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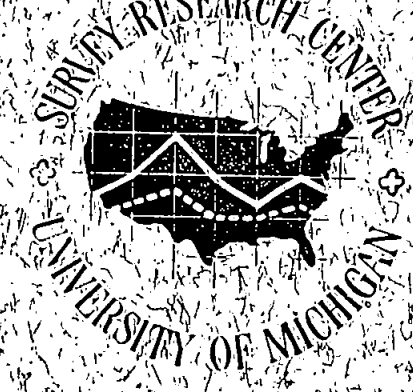
YOUTH IN TRANSITION

Time 3 Data Collection

DOCUMENT #149: UNIVARIATE SPREADS DESCRIBING THE MILITARY VARIABLES

Jerome Johnston



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Document #149: Univariate Spreads Describing the Military Variables

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The University of Michigan
Institute for Social Research
Ann Arbor, Michigan

July, 1969

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U. S. DEPARTMENT OF DEFENSE

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A final word of thanks is due to the boys themselves without whom there would be no study.

Youth in Transition

An Overview[1]

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 was to deal 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.

Our design is 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, were then invited to participate. Only 3% 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.

The second data collection took place in Spring of 1968 (see Figure 1). This resulted in a response rate of 85% of the Time 1 respondents. The current or third data collection was completed in June of this year. The response rate this time is 81.3% of the Time 1 respondents. Whether or not any bias exists in our panel at Time 3 is doubtful; but this will be the subject of some study in the next few months.

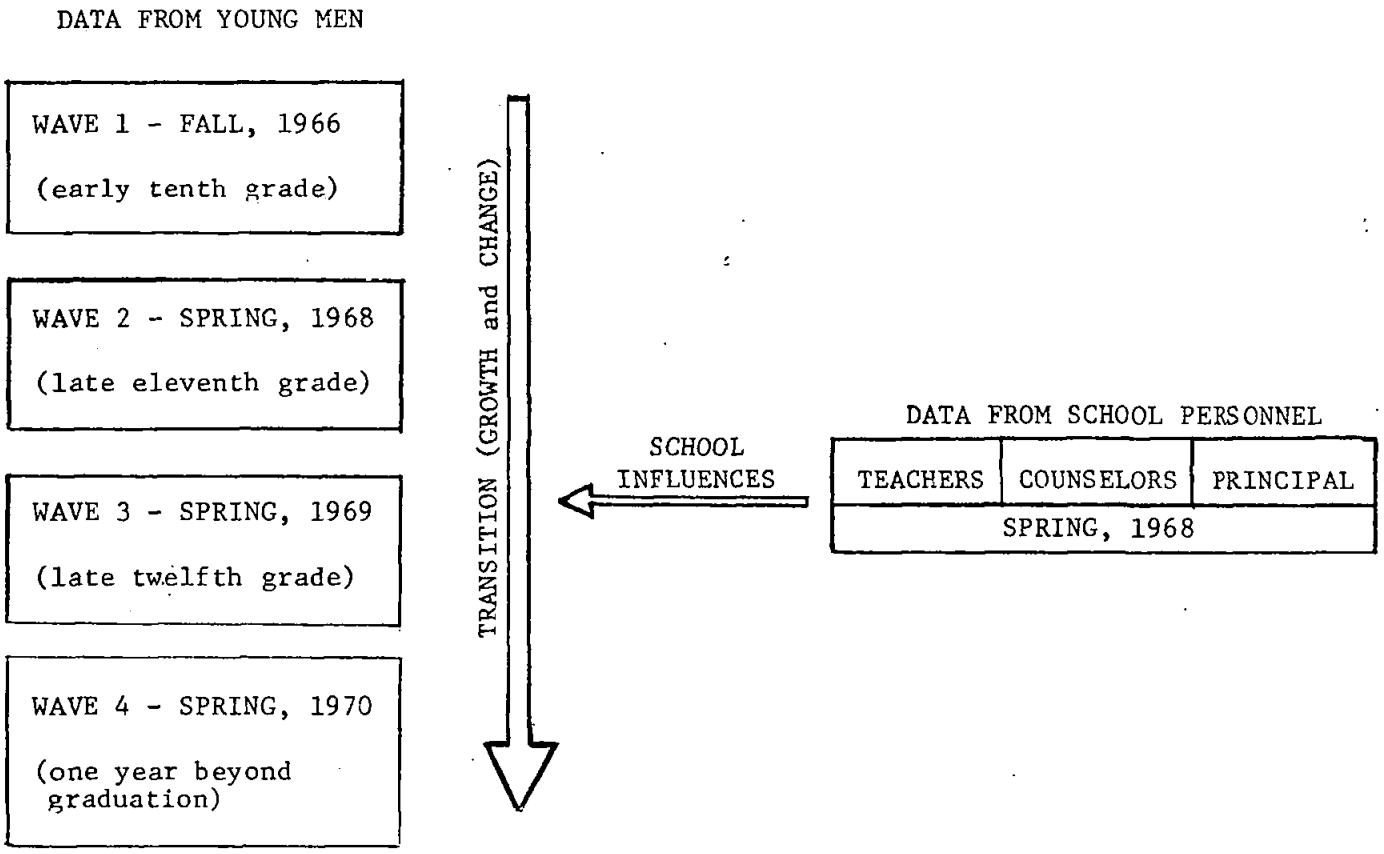
TABLE 1

SAMPLING RESULTS FOR PROBABILITY SAMPLE

	Actual No. of Subjects		Weighted No. of Cases
Initial sample invited to participate	2277	(100%)	
Respondents at T1	2213	(97.2%, of T1 sample)	2514
Respondents at T3	1179	(81.3% of T1 respondents) (79.0% of T1 sample)	2084

[1] For a complete description of the study, its design and purposes, see Bachman, J. G., Kahn, R. L., Mednick, 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



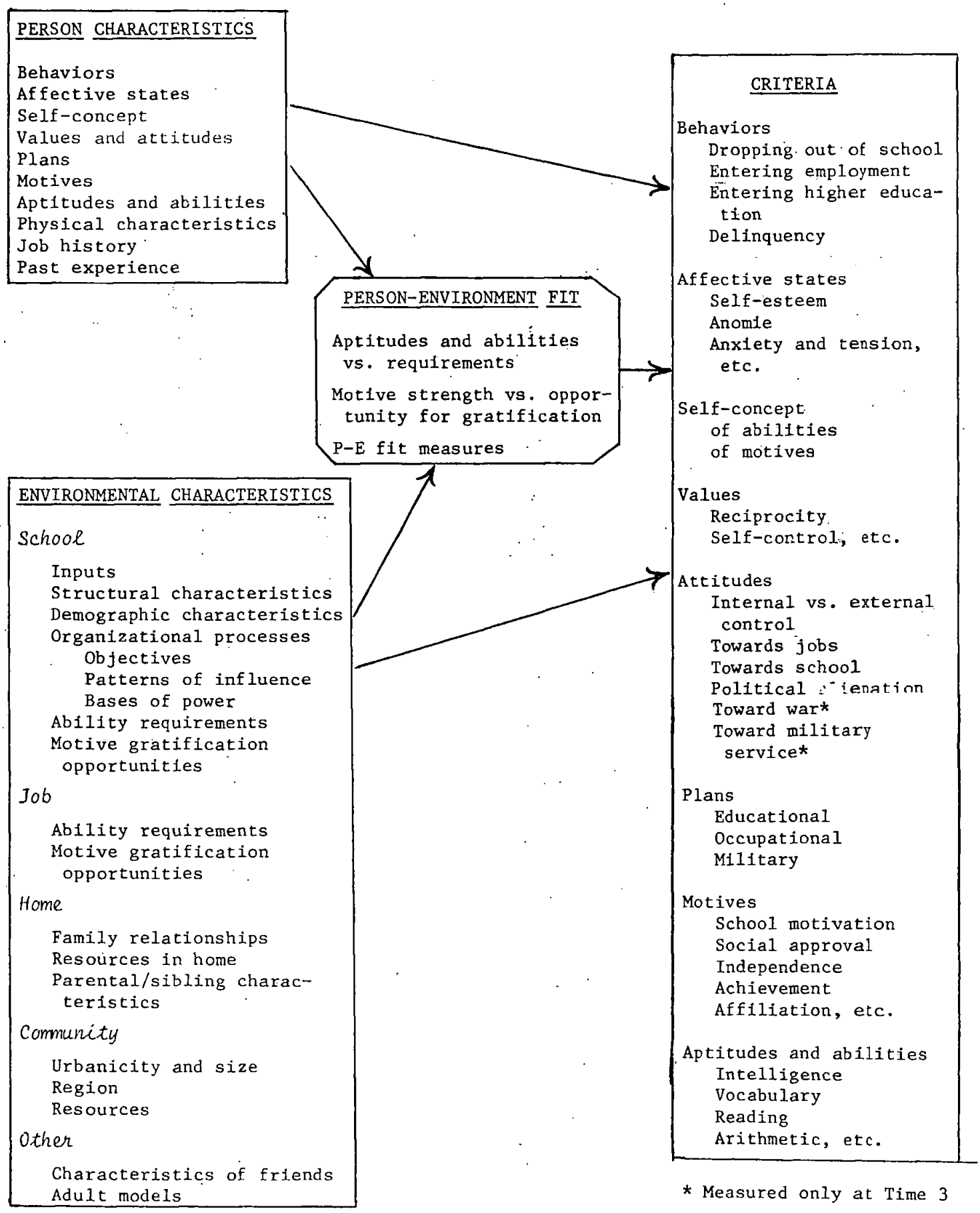
The dimensions along which we are measuring change during the study include certain mental health characteristics (or affective states), a number of attitudes and values, several motives, aspects of self-concept, occupational and educational plans, and the frequency of certain important behaviors (such as delinquent acts). Figure 2 graphically shows these variables as "Criteria" to be predicted from characteristics of the person, his environments, and the person-environment fit.

The measuring instruments in the first data collection were a private interview of about two hours duration; then a group-administered test battery and questionnaire. Both procedures were conducted in the schools by trained Survey Research Center interviewers. The second data collection consisted of both an interview and questionnaire administered privately by an interviewer in some non-school location.

The data collection for Time 3 consisted of two group-administered questionnaires. Part 1 contained only questions related to the on-going study and taken almost exactly from instruments used in previous data collections. 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 related to the military portion of the study. This instrument also took just under one hour to complete. They were administered in groups no larger than 12 boys. Upon completion of the instruments, each boy sealed them in a manila envelope which he gave to the interviewer in exchange for a check in the amount of $5.00.

The items in Part 2 reflect a collaboration between the OMPRA Office of the Department of Defense and the Youth in Transition staff. The timetable allowed only 1 1/2 months for development. In this time the questionnaire was cycled through four versions. Deletions and additions were suggested by our own logical analysis and by means of statistical analysis of pre-test data. The pre-test instruments were administered to volunteer seniors in six high schools in southeastern Michigan. The schools ranged from inner city ghetto schools to suburban middle-class schools.

FIGURE 2. MAJOR VARIABLE CATEGORIES IN CONCEPTUAL FRAMEWORK



* Measured only at Time 3

INTRODUCTION TO TABLES

I. On Interpreting the Data

A useful distinction can be made concerning the data presented in this document: (1) the data which are based on the responses of our entire sample and (2) those which are based only on a subset of the sample. The reason for making the distinction concerns the generalizability of the findings. Data of the first type have these characteristics; provided that one is willing to ignore the bias that may be introduced by non-response,* then the response distributions and point estimates are likely to be very similar to the ones that one would get from the population of which our <u>total</u> panel is a sample. However, when one focuses on only a subset of the panel, the degree of generalizability of the findings is drastically reduced. One should generalize about data based on a subset of his sample only if the subset was obtained by using one of the same variables that was originally used in stratifying the sample. Otherwise, one does not know if the subset is a <u>sample</u> of the population of interest, and thus it is not known how well the data based on the subset represent what would be obtained from the entire population.

For example, the variable A14, "plans for this fall," is not one of the classifying variables on which our sample is stratified. About 11% of our Time 3 respondents indicated in answer to this question that they plan to "be in military service" this fall. However, we cannot estimate how representative this sample subset is of the population of boys who will <u>actually enter</u> the service in the fall.

To underscore this important distinction, response distributions are presented in two forms. When a section of the questionnaire was supposed to be answered by all of the respondents in the sample, percentagized frequencies are presented based on the weighted N for the entire sample. However, because of earlier branching instructions, sections B-F include only subsets of our total sample. Weighted frequencies are presented within these sections rather than percentagized frequencies. Thus one can tell immediately by the type of response distribution whether the data are based on the total sample (percentage frequencies) or a subset (numeric frequencies).

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*Actually, the assumption that there is no bias in our point estimates due to non-response is not completely tenable. Therefore, at least until further research is carried out on this, point estimates should be treated with caution.

II. Guide to Descriptive Statistics

A. Response Distributions

1. Percentage Frequencies. On the pages that follow, the percentagized response distributions for each item in the military questionnaire are found to the right of the item response in the column headed "Percentage Frequencies." The percentages are based on a weighted probability sample of 2058 "cases." A total of 1799 boys participated in the probability sample. It was necessary to use a weighting process to approach more closely an unbiased national cross-section of tenth-grade boys in public schools.* This weighting process, summarized below, resulted in the total of 2058 "cases" used in calculating all percentage statistics in this document.

Number of Participants (Unweighted)	Weight	Number of Weighted Cases
1541	1	1541
257	2	514
1	3	3
1799		2058

In general, a rounding convention was applied so that percentages ending with 0.5 or more were rounded up to the next whole percent and those lower were rounded down to the next whole percent. In a few cases, percentages were reported to the nearest tenth percent.

2. Numeric Frequencies. When numeric frequencies are reported, they appear in the same place as percentagized frequencies, but the column heading is changed appropriately. The frequencies are weighted frequencies. In the sections where these appear, a footnote indicates the total N that should have answered the section. The number of missing data cases is adjusted to allow for the fact that only a subset of the respondents was supposed to answer the questions.

B. Indexes

Index construction represents the first broad analysis strategy, which is best described as a process of data reduction.* The military questionnaire alone includes over three-hundred responses. It is often impractical to analyze and report these bits of data one at a time, so many of these items have been combined into conceptually meaningful indexes. In the following pages, items which comprise an index are distinguished by

*Bachman, et. al., op. cit.

a heading in upper case, and the list of items in that index is followed by a box labelled "index" in which statistics for the index are presented. One exception to this format is the presentation of indexes from Time 1. Here, the index box is presented first and the related items follow it.

1. Index Construction. In general indexes were calculated by finding the arithmetic mean of the scores attained by a respondent on a number of items which are designed to measure a common characteristic. The final selection of items to be included in a Time 1 index was made on the basis of intercorrelational analyses of pilot study data. For Time 3 indexes this same strategy was followed but with the Time 3 pilot schools.

2. Reversals. In the following pages an "R" to the right of the item number indicates that the ordinal scale for that item was reversed in the index construction process so that every ordinal scale would be measured in the same conceptual direction. In other words this process corrects for the fact that for some questions, possession of a quality was represented by the high end of the response scale, while for other questions measuring the same quality, possession was represented by the low end of the response scale.

3. Statistics for the index. Several statistics are presented in the index box following a set of items. The first statistic reported is the minimum number of items on which an index was calculated; i.e., the number of completed index items that a respondent had to have before the index would be calculated for him. The decision rules employed in computing indexes are summarized in the following table:

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

When a respondent was missing more than the permissible number of items, a missing data code was supplied for him and he was dropped from the calculation of the mean and standard deviation for that index. The number of cases on which the mean and standard deviation for an index were actually calculated is the second index statistic presented. Finally, the mean and standard deviation* are presented.

*The standard deviations reported herein are derived from samples clustered in schools, consequently they may systematically underestimate the true

C. Occupational Coding

A special note is in order to explain several variables: boy's occupational plans, Time 1 (p.43); boy's occupational plans, Time 3 (not yet available); boy's current job, when applicable (not yet available); father's occupation at Time 1 (p. 86); and "socioeconomic level (SEL)" for the family (p. 84).

The Coding Section of the Institute for Social Research (I.S.R.) employs the I.S.R. Standard Occupation Code in conjunction with the 1960 Census of Population Alphabetical Index of Occupations and Industries (Revised Edition) and its "Supplement" for the coding of a standard set of occupational items which ask for occupation, industry, and class of worker. The 1960 Census Index contains over 24,000 occupations and codes them into a classification system of more than 290 categories. It also contains a code for coding industries into a classification system of about 150 categories. The I.S.R. coding process calls for locating the correct code listing in the 1960 Census Index, and then translating that classification to the three-digit I.S.R. Standard Occupation Code. (See Appendix A for the complete occupational code.)

For each occupation listed by the 1960 Census of Population Alphabetical Index of Occupations and Industries (Revised Edition), the I.S.R. Standard Occupation Code provides a corresponding socioeconomic status (SES) rank. This socioeconomic status index for occupations was developed by Otis D. Duncan who utilized the results of a study ("prestige of occupations") begun by Cecil C. North and Paul K. Hatt and continued by the staff of the National Opinion Research Center (NORC). Duncan constructed the index in terms of the relationship between the NORC prestige ratings and two socioeconomic indicators: education and income data (as of the 1950 Census of Population). The indicators were entered in a linear multiple-regression equation permitting the index to be calculated for any occupation given the education and income data. The theory, methodology, and validity data for this index are presented in Chapters VI and VII of Occupations and Social Status by Albert J. Reiss, Jr.**

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* standard deviation of the population. The extent of this underestimation has not yet been calculated, so for the present we must assume that the true population values are probably somewhat larger than the sample standard deviations reported here.

** Reiss, A. J., Jr. Occupations and social status. New York: The Free Press, 1961.

III. A Special Note on Section G

The Hypothetical Questions

It was with serious reservations that we agreed to include the so-called hypothetical questions in the military questionnaire. Research in the Institute's Economic Behavior Program suggested the low validity of "what if" type questions when trying to predict to actual consumer behavior over the next six months. It would appear that people are unable to project adequately into a hypothetical situation to predict accurately how they would behave in such circumstances. Whether or not this same conclusion has to be reached in the case of the military hypothetical questions is unclear. But, until additional evidence can be brought to bear, the results have to be interpreted with great caution. At no time can the conclusion be reached that boys described by our sample would actually behave as they said they would.

Several things have been done already to get some preliminary feeling about the validity. First, a special experiment was carried out on the boys in our discretionary schools.* Two special versions of the questionnaire were printed. They differed from the standard version in only one way: in section G the stimuli were modified as follows:

Version 2:

> 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.
>
> Imagine, now, that this is true beginning tomorrow!

Version 3:

> We'd like you to imagine that conditions in the United States have changed as follows:
>
> --THERE IS NO DRAFT.
>
> Imagine, now, that this is true beginning tomorrow!

*Schools in this discretionary sample were selected by experts in the field to be exceptionally effective along one or more of the following dimensions: academic excellence, organizational innovation, student-faculty relations, community relations, innovation in vocational preparation, and promotion of student mental health. Treatment of both boys and staff in these schools was identical to that of their probability sample counterparts. At present, 14 such schools are participating in the study, but are not part of the probability sample on which all statistics in this document are based.

These changes were made in the other parts of Section G where it was appropriate.

The number of boys in our discretionary sample is 283. Prior to the administration of questionnaires, these boys were matched on three variables: school, race, and intelligence. Trios were then constructed of closely matched respondents. Within each trio the three versions of the questionnaire were randomly assigned using a random number table. This provided us with three matched groups of boys, classified according to the version of the questionnaire received. If the boys were, in fact, responding to the stimuli (version 1, 2, or 3), it was predicted that mean scores on likelihood of enlisting (questions G1 and G2) would be different for each of the three groups. However, no significant differences were found. More detailed analysis of these groups will be presented in the Preliminary Report.

A second method of investigating validity was to simply look at bivariate tables to see whether or not boys in the probability sample responded at all to the hypothetical conditions of no draft, no war, and various incentives. However, the motivation for these changes is not clear, due to the lack of perfectly parallel questions and the fact that each boy responded to his own unique set of three incentives. This will become clearer in the next document, #150, which presents the preliminary bivariate spreads.

In summary, we are urging very cautious use of any statistics from the hypothetical section. No attempt should be made to try to distinguish between "no draft" and "no war." The boys could be responding to either one or both. When looking at the incentives, keep in mind that each respondent had in mind a different set of three incentives when he indicated his increased likelihood of enlisting, given the incentives.

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CLASSIFICATION OF VARIABLES

Classification of variables in military questionnaire and related data files according to the classification scheme of the Youth in Transition Project*

		PAGE NO. IN CONCEPTUAL FRAMEWORK	PAGE NO. IN UNIVARIATE SPREADS
PART A -- PERSON			
1.	Aptitudes, abilities and knowledge	VI	2
	General intelligence		
	College Boards/Scholastic Aptitude Test		
	Armed Services Vocational Aptitude Battery (ASVAB)		
	Military knowledge		
2.	Motives	VII	14
3.	Affective states (mental health)	VII	
4.	Self-concept	VII	
5.	Values (refers to the value a person assigns to this attribute, rather than his possession of it)	VII	20
6.	Attitudes	VIII	21
	a. Towards war		
	b. Towards government/authority		
	c. Towards citizenship		
	d. Racial		
	e. Towards a job		
	f. Towards the military as a job		
	g. Towards being drafted		
	h. Towards branches of service		
7.	Plans	X	43
	Long range		
	Short range -- next few years		
	Short range -- fall, 1969		
	Military plans -- actual		
	Military plans -- hypothetical		
8.	Behaviors	XIII	74
9.	Physical characteristics	XIV	78
10.	Demographic information	XIV	79
11.	Job history	XIV	
12.	Past experiences	XIV	
PART B -- SCHOOL AND JOB ENVIRONMENTS (including military service)			
1.	Ability requirements	XIV	
2.	Motive gratification/frustration	XIV	
3.	Other characteristics of jobs only	XIV	
4.	Other characteristics of schools only	XIV	

*Variables from Time 3, Part 1 are not included in this document.

	PAGE NO. IN CONCEPTUAL FRAMEWORK	PAGE NO. IN UNIVARIATE SPREADS
PART C -- HOME ENVIRONMENT		
1. Family relationships	XIV	81
2. Parental characteristics	XV	84
3. Sibling characteristics	XV	89
4. Resources in home environment	XV	
PART D -- INTERPERSONAL INFLUENCE		
1. Influence sending (re: personal plans and behaviors)	XV	91
2. Characteristics of friends	XVI	95
3. Adult models	XVI	
PART E -- COMMUNITY CHARACTERISTICS	XVI	96
PART F -- PERSON-ENVIRONMENT FIT		
1. Fit along ten dimensions	XVI	97
PART G -- SPECIAL PURPOSE VARIABLES	XVI	98

CONCEPTUAL FRAMEWORK

USED TO CLASSIFY ALL VARIABLES IN THE

YOUTH IN TRANSITION STUDY

LEGEND

(1) PART A -- PERSON

(9) LOC IN Q'AIRE	(10) VAR. #	DESCRIPTION
		(2) 1. Aptitudes, abilities, and knowledge
		(3) General intelligence
	758	GATB-I
	760	GATB-J
	762	(4) Q. T. Score
	764	Gates Reading Test (5) (T1)
	766	(6) GATES UNDER/OVER ACHIEVEMENT
		6. Attitudes (continued)
		d. Racial
	945	(7) RACE: GOVERNMENT SHOULD PLAY A STRONG ROLE
		Mean H: 23R, 24R, 27
H23	659	Gov't see that wht & neg able go to same schools
H24	660	(8) Gov't see that wht & neg fair job treatment
H27	663	Gov't shldn't pass laws on equal trtmnt of races

---

1. The Gothic type face refers to the six parts of the Conceptual Framework used to classify all variables in the Youth in Transition study.* A listing of the appropriate variables from the military questionnaire, the Time 1 data bank, the School File, and other sources appears on the following thirteen pages. This same classification scheme was used to organize the univariate spreads which follow the classification scheme.

2. The underlined portions refer to categories within the Conceptual Framework.

3. The first indentation under each category denotes a sub-category of the Conceptual Framework with the exception of those categories typed entirely in capital letters (cf. 6 and 7).

4. Items appear as an indentation below a sub-category

5. All variables and indexes pertain to the Time 3 data collection unless specified by "(T1)," indicating those taken from the Time 1 data collection.

6. A phrase entirely in capital letters is to be interpreted as either a bracketed version of a variable or an index. (An index is a summary combination of several variables.) The formula for Time 1 indexes does not appear here.

7. The formula for Time 3 indexes appears below the index name. An "R" following an item in the formula signifies that the item-scale was reversed before being entered into the index.

8. The ingredients for all Time 3 indexes appear below the index name.

9. A reference noted under the column "LOC IN Q'AIRE" (location in questionnaire) refers to Part 2 of the Time 3 questionnaire.

10. A reference noted under the column "VAR. #" (variable number) designates the number assigned to the variable on the ISR data file. When specifying any computer runs, the following information should be supplied:
    1) source of information -- here, "Doc. #147, Version: July 14, 1969;
    2) the variable name (e.g., GATB-I);
    3) the variable number in the ISR data file (for this example, V758).

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*For a complete description of this framework, see Bachman, J. G., Kahn, R. L., Mednick, M. T., Davidson, T. N., and Johnston, L. D., Youth in Transition: volume I -- Blueprint for a longitudinal study of adolescent boys, Survey Research Center, Institute for Social Research, Ann Arbor, Michigan, 1967.

Version: July 14, 1969

PART A -- PERSON

LOC IN Q'AIRE*	VAR. #	DESCRIPTION	
		1. Aptitudes, abilities, and knowledge	
		General intelligence	(T_1)**
	758	GATB-I	
	760	GATB-J	
	762	Q.T. Score	
	764	Gates Reading Test	
	766	GATES UNDER/OVER ACHIEVEMENT	
		College Boards/Scholastic Aptitude Test	
	746	Test date	
	747	Education level: most recent	
	748	Verbal: most recent	
	749	Math: most recent	
	750	Education level: 2nd most recent	
	751	Verbal: 2nd most recent	
	752	Math: 2nd most recent	
	753	Education level: least recent	
	754	Verbal: least recent	
	755	Math: least recent	
	756	2V + M	
		Armed Services Vocational Aptitude Battery (ASVAB) (incomplete for most R's; not yet in file)	
		Branch of service for which taken	
		Score on Armed Forces Qualifying Test	
	990	MILITARY KNOWLEDGE: TOTAL KNOWLEDGE, DICHOTOMOUS Sum I: 1-7, 10-19, 22-35 (Sub-scales yet to be empirically verified on complete sample)	
	991	SELECTIVE SERVICE KNOWLEDGE, DICHOTOMOUS Sum I: 1-7, 23, 33, 34	
I1	670	At what age do you have to register for the draft?	
I2	671	Oldest age men are being drafted?	
I3	672	Classification of men not qualified	
I4	673	Classification of student deferment	
I5A	674	Disqualification for no H.S. diploma?	
I5B	675	Disqualification for wearing glasses?	
I5C	676	Disqualification for 6' 10"?	
I6A	677	Deferment: full-time college?	
I6B	678	Deferment: part-time college?	
I6C	679	Deferment: married?	
I6D	680	Deferment: married with one child?	
I6E	681	Deferment: school teacher?	
I7A	682	Men drafted Army?	
I7B	683	Men drafted Navy?	
I7C	684	Men drafted Air Force?	
I23	700	Can a 1-A still enlist?	
I33	712	Enlistees more of a choice of specialty than draftees?	
I34	713	Minimum education requirement armd srvc?	

*Where no location is indicated, the variable is either (a) an index composed of several items or (b) taken from sources other than the questionnaire.

**(T_1) - indicates that the variable comes from the Time 1 file.

LOC IN Q'AIRE	VAR. #	DESCRIPTION	
	992	MILITARY LIFE KNOWLEDGE Sum I: 10-19, 22, 24-31, 35	
I10	687	Enlisted men more pay if live off base?	
I11	688	After 1 year, where does a singl srvcman live?	
I12	689	Monthly pay, man just enlisted?	
I13	690	Retirement pay after 20 yrs active	
I14	691	Draftee pay vs. enlistee pay	
I15	692	Which branch pays recruits more?	
I16	693	Lowest pay, unmarried comm. officer?	
I17	694	Pay: 10 yrs, off base, wife, 2 chldrn	
I18	695	Part college expenses after dischrg of enlstd man	
I19	696	Days vacation each year	
I22	699	Officers more pay if live off-base?	
I24	701	Bonus for enlisting?	
I25	702	Bonus for re-enlisting?	
I26	703	Extra pay for combat areas	
I27	704	Free medical service while on duty?	
I28	705	Paid more if have children	
I29	706	Free travel while on leave?	
I30	707	Part tuition for college while off duty?	
I31	708	Months active duty for draftee	
I35	714	Hours/week work during peacetime	
		Other military knowledge	
I32A	709	Usual term of duty, Army	
I32B	710	Usual term of duty, Navy	
I32C	711	Usual term of duty, Air Force	

2. Motives

767	SCHOOL MOTIVATION INTRINSIC	T_1
769	SCHOOL MOTIVATION EXTRINSIC	
771	Need for Independence (1IG1A)	
772	Need to achieve success (1IG3A)	
773	Need to affiliate with friends (1IG2A)	
774	Need to avoid failure (1IG5A)	
775	TOTAL NEED FOR SELF DEVELOPMENT	
777	Need for self improvement (1IG6A)	
778	TOTAL NEED FOR SELF-UTILIZATION	
780	Need for self utilization (1IG7A)	
781	Need to use intelligence (1IG8B)	

3. Affective states (mental health)

4. Self-Concept

5. Values*

782	INDEPENDENCE VALUE	T_1
784	POSITIVE SOCIAL VALUES	

*Refers to the value a person assigns to this attribute, rather than his possession of it.

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		6. Attitudes
		a. Towards war
	941	PACIFISM Mean H: 12a, 12c, 12e, 12gR
H12a	588	Risk any war to prevent spread of Com.
H12c	590	Anti-war protests are harmful
H12e	592	U.S. a duty to fight Com., even risk civilians
H12g	594	Real enemy today not Com., but war itself
	942	ANTI-PACIFISM Mean H: 12b, 12dR, 12f
H12b	589	U.S. should disarm
H12d	591	U.S. may have to fight a war
H12f	593	I couldn't participate in any war
	943	ANTI-VIETNAM Mean H: 14aR, 14bR, 14c, 14dR, 14e, 14f
H14a	596	VN damaging to nat'l pride
H14b	597	VN not in the nat'l interest
H14c	598	War is important to fight spread of Com.
H14d	599	VN bringing us closer to world war
H14e	600	War important to protect friendly countries
H14f	601	War important to show we keep our promises
		Attitude towards the military system
H4	570	Influence of military personnel in how country run
H5	571	U.S. spends too much on military
		Perceived danger to a military man -- indirect
I8	685	Proportion engaged in actual combat, 1968
I9	686	Proportion killed in VNam, 1968
I20	697	Proportion in Army sent to VNam, 1968
I21	698	Draftee or enlistee more likely to go to VNam
		b. Towards government/authority
	939	SUBMISSIVENESS TO AUTHORITY Mean H: 10aR, 10bR, 10cR, 11aR
H10a	581	U.S. a right: must work on job not your choosing
H10b	582	U.S. a right: can't read unpatriotic books
H10c	583	U.S. a right: receive training only if pass nat'l test
H11a	584	Military a right: make you extend active duty 1 year
	940	PERSONAL SACRIFICE Mean H: 11aR, 11bR, 11cR
H11b	585	Military a right: must be in mission kill civilians
H11c	586	Military a right: must be in mission risk your life
H11d	587	Military a right: work on job not your own choosing
		c. Towards citizenship
		Control questions for following three indexes
H8	579	Which is most important for being a good citizen
H9	580	Which is least important for being a good citizen
	936	SYMBOLIC ADHERENCE Mean H: 7a, 7b (8.2, 9.2)
H7a	573	Good citizen even if don't salute flag
H7b	574	Good citizen even if burn draft card
	937	OBEDIENCE TO GOVERNMENT Mean H: 7cR, 7dR (8.3, 9.3)
H7c	575	Good citizen always obey the law
H7d	576	Good citizen goes along with what gov't does
	938	ACTIVE INVOLVEMENT Mean H: 7e, 7f (8.1, 8.2)
H7e	577	Good citizen votes regularly
H7f	578	Good citizen tries to change gov't policies

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		6. Attitudes (continued)
		d. Racial
	945	RACE: GOVERNMENT SHOULD PLAY A STRONG ROLE Mean H: 23R, 24R, 27
H23	659	Gov't see that wht & neg able go to same schools
H24	660	Gov't see that wht & neg fair job treatment
H27	663	Gov't shldn't pass laws on equal trtmnt of races
	946	RACE: INDIVIDUAL RIGHTS Mean H: 25, 26
H25	661	Neg have right keep whites out of nghbrhood
H26	662	Whites have right keep neg out of nghbrhood
	947	RACE: SOCIAL DISTANCE Mean H: 28R, 29R, 30R
H28	664	Mind supervisor of a diffrnt race?
H29	665	Mind family of diffrnt race next door?
H30	666	Want yr children have frnds white, negro, or both
	948	RACE: PERCEIVED DISCRIMINATION Mean H: 31R, 32R, 33R
H31	667	Do Negroes miss out on job promotion?
H32	668	Do Negroes miss out on good housing?
H33	669	Do Negroes miss out on good schooling?
		e. Towards a job
	786	JOB THAT DOES NOT BUG ME }
	788	JOB THAT PAYS OFF } T_1
	790	RELATIVE JOB AMBITION }
	792	FLEXIBILITY }
		Reasons willing to serve in armed forces
H1	567	Most important reason
H2	568	Least important reason
		f. Towards the military as a job
H21		Which -- military or civilian job -- best for the following?
H21a	610	be your own boss
H21b	611	learn new & useful skills
H21c	612	use one's skills and abilities
H21d	613	job where don't have to work too hard
H21e	614	get ahead
H21f	615	control your personal life
H21g	616	make good friends
H21h	617	be a leader
H21i	618	influence your supervisors
H21j	619	serve your country well
H21k	620	take a lot of responsibility
H21l	621	type of people you'd work with
H21m	622	type of people who'd supervise you
H21n	623	amount of money you'd earn
H21o	624	fringe benefits
H21p	625	learn good habits & self-descipline
H21q	626	prove myself a man
H21r	627	make the world a better place
H21s	628	prestige

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		6. Attitudes (continued)
		f. Towards the military as a job (continued)
	944	OPPORTUNITY FOR DISADVANTAGED IN THE MILITARY Mean.H: 15, 16, 17R
H15	602	Poor boy get ahead
H16	603	Negro get ahead
H17	604	Negro discriminated against in the military
		g. Towards being drafted
F4	305	Attitude if drafted
		h. Towards branches of service
H22		Which branch best described by....
H22a,b	629, 630	best/worst pay
H22c,d	631, 632	easiest/hardest to get into
H22e,f	633, 634	most/least chance prove myself a man
H22g,h	635, 636	best/worst living conditions, families
H22i,j	637, 638	best/worst chance get ahead
H22k,l	639, 640	most/least chance learn good habits & self-discipline
H22m,n	641, 642	best/worst chance learn new skills
H22o,p	643, 644	best/worst chance use one's skills
H22q,r	645, 646	most/least chance Negroes get ahead
H22s,t	647, 648	best/worst commanding officers
H22u,v	649, 650	most/least prestige
H22w,x	651, 652	most/least danger of being killed
H22y,z	653, 654	most/least opportunity for travel
H22aa,bb	655, 656	easiest/hardest make good friends
H22cc,dd	657, 658	takes the most/least capable men
H18		How good Reserves or National Guard for...
H18a	605	chance to get training in useful skills
H18b	606	pay
H18c	607	chance for making good friends
		Other Reserves/National Guard questions
H19	608	How easy for someone like yourself to get into
H20	609	How much looked up to and respected
		7. Plans
	794	ASPIRED OCCUPATION (Duncan coding) } T_1
	795	ASPIRED OCCUPATION--OVER/UNDER ACHIEVEMENT } T_1
		Long range
A1		Specific job (not yet coded)
A6	454	Specific job categorized by respondent
A2	449	How likely is it that you will do this job
A3	450	What could interfere--first mention
A3a	451	What could interfere--second mention
A4	452	How certain this work is a good choice for you
A5	453	How satisfying do you think this work will be
A7	455	Expected earnings 20 years from now

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		7. Plans (continued)
		Short Range--next few years
A8	456	Likelihood complete high school
A9	457	Likelihood receive on-the-job training
A10	458	Likelihood receive job training in military
A11	459	Likelihood attend tech/vocational school
A12	460	Likelihood go to college
A13	461	Likelihood grad. school or prof school
A14	462	Short Range--fall, 1969
		a. Full-time job--continuing
B1a-g	463-469	Things done to find job
B2	470	Current job family-owned
B3	471	Expected earnings, fall-winter
B4	472	Alternative if lost present full-time job
		b. Full-time job--new
C1a-g	473-479	Things done to find a job
C2a-g	480-486	Things you still intend to do to find a job
C3	487	How far have you gone in securing a job
C4,5		What kind of work will it be (not yet coded)
C6	488	Is this a family-owned farm/business
C7	489	How likely is it you'll be working full-time in fall
C8	490	Expected earnings fall-winter
C9	491	Alternative if don't get full-time job
C10	492	What might keep you from getting the job you want most
		c. Military service
D1	493	What branch
D2	494	Enlist/be drafted
D3a-f	495-500	If enlist, what preparations have you made
D4		Signed for a special program?
D5	501	How likely you'll be in military this fall
D6	502	Alternative if it doesn't work out
		Reasons for wanting to enlist
D7	503	career opportunities
D8	504	travel, excitement, new experiences
D9	505	maturity
D10	506	learn trade or skill
D11	507	aircraft, guns, ships interest me
D12	508	want to choose service rather than be drafted
D13	509	serve my country
D14	510	fulfill military obligation at time of choice
D15	511	advanced education/ professional trng/ have coll paid for
D16	512	leave some personal problems behind
D17	513	Other
D18a	514	First most important reason from above list
D18b	515	Second (WEIGHTED CONVERSIONS OF EACH INCENTIVE
D18c	516	Third ACCORDING TO D18a-c)
	895-905/	Draft data
D19	517	What's your draft status
D19a	518	What's your draft classification
D20	519	Been called for examination
D21	520	Been turned down for enlistment

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		7. Plans (continued)
		d. College or technical/vocational school
E1	521	No. of years expect to go to school
E2	522	What preparations have you made
E3	523	How likely you'll actually be in school this fall
E4		Name and location of school (not yet coded)
E5	524	Full/part time
E6	525	Live at home/away
E7	526	Probable major
E8	527	Intentions relative to R.O.T.C.
E9	528	Receiving an R.O.T.C. Scholarship?
E10	529	Alternative if you're not able to get into school
E11	530	Likelihood go to school if no draft
		e. Marriage
J5	719	Likelihood get married next 12 months
		Military plans -- actual
F1	531	Draft status
F1a	532	Draft classification
F2	533	Been called for an examination?
F3	534	Been turned down for enlistment?
F5	536	Likelihood enter any milit srvc in next 10 years (CONDITION A/10 YR)
F6	537	How would you enter
F7	538	Branch, first choice, condition A
F8	539	Branch, second choice, condition A
F9	540	Why would you not enter
		Military plans -- hypothetical
G1	541	Likelihood volunteer next 6 mos. if no draft and no VNam. (CONDITION B/6MO)
G2	542	Likelihood volunteer next 10 yrs. if no draft and no VNam. (CONDITION B/10YR)
	928	EFFECT OF DRAFT & VIETNAM 10 YRS (Cond. A/10YR) - (Cond. B/10YR) + 5
G5	557	Likelihood volunteer next 6 mos. if no draft and no VNam and top 3 incentives enacted (CONDITION C/6MO)
	929	EFFECT OF INCENTIVES OVER DRAFT + VIETNAM - 6MO (Cond. B/6MO) - (Cond. C/6MO) + 5
G6	558	Likelihood volunteer next 10 yrs. if no draft and no VNam and top 3 incentives enacted (CONDITION C/10YR)
	930	EFFECT OF INCENTIVES OVER DRAFT & VIETNAM - 10YRS (Cond. B/10YR) - (Cond. C/10YR) + 5
H13	595	Likelihood volunteer in justifiable war (CONDITION D)
	931	EFFECT OF THIS KIND OF WAR (Cond. D) - (Cond. A) + 5 (fltr 7's)
G7	559	Branch, first choice, condition C
G8	560	Branch, second choice, condition C
G12	566	Likelihood join Reserves/National Guard if no draft or war
H3	569	Military vs. Peace Corps if given a choice

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		7. Plans (continued)
		Incentives
G3.1	543	Help getting started in civilian job
G3.2	544	Four years of college
G3.3	545	Two years tech/voc school
G3.4	546	Guaranteed assignment in specialty of choice
G3.5	547	Milit pay comparable to civilian
G3.6	548	Bonus for enlisting
G3.7	549	Shorter enlistment period
G3.8	550	Officer trng even without a college degree
G3.9	551	Change assignment if not like
G3.10	552	Geographic area of choice in peacetime
G3.11	553	Live off base if you want
G4a	554	First most important change
G4b	555	Second most important change
G4c	556	Third most important change
	912-922	(WEIGHTED CONVERSIONS OF EACH INCENTIVE ACCORDING TO G4a-c)
G9	561	Pay alone as an incentive
G10a	562	Importance of freedome outside duty hours
G10b	563	Less spit and polish
G11	564	Respondent suggested change--first mention
G11a	565	Respondent suggested change--second mention
		8. Behaviors
		School abilities: scholastic behaviors
	797	School ability, self-report (T1)
	798	Average grade last year (T1)
	799	Average grade, over/under achievement (T1)
		Average grade this year (T3)
		Rank in class (Principals; not in file yet)
J2	716	When drop out
		Political
H6	572	Political involvement
Pt.1:H1		Extra-curricular activities
H1a	375	varsity football
H1b	376	varsity basketball
H1c	377	varsity baseball
H1d	378	other varsity sports
H1e	379	intramural sports
H1f	380	other school athletic activities (cheerleading; manager)
H1g	381	band
H1h	382	orchestra
H1i	383	choir; chorus; glee club
H1j	384	other school music group
H1k	385	school newspaper
H1l	386	school yearbook; school lit. mag.; etc.
H1m	387	school dramatics
H1n	388	other school speech activities or speech clubs
H1o	389	student govt
H1p	390	language clubs
H1q	391	other
H1r	392	other

LOC IN Q'AIRE	VAR. #	DESCRIPTION	
		9. Physical characteristics	
	800	Race	T_1
	801	RACE/SCHOOL TYPE (White, Negro integrated, Negro segregated-North, Negro segregated-South)	
		10. Demographic information	
	803	Age	T_1
	804	Where brought up mostly	
	805	TOTAL NUMBER OF SCHOOLS ATTENDED	
J1	715	Grade in school	
J3	717	Study program	
J4	718	Marital Status	
		11. Job history	
		12. Past experience	

PART B --SCHOOL AND JOB ENVIRONMENTS
(including military service)

1. Ability requirements

2. Motive gratification/frustration

3. Other characteristics of jobs only

4. Other characteristics of schools only

MEAN SOCIO-ECONOMIC LEVEL (S.E.L.) FOR RESPONDENT'S SCHOOL
SIZE OF SCHOOL

PART C -- HOME ENVIRONMENT

1. Family relationships

806	LIVING WITH PARENTS (MCA)	T_1
807	CLOSENESS TO FATHER	
808	POSITIVE FAMILY RELATIONSHIP CLUSTER	

HOME ENVIRONMENT

LOC IN Q'AIRE	VAR. #	DESCRIPTION	
		2. Parental characteristics	
	809	SOCIO-ECONOMIC STATUS (Six item index)	T_1
		Father's characteristics	
	812	Occupation	
	814	Education	
J6	720	Income	
		Father's military experience	
J9	737	Did your father serve	
J10	738	In what branch	
J11	739	How did he enter	
J12	740	How long on active duty	
		3. Sibling characteristics	
	816	FAMILY SIZE (T1)	
		Brothers	
J13	741	Any brothers in military service	
		4. Resources in home environment	

PART D -- INTERPERSONAL INFLUENCE

1. Influence sending (re: personal plans and behaviors)

		College
	817	ROLE SENDING TO GO TO COLLEGE (T1)
		Military--who would you turn to when talk about milit. plans
J7a	721	father
J7b	722	mother
J7c	723	brother
J7d	724	close friends
J7e	725	relatives
J7f	726	teachers
J7g	727	counselors
J7h	728	military recruiter
J7i	729	other
J7j	730	clergy
J7k	731	someone who served
J7l	732	wife/ fiance/ girl-friend
		Military--feel about enlisting
J14	742	How would your friends feel if you enlisted
J15	743	How would your parents feel if you enlisted
J16	744	How would your brothers & sisters feel if you enlisted

INTERPERSONAL INFLUENCE

LOC IN Q'AIRE	VAR. #	DESCRIPTION
		2. Characteristics of friends
		Re: military service
J8a	733	How many will volunteer
J8b	734	How many wait till drafted/ then serve willingly
J8c	735	How many wait till drafted/ but won't like it
J8d	736	How many will refuse to serve
		3. Adult models

PART E -- COMMUNITY CHARACTERISTICS

	Primary Sampling Unit (PSU)	(T1)
	Primary Sampling Unit (PSU)	(T3)
818	Region code -- collapsed	
819	PA5R Rural-Urban, 1-5	

PART F -- PERSON-ENVIRONMENT FIT

1. Fit along ten dimensions

820	Independence	T_1
821	Achieve Success	
822	Affiliation with friends	
823	Avoid failure	
824	Self-development/ self-improvement	
825	Utilization	
826	Intelligence	

PART G -- SPECIAL PURPOSE VARIABLES

J17	Rear cover comment
J18	Trio number
J19	Version number (1=norm; 2=Vietnam; 3=draft)

W A R N I N G

The data presented on the following pages are preliminary and should be interpreted with caution. Initial consistency and wild code checks have been run on the data and the appropriate corrections made. However, additional contingency checks have yet to be made. This is especially important for those sections of the questionnaire where the respondent had to follow branching instructions.

Aptitudes, abilities, and knowledge

General intelligence

Section F of T1 Test Battery

GATB, Part J: Vocabulary*

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. The possible, perfect score is 60.

Mean 19.24 Standard deviation 6.61 N=2055

Items Correct	Percentage Frequency**	Items Correct	Percentage Frequency**
0-2	0.7	21-23	16.3
3-5	1.3	24-26	11.9
6-8	3.2	27-29	7.8
9-11	6.7	30-32	3.9
12-14	11.2	33-35	1.7
15-17	15.8	36-38	0.2
18-20	18.6	39-41	0.1

Section E of T1 Test Battery

GATB, Part I: Arithmetic Reasoning*

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. The possible, perfect score is 25.

Mean 9.89 Standard deviation 3.46 N=2054

Items Correct	Percentage Frequency**	Items Correct	Percentage Frequency**
0	0.8	11	11.0
1	0.7	12	9.6
2	1.0	13	8.6
3	1.7	14	6.0
4	1.7	15	5.1
5	3.9	16	1.9
6	6.5	17	0.8
7	7.2	18	0.5
8	10.4	19	0.1
9	10.1	20	0.1
10	12.1	23	0.1

*For a detailed description of these tests, 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, 68-69.

**See Introduction to Tables

Aptitudes, abilities, and knowledge (continued)

General intelligence (continued)

Section K of T1 Interview

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 correctely identified. The highest score attainable is 150.

Mean 109.4 Standard deviation 12.4

Words Correct	Percentage Frequency**	Words Correct	Percentage Frequency**
0-56	-	100-104	12.0
57-59	.1	105-109	16.3
60-64	.1	110-114	18.6
65-69	.3	115-119	14.5
70-74	.4	120-124	10.8
75-79	.9	125-129	6.1
80-84	1.8	130-134	1.8
85-89	2.4	135-140	.5
90-94	4.1	140+	-
95-99	8.1		

Section B of T1 Test Battery

Gates Reading Comprehension*

The score is the number correct. The possible, perfect score is 43.

Mean 36.39 Standard deviation 5.97 N=2054

Items Correct	Percentage Frequency**
4-10	.6
11-20	1.5
21-30	9.6
31-35	20.5
36	7.1
37	7.1
38	7.9
39	8.9
40	10.0
41	11.0
42	9.7
43	5.3
Missing data	-

*For a detailed description of these tests, 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, 68-69.

**See Introduction to Tables

Aptitudes, abilities, and knowledge (continued)

General intelligence (continued)

GATES UNDER/OVER ACHIEVEMENT

T1
Derived Variable *

Definition: This variable attempts to describe under/over achievement by computing the difference between the two tests presented above: Gates Reading Comprehension (Gates) and Quick Test (QT). The QT score (after adjusting it to the Gates score) is subtracted from the Gates score. The result is that any value for this variable over the mean is considered over-achievement and any value under the mean under-achievement.

Computation: Gates - (.33 x QT) + 99.98

Mean 1.00 Standard deviation .04

N=2054

*See Introduction to Tables

Aptitudes, abilities, and knowledge (continued)

College Boards -- Scholastic Aptitude Test (SAT)*

	N (Weighted)	Mean	Standard Deviation
VERBAL:			
Most recent	601	461.42	106.14
Second most recent	239	468.94	98.52
Least recent	27	424.07	93.86
MATH:			
Most recent	601	526.00	112.36
Second most recent	239	526.58	99.78
Least recent	27	464.44	89.73
2V + M: This variable is the sum of twice the most recent VERBAL score and the most most recent MATH score.	601	1448.83	297.99

*The SAT scores were released by the College Entrance Examination Board of the Educational Testing Service, but only after permission for the release was obtained from those members of our panel who have been tested.

Item Number	Item Content	Percentage Frequencies:*

PERSON

Aptitudes, Abilities, and Knowledge — T3

SELECTIVE SERVICE KNOWLEDGE, DICHOTOMOUS

I1 At what age must young men register for the draft?

(1)	17	1.3
(2)	18	93.4
(3)	19	1.8
(4)	20	.5
(5)	21	2.2
	Missing data	.8

I2 What is the oldest age at which men are ordinarily being drafted?

(1)	19	11.4
(2)	21	8.5
(3)	23	9.4
(4)	25	41.3
(5)	28	28.2
	Missing data	1.2

I3 What is the Selective Service classification of a young man not qualified for military service at all?

(1)	I-A	5.5
(2)	II-H	3.8
(3)	II-S	3.7
(4)	III-A	2.6
(5)	IV-F	81.9
	Missing data	2.4

I4 What is the Selective Service classification of a student deferment (for college students)?

(1)	I-A	4.8
(2)	II-H	7.7
(3)	II-S	74.5
(4)	III-A	7.6
(5)	IV-F	2.4
	Missing data	2.9

I5A Does not having a high school diploma disqualify a man from military service?

(1)	Disqualifies	6.4
(2)	Does not disqualify	86.9
	Missing data	6.7

I5B Does the need to wear glasses disqualify a man from military service?

(1)	Disqualifies	8.3
(2)	Does not disqualify	84.3
	Missing data	7.4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Aptitudes, Abilities, and Knowledge (continued)

SELECTIVE SERVICE KNOWLEDGE, DICHOTOMOUS (continued)

I5C	Does a height of 6 feet 10 inches disqualify a man from military service?	
	(1) Disqualifies	55.2
	(2) Does not disqualify	39.6
	Missing data	5.2
I6A	Would a person usually receive a draft deferment for being a full-time college student?	
	(1) Deferred	87.2
	(2) Not deferred	8.5
	Missing data	4.4
I6B	Would a person usually receive a draft deferment for being a part-time college student?	
	(1) Deferred	43.7
	(2) Not deferred	50.1
	Missing data	6.1
I6C	Would a person usually receive a draft deferment for being married?	
	(1) Deferred	22.3
	(2) Not deferred	71.5
	Missing data	6.1
I6D	Would a person usually receive a draft deferment for being married with one child?	
	(1) Deferred	57.5
	(2) Not deferred	36.0
	Missing data	6.5
I6E	Would a person usually receive a draft deferment for being a school teacher?	
	(1) Deferred	61.2
	(2) Not deferred	32.6
	Missing data	6.2
I7A	Have men been drafted into the Army during the past 12 months?	
	(1) Draft.	95.4
	(2) No draft	2.2
	Missing data	2.4

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Aptitudes, Abilities, and Knowledge (continued)

SELECTIVE SERVICE KNOWLEDGE, DICHOTOMOUS (continued)

I7B Have men been drafted into the Navy during the past 12 months?

(1)	Draft	19.3
(2)	No draft	72.0
	Missing data	8.7

I7C Have men been drafted into the Air Force during the past 12 months?

(1)	Draft	12.7
(2)	No draft	78.0
	Missing data	9.2

I23 A young man who has been classified I-A may still enlist in the branch of his choice.

(1)	True	85.8
(2)	False	12.4
	Missing data	1.7

I33 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	79.7
(2)	No, the enlistee and draftee have equal choice.	15.1
(3)	Neither an enlistee nor a draftee has any choice	3.4
	Missing data	1.8

I34 How much education do you need to be accepted into the armed services?

(1)	No minimum is set.	57.5
(2)	You need to have finished at least the 8th grade	31.1
(3)	You need to have graduated from high school.	9.0
(4)	You need to have a college degree.	.4
	Missing data	1.6

Index*

SELECTIVE SERVICE KNOWLEDGE, DICHOTOMOUS

Minimum # of items for which index was calculated
3 out of 15
# of cases upon which statistics are based 2041
Mean 13.24 Standard Deviation 2.96

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Aptitudes, Abilities, and Knowledge (continued)

MILITARY LIFE KNOWLEDGE, DICHOTOMOUS

I10 Enlisted men get more pay if they live off-base.

(1)	True	35.1
(2)	False	62.5
	Missing data	2.3

I11 In what sort of place do you think a single serviceman who has been in the military for one year usually lives?

(1)	Shares a barracks with 40 other servicemen	66.5
(2)	Shares a room with 2 other servicemen.	25.7
(3)	Has a room to himself.	5.3
(4)	Has a two-room apartment for himself	.9
	Missing data	1.7

I12 What is the total monthly cash pay of a single man who has just enlisted?

(1)	About $50 a month.	28.7
(2)	About $100 a month	50.7
(3)	About $200 a month	14.5
(4)	About $400 a month	3.2
(5)	About $600 a month	1.1
	Missing data	1.8

I13 If a man leaves the military service after 20 years of active duty, how much retirement pay does he receive?

(1)	Nothing.	2.0
(2)	25% of his basic pay at the time he retires.	21.7
(3)	50% of his basic pay at the time he retires.	32.5
(4)	75% of his basic pay at the time he retires.	29.2
(5)	100% of his basic pay at the time he retires	11.8
	Missing data	2.8

I14 How does the pay of someone who has just been <u>drafted</u> compare to the pay of someone who has just <u>enlisted</u>?

(1)	Draftee's pay is much lower.	13.3
(2)	Draftee's pay is somewhat lower.	31.0
(3)	Draftee's pay is the same.	52.4
(4)	Draftee's pay is somewhat higher	1.5
(5)	Draftee's pay is much higher	.2
	Missing data	1.6

I15 Which branch of the military service pays recruits more?

(1)	Army pay is highest.	5.5
(2)	Navy pay is highest.	10.1
(3)	Air Force pay is highest	33.0
(4)	Marine Corps pay is highest.	12.6
(5)	All branches pay the same.	36.9
	Missing data	1.8

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*
	PERSON	
		T3
	Aptitudes, Abilities, and Knowledge (continued)	
	MILITARY LIFE KNOWLEDGE, DICHOTOMOUS (continued)	
I16	What is the lowest starting monthly cash pay for an unmarried commissioned officer?	
	(1) About $100 a month	26.6
	(2) About $200 a month	37.4
	(3) About $400 a month	26.7
	(4) About $600 a month	5.7
	(5) About $800 a month	1.0
	Missing data	2.7
I17	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	2.5
	(2) About $200 a month	13.1
	(3) About $400 a month	38.3
	(4) About $600 a month	34.5
	(5) About $800 a month	9.8
	Missing data	1.8
I18	Part expenses are paid to enlisted men who want to go to college after their discharge.	
	(1) True	84.9
	(2) False.	12.6
	Missing data	2.5
I19	How many days of paid leave (vacation) does a serviceman get each year?	
	(1) None	8.7
	(2) 5 days	10.1
	(3) 15 days	21.8
	(4) 30 days	47.7
	(5) 60 days	9.3
	Missing data	2.4
I22	Officers get more pay if they live off-base.	
	(1) True	51.0
	(2) False	47.0
	Missing data	2.0
I24	Men are given bonuses for joining the military.	
	(1) True	26.7
	(2) False	71.1
	Missing data	2.1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Aptitudes, Abilities, and Knowledge (continued)

MILITARY LIFE KNOWLEDGE, DICHOTOMOUS (continued)

I25	Servicemen are given bonuses for re-enlisting.		
	(1)	True	76.9
	(2)	False	21.3
		Missing data	1.7
I26	Servicemen are given extra pay for serving in combat areas.		
	(1)	True	73.8
	(2)	False	24.4
		Missing data	1.7
I27	Free medical service is provided for men on active duty.		
	(1)	True	95.6
	(2)	False	2.9
		Missing data	1.5
I28	Men on active duty are paid more if they have children to support.		
	(1)	True	80.7
	(2)	False	17.7
		Missing data	1.7
I29	Free travel throughout the United States is provided for men on active duty then they take leaves.		
	(1)	True	45.6
	(2)	False	52.8
		Missing data	1.6
I30	Partial tuition is paid for college courses taken during off-duty hours by men in active military service.		
	(1)	True	77.2
	(2)	False	21.0
		Missing data	1.8
I31	How many months of active duty are required of a draftee?		
	(1)	6 months	7.6
	(2)	12 months	21.1
	(3)	24 months	50.3
	(4)	36 months	11.0
	(5)	48 months	8.5
		Missing data	1.5

*See Introduction to Tables

PERSON

T3

Aptitudes, Abilities, and Knowledge (continued)

MILITARY LIFE KNOWLEDGE, DICHOTOMOUS (continued)

I35 During normal peacetime conditions, about how many hours a week does a typical serviceman work?

(1)	20 hours	8.7
(2)	40 hours	51.7
(3)	60 hours	28.5
(4)	80 hours	6.3
(5)	168 hours	2.2
	Missing data	2,5

Index*

MILITARY LIFE KNOWLEDGE, DICHOTOMOUS

Minimum # of items for which index was calculated
2 out of 18
# of cases upon which statistics are based 2039
Mean 11.60 Standard Deviation 2.62

Index*

MILITARY KNOWLEDGE: TOTAL KNOWLEDGE, DICHOTOMOUS

Minimum # of items for which index was calculated
3 out of 38
# of cases upon which statistics are based 2043
Mean 26.17 Standard Deviation 4.99

Other Military Knowledge (individual items)

I32A What is the usual term of active duty for those who enlist in the Army?

(1)	1 year	6.5
(2)	2 years	32.5
(3)	3 years	29.5
(4)	4 years	28.4
(5)	5 or more years	.4
	Missing data	2.7

I32B What is the usual term of active duty for those who enlist in the Navy?

(1)	1 year	4.2
(2)	2 years	16.6
(3)	3 years	21.0
(4)	4 years	51.7
(5)	5 or more years	2.3
	Missing data	4.1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Aptitudes, Abilities, and Knowledge (continued)

Other Military Knowledge (individual items -- continued)

I32C What is the usual term of active duty for those who enlist in the Air Force?

(1)	1 year	4.2
(2)	2 years	15.7
(3)	3 years	17.1
(4)	4 years	53.9
(5)	5 or more years	4.9
	Missing data	4.2

*See Introduction to Tables

TI Item Number	Item Content

PERSON

Motives

SCHOOL MOTIVATION--INTRINSIC (Time 1)

Index*

Minimum # of items for which index was calculated: 12 out of 15

# of cases upon which statistics are based: 2045

Mean: 3.27 Standard deviation: .51

The items which follow comprise this index; they all have the same response scale and all items were reversed.

(1) Very much
(2) Pretty much
(3) A little
(4) Not at all

QB33 I feel satisfied with school because I learn more about things I want to know.

QB34 Education has a high value because knowing a lot is important to me.

QB35 I think this school is a real chance for me; it can make a real difference in my life.

QB36 Even if I could get a very good job at present, I'd still choose to stay in school and get my education.

QB37 I have put a great deal of myself into some things at school because they have special meaning or interest for me.

QB38 I enjoy school because it gives me a chance to learn many interesting things.

QB40 School gives me a chance to be with people my own age and do a lot of things that are fun.

QB41 I think school is important, not only for the practical value, but because learning itself is very worthwhile.

QB46 All people should have at least a high school education.

QB47 I enjoy being in school because I feel I'm doing something that is really worthwhile.

QB48 An education is a worthwhile thing in life, even if it doesn't help you get a job.

QB50 I like school because I am improving my ability to think and solve problems.

QB52 I believe an education will help me to be a mature adult.

QB54 I like school because I am learning the things I will need to know to be a good citizen.

QB56 School is satisfying to me because it gives me a sense of accomplishment.

*See Introduction to Tables

Item Number	Item Content

PERSON

Motives (continued)

SCHOOL MOTIVATION--EXTRINSIC AVOID (Time 1)

Index*

Minimum # of items for which index was calculated:	7 out of 8
# of cases upon which statistics are based:	2033
Mean: 1.87	Standard deviation: .59

The items which follow comprise this index; they all have the same response scale and all items were reversed.

(1) Very much
(2) Pretty much
(3) A little
(4) Not at all

QB31 Instead of being in this school, I wish I were out working.

QB43 School is very boring for me, and I'm not learning what I feel is important.

QB44 If I could get the job I wanted, I'd quit school without hesitating.

QB45 A real education comes from your own experience and not from the things you learn in school.

QB51 I am in school in order to get a job; I don't need the education and training.

QB53 I can satisfy my curiosity better by the things I learn outside of school than by the things I learn here at school.

QB55 I feel I can learn more from a very good job than I can here at school.

QB57 I feel the things I do at school waste my time more than the things I do outside of school

*See Introduction to Tables

PERSON

Motives (continued)

Item Number	Item Content	Missing data	Much more important than average (1)	A little more important than average (2)	About average importance (3)	A little less important than average (4)	Much less important than average (5)
	Need for independence (Time 1)						
IG1A	Compared with other boys your age, how important is it for you to be independent	-	24	34	37	4	1
	Need to achieve success (Time 1)						
IG3A	Compared with other boys your age, how important is it for you to do things where you might win or achieve success.	-	34	35	27	4	1
	Need to affiliate with friends (Time 1)						
IG2A	Compared with other boys your age, how important is it for you to spend time with your friends . .	-	25	33	36	5	1
	Need to avoid failure (Time 1)						
IG5A	Compared with other boys your age, how important is it for you to avoid doing things where you might fail	-	27	29	30	10	3

TOTAL NEED FOR SELF DEVELOPMENT (Time 1)

Index*

Minimum # of items for which index was calculated: 12 out of 15

# of cases upon which statistics are based: 2047

Mean: 3.64 Standard deviation: .52

The items which follow comprise this index; they all have the same response scale and all items were reversed.

(1) Almost always true
(2) Often true
(3) Sometimes true
(4) Seldom true
(5) Never true

*See Introduction to Tables

Item Number	Item Content

PERSON

Motives (continued)

TOTAL NEED FOR SELF DEVELOPMENT (Time 1 continued)

QA17 When I am learning something new, I like to set a goal for myself and try to reach it.

QA7 I try to stay out of situations where I don't see any chance for progress or advancement.

QA22 I would be unhappy in a job that didn't ask much of me.

QA26 I look for opportunities to better myself.

QA34 When I feel I'm not making any progress toward what I'm aiming for, I try twice as hard.

QA38 I believe the more you succeed, the more you should try.

QA47 I get no sense of accomplishment from just keeping up the same level of performance.

QA55 When I have reached a certain level in anything I do, I set myself a higher level and try to reach it.

QA64 I would be unhappy in a job where I didn't grow and develop.

QA74 In sports, I try to improve my skill, rather than just having a good time.

QA79 I don't like to have the feeling I'm just standing still.

QA84 I would like to be in a job where I can learn new things.

QA94 If I were aiming high and then had to settle for second choice, that would really bother me.

QA104 If I had to lower my goals because I just couldn't make it, that would really hurt.

QA109 I don't admire the athlete who breaks training.

		Percentage Frequencies*				
		Missing data	Much more important than average (1)	A little more important than average (2)	About average importance (3)	A little less important than average (4)	Much less important than average (5)
	Need for self improvement (Time 1)						
IG6A	Compared with other boys your age, how important is it for you to try to improve yourself . . .	-	44	38	17	1	-

*See Introduction to Tables

Item Number | Item Content

PERSON

Motives (continued)

TOTAL NEED FOR SELF UTILIZATION (Time 1)

Index*

Minimum # of items for which index was calculated: 7 out of 9

# of cases upon which statistics are based: 2050

Mean: 3.86 Standard deviation: .52

The items which follow comprise this inded; they all have the same response scale and all items were reversed.

(1) Almost always true
(2) Often true
(3) Sometimes true
(4) Seldom true
(5) Never true

QA3 When I have mastered something, I look for opportunities to do it.

QA12 When the work I'm doing doesn't give me the chance to do the things I'm good at, I am dissatisfied.

QA30 I wish I had more chance to use some of my skills.

QA43 The job I would like to have is one where I am doing what I'm good at.

QA50 I don't like to see somebody who used to be a good athlete and has just let himself go.

QA60 When I have reached a certain level in anything I do, I try to keep in practice and not fall down on it.

QA69 It upsets me when I get worse at something I was once good at.

QA99 I am afraid that if I don't keep in practice I will lose my skills.

QA115 I'd like to bring my usual performance in line with the best I've ever done.

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*				
		Missing data	Much more important than average (1)	A little more important than average (2)	About average importance (3)	A little less important than average (4)	Much less important than average (5)
	PERSON						
	Motives (continued)						
	Need for self utilization (Time 1)						
1G7A	Compared with other boys your age, how important is it for you to be doing things you're already good at	-	24	34	36	5	1
	Need to use intelligence (Time 1)						
1G8B	Compared with other boys your age, how important is it for you to be able to use your intelligence in school	-	25	41	31	3	-

*See Introduction to Tables

Item Number

Item Content

PERSON

Values

INDEPENDENCE (Time 1)

Index*

Minimum # of items for which index was calcualted: 4 out of 5

# of cases upon which statistics are based: 2022

Mean: 3.47 Standard deviation: .52

The items which follow comprise this index; they all have the same response scale and all items except QC8 and QC15 were reversed.

(1) Very good
(2) Good
(3) Fairly good
(4) Fairly bad
(5) Bad
(6) Very bad

QC8 Conforming to the requirements of any situation and doing what is expected of me.

QC15 Working and living in harmony with other people.

QC24 Being outspoken and frank in expressing one's likes and dislikes.

QC40 Thinking and acting freely, without social restraints, and encouraging others to do likewise.

QC50 Being independent, original, non-conformist, different from other people.

SOCIAL VALUES CLUSTER (Time 1)

This variable is the mean of six indexes (KINDNESS VALUE, SOCIAL SKILLS VALUE, HONESTY VALUE, SELF CONTROL VALUE, SOCIAL RESPONSIBILITY VALUE, and RECIPROCITY VALUE) which in turn are means of several items. In other words this variable is twice removed from the individual item level of measurement.

Minimum # of indexes upon which clueter is calculated: 5 out of 6

# of cases upon which statistics are based: 2011

Mean: 4.71 Standard deviation: .55

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards War

PACIFISM

H12a 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	22.5
(2)	Agree	49.0
(3)	Disagree	22.7
(4)	Strongly disagree	4.3
	Missing data	1.5

H12c 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	15.0
(2)	Agree	44.7
(3)	Disagree	28.9
(4)	Strongly disagree	8.7
	Missing data	2.7

H12e The U.S. has a duty to carry on its struggle against Communism, even if it risks the lives of civilians.

(1)	Strongly agree	16.3
(2)	Agree	52.5
(3)	Disagree	23.6
(4)	Strongly disagree	5.2
	Missing data	2.4

H12gR* The real enemy today is no longer Communism, but rather war itself.

(1)	Strongly agree	15.2
(2)	Agree	40.8
(3)	Disagree	34.0
(4)	Strongly disagree	7.3
	Missing data	2.7

Index*

PACIFISM

Minimum # of items for which index was calculated
4 out of 4
# of cases upon which statistics are based 1971
Mean 2.31 Standard Deviation .59

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards War (continued)

ANTI-PACIFISM

H12b The U.S. should begin a gradual program of disarming, whether other countries do or not.

(1)	Strongly agree	6.4
(2)	Agree	27.3
(3)	Disagree	47.2
(4)	Strongly disagree	16.8
	Missing data	2.3

H12dR* There may be times when the U.S. must fight a war.

(1)	Strongly agree	26.5
(2)	Agree	62.9
(3)	Disagree	6.4
(4)	Strongly disagree	1.5
	Missing data	2.7

H12f My moral principles would prevent me from participating in any war and killing other people.

(1)	Strongly agree	7.3
(2)	Agree	18.2
(3)	Disagree	53.3
(4)	Strongly disagree	18.0
	Missing data	3.2

Index*

ANTI-PACIFISM

Minimum # of items for which index was calculated
3 out of 3
# of cases upon which statistics are based 1960
Mean 2.94 Standard Deviation .53

ANTI-VIETNAM

H14aR* Fighting the war in Vietnam is damaging to our national honor or pride.

(1)	Strongly agree	10.0
(2)	Agree	37.3
(3)	Disagree	43.2
(4)	Strongly disagree	7.5
	Missing data	1.9

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards War (continued)

ANTI-VIETNAM (continued)

H14bR* Fighting the war in Vietnam is really not in the national interest.

(1)	Strongly agree	9.1
(2)	Agree.	34.8
(3)	Disagree	45.5
(4)	Strongly disagree.	8.1
	Missing data	2.4

H14c Fighting the war in Vietnam is important to fight the spread of Communism.

(1)	Strongly agree	19.9
(2)	Agree.	53.8
(3)	Disagree	20.5
(4)	Strongly disagree.	3.7
	Missing data	2.0

H14dR* Fighting the war in Vietnam is bringing us closer to world war.

(1)	Strongly agree	14.1
(2)	Agree.	50.7
(3)	Disagree	30.9
(4)	Strongly disagree.	2.1
	Missing data	2.1

H14e Fighting the war in Vietnam is important to protect friendly countries.

(1)	Strongly agree	12.0
(2)	Agree.	55.0
(3)	Disagree	27.2
(4)	Strongly disagree.	3.0
	Missing data	2.8

H14f Fighting the war in Vietnam is important to show other nations that we keep our promises.

(1)	Strongly agree	13.7
(2)	Agree.	52.7
(3)	Disagree	25.8
(4)	Strongly disagree.	5.5
	Missing data	2.3

Index*

ANTI-VIETNAM

Minimum # of items for which index was calculated
5 out of 6
# of cases upon which statistics are based 2005
Mean 2.38 Standard Deviation .50

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards War (continued)

Attitude Towards the Military System (individual items)

H4 Do you think military personnel have too much or too little influence on the way the country is run?

(1)	Far too much	6.6
(2)	Too much	18.8
(3)	About right	55.9
(4)	Too little	15.0
(5)	Far too little	2.3
	Missing data	1.4

H5 Do you think the U.S. spends too much or too little on the military?

(1)	Far too much	12.1
(2)	Too much	29.5
(3)	About right	39.4
(4)	Too little	15.9
(5)	Far too little	1.9
	Missing data	1.2

Perceived danger to a military man -- indirect (individual items)

I8 About what proportion of servicemen in Vietnam during 1968 engaged in actual combat with the enemy?

(1)	1 out of 1000	2.4
(2)	5 out of 1000	4.1
(3)	20 out of 1000	7.2
(4)	100 out of 1000	14.4
(5)	250 out of 1000	16.1
(6)	500 out of 1000	30.6
(7)	900 out of 1000	23.3
	Missing data	1.8

I9 About what proportion of servicemen in Vietnam during 1968 were killed in combat?

(1)	1 out of 1000	10.0
(2)	5 out of 1000	19.5
(3)	20 out of 1000	25.3
(4)	100 out of 1000	20.3
(5)	250 out of 1000	14.1
(6)	500 out of 1000	5.2
(7)	900 out of 1000	3.4
	Missing data	2.2

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards War (continued)

Perceived danger to a military man -- indirect (individual items) (continued)

I20 What proportion of men who entered the Army in 1968 went to Vietnam?

(1)	10%	13.3
(2)	25%	27.2
(3)	50%	27.8
(4)	75%	22.2
(5)	90%	7.3
	Missing data	2.2

I21 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	35.2
(2)	Somewhat more likely	30.7
(3)	Equally likely	29.1
(4)	Somewhat less likely	2.8
(5)	Much less likely	0.7
	Missing data	1.6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes --- Towards Government/Authority

SUBMISSIVENESS TO AUTHORITY

Do you feel that the United States government ever has a right to pass the following laws?

H10aR* You must work on a job that is not of your own choosing.

(1)	Always has a right	3.9
(2)	Has a right in emergencies	21.9
(3)	Never has a right.	72.9
	Missing data	1.3

H10bR* You may not read books listed as unpatriotic.

(1)	Always has a right	4.9
(2)	Has a right in emergencies	17.0
(3)	Never has a right.	75.7
	Missing data	2.4

H10cR* You may not receive certain job training or professional training unless you score high on a national test.

(1)	Always has a right	7.0
(2)	Has a right in emergencies	23.9
(3)	Never has a right.	66.6
	Missing data	2.5

H11aR* Assume you are a serviceman. Do you feel the military ever has a right to order you to extend your active duty one extra year?

(1)	Always has a right	5.8
(2)	Has a right in emergencies	48.0
(3)	Never has a right.	44.7
	Missing data	1.5

Index*

SUBMISSIVENESS TO AUTHORITY

Minimum # of items for which index was calculated
4 out of 4
# of cases upon which statistics are based 1984
Mean 1.38 Standard Deviation .39

*See Introduction to Tables

PERSON

T3

Attitudes -- Towards Government/Authority (continued)

PERSONAL SACRIFICE

Assume you are a serviceman. Do you feel the military ever has a right to order you to do the following things?

H11bR* You must participate in a mission that might involve killing civilians as well as soldiers.

(1)	Always has a right	12.5
(2)	Has a right in emergencies	56.9
(3)	Never has a right.	28.6
	Missing data	1.9

H11cR* You must participate in a mission that would greatly risk your life.

(1)	Always has a right	22.5
(2)	Has a right in emergencies	56.8
(3)	Never has a right.	18.5
	Missing data	2.1

H11dR* You must work on a job that is not of your own choosing.

(1)	Always has a right	25.6
(2)	Has a right in emergencies	46.8
(3)	Never has a right.	25.5
	Missing data	2.1

Index*

PERSONAL SACRIFICE

Minimum # of items for which index was calculated
3 out of 3
# of cases upon which statistics are based 2010
Mean 1.96 Standard Deviation .53

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards Citizenship

Control Items for the Following Three Indexes:

H8 Which of the following is most important to you for being a good citizen?

(1)	Being active in public affairs	20.5
(2)	Being proud of your country.	50.8
(3)	Being obedient to the law.	26.9
	Missing data	1.7

H9 Which of the following is least important to you for being a good citizen?

(1)	Being active in public affairs	60.1
(2)	Being proud of your country.	18.8
(3)	Being obedient to the law.	19.1
	Missing data	2.0

SYMBOLIC ADHERENCE

H7a I feel you can be a good citizen even if you don't salute the flag.

(1)	Strongly agree	15.5
(2)	Agree.	43.9
(3)	Disagree	28.8
(4)	Strongly disagree.	10.4
	Missing data	1.4

H7b I feel you can be a good citizen even if you burn your draft card.

(1)	Strongly agree	7.3
(2)	Agree.	18.6
(3)	Disagree	33.5
(4)	Strongly disagree.	38.7
	Missing data	1.8

Index*

SYMBOLIC ADHERENCE

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 2015
Mean 2.70 Standard Deviation .78

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Towards Citizenship (continued)

OBEDIENCE TO GOVERNMENT

H7cR* I feel that you can't be a good citizen unless you always obey the law.

(1)	Strongly agree	13.2
(2)	Agree	48.3
(3)	Disagree	32.0
(4)	Strongly disagree	4.5
	Missing data	2.1

H7dR* I feel a good citizen should go along with whatever the government does even if he disagrees with it.

(1)	Strongly agree	5.7
(2)	Agree	39.2
(3)	Disagree	40.9
(4)	Strongly disagree	11.7
	Missing data	2.4

Index*

m

OBEDIENCE TO GOVERNMENT

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 1993
Mean 2.56 Standard Deviation .61

ACTIVE INVOLVEMENT

H7e I feel you can't be a good citizen unless you vote regularly in elections.

(1)	Strongly agree	14.8
(2)	Agree	47.0
(3)	Disagree	31.9
(4)	Strongly disagree	3.3
	Missing data	3.0

H7f I feel a good citizen tries to change the government policies he disagrees with.

(1)	Strongly agree	19.3
(2)	Agree	56.3
(3)	Disagree	20.7
(4)	Strongly disagree	2.1
	Missing data	1.7

*See Introduction to Tables

PERSON

T3

Attitudes -- Towards Citizenship (continued)

ACTIVE INVOLVEMENT (continued)

Index*

ACTIVE INVOLVEMENT

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 1992
Mean 2.15 Standard Deviation .56

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Racial

RACE: GOVERNMENT SHOULD PLAY A STRONG ROLE

H23R* 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	60.2
(2)	Agree mostly	27.1
(3)	Disagree mostly	7.0
(4)	Disagree	4.2
	Missing data	1.4

H24R* 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	61.7
(2)	Agree mostly	29.3
(3)	Disagree mostly	5.4
(4)	Disagree	2.1
	Missing data	1.4

H27 It is not the government's business to pass laws about equal treatment for all races.

(1)	Agree	16.0
(2)	Agree mostly	17.5
(3)	Disagree mostly	25.6
(4)	Disagree	39.1
	Missing data	1.7

Index*

RACE: GOVERNMENT SHOULD PLAY A STRONG ROLE

Minimum # of items for which index was calculated
3 out of 3
# of cases upon which statistics are based 2014
Mean 3.29 Standard Deviation .64

RACE: INDIVIDUAL RIGHTS

H25 Negroes have a right to keep Whites out of their neighborhoods, if they want to.

(1)	Agree	13.4
(2)	Agree mostly	14.0
(3)	Disagree mostly	32.5
(4)	Disagree	38.6
	Missing data	1.5

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Attitudes -- Racial (continued)

RACE: INDIVIDUAL RIGHTS (continued)

H26 Whites have a right to keep Negroes out of their neighborhoods, if they want to.

(1)	Agree	15.1
(2)	Agree mostly	15.3
(3)	Disagree mostly	30.7
(4)	Disagree	37.2
	Missing data	1.7

Index*

RACE: INDIVIDUAL RIGHTS

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 2019
Mean 2.95 Standard Deviation 1.00

RACE: SOCIAL DISTANCE

H28R* Suppose you had a job where your supervisor was a qualified person of a different race (White, Negro). Would you mind that a lot, a little, or not at all?

(1)	I'd mind it a lot	6.2
(2)	I'd mind it a little	24.5
(3)	I wouldn't mind it at all	68.1
	Missing data	1.1

H29R* 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?

(1)	I'd mind it a lot	8.9
(2)	I'd mind it a little	27.7
(3)	I wouldn't mind it at all	62.1
	Missing data	1.3

H30R* If you have small children later on, would you rather they had only White friends, only Negro friends, or both?

(1)	I'd like them to have only White friends	15.5
(2)	I'd like them to have only Negro friends	4.3
(3)	I'd like them to have both White and Negro friends	78.9
	Missing data	1.3

*See Introduction to Tables

PERSON

T3

Attitudes -- Racial (continued)

Index*

RACE: SOCIAL DISTANCE

Minimum # of items for which index was calculated
3 out of 3
# of cases upon which statistics are based 2024
Mean 1.40 Standard Deviation .56

RACE: PERCEIVED DISCRIMINATION

H31R* Do you think that very many Negroes miss out on jobs and promotions because of racial discrimination?

(1)	Many	38.8
(2)	Some	41.1
(3)	Only a few	15.6
(4)	None at all.	3.4
	Missing data	1.1

H32R* Do you think that many Negroes miss out on good housing because White owners will not rent or sell to them?

(1)	Many	40.2
(2)	Some	41.1
(3)	Only a few	14.1
(4)	None at all.	3.4
	Missing data	1.2

H33R* Do you think that many Negroes miss out on good schooling because of racial discrimination?

(1)	Many	26.4
(2)	Some	42.9
(3)	Only a few	19.9
(4)	None at all.	9.6
	Missing data	1.2

Index*

RACE: PERCEIVED DISCRIMINATION ''

Minimum # of items for which index was calculated
3 out of 3
# of cases upon which statistics are based 2032
Mean 3.08 Standard Deviation .72

*See Introduction to Tables

Item Number	Item Content

PERSON

Attitudes -- Towards a job

JOB THAT DOES NOT BUG ME (Time 1)

Index*

Minimum # of items for which index was calculated: 6 out of 7

# of cases upon which statistics are based: 2030

Mean: 2.44 Standard deviation: .61

The items which follow comprise this index; they all have the same response scale and all items were reversed.

(1) Very important
(2) Pretty important
(3) A little important
(4) Not important

QC52 A job where there's no one to boss me on the work.

QC55 A job where I don't have to work too hard.

QC56 A clean job, where I don't get dirty.

QC58 A job where I don't have to take a lot of responsibility.

QC59 A job that leaves me a lot of free time to do what I want to do.

QC61 A job that my friends think a lot of -- has class.

QC64 A job that doesn't make me learn a lot of new things.

JOB THAT PAYS OFF (Time 1)

Index*

Minimum # of items for which index was calculated: 5 out of 6

# of cases upon which statistics are based: 2034

Mean: 3.53 Standard deviation: .42

The items which follow comprise this index; they all have the same response scale and all items were reversed.

(1) Very important
(2) Pretty important
(3) A little important
(4) Not important

QC53 A job that is steady, no chance of being laid off.

QC54 A job where I can learn new things, learn new skills.

QC57 A job with good chances for getting ahead.

QC60 A job where the pay is good.

QC62 A job that uses my skill and abilities -- lets me do the things I can do best.

QC63 A job that has nice friendly people to work with.

*See Introduction to Tables

Item Number	Item Content
	PERSON

Attitudes -- Towards a job (continued)

RELATIVE JOB AMBITION (Time 1)

Derived Variable*

Definition: This variable is a measure of the degree of ambition (JOB THAT PAYS OFF index above) the respondent has toward a job relative to his tolerance for "normal job conditions" (JOB THAT DOESN'T BUG ME index above).

Computation: JOB THAT PAYS OFF score minus JOB THAT DOESN'T BUG ME score plus 400 (to convert negative scores).

Mean: 5.09 Standard deviation: .69 N=2028

FLEXIBILITY (Time 1)

Index*

Minimum # of items upon which index was calculated: 13 out of 17

# of cases upon which statistics are based: 2031

Mean: 1.36 Standard deviation: .17

The items which follow comprise this index; they all have the same response scale and only QA123 was reversed.

(1) True
(2) False

QA116 I am known as a hard and steady worker.

QA119 I often wish people would be more definite about things.

QA123 I often start things I never finish.

QA127 I never make judgments about people until I'm sure of the facts.

QA131 A strong person will be able to make up his mind even on the most difficult questions.

QA135 For most questions there is just one right answer, once a person is able to get all the facts.

QA139 I like to have a place for everything and everything in its place.

QA143 It bothers me when something unexpected interrupts my daily routine.

QA147 Most of the arguments or quarrels I get into are over matters of principle.

QA151 I don't like things to be uncertain and unpredictable.

QA155 Once I have made my mind up I seldom change it.

QA159 I think I am stricter about right and wrong than most people.

QA163 I am in favor of a very strict enforcement of all laws, no matter what the consequences.

QA167 I always see to it that my work is carefully planned and organized.

QA171 The trouble with many people is that they don't take things seriously enough.

QA175 I set a high standard for myself and I feel others should do the same.

QA178 People who seem unsure and uncertain about things make me feel uncomfortable.

*See Introduction to Tables

PERSON

T3

Attitudes -- Towards a Job (continued)

Reasons willing to serve in armed forces (individual items)

H1 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. .	34.6
(2)	It is the law and I must obey it	25.4
(3)	It's an opportunity to serve my country. . . .	24.8
(4)	If I don't I'll go to jail	13.1
	Missing data	2.0

H2 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. .	14.7
(2)	It is the law and I must obey it	17.5
(3)	It's an opportunity to serve my country. . . .	14.0
(4)	If I don't I'll go to jail	52.4
	Missing data	1.3

*See Introduction to Tables

PERSON

Attitudes -- Towards the Military as a Job

(Individual Items)

Item Number	Item Content: 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?	Percentage Frequencies:* (T3) Military much better (1)	Military somewhat better (2)	Both about the same (3)	Civilian job somewhat better (4)	Civilian job much better (5)	Missing data
H21a	Chance to be your own boss	3.1	3.3	17.3	31.0	43.7	1.6
H21b	Chance to learn new and useful skills. .	8.5	18.1	34.7	21.6	15.3	1.8
H21c	Chance to use one's skills and abilities	5.0	10.6	33.4	29.3	18.9	2.8
H21d	Chance for a job where I don't have to work too hard.	3.4	9.5	26.7	38.8	19.6	2.0
H21e	Chance to get ahead.	6.9	11.0	31.1	25.0	23.3	2.7
H21f	Chance to control your personal life . .	3.2	5.4	16.2	34.4	38.8	1.9
H21g	Chance to make good friends.	8.7	13.4	51.8	12.4	11.6	2.0
H21h	Chance to be a leader.	18.1	29.9	32.2	9.6	7.8	2.3
H21i	Chance to influence your supervisors . .	6.2	13.5	30.3	31.4	16.3	2.3
H21j	Chance to serve your country well. . . .	38.2	31.0	20.0	4.2	4.2	2.4
H21k	Chance to take a lot of responsibility .	15.6	23.2	38.3	11.1	9.4	2.3
H21l	Type of people you would work with . . .	6.3	10.6	45.0	21.6	14.0	2.4
H21m	Type of people who would supervise you .	10.8	18.0	35.5	21.7	11.7	2.4
H21n	Amount of money you would earn	2.0	3.9	10.7	34.5	46.4	2.5
H21o	Fringe benefits, like medical care, retirement plan, etc.	20.3	24.9	21.4	15.1	16.0	2.3
H21p	Chance to learn good habits and self-dicipline.	28.8	36.7	22.5	5.1	5.0	1.9
H21q	Chance to prove myself a man	27.2	30.9	30.8	4.5	4.7	1.9
H21r	Chance to make the world a better place	24.4	27.4	31.7	6.9	7.6	2.0
H21s	Prestige -- looked up to by others . . .	15.7	20.8	40.1	11.3	10.1	2.0

*See Introduction to Tables

PERSON

T3

Attitudes -- Towards the Military as a Job (continued)

OPPORTUNITY FOR DISADVANTAGED IN THE MILITARY

H15 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	27.3
(2)	Somewhat better	43.1
(3)	About the same	22.9
(4)	Somewhat worse	4.3
(5)	Much worse chance in military service	1.2
	Missing data	1.1

H16 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	19.0
(2)	Somewhat better	35.3
(3)	About the same	37.6
(4)	Somewhat worse	4.5
(5)	Much worse chance in the military service	2.0
	Missing data	1.5

H17R* 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	2.2
(2)	Somewhat more	7.5
(3)	About the same	27.1
(4)	Somewhat less	37.9
(5)	Much less in military service	23.8
	Missing data	1.5

Index*

OPPORTUNITY FOR DISADVANTAGED IN THE MILITARY

Minimum # of items for which index was calculated 3 out of 3

# of cases upon which statistics are based 2013

Mean 2.22 Standard Deviation .68

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *
	PERSON	
		T3
	Attitudes -- Towards Being Drafted	
	Attitude if drafted -- (individual item)	
F4	If you were to be drafted, which of the following would be most true of you?	
	(1) I'd be happy to serve	13.0
	(2) I'd serve	44.9
	(3) I'd serve if I had to, but wouldn't like it . .	21.9
	(4) I'd refuse to serve; go to jail or leave the country instead	3.6
	Missing data	16.6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *					
	PERSON			T3			
	Attitudes -- Towards Branches of Service (individual items)						
	Check which branch of the military you think is best described by each of the following statements:	Army (1)	Navy (2)	Air Force (3)	Marine Corps (4)	No difference among the branches (5)	Missing data
H22a	Best pay	3.6	10.2	36.9	10.3	36.2	2.8
H22b	Worst pay	40.8	5.0	2.7	7.7	37.0	6.9
H22c	Easiest to get into	74.3	6.6	3.0	6.7	5.7	3.7
H22d	Hardest to get into	1.3	9.6	45.6	30.0	6.8	6.7
H22e	Most chance to prove myself a man	7.7	4.2	6.7	49.8	27.7	4.0
H22f	Least chance to prove myself a man	12.7	24.1	12.6	3.6	40.8	6.1
H22g	Best living conditions for the families of servicemen	6.6	12.5	45.3	4.5	27.7	3.4
H22h	Worst living conditions for the families of servicemen	29.6	12.3	4.0	15.9	34.5	3.6
H22i	Best chance to get ahead	7.0	13.4	37.1	6.9	32.0	3.5
H22j	Worst chance to get ahead	31.0	7.2	4.9	13.9	37.6	5.2
H22k	Most chance to learn good habits and self-discipline	7.7	7.7	11.1	30.1	40.6	2.8
H221	Least chance to learn good habits and self-discipline	16.6	12.7	8.3	4.8	53.9	3.7
H22m	Best chance to learn new and useful skills	8.1	13.6	33.4	5.9	36.0	3.0
H22n	Worst chance to learn new and useful skills	26.3	8.2	4.6	13.2	43.7	4.0
H22o	Best chance to use one's skills and abilities	7.6	13.0	28.8	7.4	40.5	2.7
H22p	Worst chance to use one's skills and abilities	23.5	8.4	5.8	11.8	46.0	4.5
H22q	Most chance for Negroes to get ahead	13.6	5.1	8.3	10.1	59.8	3.2
H22r	Least chance for Negroes to get ahead	9.2	7.3	9.7	5.3	62.0	6.6
H22s	Best commanding officers	6.8	10.4	16.0	19.3	43.9	3.4
H22t	Worst commanding officers	19.8	8.6	5.1	7.8	52.4	6.2
H22u	Most prestige -- looked up to the most	4.0	6.1	18.5	42.7	25.5	3.2
H22v	Least prestige -- looked up to the least	34.2	15.0	7.0	5.2	32.7	5.8

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*					
	PERSON				T3		
	Attitudes -- Towards Branches of Service (individual items) (continued)						
	Check which branch of the military you think is best described by each of the following statements:	Army (1)	Navy (2)	Air Force (3)	Marine Corps (4)	No difference between the branches (5)	Missing data
H22w	Most danger of being killed or wounded	25.4	2.5	3.6	53.1	11.1	4.2
H22x	Least danger of being killed or wounded	2.7	52.4	21.2	3.7	13.9	6.1
H22y	Most opportunity for travel in foreign countries	8.4	51.9	15.6	3.7	18.0	2.3
H22z	Least opportunity for travel in foreign countries	31.2	5.0	14.0	19.0	27.6	3.0
H22aa	Easiest to make good friends	8.8	10.5	9.3	4.5	63.7	3.1
H22bb	Hardest to make good friends	6.9	3.4	5.2	10.0	69.1	5.3
H22cc	Takes the most capable men	3.2	5.7	26.7	36.5	24.5	3.4
H22dd	Takes the least capable men	43.8	11.0	4.2	4.7	31.4	4.9

		(T3)
	How good do you think the Reserves or the National Guard are for each of the following?	
H18a	How good are the chances for getting training in useful skills?	
	(1) High	13.1
	(2) Medium	38.7
	(3) Low	19.5
	(4) Don't know	27.0
	Missing data	1.7
H18b	How good is the pay and fringe benefits?	
	(1) High	4.1
	(2) Medium	29.6
	(3) Low	27.8
	(4) Don't know	35.3
	Missing data	3.2
H18c	How good are the chances for making good friends?	
	(1) High	31.8
	(2) Medium	39.1
	(3) Low	4.7
	(4) Don't know	21.0
	Missing data	3.3

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *
	PERSON	
		T3
	Attitudes -- Towards Branches of Service	
	(individual items) (continued)	
H19	How hard is it for someone like you to get into the Reserves or the National Guard?	
	(1) Very hard	6.1
	(2) Quite hard	11.6
	(3) Somewhat hard	28.2
	(4) Quite easy	19.6
	(5) Very easy	6.3
	(6) I don't know	27.0
	Missing data	1.2
H20	How much do you think the Active Reserves and the National Guard are looked up to and respected?	
	(1) Very much	8.8
	(2) Quite a bit	31.8
	(3) Some	42.5
	(4) A little	15.4
	Missing data	1.6

*See Introduction to Tables

Item Number

Item Content

PERSON

Plans

Duncan ranking of aspired occupation (Time 1)

Derived Variable**

Definition: The values in the column headed SES rank below are the socioeconomic status rankings that Otis D. Duncan developed for any occupation listed in the 1960 Census of Population Alphabetical Index of Occupations and Industries (Revised Edition).* Duncan, who utilized the results of a study ("prestige of occupations") begun by Cecil C. North and Paul K. Hatt and continued by the staff of the National Opinion Research Center (NORC), constructed the index in terms of the relationship between the NORC prestige ratings and two socioeconomic indicators: education and income data (as of the 1950 Census of Population). In order to determine the occupations which correspond to a given SES ranking, see Appendix A.

SES Rank	%	SES Rank	%	SES Rank	%	SES Rank	%	SES Rank	%
1	--	20	0.2	40	0.6	60	0.1	80	3.6
2	--	21	0.1	41	--	61	0.1	81	0.3
3	--	22	0.2	42	--	62	1.0	82	2.3
4	0.1	23	--	43	--	63	--	83	--
5	0.1	24	1.2	44	1.7	64	1.9	84	4.5
6	0.1	25	0.1	45	0.4	65	1.5	85	0.4
7	0.6	26	--	46	--	66	0.8	86	0.1
8	--	27	3.2	47	--	67	3.8	87	5.2
9	0.1	28	--	48	1.8	68	--	88	--
TOT	1.0	29	--	49	0.3	69	--	89	--
10	--	TOT	5.0	TOT	4.8	TOT	9.2	TOT	16.4
11	--	30	--	50	1.3	70	--	90	2.8
12	--	31	0.3	51	0.2	71	--	91	--
13	--	32	--	52	4.3	72	5.3	92	2.4
14	2.7	33	0.8	53	--	73	0.3	93	3.6
15	1.2	34	0.1	54	0.1	74	--	94	--
16	0.5	35	--	55	--	75	--	95	--
17	0.9	36	0.3	56	--	76	0.3	96	1.1
18	--	37	0.2	57	--	77	--	97	--
19	4.1	38	--	58	0.2	78	2.6	98	--
TOT	9.4	39	0.3	59	0.2	79	2.7	99	23.7
		TOT	2.0	TOT	6.3	TOT	11.2	TOT	33.6

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

**See Introduction to Tables.

Plans (continued)

ASPIRED OCCUPATION -- OVER/UNDER ACHIEVEMENT (Time 1)

Derived Variable*

Definition: This variable attempts to describe under/over achievement by computing the difference between the Duncan ranking of aspired occupation presented above and the Quick Test (QT) presented earlier under "Aptitudes, abilities, and knowledge." The QT score (after adjusting it to the average grade) is subtracted from the Duncan ranking. The result is that any value for this variable over the mean is considered over-achievement and any value under the mean, under-achievement.

Computation: Duncan ranking of aspired occupation - (.81 x QT) + 127.75

Mean 1.01 Standard deviation .24

N=1570

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *

PERSON

T3

Plans -- Long Range

(individual items)

A1 In the long run, what sort of work do you think you might do for a living?

[Item yet to be coded]

A6 In question 1, 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.). .	3.3
(02)	A service worker (barber, policeman, waiter, etc.)	4.9
(03)	A school teacher.	9.8
(04)	A craftsman or foreman (carpenter, mechanic, plumber, etc.).	11.5
(05)	A military man (soldier, sailor, airman, etc.).	3.8
(06)	A technician (draftsman, medical technician, electronics technician, etc.)	13.9
(07)	A laborer (gardener, fisherman, car washer, etc)	1.4
(08)	A manager, official, or proprietor (manager of a business, public official, etc.).	8.9
(09)	An operative (bus driver, service station attendant, etc.).	1.7
(10)	A farmer of farm manager.	3.0
(11)	A professional (lawyer, physician, college professor, etc.).	11.8
(12)	A scientist or engineer	10.5
(13)	A factory worker.	4.0
(14)	Other	7.2
	Missing data.	4.4

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?

(1)	Certain.	11.2
(2)	Very likely.	44.0
(3)	Fairly likely.	29.0
(4)	Somewhat likely.	9.4
(5)	Not very likely.	3.4
	Missing data	3.0

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Plans --- Long Range

(individual items) (continued)

A3, A3a — What thing(s) could interfere with your future career plans?

	1st Ment.	2nd Ment.
1. Grades not good enough; won't finish school; won't get enough education	14.8	3.0
2. Not enough money	8.2	2.6
3. Might change my mind; might not like it; something I like better may come along	8.1	2.8
4. The draft; the War; Military Service	29.1	5.1
5. If something (illness, accident, death) happens to me or my family	10.4	2.7
6. No jobs available; no openings; no need for that type of worker	1.2	0.1
7. Other	5.7	4.6
8. Marriage	3.4	1.5
Missing data	19.1	77.7

A4 — How certain are you that the sort of work you mentioned above is a good choice for you?

	(T3)
(1) Completely certain	19.7
(2) Very certain	43.1
(3) Fairly certain	25.4
(4) Somewhat certain	5.1
(5) Not at all certain	3.9
Missing data	2.8

A5 — How satisfying do you think you will find this kind of work?

(1) Not very satisfying	2.8
(2) Somewhat satisfying	12.4
(3) Quite satisfying	20.5
(4) Very satisfying	35.5
(5) Extremely satisfying	25.8
Missing data	3.0

A7 — Twenty years from now, if you are doing this type of work, about how much do you expect you will be earning? (Pretend that the value of the dollar will be the same.)

(1) Less than $3,000 a year	1.1
(2) $3,000 to $5,000 a year	3.5
(3) $5,000 to $7,500 a year	7.4
(4) $7,500 to $10,000 a year	15.0
(5) $10,000 to $15,000 a year	28.6
(6) $15,000 to $25,000 a year	26.9
(7) More than $25,000 a year	14.0
Missing data	3.5

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *
	PERSON	
		T3
	Plans -- Short Range--Next Few Years	
	(individual items)	
A8	Complete high school.	
	(1) I definitely will	87.3
	(2) I probably will	5.4
	(3) I probably will not	1.9
	(4) I definitely will not	1.8
	Missing data.	3.5
A9	Receive on-the-job training.	
	(1) I definitely will	14.7
	(2) I probably will	38.0
	(3) I probably will not	27.5
	(4) I definitely will not	15.3
	Missing data.	4.5
A10	Receive job training in the military service.	
	(1) I definitely will	10.5
	(2) I probably will	26.7
	(3) I probably will not	35.0
	(4) I definitely will not	22.5
	Missing data.	5.2
A11	Attend technical or vocational school.	
	(1) I definitely will	12.0
	(2) I probably will	16.0
	(3) I probably will not	33.8
	(4) I definitely will not	32.8
	Missing data.	5.3
A12	Attend college.	
	(1) I definitely will	47.4
	(2) I probably will	18.6
	(3) I probably will not	15.4
	(4) I definitely will not	15.2
	Missing data.	3.4
A13	Attend graduate or professional school after college.	
	(1) I definitely will	9.9
	(2) I probably will	25.2
	(3) I probably will not	37.0
	(4) I definitely will not	23.6
	Missing data.	4.3

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items)

A14 This fall I plan to:

(1)	Continue my present full-time job	5.4
(2)	Work full time at a new job and/or receive on-the-job training	5.8
(3)	Work full-time on my present part-time job.	2.1
(4)	Be in Military Service.	10.9
(5)	Go to technical or vocational school.	7.7
(6)	Go to college	51.5
(7)	Continue high school.	3.6
(8)	I don't have any definite plans; I'm just going to wait and see what happens.	12.3
	Missing data.	.6

a. Full-time job--continuing **

Numeric Frequencies:*

Things I did to locate the job I currently hold:

B1a Checked with school employment service (or counselor).

(0)	No	100
(1)	Yes	12
	Missing data	0

B1b Checked with local or state public employment office or Youth Opportunity Center.

(0)	No	95
(1)	Yes	17
	Missing data	0

B1c Checked with private employment agency.

(0)	No	101
(1)	Yes	12
	Missing data	0

B1d Checked directly with employers.

(0)	No	61
(1)	Yes	51
	Missing data	0

B1e Placed or answered newspaper ads.

(0)	No	99
(1)	Yes	13
	Missing data	0

*See Introduction to Tables

**The number of respondents who were supposed to answer questions in this section is 111. Accordingly, the number of missing data cases has been adjusted to take this into account.

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

a. Full-time job--continuing (continued)

Things I did to locate the job I currently hold: (cont'd.)

B1f Checked with friends or relatives.

(0)	No	67
(1)	Yes	45
	Missing data	0

B1g Other.

(0)	No	109
(1)	Yes	3
	Missing data	0

B2 Is your current job on a farm or at a business that is owned by your family?

(1)	Yes	15
(2)	No	91
	Missing data	5

B3 This coming fall and winter, how much do you expect you might be earning?

(1)	Less than $40 per week	3
(2)	$40 to $59 per week.	9
(3)	$60 to $79 per week.	13
(4)	$80 to $99 per week.	21
(5)	$100 to $124 per week.	19
(6)	$125 to $149 per week.	22
(7)	$150 to $199 per week.	14
(8)	$200 or more per week.	10
	Missing data	0

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	15
(2)	Look for another job	76
(3)	Enter the Armed Forces	13
(4)	Do nothing	3
(5)	Other.	3
	Missing data	1

B5 Occupation of those continuing present full-time job in the fall:

[Item yet to be coded]

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies:*

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

b. Full-time job--new **

Things I have already done to locate a job for this coming fall (1969):

C1a Checked with school employment service or counselor.

(0)	No	141
(1)	Yes	27
	Missing data	0

C1b Checked with state or local public employment or Youth Opportunity Center.

(0)	No	142
(1)	Yes	26
	Missing data	0

C1c Checked with private employment agency.

(0)	No	148
(1)	Yes	20
	Missing data	0

C1d Checked directly with employers.

(0)	No	87
(1)	Yes	81
	Missing data	0

C1e Placed or answered newspaper advertisements.

(0)	No	154
(1)	Yes	14
	Missing data	0

C1f Checked with friends or relatives.

(0)	No	103
(1)	Yes	65
	Missing data	0

C1g Other.

(0)	No	157
(1)	Yes	11
	Missing data	0

*See Introduction to Tables

**The number of respondents who were supposed to answer questions in this section is 164. Accordingly, the number of missing data cases has been adjusted to take this into account.

Item Number	Item Content	Numeric Frequencies:*
	PERSON	
		T3
	Plans -- Short Range--Fall, 1969	
	(individual items) (continued)	
	b. Full-time job--new (continued)	
	Things I still intend to do to find a job:	
C2a	Check with school employment service or counselor.	
	(0) No	152
	(1) Yes	14
	Missing data	0
C2b	Check with state or local public employment office or Youth Opportunity Center.	
	(0) No	140
	(1) Yes	26
	Missing data	0
C2c	Check with private employment agency.	
	(0) No	143
	(1) Yes	23
	Missing data	0
C2d	Check directly with employers.	
	(0) No	76
	(1) Yes	90
	Missing data	0
C2e	Place or answer newspaper advertisements.	
	(0) No	140
	(1) Yes	26
	Missing data	0
C2f	Check with friends or relatives.	
	(0) No	128
	(1) Yes	38
	Missing data	0
C2g	Other.	
	(0) No	158
	(1) Yes	8
	Missing data	0

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies:*

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

b. Full-time job--new (continued)

C3 Which one of the following most nearly describes how far you've gone in securing a job for next fall?

(1)	I haven't applied for any full-time jobs yet. .	60
(2)	I have applied for at least one full-time job but I haven't been accepted for any job yet . .	42
(3)	I have been accepted for at least one job, but not the job I want.	22
(4)	I have been accepted for the job I want	41
	Missing data.	0

C4,5 What kind of work do you expect to be doing this fall? In what kind of business or industry is this job?

[Item yet to be coded]

C6 Is this a farm or business owned by your parents or relatives?

(1)	Yes	16
(2)	No.	146
	Missing data.	2

C7 How likely is it that you will actually be working full-time this coming fall?

(1)	Certain	79
(2)	Likely.	58
(3)	Somewhat likely	18
(4)	I'm not sure.	9
(5)	Unlikely.	1
(6)	Very unlikely	0
	Missing data.	0

C8 This coming fall and winter, how much do you expect you might be earning per week?

(1)	Less than $40 per week.	3
(2)	$40 to $59 per week	13
(3)	$60 to $79 per week	18
(4)	$80 to $99 per week	41
(5)	$100 to $124 per week	58
(6)	$125 to $149 per week	14
(7)	$150 to $199 per week	8
(8)	$200 or more per week	9
	Missing data.	0

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies:*

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

b. Full-time job -- new (continued)

C9 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?

(1)	Go to school or get some additional training	30
(2)	Keep looking for a job	96
(3)	Enter the Armed Forces	28
(4)	Do nothing	0
(5)	Other	7
	Missing data	3

C10 What things might keep you from getting the job you want most?

(1)	Grades not good enough; won't finish school; won't get enough education	15
(2)	Not enough money	4
(3)	Might change my mind; might not like it; something I like better may come along	5
(4)	The draft; the War; Military Service	39
(5)	If something (illness; accident; death) happens to me or my family	16
(6)	No jobs available; no openings; no need for that type of worker	19
(7)	Other	15
(8)	Marriage	0
	Missing data	51

c. Military service **(see next page)

D1 What branch of the armed forces do you expect to be in?

(1)	Army	48
(2)	Navy	65
(3)	Marine Corps	28
(4)	Air Force	50
(5)	Reserves (the Reserves of any branch of Service)	6
(6)	Army or Air Force National Guard	10
(7)	Coast Guard	5
(8)	Unsure	12
	Missing data	1

D2 How do you expect to enter service?

(1)	I plan to enlist	205
(2)	I expect to be drafted	22
	Missing data	0

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies:*

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

c. Military service (continued)**

If you plan to enlist, we'd like to know what preparations (if any) you have made.

D3a I haven't done anything yet.

(0)	No	155
(1)	Yes	64
	Missing data	6

D3b I've talked with a recruiter.

(0)	No	144
(1)	Yes	75
	Missing data	6

D3c I've completed an enlistment application.

(0)	No	184
(1)	Yes	35
	Missing data	6

D3d I've taken the physical exam.

(0)	No	187
(1)	Yes	32
	Missing data	6

D3e I've signed up to enter military service within the next few months or at the end of high school.

(0)	No	174
(1)	Yes	45
	Missing data	6

D3f Other.

(0)	No	196
(1)	Yes	23
	Missing data	6

D4 If you have signed up for a special program or enlistment option, please write in what it is.

[Item not to be coded]

*See Introduction to Tables

**The number of respondents who were supposed to answer questions in this section is 225. Accordingly, the number of missing data cases has been adjusted to take this into account.

PERSON T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

c. Military Service (continued)

D5 How likely is it that you will actually be in the Armed Forces this coming fall?

(1)	Very unlikely	19
(2)	Somewhat unlikely	11
(3)	I'm not sure.	18
(4)	Somewhat likely	16
(5)	Very likely	64
(6)	Certain	38
(7)	I have already enlisted	47
	Missing data.	12

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.	49
(2)	Try to join the Reserves or National Guard	7
(3)	Go to school to get some additional training.	69
(4)	Look for a full-time job.	47
(5)	Do nothing.	8
(6)	Other	27
	Missing data.	18

Consider the reasons you have for wanting to enlist. How important is each of the following reasons for you?

D7 Career opportunities look better than in civilian life.

(1)	Very important reason for me to enlist.	70
(2)	Somewhat important reason for me to enlist.	80
(3)	Not at all important reason for me to enlist.	61
	Missing data.	14

D8 For the travel, excitement, new experiences.

(1)	Very important reason for me to enlist.	79
(2)	Somewhat important reason for me to enlist.	99
(3)	Not at all important reason for me to enlist.	33
	Missing data.	14

D9 To become more mature and self-reliant.

(1)	Very important reason for me to enlist.	125
(2)	Somewhat important reason for me to enlist.	71
(3)	Not at all important reason for me to enlist.	15
	Missing data.	14

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies: *

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

c. Military Service (continued)

D10 To learn a trade or skill that would be valuable in civilian life.

(1)	Very important reason for me to enlist. . . .	143
(2)	Somewhat important reason for me to enlist. .	46
(3)	Not at all important reason for me to enlist.	22
	Missing data.	14

D11 Such things as aircraft, guns, ships, rockets interest me; I think I will enjoy it; I'm very interested.

(1)	Very important reason for me to enlist. . . .	68
(2)	Somewhat important reason for me to enlist. .	99
(3)	Not at all important reason for me to enlist.	44
	Missing data.	14

D12 Want my choice of service rather than to be drafted.

(1)	Very important reason for me to enlist. . . .	148
(2)	Somewhat important reason for me to enlist. .	55
(3)	Not at all important reason for me to enlist.	8
	Missing data.	14

D13 To serve my country.

(1)	Very important reason for me to enlist. . . .	119
(2)	Somewhat important reason for me to enlist. .	72
(3)	Not at all important reason for me to enlist.	20
	Missing data.	14

D14 To fulfill my military obligation at a time of my choice.

(1)	Very important reason for me to enlist. . . .	148
(2)	Somewhat important reason for me to enlist. .	54
(3)	Not at all important reason for me to enlist.	8
	Missing data.	15

D15 Opportunity for advanced education, professional training; have college paid for.

(1)	Very important reason for me to enlist. . . .	123
(2)	Somewhat important reason for me to enlist. .	76
(3)	Not at all important reason for me to enlist.	12
	Missing data.	14

D16 Want to leave some personal problems behind me.

(1)	Very important reason for me to enlist. . . .	19
(2)	Somewhat important reason for me to enlist. .	73
(3)	Not at all important reason for me to enlist.	119
	Missing data.	14

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies:* (T3) FIRST*	SECND*	THIRD*	WTED SUM**
	PERSON				
	Plans -- Short Range--Fall, 1969				
	(individual items) (continued)				
	c. Military Service (continued)				
D18a,b,c	Now look back over the list of reasons. Pick out the three reasons which are the most important reasons why you want to enlist.				
D7	Career opportunities look better than in civilian life	20	4	3	71
D8	For the travel, excitement, new experiences	15	18	10	91
D9	To become more mature and self-reliant. . .	19	18	20	113
D10	To learn a trade or skill that would be valuable in civilian life	27	28	24	161
D11	Such things as aircraft, guns, ships, rockets interest me	8	5	7	41
D12	Want my choice of service rather than to be drafted.	20	24	20	128
D13	To serve my country	21	27	25	142
D14	To fulfill my military obligation at a time of my choice.	15	24	28	121
D15	Opportunity for advanced education, professional training	22	16	20	118
D16	Want to leave some personal problems behind me	3	5	9	28
D17	Other	11	12	7	64
	Missing data.	44	44	52	--
	Total sum of weights.	543	362	173	1078

*The figures in these columns represent the weighted number of respondents who indicated that the particular reason was the first, second, or third most important reason they had for enlisting.

**The weighted sum was obtained by assigning a weight of 3 if the reason was given an endorsement of "first most important reason;" a weight of 2 for "second most important reason;" and a weight of 1 for "third most important reason." Thus, the formula for the weighted sum of reason D7 is: (20 x 3) + (4 x 2) + (3 x 1) = 71.

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

c. Military Service (continued)

Draft Data

D19 What is your draft classification now?

(1)	I am classified and my present draft classification is [see next item].	106
(2)	I have registered, but have not been classified.	18
(3)	I have registered, but don't know my classification	11
(4)	I have not yet registered for the draft. . . .	61
	Missing data	29

D19a [If (1) above] My present draft classification is:

(01)	I-A	36
(02)	I-SH; I-S	57
(03)	I-Y	2
(04)	II-A	1
(05)	III-A	1
(06)	IV-A.	0
(07)	IV-F.	2
(08)	II-S.	4
(09)	I-SC.	0
(10)	I-A-O; I-O.	0
(11)	I-D (Reserves).	7
(12)	I-C	0
	Missing data.	115

D20 Have you ever been called for examination by your draft board?

(1)	No, I have never been called for an examination of any type.	183
(2)	I have been examined and found qualified for the draft.	27
(3)	I failed both the physical exam and written tests.	1
(4)	I failed only the physical exam.	4
(5)	I failed only the written test	1
(6)	I was turned down by the draft for other reasons or do not know the reason why I was turned down.	0
(7)	I do not know the results of my exam	3
	Missing data	6

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies: *

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

c. Military Service (continued)

Draft Data (continued)

D21 Have you ever been turned down for enlistment?

(1)	No, I have been accepted for enlistment or am on a waiting list	123
(2)	No, I have never attempted to enter any military service	86
(3)	Yes, I was turned down WITHOUT being examined or tested	1
(4)	Yes, I applied but failed BOTH the physical and written tests	2
(5)	Yes, I applied but could not meet PHYSICAL standards	2
(6)	Yes, I applied but could not pass the WRITTEN test	0
(7)	Yes, I applied but was turned down FOR OTHER REASONS or DO NOT KNOW THE REASON why I was turned down	1
	Missing data	10

d. College or Technical/Vocational School** (see next page)

E1 How many years do you plan to spend continuing your schooling after high school?

(1)	Less than one year	27
(2)	At least one year	44
(3)	At least two years	207
(4)	At least three years	35
(5)	At least four years	611
(6)	At least five years	107
(7)	At least six years	86
(8)	More than six years	88
	Missing data	12

E2 We'd like to know what preparations (if any) you've made for going to college or technical/vocational school.

(1)	I haven't applied to any yet	204
(2)	I've applied, but I haven't been accepted yet	224
(3)	I've been accepted at one school or more	776
	Missing data	13

E3 How likely is it that you actually will go to college or technical/vocational school this coming fall?

(1)	Very likely	998
(2)	Somewhat likely	141
(3)	I'm not sure	43
(4)	Somewhat unlikely	5
(5)	Very unlikely	14
	Missing data	16

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies:*

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items)(continued)

d. College or Technical/Vocational School (continued)**

E4 Would you tell us the name and location of the school that you will most likely attend this coming Fall?

[Item yet to be coded]

E5 This fall do you plan to attend:

(1)	Full time	1113
(2)	Part time	83
	Missing data	21

E6 While going to school do you plan to live:

(1)	At home with your parents or guardians	478
(2)	Away from home	721
	Missing data	18

E7 What would you consider to be your probable major in college or technical/vocational school?

(01)	Mathematics	77
(02)	Physical Sciences	57
(03)	Biological Sciences	85
(04)	Psychology	17
(05)	Social Sciences	118
(06)	English and Literature	24
(07)	Foreign Languages	2
(08)	Fine Arts	37
(09)	Music	24
(10)	Philosophy	9
(11)	Religion	5
(12)	Education	73
(13)	Engineering	136
(14)	Business and Commerce	191
(15)	Agriculture and Forestry	56
(16)	Electronics	80
(17)	Mechanics	59
(18)	Drafting	49
(19)	Other	78
	Missing data	36

*See Introduction to Tables

**The number of respondents who were supposed to answer questions in this section is 1217. Accordingly, the number of missing data cases has been adjusted to take this into account.

Item Number	Item Content	Numeric Frequencies: *

PERSON

T3

Plans -- Short Range--Fall, 1969

(individual items) (continued)

d. College or Technical/Vocational School (continued)

E8 If the college you attend has an R.O.T.C. (Reserve Officers Training Corps) program what would you do?

(1)	I would not be interested in participating at all.	399
(2)	I would participate only if it is required	197
(3)	If it's not required, I might participate; I'm not sure yet	341
(4)	I would participate by joining the R.O.T.C. program even if it's not required	140
(5)	I would participate only if I received an R.O.T.C. scholarship.	20
(6)	I don't think I would be eligible.	72
	Missing data	48

E9 Are you receiving, or hoping to receive, an R.O.T.C. scholarship?

(1)	No	1161
(2)	I have applied but haven't heard yet	20
(3)	I know that I will receive such a scholarship.	15
	Missing data	21

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	619
(2)	Enter the Armed Forces	419
(3)	Do nothing	24
(4)	Other.	121
(5)	Travel	0
(6)	Peace Corps.	0
(7)	Try again; try another school; get other training.	0
	Missing data	34

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.	1020
(2)	Somewhat likely.	105
(3)	I'm not sure	45
(4)	Somewhat unlikely.	14
(5)	Very unlikely.	14
	Missing data	27

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies: T3
	PERSON	
	Plans -- Short Range--Fall, 1969	
	(individual items) (continued)	
	e. Marriage	
J5	How likely is it that you will get married in the next 12 months?	
	(1) Very unlikely	1367
	(2) Small chance I might get married	415
	(3) Good chance I might get married	127
	(4) Definitely will get married	87
	Missing data	62
	Military Plans -- Actual ** (see next page)	
	(individual items)	
F1	What is your draft classification now?	
	(1) I am classified and my present draft classification is [see next item]	505
	(2) I have registered, but have not been classified	222
	(3) I have registered, but don't know my classification	106
	(4) I have not yet registered for the draft	840
	Missing data	160
F1a	[If (1) above] My present draft classification is:	
	(01) I-A	81
	(02) I-SH; I-S	380
	(03) I-Y	25
	(04) II-A	4
	(05) III-A	9
	(06) IV-A	2
	(07) IV-F	12
	(08) II-S	48
	(09) I-SC	0
	(10) I-A-O; I-O	0
	(11) I-D (Reserves)	4
	(12) I-C	1
	Missing data	1267
F2	Have you ever been called for examination by your draft board?	
	(1) No, I have never been called for an examination of any type	1655
	(2) I have been examined and found qualified for the draft	25
	(3) I failed both the physical exam and written tests	6
	(4) I failed only the physical exam	20
	(5) I failed only the written test	6
	(6) I was turned down by the draft for other reasons or do not know the reason why I was turned down	7
	(7) I do not know the results of my exam	13
	Missing data	101

*See Introduction to Tables

Item Number	Item Content	Numeric Frequencies: *
	PERSON	
	Military Plans -- Actual ** (individual items) (continued)	T3
F3	Have you ever been turned down for enlistment?	
	(1) No, I have been accepted for enlistment or am on a waiting list	408
	(2) No, I have never attempted to enter any military service	1283
	(3) Yes, I was turned down WITHOUT being examined or tested.	12
	(4) Yes, I applied but failed BOTH physical and written tests.	8
	(5) Yes, I applied but could not meet PHYSICAL standards.	6
	(6) Yes, I applied but could not pass the WRITTEN test	1
	(7) Yes, I applied but was turned down FOR OTHER REASONS or DO NOT KNOW THE REASON why I was turned down	5
	Missing data	110
F5	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.) (CONDITION A/10 YR)***	
	(1) I'm sure that I will enter	286
	(2) I will very likely enter	302
	(3) I will probably enter.	501
	(4) I will probably NOT enter.	382
	(5) I will very likely NOT enter	119
	(6) I'm sure that I will NOT enter	118
	Missing data	125
F6	How do you expect to enter (if you do)?	
	(1) Enlist for Active Service as a Regular . . .	231
	(2) Expect to be drafted	462
	(3) Volunteer for induction (ask to be drafted) into Active Service	50
	(4) Enlist in a Reserve, the National Guard or the Air National Guard	158
	(5) Enlist for officer's training, such as Officer's Candidate School	96
	(6) Enter as an officer.	91
	Missing data	745

* See Introduction to Tables

**The number of respondents who were supposed to answer questions in this section is 1833. Accordingly, the number of missing data cases has been adjusted to take this into account.

***Abbreviated names have been assigned to each of the hypothetical variables for convenience in referencing them.

Item Number	Item Content	Numeric Frequencies: *

PERSON

Military Plans -- Actual — T3

(individual items) (continued)

F7 If you were to VOLUNTEER or ENLIST, which branch of the Active Service would you be MOST likely to enter?

(1)	Army	218
(2)	Navy	318
(3)	Air Force	360
(4)	Marine Corps	99
(5)	Coast Guard	79
	Missing data	759

F8 If you couldn't get into this branch, what would be your second choice?

(1)	Army	173
(2)	Navy	345
(3)	Air Force	252
(4)	Marine Corps	134
(5)	Coast Guard	165
	Missing data	764

F9 Why do you expect you will not enter?

(1)	Deferment or exemption because of family responsibilities, job, religion, or school	229
(2)	Already failed to pass physical exam or written test (or both)	20
(3)	Expect to fail physical exam or written test (or both), or will be turned down for some other reason	154
(4)	Do not believe I will be called -- the draft will stop before it reaches me	56
(5)	Do not believe I will be called -- even if the draft continues	94
(6)	I will refuse to serve	38
	Missing data	1242

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

Military Plans -- Hypothetical T3

For the following set of items, 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.

G1 How likely would it be that you would volunteer for military service during the next six months? (CONDITION B/6MO)**

(1)	I'm sure that I would volunteer in the next six months	16.0
(2)	I would very likely volunteer	3.9
(3)	I would probably volunteer	5.8
(4)	I would probably NOT volunteer	19.0
(5)	I would very likely NOT volunteer	11.3
(6)	I'm sure that I would NOT volunteer	40.4
	Missing data	3.4

G2 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? (CONDITION B/10YR)**

(1)	I'm sure that I would volunteer in the next ten years	19.4
(2)	I would very likely volunteer	4.1
(3)	I would probably volunteer	8.6
(4)	I would probably NOT volunteer	15.5
(5)	I would very likely NOT volunteer	11.2
(6)	I'm sure that I would NOT volunteer	22.6
	Missing data	18.5

Index*

EFFECT OF DRAFT & VIETNAM 10 YRS
(Cond. A/10YR) - (Cond. B/10YR) + 5

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 1530
Mean 4.30 Standard Deviation 1.81

*See Introduction to Tables

**Abbreviated names have been assigned to each of the hypothetical variables for convenience in referencing them.

Item Number	Item Content	Percentage Frequencies:*

PERSON

Military Plans -- Hypothetical (continued) T3

G5 Now, if the draft were eliminated, and if U.S. troops were no longer fighting in Vietnam, AND if these three changes were actually made, how likely would it be that you would enlist during the next six months?
(CONDITION C/6MO)**

(1)	I'm sure that I would enlist	5.6
(2)	I would very likely enlist	5.9
(3)	I would probably enlist.	12.2
(4)	I would probably NOT enlist.	16.0
(5)	I would very likely NOT enlist	6.8
(6)	I'm sure that I would NOT enlist	16.3
	Missing data	37.2

Index*

EFFECT OF INCENTIVES OVER DRAFT + VIETNAM - 6MO
(Cond. B/6MO) - (Cond. C/6MO) + 5

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 1280
Mean 6.18 Standard Deviation 1.52

G6 How likely would it be that you would enlist during the next ten years?
(CONDITION C/10YR)**

(1)	I'm sure that I would enlist	9.8
(2)	I would very likely enlist	8.6
(3)	I would probably enlist.	14.3
(4)	I would probably NOT enlist.	13.0
(5)	I would very likely NOT enlist	7.0
(6)	I'm sure that I would NOT enlist	10.3
	Missing data	37.1

Index*

EFFECT OF INCENTIVES OVER DRAFT & VIETNAM - 10YRS
(Cond. B/10YR) - (Cond. C/10YR) + 5

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 1270
Mean 6.14 Standard Deviation 1.49

*See Introduction to Tables

**Abbreviated names have been assigned to each of the hypothetical variables for convenience in referencing them.

Item Number	Item Content	Percentage Frequencies:*

PERSON

Military Plans -- Hypothetical (continued) T3

H13 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? (CONDITION D)**

(1)	I'm sure that I would volunteer	16.7
(2)	I would very likely volunteer	12.2
(3)	I would probably volunteer.	31.8
(4)	I would probably NOT volunteer.	18.5
(5)	I would very likely NOT volunteer	4.4
(6)	I would definitely NOT volunteer.	5.0
(7)	In my opinion, there is no such thing as a "necessary" war	8.6
	Missing data.	2.8

Index*

EFFECT OF THIS KIND OF WAR
(Cond. D) - (Cond. A) + 5 (filter 7's)

Minimum # of items for which index was calculated
2 out of 2
# of cases upon which statistics are based 1671
Mean 6.37 Standard Deviation 1.84

(individual items)

G7 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	17.8
(2)	Navy	27.2
(3)	Air Force.	32.2
(4)	Marine Corps	10.4
(5)	Coast Guard.	7.5
	Missing data	5.0

G8 Which would be your second choice?

(1)	Army	13.6
(2)	Navy	27.7
(3)	Air Force.	22.1
(4)	Marine Corps	11.5
(5)	Coast Guard.	12.9
	Missing data	12.2

*See Introduction to Tables

**Abbreviated names have been assigned to each of the hypothetical variables for convenience in referencing them.

Item Number	Item Content	Percentage Frequencies:*
	PERSON	
	Military Plans -- Hypothetical (individual items) (continued)	T3
G12	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	8.2
	(2) Probably join the Reserves or the National Guard	21.9
	(3) Probably would not join the Reserves or the National Guard	22.7
	(4) Definitely would not join the Reserves or the National Guard	17.1
	(5) I don't know; I haven't thought at all about this	27.6
	Missing data	2.5
H3	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	21.4
	(2) Probably choose military	34.7
	(3) Probably choose Peace Corps	26.7
	(4) Definitely choose Peace Corps	16.0
	Missing data	1.2
	Incentives. 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.	
G3.1	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	38.6
	(2) I would be more likely to enlist	23.3
	(3) I would definitely enlist	1.4
	Missing data	36.7
G3.2	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	22.1
	(2) I would be more likely to enlist	32.5
	(3) I would definitely enlist	8.7
	Missing data	36.7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*
	PERSON	
	Military Plans -- Hypothetical	T3
	Incentives (individual items) (continued)	
G3.3	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	36.8
	(2) I would be more likely to enlist.	22.9
	(3) I would definitely enlist	3.4
	Missing data.	36.9
G3.4	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	31.0
	(2) I would be more likely to enlist.	28.2
	(3) I would definitely enlist	3.9
	Missing data.	36.9
G3.5	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	24.9
	(2) I would be more likely to enlist.	32.7
	(3) I would definitely enlist	5.6
	Missing data.	36.9
G3.6	A large bonus for enlisting (for example: $1,000).	
	(1) It wouldn't affect my decision at all	29.2
	(2) I would be more likely to enlist.	29.7
	(3) I would definitely enlist	4.1
	Missing data.	37.0
G3.7	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	24.1
	(2) I would be more likely to enlist.	34.3
	(3) I would definitely enlist	4.7
	Missing data.	36.9
G3.8	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	37.5
	(2) I would be more likely to enlist.	22.8
	(3) I would definitely enlist	2.6
	Missing data.	37.1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*
	PERSON	
	Military Plans -- Hypothetical	T3
	Incentives (individual items) (continued)	
G3.9	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	29.5
	(2) I would be more likely to enlist.	30.6
	(3) I would definitely enlist	2.8
	Missing data.	37.1
G3.10	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	22.4
	(2) I would be more likely to enlist.	35.2
	(3) I would definitely enlist	5.3
	Missing data.	37.1
G3.11	Right to live off-base if you prefer.	
	(1) It wouldn't affect my decision at all	28.2
	(2) I would be more likely to enlist.	31.1
	(3) I would definitely enlist	3.5
	Missing data.	37.1

Item Number	Item Content	Numeric/Percentage Frequencies				
	PERSON					
	Military Plans -- Hypothetical					
	Incentives (individual items) (continued)					
		FIRST (N/%)[1]	SECOND (N/%)[1]	THIRD (N/%)[1]	WTED SUM[2]	RELATIVE RATING[3]
G4a,b,c	Now look back over the list of 11 changes. Pick out the three changes that would be most important to you -- that is, the three changes which, if they were put into effect, would have the best chance of changing your present plans for enlisting.					
G3.1	Help getting started in civilian job	80/ 7.1	48/ 4.3	51/ 4.7	387	5.8
G3.2	Gov't pays for four years of college	490/43.8	133/12.0	45/ 4.1	1781	26.8
G3.3	Gov't pays for two years technical/vocational schl	40/ 3.6	104/ 9.4	52/ 4.8	380	5.7
G3.4	Guaranteed assignment in specialty of choice . . .	81/ 7.2	110/10.0	73/ 6.7	536	8.1
G3.5	Military pay comparable to civilian.	116/10.4	221/20.0	152/13.9	942	14.2
G3.6	Bonus for enlisting.	33/ 2.9	89/ 8.1	97/ 8.9	374	5.6
G3.7	Shorter enlistment period.	89/ 8.0	143/13.0	160/14.7	713	10.7
G3.8	Officer training even without college degree . . .	16/ 1.4	27/ 2.4	51/ 4.7	153	2.3
G3.9	Change assignment if not like it	24/ 2.1	45/ 4.1	71/ 6.5	233	3.5
G3.10	Geographic area of choice in peacetime	78/ 7.0	142/12.9	213/19.5	731	11.0
G3.11	Live off-base if you want.	72/ 6.4	42/ 3.8	125/11.5	425	6.4
	Total number of endorsements	1119	1104	1090		
	Missing data	209	224	238		
	Total sum of weights				6655	

1 N = the weighted number of respondents endorsing this item.
% = the N divided by the "Total number of endorsements."

2 The weighted sum was obtained by weighting a first choice selection by a factor of 3, a second choice by 2, and a third choice by 1 -- then summing across the three products. Thus, for incentive G3.1, the formula is as follows: (3 x 80) + (2 x 48) + (1 x 51) = 387.

3 In order to compare the attractiveness of each incentive in relationship with the others, the weighted sum was divided by the total sum of weights -- thus providing a common base.

Item Number	Item Content	Percentage Frequencies:*

PERSON

Military Plans -- Hypothetical — T3

Incentives (individual items) (continued)

G9 Remember to imagine that the draft is ended and that we have stopped fighting in Vietnam. 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?

(1)	I'd volunteer even if I earned less than I could earn in a civilian job	19.4
(2)	I'd volunteer only if I could earn at least as much as I could earn in a civilian job	23.0
(3)	I'd volunteer only if I could earn somewhat more than I could earn in a civilian job. . .	15.7
(4)	I'd volunteer only if I could earn a good deal more than I could earn in a civilian job . . .	17.3
(5)	No increase in pay alone could get me to volunteer	22.3
	Missing data	2.1

G10a 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?

(1)	It wouldn't affect my decision at all.	37.8
(2)	I would be more likely to enlist	54.7
(3)	I would definitely enlist.	5.5
	Missing data	2.0

G10b 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.	52.9
(2)	I would be more likely to enlist	41.3
(3)	I would definitely enlist.	3.8
(4)	Missing data	2.0

G11 (OPTIONAL) Write in one change, other than those above, that you would like to see made in the military.

(1)	Respondent suggested an additional change in the military	35.8
(0)	No changes suggested	63.7
	Missing data	.6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

T3

Military Plans -- Hypothetical

Incentives (individual items) (continued)

G11a Changes suggested:

Changes in Basic Issues

(01)	Abolish military service; end the need for a military force at all	2.2
(02)	End the Vietnam War; de-escalate the War.	0.9
(03)	Take a real stand in the Vietnam War; escalate the War	0.5
(04)	Stop the "arms race".	0.1
(09)	Other changes in basic issues	1.1

Changes in Military System: Draft; Term of Service; etc.

(11)	End the draft; make the military service voluntary	4.2
(12)	Raise draft age; raise enlistment age	0.3
(13)	Equalize voting privileges with military obligation; either lower the voting age or raise the draft age; allow servicemen to vote	0.2
(14)	Shorter term of duty.	2.5
(15)	Longer training periods	0.6
(16)	Once sent overseas is enough.	0.1
(29)	Other changes in the military system.	3.5

Changes in Military Life and Material Benefits

(31)	Less emphasis on conformity and formality	1.7
(32)	Stop treating one man better than another; less emphasis on "rank"	2.4
(33)	Less "red-tape"	0.1
(34)	Treat the service like any other job.	0.6
(35)	More pay; get paid more often	2.0
(36)	More chances for advancement.	0.7
(37)	Choose your own type of work assignment	1.0
(38)	Choose your own location; be able to live near home; be able to come home more often	2.3
(39)	Better food	0.2
(40)	More time for religion.	0.2
(41)	Less harsh physically	0.6
(42)	More frequent rest and recovery for Vietnam servicemen	0.3
(43)	Help those enlisted learn a trade	0.5
(49)	Other changes in military life.	4.5
(98)	Other unique answers.	1.2
	Missing data.	65.1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Behaviors -- School abilities: scholastic behaviors

School ability, self-report (Time 1)

IB1 How do you rate yourself in school ability compared with those in your grade in school?

(1)	Far above average	5
(2)	Above average	32
(3)	Slightly above average	47
(4)	Slightly below average	14
(5)	Below average	2
(6)	Far below average	-
	Missing data	-

Average grade last year (Time 1)

IB13 What is the average grade you got in your classes last year? (1965-66 school year)

(10)	Failure (E or F) 59 or less	-
(22)	D- (60-62)	-
(25)	D (63-66)	3
(28)	D+ (67-69)	3
(32)	C- (70-72)	6
(35)	C (73-76)	20
(38)	C+ (77-79)	19
(42)	B- (80-82)	13
(45)	B (83-86)	18
(48)	B+ (87-89)	9
(52)	A- (90-92)	5
(55)	A (93-96)	4
(58)	A+ (97-99)	-
	Missing data	-

AVERAGE GRADE -- UNDER/OVER ACHIEVEMENT (Time 1)

Derived Variable*

Definition: This variable attempts to describe under/over achievement by computing the difference between the average grade in 1965-66 school year (IB13 above) and the Quick Test (QT) presented earlier under "Aptitudes, abilities, and knowledge." The QT score (after adjusting it to the average grade) is subtracted from the average grade score. The result is that any value for this variable over the mean is considered over-achievement and any value under the mean, under-achievement.

Computation: Average grade (IB13) - (.21 x QT)

Mean 1.00 Standard deviation .07

N=2052

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

Behaviors -- School Abilities: Scholastic Behaviors T3

(individual items) (continued)

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
(6)	Other	0.0
	Missing data	93.0

Behaviors -- Political

(individual item)

H6 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	13.6
(2)	Some of the time	42.5
(3)	Most of the time	31.0
(4)	All year around	11.7
	Missing data	1.3

Behaviors -- Extra-curricular Activities

(individual items)

What if any extracurricular activities have you participated in during the past year?

Pt.1:H1a Varsity Football

(0)	No	71.8
(1)	Yes	17.6
	Missing data	10.6

H1b Varsity basketball

(0)	No	79.1
(1)	Yes	10.3
	Missing data	10.6

H1c Varsity baseball

(0)	No	80.3
(1)	Yes	9.1
	Missing data	10.6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*
	PERSON	
	Behaviors -- Extra-curricular Activities (individual items) (continued)	T3
H1d	Other varsity sports	
	(0) No	70.2
	(1) Yes	19.2
	Missing data	10.6
H1e	Intramural sports	
	(0) No	72.0
	(1) Yes	17.4
	Missing data	10.6
H1f	Other school athletic activities (cheerleading; student manager of athletic team; etc.)	
	(0) No	73.7
	(1) Yes	15.7
	Missing data	10.6
H1g	Band	
	(0) No	79.1
	(1) Yes	10.3
	Missing data	10.6
H1h	Orchestra	
	(0) No	86.0
	(1) Yes	3.4
	Missing data	10.6
H1i	Choir; Chorus; Glee Club	
	(0) No	80.8
	(1) Yes	8.6
	Missing data	10.6
H1j	Other school music group	
	(0) No	83.2
	(1) Yes	6.2
	Missing data	10.6
H1k	School newspaper	
	(0) No	80.2
	(1) Yes	9.2
	Missing data	10.6
H1l	School yearbook; school literary magazine; etc.	
	(0) No	79.3
	(1) Yes	10.1
	Missing data	10.6

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *
	PERSON	
	Behaviors -- Extra-curricular Activities (individual items) (continued)	T3
H1m	School dramatics or Drama Club	
	(0) No	80.4
	(1) Yes	9.0
	Missing data	10.6
H1n	Other school speech activities or speech clubs	
	(0) No	84.3
	(1) Yes	5.2
	Missing data	10.6
H1o	Student government	
	(0) No	75.1
	(1) Yes	14.3
	Missing data	10.6
H1p	Language clubs	
	(0) No	83.8
	(1) Yes	5.6
	Missing data	10.6
H1q	Other student club or organization	
	(0) No	62.0
	(1) Yes	27.4
	Missing data	10.6
H1r	Other school club or organization	
	(0) No	81.7
	(1) Yes	7.7
	Missing data	10.6

Item Number	Item Content	Percentage Frequencies*

PERSON

Physical characteristics

Race (Time 1)

Interview Post-information	(1)	White	87
	(2)	Negro	12
	(5)	Other	1
		Missing data	--

RACE/SCHOOL TYPE (Time 1)

Derived Variable*

Definition: This variable classifies the respondents in the probability sample according to the regional location and racial composition of the school he attends.

(1)	White respondents (region and racial composition unspecified)	87
(2)	Negro respondents in integrated schools (region unspecified)	3
(3)	Negro respondents in northern segregated schools	3
(4)	Negro respondents in southern segregated schools	6
	Missing data	1

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

PERSON

Demographic information

Age (Time 1)

Definition: This variable is the respondent's age in years as of October, 1966. The constant of three has been added here to represent the respondent's age as of October, 1969.

16 years	1
17 years	14
18 years	66
19 years	16
20 years	4

Where brought up (Time 1)

II18 Were you brought up mostly:

(1)	On a farm	11
(2)	In the country, not on a farm	12
(3)	In a town	30
(4)	In a small city	21
(5)	In a large city	25
	Missing data	1

TOTAL NUMBER OF SCHOOLS ATTENDED (Time 1)

Derived Variable* Definition: This variable is a simple sum of three items: the number of elementary schools, junior high schools, and high schools attended.

One school only	-
Two schools	8
Three schools	41
Four schools	26
Five schools	12
Six schools	7
Seven schools	3
Eight or more schools	3
Missing data	-

Mean: 3.92 Standard deviation: 1.39

N=2056

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

PERSON

Demographic Information

(individual items)

T3

J1 Which of the following statements is true of you?

(1)	I have graduated from high school	3.6
(2)	I am in twelfth grade now and I expect to graduate sometime before September, 1969	82.4
(3)	I am in twelfth grade now and I expect to graduate sometime between December, 1969, and February, 1970.	3.5
(4)	I am in eleventh grade now.	1.7
(5)	I have dropped out of high school	6.9
	Missing data.	1.8

J3 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.

(1)	Vocational	11.6
(2)	General	30.3
(3)	Commercial or Business	6.7
(4)	College Preparatory.	40.9
(5)	Agricultural	2.3
(6)	Other.	1.0
	Missing data	7.2

J4 Are you currently:

(1)	Single	95.2
(2)	Married.	2.3
	Missing data	2.4

Item Number	Item Content	Percentage Frequencies*

HOME ENVIRONMENT

Family relationships

LIVING WITH PARENTS (Time 1)

II3A Do you live with your own mother and father?

(0)	Inappropriate	7
(1)	Yes	81
(5)	No, not ascertained	11

CLOSENESS TO FATHER (Time 1 Bracket Variable)

The values which follow represent bracketed ranges of the CLOSENESS TO FATHER index score. (The items which comprise the index are presented below and all were reversed.)

Mean: 4.88

Standard deviation: 1.84

N=1877

(1)	6
(2)	3
(3)	11
(4)	17
(5)	12
(6)	27
(7)	9
(8)	7
(9)	-
Missing data	9

D7 When you were growing up, how did you feel about how much affection you got from you father (or male guardian)?

(1) Wanted and got enough affection
(2) Wanted slightly more than I received
(3) Wanted more than I received
(4) Did not want affection from him

D10 *How often do you and your father (or male guardian) do things together that* you both enjoy -- things like playing sports, or going to sporting events, or working on things together?

(1) Several times a week
(2) About once a week
(3) Once or twice a month
(4) Less than once a month

D11 How close do you feel to your father (or male guardian)?

(1) Extremely close
(2) Quite close
(3) Fairly close
(4) Not very close

D12 How much do you want to be like your father (or male guardian) when you're an adult?

(1) Very much like him
(2) Somewhat like him
(3) A little like him
(4) Not very much like him
(5) Not at all like him

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

HOME ENVIRONMENT

Family relationships (continued)

POSITIVE FAMILY RELATIONSHIP CLUSTER (Time 1 Bracket Variable)

The values which follow represent bracketed ranges of the POSITIVE FAMILY RELATIONSHIP CLUSTER score. (The items which comprise the cluster are presented below.)

Mean: 4.75

SD: 1.77

(1)	4
(2)	7
(3)	13
(4)	20
(5)	23
(6)	17
(7)	11
(8)	4
(9)	2

D7R
D10R
D11R
D12R

CLOSENESS TO FATHER items presented above.

D8R 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
(2) Wanted slightly more than I received
(3) Wanted more than I received
(4) Did not want affection from her

D19R How close do you feel to your mother (or female guardian)?

(1) Extremely close
(2) Quite close
(3) Fairly close
(4) Not very close

D20R How much do you want to be like the kind of person your mother (or female guardian) is?

(1) Very much
(2) Somewhat
(3) A little
(4) Not very much
(5) Not at all

D9R How much influence do you feel <u>you</u> have in family decisions that affect you?

(1) A great deal of influence
(2) Considerable influence
(3) Moderate influence
(4) Some influence
(5) Little or no influence

*See Introduction to Tables

Item Number	Item Content

HOME ENVIRONMENT

Family relationships (continued)

POSITIVE FAMILY RELATIONSHIP CLUSTER (continued)

The remainder of the items comprising this cluster all have the same, response scale:

(1) Always
(2) Often
(3) Sometimes
(4) Seldom
(5) Never

How often do your parents (or guardians) do each of the following things:

D31 Completely ignore you after you've done something wrong.

D32 Act as if they don't care about you any more.

D33 Disagree with each other when it comes to raising you.

D34 Actually slap you.

D35 Take away your privileges (T.V., movies, dates).

D36R Listen to your side of the argument.

D37 Blame you or criticize you when you don't deserve it.

D38 Threaten to slap you.

D39R Talk over important decisions with you.

D40 Yell, shout or scream at you.

D41R Act fair and reasonable in what they ask of you.

D42 Disagree about punishing you.

D43 Nag at you.

Parental characteristics

SOCIO-ECONOMIC STATUS (Time 1 six item index)*

Index**

Minimum # of items upon which index calculated: 4 out of 6
# of cases upon which statistics are based: 2000
Mean: 5.02 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, 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 is 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 (11-25); 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.

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*For a more detailed description of this variable, see Bachman, J. G. Youth in Transition: Volume II. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, in process (release expected in late 1969).

**See Introduction to Tables

***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.

SOCIO-ECONOMIC STATUS (continued)

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, 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.

Item Number

Item Content

HOME ENVIRONMENT

Parental characteristics (continued)

Father's characteristics -- Duncan ranking of occupation (Time 1)

Derived Variable* Definition: The values in the column headed SES rank below are the socioeconomic status rankings that Otis D. Duncan developed for any occupation listed in the 1960 Census of Population Alphabetical Index of Occupations and Industries (Revised Edition).** Duncan, who utilized the results of a study ("prestige of occupations") begun by Cecil C. North and Paul K. Hatt and continued by the staff of the National Opinion Research Center (NORC), constructed the index in terms of the relationship between the NORC prestige ratings and two socioeconomic indicators: education and income data (as of the 1950 Census of Population). In order to determine the occupations which correspond to a given SES ranking, see Appendix A.

SES Rank	%	SES Rank	%	SES Rank	%	SES Rank	%	SES Rank	%
1	--	20	0.4	40	1.4	60	0.8	80	0.1
2	1.1	21	1.5	41	0.8	61	2.2	81	--
3	0.4	22	1.2	42	0.2	62	1.3	82	1.0
4	0.2	23	0.7	43	0.2	63	--	83	--
5	0.1	24	2.1	44	5.1	64	0.8	84	2.1
6	1.5	25	--	45	0.2	65	1.2	85	0.3
7	2.1	26	0.2	46	0.1	66	1.5	86	0.2
8	0.5	27	4.5	47	0.7	67	0.7	87	0.3
9	1.6	28	--	48	0.7	68	0.5	88	--
TOT	7.5	29	0.4	49	2.3	69	0.2	89	--
10	1.2	TOT	11.0	TOT	11.7	TOT	9.2	TOT	4.0
11	0.3	30	--	50	1.7	70	0.8	90	0.2
12	0.3	31	0.7	51	1.5	71	0.4	91	--
13	0.1	32	1.2	52	0.5	72	1.8	92	0.6
14	5.3	33	2.8	53	1.3	73	0.1	93	0.3
15	5.7	34	1.5	54	0.4	74	0.1	94	--
16	1.6	35	--	55	--	75	--	95	--
17	2.0	36	0.9	56	0.2	76	0.3	96	0.1
18	1.0	37	0.7	57	--	77	0.3	97	--
19	3.9	38	0.1	58	0.3	78	0.1	98	--
TOT	21.4	39	1.4	59	1.2	79	1.9	99	10.6
		TOT	9.3	TOT	7.1	TOT	5.8	TOT	11.8

*See Introduction to Tables

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

Item Number	Item Content	Percentage Frequencies*

HOME ENVIRONMENT

Parental characteristics (continued)

Father's characteristics -- Education (Time 1)

II17	How many grades of school did your father complete?		
	(1)	Less than high school	21
	(2)	Some high school (9-11 years)	14
	(3)	Some high school plus non-college training	5
	(4)	Completed high school (12 years)	23
	(5)	Completed high school plus non-college training	8
	(6)	Some college	10
	(7)	Completed college	7
	(8)	Post-graduate degree	4
		Missing data	9

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

HOME ENVIRONMENT

Parental Characteristics

T3

(individual items)

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.)

(1)	Less than $60 per week (less than $3,000/year)	3.6
(2)	$60 to $99 per week ($3,000 to $5,000/year)	10.0
(3)	$100 to $144 per week ($5,000 to $7,500/year)	24.0
(4)	$145 to $199 per week ($7,500 to $10,000/year)	22.5
(5)	$200 to $300 per week ($10,000 to $15,000/year)	19.9
(6)	More than $300 per week (more than $15,000/year)	9.5
(7)	I don't know	7.1
	Missing data	3.4

Father's military experience:

J9 Did your father ever serve in the Armed Forces?

(1)	No	32.7
(2)	Yes, he served but is not serving now.	63.6
(3)	Yes, and he is still serving right now	1.0
	Missing data	2.7

J10 In what branch does or did he serve?

(1)	Army	32.8
(2)	Navy	17.5
(3)	National Guard	0.6
(4)	Marine Corps	3.9
(5)	Air Force.	6.8
(6)	Coast Guard.	1.2
(7)	I don't know	0.9
	Missing data	36.2

J11 How did your father enter military service?

(1)	He entered voluntarily	35.4
(2)	He was drafted	15.9
(3)	I don't know	13.0
	Missing data	35.7

J12 How long has he served on active duty?

(1)	Less than 2 years.	9.3
(2)	2-4 years.	38.5
(3)	4-8 years.	8.5
(4)	More than 8 years.	3.8
	Missing data	39.8

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

HOME ENVIRONMENT

Sibling characteristics

FAMILY SIZE (Time 1)

No siblings	5
One sibling	21
Two siblings	22
Three siblings	20
Four siblings	12
Five siblings	8
Six siblings	5
Seven siblings or more	7

Mean: 2.90 Standard deviation: 1.88

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *

HOME ENVIRONMENT

Sibling Characteristics

T3

(individual items)

J13 Do you have any brothers who are now, or who have been in the service?

(1)	Yes	24.8
(2)	No	73.8
	Missing data	1.4

Item Number	Item Content	Percentage Frequencies*

INTERPERSONAL INFLUENCE

Influence sending -- re: personal plans and behaviors

College -- ROLE SENDING TO GO TO COLLEGE (Time 1)

Derived Variable*

Definition: This variable is based on two Interview items which asked the respondent to decide from a list including father, mother, brother, sister, teacher, friends, relatives, and others who would care if he went to college or decided not to go.

(1)	Shouldn't go to college	3
(2)	Some don't care if he doesn't go to college	1
(3)	Some don't care if he doesn't go to college and some would feel bad if he doesn't go	5
(4)	Some don't care if he doesn't go but all would feel bad if he doesn't go	3
(5)	Some don't care if he goes	5
(6-8)	Should go to college	64
	Missing data	20

Mean: 6.45 Standard deviation: 2.69

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *

INTERPERSONAL INFLUENCE

Influence Sending (re: Personal Plans and Behaviors)

T3

We are interested in finding out who young men turn to when they want to talk about their military service plans. How important is the opinion of each of the following people in helping you make any decisions about the military?

Item Number			Percentage Frequencies: *
J7a	Your father.		
	(1)	Very important	48.4
	(2)	Important.	34.0
	(3)	Not at all important	12.1
		Missing data	5.5
J7b	Your mother.		
	(1)	Very important	29.2
	(2)	Important.	44.4
	(3)	Not at all important	21.7
		Missing data	4.7
J7c	Your brothers.		
	(1)	Very important	17.5
	(2)	Important.	38.2
	(3)	Not at all important	35.3
		Missing data	8.9
J7d	Close friends.		
	(1)	Very important	14.6
	(2)	Important.	57.9
	(3)	Not at all important	22.7
		Missing data	4.8
J7e	Relatives.		
	(1)	Very important	7.4
	(2)	Important.	47.8
	(3)	Not at all important	39.5
		Missing data	5.3
J7f	Teachers.		
	(1)	Very important	7.9
	(2)	Important.	44.7
	(3)	Not at all important	41.7
		Missing data	5.7

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

INTERPERSONAL INFLUENCE

Influence Sending (re: Personal Plans and Behaviors) (individual items) (continued)

		T3
J7g	Counselors.	
	(1) Very important	14.6
	(2) Important.	46.1
	(3) Not at all important	33.3
	Missing data	6.0
J7h	Military recruiter.	
	(1) Very important	34.0
	(2) Important.	33.9
	(3) Not at all important	26.5
	Missing data	5.6
J7i	Other.	
	(1) Very important	6.4
	(2) Important.	2.9
	(3) Not at all important	5.8
	Missing data	84.9
J7j	Clergy.	
	(1) Very important	1.7
	(2) Important.	0.0
	(3) Not at all important	0.0
	Missing data	98.3
J7k	Someone who served.	
	(1) Very important	1.6
	(2) Important.	0.0
	(3) Not at all important	0.0
	Missing data	98.4
J71	Wife/fiance/girl-friend.	
	(1) Very important	2.4
	(2) Important.	0.0
	(3) Not at all important	0.0
	Missing data	97.6
J14	How would your best friends feel if you enlisted in the military during the next 12 months?	
	(1) They would feel happy about it; they would like it	9.1
	(2) They wouldn't care.	46.6
	(3) They would feel unhappy about it; they wouldn't like it.	42.2
	Missing data.	2.0

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*

INTERPERSONAL INFLUENCE

Influence Sending (re: Personal Plans and Behaviors) — T3

(individual items) (continued)

J15 How would your parents or guardians feel if you enlisted in the military during the next 12 months?

(1)	They would feel happy about it; they would like it	15.0
(2)	They wouldn't care	13.0
(3)	They would feel unhappy about it; they wouldn't like it	~~1.0~~ 70.0
	Missing data	2.0

J16 How would your brothers and sisters feel if you enlisted in the military during the next 12 months?

(1)	I don't have any brothers and sisters	5.6
(2)	They would feel happy about it; they would like it	11.9
(3)	They wouldn't care	22.6
(4)	They would feel unhappy about it; they wouldn't like it	57.4
	Missing data	2.5

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies:*
	INTERPERSONAL INFLUENCE	
	Characteristics of Friends	T3
	(individual items)	
	About your friends:	
J8a	About how many will volunteer for military service?	
	(1) All	0.9
	(2) Many	9.9
	(3) Some	42.4
	(4) Few	37.9
	(5) None	7.6
	Missing data	2.2
J8b	About how many will wait until they are drafted -- but then serve willingly?	
	(1) All	5.8
	(2) Many	39.7
	(3) Some	36.6
	(4) Few	14.2
	(5) None	2.2
	Missing data	1.4
J8c	About how many will wait until they are drafted -- but won't like it?	
	(1) All	5.3
	(2) Many	27.4
	(3) Some	31.3
	(4) Few	27.8
	(5) None	6.0
	Missing data	2.2
J8d	About how many will refuse to serve?	
	(1) All	1.0
	(2) Many	2.7
	(3) Some	6.5
	(4) Few	28.4
	(5) None	59.6
	Missing data	1.8

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*

COMMUNITY CHARACTERISTICS

Region code (Time 1)

Derived Variable* Definition: This variable was derived by extracting the hundred's digit from the three-digit primary sampling unit number that the Sampling Section of the Institute for Social Research has developed. The result is to divide the continental United States into four major geographic regions.

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

Mean: 2.71 Standard deviation: 1.07

Urbanicity (Time 1)

Derived Variable* Definition: This variable is an item from the Principal Questionnaire which asks if the area that the school serves is:

(1)	Rural	22
(2)	Small town (under 15,000)	18
(3)	City (15,000-50,000), not a suburb	15
(4)	Suburb (residential or industrial).	24
(5)	City over 50,000	22

Mean: 3.05 Standard deviation: 1.48

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies*					
		Missing data	Much more important than average (1)	A little more important than average (2)	About average importance (3)	A little less important than average (4)	Much less important than average (5)
	PERSON-ENVIRONMENT FIT						
	Fit along seven dimensions						
	Independence (Time 1)						
IG1C	How does the amount of independence you have in school fit in with what you want	-	1	3	70	22	4
	Achieve success (Time 1)						
IG3C	How does the chance to do things where you might win or achieve fit in with what you want.	-	2	4	80	13	2
	Affiliation with friends (Time 1)						
IG2C	How does the chance for spending time with your friends fit in with what you want	-	1	2	61	31	5
	Avoid failure (Time 1)						
IG5D	How does the chance or requirement for doing things where you might fail fit in with what you want	-	5	18	66	9	2
	Self-development (Time 1)						
IG6D	How does the chance or requirement for improving yourself fit in with what you want	-	1	7	73	16	3
	Self-utilization (Time 1)						
IG7D	How does the chance or requirement for doing things you're already good at fit in with what you want .	-	1	4	64	25	5
	Intelligence (Time 1)						
IG8E	How does this opportunity or requirement for using a lot of intelligence in school fit in with what you want	-	2	11	74	13	2

*See Introduction to Tables

Item Number	Item Content	Percentage Frequencies: *

SPECIAL PURPOSE VARIABLES

		T3
J17	Rear cover comment:	
	(0) No comment was written in	87.4
	(1) R wrote in a comment about the YOUTH IN TRANSITION Study.	7.8
	(2) R wrote in a "substantive" comment -- for example, a comment about military matters . .	4.9
J18	Trio number: discretionary school respondents were matched on school, race, and socio-economic level. On this basis, they were matched in trios and randomly assigned one of three versions of the questionnaire (see item J19).	
	Total number of matched trios . . .	
J19	Version number: the three versions of the military questionnaire are designated only by a change in the stimuli for the hypothetical conditions. Between pages 25 and 31, the following stimuli were used:	
	Version 1: "--The United States has pulled all of its troops out of Vietnam and has no military commitments over there."	
	"--There is no draft."	
	Version 2: "--The United States has pulled all of its troops out of Vietnam and has no military commitments over there."	
	Version 3: "--There is no draft."	

*See Introduction to Tables

APPENDIX A

CENSUS BOOK CODE	ISR ID #	OCCUPATION	SOCIO-ECONOMIC INDEX
		PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS	
000	001	Accountants & auditors	78
010	002	Actors & actresses	60
012	003	Airplane pilots & navigators	79
013	004	Architects	90
014	005	Artists & art teachers	67
015	006	Athletes	52
020	007	Authors	76
021	008	Chemists	79
022	009	Chiropractors	75
023	010	Clergymen	52
030-060	012	College presidents, prof's, instructors (n.e.c.)	84 ——USE ONLY WITH E INDUSTR
070	013	Dancers & dancing teachers	45
071	014	Dentists	96
072	015	Designers	73
073	016	Dieticians & nutritionists	39
074	017	Draftsmen	67
075	018	Editors & reporters	82
		Engineers, technical	
080	020	Aeronautical	87
081	021	Chemical	90
082	022	Civil	84
083	023	Electrical	84
084	024	Industrial	86
085	025	Mechanical	82
090	026	Metallurgical, meta'ts.	82
091	027	Mining	85
092-093	028	Not elsewhere classified (Inc. kind not reported)	87

CBC	ID#	OCCUPATION	SES
		PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS - cont.	
101	029	Entertainers (n.e.c.)	31
102	030	Farm & home management advisors	83
103	031	Foresters & conservationists	48
104	032	Funeral directors & embalmers	59
105	033	Lawyers & judges	93
111	034	Librarians	60
120	035	Musicians & music teachers	52
130-145	036	Natural scientists (n.e.c.)	80
150	037	Nurses, professional	46
151	038	Nurses, student professional	51————USE ONLY WITH H INDUSTR
152	039	Optometrists	79
153	040	Osteopaths	96
154	041	Personnel & labor-relations workers	84
160	042	Pharmacists	82
161	043	Photographers	50
162	044	Physicians and surgeons	92
163	011	Public relations men & publicity writers	82*
164	045	Radio operators	69
165	046	Recreation & group workers	67
170	047	Religious workers	56
171	048	Social & welfare workers, except group	64
172-175	049	Social scientists	81

CBC	ID#	OCCUPATION	SES
		PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS - cont.	
180	050	Sports instructors & officials	64
181	051	Surveyors	48
182-184	052	Teachers (n.e.c.)	72
185	053	Technicians, med. & dent.	48
190-191.	054	Technicians, testing	62
192	055	Technicians, n.e.c.	62
193	056	Therapists & healers (ne.c.)	58
194	057	Veterinarians	78
195	058	Professional, technical, & kindred workers (n.e.c.)	65
N=200		FARMERS & FARM MANAGERS (not laborers & foremen)	
N(self owner)	019	Farmers (farm owners)	14 ——— USE ONLY WITH A INDUSTRY
N(ten, share)	059	Farmers (tennants & share-croppers)	14 ——— USE ONLY WITH A INDUSTRY
N(NA type)	191	Farmers (NA which type)	14 ——— USE ONLY WITH A INDUSTRY
222	060	Farm managers	36 ——— USE ONLY WITH A INDUSTRY
		MANAGERS, OFFIC., & PROPR., EXCEPT FARM	
250	061	Buyers & dept. heads, store	72 ——— USE ONLY WITH F, G, 606-609, 617-629, 637-658, 666-696 INDUSTRY
251	062	Buyers & shippers, farm prod.	33 ——— USE ONLY WITH 609 OR 616 INDUSTRY
252	063	Conductors, railroad	58
253	064	Credit men	74

CBC	ID#	OCCUPATION	SES
		MANAGERS, OFFIC., & PROPR., EXCEPT FARM- cont.	
254	065	Floormen & floor mgrs., store	50 ——— USE ONLY WITH D, F, G, 637-696 INDUSTRY
260	066	Inspectors, public admin. (incl. not rep.)	63
260(906 + J)	067	Federal public admin & postal service	72 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
260(926)	068	State public admin.	54 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
260(936)	069	Local public admin.	56 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
262	070	Mgrs. & super's, buildings	32
265	071	Officers, pilots, pursers, & engineers, ship (other than navy or coastguard)	54
270	072	Officials and administrators & pub. admin. (n.e.c.)	66 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
270(906 & J)	073	Federal pub. admin. & postal service (incl. not reported)	84 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
270(926)	074	State pub. admin.	66 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
270(936)	075	Local pub. admin.	54 ——— USE ONLY WITH J OR 906-936 INDUSTRIES
275	076	Officials - lodge, society, union, etc.	58 ——— USE ONLY WITH 888 INDUST.
280	077	Postmasters	60 ——— USE ONLY WITH 906 INDUST.
285	078	Purchasing agents & buyers (n.e.c.)	77
R-SALARIED		MANAGERS, OFFICIALS, & PROPRIETORS (n.e.c.) SALARIED ONLY	
R-SALARIED=290		If NA industry - see "All Other Industry" below. For Agriculture, Forestry, Fisheries, & Mining - see "All Other Industries" below.	
R(C)	080	Construction	60

CBC	ID#	OCCUPATION	SES
		MANAGERS, OFFICIALS, & PROPR., (n.e.c.) SALARIED ONLY - cont.	
R(206-459,B,M)	081	Manufacturing	79
R(507-526,L)	082	Transportation	71
R(536-579)	083	Communications, utilities & sanitary services	76
R(606-629)	084	Wholesale trade	70
		Retail trade (if NA kind see "Other Retail Trade")	
R(637 & F)	086	Food & dairy products stores and milk retg.	50
R(639 & G)	087	Gen. Mchdse. - 5 & 10 store	68
R(646 + 647)	088	Apparel & access. stores & shoe stores	69
R(648+649)	089	Furniture, home furn, & equipment stores	68
R(656)	090	Motor vehicles & access., retail	65
R(657)	091	Gasoline service stations	31
R(658)	079	Drugstores	59
R(D)	092	Eating and drink places	39
R(666+676)	093	Hardware, farm implements, & building material, retail	64
R(678-696)	094	Other retail trade (incl. not rep.)	59
R(706 & 716)	095	Banking & other finance	85
R(726 & 736)	096	Insurance and other real estate	84
R(806 & 807)	097	Business services	80
R(808)	098	Auto repair & garages	47

CBC	ID#	OCCUPATION	SES	
SALARIED		MGRS., OFF., & PROPR.--cont.		
R(809)	099	Misc. repair services	53	
R(826-839)	100	Personal services	50	
R(999&017-156, 846-898, A, H, E)	101	All other ind. (incl. not rep.) Incl. Agric. (for farm mgr. see code 222) Forestry, Fisheries, & Mining	62	NOTE: R OCCUPATION CODE MUST NOT BE USED FOR J, K, 906-936 INDUSTRIES
R-SELF-EMPLOYED		MANAGERS, OFFICIALS, & PROPRIETORS (n.e.c.) SELF-EMPLOYED ONLY		
R-SELF-EMPLOYED=291		(If NA ind. see "All Other Indust." below) For Agriculture, Forestry, Fisheries, & Mining, see "All Other Ind." below		
R(C)SE	103	Construction	51	
R(206-459,B,M)SE	104	Manufacturing	61	
R(507-526,L)SE	105	Transportation	43	
R(536-579)SE	106	Communications & utilities, & sanitary services	44	
R(606-629)SE	107	Wholesale trade	59	
		Retail trade (If NA kind see "other retail trade"		
R(637+F)SE	109	Food & dairy products stores & milk ret'g.	33	
R(639+G)SE	110	Gen. Mchdse. - 5&10 store	47	
R(646+647)SE	111	Apparel & access. stores	65	
R(648+649)SE	112	Furn., home furn., & equipment stores	59	
R(656)SE	113	Motor vehicles & acc.	70	
R(657)SE	114	Gasoline serv. stations	33	
R(D)SE	115	Eating & drink places	37	
R(666+676)SE	116	Hardware, farm impl., & building mat., retail	61	

CBC	ID#	OCCUPATION	SES	
SELF-EMPLOYED		MGRS., OFF., & PROPR., - cont.		
R(678-696+658)SE	117	Other Retail Trade (inc. not rep.)	49	
R(706&716)SE	118	Banking and other finance	85	
R(726&736)SE	119	Insurance & other real estate	76	
R(806+807)SE	120	Business services	67	
R(808)SE	121	Auto repair serv. & gar.	36	
R(809)	122	Misc. repair services	34	
R(826-839)SE	123	Personal services	41	
R(999&017-156, 846-898,A,H,E)SE	124	All other ind. (incl. not rep.) Incl. Agric. (for farmer see Code N), Forestry, Fisheries, & Mining	49	NOTE: OCCUPATION CODE MUST NOT BE USED WITH J, K, 906-936 INDUST.
		CLERICAL AND KINDRED WORKERS		
301	125	Agents (n.e.c.)	68	
302	126	Attendants & assis., Library	44	
303	127	Att's., Physicians & dentists office	38	
304	128	Baggagemen, transportation	25	USE ONLY WITH L, 507-526 INDUSTRIES
305	129	Bank tellers	52	USE ONLY WITH 706 INDUST
310	130	Bookkeepers	51	
312	131	Cashiers	44	
313	132	Collectors, bill & acct.	39	
314	133	Dispatchers & starters, vehicle	40	
315	134	Express mesenger & railway mail clerks	67	USE ONLY WITH L OR 906 INDUSTRIES
320	085	File clerks	44*	
321	173	Insur. adjusters, examiners, & investigators	62*	

CRC	ID#	OCCUPATION	SES
		CLERICAL AND KINDRED WORKERS - cont.	
323	135	Mail carriers	53 ——— USE ONLY WITH 906 INDUST.
324	136	Messenger & office boys	28
325	137	Office machine operators	45
333	102	Payroll & timekeepers	44
340	108	Postal clerks	44* ——— USE ONLY WITH 906 INDUST
341	153	Receptionists	44*
Z	507	Secretaries	61*
343	138	Shipping and rec. clerks	22
345	139	Stenographers	61*
350	501	Stock clerks & storekeepers	44*
351	140	Telegraph messengers	22 ——— USE ONLY WITH 539 INDUST.
352	141	Telegraph operators	47
353	142	Telephone operators	45
354	143	Ticket, station & exp. agt.	60 ——— USE ONLY WITH L, 507-526 INDUSTRIES
360	506	Typists	61*
Y	144	Clerical & kind. workers (n.e.c.)	44
		SALES WORKERS	
380	145	Ad. agents & salesmen	66
381	146	Auctioneers	40
382	147	Demonstrators	35
383	148	Hucksters & peddlers	08
385	149	Ins. agents & brokers & underwriters	66*
390	150	Newsboys	27

CBC	ID#	OCCUPATION	SES
		SALES WORKERS -cont.	
393	151	Real estate agents & brokers	62
S S=394		Salesmen & sales clerks (n.e.c.) (If ind. NA see "Other Ind.")	
S(206-459,B,M)	154	Manufacturing	65
S(606-629)	155	Wholesale trade	61
S(637-696,D,F,G)	156	Retail trade	39
S(999 & all not above)	157	Other ind. (incl. not rep.)	50
395	152	Stock & bond salesmen	73
		CRAFTSMEN, FOREMEN, & KINDRED WORKERS	
401	158	Bakers	22
402	159	Blacksmiths	16
403	160	Boilermakers	33
404	161	Bookbinders	39
405	162	Brickmasons, stonemasons, & tile-setters	27
410	163	Cabinetmakers	23
Q	164	Carpenters	19
413	165	Cement & concrete finishers	19
414	166	Compositors & typesetters	52
415	167	Cranemen, derrickmen, & hoistmen	21
420	168	Decorators & window dressers	40
421	169	Electricians	44
423	170	Electrotypers & stereotypers	55

CBC	ID#	OCCUPATION	SES	
		CRAFTSMEN, FOREMEN, & KINDRED WORKERS - cont.		
424	171	Engravers, exc. photoengravers	47	
425	172	Excavating, grading, & road machinery operators	24	
430		Foremen (n.e.c.) (If ind. NA see "Other Ind.")		
430(C)	174	Construction	40	
		Manufacturing (If mfg. but NA kind see "Other non-dur. goods" below)		
430(237-249)	176	Metal industries	54	
430(256-259,M)	177	Machinery, incl. elec.	60	
430(267-276)	178	Transportation equip.	66	
430(286-296,206-236)	179	Other durable goods	41	
430(346-367,B)	180	Textiles, textile products & apparel	39	
430(386-459,306-329)	181	Other non-dur. goods (incl. not spec. mfg.)	53	
430(L)	182	Railroads & railway exp. services	36	
430(507-526)	183	Transportation, exc. rr	45	
430(536-579)	184	Telecommunications & utilities & sanitary services	56	
430(999+017-156, 606-936,A,D,E,F,G, H,J)	185	Other ind. (incl. not rep)	44	——— 430 OCCUPATION CODE MUST NOT BE USED WITH K INDUSTRY
431	186	Forgemen & hammermen	23	
432	187	Furriers	39	
434	188	Glaziers	26	

CBC	ID#	OCCUPATION	SRS	
		CRAFTSMEN, FOREMEN, & KINDRED WORKERS - cont.		
435	189	Heat treaters, annealers, & temperers	22	
444	190	Inspectors, scalers, & graders, log & lumber	23	
450		Inspectors (n.e.c.) (If NA ind. see "Other Ind." below)		
450(C)	192	Construction	46	
450(L)	193	Railroads & railway exp. serv.	41	
450(507-579)	194	Transport., exc. rr comm. & other pub. utilities	45	
450(999&all not above, except J, K,906-936)	195	Other non-mfg. ind. (incl. not rep.)	38	450 OCCUPATION CODE MUST NOT BE USED WITH J, K, 906-936 INDUSTRIES
451	196	Jewelers, watchmakers, goldsmiths, & silversmiths	36	
452	197	Job-setters, metal	28	
453	198	Linemen & servicemen, telegraph, telephone, & power	49	
454	199	Locomotive engineers	58	
460	200	Locomotive firemen	45	
461	201	Loom fixers	10	
465	202	Machinists	33	
		Mechanics & repairmen		
470	203	Airconditioning, heating & refrigeration	27*	
471	204	Airplane	48	
472	205	Automobile	19	
473	206	Office machine	36	

CBC	ID#	OCCUPATION	SES	
		CRAFTSMEN, FOREMEN, & KINDRED WORKERS - cont.		
474	207	Radio & television	36	
475	208	Railroad & car shop	23	
480	209	Not elsewhere classified (incl. NA type)	27	
490	210	Millers, grain, flour, feed, etc.	19	
491	211	Millwrights	31	
492	212	Molders, metal	12	
493	213	Motion picture projectionists	43	
494	214	Opticians & lens grinders & polishers	39	
495	215	Painters, const. & maint.	16	
501	216	Paperhangers	10	
502	217	Pattern & model makers, exc. paper	44	
503	218	Photoengravers & lithog's	64	
504	219	Piano & organ tuners & repairs	38	
505	220	Plasterers	25	
510	221	Plumbers & pipefitters	34	
512	222	Pressmen & plate printers, printing	49	
513	223	Rollers & roll hands, metal	22	
514	224	Roofers & slaters	15	
515	225	Shoemakers & repairers, exc. factory	12	——— DO NOT USE WITH B,M, 206-459 INDUSTRIES
520	226	Stationary engineers	47	
521	227	Stone-cutters & carvers	25	

CBC	ID#	OCCUPATION	SES	
		CRAFTSMEN, FOREMEN, & KINDRED WORKERS - cont.		
523	228	Structural metal workers	34	
524	229	Tailors & tailoresses	23	
525	230	Tinsmiths, coppersmiths, & sheet metal workers	33	
530	231	Tool & die makers & setters	50	
535	232	Upholsterers	22	
545	233	Craftsmen & kind. workers, n.e.c.	32	
555	428	Members of the armed forces: Enlisted men	-	Use only with J Industry
555	429	Officers	-	"
555	244	N.A. whether enlisted or officer	-	"
		OPERATIVES & KINDRED WORKERS		
		Apprentices (If trade NA see trade)		
601	236	Auto mechanics	25	
602	237	Bricklayers & masons	32	
603	238	Carpenters	31	
604	239	Electricians	37	
605	240	Machinists & toolmakers	41	
610	241	Mechanics, exc. auto	34	
612	242	Plumbers & pipefitters	33	
613	243	Building trades (n.e.c.)	29	
614	245	Metalworking trades (n.e.c.)	33	
615	246	Printing trades	40	
620	247	Other specified trades	31	
621	248	Trade not specified	39	

CBC	ID#	OCCUPATION	SES	
		OPERATIVES & KINDRED WORKERS - cont.		
630	249	Asbestos & insulation workers	32	
631	451	Assemblers	17*	
632	250	Attendants, auto serv. & parking	19	
634	251	Blasters & powdermen	11	
635	252	Boatmen, canalmen, & lock keepers	24	
640	253	Brakemen, railroad	42	
641	254	Bus-drivers	24	
642	256	Chainmen, rodmen, axemen, survey	25	
643	500	Checkers, examiners, & inspectors, manual	17*	USE ONLY WITH B,M OR 2--, 3-- OR 4-- INDUST.
645	257	Conductors, bus & street rw	30	USE ONLY WITH 507 INDUST
650	258	Deliverymen & routemen	32	
651	259	Dressmakers & seamstresses, exc. factory	23	DO NOT USE WITH B,M, 206-459 INDUSTRIES
652	260	Dyers	12	
653	261	Filers, grinders & polishers, metal	22	
654	262	Fruit, nut & veget. graders & packers, exc. factory	10	DO NOT USE WITH B,M, 206-459 INDUSTRIES
670	263	Furnacemen, smeltermen, pourers	18	
671	299	Graders, sorters, manuf.	17*	USE ONLY WITH B,M, OR 2--, 3-- OR 4-- INDUST.
672	264	Heaters, metal	29	
673	300	Knitters, loopers, toppers, textile	21*	USE ONLY WITH 346-356 INDUSTRY

CBC	ID#	OCCUPATION	SES	
		OPERATIVE & KINDRED WORKERS-cont.		
674	265	Laundry & dry cleaning oper.	15	DO NOT USE WITH K IND.
675	266	Meatcutters, exc. slaughter & packing house	29	DO NOT USE WITH 306 IND.
680	267	Milliners	46	
685	268	Mine operators & laborers (n.e.c.)(If NA which below)	10	USE ONLY WITH 126-156 IND
685(136)	269	Coal mining	02	USE ONLY WITH 126-156 IND
685(146)	270	Crude petrol & nat gas	38	USE ONLY WITH 126-156 IND
685(156+126)	271	Mining & quarrying, exc fuel	12	USE ONLY WITH 126-156 IND
690	272	Motormen, mine, factory, logging camp, etc.	03	USE ONLY WITH 126-156 IND
691	273	Motormen, street, subway, etc.	34	USE ONLY WITH 507 INDUST
692	274	Oilers & greasers, exc auto	15	
693	235	Packers & wrappers n.e.c.	13*	
694	275	Painters, exc. const. & maint.	18	
695	276	Photographic process workers	42	
701	277	Power-station operators	50	
703	278	Sailors & deck hands	16	
704	255	Sawyers	05	
705	279	Sewers & stitchers, manuf.	17*	USE ONLY WITH 3,M,2--, 3-- OR 4-- INDUSTRIES
710	280	Spinners, textile	05	
712	281	Stationary firemen	17	
713	282	Switchmen, railroad	44	
714	283	Taxi drivers & chauffers	10	
T	284	Truck & tractor drivers	15	
720	285	Weavers, textile	06	
721	286	Welders & flame cutters	24	

CBC	ID#	OCCUPATION	SES	
W		OPERATIVES & KINDRED WORKERS n.e.c.		
W=775		Non-Manufacturing		
W(C)	363	Construction (For other non-mfg. ind. see after mfg. industries below)	18	
		Manufacturing (If NA what kind of mfg. see under "Manufacturing")		
		Durable goods		
		Lumber & wood products, exc. furniture		
W(206)				DO NOT USE W OCCUPATION CODE WITH 206 INDUSTRY
W(207)	290	Sawmills, planing mills, & millwork	07	
W(208)	291	Misc. wood products	09	
W(209)	292	Furniture & fixtures	09	
W(216-236)	293	Stone, clay & glass prod. (If NA which below)	17	
W(216)	294	Glass & glass products	23	
W(217)	295	Cement, concrete, & gypsum prod. & plaster	10	
W(218)	296	Structural clay products	10	
W(219)	297	Pottery & related products	21	
W(236)	298	Misc. nonmetallic mineral & stone products	15	
		Metal Industries		
W(237)	301	Blast furnaces, steel works & rolling mills	17	
W(238)	302	Other primary iron & steel industries	12	
W(239)	303	Primary nonferrous ind.	15	
W(246)	304	Cutlery, hand tools, & other hardware	16	

CBC	ID#	OCCUPATION	SES
		OPERATIVE & KINDRED WORKERS n.e.c. - cont.	
W(247)	305	Fabricated structural met. products	16
W(248)	306	Misc. Fab. metal prods.	15
W(249)	307	Not spec. metal industries	14
W(256+257,M)	308	Machinery, exc. elec. (If NA which below)	22
W(256)	309	Agricultural machinery	21
W(257)	310	Office & store machines & devices	31
W(M)	311	Misc. machinery	22
W(259)	312	Elec. mach., & equip. & supp.	26
W(267-276)	313	Trans. equip. (If NA which Below)	23
W(267)	314	Motor veh. & equip.	21
W(268)	315	Aircraft & parts	34
W(269)	316	Ship & boat bldg. & repairing	16
W(276)	317	Railroad & misc. trans. equipment	23
W(286-289)	318	Professional & photographic equip. & watches (If NA which below)	29
W(286)	319	Prof. equip. & supplies	23
W(287)	320	Photo equip. & supplies	40
W(289)	321	Watches, clocks, & clock-work operated devices	28
W(296)	322	Misc. mfd. ind.	16
		Non-durable goods	
		Food & kindred products (If NA which see Not Spec. Food Ind. below)	

CBC	ID#	OCCUPATION	SES
		OPERATIVES AND KINDRED WORKERS n.e.c. - cont.	
W(306)	324	Meat products	16
W(307)	325	Dairy products	22
W(308)	326	Canning & preserving fruits, veg., & sea foods	09
W(309)	327	Grain mill products	14
W(316)	328	Bakery products	15
W(317)	329	Confectionary & related products	12
W(318)	330	Beverage industries	19
W(319)	331	Misc. food prep. & kindred products	11
W(326)	332	Not spec. food ind.	19
W(329)	333	Tobacco mfg.	02
W(346-356)	334	Textile mill prod. (If NA which below)	06
W(346)	335	Knitting mills	21
W(347)	336	Dyeing & finishing textiles, exc. knit goods	08
W(348)	337	Carpets, rugs, floor cov.	14
W(349)	338	Yarn, thread, & fab. mills	02
W(356)	339	Misc. tex. mill prod.	10
W(367&B)	340	Apparel & other fabricated textile prod. (If NA which below)	21
W(B)	341	Apparel & access.	22
W(367)	342	Misc. fab. tex. prod.	17

CDC	ID#	OCCUPATION	SES
		OPERATIVES & KINDRED WORKERS n.e.c. - cont.	
W(386-389)	343	Paper & allied products (If NA which below)	19
W(386)	344	Pulp, paper, & paperbd. mills	19
W(387)	345	Paperboard containers, boxes	17
W(389)	346	Misc. paper & pulp prod.	19
W(396+398)	347	Printing, publishing, & allied industries	31
W(406-409)	348	Chemical & allied prod. (If NA which below)	20
W(406)	349	Synthetic fibres	09
W(407)	350	Drugs & medicines	26
W(408)	351	Paints, varnishes, & related prod.	15
W(409)	352	Misc. chem. & allied prod.	23
W(416+419)	353	Petroleum & coal prod. (If NA which below)	51
W(416)	354	Petroleum refining	56
W(419)	355	Misc. pet. & coal prod.	14
W(426&429)	356	Rubber prod. & misc. plastic products	22
W(436-438)	357	Leather & leather prod. (If NA which below)	16
W(436)	358	Leather: tanned, curried & finished	10
W(437)	359	Footwear exc. rubber	09
W(438)	360	Leather prod. exc. footwear	14

CBC	ID#	OCCUPATION	SES	
		OPERATIVES & KINDRED WORKERS n.e.c. - cont.		
W(459)	361	Not spec. mfg. ind. (Incl. MFG. but NA kind)	16	
		Other non-manufacturing		
		Construction - see before mfg. industries (If NA what kind see Not. Spec. Ind. below)		
W(L)	364	Railroads & railway express services	15	
W(507-526)	365	Transportation, exc. rail	23	
W(536-579)	366	Communications & utilities and sanitary services	21	
W(606-696,D,F,G)	367	Wholesale & retail trade	17	
W(806-809)	368	Business & repair services	19	
W(826-839,K)	369	Personal services	11	
W(906-936,J)	370	Public administration	17	
W(999-non-manuf.)	362	Not spec. non-mfg. ind. (Incl. non-mfg. but NA kind)	18	
W(999&017-018,706-736,846-898,A,E,H)	371	All other ind. incl. kind	20	DO NOT USE W OCCUPATION CODE WITH 126-156 INDUST.
		PRIVATE HOUSEHOLD WORKERS		
801	175	Baby sitters, priv. households	07*	USE ONLY WITH K INDUST.
802	372	Housekeepers, priv. h.h. (If NA which below)	19	USE ONLY WITH K INDUSTRY
802(L,O)	374	Living out	21	USE ONLY WITH K INDUSTRY
802(LI)	373	Living in	10	USE ONLY WITH K INDUSTRY
803	375	Laundress, priv. h.h. (If NA which below)	12	USE ONLY WITH K INDUSTRY
803(LO)	376	Living out	12	USE ONLY WITH K INDUSTRY
803(LI)	505	Living in	--	USE ONLY WITH K INDUSTRY

CBC	TD#	OCCUPATION	SES	
		PRIVATE HOUSEHOLD WORKERS - cont.		
P	377	Priv. h.h. workers n.e.c. (If NA which below)	07	USE ONLY WITH K INDUSTRY
P(LO)	379	Living out	06	USE ONLY WITH K INDUSTRY
P(LI)	378	Living in	12	USE ONLY WITH K INDUSTRY
		SERVICE WORKERS, EXCEPT PRIVATE HOUSEHOLD		
810	380	Attendants, institutions, hosp.	13	
812	381	Attendants, prof. & per. serv. n.e.c.	26	
813	382	Att's. rec. & amusement	19	
814	383	Barbers	17	
815	384	Bartenders	19	
820	386	Bootblacks	08	
821	385	Boarding & lodg. housekeepers	30	USE ONLY WITH 826 IND.
823	287	Chambermaids & maids, exc. private household	11	DO NOT USE WITH K IND.
824	387	Charwomen & cleaners	10	
825	388	Cooks, exc. priv. h.h.	15	DO NOT USE WITH K IND.
830	389	Counter & fountain workers	17	
831	390	Elevator operators	10	
832	393	Housekeepers & stewards, exc. private households	31	DO NOT USE WITH K IND.
834	394	Janitors & sextons	09	
835	502	Kitchen workers n.e.c. exc. private households	11*	DO NOT USE WITH K IND.
840	396	Midwives	37	USE ONLY WITH 867 IND.
841	400	Porters	04	
842	401	Practical nurses	22	

CBC	ID#	OCCUPATION	SES	
		Serv. exc. priv. hh. cont.		
843	288	Hairdressers, cosmetologists	17*	
850	391	Firemen, fire protection	37	
851	392	Guards, watchmen, doorkeepers	18	
852	395	Marshalls & constables	21	Use only with J, 926 or 936 Industry
853	397	Policemen & detectives (If NA which below)	39	
853 (All others)	399	Private	36	
853 (906-936,J)	398	Government	40	
854	402	Sheriffs & bailiffs	34	Use only with J, 926, 936 Industry
860	405	Watchmen (crossing) & bridge tenders	17	
874	403	Ushers, recreation & amusement	25	
875	404	Waiters & waitresses	16	
890	406	Service workers except private household (n.e.c.)	11	Do not use with K, Industry
		FARM LABORERS & FOREMEN		
901	407	Farm Foremen	20	Use only with a Industry
U	408	Farm laborers, wage workers	06	"
V	409	Farm lab., unpaid family workers	17	"
905	410	Farm service lab., self-emp.	22	"
		LABORERS, EXCEPT FARM & MINE		
960	323	Carpenters helpers, exc. logging & mining	07	Do not use with 126-156, or 205 Industry
962	411	Fishermen & oystermen	10	Do not use with 126-156 Industry

CBC	ID#	OCCUPATION	SES	
		Lab., cont.		
963	412	Garage laborers, car washers and greasers	08	Do not use with 126,-156 Industry
964	413	Gardeners, exc. farm and groundskeepers	11	"
965	414	Longshoremen & stevedores	11	"
970	415	Lumbermen, raftsmen, woodchoppers	04	"
971	416	Teamsters	08	"
972	417	Truck drivers' helper	09*	"
973	503	Warehousemen n.e.c.	08*	"
		LABORERS, n.e.c.		
		Non-Manufacturing		
X(C)	491	Construction (for other non-mfg. ind. see after mfg. Industries below)	07	
X(985)		Manufacturing (If NA what kind see not spec. ind. under Manufacturing below)		
		Durable goods		
		Lumber & wood prod. exc. furn.		
X(206)		Logging		Do not use X Occup. code with 206 Industry
X(207)	419	Sawmills, planing mills, and millwork	03	
X(208)	420	Misc. wood products	02	
X(209)	421	Furniture & Fixtures	05	
X(216-236)	422	Stone, clay & glass prod. (If NA which below)	07	
X(216)	423	Glass & glass products	14	
X(217)	424	Cement, concrete, gypsum, plaster products	05	

CBC	ID#	OCCUPATION	SES
		LABORERS, n.e.c. cont.	
X(218)	425	Structural clay products	05
X(219)	426	Pottery & related prod.	07
X(236)	427	Misc. nonmetallic mineral and stone products	05
		Metal Industries	
X(237)	430	Blast furnaces, steel works, rolling mills	09
X(238)	431	Other primary iron & steel ind.	04
X(239)	432	Primary nonferrous ind.	06
X(246)	433	Cutlery, hand tools & other hardware	07
X(247)	434	Fabricated structural metal products	07
X(248)	435	Misc. fab. met. prod.	10
X(249)	436	Not spec. metal ind.	09
X(256+257,M)	437	Machinery, exc. elec. (If NA which below)	11
X(256)	438	Agric. mach., tractors	14
X(257)	439	Office & store machines and devices	17
X(M)	440	Miscellaneous machinery	10
X(259)	441	Electrical machinery, equipment and supplies	14
X(267-276)	442	Transportation equipment (If NA which below)	11
X(267)	443	Motor vehicles & motor vehicle equipment	13
X(268)	444	Aircraft and parts	15
X(269)	445	Ship & boat bldg. rpr.	02

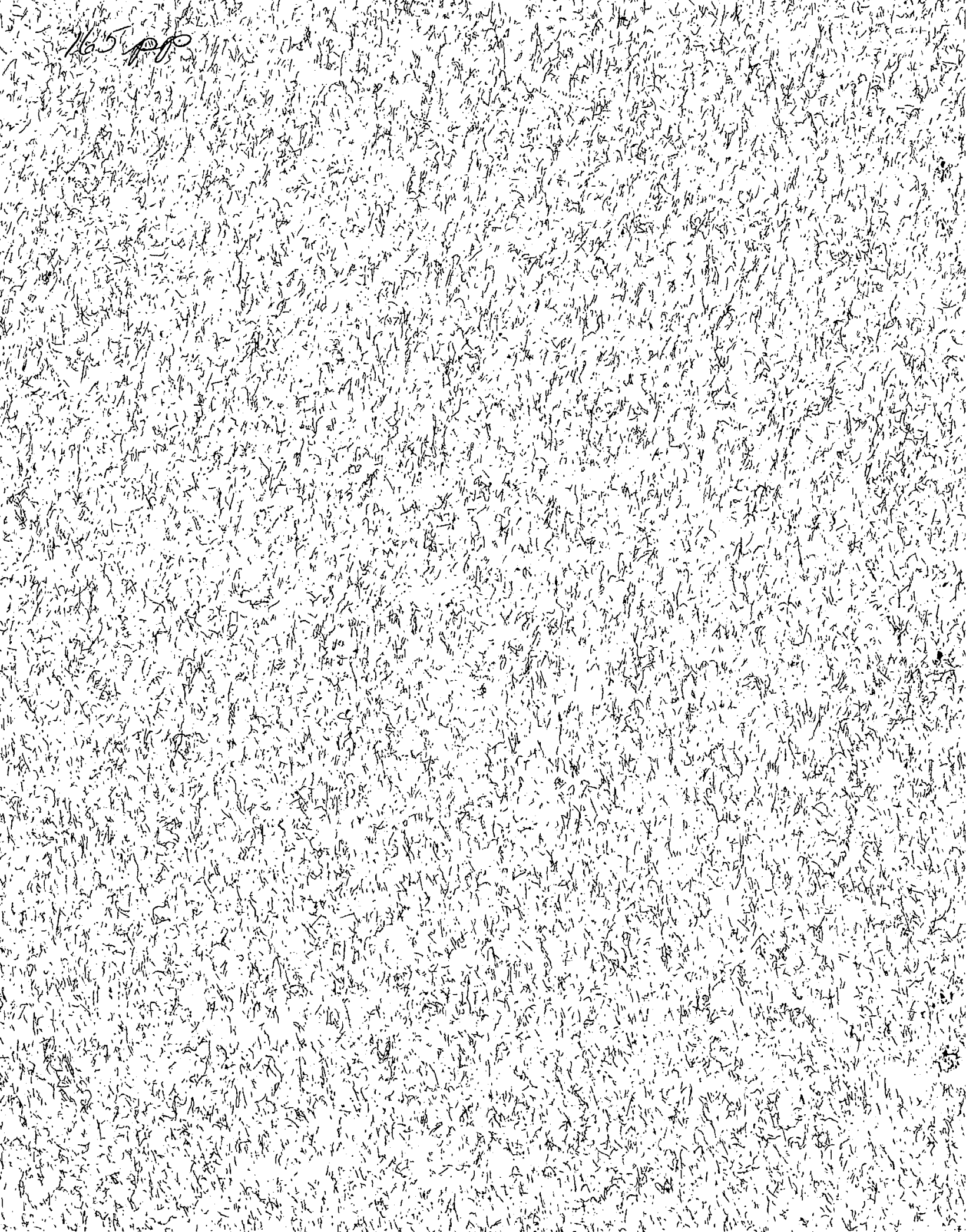
CBC	ID#	OCCUPATION	SES
		Lab., cont.	
X(276)	446	Railroad & misc. transportation equipment	08
X(286-289)	447	Professional & photographic equipment & watches (If NA which below)	11
X(286)	448	Profess. equip. & supp.	10
X(287)	449	Photo. equip. & supp.	16
X(289)	504	Watches, clocks, & clock-work operated devices	11
X(296)	450	Misc. Mfg. industries	12
		Non-durable goods	
		Food & kind. prod. (If NA which see Not. Spec. Food Ind. below)	
X(306)	452	Meat products	08
X(307)	453	Dairy products	13
X(308)	454	Canning & preserv. fruits vegetables & sea foods	06
X(309)	455	Grain-mill products	06
X(316)	456	Bakery products	10
X(317)	457	Confect., & related prod.	10
X(318)	458	Beverage industries	16
X(319)	459	Misc. food prep. & kind. prod.	05
X(326)	460	Not spec. food ind.	14
X(329)	461	Tobacco Manufacturers	00
X(346-356)	462	Textile mill products (If NA which below)	03
X(346)	463	Knitting mills	04
X(347)	464	Dyeing & finishing textiles except knit goods	09

CBC	ID#	OCCUPATION	SES
		Lab. (X) cont.	
X(348)	465	Carpets, rugs, floor covering	14
X(349)	466	Yarn, thread, & fabric mills	01
X(356)	467	Misc. textile-mill products	06
X(367&B)	468	Apparel &other Fab. textile products	09
X(B)	469	Apparel& accessories	11
X(367)	470	Misc. fab. textile products	06
X(386-389)	471	Paper & allied prod. (If NA which below)	07
X(386)	472	Pulp, paper, and paperbd. mills	06
X(387)	473	Paperbd. containers and boxes	10
X(389)	474	Misc. paper & pulp products	08
X(396&398)	475	Printing, publishing, allied industry	23
X(406-409)	476	Chemicals & allied products (If NA which below)	08
X(406)	477	Synthetic fibers	04
X(407)	478	Drugs & Medicines	22
X(408)	479	Paints, varnishes and related products	08
X(409)	480	Misc. chemicals & allied products	08
X(416&419)	481	Petroleum & Coal products (If NA which below)	22

CBC	ID#	OCCUPATION	SES
X(416)	482	Petroleum refining	26
X(419)	483	Misc. petroleum and coal products	03
X(426&429)	484	Rubber products	12
X(436-438)	485	Leather & Leather products (If NA which below)	06
X(436)	486	Leather; tanned, curried and finished	02
X(437)	487	Footwear, except rubber	10
X(438)	488	Leather products, except footwear	12
X(459)	489	Not specified manufacturing industries (Incl. manuf. but NA kind)	08
X(L)	492	Railroads & railway express service	03
X(507-526)	493	Transportation, except railroads	09
X(536-579)	494	Telecommunications and utilities and sanitary service	06
X(606-696)	495	Wholesale & retail trade	12
X(806-809)	496	Business & repair services	09
X(K, 826-839)	497	Personal services	09

CBC	1970	OCCUPATION	SES	
X(906-936,J)	493	Public Administration	07	
X(999-non manuf.)	490	Non-manufacturing (incl. non-manuf. NA kind)	07	
X(999+017-018,706-499 736,A-J, E)	499	All other industries (incl. not reported.)	06	Do not use X occupation code with 126-156 industries.
		NOT IN LABOR FORCE		
990	903	Housewife	--	
990	905	Student	--	
990	~~998~~ 289	Student with job**	--	
991*	234	Discharged from service, not retired, not yet employed.**	18	
992*	418	Unemployed**	--	
993*	901	Retired**	--	
993*	902	Permanently disabled**	--	
993*	904	Handles own investments, ONLY**	--	
994*	900	Inap.**	--	
995	999	Occupation not reported	19	

*These numbers have been assigned on the ORD

**These codes are to be used at the discretion of the study, i.e. the study rules will direct you whether to code such cases in these codes or whether to code a prior occupation.

CENSUS CLASS LETTER	NUMERICAL EQUIV.
A	016
B	359
C	196
D	659
E	876
F	636
G	638
H	868
J	916
K	816
L	506
M	258
N	200
P	804
Q	411
R	290
R-SE	291
S	394
T	715
U	902
V	903
W	775
X	985
Y	370
Z	342