5) Never	52	62	60	53
		0,9 Missing data	4	1	1	4
Not Available	E6R E6R E6R J4R	Set fire to someone else's property on purpose				
		(1) 5 or more times	1	1	1	—
		(2) 3 or 4 times	1	1	1	1
		(3) Twice	2	1	1	1
		(4) Once	4	2	2	3
		(5) Never	90	93	95	92
		0,9 Missing data	4	1	1	4
Not Available	E8R E8R E8R J5R	Get something by telling a person something bad would happen to him if you did not get what you wanted				
		(1) 5 or more times	3	2	1	1
		(2) 3 or 4 times	3	2	2	2
		(3) Twice	6	4	4	4
		(4) Once	15	9	9	8
		(5) Never	69	83	84	81
		0,9 Missing data	4	1	1	4
Not Available	E11R E11R E11R J9R	Hurt someone badly enough to need bandages or a doctor				
		(1) 5 or more times	2	1	1	1
		(2) 3 or 4 times	2	2	2	3
		(3) Twice	6	4	4	4
		(4) Once	16	11	10	11
		(5) Never	70	80	83	77
		0,9 Missing data	4	1	1	4
Not Available	E13R E13R E13R J11R	Taken something from a store without paying for it				
		(1) 5 or more times	10	7	6	8
		(2) 3 or 4 times	7	5	5	7
		(3) Twice	11	8	9	9
		(4) Once	21	15	14	15
		(5) Never	48	63	66	56
		0,9 Missing data	4	1	1	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Behaviors (continued)				
VAR	SERIOUSNESS INDEX OF DELINQUENCY (continued)				
Not Available E18R E18R E18R J15R	Taken a car that didn't belong to someone in your family without permission of the owner				
	(1) 5 or more times	1	1	1	1
	(2) 3 or 4 times	2	1	1	1
	(3) Twice	2	2	1	2
	(4) Once	4	3	3	3
	(5) Never	88	93	94	90
	0,9 Missing data	4	1	1	4
Not Available E19R E19R E19R J16R	Taken an expensive part of a car without permission of the owner				
	(1) 5 or more times	1	1	1	1
	(2) 3 or 4 times	1	1	1	1
	(3) Twice	1	2	2	1
	(4) Once	3	3	3	3
	(5) Never	90	92	92	89
	0,9 Missing data	4	1	1	4
Not Available E22R E22R E22R J19R	Taken something not belonging to you worth over $50				
	(1) 5 or more times	1	2	1	1
	(2) 3 or 4 times	1	1	1	1
	(3) Twice	3	3	2	3
	(4) Once	5	4	5	5
	(5) Never	86	90	90	85
	0,9 Missing data	4	1	1	4
Not Available E24R E24R E24R J20R	Taken an inexpensive part of a car without permission of the owner				
	(1) 5 or more times	2	2	1	2
	(2) 3 or 4 times	1	1	2	2
	(3) Twice	3	2	2	2
	(4) Once	5	5	6	6
	(5) Never	86	89	89	85
	0,9 Missing data	4	1	1	4
Not Available E26R E26R E26R J21R	Used a knife or gun or some other thing (like a club) to get something from a person				
	(1) 5 or more times	1	1	1	2
	(2) 3 or 4 times	1	1	1	2
	(3) Twice	1	1	1	2
	(4) Once	3	2	2	6
	(5) Never	91	95	95	85
	0,9 Missing data	4	1	1	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*			
	PERSON	T1	T2	T3	T4
	Behaviors (continued)				
	SERIOUSNESS INDEX OF DELINQUENCY (continued)				
VAR					
T1 482 Index*	SERIOUSNS OF DELINQ				
T2 445	Minimum # of items upon which index calculated . .		8 out of 10		
T3 362	# of cases upon which statistics are based	2427	2139	2049	1786
T4 353	Mean	1.39	1.30	1.29	1.33
	Standard deviation	.51	.51	.46	.48
	TROUBLE WITH PARENTS				
T1 483 E3R	Run away from home				
T2 446 E3R					
T3 363 E3R	(1) 5 or more times	1	1	1	1
T4 354 J7R	(2) 3 or 4 times	1	1	1	2
	(3) Twice	2	3	2	2
	(4) Once	7	5	5	6
	(5) Never	85	89	90	85
	8-0 Missing data	4	2	1	4
T1 484 E17R	Hit your father				
T2 447 E17R					
T3 364 E17R	(1) 5 or more times	2	1	1	1
T4 355 J14R	(2) 3 or 4 times	1	1	1	—
	(3) Twice	1	2	1	1
	(4) Once	5	3	4	4
	(5) Never	88	92	94	90
	8-0 Missing data	4	1	1	4
T1 485 E21R	Hit your mother				
T2 448 E21R					
T3 365 E21R	(1) 5 or more times	1	—	—	—
T4 356 J18R	(2) 3 or 4 times	1	1	—	1
	(3) Twice	1	1	1	—
	(4) Once	3	2	2	2
	(5) Never	91	94	96	93
	8-0 Missing data	4	1	1	4
T1 486 Index*	TROUBLE WITH PARENTS				
T2 449	Minimum # of items upon which index calculated . .		3 out of 3		
T3 366	# of cases upon which statistics are based . . .	2375	2102	2014	1762
T4 357	Mean	1.15	1.12	1.10	1.11
	Standard deviation	.42	.41	.36	.36

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Behaviors (continued)				
		INTERPERSONAL AGGRESSION				
Not Available	E2R	Got into a serious fight with a student in school (or at work - T4)				
	E2R	(1) 5 or more times	7	2	2	2
	E2R	(2) 3 or 4 times	9	4	3	3
	J1R	(3) Twice	13	7	6	6
		(4) Once	22	18	15	16
		(5) Never	46	67	74	69
		0,9 Missing data	4	1	1	4
Not Available	E8R	Get something by telling a person something bad would happen to him if you did not get what you wanted				
	E8R					
	E8R					
	J5R					
		(1) 5 or more times	3	2	1	1
		(2) 3 or 4 times	3	2	2	2
		(3) Twice	6	4	4	4
		(4) Once	15	9	9	8
		(5) Never	69	83	84	81
		0,9 Missing data	4	1	1	4
Not Available	E11R	Hurt someone badly enough to need bandages or a doctor				
	E11R					
	E11R					
	J9R					
		(1) 5 or more times	2	1	1	1
		(2) 3 or 4 times	2	2	2	3
		(3) Twice	6	4	4	4
		(4) Once	16	11	10	11
		(5) Never	4	80	83	77
		0,9 Missing data		1	1	4
Not Available	E14R	Hit a teacher (an instructor or supervisor - T4)				
	E14R					
	E14R					
	J12R					
		(1) 5 or more times	1	1	—	—
		(2) 3 or 4 times	1	1	1	1
		(3) Twice	1	1	1	1
		(4) Once	5	3	3	4
		(5) Never	89	93	95	89
		0,9 Missing data	4	1	1	4
T1 484 T2 447 T3 364 T4 355	E17R	Hit your father				
	E17R					
	E17R					
	J14R					
		(1) 5 or more times	2	1	1	1
		(2) 3 or 4 times	1	1	1	—
		(3) Twice	1	2	1	1
		(4) Once	5	3	4	4
		(5) Never	88	92	94	90
		8-0 Missing data	4	1	1	4

*See Introduction to Tables

Item Number	VAR	Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Behaviors (continued)				
		INTERPERSONAL AGGRESSION (continued)				
	Not Available E20R	Taken part in a fight where a bunch of your friends are against another bunch				
	E20R					
	E20R					
	J17R					
		(1) 5 or more times	4	3	2	3
		(2) 3 or 4 times	4	3	2	3
		(3) Twice	8	6	7	6
		(4) Once	17	9	10	10
		(5) Never	65	78	78	75
		0,9 Missing data	3	1	1	4
T1 485	E21R	Hit your mother				
T2 448	E21R					
T3 365	E21R					
T4 356	J18R					
		(1) 5 or more times	1	—	—	—
		(2) 3 or 4 times	1	1	—	1
		(3) Twice	1	1	1	—
		(4) Once	3	2	2	2
		(5) Never	91	94	96	93
		8-0 Missing data	4	1	1	4
	Not Available E26R	Used a knife or gun or some other thing (like a club) to get something from a person				
	E26R					
	E26R					
	J21R					
		(1) 5 or more times	1	1	1	2
		(2) 3 or 4 times	1	1	1	2
		(3) Twice	1	1	1	2
		(4) Once	3	2	2	6
		(5) Never	91	95	95	85
		0,9 Missing data	4	1	1	4
T1 487	Index*	INTERPERS AGGRESSION				
T2 450		Minimum # of items upon which index calculated	7 out of 8			
T3 367		# of cases upon which statistics are based	2424	2138	2048	1785
T4 358		Mean	1.54	1.25	1.22	1.23
		Standard deviation	.58	.48	.42	.44
		THEFT AND VANDALISM				
	Not Available E4R	Taken something not belonging to you worth under $50				
	E4R					
	E4R					
	J2					
		(1) 5 or more times	9	7	7	8
		(2) 3 or 4 times	6	6	6	8
		(3) Twice	9	8	9	10
		(4) Once	21	16	17	18
		(5) Never	52	62	60	53
		0,9 Missing data	4	1	1	4

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Behaviors (continued)				
		THEFT AND VANDALISM (continued)				
Not Available	E5R E5R E5R J3R	Went onto someone's land or into some house or building when you weren't supposed to be there				
		(1) 5 or more times	15	7	5	7
		(2) 3 or 4 times	13	8	9	11
		(3) Twice	15	12	14	13
		(4) Once	21	21	19	20
		(5) Never	33	51	53	45
		0,9 Missing data	4	1	1	4
Not Available	E6R E6R E6R J4R	Set fire to someone else's property on purpose				
		(1) 5 or more times	1	1	1	—
		(2) 3 or 4 times	1	1	1	1
		(3) Twice	2	1	1	1
		(4) Once	4	2	2	3
		(5) Never	90	93	95	92
		0,9 Missing data	4	1	1	4
Not Available	E12R E12R E12R J10R	Damaged school property on purpose				
		(1) 5 or more times	2	2	2	1
		(2) 3 or 4 times	3	3	2	3
		(3) Twice	6	5	5	4
		(4) Once	13	9	9	9
		(5) Never	72	80	82	79
		0,9 Missing data	4	1	1	4
Not Available	E13R E13R E13R J11R	Taken something from a store without paying for it				
		(1) 5 or more times	10	7	6	8
		(2) 3 or 4 times	7	5	5	7
		(3) Twice	11	8	9	9
		(4) Once	21	15	14	15
		(5) Never	48	63	66	56
		0,9 Missing data	4	1	1	4
Not Available	E18R E18R E18R J15R	Taken a car that didn't belong to someone in your family without permission of the owner				
		(1) 5 or more times	1	1	1	1
		(2) 3 or 4 times	2	1	1	1
		(3) Twice	2	2	1	2
		(4) Once	4	3	3	3
		(5) Never	88	93	94	90
		0,9 Missing data	4	1	1	4

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies* T1	T2	T3	T4
		PERSON				
		Behaviors (continued)				
VAR		THEFT AND VANDALISM (continued)				
Not Available	E19R E19R E19R J16R	Taken an expensive part of a car without permission of the owner				
		(1) 5 or more times	1	1	1	1
		(2) 3 or 4 times	1	1	1	1
		(3) Twice	1	2	2	1
		(4) Once	3	3	3	3
		(5) Never	90	92	92	89
		0,9 Missing data	4	1	1	4
Not Available	E22R E22R E22R J19R	Taken something not belonging to you worth over $50				
		(1) 5 or more times	1	2	1	1
		(2) 3 or 4 times	1	1	1	1
		(3) Twice	3	3	2	3
		(4) Once	5	4	5	5
		(5) Never	86	90	90	85
		0,9 Missing data	4	1	1	4
Not Available	E24R E24R E24R J20R	Taken an inexpensive part of a car without permission of the owner				
		(1) 5 or more times	2	2	1	2
		(2) 3 or 4 times	1	1	2	2
		(3) Twice	3	2	2	2
		(4) Once	5	5	6	6
		(5) Never	86	89	89	85
		0,9 Missing data	4	1	1	4

T1 488 T2 451 T3 368 T4 359 — Index*

THEFT/VANDALISM

		7 out of 9		T4
Minimum # of items upon which index calculated				
# of cases upon which statistics are based	2428	2139	2049	1786
Mean	1.54	1.41	1.39	1.45
Standard deviation	.59	.58	.52	.55

TOTAL DELINQUENCY UNWEIGHTED

This index includes items E1-E26 which were exactly the same for all three times.

T1 489 T2 452 T3 369 — Index*

TOTAL DELINQ UNWTD

		20 out of 26	
Minimum # of items upon which index calculated			
# of cases upon which statistics are based	2428	2139	2049
Mean	1.63	1.58	1.61
Standard deviation	.53	.53	.47

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Behaviors (continued)				
		Delinquent behaviors (individual items)				
T1 490 T2 453 T3 370	E1 E1 E1 No T4	Stayed out later than parents said you should				
		(1) 5 or more times	44	34	39	
		(2) 3 or 4 times	18	22	19	
		(3) Twice	12	13	12	
		(4) Once	10	12	10	
		(5) Never	13	18	20	
		0,9 Missing data	3	1	1	
T1 491 T2 454 T3 371 T4 360	E9 E9 E9 J6	Argued or had a fight with either of your parents				
		(1) 5 or more times	19	20	24	25
		(2) 3 or 4 times	10	12	14	15
		(3) Twice	11	15	16	13
		(4) Once	18	19	18	14
		(5) Never	38	33	27	29
		8-0 Missing data	4	2	1	4
T1 492 T2 455 T3 372 T4 361	E10 E10 E10 J8	Got into trouble with the police because of something you did				
		(1) 5 or more times	3	2	2	2
		(2) 3 or 4 times	4	3	3	4
		(3) Twice	6	6	7	8
		(4) Once	17	16	17	17
		(5) Never	66	71	71	65
		8-0 Missing data	4	1	1	4
T1 493 T2 456 T3 373	E25 E25 E25 No T4	Skipped a day of school without a real excuse				
		(1) 5 or more times	10	17	25	
		(2) 3 or 4 times	6	11	13	
		(3) Twice	9	12	15	
		(4) Once	15	16	14	
		(5) Never	57	42	32	
		0,9 Missing data	4	1	1	

*See Introduction to Tables

Item Number	Item Content		Percentage Frequencies*			
	PERSON		T1	T2	T3	T4
VAR	**Physical characteristics** (Individual items)					
T1 494 D61 T2 457 D64 T3 374 D21 T4 362 D21	What is your correct height	Mean (inches) . .	68.24	69.95	**	
	exact height in inches coded	Below 5 feet	1	—		—
		5 feet	1	—		—
		5'1"	1	—		—
		5'2"	2	1		—
		5'3"	3	1		—
		5'4"	5	1		1
		5'5"	5	2		1
		5'6"	9	5		3
		5'7"	10	10		7
		5'8"	12	10		9
		5'9"	10	12		11
		5'10"	12	11		11
		5'11"	10	18		17
		6 feet	6	10		13
		6'1"	3	8		10
		6'2"	2	4		6
		6'3"	1	3		5
		6'4"	1	1		2
	0, 888, 999	Missing data	6	3		3
T1 495 D62 T2 458 D65 T3 375 D22 T4 363 D22	Do you feel you are . . .					
	(1)	Much too tall	1	1	1	1
	(2)	A little too tall	5	4	6	4
	(3)	About the right height	50	56	57	62
	(4)	A little too short	37	36	34	32
	(5)	Much too short	4	2	1	1
	8-0	Missing data	4	2	1	2
T1 496 D63 T2 459 D66 T3 376 D23 T4 364 D23	What is your exact weight	Mean (pounds) .	141	153	158	
	exact weight coded	Below 100 pounds	2	—	—	—
		100-109 pounds	5	1	—	—
		110-119 pounds	8	3	1	1
		120-129 pounds	15	8	5	3
		130-139 pounds	19	15	13	10
		140-149 pounds	16	19	17	15
		150-159 pounds	11	18	17	16
		160-169 pounds	8	13	15	17
		170-179 pounds	3	8	11	13
		180-189 pounds	3	5	6	10
		190-199 pounds	2	3	4	5
		200-209 pounds	1	2	3	3
		210-219 pounds	1	1	1	2
		220 and above	1	2	2	4
	0, 888, 999	Missing data	5	4	4	2

*See Introduction to Tables

**Due to a coding error, Time 3 data are not available at this printing for D21, height variable.

VAR	Item Number	Item Content	Percentage Frequencies*			
		PERSON	T1	T2	T3	T4
		Physical characteristics (continued)				
T1 497	D64	Do you feel you are . . .				
T2 460	D67					
T3 377	D24	(1) Very overweight	3	3	3	3
T4 365	D24	(2) Slightly overweight	16	19	19	21
		(3) About the right weight	41	39	37	38
		(4) Slightly underweight	30	34	35	33
		(5) Very underweight	6	5	5	4
		8-0 Missing data	3	1	1	4

*See Introduction to Tables

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VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	T2
		Demographic information (individual items)	
T2 461	No T1 D1 No T3 No T4	Are you single and living with your parent(s), other relatives, or guardian(s)?	
		(1) Yes	96
		(2) No	4
		0,9 Missing data	1
T2 462	No T1 F1 No T3 No T4	Are you presently enrolled in school?	
		(1) Yes	94
		(2) No	5
		0,9 Missing data	1
T2 463	No T1 G1 No T3 No T4	Are you presently employed in a job that involves about ten hours or more per week?	
		(1) Yes	35
		(2) No	64
		0,9 Missing data	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T4
		PERSON		
		Past experiences		
		RICHNESS OF PAST EXPERIENCES (T1 only)		
T1 498-543 T4 366-383	D83 E4	Please read down this next list and check the things which you have done at least one time in your life.		
		a. Dance	89	94
		b. Smoke	63	81
		c. Swim	94	95
		d. Ice skate	57	59
		e. Make a long-distance call	70	92
		f. Drive a car	81	97
		g. Take a taxi	64	72
		h. Buy a book	94	97
		i. Visit a zoo	87	90
		j. Cash a check	82	97
		k. Attend a summer camp	50	54
		l. Visit Europe	5	6
		m. Play ping pong	91	94
		n. Buy a magazine	92	96
		o. Visit a museum	84	[illegible]
		p. Ride an airplane	36	
		q. Go alone to a different city	66	90
		r. Attend a live opera	15	19
		s. Attend a live ballet	11	
		t. See a live circus	81	
		u. Visit a farm	92	
		v. Ride on a Merry-Go-Round or a Ferris Wheel	95	
		w. Stay over night in a hotel or motel	76	
		x. Have a part-time job	78	
		y. Have a full-time job	29	
		z. Own a wrist watch	91	
		aa. Have a bank account	71	
		bb. Make minor house repairs	87	
		cc. Have a driver's license	19	
		dd. Hear a live symphony	36	
		ee. Act in a play	71	
		ff. Send an entry blank to a contest	76	
		gg. Put together a picture puzzle	93	
		hh. Belong to a sports team	79	
		ii. Send away for an offer made on the radio	37	
		jj. Collect stamps or coins	64	
		kk. Attend a professional football, baseball, basketball or hockey game	76	
		ll. Buy a phonograph record	83	
		mm. Ride in a rowboat	86	
		nn. Ride on a horse or pony	89	
		oo. Baby-sit for a neighbor	59	
		pp. Had a friend who attended college	79	

Coding
1. R has done item
2. R has not done item
8-0. Missing data

No T4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	PERSON	T1
	Past experiences (continued)	
VAR	RICHNESS OF PAST EXPERIENCES (Time only continued)	
D83 cont	No T4 ↓ qq. Take out a library book	94
	rr. Belong to a Scouts, "Y", or other club .	69
	ss. Play a musical instrument	63
	tt. Write a letter to someone	93

T1 544 Index*

RICH PAST EXPERIENCE

This index was built by summing the items above that the respondent checked as having done.

# of cases upon which statistics are based	2411
Mean	32.74
Standard deviation	5.67

Item Number	Item Content	Percentage Frequencies* T1	T2
	SCHOOL AND JOB ENVIRONMENTS		
	Motive gratification/frustration		
VAR	ACTUAL CONTROL WITH PRINCIPAL		
T1 545 B1a T2 464 F2a No T3 No T4	In general, how much say or influence do you feel the principal has on how your school is run'		
	(1) Little or no influence	6	6
	(2) Some influence	8	7
	(3) Moderate influence	7	8
	(4) Considerable influence	20	22
	(5) A great deal of influence	58	51
	0,9 Missing data	1	6
T1 546 B2a T2 465 F3a No T3 No T4	How much say or influence do you feel the principal has in making up and carrying out rules about student conduct'		
	(1) Little or no influence	4	3
	(2) Some influence	5	5
	(3) Moderate influence	7	7
	(4) Considerable influence	20	20
	(5) A great deal of influence	63	59
	0,9 Missing data	1	7
T1 547 B3a T2 466 F4a No T3 No T4	How much say or influence do you feel the principal has over student clubs and social events at your school'		
	(1) Little or no influence	7	5
	(2) Some influence	11	8
	(3) Moderate influence	19	16
	(4) Considerable influence	28	26
	(5) A great deal of influence	35	39
	0,9 Missing data	1	7
T1 548 Index* T2 467	ACT CONTROL PRIN		
	Minimum # of items upon which index calculated		3 out of 3
	# of cases upon which statistics are based	2472	2003
	Mean	4.09	4.13
	Standard deviation	.94	.94
	ACTUAL CONTROL WITH TEACHERS		
T1 549 B1b T2 468 F2b No T3 No T4	In general, how much say or influence do you feel the teachers have on how your school is run'		
	(1) Little or no influence	3	2
	(2) Some influence	12	13
	(3) Moderate influence	24	27
	(4) Considerable influence	41	38
	(5) A great deal of influence	19	12
	0,9 Missing data	1	7

*See Introduction to Tables

Item Number	Item Content		Percentage Frequencies* T1	T2	T4
	SCHOOL AND JOB ENVIRONMENTS				
	Motive gratification/frustration (continued)				
VAR	ACTUAL CONTROL WITH TEACHERS (continued)				
T1 550 B2b T2 469 F3b No T3 No T4	How much say or influence do you feel the teachers have in making up and carrying out rules about student conduct				
		(1) Little or no influence	2	2	
		(2) Some influence	7	8	
		(3) Moderate influence	17	20	
		(4) Considerable influence	40	40	
		(5) A great deal of influence	33	24	
		0,9 Missing data	1	7	
T1 551 B3b T2 470 F4b No T3 No T4	How much say or influence do you feel the teachers have over student clubs and social events at your school				
		(1) Little or no influence	5	4	
		(2) Some influence	14	13	
		(3) Moderate influence	29	27	
		(4) Considerable influence	33	33	
		(5) A great deal of influence	19	16	
		0,9 Missing data	1	7	
T1 552 Index* T2 471	ACT CONTROL TCHRS				
	Minimum # of items upon which index calculated .		3 out of 3		
	# of cases upon which statistics are based . . .		2470	1995	
	Mean		3.68	3.59	
	Standard deviation		.81	.80	
	ACTUAL CONTROL WITH STUDENTS				
T1 553 B1c T2 472 F2c No T3 T4 384 (For those who have been primarily a student since Jan. or Feb. and who plan to be a student again in fall.)	In general, how much say or influence do you feel the students have on how your school is run				
		(1) Little or no influence	18	19	5
		(2) Some influence	26	30	15
		(3) Moderate influence	24	24	15
		(4) Considerable influence	17	14	12
		(5) A great deal of influence	14	6	3
		8-0 Missing data	1	8	56
T1 554 B2c T2 473 F3c No T3 No T4	How much say or influence do you feel the students have in making up and carrying out rules about student conduct				
		(1) Little or no influence	21	22	
		(2) Some influence	24	25	
		(3) Moderate influence	25	27	
		(4) Considerable influence	15	12	
		(5) A great deal of influence	13	7	
		0,9 Missing data	1	7	

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	SCHOOL AND JOB ENVIRONMENTS		
	Motive gratification/frustration (continued)		
	ACTUAL CONTROL WITH STUDENTS (continued)		
VAR			
T1 555 B3c T2 474 F4c No T3 No T4	How much say or influence do you feel the students have over student clubs and social events at your school		
	(1) Little or no influence	6	6
	(2) Some influence	11	13
	(3) Moderate influence	20	25
	(4) Considerable influence	28	27
	(5) A great deal of influence	34	23
	0,9 Missing data	1	7
T1 556 Index* T2 475	ACT CONTROL STDNTS		
	Minimum # of items upon which index calculated	3 out of 3	
	# of cases upon which statistics are based	2459	1989
	Mean	3.11	2.87
	Standard deviation	1.00	.93
	ACTUAL CONTROL WITH PARENTS		
T1 557 B1d T2 476 F2d No T3 No T4	In general, how much say or influence do you feel parents of students have on how your school is run		
	(1) Little or no influence	15	18
	(2) Some influence	26	30
	(3) Moderate influence	26	23
	(4) Considerable influence	18	14
	(5) A great deal of influence	14	8
	0,9 Missing data	1	7
T1 558 B2d T2 477 F3d No T3 No T4	How much say or influence do you feel parents of students have in making up and carrying out rules about student conduct		
	(1) Little or no influence	18	21
	(2) Some influence	24	26
	(3) Moderate influence	24	22
	(4) Considerable influence	18	15
	(5) A great deal of influence	15	8
	0,9 Missing data	1	8
T1 559 B3d T2 478 F4d No T3 No T4	How much say or influence do your feel parents of students have over student clubs and social events at your school		
	(1) Little or no influence	24	25
	(2) Some influence	27	27
	(3) Moderate influence	24	22
	(4) Considerable influence	16	12
	(5) A great deal of influence	9	7
	0,9 Missing data	1	7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*	
	SCHOOL AND JOB ENVIRONMENTS	T1	T2
	Motive gratification/frustration (continued)		
	ACTUAL CONTROL WITH PARENTS (continued)		
VAR			
T1 560 Index* T2 479	ACT CONTROL PRNTS		
	Minimum # of items upon which index calculated . .	3 out of 3	
	# of cases upon which statistics are based	2466	1984
	Mean	2.78	2.55
	Standard deviation	1.05	1.01
	ACTUAL CONTROL "SCHOOL IS RUN"		
	The T1 index includes items B1(a-d) above. The T2 index includes items F2(a-d) above. There is no T3 index.		
T1 561 Index* T2 480	ACT CNTRL HW SCH RUN		
	Minimum # of items upon which index calculated . .	4 out of 4	
	# of cases upon which statistics are based	2466	1990
	Mean	3.38	3.19
	Standard deviation	.78	.75
	ACTUAL CONTROL "RULES ABOUT STUDENT CONDUCT"		
	The T1 index includes items B2(a-d) above. The T2 index includes items F3(a-d) above. There is no T3 index.		
T1 562 Index* T2 481	ACT CNTRL STUD CNDT		
	Minimum # of items upon which index calculated . .	4 out of 4	
	# of cases upon which statistics are based	2472	1987
	Mean	3.48	3.33
	Standard deviation	.76	.72
	ACTUAL CONTROL "STUDENT CLUBS AND SOCIAL EVENTS"		
	The T1 index includes items B3(a-d) above. The T2 index includes items F4(a-d) above. There is no T3 index.		
T1 563 Index* T2 482	ACT CNT STUD CLBS ETC		
	Minimum # of items upon which index calculated . .	4 out of 4	
	# of cases upon which statistics are based	2470	1996
	Mean	3.39	3.34
	Standard deviation	.75	.71

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*	
	SCHOOL AND JOB ENVIRONMENTS	T1	T2

Motive gratification/frustration (continued)

MEAN TOTAL ACTUAL CONTROL

The T1 index includes items B1(a-d), B2(a-d), and B3(a-d) above. The T2 index includes items F2(a-d), F3(a-d), F4(a-d) above. There is no T3 index.

VAR

T1 564 Index*
T2 483

ACT CNTRL MN TOTAL

Minimum # of item upon which index calculated . .	10 out of 12	
# of cases upon which statistics are based	2480	1995
Mean	3.42	3.29
Standard deviation	.65	.62

Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
	SCHOOL AND JOB ENVIRONMENTS				
	Motive gratification/frustration (continued)				
	Personal relations with teachers (individual items)				
T1 565 B8 T2 484 F37 T3 378 H4 T4 385 I3	Do many of your teachers seem to take a personal interest in you				
	(1) All of my teachers take a personal interest in me	5	4	5	2
(T4 Those who have been primarily a student since Jan. or Feb. 1970 and plan to be a student in fall)	(2) Most of my teachers take a personal interest in me	20	23	25	11
	(3) Some of my teachers take a personal interest in me	32	36	26	17
	(4) A few of my teachers take a personal interest in me	32	25	26	14
	(5) None of my teachers take a personal interest in me	11	6	6	5
	8-0 Missing data	—	6	12	53
T1 566 B9 T2 485 F38 No T3 T4 386 I4	How often do you talk privately with any of your teachers about school work (even if it is just for a few minutes)				
	(1) Nearly every day	9	9		3
	(2) About once or twice a week	26	24		17
	(3) About once or twice a month	22	22		13
	(4) Once or twice a term	29	29		13
	(5) Never	14	11		3
	8-0 Missing data	1	6		55
T1 567 B10 T2 486 F39 No T3 T4 387 I5	How often do you have a private talk with any of your teachers about other things than school work				
	(1) Nearly every day	6	10		3
	(2) About once or twice a week	14	14		9
	(3) About once or twice a month	16	17		10
	(4) Once or twice a term	25	26		15
	(5) Never	39	27		13
	8-0 Missing data	1	6		54
T1 568 B11 T2 487 F40 No T3 No T4	When you talk privately with a teacher, how often is it the teacher's idea to have the talk				
	(1) It is always the teacher's idea	11	6		
	(2) It is usually the teacher's idea	24	13		
	(3) It is the teacher's idea about half the time	26	26		
	(4) It is usually my idea	29	38		
	(5) It is always my idea	7	9		
	9-9 Missing data	3	8		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T4
		SCHOOL AND JOB ENVIRONMENTS			
		Motive gratification/frustration (continued)			
		Personal relations with teachers (individual continued)			
T1 569 T2 488	B12 F41	Do most of your teachers give you positive suggestions about your school work, or just make negative criticisms			
	No T3 No T4	(1) They almost always just make negative criticisms	6	3	
		(2) They usually just make nagative criticisms	12	7	
		(3) They sometimes give positive suggestions, sometimes negative criticisms	45	41	
		(4) They usually give positive suggestions	27	35	
		(5) They almost always make positive suggestions	9	8	
		0,9 Missing data	2	6	
T1 570 T2 489	B13 F42	How often do the students in your school get a chance to work with teachers in planning what their school work will be--like what topics will be studied, or how they will be studied			
	No T3				
T4 388	I6				
		(1) Almost always	5	4	2
		(2) Often	21	17	9
		(3) Sometimes	28	38	19
		(4) Seldom	33	27	14
		(5) Never	12	8	5
		8-0 Missing data	1	6	53
T1 571 T2 490	B14 F43	Would you like a chance to do more of this			
	No T3	(1) Yes	81	82	44
T4 389	I7	(2) No	17	11	5
		8-0 Missing data	1	7	51
T1 572 T2 491	B15 F44	Sometimes students get a chance to make their own choice of assignments or topics in their school work--like picking out a book for a report or selecting a project for a class. How often do you get a chance to make your own choices like that			
	No T3				
T4 390	I8				
		(1) Almost always	9	8	3
		(2) Often	29	28	14
		(3) Sometimes	39	41	20
		(4) Seldom	19	15	10
		(5) Never	4	2	2
		8-0 Missing data	1	6	54
T1 573 T2 492	B16 F45	Would you like a chance to do more of this			
	No T3	(1) Yes	81	82	44
T4 391	I9	(2) No	18	11	5
		8-0 Missing data	1	7	51

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		SCHOOL AND JOB ENVIRONMENTS		
		Motive gratification/frustration (continued)		
		Personal relations with teachers (individual continued)		
T1 574 T2 493	B17 F25 No T3 No T4	How often are teachers at this school friendly and easy to approach		
		(1) Almost always	23	12
		(2) Often	39	44
		(3) Sometimes	29	30
		(4) Seldom	7	7
		(5) Never	1	1
		0,9 Missing data	1	7
T1 575 T2 494	B18 F26 No T3 No T4	How often do your teachers like students to exchange opinions and ideas in class		
		(1) Almost always	22	15
		(2) Often	34	41
		(3) Sometimes	29	30
		(4) Seldom	11	8
		(5) Never	3	1
		0,9 Missing data	1	7
T1 576 T2 495	B19 F27 No T3 No T4	How often do teachers at this school lose their tempers		
		(1) Almost always	5	2
		(2) Often	20	13
		(3) Sometimes	43	39
		(4) Seldom	29	38
		(5) Never	2	2
		0,9 Missing data	1	7
T1 577 T2 496	B20 F28 No T3 No T4	How often can your teachers get the best from students without nagging or threatening		
		(1) Almost always	8	6
		(2) Often	38	37
		(3) Sometimes	42	39
		(4) Seldom	10	10
		(5) Never	2	1
		0,9 Missing data	1	6
T1 578 T2 497	B21 F29 No T3 No T4	How often do teachers at this school "talk down" to students, and act as if students don't know anything		
		(1) Almost always	5	3
		(2) Often	22	13
		(3) Sometimes	38	38
		(4) Seldom	30	35
		(5) Never	5	5
		0,9 Missing data	1	7

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T4
		SCHOOL AND JOB ENVIRONMENTS			
		Motive gratification/frustration (continued)			
		Personal relations with teachers (individual continued)			
T1 579 T2 498	B22 F32 No T3 No T4	How often are your teachers willing to listen to problems and help find solutions			
		(1) Almost always	22	12	
		(2) Often	36	39	
		(3) Sometimes	31	33	
		(4) Seldom	9	9	
		(5) Never	2	1	
		0,9 Missing data	1	7	
T1 580 T2 499	B23 F33 No T3 No T4	How often do teachers at this school like students to get together and help each other with homework			
		(1) Almost always	6	5	
		(2) Often	16	18	
		(3) Sometimes	36	41	
		(4) Seldom	32	25	
		(5) Never	10	4	
		0,9 Missing data	1	7	
T1 581 T2 500	B24 F34 No T3 No T4	How often do teachers here encourage extra effort from students			
		(1) Almost always	27	18	
		(2) Often	44	43	
		(3) Sometimes	24	26	
		(4) Seldom	4	5	
		(5) Never	1	1	
		0,9 Missing data	1	7	
T1 582 T2 501	B25 F35 No T3 No T4	How often do teachers at this school ask students to work together on things in groups or as a team			
		(1) Almost always	5	5	
		(2) Often	23	23	
		(3) Sometimes	48	48	
		(4) Seldom	22	17	
		(5) Never	2	1	
		0,9 Missing data	1	7	
T1 583 T2 502 T4 392	B26 F46 No T3 I10	How many teachers here seem excited about their work, and really seem to enjoy the teaching			
		(1) Nearly all of the teachers	12	8	5
		(2) Most of them	34	37	20
		(3) Some of them	34	32	18
		(4) A few of them	18	14	5
		(5) None of them	2	1	--
		8-0 Missing data	1	7	56

*See Introduction to Tables

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VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T3	T4
		SCHOOL AND JOB ENVIRONMENTS				
		Motive gratification/frustration (continued)				
		Personal relations with teachers (individual continued)				
T1 584 T2 503	B27 F47	How many teachers at this school really know their subjects very well				
	No T3					
T4 393	I11	(1) Nearly all of the teachers	31	22		13
		(2) Most of them	45	48		27
		(3) Some of them	16	17		8
		(4) A few of them	7	6		2
		(5) None of them	1	-		--
		8-0 Missing data	—	7		51
T1 585 T2 504 T3 379 T4 394	B28 F49 H5 I12	How interesting are most of your courses to you				
		(1) Very exciting and stimulating	7	6	5	4
		(2) Quite interesting	40	36	30	23
		(3) Fairly interesting	40	39	36	17
		(4) Slightly dull	11	10	12	4
		(5) Very dull	3	2	5	1
		8-0 Missing data	1	7	12	51
T1 586 T2 505	B29 F51	Outside of homework how often do you have discussions with friends about ideas that come up in your courses				
	No T3					
T4 395	I14	(1) Several times a day	15	10		8
		(2) About once a day	30	26		18
		(3) About once or twice a week	31	32		16
		(4) About once or twice a month	17	20		7
		(5) Never	7	6		1
		8-0 Missing data	1	7		51
T1 587 T2 506	B30 F50	How often are you interested enough to do more reading or other work than the course requires				
	No T3					
T4 396	I13	(1) Most of the time	6	5		2
		(2) Often	19	16		9
		(3) Sometimes	48	49		27
		(4) Hardly ever	23	20		11
		(5) Never	4	3		1
		8-0 Missing data		7		51
	No T1	How often do you do the things your teachers suggest or want you to do				
T2 507	F9					
	No T3					
	No T4	(1) Almost never		3		
		(2) Seldom		7		
		(3) Sometimes		27		
		(4) Most of the time		44		
		(5) Just about always		14		
		0,9 Missing data		6		

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

T2 Only

Motive gratification/frustration (continued)

Personal relations with teachers (individual)

VAR	Item Number	Item Content	Percentage Frequencies* Missing data 0,9	Not at all important (1)	Slightly important (2)	Somewhat important (3)	Quite important (4)	Very important (5)
	F10	How important is this in getting you to do what your teachers want:						
T2 508	F10a	You respect your teachers personally and thus want to be respected and liked by them	6	3	8	23	36	25
T2 509	F10b	Your teachers can reward you with good grades, recommendations, etc.	6	5	14	27	32	15
T2 510	F10c	You feel that you should respect the authority which your teachers have	7	3	9	23	37	22
T2 511	F10d	Your teachers can punish you or make things difficult for you	7	11	23	31	20	8
T2 512	F10e	You feel your teachers have more knowledge and better judgment in certain areas than you do . . .	6	2	9	21	37	26

T2 513	F11	Now please think of a teacher you have had this year who has been most helpful to you (that is, the one who has had the best effect on you).	
		Check below the subject area that you are taking (have taken) from this teacher:	
		1. English	19
		2. Math	13
		3. Natural science	7
		4. Social science	15
		5. Foreign language	4
		6. Vocational or commercial	12
		7. Physical education	9
		8. Other	4
		0,9. Missing data	18

*See Introduction to Tables

VAR	Q-120 Item Number	Item Content	Percentage Frequencies* T2 Only					
		SCHOOL AND JOB ENVIRONMENTS						
		Motive gratification/frustration (continued)						
		Personal relations with teachers (individual)						
		Still thinking of this same teacher who has been most helpful to you, we would like to know which reasons are (were) important in getting you to do what that teacher suggests or wants.						
	F12	Please read all five of the reasons below, then mark one box next to each to show how important it is (was) as a reason for your doing the things this teacher suggests or wants you to do.	Missing data 0,9	Not at all important (1)	Slightly important (2)	Somewhat important (3)	Quite important (4)	Very important (5)
T2 514	F12a	You respect this teacher personally and thus want to be respected and liked by him (her)	7	2	5	16	34	37
T2 515	F12b	This teacher can reward you with good grades, recommendations, etc.	7	8	16	25	28	17
T2 516	F12c	You feel that you should respect the authority which this teacher has	7	2	7	18	36	31
T2 517	F12d	This teacher can punish you or make things difficult for you	7	15	24	27	18	9
T3 518	F12e	You feel that this teacher has more knowledge and better judgment in certain areas than you do .	7	1	6	13	33	40

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

T2 Only

Motive gratification/frustration (continued)

Personal relations with teachers (individual)

VAR	Item Number	Item Content	Missing data	Never	Seldom	Sometimes	Often	Almost always
	F22	How often is each of the following true at your school	0,9	(1)	(2)	(3)	(4)	(5)
T2 519	F22A	If a student thinks out a report carefully, teachers will give him a good grade, even if they don't agree with him	6	2	10	31	37	13
T2 520	F22B	Teachers here encourage students to value knowledge for its own sake, rather than just for grades	6	1	10	29	38	15
T2 521	F22C	At this school students are encouraged to undertake independent projects	7	2	13	41	30	7
T2 522	F22D	Teachers do nother more than repeat what's in the textbook in many classes here	6	3	25	40	22	5
T2 523	F22E	Teachers treat questions in class as if the students were criticizing them personally .	7	7	36	35	12	2
T2 524	F22F	Clear and careful thinking are most important in getting a good grade on reports, papers, discussions, and tests	7	1	6	22	43	21
T2 525	F22G	In this school teachers adjust assignments and projects to the individual student's interests	7	4	29	38	17	5

*See Introduction to Tables

Item Number | Item Content | Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS — T2 Only

Motive gratification/frustration (continued)

Personal relations with teachers (individual)

VAR			Missing data 0,9	Almost always (1)	Often (2)	Sometimes (3)	Seldom (4)	Never (5)
T2 526	F23	How often do students in your school tend to talk about the grades they get and compare them to other people's grades	6	16	45	26	6	1
T2 527	F24	How often are test grades or course grades announced in class or posted where many students can see them	6	4	19	32	28	11
T2 528	F30	How often do you think teachers trust students to be honest and conscientious	7	6	36	39	11	2
T2 529	F31	How often do teachers treat students with as much respect as they would treat an adult	7	7	31	36	17	3
T2 530	F36	How often do you feel that the school work you are assigned is meaningful and important	7	12	36	37	7	2

T2 531	F48	How much do the teachers seem to like most of the students	
		(1) Very much	8
		(2) Quite a bit	48
		(3) Some	32
		(4) A little	5
		(5) Not at all	-
		0,9 Missing data	7
T2 532	F52	How often do you find that your friends encourage you to do things which your teachers wouldn't like	
		(1) Never	8
		(2) Seldom	36
		(3) Sometimes	40
		(4) Often	9
		(5) Almost always	1
		0,9 Missing data	7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	SCHOOL AND JOB ENVIRONMENTS	T2 Only
	Motive gratification/frustration (continued)	
VAR	Personal relations with supervisors (individual)	
T2 533 G2	How often do you do the things your supervisor(s) suggests or wants you to do	
	(1) Almost never	1
	(2) Seldom	1
	(3) Sometimes	4
	(4) Most of the time	8
	(5) Just about always	20
	0,9 Missing data	66

		Missing data 0,9	Not at all important (1)	Slightly important (2)	Somewhat important (3)	Quite important (4)	Very important (5)
G3	Please read all five of the reasons below, then mark one box next to each to show how important it is as a reason for your doing the things your supervisor(s) wants you to do.						
T2 534	a. You admire your supervisor personally and thus want to be respected and liked by him	65	3	4	9	9	9
T2 535	b. Your supervisor can reward you with a good salary, promotions, good recommendations, etc.	65	2	4	9	11	10
T2 536	c. You feel that you should respect the authority which your supervisor has	65	1	3	8	12	11
T2 537	d. Your supervisor can punish you or make things difficult for you	65	6	7	11	8	4
T2 538	e. You feel that your supervisor has more knowledge and better judgment in certain areas than you do	65	2	3	8	11	12

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T2	T3	T4
	SCHOOL AND JOB ENVIRONMENTS			
	Motive gratification/frustration (continued)			
VAR	**Personal relations with supervisors (individual)**			
	No T1 — How often is your supervisor friendly and easy to approach			
T2 539 G4 T3 380 F9 T4 397 H2	(1) Almost always	16	20	15
	(2) Often	13	16	16
	(3) Sometimes	4	6	9
	(4) Seldom	1	2	1
	(5) Never	-	-	1
	8-0 Missing data	65	57	58
	No T1 — How often does your supervisor lose his temper			
T2 540 G5 T3 381 F10 T4 398 H3	(1) Almost always	1	1	1
	(2) Often	4	5	7
	(3) Sometimes	10	11	12
	(4) Seldom	16	21	18
	(5) Never	4	6	3
	8-0 Missing data	65	57	58
	No T1 — How often can your supervisor get the best from people without nagging or threatening			
T2 541 G6 T3 382 F11 T4 399 44	(1) Almost always	9	12	9
	(2) Often	15	20	18
	(3) Sometimes	7	8	10
	(4) Seldom	3	3	4
	(5) Never	1	1	1
	8-0 Missing data	65	57	58
	No T1 — How often does your supervisor "talk down" to workers, and act as if they don't know anything			
T2 542 G7 T3 383 F12 T4 400 H5	(1) Almost always	1	1	2
	(2) Often	3	5	6
	(3) Sometimes	7	8	10
	(4) Seldom	15	19	17
	(5) Never	9	11	6
	8-0 Missing data	65	57	59
	No T1 — How often is your supervisor willing to listen to problems and help find solutions			
T2 543 G8 T3 384 F13 T4 401 H6	(1) Almost always	10	14	10
	(2) Often	13	16	17
	(3) Sometimes	10	9	10
	(4) Seldom	3	4	3
	(5) Never	1	1	1
	8-0 Missing data	65	57	58

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T2	T3	T4
		SCHOOL AND JOB ENVIRONMENTS			
		Motive gratification/frustration (continued)			
		Personal relations with supervisors (individual)			
	No T1	How often does your supervisor encourage extra effort from workers			
T2 544	G9				
T3 385	F14				
T4 402	H7				
		(1) Almost always	7	10	7
		(2) Often	13	16	18
		(3) Sometimes	11	13	12
		(4) Seldom	4	5	4
		(5) Never	1	1	1
		8-0 Missing data	65	57	58
	No T1	How often does your supervisor ask people to work together on things in groups or as a team			
T2 545	G10				
T3 386	F15				
T4 403	H8				
		(1) Almost always	5	7	9
		(2) Often	11	13	15
		(3) Sometimes	11	14	12
		(4) Seldom	6	8	6
		(5) Never	2	2	
		8-0 Missing data	65	57	
	No T1	How often do you feel that the work you are assigned on your job is meaningful and important			
T2 546	G11				
T3 387	F16				
T4 404	H9				
		(1) Almost always	9	10	9
		(2) Often	12	14	14
		(3) Sometimes	10	12	12
		(4) Seldom	4	5	5
		(5) Never	1	2	1
		8-0 Missing data	65	57	58
	No T1	How often do you talk privately with your supervisor about work (even if it is just for a few minutes)			
T2 547	G12				
T3 388	F17				
T4 405	H10				
		(1) Nearly every day	9	12	11
		(2) About once or twice a week	9	11	11
		(3) About once or twice a month	9	9	10
		(4) A few times a year	4	7	5
		(5) Never	4	5	5
		8-0 Missing data	65	57	58
	No T1	How often do you have a private talk with your supervisor about other things than work			
T2 548	G13				
T3 389	F18				
T4 406	H11				
		(1) Nearly every day	7	10	9
		(2) About once or twice a week	9	10	9
		(3) About once or twice a month	8	8	8
		(4) A few times a year	5	6	6
		(5) Never	8	9	10
		8-0 Missing data	65	57	58

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T2	T3	T4
	SCHOOL AND JOB ENVIRONMENTS			
	Motive gratification/frustration (continued)			
VAR	**Personal relations with supervisors (individual)**			
	No T1 When you talk privately with your supervisor, how often			
T2 549	G14 is it the supervisor's idea to have the talk			
T3 390	F19			
T4 407	H12			
	(1) It is always the supervisor's idea . . .	2	2	2
	(2) It is usually the supervisor's idea . .	5	5	5
	(3) It is the supervisor's idea about half of the time	15	19	19
	(4) It is usually my idea	10	13	12
	(5) It is always my idea	2	4	2
	8-0 Missing data	66	58	59
	No T1 Does your supervisor give you positive suggestions			
T2 550	G15 about your work, or just make negative criticisms			
T3 391	F20			
T4 408	H13			
	(1) Almost always just negative criticisms .	2	2	2
	(2) Usually just negative criticisms	4	4	4
	(3) Sometimes positive suggestions, sometimes negative criticisms	13	16	19
	(4) Usually positive suggestions	12	17	12
	(5) Almost always positive suggestions . . .	4	5	5
	8-0 Missing data	65	57	59
	No T1 How often do you get a chance to work with a supervisor			
T2 551	G16 in planning what your work will be--like what you will			
T3 392	F21 be doing, or how you should do it			
T4 409	H14			
	(1) Almost always	4	7	5
	(2) Often	10	13	10
	(3) Sometimes	13	13	14
	(4) Seldom	6	8	8
	(5) Never	3	4	5
	8-0 Missing data	65	56	58
	No T1 Would you like a chance to do more of this			
T2 552	G17			
T3 393	F22			
T4 410	H15			
	(1) Yes	29	33	32
	(2) No	7	11	9
	8-0 Missing data	65	56	58
	No T1 How interesting is your job to you			
T2 553	G18			
T3 394	F23			
T4 411	H16			
	(1) Very exciting and stimulating	6	5	7
	(2) Quite interesting	11	14	14
	(3) Fairly interesting	12	15	13
	(4) Slightly dull	5	8	5
	(5) Very dull	2	3	3
	8-0 Missing data	64	56	58

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T2	T3	T4
	SCHOOL AND JOB ENVIRONMENTS			
	Motive gratification/frustration (continued)			
VAR	Personal relations with supervisors (individual)			
No T1	How often are you interested enough to do more work than your job requires			
T2 554 G19				
T3 395 F24				
T4 412 H17				
	(1) Most of the time	6	7	6
	(2) Often	11	13	14
	(3) Sometimes	14	17	17
	(4) Hardly ever	4	6	4
	(5) Never	1	1	1
	8-0 Missing data	64	56	58

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T3	T4
		SCHOOL AND JOB ENVIRONMENTS		
		Other characteristics of schools only		
		Counseling, guidance and placement facilities (individual)		
T3 396 T4 413	F34 H25	Did anyone in the school you attend (or used to attend) help you to get your present job?		
		(1) No	34	37
		(2) Yes, I got a little help from people at school	6	4
		(3) Yes, I got a lot of help from people at school	4	1
		8-0 Missing data, inap	56	59
T3 397 T4 414	F35 H26	Do you think you would have gotten this job if people at school had <u>not</u> helped you?		
		(1) Yes, I'm sure I would have gotten it anyway	3	30
		(2) I probably would have gotten it anyway	3	5
		(3) I probably would not have gotten it	3	2
		(4) No, I'm sure I would not have gotten my job if the people at school had not helped me	3	3
		8-0 Missing data, inap	89	60
T3 398	F36 No T4	Are you taking a class in high school where you and other students talk over your work experiences and get ideas about how to do better in your present jobs?		
		(1) Yes, this is one of my most important classes	4	
		(2) Yes, I have a class like this, but it is not an important one	5	
		(3) No, I do not have a class like this	29	
		(4) I am not attending high school	4	
		0,9 Missing data, inap	58	
T3 399	F37 No T4	Do you get school "credit" for your job--in other words, is your job part of a "work-study" program in your school?		
		(1) Yes	7	
		(2) No	32	
		0,9 Missing data, inap	61	

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*	
	HOME ENVIRONMENT	T1	T2
	Family relationships		
	CLOSENESS TO FATHER		
VAR			
T1 588 D7R No T2 No T3 No T4	When you were growing up, how did you feel about how much affection you got from your father (or male guardian)		
	(1) Wanted and got enough affection . . .	60	
	(2) Wanted slightly more than I received.	18	
	(3) Wanted more than I received	14	
	(4) Did not want affection from him . . .	5	
	0,9 Missing data	3	
T1 589 D10R T2 555 D9R No T3 No T4	How often do you and your father (or male guardian) do thing together that you both enjoy—things like playing sports, or going to sporting events, or working on things together		
	(1) Several times a week	19	14
	(2) About once a week	29	24
	(3) Once or twice a month	21	24
	(4) Less than once a month	22	28
	0,9 Missing data	8	9
T1 590 D11R T2 556 D10R No T3 No T4	How close do you feel to your father (or male guardian)		
	(1) Extremely close	30	27
	(2) Quite close	35	34
	(3) Fairly close	19	20
	(4) Not very close	8	10
	0,9 Missing data	8	9
T1 591 D12R T2 557 D11R No T3 No T4	How much do you want to be like your father (or male guardian) when you're an adult		
	(1) Very much like him	26	23
	(2) Somewhat like him	36	34
	(3) A little like him	18	18
	(4) Not very much like him	8	9
	(5) Not at all like him	6	6
	0,9 Missing data	7	9

T1 592 T2 558	Index*	CLOSENESS TO FATHER		
			4 out of 4	3 out of 3
		Minimum # of items upon which index calculated . .		
		# of cases upon which statistics are based	2270	1958
		Mean	3.15	2.92
		Standard deviation	.76	.88

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	HOME ENVIRONMENT		
	Family relationships (continued)		
VAR	CLOSENESS TO MOTHER		
T1 593 D8R No T2 No T3 No T4	When you were growing up, how did you feel about how much affection you got from your mother (or female guardian)		
	(1) Wanted and got enough affection . .	72	
	(2) Wanted slightly more than I received	15	
	(3) Wanted more than I received	7	
	(4) Did not want affection from her . .	3	
	0,9 Missing data	4	
T1 594 D19R T2 559 D19R No T3 No T4	How close do you feel to your mother (or female guardian)		
	(1) Extremely close	42	35
	(2) Quite close	37	40
	(3) Fairly close	15	17
	(4) Not very close	3	4
	0,9 Missing data	2	4
T1 595 D20R T2 560 D20R No T3 No T4	How much do you want to be like the kind of person your mother (or female guardian) is		
	(1) Very much	20	19
	(2) Somewhat	38	38
	(3) A little	25	25
	(4) Not very much	9	10
	(5) Not at all	4	4
	0,9 Missing data	4	4

T1 596 Index*
T2 561

CLOSENESS TO MOTHER

	3 out of 3	2 out of 2
Minimum # of items upon which index calculated .		
# of cases upon which statistics are based . . .	2390	2072
Mean	3.49	3.36
Standard deviation	.68	.85

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	HOME ENVIRONMENT		
	Family relationships (continued)		
	PARENTAL CONTROL		
	Next we would like to get some idean of how often your parents (or guardians) do each of the following things:		
VAR			
T1 597 D25R T2 562 D25R No T3 No T4	Decide how late you can stay out		
	(1) Always	25	21
	(2) Often	33	33
	(3) Sometimes	26	26
	(4) Seldom	10	12
	(5) Never	4	5
	0,9 Missing data	2	3
T1 598 D26R T2 563 D26R No T3 No T4	Decide how much spending money you can have		
	(1) Always	18	12
	(2) Often	32	28
	(3) Sometimes	25	24
	(4) Seldom	14	19
	(5) Never	8	12
	0,9 Missing data	2	4
T1 599 D27R T2 564 D27R No T3 No T4	Decide what friends you can go around with		
	(1) Always	8	5
	(2) Often	17	14
	(3) Sometimes	25	26
	(4) Seldom	28	31
	(5) Never	19	20
	0,9 Missing data	3	4
T1 600 D28R T2 565 D28R No T3 No T4	Decide what shows, movies, parties you can go to		
	(1) Always	10	6
	(2) Often	19	14
	(3) Sometimes	27	23
	(4) Seldom	24	30
	(5) Never	17	24
	0,9 Missing data	2	4
T1 601 D29R T2 566 D29R No T3 No T4	Decide on what music lessons, camp, or after school activities you can have		
	(1) Always	8	5
	(2) Often	17	12
	(3) Sometimes	26	22
	(4) Seldom	26	31
	(5) Never	21	27
	0,9 Missing data	2	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	HOME ENVIRONMENT		
	Family relationships (continued)		
	PARENTAL CONTROL (continued)		
VAR			
T1 602 Index* T2 567	PARENTAL CONTROL		
	Minimum # of items upon which index calculated . .	4 out of 5	
	# of cases upon which statistics are based	2465	2084
	Mean	3.03	2.80
	Standard deviation	.81	.83
	LACK OF REASONING WITH SON		
T1 603 D9 T2 568 D7 No T3 No T4	How much influence do you feel <u>you</u> have in family decisions that affect you		
	(1) A great deal of influence	19	16
	(2) Considerable influence	35	36
	(3) Moderate influence	26	26
	(4) Some influence	13	14
	(5) Little or no influence	6	5
	0,9 Missing data	2	4
	Next we would like to get some idea of how often your parents (or guardians) do each of the following things:		
T1 604 D36 T2 569 D36 No T3 No T4	Listen to your side of the argument		
	(1) Always	18	19
	(2) Often	30	34
	(3) Sometimes	32	29
	(4) Seldom	13	11
	(5) Never	5	4
	0,9 Missing data	3	4
T1 605 D39 T2 570 D39 No T3 No T4	Talk over important decisions with you		
	(1) Always	12	15
	(2) Often	32	34
	(3) Sometimes	34	32
	(4) Seldom	14	12
	(5) Never	5	4
	0,9 Missing data	3	4
T1 606 D41 T2 571 D41 No T3 No T4	Act fair and reasonable in what they ask of you		
	(1) Always	19	18
	(2) Often	36	39
	(3) Sometimes	33	31
	(4) Seldom	9	7
	(5) Never	2	2
	0,9 Missing data	2	4

Item Number	Item Content	Percentage Frequencies* T1	T2
	HOME ENVIRONMENT		
	Family relationships (continued)		
	LACK OF REASONING WITH SON (continued)		
VAR			
T1 607 Index* T2 572	LACK REASONING W SON		
	Minimum # of items upon which index calculated . .	4 out of 4	
	# of cases upon which statistics are based	2381	2036
	Mean	2.52	2.47
	Standard deviation	.76	.75
	PARENTAL PUNITIVENESS		
	Next we would like to get some idea of how often your parents (or guardians) do each of the following things:		
T1 608 D31R T2 573 D31R No T3 No T4	Completely ignore you after you've done something wrong		
	(1) Always	3	2
	(2) Often	9	6
	(3) Sometimes	19	18
	(4) Seldom	35	41
	(5) Never	31	30
	0,9 Missing data	2	4
T1 609 D32R T2 574 D32R No T3 No T4	Act as if they don't care about you any more		
	(1) Always	3	2
	(2) Often	6	5
	(3) Sometimes	14	12
	(4) Seldom	26	30
	(5) Never	48	47
	0,9 Missing data	3	4
T1 610 D33R T2 575 D33R No T3 No T4	Disagree with each other when it comes to raising you		
	(1) Always	4	3
	(2) Often	10	8
	(3) Sometimes	22	23
	(4) Seldom	32	35
	(5) Never	29	27
	0,9 Missing data	3	4
T1 611 D34R T2 576 D34R No T3 No T4	Actually slap you		
	(1) Always	2	1
	(2) Often	7	4
	(3) Sometimes	19	14
	(4) Seldom	31	34
	(5) Never	39	43
	0,9 Missing data	2	4

*See Introduction to Tables

Item Number	Item Content		Percentage Frequencies* T1	T2
	HOME ENVIRONMENT			
	Family relationships (continued)			
VAR	**PARENTAL PUNITIVENESS** (continued)			
T1 612 D35R T2 577 D35R No T3 No T4	Take away your privileges (T.V., movies, dates)			
	(1)	Always	3	2
	(2)	Often	9	5
	(3)	Sometimes	25	23
	(4)	Seldom	35	38
	(5)	Never	26	29
	0,9	Missing data	2	4
T1 613 D37R T2 578 D37R No T3 No T4	Blame you or criticize you when you don't deserve it			
	(1)	Always	3	3
	(2)	Often	13	12
	(3)	Sometimes	32	33
	(4)	Seldom	36	37
	(5)	Never	15	12
	0,9	Missing data	3	4
T1 614 D38R T2 579 D38R No T3 No T4	Threaten to slap you			
	(1)	Always	5	3
	(2)	Often	13	10
	(3)	Sometimes	27	24
	(4)	Seldom	29	32
	(5)	Never	24	28
	0,9	Missing data	2	4
T1 615 D40R T2 580 D40R No T3 No T4	Yell, shout or scream at you			
	(1)	Always	6	5
	(2)	Often	16	15
	(3)	Sometimes	34	34
	(4)	Seldom	30	33
	(5)	Never	11	11
	0,9	Missing data	3	4
T1 616 D42R T2 581 D42R No T3 No T4	Disagree about punishing you			
	(1)	Always	3	3
	(2)	Often	11	8
	(3)	Sometimes	31	30
	(4)	Seldom	34	38
	(5)	Never	19	18
	0,9	Missing data	3	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1	T2
	HOME ENVIRONMENT		
	Family relationships (continued)		
	PARENTAL PUNITIVENESS (continued)		
VAR			
T1 617 D43R T2 582 D43R No T3 No T4	Nag at you		
	(1) Always	6	4
	(2) Often	16	17
	(3) Sometimes	31	31
	(4) Seldom	29	31
	(5) Never	16	13
	0,9 Missing data	2	4

	PARENTAL PUNITIVENESS		
T1 618 Index* T2 583	Minimum # of items upon which index calculated	8 out of 10	
	# of cases upon which statistics are based	2462	2087
	Mean	2.34	2.25
	Standard deviation	.69	.63

POSITIVE FAMILY RELATIONSHIPS

This variable is a grand index of the items comprising the CLOSENESS TO FATHER, CLOSENESS TO MOTHER, LACK OF REASONING WITH SON, and PARENTAL PUNITIVENESS indexes presented above. The reversals for some of the items differ in this index since a high value indicates positive relationships within the family.

Index*	POS FAM REL'S CLSTR	16 out of	15 out of
T1 See below T2 584	Minimum # of items upon which index calculated	21	19
	# of cases upon which statistics are based	2462	2069
	Mean	3.64	3.69
	Standard deviation	.52	.52

POS FAM REL'S - 19 ITEM definition: This variable was built from the same specifications as described for the Time 1 POS FAM REL'S CLSTR except that two items, D7 and D8, were excluded because they were not measured at Time 2. Therefore, it is this 19 item version of positive family relations that is commensurate with the Time 2 index and is suitable for longitudinal analysis.

	POS FAM REL'S - 19 ITEM	T1
T1 619	Minimum # of items upon which index is calculated	15 out of 19
	# of cases upon which statistics are based	2439
	Mean	3.50
	Standard deviation	.54

*See Introduction to Tables

Item Number	Item Content		Percentage Frequencies*	
	HOME ENVIRONMENT		T1	T2
VAR	Family relationships (individual)			
T1 620 D6 T2 585 D6 No T3 No T4	How often does your whole family do things together that you all enjoy--like going places together or working on things together?			
		(1) Always	15	9
		(2) Often	29	24
		(3) Sometimes	29	30
		(4) Seldom	18	28
		(5) Never	7	6
		0,9 Missing data	2	4
No T1 T2 586 D8 No T3 No T4	Is your father (or male guardian) living?			
		(1) Yes		91
		(2) No		6
		0,9 Missing data		3
T1 621 D13 T2 587 D12 No T3 No T4	All in all, how strict is your father (or male guardian) with you?			
		(1) Extremely strict	5	3
		(2) Very strict	17	13
		(3) Moderately strict	52	51
		(4) Not very strict	15	18
		(5) Not strict at all	4	5
		0,9 Missing data	8	9
T1 622 D14 T2 588 D13 No T3 No T4	How often do you feel free to disagree with your father (or male guardian) when you think he is wrong			
		(1) Always	14	17
		(2) Often	27	29
		(3) Sometimes	34	31
		(4) Seldom	14	11
		(5) Never	3	3
		0,9 Missing data	7	9
T1 623 D15 T2 589 D14 No T3 No T4	How much of the time do you obey your father (or male guardian)?			
		(1) Almost always	44	41
		(2) Often	32	35
		(3) Sometimes	12	12
		(4) Seldom	4	2
		(5) Never	1	1
		0,9 Missing data	8	9

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		HOME ENVIRONMENT		
		Family relationships (individual continued)		
T1 624 T2 590	D16 D15 No T3 No T4	Compared with how you get along with your father (male guardian) now, would you say that three years ago you got along with him--		
		(1) Much better	12	9
		(2) Somewhat better	21	19
		(3) About the same	50	51
		(4) Somewhat worse	8	10
		(5) Much worse	2	2
		0,9 Missing data	8	9
T1 625 T2 591	D17 D16 No T3 No T4	Who would you say manages the money matters in your family		
		(1) My father (or male guardian) only .	18	17
		(2) Mostly my father (male guardian). .	21	23
		(3) My father and mother equally . . .	34	29
		(4) Mostly my mother (female guardian).	17	18
		(5) My mother (female guardian) only. .	8	6
		0,9 Missing data	3	8
T1 626 T2 592	D18 D17 No T3 No T4	Which of your parents (or guardians) really has the final say about things that affect you--discipline, staying out late, getting special privileges, etc.		
		(1) My father (male guardian) only . .	19	20
		(2) Mostly my father (male guardian). .	20	21
		(3) My father and mother equally . . .	36	31
		(4) Mostly my mother (female guardian).	15	14
		(5) My mother (female guardian) only. .	8	6
		0,9 Missing data	3	9
	No T1	Is your mother (or female guardian) living		
T2 593	D18 No T3 No T4			
		(1) Yes		95
		(2) No		2
		0,9 Missing data		3
T1 627 T2 594	D21 D21 No T3 No T4	All in all, how strict is your mother (or female guardian) with you		
		(1) Extremely strict	6	4
		(2) Very strict	15	12
		(3) Moderately strict	54	53
		(4) Not very strict	19	22
		(5) Not strict at all	3	6
		0,9 Missing data	3	4

*See Introduction to Tables

Item Number	Item Content		Percentage Frequencies* T1	T2
	HOME ENVIRONMENT			
	Family relationships (individual continued)			
VAR				
T1 628 D22 T2 595 D22 No T3 No T4	How often do you feel free to disagree with your mother (or female guardian) when you think she is wrong			
		(1) Always	14	20
		(2) Often	32	37
		(3) Sometimes	36	30
		(4) Seldom	11	9
		(5) Never	2	1
		0,9 Missing data	4	4
T1 629 D23 T2 596 D23 No T3 No T4	How much of the time do you obey your mother (or female guardian)			
		(1) Almost always	35	35
		(2) Often	38	41
		(3) Sometimes	19	17
		(4) Seldom	4	3
		(5) Never	—	1
		0,9 Missing data	4	4
T1 630 D24 T2 597 D24 No T3 No T4	Compared with how you get along with your mother (or female guardian) now, would you say that three years ago you got along with her—			
		(1) Much better	12	9
		(2) Somewhat better	21	20
		(3) About the same	57	60
		(4) Somewhat worse	5	7
		(5) Much worse	1	1
		0,9 Missing data	4	4
	Next we would like to get some idea of how often your parents (or guardians) do each of the following things:			
T1 631 D30 T2 598 D30 No T3 No T4	Praise or encourage you when you do something to please them			
		(1) Always	22	18
		(2) Often	39	39
		(3) Sometimes	26	28
		(4) Seldom	8	9
		(5) Never	2	3
		0,9 Missing data	2	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	HOME ENVIRONMENT	T1 Only
	Parental characteristics (individual)	
VAR	**Age**	
T1 632 D80	What is your father's age (or age of your male guardian)	
T1 633 D81	What is your mother's age (or age of your female guardian)	

		Father	Mother
exact age coded	30–34 years	2	9
	35–39 years	18	30
	40–44 years	27	25
	45–49 years	19	16
	50–54 years	13	7
	55–59 years	5	2
	60–64 years	2	—
	65–69 years	1	—
88.	Don't know	2	3
0,99.	Missing data	10	7

Religious preference

T1 634 D69 (Optional) How about the rest of your family Do they have the same church preference

(1)	Yes--they have the same preference	83
(2)	No, with no further explanation	4
(3)	Religion differs from most of rest of family	2
(4)	Father's religion differs from rest of family	2
(5)	Mother's religion differs from rest of family	1
(8)	More than 1 differs but minority of family	1
0,9	Missing data	8

(6) Sister's religion different

(7) Brother's religion different

T1 635 D69a (If not answered 1 in D69) What is the church preference of the family member whose religion differs

0,99.	Inappropriate; missing data	94.7
	Catholic	1.1
	Jewish	0.2
	Protestant; general	0.3
	Presbyterian	0.4
	Lutheran	0.5
	Episcopalian, Anglican, Church of England	0.2
	Methodist	0.8
	Baptist	0.7
	Church of God, Church of God and Christ etc.	0.4
	Salvation Army	0.1
	Other Neo-Fundamentalist denominations	0.1
	Latter Day Saints, Mormon	0.1

For complete code see appendix C pages 590-591

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1 Only
	HOME ENVIRONMENT	
	Parental characteristics (individual continued)	
VAR	Political preference	
T1 636 D66	(Optional) How would you describe your father's (or male guardian's) political preference	
	(1) Strongly Republican	11
	(2) Mildly Republican	14
	(3) Mildly Democrat	19
	(4) Strongly Democrat	20
	(5) Other	3
	(6) Don't know	21
	(7) Father (or male guardian) not living. .	3
	0,9 Missing data	10
T1 637 D67	(Optional) How would you describe your mother's (or female guardian's) political preference	
	(1) Strongly Republican	10
	(2) Mildly Republican	16
	(3) Mildly Democrat	22
	(4) Strongly Democrat	17
	(5) Other	3
	(6) Don't know	22
	(7) Mother (or female guardian) not living.	1
	0,9 Missing data	10

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T1 Only: Missing data 0,9	In my home (1)	Not in my home (2)
	HOME ENVIRONMENT			
	Resources in home environment (individual)			
VAR D82 T1 638-656	RICHNESS OF HOME ENVIRONMENT** Please read the list of items below. Check the first box if they are in your home, check the second box if they are not in your home.			
	a. A radio	2	97	1
	b. A telephone	2	90	8
	c. A television	2	96	2
	d. A bicycle	3	84	13
	e. A phonograph	3	87	11
	f. (Optional) A Bible	3	94	3
	g. A dictionary	2	96	2
	h. A set of encyclopedias	3	81	17
	i. 30 other books or more	2	86	13
	j. A family car	2	92	6
	k. A camera	2	92	5
	l. A typewriter	4	66	30
	m. A dog or cat	4	67	29
	n. A fish in a tank	7	20	73
	o. A newspaper delivered daily	3	79	18
	p. A magazine subscription	3	79	19
	q. A pair of binoculars	5	49	46
	r. More than 10 phonograph records	3	88	9
	s. A map or globe of the world	3	81	16

Codes: 0,9 (1) (2)

Index* T1 657	RICH HOME ENVIRONMENT The score for this index is a sum of the "1's" checked by the respondent.	
	Minimum # of items upon which index calculated	15 out of 19
	Mean	15.55
	Standard deviation	2.51
	# of cases upon which statistics are based	2440

D74 T1 658	How many different houses or apartments (not counting vacations away from your regular home) has your family lived in, in the last three years	
	(1) One	63
	(2) Two	18
	(3) Three	7
	(4) Four	3
	(5) Five	2
	(6) Six or more	2
	0,9 Missing data	5

*See Introduction to Tables

**This variable is one of the ingredients in the composite measure of "socioeconomic level (SEL)." See further Part 2, Parental characteristics--Socioeconomic level.

Item Number	Item Content	Percentage Frequencies*
	HOME ENVIRONMENT	T1 Only
VAR	**Resources in home environment** (individual continued)	
T1 659 D75	**Which one of the following best describes the building in which you live**	
	(1) A one-family house	77
	(2) A two-family house	10
	(3) A small apartment house (3 or 4 families)	3
	(4) A large apartment house (5 families or more)	4
	(5) A rooming house, hotel, or trailer	1
	(6) Other	1
	0,9 Missing data	3
T1 660 D76	**Which of the following best describes your family's finances**	
	(1) Barely able to make a living	3
	(2) Have the necessities	13
	(3) Comfortable	60
	(4) Well-to-do	20
	(5) Wealthy	2
	(6) Extremely wealthy	—
	0,9 Missing data	3
T1 661 D77**	**How many books are in your home**	
	(1) None, or very few (0-10)	4
	(2) A few books (11-25)	13
	(3) One bookcase full (26-100)	35
	(4) Two bookcases full (101-250)	25
	(5) Three or four bookcases full (251-500)	16
	(6) A room-full—a library (501 or more)	5
	0,9 Missing data	2
T1 662 D78**	**How many rooms are in your home? Count all rooms: bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.**	
	exact number of rooms was coded: Under 5 rooms	1
	5 or 6 rooms	14
	7 or 8 rooms	30
	9 or 10 rooms	24
	11 or 12 rooms	13
	13 or 14 rooms	6
	15 or 16 rooms	3
	17 or 18 rooms	1
	19 or 20 rooms	1
	Over 20 rooms	1
	0,99. Inap; not ascertained; missing data	5

*See Introduction to Tables

**This variable is one of the ingredients in the composite measure of "socioeconomic level (SEL)." See further Part 2, Parental characteristics--Socioeconomic level.

*Item Number	Item Content	Percentage Frequencies*
	HOME ENVIRONMENT	T1 Only
VAR	Resources in home environment (individual continued)	
D79** T1 663	How many people live in your home? Include yourself, brothers, sisters, parents, relatives, boarders, roomers, housekeepers, etc.	
	exact number of people was coded: 2 or 3 people	15
	4 or 5 people	45
	6 or 7 people	26
	8 or 9 people	8
	10 or 11 people	3
	12 to 14 people	1
	Not ascertained, missing data	3

		D72	D73
D72 T1 664	About what do you think your father's income will be this year? (If your father is not living with the family, give the income of the head of the family.)		
D73 T1 665	About what do you think the total income will be this year for all the members of your immediate family living at home		
(1)	Under $2,000	3	2
(2)	$2,000-2,999	4	2
(3)	$3,000-3,999	4	4
(4)	$4,000-4,999	5	4
(5)	$5,000-6,999	14	9
(6)	$7,000-9,999	15	14
(7)	$10,000-14,999	12	14
(8)	$15,000 or over	6	13
	Don't know	36	39
	Missing data	—	—

*See Introduction to Tables

**This variable is one of the ingredients in the composite measure of "socioeconomic level (SEL)." See further Part 2, Parental characteristics--Socioeconomic level.

VAR

No T1
No T2
T3 400 Pt. 2, J6

About what do you think your father's income will be this year? (If your father is not living with the family, give the income of the head of the family.)

		T3 ONLY
1.	Less than $60 per week (This equals less than $3,000 per year)	4
2.	$60 to $99 per week (This equals about $3,000 to $5,000 per year).	10
3.	$100 to $144 per week (This equals about $5,000 to $7,500 per year).	24
4.	$145 to $199 per week (This equals about $7,500 to $10,000 per year)	23
5.	$200 to $300 per week (This equals about $10,000 to $15,000 per year)	20
6.	More than $300 per week (This equals more than $15,000 per year)	10
7.	I don't know	7
0,8,9.	Missing data	3

VAR	Item Number	Item Content	Percentage Frequencies*

PAST AND PRESENT ENVIRONMENTAL STATUS

School environment

T1 666 T1 667	I15 & I16	Did you go to nursery school and kindergarten?	V666 Nursery school	V667 Kindergarten
	No T2 No T3 No T4	1. Yes	11	16
		5. No	88	38
		8,9. Missing data; don't know.	1	--
T1 668 T1 669	B14 & B15	Were you ever kept back a grade or skipped ahead a grade?	V668 B14 Held back	V669 B15 Skipped ahead
	No T2 No T3 No T4	1. Yes	24	4
		5. No	76	96
T1 670 T1 671	B14 & B15	9. Missing data (If yes to B14 or B15) How many times were you held back or skipped ahead a grade?	V670 24% Held back	V671 4% Skipped ahead
	No T2 No T3 No T4	3. Three times 9. NA 1. One time	21	3
		2. Two times	3	-
		0. Inappropriate	76	96
T1 672-674	B14a & B15a	(If yes to B14 or B15) Which grade(s) did you repeat or skip?	V672 Held back once	V673 Held back twice	V674 Skipped ahead
	No T2 No T3 No T4	1. 1st or 2nd grade	9	-	1
		8. DK 2. 3rd or 4th grade	7	1	1
		9. NA 3. 5th or 6th grade	3	1	1
		4. 7th grade	1	1	-
		5. 8th grade	1	-	1
		6. 9th grade	1	-	-
		7. 10th grade	1	-	-
		0. Inappropriate	76	97	96
T2 599	No T1 Ale No T3 No T4	How about you--are you yourself going to high school now? 1. Yes 5. No 9. Missing data	95 5		
T3 401	No T1 No T2 Pt. 2, J1 No T4	Which of the following statements is true of you? 1. I have graduated from high school 2. I am in twelfth grade now and I expect to graduate sometime before September, 1969 3. I am in twelfth grade now and I expect to graduate sometime between December, 1969 and February, 1970 4. I am in eleventh grade now 5. I have dropped out of high school 0,9. Missing data	4 82 4 2 7 2		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PAST AND PRESENT ENVIRONMENTAL STATUS

School environment (continued)

T2 600	No T1 I13 No T3 No T4	Have you changed high schools since we last talked, 18 months ago? 1. Yes . . . . . 6 5. No . . . . . 90 0,9. Missing data 5	
T3 402	No T1 No T2 Pt.1, G1 No T4	Which of the following statements is true of you? 1. I am currently attending the same school as when I was in 10th grade (when you interviewed me for the first time) . . . . . 80 2. I am presently attending a different school than when I was in 10th grade (when you interviewed me for the first time) . . . . . 8 3. I have graduated from high school . . . . . 3 4. I am not currently attending high school and have not graduated . . . . . 7 0,9. Missing data 2	
T2 601	No T1 Fle No T3 No T4	In the past, have you ever left school (dropped out or been asked to leave)? 1. Yes . . . . . 5 5. No . . . . . 90 0,9. Missing data . . . . . 5 8. DK, NA	
T2 602	No T1 Time 2 No T3 No T4	Fle (second part). How long were you out? LENGTH OF TIME IN MONTHS was coded 01. One month or less than a month 02. Two months etc. 98. DK;NA 99. Inap because R not in school 00. Inap because R has not left school	
T2 603	No T1 p. 32 No T3 No T4	THE INTERVIEWER CHECKS THE APPROPRIATE CATEGORY FOR EACH RESPONDENT: 1. R is going to school and has a job involving about 10 hours or more per week . . . . . 33 2. R is going to school but does not have a job involving as much as 10 hours per week . . . . . 62 3. R is not going to school, but does have a job involving about 10 hours or more per week . . . . . 4 4. R is not going to school, and does not have a job involving as much as 10 hours per week 1	

*See Introduction to Tables
9. Missing data

PAST AND PRESENT ENVIRONMENTAL STATUS

School environment (continued)

VAR	Item Number	Item Content	Percentage Frequencies*
T1 675	I14 No T2 No T3 No T4	Have you ever gone to a school that wasn't a public school? 1. Yes . . . . . 17 5. No 83	
T1 676	I14a No T2 No T3 No T4	(If "yes" to I14) What kind of school was that? 1. Training school (reformatory) . . . . . — 2. Private or parochial school or academy . 15 3. Military school or academy . . . . . — 7. Other . . . . . 1 0. Inappropriate 83	
T2 604	No T1 I13b No T3 No T4	(If R has changed school in the Time 1 to Time 2 interim) What kind of high school are you now in? 1. Public school . . . . . 5 9,0. Missing data; inappropriate . . . . . 94 2. Training School (Reformatory) 3. Private School	
T1 677	I17	What type of program or curriculum are you in at school? (Time 1) 4. Military School 5. Other	
T2 605	I14	What program or type of curriculum are you in at school? (Time 2)	
T3 403	Pt.2, J3 No T4	What study program are you in? If you are no longer in school, indicate what study program you were in before you stopped going to school. (Time 3)	

		T1 I17	T2 I14	T3 MJ3
1.	Vocational (industrial arts, technical added at Time 2)	7	9	12
6. work 2.	College preparatory	41	42	30
study 3.	Commercial or business	5	5	7
8. DK 4.	General	37	32	41
5.	Agricultural	4	3	2
7.	Other	2	2	1
0,9.	Missing data; inappropriate	3	7	7

T2 606	No T1 B26 No T3 No T4	Have you seen a counselor for any reason this year? 1. Yes . . . . . 72 5. No . . . . . 20 9.&0. Missing data 8	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PAST AND PRESENT ENVIRONMENTAL STATUS

School environment (continued)

T2 607	No T1 B27f Pt.1, H38	Does this mean that you saw a counselor a total of _____ times? (This question is asked after B27(a-e) which is a series of questions asking how many times during the last year R has seen a counselor for any one of five reasons.) (Time 2) **	
T3 404	Pt.1, H38 No T4	How many times this school year have you seen a counselor?	T2 BRKT / T3 H38
		Exact # of visits coded at time 2	
		1. No times	24 / 12
		2. 1 time	15 / 7
		3. 2 times	16 / 14
		4. 3 or 4 times	21 / 28
		5. 5 - 7 times	13 / 14
		6. 8 - 10 times	4 / 7
		7. 11 - 15 times	2 / 2
		8. More than 15 times	1 / 4
		0,9. Inapproriate	4 / 12
T2 608	No T1 I15 No T3 No T4	Have you ever been in a work-study program (that is, a program where you work on a job as a part of your schooling)?	
		1. Yes	4
		5. No	96
		9. Missing data	
T3 405	No T1 No T2 Pt.1, F36 No T4	Are you taking a class in high school where you and other students talk over your work experiences and get ideas about how to do better in your present jobs?	
		1. Yes, this is one of my most important classes	4
		2. Yes, I have a class like this, but it is not an important one	5
		3. No, I do not have a class like this	29
		4. I am not attending high school	4
		0,9. Missing data, inappropriate	58
T3 406	No T1 No T2 Pt.1, F37 No T4	Do you get school "credit" for your job--in other words, is your job part of a "work-study" program in your school?	
		1. Yes	7
		2. No	32
		9. Missing data, inappropriate	61

*See Introduction to Tables

**At Time 2, the response to B27 was coded in actual number of visits, then converted to a bracketed version (NO. CNSLR VISITS-BRKT 2) to parallel the close-ended response scale self-administered at Time 3.

VAR	Item Number	Item Content	Percentage Frequencies*		
		PAST AND PRESENT ENVIRONMENTAL STATUS			
		Job environment			
T1 678 T2 609 T3 407	E1 E1 Pt.1, F5 No T4	Now I'd like to ask you about paying jobs. Are you working now? (Time 1 and Time 2)	T1 E1	T2 E1	
		1. Yes	35	46	
		5. No	65	54	
		(Time 3) Do you presently have a paying job?			T3 F5
		1. No, I don't have a job			43
		2. I have a job that takes less than 10 hours a week			11
		3. I have a job that takes 10 or more hours a week			44
		9. Missing data			2
T2 610	No T1 E9 No T3 No T4	INTERVIEWER CHECKS THE APPROPRIATE BOX:			
		1. R HAS NEVER HAD A JOB			19
		2. R HAS OR HAS HAD A JOB			81
		0,9. Missing data			
T1 679 T2 611 T3 408	E2 E8 Pt.1, F1 No T4	(Time 1, E2) Have you had (other) jobs in the past?			
		(Time 2, E8) Have you had any (other) jobs since the start of your tenth grade year?	T1 E2	T2 E8	
		2. undocumented code			
		1. Yes	70	58	
		5. No	30	41	
		9. Missing data			
		(Time 3, F1) Did you have a job last summer?			T3 F1
		1. No, I did not have a job last summer			20
		2. I had a job last summer that took less than 10 hours a week			7
		3. I had a job last summer that took 10 hours or more a week			70
		0,9. Missing data			3

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PAST AND PRESENT ENVIRONMENTAL STATUS

Home and community environment

T1 680 — I12 (No T2, No T3, No T4)

How long have you lived here in (city or town)?

01.	One year or less	7
02.-05.	2-5 years	13
06.-10.	6-10 years	16
11.-15.	11-15 years	36
16.-20.	16-20 years	7
77.	All of my life	19
99.	Missing data	1

T1 681 / T2 612 — I18 / I11 & I12b (No T3, No T4)

(Time 1, I18) Were you brought up mostly:

(Time 2, I11) Do you now live:

T2 613

(Time 2, I12b) Did you used to live (when we talked with you the first time):

		T1 I18	T2 I11	T2 I12b
1.	On a farm	11	9	1
2.	In the country, but not on a farm	12	14	1
3.	In a town	29	34	4
4.	In a small city	21	22	3
5.	In a large city	27	20	3
9.&0.	Missing data, inappropriate	--	--	89

7. Other 8. DK

T2 614 — No T1, I12, No T3, No T4

Do you still live in the same place as you did at the time we first interviewed you, 18 months ago?

1.	Yes	88
5.	No	11
0,9.	Missing data	

T2 615 — No T1, I12a, No T3, No T4

How many times have you moved since then?

1.	Once	9
2.	Twice	2
9.&0.	Missing data, inappropriate	89

3. Three times 4. Four times

T2 616 — No T1, I12c, No T3, No T4

How long ago did you move from there?

exact # of months was coded

01.	1 month ago	1
02.	2 months ago	--
03.	3 months ago	1
06.	6 months ago	1
07.	7 months ago	1
08.	8 months ago	1
09.	9 months ago	1
10.	10 months ago	1
11.	11 months ago	1
12.	12 months ago	2
18.	18 months ago	1
99.&00.	Missing data; inappropriate	89

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PAST AND PRESENT ENVIRONMENTAL STATUS

Home and community environment (continued)

VAR Time 3 Only — Special "MOVER" variables built from the "Cross-Time Sample Book" after the Time 3 data collection:

T3 409 — MOVER T1-T2=1 Weighted N = 2058
Missing data out = 9

0.	If respondent or non-respondent did not move between Time 1 and Time 2	92
1.	If respondent or non-respondent did move between Time 1 and Time 2 . . .	7

T3 410 — MOVER T2-T3=1 Weighted N = 2058
Missing data out = 9

0.	If respondent or non-respondent did not move between Time 2 and Time 3	93
1.	If respondent or non-respondent did move between Time 2 and Time 3 . . .	7

T3 411 — MOVER AT SOME TIME=1 Weighted N = 2058
Missing data out = 9

0.	If respondent or non-respondent did not move between Time 1 and Time 2 or between Time 2 and Time 3 . . .	87
1.	If respondent or non-respondent moved either between Time 1 and Time 2 or between Time 2 and Time 3, i.e., if respondent moved at any time . .	13

T3 412 — REGION OF RESIDENCE AT T3 Weighted N = 2058
Missing data out = 9

On the basis of a respondent's residence reported at Time 3, a region code was assigned to every panel member who moved—whether or not he had moved out of his original region:

1.	West	15
2.	North Central	31
3.	Northeast	23
4.	South	31

*See Introduction to Tables

	Item Number	Item Content	Percentage Frequencies*
		PAST AND PRESENT ENVIORNMENTAL STATUS	
	VAR	Home and community environment (continued)	
T3	412 (cont.)	REGION OF RESIDENCE AT T3 (continued)	

States assigned to each region:

WEST = 1	NORTH CENTRAL = 2
Montana	Ohio
Idaho	Indiana
Wyoming	Illinois
Colorado	Michigan
New Mexico	Wisconsin
Arizona	Minnesota
Utah	Iowa
Nevada	Missouri
Washington	North Dakota
Oregon	South Dakota
California	Nebraska
Alaska	Kansas
Hawaii	

NORTHEAST = 3	SOUTH = 4
Maine	Delaware
New Hampshire	Maryland
Vermont	D. C.
Massachusetts	Virginia
Rhode Island	West Virginia
Connecticut	North Carolina
New York	South Carolina
New Jersey	Georgia
Pennsylvania	Florida
	Kentucky
	Tennessee
	Alabama
	Mississippi
	Arkansas
	Louisiana
	Oklahoma
	Texas

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Aptitudes and abilities

VAR — General intelligence: Paragraph Comprehension Test**

Section K
No T2
No T3
No T4

Each respondent was given the same paragraph to read. The interviewer then asked R three questions for which there were a total of six correct answers. The score of one was given to each correct response.

No Data available

Mean 5.05

S.D. 1.07

0 items correct	0.5
1 item correct	0.4
2 items correct	2.2
3 items correct	6.8
4 items correct	16.3
5 items correct	30.5
6 items correct	43.3

T1 682

Section K
No T2
No T3

General intelligence: Quick Test (QT)***

Each respondent was given a card on which there were pictures numbered from one to four. The interviewer then read a long list of words and R was instructed to point to the picture which best defined the word read. A score of one was given to each word correctly identified. The highest score attainable was 150.

exact number of words correct was coded

Mean 108.48

S.D. 12.47

0-56 words correct	0
57-59 words correct	0.1
60-64 words correct	0.2
65-69 words correct	0.3
70-74 words correct	0.7
75-79 words correct	1.0
80-84 words correct	2.0
85-89 words correct	3.0
90-94 words correct	4.5
95-99 words correct	8.8
100-104 words correct	12.3
105-109 words correct	16.8
110-114 words correct	18.0
115-119 words correct	14.2
120-124 words correct	10.1
125-129 words correct	5.7
130-134 words correct	1.7
135-139 words correct	0.7
More than 139 words correct	0

*See Introduction to Tables

**For discussion of this test, see Bachman, J. G., Kahn, R. L., Mednick, M. T., Davidson, T. N., & Johnston, L. D. Youth in transition: Volume I. Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, 1967, 63.

***For discussion of this test, see Bachman, J. G. et al. Youth in transition: Volume I. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1967, 63-64.

Item Number | Item Content | Percentage Frequencies*

PERSON

Motives

VAR

Thematic Apperception Tests: Achievement**

T1 683 D1 Two men in a shop working on a machine.
T1 684 D2 A man working alone in his office at night.
T1 685 D3 A young man talking about something important with an older man.
No T2
No T3
No T4

	D1 Total	D2 Total	D3 Total	D1-D3 Total
Unrelated imagery(minus score) . .	5	6	41	22
Task imagery(0 score)	62	56	30	14
Achievement imagery(1 score) . . .	2	1	4	3
2-4 score	20	23	18	27
5-7 score	11	13	6	16
8-11 score	--	--	--	12
12-15 score	--	--	--	3
16-20 score	--	--	--	1

Thematic Apperception Tests: Affiliation**

T1 686 D1 Two men in a shop working on a machine.
T1 687 D2 A man working alone in his office at night.
T1 688 D3 A young man talking about something important with an older man.
No T2
No T3
No T4

	D1 Total	D2 Total	D3 Total	D1-D3 Total
Unrelated imagery (0 score) . . .	87	86	73	57
Affiliation imagery (1 score) . .	7	4	8	12
2-4 score	5	9	15	23
5-7 score	—	1	3	6
8-10 score	--	--	--	1

Coding for above variables

0. Unrelated imagery
1. Task imagery
2. Achievement imagery
3. Score of 2
4. Score of 3
5. Score of 4
6. Score of 5
7. Score of 6
8. Score of 7
9. Score of 8
99. Missing data

*See Introduction to Tables

**For an explanation of testing and scoring procedures, see Bachman, J. G. et al. Youth in transition: Volume I. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1967, 60-61.

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Affective states: General happiness

T1 689-691 C1
T2 617-619 D1
No T3
T4 415-417 C1

Can you tell me what are some of the things you feel pretty happy about these days? Try to include here everything that's important to you--your family, friends, school or other things you may be happy about or pleased with.

For Master code C see page 592 (T1 & T2), 672 (T4)	Time 1 Mentions 1st	2nd	3rd	Time 2 Mentions 1st	2nd	3rd
PUBLIC AFFAIRS, ACCOMPLISHMENTS OR PROBLEMS	2	2	1	1	-	1
EDUCATION (FUTURE)	-	-	-	-	1	1
EDUCATION (PRESENT OR NA WHETHER PRESENT OR FUTURE)	21	17	10	18	13	7
21. Getting good grades, homework and exams	10	6	2	9	5	3
22. Finishing high school . . .	-	-	-	2	-	-
28. School (general); necessity of education	8	6	4	5	5	3
29. Other (specific) present education; getting up in the morning	2	2	-	-	-	-
JOBS (FUTURE)	-	-	1	-	1	1
PRESENT JOB (OR NA WHETHER PRESENT OR FUTURE)	2	2	1	7	5	3
40. Having a (good) job now; [availability]	2	-	-	6	4	2
ACTIVITIES AND POSSESSIONS . . .	26	19	13	19	19	9
50. Sports, games or hobbies (including school team accomplishments	14	8	4	7	5	2
53. Cultural or civic activities; T.V. shows and movies; music	3	2	-	2	2	-
55. Having money; being able to buy things; standard of living	-	-	-	-	2	-
56. Having a car or motorcycle; car in general	2	2	-	5	4	3
57. Having a driver's license; driving	3	-	-	2	-	-
INTERPERSONAL RELATIONS	36	33	19	35	29	16

*See Introduction to Tables

VAR	Item Number	Item Content	Time 1 Mentions 1st	Time 1 Mentions 2nd	Time 1 Mentions 3rd	Time 2 Mentions 1st	Time 2 Mentions 2nd	Time 2 Mentions 3rd
		PERSON						
		Affective states: General happiness (continued)						
T1 689-691 C1 T2 617-619 D1 No T3		INTERPERSONAL RELATIONS (cont)						
T4 415-417 C1 (continued)		60. Family relations general or specific person; family love for me; my love for family; how family gets along together; "my family"	16	9	4	13	8	4
		61. References to health, accomplishments, activities, or possessions of family members; we just bought a home; my sister is having a baby.	8	6	3	6	4	-
		65. Dating; having (getting, keeping) a girlfriend; girls; [social life]	-	2	-	4	4	3
		66. Having (good, close) friends; having peers like me, think well of me; doing things with my friends	9	14	9	11	11	6
		ANTI-SOCIAL BEHAVIOR	-	-	-	-	-	-
		OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS	3	3	3	2	3	2
		MISCELLANEOUS	3	2	2	10	4	3
		90. Weather and vacations . . .	-	-	-	7	3	2
		94. Life in general; being alive; happy person	3	-	-	3	2	-
	95.	EVERYTHING	-	-	-	2	1	-
	96.	NOTHING	2	-	-	4	-	-
	99.&00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	4	21	50	1	23	58

*See Introduction to Tables

PERSON

Item Number	Item Content	Percentage Frequencies*					
VAR	Affective states: General happiness (continued) [T2=people]						
T1 692-694 C2 T2 620-622 D2 No T3 T4 418-420 C2	Many[boys]have told us about things they're not completely happy about. What are some things you're not too happy about these days?						
	For master code C see page 592 (T1 & T2), page 672	Time 1 Mentions 1st	2nd	3rd	Time 2 Mentions 1st	2nd	3rd
	PUBLIC AFFAIRS, ACCOMPLISHMENTS OR PROBLEMS (T4)	15	9	3	22	12	3
	01. The draft; being drafted; going to Vietnam; the Vietnam War	7	3	-	14	5	-
	03. Other world situations; Communism; Red China; Russia; World War III; nuclear war; [world peace; end of wars]	2	-	-	3	-	-
	06. Civil rights	2	2	-	2	2	-
	08. Other national situations; patriotism; [national figures or leaders; vote]	2	-	-	3	2	-
	EDUCATION (PRESENT OR NA WHETHER PRESENT OR FUTURE)	25	10	3	23	7	2
	21. Getting good grades; homework and exam; [not getting good grades]	15	2	-	11	3	-
	23. Specific courses	3	-	-	2	-	-
	25. Teachers	2	2	-	2	-	-
	27. School rules and regualtions--facilities	2	-	-	2	-	-
	28. School (general); necessity of education; [summer school, tutoring, etc.]	3	-	-	5	-	-
	29. Other (specific) present education--getting up in the morning	3	2	-	2	-	-
	JOBS (FUTURE)	-	-	-	1	-	-
	PRESENT JOB (OR NA WHETHER PRESENT OR FUTURE)	2	1	-	4	3	1
	40. Having a (good) job now; availability	-	-	-	2	-	-
	ACTIVITIES AND POSSESSIONS	10	6	3	7	4	1
	50. Sports, games or hobbies (including school team accomplishments)	4	-	-	-	-	-

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* Time 1 Mentions 1st	2nd	3rd	Time 2 Mentions 1st	2nd	3rd
T1 692-694 C2 T2 620-622 D2 No T3 T4 418-420 C2 (continued)		Affective states: General happiness (continued)						
		ACTIVITIES AND POSSESSIONS (cont)						
	56.	Having a car or motorcycle; car; car repairs	-	-	-	2	-	-
	57.	Not having a driver's license	2	-	-	-	-	-
		INTERPERSONAL RELATIONS	17	9	2	13	7	3
	60.	Family relations general or specific; family love for me; my love for family; how family gets along together	4	2	-	5	2	-
	61.	References to health, accomplishments, activities, or possessions of family members; my mother has been sick . .	4	2	-	2	-	-
	62.	Family imposed rules and regulations; getting in trouble at home	4	2	-	2	-	-
	65.	Dating; having (getting, keeping) a girlfriend; girls; [social life]	-	-	-	2	-	-
	66.	Having (good, close) friends; having peers like me, think well of me, doing things with friends	2	-	-	-	-	-
		ANTI-SOCIAL BEHAVIOR	4	2	1	4	2	1
	79.	Time 1 = anti-social behavior of others; T2 = riots . . .	3	-	-	-	-	-
		OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS	5	2	1	4	2	1
		MISCELLANEOUS	2	1	1	1	1	-
	96.	NOTHING	16	-	-	19	-	-
	97.	OTHER (GENERAL)	-	-	-	1	1	-
	99. & 00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	4	60	86	1	60	87

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies*	
		Affective states: General happiness (continued)		
T1 695 T2 623 T4 421	C3 D3 No T3 C3	Taking all things together how happy would you say you are these days?	T1	T2
		1. Very happy	22	19
		2. Quite happy	48	51
		3. Fairly happy	28	26
		4. Fairly unhappy	2	2
		5. Very unhappy	-	1
		8. DK 9. Missing data		
T1 696 T2 624 T4 422	C4 D4 No T3 C4	Compared to your life today, how do you think things will be ten years from now--do you think things will be happier for you than they are now, quite as happy, or what?		
		1. Much happier	10	12
		2. Happier	41	42
		3. The same	24	28
		4. Less happy	16	10
		5. Much less happy	1	1
		6. It depends	8	5
		9. Missing data	-	1
T1 697 T2 625 T4 423-424	C4 D4 No T3 C4	(If R answered "It depends" in preceding questions) On what does your future happiness depend?	8%	5%
			T1	T2
		1. The draft	1	-
		2. College	1	1
		4. Job	1	1
		5. School--general or NA whether college or not	1	-
		7. Other	1	-
		8. Future world situations; how war goes; [national situation]	1	1
		0, 9. NA; DK; depends on what happens to me	3	2

3. Financial situation
6. marriage/ family

T1 698-700 T2 626-628 T4 425-427	C4a D4a No T3 C4a	You'll be happier or unhappier in the future for what reasons?						
		For master code C see page 592 (T1 and T2), 672 (T4)	Time 1 Mentions 1st	2nd	3rd	Time 2 Mentions 1st	2nd	3rd
		PUBLIC AFFAIRS, ACCOMPLISHMENTS OR PROBLEMS	10	4	1	6	2	1
		01. The draft; being drafted; going to Vietnam; the Vietnam War	4	2	-	3	2	-
		03. Other world situations; Communism; Red China; Russia; World War III; nuclear war;	2	-	-	2	-	-
		04. Space and Science achievements -- other non-political world conditions	4	-	-	-	-	-

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies*					
			Time 1 Mentions			Time 2 Mentions		
			1st	2nd	3rd	1st	2nd	3rd
T1 698-700 C4a T2 626-628 D4a No T3 T4 425-427 C4a (continued)		Affective states: General happiness (continued)						
		EDUCATION (FUTURE)	12	3	1	13	3	1
	10.	Getting into college, trade, business school	2	-	-	-	-	-
	12.	Finishing college, trade or business school	6	2	-	8	2	-
	18.	Future education in general; necessity of education . .	2	-	-	3	-	-
		EDUCATION (PRESENT OR NA WHETHER PRESENT OR FUTURE)	8	1	5	5	1	-
	22.	Finishing high school . . .	6	-	-	4	-	-
		JOBS (FUTURE)	15	18	3	14	15	4
	30.	Getting a (good) job; availability	7	9	-	8	10	3
	36.	Making occupational decisions; deciding what I want to do.	-	2	-	2	-	-
	38.	T1 = Future job (general); T2 = Idea of enlisting; military career	4	6	-	-	-	-
		PRESENT JOB (OR NA WHETHER PRESENT OR FUTURE)	1	-	-	1	1	-
		ACTIVITIES OR POSSESSIONS . . .	4	7	3	2	4	2
	55.	Having money; being able to buy things; standard of living	-	3	-	-	2	-
		INTERPERSONAL RELATIONS	10	8	5	7	8	4
	68.	Getting married and/or having a family	6	6	4	5	6	3
	69.	Interpersonal relations (general); getting along with people; what other people think of me	-	-	-	-	-	-
		OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS	20	9	4	21	10	3
	81.	Growing up	5	-	-	4	-	-
	82.	Being independent	11	5	2	11	5	2
	83.	Ambition; motivation; applying myself; doing my best; being important; being somebody; being successful . .	-	-	-	2	2	-

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*					
		PERSON						
		Affective states: General happiness (continued)						
			Time 1 Mentions			Time 2 Mentions		
			1st	2nd	3rd	1st	2nd	3rd
T1 698-700 T2 626-628 No T3 T4 425-427	C4a D4a C4a	OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS (continued)						
(continued)		89. Personal problems or accomplishments or events other than above	-	-	-	3	-	-
		MISCELLANEOUS	14	3	1	19	3	1
		91. Things will be the same; nothing could change	6	-	-	11	-	-
		92. The future (general)	3	-	-	4	-	-
		94. Life in general; being alive; happy person; being happy .	-	-	-	4	-	-
	97.	OTHER (GENERAL)	-	-	-	2	-	-
	98.	BEING OUT OF SERVICE	-	-	-	2	2	-
	99.&00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	6	47	77	7	51	83
T1 701-703 T2 629-631 No T3 T4 428-430	C5 D5 C5	Now there's a more general question I'd like to ask. Can you tell me some of the problems[boys]your age worry about most?** For Master code C see page 592 (T1 and T2), 672 (T4)						
		PUBLIC AFFAIRS, ACCOMPLISHMENTS OR PROBLEMS	3	3	2	27	8	5
		01. The draft; being drafted; going to Vietnam; the Vietnam War	3	2	2	26	8	4
		EDUCATION (FUTURE)	2	2	1	4	7	3
		10. Getting into college, trade, or business school	2	2	-	3	4	2
		EDUCATION (PRESENT OR NA WHETHER PRESENT OR FUTURE)	28	15	6	18	12	5
		21. Getting good grades; homework and exams; [not getting good grades]	22	11	5	10	7	4
		22. Finishing high school . . .	3	2	-	3	-	-
		28. School (general); necessity of education; [summer school, tutoring, etc.]	3	2	-	4	3	-

*See Introduction to Tables
**The bracketed word boys was changed to "young men" at Time 2.

PERSON

VAR	Item Number	Item Content	Percentage Frequencies*					
		Affective states: General happiness (continued)						
			Time 1 Mentions			Time 2 Mentions		
			1st	2nd	3rd	1st	2nd	3rd
T1 701-703 T2 629-631	C5 D5							
	No T3 (cont)	JOBS (FUTURE)	4	3	3	4	6	3
T4 428-430	C5 (cont)	30. Getting a (good) job; availability	2	2	-	2	3	2
		36. Making occupational decisions; deciding what I want to do .	-	-	-	2	3	-
		PRESENT JOB (OR NA WHETHER PRESENT OR FUTURE)	1	1	1	3	4	2
		40. Having a (good) job now; availability	-	-	-	3	3	2
		ACTIVITIES AND POSSESSIONS . . .	13	15	9	12	14	7
		50. Sports, games or hobbies (including school team accomplishments)	2	3	3	-	2	-
		55. Having money; being able to buy things; standard of living	5	5	3	7	6	3
		56. Having a car or motorcycle; car; car repairs	3	4	2	4	5	2
		57. Not having a driver's license	3	2	-	-	-	-
		INTERPERSONAL RELATIONS	26	21	12	22	17	10
		60. Family relations general or specific; family love for me; my love for family; how family gets along together	-	2	2	-	2	2
		62. Family imposed rules and regulations; getting in trouble at home	2	2	-	-	-	-
		65. Dating; having (getting, keeping) a girlfriend; girls; [social life]	17	12	5	14	10	5
		66. Having (good, close) friends; having peers like me, think well of me, doing things with friends	3	3	2	3	2	-
		69. Interpersonal relations (general); getting along with people; what other people think of me	-	-	-	3	2	-

*See Introduction to Tables

PERSON

Affective states: General happiness (continued)

VAR	Item Number	Item Content	Percentage Frequencies* Time 1 Mentions 1st	2nd	3rd	Time 2 Mentions 1st	2nd	3rd
T1 701-703 T2 629-631	C5 D5							
	No T3 (cont)	ANTI-SOCIAL BEHAVIOR	3	3	1	3	2	1
		74. Getting in trouble(NA with whom)	2	-	-	-	-	-
T4 428-430	C5 (cont)	OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS	7	5	3	3	2	2
		85. Appearance	5	2	-	2	-	-
		MISCELLANEOUS	1	1	1	2	2	1
		92. The future (general) . . .	-	-	-	2	2	-
	96.	NOTHING	3	-	-	1	-	-
	99.&00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	7	31	61	1	25	60

VAR	Item Number	Item Content	T1 Mentions 1st	2nd	T2 Mentions 1st	2nd
T1 704-705 T2 632-633 No T3 T4 431-433	C5a D5a C5a	(If not mentions in C5 or D5 above) What things do[boys your age]worry about that might happen in the future?** For Master code C see page 592 (T1 and T2), 672 (T4)				
		PUBLIC AFFAIRS, ACCOMPLISHMENTS OR PROBLEMS	28	6	29	4
		01. The draft; being drafted; going to Vietnam; the Vietnam War	21	5	27	4
		03. Other world situations; Communism; Red China; Russia; World War III; nuclear war; [world peace; end of wars]	5	-	2	-
		EDUCATION (FUTURE)	8	4	5	3
		10. Getting into college, trade, business school	4	-	3	2
		18. Future education in general; necessity of education	2	-	2	-
		EDUCATION (PRESENT OR NA WHETHER PRESENT OR FUTURE)	7	3	1	1
		21. Getting good grades, homework, exams; [not getting good grades]	3	-	-	-
		22. Finishing high school	2	-	-	-
		JOBS (FUTURE)	14	7	7	4
		30. Getting (good) job; availability . .	9	4	4	2
		36. Making occupational decisions; deciding what I want to do	4	2	2	-

*See Introduction to Tables
**The bracketed, boys your age, was changed to "they" at Time 2.

PERSON

Affective states: General happiness (continued)

VAR	Item Number	Item Content	T1 Mentions 1st	T1 Mentions 2nd	T2 Mentions 1st	T2 Mentions 2nd
T1 704-705 T2 632-633	C5a D5a No T3					
	(cont)	ACTIVITIES AND POSSESSIONS	2	2	2	1
T4 431-433	C5a					
	(cont)	INTERPERSONAL RELATIONS	6	4	3	2
		68. Getting married and/or having a family.	3	2	2	-
		ANTI-SOCIAL BEHAVIOR	2	-	1	-
		OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS .	3	2	1	1
		83. Ambition; motivation; applying myself; doing my best; being successful	2	-	-	-
		MISCELLANEOUS	3	2	2	1
		92. The future (general)	2	-	-	-
	96.	NOTHING	6	-	4	-
	99.&00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	21	70	44	82

VAR	Item Number	Item Content	T1 Mention	T2 Mention
T1 706 T2 634 T4 434-436	C5b D5b No T3 C5b	(If not mentioned in C5 or D5 above) What things do[boys your age]worry about that are happening right now?** For Master code C see page 592 (T1 and T2), 672 T4		
		PUBLIC AFFAIRS, ACCOMPLISHMENTS OR PROBLEMS	11	12
		01. The draft; being drafted; going to Vietnam; the Vietnam War	9	10
		EDUCATION (PRESENT OR NA WHETHER PRESENT OR FUTURE)	15	10
		21. Getting good grades; homework and exams	11	6
		28. School (general); necessity of education; [summer school, tutoring, etc.]	2	2
		PRESENT JOB (OR NA WHETHER PRESENT OR FUTURE)	1	-
		ACTIVITIES AND POSSESSIONS	4	2
		INTERPERSONAL RELATIONS	4	2
		65. Dating; having (getting, keeping) a girlfriend; girls; [social life] . . .	2	-

*See Introduction to Tables

**The bracketed, boys your age, was changed to "they" at Time 2.

VAR	Item Number	Item Content	Percentage Frequencies*	
		PERSON		
		Affective states: General happiness (continued)		
T1 706 T2 634	C5b D5b		T1 Mention	T2 Mention
	No T3 (cont)	ANTI-SOCIAL BEHAVIOR	1	1
T4 434-436	C5b (cont)	OTHER PERSONAL PROBLEMS OR ACCOMPLISHMENTS	-	-
	96.	NOTHING	6	3
	99.&00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	58	67

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2
		PERSON		
		Self-concept: school ability		
T1 707 T2 635	B1 B6 No T3	How do you rate yourself in school ability compared with those in your grade in school?	T1	T2
		1. Far above average	5	6
		2. Above average	31	34
		3. Slightly above average	47	41
		4. Slightly below average	15	12
		5. Below average	2	1
		6. Far below average	-	-
		9. Inappropriate because R is not in school	-	4
		0,8. Missing data	-	1
		7. Other		
T1 708 T2 636	B2 B7 No T3	How close do you come to doing the best work you are able to do in school?		
		1. Very close	7	3
		2. Quite close	27	22
		3. Somewhat close	45	45
		4. Not very close	20	23
		5. Not at all close	2	2
		9. Inappropriate because R is not in school	-	4
		0,8. Missing data	-	1
T1 709 T2 637	B3 B8 No T3	How hard do you think you work in school, compared to the other students in your class?		
		1. Much harder	2	2
		2. Harder	14	11
		3. About average	68	59
		4. Less hard	15	21
		5. Much less hard	1	3
		9. Inappropriate because R is not in school	-	4
		0,8. Missing data	-	1
T1 710 T2 638	B4 B9 No T3	How satisfied are you with the way you're actually doing in school?		
		1. Very satisfied	4	2
		2. Quite satisfied	19	17
		3. Somewhat satisfied	34	38
		4. Not very satisfied	37	31
		5. Not at all satisfied	6	6
		9. Inappropriate because R is not in school	-	4
		0,8. Missing data	-	1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Self-concept: school ability (continued)

VAR

SCHOOL ABILITY SELF-CONCEPT INDEX

This variable is the mean of three interview items which together provide a composite measure of the respondent's self-concept of school ability. The Time 1 input variables are B1 presented above and G8a and G9a presented in the PERSON-ENVIRONMENT FIT section, Part II; the Time 2 input variables are B6 shown above and G8a and G9a presented in the PERSON-ENVIRONMENT FIT section, Part II. All of the input variables (at both Time 1 and Time 2) were reversed.

T1 711
T2 639

Index*

SCH ABIL SLF CONCEPT	T1	T2	No T3
Minimum # of items upon which index calculated	3 out of 3		
# of cases upon which statistics are based	2507	2039	
Mean	4.13	4.22	
Standard deviation	.73	.75	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Self-concept: self-development (aspired)

T1 712-714	G11**	We have found that most of the boys [Time 2
T2 640-642	G19**	word change: people] we talk with have cer-
	No T3	tain ways in which they want to improve.
T4 437-439	K1	What are some of the ways you'd like to improve yourself? For Master code G see page 596 (T1), page 632 (T2), page 675 (T4-Master code K)

NOTE: Although the question shown above asked for the same information at both Time 1 and Time 2, the codes to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.

TIME 1 RESPONSES:	1st Way	2nd Way	3rd Way
SOCIAL QUALITIES	5	9	6
02. Popular; have more friends	–	2	2
05. Ability to get along with others; friendlier	–	2	–
07. Ability to speak well; recite; etc .	–	2	–
PERSONAL QUALITIES	6	9	6
18. Better personality (not specified) .	2	3	2
PHYSICAL CONDITION OR APPEARANCE	17	16	5
20. Physical condition; stronger, bigger, more athletic	12	13	3
SPORTS AND GAMES	8	10	4
33. Team sports; baseball, football, hockey, etc.	2	2	–
38. Sports (general)	5	7	2
ACADEMIC AND INTELLECTUAL SKILLS	57	27	9
40. Smartness; intelligence; learning . .	11	7	2
41. School grades; better student; study skills; study more; better; participate	33	11	4
44. English: reading; writing; vocabulary	9	5	–
46. Math	2	–	–
VOCATIONAL SKILLS	1	1	1

*See Introduction to Tables
** Although we collected five ways the respondent might improve, only three ways are reported here since the response fell off below five percent.

Item Number	Item Content	Percentage Frequencies* 1st Way	2nd Way	3rd Way
	PERSON			
	Self-concept: self-development (aspired)			
	TIME 1 RESPONSES CONTINUED:			
	ARTISTIC SKILLS	1	2	1
96.	NOTHING	3	-	-
98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	2	26	68
	TIME 2 RESPONSES:			
	SOCIAL QUALITIES	12	13	6
	01. Nicer; more talkative; more likeable; more interesting; cheerful; popular; have more friends--making friends; ability to get along with others; friendlier; be a better sport--less conceited; better personality (not specific); less mean	8	9	3
	03. More self-confidence; less shy or self-conscious; ability to speak well; recite; etc.	2	-	-
	PERSONAL QUALITIES	8	8	3
	12. More ambitious; less lazy; try harder; do the best I can; work harder; waste less time	2	-	-
	15. Curb my temper; more self-control; more self-discipline	2	2	-
	PHYSICAL CONDITION OR APPEARANCE	10	7	2
	20. Some change in physical condition; stronger, bigger, more athletic, heavier, slimmer, taller, shorter	7	5	-
	RECREATION, SPORTS, AND GAMES	7	9	4
	38. Sports (general); athletics (general) .	3	5	-
	ACADEMIC AND INTELLECTUAL SKILLS	53	20	5
	40. Smartness; intelligence; learning . . .	9	5	-
	41. School grades; better student; study skills; study more; study better; participate in class	30	9	2
	42. Get a better education; go to college .	3	-	-

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Way	2nd Way	3rd Way
		PERSON			
		Self-concept: self-development (aspired)			
		TIME 2 RESPONSES CONTINUED:			
		44. Reading; writing; vocabulary; handwriting	7	4	-
		45. Academic skills in specific courses (e.g. English, languages, math, science, etc)	2	2	-
		MONEY, JOB, AND VOCATIONAL SKILLS	3	4	1
		51. My job; my work; keep busy; have something to do; get a job	-	2	-
		55. More (better) vocational skills--mechanics, mechanical drawing, woodworking, electronics, etc.	2	-	-
	96.	NOTHING	7	-	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	1	39	80

T1 715-719 G11a-c
T2 643-647 G19a-c
No T3

Are there things you will do to improve yourself in the ways you mentioned?
For Master code G see page 596 (T1), page 632 (T2).

NOTE: Although the question shown above asked for the same information at both Time 1 and Time 2, the codes to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.

TIME 1 RESPONSES:	1st Way 1st Ment	1st Way 2nd Ment	2nd Way 1st Ment	2nd Way 2nd Ment	3rd Way 1st Ment
EDUCATION	51	20	26	10	8
10. Read more, better, faster, improve my vocabulary	12	4	7	2	2
11. Study more; learn more; better study skills; do assignments better	31	8	14	3	4
14. Pay (better) attention in class	-	2	-	2	-
15. Go to school	2	-	-	-	-
17. Take specific classes	2	-	-	-	-

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*				
	PERSON					
	Self-concept: self-development (aspired)					
	TIME 1 RESPONSES CONTINUED:	1st Way 1st Ment	1st Way 2nd Ment	2nd Way 1st Ment	2nd Way 2nd Ment	3rd Way 1st Ment
	SOCIAL	5	3	9	4	6
	20. Being with people more; talking to them; listening to people	-	-	2	-	-
	22. Be more friendly and nice; be a good guy; be more gay and cheerful; more interesting .	-	-	3	-	2
	PHYSICAL CONDITION, SPORTS, GAMES AND HOBBIES	22	4	23	4	7
	30. Work out more; exercise more; take physical education, go out for more sports; keep in shape; have better posture; practice sports	18	2	20	2	6
	32. Get plenty of rest; eat better	2	-	-	-	-
	CHARACTER AND PERSONALITY	5	3	6	3	4
	GENERAL	7	4	6	3	3
	71. Try; work harder; try harder.	6	4	4	2	-
	72. Practice (except athletic practice)	-	-	2	-	-
75.	NOTHING	3	-	3	-	2
98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	6	66	27	76	70
	TIME 2 RESPONSES:					
	EDUCATION	46	12	18	6	5
	10. Read more, better, faster; improve my vocabulary; study more; learn more; better study skills; do assignments better (on time)	35	5	13	2	3
	14. Pay (better) attention in class; participate in class .	-	2	-	-	-
	15. Go to school	3	-	-	-	-
	17. Take specific classes (except physical education)	3	-	2	-	-

*See Introduction to Tables

PERSON

Self-concept: self-development (aspired)

Item Number	Item Content	Percentage Frequencies*				
	TIME 2 RESPONSES. CONTINUED	1st Way 1st Ment	1st Way 2nd Ment	2nd Way 1st Ment	2nd Way 2nd Ment	3rd Way 1st Ment
	19. Other	2	2	-	-	-
	SOCIAL	9	4	11	4	5
	20. Being with people more; talking to them; listening to people; go out more; participate in more social activities	3	-	4	-	-
	22. Be more friendly and nice; be a good guy; be more cheerful; be more interesting; be a good sport, not conceited . .	3	-	3	-	-
	24. Control my temper; don't let things bother me; more self-control; more self-discipline	-	-	2	-	-
	PERSONAL	2	-	2	-	1
	PHYSICAL CONDITION, SPORTS, GAMES, AND HOBBIES	13	2	13	2	4
	40. Work out more; exercise more; take physical education; go out for sports more; keep in shape--have better posture; practice sports	10	-	10	-	3
	GENERAL	13	7	9	4	4
	52. Work harder (at job); get a job	2	-	2	-	-
	56. Try; work harder; try harder	7	5	4	3	-
97.	NOTHING	8	-	6	-	2
98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	9	75	40	84	80

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment	3rd Ment
		PERSON			
		Self-concept: self-utilization (perceived)			
T1 720-722 T2 648-650 No T3 T4 440-442	G12 G20 K2	Another thing we've been talking to boys about is what kind of things they do well and enjoy doing. What are some of the things that you are good at and like to do? For Master code G see page 596 (T1), page 632 (T2), page G75 (T4) NOTE: Although the question shown above asked for the same information at both Time 1 and Time 2, the codes to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.			
		TIME 1 RESPONSES:			
		SOCIAL QUALITIES	1	3	2
		PERSONAL QUALITIES	1	2	2
		SPORTS AND GAMES	63	45	25
		30. Fishing and hunting	6	6	4
		32. Other individual sports--skiing, skating, swimming, boating, golf, etc.	13	12	8
		33. Team sports	28	18	9
		36. Hobbies	2	2	-
		38. Sports (general)	12	4	2
		ACADEMIC AND INTELLECTUAL SKILLS	10	13	8
		44. English--reading, writing, vocabulary	4	4	3
		46. Math	3	3	-
		47. Science	2	2	-
		VOCATIONAL SKILLS	13	12	6
		50. Mechanics--cars, trucks, running machinery	5	4	2
		52. Woodworking	2	2	-
		55. Driving	-	2	-
		59. Other general	2	2	-
		ARTISTIC SKILLS	11	9	5
		61. Drawing and painting	4	2	-
		62. Music, band, marching	6	6	3
	75.	NOTHING	1	-	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS	-	16	52

*See Introduction to Tables

PERSON

Self-concept: self-utilization (perceived)

Item Number	Item Content	Percentage Frequencies*		
	TIME 2 RESPONSES:	1st Ment	2nd Ment	3rd Ment
	SOCIAL QUALITIES	2	4	2
	RECREATION, SPORTS, AND GAMES	74	52	26
	30. Fishing and hunting; woodsman	6	6	3
	31. Car and cycle racing; driving (except "work on cars")	3	3	2
	32. Other individual sports--skiing, skating, swimming, boating, golf, tennis, etc. .	12	12	7
	33. Team sports--baseball, football, hockey, etc.	22	13	5
	34. Games--pool, chess, card games; hobbies; crafts	3	4	2
	35. Artistic skills (e.g. dramatics, drawing, painting; music; dancing, etc.	14	8	4
	38. Sports (general); athletics (general) .	12	4	2
	ACADEMIC AND INTELLECTUAL SKILLS	9	10	5
	44. Reading; writing; vocabulary; handwriting	3	3	2
	45. Academic skills in specific courses (e.g. English, languages, math, science, etc.)	4	5	2
	MONEY, JOB, AND VOCATIONAL SKILLS.	10	8	2
	51. My job; my work; keep busy; have something to do; get a job	2	2	-
	55. More (better) vocational skills--mechanics, mechanical drawing, woodworking	7	6	2
	MISCELLANEOUS	5	3	1
	65. Work on cars; repair cars	5	3	-
97.	NOTHING	1	-	-
98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	-	21	63

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*					
		PERSON						
		Self-concept: self-utilization (perceived)						
T1 723-725	G12a-c	How much do you get a chance for doing things						
T2 651-653	G20a-c	you're good at and like?	1st Ment		2nd Ment		3rd Ment	
	No T3		T1	T2	T1	T2	T1	T2
T4 443	K2a							
		1. A lot	36	35	19	19	10	8
		2. Quite a bit	33	34	29	27	15	11
		3. Some	15	16	19	19	10	9
		4. Not very much	12	12	15	12	10	7
		5. Not at all	2	3	3	3	2	1
		0. & 9. Inappropriate; no mentions; missing data . .	2	-	16	21	53	64
		7. Other						

*See Introduction to Tables

PERSON

Item Number	VAR	Item Content	Percentage Frequencies*											
			1st Mention						2nd Mention				3rd Mention	
			1st Chance		2nd Chance				1st Chance		2nd Chance		1st Chance	2nd Chance
		Self-concept: self-utilization	T1	T2	T1	T2			T1	T2	T1	T2	T1 T2	T1 T2
	T1 726-731 G12a-c T2 654-659 G20a-c No T3 T4 444-445 K2b	When do you get a chance to do what you're good at or like?												
01.		Everyday	6	5	1	1			4	4	1	-	3 2	- -
02.		After school, afternoons, evenings	28	25	11	10			18	16	7	7	9 7	4 3
03.		Weekends	13	13	12	11			13	12	7	7	8 5	4 3
04.		Holidays and vacations	-	-	1	1			-	-	1	1	- -	- -
24.	At parties													
25.	At church													
26.	At clubs													
27.	At the right place													
05.		Summer	6		2				6		2		4	1
06.		Spring	1		1				1		-		-	-
07.		Fall and/or winter	1	8	-	2			1	8	-	2	- 5	- 1
08.		During the season	2		1				2		1		1	-
30.	When someone (parent) lets me													
19.		Other time	1	3	1	1			1	2	1	1	- 1	- 1
20.		In school; in class (study hall)	24	24	6	4			19	17	3	2	10 7	2 1
21.		At home	4	3	6	4			3	2	4	3	2 1	2 1
22.		At work, on the job	-	2	-	1			-	1	-	1	- -	- -
23.		At games	-	-	2	-			-	-	1	-	- -	- -
26.		At clubs	-	-	1	-			-	-	-	-	- -	- -
28.		At a practice session	-	1	-	1			-	-	-	-	- -	- -
29.		Other place	-	-	1	-			-	1	1	-	- -	- -
32.	When I'm told to													
34.	When I'm asked to													
96.	Never													
97.	Other													
31.		When someone does it with me	1	1	1	-			1	1	1	1	1 -	- -
33.		In my spare time; when I'm not too busy	3	4	1	1			2	4	1	1	2 3	1 1
37.		When I get a chance; when the opportunity occurs	2		-				2		-		1	-
35.		Once a week or more	1	2	-	1			2	2	-	-	1 1	- -
36.		Less than once a week; occasionally	1	-	-	-			1	1	-	-	1 1	- -
38.		When I feel like it	-	3	-	-			-	3	-	-	- 2	- -
95.		Anytime; all the time	2		-				1		-		1	-
99. & 00.		Not ascertained; inappropriate because no further mention; frequency of response less than 0.5 percent; missing data	3	4	52	61			20	25	70	73	54 64	85 88

Undocumented codes 9, 10, 12, 15, 17, 59, 90

T2= 33.

T2= 38.

*See Introduction to Tables

PERSON

Self-concept: self-utilization (perceived)

VAR	Item Number	Item Content	Percentage Frequencies*					
			1st Mention		2nd Mention		3rd Mention	
			T1	T2	T1	T2	T1	T2
T1 732-734	G12a-c	Do you get enough chance to do this,						
T2 660-662	G20a-c	or would you like to do it more?						
	No T3							
T4 446	K2 c							
	01.	Enough	43	47	42	39	24	19
T1 05. ←		Would like more	55	52	42	40	23	17
T4, T2 02. ↓	09. & 00.	Inappropriate; no mention	2	-	15	21	53	64
	7.	undocumented code						
T1 735-737	G12a-c **	What keeps you from doing what	G12a/G20a		G12b/G20b		G12c/G20c	
T2 663-665	G20a-c **	you're good at as much as	1st Mention		2nd Mention		3rd Mention	
	No T3	you'd like? For complete	T1	T2	T1	T2	T1	T2
T4 447-449	K2D	code see Appendix C page 599.						
	01.	Homework; school work	11	6	5	4	2	1
	02.	School	9	7	6	5	2	2
	04.	Classes too short	1	2	1	1	-	-
	05.	Not enough classes offered	1	1	1	1	1	-
	10.	Have to work	5	9	3	5	2	2
	11.	Chores at home	2	1	1	1	1	-
	13.	Don't have enough time; too busy	6	7	6	7	3	3
	14.	Because of other activities	3	2	4	2	2	2
	15.	Season too short; weather wrong; conditions not right	3	4	3	4	1	2
	20.	Injury or illness	1	1	-	-	-	-
	21.	Don't have the equipment	1	1	2	1	1	1
	22.	No facilities near; no place to do it	2	2	2	1	1	1
	23.	Not enough money	1	2	1	1	1	1
	24.	Don't have transportation; can't get there often	1	1	1	1	1	1
	25.	Can't do it; don't know enough about it; not good enough	1	1	1	1	-	-
	26.	Too lazy	1	-	-	-	-	-
	30.	Parent won't let me; disapprove	1	1	1	1	-	-
	40.	No one to do it with	2	1	2	2	1	1
	41.	No opportunity; don't get a chance to do it	2	2	2	2	2	1
	97.	Other	1	2	-	1	-	1
	99. & 00.	Inappropriate; no further mention; frequency of response in a specific code category less than 0.5%	46	47	59	60	78	83

*See Introduction to Tables

**Three interferences for each mention were coded. However, mention of more than one interference was insignificant and not presented here.

PERSON

Self-concept: dissatisfaction with self

VAR T1 738-740

Item Number: G13, No T2, No T3

Item Content: Now let me ask you a slightly different question. Supposing you had the chance, what things would you like most to change about yourself--about your looks, your personality, your life in general? For master code G see page 596.

Percentage Frequencies*

		1st Ment	2nd Ment	3rd Ment
	SOCIAL QUALITIES	8	11	4
01.	Nicer, more talkative; more likeable; more interesting; more cheerful	-	2	-
02.	Popular; have more friends; making friends	-	3	-
04.	More self-confidence; less shy or self-conscious	2	2	-
05.	Ability to get along with others; friendlier	2	3	-
	PERSONAL QUALITIES	20	9	4
16.	Curb my temper; more self-control	2	-	-
18.	Better personality--not specific	13	3	-
	PHYSICAL CONDITION OR APPEARANCE	28	14	5
20.	Physical condition, stronger, bigger, more athletic	5	4	-
21.	Heavier	-	2	-
22.	Slimmer	2	-	-
23.	Taller	6	2	-
26.	Other specific aspect of appearance (complexion, hair, etc.)	5	3	-
27.	Looks (in general)	7	-	-
	SPORTS AND GAMES	1	1	1
	ACADEMIC AND INTELLECTUAL SKILLS	7	5	2
40.	Smartness; intelligence; learning	3	2	-
41.	School grades; better student	3	2	-
93.	LIFE IN GENERAL	3	-	-
95.	EVERYTHING	2	-	-
96.	NOTHING	25	-	-
98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	6	60	84

*See Introduction to Tables

PERSON

Self-concept: dissatisfaction with self

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment	3rd Ment
T1 741-743	G14 No T2 No T3	If you had a son, how would you like him to be different from you?			
		SOCIAL QUALITIES	8	5	2
		08. Participate in more activities; more social	2	-	-
		PERSONAL QUALITIES	18	9	5
		12. More ambitious; less lazy	2	-	-
		16. Curb his temper; more self-control . .	2	-	-
		18. Better personality (not specific) . . .	2	2	-
		19. Other	2	-	-
		80. Better environment; better chance in life	2	-	-
		PHYSICAL CONDITION OR APPEARANCE	13	9	2
		20. Physical condition; stronger, bigger; more athletic	5	5	-
		23. Taller	3	-	-
		27. Looks (in general)	2	2	-
		SPORTS AND GAMES	4	4	1
		38. Sports (general)	3	3	-
		ACADEMIC AND INTELLECTUAL SKILLS	36	13	4
		40. Smartness; intelligence; learning . . .	18	6	2
		41. School grades; better student; study more	14	4	-
		42. Better education--go to college	2	2	-
	95.	EVERYTHING	2	-	-
	96.	NOTHING	11	-	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	8	60	86

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*					
			1st Ment		2nd Ment		3rd Ment	
			T1	T2	T1	T2	T1	T2
		PERSON						
		Attitudes: towards school						
T1 744-746 T2 666-668	B8 B14	Doing well in class depends on many things. What things do you think you need to do in order to do well in your classes?						
	No T3	For complete code see Appendix C page 600 (T1), 635 (T2)						
		IN CLASS SKILLS OR POSITIVE ACTIONS . .	58	51	38	34	12	11
T2= 10.	10.	Pay attention; listen in class; avoid noise; obey teacher	44		16		3	
	11.	Respect your teacher; be polite .	-	44	2	17	-	2
	14.	Get along with teachers; cooperate; be friendly	-		2		-	
	12.	Take notes in class	2	2	8	5	2	2
	13.	Participate in class	4	3	5	6	3	3
T2= 15.	15.	Ask for help if you need it . . .	-		2		2	
	16.	Act interested; show you want to learn	-	-	-	3	-	2
	18.	Understand what teacher wants; know what you're doing; understand what's going on	-	-	2	3	-	-
		GENERAL SKILL OR POSITIVE ACTIONS (IN OR OUT OF CLASS)	38	39	40	31	22	9
T2= 20.	20.	Work hard; study; read	26		10		7	
	21.	Get your work finished; do your homework	9	36	22	26	9	7
	27.	Have good study habits	-		2		-	
	25.	Do a little extra work	-	-	-	2	2	-
	29.	Do your best	-	-	2	-	2	-
		NEGATIVE ACTIONS TO AVOID IN CLASS . .	2	2	5	4	3	2
T2= 30.	30.	Don't clown around or cut-up . . .	1		1		1	
	31.	Don't talk too much	1		2		1	
	32.	Don't be disobedient or disrespectful	-	-	1	4	1	2
	33.	Don't be a show-off	-		-		-	
	34.	Don't sleep in class or daydream	-		1		-	
	36.	Don't annoy teachers	-		-		-	
		OTHER POSITIVE ACTIONS	3	2	1	2	1	2
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	-	6	16	28	62	75

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*					
		PERSON						
		Attitudes: towards school (continued)						
T1 747-749 T2 669-671	B9 B15	What things are important in getting along with your teachers? What do you have to do in order to get along well with teachers?						
		For complete code see Appendix C page 600 (T1), 635 (T2)	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2	3rd Ment T1	3rd Ment T2
		IN CLASS SKILLS OR POSITIVE ACTIONS .	51	54	35	26	16	7
T2=10.	10.	Pay attention; listen in class; avoid noise; obey teacher . . .	16	43	10	15	3	2
	11.	Respect your teacher; be polite.	18		8		3	
	14.	Get along with teachers; cooperate; be friendly	10		6		3	
	13.	Participate in class; raise your hand; speak in class . . .	3	4	6	5	3	2
T2=15.	15.	Ask for help if you need it . .	-	3	1	4	1	-
	16.	Act interested; show you want to learn	2		2		2	
	18.	Understand what the teacher wants; know what you're doing; understand what's going on . . .	-	3	-	-	-	-
		GENERAL SKILL OR POSITIVE ACTIONS (IN OR OUT OF CLASS)	28	23	24	19	12	5
T2=20.	20.	Work hard; study; read	3	19	2	15	1	3
	21.	Get your work finished; do your homework	19		14		6	
	27.	Have good study habits	-		-		-	
	23.	Get good grades	3	2	3	-	2	-
	29.	Do your best	2	-	3	3	2	-
		NEGATIVE ACTIONS TO AVOID IN CLASS .	16	15	18	14	10	4
T2=30.	30.	Don't clown around or cut-up . .	4	13	4	13	3	3
	31.	Don't talk too much	3		4		2	
	32.	Don't be disobedient or disrespectful	7		7		3	
	33.	Don't be a show-off	-		1		-	
	34.	Don't sleep in class or daydream	-		-		-	
	36.	Don't annoy teachers	1		1		-	
		OTHER POSITIVE ACTIONS	2	2	-	2	-	1
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	3	5	8	38	62	83

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*					
		PERSON						
		Attitudes: towards school (continued)						
T1 750-752 T2 672-674	B10 B16 No T3	What are the things you like about school? For complete code see Appendix C page 602.	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2	3rd Ment T1	3rd Ment T2
		ENJOY LEARNING OR EDUCATIONAL PROCESS .	31	26	23	19	10	5
		01. Learning; learning things, getting educated; discovering something new (specific aspects not given) .	12	11	8	9	3	2
		02. The courses (classes) are good . .	3	2	3	-	-	-
		03. Like some (specific) classes, subjects, or courses	14	10	10	7	4	2
		TEACHERS	5	3	7	4	4	2
T2=11.		11. Like the (particular) teachers; teachers in general are liked; respect the teachers; the teachers are nice	4		6		3	
T2=11.		12. Getting to know the teachers; becoming friendly with teachers; sharing things with teachers . . .	-	3	-	3	-	2
		SCHOOL AS PREPARATION FOR LATER BEHAVIOR	5	4	7	6	4	2
		21. Trains you for a job, career, occupation	-	-	2	-	-	-
		24. A necessity for getting ahead in life; getting anywhere; prepare for future	2	2	2	3	-	-
		STUDENT AND SCHOOL SOCIAL LIFE	46	46	33	27	16	8
		30. School activities; things to do; particular kinds of school activities and events; attending athletic events (if N.A. whether plays)	15	7	9	6	5	2
T2=31.		31. School activities; the social life; social affairs (except dating)	-		2		-	
T2=31.		32. Being with kids, the people at school, being with friends	17	25	11	12	5	3
T2=31.		34. Dating; girls	-		-		-	
		33. Meeting (new and different) people; learning about them and learning to get along with them. .	8	7	7	5	3	-
		35. Athletics; playing sports; being on a team	4	6	3	3	2	-
		SCHOOL AUTHORITY AND STUDENT FREEDOM .	1	1	1	1	1	-

*See Introduction to Tables

PERSON

Attitudes: towards school (continued)

VAR	Item Number	Item Content	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2	3rd Ment T1	3rd Ment T2
T1 750-752 T2 672-674	B10 B16 cont	SCHOOL PREFERRED TO OTHER ALTERNATIVES	4	5	3	3	2	1
(continued)		50. Avoids monotony; it's something to do; better than staying home	4	4	3	3	-	-
		SCHOOL PERSONNEL, POLICIES, AND FACILITIES	3	3	4	2	3	1
		70. NOTHING	2	4	-	-	-	-
		71. EVERYTHING	3	3	-	-	-	-
		98.-00. INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	-	6	22	38	60	80

VAR	Item Number	Item Content	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2
T1 753-754 T2 675-676	B11 B17 No T3	What are the things you really dislike about school? For complete code see page 605.				
		DISLIKE, NOT INTERESTED IN, DON'T ENJOY LEARNING OR EDUCATIONAL PROCESS	25	21	8	8
		01. School, classes, subjects are routine; boring; too easy; no challenge	-	2	-	-
		03. Some (general or particular) courses, subjects, or classes	9	6	2	2
		07. Homework; too much homework; heavy assignments; too many papers	11	8	3	2
		08. Finals, tests, quizzes; grading system	2	2	-	-
		DISLIKE, DO NOT ADMIRE OR RESPECT TEACHERS, TEACHING	11	13	9	8
	T2=10.	10. Way classes taught, way teachers teach, way some teachers teach	2	3	2	2
	T2=10.	13. Poor teachers, poor teaching; teachers not doing their job, don't know their subject	-		-	
		11. Dislike (some) teachers; dislike teachers in general; can't get along with the teachers	6	7	3	3
		16. Teachers unfair; don't treat the students right; discriminate	2	2	2	-

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2
T1 753-754 T2 675-676	B11 B17 cont	Attitudes: towards school (continued) DISLIKE STUDENTS AND SOCIAL LIFE	6	5	3	2
(continued)		30. Bullies, hoods, rough types, trouble-makers, ones who are down on school; dropouts	2	–	–	–
	T2= 38.	35. Kids; some of the kids, not ascertained who	2	2	–	–
		38. Conduct of other students (N.A. who) . .	–		–	
		SCHOOL AUTHORITY AND STUDENT FREEDOM	6	9	4	6
	T2= 40	40. Too many regulations; too strict	2	5	–	3
		41. Personal dislike of too much authority .	–		–	
		43. Particular aspects of disciplinary system	4	2	3	–
		49. Other; closed campus	–	2	–	–
		INCOMPATIBILITY WITH SCHOOL	10	10	3	2
		51. Getting up in the morning	5	5	–	–
		53. Not enough vacation; hours too long . . .	2	–	–	–
		SCHOOL PERSONNEL, POLICIES, AND FACILITIES . .	12	13	7	7
		61. Principal, vice-principal, other administrative officials	–	2	–	–
		63. Scheduling [added at T2: "passing time"--not enough time between classes]	5	2	2	2
		64. Physical facilities	2	2	–	–
		65. Cafeteria; food; lunch	3	2	–	–
	70.	NOTHING	28	22	–	–
	71.	EVERYTHING; NOTHING IN PARTICULAR; JUST DON'T LIKE IT	–	1	–	–
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	2	6	66	67

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Attitudes: towards school (continued)	
T1 755-756 T2 677-678 No T3	B12 B20	If you should change this [your] school in some way, what would you do to make this [it] a better place for students? For complete code see page 608. NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the codes to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.	
		TIME 1 RESPONSES:	1st Ment / 2nd Ment
		CLASSES	13 / 11
		12. Greater variety	2 / -
		13. Smaller classes, not so crowded, larger rooms	3 / 2
		14. Add certain courses	2 / -
		15. Books (more, better, different); better materials	- / 3
		19. Other	2 / 2
		TEACHERS AND TEACHING, COUNSELORS AND OTHER OFFICIALS	6 / 4
		20. Better teachers	2 / 2
		SCHOOL AND SOCIAL ACTIVITIES	4 / 4
		33. More athletics	2 / -
		35. More activities (not specific); less monotony	2 / -
		SCHOOL AUTHORITY AND STUDENT FREEDOM	12 / 5
		43. More school authority	2 / -
		44. More student freedom	4 / 2
		48. Change the way the school is run; change some of the rules	2 / -
		PHYSICAL FACILITIES	29 / 14
		50. Better cafeteria and food; food prices . .	5 / 2
		51. More (better) gyms and athletic facilities	4 / 2
		56. Improvements (specific and general) in physical plan; better halls; air conditioning	9 / 4
		58. More (better) facilities (not specified); rebuild whole place	5 / 2
		72. Size of school; split or combine junior and senior highs	3 / -

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Attitudes: towards school (continued)		
T1 755-756 T2 577-578	B12 B20 cont	TIME 1 RESPONSES (continued)		
		STUDENT BODY COMPOSITION	4	2
(continued)		SCHOOL PROGRAMS AND SCHEDULES	10	4
		80. Scheduling	8	3
		81. Shorter hours; more vacation and holidays .	2	-
	70.	NOTHING	19	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	5	56
		TIME 2 RESPONSES:		
		CLASSES	10	6
		12. Greater variety	3	-
		18. Not so crowded; more, larger rooms	2	-
		TEACHERS AND TEACHING, COUNSELORS AND OTHER OFFICIALS	7	4
		20. Better teachers	4	2
		SCHOOL AND SOCIAL ACTIVITIES	3	3
		35. More activities (not specified); less monotony	2	-
		SCHOOL AUTHORITY AND STUDENT FREEDOM	19	6
		41. Less school authority; eliminate closed campus	6	2
		42. More (better) school authority	2	-
		44. More student freedom	7	2
		48. Change the way the school is run; change some of the rules (general)	2	-
		49. Other	2	-
		PHYSICAL FACILITIES	21	7
		50. Better cafeteria and food; food prices . .	3	-
		51. More (better) gyms and athletic facilities.	2	-
		57. Student lounge	2	-
		58. More (better) facilities (not specified); rebuild whole place; halls; air conditioning; other improvements in physical plan	9	2
		59. Other	2	-
		72. Size of school; split or combine junior and senior highs	2	-

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Attitudes: towards school (continued)		
T1 755-756 T2 677-678	B12 B20	TIME 2 RESPONSES (continued):		
	cont	STUDENT BODY COMPOSITION	3	1
(continued)		SCHOOL PROGRAMS AND SCHEDULES	8	4
		80. Scheduling; "passing time"--time between classes	4	2
		81. Shorter hours; more vacation and holidays . .	3	-
	90.	NOTHING	16	-
	97.	OTHER (GENERAL)	2	1
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA .	11	68

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		Attitudes: towards jobs		
T1 757-758	F8 No T2 No T3	As you know, some people have trouble getting jobs. What do you think are the reasons some people have this trouble? For complete code see page 610.		
		01. Not trustworthy, reliable, responsible . . .	2	2
		02. Don't have good (right) "attitude"	3	5
		03. Poor appearance; don't dress right; poor English; poor manners	6	7
		04. Aren't careful about what they're doing; not a "good" worker	2	3
		05. Have a "bad reputation"; been in trouble with police	-	3
		06. Poor previous work record; poor recommendations	-	3
		07. Physical handicap	-	3
		08. Lack of confidence	3	2
		11. Not enough education; poor grades	55	11
		12. They don't like to work	3	5
		15. Lazy	3	5
		16. Intelligence; mental ability	2	2
		17. Don't have skills or ability for job	7	11
		18. Poor personality; don't get along with other people	4	6
		19. Other internal reasons	2	2
		21. Not enough jobs	2	2
		24. Discrimination on basis of race	-	2
		25. Has no work experience	2	3
		GENERAL CODE:		
	01.-09.	Internal reasons	92	72
	11.-29.	External reasons	4	7
	97.-00.	No further mentions; missing data	4	21
T1 759-760	F9 No T2 No T3	Now on a slightly different track, let's imagine you inherited enough money so you could live comfortably for the rest of your life. What would you do?	1st Ment	2nd Ment
		1. Finish my education; spend it	18	4
		2. Do or buy for self (travel); live comfortably	28	8
		3. Do or buy things for family or other (charity)	9	6
		4. Work anyway	18	15
		5. Save it; invest it	14	8
		6. Take it easy; loaf	5	2
		7. Other	2	-
		8. Get married	2	-
	9.&0.	Not ascertained; inappropriate; no further mention	2	57

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Attitudes: towards jobs (continued)	
T1 761	F9a No T2 No T3	(If "work" not mentioned in F9) Do you think you would work anyway?	
		1. Yes	82
		5. No	12
		8.-0. Missing data; don't know	4
T1 762	F9b No T2 No T3	Why would or would not you work?	
		1. You need to do something; people should work	9
		2. It's no fun loafing all the time; would be bored	30
		3. I like to work; want to work; depends on if I find the job I like	8
		4. Like to work at some specific job	9
		5. Would have enough money; wouldn't want to work	8
		6. Make more money; might not be enough; might lose it	7
		7. Other	7
		8.-0. Not ascertained; don't know; inappropriate	22
T2 679-680	No T1 E3, E4 No T3	E3. Doing well in a job depends on many things, What things do you think you need to do in order to do well in your job? For complete code see page 637.	
T2 681-682		E4. What things are important in getting along with your boss (bosses)? What do you have to do in order to get along well with him (them)?	

	Item E3 1st Ment	Item E3 2nd Ment	Item E4 1st Ment	Item E4 2nd Ment
JOB SKILLS OR POSITIVE ACTIONS	11	7	16	4
10. Pay attention; listen; keep quiet; behave at work; obey your supervisor; respect your supervisor; get along with supervisors; cooperate; be friendly and nice to supervisor; like the supervisor	6	4	14	3
18. Understand what the supervisor wants; know what you're doing; understand what's going on	2	-	-	-
19. Other on-the-job skills and positive actions	2	2	-	-
EXTRA-JOB SKILLS OR POSITIVE ACTIONS	21	8	18	5
20. Have good work habits; work hard; get your work finished; do your job assignments on time; be neat; do good work; high quality production	18	5	17	4

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* Item E3 1st Ment	Item E3 2nd Ment	Item E4 1st Ment	Item E4 2nd Ment
T2 679-680 T2 681-682 (cont.)	No T1 E3, E4 No T3 cont	Attitudes: towards jobs (continued)				
		NEGATIVE ACTIONS TO AVOID ON THE JOB	2	4	3	5
		30. Don't clown around or cut-up on the job; don't goof off; don't talk too much; don't be disobedient or disrespectful; don't misbehave; don't chew gum; don't be rude; don't be a show-off; don't sleep on the job or daydream; don't annoy the supervisors; don't talk aobut the supervisors	-	2	-	3
		35. Don't skip work; don't be late; be there on time	2	-	2	-
		OTHER POSITIVE ACTIONS	7	5	2	2
		40. Get along with co-workers; have a good personality	2	-	-	-
		52. Relate well to clientele; "be nice to customers"	2	2	-	-
	95.	R IS HIS OWN BOSS; HAS NO BOSS	-	-	1	-
	96.	NOTHING	-	-	1	-
	97.	OTHER (GENERAL)	1	-	1	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	58	76	58	84
T2 683-684	No T1 E5 No T3	What are the things you LIKE about your job? For complete code see page 639	1st Ment	2nd Ment		
		ENJOY LEARNING OR EDUCATIONAL PROCESS	12	5		
		02. The work is good (in general)	2	-		
		03. Like some (specific) aspects of the work . .	4	-		
		06. Easy job; easy work	4	-		
		SUPERVISORS	1	1		
		JOB AS PREPARATION FOR LATER BEHAVIOR	1	1		
		WORKER AND JOB SOCIAL LIFE	8	5		
		31. Social activities; the social life; social affairs; being with the co-workers; the people at work; being with friends; meeting girls and dating	4	3		
		33. Meeting (new and different) people; working with them; learning to get along with them .	3	2		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Attitudes: towards jobs (continued)		
T2 683-684 (cont)	No T1 E5 No T2 cont	EMPLOYER AUTHORITY AND WORKER FREEDOM	1	-
		JOB PREFERRED TO OTHER ALTERNATIVES	1	-
		OTHER REASONS	7	4
		63. Like the scheduling; good hours	3	2
		MATERIAL BENEFITS	9	4
		81. Like the pay; like earning money; like having money	9	3
	70.	NOTHING	1	-
	71.	EVERYTHING	1	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	57	79
T2 685	No T1 E6 No T3	What are the things you really DISLIKE about your job? For complete code see page 642.	1st Ment	
		DISLIKE, NOT INTERESTED IN, DO NOT ENJOY LEARNING PROCESS	9	
		03. Some (general or specific) aspects of the work	6	
		DISLIKE, DO NOT ADMIRE OR RESPECT SUPERVISORS .	1	
		DISLIKE CO-WORKERS AND SOCIAL LIFE	1	
		INCOMPATIBILITY WITH JOB	2	
		OTHER REASONS	10	
		63. Scheduling; bad hours	5	
		MATERIAL DISADVANTAGES	4	
		81. Not high paying enough; would like to earn more money; bad wages	4	
	70.	NOTHING	15	
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	57	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Attitudes: towards jobs (continued)		
T2 686	No T1 E7 No T3	If you could change your job in some way, what would you do to make it better? For complete code see page 645.		
		WORK CONTENT	6	
		15. Better materials; better equipment and facilities	2	
		SUPERVISORS AND/OR SUPERVISION	1	
		PHYSICAL FACILITIES	2	
		EMPLOYEE BODY COMPOSITION	2	
		MISCELLANEOUS.	14	
		80. Scheduling; better hours	3	
		82. Better pay; should get paid more	7	
		85. More hours	2	
	91.	NOTHING	13	
	97.	OTHER (GENERAL)	1	
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	61	
T2 687-688	No T1 E13 No T3	People have many different reasons why they have jobs. Why do you have a job? For complete code see page 647.		
		FINANCIAL REASONS	58	28
		10. To earn money to buy necessities--clothes, lunches, bus fare, school books, etc. . .	4	2
		11. To earn money to buy things (other than above) under $25; records, sports equipment, etc.	7	3
		12. To earn money to buy things (other than above) over $25	2	-
		13. To earn money to buy a car, motorcycle, car equipment, car repair, insurance	7	4
		14. To earn money for activities, clubs; spending money; entertainment	9	4
		15. To earn money for education	5	3
		16. To earn money (general); N.A. whether any of above	16	6
		17. To earn money for savings; to save more; to save for the future	2	2
		18. To earn money to help family	5	3

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Attitudes: towards jobs (continued)		
	No T1 E13 No T3 cont	FINANCIAL REASONS (continued)		
T2 687-688 (cont)		53. Having a job (money) means independence; don't have to ask parents for things (money)	2	-
		EXPERIENCE	7	6
		29. "Experience"; "Good experience" (unspecified further)	6	4
		PRESSURE FROM OTHERS	2	-
		ENJOYMENT AND ACTIVITY	10	6
		41. I work just because I like to; want to work; like the work; help someone	8	4
		42. I work because there's nothing else to do; work for lack of other activity	2	2
	97.	OTHER (GENERAL)	1	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	22	60

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*		
		PERSON			
		Attitudes: reasons young men drop out of school			
T1 763-765 T2 689-691 No T3	H1, H1a H1, H1a	What would you say are the major reasons why boys [young men] drop out of school? Are there any other reasons you can think of? For complete code see page 611 (T1), page 649 (T2) NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the codes to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.			
		TIME 1 RESPONSES:	1st Ment	2nd Ment	3rd Ment
		FAMILY	12	7	4
		11. Parents (family) need money	4	3	2
		12. Parents don't care what they do; family environment; don't encourage; poor family background; parents or family members dropped out	4	2	-
		70. Problems; illness at home; not codeable above	3	2	2
		CLASSES	31	13	4
		21. Have trouble learning; get poor grades (even though they try); fail a lot of classes; lack of intelligence	24	9	3
		22. Left back a grade (because failed too many subjects)	2	-	-
		24. Classes not valuable; don't teach anything; won't help get a job; not learning anything	2	7	-
		PERSONAL	41	47	27
		30. Financial; have to go to work; (reason unspecified)	2	3	-
		31. Would rather be out working; unspecified why; want to join army	6	6	3
		32. Rather be working in order to make money (for things or activities rather than to buy a car or motorcycle)	4	3	2
		35. They think they're grown up; too good for school; too smart; want to be big shots . .	3	3	-
		36. Don't study; too lazy to do school work; too much work to do	10	5	-
		37. Rather be doing other things (except work); have more leisure time, freedom	2	3	-
		38. "Don't like school" in general; don't care about school or learning; bored, not interested in school	8	16	13
		63. Don't realize value of school	2	2	-

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment	3rd Ment
		Attitudes: reasons young men drop out of school			
T1 763-765 T2 689-691	H1, H1a H1, H1a	TIME 1 RESPONSES (continued):			
(cont)	No T3 cont	AUTHORITY	11	14	5
		40. Get in trouble with teachers and/or principal	1	3	-
		43. Teachers don't like them; discriminate against them	1	2	-
		46. They don't like the teachers; can't get along with teachers	7	7	2
		FRIENDS	4	3	2
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	1	15	58
		TIME 2 RESPONSES:			
		FAMILY	8	9	5
		12. Parents (family) need the money	2	2	2
		13. Parents don't care what they do; poor family environment; family doesn't encourage them to stay in; parents or other family members have dropped out	2	3	-
		15. Problems (illness) at home, not codeable above	3	3	2
		FRIENDS	2	3	2
		PERSONAL REASONS	12	12	6
		32. They think they're grown up; too good for school; too smart; want to be big shots . .	2	-	-
		33. Rather be doing other things (except work); want freedom/leisure	-	2	-
		34. They get discouraged; lose hope; don't think they'll ever make it	3	3	-
		35. Had to get married; got in trouble with girls; got married; have to support own family	-	2	2
		36. Lack of ambition; no future plans; don't care about future	-	2	-
		39. Other personal reasons	3	2	-

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*		
		PERSON			
		Attitudes: reasons young men drop out of school			
T1 763-765 T2 689-691 (cont)	H1,H1a H1,H1a No T3 cont	TIME 2 RESPONSES (continued):	1st Ment	2nd Ment	3rd Ment
		WORK AND FINANCIAL	11	12	8
		41. Financial; have to go to work; need money (unspecified except need money for family) .	3	3	2
		42. Would rather be out working; want to work . .	5	5	3
		43. Rather be working in order to make money . .	2	3	2
		SCHOOL REASONS	56	33	9
		50. Have trouble learning; get poor grades (even if they try); fail a lot of classes; lack of intelligence	23	12	3
		52. Classes dull and uninteresting; don't like classes; classes not valuable; don't teach anything; won't help get a job; not learning anything	2	2	-
		55. Don't study; too lazy to do school work; too much work to do	6	4	-
		56. "Don't like school in general"; don't care about school or learning; bored, not interested in school; don't realize the value of school	24	13	4
		AUTHORITY	10	12	6
		61. Teachers don't like them; discriminate against them; teachers don't give them enough attention; no encouragement from teachers	2	2	-
		62. They don't like the teachers; can't get along with teachers	5	6	2
	97.	OTHER (GENERAL)	-	1	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	1	19	62
T1 766 T2 692	H2 H2 No T3	Do you know any boys [young men] who left school (without graduating)?	T1	T2	
		1. Yes	65	74	
		5. No	35	26	
		8. DK			
		9. NA			

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Attitudes: reasons young men drop out of school		
T1 767-768 T2 693-694	H2a H2a No T3	(If "yes" to H2) Why did those boys [young men] who did not graduate leave school? For complete code see page 611 (T1), page 649 (T2) NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the codes to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.		
		TIME 1 RESPONSES: -		
		FAMILY	4	-
		CLASSES	16	4
		21. Have trouble learning; get poor grades (even though they try); fail a lot of classes; lack of intelligence	2	2
		22. Left back a grade (because failed too many subjects)	3	-
		PERSONAL	28	12
		31. Would rather be out working (except for reason in order to make money); want to work; want to join army	7	2
		32. Rather be working in order to make money (for things or activities except car or motorcycle)	2	-
		36. Don't study; too lazy to do school work; too much work to do	2	-
		38. Don't like school in general; don't care about school or learning; bored, not interested	9	7
		AUTHORITY	8	3
		40. Get in trouble with teachers and/or principal	2	-
		46. They don't like the teachers; don't get along with teachers	3	-
		FRIENDS	2	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	42	80

*See Introduction to Tables

PERSON

Attitudes: reasons young men drop out of school

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
T1 767-768 T2 693-694	H2a H2a	TIME 2 RESPONSES:		
(cont.)	No T3 cont	FAMILY	5	2
		15. Problems (illness) at home	2	-
		FRIENDS	1	1
		PERSONAL REASONS	7	3
		35. Had to get married; got in trouble with girls; got married; have to support own family	4	-
		WORK AND FINANCIAL	12	4
		41. Financial; have to go to work; need money .	2	-
		42. Would rather be out working; want to work .	7	2
		45. Drop out to enlist in armed forces	2	-
		SCHOOL REASONS	30	7
		50. Have trouble learning; get poor grades (even though they try); fail a lot of classes; lack of intelligence	11	2
		55. Don't study; too lazy to do school work; too much work to do	2	-
		56. "Don't like school in general"; don't care about school or learning; bored, not interested in school; don't realize the value of school	15	3
		AUTHORITY	9	3
		60. Get in trouble with teachers and/or principal	2	-
		62. They don't like the teachers; can't get along with teachers	2	-
		68. Got kicked out or expelled; did <u>not</u> drop out by choice	4	-
	97.	OTHER (GENERAL)	1	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	35	81

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*

PERSON

Plans

VAR — Long range -- aspired occupation

T1 769-771 F4
T2 695-696 F18
T3 413-414 Pt. 2 A1
T4 450-457 H1

In the long run, what sort of work do you think you might do for a living? For complete ISR occupational code see appendix C page 682.

NOTE*: The above open-ended item was asked in an interview situation at Times 1 and 2 and in a self-administered questionnaire at Time 3. The responses at all three times were coded in three-digit values according to a rather complex coding process developed by the Institute for Social Research Coding Section. Because of the code's complex nature and the fact that for analytic purposes the code is converted to the Duncan Ranking of Aspired Occupation presented below, the distributions for these variables will not be presented here. (However, the distributions for Time 1 can be found in Working Paper 2: Univariate Statistics Describing a Nationwide Sample of Tenth-Grade Boys, Allison Arscott, 1968.)

VAR 769 is A Filter Variable

Does R have occupational plans?

1. No
5. Yes
8. Undocumented code
9. NA

No T1
No T2
T3 415 Pt. 2 A6

NOTE: This Time 3 question asks for the same information as does the above item. However, a closed-ended version of the three-digit I.S.R. Occupation Code was abstracted.

In question [Part 2] A1, we asked you to describe the sort of work you might do for a living. Look at the list below and check the one kind of work that comes closest to what you wrote in question 1.

01.	A sales worker (salesman, sales clerk, etc.)	3
02.	A service worker (barber, policeman, waiter, etc.)	5
03.	A school teacher	10
04.	A craftesman or foreman (carpenter, mechanic, plumber, etc.)	12
05.	A military man (soldier, sailor, airman, etc.)	4
06.	A technician (draftsman, medical technician, electronics technician, etc.)	14
07.	A laborer (gardener, fisherman, car washer, etc.)	1
08.	A manager, official, or proprietor (manager of a business, public official, etc.)	9
09.	An operative (bus dirver, service station attendant)	2
10.	A farmer or farm manager	3
11.	A professional (lawyer, physician, college professor)	12
12.	A scientist or engineer	11
13.	A factory worker	4
14.	Other (please write in)	7
99.	Missing data	4

*See Introduction to Tables

T3 416-417 Census Bureau code of aspired occupation. For documentation see Appendix C, page 682.

T4 452-453

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

DUNCAN RANKING OF ASPIRED OCCUPATION (for the first-mentioned only)

VAR

T1 772
T2 697-698
T3 418-419
T4 454-455

Definition: The values in the column headed SES rank below are the socioeconomic status rankings assigned to the occupations contained in the I.S.R. Standard Occupation Code which was used to code the above question, "What sort of work do you think you might do for a living?" The rankings were developed by Otis D. Duncan in terms of the relationship between the NORC prestige ratings and two socioeconomic indicators, education and income.*

For complete code see occupation codes, Appendix C, page 682.

Duncan Rank	% Frequencies**				Duncan Rank	% Frequencies**			
	T1	T2	T3	T4		T1	T2	T3	T4
1	-	-	-		26	-	-	0.1	
2	-	-	-		27	3.3	2.5	2.8	
3	-	-	-		28	-	-	-	
4	0.1	-	0.2		29	-	0.2	0.1	
5	0.1	-	-						
6	0.2	-	0.3						
7	0.6	0.2	0.3		30	-	-	-	
8	-	-	-		31	0.2	0.1	0.1	
9	-	-	0.1		32	-	0.1	-	
					33	0.7	1.2	0.8	
					34	0.1	0.4	0.3	
10	-	-	0.1		35	-	-	-	
11	-	0.1	0.1		36	0.3	1.2	0.7	
12	-	-	-		37	0.2	0.1	0.2	
13	-	-	-		38	-	-	-	
14	2.5	2.4	1.7		39	0.5	0.6	1.0	
15	1.3	1.1	1.3						
16	0.4	0.7	2.3						
17	1.0	0.8	0.6		40	1.0	1.8	1.8	
18	-	0.3	0.4		41	-	0.1	-	
19	4.4	5.5	4.1		42	-	-	0.1	
					43	-	-	-	
					44	1.7	2.2	1.9	
20	0.4	-	-		45	0.4	0.5	0.7	
21	0.2	0.1	0.2		46	-	-	-	
22	0.1	0.5	0.5		47	-	-	0.1	
23	0.1	0.2	0.1		48	1.6	3.1	2.6	
24	1.0	1.5	1.4		49	0.4	0.5	1.7	
25	0.1	0.1	-						

*See Reiss, A. J., Jr. Occupations and Social Status, New York: The Free Press, 1961, Chapters VI and VII.

**See Introduction to Tables

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

DUNCAN RANKING OF ASPIRED OCCUPATION (continued)

Duncan Rank	% Frequencies* T1	T2	T3	T4	Duncan Rank	% Frequencies* T1	T2	T3	T4
50	1.1	1.1	1.7		78	2.5	2.0	2.4	
51	0.2	0.6	0.4		79	2.7	2.1	1.9	
52	4.4	4.2	3.7						
53	-	-	0.2						
54	0.1	0.2	-		80	3.2	2.5	2.4	
55	-	-	-		81	0.4	0.4	0.5	
56	0.1	-	0.1		82	2.2	2.3	2.0	
57	-	-	-		83	-	-	-	
58	0.2	0.2	0.3		84	4.6	3.6	3.5	
59	0.2	0.5	0.6		85	-	0.2	0.4	
					86	0.1	0.2	0.2	
					87	4.5	3.2	3.3	
60	0.2	0.2	0.4		88	-	-	-	
61	0.1	0.4	0.1		89	-	-	-	
62	0.9	2.1	3.9						
63	-	0.1	-						
64	2.0	2.5	1.8		90	2.7	2.5	1.4	
65	1.5	2.9	3.0		91	-	-	-	
66	0.7	0.7	0.7		92	2.4	2.4	1.8	
67	4.2	4.9	4.6		93	3.4	2.5	3.3	
68	-	-	0.2		94	-	-	-	
69	-	0.1	0.2		95	-	-	-	
					96	1.1	0.8	0.5	
					97	-	-	-	
70	-	0.1	-		98	-	-	-	
71	-	-	-						
72	5.1	5.8	6.8						
73	0.4	0.4	0.4		MD=99	25.6	19.0	16.7	
74	-	-	-						
75	-	0.1	-						
76	0.3	0.5	0.8						
77	-	-	-						

	Mean	Standard Deviation	Weighted N
Time 1	60.34	26.52	1902
Time 2	58.06	25.02	1751
Time 3	57.68	24.73	1715

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

VAR

F4a-b, F18a-d, F19, No T3: USING THE RESPONSE GIVEN TO THE ABOVE QUESTION, THE INTERVIEWER CHECKED THE APPROPRIATE BOX AND ASKED THE RESPECTIVE QUESTION:

FOR TIME 1:

T1 773-776 — R DOES NOT HAVE OCCUPATIONAL PLAN(S) 15

F4b. What do you think you might do after you graduate from (drop out of) high school?

		1st Ment	2nd Ment	3rd Ment
3. Apprenticeship 4. Multiple choice 7. Other	1. College and graduate school	7	1	1
	2. Trade school; school NA what	1	-	-
	5. Work	2	1	-
	6. Military service	2	-	1
	8.-0. Don't know; missing data; no further mentions	3	13	13

T1 777-778 — R MENTIONS SOME OCCUPATIONAL PLAN(S) 85

F4a. How do you plan to get into this sort of work?

		1st Ment	2nd Ment
6. Dct or Coop training 7. Other	1. Go to college and graduate school	44	5
	2. Go to trade school; school NA what	11	3
	3. Apprenticeship; on the job training	4	3
	4. Train for job in high school	7	1
	5. Through relatives, family or friends	7	2
	8. Training or classes in armed forces	4	2
	9.-0. Don't know; missing data; no further mentions	8	69

T1 779-780 — F4a. TWO-COLUMN CODE: For complete code see page 613.

		1st Ment	2nd Ment
	10. Finish high school	4	-
	11. Train in high school	6	-
	13. Business school	1	-
	14. Trade school	6	3
	15. College	39	9
	16. Post-graduate training	1	4
	17. Studying or learning about the subject	2	3
	19. School, NA which of above	4	1
	20. Apprenticeship	1	1
	21. On the job training	1	1
	22. Work	1	3
	23. Apply for a job -- check advertisements	1	3
	25. Enlist	2	1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*	
	PERSON		
	Plans (continued)		
VAR	Long range -- aspired occupation (continued)		
T1 779-780 (cont)	TIME 1, F4a. TWO-COLUMN CODE (continued):	1st Ment	2nd Ment
	26. Training in Armed Forces	1	2
	29. Practice and become good at it	1	1
	30. Scouts will see men and draft me (for ballplaying)	-	1
	40. Will work, and/or save, and/or borrow the money to buy my own business	1	1
	51. Through relatives	6	2
	97. Other	-	1
	98.-00. Inappropriate; R has no plans; missing data	18	64

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies* T2 Only

SCHOOL AND JOB ENVIRONMENTS

Motive gratification/frustration (continued)

Personal relations with teachers (individual)

VAR		Missing data 0,9	Almost always (1)	Often (2)	Sometimes (3)	Seldom (4)	Never (5)
T2 526	F23 How often do students in your school tend to talk about the grades they get and compare them to other people's grades	6	16	45	26	6	1
T2 527	F24 How often are test grades or course grades announced in class or posted where many students can see them	6	4	19	32	28	11
T2 528	F30 How often do you think teachers trust students to be honest and conscientious	7	6	36	39	11	2
T2 529	F31 How often do teachers treat students with as much respect as they would treat an adult	7	7	31	36	17	3
T2 530	F36 How often do you feel that the school work you are assigned is meaningful and important	7	12	36	37	7	2

T2 531 F48 How much do the teachers seem to like most of the students

(1)	Very much	8
(2)	Quite a bit	48
(3)	Some	32
(4)	A little	5
(5)	Not at all	-
0,9	Missing data	7

T2 532 F52 How often do you find that your friends encourage you to do things which your teachers wouldn't like

(1)	Never	8
(2)	Seldom	36
(3)	Sometimes	40
(4)	Often	9
(5)	Almost always	1
0,9	Missing data	7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	SCHOOL AND JOB ENVIRONMENTS	T2 Only

Motive gratification/frustration (continued)

VAR

Personal relations with supervisors (individual)

T2 533 G2 How often do you do the things your supervisor(s) suggests or wants you to do

(1)	Almost never	1
(2)	Seldom	1
(3)	Sometimes	4
(4)	Most of the time	8
(5)	Just about always	20
0,9	Missing data	66

		Missing data 0,9	Not at all important (1)	Slightly important (2)	Somewhat important (3)	Quite important (4)	Very important (5)
G3	Please read all five of the reasons below, then mark one box next to each to show how important it is as a reason for your doing the things your supervisor(s) wants you to do.						
T2 534	a. You admire your supervisor personally and thus want to be respected and liked by him	65	3	4	9	9	9
T2 535	b. Your supervisor can reward you with a good salary, promotions, good recommendations, etc.	65	2	4	9	11	10
T2 536	c. You feel that you should respect the authority which your supervisor has	65	1	3	8	12	11
T2 537	d. Your supervisor can punish you or make things difficult for you	65	6	7	11	8	4
T2 538	e. You feel that your supervisor has more knowledge and better judgment in certain areas than you do	65	2	3	8	11	12

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

VAR

Long range -- aspired occupation (continued)

FOR TIME 2:

T2 699

F18a. 1.R SAYS HIS PRESENT JOB 4
F18b. 2.R MENTIONS SOME OCCUPATIONAL PLANS (OTHER THAN HIS PRESENT JOB) 81
T4 456 H1A
F18c. 3.R HAS NO OCCUPATIONAL PLANS AND IS IN HIGH SCHOOL (Primarily a student - T4). . . . 15
F18d. 4.R HAS NO OCCUPATIONAL PLANS AND IS NOT IN HIGH SCHOOL (Primarily a student - T4) . . . 1
0. Missing data

BASED ON THE INTERVIEWER OBSERVATIONS ABOVE, ONE OF THE FOLLOWING QUESTIONS WAS ASKED OF EACH RESPONDENT:

F18b. How do you plan to get into this sort of work?
F18c. What do you think you might do after you leave high school?
F18d. What do you think you might do during the next few years?
F19. Do you have any other educational or occupational plans that you haven't mentioned already?

THE INTERVIEWER THEN ATTEMPTED TO SEQUENCE THE RESPONSES IN CHRONOLOGICAL ORDER:

T2 700

T4 457 H16

F18e. 1.R HAS GIVEN ONLY ONE IDEA ABOVE (for example, "I will get a job") 55
2.R HAS GIVEN MORE THAN ONE STEP (ABOVE) IN FAIRLY CLEAR SEQUENCE 39
3.R HAS GIVEN MORE THAN ONE STEP (ABOVE), BUT NOT IN ANY CHRONOLOGICAL SEQUENCE 4
0.&9.MISSING DATA 3
5. No plans, steps given (T4)

T2 701-703 F20.

T4 459-463 H3

ALTHOUGH UP TO FIVE STEPS WERE CODED, LESS THAN 4 PERCENT MENTIONED MORE THAN 3 STEPS:

	1st Step	2nd Step	3rd Step
EDUCATION	68	21	4
11. Finish high school	10	-	-
12. Train in high school (as for a job) . . .	2	-	-
14. Business school/trade school	9	5	-
15. College	46	10	-
16. Post-graduate work; Graduate School; Professional School	-	5	-

For coding see Appendix C page 651.

*See Introduction to Tables

T4 458 H1C

Do you have fairly definite plans about the order in which you will do these things you have mentioned?

1. yes
2. no
0,9. Missing data

VAR	Item Number	Item Content	Percentage Frequencies*		
		PERSON			
		Plans (continued)			
		Long range -- aspired occupation (continued)	1st Step	2nd Step	3rd Step
		TIME 2:			
		EXPERIENCE AND NON-SCHOOL TRAINING	13	12	4
		22. Work (not further specified); get a job . .	3	3	2
		23. Apply for job; check advertisements	-	2	-
		25. Enlist; be in service; drafted or NA whether draft or enlist	6	4	-
		MISCELLANEOUS	1	1	-
		CONTACTS	1	-	-
	96.	OTHER	-	1	1
	97.	STEP IS THE OCCUPATION GIVEN IN F18	14	16	7
	98.-00.	INAPPROPRIATE; NO FURTHER STEP; MISSING DATA . . .	4	50	81
T2 704 T4 464	No T1 F20 No T3 H3	CONTROL FOR WHETHER THE OCCUPATION MENTIONED IN TIME 2 F18 APPEARS AS ONE OF THE STEPS IN THE OCCUPATIONAL SEQUENCE:			
		1. YES: the occupation in F18 appears as a step	38		
		5. NO: the occupation in F18 does not appear as a step	49		
		9. NO OCCUPATION GIVEN IN F18	13		
		0. Missing data			
T2 705 T4 465	No T1 F20 No T3 H3	CODE THE TOTAL NUMBER OF STEPS IN F20 NOT INCLUDING THE CHOSEN OCCUPATION (F18) IF IT APPEARS AS A STEP:			
		1. One step given	50		
		2. Two steps given	25		
		3. Three steps given	7		
		4. Four steps given	1		
		5. Five or more steps given	-		
		9.&0. NOT ASCERTAINED; INAPPROPRIATE; NO STEPS GIVEN	16		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

T1 781 — F4c, F20a, Pt. 2 A2

F4c. How likely is it that your plans will work out this way?

F20a. How likely is it that each step in your plans will actually work out this way?

A2. How likely is it that things will actually work out this way? -- how certain is it that you will do this sort of work?

TIME 1 RESPONSES:

1.	Very likely	21
2.	Fairly likely; probably will	52
3.	Unlikely; probably won't	5
4.	So-so; conceivable	6
6.	Depends on grades, graduating, getting into college.	3
8.	Depends on other than grades, graduating, getting into college	7
7.	Other	
9.&0.	Inappropriate; R has no plans at all	5

T2 706-709
T3 420
T4 466-471 H3A

TIMES 2 AND 3 (RESPONSE SCALE CHANGE):

		T2 Occ Step	T2 1st Step	T2 2nd Step	T2 3rd Step	T3
1.	Certain	9	34	10	3	11
2.	Very likely	13	36	19	5	44
3.	Fairly likely	11	18	13	4	29
4.	Somewhat likely	4	6	6	3	9
5.	Not very likely	1	1	1	-	3
9.&0.	Inappropriate; missing data	63	5	51	85	14
8.	DK					

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*

PERSON

Plans (continued)

VAR

Long range -- aspired occupation (continued)

T1 782 F4d
T2 710-713 F20b
T3 421 Pt. A3
T4 472-477 H3

F4d. What could prevent your plans from working out?

F20b. What could interfere with each step in your plans -- either delay or prevent it?

A3. What thing(s) could interfere with your future career plans?

	T1	T2 Occ Step	1st Step	2nd Step	3rd Step	T3
1. Grades not good enough; won't finish; don't get enough education.	25	5	13	7	2	15
2. Not enough money	12	1	10	5	1	8
3. Might change my mind; might not like it; something I like better might come along	13	6	6	8	3	8
4. The draft; the war; military service	10	7	21	8	2	29
5. If something (accident, illness) happens to me or my family	15	2	8	3	1	10
6. No jobs available; no openings; no need for that type of worker . .	-	2	2	2	1	1
7. Other	6	3	5	3	1	6
8. Marriage	3	-	1	1	-	3
9.&0. Inappropriate; nothing; no plans; missing data	15	75	35	65	90	19

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

	No T1	Do you see this as a permanent interference or as a temporary delay?					
T2 714-717	F20b						
	No T3						
T4 478-483	H3b		Occ Step	1st Step	2nd Step	3rd Step	
		1. Permanent interference	9	13	11	4	
		3. R not sure; could be either	-	1	1	-	
		5. Temporary delay . . .	14	45	19	4	
		8.-0. Inappropriate; missing data . . .	77	41	69	92	
T1 783	F4e	F4e. How important do you think your high school grades are in making your plans work out?					
T2 718-721	F20c	F20c. How important are high school grades for making each step in your plans work out?			T2		
	No T3		T1	Occ Step	1st Step	2nd Step	3rd Step
		1. Very important.	73	15	50	21	6
		2. Quite important	18	9	24	13	4
		3. Somewhat important . .	7	7	13	8	3
		4. Not very important . .	1	4	5	5	2
		5. Not at all important .	-	2	3	3	1
		T1=8,9 T2= 8-0. Inappropriate; missing data	-	63	5	51	85

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

T1 784-785 F5 F21 No T3 H4 — (If R has mentioned occupational plans) How did you become interested in the kinds of work we've just been talking about?

TIME 1 ONLY: SINGLE COLUMN CODE

	1st Ment	2nd Ment
1. Interested in it; like the work; I'm good at it	34	12
2. Parents or other relations are in it or have encouraged me in it	22	4
3. Teachers or counselors have encouraged me and/or made me interested in it	3	-
4. Read about it; saw it on T.V.	5	2
5. Friends or other non-relatives are in it and told me about it	5	2
6. Financial	2	2
7. Other	3	-
8. Through classes; have worked in it before	9	3
9.&0. Inappropriate; no further mention; missing data	17	73

T1 786-787
T2 722-723
T4 484-486

TIME 1 AND TIME 2: DOUBLE COLUMN CODE
For complete code see page 614 (T1), page 652 (T2), page 677 (T4)

	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2
KNOWLEDGE AND EXPERIENCE	45	40	27	14
T2= 10. 10. I'm interested in it--no further explanation	6	17	4	7
T2= 10. 11. I like the work	17		9	
12. I'm good at it	2	2	2	-
T2= 13. 13. I have done it before (not formal work)	6	9	5	3
T2= 13. 14. I have worked in it before	2		-	
15. I have observed it myself; have been around it a lot	7	6	3	2
T2= 16. 16. Saw it on T.V. and movies	2	6	-	2
T2= 16. 17. Read about (other than in school).	4		2	
CONTACTS	26	23	9	6
20. Through parents	13	11	3	2
21. Through other family	7	7	3	-
23. Through friends	3	3	-	-
24. Through others	2	-	-	-

*See Introduction to Tables

PERSON

Plans (continued)

Long range -- aspired occupation (continued)

VAR	Item Number	Item Content	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2
T1 786-787	F5	TIME 1 AND TIME 2 DOUBLE COLUMN CODE				
T2 722-723	F21 No T3 cont	SCHOOL	9	14	3	3
T4 484-486 (cont)	H4 T2= 30.	30. Through classes	6		2	
		32. Through occupation report I had to make	-	12	-	2
		34. Through teachers	2		-	
		ASPECTS OF WORK	3	5	4	4
		44. The pay is good	2	2	2	2
	50.	GREAT NEED FOR THIS KIND OF WORKER; MANY OPENINGS	-	-	1	1
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	17	16	54	72

VAR	Item Number	Item Content	T2	T3
	No T1	How certain are you that the sort of		
T2 724	F21a	work you mentioned above is a good		
T3 422	Pt. 2 A4	choice for you?		
T4 487	H4a			
		1. Completely certain	18	20
		2. Very certain	37	43
		3. Fairly certain	25	25
		4. Somewhat certain	4	5
		5. Not at all certain	2	4
	T4,T2=8-0, T3=9.	Missing data	15	3
	No T1	How satisfying do you think you will		
T2 725	F21b	find this kind of work?		
T3 423	Pt. 2 A5			
T4 488	H4c			
		1. Not very satisfying	-	3
		2. Somewhat satisfying	7	12
		3. Quite satisfying	22	21
		4. Very satisfying	38	36
		5. Extremely satisfying	18	26
	T4, T2=8-0, T3=9.	Missing data	15	3

VAR	Item Number	Item Content	
	No T1	Why do you feel that this job won't be more satisfying?	
T2 726	F21c		
	No T3	1. Won't make much (enough) money	0.3
T4 489-490	H4d	2. It's not really my first choice -- there are other things I'd prefer to do but can't	0.4
		3. Probably won't really get a feeling of accomplishment, achievement, progress; might get dull and/or boring	1.5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Long range -- aspired occupation (continued)	T2
	No T1	4. I won't know until I've tried it	1.2
T2 726	F21c	5. Job is difficult, dangerous	0.1
	No T3	6. Specific aspect of job; hours, etc. . . .	0.4
	cont	7. Other.	0.6
T4 489-490	H4d	8.-0. Missing data	95.4
	No T1	Twenty years from now, if you are doing this	
	No T2	type of work, about how much do you expect	
T3 424	Pt. 2 A7	you will be earning? (Pretend that the value	
T4 491	H4b	of the dollar will be the same.)	T3
		1. Less than $3,000 a year	1
		2. $3,000 to $5,000 a year	4
		3. $5,000 to $7,000 a year	7
		4. $7,500 to $10,000 a year	15
		5. $10,000 to $15,000 a year	29
		6. $15,000 to $25,000 a year	27
		7. More than $25,000 a year	14
		0,9. Missing data	4

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Short range -- intentions to finish high school

T1 788 T2 727 T3 425	F1 F1 Pt. 2 A8	TIME 1 AND 2: Do you plan to finish high school?	T1	T2	
		1. Yes	99	95.0	
		5. No	1	0.2	
	T2=8.-0., T1=8,9.0	Missing data	-	5	
		TIME 3: How likely are you to complete high school?			T3
		1. I definitely will			87
		2. I probably will			5
		3. I probably will not			2
		4. I definitely will not			2
		9. Missing data			4
T1 789 T2 728	F1a F1a No T3	(If "no" to F1) Why don't you plan to finish school?	T1	T2	
		1. Poor grades	0.2	0.1	
2. Need money, have to work		4. Want to work	0.1	-	
		7. Other	0.2	0.1	
3. get in trouble, get kicked out		8.-0. Missing data; inappropriate	99.4	99.8	
		5. Plans to join the service			
T1 790 T2 729	F1b F1b No T3	(If "no" to F1) When do you expect to leave high school?	T1	T2	
		1. Within the next few months; this semester	0.1	0.2	
		2. Sometime this year; next semester	0.1	-	
		3. Next year	0.1	-	
		4. As soon as I'm old enough	0.1	-	
		8.-0. Inappropriate; missing data	99.4	99.7	
T1 791 T2 730	F1c F1c No T3	How certain are you that you actually will graduate?	T1	T2	
		1. Certain	82	85	
		2. Fairly certain	14	8	
		3. Less certain (chances about 50-50)	2	1	
		4. Chances pretty slim (much less than 50-50)	1	-	
		8.-0. Inappropriate; missing data	2	5	
T1 792 T2 731	F1d F1d No T3	(If not "certain" in F1c) What might keep you from graduating?			
		1. Might flunk out; work too difficult	9	6	
		2. Might have to go to work; money	1	-	
		3. Might get kicked out			

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Short range -- intentions to finish high school (continued)

VAR				T1	T2
T1 792	Fld				
T2 731 (cont)	Fld No T3 cont	5.	Being drafted; enlistment	1	-
		6.	Illness in family or self; death of parents	1	-
		7.	Other	1	2
		8.	Lazy; don't work hard enough; don't like school; skip school	1	-
		9.-0.	Inappropriate; missing data	84	91

Short range -- intentions to drop out of school

VAR			Have you ever thought of dropping out of school?	T1	T2
T1 793	H3	1.	Yes	15	14
T2 732	H3 No T3	5.	No	85	81
		8.&9.	Inappropriate because R not in school; missing data	-	5

VAR			(If "yes" to H3) Do you still think of dropping out of school?	T1	T2
T1 794	H3a	1.	Yes	4	4
T2 733	H3a No T3	5.	No	11	11
		8.-0.	Inappropriate; missing data	85	85

VAR			(If "yes" to H3a) When do you think this will be (that you drop out)?	T1	T2
T1 795	H3b	4.	Sometime next year	1	-
T2 734	H3b No T3	6.	Possibility slight; not ascertained when; never; probably never	1	2
		7.	Other	1	-
		8.	Don't know	1	1
		9.-0.	Inappropriate; missing data	96	96

1. Right away
2. End of semester
3. Next semester
4. As soon as I am 16

VAR		
T1 796	H3c	(If "yes" to H3a) What reasons do you have for wanting to leave school?
T2 735	H3c No T3	NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the codes were changed enough to make parellel presentation difficult. Therefore, the responses are shown separately. For complete code see page 611 (T1), page 649 (T2)

TIME 1 RESPONSES:

		T1
21.	Have trouble learning; get poor grades (even though they try); fail a lot of classes; lack of intelligence	1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		PERSON		
		Plans (continued)		
		Short range -- intentions to drop out of school (continued)		
T1 796 T2 735 (cont)	H3c H3c No T3 cont	TIME 1 RESPONSES (continued):		
		38. Don't like school "in general"; don't care about school or learning; bored; not interested in school in general	1	
		98.-00. Inappropriate; don't know; missing data .	97	
		TIME 2 RESPONSES:		
		11.-59. PERSONAL REASONS	1	
		60.-79. SCHOOL REASONS	2	
		98.-00. INAPPROPRIATE; DON'T KNOW; MISSING DATA .	97	
T1 797 T2 736	H3d H3d No T3	(If "yes" to H3a) Is there anything that could influence you to stay in school?		
		NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the codes to this open-ended item were changed enough to make parellel presentation difficult. Therefore, the responses are shown separately. For complete code see page 614a		
		TIME 1 RESPONSES:		
		11.-19. FAMILY	1	
		21.-29. CLASSES	1	
		96. NOTHING	1	
		98.-00. INAPPROPRIATE; DON'T KNOW; MISSING DATA . . .	97	
		TIME 2 RESPONSES:		
		21.-29. CLASSES	1	
		31.-39. PERSONAL	1	
		96. NOTHING	1	
		98.-00. INAPPROPRIATE; DON'T KNOW; MISSING DATA . . .	97	
T1 798 T2 737	H3e H3e No T3	(If "no" to H3a) What grade were you in when you first thought of leaving school?	T1	T2
		1. Elementary school	2	1
		2. 7th grade	1	1
		3. 8th grade	2	1
		4. 9th grade	4	2
		5. 10th grade	2	4
		6. 11th grade	-	3
		8.-0. Inappropriate; missing data; don't know .	89	90

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Short range -- intentions to drop out of school (continued)	
T1 799 T2 738	H3f H3f No T3	(If "no" to H3a) What was happening then to make you feel like dropping out? For complete code see page 611 (T1), page 649 (T2) NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the codes to this open-ended item were changed enough to make parellel presentation difficult. Therefore, the responses are shown separately.	
		TIME 1 RESPONSES:	
		FAMILY	1
		CLASSES	4
		21. Have trouble learning; get poor grades (even though they try); fail a lot of classes; lack of intelligence	3
		PERSONAL	3
		AUTHORITY	2
		FRIENDS	1
	98.-00.	INAPPROPRIATE; DON'T KNOW; MISSING DATA	89
		TIME 2 RESPONSES:	
		FAMILY	1
		FRIENDS	1
		PERSONAL REASONS	1
		WORK AND FINANCIAL	1
		SCHOOL REASONS	5
		50. Have trouble learning; get poor grades (even though they try); fail a lot of classes; lack of intelligence	3
		56. "Don't like school in general"; don't care about school or learning; bored, not interested in school; don't realize the value of school	2
		AUTHORITY	1
	98.-00.	INAPPROPRIATE; DON'T KNOW; MISSING DATA	90

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Short range -- intentions to drop out of school (continued)	
T1 800 T2 739	H3g H3g No T3	(If "no" to H3a) What happened to change your mind about dropping out? For complete code see Appendix C page 611 (T1), page 649 (T2). NOTE: Although the question shown above asked for the same information at both Times 1 and 2, the coded to this open-ended item were changed enough to make parallel presentation difficult. Therefore, the responses are shown separately.	
		TIME 1 RESPONSES:	
		FAMILY	2
		11. Parents stopped encouraging me to quit; parents encouraged me to stay in school . .	2
		CLASSES	4
		63. Realized how important school was for job, future, etc.	2
		PERSONAL	2
		AUTHORITY	1
		FRIENDS	1
	98.-00.	INAPPROPRIATE; DON'T KNOW; MISSING DATA	90
		TIME 2 RESPONSES:	
		FAMILY	2
		11. Parents stopped encouraging me to quit; parents encouraged R to stay in school . . .	2
		CLASSES	2
		PERSONAL	4
		34. If I realized how important school is for a job, for the future	2
		FRIENDS	1
	97.	OTHER	1
	98.-00.	INAPPROPRIATE; DON'T KNOW; MISSING DATA	90

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Short range -- part-time job expectations

T2 740	F2 F17 No T3	Do you expect to have a part-time job anytime during the rest of your time in high school? NOTE: Time 1 response not coded.	T2
		1. Yes -- a new job	44
		2. Yes -- a job held previously	4
		3. Yes -- same job I now have	32
		5. No	15
		8.-9,0 Inappropriate because R not in school; don't know; missing data	6
T1 801 T2 741	F2a F17a NO T3	Can you tell me what sort of job you think it might be?	T1 T2
		1. Professional	2 3
		3. Clerk and salesman	7 9
		4. Craftsman and Foreman	3 3
		5. Operative and Service Worker	16 27
		6. Laborer, non-farm	17 16
		7. Farmer; Farm Laborer	7 6
		9. Don't know; not ascertained	35 16
		0. Inappropriate; not working; student; unemployed	14 20
		2. Proprieters and managers	
T2 742	F3 F17b No T3	Do you expect to have a job this coming summer? NOTE: Time 1 response not coded.	T2
		1. Yes -- a new job	52
		2. Yes -- a job held previously	6
		3. Yes -- same job I now have	28
		5. No	7
		8.-9,0 Inappropriate because R not in school; don't know; missing data	7
T1 802 T2 743	F3a F17c No T3	Can you tell me what sort of summer job you might get?	1967 T1 1968 T2
		1. Professional	2 3
		3. Clerk and Salesman	6 9
		4. Craftsman and Foreman	2 4
		5. Operative and Service Worker	17 27
		6. Laborer, non-farm	20 20
		7. Farmer; Farm Laborer	14 9
		9. Don't know; not ascertained	29 16
		0. Inappropriate; not working; student; unemployed	10 12
		2. Proprieters and managers	

*See Introduction to Tables 8. Members of Armed Forces

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Short range -- next few years	
	No T1 No T2	How likely are you to receive on-the-job training?	
T3 426	Pt. 2 A9	1. I definitely will	15
		2. I probably will	38
		3. I probably will not	28
		4. I definitely will not	15
		9.-0. Missing data	5
	No T1 No T2	How likely are you to receive job training in the military service?	
T3 427	Pt. 2 A10	1. I definitely will	11
		2. I probably will	27
		3. I probably will not	35
		4. I definitely will not	23
		9.-0. Missing data	5
	No T1 No T2	How likely are you to attend a technical or vocational school?	
T3 428	Pt. 2 A11	1. I definitely will	12
		2. I probably will	16
		3. I probably will not	34
		4. I definitely will not	33
		9.-0. Missing data	5
	No T1 No T2	How likely are you to attend college?	
T3 429	Pt. 2 A12	1. I definitely will	47
		2. I probably will	19
		3. I probably will not	15
		4. I definitely will not	15
		9.-0. Missing data	3
	No T1 No T2	How likely are you to attend graduate or professional school after college?	
T3 430	Pt. 2 A13	1. I definitely will	10
		2. I probably will	25
		3. I probably will not	37
		4. I definitely will not	24
		9.-0. Missing data	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

VAR — Short range -- Fall 1969

No T1 / No T2 / T3 431 Pt. 2 A14 — What about your plans for this coming fall (1969)? Pick out the one plan that will most likely work out for you, and fill out only the section that applies to that plan.

1.	Continued my present full-time job (LOOK AT a. SECTION BELOW)	5
2.	Work full time at a new job and/or receive on-the-job training (LOOK AT b. SECTION BELOW)	6
3.	Work full-time on my present part-time job (LOOK AT b. SECTION BELOW)	2
4.	Be in Military Service (LOOK AT c. SECTION BELOW)	11
5.	Go to technical or vocational school (LOOK AT d. SECTION BELOW)	8
6.	Go to college (LOOK AT d. SECTION BELOW)	52
7.	Continued high school (SKIP REMAINDER OF PLANS SECTION)	4
8.	I don't have any definite plans; I'm just going to wait and see what happens (SKIP REMAINDER OF PLANS SECTION)	12
9.-0.	Missing data	1

a. Full-time job -- continuing

No T1 / No T2 / T3 432 Pt. 2 B3 — This coming fall and winter, how much do you expect you might be earning?

1.	Less than $40 per week	0.1
2.	$40 to $59 per week	0.4
3.	$60 to $79 per week	0.6
4.	$80 to $99 per week	1.0
5.	$100 to $124 per week	0.9
6.	$125 to $149 per week	1.1
7.	$150 to $199 per week	0.7
8.	$200 or more per week	0.5
9.-0.	Inappropriate; missing data	94.6

No T1 / No T2 / T3 433 Pt. 2 B4 — What if for some reason you lost your present full-time job; what would you do then?

1.	Go to school or get some additional training	0.7
2.	Look for another job	3.7
3.	Enter the Armed Forces	0.6
4.	Do nothing	0.1
5.	Other	0.1
9.-0.	Inappropriate; missing data	94.7

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*		
		PERSON			
		Plans (continued)			
		a. Full-time job — continuing			
	No T1 No T2	Things I did to locate the job I currently hold:	1. YES	0. NO	9. MD
T3 434	Pt. 2, B1a-g	B1a. Checked with school employment service (or counselor)	0.6	4.9	94.6
435		B1b. Checked with local or state public employment office or Youth Opportunity Center . .	0.8	4.6	94.6
436		B1c. Checked with private employment agency . . .	0.6	4.9	94.5
437		B1d. Checked directly with employers	2.5	3.0	94.6
438		B1e. Placed or answered newspaper ads	0.6	4.8	94.6
439		B1f. Checked with friends or relatives	2.2	3.3	94.6
440		B1g. Other	0.1	5.3	94.6

Pt. 2. Is your current job on a farm or at a business
T3 441 B2 that is owned by your family?

1. yes
2. no

*See Introduction to Tables

VAR	Item Number		Item Content	Percentage Frequencies*		
			PERSON			
			Plans (continued)			
			Short range -- Fall 1969			
			b. Full-time job -- new			
		No T1 No T2	Things I have already done to locate a job for this coming fall (1969):	1. YES	0. NO	9. Missing Data
T3		Pt. 2 C1a-g				
	442		C1a. Checked with school employment service or counselor	6.9	1.3	91.8
	443		C1b. Checked with state or local public employment or Youth Opportunity Center	6.9	1.3	91.8
	444		C1c. Checked with private employment agency	7.2	1.0	91.8
	445		C1d. Checked directly with employers . .	4.2	3.9	91.8
	446		C1e. Placed or answered newspaper advertisements	7.5	0.7	91.8
	447		C1f. Checked with friends or relatives .	5.0	3.2	91.8
	448		C1g. Other	7.6	0.5	91.8
		No T1 No T2	Things I still intend to do to find a job:			
T3	449	Pt. 2 C2a-g	C2a. Check with school employment service or counselor	7.4	0.7	91.9
	450		C2b. Check with state or local public employment office or Youth Opportunity Center	6.8	1.3	91.9
	451		C2c. Check with private employment agency	6.9	1.1	91.9
	452		C2d. Check directly with employers . . .	3.7	4.4	91.9
	453		C2e. Place or answer newspaper advertisements	6.8	1.3	91.9
	454		C2f. Check with friends or relatives . .	6.2	1.8	91.9
	455		C2g. Other	7.7	0.4	91.9
		No T1 No T2	Which one of the following most nearly describes how far you've gone in securing a job for next fall?			
T3	456	Pt. 2 C3				
			1. I haven't applied for any full-time jobs yet	2.9		
			2. I have applied for at least one full-time job but I haven't been accepted for any job yet	2.0		
			3. I have been accepted for at least one job, but not the job I want	1.1		
			4. I have been accepted for the job I want	2.0		
			9.-0. Inappropriate; Missing data	92.0		

*See Introduction to Tables

VAR	Item Number	Item Content
		PERSON
		Plans (continued)
		Short range -- Fall 1969
		b. Full-time job -- new
	No T1 No T2	C4. What kind of work do you expect to be doing this Fall? (For example: carpenter, stock clerk, mechanic, service
T3 457	Pt. 2 C4-C6	station attendant, farmer, assembly line worker, etc.)
		C5. In what kind of business or industry is this job? (For example: building company, retail shoe store, service station, farm, automobile factory, etc.)
T3 458		C6. Is this a farm or business owned by your parents or relatives? 1. yes 2. no 0,9. missing data

NOTE: The information collected from the three questions was taken as a set and coded by a special ISR Occupational Coding team into a unique three-digit value. Because of the code's complex nature and the fact that for analytic purposes the three-digit values are converted to the Duncan Ranking of Occupation, statistics for these questions are not shown here. Instead, statistics for the Duncan Ranking of Occupation are presented below.*

T3 459

"FLTM JOB FALL-DUNCAN 3"

Duncan ranking	%**	Duncan ranking	%**
4	0.1	24	0.2
6	0.2	27	0.5
7	0.2	33	0.2
9	0.1	34	0.2
11	0.1	37	0.1
16	0.5	39	0.1
17	0.7	44	0.6
18	0.2	45	0.1
19	1.5	48	0.1
21	0.3	49	0.3
22	0.1	68	0.1
		99	92.8

Mean = 26.2
Standard deviation = 15.0
Weighted N = 149

99 = Don't know; not ascertained

T3 460 Census Bureau code of full-time fall job. For documentation for this and Duncan ranking see page 682.

*See "Plans -- Long range aspired occupation" section of this paper for an explanation of the Duncan ranking.

**See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Short range -- Fall 1969 (continued)	
		b. Full-time job -- new (continued)	
	No T1 No T2	How likely is it that you will actually be working full-time this coming fall?	
T3 461	Pt. 2 C7	1. Certain	3.8
		2. Likely	2.8
		3. Somewhat likely	0.9
		4. I'm not sure	0.4
		5. Unlikely	-
		6. Very unlikely	-
		9.-0. Inappropriate; missing data	92.0
	No T1 No T2	This coming fall and winter, how much do you expect you might be earning per week?	
T3 462	Pt. 2 C8	1. Less than $40 per week	0.1
		2. $40 to $59 per week	0.6
		3. $60 to $79 per week	0.9
		4. $80 to $99 per week	2.0
		5. $100 to $124 per week	2.8
		6. $125 to $149 per week	0.7
		7. $150 to $199 per week	0.4
		8. $200 or more per week	0.4
		9.-0. Inappropriate; missing data	92.0
	No T1 No T2	What if for some reason you were unable to get the full-time job you are planning on for this fall; what would you do then?	
T3 463	Pt. 2 C9	1. Go to school or get some additional training	1.5
		2. Keep looking for a job	4.7
		3. Enter the Armed Forces	1.4
		4. Do nothing	-
		5. Other	0.3
		9.-0. Inappropriate; missing data	92.2
	No T1 No T2	What things might keep you from getting the job you want most?	
T3 464	Pt. 2 C10	1. Grades not good enough; won't finish school; won't get enough education	0.7
		2. Not enough money	0.2
		3. Might change my mind; might not like it; something I like better may come along	0.2

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Short range -- Fall 1969 (continued)	
VAR		b. Full-time job -- new (continued)	
	No T1 No T2 Pt. 2 C10 cont	4. The draft; the War; Military service .	1.9
		5. If something (illness; accident; death) happens to me or my family	0.8
		6. No jobs available; no openings; no need for that type of worker	0.9
		7. Other	0.7
		8. Marriage	-
		9.-0. Inappropriate; missing data; nothing .	94.5
		c. Military service	
	No T1 F24 No T3	What about military service?--where does that fit into your plans? Data not available	
		NOTE: At this printing, the problems encountered in the coding operation (converting to a two-column code to pick up certain critical distinctions) have not been resolved.	
T3 465	No T1 No T2 Pt. 2 D1	What branch of the armed forces do you expect to be in?	
		1. Army	2.3
		2. Navy	3.2
		3. Marine Corps	1.4
		4. Air Force	2.4
		5. Reserves (the Reserves of any branch of Service)	0.3
		6. Army or Air Force National Guard . . .	0.5
		7. Coast Guard	0.2
		8. Unsure	0.6
		9.-0. Inappropriate; missing data	89.1
T3 466	No T1 No T2 Pt. 2 D2	How do you expect to enter service?	
		1. I plan to enlist	9.9
		2. I expect to be drafted	1.1
		9.-0. Inappropriate; missing data	89.0

			0. NO	1. YES	9. Missing Data
T3 467-472	No T1 No T2 Pt. 2 D3a-f	If you plan to enlist, we'd like to know what preparations (if any) you have made.			
		D3a. I haven't done anything yet	7.5	3.1	89.4
		D3b. I've talked with a recruiter	7.0	3.6	89.4
		D3c. I've completed an enlistment application	8.9	1.7	89.4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Short range -- Fall 1969 (continued)

VAR				0. NO	1. YES	9. Missing Data
		c.	Military service (continued)			
	No T1 No T2	D3d.	I've taken the physical exam	9.1	1.6	89.4
T3 467-472 (cont)	Pt. 2 D3a-f	D3e.	I've signed up to enter military service within the next few months or at the end of high school	8.5	2.2	89.4
		D3f.	Other	9.5	1.1	89.4

No T1
No T2
Pt. 2 D4

If you have signed up for a special program or enlistment option, please write in what it is. No data available

NOTE: The number of respondents who indicated that they had signed up for a special program or enlistment option is too small for analysis at this time.

No T1
No T2
T3 473 Pt. 2 D5

How likely is it that you will actually be in the Armed Forces this coming fall?

1.	Very unlikely	0.9
2.	Somewhat unlikely	0.5
3.	I'm not sure	0.9
4.	Somewhat likely	0.8
5.	Very likely	3.1
6.	Certain	1.8
7.	I have already enlisted	2.3
9.-0.	Inappropriate; missing data	89.7

No T1
No T2
T3 474 Pt. 2 D6

What if things don't work out as you hope? What if for some reason you are unable to get into your chosen branch of the Armed Services by this coming fall, what are you most likely to do then?

1.	Try to enlist in another branch of the Service	2.4
2.	Try to join the Reserves or National Guard	0.3
3.	Go to school to get some additional training	3.4
4.	Look for a full-time job	2.3
5.	Do nothing	0.4
6.	Other	1.3
9.-0.	Inappropriate; missing data	89.9

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Short range -- Fall 1969 (continued)

d. College or Technical/Vocational school

T2 744 — No T1 F22, F23

T4 492 — H3 R's college plans see page 678

F22. (If R indicated college as a step in F20--aspired occupation sequence of plans) Have you made any preparations for going to college (for example, have you talked with counselors, taken entrance exams, made applications, or the like)?

T2 745

T4 493 — H5

F23. (If R did not indicate college as a step in F20) Are you planning to go to college?

1.	Yes	5.5
5.	No	27.3
9.-0.	Inappropriate; missing data	67.1
8.	DK	

T2 746

F23a. (If "yes" to F23) Have you made any preparations for going to college (for example, have you talked with counselors, taken entrance exams, made applications, or the like)?

T3 475

E2. (If higher education indicated in Pt. 2 A14) We'd like to know what preparations (if any) you've made for going to college or technical/vocational school.

		Time 744 F22	Time 2746 F23a	E2 T3
1.	I haven't applied to any yet			9.9
2.	I've applied, but I haven't been accepted yet			10.9
3.	I've been accepted at one school or more			37.7
9.-0.	Inappropriate; missing data			41.5

T4 494-495 — H5a

1.	Yes -- have talked with parents and other relatives and friends	0.9	0.1
2.	Yes -- have talked with counselors and/or other school personnel	23.6	0.9
3.	Yes -- have looked through catalogs and other literature; have visited campuses; Career Day; lecturers, speakers from colleges	1.9	-
4.	Yes -- have taken entrance exams	15.4	0.5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Plans (continued)

Short range -- Fall 1969 (continued)

d. College or Technical/Vocational school (continued)

VAR	Item Number	Item Content	Time 2 F22	Time 2 F23a
T4 494-495 (cont)	No T1 F22, F23a Pt. 2 E2 cont H5a	5. Yes -- have submitted applications; have been accepted .	1.4	0.1
		6. No -- I've made no preparations of any sort	20.7	3.5
		7. Other	0.7	-
		8.-0. Inappropriate; missing data .	36.0	94.8

VAR	Item Number	Item Content	Percentage Frequencies*
		8. (T4) yes - NA what	
T3 476	No T1 No T2 Pt. 2 E1	How many years do you plan to spend continuing your schooling after high school?	
		1. Less than one year	1.3
		2. At least one year	2.1
		3. At least two years	10.1
		4. At least three years	1.7
		5. At least four years	29.7
		6. At least five years	5.2
		7. At least six years	4.2
		8. More than six years	4.3
		9.-0. Inappropriate; missing data	41.4
T3 477	No T1 No T2 Pt. 2 E3	How likely is it that you actually will go to college or technical/vocational school this coming fall?	
		1. Very likely	48.5
		2. Somewhat likely	6.9
		3. I'm not sure	2.1
		4. Somewhat unlikely	0.2
		5. Very unlikely	0.6
		9.-0. Inappropriate; missing data	41.7
T3 478	No T1 No T2 Pt. 2 E4	Would you tell us the name and location of the school that you will most likely attend this coming fall?	
		NOTE: This item was coded by the I.S.R. Coding Section using the I.S.R. Standard College Code which is a complex three-digit code and one which will be redefined as a two-digit variable for this project's analysis purposes. The redefinition has not been completed at this printing.	
T3 479	No T1 No T2 Pt. 2 E5	This fall do you plan to attend:	
		1. Full-time	54.1
		2. Part-time	4.0
		9.-0. Inappropriate; missing data	41.9

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Plans (continued)	
		Short range -- Fall 1969 (continued)	
		d. College or Technical/Vocational school (continued)	
	No T1 No T2	While going to school do you plan to live:	
T3 480	Pt. 2 E6	1. At home with your parents or guardians . .	23.2
		2. Away from home	35.0
		9.-0. Inappropriate; missing data	41.7
	No T1 No T2	What would you consider to be your probable major in college or technical/vocational school?	
T3 481	Pt. 2 E7	1. Mathematics	3.7
		2. Physical Sciences	2.8
		3. Biological Sciences	4.1
		4. Psychology	0.8
		5. Social Sciences	5.7
		6. English and Literature	1.2
		7. Foreign Languages	0.1
		8. Fine Arts	1.8
	21. Other vocational technical area	9. Music	1.2
		10. Philosophy	0.4
		11. Religion	0.2
		12. Education	3.5
		13. Engineering	6.6
		14. Business and Commerce	9.3
		15. Agriculture and Forestry	2.7
		16. Electronics	3.9
		17. Mechanics	2.9
		18. Drafting	2.4
		19. Other	3.8
		98.-00. Inappropriate; missing data	42.5
	No T1 No T2	If the college you attend has an R.O.T.C. (Reserve Officers Training Corps) program, what would you do?	
T3 482	Pt. 2 E8	1. I would not be interested in participating at all	19.4
		2. I would participate only if it is required	9.6
		3. If it's not required, I might participate; I'm not sure yet	16.6
		4. I would participate by joining the R.O.T.C. program even if it's not required	6.8
		5. I would participate only if I received an R.O.T.C. scholarship	1.0
		6. I don't think I would be eligible	3.5
		9.-0. Inappropriate; missing data	43.1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	PERSON	
	Plans (continued)	
	Short range -- Fall 1969 (continued)	
VAR	d. College or Technical/Vocational school (continued)	
No T1 No T2 T3 483 Pt. 2 E9	Are you receiving, or hoping to receive, an R.O.T.C. scholarship?	
	1. No	56.4
	2. I have applied but haven't heard yet	1.0
	3. I know that I will receive such a scholarship	0.7
	9.-0. Inappropriate; missing data	41.9
No T1 No T2 T3 484 Pt. 2 E10	What if for some reason you were not able to get into college or technical/vocational school this fall; what would you do?	
	1. Look for a job	30.1
	2. Enter the Armed Forces	20.4
	3. Do nothing	1.2
	4. Other	5.9
	5. Travel	-
	6. Peace Corps	-
	7. Try again; try another school; get other training	-
	9.-0. Inappropriate; missing data	42.5
No T1 No T2 T3 485 Pt. 2 E11	If you didn't have to worry about the draft (for example, if the draft were eliminated), how likely is it that you still would go to college or technical/vocational school this coming fall?	
	1. Very likely	49.6
	2. Somewhat likely	5.1
	3. I'm not sure	2.2
	4. Somewhat unlikely	0.7
	5. Very unlikely	0.7
	9.-0. Inappropriate; missing data	41.8
	e. Marriage	
No T1 No T2 T3 486 Pt. 2 J5	How likely is it that you will get married in the next 12 months?	
	1. Very unlikely	66
	2. Small chance I might get married	20
	3. Good chance I might get married	6
	4. Definitely will get married	4
	9.-0. Missing data	3

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- school related

T1 803 B13
T2 747 B11
T3 487 Pt. 1 H7

(B13 & B11) What is the average grade you got in your classes last year?

(Pt. 1 H7) What is the average grade you have been getting in your classes this year? For coding scheme see Appendix C page 671.

NOTE: In addition to the obvious word changes across time, two other differences should be noted: (a) Time 1 and Time 2 versions were interview items while the Time 3 version was a self-administered questionnaire item; (b) different values for the code categories were used for the Time 3 item.

		Average Grade Reported For: 9th grade at T1	10th grade at T2	12th grad at T3
10.	Failure (E or F) 59% or less . .	-	-	-
22.	D- (60-62)	-	-	-
25.	D (63-66)	3	2	2
28.	D+ (67-69)	3	3	2
32.	C- (70-72)	7	7	7
35.	C (73-76)	20	18	15
38.	C+ (77-79)	18	19	17
42.	B- (80-82)	13	14	13
45.	B (83-86)	17	15	14
48.	B+ (87-89)	9	8	9
52.	A- (90-92)	5	5	6
55.	A (93-96)	4	3	3
58.	A+ (97-100)	-	-	-
98.-99,0	Don't know; inappropriate; missing data	-	5	12

T1 804-805 B13a & B13c
No T2
No T3

43. undocumented code (T2) 50. undocumented code (T2)
What were the highest and lowest grades you got for either a semester or a whole year last year? [1965-1966 school year; 9th grade]

		B13a High	B13c Low
10.	Failure (E or F) 59% or less . .	-	27
22.	D- (60-62)	-	6
25.	D (63-66)	-	29
28.	D+ (67-69)	-	4
32.	C- (70-72)	-	17
35.	C (73-76)	3	16
38.	C+ (77-79)	2	4

*See Introduction to Tables

(MATCH T1, T2) 3."

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* B13a High	B13c Low
T1 804-805 (cont)	B13a & B13c No T2 No T3 cont	Behaviors -- school related (continued)		
		42. B- (80-82)	2	2
		45. B (83-86)	21	5
		48. B+ (87-89)	11	-
		52. A- (90-92)	7	-
		55. A (93-96)	43	-
		58. A+ (97-100)	9	-
		98.-00. Don't know; not ascertained . .	2	2
T1 806-809	B13b & B13d No T2 No T3	In what subject(s) were your highest and lowest grades earned? For complete code see page 615.	B13b High	B13d Low
		SOCIAL SCIENCES	11	10
		11. History	6	4
		12. American government, politics, civics	2	3
		14. Sociology; social living; social studies	-	2
		16. Geography	2	2
		ENGLISH	13	25
		21. English	13	25
		PHYSICAL AND NATURAL SCIENCES	15	13
		31. Biology, botany, zoology	2	2
		37. Science (type not specified) . .	11	10
		FOREIGN LANGUAGES	4	11
		41. French	-	4
		42. Spanish	-	3
		43. Latin	-	2
		MATHEMATICS (ACADEMIC ONLY)	19	29
		51. Algebra	8	17
		58. Math (type not specified) . . .	11	11
		VOCATIONAL	15	7
		61. Industrial arts	9	4
		62. Business and general -- typing, bookkeeping, etc.	3	2
		62. Agriculture	3	-
		PRACTICAL COURSES	2	1
		71. Health	2	-
		PHYSICAL EDUCATION	14	3
		CULTURE AND RELIGION	7	2
		86. Band, music, choir, orchestra .	3	-
		87. Art, ceramics, commerical art, graphics	3	-
	98.-00.	DON'T KNOW; MISSING DATA	-	-

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*		
	PERSON			
	Behaviors -- school related (continued)			
T1 810 B5 T2 748 B10 T3 488 Pt. 1 H2	About how many hours do you spend in an average week on all your homework including both in and out of school? NOTE: At Times 1 and 2 the actual number of hours were coded; at Time 3 values were assigned to bracketed ranges of the actual number of hours. For presentation here the Time 1 and Time 2 percentage frequencies were summed over the bracketed ranges to parallel the Time 3 response values.	T1	T2	T3
exact # of hours coded at Times 1 and 2 0,89,99 = missing data	1. No hours	1	2	5
	2. 1-4 hours	11	18	33
	3. 5-9 hours	34	31	25
	4. 10-14 hours	29	25	14
	5. 15-19 hours	15	11	6
	6. 20-24 hours	6	5	3
	7. 25 or more hours	4	4	2
	9.&0. Inappropriate; don't know; missing data	1	4	12
T1 811 B5a T2 749 B10a T3 489 Pt. 1 H3a	About how many hours of that homework do you do during school hours? [The NOTE included on the above item also applies here.]	T1	T2	T3
exact # of hours coded at Times 1 and 2 0,98,99 = missing data	1. No hours	13	14	10
	2. 1-4 hours	43	40	54
	3. 5-9 hours	34	31	16
	4. 10-14 hours	6	7	5
	5. 15-19 hours	2	2	2
	6. 20-24 hours	-	1	1
	7. 25 or more hours	-	1	-
	9.&0. Inappropriate; don't know; missing data	2	5	12
No T1 No T2 T3 490 Pt. 1 H3b	About how many hours a week of your homework do you do outside school hours?			T3
	1. No hours			17
	2. 1-4 hours			44
	3. 5-9 hours			17
	4. 10-14 hours			6
	5. 15-19 hours			2
	6. 20-24 hours			1
	7. 25 or more hours			-
	9.&0. Inappropriate; missing data			12

*See Introduction to Tables

PERSON

Behaviors -- school related (continued)

VAR	Item Number	Item Content	Percentage Frequencies*	
T1 812 T2 750	B6 B12 No T3	Are there any subjects in this school that you're not taking now but would like to?	T1	T2
		1. Yes	54	36
		5. No	46	58
	8.	& 9,0 Inappropriate; missing data	-	6
T1 813-814 T2 751-752	B6a B12a No T3	Which subjects are they? For complete code see page 615.	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2
		SOCIAL SCIENCES	4	2	1	1
		11. History	3	-	-	-
		ENGLISH	1	2	-	1
		PHYSICAL AND NATURAL SCIENCES	7	5	3	2
		31. Biology, botany, zoology	2	-	-	-
		33. Chemistry	3	2	-	-
		34. Physics, nuclear physics	-	2	-	-
		FOREIGN LANGUAGES	5	2	1	1
		42. Spanish	2	-	-	-
		MATHEMATICS (ACADEMIC ONLY)	4	3	2	1
		51. Algebra	2	-	-	-
		VOCATIONAL	24	15	4	3
		61. Industrial arts--shop courses, crafts, carpentry, manual training, electricity, automotives, electronics, vocational education, plumbing, textiles, metals	14	8	2	-
		62. Business and general--typing, bookkeeping, accounting, shorthand, retailing, merchandising, business math, business law, advertising	8	5	-	-
		PRACTICAL COURSES	4	1	1	-
		73. Driver education	4	-	-	-
		PHYSICAL EDUCATION	-	1	-	-
		CULTURE AND RELIGION	4	3	1	1
		87. Art, ceramics, commercial art, graphics	3	2	-	-
	98.-00.	INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	47	65	87	91

*See Introduction to Tables

PERSON

Behaviors -- school related (continued)

Item Number		Item Content	Percentage Frequencies* T1	T2
T1 815 B6b T2 753 B12b No T3		(If "yes" to B6 and B12) How come you're not taking these courses?	T1	T2
	T2= 1. 1.	Couldn't fit it in schedule	5	19
	T2= 1. 2.	Didn't have time; schedule full	18	
	4.	Didn't realize how much it would help me; that I would like it	2	2
	5.	Didn't have the prerequisites; grades weren't good enough	17	5
	6.	Class was full; couldn't get in	3	2
	7.	Other	2	4
	8.	Because someone else advised me incorrectly or because of schedule mix-up	3	1
	9.-0.	Inappropriate; don't know; missing data	50	66
T1 816 B7 T2 754 B13 No T3		Are there any subjects not offered by this school that you'd like to be taking?	T1	T2
	1.	Yes	26	33
	5.	No	73	62
	8.-9,0	Inappropriate; missing data	-	4
T1 817 B7a T2 755 B13a No T3	→	What subjects are they? For complete code see page 615.	T1	T2
		SOCIAL SCIENCES	1	3
		13. Psychology and personal and family problems; leadership	-	2
		ENGLISH	1	1
		PHYSICAL AND NATURAL SCIENCES	3	4
		FOREIGN LANGUAGES	7	5
		44. German	2	2
		MATHEMATICS (ACADEMIC ONLY)	-	1
		VOCATIONAL	11	14
		61. Industrial art --shop courses, crafts, carpentry, manual training, electricity, automotives, electronics, vocational education, plumbing, textiles, metals, mechanics, home economics, aviation mechanics	9	11
		PHYSICAL EDUCATION	2	1
		CULTURE AND RELIGION	2	2
		MISCELLANEOUS	-	1
	98.-00.	INAPPROPRIATE; MISSING DATA	73	67

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- school related (continued)

No T1
T2 756-759 B22
Pt. 1 H1
a-r

What if any extracurricular activities have you participated in during the past year? For complete code see page 654.

NOTE: Although this question asks for the same information, the method of administration (open-ended interview item at Time 2 versus close-ended self-administered questionnaire at Time 3) renders the shape of this variable distinctly different for the two points in time. Therefore, the responses are presented separately.

TIME 2 RESPONSES:	1st Ment	2nd Ment	3rd Ment	4th Ment
PARTICIPATION IN VARSITY SPORTS	34	20	9	3
11. Varsity football	15	3	-	-
12. Varsity basketball	6	5	2	-
13. Varsity baseball	2	3	3	-
15. Varsity track	4	5	2	-
18. Varsity tennis; varsity golf	2	-	-	-
19. Other varsity team	4	3	-	-
PARTICIPATION IN INTRAMURAL SPORTS . . .	8	5	2	1
21. Intramural football	2	-	-	-
22. Intramural basketball	2	-	-	-
29. Other intramural sports; general sports	2	2	-	-
OTHER ATHLETIC ACTIVITIES	2	3	2	1
39. Other athletic events or organizations (e.g. gun club; drag-racing club; other sports club)	2	2	2	-
MUSIC	7	4	2	1
41. Band	4	-	-	-
43. Choir; chorus; glee club	-	2	-	-
PUBLICATIONS AND JOURNALISM	1	1	-	-
SPEECH ACTIVITIES	2	2	1	1
61. School dramatics and Drama Club . .	2	-	-	-
LEADERSHIP AND STUDENT GOVERNMENT	2	2	2	2
MISCELLANEOUS	5	3	3	2
85. Future Farmers of America; Four H .	3	-	-	-
OTHER SCHOOL CLUBS AND ORGANIZATIONS (NOT CODEABLE ABOVE)	7	6	4	3
98.-00. INAPPROPRIATE; NO FURTHER MENTIONS; MISSING DATA	28	55	74	87

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*		
	PERSON			
VAR	Behaviors -- school related (continued)			
	No T1 B22 Pt. 1 H1 a-r cont — TIME 3 RESPONSES: [R CHECKED ALL THAT APPLIED] (Missing data for H1a-r are 1			
		0. NO	1. YES	9. Missing Data
T3 491-508	a. Varsity football	72	18	
	b. Varsity basketball	79	10	
	c. Varsity baseball	80	9	
	d. Other varsity sports	70	19	
	e. Intramural sports	72	17	
	f. Other school athletic activities (cheerleading; student manager of athletic team; etc.)	74	16	
	g. Band	79	10	
	h. Orchestra	86	3	
	i. Choir; Chorus; Glee Club	81	9	
	j. Other school music group	83	6	
	k. School newspaper	80	9	
	l. School yearbook; school literary magazine; etc.	79	10	
	m. School dramatics or Drama Club	80	9	
	n. Other school speech activities or speech clubs	84	5	
	o. Student government	75	14	
	p. Language clubs	84	6	
	q. Other student club or organization (PLEASE WRITE IN)	62	27	
	r. Other school club or organization (PLEASE WRITE IN)	82	8	
	No T1 B22 Pt. 1 H1 a-r — TOTAL NUMBER OF EXTRACURRICULAR ACTIVITIES MENTIONED:	T2	T3	
T2 760 T3 509	0. None	27	18	
	1. One	24	21	
exact # of activities was coded	2. Two	18	16	
	3. Three	13	11	
	4. Four	7	10	
	5. Five	3	5	
	6. Six	2	3	
	7. Seven	1	3	
	More than seven	-	2	
	98,99 Inappropriate; missing data	4	11	

*See Introduction to Tables

PERSON

Behaviors -- school related (continued)

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment	3rd Ment	4th Ment
T2 761-764	No T1 B22a No T3	(If mention of extracurricular activities in B22) Have you held any offices in any of these activities?				
		1. Rank and file member; no office held in this activity	59	38	22	10
		2. Any office other than those coded 3 or 4 (vice-president, treasurer; secretary; homeroom representative; manager; etc.)	5	4	3	2
		3. All "top" positions (president, chairman, captain, editor, etc.) other than the particular ones coded 4	4	2	1	1
		4. President of Student Council or Student Judiciary; Class President; Editor of School Newspaper or Yearbook	-	-	-	-
		8,9,0. Inappropriate; don't know; N.A. . . .	32	55	74	87
T2 765	No T1 B22a No T3	TOTAL NUMBER OF OFFICES HELD:				
		0. None	75			
		1. One	16			
		2. Two	3			
		3. Three	1			
		98.-99. Inappropriate; missing data	5			

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- dropping out of high school**

NOTE: Since one of the criteria for selection into this study's sample was enrollment in the tenth-grade of a public high school in 1966, to be in the situation of a dropout was an impossible circumstance for any of the young men responding at Time 1. Thus, specific measurement of the dropout phenomenon occurs only at Times 2 and 3 with an effort then to measure any dropout behavior prior to the Time 1 data collection. However, the reader is reminded that, although remeasurement of Time 2 questions was attempted at Time 3, it was neither complete nor parallel which was mainly a function of the necessity to convert open-ended interview items to close -ended, self-administered questionnaire items. Consequently, almost all of the responses that follow are presented separately, respective to their time of measurement.

No T1
Time 2
Time 3

TIME 2: The variable below was built by our staff to identify the subset of respondents who were experiencing at Time 2 (present dropout) or had experienced in the past (former dropout of three days or more) the dropout environment. It was for this subset that the "dropping out of high school" section of the interview was appropriate. (However, the frequencies presented have as a base the weighted N of the "Probability Sample" only, so the total subset of dropouts is not treated here.**) The categorization was achieved in the following way:

Category 1. anyone who answered "NO" to question A1e, "Are you yourself going to high school now?" and had not graduated;

Category 2. anyone who answered "YES" to F1e part one, "In the past, have you ever left school (dropped out or been asked to leave)?" and to F1e part two, "How long were you out?", indicated one month or more;

Category 3. same as Category 2 but with the appropriate length-of-time response;

Category 4. same as Category 2 but with a length-of-time response of at least three days and not more than one week;

Category 0. anyone not categorized in one of the above.

1.	R IS NOT PRESENTLY IN SCHOOL (WHETHER ASKED TO LEAVE OR LEFT BY CHOICE . . . I.E., R IS A PRESENT DROPOUT) . . .	3.1
2.	R IS BACK IN SCHOOL NOW . . . I.E., R IS A FORMER DROPOUT OF A MONTH OR MORE	1.1
3.	R IS A FORMER DROPOUT OF ONE WEEK TO ONE MONTH	0.9
4.	R IS A FORMER DROPOUT OF ONE WEEK OR LESS	1.0
0.	INAPPROPRIATE BECAUSE R IS NEITHER A FORMER NOR A PRESENT DROPOUT	93.9

*See Introduction to Tables.

**For a detailed description and some preliminary findings of the "dropout phenomenon" as measured by the "Youth in Transition" study, see Wirtanen, I. D. Working Paper 4 -- Why and How Young Men Drop Out of High School: Some Preliminary Findings. Ann Arbor, Mich.; Survey Research Center, Institute for Social Research, 1969.

Item Number | Item Content | Percentage Frequencies*

PERSON

Behaviors -- dropping out of high school (continued)

No T1
Time 2
Time 3
cont

TIME 3: DROPOUT OR NOT 1,0. This variable is somewhat parallel to the above Time 2 variable in the respect that it acts as a filter in determining the subset for whom the "dropping out of high school" section of the questionnaire was appropriate. (However, no attempt was made at Time 3 to include in this section "former dropouts," that is, responden who might have experienced the dropout environment in the Time 2 to Tim 3 interim but who were back in school during the Time 3 data collection

The categorization was achieved by recoding the statements which were claimed to be true by the respondent in the two items, Pt.1 G1 and Pt. 2 J1 (percentage frequencies presented in "Past and Present Environmental Status" section). The recode table is presented below followed by the percentage frequencies for the cell values.

Pt. 2 J1. "Which of the following statements is true of you:"

Pt. 1 G1. "Which of the following statements is true of you:"		Graduated from high school 1	In 12th grade now--graduate before 9/69 2	In 12th grade now--graduate between 12/69 and 2/70 3	In 11th grade now 4	Dropped out 5	Missing data 9	Double checks; otherwise inappropriate 0
In same school as in 10th grade	1	0	0	0	0	8	0	9
In different school than in 10th grade	2	0	0	0	0	8	0	9
Graduated	3	0	0	0	0	8	0	9
Not in high school and not graduated	4	8	8	8	8	1	1	1
Missing data	9	0	0	0	0	1	9	9
Double checks; otherwise inappropriate	0	0	0	0	0	1	9	9

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	PERSON	
VAR	Behaviors -- dropping out of high school (continued)	
	No T1 TIME 3: DROPOUT OR NOT 1,0 (continued)	
	No T2	
T3 510	Time 3 cont 1. Dropout	6.9
	8. Undetermined whether dropout or not	0.9
	9. Missing data	0.7
	0. Not a dropout	91.5
	No T1 How long were you out of school?	
not available	File Pt. 2	
	No T3 01. One month or less	3.2
	02. Two months	0.3
	03. Three months	0.1
	04. Four months	0.1
	06. Six months	0.2
	12. Twelve months	0.1
	24. Twenty-four months	0.1
	99. Inappropriate because R is not in school	4.0
	00. Inappropriate because R has never dropped out or been asked to leave school	91.5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		PERSON		
		Behaviors -- dropping out of high school (continued)		
T2 766-767	No T1 F2, F2a Pt. 1 G4a-k, G5	TIME 2: How did you happen to leave school? Can you tell me more about that? For complete coding see page 649.		
		FAMILY	0.7	0.6
		FRIENDS	0.4	-
		PERSONAL REASONS	0.2	0.1
		WORK AND FINANCIAL	0.6	0.5
		SCHOOL REASONS	1.7	0.7
		56. "Didn't like school in general"; R didn't care about school or learning; not interested in school; R found school boring	0.9	-
		AUTHORITY	1.7	1.6
		60. R got in trouble with teachers and/or administrators and/or counselors	0.6	0.6
		68. R got expelled; R didn't drop out by choice; R suspended	0.8	0.6
	97.	OTHER	0.2	-
	99.	NO FURTHER MENTION	-	1.9
	00.	INAPPROPRIATE BECAUSE R IS NOT A PRESENT OR FORMER DROPOUT	93.9	93.9
		TIME 3: G4a-k. Which of the following were true of you shortly before you left school? (CHECK THE BOX WHICH BEST DESCRIBES HOW TRUE EACH STATEMENT BELOW IS FOR YOU)		
T3 511		a. I found school boring and uninteresting		
		1. Very true	1.9	
		2. Somewhat true	3.0	
		3. Not at all true	1.7	
		9. NA (Blanks)	93.3	
T3 512		b. I didn't think school was preparing me for the kind of work I wanted		
		1. Very true	1.4	
		2. Somewhat true	3.2	
		3. Not at all true	2.2	
		9. NA (Blanks)	93.3	
T3 513		c. I was not doing well in school; I was getting poor grades		
		1. Very true	1.6	
		2. Somewhat true	3.2	
		3. Not at all true	1.9	
		9. NA (Blanks)	93.2	
		0. Missing data		

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*
	PERSON	
VAR	Behaviors -- dropping out of high school (continued)	
	TIME 3: (continued)	
T3 514	No T1 F2, F2a Pt. 1 G4a-k, G5 — d. I had a good job	
	1. Very true	0.8
	2. Somewhat true	2.0
	3. Not at all true	3.5
	9. NA (Blanks)	93.6
T3 515	e. I thought I could get a good job	
	1. Very true	1.8
	2. Somewhat true	2.4
	3. Not at all true	2.4
	9. NA (Blanks)	93.3
T3 516	f. I was more interested in working than I was in going to school	
	1. Very true	1.8
	2. Somewhat true	2.5
	3. Not at all true	2.3
	9. NA (Blanks)	93.3
	0. Missing data	
T3 517	g. I had serious financial problems	
	1. Very true	0.9
	2. Somewhat true	1.9
	3. Not at all true	3.7
	9. NA (Blanks)	93.4
T3 518	h. I had problems at home	
	1. Very true	0.8
	2. Somewhat true	1.6
	3. Not at all true	4.2
	9. NA (Blanks)	93.4
T3 519	i. I couldn't get along with teachers, counselors, or other school officials	
	1. Very true	1.4
	2. Somewhat true	2.9
	3. Not at all true	2.4
	9. NA (Blanks)	93.3
T3 520	j. I got into trouble with school authorities	
	1. Very true	0.8
	2. Somewhat true	1.5
	3. Not at all true	4.5
	9. NA (Blanks)	93.2
T3 521	k. I didn't like the other students and couldn't get along with them	
	1. Very true	0.4
	2. Somewhat true	1.4
	3. Not at all true	5.0
	9. NA (Blanks)	93.2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T3 522	No T1 F2, F2a Pt. 1 G4a-k, G5	TIME 3 (continued): G5. Now here is the same list as in question 4. This time, check one box to show the single most important reason why you left school. (CHECK ONE BOX)	
		01. I found school boring and uninteresting	1.3
		02. I didn't think school was preparing me for the kind of work I wanted	0.2
		03. I was not doing well in school; I was getting poor grades	1.1
		04. I had a good job	0.3
		05. I thought I could get a good job	0.4
		06. I was more interested in working than I was in going to school	0.8
		07. I had serious financial problems	0.3
		08. I had problems at home	0.7
		09. I couldn't get along with teachers, counselors, or other school officials	0.4
		10. I got into trouble with school authorities . . .	0.3
		11. I didn't like the other students and couldn't get along with them	-
		12. Other (PLEASE WRITE IN)	1.0
		99. NA (Blanks)	92.6
		00. Double checks or otherwise inappropriate response	0.4
T2 768	No T1 F3 Pt. 1 G2, Pt. 2 J2	TIME 2: When did you leave school?	
		MONTH/YEAR CODE:	
		01. November, 1965 or earlier	0.3
		03. January, 1966	0.1
		06. April, 1966	0.1
		12. October, 1966	0.1
		13. November, 1966	0.1
		14. December, 1966	0.2
		15. January, 1967	0.3
		16. February, 1967	0.1
		17. March, 1967	
		18. April, 1967	0.2
		19. May, 1967	0.3
		20. June, 1967	0.2
		21. July, 1967	
		23. September, 1967	0.7
		24. October, 1967	0.6
		25. November, 1967	0.4
		26. December, 1967	0.4
		27. January, 1968	0.4
		28. February, 1968	0.3
		29. March, 1968	0.2
		30. April, 1968	0.3
		31. May, 1968	
		33. Undocumented code	
		99. NA	0.6
		00. Inappropriate because R is neither a present nor a former dropout	93.6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- dropping out of high school (continued)

No T1
T2 769 F3
Pt. 1
G2,
Pt. 2
J2

6. May, 1968-August, 1968

TIME 2: F3 (continued)

FOUR MONTH PERIOD CODE

1.	September, 1966 - December, 1966 or earlier	1.1
2.	January, 1967 - April, 1967	0.7
3.	May, 1967 - August, 1967	0.6
4.	September, 1967 - December, 1967	2.0
5.	January, 1968 - April, 1968	1.1
9.	Don't know; not ascertained	0.4
0.	Inappropriate because R is neither a former nor a present dropout	93.9

T3 523-524

TIME 3: Pt. 1 G2. When did you leave school?"

T3 525

TIME 3: Pt. 2 J2. When did you drop out of school?

1.	During 12th grade	1.8
2.	After 11th grade	1.2
3.	During 11th grade	2.3
4.	After 10th grade	0.7
5.	During 10th grade	0.9
9.	Not ascertained (blanks)	93.0

Coding for Variable 523, 524:

523 - month coded (1-12); missing data = 0,99
524 - year coded (66-69); missing data = 0,99

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T2 770 T3 526	No T1 F4, F5 Pt. 1 G3	TIME 2: F4, F5. Did you leave school by choice or were you asked to leave (by some school authority)?	
		1. Left school by choice	3.9
		2. Asked to leave (by some school authority)	2.1
		0. Inappropriate because R is neither a present nor a former dropout	93.9
		TIME 3: Pt. 1 G3. How did you happen to leave school?	
		1. I was asked to leave by a school official	0.6
		2. I left school by choice, but if I hadn't left some school official would have asked me to leave	1.1
		3. I left school by choice	5.4
		9. Not ascertained (blanks)	92.8
T2 771	No T1 F5d, Pt. 1 No T3	Before you were asked to leave, had you yourself been thinking about leaving school?	
		1. Yes	0.1
		5. No	1.6
		8. Don't know; not ascertained	0.3
		9. Inappropriate because R left school by choice	4.0
		0. Inappropriate because R is neither a present nor a former dropout	93.9
T2 772-773	No T1 F4a, F5d Pt. 2 No T3	F4a, F5d. When did you first start thinking about leaving school? For complete code see page 656.	F4a 3.9% Left by choice F5d 0.1% Asked to leave
		SEMESTER CODE:	
		24. 7th grade	0.2
		44. 9th grade	0.2
		51. First semester 10th grade	0.5
		54. Second semester 10th grade	0.8
		61. First semester 11th grade	0.6
		64. Second semester 11th grade	0.4
		91. Never thought about it beforehand; dropped out on impulse	0.3
		98. Don't know; not ascertained	0.7
		99. Inappropriate because R was asked to leave	2.1
		00. Inappropriate because R is neither a present nor former dropout	93.9

Insignificant

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		PERSON		
		Behaviors -- dropping out of high school (continued)		
	No T1	TIME 2: F4a & F5d (continued)	F4a	F5d
T2 774-775	F4a, F5d Pt. 2	For complete code see page 656.	3.9% Left by choice	0.1% Asked to leave
	No T3	GRADE CODE:		
		2. 7th grade	0.2	
		4. 9th grade	0.2	
		5. 10th grade	1.3	
		6. 11th grade	1.1	
		8. Never thought about it beforehand; dropped out on impulse; don't know; not ascertained	1.1	Insignificant
		9. Inappropriate because R was asked to leave	2.1	
		0. Inappropriate because R is neither a present nor a former dropout . . .	93.9	
	No T1	TIME LAPSE CODED OUT FROM F4a,F5d, WHEN R	F4a	F5d
T2 776-777	Time 2	FIRST THOUGHT OF LEAVING SCHOOL AND F3,	3.9% Left by choice	0.1% Asked to leave
	No T3	WHEN R ACTUALLY LEFT SCHOOL:		
		1. One month or less	1.7	
		2. About three months	0.6	
		3. About 6 months	0.5	
		4. About 1 year	0.1	
		5. About 1 1/2 years	0.1	
		8. Four years or more	0.1	
		9. Don't know; not ascertained; inappropriate because R was asked to leave .	2.8	Insignificant
		0. Inappropriate because R is neither a present nor a former dropout . . .	93.9	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T2 778-779	No T1 F4b, F5a No T3	F4b. What were your reasons for choosing to leave school? For complete coding see 649.	
		F5a. For what reasons were you asked to leave school? . . . Any other reasons?	F4a 3.9% Left by choice / F5a 2.1% Asked to leave
		NOTE: ONLY THOSE REASONS NOT ALREADY GIVEN IN F2, F2a ABOVE WERE CODED HERE.	
		FAMILY	0.1
		FRIENDS	0.1
		PERSONAL REASONS	0.1
		WORK AND FINANCIAL	0.6
		SCHOOL REASONS	0.7
		AUTHORITY	0.4
	97.	OTHER	0.1
	99.	INAPPROPRIATE BECAUSE R WAS ASKED TO LEAVE; OR GAVE NO NEW REASON	3.8
	00.	INAPPROPRIATE BECAUSE R IS NEITHER A PRESENT NOR A FORMER DROPOUT	93.9
		Negligible response: N=3	
T2 780-781 T3 527	No T1 F4c, F5e Pt. 1 Pt. 1 G13	TIME 2: F4c. (ASKED OF PRESENT DROPOUTS WHO LEFT BY CHOICE) Do you think you might ever return to school?	
		F5e. (ASKED OF PRESENT DROPOUTS WHO WERE ASKED TO LEAVE) Do you think you might ever return to school?	F4c / F5e
	1.	Yes	1.3 / 0.3
	5.	No	1.2 / -
	8.	Don't know; not ascertained .	0.1 / 0.1
	9.	Inappropriate because R is a former dropout; inappropriate in F4c because R was asked to leave and in F5e R left by choice	3.3 / 5.6
	0.	Inappropriate because R is not a former nor a present dropout	93.9 / 93.9

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- dropping out of high school (continued)

No T1 F4c, F5e Pt. 1 Pt. 1 G13 cont — TIME 3: Pt. 1 G13. Do you think you might ever return to high school? (CHECK ONE BOX.)

	G13
1. Yes, I plan to return to high school and get my diploma	2.6
2. No, I will not return to high school, but will get my diploma some other way	3.5
3. No, I will not return to high school and do not expect to get my diploma	1.2
9. Not ascertained (blanks)	92.6

T2 782-783 — No T1 F4c, F5e Pt. 2 No T3

F4c. (ASKED OF PRESENT DROPOUTS WHO LEFT BY CHOICE AND ANSWERED "YES" TO F4c Pt. 1) Why do you think you might return? For complete code see page 657.

F5e. (ASKED OF PRESENT DROPOUTS WHO WERE ASKED TO LEAVE AND ANSWERED "YES" TO F5e Pt. 1) Why do you think you might return?

	F4c	F5e
GENERAL	0.5	0.1
11. To finish my education (unspecified further)	0.5	0.1
FINANCIAL OR JOB RELATED	-	0.1
ATTITUDE	0.2	0.1
97. DON'T KNOW; NOT ASCERTAINED	0.5	-
99. INAPPROPRIATE BECAUSE R IS A FORMER DROP-OUT OR BECAUSE R ANSWERED "NO" TO F5e Pt. 1	4.7	5.7
00. INAPPROPRIATE BECAUSE R IS NEITHER A PRESENT NOR A FORMER DROPOUT	93.9	93.9

T2 784-785 — No T1 F4c, F5e Pt. 3 No T3

F4c. (ASKED OF PRESENT DROPOUTS WHO LEFT BY CHOICE AND ANSWERED "YES" TO F4c Pt. 1) When might you return to school?

F5e. (ASKED OF PRESENT DROPOUTS WHO WERE ASKED TO LEAVE AND ANSWERED "YES" TO F5e Pt. 1) When might you return to school?

SPECIFIC DATE CODE:

	F4c	F5e
6. May, 1968-August, 1968 — 7. September, 1968 - December, 1968	0.8	0.2
8. January, 1967 and later — 9. Don't know; does not meet above conditions	5.2	5.8
0. Inappropriate because R is neither a present nor a former dropout	93.9	93.9

*See Introduction to Tables

PERSON

Behaviors -- dropping out of high school (continued)

VAR	Item Number	Item Content	Percentage Frequencies*	
		CIRCUMSTANCE SPECIFIC CODE:	F4c	F5e
T2 786-787	No T1 F4c, F5e Pt. 3 No T3 cont	1. After I get out of the service; in the service	0.2	-
		5. When specific circumstances change; when next term begins	0.9	0.2
		6. I have no idea; my plans are extremely vague; "later"; when I'm older	0.2	-
		9. Inappropriate because R does not meet conditions of item	4.8	5.7
		0. Inappropriate because R is neither a present nor a former dropout	93.9	93.9
T2 788-789	No T1 F4d, F5b Pt. 1 G6a-e	TIME 2: F4d. (ASKED OF PRESENT AND FORMER DROPOUTS WHO LEFT BY CHOICE) Did any school official urge you to drop out of school? What official?		
		F5b. (ASKED OF PRESENT AND FORMER DROPOUTS WHO WERE ASKED TO LEAVE) Who (that is, what school official) asked you to leave school?		
			F4d	F5b
		1. Teacher 6. Other non-school person		
		2. Counselor	0.1	-
		3. Principal	0.2	0.9
		4. Assistant principal, vice-principal, dean	-	0.8
		5. Other school person	-	0.1
		7. No one urged me to drop out	3.5	-
		8. Don't know; not ascertained	0.2	0.2
		0. Inappropriate because R is neither a present nor a former dropout	93.9	93.9
		9. Inap; not planning to return		

VAR	Item Number	Item Content	1. Yes	2. No	0, 9. ND
		TIME 3: Pt. 1 G6a-e. Did any of these people in school urge you to leave school?			
T3 528-532		a. Teacher	0.6	5.9	93.5
		b. A counselor	0.5	5.7	93.7
		c. The principal	0.6	5.6	93.8
		d. The assistant principal, vice-principal, or dean	0.7	5.6	93.7
		e. Some other school official urged me to leave	0.3	5.9	93.8

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- dropping out of high school (continued)

No T1 TIME 2: F4e. (ASKED OF PRESENT AND FORMER DROPOUTS WHO LEFT BY CHOICE) Did any school official urge you to stay in school? If so, what official?

T2 790-791 F4e, F5c
T3 533-537 Pt. 1 G7a-e

F5c. (ASKED OF PRESENT AND FORMER DROPOUTS WHO WERE ASKED TO LEAVE) Did anyone try to let you stay in school? If so, who?

	F4e	F5c
1. Teacher	0.5	-
2. Counselor	0.8	0.1
3. Principal	0.5	0.1
5. Other school person	0.4	-
6. Other non-school person	-	0.3
7. F4e -- NO ONE URGED ME TO STAY IN; F5c -- NO ONE TRIED TO LET ME STAY IN SCHOOL	1.6	1.4
8. Don't know; not ascertained	0.3	0.1
9. Inappropriate because for F4e R was asked to leave and for F5c R left by choice	2.1	3.9
0. Inappropriate because R is neither a present nor a former dropout	93.9	93.9
4. Assistant principal, vice-principal, dean		

TIME 3: Pt. 1 G7a-e. Did any of these people try to get you to stay in school?

	1. Yes	2. No	9. MD
a. A teacher	3.8	2.6	93.6
b. A counselor	3.6	2.5	93.8
c. The principal	2.8	3.0	94.2
d. The assistant principal, vice-principal, or dean	2.4	3.2	94.4
e. Some other school official tried to get me to stay in school	2.0	3.4	94.6

No T1
No T2
T3 538-543 Pt. 1 G8a-f

Did any of these people outside of school try to get you to stay in school?

	1. Yes	2. No	9. MD
a. My father (or stepfather)	5.4	1.0	93.5
b. My mother (or stepmother)	6.0	0.7	93.3
c. My brother(s) and/or sister(s)	4.2	1.6	94.2
d. My friend(s)	4.1	1.6	94.3
e. My employer	1.7	3.2	95.0
f. Some other person outside of school tried to get me to stay in school	3.5	1.7	94.7

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T2 792-793	No T1 F4f No T3	(ASKED OF PRESENT AND FORMER DROPOUTS WHO LEFT SCHOOL BY CHOICE) If you had not left school by choice when you did, do you think someone would have asked you to leave?	
		1. Yes	0.6
		5. No	3.2
		8. Don't know; not ascertained	0.2
		9. Inappropriate because R was asked to leave school . . .	2.1
		0. Inappropriate because R is neither a present nor a former dropout	93.9
		Who would have asked you to leave?	
		2. Counselor	0.1
		3. Principal	0.3
		4. Assistant principal, vice principal, dean	
		5. Other school person	0.1
		8. Don't know; not ascertained	0.1
		9. Inappropriate because R was asked to leave or because R did not answer "Yes" above	5.4
		0. Inappropriate because R is neither a present nor a former dropout	93.9
T2 794-795	No T1 F6, F12 Pt. 1 G9	TIME 2: F6. How does your father feel about your being out of school? F12. How did your father feel about your being out of school?	F6 Present dropout / F12 Former dropout
		1. Feels (felt) happy about it; likes (liked) it; it's what he wanted me to do	0.2 / 0.1
		2. Doesn't (didn't) care; doesn't (didn't) feel bad about it; doesn't (didn't) mind much	0.2 / 0.2
		3. Feels (felt) unhappy; doesn't (didn't) like it; didn't want me to drop out .	2.0 / 1.9
		7. R only says, "says (said) it's up to me"	0.1 / 0.1
		8. Don't know, not ascertained	0.2 / 0.6
		9. Inappropriate because R is a former dropout (because R is a present dropout) or because R's father is not living	3.4 / 3.1
		0. Inappropriate because R is neither a present nor a former dropout . . .	93.9 / 93.9

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T3 544	No T1 F6, F12 Pt. 1 G9 cont	TIME 3: How does your father (or stepfather) feel about your being out of school?	
		1. He likes it; he is happy about it	0.2
		2. He doesn't care; he doesn't mind	1.7
		3. He dislikes it; he is unhappy about it . . .	3.3
		9. Not ascertained (blanks)	92.6
		0. I am not living with my father or stepfather	2.1

VAR	Item Number	Item Content	F7 Present dropout	F13 Former dropout
T2 796-797	No T1 F7, F13 Pt. 1 G10	TIME 2: F7. How does your mother feel about your being out of school? F13. How did your mother feel about your being out of school?		
		1. Feels (felt) happy about it; likes (liked) it; it's what she wanted me to do	0.2	-
		2. Doesn't (didn't) care; doesn't (didn't) feel bad about it; doesn't (didn't) mind much	0.2	0.4
		3. Feels (felt) unhappy about it; doesn't (didn't) like it; didn't want me to drop out	2.5	2.0
		7. R only says, "says (said) it's up to me"	0.1	-
		8. Don't know; not ascertained	-	0.6
		9. Inappropriate because R is a former dropout (because R is a present dropout) or because R's mother is not living	3.0	3.1
		0. Inappropriate because R is neither a former nor a present dropout . . .	93.9	93.9

VAR	Item Number	Item Content	Percentage Frequencies*
T3 545		TIME 3: How does your mother (or stepmother) feel about your being out of school?	
		1. She likes it; she is happy about it . . .	0.3
		2. She doesn't care; she doesn't mind . . .	1.5
		3. She dislikes it; she is unhappy about it.	4.1
		9. Not ascertained; blanks	92.6
		0. I am not living with my mother or stepmother	1.5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T2 798-799	No T1 F8, F14 Pt. 1 G11	TIME 2: F8. If you have any brothers or sisters, how do they feel about your being out of school?	F8 Present dropout / F14 Former dropout
		F14. If you have any brothers or sisters, how did they feel about your being out of school?	
		1. Feel (felt) happy about it; like (liked) it; its what they wanted me to do . . .	0.2 / -
		2. Don't (didn't) care; don't (didn't) feel bad about it; don't (didn't mind much	0.9 / 1.1
		3. Feel (felt) unhappy about it; don't (didn't) like it; didn't want me to drop out	1.2 / 1.0
		6. Variation of feelings among siblings .	0.1 / -
		8. Don't know; not ascertained	0.5 / 0.8
		9. Inappropriate because R is a former dropout (because R is a present dropout) or because R has no brothers or sisters	3.2 / 3.1
		0. Inappropriate because R is neither a former nor a present dropout	93.9 / 93.9
T3 546		TIME 3: How do most of your brothers and sisters (if you have any) feel about your being out of school?	
		1. They like it; they are happy about it .	0.3
		2. They don't care; they don't mind . . .	2.9
		3. They dislike it; they are unhappy about it	3.5
		9. Not ascertained (blanks)	92.8
		0. I don't have any sisters or brothers .	0.5
T2 800-801 T3	No T1 F9, F15 Pt. 1 G12	TIME 2: F9. How do your friends feel about your being out of school?	F9 Present dropout / F15 Former dropout
		F15. How did your friends feel about your being out of school?	
		1. Feel (felt) happy about it; like (liked) it; it's what they wanted me to do . .	0.2 / 0.1
		2. Don't (didn't) care; don't (didn't) feel bad about it; don't (didn't) mind much	1.2 / 0.9
		3. Feel (felt) unhappy about it; don't (didn't) like it; didn't want me to drop out	0.8 / 1.1
		6. Variation of feelings among friends . .	0.4 / 0.1
		7. R only says, "say (said) it's up to me	0.2 / -
		8. Don't know; not ascertained	0.3 / 0.8

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- dropping out of high school (continued)

VAR			F9 Present dropout	F15 Former dropout
	No T1 F9, F15 Pt. 1 G12 cont	TIME 2: continued		
		9. Inappropriate because R is a former dropout (because R is a present dropout)	3.0	3.1
		0. Inappropriate because R is neither a former nor a present dropout	93.9	93.9
T3 547		TIME 3: How do most of your friends feel about your being out of school?		
		1. They like it; they are happy about it .	0.8	
		2. They don't care; they don't mind . . .	4.3	
		3. They dislike it; they are unhappy about it	2.1	
		9. Not ascertained; blanks	92.7	

VAR			F10 Present dropout	F16 Former dropout
T2 802-803	No T1 F10, F16 No T3	F10. Are any of these people trying to get you to go back to school? F16. Did any of these people try to get you to go back to school?		
		1. Yes	1.8	1.5
		5. No	1.2	1.0
		8. Don't know; not ascertained . .	-	0.6
		9. Inappropriate because R is a former dropout (because R is a present dropout)	3.0	3.1
		0. Inappropirate because R is neither a former nor a present dropout	93.9	93.9

VAR		1st Ment	2nd Ment	1st Ment	2nd Ment
T2 804-807	Which ones are trying (tried) to get you to go back to school?				
	1. Father	0.4	0.5	0.4	0.3
	2. Mother	0.9	0.4	0.5	0.3
	3. Brother(s) and/or sister(s)	-	0.1	-	0.1
	4. Friends	0.3	-	0.4	-
	5. Other relatives	-	0.1	-	-
	6. Everyone; all of them . . .	0.1	0.1	0.1	-
	8. Don't know; not ascertained	-	-	0.4	0.4
	9. Inappropriate because none are trying (tried) or because R is a former dropout (because R is a present dropout)	4.3	4.9	4.3	4.9
	0. Inappropriate because R is neither a former nor a present dropout	93.9	93.9	93.9	93.9
	7. Other person (non-relative)				

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T2 808	No T1 F16a No T3	(ASKED OF FORMER DROPOUTS ONLY WHO ANSWERED "YES" TO F16) How important was this in your decision to return to school?	
		1. Not at all important; I was going to return anyway; I made up my own mind	0.6
		3. Somewhat important; made some difference in my decision; I may not have returned without their encouragement	0.2
		5. Very important; I would not have returned to school without their encouragement	0.6
		8. Don't know; not ascertained	0.5
		9. Inappropriate because R is a present dropout or answered "NO" to F16 . .	4.2
		0. Inappropriate because R is neither a present nor a former dropout . . .	93.9
T2 809	No T1 F11 No T3	(ASKED OF PRESENT DROPOUTS ONLY) Do you expect to have a job (either the one you have now or a different one) during the next year or so?	
		1. Yes, a new job	1.4
		3. Yes, the same job I now have	1.3
		5. No	0.1
		8. Don't know; not ascertained	0.1
		9. Inappropriate because R is a former dropout	3.0
		0. Inappropriate because R is neither a present nor a former dropout . . .	93.9
T2 810	No T1 F11a No T3	(ASKED OF PRESENT DROPOUTS ONLY WHO ANSWERED "Yes, a new job" to F11) Can you tell me what sort of job it might be?	
		1. Professional	0.2
		3. Clerks and salesmen	0.3
		4. Craftsman and foreman	0.8
		5. Operative and service worker	1.3
		6. Laborer, non-farm	0.5
		7. Farmer; farm laborer	0.1
		8. Member of Armed Forces	0.5
		9. Don't know; not ascertained	1.1
		0. Inappropriate because R is neither a present nor a former dropout	95.2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Behaviors -- dropping out of high school (continued)	
T2 811-812	No T1 F11b, F11c No T3	(ASKED ONLY OF PRESENT DROPOUTS WHO ANSWERED "Yes, a new job" TO F11) What kinds of things have you been doing to try to get this kind of a job? For complete code see page 658.	
		DOUBLE COLUMN CODE:	
		EDUCATION	-
		EXPERIENCE AND NON-SCHOOL TRAINING . .	0.4
		MISCELLANEOUS	0.1
		CONTACTS	0.3
		99. Inappropriate because R is a former dropout or answered "NO" or "YES, the same job" in F11	4.8
		00. Inappropriate because R is neither a present nor a former dropout . .	93.9
		SINGLE COLUMN CODE:	
		3. Getting help from parents	0.3
		5. Looking for advertisements; placing advertisements in papers, etc. . .	0.1
		6. Making applications (employers, etc.) "asking around"; looking by myself; making applications with the employment agencies	0.2
		7. Other	0.5
		9. Don't know; not ascertained; inappropriate because R is a former dropout or did not answer "Yes, a new job" to F11	5.0
		0. Inappropriate because R is neither a present nor a former dropout . .	93.9
		2. Getting help from other relatives	
T2 813	No T1 F11b No T3	(ASKED ONLY OF PRESENT DROPOUTS WHO ANSWERED "Yes, a new job" TO F11) How long have you been doing these things?	
		1. Just a few days	0.1
		2. A few weeks; several weeks	0.2
		3. A few months; months; many months .	0.3
		8. Don't know; not ascertained	0.6
		9. Inappropriate because R is a former dropout or did not answer "Yes, a new job" to F11	4.8
		0. Inappropriate because R is neither a present nor a former dropout . .	93.9
		4. years	

*See introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		PERSON		
		Physical characteristics -- as observed by interviewer		
T1 818	L1	Race:	T1	T2
T2 814	K1			
	No T3	1. White	87	87
T4 496	P1	2. Negro	12	11
		T4 = 4 3. Spanish, Portuguese, Mexican, Puerto Rican, Cuban	1	2
		7. Other 9. NA 4. Oriental (T2) 5. Oriental (T4) 3. Other (T4)		
T1 819	L4	Appearance: Rate respondent's general appear-		
T2 815	K4	ance (take into account his physical appear-		
	No T3	ance, grooming and dress):		
T4 497	P4			
		1. Excellent (unusually good)	20	25
		2. Good	62	60
		3. Fair	17	14
		4. Poor	1	2
		9. Not ascertained	-	1
T1 820	L5	Rate respondent's complexion:		
T2 816	K5			
	No T3	1. Good	57	61
		T4,T2=2. 3. Fair	34	32
T4 498	P5	T4,T2=3. 5. Poor (severe skin problem)	8	6
		9. Not ascertained	1	1
T1 821	L6	Physical maturity: Rate respondent's overall		
T2 817	K6	physical maturity. (Take into account degree		
	No T3	of voice change, heaviness of beard, body		
T4 499	P6	development, etc.).		
		1. Quite physically mature	20	25
		T4,T2=2. 3. Average physical maturity	66	67
		T4,T2=3. 5. Physically immature	14	8
		9. Not ascertained	1	1
		Demographic information		
T1 822	I1	Respondent's birthdate: For complete code see page 618.		
	No T2			
	No T3	Before January, 1949	1	
		1949	6	
		1950	26	
		1951	63	
		1952	3	
		Missing data	1	

*See Introduction to Tables

	Item Number	Item Content	Percentage Frequencies*
		PERSON	
VAR		Demographic information	
T1 823	I2 No T2 No T3	Respondent's birth place: For complete code see page 619.	
		New England states	5
		Mid-Atlantic states	17
		East-north central states	21
		West-north central states	11
		Solid south states	20
		North-south border states	11
		Mountain states	3
		Pacific states	10
		Rest of Americas	1
		Western Europe and Scandinavia	1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

VAR Job history

T1 824 E2
T2 818 E8
T3 548 Pt. 1
F1

TIME 1 and 2 RESPONSES:

E2. Have you had (other) jobs in the past?

E8. Have you had any (other) jobs since the start of your tenth grade year?

	E2 T1	E8 T2
1. Yes	70	58
5. No (JOB HISTORY SECTION INAP)	30	41
9. NA 2. Undocumented code		

TIME 3: Pt. 1 F1. Did you have a job last summer? (SUMMER, 1968)

	F1 T3
1. No, I did not have a job last summer--(JOB HISTORY SECTION INAPPROPRIATE)	20
2. I had a job last summer that took less than 10 hours a week--(JOB HISTORY SECTION INAPPROPRIATE)	7
3. I had a job last summer that took 10 hours or more a week	70
0,9. Not ascertained; blanks	3

T1 825-827 E2a
T2 819-821 E8a
Pt. 1
F2

TIME 1 and 2 RESPONSES: I'd like you to tell me about the last three jobs you've had, starting with the last one and working back. What did you do on that job?

	Last job T1	Last job T2	Next to last T1	Next to last T2	Job before that T1	Job before that T2
2. Proprieters and managers						
1. Professional	-	1	-	-	-	-
3. Clerk, salesman	9	6	4	2	-	1
4. Craftsman, foreman	3	3	-	1	-	-
5. Operative, service worker	15	21	6	7	2	2
6. Laborer	23	17	9	6	3	2
7. Farmer, farm laborer	14	8	7	4	4	1
9. Not ascertained; missing data.	5	1	2	1	-	-
0. Inappropriate; no further mention	30	42	62	79	89	94
8. Armed forces						

TIME 3: Pt. 1 F2. What did you do on your summer job? (PLEASE GIVE YOUR TITLE AND A BRIEF DESCRIPTION OF YOUR ACTIVITIES; IF YOU HAD MORE THAN ONE JOB LAST SUMMER, DESCRIBE THE ONE YOU SPENT MOST TIME AT.)

This item will never be coded; its purpose was to direct the respondent to the summer job he spent most time at when answering questions F5 and F4.

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Job history (continued)

Time 2:	Last job	Next to last	Job before that
Mean	1.41	1.40	1.40
Std. Dev.	.80	.81	.55
Wtd. N	1164	415	108

T1 828-830 E2b
T2 822-824 E8b
T3 549 Pt. 1 F3

TIME 1 and 2 RESPONSES:

E2b and E8b. What was the pay on that job? (CODED IN DOLLARS AND CENTS PER HOUR BUT BRACKETED HERE BY DOLLARS PER HOUR FOR TIME 1.)

	Last job T1	Last job T2**	Next to last T1	Next to last T2**	Job before that T1	Job before that T2**
Less than $1.00	17		7		2	
$1.00 to $1.99	37		14		5	
$2.00 to $2.99	2		1		-	
$3.00 and more	1		-		-	
999.-000. Inappropriate; not ascertained; no further mention	43		78		93	

998. DK

TIME 3 RESPONSES:

Pt. 1 F3. What was the pay on your summer job? (CHECK ONE BOX.)

	F3 T3
1. $.99 or less per hour	4
2. $1.00 - $1.49 per hour	21
3. $1.50 - $1.99 per hour	31
4. $2.00 - $2.49 per hour	9
5. $2.50 - $2.99 per hour	3
6. $3.00 - $3.49 per hour	2
7. $3.50 or more per hour	2
0,9. Not ascertained; blanks	28

T1 831-833 E2c
T2 825-827 E8c
T3 550 Pt. 1 F4

TIME 1 and 2 RESPONSES:

E2c and E8c. About how many hours a week did you work on that job?

	Last job T1	Last job T2	Next to last T1	Next to last T2	Job before that T1	Job before that T2
1 - 5 hours per week	11	4	5	2	2	
6 - 10 hours per week	12	7	6	2	2	
exact number of hours per week was coded: 11 - 15 hours per week	6	5	2	2	1	
16 - 20 hours per week	5	7	3	2	1	
21 - 25 hours per week	4	5	2	2	1	
26 - 30 hours per week	4	5	2	1	1	
31 - 35 hours per week	3	4	1	1	-	
36 - 40 hours per week	9	10	3	4	1	
41 - 45 hours per week	2	2	1	1	-	
46 - 50 hours per week	4	4	2	2	1	
51 - 55 hours per week	1	1	1	1	-	
56 or more hours per week	4	3	1	1	-	
99. & 00. Inappropriate; not ascertained; no further mention	35	42	42	80	90	

Not available at this printing.

*See Introduction to Tables
**It was judged sufficient to generate mean statistics for these Time 2 variables.

PERSON

Job history (continued)

VAR	Item Number	Item Content	Percentage Frequencies*
T1 831-833 T2 825-827 T3 550 (cont)	E2c E8c Pt. 1 F4	TIME 3 RESPONSES: Pt. 1 F4. About how many hours a week did you work on your summer job? (CHECK ONE BOX.)	F4 T3
		1. 10 - 14 hours per week	3
		2. 15 - 19 hours per week	3
		3. 20 - 24 hours per week	5
		4. 25 - 29 hours per week	5
		5. 30 - 34 hours per week	5
		6. 35 - 39 hours per week	8
		7. 40 - 44 hours per week	23
		8. 45 - 49 hours per week	8
		9. 50 or more hours per week	**
		0. Not ascertained; inappropriate; blank	**

VAR	Item Number	Item Content	Last job T1	Last job T2	Next to last T1	Next to last T2	Job before that T1	Job before that T2
T1 834-836 T2 828-830	E2d E8d No T3	How long did you have that job? (CODED IN TOTAL NUMBER OF MONTHS):						
		1 - 6 months	50	47	20	17	7	5
		7 - 12 months	5	6	2	2	1	1
		13 - 18 months	1	1	1	-	-	-
		19 - 24 months	2	1	1	-	-	-
		25 or more	2	1	1	-	-	-
	98.-00.	Inappropriate because R has had no past jobs; don't know; no further mention	40	43	75	80	92	94
T1 837-839 T2 831-833	E2e E8e No T3	How did you find out about your past jobs?						
		1. Parents	13	10	5	4	-	1
		2. Other relatives	10	7	4	2	-	-
		3. Friend or neighbor	20	16	8	5	3	2
		4. Someone in school (teacher, counselor, etc.)	-	2	-	1	-	-
		5. Saw an advertisement for it	2	2	-	1	-	-
		6. Knew about it myself; asked around; employment agency	11	12	6	5	3	2
		7. Other	-	3	-	1	-	-
		8. Employer or someone approached me	10	6	4	3	2	1
	9. & 0.	Inappropriate because R has no past jobs; don't know; no further mention	24	43	73	79	92	95

*See Introduction to Tables

**At this printing, the "9" and "0" code values are incorrect. In the key-punching operation, not ascertained and inappropriate responses were assigned the value of "9" rather than "0".

VAR	Item Number	Item Content	Percentage Frequencies*		
		PERSON			
		Job history (continued)			
T1 840-842	E2f E8F No T3	Why did you leave your past jobs? NOTE: Although this question asks for the same information at both points in time, the codes were changed enough to make parallel presentation difficult. At Time 1, responses were coded in a single column form and in a double column form; but at Time 2 the single column code was dropped and the double column code revised. Therefore, the responses are shown separately.	Last job	Next to last	Job before that
		TIME 1 SINGLE COLUMN CODE:			
		1. School started	24	6	-
		2. Not enough pay	3	2	-
		3. Only short-term job	21	10	5
		4. Got another job	2	2	-
		5. R or employee moved; employer went out of business	4	2	-
		6. Got fired	2	-	-
		7. Other	6	2	-
		8. Got tired of it, bored: worked too hard; didn't like them or kind of work	5	3	-
		9. & 0. Inappropriate because R has had not past jobs; don't know; no further mention	33	63	95
T1 843-845		TIME 1 DOUBLE COLUMN CODE: For complete code see page 620.			
		10. School started	18	4	1
		11. Interfered with school work; not enough time to study	2	-	-
		12. Interfered with football (or other sport) practice	3	-	-
		19. School; not ascertained what	3	1	-
		23. Didn't pay enough; didn't get paid	3	1	-
		31. R fired; asked to leave because of other reasons	2	-	-
		32. R fired; asked to leave because not ascertained why	1	-	-
		33. Short term job only	20	11	5
		34. Employer moved or closed business	1	1	-
		37. R didn't have time to work	1	-	-
		43. Work too hard	1	-	-
		45. Working conditions	1	-	-
		47. Hours inconvenient	1	-	-

*See Introduction to Tables

PERSON

VAR	Item Number	Item Content	Percentage Frequencies* Last job	Next to last	Job before that
		Job history (continued)			
T1 843-845 (cont)	E2f E8f No T3 cont	TIME 1 DOUBLE COLUMN CODE (continued):			
		50. R went on vacation	1	-	-
		51. R moved away	3	1	-
		53. Illness of R	1	-	-
		60. R found another job	3	2	1
		61. R got tired of it; didn't like it	2	2	1
		99. & 00. Inappropriate because R has had no past jobs; frequency of response to a specific code less than 0.5 percent; no further mention	32	77	91
T2 834-836		TIME 2 RESPONSES: For complete coding scheme see Appendix C, page 659.			
		SCHOOL REASONS	20	4	1
		10. School started	15	3	-
		11. Interfered with school work; not enough time to study	2	-	-
		12. Interfered with football (or other sport) practice	2	-	-
		19. School: Not ascertained which of above or other	2	-	-
		DIDN'T GET ALONG WITH PEOPLE ON THE JOB	4	2	-
		23. Employer didn't pay enough; R didn't get paid; didn't make enough money	2	-	-
		JOB ENDED	20	9	2
		31. R fired; asked to leave because of other reasons	2	-	-
		33. Short term job only	13	6	-
		34. Employer moved or closed business	2	-	-
		39. Other job ended	2	-	-
		WORKING CONDITIONS	2	1	-
		PERSONAL AND FAMILY REASONS	3	1	-
		OTHER PERSONAL REASONS	8	4	1
		60. R found another job	3	2	-
		61. R got tired of job--didn't like it; decided he just didn't want the job anymore	3	-	-
		97. OTHER (GENERAL)	1	-	-
		99.-00. INAPPROPRIATE BECAUSE R HAD NO NEW JOBS SINCE FALL, 1966; NOT ASCERTAINED; NO FURTHER MENTION	43	80	95

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Job history (continued)	
T2 837	No T1 I15 No T3	Have you ever been in a work-study program (that is, a program where you work on a job as a part of your schooling)?	
		1. Yes	3.8
		5. No	95.6
		9. Not ascertained	0.6
T2 838	No T1 I15a No T3	When? _____ to _____ month/year work study began/ended 8 Col code. NOTE: Percentage frequencies were not available for this printing.	
T2 839	No T1 I15b No T3	What kind of work do/did you do? NOTE: The occupational responses to this question are not presented below; instead a derived variable called DUNCAN RANKING OF WORK/STUDY OCCUPATION is given because it best serves this study's analytic purposes. The values in the column headed Duncan Rank are "prestige ratings" developed by Otis D. Duncan for any given occupation, and they run from 1 to 98 with 98 indicating the greatest prestige value.**	
T2 840		Duncan Ranking:	
		7	0.2
		9	0.4
		11	0.3
		12	0.3
		15	0.2
		16	0.1
		19	0.7
		22	0.1
		24	0.1
		27	0.2
		31	0.1
		33	0.1
		37	0.1
		39	0.1
		44	0.3
		99 Missing data	96.3

For complete documentation see occupation codes page 682.

*See Introduction to Tables

**See Reiss, A. J., Jr. Occupations and Social Status, New York: The Free Press, 1961, Chapters VI and VII.

PERSON

VAR	Item Number	Item Content	Percentage Frequencies*	
		Job history (continued)		
T2 841-842	No T1 I15c & I15d	How many hours do/did you spend on the "working part" of this program?		
	No T3	How many hours do/did you spend on the "school part" of this program?	Work part	School part
	exact # of hours was coded	1 to 5 hours	0.7	1.4
		6 to 10 hours	0.6	0.2
		11 to 15 hours	0.4	0.5
		16 to 20 hours	0.5	0.5
		21 to 25 hours	0.3	0.2
		26 to 30 hours	-	0.1
		31 to 35 hours	0.1	0.1
		36 to 40 hours	0.5	-
		More than 40 hours	0.1	0.1
		00. & 99. Inappropriate because R has never been in a work-study program; not ascertained	96.5	96.7

*See Introduction to Tables

	Item Number	Item Content	Percentage Frequencies*		
		PERSON			
		Past experiences: history of schooling			
T1 896-848	I13a-c No T2 No T3	Now we'd like to learn about different schools you may have gone to:	Grade schools	Junior high schools	Senior high schools
		0. No junior highs; no senior highs	-	14	1
		1. One	47	73	93
		2. Two	28	11	6
		3. Three	13	2	-
		4. Four	6	-	-
		5. Five	4	-	-
		6. Six	1	-	-
		7. Seven or more	1	-	-
		8.-9. Don't know; not ascertained; missing data	1	-	-
T2 843	No T1 I13a No T3	How many times have you changed high schools since we last talked 18 months ago? Exact # of times was coded			
		One time	5		
		9.-0. Inappropriate because R has not changed high schools; not ascertained	95		
T1 849 T2 844	I13d I13c No T3	[If R indicated he had changed schools in the past, ask:] Why did you change schools?	T1	T2	
		1. Moved	41	3	
		3. School was consolidated; rezoning; new school built; school closed . .	9	1	
		4. Parents wanted me to change; unhappy there; wanted to change	1	-	
		5. Changed from private (or parochial) to public; vice versa	3	-	
		6. School lacked certain grades and/or programs	3	-	
		7. Other	1	1	
		0. & 9. Inappropriate because R attended only one elementary, junior high, senior high school or because R at Time 2 had not changed high schools; not ascertained	43	95	
		2. Got into trouble; got kicked out			
		8. DK			

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON

Past experiences: history of schooling (continued)

T1 850	I17a**	[After R indicated in I17 his course of	
	No T2	study, the interviewer asked] Why do	
	No T3	you happen to be in this program?	
		1. To prepare for college	31
		2. To prepare for job	5
		3. Interested in it; like it	15
		4. Didn't know what else to take	2
		5. Only one program available; someone else decided	19
		6. Suits my abilities; I'm smart enough (too stupid)	7
		7. Other	4
		8. Don't know	5
		9. Not ascertained; missing data	11
	No T1	What program or type of curriculum are you	
	I14	in at school?	
T2 845	No T3		
		1. Vocational; industrial arts; technical	9
		2. College preparatory	42
		3. Commercial or business	5
		4. General	32
		5. Agricultural	3
		6. Other	2
		9. Not ascertained	1
		0. Inappropriate because R is not in school . . .	5
		8. DK	
	No T1	Are you happy in the school program you are in,	
T2 846	I14a	or do you wish you were in some other one?	
	No T3		
		1. R IS HAPPY WHERE HE IS	87
		2. R WISHES HE WERE IN ANOTHER ONE	7
		9. NOT ASCERTAINED	2
		0. INAPPROPRIATE BECAUSE R IS NOT IN SCHOOL . . .	5
	No T1	[ASKED IF R INDICATED HE WISHES TO BE IN ANOTHER	
T2 847	I14b	SCHOOL PROGRAM IN I14a] Which one?	
	No T3		
		1. Vocational or technical; industrial arts . . .	2
		2. College preparatory	3
		3. Commercial or business	1
		4. General	1
		6. Other	1
		0. Inappropriate	93
		8. DK	

*See Introduction to Tables

** For presentation of I17 see "Past and Present Environmental Status" section.

VAR	Item Number	Item Content	Percentage Frequencies*
		PERSON	
		Past experiences: history of schooling (continued)	
T2 848	No T1 I14c No T3	[ASKED IF R INDICATED HE WISHES TO BE IN ANOTHER SCHOOL PROGRAM IN I14a] Why?	
		1. Harder, more challenging	1
		2. Easier, could do better	1
		3. Better preparation for college	2
		4. Better preparation for a job	2
		5. Like it better	1
		6. Other	1
		9. Not ascertained	1
		0. Inappropriate	93
T2 849	No T1 I14d No T3	Do you feel that you are free to change programs if/when you want to?	
		1. Yes	68
		5. No	26
		9. Not ascertained	2
		0. Inappropriate because R is not in school . .	5
		8. DK	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		SCHOOL AND JOB ENVIRONMENTS		
		Motive gratification/frustration: salary and wages		
T1 851	E3	E3. Thinking about this school year, how much money do you think you will get in an average week? Think about all the money you will get, from jobs, allowance, and anyplace else.		
T2 850	E14	E14. First of all, thinking about the last few months--say, since January of this year--how much money do you think you got in an average week? Think about all the money you got, from jobs, allowance, and anyplace else.		
	No T3			
T4 500	I1	NOTE: Time 2 percentage frequencies were not available at this printing.	T1	T2
exact number of dollars a week was coded		$0.00 to $4 per week	39	
		$5 to $9 per week	32	
		$10 to $14 per week	10	
		$15 to $19 per week	5	
		$20 to $24 per week	4	
		$25 to $29 per week	2	
		$30 to $34 per week	2	
		$35 to $39 per week	1	
		$40 or more per week	2	
998.-999.		Don't know; not ascertained; missing data	2	
		Mean	8.78	17.12
		Standard deviation	12.85	24.62
	No T1	(DO NOT ASK FOR R's NOT IN SCHOOL) About how much of that money per week went for school expenses (including lunches, bus fare, school supplies, and the like)?		
T2 851	E14a	NOTE: Time 2 percentage frequencies were not available at this printing.		
	No T3			
		Mean		3.84
		Standard deviation		4.78
		Wtd N		1564
T1 852	E4	All in all, how do you feel about the money you have--is it enough for you or could you use more?	T1	T2
T2 852	E15	1. Enough for me; I'm completely satisfied	38	25
	No T3	2. I could use more money, but I am happy	46	50
T4 501	I2	3. Not quite enough for me--I need a little more	9	12
		4. Not enough for me--I need more money	4	9
		5. Not nearly enough money--I need much more	2	4
		7. Other		
		0,9. NA		

*See Introduction to Tables

VAR	Item Number	Item Content	1st Ment T1	1st Ment T2	2nd Ment T1	2nd Ment T2
		SCHOOL AND JOB ENVIRONMENTS				
		Motive gratification/frustration: salary and wages				
T1 853-854 T2 853-854	E4a E15a No T3	Can you tell me the reasons you'd like to have more money?				
T4 502-503	I2a	SINGLE COLUMN CODE:				
		1. To buy things--necessities, clothes, lunches, bus fare, school books	18	10	5	5
		2. To buy things (other than codes #1 and #4) under $25--records, sports equipment	10	12	5	3
		3. To buy things (other than codes #1 and #4) over $25--phonograph, radio, camera, T.V., bike, etc.	3	3	1	1
		4. For a car, motorcycle, car equipment, repairs, or insurance	8	16	4	6
		5. For activities, clubs [T2 addition: movies; entertainment; dating]	14	16	7	7
		6. Education	2	3	1	2
		7. Other	-	6	-	2
		8. Put it in savings, save more, save for future	3	6	2	2
		9. Don't know; not ascertained	3	4	-	-
		0. Inappropriate because R indicated "completely satisfied" in E4, E15 above; no further mention	38	26	75	74
		DOUBLE COLUMN CODE (NO T2): No data available				
		Buy necessities	16		5	
		Buy things under $25	6		3	
		Buy things over $25	2		-	
		Buy car, motorcycle	6		3	
		Buy things for car; car repairs; car insurance	3		2	
		Buy things--not ascertained what; spend it	6		3	
		For activities	13		7	
		Education	2		-	
		Save for future, emergency	4		2	
	98.-00.	Inappropriate because R indicated "completely satisfied" in E4, E15 above; frequency of response for a specific code less than 1.5 percent; no further mention	42		75	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Motive gratification/frustration: salary and wages

T1 855 / T2 855-856 / T4 504-505 — Item E4b / E15b / I2b

[ASKED ONLY OF R's WHO INDICATED IN E4, E15 THAT THEY COULD USE MORE MONEY] How much more money would you say would be enough?

No T3

NOTE: At Time 1 this item was coded only into a four-digit dollars per week value, but at Time 2 a three-digit dollars per week code and a four-digit total dollars code were specified. However, the only statistics available at this printing are the Time 2 means and standard deviations.

TIME 2 DOLLAR PER WEEK CODE:

Mean	32.88
Standard deviation	52.14
Weighted N	1498

TIME 2 TOTAL DOLLARS CODE:

Mean	1748.44
Standard deviation	2492.83
Weighted N	64

997. Response given as lump sum
998. Other response
999. NA; DK
000. Inap.
0000 + 9999 missing data

T1 856 / T2 857 / T4 506 — Item E5 / E16 / I3

Do you have any money saved?

	T1	T2
1. Yes	71	69
5. No	28	31

0,8,9. Missing data

T1 857 / T2 858 / T4 507 — Item E5a / E16a / I3

[IF R ANSWERED "YES" TO E5, E16] About how much do you have saved?

No T3

NOTE: The percentage frequencies, coded into five-digit values at both points in time were not available at this printing. However, the mean and standard deviation for Time 2 are shown.

Mean	720.74
Standard deviation	3806.29
Weighted N	1459

99998. DK
99999. NA
00000. Inap.

*See Introduction to Tables

	Item Number	Item Content	Percentage Frequencies*	

SCHOOL AND JOB ENVIRONMENTS

Motive gratification/frustration: salary and wages

T1 858 T2 859	E5b E16b	[IF R ANSWERED "YES" TO E5, E16] What do you expect to use it [your savings] for?		
T4 508-509	No T3 I3b	SINGLE COLUMN CODE:	T1	T2
		1. To buy things--necessities; clothes, lunches, bus fare, school books, etc. .	4	1
		2. To buy things (other than codes #1 and #4) under $25; records, sports equipment	5	1
		3. To buy things (other than codes #1 and #4) over $25; phonograph, radio, camera, T.V., bike, etc.	3	2
		4. For a car or motorcycle; repair of car; equipment and insurance	15	15
		5. For activities	2	2
		6. For education	28	31
		7. Other	1	3
		8. Investments; save for emergency; save for whatever comes up; leave it in the bank; security	4	6
		9. Don't know; not ascertained	2	7
		0. Inappropriate because R does not have any savings; no further mention	36	31
		DOUBLE COLUMN CODE (NO T2): No data available		
		To buy necessities	4	
		To buy things over $25	3	
		For a car, motorcycle	13	
		Buy things for car--repairs, insurance . . .	2	
		Education	28	
		Save for future	9	
	98.	Don't know	3	
	99.-00.	Inappropriate because R does not have any savings; frequency of response for specific codes less than 1.5 percent	38	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		SCHOOL AND JOB ENVIRONMENTS	
		Physical attractiveness of surroundings	
T2 860	No T1 B21 No T3	How would you describe the actual buildings and facilities of you school?	
		1. Poor	11
		2. Adequate	29
		3. Good	36
		4. Excellent	18
		9. Inappropriate because R is not in school	4
		0. Missing data 8. Missing data	
T2 861	No T1 B21a No T3	Can you tell me more about why you describe the school buildings and facilities as you have? For complete code see page 661.	
		11. Brand new building; very new building	11
		12. Building not new but in good shape; well kept-up; fairly new	14
		13. Many recent improvements in building; recently remodeled; new additions to building	4
		14. Very "roomy"; plenty of classrooms; plenty of hall space; good physical layout; not overcrowded; enrollment fits size of building	3
		19. Good facilities (not further specified); it has everything you need	15
		22. Good gymnasium and athletic facilities.	1
		24. Good industrial arts shops	1
		26. Good labs	1
		29. Other specific facility; lighting; desks; blackboards; audio-visual aids	2
		31. Very old building; building generally "falling apart"	8
		33. Building badly in need of remodeling; need many improvements	4
		34. Building is too small; not enough room; classrooms and hall space is cramped; poor physical layout; overcrowded; too many students for size of building	9
		39. Other; poor facilities (not further specified)	3
		42. No (poor) gymnasium and athletic facilities	1
		44. No (poor) industrial arts shops	1
		46. No (poor) labs	1
		49. Other lack of specific facility (air-conditioning, rest rooms, lockers, windows, lighting, desks)	4

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		SCHOOL AND JOB ENVIRONMENTS	
		Physical attractiveness of surroundings (continued)	
T2 861 (cont)	No T1 B21a No T3 cont	50. Better than other schools (other areas)	2
		60. Worse than other schools (other areas)	1
		70. Serve their purpose	4
		97. Other (general)	3
		98. Don't know; not ascertained	4
		00. & 99. Inappropriate because R is not in school	5

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other characteristics of jobs only: job description

VAR	Item Number	Item Content	Percentage Frequencies* 1st job T1	1st job T2	2nd job T1	2nd job T2
T1 859-860 Ela T2 862-863 Ela Pt. 2 T3 551	B5	TIME 1 AND TIME 2: Description of present jobs:				
		1. Professional	1	2	-	1
		3. Clerk, salesman	6	6	1	-
		4. Craftsman and Foreman	1	3	-	1
		5. Operative and service worker	10	21	1	1
		6. Laborer	10	10	2	1
		7. Farmer, farm laborer	4	4	1	-
		9. Don't know; not ascertained	2	1	-	-
		0. Inappropriate because R not working; no further mention	65	54	95	96
		2. Manager, proprieter 8. Member of Armed forces				
T3 552		TIME 3: Item B5 was constructed from items F6 and F8 in Part 1 Questionnaire. Editors were instructed to transcribe each respondent's answer to the question "What do you do on your job?" to a page in the Part 2 Questionnaire only when in item F8 the respondent indicated he worked at least 40 hours a week on that job. This information then went through the ISR occupational coding resulting in a three-digit code. Presented below is the Duncan ranking extracted from that code.**				

Duncan ranking	%	Duncan ranking	%
4	0.1	22	0.2
6	0.3	23	0.1
7	0.4	25	0.1
9	0.1	27	0.2
11	0.4	39	0.2
12	0.4	41	0.1
15	0.6	44	0.2
16	0.3	48	0.1
17	0.6	52	0.1
18	0.1	00 & 99	94.1
19	0.6		

99 = Don't know; not ascertained
00 = Inappropriate because R either does not have a job or R is not working 40 hours or more per week on his job

*See Introduction to Tables
**See "Plans -- long range aspired occupation" section of this paper for an explanation of the Duncan ranking.

T3 553 Census Bureau code of present occupation. For documentation see Appendix C, page 682.

SCHOOL AND JOB ENVIRONMENTS

Other characteristics of jobs only: job description

VAR	Item Number	Item Content	Percentage Frequencies*				
			1st job T1	1st job T2**	2nd job T1	2nd job T2**	
T1 861-862 T2 864-865 T3 554	E1b E1b Pt. 1 F7	TIME 1 AND 2 RESPONSES: What is the pay? [CODED IN DOLLARS AND CENTS PER HOUR AND SHOWN HERE BRACKETED BY DOLLARS AT TIME 1]					
	exact amount of hourly wage coded	25¢ to 99¢	7		1		
		$1.00 to $1.99	19		1		
		$2.00 to $2.99	2		-		
		$3.00 or more	1		-		
	999.	Not ascertained; don't know	5		1		
	000.	Inappropriate because R does not presently have a paying job; no further mention	65	54	97	96	
	998.	DK					
		TIME 3 RESPONSES: What is the pay on your job? (CHECK ONE BOX)					T3
		1. $.99 or less per hour					2
		2. $1.00 - $1.49 per hour					9
		3. $1.50 - $1.99 per hour					20
		4. $2.00 - $2.49 per hour					7
		5. $2.50 - $2.99 per hour					3
		6. $3.00 - $3.49 per hour					1
		7. $3.50 or more per hour					2
		9. Inappropriate because R does not have a paying job that takes 10 or more hours a week; not ascertained					56
		0. missing data					
T1 863-864 T2 866-867 T3 555	E1c E1c Pt. 1 F8	TIME 1 AND 2 RESPONSES: About how many hours a week do you work on this job?	1st job T1	1st job T2	2nd job T1	2nd job T2	
	exact number of hours per week coded	1 - 5 hours per week	9	4	2	2	
		6 - 10 hours per week	10	9	1	1	
		11 - 15 hours per week	5	7	-	-	
		16 - 20 hours per week	5	7	-	-	
		21 - 25 hours per week	2	5	-	-	
		26 - 30 hours per week	1	4	-	-	
		31 or more hours per week	1	8	-	-	
	98.-99.	Not ascertained; don't know	2	1	-	-	
	00.	Inappropriate because R does not presently have a paying job; no further mention	65	54	97	96	

*See Introduction to Tables
**It was judged sufficient to generate mean statistics for these Time 2 variables.

	1st job	2nd job
Mean	1.53	2.03
Std. Dev.	.81	1.71
Wtd. N	943	80

Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other characteristics of jobs only: job description

VAR			T3
T1 863-864 Elc T2 866-867 Elc T3 555 Pt. 1 F8 (cont) cont	TIME 3 RESPONSES: About how many hours a week do you work on this job? (CHECK ONE BOX)		
	1.	10 - 14 hours per week	5
	2.	15 - 19 hours per week	8
	3.	20 - 24 hours per week	10
	4.	25 - 29 hours per week	6
	5.	30 - 34 hours per week	3
	6.	35 - 39 hours per week	3
	7.	40 - 44 hours per week	6
	8.	45 - 49 hours per week	2
	9.	50 or more hours per week	**
	0.	Inappropriate because R does not have a paying job that takes 10 or more hours a week; not ascertained	**

			1st job		2nd job	
			T1	T2	T1	T2
T1 865-866 Eld T2 868-869 Eld No T3	How long have you had this job?					
exact # of months coded		1 - 6 months	17	20	2	1
		7 - 12 months	4	12	-	1
		13 - 18 months	2	3	-	-
		19 - 24 months	3	3	-	1
		25 or more months	5	6	1	1
	98.-99.	Not ascertained; don't know	4	1	-	-
	00.	Inappropriate because R does not have a paying job; no further mention	65	54	97	96
	97.	97 or more months				

			1st job		2nd job	
			T1	T2	T1	T2
T1 867-868 Ele T2 870-871 Ele No T3	How did you find out about this job?					
	1.	Parents	9	10	1	1
	2.	Other relatives	4	5	-	-
	3.	Friend or neighbor	8	12	1	1
	4.	Someone in school (teacher, counselor, etc.)	2	3	-	-
	5.	Saw advertisement	1	1	-	1
	6.	Knew about it myself; asked around employment agency	5	9	1	1
	7.	Other	-	2	-	-
	8.	Employer or someone approached me; they asked me	5	5	1	1
	9.	Don't know; not ascertained	2	-	-	-
	0.	Inappropriate because R does not have a paying job; no further mention	65	54	96	96

*See Introduction to Tables

**At this printing, the "9" and "0" code values are incorrect. In the key-punching operation, not ascertained and inappropriate responses were assigned the value of "9" rather than "0."

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other characteristics of jobs only: job description

T1 869-870 E1f
T2 872-873 E1f
No T3

Thinking over the different things about your job--the work, your boss, the people you work with, the pay--how satisfied would you say you are with your job as a whole?

	1st job T1	1st job T2	2nd job T1	2nd job T2
1. Very satisfied	10	17	1	2
2. Satisfied; fairly satisfied	16	18	1	1
3. Satisfied in some ways but not in others; neutral	3	5	1	1
4. Not very satisfied	3	4	-	-
5. Not at all satisfied	1	1	-	-
9. Don't know; not ascertained	3	1	1	-
0. Inappropriate because R does not have a paying job; no further mention	65	54	96	96
8. DK (T2)				

No T1
T2 874-875 E1g
No T3

As of now do you have any plans to change jobs?

	Time 2 only 1st job	Time 2 only 2nd job
1. Yes	17	1
5. No	27	3
8. Don't know; maybe	2	-
9. Not ascertained	1	-
0. Inappropriate because R does not have a paying job; no further mention	54	96

No T1
T2 876-877 E1h
No T3

How much security is there on your job? Do you think you can stay on this job as long as you like, or might you get laid off?

	Time 2 only 1st job	Time 2 only 2nd job
1. Very secure; can keep job as long as I want	36	3
3. Probably secure; somewhat secure	5	-
5. No security at all	3	1
8. Don't know; security uncertain; I have no idea how secure the job is	1	-
9. Not ascertained	1	-
0. Inappropriate because R does not have a paying job; no further mention	54	96

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other characteristics of jobs only: job description

VAR

No T1
T2 878 E2
No T3

(IS R HAS MORE THAN ONE JOB, ASK:) Which of your jobs is the more important to you?

1.	Professional	0.7
3.	Clerk and salesman	0.4
4.	Craftsman and foreman	0.4
5.	Operative and service worker . .	1.2
6.	Laborer, non-farm	0.8
7.	Farmer, farm laborer	0.3
9.	Don't know; not ascertained . .	0.3
0.	Inappropriate because R does not have a paying job or because R has only one paying job	95.7

2. Manager, proprieter 8. Member of Armed Forces

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		SCHOOL AND JOB ENVIRONMENTS	
		Effects of present and past jobs	
T2 879	No T1 E9 No T3	INTERVIEWER INSTRUCTED TO CHECK THE APPROPRIATE BOX BASED ON EARLIER INFORMATION LEARNED:	
		1. R HAS NEVER HAD A JOB - SKIP THIS SECTION	19.1
		2. R HAS OR HAS HAD A JOB (SINCE THE START OF TENTH GRADE)	80.7
		9. Not ascertained	0.2
T2 880	No T1 E9a No T3	Have (did) any of these jobs influenced (influence) or changed (change) your school plans or the courses you've taken (you took) in school?	
		1. Yes	7.6
		5. No	72.8
		9. Not ascertained	0.5
		0. Inappropriate because R has never had a job	19.1
T2 881	No T1 E9b** No T3	What jobs?	
		1. Professional	0.6
		2. Proprietor and manager	0.1
		3. Clerk and salesman	0.7
		4. Craftsman and foreman	0.8
		5. Operative and service worker . . .	2.7
		6. Laborer, non-farm	1.4
		7. Farmer; farm laborer	0.8
		8. Member of Armed Forces	0.1
		0. Inappropriate answered "No" in E9a; inappropriate because R has never had a job	92.7

*See Introduction to Tables
**Mentions of up to three jobs were coded; the total response reported for more than one job was only 0.9 percent. Therefore the frequencies are not shown

VAR	Item Number	Item Content	Percentage Frequencies*
		SCHOOL AND JOB ENVIRONMENTS	
		Effects of present and past jobs (continued)	
T2 882	No T1 E9c No T3	In what way have these jobs influenced or changed your school plans or the courses you've taken in school?	
		MAJOR CHANGES	3.0
		1. Major change toward a new course program and/or further (new) plans for education (e.g., my job influenced me to enter a college prep program, my job influenced me to go on to college	2.2
		2. Major change away from a program of courses and/or plans for further education (other than 3) e.g., my job influenced me not to take college prep, my job convinced me not to go on to college	0.2
		3. My job influenced me to drop out of high school; I dropped out of school so as to be able to work	0.6
		MINOR CHANGES AND N.A. WHETHER MAJOR OR MINOR . .	2.4
		4. Minor change toward some new course(s) and/or plan(s) for further education (e.g., my job influenced me to take a typing course, my job influenced me to add a mechanics course .	2.1
		5. Minor change away from some course(s) and/or plan(s) for further education (e.g., my job influenced me not to take a typing course, my job influenced me not to add a mechanics course	0.3
		7. OTHER	1.9
		9. NOT ASCERTAINED	0.4
		0. INAPPROPRIATE BECAUSE R HAS NEVER HAD A JOB THAT INFLUENCED HIS SCHOOL PLANS	92.4
T2 883	No T1 E10 No T3	Have the jobs you've held had any effects on your relationship with your family?	
		1. YES	19.3
		5. NO	61.1
		9. NOT ASCERTAINED	0.4
		0. INAPPROPRIATE BECAUSE R HAS NEVER HAD A JOB .	19.2

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Effects of present and past jobs (continued)

	No T1	In what way?	
T2 884	E10a		
	No T3	1. I am able to give my family money; I contribute to family income; I pay room and board now . . .	1.1
		2. My parents are happy that I work; my parents approve of my job	1.6
		3. My parents are unhappy that I work; my parents don't approve of the job I have	1.4
		4. I'm not at home as much; I can't do (as many) things with my family	4.1
		5. I see my family more because I work for them; work in family business; work with other family member	1.6
		6. I have more independence from my family; I am more self-sufficient; I don't have to ask my family (parents) for spending money	3.0
		7. Better relationship with parents; I understand them better because I have a job too; common interest	2.5
		8. Other family effects; specific effects	3.8
		9. Don't know; not ascertained	0.2
		0. Inappropriate because R has never had a job that had any effects on his relationship with his family	80.7
	No T1	Have they (your jobs) affected your relationships	
T2 885	E11	with your friends?	
	No T3	1. YES	19.6
		5. NO	60.9
		9. NOT ASCERTAINED	0.4
		0. INAPPROPRIATE BECAUSE R HAS NEVER HAD A JOB . .	19.1
	No T1	In what way?	
T2 886	E11a.		
	No T3	POSITIVE EFFECTS	9.6
		1. Yes -- I get to see my friends at work; see friends more often; made new friends at job . .	4.9
		2. Yes -- I now have more money to spend while out with friends	1.0
		3. Yes -- having a job provides prestige among my friends; friends envy me	1.4
		4. Yes -- working provides a common bond of interest between me and friends	0.6
		5. Other positive effects	1.7

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		SCHOOL AND JOB ENVIRONMENTS	
		Effects of present and past jobs (continued)	
T2 866 (cont)	No T1 E11a No T3 cont	NEGATIVE EFFECTS	9.7
		6. Yes -- I don't get to see my friends as much because I work	8.9
		7. Other negative effects	0.8
		8. DON'T KNOW	0.1
		9. NOT ASCERTAINED	0.1
		0. INAPPROPRIATE BECAUSE HAS HAD NOT JOB WHICH HAS AFFECTED HIS RELATIONSHIPS WITH HIS FRIENDS	80.4
T2 887	No T1 E12 No T3	Has (did) working at a job affected (affect) your schoolwork?	
		1. YES	18.6
		5. NO	61.2
		9. NOT ASCERTAINED	0.8
		0. INAPPROPRIATE BECAUSE R HAS NEVER HAD A JOB .	19.3
		8. DK	
T2 888	No T1 E12a No T3	In what way?	
		NEGATIVE EFFECTS	16.5
		1. Yes -- I have less time to work on my schoolwork	10.4
		2. Yes -- my grades have gotten lower	4.3
		3. Yes -- the job was so satisfying/interesting that I dropped out of school because of it . .	0.2
		5. Other negative effects	1.6
		POSITIVE EFFECTS	1.8
		6. Any positive effects	1.8
		7. OTHER	0.1
		9. NOT ASCERTAINED	0.2
		0. INAPPROPRIATE BECAUSE R HAS NEVER HAD A JOB THAT AFFECTED HIS SCHOOLWORK	81.4

*See Introduction to Tables

Item Number | *Item Content* | *Percentage Frequencies**

SCHOOL AND JOB ENVIRONMENTS

VAR

Other school characteristics: peer group structure

T1 871 A1
T2 889 A1
No T3
T4 510 A1

We're interested in the kinds of friendships that teenagers have. Could you tell me the names of your best friends? Include both boys and girls, if you wish, and any who are out of school as well as those in school.

NUMBER OF FRIENDS RESPONDENTS REPORTED:**

exact number of friends coded		T1	T2
	None	-	-
	One	1	1
	Two	6	6
	Three	13	14
	Four	16	19
	Five	16	18
	Six	13	14
T4 5. five (or more)	Seven	8	9
	Eight	6	6
	Nine	5	4
	Ten to fourteen	9	10
	Fifteen to nineteen	6	-

T1 872-881 A1a
T2 890-899 A1a
No T3
T4 511-520 A1a, 1b

Could you go down the list and tell me the sex and age of each friend?

SEX:	V872,890,511 FRIEND 1			V874, etc. FRIEND 2			V876, etc. FRIEND 3			V878, etc. FRIEND 4			V880,etc. FRIEND 5		
	T1	T2	T4	T1	T2	T4	T1	T2	T4	T1	T2	T4	T1	T2	T4
1. Male . . .	95	89		88	84		77	73		62	56		44	37	
2. Female . .	4	10		11	15		16	21		18	23		20	22	
0,9. Missing data															

AGE:

exact age of friend coded	V873,891,512			V875, etc.			V877,etc.			V879,etc.			V881,etc.		
	T1	T2	T4	T1	T2	T4	T1	T2	T4	T1	T2	T4	T1	T2	T4
12 yrs. or younger . .	-	-		1	-		-	-		1	-		-	-	
13 years . . .	2	-		2	-		3	-		2	-		2	-	
14 years . . .	10	2		11	2		10	1		10	2		6	2	
15 years . . .	54	6		53	9		49	8		42	7		35	6	
16 years . . .	20	41		18	39		19	38		13	34		10	26	
17 years . . .	8	31		8	32		8	29		7	24		5	17	
18 years . . .	4	12		3	11		3	10		3	8		2	6	
19 years . . .	2	4		2	3		2	3		2	3		2	2	
20 years . . .	-	1		-	1		-	2		-	1		-	-	
21 years or older . . .	-	2		-	2		-	2		-	1		-	1	
98. DK															
99.-00. Inap; no further friends . .	-	-		-	1		7	7		20	21		38	40	

*See Introduction to Tables
**Information in sub-parts A1a-d was coded for 9 friends but shown here for only first 5 friends respondent mentioned.

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR	Item Number	Item Content	FRIEND 1 T1	FRIEND 1 T2	FRIEND 2 T1	FRIEND 2 T2	FRIEND 3 T1	FRIEND 3 T2	FRIEND 4 T1	FRIEND 4 T2	FRIEND 5 T1	FRIEND 5 T2
T1 882-886 T2 900-904	Alb Alb No T3	Is he (she) still in school, and in what grade?										
		4. 7th or 8th grade .	1	1	3	1	3	1	3	1	2	1
		5. 9th or 10th grade	77	12	74	16	68	14	57	12	46	10
		6. 11th or 12th grade	16	75	16	72	18	68	14	59	11	44
		7. Not still in school	5	12	5	10	4	10	5	7	4	5
		0. Inappropriate; no friends	1	1	2	2	7	7	20	21	38	41
		2. 3rd or 4th grade 8. DK 1. First or second grade 9. NA										
T1 887-891 T2 905-909	Alc Alc No T3	(IF NOT IN SCHOOL): Did he (she) drop out of school or graduate?										
		1. Dropped out . . .	2	4	2	3	1	3	1	3	1	—
		5. Graduated	4	7	3	7	3	7	3	4	3	
		0. Inappropriate because friend still in school; no friends; no further friends	95	88	95	90	96	90	95	93	96	95
		8. DK 9. NA										
T1 892-896 T2 910-914	Ald Ald No T3	(IF NOT IN SCHOOL): What is he (she) doing now? (Summary code)										
		1. Working	3	6	3	6	2	5	2	3	2	3
		2. In the service . .	1	1	–	1	–	1	1	1	–	–
		3. College	1	3	1	2	1	2	1	1	1	1
		8. Nothing; housewife; retired; ill . . .	–	1	–	1	–	1	–	1	–	–
		9. Not ascertained; don't know	–	1	–	1	–	1	–	1	–	1
		0. Inappropriate because friend still in school; no further friends . . .	95	88	95	90	96	90	95	93	96	95
		4. Trade school 5. Business school 6. Other schooling 7. Other										
T1 897-901 T2 915-919		OCCUPATION CODE: (If working: coded 1 or 2 in V895-V899)										
		1. Professional . . .	0.2	0.2	0.2	0.4	0.2	0.2	0.2	0.4	0.3	0.1
		2. Proprietors and managers	0.2	0.1	–	0.1	–	0.1	0.3	0.1	0.2	0.1
		3. Clerks and salesmen	0.2	0.3	0.3	0.4	0.2	0.6	0.2	0.3	0.2	0.1

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

T1 897-901
T2 915-919
(cont)

A1d
A1d
No T3
Cont

OCCUPATION CODE (continued):

	FRIEND 1		FRIEND 2		FRIEND 3		FRIEND 4		FRIEND	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T
4. Craftsmen and foremen	0.4	0.3	0.3	0.4	0.2	0.2	-	0.1	-	0.
5. Operatives and service workers . . .	0.7	1.4	0.5	1.2	0.4	1.2	0.6	0.9	0.6	0.
6. Laborers	0.2	0.2	0.2	0.4	0.3	0.3	0.2	0.1	0.1	0.
7. Farmers; farm laborers	0.1	0.2	0.3	0.3	-	0.1	-	0.1	-	-
8. Member of Armed Forces	0.8	0.9	0.4	1.1	0.4	0.9	0.4	0.8	0.4	0.
9. Don't know; not ascertained	1.2	3.7	1.8	2.7	0.9	2.3	1.4	1.7	1.0	1.
0. Inappropriate . . .	96	93	95	93	96	94	95	96	97	9

T2 920

No T1
Ale
No T3

(IF R IS CURRENTLY GOING TO HIGH SCHOOL AND IF ANY OF HIS FRIENDS ARE CURRENTLY ATTENDING HIGH SCHOOL) Are any of these friends you have named attending a different high school than the one you go to?

00.	None	72
01.	One	12
02.	Two	5
03.	Three	3
04.	Four	2
05.	Five	1
06.	Six	1
98.-99.	Inappropriate	5

07. Seven

T1 902
T2 921
T4 521

A2
A2
No T3
A2

How important would you say your friends are in your life?

	T1	T2
1. Very important	52	58
2. Quite important	28	27
3. Somewhat important	17	13
4. Not very important	2	2
5. Not at all important	1	-
0,9. Missing data		

T1 903-905
T2 922-924

A3
A3
No T3

In what ways are your friends important in your life?

NOTE: Although this question asks for the same information at both points in time, the codes were changed enough to make parallel presentation difficult. Therefore the responses are shown separately.

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR	Item Number	Item Content	Percentage Frequencies* 1st Mention	2nd Mention	3rd Mention
T1 903-905 T2 922-924 (cont)	A3 A3 No T3 cont	TIME 1 RESPONSES: For complete code see page 621.			
		HELPS ME	28	23	12
		10. Helps me with school work	4	5	3
		11. Helps me socially	2	-	-
		12. Helps me financially	-	2	-
		13. Helps my personality problems	2	2	-
		14. Helps me when I'm in trouble	5	3	-
		18. Helps me generally; gives me advice .	12	7	3
		DOES THINGS WITH ME	20	23	13
		20. Goes places with me	3	5	3
		21. Shares things (interests); think alike	-	2	-
		23. Sports, games, and hobbies	2	5	3
		28. Does things with me generally	11	8	4
		OTHER	49	39	24
		31. Influences me	4	-	-
		34. Can talk to them	10	10	5
		35. Can trust them — rely on them . . .	2	2	-
		37. Necessary (not ascertained why) . . .	4	-	-
		38. Make you feel necessary; "I help them"	-	-	2
		39. Make life interesting, fun	6	7	5
		41. Companionship	17	10	6
	98.-00.	INAPPROPRIATE; NO FURTHER MENTION	3	44	51
		TIME 2 RESPONSES:			
		HELPS ME	30	21	8
		10. With school work	2	2	2
		13. With personality (problems); when I'm in trouble	10	7	2
		18. Helps me (generally); gives me advice; does things for me	13	7	2
		19. Other helps me	2	-	-
		DOES THINGS WITH ME	45	33	11
		21. Share interests; think alike; have discussions with them; can talk to them.	15	13	4
		26. Share social life; go on dates together; go to movies together	3	3	-
		28. Does things with me (generally); goes places with me; companionship	25	15	5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*		
		SCHOOL AND JOB ENVIRONMENTS			
		Other school characteristics: peer group structure (continued)			
T1 903-905 T2 922-924 (cont)	A3 A3 No T3 cont	TIME 2 RESPONSES (continued):	1st Mention	2nd Mention	3rd Mention
		OTHER	23	17	10
		30. Learn from each other; I learn from them; give me experience	2	2	-
		31. Influence me	6	-	-
		35. Can trust them -- rely on them; stick up for me; moral support	3	3	2
		39. Make life interesting; fun	4	5	3
		44. I feel comfortable with them; I like them; they like me; they approve of me	2	2	-
		48. Necessary; everybody needs friends, not ascertained why	4	-	-
	98.-00.	INAPPROPRIATE BECAUSE R DOES NOT FEEL FRIENDS ARE IMPORTANT IN HIS LIFE; NO FURTHER MENTIONS	2	29	71
T2 925	No T1 A4 No T3	Many people have a particular group of friends with whom they spend a fair amount of time. Have you had any particular group of friends like this?		T2	
		1. YES		69	
		5. NO		31	
		9. Missing data			
T2 926	No T1 A4a No T3	(IF YES TO A4) Do you have about the same group of friends now as you had a year ago?			
		1. YES		51	
		5. NO		17	
		0. INAPPROPRIATE BECAUSE R ANSWERED "NO" IN A4 OR BECAUSE R IS NOT IN SCHOOL		32	
		9. Missing data			

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR

T1 906-910 A4
No T2
No T3

Item Number | Item Content | Percentage Frequencies*

Now I'd like to ask you about the kinds of students there are at this school. At other schools the students have told us about many different types of students. In one school they mentioned the "beatnik" types, the serious students, and the ones that are mainly interested in sports -- the athletes. In another school we heard about the drag-racing crowd, the hoods, the dating types; some told us about the rich students and the poor ones. In still another school they told us about the Negro and white students, the party types, the troublemakers who are always breaking school rules, and also those who are in school just to prepare for a job. What are the main types of students in this school?

For Master code A see Appendix C, page 623.

	1st MENT	2nd MENT	3rd MENT	4th MENT	5th MENT
ACADEMIC TYPES	33	30	23	16	8
1- 9. Academic ability	2	3	2	2	1
1. Smart, intelligent, intellectual	2	2	2	2	1
10-29. Academic motivation or effort	29	24	18	12	
11. Study hard; serious students; studious; interested in an education	21	13	9	6	2
13. Preparing for a job	5	3	3	2	-
17. Goof offs; don't care; not serious about school	-	3	2	2	-
18. Come because they have to	-	2	2	-	-
30-39. Residual	2	3	3	2	1
BEHAVIORAL TYPES	15	18	18	11	7
40-69. (Rule-related) behavior in school	1	2	2	1	1
50-69. Moral rule-related behavior	14	16	16	10	6
53. Disobey parent and authorities	-	-	2	-	-
57. Troublemakers (NA whether in school)	5	7	7	4	2
58. Hoods	6	5	5	3	2
ACTIVITY TYPES	35	33	28	18	10
70-89. Extracurricular activities (formal, school-run)	22	16	13	8	4
70. Athletics, sports (participate)	19	12	10	6	3
71. Interested in athletics	3	3	2	-	-
90-109. Extra-school activities (interacting groups)	13	17	15	10	6
91. Drag-racing or motorcycle racing	2	3	3	3	-
96. Party crowd, dance crowd	3	3	2	2	-
97. Date a lot, have lots of girl-friends, go steady	3	5	5	3	2
102. Beatniks	-	2	2	-	-

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR	Item Number	Item Content	Percentage Frequencies* 1st MENT	2nd MENT	3rd MENT	4th MENT	5th MENT
T1 906-910 (cont)	A4 No T2 No T3 cont	SOCIAL, CONFORMING, AND MATURE TYPES	7	6	8	6	4
		112-129. Positive personal or social qualities	3	3	3	2	2
		112. Friendly; get along with everyone	2	-	-	-	-
		130-139. Neutral personal or social qualites	3	2	3	2	1
		133. Average kids	2	-	2	-	-
		140-149. Negative personal or social qualities	1	1	2	2	1
		TYPES BY APPEARANCE AND POSSESSIONS	1	2	2	1	1
		TYPES BY PLACE IN SCHOOL ORGANIZATION . . .	2	2	1	1	1
		170-179. Curriculum	2	2	1	1	1
		170. College prep.	-	2	-	-	-
		TYPES BY DEMOGRAPHIC CHARACTERISTICS	4	4	4	4	3
		193. Negro	-	-	-	2	-
	903.,999. 000.	GROUPS MENTIONED IN QUESTION; NOT ASCERTAINED; MISSING DATA	3	5	16	43	66

VAR	Item Number	Item Content	A5 Dislike school?	A6 Like school?
T1 911-912	A5,A6 No T2 No T3	Students differ in the way they feel about school and teachers. What about the different types of students you have just mentioned -- do any of these types tend to dislike school or do they tend to like school?		
		1. Yes	71	95
		5. No	27	3
		8. DK 9. NA		

VAR	Item Number	Item Content	A4b Types closest to 1st Ment	A4b Types closest to 2nd Ment	A5a Dislike school 1st Ment	A5a Dislike school 2nd Ment	A6a Like school 1st Ment	A6a Like school 2nd Ment
T1 913-918	A4b,A5a,A6a No T2 No T3	Of all the types you've told me about, which are you closest to, which types tend to dislike school, and which types tend to like school? For Master code see page 623.[A]						
		ACADEMIC TYPES	35	9	12	6	34	15
		1 - 9. Academic ability	2	-	1	-	3	2
		1. Smart, intelligent, intellectual	-	-	-	-	3	2
		10-29. Academic motivation or effort	28	7	10	5	27	11
		11. Study hard; serious student	21	5	-	-	24	8
		13. Preparing for a job	4	-	-	-	2	2
		17. Goof offs; don't care; not serious about school	-	-	5	2	-	-
		18. Come because they have to	-	-	3	2	-	-

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENT

Other school characteristics: peer group structure (continued)

Item Number	Item Content	Percentage Frequencies*					
T1 913-918 (cont) A4b,A5a,A6a No T2 No T3 cont		A4b Types closest to		A5a Dislike school		A6a Like school	
		1st Ment	2nd Ment	1st Ment	2nd Ment	1st Ment	2nd Ment
30-39.	Residual	5	2	1	1	4	2
	30. Good students; get good grades	-	-	-	-	2	-
	31. Average students	4	-	-	-	-	-
BEHAVIORAL TYPES		4	1	34	11	1	2
40-49.	Rule-related behavior in school	1	-	3	9	-	1
	43. Anti-school group, school skippers; dropouts	-	-	2	2	-	-
50-69.	Moral rule-related behavior.	3	1	31	7	1	1
	57. Troublemakers (not ascertained whether in school)	-	-	14	3	-	-
	58. Hoods	-	-	13	2	-	
ACTIVITY TYPES		42	9	11	4	20	
70-89.	Extra-curricular activities (formal, school-run)	30	5	1	1	17	10
	70. Athletics, sports (participate)	24	3	-	-	14	8
	71. Interested in athletics.	4	-	-	-	2	-
90-109.	Extra-school activities (interacting groups)	12	4	10	3	3	4
	91. Drag-racing or motorcycle racing	2	-	2	-	-	-
	96. Party-crowd, dance crowd	3	-	-	-	-	-
	97. Date a lot, have lots of girlfriends; go steady	2	2	-	-	-	2
	102. Beatniks	-	-	2	-	-	-
SOCIAL, CONFORMING OR MATURE TYPES		11	3	1	1	4	2
112-129.	Positive personal or social qualities	4	2	-	-	2	1
	112. Friendly; get along with everyone; popular; nice	2	-	-	-	2	-
130-139.	Neutral personal or social qualities	7	1	-	-	2	2
	133. Average kids	6	-	-	-	-	-
140-149.	Negative personal or social qualities	-	-	1	1	-	-
TYPES BY APPEARANCE AND POSSESSIONS.		1	-	-	-	-	-
TYPES BY PLACE IN SCHOOL ORGANIZATION		2	1	-	-	1	1
170-179.	Curriculum	2	1	-	-	1	1
	170. College prep	2	-	-	-	-	

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

			A4b Types closest to 1st Ment	A4b Types closest to 2nd Ment	A5a Dislike school 1st Ment	A5a Dislike school 2nd Ment	A6a Like school 1st Ment	A6a Like school 2nd Ment
T1 913-918 (cont)	A4b,A5a,A6a No T2 No T3 cont	TYPES BY DEMOGRAPHIC CHARACTERISTICS .	2	-	1	-	1	1
	900.	MOST GROUPS; THE REST OF THEM	-	-	1	-	12	-
	901.	ALL GROUPS	-	-	1	-	12	-
	902.	NO GROUPS	2	-	-	-	-	-
	904.	SOME OF ALL OR MOST GROUPS	-	-	1	-	2	-
	000.	INAPPROPRIATE; NO FURTHER MENTION . .	-	77	38	77	13	65

			1st Pair 1st Ment	1st Pair 2nd Ment	2nd Pair 1st Ment	2nd Pair 2nd Ment
T1 919-922	A7 No T2 No T3	In other schools we have sometimes found that students of one type don't get along with students of another type. Which of the different types would you say don't get along with each other here at your school? For Master code A see page 623.				
		ACADEMIC TYPES	22	23	6	6
	1 - 9.	Academic ability	4	3	1	1
		1. Smart, intelligent, intellectual .	3	2	-	-
	10- 29.	Academic motivation or effort	16	18	4	4
		11. Study hard; serious students; interested in education; taking hard courses	14	12	3	3
		17. Goof offs; don't care; not serious about school	-	4	-	-
	30- 39.	Residual	2	2	1	1
		BEHAVIORAL TYPES	22	15	6	5
	40- 49.	(Rule-related) behavior in school . . .	1	1	-	1
	50- 69.	Moral rule-related behavior	21	14	6	4
		57. Troublemakers (not ascertained whether in school)	9	5	2	-
		58. Hoods	8	5	3	2
		ACTIVITY TYPES	15	14	6	6
	70- 89.	Extracurricular activities (formal, school-run)	5	5	3	3
		70. Athletics; sports (participate) .	4	4	2	2
	90-109.	Extra-school activities (interacting groups)	10	9	3	3
		92. Surfers	2	-	-	-
		SOCIAL, CONFORMING OR MATURE TYPES	4	4	2	1

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR	Item Number	Item Content	Percentage Frequencies* 1st Pair 1st Ment	1st Pair 2nd Ment	2nd Pair 1st Ment	2nd Pair 2nd Ment
T1 919-922 (cont)	A7 No T2 No T3 cont					
		112-129. Positive personal or social qualities . .	1	1	-	-
		130-139. Neutral personal or social qualities . .	1	1	1	-
		140-149. Negative personal or social qualities . .	2	2	1	1
		TYPES BY APPEARANCE AND POSSESIONS	1	1	-	1
		TYPES BY PLACE IN SCHOOL ORGANIZATION	6	6	3	3
		192. White	-	2	-	-
		193. Negro	2	-	-	-
	900.	MOST GROUPS; "EVERYONE ELSE;" THE REST OF THEM . .	-	7	-	3
	902.	NO GROUPS	23	-	-	-
	000.	INAPPROPRIATE; NO FURTHER MENTION	5	28	77	75

VAR	Item Number	Item Content	Percentage Frequencies* 1st Pair	2nd P
T1 923-924	A7a No T2 No T3	In what ways don't these types get along?		
		1. Avoid each other	31	9
		3. Argue with each other; name calling; tease . .	11	4
		4. Push around; pick on	3	1
		5. Fight	24	8
		0. Inappropriate; no pair; not ascertained; don't know	31	78
		7. Other		
		8. DK		
		9. NA		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

T1 925-927 A8
T2 927-929 B1
No T3

It turns out that different kinds of students are popular in different kinds of schools. What does it take to be popular in your school? For Master code A see page 623 (T1), page 662 (T2).

NOTE: Although this question asks for the same information at both points in time, the codes were changed enough to make parallel presentation difficult. Therefore the responses are shown separately.

TIME 1 RESPONSES:	1st Ment	2nd Ment	3rd Ment
ACADEMIC TYPES	14	12	7
1- 9. Academic ability	4	3	2
1. Smart, intelligent, intellectual	4	3	-
10- 29. Academic motivation or effort	2	2	1
11. Study hard; serious students; interested in education; taking hard courses	2	2	-
30- 39. Residual	8	7	4
30. "Good" students; get good grades	6	6	3
BEHAVIORAL TYPES	3	3	3
40- 49. (Rule-related) behavior in school specifically	1	1	1
50- 69. Moral rule-related behavior	2	2	2
ACTIVITY TYPES	34	22	14
70- 89. Extracurricular activities (formal, school-run)	31	18	11
70. Athletics, sports (participate)	28	10	6
72. Student government; student leaders.	-	2	-
75. Active generally; high school spirit; school clubs	-	3	3
90-109. Extra-school activities (interacting groups)	3	4	3
SOCIAL, CONFORMING OR MATURE TYPES	34	33	21
110-111. Conformity	-	1	1
112-129. Positive personal or social qualities	31	29	18
112. Friendly; get along with everybody; popular; nice; cheerful	13	12	7
113. Good sense of humor; fun to be with; fun-loving	-	2	2
115. Good sports; not conceited or braggarts or snobs or show-offs	-	2	-
117. Good personalities	11	5	3
123. Know a lot of people; be well known.	3	2	-
130-139. Neutral personal or social qualities	3	3	2
130. Hang out with right crowd	2	-	-

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment	3rd Ment
T1 925-927 T2 927-929 (cont)	A8 B1 No T3 cont	TIME 1 RESPONSES CONTINUED:			
		TYPES BY APPEARANCE AND POSSESSIONS	9	11	7
		150. Good looking	2	2	-
		152. Well dressed; neat	3	3	2
		168. Have car or cycle; can drive; have license	-	2	-
		TYPES BY DEMOGRAPHIC CHARACTERISTICS	-	1	-
		INAPPROPRIATE; NO FURTHER MENTIONS	6	12	48
		TIME 2 RESPONSES:		Time 2	
		ACADEMIC ABILITY, MOTIVATION, EFFORT	8	8	3
		1. "Good" students; study hard; serious students; studious; interested in an education; taking hard courses; get good grades; "grinds"	7	7	2
		GENERAL AND SCHOOL SPECIFIC MORAL AND RULE-RELATED BEHAVIOR	1	2	1
		ACTIVITIES (EXCEPT SOCIAL BELOW)	27	17	7
		20. Athletics, sports (participate); interested in athletics; cheerleaders, pep-club	23	11	3
		23. Active generally; high school spirit; school clubs and organizations (other than above); fraternities and sororities	3	5	2
		POSITIVE PERSONAL OR SOCIAL QUALITIES	41	26	10
		30. Friendly; popular; nice; good sense of humor; fun; easy going; "know a lot of people"; be well-known; jokers; good personalities; all-around people; not shy or self-conscious; "keep your cool"; "with it"	36	16	6
		32. Good sports; not conceited or braggarts or show-offs or snobs	-	3	-
		33. Polite; courteous; quiet; speak well; helpful.	-	2	-
		38. Socially active generally; dance crowd; party crowd; date a lot; know "where it's at".	-	2	-
		39. Other positive personal or social qualities	-	2	-
		NEUTRAL PERSONAL OR SOCIAL QUALITIES	5	6	1
		42. Smart, intelligent, intellectual	3	3	1
		NEGATIVE PERSONAL OR SOCIAL QUALITIES	-	1	-
		APPEARANCE AND POSSESSIONS (IF MONEY, SEE DEMOGRAPHIC CHARACTERISTICS)	7	8	4
		60. Positive appearance reference; good looking; well-dressed; neat; follow latest fads; mods; clean; hair style	4	6	3
		65. Have car or cycle; can drive; have driver's license	2	-	-

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*		
		SCHOOL AND JOB ENVIRONMENTS			
		Other school characteristics: peer group structure (continued)			
T1 925-927 T2 927-929 (cont)	A8 B1 No T3 cont	TIME 2 RESPONSES CONTINUED:	1st Ment	2nd Ment	3rd Ment
		DEMOGRAPHIC CHARACTERISTICS	3	1	1
		86. Rich (high status) families; kids with money .	2	-	-
		MISCELLANEOUS	1	-	-
		DON'T KNOW	2	-	-
		99. INAPPROPRIATE BECAUSE R IS NOT IN SCHOOL . . .	4	4	4
		00. NO FURTHER MENTIONS	1	28	68

T1 928-932 A9,A10,A11
T2 930-934 B2,B3,B4
No T3

A9, B2. Are there certain types of students who tend to have high status--or be looked up to?

A10, B3. Are there other types of students who tend to be looked down on? (PROBE: What students have lower status or are looked up to less than others?)

A11, B4. Are any students at your school looked up to, or looked down on, because they are in certain course programs--like college preparatory, vocational, business, general, etc.?

NOTE: Although these questions ask for the same information at both points in time, the codes were changed enough to make parallel presentation difficult. Therefore the responses are shown separately.

TIME 1 RESPONSES: For Master code A see page 623(T1), page 662(T2)	A9 1st Ment	A9 2nd Ment	A10 1st Ment	A10 2nd Ment	A11 1st Ment
ACADEMIC TYPES	23	12	17	7	3
1- 9. Academic ability	7	3	4	1	-
1. Smart, intelligent, intellectual	7	3	-	-	-
3. Dumb, stupid	-	-	3	-	-
10-29. Academic motivation or effort	7	2	9	4	2
11. Study hard; serious students; interested in an education	7	2	-	-	-
17. Goof offs; don't care; not serious about school.	-	-	6	2	-

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR / Item Number	Item Content	Percentage Frequencies* A9 1st Ment	A9 2nd Ment	A10 1st Ment	A10 2nd Ment	All 1st Ment
T1 928-932 A9,A10,A11 T2 930-934 B2,B3,B4 (cont) No T3	TIME 1 RESPONSES CONTINUED:					
	30 - 39. Residual	9	7	4	2	1
	30. "Good" students; get good grades	6	5	-	-	-
	32. "Poor" students	-	-	4	2	-
	33. Exceptionally good students	3	2	-	-	-
	BEHAVIORAL TYPES	1	1	26	9	-
	40 - 49. (Rule-related) behavior in school	-	-	3	2	-
	43. Anti-school groups; school skippers; dropouts	-	-	2	-	-
	50 - 69. Moral rule-related behavior	1	1	23	7	-
	57. Troublemakers (not ascertained whether in school)	-	-	10	2	-
	58. Hoods	-	-	8	2	-
	ACTIVITY TYPES	34	13	6	3	1
	70 - 89. Extracurricular activities (formal, school-run)	33	12	2	2	
	70. Athletics, sports (participate)	23	8	-	-	-
	72. Student government; student leaders	5	3	-	-	-
	79. Other	4	2	-	-	-
	90 -109. Extra-school activities (interacting groups)	1	1	4	1	-
	SOCIAL, CONFORMING OR MATURE TYPES	7	7	9	6	-
	112-129. Positive personal or social qualities	6	6	-	-	-
	112. Friendly; get along with everybody; popular; nice; cheerful	3	2	-	-	-
	130-139. Neutral personal or social qualities.	1	1	1	1	-
	140-149. Negative personal or social qualities	-	-	8	5	-
	141. Show-offs; boasters; braggarts; smartalecks; know-it-alls; noisy; loud	-	-	2	-	-
	TYPES BY APPEARANCE AND POSSESSIONS	2	2	5	5	-
	153. Poorly dressed; not neat	-	-	2	2	-
	TYPES BY PLACE IN SCHOOL ORGANIZATION	3	1	2	-	11

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: peer group structure (continued)

VAR	Item Number	Item Content	Percentage Frequencies*				
			A9		A10		All
		TIME 1 RESPONSES CONTINUED:	1st Ment	2nd Ment	1st Ment	2nd Ment	1st Men
T1 928-932 T2 930-934 (cont)	A9,A10,All B2,B3,B4 No T3 cont	170-179. Curriculum	-	-	-	-	11
		170. College prep	-	-	-	-	5
		171. Vocational, industrial	-	-	-	-	2
		180-189. Grade	3	1	2	-	-
		183. Senior	3	-	-	-	-
		TYPES BY DEMOGRAPHIC CHARACTERISTICS	1	-	5	1	-
		193. Negro	-	-	1	-	-
		198. Poor (poor status) family	-	-	4	-	-
	902.	NO GROUPS	19	-	19	-	77
	000.	INAPPROPRIATE; NO MENTION	10	64	11	69	8
		TIME 2 RESPONSES:	B2		B3		B4
			1st Ment	2nd Ment	1st Ment	2nd Ment	1st Ment
		ACADEMIC ABILITY, MOTIVATION, EFFORT	16	8	13	5	2
		1. "Good" students; study hard; serious students; studious; interested in an education; taking hard courses; get good grades; "grinds"	16	7	-	-	-
		5. "Poor" students; don't care; not serious about school; come because they have to; those who come because it's something to do; ones who take easy courses; come rather than doing something else; those who come just to have fun; those with ability that they don't use	-	-	10	4	-
		6. School skippers; dropouts	-	-	2	-	-
		GENERAL AND SCHOOL SPECIFIC MORAL AND RULE-RELATED BEHAVIOR	1	1	18	8	-
		11. Cause trouble in school; don't respect teachers	-	-	2	-	-
		14. Disobey parent and authorities; break rules; "wild kids"; drink and smoke or swear (too much); hoods; bums; "gangs"	-	-	9	3	-
		15. Fighters, bullies, tough kids; dishonest kids; delinquents; trouble-makers, not ascertained how and whether or not in school; those who get in trouble	-	-	7	4	-
		ACTIVITIES (EXCEPT SOCIAL BELOW)	33	14	3	2	1
		20. Athletics, sports (participate); interested in athletics; cheerleaders; pep club	26	8	-	-	-

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

VAR	Item Number	Item Content	Percentage Frequencies*				
		Other school characteristics: peer group structure (continued)					
			B2		B3		B4
T1 928-932	A9,A10,A11		1st	2nd	1st	2nd	1st
T2 930-934	B2,B3,B4	TIME 2 RESPONSES CONTINUED:	Ment	Ment	Ment	Ment	Ment
(cont)	No T3 cont	21. Student government; student leaders .	4	3	-	-	-
		23. Active generally; high school spirit; school clubs and organizations (other than above); fraternities and sororities	3	2	-	-	-
		POSITIVE PERSONAL OR SOCIAL QUALITIES . .	7	7	-	-	-
		30. Friendly; popular; nice; good sense of humor; fun; easy going; "know a lot of people"; be well-known; jokers; good personalities; all-around people; not shy or self-conscious; "keep your cool"; "with it"	4	4	-	-	-
		NEUTRAL PERSONAL OR SOCIAL QUALITIES . .	9	4	5	3	1
		42. Smart, intelligent, intellectual . .	8	4	-	-	-
		NEGATIVE PERSONAL OR SOCIAL QUALITIES . .	1	-	15	8	-
		50. Conceited; stuck up; goody-goody; snobs; show-offs; boasters; braggarts; smartalecks; know-it-alls; noisy; loud; obnoxious	-	-	6	3	-
		52. Poor personality (general); unpopular; shy; self-conscious	-	-	3	2	-
		53. Loners; don't like parties and fun; not socially active	-	-	3	-	-
		59. Other (negative personal and social qualities)	-	-	2	2	-
		APPEARANCE AND POSSESSIONS (IF MONEY, SEE DEMOGRAPHIC CHARACTERISTICS BELOW .	2	2	8	5	-
		61. Negative appearance reference; not good looking; poorly dressed; not neat; don't follow fads; out of style; dirty; hair style	-	-	7	3	-
		PLACE IN SCHOOL ORGANIZATION: CURRICULUM AND GRADE LEVEL	2	-	3	-	15
		70. College preparatory	-	-	-	-	5
		71. Vocational, industrial, business, agricultural	-	-	-	-	6
		75. Underclassmen; freshman (first year, newcomers); sophomore (second year) .	-	-	2	-	-
		76. Upperclassmen; junior (third year); senior (fourth year)	2	-	-	-	-
		DEMOGRAPHIC CHARACTERISTICS	2	1	7	2	-
		86. Rich (high status) families; "good family"	2	-	-	-	-
		88. Poor (poor status) families; lower class	-	-	4	-	-

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*				
		SCHOOL AND JOB ENVIRONMENTS					
		Other school characteristics: peer group structure (continued)					
			B2		B3		B4
T1 928-932	A9,A10,A11		1st	2nd	1st	2nd	1st
T2 930-934	B2,B3,B4	TIME 2 RESPONSES CONTINUED:	Ment	Ment	Ment	Ment	Men
(cont)	No T3 cont	MISCELLANEOUS	20	-	20	-	75
		92. No groups or types	20	-	20	-	75
		98. DON'T KNOW, NOT ASCERTAINED	2	-	2	-	1
		99. INAPPROPRIATE BECAUSE R IS NOT IN SCHOOL	4	4	4	4	4
		00. NO FURTHER MENTIONS	1	58	1	61	1
	All	THIS VARIABLE WAS BUILT USING THE RESPONSES					
	No T2	TO All. No data available					
	No T3						
		1. 1st group not ascertained -- 2nd group not ascertained or no 2nd group . . .	3				
		2. 1st group looked up to -- 2nd group not ascertained or no 2nd group	6				
		3. 1st group looked down on -- 2nd group not ascertained or no 2nd group	5				
		5. 1st group looked up to -- 2nd group looked up to	1				
		8. 1st group looked up to -- 2nd group looked down on	1				
		9. 1st group looked down on -- 2nd group looked down on	1				
		0. Inappropriate; no mentions ; not ascertained	83				
	No T1	How satisfied are you with the kinds of					
T2 935	B5	students who go to your high school?					
	No T3						
		1. Very satisfied		19			
		2. Quite satisfied		46			
		3. Somewhat satisfied		24			
		4. Not very satisfied		5			
		5. Not at all satisfied		1			
		9. Inappropriate because R is not is school .		4			
		0,8. Missing data					

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		SCHOOL AND JOB ENVIRONMENTS		
		Other school characteristics: patterns of power, influence and communication		
T2 936-937	No T1 B18 No T3	What ways are there in your school for students to make their wishes known, make suggestions, or get changes made in the way the school is run? For complete code see page 666.		
		INTERNAL	80	32
		11. Talk with teachers	4	4
		12. Talk with principal	8	8
		13. Talk with counselor(s)	6	4
		14. Student Council; student government	45	7
		15. Class officers; homeroom officers; class steering committee	4	2
		16. Suggestion box	6	3
		17. Petitions	3	2
		18. Use of student publications	3	2
		19. Power of clubs and other extracurricular groups; non-specific informal student groups, e.g., "organize the kids"	3	-
	21.-25.	EXTERNAL	1	2
	95.	OTHER GENERAL OR NOT ASCERTAINED WHAT	1	1
	97.	NO WAYS	10	1
	98.	DON'T KNOW; NOT ASCERTAINED	2	-
	99.	INAPPROPRIATE BECAUSE R IS NOT IN SCHOOL	4	4
	00.	INAPPROPRIATE; NO FURTHER MENTION	1	61
T2 938-939	No T1 B18a No T3	Have you yourself used any of these ways? (MENTIONED IN B18 ABOVE)	FOR 1st MENT ABOVE	FOR 2nd MENT ABOVE
	1.	Yes -- and it worked out very successfully; we (I) got just exactly the change(s) we (I) wanted	10	32
	2.	Yes -- and it worked out somewhat; worked in some ways, not in others	3	2
	3.	Yes -- but with no success; no changes resulted	7	-
	5.	No - I've never used this method	61	-
	8.	Don't know; not ascertained	2	-
	9.	Inappropriate because R is not in school	4	5
	0.	Inappropriate because no mention in B18	13	61

*See Introduction to Tables

Item Number | Item Content | Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: patterns of power, influence and communication (continued)

VAR

No T1
T2 940-944 B19,B19a
No T3

If you had a reasonable gripe or complaint about some school rules or teacher demands, would you be likely to go to any of the people on this list for help? (PROBE B19a: Would you be likely to go to anyone else if you had a complaint?

		0. Missing data	1. YES	5. NO	9. INAP.
V940	A TEACHER		36	59	4
V941	A COACH		18	77	4
V942	A GUIDANCE COUNSELOR		55	41	4
V943	THE PRINCIPAL OR AN ASSISTANT PRINCIPAL . . .		46	49	4

V944 B19a. PROBE FOR OTHERS THAN ABOVE:

1. Parent(s)	8
2. Friend(s)	2
3. Formal Student Group; Student Council; Student Judiciary . . .	4
4. Other student group - not formal or not ascertained whether formal	1
5. Superintendent of Schools; School Board	6
6. Other out-of-school person(s) or group(s)	1
7. Other school person	2
8. Don't know	1
9. Inappropriate because R is not in school	4
0. No further mention; no one else; no one	72

T2 945-947 NUMBER OF MENTIONS IN B19, B19a SUMMED BY THE CODERS FOR THE FOLLOWING:

	IN-SCHOOL PERSONNEL	EXTRA-SCHOOL PERSONNEL	T(
0. NONE	6	82	
1. ONE	33	12	
2. TWO	45	1	
3. THREE	9	-	1
4. FOUR	3	-	
5. FIVE	1	-	
9. INAPPROPRIATE; R NOT IN SCHOOL . . .	4	4	

Variable 947 is a two-column code. Total # of people talked to is coded
98. NA, DK
99. Inap
92. Undocumented code

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* 1st Ment	2nd Ment
		SCHOOL AND JOB ENVIRONMENTS		
		Other school characteristics: patterns of power, influence and communication (continued)		
T2 948-949	No T1 B23 No T3	**Do you feel that there is any adult in the school (like a teacher, principal, or counselor) who really knows what your program of studies is and who cares about your getting the education that will be best for you?**		
		1. Yes -- Teacher	29	3
		2. Yes -- Counselor	35	4
		3. Yes -- Principal	7	1
		4. Yes -- Assistant Principal, Vice-Principal, Dean	2	1
		5. Yes -- Coach	4	2
		7. No -- No one	17	-
		8. Don't know; not ascertained	1	-
		9. Inappropriate because R is not in school	4	4
		0. Inappropriate; no further mention	1	86
		6. Yes - Other school person		
T2 950	No T1 B24 No T3	How much do you like the counselor or counselors you have had in this school?		
		1. Very much	22	
		2. Quite a bit	31	
		3. Somewhat	26	
		4. Not very much	8	
		5. Not at all	3	
		6. R has not seen a counselor and has no opinion.	3	
		7. No counselors in R's school	3	
		9. Inappropriate because R is not in school	4	
		8. DK, NA		
T2 951	No T1 B24a No T3	Why not? [ASKED IF R ANSWERED "NOT VERY MUCH" OR "NOT AT ALL" IN B24]		
		1. Not friendly; not sympathetic; not nice	3	
		2. Not competent; don't help me	4	
		3. Not approachable; makes me feel uncomfortable.	1	
		6. R objects to some specific trait or characteristic of his counselor (other than above)	1	
		7. Other	1	
		8. Don't know; not ascertained	1	
		9. Inappropriate because R is not in school	4	
		0. Otherwise inappropriate	85	
		4. Don't respect or admire the counselor		
		5. Too many students; not enough time		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance and placement facilities

T2 952	No T1 B25 No T3	Do you trust your counselor to keep confidential the things you discuss with him (her)?	
		1. Very much	42
		2. Quite a bit	29
		3. Somewhat	13
		4. Not very much	3
		5. Not at all	2
		8. Don't know; not ascertained	1
		9. Inappropriate because R is not in school	4
		0. Inappropriate because R has never seen a counselor or there are no counselors in his school	6
T2 953	No T1 B26 No T3	Have you seen a counselor for any reason this year?	
		1. Yes	72
		5. No	20
		9. Inappropriate because R is not in school	4
		0. Inappropriate because no counselors in R's school	4
T2 954	No T1 B27a No T3	How many times during the last year have you seen a counselor because all students are routinely required to go at certain times?	
	exact # of times coded	0. No times; no counselors in R's school; R has never seen a counselor	57
		1. One time	25
		2. Two times	10
		3. Three times	3
		4. Four times	1
		99. R is not in school	4
T2 955	No T1 B27b No T3	How many times during the last year have you seen a counselor because the counselor asked specifically to see you for some special reason?	
	exact # of times coded	0. No times; no counselors in R's school; R has never seen a counselor	60
		1. One time	20
		2. Two times	9
		3. Three times	4
		4. Four times	1
		5. Five times	1
		98. Don't know; not ascertained	1
		99. R is not in school	4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance and placement facilities (continued)

VAR

No T1
T2 956 B27c
No T3

How many times during the last year have you seen a counselor because a teacher, principal, or other school official made you go?

exact # of times coded

0.	No time; no counselors in R's school; R has never seen a counselor	88
1.	One time	4
2.	Two times	1
98.	Don't know; not ascertained	1
99.	R is not in school	4

No T1
T2 957 B27d
No T3

How many times during the last year have you seen a counselor because you chose to go?

exact # of times coded

0.	No time; no counselors in R's school; R has never seen a counselor	41
1.	One time	23
2.	Two times	14
3.	Three times	9
4.	Four times	3
5.	Five times	2
6.	Six times	1
7.	Seven times	1
10.	Ten times	1
98.	Don't know; not ascertained	1
99.	R is not in school	4

No T1
T2 958 B27e
No T3

How many times during the last year have you seen a counselor for other reasons?

exact # of times was coded

0.	No Times; no counselors in R's school; R has never seen a counselor	67
1.	One time	3
2.	Two times	1
98.	Don't know; not ascertained	24
99.	R is not in school	4

No T1
T2 959 B27f
T3 556 Pt. 1, H38

B27f. Does this mean that you saw a counselor a total of _____ times? exact # of times was coded

H38. How many times this school year have you seen a counselor?

NOTE: At Time 2, the response to B27f was coded in actual number of visits; then converted to a bracketed version (NO. CNSLR VISITS-BRKT 2) to parallel the close-ended response scale self-administered at Time 3.

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		SCHOOL AND JOB ENVIRONMENTS		
		Other school characteristics: counseling, guidance and placement facilities (continued)		
			T2 BRKT	T3 H38
T2 959 T3 556 (cont)	No T1 B27f Pt. 1 H38 cont	1. No times (T2 ALSO MEANS R HAS NEVER SEEN A COUNSELOR; NO COUNSELORS IN R's SCHOOL)	24	12
		2. One time	15	7
		3. Two times	16	14
		4. Three or four times	21	28
		5. Five to seven times	13	14
		6. Eight to ten times	4	7
		7. Eleven to fifteen times	2	2
		8. More than fifteen times	1	4
		9. Inappropriate because R is not in school . . .	4	12
		0. Missing data		
				T3 ONLY
T3 557	No T1 No T2 Pt. 1 H39	Would you have preferred to see a counselor more or less often than you have during the past year?		
		1. Much more often		8
		2. A little more often		23
		3. About as often		48
		4. A little less often		4
		5. Much less often		5
		9. Missing data		13
T2 960	No T1 B28 No T3	What do you think is the best estimate of the total amount of time you have spent talking individually to a counselor during this school year, either in or out of the counselor's office? exact amount of time was coded	Mean = 85.12 Standard deviation = 140	
		NOTE: At this printing, this variable (three digits) has not been spread; the mean and standard deviation are judged to be sufficient.		
				T3 ONLY
T3 558	No T1 No T2 Pt. 1 H40	How helpful have your sessions with a counselor been to you?		
		1. Extremely helpful		10
		2. Quite helpful		27
		3. Somewhat helpful		20
		4. A little helpful		13
		5. Not at all helpful		5
		9. Inappropriate; not ascertained		25

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance and placement facilities (continued)

No T1 T2 961 B29a Pt. 1 H41 — How much time was spent choosing what courses to take or what program to be in? exact amount of time was coded

NOTE: Although this question asks for the same information at both times, the responses are non-parallel and are shown separately. B29a was open-ended and coded in total minutes (three-digit field provided). However, responses to B29a were bracketed later to facilitate analysis and these values are presented below. At Time 3, this item was close-ended and asked R to "estimate" in half-hour intervals the time he spent with a counselor discussing courses or program selection. (This NOTE applies as well to the following items: B30a/H42, B31a/H43, B32a/H44, B33a/H45, B34a/H46, and B35a/H47.)

TIME 2 BRACKET VERSION — COUN(PRG)TIME-BRKT 2

	T2
1. No time; no counselors in R's school	34
2. 1 - 25 minutes	28
3. 26 - 44 minutes	14
4. 45 - 75 minutes	12
5. 76 - 104 minutes	3
6. 105 - 149 minutes	2
7. 150 - 210 minutes	1
8. 211 or more minutes	1
9. Inappropriate because R is not in school	5

T3 559 — TIME 3 RESPONSES:

	T3
1. No time	9
2. Less than 1/2 hour	22
3. About 1/2 hour	14
4. About 1 hour	14
5. About 1 1/2 hours	5
6. About 2 hours	5
7. About 3 hours	3
8. 4 or more hours	4
9. Inappropriate because R has not seen a counselor in the past year; not ascertained	25
0. Missing data	

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance and placement facilities (continued)

VAR	Item Number	Item Content	Percentage Frequencies*
T2 962	No T1 B29b No T3	How helpful was this? [i.e., the time spent choosing what courses to take or what program to be in?]	
		1. Extremely helpful	12
		2. Quite helpful	27
		3. Somewhat helpful	14
		4. A little helpful	6
		5. Not at all helpful	3
		9. Inappropriate because R is not in school . . .	4
		0. Inappropriate because R has not had this kind of counseling; no counselors in R's school . .	34
		8. DK; NA	
T2 963 T3 560	No T1 B29c Pt. 1 H41a	Would you have preferred more or less of this type of counseling?	
		NOTE: Although the form of administration (personal interview at Time 2 versus self-administered questionnaire at Time 3) is different, close-ended responses were achieved at both times.	T2 / T3
		1. Much more	9 / 7
		2. A little more	17 / 20
		3. About right	36 / 42
		4. A little less	3 / 3
		5. Much less	2 / 3
		9. Inappropriate because R is not in school plus at Time 3 any other inappropriate situations and not ascertained	4 / 25
		0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24 / -
		8. DK, NA	
T2 964	No T1 B30a Pt. 1 H42	How much time was spent discussing problems you have or have had with course work? exact # of minutes was coded	
		TIME 2 BRACKET VERSION: COUN(CRWK)TIME-BRKT 2	
		1. No time; no counselors in R's school	59
		2. 1 - 25 minutes	18
		3. 26 - 44 minutes	9
		4. 45 - 75 minutes	6
		5. 76 - 104 minutes	1
		6. 105 - 149 minutes	2
		7. 150 - 210 minutes	1
		8. 211 or more minutes	1
		9. Inappropriate because R is not in school . . .	5

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance, and placement facilities (continued)

VAR				
	No T1 B30a	TIME 3 RESPONSES:		T3
T3 561	Pt. 1 H42 cont	1. No time		26
		2. Less than 1/2 hour		20
		3. About 1/2 hour		12
		4. About 1 hour		9
		5. About 1 1/2 hours		2
		6. About 2 hours		3
		7. About 3 hours		1
		8. 4 or more hours		1
		9. Inappropriate because R has not seen a counselor in the past year; not ascertained		25
	No T1 B30b	How helpful was this? [i.e., the time spent discussing problems you have or have had with course work?]	T2	
T2 965	No T3	1. Extremely helpful	5	
		2. Quite helpful	13	
		3. Somewhat helpful	10	
		4. A little helpful	5	
		5. Not at all helpful	3	
		8. Don't know; not ascertained	1	
		9. Inappropriate because R is not in school	4	
		0. Inappropriate because R has not had this kind of counseling; no counselors in R's school	59	
	No T1 B30c	Would you have preferred more or less of this type of counseling?	T2	T3
T2 766		1. Much more	6	6
T3 562	Pt. 1 H42a	2. A little more	12	18
		3. About right	30	43
		4. A little less	3	3
		5. Much less	2	5
		8. (NO TIME 3 CATEGORY) Don't know; not ascertained	19	-
		9. Inappropriate because R is not in school (plus at Time 3 any other inappropriate situations and not ascertained)	4	25
		0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24	-

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance and placement facilities (continued)

VAR			
T2 967	No T1 B31a Pt. 1 H43	How much time was spent discussing any trouble you may have gotten into in school? exact # of minutes	T2
		TIME 2 BRACKET VERSION: COUN(TRBL)TIME-BRKT 2 was coded	
		1. No time; no counselors in R's school	84
		2. 1 - 25 minutes	5
		3. 26 - 44 minutes	2
		4. 45 - 75 minutes	2
		5. 76 - 104 minutes	-
		6. 105 - 149 minutes	1
		7. 150 - 210 minutes	1
		8. 211 or more minutes	-
		9. Inappropriate because R is not in school . . .	5
T3 563		TIME 3 RESPONSES:	T3
		1. No time	51
		2. Less than 1/2 hour	11
		3. About 1/2 hour	5
		4. About 1 hour	4
		5. About 1 1/2 hours	1
		6. About 2 hours	1
		7. About 3 hours	1
		8. 4 or more hours	1
		9. Inappropriate because R has not seen a counselor in the past year; not ascertained	26
T2 968	No T1 B31b No T3	How helpful was this? [i.e., the time spent discussing any trouble you may have gotten into in school?]	T2
		1. Extremely helpful	2
		2. Quite helpful	2
		3. Somewhat helpful	3
		4. A little helpful	2
		5. Not at all helpful	1
		9. Inappropriate because R is not in school . . .	4
		0. Inappropriate because R has not had this kind of counseling; no counselors in R's school . .	85
		8. DK; NA	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies* T2	T3

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance, and placement facilities (continued)

T2 969 T3 564	No T1 B31c Pt. 1 H43a	Would you have preferred more or less of this type of counseling?	T2	T3
		1. Much more	2	3
		2. A little more	3	6
		3. About right	28	48
		4. A little less	2	4
		5. Much less	5	13
		8. (NO TIME 3 CATEGORY) Don't know; not ascertained	32	-
		9. Inappropriate because R is not in school (plus at Time 3 any other inappropriate situations and not ascertained)	5	28
		0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24	-
T2 970	No T1 B32a Pt. 1 H44	How much time was spent discussing military plans or obligations? exact number of minutes coded		
		TIME 2 BRACKET VERSION: COUN(MIL)TIME-BRKT 2	T2	
		1. No time; no counselors in R's school	85	
		2. 1 - 25 minutes	7	
		3. 26 - 44 minutes	1	
		4. 45 - 75 minutes	1	
		9. Inappropriate because R is not in school	5	
T3 565		TIME 3 RESPONSES:		T3
		1. No time		44
		2. Less than 1/2 hour		15
		3. About 1/2 hour		5
		4. About 1 hour		5
		5. About 1 1/2 hours		2
		6. About 2 hours		1
		7. About 3 hours		1
		8. 4 or more hours		1
		9. Inappropriate because R has not seen a counselor in the past year; not ascertained		26
T2 971	No T1 B32b No T3	How helpful was this?	T2	
		1. Extremely helpful	1	
		2. Quite helpful	3	
		3. Somewhat helpful	3	
		4. A little helpful	1	
		5. Not at all helpful	1	
		8. Don't know; not ascertained	1	
		9. Inappropriate because R is not in school	4	
		0. Inappropriate because R has not had this kind of counseling; no counselors in R's school	86	

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*	
		SCHOOL AND JOB ENVIRONMENTS		
		Other school characteristics: counseling, guidance, and placement facilites (continued)		
T2 972 T3 566	No T1 B32c Pt. 1 H44a	Would you have preferred more or less of this type of counseling?	T2	T3
		1. Much more	4	7
		2. A little more	9	16
		3. About right	25	41
		4. A little less	1	2
		5. Much less	3	7
		8. (NO TIME 3 CATEGORY) Don't know; not ascertained	30	-
		9. Inappropriate because R is not in school (plus at Time 3 any other inappropriate situations and not ascertained)	5	27
		0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24	-
T2 973	No T1 B33a Pt. 1 H45	How much time was spent discussing plans for your education or training after high school? exact # of minutes was coded TIME 2 BRACKET VERSION: COUN(ED PL)TIME-BRKT 2	T2	
		1. No time; no counselors in R's school	52	
		2. 1 - 25 minutes	20	
		3. 26 - 44 minutes	8	
		4. 45 - 75 minutes	9	
		5. 76 - 104 minutes	2	
		6. 105 - 149 minutes	2	
		7. 150 - 210 minutes	1	
		8. 211 or more minutes	1	
		9. Inappropriate because R is not in school	5	
T3 567		TIME 3 RESPONSES:		T3
		1. No time		7
		2. Less than 1/2 hour		14
		3. About 1/2 hour		13
		4. About 1 hour		15
		5. About 1 1/2 hours		6
		6. About 2 hours		8
		7. About 3 hours		5
		8. 4 or more hours		7
		9. Inappropriate because R has not seen a counselor in the past year; not ascertained		26
		0. Missing data		

*See Introduction to Tables

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance, and placement facilities (continued)

VAR	Item Number	Item Content	Percentage Frequencies* T2	T3	
T2 974	No T1 B33b No T3	How helpful was this?			
		1. Extremely helpful	9		
		2. Quite helpful	16		
		3. Somewhat helpful	11		
		4. A little helpful	4		
		5. Not at all helpful	2		
		8. Don't know; not ascertained	1		
		9. Inappropriate because R is not in school	4		
		0. Inappropriate because R has not had this kind of counseling; no counselors in R's school	52		
T2 975 T3 568	No T1 B33c Pt. 1 H45a	Would you have preferred more or less of this type of counseling?	T2	T3	
		1. Much more	12	12	
		2. A little more	20	26	
		3. About right	24	34	
		4. A little less	1	1	
		5. Much less	1	1	
		8. (NO TIME 3 CATEGORY) Don't know; not ascertained	15	-	
		9. Inappropriate because R is not in school (plus at Time 3 any other inappropriate situations and not ascertained)	4	26	
		0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24	-	
T2 976	No T1 B34a Pt. 1 H46	How much time was spent discussing your career or job choice?			
		TIME 2 BRACKET VERSION: COUN(OCC)TIME-BRKT 2	T2	exact # of minutes coded	
		1. No time; no counselors in R's school	63		
		2. 1 - 25 minutes	18		
		3. 26 - 44 minutes	6		
		4. 45 - 75 minutes	5		
		6. 105 - 149 minutes	1		
		7. 150 - 210 minutes	1		
		8. 211 or more minutes	1		
		9. Inappropriate because R is not in school	6		
T3 569		TIME 3 RESPONSES:		T3	
		1. No time		19	
		2. Less than 1/2 hour		20	
		3. About 1/2 hour		13	
		4. About 1 hour		12	
		5. About 1 1/2 hours		3	
		6. About 2 hours		4	
		7. About 3 hours		1	
		8. 4 or more hours		3	
		9. Inappropriate because R has not seen a counselor in the past year; not ascertained		26	

*See Introduction to Tables

0. Missing data

Item Number	Item Content	Percentage Frequencies*	

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance, and placement facilities (continued)

No T1 T2 977 B34b No T3	How helpful was this?	T2	
	1. Extremely helpful	5	
	2. Quite helpful	11	
	3. Somewhat helpful	9	
	4. A little helpful	4	
	5. Not at all helpful	2	
	8. Don't know; not ascertained	1	
	9. Inappropriate because R is not in school	4	
	0. Inappropriate because R has not had this kind of counseling; no counselors in R's school	64	
No T1 T2 978 B34c T3 570 Pt. 1 H46a	Would you have preferred more or less of this type of counseling?	T2	T3
	1. Much more	11	13
	2. A little more	14	23
	3. About right	25	35
	4. A little less	1	1
	5. Much less	1	2
	8. (NO TIME 3 CATEGORY) Don't know; not ascertained	20	-
	9. Inappropriate because R is not in school (plus at Time 3 any other inappropriate situations and not ascertained)	5	26
	0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24	-
No T1 T2 979 B35a Pt. 1 H47	How much time was spent discussing personal problems?		exact # of minutes coded
	TIME 2 BRACKET VERSION: COUN(PERS)TIME-BRKT 2	T2	
	1. No time; no counselors in R's school	82	
	2. 1 - 25 minutes	6	
	3. 26 - 44 minutes	3	
	4. 45 - 75 minutes	2	
	6. 105 - 149 minutes	1	
	7. 150 - 210 minutes	1	
	8. 211 or more minutes	1	
	9. Inappropriate because R is not in school	6	
T3 571	TIME 3 RESPONSES:	T3	
	1. No time	50	
	2. Less than 1/2 hour	13	
	3. About 1/2 hour	5	
	4. About 1 hour	4	
	5. About 1 1/2 hours	1	
	6. About 2 hours	1	
	7. About 3 hours	1	
	8. 4 or more hours	1	
	9. Inappropriate because R has not seen a counselor in the past year; not ascertained	25	

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*	

SCHOOL AND JOB ENVIRONMENTS

Other school characteristics: counseling, guidance, and placement facilities (continued)

	No T1	How helpful was this?	T2	
T2 980	B35b	1. Extremely helpful	2	
	No T3	2. Quite helpful	3	
		3. Somewhat helpful	4	
		4. A little helpful	1	
		5. Not at all helpful	1	
		8. Don't know; not ascertained	1	
		9. Inappropriate because R is not in school	4	
		0. Inappropriate because R has not had this kind of counseling; no counselors in R's school	83	
	No T1	Would you have preferred more or less of this type of counseling?	T2	T3
T2 981	B35c	1. Much more	3	5
T3 572	Pt. 1 H47a	2. A little more	5	11
		3. About right	30	49
		4. A little less	2	2
		5. Much less	3	7
		8. (NO TIME 3 CATEGORY) Don't know; not ascertained	30	-
		9. Inappropriate because R is not in school (plus at Time 3 any other inappropriate situations and not ascertained)	5	26
		0. TIME 2 ONLY: Inappropriate because no counselors in R's school	24	-
	No T1	How much time was spent on procedures and applications for your getting a permanent job after you graduate from high school?		T3
	No T2	1. No time		54
T3 573	Pt. 1 H48	2. Less than 1/2 hour		9
		3. About 1/2 hour		5
		4. About 1 hour		4
		5. About 1 1/2 hours		1
		6. About 2 hours		1
		7. About 3 hours		1
		8. 4 or more hours		1
		9. Inappropriate because R has not seen a counselor in the past year; not ascertained		25
	No T1	Would you have preferred more or less of this type of counseling?		T3
	No T2	1. Much more		9
T3 574	Pt. 1 H48a	2. A little more		14
		3. About right		45
		4. A little less		1
		5. Much less		5
		9. Inappropriate because R is not in school or not ascertained		27
		0. Missing data		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*
		SCHOOL AND JOB ENVIRONMENTS	
		Other school characteristics: counseling, guidance, and placement facilities (continued)	
T2 982	No T1 B36 No T3	Thinking about the counselors in your school, how comfortable or uncomfortable would you feel about asking them for help with the following types of problems? If you had a personal problem (for example a serious problem with your family, classmates or teachers):	T2
		1. I would be very comfortable talking about this	9
		2. I would be quite comfortable talking about this	19
		3. I would be somewhat comfortable talking about this	32
		4. I would be quite uncomfortable talking about this	20
		5. I would be very uncomfortable talking about this	11
		6. NO OPINION	1
		8. Don't know; not ascertained	1
		9. Inappropriate because R is not in school . .	4
		0. Inappropriate because no counselors in R's school	4
		7. would not discuss any problem	
T2 983	No T1 B37 No T3	If you were uncertain about your educational plans or career plans:	T2
		1. I would be very comfortable talking about this	39
		2. I would be quite comfortable talking about this	34
		3. I would be somewhat comfortable talking about this	15
		4. I would be quite uncomfortable talking about this	3
		5. I would be very uncomfortable talking about this	2
		9. Inappropriate because R is not in school . .	4
		0. Inappropriate because no counselors in R's school	4
		6. No opinion	
		8. Don't know; not ascertained	

*See Introduction to Tables

Item Number | Item Content | Percentage Frequencies*

HOME ENVIRONMENT

Parental characteristics: demographic

VAR

T1 933 / T2 984 / T4 522 — I3 / I1 / L1 — Are both your natural parents living? (No T3)

		T1	T2
1.	Both living	92	91
5.	Only mother living	5	6
6.	Only father living	2	2
7.	Neither living	1	1
8.& 9.	Don't know; not ascertained	1	1

T2 985-988 / T4 523-526 — No T1 / No T3 — I1a-c

I1a. (ASKED IF R ANSWERED "5" ABOVE) When did your father die?

I1b. (ASKED IF R ANSWERED "7" ABOVE) When did they die?

I1c. (ASKED IF R ANSWERED "6" ABOVE) When did your mother die?

NOTE: The last two digits of the year during which death occurred was coded.

	6% I1a.	I% I1b Father Died	I% I1b Mother Died	2% I1c.
1950	0.1	-	-	-
1951	-	-	-	0.1
1952	0.4	0.1	0.1	0.1
1953	0.2	-	-	-
1954	-	-	-	0.1
1955	0.3	-	-	0.1
1956	0.2	-	-	0.2
1957	-	0.1	0.1	-
1958	0.2	0.1	-	0.2
1959	0.2	-	-	-
1960	0.3	-	-	0.2
1961	0.3	-	-	-
1962	0.4	0.1	0.1	-
1963	0.5	-	-	-
1964	0.7	-	-	-
1965	0.3	-	-	0.1
1966	0.5	-	-	0.1
1967	0.6	-	-	0.1
1968	0.1	-	-	-
Don't know; Not ascertained; Inap.	94.5	99.5	99.5	98.5

T1 934 / T2 989 — I3a / I1d — Do you live with your own mother and father? (No T3)

		T1	T2
1.	Yes	79	78
5.	No	13	14
0.	Inappropriate	8	7
9.	NA		

*See Introduction to Tables

Item Number | Item Content | Percentage Frequencies*

HOME ENVIRONMENT

Parental characteristics: demographic (continued)

T1 935 I3b
T2 990 I1e
No T3

Do they happen to be divorced or separated?

		T1	T2
1.	Yes	10	11
5.	No	1	2
9.	Not ascertained	1	-
0.	Inappropriate	88	86
8.	DK		

No T1
T2 991 I1f
No T3

When did this divorce/separation occur?

NOTE: The last two digits of the year during which the divorce/separation occurred was coded.

YEAR:	%	YEAR:	%	YEAR	%	YEAR:	%
1950	0.2	1956	0.2	1962	0.3	1968	0.2
1951	0.1	1957	0.4	1963	0.6	Don't know	1.3
1952	0.5	1958	0.3	1964	0.5	Not ascertained	1.1
1953	0.6	1959	0.5	1965	0.4	Inap.	89.0
1954	0.6	1960	0.7	1966	0.5		
1955	0.5	1961	0.6	1967	0.7		

T1 936 I3c
T2 992 I1g
No T3

With whom do you live now?

		T1	T2
	TIME 1 RESPONSES:		
1.	Mother and stepfather	5	
2.	Father and stepmother	2	
3.	Stepmother and stepfather	-	
4.	Mother only	6	
5.	Father only	1	
6.	Mother and other person(s)	2	
8.	Other	3	
9.	Not ascertained	1	
0.	Inappropriate	80	
	TIME 2 RESPONSES:		
1.	Mother and stepfather		5
2.	Adoptive parents		1
3.	Father and stepmother		2
4.	Mother only		7
5.	Father only		1
6.	Mother and other persons		2
8.	Other		4
0.	Inappropriate		79
7.	Father and other persons		

*See Introduction to Tables

Item Number | Item Content | Percentage Frequencies*

HOME ENVIRONMENT

VAR — Parental characteristics: demographic (continued)

No T1
T2 993 I1g
No T3

(ASKED IF R ANSWERED 1, 2, or 3 in I1g ABOVE) For how long have you lived with your mother and stepfather or stepmother and stepfather or father and stepmother?

NOTE: The last two digits of the year in which R started living with step-parents was code

YEAR:	%	YEAR:	%	YEAR:	%	YEAR:	%
1950	0.1	1956	0.6	1962	0.5	1968	0.1
1951	0.1	1957	0.5	1963	0.6	Not ascer-tained	0.6
1952	0.1	1958	0.1	1964	0.3	Inap.	93.0
1953	0.1	1959	0.2	1965	0.5		
1954	0.4	1960	0.6	1966	0.1		
1955	0.6	1961	0.3	1967	0.7		

T1 937-938
I4,I4a
No T2
No T3

I4. Do you know where your father was born?

I4a. Do you know where your mother was born?

For complete code see appendix C, page 619.

	Father	Mother
New England states	5	5
Mid-Atlantic states	15	15
East-north central states	16	17
West-north central states	12	11
Solid south states	20	21
North-south border states	12	12
Mountain states	3	3
Pacific states	4	5
Rest of Americas	2	2
Western Europe and Scandanavia	2	2
Eastern Europe	1	1
Asia, Pacific Islands and Japan	1	-
United States — not ascertained where	1	2
Missing data	7	5

T2 994 — Broken Home Index

1. Natural parents living
2. Natural mother and stepfather via death
3. Mother and stepfather via divorce
4. Mother only and other via death
5. Natural mother only and/or other via divorce
6. Fathers and others or stepmother via death
7. Father and others or stepmother via divorce
8. Father and stepmother via divorce
9. Missing data

*See Introduction to Tables

Item Number		Item Content	Percentage Frequencies*

HOME ENVIRONMENT

Parental characteristics: education**

T1 939-940 I7(a-c), I8(a-c) — I7, I8. How many grades of school did your (father/mother) complete?

No T2
No T3 — I7a, I8a. Did (he/she) have any other schooling?

T4 527-530 L7, L8 — I7b, I8b. What other schooling did (he/she) have?

I7c. I8c. (IF COLLEGE): Does (he/she) have a college degree? (IF YES): What degree?

NOTE: The responses to the above questions were taken as a set and coded into the following categories:

TIME 1 RESPONSES:	Father	Mother
1. Less than high school	21	13
2. Some high school (9-11 years)	14	17
3. Some high school plus non-college training	5	2
4. Completed high school (12 years) . . .	23	37
5. Completed high school plus non-college training	7	9
6. Some college	10	9
7. Completed college	7	6
8. Post-graduate degree	4	1
9. Don't know; not ascertained	9	6

Time 4 Responses:

T4 527 529 L7, L8 — About how far did your father (mother) go in his schooling

1. Less than high school
2. Some high school
3. High school graduate
4. Some college
5. College graduate
6. Other

8-0. Missing data

528
T4 530 L7, L8 — Other schooling

3. Some high school plus non-college training
5. Complete high school plus non-college training
8. Post-graduate degree

0,9. Missing data

*See Introduction to Tables

**This variable is one of the ingredients in the composite measure of "socio-economic level (SEL)." See further Part 2, Parental characteristics: socio-economic level.

Item Number		Item Content
		HOME ENVIRONMENT
		Parental characteristics: occupation
T1 941	I5(a-d), I6(a-d) I2(a-c),I4 (a-c), I6 (a-c) No T3	TIME 1 QUESTIONS:
	I5.	Now I'd like to ask you about your father's occupation. Is he
		WORKING NOW UNEMPLOYED, SICK, LAID OFF RETIRED HANDLING HIS OWN INVESTMENTS ONLY MEMBER OF ARMED FORCES PERMANENTLY DISABLED STUDENT
	For ISR occupation code see page 682	
T1 942	I6.	Is your mother (SAME CHECKLIST AS ABOVE)
	I5a, I6a.	What is (was) his/her main occupation? What sort of work does (did) he/she do?
	I5b, I6b.	What kind of business or industry is this?
	I5c, I6c.	Is this primarily:
		MANUFACTURING WHOLESALE TRADE RETAIL TRADE OTHER (SERVICES, AGRICULTURE, GOVERNMENT, CONSTRUCTION
	I5d, I6d.	Is (was) he:
		EMPLOYEE OF PRIVATE COMPANY, BUSINESS OR INDIVIDUAL FOR WAGES, SALARY, OR COMMISSION GOVERNMENT EMPLOYEE (FEDERAL, STATE, COUNTY OR LOCAL) SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE OR FARM WORKING WITHOUT PAY IN A FAMILY BUSINESS OR FARM
		TIME 2 QUESTIONS:
T2 995	I2.	(ASKED IF R INDICATED ABOVE HE LIVES WITH A STEPFATHER) Now I'd like to ask you about your stepfather's (father figure in the home) current occupation. Is he:
		WORKING NOW UNEMPLOYED, SICK, LAID OFF RETIRED HANDLING HIS OWN INVESTMENTS ONLY MEMBER OF ARMED FORCES PERMANENTLY DISABLED STUDENT
T2 996	I4.	(ASKED IF R INDICATED ABOVE HIS NATURAL FATHER IS ALIVE WHETHER HE LIVES WITH HIM OR NOT) Now I'd like to ask you about your (natural) father's current occupation. Is he: (SAME CHECKLIST AS I2.)
T2 997	I6.	(ASKED IF THERE IS A MOTHER OR MOTHER FIGURE IN THE HOME) Is your mother: (SAME CHECKLIST AS I2.)

Item Number	Item Content

HOME ENVIRONMENT

Parental characteristics: occupation (continued)

I5(a-d), I6(a-d) I2(a-c), I4 (a-c), I6 (a-c) No T3 cont

TIME 2 QUESTIONS CONTINUED:

I2a, I4a, I6a. What is (was) his/her main occupation? What sort of work does (did) he do?

I2b, I4b, I6b. What kind of business or industry is this?

I2c, I4c, I6c. Is (was) he/she:

EMPLOYEE OF PRIVATE COMPANY, BUSINESS OR INDIVIDUAL FOR WAGES, SALARY, OR COMMISSION
GOVERNMENT EMPLOYEE (FEDERAL, STATE, COUNTY, OR LOCAL)
SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE OR FARM
WORKING WITHOUT PAY IN A FAMILY BUSINESS OR FARM

NOTE: The responses to the above set of standard ISR occupation questions provide the information necessary for accurate categorization of some 500 occupations. A special ISR Occupational Coding team converted the set of occupation responses to unique, three-digit values. Because of the code's complex nature and the fact that for analytic purposes the three-digit values are converted to the Duncan Ranking of Occupations, statistics for these questions are not shown here.* Instead, statistics for the Duncan Ranking of Occupation are presented below.

DUNCAN RANKING OF OCCUPATION**

T2 998-1000

Definition: The values in the column headed "Duncan Rank" below are the socioeconomic status rankings assigned to the occupations contained in the ISR Standard Occupation Code. The rankings were developed by Otis D. Duncan in terms of the relationship between the NORC prestige ratings and two socioeconomic indicators, education and income.*** The range is from 1 to 98 with the higher values indicating an occupation of greater socioeconomic status.

*Arscott, A. W. Working Paper 2: Univariate Statistics Describing a Nationwide Sample of Tenth-Grade Boys. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1968, p. I-50.

**This variable is one of the ingredients in the composite measure of "socioeconomic level (SEL)." See further Part 2, Parental characteristics: socioeconomic level.

***Reiss, A. J., Jr. Occupations and Social Status, New York: The Free Press, 1961, Chapters VI and VII.

Item Content

HOME ENVIRONMENT

Parental characteristics: occupation (continued)

DUNCAN RANKING OF OCCUPATION

Duncan Rank	Percentage Frequencies*					Duncan Rank	Percentage Frequencies*				
	Father		Stpfthr	Mother			Father		Stpfthr	Mother	
	I5 T1	I2 T2	I4 T2 Only	I6 T1	I6 T2		I5 T1	I2 T2	I4 T2 Only	I6 T1	I6 T2
1	-	-	-	-	-	40	1.4	1.1	0.2	0.1	0.2
2	0.9	0.8	-	0.2	0.1	41	0.7	0.9	-	0.2	0.6
3	0.3	0.5	0.1	-	-	42	0.1	-	-	0.2	0.1
4	0.2	0.1	-	-	-	43	0.3	0.2	0.1	-	-
5	0.2	0.2	-	0.2	1.2	44	4.7	4.6	0.3	3.8	5.2
6	1.4	1.3	0.1	1.0	1.2	45	0.1	0.3	0.2	0.7	1.2
7	2.2	1.3	-	0.7	0.6	46	-	0.1	-	1.5	1.9
8	0.3	0.5	-	0.4	0.3	47	0.6	0.3	0.1	-	-
9	1.5	1.7	0.2	0.5	0.6	48	0.9	0.6	0.1	0.1	0.1
10	0.8	0.3	-	0.2	0.6	49	2.2	2.1	0.1	0.3	0.1
11	0.3	0.4	0.1	0.9	1.1	50	1.5	1.8	0.1	0.3	0.2
12	0.4	0.3	-	-	0.2	51	1.5	1.7	0.2	1.2	1.4
13	0.1	-	-	1.1	1.8	52	0.8	0.7	-	0.4	0.4
14	4.8	4.7	0.1	0.3	0.2	53	1.3	1.8	-	0.1	0.2
15	5.7	5.1	0.6	1.5	1.8	54	0.5	0.6	0.1	-	-
16	1.5	1.0	0.1	3.0	2.4	56	0.2	0.5	-	-	-
17	1.7	1.6	-	3.7	2.2	58	0.4	0.4	0.1	-	0.1
18	1.0	1.4	0.2	0.6	0.5	59	1.2	1.2	0.1	-	-
19	4.2	3.1	0.2	0.3	0.3	60	0.7	1.1	-	0.3	0.2
20	0.3	0.3	0.1	0.1	-	61	2.1	2.4	0.1	5.1	6.3
21	1.5	1.2	0.3	0.1	0.1	62	1.2	1.4	-	0.2	0.6
22	1.2	1.2	-	1.9	1.8	64	0.7	0.5	-	0.2	0.4
23	0.6	0.7	-	0.4	0.6	65	1.1	1.3	0.1	0.3	0.3
24	2.0	2.5	-	0.3	0.3	66	1.4	1.8	0.1	0.1	0.1
25	0.1	-	-	-	-	67	0.6	0.6	-	0.2	0.3
26	0.3	0.2	-	0.4	0.4	68	0.5	0.6	-	0.2	0.2
27	4.3	3.7	0.2	0.1	-	69	0.2	0.2	-	-	-
28	-	-	-	-	-	70	0.7	1.2	-	-	-
29	0.6	0.4	-	-	-	71	0.4	0.2	-	-	-
30	-	-	-	0.2	0.1	72	1.6	1.9	0.1	2.6	3.1
31	0.5	0.3	-	0.3	0.4	73	0.1	0.1	-	-	-
32	1.2	0.7	-	0.1	-	74	0.1	0.1	-	-	-
33	3.1	2.8	0.1	0.1	-	76	0.3	0.6	-	0.1	-
34	1.6	1.6	-	-	-	77	0.3	0.3	-	-	-
35	-	-	-	0.1	0.1	78	1.1	0.9	-	0.2	0.2
36	0.9	0.9	-	-	-	79	1.9	1.8	-	-	-
37	0.9	1.2	-	0.6	0.4	80	0.3	0.4	-	-	-
38	0.1	0.3	-	0.1	-	82	0.9	1.1	0.1	0.2	0.2
39	1.2	1.2	0.1	2.1	3.2						

*See Introduction to Tables

Item Content

HOME ENVIRONMENT

Parental characteristics: occupation (continued)

DUNCAN RANKING OF OCCUPATION
(continued)

Duncan Rank	*Percentage Frequencies**				
	Father		Stpfthr	Mother	
	I5 T1	I2 T2	I4 T2 Only	I6 T1	I6 T2
83	-	-	-	0.1	-
84	1.9	1.9	-	-	0.1
85	0.3	0.4	-	-	-
86	0.2	0.2	-	-	-
87	0.3	0.6	-	-	-
90	0.2	0.2	-	-	-
92	0.6	0.6	-	-	-
93	0.2	0.2	-	-	-
96	0.1	0.1	-	-	-
99=MD	13.7	14.4	94.5	58.8	53.1

	Father		Stpfthr	Mother	
	I5 T1	I2 T2	I4 T2 Only	I6 T1	I6 T2
Mean	38.06	40.45	35.38	36.38	37.96
S.D.	23.68	23.90	21.51	21.87	21.47
Wtd N	2227	1850	118	1025	1015

*See Introduction to Tables

HOME ENVIRONMENT

Parental characteristics: occupation (continued)

VAR	Item Number	Item Content	Percentage Frequencies*		
			I3 Stepfather	I5 Father	I7 Mother
T2 1001-1003	No T1 I3, I5 I7	Has your stepfather/father/mother changed jobs since our first interview (beginning of your sophomore year of high school)?			
T4 531	No T3 L5				
		1. Yes	1	12	9
		5. No	4	76	38
		8. Don't know	-	3	-
		9. Not ascertained	-	1	1
		0. Inappropriate because R has no stepfather or R's father/mother not living or R's mother not working	95	8	52
		3. R's father has retired			
			I3a Stepfather	I5a Father	I7a Mother
T2 1004-1006	No T1 I3a,I5a I7a	Was there a period of unemployment between jobs?			
T4 532	No T3 L5D				
		1. Yes (no further information provided)	0.1	2.5	3.2
		2. Yes — a long period of unemployment	-	0.5	0.2
		3. Yes -- but only a short period of unemployment	0.2	1.0	0.1
		4. R's father now unemployed	-	0.3	-
		5. No	0.3	6.5	3.0
		7. R's mother started working (no previous job)	-	-	2.4
		8. Don't know	-	0.4	-
		9. Not ascertained	-	0.3	0.2
		0. Inappropriate	99.3	88.5	90.7
			I3b Stepfather	I5b Father	I7b Mother
T2 1007-1009	No T1 I3b,I5b I7b	What was the effect on the family?			
T4 533-534	No T3 L5C				
		1. (Much) hardship in the family; great financial setback; "hard times"	-	1.1	0.1
		2. Mother had to go to work	-	0.2	-
		3. Children had to go to work	-	-	-
		6. Children have to help with housework	-	-	0.1
		9. Other negative effects	-	0.6	0.5
		11. Better off financially now; "good times"	0.1	1.3	0.6
		15. Happier now	-	0.5	0.2
		19. Other positive effects	-	0.5	0.3
		96. No effect; no particular effect; no change	0.4	6.3	4.9
		98. Don't know	-	-	0.1
		99. Not ascertained	-	0.9	2.3
		00. Inappropriate	99.3	88.3	90.7

4. We lived on savings
5. Not as happy now
13. Children don't have to work now
97. General, other
14. We now save more

*See Introduction to Tables

HOME ENVIRONMENT

VAR	Item Number	Item Content	Percentage Frequencies*		
		Parental characteristics: occupation (continued)			
T2 1010-1012	No T1 I3c,I5c I7c	What do you see as the reason(s) why your stepfather/father/mother changed jobs?**	I3c Stepfather	I5c Father	I7c Mother
T4 535	No T3 L5B				
		1. He/she was fired from the job he/she used to have; he/she did not leave by choice . . .	-	1.0	0.5
		2. New job offered better pay, better chance for promotion, better "fringe benefits", and/or better location; went into business for himself/herself	0.4	4.9	2.9
		3. Some specific reason for leaving old job (particular conditions, particular supervisor, etc.)	0.1	2.4	1.9
		4. He/she was just restless; tired of the old job	-	0.6	0.5
		5. R's father/stepfather retired; R's mother started working for the first time	0.1	0.4	2.0
		6. Health reasons	-	1.1	0.2
		7. Other	-	0.4	0.2
		8. Don't know	-	0.4	0.2
		9. Not ascertained	-	0.6	0.8
		0. Inappropriate	99.3	88.3	90.8
T4 536 L5A		When did change jobs Last two digits of year coded 0,98,99 - Missing data			
T4 537 L5E		Length of UNEMPL Number of months coded 0,99 - Missing data			

*See Introduction to Tables

**Mention of two reasons was coded from this question, but frequency of second mentions fell below 2 percent and are not reported here.

HOME ENVIRONMENT

Sibling characteristics

VAR	Item Number	Item Content	Percentage Frequencies*
T1 943 T2 1013	I9 No T3	TIME 1 WORDING: Do you have any brothers? TIME 2 WORDING: Do you have any brothers or stepbrothers?	

	T1	T2
1. Yes	75	75
5. No	25	25
0,9. Missing data		

T1 944 T2 1014	I10 No T3	TIME 1 WORDING: Do you have any sisters? TIME 2 WORDING: Do you have any sisters or stepsisters?

	T1	T2
1. Yes	75	75
5. No	25	25
0,9. Missing data		

			Brothers		Sisters	
			T1	T2	T1	T2
T1 945-946 T2 1015-1016	I9,I10 I9,I10 No T3	How many do you have?				
		00. Inappropriate; no brothers/sisters	25	25	25	26
		01. One	33	33	35	34
		02. Two	19	19	23	22
		03. Three	13	12	10	10
		04. Four	7	6	4	4
		05. Five	2	3	2	3
		06. Six	1	1	1	1
		07. Seven	-	1	-	-
		08. Eight				
		09. Nine				
		10. Ten				
		12. Twelve				
		99. Missing data				

15. Fifteen
90. Undocumented code
98. DK

T2 1017 TOTAL NUMBER OF SIBLINGS

T4 538 Two digit code = actual number of siblings
99 = Missing data

*See Introduction to Tables

I184

HOME ENVIRONMENT

Sibling characteristics (continued)

VAR	Item Number	Item Content	Percentage Frequencies*	Brother: 1	2	3	4	5	6	Sister: 1	2	3	4	5	6
T1 947-958	I9a,I10a	What is his/her age?**													
	No T2 No T3														
			1-5 years	2	3	4	3	1	1	3	4	3	2	1	-
	exact age coded		6-10 years	9	9	8	3	2	1	8	10	6	3	1	-
			11-15 years	20	12	5	2	1	-	20	11	5	2	1	-
			16-20 years	24	9	2	1	-	-	25	9	3	1	1	-
			21-25 years	13	5	2	1	-	-	11	4	1	1	-	-
			26-30 years	5	2	1	-	-	-	5	2	1	-	-	-
			31 or older	3	1	-	-	-	-	2	-	-	-	-	-
		99.	Inap; missing data	25	58	77	89	96	98	25	60	82	92	97	99
		98.	DK												
T1 959-970	I9b,I10b	Does he/she live at home?													
	No T2 No T3														
		1.	Yes	48	32	19	9	4	1	47	30	14	6	3	1
		5.	No	25	10	4	2	1	-	27	10	3	2	1	-
		0 & 9.	Inap; missing data	27	58	77	89	95	99	26	60	83	92	96	99
		2,4	undocumented codes												
T1 971-982	I9c,I10c	Is he/she still in school? In what grade?													
	No T2 No T3														
		1.	Kindergarten, 1st or 2nd	3	4	4	1	1	-	3	4	3	2	-	-
		2.	3rd or 4th	4	5	3	1	-	-	4	4	2	1	-	-
		3.	5th or 6th	6	5	3	1	-	-	6	6	2	1	-	-
		4.	7th or 8th	11	6	3	1	1	-	11	6	2	1	1	-
		5.	9th or 10th	6	3	1	1	-	-	6	3	1	1	-	-
		6.	11th or 12th	8	4	2	-	-	-	8	3	1	-	-	-
		7.	Not in school	34	12	5	2	1	-	34	12	4	2	1	-
		8.	Too young for school	2	2	3	3	1	1	2	4	2	1	1	-
		0 & 9.	Inap; missing data	27	59	77	89	96	99	27	59	83	92	97	99
T1 983-994	I9d,I10d	(IF NOT IN SCHOOL) Did he/she drop out or graduate from high school?													
	No T2 No T3														
		1.	Dropped out	7	4	2	1	-	-	7	3	1	-	-	-
		5.	Graduated	25	8	3	1	-	-	26	9	3	1	1	-
		8, 9 & 0.	Inap; missing data	68	88	95	98	99	99	67	88	96	99	99	99
		2, 4 & 7.	undocumented codes												

*See Introduction to Tables

**Although information for as many as nine brothers or sisters was collected and coded, report of more than six brothers or sisters is negligible and is not presented here.

Item Number | Item Content | Percentage Frequencies*

HOME ENVIRONMENT

VAR — Sibling characteristics (continued)

VAR	Item Number	Item Content	Brother: 1	Brother: 2	Brother: 3	Brother: 4	Sister: 1	Sister: 2	Sister: 3	Sister: 4
T1 995-1002	I9d,I10d No T2 No T3	Did he/she have any further schooling? What?**								
		1. College	12	3	1	-	9	2	-	-
		2. Business school	-	-	-	-	1	-	-	-
		3. Trade school	1	-	-	-	2	1	-	-
7. Other		4. Training in services	1	-	-	-	-	-	-	-
8. Went back to high school		5. No	10	5	2	1	12	6	2	1
		6. Schooling not ascertained what	-	-	-	-	1	-	-	-
9 & 0.		Inappropriate; missing data	75	91	97	99	75	91	98	99
T1 1003-1010	I9e,I10e No T2 No T3	Is he/she working now? What does he/she do?**								
		1. Professional	2	1	-	-	2	1	-	-
		2. Proprietor and manger	1	-	-	-	-	-	-	-
		3. Clerk and salesman	1	1	-	-	6	2	1	-
7. Farming farm laborers		4. Craftsman and foreman	3	1	1	-	-	-	-	-
		5. Operative and service worker.	4	2	1	-	3	2	1	-
		6. Laborer	2	1	-	-	-	-	-	-
		8. Member of Armed Forces	6	3	1	1	-	-	-	-
		9. Not ascertained	7	3	1	1	4	2	1	-
		0. Inappropriate; missing data	73	89	95	98	84	94	98	99

VAR	Item Number	Item Content	Brother	Sister
T2 1018-1019	No T1 I9a,I10a No T3	Have any of your brothers or stepbrothers/ sisters or stepsisters dropped out of school?		
		1. Yes	10	9
		5. No	64	65
		0. Inappropriate	25	26
		9. Missing data		
T2 1020-1021		How many?		
		1. One	8	6
		2. Two	2	2
		3. Three	1	1
		0. Inappropriate	90	91
		4. Four		
		5. Five		
		99. Missing data		

*See Introduction to Tables

**Although information for as many as nine brothers or sisters was collected and coded, report of more than four brothers or sisters is negligible and is not presented here.

VAR	Item Number	Item Content	Percentage Frequencies*

HOME ENVIRONMENT

Additional people in the home

T1 1011	I11 No T2 No T3	Besides your immediate family, is there anybody else living with your family -- say, grandparents, other relatives, friends or boarders?	
		1. Yes	11
		5. No	88
		9. Missing data	1
T1 1012		TOTAL ADDITIONAL PEOPLE:	
	4. Four	1. One	9
	5. Five	2. Two	1
	6. Six	3. Three	1
	7. Seven	0. Inappropriate	89

			1st Person	2nd Person
T1 1013-1014	I11a No T2 No T3	Who is this person?		
		1. Uncle	1	-
		2. Aunt	1	-
		3. Grandmother	4	1
		4. Grandfather	1	-
		5. Cousin	1	-
		6. Other relative	2	1
		8. Other non-relative	1	-
		0. Inappropriate; no further mention	89	98
T1 1015-1016	I11b No T2 No T3	What sex is [this person]?	1st Person	2nd Person
		1. Male	4	1
		2. Female	7	2
		0. Inappropriate; no further mention	89	98
		9. NA		
T1 1017-1018	I11c No T2 No T3	How old is [this person]?	1st Person	2nd Person
	exact age was coded	1-10 years	1	1
		11-20 years	1	-
		21-30 years	1	-
		31-40 years	1	-
		41-50 years	1	-
		51-60 years	1	-
		61-70 years	2	-
		71-80 years	3	1
		81 and older	1	-
		99. Inappropriate; missing data	88	97
		98. DK		

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

HOME ENVIRONMENT

VAR — Additional people in the home (continued)

T1 1019-1020 I11d — How long has [this person] been living with your family?

No T2
No T3

exact number of years coded

	1st Person	2nd Person
1 year or less	3	1
2-5 years	3	1
6-10 years	2	1
11-15 years	1	1
16-20 years	1	-
21 or more years	1	-
Inappropriate; missing data	89	97

*See Introduction to Tables

HOME ENVIRONMENT

VAR

T1 1021 Index

Socioeconomic level* -- SIX ITEM S.E.S

Minimum number of items upon which index calculated:	4 out of 6
Number of cases upon which statistics are based:	2430
Mean: 4.99	Standard deviation: .80

The following ingredients, weighted equally, are the basis for our measure of socioeconomic level (SEL)**:

1. Father's occupational status. During the interview each boy was asked to describe his father's occupation. The responses were coded according to Duncan's (1961) socioeconomic index of occupations. For occupations of fathers in our sample (Time 1 Probability Sample), the mean Duncan scale value was 38.06, and the median was 37.

2. Parents' education. Parents' levels of educational attainment, as reported by their sons in the interview, were coded into five categories: less than high school; some high school; completed high school; some college; and completed college. Based on the Time 1 Probability Sample, the median level of education for fathers and mothers is the same -- high school graduation. More fathers than mothers have completed college, but it is also the case that more fathers failed to reach high school.

3. Possessions in the home. A list of nineteen items (the first part of the Mathis (1966) "Environmental Participation Index") was presented in the questionnaire, and a respondent was asked to indicate which items were in his home. A respondent's "score" along this dimension consisted of the total number of items he checked as being present in his home; the mean score for all respondents was just over fifteen items.

4. Number of books in the home. A single questionnaire item asked respondents to check the number of books in their homes, using a six-point scale; none or very few (0-10); a few books (11-15); one bookcase full (26-100); two bookcases full (101-250); and a room full -- a library (501 or more). The item was one of several questionnaire items taken from the Student Information Blank used in Project TALENT's massive national survey of high school students (Flanagan, et al. 1964). It is of interest to note that our frequency distribution for tenth-grade boys in 1966 is nearly identical to that reported by Flanagan, et al, for their sample of twelfth-grade males in 1960.

5. Number of rooms per person in the home. Two open-ended questionnaire items asked respondents to write in the number of people living in their homes ("count all rooms: bedrooms, bathrooms, kitchen, living room,

*We prefer the term "socioeconomic level" (SEL) rather than the more familiar "socioeconomic status" (SES); the more neutral term "level" serves as a reminder that there is a good deal more to this socioeconomic dimension than status.

**See further Bachman, J. G. Youth in Transition -- Volume II: The Impact of Family Background and Intelligence on Tenth-Grade Boys, Ann Arbor, Mich: Survey Research Center, Institute for Social Research, 1970.

Socioeconomic level (continued)

dining room, recreation room, enclosed porch, etc."). About half of the respondents reported five to eight rooms in their home, and the other half reported nine or more rooms. The median number of people living at home was five. A "rooms per person" ratio was computed for each respondent simply by dividing the total number of rooms by the total number of persons in the home; the median value was found to be 1.8 rooms per person.

The Meaning of Socioeconomic Level (SEL). There is no broad agreement about just what is meant by the terms socioeconomic status and socioeconomic level. We have just been examining the dimensions which, weighted equally, provide a composite measure of SEL that has proved useful. In summary, our measure of SEL consists of one "part" father's occupational status, two "parts" parents' education, and three "parts" having to do with family possessions. While most or all of these ingredients undoubtedly have a bearing upon a family's status in the eyes of the community, they have perhaps even more to do with the quality of home environment available to children. To the extent that this is true, the SEL index is particularly well suited as a measure of one class of family background influences in our study of adolescent boys.

VAR

No T1
T2 1022 I8 Has there been any change in your family's general standard of living in recent times, or has it been pretty much the same for as long as you can remember?
No T3
T4 539 L6

1.	Pretty much the same; no real change	77
3.	Things have gotten better (unspecified further)	11
4.	Things have gotten better (and R provided specific examples of how)	5
6.	Things have gotten worse (unspecified further)	1
7.	Things have gotten worse (and R provided specific examples of how)	2
0,9.	Don't know; not ascertained	3

Item Number

Item Content

INTERPERSONAL INFLUENCE

VAR

Influence sending: regarding personal plans and behaviors

T1 1022-1045

F10, F11 F12 — No T2 — No T3

Here is a list of people who may care a lot about what you do or don't do.

F10. [Dropping out -- DO] How would these people feel if you were to drop out of school?

F11. [Grades -- G] How would they feel if you were to get very bad grades in school?

F12. [Delinquency -- D] How would they feel if you were to do things that might get you into trouble?

Percentage Frequencies*

	Father			Mother			Brother(s)			Sister(s)			Teacher(s)			Friend(s)			Other relatives			Other non-relatives		
	DO	G	D	DO	G	D	DO	G	D	DO	G	D	DO	G	D	DO	G	D	DO	G	D	DO	G	D
1. Would feel happy	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-
2. Wouldn't care; wouldn't feel bad	1	1	-	-	-	-	6	10	3	7	10	3	9	5	7	7	18	6	-	-	-	-	-	-
3. Would feel bad	50	38	32	50	40	33	17	9	12	18	10	12	23	22	13	28	12	18	48	32	43	11	6	14
5. All or NA who would not care; would not feel bad	-	1	-	-	1	-	1	3	1	1	3	1	1	3	1	1	4	1	-	-	-	-	-	-
6. All or NA who would feel bad; wouldn't like it	45	54	63	47	54	63	54	56	67	54	56	67	52	55	63	51	47	60	3	2	3	2	1	2
8. Don't know; depends	1	1	1	1	1	1	2	2	2	2	2	2	4	4	5	2	3	3	1	1	1	1	1	1
9. Not ascertained	1	2	2	1	2	2	3	5	4	3	5	3	3	4	5	4	8	6	1	1	2	-	1	2
0. Not specifically mentioned	3	3	2	1	1	1	15	14	11	15	14	11	7	7	7	6	9	5	48	63	52	86	91	82

4. All or NA who would feel happy
7. R only says "its up to me"

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Influence sending: regarding personal plans and behaviors (continued)

T1 1046-1048 | F10a, F11a, F12a; No T2; No T3 | Would anyone else (not on the list) care much about it if you dropped out, got bad grades, or got into trouble?

	F10a Dropped out	F11a Got bad grades	F12a Got into trouble
1. Girlfriend	1	1	1
2. Employers — past, present, future	2	1	1
3. Pastor, other church officials	3	1	3
4. Neighbors	2	1	2
5. Parents' friends; friends of family; friends' parents; parents' boss	1	1	1
6. School officials other than teachers	1	1	1
8. My victims; people I do something to	-	-	1
9. The police	-	-	3
7. Other	1	1	1
0. Inappropriate; not ascertained; everyone, all people I know; no one else; no specific mention	89	94	87

T1 1049; T2 1023; T4 540 | F6; F25; No T3; H6 | Have you talked with your parents (or guardians) about what you are going to do (after high school) [T2=in the future]?

	T1	T2
1. Yes	71	78
5. No	29	22
9. Missing data T4 8-0 Missing data		

T1 1050-1051; T2 1024-1025 | F6a, F6b; F25a, F25b; No T3

→ F6a, F25a. What do you think they want you to do?

→ F6b, F25b. What do they want you to do?

T4 541-544 | 146a, 146b | NOTE: Although these questions ask for the same information at both points in time, the code categories were changed significantly at Time 2; therefore, the responses are shown separately.

TIME 1 RESPONSES:	F6a	F6b
1. College	13	40
2. Trade school -- school NA which	-	3
4. Say it's up to me whatever I want (decide)	4	16
5. Work	5	6
6. Military service	-	2
7. Other	-	2
8. Don't know	4	1
9. Not ascertained	-	1
0. Inappropriate	71	29
3. Apprenticeship		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Influence sending: regarding personal plans and behaviors (continued)

	F6a, F6b	TIME 2 RESPONSES: Time 4 Responses	
T2 1024-1051	F25a, F25b No T3 Cont	NOTE: After coding had begun, codes for F25a and F25b were changed from a 1 column-2 mention code to a 2 column-1 mention code and coders were instructed to go back and recode. Since a coding change of this kind introduces an error factor, these two variables should be used with caution. For example, the percent total across F25b categories sums to only 97 percent; the discrepancy of 3 percent shows up in non-valid code values.	
T4 541-544	H6a, H6b		
(cont)			

		F25a	F25b
01.	Discrepancy between parents as to their opinions about R's future; mother feels one way, father feels another	-	1
02.	Parents want R to be something other than what he has said he wants to be; R explicitly states he does not like the parents' suggestion	-	1
03.	Parents just want R to make a good living; make money; be "successful"	1	1
08.	Parents "don't say anything about it"; indifferent	1	1
10.	College	4	15
11.	Finish school, NA what kind	1	1
20.	Trade school	1	1
40.	Say it's up to me; whatever I want (decide)	5	33
50.	Work (general) or parents suggest some specific occupation (code 02. if R says he dislikes their suggestion)	2	2
60.	Military Service	-	1
70.	Parents specifically discourage R's future (career) plans as indicated in F18	-	1
80.	Parents specifically support R's career plans as indicated in F18 .	1	16
98, 90.	Don't know; not ascertained	5	1
00.	Inappropriate	78	22
7.	Return to school; go to school (R is a high school dropout)		
9.	Other		
12.	Go to post-graduate work; go to graduate school; go to professional school		
97.	Other		

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Influence sending: regarding personal plans and behaviors (continued)

T1 1052-1053 F7
T2 1026-1027 F26
No T3
T4 545 H7

Have you talked with anyone else about your plans for (after high school) [T2=the future]?

NOTE: Although this question asks for the same information at both points in time, the code categories were changed significantly at Time 2; therefore, the responses are shown separately.

TIME 1 RESPONSES:

		1st Ment	2nd Ment
1.	Teachers	5	2
2.	School guidance counselors	11	1
3.	Siblings	3	1
4.	Other relatives	7	2
6.	Friends	22	3
7.	Other	3	1
9.	Not ascertained	1	-
0.	Inappropriate	48	90

5. Boss or others at work 8. DK

TIME 2 RESPONSES:

		1st Ment	2nd Ment
11.	Siblings	3	1
12.	Other relatives (not parents or siblings)	6	3
13.	Friends	26	4
14.	Boss or others at work	1	-
15.	Pastor	1	-
16.	Someone in the occupation field R is interested in; recruiters, etc.	1	-
21.	Teacher(s)	5	2
22.	Principal	1	-
24.	Guidance counselor(s)	17	3
25.	Coach	1	-
96.	No one	37	-
97.	Other	1	1
00.	Inappropriate; no further mention	-	85

23. Assistant Principal or Dean 29. Other school personel 99. NA

Time 4 Response:
1. yes
5. no
8. DK
9. NA
0. Inap.

No T1
T2 1028 F27
No T3

[If not mentioned in F26 above] What about adults at school, have you ever talked with any of them about your plans for the future?

21.	Teacher(s)	9
22.	Principal	1
24.	Guidance counselor(s)	16
25.	Coach	1
96.	No one	44
99.	Not ascertained	1
00.	Inappropriate	28

23. Assistant Principal
29,97 Other

*See Introduction to Tables

INTERPERSONAL INFLUENCE

Influence sending: regarding personal plans and behaviors (continued)

VAR | *Item Number* | *Item Content* | *Percentage Frequencies**

T1 1054, T2 1029 — F7, F26, F27 — No T3

[CODER SUMS THE TOTAL NUMBER OF PEOPLE R HAS TALKED WITH ABOUT HIS PLANS FOR THE FUTURE.]

		T1	T2
0.	None	48	30
1.	One	40	39
2.	Two	9	24
3.	Three	2	6
4.	Four	-	2

5. Five 6. Six 7. Seven 8. yes, NA how many 9. NA, DK

T2 1030

TIME 2 ONLY: [CODER SUMS THE TOTAL NUMBER OF SCHOOL PERSONNEL R HAS TALKED WITH ABOUT HIS PLANS FOR THE FUTURE.]

		T2
0.	None	45
1.	One	48
2.	Two	7
3.	Three	1

4. Four 5. Five 9. NA, DK

T1 1055-1062 — F13 — No T2 — No T3

How do these people feel about whether you should go to college?

		Father	Mother	Brother	Sister	Teacher	Friend	Other Relative	Other non-relative
1.	Think I should go	24	25	7	8	13	7	2	-
2.	Don't care	1	1	4	4	2	5	-	-
3.	Think I shouldn't go	1	1	1	1	1	1	-	-
4.	All think I should go	56	57	57	57	57	55	-	-
5.	None care; all wouldn't care	4	4	5	5	5	5	-	-
6.	All think I shouldn't go	2	2	2	2	2	2	-	-
7.	"Think it's up to me"	3	3	3	3	3	3	-	-
8.	Don't know	3	3	4	5	6	5	-	-
9.	Not ascertained	3	3	4	4	4	5	1	1
0.	Not specifically mentioned	2	2	14	13	10	11	97	97

T1 1063

INTERVIEWER CHECKED THE APPROPRIATE BOX:

1.	NO ONE THINKS R SHOULD GO TO COLLEGE	12
5.	R IS BEING ENCOURAGED TO GO TO COLLEGE	86

8. DK
9. NA

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Influence sending: regarding personal plans and behaviors (continued)

T1 1064-1071 F13a [IF R IS BEING ENCOURAGED TO GO TO COLLEGE]
No T2 What if you decided not to go to college --
No T3 How would they feel?

	Father	Mother	Brother	Sister	Teacher	Friends	Other relative	Other non-relative
Wouldn't care	2	2	5	4	6	9	1	-
Would feel bad	17	18	5	5	6	5	25	3
None would care	8	7	10	10	10	10	-	-
All would feel bad	41	41	42	42	41	37	1	1
R only says, "It's up to me"	5	5	4	5	4	4	1	-
Don't know	6	6	6	6	8	7	1	1
Not ascertained	6	6	6	6	7	8	2	2
Inappropriate	15	15	22	22	20	19	70	93

For coding see below ↓

F13b Would anyone else care if you decided not
No T2 to go to college?
No T3

NOTE: The frequency of response to this question was insignificant; therefore, it is not presented. Data not available

Coding for variables 1064-1071

1. Would feel happy
2. Wouldn't care
3. Would feel bad
4. All would feel happy
5. None would care
6. All would feel bad
7. R only says, "It's up to me"
8. Don't know
9. Not ascertained
0. Inap., not specifically mentioned

*See Introduction to Tables

Item Number | Item Content | Percentage Frequencies*

INTERPERSONAL INFLUENCE

VAR | Adult models

T1 1072-1073 B16, B17
T2 1031-1032 C1, C2
No T3
T4 546, 551 A3, A4

B16, C1. Now let me change the subject for just a minute, and ask you about adults. Of all the men and women you know, whom do you admire most — by that I mean who would you most like to be like when you get older?

B17, C2. [ASKED ONLY IF R MENTIONED A RELATIVE IN B16, C1.] Now let me ask you about adults who are not relatives. Of all those you know, whom do you admire most?

RELATIONSHIP CODE: Although this code captures the same information at both points in time, the code categories were restructured at Time 2; therefore, the responses are shown separately.

TIME 1 RESPONSES:	TIME 1 B16	TIME 1 B17
00. Nobody	7	55
10. Mother (stepmother)	4	-
11. Father (stepfather)	32	-
12. Brother (half-brother)	5	-
14. Uncle	11	-
16. Cousin	2	-
18. Grandfather	2	-
20. Friend	7	8
21. Friend of family; friend's parent or friend's other relative	3	6
22. Pastor	2	-
25. Neighbor	2	6
26. Teacher or coach	11	13
30. Famous political figure	2	-
31. Famous athletic figure	3	-
97. Other (general)	1	-
98. Don't know	1	-
99. Not ascertained	3	-

For complete code see Appendix C, page 628 (T1), page 667 (T2), page 679 (T4)

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Adult models (continued)

VAR

T1 1072-1073B16, B17 RELATIONSHIP CODE (continued):
T2 1031-1032C1, C2
No T3
cont
T4 546, 551 A3, A4
(cont)

	TIME 2 C1	TIME 2 C2
TIME 2 RESPONSES:		
RELATIVES	45	-
10. Mother (stepmother)	3	-
11. Father (stepfather)	25	-
12. Brother (half-brother)	4	-
14. Uncle	7	-
18. Grandfather	2	-
19. Other relative	3	-
NON-RELATIVES	15	15
20. Friend	8	7
21. Friend of family; friend's parent or friend's other relative	3	3
22. Pastor	2	-
25. Neighbor	-	3
SCHOOL PERSONNEL	17	14
31. Teacher	11	10
34. Coach	4	2
FAMOUS PEOPLE	1	1
97. Other	2	2
98. Don't know	1	1
00. Nobody	20	68

T1 1074-1075 OCCUPATION CODE: OF ADMIRED PERSON
T2 1033-1034

T4 547, 552 A3,A4

	T1 B16	T2 C1	T1 B17	T2 C2
1. Professional	29	31	19	18
2. Proprietor, manager	12	8	3	3
3. Clerk, salesman	5	4	-	1
4. Craftsman, foreman	11	8	3	1
5. Operative, service worker	10	8	3	1
6. Laborer	2	1	-	-
7. Farmer, farm laborer	4	3	2	1
8. Member of Armed Forces	2	1	-	-
9. Don't know; not ascertained	16	12	13	6
0. Inappropriate; not working	10	25	56	69

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Adult models (continued)

T1 1076-1078 T2 1035-1037	B16a, B16b C1a, C1b No T3	B16a, C1a.	What do you admire most about about this person -- that is, what exactly is it that you like most about this person?
T4 548-550	A3a	B16b, C1b.	Can you tell me more about this person -- why do you like to be with him (her)?

NOTE: Although these questions ask for the same information at both points in time, the code categories were restructured at Time 2. Therefore, the responses are shown separately.

TIME 1 RESPONSES: For master code see page 629 (T1), 668 (T2), 680 (T4)	B16a and B16b 1st MENT	2nd MENT	3rd MENT
PERSONAL QUALITIES	20	19	12
11. Thoughtful and considerate; understanding	2	2	-
13. Nice and friendly; cheerful	7	6	4
14. Helpful; self-sacrificing, generous	2	2	2
15. Easy going, doesn't get angry or lose his temper; easy to get along with	3	3	-
17. Likes to work with kids; likes to be with kids; takes them places	-	2	-
SOCIAL QUALITIES	12	13	13
20. Fun to be with	2	4	6
21. Good personality	5	2	2
23. Has good sense of humor	2	2	2
24. Gets along with people well	2	2	-
26. Interesting; stimulating; wants to learn	-	2	-
GOOD CHARACTER	13	9	4
30. Moral, religious, upright, Christian, respectable	3	2	-
34. Determined, will-power, has overcome handicaps; ambitious; has a goal	3	2	-
36. Good family person	2	3	-
WORK RELATED	19	9	5
41. Hard working; good worker	4	2	-
42. Capable; can do anything, is good at his job	7	4	-
48. Has a specific occupation	2	-	-
STATUS	8	6	4
50. Intelligent	4	3	-
OTHER QUALITIES	8	9	6
61. Likes sports; is athletic; an outdoorsman	3	3	3
64. Likes to do other things; is interested and good at other things	2	2	-

*See Introduction to Tables

INTERPERSONAL INFLUENCE

Adult models (continued)

VAR	Item Number	Item Content	Percentage Frequencies* B16a and B16b 1st MENT	2nd MENT	3rd MENT
T1 1076-1078	B16a, B16b	TIME 1 RESPONSES (continued):			
T2 1035-1037	C1a, C1b	QUALITIES IN RELATION TO ME	10	21	26
	No T3 cont	70. He helps me; gives me advice; nice to me; fair to me; treats me well	4	6	4
		71. He talks to me; I can talk to him	-	2	3
		73. He takes me places	-	-	2
T4 548-550 (cont)	A3a	74. He does things with me; spends time with me	-	3	4
		77. Interested in me; understands me; makes me feel important	-	2	2
		78. Teaches me things; explains things to me .	-	2	4
		80. We get along well; he's a good friend . .	-	2	2
		81. We have similar interests	-	2	3
		97. OTHER GENERAL	1	-	-
		99. NOT ASCERTAINED	1	-	-
		00. INAPPROPRIATE; NO FURTHER MENTIONS	8	14	30

			C1a and C1b 1st MENT	2nd MENT	3rd MENT
		TIME 2 RESPONSES:			
		QUALITIES IN RELATION TO ME	9	18	21
		01. He helps me; gives me advice; nice to me; fair to me; treats me well; talks to me; I can talk to him . .	4	8	8
		02. He takes me places; he does things with me -- spends time with me; we have similar interests	-	4	5
		05. Interested in me; understands me; makes me feel important	2	2	3
		06. Teaches me things; explains things to me	-	2	3
		PERSONAL QUALITIES	18	17	10
		11. Kind, gentle; thoughtful and considerate; understanding; helpful; self-sacrificing; generous	5	5	3
		13. Nice and friendly; cheerful; easy-going; doesn't get angry or lose his temper; easy to get along with	9	6	4
		19. Other (personal qualities)	2	2	-
		SOCIAL QUALITIES	10	12	10
		21. Fun to be with; good personality; has a good sense of humor; gets along with people well; all around person; poised	9	9	8
		26. Interesting; stimulating; has many interests; ideas; wants to learn .	-	2	-

*See Introduction to Tables

INTERPERSONAL INFLUENCE

VAR	Item Number	Item Content	Percentage Frequencies* C1a and C1b 1st MENT	2nd MENT	3rd MENT
		Adult models (continued)			
T1 1076-1078 T2 1035-1037 T4 548-550 (cont)	B16a, B16b C1a, C1b No T3 cont A3a	TIME 2 RESPONSES (continued):			
		GOOD CHARACTER	14	8	4
		30. Moral; religious; upright; "Christian"; "good" person; respectable; respected	2	-	-
		31. Responsible, dependable, reliable, honest, trustworthy, loyal, faithful	3	2	-
		34. Determined; will-power; has overcome handicaps; aggressive; can stand up for himself; has a goal; ambitious; independent; brave; individualism	6	2	-
		36. Good family person	-	2	-
		WORK RELATED	14	8	3
		40. Self-made man; hard-working; good worker; capable; can do anything; is good at his job, at certain things	10	5	2
		48. Has specific occupation	2	-	-
		STATUS	7	4	3
		50. Intelligent; intellectual	4	2	-
		OTHER QUALITIES	5	6	3
		61. Likes sports; is athletic; an outdoorsman	-	2	-
		00. INAPPROPRIATE; NO FURTHER MENTIONS	21	27	47
T1 1079-1081 T2 1038-1040 T4 553-555	B17a, B17b C2a, C2b No T3 A4a	B17a, C2a. What do you admire most about this person -- that is, what exactly is it that you like most about this person? [NON RELATIVE]			
		B17b, C2b. Can you tell me more about this person -- why do you like to be with him (her)?			

NOTE: Although these questions ask for the same information at both points in time, the code categories were restructured at Time 2. Therefore, the responses are shown separately.

*See Introduction to Tables

INTERPERSONAL INFLUENCE

Adult models (continued)

VAR	Item Number	Item Content	Percentage Frequencies* B17a and B17b 1st MENT	2nd MENT	3rd MENT
T1 1079-1081	B17a, B17b	TIME 1 RESPONSES: For master code see 629 (T1) 668 (T2) 680 (T4)			
T2 1038-1040	C2a, C2b No T3 cont	PERSONAL QUALITIES	12	9	6
		13. Nice and friendly; cheerful	5	4	2
		17. Likes to work with kids; likes to be with kids; takes them places; does things with or for kids	2	-	-
T4 553-555 (cont)	A4a	SOCIAL QUALITIES	6	8	5
		20. Fun to be with	-	2	2
		21. Good personality	2	-	-
		23. Has a good sense of humor	2	3	2
		GOOD CHARACTER	4	3	2
		WORK RELATED	8	3	2
		42. Capable; can do anything; is good at his job.	5	-	-
		STATUS	3	-	-
		50. Intelligent	2	-	-
		OTHER QUALITIES	4	3	2
		61. Likes sports; is athletic; an outdoorsman . .	2	-	-
		QUALITIES IN RELATION TO ME	6	10	10
		70. He helps me; gives me advice; nice to me; fair to me; treats me well	2	2	2
		78. Teaches me things; explains things to me . .	-	2	2
		00. INAPPROPRIATE; NO FURTHER MENTIONS	57	62	73

TIME 2 RESPONSES:	C2a and C2b 1st MENT	2nd MENT	3rd MENT
QUALITIES IN RELATION TO ME	7	7	5
01. He helps me; gives me advice; nice to me; fair to me; treats me well; talks to me; I can talk to him; encourages me; honest .	3	3	2
PERSONAL QUALITIES	8	8	3
11. Kind, gentle; thoughtful and considerate; understanding; helpful; self-sacrificing	3	2	-
13. Nice and friendly; cheerful; easy-going; doesn't get angry or lose temper; easy to get along with .	4	4	2
SOCIAL QUALITIES	5	5	4
21. Fun to be with; good personality; has a good sense of humor; gets along with people well; all-around person; poised	5	4	3

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Adult models (continued)

C2a and C2b

		TIME 2 RESPONSES:	1st MENT	2nd MENT	3rd MENT
	B17a, B17b C2a, C2b No T3 cont	GOOD CHARACTER	3	2	-
		WORK RELATED	4	4	1
		40. Self-made man; hard-working; good worker; capable; can do anything; is good at his job, at certain things	4	3	-
		STATUS	2	1	1
		OTHER QUALITIES	2	2	1
		00. INAPPROPRIATE; NO FURTHER MENTIONS	69	72	85

T1 1082-1083
T2 1041-1042

B16c, B17c C1c, C2c No T3

B16c, C1c. All told, how important would you say this person is in your life?

B17c, C2c. [NON-RELATIVE SPECIFIC] All told, how important would you say this person is in your life?

		T1 B16c	T2 C1c	T1 B17c	T2 C2c
1.	Very important	46	39	4	4
2.	Quite important	19	21	12	12
3.	Somewhat important	20	15	22	12
4.	Not very important	5	3	4	3
5.	Not at all important	-	-	-	-
8, 9, 0.	Missing data	9	22	58	69

T2 1043

No T1 C3 No T3

Now let me ask you specifically about adults you know or knew in school. Are (were) there any of them whom you admire(d) or especially look(ed) up to?

RELATIONSHIP CODE: 98. DK 99. NA

		T2
	SCHOOL PERSONNEL	28
31.	Teacher	18
32.	Counselor	2
33.	Principal	3
34.	Coach	4
39.	Other adult in school	-
00.	NOBODY	71

T2 1044

OCCUPATION CODE:

1.	Professional	28
0.	Inappropriate	72

3. Clerk or Salesman 4. Craftsman 5. Service worker 9. NA

*See Introduction to Tables

INTERPERSONAL INFLUENCE

Adult models (continued)

VAR	Item Number	Item Content	Percentage Frequencies*
T2 1045-1047	No T1 C3a, C3b No T3	C3a. [ASKED IF R MENTIONED AN ADULT IN SCHOOL IN C3] What do you admire most about this person -- that is, what exactly is it that you like most about this person? C3b. Can you tell me more about this person -- why do (did) you like to be with him (her)?	For complete code see page 668.

	C3a and C3b 1st MENT	2nd MENT	3rd MENT
QUALITIES IN RELATION TO ME	7	5	4
01. He helps me; gives me advice; nice to me; fair to me; treats me well; talks to me; I can talk to him; encourages me; honest with me	4	2	2
PERSONAL QUALITIES	9	7	4
11. Kind, gentle; thoughtful and considerate; understanding; helpful; self-sacrificing; generous	2	2	-
13. Nice and friendly; cheerful; easy-going; doesn't get angry or lose temper; easy to get along with	4	2	2
SOCIAL QUALITIES	3	4	2
21. Fun to be with; good personality; has a good sense of humor; gets along with people well; all-around person; poised	2	3	-
GOOD CHARACTER	2	1	1
WORK RELATED	6	3	1
40. Self-made man; hard-working; good worker; capable; can do anything; is good at his job, at certain things	5	3	-
STATUS	1	1	1
OTHER QUALITIES	2	1	1
00. INAPPROPRIATE; NO FURTHER MENTION. .	72	76	87

T2 1048	No T1 C3c No T3	All told, how important would you say this person is (was) in your life?	
		1. Very important	3
		2. Quite important	9
		3. Somewhat important	13
		4. Not very important	3
		5. Not at all important	1
		0. Inappropriate	72
		9. Missing data	

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Adult models (continued)

No T1
T2 1049 C1, C2, C3 SUM
No T3

NOTE: The variables which follow (time 2: C1a-c, C2a-c, and C3a-c SUM) were built in the coding process at Time 2 and represent a summary of the frequency with which school personnel were cited as adult models.

SUMMARY OF "ADULT IN SCHOOL" MENTIONS:

1.	Adult in school mentioned in C1	17
2.	Adult in school mentioned in C2	14
3.	Adult in school mentioned in C3	29
4.	No adult in school mentioned in C1, C2, or C3	41
0.	[FREQUENCY WAS FOUND FOR THIS VALUE; HOWEVER, THIS IS NOT A LEGITIMATE CODEBOOK VALUE]	1

T2 1050

SUMMARY OF "RELATIONSHIP" CODE:

1.	Teacher	39
2.	Counselor	4
3.	Principal	5
4.	Coach	11
9.	Other adult in school	1
0.	Inappropriate; nobody	41

No T1
T2 1051-1053 C1a-b, C2a-b, C3a-b SUM
No T3

What do you admire most about this person -- that is, what exactly is it that you like most about this person? Can you tell me more about this person -- why do (did) you like to be with him (her)? For complete code see page 668

		1st MENT	2nd MENT	3rd MENT
	QUALITIES IN RELATION TO ME	12	11	10
01.	He helps me; gives me advice; nice to me; fair to me; treats me well; talks to me; I can talk to him; encourages me; honest with me	7	5	4
05.	Interested in me; understands me; makes me feel important	2	2	-
06.	Teaches me things; explains things to me	-	-	2
	PERSONAL QUALITIES	17	16	8
11.	Kind, gentle; thoughtful and considerate; understanding; helpful; self-sacrificing; generous	4	5	2
13.	Nice and friendly; cheerful; easygoing; doesn't get angry or lose temper; easy to get along with	7	5	4
16.	Not too strict; not too easy; good disciplinarian	2	-	-

*See Introduction to Tables

INTERPERSONAL INFLUENCE

VAR	Item Number	Item Content	Percentage Frequencies* 1st MENT	2nd MENT	3rd MENT
		Adult models (continued)			
T2 1051-1053 (cont)	No T1 C1a-b, C2a-b, C3a-b -SUM No T3 cont	17. Likes to work with kinds; likes to be with kids; takes them places; does things with or for kids	2	2	-
		SOCIAL QUALITIES	7	10	6
		21. Fun to be with; good personality; has a good sense of humor; gets along with people well; all-around person .	6	7	4
		26. Interesting; stimulating; has many interests; ideas; wants to learn . . .	-	2	2
		GOOD CHARACTER	5	3	1
		34. Determined; will-power; has overcome handicaps; aggressive; can stand up for himself; has a goal — ambitious; independent; brave; individualism . .	2	-	-
		WORK RELATED	12	7	3
		40. Self-made man; hard-working; good worker; capable; can do anything; is good at his job, at certain things . .	11	6	3
		STATUS	3	2	1
		50. Intelligent; intellectual	2	-	-
		OTHER QUALITIES	4	4	2
		67. Acts like one of the kids; modern; knows what is going on	-	2	-
		00. INAPPROPRIATE; NO FURTHER MENTION . .	41	48	68
T2 1054	No T1 C1c, C2c, C3c SUM No T3	All told, how important would you say this person is (was) in your life?			
		1. Very important	8		
		2. Quite important	22		
		3. Somewhat important	24		
		4. Not very important	5		
		5. Not at all important	1		
		0. Inappropriate	41		
		9. Missing data			

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON-ENVIRONMENT FIT

			T2
T2 1055	No T1 p. 32 No T3	The interviewer checked the appropriate category for each respondent:	
		1. R is going to school and has a job involving about 10 hours or more per week	33
		2. R is going to school but does not have a job involving as much as 10 hours per week	62
		3. R is not going to school, but does have a job involving about 10 hours or more per week	4
		4. R is not going to school, and does not have a job involving as much as 10 hours per week . . .	1
		9. Missing data	

NOTE: At Time 1, the sampling procedure for selection into the Youth in Transition panel of young men required that a respondent be in the high school environment; therefore, all of the Time 1 questions in this section were appropriate for all respondents.

At Time 2, environments other than the school became possible; therefore, questions measuring the respondent's environment were expanded to include the job environment and the unemployed/not-in-school situation. The Time 2 categorization above was used to branch the respondent to the questions appropriate to his present environment(s).

Independence

			T1	T2	T4
T1 1084 T2 1056 T4 556	G1, G1a G1, G1a No T3 J1a	The first questions are about being independent -- that is, having a lot of freedom to decide what you will do; and not having people watching over you and telling you what to do. Compared with [T2=others, T1=other boys] your age, how important is it for you to be independent?			
		1. Much more important than average	25	27	37
		2. A little more important than average	33	31	30
		3. About average importance	37	36	31
		4. A little less important than average	4	3	2
		5. Much less important than average	1	1	—
		9. & 0. Not ascertained; inappropriate	–	2	--
T1 1085 T2 1057 T4 557	G1b G1b No T3 J1b	How much does your school give you a chance to be independent?	T1	T2	T4
		1. Very much	12	7	19
		2. Quite a bit	41	35	21
		3. Some	31	34	9
		4. A little	14	16	4
		5. Not at all	2	3	1
		9. & 0. Not ascertained; inappropriate	–	5	46

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*		
		PERSON-ENVIRONMENT FIT			
		Independence (continued)			
T1 1086 T2 1058 No T3 T4 558	G1c G1c J1c	Now, how does the amount of independence you have in school fit in with what you want — is it just about right, or not enough, or too much?	T1	T2	T4
		1. Too much, compared with what I want	1	–	1
		2. A little too much	3	2	2
		3. Just about right	69	55	37
		4. Not quite enough	22	29	9
		5. Not enough, compared with what I want . . .	5	8	4
		9. & 0. Not ascertained; inappropriate	–	6	47
No T1 T2 1059 No T3 T4 559	 G1d J1d	How much does your job give you a chance to be independent?		T2	
		1. Very much		8	9
		2. Quite a bit		14	17
		3. Some		9	10
		4. A little		6	5
		5. Not at all		1	4
		9. & 0. Not ascertained; inappropriate		63	55
		8. DK			
No T1 T2 1060 No T3 T4 560	 G1e J1e	Now, how does the amount of independence you have in your job fit in with what you want — is it just about right, or not enough, or too much?		T2	
		1. Too much, compared with what I want		–	—
		2. A little too much		1	1
		3. Just about right		28	28
		4. Not quite enough		5	10
		5. Not enough, compared with what I want		2	6
		9. & 0. Not ascertained; inappropriate		63	55
		8. DK			
		Affiliation			
T1 1087 T2 1061 No T3 T4 561	G2, G2a G2, G2a J3a	The next questions are about spending time with friends -- being together and enjoying each other's company. Compared with [T2=others, T1=other boys] your age, how important is it for you to spend time with friends?	T1	T2	
		1. Much more important than average	26	21	18
		2. A little more important than average . . .	33	31	30
		3. About average importance	36	40	40
		4. A little less important than average . . .	5	6	7
		5. Much less important than average	1	1	1
		9. & 0. Not ascertained; inappropriate	–	2	4

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*		
		PERSON-ENVIRONMENT FIT			
		Affiliation (continued)			
T1 1088	G2b	How much does your school give you a chance to spend time with friends?	T1	T2	T4
T2 1062	G2b				
T4 562	No T3 J3b	1. Very much	8	9	15
		2. Quite a bit	33	37	23
		3. Some	32	29	9
		4. A little	26	17	5
		5. Not at all	2	1	1
		9. & 0. Not ascertained; inappropriate	-	6	46
		8. DK 7. Undocumented (T4)			
T1 1089	G2c	How does this (the chance for spending time with friends) fit in with what you want?	T1	T2	T4
T2 1063	G2c				
T4 563	No T3 J3c	1. Too much, compared with what I want	1	1	--
		2. A little too much	3	2	3
		3. Just about right	62	61	39
		4. Not quite enough	30	26	10
		5. Not enough, compared with what I want	5	5	2
		9. & 0. Not ascertained; inappropriate	-	6	47
	No T1	How much does your job give you a chance to spend time with friends?		T2	T4
T2 1064	G2d				
T4 564	No T3 J3d	1. Very much		3	5
		2. Quite a bit		8	13
		3. Some		9	11
		4. A little		12	10
		5. Not at all		6	3
		9. & 0. Not ascertained; inappropriate		63	58
	No T1	How does this (the chance for spending time with friends) fit in with what you want?		T2	T4
T2 1065	G2e				
T4 565	No T3 J3e	1. Too much, compared with what I want		-	--
		2. A little too much		1	1
		3. Just about right		22	24
		4. Not quite enough		11	12
		5. Not enough, compared with what I want		3	4
		9. & 0. Not ascertained; inappropriate		63	58

*See Introduction to Tables

PERSON-ENVIRONMENT FIT

VAR	Item Number	Item Content	Percentage Frequencies*		
		Achievement motivation			
T1 1090 T2 1066 T4 566	G3, G3a G3, G3a No T3 J2a	The next questions are about achieving success — doing things that are challenging; winning in competition with others; trying to reach difficult goals. Compared with [T2=others, T1=other boys] your age, how important is it for you to do things where you might win or achieve success?	T1	T2	T4
		1. Much more important than average	34	24	25
		2. A little more important than average	35	34	31
		3. About average importance	27	35	37
		4. A little less important than average	4	4	4
		5. Much less important than average	1	1	1
		9. & 0. Not ascertained; inappropriate	-	2	1
		8. DK			
T1 1091 T2 1067 T4 567	G3b G3b No T3 J2b	How much does your school give you a chance to do things where you might win or achieve success?	T1	T2	T4
		1. Very much	28	21	10
		2. Quite a bit	41	47	22
		3. Some	18	20	15
		4. A little	6	7	6
		5. Not at all	1	1	1
		9. & 0. Not ascertained; inappropriate	-	6	46
		8. DK			
T1 1092 T2 1068 T4 568	G3c G3c No T3 J2c	How does this (the chance to do things where you might win or achieve) fit in with what you want?	T1	T2	T4
		1. Too much, compared with what I want	2	1	1
		2. A little too much	4	3	2
		3. Just about right	79	73	36
		4. Not quite enough	13	14	13
		5. Not enough, compared with what I want	2	3	2
		9. & 0. Not ascertained; inappropriate	-	6	47
		8. DK			
T2 1069 T4 569	No T1 G3d No T3 J2d	How much does your job give you a chance to do things where you might win or achieve success?		T2	T4
		1. Very much		3	6
		2. Quite a bit		8	14
		3. Some		11	12
		4. A little		9	9
		5. Not at all		6	4
		9. & 0. Not ascertained; inappropriate		63	55
T2 1070 T4 570	No T1 G3e No T3 J2e	How does this (the chance to do things where you might win or athieve) fit in with what you want?		T2	T4
		1. Too much, compared with what I want		-	--
		2. A little too much		1	1
		3. Just about right		22	26
		4. Not quite enough		11	12
		5. Not enough, compared with what I want		3	5
		9. & 0. Not ascertained; inappropriate		63	55

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON-ENVIRONMENT FIT

VAR — Affiliation with adults

T1 1093 G4, G4a
T2 1071 G4, G4a
No T3
No T4

The next questions are about getting to know adults well — having a chance to talk to them privately and get their opinions or advice. Compared with [T2=others, T1=other boys] your age, how important is it for you to get to know adults well?

		T1	T2
1.	Much more important than average	22	16
2.	A little more important than average	31	32
3.	About average importance	39	42
4.	A little less important than average	7	6
5.	Much less important than average	1	2
9. & 0.	Not ascertained; inappropriate	–	2
8.	DK		

T1 1094 G4b
T2 1072 G4b
No T3
No T4

How much does the school give you a chance for getting to know adults well -- like teachers, for example?

		T1	T2
1.	Very much	11	7
2.	Quite a bit	33	28
3.	Some	30	33
4.	A little	23	24
5.	Not at all	4	4
9. & 0.	Not ascertained; inappropriate	–	6

T1 1095 G4c
T2 1073 G4c
No T3
No T4

How does this (the chance for getting to know adults well) fit in with what you want?

		T1	T2
1.	Too much, compared with what I want	1	1
2.	A little too much	5	3
3.	Just about right	65	62
4.	Not quite enough	25	26
5.	Not enough, compared with what I want	3	3
9. & 0.	Not ascertained; inappropriate	–	6

No T1
T2 1074 G4d
No T3
No T4

How much does your job give you a chance for getting to know adults well?

		T2
1.	Very much	9
2.	Quite a bit	15
3.	Some	8
4.	A little	4
5.	Not at all	2
9. & 0.	Not ascertained; inappropriate	63

No T1
T2 1075 G4e
No T3
No T4

How does this (the chance for getting to know adults well) fit in with what you want?

		T2
1.	Too much, compared with what I want	1
2.	A little too much	2
3.	Just about right	29
4.	Not quite enough	5
5.	Not enough, compared with what I want	1
9. & 0.	Not ascertained; inappropriate	63

*See Introduction to Tables

VAR	Item Number		Item Content	Percentage Frequencies*		
			PERSON-ENVIRONMENT FIT			
			Avoiding failure			
T1 1096	G5, G5a		People feel differently about doing things where they risk failing. Compared with [T2=others, T1=other boys] your age, how important is it for you to avoid doing things where you might fail?	T1	T2	T4
T2 1076	G5, G5a					
	No T3					
T4 571	J4a					
			1. Much more important than average	27	15	12
			2. A little more important than average . . .	29	26	23
			3. About average importance	30	37	40
			4. A little less important than average . . .	10	15	19
			5. Much less important than average	4	5	5
		9. &	0. Not ascertained; inappropriate	-	2	--
T1 1097	G5b		How much does your school give you a chance to do things where you might fail?	T1	T2	T4
T2 1077	G5b					
	No T3					
T4 572	J4b					
			1. Very much	10	11	10
			2. Quite a bit	30	32	20
			3. Some	32	33	15
			4. A little	22	16	6
			5. Not at all	6	3	2
		9. &	0. Not ascertained; inappropriate	-	6	46
T1 1098	G5c		Now can you tell me how much your school actually requires you to do things where you might fail?	T1	T2	T4
T2 1078	G5c					
	No T3					
T4 573	J4c					
			1. Very much	5	4	5
			2. Quite a bit	21	18	14
			3. Some	31	32	16
			4. A little	26	27	12
			5. Not at all	16	14	7
		9. &	0. Not ascertained; inappropriate	-	6	46
			8. DK			
T1 1099	G5d		How does this (the opportunity or requirement for doing things where you might fail) fit in with what you want?	T1	T2	T4
T2 1079	G5d					
	No T3					
T4 574	J4d					
			1. Too much, compared with what I want . . .	5	4	2
			2. A little too much	18	16	11
			3. Just about right	65	62	36
			4. Not quite enough	9	10	4
			5. Not enough, compared with what I want . .	2	2	--
		9. &	0. Not ascertained; inappropriate	-	6	46
			8. DK			

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		PERSON-ENVIRONMENT FIT		
		Avoiding failure (continued)		
T2 1080	No T1 G5e	How much does your job give you a chance to do things where you might fail?	T2	T4
T4 575	No T3 J4e	1. Very much	3	5
		2. Quite a bit	8	12
		3. Some	9	13
		4. A little	11	10
		5. Not at all	6	5
	9. &	0. Not ascertained; inappropriate	63	55
		8. DK		
T2 1081	No T1 G5f	Now can you tell me how much your job actually requires you to do things where you might fail?	T2	T4
T4 576	No T3 J4f	1. Very much	1	3
		2. Quite a bit	7	10
		3. Some	9	13
		4. A little	11	12
		5. Not at all	9	7
	9. &	0. Not ascertained; inappropriate	63	55
T2 1082	No T1 G5g	How does this (the opportunity or requirement for doing things where you might fail) fit in with what you want?	T2	T4
T4 577	No T3 J4g	1. Too much, compared with what I want	1	2
		2. A little too much	5	7
		3. Just about right	27	28
		4. Not quite enough	4	6
		5. Not enough, compared with what I want	1	2
	9. &	0. Not ascertained; inappropriate	63	55

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*		
			PERSON-ENVIRONMENT FIT			
	VAR		**Self-development**			
T1	1100	G6, G6a	The next questions are about self-improvement --			
T2	1083	G6, G6a	learning new things; doing better than you have			
		No T3	been able to do in the past. Compared with [T2=			
T4	578	J5a	others, T1=other boys] your age, how important			
			is it for you to try to improve yourself?	T1	T2	T4
			1. Much more important than average	44	32	35
			2. A little more important than average . . .	38	41	41
			3. About average importance	17	23	21
			4. A little less important than average . . .	1	1	1
			5. Much less important than average	-	-	--
		9. &	0. Not ascertained; inappropriate	-	2	--
T1	1101	G6b	How much does your school give you a chance			
T2	1084	G6b	for improving yourself?	T1	T2	T4
		No T3				
T4	579	J5b	1. Very much	33	22	13
			2. Quite a bit	50	49	29
			3. Some	13	19	9
			4. A little	3	4	3
			5. Not at all	-	1	1
		9. &	0. Not ascertained; inappropriate	-	6	46
			8. DK			
T1	1102	G6c	How much does your school actually require you			
T2	1085	G6c	to improve yourself?	T1	T2	T4
		No T3				
T4	580	J5c	1. Very much	11	7	3
			2. Quite a bit	36	25	16
			3. Some	36	38	20
			4. A little	10	17	9
			5. Not at all	5	7	7
		9. &	0. Not ascertained; inappropriate	-	6	46
			8. DK			
T1	1103	G6d	How does this (the opportunity or requirement			
T2	1086	G6d	for improving yourself) fit in with what you			
		No T3	want?	T1	T2	T4
T4	581	J5d	1. Too much, compared with what I want . . .	2	1	--
			2. A little too much	7	4	2
			3. Just about right	72	64	36
			4. Not quite enough	16	23	12
			5. Not enough, compared with what I want . .	3	3	3
		9. &	0. Not ascertained; inappropriate	-	6	46

*See Introduction to Tables

PERSON-ENVIRONMENT FIT

VAR	Item Number	Item Content	Percentage Frequencies* T2	T4
		Self-development (continued)		
T2 1087	No T1 G6e	How much does your job give you a chance for improving yourself?		
T4 582	No T3 J5e	1. Very much	7	8
		2. Quite a bit	12	17
		3. Some	9	11
		4. A little	7	6
		5. Not at all	2	2
		9. & 0. Not ascertained; inappropriate	63	55
T2 1088	No T1 G6f	How much does your job actually require you to improve yourself?		
T4 583	No T3 J5f	1. Very much	3	5
		2. Quite a bit	10	15
		3. Some	11	13
		4. A little	9	8
		5. Not at all	5	5
		9. & 0. Not ascertained; inappropriate	63	55
T2 1089	No T1 G6g	How does this (the opportunity or requirement for improving yourself) fit in with what you want?		
T4 584	No T3 J5g	1. Too much, compared with what I want	-	1
		2. A little too much	2	1
		3. Just about right	25	28
		4. Not quite enough	8	10
		5. Not enough, compared with what I want	2	5
		9. & 0. Not ascertained; inappropriate	63	55

*See Introduction to Tables

Item Number			Item Content	Percentage Frequencies*		
			PERSON-ENVIRONMENT FIT			
VAR			**Self-utilization**			
T1 1104		G7, G7a	The next questions are just a bit different.			
T2 1090		G7, G7a	Instead of asking about improving yourself,			
		No T3	these questions are about doing things you're			
T4	585	J6a	already good at -- this means doing the things you have learned how to do well and enjoy doing; being able to use the skills and abilities that you already have. Compared with [T2=others, T1=other boys] your age, how important is it for you to be doing things you're already good at?	T1	T2	T4
			1. Much more important than average	25	20	19
			2. A little more important than average . . .	34	36	33
			3. About average importance	36	37	43
			4. A little less important than average . . .	5	4	4
			5. Much less important than average	1	-	1
		9. &	0. Not ascertained; inappropriate	-	2	--
T1 1105		G7b	How much does your school give you a chance for			
T2 1091		G7b	doing things you're already good at?	T1	T2	T4
		No T3				
T4	586	J6b	1. Very much	14	11	6
			2. Quite a bit	40	36	18
			3. Some	29	30	19
			4. A little	15	15	10
			5. Not at all	2	3	2
		9. &	0. Not ascertained; inappropriate	-	6	46
T1 1106		G7c	How much does your school actually require you			
T2 1092		G7c	to do things you're already good at?	T1	T2	T4
		No T3				
T4	587	J6c	1. Very much	5	3	2
			2. Quite a bit	19	13	8
			3. Some	39	35	20
			4. A little	26	29	15
			5. Not at all	11	13	9
		9. &	0. Not ascertained; inappropriate	-	6	46
			8. DK			
T1 1107		G7d	How does this (the opportunity or requirement for			
T2 1093		G7d	doing things you're already good at) fit in with			
		No T3	what you want?	T1	T2	T4
T4	588	J6d	1. Too much, compared with what I want . . .	1	1	--
			2. A little too much	5	2	2
			3. Just about right	63	58	30
			4. Not quite enough	25	28	17
			5. Not enough, compared with what I want . .	6	6	4
		9. &	0. Not ascertained; inappropriate	-	6	46

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*	
		PERSON-ENVIRONMENT FIT		
		Self-utilization (continued)		
T2 1094	No T1 G7e	How much does your job give you a chance for doing things you're already good at?	T2	T4
T4 589	No T3 J6e	1. Very much	6	5
		2. Quite a bit	13	14
		3. Some	9	10
		4. A little	5	9
		5. Not at all	4	7
	9. &	0. Not ascertained; inappropriate	63	55
T2 1095	No T1 G7f	How much does your job actually require you to do things you're already good at?	T2	T4
T4 590	No T3 J6f	1. Very much	5	5
		2. Quite a bit	11	12
		3. Some	9	11
		4. A little	7	8
		5. Not at all	5	8
	9. &	0. Not ascertained; inappropriate	63	55
T2 1096	No T1 G7g	How does this (the opportunity or requirement for doing things you're already good at) fit in with what you want?	T2	T4
T4 591	No T3 J6g	1. Too much, compared with what I want	-	-
		2. A little too much	2	1
		3. Just about right	25	23
		4. Not quite enough	7	13
		5. Not enough, compared with what I want	3	8
	9. &	0. Not ascertained; inappropriate	63	55

*See Introduction to Tables

PERSON-ENVIRONMENT FIT

VAR	Item Number	Item Content	Percentage Frequencies*		
		Intelligence			
T1 1108	G8, G8a**	The first questions are about intelligence --			
T2 1097	G8, G8a**	having a quick mind; catching on to things fast.			
	No T3	How intelligent do you think you are, compared			
T4 592	J7a	with [T2=others, T1=other boys] your age?	T1	T2	T4
		1. Far above average (top 10%)	7	8	7
		2. Above average (next 15%)	25	28	29
		3. Slightly above average (25%)	52	48	53
		4. Slightly below average (25%)	14	12	9
		5. Below average (next lowest 15%)	2	1	1
		6. Far below average (bottom 10%)	-	-	-
	9. &	0. Not ascertained; inappropriate	-	2	1
		7. Other (T1) 8. Other (T2)			
T1 1109	G8b	Compared with [T2=others, T1=other boys] your			
T2 1098	G8b	age, how important is it to you to be able to			
	No T3	use your intelligence? -- how much do you enjoy			
T4 593	J1b	using your intelligence?	T1	T2	T4
		1. Much more important than average	24	21	23
		2. A little more important than average . .	39	41	43
		3. About average importance	33	34	29
		4. A little less important than average . .	4	2	1
		5. Much less important than average	-	-	-
	9. &	0. Not ascertained; inappropriate	-	2	3
T1 1110	G8c	How much does your school give you a chance			
T2 1099	G8c	for using a lot of intelligence?	T1	T2	T4
	No T3				
T4 594	J1c	1. Very much	39	29	17
		2. Quite a bit	45	47	24
		3. Some	13	15	9
		4. A little	3	4	2
		5. Not at all	-	-	1
	9. &	0. Not ascertained; inappropriate	-	5	46
		8. DK			
T1 1111	G8d	How much does your school actually require you			
T2 1100	G8d	to use a lot of intelligence?	T1	T2	T4
	No T3				
T4 595	J7d	1. Very much	19	12	10
		2. Quite a bit	44	39	22
		3. Some	28	31	15
		4. A little	7	11	5
		5. Not at all	3	3	3
	9. &	0. Not ascertained; inappropriate	-	5	46
		8. DK			

*See Introduction to Tables

**These variables are component ingredients in the school ability index presented in Part 1, Self-concept of school ability.

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON-ENVIRONMENT FIT

Intelligence (continued)

VAR	Item Number	Item Content	Percentage Frequencies*		
T1 1112 T2 1101 No T3 T4 596	G8e G8e J7e	How does this (the opportunity or requirement for using a lot of intelligence in school) fit in with what you want?	T1	T2	T4
		1. Too much, compared with what I want . . .	2	1	-
		2. A little too much	11	7	4
		3. Just about right	73	68	36
		4. Not quite enough	12	17	10
		5. Not enough, compared with what I want . .	2	2	2
	9. &	0. Not ascertained; inappropriate	-	5	46
		8. DK			
No T1 T2 1102 No T3 T4 597	G8f J7f	How much does your job give you a chance for using a lot of intelligence?		T2	T4
		1. Very much		5	7
		2. Quite a bit		12	17
		3. Some		11	11
		4. A little		7	7
		5. Not at all		3	3
	9. &	0. Not ascertained; inappropriate		63	55
No T1 T2 1103 No T3 T4 598	G8g J7g	How much does your job actually require you to use a lot of intelligence?		T2	T4
		1. Very much		3	7
		2. Quite a bit		11	13
		3. Some		13	13
		4. A little		8	8
		5. Not at all		2	4
	9. &	0. Not ascertained; inappropriate		63	55
No T1 T2 1104 No T3 T4 599	G8h J7h	How does this (the opportunity or requirement for using a lot of intelligence in you job) fit in with what you want?		T2	T4
		1. Too much, compared with what I want		-	-
		2. A little too much		1	1
		3. Just about right		25	25
		4. Not quite enough		8	12
		5. Not enough, compared with what I want		3	6
	9. &	0. Not ascertained; inappropriate		63	55

*See Introduction to Tables

PERSON-ENVIRONMENT FIT

Reading ability

	VAR	Item Number	Item Content	Percentage Frequencies*		
				T1	T2	T4
T1	1113	G9, G9a	**The next questions are about <u>being a good reader</u> -- reading quickly without making mistakes; reading difficult books. How good a reader do you think you are, compared with [T2=others, T1=other boys] your age?			
T2	1105	G9, G9a**				
		No T3				
T4	600	J 8a				
			1. Far above average (top 10%)	8	10	6
			2. Above average (next 15%)	25	22	20
			3. Slightly above average (25%)	52	34	37
			4. Slightly below average (25%)	14	25	27
			5. Below average (next lowest 15%)	2	6	6
			6. Far below average (bottom 10%)	-	1	1
		9. &	0. Not ascertained; inappropriate	-	2	4
			7. Other 8. DK			
T1	1114	G9b	Compared with [T2=others, T1=other boys] your age, how important is it to you to do a lot of reading -- how much do you like reading?			
T2	1106	G9b				
		No T3				
T4	601	J8b				
			1. Much more important than average	19	16	15
			2. A little more important than average	27	23	25
			3. About average importance	32	35	33
			4. A little less important than average	18	19	18
			5. Much less important than average	3	5	3
		9. &	0. Not ascertained; inappropriate	-	2	6
T1	1115	G9c	How much does your school give you a chance to read?			
T2	1107	G9c				
		No T3				
T4	602	J8c				
			1. Very much	27	22	19
			2. Quite a bit	50	49	24
			3. Some	16	18	8
			4. A little	7	7	3
			5. Not at all	3	-	-
		9. &	0. Not ascertained; inappropriate	-	5	47
T1	1116	G9d	How much does your school actually <u>require</u> you to read?			
T2	1108	G9d				
		No T3				
T4	603	J8d				
			1. Very much	13	8	13
			2. Quite a bit	43	39	23
			3. Some	33	33	12
			4. A little	10	14	5
			5. Not at all	1	1	1
		9. &	0. Not ascertained; inappropriate	-	5	46

*See Introduction to Tables

**These variables are component ingredients in the school ability index presented in Part 1, Self-concept of school ability.

PERSON-ENVIRONMENT FIT

Reading ability (continued)

VAR	Item Number	Item Content	Percentage Frequencies* T1	T2	T4
T1 1117 T2 1109 T4 604	G9e G9e No T3 J8e	How does this (the opportunity or requirement for reading in school) fit in with what you want?			
		1. Too much, compared with what I want	4	3	2
		2. A little too much	17	17	13
		3. Just about right	61	55	31
		4. Not quite enough	15	16	6
		5. Not enough, compared with what I want	3	4	1
	9. &	0. Not ascertained; inappropriate	-	5	46
T2 1110 T4 605	No T1 G9f No T3 J8f	How much does your job give you a chance to read?		T2	T4
		1. Very much		-	3
		2. Quite a bit		2	6
		3. Some		5	8
		4. A little		11	13
		5. Not at all		19	12
	9. &	0. Not ascertained; inappropriate		63	58
T2 1111 T4 606	No T1 G9g No T3 J8g	How much does your job actually require you to read?		T2	T4
		1. Very much		1	2
		2. Quite a bit		2	5
		3. Some		5	8
		4. A little		10	14
		5. Not at all		20	14
	9. &	0. Not ascertained; inappropriate		63	58
T2 1112 T4 607	No T1 G9h No T3 J8h	How does this (the opportunity or requirement for reading in your job) fit in with what you want?		T2	T4
		1. Too much, compared with what I want		-	-
		2. A little too much		-	2
		3. Just about right		23	21
		4. Not quite enough		8	12
		5. Not enough, compared with what I want		6	8
	9. &	0. Not ascertained; inappropriate		63	58

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON-ENVIRONMENT FIT

Physical condition

T1 1118 G10, G10a — No T2, No T3, No T4

The last questions of this kind are about getting physical exercise and keeping in good condition. Compared with other boys your age, how would you rate your physical condition (e.g., muscular development)?

	T1
1. Far above average (top 10%)	9
2. Above average (next 15%)	31
3. Slightly above average (25%)	40
4. Slightly below average (25%)	17
5. Below average (next lowest 15%)	3
6. Far below average (bottom 10%)	1

8. DK 9. M.D.

T1 1119 G10b
T2 1113 QD62 Pt. 1,
T3 575 D19
T4 608 D19

Compared with [T1=other boys, T2 and T3=others] your age, how important is it for you to exercise and keep in good condition?

NOTE: Although this question asks for the same information and carries the same response categories, the method of administration was changed from a personal interview situation at Time 1 to a self-administered questionnaire at Times 2 and 3.

	T1	T2	T3	T4
1. Much more important than average	34	28	26	22
2. A little more important than average	36	32	31	32
3. About average importance	26	34	36	38
4. A little less important than average	4	4	6	6
5. Much less important than average	1	1	1	1
9. & 0. Not ascertained; inappropriate	-	1	1	1

8. DK

T1 1120 G10c — No T2, No T3, No T4

How much does your school give you a chance for physical exercise?

	T1
1. Very much	27
2. Quite a bit	44
3. Some	20
4. A little	7
5. Not at all	2

8. DK 9. M.D.

T1 1121 G10d — No T2, No T3, No T4

How much does your school actually require physical exercise?

	T1
1. Very much	11
2. Quite a bit	33
3. Some	38
4. A little	16
5. Not at all	3

8. DK 9. M.D.

*See Introduction to Tables

VAR	Item Number	Item Content	Percentage Frequencies*

PERSON-ENVIRONMENT FIT

Physical condition (continued)

T1 1122 G10e — No T2 — No T3 — No T4

How does this (the opportunity or requirement for physical exercise) fit in with what you want?

	T1
1. Too much, compared with what I want . . .	2
2. A little too much	6
3. Just about right	61
4. Not quite enough	26
5. Not enough, compared with what I want . .	6

8. DK 9. M.D.

T2 1114 QD63 Pt. 1, — T3 576 D20 — T4 609 D20 — No T1

How does the chance which you get for physical exercise in your life fit in with what you want?

	T2	T3	T4
1. Too much chance, compared with what I want . .	4	4	3
2. A little too much chance, compared with what I want	7	10	8
3. Just about right	64	57	57
4. Not quite enough chance, compared with what I want	20	22	27
5. Not enough chance, compared with what I want .	4	6	5
9. & 0. Not ascertained; inappropriate	1	1	1
8. DK			

Person-environment fit indexes

T2 1115 Time 1 — T4 610 Time 2 — No T3

Time 1 = P-E FIT GOODNESS INDEX; Time 2 = P-E FIT(SCH)GOODNESS2

These variables were built by taking a mean of the recoded values of the above variables: G1c, G2c, G3c, G4c, G5d, G6d, G7d, G8e, and G9e. The response values of 1 and 5 became a 1; values 2 and 4 became a 2; and value 3 remained a 3.

	T1	T2
Minimum # of items upon which index calculated	7 out of 9	
# of cases upon which statistics are based	2512	2039
Mean	2.62	2.60
Standard deviation	.31	.31

T1 1116 Time 1 — T4 611 Time 2 — No T3

Time 1 = P-E FIT DIRECTION INDEX; Time 2 = P-E FIT(SCH)DIRECTN 2

These variables were built by taking a mean of the above variables: G1c, G2c, G3c, G4c, G5d, G6d, G7d, G8e, and G9e.

	T1	T2
Minimum # of items upon which index calculated	7 out of 9	
# of cases upon which statistics are based	2512	2039
Mean	3.13	3.21
Standard deviation	.29	.32

*See Introduction to Tables

VAR

T1 1123	College Plans
T2 1117	1. Yes, R has college plans 0. No, R has no college plans

Test Section

Content

PERSON

Aptitudes and abilities

T1 1124 A **Intelligence: Matrices* (1T MATRICES) Time 1 only**

The scores below represent the total number of correct out of a perfect score of 29.

Mean 22.37
Standard deviation . 5.81
Weighted N 2514

Number correct	Percentage frequency**	Number correct	Percentage frequency**	Number correct	Percentage frequency**
0	0.2	10	0.8	20	3.9
1	-	11	0.9	21	5.4
2	-	12	1.2	22	5.0
3	0.2	13	1.5	23	6.4
4	0.4	14	1.7	24	5.8
5	0.3	15	2.1	25	7.2
6	1.0	16	2.3	26	9.7
7	0.7	17	3.5	27	10.8
8	0.4	18	4.1	28	12.4
9	1.3	19	4.0	29	6.8
				99 (MD)	-

C **Vocabulary level: Anagrams* (1T ANAGRAMS) Time 1 only** No data available

The scores presented below represent the total number of different words made out of the letters in the word "generation." If a word was misspelled but still recognizable, it was accepted. The respondent was allowed to use a letter more than once.

Mean 16.46
Standard deviation 6.38
Weighted N 2512

No. of words	Percentage frequency**	No. of words	Percentage frequency**	No. of words	Percentage frequency**
0	1.0	14	6.8	28	0.9
1	0.2	15	7.2	29	0.6
2	0.2	16	6.4	30	0.9
3	0.2	17	6.9	31	0.2
4	0.6	18	5.7	32	0.4
5	0.7	19	5.4	33	0.4
6	0.9	20	4.8	34	0.5
7	1.7	21	3.9	35	0.4
8	2.7	22	3.6	36	0.1
9	4.0	23	2.9	37	0.1
10	3.9	24	2.9	38	0.1
11	5.0	25	2.4	41	0.1
12	5.9	26	2.0		
13	6.0	27	1.2	99 (MD)	0.1

*For a detailed description of this test, see Bachman, J. G., et. al. Youth in Transition: Volume I. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1967, 66-68.

**See Introduction to Tables

Test Section	Content
	PERSON
	Aptitudes and abilities (continued)

VAR

F Vocabulary level: GATB, Part J *(1T GATB-J) Time 1 only

T1 1125 The score is the number of items answered correctly. Credit is allowed as long as both correct answers are given to each set; it makes no difference in what order the answers appear. No credit is given when only part of an item is answered correctly. A perfect score is 60.

Mean	18.86
Standard deviation . .	6.63
Weighted N	2511

Items correct	Percentage frequency**	Items correct	Percentage frequency**
00-02	1.0	21-23	16.2
03-05	1.5	24-26	11.5
06-08	3.4	27-29	7.1
09-11	7.5	30-32	3.6
12-14	11.8	33-35	1.4
15-17	16.5	36-38	0.2
18-20	18.2	39-41	0.2
		99 (MD)	0.1

E Arithmetic reasoning: GATB, Part I* (1T GATB-I) Time 1 only

T1 1126 The score is equal to the number of correct answers. An answer from which the decimal point has been omitted is counted as an error even if the solution is otherwise correct. A perfect score is 25.

Mean	9.68
Standard deviation . .	3.51
Weighted N	2509

Items correct	Percentage frequency**	Items correct	Percentage frequency**
0	0.9	11	10.6
1	1.0	12	9.2
2	1.0	13	7.8
3	1.9	14	5.7
4	2.2	15	4.4
5	4.0	16	2.0
6	6.8	17	0.7
7	7.8	18	0.5
8	10.6	19	0.1
9	10.2	20	0.1
10	12.2	23	0.1
		99 (MD)	0.2

*For a detailed description of this test, see Bachman, J. G., et. al. Youth in Transition: Volume I. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1967, 68-69.

**See Introduction to Tables

Test Section | Content

PERSON

Aptitudes and abilities (continued)

VAR

B Reading ability: Gates Reading Comprehension* (1T GATES) Time 1 only

T1 1127 The score is the number correct. A perfect score is 43.

Mean	36.01
Standard deviation	6.24
Weighted N	2509

Items correct	Percentage frequency**
04-10	1.0
11-20	1.9
21-30	11.0
31-35	21.5
36	6.7
37	7.2
38	7.8
39	8.9
40	9.5
41	10.4
42	8.9
43	5.0
44-99 (MD)	0.2

G Figure-ground discrimination: Hidden Patterns* (1T HIDDEN PT) Time 1 only

T1 1128 The score is the number wrong subtracted from the number right to correct for guessing. A perfect score is 98.

Mean	21.40
Standard deviation	16.47
Weighted N	2513

Score	Percentage frequency**	Score	Percentage frequency**
-86	0.1	11 to 15	9.4
-52	0.1	16 to 20	11.1
-48	0.1	21 to 25	15.2
-43	0.1	26 to 30	17.3
-37	0.1	31 to 35	13.1
-28 to -25	0.5	36 to 40	6.6
-24 to -20	0.6	41 to 45	
-19 to -15	0.7	46 to 50	1.5
-14 to -10	1.3	51 to 55	0.6
-09 to -05	1.6	56 to 60	0.3
-04 to 00	3.5	62	0.2
01 to 05	5.2	76	0.1
06 to 10	5.9	78	0.1
		999 (MD)	-

*For a detailed description of this test, see Bachman, J. G. et. al. Youth in Transition: Volume I. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1967, 67, 69.

**See Introduction to Tables

Test Section	Content
	PERSON

Aptitudes and abilities (continued)

D Maze tracing: Mazes* (1T MAZES) Time 1 only No data available

The score is the number of squares through which a line has been drawn correctly; that is, the line has not crossed any printed lines. A perfect score is 48.

Mean	22.22
Standard deviation . . .	7.47
Weighted N	2514

Squares correct	Percentage frequency**	Squares correct	Percentage frequency**
00	0.2	23	5.8
01	0.1	24	5.6
04	0.2	25	5.2
05	0.2	26	5.0
06	0.3	27	4.2
07	0.5	28	3.3
08	0.5	29	2.9
09	0.8	30	2.6
10	1.0	31	2.4
11	1.5	32	1.7
12	2.4	33	0.9
13	2.7	34	1.0
14	3.0	35	1.2
15	3.5	36	0.6
16	4.1	37	0.7
17	5.0	38	0.4
18	5.5	39	0.5
19	5.0	40	0.3
20	7.0	41	0.4
21	4.5	42	0.3
22	6.2	48	1.0
		99 (MD)	-

Job Information

See Part I, page Q-1 for presentation of this "test." At Times 2, 3, and 4 the Job Information Test was included in the self-administered questionnaire situation since it was only at Time 1 that a separate booklet called the Test Battery was administered.

*For a detailed description of this test, see Bachman, J. G. et. al. Youth in Transition: Volume I. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1967, 68.

**See Introduction to Tables

APPENDIX A

VARIABLES INTRODUCED AT TIME 3

Appendix A

Variables Introduced at Time 3

Military Service Questionnaire

Section D: For those planning to be in Military service in the fall (1970)

VAR.

Consider the reasons you have for wanting to enlist. How important is each of the following for you?

T3 577 3MD7. Career opportunities look better than in civilian life

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 578 3MD8. For the travel, excitement, new experiences

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 579 3MD9. To become more mature and self-reliant

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 580 3MD10. To learn a trade or skill that would be valuable in civilian life

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

VAR.

T3 581 3MD11. Such things as aircraft, guns, ships, rockets interest me

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 582 3MD12. Want my choice of service rather than to be drafted

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 583 3MD13. To serve my country

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 584 3MD14. To fulfill my military obligation at a time of my choice

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 585 3MD15. Opportunity for advanced education, professional training

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 586 3MD16. Want to leave some personal problems behind me

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

T3 587 3MD17. Other reason given

1. Very important reason for me to enlist
2. Somewhat important reason for me to enlist
3. Not at all important reason for me to enlist
0,9. Missing data

VAR.

3MD18. Three most important reasons why respondent wants to enlist. The number that appears next to the reason in the previous questions was coded (3MD7-3MD17). Missing data = 0,99.

T3 588 3MD18a. First most important reason

T3 589 3MD18b. Second most important reason

T3 590 3MD18c. Third most important reason

T3 591 3MD19. Respondents present draft classification status

1. Respondent is classified
2. Respondent has registered, but has not been classified
3. Respondent has registered, but doesn't know his classification
4. Respondent has not yet registered for the draft

0,9. Missing data

T3 592 3MD19a. What is your draft classification now?

01. I-A
02. I-SH; I-S
03. I-Y
04. II-A
05. III-A
06. IV-A
07. IV-F
08. II-S
09. I-SC
10. I-A-O; I-O
11. I-D (Reserves)
12. I-C

98. Don't know
99. N.A. (Blanks) R coded 1 in above variable, but did not fill in his classification
00. Inap. R not coded 1 in above variable

VAR.

T3 593 3MD20. Have you ever been called for examination by your draft board?

1. No, I have never been called for an examination of any type
2. I have been examined and found qualified for the draft
3. I failed both the physical exam and written tests
4. I failed only the physical exam
5. I failed only the written test
6. I was turned down by the draft for other reasons or do not know the reason why I was turned down
7. I do not know the results of my exam

0,9. Missing data

T3 594 3MD21. Have you ever been turned down for enlistment?

1. No, I have been accepted for enlistment or am on a waiting list
2. No, I have never attempted to enter any military service
3. Yes, I was turned down WITHOUT being examined or tested
4. Yes, I applied but failed BOTH physical and written tests
5. Yes, I applied but could not meet PHYSICAL standards
6. Yes, I applied but could not pass the WRITTEN test
7. Yes, I applied but was turned down FOR OTHER REASONS or DO NOT KNOW THE REASON why I was turned down

0,9. Missing data

Section F: For those who are not planning to be in Military Service in the fall (1970)

VAR.

T3 595 3MF1. Respondents present draft classification

1. Respondent is classified
2. Respondent has registered, but has not been classified
3. Respondent has registered, but doesn't know his classification
4. Respondent has not yet registered for the draft
0,9. Missing data

T3 596 3MF1a. What is your draft classification now?

01. I-A
02. I-SH; I-S
03. I-Y
04. II-A
05. III-A
06. IV-A
07. IV-F
08. II-S
09. I-SC
10. I-A-O; I-O
11. I-D (Reserves)
12. I-C

98. Don't know
99. N.A. (Blanks) R coded 1 in above variable, but did not fill in his classification
00. Inap. R not coded 1 in above variable

T3 597 3MF2. Have you ever been called for examination by your draft board?

1. No, I have never been called for an examination of any type
2. I have been examined and found qualified for the draft
3. I failed both the physical exam and written tests
4. I failed only the physical exam
5. I failed only the written test
6. I was turned down by the draft for other reasons or do not know the reason why I was turned down
7. I do not know the results of my exam
0,9. Missing data

VAR.

T3 598 3MF3. Have you ever been turned down for enlistment?

1. No, I have been accepted for enlistment or am on a waiting list
2. No, I have never attempted to enter any military service
3. Yes, I was turned down WITHOUT being examined or tested
4. Yes, I applied but failed BOTH physical and written tests
5. Yes, I applied but could not meet PHYSICAL standards
6. Yes, I applied but could not pass the WRITTEN test
7. Yes, I applied but was turned down FOR OTHER REASONS or DO NOT KNOW THE REASON why I was turned down

0,9. Missing data

T3 599 3MF4. If you were to be drafted, which of the following would be most true of you?

1. I'd be happy to serve
2. I'd serve
3. I'd serve if I had to, but wouldn't like it
4. I'd refuse to serve; go to jail or leave the country instead

0,9. Missing data

T3 600 3MF5. How likely is it that you will enter, either voluntarily or through the draft, any military service in the next ten years? (This could be in any branch of the service, either on active duty or in the reserves.)

1. I'm sure that I will enter
2. I will very likely enter
3. I will probably enter
4. I will probably NOT enter
5. I will very likely NOT enter
6. I'm sure that I will NOT enter

0,9. Missing data

T3 601 3MF6. How do you expect to enter (if you do)? (Respondent answered 1, 2, or 3 on question 3MF5)

1. Enlist for Active Service as a Regular
2. Expect to be drafted
3. Volunteer for induction (ask to be drafted) into Active Service
4. Enlist in a Reserve, the National Guard or the Air National Guard
5. Enlist for officer's training, such as Officer's Candidate School
6. Enter as an officer

0,9. Missing data

VAR.

T3 602 3MF7. If you were to VOLUNTEER or ENLIST, which branch of the Active Service would you be MOST likely to enter? (Respondent answered 1, 2, or 3 on question 3MF5.)

1. Army
2. Navy
3. Air Force
4. Marine Corps
5. Coast Guard

0,9. Missing data

T3 603 3MF8. If you couldn't get into this branch, what would be your second choice? (Respondent answered 1, 2, or 3 on question 3MF5.)

1. Army
2. Navy
3. Air Force
4. Marine Corps
5. Coast Guard

0,9. Missing data

T3 604 3MF9. Why do you expect you will NOT enter? (Respondent answered 4, 5, or 6 to question 3MF5.)

1. Deferment or exemption because of family responsibilities, job, religion, or school
2. Already failed to pass physical exam or written test (or both)
3. Expect to fail physical exam or written test (or both), or will be turned down for some other reason
4. Do not believe I will be called — the draft will stop before it reaches me
5. Do not believe I will be called -- even if the draft continues
6. I will refuse to serve.

0,9. Missing data

Section G: Asked of all respondents

VAR.

We'd like you to imagine that conditions in the United States have changed as follows:
--The United States has pulled all of its troops out of Vietnam and has no military commitments over there.
--There is no draft.
Imagine, now, that this is true beginning tommorrow!

T3 605 3MG1. How likely would it be that you would volunteer for military service during the next six months

1. I'm sure that I would volunteer in the next six months
2. I would very likely volunteer
3. I would probably volunteer
4. I would probably NOT volunteer
5. I would very likely NOT volunteer
6. I'm sure that I would NOT volunteer

0,9. Missing data

T3 606 3MG2. How likely would it be that you would volunteer for military service, either as an enlisted man or as an officer, during the next ten years? (For those who answered 2-6 on question 3MG1).

1. I'm sure that I would volunteer in the next ten years
2. I would very likely volunteer
3. I would probably volunteer
4. I would probably NOT volunteer
5. I would very likely NOT volunteer
6. I'm sure that I would NOT volunteer

0,9. Missing data

T3 3MG3 The following are possible changes in the military. After each possible change, indicate how such a change would affect YOUR decision about enlisting. Remember, think of each change happening after the draft is ended and after we have stopped fighting in Vietnam.
-----Following questions asked of respondents coded 2-6 in question 3MG2-----

VAR.

T3 607 3MG3.1 The Military offers to help you get started in a civilian job after you finish active duty, and, if necessary, would provide training in a civilian skill

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 608 3MG3.2 The government agrees to pay for up to four years of college, including living expenses, at the school of your choice in return for four years of active duty. The college could come either before or after the military service.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 609 3MG3.3 The government agrees to pay for up to two years of technical/vocational school, including living expenses, at the school of your choice, in return for four years of active duty. The training could come either before or after the military service.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 610 3MG3.4 Guaranteed assignments, including necessary training, in the military specialty of your choice (for example: draftsman, electronic technician, bulldozer driver, paratrooper, auto or aircraft mechanic, truck driver, etc).

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

VAR.

T3 611 3MG3.5 Military pay that's comparable to the income you could expect to be earning as a civilian.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 612 3MG3.6 A large bonus for enlisting (for example: $1,000).

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 613 3MG3.7 A shorter enlistment period; for example, one year less than now offered in the service of your choice.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 614 3MG3.8 A chance to enroll in an officer training program after enlistment even if you don't have a college degree.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 615 3MG3.9 Assurance that I will be able to change my assignment after some period of time if I don't like the work.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 616 3MG3.10 During peacetime, a guarantee of assignment to a geographic area of your choice in the U.S. or abroad.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

VAR.

T3 617 3MG3.11 Right to live off-base if you prefer.

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist
0,9. Missing data

T3 618-620 3MG4 Pick out the three changes that would be most important to you. Put these in order of their importance to you. (Number to right of decimal point in above list of changes was coded, range of 1-11; 0 and 99 are missing data)

T3 621 3MG5 Now, if the draft were eliminated, and if U.S. troops were no longer fighting in Vietnam, AND if three changes were actually made, how likely would it be that you would enlist during the next six months?

1. I'm sure that I would enlist
2. I would very likely enlist
3. I would probably enlist
4. I would probably NOT enlist
5. I would very likely NOT enlist
6. I'm sure that I would NOT enlist
9. Missing data

T3 622 3MG6 How likely would it be that you would enlist during the next ten years?

1. I'm sure that I would enlist
2. I would very likely enlist
3. I would probably enlist
4. I would probably NOT enlist
5. I would very likely NOT enlist
6. I'm sure that I would NOT enlist
9. Missing data

--Following were asked of all respondents—

T3 623 3MG7 If you think that there is some possibility that you would enlist with these changes, which branch of the Active Service would you be most likely to enter?

1. Army
2. Navy
3. Air Force
4. Marine Corps
5. Coast Guard
0,9. Missing data

VAR.

T3 624 3MG8 Which would be your second choice? (Branch of Active Service to enlist in).

1. Army
2. Navy
3. Air Force
4. Marine Corps
5. Coast Guard
6. None of the above; I wouldn't enlist if I couldn't get my first choice

0,9. Missing data

T3 625 3MG9 Consider for a minute the issue of military pay. Think of how much you could probably earn on a civilian job. If only military pay were changed, how much would it take to get you to volunteer for a single four-year term? Remember, imagine that the draft is ended and we have stopped fighting in Vietnam.

1. I'd volunteer even if I earned less than I could earn in a civilian job
2. I'd volunteer only if I could earn at least as much as I could earn in a civilian job
3. I'd volunteer only if I could earn somewhat more than I could earn in a civilian job
4. I'd volunteer only if I could earn a good deal more than I could earn in a civilian job
5. No increase in pay alone could get me to volunteer

0,9. Missing data

T3 626 3MG10a How important would it be for you to have more freedom outside of normal duty hours to do as you want--to lead your own life? How would this change affect you?

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist

0,9. Missing data

T3 627 3MG10b How would it affect your decision about enlisting if there were less "spit and polish" and detailed control of your daily life?

1. It wouldn't affect my decision at all
2. I would be more likely to enlist
3. I would definitely enlist

0,9. Missing data

VAR.

T3 628 3MG11. Write in one change, other than those above, that you would like to see made in the military

1. There is a write-in answer
0. There is no write-in answer
9. Missing data

T3 629 3MG11a. Change Respondent would like to see in Military

Changes in Basic Issues

01. Abolish military service; end the need for a military force at all
02. End the Vietnam war; de-escalate the war
03. Take a real stand in the Vietnam war; escalate the war
04. Stop the "arms race"
09. Other changes in basic issues

Changes in the Military System: Draft, Term of Service, etc.

11. End the draft; make the military service voluntary
12. Raise the draft age; raise enlistment age
13. Equalize voting privileges with military obligation; either lower the voting age or raise the draft age; allow servicemen to vote
14. Shorter term of duty
15. Longer training periods
16. Once sent overseas is enough
29. Other changes in the military system

Changes in Military Life and Material Benefits

31. Less emphasis on conformity and formality
32. Stop treating one man better than another; less emphasis on "rank"
33. Less "red-tape"
34. Treat the service like any other job
35. More pay; get paid more often
36. More chance for advancement
37. Choose your own type of work assignment
38. Choose your own location; be able to live near home; be able to go home more often
39. Better food
40. More time for religion
41. Less harsh physically
42. More frequent rest and recovery for Vietnam servicemen
43. Help those enlisted learn a trade
49. Other changes in military life

98. Other unique answers
99. NA
00. Inap.

VAR.

T3 630 3MG12 Thus far we have asked you just about active military service. If there were no draft and the war were over, would you join the Reserves or the National Guard? This involves a short period of active duty training (about six months), followed by regular drilling, for example one weekend per month.

1. Definitely join the Reserves or the National Guard
2. Probably join the Reserves or the National Guard
3. Probably would not join the Reserves or the National Guard
4. Definitely would not join the Reserves or the National Guard
5. I don't know; I haven't thought at all about this

0,9. Missing data

Section H

VAR.

T3 631 3MH1. Below are four reasons for which people are sometimes willing to serve in the armed services. Place a check in the box next to the most important reason you would be willing to spend time in the armed services.

1. I feel it is my responsibility as a citizen
2. It is the law and I must obey it
3. It's an opportunity to serve my country
4. If I don't I'll go to jail
0,9. Missing data

T3 632 3MH2. Place a check in the box next to the least important reason you would be willing to spend time in the armed services.

1. I feel it is my responsibility as a citizen
2. It is the law and I must obey it
3. It's an opportunity to serve my country
4. If I don't I'll go to jail
0,9. Missing data

T3 633 3MH3. If given the choice between serving two years in the military or two years in the Peace Corps, which do you think you would do?

1. Definitely choose military
2. Probably choose military
3. Probably choose Peace Corps
4. Definitely choose Peace Corps
9. Missing data

T3 634 3MH4. Do you think military personnel have too much or too little influence on the way the country is run?

1. Far too much
2. Too much
3. About right
4. Too little
5. Far too little
0,9. Missing data

VAR.

T3 635 3MH5. Do you think the U.S. spends too much or too little on the military?

1. Far too much
2. Too much
3. About right
4. Too little
5. Far too little
0,9. Missing data

T3 636 3MH6. Some people think about what's going on in government all year around, whether there's an election going on or not. Others aren't that interested. How often do you follow what is going on in government?

1. Only now and then
2. Some of the time
3. Most of the time
4. All year around
0,9. Missing data

Do you agree or disagree with each of the following statements?

T3 637 3MH7a. I feel you can be a good citizen even if you don't salute the flag

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 638 3MH7b. I feel you can be a good citizen even if you burn your draft card

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 639 3MH7c. I feel that you can't be a good citizen unless you always obey the law

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

VAR.

T3 640 3MH7d. I feel a good citizen should go along with whatever the government does even if he disagrees with it

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 641 3MH7e. I feel you can't be a good citizen unless you vote regularly in elections

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 642 3MH7f. I feel a good citizen tries to change the government policies he disagrees with

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 643 3MH8. Which of the following is most important to you for being a good citizen?

1. Being active in public affairs
2. Being proud of your country
3. Being obedient to the law
0,9. Missing data

T3 644 3MH9. Which of the following is least important to you for being a good citizen?

1. Being active in public affairs
2. Being proud of your country
3. Being obedient to the law
0,9. Missing data

VAR.

3MH10. Do you feel that the United States government ever has a right to pass the following laws?

T3 645 3MH10a. You must work on a job that is not of your own choosing

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

T3 646 3MH10b. You may not read books listed as unpatriotic

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

T3 647 3MH10c. You may not receive certain job training or professional training unless you score high on a national test

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

3MH11 Assume you are a serviceman. Do you feel the military ever has a right to order you to do the following things?

T3 648 3MH11a. You must extend your active duty one extra year

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

T3 649 3MH11b. You must participate in a mission that might involve killing civilians as well as soldiers

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

VAR.

T3 650 3MH11c. You must participate in a mission that would greatly risk your life

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

T3 651 3MH11d. You must work on a job that is not of your own choosing

1. Always has a right
2. Has a right in emergencies
3. Never has a right
0,9. Missing data

3MH12 Do you agree or disagree with the following statements?

T3 652 3MH12a. The U.S. must be willing to run any risk of war which may be necessary to prevent the spread of Communism

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 653 3MH12b. The U.S. should begin a gradual program of disarming, whether other countries do or not

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 654 3MH12c. Anti-war protests -- such as non-violent picketing of missile bases or draft boards are harmful to the best interests of the American people

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

VAR.

T3 655 3MH12d. There may be times when the U.S. must fight a war

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 656 3MH12e. The U.S. has a duty to carry on its struggle against Communism, even if it risks the lives of civilians

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 657 3MH12f. My moral principles would prevent me from participating in any war and killing other people

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 658 3MH12g. The real enemy today is no longer Communism, but rather war itself

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
0,9. Missing data

T3 659 3MH13. If you felt that it was necessary for the U.S. to fight in some future war, how likely is it that you would volunteer for military service in that war?

1. I'm sure that I would volunteer
2. I would very likely volunteer
3. I would probably volunteer
4. I would probably NOT volunteer
5. I would very likely NOT volunteer
6. I would definitely NOT volunteer
7. In my opinion, there is no such thing as a "necessary" war
0,9. Missing data

VAR.

3MH14. Do you agree or disagree with each of the following statements?

T3 660 3MH14a. Fighting the war in Vietnam is damaging to our national
T4 612 4QK1a. honor or pride

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
8,0,9. Missing data

T3 661 3MH14b. Fighting the war in Vietnam is really not in the
T4 613 4QK1b. national interest

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
8,0,9. Missing data

T3 662 3MH14c. Fighting the war in Vietnam is important to fight the
T4 614 4QK1c. spread of Communism

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
8,0,9. Missing data

T3 663 3 MH14d. Fighting the war in Vietnam is bringing us closer to
T4 615 4QK1d. world war

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
8,0,9. Missing data

T3 664 3MH14e. Fighting the war in Vietnam is important to protect
T4 616 4QK1e. friendly countries

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
8,0,9. Missing data

VAR.

T3 665 3MH14f. Fighting the war in Vietnam is important to show other nations that we keep our promises
T4 617 4QK1f.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
8,0,9. Missing data

T3 666 3MH15. Do you think a boy from a poor family would have a better or worse chance of getting ahead if he followed a military career instead of a civilian career?

1. Much better chance in military service
2. Somewhat better
3. About the same
4. Somewhat worse
5. Much worse chance in military service
0,9. Missing data

T3 667 3MH16. Do you think a Negro would have a better or worse chance of getting ahead if he followed a military career instead of a civilian career?

1. Much better chance in the military service
2. Somewhat better
3. About the same
4. Somewhat worse
5. Much worse chance in the military service
0,9. Missing data

T3 668 3MH17. Do you think a Negro is likely to face more or less discrimination in military service than in civilian life?

1. Much more in military service
2. Somewhat more
3. About the same
4. Somewhat less
5. Much less in military service
0,9. Missing data

VAR.

3MH18. We are interested in knowing what young men think about the Reserves or the National Guard. How good do you think the Reserves or the National Guard are for each of the following?

T3 669 3MH18a. How good are the chances for getting training in useful skills?

1. High
2. Medium
3. Low
4. Don't know
0,9. Missing data

T3 670 3MH18b. How good is the pay and fringe benefits?

1. High
2. Medium
3. Low
4. Don't know
0,9. Missing data

T3 671 3MH18c. How good are the chances for making good friends?

1. High
2. Medium
3. Low
4. Don't know
0,9. Missing data

T3 672 3MH19. How hard is it for someone like you to get into the Reserves or the National Guard?

1. Very hard
2. Quite hard
3. Somewhat hard
4. Quite easy
5. Very easy
6. I don't know
0,9. Missing data

T3 673 3MH20. How much do you think the Active Reserves and the National Guard are looked up to and respected?

1. Very much
2. Quite a bit
3. Some
4. A little
0,9. Missing data

VAR.

3MH21. Suppose that at the end of your education you are trying to decide between a career in the military and a civilian job. Which would be better for the following things?

The code for variables 674-692 is:

1. Military much better
2. Military somewhat better
3. Both about the same
4. Civilian job somewhat better
5. Civilian job much better

0,9. Missing data

T3	674	3MH21a.	Chance to be your own boss
T3	675	3MH21b.	Chance to learn new and useful skills
T3	676	3MH21c.	Chance to use one's skills and abilities
T3	677	3MH21d.	Chance for a job where I don't have to work too hard
T3	678	3MH21e.	Chance to get ahead
T3	679	3MH21f.	Chance to control your personal life
T3	680	3MH21g.	Chance to make good friends
T3	681	3MH21h.	Chance to be a leader
T3	682	3MH21i.	Chance to influence your supervisors
T3	683	3MH21j.	Chance to serve your country well
T3	684	3MH21k.	Chance to take a lot of responsibility
T3	685	3MH21l.	Type of people you would work with
T3	686	3MH21m.	Type of people who would supervise you

VAR.

T3 687 3MH21n. Amount of money you would earn

T3 688 3MH21o. Fringe benefits, like medical care, retirement plan, etc.

T3 689 3MH21p. Chance to learn good habits and self-discipline

T3 690 3MH21q. Chance to prove myself a man

T3 691 3MH21r. Chance to make the world a better place

T3 692 3MH21s. Prestige--looked up to by others

3MH22. Which branch of the military do you think is best described by each of the following statements?

The code for variables 693-722 is:

1. Army
2. Navy
3. Air force
4. Marine Corps
5. No difference among the branches

0,9. Missing data

T3 693 3MH22a. Best pay

T3 694 3MH22b. Worst pay

T3 695 3MH22c. Easiest to get into

T3 696 3MH22d. Hardest to get into

T3 697 3MH22e. Most chance to prove myself a man

T3 698 3MH22f. Least chance to prove myself a man

T3 699 3MH22g. Best living conditions for the families of servicemen

VAR.		
T3 700	3MH22h.	Worst living conditions for the families of servicemen
T3 701	3MH22i.	Best chance to get ahead
T3 702	3MH22j.	Worst chance to get ahead
T3 703	3MH22k.	Most chance to learn good habits and self-discipline
T3 704	3MH22l.	Least chance to learn good habits and self-discipline
T3 705	3MH22m.	Best chance to learn new and useful skills
T3 706	3MH22n.	Worst chance to learn new and useful skills
T3 707	3MH22o.	Best chance to use one's skills and abilities
T3 708	3MH22p.	Worst chance to use one's skills and abilities
T3 709	3MH22q.	Most chance for Negroes to get ahead
T3 710	3MH22r.	Least chance for Negroes to get ahead
T3 711	3MH22s.	Best commanding officers
T3 712	3MH22t.	Worst commanding officers
T3 713	3MH22u.	Most prestige—looked up to the most
T3 714	3MH22v.	Least prestige—looked up to the least
T3 715	3MH22w.	Most danger of being killed or wounded
T3 716	3MH22x.	Least danger of being killed or wounded
T3 717	3MH22y.	Most opportunity for travel in foreign countries

VAR.

T3 718 3MH22z. Least opportunity for travel in foreign countries

T3 719 3MH22aa. Easiest to make good friends

T3 720 3MH22bb. Hardest to make good friends

T3 721 3MH22cc. Takes the most capable men

T3 722 3MH22dd. Takes the least capable men

Do you agree or disagree with the following statements?

T3 723 3MH23.
T4 618 4QB86. The government in Washington should see to it that White and Negro children are allowed to go to the same schools if they want to

1. Agree
2. Agree mostly
3. Disagree mostly
4. Disagree
8,0,9. Missing data

T3 724 3MH24.
T4 619 4QB87. The government in Washington should see to it that people are treated fairly and equally in jobs, no matter what their race may be

1. Agree
2. Agree mostly
3. Disagree mostly
4. Disagree
8,0,9. Missing data

T3 725 3MH25.
T4 620 4QB88. Negroes have a right to keep Whites out of their neighborhoods, if they want to

1. Agree
2. Agree mostly
3. Disagree mostly
4. Disagree
8,0,9. Missing data

VAR.

T3 726 3MH26. Whites have a right to keep Negroes out of their neighborhoods, if they want to
T4 621 4QB89.

1. Agree
2. Agree mostly
3. Disagree mostly
4. Disagree
8,0,9. Missing data

T3 727 3MH27. It is not the government's business to pass laws about equal treatment for all races
T4 622 4QB90.

1. Agree
2. Agree mostly
3. Disagree mostly
4. Disagree
8,0,9. Missing data

T3 728 3MH28. Suppose you had a job where your supervisor was a qualified person of a <u>different</u> race (White, Negro). Would you mind that a lot, a little, or not at all?
T4 623 4QB91.

1. I'd mind it a lot
2. I'd mind it a little
3. I wouldn't mind it at all
8,0,9. Missing data

T3 729 3MH29. If a family of a different race (but same level of education and income) moved next door to you, how would you feel about it?
T4 624 4QB92.

1. I'd mind it a lot
2. I'd mind it a little
3. I wouldn't mind it at all
8,0,9. Missing data

T3 730 3MH30. If you have small children later on, would you rather they had only White friends, only Negro friends, or both?
T4 625 4QB93.

1. I'd like them to have only White friends
2. I'd like them to have only Negro friends
3. I'd like them to have both White and Negro friends
8,0,9. Missing data

T3 731 3MH31. Do you think that very many Negroes miss out on jobs and promotions because of racial discrimination?
T4 626 4QB94.

1. Many
2. Some
3. Only a few
4. None at all
8,0,9. Missing data

VAR.

T3 732 3MH32. Do you think that many Negroes miss out on good housing
T4 627 4QB95. because White owners will not rent or sell to them?

1. Many
2. Some
3. Only a few
4. None at all
8,0,9. Missing data

T3 733 3MH33. Do you think that many Negroes miss out on good schooling
T4 628 4QB96. because of racial discrimination?

1. Many
2. Some
3. Only a few
4. None at all
8,0,9. Missing data

Section I

Military Service Test

VAR.

T3 734 3MI1. At what age must young men register for the draft?

1. 17
2. 18
3. 19
4. 20
5. 21
0,9. Missing data

T3 735 3MI2. What is the oldest age at which men are ordinarily being drafted?

1. 19
2. 21
3. 23
4. 25
5. 28
0,9. Missing data

T3 736 3MI3. What is the Selective Service classification of a young man not qualified for military service at all?

1. I-A
2. II-H
3. II-S
4. III-A
5. IV-F
0,9. Missing data

T3 737 3MI4. What is the Selective Service classification of a student deferment (for college students)?

1. I-A
2. II-H
3. II-S
4. III-A
5. IV-F
0,9. Missing data

VAR.

3MI5. Which of the following things disqualifies a man from military service?

T3 738 3MI5a. No high school diploma

1. Disqualifies
2. Does not disqualify
0,9. Missing data

T3 739 3MI5b. Need to wear glasses

1. Disqualifies
2. Does not disqualify
0,9. Missing data

T3 740 3MI5c. Height is 6 feet 10 inches

1. Disqualifies
2. Does not disqualify
0,9. Missing data

3MI6. Would a person usually receive a draft deferment for each of the following factors?

T3 741 3MI6a. Full-time college student

1. Deferred
2. Not deferred
0,9. Missing data

T3 742 3MI6b. Part-time college student

1. Deferred
2. Not deferred
0,9. Missing data

T3 743 3MI6c. Married

1. Deferred
2. Not deferred
0,9. Missing data

VAR.

T3 744 3MI6d. Married with 1 child

1. Deferred
2. Not deferred
0,9. Missing data

T3 745 3MI6e. A school teacher

1. Deferred
2. Not deferred
0,9. Missing data

3MI7. Into which of the following branches of the military have men been drafted during the past 12 months?

T3 746 3MI7a. Army

1. Draft
2. No draft
0,9. Missing data

T3 747 3MI7b. Navy

1. Draft
2. No draft
0,9. Missing data

T3 748 3MI7c. Air Force

1. Draft
2. No draft
0,9. Missing data

T3 749 3MI8. About what proportion of servicemen in Vietnam during 1968 engaged in actual combat with the enemy?

1. 1 out of 1000
2. 5 out of 1000
3. 20 out of 1000
4. 100 out of 1000
5. 250 out of 1000
6. 500 out of 1000
7. 900 out of 1000
0,9. Missing data

VAR.

T3 750 3MI9. About what proportion of servicemen in Vietnam during 1968 were killed in combat?

1. 1 out of 1000
2. 5 out of 1000
3. 20 out of 1000
4. 100 out of 1000
5. 250 out of 1000
6. 500 out of 1000
7. 900 out of 1000
0,9. Missing data

T3 751 3MI10. Enlisted men get more pay if they live off-base

1. True
2. False
0,9. Missing data

T3 752 3MI11. In what sort of place do you think a single serviceman who has been in the military for one year usually lives?
T4 629 4QK2.

1. Shares a barracks with 40 other servicemen
2. Shares a room with 2 other servicemen
3. Has a room to himself
4. Has a two-room apartment for himself
8,0,9. Missing data

T3 753 3MI12. What is the total monthly cash pay of a single man who has just enlisted?
T4 630 4QK3.

1. About $50 a month
2. About $100 a month
3. About $200 a month
4. About $400 a month
5. About $600 a month
8,0,9. Missing data

T3 754 3MI13. If a man leaves the military service after 20 years of active duty, how much retirement pay does he receive?
T4 631 4QK4.

1. Nothing
2. 25% of his basic pay at the time he retires
3. 50% of his basic pay at the time he retires
4. 75% of his basic pay at the time he retires
5. 100% of his basic pay at the time he retires
8,0,9. Missing data

VAR.

T3 755 3MI14. How does the pay of someone who has just been drafted compare to the pay of someone who has just enlisted?
T4 632 4QK5.

1. Draftee's pay is much lower
2. Draftee's pay is somewhat lower
3. Draftee's pay is the same
4. Draftee's pay is somewhat higher
5. Draftee's pay is much higher
8,0,9. Missing data

T3 756 3MI15. Which branch of the military service pays recruits more?

1. Army pay is highest
2. Navy pay is highest
3. Air Force pay is highest
4. Marine Corps pay is highest
5. All branches pay the same
0,9. Missing data

T3 757 3MI16. What is the lowest starting monthly cash pay for an unmarried commissioned officer?

1. About $100 a month
2. About $200 a month
3. About $400 a month
4. About $600 a month
5. About $800 a month
0,9. Missing data

T3 758 3MI17. James has been an enlisted man for ten years. He lives off-base with his wife and two children. What would you guess is his total monthly cash pay, including allowances?

1. About $100 a month
2. About $200 a month
3. About $400 a month
4. About $600 a month
5. About $800 a month
0,9. Missing data

T3 759 3MI18. Part expenses are paid to enlisted men who want to go to college after their discharge.
T4 633 4QK6.

1. True
2. False
8,0,9. Missing data

VAR.

T3 760 3MI19. How many days of paid leave (vacation) does a serviceman
T4 634 4QK7. get each year?

1. None
2. 5 days
3. 15 days
4. 30 days
5. 60 days
8,0,9. Missing data

T3 761 3MI20. What proportion of men who entered the Army in 1968 went to Vietnam?

1. 10%
2. 25%
3. 50%
4. 75%
5. 90%
0,9. Missing data

T3 762 3MI21. Is a draftee more or less likely to be sent to Vietnam than someone who enlists? Draftee is:

1. Much more likely to be sent to Vietnam
2. Somewhat more likely
3. Equally likely
4. Somewhat less likely
5. Much less likely
0,9. Missing data

T3 763 3MI22. Officers get more pay if they live off-base

1. True
2. False
0,9. Missing data

T3 764 3MI23. A young man who has been classified I-A may still enlist in the branch of his choice.

1. True
2. False
0,9. Missing data

VAR.

T3 765 3MI24. Men are given bonuses for joining the military.

1. True
2. False
0,9. Missing data

T3 766 3MI25. Servicemen are given bonuses for re-enlisting.

T4 635 4QK8.

1. True
2. False
8,0,9. Missing data

T3 767 3MI26. Servicemen are given extra pay for serving in combat areas.

1. True
2. False
0,9. Missing data

T3 768 3MI27. Free medical service is provided for men on active duty.

1. True
2. False
0,9. Missing data

T3 769 3MI28. Men on active duty are paid more if they have children to support

1. True
2. False
0,9. Missing data

T3 770 3MI29. Free travel throughout the United States is provided for men on active duty when they take leaves.

1. True
2. False
0,9. Missing data

T3 771 3MI30. Partial tuition is paid for college courses taken during off-duty hours by men in active military service.

T4 636 4QK9.

1. True
2. False 8,9. Missing data

T3 772 3MI31. How many months of active duty are required of a draftee?

T4 637 4QK10.

1. 6 months
2. 12 months
3. 24 months
4. 36 months
5. 48 months 8,0,9. missing data

VAR.

3MI32. What is the usual term of active duty for those who enlist in each of the branches of the military listed below?

T3 773 3MI32a. Army

1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. 5 years or more
0,9. Missing data

T3 774 3MI32b. Navy

1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. 5 years or more
0,9. Missing data

T3 775 3MI32c. Air Force

1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. 5 years or more
0,9. Missing data

T3 776 3MI33.
T4 638 4QK11. Does a person who enlists in the Army have more choice of the occupational specialty to which he is assigned than a person who is drafted into the Army?

1. Yes, the enlistee has more choice than a draftee
2. No, the enlistee and draftee have equal choice
3. Neither an enlistee nor a draftee has any choice
8,0,9. Missing data

T3 777 3MI34.
T4 639 4QK12. How much education do you need to be accepted into the armed services?

1. No minimum is set
2. You need to have finished at least the 8th grade
3. You need to have graduated from high school
4. You need to have a college degree
8,0,9. Missing data

VAR.

T3 778 3MI35. During normal peacetime conditions, about how many hours
T4 640 4QK13. a week does a typical serviceman work?

1. 20 hours
2. 40 hours
3. 60 hours
4. 80 hours
5. 168 hours

8,0,9. Missing data

Military Knowledge Test

Dichotomous recodes

VAR.

Number in parentheses is correct code value for original Variables 779-819, pages 402-410. Variables 749, 750, 761, and 762 were not recoded. Missing data = 9.

		Original Variable	
T3	779	I:1	3MI1 WHT AGE REGSTR DRFT
			1. Correct answer (code of 2) 0. Other answer
T3	780	I:2	3MI2 OLDEST AGE MN DRFTD
			1. Correct answer (code of 4) 0. Other answer
T3	781	I:3	3MI3 CLSFCTN MN NT QALFD
			1. Correct answer (code of 5) 0. Other answer
T3	782	I:4	3MI4 CLSFCTN SDNT DEFRMT
			1. Correct answer (code of 3) 0. Other answer
T3	783	I:5	3MI5A DSQLFS NO HS DIPLM
			1. Correct answer (code of 2) 0. Other answer
T3	784	I:5B	3MI5B NEED WEAR GLASSES
			1. Correct answer (code of 2) 0. Other answer
T3	785	I:5C	3MI5C HEIGHT 6FT 10INCHES
			1. Correct answer (code of 1) 0. Other answer

VAR.

T3 786 I:6A 3MI6A DFRMNT FR FL TM CL

1. Correct answer (code of 1)
0. Other answer

T3 787 I:6B 3MI6B PRT-TM COLLGE SDNT

1. Correct answer (code of 2)
0. Other answer

T3 788 I:6C 3MI6C MARRIED

1. Correct answer (code of 2)
0. Other answer

T3 789 I:6D 3MI6D MARRIED WITH 1 CHLD

1. Correct answer (code of 1)
0. Other answer

T3 790 I:6E 3MI6E SCHOOL TEACHER

1. Correct answer (code of 1)
0. Other answer

T3 791 I:7A 3MI7A '68 ARMY DRAFTED

1. Correct answer (code of 1)
0. Other answer

T3 792 I:7B 3MI7B '68 NAVY DRAFTED

1. Correct answer (code of 2)
0. Other answer

T3 793 I:7C 3MI7C '68 A.F. DRAFTED

1. Correct answer (code of 2)
0. Other answer

VAR.

T3	794	I:10	3MI10 ENLSTD MR PY OFBSE 1. Correct answer (code of 1) 0. Other answer
T3	795	I:11	3MI11 WHR MN SVC 1 YR LV
T4	641	K2	 1. Correct answer (code of 1) 0. Other answer 9. Missing data
T3	796	I:12	3MI12 MNTHLY PY MN ENLST
T4	642	K3	 1. Correct answer (code of 2) 0. Other answer 9. Missing data
T3	797	I:13	3MI13 20 YRS WT RTRMT PY
T4	643	K4	 1. Correct answer (code of 3) 0. Other answer 9. Missing data
T3	798	I:14	3MI14 PY MN DRFTD TO ENL
T4	644	K5	 1. Correct answer (code of 3) 0. Other answer 9. Missing data
T3	799	I:15	3MI15 WCH BRNH PY REC MR 1. Correct answer (code of 5) 0. Other answer
T3	800	I:16	3MI16 LWST MNT PY SNG CO 1. Correct answer (code of 3) 0. Other answer
T3	801	I:17	3MI17 OFBSE 1 CHLD PY/MT 1. Correct answer (code of 4) 0. Other answer
T3	802	I:18	3MI18 3MI18 PRT COLG PD FM AFT
T4	645	K6	 1. Correct answer (code of 1) 0. Other answer 9. Missing data

VAR.

T3 803	I:19	3MI19 DAYS VACTN EACH YR	
T4 646	K7	1. Correct answer (code of 4) 0. Other answer 9. Missing data	
T3 804	I:22	3MI22 OFCRS MR PY LV OFB	
		1. Correct answer (code of 1) 0. Other answer	
T3 805	I:23	3MI23 I-A CN STL ENLIST	
		1. Correct answer (code of 1) 0. Other answer	
T3 806	I:24	3MI24 BONUS FR ENLSTNG	
		1. Correct answer (code of 2) 0. Other answer	
T3 807	I:25	3MI25 BONUS FR REENLSTNG	
T4 647	K8	1. Correct answer (code of 1) 0. Other answer 9. Missing data	
T3 808	I:26	3MI26 XTRA PAY COMBT ARS	
		1. Correct answer (code of 1) 0. Other answer	
T3 809	I:27	3MI27 FREE MED SVC ON DT	
		1. Correct answer (code of 1) 0. Other answer	
T3 810	I:28	3MI28 PD MORE IF CHLDRD	
		1. Correct answer (code of 1) 0. Other answer	
T3 811	I:29	3MI29 FREE US TRVL ON LV	
		1. Correct answer (code of 2) 0. Other answer	

VAR.

T3	812	I:30	3MI30 PRT TUTN CLG OF DY
T4	648	K9	1. Correct answer (code of 1) 0. Other answer 9. Missing data
T3	813	I:31	3MI31 MNTHS ACTV DTY REQ
T4	649	K10	1. Correct answer (code of 3) 0. Other answer 9. Missing data
T3	814	I:32A	3MI32A ARMY YEARS DUTY 1. Correct answer (code of 3) 0. Other answer
T3	815	I:32B	3MI32B NAVY YEARS DUTY 1. Correct answer (code of 4) 0. Other answer
T3	816	I:32C	3MI32C A.F. YEARS DUTY 1. Correct answer (code of 4) 0. Other answer
T3	817	I:33	3MI33 ENL DRF CHC SPCLTY
T4	650	K11	1. Correct answer (code of 1) 0. Other answer 9. Missing data
T3	818	I:34	3MI34 EDUCTN TO BE ACPTD
T4	651	K12	1. Correct answer (code of 1) 0. Other answer 9. Missing data
T3	819	I:35	3MI35 HRS WK WRKD PCETIM
T4	652	K13	1. Correct answer (code of 2) 0. Other answer 9. Missing data

VAR.

T3 820 Military Knowledge Test Total

Sum of correct answers to Section I. Questions 3MI8,3MI9,3MI20, 3MI21 are excluded. Missing data code is 99. Number of missing data cases allowed is 3.

T3 821 Military Life Knowledge

Sum of correct answers to questions 3MI10-3MI19, 3MI22, 3MI24-3MI31, and 3MI35. Missing data code is 99. Number of missing data cases allowed is 3.

T3 822 Selective Service Knowledge

Sum of correct answers to questions 3MI1-3MI7C, 3MI23, 3MI33, and 3MI34. Missing data code is 99. Number of missing data cases allowed is 3.

T4 653 Military Knowledge Test Total

Sum of correct answers to questions 4QK2-4QK13. Missing data code is 99. Number of missing data cases allowed is 1.

Additional Indexes

VAR.

T3 823 **Pacifism**

Mean of Questions: 3MH12A, 3MH12C, 3MH12E, [illegible]

This index contains two implied decimals.

a. The U.S. must be willing to run any risk of war [illegible] be necessary to prevent the spread of Communism

c. Anti-War protests--such as non-violent picketing of missile bases or draft boards--are harmful to the best interests of the American people

e. The U.S. has a duty to carry on its struggle against Communism, even if it risks the lives of millions

g. The real enemy today is no longer Communism, but rather war itself

1.00 Low on pacifism
.
.
.
4.00 High on pacifism
9.99 Missing data

T3 824 **Anti-Pacifism**

Mean of questions 3MH12B, 3MH12D (Reversed), 3MH12F.

This index contains two implied decimals.

b. The U.S. should begin a gradual program of disarmament, whether other countries do or not

d. There may be times when the U.S. must fight a war

f. My moral principles would prevent me from participating in any war and killing other people

1.00 Low on anti-pacifism
.
.
.
4.00 High on anti-pacifism
9.99 Missing data

VAR.

T3 825
T4 654

Anti-Vietnam — T4

Mean of questions 3MH14A (Reversed), 3MH14B (Reversed), 3MH14C, 3MH14D (Reversed), 3MH14E, 3MH14F. — 4QK1A (R), 4QK1B (R), 4QK1C, 4QK1D (R), 4QK1E, 4QK1F

This index contains two implied decimals.

a. Fighting the war in Vietnam is damaging to our national pride or honor

b. Fighting the war in Vietnam is really not in the national interest

c. Fighting the war in Vietnam is important to fight the spread of Communism

d. Fighting the war in Vietnam is bringing us closer to world war

e. Fighting the war in Vietnam is important to protect friendly countries

f. Fighting the war in Vietnam is important to show other nations that we keep our promises

1.00 Low on anti-Vietnam war
.
.
.
4.00 High on anti-Vietnam war
9.99 Missing data (Maximum # of MD cases allowed is 1)

T3 826
T4 655

Race: Government-Strong Role — T4

Mean of questions 3MH23 (Reversed, 3MH24 (reversed and 3MH27. — 4QB86, 4QB87, 4QB90

This index contains two implied decimal places.

23. The government in Washington should see to it that White and Negro children are allowed to go to the same schools if they want to.

24. The government in Washington should see to it that people are treated fairly and equally in jobs, no matter what their race may be.

27. It is not the government's business to pass laws about equal treatment for all races.

1.00 Against strong government role in race relations
.
.
.
4.00 Favors strong government role in race relations
9.99 Missing data

VAR.

T3 827
T4 656

Race: Individual rights — T4

Mean of questions 3MH25 and 3MH26. — 4QB88 4QB89

This index contains two implied decimal places.

25. Negroes have a right to keep Whites out of their neighborhoods if they want to.

26. Whites have a right to keep Negroes out of their neighborhoods, if they want to.

1.00 Favors right to restrict new neighbors due to race.

.
.
.

4.00 Against restricting new neighbors due to race

9.99 Missing data

T3 828
T4 657

Race: Social Distance — T4

Mean of questions 3MH28, 3MH29, and 3MH30 (All reversed). — 4QB91 (R) 4QB92 (R) 4QB93 (R)

This index contains two implied decimals.

28. Suppose you had a job where your supervisor was a qualified person of a <u>different</u> race (White, Negro). Would you mind that a lot, a little, or not at all?

29. If a family of a different race (but same level of education and income) moved next door to you, how would you feel about it?

30. If you have small children later on, would you rather they had only White friends, only Negro friends or both?

1.00 {Against interaction with other race (T3) / Less social distance between races desired (T4)}

.
.
.

3.00 {Greater social distance between races desired (T4) / Favors interaction with other race (T3)}

9.99 Missing data

VAR.

T3 829
T4 658

Race: perceived discrimination

T4

Mean of questions 3MH31, 3MH32 and 3MH33 (All reversed). 4QB94 (R) 4QB95 (R) 4QB96 (R)

This Index contains two implied decimals.

31. Do you think that very many Negroes miss out on jobs and promotions because of racial discrimination?

32. Do you think that many Negroes miss out on good housing because White owners will not rent or sell to them?

33. Do you think that many Negroes miss out on good schooling because of racial discrimination?

1.00 Low perceived discrimination

.
.
.

4.00 High perceived discrimination

9.99 Missing data

VAR.

SAT Test Scores

830 3 SAT:TEST DATE

A three digit code. The first two digits are the month (01-12) and the last is the year (7=1967,8=1968,9=1969). 0 and 999 are missing data codes

831 3 SAT:EDLVL MOST RCNT

The year of school R was in when he took his most recent SAT.

0. 10th grade
1. 11th grade
2. 12th grade
3. 1st year college
4. 2nd year college
5. Other
9. Missing data

832 3 SAT:VERBL MOST RCNT

R's most recent SAT Verbal score. Missing data is 999.

833 3 SAT:MATH MOST RCNT

R's most recent SAT Math score. Missing data is 999.

834 3 SAT:EDLVL 2ND MOST RCNT

The year of school R was in when he took his second most recent SAT. The coding is the same as for variable 831.

835 3 SAT:VERBL 2D MOST RCNT

R's second most recent SAT Verbal score. Missing data is 999..

836 3 SAT:MATH 2ND MOST RCNT

R's second most recent math score. Missing data is 999.

837 3 SAT:EDLVL LEAST RCNT

The year of school R was in when he took his least recent SAT. The coding is the same as for variable 831.

VAR.

838 3 SAT: VERBL LEAST RCNT

R's least recent SAT Verbal score. Missing data is 999.

839 3 SAT: MATH LEAST RCNT

R's least recent SAT Math score. Missing data is 999.

APPENDIX B

VARIABLES INTRODUCED AT TIME 4

Appendix B

Variables Introduced at Time 4

VAR.

T4 659 4QF1. High schools should offer courses in sex education

60%	1.	Agree
30%	2.	Mostly agree
5%	3.	Mostly disagree
2%	4.	Disagree
1%	8-0.	Missing data

T4 660 4QF2. High schools should offer instruction in birth control methods

43%	1.	Agree
35%	2.	Mostly agree
15%	3.	Mostly disagree
5%	4.	Disagree
2%	8-0.	Missing data

T4 661 4QF3. The government should make birth control information available to anyone who wants it

62%	1.	Agree
28%	2.	Mostly agree
6%	3.	Mostly disagree
3%	4.	Disagree
1%	8-0.	Missing data

T4 662 4QF4. The government should made contraceptives available to anyone who wants them

39%	1.	Agree
35%	2.	Mostly agree
17%	3.	Mostly disagree
6%	4.	Disagree
3%	8-0.	Missing data

T4 663 4QF5. The government should help other countries to control their population

32%	1.	Agree
34%	2.	Mostly agree
21%	3.	Mostly disagree
11%	4.	Disagree
2%	8-0.	Missing data

VAR.

T4 664 4QF6. I personally would be willing to use contraceptives to prevent having children

42% 1. Agree
27% 2. Mostly agree
15% 3. Mostly disagree
12% 4. Disagree
3% 8-0. Missing data

T4 665 4QF7. I personally consider most methods of birth control to be immoral

7% 1. Agree
13% 2. Mostly agree
32% 3. Mostly disagree
46% 4. Disagree
3% 8-0. Missing data

T4 666 4QF8. A woman should be permitted to have an abortion at any time during the first three months of pregnancy

34% 1. Agree
30% 2. Mostly agree
18% 3. Mostly disagree
15% 4. Disagree
3% 8-0. Missing data

T4 667 4QF9. A couple should have as many children as they want, without worrying about increasing population

19% 1. Agree
23% 2. Mostly agree
31% 3. Mostly disagree
25% 4. Disagree
2% 8-0. Missing data

T4 668 4QF10. There is no danger of overpopulation becoming a serious problem in the United States

6% 1. Agree
11% 2. Mostly agree
27% 3. Mostly disagree
55% 4. Disagree
2% 8-0. Missing data

VAR.

T4 669 4QF11. To prevent overpopulation, each couple has a responsibility to limit the number of children they have

40% 1. Agree
30% 2. Mostly agree
16% 3. Mostly disagree
12% 4. Disagree
2% 8-0. Missing data

T4 670 4QF12. I feel strongly enough about preventing overpopulation that I'd be willing to limit my family to two children

39% 1. Agree
24% 2. Mostly agree
19% 3. Mostly disagree
17% 4. Disagree
2% 8-0. Missing data

T4 671 4QF13. Most children are a source of great joy and satisfaction to their parents

60% 1. Agree
34% 2. Mostly agree
4% 3. Mostly disagree
1% 4. Disagree
1% 8-0. Missing data

T4 672 4QF14. Did you have a unit on sex education when you were in high school?

36% 1. Yes
57% 2. No, and I wish I had
6% 3. No, and I'm glad I didn't
2% 8-0. Missing data

T4 673 4QF14a. (If yes to previous question) How worthwhile was it?

13% 1. Very worthwhile
18% 2. Somewhat worthwhile
5% 3. Not worthwhile at all
64% 8-0. Missing data

T4 674 4QF15. Did you ever study about birth control methods in high school?

15% 1. Yes
74% 2. No, and I wish I had
9% 3. No, and I'm glad I didn't
2% 8-0. Missing data

VAR.

T4 675 4QF15a. (If yes-studied birth control) How worthwhile was it?

7%	1. Very worthwhile
7%	2. Somewhat worthwhile
1%	3. Not worthwhile at all
85%	8-0. Missing data

T4 676 4QF16. During your teenage years, did you get sex information from your parents?

37%	1. Yes
41%	2. No, and I wish I had
20%	3. No, and I'm glad I didn't
2%	8-0. Missing data

T4 677 4QF16a. (If yes-informed by parents) How worthwhile was it?

15%	1. Very worthwhile
18%	2. Somewhat worthwhile
3%	3. Not worthwhile at all
64%	8-0. Missing data

T4 678 4QF17. How many people would you estimate there are in the United States today?

5%	1. Less than 75 million
6%	2. 75-125 million
8%	3. 125-175 million
42%	4. 175-225 million
20%	5. 225-275 million
17%	6. More than 275 million
2%	8-0. Missing data

T4 679 4QF18. Turning now to a more general issue, what do you think would be the ideal population size for the United States?

9%	1. Much smaller than it is now
33%	2. Somewhat smaller than it is now
44%	3. About the same as it is now
11%	4. Somewhat larger than it is now
1%	5. Much larger than it is now
2%	8-0. Missing data

VAR.

T4 680 4QF19. How long do you think it would take the United States to double its population at the present rate of increase.

13%	1. 1-10 years
33%	2. 10-25 years
28%	3. 25-50 years
15%	4. 50-100 years
5%	5. 100-250 years
2%	6. 250-500 years
2%	7. 500-1000 years
1%	8-0. Missing data

T4 681 4QF20. How many people would you estimate there are in the world today?

1%	1. Less than 1 billion
5%	2. 1-2 billion
15%	3. 2-3 billion
21%	4. 3-4 billion
14%	5. 4-5 billion
18%	6. 5-7 billion
24%	7. 7-10 billion
2%	8-0. Missing data

T4 682 4QF21. What do you think would be the ideal population size for the entire world?

26%	1. Much smaller than it is now
41%	2. Somewhat smaller than it is now
24%	3. About the same as it is now
7%	4. Somewhat larger than it is now
2%	5. Much larger than it is now
1%	8-0. Missing data

T4 683 4QF22. How long do you think it would take the world to double its population at the present rate of increase?

13%	1. 1-10 years
28%	2. 10-25 years
25%	3. 25-50 years
18%	4. 50-100 years
7%	5. 100-250 years
4%	6. 250-500 years
3%	7. 500-1000 years
2%	8-0. Missing data

VAR.

Sexual Knowledge Test

T4 684 4QF23. A cervix is . . .

6%	1. A birth control method used by men
17%	2. A birth control method used by women
11%	3. A part of the male anatomy
48%	4. A part of the female anatomy
11%	5. None of the above
7%	8-0. Missing data

T4 685 4QF24. A condom is . . .

35%	1. A birth control method used by men
16%	2. A birth control method used by women
12%	3. A part of the male anatomy
14%	4. A part of the female anatomy
17%	5. None of the above
7%	8-0. Missing data

T4 686 4QF25. An amoeba is . . .

2%	1. A birth control method used by men
7%	2. A birth control method used by women
8%	3. A part of the male anatomy
14%	4. A part of the female anatomy
63%	5. None of the above

T4 687 4QF26. A vasectomy is . . .

18%	1. A birth control method used by men
21%	2. A birth control method used by women
11%	3. A part of the male anatomy
17%	4. A part of the female anatomy
25%	5. None of the above
9%	8-0. Missing data

T4 688 4QF27. A scrotum is . . .

7%	1. A birth control method used by men
9%	2. A birth control method used by women
56%	3. A part of the male anatomy
10%	4. A part of the female anatomy
10%	5. None of the above
8%	8-0. Missing data

VAR.

T4 689 4QF28. An I.U.D. or "loop" is . . .

8%	1. A birth control method used by men
49%	2. A birth control method used by women
5%	3. A part of the male anatomy
11%	4. A part of the female anatomy
20%	5. None of the above
8%	8-0. Missing data

T4 690 4QF29. A fallopian tube is . . .

4%	1. A birth control method used by men
11%	2. A birth control method used by women
10%	3. A part of the male anatomy
61%	4. A part of the female anatomy
9%	5. None of the above
6%	8-0. Missing data

T4 691 4QF30. A vagina is . . .

2%	1. A birth control method used by men
5%	2. A birth control method used by women
4%	3. A part of the anatomy
82%	4. A part of the female anatomy
3%	5. None of the above
4%	8-0. Missing data

T4 692 4QF31. A tubectomy is . . .

13%	1. A birth control method used by men
20%	2. A birth control method used by women
14%	3. A part of the male anatomy
9%	4. A part of the female anatomy
35%	5. None of the above
9%	8-0. Missing data

T4 693 4QF32. A stamen is . . .

5%	1. A birth control method used by men
5%	2. A birth control method used by women
30%	3. A part of the male anatomy
10%	4. A part of the female anatomy
43%	5. None of the above
7%	8-0. Missing data

VAR.

T4 694 4QF33. A seminal vesicle is . . .

7% 1. A birth control method used by men
6% 2. A birth control method used by women
46% 3. A part of the male anatomy
19% 4. A part of the female anatomy
7% 8-0. Missing data

T4 695 4QF34. When is a woman most likely to become pregnant?

11% 1. When she is menstruating ("having her period")
39% 2. About two weeks after menstruation begins
25% 3. About three days before menstruation begins
23% 4. About three days after menstruation ends
2% 8-0. Missing data

T4 696 4QF35. Do you believe that all the different methods of birth control are equally effective?

31% 1. Yes
67% 2. No
8-0. Missing data

T4 697 4QF36. (If No) Which method do you think is most effective?

1. Birth control pills
2. Condom (rubber; Trojan)
3. Creams; jellies; vaginal foam; tablets; suppositories
4. Diaphragm; cervical cap
5. Douche
6. Intrauterine device (IUD, loop, coil)
7. Rhythm
8. Surgical sterilization procedures; vasectomy; tubectomy
9. Other
0. N.A. (Blanks); Inappropriate

National Problems

VAR.

T4 698-700 4IC6. What do you think are the most important problems facing this country today? (Coded up to three mentions)

Social Welfare Problems

10. Cities, housing, urban problems; need for better living space
11. Population growth, increase; overpopulation
12. Poverty; hunger; food; welfare
13. Pollution of water, air; ecology; conservation
14. Racial tension (Blacks and other minorities); Civil rights
15. Narcotics; drugs
16. Problems (discontent) of young people; hippies; generation gap
17. Domestic problem (general reference)
18. Education (improvements, expansion, etc.)
19. Other Social Welfare Problem

Public Order Problems

21. War protest and demonstrations
22. Campus disorders
23. Crime; violence; trouble in the streets
27. Racial disorders, specifically
28. Riots, disorders, demonstrations (general)
29. Other Public Order Problem

Economic Problems

31. Inflation, high prices; high cost of living
32. National economy; recession; depression; stock market
33. Taxation
34. Unemployment
35. Strikes
39. Other Economic Problem

Foreign Affairs

41. Vietnam; "The War"; Southeast Asia (generally)
42. Cambodia (specifically)
43. Middle East (Israel, Jordan, Egypt)
44. War (including nuclear war); defense; establishment of peace
45. Threat of communism, external
48. Foreign affairs and involvements (general)
49. Other Foreign Affairs

VAR.

T4 698-700 (Cont.)

The Nation, Government

51. Draft
52. Morale of nation; patriotism; anomie; apathy; divisions and polarization; lack of unity
53. Government's quality; government responsiveness to public; need for more democratic government
54. Pervasiveness of government controls over private citizens
55. Control of communism (internal); threat of communism (internal, including left-wing extremeists); communism in general
56. National leadership (Nixon)
58. Vague, or general (e.g., "politics")
59. Other government

Miscellaneous

90. None; no problems facing the nation
97. Other problem (not codable above)
98. DK
99. NA
00. Inap; No further mention

T4 701 4IC7a. Chance of Nuclear War - How important do you think this problem is?

1. Extremely important
2. Very important
3. Quite important
4. Slightly important
5. Not at all
8. DK
9. NA
0. Inap.

T4 702-704 4IC7b. Do you have any ideas as to what should be done about this problem --by government, schools, or anyone else? (Chance of Nuclear War)

Proposals for Disarmament or Arms Control

11. Governments in general (not specific ones) should agree not to use nuclear weapons; get rid of nuclear weapons
12. R states more specifically that the U.S. should begin Disarming unilaterally ("even if other nations don't at first")
13. U.S. should cease deployment or manufacturing of MIRV, ABM, or other arms; vague comments about not making arms
14. Negotiate (or sign treaty) with Soviet Union or with "Communists: or other countries

VAR.

T4 702-704
(Cont.)

15. U.N. should be basis for avoiding war; work through U.N.
16. Governments talk things through (no specific mention of UN); "improve relations with other countries"
17. Disarmament (generally)
18. Vague mention or proposal for arms control
19. Other specific disarmament or arms control proposal

Control "Hot Spots" Likely to Trigger War

21. U.S. get out of Indochina/Vietnam
22. Escalate the Vietnam War
23. Try to "control" situation in Indochina/Vietnam
24. Try to "control" Middle East conflict (including any specific proposals about arms for Israel, Arabs, etc.)
27. U.S. should stop trying to be "world's policeman"; isolationist attitude expressed (includes isolation policy for all countries)
28. Vague mention of proposal for controlling "hot spots"
29. Other specific proposals to control "hot spots"

Improve U.S. Defenses/Military Capability

31. Pre-emptive military attacks by U.S. ("knock them out first"); bomb Russia
32. Work to improve/install ABM
33. Build bomb shelters (or improve shelters)
37. Be prepared; be armed for defense (general)
38. Vague statement of proposal for improving U.S. defenses/ capabilities
39. Other military/technical proposals for defense/offense; civil defense

Miscellaneous

40. Vague individual level solution; "People should think of of others as people, not as numbers"
50. Education--"Schools should. . ." or reference to universities
80. Don't think it's much of a threat; think there's already a stalemate; think things are already pretty limited
90. Make peace; have world peace; sign a treaty (N.A. who, how, or what)
95. They're doing all they can now
96. Nothing can be done; Nothing more should be done
97. Other specific response not codeable above
98. DK
99. NA
00. Inap; No further mentions

VAR.

T4 705 4IC7b. Did R suggest (explicitly or clearly implicitly) the need for more or less government action in this problem area (Chance for nuclear war)

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government; NA
0. Inap.

T4 706 4IC8a. Population growth - How important do you think this problem is?

1. Extremely important
2. Very important
3. Quite important
4. Slightly important
5. Not at all important
8. DK
9. NA 7. Undocumented code
0. Inap.

T4 707-709 4IC8b. Do you have any ideas as to what should be done about this problem--by government, schools, or anyone else? (Population growth) Coded up to three mentions.

Solutions that adapt to increasing population

11. Build more housing, schools, etc.
12. Move people into presently underpopulated areas
13. Develop technology for living under the ocean, on other planets, etc.
18. Vague answer
19. Other solutions that adapt to an increasing population (specific solutions)

Family planning/contraception for specific target populations

21. Help people in underdeveloped countries (e.g., teach them family planning)
22. Help poor people, people in poverty areas
28. Vague answer
29. Help for other specific subpopulations

Family planning/contraception (general population) must be encouraged

31. (Schools should) provide encouragement and/or instruction about contraception (see code 61 also) and sex education
32. Government should support and/or encourage family planning/ contraception (see code 62 also) including research on population control

VAR.

T4 707-709
(Cont.)

33. Private organizations should be used to support family planning
34. Catholic Church should support (or cease opposition to) contraception
35. Family planning, contraception, birth control should be encouraged, easily available (non-specific about who should do the encouraging)
38. Vague answer
39. Other mention of family planning/contraception for the general population (specific)

Government provide incentives for limiting family size

41. Reduce or eliminate tax deductions for dependents
42. Set higher taxes (or fines) for having over a certain number of children
43. Limit family size by legislation (specifically)
44. Mandatory sterilization (after a certain number of children)
48. Vague answer
49. Other government incentive for limiting family size (specific)

Improved methods of birth control

51. Improved technology; development of a safe pill, etc.
52. Legalize abortion
53. Make abortion more readily available
54. Make abortion free or inexpensive
55. Make sterilization free or inexpensive
58. Vague answer
59. Other improvement in birth control methods (specific)

Educate people concerning the population problem

61. Schools should educate students about the population problem
62. Government should tell the public about the population problem
67. People must understand the population problem (NA how this should happen)
68. General reference to need for education
69. Other mention of eduation people concerning the population problem

Miscellaneous

70. People must decide to limit their families, practice birth control (no mention of efforts to persuade people to do so - - just the assertion that they should)
71. Adoption, after 2 children or instead of children
80. There really is no population explosion; increased population is not a serious problem, etc.
90. Science should help; doctors should do something
95. They're doing all they can

VAR.

T4 707-709 (Cont.)

96. Nothing can be done; nothing more should be done
97. Other specific response not codable above
98. DK
99. NA
00. Inap., No further mentions

T4 710 4IC8b. Did R suggest the need for more or less government action in this problem area (Population growth)

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

T4 711 4IC9a. Crime and Violence - How important do you think this problem is?

1. Extremely important
2. Very important
3. Quite important
4. Slightly important
5. Not at all important
8. DK
9. NA
0. Inap.

T4 712-714 4IC9b. Do you have any ideas as to what should be done about this problem--by government, schools, or anyone else? (Crime and violence) Coded up to three mentions.

Change environments that presently breed crime

11. Government should provide better economic opportunities for people (jobs, training for jobs, etc.)
12. Better economic opportunities
13. Provide better recreational facilities for young people
14. Get rid of poverty, slums
15. Education, any reference to
18. Vauge response
19. Other change in crime-breeding environments (specific)

Other changes in legal system

21. Stronger gun control legislation and/or enforcement
22. Increase efforts to rehabilitate criminals; improve penal system
23. Improve court system; make courts faster and/or more efficient

VAR.

T4 712-714
(Cont.)

24. Legislate morals
25. Stop legislating morals
28. Vague response
29. Other changes in legal system (specific)

Change police and/or police functioning

31. "Stop handcuffing police"; give police more latitude, authority, etc.
32. Increase the number of policemen
33. Improve pay and/or working conditions of police
34. Improve training for policemen; improve selection of policem
35. Improve police equipment
38. Vague response
39. Other proposed improvements in police and/or police function ing (specific)

Strict laws, punishment, and law enforcement

41. Stronger punishments/penalties for crime; new laws (including capital punishment)
42. Strict enforcement of laws (general)
43. Use force if necessary to control riots; be tough on demonstrators
44. Control of drug traffic
45. Eliminate organized crime
47. Draft criminals; send them to Vietnam
48. General assertion (not codable above) that firmness/toughnes is needed
49. Other more specific recommendation for strict policy/law enforcement

Change national priorities

51. Spend less on Vietnam/Indochina and more on domestic problems
52. Spend less on military and more on domestic problems
53. Spend less on (some specific mention) and more on domestic problems
58. Rearrange our national priorities in order to do more about domestic problems
59. Other specific mention for changing national priorities

Miscellaneous

60. Individual solution; "it's up to the people," "parents should raise kids right"
70. The solution lies in population control
80. Crime isn't really that bad these days, etc.
90. "Something should be done about crime"; etc.
95. They're doing all they can
96. Nothing can be done; nothing more should be done
97. Other specific; response not codable above
98. DK
99. NA
00. Inap., No further mentions

VAR.

T4 715 4IC9b. Did R suggest the need for more or less government action in this problem area (Crime and violence)

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

T4 716 4IC10a. Pollution - How important do you think this problem is?

1. Extremely important
2. Very important
3. Quite important
4. Slightly important
5. Not at all important
8. DK
9. NA
0. Inap.

T4 717-719 4IC10b. Do you have any ideas as to what should be done about this problem --by government, schools, or anyone else? (Pollution) Coded up to three mentions

Industry action

11. Industry should develop better methods of pollution control (specific mention of a method industry should adopt)
18. Industry should control pollution
19. Other industry action

Technical proposals

21. Use electric motors in automobiles (i.e., alternatives to internal combustion engines)
22. Other proposals specific to automobiles, transportation problems, etc.
23. Other specific proposals regarding technological solutions
24. Increase or improvement in waste and/or sewage treatment plants
28. General mention of need for new devices, systems, research
29. Other technical proposals

Government encouragement of pollution control

31. Government should support the development of devices, systems, or programs to control pollution
32. Use government funds to clean up pollution
38. Vague response
39. Other government encouragement of pollution control (specific)

VAR.

T4 717-719
(Cont.)

Strict government control, legislation and law enforcement

41. Government should crack down on polluters, fine them, close them down, etc.
42. Specific mention of need for new and harsher legislation
48. Vague response about government control
49. Other mention of strict government control, legislation, law enforcement

Change national priorities

51. Spend less on Vietnam/Indochina and more on dealing with pollution
52. Spend less on military and more on dealing with pollution
53. Spend less on (some specific mention) and more on dealing with pollution
58. Rearrange our national priorities in order to do more to deal with pollution problems
59. Other change in national priorities

Educate people concerning the pollution problem

61. Schools should educate students about the pollution pro
62. The government should tell the public about the pollutio. problem
67. People must come to realize the problems presented by pollution
69. Other mention of educating people about the pollution problem

Individuals can/should deal with the pollution problem

71. People should use available anti-pollution devices
72. People should stop littering
78. General assertion that "it's up to the people"; etc.
79. Other mentions of individuals cutting down on pollution

Miscellaneous

80. It could be a lot worse; it's not as bas as it is/was at other places/ times, etc.
90. "Something should be done about it right away",
95. They're doing all they can
96. Nothing can be done; nothing more should be done
97. Other specific response not codable above
98. DK
99. NA
00. Inap; No further mentions

VAR.

T4 720 4IC10b. Did R suggest the need for more or less government action in this problem area (Pollution)

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

T4 721 4IC11a. Race Relations - How important do you think this problem is?

1. Extremely important
2. Very important
3. Quite important
4. Slightly important
5. Not at all important
8. DK
9. NA 6. Undocumented code
0. Inap.

T4 722-724 4IC11b. Do you have any ideas as to what should be done about this problem--by government, schools, or anyone else? (Race relations) Coded up to three mentions

Change environments that presently breed poor race relations

11. Government should provide better economic opportunities for people (jobs, training)
12. Better economic opportunities (not clear who should do it)
13. Provide better recreational facilities
14. Get rid of poverty; slums
15. Education
18. Vague answer
19. Other changes in poor-race-relations breeding environments (specific)

Changes in school organization/operation

21. Continue/increase bussing to achieve racial balance in schools
22. Reduce/eliminate bussing
23. Seek racial balance in schools (bussing not specifically mentioned)
24. Provide freedom of choice in school attendance
28. Schools need to be changed/reorganized; schools should do better
29. Other specific changes in school organization/operation

VAR.

T4 722-724
(Cont.)

Government should do something

31. Government should do (specific mention) to promote better race relations
32. Government should do more (in general) to improve race relations
33. Government should stop doing some things it is presently doing; expression of dissatisfaction with government efforts (e.g., "kick out HEW")
34. Government should enforce equal rights, integration
37. Government is doing a good job presently in this area
38. Vague response
39. Other proposals related to government

Generally "negative" complaints about race relations and present efforts

41. Stop worrying about "rights"
42. Stop demonstrations
43. Stop riots, burning, looting, etc.
44. Separatist attitude expressed (e.g., "different races shouldn't live together")
45. Throw blacks out of the country or throw them into jail
48. Vague statement
49. Other "negative" comments about race relations (specifi

Benign Neglect

50. Leave the problem alone; it will go away; race relations will get better if ignored

Educate people about race relations

61. Schools should teach students better race relations, getting along together, etc.
62. Parents should teach their children to be fair, avoid discrimination, etc.
63. Religious groups should teach their members to be fair, avoid discrimination, etc.
68. (General) People should be taught to be fair; avoid discrimination, get along better, etc,; education about other races is needed
69. Other groups/institutions should teach fair race relations

Individuals can/should deal with the race problem

71. People need to understand each other better; people should treat others (other races) fairly, not be prejudiced
72. Integrate neighborhoods
78. People should "get together and work things out"
79. Other specific suggestions for individuals to deal with the problem

VAR.

T4 722-724 (Cont.)

Miscellaneous

80. Race relations are not bad; not as bad as elsewhere; things getting better
90. Everybody has to have his rights; no second-class citizens, etc.
95. They're doing all they can
96. Nothing can be done; nothing more should be done
97. Other specific response not codeable above
98. DK
99. NA
00. Inap; No further mentions

T4 725 4IC11b. Did R suggest the need for more or less government action in this problem area (Race relations)

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

T4 726 4IC12a. Hunger and poverty - How important do you think this problem is?

1. Extremely important
2. Very important
3. Quite important
4. Slightly important
5. Not at all important
8. DK
9. NA
0. Inap.

T4 727-729 4IC12b. Do you have any ideas as to what should be done about this problem--by government, schools, or anyone else? (Hunger and poverty) Coded up to three mentions.

Provide aid for hungry and/or impoverished

10. Guaranteed annual income or similar idea
11. Training or preparation for jobs
12. Finding employment for the poor; employ needy people
13. Maintain or increase welfare payments; provide money; lower the taxes of the poor
14. Provide food; develop new foods; use surplus foods; changes in farm production regulations
15. Provide housing, clothing
16. Provide more or different education
17. Provide medical care

VAR.

T4 727-729 (Cont.)

18. Vague statement (e.g., "government should do more")
19. Other specific action

Other organizations should provide aid

21. Business organizations should help
22. Voluntary organizations (churches, charitable groups, "people getting together"; etc.) should help
23. Unions (labor unions) should help
24. Schools should help
25. Community action and organization is needed (unspecified further)
28. Vague response
29. Other groups, organizations should help (specific)

Restrictive/coercive proposals

31. People should be made to work
32. Reduce or get rid of welfare
33. Anti-guaranteed income attitude expressed
38. Vague negative comments (e.g., "people don't have to be poor")
39. Other restrictive/coercive proposal (specific)

Relation to overpopulation

41. Stop population growth so there's more food/less poverty
49. Other solution related to overpopulation

Change national priorities

51. Spend less on Vietnam/Indochina and more on domestic problems
52. Spend less on military and more on domestic problems
53. Feed people here instead of/before those overseas (including foreign aid)
54. Spend less on (specific mention) and more on domestic problems
55. Spend less on space exploration and more on domestic problems
56. Send food, money, aid overseas
58. Rearrange our national priorities in order to do more about domestic problems
59. Other change in national priorities
60. Improve the economy
61. Revise welfare system

Miscellaneous

80. There are not that many hungry/poor people in this country; the poor are always with us; etc.
90. "Something should be done about it", etc.
95. They're doing all they can
96. Nothing can be done; nothing more should be done
97. Other specific response not codeable above
98. DK
99. NA
00. Inap., No further mentions

VAR.

T4 730 4IC12b. Did R suggest the need for more or less government action in this problem area (Hunger and poverty)

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

The next section discusses solutions to problems that the Respondent mentioned as being important in variables 698-700 (Item number C6)

T4 731-733 4IC13. (First mentioned problem) Do you have any ideas as to what should be done about this problem — by government, schools, or anyone else? (Coded up to three mentions)

Middle East

01. Give weapons, not men
02. Other

Vietnam, "the war", S.E. Asia

11. Get out now; get out immediately
12. Withdraw all U.S. forces as soon as possible (including within specified time limit or on a fixed schedule)
13. Pro-Nixon plan; strengthen Vietnam forces, gradual withdrawal
14. Win the war or get out
15. Fight harder; bomb; send more troops; WIN
16. Negotiations, peace treaty, etc.
17. Changes in South Vietnamese government, e.g. arranging elections, coalition government
18. Vague, end the war
19. Other specific proposals regarding Vietname and/or S.E. Asia
20. Vague mention of a solution to the Vietnam problem
21. Only send volunteers, professional army, etc.

Cambodia

22. Increased military action in Cambodia; more bombing, men, etc.
23. Support President's action in Cambodia
24. Support Congressional reaction to limit action in Cambodia
25. Get out of Cambodia
26. Other specific proposal for solving Cambodian problem
27. Vague mention of a solution to the Cambodian problem

VAR.

T4 731-733
(Cont.)

Campus disorders/student unrest/riots, generally

29. College and university administrators should be harsher with students
30. College and university administrators should be more responsive to student needs and complaints (including restructuring universities)
31. National Guard should not be on campuses; other related comments
32. Police, National Guard should use force, have more authority
33. Stricter laws, restrictions to deal with demonstrators, rioters, etc.
34. Other anti-demonstrator responses (e.g, "let them leave America if they don't like it here")
35. Government should change policies causing protests
36. Government should listen to protesting students (general)
37. Other specific proposals for solving Campus Disorders or riots
38. Vague proposals for solving Campus Disorders or riots

Generation gap/youth

40. Government should change policies/priorities concerning young people
41. Government should listen to young people
42. Adults should listen to young people and vice versa
43. 18 year-old vote, student participation in government
44. Other specific proposals about solving the generation gap
45. Vague suggestion or comment about solutions to the generation gap

Economy/inflation/recession

46. Government should reduce spending
47. Government should institute wage and/or price controls
48. Change in taxes
49. More jobs
50. Spend less on Vietnam/Indochina and more on problems at home
51. Spend less on military and more on problems at home
52. Spend less on (some specific mention) and more on problems at home
53. Rearrange our national priorities (unspecified) in order to do more at home
54. Control stock market
55. Other specific mention of solution to economic problems
56. Vague mention of solution to economic problems
57. Ease up on tight money; lower interest rates; easy borrowing

VAR.

T4 731-733
(Cont.)

Drugs, Narcotics

58. Legalize marijuana
59. Don't legalize marijuana, other substances
60. Stricter laws and/or law enforcement
61. Educate people about dangers of drug abuse
62. Other specific mention of solution to drug problem
63. Vague mention of solution to drug problem

Foreign policy/war/peace

65. Isolation; R expresses isolationist attitude
66. Strengthen and increase U.S. status, power, arms, circle of influence
67. "Work together with other countries"
68. Other specific mention about foreign policy problems
69. Vague mention of solution to foreign policy problems

Quality of political leadership

71. Need for charismatic leader to "bring us together"
72. Other specific proposal for improving political leadership
73. Vague mention for improving political leadership

Miscellaneous

75. "Get together"; all sides listen to one another
76. Specific proposal for improving morale of nation
78. Get out of Vietnam; end the war
80. Other problem area mentioned and specific proposal for solution suggested
81. Other problem area mentioned but no specific proposal for solution suggested
82. Draft: volunteer army
83. Draft: other solution
90. General vague statement in reference to all problems listed
95. They're doing all they can
96. Nothing can be done; nothing more should be done
97. Problem is identical to one in C7-C12; code of 0 for second and third mentions
98. DK
99. NA
00. Inap., No further mentions

VAR.

T4 734 4IC13. (First mentioned problem) Did R suggest the need for more or less government action in this problem area?

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

T4 735-737 4IC13. (Second mentioned problem) Do you have any ideas as to what should be done about this problem -- by government, schools, or anyone else? (Coded up to three mentions-code same as for variables 731-733)

T4 738 4IC13. (Second mentioned problem) Did R suggest the need for more or less government action in this problem area?

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

T4 739-741 4IC13. (Third mentioned problem) Do you have any ideas as to what should be done about this problem -- by government, schools, or anyone else? (Coded up to three mentions-code same as for variables 731-733)

T4 742 4IC13. (Third mentioned problem) Did R suggest the need for more or less government action in this problem area?

1. Less activity
3. Criticism, not clearly more or less activity
4. Same amount of government activity as now
5. More activity
8. Unclear reference to government
9. No reference to government
0. Inap.

VAR.

Thinking over all these problems — the ones you mentioned and the ones listed on the card (C7-C12) -- are there any of them that you feel you yourself can do something about?

T4 743 4IC14. First mentioned problem. Code is same as variables 698-700 (C6) with two additional codes

94. R refers to all problems discussed
96. There is no problem R feels he can do anything about

T4 744-746 4IC14. (First mentioned problem) What R feels he can do about it (Up to three mentions were coded)

Relations

11. Try to get along with other races; don't start trouble; slight negative connotation
12. Understand others; see their side (general); don't discriminate; don't be prejudiced
13. Joining or supporting civil rights groups (e.g. NAACP)
14. Joining or supporting radical groups (e.g. Panthers)
15. Join or contribute to groups
16. Influence Government
17. Teach my kids to get along with others, not be predjudiced
18. Personal influence with friends
19. Influence opinions (general)
20. Go work in the slums, with the poor, etc.
21. Get together with those of other races on social basis
22. Other specific actions to improve race relations
23. Vague statement -- no action implications

Pollution

25. Don't litter or pollute (general statement)
26. Don't discard chemicals or waste in inappropriate areas, not burning garbage
27. Vague automobile related statements, e.g. watch my car for pollution
28. Obey pollution laws
29. Organize or join committees to make people aware of problem and/or help clean up
30. Join organized groups; give money
31. Influence government
32. Influence friends
34. Influence others; talk to people
35. Study problem, including technology or ecology
36. Picking up litter, "keeping city clean"
37. Conservation activity
38. Not using harmful chemicals
39. Other direct positive action

VAR.

T4 744-746
(Cont.)

40. Vague statement — no action implications

Population Growth

42. Limit family
43. Learn about birth control
44. Join organization to give information on the problem and birth control
45. Give money to anti-population groups
46. Influence government
47. Talk to (influence) others about problem (not organized, collective action)
48. Not have any children
49. Only have 1-2 children
50. Practice birth control
51. Other specific actions regarding solving population problem
52. Vague statement — no action implications

Crime and violence

54. Don't get in trouble myself
55. Stay away from people who get in trouble
56. Teach own kids right and wrong at home
57. Talk to kids or friends and help them stay out of troub influence opinions generally
58. Report any crime I see or suspect to the police; cooperate with police
59. Trying to stop fights, muggings, etc.; direct attempt to stop criminal activity; "getting involved"
60. Other specific actions regarding crime and violence
61. Vague statement -- no action implications
62. Become a cop

Vietnam

63. Support peace groups (give money or volunteer activity)
64. Support pro-administration groups (give money or volunteer activity)
65. Join or contribute to organized groups
66. Sign a petition
67. Write your Congressman or Senators
68. Radical actions, as leaving the country, turning in draft card, refusing induction
69. Protest (vague, e.g., participate in demonostrations)
70. Other direct positive action
71. Vague statement — no action implications
72. Go fight

Hunger and poverty

73. Give money to the poor
74. Give money to charities, churches
75. Send food or money overseas

VAR.

T4 744-746 (Cont.)

76. Join or contribute to organized groups
77. Other direct positive specific action
78. Vague statement -- no action implications

Drugs and narcotics

80. Don't add to the problem (e.g., don't use them)
81. Influence government to legalize marijuana
82. Influence government to enforce laws better
83. Influence others (e.g. try to talk friends into leaving drugs alone)
84. Other specific action regarding drugs
85. Vague statement -- no action implications

Nuclear war

87. Write your Congressman or Senators
88. Influence the government (general)
89. Vague statements of hawkish nature
90. Vague statements of dovish nature
91. Other specific action proposal regarding nuclear war

Miscellaneous

92. Miscellaneous area (other than one listed above) is mentioned
93. General vague statement in reference to all problem areas about doing good, helping others
94. Specific statement on all problem areas
98. DK
99. NA
00. Inap., No further mentions

T4 747 4IC14. Second mentioned problem. Code is same as variables 698-700 (C6) with two additional codes

94. R refers to all problems discussed
96. There is no problem R feels he can do anything about

T4 748-750 4IC14. (Second mentioned problem) What R feels he can do about it. (Up to three mentions were coded - code is the same as variables 744-746)

T4 751 4IC14. Third mentioned problem. Code is same as variables 698-700 (C6) with two additional codes

94. R refers to all problems discussed
96. There is no problem R feels he can do anything about

VAR.

T4 752-754 4IC14. (Third mentioned problem) What R feels he can do about it. (Up to three mentions were coded - code is the same as for variables 744-746)

VAR.

The following questions ask about your high school experience.

T4 755 4QG1. Looking back, how do you feel about the high school program of studies you took (that is, vocational, college prep, general, etc.)? Do you feel that you chose the best program available to you?

34%	1. I definitely made the best choice for me
53%	2. I probably made the best choice for me
3%	3. I should have been in another program
2%	4. Vocational program; technical program
3%	5. College prep. program
1%	6. Commercial program; business program
	7. General program
	8. Agricultural program
3%	9. Other
1%	0. NA, INAP.

T4 756 4QG2. How satisfied are you with the amount of effort you put into your studies in high school?

7%	1. Very satisfied
22%	2. Quite satisfied
37%	3. Somewhat satisfied
29%	4. Not very satisfied
5%	5. Not at all satisfied
1%	8-0. Missing data

T4 757 4QG3. How helpful were your high school counselors in getting you into the high school, college, or job you were seeking after high school?

25%	1. Not at all helpful
31%	2. Slightly helpful
26%	3. Moderately helpful
13%	4. Quite helpful
5%	5. Very helpful
1%	8-0. Missing data

Below are listed several possible long-term objectives that might be held by a high school.

(A) How much importance do you think the administrators and teachers in your high school gave to each of the following objectives for your school? Make your judgement based on what you think they were actually trying to do

(B) How much importance do you think should have been given to each objective in your high school?

VAR.		(A) Apparent importance to your high school administrators and teachers						(B) Importance you think should have been given					
	Code:	Low 1	Moderate 2	High 3	Very high 4	Extremely high 5	Missing data 8-0	Low 1	Moderate 2	High 3	Very high 4	Extremely high 5	Missing data 8
T4 758-759	4QG4. Transmitting a thorough knowledge of a subject matter	3	31	36	17	7	6	1	13	34	27	16	9
T4 760-761	4QG5. Preparing students to assume the family roles of spouse and parent	35	35	14	6	3	7	6	24	32	19	9	11
T4 762-763	4QG6. Preventing drop-outs	15	27	24	15	12	8	3	10	26	26	24	11
T4 764-765	4QG7. Developing student's interests in political processes and social issues	12	37	28	14	4	6	3	14	35	26	14	9
T4 766-767	4QG8. Maintaining order and quiet in the school	4	21	30	24	15	7	4	23	36	19	9	9
T4 768-769	4QG9. Increasing students' motivation and desire to learn	10	30	30	16	7	7	2	9	27	30	23	9
T4 770-771	4QG10. Improving students' social and psychological adjustment	16	36	28	11	4	6	2	14	35	27	14	9

VAR.				(A) Apparent importance to your high school administrators and teachers						(B) Importance you think should have been given					
			Code:	Low 1	Moderate 2	High 3	Very high 4	Extremely high 5	Missing data 8-0	Low 1	Moderate 2	High 3	Very high 4	Extremely high 5	Missing data 8-0
T4	772 773	34QG11.	Developing students' concern for others	18	34	28	10	4	6	3	13	37	25	15	8
T4	774 775	4QG12.	Developing outstanding athletes and athletic teams	4	21	35	24	10	6	5	27	33	17	10	9
T4	776 777	4QG13.	Increasing student understanding of occupational opportunities and of the necessary skills, training and interests	9	31	37	13	5	6	1	10	39	29	12	9
T4	778 779	4QG14.	Responding to the individual academic nees of students	13	37	28	12	6	7	2	11	31	30	16	10
T4	780 781	4QG15.	Getting a high proportion of students into college	6	26	33	20	9	7	2	16	35	24	13	10
T4	782 783	4QG16.	Achieving outstanding academic performance	4	24	37	19	9	7	2	15	38	23	12	10
T4	784 785	4QG17.	Giving non-college-bound students vocational skills	14	29	29	14	7	6	2	9	32	29	20	9

VAR.

T4 786 4IB1. Now we would like you to think of the teachers you had in high school. Can you think of any one teacher who had a very positive influence on you?

1. Yes
5. No
8. DK
9. NA 2. Undocumented code
0. Missing data

T4 787-789 4IB2. What was outstanding about this teacher? (Up to three mentions coded)

Personality and ability traits (of teacher)

11. Good personality; good natured; good temperament; fun to be with; easy-going
12. Nice; kind; treats people well
13. Good character; respectable; upstanding individual; moral; independent strength and conviction
14. Interesting person; has many interests; has many ideas
15. Fair; open; direct; honest
16. Dedicated to teaching; interested in teaching; determined ambitious; aggressive
17. Competent; smart; able; intelligent; knowledgable
18. Young; modern; "thinks young"
19. Other personality and/or ability trait

Qualities in relation to students

21. Interested in students (young people); relates well with young people; likes young people; cares about students; "friend" to R (students); treats R (students) well
22. Talks with students about things other than course material; good talker; good listener; held good discussions
23. Inspires the students; stimulates students; encourages students
24. Helps students with their personal lives and/or problems
25. Affects students' decisions about future plans
26. Prepares students well for post-high school undertakings and experiences
27. Participates in student activities (other than classroom)
29. Other quality in relation to students

Classroom behaviors and teaching techniques

31. Good disciplinarian; not too strict; not too easy
32. Challenging teacher; makes students work hard
33. Easy teacher; doesn't expect much; not much work in his/her class
34. Makes the subject matter interesting; runs an interesting class; interesting teacher
35. Explains things well; helpful; teaches so you (students) can understand

VAR.

T4 787-789 (Cont.)

36. Teacher knows his/her subject well
38. Learned a lot from this teacher; good teacher; teaches well
39. Other classroom behaviors and/or teaching techniques
41. Good leadership

Miscellaneous

90. Outlook (general); attitude (general); way of thinking
97. Other (general)
98. DK
99. NA
00. Inap., No further mentions

T4 790-791 4IB2a. How did this teacher affect you personally? (Up to two mentions coded)

Effects on R's behaviors and interests

11. Inspired me as a student; stimulated my interest in studies; made me want to learn (more); got me to study/learn/more); encouraged me to work hard
12. Made a particular course/subject (more) interesting and enjoyable; inspired me to do (extra) work in his/her class
13. Stimulated my interest in (particular) new things; "broadened my horizons"; made me see things in new ways
14. Encouraged me to stay in and/or finish high school (whether R stayed/finished or not)
18. Inspired me to always try hard to do my best in things
19. Other effects on R's behaviors and interests

Effects on R's accomplishments and/or plans

21. Affected my decision about college (or other post-high school education); affected my choice of school
22. Influenced my decision about what academic major to pursue
23. Helped me get into college (or other post-high school education)
24. Influence my choice about a career; affected vocational plans
25. Helped me get a job
26. Affected/influenced my future plans...N.A. what plan
29. Other effects on R's accomplishments and/or plans

General helpfulness and personality effects

31. Helped me in some specific way; helped me with some particular task, problem, or undertaking
32. Taught me well; taught me much; explained things to me; helped me with schoolwork
33. Helped me; gave me advice
34. Understood me; interested in me; nice to me; fair to me; treated me well; made me feel good; friend to me

VAR.

T4 790-791 (Cont.)

35. Talked to me; provided someone for me to talk to
36. Served as a "model" for me; like a father to me; someone to look up to, admire, emulate
37. Stimulated my independence or self-confidence
39. Other general helpfulness and personality effects
41. Improved my opinion of older people; gave me faith in adults
42. Improved my opinion of teachers; showed me that teachers can be o.k.

Miscellaneous

90. Didn't affect me personally
97. Other (general)
98. DK
99. NA
00. Inap., No further mentions

T4 792 4IB3. Would you have chosen this same teacher at this time last year, or is it only in looking back after high school that you decided to choose him/her?

1. R would have chosen him/her while still in high school
5. R chooses him/her only looking back after high school
8. DK
9. NA 2. Undocumented code
0. Missing data

T4 793 4IB4. Would you be willing to tell me the name of this teacher?

1. Yes
5. No
9. NA
0. Missing data

T4 794-795 4IB6. What subject(s) did you take from this teacher? (Coded up to two mentions)

Social Sciences

11. History; World Civilization
12. American Government, Government, Politics, Problems of Democracy, Political Ideology (Civics), and Citizenship
13. Psychology and Personal and Family Problems; Leadership
14. Sociology and Social Problems; Social Studies; Social Living
15. Political Science; Comparative Government
16. Geography
17. Economics; Economic World Geography, Stocks
18. Archeology and Anthropology
19. Other Social Sciences; Orientation, American Culture

VAR.

T4 794-795
(Cont.)

English

21. English
22. Literature
23. Journalism, Publication, Yearbook
24. Reading, Speed Reading, Remedial Reading
25. Composition, Creative Writing
26. Speech and Debate
27. Business English
28. Spelling
29. Other; Penmanship, Language Arts, Mythology

Physical and Natural Sciences

31. Biology, Botany, Zoology, Oceanography, Marine Biology
32. Aeronautics, Rocketry
33. Chemistry
34. Physics, Nuclear Physics
35. Astronomy
36. Geology, Earth Science
37. Science (type not specified, Gen. Science, Experimental Sc.)
38. Medicine, Anatomy, Physiology, Dentistry
39. Other; Physical Science, Pharmacy, Meteorology, Biophysics, Fossils, Nuclear Energy, Radiation, Vet. Medicine

Foreign Languages

40. Language, NA what
41. French
42. Spanish
43. Latin
44. German
45. Russian
46. Italian
47. Japanese and Chinese
48. Greek
49. Other

Mathematics (Academic only--code general or business math 62)

51. Algebra
52. Plane Geometry--Geometry, NA which
53. Solid Geometry
54. Trigonometry
55. Calculus
56. Arithmetic
58. Math, NA which of above
59. Other; Computer Math, Applied Math; Modern Math

50. Engineering (any kind)

VAR.

T4 794-795
(Cont.)

Vocational

61. Industrial Arts -- shop courses, industrial arts, crafts, carpentry; manual training, electricity, automotives, electronics, radio, IBM computer, vocational education, plumbing, textiles, metals, mechanics, home ec., aviation mechanics; drafting; mechanical drawing
62. Business and General -- typing, bookkeeping, accounting, shorthand,office training, retailing, merchandising, business math, business law, general math, practical math, advertising, publicity (see 74 for college)
63. Agricultural
64. Conservation and Forestry
65. Beautician, Barbering
66. Photography
67. Flying, aviation
69. Other; surveying, tailoring, work experience, gardening, introductions to vocations, distributive ed., audio visual

Practical Courses

71. Health--First aid, hygiene; physical therapy
72. Safety Education
73. Driver Education
74. Business Administration; Banking; Finance; Accounting
75. Police work; Law Enforcement
79. Other

Miscellaneous

80. Physical Education
81. Other specific athletic activities
82. Liberal Arts; general studies
83. Religion
84. Dramatics
85. Architecture
86. Music, Band, Choir, Orchestra
87. Art, Ceramics, Commerical Art, Graphics
88. Dance
89. Other

90. Humanities and Philosophy
91. ROTC, military training
92. Law
93. Guidance
94. Pre-teaching; Education
96. Homeroom; studyhall
97. Other (general)

98. DK
99. NA
00. Inap., No further mentions

VAR.

T4 796-797 4IB7. In what grade(s) was this? (Coded up to two mentions)

1. 7th grade
2. 8th grade
3. 9th grade
4. 10th grade
5. 11th grade
6. 12th grade
7. Other
8. DK
9. NA
0. Inap., No further mentions

VAR.

T4 798 4ID1. Do you have a high school diploma (or equivalent certificate)?

1. Yes
5. No
9. NA

T4 799 4ID1a. When did you receive your diploma or certificate? (Coded month R received diploma or certificate)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R does not have diploma or certificate

T4 800 4ID1a. When did you receive your diploma or certificate? (Coded year R received diploma or certificate)

Last two digits of the year were coded

98. DK
99. NA
00. Inap.; R does not have diploma or certificate

T4 801 4ID2. Did you receive your diploma by attending regular high school until you graduated, or did you perhaps earn your diploma some other way?

1. R got diploma by attending regular school until he graduated
2. R earned his diploma some other way
8. DK
9. NA
0. Inap.; R does not have diploma or certificate

T4 802 4ID2a. (If R earned his diploma in some other way) How did you earn your diploma?

1. By passing state examination
2. By attending "night school" or some other sort of special public school
3. By attending private school
4. Earned diploma or equivalent certificate in military service
5. Earned certificate from a vocational school
7. Other
8. DK
9. NA
0. Inap.; R earned diploma by attending regular school; R does not have diploma or certificate

T4 803 4ID2b. (If R earned his diploma some other way) When did you leave regular high school?

VAR.

T4 803
(Cont.)

01. November, 1965 or earlier
02. December, 1965
03. January, 1966
04. February, 1966
05. March, 1966
06. April, 1966
07. May, 1966
08. June, 1966
09. July, 1966
10. August, 1966
11. September, 1966
12. October, 1966
13. November, 1966
14. December, 1966
15. January, 1967
16. February, 1967
17. March, 1967
18. April, 1967
19. May, 1967
20. June, 1967
21. July, 1967
22. August, 1967
23. September, 1967
24. October, 1967
25. November, 1967
26. December, 1967
27. January, 1968
28. February, 1968
29. March, 1968
30. April, 1968
31. May, 1968
32. June, 1968
33. July, 1968
34. August, 1968
35. September, 1968
36. October, 1968
37. November, 1968
38. December, 1968
39. January, 1969
40. February, 1969
41. March, 1969
42. April, 1969
43. May, 1969
44. June, 1969
45. Later than June, 1969

98. DK
99. NA
00. Inap.; R earned diploma by attending regular school; R does not have diploma or certificate

VAR.

T4 804 4ID2b. (If R earned his diploma in some other way) When did you leave regular high school? (Single column code)

1. September, 1966 - December, 1966 or earlier
2. January, 1967 - April, 1967
3. May, 1967 - August, 1967
4. September, 1967 - December, 1967
5. January, 1968 - April, 1968
6. May, 1968 - August, 1968
7. September, 1968 - December, 1968
8. January, 1969 - April, 1969 or later
9. NA; DK
0. Inap.; R earned diploma by attending regular school; R does not have diploma

T4 805 4ID3. Did you graduate from the high school where we first interviewed you -- that is, the high school you were attending at the start of tenth grade?

1. R graduated from the same high school
2. R graduated from a different high school than the one he was in during tenth grade
8. DK
9. NA
0. Inap.; R did not graduate from regular high school

T4 806 4ID3a. How many high school have you attended since the one where we first interviewed you?

Exact number of schools was coded

98. DK
99. NA
00. Inap.; R did not change schools; R did not graduate from a regular high school

T4 807-808 4ID3b. How is it that you attended more than one high school? (Coded up to two mentions)

1. Respondent moved; respondent's family moved
2. Got into trouble; was kicked out
3. School was consolidated; rezoning; redistricting of school system; new school built; school closed
4. Parents wanted R to change; unhappy at some school; just wanted to change
5. Changed from private (or parochial) school to public school or vice-versa
6. School lacked certain courses/programs/or grades; changed school to get some particular course or program
7. Other
8. Integration
9. NA; DK
0. Inap.; R did not change schools; R did not graduate from a regular high school; No second mention

VAR.

T4 809 4ID4. Did you continue through high school "full-time" without interruption, or did you leave high school for more than a few weeks during the regular school terms?

1. R continued through high school without interruption
2. R was out of school for more than a few weeks
8. DK
9. NA
0. Inap., R did not graduate from regular high school

T4 810 4ID5. When were you out of school and for how long?
(From MONTH)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R did not graduate from regular high school; R continued through high school without interruption

T4 811 4ID5. When were you out of school and for how long?
(From YEAR)

Last two digits of year were coded

98. DK
99. NA
00. Inap.; R did not graduate from regular high school; R continued through high school without interruption

T4 812 4ID5. When were you out of school and for how long?
(To MONTH)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R did not graduate from regular high school; R continued through high school without interruption

T4 813 4ID5. When were you out of school and for how long?
(To YEAR)

Last two digits of year were coded

98. DK
99. NA
00. Inap.; R did not graduate from regular high school; R continued through high school without interruption

VAR.

T4 814-816 4ID6. Why did you finish your schoolwork this way rather than going straight through high school? (Up to three mentions coded)

Family reasons

11. Parents encouraged R to leave school and/or get a job
12. Parents (family) needed the money; R dropped out to help his family financially
13. Parents don't care about what R does; poor family environment; family didn't encourage R
14. R wanted to be independent of his family
15. Problems at home; R was needed at home; illness in R's family
16. R was ill
17. R ran away from home; R left family because of problems at home
19. Other family reasons

Friends

21. R had no friends at school; R's friends all graduated, dropped out, or changed schools
22. R's friends encouraged him to leave school; R's friends said it was nice to be out of school; R saw the advantage (money, free time) that out-of-school kids have
23. Kids in school avoided R; kids didn't like R; R couldn't get along with other kids in school; kids discriminated against R; R disliked the other students
24. R got older than the others in school; overageness
25. R got into some specific trouble with students in school
28. R got in with the wrong crowd
29. Other friends reasons

Personal Reasons

31. R felt discriminated against, felt disliked, felt looked down on
32. R felt pretty grown up; R felt like he was too good for school; R felt he was a big shot; R thought it was smart to drop out
33. R preferred to be doing other things; R wanted freedom and leisure
34. R got discouraged; R lost hope; R didn't think he'd ever make it through
35. R had to get married; R got in trouble with a girl; R got married; R had to support his own family
36. R didn't feel ambitious; R didn't know what he wanted to do; R didn't have any plans; R didn't care about the future
37. R didn't like to get up in the morning
38. R was old enough to leave, so he did
39. Other personal reasons

VAR.

T4 814-816
(Cont.)

Work and financial

41. R had to go to work; R needed money
42. R wanted to work; R more interested in work than in school; R would rather be out working
43. R wanted to be working in order to make (earn) money
44. R wanted to be working (making money) in order to buy a car or motorcycle
45. R dropped out to enlist in the armed forces
46. R thought he would be drafted
47. R felt he would get better (more useful) training on-the-job; R wanted to learn a trade
48. Job Corps; Peace Corps; Vista
49. Other financial or work reasons

School reasons

50. R had trouble learning; R got too many poor grades; subject failure; R got discouraged by low grades; got behind in schoolwork
51. Non-promotion; R got left back a grade
52. R felt school didn't teach anything valuable; R felt school was not useful; R wasn't learning anything
53. R felt school didn't make use of his abilities; R never got a chance to do what he is good at
54. R couldn't take the classes he wanted; R couldn't go to the school he wanted
55. R didn't study; R was too lazy to do his school work; there was too much work to do; "sluffing"
56. "Didn't like school in general"; R didn't care about school or learning; not interested in school; R found school boring
57. R couldn't participate in school activities; didn't like school activities
58. R was absent too much; R played "hooky"; R cut classes
59. Other school reasons or problems

Authority

60. R got in trouble with teachers and/or administrators and/or counselors
61. Teachers didn't like R; teachers discriminated against R; R got no attention from teachers; no encouragement from teachers; teachers picked on R
62. R couldn't get along with teachers; R disliked the teachers
63. Teachers thought R was dumb and treated him as though he were dumb
64. R got blamed for things he didn't do
65. R thought that if he didn't drop out they would have kicked him out
66. Authorities were too strict; they tried to boss R around too much; school rules were too strict

VAR.

T4 814-816 (Cont.)

67. R got in trouble with the law or out-of-school authorities
68. R got expelled; R didn't drop out by choice; R suspended
69. Other authority reasons

Other

71. R moved; R transferred schools
73. R could get diploma some other way (night school, state equivalency test)
74. R disliked the grading system; R found "system" unfair
75. R never returned after suspension
79. Racial unrest; riots, etc. (in the school)

97. Other (general)
98. DK
99. NA
00. Inap., No further mentions; R did not graduate from regular high school; R continued through high school without interruption

T4 817 4ID7. (If R does not have high school diploma) Were you still going to school this past spring?

1. Yes
5. No
9. NA
0. Inap.; R has a high school diploma

T4 818-819 4ID8. Were you then attending school full-time, going to night school going to some sort of special school, or what?

(Up to two mentions coded)

1. Attending regular high school full-time
2. Attending regular high school part-time
3. Attending night school
4. Adult education
5. Attending vocational or technical school
6. Attending school in military service
8. Other
9. DK; NA
0. Inap.; R has a high school diploma; R is not going to school; No second mention

T4 820 4ID8a. Do you expect to finish and get your diploma or certificate?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R has a high school diploma; R is not going to school

VAR.

T4 821 4ID8b. When do you expect to get it? (Month)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R has a high school diploma; R is not going to school; R does not expect to get diploma or certificate

T4 822 4ID8b. When do you expect to get it? (Year)

Last two digits of year R will get diploma were coded

98. DK
99. NA
00. Inap.; R has a high school diploma; R is not going to school; R does not expect to get diploma or certificate

T4 823 4ID8c. How is it that you were still in school last spring? That is, have you been in school continually since tenth grade, or did you leave school for a while and then return, or what?

1. R has been in high school continually but stayed behind his class by choice
2. R has been in high school continually but was held back from his class by some authority
3. R has been in high school continually and it is unclear whether this was by choice or because someone held him back
4. R left school by choice for some period of time and then returned
5. R left school for some period of time because someone asked him to
6. R left school for some period of time, but it is unclear whether this was by choice or because someone asked him to leave
7. Other
8. DK
9. NA
0. Inap.; R has a high school diploma; R is not going to school

T4 824 4ID9. Control question response - R's status

1. R left school for a while
2. R has been in school continually since tenth grade but has gotten behind somehow
8. DK
9. NA
0. Inap.; R has a high school diploma; R is not going to school

VAR.

T4 825-826 4ID9. How is it that you "got behind" your class and were still in school this spring? (Up to two mentions coded)

Coding here is the same as for variables 814-816

00. Inap.; R has a high school diploma; R is not going to school; R has not gotten behind somehow

T4 827 4ID9a. When did you fall behind

1. Elementary school
2. 7th grade
3. 8th grade
4. 9th grade
5. 10th grade
6. 11th grade
7. 12th grade
8. DK
9. NA
0. Inap.; R has not gotten behind somehow

T4 828-830 4ID10. (If R left school for awhile) How did you happen to leave school? (Coded up to three mentions)

For coding see variables 814-816

00. Inap.; R has a high school diploma; R is not going to school; R fell behind but did not leave school

T4 831 4ID10a. (If R left school for awhile) When did you leave?

For coding see variable 803

T4 832 4ID10a. (If R left school for awhile) When did you leave? (Single column code)

For coding see variable 804

T4 833 4ID10b. (If R left school for awhile) How long were you out of school?

Number of months was coded

98. DK
99. NA
00. Inap.; R has a high school diploma; R is not going to school; R fell behind but did not leave school

VAR.

T4 834-835 4ID10c. (If R left school for awhile) What did you do during the period that you were not in school? (Up to two mentions coded)

1. Worked on a full-time job
2. Worked on a part-time job
3. Military service
4. Traveled
5. Nothing; just "played around"; "loafed"; enjoyed leisure time
8. Other
9. DK; NA
0. Inap.; R has a high school diploma; R is not going to school; R fell behind but did not leave school

T4 836-837 4ID10d. (If R left school for awhile) Why did you return to school? (Up to two mentions were coded)

General

11. To finish my education (unspecified further)

Financial or job related

21. More education will enable me to get a better job
22. Couldn't get a (good enough) job; didn't like working; didn't want to work
23. Have earned the money I needed; no longer needed to work
24. To learn a trade
29. Other financial or job related reasons

Attitude

31. Got bored doing what I was doing; decided I am more interested in school; like school better; missed school
32. Decided school is valuable, useful
33. Think I can get better grades now; think I can graduate
34. Want to graduate; want to graduate and go to college
38. Changed my attitude
39. Other attitude reasons

Events; Circumstances

41. Got out of the trouble I was in
42. School authority that was keeping me out is no longer doing so; could return
43. Non-school authority that was keeping me out is no longer doing so; could return
44. Family no longer needed my help; didn't have to be home anymore
45. R not ill anymore
46. I made further plans that require that I finish high school

VAR.

T4 836-837 (Cont.)

47. My friends were all in high school
49. Other events or circumstances

Pressure

51. Parents urged me to return
52. School personnel urged me to return
53. Friends urged me to return
59. Other pressure

Other

97. Other
98. DK
99. NA
00. Inap.; R has a high school diploma; R is not going to school; R fell behind but did not leave school

These next questions (D11-D21) were for respondent's who had no diploma and were not attending school

T4 838-840 — 4ID11. How did you happen to leave high school? Can you tell me more about that? (Coded up to three mentions)

Coding here is the same as for variables 814-816.

00. Inap.; No further mentions; R has a high school diploma; R attending school

T4 841 — 4ID12. When did you leave high school?

Coding is the same as for variable 803.

00. Inap.; R has a high school diploma; R attending school

T4 842 — 4ID12. When did you leave high school? (Single column code)

Coding here is the same as for variable 804.

0. Inap.; R has a high school diploma; R attending school

T4 843-844 — 4ID13. How do you feel about having dropped out of high school? Are there any ways in which you regret having dropped out of high school? Are there some ways in which you feel that dropping out of high school was a really good idea for you? (Coded up to two mentions)

R regrets dropping out

11. I think it was a mistake; I shouldn't have dropped out (unspecified further)
12. I thought I'd feel more independent and grown up, but I don't

VAR.

T4 843-844 (Cont.)

13. I'm unhappy because people don't seem to respect me; other people's attitudes about it bother me
19. Other ways R regrets dropping out

R is happy he dropped out

21. I think it was the best thing for me to do (unspecified further)
22. I am glad I left because I'm more independent now
23. I wasn't doing well in school, so leaving was the best idea
24. I can get a diploma some other way that will be better for me than continuing high school
29. Other ways R is happy about dropping out

Job-related feelings about dropping-out

31. I've had trouble getting a (good) job because I don't have a diploma; employers have turned me down because I don't have a diploma
32. I couldn't get into (am having trouble getting into) the armed services because I have no diploma
35. Dropping out when I did resulted in my getting a good job
38. Other job-related feelings disfavorable to dropping out
39. Other job-related feelings favorable to dropping out

Other

41. It makes absolutely no difference to R; R has no feelings one way or the other about dropping out
90. No; R doesn't have any regrets or good feelings
95. Reason for dropping out was sickness, accident, etc. (R had no choice)
96. Other regret about dropping out
97. Other feeling favorable to dropping out
98. DK
99. NA
00. Inap.; R has a high school diploma; R attending school; No second mention

T4 845-846 4ID14. Does the fact of not having a high school diploma seem to hinder you as far as jobs are concerned? In what ways? (Coded up to two mentions)

31. I've had trouble getting a (good) job because I don't have a diploma; employers have turned me down because I don't have a diploma
32. I couldn't get into (am having trouble getting into) the armed services because I have no diploma
35. Dropping out when I did resulted in my getting a good job

VAR.

T4 845-846 (Cont.)

38. Other job-related feelings disfavorable to dropping out
39. Other job-related feelings favorable to dropping out
96. No hindrance; no
97. Other
98. DK
99. NA
00. Inap.; R has a high school diploma; R attending school; No second mention

T4 847 4ID15. Do you expect to ever get a high school diploma?

1. R doesn't expect to get one
2. R expects to get a diploma
8. DK
9. NA
0. Inap.; R has a high school diploma; R attending school

T4 848-849 4ID15a. How will you get a diploma?(Coded up to two mentions)

1. By passing state examinations
2. By attending "night school" or some other sort of special public school
3. By attending private school
4. Earn diploma or equivalent certificate in military service
5. Attend vocational/trade/business school
7. Other
8. DK
9. NA
0. Inap.; R has a high school diploma; R attending school; R doesn't expect to ever get one; No second mention

T4 850 4ID15b. When do you expect you will get it? (Month)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R has a high school diploma; R attending school; R doesn't expect to ever get one

T4 851 4ID15b. When do you expect you will get it? (Year)

Last two digits of the year were coded

98. DK
99. NA
00. Inap.; R has a high school diploma; R attending school; R doesn't expect to ever get one

VAR.

T4 852-853 4ID15c. Why do you want to get a diploma? (Coded up to two mentions)

General

11. To finish my education (unspecified further)

Financial or job related

21. More education will enable me to get a better job
22. Couldn't get a (good enough) job; don't like work; don't want to work
23. Have earned the money I needed; no longer need to work
24. To learn a trade
29. Other financial or job-related reasons

Attitude

31. Am bored doing what I am now doing; have decided I am more interested in school; would like school better; I miss school
32. Have decided school is valuable, useful
33. I think I can get better grades now; think I can graduate
38. Have changed my attitude
39. Other attitude reasons
34. Want to graduate and go to college

Events, Circumstances

41. Have gotten out of the trouble I was in
42. I can return to school now; school authority that was keeping me out is no longer doing so
43. I can return now; out-of-school authority that was keeping me out is no longer doing so
44. Family no longer needs my help; don't have to be home now
45. Not ill anymore
46. I now have future plans that require that I finish high school
47. I have new friends who are in school
49. Other events and circumstances

Pressure

51. Parents are urging me to return to school
52. School personnel are urging me to return
53. Friends are urging me to return to school
54. Other person urging me to return to school
59. Other pressure

97. Other
98. DK
99. NA
00. Inap.

VAR.

T4 854 4ID16. How does your father (or stepfather) feel about your having dropped out of high school?

1. Feels happy about it; likes it; it's what he wanted me to do
2. Doesn't care; doesn't feel bad about it; doesn't mind much
3. Feels unhappy about it; doesn't like it; didn't want me to drop out
7. R only says, "say it's up to me"
8. DK
9. NA
0. Inap.; R's father not living; R has a high school diploma; R attending school

T4 855 4ID16a. How do you feel about your father's (or stepfather's) attitude?

1. Happy with his attitude; like his attitude; think he's right
2. Don't care; don't mind; don't feel strongly one way or the other; makes no difference to me
3. Unhappy; don't like his attitude; think he's wrong
7. It's up to him to think what he wants
8. DK
9. NA
0. Inap.; R's father not living; R has a high school diploma; R attending school

T4 856 4ID17. How does your mother (or stepmother) feel about your having dropped out of high school?

Use code for variable 854.

T4 857 4ID17a. How do you feel about your mother's (or stepmother's) attitude?

Use code for variable 855.

T4 858 4ID18. How do your brothers and sisters feel about your having dropped out of high school?

Use code for variable 854.

6. Variation of feelings among siblings

T4 859 4ID18a. How do you feel about your brothers' and sisters' attitudes?

Use code for variable 855.

VAR.

T4 860 4ID19. How do your friends feel about your having dropped out of high school?

Use code for variable 854.

6. Variation of feelings among friends

T4 861 4ID19a. How do you feel about your friends' attitudes?

Use code for variable 856.

T4 862 4ID20. Are any of these people trying to encourage you to get your diploma?

1. Yes
5. No
8. DK
9. NA
0. Inap.

T4 863-864 4ID20a. Which ones? (Coded up to two mentions)

1. Father
2. Mother
3. Brother(s) and/or sister(s)
4. Friends
5. Other relative
6. Everyone; all of them
7. Other person (non-relative)
8. Parents
9. DK; NA
0. Inap.; No second mention; Noone is encouraging R to get diploma; R has a diploma; R is attending school

T4 865 4ID21. Are you currently in a job, full-time in military service, or what?

1. R is on a job
2. R is full-time in the military service
3. Other
9. NA
8. DK
0. Inap.; R has a high school diploma; R is attending school

T4 866 4ID21. (If coded other above) What is R doing?

0. Inap.
2. R is waiting to start a job
4. R has a job but is temporarily laid off
7. R isn't doing anything in particular
5. R is unemployed; looking for a job
6. R is waiting to enter military service
8. Other 9. DK; NA

VAR.

Questions concerning College

T4 867 4IE1. Since last January or February, have you been primarily a student?

1. Yes
5. No
6. Yes, but it was in high school
9. NA
0. Inap.

T4 868 4IE1a. Are you currently in a job, full-time in the military service, or what?

1. On a job
2. Full-time military service
3. Other
8. DK
9. NA
0. Inap.; Has been a student primarily; Does not have a high school diploma; Coded 1; 2 or 3 on variable 865.

T4 869 4IE1a. Other (Specify)

2. Waiting to start a job
3. Business school; trade school; vocational school
4. Temporarily laid-off from job
5. Unemployed; looking for job
6. Waiting to enter military service
7. Nothing in particular; "loafing"; no plans right now
8. Other
9. DK; NA
0. Inap.; Everyone who didn't code 3 on previous variable

T4 870 4IE2. All things considered, how satisfied are you with your school experience since January?

1. Very satisfied
2. Quite satisfied
3. Somewhat satisfied
4. Not very satisfied
5. Not at all satisfied
8. DK
9. NA
0. Inap.; Not in school

VAR.

T4 871-873 4IE2a. What kinds of things have led you to feel that way? (Coded up to three responses)

Instructors (Positive comments)

11. Instructors are good, able, competent (as teachers)
12. Instructors are friendly, warm; interested in students
13. Instructors treat students as adults; students made to feel like equals
19. Other positive comment(s) about instructors

Instructors (Negative comments)

21. Instructors are not good; instructors are ineffective
22. Instructors are cold, "offish"; instructors don't care about students
23. Instructors look down on students, make them feel childish
29. Other negative comment(s) about instructors

Courses; Quality of Education (Positive comments)

31. Courses are good, interesting; happy with content of courses
32. Lots of choice of courses; many courses offered
33. Learning (much) more than in high school
34. Courses are easy
35. Courses are hard; challenging
36. Courses are relevant to today's world; learning things that matter to me
37. What I'm learning will help my future (career, etc.)
38. Getting a good education (unspecified further)
39. Other positive comments about courses and/or quality of education

Courses; Quality of Education (Negative comments)

41. Courses are dull, boring; unhappy with content of courses
42. Not enough choice in courses; not enough courses offered
43. Don't learn much more than in high school
44. Courses are (too) easy
45. Courses are (too) hard; challenging
46. Courses are useless; irrelevant; too many required courses
48. Not getting a good education (unspecified further)
49. Other negative comment abour courses and/or quality of education

R's personal feelings and/or behaviors (positive)

51. Am doing well; am getting good (better) grades; passed, graduated
52. Am studying now; study more than in high school
53. Am proving myself; am realizing my potential; am achieving; am maturing
54. Like the freedom and independence
55. Like being away from home; like living at school

VAR.

T4 871-873
(Cont.)

56. Like being in (seeing) a new part of the country
57. Like other students; meeting good new friends; enjoying social life
58. Am involved in extracurricular activities
59. Other positive feeling or behavior

R's Personal feelings and/or behaviors (Negative)

61. Not doing well; not getting good grades
62. Am not studying (enough); not studying as much as in high school
63. Not working up to potential; not achieving
64. Don't like the freedom and independence; too much freedom
65. Don't like living away from home; lonely for family
66. Would rather be living on campus; don't like living at home while in college
67. Don't like other students; not meeting (enough) friends; don't like social life
68. Am not involved in extracurricular activities; not on athletic team(s)
69. Other negative feeling or behavior

Other (General) Positive Comments

71. Approve of protests going on; like student activism
72. Agree with administration handling of student protest
73. Tuition fees are fair; the cost
74. Size of the school; location of the school
75. Like administration, "how college is run"

Other (General) Negative Comments

81. Disapprove of protests going on; dislike student activism
82. Dislike administration handling of student protests
83. Cost of education; hard to have enough money to pay for education
84. Size of the school; location of the school
85. Don't like administration; don't like "how college is run"

Other

97. Other
98. DK
99. NA
00. Inap.; R is not a student; No further mentions

VAR.

T4 874 4IE3. What school did you attend?

3-digit code. Colleges are not identified.

T4 875 4IE4. What type of school is that?

1. University
2. Liberal arts college
3. Technical or vocation school
4. Engineering school
5. Teachers college
6. Business college
7. Agricultural college
8. Other
9. NA, DK
0. Inap.; R is not a student

T4 876 4IE4. (If Respondent was coded other on previous variable) What type of school is that?

1. Junior (2-year) college
2. Community college
3. Theological school; seminary
4. "Prep" school; private school or academy (except military)
5. Military academy
6. Training school; reformatory
7. Other special school
8. DK
9. NA
0. Inap.; R not in school

T4 877 4IE5. Roughly how many students are enrolled at that school?

1. 1-100
2. 100-500
3. 500-1000
4. 1000-3000
5. 3000-10,000
6. 10,000-20,000
7. Over 20,000
8. DK
9. NA
0. Insp.; R not in school

T4 878 4IE10. Since January (1970), were you attending school full-time or part-time?

1. Part-time
2. Full-time
9. NA
0. Inap.; R not attending school at all

VAR.

T4 879 4IE10a. What proportion of time did you attend?

Actual percentage of time was coded.

01. 1%
... etc.
97. 97% or more
98. DK
99. NA
00. Inap.; R not attending school; R attending school full-time

T4 880 4IE11. What is the average grade you got in your classes this last term?

01. A+
02. A
03. A-
04. B+
05. B
06. B-
07. C+
08. C
09. C-
10. D+
11. D
12. D-
13. E (F) Failing

90. School is ungraded
98. DK
99. NA
00. Inap.; R is not in school

T4 881 4IE12. How satisfied would you say you are with your grades

1. Very satisfied
2. Quite satisfied
3. Somewhat satisfied
4. Not very satisfied
5. Not at all satisfied
8. DK
9. NA
0. Inap.; R is not in school

T4 882 4IE13. School can be very expensive. Considering tuition, books, fees, transportation, living expenses, etc., could you give us a rough estimate of the total cost of your schooling for the whole academic year? (Even if R was not in school the whole academic year)

Actual amount was coded.

99997. $99,997 or more
99998. DK
99999. NA 00000. Inap.; R not in school

VAR.

T4 883 4IE14. How accurate do you think this estimate is?

1. Accurate to within $50
2. Accurate to within $100
3. Accurate to within $200
4. Accurate to within $500
5. Accurate to within $1000
6. Not at all accurate
8. DK
9. NA
0. Inap.; R not in school

4IE15. Here is a list of sources from where your money for school might have come. Could you look at each item and tell me which of these sources you used to pay for your schooling, and then what portion of the total cost (to the nearest 10%) they each contributed?

T4 884 4IE15.1 Gift from parents (Doesn't have to be paid back) - Source

1. Yes
5. No
9. NA
0. Inap.; R not in school

T4 885 4IE15.1a Gift from parents (Doesn't have to be paid back) - % of total

Actual percentage coded.

01. 1&
... etc.
96. 96%
97. 97-100%
98. DK
99. NA
00. Inap.; R not in school

T4 886 4IE15.2 Loan from parents - Source

Use code for variable 884.

T4 887 4IE15.2a Loan from parents - % of total

Use code for variable 885.

T4 888 4IE15.3 Loan from other source(s) - Source

Use code for variable 884.

T4 889 4IE15.3a Loan from other source(s) - % of total

Use code for variable 885.

VAR.

T4 890 4IE15.4 Scholarship - Source

Use code for variable 884.

T4 891 4IE15.4a Scholarship - % of total

Use code for variable 885.

T4 892 4IE15.5 Own earnings - Source

Use code for variable 884.

T4 893 4IE15.5a Own earnings - % of total

Use code for variable 885.

T4 894 4IE15.6 Other (Specify) - Source

1. Yes, unspecified
2. Gift from grandparents or other relatives
3. Savings; inheritance; trust fund
4. Social security
5. No
6. Government grant or loan
7. Grant from college or private organization
8. Work study program; vocational program of another sort
9. NA
0. Inap.; R not in school

T4 895 4IE15.6a Other - % of total

Use code for variable 885.

T4 896 4IE16. When did you enter the school you've been telling me about? (Month)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R not in school

T4 897 4IE16. When did you enter the school you've been telling me about? (Year)

Last two digits of year R entered school were coded.

98. DK
99. NA
00. Inap.; R not in school

VAR.

T4 898 4IE17. What degree or certificate have you been working toward?

1. Certificate from a business/trade/vocational school
2. Associate in Arts (AA)
3. Bachelor's degree (based on 4 or 5 years undergraduate study) BS, BA, AB, AB in TH, B ARCH, B CHE, BCL, BCS, BE, B ED, BFA, BJ, B LIT, BSA, BSC, BSED, BSFS, BS in CE, BS in CHE, BS in ED, BS in LS, JCB, LITB, PHB, SB, STB, BGS
4. Master's degree (or graduate level bachelor's degrees such as LLB or BD) MS, MSC, MA, MAT, MBA, MDS, MED, MFA, EDM, LIM, MPH, MPA, MS in LS, MSW, MUSM, SM, STM, MMUS, MFS, MSLS
5. Post-graduate degree (other than Master's level) PHD, LITD, SCD, DFA, DLIT, DPH, DPHIL, DSC, JD, JSD, SJD, MD, DDS, DVM, VS, JCD, STD, THD
6. None
7. Other
8. DK
9. NA
0. Inap.; R is not in school

T4 899 4IE18. What is (or will be) your specialty or academic major?

Coding scheme here is the same as for variable 794-795.

00. Inap.; R not in school

T4 900 4IE19. When do you expect to attain that degree or certificate, or have you already done so?

1. Already completed that degree
2. Expect to attain it
3. Never; left school; expect to leave; dropped out; expect to drop out
8. DK
9. NA
0. Inap.; R is not in school

T4 901 4IE19. Expect to attain degree - What month?

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R is not in school; R does not expect degree

T4 902 4IE19. Expect to attain degree - What year?

Last two digits of year R expects to attain degree were coded

98. DK 99. NA 00. Inap.; R not in school; R does not expect degree

VAR.

T4 903 4IE20. How likely is it that you will be primarily a student next fall?

1. Certain you will
2. Probably you will
3. Probably you will not
4. Certain you will not
8. DK
9. NA
0. Inap.; R not in school

T4 904 4IE20a. How difficult is it going to be for you to get enough money for next year's schooling?

1. Very difficult
2. Quite difficult
3. Somewhat difficult
4. Not very difficult
5. Not at all difficult
8. DK
9. NA
0. Inap.; R not in school; Unlikely R will not be in school next fall

VAR.

References to specific Working Paper #7 variables were not included for items E21-E34 (which ask about jobs held while going to school and summer jobs) or for items F1-F20a (which ask about present, "permanent" full-time jobs). Determination of comparability across time is very confusing, and is left to individual analysts with particular purposes. The sorts of issues involved are: (1) question wording changes; (2) code changes; (3) changes in the composition of respondent groups to whom questions apply; and most importantly (4) changes in the kinds of jobs asked about.

T4 905 4IE21. Since January (1970), have you held any jobs while going to school?

1. Yes
5. No
9. NA
0. Inap.; R not a student

4IE22. Over what period of time did you have that job?

T4 906 4IE22. From _____ month

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R not a student; R did not have job

T4 907 4IE22. From _____ year

Last two digits of year R began job coded

98. DK
99. NA
00. Inap.; R not a student; R did not have job

T4 908 4IE22. To _____ month

Use code for variable 906.

T4 909 4IE22. To _____ year

Use code for variable 907.

VAR.

T4 910 4IE23. What kind of work did you do?

1. Professional
2. Proprietors and managers
3. Clerks and salesmen
4. Craftsmen and foremen
5. Operatives and service workers
6. Laborers, non-farm
7. Farmers; farm-laborers
8. Member of armed services
9. DK; NA
0. Inap; R did not have job; R is not a student

T4 911 4IE24. Was that work a required part of your course of study?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R did not have a job; R is not a student

T4 912 4IE25. While you were going to school, about how many hours a week did you work on this job?

Actual number of hours per week was coded

98. DK
99. NA
00. Inap.; R did not have a job; R is not a student

T4 913 4IE26. On the average, how much did you earn on this job per week before taxes or other deductions were made by your employer?

Actual amount in dollars per week was coded

997. $997 or more
998. DK
999. NA
000. Inap.; R did not have a job; R is not a student

T4 914 4IE27. Did working at a job affect your schoolwork?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R did not have a job; R is not a student

VAR.

T4 915 4IE27a. In what way?

Negative effects

1. Yes - I have less time to work on my schoolwork
2. Yes - my grades have gotten lower
3. Yes - the job was so satisfying/interesting that I dropped out of school because of it
5. Other negative effects

Positive effects

6. Any positive effects

7. Other
8. DK
9. NA
0. Inap.; R not a student; R did not have job; R's job did not affect schoolwork

T4 916 4IE28. Did you find that the type of work you did contributed meaningfully to your education?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R not a student; R did not have job

T4 917 4IE28a. How is that?

11. My job provides experience in the same field as I am studying
12. The money I earn on my job pays for my education; job supports schooling
13. Job has taught me the importance of getting a good education; job has shown me the importance of a degree so I can earn more/advance further
14. Having a job has helped me become a more responsible, more hard working person
15. Having a job has taught me that I don't really like the field in which I am studying; my job has resulted in a change in my career aspirations
16. My job provides new ideas for me to take to school; I contribute (more) to class through things I learn at work
17. Learned to deal with people; met people
19. Other positive contributions of work

21. My job and my educational experience are unrelated; I am studying for a career in a different field than the one my job is in
22. My education is interfered with by my having to earn money; job interferes with studies

VAR.

T4 917 (Cont.)

29. Other negative contribution of work

98. DK
99. NA
00. Inap.; R not a student; R did not have job

T4 918 4IE29. Do you have a job now (or have you made definite arrangements to start one in the next week or so)?

1. No
2. Yes: In the military full-time
3. Yes: R primarily a student last term but will not be next fall
4. Yes: R primarily a student last term and will certainly/probably be next fall
9. NA
0. Inap; R has not been a student

T4 919 4IE30. When did you (or will you) start this job? (Month)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R not a student; R does not have job

T4 920 4IE30. When did you (or will you) start this job? (Year)

Last two digits of year R started (or will start) job were coded

98. DK
99. NA
00. Inap.; R not a student; R does not have job

T4 921 4IE31. What kind of work do (will) you do?

1. Professional
2. Proprietors and managers
3. Clerks and salesmen
4. Craftsmen and foremen
5. Operatives and service workers
6. Laborers, non-farm
7. Farmers; farm-laborers
8. Member of armed forces
9. DK; NA
0. Inap.; R not a student; R does not have job

VAR.

T4 922 4IE32. How many hours a week do you work on this job?

Actual number of hours per week was coded

98. DK
99. NA
00. Inap.; R not a student; R does not have job

T4 923 4IE33. Taking into account the amount of overtime you might average per week, how much are you earning on this job per week before taxes or other deductions are made by your employer?

Actual amount in dollars per week was coded

997. $997 or more
998. DK
999. NA
000. Inap.; R not a student; R does not have job

T4 924 4IE34. All told, how many months do you think you will hold this particular job? (This includes time already spent on the job, plus expected future time on the job)

Actual number of months coded.

96. 96 or more months
97. R views this as a permanent job
98. DK
99. NA
00. Inap.; R has not been a student; R does not have job

VAR.

Section F - - R is presently employed

T4 925 4IF1. Do you presently work at more than one job?

1. Yes
5. No
9. NA
0. Inap.; R coded 1, 2, or 4 on variable 918

T4 926 4IF2. Description of job - ISR code

See Appendix C, page 682.

T4 927 4IF3. All things considered, how satisfied are you with your work experience on your present job?

1. Very satisfied
2. Quite satisfied
3. Somewhat satisfied
4. Not very satisfied
5. Not at all satisfied
8. DK
9. NA
0. Inap.; R coded 1, 2 or 4 on variable 918

T4 928-930 4IF3a. What kinds of things have led you to feel that way? (Coded up to three mentions)

Supervisor (s) (Positive comments)

11. Supervison is good; my supervisor directs my work well
12. Supervisor is nice, friendly; like my supervisor
13. Supervisor lets me work on my own; not "over-supervised"
14. Supervisor is fair; judged by work you do, not who you are
19. Other positive comment(s) about supervisor(s)

Supervisor(s) (Negative comments)

21. Supervision is poor; supervisor doesn't direct me well
22. Don't like the supervisor; supervisor not nice, friendly
23. Don't get to work on my own; supervisor watches me every minute
24. Supervisor unfair; "apple-polishing" goes on
29. Other negative comment(s) about supervisor(s)

Content of the job (Positive comments)

31. Like the work I do; interesting work; happy with job content
32. Lots of variety of tasks in my job
33. Learning a lot on my job
34. Work is easy; not hard work; not challenging

VAR.

T4 928-930
(Cont.)

35. Work is hard, challenging
36. Other specific aspects of job contents
37. My job (what I learn on it) will be helpful for my future (career, etc.)
38. A good job (unspecified further)
39. Other positive comments about job content

Content of the job (Negative comments)

41. Don't like the work I do; dull, uninteresting work; unhappy with job content; tired of my work
42. Not enough variety of tasks; tedious job
43. Don't learn (enough) on my job
44. Job is (too) easy; not hard work; not challenging
45. Job is (too) hard, challenging
47. No long term interest in the job (e.g., as a career); "just a job ... not a career"
48. Not a good job (unspecified further)
49. Other negative comments about job content

R's personal feelings and behaviors and job benefits (Positive)

50. Job security
51. Pay is good; pay not bad
52. Am doing a good job; know I'm performing well
53. Chances to advance; promotion opportunitites; promotion (general)
54. Like the freedom and independence
55. Good hours; like the hours
56. Good working conditions; good facilities
57. Like (get along with) my co-workers; meeting nice people; work with nice people
58. Good fringe benefits
59. Other positive feelings, behaviors, or benefits

R's personal feelings and behaviors and job benefits (Negative)

60. Job security (lack of)
61. Poor pay
62. Don't do well on my job; not performing well
63. No (limited) advancement opportunities; poor promotion opportunities; poor achievement possibilities; not getting promotions
64. Don't like the freedom and independence; too much freedom
65. Poor hours; don't like the hours; work too few or too many hours
66. Poor working conditions; poor facilities
67. Don't like (don't get along with) my co-workers; not meeting enough people
68. Other negative feelings, behaviors, & benefits

VAR.

Other

71. Like it better than any other alternatives
81. Would rather be doing something else (school, travel,etc.)
97. Other
98. DK
99. NA
00. Inap.; R coded 1, 2, or 4 on variable 918

T4 931 4IF4. About how many hours a week do you work on this job?

Actual number of hours per week was coded

98. DK
99. NA
00. Inap.; R coded 1, 2, or 4 on variable 918

T4 932 4IF5. Taking into account the amount of overtime you might average per week, how much are you earning on this job per week before taxes or other deductions are made by your employer?

Actual amount in dollars per week was coded

997. $997 or more
998. DK
999. NA
000. Inap.; coded 1, 2, or 4 on variable 918

T4 933 4IF6. When did you enter this job? (Month)

01. January
... etc.
12. December
98. DK
99. NA
00. Inap.; R coded 1, 2 or 4 on variable 918

T4 934 4IF6. When did you enter this job? (Year)

Last two digits of year R entered job were coded

98. DK
99. NA
00. Inap.; R coded 1, 2 or 4 on variable 918

T4 935 4IF7. How did you find out about this job?

1. Parents
2. Other relatives
3. Friend or neighbor
4. Someone in school (teacher, counselor, etc.)
5. Saw advertisement
6. Applied; knew about it myself; looked around; asked at employment agency
7. Other
8. Employer or someone approached R - "they asked me"
9. NA, DK 0. Inap.; R coded 1, 2 or 4 on variable 918

VAR.

T4 936-942 4IF8. We are interested in finding out what things young men do to try to find a job. Tell me how many of these things you did while job hunting.

Coding for these variables is:

1. Item checked
5. Item not checked
9. NA; none of the items checked
0. Inap.; R coded 1, 2 or 4 on variable 918

F8a. Checked with school employment service (or counselor)
F8b. Checked with local or state public employment office or Youth Opportunity Center
F8c. Checked with private employment agency
F8d. Checked directly with employers
F8e. Placed or answered newspaper ads
F8f. Checked with friends or relatives
F8g. Did you do other things?

T4 943 4IF9. How much security is there on your job? Do you think you can stay on this job as long as you like, or might you get laid off?

1. Very secure; can keep job as long as I want
3. Probably secure; somewhat secure
5. No security at all
7. Seasonal work
8. DK; security uncertain; I have no idea how secure the job is
9. NA
0. Inap.; R has no permanent job or is in military

T4 944-946 4IF10. What are the things you like about your job? (Coded up to three mentions)

Job Content

01. Learning; learning things; getting educated; discovering something new (specific aspects not given)
02. The work is good (in general)
03. Like some (specific) aspects of the work
04. It's demanding; work is challenging; makes you work; job has high standards
05. Feeling of accomplishment, achievement, progress
06. Easy job; easy work
07. Wide choice of work activities; can do what I want
08. Cooperative program - work-study program; opportunity to study while I work
09. Other

VAR.

T4 944-946
(Cont.)

Supervisors

10. Supervisors are good, capable; supervisors know what they are doing; the way the work is taught; the way the supervisors behave; supervisors make things interesting
11. Like the (particular) supervisor; supervisors in general are liked; respect the supervisor; supervisors are nice; getting to know the supervisors; becoming friendly with supervisors; sharing things with supervisors
14. Supervisor(s) interested in us, the workers/employees
15. Supervisors are fair; do not treat some workers better than others
19. Other

Job as preparation for later behavior

20. For college, more education, technical school
21. Trains you for a later job, career, occupation
22. Helps you find out what you want to be
23. Job placement program (within the company)
24. A necessity for getting ahead in life; preparation for future
26. Provides preparation for future as a citizen
27. Job is important, useful; has intrinsic value (no specific reason given); needed to understand things, to know what is going on
28. "Good Experience" (not further specified)
29. Other

Worker and job social life

30. Job activities; things to do; particular kinds of job activities and events
31. Social activities; the social life; social affairs; being with the co-workers; the people at work; being with friends; meeting girls and dating
33. Meeting (new and different) people; working with them; learning to get along with them
35. Athletics, playing sports; being on a company team
37. Company (job) spirit
38. Having fun; it's fun; have a good time; goofing around
39. Other

Employer authority and worker freedom

40. Not too many regulations, not too strict; I can do what I want
42. Lot of worker responsibility
43. Like particular aspect of disciplinary or conduct system
44. Treatment of workers in general
49. Other

VAR.

T4 944-946 (Cont.)

Job preferred to other alternatives

50. Avoids monotony; it's something to do; better than staying home
51. Better or easier than going to school
52. Better than being without a job
53. Keeps me out of trouble
59. Other

Other reasons

62. How the work is run (in general); working conditions
63. Like the scheduling; good hours
64. Physical plant or facilities
65. Location
66. Food - lunches - cafeteria - coffeebreaks
67. I can work the amount of hours I want
69. Other (general)

Material benefits

81. Like the pay; like earning money; like having money
82. Good "fringe benefits"
83. Good chance for advancement; promotion opportunities
84. Job security

70. Nothing
71. Everything
98. DK
99. NA
00. Inap.; R has no permament job or is in military; no further mention(s)

T4 947-949 4IF11. What are the things you dislike about your job? (Coded up to three mentions)

Dislike work, not interested in work

01. Work is routine; boring, too easy; no challenge
02. Competition; job pressure
03. Some (general or specific) aspects of the work
04. Not enough variety of activity
05. Work is not useful; not learning anything; no feeling of accomplishment or achieving
06. Job is too hard, too demanding
07. Too much work; heavy job assignments
08. Evaluation system
09. Other

VAR.

T4 947-949
(Cont.)

Dislike, do not admire or respect supervisors

10. Poor supervisors, poor supervision; supervisors not doing their job; way the work is taught; way supervisors behave
11. Dislike (some) supervisors; dislike supervisors in general; can't get along with supervisors
12. Supervisors lack fortitude; they don't stand up for what they believe
14. Supervisors not interesting
15. Supervisors not interested in the workers
16. Supervisors unfair; don't treat the workers right; discriminate
17. Particular supervisory arrangement
19. Other

Doesn't prepare for later behavior

20. Doesn't prepare you for college, more education, technical school
21. Doesn't prepare you for a later job, career, occupation
22. Doesn't provide a basis for getting ahead in life
23. Doesn't provide a basis for understanding things
24. Doesn't provide preparation for future as a citizen
25. Working (job) is not important or useful (unspecified further)
26. Lack of placement program (within the company)
29. Other

Dislike co-workers and social life

30. Bullies, hoods, rough types, troublemakers; ones who are down on working
31. Cliques, select groups, snobs; discrimination
32. Particular ethnic or class groups
33. Particular racial groups
34. Two-faced people, gossips, double-crossers, liars
36. Competition for leadership on the job
37. Not enough social activities
38. Conduct of other workers; co-workers, some of the co-workers
39. Other

Employer authority and worker freedom

40. Too many regulations, too strict; personal dislike of too much authority
42. No worker responsibility; not enough voice in affairs
43. Particular aspects of disciplinary system
49. Other

VAR.

T4 947-949 (Cont.)

Incompatibility with job

51. Getting up in the morning
52. Tired of job (general)
53. Not enough vacation
54. Being cooped up all day; having to stay indoors
55. Would rather be in school
56. Would prefer doing other things
57. Interferes with school work
59. Other

Other reasons

62. How the job is run (in general)
63. Scheduling; bad hours
64. Physical facilities
65. Cafeteria; food; etc.
66. Don't like (some of) the customers; people I deal with
67. Can't work enough hours; have to work too many hours
68. Transportation
69. Other (general)
72. Location

81. Not high paying enough; would like to earn more money
82. No good "fringe benefits"; not enough holiday pay, sick pay, etc.
83. No chance for advancement; little chance for promotion
89. Other material disadvantages

70. Nothing
71. Everything; nothing in particular; just don't like it
98. DK
99. NA
00. Inap.; R has no permanent job or is in Military; No further mentions

T4 950 4IF12. Have you any idea how long you'll stay on this job?

1. Yes
5. No
9. NA
0. Inap.; R has no permanent job or is in Military

T4 951 4IF12a. How long?

Actual number of months were coded

96. 96 or more months
98. DK
99. NA
00. Inap.; R has no permanent job or is in Military; Coded five in variable 951

VAR.

T4 952 4IF13. Has this job had any effects on your relationship with your family?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military

T4 953 4IF13a. In what way has this job had effects?

1. I am able to give my family money; I contribute to family income; I pay room and board now
2. My parents are happy that I work; my parents approve of my job
3. My parents are unhappy that I work; my parents don't approve of the job I have
4. I'm not at home as much; I can't do (as many) things with my family
5. I see my family more because I work for them; work in family business; work with other family member
6. I have more independence from my family; I am more self-sufficient; I don't have to ask my family (parents) for spending money
7. Better relationships with parents; I understand them better because I have a job too; common interest
8. Other family effects; specific effects
9. DK; NA
0. Inap.; R has no permanent job or is in Military; Job has had no effects on family

T4 954 4IF14. Has your job affected your relationships with your friends?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military

T4 955 4IF14a. In what way?

1. I get to see my friends at work; see friends more often; made new friends at job
2. I now have more money to spend while out with friends
3. Having a job provides prestige among my friends; friends envy me
4. Working provides a common bond of interest between me and friends
5. Other positive effects
6. I don't get to see my friends as much because I work
7. Other negative effects
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military; Job has had no effects on friends

VAR.

T4 956 4IF15. Control Question

1. R was primarily a student last term (R already described his education in section E)
5. R was not primarily a student last term
9. NA
0. Inap.; R has no permanent job or is in Military

T4 957 4IF16. Now we'd like to ask a few questions about the education or opportunities for education you've had since high school. During the past year, have you taken any courses or been enrolled in one kind of school or another?

1. Yes
5. No
9. NA
0. Inap.; R has no permanent job or is in Military; R a student last term

T4 958 4IF16a. Are there any courses that you'd like to be taking but can't for some reason

1. Yes
5. No
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military; R a student last term; R is taking classes or has taken classes in last year

T4 959-960 4IF16b. What sort of course(s)? (Coded up to two mentions)

Use course code from variable 794-795

00. Inap.; R has no permanent job or is in Military; R a student last term; R has taken classes in last year; No courses R wanted to take

T4 961-962 4IF16c. Why aren't you taking them? (Coded up to two mentions)

1. Can't fit course(s) into my schedule; class meets at inconvenient time; don't have time; doing other things instead
2. Afraid I'd fail; afraid I wouldn't do well
3. Didn't know about the course(s) in time; didn't know it (they) was (were) offered; course not offered
4. Didn't realize it would help me; didn't realize I'd like it
5. Couldn't qualify for the course
6. Couldn't get in because class was full
7. Other
8. Can't afford it
9. NA; DK
0. Inap.; R has no permanent job or is in Military; R a student last term; R has taken classes in last year; No courses R wanted to take

VAR.

T4 963 4IF17. What kind of a school have you been enrolled in?

1. High school
2. DCT or Coop Training
3. Business school; trade school; vocational school
4. Junior college
5. Community college
6. College (4-year); university
7. Other
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military; R a student last term; R not taking classes

T4 964 4IF18. How many hours a week do (did) you attend classes?

Actual number of hours coded

98. DK
99. NA
00. Inap.; R has no permanent job or is in Military or is not taking classes or was a full-time student last term

T4 965 4IF19. Are there any other courses that you'd like to be taking but can't take for some reason?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military; R not taking classes; R a full-time student last term

T4 966-967 4IF19a. What sort of courses? (Coded up to two mentions)

Use course code from variables 794-795.

00. Inap.; R has no permanent job or is in Military; R not taking classes; R a full-time student last term

T4 968-969 4IF19b. Why aren't you taking them (Coded up to two mentions)

Coding here is the same as for variables 961-962.

0. Inap.; R has no permanent job or is in Military; R not taking classes; R a full-time student last term

VAR.

T4 970 4IF20. Do (did) you feel any conflict between taking courses and working? Do (did) they interfere with each other?

1. Yes
5. No
8. DK
9. NA
0. Inap.; R has no permanent job or is in Military; R was a full-time student last term; R not taking classes

T4 971-972 4IF20a. How is that? (Coded up to two mentions)

1. Having a job means I have less time for course work
2. Having a job means I get lower grades; I don't do as well in my course(s)
3. My job is so interesting/enjoyable that I don't have much interest in my course(s)
4. Other interference of job
5. Course(s) interfere with the number of hours I can work
6. I don't do as well on my job because I spend time working on course(s)
7. I like the course(s) I take better than my job
8. Other interference of taking courses
9. NA; DK
0. Inap.; R has no permanent job or is in Military; R was a full-time student last term; R not taking classes

VAR.

Questions concerning work

T4 973 4QH1. Which of the following best describes your present situation?

1. Working on a job that is not just a "summer job"
2. Full-time in military service
3. Neither of the above
8-0. Missing data

How true is each of the following statements for the job you have now?

T4 974 4QH27. There's no one to boss me on the work

4% 1. Very true
8% 2. Pretty true
10% 3. A little true
20% 4. Not at all true
58% 8-0. Missing data

T4 975 4QH28. It is steady, no chance of being laid off

22% 1. Very true
11% 2. Pretty true
6% 3. A little true
3% 4. Not at all true
58% 8-0. Missing data

T4 976 4QH29. I can learn new things, learn new skills

15% 1. Very true
11% 2. Pretty true
12% 3. A little true
4% 4. Not at all true
59% 8-0. Missing data

T4 977 4QH30. I don't have to work too hard

6% 1. Very true
16% 2. Pretty true
14% 3. A little true
7% 4. Not at all true
58% 8-0. Missing data

T4 978 4QH31. It is a clean job, where I don't get dirty

6% 1. Very true
7% 2. Pretty true
12% 3. A little true
17% 4. Not at all true 8-0. Missing data

VAR.

T4 979 4QH32. It has good chances for getting ahead

13% 1. Very true
12% 2. Pretty true
11% 3. A little true
6% 4. Not at all true
58% 8-0. Missing data

T4 980 4QH33. I don't have to take a lot of responsibility

4% 1. Very true
11% 2. Pretty true
15% 3. A little true
12% 4. Not at all true
58% 8-0. Missing data

T4 981 4QH34. It leaves me a lot of free time to do what I want to do

3% 1. Very true
11% 2. Pretty true
16% 3. A little true
12% 4. Not at all true
58% 8-0. Missing data

T4 982 4QH35. The pay is good

8% 1. Very true
13% 2. Pretty true
9% 3. A little true
12% 4. Not at all true
58% 8-0. Missing data

T4 983 4QH36. It is a job that my friends think a lot of — has class

3% 1. Very true
8% 2. Pretty true
15% 3. A little true
16% 4. Not at all true
58% 8-0. Missing data

T4 984 4QH37. It uses my skill and abilities -- lets me do the things I can do best

8% 1. Very true
11% 2. Pretty true
12% 3. A little true
11% 4. Not at all true
58% 8-0. Missing data

VAR.

T4 985 4QH38. There are nice friendly people to work with

17% 1. Very true
17% 2. Pretty true
7% 3. A little true
2% 4. Not at all true
58% 8-0. Missing data

T4 986 4QH39. It doesn't make me learn a lot of new things

6% 1. Very true
9% 2. Pretty true
14% 3. A little true
13% 4. Not at all true
58% 8-0. Missing data

These next questions about your "work" refer to the kind of work you do mostly. If you are holding a full-time (or nearly full-time) job, that is the "work" we want to know about. If you are mostly a student, we want to know about your student "work" — not a part-time job or a summer job. If you are in military service, consider this your job.

T4 987 4QA146. It is up to me to schedule my own work

24% 1. Almost always true
28% 2. Often true
23% 3. Sometimes true
14% 4. Seldom true
10% 5. Never true
2% 8-0. Missing data

T4 988 4QA147. I can do my work whenever I want, so long as I get it done

16% 1. Almost always true
24% 2. Often true
24% 3. Sometimes true
22% 4. Seldom true
13% 5. Never true
2% 8-0. Missing data

VAR.

T4 989 4QA148. I feel like I am a slave to routine

5%	1. Almost always true
11%	2. Often true
31%	3. Sometimes true
35%	4. Seldom true
16%	5. Never true
2%	8-0. Missing data

T4 990 4QA149. When I work at something, I can set my own pace

17%	1. Almost always true
39%	2. Often true
30%	3. Sometimes true
9%	4. Seldom true
3%	5. Never true
2%	8-0. Missing data

T4 991 4QA150. I have a lot of influence over the nature of my work

16%	1. Almost always true
27%	2. Often true
31%	3. Sometimes true
19%	4. Seldom true
6%	5. Never true
2%	8-0. Missing data

T4 992 4QA151. It is up to me to decide how to do my work

20%	1. Almost always true
31%	2. Often true
28%	3. Sometimes true
14%	4. Seldom true
5%	5. Never true
2%	8-0. Missing data

T4 993 4QA152. My work is organized by others

15%	1. Almost always true
22%	2. Often true
32%	3. Sometimes true
22%	4. Seldom true
6%	5. Never true
2%	8-0. Missing data

VAR.

T4 994 4QA153. My deadlines are set by others

21%	1. Almost always true
29%	2. Often true
30%	3. Sometimes true
14%	4. Seldom true
4%	5. Never true
2%	8-0. Missing data

T4 995 4QA154. My work is closely checked by others

18%	1. Almost always true
29%	2. Often true
31%	3. Sometimes true
17%	4. Seldom true
4%	5. Never true
2%	8-0. Missing data

T4 996 4QA155. I am told exactly how to do my work

8%	1. Almost always true
14%	2. Often true
33%	3. Sometimes true
31%	4. Seldom true
13%	5. Never true
2%	8-0. Missing data

Variable Numbers					Page
T1	T2	T3	T4		
x	947	x	x	Total number of people R has mentioned	302
x	948	x	x	Any school adult that cares about R's education - first mention	303
x	949	x	x	Any school adult that cares about R's education - second mention	
x	950	x	x	How much does R like counselors at school	
x	951	x	x	Why doesn't R like counselors at school	
x	952	x	x	Does R trust counselors to keep things confidential	304
x	953	x	x	Has R seen a counselor for any reason this year	
x	954	x	x	How often has R seen counselor because required to go	
x	955	x	x	How often has R seen counselor because of counselors request	
x	956	x	x	....because school official made R go	305
x	957	x	x	....because R chose to go	
x	958	x	x	....because of other reasons	
x	959	556	x	Total number of times R has seen counselor	
x	[illegible]	557	x	Would R have preferred to see counselor more or less	306
x	960	x	x	Total amount of time R has spent with counselor	
x	x	558	x	How helpful to R have sessions with counselor been	
x	961	559	x	Time spent choosing courses	307
x	962	x	x	How helpful was this to R (time spent choosing courses)	308
x	963	560	x	Would R have preferred more/less this type of counseling	
x	964	561	x	Time spent discussing course work problems	309
x	965	x	x	How helpful was this to R (time spent discussing schoolwork)	
x	966	562	x	Would R have preferred more/less this type of counseling	
x	967	563	x	Time spent because of R's getting into trouble	310
x	968	x	x	How helpful was this to R (time spent because of trouble)	
x	969	564	x	Would R have preferred more/less this type of counseling	311
x	970	565	x	Time spent discussing military plans	
x	971	x	x	How helpful was this to R (time spent discussing military)	
x	972	566	x	Would R have preferred more/less this type of counseling	312
x	973	567	x	How much time spent on discussing R's future education	
x	974	x	x	How helpful was this to R (time spent discussing education)	313
x	975	568	x	Would R have preferred more/less this type of counseling	
x	976	569	x	Time spent discussing R's career or job choice	
x	977	x	x	How helpful was this to R (time spent discussing career)	314
x	978	570	x	Would R have preferred more/less this type of counseling	
x	979	571	x	Time spent discussing R's personal problems	
x	980	x	x	How helpful was this to R (time spent discussing personal problems)	315
x	981	572	x	Would R have preferred more/less this type of counseling	
x	x	573	x	Time spent on preparing for R's future job	
x	x	574	x	Would R have preferred more/less this type of counseling	
x	982	x	x	Would R feel comfortable discussing personal problem with counselor	316
x	983	x	x	Would R feel comfortable discussing future plans with counselor	

Variable Numbers					Page
T1	T2	T3	T4		
				Parental Characteristics	
933	984	x	522	Are both of R's natural parents living	317
x	985	x	523	(Father dead) When did R's father die	
x	986	x	524	(Both parents dead) When did R's father die	
x	987	x	525	(Both parents dead) When did R's mother die	
x	988	x	526	(Mother dead) When did R's mother die	
934	989	x	x	Does R live with own mother and father	
935	990	x	x	Are R's parents divorced or separated.	318
x	991	x	x	When did divorce/separation occur	
936	992	x	x	With whom does R live now	
x	993	x	x	How long has R lived with step-parents	319
937	x	x	x	Father's birthplace	
938	x	x	x	Mother's birthplace	
x	994	x	x	Broken home index	
939	x	x	x	Father's education	320
940	x	x	x	Mother's education	
x	x	x	527	How far did R's father go in his schooling	
x	x	x	528	Did R's father have other schooling	
x	x	x	529	How far did R's mother go in her schooling	
x	x	x	530	Did R's mother have other schooling	
x	995	x	x	Stepfather's occupation, ISR code.	37
941	996	x	x	Father's occupation, ISR code	
942	997	x	x	Mother's occupation, ISR code	
x	998	x	x	Stepfather's occupation, Duncan ranking.	322
x	999	x	x	Father's occupation, Duncan ranking	
x	1000	x	x	Stepfather's occupation, Duncan ranking	
x	1001	x	x	Has stepfather changed jobs since Time 1	325
x	1002	x	531	Has father changed jobs since Time 1	
x	1003	x	x	Has mother changed jobs since Time 1	
x	1004	x	x	Was R's stepfather unemployed	
x	1005	x	532	Was R's father unemployed	
x	1006	x	x	Was R's mother unemployed	
x	1007	x	x	Effect of stepfather's unemployment on R's family	
x	1008	x	533	Effect of father's unemployment on R's family	
x	x	x	534	Effect of father's unemployment - second mention	
x	1009	x	x	Effect of mother's unemployment on R's family	
x	1010	x	x	Why did R's stepfather change jobs	326
x	1011	x	535	Why did R's father change jobs	
x	1012	x	x	Why did R's mother change jobs	
x	x	x	536	When did father change jobs	
x	x	x	537	Length of father's unemployment	
				Sibling Characteristics	
943	1013	x	x	Does R have any brothers	327
944	1014	x	x	Does R have any sisters	
945	1015	x	x	Number of brothers R has	
946	1016	x	x	Number of sisters R has	
x	1017	x	538	Total number of siblings	